TEAM BUILDING COMPETENCY
Educational Design and Delivery Domain

"The whole is greater than the sum of its parts."- *Aristotle*

This statement highlights the need for good team building in the 4-H programmatic setting. The process needs to be strategic for a group of people to move towards a common goal and develop into a team. For anyone who has played a team sport, you may have heard the TEAM acronym: Together, Everyone Achieves More. The same thing applies to 4-H youth development programming.

Examples of groups functioning as a team in a 4-H youth development program can be teen councils, youth and adult advisory committees, county organizational committees, 4-H clubs, a volunteer-led event committee, officer teams, and more. 4-H has lots of opportunities for teams to develop. A club leadership team could be made up of adult volunteer leaders and youth officers. Many county 4-H programs have youth committees and advisory committees, as well as camp, fair, and after-school committees. All these examples require some time for the team-building process to develop.

What is a team? According to Reilly and Jones[1] a team is
- a group that has shared goals
- a group whose members perceive they need each other's experience, abilities, and commitment to achieve group goals
- a group whose members are committed to the idea that working

together leads to better decisions than working in isolation
- a group whose members believe the group is accountable to the shared goal, each other, and the organization

Why have teams?
- Teams accomplish much more than individuals.
- Teams are more creative.
- Teams can garner more resources.
- Teams create more synergy for the organization.
- Teams are committed to results and accountability.

As youth and volunteers build trust with one another, they also learn how to communicate. Guiding group members through intentional team-building activities can assist them to improve their communication skills with each other, which will transfer to their work or club projects later. Many team-building activities incorporate such skills as active listening, questioning assumptions, giving clear directions, problem solving, or learning how to ask effective questions.

Other activities help create a sense of belonging, form group norms, and provide for shared experiences. When volunteers and club members feel they belong to a team, their needs for belonging, mastery, independence, and generosity are being met. They feel their voices are heard and they are doing important work with others. Sometimes, you hear, "It is just easier to do it myself than to work with a committee to

get it done." If you continue to say "I'll do it myself," you deny your program the innovation and energy it deserves as well as the opportunity for volunteers, members, and community members to develop new skills.

A team works together on a common goal that all members understand and are committed to. Building an effective team is hard work. It begins with knowing the elements of what makes an effective team, understanding how those elements work, and knowing how to foster those elements throughout the formation of a team.
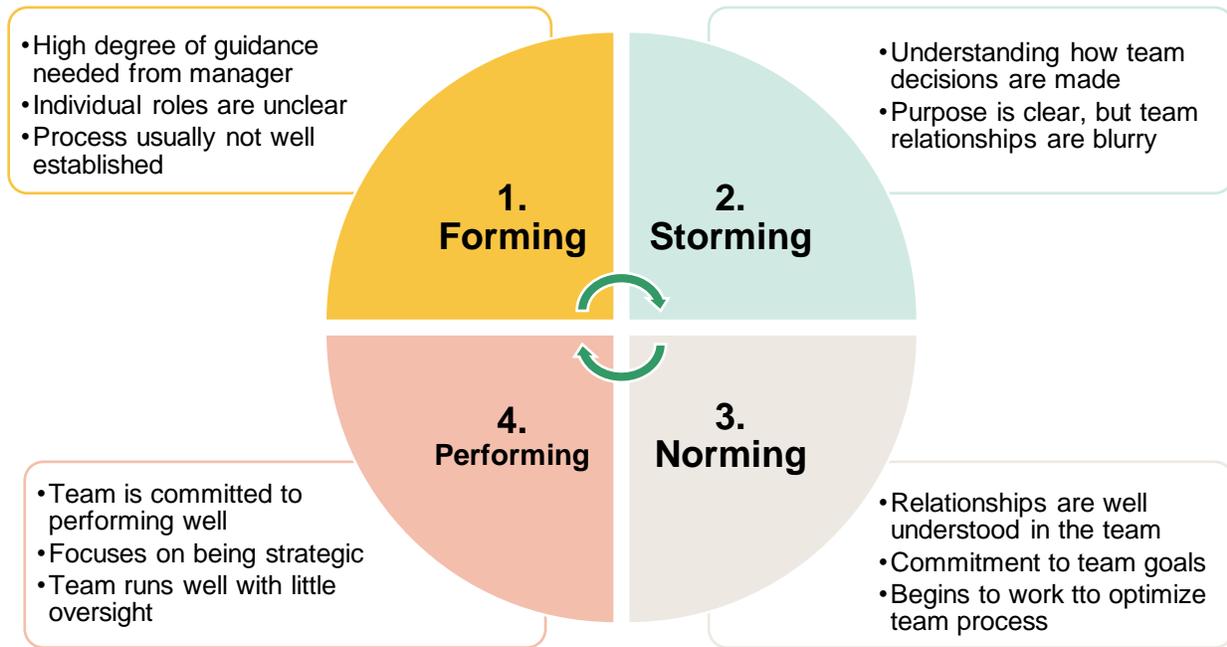
Teams generally develop over time with good leadership. Bruce Tuckman's[2] Forming-Storming-Norming-Performing model is the most recognized model for team development (Figure 1).

Tuckman's original model had four stages; a fifth stage was added later[3].

1. **Forming:** The leader shares goals, but there is no commitment yet; individual roles and responsibilities are unclear. The team is very leader driven at this point.

2. **Storming:** Trust hasn't been established and decisions are difficult to make. Team members try to establish credibility with the group toward the end of this stage.

3. **Norming:** The group is establishing trust—agreement is easier to reach, commitment to goals is evident, and decisions are being made.

4. **Performing:** The group could function on its own without the leader because of the trust, commitment to goals, clarity, and ease of making decisions.

5. **Adjourning**: Recognition and sensitivity to the break-up of the group is important as the team dissolves and members move on to other tasks.

This group development process can be very quick or long depending on the group's needs. Youth meetings once a month in a community 4-H club setting will take more time to get to the norming phase compared to a week-long overnight camping group. As new people join the team, the process starts over for the group dynamics.

- High degree of guidance needed from manager
- Individual roles are unclear
- Process usually not well established

- Understanding how team decisions are made
- Purpose is clear, but team relationships are blurry

1. Forming

2. Storming

4. Performing

3. Norming

- Team is committed to performing well
- Focuses on being strategic
- Team runs well with little oversight

- Relationships are well understood in the team
- Commitment to team goals
- Begins to work tto optimize team process

Figure 1. Tuckman's Model - Forming, Storming, Norming, Performing[3]

References
[1]Reilly and Jones, Tuckman, B. (1971). Tuckman forming, storming, norming, performing team-development model.
[2]Tuckman, B. W. (1965). Developmental sequence in small groups. Psychological Bulletin, 63(6), 384–399.
[3]Chapman, A. (2017). *Tuckman: Forming, storming, norming, performing model*. Business Balls.

The original resource 4-H Educational Design and Delivery: Team Building Skills (VRKC: Volunteer Research, Knowledge, & Competency Taxonomy) was developed by Judy Levings.

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