Why Should We Use Teams as Our Basic Structure?

"Empowered teams are such a powerful force of integration and productivity that they form the basic building block of any intelligent organization" (Pinchot & Pinchot, 1993, p. 66).

"Teams are recognized as a critical component of every enterprise—the predominant unit for decision making and getting things done. . . . Working in teams is the norm in a learning organization" (Senge et al., 1994, pp. 354–355).

Teams "bring together complementary skills and experience that . . . exceed those of any individual on the team." Teams are more effective in problem solving, "provide a unique social dimension that enhances . . . work," motivate, and foster peer pressure and internal accountability (Katzenbach & Smith, 1993, p. 18).

In the most innovative organizations teaming *is* the culture. Today's leaders must therefore build a culture where teaming is expected and begins to feel natural (Edmonson, 2013).

"The ability to develop and support high-functioning teams schoolwide is essential to ensuring improved and inspired learning for all learners—adults or children" (D'Auria, 2015, p. 54).

"A team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone. . . . They have become the vehicle for moving organizations into the future. . . . Teams are not just nice to have. They are hard-core units of the production" (Blanchard, 2007, p. 17).

"Educators work alone more than any other professionals in modern America. Most professions have come to recognize the value of teamwork as a better way to understand and solve 'problems of practice.' . . . Fortunately, there appears to be new interest in forms of collaboration among educators. . . . 'Professional learning communities' are increasingly popular" (Wagner, 2007).

"Influencers increase the capacity of others by asking them to work in teams with interdependent relationships. . . . We increase capacity when we work together rather than in isolation" (Patterson et al., 2008, p. 183).

"We now have compelling evidence that when teachers team up with their colleagues they are able to create a culture of success in schools, leading to teaching improvements and student learning gains. The clear policy and practice implication is that teaching is a team sport" (Fulton & Britton, 2011, p. 4).

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