Building a Winning Team

Teambuilding Learning Activity #1 (20-25 minutes)

The Values List

Let the group know that the purpose of this exercise is to help them learn more about each other, and to identify some of the important values within this group. One of the ways to build a positive team is to learn about and appreciate the differences everyone brings. A truly strong and well rounded team uses and appreciates the diversity within the group.

Ground Rules for the Activity:

1. Have respect for each other’s differences and strengths.
2. Non judgment of differences will increase cooperation and open communication.

Make copies of page 2 of this handout, “Values List” and pass out copies to everyone on the team. Ask them to identify and circle their top 10 values from this list. This may seem like a daunting task; try to get the group to not over analyze and enjoy picking out the ones that really speak to them. Give them about 5 minutes for this.

Once everyone is done choosing, ask them to think about the activities they are involved in, both in their work and personal life. How do their activities reflect what they value? For example: someone values creativity. They could tell you that because of this value, they use some of their spare time to paint or draw or write. Another example: someone values generosity. The way they express this is to volunteer, or give to charities, or generously give of their time and resources to their family. The goal is NOT to incorporate all 10 values into what they say, but to pick one or two and have something to say about their life that reflects the importance of that value. Give the group an example of your own life if that is helpful.

Ask each person to share about themselves. For each person, write their name on a flip chart page and summarize what they value and what they do. These flip chart pages are to be referred back to later and are a way to learn more about the strengths and interests of each team member so that these qualities can be used for the good of the entire team.
The Values List

Accuracy  Education  Integrity  Satisfaction
Achievement  Effectiveness  Intelligence  Security
Adaptability  Energy  Kindness  Self-actualization
Adventure  Encouragement  Knowledge  Self-control
Affection  Enjoyment  Leadership  Self-denial
Alertness  Enterprise  Learning  Sensibility
Ambition  Enthusiasm  Love  Simplicity
Assertiveness  Excellence  Loyalty  Sincerity
Authenticity  Faith  Maturity  Skillfulness
Balance  Fitness  Meticulousness  Sociability
Beauty  Flexibility  Modesty  Specialness
Boldness  Focus  Naturalness  Status
Broadmindedness  Foresight  Nurtureance  Strength
Calmness  Forgiveness  Optimism  Success
Capability  Freedom  Organization  Sympathy
Care  Friendliness  Patience  Tact
Career  Fulfillment  Peace  Talent
Clear-thinking  Generosity  Teamwork  Thankfulness
Compassion  Gentleness  Thoroughness  Tendency
Competence  God  Personal mastery  Timefulness
Confidence  Good attitude  Persistence  Trustworthiness
Conscientiousness  Growth  Playfulness  Understanding
Consideration  Hard work  Politeness  Uniqueness
Contentment  Happiness  Precision  Value
Contribution  Health  Professionalism  Versatility
Cooperation  Helpfulness  Progress  Victory
Courage  Honesty  Prosperity  Vigor
Creativity  Hope  Punctuality  Warmth
Customer service  Humility  Purposefulness  Willpower
Dependability  Humor  Quality  Wisdom
Determination  Imagination  Quickness  Wit
Diligence  Impartiality  Resilience  Youthfulness
Discipline  Independence  Resourcefulness  Zeal
Dynamism  Innovation  Respect  Responsibilities

Source: The Centre for Coach Training, Portland, Oregon
Teambuilding Learning Activity #2 (15 minutes)

Communication: Sending the Message

Ask the group to identify the main methods they use within the workplace to communicate. The methods may include email, voice mail, meetings, etc. Choose the top three or four methods; divide the team into enough groups to assign each group just one of the communication methods. Ask them to brainstorm and make a list of:

1. Challenges with this particular mode of communication
2. In what situations is this a good way to communicate?
3. In what situations should this mode of communication not be used?

Ask each group to report their ideas to the larger group and have someone record the ideas on a flip chart. These pages can be used for future reference by the team.

Teambuilding Learning Activity #3: (10 minutes)

Respect

Split the group into pairs. Then split the class into half. Ask one half of the class to make a list of what respect is; the outward actions, words, attitudes etc that show respect to others. Ask the other half of the class to make a list of disrespect; what actions, phrases etc would indicate disrespect of another person.

Make a flip chart with 2 halves: Respect on one half, and Disrespect on the other. As the pairs report in, list the qualities of each one.
Teambuilding Learning Activity #4: (15 minutes)

The Trust Scenario

Read this scenario to the group (or create one of your own):

Linda and Paula work together. They have been friendly and have worked on many projects together.

Recently, an opportunity for a promotion came up. Both Linda and Paula were qualified and applied for the job. They went through a rigorous application process, which ended with a stressful panel interview. They shared their experiences along the way, but Linda noticed that as the process advanced, Paula became less willing to tell her what she felt. Linda guessed that Paula may just be feeling stressed and didn’t worry too much about it.

When the announcement was made, Linda was given the position. Linda was ecstatic. She was told that the news would be delivered to Paula and that she should not say anything until then.

Linda waited a day, and expected Paula to come talk with her. This never happened. Linda finally went to Paula’s office. When she did, she discovered that Paula was livid. Paula exploded with anger at Linda, saying that she couldn’t believe how unfair the selection process was, and that she was going to quit and look for a new job. Linda couldn’t believe Paula’s anger; her insides started to shake, and she said something to Paula about how she was sorry, and left.

Since then, Paula has not approached Linda and Linda senses a great amount of tension in the relationship. Paula and Linda will still need to work together. Will this be possible? How can their relationship be repaired? Who should approach who? How could it be done? Or should they just bury it and ignore it?

Split the group into pairs or trios. Ask them to discuss the above questions. After about 5 minutes, the larger group can reconvene and discuss their ideas together.
Teambuilding Learning Activity #5: (20 minutes)

The Crane Scale

Make copies of page 6, “The Crane Scale” and pass out to team members. Ask them to choose which style seems to most closely match their work style: Collaboration, Clarifying, Creating, or Conducting. Let them know that the choice may not seem clear-cut, but that they should choose the one that makes most sense to them. The purpose of this exercise is not to categorize everyone, but to see how the team balances out.

Before the class begins, prepare 4 separate flip chart pages with one of the four styles at the top of each page. Ask each member of the group in which category they put themselves (and a brief reason why if they wish) and list them on the corresponding page.

When all names are recorded, go through each style and ask: What particular team functions and tasks would be well matched to these styles and perhaps the people who have this strength?

Look at all four pages and see if any one or two styles do not have a strong representation. This area would be a potential gap for the team. If there is a weaker area, ask the group if anyone feels this is a secondary strength area for them, where they may be called upon to fill in to help balance out the team? Explain that secondary strengths and skills are often used in this way to naturally balance, and the team can function quite well this way. If there is a large gap and no way to fill it, the team can look at bringing in someone with that skill area in the future.
### The Crane Scale
(Four Behavioral Styles)

<table>
<thead>
<tr>
<th><strong>Collaboration</strong></th>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Team Player</td>
<td>Non-confrontive</td>
</tr>
<tr>
<td></td>
<td>Sensitive</td>
<td>Overly compliant</td>
</tr>
<tr>
<td></td>
<td>Flexible</td>
<td>Overly emotional</td>
</tr>
<tr>
<td></td>
<td>Patient</td>
<td>Can’t say “no”</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Clarifying</strong></th>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Systematic</td>
<td>Data bound</td>
</tr>
<tr>
<td></td>
<td>Objective</td>
<td>Risk aversive</td>
</tr>
<tr>
<td></td>
<td>Thorough</td>
<td>Tedium</td>
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<tr>
<td></td>
<td>Accurate</td>
<td>Perfectionist</td>
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<table>
<thead>
<tr>
<th><strong>Creating</strong></th>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enthusiastic</td>
<td>Poor follow through</td>
</tr>
<tr>
<td></td>
<td>Creative</td>
<td>Impulsive</td>
</tr>
<tr>
<td></td>
<td>Spontaneous</td>
<td>Misses details</td>
</tr>
<tr>
<td></td>
<td>Dynamic</td>
<td>Poor planner</td>
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<thead>
<tr>
<th><strong>Conducting</strong></th>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independent</td>
<td>Autocratic</td>
</tr>
<tr>
<td></td>
<td>Initiator</td>
<td>Insensitive</td>
</tr>
<tr>
<td></td>
<td>Disciplined</td>
<td>Impatient</td>
</tr>
<tr>
<td></td>
<td>Organized</td>
<td>Poor listener</td>
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Teambuilding Learning Activity #6: (15 minutes)

Team Guidelines

Ask the group: What would you like your team guidelines to be?

To give them ideas and examples, read a few off of the sample “Team Guidelines: Examples” list below.

Ask each team member to write down on a piece of paper some guidelines they would like to see their team follow. Have everyone share with the group; list on a flip chart and leave the page with the group. This can be used by them later as an exercise to evaluate each idea, add to the list, and come up with a final list of guidelines for this team.

TEAM GUIDELINES: Examples

1. Keep extreme responses in check.
2. Try not to take issues personally.
3. Take ownership of your own feelings, thoughts, and actions.
4. Listen to how you sound. Take a step back.
5. Be aware of other’s reactions and body language.
6. Give full attention and respect when others are talking.
7. Take information at face value.
8. Give people the benefit of doubt.
9. Refrain from putting other people on the spot.
10. Speak only for yourself unless asked to do differently.
11. Respect others’ communication styles and boundaries.
12. Address issues as they arise.
13. Focus on discuss and problem solving.
Suggestions for Supervisors:
Activities and Ideas for Further Teambuilding

- Have a meeting with all team members to review the team’s goals, purpose and mission. Review these items on a regular basis.
- Clarify each team member’s goals, roles, and responsibilities. Show them how they fit into the big picture.
- Practice positive appreciation for each other. Recognize accomplishments and teamwork.
- Provide opportunities for employees to learn about each other. Ideas may include working on charitable events together, or planning social events through the year.
- Consider further training opportunities for team members. Conflict Resolution and Communication Skills are especially important. Contact your Magellan account manager for possibilities.
- Team leaders and supervisors can work to develop skills for effective leading. Abilities that can be helpful include:
  - Honesty
  - Good listening skills
  - Being open to other views
  - Modeling respect and cooperation
  - Participating in effective conflict resolution and problem solving
  - Effectively communicating changes to the team
  - Delegating authority and allowing autonomy
  - Giving feedback on performance, both positive and negative
  - Helping team focus on goals
  - Letting employees know they are valued