

# HIGH PERFORMANCE WORK TEAMS



**COMPETENCY**

**CATEGORY:** Life Survival Skills

**COMPETENCY**

**NUMBER:** G.45

**COMPETENCY:** Understand the essential elements of high performing work teams.

**OBJECTIVE:** Upon completion of this module, students will be able to identify the essential elements of high performing work teams.



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## **INTRODUCTION**

- State module and review module objective.
- Ask the following questions:
  1. How can teams be as productive as possible?
  2. How do you handle conflict with others in a team setting?
  3. Why do some teams succeed at accomplishing a goal while others fail?
- We will answer these and other questions in this module entitled “High Performance Work Teams.”

## **Administer Pre-Assessment**

## **OUTLINE**

- A. What is a team?
  1. A team is a small number of people with complementary skills who are committed to a common purpose and goals for which they hold themselves accountable.
  2. Often groups are brought together and called teams but have no idea what to expect from their leaders or from each other.
  3. As a consequence, the group has unrealistic expectations that result in frustration.
  4. Becoming a high performance team is hard work that requires individual contributions from everyone involved.
  5. Teams are composed of people. Each team member brings a unique blend of attitudes, convictions, beliefs, skills, strengths, and weaknesses.

6. When these human elements are mixed together, placed under pressure, and have to work together, almost anything can happen.

7. Even a team composed of “the very best people” has some probability of failure.

B. Trust, respect and support

1. Developing trust among team members is essential to becoming a high performance team. Team members need to be taught from the start that building trust within the team is critically important to the team’s ultimate success.

2. As the team forms, it is normal that the level of trust is low.

3. Several members, or all team members, may have worked together before. Or they may know each other by casual acquaintance or interaction.

4. But trust has something to do with loyalties, and at the outset the team will not have developed team loyalty.

5. As the days and weeks of team building proceed, loyalties will naturally build toward fellow team members.

6. Team members need to learn that it is important to trust one another.

7. It is not possible, or desirable, for one team member to do all the work for the team. Members need to learn that to get the job done they have to rely on others to do their part.

8. Team members need to learn that others are counting on them to do what they said they would do.

9. As soon as it becomes clear to a team member that his or her task cannot be completed on time, the team member needs to let the other team members know about the cause of the

problem and ask for help. This practice goes a long way to convincing fellow team members that one is trustworthy.

10. When a call for help comes from a fellow team member, the others should carefully examine their own responsibilities and available skills or time to see if they can help.
11. It's in the best interest of the team members to support each other, especially when the team's performance is judged and rewarded as a whole.
12. The time might come when the team member who has been asked for help, needs help himself/herself.
13. If help cannot be offered, the team should pull together and determine how to revise the plan or bring in additional resources to get the plan back on track.

**COMPLETE LEARNING ACTIVITY G.45-1**  
**“GLOBAL VOTE EXERCISE”**

C. Characteristics of a high performing work team.

1. A high performing work team can best be described by seven characteristics depicted by the word **PERFORM**.
  - a. Purpose
    - (1) Members of high performing teams share a sense of common purpose.
    - (2) They are clear about what the teams' "work" is and why it is important.
    - (3) They can describe a picture of what the team intends to achieve.
    - (4) Strategies for achieving goals are clear.

(5) Each member understands his/her role in realizing the vision.

b. Empowerment

- (1) Members are confident about the team's ability to overcome obstacles and to realize its goal.
- (2) A sense of mutual respect enables members to share responsibilities, help each other out, and take initiative to meet challenges.
- (3) Members have opportunities to grow and learn new skills.
- (4) There is a sense of personal as well as collective power.

c. Relationships and communication

- (1) The team is committed to open communication and group members feel they can state their opinions, thoughts, and feelings without fear.
- (2) Listening is considered as important as speaking.
- (3) Differences of opinion and perspective are valued and methods of managing conflict are understood.
- (4) Through honest and caring feedback, individuals are aware of their strengths and weaknesses as team members.
- (5) There is an atmosphere of trust and acceptance and a sense of community.

d. Flexibility

- (1) Group members are flexible and perform different task functions as needed.

- (2) The responsibility for team development and leadership is shared.
  - (3) The strengths of each member are identified and used, and individual efforts are coordinated when necessary.
  - (4) The team is fluid and open to both opinions and feelings, hard work, and fun.
- e. Optimal productivity
- (1) High performing teams produce significant results.
  - (2) There is a commitment to high standards and quality results.
  - (3) Teams get the job done, meet deadlines, and achieve goals.
  - (4) The team has developed effective decision-making and problem-solving methods that result in achieving optimum results and encourage participation and creativity.
  - (5) Members have developed strong skills in group dynamics.
- f. Recognition and appreciation
- (1) Individual and team accomplishments are frequently recognized by the team leader, as well as by team members, by celebrating milestones, accomplishments, and events.
  - (2) Members feel highly regarded within the team and experienced a sense of personal accomplishment in relation to their team and task contributions.

g. Morale

- (1) Members are enthusiastic about the work of the team, and each person feels pride in being a member of the team.
- (2) There is a sense of excitement about individual and team accomplishments as well as the way team members work together.
- (3) Team spirit is high.

**COMPLETE LEARNING ACTIVITY G.45-2  
“THE BOARD WALK”**

D. Conflict in high performing teams

1. Conflict within teams is often the result of fear or lack of trust.
2. Team performance is directly affected by the common trust relationship that exists within.
3. At the heart of the problem is communication and the underlying factors related to understanding how to clarify issues without creating conflict.
4. The ability to manage conflict while still enhancing team harmony is difficult to accomplish.

**COMPLETE LEARNING ACTIVITY G.45-3  
“How Do You RESPOND TO CONFLICT?”**

E. Sources of conflict

1. Differing values and beliefs
  - a. These sometimes create situations in which the perception of an issue or its impact varies.

- b. Because values and beliefs have been learned over long periods of time individuals get very defensive when their foundations or beliefs are challenged.
    - c. *Example:* A person has been taught that it is ethically and morally wrong to lie to a customer, yet his supervisor tells him it is okay to tell “a little white lie” to explain a missed delivery.
  - 2. Varying perceptions

People often witness or view an incident or issue differently. This can cause disagreement, frustration, and many other emotional feelings.
  - 3. Inadequate or poor communication

Any time there is inadequate communication, the chance for conflict escalates.
  - 4. Goals that do not match

Frustration and resentment can result from people working toward different goals.
  - 5. Personal style differences

Each person is different and requires special consideration and a unique approach in interactions.
- F. Salvaging relationships following conflict
- 1. Managing conflict involves more than just resolving the disagreement.
  - 2. Depending on the severity of the conflict and how it was handled it may be impossible to go back to where you were before.

3. The key is to identify and address conflicting issues as early as possible.
4. The longer a conflict exists, the more damage it can cause.
5. Whenever possible, apply one of the following strategies to help protect and salvage the relationship(s) between yourself and whoever else is involved.
  - a. Reaffirm the value of the relationship. You cannot assume that others feel the same way you do or understand your intent unless you communicate it. Tell them how much you value your relationship.
  - b. Demonstrate commitment. You must verbalize and demonstrate your desire to continue or strengthen your relationship.
  - c. Be realistic. Because of personality styles, it is difficult for some people to “forgive and forget.” You have to systematically help restore their trust.
  - d. Remain flexible. A solid relationship involves the ability to “give and take.” It is especially crucial for individuals to be able to make concessions following conflict.
  - e. Keep communication open. One of the most common causes of conflict and destroyed relationships is poor communication.
  - f. Gain commitment. You cannot do it all by yourself. Get a commitment to work toward reconciliation from any other people involved in the conflict.
  - g. Monitor progress. Do not assume that because the conflict was resolved it will remain that way. Deep-seated issues often re-surface, especially when commitment was not obtained.

**COMPLETE LEARNING ACTIVITY G.45-4**  
**“THE CHECK-IT-OUT QUESTIONNAIRE”**

**COMPLETE LEARNING ACTIVITY G.45-5**  
**“OBSERVING CONFLICT”**

- G. Consensus: A goal of high, performance teams
1. Some conflict is inevitable in groups, but this does not mean that all group discussions are doomed to end in disagreement and conflict. Conflict can be managed.
  2. Consensus occurs when all group members agree with and are committed to a decision.
  3. Even if a group does not reach consensus on key issues, it is not necessarily a failure.
  4. Good decisions can certainly emerge from groups whose members do not all completely agree on decisions.
    - a. The U.S. Congress, for example, rarely achieves consensus; that does not mean, however, that its legislative process is ineffective.
  5. Consensus should not come too quickly.
  6. Sometimes group agreement is built on agreements on minor points raised during the discussion.
  7. To achieve consensus, group members should try to emphasize these areas of agreement. This can be a time-consuming process, and some members may lose patience before they reach agreement.
  8. Regardless of how long a group takes to reach consensus, it generally results from careful and thoughtful communication between discussion members in the group.

9. To achieve consensus, some personal preferences must be surrendered for the overall well being of the group.
10. Group members must decide, both individually and collectively, whether they can achieve consensus.
11. If two or three members refuse to change their minds on their positions, the rest of the group may decide that reaching consensus is not worth the extra time.
12. Ultimately, if consensus cannot be reached, a group should abide by the decision of the majority.

#### H. Suggestions for reaching consensus

1. Avoid always arguing for your own position.
  - a. You often defend a solution or suggestion just because it is yours.
  - b. Here is a suggestion that may help you develop a more objective point of view: if you find yourself becoming defensive over an idea you suggested, assume that your idea has become the property of the group; it no longer belongs to you.
  - c. Present your position as clearly as possible, then listen to other members' reactions and consider them carefully before you push for your point.
  - d. Just because people disagree with your idea does not necessarily mean that they respect you less.
2. Don't assume that someone must win and someone must lose.
  - a. When discussion becomes deadlocked, try not to view the discussion in terms of "us" versus "them" or "me" versus "the group."

- b. Try not to view communication as a game in which someone wins and others lose.
  - c. Be willing to compromise and modify your original position.
  - d. To be most effective, a group should try to cooperate and work together.
- 3. Don't change your mind too quickly just to avoid conflict
  - a. While you may have to compromise to reach agreement, beware of changing your mind too quickly just to reach consensus.
  - b. Make certain that you have explored other alternatives and that everyone accepts the solution for basically the same reasons.
  - c. Reaching consensus takes time and often requires compromise.
  - d. Be patient.
- 4. Avoid easy techniques that reduce conflict
  - a. You may be tempted to flip a coin or to take a simple majority vote when you cannot resolve a disagreement. Resist that temptation.
  - b. If possible, avoid making a decision until the entire group can agree.
  - c. Just be certain that the group explores other alternatives before it makes a hasty decision to avoid conflict.
  - d. Consensus through communication is best.
- 5. Seek out differences of opinion

- a. Remember that disagreements may help improve the quality of a group's decision.
  - b. With a variety of opinions and information, a group has a better chance of finding a good solution.
- 6. Try to involve everyone in the discussion
  - a. Encourage less talkative members to contribute to the group.
  - b. Remember not to dominate the discussion.
  - c. Good listening is important, too, and you may need to encourage others to speak out and assert themselves.

#### I. Conflict management in small groups

- 1. Conflict can have both positive and negative effects on a group.
- 2. Conflict occurs because people are different and they have their own ways of doing things.
- 3. These differences affect the way people perceive and their approach to problem solving.
- 4. The absence of conflict or a false sense of agreement is called "**group think.**" It occurs when group members are reluctant to voice their feelings and objections to issues.
- 5. Suggestions for reaching group consensus:

### **Effective Group Members...**

- Avoid arguing for your own position.
- Approach conflict as a problem to be solved rather than a win-lose situation.
- Do not change their minds quickly just to avoid conflict.
- Seek out differences of opinion.
- Try to involve everyone in the discussion and make frequent, meaningful contributions to the group.
- Orient the group toward its goal.
- Avoid opinionated statements that are not based on facts or evidence.
- Clarify misunderstandings.

### **Ineffective Group Members...**

- Argue for an idea because it is your own.
- Assume that someone will win and someone will lose the argument.
- Give in to the opinion of group just to avoid conflict. Find easy ways to reduce the conflict, such as taking a quick vote without holding a discussion.
- Do not seek out a variety of viewpoints.
- Permit one person to monopolize the discussion or fail to draw out quiet group members.
- Do little to help summarize or clarify the group discussion.
- Do little to keep the group members focused on their task. Are closed-minded and inflexible.
- Do not clarify misunderstandings or check to see whether their message is understood.

*Source: Communication Skills to Inspire Confidence*

J. How to resolve a conflict

1. When you find yourself in a conflict, don't waste energy on hate, envy, or dreams of revenge. Resolve it!
2. Realize and appreciate that people are different, with conflicting priorities and points of view.
3. You are in charge of how you react to conflict. You can fall apart, become consumed with rage, or get to work finding a solution to the problem.
4. Conflict resolution strategies
  - a. Active listen – Let the other person talk while you listen carefully. Really try to understand the person's feelings and ideas.
  - b. Postpone – If you or the other person are very angry or tired, put off dealing with the conflict until another time.
  - c. Get help – Not every conflict can or should be resolved by the parties involved. Sometimes you need to ask a third party to act as a mediator. This could be your supervisor or a neutral coworker who listens well.
  - d. Use humor – Look at the situation in a comical way. Don't take it too seriously.
  - e. Compromise – Offer to give up part of what you want and ask the other person to do the same.
  - f. Walk away – Some conflicts aren't worth getting involved in. When you are outnumbered, feel physically threatened, or find yourself in the middle of a conflict that you don't want any part of, leave.
  - g. Express regret – Say that you are sorry about the situation, without taking the blame.

- h. Problem-solve – Discuss the problem and try to find a solution that is acceptable to both you and the other person.

(Source: *Preparing Teens for the World of Work*)

## K. High performance team norms

- 1. “Norms” are the rules that the team agrees to follow as it conducts its work.
- 2. Norms may be written or may evolve as unwritten understandings over time.
- 3. High performance teams usually include the following norms:
  - a. No “Zingers.” “Zingers” are put-downs or cheap shots directed at fellow team members. Zingers show a lack of respect for team members and cause individual team members who receive zingers to mentally withdraw from team participation.
  - b. Celebrate success. High performance teams take time-outs to recognize small steps or progress toward goals. This act of recognizing small victories is essential in the development of team confidence and commitment. Individual contributions, as well as overall team results, can be identified by any team member for recognition or by the entire team.
  - c. Have fun. Working on a high performance team can and should be fun. But the team needs to recognize the importance of play in developing team spirit and morale. Humor and fun, so long as it is not at the expense of others, can help build energy and improve the team’s ability to succeed. Time needs to be taken for fun. This can be in the form of team building activities.
  - d. Quality reviews. The team needs to consciously set time aside to monitor the quality of its work and progress towards goals. These quality checks can be as short as a

minute or two where one member asks the others, “What did we learn? How could we improve our performance, based on what we have observed over the last few hours or days?”

4. Examples of team norms are:
  - a. All team members are involved in setting goals.
  - b. Constructive team practices are understood and accepted.
  - c. Everyone’s roles and responsibilities are acknowledged.
  - d. Members believe in working cooperatively and supporting each other.

L. Sense of urgency

1. High performance teams need to work under a deadline for achieving goals.
2. Without a deadline, the team’s work can never really finish.
3. Deadlines create an energy building sense of team commitment toward getting results. In short, they drive the team to perform.
4. An atmosphere of urgency will cause teams to start to experiment with problem solving. Though they rarely hit on the correct or best answer on the first attempt, the very process of trying will invariably lead to new learning, further innovation, and enhanced performance.

**COMPLETE LEARNING ACTIVITY G.45-6  
“THE BOX GAME”**

**COMPLETE LEARNING ACTIVITY G.45-7  
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY G.45-8**  
**“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY G.45**  
**“GOOD MORNING, TRI-CITIES”**

**COMPLETE MATH ACTIVITY G.45**  
**“HIGH SCHOOL SURVIVAL GAME”**

**Administer Post-Assessment**

**LEARNING ACTIVITY G.45-1**  
**“GLOBAL VOTE EXERCISE”**

**OBJECTIVE:** To share feelings, attitudes and levels of personal trust

**RESOURCES:** • Two flip charts, flip chart paper, and markers

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Interpersonal trust can be viewed as having five components: Truth, Respect, Understanding, Support, and Trustworthiness. This exercise was designed to get team members to talk openly about their own feelings, attitudes, and level of personal trust.
2. Two flip charts are positioned 30 to 50 feet apart.
3. The number one and the words “Almost Never” are written on one flip chart.
4. At the other end the number seven and the words “Almost Always” are written.
5. Participants are asked to imagine a scale between one and seven, think about the statement: “We tell each other the truth,” and are asked to vote with their feet. That is to get up and physically position themselves somewhere on the scale. The facilitator chooses someone, looks them in the eye and asks “Why are you standing there? After hearing the answer, the facilitator moves on to the next person and asks the same question. All participants should be given the opportunity to answer the question and tell each other the truth.
6. Then the facilitator makes the statement: “We respect one another,” and instructs the team to vote with their feet. Again depending on time constraints and the size of the team, everyone might be given

the opportunity to answer the question: “Why are you standing there?”

7. The statements and voting continue with “We seek to understand one another.” “We support one another.” And “We are trustworthy.” Trustworthy means that we do what we say we are going to do and keep our commitments to one another. As the facilitator gets to the last two or three questions, it might be good idea to call on people randomly, planning to hear from only a portion of the team members.
8. At this point give the team a short break. The value of this exercise is that team members can hear other team member’s attitudes, beliefs and convictions on these very important team relationship dimensions. This will guide individual team members in determining the best way to deal with one another when these dimensions come into play later as the team works together.

**LEARNING ACTIVITY G. 45-2**  
**“THE BOARD WALK”**

**OBJECTIVE:** To form a team and effectively accomplish a goal

**RESOURCES:**

- One eight-foot-long 2" x 4" for each six to ten students. (The length of the board you select should accommodate the number of students in each team.)

**SUGGESTED TIME:** 2-2½ hours

**DIRECTIONS:**

1. Place each team's board on the floor in front of the class about eight feet apart. Select six to ten students for each team. Position all the students in each team on their boards.
2. Read the following scenario to the group:

You and your team have been held captive in an enemy land. Through cunning and some tremendous good luck, you have managed to break out of the stockade and have escaped the compound. Your captors are in hot pursuit and are tracking you with electronic tracking devices implanted under your skin in such a way that they cannot be removed.

2. There are sensing devices located throughout the jungle and mountain areas through which your team is escaping. Through some ingenious trickery on your part, your team has been able to put considerable distance between yourselves and the enemy. However, your team has just come upon some bad news. You are high on a mountain road, and the bridge over a gap has been washed out. The distance is too far to jump across. The only thing you have to span the chasm is this two-by-four board.

*But, here is a real twist – in order to scramble the enemy's tracking devices, all members of the group must get on the board at a time, and the last person to get on the board must be the first one to get off of the board. The next to the last person to get on the board must be the second person off the board, and so on.*

4. Now to complicate things even further, if anybody's foot hits the floor, the mountain vultures will immediately bite it off, and that team member is not allowed to place that foot on the board again (because it is gone). He/she must "hop" along the board. If anyone falls off of the board (any body part other than the foot hits the floor – for example, hand), the whole group must return to the beginning side of the board and start again.
5. There is also a crazy old mountain hermit (played by you the teacher) who has just come out of his/her cave to badger you and your team. The hermit calls on the mountain vultures to ensure their attack against anyone's foot on the floor. The hermit might make up other rules as the game goes along.
6. Now, time is wasting; if everyone understands the directions, get your team across the chasm!

**Note:** As the mountain hermit, you are to badger the students by telling them that they have big problems, they'll probably never make it, etc. Eventually, however, it is important that each team works together to get all team members across the chasm.

**Note:** If your students are having trouble getting across the chasm, there are a variety of ways to manipulate them across. One way to have the last person on the board slowly leapfrog his/her way sideways over the person next to him/her. The person next to him/her must squat down for this to happen. Other members close by will need to steady both the person squatting and the person going over. Students will most likely have to be close and hold on to each other.

**Note:** Instruct the students the day before to dress appropriately for this exercise; jeans or pants are suggested.

## **DISCUSSION QUESTIONS:**

After all team members are successfully on the other side of the bridge, gather the groups together in a circle and answer the following questions:

1. How did your team figure out how to beat the problem?

2. How did it feel when you were finally successful?

3. What did your group do right?

4. What things helped your team?

5. If this game represented problems in our lives, what would the board represent?

6. What would the mountain vultures represent?

7. What would the mountain hermit represent?

8. What supported the team?

9. What support systems do we have as we take on our problems?

10. Are there any other ways in which this exercise is like problems we face in our lives?

**LEARNING ACTIVITY G. 45-3**  
**“How Do You RESPOND TO CONFLICT?”**

**OBJECTIVE:** To address how individuals respond to conflict

**RESOURCES:** • Work Sheet—Learning Activity G.45-3

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity G.45-3.
2. Give students an appropriate amount of time to respond to the questions on the work sheet.
3. Conduct a sharing session and discuss the implications of their responses.

**LEARNING ACTIVITY G. 45-3**  
**“How Do You RESPOND TO CONFLICT?”**  
**WORK SHEET**

By taking a look at how you handle conflict situations now, you will be in a better position to control your responses in the future. Use what you learn from answering these questions to set a goal for yourself. What can you do to become a better conflict manager?

1. I become irritated or annoyed with people that...

2. I get angry and out of control when...

3. Why do you think these things or these types of people “push your buttons?”

4. How do you usually react when something irritates or angers you?

5. When I have a conflict with someone (like a disagreement or an argument), the first thing I usually do is...

- |   |   |
|---|---|
| <input type="checkbox"/> I lose my control    | <input type="checkbox"/> try to calm everyone down                            |
| <input type="checkbox"/> I clam up            | <input type="checkbox"/> make a joke  |
| <input type="checkbox"/> I walk away          | <input type="checkbox"/> listen carefully to the other person's point of view |
| <input type="checkbox"/> I get angry          | <input type="checkbox"/> start arguing  |
| <input type="checkbox"/> I change the subject |   |

6. Think of a time when you successfully settled a conflict with someone. Describe the conflict and how you resolved it.

(Source: *Preparing Teens for the World of Work*)

**LEARNING ACTIVITY G. 45-4**  
**“THE CHECK-IT-OUT QUESTIONNAIRE”**

**OBJECTIVE:** To identify how individuals act in a conflict situation

**RESOURCES:** • Work Sheet—Learning Activity G.45-4

**SUGGESTED TIME:** 1-1½ hours

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity G.45-4.
2. Have students think about a specific conflict situation that they have been involved in.
3. Have them answer the questions relative to the specific situation.
4. Conduct a class discussion of the results.

**LEARNING ACTIVITY G. 45-4**  
**“THE CHECK-IT-OUT QUESTIONNAIRE”**  
**WORK SHEET**

**DIRECTIONS:** Use the following questions to evaluate and analyze your actions in a conflict situation in which you found yourself. By doing this, you will be able to pinpoint the areas that you need to work on.

1. When was your conflict?

2. Who was it with?

3. What was it about? (Briefly describe the argument.)

4. What were the causes?

Was the conflict because of a difference of:

- a. **Interests** (the difference between what you wanted and what the other person wanted)

- b. **Understanding** (the difference between what you understood and what the other person understood)

- c. **Values** (the difference between what is important to you and what is important to the other person)

- d. **Style** (the difference between the way that you do things and the way that the other person does things)

- e. **Opinion** (the difference between what you think and what the other person thinks)

5. Style of response.

How did you react? Did you:

- a. Feel angry and show it?

b. Feel angry but be afraid to show it?

c. Feel angry by realizing that you would have to talk calmly about it?

6. Is this your usual reaction to conflict?

7. Did this style of response leave you feeling good:

a. About yourself?

b. About the other person?

8. Negotiating the conflict.

When you spotted the conflict, what did you actually say to the other person?

9. a. Did you understand clearly what the other person's point of view was?

- b. If not, what did you do to find out?

- c. If you did nothing, why?

10. Did you:

- a. Want to win the argument and beat the other person?
- b. Know that you would lose, so there was no point trying?
- c. Look for a way to have no losers?

11. Did you:

- a. Jump right in with your argument or response?
- b. Pause to think before speaking?
- c. Let too much time go by before replying?

12. a. At the end of the conflict did you feel good or bad? Describe your mood.

- b. Did the other person feel good or bad at the end? Describe what you think was his or her mood.

13. Who won?

- a. You?
- b. Him/her?
- c. Both of you?

**LEARNING ACTIVITY G. 45-5**  
**“OBSERVING CONFLICT”**

**OBJECTIVE:** To observe a conflict

**RESOURCES:** • Work Sheet—Learning Activity G.45-5

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity G.45-5.
2. Assign students to observe (from a distance) one conflict situation and record the results on the work sheet.
3. Facilitate a discussion period in class where students share the results of their observation.

**LEARNING ACTIVITY G. 45-5**  
**“OBSERVING CONFLICT”**  
**WORK SHEET**

Name \_\_\_\_\_

**DIRECTIONS:** Keep your eyes and ears open for conflict. It probably won't take long before you observe two or more people having a disagreement of some kind. Don't get involved; however, if you can, pay attention. Then, as soon as possible after the conflict has ended, write down your answers to the following questions.

1. What was the conflict about?

2. How many people were involved?

3. Describe what happened:

4. Check all methods that were used to resolve or end the conflict:

- fight or argument
- putting it off
- walking away
- apologizing
- sharing or taking turns
- humor
- compromise
- asking for help
- problem solving or negotiation
- other (describe below)

(Source: Preparing Teens for the World of Work)

## **LEARNING ACTIVITY G. 45-6** **“THE Box GAME”**

- OBJECTIVE:** To demonstrate the characteristics of a high performance team
- RESOURCES:**
- Work Sheet—Learning Activity G.45-6
  - Scissors, tape, box pattern, pencil, @150 sheets of plain paper, one legal size envelope (for each team) and a stop watch
- SUGGESTED TIME:** 1½ - 2 hours
- DIRECTIONS:**
1. Make one copy of the Box Game pattern for each team. You will also need to make a copy of the “simulated team problems.” You will need only one copy of this list. Place one of the “simulated team problems” in each envelope.
  2. Divide your class into teams of 5-8 members. Each team should be of equal size, if possible.
  3. Have each team select a team leader and decide on a team name. Write the team names on the board.
  4. Demonstrate how to construct the paper boxes, using the pattern that is provided with the lesson. You might also distribute one example that has already been constructed for each team to examine. Explain that they are to cut on the dashed lines and to fold on the solid lines.
  5. Explain that each team is to set a goal to construct as many boxes as possible within a five-minute period. There will be two rounds and the winning team will be the team with the highest number of points after both rounds.
  6. Explain scoring procedures before each group sets their goal. Scoring procedure is as follows.

Each team will receive:

- 5 points for each box up to the team's goal
- 1 additional point for each box over the team's goal
- -5 points for each box short of the team's goal

Example—

Team	Goal	Boxes Constructed	Points
A	5	5	25 pts. ( $5 \times 5 = 25$ )
B	5	6	26 pts. ( $5 \times 5 + 1 = 26$ )
C	5	4	15 pts. ( $5 \times 4 - 5 = 15$ )

7. Depending on your class, you could run through one sample construction activity so that teams understand what is required and so that each individual understands their “role” in the activity.
8. Give each team a few minutes to set their first round goal.
9. Ask each team leader for their team’s goal. Write each team’s goal under their team name on the board. Emphasize that they should not let the goal established by the other teams influence their team goal.
10. Make sure all teams are ready to start and be certain that each team starts from the same point. That is, patterns have not already been traced, tape cut, etc.
11. Call time at the end of 5 minutes. All activities are to stop at once.
12. As the quality control expert, you are to inspect each box to determine its quality. Do not accept poorly constructed boxes.
13. Write the number of completed boxes on the board and calculate the score for each team. Have each team talk through the first round activity to make improvements in their overall teamwork. (This is an important step for the follow up discussion at the end of the activity.)

14. Ask each team leader for their team's goal for round two. Write each team's goal under their team name on the board. Again, emphasize that they should not let the goals established by the other teams influence their team's goal.
15. Before starting round two, distribute the envelopes to each team leader. It is suggested that you distribute the harder "simulated team problems" to the group or groups that are far ahead of the others to balance the chances for any group to win.
16. Have the team leader read the contents out loud to the class. Point out that in the "real world" not all teams work effectively together.
17. Again, make sure all teams are ready to start and that each team starts from the same point.
18. Call time at the end of 5 minutes. Make certain that all activities are stopped.
19. Inspect the boxes of each team, record the scores, and calculate the points for each team.
20. Declare a winning team and distribute prizes.
21. Have students clean up the paper scraps and return the scissors, tape, envelope, and pattern.

**DISCUSSION QUESTIONS:**

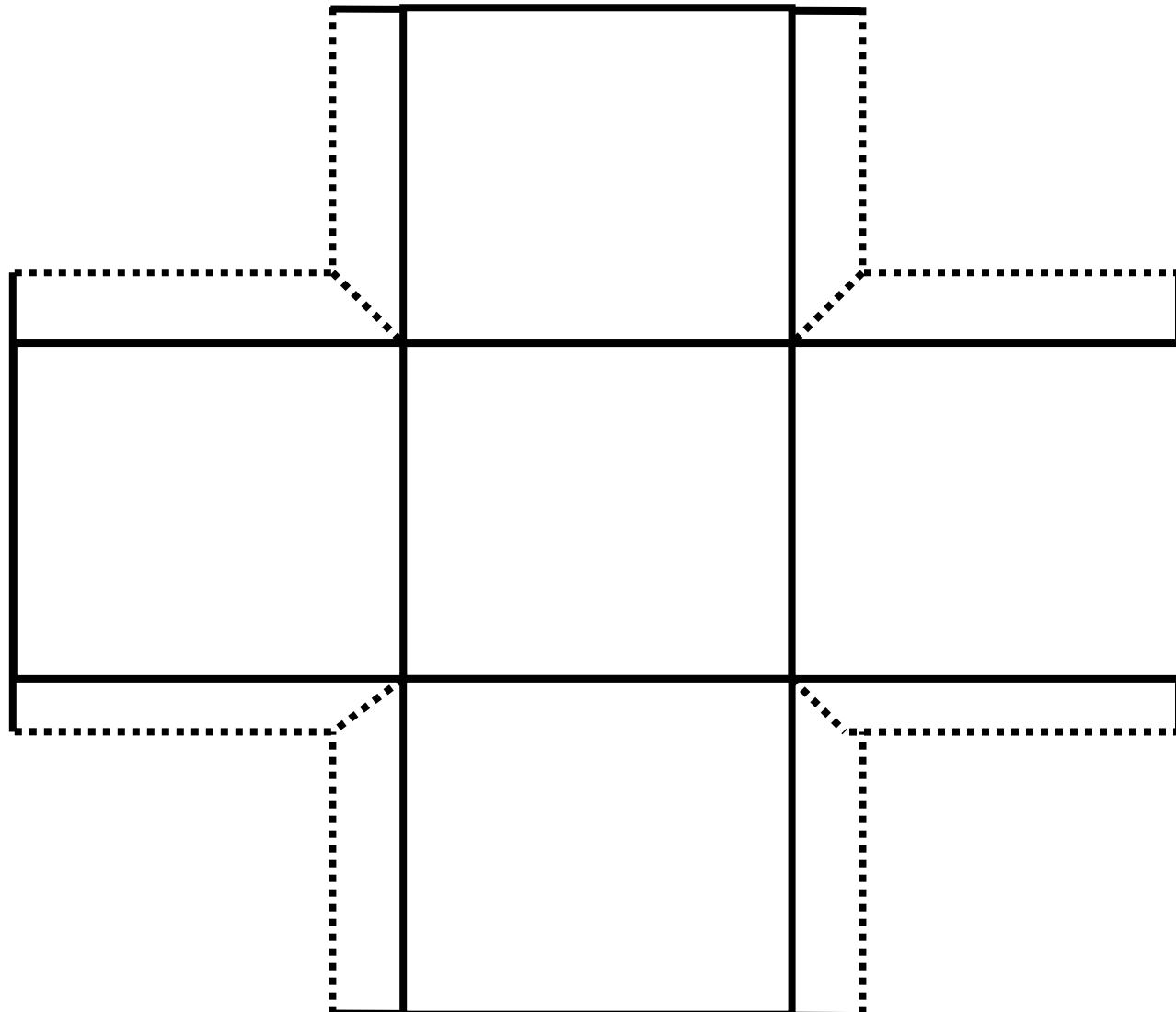
1. How well did your team work together?

2. Did any team member offer ideas that helped the team reach or exceed the team's goal?

3. Did the team leader give out assignments properly to help the team reach or exceed the team's goal?

Source: VICA: *Learn, Grow, and Become*

**LEARNING ACTIVITY G. 45-6**  
**“THE BOX GAME”**  
**BOX GAME PATTERN**



**LEARNING ACTIVITY G. 45-6**  
**“THE BOX GAME”**  
**SIMULATED TEAM PROBLEMS**

1. Two team members do not get along. All team members must sit on their dominant hand for one minute.
2. There has been no follow-through. Cannot use the scissors for one minute.
3. One team member dominates the team. Cannot use the tape for two minutes.
4. Two sub groups begin to form own team. Must write a note of apology to teacher before team can start.
5. Poor leadership. Cannot work for the first minute.
6. Climate of defensiveness has started. Team cannot fold for the first minute.
7. Great team work. Have a good day.

**LEARNING ACTIVITY G. 45-7**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** Learning Activity G.45-7

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
3. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY G.45-7**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY G.45-8**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity G.45-8

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students) Division of Vocational Rehabilitation Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

## **SERVICE ACTIVITY ACTION PLAN**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY G.45**  
**“Good Morning, TRI-CITIES”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity G.45

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity G.45 and distribute to each student.
2. Have students read “Good Morning, Tri-Cities.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

## **“Good Morning, TRI-CITIES”**

“Oh, I know I can do it! I’ve done this kind of thing for my dad before we moved. I know I can handle it,” Holly begged Ryan, the deliveries supervisor. Holly would give anything to have a chance at the dispatcher’s position for Tri-Cities Giant Furniture Warehouse. Anything to get away from inventory management. As a dispatcher, she could talk with all the delivery drivers. The dispatcher was always well liked and popular. Holly knew this job was for her.

“OK,” said Ryan, after pausing for some amount of time. “I have faith in you.”

The next morning Holly eagerly laid out the delivery papers for the drivers and got on the radio board. Things seemed to be going fine. Trucks were leaving, and Holly was chatting on the radio. It seemed like smooth sailing, but the storm was soon to hit.

“Holly, this is Rick. I’ve only got half my papers here...can’t find the invoices,” came a voice over the radio.

“Holly, Jud here. I think I’m lost. I can’t find this address anywhere,” the radio continued.

“Bad news, Holly,” reported another driver. “I’ve got the wrong merchandise on my truck. What should I do?”

Holly put her head in her hands and sank down in the chair. “Ryan, help!” she screamed.

The rest of the warehouse workers chuckled. They knew she had probably bitten off more than she could chew.

Ryan stepped into the dispatch office. “Here,” said Holly, holding out the microphone. “I’ve messed up big time. I don’t know what I’m doing. I don’t have what it takes. Just get me out of this mess!” Everyone looked at Ryan to see what he would do.

"Oh no," Ryan said, chuckling and pushing the microphone back to Holly, "getting out of the mess goes with the territory." Then he paused and said warmly, "But we are a team here, and we will help."

Slowly Ryan helped Holly work out the delivery problems step by step. Later, Elisa would occasionally drop in and explain some of the items on the invoices. Jason offered to take over for a while during breaks, and Rodney dropped in sporadically to say something funny or give a word of encouragement. By the end of the day Holly was getting the hang of things. Ryan stopped in and asked, "Well, what do you think about day number one?"

"It started off pretty rough," Holly said, sounding a little embarrassed. "But, with the team of workers—I mean friends—here, I think I'm going to like this job!"

## READING RECALL

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

1. Ryan was
  - a. \_\_\_\_\_ the dispatcher.
  - b. \_\_\_\_\_ Holly's boyfriend.
  - c. \_\_\_\_\_ the deliveries supervisor.
  
2. Holly wanted the dispatcher's job because
  - a. \_\_\_\_\_ the dispatcher was well liked.
  - b. \_\_\_\_\_ it was easy.
  - c. \_\_\_\_\_ she liked to talk on the radio.
  
3. Rick couldn't find the
  - a. \_\_\_\_\_ right street address.
  - b. \_\_\_\_\_ correct merchandise.
  - c. \_\_\_\_\_ invoices.
  
4. Ryan helped Holly
  - a. \_\_\_\_\_ find the correct merchandise.
  - b. \_\_\_\_\_ with the radio.
  - c. \_\_\_\_\_ get out of the mess she was in.
  
5. Rodney, one of Holly's fellow workers, helped her with
  - a. \_\_\_\_\_ the invoices.
  - b. \_\_\_\_\_ a word of encouragement.
  - c. \_\_\_\_\_ the radio, during breaks.

## PART II

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

Holly would give \_\_\_\_\_ to have a chance at the dispatcher's \_\_\_\_\_. Holly knew it was just \_\_\_\_\_ job for her.

The next morning, Holly \_\_\_\_\_ laid out the delivery papers for the \_\_\_\_\_ and got on the radio board. Things seemed to be going \_\_\_\_\_, but the \_\_\_\_\_ was soon to hit. Rick only got half his \_\_\_\_\_, Jud was \_\_\_\_\_, and another driver said he had the wrong \_\_\_\_\_ on his truck. Holly screamed for \_\_\_\_\_.

The rest of the \_\_\_\_\_ workers chuckled. They knew she had \_\_\_\_\_ bitten off more than she could chew.

"I've messed up big \_\_\_\_\_. I don't know what I'm doing. I don't have what it takes. Just get me out of this \_\_\_\_\_!"  
Everyone looked at Ryan to see what he would do.

Ryan helped \_\_\_\_\_ work out the delivery problems step by step. By the end of the \_\_\_\_\_ Holly was getting the hang of things. "It \_\_\_\_\_ off pretty rough," Holly said. "But, with the \_\_\_\_\_ of workers-I mean \_\_\_\_\_-here, I think I'm going to like this job!"

**MATH ACTIVITY G.45**  
**“HIGH SCHOOL SURVIVAL GAME”**

**OBJECTIVE:** To be able to place items in numerical order

**RESOURCES:**

- Work Sheet—Math Activity G.45
- Four envelopes marked “Clothes,” “Transportation,” “Snacks,” and “School Supplies”
- Three-by-five-inch index cards marked and/or color coded as follows: Clothing-(eight each), Transportation-(six each), Snacks-(twelve each), and School supplies-(eight each)
- \$1,000 in assorted play money (included with Math Activity G.45)

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Place cards in their respective envelopes and distribute money equally to each group.
2. Read simulation script to class.

**MATH ACTIVITY G.45**  
**“HIGH SCHOOL SURVIVAL GAME”**  
**SIMULATION SCRIPT**

Everyone close your eyes and imagine. This class-in fact, this entire school-has been transported to an imaginary land as part of a new civilization. This imaginary land has everything our earth has, but there are no factories or retail stores. However, we are incredibly resourceful. I am the specialist, so I'll be in charge.

We have identified four different items necessary for the survival of high school students.

*[List these items on the board: Clothing, Transportation, Snacks, and School Supplies.]*

We will now divide into four teams. Each team represents one fourth of the student body.

**Note to Specialist: You can either assign four teams or allow students to form teams on their own. Teams should be as equal in size as possible.**

It will be each team's responsibility to use the resources of the land and their own ingenuity to create enough different examples of that item to satisfy the needs of **all** the students. For example, the clothing team might use the large rubbery leaves of the Nike tree to make tennis shoes. Although you would “create” hundreds of pairs of tennis shoes, “Tennis Shoes” would represent *one* example. This team would write *Tennis Shoes* on one of their cards in this envelope. (Hand clothing group their envelope.) As a team you must create eight different clothing examples-anything from overcoats to underwear-and write each example on a card, one example for each card.

In the same way, the transportation team will create six different forms of transportation (hand transportation team their envelope), the snack team will create twelve different snack items (hand the snack team their envelope), and the school supply team their envelope).

You now have ten to fifteen minutes (you be the judge here) to "create" your items as a team. You may begin.

3. After Ten to Fifteen Minutes – Stop.
4. Now it's time to distribute the items we have created. Since I am in charge, I have decided that we will operate on the free enterprise system of distributing goods. We are in a big rush to get these items distributed. When I give the signal, you will have ten to fifteen minutes (again, you be the judge here) to sell your items (cards) to other teams and buy examples (cards) of their items for your team.
5. You must set prices, negotiate, buy, sell, and/or trade item for item. Since *each* team's products are necessary for the survival of high school students, at the end of the trading period, each team *must have at least one of the examples (cards) from each of the other groups*. (For example, at least one clothing, one snack, one transportation, and one school supply item.)
6. If a team does not have at least one example from each of the teams (including their own), that team will not survive. If that team does not survive, eventually all of the other teams will die off also, since that team is no longer available to produce one of the necessary items that each of the teams needs for survival. I am sure everyone will survive.
7. At the end of trading, we will look at how well each team came out. We will determine the quality of lifestyle that each team enjoys at school by the quality of the survival items and the amount of money that each has.
8. Check to make certain everyone understands. Ready, set, let's go shopping!
9. After ten to fifteen more minutes – Stop.
10. Return to your team.

11. First, let's check to see if any of our teams are casualties. Does every team have at least one example (card) from each of the four teams?

*[Note: It is unusual to have any casualties at this point. If there are, you may proceed with the simulation or make a last-ditch effort to help bail out of the failing team.]*

12. Now please organize your cards in such a manner that all of the clothing items are together, all of the transportation items are together, and so on. Then place all of the cards into your envelope.
13. Next count the money your group now has in its possession. Write the amount on the outside of the envelope and put the money inside with the cards.
14. I will now pick up each of the envelopes to see what kind of lifestyle each team will enjoy in high school.

*[Note: After the cards are collected, share the results in a manner similar to the following: "Let's see how well the clothing group did. The clothing group will wear (read clothing cards: Levi's, socks, shirt, hats, and scarves); they will get (read snack cards: berries and bananas) from the vending machine to gobble down as snacks in between classes. After school, they will cruise around town on (read transportation cards: a donkey). Their homework and classwork will be completed using (read school supplies cards: charcoal, bark, and quill pens). This team also has a cash value of (read amount on envelope) \$2,000."]*

15. Repeat in the same manner for each team.
16. As you can see, this simulation may lend itself to some humor. Follow up the simulation by leading the class in a discussion.

**DISCUSSION QUESTIONS:**

1. Did your team have a leader emerge?

2. Did everyone participate?

3. After two or three minutes of trading, did a central location develop as a marketplace?

4. Were the prices for goods realistic? Were they realistic when compared with each other? Why or why not?

**MATH ACTIVITY G.45**  
**“HIGH SCHOOL SURVIVAL GAME”**  
**PLAY MONEY**

**Note to Specialist: Copy these play money pages before you cut them.**

<b>\$ 5 Dollars \$</b>	<b>\$ 5 Dollars \$</b>	<b>\$ 5 Dollars \$</b>
<b>\$ 5 Dollars \$</b>	<b>\$ 5 Dollars \$</b>	<b>\$ 5 Dollars \$</b>
<b>\$ 5 Dollars \$</b>	<b>\$ 5 Dollars \$</b>	<b>\$ 5 Dollars \$</b>
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<b>\$ 20 Dollars \$</b>	<b>\$ 20 Dollars \$</b>	<b>\$ 20 Dollars \$</b>
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**PRE-ASSESSMENT****POST-ASSESSMENT**

**DIRECTIONS:** Answer the following questions to the best of your ability. A listing of points as opposed to sentences is suggested.

1. What is a team?

2. What are 7 characteristics of high performance?

3. Identify 5 sources of conflict in teams.

4. Identify 6 suggestions for reaching consensus.

5. List 4 examples of team norms.

**ANSWER KEY**  
 **PRE-ASSESSMENT**  **POST-ASSESSMENT**

1. What is a team?
  - A small number of people with complementary skills who are committed to a common purpose and goals for which they hold themselves accountable.
2. What are 7 characteristics of high performance?
  - Purpose
  - Empowerment
  - Relationships and communication
  - Flexibility
  - Optimal productivity
  - Recognition and appreciation
  - Morale
3. Identify 5 sources of conflict in teams.
  - Differing values and beliefs
  - Varying perceptions
  - Inadequate or poor communication
  - Goals that do not match
  - Personal style differences
4. Identify 6 suggestions for reaching consensus.
  - Avoid always arguing for your own position
  - Don't assume that someone must win and someone must lose
  - Don't change your mind too quickly just to avoid conflict
  - Avoid easy techniques that reduce conflict
  - Seek out differences of opinion
  - Try to involve everyone in the discussion

5. List 4 examples of team norms.

- All team members are involved in setting goals
- Constructive team practices are understood and accepted
- Everyone's roles and responsibilities are acknowledged
- Members believe in working cooperatively and supporting each other

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Ryan was
  - a. \_\_\_\_\_ the dispatcher.
  - b. \_\_\_\_\_ Holly's boyfriend.
  - c. **x** the deliveries supervisor.
  
2. Holly wanted the dispatcher's job because
  - a. **x** the dispatcher was well liked.
  - b. \_\_\_\_\_ it was easy.
  - c. \_\_\_\_\_ she liked to talk on the radio.
  
3. Rick couldn't find the
  - a. \_\_\_\_\_ right street address.
  - b. \_\_\_\_\_ correct merchandise.
  - c. **x** invoices.
  
4. Ryan helped Holly
  - a. \_\_\_\_\_ find the correct merchandise.
  - b. \_\_\_\_\_ with the radio.
  - c. **x** get out of the mess she was in.
  
5. Rodney, one of Holly's fellow workers, helped her with
  - a. \_\_\_\_\_ the invoices.
  - b. **x** a word of encouragement.
  - c. \_\_\_\_\_ the radio, during breaks.

## PART II

Holly would give anything to have a chance at the dispatcher's position. Holly knew it was just the job for her.

The next morning, Holly eagerly laid out the delivery papers for the drivers and got on the radio board. Things seemed to be going fine, but the storm was soon to hit. Rick only got half his papers, Jud was lost, and another driver said he had the wrong merchandise on his truck. Holly screamed for help.

The rest of the warehouse workers chuckled. They knew she had probably bitten off more than she could chew.

"I've messed up big time. I don't know what I'm doing. I don't have what it takes. Just get me out of this mess!" Everyone looked at Ryan to see what he would do.

Ryan helped Holly work out the delivery problems step by step. By the end of the day Holly was getting the hang of things. "It started off pretty rough," Holly said. "But, with the team of workers-I mean friends-here, I think I'm going to like this job!"