

## Module 2: Teamwork

Subject Outcomes	Assessment Standards	Learning Outcomes
1. Identify with examples advantages and disadvantages of working in a team.	Advantages and disadvantages of working in a team are identified with examples	<ul style="list-style-type: none"> <li>▪ Define a team;</li> <li>▪ Describe the different types of teams. E.g. groups, working groups, task groups, informal vs. formal groups;</li> <li>▪ Identify and explain with examples advantages of working in a team;</li> <li>▪ Identify and explain with examples disadvantages of working in a team.</li> </ul>
2. Identify, using relevant examples, the characteristics of an effective team or group.	Characteristics of an effective team or group are identified with examples	<ul style="list-style-type: none"> <li>▪ Define an effective team or group;</li> <li>▪ Identify and explain the characteristics of an effective team or group;</li> <li>▪ Identify and explain the formation of teams and groups;</li> <li>▪ Explain how the above impacts on the effectiveness of the team or group.</li> </ul>
3. Identify, using relevant examples, behaviours and attitudes that affect positive relationships within a group.	Behaviours and attitudes that affect positive relationships are identified with examples	<ul style="list-style-type: none"> <li>▪ Define behaviours and attitudes;</li> <li>▪ Identify and explain, using relevant examples, how behaviours and attitudes can contribute positively to the working group.</li> </ul>
4. Identify the responsibilities of each member or team in relation to the purpose and goals of the group	The responsibilities of each member of a team or a group are identified in relation to the purpose and goals of the group	<ul style="list-style-type: none"> <li>▪ Describe the different roles and responsibilities required for a group to achieve its purpose and goals. (Leader, secretary, vice-leader, treasurer, portfolio members);</li> <li>▪ Identify and explain how the identification of roles and responsibilities within a group enables the group to reach identified goals.</li> </ul>

<b>Subject: Life Orientation Level 3</b>				
<b>Module Name: Teamwork (Groupwork)</b>				
<b>Subject Outcome 1:</b>	<b>Module and Unit</b>	<b>Exercises</b>	<b>Assessment methods</b>	<b>Portfolio of Evidence Activity</b>
<b>Identify with examples advantages and disadvantages of working in a team.</b>	<b>Module 2</b>			
<b>Learning Outcome 1</b>				
Define a team.	<b>Unit 1:</b> What is a team?	Life@play.learn: The Straight Line Team	Task-based Assessment Activity 1: Belonging to a team! <b>Module Assessment:</b> Knowledge Test with case study	Assessment Activity 1: Belonging to a team! <b>Module Assessment:</b> Knowledge Test with case study
<b>Learning Outcome 2</b>				
Describe the different types of teams. E.g. groups, working groups, task groups, informal vs. formal groups.	<b>Unit 1:</b> Types of groups or teams	Discover and Learn 1: Handling different people in your group! Discover and Learn 2: My groups and teams! Reflection Time!	Task based Assessment activity 1: Belonging to a team. <b>Module Assessment:</b> Knowledge Test with case study	Assessment Activity 1: Belonging to a team! <b>Module Assessment:</b> Knowledge Test with case study
<b>Learning Outcome 3</b>				

Identify and explain with examples advantages of working in a team.	<b>Unit 1:</b> Why do we need teams?	Discover and Learn 3: My personal experiences in group or team!	Task based Assessment activity 1: Belonging to a team. <b>Module Assessment:</b> Knowledge Test with case study	Assessment Activity 1: Belonging to a team! <b>Module Assessment:</b> Knowledge Test with case study
<b>Learning Outcome 4</b>				
Identify and explain with examples disadvantages of working in a team.	<b>Unit 1:</b> <b>Disadvantages of teamwork.</b>	Discover and Learn 3: My personal experiences in group or team.	Task based Assessment activity 1: Belonging to a team. <b>Module Assessment:</b> Knowledge Test with case study	Assessment Activity 1: Belonging to a team! <b>Module Assessment:</b> Knowledge Test with case study
<b>Subject Outcome 2:</b>				
<b>Identify, using relevant examples, the characteristics of an effective team or group.</b>	<b>Module 2</b>			
<b>Learning Outcome 1</b>				
Define an effective team or group.	<b>Unit 2:</b> What makes a team effective?	<a href="#">Life@play.learn:</a> The building business	Test-based Assessment Activity 2: Group characteristics and formation	Assessment Activity 2: Group characteristics and formation <b>Module</b>

			<b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship	<b>Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship
<b>Learning Outcome 2</b>				
Identify and explain the characteristics of an effective team or group.	<b>Unit 2:</b> Characteristics of an effective team	Discover and Learn 4: A working team!	Test based Assessment Activity 2: Group characteristics and formation  <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship	Assessment Activity 2: Group characteristics and formation  <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship
<b>Learning Outcome 3</b>				
Identify and explain the formation of teams and groups.	<b>Unit 2:</b> How are groups and teams formed?	Discover and Learn 5: Is my group effective?	Test based Assessment Activity 2: Group characteristics and formation  <b>Module Assessment:</b> Knowledge Test with case study	Assessment Activity 2: Group characteristics and formation  <b>Module Assessment:</b> Knowledge Test with case study

			Project – Responsible Citizenship	Project – Responsible Citizenship
<b>Learning Outcome 4</b>				
Explain how the above impacts on the effectiveness of the team or group.	<b>What impacts on the effectiveness of a team?</b>	Discover and Learn 5: Is my group effective?	Test-based Assessment Activity 2: Group characteristics and formation  <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship	Assessment Activity 2: Group characteristics and formation  <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship
<b>Subject Outcome 3:</b>				
<b>Identify, using relevant examples, behaviours and attitudes that affect positive relationships within a group.</b>	<b>Module 2</b>			
<b>Learning Outcome 1</b>				
Define behaviours and attitudes.	<b>Unit 3:</b> Positive behaviours in groups!	Discover and Learn 6: Good behaviour and good attitudes! Discover and Learn 7: Am I a good team player	Test based Assessment Activity 3: Behaviour, behaviour <b>Module Assessment:</b>	Assessment Activity 3: Behaviour, behaviour <b>Module</b>

			Knowledge Test with case study Project – Responsible Citizenship	<b>Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship
<b>Learning Outcome 2</b>				
Identify and explain, using relevant examples, how behaviours and attitudes can contribute positively to the working group.	<b>Unit 3:</b> Positive behaviours in groups!	Discover and Learn 6: Good behaviour and good attitudes! Discover and Learn 7: Am I a good team player?	Test based Assessment Activity 3: Behaviour, behaviour <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship	Assessment Activity 3: Behaviour, behaviour <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship
<b>Subject Outcome 4</b>				
<b>Identify the responsibilities of each member or team in relation to the purpose and goals of the group.</b>	<b>Module 2</b>			
<b>Learning Outcome 1</b>				
Describe the different roles and responsibilities required for a group to achieve its purpose and goals. (Leader, secretary, vice-leader, treasurer, portfolio members).	<b>Unit 4:</b> Teams roles and responsibilities Leadership roles and positions	Discover and Learn 8: Which team is the fastest card players? Discover and Learn 9: Your Student	Test based Assessment Activity 4: Team trip of a lifetime! <b>Module Assessment:</b>	Assessment Activity 4: Team trip of a lifetime! <b>Module</b>

		Representative Council	Knowledge Test with case study Project – Responsible Citizenship	<b>Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship
Identify and explain how the identification of roles and responsibilities within a group enables the group to reach identified goals.	<b>Unit 4:</b> What’s the importance of roles and responsibilities for groups?	Discover and Learn 9: Your Student Representative Council	Test based Assessment Activity 4: Team trip of a lifetime!  <b>Module Assessment:</b> Knowledge Test with case study Project – Responsible Citizenship	Assessment Activity 4: Team trip of a lifetime!  <b>Module Assessment:</b> Project – Responsible Citizenship

## **1. Tips for you!**

Teamwork is widely used in your class activities already; you should capitalize on this activity because it will help students to develop skills that are needed when they start working one day. Make student aware of the value of group and teamwork. Remember each person is influenced by the attitude and motivation of the leader. When the influence is positive the group will be positive, if the influence is negative, the group will be negative. Encourage your students to be positive about teamwork and to contribute to the team.

Some games used in teamwork will be easier to perform if it is done outside.

Be enthusiastic and lead your students to enjoy teamwork! You will also enjoy the teamwork if you see how the students enjoy it!

Have fun!!



## 2. Guidelines for Activities

### 2.1 Unit 1: What is in a team

#### **Life@play.learn: The Straight Line Team!**

Students divide into groups of 4-5. The lecturer draws 2 lines about 2 - 3 meters apart. The students stand next to each other in a straight line, everybody's feet must be touching at the sides.

Everybody's feet must stay touching while the whole team walks forward to the next line. As soon as they lose their touch, they should stop and fix it. It is very important that the TEAM cross the other line TOGETHER!

Teams compete against each other to see whose teamwork is the best.

**Game objective:** To experience and understand how working together and assisting each other takes the whole team to success.

#### **What will they do?**

**Step 1:** The team discusses and decides how they will do it.

**Step 2:** Two teams compete against each other, while they attempt to reach the next line.

The facilitator should keep an eye that the team that loses touch should stop and start again.

**Step 3:** After the completion of the task the team:

- Appoints a spokesperson for their group that will write down what they have discussed in short and give feedback to the bigger group.
- Briefly discuss what they have experienced and learned.
- Also discuss the correct attitude & behaviour towards team mates/colleagues.
- Determine how you would like to be treated.
- Give feedback to all the groups.

**Lead your student in their discussions by asking questions like:** Why did you battle to get to the next line?

- Did your team work together? Why? /Why not?
- Why do you think you lost?
- You struggled in the beginning, why did you eventually get there?

#### **Discussions why the team could not win can be:**

- Nobody listened to each other.
- Did not work together.
- Not focussed
- Could not care if the team lost or won.
- Not interested

**Why did they eventually get to the next line?**

**Discussions why the team won:**

- They started listening
- Changed their strategy
- The team worked together
- Everybody focussed
- Selected a leader
- Listened to each other/ to the leader
- Team worked together
- Had a vision

**Possible solution for teams to reach the other line**

- ★ Number the groups of feet - 1, 2
- ★ One person says out loud 1,2, 1,2, 1,2, while walking
- ★ Everybody can count together.

**Discover and Learn 1: Handling different people in your group.**

Students read through the table and link the person and how to handle them; they will enjoy recognising these people in their teams.

People in your team	How to handle the person
<p><b>1. The dominator or excessive talker:</b> Never stops talking!</p>	<ul style="list-style-type: none"> <li>• Establish a procedure whereby everybody gets a change to give ONE idea.</li> <li>• Interrupt the person and summarise in short (him/her or you)</li> <li>• Say: “Thanks for all the ideas. Let’s hear from the others.</li> </ul>
<p><b>1. Shy person</b> (withdrawn person): Never says a word!</p>	<ul style="list-style-type: none"> <li>• Talk to the person privately to get ideas – then ask him/her to share it in the group.</li> <li>• Ask the person directly if you know they can share an experience or ideas.</li> </ul>
<p><b>3. The degrader:</b> Breaks down every suggestion or idea!</p>	<ul style="list-style-type: none"> <li>• Encourage person to explain why he/she objects – give reasons.</li> <li>• Refocus him/her to record or to observe the process.</li> </ul>
<p><b>4. The avoider:</b> Avoids conflict and problems as well as confrontation</p>	<ul style="list-style-type: none"> <li>• Don’t allow conflict or issues to remain unresolved.</li> <li>• Talk privately with the avoider if necessary.</li> <li>• Direct questions and tasks straight at the avoider to keep him/her involved.</li> </ul>
<p><b>5. The side conversationalist:</b></p>	<ul style="list-style-type: none"> <li>• Stop discussion/meeting and comment</li> </ul>

Have conversations during discussions or meetings!	<p>that it is difficult to hear and concentrate.</p> <ul style="list-style-type: none"> <li>• Stop and ask him/her to share their discussion with the rest of the group.</li> </ul>
<p><b>6. The unco-operative:</b> Always objecting and doesn't want to work with the rest of the group!</p>	<ul style="list-style-type: none"> <li>• A ground rule must be that all ideas and contributions are welcome. If necessary call the person aside and stress this again if he/she doesn't stick to the rule.</li> <li>• Confront the degrader with. "You may have a point, but we have to solve a problem".</li> </ul>

### **Discover and Learn 2: My groups and teams!**

Help student by describing the different groups that you as lecturer belong to maybe your group of colleagues, sport groups, family groups, friends, church, community projects, etc. Students have a group discussion of the different groups that they belong to. They write down all the groups that each one belongs to and can also discuss the characteristics and the different people's behaviour in their groups.

### **Discover and Learn 3: My personal experiences in a group or team!**

**Advantages for self:** can be anything like developing new skills, improving existing skills, widening knowledge, sharing ideas, learning more about something, to obtain better plans and more creative ideas and solutions to problems, etc.

**Advantages for the team:** learnt from you, there is support for each other, more creative solutions, better performance, things tasks gets done faster, etc.

**Disadvantages for self:** peer pressure, nobody listens to my ideas, I don't get a chance to talk, I am ignored, I am frustrated, they form clicks and I am left out, etc.

**Disadvantages for the team:** You do not take part, overpowers everybody, do not listen, is negative and holds team back, etc.

### **Assessment Activity 1: Belonging to a team**

Photocopy **Handout 1**, mindmap on Belonging to a team that can be found in the handouts section. Hand it to the students to complete. This forms part of their assessment and must be assessed and placed in their portfolios.

## 2.2 Unit 2: The characteristics of effective teams and groups.

### **Life@play.learn: The Building Business!**

**Game Objective:** To gain first hand experience of being involved in a group and that the group must work together and support each other to be able to reach their goal.

Divide the class into groups.

#### **What will you do?**

**Step 1:** Explain to the students that they must build a machine or any object with their human bodies. They should discuss and decide what machine they will build and what each member must do. They should not tell the other teams what they are building. Remember all members must take part. It can be a washing machine showing how the washing goes around, a lawn mower, a hose pipe, a sprinkler system, a vacuum cleaner, a car wash, etc.

**Step 2:** The students illustrate their machine to the other groups that must guess what it is.

**Step 3:** Hand out the ‘**Activities and Learning Points and Application**’ forms. It can be found in the Handouts section.

**NB. Each team has a discussion on how their group functioned and make use of the ‘Activity, Learning Points and Application’ form to write down:**

- **What happened during their discussions? How did they decide? How did they build their machine? etc.)**

**It can be:** One person took over, they discussed and decided together what to do, somebody was negative, all shared ideas, everybody was motivated, fun, enjoyed working together, etc.

- **Each student writes down what they personally learned from this activity.**

**It can be:** Creativity developed, had fun, enjoy teamwork, got to know team members better, etc.

**Applications can be:** experienced teamwork and will apply at home or work to plan or improve situations, etc.

Tip: If you lead your students they will come up with wonderful ideas

#### **Discover and Learn 4: A working team!**

The students can circle no 1,3,6,7,9,10.

#### **Discover and Learn 5: Is my group effective?**

Students write down two of the groups that they belong to (friends, sport, church, community, family, etc.)

Characteristics can be

- They know why they exist.
- They know what their purpose is.
- They know what their goals are.
- They are motivated.
- Differences of members are understood, appreciated and used.
- There is a sense of ownership because they helped to set the goals.
- They use the different skills and talents of different people.

- The energy and excitement tend to be greater than in a not so effective group or team.
- There is a climate of trust.
- People openly share ideas, opinions, disagreements, and feelings.
- There is support for everybody.
- Responsibility is shared and it helps make people more committed.
- There is a sense of belonging and pride.
- There is a bigger range of experience and abilities.
- Personal growth and development takes place.
- Members provide feedback on how things are going.
- They work hard and enjoy it.

**Assessment Activity 2: Group characteristics and formation.**

Students receive a test on team characteristics and formation. They identify which stage the group is at and if there is a positive or negative influence.

***Competency is achieved with at least a rating of 5.***

Photocopy and hand the assessment **Handout 2** to the students found in the handouts section. It must be included in the student's PoE.

### 2.3 Unit 3: Positive relationships within groups

#### Positive behaviours in groups!

#### Discover and Learn 6: Good behaviour and good attitudes!

Circle the words that can be used to describe good behaviour and attitudes. The words may run forwards or backwards, up or down, or diagonally in any direction.

The words are:

WORK, GROUP, ENCOURAGE, LISTEN, OPEN, POSITIVE, ENTHUSIASM, LEADER, CULTURE, SHARE, TASK, WORK, TEAM, SMILE, BELONG.

L	E	N	C	O	U	R	A	G	E
I	E	O	G	S	L	I	C	K	S
S	S	T	R	Y	H	I	S	I	O
T	O	W	O	R	K	A	E	T	E
E	P	C	U	L	T	U	R	E	L
N	E	Y	P	A	A	E	I	E	I
E	N	T	H	U	S	I	A	S	M
P	E	R	E	D	A	E	L	M	S
P	O	S	I	T	I	V	E	S	M
T	E	A	M	B	E	L	O	N	G

#### Discover and learn Activity 7: Am I a good team player?

Students analyse themselves and decide if they are good team players. Give reasons.

Write down any advice like: become positive, listen to people, respect other viewpoints and cultures, encourage people, communicate openly, emphasize with people, make people feel special, be sincere, be honest, have integrity etc.

#### Assessment Activity 3: Behaviour, behaviour!

Photocopy and hand the assessment **Handout 3** to the students, found in the section handouts.

## 2.4 Unit 4: Responsibilities and roles in teams

### Team roles and responsibilities!

#### Discover and Learn 8: Which team is the fastest card players?

*Equipment needed: packs of cards*

Divide learners into group / teams of 4-5.  
Each team receives a pack of cards.

Tell them to shuffle the cards and arrange them as quickly as possible in a specific order, e.g.

- 1. From A, 2, 3, 4 .....to.....J, Q, K (shuffle after each activity)
  
- 2. All A's together
- 3. 2's together
- 4. 3's together, etc. } Finished first = winners
  
- 5. All Hearts together
- 6. Diamonds together
- 7. Spades together, etc. } Finished first = winners
  
- 8. All red A's together
- 9. All red 2's " " } Finished first = the winners
- " 4's together

- **Tips to facilitator:** While groups are busy, the facilitator observes. After each session ask the losers to evaluate why they lost and suggest they try a new strategy.
- Ask winners to share why they succeeded.

Group discussion:    What worked in your group?  
                              Did you change your strategy?  
                              How did you plan to win?

The leader summarises and gives feedback at the end of the activity.

**The facilitator observes the team while working together. Use Handout 4a, 'Teamwork Assessment Form' to assess the students while you observe their actions. Give feedback after the teamwork has been completed.**

**You can use this assessment form every time the students do teamwork.**

## **Discover and Learn 9: Your Student Representative Council**

Students write down their SRC names. Portfolio's can be: Social, Sport, Academic, Culture, Student affairs, Spirituality

### **Assessment Activity 4: Team trip of a lifetime!**

**Step 1:** The students must divide into groups of 4-5. They must read the case study, discuss it, and write down their decisions, member's roles and responsibilities.

**Step 2:** Hand the case study and questions to the students, **Handout 4a**.

**Step 3:** Make use of the group and teamwork assessment form, **Handout 4b, Handout 4c and Handout 4d** to assess the teamwork while the group is planning their trip.



## Team Building

Here are some activities you can use in your class to build good positive teams!

### **1. Activity: How to form teams!**

**Step 1:** *Choose the players*

Choose four people to be team leaders. Number each student in the class 1, 2, 3, 4 repeat over and over until everybody has a number.

ALL NO 1's group together

NO 2's group together etc.

**OR:** Give animal names like elephant, buck, chicken, crocodile, etc.

**Step 2:** *Name the team*

Think of a name for your team.

Try to think of something creative and original, a new idea that has never been used before.

Your team must reach a democratic decision.

Your team now has a name.

**Step 3:** *Create a theme song, dance, movements and slogan for your team and practice to sing or shout it.*

This activity encourages people to work together and to become loyal to their team.

### **2. Activity: Building a tower!**

*Equipment needed:* Wooden blocks or small boxes or anything to build a tower with, blindfolds

1. Choose teams
2. Explain the game:
  - One person will build a tower of one block or box with one hand – other hand behind their back.
  - Blindfold the “builder”.
  - One person will give instructions how to build.
  - 2 or 3 people from the other team must interfere and try to distract and confuse the “builder”
  - Time to build: ± 3-5 minutes.

Have group discussion afterwards using Activity, Learning and Application form

**Possible learning points:**

- Listen to person leading, block out interference, focus on the person with vision, follow instructions, trust, don't get sidetracked, etc.

## ACTIVITIES, LEARNING POINTS AND APPLICATIONS

It is important that this section be completed as part of the learning process and as future reference.

<b>ACTIVITY / TEAMWORK:</b>	
<b>Learning points:</b> (what did the team learn from each other and the situation)	
<b>Personal Learning Points:</b>	<b>Applications in my life:</b>

3.

HANDOUTS

Handout 1

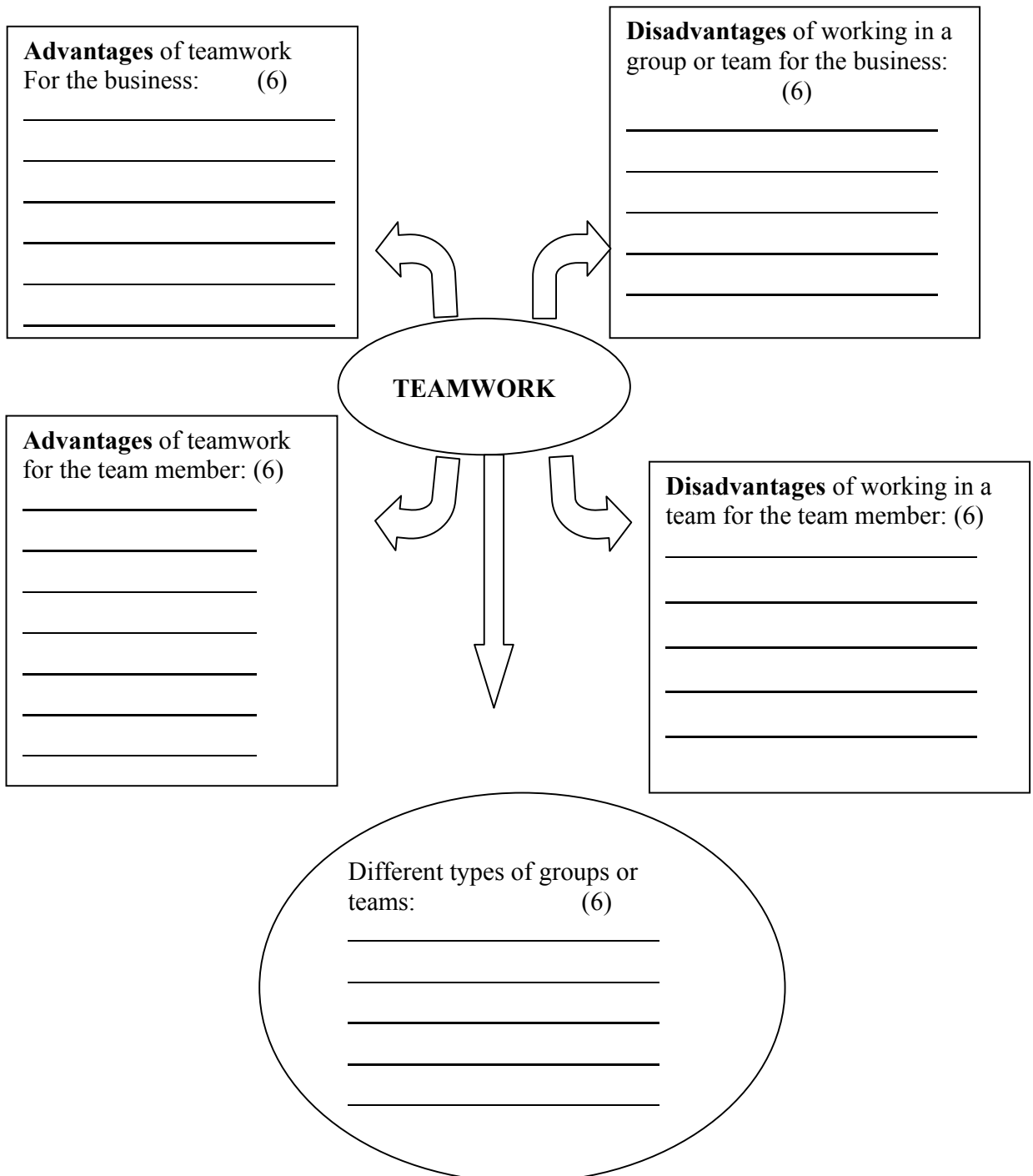
Assessment Activity 1: Belonging to a team!

Name: \_\_\_\_\_

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Think about what you have learned and complete the following mind map on teamwork.



## **Memo for Assessment Activity 1: Belonging to a team**

### **Advantages for the team, organisation or business!**

The advantages are that:

- Groups or teams are usually more creative than individuals because one person comes up with an idea and the team adds more and more to that idea until it becomes something amazing. Think of you and your friends when one suggests that you must have a party the whole group then starts to give ideas about where, when and how they want the party.
- Some tasks cannot be done alone like organising a function, a dance, a conference, etc.
- A lot of solutions to problems are better than only one – different people have different solutions that make it easier to choose the best one.
- ‘Many hands make light work’. If we all work together a lot gets done.
- Tasks are done faster because we all have a specific task to do.
- Productivity is normally higher because you do not want to let your team down.
- A wider range of work can be done because there are more people with more expertise to do it.
- Teams tend to produce more ideas because there is diversity in the team. People have different skills and talents.
- Big variety of skills and talents provide a wide range of ideas and solutions.
- Positive leadership can influence teams to be positive and they can go to higher levels of performance.
- There is an increase of motivation. (Any 6)

### **Advantages are that:**

- It provides opportunity for personal development and learning.
- They gain companionship and a feeling of being part of something.
- There is a feeling of acceptance because members are united in their wish to reach a goal.
- Members feel confident that the group will support them.
- Open communication ensures that trust is built which makes people feel safe and accepted.
- Praise takes people to higher levels of productivity.
- People’s needs are fulfilled because their ideas are accepted and implemented (feels accepted).
- Motivation in the group motivates each person to participate and excel.
- They enjoy the sharing within the group.

When the team is well-run, hard-working and forward-looking, it becomes a ‘winning’ team. It is a good feeling to belong to a winning team! (Any 6)

### **Disadvantages for the individual!**

Disadvantages are that:

- You can lose your ability to function on your own which is also important.
- You might not develop and grow.
- If you do not make an effort and decide to take part in the discussions, you will stay behind and not develop yourself.
- You can become dependent on others to think and decide for you.
- You can just float along and give no input and make no decisions.

- You can feel rejected because nobody listened to you.
- You can become negative and develop a bad attitude towards teamwork.
- Some people tend to want to work in a team all the time.
- People may be upset if their idea is rejected. (Any 6)

**Disadvantages for the team, organisation or business!**

Disadvantages are:

- Group decision-making or problem-solving can take more time than when only one person must decide.
- Groups can conform which means they all think the same already which limit discussions to only a small amount of solutions or possibilities.
- Groups often talk a lot or have long discussions therefore little or no action takes place.
- Groups can become too large to be effective.
- Smaller groups often develop within the bigger group which divides the functioning and effectiveness.
- A feeling of personal responsibility is sometimes lost in a group.
- Certain work and responsibilities cannot be done or shared in a team and should be done individually. For example: a cashier must take responsibility that the sales and the money in his/her cash register (till) correspond.
- If roles are not identified teams will not operate as they are supposed to.
- Some team members do not pull their weight therefore the rest of the team must carry the full load.
- If there is no vision, goals and leadership the group will not function.
- If there is no trust in the team, people will not communicate and share their ideas. (Any 6)

**Types of groups or teams!**

(2x3=6)

Working groups (2)

Task groups (2)

Formal and informal groups (2)

**TOTAL: 30**

**Rating scale for competency and achievement:**

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

**Handout 2:**

**Assessment Activity 2: Group characteristics and formation**

Name: \_\_\_\_\_

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Which stage do you think the following teams are at, judging from their behaviour and is it a positive or negative stage? Tick the appropriate box.

<b>Behaviour of team or group members</b>	<b>Forming</b>	<b>Storming</b>	<b>Norming</b>	<b>Performing</b>	<b>Positive stage</b>	<b>Negative stage</b>
The team is continually arguing.						
This team hardly talks to each other and seem strange to each other.						
The members of this team are discussing issues and sharing ideas freely.						
The members are very polite to each other.						
This team enjoys teamwork and is very strong.						
Solutions begin to emerge.						
Bonds and there is mutual recognition.						
Members turn to trust.						
Members trying to find out if they will fit into this team.						
Emotions are flaring up.						
The team is ready to get on with the job.						
Members complain because the task is too difficult.						
They try and find their feet.						
Conflict in the group.						
They set norms and standards.						
The team accepts each others talents and expertise.						
They keep on performing.						
They become goal orientated.						
Make sure they reach their targets.						
Look for guidance from the leader.						
Establish what kind of behaviour is appropriate.						
Discover rules and boundaries.						
They start sticking together						
They enjoy what they are doing						

**TOTAL: 40**

**Memo of Assessment Activity 2: Group characteristics and formation**

Which stage do you think the following teams are at, judging from their behaviour? Tick the appropriate box.

<b>Behaviour of team or group members</b>	<b>For ming</b>	<b>Stor ming</b>	<b>Nor ming</b>	<b>Perfor ming</b>	<b>Posi- tive</b>	<b>Ne- gative</b>
The team is continually arguing.		√				√
This team hardly talks to each other and seem strange to each other.	√					√
The members of this team are discussing issues and sharing ideas freely.			√		√	
The members are very polite to each other.			√		√	
This team enjoys teamwork and is very strong.				√	√	
Solutions begin to emerge.				√	√	
Bonds and there is mutual recognition.			√		√	
Members turn to trust.			√		√	
Members trying to find out if they will fit into this team.	√				√	
Emotions are flaring up.		√				√
The team is ready to get on with the job.				√	√	
Members complain because the task is too difficult.		√				√
They try and find their feet.	√				√	
Conflict in the group		√			√ and	/or√
They set norms and standards.			√		√	
The team accepts each others talents and expertise.			√		√	
They keep on performing.				√	√	
They become goal orientated.				√	√	
They start sticking together			√		√	
They enjoy what they are doing				√	√	

**TOTAL:40**

**Competency will be if student obtains at least 30 /40**

### Handout 3

Name: \_\_\_\_\_

C

NYC

### Assessment Activity 3: Behaviour, behaviour!

#### 1. Link the following statements to each other:

(10)

1. Being cooperative	C. The leader has a bad attitude
2. Talking bad about everybody	D. How I react when things happen to me
3. The leader does not keep followers	A. Good, acceptable behaviour
4. Attitude	E. Positive attitude
5. More productive people	B. Negative attitude

#### 2. Read through the following statements and write the number and the statement in the correct column. (30)

1. Can be a good quality of your personality.
2. Sees no future.
3. Learning from each other.
4. Being *cooperative*
5. Having a conversation on the side during the meeting
6. The leader is emotionally stable.
7. This kind of attitude closes doors.
8. Members do not develop and grow.
9. Grumpiness.
10. One person to speak at a time.
11. Setting values and goals together.
12. No plans to improve or create anything.
13. Doom and gloom.
14. Keep followers for long.
15. Sees diversity (different cultures and personalities) as a problem.
16. See the bright side of everything.
17. To be more productive.
18. Building a strong team
19. Sees problems and conflict as an opportunity to grow
20. Leader involving team in everything.
21. This releases enthusiasm.
22. Always complaining.
23. Gain the trust of other people.
24. Communicate regularly.
25. Nobody follows the leader.
26. Trusts nobody.
27. Makes me feel special and wanted.
28. It will take the team to higher levels.
29. Encouragement.
30. Sense of ownership.





Behaviour means your c....., the way you d..... or t..... t.....s. and  
o.....; it is your r..... to others.

A p.....e attitude can be your most priceless p.....n.

**TOTAL: 60**

**Competent**

**Not yet competent**

**Not competent**

**Model answers to Assessment Activity 3: Behaviour, behaviour!**

**1. Link the following statements to each other: (2X5=10)**

1. Being cooperative	A. Good, acceptable behaviour
2. Talking bad about everybody	B. Negative attitude
3. The leader does not keep followers	C. The leader has a bad attitude
4. Attitude	D. How I react when things happen to me
5. More productive people	E. Positive attitude

**2. The following statements are in the correct column. (30)**

<b>Good behaviour and attitude</b>	<b>Bad behaviour and attitude</b>
1. Can be a good quality of your personality.	2. Sees no future
3. Learning from each other.	5. Having a conversation on the side during the meeting
4. Being cooperative	7. This kind of attitude closes doors.
6. The leader is emotionally stable.	8. Members do not develop and grow.
11. Setting values and goals together.	9. Grumpiness.
14. Keep followers for long.	12. No plans to improve or create anything.
16. See the bright side of everything.	13. Doom and gloom.
17. To be more productive	15. Sees diversity (different cultures and personalities) as a problem.
18. Building a strong team	22. Always complaining.
19. Sees problems and conflict as an opportunity to grow	25. Nobody follows the leader.
20. Leader involving team in everything	26. Trusts nobody.
21. This releases enthusiasm.	
23. Gain the trust of other people.	
24. Communicate regularly.	
27. Makes me feel special and wanted.	
28. It will take the team to higher levels.	
29. Encouragement.	
30. Sense of ownership.	

**3. Complete the following sentences:**

Attitude is an inward feeling that shows outwardly through our words, behaviour and actions.

Your actions speak louder than words! You don't have to talk, your attitude shows! Without a good attitude you will never reach your full potential.

A negative attitude closes doors. You are responsible for your own attitude.

Behaviour means your conduct, the way you do or treat things and others; it is your response to others.

A positive attitude is your most priceless possession! (20)

**TOTAL: 60**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

## Handout 4

### Assessment Activity 4: Team trip of a lifetime!

#### Handout 4a

##### Case study

A team that you belong to for instance a soccer or netball team or choir is going on a trip. You are part of the team management and have to plan this trip. You have to make decisions based on the questions that follow. Remember you should also decide who is responsible for which task and the dates by when the tasks should be done. It is also important to have a person who manages the money (treasurer).

##### You should:

1. Discuss the questions, **Handout 4a**, in your group, make decisions and write them down on the Action Plan. Remember to allocate roles and responsibilities to each member.
2. Use **Handout 4c** to assess your teamwork.
3. Evaluate your team's functioning using Belbin's table.
4. Write a short paragraph in which you list the characteristics, attitudes and behaviours of your team.
5. Write a short report on your findings. Make use of the following format.
  1. **Heading:** Write a heading like '**Report on Team Effectiveness**'.
  2. **Background of Report:** Write a few short sentences on the reason for the report.
  3. **Findings:** Include
    - your evaluation of your team members' roles, using the table of Belbin
    - the rubric, which will be provided to you, evaluating the effectiveness and characteristics in your team.
    - a short paragraph in which you list the characteristics, attitudes and behaviours of your team.
  4. **Recommendations:** List a few suggestions as to improve your team's effective functioning.
  5. **Write down who compiled the report and the date.**
  6. **Sign the report.**

Use this checklist to see if you have completed everything

Performance checklist	Yes	No	Needs attention
1. Is your action plan completed?			
2. Did you assess the teamwork of your group?			
3. Did you complete Belbin's table?			
5. Did you write a short paragraph?			
6. Did you write the report?			

**Assessment Activity 4: Team trip of a lifetime!**

**C**

**NYC**

**Names of the team:**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_

<b>Questions</b>	<b>Decision taken</b>	<b>Who's responsible to organise this (person/s name and role)</b>	<b>Time to be completed</b>
<b>1. Where you are going?</b>	(1)	<b>Name/s of organiser/s (1)</b>	<b>Date (1)</b>
<b>2. When are you going? For how long?</b>	(2)		
<b>3. Why are you going?</b>	(1)		
<b>4. How will you travel?</b>	(1)	<b>Name of organisers (1)</b>	<b>Date of final decision (1)</b>
<b>5. What will you do there? (Matches, practise and free time etc.)</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> (5)	(5)	<b>Date to be finalised (1)</b>
<b>6. Date when you will leave and return?</b>	(2)		
<b>7. When and what time do you want to arrive at you destination?</b>	(2)		

<b>8. How will you travel?</b>	(1)		
<b>9. Where will you stay?</b>	(1)	<b>Name/s of organisers</b> (1)	<b>Date of final decision (1)</b>
<b>10. How long will the trip be?</b>	(1)		
<b>11. How much will it cost?</b>	<b>Transport:</b> <b>Hotel/guesthouse:</b> <b>Food:</b> <b>Movies:</b> <b>Pocket money:</b> <b>Total:</b> <b>(6)</b>	<b>Name of treasurer (1)</b>	

**TOTAL: 40**

**Handout 4b**

**Group and Teamwork Assessment Form**

This form can be used by the lecturer / facilitator during all teamwork activities.

<b>Names of team members</b>	<b>Takes part in the team</b>	<b>Takes the position as leader</b>	<b>Does not take part / not interested</b>	<b>Dominates the group</b>	<b>Shows positive Characteristics and attitude</b>	<b>Shows negative Characteristics and attitude</b>
1.						
2.						
3.						
4.						
5.						

**NAME:** \_\_\_\_\_ **Comments on behaviour and team work**

1.	
2.	
3.	
4.	
5.	



**Handout 4c**

**Peer assessment of group work**

**Assessment of my team member's behaviour; attitude and team work.**

<b>Names</b>	<b>Behaviour /attitude</b>	<b>Advice to improve behaviour</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		
<b>5.</b>		

**TOTAL: 10**

## Handout 4d

	<u>Names</u> of team members that fulfils the following roles in your team
<b>Co-ordinator</b>	
<b>Completer</b>	
<b>Implementer</b>	
<b>Monitor/evaluator</b>	
<b>Creator</b>	
<b>Resource investigator</b>	
<b>Shaper</b>	
<b>Specialist</b>	
<b>Teamworker</b>	

### List of characteristics attitudes and behaviour:

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(5)

**Memo of Assessment Activity 4: Team trip of a lifetime!** C

NYC

**Names of the team:**

**(4 marks even if 5 members took part)**

<b>Questions</b>	<b>Decision taken</b>	<b>Who's responsible (person/s name and role)</b>	<b>Time to be completed</b>
<b>1. Where you are going?</b>	Place ✓	Name/s ✓	Date ✓
<b>2. When are you going? For how long?</b>	Dates and period of time ✓✓		
<b>3. Why are you going?</b>	To sing, play sport, take part in tournament or competition ✓	Name/s of organisers ✓	
<b>4. How will you travel?</b>	Train, bus, fly, etc. ✓	Name/s of organisers ✓	Date ✓
<b>5. What will you do there? (Matches practise and free time etc.)</b>	Short description of activities. E.g. -Play matches or sing – Monday, Wednesday afternoon -Practice mornings -Go to movies Tuesday -swim / go to Waterworld on Thursday -Visit museum -Shopping -Ice skating, eating at restaurant, etc. ✓✓✓✓✓	Name/s of organisers ✓✓✓✓✓	Date ✓
<b>6. Date when you will leave and return?</b>	Dates ✓		
<b>7. What time do you want to arrive at you destination?</b>	Day, date and time ✓✓		
<b>8. How will you travel?</b>	Bus, train, fly cars ✓		Date ✓
<b>9. Where will you stay?</b>	Hotels, boarding schools, flats, chalets, etc.	Name/s of organisers	Date ✓

	√	√	
<b>10. How long will the trip be?</b>	Time like weeks, days, month, etc. √		
<b>11. How much will it cost?</b>	Transport: Sleeping: Food: Movies: Pocket money: Total: √ √ √ √ √ √	Name of treasurer √	

**TOTAL: 40**

**Describe the behaviour of each team members**

Can be anything like taking part, not interested, talks too much, does not listen, does not take part, had good ideas, wants everybody to take his/her ideas, cannot agree, etc.

**Give advice on improvement for each member**

Listen to each other, give ideas, negotiate, take part, share ideas, anything that will help the team member improve his/her teamwork. (10)

**Paragraph on characteristics, attitudes and behaviour**

(5)

Students list what they experience in their groups.

**Memo of the report:**

1. **Heading:** Heading like 'Report on Team Effectiveness'. (1)
2. **Background of Report:** (2)
3. **Findings:** Include
  - a. Evaluation of their team members' roles, using the table of Belbin (9)
  - b. The rubric, evaluating the effectiveness and characteristics in your team. (8)
  - c. a short paragraph in which they listed the characteristics, attitudes and behaviours of their team. (5)
4. **Recommendations:** A few suggestions as to improve their team's effective functioning. (3)
5. **Compiler of the report and the date.** (1)
6. **Sign the report.** (1)

**TOTAL: (30)**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

**Handout 5: Rubric on Groupwork can be used during any teamwork to assess the functioning of the team.**

<b>Group Work Rubric</b>					
<b>Date:</b>			<b>Group Task:</b>		
<b>Members:</b>					
<b>Criteria and Skills displayed</b>	<b>Performance Indicators</b>				<b>Marks</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Helping</b> The students offered assistance to one another	None of the time	Some of the time	Most of the time	All of the time	
<b>Listening</b> The students actively listened and worked from each other's ideas.	None of the time	Some of the time	Most of the time	All of the time	
<b>Negotiating</b> The students exchanged, defended and reformulated ideas.	None of the time	Some of the time	Most of the time	All of the time	
<b>Participation</b> Each student contributed responsibly to the task.	None of the time	Some of the time	Most of the time	All of the time	
<b>Questioning</b> The students interacted and posed questions to each other.	None of the time	Some of the time	Most of the time	All of the time	
<b>Respect</b> The students encouraged and supported the ideas of others.	None of the time	Some of the time	Most of the time	All of the time	
<b>Sharing</b> The students offered ideas and shared their skills.	None of the time	Some of the time	Most of the time	All of the time	
<b>Commitment</b> The students met their deadlines and fulfilled their roles.	None of the time	Some of the time	Most of the time	All of the time	
<b>Total marks:</b>					

**Educator / peer comments:** \_\_\_\_\_

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\_\_\_\_\_

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## Module Assessment

### Handout 6 – Knowledge Test

#### Case study:

The SRC of your college is busy organising the yearly Mr and Miss College event. After a meeting certain tasks were allocated to all the members.

#### Tasks to be done:

- Peter Mabuza and John Nthlatleng have to book the city hall and choose and book the caterers.
- Susan Molefe, Judy Toba and Meleny Mokone have to compile the invitations, find a suitable printer that is not too expensive, have them printed and post it to board members, lecturers, students and special guests.
- Thabo Monareng and Michelle Ripley have to do the hall planning and table seating.
- Judith Singh has to invite the present Miss SA to be the guest of honour and choose and invite a guest speaker.
- Joshua Loyd has to organise the music - a live band or a Disc Jockey.
- Natalie Smith, Kezia van Noordwyk and Jennifer Moloto are responsible for decorating the hall and tables. (Flower arrangements in the hall and on the tables, serviettes and small gifts for guests).
- Christian Tjie has to find sponsors to give prizes to the winners.
- Mignon Mudau is the treasurer.

#### By the end of the week:

- Peter and John phoned six caterers who faxed them their menus. They discussed different caterers and the different menus but they cannot decide because they do not agree on the menu.
- Judith Singh phoned Miss SA who said she will attend the function. She posted an invitation to her and compiled a list of speakers and contacted them. She is waiting for their response.
- Joshua cannot decide what kind of music is suitable; he spoke to his friends and colleagues about it but keeps on putting it off to decide.
- Susan's group does not get on at all. Everybody has their own idea of what the invitation must look like and nobody wants to change their ideas.
- Christian has already found five sponsors.
- Natalie Smith, Kezia van Noordwyk and Jennifer Moloto have already decided how they will decorate the hall and tables and has ordered the flowers, tablecloths and serviettes..

#### Questions:

1. Looking at the above case study would you say that this is an effective team? \_\_\_\_\_.  
(1)
2. Why? or why not? \_\_\_\_\_  
(2)

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3. What is the definition of a team? (3)

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4. Give 5 advantages of working in a team. (5)

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5. Mention three names from the above case study that are good teamplayers (3)

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6. Mention 4 disadvantages of working in a team. (4)

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7. What are the stages of development of a team? (4)

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8. What stage are the above team at? (1)

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9. Mention about 5 characteristics of the performing stage of a group (5)



10. Are all the members of the SRC motivated? \_\_\_\_\_ (1)

11. What kind of characteristics will a motivated team have? Mention about 5. (5)

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12. What are good behaviour and attitudes in a team? (5)

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13. Which team member's behaviour will have a negative influence on the team? (3)

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14. Which team member's behaviour will contribute positively to the group? (3)

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15. Explain how roles and responsibilities enable a group to reach their goals. (4)

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16. The person responsible for the money affairs of a team or group is called a \_\_\_\_\_ (1)

**TOTAL: 50**

## Memo of Module Assessment

### Questions:

1. Looking at the above case study would you say that this is an effective team? **NO.**(1)
2. Why? or why not? (2)
3. What is the definition of a team? (3)

**A team is a group of people between 3 – 12 individuals who are involved in face-to-face interaction to achieve a common goal.**

4. Give 5 advantages for the members to work in a team. (5)

#### **Advantages are that:**

- **It provides opportunity for personal development and learning.**
- **They gain companionship and a feeling of being part of something.**
- **There is a feeling of acceptance because members are united in their wish to reach a goal.**
- **Members feel confident that the group will support them.**
- **Open communication ensures that trust I, built which makes people feel safe and accepted.**
- **Praise takes people to higher levels of productivity.**
- **People's needs are fulfilled because their ideas are accepted and implemented (feels accepted).**
- **Motivation in the group motivates each person to participate and excel.**
- **They enjoy the sharing within the group.**

**When the team is well-run, hard-working and forward-looking, it becomes a 'winning' team. It is a good feeling to belong to a winning team!**

5. Mention three names from the above case study that are good teamplayers (3)

**Judith Singh**

**Christian**

**Natalie Smith, Kezia van Noordwyk and Jennifer M**

6. Mention 4 disadvantages of working in a team. (4)

#### **Disadvantages are that:**

- **You can lose your ability to function on your own which is also important.**
- **You might not develop and grow.**
- **If you do not make an effort and decide to take part in the discussions, you will stay behind and not develop yourself.**
- **You can become dependent on others to think and decide for you.**
- **You can just float along and give no input and make no decisions.**
- **You can feel rejected because nobody listened to you.**

- You can become negative and develop a bad attitude towards teamwork.
- Some people tend to want to work in a team all the time.
- People may be upset if their idea is rejected.

7. What are the stages of development of a team? (4)

**Forming, storming, norming, performing.**

8. What stage are the above team at? (1)

**norming**

9. Mention about 5 characteristics of the performing stage of a group (5)

**This is the stage during which real progress is made.**

**The group now:**

- Becomes more goal orientated.
- Members take on functional roles, thus increasing their effectiveness by using what they are good at (their expertise).
- Solutions begin to emerge.
- Group energy is directed towards the completion of the task.
- Monitors their quality and output of work to ensure that they meet their target.
- The group is now very strong and enjoy the team and what they are doing.
- Keeps on performing until the targets are reached.

10. Are all the members of the SRC motivated? **NO** (1)

11. What kind of characteristics will a motivated team have? Mention about 5. (5)

**If the group has strong positive characteristics it will perform effectively. The results will be for example:**

- It will take a business to higher levels of productivity and profit.
- The business and their employees will develop and grow.
- There will be less conflict because teams understand and accept each other.
- There will be increased creative ideas and solutions.
- The business will grow and expand.
- Team members will be motivated.

12. What are good behaviour and attitudes in a team? (5)

**Good, acceptable behaviour in a group is:**

- Allowing only one person to speak at a time.
- Everybody gets a chance to give their opinion or idea.
- Accepting that everybody in the group has different needs and *desires*.
- Accepting that values and interests differ but that we can learn from each other.
- Building relationships among the group or team members.
- Setting values and goals together.
- *Honouring* every member's input.

- **Having positive attitudes towards each member and the ideas and discussions.**
- **Listening to everybody's views without putting them down.**
- **Being *cooperative* when doing tasks and taking responsibility.**
- **Not having a conversation on the side during the meeting.**

13. Which team member's behaviour will have a negative influence on the team? (3)

14. Which team member's behaviour will contribute positively to the group? (3)

**Joshua, Susan, Judy, Meleny,**

15 Explain how roles and responsibilities enable a group to reach their goals. (4)

**Judith, Christian, Natalie, Kezia, Jennifer,**

**Every group- or team member should have a specific role to play. Groups without leadership will only socialise and no goals will be reached. (Any appropriate answer)**

16. The person responsible for the money affairs of a team or group is called a  
**Treasurer** (1)

**TOTAL: 50**

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

*Competency is achieved with at least a rating of 5*

#### 4. Bibliography and Websites

These books were used or can be used as resources:

1. Badenhorst JA, Cant MC, Cronje, GJ de J, Du Toit GS, Erasmus BJ, Grobler PA, Kruger LP, Machado R, Marais A de K, Marx J, Strydom JW, *Introduction into Business Management*, 2004, Oxford University Press, South Africa.
2. Cleary S, Harran M, Luck J, Potgieter S, Schekle E, van der Merwe, Van Heerden, K, *The Communication Handbook*. 2003, Landsdown, Juta & Company
3. Erasmus – Kritzinger L, Swart, Mona V, 2000. *Advanced Communication skills*, Lynwood Ridge, AFRITECH
4. Heim P, Chapman EN, *Learning to lead*, 1990. United States of America, Crisp Publications
5. Louis AA Associates, Inc. The Allen guide for Management Leaders, 1989, *Louis Allen Associates, Inc* California, U.S.A.
6. Maddox R., *Teambuilding*, 1988. United States of America, Crisp Publications

#### Websites to visit:

*Use the keyword “teamwork” and you will find websites such as these. Explore them.*

- [www.act.org/workkeys/assess/teamwork/index](http://www.act.org/workkeys/assess/teamwork/index)
- [www.oag.co.za](http://www.oag.co.za)
- [www.questa.com](http://www.questa.com)

**5. Sample Lesson Presentation**

See PowerPoint presentation called “An effective team” in the PowerPoint Presentation folder.