

# Introduction to Teamscapes

This is a set of team review materials and information for the Facilitator that have been designed to support the Teamscapes activities. There is also a selection of hand-outs that you may wish to use.

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- Observation Sheet – this form is bespoke to each activity and is included in the Facilitators information pack
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## THE FACILITATOR'S ROLE

A detailed guide of how to run each of the activities along with possible solutions, is available on request prior to the event or will be given out to the Facilitator on arrival.

The facilitator's role is that of monitor/observer and they will need to issue written and verbal briefs to monitor the exercise, enforce the rules and apply penalties where necessary. An Observation Sheet is provided with each activity with key points to observe that will help provide feedback to the team during the de-brief after the activity.

The role of the facilitator is usually fulfilled by someone from your company with a responsibility for people: for example a team leader, manager or director. Organisations may also book external, specialist facilitators depending upon on what they want to achieve.

A de-brief session with a facilitator immediately after the Teamscape activity will consolidate the learning process by discussing what went well and what could be improved next time. This document provides valuable information to help this important de-brief session and will maximise the Teamscape experience when delegates return to work and implement the learning.

You are, of course, free to run the exercises as you wish. However, we have found that the following approach makes life easier for you and ensures that the team gets the most out of the exercise:

- Have a clear understanding of the exercise – know the objective, rules, penalties and time limits.
- If questioned, refer the group back to the brief.
- Be consistent.
- Keep intervention to a minimum.
- Keep a sense of humour!

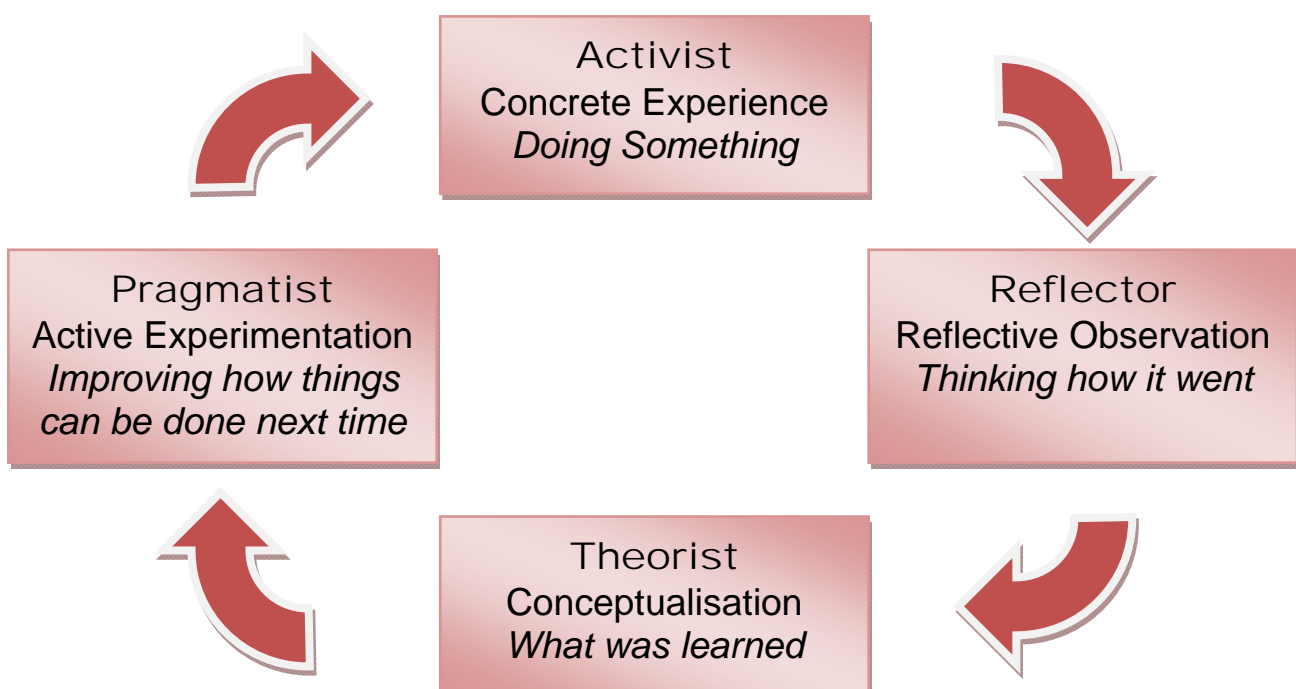
## SAFETY

The Teamscapes activities have been designed to eliminate the need for outdoor specialists. Success will be brought about by effective teamwork and problem solving. At no time will users be required to jump, climb or take part in any physical activity that could result in injury. Any such activity is not allowed under the exercise rules. It is your responsibility as a Facilitator to enforce the rules and to intervene if you see anything that you think may be unsafe and a possible risk to a participant's health. Common sense will be your guide.

## LEARNING FROM EXPERIENCE

This section describes the theory of using activities such as Teamscapes for management learning.

You may have heard, or even used the expression, that people can be divided into 'doers' and 'thinkers'. In learning, however, it isn't enough just to do, and neither is it enough just to think. Effective learning follows on from clearer links between doing and thinking. D.A. Kolb's model of 'experimental learning' elaborates four key stages in making these links.



*The model for experiential learning was designed by D.A. Kolb and developed by Honey and Mumford*

Providing opportunities for people to go through each of these stages in sequence will enhance the effectiveness of their learning. Most training programmes will use a variety of entry points, and may use 'simulations' as a substitute for the concrete experience stage. On-the-job coaching, however, would help learners to reflect on a recently completed task in order to enhance future performance.

Honey & Mumford built on this model and developed a framework which identifies four specific learning types or 'styles'. It is worth remembering that people can often exhibit a combination of styles. The four 'styles' that were identified are as follows:-

### The Activist

Preferring to learn through real, concrete experience.

### The Reflector

Preferring to stand back and mull over experiences, observing and reviewing them from many different perspectives.

### The Theorist

Preferring to adapt and integrate observations into theories, which they judge to be valid and reliable.

### The Pragmatist

Keen to try out theories, ideas and techniques on a 'will it work in practice?' basis.

## SOME QUESTIONING APPROACHES FOR FACILITATORS

The main role of the facilitator is not to produce answers out of a hat. It is to help people to identify and clarify real problems, find ways of moving forward, and give them an opportunity to test out some of their options. In this sense, the facilitator is more of a catalyst, and draws on strengths and experiences within the group to help with problem identification and solution – "people have the material within them, it is your job to draw it out". The main tool in the facilitator's bag is questioning. Here are some useful types of questions you may want to use:-

- Overhead

Directed at anybody and everybody in the group and usually an 'open' type of question. (i.e. one that requires a detailed answer.)

e.g. "What ideas do you have about that?"

"What ways can that be taken forward?"

- Direct

Asked specifically at one person – but be careful about 'pouncing'. Used to help someone to focus on and develop an issue important to them.

e.g. "Can you say a bit more about that?"

"What can you do to make it work?"

"How did you feel when that happened?"

- Relay

Where a question from one person is passed on to the whole group. Used if somebody is expecting you to come up with the right answer or if someone is blocking or being totally negative.

e.g. "How would others approach this?"

"Any suggestions?"

"Can anyone see a way around that?"

- Reverse

Put the question back to the original questioner. Used for similar reasons to relay questions, but where you want to get the questioner more involved in the solution.

e.g. "How have you handled similar situations in the past?"

"What exactly is stopping you from?"

- Echoing

This means repeating key words or phrases with a question mark in your voice, or a short question following. This requires the facilitator to listen actively, be aware of key issues in the group, and be alert for opening.

e.g. "Somebody used the word 'aggressive' – why do you think that was.?"

"Disorganised?"

- Reflective Questions

Again, this involves making a statement with a question in your voice. You attempt to reflect back to somebody an image or feeling that they are projecting, but often not stating:

e.g. "It sounds as if you're angry about?"

"You seem to be saying that your confidence went?"

- Probing

To get people to be more specific – either in their description of a problem or how they are going to handle it.

e.g. "Can you give an example of what you are talking about?"

"When you say you will be more assertive with him/her, what exactly do you mean?"

"What are your next steps?"

## **Guidelines for giving and receiving feedback**

### **GUIDELINES FOR GIVING FEEDBACK**

1. Feedback is best understood when it is given immediately after the behaviour has been observed, and when it describes specific observed behaviour.
2. Useful feedback reveals one's emotional reaction to another's behaviour without making moral or ethical judgements about the behaviour.
3. Feedback is more meaningful when it comes from several people, not just one.

### **GUIDELINES FOR RECEIVING FEEDBACK**

1. Feedback is more likely to be understood if the receiver listens attentively.
2. Communication can be assured by the receiver para-phrasing the feedback.
3. The receiver can learn whether the feedback represents only one person's opinion or a consensus by checking with others in the group.
4. Feedback does not require that the receiver change his/her behaviour.
5. The best way to get feedback is to give it.

## TEAM REVIEW FORM

This form is a brief questionnaire to help the team focus the team review. One is given to each team member at the start of the review. Five or so minutes should be given in order to allow individuals to note down their thoughts under the given headings. The material then provides the basis for a wider group discussion.

1. What did we do well, and what did we do badly during the exercise?
2. What did you do to help, and to hinder the team?
3. What impact did each team member make on you?
4. What impact do you think you made on them?

## PERSONAL FEEDBACK FORM

This form can be used as a tool for gathering individual feedback.

Each team member is given a sheet. They are asked to write their name at the top of the form and then pass the form to the person on their left who comments on the named person using the headings provided on the form. The process is repeated until each person gets their own form along with comments of the group.

NAME:

Impact and Contribution:

Teamwork Style:

Strengths:

Weaknesses:

Things to do more of:

Things to do less of: