



Elements of Team Functioning

SESSION

5

Facilitator's Script



2 hours,
25 minutes total



5 minutes

Elements of Team Functioning

Introduction and Overview

Welcome to our training session on “Elements of Team Functioning.” My name is _____. I represent the voice of _____ (family, early intervention, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).

Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

This session is about teaming and collaboration—essential elements of serving infants and toddlers with disabilities and their families in inclusive settings. You will have the opportunity to learn more about specific activities and strategies to promote effective team development, the elements of effective team functioning, and how to apply this information to other teams.



Add participant introductions/openers, as needed.

Review the Learning Outcomes and Agenda.

See Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will become familiar with elements of effective teaming.*
- ◆ *Participants will apply the elements of effective teaming to a community team.*

Agenda

Agree on Ground Rules

Elements of Effective Teaming

- Lecturette: Identifying Elements of Effective Teaming
- View DVD: *Sister Act*
- Large-Group Discussion

Identifying Areas to Improve Team Functioning

- Small-Group Discussion
- Large-Group Discussion

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



55 minutes total



15 minutes

Elements of Effective Teaming

Lecturette: Identifying Elements of Effective Teaming

When we discuss teams, we need to think about a number of important elements.

- ◆ *A team relies on the contributions of its individual members.*
- ◆ *A team needs to balance the completion of its work with the time and effort needed to build the capacity to function well as a team.*
- ◆ *We are members of lots of different teams; for example, program teams, management teams, community teams, Individualized Family Service Plan teams, and so on. The principles of teaming we are discussing here apply to all teams.*
- ◆ *Teams may need to focus on different aspects of team functioning at different stages of their development.*
- ◆ *Team development needs to be ongoing.*
- ◆ *Teams experience changes in membership. When this happens, teams need to rebuild themselves as a team.*

**Handout #2: Elements of Effective Teaming**

Facilitators briefly describe each of the elements of effective team functioning (listed below and on the handout) and provide examples from their own experience demonstrating why these elements are important.

The elements of teaming are:

- ◆ *Mission and Goals*—Effective teams have a clear, shared mission and well-defined goals.
- ◆ *Roles and Responsibilities*—Teaming is critical because services to infants and toddlers with disabilities and their families are provided by numerous service providers from different disciplines and agencies. Teaming requires that everyone involved have a clear understanding of the strengths and skills of each team member and who is responsible for what.
- ◆ *Communication and Interpersonal Relationships*—Teams need to maintain ongoing communication and strong relationships.
- ◆ *Problem Solving and Conflict Resolution*—Teams need strategies to address the challenges they face when providing coordinated services to infants and toddlers with disabilities and their families.
- ◆ *Reflection/Continuous Improvement*—As teams work toward their goals, they need to evaluate how they are doing and how they can do even better.



15 minutes



View DVD: *Sister Act*

Have the DVD cued to the correct place in *Sister Act* before the session begins.

See Important Considerations in the Facilitator's Planning Worksheet.



Handout #3: Guided Viewing: *Sister Act*

We are going to watch part of the Whoopi Goldberg film, *Sister Act*, and observe a team—in this case, a choir. Look for examples of the elements of team functioning that we just discussed:

- ◆ *Mission and Goals*
- ◆ *Roles and Responsibilities*
- ◆ *Communication and Interpersonal Relationships*
- ◆ *Problem Solving and Conflict Resolution*
- ◆ *Reflection/Continuous Improvement*

Please locate the Guided Viewing Handout #3 and use the handout to record the examples you observe for each of the elements of teaming. We'll start *Sister Act* where Whoopi Goldberg, a showgirl taking the identity of a nun in a convent, is assigned to sing in the choir.



Start DVD: *Sister Act* (13 minutes).

Begin 45 minutes into the film where Whoopi's character and the Mother Superior are talking, and Whoopi says, "You really care about them, don't you?" Stop about 13 minutes later, after the choir has sung a very upbeat song at Mass, and the congregation is applauding.



25 minutes



Large-Group Discussion

Review the elements of team functioning one at a time and chart the responses.



What did you see happen to the team when its members all shared the same mission and goals?



Add any of the following key points not mentioned by the group:

- ◆ *Whoopi had a vision of what she wanted the choir to accomplish.*
- ◆ *The choir shared her mission to make them sing better together—they wanted to succeed.*



What did you observe about roles and responsibilities?



Add any of the following key points not mentioned by the group:

- ◆ *Each choir member had her role (singing alto, soprano, solo, etc.) and needed to be in the right place in the choir so the harmony would work.*
- ◆ *The strengths and weaknesses of each member of the choir were acknowledged respectfully and incorporated into the group effort (the person who was too loud was toned down, the person who was quiet developed the confidence to sing louder).*



What did you observe about communication and interpersonal relationships?



Add any of the following key points not mentioned by the group:

- ◆ *Whoopi started by telling them they needed to listen to each other.*
- ◆ *She treated them with respect and brought out the best in each one.*



What did you observe about problem solving and conflict resolution?



Add the following key point if it is not mentioned by the group:

- ◆ *Whoopi acknowledged the former choir director's experience and enlisted her help to move the group forward.*



What did you observe about reflection/continuous improvement?



Add any of the following key points not mentioned by the group:

- ◆ *The choir began to practice more.*
- ◆ *They built on what they knew and expanded their repertoire.*



Have you had any personal experiences with these 5 elements of teaming?



Solicit 2–3 examples of personal experiences.



60 minutes total

Identifying Areas to Improve Team Functioning

Let's use what we've discussed about the choir to think about how these same elements of team functioning apply to your teams.



30 minutes



Small-Group Discussion

Handout #4: Teaming Scenario

We are going to break up into small groups. Please find the Teaming Scenario Handout #4, which describes a hypothetical team. Each team member of this hypothetical team is described briefly on your handout. Every small group will be assigned one of these team members and as a group will work thorough the activity from the assigned perspective. Each group will share its assigned team member's perspective during our share back.



Assign each group a role. You need to have at least six groups—one per role. Provide each group one or two pieces of chart paper and pens so group members can record their ideas.

Answer the following questions from the perspective of the team member your group represents. You will find the questions listed at the end of your handout.

- ◆ *Are there other Causes to Pause the team might consider?*
- ◆ *Based on the 5 areas of team functioning we have been discussing and based on your unique perspective as this team member, which areas would you identify to work on?*
- ◆ *What priorities would you like to work on as a group?*

One person at each table will read the description of your assigned character aloud. Then read “The Team’s Goals” and “The Team’s Issues and Concerns.” After you have finished discussing the questions, chart your priorities on the chart paper we are passing around and be prepared to share your ideas with the large group.

You have 30 minutes.



30 minutes

Large-Group Discussion

Now, let’s hear from each group about your priorities for the team. Describe the team member whose role you represent before you share your priorities.



*Which group had the role of Amelia, the parent?
Could you share what you thought the issues might
be from her perspective?*



Add any of the following key points not mentioned by the group:

Amelia, the parent

- ◆ *She might want to revisit the team mission and goals.*
- ◆ *Amelia does not feel valued for her work with the team, so addressing the importance of her role on the team would be essential.*
- ◆ *She would want to work on communication and interpersonal relationships.*
- ◆ *Problem solving and conflict resolution might be important to address, since she is feeling that her needs are not being met.*
- ◆ *She might want to reflect with the group on its successes and areas of struggle, and provide input for continuous improvement from the parent perspective, especially about her transition experience.*



Which group had the role of Irene, the early intervention partner? Could you share what you thought the issues might be from her perspective?



Add any of the following key points not mentioned by the group:

Irene, the early intervention partner

- ◆ *Irene might want to focus on clarifying roles and responsibilities.*
- ◆ *She also might want to reflect and work on continuous improvement so she has support in enhancing her practice.*
- ◆ *Irene might want to problem-solve with the team about how she can provide services most effectively in the context of the early care and education program.*
- ◆ *Because Irene is new to the team, revisiting the mission and goals would be important so she can understand and contribute to the mission.*
- ◆ *Building strong communication and interpersonal relationships with the team will make Irene more comfortable asking questions and getting feedback that would increase her skills.*



*Which group had the role of Sarina, the teacher?
Could you share what you thought the issues might
be from her perspective?*



Add any of the following key points not mentioned by the group:

Sarina, the teacher

- ◆ *Sarina might need to focus on communication skills and interpersonal relationships.*
- ◆ *It might be important to work on problem solving and conflict resolution so she can address her frustrations in a productive way. She also might need strategies for implementing the goals and using problem-solving strategies to address the Causes to Pause she identifies.*
- ◆ *Having an opportunity to reflect safely with the team, Sarina might be able to understand others' responses when she comes across as angry and judgmental.*



Which group had the role of Daniel, the disabilities coordinator? Could you share what you thought the issues might be from his perspective?



Add any of the following key points not mentioned by the group:

Daniel, the disabilities coordinator

- ◆ *Reviewing the mission and goals would be important, since Daniel is new in his role.*
- ◆ *A discussion about roles and responsibilities might also support his confidence and clarify expectations from other team members.*
- ◆ *Building interpersonal relationships and communication also would support his confidence and create opportunities for him to ask for support from other team members.*
- ◆ *Providing opportunities for reflection and continuous improvement will support Daniel in enhancing his skills with the team.*



Which group had the role of Juanita, the administrator? Could you share what you thought the issues might be from her perspective?



Add any of the following key points not mentioned by the group:

Juanita, the administrator

- ◆ *Create a shared mission and vision with both the newly configured team and the program administration.*
- ◆ *Develop problem-solving and conflict resolution strategies with the team to identify ways they can build support within the agency for inclusion and to show how it works so that they are not so fearful.*
- ◆ *Support clear roles and responsibilities among team members, especially since there are new and shifting roles within the team.*
- ◆ *Enhance communication and relationships so Juanita has the support she needs to move forward within the larger system.*
- ◆ *Continuous improvement and reflection within the team will improve their skills and functioning as individuals and as a team. This positive example might promote acceptance of continuous improvement within the larger system.*



Which group had the role of Steve, the child care director? Could you share what you thought the issues might be from his perspective?



Add any of the following key points not mentioned by the group:

Steve, the child care director

- ◆ *Steve might want support from the SpecialQuest team to help share the vision for inclusion with his child care staff.*
- ◆ *Building interpersonal relationships between child care staff, Amelia, and other staff who work with Kyle might facilitate more willingness to include Kyle.*



Collect and keep charts for use in the next session.

As you reflect on our discussion about this hypothetical team, do you see any implications for your real-world team?



Elicit a few comments from the group, and then move on to the wrap-up.



5 minutes

Wrap-Up

We know that the relationships within teams take time to develop and need ongoing attention to flourish. We also know that for a team to function well and harmoniously, it needs the individual contributions of each team member. There is a dynamic balance between ensuring that the team completes its task and building the team and its ability to function effectively.

We are members of many different teams—for example, program team, management team, community team, IFSP team, and so on. These principles of teaming apply to all teams.

Teams vary in their stages of development. At each stage, they need to focus on different aspects of team functioning. As teams experience changes in membership, they need to rebuild themselves as a team.

Today you have reviewed the five elements of team functioning:

- ◆ *Mission and Goals*
- ◆ *Roles and Responsibilities*
- ◆ *Communication and Interpersonal Relationships*
- ◆ *Problem Solving and Conflict Resolution*
- ◆ *Reflection/Continuous Improvement*

You had the opportunity to observe the elements of team functioning in two situations—with the *Sister Act* movie and with the scenario that you just worked on. In the next session, “Session 6: Enhancing Team Functioning,” you will discuss strategies and tools that support the team in the scenario, as well as other teams you work with. We will meet for that session on _____ (day), at _____ (time) at _____ (location). I’ll bring the charts we developed today.



Do you have any questions about what we discussed today?



10 minutes

Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



Gather Continuous Improvement feedback.

See Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session, and what could be done to improve.



Divide a piece of chart paper into two columns, as shown. Entitle one column “What worked?” and the other column “Suggestions for improvement.”

What worked?	Suggestions for improvement



Chart participants’ comments without rebuttal or discussion. Facilitators can act on these suggestions, as appropriate, in future training sessions.



What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session