

Module on Team Building



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Session One

Topic: Welcome and Introductions

Objective: To help the participants to get acquainted with one another and to make participants feel comfortable so as to facilitate open discussion.

Time: One hour

Materials: A small piece of paper and a pen for each participant.

Methodology:

- Give a piece of paper and a pen to each participant.
- Ask each participant to turn and face the person on his/her right/left.
- Ask one person from each pair to ask his/her partner his/her name, favorite color and what he/she feels strongly about and write it on the paper.
- Ask each pair to reverse the roles.
- Ask each participant to introduce his/her partner like so: “this is-----.
His/her favorite color is-----, He/She feels strongly about-----”

Note for the Trainer: the exercise may be varied by telling the participants to write their favorite dish, film star, etc. instead of color.

Session Two

Topic: Ground Rules

Objective: To establish ground rules for the training program.

Time: 15 minutes

Materials: Chart and marker.

Methodology: Bring up the issue of ground rules for the training session. Suggest the following ground rules to help participants feel comfortable during the training sessions:

- Listen with open mind
- Be non-judgmental
- Ask any questions
- Participate as much as possible
- Use “I” language
- Pass if you wish
- Have fun
- Be punctual

Session Three

Topic: Define a team

Objective: To understand the true meaning of team

Time: One hour

Materials: Charts and Markers

Methodology:

- Ask the group what comes in your mind when you hear the word team?
- List their responses on the board
- Then ask the group to close their eyes for two minutes. Think of a situation that characterizes teamwork you remember. Indicate lessons that you learned from the situation and that has been valuable in your personal life.
- Ask participants to discuss their situations with the entire group.
- At the end summarize the discussion using your expertise and material provided

Team

What is a team?

“A group organized to work together”.

“A team is a group of individuals working together to solve a problem, meet an objective, or tackle an issue.”

The key word is “working together”. Groups that do this are winners.

A team is a group of people working together to achieve a common purpose for which they hold themselves accountable. This group will:

- ❖ Share a work product
- ❖ Have interdependent tasks
- ❖ Share responsibility of results
- ❖ Have a commitment to work together
- ❖ Manage relationships across boundaries

Think about teams you have been involved in, either socially or at university. What were you and the team aiming to achieve and how did you go about it? Did you succeed? If not have you any thoughts as to why not?

Some examples of teamworking:

- A cricket team trying to win their matches
- A rock group hoping to become 'rich and famous'
- A political pressure group trying to change opinions and policy

The power of teamworking is that the output from the team is greater than the sum of the individual efforts of the team members.

As a team member you might have your own particular objectives you are pursuing, but remember there are objectives that the team as a group wants to achieve. Being part of a team means helping and supporting the other team members in pursuit of that common objective.

Session Four

Topic: Why should we work in teams?

Objective: To help participants understand the importance of working in teams

Time: One hour

Materials: Charts and markers/pen

Methodology:

- Group discussions will be held in small groups. This is to be followed by a plenary session.
- Divide the participants into groups
- Give a sheet of paper and pen to each group
- Ask the groups to discuss why they think so we need to work in teams.
- Tell the groups that they have 15 minutes to discuss and come up with answers, including the reasons for believing in their findings.
- At the end of 15 minutes, ask the groups to re assemble for presentations
- After presentations from the participants, share the following points with the participants regarding the need of working in teams.

Why teams?

Why should we work in teams? There are several reasons!

- ❖ Complex tasks
 - It is easier to work on some assignments if there is more than one individual working! Remember the saying- two heads are better than one!
- ❖ Creativity is needed
 - The more people working on a problem, the more likely it is you will have more creative solutions!
- ❖ Path/direction is unclear
 - When your direction is unclear, having more than one person working on the problem can be beneficial.
- ❖ Efficient use of resources needed
 - People have differing abilities and talents. When you have limited resources, having people who are specialists in a particular area can help you streamline your processes and maximize your products.
- ❖ High commitment is desired
 - A group of people working on a common goal can inspire one another to stay committed.
- ❖ Members have a stake in the outcome
 - When more than one person has a stake in the outcome of a problem, it can be helpful to have them all come together to work on the issues.
- ❖ No one individual has sufficient knowledge to solve the problem
 - Just like with issues of complexity and creativity, many times, two heads are better than one!

Session Five

Topic: Team Building

Objective: To help participants understand the importance of working in teams

Time: One hour

Materials: Charts and markers/pen

Methodology: Group Discussions and Questions and Answers

Team Building Icebreaker Steps

1. Divide the meeting participants into groups of four or five people by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
2. Tell the newly formed groups that their assignment is to find ten things they have in common, with every other person in the group, that have nothing to do with work. (I tell people no body parts (we all have legs; we all have arms) and no clothing (we all wear shoes, we all wear pants).
3. This helps the group explore shared interests more broadly.
4. Tell the groups that one person must take notes and be ready to read their list to the whole group upon completion of the assignment.
5. Ask for a volunteer to read their whole list of things in common first. Then, ask each group to share their whole list with the whole group. Because people are your best source for laughter and fun, the reading of the lists always generates a lot of laughter and discussion. You can also catch the drift of the conversation in the small groups based on the transitions made from item to item.

This team building icebreaker takes 20-30 minutes, depending on the number of groups. To keep the activity to ten minutes, after seven minutes of brainstorming together, I usually tell the groups that the lists they have **created are perfect, no matter how many items they have, and debrief.**

After the ice-breaker ask the following question from the participants

What are the ways of building effective teams?

Write their responses on the board. Each participant should be given a chance. Once they have all given their responses elaborate on each point shared by the participants.

After getting responses from them, throw light on different ways of building effective teams from the provided material.

How to create effective teams, team work, and team building is a challenge in every organization. Work environments tend to foster rugged individuals working on personal goals for personal gain. Typically, reward, recognition, and pay systems single out the achievements of individual employees.

Appraisal, performance management, and goal setting systems most frequently focus on individual goals and progress. Promotions and additional authority are also bestowed on individuals. Given these factors, is it any wonder that teams and team work are an uphill battle in most organizations?

Here is the information you need to develop team work and effective work teams in your network. Use this information for team building.

Clear Expectations: Do team members understand why the team was created?

Context: Do team members understand why they are participating on the team? Do they understand how the strategy of using teams will help the network attain its communicated goals?

Commitment: Do team members want to participate on the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes?

Competence: Does the team feel that it has the appropriate people participating?

Charter: Has the team taken its assigned area of responsibility and designed its own mission, vision and strategies to accomplish the mission.

Control: Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its charter?

Collaboration: Does the team understand team and group process? Are team members working together effectively interpersonally? Do all team members understand the roles and responsibilities of team members?

Communication: Are team members clear about the priority of their tasks? Is there an established method for the teams to give feedback and receive honest performance feedback?

Creative Innovation: Is the organization really interested in change? Does it value creative thinking, unique solutions and new ideas? Does it reward people who take reasonable risks to make improvements?

Session Six

Topic: Stages of Teamwork

Objective: To help participants understand the stages of team development

Time: One hour

Materials: Charts and markers/pen

Methodology: Group Discussions and Questions and Answers

- Group discussions will be held in small groups. This is to be followed by a plenary session.
- Divide the participants into groups
- Give a sheet of paper and pen to each group
- Ask the groups to think about the stages of team development.
- Tell the groups that they have 15 minutes to discuss and come up with answers, including the reasons for believing in their findings.
- At the end of 15 minutes, ask the groups to re assemble for presentations
- After presentations from the participants, share the following stages of team development.

Stages of Team Development

Teams work through distinct stages as they are developing.

The four development stages identified (Tuckman 1960s) are:

- Forming
- Storming
- Norming
- Performing

A fifth stage 'Adjourning' was identified (Tuckman & Jensen - 1977) which completes the team life cycle.

Tuckman's Stages of Group Development

1. Forming - 'getting to know you stage'

- Individual members share information about themselves and the purpose of the group.
- Polite conversation, underlying tension and anxieties as members attempt to clarify their objectives.

2. Storming - the crucial stage

- Tension and anxiety as members start to disagree and challenge one another's ideas and earlier decisions.
- Power struggles for position as leader.
- Resentment of the roles allocated to them by others
- Impatience about the lack of progress
- Interpersonal issues have to be resolved, so don't expect too much too soon. But if managed this conflict is healthy and brings a greater understanding within the group.

3. Norming - defining ways of working together

- Shared expectations of acceptable behaviour are agreed, including roles, attendance, participation, agendas and basic conversational courtesies.
- Agreement on the ground rules for what will and will not be tolerated in the group.

4. Performing - getting on with achieving objectives

- Resolving of all interpersonal issues
- A high degree of cohesiveness and commitment

5. Adjourning

- The team has achieved its objectives and so dissolves or individuals leave
- Reflection on the team's success
- Reorientation for future projects

Team life cycle

Teams develop at different rates - some take months, others quickly because of time pressures or already know one another and have established effective ways of working together.

Session Seven

Topic: Being part of team

Objective: To understand the responsibilities of team members in making a team successful

Time: One hour

Materials: Charts and markers/pen

Methodology: Questions and Answers

Ask the participants what are the responsibilities of team members to others and why they think so?

List their responses on the board

Summarize the discussion by sharing the following points.

A successful team is a mix of individual personalities, knowledge bases and experiences. To work together effectively each team member, including yourself, has responsibilities to the other members.

Team members are equal partners and so every member must:

- Contribute their fair share of effort
- Take a fair share of the blame if things go wrong, and most of all
- Take a fair share of credit for the team's successes

Responsibilities to other team members

Listen to other team members' points and think before criticising. If you do criticise do it constructively.

Seek the views of others and do not forcefully put your point and exclude any views that do not support your argument.

Do not become envious if you feel another team member is outperforming you, simply look at it as a challenge on which to build up your own performance.

Resolve any differences between you and another team member outside the team meeting and do not allow those differences to affect the teamworking process.

Take actions or deliver outputs at the agreed time. Do not keep other team members waiting. Turn up for meetings on time and prepared. (See 'Team Meetings')

When your team reaches a decision, show solid support for it even if you do not fully support the decision. A united team is an effective team.

Most of all, always try to make a maximum contribution to the team. It is all too easy to sit back and let others do the work



Session Eight

Topic: Qualities of High-performing teams

Objective: To help participants understand the qualities of high performance teams.

Time: One hour

Materials: Charts and markers/pen

Methodology:

Group discussions will be held in small groups. This is to be followed by a plenary session.

- Divide the participants into groups
- Give a sheet of paper and pen to each group
- Ask the groups to think about the attributes of high performing teams.
- Tell the groups that they have 15 minutes to discuss and come up with answers, including the reasons for believing in their findings.
- At the end of 15 minutes, ask the groups to re assemble for presentations
- After presentations from the participants, share the following attributes of high performing teams.

Participative Leadership: Creating interdependency and empowerment through shared leadership style.

Member Commitment: Team members commit to a common purpose and the direction of the team.

High Communication: The climate of communication is open, honest and trusting. Communication is frequent.

Future Focused: Teams envision and work toward the future together and recognize opportunities to move toward the future.

Focused on Task: Teams are “all about” the business they are in.

Creative Talents: Developing the potential and talents of group members combined as a team. These teams reap the benefit of their members’ talents.

Rapid Response: High performing teams are dynamic and seize opportunities as the environment around them changes.

Seek High Goals: Undertake challenge willingly and gain capacity for future performance as a result.

Sense of Urgency: If your team operates as if the task can wait, you are not headed for high performance.

Masters of Change and Innovation: High performing teams accept change as a given condition, and use change as a stimulus to innovate and improve.