



Team+ System Overview

Effective Teamwork: The Team+ System

Teamwork is an important skill to develop. Your ability to work efficiently and effectively with others will significantly impact your success in this course as well as in your career. To help you have a more productive team experience this semester, we will use a web-based team development system called “**Team+**”.

This team development system is based on the **Team Builder Activities**, a set of eight specific activities your team will complete during the semester. Instructions on how to complete these activities are provided on the Team+ website.

YOU MUST REGISTER AT <https://TEAMS.TEAMPLUS.EDUCATION>
BEFORE THE START DATE OF THE FIRST ACTIVITY

The first two Team Builder activities on the Team+ website should be completed immediately after creating your account and joining your team. The last six activities have a “window” of availability. All team members should complete the activity during that window; once a window has closed it may not be opened again. There will not be an opportunity to go back and make-up an activity. The specific dates for these windows may be found on the [Team+ website](#).

Your team’s performance in the Team Builder Activities will impact your course grade in this class (refer to your syllabus). Successful completion of all eight (8) activities will ensure both your own and your team’s success.

The eight (8) activities you will encounter in the **Team Builder** this semester are grouped into four (4) stages. These stages, and the activities, are:

Stage 1: Who We Are (3 activities)

Team members must see themselves as a team with a purpose, and they should understand their team is unique. A strong sense of team identity encourages mutual trust and collaboration among team members.

In this stage, you and your teammates will get to know one another better, as well as discover the personal styles of each member of your team. You and your teammates will create a team identity.

Activity # 1: Personal Profile. Each team member will share some personal information with the team, as well as provide a recent photograph

Activity # 2: Team Styles. By completing 3 types of assessments, you will discover what type of styles you tend to use, along with the styles of each of your teammates.



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Activity # 3: Team Identity. You and your teammates will decide a team name, mascot and team motto.

Stage 2: How We'll Work (2 activities)

Student teams tend to “just let things happen.” These activities help teams be more proactive in managing their own processes by creating a structure and adopting tools and processes that increase effectiveness.

Activity # 1: Rules. Team members will decide how best to communicate with one another this semester (e.g., text messages or email?), how to have team meetings outside the classroom (where and when), and choose the “ground rules” that will guide how team members agree to interact with one another. All of these decisions impact how you work together as a team. All teams should be quite clear on how they want to hold meetings, make decisions, and interact with one another. Unfortunately, most teams simply let these processes evolve rather than manage them proactively.

Activity # 2: Roles. Student teams often waste time because roles are ambiguous – team members don't really know who will do what. In this activity team members will accept responsibility for performing tasks designed to promote more efficient teamwork. For example, to send out meeting agendas, or to review/edit all team documents prior to submission.

Stage 3: How We're Doing (2 activities)

Effective teams monitor their own processes to identify specific factors that enhance as well as impede team performance. In this stage, each team will assess its strengths and areas for improvement. To better understand performance issues, team members may benefit from mid-semester developmental feedback from teammates.

Activity # 1: Keep, Start, Stop Exercise. Team members will discuss behaviors and processes that might be hurting the team, as well as those that are helping the team perform better. The outcome is a brief list of what the team can do to maintain and improve good performance.

Activity # 2: Team Developmental Feedback. At mid-semester, each team member will rate his/her teammates on five (5) specific factors that reflect effective performance in a team. This feedback is for developmental purposes and is intended to help you improve.

Stage 4: How We Did (1 activity)

Individual performance and accountability is important in a team environment. To increase accountability, team members also want the opportunity to evaluate their



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peers' performance at the end of the semester. In this stage, team members will receive valuable feedback regarding their performance during the semester.

Activity # 1: Team Peer Evaluation. At the end of the semester, each team member will again rate his/her teammates on the same five performance factors. These ratings will impact your course grade (refer to your syllabus).

Again, the last six activities described above have a window of availability, and these dates are found on the [Team+ website](#). You will receive email/text alerts to remind you when an activity is about to “close” and the next activity will “open.”

The eight (8) activities described above are the core of the team system. The *Team+* website offers other features, however, designed to help your team be more efficient and effective this semester, as well as compare your team's progress to the other teams in this class. More information on the helpful features may be found in the “*Getting Started*” video on the *Team+* website.

You should know that, during the semester, I will have access to information regarding the performance of each team and all team members. For example, I will know if a team has successfully completed a specific activity. Additionally, I will know the extent to which each team member participated in the team's discussions during an activity (the number of posts to a team's discussion board), or whether or not a team member submitted or selected required information during an activity.

Why Teamwork?

Learning how to perform effectively within a team will have a significant impact on your ability to successfully complete the requirements of this class and will further serve you as you continue to work in teams throughout your career.