Training Module 4: Teamwork

Audience:
- Team Managers and team members
- Challenge Masters, Team Challenge and Instant Challenge Appraisers
- Coordinators, Regional Directors, Affiliate Directors

Goals:
- To explore teamwork and understand its importance in Destination ImagiNation®
- To understand the elements of a team
- To explore how teamwork might be evaluated
- To understand basic team dynamics and conflict resolution

Methods:
- Presentation
- Teambuilding activities
- Conflict Resolution discussion
- Role Playing
- Debrief

Materials:
- Copy of Destination ImagiNation, Inc.’s Successful Creative Problem Solving Teams: Growing, Guiding, and Celebrating
- Teamwork resources from www.shopdi.org
- Flip Charts and multiple colored markers or
- Overhead projector, blank overhead transparencies and appropriate markers
- Timer

Handouts:
1. Appendix A: Characteristics of a Successful Team
2. Appendix B: Lessons from Geese
3. Appendix C: Sample Criteria for Teamwork
4. Appendix D: Teamwork and Teambuilding Tools
5. Appendix E: Conflict Resolution Techniques
### Topics & Talking Points:

<table>
<thead>
<tr>
<th>Materials</th>
<th>Talking Points</th>
<th>Estimated Time</th>
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| 1 Flip chart and colored markers | **Teamwork:** Very briefly discuss the importance of Teamwork in Destination ImagiNation® and in real-world situations.  
A. Ask group to name “teams” they have been part of, i.e. work, sports, etc. | 10 min |
| 2 Slide: Teamwork | **Teamwork** is the necessary ingredient for successful teams.  
A. A team cannot move ahead if teamwork is missing. It is the glue that keeps teams together, the sparkle that makes the product unique, and the spirit that makes it all worth it in the end. This is what it’s all about!  
B. Teamwork is cooperatively working together to produce a final product, presentation, or activity that is closer to perfection than it could have been if it had been accomplished by any one of the team members alone.  
C. Various elements are present when a team works together. If your team displays and examines these elements, they will be a successful team. | 10 min |
| 3 Slide: Characteristics of a Successful Team; Handout: Appendix A, Characteristics of a Successful Team; Overhead transparency and overhead marker or chart paper and markers; Timer; copy of Successful Creative Problem Solving Teams: Growing, Guiding, and Celebrating; Slide: Yea! TEAM | **Activity: Characteristics of a Successful Team**  
A. Divide group into “teams” -- number of team members will depend on size of group and space in room (table teams)  
B. Explain activity to teams  
C. Begin  
D. At the end of time, have groups share their responses using their overheads or chart paper  
E. Note the characteristics named in *Successful Creative Problem Solving Teams: Growing, Guiding, and Celebrating* and show Slide: Yea! TEAM! while reviewing book. | 30 min |
<p>| 4 Slide: War Stories | “War Stories” – ask the participants to share some of their “best” and “worst” stories. Limit to 2-4 stories | 10 min |</p>
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<thead>
<tr>
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<tr>
<td>5</td>
<td>Slide: Lessons from Geese; Handout: Appendix B, Lessons from the Geese</td>
<td><strong>Read or Tell the Lessons from Geese</strong>&lt;br&gt;Discuss Lessons and how they apply to Destination ImagiNation teams.</td>
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<tr>
<td>6</td>
<td>Slide: Evaluating Teamwork; Handout: Appendix C, Sample Criteria for Teamwork</td>
<td><strong>How Might Teamwork be Evaluated?</strong>&lt;br&gt;A. What does good Teamwork look like? Discuss Handout as a group.&lt;br&gt;B. Note that teamwork is appraised in <em>Instant Challenge</em>. Discuss how team members portray their teamwork in <em>Instant Challenge</em>, and discuss how Appraisers view it.&lt;br&gt;C. Discuss how teamwork is portrayed on Tournament Day or during <em>Team Challenge</em> presentation.</td>
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<tr>
<td>7</td>
<td>Slide: Teamwork; Handout: Appendix D, Teamwork and Teambuilding Tools</td>
<td><strong>Teamwork and Teambuilding Tools</strong> – making it happen&lt;br&gt;A. Emphasize that teamwork does not happen immediately. Team members need time to:&lt;br&gt;1. Get to know each other&lt;br&gt;2. Trust each other&lt;br&gt;3. Feel they belong&lt;br&gt;4. Respect each other’s strengths and weaknesses&lt;br&gt;5. Learn to make decisions together&lt;br&gt;6. Accept that all their ideas will not be the final ones used&lt;br&gt;7. Start to take pride in the team’s solution&lt;br&gt;B. Discuss Teambuilding tools – ask participants to share their favorite teambuilding activities&lt;br&gt;C. Review the Killer Statements and Gestures on the handout</td>
</tr>
<tr>
<td>8</td>
<td>Slide: Conflict Resolution; Handout: Appendix E, Conflict Resolution Techniques</td>
<td><strong>Conflict Resolution</strong> -- IS NORMAL&lt;br&gt;A. Every team has conflicts. Conflict is part of “developing” a team.&lt;br&gt;B. A team does not start as a “TEAM.” It takes time to develop and maintain a team, and as it develops, there will be conflicts. It is reassuring to know that conflict is normal, but it is also helpful to know some techniques for dealing with conflict when it does arise&lt;br&gt;C. Short Group Discussion on types of conflicts within teams – write down conflicts on chart paper&lt;br&gt;D. Review Conflict Resolution Techniques on handout</td>
</tr>
<tr>
<td>9</td>
<td>Slide: Role Play Activity</td>
<td><strong>Role Play</strong> several “conflicts” and their resolution&lt;br&gt;A. Depending on the amount of time available for this activity:&lt;br&gt;1. Ask for volunteers to role play selected situations</td>
</tr>
<tr>
<td>Materials</td>
<td>Talking Points</td>
<td>Estimated Time</td>
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<tr>
<td></td>
<td>2. Role play 2 or 3 situations changing volunteers with each situation</td>
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<td></td>
<td>3. If time permits, assign each “team” a situation to role play for group</td>
<td></td>
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<tr>
<td>B. Begin each role play and allow it to progress to the point of conflict.</td>
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<tr>
<td>C. Stop it, and then ask the participants for ideas on how to handle the situation. It is important to let participants start thinking about the situations before they happen.</td>
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<tr>
<td>1. The primary benefit of this exercise is that it reinforces the inevitability of conflict and positive ways of dealing with it when it happens.</td>
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<td>2. A secondary benefit is that any veteran Team Managers in the group will have the opportunity to share hard-learned lessons, giving them an important validation.</td>
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</tbody>
</table>
Training Tips:
- Have suggestions for conflict situations if group doesn’t, such as:
  ✓ Two different ideas – neither student wants to give in
  ✓ Team member who is always late
  ✓ Team member who always “puts down” others
  ✓ Leaving the meeting site a mess
  ✓ Team member is an excessive talker
- Encourage participants to read and use *Successful Creative Problem Solving Teams: Growing, Guiding, and Celebrating* (applicable to teams of all kinds and of all ages) and other team building resources available from [www.shopdi.org](http://www.shopdi.org).

Assessment:
- What characteristics of teamwork already exist on your team?
- If you are an Appraiser, what characteristics of teamwork do you hope to see in teams?
- How clearly are teamwork characteristics noticed? Can they be easily evaluated?
- What characteristics do you need to help your team develop? (i.e.: your DI team, your Appraisal team)
- What other resources are available to you to help your team in its teamwork?

Together
Each
Accomplishes
More

-- Anthony Missico, Jr.
APPENDIX A

Activity: Characteristics of a Successful Team

Using ABC Brainstorming

1. Assign the letters of the alphabet to each table team, based on the number of tables. (Ex: A-H, I-P, Q-Z)
2. Give each table team an overhead transparency and an overhead marker or a piece of flip chart paper and markers.
3. For each assigned letter, team members generate a list of words that describe elements of good teams or teamwork. (6-8 minutes)
4. Each team shares their words with the total group. Any letters they have left blank can be filled in by the total group.
5. After sharing the words generated, look at the list on the grid below to see if other concepts have been overlooked during their brainstorming.

<table>
<thead>
<tr>
<th>Team Elements</th>
<th>Individual Strengths</th>
<th>Individual Weaknesses</th>
<th>Personal Abilities</th>
<th>Forgive and Forget</th>
<th>Talents</th>
<th>Past Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness To learn</td>
<td>Respect/Trust</td>
<td>Creative Ideas</td>
<td>Sense of Worth</td>
<td>Persistence</td>
<td></td>
<td>Sense of Right/Wrong</td>
</tr>
<tr>
<td>Extrovert or Introvert</td>
<td>Goal Setting</td>
<td>Sense of Focus</td>
<td>Sense of Fairness</td>
<td>Ability to Prioritize</td>
<td>Dependability</td>
<td></td>
</tr>
<tr>
<td>Cooperation/Competition</td>
<td>Task Commitment</td>
<td>Ability to Take a risk</td>
<td>Ability to Listen</td>
<td>See the Big picture</td>
<td>Ability to Resolve Conflicts</td>
<td></td>
</tr>
<tr>
<td>Organization Skills</td>
<td>Time Management</td>
<td>Cooperative Spirit</td>
<td>Attitude</td>
<td>Sense of Humor</td>
<td>Leadership Abilities</td>
<td></td>
</tr>
</tbody>
</table>

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Training Module 4: Teamwork
APPENDIX B

Lessons from Geese

"Lessons from Geese" was transcribed from a speech given by Angeles Arrien at the 1991 Organizational Development Network and was based on the work of Milton Olson.

○ FACT 1:
As each goose flaps its wings it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

LESSON:
People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

○ FACT 2:
When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON:
If we have as much sense as a goose we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

○ FACT 3:
When the lead goose tires, it rotates back into formation and another goose flies to the point position.

LESSON:
It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities and unique arrangements of gifts, talents or resources.

○ FACT 4:
The geese flying in formation honk to encourage those up front to keep up their speed.

LESSON:
We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking we seek.

○ FACT 5:
When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

LESSON:
If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.
## APPENDIX C

### Sample Criteria for Teamwork

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Fair</th>
<th>Good</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little cooperation</td>
<td>Some cooperation</td>
<td>Good cooperation</td>
<td>Strong cooperation</td>
</tr>
<tr>
<td>Little acceptance of each other</td>
<td>Some acceptance of each other</td>
<td>Displays acceptance of each other</td>
<td>Work with and listen to each other</td>
</tr>
<tr>
<td>Little plan of action</td>
<td>Some display of an action plan</td>
<td>Displays a plan of action</td>
<td>Well organized plan of action</td>
</tr>
<tr>
<td>Poor sense of time management</td>
<td>Some awareness of time management</td>
<td>Demonstrates time management skills</td>
<td>Well aware of time restraints</td>
</tr>
<tr>
<td>Unaware of team member needing help</td>
<td>Some awareness of team member needing help</td>
<td>Shows awareness of team member needing help</td>
<td>Assists other team members who need help</td>
</tr>
<tr>
<td>Little interaction among members</td>
<td>Some interaction among members</td>
<td>Team members interact</td>
<td>Team members interact, depend upon one another</td>
</tr>
<tr>
<td>Team members work in isolation</td>
<td>Some working together of team members</td>
<td>Team members work together to solve the challenge</td>
<td>Team members work cooperatively, seek each others, and decide on the solution together</td>
</tr>
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APPENDIX D

Teamwork and Teambuilding Tools

Before your team can begin to solve its Challenge, it needs to recognize that it IS a TEAM, first and foremost!

1. Allow some time at the beginning of the year (and periodically throughout the season) for the members of your team to develop a sense of team identity. Team members need time to:
   - Get to know each other
   - Trust each other
   - Feel they belong
   - Respect each other’s strengths and weaknesses
   - Learn to make decisions together
   - Accept that all their ideas will not be the final ones used
   - Start to take pride in the team’s solution

Some ways to accomplish this are:
   - Do some things together away from your usual meeting place: Go out for a meal, play a game, watch a movie, or do something very simple like ride through a car wash. Just make some time to have fun together. The camaraderie that results is a valuable dividend for your investment of time.
   - Take a field trip. This doesn’t have to be complicated or expensive. Go to the local hardware store, library, or museum.
   - Have team members create a team logo, nickname, and/or design. Forging an ‘identity’ is one way to create a sense of TEAM.
   - Have team members create a ‘Team Bill of Rights’ that spells out their expectations of one another.
   - Use the Side Trip Specialties Inventory (in the Team Manager’s Guide) as a way to start a discussion of the diversity of the team members.

2. Go over the characteristics of great teams, and help your team to recognize positive team attitudes, behaviors, and teamwork:
   - Members trust each other.
   - Goals are clear and determined by the members.
   - Members feel as if they belong.
   - There is willingness to hear new ideas and suggestions.
   - Members identify with each other’s experiences.
   - Conflict is recognized and discussed with the intent to resolve it.
   - Members accept responsibility for group functions.
   - Communication between members is clear and direct.
   - Members use each other as a resource and as support.
• Members define and understand ground rules.

The way to accomplish this is through emphasizing the positive contribution of every team member. Continually reinforce these principles:
• Help each other be right – not wrong.
• Look for ways to make new ideas work – not reasons why they won’t work.
• Help each other achieve and take pride in each other’s progress and growth.
• Try to maintain a positive mental attitude – no matter what the circumstances.
• Do everything with enthusiasm – it is contagious.
• Have FUN!

Phrases and “thoughts” to encourage cooperation:
• Encourage from the start that they are a “Team.”
• There is no “I” in the word “team.”
• It takes many types of skills and talents to get a well-rounded solution.
• The team is developing the solution, not one or two people.
• The solution they will present is to come from THE TEAM’s ideas and THE TEAM’s work and that you are VERY proud of THEM – THE TEAM!!
• If all team members are made to feel VERY important and VERY special from the start, there will be less conflict and more cooperation.

3. Share these articles about Teamwork, and get the team to talk about what they mean.

A Horse Story
In a horse-pulling contest at a country fair, the first-place horse moved a sled weighing 4,500 pounds. The runner-up pulled 4,000 pounds. The owners of the two horses wondered how much the animals could pull if they worked together. So, they hitched them up and loaded the sled. To everyone’s surprise, the two horses were able to pull 12,000 pounds! Working as a Team means working with greater efficiency and results in much greater accomplishment.

4. Do lots of Teambuilding Activities.
   • Newspaper Boat Role Play
     You need five participants and four sheets of newspaper.
     Part of the room is a swamp filled with crocodiles. Your team must figure out a way to get all team members across the swamp without touching the water.

   • Keep me Safe!
     One person leads another person through an imaginary situation, with or without obstacles, for example, a snowstorm (over drifts, teams, boulders). The leader should be encouraged to be thoughtful, gentle and kind.

   • Silence Rules!
Have them get everyone in line from the tallest to the shortest or in order of their birthdays, or the largest to smallest feet WITHOUT talking.

- **Tug of Togetherness**
  Lay a rope in a circle and then have the team members sit around it and grab onto it. Then have them all try to stand up (as a group) by pulling on the rope. If anyone falls, the GROUP must start over again.

5. **Conduct a Discussion and Survey about “KILLER Statements and Gestures”**

   Conduct a discussion around the following questions:
   “Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort(s) were not appreciated?”

   “Have you ever wanted to share things – ideas, feelings, something you have written or made – but were afraid to? Were you afraid that people might put you or it down? What kinds of things might they say or do that would put you, your ideas, or your achievements down?”

   Introduce the concept of “**KILLER Statements and Gestures**” to the team. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people’s negative comments, physical gestures, etc. Some “KILLER Statements” that are often used (even by teachers and Team Managers) are:

   - We don’t have time for that now.
   - That’s a stupid idea. You know that’s impossible.
   - You’re really weird!
   - Are you crazy? Are you kidding me? Are you serious?
   - Only girls/boys do that!
   - Wow, he’s strange, really strange!
   - That stuff’s for sissies.

   Suggest that the team conduct a secret survey for the day. Ask them to keep a record of all the “KILLER Statements” they hear in school, at lunch, at home, and at play. Discuss the findings with them during your next meeting. You can also discuss why people use “KILLER Statements”, for example, it makes some people feel superior or better about themselves. You can also discuss statements to use instead. Utilize the lessons learned from this exercise when “KILLER Statements” surface in subsequent meetings.
APPENDIX E

Conflict Resolution Techniques

Every team, every group, has conflicts. Conflict is part of “developing” a team. It is NORMAL. A team does not start as a “TEAM.” It takes time to develop and maintain a team, and as it develops, there will be conflicts. It is reassuring to know that conflict is normal, but it is also helpful to know some techniques for dealing with conflict when it does arise.

Standard Conflict Resolution Techniques

❖ Mediation
Give each team member a chance to tell his/her story without interruption. The person speaking should tell his/her side as calmly as possible, with the subject matter only on the present situation, not on the past or the future. Each person should explain how he/she feels, without making negative remarks about the other person. After each person has expressed his/her point of view, together they should try to think of solutions until they think of one that will satisfy all involved.

❖ Reflective Listening
Sometimes you need to find out exactly what the team members are thinking. This technique reflects back to the speaker what he/she has said. This gives the team member(s) a chance to agree or disagree with your perception. It allows you to identify the real problem, what they think and what they feel about it. Sometimes just listening to what is “really wrong” is enough to resolve the conflict. Some phrases to use are:

• “Sounds like _______________.
• “In other words, _______________.
• “You’re saying _________________.
• “Sounds like you feel ______________ because _________________.

❖ Role Playing
Have the team members act out the conflict, but keep it short! Then, when they reach the point of the conflict, freeze the role play. Ask the other team members for suggestions and then discuss the suggestions. Ask questions like how the argument could have been prevented, how they felt, and if they had any other solutions that haven’t already been discussed.

❖ Role Reversals
Have the team members start with a role play and freeze it when they reach the point of conflict. Then have the disagreeing team members change roles and redo the role play. Stop it when they get a good feel for the other point of view. Then discuss how they felt and what solutions might be agreed upon.

❖ Send them to the “Work Out” corner
Sometimes team members will look to an adult to resolve their differences. This most often happens with younger students. An effective technique to encourage them to come to their own solutions is to have the team members in conflict go to a quiet corner and try to come to a
resolution to the problem within five minutes. In time they will come back to you, very proud that they have come to an agreement on their own.

Experienced Team Manager’s Suggestions for Conflict Resolution

- **Team Rules** – Establish Team Rules at one of the team’s first meetings. Post the rules and refer to them when needed. **Have the team establish the rules, not an adult.** Only have input if they forget a rule that might be helpful. Some of the rules established by prior teams are:
  1. We can disagree but we can’t call each other names.
  2. Don’t criticize other team members. Instead ask why that idea would be helpful.
  3. Everyone should get a chance to tell an idea.
  4. Support each other. Each of us is needed to make a “Team.”
  5. No hitting.
  6. Be on time.
  7. Clean up before the team leaves.

- **Unfocused team member(s)** - Split the team into smaller groups. This way each person can feel important about his/her task and have fewer distractions.

- **The “excessive talker”** – Some techniques used by experienced Team Managers are:
  1. Use a “Talking Stick”: A team member cannot talk if the stick is not in their hand.
  2. Use the “Tossing Yarn”
     - When a team member talks, the ball of yarn should be in his/her hands.
     - When the next person talks, the ball should be tossed to that person.
     - If the yarn is predominately going between two people, the yarn “trail” will quickly show that two people are mainly doing the talking, instead of all of the team members being included in the discussion.

- **Bickering and “put-downs”** -- Have a “Good Things” session where each team member must tell two good qualities about each of the other team members. Each team member is pleased to hear good qualities about him/herself and is sometimes surprised to know what the others think.

- **Lack of respect between two team members** - Some Team Managers have those two team members come separately and have them work on a project together. This is a way to start to form a “team” between those two members.

- **Team member “out of sorts”** - If a child doesn’t seem like him/herself that day, check to see if the dispute is “really” what is wrong. Perhaps there is something bothering that child about home or school, and not the team.

- **The difficult child** - Give a difficult child a special responsibility, one he/she can definitely handle. Some children have never felt successful at anything because expectations of them have been so high.

- **Team not getting anywhere** - Sometimes your team reaches a plateau or is just tired of working, and you can see that the kids need a “break.” We’ve all been there. At that point, stop the team’s activities and just have some FUN. Having FUN is why most kids join Destination ImagiNation® teams, and sometimes Team Managers forget that! Make sure that at least fifteen minutes of each meeting is devoted to just having fun!

- **Team Conflicts are normally short-lived** – As temporarily unpleasant as a team conflict can be, usually it is over within a meeting or two. Students tend to “move on” and wonder what all the “fuss” is about if a Team Manager continues to bring up a past concern. Time takes care of a lot.
TEAMWORK

The Goal is more important than the Role

Goals

- Explore Teamwork and understand its importance to the Destination ImagiNation® process.
- Understand elements that make up a great team and explore how Teamwork might be evaluated.
- Understand basic team dynamics and conflict resolution

Methods

- Presentation
- Teambuilding Activities
- Conflict Resolution Discussion
- Role Playing
- Debrief
Teamwork

- Necessary for a team to move ahead
- Is cooperatively working together toward a common goal
- Consists of various elements

Characteristics of a Successful Team

Yea! TEAM!
“War Stories”

Lessons from the Geese

Evaluating Teamwork

- Great
- Good
- Fair
- Needs Improvement
Teamwork

Does not just happen. Teams need time to
• Get to know each other
• Trust each other
• Feel they belong
• Respect each other’s strengths/weaknesses
• Learn to make decisions together
• Accept that all ideas will not be used
• Start to take pride in the team’s solution

Conflict Resolution

• Conflict IS normal
• Every team has conflict – it is part of developing a team
• A team does not start as a TEAM

Role Play Activity
Assessment

- What characteristics of teamwork already exist on your team?
- If you are an Appraiser, what characteristics of teamwork do you hope to see in teams?
- How clearly are teamwork characteristics noticed? Can they be easily evaluated?
- What characteristics do you need to help your team develop? (i.e.: your DI team, your Appraisal team)
- What other resources are available to you to help your team in its teamwork?

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