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TEAMWORK SKILLS

A team is a small group of people who possess complementary characteristics and work toward achieving a common goal. By developing their teamwork skills, a person can function on a team interactively while taking others into consideration.

Teamwork is a generic definition for all kinds of co-operation, where people are working together. This is why teamwork can be seen as a tool for teachers and educators to participate in the learning process together with students as well as work in co-operation with other teachers. In addition, teamwork is tool that teachers can use to get their students to work together, thus enhancing and exercising their interactive skills. By working in a team students learn various skills. These include e.g. listening, questioning, persuading, respecting, helping each other, sharing and participating.

Teams can be many different sizes and may comprehend a variety of responsibilities. One person may belong to multiple teams at the same time. A team may be formed to solve a problem or develop something new. Teamwork can be used in just about any effort where workgroups are desired.

"A team is a group of people who work together from start to finish to complete a set task."
(Spiik, 2004)

1. INTERACTION

Interaction involves dealing with other people in a social setting. A person with good interactive skills knows how to both listen and speak.

ONE-SIDED AND TWO-SIDED COMMUNICATION (DIDACTIC UNIT 1.1)

Effective training that promotes learning is impossible as a one-sided, informative presentation. A successful learning experience requires interaction between teacher and student as well as among students. The teacher and trainer should ideally maintain close contact with students during a lecture in order to keep an eye on what the students think, what things need additional explanation and what perspectives they might have on the matter. Two-sided communication introduces a wide range of opinions and the students' own experiences to the classroom setting.

A positive and safe atmosphere between teacher and student is a prerequisite for two-side communication. Interaction does not happen automatically – it needs room to grow. Students must feel free to express their own views and ask questions. The teacher must give space for interaction by posing questions.

Sometimes the teacher or trainer cannot activate their students. In these cases the teacher can promote interaction by dividing students into pairs or small groups. This allows the students to exchange ideas amongst themselves and it is easier for them to express the group's opinion than their own. At the same time, students are able to deepen their own expertise on a subject by discussing it with other students.

Where teamwork is concerned, interaction involves the active participation of all team members.

Members should be outgoing, express their own opinions and listen to those of others. When beginning teamwork, it is a good idea to ensure that all members know that they can actively participate in the discussion and present their own views.

In the successful teamwork the interaction of the team develops from the participating openness to contemplating openness, from a reflecting listening to an interpreting listening and from the discussion to the dialogue. The participating openness means that every member of the team has a freedom to express his own opinions. The challenge of the participating openness is in the fact that the interaction is not at a confidential level yet so that the participants would dare to move on to deeper interaction. The contemplating openness increases the depth of the interaction; its purpose is to learn to reflect own thoughts. This is possible when the team has started to reflect and present questions. The reflecting listening is a good starting point to the teamwork but in the interpreting listening attention is paid furthermore to the feelings of individuals. The feelings are put into as words. From the discussion one should develop in the direction of the dialogue. The members of the team must understand that the own opinion and thoughts are only one factor in the common dialogue. Each member of the team has to see every others thoughts as valuable.

The dialogic approach helps the teams towards functional and active interaction. So that the team can learn and can find new solutions, a dialogue is needed between the members of the team. With the help of the dialogue the team is able to become aware of new ideas by collecting together as versatile views as possible on the matters. The dialogue means the aim for the common understanding and skill to facilitate interaction in that direction. In the dialogue the wider understanding of matters is emphasised, all the points of view are equal and the unfinished thoughts are accepted. The objective is not the finding of final answers but the connecting of different views. This way the frame of reference of the examination enlarges at the individual level as well as at the team level. In the dialogue the expression of own thoughts, the inquiry and the continuing of the previous address are essential.

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THE JOHARI WINDOW

Learning Outcomes linked	Teamwork skills Emotional intelligence
Unit of the Learning Outcomes linked	Interaction Problem solving Taking others into consideration Synergy
Summary of the Activity	Exercise is used when trying to develop interaction between team members The Johari Window is based on expressing oneself in teams as well as giving feedback. Proper practice helps the team members build trust with each other, solve problems and function more effectively.

Duration of the Activity	<ul style="list-style-type: none"> • Individual work – 30 minutes • Exercise follow-up together with other members and open discussion – around 30 minutes, depending on the team composition • Approximate total: 60 minutes 									
Aims of the Activity	The aim of the exercise is to increase the team's internal trust through interaction. It is also to enhance self-knowledge.									
Guidelines for properly performing the Activity										
Materials needed to perform the Activity	Paper Pens or pencils									
Methodology to Implement and Develop the Activity	<p>1. Each team member has their own Johari Window. At the beginning of the exercise, the leader presents the Johari Window and its four areas.</p> <table border="1" data-bbox="491 701 1155 972"> <thead> <tr> <th></th> <th>I know</th> <th>I don't know</th> </tr> </thead> <tbody> <tr> <th>Others know</th> <td>a) Open/Free area</td> <td>b) Blind area</td> </tr> <tr> <th>Others don't know</th> <td>c) Hidden area</td> <td>d) Unknown area</td> </tr> </tbody> </table> <p>2. The areas mean the following:</p> <p>The Open area (a) is what is known by ourselves and others – that part of me which we want others to know and which they do know. The larger this area is, the easier it is for us to express ourselves and interact.</p> <p>The Blind area (b) describes our behaviour, feelings, attitudes, etc. that we are unaware of or do not want to see, but which others see. Others may think that we behave jealously, enviously, that we talk too much or interrupt others, but we do not see these traits in ourselves. If another person gives us constructive criticism, we learn to understand ourselves and see how we influence other people in a new way.</p> <p>In the Hidden area (c) we have hidden various things and feelings that we do not want to share with anyone. We can have these things, but it is important to keep them in the right proportion to the Open/Free area. As a rule, people are not able to reveal these things to others, particularly when it comes to what are perceived as negative feelings, such as fear, anger, grief or anxiety.</p> <p>The Unknown area (d) is an area that we ourselves do not know, nor do others. Sometimes it is very difficult to understand ourselves. We might even be deathly afraid of something, but not know the reason why.</p> <p>3. At the beginning of the exercise, the team members work independently. First, each member fills in the Open/Free area (a) and Hidden area (c) independently. Then, in pairs, the members fill in the Blind area (b). The Unknown area (d) remains empty, as no one can know their unknown self.</p> <p>The exercise can be performed in two ways. In the first alternative team members are</p>		I know	I don't know	Others know	a) Open/Free area	b) Blind area	Others don't know	c) Hidden area	d) Unknown area
	I know	I don't know								
Others know	a) Open/Free area	b) Blind area								
Others don't know	c) Hidden area	d) Unknown area								

	<p>instructed to generally examine their own traits, ways of doing things, thinking and attitudes as well as those of others. In this case, e.g. prepared lists of various traits, from which team members choose words that most aptly describe themselves and other members, are used as an exercise tool.</p> <p>In the second alternative, the exercise can be built around a theme or different situation. For example, team members can be instructed to examine themselves and others as team workers: what kind of team worker am I (a), what things do I not want others to know about me (c), and what kind of team workers are my team partner/team members (b)?</p> <p>4. Then, team members present their own Windows and discuss them out loud, first with their partner and then possibly with the entire team. Discussion and an open exchange of feedback helps people see their respective Windows differently, thus enhancing self-knowledge. The team's mutual trust increases when members discuss themselves and exchange ideas. The exercise can be followed up by asking the following questions: Was it easy to describe yourself? What was easy? Difficult? Why? Were there any surprises? Did your team members' views differ from your own description? What affected the descriptions?</p> <p>The team members must know one another in order to perform the exercise. If the participants do not already know one another, time should be taken at the beginning of the exercise to introduce each team member. In this case it is a good idea to tell a bit more about yourself than e.g. just your name and educational background.</p>
Guidance once the activity is over	Each member can save their own Window and perform the exercise again later, such as when the teamwork has ended. This will allow you to see whether your self-knowledge has changed and your Open/Free quadrant, i.e. the interaction comfort zone, has increased.
Assessment of the Activity	The Open/Free area should be the largest quadrant. In good interaction the Open/Free area expands, while the Blind and Hidden areas shrink. Self-knowledge and self-confidence increase gradually, expressing your thoughts and feelings becomes easier and your ability to work with others is improved. It is easier for people to be themselves in different situations. In order to achieve growth in this area one needs other people, i.e. to provide positive feedback and be trustworthy. This will allow you to grow and help others grow and evolve.
Improvement Proposal of the Activity	

THE IMPORTANCE OF LISTENING AND ASKING QUESTIONS (DIDACTIC UNIT 1.2)

Listening is an important part of interaction, strengthening the bond between people. A satisfying conversation happens when each person listens carefully to the other and tries to understand what the other person really thinks and why they think that. Showing an interest in another person demonstrates that you hold them in high esteem and want to hear more about them and their thoughts. Listening helps the listener understand that one's own opinions and ideas are not necessarily right as well as that your own worldview can be expanded.

Listening is also an important learning tool. When a person listens to learn something, they are

focusing on the message contained in the spoken word. When listening as the member of a team it is crucial that you are able to form an idea of the teamwork mission and objective. Teamwork can be described as continuous learning, which would not be possible without listening to others.

The listening is a skill which must be actively practised. The following rules are connected to an efficient listening:

- Evaluate the contents, not a manner of representation
- Listen patiently
- Look for the main points
- Vary listening style according to the situation: gather information, listen speculatively or empathically
- Listen actively
- Bear disturbances.
- Develop your thinking ability

Stereotypes, beliefs, negative attitude, lack of interest and facts and overloading can disturb efficient listening. The listening will intensify when a listener concentrates on the speaker's matter and is on the same wavelength with the speaker. If necessary, the listener can make notes. It also is important to minimise external disturbances. So that the listening will intensify, it also is good to realise own attitude towards the speaker as well as towards the matter presented by him. The speaker has to be given the opportunity: be constructively critical but open.

Clear, straightforward interaction requires the listener to follow a process of understanding, to which listening skills are absolutely essential. Active listening is important. Listener can support the speaker in the following ways:

- Do not criticise the speaker while they are talking. Do not interrupt.
- Support the speaker with encouraging expressions and nods. This encourages the speaker to continue.
- Try to think of how you could promote the speaker's message or idea.
- Ask questions.

Asking questions is an important way of learning. Asking a question requires people to be open and constructively critical. Asking questions and critiquing is not a question of judging others, but rather a way to find new and better approaches or solutions. Questions that can be used to open a discussion include:

- Can this be done differently?
- Are there other ways to learn?
- What is the benefit here?
- How can this be put into practice?
- Have all contributing factors been taken into consideration?

Questioning things brought up by others and things you have learned yourself facilitates giving more thought to the matter at hand and developing the ability to absorb new information. People need feedback to learn new things and grow – asking questions achieves interaction. Successful communication in teamwork comes from explaining, listening and asking questions.

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LISTENING EXERCISE	
Learning Outcomes linked	Teamwork skills Emotional intelligence
Unit of the Learning Outcomes linked	Interaction Taking others into consideration
Summary of the Activity	During this exercise, pairs focus on listening to each other, after which they have to summarise what they have just heard to the entire team.
Duration of the Activity	<ul style="list-style-type: none"> • Individual work – 5 minutes • Working in pairs – 5 minutes • Exercise follow-up together with other members – 10 minutes • Approximate total: 20 minutes
Aims of the Activity	The aim of the exercise is to remind each team member how important listening is in all communication scenarios.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	No materials are necessary for the exercise.
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. The team is divided into pairs. 2. The pairs can discuss a topic of their choice or one agreed upon by everyone on the team. Examples for discussion include: What did I think of the last team meeting? How will I apply what I've learned in my work/study? 3. Prior to discussion, each individual should think about the topic to themselves. 4. One of the partners expresses their thoughts and the other listens actively. The listener may nod or make expressions, but they may not interrupt the speaker. Then, the partners reverse roles. 5. When everyone has expressed their thoughts, each person must explain their partner's thoughts to the entire team.
Guidance once the activity is over	At the end of the exercise, the team members can discuss how the exercise felt and how active listening and explaining others' messages went.
Assessment of the Activity	At the end of the exercise, one of the partners will be able to assess what someone else is trying to say based on their message. The partners can discuss whether the other person can tell what the core message was or did they focus on something else.
Improvement Proposal of the Activity	

CONSCIOUS LISTENING

Learning Outcomes linked	Teamwork skills Emotional intelligence
Unit of the Learning Outcomes linked	Interaction Taking others into consideration Problem solving
Summary of the Activity	During the exercise the pair/the team concentrates on listening to each other. The purpose is to give an opportunity for everyone to express his views, experience and feelings from the chosen subject without the listener evaluating what he is hearing.
Duration of the Activity	Depends on the number of the participants and discussion subject. It is good to give each participant at least 5 minutes to tell his view. For the closing discussion about 10 minutes can be reserved.
Aims of the Activity	The aim of the exercise is to remind every member of the team of the importance of listening in all communication situations. The exercise is suitable to be used in when the team is starting to work together or when it has already worked together for some time. The exercise also can help the team to solve situations which have turned sour.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	A chair for each participant
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. For the conscious listening a speaker and a listener will be first chosen. There is always one speaker, but there can be one or more listeners. The speaker and the listener sit face to face and close to each other so that there are no objects or tables between them. 2. Time and a subject are agreed on and a person who follows the progress of the time is chosen. 3. Speaker talks about his views on the chosen subject for the appointed time. He can talk also about his own experiences and his feelings. 4. The listener listens and does not evaluate what he is hearing. He does not ask questions, he neither comments nor even with its expressions expresses his own feelings. 5. The roles are changed so that the listener will become the speaker. He must not even then refer to anything what he heard directly but talks only about his own views.
Guidance once the activity is over	In the end of the exercise the speaker/the listener discuss only what talking without interruption or the concentration only on the listening felt. The subject itself is not discussed at all. This is essential for the whole exercise. It would be good to have a leader for the exercise who controls and makes sure that this happens in the taking of the whole exercise.
Assessment of the Activity	There is no one right way to do the exercise. It is essential that in their turn the participants will concentrate only on their own role and that in the end of the exercise only own feelings are discussed, not the contents.
Improvement Proposal of the Activity	

UNDERSTANDING AND SHARING ONE'S OWN FEELINGS AND THOUGHTS (DIDACTIC UNIT 1.3)

Good self-knowledge and self-esteem are the basis of communication skills and also of teamwork

skills. First one has to know and appreciate oneself so that one can learn to know and appreciate others. The attitude towards others is based on the human relations that have been received during the life and on the experiences accumulated from them. These experiences are stored as relatively stable views about self and others. These views direct the perception, interpretation, behavior and emotional reactions of a human being. It is important to become aware of own feelings and perceptions.

Self-image describes how you view yourself. In turn, the self-esteem describes where you are in your opinion competent and good, and where are your targets for development. So the self-esteem is a sense of yourself and a perception of your own abilities based on feedback by others. A sound self-image affects teamwork skills. If a person has a positive and strong self-image and steady self-esteem, he will trust his own abilities. He is able to make independent decisions, feel a sense of responsibility and emphasise other people's feelings. When one accepts oneself, one will also be able to do self-criticism and receive feedback. These all are properties which are needed in teamwork.

The team supports the individual and the individual supports the team. The team can strengthen the self-image of the individual because the perception of ourselves is created in relation to other people. The objectives of individual the in the teamwork must be proportioned to the common objectives of the team. The team process is always also unavoidably the process of the individual.

In addition to self-knowledge, team members should learn how to get to know one another both professionally and personally. It is important to tell others about yourself and get to know other team members. This results in closer teamwork, as the team members are no longer strangers to one another.

A host of feelings can be experienced in teamwork. Feelings say a lot about a person: what feels good, what feels bad. People express themselves through their feelings. Expressing and sharing feelings is vital to teamwork, as it makes it possible for members to work together and understand each other better. When a team has worked together for a long time, its members learn to interpret each other's feelings and relate to them more effectively.

A team should be able to communicate with one another in every situation. Verbal communication, such as storytelling, is sharing information, explaining it and refining ideas together. Storytelling skills are needed in both formal situations, such as meetings, and informal situations, such as chatting with co-workers around the water cooler. Team members should practice their storytelling skills through speech, as speaking is the primary mode of communication used by teams.

Sharing is necessary for a team's internal interaction. This gives each member a motivation to share information instead of keeping it to themselves. The flow of information is inconsistent in teams whose members are, for example, insecure and anxious. As a team's internal interaction improves, openness in sharing things also increases. Where teamwork is concerned, it is essential that a team's internal and external information flows freely and is available to everyone. This does not mean that all information is shared automatically, but rather that each member will have access to information sources. As a result of this, the sharing of information on the team becomes transparent and things are not kept from each another. Open interaction involves sharing both positive and negative information.

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GRAPE COCKTAILS	
Learning Outcomes linked	Teamwork skills
Unit of the Learning Outcomes linked	Interaction Synergy
Summary of the Activity	The Grape Cocktails exercise is a group tool, which is based on networking and meeting other people. The exercise can be used at the beginning of teamwork in, for example, introductions, setting common goals and explaining personal expectations. The basis of the exercise is that each participant has their own opinion or matter that they want to share with the other participants. The exercise is an excellent tool for exchanging views, even for large teams.
Duration of the Activity	<ul style="list-style-type: none"> • Individual work – 5 minutes • Working in pairs – 3-4 sessions at 3 minutes each • Exercise follow-up together with other members – 15 minutes • Approximate total: 40 minutes
Aims of the Activity	Encountering different people, ideas and opinions generates many new perspectives and a team's internal synergy.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Flip chart Felt-tip marker Paper Pens or pencils
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Preparing for the exercise <ul style="list-style-type: none"> - The team or exercise leader writes 2-3 questions on the flip chart to be discussed in the exercise. Examples include: member name, expectations for teamwork and teamwork challenges. - Then, each individual contemplates the questions alone and writes their thoughts down on paper. Around 5 minutes is given for this task. 2. Meeting in pairs <ul style="list-style-type: none"> - The leader asks each person to find someone on the team that they do not know or have not interacted with a great deal recently. - The pairs exchange the thoughts they have written down for approximately 3 minutes. - The leader lets the pairs know when the 3 minutes are up and then asks everyone to change partners. 3. Exercise follow-up <ul style="list-style-type: none"> - After three or four partner exchanges, the leader presents the questions on the flip chart and compiles the most important observations made.

Guidance once the activity is over	The team or exercise leader puts their questions on the flip chart. The flip chart can be used at the end of the teamwork to see whether the desired goals have been achieved.
Assessment of the Activity	The team or exercise leader should consider their questions carefully. If working in pairs does not go smoothly or spark any discussion, it may be that the questions are not interesting to the participants. Be sure to avoid spending too much time on exchanging ideas – the leader should ensure that the pairs are discussing the right things. During the exercise, the leader can circulate among the pairs to listen how things are proceeding.
Improvement Proposal of the Activity	

LEARNING DIARY

Learning Outcomes linked	Teamwork skills Positivity and an open mind
Unit of the Learning Outcomes linked	Taking others into consideration
Summary of the Activity	The learning diary is a learning and development tool for teachers and/or students. It can be used to examine perplexing things, assess the subjects being studied and enhance one's understanding of them. The learning diary is a tool for self-reflection and involves contemplation.
Duration of the Activity	Depending on the subject, a few hours.
Aims of the Activity	The goal of the learning diary is to help teachers/students examine their own areas of expertise, strengths and areas needing improvement.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Paper Pen or pencil
Methodology to Implement and Develop the Activity	There are no clearly defined phases for keeping a learning diary. The learning diary can be used, for example, as an extra exercise assignment or for examining something specific. For example, the teacher/student can examine what fairness and honesty mean in teamwork.
Guidance once the activity is over	The learning diary can also be used as a tool for external assessment. In this case the learning diary is submitted to one's own trainer or teacher for their perusal and evaluation. Learning diaries can also be used within a team and to compare differences.
Assessment of the Activity	This exercise is difficult to assess because there is no right or wrong way to do it. Teachers or trainers can use the learning diary to assess the learning and development of the subject being taught. If it is difficult to produce written material, the exercise can be done orally in small groups. In this case each participant talks briefly about their own ideas on the subject being discussed.
Improvement Proposal of the Activity	

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2. TAKING OTHERS INTO CONSIDERATION

Teamwork is all about working with other people. In teamwork it is important to take other people

into consideration and treat everyone with respect.

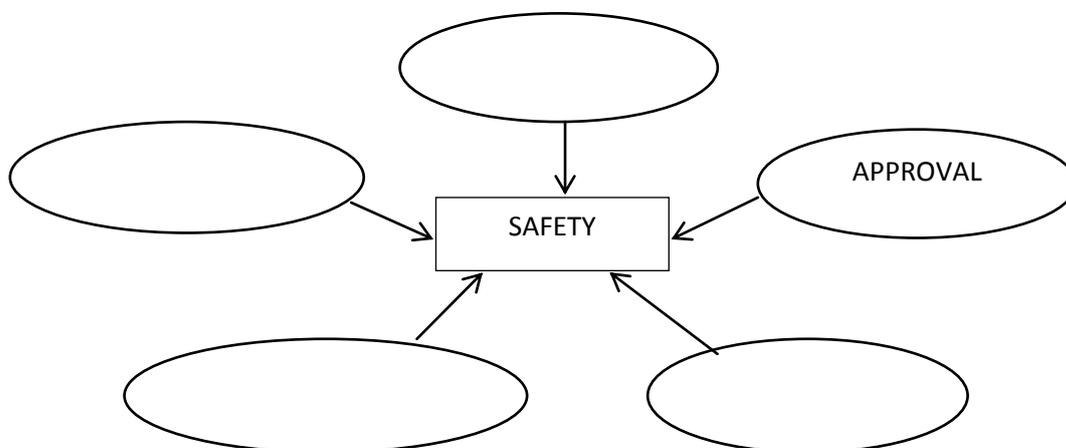
IMPORTANCE OF TRUST IN TEAM WORK (DIDACTIC UNIT 2.1)

Working with people requires trust. The confidence is the foundation of the cooperation. The quality of the interaction and the atmosphere in the team depend on it. The confidence means:

- every member of the team listens and appreciates views of the others
- one does not need to know everything
- in unclear situations opinions and advises from others can be asked
- one does not need to be afraid of mistakes
- acting in the team is natural.

Mutual trust on a team is formed when all its members have enough knowledge and skills to do the work and when they are co-operative. Team members have to understand that all people are different and have different points of view. It is important to discuss differences and differences of opinion. When working in a team, everyone should be treated equally in order to ensure an open, respectful and well-balanced team atmosphere.

So that a person is able to express himself freely in the team and is for example able to give and receive feedback, the team must be safe. In a safe atmosphere it is possible to deal also with difficult subjects and potential crises. The safety consists mainly of five factors: confidence, approval, openness, giving of support and commitment. The confidence is risk-taking: openness in front of others and daring to take seriously the support expressed by others. Being trustworthy means that we do not utilise others' openness. The confidence has to be reciprocal.



The approval produces confidence. When we experience that we are accepted with our ways of expressions and characteristics, we will feel ourselves safe. The safer we experience the team the more open we usually are. Also giving of support expands the confidence and the safety. It means that we express to others that they are able to get over the challenges in front of them. Furthermore, the willingness to cooperation, in other words commitment, belongs to the increase in confidence and safety. The commitment is a message about the confidence towards the team and at the same time a desire to reach the goal in cooperation with the team.

Without confidence different thoughts may be experienced as a threat. With the confidence every one participates in the interaction. Every member of the team can express his feelings and

thoughts aloud even if they were not necessarily similar to others. The confidence is described by the fact that the members of the team can admit their lack of knowledge and accept they do not understand a matter. Every member is equal and entitled to express his opinion. The objective of the common discussion is to catch a common understanding. The final result is reciprocal sharing and a connection between the team members.

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TRUST BUILDING EXERCISE

Learning Outcomes linked	Teamwork skills Emotional intelligence
Unit of the Learning Outcomes linked	Taking others into consideration Interaction Synergy
Summary of the Activity	The trust building exercise helps team members get to know one another. It also forces people to get up and move around a bit, thus getting thoughts and ideas to flow better. The exercise is energising and fun, but it can also be used to explore deeper issues, depending on the openness of team members.
Duration of the Activity	Around 20 minutes
Aims of the Activity	The goal of the exercise is to build team trust between its members as well as get them to talk about themselves.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Chairs for sitting down
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. The exercise leader asks participants to sit down in a semicircle. The leader makes sure that there is one chair too few. First, the leader stands and the others sit on the chairs. 2. The leader then explains the exercise to the team: "We are beginning a trust exercise. Trust is usually formed when people tell something about themselves. So, we will now open up to each other. I will first tell you something about myself that not everyone necessarily knows. Any of you who have had the same thing happen or share the same thing please stand up and trade places." This will leave one person standing – he/she must now tell something about him/herself. The leader should start with something easy, such as: I don't own a car or I'm wearing white socks. 3. Continue the exercise according to the degree of enthusiasm and willingness to share.
Guidance once the activity is over	After this exercise, people are generally in good spirits, thus making it easy to move on to the next phase.
Assessment of the Activity	The exercise can be assessed based on the feelings of the participants. The exercise should relax the participants before moving on to the next phase. If the leader wants to address deeper matters, he/she can steer the discussion in that direction with the first question.

**Improvement Proposal
of the Activity****IDENTIFYING DIFFERENCES IN PEOPLE (DIDACTIC UNIT 2.2)**

Teamwork involves people. Although each person has their own, distinct personality, when working on a team everyone has to get along. Teamwork is not necessarily a familiar concept to everyone, so making a transition to a teamwork situation may be a major departure from familiar ways of doing things. Working on a team requires a new set of skills and the ability to learn as well as getting along with different people. Everyone has all sorts of different characteristics, such as being open, extroverted and matter-of-fact. The emphasis varies from person to person – this results in differences between people.

On a good team these differences are appreciated, i.e. there are mutually complementary skills and traits to be found. Teams that work well possess wide-ranging, comprehensive expertise, are open-minded, creative and critical, and engage in open discussions. The different individuals and their commitment to a common objective is one of the most important factors in teamwork. The challenge of the understanding differences is the responsibility of every individual. Accepting the differences is facilitated by the following factors:

- It is understood that the ones with different opinion help to create a more versatile picture of the matter.
- It is understood that everyone has incomplete information.
- It is accepted that there does not need to be a consensus in order to accept others' thoughts.

Teams can have both people-oriented and task-oriented individuals. People-oriented individuals enjoy teamwork and work together with others a great deal. Their approach to work is very informal and flexible, occasionally punctuated by inspiration and the open expression of feelings. Task-oriented individuals want to focus on the task at hand. Their approach to work is more formal and the focus is placed on work and its progress. Neither approach is better than the other – on a good team you will find both types, which serve to complement one another.

The roles of team members are often formed on the basis of their tasks in the team. The expectations of other team members as well as person's personality and experiences of group situations affect the forming of roles. The roles can be either official or unofficial. The tasks of official roles (for example a chairman, secretary) are often defined beforehand. When a team develops unofficial roles, which reflect the personalities, behaviour and habits of team members, will also form. These kinds of roles are created and developed in the interaction of the team. The unofficial roles can be related to the task of the team or to the relations dominating in the team. The roles related to the latter affect the development and the maintenance of the team spirit. The role behaviour can be also individual-centred. In this case the individual pursues for its own interest at the expense of the team. This can complicate the activity of the team. In teamwork the individual often has more than one role.

The team should identify different roles because at different operational stages different roles are needed. Different roles will strengthen the activities of teams when sharing responsibilities becomes easier and each team member has meaningful tasks to take care of. The identification of the roles in the team also prevents the development of role conflicts. The role conflicts can be created when a member takes a role of which the other disapproves. Or alternatively someone can be given a role which he does not want to have himself or which he cannot fill. It is advisable

to think about the roles especially when a new team begins its operation, when there are conflicts and unclarities in the team or when a new member will join the team.

Roles which promote the performing of the task of the team (task-oriented roles):

- **Initiator-contributor** generates new ideas and plans of action, proposes objectives and solution alternatives.
- **Information-seeker** asks additional information and reasoning, outlines the matter.
- **Opinion seeker** asks for the input from the group about its values.
- **Information-giver** offers facts or generalization to the team.
- **Opinion-giver** states his or her beliefs about an issue.
- **Elaborator** spells out suggestions in terms of examples, offers a rationale for suggestions previously made, and tries to deduce how an idea or suggestion would work out if adopted primarily upon relevant facts or information.
- **Co-ordinator** shows the relationships between ideas. Co-ordinate the operation of the team.
- **Orienter** shifts the direction of the team's discussion.
- **Evaluator-critic** thinks about advantages and disadvantages of proposals and compels the team to weigh different alternatives carefully.
- **Energizer** stimulates the team to a higher level of activity.
- **Procedural-technician** speeds up the working of the team by making routine tasks for it.
- **Recorder** manages the practical arrangements and writes matters down.

Roles which maintain the team and facilitate its operation (social roles):

- **Encourager** is kind, praises and recognizes the ideas of others.
- **Harmonizer** mediates differences between team members, attempts to reconcile disagreements.
- **Compromiser** operates from within a conflict in which his idea is involved. He may offer compromise by yielding status, admitting his error or by "coming halfway" in moving along with the team.
- **Gatekeeper/expediter** attempts to keep communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication.
- **Standard setter** suggests standards or criteria for the team to achieve.
- **Group observer** keeps records of group activities and uses this information to offer feedback to the team.
- **Follower** goes along with the group and accepts the team's ideas.

Roles which disturb the operation of the team (individualistic roles):

- **Aggressor** attacks other group members, deflates their status, judge and disapproves others' opinions.
- **Blocker** tends to be negativistic and stubbornly resists, disagreeing and opposing without or beyond "reason".
- **Recognition seeker** calls attention to himself, satisfies his personal needs at the expense of the objectives of the group, talks a lot in order to get attention, tells irrelevant stories.
- **Competitor** presents others best ideas as his own, emphasises his own work, does not agree to develop others ideas further.

- **Unsociable** is indifferent or passive, he neither participates in the discussion nor listens.
- **Plotter** whispers to his neighbour, plots and tries to search for allies but does not participate in a general discussion.
- **Hair-splitter** sticks to details and technicalities, he defines terms in detail.
- **Self-deprecator** behaves uncertainly and undervalues his own abilities without reason.
- **Arrogant** neither is interested in the operation of the team nor participates in it actively, he concentrates on other matters, belittles other team members.

American Meredith Belbin's thoughts of team roles have been crystallised into nine roles which express individual's characteristic ways of action in a team. However, the adopted roles are not permanent but every one usually represents two or three roles which vary according to a situation and team.

<p>Shaper</p> <ul style="list-style-type: none"> • energetic, impulsive, efficient • orientates to achievements • inspires others • resists ineffectiveness • may be frustrated easily and is prone to provocation 	<p>Co-ordinator</p> <ul style="list-style-type: none"> • target-oriented, unprejudiced • look for team members' strengths, divides work • able to bring out team's strengths • assertive • offloads personal work 	<p>Plant</p> <ul style="list-style-type: none"> • highly creative, imaginative, original • solves difficult problems • find new ways to do things • likes to ponder issues alone, needs space • may forget the facts
<p>Resource investigator</p> <ul style="list-style-type: none"> • extrovert, curious • develops contacts, explores possibilities • keep the team up to date • gets along with different people • can lost his interest easily 	<p>Monitor evaluator</p> <ul style="list-style-type: none"> • objective, strategic • evaluates plans and working methods • looks for risks, warns of danger • does not get excited easily • can be overly critical 	<p>Specialist</p> <ul style="list-style-type: none"> • determined, dedicated • self-starting • has unique skills and information • contributes on only a narrow front
<p>Teamworker</p> <ul style="list-style-type: none"> • mild, diplomatic, flexible • encourages, supports • averts friction • can sense team atmosphere • create bilateral relations • indecisive in crunch situations 	<p>Implementer</p> <ul style="list-style-type: none"> • responsible and efficient • practical, realistic • turns ideas into practical actions • somewhat inflexible • slow to respond to new possibilities 	<p>Completer</p> <ul style="list-style-type: none"> • conscientious, painstaking, anxious • takes care of quality • delivers on time • reluctant to delegate • may be inclined to perfectionism

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ROLE EXCHANGE EXERCISE	
Learning Outcomes linked	Teamwork skills Positivism and open mind Emotional intelligence
Unit of the Learning Outcomes linked	Taking others into consideration Interaction Problem solving
Summary of the Activity	The purpose of the role exchange exercise is to make team members conscious of different roles in teams and to prevent this way potential role conflicts. With the help of the exercise each team member is able to try different roles personally. The roles will be worth thinking when new team begins its operation, when there are conflicts and unclarities in the team or when a new member will join the team.
Duration of the Activity	<ul style="list-style-type: none"> • Preparing the exercise about 5 minutes • Group work about 10-15 minutes • Exercise follow-up about 20 minutes • Altogether about 40 minutes
Aims of the Activity	The objective of the role exchange exercise is to increase team members' consciousness of different roles possibly appearing in the team. The exercise also increases team members' understanding of the significance of verbal and non-verbal communication.
<i>Guidelines for properly performing the Activity</i>	
Materials needed to perform the Activity	Table and chairs Pen and pieces of paper Video camera to record the exercise (not necessary, but recommended)
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Different team roles are introduced to the participants by the exercise leader. 2. 4–7 people should be chosen from the group. The group receives a task to design for example a common event. Also some other kind of problem solving task can be assigned. It can be agreed that the group will be for example a team in a work community. 3. As many different team roles are written on the pieces of paper as there are members in the group. Both so-called positive and negative roles are worth to be chosen. 4. The group assembles around a table. One role slip has been put upside down on the table in front of each chair. The group sits down at the table. Every group member participates in the discussion from his role. In other words the idea is to try to act according to the role informed in the role slip (for example initiator-contributor, energizer, gatekeeper/expediter, unsociable etc.). 5. One person from the audience or the exercise leader acts as a timekeeper. When time begins, the role slips may be turned. The group will discuss the given subject for 1,5 minutes until the timekeeper shouts "change". Then the participants will change their place clockwise. Each seat retains the role! In other words when a person sits to a new place, he check the role and participates in the discussion from the new role. Same time when the places are changed, an attempt is made to advance the discussion. The discussion continues until everyone has sat in every role. Rest of the group follows the discussion.
Guidance once the activity is over	The audience can be appointed to follow the exercise. In other words every role place will be followed by a student/student pair. After the exercise the audience tries to guess what role was at a given seat.

Assessment of the Activity	The evaluation is based on self-reflection. After the feedback from the audience the group can watch the recording of the exercise and can reflect how a given role felt, which roles felt most natural and which most difficult. Also the meaning of the roles for team work can be discussed. After reflection discussion the observers tell how each role looked like and how the persons in it behaved.
Improvement Proposal of the Activity	

FAIRNESS, HONESTY AND RESPECT in team work (DIDACTIC UNIT 2.3)

Fairness should be evident in one's actions and words. The greater the fairness and openness in a team and their ability to listen to each other, the faster the team can build mutual trust.

Honesty is a person's authenticity and mental resiliency, traits which are appreciated. Being honest with others conveys the idea that you yourself are worthy of honesty.

People working together on a team should get along with one another. When a team has good personal relationships, teamwork is effortless and a pleasure for everyone. More than anything else, teamwork requires fairness and honesty – people must be able to trust each other. Building trust requires openness, while openness requires trust. Simply put, people should tell the truth, be reliable, keep their promises and be fair to each other.

Building trust can take time and, initially, teamwork might be only superficial. As the teamwork progresses, members get to know one another, thus increasing the level of trust. Trust is not gained by talk alone – the team needs to work for it. This applies to each and every team member, who have to consider: What am I like? How do I treat others? How do I communicate? What do I have to offer the team?

Proper interaction on a team involves taking the characteristics, interests and achievements of others into consideration. This allows the team members to show respect towards one another.

On a team each and every member should be equal, but in many cases the issue of status may come up. Status is the position that people have in a group. Status is affected by a variety of factors, such as educational background, work experience, age and gender. In terms of a team's success, however, it is essential that the team members show respect towards each other, even if there are differences in status between them.

Team members should also have self-respect. They should feel that they are part of the team and part of an open interaction. Self-respect is when a person feels that they are just as important to the success of the team as all other team members and they know how to appreciate themselves.

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WORLD CAFÉ

Learning Outcomes linked	Teamwork skills Positivity and an open mind Emotional intelligence
Unit of the Learning Outcomes linked	Taking others into consideration Interaction Synergy
Summary of the Activity	The World Café exercise is performed in groups and teams that want to improve group performance and get to know one another. During the exercise, people get to hear a wide variety of suggestions and participate in the examination of prescribed topics.
Duration of the Activity	<ul style="list-style-type: none"> • Working in a group – 30 minutes • Station-to-station circulation – 3–5 x 10-minute sessions • Exercise follow-up together with other members – 15 minutes • Approximate total: 70–90 minutes
Aims of the Activity	The goal of the exercise is to activate groups to work together and share ideas. It is also to get all group members to think about, discuss and share their personal knowledge and expertise.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Large-sized poster paper (e.g. a flip chart) Felt-tip markers
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. The exercise leader decides on the theme for the exercise. Generally, 3–5 themes/issues are suitable. 2. Dividing into groups <ul style="list-style-type: none"> - The exercise leader or the individuals themselves can divide everyone into groups. The groups should have the same number of people. Depending on the number of people, a suitable number of themes are addressed. However, the leader assigns one theme for each group to work on. 3. Group work <ul style="list-style-type: none"> - Each group makes a proposal on their assigned theme. The group's ideas, etc. are written on a flip chart or large piece of poster paper. Approximately 30 minutes is given to complete the task. 4. Presentation <ul style="list-style-type: none"> - Each group's poster is taped to the wall, all around the room. One of the group members presents the group's poster and the other group members circulate among the group stations. Under supervision, the groups circulate from one station to the next. The member assigned to the station remains there to present the group's ideas to others. Newcomers add their own ideas after hearing the presentation. Allow around 10-15 minutes at each station. 5. Prioritisation <ul style="list-style-type: none"> - Exercise participants choose 3-4 of the best/most feasible/interesting ideas. The ideas are discussed together and the group decides on how to move forward.
Guidance once the activity is over	After the exercise, the leader collects the posters and, based on them, makes a summary of the themes addressed. The themes can be brought up again later and old materials can be used to open discussions.
Assessment of the Activity	The exercise is suitable for a variety of groups, provided that the themes/issues are correctly chosen. The exercise is effective when the themes spark wide-ranging discussion and people do not drift into the wrong discussions. The exercise can begin by first addressing smaller issues instead of immediately dealing with major ones.

Improvement Proposal of the Activity	
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3. PROBLEM SOLVING

As a rule, teamwork aims to complete a task within a prescribed amount of time. Problem solving is a typical reason to form a team.

OUTLINING PROBLEMS (DIDACTIC UNIT 3.1)

A team can be formed to solve problems. At first the team determines what the problem is and clearly defines it. A realistic goal should also be set for problem solving. A challenge facing problem solving is figuring out the real causes of a given problem. There may also be many unknown causes behind it. In problem solving the team is expected to come up with answers on what needs to be done and how it will be done.

The team is usually charged with solving problems that require a variety of viewpoints as well as a close, long-term effort. The strength of teamwork is that people bring different skills to solving the problem. One person might be very good at characterising a problem, while another may have a wealth of ideas for finding solutions. The team members also effectively compensate each other's weaknesses in addition to combining different knowledge and skills. In the team also critical thinking arises easily which also improves the quality of made decisions. Furthermore, the nature of the task, team members' abilities and ways of action as well as their mutual communication affect the final result. The decisions that have been made in the team are often better than the ones done alone.

In teamwork the team itself might encounter problems, so it is a good idea for them to prepare for such eventualities. The problem should ideally be approached with a positive attitude and the team should see it as an opportunity to develop its teamwork skills. A team might have difficulties in coming up with ideas, interaction, making choices, its working atmosphere or developing its functions. Problem solving depends on where the problem is identified. Every effort is made to solve the problem within the group, but, if necessary, the team should not hesitate to ask for outside help. Potential problems should be solved quickly, so that the team can focus on the task at hand.

The attitudes and ways of thinking as well as skills and abilities affect the problem solving. Positive attitude towards problems, appreciating others' thoughts, constructive thinking and confidence in finding the solution are factors which affect positively problem solving. The problem-solving skills are based on the use of creativity and on the ability to see the conflict as a problem to be solved together. Abilities to think practically and to examine matters from many angles are important from the point of view of the problem-solving.

The efficient teams discuss a lot the subject under handling. They share and search for information and weigh alternative solutions based on their advantages and disadvantages. In addition to the efficient brainstorming, the operation of the team is facilitated if its members know how to act as a team in this kind of a situation.

One model to efficient problem solving is P-MOPS model (Procedural Model of Problem

Solving). It is a five-step model which concentrates on the structure of the problem solving situations. It can be flexibly adapted to different situations and demands of different teams.

Five steps of problem solving process in P-MOPS:

1. Problem description and analysis	<p><i>What is the nature of the problem facing us?</i></p> <ul style="list-style-type: none"> the problem is defined, a thorough assessment of the problem is made working methods and roles of team members in the solution of the problem are considered
2. Generation and elaboration of possible solutions	<p><i>What might be done to solve the problem?</i></p> <ul style="list-style-type: none"> as many ideas as possible are developed to solve the problem
3. Evaluation of possible solutions	<p><i>What are the probable benefits and possible negative consequences of each proposed solution?</i></p> <ul style="list-style-type: none"> different alternatives are critically evaluated
4. Consensus decision	<p><i>What is the best possible solution the whole team can support?</i></p> <ul style="list-style-type: none"> the most feasible suggestions are chosen different alternatives can be modified and combined in order to receive the best solution a consensus between team members is tested
5. Implementation of the solution chosen	<p><i>What will the team do to put the solution into effect?</i></p> <ul style="list-style-type: none"> implementation of the solution development of a plan to agree with a distribution of work and schedule a summary is drawn about the problem solving process and its result

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DYNAMIC FACILITATION

Learning Outcomes linked	Teamwork skills Creativity and alternative thinking
Unit of the Learning Outcomes linked	Problem solving
Summary of the Activity	Dynamic facilitation helps teams reveal problems around them and solve them. The idea behind dynamic facilitation is that everyone will be able to participate and problem solving methods will be approached from many angles.

Duration of the Activity	Around 2 hours, depending on the subject (The exercise can be continued, for example, on the next day.)
Aims of the Activity	The aim of the exercise is to solve problems on a team. The exercise helps participants talk about their ideas and concerns. During the exercise, a shared reality is created and an effort is made to find a solution that satisfies everyone.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Flip chart paper Felt-tip marker
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. The exercise leader writes the following words on separate pieces of flip chart paper: Facts, Concerns, Core Question and Solutions/Ideas. 2. The leader can agree on a subject together with the team or decide on one in advance. 3. The leader explains their role as a recorder. 4. The discussion deals with a certain problem. The leader first asks for solutions/ideas on how the problem in question could be solved. 5. Let the discussion flow naturally. Participants are allowed to freely express their ideas, but they must first say on which flip chart paper the idea is to be written. For example, if someone's idea is criticised, write it under Concerns. It is not important where the comments are placed, just as long as the ideas are recorded. 6. The leader writes as many ideas on the paper as they can. It is a good idea to number the ideas. 7. Finally, the leader brings out a new piece of paper and asks the team to choose the most feasible ideas.
Guidance once the activity is over	After the exercise, it is good to let the ideas settle in for a while. The team can meet again the next time to think about an action plan.
Assessment of the Activity	<p>During the exercise, there are sure to be lulls. This is a good time for the leader to bring the less active participants into the discussion by asking them questions. The leader can also ask whether all important issues related to the problem have now been addressed.</p> <p>It is possible to take breaks and resume the exercise on the next day to allow the participants time to mull over solutions.</p>
Improvement Proposal of the Activity	

ACTION TREE

Learning Outcomes linked	Teamwork skills Creativity and alternative thinking
Unit of the Learning Outcomes linked	Problem solving Synergy Interaction Taking others into consideration
Summary of the Activity	The objective of the exercise is to compile a scheduled plan of action to the team.
Duration of the Activity	1,5–2 hours
Aims of the Activity	The team has been often formed to solve a problem. The objective of the exercise is to refine the good ideas into practical plan of action which feels good to the team and to

	which implementation the team members are ready to commit.
Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Coloured paper or cardboard cards, pens and felt-tip markers, flip chart paper, tape. A time line made from the flip chart papers.
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Stage 1: Independent brainstorming (3–5 min): Every one writes down three concrete operation proposals independently. When e.g. an advertising campaign is designed, every one writes down his ideas about what should be done in the campaign. Or e.g. in case of event planning meeting suggestions for the contents of the event can be made. It is good to encourage participants to move in the room to boost the working of the suggestions. 2. Stage 2: Proposals of small groups to the idea tree (25 min): Small groups are formed. Each group chooses five best ideas from their proposals and writes them down on separate papers. The proposals are collected together in a big idea tree to the wall. The groups read through the proposals independently, in other words the proposals are not criticised and they will not be discussed at this stage. The proposals are grouped and the similar ones are combined. The exercise leader can support this stage of action if needed. 3. Stage 3: Fruits of the idea tree (10 min): The small groups choose three best proposals from the idea tree. From their own ideas only one can be chosen. The groups write down the three proposals chosen with a visible text on papers or cardboard cards (one proposal/paper) and place them on the time line made from flip chart paper. 4. Stage 4: Scheduling (15–20 min): When all the proposals are on the time line, the whole group will examine and group the schedule by eliminating possible overlaps and by discussing the feasibility of the schedule. Different proposals can be combined and eliminated.
Guidance once the activity is over	In the closing discussion it is checked that everyone will commit to the: Are all satisfied? Can we commit ourselves to this schedule? Who is responsible for the further actions? If necessary, the last stage of the exercise can be done as a separate group task on a different day.
Assessment of the Activity	The exercise leader takes care of the schedule and gives instructions on the implementation of the exercise from stage to stage.
Improvement Proposal of the Activity	

LEARNING IN THE TEAM (DIDACTIC UNIT 3.2)

Learning increases a person's expertise throughout their life. Expertise is a person's competence and intellectual potential. Learning is a continuous process, which can be used to enhance one's own competence. Learning can be done in many different ways and many different places. Learning always happens when a component of one's expertise can be developed.

Learning is individual and there is a multitude of learning styles. Learning is affected by, for example, environmental factors (e.g. sound and light), emotional factors (e.g. motivation) and cognitive factors (e.g. memory). Some learn best by listening to things, some by seeing, some by taking notes and some by trying things in practice.

Different learning styles reveal an individual's natural attraction toward various forms of activity. Many different learning styles may exist within a team:

- Active participant (Jumps into situations and concrete action is important)
- Thoughtful observer (Focuses on making their own observations, but is fully aware of what is happening on the team)
- Logical thinker (Tries to examine causes and effects as well as find suitable solution models)
- Experimental performer (Comes up with ideas, takes risks and tries new approaches)

It is good for a person to know their own learning style, as it may serve as the basis for setting learning and personal development goals. Each style facilitates an individual's active learning. On a team it is possible to utilise the different learning styles of the team members. The best conditions for learning are those that make use of different learning styles according to need.

So, people learn in different ways and one form of learning is team learning. Team learning is defined so that the team jointly will create new information. Commitment to the common objective increases sense of responsibility which in turn advances learning. Individual information combined with the common goal and objectives motivates team members to learn together. Learning can take place in problem solving situations when teams develop their own unique processes in order to activate and to encourage each other. This way they learn to work more effectively together and develop individual collective skills.

On a team a person can interact with others and learning can be collective. In teamwork it is important to be open and receive information from others. It is also important to understand that working on a team requires that each individual have the ability to work with others as well as the openness to share information and receive it. In addition, the more one moves away from individual work toward teamwork, the more important it becomes to establish common meanings with others. Without a common understanding, it becomes difficult for a team to work in co-operation and, in turn, learn. Team members can utilise own and each other's' experiences and apply new knowledge and skills directly to practical tasks. Experiential learning and problem solving in real situations is much more efficient than traditional class room teaching.

Learning of team and individual is a two-level process. Learning is most efficient when it is based on own experience and when it is followed by reflecting. These create a desire to learn and to develop activities still further. This kind of cycle of learning is open to information and feedback coming outside which in turn promote the finding and adaptation of new ideas. In this two-level learning process changes related to both the ways of thinking and action takes place. This way more profound learning takes place.

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LEARNING ATMOSPHERE	
Learning Outcomes linked	Teamwork skills Creativity and alternative thinking
Unit of the Learning Outcomes linked	Problem solving Interaction
Summary of the Activity	In this exercise each team member thinks about their own learning, such as factors that promote and limit it. At the end of the exercise, ideas are exchanged and a positive, common atmosphere is established to support learning.
Duration of the Activity	<ul style="list-style-type: none"> • Individual work – 5 minutes • Working in pairs – 5 minutes • Exercise follow-up together with other members – 10 minutes Approximate total: 20 minutes
Aims of the Activity	The aim of the exercise is to establish a positive learning atmosphere within the team.
<i>Guidelines for properly performing the Activity</i>	
Materials needed to perform the Activity	Paper Pens or pencils Flip chart Felt-tip marker
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Team members think to themselves and write down their ideas for the following type of questions: <ul style="list-style-type: none"> - How can I promote learning on my team? - How can my teacher or trainer help me learn and achieve my goal? - What can I do to learn more? - What encourages me to learn? 2. The team members choose a partner, with whom they have not interacted for a while. The pairs exchange their ideas with each other. 3. The exercise leader lists the ideas of each pair on the flip chart. 4. The team discusses the ideas together and agree on how learning will be promoted. The team can agree on, for example, feedback, encouraging others or posing questions.
Guidance once the activity is over	After the exercise, the team works on establishing a positive learning environment. It is a good idea to keep the written ideas, as they may be helpful as the teamwork progresses.
Assessment of the Activity	The exercise can be assessed based on the liveliness of debate and how much discussion is sparked by the questions. Questions can be changed and this method can also be used in other themes.
Improvement Proposal of the Activity	

UNDERSTANDING CRITICAL THINKING (DIDACTIC UNIT 3.3)

Criticism is a key tool in the analysis and assessment of information. Criticism is not necessarily a negative thing – indeed, it can be used to question information and beliefs. With its help it is possible to change and renew the activities. The basic principal for criticism is sincere asking questions. By asking questions and pondering them, it is possible to find reasons and grounds and be able to understand issues. A critical person knows how to evaluate what they have read,

heard and seen. A critical person is characterised by their:

- honesty to themselves and others
- resistance to all forms of leading and manipulation
- ability to ask questions to gain more information
- ability to draw conclusions based on evidence
- intelligence and independence

Critical thinking is based on decision-making, which is done on the basis of logical thought and the information related to the subject. Critical thinking does not mean that one has to disagree with every matter, instead it is versatile evaluation and examination of phenomena. On a team not every member has to be critical, but being critical helps to question, change and reform the way things are done. Team members can promote their own learning through critical thinking. Critical thinking promotes:

- problem solving
- the formulation and gathering of information
- drawing conclusions and finding solutions
- an openness to various alternatives

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CRITICAL THINKING EXERCISE

Learning Outcomes linked	Teamwork skills
Unit of the Learning Outcomes linked	Problem solving
Summary of the Activity	This exercise teaches critical thinking in acquiring information. As searching for information becomes easier and Internet use increases, people should be able to assess the information they receive critically. The exercise helps to differentiate fact from opinion.
Duration of the Activity	<ul style="list-style-type: none"> • Individual work – 20 minutes • Working in pairs – 10 minutes • Exercise follow-up together with other members – 10 minutes • Approximate total: 40 minutes
Aims of the Activity	The goal of the exercise is to help people assess the credibility of information. The exercise helps people differentiate between fact and opinion.
<i>Guidelines for properly performing the Activity</i>	
Materials needed to perform the Activity	Pens or pencils Paper
Methodology to Implement and Develop the Activity	1. Team members write down some claims, some of which are facts and some opinions. Examples of facts are: teamwork is working in a group, there are 7 continents in the world. Examples of opinions are: Paris is the most beautiful city in the world, our team is the best.

	<ol style="list-style-type: none"> 2. The team is divided into pairs, which go through the claims to determine which is fact and which is opinion. Some of the claims may be easy, but occasionally members may need to give some more thought to a claim. 3. The team/exercise leader discusses critical thinking and its importance in acquiring information.
Guidance once the activity is over	The team members can practice differentiating between fact and opinion, for example, on the Internet.
Assessment of the Activity	This exercise is difficult to assess, but team members will notice their ability to determine the origin and accuracy of information after the exercise.
Improvement Proposal of the Activity	



4. SYNERGY

Realising synergies is a benefit of teamwork. Synergy is when team members collectively benefit from working together and the benefit is greater than would be achieved if they were working alone. Active and well-planned co-operation leads to synergy, where all team members benefit.

THE IMPORTANCE OF A COLLECTIVE AIM (DIDACTIC UNIT 4.1)

Working toward achieving a common aim is the basis of teamwork. A clearly defined goal is extremely important to team activity and success. The work organisation method, work assignment content and opportunities for influence are closely related to the goal. However, merely setting a goal will not produce the best result, but rather success requires a commitment to the set goal as well as the level and nature of the plan made to achieve it.

Common work approaches and rules are used to achieve the goal. The team members must agree on the division of work, timetables, skills development, decision-making and, if necessary, changing operating models. If the team members do not have a clear understanding of what is expected of them, they may begin to work toward serving their own interests. In this case it becomes very difficult to unify the team.

Setting the team goal may take a surprisingly long time. The team should be able to set adequately precise goals, which are easily understood and internalised. When setting goals, attention should be paid to ensuring that they fall within the team's purview, everyone understands them and everyone is committed to achieving them. It is good for the team members to agree also on the sub objectives. At the same time they will become conscious of their belonging to the team and of their mutual relations.

The objective of the team can be seen as twofold. The double objective which consists of a factual objective and emotional objective is an inseparable entity. The purpose of the operation of the team determines the basic task, i.e. the factual objective. The success in the factual objective depends on how the team can reach the emotional objective. Teams which are able to solve their internal emotional conflicts succeed in their task. Often the weak results of teams are consequences of the fact that the double objective neither is understood nor attention is paid to it. The operation of the team will become distorted if the members concentrate on their emotional experiences and on their mutual relations and forget the task performance. The double objective cannot be not automatically achieved but attention has to be paid to it. With guidance it is possible to maintain a balance between profitability and the ability to function.

It is necessary to estimate the quality and profitability of the operation of the team so that the team can achieve its double objective. The profitability of the operation requires the evaluation of the achievements and accomplishments as well as continuous checking of atmosphere, ability to function and ways of action. Furthermore, every team member has to evaluate his own activities in the team. When setting common objectives, the team has to make binding choices and is this way trained in the decision-making.

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MeWeUs	
Learning Outcomes linked	Teamwork skills
Unit of the Learning Outcomes linked	Interaction Synergy
Summary of the Activity	The MeWeUs method helps to activate all group members to engage in discussion and present their own ideas and thoughts.
Duration of the Activity	<ul style="list-style-type: none"> • Individual work – 5 minutes • Working in pairs – 10 minutes • Group work – 15 minutes • Approximate total: 30 minutes (if desired, this can be extended)
Aims of the Activity	The goal of the exercise is to get the group to brainstorm together. During the exercise, ideas are refined from individual goals into group goals.
<i>Guidelines for properly performing the Activity</i>	
Materials needed to perform the Activity	Paper Pens or pencils Flip chart Felt-tip marker

Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Me phase <ul style="list-style-type: none"> - The exercise leader hands out a pen/pencil and paper to each member. Each person writes down their own thoughts or ideas on, for example, teamwork goals or some prescribed item. 2. We phase <ul style="list-style-type: none"> - The group is divided into pairs. The pairs present their own ideas to each other and come up with more ideas together. Finally, each pair chooses the most important ideas for the final phase of the exercise. 3. Us phase <ul style="list-style-type: none"> - The whole group shares proposed and selected ideas. In this phase there are a large number of ideas, but generally many ideas are related to each other. It is a good idea to group ideas by subject in order to reduce their number. Key ideas are compiled, for example, on the flip chart and a group discussion is held based on them.
Guidance once the activity is over	The exercise leader should keep a record of the group's ideas, as they can be used in later discussions. A summary can also be posted in a visible, easily accessible place (e.g. a classroom or conference room), where everyone can read it. At the next team meeting the summary can be brought up again and concrete goals or measures can be agreed upon.
Assessment of the Activity	The exercise leader can assess the exercise by circulating among the pairs. If there is no discussion in the pairs, the exercise can try using groups of 3.
Improvement Proposal of the Activity	

APPRECIATIVE INQUIRY

Learning Outcomes linked	Teamwork skills Positivism and open mind
Unit of the Learning Outcomes linked	Interaction Synergy Taking others into consideration
Summary of the Activity	Appreciative Inquiry is an approach to the change and development of operation which is based on the strengths of a team and individual. The exercise can be used as a help also in the setting of the objectives of the team.
Duration of the Activity	About 1,5–2 hours
Aims of the Activity	The aim of the exercise is to identify the strengths of the team, to motivate and to make people commit to the operation of the team. It tunes the team to the planning of its activities. The aim is to promote the creativity of the team and to bring out equally every one's ideas.
<i>Guidelines for properly performing the Activity</i>	
Materials needed to perform the Activity	Flip chart paper Flip markers Key questions to the interviewers

<p>Methodology to Implement and Develop the Activity</p>	<p>It is advisable to have a leader for the exercise who gives instructions on the progress of the exercise from stage to stage. The leader makes sure that everyone can see the interview questions and the question to be discussed in the small groups. The leader follows the discussion of groups and measures time. In the training there are four stages:</p> <ol style="list-style-type: none"> 1. Stage 1: Own good experiences (5 min): every team member thinks by himself his own experience of what kind of team operates best, or if the team already has worked together he can think when the team was at its best. 2. Stage 2: Pair interview (15 min): The team is divided into pairs. The other serves as an interviewer and the other as an interviewee. The interviewers' task is to get as detailed information as possible about the experiences of the interviewee by asking questions. Few main questions can be drawn up ready to the interviewers. For example: When in your opinion was our team at its best? What makes you proud of our team? What is the ideal team like? The interviewers can make notes if necessary, so that they are able to tell the experiences of the interviewee to the rest of the group. 3. Stage 3: What do the experiences tell about our strengths? (30 Min): Small groups (maximum 10 persons) are formed from the interview pairs. In the group each interviewer will in his turn share the key points of his interview. The interviewee whose experience is in question can complete the story only if he experiences that he has become misunderstood. After the description of each experience, the small group will discuss which things generated the feeling of success: What does this experience tell about the strengths of the team in question? It is good to have the question visible for everybody. The groups agree who acts as a reporter of the discussion and makes notes, if necessary. 4. Stage 4: Debriefing of small groups (30 min): The small groups sum up to the whole group their thoughts about what the different experiences tell about the strengths of the team or what the ideal team should be like. The leader writes down the main ideas to the flip chart.
<p>Guidance once the activity is over</p>	<p>When the exercise is over it is discussed what kind of thoughts, new ideas and proposals the exercise generated. The leader records the main ideas of the closing discussion and the further measures agreed on.</p>
<p>Assessment of the Activity</p>	<p>The leader can evaluate the exercise by circling among the pairs and the groups and if necessary, he can activate the discussion.</p>
<p>Improvement Proposal of the Activity</p>	

THE IMPORTANCE OF COLLECTIVE UNDERSTANDING IN TEAMWORK (DIDACTIC UNIT 4.2)

In teamwork it is vital that each member understand why teamwork is being used. The team members should understand what the strengths and weaknesses of teamwork are. Adequate discussion on a common goal and working together saves teamwork time and effort. A common understanding does not, however, mean that everyone has to agree on everything. But when a common goal is set, all members must be committed to achieving it. A common understanding is formed when:

- the team has a clear understanding of the goals
- each member understands each other's thoughts through open discussion.

Agreeing on rules helps the team function and maintain a good working atmosphere. The team should agree on rules together and possible changes to be made should be discussed together. On a good team work is done as agreed and each member gives his/her contribution. In the worst cases competition may arise within the team if rules are not set. A good atmosphere in teamwork results in many positive things and helps the team make progress.

Meeting and interaction protocols serve as the regulatory entity steering group functions. To promote teamwork the team has to meet at certain intervals. Meetings can be held regularly and according to a specific need. At regular meetings the team manages its own activities, anticipates the future and discusses its own experiences. At situation-specific meetings, potential problem situations and sudden changes are addressed. The main thing is that the team meets regularly and that the meetings are goal-oriented and systematic.

At the start of teamwork goals are set for the team, possible areas of responsibility are specified and common rules are set. One of the most important rules is setting a timetable and keeping to it. As a rule, teamwork is performed in addition to many other forms of work, so setting a timetable is essential.

Agreeing on a common timetable can be difficult, but a timetable should be discussed immediately at the start of teamwork. Without agreeing on timetables, the team will not necessarily achieve its goals in the required time. Good teamwork requires the effective use of time and the time available should be divided purposefully. Managing the use of time should be assigned to a single team member in order to keep it under tighter control. However, managing the use of time does not involve setting timetables for other members, but rather the purpose is to get each and every member to understand the importance of commonly used time.

Setting a timetable facilitates proper teamwork. It is also good to learn others' working habits in order to keep teamwork efficient. As each member has their own way of working systematic work produces a good end result. Staying on schedule is one way to show respect towards other members and the work being performed. In teamwork the whole team is responsible for staying on schedule, so each member must respect the timetables set with others and as a team.

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CONCEPT ATTAINMENT

Learning Outcomes linked	Teamwork skills
Unit of the Learning Outcomes linked	Synergy Problem solving
Summary of the Activity	This exercise is used to improve the team's internal understanding of key concepts and ideas. The team works together to achieve a common understanding of the concept at hand.
Duration of the Activity	Teamwork – approximately 60 minutes
Aims of the Activity	The goal of the exercise is to help the team members together understand the meaning of certain concepts and ideas.

Guidelines for properly performing the Activity	
Materials needed to perform the Activity	Paper Pens or pencils
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Concept definition <ul style="list-style-type: none"> - The exercise leader or team leader presents a concept and its previous definitions to the team. The concept should be something essential to the team, e.g. customer service, quality management and project work. 2. Examining the concept <ul style="list-style-type: none"> - The team engages in an in-depth discussion and works to make a detailed analysis of the concept. As the team examines the concept, their understanding of it increases. 3. Examples of the concept <ul style="list-style-type: none"> - The exercise leader asks the team to provide good and bad examples of the concept. 4. Redefining the concept <ul style="list-style-type: none"> - When the concept has been analysed from a variety of perspectives, the team comes up with a common definition. 5. Application of the concept <ul style="list-style-type: none"> - The concept should be implemented in practice, putting its new definition into use.
Guidance once the activity is over	After the exercise it is a good idea to keep track of how the concept is being used in practice.
Assessment of the Activity	The exercise leader should ensure that all team members participate in examining the concept, with the team working together to decide on the concept definition. Without a common understanding, it is difficult to concretely implement the concept.
Improvement Proposal of the Activity	

MINDMAP	
Learning Outcomes linked	Teamwork skills Emotional intelligence Positivity and open-mindedness Creativity and alternative thinking
Unit of the Learning Outcomes linked	Synergy Interaction Problem solving
Summary of the Activity	The mindmap is an exercise in which concepts of a certain subject and their correlations are analysed. The mindmap is a graphic representation that helps illustrate the subject as a whole.
Duration of the Activity	Individual work – 1 hour Group work – 1 hour Approximate total: 2 hours
Aims of the Activity	The goal of the exercise is to get each individual to think about the matter as a whole. The mindmap is a learning technique for analysing one's own thoughts and ideas. It can be used also e.g. to outline the common rules for the team.
Guidelines for properly performing the Activity	



Materials needed to perform the Activity	Paper Pen/pencil
Methodology to Implement and Develop the Activity	<ol style="list-style-type: none"> 1. Definition, classification and organisation of concepts related to the agreed theme (e.g. timetables and staying on schedule) 2. Linking concepts to one another using arrows – two-way arrows are also allowed 3. Designating links (or relationships) as briefly as possible 4. Editing a mindmap and placing objects to make it easy to understand 5. Going over mindmaps with the team and providing a joint summary of the matter (e.g. agreeing on a timetable while setting rules)
Guidance once the activity is over	After the exercise it may be necessary to consolidate all the mindmaps to form a single mindmap, which contains the most important items agreed upon.
Assessment of the Activity	This exercise is difficult to assess because every mindmap is unique.
Improvement Proposal of the Activity	