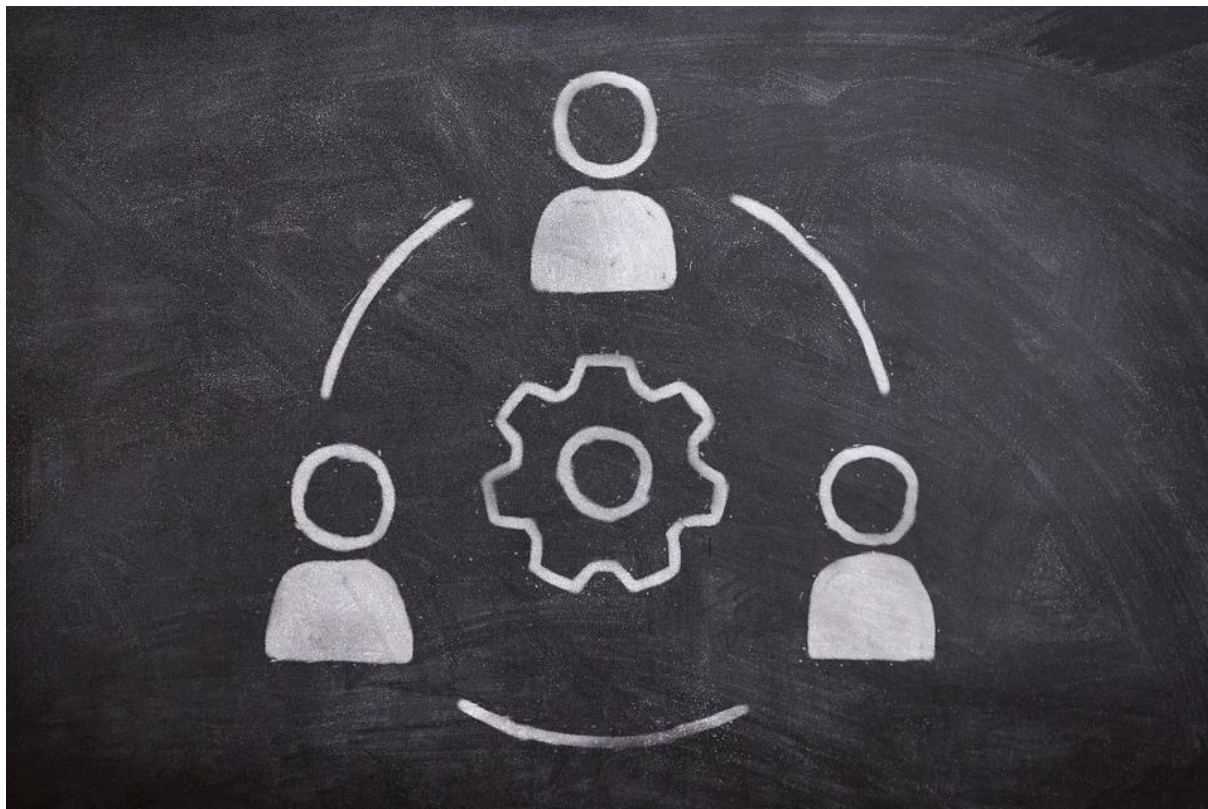


CHAPTER III - "I COLLABORATE AND INTEGRATE" METHODS FOR INCREASING THE CAPACITY OF TEAMWORK, SELF-ORGANIZATION.



WORKSHOP SCENARIOS

by EUROPE4YOUTH

TABLE OF CONTEST:

[INTRO: THE STRUCTURE OF THE WORKSHOP](#)

[PART I: UNDERSTANDING GROUP DEVELOPMENT](#)

[PART II: ME AS A TEAM WORKER](#)

[PART III: DISFUNCTIONS OF A TEAM](#)

[PART IV: MOBBING WITHIN A TEAM](#)

[PART V: ENERGIZERS](#)

INTRO: THE STRUCTURE OF THE WORKSHOP

Cooperation and teamwork is a complex topic that can be approached from different angles. For this workshop we want to propose you a variety of exercise that tackle different aspects of the topic. Each facilitator can choose which activities from the list below to use, to adopt each scenario to the needs of their target group. This will help you to make your workshops unique and effective. For each activity there is a proposed duration. Depending on the time available choose activities that fit to the expectations of the group. You can focus on one part of the workshop and implement it entirely or choose few activities from different parts. Some activities require a theoretical input, do not skip it, if you decide to implement those activities. Activities marked with a “*” are recommended to be given a priority. We also recommend that even if you decide to skip some activities, to keep the order of the activities chosen according to this scenario. It is a good idea to start each workshop with an energizer. Energizers are also a great tool to “wake up” the group after a longer discussion or help the group to re-focus if it’s gotten distracted. The list of possible energizers can be found at the end of this scenario.

PART I: UNDERSTANDING GROUP DEVELOPMENT

Total Duration: 120 min

Exercise 1: WHO ARE YOU?

Duration: 10 min

Objectives: getting to know each other, breaking first ice

Required Materials: none

Preparation: write four questions listed below on the flipchart and hang them in a place visible for everyone

The process:

Participants are sitting in the circle. Facilitator asks them to introduce themselves one by one by answering following questions:

- saying their name,

- where are they from,
- what are they good at, and
- a random fact about them

If the group is very loud and tend to interrupt one another facilitator can introduce the concept of a “talking stick” – chose any object (not too big or heavy so participants can hold it in hand) and pass it to the person on their right.

Exercise 2: MOLECULES

Duration: 20 min

Objectives: building bonds among the group members, getting to know each other better, locating persons with similar ideas

Required Materials: music and speaker

Preparation: none

The process:

Participants are walking freely around the room – as particles, while facilitator plays some cheerful music from a speaker. While the music plays facilitator can encourage the group to dance a little. After few minutes participant stops the music and screams a number from 1 to 6. Participants need to form a molecule consisting of that many particles (persons). When the groups are formed facilitator gives them a topic to discuss. The topics are completely up to the facilitator but should help the group to get to know each other better. Here are some examples of topics that we recommend:

- What are some common assumptions that people have about you?
- What must a city have to make it a good place to live in?
- If you would move to another planet with only one suitcase, what would you take with you?
- How would you like the world to end?
- What would you consider to be the toughest season of your life?
- If you meet 10-year-old you, what would you tell them?

Facilitator gives the group about 4 minutes to discuss the topic then plays the music again and repeat the process saying different number.

*Exercise 3: LEGO BRIDGE

Duration: 50 min

Objectives: practicing effective communication, establishing workflows in the team, discovering roles in the group

Required Materials: two similar sets of Lego bricks, toy car (can be built from Lego), two separated rooms, timer

Preparation: describe the rules of the game on a flipchart

The process:

This activity will help the group to develop effective means of communication. The aim of the group is to build a free-standing structure – a bridge of a minimum length of 40 centimeters that will hold a toy car.

The group should be divided into 2 teams, each team will be building a half of the bridge, without seeing the work of the other team. At the end of activity, the groups will join both parts of the bridge to check if it can function as one structure. The bridge should be at least 40 cm long and 20 cm high (in its highest point).

After dividing the groups facilitator should explain the rules of the activity, preferably having all the rules written down on a flipchart.

Each group gets a box of Lego bricks with the same number of pieces. Teams work in separate rooms. Each group selects a leader – a person who will have a chance to communicate with the other group. The activity starts with 5 minutes of discussion in the groups, so they can develop their strategy for construction of the structure and communication with the other team. Once the activity starts groups have 30 minutes to design their parts of the bridge.

Only the leaders of the groups can communicate. To do that they should leave their rooms and meet in a place where other participants cannot hear them (“communication zone”). The leaders have a total time of 5 minutes that they can spend in the communication zone. They should carefully plan how many meetings they want to have during this time.

After the time for building passes the groups should join their parts of the group. Each group can choose up to 5 Lego bricks that will be used to join connect the bridge.

After coming together into one room groups have 1 minute to join both parts of the bridge. They can only use Lego pieces that they brought with them. Facilitator should check if the structure can hold the toy car and if the minimum dimensions are reached.

Debriefing is the most important part of the activity. The facilitator should ask the group questions that will help them to formulate conclusions about the group work during this activity that can be applied to other tasks. Facilitator should make sure that everyone is equally included in the conversation.

Example debriefing questions:

- How satisfied are you with the result?
- How satisfied are you with the process in the group?
- How satisfied are you with your own involvement?
- Which roles did you take in the group? Did you feel involved in the process?
- How did the process go? Did you discuss and prototype or start building right away?
- What was the most challenging during the activity?
- Question for the leaders: How did your communication go? How did you prepare for each meeting?
- Was time pressure a thing for you?
- If you would do this activity again, what would you do differently?

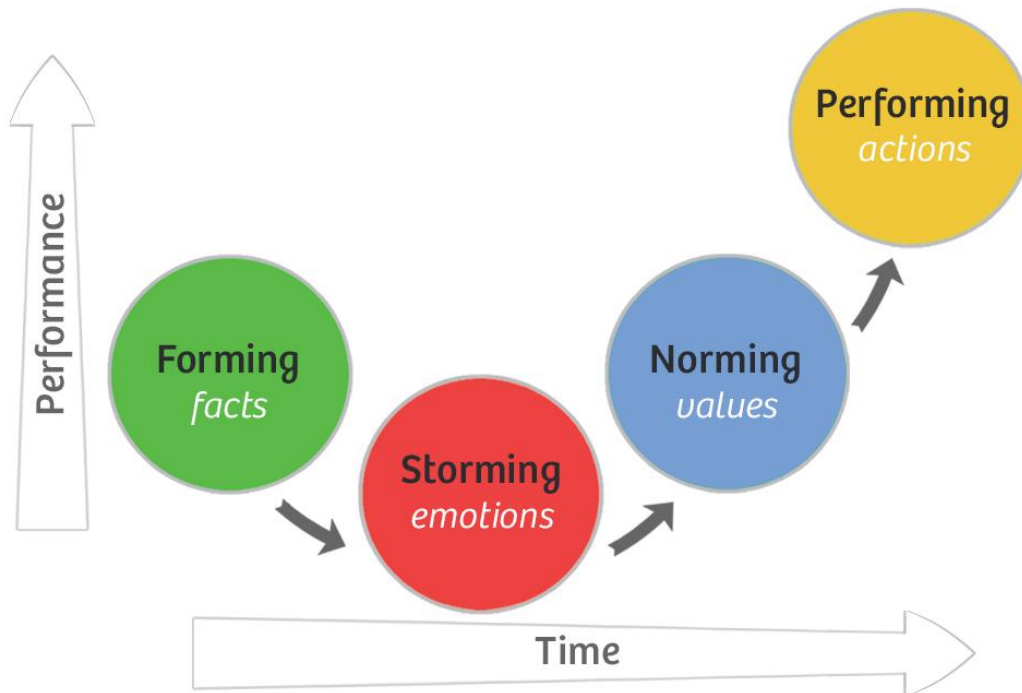
During the discussion facilitator should write down all the tips for better group cooperation that were mentioned on the flipchart. They should be formulated as short, clear recommendations.

***INPUT: PRESENTATION OF THE GROUP DEVELOPMENT PROCESS**

Duration: 5 min

Bruce W. Tuckman, along with other researchers and psychologists who study small group behavior, developed a model that identifies four distinct stages in a group's development. While various typologies have been proposed by other scholars, this particular model is valued for its simplicity.

1. **Forming:** In the first stage, group members are uncertain about what they are expected to do and how they will achieve the group's goals. They focus on understanding the group's objectives and their roles in achieving them. Members are concerned about being accepted by the group and often seek guidance from a leader. In student projects, where no leader is designated, the question arises: how will leadership emerge?
2. **Storming:** The second stage is characterized by efforts to unify and define roles within the group. This phase often involves conflict, both subtle and overt, between members and sometimes between members and an emerging leader. Through these conflicts, the group starts to take shape and define its identity.
3. **Norming:** The third stage follows storming, once the group has succeeded, at least temporarily, in resolving its conflicts. Members begin to feel more secure with one another and any established leaders. They effectively negotiate roles, task assignments, decision-making processes, and practices related to planning, task management, and leadership.
4. **Performing:** In the fourth stage, group members work together maturely and focus on achieving their goals. Communication becomes open, direct, and honest, with members paying attention to both task completion and the emotional well-being of the group. There is a balance between productivity and sensitivity to interpersonal dynamics.



source: <https://agilecoffee.com/toolkit/tuckman-model/>

***Exercise 4: THE GROUP PROCESS**

Duration: 15 min

Objectives: understanding the group development model, breaking ice between group members

Required Materials: none

Preparation: prepare a flipchart with a short description of Tuckman model

The process:

Begin by writing the four original stages of the Tuckman model on the flipchart. Briefly introduce the model by mentioning that in the early 1960s, Bruce Tuckman was hired by the US Navy to study team dynamics. He developed the four stages of team development: Forming, Storming, Norming, and Performing. This is the original version of the model. In 1977, Tuckman, along with Mary Ann Jensen, added a fifth stage called Adjourning, which describes the team's disbandment phase. However, in this session, we will focus only on the first four stages.

Invite participants to come to the floor, ensuring there's plenty of space for them to move around.

Explain that you'll start by demonstrating the Forming phase, and provide the following instructions:

Forming (Attack & Defense): Without telling anyone, choose one person in the group to be your enemy (Person A) and another person as your shield (Person B). When I give the signal, position yourself so that your shield (B) is always between you and your enemy (A).

To facilitate, demonstrate this exercise with two people from the group. Highlight that once you position yourself, you'll have to continually reposition as Person A and Person B move.

After allowing them to move around for a bit, stop the group and explain:

In the Forming stage, the team is in search of answers to fundamental questions: Who is involved? What are we going to do? How will we do it? Who do we look to for guidance? At this stage, the leader role is to help introduce participants to one another and clarify basic terms, objectives, vision, and values. Rather than prompting with questions like "What do you think?" we provide direct guidance and instructions.

Next is the Storming phase (Protect the team member): Use the same two people as before. Now, you and your shield switch roles. This time, your job is to protect Person B from Person A, meaning you must always position yourself between your enemy and the person you are shielding.

Demonstrate this by standing between the two people you used in the previous exercise.

You'll notice that the group remains unstable, and participants begin jostling in the center of the space. After a short time, stop the activity and explain:

In the Storming phase, teams encounter difficulties in coordinating and resolving conflicts as they try to establish a shared understanding, roles, and processes. Some members may become frustrated with others for offering opinions or interfering with how they carry out their tasks ("I've always done it this way, and I know it works. Now you're telling me to do it differently!"). Others may begin forming alliances within the team. At this stage, the leader's role is to focus on resolving or diffusing conflicts and helping the team develop a common understanding of roles, routines, and ways of working together.

Next is the Norming phase (To be done in silence): Now, your goal is to maintain an equal distance between yourself and the two other people. When I give the signal, you should always keep the same distance from both Person A and Person B as you move. Even if I interfere with you, continue maintaining equal distance between them.

Demonstrate this exercise again using the same two people as before. Allow them time to move until they reach a stable state where everyone maintains equal distance and stands still.

While they are moving, observe who most people have selected as Person A or Person B. Identify the individual who seems to have the most influence on the group's dynamics and consider what would happen if you moved that person to another corner of the room.

Once the group has stabilized, say: "I'm your department head and I've noticed that one of my other teams is struggling with their project. They need an expert, and that expert is you" (point to the person you identified). Continue: "You need to come with me to help the other team, while the rest of you should keep doing your work."

Take the identified person and walk them out of the room. Pay attention to whether the rest of the group repositions themselves, and if some even follow the person out of the room. If anyone follows, stop them and ask, *"What are you doing? I just need this person to help me. You should continue your own work!"*

Afterward, bring everyone back and explain:

In the Norming phase, teams begin to establish a shared understanding of roles, procedures, and cooperation through self-assessment and agreements. A sense of community forms, and individuals adapt to their roles. What did you notice when the group reached a stable state? And what happened when I used "Drag-and-Drop" management by moving the expert to another team?

Discuss the negative impact of removing the team's expert, noting that while the manager may have solved a problem for one team, they created a new one by weakening the original team. Highlight how teams regress in maturity when key members are removed.

Also, emphasize that during the Norming phase, the leader should focus on nurturing team-specific understandings, roles, and behaviors.

Finally, move on to the Performing phase (Work together): Ask the entire group to form equilateral triangles with two other people, working together as a team.

This should happen quickly, and you'll see them communicating to complete the task.

Afterward, discuss the characteristics of the Performing phase: At this point, the team is primarily focused on getting the work done rather than worrying about processes or cooperation. Collaboration flows smoothly, and there's less need for discussions about procedures or self-assessment.

In this phase, the leader should focus on encouraging high performance, potential growth, and setting new goals.

Lastly, it's important to adjust your interaction with the team depending on their stage:

- In the Forming phase, direct more.
- In the Storming phase, focus on resolving conflicts.
- As the team progresses through the Norming and Performing phases, shift to a coaching role by making observations, asking insightful questions, and allowing the team to find their own solutions.

*Exercise 5: THE GROUP PROCESS

Duration: 20 min

Objectives: analyzing the Group Development Model, learning how to recognize the stage of development of the group, practical application of the model

Required Materials: paper with statements printed for everyone

Preparation: none

The process:

Facilitator presents the Tuckman model of group development. If possible, write all stages and its characteristic on a flipchart.

After the presentation facilitator divides the group to the groups of 5 participants. Each group receives a *Group Behaviors List*. As a group, participants see if they can reach agreement as to which stage each of the 20 behaviors belong. If the group members disagree, work at listening and understanding each other's point of view. After a couple of presentations of positions, check again for consensus. If not, the group can vote on which stage.

When the groups come together again discuss the most difficult issues to categorize, and check with the facilitator if the answers were correct.

During the debriefing discuss how knowledge of the four stages can help groups be more effective. Suggest which behavior a member can use at each stage to help a group evolve.

ATTACHEMENT ONE: LIST OF STATEMENTS

GROUP BEHAVIOURS LIST:
1. Members are listening and seeking to understand one another.
2. Members seem distracted and aren't focusing on the core group project.
3. Members are not fully committed to talking about the group goal.
4. Members refer to their group with obvious pride and enjoyment.
5. Members comment that they are glad things are finally progressing smoothly.
6. Chairing of meetings is shared among different members.
7. Leadership role is rotated among appropriate members for certain tasks.
8. Members anxiously believe their assigned tasks will be completed by other members.
9. Members seem more involved and connected to sub-groups than to the whole group.
10. Members are satisfied with the group progress.
11. Members argue with one another, even when they agree on the basic issues.
12. Members attempt to figure out their roles and functions.
13. Members begin to enjoy team activities.
14. Members challenge, evaluate and destroy ideas.
15. Members choose one position or another in an argument.

16. All members participate in some fashion in all group activities.
17. Disagreements become more civilized and less angry and emotional.
18. Divisive feelings and sub-groups within the group increases.
19. Meeting mechanics and agenda following become smooth and automatic.
20. Group members follow a self-appointed or designated leader's suggestions without enthusiasm.

ATTACHEMENT TWO: CORRECT ANSWERS

STATEMENT:	STAGE
1.	PERFORMING
2.	FORMING
3.	FORMING
4.	FORMING
5.	NORMING
6.	NORMING or PERFORMING
7.	NORMING or PERFORMING
8.	FORMING
9.	STORMING
10.	PERFORMING
11.	STORMING
12.	NORMING
13.	PERFORMING
14.	STORMING
15.	STORMING
16.	PERFORMING
17.	NORMING
18.	NORMING
19.	PERFORMING
20.	FORMING

PART II: ME AS A TEAM WORKER

Total Duration: 120 min

Structure: This session consists of two activities. Both of them take about 60 minutes but can be shortened or prolonged depending on the number of participants and time available.

*Exercise 1: COOPERATION CASINO

Duration: 60 min

Objectives: introducing the concept of “organizational culture”, learning different methods of communication, understanding how to reach high performance in a team

Required Materials: 3 decks of cards, rules of the game and a score board printed for each team

Preparation: prepare three tables in with enough of chairs that everyone can sit around in three corners of the room

The process:

The aim of this game is to learn how oneself operates in the situation of change and uncertainty. Facilitator divides the group into three teams. Each team sits in a separate table in different part of the room. Each groups receives a deck of cards and rules of the game. They have 10 minutes to learn the game – read the rules, discuss all questions and play few test rounds to memorize the rules. Each table receives slightly different set of rules.

After this time is over, facilitator collects the papers of with the rules and give each team a scoreboard instead. From this moment on participants are not allowed to have any verbal communication. The game consists of four parts. During each part layers play the game for 10 minutes (or up to four games) and count their points after every game. At the end of the part each table should have one winner and one loser.

Facilitator asks all winners to move to the next table clockwise. Another part starts. Groups play again for 10 minutes (or up to four games). Players that just joined the table don't know which set of rules is used at the table and as the groups is still not allowed to talk, they need to figure out the rules differences as they play.

After 10 minutes or 4 games the part is over, this time losers are moving to the next table counterclockwise. The process repeats.

After the third part the winner moves to the next table clockwise and the loser moves to the next table counterclockwise.

Players play the last (fourth) part, then the game is over.

Everyone gathers in a circle for a debriefing.

Possible debriefing questions:

- What happened during the game, what was the biggest difficulty?
- How did the groups deal with unclear points in the rules?
- Did any of the initial rules remain at the table, or it was completely changed during the exercise?
- How did each person behave during the game? Could you identify any clear roles?
- How did the people who move to another table feel?
- Did the groups take any effort to introduce new people to the rules?
- Who had a competitive approach to the game and who was focused on the group having fun?
- What do you think, in the real-life situation, is the best way to introduce a new person into existing organizational culture? Whose responsibility it is?

RULES OF THE GAME:

GROUP 1

RULES OF THE GAME:

1. You are not allowed to talk for the whole duration of the activity.
2. You have 7 minutes to memorize the rules of the game. This paper will be taken away when the activity starts.
3. Choose one person to keep track of points. This person can change every game.

THE GAME:

1. The youngest person in the group is the first dealer. For every next round, the dealer is the person who got the highest score in the previous round.
2. The dealer shuffles the deck and distributes 4 cards to each player.
3. The aim of the game is to collect as many cards of the same color of your choice as possible. The number of cards of the color you have the most of are your points for the round.

Example: Monica collected 4 hearts, 5 spades, and 2 diamonds. Since she has the most spades (5), she scores 5 points for this round.

4. The player to the right of the dealer starts the round by playing a card. All players must play a card of the same color if they have one.
5. If you don't have a card of the color that was played, you can play any other card.
6. To beat a card, a player must play a higher card of the same color as the one that was played.
7. The player who played the highest card of the color that started the round collects all the cards on the table and starts the next round.
8. Hearts are the strongest color – a heart card can be played at any time to beat any card. A heart card can only be beaten by a higher heart card.
9. After each round, players draw a card from the deck until the deck is empty.
10. When all cards have been played, the game is over. The person keeping score writes down the points for each player for that round.

GROUP 2

RULES OF THE GAME:

1. You are not allowed to talk for the whole duration of the activity.
2. You have 7 minutes to memorize the rules of the game. This paper will be taken away when the activity starts.
3. Choose one person to keep track of points. This person can change every game.

THE GAME:

1. The person who traveled the longest distance to this meeting is the first dealer. For every next round, the dealer is the person who got the lowest score in the previous round.
2. The dealer shuffles the deck and distributes 4 cards to each player.
3. The aim of the game is to collect as many cards of the same color of your choice as possible. The number of cards of the color you have the most of are your points for the round.

Example: Monica collected 4 hearts, 5 spades, and 2 diamonds. Since she has the most spades (5), she scores 5 points for this round.

4. The player to the right of the dealer starts the round by playing a card. All players must play a card of the same color if they have one.
5. If you don't have a card of the color that was played, you can play any other card.

6. To beat a card, a player must play a higher card of the same color as the one that was played.
 7. The player who played the highest card of the color that started the round collects all the cards on the table and starts the next round.
 8. Spades are the strongest color – a spades card can be played at any time to beat any card. A spades card can only be beaten by a higher spades card.
 9. After each round, players draw a card from the deck until the deck is empty.
 10. When all cards have been played, the game is over. The person keeping score writes down the points for each player for that round.
-

GROUP 3

RULES OF THE GAME:

1. You are not allowed to talk for the whole duration of the activity.
2. You have 7 minutes to memorize the rules of the game. This paper will be taken away when the activity starts.
3. Choose one person to keep track of points. This person can change every game.

THE GAME:

1. The oldest person in the group is the first dealer. For every next round, the dealer is the person who got the lowest score in the previous round.
2. The dealer shuffles the deck and distributes 4 cards to each player.
3. The aim of the game is to collect as many cards of the same number as possible. The number of cards of the number you have the most of are your points for the round.
Example: Monica collected 2 aces, 3 cards with the number 2, and 3 fours. Since she has the most twos (3), she scores 3 points for this round.
4. The player to the left of the dealer starts the round by playing a card. All players must play a card of the same color if they have one.
5. If you don't have a card of the color that was played, you can play any other card.
6. To beat a card, a player must play a higher card of the same color as the one that was played.
7. The player who played the highest card of the color that started the round collects all the cards on the table and starts the next round.
8. Hearts are the strongest color – a heart card can be played at any time to beat any card. A heart card can only be beaten by a higher heart card.

9. After each round, players draw a card from the deck until the deck is empty.
10. When all cards have been played, the game is over. The person keeping score writes down the points for each player for that round.

SCORE BOARD:

PART 1:

NAME:					
GAME 1:					
GAME 2:					
GAME 3:					
GAME 4:					
TOTAL:					

PART 2:

NAME:					
GAME 1:					
GAME 2:					
GAME 3:					
GAME 4:					
TOTAL:					

PART 3:

NAME:					
GAME 1:					
GAME 2:					

GAME 3:					
GAME 4:					
TOTAL:					

PART 4:

NAME:					
GAME 1:					
GAME 2:					
GAME 3:					
GAME 4:					
TOTAL:					

***Exercise 2: ME IN A TEAM**

Duration: 60 min

Objectives: discovering one selves role in a team, understanding own strengths and needs while working in a group, understanding, getting to know different archetypes of team workers

Required Materials: printed descriptions of the team roles (each on a separate paper), printed picture of a person for each participant

Preparation: none

The process:

This activity aims for participants individually reflecting of their performance as a team worker. Facilitator will guide their reflection with questions and different methods. For this activity facilitator needs to create a relaxing atmosphere in the room. They can invite participants to sit comfortably on their chair or on the floor, play some relaxing music. Facilitator should invite participants to think of different situations they were working in a team, they roles in those tasks and emotions that were present in that situation.

After few minutes of silence facilitator start to read questions from the list before. After each question there should be a 1–2-minute break for participants to think and take notes if they want.

List of questions:

1. I think I can quickly see and take advantage of new opportunities.
2. I can work well with a wide range of people.
3. Producing ideas is one of my natural assets.
4. I can manage to be temporary unpopular, if it will give results in the long-term perspective
5. I am not at ease unless meetings are well structured and controlled and generally well conducted.
6. I am sometimes seen as forceful and authoritarian if there is need to get something done.
7. My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong.
8. I have an aptitude for influencing people without pressurizing them.
9. I am always ready to back a good suggestion in the common interest.
10. I believe my capacity for cool judgement is appreciated by others.
11. I have a quiet interest in getting to know colleagues better.
12. I think I have a talent for making things work once a plan has to be put into operation.
13. I bring a touch of perfectionism to any team job I undertake.
14. I am ready to make use of contacts outside the group itself.
15. I am interested in finding practical solutions to problems.
16. I like to feel I am fostering good working relationships.
17. I believe I would keep cool and maintain my capacity to think straight.
18. I would be prepared to take a positive lead if I felt the group was not making progress.
19. I am apt to show my impatience with those who are obstructing progress.
20. I tend to get bored rather easily and rely on one or two stimulating members to spark me off.
21. I find it difficult to get started unless the goals are clear.

After all questions are over, participants are invited to sit in pairs for another round of self-reflections. Participants should again find a comfortable place in the room, the music should be more quiet, as they will be discussing in pairs.

In this part of the activity facilitator should write down questions listed below on a flipchart and display in the visible place in the room.

Questions to discuss I pairs:

- What am I good at?
- How do I perform in a group?
- What do I value?
- What are my weaknesses?
- What makes working with me difficult?
- What kind of behaviors of others trigger me?

For the last part of the activity participants are invited to read the short descriptions of the team roles that shall be hanged on the walls around the room. After 10 minutes of individual exploration participants receive a paper drawing in a person. Their tasks are to think how much of each role they can find I themselves. They should divide the person on a drawing proportionally to see which roles “they consist of”. At the end of activity, the groups sit gain in a circle and present shortly their drawings one by one with a one sentence explanation.

Team Roles Descriptions:

Shaper:

Drives the team forward, challenges norms, and thrives under pressure. They are dynamic and often push for progress but can be argumentative.

Strengths:

- Dynamic and motivated; they push the team to achieve results.
- Good at overcoming obstacles and driving progress.
- Competitive and thrives under pressure.

Weaknesses:

- Can be prone to frustration or aggression, especially under stress.
- Might come across as confrontational or insensitive to others' feelings.

- May push too hard, risking burnout for themselves and the team.

Implementer:

Turns ideas into practical actions. They are disciplined and reliable, but sometimes resistant to change.

Strengths:

- Highly organized and disciplined; they get things done efficiently.
- Practical and reliable, they turn ideas into actionable plans.
- Good at managing day-to-day operations.

Weaknesses:

- May resist change, preferring familiar methods and routines.
- Can be inflexible, sticking too rigidly to plans.
- Might struggle with creativity, preferring clear instructions and processes.

Completer Finisher:

Focuses on detail, ensuring tasks are completed to a high standard. They are meticulous but can be overly perfectionistic.

Strengths:

- Detail-oriented and meticulous; they ensure high-quality work.
- Good at meeting deadlines and ensuring nothing is overlooked.
- Persistent and committed to finishing tasks to perfection.

Weaknesses:

- Can be overly perfectionistic, struggling to let go of tasks.
- May worry excessively about small details, slowing down progress.
- Sometimes finds it difficult to delegate, preferring to do everything

Coordinator:

Acts as a leader or chairperson, delegating tasks and helping the team focus on objectives.

They are confident and good at decision-making but may be seen as manipulative.

Strengths:

- Strong leadership skills; they know how to delegate effectively.
- Good at organizing team activities and ensuring everyone's contributions are valued.

- Calm and confident, they help keep the team focused on objectives.

Weaknesses:

- May be perceived as manipulative if they overly rely on others to do the work.
- Can be seen as controlling or bossy by team members.
- Might struggle with hands-on tasks, preferring to manage rather than participate directly.

Teamworker:

Promotes team cohesion, supporting others and smoothing over conflicts. They are cooperative and diplomatic but can be indecisive in crucial moments.

Strengths:

- Cooperative and diplomatic; they help maintain harmony in the team.
- Good at listening and mediating between team members.
- Flexible and willing to adapt to meet the team's needs.

Weaknesses:

- Can be indecisive, especially when tough decisions need to be made.
- Might avoid confrontation, even when it's necessary.
- Sometimes places team harmony above task completion.

Resource Investigator:

Explores opportunities and develops contacts. They are enthusiastic and communicative but can lose interest once the initial excitement fades.

Strengths:

- Excellent at networking and building external relationships.
- Enthusiastic and outgoing; they bring energy to the team.
- Good at exploring opportunities and gathering information.

Weaknesses:

- May lose interest once the initial excitement fades.
- Can be overly optimistic and may not always follow through with ideas.
- Might spread themselves too thin, focusing on too many things at once.

Plant:

Generates ideas and solves difficult problems. They are creative and innovative but may be impractical or ignore details.

Strengths:

- Highly creative and innovative; they think outside the box.
- Good at solving complex problems.
- Can come up with unique ideas and approaches.

Weaknesses:

- May be too preoccupied with their own ideas, leading them to ignore practical details.
- Sometimes struggle to communicate their ideas clearly.
- Can be absent-minded or forgetful about everyday tasks.

Monitor Evaluator:

Analyzes options and makes balanced decisions. They are strategic and impartial but can be overly critical and slow to act.

Strengths:

- Logical and analytical; they make well-thought-out decisions.
- Excellent at evaluating ideas and options objectively.
- Reliable when it comes to providing balanced judgments.

Weaknesses:

- May be overly critical, focusing on negatives rather than positives.
- Can be slow to make decisions, needing time to consider all angles.
- Sometimes lacks enthusiasm, which can dampen team morale.

Specialist:

Brings in-depth knowledge in a specific area. They are highly skilled and dedicated but may focus too narrowly on their expertise.

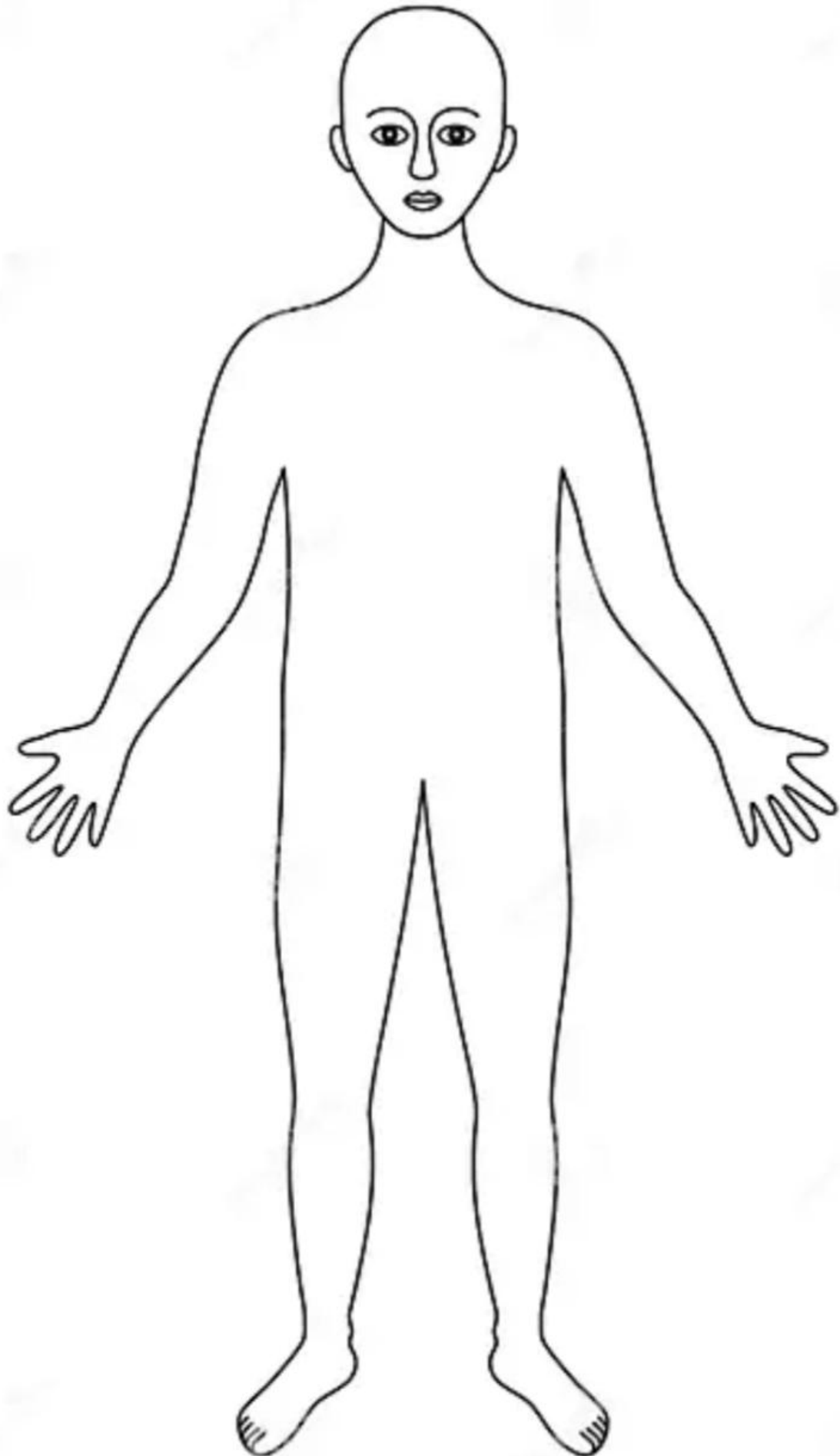
Strengths:

- Highly knowledgeable in their specific area; they bring expertise to the team.
- Focused and dedicated to their field of interest.
- Provides valuable insights that others may not have.

Weaknesses:

- May have a narrow focus, sometimes missing the bigger picture.
- Can become overly absorbed in their specialism, ignoring other aspects of the project.
- Might struggle to communicate their knowledge to non-experts, leading to misunderstandings.

Materials to print:



PART III: LENCIONI TEAMWORK MODEL

Total Duration: 75 min

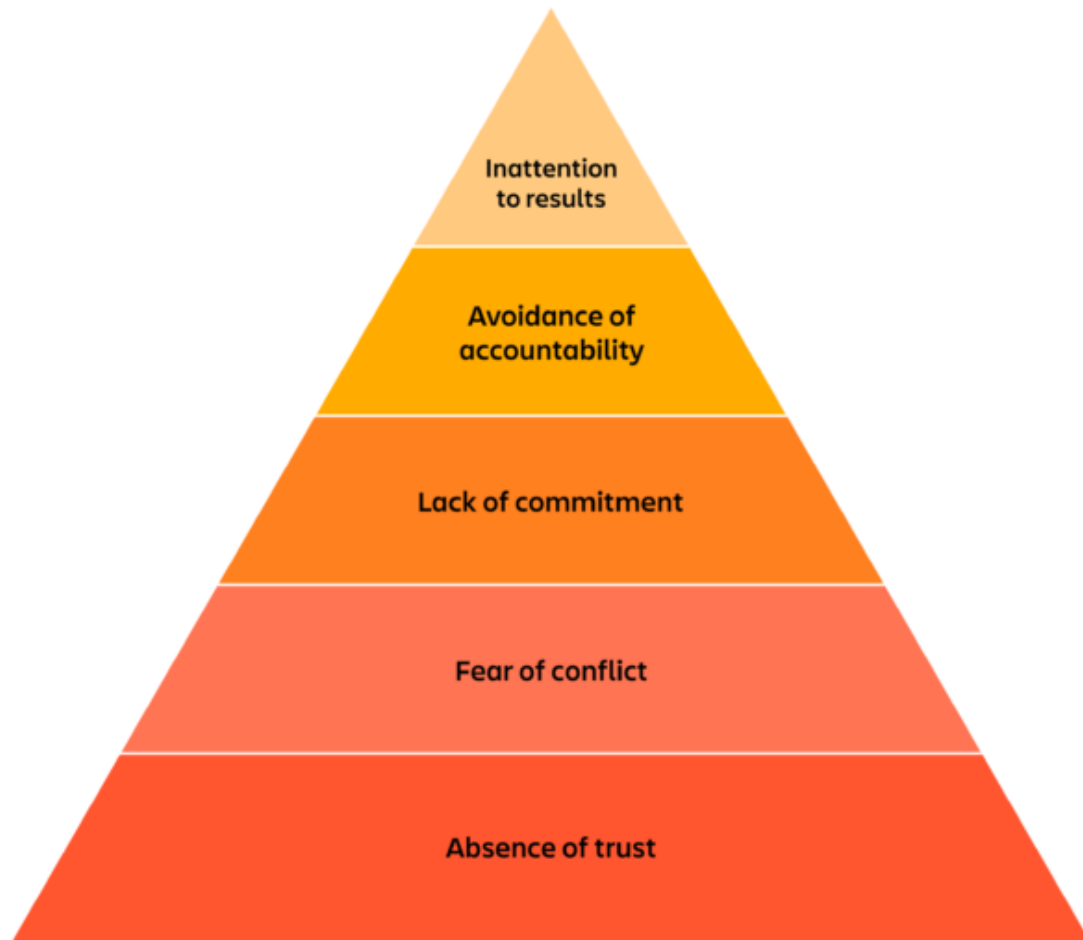
NOTE: Length of every exercise can – and should - be adapted according to the group you are working with.

***INPUT: INTRODUCTION AND BASIC INFORMATION**

Duration: 20 min

Lencioni's pyramid of dysfunctions of a team

The facilitator should either show Lencioni's pyramid of dysfunctions (image below) on a projector/presentation or print it for all the participants.



Lencioni's pyramid of dysfunctions of a team, source:

<https://www.atlassian.com/blog/teamwork/what-strong-teamwork-looks-like>

The facilitator should give introduction into this model of team building, while explaining each of the dysfunctions -bottom up. For structure, they can use the information below:

Lencioni model of team building was presented by American writer, Patrick Lencioni, in his book “The Five Dysfunctions of a Team”. Lencioni’s model doesn’t exactly tell you what to do when leading or creating a team, but it identifies some of the problems that can appear during the process. As you can see [on the image on the screen / that was handed to you](#), there are 5 major dysfunctions of a team, which, if not addressed, can lead to a team’s failure.

Absence of Trust: it comes from the unwillingness of the team members to be vulnerable within a group. The logic of this is that if members of the team can not be truly open with one another about their weaknesses and mistakes, it becomes impossible to build a foundation of trust. If there is no trust within a team, other problems are more likely to appear;

How does this dysfunction manifest?

- Team members are hiding their weaknesses and mistakes from each other
- Team members are hesitating to ask for help
- Team members are hesitating to offer help outside of their own tasks
- Team members are jumping to conclusions about the intentions of the others

Fear of Conflict: when there is not enough trust between the team members, it becomes harder to engage into open debates of ideas – meaning that you would be more restrained and hesitant to point out ideas that could potentially be harmful for the team, just so that the team member who proposed them doesn’t take it the wrong way;

How does this dysfunction manifest?

- Your team has boring meetings, where there is no discussion
- Your team has created an environment in which gossip and personal attacks are common
- Your team is ignoring topics that are critical to team success
- Your team is failing to consider all the opinions and perspectives of team members

Lack of Commitment: usually follows the Fear of Conflict. If, during discussion, you didn’t point out the ideas you think make no sense and just agreed to everything that was said, it will

be hard to believe in the plan of action – and it is quite hard to commit to something you don't believe in;

How does this dysfunction manifest?

- Your team allows for more than one interpretation of direction and priorities
- Your team breaks deadlines because of excessive analysis and procrastination
- Your team shows lack of confidence and is too afraid of failure
- Your team discusses the same decisions multiple times
- Your team encourages second-guessing among team members

Avoidance of Accountability: if you don't believe in the plan of action and just want the task to be over with, you are less likely to call out your team members on actions and behaviors that might be counterproductive to the good of the team;

How does this dysfunction manifest?

- There is resentment among team members who have different standards or performance
- Your team is encouraging and being satisfied by mediocrity
- Your team members are missing deadlines
- Your team is placing unnecessary burden on the team leader to be the only source of discipline

Inattention to Results: is the result of avoidance of accountability. If you decide to focus just on your own task, without caring for what (or how) other members of your team are doing, you are putting your own, individual needs (recognition, ego, career development) above the collective goals of the team – which will, even if you do your task perfectly, lead to failure.

How does this dysfunction manifest?

- Your team fails to grow
- Your team rarely defeats competitors
- Your team loses achievement-oriented members
- Team members are encouraged to focus on their individual goals

Those dysfunctions that we mentioned above usually build up on one another, but if even a single one of them is allowed to flourish, the teamwork will deteriorate.

In order to understand some concepts that Lencioni presents, let us practice some of the tools that are going to help us deal with, and prevent, some of the dysfunctions mentioned during this session.

Exercise 1: CIRCLE OF INTERESTS

Duration: 15 minutes

Objectives: building trust in a group, understanding the value of communication for building relations

Required materials: chairs

Preparation: none

The Process:

The facilitator instructs the participants to form a circle with their chairs. There should be enough chairs for everyone, except the facilitator. While standing in the middle of the circle, the facilitator proceeds to explain the exercise: “We are now going to practice trust-building. In order to start building trust, we should learn a bit more about each other, and that is the point of this exercise. As you can see, there is not enough chairs for everyone to sit on. The exercise will start by me saying one of my interests. Everyone who has the same interest as me needs to get up and try to find another chair to sit on. I will also try to get the chair. Whoever is left without a chair has to say one of their interests, and we will repeat this process for some time.”

The exercise ends either after 10 minutes, or after the facilitator notices the participants losing interest.

After the exercise is over, the facilitator proceeds by asking the participants questions proposed below. **Note: of course, the facilitator is welcome to propose their own questions or adapt/remove the ones written below.**

Debrief:

- How do you feel after this exercise?
- Do you feel like you will have some new topics to talk about?
- Do you feel like you know and understand each other a bit better now?

Conclusion:

Lencioni believes that in order to be able to start building trust, we need to get to know each other a bit better first. After we realize that we have same or similar interests as other people in our team, we will be more open to approach our team members to talk about our shared interests – and this is the start of the process of trust building.

*Exercise 2: BLIND DRAWING

Duration: 15 minutes

Objectives: learning how to explain various concept to the others, developing communication, building group commitment to the team's goal

Required materials: papers, pens/pencils, chairs, printed illustrations of various objects and animals

Preparation: before the exercise, the participants should take their chairs, pair up with another participant, and turn their chairs back-to-back, so they are facing away from each other while sitting

The Process:

Once the participants have paired up, they have to decide which side is going to explain what needs to be drawn, and which side is going to draw. Once this is done, the facilitator explains the rules of the exercise:

“I am now going to hand out some illustrations to the parts of your pair that decided to give instructions. You will have to explain to your partner what they need to draw, without telling them what it is exactly. For example, if you get an illustration of a house, you can not tell them that it is a house, nor a building. You need to find a way to communicate to them what to draw, so that, in the end, their drawing is as close as possible to the illustration you were given.”

After 10 minutes, the facilitator ends the exercise, and tells the people who were drawing to show their drawing to their partner

Debrief:

The first part of the debriefing is done in the same pairs. The participants will have 2 minutes to discuss:

- How it was to be the person giving instructions
- How it was to be the person listening to the instructions and having to draw

After this part, everyone returns to the main group, and the participants are invited to share their drawings and tell the group how was the experience for them.

Conclusion:

This exercise is intended to help us practice avoidance of “Lack of commitment” dysfunction. The person who is giving instructions is supposed to represent a team member or a team leader who is trying to explain tasks to the other team members. Sometimes it is difficult to explain what we are really expecting of the people we are working with, and this exercise is supposed to help you practice this communication.

Exercise 3: WORST CASE SCENARIO

Duration: 25 minutes

Objectives: building group commitment to the team’s goal, learning how to develop a contingency plan, strengthening self confidence of the group members

Required materials: papers and pens

Preparation: The facilitator invents 2 or more scenarios that they will give to participants to analyse.

For example:

- *As part of your project, your team has to organize a music festival for all age groups. What are all the things that can go wrong?*
- *You and your team are members of a student council in your college, and you are organizing a 3-day hike trip for other students. What are all the things that can go wrong?*

The Process:

The facilitator explains the exercise:

“One of the tools that Lencioni proposed in his book, “The Five Dysfunctions of a Team”, is called Worst Case Scenario. You will now split into groups (2 or more, depending on the space you have available) and you will be given a case. Your task is to think of all the things that

could go wrong, and to try to determine what is the worst thing that could happen. After we are done with this, we are going to group up here again and present our cases to the whole group.”

The participants split into 2 or more groups. When they are done with this, the facilitator gives a case to each of the groups (it can be done on print outs).

After 10 minutes have passed, the participants are invited to come back to the circle and present their case.

Debrief:

Debrief happens after everyone has presented their case, and the participants are back in the main group.

The facilitator can ask them the following questions:

- How did you find this exercise?
- Was it hard to think of all the things that could go wrong?
- Looking at your lists, would you be able to find a contingency plan for all the things you wrote down?
- Now that you know the things that could go wrong and potentially have a contingency plan in order to be prepared for them, how do you think organizing this event would be for you? (easier, harder, the same...)

Conclusion:

Lencioni believes that any kind of action is better than no action – and, sometimes, if you find your team hesitating to make a decision, it could be a good idea to see what can go wrong and what is going to potentially be the worst case scenario for your task or event. Once you do this, you will be able to come up with a contingency plan, which is going to reassure you and prepare you, so that you are able to react if any of the things you predicted come to pass. This, in turn, is going to make it easier to make a decision, and actually start working on a task.

PART IV: MOBBING WITHIN A TEAM

Total duration: 60 minutes

INPUT: INTRODUCTION AND BASIC INFORMATION

Duration: 20 min

We thought that during this workshop, it is important to explain the concept of mobbing. In order to understand what exactly it is, we will provide you with the definition given by International Labour Organization. According to them, mobbing or workplace bullying is offensive behaviour through vindictive, cruel, malicious or humiliating attempts to undermine an individual or a group (of employees).

Of course, using analogy, this can easily be transferred outside of the context of workplace, and into other realities, such as school, university or another kind of activity that requires you to work in teams. If we look at this, and many other definitions, it becomes clear that in order for a behaviour to be considered mobbing, it needs to be done:

- repeatedly,
- over a significant period of time,
- it has to be non-physical,
- and have a humiliating effect on the bullied person.

Mobbing is not a single action, but a series of one or more different actions over a longer period of time.

Mobbing can be separated into two main categories:

- horizontal mobbing, and
- vertical mobbing

Horizontal mobbing is a type of mobbing that is happening on the same hierarchical level – for example, mobbing between co-workers or between members of a team – but also for example, between members of the board of directors.

Vertical mobbing is happening on different hierarchical levels – it can happen both, from higher level towards lower level (manager is mobbing their employees, team leader is mobbing the members of the team), and from lower level towards higher level (employees are mobbing the manager; team members are mobbing their team leader).

What behavior can be considered mobbing? Prof. Heinz Leymann gave a list of 45 actions that are considered mobbing, and here are a few examples:

- being constantly interrupted
- being shouted at or told off
- constant criticism of one's work
- constant criticism of one's private life
- the person is ignored (by superior or colleagues)
- the bullied person is made to seem ridiculous
- Imitating someone's walk, voice or gestures to make them look ridiculous
- The person is given useless work functions
- Threat of physical force
- ...

How can you protect yourself against mobbing? There are multiple measures you can take, and they are separated into two categories: preventive measures, and intervention. When it comes to preventive measures, it is achieved by learning more about mobbing, discussing it with your team, and giving them introduction to this topic (leaflets, articles or videos).

When it comes to intervention – the most important thing to do is to stop the bully and support the victim. For stopping the bully, you will most likely need help from outside of your team – in some cases, mediation will be possible, but in the others, legal action will need to be taken. If mobbing is happening in workplace or some other place with hierarchy (school, university, sports team), you should communicate with your superior or with your Human Resource Department (if there is one), in order to make them aware that it is happening and that they should take action. If you are being bullied, if it is possible and if it would not put you into harm's way, it is recommended to collect and keep evidence. When it comes to supporting the victim – this support can come through professional rehabilitation, psychotherapy, self-help groups and also medical therapy.

Exercise 1: FORUM THEATER

Disclaimer: This exercise can be potentially triggering for some participants, since it involves acting out stressful situations.

Duration: 50 minutes

Objectives: learning how to recognize symptoms of mobbing, breaking a taboo about mobbing, practicing how to react in situation of possible mobbing at work place

Required materials: none, but you should have enough space for each group to act out a scene

Preparation: preparing topics for the group to act out

Suggested topics for Forum Theater:

1. Team members are interrupting and „talking over“ their colleague every time they want to say something.
2. Team members are imitating the way their team leader walks and speaks, in order to ridicule them.
3. Team leader is giving useless work to one of the team members, and the rest of the team is encouraging it.

The Process:

The facilitator explains the exercise. „Now we are going to practice recognizing mobbing and intervening into it. We are going to split into groups, and each group is going to get a situation they will have to act out. You will have 10 – 15 minutes to prepare your scene. After we have seen the scene once, we you are going to repeat it, and at any point, any one of the observers will have the chance to say STOP, and replace the mobbed person in the scene. Remember, the point of this exercise is to practice reaction and intervention to mobbing. The person who replaces the mobbed person will react to the situation they were put in, trying to make it better for the mobbed person, and your group will have to adapt to the scene. To explain it a bit more clearly – while you are acting out the scene, and you hear STOP, you stop the scene and allow the new person to replace the person who was a victim of mobbing in your scene. When the new person is ready, you continue acting out the scene, while adapting to what the new person is doing. After we went through all the groups twice, we will have a debriefing.“

The facilitator splits the participants into groups (4-6 people per group is ideal) and gives them their topics. They will have 10 to 15 minutes to prepare their (max) 2 minutes scene.

After the preparation time is up, the facilitator starts inviting the groups to act out their scenes in front of everyone. Remember, the first time the group acts out their scene without interventions. After that, they repeat the scene, and all the other participants are invited to intervene by saying STOP. The structure should be like this: Group 1 – scene, Group 1 – repeat, Group 2 – scene, Group 2 – repeat, Group 3 – scene, Group 3 – repeat, ... , debriefing.

Debrief:

Debrief happens after all the groups have presented their scenes both times.

The facilitator can ask the following questions:

- How did people who were playing mobbed person in the scene feel?
- How did people who were doing mobbing feel?
- How did you feel while observing the scene – first without having the ability to intervene, and then when the ability to intervene was given to you?
- Did you ever witness a similar situation in your real life?
- Do you think that this exercise has shown you some of the ways you can help people who are being mobbed, or some tools you will be able to use if you find yourself in similar situation?

NOTE: More questions are always welcome – depending on how interested and motivated the participants are

Conclusion:

Mobbing is, unfortunately, quite a frequent occurrence in our society – starting with bullying in schools, and spilling over into the reality of our workplaces. The best way to deal with it would be prevention – educating and informing ourselves on what it is, and spreading awareness to our colleagues. Other than that, it is important to react as soon as we notice this kind of behaviour, by notifying our superiors (if we are in a group that has hierarchy) and offering support to the victim. Every country has organizations that work on increasing awareness about the topic, and that usually published informational materials and provides information and support. If you would like to learn more about this topics – those would be the places to look for information.

PART V: ENERGIZERS

1. A RAM SAM SAM

Duration: 3 - 5 minutes

Required materials: a speaker (boombox)

Preparation: Before the session, the facilitator has to invent 3 movements – one for each part of the song (they can look for inspirations for the movements in the link posted below). Parts of the song are as follows:

- *A ram sam sam, a ram sam sam*
- *Guli guli guli guli guli*
- *A rafi, a rafi*

The Process:

The facilitator explains the rules of the energizer, by showing the movements they invented for every part of the song (for example, clapping your knees with your hands for “a ram sam sam part”, swinging arms for “guli, guli, guli, guli, guli” part, raising arms above your head and lowering them for “a rafi, a rafi” part), telling the participants that every time they hear siad part of the song, they have to repeat the adequate movement.

Once the facilitator makes sure that everyone understands the rules, they play the song from the following link: <https://www.youtube.com/watch?v=bJEO2NCqWAU>

The song is repeated multiple times, and each repetition is faster than the previous one. The energizer is over once the song is finished.

2. FOLLOW THE LEADER

Duration: 5-10 minutes

Required materials: a speaker (boombox)

Preparation: Before the session, the facilitator prepares 2 to 3 songs that are going to be used for the energizer

The Process:

Facilitator instructs participants to stand in a circle.

Facilitator proceeds to explain the rules of the energizer, by saying the following: “This energizer is about dancing. One person will leave the room, and while they are gone, the rest of us are going to select a leader among us – the person we select is going to be responsible for leading the dance. Once the leader is decided, we are going to start the music, and invite the person who left the room to join us and stand in the middle of the circle. During the dance, we should copy dance moves of the leader, while trying to not look directly at them, so that the person in the center of the circle doesn’t notice. The task of the person in the center of the circle is to determine who is the leader. For this, they have 3 tries.”

If the person in the center guesses who is the leader, or if they give the wrong answer 3 times, the music stops, and it is time for the next round. This process can be repeated 2-3 more times.

3. SAMURAI

Duration: 10 – 15 minutes

Required materials: None

Preparation: None

The Process:

This game has 3 sounds, accompanied by 3 movements. Each participant should put the palms of their hands together, to resemble a sword. The sounds and movements are as follows:

- **HI** – the participant loudly says HI, while keeping an eye contact with another participant and lowering their arms down. This movement is used to “attack”.
- **HA** – the participant who is a target of the HI move in response loudly says HA, while lifting their arms up. This movement is used to “block”.
- **HU** – this move is used by the participants standing on the both sides of the person who is being attacked (the person who is blocking with HA). Both of them say HU, while slashing their “sword-positioned-arms” diagonally towards the person in between them (the one who is saying HA).

The game works in the following way: the facilitator starts by targeting someone with HI – they make eye-contact and lower their arms down quickly. In response, the target of the attacks says HA, lifting their arms up quickly. The participants standing next to the person who is saying HA “slash” their arms diagonally towards the person, while saying HU. Any participant who

fails to react quickly, or says the wrong sound, is eliminated, and the game continues. The person who successfully blocked (with HA) is now the one to initiate the next attack, in the same way the facilitator did at the start. The game continues until there are 2 participants left – they are the victors.

It is recommended to do at least one practice round, to make sure that everyone understands how the game works.

4. SCREAMING GAME

Duration: 5 – 10 minutes

Required materials: None

Preparation: none

The Process:

The facilitator asks the participants to form a circle in a way that they can all see each other. Participants lower their heads, looking at the ground. The facilitator counts to 3 – and when they say 3, the participants lift their heads, looking at another person in the circle. The participants shouldn't move their head or switch the target of their gaze. If, while lifting their heads, the participants made eye contact, they scream and are eliminated from the game. The process continues by participants lowering their heads, and the facilitator counting to 3 again. The game stops when everyone is eliminated.

5. POTATOES & MOSQUITOES

Duration: 5 – 10 minutes

Required materials: None

Preparation: forming a circle out of chairs or some other objects – large enough for the participants to be able to move within it

The Process:

The facilitator instructs the participants to enter previously prepared circle and explains the energizer: “Now we are going to play a game called “Potatoes & Mosquitoes”. How is it going to work? Most of you are going to be potatoes, and some of you are going to be mosquitoes.

When the game starts, you will keep your eyes closed and start moving in the circle – when you feel that you have reached someone, moving to the right side, whisper to them “I’m a potato” if you are a potato, or “I’m a mosquito”, if you are a mosquito. If two potatoes meet, they are going to be very happy for meeting each other, and they should produce a happy sound (for example: “hihihihih”). If a potato meets a mosquito, they will yell “Noooooooooo”, open their eyes and leave the circle. When two mosquitos meet each other, they will produce some sort of an evil laugh. The game ends when there are no potatoes left in the circle.”

After the explanation was given, the facilitator says: “Now everyone move closer to the edges of the circle, and close your eyes. I am going to touch shoulders of some people, and those people are going to be mosquitoes – everyone else is going to be a potato.”

After the participants have closed their eyes, the facilitator subtly touches shoulders of 4-5 participants (depending on the size of the group). When the facilitator has chosen the mosquitoes they say: “I have chosen the mosquitoes. The game can now start!”

6. EVOLUTION

Duration: 10 – 15 minutes

Required materials: None

Preparation: Showing everyone how to play rock, paper, scissors (On the count of 3 (after 3 was said), everyone needs to show one of the three signs with their hand – open palm is paper, closed fist is rock, and “peace” sign (the middle finger and the index finger are open, and the rest of the fingers are closed) is scissors. Paper beats rock, rock beats scissors, and scissors beat paper.)

Facilitator invents movement styles for 5 evolutionary stages, that are going to be used for the participants to “recognize” each other. For example:

- Amoeba: putting hands in front of your mouth and wiggling your fingers
- T-Rex: putting elbows close to torso and imitating the way T-Rex moves with its small hands
- Chicken: putting fists to the torso and moving elbows to resemble chicken wings
- Human: looking at your hand and pretending that you are using a smartphone
- Superhero: Superman pose

The Process:

The facilitator invites everyone to stand up and form a circle

“Now we are going to play a game called “Evolution”. We are going to start (while mentioning each of the evolutionary stages, the facilitator should also imitate movement that they came up with) as amoebas, moving to t-rex, than to chicken, human and finally superhero. How do you evolve? You play rock, paper, scissors. (This is the point where the facilitator should check if everyone knows the rules of rock, paper, scissors and, if needed, explain them) We are all going to move in space, using the movement that I showed you a few moments ago, depending on which evolutionary stage we are at. When we come across someone who is of the same evolutionary stage, we challenge them to rock, paper, scissors. The person who wins evolves to the next stage. It is important to mention that you can challenge only the people who are at the same evolutionary stage as you. Once you win as a human, you win the game and you can sit on your chair.”

The facilitator checks if everyone understands the rules, shows the 5 types of movement again, and the game starts. The game ends when there are people who are “stuck” at their evolutionary stage.