TEAM BUILDING

INSTRUCTOR GUIDE

1/2 -DAY COURSE

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Instructional Design and Learning Philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience

- Library research

- Online research

- Customer research (focus groups, surveys, etc.)

- Subject Matter Experts (SME)

- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training

- Meaningfulness — connects the topic to the students' past, present and future

- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn

- Modeling techniques — demonstrate to students how to act and solve problems

- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation

- Consistency — creates consistent instructions and design to help students learn and retain new information

- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

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Reading

Written Exercise

Facilitate

Group Activity

Course timing

Chapter One: Laying the Groundwork

Type of Activity	Segment	Time
	Team characteristic assessment	5
	Characteristics of effective teams	15
	Values clarification self-assessment	15
	Honesty, trust and respect	15
	Celebrating diversity	10

Chapter Two: Improving Communication Skills

Type of Activity	Segment	Time
	Assess your listening skills	5
	Creating a dialogue	10
	Assertive communication	20

Course timing (cont.)

Chapter Two: Improving Communication Skills (cont.)

Type of Activity	Segment	Time
	Model for constructive feedback	20
	Delivering exceptional customer service	20
	Confidentiality	15
	Minimizing hidden agendas	15

Chapter Three: Transforming Conflict into Cooperation

Type of Activity	Segment	Time
	Handling conflict	15
	Handling conflict activity	20
	The partnership process	10
	Unconditional commitment	10
	Developing team agreements	20

Reading

Written Exercise

Facilitate

Group Activity

Contents

Course objectives

Successful completion of this course will increase your knowledge and ability to:

Establish well-defined goals and clear priorities

Designate clear roles and duties

Allow team goals to override individual goals

Minimize unproductive competition and work collaboratively

Deal with conflict effectively

Listen to varying points of view

Practice open and frequent communication

Build trust and morale within the team
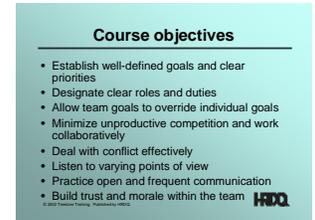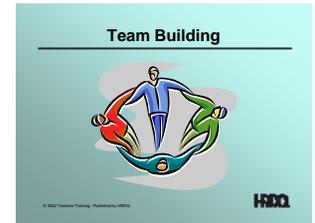
Chapter **One**

LAYING THE GROUNDWORK

Team characteristic assessment

Rate your team on each of the following characteristics:

Confusion about goals/priorities			Clearly understand goals/priorities	
1	2	3	4	5

No understanding of roles and duties			Clear understanding of roles and duties	
1	2	3	4	5

Let individuals' goals override			Let team goals override	
1	2	3	4	5

Compete with team members			Cooperate with team members	
1	2	3	4	5

Do not manage conflict effectively			Manage conflict effectively	
1	2	3	4	5

Listen to different viewpoints			Listen to limited viewpoints	
1	2	3	4	5

Low morale			High morale	
1	2	3	4	5

Limited communication			Open, frequent communication	
1	2	3	4	5

Characteristics of effective teams

Teams that are effective can differ in many ways, but they will have some characteristics in common:

> Clear and well-defined goals and priorities
> Clear understanding of roles and duties
> Willingness to let team goals override individual goals (i.e., no hidden agendas)
> Cooperation, not competition
> Deal with conflict effectively
> Listen to varying points of view
> Trust and competence which add up to a high level of morale
> Open and frequent communication

Ineffective teams

On the flip side, ineffective teams have:

> Cliques or subgroups that do not get along
> Unequal distribution of resources
> Uneven participation levels
> Processes that are rigid or otherwise dysfunctional
> A lack of creative problem solving
> Low levels of communication or miscommunication
> A tendency to avoid conflict
> A domineering personality (who may or may not be the leader)

Values clarification self-assessment

First, rate each value on a scale of 1-5 according to its importance to you (1=unimportant; 5=extremely important). Next, go back to each value and rate how closely your behavior matches that value (1=no correlation; 5=highly/always supports that value).

Value	Importance	Behavior
Accountability	1 2 3 4 5	1 2 3 4 5
Achievement	1 2 3 4 5	1 2 3 4 5
Appearance	1 2 3 4 5	1 2 3 4 5
Arts	1 2 3 4 5	1 2 3 4 5
Career	1 2 3 4 5	1 2 3 4 5
Creativity	1 2 3 4 5	1 2 3 4 5
Education	1 2 3 4 5	1 2 3 4 5
Environment	1 2 3 4 5	1 2 3 4 5
Fairness	1 2 3 4 5	1 2 3 4 5
Family	1 2 3 4 5	1 2 3 4 5
Honesty	1 2 3 4 5	1 2 3 4 5
Leisure	1 2 3 4 5	1 2 3 4 5
Love	1 2 3 4 5	1 2 3 4 5
Loyalty	1 2 3 4 5	1 2 3 4 5
Meditation	1 2 3 4 5	1 2 3 4 5
Money	1 2 3 4 5	1 2 3 4 5
Nature	1 2 3 4 5	1 2 3 4 5
Personal growth	1 2 3 4 5	1 2 3 4 5
Physical health	1 2 3 4 5	1 2 3 4 5
Power	1 2 3 4 5	1 2 3 4 5
Privacy	1 2 3 4 5	1 2 3 4 5
Recognition	1 2 3 4 5	1 2 3 4 5
Relationships	1 2 3 4 5	1 2 3 4 5
Respect	1 2 3 4 5	1 2 3 4 5
Risk taking	1 2 3 4 5	1 2 3 4 5

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Value	Importance	Behavior
Security	1 2 3 4 5	1 2 3 4 5
Service	1 2 3 4 5	1 2 3 4 5
Spirituality	1 2 3 4 5	1 2 3 4 5
Status	1 2 3 4 5	1 2 3 4 5
Trust	1 2 3 4 5	1 2 3 4 5
Other:	1 2 3 4 5	1 2 3 4 5
Other:	1 2 3 4 5	1 2 3 4 5
Other:	1 2 3 4 5	1 2 3 4 5

After you have completed the two columns, compare your importance and behavior ratings for each value.

The areas you've rated high on both values and corresponding behaviors are most important to you. Which areas did you identify?

_____
_____
_____

Focus on any values that are important to you (4's and 5's) but are not supported by your behavior (1's, 2's and 3's). Which areas did you identify?

_____
_____
_____

Another source of internal conflict is when two important values conflict. Which areas did you identify?

_____
_____
_____

Another situation that can cause internal conflict is when two important values conflict. Example: You rate both career and family as very important to you, but your behavior can't support both to the same degree. These situations are difficult to resolve and you are forced to decide which value is more important.

Debrief by finding the values that team members hold in common, as well as those that are different. The next page will focus on building cohesiveness by concentrating on three values that almost everyone agrees are important: honesty, trust and respect.

Emotional safety

- Addressing problems as they happen
- Acknowledging your feelings
- Describing undesirable behaviors without blaming
- Take employees' interests and concerns to heart and convey that message to them

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Emotional safety:

Address problems as they happen

Acknowledge your feelings

Describe undesirable behaviors without blaming

Take employees' interests and concerns to heart and conveying that message to them

Credibility

- Admitting you don't know something or not saying anything, rather than stating half-truths

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Credibility:

Admitting you don't know something, or not saying anything rather than stating half-truths

Dependability

- Commitments are backed by actions
- Make good on promises
- Show interest, not indifference
- Can put aside self-interest for the good of the team

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Honesty, trust and respect

Emotional safety

Credibility

Dependability

Predictability

Dependability:

Commitments are backed by actions

Make good on promises

 Show interest, not indifference

Can put aside self-interest for the good of the team

Predictability

- Not springing unpleasant surprises on people
- Clearly established and publicized system for responding to employees

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Predictability:

Avoid springing unpleasant surprises on people

Clearly establish and publicize a system for responding to employees

Note: We've selected four characteristics; the group may decide other characteristics are important to discuss.

Celebrating diversity

Diversity is defined as the state or instance of being different, having variety, or being dissimilar. Celebrating diversity means:

> Valuing each team member for his or her uniqueness
> Appreciating different backgrounds, styles, values and attitudes
> Fostering an environment in which every team member feels valued

We all have unique qualities that make us who we are. Take a minute to reflect on the many elements that make you who you are today. The following all have an effect on your attitudes, beliefs and perceptions.

Category	Subcategories
Physical	Gender, age, race, physique
Work	Job position, work background and experiences
Lifestyle	Income level, unique needs
Education	Level completed, degree(s), subject(s) of study, diversity (or lack of) in your school(s)
Challenges	Physical, mental, emotional
Heritage	Ethnic background, religion
Communication	Language, dialect, accent, communication style/assertiveness
Personal	Personal beliefs and values, hobbies, interests, sexual orientation, family structure, political views

The values activity will uncover value differences among the group. These are part of what makes the team diverse. Studies show that workplace teams of diverse ethnicity and gender are, after an initial period of adjustment, more productive and more creative than homogeneous teams.

Factors of diversity

Age	Marital status
Race	Income
Ethnicity	Education
Gender	Work experience
Physical qualities	Religious beliefs
	Military experience
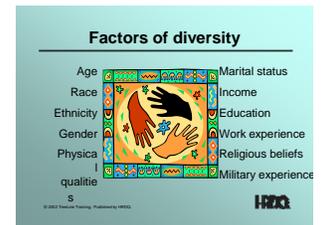
Factors of diversity include primary dimensions or things we cannot change. Examples: age, race, ethnicity, gender, physical qualities.

Factors of diversity also include secondary dimensions or characteristics that can be changed to some degree. Examples: Marital status, education, income, work experience, religious beliefs, military experience, and values (as we've just seen).

Activity: Have participants spend a few minutes identifying areas of similarity and dissimilarity among themselves.