

Facet5  
**TeamScape**

2.0 **Team Building**  
Two Day Workshop



**Time required:** 7.5–8 hours  
For a team of **8 people**

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## Pre-work

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### Workshop set up

- Issue Facet5 invitations
- Arrange for feedback by an accredited Facet5 Facilitator
- Select and rehearse team building activities (see page 3 for links to free online resources)
- Arrange training venue to suit.

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### Workshop briefing

**Time required:** 1 hour 15 minutes per person

- Individuals receive one-to-one Facet5 feedback and workshop briefing:
  - the purpose and nature of the workshop
  - views/concerns shared and addressed
  - individuals view of the teams performance
- Web based TeamScape 360 process is explained
- Individuals asked to bring Facet5 Profile to the workshop
- TeamScape 360 invitations issued and completed prior the workshop.

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## Workshop materials

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### Materials for each participant

#### Documentation

1 copy for each team member:

- *Understanding your TeamScape Report – A Participant's Guide*
- Individual TeamScape Report (colour)
- TeamScape 360 Review Form.

#### PowerPoint presentations

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

#### Other materials

- 4 flip charts
- 4 sets flip chart pens (black, red, blue and green)
- A roll of 3" masking tape
- Thick black marker pen
- Computer with internet access
- Data projector
- Resources/materials for the energisers and team building activity

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## Activities

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### Activities to prepare

- 2–3 team Energisers (10–15 minutes duration each)
- 1 experiential Team Building Activity for day two (2 hours duration)

We have not included specific activities. These should be tailored to suit the needs of the team you are working with, your budget, the space you have available and your facilitation style. We offer some suggestions but recommend that you spend time 'on-line' where you will find inspiration and a large selection of suitable activities.

Google 'team building exercises' and look for sites that include free downloads of exercises and activities in your language. Most sites will offer you a choice of activities designed to simulate and develop specific work related behaviours and skills. They provide detailed descriptions and instructions and guidance for debriefing the activity.

Use information from the pre-workshop sessions and the TeamScape results to identify areas the team could most usefully explore or develop through such activities. Otherwise, any activities that focus on decision-making, planning, creativity and problem solving will compliment the theme of the workshop.

Familiarise yourself thoroughly with your chosen activity before running the workshop. Try it out with friends or colleagues if at all possible.

### Resources

If your local search is unhelpful, try these sites:

#### **businessballs.com**

- Energiser: 'Juggling'
- Team building activity: Any of the newspaper, paper or foil construction activities, 'Tube, strings, balls' game

#### **squarewheels.com**

- Team building activities: Construction activities using Lego bricks or similar ([squarewheels.com/content/legotrdev.html](http://squarewheels.com/content/legotrdev.html))

#### **gamesforgroups.com**

- Ice breaker/energiser: 'What can you do with this?'
- Team building activity: 'Lifeline', 'Bid and build'

#### **wilderdom.com**

- Energiser: 'Human Knot', 'Balloon Juggle and Sort', 'Animal Sounds', 'Helium Stick'
- Team Building Activity: 'Great Egg Drop' 'Pipeline/Gutter-Ball'

### Books

For those who prefer books, the following are available in most large bookstores and on-line from Amazon.com:

- *Team-Building Activities for Every Group*, by Alanna Jones, ISBN 0966234162
- *More Team-Building Activities for Every Group*, by Alanna Jones, ISBN 0966234170

## Agenda

### Day One

**Time required:** 8 hours including breaks

#### Session 1: Setting the scene

Time required: 35 minutes

- Welcome and introductions
- Roles and expectations
- Workshop objectives
- Ground rules

#### Session 2: Getting to know you better

Time required: 1 hour 5 minutes

- Individuals share personal information with the team
- Four process skills that aid development

**Coffee break:** 15 minutes

#### Energiser/team activity 1

Time required: 10–15 minutes

- Team activity that gets the team moving and interacting

#### Session 3: What do we mean by being a team?

Time Required: 1 hour 15 minutes

- The Team clarifies its purpose
- Defines the characteristics of an effective team
- Creates Team Effectiveness Charts
- Assesses their current performance

**Lunch break:** 1 hour

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

Time required: 1 hour 40 minutes

- Facet5 model re-visited
- Profiles are shared
- Team Overlay is created
- Team Profile explored
- Overlay and Snapshot data is interpreted

**Tea break:** 15 minute

#### Energiser/team activity 2

Time required: 10 minutes

A team activity that gets the team moving and interacting

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

Time required: 1 hour 5 minutes

- TeamScape explained
- Work Cycle and Reaching Agreement data is interpreted and evaluated

#### Session 6: Where to from here for the team? Part 1

Time required: 30 minutes

- Key Team Development areas are agreed and ranked

#### Review of day one

Time required: 5 minutes

### Day Two

**Time required:** 7 hours including breaks

#### Welcome back and introduction to day two

Time required: 10 minutes

- Team re-groups
- Re-cap on day one
- Revisit ground rules
- Day two objectives

#### Session 6: Where to from here for the team? Part 2

Time required: 1 hour

- Team Action Plans are developed
- Team strengths confirmed

**Coffee break:** 15 minutes

#### Experiential team building activity

Time required: 2 hours

- The team engages in a practical team activity that is observed and debriefed

**Lunch break:** 1 hour

#### Session 7: There is an 'I' in team!

Time required: 1 hour 15 minutes

- Individuals learn how they are perceived by others in the team

**Tea/reading break:** 15 minutes

#### Session 8: Where to from here for the individual?

Time required: 45 minutes

- Individuals review data
- Create an Action Plan
- Share findings with the team
- Commit to an Action Plan

#### Session 9: Monitoring our progress

Time required: 15 minutes

- Team agrees a process for monitoring team and individual progress

#### Workshop debrief and review

Time required: 15 minutes

- Content and outcomes are reviewed

## Session 1: Setting the scene

Total time required: 35 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.

If the event is residential check that people have settled in and are comfortable with arrangements.

#### 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 through 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:** 10 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:** 1 hour 5 minutes

Exercise:

### Personal banners

**Time required:** 50 minutes

**Purpose:** In this session individuals will share some personal information about themselves with their colleagues. Some team members may already have disclosed such information to each other, but you will be surprised at how many have not.

This is an exercise in disclosure and goes a long way in terms of 'breaking the ice' and setting the scene for the rest of the workshop. The topic is non-threatening, individuals control the content, gain practice in talking about themselves and learn something new about their colleagues.

Provide each person with a piece of flip chart paper and a pen.

Individuals are allowed 10 minutes to design a 'Personal Banner' that they will present verbally to the team in a presentation lasting no more than 5 minutes.

The Banner should include the following type information:

- Background information, for example:
  - where they were born and educated,
  - their family
  - a significant event or milestone in their life
  - a hobby or interest outside work.
- One thing they are proud of in this team
- What they bring to the Team:
  - three strengths.

After 10 minutes, ask for a volunteer to be the first to present their Banner. The team should be instructed not to make comments or ask questions of the individual during their presentation.

Presenters fix (Blu-tack) their Banner to the wall before nominating the next person.

Once everyone has presented, thank the team. Review and debrief the exercise:

- How did they find the exercise?
- Did they learn anything new?
- Has it changed their perception of anyone?
- Why might it be useful?

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:



Team activity:  
**Energiser**

**Time required:** 15 minutes

**Purpose:** A fun activity? To get the team up and on their feet. To get them interacting and co-operating on a shared activity.

**Suggestions:** Group Knot or Helium Stick.

Debrief the exercise according to instructions and the learning point that you wish to illustrate.

<p><b>Positive</b></p>  <p><b>Feedback</b></p>  <p><b>Negative</b></p>	<p>Bland Praise</p>	<p>Constructive Feedback</p>
	<p>Sarcasm Criticism Blame Put downs</p>	<p>Developmental</p>
	<p><b>Unhelpful</b></p>	<p><b>Helpful</b></p>

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).

**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**  
15 minutes

## Session 3:

# What do we mean by being a team?

**Total time required:** 1 hour 15 minutes

**Purpose:** To discuss why they exist as a team and what being an effective team means for this group. To give them something to work towards. To establish a sense of commitment for improve team performance.

### Exercise 1:

#### Why do we exist/what is our purpose?

**Time required:** 15 minutes

**Purpose:** It is surprising how many teams struggle to define their objectives as a team. Some may question whether they are a team or need to be one. For some it is simply that they all work in the same department or have a manager in common. For others it will be because they share common goals and rely on one another to achieve their individual objectives. Whatever the views and opinions it is important that they are aired, and that the group begins, or continues, to think of themselves as a team for the purposes of the workshop.

**Note:** If the team has been operating for a while and has a clear understanding of its objectives, then this review will help focus subsequent discussion. If the organisation is going through, or has recently gone through, a period of change, or if there has been a change in the make-up of the team, its circumstances or responsibilities, then now is a good time for this to be discussed. If this discussion produces a lot of negative comments, let it run for a short while. Stop the discussion and ask them to comment on what is happening – their process and dynamics. Provide them with your own behavioural observations and feedback. Encourage them to convert the negative energy in to some positive and constructive outcomes.

Divide the group in to pairs. Each pair has 5 minutes to complete the following sentences, and flip their responses:

- ‘The purpose of our team is to... (purpose)’
- ‘Success of this team means... (future aspirations)’.

Bring the team together for pairs to present their responses.

Attach flip charts to the wall.

Facilitate a group discussion:

- How did they find the exercise?
- Is there consistency?
- What did they learn?
- Any surprises?

### Exercise 2:

#### Benchmarking: What does an effective team look like?

**Time required:** 15 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 and teams do not always find it easy. They often produce a list of tasks. If this happens push the team to describe the actual Behaviours that an effective team engage in when they perform these tasks.

Divide the team in to two groups. Issue each group with a set of large scale Post It notes.

Each group is given 15 minutes to ‘brainstorm’ behaviours they associate with effective, high performing teams, and to record each of them on a separate ‘Post It’ note.

Remind the team of the rules of ‘brainstorming’:

- 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 comment on or discuss any of the ideas generated.

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?’

### Exercise 3: Creating Team Effectiveness Charts

**Time required:** 30 minutes

**Purpose:** To create a set of detailed Team Effectiveness Flip Charts, each with a main heading and a list of behaviours associated with it. The outputs from this session will be used to structure activities and discussions for the remainder of the workshop

Fix four or five blank flip chart sheets to the wall.

One group reads out one of their Post It notes to the team and attaches it to one of the blank flip chart sheets.

The next group reads out one of their Post It notes.

If the team decides this behaviour or activity is related to the first one, then the Post It note joins the previous on one the same chart. Otherwise the note is attached to one of the other blank flip chart sheets.

Continue the process until all the Post It notes have been grouped and attached to a flip chart sheet.

Keep the pace moving, adding additional flip chart sheets to the wall if required.

Lead a discussion to agree a heading for each of the flip chart sheets.

Ask the team to review the charts and to add any new behaviours that they can think of.

### Exercise 4: Rating current performance

**Time required:** 15 minutes

**Purpose:** Self-assessment by the team of their current level of effectiveness. By the end of the session the team will have a full set of ratings next to each of the behaviours on each of their Team Effectiveness Charts.

Draw a 5 point rating scale on to a flip chart, where a rating of 1 represents poor performance and a rating of 5, excellent performance.

Working alone, each person visits each of the Team Effectiveness Charts to rate how well they believe the team is currently performing each of the behaviours listed.

Instruct them to record their rating (1–5) beside each behaviour and to work quickly. You want to capture peoples immediate responses and avoid debate or discussion.

If they are consistently giving themselves high ratings, or are having difficulty in rating particular items, ask them to consider how other teams or people in their organisation might rate them.

Complete the exercise by using coloured marker pens to draw a:

- Green circle around behaviours with a majority of high ratings (4–5) to represent 'What they do well'
- Red circle around behaviours with a majority of low ratings (1–2) to represent 'what they could do better'
- Blue circle where there is a wide range of ratings or a majority of 3s, to represent where performance is inconsistent or average.

### Lunch break

1 hour

### Afternoon

The remainder of day one (see sessions 4–6) is dedicated to using 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 strengths and development areas they have previously identified.

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 on day two.

## Session 4: What does Facet5 tell us?

**Total time required:** 1 hour 40 minutes

### Exercise 1:

#### Review of the Facet5 model

**Time required:** 15 minutes

**Purpose:** To remind the team of the Facet5 factors and what they are measuring.

Ask for a volunteer to name one of the four factors that make up the Facet5 circle.

Write the factor name on the top of a flip chart and ask the team to describe:

- 'What behaviours would you expect to see from someone who scores very high/low on this factor?'

Flip the responses under the Factor heading. Correct and add information as necessary.

Ensure an equal amount of positive and negative behaviours.

Repeat the process for each of the four main factors.

Review Emotionality by asking the team:

- 'What do you remember about the factor called Emotionality?'

Record responses. Add to the information, reminding them of its function as an interpretive factor. How emotionality can explain why we will see different behaviours in people with very similar profiles. How High emotionality will accentuate and lift a profile, and Low emotionality dull and flatten a profile.

### Exercise 2:

#### Sharing profiles

**Time required:** 45 minutes

**Purpose:** Individuals learn how they are seen by others in the team and reveal their actual scores. Disclosure is combined with feedback using a common framework and language. The team creates an Overlay, one profile at a time. Similarities and differences begin to emerge.

This should be a fun and light hearted exercise. Keep the process moving and ensure people adhere to the ground rules they set earlier.

Use different coloured pens or symbols to differentiate individual profiles

Team members take it in turns to be the 'subject', and to stand between 2 flip charts. The charts are labeled A and B and have a blank Facet5 profile chart (including Emotionality) drawn on them

Every person guesses the subject's score on Will and explains why

- 'I think you score x on Will because...'

The subject marks the range of scores guessed on to flipchart B. He/she then marks their actual score on flipchart A.

Repeat the process for each of the 5 Facet factors.

The subject completes their diamond shape on Flipchart A and the next person takes their turn at the flipcharts.

Continue until the team Overlay is complete.

Debrief and review the exercise:

- What did you learn?
- What did you find most surprising?

Many of the surprises will have their routes in Emotionality. This is 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.

### Exercise 3: Line dancing

**Time required:** 30 minutes

**Purpose:** To explore the impact that the spread of scores has on the team. Increase understanding of how similarities and differences affect how individuals operate and work together. The team profile begins to come to life. It gets people on their feet 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.

Starting with **Will**, ask the team to stand on the line of tape using their Will score to position themselves.

Let them settle. If surprises are voiced again, let these be explored, invite and offer possible explanations.

Now instruct 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 out, making sure the main issues are covered. Use examples of any relevant behaviours you have observed during your time with the team. Remind the team:

- that there are strengths and downsides to all the factors, and it is extremely unlikely that you will have all of the positive and none of the negative attributes
- that 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.

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

### Presentation: The Team Overlay and Snapshot

**Time required:** 20 minutes

Login to the Facet5 web site and appropriate Project and project the **Team Overlay**.

Lead a brief discussion on the general distribution of profiles.

What does the data tell us about the team?

Present the TeamScape **Snapshot** and explain how this is calculated and why:

*'The Snapshot reduces each persons 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.'*

Scroll through the Snapshots, showing how the team looks from the perspective of each individual.

Divide the team into two groups. Give them 5 minutes to brainstorm and flip:

- The advantages and disadvantages of the dominant style:
  - approach to work?
  - values and culture?
  - interpersonal style?
  - communication style?
- How does this information help us to understand the red, green or blue rate items on their Team Effectiveness Charts?

Team re-groups to share their findings.

Debrief and discuss:

- Are there any outliers? What are the implications for them? Invite the outlier(s) to speak for themselves
- Which quadrant do they think is the most dominant in their organisation?
- What are the implications for them as a team?

**Tea break**  
15 minutes

### Team activity: Energiser

**Time required:** 15 minutes

**Purpose:** A fun activity to get the team up and on their feet. To get them interacting and co-operating on a shared activity.

**Suggestions:** What can you do with this? or Lifeline.

Debrief the exercise according to instructions and the learning point that you wish to illustrate.

## Session 5: What does TeamScape tell us?

**Total time required:** 1 hour 5 minutes

**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:** 20 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 content of the TeamScape Report, including the 360 data if this has been collected.

Switch back to the online presentation of the teams data.

Explain that each person will receive a TeamScape Report and a Guide at the end of the presentation. They will also be given time to explore and interpret the results in detail.

Scroll through the Work Cycle results:

- 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'.

Present the data, allow time for people to get a feel for the results, ask questions and comment freely

Move on to present the 'Reaching agreement and resolving disputes' data:

- The 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) and flip:

- 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?

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.

Team re-groups to share their findings.

## Exercise 2:

**Reaching agreement and resolving disputes****Time required:** 20 minutes

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:

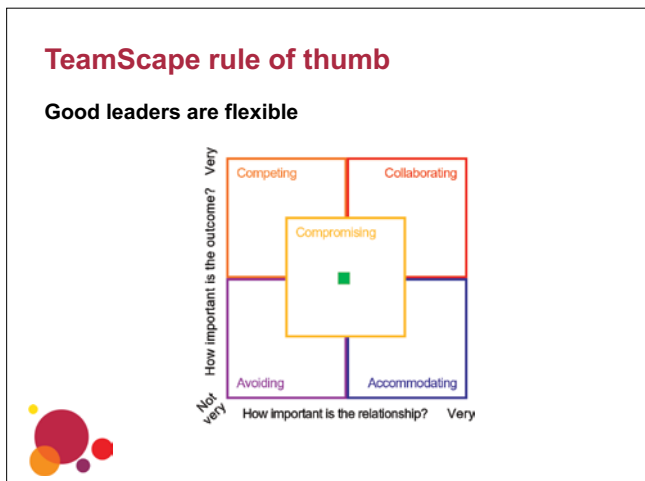
- Ask each group to read out their Orientations, Objectives and Tactics for managing conflict
- Ask people from other Orientations to say what it is like to work with the presenting quadrant.

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

The team should remain in their Orientation groupings for the remainder of the session.

Facilitate a discussion on:

- What are the 'pros' and 'cons' of the dominant style?
- How does this impact on their team performance – ie does it help us to understand the red, green or blue rated items on our Team Effectiveness Charts?
- What is the dominant or most accepted style in the organisation as a whole?
- What are the implications for this group?



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

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?

**Proportionality**

Show the group chart:

- What does this say about the level of reactivity in the group?
- How does this match with their experience?
- How does it compare with the rest of the organisation?
- What are the implications for the group?

Finish the exercise by asking the team to brainstorm and flip:

- How might the team improve on their ability to manage conflict or tension in the future?



## Session 6: Where to from here for the team? Part 1

**Total time required:** 30 minutes

**Purpose:** To agree and prioritise key development areas for the team.

- Did everyone participate?
- How committed to the choices are people feeling?

Exercise:  
**Identifying key team development areas**

**Time required:** 10 minutes

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

Instruct the team that they have 10 minutes to:

- Identify key development areas for the team
- Rank them according to the level of impact each would have on their effectiveness as a team.

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

Debrief the exercise:

- How did they find the exercise?
- The choice of process?

Close of day one:  
**Reflection and feedback**

**Time required:** 10 minutes


**Purpose:** To review the content and outcomes of the day.

1 Ask each person in turn to complete the following sentence:

- ‘The most useful thing I have learned today is...’

2 Draw the following ‘Smiley Face/Straight Face’ chart. Briefly review the content of the day by asking the team to list what they found:



 Most helpful

 Least helpful.

Provide any observations of your own.

Thank the team for all their hard work.

Remind them of the start time for day two and any other arrangements as appropriate.

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## Introduction to day two



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### Welcome the team back

Ask how people are feeling.

The focus on day two is the creation of team and individual action plans.

Having explored and documented their strengths and development areas in detail in day one, the team now set themselves specific objectives for improving and monitoring their effectiveness.

The team will then be set a practical Team Building exercise which they will de-brief in detail.

The focus then shifts to the individual and their contribution to the team. Facet5 data is combined with feedback on how they are perceived by team members and used to develop individual action plans.

Explain that they will now be expected to take on more responsibility for organising themselves and monitoring their own performance than was asked of them yesterday

Ask if anyone has any questions?

Remind the team of their ground rules. Invite and add any additions.

## Session 6: Where to from here for the team? Part 2

**Total time required:** 1 hour

**Purpose:** To develop action plans.  
To acknowledge the strengths and potential of the team.

### Exercise 1: The creation of action plans

**Time required** 30 minutes

**Purpose:** At the end of this exercise the team will have a set of detailed action plans.

Divide the team in to pairs and ask each pair to choose an area they would like to work on. The number of areas that can be covered will depend on the number of pairs (in this instance four). Pairs could take on more than one area each or select from the four highest ranking areas. Brief the pairs that they have 20 minutes to complete an action plan which should include:

- Smarter goals
- A named person who will take ownership of the goal(s)
- 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)

Provide each pair with a flip chart and pens.

After 10 minutes check with the pairs. Give them a time check and offer assistance if they are struggling.

The team re-groups for pairs to present their action plan(s) to their colleagues. Debrief the exercise:

- What did people think about this exercise?
- What did they learn?

### Exercise 2: On the positive side...

**Time required:** 10 minutes

**Purpose:** To end the session on a positive note by reminding the team of their strengths and potential.

The last exercise helped identify key areas in which the team can improve. It is equally important to recognize and acknowledge the advantages that the team has in its favour. Its strengths and successes to date should not only provide the team with the confidence and motivation to continue doing what they do well, but also offer some assurance that they will be able to implement the changes that they have identified.

Ask the team to name:

- Five things that they are currently doing well and will continue to do
- Five strengths that will assist them with their efforts to improve.

**Coffee break**  
15 minutes

## Team building activity

**Time required:** 2 hours

**Purpose:** To engage the team in an absorbing practical activity that requires them to demonstrate teamwork skills and behaviours. To induce typical behaviours, through a simulation that takes the team outside of their 'comfort zone' or area of expertise. To observe the team in action, in real time, and provide them with feedback.

**Suggestions:** A building/construction exercise with complex instruction and constraints.

**Notes:** You will need to observe the team closely during the exercise. Observations including actions, behaviours, what was said by whom and to whom need to be recorded as they happen. This is difficult for one person to do well with a team of eight people. It is advisable to find someone who will act as an additional observer for this session. They could either be a colleague of yours or someone from within the client organisation who is not involved with the team. HR or training departments can be a good source of objective observers, and often come with feedback skills and experience too. Observers can then concentrate on four people each during the activity.

Observers should sit at a discrete distance from the team, but where they can see and hear what is happening. They should not distract, assist or help the team in any way. Observations should be verbatim and not interpreted or categorized in any way.

The debrief should be done as thoroughly as possible and not be hurried. Remind the team about the role of feedback and the spirit in which it should be given and received.

Make use of any de-briefing notes and questions that come with the activity. Include the following elements if not already covered:

- A team assessment of what they did well, not so well, or could have done differently
- Individuals assess what they contributed to the activity and what they think they could have done differently or better.

Team members, then Observers should add any feedback that they have for the individual:

- Links should be made with the Team Effectiveness Charts and Action Plans whenever possible:
- A discussion about:
  - how the activity relates to their experiences in the workplace
  - what have they learned about the value of talking about the activity. Is it something they should do on a regular basis in the workplace? How might this be done effectively to improve performance?

## Lunch break

1 hour

## Session 7: There is an ‘I’ in team!

**Total time required:** 1 hour plus 15 minutes if the 360 data is available

**Purpose:** To highlight the contribution that individuals make to the functioning of the team. Team members learn how they are perceived by others in the team.

Open the session by asking the team to recall what they learned about feedback in Session 2. Explain that they are about to undertake two 360 feedback exercises:

- 1 A review of the 360 data in TeamScape.  
This provides individuals with feedback following the TeamScape structure
- 2 An interview based 360 process.  
This provides individuals with general free form feedback from their colleagues.

As the focus is now on individuals, some people will find the idea of this session very daunting. 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.

### Exercise 1: TeamScape 360 Review

**Time required:** 15 minutes

**Purpose:** To produce a summary of individual 360 results that can be used for action planning.

Individuals are given 10 minutes to review their TeamScape 360 results.

Provide them with the TeamScape 360 Review Form to guide their analysis. Instruct them to:

- Complete column 2 by listing the TeamScape phases or elements where their results match with the consistency patterns provided
- Complete the task at the bottom of the table.

#### TeamScape 360 Review Form

Degree of consistency between viewpoints	TeamScape Phases or Elements with results that fit this pattern	Implications
The Facet5 position on the phase/element (shaded area) matches the average rating of your colleagues (red box and whisker chart) and your self-rating (blue line).		Behavioural Consistency – offering a very clear picture of your strengths and downsides on this phase/element
The Facet5 position matches your colleagues' ratings but not your self rating		A self-awareness issue? Others are seeing your 'natural style' but you believe that you are behaving differently. Are you trying to behave differently? Is this necessary?
The Facet5 position does not match your colleagues' ratings but does match your self rating		Hidden skills? You believe that you are behaving in character but others are not seeing this. You should find it easy to apply your natural style – what is stopping others from seeing this?
The Facet5 position does not match your colleagues ratings or your self rating		You and others are seeing behaviour that is out of character. Do you have potential that you are not using – is it a result of being in this particular team? Is this how you want to be seen? This could be demotivating or a source of stress if sustained longer term

The brown box and whisker charts in your report show how you compare to the team as a whole on each TeamScape phase or element. Identify the phases or elements where you are very different from the rest of the team:

TeamScape Phase or Element	What do you offer that is different?	What is the effect of this?

Debrief:

- How did they find the exercise?
- Did they learn anything new about themselves?
- Any surprises?

The table does not make any reference to the spread of ratings as shown in the box and whisker charts. If the team has not questioned this already, ask them the following questions:

**Q** What does it mean if you have a narrow range of ratings?

**A** Most people are seeing this behaviour.

**Q** What can you conclude from this?

**A** Your behaviour is the same regardless of whom you are dealing with.

**Q** What does it mean if there is a wide range of ratings?

**A** People are seeing you very differently.

**Q** What can you conclude from this?

**A** Your behaviour changes according to whom you are dealing with.

There is no right or wrong about any of these positions. On the one hand, it may be highly appropriate to vary ones behaviour according to whom you are interacting with. On the other hand it may be easier for people to understand you if you are highly consistent in your behaviour. Individuals will need to consider their results alongside other feedback they receive and what they have learned about their colleague’s preferences.

**Exercise 2:  
The Live 360° Review**

**Time required:** 1 hour

**Purpose:** To allow individuals to understand which behaviours their colleagues would like them:

- To do more of, ie behaviours that the team find helpful
- To do less of, ie behaviours that the team find unhelpful.

Team members take responsibility for collecting, collating and feeding back information to one of their colleagues.

Divide the team in to pairs to create feedback Partnerships.

Each person takes responsibility for collecting information on his or her partner by:

- Interviewing [in private] every member of the team and recording:
  - three things that they think the partner does well and are helpful
  - two things they find unhelpful about them
- Adding their own feedback to this information.

Partners then collate the information they have collected and list it under two headings:

- ‘The things we think you do that are helpful...’
- ‘The things we think you do that are unhelpful...’

Every comment should be included, recorded verbatim and must be anonymous (comments must not be attributable to any one individual) and written in a way that is easy to read.

Pairs re-group and provide verbal feedback to their Partner and give them the written feedback.

Give the team a 15 minute tea break to read and prepare for the next session.

## Session 8: Where to from here for the individual?

Total time required: 45 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: 15 minutes

Individuals are required to:

- Read through their 360 feedback
- Review their Facet5 and TeamScape Reports
- Prepare a presentation for the team:

1 According to my Facet5/TeamScape data my strengths include:

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

2 I need to be aware that I can also be (negative attributes):

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

3 According to my 360 feedback my most helpful contributions to the team include [feedback comments are read out verbatim]:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 I need to do less of the following [feedback comments are read out verbatim]:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Each presentation should conclude with:

- 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: 30 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 present to the team.

Debrief:

- How did people find the exercise?
- What did they learn?
- 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.

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## Session 9: **Monitoring our progress**

**Total time required:** 15 minutes

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**Purpose:** To agree on a way of ensuring that their work and progress during the workshop does not go to waste.

The team and individuals now have action plans that should enable them all to work more effectively together. There remains one more thing for the team to decide, and that is how are they going to monitor their progress?

Ask the team to suggest how this could be done?  
Flip responses.

Options could include:

- A regular (quarterly/monthly) review built in to their usual meeting schedule
- Appointing someone (perhaps on a rota basis) to be responsible for collecting peoples opinions of the teams progress and reporting back to the team.
- Including a review of individual action plans in an existing performance appraisal system
- Creating 'coaching' pairs within the team.

Once the team has agreed on a method or methods.  
Ask for a volunteer to take overall responsibility for ensuring that it happens.





## Session 10: Workshop review



**Time required:** 15 minutes

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

1 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.

2 Draw the following scales on to a flip chart and ask each person for a rating on both:

The workshop has been a good use of my time.

Strongly disagree	1	2	3	4	5	6	7	8	9	10	Strongly agree
-------------------	---	---	---	---	---	---	---	---	---	----	----------------

I believe that we will improve our effectiveness as a team.

Strongly disagree	1	2	3	4	5	6	7	8	9	10	Strongly agree
-------------------	---	---	---	---	---	---	---	---	---	----	----------------

If ratings are low, ask individuals to say what would need to happen for their rating to increase.

3 Offer any observations of your own.  
End on a positive note!

**Close the workshop**

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