Facet5

TeamScape

0.5

Team Building

Half Day Workshop

Time required: 4–4.5 hours
For a team of **8 people**

Contents

Pre-work

Facet5, feedback and workshop briefing

Time required: 1 hour per person

Team members complete Facet5 and receive one-to-one Facet5 feedback and workshop briefing including:

- Purpose and nature of the workshop
- Views/concerns shared and addressed
- Asked to bring Facet5 Profile to the workshop.

Workshop materials

Documentation

One copy for each team member:

- *Understanding your TeamScape Report – Participant's Guide*
- Individual TeamScape Report (colour).

PowerPoint presentations

- Facet5 Line Dancing.ppt
- Facet5 TeamScape Model.ppt

Other materials

- 4 flip charts
- Flip chart pens
- A roll of 3" masking tape
- Thick black marker pen
- Computer
- Data projector

Session 1:
Setting the scene

Total time required: 30 minutes

Welcome and introductions

Time required: 10 minutes

Purpose: In this session you are settling the team, setting the scene and agreeing roles and ground rules for the day.

Welcome the team and thank them for coming.

Participant roles and experience

Ask people to introduce themselves:

- Their name
- Their role
- Amount of time with the organisation and the team
- Previous experience of team building.

Your role as facilitator

Introduce yourself and explain your role as facilitator.

The event is theirs to own and the responsibility for learning and progress lies with them. They will get out of it what they are prepared to put in. You are there to provide a structure and process to enable that learning and progress.

Exercise 1:
Expectations, concerns and fears

Time required: 10 minutes

Purpose: To clarify expectations. Acknowledge ‘up front’ any concerns, skepticism or anxieties that might be present in the team. Individuals take responsibility for their learning. Gain commitment. Encourage an atmosphere of openness and honesty.

Note: Many people will be looking forward to the workshop and feeling positive about its value and potential.
Others may be skeptical or feeling apprehensive and uncomfortable.

This is usually because of their personalities and/or preconceived ideas about the purpose and content of the workshop. Most of the concerns should have been addressed in the pre-workshop session but it is worth re-visiting these and allowing individuals to voice them openly to the team.

Begin by asking each person to present his or her expectations for the day:

- What they would like to achieve from the Workshop
- What concerns or fears do they have
- What they will do to ensure that they get the best out of their time at the workshop.

Invite someone to begin and work round the group.

Record the responses on a flip chart [flip].

Once everyone has responded, summarise what you have heard, acknowledging and addressing any concerns or fears that you can at this stage.

Presentation:
Objectives and methods

Time required: 5 minutes

Purpose: To let the team know what they will be doing over the course of the workshop. This should be kept brief and to the point. Place your emphasis on the overall objective and the types of activities and methods to be used rather than on the detail.

Workshop objectives

To improve our effectiveness as a team though a better understanding of:

- what we do
- who we are
- and how well we work together.

This will be achieved using a mix of activities including:

- group, team and individual exercises
- group discussions
- brief presentations on skills and data.

Invite questions and clarify where necessary.

Exercise 2:
Ground rules for the day

Time required: 5 minutes

Purpose: To make the group feel safe. Create an atmosphere and environment that suits the purpose of the workshop.

Now that people have an idea about what they will be required to do, ask them to produce a set of operational ground rules for the day:

'This is a rare opportunity for you to take time out to reflect on how well you are working together and on your effectiveness as a team.

'This will require you to think about what you do well and what you do not so well as individuals and a team. In order to do this properly you will need to be prepared to critically appraise your own and others' actions and behaviours and to air your thoughts and perceptions.

'Some people find this easier to do than others, but what is important is that everyone feels confident that they are in an environment where what they say will be listened to and accepted in the spirit in which it is meant. How would you describe such an environment?'

Below is an example of the sorts of things you are aiming to 'pull' from the group:

- Openness and honesty
- Safe and supportive
- Atmosphere of trust
- Mutual respect
- People listen to each other
- One person speaks at a time
- Confidentiality – what is said in the room/ team stays in the room/team
- Non-judgmental, non-hierarchical
- Feedback is constructive
- People accept feedback in the spirit in which it is meant
- Positive thinking
- Sense of humour – to have fun

If the following have not been included add them to the list:

- Keep focused and avoid thinking about what is going on back at the office
- Time keeping – return from breaks on time
- Mobile phones and all electronic means of communication must be fully switched off and put away.

Blu-tack ground rules to a wall.

Session 2:
Getting started

Total time required: 25 minutes

Ice breaker:
People share something positive about the team

Time required: 10 minutes

Purpose: To set a positive tone. A short exercise in communication

Team members take it in turns to complete the following statement out loud to the team:

- 'The one thing I am proud of in this team is…'

Ask for a volunteer to begin and work round the team. Instruct the team to listen to the presenter without commenting or asking questions.

De-brief the exercise:

- Thank the team
- How did they find the exercise?
- Did they learn anything new?

Presentation:
Process skills that aid development

Time required: 15 minutes

Purpose: To introduce some basic process skills for use in the workshop and beyond. Stress the importance of self-awareness. Highlight the impact that disclosure, feedback and reflection can have on team and individual development.

1 Open a group discussion by asking:

Q 'What do you know about me that I don't know?'

A 'How I impact on you', 'how I make you feel' or 'how you see me'.

Follow up question:

Q 'How could I find out about these sorts of things?'

A 'We tell you or you ask us.'

Follow up question:

Q 'Why would this be useful to me and to you?'

A 'Because the more we know about a person, the better the chances that our interactions with that person will be effective.'

2 Introduce the Johari Window [ppt slide] and the importance of disclosure and feedback to development. If you are unfamiliar with this model there are numerous detailed descriptions freely available on the web. Make the link between the Johari message and the workshop agenda. The workshop is an opportunity to increase awareness about others and yourself.

3 Facilitate a discussion on Feedback.

- 'How does it currently occur within this team?'
- 'What stops us doing it?
- 'How should it be given and received?'

Offer some current wisdom on Feedback:

- Operating a process for feedback that is specific, timely, behavioural and quick is an essential component of any high performing team.
- Feedback should always include a 'What' statement followed by a 'Why' statement, eg 'When you interrupted me in the meeting, it made me feel that you were not really listening or interested in my opinion'
- Feedback is only helpful if it is constructive. Draw and describe the 2 x 2 Feedback Table, below:

4 To end the session, introduce the concept of self-observation – the value of standing back and reflecting on our behaviour and contribution.

Talk through the 'Dance Floor and Balcony' analogy:

'Picture a dance floor that has a balcony all around it. You are on the dance floor, participating in whatever is happening. Occasionally take yourself 'mentally' up to the balcony and observe yourself on the dance floor. Reflect on what you see, and change your behaviour if it will improve your performance and outcomes!'

The workshop is designed to encourage and rehearse 'Balcony' behaviours!

Break

Positive	Bland Praise	Constructive Feedback
Feedback **Negative**	Sarcasm Criticism Blame Put downs	Developmental
	Unhelpful	**Helpful**

Research from the Positive Psychology movement has also shown that feedback is most effective when delivered in a 5:1 ratio of positive to negative (Losanda and Heaphy 2005).

Session 3: **What does an effective team look like?**

Total time required: 20 minutes

Purpose: To define the characteristics of high performing teams. To create a 'benchmark' or an 'ideal' that means something to this team and can be used to measure their current and future effectiveness.

Note: This is an important exercise that teams often find difficult. They find it easier to come up with a list of tasks. If this happens push them to describe actual behaviours that effective teams engage in when they perform these tasks.

Exercise: **Define what we mean by being an effective team**

Time required: 20 minutes

Purpose: To create Team Effectiveness Charts for use in subsequent sessions and beyond.

Divide the team in to two groups. Each group is given 10 minutes to 'brainstorm' what they typically associate with effective teams and to record their ideas on to a flip chart. Remind the team of the rules of 'brainstorming'. These are:

- All contributions are valid,
- People should offer ideas as they think of them – don't worry about the wording or terminology
- Add to ideas but do not discuss or debate any previous idea.

Observe the groups closely, making sure that they are capturing behaviours. If progress is slow prompt with a series of questions:

- 'Who has been a member of an effective team in the past?'
- 'Tell us about some of the things that you remember about that team?'
- 'How did it make you feel?'
- 'What were the sorts of behaviours that occurred to make you feel that you were part of an effective team?'

After 10 minutes bring the groups together. Each group presents their findings to the team. Work with the team to:

- Eliminate repetition
- Refine/clarify/add to the behaviours
- Ensure all behaviours are expressed in positive terms.

Attach the completed Team Effectiveness Charts to the wall.

Session 4: **What does Facet5 tell us?**

Total time required: 30 minutes

Purpose: These sessions use Facet5 data to identify possible reasons why the team is better at some aspects of team working than others.

The aim is to build a picture of the behaviours that are prevalent in the team as indicated by Facet5 data, and to compare these with the characteristics of an effective team.

The insight these sessions provide, with respect to both team effectiveness and an appreciation of individual differences, will significantly improve the quality of the outputs one can expect when the team and individuals create their action plans.

Exercise: **Line dancing**

Time required: 30 minutes

Purpose: To remind people of the Facet5 model. To share results and demonstrate the spread of scores within the team. The team profile begins to take shape as people become aware of how similarities and differences affect how individuals operate and work together. It gets people on the feet, is light-hearted, keeps things positive and never fails to generate some valuable observations.

Use masking tape to make a line across the floor. The line should be as long as possible. Write numbers at equal points along the line to represent scores of 1–10, with 5.5 marking the midpoint.

Use the 'Line Dancing' PowerPoint Presentation to introduce each factor in turn

Start with **Will**. Describe the positive aspects of High Will, and the positive aspects of Low Will.

Ask the whole team to stand on the line of tape using their actual Will score to position themselves.

- Discuss any surprises and ask them why they might have been mistaken (ie the behaviours they see belong to another factor or individual perceptions can differ).

Ask them to create a 'horseshoe' shape so that those with High scores are facing those with Low scores.

- Ask those with lower Will to describe what it is like to work with people with higher Will?
- Ask those with higher Will to describe what it is like to work with people with lower Will?

Help them out, making sure the main issues are covered. Use examples of any relevant behaviours you have observed during your time with the team. If the team are predominantly at one end of a Factor, or clustered in the middle, pick out a sub factor or two to prompt discussion on the possible implications their lack of spread may have for them.

Remind the team:

- There are risks and benefits to all the factors. It is unlikely that you will have all of the positive and none of the negative attributes!
- Facet5 is a measure of personality – it indicates behaviours that one can expect to see if a person is not self-aware or is operating on 'automatic pilot'. Personality is stable, but we are able to adapt and change our behaviour.

'Finish' Will by asking if anyone was surprised by any of the individual scores in the team and if so to elaborate. This can lead to some very interesting discussions and useful revelations.

Repeat the process for **Control**, **Affection** and **Energy**.

Emotionality

Remind the team that this is an Interpretive Factor and needs to be treated in a different way to the other factors. Use the slide to illustrate **Emotionality**. Explain why we will see different behaviours in people with very similar profiles but different scores on Emotionality. High Emotionality will accentuate and lift a profile, and Low Emotionality dull and flatten a profile.

- Describe the benefits of High and Low Emotionality
- Ask the team to form the 'line' and 'horseshoe' according to their actual scores as before
- Are there any surprises?

There will usually be some surprises, because emotionality is the most difficult factor to identify in others, especially if they are also Low Energy.

If relevant, show where Emotionality has been responsible for surprises and discrepancies expressed earlier in the session.

Session 5: **What does TeamScape tell us?**

Total time required: 1 hour (including 10 mins coffee/reading break)

Purpose: To focus on the insights TeamScape has to offer about the team, how they approach their work and deal with differences of opinion and conflict.

Teams are brought together to perform specific tasks for which they have to find solutions. This work-pattern follows the structure of problem solving. TeamScape helps to give an understanding of why some teams produce more creative solutions than others, why some teams take a month over something that would take another four days. It also highlights the different approaches individuals have to conflict. How will your team reach agreement? Will it defer to the loudest voice, or will it discuss the problem rationally and impersonally?

Presentation: **The TeamScape model**

Time required: 10 minutes

Purpose: To introduce the components of the TeamScape model:

- How does the team do what it does? – the TeamScape 'Work Cycle'
- What happens when things go wrong or get difficult? – the TeamScape 'Reaching Agreement and Resolving Disputes'.

Use the 'Facet5 TeamScape' PowerPoint presentation to outline the model.

Move through the presentation quickly and be selective about the slides you use. The team will be keen to see their results rather than get in to the finer detail of the theoretical model. You should aim to show how:

- Facet5 Factors relate to established models of problem solving and conflict resolution
- The Facet5 data is re-interpreted and re-presented with a focus on the outputs.

The Overlay shows the team profiles en masse. It gives some idea of the spread of scores and the dominant factors in the team, but Overlays of more than four profiles can be difficult to interpret.

The Snapshot reduces each person's profile to a single data point. This has obvious limitations, but is useful when there are more than four profiles. It shows the spread of styles within the team, is a good indicator of a team's culture, and clearly illustrates profiles that fall outside of the main cluster.

The individual Work Cycle graphics demonstrate the diversity and similarity of approach within the team. Showing each person's predisposition or tendency to enter the work cycle at a particular phase and/or ignore or skimp on some phases.

The Team Comparison chart shows how individual preferences impact on how effective the team is likely to be at each stage of the work cycle. The results of the 360 review are shown in the 'bar and whisker charts'.

The 'Reaching Agreement and Resolving Disputes' Orientation table plots each individuals preferred orientation and shows the spread of conflict management styles within the team.

The Tactics chart allows us to see the range of behaviours or reactions we are likely see from team members when attempting to resolve a dispute.

The Proportionality chart shows the differing levels of reactivity in the team and the degree of urgency or discomfort that each person is likely to experience.

Provide each person with:

- A copy of *Understanding your TeamScape Report – Participant's Guide*
- Their TeamScape report.

The Guide explains the model in detail and is provided as a reference document for people to keep.

Give people a 10 minute Coffee Break to read their reports.

Exercise 1:
TeamScape in action

Time required: 20 minutes

Purpose: To explore and understand what the data is suggesting about the way they work, and how this could help or hinder their effectiveness as a team.

Divide the team in to two groups. Draw a line across the Team Effectiveness Chart so that half the characteristics are above the line and half below. Allocate one half of the characteristic to each group.

The groups have 10 minutes to discuss The Work Cycle Team Comparison Chart (page 5 of the Report):

- The teams strengths in each phase of the Work Cycle?
- Where are the gaps? Where in the cycle are we most likely to fall short?

[Flip]

Each group should prepare what/why explanations to show how their findings might impact on their ability to match two or three of the characteristics listed in their half of the Team Effectiveness Chart:

- What could be helping us to be effective?
- What could be hindering us in our effectiveness?

Offer examples:

- The data suggests that we like to spend a lot of time discussing ideas and consulting with people. This could help us to involve other people in our decision making and be seen as an approachable and supportive team. It may also make us appear to procrastinate and to spend too long in meetings.
- Many of us make quick decisions without a lot of thought or discussion. This makes us quick to act and allows us to get thing done quickly. It may also mean that we make assumptions, get accused of not keeping people informed and being unimaginative.

The team re-groups to share their findings.

Debrief the session. Discuss:

- How could the team make use of these new insights to improve their performance?

[Flip]

Exercise 2:
Reaching agreement and resolving disputes

Time required: 15 minutes

‘Because each person has their own way of approaching a problem there will be differences of opinion as to how best to proceed with a task. Such disputes can lead to tension or conflict within the group.

‘Tension can be useful in providing an element of motivation and creativity, but there is usually a need for the discord to be resolved before the team can make any real progress.’

Ask the team recall when conflict or tension has existed in the team. Get them to describe the situation. What were the main sources of tension, and how was it left or resolved? If they cannot come up with a specific example, ask them to identify the main sources of tension within the team. Add any new insights to an appropriate Team Effectiveness Chart:

- Divide the room in to five ‘quadrants’ as found in the Orientation diagram in TeamScape. Identify which part of the room represents each of the five Orientations. Use flip chart paper to label the quadrants
- Ask the group to form a physical Orientation diagram, by moving to the part of the room that matches their TeamScape result (page 6 of their Reports).

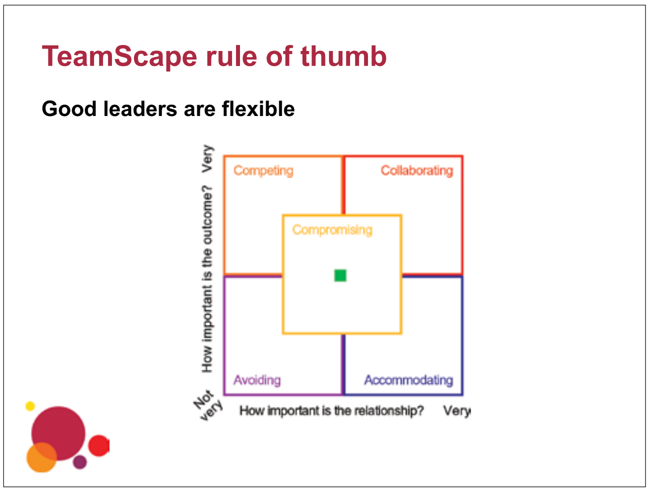
Starting with the most populated quadrant:

- Ask each group to read out their Orientations, Objectives and Tactics for managing conflict
- Ask people from other Orientations to say what it is like t o work with the presenting quadrant:
  – what would annoy you about them?
  – what do they add to the team?
  – what do you have to offer them?

This will illustrate the differences well and should lead to some interesting comments and observations.

Suggest that in theory, a team will tend to adopt the conflict management style associated with the most populated quadrant:

- Is this the case for this team?
- [Whatever the response] What are the implications for the team?
- How could this impact on their team performance?



Remind the team of the ‘rule of thumb’ they saw in the TeamScape PowerPoint presentation, above.

The Proportionality chart – ask the group to look at page 7 of their reports:

- What does this suggest about the level of reactivity in the group?
- How does this match with their experience?
- What impact might this have on their effectiveness?

Debrief the session. Discuss and flip:

- How could the team make use of these new insights to improve their performance?

Session 6:
There is an ‘I’ in team!

Total time required: 20 minutes

Purpose: To highlight the contribution that individuals make to the functioning of the team. Individuals learn about how they are currently perceived by their team colleagues.

Open the session by asking the team to recall what they learned about feedback in Session 2.

Exercise:
A ‘live’ 360 Review: speed dating method

Time required: 20 minutes

Purpose: To provide brief, unstructured behavioural feedback to individual team members. To demonstrate the value of feedback and how easy it is to give and to receive feedback.

Explain that they are about to undertake a short live 360 process. It is designed to show the value of feedback and to demonstrate how easy it is to give and to receive. The idea of this exercise is that each person provides 60 seconds of unrehearsed, real-time feedback to each team member, and receives the same. There will be resistance. Like many behavioural processes the idea of giving and receiving feedback is worse than the reality. Reassure them that they will find it a lot easier to do than they think, and that people invariably find it to be a positive, constructive and valuable experience.

You could ask the team if they would like some time to prepare what they want to say, but resist this if you can:

- Set up the room by placing chairs opposite each other across a table. Use separate tables if you can. If you are using a long table, there should be as big a gap as possible between each pair of chairs
- Provide each person with paper and a pencil
- Divide the team into pairs. If you do not have an even number then you will need to include yourself in the team for this exercise
- Ask the pairs to decide which of them will be ‘A’ and which of them ‘B’
- Ask all the As to sit on one side of the table and the Bs to sit opposite their partners
- Use a stop watch to time the feedback and instruct all the Bs: ‘You have 60 seconds to provide your partner (A) with as much feedback as you can. You may begin now.’

After 60 seconds stop the conversations and repeat the process with As now providing feedback to their partners (B):

- Debrief by asking the team how it went. Answer any questions. Make sure people are making a note of the feedback they have received
- Instruct the A’s to stay where they are, and ask the B’s to move along to sit opposite the A to his/her left
- Repeat the process, without debriefing, until all the pairings are complete.

Debrief the exercise:

- How did they find the exercise?
- Did they learn anything useful?
- Any surprises?

Session 7:
Where to from here for the team?

Total time required: 30 minutes

Purpose: To agree, develop and commit to action plans for improving team effectiveness in the future.

Exercise 1:
Identifying key team development areas

Time required: 10 minutes

Purpose: To agree two key development areas for the team.

Remind the team of the work they have already done. Suggest that they use the Team Effectiveness and other flip chart outputs from the day to help them prioritise two key areas for improvement.

Instruct the team that they have 10 minutes to agree:

- Two areas the team should address that would have the biggest impact on their effectiveness.

Leave the team to decide on a process for reaching their decision.

Exercise 2:
Team action plans

Time required 20 minutes

Purpose: At the end of this exercise the team will have two fully developed action plans.

Divide the team in to two groups. Allocate one key area to each of the groups. Give them 10 minutes to develop an action plan which should include:

- A Smarter Goal
- A named person who will take ownership of the goal
- How the team will monitor and measure progress
- What could hinder their ability to reach the goal and how will they ensure that this does not happen.

If necessary remind the team of what constitutes a SMARTER goal:

S – specific

M – measurable

A – achievable

R – relevant

T – timed

E – exciting

R – recorded (written down)

After 10 minutes bring the team back together for the groups to present their action plans.

Debrief the two exercises:

- What did people think about the two exercises?
- Ask for comments on the process they adopted?
- Add your own observations.

Session 8:
Where to from here for the individual?

Total time required: 30 minutes

Purpose: To give people time to review the information the workshop has provided them with about themselves. To develop individual development plans.

Exercise 1:
Reflection and action planning

Time required: 10 minutes

Individuals are given 10 minutes to prepare:

- Offerings: Strengths I offer to the team
- Commitments: What I commit to doing to improve my contribution to the team
- An action plan with at least one SMARTER goal
- Requests: What I need from the team (assistance/ support).

Exercise 2:
Reporting back to the team

Time required: 20 minutes

Purpose: To place the information in the team domain. For individuals to disclose what they have learned about themselves and commit to an individual action plan.

Individuals take it in turns to present to the team.

Debrief:

- How did people find the exercise?
- What did they learn?
- How well did the feedback match the Facet5 data?
- Add your own observations.

The feedback gives us a picture of what people are currently seeing and Facet5 provides us with an idea of why this might be the case. The exercise can reveal how some people have learned to address some of the downsides of their personality. The lack of discipline in Low Control, for example, is often something that individuals have had to learn to manage. The Facet5 profile can also help us to understand which behaviours a person will find easier or more difficult to change.

Session 9:
Workshop review

Time required: 5 minutes

Purpose: To hear the teams views about what went well or not so well in the workshop.

Using the following smiley face/straight face chart, briefly review the workshop by asking the team to list what they found:

- Most helpful
- Least helpful.

Close the workshop

Thank the team for all their hard work and wish them well.