



Team Building Training Learning Outcomes

Goal: Raise employee awareness of the impact of teamwork on workplace performance.

Outcomes:

1) Trainees will be able to identify the stages of Tuckman's team development process.

2) Trainees will be able to discuss possible impacts of a person's self-defined identity on his/her performance or on his/her ability to work with co-workers.

3) Trainees will be able to recognize examples of effective teamwork.

Goal: Help trainees recognize the importance of effective teamwork in the NYU Department of Education's success.

Outcomes:



1) Trainees will be able to explain how their teamwork impacts the overall mission of the DOE.

2) Trainees will be able to explain how their teamwork impacts their workplace productivity.

3) Trainees will know how to develop a team charter to help set team norms.

Team Building Training High Level Overview

Agenda

Employees will share and develop ideas around teamwork, team norms, and effective team communication. Then we will demonstrate how those elements are key to the work of the New York City Department of Education and its stakeholders.

Icebreaker (10 minutes)



- **Meeting Warm-ups (page 4): General ice breaker related to participants' experiences with DOE**

Lost in the Amazon (60-90 minutes)

- **Practice working in a group environment (pages 5-7): task requires communication and interaction without being explicitly related to the work that the teams do. Debrief allows teams to reflect on how they worked together as a group.**

Break (15 minutes)

Team Development Process Lecture (45 minutes-1 hour)

- **Provide an understanding of the team development process (page 8): allows participants to reflect on the team development process they experienced on the initial task.**

Creating a Team Mission (30 minutes-1 hour)



- **Develop a team mission (page 9):** Gives participants a collective sense of what this new team will do and imagine an effective future for the team.

Lunch (30-45 minutes)

The Effective Team Member/Prescription for Team Effectiveness (45 minutes- 1 hour)

- **Develop an ideal effective team member (page 10):** Allow participants to envision and conceptualize a model to be followed.

Break (15 minutes)

Managing Conflict (60-90 minutes)

- **Learn how teams can better manage conflict (page 11):** with one another, with ourselves, how to resolve it and precursors of conflict.

Break (15 minutes)

Team Charter (45-60 minutes)



- **Develop a team charter (page 12):**

Commit to team norms

Culture Iceberg Theory / Communication Skills Activity (if time permits)

- **Diagrams (page 13):**
- **DESO Model (page 14-15):**

Question & Answer (30 minutes)

- **Debrief (page 16):** remaining questions / final takeaways

Meeting Warm-Up

Objective: The purpose of this activity is to begin exploring what participants know about others in the group.

Time: 20 minutes

Materials: Blank paper and pens

Procedure:

- 1. Break up the group into their smaller teams, have each smaller team answer the questions in a circle. Go around the circle and complete one of these sentences:**



I joined the NYC DOE because...
The best project I ever worked on was...
Being a member of the DOE has taught me that...
When people ask me about Lions Clubs International, I tell them...
This year I plan to...

2. Each person in the circle should answer the question before a new question is issued to the group.

3. Regroup as a larger group to discuss commonalities with each group and across all participants.

Lost in the Amazon

You are a volunteer on an expedition to South America to study the tropical flora. Your base camp is a small village near the city of Manaus, Brazil, which is on the Rio Negro, seven miles from its junction with the Amazon. Today is a free day and you and a few other expedition members have decided to visit,



unannounced, a mutual friend who is working as a medical assistant in a remote village in the Amazon jungle. Because there is no road, you have hired a small plane to fly over the rain forest to reach your destination and to return. Before you left the airport in Manaus, the pilot filed details of your flight plan with local authorities, as required. The plane had taken off as soon as the rain stopped early this morning. You have been in the air for more than an hour when the plane begins to experience severe electrical problems – both the engine and the radio shut down. As the engine sputters and stalls, you clutch the seat in terror as the pilot frantically searches for a clearing in which to make an emergency landing. You point out a small area in the jungle where the trees appear to be less dense, and the pilot turns the aircraft in that direction. As the plane breaks through the trees, the wings hit the profuse tangle of leaves and vines. Nevertheless, the pilot is able to land the plane safely on the ground, and it skids to a stop in a thicket of bamboo and coconut palms. Fortunately, no one has been injured seriously. You cautiously climb down from the plane and survey your surroundings. A layer of fog is turning the scene into a fantastic landscape of intertwining vegetation and other extraordinary flora. You know that the jungle reaches to the city limits of Manaus, nearly 100 miles (160km) away, and that there are no roads in that direction. Due to the electrical problems and the emergency landing, everyone has lost his or her bearings, but the pilot estimates that you are still at least 80 miles (130 km) from the village you intended to visit, and that the Amazon River is approximately 8 miles (13 km) southeast of your present location. The group has among its personal possessions two handkerchiefs, a pocket watch, and several boxes of safety matches. You start to search the aircraft for anything else that might aid your chances for survival.

YOUR TASK

During this task do not communicate with anyone. Your task is to rank the following fifteen items that were aboard the airplane and that are available for your use. Place the number “1”



next to the item you believe to be the most important to your survival in the jungle, then place a “2” by the second most important item. Rank the entire list, so that number “15” represents the item that you believe is the least important to your survival. You will have fifteen minutes to complete this task, and the facilitator will give you a two-minute warning. Leave the scoring section blank until the facilitator gives you the instructions.

YOUR DECISION

Aluminum Pan	Can of insecticide	Water canteen
Compass	First aid kit	Large knife
Mosquito netting	Pack of cigarettes	Parachutes
Revolver	Bag of airplane snacks	Safari hats
Small shovel	Tallow candles	Vinyl jackets

GROUP DECISION



Aluminum Pan	Can of insecticide	Water canteen
Compass	First aid kit	Large knife
Mosquito netting	Pack of cigarettes	Parachutes
Revolver	Bag of airplane snacks	Safari hats
Small shovel	Tallow candles	Vinyl jackets

Debrief: Lost in the Amazon

Objective: The purpose of the debrief is to guide the teams through a reflection process about the experience on working on the activity.

Time: 20 minutes

Materials: Easel or White Board

Procedure:

- 1. Draw two columns on a white board or easel.**
- 2. Label one column effective behaviors, the other column ineffective behaviors.**
- 3. Elicit behaviors the team members believe to be effective or ineffective.**
- 4. Review the effective and ineffective behaviors that have been noted.**

a. Effective Behaviors:



b. Ineffective Behaviors:

Lecture: Team Development

Objective: Review Tuckman's 5 stages of team development

Time: 45-60 minutes

Procedure:

- 1. Discuss the basics of Tuckman's model**
- 2. Highlight the importance of developing teams from the beginning.**
- 3. Address any questions about the model**



Creating a Team Mission

Objective: To develop a shared view of the team's services and stakeholders, create a team mission statement and evaluate its utilization.

Time: 30-60 minutes

Procedure:

- 1. First, complete the statement individually, then share with your teammates and try to come to consensus around the topic.**

The mission of



team in the RTG DON is to:

2. Use the criteria below to reach consensus with your team on the mission and the evaluating team mission document evaluate the mission statements your team members have written.

- **Consistency:** Is it consistent with the corporate mission?
- **Brevity:** Is it brief and to the point?
- **Clarity:** Is it easy to understand?
- **Specificity:** Does it reflect the uniqueness of your team?
- **General:** Is it broad enough to include any growth and expansion of your team and stakeholders?
- **Pride:** Are you proud of it? Would you frame it and hang it in your work area? Show it to your boss and stakeholders?



THE EFFECTIVE TEAM MEMBER/ PRESCRIPTION FOR TEAM EFFECTIVENESS

Objective: The purpose of this activity is to help participants understand how to be an effective team member.

Time: 40 minutes doing activity, 20 minutes debrief with larger group

Procedure:

- 1. Give participants the 'What is an effective team member' handout.**
- 2. Ask participants in each group to develop a list of behaviors that embody an effective team member.**
- 3. Bring groups back together as a larger group and look for commonality across the lists.**
- 4. Develop a master list of effective team member behaviors.**
- 5. Discuss how to effectively reinforce these team behaviors in the NYC DOE.**

Individual	EFFECTIVE TEAM BEHAVIORS	Team
	Arrives on time	
	Shares information/ideas	
	Asks questions	

	Actively listens	
	Challenges assumptions	
	Supports contributions	
	Refocuses discussions	
	Harmonizes conflict	
	Open to new ideas	
	Reaches consensus	

Managing Conflict

Objective: To share approaches to dealing with conflict in a team and learn alternative approaches to dealing with conflict.

Time: 1 to 2 hours

Procedure: Go around the group and take turns completing a statement to the group and discuss how team members would act similarly or differently. Use the list of statements below to initiate a conversation around how to manage conflict.

1. Conflict is....

2. The time I felt best about dealing with conflict

was....



- 3. When things are not going well, I tend to...**
- 4. I sometimes avoid unpleasant situations by....**
- 5. When someone disagrees with me about something important I.....**
- 6. When someone challenges me in front of others I....**
- 7. I feel most vulnerable during a conflict when....**
- 8. On my previous team we usually handled conflict by...**
- 9. When I get angry I....**
- 10. I usually hide or camouflage my feelings when....**
- 11. When someone avoids conflict with me I....**
- 12. I am most likely to assert myself in situations where I...**
- 13. My greatest strength in handling conflict is...**
- 14. In this team I would have the most difficulty with...**



15. The most important outcome of conflict is...

Team Charter Activity

To create an effective team charter, you must balance the aspirational with the tangible. The aspirational part of the charter is the mission statement and the vision. But it's just as crucial to measure your progress toward your goals. Your charter should lay out the internal checks and balances that will ensure you're reviewing everyone's progress. How will you check in? When or how often? How will you measure success?

Have everyone on the team sign off on the charter. Many teams like to ask teammates to physically sign the paper to symbolize their commitment.

Start with the context: Have everyone on the team write out their answers to these questions.

- Who is the team leader?**
- What should key stakeholders expect from this team?**
- What does each contributor bring to the team?**
- What are their individual expectations?**

Define your vision and objectives: Create a succinct mission statement that outlines what you hope to achieve.

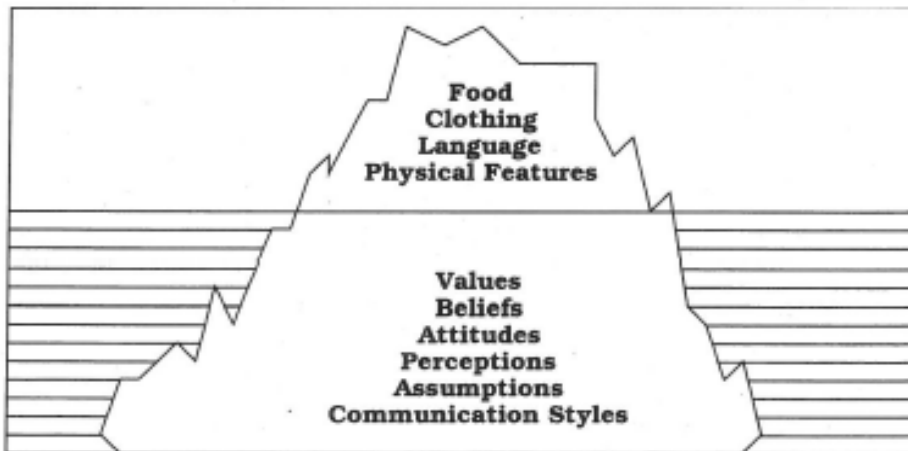
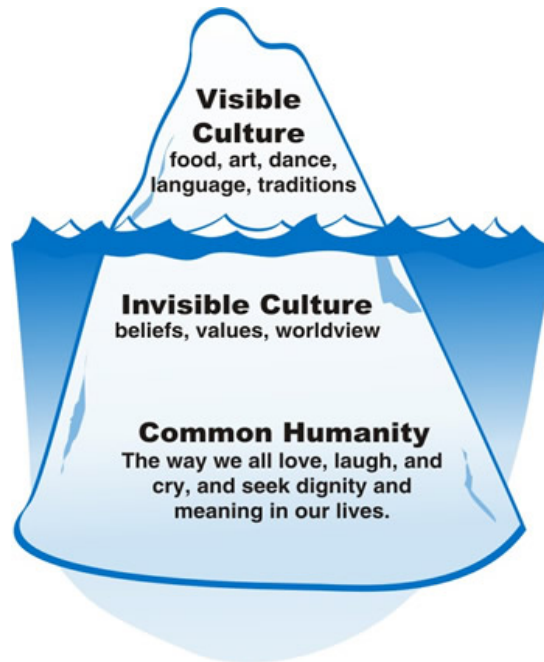
- **What does success look like for your team?**
- **In an ideal world, what would you accomplish?**
- **How are you working to support the rest of the organization?**

Create deadlines, goals, and milestones that map back to the mission statement: Define roles and responsibilities.

- **Who is doing what? For whom?**
- **What does each team member need to achieve their goal?**

What is Culture? The Iceberg Theory

The following diagrams help to explain culture:





Communication Skills Activity

Objective: The purpose of this activity is to help participants understand how to communicate effectively in difficult work situations using the DESO Model of Intercultural Communication.

Time: 30-40 minutes

Procedure:

- 1. Break the trainees up into groups of 3-4 and assign each group a case study from the handout.**
- 2. Ask each group to discuss for about 10 minutes.**
- 3. Reconvene the groups and ask them to review their responses. Get responses from each about equity in the workplace and maintaining a fair culture at work.**

Communication Skills Activity

The DESO Model of Communication may help to resolve communication problems across cultures. It may be used as a guide to develop the skills for dealing with people from other cultures when discussing needs, conflict, motivation, perception, assumptions, etc.

DESO MODEL

- **Describe
(Behavior)**
- **Express
(Feelings)**
- **Specify
Behavior) (new**
- **Outcome
(Positive)**

D

- **Describe** the exact behavior that is under discussion and your interpretation of it.
- **Determine** the important facts; be objective; use concrete terms.

E

- **Express** your feelings about the situation. If you are upset, confused, frustrated, just say so calmly, directing yourself to the behavior and *not* the person.
- **Evaluate** all perspectives, showing respect for the other's point of view.
- **Examine** the intent as well as the content.

S

- **Specify** the new behavior you would prefer.
- **Speak** about alternate approaches.

O

- **Outline the outcome:** the positive results expected from the new behavior.
- **Observe** how everyone needs to know the consequences when suggested changes are put into effect.
- **Offer** feedback and positive verbal support

Session Debrief

Procedure

- 1. Gather all participants together into single room**



2. Go around the room and ask (or use Google Form) to collect responses about takeaways during the session

3. Administer post-session survey (if applicable)