Lansing Community College

Course Cover Sheet

M-CAM Training Area:
☐CNC/Machining ☐Multi-Skilled Mechatronics ☒Production Operation ☐Welding/Fabrications

Program(s): Certified Production Technician

Course: Team Building for Production - Instructor Guide

Course Description:
Team Building for Production is an eight-hour course which will increase the employee's awareness and understanding of the four primary behavioral styles and their effect on interpersonal interactions and relationships in the workplace. In addition, through an interactive team-build simulation, participants will understand the potential teams have for achieving results, and the importance of interpersonal communication among employees.

Participants will not only demonstrate the importance of team communication but also how a positive attitude can increase productivity and improve morale, quality, and customer satisfaction within an organization.

Delivery method is face-to-face, activity-based.

Date Created: September, 2016

Employer/Industry Partner: Various manufacturing companies in Mid-Michigan served by Lansing Community College. See also LCC's Business & Community Institute corporate training needs.

Faculty Developer(s)/Instructional Designers(s): Emily Crockett, Jill Doederlein/Ann Lapo

College Contact: Jill Doederlein

> **Phone:** 517.483.9665

> **Email:** doederj@lcc.edu

Additional Information/Comments: Developed to align to the needs of manufacturing companies served by Lansing Community College.
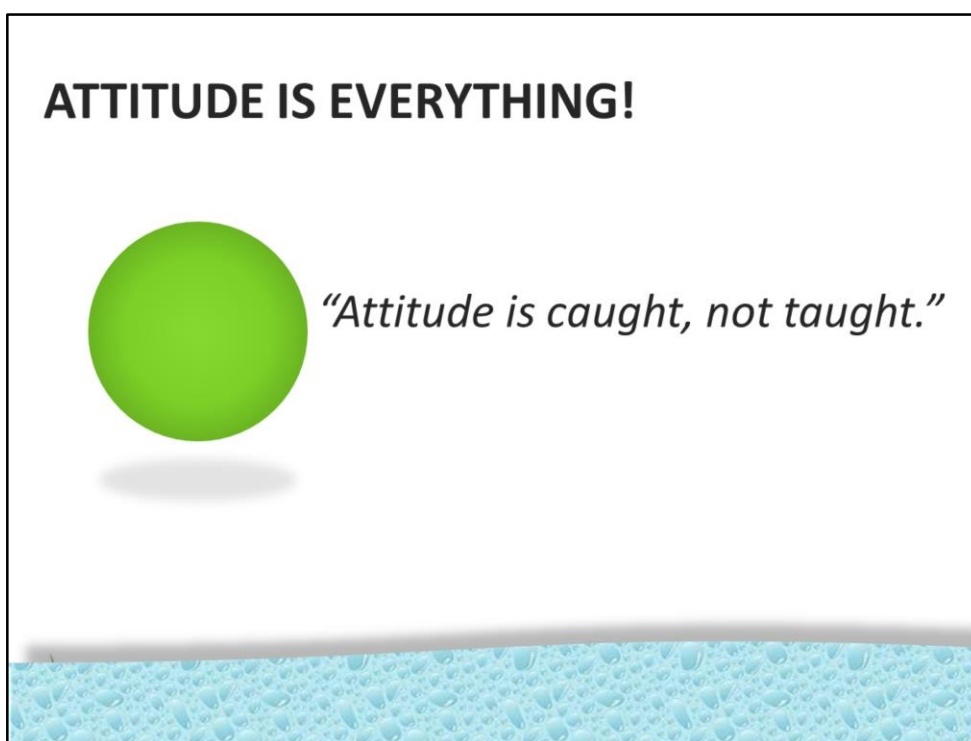
M-CAM Bay de Noc | Grand Rapids | Kellogg | Lake Michigan | Lansing | Macomb | Mott | Schoolcraft

FACILITATOR NOTES:

SAY: "Attitude is caught, not taught." **What does that tell you?**
LISTEN for the participants' responses. They should include things like:
- The attitude of one person can affect someone else, a whole team, or a whole organization.
- Each individual is responsible for monitoring his/her attitude.

SAY: "We will be discussing the impact of attitude on each of us personally and on our interpersonal interaction both on and off the job."
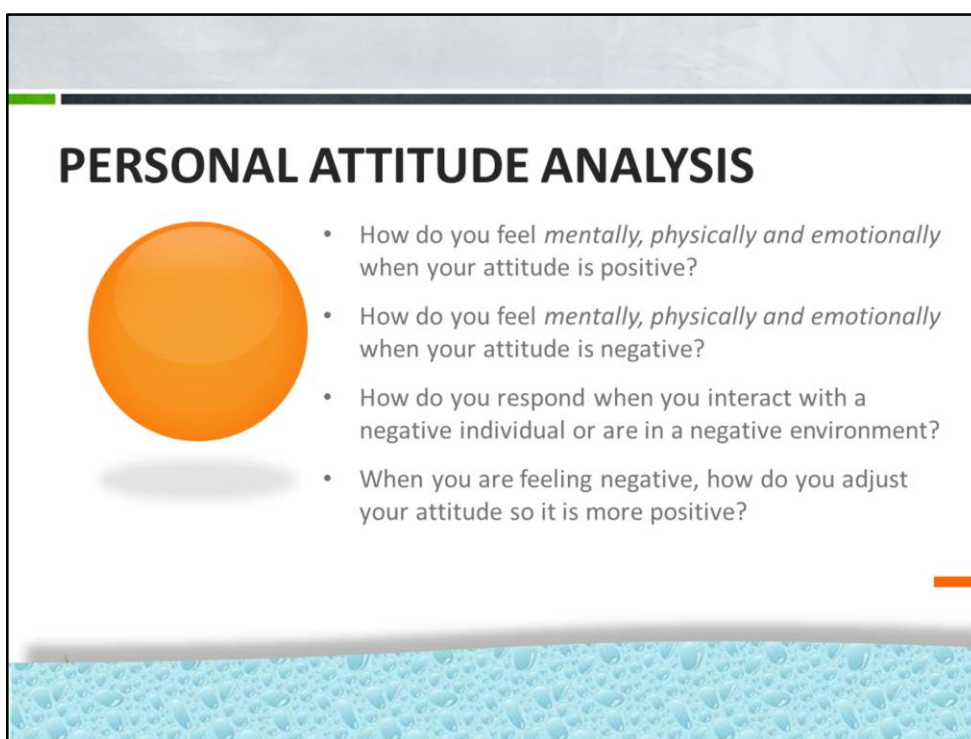
SAY: "Let's begin by doing some self analysis."

ACTIVITY (0:05) HO
SEE HANDOUT: DIRECT participants to the handout: **"Personal Attitude Analysis"**
- **REVIEW** the instructions.
- **STOP** the activity when **5 minutes has elapsed.**

DEBRIEF the activity. **ASK:**
- "What did you learn from this exercise?
- What insights did you gain that were surprising?
REMIND participants that they will be referring to this handout later in the program.

LARGE GROUP DISCUSSION (0:10)
LEAD a group discussion on the effects of negativity on themselves, their workgroups, their organizations…
- Considering health, careers, creativity, interpersonal relationships.

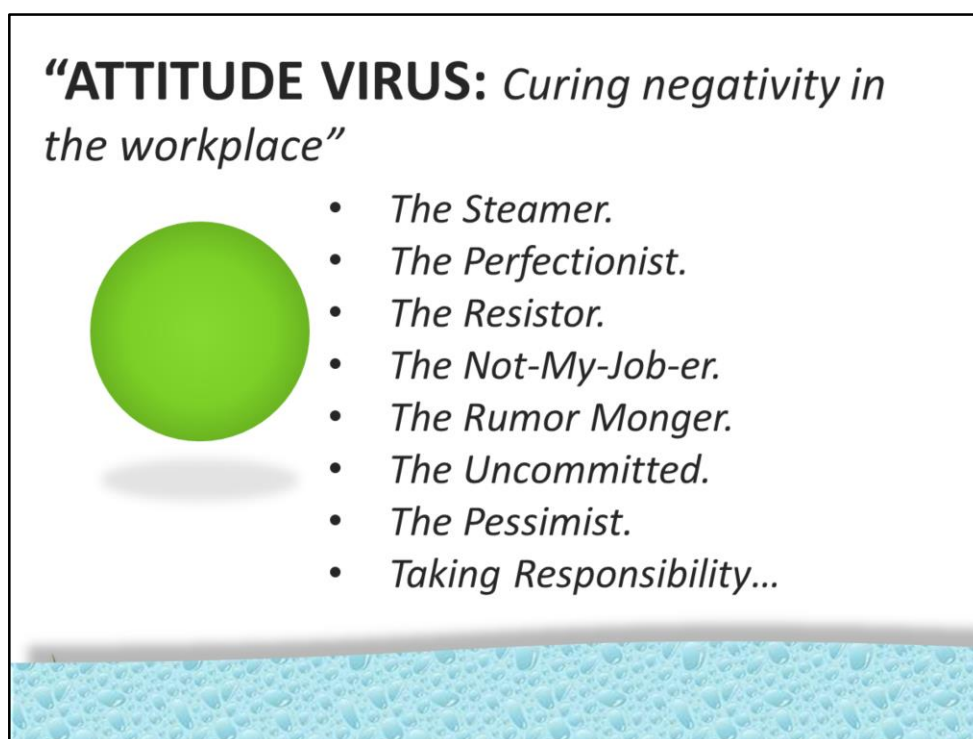**CONFERENCE AND CHART** their answers on a flip chart – example:

   EFFECTS OF NEGATIVITY:
   Personal:

   Workgroup:

   Organization:

POST the chart on the wall for reference throughout the session.

"ATTITUDE VIRUS: *Curing negativity in the workplace*"

- *The Steamer.*
- *The Perfectionist.*
- *The Resistor.*
- *The Not-My-Job-er.*
- *The Rumor Monger.*
- *The Uncommitted.*
- *The Pessimist.*
- *Taking Responsibility...*

VIDEO (0:20)

INTRODUCE the video.
SAY: "This video shows what can happen when negativity invades the workplace."

SHOW video.

DISCUSSION/DEBRIEF (0:10)
ASK: & [OPTIONALLY] CHART RESPONSES on a flip chart.
- What made the greatest impact on you?
- Have you ever seen an "Attitude Virus" spread from person to person in your home or workplace?
- Describe the chain of contact.
- What are some situations at *home* that might cause a bad attitude?   Results?
- What are some situations at *work* that might cause a bad attitude?   Results?
- **What should we add to our chart on the "Effects of Negativity?"**

- IN AN ORGANIZATION, WHAT ARE THE RESULTS OF A ***POSITIVE*** ENVIRONMENT?

ALSO SEE HANDOUT: "The Attitude Virus" for reference.

LECTURETTE/DISCUSSION (0:30)

TRANSITION STATEMENT:
"We have discussed the impact of negativity on ourselves, our workgroups, and our organizations.
"We have also discussed some of the benefits of creating or contributing to a positive environment."

INTRODUCE the topics that will be discussed. (There are separate slides for each topic – see slides 6-11)

ASK: How would you define "Attitude"? (listen to participants answers or list on flipchart paper)

SAY: "Attitude is the way you look at things mentally, your mental focus on the world. You can think of our Attitude like a magnifying glass or binoculars. Through your attitude you can look at life, especially challenges with a "magnified" focus in and make problems seem bigger or just back away to make the problems seem smaller as well. You can also magnify the positive things in life with a positive attitude."

WHAT IS A POSITIVE ATTITUDE?

- Attitude is the way you look at things mentally, your mental focus on the world.

- Your attitude is never static.

- Events, circumstances, and messages – both positive and negative – can affect your attitude.

- No one can be positive all the time.

- A positive attitude makes problem solving easier.

- The more you expect from a situation, the more success you will achieve.

ELABORATE on each key point individually.

To keep the discussion interactive, occasionally **ASK**:
- Why do you suppose this is so?
- Who has experienced this? Give an example.

THE IMPORTANCE OF A POSITIVE ATTITUDE

- See opportunities.

- Spot problems in time to take action and avoid major consequences.

- Look out for customers, co-workers, themselves, and their organization on every project/activity they are involved with.

- Enjoy their work.

- More likely to be promoted.

SAY: "People with a good attitude always seem to be looking up and forward."

EXPAND on each point.

ASK: "How does attitude, positive or negative, affect personality? GIVE AN EXAMPLE.

- *"Why do you suppose that is?" (The next slide expands on this idea.)*

A POSITIVE ATTITUDE AFFECTS PERSONALITY

- Can convert an ordinary personality into one that is interesting or exciting to others.

- Can make a typical person seem better looking to others.

- Can attract attention to outstanding traits in a personality that would otherwise go unnoticed.

- Make the total image of a person seem brighter and more attractive to others.

DISCUSS the four key points of the slide.
Tie your remarks to the responses the participants have just made.

THE POWER OF A POSITIVE ATTITUDE

- A positive attitude triggers your enthusiasm.

- A positive attitude enhances your creativity.

- A positive attitude makes good things happen.

Your actions flow from your attitude!

SAY: "We have discussed a number of benefits for maintaining a positive attitude. Here are three additional advantages."

DISCUSS: the points on the slide.

ASK: "How many of you have ever blamed someone else for causing your poor attitude?"

LEAD: a brief discussion on this topic.

SAY: "The bottom line is we alone allow people to *steal* our positive attitudes. We don't have to let that happen.

"Let's look at some tips to help us safeguard those positive attitudes."

GO TO THE NEXT SLIDE.

GO THROUGH THE POINTS ON THE SLIDE.

ASK participants what they do to rejuvenate their attitudes.

STATE: "Here are some suggestions as to how you might renew that positive attitude."

WALK THROUGH each of the suggestions on the slide.

RELATE these suggestions back to the earlier participants' responses.

> "The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...we are in charge of our attitudes."
>
> — Charles Swindoll

DIRECT participants to the Swindoll quote in their handout.

SUGGEST they might want to post it somewhere in the office of on their refrigerator at home as a reminder to keep a positive attitude.
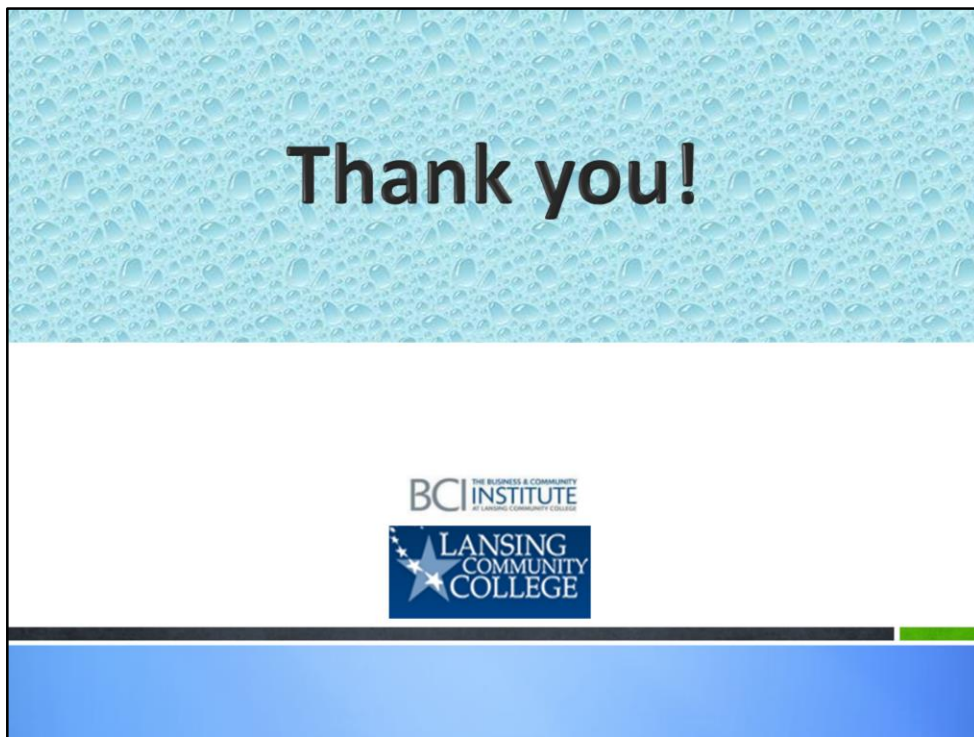
ACTION PLAN HANDOUT (0:10)

INTRODUCE action planning by stressing its importance.
DIRECT participants to the handout (last page in the binder).
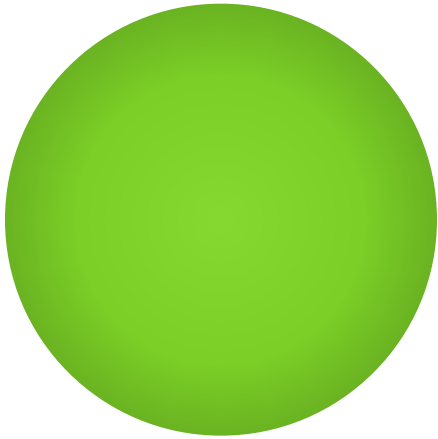**REVIEW** instructions.
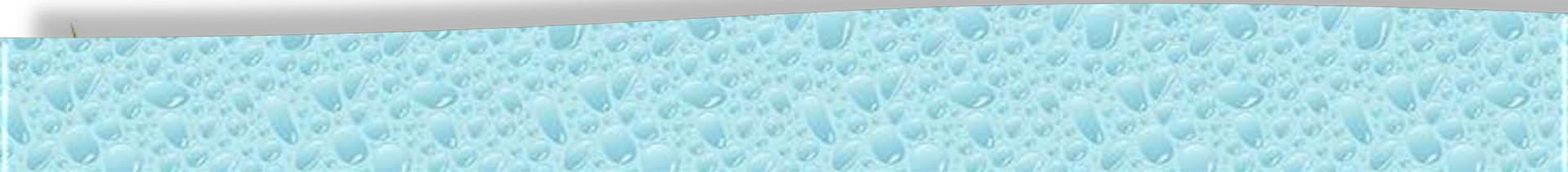**ALLOW** 10 minutes to complete the activity.

SUMMARIZE KEY POINTS IN THE MODULE (See objectives)

DISTRIBUTE feedback forms and have participants complete the evaluations for the course.
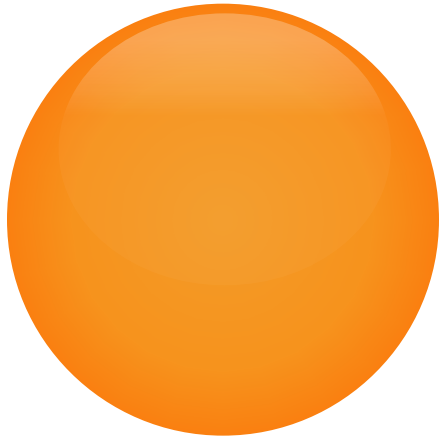
# ATTITUDE IS EVERYTHING!

"Attitude is caught, not taught."

PERSONAL ATTITUDE ANALYSIS

- How do you feel *mentally, physically and emotionally* when your attitude is positive?

- How do you feel *mentally, physically and emotionally* when your attitude is negative?

- How do you respond when you interact with a negative individual or are in a negative environment?

- When you are feeling negative, how do you adjust your attitude so it is more positive?
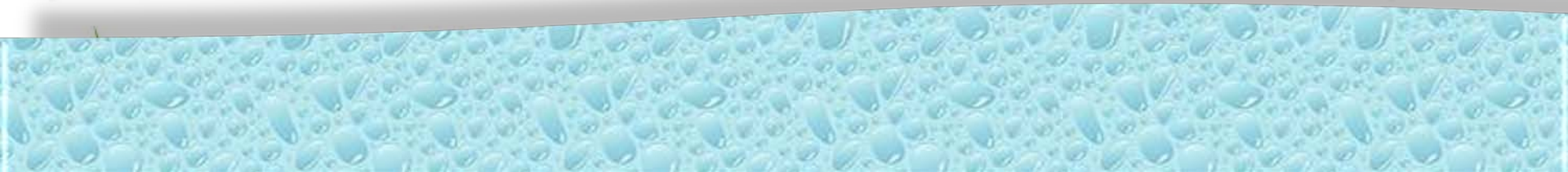
# "ATTITUDE VIRUS: *Curing negativity in the workplace*"
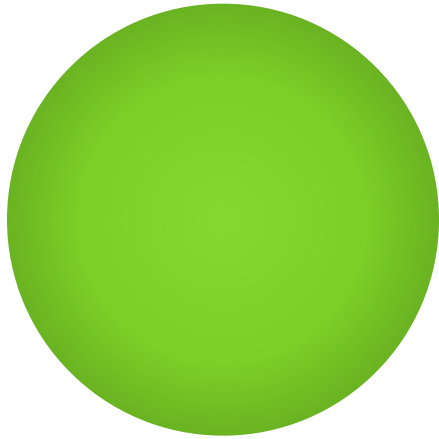
- *The Steamer.*
- *The Perfectionist.*
- *The Resistor.*
- *The Not-My-Job-er.*
- *The Rumor Monger.*
- *The Uncommitted.*
- *The Pessimist.*
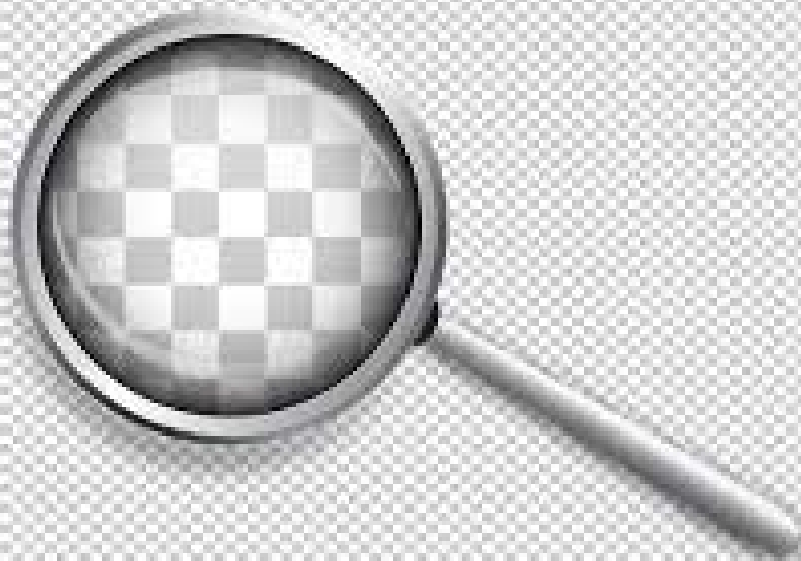- *Taking Responsibility...*
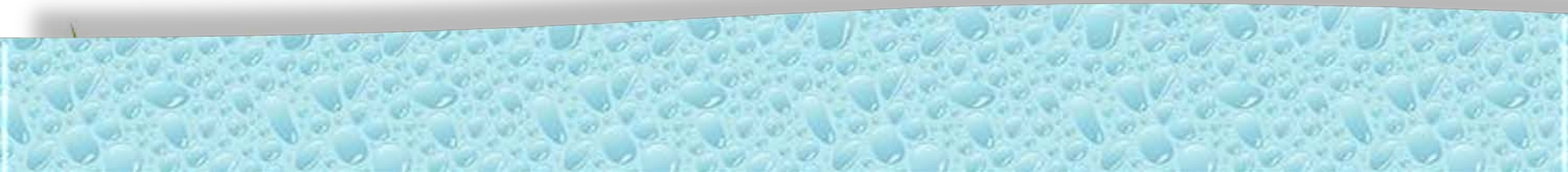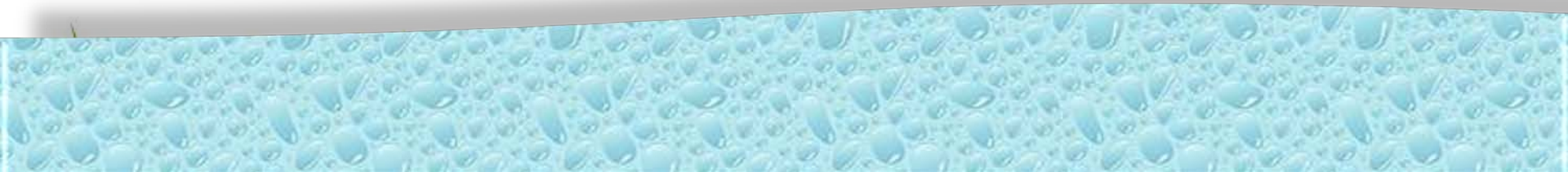
UNDERSTANDING YOUR ATTITUDE

- What Is a Positive Attitude?

- The Importance of a Positive Attitude.

- A Positive Attitude Affects Personality.

- The Power of a Positive Attitude.

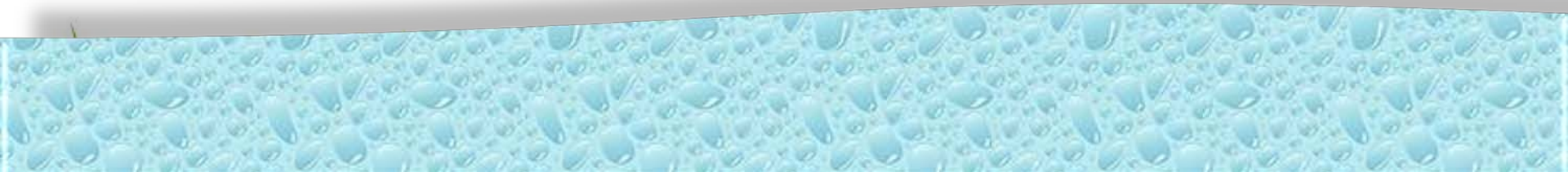- Attitude Renewal: How to Give Your Attitude a Tune-Up.
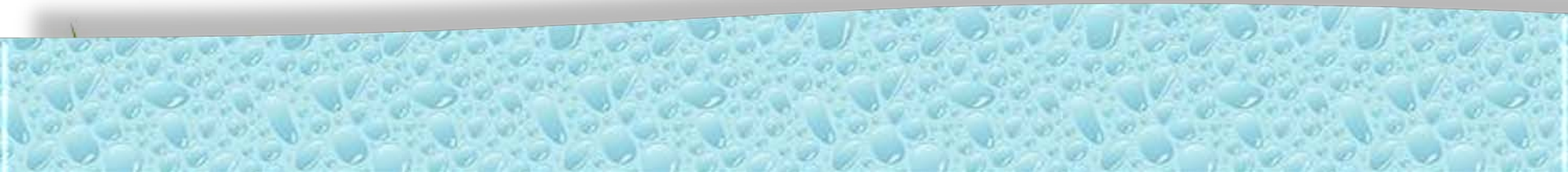
WHAT IS A POSITIVE ATTITUDE?

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- No one can be positive all the time.

- A positive attitude makes problem solving easier.

- The more you expect from a situation, the more success you will achieve.

# THE IMPORTANCE OF A POSITIVE ATTITUDE

- See opportunities.

- Spot problems in time to take action and avoid major consequences.

- Look out for customers, co-workers, themselves, and their organization on every project/activity they are involved with.

- Enjoy their work.

- More likely to be promoted.

A POSITIVE ATTITUDE AFFECTS PERSONALITY

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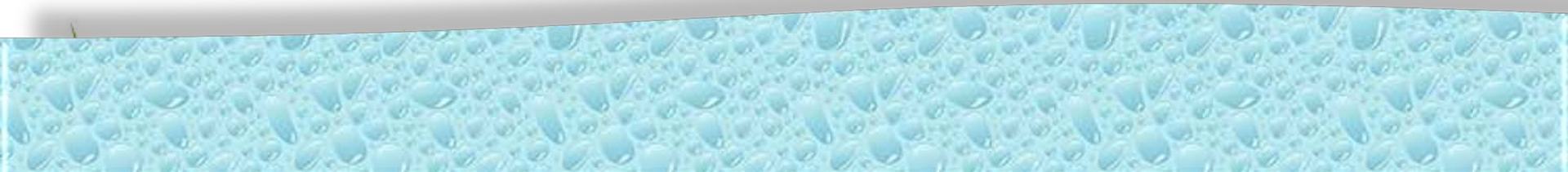- Make the total image of a person seem brighter and more attractive to others.
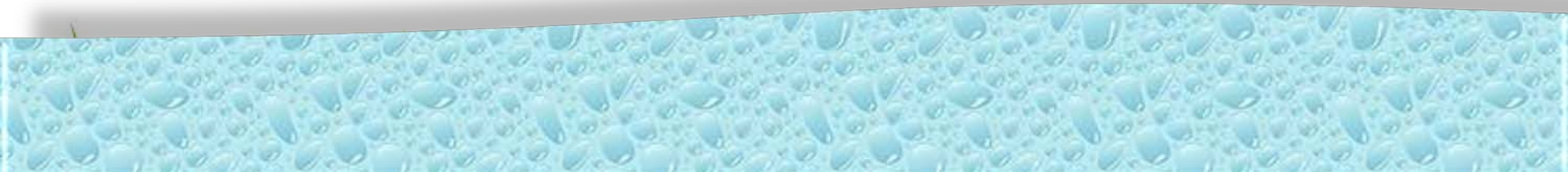
# THE POWER OF A POSITIVE ATTITUDE

- A positive attitude triggers your enthusiasm.

- A positive attitude enhances your creativity.

- A positive attitude makes good things happen.

Your actions flow from your attitude!

THEFT PREVENTION: SAFEGUARDING YOUR ATTITUDE
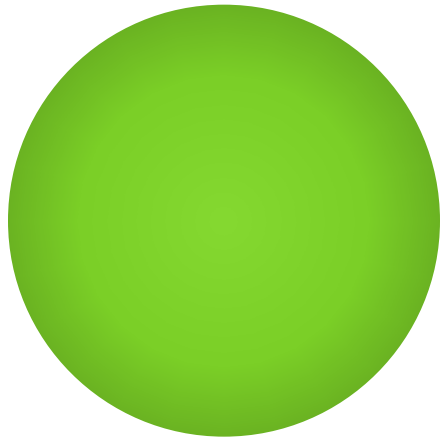
- Solve personal conflicts quickly.

- When people behave unreasonably or unfairly, take the high road; don't drop to their level.

- When you have repeated conflicts with someone, insulate or distance yourself.

- Remember, *your attitude belongs to you*.
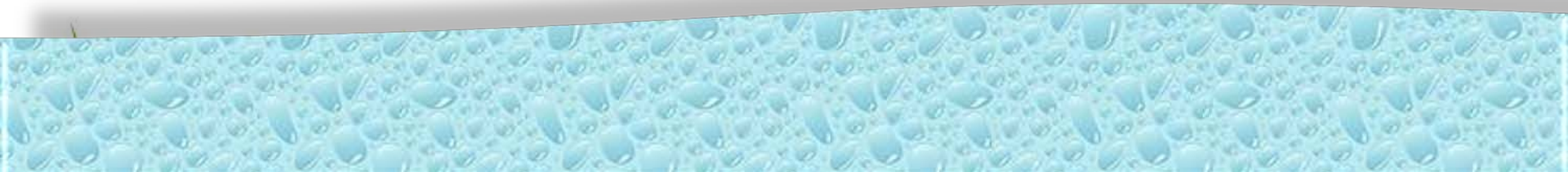
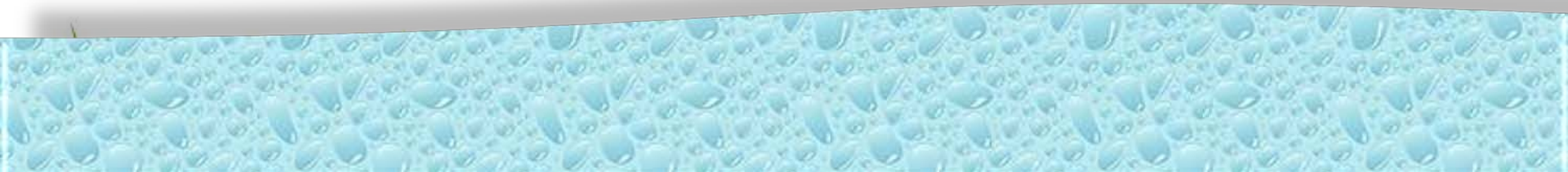# ATTITUDE RENEWAL:
GIVE YOURSELF A TUNE-UP

- Make daily adjustments.

- Get weekend tune-ups.

- Take action to get out of your rut.

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company…a church…a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past…we cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude… I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you…we are in charge of our attitudes."

— Charles Swindoll

Thank you!

PERSONAL ATTITUDE ANALYSIS

INSTRUCTIONS: Please answer the following questions as accurately and completely as possible. You have <u>5 minutes</u> to complete this task. When you have completed this handout, please put it where you will be able to easily refer to it.

1. Describe how you feel *mentally*, *physically*, and *emotionally* when your attitude is positive (be specific!).

2. Describe how you feel *mentally*, *physically*, and *emotionally* when your attitude is negative (be specific!).

3. When you interact with a negative individual or are in a negative environment, how do you respond?

4. When you are feeling negative, what techniques do you use to adjust your attitude so it is more positive?

ATTITUDE

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company…a church…a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past…we cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude…I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you…we are in charge of our attitudes."

— Charles Swindoll

ACTION PLAN

Instructions: Reflect on what you have learned about attitudes and how you are going to apply the suggested techniques to maintain a positive attitude both on and off the job. Write your action plan below.

1. The most valuable thing(s) I learned about my attitude is (are):

2. In terms of maintaining a positive attitude, my strengths are:

3. In terms of attitude, an area I need to improve is:

4. The technique I am going to use to improve my weak area is:

INTRODUCTION:
It's contagious, it can spread in a matter of minutes, and before anyone realizes what's happened, the entire workplace can be affected, But chicken soup and antibiotics won't stop this epidemic because it isn't a physical illness. It's what can be call an "Attitude Virus," a disease that causes negativity in all it touches.

An "Attitude Virus" is not just a modern affliction, but one that has been a concern for centuries. It can affect the weak or the powerful, the home or workplace, the worker or employer. Worst of all, if not discovered and eliminated quickly, the virus can spread to epidemic proportions, leading to loss of confidence, enthusiasm, creativity, and productivity. Unresolved anger about a stressful situation is often the underlying cause of a negative attitude and may cause some very real illnesses related to stress such as headaches, indigestion, high blood pressure, and insomnia.

In an organization or team, there can be various carriers of the virus, It could be a manager who's overly critical or who lets out pressure by taking it out on employees. It could be a team member who feels their opinions aren't being heard, or who feels like they are doing more than their share. There might be people whose negative outlooks have nothing to do with work. Problems at home or ill health can sometimes lead to unhappy feelings on the job, which can easily spread to colleagues.

As you view the video, note the characteristics of the following types of team members:

- The Steamer.

- The Perfectionist.

- The Resister.

- The Not-My-Job-er.

- The Rumor Monger.

- The Uncommitted.

- The Pessimist.

- What are some other types of virus carriers besides those mentioned in the video? If a co-worker is generally a grouch, how do you judge whether s/he's harmless or a virus carrier?

Incalculable productivity is lost each year because of negative attitudes, whereas healthy attitudes are closely related to motivation, work enjoyment, and increased productivity.

PROMOTING A POSITIVE ENVIRNOMENT:
A healthy attitude is imperative for a well-functioning team or organization to achieve its goals. A positive environment can:

- Increase productivity and long-term growth.
- Improve group performance and morale.
- Improve customer satisfaction.
- Reduce grievances, accidents, absenteeism, and turnover.
- Eliminate waste and the need to redo work.
- Open up communication.
- Increase initiative, creativity, and participation in decision-making and problem-solving.

Obviously, it makes good sense to vaccinate a workplace against the Attitude Virus. The following steps could prevent negativity from taking over your team and/or organization.

1. Recognize that there is an attitude problem.
   - *What attitude are you projecting?*
   - *How do your team members react to your comments or assignments?*
   - *Which members of your team seem to have trouble working with you or with each other?*

2. Take responsibility for your own attitude, and help team members take responsibility for theirs.
   - *Discuss the problem in private.*
   - *Begin by giving positive feedback.*
   - *Handle emotionally charged subjects with sensitivity.*
   - *Focus on performance, not personality.*

3. Focus on behavior, not personality.

4. Acknowledge any underlying causes for a negative attitude, and clarify issues that might lead to conflict between personal goals and team goals.

   Once responsibility for a poor attitude is acknowledged, it's possible to look at some of the reasons behind it. Sometimes it can be stress from outside the workplace that's beginning to take its toll. Family problems, debts or illness can often lead to unresolved anger that is submerged, but not fully put aside on the job. Sometimes the underlying cause is work-related. In this case, it might be necessary for the manager to help the team member clarify his/her needs and how they coincide with the team's goals.

PROMOTING A POSITIVE ENVIRNOMENT *(continued)***:**

5. Address the situations that cause stress.

    Once the underlying causes of a team member's anger are understood, work together towards a solution that will prevent future attacks of negativity and make them a more productive member of the team.

6. Replace negative, ineffective reactions with new, more adaptable responses, then **practice** using the new responses.

    In order to attack negativity, it's important to keep the recovering "grumbler" focused on her/his priorities. That may require modifying goals together and working out new strategies with the rest of the team.

    Although it may seem artificial, rehearsing positive responses with a non-judgmental coach can be a useful way to modify unproductive behavior.

7. Monitor the team member's progress and follow through to ensure lasting improvement.

    Give positive reinforcement. Encourage efforts when the team member uses a new positive approach. To prevent a relapse, lines of communication must stay open and be fortified by continuous support from colleagues.

8. Infect team members with a good attitude.

    Look at your own behavior. Are you providing a good example of how you expect your fellow team members to act? Positive attitudes can spread as rapidly as negative ones. By being a model of positive behavior, you're also acting as a vaccine against the Attitude Virus.

    Negative attitudes can disrupt an entire organization, causing critical drops in morale and productivity. Reassigning or terminating troublesome employees is an expensive solution that could lead to additional complications. The most effective treatment of the Attitude Virus is isolating it and taking preventative action before it spreads. And, of course, there's nothing like a little compassion and care from others to help an afflicted colleague make a full recovery.

    – CRM Films "The Attitude Virus"
    CRMlearning.com

DISCUSSION QUESTIONS:

1. What are some of the situations at home that might cause you to come to work with a bad attitude?

2. What are some situations at work that might cause a bad attitude?

3. Have you ever seen an "Attitude Virus" spread from person to person in your home or workplace? Describe the chain of contact.

4. How do you usually deal with a negative colleague? — with humor, anger, reason, the cold shoulder?

    Which way do you think is more effective?

5. When you're under stress, how does it affect your attitude at work and your relationship with your co-workers?

6. What would you do if a team member's negative attitude was caused by serious personal problems?

7. What are some ways a negative attitude could hurt a team's goals?

8. When you're having a bad day, are there other ways to relieve your stress or anger besides having an "attitude" at work?

    How can you avoid transmitting any negative feelings to others?

9. What role should a team leader play when a team member is being unproductive or uncooperative?

    What is the role of the fellow team members?

10. Other than constantly saying what a good job they're doing, what are some ways to encourage team members who are recovering from the Attitude Virus?

Creating seamless and responsive pathways for students and employers in advanced manufacturing throughout Michigan.

Module 3:
Attitude is Everything
(1.5 hours)

This module provides participants with practical techniques to help them gain awareness of the effects of positive/negative attitudes on the success of an organization. Participants will develop an action plan designed to retain and/or restore their positive attitudes both within an organization and in their personal lives.

Course:
Team Building for Production
Created: 2016-2017

**Bay de Noc College | Grand Rapids Community College | Kellogg Community College
Lake Michigan College | Lansing Community College | Macomb Community College
Mott Community College | Schoolcraft College**

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M-CAM Lead Office
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616.234.3714

Kellogg Community College
269.565.2802

Lake Michigan College
269.927.4103

Lansing Community College
517.483.9806

Macomb Community College
586.498.4108

Mott Community College
810.232.2511

Schoolcraft College
734.462.7460

Waterworks Design Solutions
Team Build Module with Simulation Activity

AGENDA

Introduction
- Participant/Topic Introductions
- Objectives
- Simulation Activity Round 1

Communication and Teambuilding Skills Overview
- Listening and Avoiding Roadblocks
- Successful Teams, Problem Solving and Consensus Building

Simulation Activity
- Set-Up
- Rounds 2 and 3
- Debrief and Application

Session Objectives Review and Close

OBJECTIVES

- Experience how working as a team can be more effective than working individually.

- Use learning techniques such as discovery and sensory input to accelerate learning and reflective discussion to reinforce the benefits and importance of working as a team.

- Apply the concepts of effective communication, including listening, giving feedback and avoiding roadblocks, while working with each other to design a product.

- Build knowledge in the following areas of teamwork: what makes a successful team, problem solving, and consensus building.

- What additional expectations can you add? _____

  _____

  _____

Waterworks Design Solutions
Simulation Activity

INTRODUCTION

For this activity you will be taking on the role of a budding entrepreneur in the plumbing industry. You have recently purchased the Waterworks Design Solutions plumbing company and will be expected to master and demonstrate the assembly process of the company's number one plumbing product.

The product you will be assembling is a pipe fixture that is made to fit specifically around a wall beam. It has a very detailed production process. Because you are a new owner of the company, you don't want to change too much too fast. You have decided to follow the old production process to the smallest detail.

After you have read through the following assembly instructions you will have five minutes to gather your materials and begin production. Build as many of the fixtures as you can but make sure to follow the process step by step, completing one whole fixture before gathering materials for the next.

INDIVIDUAL PIECES

Bended Fitting	Straight Tube	End Piece

THE PRODUCT

PLUMBING FIXTURE ASSEMBLY STEPS

Follow these steps in order, exactly as written.

Step 1: Materials Collection

1. Gather seven bended fittings and place them in the work area.
2. Gather eight straight tubes and place them in the work area.
3. Collect two end pieces and put them in the work area.

Step 2: Figure A

1. Attach one end piece to the end of a straight tube.
2. Attach a bended fitting to the other end of the straight tube.
3. Attach a straight tube to the other end of the bended fitting making an "L" shaped piece.
4. Set this assembly aside

Figure A

Step 3: Figure B

1. Select a bended fitting and attach it to one end of a straight tube. The opening of the bended fitting should be facing to the side.
2. Select another bended fitting and attach it to the other end of the straight tube. This bended fitting should be facing downward, or in a different direction than the previous bended fitting.
3. Set this assembly aside.

Figure B

Step 4: Figure C

1. Attach a bended fitting to the bottom of a straight tube.
2. Attach another straight tube to the bended fitting making an "L shape."
3. Set this assembly aside.

Figure C

PLUMBING FIXTURE ASSEMBLY STEPS (continued)

Step 5: Figure D

1. Select a bended fitting and attach it to one end of a straight tube. The opening of the bended fitting should be facing to the side.

2. Select another bended fitting and attach it to the other end of the straight tube. This bended fitting should be facing downward, or in a different direction than the previous bended fitting.

3. Set this assembly aside.

Figure D

Step 6: Figure E

1. Attach a bended fitting to the bottom of a straight tube.

2. Attach another straight tube to the bended fitting making an "L shape."

3. Attach an end piece to the bottom of the "L" and set aside.

Figure E

Step 7: Figure F

Attach all five parts together as shown and check that your fixture has the correct "in" and "out" points and that the wall beam (or your arm) will fit through the middle of the fixture as shown on page 2.

Figure F

Step 8:

Record how many fixtures you completed in Round 1:

_____

COMMUNICATING EFFECTIVELY

Effective Listening

☐ Think about the purpose of the message

☐ Eye contact

☐ Nod to show understanding

☐ Ask open-ended questions

☐ Take notes

☐ Restate what was said in your own words

☐ Remain alert

☐ Remain sensitive to speaker's perspective

☐ Be patient!

"Most people do not listen with the intent to understand; they listen with the intent to reply."

Avoiding Roadblocks to Communication

☐ **Differences in Background** – Take time to understand each other.

☐ **Excessive Information** – Screen, edit and organize the information.

☐ **Interference –** Eliminate or block it.

☐ **Inaccurate Assumptions** – Be straightforward and concise.

☐ **"Shoot the messenge**r" – Avoid blame.

Recipe for Successful Teams:

- ☐ Clarity in Team Goals
- ☐ Improvement Plans
- ☐ Clearly Defined Roles
- ☐ Clear Communication
- ☐ Beneficial Behavior
- ☐ Well-Defined Decision Procedures
- ☐ Balanced Participation
- ☐ Established Ground Rules
- ☐ Group Process

Team Problem Solving

- ☐ Analyze the Problem
- ☐ Generate Solutions
- ☐ Choose the Best Solution
- ☐ Implement the Solution
- ☐ Monitor Progress
- ☐ Evaluate the Outcome

Basic Guidelines for Consensual Decision Making

- ☐ Avoid blindly arguing for your own individual judgments.
- ☐ Avoid changing your mind ONLY to reach agreement and avoid conflict.
- ☐ Avoid "conflict-reducing" procedures.
- ☐ Seek out differences of opinion.
- ☐ Do not assume that someone must win and someone must lose.
- ☐ Discuss the underlying assumptions, listen carefully to one another, and encourage the participation of all members.

OBSERVATIONS

Take three minutes to record ideas you have for improvement to the process or for a redesign of the fixture itself.

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Write down your group's ideas for improvement.

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FINAL IMPROVEMENT PLAN

Write or draw your team's final improvement plan below.

REFLECTION QUESTIONS

1. What improvements did your team make? And how did those improvements affect your overall production?

2. How did round 1 of the activity compare with round 3? How many more fixtures did you build?

3. What observations do you have about how you felt in round 1 compared to round 3?

4. How did your different teammates contribute to the redesign?

5. What were the difficulties in working alone?

6. How did the team help solve those problems of being alone?

7. What were the challenges of working as a team?

8. What were the benefits of working as a team?

Waterworks Design Solutions
Team Build Module with Simulation Activity

AGENDA

Introduction
- Participant/Topic Introductions
- Objectives
- Simulation Activity Round 1

Communication and Teambuilding Skills Overview
- Listening and Avoiding Roadblocks
- Successful Teams, Problem Solving and Consensus Building

Simulation Activity
- Set-Up
- Rounds 2 and 3
- Debrief and Application

Session Objectives Review and Close

OBJECTIVES

- Experience how working as a team can be more effective than working individually.

- Use learning techniques such as discovery and sensory input to accelerate learning and reflective discussion to reinforce the benefits and importance of working as a team.

- Apply the concepts of effective communication, including listening, giving feedback and avoiding roadblocks, while working with each other to design a product.

- Build knowledge in the following areas of teamwork: what makes a successful team, problem solving, and consensus building.

- What additional expectations can you add? _____

  _____

  _____

Waterworks Design Solutions
Simulation Activity

INTRODUCTION

For this activity you will be taking on the role of a budding entrepreneur in the plumbing industry. You have recently purchased the Waterworks Design Solutions plumbing company and will be expected to master and demonstrate the assembly process of the company's number one plumbing product.

The product you will be assembling is a pipe fixture that is made to fit specifically around a wall beam. It has a very detailed production process. Because you are a new owner of the company, you don't want to change too much too fast. You have decided to follow the old production process to the smallest detail.

After you have read through the following assembly instructions you will have five minutes to gather your materials and begin production. Build as many of the fixtures as you can but make sure to follow the process step by step, completing one whole fixture before gathering materials for the next.

INDIVIDUAL PIECES

Bended Fitting	Straight Tube	End Piece

THE PRODUCT

PLUMBING FIXTURE ASSEMBLY STEPS

Follow these steps in order, exactly as written.

Step 1: Materials Collection

1. Gather seven bended fittings and place them in the work area.
2. Gather eight straight tubes and place them in the work area.
3. Collect two end pieces and put them in the work area.

Step 2: Figure A

1. Attach one end piece to the end of a straight tube.
2. Attach a bended fitting to the other end of the straight tube.
3. Attach a straight tube to the other end of the bended fitting making an "L" shaped piece.
4. Set this assembly aside

Figure A

Step 3: Figure B

1. Select a bended fitting and attach it to one end of a straight tube. The opening of the bended fitting should be facing to the side.
2. Select another bended fitting and attach it to the other end of the straight tube. This bended fitting should be facing downward, or in a different direction than the previous bended fitting.
3. Set this assembly aside.

Figure B

Step 4: Figure C

1. Attach a bended fitting to the bottom of a straight tube.
2. Attach another straight tube to the bended fitting making an "L shape."
3. Set this assembly aside.

Figure C

PLUMBING FIXTURE ASSEMBLY STEPS (continued)

Step 5: Figure D

1. Select a bended fitting and attach it to one end of a straight tube. The opening of the bended fitting should be facing to the side.

2. Select another bended fitting and attach it to the other end of the straight tube. This bended fitting should be facing downward, or in a different direction than the previous bended fitting.

3. Set this assembly aside.

Figure D

Step 6: Figure E

1. Attach a bended fitting to the bottom of a straight tube.

2. Attach another straight tube to the bended fitting making an "L shape."

3. Attach an end piece to the bottom of the "L" and set aside.

Figure E

Step 7: Figure F

Attach all five parts together as shown and check that your fixture has the correct "in" and "out" points and that the wall beam (or your arm) will fit through the middle of the fixture as shown on page 2.

Step 8:
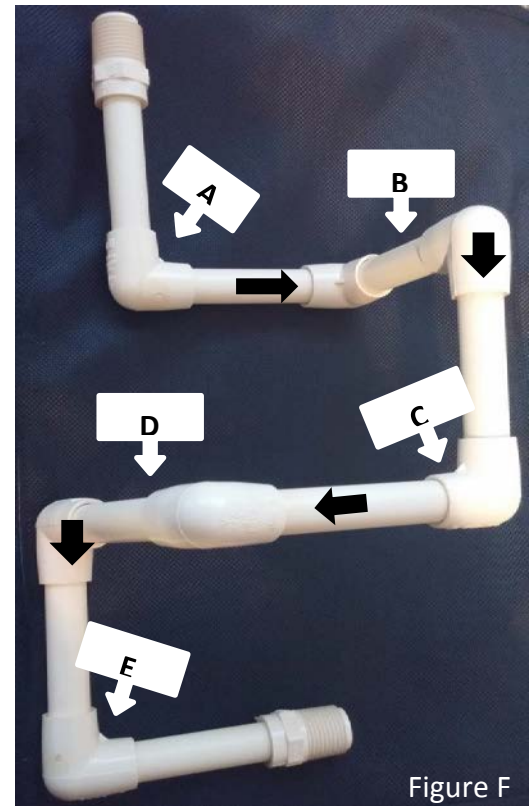
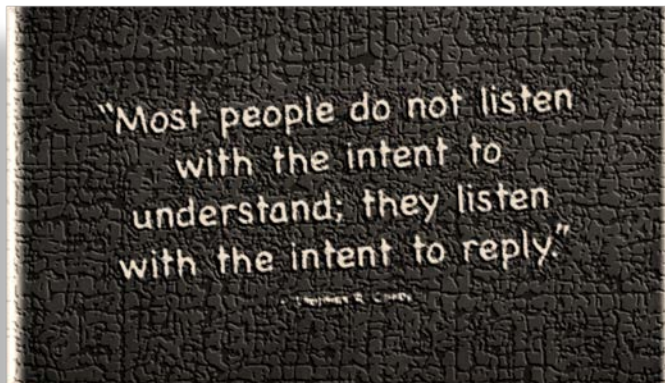Record how many fixtures you completed in Round 1:

_____

Figure F

COMMUNICATING EFFECTIVELY

Effective Listening

- ☐ Think about the purpose of the message
- ☐ Eye contact
- ☐ Nod to show understanding
- ☐ Ask open-ended questions
- ☐ Take notes
- ☐ Restate what was said in your own words
- ☐ Remain alert
- ☐ Remain sensitive to speaker's perspective
- ☐ Be patient!

"Most people do not listen with the intent to understand; they listen with the intent to reply."

Avoiding Roadblocks to Communication

- ☐ **Differences in Background** – Take time to understand each other.
- ☐ **Excessive Information** – Screen, edit and organize the information.
- ☐ **Interference –** Eliminate or block it.
- ☐ **Inaccurate Assumptions** – Be straightforward and concise.
- ☐ **"Shoot the messenge**r" – Avoid blame.

Recipe for Successful Teams:

- ☐ Clarity in Team Goals
- ☐ Improvement Plans
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- ☐ Clear Communication
- ☐ Beneficial Behavior
- ☐ Well-Defined Decision Procedures
- ☐ Balanced Participation
- ☐ Established Ground Rules
- ☐ Group Process

Team Problem Solving

- ☐ Analyze the Problem
- ☐ Generate Solutions
- ☐ Choose the Best Solution
- ☐ Implement the Solution
- ☐ Monitor Progress
- ☐ Evaluate the Outcome

Building Consensus:

Conditions for Team Consensus Seeking

- ☐ Common Goal
- ☐ Commitment to Reaching Consensus
- ☐ Trust and Openness
- ☐ Sufficient Time
- ☐ Clear Process
- ☐ Active Participation

Basic Guidelines for Consensual Decision Making

- ☐ Avoid blindly arguing for your own individual judgments.
- ☐ Avoid changing your mind ONLY to reach agreement and avoid conflict.
- ☐ Avoid "conflict-reducing" procedures.
- ☐ Seek out differences of opinion.
- ☐ Do not assume that someone must win and someone must lose.
- ☐ Discuss the underlying assumptions, listen carefully to one another, and encourage the participation of all members.

OBSERVATIONS

Take three minutes to record ideas you have for improvement to the process or for a redesign of the fixture itself.

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Write down your group's ideas for improvement.

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FINAL IMPROVEMENT PLAN

Write or draw your team's final improvement plan below.

REFLECTION QUESTIONS

1. What improvements did your team make? And how did those improvements affect your overall production?

2. How did round 1 of the activity compare with round 3? How many more fixtures did you build?

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6. How did the team help solve those problems of being alone?

7. What were the challenges of working as a team?

8. What were the benefits of working as a team?

Creating seamless and responsive pathways for students and employers in advanced manufacturing throughout Michigan.

Module 2:
"Waterworks Design Solutions"
Simulation Activity
(2.5 hours*)

With a focus on a simulated team building activity that challenges participants to solve a problem, both individually and in a group, this module emphasizes the importance of teamwork. It includes a hands-on component of having to build and redesign a mock product.

Participating in the activity develops supervisory and team building skills including problem solving, goal setting, communication, and brainstorming.

`* Can be expanded up to 4 hours.*

Course:
Team Building for Production
Created: 2016-2017

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Waterworks Design Solutions

Team Build Module
and Simulation Activity

Business & Community Institute

Lansing Community College

Emily Crockett, Designer

Leader Guide

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Table of Contents

Module Overview Agenda

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Module Objectives

Upon completion of the Waterworks Design Solutions Module and simulation activity participants will be able to demonstrate the following objectives.

- Experience how working as a team can be more effective than working individually.
- Use learning techniques such as discovery and sensory input to accelerate learning, and reflective discussion to reinforce the benefits and importance of working as a team.
- Apply the concepts of effective communication, including listening, giving feedback and avoiding roadblocks, while working with each other to design a product.
- Build knowledge in the following areas of teamwork: what makes a successful team, problem solving, and consensus building.

Methodology

- A simulation team building activity that challenges participants to solve a problem, both individually and then in a group, teaches the importance of teamwork in many ways. When you add in the hands-on component of having to build and redesign a mock product, the activity is even more effective.

- When this type of simulation is used participants are engaged in the hands-on nature of the activity. Participating in the activity develops supervisory and team build skills including, problem solving, goal setting, communication, brainstorming etc.

- This team build module can be used stand-alone or as part of a larger team build skills course that would combine with additional modules that can be developed for a more complete team/leadership communication offering.

Lansing Community College and MCAM is an equal opportunity employer/program provider. Auxiliary aids and services are available upon request to individuals with disabilities. TTY users please call 1-877-878-8464 or visit www.michigan.gov/mdcr.

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"To Do" List Preparation for Facilitation

Gather the following Materials:

- ✓ Participant Handouts

- ✓ Waterworks Design Solutions Simulation Materials: Straight tubes, bended fitting and end pieces.

- ✓ Flip Charts

- ✓ PowerPoint Slides and Projection

- ✓ Time Keeping Device with Alarm

Prepare the following before the day of the module:

- ✓ Study Leader Guide and customize timing for classroom needs

- ✓ Look over participant handouts and copy to be distributed

- ✓ View PowerPoint and customize for classroom needs

- ✓ Make Flip Charts with the following headings: "Team"

" +/- " (with columns)

"Your Expectations"

Prepare the following the day of the module:

- ✓ Room Arrangements – Ideally, tables are arranged for groups of 4

- ✓ Place your Waterworks Design Solutions materials around the training room

- ✓ Hang or place Flip Charts

.

Team Build Module
and Simulation Activity
2.5 Hours (Can be extended to 4 hours with optional activities)

INSTRUCTIONAL COMPONENTS, ESTIMATED TIMES, and MEDIA CUES	PROCEDURES AND CONTENT TRAINER'S RESPONSIBILITIES

PART 1: INTRODUCTION/ OBJECTIVES/ACTIVITY RD. 1 – 60 Min.(Duration)

WELCOME –(00:00 HRS/MIN. STARTING POINT)

PPT

(**PPT** slide 1 – "Welcome")

WELCOME participants to the "Waterworks Design Solutions" Team Build Module.
SAY "Today we will be learning skills that are valuable for the workplace and life in general. We will also practice those skills in a hands-on activity"

INTRODUCTION – (10 MIN.)

INTRODUCE yourself

SAY how long you have been training and a few facts about yourself

PARTICIPANT INTRODUCTION & ADVANCE ORGANIZER – (10 MIN.)
(00:10 minutes into module)
PPT

(**PPT** slide 2 – Introductions)

ASK students to share their name, position in the company or title, describe the work they do and (to open up the topic) introduce the concept of "Teamwork" by asking the advance organizer question:

.

	ASK: "What do you think of when you hear the word "team".
FLIP CHART	(**FLIP CHART –** "Team")
.	**RECORD** participant answers on the flip chart **DEBRIEF** participant answers. **NOTE** that participant answers may be positive or negative and include examples such as *"Hassle, Work, Collaboration, Cooperation, etc."*

INTRODUCTION OF THE TOPIC
AND DISCUSSION – (10 min.)
(00:20 minutes into module)

PPT	(**PPT** slide 3 – "Pros and Cons")
	CONDUCT the following discussion to help participants dive further into their observations of team work.
	ASK participants:

1. What are some positive outcomes of working in a team?
2. What are some less productive outcomes of working in a team?

FLIP CHART	(**FLIP CHART –** "+/-")
	RECORD participant answers on the flip chart divided with a plus/positive (+) and minus/negative sign (-). Write answers to question number 1 under the plus/positive sign and answers to question number 2 under the minus/negative side.
	ASK participants:
PPT	(**PPT** slide 4 – "Question")

1. Why do you think more companies are moving toward work teams?

.

OBJECTIVES OVERVIEW – (5 min.)
(00:30 min. in)

PPT   (**PPT** slide 5 – "Objectives")

                                             TRANSITION into discussion on the objectives.
                                             Share the purpose of the module by walking
                                             participants through the objectives

                                             SAY: "Now that you have identified the benefits
                                             and possible challenges of team work and WHY
                                             companies are moving more toward teams, let's
                                             take a look at our goals for today.

HO   (**HO** page 1 – "Objectives/Agenda")

                                             GIVE participants the Objectives/Agenda Handout
                                             packet. **ASK** them to review the objectives and
                                             instruct them to take notes on an additional
                                             expectations they may have.

> *Objectives:*
> - *Experience how working as a team can be more effective than working individually.*
> - *Use learning techniques such as discovery and sensory input to accelerate learning, and reflective discussion to reinforce the benefits and importance of working as a team.*
> - *Apply the concepts of effective communication, including listening, giving feedback and avoiding roadblocks, while working with each other to design a product.*
> - *Build knowledge in the following areas of teamwork: what makes a successful team, problem solving, and consensus building.*

                                             DISCUSS the objectives and
                                             ASK participants what additional expectations or
                                             even concerns they might want to add.

.

FLIP CHART

(**FLIP CHART** – "Your Expectations")

. **RECORD** participant expectations.

TRANSITION/SAY: "We will revisit these objectives and expectations at the end of this session.

PPT

(**PPT** slide 6 – "Agenda")

AGENDA – (5MIN.)
(00:35 MIN. IN)

PRESENT the agenda as listed on the "Objectives/Agenda" Handout

ASK: "What questions do you have for me at this point?"

TRANSITION/SAY: "Now that we have talked a little about teams and reviewed our objectives for the session, let's jump into our hands-on activity.

TRANSITION TO ACTIVITY ROUND 1

TRANSITION/SAY: "Today we are going to put your communication skills team building knowledge to the test with a simulation".

PPT

(**PPT** slide 7– "Waterworks")

.

SIMULATION ACTIVITY
ROUND 1 – 15 min.

ACTIVITY-SET-UP – (5 min.)
(00:40 min. in)

INTRODUCE the activity by explaining that the participants will be taking on the role of a budding entrepreneur in the plumbing industry.

EXPLAIN that they have recently purchased the Waterworks Design Solutions plumbing company and will be expected to master the assembly process of the company's number one plumbing product.

SHOW participants the fixture that you have already assembled. And the "wall beam" that it is made to fit around.

SAY: "This is the product you will be assembling. It is a pipe fixture that is made to fit specifically around this wall beam. It has a very detailed production process that is laid out in your handouts. As you are a new owner of the company you don't want to change too much too fast so you decide to follow the old production process to a T!

HO

(HO – "Simulation: Waterworks Design Solutions")

GIVE participants the simulation handout packet and **DIRECT** them to the first page.

SAY: "Page 2 of your packet gives you an introduction to the process and shows the individual pieces. Page 3 includes a picture of your finished fixture, including the beam it must fit around and the "in" and "out" points where it must start and Pages 4 and 5 lay out the detailed production process

TELL participants to read these pages and
ASK what questions they have.

REMIND participants that it is **vital** that the instructions are followed directly.

.

TELL them to complete each part of the assembly process before moving on.

PLACE your arm or a sample beam in your sample fixture and **TELL** participants they should test their fixture by making sure it will fit around the beam (they can use their arm) and has the same "in" and "out" points as the picture.

DESCRIBE that this is the first of 3 timed rounds during the simulation and that you will explain them as they go and keep time.

PPT
ACTIVITY ROUND 1 – (15 min.)
(00:45 min. in)

(**PPT** slide 8– "Waterworks Round 1")

GIVE instructions for the first round:

SAY: "You will have 5 minutes in this round to work individually to assemble the fixtures.

TELL Participants where you have placed the parts around the room. **REMIND** them to work individually at a quick pace and to follow instructions exactly.

ASK what questions participants might have.

INSTRUCT participants to turn to the assembly process in their handouts as a guide and to **BEGIN** the assembly.

START your timer, which is set for 5 minutes.

OBSERVE how individuals either do or do not follow the assembly process. Also observe different reactions and comments.

CIRCULATE around the room to answer questions but don't correct if someone is not using the correct process.

STOP the participants after 5 minutes have gone by.

.

HO

(**HO** page 5– "Simulation: Waterworks Design Solutions")

INSTRUCT participants to write down how many fixtures they have completed on page 5 of their handouts and then to **disassemble their fixtures, return the parts to their containers**.

SHARE instructor observations and

DEBRIEF round 1 of the activity with the following questions:
- What observations do you have about the current assembly process?
- How do you feel as the new owner of the Waterworks Design solutions company?

TRANSITON/SAY: "Later on we will give you a chance to address some of those issues but first, we are going to take a look at some of the Communication and team building skills we will be using for the next two rounds of our activity.

PART 2: COMMUNICATION & TEAMBUILDING SKILLS LECTURETTE – (40 MIN.)
(01:00 HRS./MIN. IN)

PPT

(**PPT** slide 9 – "Communication and Teambuilding Overview"

EXPLAIN/SAY: "The following overview is an accelerated look at basic communication and team principles to keep in mind during the simulation activity in the module.

TELL participants that the following lesson is not meant to be an extensive study on communication and teambuilding but a quick review/overview that will aide them and give them skills to observe in the simulation activity to come

---

.

PPT   (**PPT** slide 10 – "Communication Definition")

COMMUNICATION DISCUSSION
(5 min.)
(01:00 hrs/min. in)   **ASK:** "What is Communication?"

EXPLAIN that Communication is the exchange of information through listening, speaking, reading and writing.

PPT   (**PPT** slide 11 – "Communication Involves")

SAY "Communication involves a sender, a medium and a receiver. Miscommunication occurs when the message the sender tries to communicate is not what is heard."

PPT   (**PPT** slide 12 – "Costs of Miscommunication")

ASK: "What do you think is the cost to a team who is experiencing miscommunication?"

LISTEN/RESPOND to participant answers. *Possible answers –lost time, materials, affect quality, leave customers dissatisfied, cause tension between workers, misunderstood instructions, not paying attention –i.e. safety instructions*

LISTENING DISCUSSION
(10 min.)
(01:05 hrs./min. in)

PPT   (**PPT** slide 13– "Question")

ASK: "How many of you would say you are good communicators? Why or why no??

LISTEN/RESPOND to participant answers.

POINT OUT that communication involves more than just talking.

.

	ASK: "How is hearing different from listening?
	EXPLAIN that listening is hearing and understanding. Active listening is the skill of paying attention and interacting with a speaker.
PPT	(**REVEAL LIST PPT** slide 14 – "Comm. Is")
HO	**(HO** page 6 – "Communicating Effectively")

LIST the following components of active or effective listening:
- Think about the purpose of the message,
- Eye contact
- Nod to show understanding

PPT (**REVEAL LIST PPT** slide 15 – "Comm. Is")
- Ask questions
- Take notes
- Restate what was said in your own words.
- Remain alert

PPT (**REVEAL LIST PPT** slide 16 – "Comm. Is")
- Ask open ended questions.
- Remain sensitive to speaker's perspective.
- Be patient!

POINT OUT that along with **effective listening**, good listening involves conveying your understanding of the message to the sender. This does not mean that you should repeat word-for-word the message that the sender relayed to you. Instead, you should in your own words convey your understanding of the message.

OPTIONAL ACTIVITY (**OPT. ACTIVTY:** Effective Listening Practice)

ASK participants to model effective listening skills using a example situation such as "tell me about your favorite vacation?"
DEBRIEF activity

.

COMMUNICATION ROAD BLOCKS
(5 min.)
(01:15 hrs./min. in)

PPT

(**PPT** slide 17 – "Roadblocks to Comm.")

ASK: "W*hat are some that obstacles hinder good communication?"*

EXPLAIN that common obstacles include the following:

- **Differences in employee background** - To avoid confusing your team and to gain their trust, take the time to understand different member's backgrounds.

- **Excessive information**-- To deal with information overload, screen and organize the information before sending it to your team.

- **Interference,** or any external distraction that distorts or blocks a message. Interference includes excessive background noise, unexpected, non work-related phone calls, and malfunctioning equipment --eliminate the source of interference or maintain awareness of the interference so you can plan to block it out.

- **Inaccurate assumptions.** If perception of a message is founded in an assumption and its incorrect communication does not happen ---To ensure that your team makes accurate assumptions regarding your message, be straightforward and concise when you send messages.

- **"Shoot the messenge**r" syndrome---Be aware of this human tendency to blame the messenger to ensure that you do not harbor ill feelings toward a team member unnecessarily

ASK: "What questions do you have about the communication skills we just discussed?"

.

SUCCESSFUL TEAMS – (10 min.)
(01:20 hrs./min. in)

PPT	(PPT slide 18 – "Successful Teams Have")

HO   **(HO** page 7 – "Recipe Successful teams")

REVIEW/SAY: "Earlier we came up with a list of the pros and cons of teamwork and discussed why so many employers are using teams. We will now look at what makes a good team. What characteristics do they have?

PRESENT the characteristics of a successful team listed on **PPT** slide number 18 & 19.
- Clarity in Team Goals
- Improvement Plan
- Clearly Defined Roles
- Clear Communication

PPT   (PPT slide 18 – "Successful Teams Have")

- Beneficial Behavior
- Well-Defined Decision Procedures
- Balanced Participation
- Establish Ground Rules
- Group Process

OPTIONAL ACTIVITY   (**OPT. ACTIVTY:** Successful Teams Group Teachback)

ASSIGN one of the team characteristics to participants working in a group with 1-2 others. Have groups describe what they think their assigned characteristic looks like in a small groups and how it contributes to the small group's success.
HAVE GROUPS RECORD on flip chart paper.

HAVE GROUPS PRESENT their findings and **LISTEN AND RESPOND.**

.

SOLVING PROBLEMS/
BRAINSTORMING – (5 min.)
(01:30 hrs./min. in)

PPT

(**PPT** slide 20 – "Team Problem Solving")

SAY: "Sometimes teams are asked to solve a problem and sometimes that is why they are formed. Here are six steps teams can use to solve problems"

PRESENT the six steps to problem solving on power point slide 10.

1. Analyze the Problem-why is the problem happening? Cause? May need to look at data, interview and observe people

2. Generate Solutions- Can use Brainstorming to come up with a list of solutions.

3. Choose the Best Solution – Team evaluates strength and weakness of all solutions and which one meets the criteria or list of standards then chooses.

4. Implement the Solution – Putting the idea into action. My need to break down into steps with a schedule

5. Monitor Progress –Team should meet regularly for constant review and evaluation. Team may set interim goals that help measure progress

6. Evaluate the Outcome- Team asks did we meet our goals? Did we meet our deadline? What did we learn? What other improvements can be made?

.

BUILDING CONSENSUS (5 min.)
(01:35 hrs./min. in)

PPT   (**PPT** slide 21– "Building Consensus")

ASK/SAY: "How many of you are good at making decision? Now imagine trying to make a group decision. There are several ways a team can make decisions. The leader can decide, or team can vote but coming to a Consensus is the best way to help all team members feel that their concerns were addressed. **Consensus** – Is an agreement arrived at by the people directly involved. When a decision is made by consensus, team members accept the decision.

PPT   (**PPT** slide 22– "Building Consensus")

PRESENT Conditions for Consensus Seeking:

Common Goal: Everyone in the group needs to share a clear common goal and be willing to work together towards it.

Commitment to reaching consensus: Everyone needs to be willing to really give it a go. This means being deeply honest about what it is you want or don't want, and properly listening to what others have to say. Everyone must be willing to shift their positions, to be open to alternative solutions and be able to reassess their needs.

Trust and openness: We need to be able to trust that everyone shares our commitment to consensus and that everyone respects our opinions and equal rights

Sufficient time for making decisions and for learning to work by consensus.

Clear Process: It's essential to have a clear process for making decisions and to make sure that everyone has a shared understanding of how it works.

Active participation: In consensus we all need to actively participate

.

Basic Guidelines for Consensual Decision Making:

1. Avoid blindly arguing for your own individual judgments. Present your position as clearly and logically as possible, but listen to other members' reactions and consider them carefully before you present your point.

2. Avoid changing your mind *ONLY* to reach agreement and avoid conflict. Support only solutions with which you are, at least, *somewhat able to agree*. Yield only to opinions that have objective and logically sound foundations.

3. Avoid "conflict- reducing" procedures such as majority vote, tossing a coin, averaging, or bargaining in reaching decisions.

4. Seek out differences of opinion. They are natural and expected. Try to involve everyone in the decision process. Disagreements can help the group's decision because they present a wide range of information and opinions, thereby creating a better chance for the group to hit upon more adequate solutions.

5. Do not assume that someone must win and someone must lose when the discussion reaches a stalemate. Instead, look for the next most acceptable alternative for all members.

6. Discuss the underlying assumptions, listen carefully to one another, and encourage the participation of all members.

TRANSITION TO PART 3

TRANSITION/SAY: "We are now going to put all of your communication skills team building knowledge to the test with a simulation. This activity will show you how working in a team can be more effective than working individually and will help you observe how you and your classmates use different teambuilding skills".

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PART 3: SIMULATION ACTIVITY
ROUNDS 2 & 3
APPLICATION – 40 min.
(01:40 hrs./min. in)

PPT   (**PPT** slide 23– "Waterworks Rounds 2 & 3")

                                           INTRODUCE/SAY: "As we move on to round 2
                                           of the activity we are going to give you a chance to
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PPT   (**PPT** slide 24 & 25 – "Waterworks Round 1 and
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                                           as the new owner of Waterworks Design Solutions
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                                           process is to improve quality and efficiency and cut
                                           costs.

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                                           GROUP participants into teams of four if not
                                           previously grouped

                                           INSTRUCT them to share their ideas for
                                           improvement that they have just recorded.

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Each person will have 1-2 minutes to share their ideas and each person in the group must share, but they need to wait to discuss the ideas.

DIRECT them to record the groups ideas in their Waterworks Design Solutions handouts.

REMIND participants that this is a great time to practice their communication and teambuilding skills!

START the small group sharing process.

GIVE groups 2 minutes per person and let them know when there are 2 minutes remaining.

OBSERVE any communication and teambuilding skills the groups are using during this and the following discussions.

PPT

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STOP group sharing after the allotted time.

TELL them that they now have 5 minutes to discuss each other's ideas, and chose which ideas to implement in redesigning the process.

TELL them that they should record their final improvement plan on page 5 in their handout packet.

START the group discussion and decision time.

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ACTIVITY ROUND 3 (5 min.)
(02:00 hrs./min. in)

PPT   (**PPT** slide 26– "Waterworks Round 3")

STOP the group discussion after 5 minutes and tell them they will now have 5 minutes to implement their improvement plan as they work as a group to build as many fixtures as they can.

ASK what questions the groups might have and then **START** the 5 minute group assembly process. **OBSERVE** what improvements were made by each team.

STOP the groups after 5 minutes and **INSTRUCT** them to count how many completed fixtures their groups produced.

TELL participants to disassemble the fixtures and put the pieces back in the appropriate areas.

ACTIVITY DEBRIEF (15 min.)
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HO   (**HO** page 9 – "Reflection Questions")

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INSTRUCT participants to look over the following questions in their Waterworks Design Handout packets and then **DEBRIEF** the activity by discussing their answers

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1. What improvements did your team make? And how did those improvements affect your overall production?

2. How did round 1 of the activity compare with round 3? How many more fixtures did you build?

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6. How did the team help solve those problems of being alone?

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(HO page 6 & 7 – "Communicating Effectively & Successful teams")

INSTRUCT participants to refer back to their communication and team building skills handouts. Have them mark which skills they used or observed in their teams.

PPT

(PPT slide 28 – "What have you learned?")

ASK participants to answer the question. "What have you learned from today's session that you can apply to your current workplace environment?"

ASK participants to share which skills they used in their group and then to share any answers to the final application question.

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TRANSITION	**SAY**: "I want to compliment you on a job well done and I hope have seen you can accomplish great things working as a team. Let's take a look at our Objectives quickly to see all of the goals we have accomplished in this session.

PART 4: SESSION OBJECTIVES REVIEW AND CLOSE (10 min.)
(02:20 hrs./min. in)

PPT	(**PPT** slide 29 – "Objectives")
	REVIEW Objectives with participants and **EVALUATE** if they were well covered during the session.
	SUMMARIZE the workshop.
	ADMINISTER the evaluation process.
PPT	(**PPT** slide 30 – "Thank You!")

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Waterworks Design Solutions

Team Build Module
and Simulation Activity

Business & Community Institute
Lansing Community College
Emily Crockett, Designer

Leader Guide

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Table of Contents

Module Overview Agenda

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Module Objectives

Upon completion of the Waterworks Design Solutions Module and simulation activity participants will be able to demonstrate the following objectives.

- Experience how working as a team can be more effective than working individually.
- Use learning techniques such as discovery and sensory input to accelerate learning, and reflective discussion to reinforce the benefits and importance of working as a team.
- Apply the concepts of effective communication, including listening, giving feedback and avoiding roadblocks, while working with each other to design a product.
- Build knowledge in the following areas of teamwork: what makes a successful team, problem solving, and consensus building.

Methodology

- A simulation team building activity that challenges participants to solve a problem, both individually and then in a group, teaches the importance of teamwork in many ways. When you add in the hands-on component of having to build and redesign a mock product, the activity is even more effective.

- When this type of simulation is used participants are engaged in the hands-on nature of the activity. Participating in the activity develops supervisory and team build skills including, problem solving, goal setting, communication, brainstorming etc.

- This team build module can be used stand-alone or as part of a larger team build skills course that would combine with additional modules that can be developed for a more complete team/leadership communication offering.

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"To Do" List Preparation for Facilitation

Gather the following Materials:

- ✓ Participant Handouts

- ✓ Waterworks Design Solutions Simulation Materials: Straight tubes, bended fitting and end pieces.

- ✓ Flip Charts

- ✓ PowerPoint Slides and Projection

- ✓ Time Keeping Device with Alarm

Prepare the following before the day of the module:

- ✓ Study Leader Guide and customize timing for classroom needs

- ✓ Look over participant handouts and copy to be distributed

- ✓ View PowerPoint and customize for classroom needs

- ✓ Make Flip Charts with the following headings: "Team"

" +/- " (with columns)

"Your Expectations"

Prepare the following the day of the module:

- ✓ Room Arrangements – Ideally, tables are arranged for groups of 4

- ✓ Place your Waterworks Design Solutions materials around the training room

- ✓ Hang or place Flip Charts

.

**Team Build Module
and Simulation Activity
2.5 Hours (Can be extended to 4 hours
with optional activities)**

INSTRUCTIONAL COMPONENTS, ESTIMATED TIMES, and MEDIA CUES	PROCEDURES AND CONTENT TRAINER'S RESPONSIBILITIES
PART 1: INTRODUCTION/ OBJECTIVES/ACTIVITY RD. 1 – 60 Min.(Duration)	
WELCOME –(00:00 HRS/MIN. STARTING POINT)	
PPT	(**PPT** slide 1 – "Welcome")
	WELCOME participants to the "Waterworks Design Solutions" Team Build Module. **SAY** "Today we will be learning skills that are valuable for the workplace and life in general. We will also practice those skills in a hands-on activity"
INTRODUCTION – (10 MIN.)	**INTRODUCE** yourself
	SAY how long you have been training and a few facts about yourself
PARTICIPANT INTRODUCTION & ADVANCE ORGANIZER – (10 MIN.) (00:10 minutes into module) PPT	(**PPT** slide 2 – Introductions)
	ASK students to share their name, position in the company or title, describe the work they do and (to open up the topic) introduce the concept of "Teamwork" by asking the advance organizer question:
	ASK: "What do you think of when you hear the word "team".

5

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FLIP CHART

(**FLIP CHART –** "Team")
.
RECORD participant answers on the flip chart
DEBRIEF participant answers. **NOTE** that
participant answers may be positive or negative and
include examples such as *"Hassle, Work,
Collaboration, Cooperation, etc."*

INTRODUCTION OF THE TOPIC
AND DISCUSSION – (10 min.)
(00:20 minutes into module)

PPT

(**PPT** slide 3 – "Pros and Cons")

CONDUCT the following discussion to
help participants dive further into their observations
of team work.

ASK participants:
1. What are some positive outcomes of working in a team?
2. What are some less productive outcomes of working in a team?

FLIP CHART

(**FLIP CHART –** "+/-")
RECORD participant answers on the flip chart
divided with a plus/positive (+) and minus/negative
sign (-). Write answers to question number 1 under
the plus/positive sign and answers to question
number 2 under the minus/negative side.

ASK participants:

PPT

(**PPT** slide 4 – "Question")

1. Why do you think more companies are moving toward work teams?

.

OBJECTIVES OVERVIEW – (5 min.)
(00:30 min. in)

PPT	**(PPT** slide 5 – "Objectives")

TRANSITION into discussion on the objectives. Share the purpose of the module by walking participants through the objectives

SAY: "Now that you have identified the benefits and possible challenges of team work and WHY companies are moving more toward teams, let's take a look at our goals for today.

HO	**(HO** page 1 – "Objectives/Agenda")

GIVE participants the Objectives/Agenda Handout packet. **ASK** them to review the objectives and instruct them to take notes on an additional expectations they may have.

Objectives:

- *Experience how working as a team can be more effective than working individually.*

- *Use learning techniques such as discovery and sensory input to accelerate learning, and reflective discussion to reinforce the benefits and importance of working as a team.*

- *Apply the concepts of effective communication, including listening, giving feedback and avoiding roadblocks, while working with each other to design a product.*

- *Build knowledge in the following areas of teamwork: what makes a successful team, problem solving, and consensus building.*

DISCUSS the objectives and
ASK participants what additional expectations or even concerns they might want to add.

.

FLIP CHART	(**FLIP CHART** – "Your Expectations")
.	**RECORD** participant expectations.
	TRANSITION/SAY: "We will revisit these objectives and expectations at the end of this session.
PPT	(**PPT** slide 6 – "Agenda")
AGENDA – (5MIN.) (00:35 MIN. IN)	**PRESENT** the agenda as listed on the "Objectives/Agenda" Handout
	ASK: "What questions do you have for me at this point?"
	TRANSITION/SAY: "Now that we have talked a little about teams and reviewed our objectives for the session, let's jump into our hands-on activity.
TRANSITION TO ACTIVITY ROUND 1	**TRANSITION/SAY:** "Today we are going to put your communication skills team building knowledge to the test with a simulation".
PPT	(**PPT** slide 7– "Waterworks")

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SIMULATION ACTIVITY
ROUND 1 – 15 min.

ACTIVITY-SET-UP – (5 min.)
(00:40 min. in)

INTRODUCE the activity by explaining that the participants will be taking on the role of a budding entrepreneur in the plumbing industry.

EXPLAIN that they have recently purchased the Waterworks Design Solutions plumbing company and will be expected to master the assembly process of the company's number one plumbing product.

SHOW participants the fixture that you have already assembled. And the "wall beam" that it is made to fit around.

SAY: "This is the product you will be assembling. It is a pipe fixture that is made to fit specifically around this wall beam. It has a very detailed production process that is laid out in your handouts. As you are a new owner of the company you don't want to change too much too fast so you decide to follow the old production process to a T!

HO

(HO – "Simulation: Waterworks Design Solutions")

GIVE participants the simulation handout packet and **DIRECT** them to the first page.

SAY: "Page 2 of your packet gives you an introduction to the process and shows the individual pieces. Page 3 includes a picture of your finished fixture, including the beam it must fit around and the "in" and "out" points where it must start and Pages 4 and 5 lay out the detailed production process

TELL participants to read these pages and **ASK w**hat questions they have.

REMIND participants that it is **vital** that the instructions are followed directly.

.

TELL them to complete each part of the assembly process before moving on.

PLACE your arm or a sample beam in your sample fixture and **TELL** participants they should test their fixture by making sure it will fit around the beam (they can use their arm) and has the same "in" and "out" points as the picture.

DESCRIBE that this is the first of 3 timed rounds during the simulation and that you will explain them as they go and keep time.

PPT
ACTIVITY ROUND 1 – (15 min.)
(00:45 min. in)

(**PPT** slide 8– "Waterworks Round 1")

GIVE instructions for the first round:

SAY: "You will have 5 minutes in this round to work individually to assemble the fixtures.

TELL Participants where you have placed the parts around the room. **REMIND** them to work individually at a quick pace and to follow instructions exactly.

ASK what questions participants might have.

INSTRUCT participants to turn to the assembly process in their handouts as a guide and to **BEGIN** the assembly.

START your timer, which is set for 5 minutes.

OBSERVE how individuals either do or do not follow the assembly process. Also observe different reactions and comments.

CIRCULATE around the room to answer questions but don't correct if someone is not using the correct process.

STOP the participants after 5 minutes have gone by.

.

HO

(**HO** page 5– "Simulation: Waterworks Design Solutions")

INSTRUCT participants to write down how many fixtures they have completed on page 5 of their handouts and then to **disassemble their fixtures, return the parts to their containers**.

SHARE instructor observations and

DEBRIEF round 1 of the activity with the following questions:
- What observations do you have about the current assembly process?
- How do you feel as the new owner of the Waterworks Design solutions company?

TRANSITON/SAY: "Later on we will give you a chance to address some of those issues but first, we are going to take a look at some of the Communication and team building skills we will be using for the next two rounds of our activity.

PART 2: COMMUNICATION & TEAMBUILDING SKILLS LECTURETTE – (40 MIN.)
(01:00 HRS./MIN. IN)

PPT

(**PPT** slide 9 – "Communication and Teambuilding Overview"

EXPLAIN/SAY: "The following overview is an accelerated look at basic communication and team principles to keep in mind during the simulation activity in the module.

TELL participants that the following lesson is not meant to be an extensive study on communication and teambuilding but a quick review/overview that will aide them and give them skills to observe in the simulation activity to come

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PPT   (**PPT** slide 10 – "Communication Definition")

COMMUNICATION DISCUSSION
(5 min.)
(01:00 hrs/min. in)   **ASK:** "What is Communication?"

                                                EXPLAIN that Communication is the exchange of
                                                information through listening, speaking, reading
                                                and writing.

PPT   (**PPT** slide 11 – "Communication Involves")

                                                SAY "Communication involves a sender, a medium
                                                and a receiver. Miscommunication occurs when the
                                                message the sender tries to communicate is not what
                                                is heard."

PPT   (**PPT** slide 12 – "Costs of Miscommunication")

                                                ASK: "What do you think is the cost to a team who
                                                is experiencing miscommunication?"

                                                LISTEN/RESPOND to participant answers.
                                                *Possible answers –lost time, materials, affect
                                                quality, leave customers dissatisfied, cause tension
                                                between workers, misunderstood instructions, not
                                                paying attention –i.e. safety instructions*

LISTENING DISCUSSION
(10 min.)
(01:05 hrs./min. in)

PPT   (**PPT** slide 13– "Question")

                                                ASK: "How many of you would say you are good
                                                communicators? Why or why no??

                                                LISTEN/RESPOND to participant answers.

                                                POINT OUT that communication involves more
                                                than just talking.

.

	ASK: "How is hearing different from listening?
	EXPLAIN that listening is hearing and understanding. Active listening is the skill of paying attention and interacting with a speaker.
PPT	(**REVEAL LIST PPT** slide 14 – "Comm. Is")
HO	(**HO** page 6 – "Communicating Effectively")

LIST the following components of active or effective listening:
- Think about the purpose of the message,
- Eye contact
- Nod to show understanding

PPT   (**REVEAL LIST PPT** slide 15 – "Comm. Is")
- Ask questions
- Take notes
- Restate what was said in your own words.
- Remain alert

PPT   (**REVEAL LIST PPT** slide 16 – "Comm. Is")
- Ask open ended questions.
- Remain sensitive to speaker's perspective.
- Be patient!

POINT OUT that along with **effective listening**, good listening involves conveying your understanding of the message to the sender. This does not mean that you should repeat word-for-word the message that the sender relayed to you. Instead, you should in your own words convey your understanding of the message.

OPTIONAL ACTIVITY   (**OPT. ACTIVTY:** Effective Listening Practice)

ASK participants to model effective listening skills using a example situation such as "tell me about your favorite vacation?"
DEBRIEF activity

.

COMMUNICATION ROAD BLOCKS
(5 min.)
(01:15 hrs./min. in)

PPT

(**PPT** slide 17 – "Roadblocks to Comm.")

ASK: "W*hat are some that obstacles hinder good communication?"*

EXPLAIN that common obstacles include the following:

- **Differences in employee background** - To avoid confusing your team and to gain their trust, take the time to understand different member's backgrounds.

- **Excessive information**-- To deal with information overload, screen and organize the information before sending it to your team.

- **Interference,** or any external distraction that distorts or blocks a message. Interference includes excessive background noise, unexpected, non work-related phone calls, and malfunctioning equipment --eliminate the source of interference or maintain awareness of the interference so you can plan to block it out.

- **Inaccurate assumptions.** If perception of a message is founded in an assumption and its incorrect communication does not happen ---To ensure that your team makes accurate assumptions regarding your message, be straightforward and concise when you send messages.

- **"Shoot the messenge**r" syndrome---Be aware of this human tendency to blame the messenger to ensure that you do not harbor ill feelings toward a team member unnecessarily

ASK: "What questions do you have about the communication skills we just discussed?"

.

SUCCESSFUL TEAMS – (10 min.)
(01:20 hrs./min. in)

PPT   (PPT slide 18 – "Successful Teams Have")

HO   **(HO** page 7 – "Recipe Successful teams")

REVIEW/SAY: "Earlier we came up with a list of the pros and cons of teamwork and discussed why so many employers are using teams. We will now look at what makes a good team. What characteristics do they have?

PRESENT the characteristics of a successful team listed on **PPT** slide number 18 & 19.
- Clarity in Team Goals
- Improvement Plan
- Clearly Defined Roles
- Clear Communication

PPT   (PPT slide 18 – "Successful Teams Have")

- Beneficial Behavior
- Well-Defined Decision Procedures
- Balanced Participation
- Establish Ground Rules
- Group Process

OPTIONAL ACTIVITY   (**OPT. ACTIVTY:** Successful Teams Group Teachback)

ASSIGN one of the team characteristics to participants working in a group with 1-2 others. Have groups describe what they think their assigned characteristic looks like in a small groups and how it contributes to the small group's success.
HAVE GROUPS RECORD on flip chart paper.

HAVE GROUPS PRESENT their findings and **LISTEN AND RESPOND.**

.

SOLVING PROBLEMS/
BRAINSTORMING – (5 min.)
(01:30 hrs./min. in)

PPT   (**PPT** slide 20 – "Team Problem Solving")

                                        SAY: "Sometimes teams are asked to solve a
                                        problem and sometimes that is why they are
                                        formed. Here are six steps teams can use to solve
                                        problems"

                                        PRESENT the six steps to problem solving on
                                        power point slide 10.

                                        1. Analyze the Problem-why is the problem
                                            happening? Cause? May need to look at
                                            data, interview and observe people

                                        2. Generate Solutions- Can use Brainstorming
                                            to come up with a list of solutions.

                                        3. Choose the Best Solution – Team evaluates
                                            strength and weakness of all solutions and
                                            which one meets the criteria or list of
                                            standards then chooses.

                                        4. Implement the Solution – Putting the idea
                                            into action. My need to break down into
                                            steps with a schedule

                                        5. Monitor Progress –Team should meet
                                            regularly for constant review and evaluation.
                                            Team may set interim goals that help
                                            measure progress

                                        6. Evaluate the Outcome- Team asks did we
                                            meet our goals? Did we meet our deadline?
                                            What did we learn? What other
                                            improvements can be made?

.

BUILDING CONSENSUS (5 min.)
(01:35 hrs./min. in)

PPT   (**PPT** slide 21– "Building Consensus")

ASK/SAY: "How many of you are good at making decision? Now imagine trying to make a group decision. There are several ways a team can make decisions. The leader can decide, or team can vote but coming to a Consensus is the best way to help all team members feel that their concerns were addressed. **Consensus** – Is an agreement arrived at by the people directly involved. When a decision is made by consensus, team members accept the decision.

PPT   (**PPT** slide 22– "Building Consensus")

PRESENT Conditions for Consensus Seeking:

Common Goal: Everyone in the group needs to share a clear common goal and be willing to work together towards it.

Commitment to reaching consensus: Everyone needs to be willing to really give it a go. This means being deeply honest about what it is you want or don't want, and properly listening to what others have to say. Everyone must be willing to shift their positions, to be open to alternative solutions and be able to reassess their needs.

Trust and openness: We need to be able to trust that everyone shares our commitment to consensus and that everyone respects our opinions and equal rights

Sufficient time for making decisions and for learning to work by consensus.

Clear Process: It's essential to have a clear process for making decisions and to make sure that everyone has a shared understanding of how it works.

Active participation: In consensus we all need to actively participate

.

Basic Guidelines for Consensual Decision Making:

1. Avoid blindly arguing for your own individual judgments. Present your position as clearly and logically as possible, but listen to other members' reactions and consider them carefully before you present your point.

2. Avoid changing your mind *ONLY* to reach agreement and avoid conflict. Support only solutions with which you are, at least, *somewhat able to agree*. Yield only to opinions that have objective and logically sound foundations.

3. Avoid "conflict- reducing" procedures such as majority vote, tossing a coin, averaging, or bargaining in reaching decisions.

4. Seek out differences of opinion. They are natural and expected. Try to involve everyone in the decision process. Disagreements can help the group's decision because they present a wide range of information and opinions, thereby creating a better chance for the group to hit upon more adequate solutions.

5. Do not assume that someone must win and someone must lose when the discussion reaches a stalemate. Instead, look for the next most acceptable alternative for all members.

6. Discuss the underlying assumptions, listen carefully to one another, and encourage the participation of all members.

TRANSITION TO PART 3

TRANSITION/SAY: "We are now going to put all of your communication skills team building knowledge to the test with a simulation. This activity will show you how working in a team can be more effective than working individually and will help you observe how you and your classmates use different teambuilding skills".

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DIRECT them to record the groups ideas in their Waterworks Design Solutions handouts.

REMIND participants that this is a great time to practice their communication and teambuilding skills!

START the small group sharing process.

GIVE groups 2 minutes per person and let them know when there are 2 minutes remaining.

OBSERVE any communication and teambuilding skills the groups are using during this and the following discussions.

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STOP group sharing after the allotted time.

TELL them that they now have 5 minutes to discuss each other's ideas, and chose which ideas to implement in redesigning the process.

TELL them that they should record their final improvement plan on page 5 in their handout packet.

START the group discussion and decision time.

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ACTIVITY ROUND 3 (5 min.)
(02:00 hrs./min. in)

PPT

(**PPT** slide 26– "Waterworks Round 3")

STOP the group discussion after 5 minutes and tell them they will now have 5 minutes to implement their improvement plan as they work as a group to build as many fixtures as they can.

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STOP the groups after 5 minutes and **INSTRUCT** them to count how many completed fixtures their groups produced.

TELL participants to disassemble the fixtures and put the pieces back in the appropriate areas.

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INSTRUCT participants to refer back to their communication and team building skills handouts. Have them mark which skills they used or observed in their teams.

PPT

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ASK participants to answer the question. "What have you learned from today's session that you can apply to your current workplace environment?"

ASK participants to share which skills they used in their group and then to share any answers to the final application question.

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TRANSITION

SAY: "I want to compliment you on a job well done and I hope have seen you can accomplish great things working as a team. Let's take a look at our Objectives quickly to see all of the goals we have accomplished in this session.

PART 4: SESSION OBJECTIVES REVIEW AND CLOSE (10 min.)
(02:20 hrs./min. in)

PPT

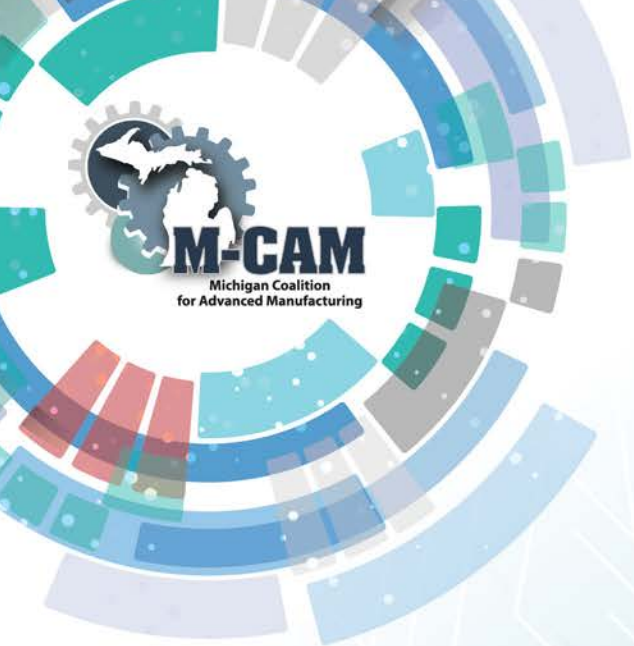(**PPT** slide 29 – "Objectives")

REVIEW Objectives with participants and **EVALUATE** if they were well covered during the session.

SUMMARIZE the workshop.

ADMINISTER the evaluation process.

PPT

(**PPT** slide 30 – "Thank You!")

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Creating seamless and responsive pathways for students and employers in advanced manufacturing throughout Michigan.

Module 2:
"Waterworks Design Solutions"
Simulation Activity
Participant Manual

With a focus on a simulated team building activity that challenges participants to solve a problem, both individually and in a group, this module emphasizes the importance of teamwork. It includes a hands-on component of having to build and redesign a mock product.

Participating in the activity develops supervisory and team building skills including problem solving, goal setting, communication, and brainstorming.

Course:
Team Building for Production
Created: 2016-2017

Bay de Noc College | Grand Rapids Community College | Kellogg Community College
Lake Michigan College | Lansing Community College | Macomb Community College
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Learn more about M-CAM colleges

M-CAM Lead Office
586.445.7517

Bay de Noc College
906.217.4217

Grand Rapids Community College
616.234.3714

Kellogg Community College
269.565.2802

Lake Michigan College
269.927.4103

Lansing Community College
517.483.9806

Macomb Community College
586.498.4108

Mott Community College
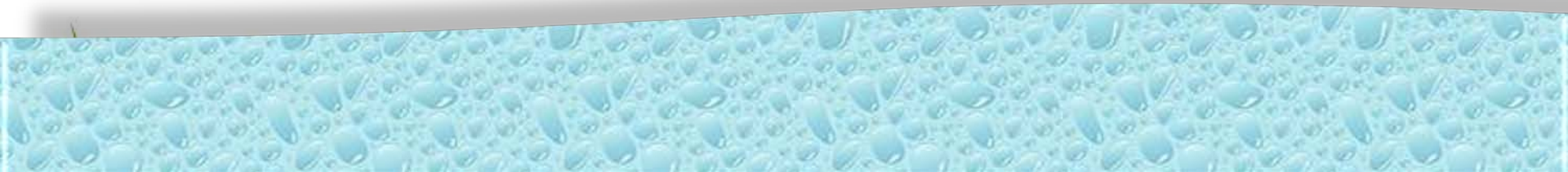810.232.2511

Schoolcraft College
734.462.7460

Introductions

1 Your Name

2 Position/ Work you do

3 What comes to mind with the word "team"
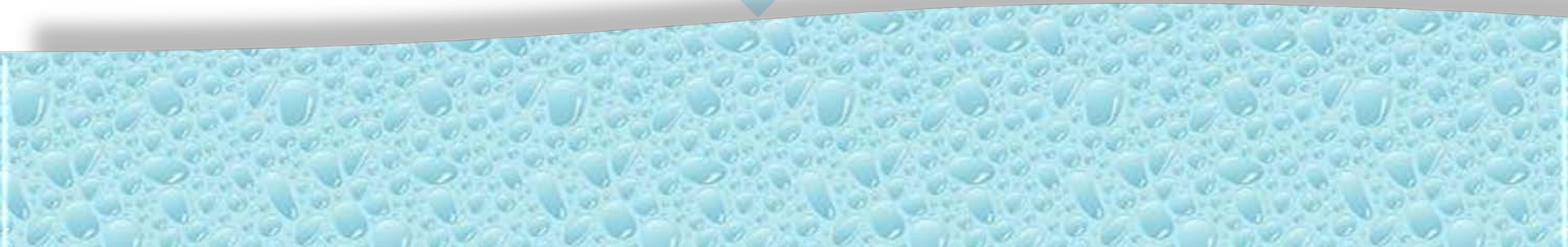
What are the Pros and Cons of:
Teams

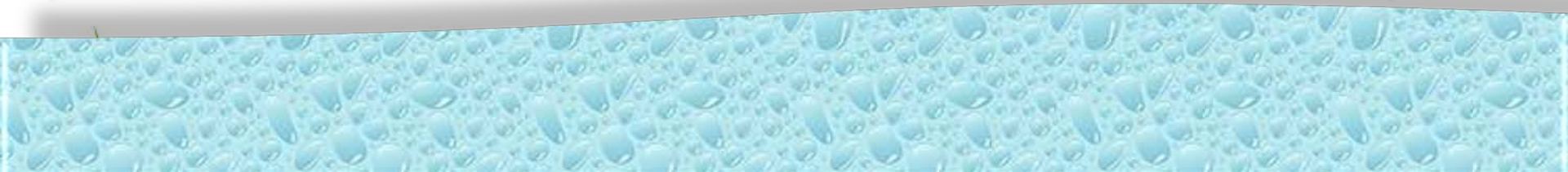**+** What are some positive outcomes of working in a team?

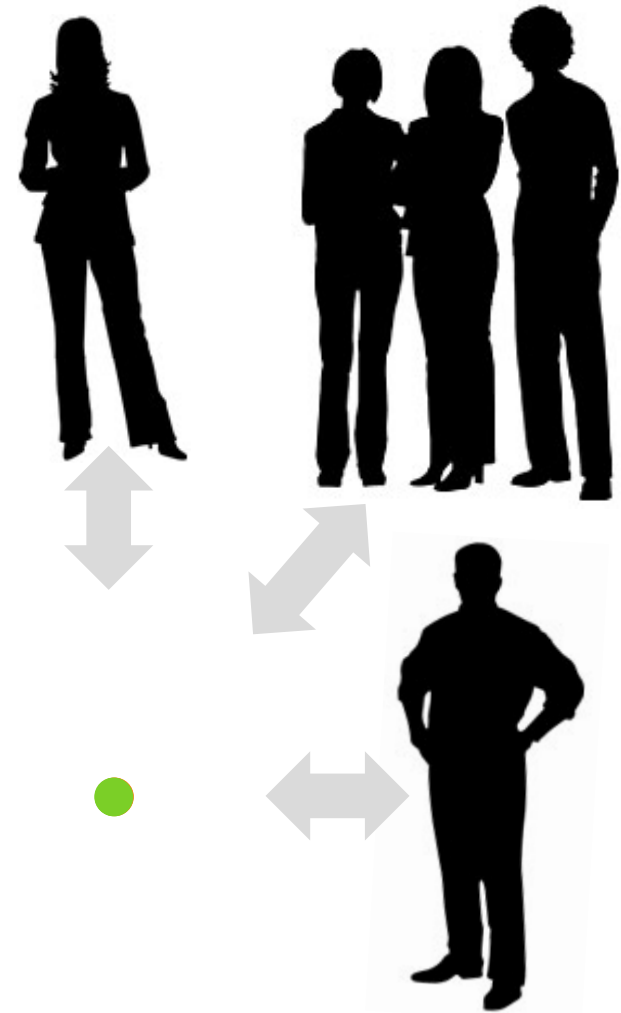**—** What are some less productive outcomes of working in a team?

Why do you think more companies are moving toward work teams?

Objectives

- ✓ **Experience teamwork vs. individual work**

- ✓ **Use sensory input and reflection to accelerate learning**

- ✓ **Apply the concepts of effective communication**

- ✓ **Build knowledge in teamwork skills**

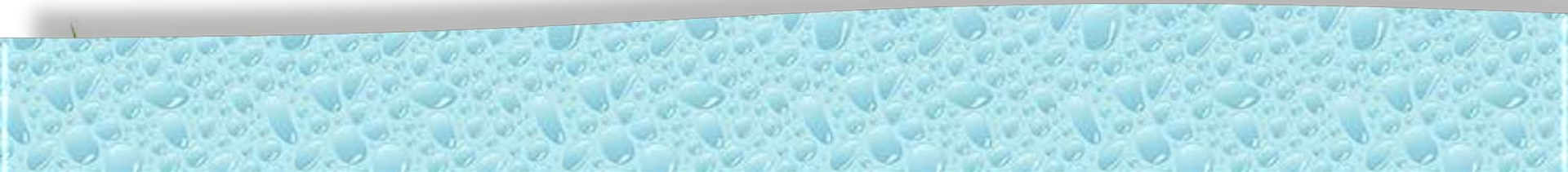**What Objectives and Expectations do you have?**

Agenda

Welcome
- **Introduction**
- **Topic Intro**
- **Goals and Expectations**
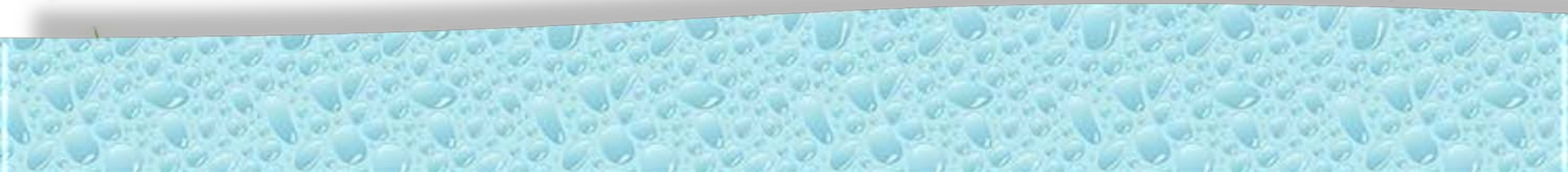
Communication and Teambuilding Skills Overview

Simulation Activity, Debrief and Application

1 Waterworks Design Solutions Simulation Activity (Round 1)
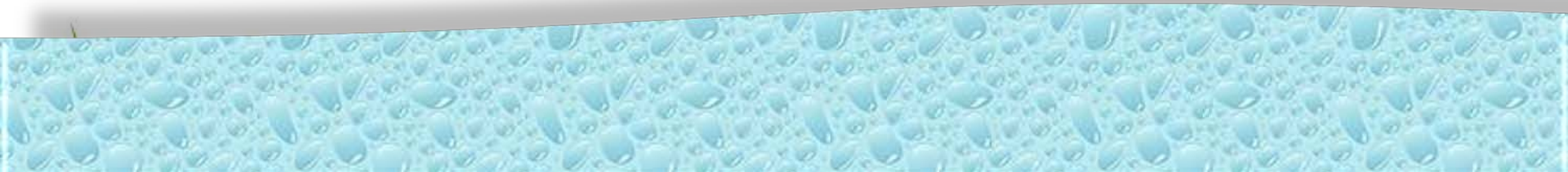
Waterworks Design Solutions

Round 1: Assemble Fixtures Individually

5 minutes

Complete each part of the assembly process before moving on

Fixture must fit "in" and "out" points and wall beam (or your arm)

Communication and Teambuilding

2

An Overview

Communication is…an information exchange.

Communication involves transferring a message

Sender   Medium   Receiver

........and ensuring the message is understood.

What are some costs of miscommunication in a team?

Loss of time & materials   Poor quality work   Lack of focus/goals   Confusion   Tension

Would you say you are a good communicator?

Why or why not?

How is *hearing* different from *listening*?

Communication is more than just talking…

Effective Listening Skills include:

* Considering the purpose of the message

* Making Eye contact

* Nodding to show understanding

Communication is more than just talking...

Effective Listening Skills include:

* Asking questions
* Taking notes
* Restating what was said in your own words
* Remaining alert

Communication is more than just talking…

Effective Listening Skills include:

* Asking open ended questions
* Sensitivity to the speaker's perspective
* Patience!

Roadblocks to Communication

Successful Teams Have…..

Recipe For a Team

Clarity in Team Goals

Improvement Plan

Clearly Defined Roles

Clear Communication

Successful Teams Have…..

Beneficial Behavior

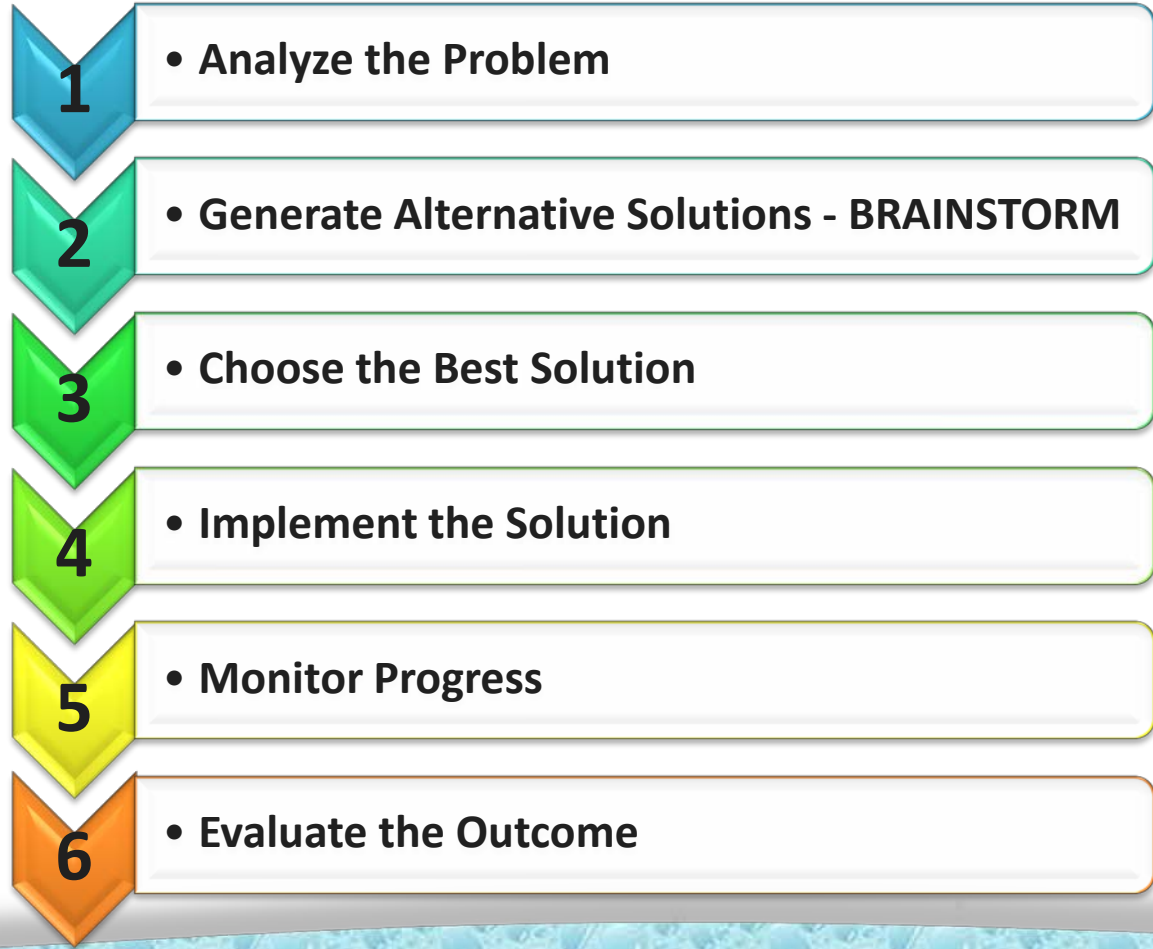**Well-Defined Decision Procedures**

Balanced Participation

Established Ground Rules

Group Process

Team Problem Solving

1 • **Analyze the Problem**

2 • **Generate Alternative Solutions - BRAINSTORM**

3 • **Choose the Best Solution**

4 • **Implement the Solution**

5 • **Monitor Progress**

6 • **Evaluate the Outcome**

Building Consensus

Basic Guidelines for Consensual Decision Making:

1. Avoid blindly arguing.

2. Avoid changing your mind only to reach agreement.

3. Avoid "conflict- reducing. "

4. Seek out differences of opinion.

5. Do not assume winner and loser.

6. Encourage participation.
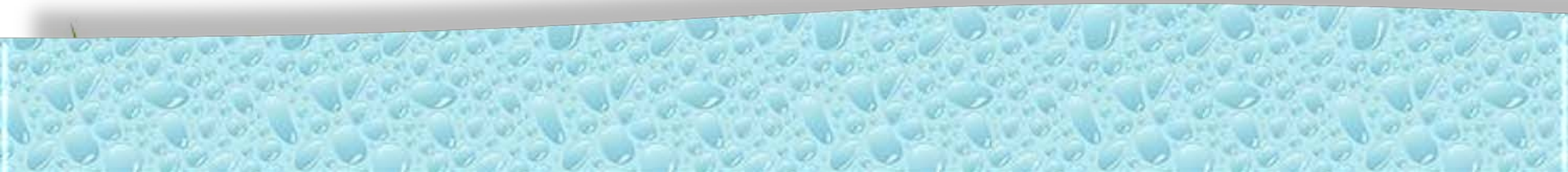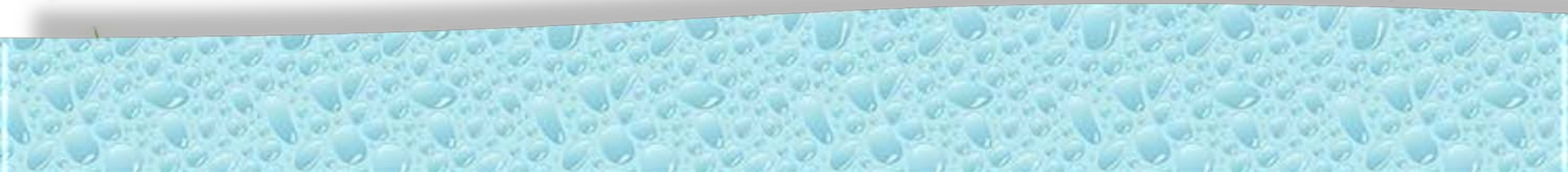
Building Consensus

Best Conditions for Consensual Decision Making:

3 **Waterworks Design Solutions Simulation Activity (Rounds 2 & 3)**
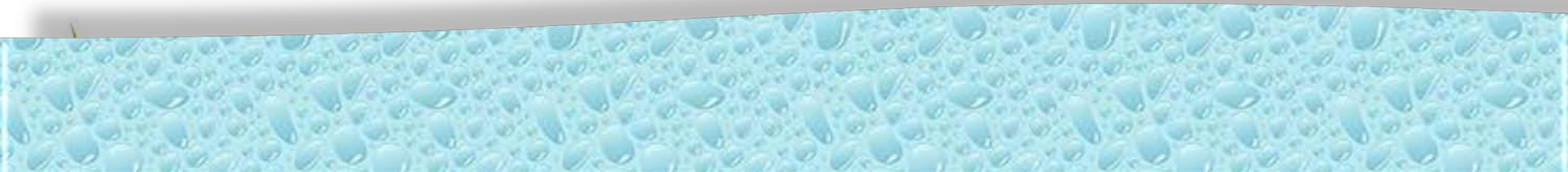
Waterworks Design Solutions

Round 1: Assemble Fixtures Individually

5 minutes.

Complete each part of the assembly process before moving on

Fixture must fit "in" and "out" points and wall beam (or your arm)

Waterworks Design Solutions

Round 1: Assemble Fixtures Individually

Round 2: Create Improvement Ideas

Individually 3 minutes
Group – SHARE ONLY – 1-2 min. per person
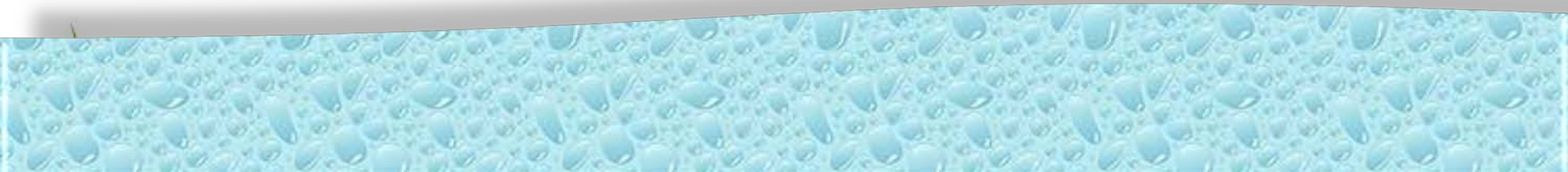**Group – Discuss and Design – 5 minutes**

Waterworks Design Solutions

Round 1: Assemble Fixtures Individually

↓

Round 2: Create Improvement Ideas

↓

Round 3: Implement Group Design – 5 min.

What improvements did your team make?
How did those improvements affect your overall production?

How did round 1 of the activity compare with round 3?
How many more fixtures did you build?

What observations do you have about how you felt in round 1 compared to round 3?
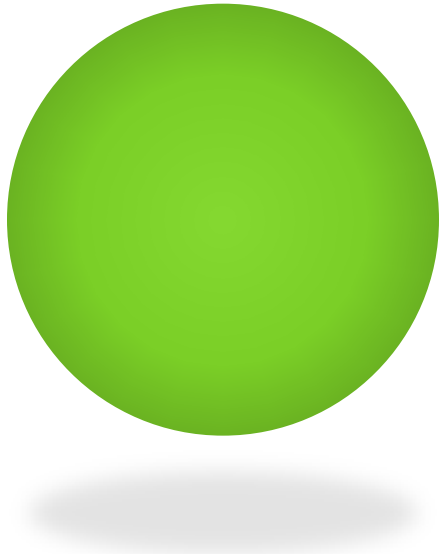
How did your teammates contribute?

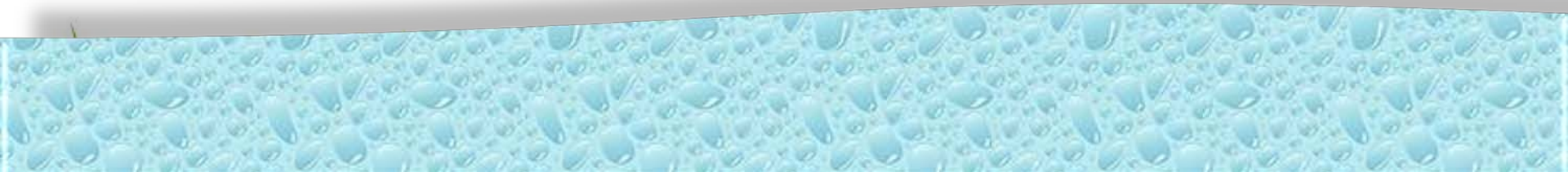**What were the difficulties in working alone?**

How did the team help solve those problems of being alone?

What were the challenges of working as a team?

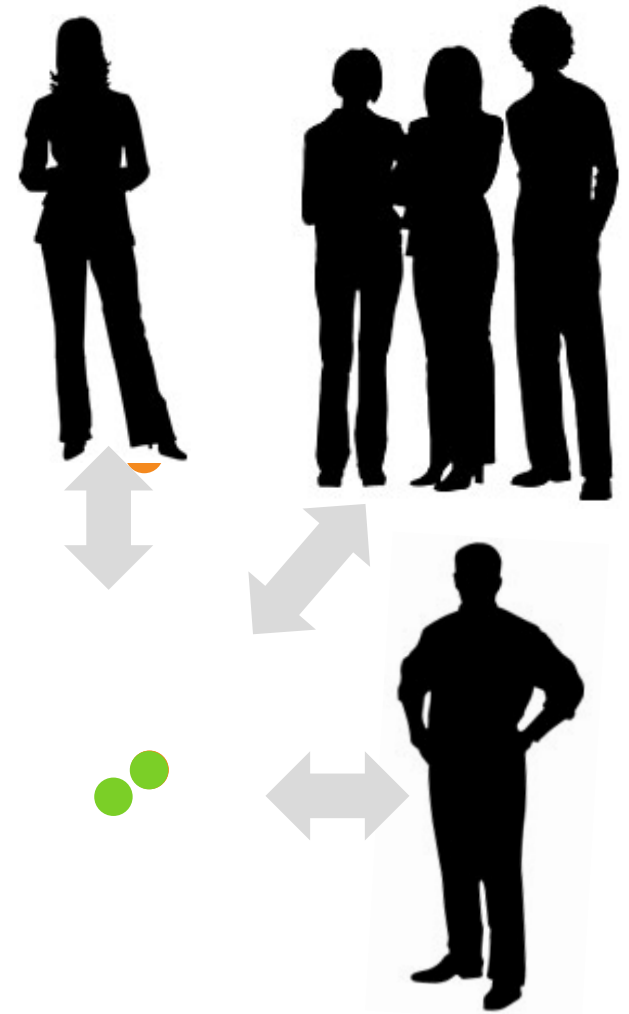**What were the benefits of working as a team?**

What have you learned from today's session that you can apply to your current workplace environment?

Objectives

✓ **Experience teamwork vs. individual work**

✓ **Use sensory input and reflection to accelerate learning**

✓ **Apply the concepts of effective communication**

✓ **Build knowledge in teamwork skills**

Thank you!

Waterworks Design Solutions
Team Build Module
and Simulation Activity

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