

## Why Learn Team Skills? Lesson Plan

**Objectives:** At the end of this exercise, students will be able to:

1. explain why it's important to learn team skills and
2. discuss the advantages of people with diverse abilities and work styles working together.

### **Background Information:**

**Team Skills Module** ([http://bama.ua.edu/~jrichard/Team\\_Skills/](http://bama.ua.edu/~jrichard/Team_Skills/))

- Section 1. Why Learn Team Skills
- Section 2. Teams

<b>Minimum Equipment/Supplies</b>	<b>Preferred Equipment/Supplies</b>
<ul style="list-style-type: none"> <li>• blackboard and overhead projector</li> </ul>	<ul style="list-style-type: none"> <li>• Computer projection system</li> </ul>
<ul style="list-style-type: none"> <li>• transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• flip charts</li> </ul>

### **Class Outline:**

- **Assign the class period before this lesson:** read Sections 1 and 2 in [Team Skills Module](#)
- Give your students a [lecture on the importance of teams in the engineering workplace](#). Draw on information in Section 1: Why Learn Team Skills? of the Team Skills Module and your own experience. **(15 min)**
- Hand out page 1 of the "[Lost on the Moon](#)" exercise to each student and ask them to work the problem **(5 min)**
- Form your students into three-person teams (four-person teams work OK too). An easy way to form teams quickly is to do the following.
  - Calculate the number of teams by dividing the number of students in the room by the team size and round up. For example, a class with 18 students divided into 3-person teams would yield 6 teams.
  - Have the students count off by the number of teams (count-off by sixes, for example).
- Ask each team to solve the exercise as a team. **(10 min)**
- Hand out or display the answers to the "Lost on the Moon" exercise and ask your students to score both the individual and the team exercises. **(5 min)**
- Collect the page-1's of the exercise by teams and for each team, write the individual score for each team member on the board, then the team score. **(5 min)**
- Ask the students to explain why the team scores were better than the individual scores. (This has always been the case when I've tried this exercise. If an individual scores significantly better than their team, the usual cause is a dominant and ignorant team member leads the others astray.) **(5 min)**