

## WORKSHOP PROFILE

The Together Everyone Achieves More Workshop is designed around the ADDIE framework (analysis, design, development, implementation, and evaluation) with the learning outcomes and learning objectives incorporated into the development phase of the model. The workshop includes online instruction as pre-work, facilitator-led instruction (onsite or online), and individual and group activities (synchronously and asynchronously). Onsite delivery will be conducted at the stakeholder's workplace or an alternative location (due to COVID 19 precautions).

### **Workshop learning objective:**

The overall learning objectives for this workshop are:

***The workshop participants will recognize that trust and conflict are indispensable elements in working as a team; learn about their own conflict styles and summarize the styles for the team; and differentiate between the various stages of the change curve and relate how they can move forward through the changes.***

### **Workshop Content/Learning Outcomes:**

The learning outcomes of the workshop are designed in the intellectual (cognitive) domain. Upon completion of the Teamwork Workshop participants will be able to:

### **Unit Topic Learning Outcome Learning activities**

**Pre-Work** Learning styles and preparation for trust activity - to assess participants learning styles and prepare participants for the trust activity in part one.

Asynchronously via video:

- Engage participants via a video introduction that will be sent to them in advance.
- In the video introduce myself and my background and explain the questions that are being asked of the participants of their learning style preferences:
  - a. When you attend a workshop, or a training session, what do you enjoy most about the learning experience?
  - b. What do you not enjoy about attending workshops/training sessions?
  - c. Is there anything else that I should be aware of to help you with your learning?

### **Introduction – to introduce the facilitator and outline the content of the workshop.**

Synchronously onsite or online:

- Introduce the training session and my background as a facilitator.
- Ask the participants to introduce themselves.
- Recap learning styles feedback.
- Describe that the objective of the workshop is to briefly review the core themes from the survey, and to discuss and practice techniques for the team to work on trust, conflict management and change management. Ask if anyone has other ideas about what they are here to learn tonight?
- Allow for a quick discussion to occur.

### **Part one: Trust - to recognize that trust is an important element of any team.**

Synchronously onsite or online:

- Introduce the **Team Iceberg** by drawing a picture of an iceberg on a flip chart.
- Explain that members in a team process always think thing that they do not say, feel thing they do not express, and observe things they do not share.
- Give people a few minutes to note some of these things for themselves, ask them to write them down, or draw them on their paper.
- Ask people to share items, writing the around the iceberg and elaborate on those ideas that spark interest.
- Draw the conversation by summarizing it and introducing why trust is important.
- Show the BRENE BROWN: Braving video (9:49 minutes) [https://www.youtube.com/watch?v=0SqFiTeka\\_I](https://www.youtube.com/watch?v=0SqFiTeka_I)
- Describe the importance of showing vulnerabilities.
- Break the groups up into small groups of 5, ask them to talk about their answers to the two questions that were sent to them in advance:
  1. What was your best job ever?

2. And your worst job?
- As a large group, relate how knowing something about each team member that you may not have known before is vital to trusting each other.

**Part two: Conflict styles – to learn about the four conflict styles and understand how to work with them as a team.**

Synchronously onsite:

- Show the video How to deal with conflict <https://www.youtube.com/watch?v=QLbGHQo4qnA&list=PLYYUFA7x82GUiInKXBHK0Ds9QRNtyYVKyr&index=2> (2:19 min) and allow for discussion on it.
- Explain the What Is Your Conflict Management Style exercise (15 statements)
- Hand out the exercise and ask everyone to take a few minutes to complete it individually.
- Take up the exercise as a large group outlining the four types:
  1. The Competing Shark
  2. The Avoiding Turtle
  3. The Accommodating Teddy Bear
  4. The Compromising Fox
- Group the styles on a flipchart.
- Ask if everyone has the same style, when are some better than others, are you surprised by the results on the quiz? How could you use this to your benefit as a team?

**Part four: Change management - to relate the change curve to changes in their workplace.**

Synchronously onsite:

- Describe the Kubler-Ross change curve and how it affects all of us in the workplace.
- Walkthrough the five steps of the change curve.
- Discuss the change curve in the participant's workplace. Summarize by reflecting on how the change curve impacts how teams function successfully.
- Explain how the 'start-stop-continue exercise' will work by dividing the group into two groups.
- Explain that the objective is that each person lists what the team as a whole
  1. needs to (1) start doing,
  2. (2) stop doing, and
  3. (3) continue doing to reduce conflicts and improve performance.
- Throughout the activity provide informative feedback to the participants.
- Summarize the activity by reflecting on how the change curve impacts how teams' function successfully.

**Summary and conclusion – to summarize the workshop and outline the next steps for the team.**

Synchronously online or onsite:

- Divide the group into 2-4 teams, explain the objective is to play a Jeopardy game and review what they have learned so far today.
- Summarize the workshop outlining what the next steps are for the team.
- Close off the session by explaining how the participants can translate the training session on-the-job, and how they can practice the skills to retain the information.
- Ask everyone to complete the workshop summative evaluation.

**Summative Evaluation**

Asynchronously via email:

- Explain why the evaluation is crucial to the ongoing improvement of the teamwork workshop.
- Ask each participant to complete the survey (anonymously) and return them to the workshop organizer.

**Materials:**

There are no required textbooks for this workshop, although the following references will be provided for those participants who wish to delve deeper into the topics:

1. The Five Dysfunctions of a Team <https://blog.12min.com/the-five-dysfunctions-of-a-team-pdf/>
2. Dare to Lead <https://blog.12min.com/dare-to-lead-pdf-summary/>

**Handouts:**

The following handouts will be provided for the workshop participants:

1. Brené Brown's – The Seven Elements of Trust <https://daretolead.brenebrown.com/wp-content/uploads/2018/10/BRAVING.pdf>
2. Anastasia Belyh's – Understanding the Kubler-Ross Change Curve <https://www.cleverism.com/understanding-kubler-ross-change-curve/>
3. What is your Conflict Management Style? (15 statements)

**Attendance and punctuality:**

The workshop participants will be asked to be one time and participate for the entire sessions; this will be communicated via the organization that has contracted the workshop.

**Learner characteristics and considerations:**

The learners for the teamwork workshop range from paid staff to volunteers in small to medium size organizations. As this is a learner-centred workshop, the learner characteristics and population mix will be provided by the stakeholders (gender, age ranges, diversity, ethnicity, English as an additional language, and educational levels) and they will be factored into the workshop via the examples used and the language in the activities.

**Learning styles and barriers to learning:**

Additionally, the learners will be asked how they like to learn and what they generally do not like when taking workshops. That will inform me, as the instructional designer, about their learning styles.

Stakeholders, and participants (if possible) will be interviewed in advance to outline barriers to learning such as; learner readiness and motivation, positive and negative personal attitudes, peer and supervisor support, perceived content validity, transfer design and opportunities to use the skills learned.

**Assignments:**

There will be two pre-workshop assignments delivered to the participants via video introduction.

1. Participants will be asked to respond to three questions (asynchronously) about their learning style preferences and send those responses in advance.
2. Participants will be asked to prepare (asynchronously) responses to the following for the Personal Histories Exercise to be discussed (synchronously) at the beginning of the workshop.

**Learning management system:**

Google Classroom is the learning management system that will be used.

**Assessment:**

Participant's learning will be assessed throughout the workshop using a formative approach such as questioning, small group work, activities, section reviews, concluding with a Jeopardy game review.

**Evaluation:**

Formative evaluations will be used primarily to determine learning styles and preference, this will be done via a video introduction and a pre-workshop questions that the participants will be asked. A summative evaluation will be sent to the participants one day after attending the workshop.