



## Enhancing Team Functioning

SESSION

6

### *Facilitator's Script*



2 hours,  
30 minutes total



5 minutes



## Enhancing Team Functioning

Before the participants arrive, take the charts you've collected from the previous session and post them on the wall.

As participants arrive, ask them to sit with the same small groups they worked with in "Session 5: Elements of Effective Teaming."

## Introduction and Overview

Welcome to our training session on "Enhancing 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.

In this session, you will explore strategies that will help you build more effective teams by applying the elements of teaming you learned in the previous session. Working collaboratively is an essential element of serving infants and toddlers with disabilities and their families in inclusive settings; so teaming skills are important.



**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 identify strategies and tools to build and strengthen teams in developing the following:*
  - ◆ *Mission and Goals*
  - ◆ *Roles and Responsibilities*
  - ◆ *Communication and Interpersonal Relationships*
  - ◆ *Problem Solving and Conflict Resolution*
  - ◆ *Reflection/Continuous Improvement*
- ◆ *Participants will apply the 5 elements of team functioning and identify team development strategies.*

## Agenda

Agree on Ground Rules

Strategies to Enhance Effective Team Functioning

- Review “Building Effective Teams”
- Small-Group Activity: Identifying Strategies
- Large-Group Share-Back

Apply Strategies to Your Work

- Small-Group Activity
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



*5–10 minutes*



## Agree on Ground Rules

See Facilitator’s Guide.

Chart and post ground rules.



1 hour,  
15 minutes total



15 minutes

## Strategies to Enhance Effective Team Functioning

### Review “Building Effective Teams”

Let’s review the critical elements of team functioning that we discussed in session 5:

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



**Handout #2: Building Effective Teams:  
Self-Assessment and Strategy Guide for Enhancing Teamwork**



**Briefly review the organization of the material and activities in each of the areas of effective team functioning. Facilitators should be familiar with the guide and strategies, have examples of how the strategies might be applied, and refer to previous discussions during “Session 5: Elements of Effective Teaming.”**

The guide is organized into 5 sections that correspond to the elements of team functioning.

Each section has:

- ◆ *An introduction*
- ◆ *Self-assessment questions*
- ◆ *Strategies for team development*
- ◆ *Annotated descriptions of each strategy that might apply to this area*
- ◆ *Detailed instructions on how to implement the strategy with a team*

The table of contents will help you find the materials you need. We will be working with these materials in the next activity.



*30 minutes*

### Small-Group Activity: Identifying Strategies

Be sure you are sitting with the same small group you worked with in the previous session. You will be building on the work you did then.



**Handout #3: Teaming Scenario (distribute to those who did not bring it from the previous session)**



**Refer participants to the scenario and to the charts (posted on the wall) the small groups developed in session 5 to record their priority areas for team development.**

## Enhancing Team Functioning

From the scenario you discussed in session 5, you will be identifying strategies that will strengthen team functioning. Each small group will continue to work from the perspective of the team member you were assigned (for example, the parent or the teacher).

Start by reviewing the description of the team member you were assigned and the priorities you developed in session 5. Each group will examine the guide and locate the teaming activities in your priority area. Then you'll choose those activities from the guide that you feel will enhance team functioning from the perspective of the team member you represent. Finally, you'll apply the strategies from the guide to the hypothetical team.



### Handout #4: Considerations When Choosing a Teaming Activity

With your team, review the strategies in the section of the guide that addresses your priorities. Consider the following questions listed on your handout:

- ◆ *Which strategies would best enhance this team's functioning?*
- ◆ *Why did you choose the strategies? Start with the priority areas you identified in session 5.*
- ◆ *What considerations would you have in using these strategies (for example: time, expertise, use of outside facilitator)?*
- ◆ *What concerns would you have about using a particular strategy?*
- ◆ *What skills and resources would you need to implement the strategies?*

You have 25 minutes. After that time, be prepared to share with the large group.



30 minutes

## Large-Group Share-Back

Now we will hear from each group about the top 2 strategies identified to enhance team functioning and why. Each team has 4–5 minutes to summarize their character from the scenario and share their thoughts on the following questions:

- ◆ *Which strategies would best enhance this team’s functioning?*
- ◆ *Why did you choose the strategies? Start with the priority areas you identified in session 5.*
- ◆ *What considerations would you have in using these strategies (for example: time, expertise, use of outside facilitator)?*
- ◆ *What concerns would you have about using a particular strategy?*
- ◆ *What skills and resources would you need to implement the strategies?*

Let’s hear from the group that had the role of Amelia the parent.

OK—let’s hear from the next group.



**Allow each group to respond to the questions from the perspective of the role they represent.**



45 hour total



25 minutes

## Apply Strategies to Your Work

### Small-Group Activity

Now, let's take some time to think about the teams you work with on a daily basis. We have talked about a variety of ideas that can strengthen team functioning. As you think about using these ideas with your program or with other teams you work with, you may anticipate some resistance. This activity is designed to help you think through and address the resistance, the "Yes, but . . ." reaction you might get in response to your suggestions for team development.



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*What are some of the "Yes, but . . ." responses you might hear?*

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

- ◆ *"Our team has strong interpersonal conflict between 2 of its members. It seems like we need to bring in an outside facilitator. Seems like a good idea, but how will we pay for the facilitator?"*
- ◆ *"How will we have time to do all these team-building activities when we are so swamped with work and barely have time to meet as a team?"*



Please write down any “Yes, but . . .” responses you think you might hear from your own team or program. Then share them in your small group. As a group, pick your top two “Yes, but . . .” and develop strategies to address them. You will share one “Yes, but . . .” strategy with the large group. You have 20 minutes.



*20 minutes*

### Large-Group Share-Back Identify Elements of Effective Teaming



Each group has about 3 minutes to share one “Yes, but . . .” and a related strategy. Have a container available to collect the “Yes, but . . .” you resolve.

Briefly share one “Yes, but . . .” and the strategies your group came up with. To make the point that you have “gotten rid of” the “Yes, but . . .,” throw your “Yes, but . . .” in the trash to symbolize that it is gone.



5 minutes

## Wrap-Up

We know that teaming—like any other relationship—takes time and attention. You have examined the elements of effective team functioning in the last 2 sessions and identified strategies to enhance team functioning. There is an ongoing balance between getting work done and how the team does its work. Attention to both of these elements will make you more effective in serving infants and toddlers with disabilities and their families, who need coordinated services from all the service providers they work with.

Are there any questions or comments about the training today?



**Review Learning Outcomes.**

**See Facilitator's Guide**



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.




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*What worked for you today?*

*What suggestions for improvement do you have?*

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Thank you for your participation today.

## End training session