Working toward a common goal!

Effective teamwork
AGENDA

EFFECTIVE TEAMWORK

Working toward a common goal!

SUMMARY – DAY 3

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THE KEY TO SUCCESSFUL TEAMWORK

Équipe Haute Efficacité

- Êtes-vous reconnaissants de nos efforts?
- Quelle sont les forces, faiblesses et personnalités dans notre équipe?
- Où sommes-nous comme équipe?
- Est-ce que notre performance est à la hauteur des attentes?
- Dans quelle direction allons-nous?
- Quel appui l'équipe recevra-t-elle?
- Comment nous rendrons-nous là?
- Qu'est-ce qui est attendu de nous comme individu?
SESSION 1 & 2

1. Personality types
2. Coaching and Feedback

PERFORMANCE MANAGEMENT

Performance management and measurement, when adequately conducted, provide information essential to sound management. In fact, continual performance measurement creates a pool of information for rationalizing planning and design, learning, development and reviewing the team’s action plan or goals.

WHAT IS A PERFORMANCE MANAGEMENT STRATEGY?

The basis of a performance measurement strategy begins with a set of anticipated outcomes; this is followed by a performance review plan in light of the stated expectations. Your strategy should be designed to assist your outcomes-based management efforts and meet all the requirements of empowerment and performance reporting.

A sound performance measurement strategy will provide evidence-based information to answer the following question.

Are we meeting our stated objectives for targeted recipients, on time and at a reasonable cost?

WHAT ARE SOME OF THE BENEFITS OF CONTINUING PERFORMANCE MEASUREMENT?

- Provides timely information
- Gives managers and team members with opportunities for self-appraisal
- Provides ongoing support in directors’ decisions
Tips

- Long-term outcomes generally are not included in performance measurement activities because they are usually difficult and expensive to measure continuously.

- Performance measurement will not answer certain questions, specifically how or why outcomes have or have not been achieved.

**STEPS IN THE CONTINUING PERFORMANCE MEASUREMENT STRATEGY**

Normally, there are two steps in a complete performance measurement strategy.

- **Step 1: Determine performance indicators (based on the logical model).**
  Determine the indicators for each output and outcome contained in the logical model.

- **Step 2: Develop a measurement strategy.**
  For each indicator, you must determine the data source, gathering method, timing and frequency of this data gathering, who will take responsibility for measurement. Usually, performance measurement table is created to provide an overview of data gathering methods, responsibility in this area, timing and frequency of gathering.

Performance measurement table – These summary tables present in matrix form what must be measured, the performance indicators to be used, data gathering methods, whose performance must be measured, when and how often.

**Sample summary table: Continuing performance measurement strategy**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Performance indicators</th>
<th>Information source / Gathering method</th>
<th>Person responsible for gathering data</th>
<th>Measurement timing/frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Continuing measurement</td>
</tr>
<tr>
<td>Outputs</td>
<td>Output 1</td>
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<td></td>
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<tr>
<td></td>
<td>Output 2</td>
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<td></td>
<td>Output 3</td>
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<td></td>
<td>Output x</td>
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</tr>
<tr>
<td>Outcomes</td>
<td>Immediate outcome 1</td>
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<tr>
<td></td>
<td>Immediate outcome 2</td>
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<tr>
<td></td>
<td>Immediate outcome</td>
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</tbody>
</table>
Tip

• It is useful to select a minimal set of critical indicators from an exhaustive list of indicators found in the performance measurement table.

WHAT ARE THE PERFORMANCE INDICATORS?

These are the direct or indirect measurements of an activity or condition. An indicator is a measurement tool that shows the change occurring over time. Indicators are often quantitative but can also be qualitative. Substitute indicators are sometimes used to provide information on outcomes in cases where no direct information is available. The indicator is a means of comparing actual outcomes with forecast outcomes.

WHAT ARE RISK INDICATORS?

They measure the status of external and internal factors deemed in risk and sensitivity analyses as part of project analysis. These indicators monitor the actual status of assumptions underlying the internal program logic.

WHAT ARE PROCESS INDICATORS?

They measure management processes and operating results. Process indicators cover quantitative measurements such as money and time spent, and qualitative measurements such as participant appraisal, reporting quality and compliance with existing procedures.

Quantitative indicators are statistical measurements such as number and frequency. For example: the number of incidents in the past 30 days.

Qualitative indicators are measurements of judgment and perception specifically targeting compliance with established standards, the presence or absence of specific conditions, measurement and quality of participation or recipient satisfaction. For example: opinions on the suitability of services.
**HOW DO I DETERMINE THE CORRECT PERFORMANCE INDICATORS?**

**Teamwork**

Meet with the team and review the logical model, the basis for indicator development. The significant indicators will more likely be identified by an interest group and the various information needs than by a single person. A broad range of players is more likely to identify contextual factors, thus making one indicator a better option than another.

**Review of the logical model**

Review each line of the logical model (except activities) and find which specific information element or which particular data would be necessary to determine whether each output has been produced or each outcome has been achieved.

**Priorities**

For each element, find “what is necessary” as opposed to “what would be important to obtain.”

**Selecting a smaller set of indicators**

Once you have found a full set of performance indicators and related measurement strategies, you must create a smaller set of the best indicators. Check the indicators from the top of the list against the selection criteria described in the next section.

**Checking for duplication**

Check for any possible duplication in the model and make any necessary changes.

**Validation**

Conduct validation with team members, customers, etc.

**Implementation**

Introduce a data-gathering system to support the indicators selected (see module 6).
What role can evaluation specialists play in indicator selection?

Evaluation specialists can guide you through indicator identification and selection of the “best” final set of indicators.

How can information management and/or information technology staff contribute to this process?

Information management and/or information technology staff can also contribute to this process by providing expertise in data system design and review. They can also tell you what is already being gathered, what would be easy to gather, what mechanisms are in place for data gathering, and what effects selection of a given indicator may have on a system in terms of ongoing monitoring.

Tips
- Ask yourself:
  - What specific information is required to determine whether each output has been produced or each outcome has been achieved?
  - What information must I have?
- Think about the information needs of the various people involved.
- Conduct a brainstorming session to draw up a list of indicators, and then select the best indicators based on the criteria.
- Strike a balance between qualitative and quantitative indicators.
- Limit the number of indicators.

HERE ARE CERTAIN CRITERIA FOR SELECTING PERFORMANCE INDICATORS.

Relevance: Is the indicator important? Is it directly linked to the output or outcome in question?

Reliability: Is this a constant measurement over time?

Validity: Does it measure the outcome?

Practical: Will gathering and analysis be easy? Is the cost affordable?

Comparison: Is there a similarity with what other organizations or other areas of your organization are already measuring?

Performance indicators give depth to all factors of a logical model and help you measure the efficiency and effectiveness of your policy, program or project.

How could you measure efficiency?

The efficiency of a program can be measured by reviewing how inputs and activities result in outputs (products or services).
How could you measure effectiveness?

Effectiveness is a measurement in which outcomes were obtained and it is usually seen as a measurement of success.

HOW DO YOU MEASURE PERFORMANCE?

Measurement strategy

Once you have selected your performance indicators for each factor in the logical model, the next step is to draw up a realistic plan for gathering the necessary data. All the performance indicators identified earlier provide the starting point for this stage of the process.

QUESTION
For each indicator, three additional factors must be determined. What are they?

- the source of the data and the gathering method
- the timing and frequency of data gathering
- responsibility for measurement

SATISFACTION AMONG TEAM MEMBERS

Recognition of efforts has a direct effect on the satisfaction of employees and team members. There are several approaches a team can take to highlight efforts and ensure that the team is satisfied.

ASSESSING WORK SATISFACTION

To assess the work satisfaction of a company’s employees, LLYR Inc. measures 16 contributing factors (for example, communications, consideration, training, etc.). The entire operation provides a reliable profile of the work atmosphere prevailing in a private company. During the hiring process, our instruments can also assess applicants’ expectations of the job they are seeking. They can also highlight the company’s strengths as well as desirable improvements.
WHAT CONSTITUTES WORK SATISFACTION

Work satisfaction is based on the relationship existing between an employee’s current situation and the ideal situation he seeks. Thus, we can say that an employee is satisfied when his work situation, as he perceives it, meets his aspirations.

WHY ASSESS EMPLOYEE SATISFACTION?

Assessing work satisfaction is an essential operation for an employer seeking to:

- Reduce and avoid recurring costs due to departure of dissatisfied employees (recruiting and training replacements, lost sales, discouragement, loss of expertise, etc.);
- Mobilize employees to meet the company’s objectives;
- Gain a better understanding of employees’ needs and expectations;
- Set objectives for improvement and priorities for action to attract and retain the best employees;
- Improve communications;
- Promote work satisfaction, a value within the company.

ASSESSMENT OF WORK SATISFACTION IS CONDUCTED IN THREE PHASES.

1. Employees fill out a questionnaire.
   - The questionnaire has 68 simple, precise statements which each employee is asked to rate. The process takes 30 minutes.
   - This questionnaire measures 16 factors that contribute to work satisfaction (such as communication, consideration, training, the environment, etc.).

2. Clarification interviews are conducted. These interviews of a sample of employees complete and validate interpretation of the questionnaire results.

3. A diagnostic, recommendations and action plan are developed. A written report containing tables of data and interpreting the findings sets priorities for action.
# EMPLOYEE SATISFACTION QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Section 1: the company</th>
<th>Totally agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Totally disagree</th>
<th>Comments / Proposed solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The company has a clear business plan and shares it with employees.</td>
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<tr>
<td>The company has a clear vision of product development and shares it with employees.</td>
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<tr>
<td>The company’s policies are clear and you know them.</td>
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<tr>
<td>The company promotes a strong professional ethic among its employees and customers.</td>
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<tr>
<td>Management is professional and trustworthy.</td>
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<tr>
<td>Management meets its commitments to customers and employees within the specified time.</td>
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<tr>
<td>The company is open and attentive to your needs and suggestions: it values individual initiative.</td>
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<tr>
<td>The company conducts fair performance appraisals and recognizes work well done.</td>
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<tr>
<td>The company provides good job security.</td>
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<td>The company’s provides a good work environment and flexible working conditions.</td>
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<td>The company provides tools and support for the performance of tasks.</td>
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<td>The company provides a competitive compensation package.</td>
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<tr>
<td>The benefits package is generally satisfactory. (vacation leave, sick leave, group insurance plan)</td>
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<tr>
<td>The company effectively manages the workload and employee absences.</td>
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<tr>
<td>Management encourages teamwork.</td>
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</tbody>
</table>
There is clear and regular communication between departments.

<table>
<thead>
<tr>
<th>Section 2: the company</th>
<th>Totally agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Totally disagree</th>
<th>Comments / Proposed solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that I contribute to the company’s corporate mission and vision.</td>
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<tr>
<td>I have all the independence I need to perform my work effectively.</td>
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<tr>
<td>My superior involves me in decision making involving my department.</td>
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<tr>
<td>In my work, execution deadlines are realistic.</td>
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<td>The workload is distributed fairly among employees.</td>
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<tr>
<td>My immediate superior is professional and treats me with respect.</td>
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<tr>
<td>The responsibilities and objectives related to my work are well defined and clearly understood by me and my immediate superior.</td>
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<tr>
<td>My last performance appraisal was fair and completed on time.</td>
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<tr>
<td>My salary is consistent with my responsibilities.</td>
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<tr>
<td>I am proud to work for the company and would not hesitate to recommend this company to a friend.</td>
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</tbody>
</table>

Open question

Are there other benefits you would like to see in the plan provided by the company?

Comments / Proposed solutions
## Assessment of Team Effectiveness

**Date:** __________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team holds the scheduled regular meeting (at least once a month) and has effective operating methods.</td>
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<tr>
<td>A clear, specific purpose is identified for each meeting.</td>
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<tr>
<td>An agenda is drawn up for each meeting.</td>
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<tr>
<td>Team members have their say on what will be on the agenda.</td>
<td></td>
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</tr>
<tr>
<td>Outcomes are identified for each meeting.</td>
<td></td>
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<tr>
<td>Responsibilities have been assigned to a team leader.</td>
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<tr>
<td>A process is in place to maintain the team.</td>
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<tr>
<td>• A secretary has been appointed to take notes.</td>
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<tr>
<td>• The calendar of meetings is followed. (meetings start and end at the time indicated.)</td>
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<tr>
<td>• The group’s expectations have been identified.</td>
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<tr>
<td>• A person has been assigned responsibility for actions.</td>
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<tr>
<td>• There is a process for assessing team meetings.</td>
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</tr>
<tr>
<td>Each team member knows his role and that of the other team members.</td>
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</tr>
<tr>
<td>Each team member contributes to the team.</td>
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</tbody>
</table>
Recognition of employees should be a creative approach. Although money is an important form of recognition, alternatives are limited only by your imagination. Use the following ideas.

A written message
- A handwritten message
- A letter of appreciation placed in the employee’s file
- A handwritten card to mark the occasion
- Recognition indicated on the employees’ bulletin board
- An article published in the in-house employee newsletter

Positive feedback from the supervisor
- Take a moment in the employee’s office to speak with him informally.
- Provide positive feedback at least once a week.
- Congratulate the employee at a public meeting.
- Take the employee to lunch.

Encourage the employee’s development
- Send the employee to conferences.
- Ask people who attended training or a conference to present what they learned to the other team members.
- Have a written development plan for the employee.
- Have a career plan for the employee.

The actual work
- Provide training opportunities in other areas of the organization.
- Give the employee more opportunities to perform work he likes and reduce the work he likes less.
- Explain empowerment and self-management methods.
- Ask the employee to represent the department or team at an important external meeting.
- Ask the employee to represent you on an interdepartmental committee.
- Explain how employees can set their own goals and direction.
- Take part in brainstorming sessions, strategic planning meetings and

Gifts
- Merchandise with the company’s logo such as shirts, hats, mugs and jackets
- Gift certificates for a local store
- The chance to select an item from a gift catalogue
- The chance to win something

Symbols and Honours
- A certificate displayed on their wall
- A plaque
- A better office
- Better equipment
- Grant them some status.

Argent
- Base salary
- Bonuses
- Gift certificates
- Cash award

Benefits
Motivated employees do better work with customers. Satisfied customers buy more products and are more loyal toward employees who provide them with quality service. The more customers buy, the more profits increase. It’s a never-ending circle.
Attainment of objectives is directly dependent on the motivation of members of this team.

The equation – Performance = Quality + Motivation
Some managers manage to discourage their teams without even realizing it. Here are a few common attitudes, a little over-simplified, that destroy your team’s enthusiasm in no time at all.

<table>
<thead>
<tr>
<th>What motivates</th>
<th>What discourages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivating employees starts with self-motivation.</td>
<td>1. Treating all employees like “interchangeable basic products” in hard times</td>
</tr>
<tr>
<td>2. Ensure that the organization’s goals are as closely matched as possible with the employees’ personal goals.</td>
<td>2. Not providing recognition and not rewarding work well done</td>
</tr>
<tr>
<td>3. Understand what motivates each individual.</td>
<td>3. Constantly criticizing</td>
</tr>
<tr>
<td>4. Motivating employees is a process, not a task.</td>
<td>4. Complicating the work of one’s teams</td>
</tr>
<tr>
<td>5. Eliminate all processes and policies that reduce your employees’ motivation.</td>
<td>5. Not promoting training and upgrading</td>
</tr>
<tr>
<td></td>
<td>6. Not delegating</td>
</tr>
<tr>
<td></td>
<td>7. Not having a simply, unifying vision for everyone</td>
</tr>
</tbody>
</table>
THE SEVEN CHARACTERISTICS OF A TEAM (ACCORDING TO R. MUCCHIELLI)

1. a small number of people to ensure effectiveness
2. quality interpersonal bonds reflecting acceptance and willingness to belong
3. personal commitment to a community of action, complementarity
4. a mental and social unit
5. shared intent focused on a defined objective
6. accepted constraints based on tactics, coordination, discipline
7. an organization of roles and distribution of work

A moment’s thought about the program’s content up to this point
AN AFTERNOON OF TEAM-BUILDING ACTIVITIES

Building team spirit is a process by which a team becomes more solid as a group, as members get to know each other and work together. Your project team should take the time to get to know each other better through various activities. Taking time to build a solid team at the start of your project will pay off in the long run.

**Icebreaking activities**: icebreaking activities help group members get to know each other better and feel more comfortable working together. They can help team members get to know each other and share their ideas and opinions. They can also help improve problem-solving skills and internal communication skills.

**Incorporate building team spirit into your routine**: Some project teams decided to conduct team-building exercises before each meeting. They believe that these activities help them work better, be more productive and learn how to have fun together!

**Set aside tome to build team spirit**: Team-building activities may appear to be a waste of time, especially when your team has an approaching deadline. However, a team-spirit-building exercise can boost team motivation and help the team define itself as a group – these activities stimulate the energy and creativity of all members much more effectively than if members remained seated in an unproductive meeting.

When should you use team-spirit-building activities?

- When introducing new members
- When members appear to be getting bored
- When there is a chill or a conflict
- When you want to break the routine
- When you want to stimulate team spirit

**Have fun**: Icebreaking activities and team-building exercises can seem ridiculous but can still be effective. When the team is having fun, members cannot help but get to know each other better.
ICEBREAKING ACTIVITIES

Group activities are an excellent way to break the ice within a team and create a positive dynamic. A few examples are given below, which of course can be modified, or you can simply invent others.

THE NAME GAME

Everyone sits in a circle. Each person says his first name and a characteristic that describes him, which starts with the same letter as his first name. For example, Timothy might say “talented Timothy” or “tender Timothy.” Have the next person repeat the previous word associations before adding a characteristic to his own name. Continue around the circle until the last person repeats them all.

TWO TRUTHS AND A LIE

Everyone writes three anecdotes about himself, of which two are true and one is false. In turn, each person shares his anecdotes. The group must guess the lie before the truth is revealed.

THE QUESTION GAME

Each group member receives a piece of paper on which he writes a general question. For example, “what is your favourite film?” Everyone’s questions are placed in a container or a hat, which is then passed to each participant, who draws a question and answers it.

HOT POTATO

Participants stand in a circle and toss a ball back and forth. When someone catches the ball, he answers a question about himself. For example, a person catching the ball might be asked to reveal an interesting fact about himself or to describe one of his passions. The game continues until everyone has caught the ball at least once.

GROUP JUGGLING

Participants form and circle and choose a leader. The leader starts the game by tossing a ball to another participant, whom he first must name. That person then names another participant and tosses the ball to him. The game continues until everyone has caught the ball and the past person has thrown it back to the leader. The leader restarts the game, this time adding another ball. This continues until the entire group is working together to keep all the balls in the air.

BINGO

Each person writes down three interesting facts about himself on a piece of paper and hands it to the team leader. The leader then draws up a card with one or two facts for each person, without indicating the person’s name. The bingo card is photocopied and handed out to each person in the group. Everyone then has 10 minutes to interview the other group members. The goal is to determine which facts belong to each person. The winner is the first person to obtain a row, column or complete card of names.
11.5 Things About Me

On a sheet of paper, write the numbers 1 to 11 followed by the number 11.5 at the end. Team members write down 11 facts about themselves. When they reach 11.5, they write something they would like to become or do in the future. Participants then stick the list to their back. The whole group stands up, mixes and takes turns reading each other’s lists. This is an excellent activity to start conversations because each person reads something about someone else. Participants can read in silence so the sharing is less intimidating.

Standing in a Row

This short activity focuses on group members’ knowledge of other members and their non-verbal communication skills. Ask members to stand in a row, from the youngest to the oldest or in order of their birth month. All this is done without talking.

Counting to 10

This activity will help everyone work together despite confusion. The purpose of the exercise is to have the group count to 10 in order, starting with 1. The only rules are: 1) no one can say more than one number at a time; 2) the group must not change the order and cannot be directed by someone; 3) if two or more people say a number at the same time, the group must start over at 1.

Human Scrabble

Each team member receives a letter of the alphabet to stick to his chest. The group then must form as many words as possible by standing in various configurations. The team leader writes down all the words on a blackboard or flip chart. At the end, each person makes a sentence using one of the words from the activity.

Pretty as a Picture

The purpose of this activity is to build understanding between team members and explore how each person perceives the team’s objectives. Team members first produce a drawing or series of drawings to represent their current concept of the team or a team project. Group members then have a chance to explain what they see in each others’ drawings. This should be followed by a discussion of the team’s needs or objectives.

Telephone Charades

This activity shows how a breakdown in communication can negatively affect a group. Select five volunteers and have four of them leave the room. The remaining group chooses an easy charade that the volunteer who remained in the room must act out. Invite a second volunteer to come back into the room. The first volunteer must act out the charade for the second person with no verbal explanations. Then invite the third volunteer into the room and the second volunteer will act out the charade for the third. Continue until the fifth volunteer has seen the charade acted out; that person must then guess the message of the charade. Follow this activity with a discussion. When did the breakdown in
communication occur? How could communication have been improved? What strategies could the team adopt to communicate effectively?

**LABELS**

This activity explores the various roles that people take on within a group. Before starting, the team leader uses cards to create labels for each participant. The cards must be labelled 1) Leader, 2) Don’t agree with me, 3) Agree with me or 4) Ignore me. To start the activity, form groups of four people and give each group a project to complete. For example, the group must design an advertisement for its GenV project. Each group member receives a card which he sticks to his forehead; no one is allowed to read what is on his own card. Let the groups work on their project for 10 minutes. When they have finished, each team must present its finished project. Then ask the group to discuss the challenges each encountered. How did they react to the labels? Did they follow the instructions or continue as if nothing had changed? Did they take on their role within the group and did people get used to being leader or being ignored?

**RAINMAKER**

Rainmaker is a relaxing exercise that is useful when a group is going through a stressful period. Have all group members sit in a circle. The leader then shows everyone how to “make it rain.” To make it rain gently, members must rub their hands together in a circular motion. To make it rain harder, ask them to slap their fingers (on one hand, then the other). To make it rain even harder, everyone slaps their left thigh, then their right. Finally, to cause a downpour, everyone must hit their hands. Then ask everyone to close their eyes and listen. When a person hears the rain, he must join in, keeping his eyes closed and his imagination open. The leader starts with gentle rain and leads the group into a downpour and then eases off to drizzle.

**SHARING JOURNAL ENTRIES**

This activity works best with small groups. The goal is to deal with other people’s desires, fears or worries in a safe setting. Ask each person to write down in a journal or on a sheet of paper a fear about his current or future project. Each person then passes his journal to the person on his left so that person can respond to the worry in writing. The journals continue to be passed around until they come back to their owner. At the very end, everyone has a list of encouraging messages from his peers.

**WHO’S THE LEADER?**

Team members – the more, the better – face each other in a circle. Ask for a volunteer to leave the room. Explain to the others that one person must volunteer to be “the leader.” This person makes some kind of a gesture (tapping his hand, snapping his fingers, tapping a foot, etc.) and the other people in the circle imitate him, immediately. Tell the group that the volunteer will come back into the room and try to guess who is the leader, while they must do their best not to reveal the leader’s identity. Have the volunteer come in and try to guess the leader. Once the leader has been identified, other team members become the volunteer and leader.