

Instructor-Led Training—Team Building

Option 1: Module completion time – 5 hrs. 1 lesson per day.

Option 2: Module completion time – 5 hrs. 5 lessons in the morning session.

Option 3: 1 Lesson of Module – 1 hour

Facilitator's Guide

Introduction

The concept of introducing participants to structured learning activities that foster positive attitudes towards effective team participation is quite like fostering safe work habit attitudes. When the participant is briefed on the consequences of unsafe work habits, they will take steps to prevent injury and recognize unsafe conditions.

This module is designed to be delivered during or close to the 1st day of training. Instructors should plan to allocate 1 hour of instruction and activity to teambuilding and team problem-solving activities. This lesson is part 1 of 5 that may be used individually or as a module series.

Each module has a multi-media presentation that will prepare learners to participate and experience the development of a team atmosphere successfully.

Team Building

- Stages of Team Formation (Included)
- Distinctions of Teams
- Team Leadership, Management, and Motivation
- Personal Goal and Team Mission
- Formal Group Presentation Techniques

The Program

From time to time, learners will be asked to pause and consider how particular concepts can be applied to their roles. For classroom delivery, these can be modified to serve as topics for discussion, as needed.

Course Materials

1. Curriculum Guide – each learner will be provided with a single-volume guide divided into lessons for the module. Each lesson contains specific examples and expands on the information presented in the lesson. Space is provided for notes and completion of the activities. The guide also refers the learner to visit the [Resource Library](#) for further reading and reference materials on the various topics covered in each competency (see below).

2. Slide Deck – five PowerPoint presentations for classroom use. Each slide deck should be modified to meet the needs of each class.
3. Resource Library – a curated set of job aides, website links, videos, blogs, and information about teambuilding for learners to further explore the topics presented. The core competencies categorize resources in the library. The Resource Library will continue to evolve, so learners should be encouraged to refer to it often.

In-Class Presentation

There are several activities one can perform in a classroom setting to facilitate teambuilding. Notes for each lesson will include suggestions for ways to engage participants. Look for prompts for these suggestions:

Discuss/Ask – interact with the class. Elicit verbal responses.

Flip chart – interact with the class. Write on the flip chart paper/whiteboard or have participants write on the flip chart.

Each lesson should be tailored with examples and activities that are meaningful to each audience. We recommend interacting with your audience as much as possible early in each lesson to get a better understanding of the audience. To maximize effectiveness, the presentation of the content should also be tailored to the facilitator as they gain experience delivering the program. This guide will offer some initial suggestions. We recommend that facilitators update and personalize this guide after each presentation.

Trainers Notes:

Keep the following tips in mind when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1. Adults learn when they feel they need to.

Illustrate ways your training will help participants improve job performance by tying the concepts learned back to their jobs.

2. Adults learn by doing.

Use the exercises found in this Leader's Guide or create your own to allow participants to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the PowerPoints, for your participants to take back to their jobs for continued and reinforced learning.

3. Adults learn by solving real problems.

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4. Adults learn in an informal environment.

Design training room to be as informal as possible. Avoid classroom-style seating (arrange learners in groups at round tables, if possible). If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel comfortable. For questions and discussion topics better addressed at another time, designate a "parking lot" on a board or flip chart—note questions or discussion topics there. Ensure you have addressed each note by the end of the day.

5. Adults learn by different training methods.

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6. Trainers learn by follow-up methods.

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' manager; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions; etc., can help you evaluate the information being used on the job site.

Day 1

Lesson 1: The Stages of Team Formation

Time: 1 hour

About / Objectives

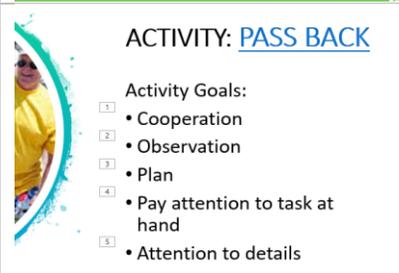
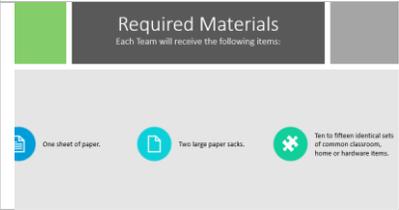
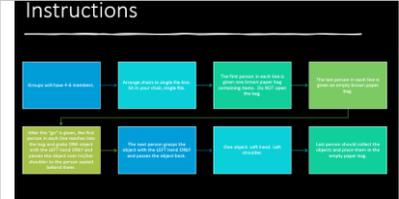
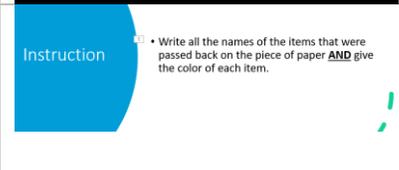
As this lesson will serve as the introduction, Company X begins with some general information about influential groups. It will then turn to team development stages.

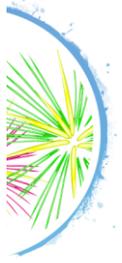
This lesson will ask learners to recognize the tasks and behaviors associated with stages of team development. The stages of team development and the observable tasks and behaviors associated with each stage are shown on the PowerPoint and job aid.

By the end of this lesson, learners should be able to:

- Recognize the tasks and behaviors associated with stages of team development.

Slide	Presentation Notes	Suggested Activities	Notes
<p>An effective group process helps acquire and integrate cognitive and metacognitive strategies for using, managing, reflecting and regulating a group's progress.</p> 	<p>Introduce the topic of effective group process.</p> <p>Note that today is the 1st lesson of a 5-part module.</p>	<p>Ask: Participants should list traits of influential groups based on past experiences.</p>	
<p>Group members should recognize the tasks and behaviors associated with stages of team development.</p> 	<p>Present the learning objective and answer questions.</p>	<p>Ask: learners to describe how the objective can help them as new employees and write their answers in the space provided in the curriculum guide.</p>	
 <p>FORMING STORMING NORMING PERFORMING</p>	<p>Present the 4 stages of team formation.</p>	<p>Write: Learners should write the 4 stages in the appropriate space in the curriculum guide.</p>	
	<p>Present each task and behavior for the forming stage.</p>	<p>Write: Learners should circle a task or behavior they have experienced.</p> <p>Ask: Ask someone to share.</p>	
	<p>Present each task and behavior for the storming stage.</p>	<p>Write: Learners should circle a task or behavior they have experienced.</p> <p>Ask: Ask someone to share.</p>	

 <p>NORMING</p> <p>TASKS</p> <ul style="list-style-type: none"> • Agreement about roles • Agreement about processes for problem-solving • Agreement about conflict resolution • Leadership role is clarified <p>BEHAVIORS</p> <ul style="list-style-type: none"> • Negotiating using consensus rather than individual self-interest • Leadership role is consensual 	<p>Present each task and behavior for the norming stage.</p>	<p>Write: Learners should circle a task or behavior they have experienced. Ask: Ask someone to share.</p>	
 <p>PERFORMING</p> <p>TASKS</p> <ul style="list-style-type: none"> • Achieving effective solutions • Achieving satisfying solutions <p>BEHAVIORS</p> <ul style="list-style-type: none"> • Dealing with problems • Finding creative solutions • Working as a group • Accepting appropriate controls from the group • Respect and concern for individuals 	<p>Present each task and behavior for the performing stage.</p>	<p>Write: Learners should circle a task or behavior they have experienced. Ask: Ask someone to share.</p>	
 <p>ACTIVITY: PASS BACK</p> <p>Activity Goals:</p> <ol style="list-style-type: none"> 1. Cooperation 2. Observation 3. Plan 4. Pay attention to task at hand 5. Attention to details 	<p>The "pass back" activity is designed to highlight the need to cooperate and carefully observe/plan their activities together.</p> <p>Each item appears 'on mouse click.'</p>	<p>Before Training: Refer to the instructor's materials list and fill the bags before the training begins.</p>	
 <p>Required Materials Each Team will receive the following items:</p> <ul style="list-style-type: none"> One sheet of paper. Two large paper sacks. Ten to fifteen identical sets of common classroom, home or hardware items. 	<p>State each item.</p> <p>Some might notice that a piece of paper is on the list.</p>	<p>NA</p>	
 <p>Instructions</p> <ol style="list-style-type: none"> 1. Change seat to 4 members. 2. Change seats to create two 2x2 grids. 3. The first person in each 2x2 grid will be the observer. They will observe the other 3 members. 4. The observer will observe the other 3 members and make the report back. 5. The other 3 members will each take one object. 6. The observer will observe the other 3 members and make the report back. 	<p>After the Instructions are given, have students move their chairs.</p> <p>Remind them to NOT look in the bags.</p>	<p>Do: Have learners move to groups of 4-6, forming a straight line.</p>	
	<p>Show the hourglass on the screen once learners are in place. This is NOT a timed activity.</p>	<p>Do: Give the "go" when learners are in place.</p>	
 <p>No winner yet. Gather with your group around a table.</p>	<p>There will be cheers and "victories." Remind the group that there are no winners yet.</p>	<p>Do: Group members should move to a table together for the next phase.</p>	
 <p>Instruction</p> <ul style="list-style-type: none"> • Write all the names of the items that were passed back on the piece of paper AND give the color of each item. 	<p>Read instruction.</p>	<p>Do: Direct groups to record items and item colors on the piece of paper they were given at the start of the activity.</p>	

 <p>WINNERS</p> <p>1 The real winners are the teams that can collaborate in an atmosphere of mutual dependence and list all the items they passed back.</p>	<p>Read winners.</p>	<p>NA</p>	
 <p>Review</p> <ul style="list-style-type: none">Don't be in a rush.Read directions.Don't overlook small details.Teams develop in stages - Forming, Storming, Norming, & Performing.Based on the tasks and behavior, what stages were observed during this activity?	<p>Emphasize the importance of paying close attention to what they are doing.</p>	<p>Do: Have the learners journal a short reflection in the curriculum guide. Ask: Guiding questions: What phases did their experience? What tasks and behaviors were witnessed during the activity?</p>	

Day 2 - 5 (Optional) Available upon request

Appendix A

Two Truths and a Lie Icebreaker

Duration: 15 minutes

Group Size: Ideal for 10-15. Divide larger groups.

Materials Needed: None

Instructions: Tell the group that each person will introduce him- or herself by stating two truths about their life and one lie. The rest of the participants will guess which statement is the lie.

Example: Hi, I'm Jordan. I accidentally set the lab on fire in high school, I talked to Robert Downey, Jr in an airport coffee shop, and I play three instruments.

Expectations Icebreaker

Duration: 15 – 20 minutes

Objective:

Expectations are powerful. Understanding your learner' expectations of the course you're teaching is key to your success. Make sure you know what your learners expect with this ice breaker game.

Group Size: Up to 20. Divide larger groups.

Materials Needed:

- flip chart or white board
- markers

Instructions:

Write "Expectations" at the top of a flip chart or white board.

When it's time for learners to introduce themselves, explain that expectations are powerful and that understanding them is key to the success of any class. Tell the group that you would like them to:

- Introduce themselves
- Share their expectations of the class
- Add a wild prediction of the best possible outcome should their expectations be met. Ask them to be as specific as possible and encourage silliness or fun if you want.

Example:

Hi, my name is Noah, and I'm expecting to learn how to manage a laboratory, and my wildest expectation is that if I knew how to do that, I could be Director of the CDC.

Debrief

State your objectives of the course, review the list of expectations the group made, and explain whether, and why, if not, their expectations will or won't be covered in the course.

Appendix B

Doctor Doctor

Duration:

15 minutes.

Objective:

This energizer is useful to help participants practice their questioning skills and can be used in all sort of communication-based training.

Instructions:

If the class is large enough and you have enough time, you can break the class into small groups, with one person in each group assigned to be the "doctor" and another to be the "patient". Otherwise, ask one person in the class to be the "doctor" and one person to be the "patient"; have the "doctor(s)" leave the room. Have the others think of an illness, or to save time, have them written on slips of paper and have the "patient(s)" select one. Examples could be:

- Person thinks they are a chicken and will cluck and walk round the room when a certain word is used
- Person will cry whenever a certain person in the group is asked a question
- Person thinks they are an alien
- Person thinks they are playing a computer game, and nothing is real
- Person has an imaginary friend that they have to ask the questions before they can answer the doctor
- Person thinks they are at a party celebrating Christmas

The "doctor" comes back in the room. They have 3 minutes to ask questions of the "patient" to find out what illness the participant has. Repeat with different learners, as time allows.

Once the 'doctor' has identified the illnesses (or time runs out), review the session by asking what type of questions the "doctor" was using and how effective they were. Lead this into a more general discussion on questioning and listening techniques.

Appendix C

Airplanes Activity

Duration:

15 minutes.

Goal:

- To test learner's knowledge of the given topic in a fresh way.

Timing:

- To be used when there is a need to re-cap the learning from a session. **Typically, at the end or just after lunch.**

Instructions:

1. Ask learners to write a question relating to the training event that they are currently involved in on the center of a sheet of paper. They should create as many questions as you feel are necessary (two each will usually suffice).
2. Next, ask them to create an airplane out of the sheets of paper they wrote the questions on. If they cannot make airplanes, ask them to crumple the paper up into a ball.
3. When the learners have completed this, ask them to split into two different lines facing each other and at opposite sides of the room.
4. Next, ask them to throw their airplanes (or paper balls) across the room at each other. When an airplane lands near them, they should throw it back to the line of people on the other side of the room.
5. After a short period of the 'throwing', ask everyone to stop. The delegates must then pick up the paper that is closest to them and in turn, answer the questions.

Possible Use:

- This energizer is particularly effective just after lunch when you want to test retention of knowledge and 'wake' the learners.

Appendix D

Rapid Fire Key Takeaway Activity

Goal:

- To elicit and summarize the information the class determines to be "key takeaways".

Materials:

- 3 x 5 index cards

Instructions:

1. Hand out one index card to each participant.
2. Each participant should write their initials on their card.
3. Have each participant write their number one key takeaway from the day on their card.
4. Collect all the cards, shuffle, and hand out a card to each participant.
5. Participants should check initials and make sure they do not receive their own card.
6. Depending on the number of participants and class time remaining, have the participants stand up and approach several their classmates.
7. Each pair should briefly discuss and determine which the more important takeaway is and mark that card with a hash mark.
8. Collect the cards. Select the cards with the most hash marks and write those takeaways on the board.
9. Reconvene the class to review and discuss the top takeaways as determined by the participants.