

## Overview of Team Coaching Workshop Curriculum - DRAFT

Team Skill	Learning Outcome	Curriculum
<b>Team Orientation</b>	Apply key components of effective team building process	<p><b>Core competencies for Team Effectiveness</b></p> <ul style="list-style-type: none"> <li>• The “Big 5” of Team Work – 5 competencies, 3 coordinating mechanism</li> <li>• Dimensions of team success (performance, efficiency, satisfaction OR task, process, relationships)</li> </ul> <p><b>Team Development (Learning Processes)</b></p> <ul style="list-style-type: none"> <li>• Models of Group/Team Development</li> <li>• Experiential Learning Cycle</li> <li>• Social Constructivist Learning Framework</li> <li>• Team Performance Curve</li> <li>• Coordination, Cooperation, Collaboration (development over time)</li> </ul> <p><b>Team Norms &amp; Expectations:</b></p> <ul style="list-style-type: none"> <li>• Expectations of behavior and conduct within team - “helpful behaviors”</li> <li>• Team agreements</li> <li>• Digital tools for teamwork</li> <li>• Introduction to individual and peer assessment</li> <li>• Roles / Responsibilities</li> <li>• Leadership &amp; Followership</li> <li>• Building trust and rapport – Mutual Trust</li> </ul> <p><b>RRU Rules and Policies</b></p> <ul style="list-style-type: none"> <li>• Student Conduct Policy</li> <li>• Prioritizing teamwork over individual work</li> <li>• Teamwork behavioral expectations/Justice process</li> </ul>
<b>Learning in Relationship</b>	Apply relational intelligence to teamwork.	<p><b>Self-Awareness:</b></p> <ul style="list-style-type: none"> <li>• Self-awareness in relation to others</li> <li>• Reflective practice</li> <li>• Self-management</li> </ul>

		<p><b>Social/Cultural Intelligence</b></p> <ul style="list-style-type: none"> <li>• Understanding others –“ how others see the world”</li> <li>• Cultural and social sensitivity</li> <li>• Global awareness</li> </ul> <p>Levels: self – social – organizational/system - cultural</p>
<b>Communication</b>	Communicate effectively to foster effective team processes	<p><b>Building Shared Mental Models (Shared Understanding)</b></p> <ul style="list-style-type: none"> <li>• Components of Effective Communication (Ladder of Inference)</li> <li>• “Mutual Inquiry” - Inquiry vs Advocacy</li> <li>• Closed loop communication (reflective listening/active listening)</li> <li>• Power of effective questions: Questions + Reflective Listening = Understanding</li> <li>• Peer coaching</li> </ul> <p><b>Cross Cultural Communication</b></p> <ul style="list-style-type: none"> <li>• Cultural Dimensions/Cultural Orientation Profile</li> <li>• Limits of culture</li> </ul> <p><b>Feedforward</b></p> <ul style="list-style-type: none"> <li>• Feedforward models (SMART and SBI)</li> <li>• Role of observers</li> <li>• Appreciative stance (AND not BUT)</li> </ul>
<b>Problem Solving</b>	Apply effective problem solving on a team	<p><b>How to Think About Problems</b></p> <ul style="list-style-type: none"> <li>• Thinking patterns (divergent, emergent, convergent)</li> <li>• Problem solving patterns/phases/systems</li> </ul> <p><b>How to Solve Problems Within The Team Process</b></p> <ul style="list-style-type: none"> <li>• Decision-making processes</li> <li>• Inequalities in workload distribution and commitment levels</li> <li>• Team transitions (addition/removal of team members)</li> <li>• How to effectively break down team tasks</li> </ul>
<b>Conflict Resolution</b>	Apply conflict resolution skills to improve team processes	<p><b>Intragroup Conflict Resolution (conflict between 2 or more people within team)</b></p> <ul style="list-style-type: none"> <li>• Conflict styles and approaches</li> <li>• Supporting behaviors and triggers</li> <li>• Impact vs Intention: “I got hurt” vs “They meant to hurt me”</li> <li>• Engaging in difficult conversations</li> </ul>

		<p><b>Negotiating</b></p> <ul style="list-style-type: none"> <li>• Needs vs Wants (Positions vs Interests)</li> <li>• Consensus versus Commitment</li> </ul>
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### Other components of our Approach:

**Coordinating Mechanism:** Reflective Practice (Eg. self and peer assessment, journaling, art-based reflective practice, mindfulness)

**3 Levels of Scaffolding and Development:** Coordination, Cooperation, Collaboration

#### Team Tasks/Expectations at each level:

**Coordination:** highly structured, formalized, facilitated, roles are assigned, clearly defined and simple guidelines, common language defined (levels of learning: explain, define, knowledge)

**Cooperation:** minimal structure, teams co-create, roles and approach are determined within the group through discussion, some time and space is created for team dialogue, team develops own common language (levels of learning: comprehension, application)

**Collaboration:** little structure provided, instructions are complex, roles have evolved, very strong team orientation, strong shared mental models, common language accepted and utilized (levels of learning: synthesis, application)