**Team working**

Team working is a great way to get things done. There is something very powerful about connecting a group of people to be on the same page, and all working for one ultimate goal. Team working is important in education and training for youth to learn the vital skills of compromise and collaboration. Working in a team means sharing the skills, motivations and goals of a work group that must converge towards a goal to be achieved. Good team work can only be achieved by working both on the soft dynamics and on the hard dynamics of the management of the participants. Between these:Team integration, Group motivation, Coordination between team members, Communication between team members, Cooperation and team working, Confidence, Listening among colleagues, Support, Leadership, Decision making, Problem solving.

**Definition**

Teamwork is the collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal. Basic requirements for effective teamwork are an adequate team size (about 6-8 members), available resources for the team to make use of (i.e. meeting space and time, guidance from a supervisor, support from the organization, etc.), and clearly defined roles within the team in order for everyone to have a clear purpose. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

Teamwork is present in any context where a group of people are working together to achieve a common goal. For efficient teamwork there are certain characteristics that members of the team must have in order to produce effective teamwork. Firstly, there must be a high level of interdependence among team members, a characteristic that stems from open communication and the increase of trust and risk-taking. Through interdependence come the group dynamics, which are the ways in which team members interact with each other. Healthy dynamics lead to team members being more satisfied and therefore working more efficiently together, whereas unhealthy dynamics lead to conflict, and consequently to unsatisfied team members. Due to this, an important characteristic of efficient teamwork is healthy conflict resolution, that comes along with open communication. In order for efficient teamwork to exist, a team needs to have clear and attainable goals, through which team members can feel accomplished and motivated. Finally, sharing leadership positions between team members enhances teamwork due to the feeling of shared responsibility and accountability.

**Representative Theories**

The major theory elements examined by teamwork studies include the team environment, member actions, communication used by the team, traits and roles of team members, the team work assignment, and also explore the attitudes and beliefs of the team members.

Human team processes have been studied by psychologists since the 1950s.

One of the most influential models of teamwork **theory of Bruce Tuckman** *(1965)*. His original model identified four stages that all groups pass through as they move from "newly formed" to "high-performance" teams. In 1977, he revised the model to include a fifth stage. Those stages are **Forming, Storming, Norming, Performing**, and **Adjourning**.

FORMING

During the **Forming stage**, members of the project team meet each other and learn about the tasks they will need to perform. Team members will try to see how they fit in with each other and understand what is expected of them.

During this stage, it is critical for the youth worker to provide structure and direction for the team. Clearly defining the project's objectives and making sure each team member understands their role and responsibilities will help you lead the team through this stage successfully.

STORMING

The **Storming stage** is characterized by interpersonal issues such as conflict and polarization. During this stage it is common for team members to challenge each other, including the project manager! Team members will also question what they are doing and how it is being done.

As the youth worker, this will likely be the most challenging time leading your project. Understanding that this type of conflict is normal for any team will help you pass through this stage successfully.

During this stage, some of the skills that will help you build your team are conflict management, active listening, and relationship building. It is also important for you to be assertive, confident, and positive during this stage, especially if some of the team members are challenging your leadership.

NORMING

As conflicts become less intense and the team members begin to understand and accept each other, the team will gradually move into the **Norming stage**. It is during this stage that your team starts to come together and is able to focus more effectively on the project tasks and objectives.

During this stage, you will want to focus on keeping everyone moving in the right direction. Communication and constructive feedback will help you do this. You can continue your team building efforts by arranging social events with the team and making sure to give positive recognition to team members.

PERFORMING

In the **Performing stage**, team members are comfortable with each other and group norms have been accepted. Interpersonal and structural issues have been settled and support task performance. Team synergy is high during this stage which results in high performance.

Now that the team is performing at a high level, you will be able to focus more of your energy on leadership activities and less on supervisory activities. This level of synergy amplifies the overall effectiveness of your project.

ADJOURNING

As the project comes to an end, the team moves into the **Adjourning stage**. At this point, the team has become very close and many of the team members will feel a sense of loss. For this reason, this stage is also known as the **Mourning stage**.

As the youth worker, it is important that you arrange for a celebration to recognize the team's accomplishments. This will close the project on a positive note. Plus, you never know when you will work with some of these same people on a future project you are leading. They'll remember the recognition and appreciation you showed them on this project.

Other theories are:

**Hierarchy of Needs theory by Abraham Maslow.** Maslow created a pyramid of the motivation in humans. The bottom starts off with Physiological items like food. The next section is Safety like the security of health. The third section is Love/belonging and an example would be family. The fourth is Esteem, meaning something like respect by others. The final section is Self-actualization and an example of this is morality.

**Team Analysis Theory.** This theory is that eventually your team will fall apart, so you will need to re-evaluate the situation and analyze what went wrong. By a keen understanding of these teamwork theories, you will be able to get the most out of a group of people.

**Task-oriented approach** in taskwork involves members’ interactions with tasks, tools, machines, and systems to carry out the team’s work. In compilation terms, a taskwork network emerges as the set of ties or connections between members who are jointly involved with the same tasks, tools, or systems. In other words, members who are involved in the same task or who share a tool or work on the same system have a taskwork tie. At any point in time, team must manage task accomplishment in the pursuit of multiple goals requiring different contributions from their members.

**Skills.**

There are numerous Team Working Observed Behaviours ; for the purpose of this project, the following Observed Behaviours have been identified as key competencies that Youth workers should cultivate and develop:

1. **Managing resources**  is about understanding human, financial, and operational resource issues to make decisions aimed at building and planning efficient project workflows, and at improving overall organisational performance.

Observed Behaviours

* The ability to understand who is the best for certain tasks.
* The ability to organise people and activities, separates and combines tasks into an efficient workflow to deliver outputs according to a clear timeframe.
* The ability to allocate resources (Human and digital resources)
* The ability to organise the use of resources to meet expectations and identifies difficulties.
* The ability to plan, coordinate and manage internal and external resources to accomplish assignments within the given deadlines.
* The ability to allocate and control resources within own area of responsibility/ scope of assignment.
* The ability to set and redefines priorities and reorganises staff to increase the group’s response capacity to internal and external demands.
* The ability to evaluates the impact of decisions and develops strategies.
1. **Developing Talent** means fostering an environment that will encourage professional and personal growth and the transfer of knowledge to future talent.

Observed Behaviours :

* The ability to improve specific talent throughout the activities.
* The ability to find in what he/she is the best and try to master it.
* The ability to prefer the activities that are most congenial to him and take part in specific activities
* The ability to take advantage of learning opportunities provided (e.g. courses, feedback from supervisor or peers) to meet requirements of current job.
* The ability to set clear self-development expectations.
* The ability to actively shares knowledge among peers or offers advice to less experienced colleagues.
* The ability to self-assesses against standards for current position to identify learning needs.
* The ability to effectively transfers acquired knowledge and expertise.
* The ability to demonstrate initiative in professional self-development.
* The ability to help others learn from experience and development initiatives. Recommends readings, trainings and other resources.
* The ability to provide constructive feedback to others.
* The ability to assemble teams with complementary skills and promotes the expectation that they will learn from one another.
* The ability to identify and plan learning, targeted to specific developmental needs in current position.
* The ability to encourage others to take on new responsibilities in order to support professional development, through development dialogues and action plans.
* The ability to give feedback that is constructive and precise based on facts and behavioural patterns observed, and gives individualised suggestions for improvement.
* The ability to delegate authority and responsibility with the capacity to do a task in one’s own way and encourages others to take the lead and learn new skills.
1. **strategic networking**  involves working to build and maintain friendly, trustworthy and open internal and external relationships and networks with people who are, or might become, important actors in achieving strategic-related goals.

Observed Behaviours :

* the ability to interact with other people and take a benefits.
* The ability to interact in a group and create a relationship
* The ability to focus on specific goals
* The ability to link the network with resources or talent that you have in a group
* The ability to actively nurture both formal and informal contacts to facilitate the progress of work by proactively sharing information, best practices, respective interests and areas of expertise.
* The ability to identifies current or past contacts that can provide work-related information or assistance.
* The ability to foster two-way trust in dealing with contacts (e.g. maintains confidentiality regarding sensitive information).
* The ability to evaluate current network for effectiveness and relevance to achieving strategic objectives.
* The ability to actively and continuously expand own network to meet strategic goals.
* The ability to Identify and creates opportunities to initiate new partnerships that will facilitate the achievement of strategic goals.
1. **Negotiating and climate** involves the ability to work towards win-win outcomes. At lower levels, this competency assumes an understanding of one’s counterparts and how to respond to them during negotiations. At the higher levels, the competency reflects a focus to achieve value-added results.

Observed Behaviours :

* the ability to express the personal point of view
* The ability to listen to differing points of view and promotes mutual understanding.
* the ability to understand the opposite point of view and negotiate
* The ability to identify main negotiating points of a given issue and engages in negotiation.
* the ability to find common point and promote mutual understanding.
* the ability to discuss and solve conflicts
* The ability to identify minimal or ideal conditions of others during negotiations.
* The ability to prepare and effectively runs negotiating meetings to achieve a specific objective.
* The ability to negotiate in a constructive manner when tackling difficult issues.
* The ability to make realistic compromises during negotiations.
* The ability to maintain an objective, non-emotional distance from interpersonal conflicts or arguments that arise during negotiations.
* The ability to focus on achieving value-added results during negotiations.
* Constructively works towards a win-win solution during negotiations.
* The ability to explore creative solutions with others to overcome antagonism and to develop partnerships.
* The ability to successfully lead negotiations with strong impact on one’s unit.
* The ability to demonstrate more than one preferred negotiating style (e.g. competing, co-operative, avoiding, compromise, accommodating) and adapts depending on the counterpart and context.
* The ability to step back when necessary from the negotiation proprocess while staying focused on the objective.
1. **sharing and influence** the power to make other people agree with your opinions or do what you want. If someone or something influences a person or situation, they have an effect on that person's behaviour or that situation.

Observed Behaviours :

* the ability to observe, to listen and imitate YW behaviors, or share their ideas.
* the ability to Inspire other people
* the ability to share leadership during activities
* the participants are more involved in the activities.