

## SESSION 8

# Team building and cooperation

### TOPIC 1

Concept and importance of team building

### TOPIC 2

Cooperation

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*Duration of this Session: 3 hours*

### Session Objectives

The objectives of this Session are:

- To introduce the importance of team building and cooperation in order to avoid group conflict, and to introduce ingredients for effective teamwork.
- To identify the nature and degree of cooperation/coordination among young people and significant groups in their surroundings.
- To introduce team-building techniques.

## List of Handouts

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## TOPIC 1: Concept and importance of team building

*Duration of topic: 90 minutes*



### Activity 1 for this topic

The facilitator will introduce an exercise to demonstrate aspects of team building. (60 minutes)

- Step 1:** Divide the participants in four teams. Ask each team to prepare to build a house.
- Step 2:** The team assigns individual members to perform specific roles to help complete the house.
- Step 3:** According to their assigned roles, ask each team to start building a house. Each team will be given a set of materials to use to constructing a house.

#### **Materials**

*Sheets of paper, coloured markers, sticks/straws, paste and pins*



### Inputs for this topic

Facilitator provides inputs on the concept and importance of team building. Refer to Handouts 8-1, 8-2, 8-3, 8-4 and 8-5. (30 minutes)

#### **Materials**

*Computer and LCD projector – if available*



### Alternative activity for this topic

The exercise is entitled "Body Boogie".

- Step 1:** Give each person a piece of paper with a body part written on it.
- Step 2:** Each player/team member is instructed to do the following action for each body part chosen:
- "Head" (*nod*)
  - "Left hand" (*wave left hand*)
  - "Right hand" (*wave right hand*)
  - "Torso" (*twist body*)
  - "Left foot" (*hop on left foot*)
  - "Right foot" (*hop on right foot*)

## **Conflict Negotiation Skills for Youth**

**Step 3:** Players move around performing their actions. Without speaking, players look for five other “body parts” they can join to form a whole body. “Head”, “Left hand”, “Right hand”, “Torso”, “Left foot” and “Right foot”.

**Step 4:** Once all participants have joined a group, challenge the “bodies” to complete the task of blowing up a balloon and then popping it. Follow the instructions below:

“Left foot” and “Right foot” plus “Right hand” and “Left hand” walk over to the table. “Left hand” picks up a balloon and carries it over to “Head”. As “Right hand” holds it, “Head” blows up the balloon. Both “hands” tie it and place it on a chair (or the floor). “Torso” sits on it to make a big pop!

The first body to complete the task gets a round of applause from all the “Hands”.

### ***Materials***

*A balloon for each group of six and pieces of paper*



### Facilitator's notes

When processing the activity, the facilitator may ask participants the following questions:

1. What can you say about this exercise?
2. What enabled you to accomplish the task? What factors assisted the completion of the task? What factors impeded the completion of the task?
3. What insights can you draw from this exercise?

Both exercises should illustrate the importance of teamwork, clarity of team members' roles and the unity of group purpose.



## HANDOUT 8-1: Concept and importance of team building

### Understanding teams versus organizations and groups

#### **Organization**

- Too large and impersonal.
- Little inter-member interaction and reciprocal influence.

#### **Group**

- Small and may impact members' feelings and self-image.
- Important psychological needs (e.g., social contact) are better satisfied.
- Members can contribute to goal accomplishment by working independently.
- Members play a variety of roles.

#### **Team**

- Small and members have a stronger sense of identification.
- Greater task interdependence.
- Members have more differentiated and specialized roles.
- Members often play a single or primary role.

### Importance of Team Building (Morris 1995)

1. **A sense of purpose.** Members have issues and topics that are of mutual interest. Team members work together to achieve a common goal.
2. **Benefits.** Teams provide a range of benefits for the organization and the individuals, over and above getting a task done.
3. **Increased creativity.** Individual ideas spark off one another and the process of working in a team seems to generate more and more possibilities. The key to leading and understanding teams is that they actually let you release creativity.
4. **Coordination.** Team members all play a part in getting the whole job done instead of seeing their own little process as being the start and finish of it all.
5. **Personal support.** Good teams operate rather like an extended family whose members trust, like, help and care about each other.
6. **Induction.** Members help newcomers find their place in the team.
7. **Ownership.** The act of passing over to people the responsibility for their own decisions and their own actions.



## **HANDOUT 8-2: Team-player styles**

There are four team-player styles: contributor, collaborator, communicator and challenger. Each style is briefly described below:

### **Contributor**

- Freely shares all relevant information and opinions with other team members.
- Helps the team use its time and resources.
- Pushes the team to set high standards and to achieve top-level results and insists on high-quality outputs.
- Completes all team assignments and other relevant work necessary for the completion of team tasks.
- Accepts responsibility for all actions as a team member.
- Completes all work in his/her regular job area and all other tasks not related to the team.
- Provides the team with clear, concise and useful presentations at team meetings.
- Provides technical training for other team members and serves as a mentor for new team members.
- Has a clear set of priorities.

### **Collaborator**

- Helps the team establish long-term goals and clarify its current objective or tasks.
- Helps the team see how its work fits into that of the organization as a whole.
- Regularly reminds the team of the need to revisit their goals and action plans.
- Encourages the team to establish plans with milestones and appropriate task assignments.
- Pitches in to help other team members who need assistance.
- Works hard to achieve team goals and to complete current tasks, even though s/he may not agree with them.
- Does not gossip about other team members or share negative comments about the team process with non-members.
- Flexible and open to new ideas or data that may alter team goals.
- Often works outside his/her defined role to help the team achieve its goals.
- Willing to share the limelight with other team members.

### **Communicator**

- Resolves process problems such as conflict among team members or lack of involvement by some members.
- Listens attentively, and without judgment, to all viewpoints.
- Helps the team relax and have fun by joking, laughing and discussing personal interests.
- Recognizes and praises other team members for their efforts.
- Communicates enthusiasm and a sense of urgency about the team's work.
- Periodically summarizes the status of a discussion or proposes a possible consensus.
- Encourages other team members to participate in team discussions and decisions.
- Helps people on the team get to know each other and to know what skills and resources each can contribute.
- Gives feedback to other team members – feedback that is descriptive, specific and intended to be helpful.
- Receives feedback from other team members without becoming defensive.
- Reminds the team to take time periodically to assess team effectiveness and plan for improvement.

### **Challenger**

- Candidly shares views about the work of the team.
- Inclined to disagree openly with the leadership of the team.
- Often raises questions about the team's goals.
- Pushes the team to set high ethical standards for work.
- Speaks out, even when views are contrary to those of a vast majority of the team.
- Asks "why" and "how" and other relevant questions about presentations at team meetings.
- Sometimes is accused of not being a team player because s/he differs from conventional wisdom.
- Challenges the team to take well-conceived risks.
- Honest in reporting team progress and stating progress facing the team.
- Willing to blow the whistle on illegal and unethical activities of the team.
- Will back off when views are not accepted and will support a legitimate team consensus.



## HANDOUT 8-3: Factors affecting a team

### Factors affecting a team (Hayat 2001)

Once a team is formed and functioning, there will be numerous factors that will continue to affect it and its members. These include both internal and external factors. These factors continue to affect the team in positive and negative ways.

#### Team motivation

Motivation is a key component in ensuring team success once the team is performing. Motivation can be defined as “the force that moves people to do something” (Hayat 2001). There are two main types of motivation, one intrinsic (occurring within oneself) and the other extrinsic (due to outside factors; like a “reward and fine” policy). The table below shows some intrinsic and extrinsic factors to bear in mind to ensure that the whole team remains motivated:

Intrinsic factors	Extrinsic factors
<ul style="list-style-type: none"> <li>• Interesting/challenging assignments</li> <li>• Responsibility</li> <li>• Achievement</li> <li>• Recognition</li> <li>• Advancement</li> <li>• Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Physical work environment (e.g., temperature, comfort, noise level and safety).</li> <li>• Context in which work is done (e.g., salary, job benefits, time pressure and status).</li> </ul>

#### Team member's roles

Members of a team take on different roles at different times and stages. This is important to note as a team leader, in order to recognize the strengths and weaknesses of team members and to resolve conflict. For example, if there is more than one member of a team playing the same role on the same assignment and at the same time, there is potential for conflict.

10 Common Roles	
<ul style="list-style-type: none"> <li>• The coordinator</li> <li>• The energy source</li> <li>• The implementers</li> <li>• The resource investigator</li> <li>• The shaper</li> </ul>	<ul style="list-style-type: none"> <li>• The monitor/evaluator</li> <li>• The disrupter</li> <li>• The completer/finisher</li> <li>• The specialist</li> <li>• The "recognitioner"</li> </ul>



## HANDOUT 8-4: Ingredients for a successful team

### 10 ingredients for a successful team

1. Clarity in team goals.
2. A plan.
3. Clearly defined roles.
4. Clear communication.
5. Beneficial team behaviour.
6. Well-defined decision-making procedures.
7. Participation.
8. Ground rules.
9. Awareness of the group process.
10. Use of a scientific approach in team work.

**Clarity in team goals:** A team works best if everyone understands its purpose and goals. If there is any confusion or disagreement the team needs to work on resolving these issues.

As a youth group, all team members should be in agreement over the group's mission and have a clear vision. If the mission is too large, it will need to be reduced to a more manageable size.

**A plan:** A plan helps the team identify what type of advice, assistance, training and other inputs and materials it may need. It also gives the team a schedule and an identification of "milestones" (such as a planned youth event). A flow chart could be a useful planning tool.

**Clearly defined roles:** The team will operate most efficiently if it taps everyone's strengths, as discussed above, and makes sure that everyone knows her/his tasks and responsibilities.

**Clear communication:** The team will be stronger if there are productive discussions, and everyone is kept informed.

**Beneficial team behaviour:** Teams should encourage all members to use skills and practices that make discussions and meetings more beneficial.

**Well-defined decision-making procedures:** A team should always be aware of how it reaches decisions, and ensures that there is consensus.

**Participation:** Since each team member has a stake in the group's achievements, everyone should participate in discussions and decision making.

**Ground rules:** These should be established early and followed. Occasionally, ground rules should be reviewed and revised.

**Awareness of the group process:** Ideally, all team members should be aware of the group process – how the team works together.

**Use of the scientific approach in team work:** Good data should be used for problem solving and decision-making. Arguments, not based in fact, often arise, and the use of correct data could help resolve these conflicts.

Some factors to remember when building a team –  
**R**easons, **r**esources, **r**oles, **r**ules, **r**elationships, **r**eassessment,



## **HANDOUT 8-5: Individual skills for effective team building** (Jacobs 1997)

### **Written communication**

Communicates easily on paper with speed and clarity. Presents ideas concisely and in a structured way. Uses appropriate language and style.

### **Oral communication**

Speaks to others with ease and clarity. Expresses ideas well and presents arguments in a logical manner. Gives information and explanations that are clear and easily understood. Listens actively to others.

### **Leadership**

Shows skill in directing group activities. Has natural authority and gains the respect of others. Is capable of building an effective team. Involves all team members and gives advice and help when required.

### **Team membership**

Fits in well as a peer and as a subordinate. Understands own role and the role of others within the team. Shares information and seeks help and advice when necessary. Offers suggestions and listens to the ideas of others.

### **Planning and organizing skills**

Can make plans and forecasts. Can define objectives and allocate the necessary resources. Sets realistic targets and decides priorities. Devises systems and monitors progress. Makes good use of his/her time.

### **Decision making**

Evaluates alternative lines of action and makes appropriate decisions. Identifies degrees of urgency for decisions. Responds to situations quickly and demonstrates flexibility.

### **Motivation**

Shows energy and enthusiasm. Works hard and is ambitious. Is able to work on own initiative with little detailed supervision. Sets own targets and is determined to achieve them.

### **Personal strength**

Is self-confident and understands own strengths and weaknesses. Is realistic and willing to learn from past failures and successes. Is reliable, honest and conscientious. Can cope with pressure and control emotions.

### **Analytical reasoning skills**

Can quickly and accurately comprehend verbal and numerical information. Is able to analyze arguments objectively and to reach logical conclusions. Can present well-reasoned and persuasive arguments.

## TOPIC 2: Cooperation

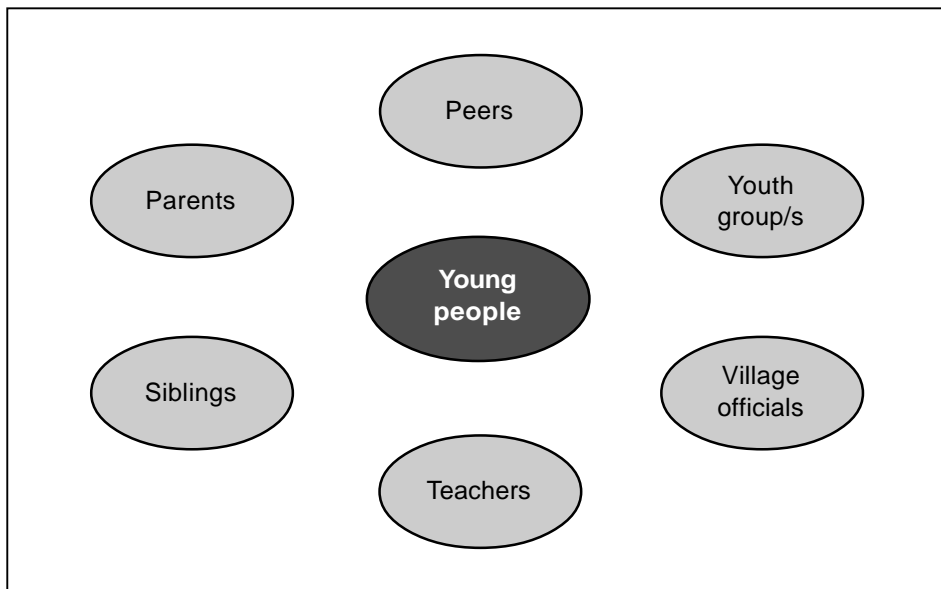
*Duration of topic: 90 minutes*



### Activity 1 for this topic

The facilitator divides participants into three groups. Each group lists the individuals/groups that young people usually relate to. Using the diagram below as an example, each group draws a diagram of its own and analyzes the degree of relationship/cooperation/coordination between young people and the persons/groups listed. (60 minutes)

The following diagram is a modification of the eco-map model used in social work.



Degree of relationship (cooperation/coordination) is measured using the following as legend:

Strong (having less conflict with)	—————
Weak (having frequent conflict with)	+++++
Not so strong; not so weak (having occasional conflict with)	-----

From the “young people” inside the middle circle, participants draw a connecting line corresponding to the degree of their relationship with other persons/groups.

**Materials**  
*Flip-chart paper, coloured markers*



### **Inputs for this topic**

The facilitator summarizes the nature and level of cooperation/coordination between young people and other persons/groups. S/he provides inputs on the meaning and importance of team building and cooperation, factors that facilitate or hinder cooperation and team building techniques. Reference may be made to Handouts 8-6 and 8-7. (30 minutes)

#### ***Materials***

*Overhead projector*



### **Activity 2 for this topic**

If time allows, the facilitator can introduce a set of checklists that can be used in assessing team performance in the workplace (see Handout 8-8).

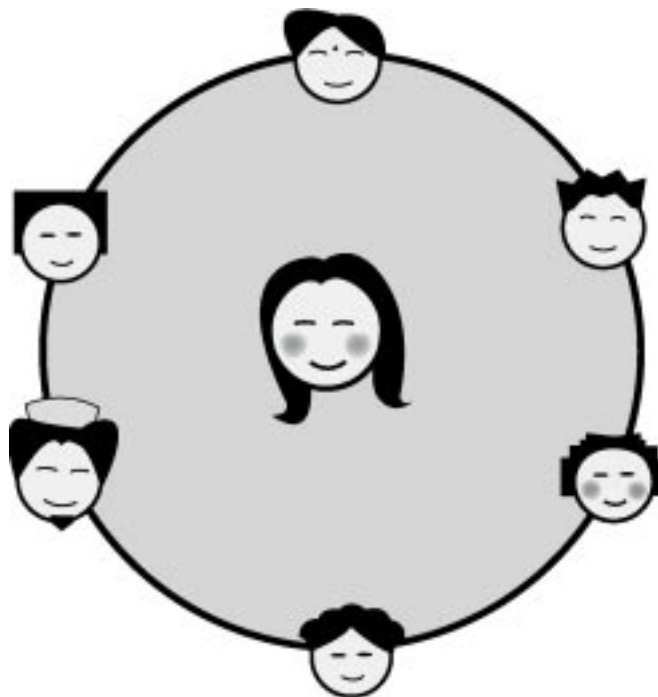


**Facilitator's notes**

In processing the activity, the facilitator asks the following questions:

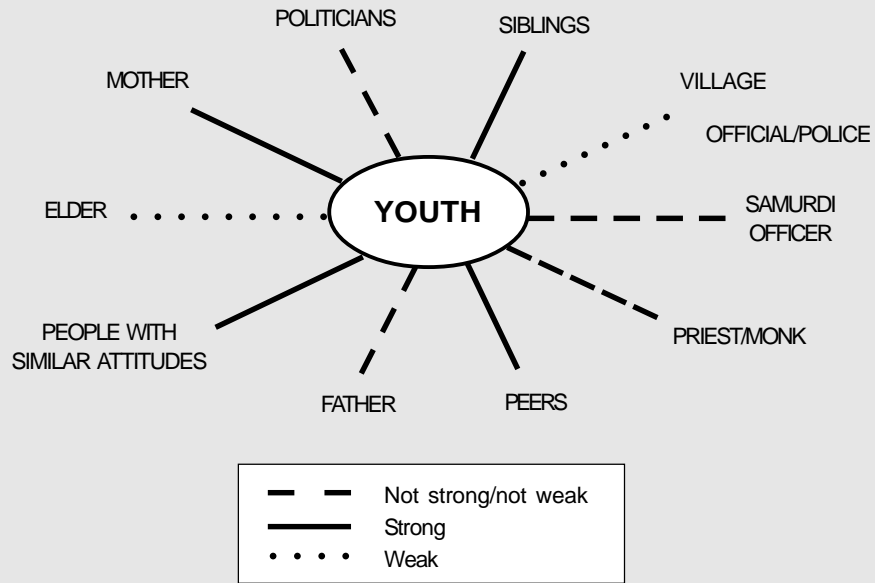
1. Which persons/groups do young people relate to the most? With whom do they relate the least?
2. Why do young people have strong or weak relations with these groups?
3. What factors contribute to a good relationship/cooperation between young people and other significant groups? (Cite any personal, familial, community or institutional characteristics).

Generally, young people have a strong relationship with their mothers, siblings and peers. On the other hand, they seem to have difficulty relating to people in authority such as school/local government officials, religious persons and other community leaders. The strength of these relationships is usually based on the degree of trust and frequency of communication or interaction between young people and the “significant others” in their lives.



**Example from Sri Lanka:**

The following is an example developed by one group during a pilot test of the Module in Colombo (December 2002).





## **HANDOUT 8-6: Factors that facilitate teamwork and cooperation**

Factors for effective and efficient teamwork (Hughes 1999)

### **Task structure**

1. Members have good knowledge of tasks.
2. There is a consistent and clear link of tasks with the team's mission.
3. Members have a meaningful piece of work, sufficient autonomy to perform it and access to knowledge of its results.

### **Group boundaries**

1. The membership of the team is appropriate for the task to be performed.
2. Members have collective knowledge and skills to perform the work.
3. Members have sufficient maturity and interpersonal skills to be able to work together and resolve conflicts.
4. Members may have differing perspectives and experiences but can communicate with and relate to one another.

### **Norms**

1. Members share an appropriate set of norms working as a team.
2. It is necessary to regularly scan and review prevailing norms to ensure that they support overall objectives.
3. It is necessary to ensure that conflicting norms do not confuse team members.

### **Authority**

1. There is firm authority that is also flexible in enabling the team members to make their best efforts.
2. There is competent team leadership that allows the group to comply when conditions demand it (such as in emergencies).
3. The team leader is able to establish a climate for team member to feel empowered to provide expert assistance when appropriate.
4. Team members feel comfortable in questioning the leader on decisions that have no clear right answers.

**Section III: Techniques for Resolving Group Conflict**

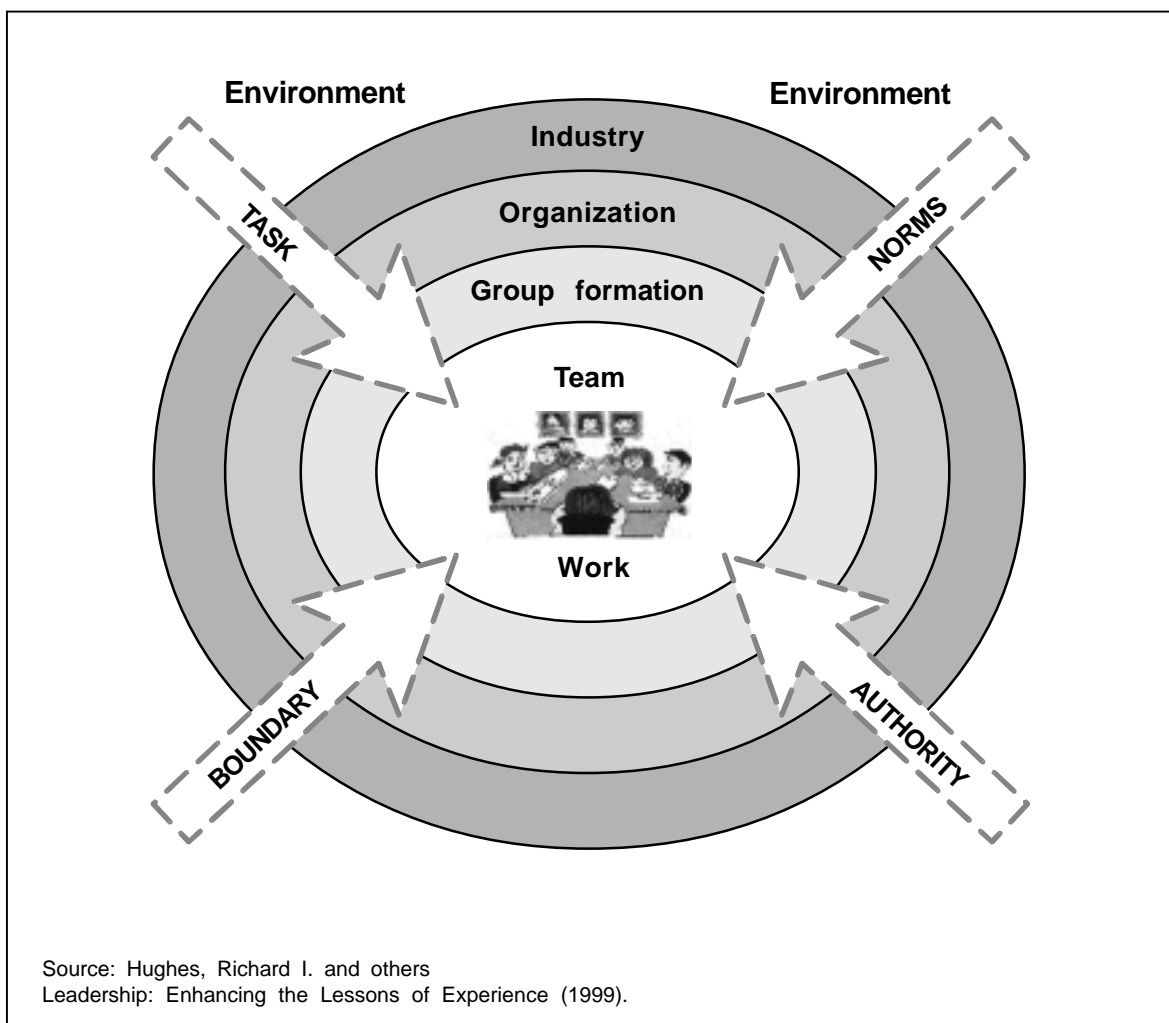
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<b>Facilitating Factors</b>	<b>Hindering Factors</b>
<p>Clear mission and high performance standards: Every team member knows what the team is trying to achieve and how well s/he has to perform in order to achieve it.</p> <p>Members share common values, beliefs or goals.</p> <p>Low levels of task or lateral interdependence.</p> <p>High levels of communication between parties.</p>	<p>Members compete for scarce resources or rewards.</p> <p>Members are under high levels of stress and face uncertain or incompatible demands (role ambiguity and role conflict).</p> <p>Leader's action is inconsistent with organizational vision and goals.</p> <p>There is a lack of communication between the concerned parties.</p>



## HANDOUT 8-7: Organizational shells

As shown in the following figure, a “team” is the smallest unit within an organizational environment. Team members may come from different groups, sections or divisions and are tapped because of their recognized expertise in achieving a specific, well-defined and time-bound task. The team’s task has the imprimatur, or official support, of the organization. Team members are guided by certain organizational norms. An organization belongs to a larger structural or environmental group or setting. For instance, a village-level agricultural credit organization may be a member of a federation or a coalition of agriculture-based organizations at a higher territorial level.





## HANDOUT 8-8: Team performance checklists

### The High Performance Team Checklist

Organization Name: \_\_\_\_\_

Group Size: \_\_\_\_\_

Please read the statements below. Circle the number that most accurately describes your response to the statement. Use the following key to respond to each statement:

- 1 – Disagree strongly
- 2 – Disagree to some extent
- 3 – Agree to some extent
- 4 – Agree strongly

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 1.  | Members are clear about group goals.  | 1 | 2 | 3 | 4 |
| 2.  | Members agree with group goals.   | 1 | 2 | 3 | 4 |
| 3.  | Group tasks require members to work together.   | 1 | 2 | 3 | 4 |
| 4.  | Members are clear about their roles.  | 1 | 2 | 3 | 4 |
| 5.  | Members accept their roles.   | 1 | 2 | 3 | 4 |
| 6.  | Member assignments match their abilities.   | 1 | 2 | 3 | 4 |
| 7.  | The group leader's style changes when necessary to meet emerging group needs.                 | 1 | 2 | 3 | 4 |
| 8.  | We have an open communication structure that allows all members to participate.               | 1 | 2 | 3 | 4 |
| 9.  | The group gets regular feedback about its productivity.                                       | 1 | 2 | 3 | 4 |
| 10. | Members give each other constructive feedback.  | 1 | 2 | 3 | 4 |
| 11. | The group uses feedback about its effectiveness to make improvements in how it is performing. | 1 | 2 | 3 | 4 |
| 12. | The group spends time defining and discussing problems it must solve.                         | 1 | 2 | 3 | 4 |
| 13. | Members also spend time planning how they will solve problems and make decisions.             | 1 | 2 | 3 | 4 |
| 14. | The group implements its solutions and decisions.   | 1 | 2 | 3 | 4 |

**Conflict Negotiation Skills for Youth**

15.	The group develops methods to evaluate its solutions and decisions.	1	2	3	4
16.	The group accepts members who behave differently, as long as their behaviour is perceived as helpful to task accomplishment.	1	2	3	4
17.	Group norms encourage high performance, quality and success.	1	2	3	4
18.	Subgroups are accepted and integrated into the group as a whole.	1	2	3	4
19.	The group contains the smallest number of members necessary to accomplish a goal.	1	2	3	4
20.	Periods of conflict are frequent but brief.	1	2	3	4

<b>Minimum Score:</b>	<b>20</b>
<b>Maximum Score:</b>	<b>80</b>
<b>My Score:</b>	_____

Source: Adapted from Wheelan, S.A., *Creating Effective Teams* (California, 1999).

**Effective Member Checklist**

Please read the statements below. Circle the number that most accurately describes your response to the statement. Use the following key to respond to each statement:

- 1 – Disagree strongly**
- 2 – Disagree to some extent**
- 3 – Agree to some extent**
- 4 – Agree strongly**

1.	I avoid blaming others for group problems.	1	2	3	4
2.	I assume that every group member is trying to do a good job.	1	2	3	4
3.	I encourage the process of goal, role and task clarification.	1	2	3	4
4.	I work to ensure that we all have the chance to show our competence and skills in the group.	1	2	3	4
5.	I act, and encourage others to act, in the best interest of the group.	1	2	3	4
6.	When members contribute good ideas, I express my appreciation.	1	2	3	4
7.	I work to ensure that decisions and solutions are implemented and evaluated.	1	2	3	4
8.	I treat people as individuals and do not make assumptions about them based on my preconceived notions about people like them.	1	2	3	4
9.	I encourage high performance standards.	1	2	3	4
10.	I am, and encourage others to be, cooperative.	1	2	3	4
11.	In conflict situations, I communicate my views clearly and explicitly.	1	2	3	4
12.	I respond cooperatively to others who are behaving competitively.	1	2	3	4
13.	I encourage and work to achieve mutually agreeable solutions to conflict.	1	2	3	4
14.	I have negotiated, or would be willing to negotiate, with other groups and individuals to help my group obtain needed resources.	1	2	3	4
15.	I keep other members of the organization informed about what my group is doing.	1	2	3	4

**Conflict Negotiation Skills for Youth**

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 16. | I support the division of labour necessary to accomplish group goals.               | 1 | 2 | 3 | 4 |
| 17. | I do not get bogged down in interpersonal issues or personality conflicts.          | 1 | 2 | 3 | 4 |
| 18. | I support the leader's efforts to coordinate and facilitate group goal achievement. | 1 | 2 | 3 | 4 |
| 19. | I volunteer to perform tasks that need to be done.                                  | 1 | 2 | 3 | 4 |
| 20. | I offer advice to the leader when I think the advice would be helpful.              | 1 | 2 | 3 | 4 |

<b>Minimum Score:</b>	<b>20</b>
<b>Maximum Score:</b>	<b>80</b>
<b>My Score:</b>	_____