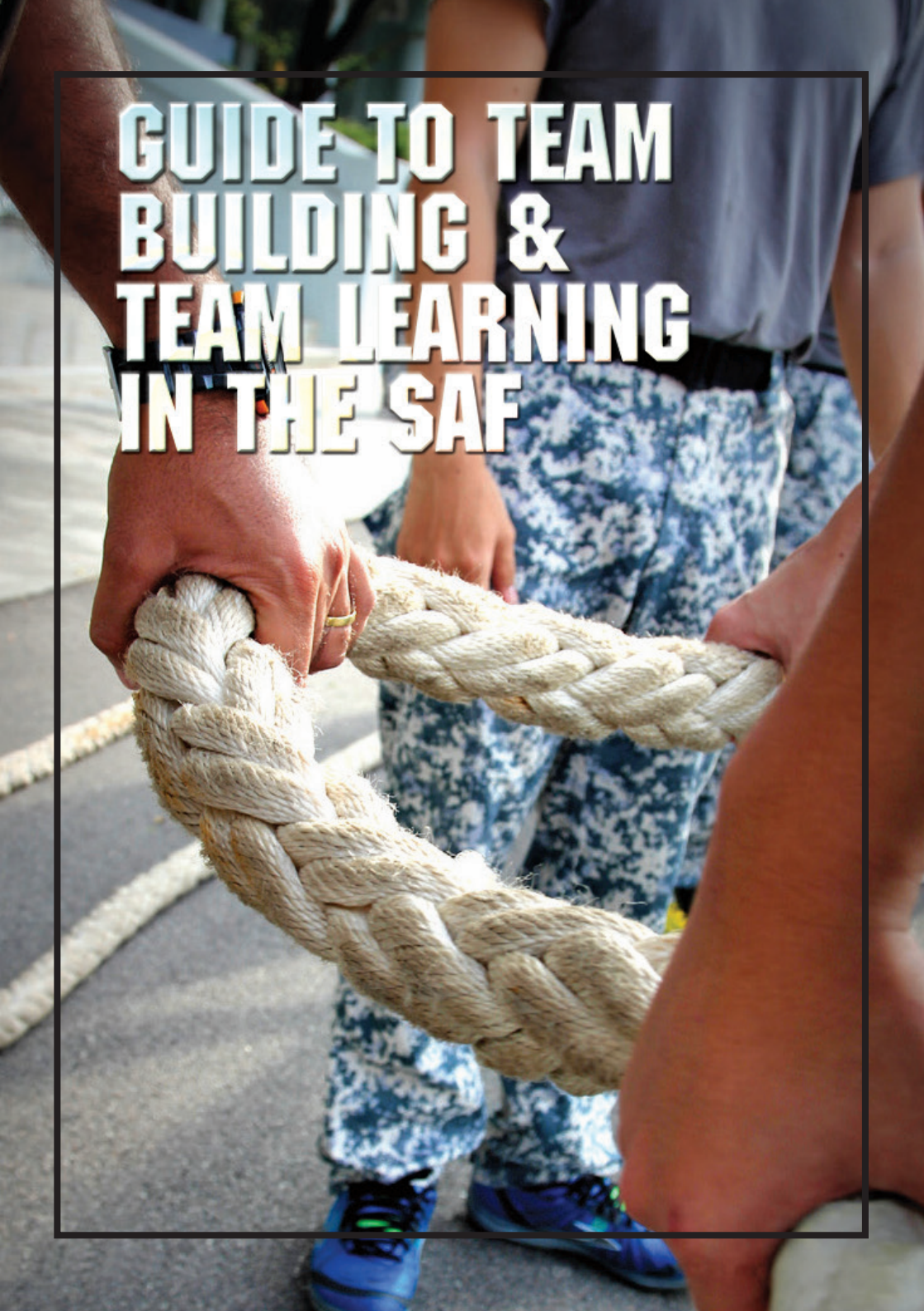


GUIDE TO TEAM BUILDING & TEAM LEARNING IN THE SAF

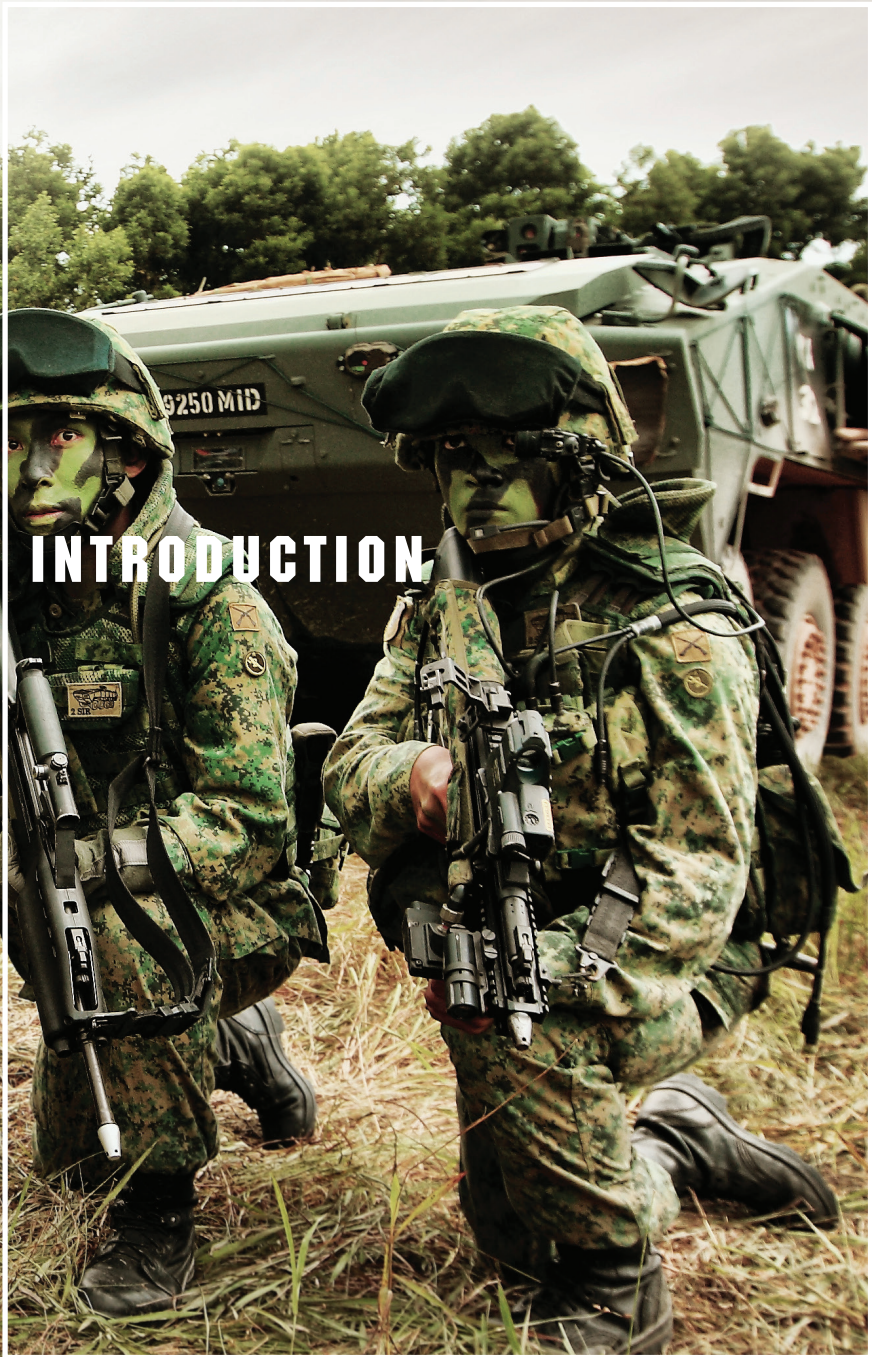




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TEAMS IN THE SAF

Teams are considered the basic building blocks of the SAF. The increasing variety of military operations, coupled with the complex nature of missions, requires knowledge, abilities and skills beyond those of an individual. Mission success relies heavily on bringing knowledge, skills and experience together in effective teams. The benefits of teams include increased innovativeness due to the combined efforts of diverse members and better responses to changing task requirements.

DEFINITION OF TEAM

A distinguishable set of two or more people that interact dynamically, interdependently and adaptively toward a common and valued goal, which have been assigned specific roles or functions to perform with a limited lifespan of membership.

Three Key Characteristics:

- 1. Multiple individuals
- 2. Interdependencies
- 3. A shared goal

Source: Defence Psychology Department, 'Team Effectiveness Concepts in the SAF' (paper presented at Joint TDM, 2016).

However, teams do not become successful simply by putting appropriately trained individuals together. It requires effort and time to build and sustain effective teams.



SIX KEY TYPES OF TEAMS IN THE SAF

Command Teams	<p>Command teams are involved in planning and decision-making at different operational levels of command (e.g. Battalion and above, Ship and above, Flying Squadron). Membership in the command team is typically defined by the team members' functional roles.</p>
Action Teams	<p>Action teams are basic units that execute the decisions made by their command teams (e.g. a section to a company; Special Operations Forces team, air crew).</p>
Management Teams	<p>Management teams are staff department teams involved in planning and decision-making at the strategic level (e.g. Air Plans, Naval Operations, G1-Army, SAF Centre for Leadership Development). Team members coordinate and provide direction to subunits under their charge to laterally align them to organisational goals.</p>
Work Teams	<p>Work teams execute the decisions of the management teams (e.g. branches of staff departments). The main function of such teams is to generate output in terms of products and services as determined by the directions set by the management teams.</p>
Project Teams	<p>Project teams are set up to carry out defined, specialised and time-limited tasks (e.g. ad hoc taskforce, WITS). Project team members have specialised expertise for the project and are generally cross-functional and come from different disciplines. The team adjusts membership when necessary. Typically, it disbands after the intended outcome has been completed.</p>
Peer Teams	<p>Peer teams are set up to carry out particular tasks. They are usually formed in a learning context and members are from similar cohorts (e.g. syndicate teams in training school). There is no formal leader assigned to the team. A leader is usually elected among the peers if a leader is required for the task.</p>

THE NEED TO BUILD TEAMS

Groups that are recently formed usually consist of people with different personalities, attitudes and experiences. They may hold different expectations of standards, their roles in the team and the desired behaviours in the team. If these differences are unresolved, they may lead to unhealthy group dynamics and affect team effectiveness.

In addition, studies of WWII American veterans have shown that **team cohesiveness plays an important role in combat motivation**. The factor that kept the veterans going during the war was mainly the solidarity of their team – sticking together, not letting others down and having friends. Highly cohesive units were also found to fare better in combat and had fewer casualties, particularly combat stress reaction casualties.

Thus, **leaders need to build their teams to enhance their cohesiveness, commitment and effectiveness.**



Source: Samuel A. Stouffer et al., *The American Soldier: Combat and its Aftermath: Studies in Social Psychology in World War II* (Princeton, NJ: Princeton University Press, 1949).

THE NEED FOR TEAMS TO LEARN

The VUCA (Volatile, Uncertain, Complex and Ambiguous) environment that the SAF operates in today suggests that there are no longer any definite answers or fixed ways of doing things. Our soldiers will have to be adaptive and responsive. Our teams will have to continuously improve or adapt through sharing of knowledge and alignment of insights within the team.

In addition, learning teams are willing to accept greater responsibility for their own development because they have a sense of ownership and social support. Research has also suggested that **teams that are willing and able to learn can impact organisational learning and effectiveness.**



Source: Christopher C.A. Chan, Lynn Lim and Siew Kuan Keasberry, "Examining the linkages between team learning behaviors and team performance", *The Learning Organisation* 10 (2003): 228.

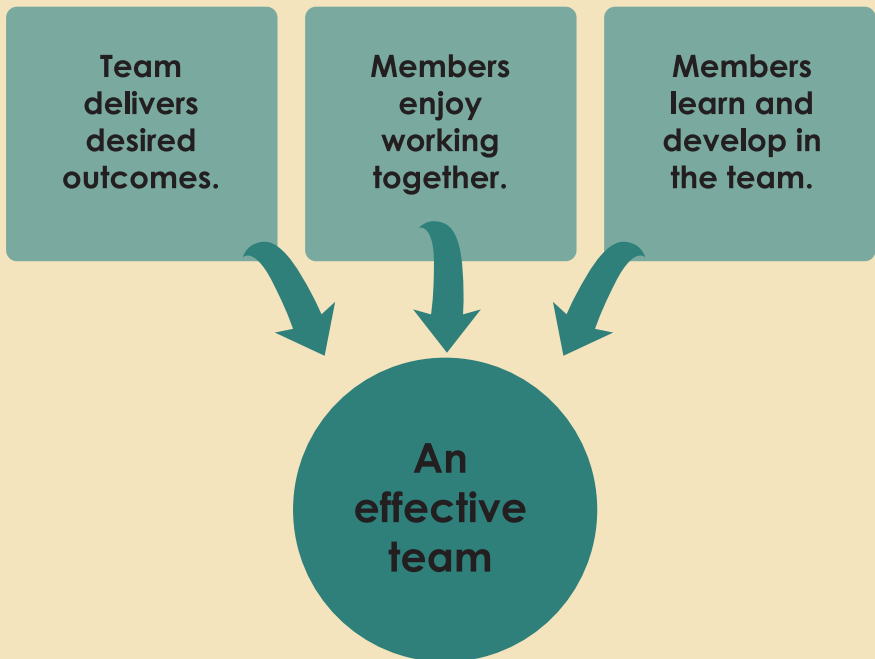
THE DELIBERATE PRACTICE IN BUILDING AND ENABLING LEARNING TEAMS IS COLLECTIVELY KNOWN AS TEAM BUILDING & TEAM LEARNING (TBTL) IN THE SAF.

TBTL is a key Leadership Development (LD) practice that enables the leader to foster the conditions necessary for groups to become effective teams.



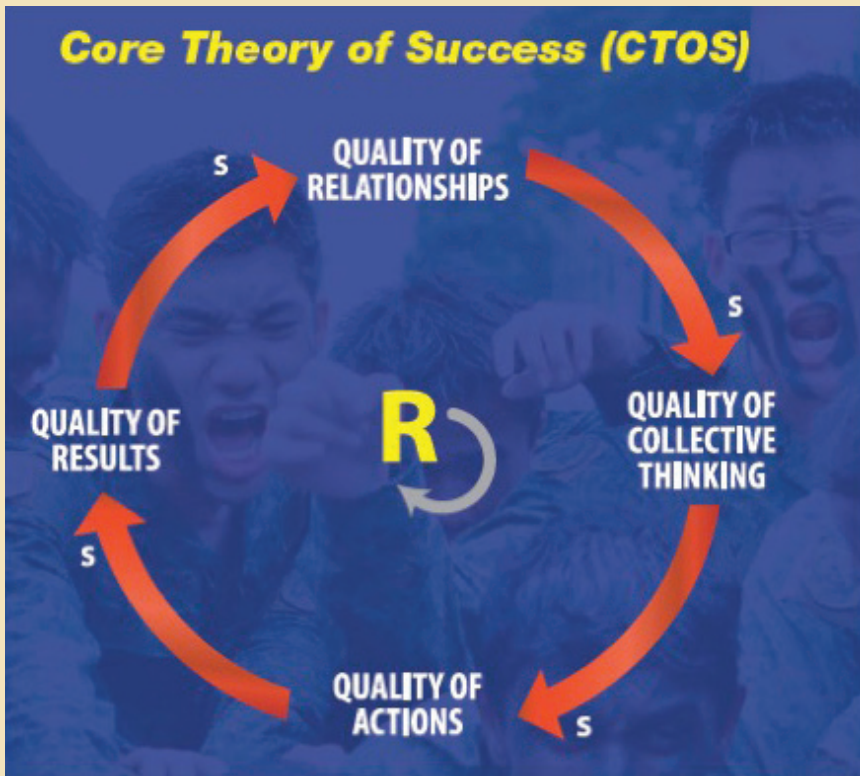
AN EFFECTIVE TEAM CAN BE CHARACTERISED BY THREE ATTRIBUTES:


1. The Team's Results Meet Or Exceed The Expectations Of Stakeholders Or Higher HQ.
Its stakeholders are satisfied as the team's outputs meet or exceed the standards of quantity, quality and timeliness.
2. There Are Positive Consequences On Team Members' Attitudes And Feelings Towards The Team.
The team members enjoy the experience of working together and would like to work in the team again if given a choice.
3. The Team Members' Ability To Work Well Together In The Future Is Enhanced.
The team members are able to build skills and competencies from their participation in the team and are more capable of working with each other more effectively and inter-dependently in the future.



Source: Defence Psychology Department, 'Team Effectiveness Concepts in the SAF' (paper presented at Joint TDM, 2016).

TBTL helps the team leader to build quality relationships, which improves the team's quality of collective thinking. In turn, this reinforces learning and quality of actions, which positively affects the quality of the results achieved.



A line of naval officers in uniform standing on a ship's deck. The officers are wearing dark blue uniforms with white shirts and black ties. They are wearing white caps with a gold emblem. The background shows a cloudy sky and a ship's deck with a white line. The text "WHAT IS TEAM BUILDING & TEAM LEARNING?" is overlaid on the image.

**WHAT IS TEAM
BUILDING & TEAM
LEARNING?**

SPECIFICS OF TEAM BUILDING (TB)

TB is aimed at improving teamwork. It typically involves the team members coming to an agreement to work together towards shared desired outcomes. They usually examine how they currently work together, explore their strengths and weaknesses, agree on their ideal or preferred way of collaborating and establish action plans for implementing more effective ways of working together.

TB can take place through experiential learning, activities and/or discussions. TB is best aided by someone who facilitates the session or process, either by the team leader or a facilitator. He helps the team learn about itself, observes and/or evaluates team dynamics, gives feedback on key observations and facilitates the team to discuss key issues.

TB builds the foundation for the team to be developed further.

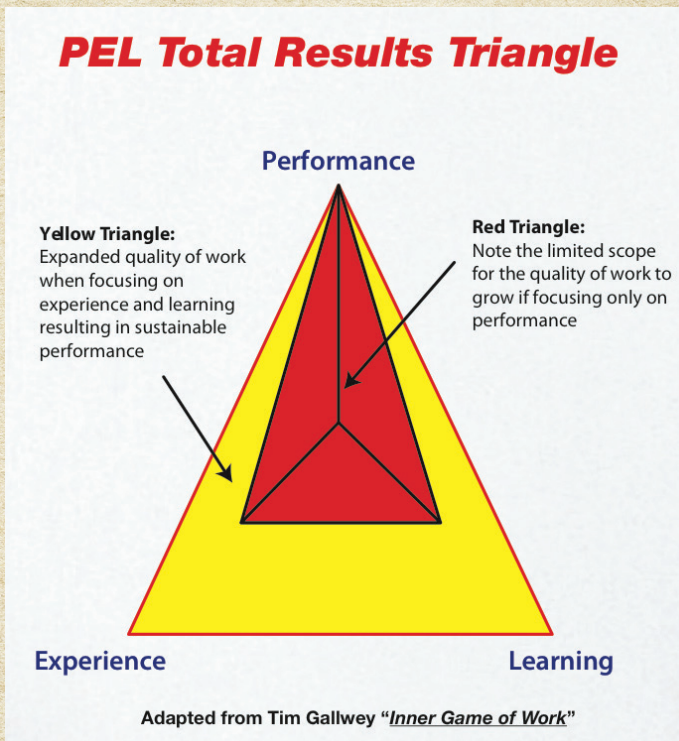


SPECIFICS OF TEAM LEARNING (TL)

TL is the conceptualisation and alignment of insights to become shared knowledge so as to develop the team's capacities for desired outcomes. It is the process of learning how to learn together.

TL draws out the intelligence and ability greater than the sum of individual talents in the team and is an enabler for team effectiveness. Central to TL is the use of reflection and inquiry skills and the practice of dialogue.

While TB creates the conditions necessary for individuals to start transiting from being an individual ("I") to a member of the team ("We"), TL leverages the resultant team dynamics and accelerates the surfacing and aligning of individual insights to derive shared mental models, which facilitates team effectiveness.



Source: Tim Gallwey, Inner Game of Work (USA: Random House, 2001), 86.



KEY PRINCIPLES GOVERNING TBTL PRACTICE

It is important to keep the following principles in mind when undertaking TBTL: 1) **Team leader drives the TBTL practice**, emphasises the responsibility of the team leader to drive TBTL efforts for his team. 2) **Team members to have ownership**, emphasises that all team members participate actively in the TBTL efforts, contribute and have buy-in. 3) **Focus on the outcomes of TBTL**, ensures that everyone understands and works towards achieving the desired outcome of TBTL. 4) **Leverage the team members' diversity in personality, behaviours and experiences**, highlights that TBTL efforts should leverage the team's diversity for greater team effectiveness.

1. Team Leader Drives The TBTL Practice.	The team leader should initiate, drive and support the TBTL efforts and sessions. He can facilitate TBTL sessions or appoint a facilitator for the sessions.
2. Team Members To Have Ownership.	It is the responsibility of all team members to participate actively in order for TBTL to be meaningful and effective.
3. Focus On The Outcome Of TBTL.	The outcome will influence the choice of interventions and activities to be conducted. Activities should draw out appropriate lessons related to teams.
4. Leverage Team's Diversity In Personality, Behaviours And Experiences.	TBTL efforts should leverage the team's diversity and synergise the individual differences for enhanced team effectiveness.

TBTL FOR DIFFERENT SETTINGS

SCHOOLHOUSE SETTING

These are mainly the peer teams (syndicates). TBTL is done for two purposes. The first purpose is to **facilitate team bonding among students and create an environment that is conducive for collaborative learning**. This is because students in syndicates tend to see themselves as individuals placed together for administrative reasons. As they are often assessed individually, they may see little need for collaboration. This can lead to a highly competitive and individualistic climate that limits the sharing of information and insights.

The second purpose is to **provide a model and structure for students to learn and practise TBTL back in their units**. In SAFTI M1, TBTL is conducted as a structured workshop facilitated by instructors at the start of ROA courses (e.g. OCC, TSWC, CSC). Students are able to learn experientially, observe their instructors and practise in a 'safe to try' environment. This gives them confidence to practise TBTL back in their units.



WORKPLACE SETTING

These are the command teams, management teams, action teams, work teams and project teams. TBTL is typically initiated by the team leader when he has a significant change in his team's membership or when he has just taken over the team. The purpose is to **improve team members' understanding of each other and enhance their communication and ability to work together**.



**TBTL
CONCEPTS
AND TOOLS**

TEAM EFFECTIVENESS MODEL

There are different factors and processes that affect a team's effectiveness.

INPUTS are antecedent factors that enable or constrain members' interactions. They include individual members' characteristics (e.g. attitudes, personality), team level factors (e.g. team size, team task) and organisational factors (e.g. culture).

PROCESSES describe members' interactions directed towards task attainment. They capture how members combine individual resources and coordinate knowledge and skills to resolve task demands. Two categories of factors underpin team processes in the SAF:

1. **Team dynamics** refers to social influences within the team and forms the foundation for team cognition development.
2. **Team cognition** refers to the team's collective thinking process.



TEAM EFFECTIVENESS MODEL



Source: Defence Psychology Department, 'Team Effectiveness Concepts in the SAF' (paper presented at Joint TDM, 2016).

FIVE COMMON DYSFUNCTIONS THAT HINDER TEAM EFFECTIVENESS ARE:



Source: Patrick Lencioni, *The Five Dysfunctions of a Team* (San Francisco: Jossey-Bass, 2002).

DYSFUNCTION 1: ABSENCE OF TRUST

Members of ineffective teams do not trust one another on an emotional level and they are uncomfortable with acknowledging their weaknesses, mistakes or asking for help. Team members are unwilling to be **vulnerable** within the team.

DYSFUNCTION 2: FEAR OF CONFLICT

Teams that lack trust would encounter limited open and passionate dialogue over key issues and decisions. The lack of open conflict or disagreement between team members increases the likelihood of destructive gossiping behind the backs and sub-optimal decision making. Team members seek **artificial harmony** over constructive passionate debate.

DYSFUNCTION 3: LACK OF COMMITMENT

Teams that lack healthy exchanges of ideas would have limited commitment from team members as they do not consider themselves involved in the decision making process. Team members feign buy-in for team decisions, creating **ambiguity** throughout the organisation.

DYSFUNCTION 4: AVOIDANCE OF ACCOUNTABILITY

Teams that do not commit to decisions and standards of performance hesitate to hold one another accountable for adhering to those decisions and standards. Team members rely on their team leader as the primary source of responsibility and avoid pointing out to their peers privately about counter-productive behaviours. The lack of peer-to-peer accountability leads to **low standards**.

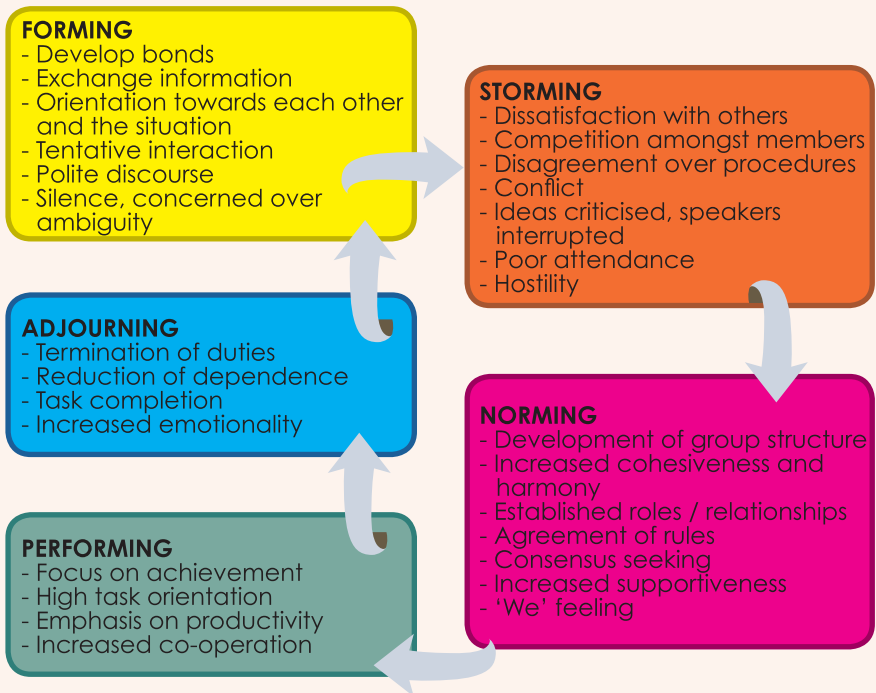
DYSFUNCTION 5: INATTENTION TO RESULTS

When team members do not hold one another accountable, they increase the likelihood that individual ego and recognition become more important than collective team results. Team members focus on **personal success, status and ego** before team successes, leading to poor results.



DEVELOPMENTAL STAGES OF TEAMS

Most teams develop through five stages: Forming, Storming, Norming, Performing and Adjourning. Team issues may arise at different stages. Not all teams go through these stages of development in a sequential order – some may skip stages while some get stuck at a stage as they have not worked through their earlier more foundational issues. Nonetheless, **the stages provide a useful guide to team leaders on overall patterns that teams tend to go through and appropriate interventions to undertake.**



CHARACTERISTICS ASSOCIATED WITH DIFFERENT STAGES

FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
<ul style="list-style-type: none"> - Individuals are not clear on what they are supposed to do. - The vision is not owned by the group. - No trust yet. - People check one another out. - Norms of the team are not established. - People are not committed to the team. - High learning. 	<ul style="list-style-type: none"> - Roles and responsibilities are articulated. - New ideas are being tried. - Agendas are displayed. - People set boundaries, push for power and position. - Splinter groups or cliques form. - Competition is high. - Personal attacks arise. - Anxiety arises. 	<ul style="list-style-type: none"> - Purpose is well defined. - Team has resources for doing the job. - Success occurs. - Appreciation and trust built. - Feedback is objective and well received. - Team gains commitment on direction and goals. - Team confidence is high. - Members reinforce team norms. 	<ul style="list-style-type: none"> - Team members feel highly motivated. - Team members have objective outlook. - Individuals take pleasure in the successes of the teams. - 'We' vs 'I' orientation. - High pride in the team. - High openness and support. - High trust. - Ok to risk confrontation 	<ul style="list-style-type: none"> - Team members feel a decline in motivation and sense of loss. - Team members feel insecure and uncertain about the future. - Preparation for documentation and handing over/taking over starts.

A LEADER'S ROLE IN TBTL

1. UNDERSTAND TEAM CONCEPTS

Which stage of development is my team in now? What should I pay attention to or focus on?

2. DRIVE TBTL EFFORTS

Have I set aside time regularly for TBTL? How can I better promote understanding of TBTL and its importance to my team? What can I do to enhance my team's effectiveness?

3. BUILD TRUST AND PSYCHOLOGICAL SAFETY

Do I trust my team members? Do my team members trust me? Do they trust each other? Can my team members take risks in my team without feeling insecure or embarrassed? How can I acknowledge my own infallibility and model curiosity?

4. PROMOTE HEALTHY CONFLICT

How do my team members resolve conflicts? How can I promote healthy conflict or manage conflicts so that they have positive outcomes (e.g. help us to clarify our purpose, encourage action)?

5. COMMUNICATE IN AN OPEN AND CLEAR MANNER

Do my team members walk away from our discussions thinking "What am I supposed to do?" Do my team members often try to second guess me or misinterpret what I want?

6. CHECK FOR CLARITY ON DESIRED OUTCOMES, ROLES AND PLANS

Are the goals, roles and execution plans in our team clear? Can my team members cover for each another in someone's absence?

7. ENCOURAGE ACCOUNTABILITY AMONG TEAM MEMBERS

Can my team members count on each other to do high quality work on time? Have I set aside time for regular progress reviews and feedback sessions with my team? How can I help my team members understand that accountability is a shared team responsibility?

Sources: Patrick Lencioni, *The Five Dysfunctions of a Team* (San Francisco: Jossey-Bass, 2002) & "The Five Keys to A Successful Google Team," last modified November 17, 2015, <https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team>.



TAXONOMY OF TOOLS

The next page presents the array of tools that a team leader can utilise for his TBTL efforts at the different stages for all team types. The choice of interventions should be guided by the team leader's diagnosis or evaluation of the team's development and the context for the team.

EVALUATION OF TEAM

Teams can be evaluated based on its current state of development, its current state for improvement or the outcomes at the end of a task. Such evaluations can be done formally (e.g. questionnaires) or informally (e.g. anecdotal feedback).

In the SAF, the 'A-Teams' questionnaire is an example of a formal evaluation tool designed specifically to assess the team's developmental stages. The team leader can also conduct informal self-assessment of his team's developmental stages by evaluating his team's behaviours against the common characteristics associated with the different stages.

Through regular evaluation, the team will then be able to engage in self-correction and learning.



SN	TOOLS	FORM	STORM	NORM	PERFORM
V3R - VISION					
1	Hierarchy of Choices	Framework			
2	Four Phases of Visions	Framework			
3	Creative Tension Model	Framework			
4	Building Shared Vision	Exercise			
V3R - ROLES					
5	Tetra Team Learning	Tool			
6	Belbin Team Roles	Tool			
7	IITEAMS	Tool			
8	MBTI	Tool			
V3R - RULES					
9	Psychological Safety	Exercise			
10	Accountability	Exercise			
V3R - RELATIONSHIPS					
11	Core Theory of Success	Framework			
12	Activities – Personal Sharing & Communication	Exercise			
GENERATIVE CONVERSATIONS					
13	Phases of Conversation	Framework			
14	Quality of Conversation	Framework			
15	Conversational Guidelines	Framework			
16	Ladder of Inference	Framework			
17	Four Player Model	Framework			
TEAM MEASURES					
18	A-Teams Questionnaire	Tool			
OTHERS					
19	Giving Informal Feedback	Exercise			
20	Creating Defining Moments	Exercise			
21	Interference Model	Framework			
22	PEL Triangle	Framework			
23	SWOT Analysis	Framework			
24	ALP	Tool			

This taxonomy is not intended to be exhaustive and will be updated with each printing.

COMMON TBTL TOOLS – V3R FRAMEWORK

The TB intervention widely applied in the SAF is the Vision, Roles, Rules and Relationships (V3R) framework. Leaders need to set aside time for their teams to discuss their V3R, particularly at the forming stage. The team can then develop a shared Vision and establish a set of agreed Roles, Rules and Relationships.

Vision
Roles
Rules
Relationships

Basic ingredients for foundation of team effectiveness

The categories are intentionally sequenced based on a hierarchy of importance. The framework assumes that agreeing on the vision is the highest priority for a team's functioning as the team's vision defines the direction, scope and nature of their work together.

Source: Richard Beckhard, "Optimizing Team Building Efforts," Journal of Contemporary Business (1972): 23-27.



APPLYING THE V3R FRAMEWORK

1. BUILDING A SHARED VISION

In a team, members come with different expectations, different attitudes towards performance, experience and learning. One of the first things a leader does is to facilitate the building of a shared vision.

With a shared vision, team members can focus on a common objective. They can better understand why certain results or standards are required and why they need the vision and how to play their part to achieve the vision. They are likely to be more committed to the vision and more responsible for the outcome of the team's learning and performance. Success ultimately depends on how each member takes on the team's vision as his own. A shared vision bonds or links an interdependent network of people into a team.

The vision can consist of a simple tagline such that everyone can express it. A shared vision should elaborate on the purpose, values and desired end states and articulate strategies on how the desired end states are to be achieved.

The vision can differ for teams in different settings.

SCHOOLHOUSE SETTING	WORKPLACE SETTING
e.g. Peer Teams	e.g. Command Teams
Vision is tied to Team Learning outcomes.	Vision is tied to its mission.

FOUR PHASES OF VISION



Source: Daniel Kim, Foresight as the Central Ethic of Leadership (The Greenleaf Center for Servant-Leadership, 2002)

THREE WAYS TO FACILITATE THE BUILDING OF VISION

1. DRAW YOUR VISION.

- a) Pass a piece of paper to each individual.
- b) Get them to draw a picture that represents what they envision their team to be in the future (e.g. in 5-10 years).
- c) Huddle the whole group back together where each individual is given a chance to share his or her vision for the team. Give the other individuals some time to ask questions to clarify.
- d) Get the group to create a vision that they want for their team, taking into account everyone's vision that was shared and agreeing on what they envisage their team's future to be.

2. WRITE YOUR VISION.

- a) Pass a piece of paper to each individual.
- b) Get them to write a vision statement that represents what they envision their team to be in the future (e.g. in 5-10 years). You may provide them with some questions to guide their thinking.
- c) Huddle the whole group back together where each individual is given a chance to share his or her vision to the team. The rest can also ask questions to clarify.
- d) Get the team together to create a vision statement that they want for their team, taking into account everyone's vision that was shared and agreeing on what they envisage their team's future to be.

3. CONSTRUCT YOUR VISION.

- a) Provide a collection of toys and materials that individuals can freely choose and assemble them to form something that represents what they envision their team's future to be.
- b) Huddle the whole group back together where each individual is given a chance to share his or her vision for the team. The rest can also ask questions to clarify.
- c) After which, the team would come together to create an agreed-upon vision using those toys to represent what they want in their team, taking into account everyone's vision that was shared.

COMPONENTS/PARTS OF A VISION STATEMENT

A vision is best expressed if it has the following components:

1. Tagline: The tagline must be simple enough such that every team member can express it. This "catchphrase" will help people remember the essence of the vision e.g. 'Our Army - Ready, Decisive, Respected'.
2. Elaboration: This is the essence of the vision. It usually comprises several paragraphs. The first paragraph is usually a statement depicting the desired end state, while the rest of the paragraphs elaborate the goals, deliverables, benefits etc.



Our Army - Ready, Decisive, Respected.

Our Army is the bedrock of our nation's defence. We draw our strength from our Regulars, NSF's and Operationally Ready NSMen. We thrive on the support of our Families, Employers and fellow Singaporeans.

Ready in peace, we are capable of a full spectrum of operations.

Decisive in war, we will fight and win to defend our country.

Respected by all, our Army is a trusted national institution. We forge the fighting spirit of our people to secure our future and protect our way of life.



2. DEFINING CLEAR ROLES

In schools (i.e. peer teams), students usually do not have clearly defined roles, except those who have been assigned as appropriate holders. It is therefore essential to help students understand how individual differences can affect team dynamics. Whereas at work (e.g. command teams), there is some form of hierarchy that may give rise to various formal and informal roles. There will be a need to work through the ambiguity of the command versus staff roles.

Individuals tend to have a preference for playing different roles in a team, distinguished as behavioural and functional roles.

BEHAVIOURAL ROLES	FUNCTIONAL ROLES
Refer to how individuals behave, usually unconsciously, in a team. Sometimes their behaviours can be inappropriate, resulting in tension and conflict within the team.	Contributions people bring to a team based on their expertise or knowledge.

Source: Meredith Belbin, *Management Teams: Why They Succeed or Fail* (Cambridge: Belbin Associates, 1984)

Discussing behavioural roles helps members have a clearer understanding of how they behave in the team. For example, do they have the tendency to dominate conversations? Do they like to ensure everybody feels happy to be part of a team?

With regard to functional roles, the team may want to clarify the roles of appointment holders and how the team can better support them. Examples of functional roles are the time-keeper, liaising with other teams to ensure smooth functioning of day-to-day requirements.

Ultimately, team members must know where they fit in and be clear about their areas of responsibility. Everyone in the team must also share common expectations about each other's role. This is essential because confusion or disagreement over roles and responsibilities will be major sources of stress and frustration in any team.

3. SETTING CLEAR RULES

In schools (i.e. peer teams), students usually do not have clearly defined roles, except those who have been assigned as appropriate holders. It is therefore essential to help students understand how individual differences can affect team dynamics. Whereas at work (e.g. command teams), there is some form of hierarchy that may give rise to various formal and informal roles. There will be a need to work through the ambiguity of the command versus staff roles.

Individuals tend to have a preference for playing different roles in a team, distinguished as behavioural and functional roles.

When procedures are identified, the transition from planning to action is taken care of. There is no need to figure out how we get from here to there. This sets the stage for the rest of the actions to be carried out smoothly.

4. BUILDING GOOD INTERPERSONAL RELATIONSHIPS

Team members need to work out the sort of relationships they would like to maintain with each other (e.g. openness, mutually supportive, honest, trusting, accommodating).

Activities and discussions can be used to facilitate team members' thinking and reflection on the important ingredients for positive relationships in a team. Given that a key dysfunction that hinders team effectiveness is the lack of trust, it is important for the team to discuss and agree on how the members can foster trust and have open and constructive communication with one another.





By encouraging members to work out the sort of relationships the team should maintain, members will learn to be committed to each other and the team's interests. With such an atmosphere, confidence can be shared, personal difficulties to be dealt with together, and risks can be undertaken. There will be less misunderstandings and members will learn to cope with each other and their differences better.

COMMON TBTL TOOLS – TETRA MODEL

In the SAF, the Tetra model is a commonly used model. Based on the four nature elements (i.e. Earth, Air, Water and Fire), the Model provides a simple and intuitive way for understanding individuals' and the team's behavioural preferences. This is important as **understanding individual differences among team members is necessary for TL to take place.**

Through the Tetra Model, team members learn about nature's principles of diversity, inter-dependence, synergy and sustainability. As a team, everyone learns to respect diversity, work inter-dependently, create synergy and be sustainable.



IN A NUTSHELL, THE FOUR ELEMENTS ARE:	
<p>EARTH: Bold and sturdy, Earth Elements are confident in the way they walk and talk. Goals, control, achievement and winning are important. Quick, possibly risky decisions come easily.</p>	 Earth is Firm
<p>AIR: These orderly and focused individuals rely on their abilities to think things out. They excel in finding logical solutions and making sense of situations. Air Elements listen and plan to ensure accuracy and quality.</p>	 Air is Clear
<p>WATER: Caring and consistent, Water Elements are important in holding families and teams together. They are loyal and deeply feeling people who show steadfast effort, great patience and a desire for harmony and flow.</p>	 Water is Calm
<p>FIRE: Looking at the positive side of life, they love to explore possibilities and inspire others to see bright futures. Fire Elements are often colourful, love variety and have a great sense of fun!</p>	 Fire is Bright

The Tetra model highlights the value of diversity and enables a team to harness holistic and sustainable outcomes from multiple perspectives. Nature's principles help us to respect diversity, work interdependently, create synergy and be sustainable.

POSSIBLE COMBINATION OF V3R FRAMEWORK AND TETRA MODEL

Introduction to Session

- Contextualisation
- Nature as metaphor for building a team and learning as a team (nature's principles)
- Identify own & others' elements
- Recap characteristics of each element
- How each element contribute to a team

Building a Shared Vision (V)

- Building shared vision for the team (Discussion in 4 element groups)
- Vision drawing and interpretation of drawings
- Selection of important themes

Clarifying Roles, Establishing Rules for Working and Learning as a Team and Relationships to build an effective team. (3Rs)

- Conduct activities to bring out lessons of 3Rs
- Break up into 4 element groups to showcase differences

Conclusion

- Recap main lessons learnt
- Check out on individual takeaways and the way ahead

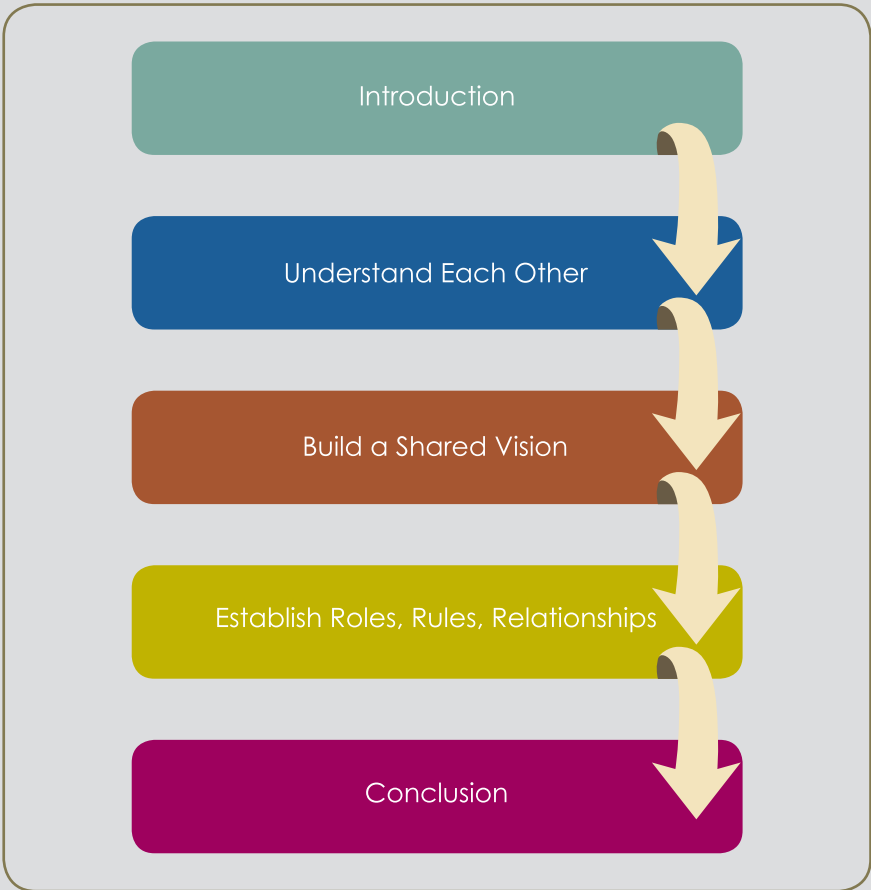






FACILITATING A TBTL SESSION

Conducting a TBTL workshop is about facilitating structured activities to promote TBTL. The facilitator encourages the team to participate actively in these activities and share their ideas, views and experiences in a conducive learning environment. There are five key phases.



Some common guidelines and exercises for TBTL are provided in the subsequent pages.

PHASE	DESCRIPTION
1. Introduction	<p>To help participants get to know each other rapidly, know what they can expect from the workshop and build a degree of team cohesion early.</p> <ul style="list-style-type: none"> - Ice-breaker. - Introduce aim, objectives and scope of workshop. - Set expectations and ground rules.
2. Understand Each Other	<p>To help participants understand their own and each other's Tetra element.</p> <ul style="list-style-type: none"> - Conduct Tetra Team Learning to help the team understand their team's diversity. - Conduct activities that highlight differences in behaviours or preferences.
3. Build a Shared Vision	<p>To encourage participants to share their vision for the team and combine their ideas to derive a common vision and vision statement</p> <ul style="list-style-type: none"> - Vision drawing/creating and interpretation. - Selection of important themes. - Building team's shared vision.
4. Establish Roles, Rules and Relationships	<p>To energise the participants and to help them generate roles, rules and relationships, including those pertaining to team learning.</p> <p>To have participants to reflect on their experiences and how they can apply the lessons learnt to facilitate their team learning and building of 3Rs.</p> <ul style="list-style-type: none"> - Conduct exercises to bring out lesson on team rules, roles and relationships. - Establish rules of team learning. - Form roles and relationships among team members.
5. Conclusion	<p>To reinforce that the TBTL workshop is to generate awareness and lay the initial foundation for effective team building. Participants still need to continuously work on the team processes.</p> <ul style="list-style-type: none"> - Recap main lessons learnt. - Check-out on individual key takeaways and the way ahead for the team.

ACCELERATED TEAM 'LAUNCH'

At times, project teams with team members from different entities are formed quickly on ad hoc basis for a specific mission (e.g. HADR task force). Because of unusual time pressures, the team leader cannot devote a lot of time to team development and planning. A simple six-step sequence is recommended for leaders of such teams. The discussion can be completed between 15 - 90 mins.

1) Call for first meeting and prepare for it.

- Draft agenda.
- Prepare relevant slides (see below).
- Appoint someone to take notes.

2) Start the meeting.

- Welcome everyone and explain agenda.
- Introduce self and get members to introduce themselves - Who are they, which unit they are from, what skills they bring.
- Show slide with team members' name, units and contact info.

3) Agree on what the team needs to do (Vision or Mission).

- Show slide with the team's mission. Get the team members to discuss their perceptions of it and think about objectives and deliverables. Ensure there is a clear overall result that indicates mission success.
- Show slide with the time frame. Discuss interim deliverables and deadlines. Add any other important context-setting information.

4) Discuss whom to involve and who is doing what (Roles).

- Discuss who the team needs to involve to accomplish the mission. Identify the core and extended teams, external networks/ stakeholders.
- Discuss who will take responsibility for involving stakeholders.

5) Discuss how the team will work together (Rules and Relationships).

- Show slide with a few critical areas for discussion. Facilitate conversation about how they will work together (e.g. work processes, communication preferences).

6) Conclude with an AAR

- Seek comments on what went well and specific areas for improvement during the meeting.
- Get everyone to check out at the end of the meeting.

Source: Teams of Leaders: Building Adaptive, High-Performing Interagency Teams Handbook (Combined Arms Center – Knowledge, Volume 1, June 2009)

CHECKING IN / OUT

Check-in is a process that a facilitator uses to get **everyone's commitment to participating** in the day's workshop/activity. When an individual checks in, he/she is not only physically present, but also **mentally and emotionally committed to listening deeply** to what others have to say.

A check-out is done at the end of the workshop/activity to get everyone to say something about their experiences during the workshop/activity. This includes **what they have learnt or gained** and **what they will commit to do** for the team as a result of what they have gone through during the workshop/activity.

Therefore it is important that there will only be **one conversation at any time** during the check-in/out process.

RULES FOR CHECKING-IN/OUT

1. Every student sits in a circle (all are equal).
2. Listen to the question. Do not worry about what you are going to say.
3. Answer the question according to your feelings, not what you think the answer should be, or what you think others want to hear.
4. Answer from your point of view. Do not refer to others or make comments about their check-in / out.
5. Do not say "same as..." (if the points are similar, say them in your own words).
6. Only the person with the 'Talking Object' is allowed to speak. No questions or interruptions.
7. All must speak to check-in/out.
8. To complete check-in/out, announce "With this, I'm in/out".
9. No fixed direction; place 'Talking Object' in the middle of the circle.
10. Observe time limit.

EXAMPLES OF CHECK-IN QUESTIONS

1. What do you expect to take away from the workshop? What are your main concerns?
2. What would be your 'dream' vs. 'nightmare' team?

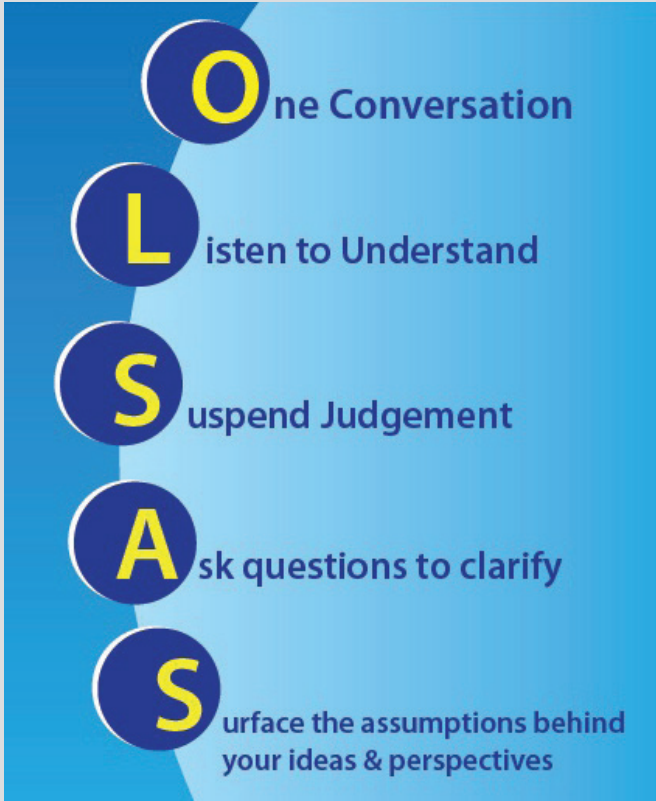
EXAMPLES OF CHECK-OUT QUESTIONS

1. What have you achieved today and is it in line with your expectations?
2. What is becoming clearer to you about the roles and responsibilities in this team? What is still not clear?

Allow 2-3 mins for individual reflection on the questions before proceeding with the check-in. Each person has 1-2 mins to speak.

SETTING GROUND RULES

Setting specific team rules helps teams to put down in words how they must function in order to reach their goals during the workshop/activity. The team can brainstorm potential ground rules (i.e. group guidelines) or they can be provided with the following rules:



POSSIBLE EXERCISES TO CONDUCT

Exercises to be used in a TBTL session should be selected based on their objectives and intended learning points.

The following pages present some sample exercises. They are by no means exhaustive and serve as reference materials for team leaders or facilitators for TBTL sessions.

SN	NAME	BROAD OBJECTIVE	PAGE
1	Tangle Circle	Warm up participants	44
2	Leaning Tower of Feetsa		46
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TANGLE CIRCLE	
INTRODUCTION	To warm up the team and highlight important attributes that are essential for quality team building to take place.
AIM OF ACTIVITY	To break free from cross wire and reform a big circle.
LOCATION	Indoors or Outdoors; open space.
TIME ALLOCATED	30 min.
CHECK	People who have played this game before can still participate as the experience is different each time.

INSTRUCTIONS TO PARTICIPANTS

STAGE 1

1. Divide participants into small even numbered groups (4-6 people).
2. Form a circle facing one another.
3. Ask each person to hold out their right hand and grasp the right hand of someone
across him, as if they are shaking hands.
4. Then extend their left hand and grasp the hand of a third person so that everyone is
holding the hands of two different people.
5. The group is to try and unwind themselves from the tangled situation.
6. Rule: The hand contact must not be broken at any time.

STAGE 2

7. Get the participants to form bigger groups and repeat the procedures from SN 2-5.

WHAT TO OBSERVE?

1. **Commitment to task.** Did the members actively participate or did they show disinterest and cynicism?
2. **Complementary roles.** Did the members complement each other's roles? For example, were there too many leaders or too many followers?
3. **Establishment of rules.** Did the team work out any rules to guide team functioning e.g. focus on one "knot" at a time to reduce distraction? Did anybody violate the rules? How did others feel when the team rules were violated?
 - For example, did anybody break hand contact? How did the other members react/feel when someone violated the rule?
4. **Team climate.** What was the team climate like in terms of open communication (i.e. sharing of ideas), morale (i.e. positive encouragement of negativity) and support (i.e. willing to support decisions)?

DEBRIEF QUESTIONS

1. How was untangling from a large group different from untangling from a small group?
2. What helped the group to untangle itself?
3. What did the activity tell us about team building?

DEBRIEF POINTS

In a large group, team dynamics are more complicated. For example, there is less communication among the members and it is more difficult to keep track of what each other are doing. Hence, it is important that as a team, we need to gather regularly to clarify and establish what we want to achieve as a team, our work processes and our working relationships – V and 3Rs.

LEANING TOWER OF FEETSA

INTRODUCTION	To warm up the team and highlight important attributes that are essential for quality team building to take place.
AIM OF ACTIVITY	To build a "Tower" with the use of feet only.
LOCATION	Indoors or Outdoors; open space.
TIME ALLOCATED	30 min.
CHECK	People whom have played this game before can still participate as the experience is different each time.

INSTRUCTIONS TO PARTICIPANTS

1. Tell the group that their task is to build a tower using only their feet. This requires flexibility in all sense of the word.
2. Rules
 - Feet must begin from the floor, then stacked on each other (feet must remain in contact) as high as desired. There should be no gap between each foot.
 - The minimum height of the "Tower" is 5 feet.
 - **BEWARE** of team members falling. Supporting members **MUST BE ALERT**.

WHAT TO OBSERVE?

1. **Commitment to task.** Did the members actively participate or did they show disinterest and cynicism?
2. **Complementary roles.** Did the members discuss and work out a common vision of how the tower would be built?
3. **Establishment of rules.** Did the members complement each other's roles? For example, were there too many leaders or too many followers?
4. **Team climate.** What was the team climate like in terms of open communication (i.e. sharing of ideas), morale (i.e. positive encouragement or negativity) and support (i.e. willingness to support decisions)?

DEBRIEF QUESTIONS

1. Ask the team how they performed. What are the key lessons about teamwork?
2. What contributed to their performance?
 - Help them identify factors which helped or hindered their team effectiveness. For example, having a shared vision or strategy for building the tower, understanding the rules for accomplishing the objective, identifying roles for members in the team (e.g. the “heaviest” person should be the foundation and the lightest person be the top of the tower while other members hold the legs to keep them from falling).
3. What set of rules and norms did they adopt during the activity and how did these rules contribute to their performance?
4. Ask them to identify what allowed the team to learn and ultimately improve.

DEBRIEF POINTS

1. Working in teams can be challenging due to team dynamics. For example, communication among members is crucial as it is difficult to keep track of what everyone is doing. Hence, it is important that as a team we need to gather regularly to clarify and establish what we want to achieve as a team, our work process and our working relationship – V and 3Rs.
2. Some key attributes for team working are
 - Openness
 - Communication
 - Collective orientation
 - Challenging of mental models
3. Rules are important as they enable us to solve problems faster by establishing mutual understanding and reducing the time and effort needed to figure out how to get from A to B. Establishing rules that facilitate the manifestation of the attributes cited above creates a culture of team learning.

BLINDFOLD EXERCISE	
INTRODUCTION	To warm up the team and highlight important attributes that are essential for quality team building to take place.
AIM OF ACTIVITY	To line up in a row while being blindfolded.
LOCATION	Indoors or Outdoors; open space.
TIME ALLOCATED	30 min.
CHECK	10-15 persons. For large groups, divide group into smaller sub-groups of 5-10 (optional).

INSTRUCTIONS TO PARTICIPANTS

1. Have everyone move their chairs away and make space for the activity. Hand out blind folds and get participants to blindfold themselves.
2. Once everyone is blindfolded, tell the group that their task is to line themselves up from the shortest to the tallest member. They cannot speak as well. The group will be given 3 challenges in all. Time should be set for each task (not more than 5 mins per task).

Task 1: With blindfolds, no speaking.

Task 2: Initial sight, no speaking

Task 3: Discussion, with blindfolds, speaking allowed.

Variation. Use of observers – select a different observer for each round.

Task 1: Have a member of the team to observe.

Task 2: Have the team leader to observe.

Task 3: Have the longest serving member of the team to observe.

DEBRIEF QUESTION/POINTS

1. What lessons can we draw regarding how we should work as a team?
2. Goal clarity (Vision). Was the job much easier when everyone was clear about the task's goal and approach?
3. Understanding different roles or strengths of people within a team (Role). When the blindfold was lifted, what happened? How did that help the team become more effective? Sizing people – height, strength/weaknesses, how to fit into a team.
4. Agreement on approach (Rules).
 - Was there a shared mental model and agreement on the approach to accomplish the task and mutual understanding on strategy?
 - Was there a willingness to be a part of the team through contact/engagement?
 - When communication was allowed – how effective was it? Were people listening?
 - Was there system discipline – did everyone agree to abide by implicit norms/rules?
 - Did the team develop situational awareness? Do they know which position (shortest to tallest), where they roughly should be or what to do? How does situational awareness develop? From having a clear strategy, rules of engagement and through practice/feedback.
5. Trust (Relationships).
 - Was understanding built up over the different tasks?
 - Did people have to trust each other in the task? E.g. To be moved to left or right. What made someone willing to follow directions in the absence of sight, in an ambiguous situation?
6. Understanding stages of group development.
 - Did the group get better at the tasks? What was this a function of (e.g. greater goal clarity, agreement on approach, agreement on roles or leadership, increased trust)?

READY, SET AND REORGANISE!

INTRODUCTION	To appreciate that learning and sharing new and interesting facts about each other can help to foster communication and relationships.
AIM OF ACTIVITY	To organise themselves based on various pieces of information about themselves.
LOCATION	Indoors.
TIME ALLOCATED	15 min.

INSTRUCTIONS TO PARTICIPANTS

1. The group will be divided into half. Participants to stand in lines facing each other.
2. A category will be announced (e.g. first name)
3. Both teams are to reorganise themselves alphabetically by the category, as quickly as possible.
4. Repeat this for as many categories as you want.

THINGS TO NOTE

1. Think of more categories than you think you will need. It is better to have too many than not enough.
2. Stop the game when the energy or the enthusiasm starts to fade.
3. This game can be played again with different categories or when a new member joins the team.
4. You may use this activity to just get acquainted or get a meeting started without asking the debrief questions afterwards.

DEBRIEF QUESTIONS

1. Why is it important for us to know each other beyond a purely work-related context?
2. How difficult (or easy) was it to share information about yourself with others?
3. What surprises did you have when reorganizing yourselves?
4. How can we learn more about each other back on the job?

HUMAN BILLBOARDS	
INTRODUCTION	To learn more about each other and connect on a personal level.
AIM OF ACTIVITY	To create a poster about themselves in this self-disclosure activity.
LOCATION	Indoors.
TIME ALLOCATED	15 min.
MATERIALS	Flipchart paper and coloured markers for each participant.

INSTRUCTIONS TO PARTICIPANTS

1. Each participant will be given a piece of flipchart paper and some coloured markers.
2. They have 6 minutes to use words, pictures, or symbols to describe themselves on the "billboard".
3. Cut a slit or an "X" near the top of the paper so the participant can fit his or her head through it.
4. Each participant is to put on his/her billboard so it drapes in front of him/her.
5. Encourage participants to mingle for 6 minutes.
6. While mingling, they can only ask questions about another's billboard or respond to questions asked of them.

THINGS TO NOTE

1. Reassure those who are reluctant and those who do not know what to write that they only need to share what they are comfortable with disclosing now.
2. Have participants write their names on their billboards and stick the billboards up in the room so they can refer to them and continue to reach out to others.
3. You may use this activity to just get acquainted or get a meeting started without asking the debrief questions afterwards.

DEBRIEF QUESTIONS

1. Why is it important for us to know each other outside of a purely work-related context?
2. How difficult (or easy) was it to share information about yourself with others?
3. How can we learn more about each other back on the job?

PERSONAL HISTORIES	
INTRODUCTION	To improve trust by giving participants a chance to demonstrate vulnerability in a low-risk way.
AIM OF ACTIVITY	To share some personal information about themselves in this self-disclosure activity.
LOCATION	Indoors.
TIME ALLOCATED	15-25 min.

INSTRUCTIONS TO PARTICIPANTS

1. Each participant is to answer three questions about himself/herself:
 - Where they grew up
 - How many siblings they have and where they fall in the sibling order (e.g. oldest, youngest)
 - What was the most difficult or important challenge of their childhood.

THINGS TO NOTE

1. Other questions can be used, as long as they elicit responses calling for moderate vulnerability. For example, "What is your favourite food?" would be bad because it involves hardly any vulnerability. Conversely, "How do you feel about your father?" would be bad because it is unnecessarily personal and invasive.

DEBRIEF QUESTIONS

1. What did you learn about one another that you didn't know previously?
2. Why do you think it is important to learn more about one another? (e.g. reduce making assumptions about each other's behaviours and intentions; builds trust)
3. How difficult (or easy) was it to share information about yourself with others?
4. How can we learn more about each other back on the job?

Source: Patrick Lencioni, *The Five Dysfunctions of a Team* (San Francisco: Jossey-Bass, 2002).

ORIGAMI	
INTRODUCTION	To see how instructions can be interpreted differently and thus understand the importance of having clear communications.
AIM OF ACTIVITY	To follow instructions to fold a sheet of paper while keeping their eyes closed.
LOCATION	Indoors.
TIME ALLOCATED	15 min.
MATERIALS	A sheet of paper for each participant.

INSTRUCTIONS TO PARTICIPANTS

1. Each participant is to be given a sheet of paper.
2. Announce that you will give them instructions on how to fold their paper.
3. Have them close their eyes. They must keep their eyes closed and they may not ask questions during your instruction.
4. Give instructions to fold and rip their papers several times.
5. Have everyone open their eyes, unfold their papers and compare what they look like.

THINGS TO NOTE

1. Give the instructions slowly and deliberately. You are not trying to lose them or trick them. Repeat as necessary.
2. Do not correct anyone as he or she is folding.
3. There is no one right answer. The instructions are ambiguous on purpose.
4. Watch to see if anyone opens his or her eyes. When is it appropriate to break the rules?

DEBRIEF QUESTIONS

1. Did everyone come up with the same result? Why or why not?
2. How would the results have been different if your eyes were left open? (e.g. We could have compared and copied what others were doing.)
3. How did you feel as I was giving the instructions? (e.g. confused, I wanted to ask questions, frustrated with you)
4. How could my instructions have been improved?
5. What implication does this have for us back on the job?

GOSSIP TIME	
INTRODUCTION	To see how instructions can be interpreted differently and thus understand the importance of having clear communications.
AIM OF ACTIVITY	To share fun and complimentary gossip about each other and then try to guess who said what.
LOCATION	Indoors.
TIME ALLOCATED	15 min.
MATERIALS	Paper and pens/pencils for each participant.

INSTRUCTIONS TO PARTICIPANTS

1. One person volunteers (or is volunteered) to be the first Target.
2. Everyone else writes one thing about the Target individually on a slip of paper. It can be a compliment or some surprising fact about the Target.
3. Collect the statements and randomly select one to read aloud.
4. The Target gets one chance to guess who wrote it.
5. If the Target guesses incorrectly, read the next statement. Each time a statement is read, the Target has one chance to guess its author.
6. The activity continues until the Target can correctly identify the source of a particular statement.
7. When the Target correctly identifies the author, the author becomes the next Target and another round begins from step 2.
8. Play as many rounds as time permits or until energy for the activity wanes.

THINGS TO NOTE

1. Keep the mood light and fun. Protect the group from mean or inappropriate remarks.
2. Don't let the Target read the papers. He or she may be able to identify the source by the handwriting.
3. You may ask the Target to leave the room while the others write.
4. If time is limited, you don't have to wait for every person to write something. Ask the Target to leave the room during writing, so he or she cannot see who submits the statements.

DEBRIEF QUESTIONS

1. How much did you learn about each other?
2. How embarrassed (or proud) were you when you were the Target?
3. What made it difficult (or easy) for you to guess who authored the comments?

LIEPZ AND BOUNZ	
INTRODUCTION	To demonstrate the importance of communication and commitment while working in a team.
AIM OF ACTIVITY	To solve a puzzle.
NUMBER OF PEOPLE	4-5 persons per group.
LOCATION	Indoors. Provide writing surface.
TIME ALLOCATED	30 min.
MATERIALS	A copy of the Liepz and Bounz Instruction Sheet for each sub-group, 4 sets of 6 cards each containing the information relating to the task of the group.
CHECK	Appoint people who have played the activity before as observers.

INSTRUCTIONS TO PARTICIPANTS

1. Give a copy of the Liepz and Bounz Instruction Sheet and a set of the cards to each sub group. The facilitator reminds the participants of the rules and regulations of the game.
2. The game should take no more than 20 minutes.
3. At the end of the game, the facilitator should ask the winning team to explain how the answer was obtained. The participants are reconvened and a discussion is initiated.

WHAT TO OBSERVE?

1. **Leadership.** Were there too many leaders resulting in an overload of instructions and loss of direction?
2. **Commitment.** Were members actively involved or not contributing?
3. **Communication.** Was there a sharing of ideas and feedback or silence?
4. **Attitude.** Was there positive encouragement or negative cynicism?
5. **Experimentation.** Did team members try out new ideas or were they stuck with their status quo?

DEBRIEF QUESTIONS

1. What actions helped the team accomplish the task?
2. What actions hindered the team in completing the task?
3. What feelings did you experience as the task progressed?
4. How could the team performance be further improved?
5. What are the key lessons the team learnt with regard to communication, commitment and team learning? How can the lesson be applied?
6. How did the group approach the problem? Did the group brainstorm for ideas or just went by trial and error? Were there frustrated attempts? How did the group deal with their frustrations? Was there perseverance?
7. How did the members feel about the task? Were they open to ideas? Did members build upon each other's ideas/suggestions?

DEBRIEF POINTS

1. The activity highlights some of the team processes that are important for achieving quality team performance and learning.
2. Some of the key attributes of good team work are:
 - Openness
 - Communication
 - Collective orientation
 - Commitment
 - Challenging of mental models
 - Respect for one another

KEYS

Time = Distance/speed

Time taken to travel from Farmland to Parker = $5/25$ jumpz

Time taken to travel from Parker to Selma = $8/20$ jumpz

Time taken to travel from Selma to Munice = $9/15$ jumpz

Total time taken for one entire trip = $5/25 + 8/20 + 9/15 = 6/5$ jumpz

LIEPZ AND BOUNZ INSTRUCTION SHEET

Assume that Liepz and Bounz are new ways of measuring distance and that hobz, skibz and jumpz represent new ways of measuring time. David jogs from Farmland through Parker and Selma to Munice. The task of your group is to determine how many jumpz the entire trip took. You will be given cards containing information related to the task of your group. You may share the information on your cards orally, but do not show your cards to anyone.

LIEPZ AND BOUNZ: INFORMATION CARDS

Card1: It is 9 liepz from Selma to Munice.

There are 4 bounz in a mile.

A jumpz is a way of measuring time.

A skibz is a way of measuring time.

Card2: It is 8 liepz from Parker to Selma.

A liepz is a way of measuring distance.

A skibz is 10 jumpz.

A hobz is a way of measuring time.

Card 3: It is 5 liepz from Farmland to Parker.

A liepz is 10 bounz.

A hobz is 10 skibz.

There are 4 jumpz in an hour.

Card 4: David jogs from Farmland to Parker at the rate of 25 liepz per jumpz.

Card 5: David jogs from Parker to Selma at the rate of 20 liepz per jumpz.

Card 6: David jogs from Selma to Munice at the rate of 15 liepz per jumpz

PUZZLED	
INTRODUCTION	To help participants see that cooperation across real or perceived team boundaries can be beneficial (sometimes even crucial) for success.
AIM OF ACTIVITY	To assemble a jigsaw puzzle as a team.
LOCATION	Indoors.
TIME ALLOCATED	20 min.
MATERIALS	<ul style="list-style-type: none"> • One children's jigsaw puzzle for each small group, preferably with 20-50 pieces. • A bag (or box /envelope) for each puzzle's pieces.

INSTRUCTIONS TO PARTICIPANTS

1. The participants will be divided into teams of 3–6. There must be the same number of teams as you have bags of puzzles.
2. Each team will be given a bag of puzzle pieces.
3. The objective is to put the puzzles together in less than 5 minutes.

THINGS TO NOTE

1. Assemble the puzzle bags in advance (with a mix of pieces from each puzzle). Be sure that no two puzzles are exactly the same. Otherwise, the value of swapping the pieces may be lost.
2. Do not disclose that the bags have been tampered with.
3. When the first team discovers that they are missing a piece, they may look to you for an explanation. Calmly remind them of their objective (to put the puzzles together) and announce that all the puzzles are out.
4. Do not make the types of encouraging comments that may lead them to believe they are in competition (e.g. Oh, this team is going to win; You guys better hurry up).

DEBRIEF QUESTIONS

1. What assumptions did you make at the beginning of this activity? (e.g. *We had all the pieces for our puzzle in this bag; We were in the race; We did not need any outside help*).
2. Why did you feel this was a competition? (e.g. *Natural style*)
3. How did you react when you realized you did not have all the pieces you needed? (e.g. *Frustrated, angry, lost*). How did you deal with it then?
4. How did you feel when other groups came offering pieces or asking for some of your pieces? (e.g. *Imposed upon; Irritated/Annoyed; Confused*).
5. How is this similar to our work? (e.g. *We ask you for help when we could solve something ourselves; We see everything as a competition*).

CARD TRIANGLES	
INTRODUCTION	To see others' perspectives before they can influence and persuade.
AIM OF ACTIVITY	To trade pieces of playing in hopes of finding complete cards.
LOCATION	Indoors.
TIME ALLOCATED	30 min.
MATERIALS	A deck of playing cards, cut into 4 triangle quarters (cut each card in half diagonally, twice)

INSTRUCTIONS TO PARTICIPANTS

1. Group to be divided into teams of 3-4.
2. Each team to be given an envelope containing playing card triangles.
3. The teams have 3 minutes to examine and sort their pieces and plan their strategy for bartering.
4. When the bartering opens, everyone participates by bartering for the pieces needed by their team (they may barter individually or as a team).
5. Allow 8 minutes for bartering.
6. The team with the most number of completed card wins.

THINGS TO NOTE

1. Give a warning 2 minutes before the activity ends.
2. Observe whether 2 or more teams combine might. Comment during the debrief.

DEBRIEF QUESTIONS

1. How willing were others to trade with you?
2. What negotiation tactics were the most successful for you? (e.g. seeing what they wanted and offering that; Being aggressive; Being a nice guy)
3. How did your strategy change during play? Why?
4. What other skills did you have to draw on to be successful? (e.g. Listening, empathy, giving a personal touch, creative problem solving)
5. In what work situations do we find ourselves negotiating for time, information, or resources?
6. What implication does this have for us back on the job?

CENTRE OF GRAVITY	
INTRODUCTION	To appreciate group dynamics in problem solving and the ingredients for effective teamwork.
AIM OF ACTIVITY	To balance the fork and spoon on a glass with only the matchstick touching the glass.
LOCATION	Indoors with tables, or level corners.
TIME ALLOCATED	10-15min, debrief 10 minutes.
MATERIALS	1 tall mug/drinking glass, fork and spoon and 1 matchstick per team.
CHECK	Appoint people who have played the activity before as observers.

INSTRUCTIONS TO PARTICIPANTS

1. Ask the participants to place the glass upright.
2. Instruct participants to place the fork and spoon on the glass using only the matchstick.
3. Rules
 - The fork and spoon must not touch the glass or anything else apart from the matchstick.
 - The fork and spoon should not be damaged or 'disfigured'.
 - The matchstick cannot be broken.
 - There must only be one point of contact between the glass and the matchstick.

WHAT TO OBSERVE?

1. **Leadership.** Were there too many leaders resulting in an overload of instructions and loss of direction?
2. **Commitment.** Were the members actively involved or were they not contributing?
3. **Communication.** Was there sharing of ideas and feedback or was there silence most of the time?
4. **Attitude.** Was there positive encouragement or negative cynicism?
5. **Experimentation.** Did the team members try out new ideas or did they stick with the status quo?

DEBRIEF QUESTIONS

1. How did the group react to the task initially?
2. How did the group approach the problem? Did the group brainstorm for ideas or just went by trial and error? Were there frustrated attempts? How did the group deal with their frustrations?
3. How did the members feel about the task? Were they open to ideas? Did the members build upon each other's ideas/suggestions?
4. Was there perseverance?
5. How can the lesson learnt from the activity be applied in their team?

DEBRIEF POINTS

1. The activity highlights the team processes that are important in achieving quality team performance.
2. Some key attributes of good teamwork are:
 - Openness
 - Communication
 - Collective orientation
 - Challenging of mental models
 - Respect for one another
3. Rules are important as they enable us to solve problems faster by establishing mutual understanding and reducing the time and effort needed to figure out how to get from A to B. Establishing rules that facilitate the manifestation of the attributes above creates a culture of team learning.

ELECTRONIC GAP	
INTRODUCTION	To appreciate group dynamics in problem solving and the ingredients for effective teamwork.
AIM OF ACTIVITY	All members to get across the electronic gap.
LOCATION	Indoors or outdoors, wide open space with at least 4-5m length-wise.
TIME ALLOCATED	10-15 min, debrief 10 min.
MATERIALS	Use Masking Tape to mark the open space with 2 parallel lines of 1.5m in length, with a gap of approximately 2m or take 3 wide steps.

INSTRUCTIONS TO PARTICIPANTS

1. Tell participants what they see is a space or gap demarcated by 2 parallel lines representing the electronic gap. The gap is electronically mined.
2. Tell them the challenge is for their group to cross the gap over to the other side without activating the force-field. If anyone happens to activate it while crossing, the facilitator will sound off the alarm.
3. Participants will not know how to de-activate the force-field but here are some clues:
 - It is possible that the number of persons crossing at any one time matters
 - It could be the time taken to cross
 - It could be the number of steps taken
 - It could be the path taken from one side to the other
 - It could be the sequence of actions you take
 - It could be a combination of any of the clues given
4. Any group that crosses the electronic gap successfully will be awarded 1000 points. For every failed attempt, there will be a penalty of 10 points. Each group has 10 min to get everyone across.

Note: Rules of the game are unspecified. The solution is decided by the facilitator.

WHAT TO OBSERVE?

1. **Leadership.** Were there too many leaders resulting in an overload of instructions and loss of direction?
2. **Commitment.** Were the members actively involved or were they not contributing?
3. **Communication.** Was there a sharing of ideas and feedback or silence?
4. **Attitude.** Was there positive encouragement or negative cynicism?
5. **Experimentation.** Did team members try out new ideas or were they stuck with their status quo?

DEBRIEF QUESTIONS

1. How did the group approach the problem? Did the group brainstorm for ideas? When did the group start achieving progress? What was the most significant milestone? What factors played a role in the group's progress?
2. How many attempts were made before the group discovered the trigger? Was there any attempt to try and understand what was not the trigger? Was there a reflection to learn from the experience/failure? Were members blindly repeating the same mistakes? Was there a systematic way of trying to uncover the trigger or was it haphazard?
3. Were members willing to take risks/experiment? Did the penalty affect people's attitude towards trying? When should risks be encouraged or discouraged?
4. How did the group function in an ambiguous situation? What behaviours contributed or hindered the group's teamwork?
5. Were the above processes reflective of your team? Discuss.

DEBRIEF POINTS

1. The activity highlights some of the team processes that are important for achieving quality team performance.
2. Some key attributes of good teamwork are:
 - Openness
 - Communication
 - Collective Orientation
 - Challenging of mental models
 - Respect for one another

EGGED ON NEGOTIATION

INTRODUCTION	To highlight the importance of creativity in problem solving (i.e. a majority vote is not always the most effective way to decide).
AIM OF ACTIVITY	To negotiate with each other for 2 eggs.
LOCATION	Indoors or Outdoors; open space.
TIME ALLOCATED	20 min.
MATERIALS	2 eggs for each team of 3 participants.

INSTRUCTIONS TO PARTICIPANTS

1. Participants to be divided into teams of 3.
2. Each team will be given 2 eggs.
3. They have 5 minutes to decide between the 3 of them who will keep the eggs.
4. If all else fails, a simple majority vote can decide.
5. After 5 minutes, any team that is still undecided will lose the eggs to you.
6. Rules:
 - Emphasize that this is not just an exercise. Whoever ends up with the eggs gets to keep them.
 - 2 participants can end up with 1 egg each, or one participant can get both eggs.
 - Give a warning 2 minutes before the game ends.
 - If there are 1 or 2 participants unable to form a trio, they can be observers. The observer's role is to quietly watch the others participate and take note of any unique observations. During the debrief, the observer shares his/her observations.

DEBRIEF QUESTIONS

1. What strategies did you use during the negotiation? Which were the most helpful?
2. Most teams will not come up with the obvious solution: 2 participants collude and vote to award one egg to each other. Explore why this did or did not happen and compare it to how things happen on the job.
3. Which teams relied on majority rules? Which teams did (or did not) and why?
4. How did the time limit influence your negotiations? (e.g. *I felt rushed; It put pressure on us; It made me cave in quicker; I was more aggressive.*)
5. How did you find out what the others valued? (e.g. *I just asked them what they wanted; I listened to what they were offering me and assumed they valued that.*)
6. What implications does this have for us back on the job?

COMFORT ZONE	
INTRODUCTION	To acquaint team members with the concepts of norms / rules and establish the practice of explicitly discussing how things should be done in the team.
AIM OF ACTIVITY	To establish some team norms.
LOCATION	Indoors.
TIME ALLOCATED	30 min, depending on number of team members.
MATERIALS	<ul style="list-style-type: none"> • One Comfort Zone worksheet per participant • One summary poster (Figure 1) • Pens, markers & masking tape

INSTRUCTIONS TO PARTICIPANTS

1. Introduce the activity and concept of 'comfort zones': The activity you are going to participate in is designed to help you and your team members enhance your functioning as a team. This is achieved by developing an understanding of everyone's assumptions, agreeing on which of those assumptions will govern behavior in your team and declaring those assumptions to be your team's norms/rules.
2. Give a copy of the Comfort Zone worksheet to each participant. Participants are to take about 10 mins to complete the worksheets individually.
3. Get participants to take turns to read out their rating and reactions for each topic while the facilitator records the information on the summary poster placed up on the wall. Team leader to go last.
4. Facilitator will lead a discussion on:
 - Summary of reactions that occur when team members operate outside one another's comfort zones.
 - Implications that this pattern of comfort zones has for the team.

THINGS TO NOTE

1. Facilitators are to prepare the summary poster beforehand on flipchart paper. The list of topics on the Comfort Zone worksheet and summary poster can be changed.
2. During each participant's sharing of their ratings and reactions, highlight that everyone has a right to his/her opinions and feelings. The discussion should be non-judgemental.
3. The pattern of comfort zones is intended to be a starting point for discussion. Teams whose members have similar zones will have an easier time dealing with issues. Take note of areas where the leader has a different comfort zone from the team members.

DEBRIEF QUESTIONS

1. How do you feel about the norms/rules established by the team thus far?
2. How do you feel about the process by which you arrived at these norms/rules?
3. How will you monitor adherence to the norms you established? How will you address norm violations?
4. What process will you set up to review norms from time to time (when new members join the team, when the team's mission changes)?

Figure 1: Summary Poster

OPENNESS						
1	2	3	4	5	6	7

Reactions:

CONFLICT RESOLUTION						
1	2	3	4	5	6	7

Reactions:

PROBLEM SOLVING / DECISION MAKING						
1	2	3	4	5	6	7

Reactions:

EXPERIMENTATION / CREATIVITY						
1	2	3	4	5	6	7

Reactions:

WORKING OVERTIME						
1	2	3	4	5	6	7

Reactions:

Source: Elaine Biech, *The Pfeiffer Book of Successful Team-Building Tools* (San Francisco: Jossey-Bass/Pfeiffer, 2001)

COMFORT ZONE WORKSHEET

Norms are standards of behavior that each team member is expected to follow. Below is a list of topics or behavioural areas for which teams develop norms. Each topic includes a continuum with a brief description of possible norms at opposite ends. For each topic, everyone has a 'comfort zone' that represents the level of behaviours in a team that is the most helpful to that person in terms of getting work done.

Consider each topic and circle the number that best describes your own personal 'comfort zone'. For each continuum, write a few words about your reactions when other members of your team function outside your comfort zone for that area.

People should 'stick to the facts'. Focus should be strictly work. Talking about feelings is not appropriate.	OPENNESS							People should 'stick to the facts'. Focus should be strictly work. Talking about feelings is not appropriate.
	1	2	3	4	5	6	7	

Reactions:

It is always best to avoid conflict at any cost.	CONFLICT RESOLUTION							It is always best to confront every conflict openly and work it through.
	1	2	3	4	5	6	7	

Reactions:

All decisions should be made by the team leader.	PROBLEM SOLVING / DECISION MAKING							All decisions should be made by the team as a whole.
	1	2	3	4	5	6	7	

Reactions:

People should use the regular, tried-and-tested ways.	EXPERIMENTATION / CREATIVITY							People should make a habit of trying anything new, no matter how unusual or different.
	1	2	3	4	5	6	7	

Reactions:

People should finish their work during regular hours. Having to work overtime means that work has not been scheduled properly.	WORKING OVERTIME							People should work a lot of overtime. Working overtime shows dedication, professionalism and loyalty.
	1	2	3	4	5	6	7	

Reactions:

FALLOUT SHELTER EXERCISE	
INTRODUCTION	To help participants see the process by which groups make decisions.
AIM OF ACTIVITY	To prioritise the items needed for an individual to survive in a nuclear fallout shelter.
LOCATION	Indoors.
TIME ALLOCATED	30 min.
MATERIALS	Fallout shelter exercise sheets – 1 per participant.

INSTRUCTIONS TO PARTICIPANTS

1. The participants will be divided into 3 groups (i.e. Group A, Group B, Group C).
2. Everyone will be given 10 mins to do the ranking exercise individually without discussion (Column A).
3. After which, they are to come together to discuss and arrive at a group ranking. Each group is to appoint one leader and one observer, while the rest serve as members.
4. Before the group discussion starts, give the appropriate instructions separately to the leaders, members and observers of each group (see next few pages).
5. The groups will have 15 mins to discuss and derive a group ranking (Column B).
6. Show the expert's ratings and get the groups to fill in Column C – E.
7. Get each group to share their results and each observer to share their observations.

Source: Linda Booth Sweeney and Dennis Meadows, *The Systems Thinking Playbook* (Chelsea Green Publishing, 2010)

FALLOUT SHELTER EXERCISE

THE SITUATION

The possibility of a nuclear war has been announced and the alert signal has been sounded. You and the members of your group have access to a small basement fallout shelter. When the attack warning signal is announced, you must immediately go to the shelter. In the meantime, you must decide what to take with you to help you survive during and after the attack. You are outside the immediate blast areas. The greatest danger facing you is from radioactive fallout. Rank the following items in order of their importance to your survival in the shelter.

- _____ one large and one small garbage can with lids
- _____ broom
- _____ containers of water
- _____ blankets
- _____ canned heat stove
- _____ matches and candles
- _____ canned and dried food
- _____ liquid chlorine bleach
- _____ foam fire extinguisher
- _____ flashlight and batteries
- _____ battery-powered radio
- _____ soap and towels
- _____ first-aid kit with iodine and medicines
- _____ cooking and eating utensils
- _____ Geiger counter
(device to check level of radiation)

FALLOUT SHELTER: ANSWERS

1. Containers of water. (The average person would need at least 1 quart of liquid per day. Each person should be allowed to drink according to need because studies have shown that nothing is gained by limiting the liquids below the amount during the maximum time needed to stay in the shelter. After that, other sources of water could be found.)
2. Canned and dried foods. (Enough food should be on hand to feed everyone for two weeks, if possible. However, most people can get along on about half as much as usual and can survive for several days without any. Therefore, this is not as important as water.)
3. 1 large and 1 small garbage can with lids. (Next to water and food, the next most important concern is sanitation. Poor sanitation will attract diseases and vermin. The small garbage can be used as a toilet and the large garbage can be used to store garbage and human wastes until they can be taken outside and buried. Burial of the garbage is important to prevent spread of disease by rats and insects.)
4. First-aid kit and iodine and medicines. (Useful if anyone gets hurt or falls ill; should include medicine for anyone with chronic illness. The iodine can be used to sterilize water.)
5. Battery-powered radio. (Useful for obtaining information about what is happening outside the shelter and for information on when it is safe to come out. Useful for contact with outside world.)
6. Soap and towels. (Useful and important for sanitation.)
7. Liquid chlorine bleach. (Useful for sprinkling in the toilet to keep down odours and germs; it could also be used to sterilize any water that has become cloudy and thereby might contain bacteria.)
8. Matches and candles. (They would help illuminate the shelter and thus make it more comfortable, particularly because there is not likely to be any natural source of light or electricity available.)
9. Blankets. (Useful for heat and comfort; they would be important but only of moderate use.)
10. Flashlight and batteries. (Useful for illumination.)
11. Cooking and eating utensils. (Useful for preparing and serving food, but not essential.)
12. Broom. (Useful for brushing radioactive fallout off anyone who had to leave the shelter for emergency reasons before he or she re-entered.)
13. Canned heat-stove. (Useful if a heat supply is needed. However, it can be used only if there is adequate ventilation for the fumes; it could be dangerous.)
14. Geiger counter. (Unnecessary. It could be used to check level of radiation outside the shelter to determine when it is safe to emerge, but the same information and more can be obtained from the radio. Also, fallout particles are visible and the radiation from them is given off quickly, so danger from radiation could be reduced by waiting 24 - 48 hours after the large particles have stopped falling.)
15. Foam fire extinguisher. (Useful for fighting fires outside the shelter but could not be used within the shelter because of danger from the fumes.)

**This exercise is based on information in Protection in the Nuclear Age (Washington, D.C.: Department of Defense Preparedness Agency, February, 1997)*

FALLOUT SHELTER EXERCISE - INDIVIDUAL WORKSHEET

NAME: _____

SN	Items	(a) Your ranking (before discussion)	(b) Group's ranking (after discussion)	(c) Expert's ranking	(d) Difference between YOUR ranking and EXPERT'S ranking (a-c)	(e) Difference between GROUP'S ranking and EXPERT'S ranking (b-c)
1	One large and one small garbage can with lids					
2	Broom					
3	Container					
4	Blanket					
5	Canned heat stove					
6	Matches and candles					
7	Canned and dried foods					
8	Liquid chlorine					
9	Foam fire extinguisher					
10	Flashlight and batteries					
11	Battery-powered radio					
12	Soap and towels					
13	First-aid kit with iodine and medicines					
14	Cooking and eating utensils					
15	Geiger counter (Device to check level of radiation)					
TOTAL SCORE						

FALLOUT SHELTER EXERCISE - INSTRUCTIONS TO PARTICIPANTS

GROUP 1 (COLLABORATIVE – UNSTRUCTURED)	
LEADER INSTRUCTIONS	MEMBER INSTRUCTIONS
<p>Seek to understand before suggesting alternative answer.</p> <p>When advocating an answer, provide a clear reasoning.</p> <p>Ask questions to clarify understanding from a cooperative rather than a competitive orientation.</p>	
GROUP 2 (COLLABORATIVE – UNSTRUCTURED)	
LEADER INSTRUCTIONS	MEMBER INSTRUCTIONS
<p>Get group to first decide which items are (1) most important, (2) moderately important, (3) not that important. Within each category, facilitate a discussion to rank order the items.</p> <p>Focus first on areas where there is general agreement.</p> <p>Try to focus on the reasoning behind the proposed answer and let the most compelling reason be the decider.</p> <p>Do not make a quick decision where arguments have not had the chance to be surfaced for discussion.</p> <p>When all reasons have been surfaced help the group come to a decision – do not take unnecessary time for this.</p>	<p>Seek to understand before suggesting alternative answer.</p> <p>When advocating an answer, provide a clear reasoning.</p> <p>Ask questions to clarify understanding from a cooperative rather than a competitive orientation.</p>
GROUP 3 (COLLABORATIVE – UNSTRUCTURED)	
LEADER INSTRUCTIONS	MEMBER INSTRUCTIONS
<p>You should encourage members to convince you that their answer (i.e. their rank order of items) is better than yours.</p> <p>But as a leader, you shall decide the final rank order for the group.</p>	<p>Try to influence other members to take on your ideas i.e. your ranking.</p> <p>But the leader is the one with the final say and he/she may or may not consider your views.</p>

FALLOUT SHELTER EXERCISE – INSTRUCTIONS TO OBSERVERS

This exercise looks at the process by which groups make decisions. Crucial issues are how well the group uses the resources of its members (e.g. expertise), how much commitment to implement the decision is mustered, how the future decision-making ability of the group is affected and how members feel about and react to what is taking place. Is anyone dominating the decision-making process? What dynamics are observed? What did the members learn from participating in the group discussion? As an observer, you may wish to focus on the following issues:

1. Who participates or does not participate in the discussion? Who participates the most?
2. Who influences the decision and who does not? How is influence determined (e.g. expertise, loudness of voice)?
3. Who is involved and who is not involved?
4. What are the dominant feelings of the group members? How would you describe the group atmosphere during the discussion?
5. What leadership behaviors are present and absent in the group?
6. What are the basic causes for the members' resources being used or not being used?

SHARED VALUES	
INTRODUCTION	To come to an agreement on the most important values participants share.
AIM OF ACTIVITY	To agree on the most important shared values for the group through a sharing activity.
LOCATION	Indoors.
TIME ALLOCATED	30 min.
MATERIALS	<ul style="list-style-type: none"> • A sheet of paper and a pen for each participant. • One piece of flipchart for each team. • Coloured markers.

INSTRUCTIONS TO PARTICIPANTS

1. Each participant takes 2 minutes to write down what he or she feels are the 3 most important values to the organisation.
2. Group to be divided into teams of 4-6 participants.
3. Each participant will share their 3 values with the other group members.
4. From all the values shared, the team must agree on the top 3 most important values for the organisation.
5. Each team will be given a piece of flipchart paper and some coloured markers. Create a poster with words, symbols and/or pictures that reflect those 3 values.
6. After 10 minutes, each team is to present their poster to the entire class.

THINGS TO NOTE

1. Encourage the teams to be creative in the representation of their values.
2. If the organisation already has stated values, have the teams still try to identify the 3 most important for this part of the organisation.
3. If a team does not finish, ask what prevented them from doing so. Others will learn from their difficulties. Then ask how those barriers could have been avoided or dealt with effectively.
4. In the coming days, periodically ask which values are being demonstrated on the job.

DEBRIEF QUESTIONS

1. What values seem to be common across the teams?
2. How did you handle disagreements within the team?
3. If someone new to the organisation saw these lists of values, how do you think they would expect people to behave?
4. Do we behave like that?
5. What can cause us to lose sight of our values? (e.g. pressing deadlines, others acting differently, changes at work) What can we do when that happens?
6. How would living these values help us meet our goals?
7. What implication does this have for us back on the job?

SPEEDBALL	
INTRODUCTION	To highlight the importance of rules for team learning.
AIM OF ACTIVITY	To pass 6 balls round the circle in a fixed sequence within the shortest time possible.
LOCATION	Indoors or Outdoors; open space.
TIME ALLOCATED	30-40 min.
NO. OF GROUPS	1-2 (depending on the size of the group).
MATERIALS	6 balls and a stopwatch.
CHECK	Appoint people who have played the activity before as observers.

INSTRUCTIONS TO PARTICIPANTS

Ask the participants to form a circle, facing one another.

STAGE 1

1. Ask the participants to pass one ball round the circle and establish the sequence in which the ball will be passed.
2. Rules. Before they begin, explain the following rules to the team:
 - The ball must be passed to someone across the individual. He/she cannot pass the ball to persons beside him/her.
 - The ball must be thrown and not handed over the next person.
 - Once the ball is dropped, they have to start again from the first person.
 - Running or diving for the ball is not allowed.

STAGE 2

3. Once they have established a sequence, get them to pass the six balls consecutively in the same sequence.

STAGE 3

4. Once they are comfortable with passing six balls, time how long they take to pass the six balls. Then get the team to set a target timing to pass the six balls round the circle. Encourage them to keep trying and modifying their ideas till they arrive at their target timing.

WHAT TO OBSERVE?

1. Evolutionary Learning
 - learning from past experiences
 - Open sharing and receiving of feedback
 - Active discussion
 - Reflection about past experiences
 - Collective orientation
2. Revolutionary learning
 - thinking out of the box/creative solutions
 - Willingness to experiment and take risks
 - Openness to new and different ideas
 - Challenge assumptions, mental models and status quo

DEBRIEF QUESTIONS

1. Ask the participants how they performed.
2. What contributed to their performance? (Help them identify moments of evolutionary and revolutionary improvements or factors that hindered performance).
3. Ask them to identify what causes learning, which ultimately leads to improvement.
4. What set of rules and norms did they adopt during the activity and how did these rules contribute?

DEBRIEF POINTS

1. Learning as a team often leads to improvements in team performance.
2. Some key attributes of good team learning are:
 - Openness
 - Communication
 - Collective orientation
 - Reflection
 - Challenging of mental models
3. Rules are important as they enable us to solve problems faster by establishing mutual understanding and reducing the time and effort needed to figure out how to get from A to B. Establishing rules that facilitate the manifestation of the attributes cited above creates a culture of team learning.



ADDITIONAL READINGS

TEAMS VS GROUPS

TEAM	GROUP
<p>A group of people who are committed to achieving common goals, who work well together and who produce high quality results. It is a workgroup or unit that shares a common purpose and members develop mutual relationships to achieve goals/tasks. A common purpose, team identity and interdependence and agreed norms/values form the foundation of an effective team.</p>	<p>Individuals assembled together to perform a common task. It consists of people with different personalities and backgrounds, holding different expectations, standards and roles in the group and relationships with each other.</p>

A team is distinct from a group when it has the following attributes:

- A common purpose;
- Recognition by each individual as sharing a common identity;
- Interdependent functions; and
- Agreed norms or values which regulate behaviour.

Teams are more powerful than groups

- 'Quality interactions' have been found to be essential for teams' effectiveness and task accomplishments, even with individual task proficiency held constant (i.e. individual competency is necessary but not sufficient for successful team performance).
- Teams are carefully and deliberately developed to promote a certain climate and to avoid certain ineffective behaviours. This is reflected in the members' attitudes and behaviours towards their work and team members.



TUCKMAN'S TEAM DEVELOPMENT STAGES - ELABORATION

1. FORMING

In this stage, members are occupied with orienting themselves personally and becoming comfortable with the physical setting. In general, they have a desire for acceptance by the group. Members gather impressions and data about each other: Members are likely to have different hidden agendas. They are likely to keep things simple and avoid controversy. Serious topics and feelings are avoided. Group members rely on safe, patterned behaviours and look to the group leader for guidance and direction. This is the stage where members begin to seek clarification and agreement about the purpose of the group and may express concern about the fit between individuals and the group's purpose. Members seek identification with others whom they perceive to be similar. Cliques may emerge.

2. STORMING

This stage is characterised by competition and conflict in both relationships and work-related activities. As the group members attempt to organise for the task, conflict inevitably results (e.g. conflicts over structure, rules, procedures, authority, leadership). The members are likely to develop a desire to probe and explore their own and others' hidden agendas. Some conflicts may surface while others could lay dormant like a time bomb. Members will attempt to influence one another's ideas or opinions and there will be competition for attention, recognition and influence. Cliques will be most potent (as members find that they can wield more power). Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

Progress in this stage requires some testing and some risk-taking. This includes establishing a norm for engaging in positive confrontation, reducing defensiveness, listening and openness to influencing and being influenced. It means risking exposure of personal agendas and the effects of personal attacks. It also means giving personal or subgroup preferences and establishing commitment to the purpose of the total group. Individuals must give up defending their views and risk the possibility of being wrong. The members must move from a 'testing and proving' mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stages seems to be the ability to listen.

3. NORMING

Group members are engaged in active acknowledgement of all members' contributions, community building and maintenance and solving of group issues. Members are willing to change their pre-conceived ideas or opinions on the basis of facts presented by other members and they actively ask questions of one another. Leadership is shared and cliques dissolve. When members begin to know and identify with one another, the level of trust in their personal relations contributes to the development of group cohesion.

It is during this stage of development that people begin to experience a sense of belonging and a feeling of catharsis at having resolved interpersonal conflicts. There is increased information flow between members. They share feelings and ideas, solicit and give feedback to one another and explore actions related to the task. Creativity is high. Their interactions are characterised by openness and sharing of information at both personal and task level. They feel good being part of an effective group.

4. PERFORMING

Not all groups reach the performing stage. If group members are able to evolve to stage four, their capacity, range and depth of personal relations expand to true interdependence. In this stage, people can work singly, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the team and individuals. This stage is marked by interdependence in personal relations and problem solving in the realm of task functions.

By now, the group should be most productive. Individual members have become self-assuring and the need for group approval has passed. Members are both highly task-oriented and highly people-oriented. There is unity: group identity is complete, group morale is high and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

5. ADJOURNING

This is not really a stage of development. It is simply the occasion when the team has to disband when, for example, the task has been completed, key members leave and new members come in. It marks the end of the team development cycle for this team. At this juncture, it is important that the team ends on a high note, celebrates its success and members' experiences working in the team are positive. More importantly, individual and team learning should be reflected upon and consolidated. Hence this consolidation phase is critical for the team and individuals.

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