

Team Building Final Assessment: Outline and Rubric

Competency Name: Team Building

Competency Statement: Demonstrate an understanding of the importance of team dynamics to organizational effectiveness, productivity, and communication within an organization.

Final Assessment Title: Team Building Reflection Paper

Competency Objectives:

1. Identify and explain the stages of team development.
2. Compare and contrast the elements in teams and in workgroups, including virtual teams.
3. Identify and discuss which is the better choice, teams or workgroups, within an organization (i.e., benefits and challenges of each).
4. Identify and develop strategies that a team can use to improve communication, trust, and collaboration.
5. Identify and employ appropriate methods for conflict resolution in an organization.
6. Identify and initiate effective methods of evaluating and rewarding team success.

Program Learning Outcome(s): N/A

Institutional Learning Outcome(s): N/A

Purpose of this Assessment

The purpose of this Summative Assessment is to demonstrate your understanding of team building by analyzing one of the given team-building activities (from Appendix A) for a group of your choosing. You may select a group where you work or volunteer, or another type of group of which you are a member. After you lead the activity, you will write a reflection paper that details and describes the dynamics present during that session.

Examples of groups you might consider using for this assignment include the following:

- Church groups
- Sports teams
- Special projects for school
- Neighborhood groups or organizations
- Ad-hoc committees
- Board memberships
- Clubs

Items Required for Submission

The item required for submission is an 8-12 page paper.

Step ONE: Preparation

Choose a team or group for conducting a team building activity with five to seven people. For this assignment you will be discussing your roles as BOTH participant and observer in this situation, so be

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sure to review the suggested criteria for completing this assignment and take a few notes during the meeting to help you reflect back on the dynamics.

- Choose the team building
- Choose the team building activity you would like to use.
- Research at least five scholarly references on team building and include them as in-text citations and as a separate reference page.

Step TWO: Write Your Paper

Your paper must include the following:

1. Introduction
 - Team/Group Background (include some background about the team and team demographic information)
 - Type of Team/Group – Describe and explain why these people are more like a team or a group
 - Formal/Informal roles in the team/group
 - Description of team building activity (include where and when it occurred and any special circumstances)
2. Stages of Team Development – Using the five stages of team building, describe how your team progressed through the various stages using your references to support your observations.
 - What stages did the team go through?
 - What stage did the team get stuck in? Why?
 - How did the team move through the different stages?
3. Characteristics of the team – Using the five key characteristics of a team, give examples from your team building activity to show the degree to which the characteristics appeared, using your references to support your observations
4. Barriers – Identify barriers that emerged during the team building activity and how the group managed those barriers, using your references to support your observations. What was the effect of the barriers on the end result?
5. Strengths and Weakness of the team – explain the levels of commitment, cohesion, and performance and the interaction between them as it related to your team.
6. Conclusion and Recommendations – Evaluate the activity overall, including an explanation of what worked well and what would you have done differently for this particular activity. What did you learn about team building from doing this particular activity? Make at least three recommendations for this group for ways to improve their teamwork in general, not just for this particular activity.

Step THREE: Complete Checklist for Submission

Before you submit your work, check to see if you have met the criteria noted below. Did you:

- ✓ Thoroughly describe all aspects of the team and team building activity?

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- ✓ Demonstrate sophisticated understanding of the major team building theories and concepts related to the stages of team development, and apply them to your chosen team building activity?
- ✓ Comprehensively discuss significant connections between aspects of the team building activity and commitment, cohesion, and performance?
- ✓ Comprehensively discuss significant barriers of the teamwork building activity, using relevant research and data to offer a comprehensive application of team building theories?
- ✓ Make thoughtful and reflective conclusions that summarize the essential team building activity details?
- ✓ Accurately and thoroughly use highly relevant and well-chosen research and data to offer a meaningful application of team building theories?
- ✓ Present detailed, realistic and appropriate recommendations, clearly supported by the major theories and concepts?
- ✓ Make sure that your paper is logical, well-written, and of the required length?
- ✓ Check to see that spelling, grammar, and punctuation are accurate?
- ✓ Follow APA formatting

Step FOUR: Submit Your Product Development Plan

- Your completed files should be submitted through the Final Assessment page of your competency.

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Scoring Rubric for Final Assessment

Criterion	EMERGING (1)	DEVELOPING (2)	PROFICIENT (3)	EXEMPLARY (4)
Introduction	Describes some aspects of the team or team building activity.	Describes most aspects of the team and team building activity.	Describes all aspects of the team and team building activity.	Thoroughly describes all aspects of the team and team building activity.
Stages of Team Development	Demonstrates surface understanding of the major team building theories and concepts	Demonstrates partial understanding of the major team building theories and concepts	Demonstrates adequate understanding of the major team building	Demonstrates sophisticated understanding of the major team building
Barriers	Limited discussion of barriers of the teamwork building activity. Uses little, if any, research or data to offer any application of team building theories.	Discusses some barriers of the teamwork building activity. Uses some research and data to offer a limited application of team building theories.	Completely discusses important barriers of the teamwork building activity. Fairly accurately and thoroughly uses research and data to offer a comprehensive application of team building theories.	Comprehensively discusses significant barriers of the teamwork building activity. Uses relevant research and data to offer a comprehensive application of team building theories.
Strengths and Weaknesses	Discusses few appropriate connections between aspects of the team/group work and commitment, cohesion, and performance. Fails to accurately or thoroughly use relevant research and data to offer an application of team building theories.	Discusses some connections between aspects of the team/group work and commitment, cohesion, and performance. Fairly accurately and thoroughly uses research and data to offer a reasonable application of team building theories.	Completely discusses important connections between aspects of the team/group work and commitment, cohesion, and performance. Fairly accurately and thoroughly uses appropriate research and data to offer an appropriate application of team building theories.	Comprehensively discusses significant connections between aspects of the activity and commitment, cohesion, and performance. Accurately and thoroughly uses highly relevant and well-chosen research and data to offer a meaningful application of team building theories.

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Conclusion and Recommendations	Makes a limited attempt to draw conclusions about the team building activity. Presents unrealistic or inappropriate recommendations that are not supported by the major theories and concepts of team building.	Makes some conclusions to summarize the team building activity details. Presents some appropriate recommendations, with little support from the major theories and concepts of team building.	Makes some conclusions to summarize the team building activity details. Presents some appropriate recommendations, with little support from the major theories and concepts of team building.	Thoughtful and reflective conclusions that summarize the essential team building activity details. Presents detailed, realistic and appropriate recommendations, clearly supported the major theories and concepts.
Writing Mechanics	The paper lacks clarity and may be confusing; too long or short. Numerous errors in spelling, grammar, and/or punctuation. Limited, if any, adherence to APA standards.	The paper is somewhat logical and well-written; too long or short. Some errors in spelling, grammar, and/or punctuation. APA standards are somewhat followed but with numerous errors.	The paper is logical, well-written, and of the required length. There may be one or two minor errors in spelling, grammar, and/or punctuation. APA formatting standards are followed with a few minor errors.	The paper is logical, well-written, and of the required length. Spelling, grammar and punctuation are accurate. APA formatting standards are followed; citations and reference page are correctly formatted.

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APPENDIX A – TEAM BUILDING ACTIVITIES

BROKEN SQUARES

The instructions and the broken square template can be found here:

<http://humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/activities-and-games/broken-squares.html>

Activity: This activity is a great way to break the ice with a new group of people; or to focus on group work, working as a team, communication, helping others, problem solving, critical thinking, etc. The puzzle process may frustrate some group members, while invigorating others. Group member observers should make note of each participant's reaction to the activity. Participation and cooperation by all team members is essential to attain team and individual goals. This activity may expose participants to behaviors that may contribute toward or obstruct group success.

Function in Class: This is a great activity to use when starting a class with a focus on problem solving or critical thinking. It is also useful to illustrate human nature, including selfishness, recognizing others' needs, and generosity. It is also useful as an icebreaker to increase interaction between group members.

Time Requirements: 30-40 minutes

Materials Needed: A set of broken square puzzle pieces (see broken square template pdf file), envelop or baggie for each puzzle set, a table for each group, team instructions sheet, and observer instructions.

Team Leader Instructions:

- Divide your participants into teams; groups of 5-7 are best.
- Give each team member an envelope with puzzle pieces inside. Your team will be successful when there is a perfect square, each of the same size, in front of each team member.
- Print instructions for each team member and a set of instructions for each observer/judge.
- Hand out the set of broken square envelopes, and instruct the group to distribute one envelope to each of the participants (do not open the envelopes until instructed to do so).
- Give each group a copy of the Broken Squares Team Instructions. Read these instructions out loud. Check for understanding and answer any questions.
- Instruct the groups to begin the task. Monitor the groups, along with the judge/observers, to ensure that groups follow the rules fairly closely.
- Allow most groups to complete their puzzles. Call "time."

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- Have the entire team develop a set of learning points, which you record on the flipchart (this may take up to 20 minutes).
- Discuss these with the entire group.

Puzzle making instructions:

- Make the broken squares using the template pdf file. Cut the squares apart on the lines.
- Mix them up and then put pieces in the required number of envelopes. You can have an equal number in each envelop or add more to some envelopes.
- Make sure each group has the same number of complete squares as team members (or one set). If you use card stock (60 lb.), you should be able to use these over and over again.

Team Instructions Sheet (every participant should get this sheet)

- You may only use the pieces provided.
- No member may speak or gesture in any way throughout the activity.
- Members may not ask another member for a piece; take a piece from another member, or signal in any way for another person to give them a piece.
- Members may give pieces to other members.
- Members may not place their puzzle pieces in the center area for other team members to take.
- When a group (all members) has assembled all puzzles as instructed, they should indicate to the teacher or facilitator that they are done.

Broken Squares Instructor Notes - Debriefing of this activity is where most of the learning takes place.

- Was there anyone who continually struggled with his or her pieces, but yet was unwilling to give any or all of them away?
- How many people were actively engaged in mentally putting the pieces together?
- Did anyone seem especially frustrated?
- Was there any critical turning point at which time the group began to cooperate?
- Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

Debriefing points:

- Participation and cooperation are necessary.
- It is imperative to understand the objectives of the task at hand.
- Problem solving requires team members to keep an open mind and to use a variety of potential solutions.

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- Lack of communication makes problem solving difficult.
- You are never alone on a team.
- As a team member, you must be willing to help and accept help from others.

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HELIUM STICK

Detailed instructions can be found at:

<http://www.wilderdom.com/games/descriptions/HeliumStick.html>

- Deceptively simple exercise for small to medium sized groups (6 to 14)

Equipment: One Helium Stick, approx. 8 ft. A tent pole is ideal, or broomstick or cardboard/plastic tube/roll. (No helium is used.)

Time: About 15 minutes of trying until success and about 10 minutes for discussion

Links to other versions:

- Helium Pole (<http://www.teambuildingusa.com/team-building-games-helium-pole/>)

Team Leader Instructions:

- Line groups up in pairs, facing partner.
- Introduce the Helium Stick– a long, thin, lightweight rod.
- Ask students to point their index fingers and then lay the Helium Stick down on their fingers.
- The challenge is to lower the Helium Stick to the ground.
- The catch: Everyone's fingers must constantly be in contact with the Helium Stick at all times.
- Warning: At around this point the Helium Stick may start floating up, resulting in much laughter. Intervene and pull the stick down.
- Reiterate that if anyone's finger is caught not touching the Helium Stick, the task is restarted at shoulder height.
- Let the task begin again.
- The Helium Stick will mysteriously have a habit of floating upwards rather than coming down.
- Often, the more a group tries, the more the stick floats (because they get anxious and their fingers collectively jitter it upwards).
- The group needs to eventually calm down and slowly, patiently lower the Helium Stick, easier said than done.

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TOXIC WASTE

Detailed instructions can be found at:

<http://www.wilderdom.com/games/descriptions/ToxicWaste.html>

- This is a popular, engaging small group initiative activity which always provides a rich teamwork challenge for about 30-45 minutes. Involves thinking, imagination, action, fantasy, risk and an attractive solution.
- Can be done with adolescents or adults.
- The challenge is to move the toxic waste contents to the "neutralization" container using minimal equipment and maintaining a safe distance within a time limit.
- Moderately difficult - avoid using with groups who are still in the early stages of group development. Works best towards the end of a program and/or after the group has come together and dealt with basic teamwork issues.
- Can be done indoors or outdoors; outdoors is more dramatic because water can be used as the "toxic waste" instead of balls.

Equipment:

Approximately 75 ft of light rope or cord, old bicycle tube, two large cans (approx. 1.5 quarts), and toxic waste (water).

Time:

About 20 to 30 minutes

Brief Description:

Equipped with a bungee cord and rope, a group must work out how to transport a bucket of "Toxic Waste" and tip it into the "neutralization" bucket. Toxic Waste can be used to highlight almost any aspect of teamwork or leadership.

Description of Toxic Waste

- This activity provides an engaging, focusing, challenging small group challenge for about 30 to 60 minutes.
- Group sizes of approximately seven to nine are ideal, but can be done with as few as five or as many as 12 participants.
- Create two circles about 8 ft in diameter and about 30 ft apart, outside if possible
- Place a large can with toxic waste (water) in the center of one circle and an empty can in the center of the other circle.
- Explain that people must always maintain a distance of 4 ft from the toxic waste; otherwise, they will lose a limb or even die. The circle represents the danger zone, but a 4-ft distance must be maintained wherever the waste goes.
- If the waste is tipped into the other can, it will be neutralized.

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- The waste will blow up and destroy the world after 20 minutes if it is not neutralized.
- Equipment consists of many lengths of light rope or cord and an old bicycle tube. That's it.
- Give the group some planning time, e.g. five minutes, then action time, e.g., 15-20 minutes.
- If anyone spills the waste entirely, refill it, but don't encourage it. If someone breaches the 4-ft zone (often there are creeping hands), give a warning, then start enforcing loss of limbs (hand behind back) or function (e.g., blindness if a head enters the zone) that lasts for the rest of the game. If a whole person enters the zone, they have to sit out for the rest of the exercise.
- It is not an easy exercise and may need some coaching along the way. The solution usually involves doubling the tube over several times, attaching about eight cords around – everyone pulls on a cord to stretch out a rubber ring which is placed over the waste. With good coordination and care, the waste can then be lifted, moved, and tipped into the empty neutralizing bucket.

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BUILDING BRIDGES

Detailed instructions can be found at:

http://www.firststepstraining.com/resources/activities/archive/activity_bridges.htm

Learning Objective: To introduce the idea of teamwork, communication and creative problem solving.

Group Size: Small groups of 5-7 people

Space Required: A room with ample space for movement

Time Required: 1 hour

Props Required: Lots of newspaper, rolls (6-8) of masking tape, a gallon jug 1/4 to 1/2 full of water, a plastic dishpan type container, cassette player, cassette tape with "William Tell Overture" or music with a hectic pace.

Activity Instructions: Participants are going to build a bridge using only the newspaper and masking tape. The bridge must be strong enough to hold a bottle (show the bottle and let group members check the feel of it for weight).

Also, the bridge must be tall enough for the pan to pass underneath it. The bridge must be free-standing; not attached to the wall, a piece of furniture, a person or an article of clothing.

Tell the group they are to line up according to birth month and day and cannot talk while doing this.

Next, starting with January, each person reveals their month and date of birth. If any person is out of sequence, the group is to say loudly "unh-hah".

Count off so that participants are divided into teams.

Rules Summary: Clarify understanding of rules.

- Cannot use materials other than newspaper and masking tape.
- Each group is to build a bridge that the dish can pass under and hold the gallon jug for 10 seconds.
- Cannot stick or tape the bridge to another person or furniture.
- Seven minutes to plan; eight minutes to build the bridge.

Process:

Tell participants that they will have seven minutes to plan and discuss, and to be sure everyone in the group is included. Does anyone have any questions? Time seven minutes. After the seven-minute discussion period, pass out the newspaper and tape. Inform the group they will now have eight minutes to construct their bridge and, by the way, there will be no talking allowed during this eight minutes.

At the end of eight minutes, allow the groups 30 seconds to speak to each other and then an additional three minutes of SILENT work to complete their bridge.

Call "time" and have one group at a time present their bridge. A spokesperson from each group will tell about their bridge and pass the pan under and put the jug on top. When the jug is put on top, all will count for 10 seconds. (This will be done for each group).

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SPIDER WEB

This activity requires the entire team to manage their differences (size, disposition, strength, intelligence, etc.). It requires commitment, it's very physical without being strenuous, and it's fun.

The object of the game is to score points by passing everyone through holes in a spider web without touching the web. (Remember this when building the web. Make openings different sizes. Make sure there is a hole large enough for everyone to go through.)

The problem brings up all the standard group/team problem-solving issues, quality issues, (what is a web touch?), ethical issues (calling a touch when you see one), and strategic issues (when do we cut our losses?).

Time: 30-40 minutes

Materials: One large ball of yarn or string, one roll of duct tape, one pair of scissors

Safety:

- Do not allow anyone to dive through the web. NO HEADFIRST! Stop the action if this is about to happen.
- When groups are lifting someone, remind them to protect the participant's neck and shoulders.
- Stop action if they are doing anything you deem dangerous.
- If the web breaks, you may stop the activity and make repairs or start the review.

Team Leader Instructions Building the Web:

Choose a location with two fixed objects (such as two trees, walls, a hallway, a stake and a tree) 8 – 14 ft apart. If outside, make sure there are not a lot of branches hanging over the site and that the ground is free of hazards.

Sometimes you need to use a metal pole and a tree. If you are building a web indoors, use duct tape on the walls and floors. Watch for it as it may be pulled loose during the activity.

Tie and weave the string/yarn between the items you have chosen in a web-like fashion.

Make at least two more holes than you have participants in the group. You should make some easier holes (like underneath the web) and some more difficult holes (smaller or higher). It's also good to have two or three extra holes so that the participants have some decisions to make. Add a few extra easy holes. If the web is too easy, you can tell them that some holes are off limits. Make the general structure of the web with one piece of string instead of many pieces tied off. String the web from one object to another, back and forth until you have a structure.

When stringing the web, you do not need to tie a knot at each cross of the yarn. You do need to wrap the active string around each stationary string it crosses. Each time you take a turn around the object or stationary string, pull it tight. There should be no slack in the web.

Use shorter pieces of the string to divide the large holes into smaller ones.

Team Instructions:

GOAL: To get the highest final score you can.

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The specifications:

- No one may go over or around the web, except when returning to start over.
- You may not alter the web in any way.
- Both the coach and the team members are responsible for monitoring touches of the web.
- Each member of the team is responsible for the safety of all others members of the team. Be sure that the head and shoulders of any person being lifted and/or passed are well supported.
- Your team's final score is the number of points it has at the end of 25 minutes.