

Workshop: „Team Communication”

Date, Time: 01.10.2009, 10.00 – 13.00 and
01.10.2009, 14.30 – 17.15 (workshop duration in both cases 2,5 hours)

Trainer: Eralda Jesku, NEHEMIA School

Workshop content/theme

The workshop offered ways of developing a team, the conditions to make up a good team, the development of a team agreement, team's perception of a change and how to deal with the change towards success, and evaluation of a team's work.

Aims

1. To get to know the different roles each one plays in everyday life as a leader and follower;
2. To deduce the basics of team spirit;
3. To summarize a team agreement;
4. To get acquainted with the nature of change and ways of accepting it;
5. To find out ways of managing time more effectively within a team's workload;
6. To evaluate team's performance.

Method(s)/Approach

The first two games ("Follower's game" and "Hot chair" game) aimed to involve the participants actively in becoming a team in a few minutes and performing the tasks the "leader" (each member had the opportunity to be a leader once within the team) assigned to his/her team members. Each team member had a chance to comment on the leader's performance as well as give suggestions how to improve himself/herself.

During the "Pro and Cons Statement" activity, the participants voted according to their perceptions on the basics of the team work. After their voting, input was provided on the principles of team spirit.

Through brainstorming, the participants presented their ideas on what team members had to agree so that they could achieve a successful team's performance. Input was provided after their reflection.

Time was considered as an important element in team work, and participants were invited to explore their time "thieves" by means of a questionnaire and try to eliminate them in the future. In the same way, participants were encouraged to discover a team's performance, whether during the workshop or at their daily activities, and see aspects that needed improvement so as to get better and higher results.

Further tips, sources, resource material or links

T-Kit and Coyote editions on Self-Organisation and Training Essentials
SALTO webpage www.salto-youth.net
PESTALOZZI Programme

Questions for workshop reflection


Students: What was the most impressive aspect of the workshop? What would you suggest for improvement?

Teachers: What was the least impressive aspect of the workshop? What would you suggest for improvement?

Impressions, Outcomes of the workshop

1. The participants were really motivated to take part in the workshop, were eager to be actively involved in the process and perform the tasks without difficulties.
2. There was a great team spirit within them despite the age of participants or the fact that they barely knew each other. Creativity and knowledge about team spirit was already part of their culture, of their daily practice.

3. The participants had lots of experience and perfect understanding of "team" concept. They also applied these principles in the tasks assigned to their team during the workshop.
4. The number of participants was really high (23 out of 25 registered) compared to last time.
5. During the workshop, the participants declared that changes within their teams (members or organisational issues) were very hard to be absorbed and needed to know more about ways of coping with change in a successful way.
6. The participants also proclaimed that despite the number of workshops attended, people tend to work in the same way as before. The workshops are well-organised and useful during the time they occur, but it all remains within the walls of the workshop rooms. When they go back to "reality", they continue performing in the same way. Very little impact is seen in everyday practices. (comment from a Romanian participant)

 <p style="text-align: center;">Team Communication</p>	<h3>Follower's game (3 minutes)</h3> <ul style="list-style-type: none"> All participants are in groups of 5. All groups stand in a row. The first member leads the group and the others follow. He/She can dance, sing, comment, whatever he/she likes to do. In 30 sek. the leader passes the shift to the second member and goes to the end of the row and becomes a follower. 			
<h3>Follower's game (2 minute)</h3> <ul style="list-style-type: none"> What was the purpose of the game? What did you learn? <ul style="list-style-type: none"> Trust each other Lead and be lead by each – other; follow and be followed. 	<h3>„The hot chair“ game (3 minutes)</h3> <ul style="list-style-type: none"> A leader of a group sits on the chair; The other members of the group give a comment on his/her leadership in the first game; When all the other members finish the commenting for the leader on the chair from left to right, then another person of the team sits on the chair and others comment on his/her leadership. This activity is repeated till all the members have been sit once. 			
<h3>„The hot chair“ game (2 minutes)</h3> <ul style="list-style-type: none"> What was the purpose of the game? What did you learn? 	<h3>Statement game – <i>Pro. or Cons.</i> (5 minutes)</h3> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">■ Pro</td> <td style="border-left: 1px solid black; width: 10%;"></td> <td style="text-align: center; width: 40%;">■ Cons.</td> </tr> </table>	■ Pro		■ Cons.
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<h3>Statement game – <i>Pro. or Cons.</i> (5 minutes)</h3> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">■ Pro</td> <td style="border-left: 1px solid black; width: 10%;"></td> <td style="text-align: center; width: 40%;">■ Cons.</td> </tr> </table>	■ Pro		■ Cons.	<h3>Statement game</h3> <ul style="list-style-type: none"> Statement 1 <ul style="list-style-type: none"> Team and group are the same concept. There is no difference between them. Statement 2 <ul style="list-style-type: none"> The team should evaluate the objectives only once in a month. Statement 3 <ul style="list-style-type: none"> Team members should communicate the information to other team members partially. Statement 4 <ul style="list-style-type: none"> Each team member should take decisions on behalf of the team. Statement 5 <ul style="list-style-type: none"> Each team member should challenge the other members beyond his/her limits. Statement 6 <ul style="list-style-type: none"> Team members should perform tasks they do well. They shouldn't try new things/tasks t have never done before. Statement 7 <ul style="list-style-type: none"> Team members mustn't fail or make mistakes. Mistakes are fatal to the success of a tea Statement 8 <ul style="list-style-type: none"> Objectives are important, not the process or the people involved. Statement 9 <ul style="list-style-type: none"> There is no need for procedures in problem-solving. Every problem has its own unique nature and is, therefore, unpredictable. Statement 10 <ul style="list-style-type: none"> We shouldn't be emotional in a team. Emotions put us on the wrong direction.
■ Pro		■ Cons.		

The basics of team work (2 minutes)

- Be committed;
- Dedicate time for discussing the basic/central idea, evaluate and ask for opinions
- Have a team agreement – all team members are responsible;
- Accept yourself and others;
- Act according to the basic values and objectives;
- Be self-responsible;
- Trust and support each – other in your team;
- Respect the „limits“ – each – other's weak points;
- Challenge yourself in new things/tasks;
- Accept mistakes as a chance to learn and improve;
- The process is as important as objectives are;
- Follow up procedures for analysing and solving problems;
- Accept emotions as part of the working process;
- Put a balance between efficiency and social assistance;
- Be proud of your team's achievements.

Team Agreement (5 minutes)

- What do you think are the qualities and/or skills that team members should have for a successful communication and cooperation in their team work? Name at least 5.

Build Team



Team agreement (1 minute)

- Develop a sincere and honest communication;
- Show commitment and active participation in all team meetings;
- Try to be close to each other as much as possible;
- Evaluate each – other's work at the end of each day;
- Do not interrupt and/or disturb your team members in the midst of their tasks and/or responsibilities completion;
- Help each - other constructively in your tasks and responsibilities.



The ideal Leader (10 minutes)

- In groups of five draw your ideal leader by showing his/her qualities, competences and/or skills.
- Share your ideas and drawing with the other participants.

Priority scale (3 minutes)

- In groups of 5, mention 4 priorities of your team in the „aces“ project undertaken;
- Each group ranks them according to their degree of importance: from the most important (no.1) to the least important (no. 5);
- All participants give the most important one, and compile a list of 5 team priorities. Together decide on their rank of importance.

„Vehicle“ technique (3 minutes)

- In groups of 5, imagine a vehicle that could represent the leadership of your team and divide the roles and responsibilities of each team member according to the vehicle's parts (who is the wheel, the brake, the accelerator, the tires etc).
- Display our team vehicle to all participants.

Evaluate your team members (5 minutes)

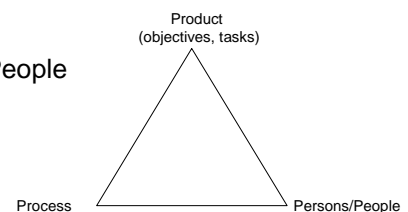
- In a circle, the leader gives a positive comment to the person on his/her left following the above rules. The second person gives the evaluation to the third and so on.

3 Ps of a team (10 minutes)

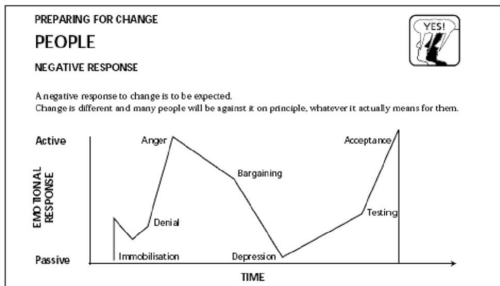
- Process
- Persons/People
- Product

3 Ps of a team

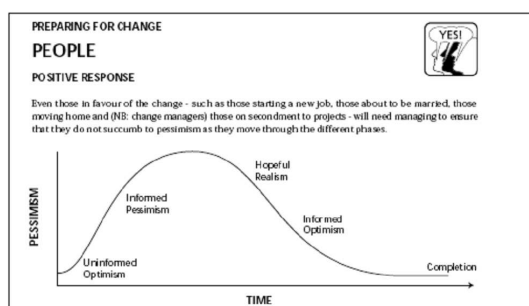
- Process
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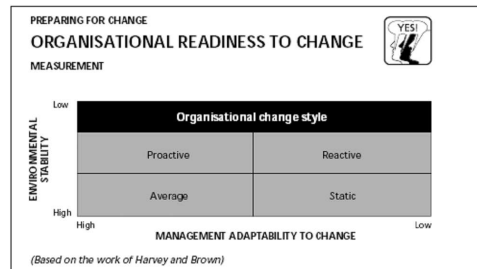
People's reaction to change



Preparation of people for Change



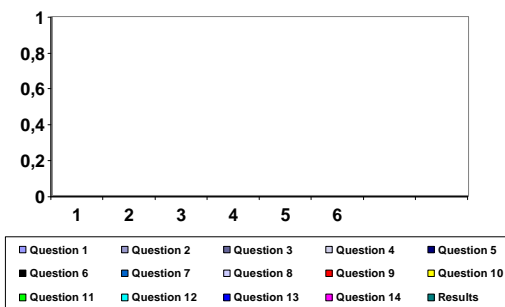
Structural preparation for change



Test your team (5 minutes)

- Complete the questionnaire
- Sum up the results of the questionnaire in the table for each question, ranking from 1 up to 6.

Questionnaire results



Time thieves (5 minutes)

- Discover through this questionnaire your time thieves, and delete ☺ some of them! You're still in TIME!

Time ... Time ... Time ...

Take the time to work,
for it is the price of success.

Take the time to think,
it is the source of strength.

Take the time to play,
it is the secret of youth.

Take the time to read,
it is the seed of wisdom.

Faleminderit!
Ju mirepresim ne workshope te tjera!

Vielen Dank!
Willkommen in anderen Workshops!

Thank you!
Welcome in other workshops!

Evaluation features (1 minute)

■ Evaluation should be:

- Descriptive
- Concrete
- Adequate
- Helpful
- Wanted
- At the right time
- Clear

Evaluation features (2 minutes)

Evaluation should be	We shouldn't say	We should say
Descriptive	"This is good!" or "This is bad!" Never say something is good or bad, because the criteria for evaluation it is subjective and other people can interpret it differently.	"Your high – pitched voice has disturbed me a lot during the game" Just describe what has happened in that moment. Leave the hearer to decide what to do after the evaluation.
Concrete	"You are imposing! Dominant! Helpless and arguing all the time!"	"When you took that decision, I had the impression that..."
Adequate	The evaluation is not "What I want you to do is ..." (my needs)	Evaluation is: "I think your needs are/you need to ..."
Helpful	If someone does not want to change something, do not point him/her out.	
Wanted	Evaluation is very effective when it is wanted by the hearer. In other cases, leave time to be the best judgement.	
At the right time	Whenever possible, evaluation should be made on the right moment when you have the right impression.	
Clear	Ask the hearer whether he/she has understood the message.	