



MODULE 4

TEAM BUILDING

| TRAINING MANUAL



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Introduction to the Training Program

Welcome to The Older Men's Network Inc Training Program. This Training Program focuses on information which has been specifically developed in order to raise awareness of the specific challenges which face men as they move through the ageing process. For the purposes of all the Training Programs, the term 'older men' is used to refer to men aged 50 and above.


The Training Program has been separated into five Modules. Modules 1, 2 and 5 address issues facing older men such as ageing, retirement, grief and loss and suicide. Modules 3 and 4 focus on developing communication skills and team building appropriate to the facilitation of older men's groups.

Each Module includes a number of topics which would take approximately one hour if presented to a group. Some optional additional information and activities are suggested in places to enable the presenter to expand the presentation where appropriate. All of the ice-breakers, activities and discussion questions are suggestions only. Presenters are encouraged to tailor presentations to the specific needs of the group where possible.

Overview of Modules

Modules 1, 2 and 5 provide relevant information about issues which are very important but often overlooked in relation to older men. Staff in community organisations may find these modules useful for their own professional development or for delivery to older men's groups. The primary aim of using these modules with older men's groups is to encourage discussion and questions and support men to share their own personal experiences by finding a place of acceptance and understanding.

The first Module focuses on issues specific to older men, including approaches to ageing, myths and realities of ageing, the six phases of retirement, how to age successfully, recognising and combating social isolation and how to provide social support to older men. Module 2 focuses on grief and loss, in particular the stages and phases of grief, managing grief and how to support grieving men. Module 5 discusses the sensitive issue of suicide in older people and how to identify and respond to those at risk of suicide.



Modules 3 and 4 focus on developing effective communication and team building skills appropriate for the facilitation of older men's groups in the community. These modules can be used in situations where a men's group desires to become a more cohesive and supportive group for their members, or where there may be older men working as a team of volunteers who meet and interact regularly. The information in these modules aims to cover some of the areas most likely to enhance the functioning of group dynamics by addressing basic skills in communication and team building.

How to use this training material

This training material is provided to assist with the presentation of information sessions or facilitation of discussion groups around issues facing older men. The scenarios and activities provided are only suggestions and may be changed as needed by the presenter to suit the group or location of the training.

Every group should be informed that they are welcome to ask questions as the material is being presented and that they should feel free to discuss, agree or disagree with the information being presented.

Each Training Package provides training notes for the presenter, a session plan for a one hour presentation, handouts for photocopying and a PowerPoint slide presentation on a CD which can be used with a laptop and data projector to make the presentation more interesting and to help participants retain the information as it is presented.

This training material is not competency based and does not align with any Nationally Accredited Training Package.

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MODULE FOUR: TEAM BUILDING

Module Four: Team Building covers three key topics:

- The Making of a Team
- Managing Change in Teams
- Team Problem Solving

Note to the Presenter

Before the presentation commences it is important to go through some simple introductory remarks to clarify any concerns that the participants might have which may reduce their ability to enjoy the session.

Start with welcoming the group to the presentation and introduce yourself to them. You may want to give a bit of personal background to help them feel that you have relevant experience in their issues and to help them get to know you.

Be sure to cover general housekeeping issues such as the location of the toilets; the expected finishing time of the training and the timing of any breaks if taken; the evacuation procedure in case of fire; the location of the exits and where participants can smoke safely.


It can also be useful to ask participants to set some ground rules prior to starting – things like showing respect to everyone even if their opinion differs from yours, no verbal or physical expressions of anger, respecting people's privacy and their decision not to share and maintaining the confidentiality of people in the group by not discussing what you have heard with anyone else. You may write these up on a whiteboard as they are suggested so that they act as a visual reminder to the group during the session.

Icebreakers

Many training programs commence with an icebreaker to help people feel more comfortable with each other, particularly if they haven't met each other before. Knowing other people's names is very important during group discussions to prevent embarrassment when referring to others and to help everyone feel part of the group and acknowledged.

The following icebreakers are optional activities which take anywhere from 2 minutes up to ten minutes to complete. The willingness of the group to participate can determine how long an activity takes but if they are enjoying themselves, it usually makes the rest of the discussion much more rewarding.

Even if some reluctance to participate is noted it is best to present an icebreaker as an enjoyable activity and proceed regardless, as hesitation on your part can make the group feel more uncertain about joining in. Usually reluctance is only due to people feeling shy



and not wanting to stand out in the crowd. The icebreakers, on page 8, were selected because they are fairly 'low-key' and non-threatening and should be presented as such.

A major benefit of using an ice-breaker to start is that some topic material is highly sensitive and may arouse feelings of grief, sadness and loss in the participants. Starting the session by 'warming' people up to each other will help the discussion flow more easily, start to build trust in the group and reduce the feeling that the participants are disclosing personal information to total strangers.

Feel free to select from the icebreakers included or to introduce your own. Many excellent icebreakers can be found in the book '*100 Training Games*' and '*103 Additional Training Games*' by Gary Kroenhert (1991, McGraw-Hill Australia, Sydney) or use the supplied references included.

Suggested Icebreakers

Objects

Time required: 10 – 15 minutes

1. Ask the group members to pull something out of their wallet, purse, bag or whatever they have brought with them that demonstrates something unique about themselves. Each person in turn must show their object and explain why that object is significant to who they are.
2. An alternative exercise is for the presenter to bring along a handful of random objects and each participant selects one. In turn they must explain why they chose that object and how it relates to way that they communicate with others. (Presenters should make sure that the objects have some reference to the theme if this exercise is to be successful). Examples of possible objects include a magazine, advertising material, a business card, motivational quotes, a headset / earphones, photographs of people, places etc.

Time Capsule

Time required: 10 – 15 minutes

1. Tell your group that today they have the chance to do a backwards time-capsule. Rather than take something from today and put it away for 100 years, each person is going to take one piece of knowledge that they have today, that they wish they could have known about or used if they were alive 100 years ago.
2. Encourage them to think broadly about the types of wisdom and understanding that they have gained from many years on this planet that would have changed their lives or the lives of others 100 years ago if they had known about it.

Moments in Time

Time required: 10 – 15 minutes

1. Each group member pulls a coin of any denomination out of their pockets or wallets (or to be sure of a good spread of dates, the Presenter provides a selection of coins). Take a minute to think about what you were doing when that coin was minted. Were you in school? Were you a child? Where did you work? Were you married? Where did you live? What was going on in your life at that time? What was the music of the day?
2. Now find someone else with a coin that was minted as close to yours as you can. For 3 minutes share with each other the moments you remember from that year or that era.
3. Now discover who has the oldest coin in the room. Give that person a prize and ask him/her to tell you what they were doing in the year that coin was minted.

Ref: <http://www.businesstrainingworks.com/Icebreakers.PDF>

MODULE 4 – TOPIC 1 – THE MAKING OF A TEAM

Intro:

Introduction: Module 4 Topic 1 – The Making of a Team

5 Minutes
PPT 1

The primary focus of Module 4 is on working with older men's groups and how to develop a group of individuals into a team of people following a common goal.

While the module can be presented as a stand-alone package it is intended to complement other modules, all of which play an integral part of the training program. The entire Module aims to provide participants with information about key team building skills for working with anyone, but in particular for relating to older men.

The 3 topics include:

- The Making of a Team
- Managing Change in Teams
- Team Problem Solving

2 minutes
PPT 2

The Focus of the Topic

- We will discuss what teams are, how they become strong and effective and the different stages that teams go through as they develop.

Presenter's Notes:

This module commences with a 30 minute group exercise to assist all participants to experience some of the benefits and challenges of being in a team. Even though they might have experienced team work at many points in their personal or professional lives, older men who have lived alone for some time or been out of the workforce for a while, may still find it difficult to recall what being in a team is like.

The Moon Explorer exercise can take the place of an icebreaker, although a general introduction of all participants' names will be helpful first. It is strongly recommended that you don't skip this exercise, although feel free to replace it with another similar exercise which requires individuals to work together to solve a problem. By spending 30 minutes on this activity, you will find participants have more to contribute and will more quickly recall some of the previous challenges as well as benefits which they experienced as part of a team. This information is invaluable if they are planning to work together in the future.

20 minutes
PPT 3

The following notes are specific to the Moon Explorer exercise and will help you debrief the activity at the end.

- 1. Using PowerPoint slide 3, tell participants that they will be doing a team exercise called Moon Explorer. Provide them with the handout (see end of Topic) and read it through with them so that they all understand it.*
- 2. Let them know that they will need to work on this as one group together and that they must come to a group agreement on the rankings. They can use any method they like to get to agreement, but it must be a consensus (that is, everyone must agree on each ranking).*
- 3. Allow 20 minutes for the group to complete the rankings and then ask one member of the team to read out the agreed upon rankings. Compare these to NASA's rankings for this exercise (see below) for a bit more insight into solving the problem. This is usually very interesting for people, especially if there was a bit of lively debate and worth going over to help them close the activity.*
- 4. Discuss the methods used of reaching agreement. Did someone dominate the discussion? Was there any pressure on those who did not agree to agree? If so, how was this managed within the group? Who took the natural lead in the discussion? Who did not participate much but generally just went along with everyone?*
- 5. Remind participants that this is what happens in real teams too. Some will naturally take the lead and others will sit back and say nothing but just go along. Some will want everyone to agree with them and others will want to argue every point. Teams have to learn to accommodate a range of communication styles and points of view. The follow on modules will focus more on how to do this successfully.*

NASA'S rankings and reasoning for the Moon Explorer Activity.

1. Two 500 litre tanks of oxygen – Most pressing survival need.
2. Twenty litres of water – Replacement for tremendous liquid loss on lighted side of the moon.
3. Stellar map of the moon – Primary means of navigation.
4. Food concentrate – Efficient means of supplying energy requirements.
5. Solar-powered FM receiver transmitter – Requires line-of-sight transmission

and short ranges.

6. 20 metres of nylon rope – Useful in scaling cliffs or tying injured together.

7. First aid kit with needles – Fits aperture in space suit.

8. Parachute silk – Protection from sun's rays.

9. Life raft (self-inflating) – CO2 bottle may be used for propulsion.

10. Signal flares – Distress signal when arriving at landing zone.

11. Two .45 calibre pistols – Possible means of self-propulsion.

12. One case dehydrated pet milk – Bulkier duplication of food concentrate.

13. Portable heating unit – Of no use unless on dark side of the moon.

14. Magnetic compass – Magnetic field not polarised.

15. Box of matches – No oxygen on the moon to sustain flame.

5 minutes
PPT 4

What is a Team?

Now that you have had a chance to see and perhaps remember what being part of a team is about, take 2 minutes to discuss with the person next to you, what you think a team is.

When there has been some discussion, write up the comments and ideas that the group came up with on a whiteboard or on butcher's paper.

2 minutes
PPT 5

What is a Team (cont.)

One definition is 'A team is a group of interacting individuals with sharing a common goal and responsibility for achieving it.' What ideas did others have that matched this definition?

5 minutes
PPT 6

What does it mean to be part of a team?



Question for Participants:

A hermit lives in the mountains of Tibet, never speaking or interacting with anyone for years.

If you were to describe being in a team to him, what words would you use so that he could understand?

Ask for responses from participants and write all the words or phrases up on a whiteboard or butcher's paper.

5 minutes
PPT 7

What Makes a Team Work?

- Building on individual differences and capabilities. Team building harnesses many individual differences and capabilities and builds upon the

teams collective assets

- Not afraid to grow and change with opportunities. Successful teams are organic. They grow and change and make use of opportunities that change offers.
- Respecting different views at time of conflict and consensus. Team members often have strong and passionate views resulting in both conflict and consensus.
- Managing the ebb and flow of team dynamics. It is a mix of differentials managed well that provides strength and character to the group resulting in a well grounded team set in the real world.

2 minutes
PPT 8

What is Team Building?

Team building is:

- Improving how people work together and the enjoyment they get from doing this.
- Make it easier to people to reach their goal.
- Encourages personal growth and insight into others.
- Helps team members to learn about communication and group dynamics.

5 minutes
PPT 9

Stages of Team Development

Bruce Tuckman (1965) set out four dynamic stages of group development and ten years later, added a fifth stage. These are:

1. Forming: The group comes together and gets to initially know one another and form as a group.
2. Storming: A chaotic vying for leadership and trialling of group processes.
3. Norming: Eventually agreement is reached on how the group operates.
4. Performing: The group practices its craft and becomes effective in meeting its objectives.
5. Adjourning: The process of “uniforming” the group, that is, letting go of the group structure and moving on.

2 minutes
PPT 10

Closing the Topic

Check with participants that all the information was provided by recapping this final slide.

- What is a team and what does it mean to be part of a team?
- What makes teams work?
- What is team building?
- Stages of team development

If there is time ask for any last minute questions.

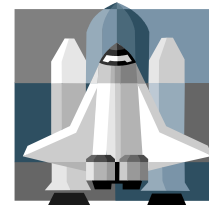
- Hand out an evaluation form if required.
- Thank participants for their attendance and provide them with your contact telephone number or brochure if they should need to follow up with you.

References:

Kroenherth G. 1991, *100 Training Games'* McGraw-Hill Australia, Sydney.

Tuckman, Bruce W. (1965) 'Developmental sequence in small groups', *Psychological Bulletin*, 63, 384-399. The article was reprinted in *Group Facilitation: A Research and Applications Journal* - Number 3, Spring 2001 and is available as a Word document: <http://dennislearningcenter.osu.edu/references/GROUP%20DEV%20ARTICLE.doc>.

MOON EXPLORER



Instructions:

You are part of a space crew travelling to the moon to meet with a landing crew. You are due to arrive at the landing zone shortly. However as you approach the landing zone, your space ship gets into mechanical difficulties and you are forced to land about 300kms away instead. Your space ship is unable to fly to the landing zone and you will have to trek across the surface of the moon with only the equipment you can carry. Your survival depends on you taking only the most important items for the 300km journey to the landing zone.

Below is a list of 15 items that you decide to take with you on the trip. Your task is to rank each item from 1 (being the most important item) through to 15 (the least important item). You must agree on the ranking with your team members and write it into the space next to the item. You have 20 minutes to finish.

- | | | |
|----|---------------------------------------|-------|
| A. | Box of matches | ..... |
| B. | Food concentrate | ..... |
| C. | 20 meters of nylon rope | ..... |
| D. | Parachute silk | ..... |
| E. | Portable heating unit | ..... |
| F. | Two .45 calibre pistols | ..... |
| G. | One case dehydrated pet milk | ..... |
| H. | Two 50kg tanks of oxygen | ..... |
| I. | Stellar map of the moon | ..... |
| J. | Life raft (self inflating) | ..... |
| K. | Magnetic compass | ..... |
| L. | 20 litres of water | ..... |
| M. | Signal flares | ..... |
| N. | First aid kit and needles | ..... |
| O. | Solar powered FM receiver transmitter | ..... |

Reference: Kroenhert G. 1991, *100 Training Games* McGraw-Hill Australia, Sydney.

MODULE 4 – TOPIC 2 – MANAGING CHANGE IN TEAMS

Intro:

Introduction: Module 4 - Topic 2 – Managing Change in Teams

5 Minutes
PPT 1

The primary focus of Module 4 is on working with older men's groups and how to develop a group of individuals into a team of people following a common goal.

While the module can be presented as a stand-alone package it is intended to complement other modules, all of which play an integral part of the training program. The entire Module aims to provide participants with information about key team building skills for working with anyone, but in particular for relating to older men.

The 3 topics include:

- The Making of a Team
- Managing Change in Teams
- Team Problem Solving

2 minutes
PPT 2

The Focus of the Topic

- This topic looks at how people react to change, how to manage change in teams and a process for moving towards a change so it is successful.

Presenter's Notes:

This Module lends itself to a fair amount of discussion, as coping with change is a topic that people generally have strong feelings about. Whilst some of the issues related to coping with personal changes such as death of a spouse or changes to life after retirement have been covered in Modules 1 and 2, this Module is focused more on managing change when in a team of people.

The difference between coping with personal change and changes in teams is realising that not everyone will manage change the way we do. Change in teams often creates conflict between people as some are ready to leap ahead and get on with it, others drag their feet and some may refuse to participate all together.

It is strongly recommended that you progress through the questions and discussion options in this Module, to provide people with a greater insight into themselves and how they might manage change if it should occur in their team, in a positive and supportive way.

5 minutes
PPT 3

Change is the Only Constant!

Change is inevitable in all teams.

People move in and out of teams, work focus may change, goals shift from year to year, achievements are made and new challenges present.

Question for participants

What are some of the changes that you have experienced when part of a team? Responses may include changes to managers/leaders; change of environment; change of work to be undertaken; personal changes in people etc.

5 minutes
PPT 4

Reacting to Change



You may notice that sometimes you like change and sometimes you don't! People all react differently to change.

Question for participants:

How do you react to change? (Responses may include: want to hide from it, ignore it, embrace it, love it, feel angry, resist it, feel lost and don't know how to deal with it etc)

5 minutes
PPT 5

The People Tree

Change causes many different feelings in people. The People Tree is a visual model which helps show us how we and perhaps others feel about change. Where are you on the tree?

Handout the **People Tree** and ask participants to circle where they are on the tree.

*You will find a copy of this tree at the end of this Module which you can photocopy for each participant. Do **not** do this with everyone together filling out one handout as some people may not want the others to know how they react to change. Ask each person to do it privately on their own sheet (which they keep) and then ask for any willing volunteers to discuss their response. If no one is willing, do not push them. Accept that it is enough that they have made a personal connection for themselves about their capacity to deal with change. For people who have undergone recent and sudden life changes, this exercise may be quite confronting.*

5 minutes
PPT 6

The Three Phases of Transition

1. Endings – Letting Go – Loss

At the first phase people may struggle to know how to let go of what was normal, predictable, comfortable and planned. They may also struggle to know how to let go of their identity in the old situation. These people need closure to their old way of life by marking the end of something, saying goodbye and dealing with the grief related to the ending. They may feel sadness, anger, denial, resentment, blame, betrayal and stress.

2. Neutral Zone – In Between – Disorientation – Exploration – Creativity

At this phase, people may feel confused, lost and afraid. They may exhibit this with signs of frustration, anxiety, anger and skepticism. Often people feel disconnected at this point and may be apathetic. They can feel they are out in the 'wilderness' and will want to give up. Chaos may reign with seemingly no direction or leadership. A team of people may feel that they are not where they were but are not yet who they will be. This phase is an opportunity for discovery and creativity.

3. New Beginnings – 'with it' – New Chapter – Renewal

By the third phase, people are becoming familiar with the new reality. They may accept it but won't necessarily like it yet. They begin to identify with the new ways and feel more settled, energised, enthusiastic and relieved that there are no more surprises. Many people begin to feel hopeful about new relationships, opportunities and skills they may gain. Trust returns to the person and to the group.

Ref: Bridges, W., 1998 Managing Organisational Transition

5 minutes
PPT 7

Why We Resist Change

When people resist change, it's not usually the transition that they are fighting against. It is often:

- The loss of their identity and their world – loss of status, stature, position, competence
- Disorientation of the neutral zone
- Risk of failing in a new beginning.

Change management is helping people to understand the benefits of the change and supporting them to come to terms with it.

People, who are highly resistant to the change even after it has been completed, often ultimately decide to leave the team or the organisation.

5 minutes
PPT 8

Managing Changes in Teams

Healthy organisations accept change and learn to manage it.

Everyone in the team needs to be involved in managing changes.

As everyone goes through transition at different speeds, it is not uncommon to find the leaders up the front of the transition 'race', leaping ahead and eager for the new adventure. These people may feel more in control of their futures or may have been working on the change a lot longer than the 'rank and file' who are coming along behind. Sometimes it is just personality – some people cope with transition better than others.

Very often people who cope better with transition try to rush those who are further behind. Some don't get an opportunity to complete the transition cycle because they are being hurried along. What may happen in this instance is that people are forced to move more quickly than they are comfortable with and become increasingly unhappy in their new roles. Instead of adjusting to change slowly, they become more resentful about being pushed to be where they don't want to be.

Building trust in each other is critical for people to cope with change and move forward. They need to know that there is someone to talk to and that their fears about being left behind will not occur. We all deal with change differently!

2 minutes
PPT 9

Developing Trust in Teams

To develop a sense of trust in each other, the team must understand the basis of trust.

- Be honest and open with each other
- Be competent
- Be dedicated to the task
- Be caring and empathic to others
- Be positive
- Be prepared to share power, ownership and control of the process and outcomes.

2 minutes
PPT 10

Using a Change Process

When a change is coming, it helps to have a process to work through it.

A Force Field Analysis is a simple process to find out what forces are driving the change and what forces are restraining it.

We use this to develop strategies to reduce the restraining forces and make the change easier.

10 minutes
PPT 11

A Force Field Analysis

A Force Field Analysis

Driving Forces	Rate	Restraining Forces	Rate

Rate the size of each force
 1 = Almost nothing
 2 = Of moderate importance
 3 = A major factor

1. Identify clearly the proposed change which is to occur
2. In two columns, list the forces that will drive the change and the forces that will restrain the change. A force that will drive change could be anything that is pushing the change to occur. A force that restrains the change is anything that holds back the change from occurring.
3. Rate each of these forces from 1-3 using a scale with 1 having a negligible impact, 2 having a moderate impact and 3 having a major impact on the change.
4. Once we have done this we can see how likely the change is to be successful based on how strong the driving forces are compared to the restraining forces.
5. We can also consider what strategies we can use to reduce or eliminate the restraining forces.

It is important here that the focus is on **reducing** restraining forces rather than just finding more reasons (driving forces) for implementing the change. Those people who are resistant to the change will tend to just set up new reasons for resisting the new driving forces. Adding more driving forces also generates the notion that the change might be forced upon people. Instead you need to examine the current restraining forces and work out solutions to lessen the effect they have on stopping the change from occurring.

5 minutes
PPT 11

Example: A Force Field Analysis

Example: Change of Meeting Venue

Driving Forces	Rate	Restraining Forces	Rate
Numbers of members too large for current space	3	Cost involved in finding a larger venue	3
Limited parking currently	2	The time it takes to do this	2
Not convenient to public transport	2	Some members don't want to move	2
Room not attractive	1	We've put up with it for this long - why change now?	1

Rate the size of each force
 1 = Negligible
 2 = Of moderate importance
 3 = A major factor

This example of a force field analysis shows the driving and restraining forces for a proposed change of meeting venue.

The driving forces include the reasons why the change is being considered. Issues such as too many members in one space, limited parking, lack of public transport and a bland room are some of the driving forces for the change. The restraining forces are those reasons why the change has not yet been implemented. They hold back the change from occurring. Costs involved in finding a new venue, time to do the research, some members not wanting to move and a general apathy to change are listed. Each force is rated and in this example, they are fairly evenly matched; which suggests that the restraining forces need to be closely examined to see whether they can be resolved to everyone's satisfaction. Exploring the reasons behind them and being creative about solutions may help people to feel more comfortable about their impact.

2 minutes
PPT 12

Closing the Topic

Check with participants that all the information was provided by recapping this final slide.

- How people react to change
- The 3 phases of transition
- Resistance to change
- Managing change in teams
- Using a change process – a force field analysis.

If there is time ask for any last minute questions.

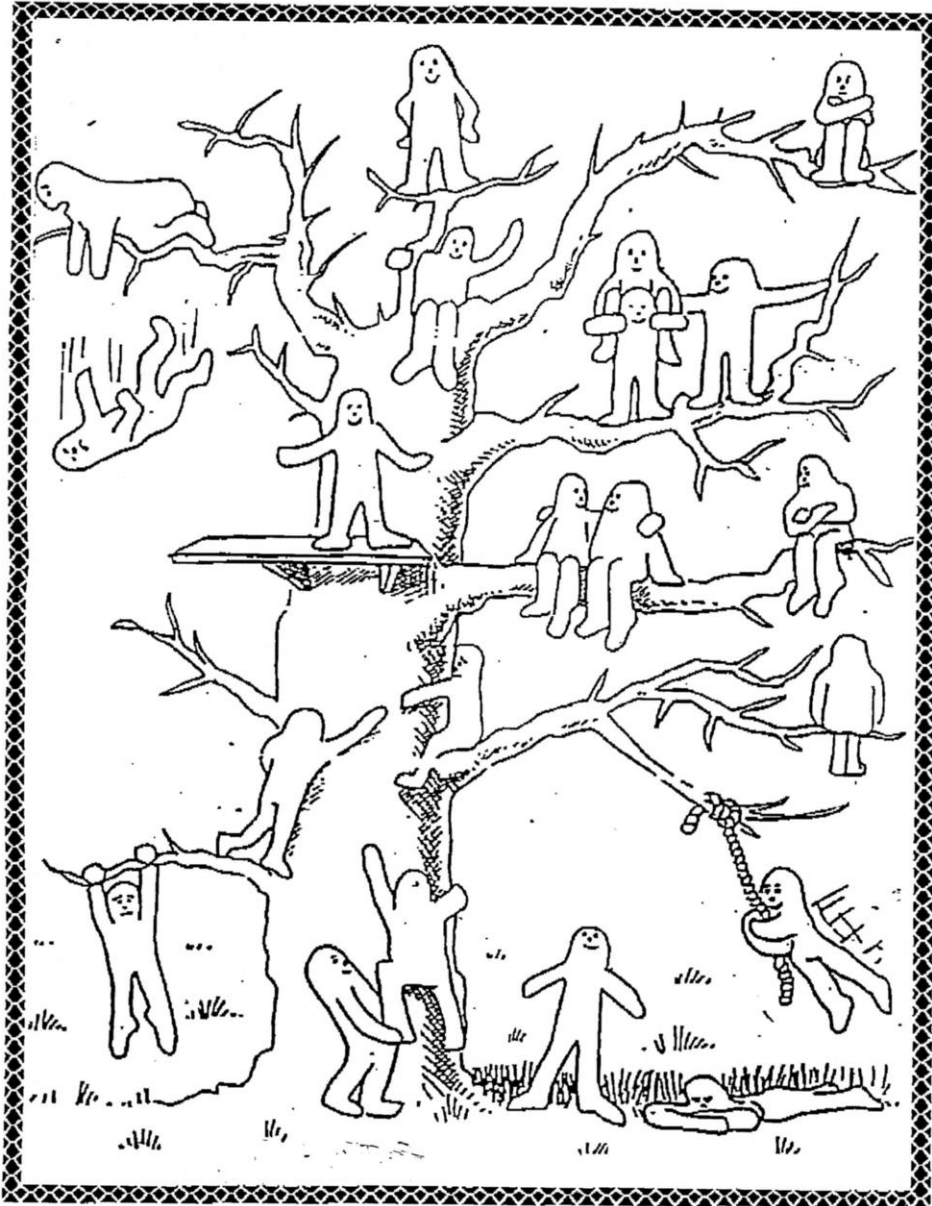
- Hand out an evaluation form if required.
- Thank participants for their attendance and provide them with your contact telephone number or brochure if they should need to follow up with you.

References

Bridges, W. 1991 *Managing Transitions: Making the Most of Change*, Perseus Books, New York

Lewin K. (1951) *Field Theory in Social Science*, Harper and Row, New York

People Tree



Karyn Schluter-White & Associates Pty Ltd

MODULE 4 – TOPIC 3 – Team Problem Solving

Intro:

Introduction: Module 4 - Topic 3 – Team Problem Solving

2 Minutes
PPT 1

The primary focus of Module 4 is on working with older men's groups and how to develop a group of individuals into a team of people following a common goal.

While the module can be presented as a stand-alone package it is intended to complement other modules, all of which play an integral part of the training program. The entire Module aims to provide participants with information about key team building skills for working with anyone, but in particular for relating to older men.

The 3 topics include:

- The Making of a Team
- Managing Change in Teams
- Team Problem Solving

2 minutes
PPT 2

The Focus of the Topic

- To discover your right to be assertive and how to give assertive messages.
- To consider how empathy can be used to build relationships.

Presenter's Notes:

To help the group focus on this topic, a quick activity can be undertaken. Ask the group to turn to the person next to them and tell that person about a time recently when they needed to be assertive with someone else. It may have been a friend, a family member, a person in a shop or business. Share with each other what the situation was, how you acted assertively, what you said and what you did. Then explain how your assertive response was received by the other person.

The Presenter can then ask for volunteers to share an example of being assertive and what the end result was. Of interest is how they felt being assertive and whether they got their particular need met.

10 minutes
PPT 3

Your Right to Be Assertive

It can be difficult to be assertive if you don't believe you have a right to your particular needs. We all have particular rights as people, so what might some

of those rights be?

Question for Participants

What are some of the rights you have as an individual?

Presenter's Notes: Activity

Ask the group to come up with as many rights as they can think of and write them up on a white board or butcher's paper. If they struggle to think of any you can use the notes below to give them some ideas. Once you have a list, refer to the notes below so that you can include any others that may have been left off.

It is reasonable and proper for me

- To decide how to lead my life. This includes pursuing my own goals and dreams and establishing my own priorities.
- To have my own values, beliefs, opinions, and emotions --- and the right to respect myself for them, no matter the opinion of others
- Not to justify or explain my actions or feelings to others.
- To tell others how I wish to be treated.
- To express myself and to say "no," "I don't know," or even "I don't care." I have the right to take the time I need to formulate my ideas before expressing them.
- To ask for information or help—without having negative feelings about my needs
- To change my mind, to make mistakes, and to sometimes act illogically – with full understanding and acceptance of the consequences.
- To like myself even though I'm not perfect, and to sometimes do less than I am capable of doing.
- To have positive, satisfying relationships within which I feel comfortable and free to express myself honestly – and the right to change or end relationships if they don't meet my needs.
- To change, enhance, or develop my life in any way I determine.

When you don't believe you have these rights – you may react very passively to circumstances and events in your life. When you allow the needs, opinions, and judgements of others to become more important than your own, you are likely to feel hurt, anxious, and even angry. This kind of passive or non-assertive behaviour is often indirect, emotionally dishonest and self-denying.

Any right I claim as my own, I extend to others.

**5 minutes
PPT 4**

Why Conflict is Difficult to Resolve



We feel uncomfortable with conflict because so much of it is not ever fixed. When conflict is visible, it is a problem that both people know about. I know there is a problem and so do you and we have both said ‘this is an issue’.

When conflict is visible, it is possible to work on it and fix it. Whether it is fixed depends on how the conflict is managed. However not much conflict in our lives is the type that is visible. It is the SMALLEST part of the triangle.

A lot of conflict is undisclosed. That is, I have a problem with you because of something that you have done or may be likely to do, but I haven’t told you about it. Or maybe you have a problem with me that I don’t know about.

This type of conflict is difficult to resolve because you don’t know that I have a problem with you. And I am not planning to tell you! So you realise that something is not quite right, but you never really find out what it is.

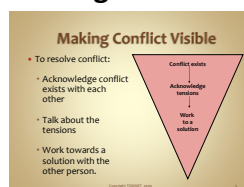
When conflict is unconscious, I have problem with you and you have a problem with me, but neither of us are really aware of what that is. This can start with a buildup of tension and if it grows, it can result in real problems.

Often we don’t even know for sure what it is, just that we act strangely around each other and it appears we don’t really like each other. This type of conflict is unacknowledged, so it can never be resolved.

Most conflict in our lives is either undisclosed or unconscious and therefore cannot be resolved.

**5 minutes
PPT 5**

Making Conflict Visible



If we want to make conflict visible and talk about the tensions, how could we do this? We need good communication skills and a willingness to hear the other person’s point of view.

Turning the triangle upside down moves the bigger problem of having conflict

to the manageable end of having a solution.

5 minutes
PPT 6

Interpersonal Problem Solving

When you want to solve a problem person to person, follow these 6 steps.

1. Define the problem in terms of needs rather than solutions

- Each person says what they want or need.
- Hear how it is for them. You don't have to agree!
- Explain how it is for you

2. Brainstorm alternatives

- Write down all ideas you both come up with.
- Don't judge them yet, just hear them

5 minutes
PPT 7

Interpersonal Problem Solving (cont.)

3. Evaluate alternatives

- Begin to consider each idea. Try to be open-minded

4. Choose solutions

- What would work for both of you
- Aim for mutual agreement and satisfaction of needs. Choose solutions

5 minutes
PPT 8

Interpersonal Problem Solving (cont.)

5. Action plan

- Who? What? When? How?
- If commitment and energy are lagging, perhaps review the steps...have all needs been expressed, are the solutions practical enough to meet these needs?

6. Assess outcomes

- Make a date to evaluate the solution
- How will you know if your plan(s) are working?
- If plans are not working, have the real needs changed? Were there enough ideas? Were some better ones overlooked?

2 minutes
PPT 9

Solving Problems as a Team

To solve a problem with the team, you need to arrive at a short clear definition of the problem, which the entire group agrees on.

Too often groups commence solving a problem without a clear definition of what the problem is or ensuring that they are working on the same problem. Brainstorm with the team, all the possible issues around the problem, or Use 6 key questions: Who? What? When? Where? Why? How?

2 minutes
PPT 10

Using the 6 Questions

Who – e.g. Who is involved in the problem?

Who is impacting on the problem?

Who sees it as a problem?

What – e.g. What is happening here?

What are the issues?

What are the symptoms and causes?

2 minutes
PPT 11

Using the 6 Questions (cont.)

When – e.g. When is it occurring?

When did we first notice it?

When do we need it solved?

Where – e.g. Where is it occurring?

Where is it not occurring?

Where is it most strong or most frequent?

2 minutes
PPT 12

Using the 6 Questions (cont.)

Why – e.g. Why are these things happening?

Why are the things we have done so far not working?

Why is it happening here but not there?

How – e.g. How is it happening?

How should it be working?

How do other people see it?

5 minutes
PPT 13

10 ways to Improve Consensus Decision Making

1. Recognise that consensus is not having everyone agree on everything, but rather that everyone in the group can live with the decisions.
2. Remove the sense of insecurity that comes with political process and lack of information – ensure everyone has the same key information, with adequate time to consider and the chance to discuss it as a group.
3. See consensus decision making as a process not only an outcome. This means using collaborative and open approaches to how we speak and work with each other, how we handle conflict and how we address issues.

5 minutes
PPT 14

10 ways to Improve Consensus Decision Making (cont.)

4. Build small agreements along the way, rather than aiming for only the final decision after discussion.
5. Record all members' concerns at the beginning of the discussion and then seek to group or clarify the concerns. Ensure each is fully discussed and

addressed before moving toward decision making.

6. In discussions follow the key processes around negotiation and conflict management such as focus on the interests not the position, be hard on issues but soft on people, avoid personal attacks and seek alternative solutions. Consider building these into your ground rules or group contract.

**5 minutes
PPT 15**

10 Ways to Improve Consensus Decision Making (cont.)

7. Use a standard set of levels of consensus such as:
 - a) I can easily accept this decision
 - b) I can accept this decision, but it is not my preferred option
 - c) I can live with this decision
 - d) I don't agree but I will not block this decision
 - e) I can not accept this decision

As a group you can then decide at what level you will accept consensus and build this into your decision making process.

**5 minutes
PPT 16**

10 Ways to Improve Consensus Decision Making (cont.)

8. If you are blocked:
 - a) Refer back to the mission or purpose of the group
 - b) Create some space and come back after some other issues have been discussed
 - c) Consider the impacts of not coming to a consensus on this issue
 - d) Seek an alternative group to make a decision such as refer to board or specific subcommittee

**5 minutes
PPT 17**

10 Ways to Improve Consensus Decision Making (cont.)

9. Develop an initial proposal and encourage members to criticise and pull it apart. Out of this process develop a proposal which addresses concerns and has the ownership of those involved
10. Have a back up plan for decision making, if all else fails such as 70/30 in which you are willing to accept the majority decision if you have over 70% agreement.

**2 minutes
PPT 18**

Closing the Topic

Check with participants that all the information was provided by recapping this final slide.

Did We Cover Everything?

This discussion will look at why conflict is difficult to resolve and ways to solve

problems that occur in teams.

We looked at:

- Interpersonal problem solving
- Team problem solving
- Using the 6 questions
- 10 ways to improve consensus decision making

If there is time ask for any last minute questions.

- Hand out an evaluation form if required.
- Thank participants for their attendance and provide them with your contact telephone number or brochure if they should need to follow up with you.

References

Commonwealth of Australia, 2000. "Back on Track: Finding a way through Separation and Re-partnering".