



ORGANISATIONS
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity Templates TB1

Coordinator:

MMC Mediterranean
Management Centre

Partners:



CYPRUS
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Programme:	Erasmus+
Sub-programme:	Support for Policy Reform
Programme Guide / Call for Proposals:	EACEA-36-2018
Action:	PI-FORWARD - Support for policy reform – Forward-Looking Cooperation Projects
Project Title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
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‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates

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The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
2. *Team Building (TB)*;
3. *Resilience and Time Management (RTM)*;
4. *Responsibility and Ethical Practice (REP)*;
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Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

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1. Video Analysis

Module Number and Title:	2. Team building
Activity Code and Title:	TB1. Video
Activity Aim:	To check the trainees' understanding of teamwork, how it can be useful to face some difficulties.
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. <i>Understand how teamwork can benefit a company or an organisation,</i> 2. <i>Understand the stages of team development</i>
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Video Title
Good teamwork and bad teamwork
Source (e.g. URL)
https://www.youtube.com/watch?v=fUXdrI9ch_Q
Creator (person/organisation/authority)
Gerrit Maassen van den Brink
Duration (in min)
03:21
Debriefing Questions
<ol style="list-style-type: none"> 1. What teamwork is use for? 2. How it helps to face certain difficulties?
Remarks by the Trainer
<ul style="list-style-type: none"> • These questions are only to guide the participants to develop their thoughts about teamwork



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity Templates TB2

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB2. Desert survival
Activity Aim:	To make the trainees tackle what is a stake during teamwork and how teambuilding can help to resolve a problem
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> Describe team building, its added value, how it can benefit a company or an organisation
Hints and Tips for the Trainer to implement the Activity:	✓ the activity should first be carried out individually and then in teams
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title
Desert survival
Implementation Instructions
<ul style="list-style-type: none"> • ... • ... • ...
Number of Persons/Groups Involved
<i>First, individually, then by teams of max. 4 people</i>
Task(s)
<ol style="list-style-type: none"> Individually, put the items in order of importance in the “My Ranking” column of the score sheet In team, try to come to a consensus on each item on the list in the “Team’s Ranking” column
Allocation of Tasks
N/A
Duration (in min)
60
Material and Equipment (if applicable)
<i>Printed scenario and ranking sheet, pens</i>

<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
 TB2-DersertSurvival. pdf
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. Ask them what thought process they followed for addressing the problems? 2. What issues or questions did they consider? 3. What order did they approach these issues? 4. Ascertain how difficult it was to work out a team consensus and whether everyone finally agreed. 5. Ask them if they went through every step of the Tuckman’s model, and which one was the harder to manage.
<i>Remarks by the Trainer</i>
N/A



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Activity title: Development of Training Materials, Activity TB3

Coordinator:

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Management Centre

Partners:



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1. Multiple-Choice Questions

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB3. Take the test! The Belbin team roles self-perception inventory
Activity Aim:	To get the trainee to discover their natural role in teamwork, according to the Belbin's theory and to apply it in their company
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different team roles according to the Belbin's theory 2. Identify the natural role of each employee
Hints and Tips for the Trainer to implement the Activity:	✓ Distribute to the participants the Belbin Team Roles Self-perception Inventory in printed form
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Belbin's team role inventory

Please select the answer that suits you best from the options below.

WHAT I BELIEVE I CAN CONTRIBUTE TO A TEAM:

1. I think I can quickly see and take advantage of new opportunities
2. I can work well with a very wide range of people
3. Producing ideas is one of my natural assets
4. My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives
5. My capacity to follow through has much to do with my personal effectiveness
6. I am ready to face temporary unpopularity if it leads to worthwhile results in the end
7. I am quick to sense what is likely to work in a situation with which I am familiar
8. I can offer a reasoned case for alternative courses of action without introducing bias or prejudice

IF I HAVE A POSSIBLE SHORTCOMING IN TEAMWORK, IT COULD BE THAT:

1. I am not at ease unless meetings are well structured and controlled and generally well conducted
2. I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing
3. I have a tendency to talk a lot once the group gets on to new ideas
4. My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues
5. I am sometimes seen as forceful and authoritarian if there is a need to get something done
6. I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere
7. I am apt to get too caught up in ideas that occur to me and so lose track of what is happening
8. My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong

WHEN INVOLVED IN A PROJECT WITH OTHER PEOPLE:

1. I have an aptitude for influencing people without pressurizing them
2. My general vigilance prevents careless mistakes and omissions being made
3. I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective
4. I can be counted on to contribute something original
5. I am always ready to back a good suggestion in the common interest
6. I am keen to look for the latest in new ideas and developments
7. I believe that others appreciate my capacity for cool judgement
8. I can be relied upon to see that all essential work is organized

<i>MY CHARACTERISTIC APPROACH TO GROUP WORK IS THAT:</i>
1. I have a quiet interest in getting to know colleagues better
2. I am not reluctant to challenge the views of others or to hold a minority view myself
3. I can usually find a line of argument to refute unsound propositions
4. I think I have a talent for making things work once a plan has to be put into operation
5. I have a tendency to avoid the obvious and to come out with the unexpected
6. I bring a touch of perfectionism to any team job I undertake
7. I am ready to make use of contacts outside the group itself
8. While I am interested in all views I have no hesitation in making up my mind once a decision has to be made
<i>I GAIN SATISFACTION IN A JOB BECAUSE:</i>
1. I enjoy analysing situations and weighing up all the possible choices
2. I am not reluctant to challenge the views of others or to hold a minority view myself
3. I like to feel I am fostering good working relationships
4. I can have a strong influence on decisions
5. I can meet people who may have something new to offer
6. I can get people to agree on a necessary course of action
7. I feel in my element where I can give a task my full attention
8. I like to find a field that stretches my imagination
<i>IF I AM SUDDENLY GIVEN A DIFFICULT TASK WITH LIMITED TIME AND UNFAMILIAR PEOPLE:</i>

1. I would feel like retiring to a corner to devise a way out of the impasse before developing a line.
2. I would be ready to work with the person who showed the most positive approach, however difficult she/he might be
3. I would find some way of reducing the size of the task by establishing what different individuals might best contribute
4. My natural sense of urgency would help to ensure that we did not fall behind schedule
5. I believe I would keep cool and maintain my capacity to think straight
6. I would retain a steadiness of purpose in spite of the pressures
7. I would be prepared to take a positive lead if I felt the group was making no progress
8. I would open up discussions with a view to stimulating new thoughts and getting something moving
WITH REFERENCE TO THE PROBLEMS TO WHICH I AM SUBJECT IN WORKING IN GROUPS:
1. I am apt to show my impatience with those who are obstructing progress
2. Others may criticise me for being too analytical and insufficiently intuitive
3. My desire to ensure that work is properly done can hold up proceedings
4. I tend to get bored rather easily and rely on one or two stimulating members to spark me off
5. I find it difficult to get started unless the goals are clear
6. I am sometimes poor at explaining and clarifying complex points that occur to me
7. I am conscious of demanding from others the things I cannot do myself
8. I hesitate to get my points across when I run up against real opposition
Level of Difficulty <input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
<i>Remarks by the Trainer</i>

- See the annex to inform the trainees how to calculate their score
- ...
- ...

Exercise Worksheet (if applicable)



Doc 1 Belbin.pdf



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity TB4

Coordinator:

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Management Centre

Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB4. The Belbin team roles self-perception inventory in team
Activity Aim:	To get the trainee to discover their colleague natural role in teamwork, according to the Belbin's theory, and to get to work more efficiently with them
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Describe different team roles according to Belbin's theory 2. Identify the natural role of each employee 3. Value the different roles within a company that can support the decision-making process
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title
<i>The Belbin team roles self-perception inventory in team</i>
Implementation Instructions
<ul style="list-style-type: none"> • Now that the participants found out their main team roles, the trainer should create team of 5 people. • Give them a little time to discuss about and analyse it (10 minutes maximum)
Number of Persons/Groups Involved
<i>5 persons per team</i>
Task(s)
<ol style="list-style-type: none"> 1. Draw a circle (as seen on the projector screen) 2. Write down the names of their team member on the segments which correspond to their top two team roles 3. Discuss and analyse it 4. Finally, make a list of 5 strengths and 5 possible weaknesses for the whole team.
Allocation of Tasks
<i>N/A</i>
Duration (in min)

6

Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity Templates]

20
<i>Material and Equipment (if applicable)</i>
A4 paper, pens
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
N/A



TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity TB5

Coordinator:

MMC Mediterranean Management Centre

Partners:



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1. Group (Experiential) Exercise

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB5. Problem and solution trees
Activity Aim:	To make sure the trainees get how to tackle the lack of cohesion and try to find solutions, thanks to teamwork
Learning Outcomes covered through the Activity:	<ol style="list-style-type: none"> 1. Apply teamwork to reach a common goal 2. Apply techniques to enhance the team spirit within a company
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ ... ✓ ... ✓ ...
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Problem and solution trees

Implementation Instructions

- Starting from a lack of team cohesion within the structure, the trainer should form the groups (3 people) and each group should identify the different problems resulting from this lack.
- Then, back in the big group, the trainees should try to identify solutions to those problems.

Number of Persons/Groups Involved

3 people per group

Task(s)

1. Drawing the problem tree :
 - Once the core problem has been identified (lack of team cohesion), establish a problem tree on a big piece of paper (A3). The tree must have roots and branches.
2. Then separate the bigger group into small groups of 3 people. Ask each group to look at what issues are causing the problem and what are the consequences of this problem. Try to establish cause and effect relations between them.
3. Debriefing :
 - The different teams should share what they found out with the whole group.
4. Drawing the solution tree :
 - In the big group, start thinking about solutions for one of the problems that is related to all participants. For this, you must turn the causes into positive statements.

<ol style="list-style-type: none"> 5. The answer that will be given in terms of consequences and origins should always be related to aspects of teamwork and how communication can have an impact on those issues. 6. The group should think about the solutions that can be implemented within their structure.
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
35
<i>Material and Equipment (if applicable)</i>
A3 papers, pens
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. What solutions could you implement within your structure to work on the lack of cohesion?
<i>Remarks by the Trainer</i>
N/A



ORGANISATIONS
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity TB6

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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Project Title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
Project Agreement Number:	612910-EPP-1-2019-1-CY-EPPKA3-PI- FORWARD

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‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates

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In each training module, the most appropriate activity types should be selected and the respective templates included in this document should be used for their development.

At the beginning of each activity template there is a table to indicate the number and title of the module in which the activity is being developed, the code and title of the activity (see below), the aim of the activity, the learning outcomes set for the specific module that are covered by this activity, and some hints and tips for the trainer that will implement the activity. Also, the level of difficulty of the activity on a scale from low to high difficulty activities is marked.

The six modules of the ‘Six Top Transversal Skills for Employees’ training are the following:

1. *Communication (C)*;
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4. *Responsibility and Ethical Practice (REP)*;
5. *Personal Leadership and Entrepreneurial Mindset (PLEM)*; and
6. *Learning to Learn (LTL)*.

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Each activity should also be given a title that will follow the activity code. For example, ‘C1. Basic Communication Principles’.

The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

1. Group (Experiential) Exercise

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB6. Scavenger hunt
Activity Aim:	To enable participants to experience teamwork
Learning Outcomes covered through the Activity:	1. Apply teamwork to reach a common goal
Hints and Tips for the Trainer to implement the Activity:	✓ There is two versions of this activity: on if the training is online, on if the training is in person
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Exercise Title

Scavenger hunt : online version

Implementation Instructions

- Once everyone is up and running, explain how the scavenger hunt works – you'll say something, and they must go find it. Scoring will be based on the order they bring back the item and show it on screen. (Details on scoring models below).
- Create teams of 3 people
- The team will have one minute to find each item to keep the hunt moving. If they know for certain they don't have something, they should put up a piece of paper with an X on it to signify they don't have the item. If only one member of team has the item, it is enough to gain points.
- Make sure to go over the three rules below as well :
 - They can't take the device they are using with them (i.e., if they're playing on a phone, the phone needs to stay put).
 - No using phones for answers (i.e., they can't look up a picture of a Tom Hanks movie on their phone or use a photo of the item in any way).
 - An item cannot be used for two different answers (e.g., Toy Story movie couldn't be used for Tom Hanks movie + Disney character)
- The first person to come back gets five points, the second person to come back with their item gets three points, and anyone else who comes back with the item within the minute gets one point.
- Try to have a scorecard that is always visible to the entire group – maybe setup a separate screen or something so people can see it.


Number of Persons/Groups Involved

3 people per team


Task(s)

6

Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity Templates]

1. Find the items that are on the list as quick as possible
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
40
<i>Material and Equipment (if applicable)</i>
List of items to find
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
 TB3-Scavengerhunt -virtual.pdf
<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
N/A

Exercise Title
Scavenger hunt : “in person” version
Implementation Instructions
<ul style="list-style-type: none"> • Divide the group into teams of 4 people and distribute them the list of items they must find. They will have 30 minutes to gather as much items as they can. • They can go whenever they want to look for the items but must come back to either show to the trainer the items and then go back to look for other items (the trainer ticks the list) or they can pick up everything and come back at the end of the 30 minutes. Then the trainer check everything on the list. • Make sure to go over the three rules below as well : <ul style="list-style-type: none"> - They can't take the device they are using with them (i.e., if they're playing on a phone, the phone needs to stay put). - No using phones for answers (i.e., they can't look up a picture of a Tom Hanks movie on their phone or use a photo of the item in any way).

<ul style="list-style-type: none"> - An item cannot be used for two different answers (e.g., Toy Story movie couldn't be used for Tom Hanks movie + Disney character) • First of all, they must do a selfie of their team. • Then you can give them the start!
<i>Number of Persons/Groups Involved</i>
4 people per team
<i>Task(s)</i>
1. Find the items that are on the list as quick as possible
<i>Allocation of Tasks</i>
N/A
<i>Duration (in min)</i>
40
<i>Material and Equipment (if applicable)</i>
List of items (printed for each team)
<i>Classroom Setting (if applicable)</i>
N/A
<i>Exercise Worksheet (if applicable)</i>
 TB3-Scavengerhunt. pdf
<i>Debriefing Questions</i>
N/A
<i>Remarks by the Trainer</i>
N/A



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**TOWARDS A HOLISTIC TRANSFORMATION OF
ORGANISATIONS INTO LEARNING WORKPLACES**

Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity TB7

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates

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The activity codes and titles indicated in the templates should be mentioned in the PowerPoint presentation for the respective modules too in order for the trainer to find them easily and implement them where required.

1. Video Analysis

Module Number and Title:	2. Team building
Activity Code and Title:	TB7. Video
Activity Aim:	To check the trainees' understanding of teamwork as a problem-solving tool
Learning Outcomes covered through the Activity:	1. Apply teamwork to reach a common goal
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Video Title

The Power of Union is Strength - Crabs VS Ants VS Penguins Advertisement

Source (e.g. URL)

<https://www.youtube.com/watch?v=jop2I5u2F3U>

Creator (person/organisation/authority)

Novan Ng (Propnex)

Duration (in min)

01:19

Debriefing Questions

1. Based on the video you've just watched, comment on the quality of your team and how it generally manages problems.

Remarks by the Trainer

- These questions are only to guide the participants to develop their thoughts about teamwork



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**TOWARDS A HOLISTIC TRANSFORMATION OF
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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity TB8

Coordinator:

MMC Mediterranean
Management Centre

Partners:



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‘Six Top Transversal Skill for Employees’ Training Workshop: Activity Templates

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1. Open-ended Questions

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB8. Conflict resolution within a team
Activity Aim:	To get the trainees to understand the layers of conflict resolution
Learning Outcomes covered through the Activity:	1. Utilise team building for problem solving/team management
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Activity Title

Please answer all the questions below.

1. By looking at the layers of the conflict resolution model presented by Lencioni, could you talk about few previous conflicts?

2. When you got stuck in the outer layers, was the conflict productive or not?

3. Did it lead to commitment ?



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity TB9

Coordinator:

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1. Role Play

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB9. Roleplay to solve a problem
Activity Aim:	To put the participants in conditions of conflict within the company so that they can reflect together on a resolution to the problem
Learning Outcomes covered through the Activity:	1. Utilise team building for problem solving/team management
Hints and Tips for the Trainer to implement the Activity:	<ul style="list-style-type: none"> ✓ The idea of this roleplay is to work in groups to solve a problem within the enterprise they are working in. For this, they will be taking roles that exists within the enterprise and fulfil their positions as realistically as possible. ✓ The activity takes part in 2 times: first, they will try, in group, to tackle their role and resolve the problem and secondly, they will show their interpretation of the conflict resolution in front of the rest of the group.
Level of Difficulty of the Activity:	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input checked="" type="checkbox"/> High

Role Play Title
Resolving a structural problem in your company
Scenario
<p>Each team should have a different scenario (pick one of these) :</p> <ul style="list-style-type: none"> - A pandemic - A strike towards more payment - A public scandal like tax evasion - A coworker working on a big project for the whole structure that is ill and go to sick leave - The loss of an information for a project that several workers are involved in
Role 1
CEO
Role 2
Head of development sector

6

Work Package [6] [Development of Employees: Positive Attitude towards Learning Workplaces and Transversal Skills' Training, Development of Training Materials, Activity Templates]

<i>Role 3</i>
<i>Project manager</i>
<i>Role 4</i>
<i>Marketing manager</i>
<i>Role 5</i>
<i>Human resources manager</i>
<i>Role 6</i>
<i>Administrative assistant</i>
<i>Role 7</i>
<i>Financial analyst</i>
<i>Duration (in min)</i>
90
<i>Material and Equipment (if applicable)</i>
<i>Pens and papers</i>
<i>Classroom Setting (if applicable)</i>
N/A
<i>Checklist to Evaluate the Role Play</i>
N/A
<i>Debriefing Questions</i>
<ol style="list-style-type: none"> 1. At the end of the representation, they should try to explain the difficulties that came up. 2. Try to compare to underline the different perceptions people have of other roles and to clarify decision-making process and roles. 3. They can try to discuss together how the management of these problems can be improved.
<i>Remarks by the Trainer</i>
N/A



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Work Package: 6

Work Package Title: Development of Employees - Positive Attitude towards Learning Workplaces and Transversal Skills' Training

Activity title: Development of Training Materials, Activity Templates TB10

Coordinator:

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Management Centre

Partners:



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1. Open-ended Questions

Module Number and Title:	2. Teambuilding
Activity Code and Title:	TB10. Pulling it all together : conflict resolution in action
Activity Aim:	To make the trainees to take a moment to reflect on a recent conflict. They will perform this exercise to envision how these elements “come together” so they can apply Lencioni’s Conflict Resolution model. To review each obstacle that they have faced in the previous exercise. They should try to realize that their perspective is their own perspective.
Learning Outcomes covered through the Activity:	1. Utilise team building for problem solving/team management
Hints and Tips for the Trainer to implement the Activity:	
Level of Difficulty of the Activity:	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Activity Title

Please answer all the questions below.

1. What might the perspectives of others on your team be?

2. Now you must consider the foundation beneath Conflict—vulnerability-based trust. Is everyone where they need to be?

3. Is their team self and interpersonally aware of one another’s Behavioral Styles?

4. Does their team regularly engage in trust-building team exercises?