



MODULES		KEY LEARNING OUTCOMES	ACTIVITY DESCRIPTION
<input type="checkbox"/>	60 minutes	<b>Great Teams</b> <ul style="list-style-type: none"> <li>Determine characteristics that made a team great, based on personal experience.</li> <li>Gain insight into common characteristics of great teams.</li> </ul>	<ul style="list-style-type: none"> <li>Participants remember teams they have been a part of, which one was the best, and then reflect on what made that team great.</li> <li>Participants share with the group their own experiences and capture common elements.</li> <li>The group watches and discusses a video focusing on the power of a great team, comparing elements common to their lists and suggesting any additional common elements they would add.</li> </ul>
<input type="checkbox"/>	15 minutes	<b>High-Performing Teams</b> <ul style="list-style-type: none"> <li>Build understanding of what sets high-performing teams apart from average teams.</li> <li>Understand the concept of “mutual accountability.”</li> </ul>	<ul style="list-style-type: none"> <li>Participants read a quote on high-performing teams and compare their listing of common elements of a great team with the content of the quote.</li> <li>Working with a model of high-performing teams, the table groups discuss how the model relates to the quote, and what sets a high-performing team apart from an average team.</li> <li>Teams discuss what “mutual accountability” looks like in practice.</li> </ul>
<input type="checkbox"/>	30 minutes	<b>Stages of Team Development</b> <ul style="list-style-type: none"> <li>Understand the four stages of team development and the evolution of trust, knowledge, and shared goals.</li> <li>Recognize how actions of a team leader must change as the team progresses through the four stages of development.</li> </ul>	<ul style="list-style-type: none"> <li>Participants discuss and share examples of the four stages of team development, referencing the model from their table map.</li> <li>Using <i>Team Stages</i> cards, participants identify how trust, knowledge, and goals fit into each stage.</li> <li>Participants discuss how actions of a team leader should change through each stage and identify the stage at which teams most often get stuck.</li> </ul>
<input type="checkbox"/>	75 minutes	<b>Meaningful Purpose</b> <ul style="list-style-type: none"> <li>Understand the team’s purpose and how it aligns with the organization’s direction, goals, initiatives, and guiding principles.</li> <li>Develop specific plans for driving urgency and connection with the team around the team’s purpose.</li> </ul>	<ul style="list-style-type: none"> <li>After creating a purpose statement for their teams, participants follow a group think process for driving urgency and connection around the team’s purpose.</li> <li>Participants brainstorm, categorize, and evaluate ideas, and then refine as needed.</li> <li>The group discusses the importance of monitoring progress toward goals and the value of SMART goals in helping drive urgency and connection.</li> <li>Participants finalize their individual purpose statements and list individual plans to drive urgency and connection with their teams.</li> </ul>
<input type="checkbox"/>	50 minutes	<b>Complementary Talents</b> <ul style="list-style-type: none"> <li>Identify unique talents and how they can best be leveraged in the team environment.</li> <li>Understand how people of different talents help strengthen the team.</li> </ul>	<ul style="list-style-type: none"> <li>Using Talents cards, participants sort them into those that are <i>Most Like Me</i>, <i>Somewhat Like Me</i>, and <i>Least Like Me</i>.</li> <li>Participants share their top talents with their table group.</li> <li>Participants identify others who have complementary talents and discuss how they help strengthen the team and why it is important to identify and leverage talents.</li> </ul>
<input type="checkbox"/>	60 minutes	<b>Decision-Making</b> <ul style="list-style-type: none"> <li>Gain improved skills in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Participants read and discuss each of the decision-making best practices listed on the ENSEMBLE table map.</li> <li>The groups discuss why each best practice is helpful, and identify key behaviors their teams will need to embrace to realize the full potential of each best practice.</li> </ul>
<input type="checkbox"/>	60 minutes	<b>Problem-Solving</b> <ul style="list-style-type: none"> <li>Apply a problem-solving process (PDL), using a common language.</li> </ul>	<ul style="list-style-type: none"> <li>Using the deck of PDL cards, participants sequence the cards in logical order for solving a challenging problem.</li> <li>Participants assess their organization’s current approach to performing each of the seven steps of the PDL process.</li> <li>Participants discuss steps where they perform well and steps where improved performance is needed.</li> </ul>
<input type="checkbox"/>	40 minutes	<b>Team Derailers</b> <ul style="list-style-type: none"> <li>Develop an awareness of potential team derailers and determine ways to counteract them.</li> </ul>	<ul style="list-style-type: none"> <li>Participants use the <i>Team Derailer</i> cards to consider possible obstacles to their plans.</li> <li>Using a <i>Dream Team Case Study</i>, participants discuss:                             <ul style="list-style-type: none"> <li>Which derailers most affected the team’s inability to perform to expectations?</li> <li>What might a team leader have done to counteract those derailers?</li> <li>Are there particular problems for a team of individual “star” performers?</li> </ul> </li> <li>Participants consider steps they need to take to counteract derailers.</li> </ul>