

# SESSION 3: TEAM BUILDING FACILITATOR GUIDE

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## SESSION GOALS

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The Team Building Session helps facilitate the growth of the class as a learning community and a community of support. It is a chance to grow closer, build relationships, and think deliberately about communication skills that will be essential in every career field. Teamwork is an essential skill on the worksite. Participants will discuss the importance of communication skills and teamwork, and the application in both life and on the job, *particularly with team-mates and co-workers*.

The learning objectives for the session include:

1. Engage in a team building activity
2. Discuss how effective communications skills are essential in leading and being a member of a team
3. Determine one's strengths and weaknesses in listening and set goals on how to improve one's skills

## PREPARATION

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Before this session, the facilitator should make copies of the shape pictures for the team building activity at the end of this section. These documents are not included in the participant guide.

Print, prepare and gather all materials in the Materials section.

## MATERIALS

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*Sign in sheet and Pens*  
*Participant guide containing all items with an \* below*  
*Teamwork Presentation PowerPoint*  
*Thumbnails of Teamwork Presentation PowerPoint \**  
*Copies of Shapes handouts*  
*Communication handout\**  
*Case Study Digging a Hole Sheet\**  
*Listening Skills Assessment handout and Analysis\**  
*Coded Communication Exercise\**  
*WISE Pathways Action Plan for Session 3\**  
*WISE Pathways Participant Evaluation for Session 3\**

## SCHEDULE

Before Class	<b>Sign-In, Mingling, Materials</b>  Make sure everyone signs in and receives a Participant Guide. The Facilitator should personally greet everyone who enters the room, creating an atmosphere of excitement, energy, and interest. Name tags are optional for this session but might help with bonding.
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20 minutes	<p><b>Introduction</b></p> <p>Review what was learned during the previous (Work Habits and Safety) session.</p> <p>Allow 10 minutes for participants to share what was included in their action plans at the end of the previous session and answer any questions.</p> <p>Summarize the purpose of the team building session and go over the learning objectives.</p> <p>Introduce the group to any speakers for this session.</p>
20 minutes	<p><b>Team Building Activity</b></p> <p>Back-to-back drawing – Divide your group into pairs, and have each pair sit on the floor back to back. Give one person in each pair a picture of a shape, and give the other person a pencil and pad of paper.</p> <p>Ask the people holding the pictures to give verbal instructions to their partners on how to draw the shape – without actually telling the partners what the shape is. After they've finished, ask each pair to compare their original shape with the actual drawing, and consider the following questions:</p> <ul style="list-style-type: none"> <li>• How well did the first person describe the shape?</li> <li>• How well did the second person interpret the instructions?</li> <li>• Were there problems with both the sending and receiving parts of the communication process?</li> <li>• How can you improve communication?</li> <li>• Stress the importance of strong, positive communication!</li> </ul> <p>View the <i>Teamwork PowerPoint Presentation</i>.</p>
20 minutes	<p><b>The Importance of Communication Skills in Teams</b></p> <p>Review the <i>Teamwork Presentation</i> focusing on communication and listening skills. This presentation has ideas in the notes section you can use throughout the discussion.</p> <p>Refer participants to the <i>Communication</i> handout in their participant guides for tips on effective communication.</p>
20 minutes	<p><b>Listening Skills Activity</b></p> <p>Direct students to the <i>Listening Skills Assessment</i> in their participant guides, allow enough time for them to complete the assessment. After they have completed the assessment, have them study the Analysis of Results. Ask questions to get discussions started about any surprises discovered and any areas identified that need work. Advise students to take a few moments to write some tasks in their action plan.</p>
10 minutes	<p><b>Break</b></p>

30 minutes

### **Coded Communication Exercise**

Direct students to the Coded Communications Exercise in their participant guide. This game can be found in the participant guide can be played by one group or between two or more teams competitively.

The activity is more dynamic if played in competitive teams, minimum three players per team, ideally 5-10 players per team.

The exercise involves devising and using a simple coded non-verbal (unspoken) communications system. Instructions are in the learner guide.

Equipment: A pen/pencil and paper for each team member.

- Give teams 5 minutes to devise and test their codes. Large teams may require more time.
- Begin the game by showing a number (a single digit between 0-9) to the team leaders.
- You can have several rounds of the game if desired to allow students to learn from the experience.
- After each round each team member secretly writes the number on the paper for verification.

After finishing, ask questions to prompt discussion about the process and increase learning about communication and teamwork, such as the following:

- How did you decide on the method to use?
- Did one person dominate the discussion?
- Did that person appear open to different ideas?
- Were several solutions proposed?
- How did you pick the method to use?
- Did you devise means to signal lack of understanding or confirmation of message received?
- How did you make sure each person correctly received and understood the signal before communicating to the next person?
- What have you learned about teamwork and communication in this exercise?

Review points:

- It's one thing to devise a communications system or set of communications rules -it's quite another challenge to ensure everyone understands it and uses it properly.
- Vital parts of communications systems/rules work best when people can remember them, without having to refer to complicated instructions.
- Complex communications systems/rules are often very good in theory, but difficult to apply in practice because they entail an additional dimension - represented in this game by the code key - equating to a reference or instruction manual, which in real work situations people

	<p>often fail to use, understand, keep updated, etc.</p> <ul style="list-style-type: none"> <li>• Written instructions and reference guides are obviously important for quality management, but the fundamental rules of communications are best kept as simple, intuitive and memorable as possible, so that core performance is not hindered or made unnecessarily complicated.</li> <li>• In terms of this exercise, conveying the communication is only half the communications process - the other half is checking the communication has been received and understood.</li> </ul>
30 minutes	<p><b>Case Study Exercise -- Digging a Hole</b></p> <p>Divide the class into groups of 3-5 students to discuss the case. When possible, make sure each group has members who can lead the group, present their findings, and keep the discussion moving.</p> <p>Direct them to the case with questions to consider in the learner guide.</p> <p>Have each group pick a spokesperson to present their ideas to the class after their discussions.</p> <p>After their presentations, ask questions to bring out any information not covered in their presentations to make sure the following points are covered:</p> <ul style="list-style-type: none"> <li>• Safety violation is grounds for immediate dismissal.</li> <li>• More time will be lost if somebody is injured - first aid, emergency room visit, completing paperwork, and lecture from the boss.</li> <li>• Even if not fired, they will have to re-establish credibility, dependability, and trust.</li> <li>• The boss will not be happy with you, because he is required to report the safety violation</li> <li>• We have all dug a hole by hand without safety goggles without injury, but it is a safety violation and you can't predict when a rock chip will strike you in the eye.</li> </ul>
10 -30 minutes	<p><b>Wrap-Up, Action Plan and Evaluation</b></p> <p>Participants should complete their Action Plan first for this session and then an Evaluation for this session (in case of time running out).</p>
0 - 20 minutes	<p><b>(optional) CAPS Assessment (Clinical Assessment of Pragmatics for PTSD)</b></p> <p>Go to <a href="https://www.wpspublish.com/store/p/2694/caps-clinician-administered-ptsd-scale">https://www.wpspublish.com/store/p/2694/caps-clinician-administered-ptsd-scale</a>. Recommended that this takes place after action planning due to time commitment for those students who may benefit from it. Students can leave when it is completed.</p>

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