

PREVIEW GUIDE



Teambuilding: What Makes a Good Team Player

Materials Included With *Teambuilding*

The workshop designed to accompany the video-based program offers two training designs, one for team members and one for team leaders. The workshop kit includes all the materials you'll need to customize and run the program:

- ◆ The **Video program** of *Teambuilding: What Makes a Good Team Player* provides the theory and examples to illustrate the workshop topics. It is closed-captioned.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. It includes two Training Designs, along with background information on the four team player styles discussed in the program.

Teambuilding:

What Makes a Good Team Player

SAMPLE PAGES FROM LEADER'S GUIDE

TEAM BUILDING

SECOND EDITION

19 MINUTES, COLOR

HOSTED BY GLENN M. PARKER, AUTHOR OF TEAM PLAYERS AND TEAMWORK
LEADER'S GUIDE PREPARED BY GEORGE LEIGHTON

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SYNOPSIS

TEAM BUILDING, SECOND EDITION, explores how teams in any organization can successfully meet a crucial challenge: getting the job done despite individual differences. The video follows team members in a boat-building company as they work together to design a racing sailboat.

As the video opens, the team leader, Doreen, is exasperated by the team's lack of progress. The team is stalled largely due to style differences among the team's four members: Barney, Emily, Roy, and Sheryl.

Glenn Parker, organizational consultant and author of the book **Team Players and Teamwork: The New Competitive Business Strategy** and the instrument **Parker Team Player Survey**, serves as the video's host. Parker explains that each member of the boat-design team represents a distinct "team-player style."

- **CONTRIBUTOR** (Barney)
The Contributor is the task-oriented member of the team. Contributors can be perfectionists and get the team mired in details. But they also bring skill and stability, pushing the team to higher standards of performance. They are proficient and dependable, viewing the team as a group of experts who share information.
- **COLLABORATOR** (Emily)
The Collaborator appreciates the big picture but may resist dealing with specifics. By concentrating on the overall goal, the Collaborator helps the team keep the organization's vision in mind.
- **COMMUNICATOR** (Roy)
The Communicator is the "people person." Communicators focus on human relations and group process, which may appear frivolous to some members. But Communicators can also resolve conflicts and create an atmosphere in which everyone feels he or she can play a part.
- **CHALLENGER** (Sheryl)
The Challenger is the team member who asks the tough questions and provides reality checks when the group strays off course. Challengers may appear to be in conflict with the team, but they often save the team from moving ahead with a bad idea or rejecting a good one.

SUGGESTED TRAINING DESIGNS

The following two training designs suggest ways to get the most out of **TEAM BUILDING, SECOND EDITION**. Feel free to customize these designs to meet the needs of your group and your specific training objectives. Two separate designs are provided:

- Training Design 1 is intended for team members.
- Training Design 2 is intended for team leaders.

LEARNING OBJECTIVES

After watching the video **TEAM BUILDING, SECOND EDITION**, and taking part in the Training Designs, participants will be able to:

- Identify four distinct team-player styles that guide how team members approach a task and relate to each other.
- Recognize how each team-player style contributes to a team and can potentially hinder a team.
- Identify five strategies for becoming a better team player and for maximizing the team's effectiveness.
- Identify key personal and organizational benefits of becoming better team players and team leaders.
- *For team leaders:* Recognize how to choose team members with an effective mix of styles to build high-performing teams.



TRAINING DESIGN 1



3 1/2 hours

Audience: This training activity is designed especially for members of teams.

Setting: A room with round tables and movable chairs for the participants is recommended. Everyone should be able to clearly watch the video. It is best if participants are not seated classroom style in rows, or at a long U-shaped table, which inhibits discussion. It is preferable to have wall space for posting newsprint (if you are using a flip chart).

Materials: A chalkboard or flip chart, chalk or marking pens, masking tape, pens or pencils, a copy of the **Parker Team Player Survey** for each participant, a VCR and monitor, and a copy of the video **TEAM BUILDING, SECOND EDITION**. Each participant needs a copy of Worksheets 1, 2, and 3 from the Leader's Guide.

Optional: Individual copies of the **Parker Team Player Survey: Styles of Another Person**.

Process:

- 1 Introduce yourself and have participants introduce themselves. Explain that this training session focuses on team building: how participants can maximize the effectiveness of their team as well as their contribution and satisfaction as team members. (5 minutes)
- 2 Ask participants to respond to Discussion Starter #2: What positive and negative experiences have you had as a team member? Identify instances when your team's effectiveness has suffered due to personality or style clashes among members. (10 minutes)
- 3 Have participants identify the benefits of building more successful teams. List these benefits on a chalkboard or a flip chart under two headings: (5 minutes)

Organizational Benefits

Personal Benefits

- 4 Ask participants to respond to Discussion Starter #6: What does the term “team player” mean to you? What does a team player do? How do team players with different backgrounds and personalities contribute to productive and successful *teamwork*? As participants identify the benefits and drawbacks of having a diverse mix of backgrounds and personalities on a team, write these down under separate headings on a chalkboard or flip chart. (5 minutes)
- 5 Introduce the video by explaining that it addresses two key questions: (1) What makes a good team player? and (2) How do team players with different backgrounds, personalities, strengths, and weaknesses work together to form a cohesive and effective team? Show the video **TEAM BUILDING, SECOND EDITION**. (19 minutes)
- 6 Have participants discuss their reactions to the four team-player styles portrayed in the video. Ask whom they identified with the most. Whose style did they identify with the least? Why? As participants identify the four team-player styles, write them down on separate sheets of newsprint and post all four sheets where participants can see them. Ask participants to summarize the strengths and contributions as well as the potential weaknesses or excesses of each style; write these down on each sheet. (15 minutes)

Emphasize that these styles aren't a straitjacket or a rigid behavioral pattern that excludes all other styles. Make the point that each of us is a mixture of all four styles, although we tend to have a natural or preferred team-player style. Make sure that participants understand the difference between informal or preferred team-player styles and formal organizational roles or functions.

(5 minutes)

- 7 Begin a list of the five team-player strategies identified in the video. Write down the first strategy: **Identify your style and the styles of other team members**. Ask participants why this awareness is valuable. Emphasize that it is important not only for its own sake but for maximizing team effectiveness. (5 minutes)
- 8 Have participants complete the **Parker Team Player Survey** and interpret the results to identify their primary team-player styles. Then have participants form subgroups to discuss their reactions to the Survey. To guide their discussion, refer participants to pages 9-12 of the Survey: “Understanding and

TRAINING DESIGN 2

Audience: This training activity is designed especially for leaders of teams.

Setting: A room with round tables and movable chairs for the participants is recommended. Everyone should be able to clearly watch the video. It is best if participants are not seated classroom style in rows, at a long U-shaped table, which inhibits discussion. It is preferable to have wall space for posting newsprint (if you are using a flip chart).



3½ hours

Materials: A flip chart or chalkboard, marking pens or chalk, masking tape, pens or pencils, a VCR and monitor, and a copy of the video **TEAM BUILDING, SECOND EDITION**. Each participant needs a copy of the **Parker Team Player Survey** and a copy of Worksheets 1, 2, 3, and 4 from this Leader's Guide.

Optional: If you plan to undertake an in-depth assessment of an existing team, you need a copy of Glenn Parker's **Team Development Survey** (each participant needs one copy of the Team Member Survey Form).

Process:

- 1 Introduce yourself and have participants introduce themselves. Explain that this session is about team building: how team leaders can maximize the effectiveness of teams by choosing team members correctly and giving members the tools and ongoing support they need to work together successfully. (5 minutes)
- 2 Ask participants to respond to Discussion Starter #2: What positive and negative experiences have you had as a team member or a team leader? Identify instances when your team's effectiveness has suffered due to personality or style clashes among members. (10 minutes)
- 3 Have participants identify the benefits of building more successful teams. List these benefits on a chalkboard or a flip chart under two headings: (5 minutes)

Organizational Benefits

Personal Benefits

WORKSHEET 1

Using Team-Player Styles to Maximum Team Advantage

In this and other worksheets, you'll be looking at your team experiences based on what you've learned about team-player styles.

- 1 Identify situations when you or someone else on your team has failed to use another team-player style to maximum effectiveness. Include situations when someone's style has been mismatched for the task or problem. How did the team suffer?

- 2 Identify situations when you or someone else on your team has used a different team-player style to maximize the team's effectiveness. How exactly did the team benefit?

- 3 **ACTION PLAN:** Identify current or upcoming team tasks or projects for which you can plan how to use the styles of other team players to maximize the team's effectiveness.



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