

Team Participation

Course Length: 1 Day

Prerequisites: None.

Course Content

Unit 1: Understanding team fundamentals

Students will learn how to organize various types of teams, as well as the difference between traditional teams and self-directed work teams (SDWTs). They will learn about the importance of roles and responsibilities of team members. Students will identify the stages of team-building - forming, storming, norming, and conforming - as well as how to define effective goals. The unit concludes with the importance of and how to give constructive feedback, how to deal with different personality types, and how to resolve conflicts.

Topic A: Team fundamentals

Topic B: Team member roles

Topic C: Team goals

Topic D: Working together

Unit 2: Communicating in teams

The importance of team communication is presented in this unit. Students will learn that norms are ideas about appropriate behavior, and that roles pertain to particular members. They will also learn that team communication can be misinterpreted due to lack of clarity. Next, they will learn about verbal communication, nonverbal communication, and active listening. The hallmarks of supportive and effective communication will also be covered.

Topic A: Team communication

Topic B: Elements of communication

Topic C: Supportive, effective communication

Unit 3: Nonverbal communication and active listening

Students will learn that nonverbal communication can be expressed through facial expressions, eye contact, gestures and postures, paralanguage, and the interpretation of proxemics. They will learn the benefits of active listening, and how to overcome listening pitfalls. They will also learn how to use effective questioning to focus on goals or to evaluate the team's performance. Guidelines for responding to feedback will also be established.

Topic A: Nonverbal communication

Topic B: Active listening

Topic C: Response to input

If you have any questions about this course, please call CompuTrain at (713) 349-9186.

Unit 4: Conflict

Students will learn that indifference, negative attitude, and groupthink are all symptoms of group conflict. They will identify the causes of and need for conflict, and that conflict can arise because of limited resources, diverse backgrounds, or differing expectations, approaches, or perceptions. Finally they will learn about the ways in which conflict can be beneficial or detrimental, and about the types of power in conflict.

Topic A: Identifying conflict

Topic B: Nature of conflict

Topic C: Power

Unit 5: Resolving and handling conflict

In this unit, students will identify the steps to resolve conflict, and understand that creating a plan for dealing with similar conflicts can be beneficial in the future. They will learn that respect, present/future orientation, and empathic listening can help in dealing with all conflicts positively. They will identify several methods for handling criticism of their ideas constructively. Finally, they will learn to identify various conflict resolution styles and that collaboration is usually best when time and circumstances permit.

Topic A: Resolving conflict

Topic B: Handling conflict

Topic C: Conflict resolution styles

Unit 6: Making a decision

Students will learn about the benefits of collective decision-making, and that divergent and convergent thinking form the team decision-making process. They also will learn about the elements of team decision-making, content and process. Next, they will learn how to achieve agreement within the team, and how groupthink can adversely affect the decision-making process. Decision-making methods such as voting, ranking, authority decision, and consensus will also be identified and discussed.

Topic A: Collective decisions

Topic B: Team decisions

Topic C: Decision-making methods

Unit 7: Consensus

The prerequisites to and steps of the consensus process will be identified. Students will learn that to achieve consensus, the team must state and clarify options, express and resolve concerns, choose the best alternative, and then evaluate personal agendas. They will understand the process for reaching consensus, as well as how to manage conflict. They will learn that some people may have many misconceptions about consensus, but that there are also many real challenges in the consensus process. Students will learn that attitudes can be detrimental to the process, and that detrimental behavior often points to underlying causes. Finally, students will learn to avoid some of the pitfalls of the process.

Topic A: Consensus process

Topic B: Consensus challenges