

The Teamwork Learning Sequence

Level 1: Goal setting

Goal setting is a critical component of the program because it provides a way to measure achievement. Goals should be set prior to the group's arrival or very shortly after the beginning of the program. The goals should be understood by every individual and be measurable so that action plans may be devised. These goals provide for a benchmark that can allow for further advancement during future programs.

Level 2: Awareness

Awareness activities are designed to help participants feel more comfortable in their group environment and appreciate the relationship between peers and co-workers. Discussion pertaining to the scope of issues can be brought up before the group. The defining of the issues is directly tied to the goals and the measurement components of the program.

Level 3: Trust

Trust is an element of a successful team. Activities focus on fostering trust between individuals and among the group. The purpose of some activities is to support other group members; other activities are designed to develop belief in oneself.

Level 4: Cooperation

The activities at this level are designed to give the participants a sense of accomplishment through cooperation and to develop group cohesion. Groups work together in accomplishing activity goals.

Level 5: Group challenge

Activities are geared to problem solving and tie the experience to the work setting. Groups have to work together in order to find a solution. Efficiency, quality, and speed are achieved through the group's ability to interact and use each group member's skills. Cooperation, communication, group decision making, conflict management, trust, and leadership are benefits attained at this level.

Level 6: Extended challenge

Challenge is defined differently by members of a group. For this reason, individual needs must be met to provide meaningful challenge experiences. These activities encourage participants to stretch themselves beyond their limits by facing challenge in a perceived risk environment, typically through the high ropes course. Participants experience an increased sense of competence, risk-taking ability, leadership behavior, and the value of group support.

Level 7: Application

Structuring and implementing a follow-up phase after a group's experience is an important step to obtain ongoing results. As an automobile requires maintenance, so does a team. We initiate the follow-up program at closure of the on-site experience, through a final process session. Reflection, evaluation, and goal review become critical for the learning process. Many times, groups will choose to reschedule a follow-up experience, thus tying the lessons to a larger time scale. This broader scope facilitates the implementation of positive experiences and helps limit the amount of "bounce back" (old habits and ways of doing things).

Hastie, P. (2003). *Designing Outdoor Recreation and Adventure Programs. In Teaching for Lifetime: Physical Activity through Quality High School Physical Education* (p.201). San Francisco: Pearson Education.