

Team Typology Activity

Group Roles

DIRECTIONS: This variation of the Team Typology Activity can be used with large groups to develop an understanding of team differences based upon school context. For this variation, each group is assigned a number and that number corresponds to one of the five examples below. Your task is to read your example and then with that image of a team in mind, complete the Team Typology Work. After you have completed the worksheet, the activity leader will provide you with the materials to assess your team's fit with one of the Team Typologies. There are not right or wrong answers to this activity. The five examples were established to provide discussion points for the whole group. Imagine yourself as a school improvement team and enjoy the activity.

Example 1 for Group 1...

Your team has been working together for two years. You began your work with much enthusiasm but quickly became pessimistic as you realized how much work you would have to invest to make a real difference in your school. Your superintendent heard someone speak at a conference stressing the value of a site-level school improvement team so he/she returned from the conference and required each school to develop a school improvement team. You were elected by your peers and you don't work very well together and your team seems to be on opposite pages with your principal on many issues of change.

Example 2 for Group 2...

Your team was established by a directive from the state and you still don't have a very clear perspective of your mission. You have had little time to meet and generally that has been ok with the members of your team. There is little interest in the work of the team among the whole faculty and you have only lead the faculty in one work session since you began work last year. Two strong members dominate most of your discussions on the few occasions when you meet and those two members seems to do most of the work and were the leaders during the faculty work session. Your principal seems to want you team to make more progress, but you just don't seem to know how to go about it.

Example 3 for Group 3...

You and your colleagues were pleased and excited to be asked by your principal to be a member of this important school improvement team. You began your work this year with energy and have sustained that energy. You have engaged the faculty in discussions about school values and beliefs and will soon be leading them in an activity to design a vision for the school. You are not sure how quickly you will make an impact on your school's low achievement scores but you believe you can make a difference if you will be given the opportunity to continue to work toward that overall goal. Your faculty seems receptive to your leadership and your principal is pleased with your work.

Example 4 for Group 4...

Almost every member of your team wanted to be a part of this important leadership group for your school. Each member "campaigned" for selection within their circle of friends and each made promises to colleagues about what they would try to change in the school if there had the opportunity. Your team seems to have factions within itself and it seems that the principal is generally on a different wave length during your team's discussions. You have been a team for two years and you have accomplished numerous valuable tasks such as the development of school-wide values and beliefs, but test scores are still not changing. Some members of the team are getting frustrated and are thinking they resign and let others join the team.

Example 5 for Group 5...

Your team has been working together for three years. You are an effective team and are somewhat descriptive of the items listed in Section J of the previous activity. In essence, you work well together, you are making progress in your school, and your leadership has been embraced by the remainder of the faculty. Circle the boxes on the Team Typology Worksheet that tend to reflect the work of a high-quality, productive team.