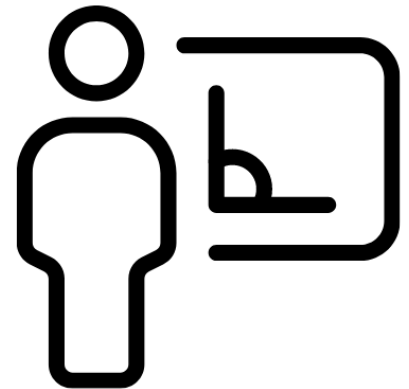


# Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*Business is a team sport.*

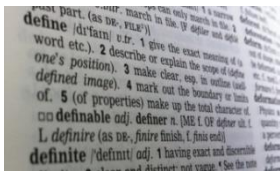
*Greg Brenneman*

## Module Two: Understanding Teams



Before you can focus on chemistry, you must understand teams. Start at the beginning by defining what teams are and how people feel about being on them. Additionally, you need to be aware of how teams can be effective and what can cause them to fall apart. Knowing the pros and cons of teams will help you avoid pitfalls and build on your team's chemistry.

### What Is the Definition of a Team?



Teams are described as groups of people with complementary skill sets who work on projects or activities toward common goals. Team members are cooperative and interdependent. In the business world, there are different types of teams.

- **Functional** – These teams work in a general area or department to support customer needs.
- **Cross-functional** – Team members come with different areas of expertise to complete a single goal.
- **Self-managing** – These teams do not have much oversight as members work independently towards goals.

Regardless of the type of team a company implements, the individual team members have to work well together.

Estimated Time	8 minutes
Topic Objective	Review the definition of a team.

<b>Topic Summary</b>	<b>What Is the Definition of a Team?</b> Discuss the definition of a team.
<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	As a group, discuss your understanding and experience of teams. What are the pros and cons of each type of team? List the ideas on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is a team?

## How Do People Feel About Being on Teams?



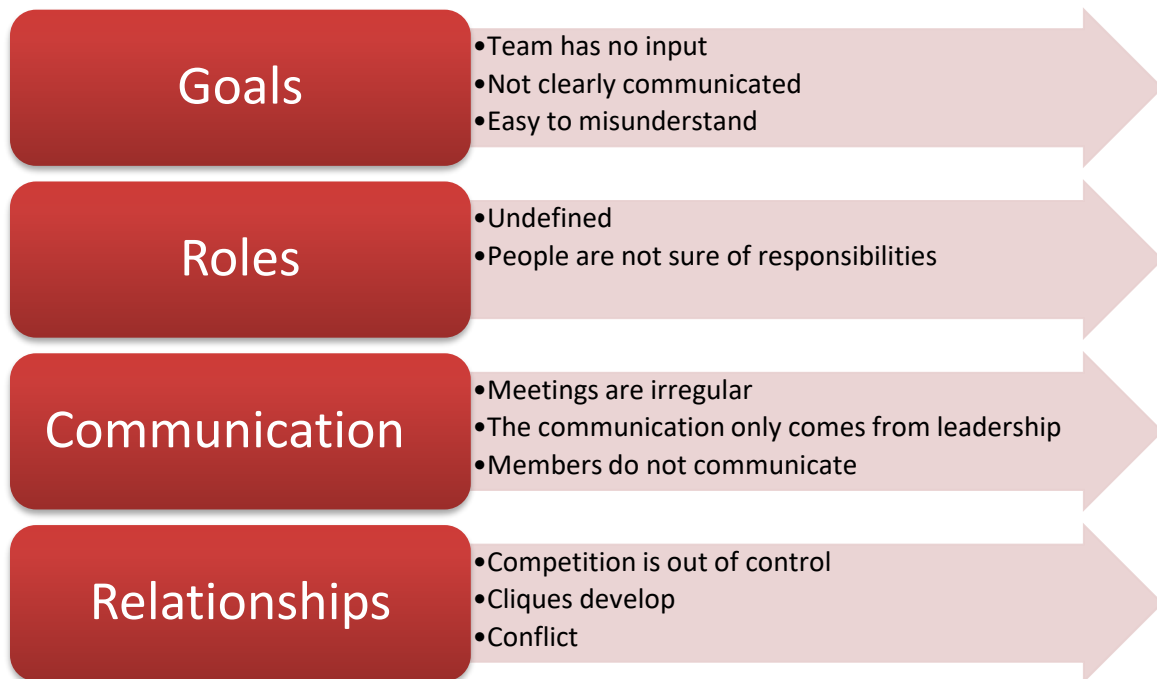
Many people do not like the idea of being on teams. This dread of teamwork often stems from past experiences. Everyone has been on a team with that one person who did not contribute. Additionally, some managers force teams on people before taking the necessary steps to ensure that the team members will work well together and develop chemistry. Teams that are not launched correctly have little chance of being successful. It is important to get teams off to a positive start from the very beginning by developing relationships, inspiring goals, and defining roles.

<b>Estimated Time</b>	<b>7 minutes</b>
<b>Topic Objective</b>	Consider how people feel about being on teams.
<b>Topic Summary</b>	<b>How Do People Feel about Being on Teams?</b> Discuss being on teams.
<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss how most people in the group feel about being on teams. What makes a team enjoyable to be part of? What actions in the beginning set the tone of the team? List responses on the flipchart/board.

<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	How do most people honestly feel about working on teams?

## Why Do Teams Fall Apart?

Declaring a group to be a team does not automatically make it functional. All too often, teams fall apart. There are some common causes of team downfalls which include:



Knowing the common reasons why teams fall apart will help you avoid making the same mistakes in your team.

<b>Estimated Time</b>	<b>8 minutes</b>
<b>Topic Objective</b>	Review why teams fall apart.
<b>Topic Summary</b>	<b>Why Do Teams Fall Apart?</b> Discuss why teams fall apart.
<b>Materials Required</b>	<a href="#">Worksheet 1: Avoid Mistakes</a>

<b>Planning Checklist</b>	None.
<b>Recommended Activity</b>	Complete the worksheet individually. Share your answers with the rest of the group.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What happens too often?

## Examples of Successful Teams



There are numerous examples of effective teams. From successful sports teams to business groups, teams are praised in the media, and in the workplace. The best way to develop a successful team is to learn from the example of others. While each team is unique, they share some common characteristics.

- **They have commitment** – Every member of a team is committed to achieving the goal and believes in the cause.
- **They see the big picture** – The team members are focused on the big ideas and avoid staying in minor conflicts.
- **They are resilient** – They face adversity and find the strength to overcome the obstacles in their way.

When creating a team, it is important to build them with these ideals in mind.

<b>Estimated Time</b>	<b>8 minutes</b>
<b>Topic Objective</b>	Review examples of successful teams.
<b>Topic Summary</b>	<b>Examples of Successful Teams</b> Discuss examples of successful teams.
<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None

<b>Recommended Activity</b>	As a group, discuss examples of successful teams. What are some common factors that they have? Place ideas on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is true of successful teams?

## Practical Illustration



John and Clara were assigned to work on the same R&D team. Clara was not thrilled about working closely with other people. At the first meeting, she was bored. There was a short icebreaker and then a presentation about the purpose of the project. John was more comfortable working in teams than Clara, but the first meeting left him confused. He was not sure what their goals were or what role he would play in achieving these goals. He and Clara had lunch after the meeting, and they discussed how disenchanted they were with the team. They were both sure that the experience was going to be chaotic and miserable.

## Module Two: Review Questions

1.) What type of team works together in a department?

- a) **Functional**
- b) Cross-functional
- c) Self-managing
- d) All of the above

Functional teams work in a general area or department to support the customer needs. Cross-functional team members come with different areas of expertise to complete a single goal.

2.) What type of team is made up of people from different departments?

- a) Functional
- b) **Cross-functional**
- c) Self-managing
- d) All of the above

Functional teams work in a general area or department to support the customer needs. Cross-functional team members come with different areas of expertise to complete a single goal.

3.) Who causes most people to dislike teamwork?

- a) Attitude
- b) **Negative experiences**
- c) It is ineffective
- d) They do not

This dread of teamwork often stems from past experiences. Everyone has been on a team with that one person who did not contribute.

4.) When should clear, positive ideas about teams be developed?

- a) It does not matter
- b) Over time
- c) **At the beginning**
- d) None of the above

It is important to get teams off to a positive start from the very beginning by developing relationships, inspiring goals, and defining roles.

5.) Irregular meetings create problems with \_\_\_\_\_.

- a) Roles
- b) Goals
- c) Communication
- d) Relationships

Team problems come from goals, roles, communication, and relationships. Problems with communication occur when meetings are irregular, communication only comes from leadership, and members do not communicate.

6.) What indicates a problem with relationships?

- a) No team input
- b) Easy misunderstandings
- c) Conflict
- d) No clear communication

Team problems come from goals, roles, communication, and relationships. Relationship problems include out of control competition, cliques develop, and conflict. The other answers are related to goals.

7.) What is the best way develop a successful team?

- a) Develop goals
- b) Learn from example
- c) Solve problems
- d) Be unique

The best way to develop a successful team is to learn from the example of others. While each team is unique, they share some common characteristics.

8.) What are successful teams committed to?

- a) Goals
- b) Cause
- c) Success
- d) A & B

Successful teams have commitment. Every member of a team is committed to achieving the goal and believe in the cause.



9.) What is the best way develop a successful team?

- a) Develop goals
- b) Learn from example
- c) Solve problems
- d) Be unique

The best way to develop a successful team is to learn from the example of others. While each team is unique, they share some common characteristics.

10.)What are successful teams committed to?

- a) Goals
- b) Cause
- c) Success
- d) A & B

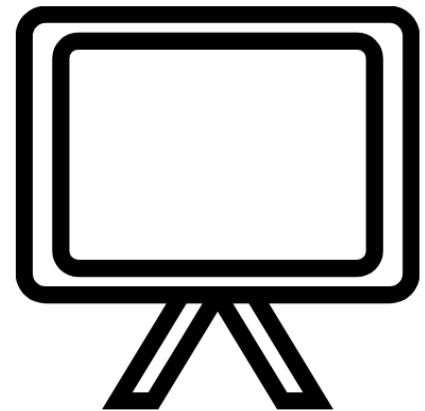
Successful teams have commitment. Every member of a team is committed to achieving the goal and believe in the cause.

# PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.





“

*Business is a team sport.*

*Greg Brenneman*

MODULE TWO

# Understanding Teams

Knowing the pros and cons of teams will help you avoid pitfalls and build on your team’s chemistry.



## What Is the Definition of a Team?

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Functional

Cross-functional

Self-managing

## How Do People Feel About Being on Teams

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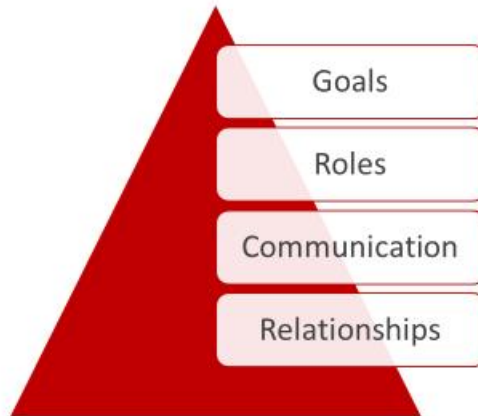
Teams that are not launched correctly have little chance of being successful.





## Why Do Teams Fall Apart?

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## Examples of Successful Teams

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- They have commitment
- They see the big picture
- They are resilient



## Practical Illustration



- What Is the Definition of a Team?
- How Do People Feel About Being on Teams?
- Why Do Teams Fall Apart?
- Examples of Successful Teams

## Module Two: Review Questions

1. What type of team works together in a department?

A. Functional

B. Cross-functional

C. Self-managing

D. All of the above



# Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



# Team Building Through Chemistry

## Quick Reference Sheet



### How Do People Feel About Being on Teams?

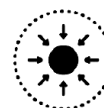
Many people do not like the idea of being on teams. This dread of teamwork often stems from past experiences. Everyone has been on a team with that one person who did not contribute.

Additionally, some managers force teams on people before taking the necessary steps to ensure that the team members will work well together and develop chemistry. Teams that are not launched correctly have little chance of being successful. It is important to get teams off to a positive start from the very beginning by developing relationships, inspiring goals, and defining roles.

### SMART Goals

Goals are necessary after a vision is established. Goals are what people work towards as they attempt to complete their vision. SMART goals are typically implemented in team settings:

- **Specific** – Be specific about the what objective you want to achieve.



- **Measurable** – What will let you know when a goal is achieved?



- **Achievable** – How can you reach the goal?



- **Reasonable** – Is it possible to reach the goal?



- **Timely** – When should the goal be reached?



When creating SMART Goals, consider involving the team. If you simply assign goals that people do not think are achievable, they are less likely to unite around it.



## Direct, Don't Order

Leaders must resist the urge to give orders rather than directions. Orders are dogmatic and take away any choice from the team. When providing direction, you are offering the team guidance without such a strict demand. People can give directions by:

- Making an invitation: Request team members perform activities.
- Encourage: Give individuals reasons to take specific actions.

As a leader, it may be necessary to give orders at times, but this should be done sparingly and with respect. Creating an authoritarian atmosphere will prevent a team from developing initiative and creativity.



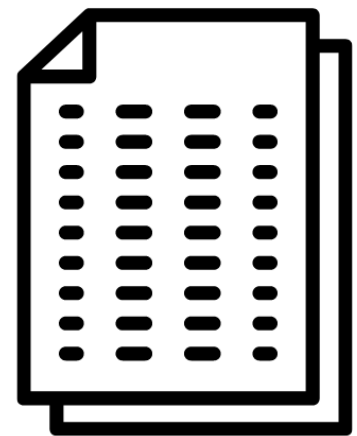
# Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



Sample Worksheet 1

# *Avoid Mistakes*

Think of ways to avoid team pitfalls.

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Notes:

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## Icebreaker: The 10 Minute Challenge

### PURPOSE

It will help introduce the topic of time management in a fun, non-confrontational manner.

### MATERIALS REQUIRED

1. Flip chart paper
2. Markers
3. Timer or watch
4. Craft supplies if desired (colored paper and pencils, glue, sparkles, etc.)

### PREPARATION

Write out the following list on a piece of flip chart paper. Ensure that it stays covered until the end of the activity explanation.

5. Do a lap around the room (5 points)
6. Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)
7. Find out something unique about each person on the team (5 points)
8. Sing a song together (15 points)
9. Make a paper airplane and throw it from one end of the room to another (10 points)
10. Get everyone in the room to sign a single piece of paper (5 points)
11. Count the number of pets owned by your group (20 points)
12. Assign a nickname to each member of the team (5 points)
13. Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)
14. Make a tower out of the materials owned by your group (10 points)
15. Convince a member of another team to join you (20 points)
16. Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)
17. Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)
18. Make a list of what your team wants out of the workshop (15 points)
19. Form a conga line and conga from one end of the room to another (5 points; bonus 10 points if anyone joins you)

You can customize this list as you wish; just make sure there is a point value (which is completely up to you) assigned to each item.

You will also want to create a scoreboard matrix on flip chart paper that looks like this:

	TEAM 1	TEAM 2	TEAM 3
TASK 1			
TASK 2			
TASK 3			
TASK 4 (AND ON...)			
TOTAL			

This should stay hidden until the end of the activity.

#### EXPLANATION

Divide participants into teams of five to eight. Unveil the numbered list of tasks. Explain that they have ten minutes to collect as many points as possible. They must be safe and they only have ten minutes!

#### ACTIVITY

Give participants ten minutes to perform their tasks, and enjoy the show! After ten minutes, add up their points using your pre-designed matrix and announce the winner. Keep the list of tasks; you may want to tape it to the wall.

#### DEBRIEF

After the activity, discuss learning points. Possible discussion topics include:

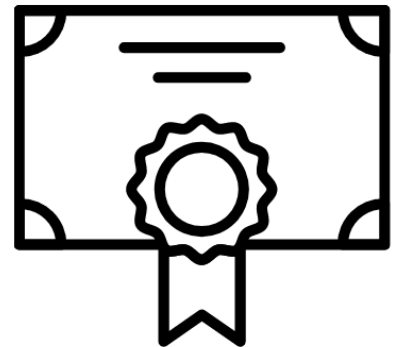
1. How did teams decide what tasks they wanted to do? Most groups will analyze the time the task will take and/or the difficulty level, compare it with the value (possible number of points), and prioritize as a result. We do this when managing our time, too: we often choose the high-yield, low-effort tasks over the low-yield, high-effort tasks (and rightly so!).
2. Were any decisions based on task dependencies? For the name card task, for example, teams received bonus points if they used team nicknames. Performing these two tasks together would triple the points received. This often happens in life, too – batching tasks increases your results exponentially.
3. What group dynamics came into play? If participants knew each other before, they may feel more comfortable performing a personally risky activity, like singing a song. This comes into play when prioritizing tasks, too; we're more likely to stay within our comfort zone, especially if we're working in a team.

4. What skills came into play? For example, several tasks involved creativity and artistic skills. Did teams find out whether any members had artistic talent before deciding to do the task?
5. What additional information did you ask for? How did that affect your approach? Some groups will catch on to the fact that there is no rule that the whole group must perform every task, and will divide their resources and achieve more points as a result. The lesson to learn here is that you need all the information you can get before prioritizing tasks and making a plan. Some teams may have even realized this partway through the activity and adjusted their approach as a result. Kudos to them!
6. Did ethics come into play? Although “stealing” another team member was worth a lot of points, some teams are uncomfortable with the idea and avoid this task.

# Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course  
Team Building Through Chemistry*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_