

Exploring Teamwork Essentials Program

Case: Henry Ford Community College

Background: Positive Diversity's student program has been used for many purposes - leadership training, R.A. training, MLK Jr. celebration event, with a learning community, in the classroom, to build connections among conditionally admitted students, and more. For more information, please visit www.positivediversity.com.

Goal: Maximize positive outcomes from the program by capturing and sharing how it is being adopted by colleges and universities and from identifying its strengths and weaknesses.

Primary contact / person completing this evaluation	Bill Secrest, Instructor, Henry Ford Community College WSecrest@hfcc.edu
Month and year program was implemented?	I first tested the program in Fall of 2007 and have used the program each semester ever since.
Title of person(s) who facilitated program?	Bill Secrest, Henry Ford Community College
Who participated in the program?	My students are the participants and I join in. This unique opportunity for real connection with students is too good to miss.
Please describe the basic steps of your implementation.	<ol style="list-style-type: none">1. I do not initiate until the class has met for a few weeks so the students have some familiarity with each other. Then I pass out the booklet and describe why we are engaging in the program.2. I show the film, ONE in one class and lead discussion of student reactions.3. The very next class I facilitate the small group activity.
Who did what, when, and how?	
What were your primary objectives or intended outcomes from the program?	Since I teach an Introduction to World Religions course, I am naturally open to good material that serves to unite us. The film and the student discussion reveal for students our common humanity and pathways for a more harmonious world.
What did the facilitators like most about the program?	I've run this program each semester since I first piloted it two years ago. It never fails to cultivate a deeper sense of collegiality and mutual appreciation amongst my students. We develop more trust and appreciation of our common humanity across the boundaries of race, ethnicity, age, gender, etc. The process definitely enhances the quality and quantity of student participation in the classroom. Positive Diversity week is a perennial favorite in my courses.
What primary benefits were realized?	
What did the students like most about the program?	The student reactions to the small group discussions continue to impress me. After 45 minutes they develop true bonds. No longer are they in a class of relative strangers. They are in a class of caring people who are very much like themselves. Below is the latest student evaluation. This positive experience happens every time.
What did students like least about the program?	Some of the students do not like the timers, but they serve a useful purpose by placing emphasis on listening and suspending judgment

of what others are saying. They keep the extroverts in check, too.

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Twenty-four (24) students in one of my humanities classes took the program in fall of 2009. Following is their assessment, which is consistent with every other class to take the program. General observations:

- At least 52% of all students strongly agree to every statement (6 or 7 rating).
- On average, 74% agree with every statement (5-7 rating).
- As has been observed with every program to date, students respond highly favorably to the group activity.
- Because a teamwork primer is irrelevant to the course curriculum, many students do not enjoy the reading component. At the same time, they self-reported high levels of agreement to learning the key content within the booklet (questions 1-3 below).

Program Outcomes	Highly disagree	Slightly disagree	Slightly agree	Highly agree			
1. I learned the importance of team skills.	4%	0%	4%	8%	28%	36%	20%
2. I learned the attributes of high performing teams.	4%	0%	4%	4%	32%	36%	20%
3. I learned important value, communication, and behavioral norms by ethnicity, gender, generation, and work-style.	0%	4%	0%	4%	28%	16%	36%
4. I developed listening skills.	4%	4%	4%	12%	12%	36%	28%
5. I developed skill to respect others' perspectives.	4%	0%	12%	12%	12%	12%	44%
6. The program increased my desire to become more compassionate of others.	4%	0%	0%	24%	8%	20%	40%
7. The program created positive bonds with some of my fellow students.	0%	0%	8%	8%	12%	16%	52%
8. The program prepared me to work on group projects or in student organizations.	8%	4%	8%	16%	16%	28%	20%

Which aspect of the program did you find *most* beneficial? Why?

- The gurus enlighten me to another level of mental awareness and made me ask what is my role in life.
- I got to interact with others in my class and answer questions that we all had different perspectives on. We learned from one another and learned how to listen to one another and how to develop group communication skills.
- When we had group discussion we had time to talk to our classmates which was a good experience.
- I liked listening in on the views and values that my team members had and how they saw the film, and how they felt about the questions being asked. It was fun.
- The small group discussion was very beneficial for experiencing what the booklet and movie were talking

about.

- The group discussion put me into a group of different people I wouldn't have normally talked to on my own. It helped me be able to interact with those different from me and I learned not to judge so quickly.
- I appreciate how the program made me learn about others. It made me realize that people are people. We are all the same.

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- The movie had spiritual people tell us their stories and the group discussion created our own stories and they were very much a common story.
- It was great to hear the opinions of my peers.
- The question cards in the small group discussion were very interesting and the answers honest. All three components were good.
- We got to learn more about other students. We all believed in many different things and each one shared what they thought about their religion and different religions. All the students in my group opened up more with each other given the questions that were asked.
- I actually experienced a sit down and deep thought with people who are different from me. This doesn't happen much.
- Joining and togetherness is the purpose, coming together and hearing others share their views on similar topics is always new and interesting.
- [Small group discussion] because I learned about people that are actually in my community.
- The discussion because I was able to see different perspectives on things.
- The group because we had a chance to talk with each other and get to know each other a little better.
- I found the movie most beneficial because we got to see what other people and some famous people had to say about important topics. But I also think all three parts were important.
- The movie was very beneficial because the questions that were asked are questions we would never ask ourselves. The movie was an eye-opener for me.
- The discussion helped me find points of view of others students and what they think of life.
- The movie because it gave is important information and imagery about life.
- The discussion – I got to see how others feel about important events and questions.
- I enjoyed the whole program. It was very helpful with learning, communicating and listening as it relates to teamwork.

The mission of Positive Diversity, LLC is to lead young adults to discover the positive in others and to become skilled in the art of teamwork. For more information, please visit www.positivediversity.com or contact Scott Boone at scott@positivediversity.com.