About Bite-sized team learning

This package has a series of activities that managers and team leaders can run with their teams. Each section has a short session plan and in some instances extra resources.

They are designed to be fun fast and engaging and each section (bite) will stand alone and should fit easily into a team meeting.

The bites:

1. Getting to know each other
2. What is our purpose?
3. What are our values as a team?
4. Creating a team charter
5. Communication styles
6. Communication under pressure
7. Innovation ping pong
8. Roles and responsibilities
9. Attitude anchors

If you have any questions about these activities, contact:

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Who are we?

| . | **Purpose and aim**

Any of these five activities are designed to share information to build understanding of how our work, thoughts and experiences shape how we work within a team and what we may bring to the team.

The activities are designed to build understanding and support team formation.

They listed in time required order and could be run as part of a team meeting.

Each of the activities have a short plan, list of resources required and the suggested time frames of the activity. Some activities will require participants bring in resources and this will be noted on the activity preparation.

The debrief plays an important role in any activity by transferring and linking the activity through to the workplace. It also rounds off the activity and leaves people feeling satisfied rather than feeling as though there was no finish. | |
| Time required:
This exercise can be as long or as short as you like. | **Share a story**

Aim or purpose This fun exercise will help a team to learn a bit more about each other's past experiences by sharing stories about a topic selected from a container. You can make this activity as short or long as you like: | **Resources required**

Container

Pieces of card with the topics |

	Activity: Introduce the exercise, explaining that it is a light-hearted game that will allow the team to get to know each other a little better. Ask for a volunteer to go first. This person should choose a topic and tell a story about themselves relating to the selected topic. The story should be brief and light-hearted. Repeat this with the rest of the group. Option 1: have each team member select a category and tell a story from their experiences about this topic. Option 2: have a team member select a topic and each team member tells a story about their experience. **Debrief:** What did you learn that had the biggest impact?	Topics: • Friends • Animals • Water • Music • Celebrity • Holiday • Driving • Sport • Hair • School • Food • Prize • Colours
Time required 20 minutes	**Human Billboards** **Aim or purpose** This is a self-disclosure activity where participants share information about themselves on a poster. It will allow participants to learn more about each other and connect on a personal level. **Activity:** Give each participant a piece of flip chart paper and some coloured pens. Explain the purpose of the activity.	**Resources required** One piece of flip chart paper for each participant. Coloured pens Scissors

The participants have 6 minutes to use words, pictures or symbols to describe themselves and these are drawn on the billboard.

Use the scissors to cut a slit in the top of the paper to enable the participant to put their head through it and it drapes in front of them.

Have the participants walk around and mingle with each other. They can only ask questions about another's billboard or respond to questions asked of them.

Option 2: you can direct the participants to concentrate on a specific topic such as career, strengths, family etc

Option 3: rather than a billboard, they could create a screen saver, a tattoo or a poster

Option 4: the team could take it in turns to explain their billboard.

Debrief:
Why is it important for a team to know each other outside a purely work related context?
How easy was it to share information about yourself?

Time required	**Songs of my life**	**Resources required**
At least 30 minutes	**Aim or purpose**	Preparation by the participants
	An opportunity for the members of the team to share information and connect with each on a personal level.	
	Activity:	
	This activity requires preparation by the participants	

		Brief the team that they will be part of a team building activity that will require them to share information that reflects themselves over their life. They can choose the information to share and how they share it. The idea is that they each create their own playlist of 2-4 songs that reflect their lives. These could be songs that mean a lot to them, that represent a time in their life or that they love. They could bring along a playlist and play excerpts of each of them as they explain why they chose it. **Debrief:** Why is it important for a team to know each other outside a purely work related context? How easy was it to share information about yourself?	
Time required Less than 15 minutes		**My Typical Day** **Aim or purpose** To create an opportunity for team members to share what their typical day looks like both outside and inside work. **Activity:** Ask the team to pair up and choose who will start. The person who starts recounts their day and their partner listens and can only say "tell me more" or "Then what?" When the first person has finished, they swap roles. **Debrief:** How did you feel sharing experiences with another person? What did you learn about your partner and their day?	It is not essential but you could have a prompt: • Get up • Breakfast • Before work • Work • After work • Tea • After tea time

	Option 1: Keep the sharing to the work period and ask as part of the debrief: "Did you learn anything that might affect the way you work?"	
Time required 30 – 60 minutes depending on the size of the group.	**Four Quadrant Activity** **Aim or purpose** This is designed to support team members to share information with the others in the team. The questions can be structured to suit your team and the level of openness you wish to provide. **Activity:** Give each participant a sheet of paper and ask them to divide it into four quadrants. Ask them to **draw** their answers to each of the following four questions (one answer in each quadrant). Give them 5 minutes to work on each answer individually and when finished, ask them to share their quadrants with the larger group. 1. What do I bring to the group? 2. What do I need from the group? 3. What is my hobby? 4. What type of team do I want to work in? **Debrief:** How did you feel sharing your drawings with the group? What did you learn about your team members today? What did we learn about the type of team we want to work in?	A sheet of A3 paper for each team member Pens/ crayons etc

	What do you want to do with your quadrant drawings?	

What is our Purpose

Total time of activity or workshop	**Purpose and aim** The aim of this workshop is to ensure that the team holds a shared understanding of the purpose of the team and what is required to achieve it. **Resources required** • Large sheets of paper • Pens • Post it notes **Outcome planned** The result will be large sheets of paper listing both the purpose of the team's activities and any objectives or measurements.	
5 min	**Introduction** Introduce the topic and the plan. Points you may wish to include are: • As individuals we may hold ideas about what we do and what our purpose is but what happens if there is too much difference? • Shared understandings create effective team work • Do we all know what each other's role is? At the end of this session, the team will have a shared understanding that can be used with our activities to provide clarity and direction.	

5 minutes per participant	**What do I do?** Each participant prepares a post it note for each main task they do within their role. They briefly outline what their tasks are and adds them to the main chart/wall. If you have enough colours, you could have each person use a different colour.	Resources required Post it notes and large sheets of paper and string/blue tack
30 min	**What do we do?** **Ask the group to align all the post it notes into the team's roles. The string can be used to connect related activities.** **The end result should be a visual representation of the team's functions.**	
20 min	**Who do we do this for?** **This is about who the customers are both internal and external.** Ask the group to list all the people that are affected by their functions and list as stakeholders and customers.	

20 min	**Why do we do this?** **This element is about purpose.** Ask the group to look at the representations and construct a purpose statement that reflects what they do, who they do it for and the positive effect of their actions. • What does your team really do? • What is the unique value it adds?	
	Conclusion Summarise the points covered in the session and what you have noted as important. Talk about what this information will be used for – or any next steps Thank you and final wrap up.	

What are our values as a team?

| Total time of activity or workshop | **Purpose and aim**
This exercise examines the nature of the culture and climate within a team and the impact that this has on its values. It will help to identify the positive and negative aspects of the climate, allowing a values statement to be put in place.

Time
Allow up to an hour for this exercise

Resources required
• Task sheet
• Values grid (which can be downloaded using the button at the top of this page)
• Marker pens
• Two flipcharts
Outcome planned
Team members will be able to…
• Recognise the impact of culture and climate on team effectiveness
• Understand the relevance of defining values within a team to ensure fairness
• and cooperation
• Develop a values statement to underpin how the team will work together and put this into practice | |

Introduction	Description and plan for section	Resources
5 Mins	Explain the aim and learning objectives of the exercise. Each team member should complete a task sheet, writing a cross in the box nearest the side of each of the pairings that they feel best matches the team's values. The more accurately the adjective describes the team, the closer the cross should be to the word. The crosses should then be joined up to form a profile. In each of the pairings, the right-hand adjective represents the more positive viewpoint. The exercise does not require much guidance, although be at hand in case any questions arise.	Task sheet for each team member and pens
15 mins	**Each person in the team completes the activity**	
15 minutes	**Review Activity** Lead the team into a discussion on the profiles produced by each team member. The following issues are worth addressing: • From the individual point of view, do the profiles tend mainly to the right or to the left? • How do the profiles of the whole team compare with each other? • Do the profiles swing to extremes from pairing to pairing, or are they largely around the mid-point? • Are there any aspects that are particularly positive or particularly negative? • Does the balance of the profiles across the team suggest a generally positive or negative climate? • What are some of the reasons for the above?	Flip chart labelled Negative factors or Things we want to change Flip chart labelled Positive factors or Things we

	Summarise and categorise the key themes raised by the team throughout the discussion by listing the positive and negative factors in two separate columns on a flipchart.	want to do more of
20 minutes	**Apply Learning** Using the list of findings from the discussion, help the team to create a values statement that will maintain the positive factors and improve upon the negative factors of the team climate. Use another flipchart to do this. The statement might include themes such as: - Personal and collective responsibility - Accepting and positively using diversity - Adapting positively to change - Commitment to the team's mission and goals - Mutual trust and respect - Consultation and participation - Helping each other - Sharing information - Coaching and mentoring - Rewarding positive behaviour - Deterring unacceptable or antisocial behaviour	
10 minutes	**Action plan** What will we each do as individuals over the next month/year etc to demonstrate our values? What will we do as a team over the next month/year etc to demonstrate our values?	

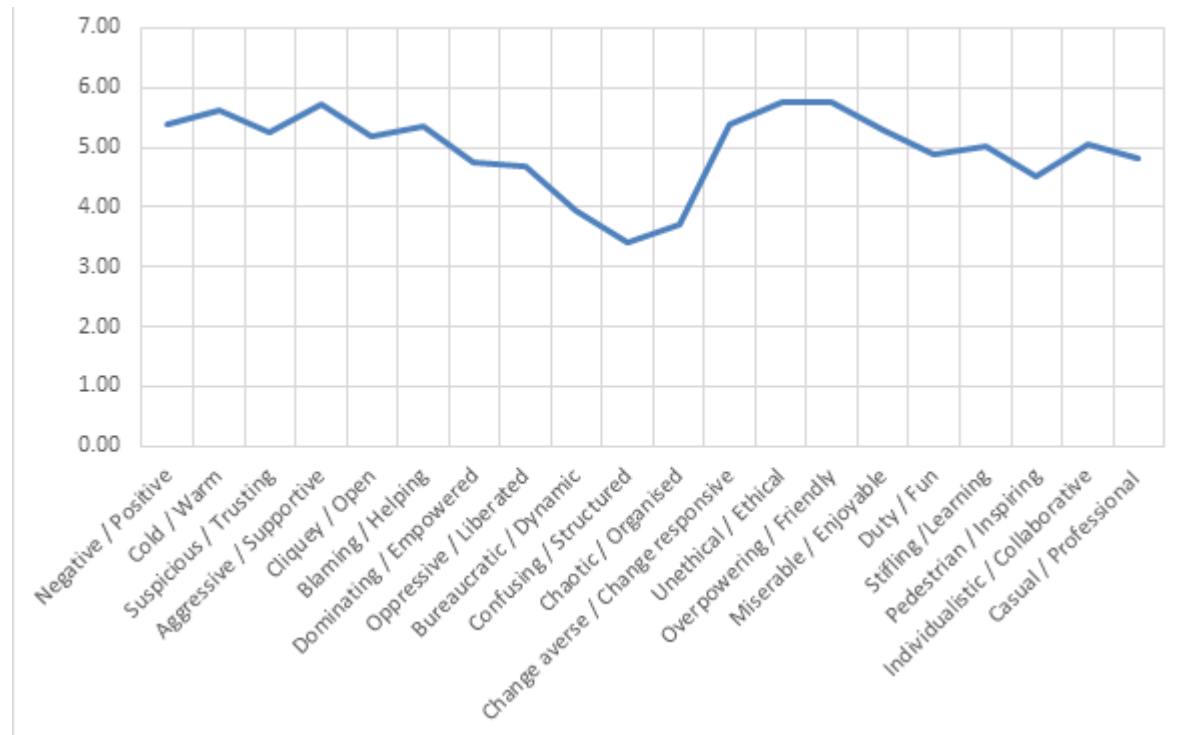|		
	Thank you and final wrap up.	
	Making it Stick You may wish to conduct this exercise intermittently to monitor the progress of the climate in the team, e.g. on a three-monthly basis. Keep the results from the previous three months to see if there has been a shift in collective opinion. Should any outstanding issues remain unresolved, it may also be useful to follow up this exercise by agreeing a team contract of behaviour.	

Our Team Values: task sheet

What's the current climate like in your team? Do you all share the same values of how you want to work together? This exercise will help you and fellow your team members to identify both the positive and negative aspects of your team's current climate and agree on what values you can adopt to create a supportive, cooperative and positive culture in your team.

Task

1. Take the accompanying grid found over the page and study the 18 pairs of adjectives. For each pair, think about the climate in your team and decide which of the two words is more accurate as a description. Depending on how strongly you feel, you may tend towards either the right-hand or left-hand side of the table, or if you do not have particularly strong feelings, you may move towards the mid-point.

2. Draw a cross in the box that you believe represents how you feel in relation to the choice of words. When you have completed all 18 pairings, you can join up the crosses to produce a profile.

3. Be prepared to discuss the positive values that you believe currently exist and that you would like to continue, as well as values that you would like to develop.

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Values Grid

1	Negative								Positive
2	Cold								Warm
3	Suspicious								Trusting
4	Aggressive								Supportive
5	Cliquey								Open
6	Blaming								Helping
7	Dominating								Empowered
8	Oppressive								Liberated
9	Bureaucratic								Dynamic
10	Confusing								Structured
11	Chaotic								Organised
12	Change averse								Change responsive
13	Unethical								Ethical
14	Overpowering								Friendly
15	Miserable								Enjoyable
16	Duty								Fun
17	Stifling								Learning
18	Pedestrian								Inspiring

How one team displayed their team responses to the values grid

…the aggregated (mean scores) are below for the team

Could ask- Where do we want to be

Where are we currently?

Team Charter: how will we work together?

Total time of activity or workshop 40 min – 1 hour (size dependant)	**Purpose and aim** Working in a team has two elements: what we do and how we relate to team members as we do it. The second part can be referred to as the team culture. Team norms exist in all teams but these may have been created over time and not be coherent. The creation of a team or social contract allows the establishment of broad agreed principles for how a team will work together – the ground rules. **Resources required** Common resources include pens, post-it notes and large sheets of paper. **Outcome planned** A team contract is a set of basic principles and standards for working together in a supportive and productive way. It can vary in formality depending on your team.	
30-40 min depends on groups size	**Introduction:** As the leader in this exercise you will need to think about why this topic has be chosen, how the session is going to work and what you hope to gain from the exercise. **What to do:** Decide if this activity is for a new team or an existing team. Follow the instructions within the Team charter booklet to facilitate a discussion for your group. Some important points to consider before you begin:	

	1. What is the benefit for the team of doing this activity? I.E. Improved communication and relationships and a more positive work environment (or whatever the benefit for your team). 2. Make it simple and short 3. Have your team include what they think is important 4. Commit to it yourself – as the manager, you need to role model these behaviours 5. Have fun creating it Note that the existing team approach is designed to keep people from discussing past wrongs and focusing on a bright and potentially improved future.	
10 min	**Set expectations** **What to do:** As a group put some thought into how this can be incorporated into practice. Some ideas might be: Draft the charter, place it in a shared space, and encourage your team to add to it for the next week using Post It notes. At the end of the week, finalise it, present it to the team for agreement/commitment and publish the final version to be placed in a team area.	
5 min	**Conclusion** Make note of any follow-up actions that arise and make sure they are taken forward. Assigning people to actions and setting deadlines can help to keep things moving.	
	Thank you and final wrap up.	

Developing a Team Charter

Contents

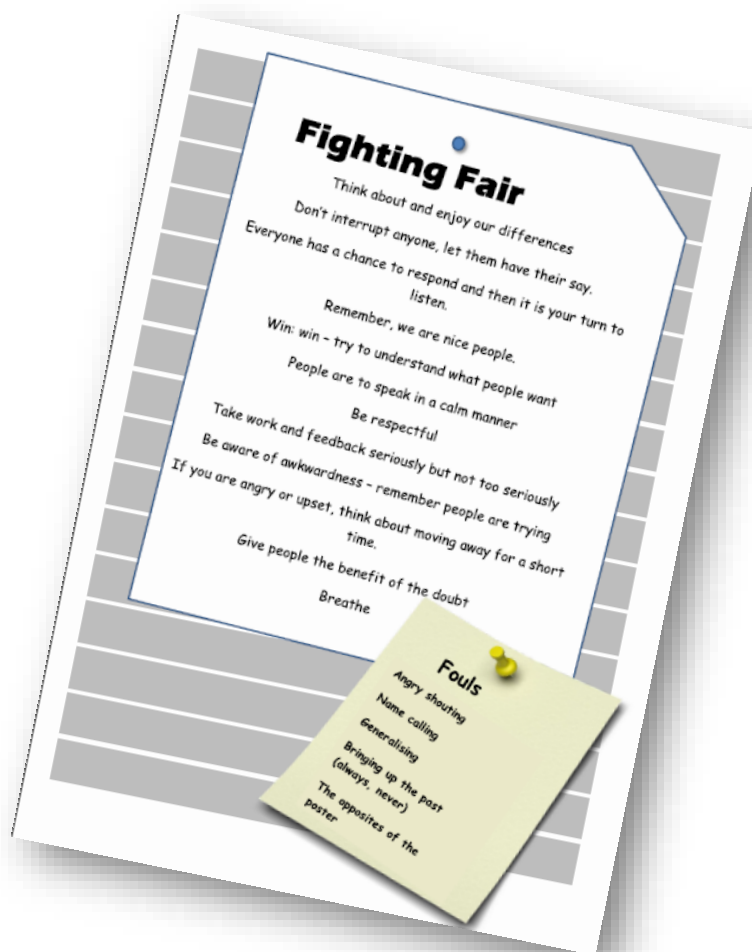Image – Creative commons licence

How will your team work together?

Joining a new team can initially seem a daunting prospect, not least if you are the team's new manager. In addition to tackling the day-to-day challenges of a management role, you are also required to build effective working relationships with team members and earn their trust and respect.

Working in a team has two elements: what we do and how we relate to team members as we do it. The second part can be referred to as the team culture. Team norms exist in all teams but these may have been created over time and not be coherent. The creation of a team or social contract allows the establishment of broad agreed principles for how a team will work together – the ground rules.

A team contract is a set of basic principles and standards for working together in a supportive and productive way. It can vary in formality depending on your team.

Here is an example of one created by a team that wanted to build effective conflict strategies.

Fighting Fair

Think about and enjoy our differences

Don't interrupt anyone, let them have their say.

Everyone has a chance to respond and then it is your turn to listen.

Remember, we are nice people.

Win: win – try to understand what people want

People are to speak in a calm manner

Be respectful

Take work and feedback seriously but not too seriously

Be aware of awkwardness – remember people are trying

If you are angry or upset, think about moving away for a short time.

Give people the benefit of the doubt

Breathe

Fouls

Angry shouting

Name calling

Generalising

Bringing up the past (always, never)

The opposites of the poster

Here is a more formal document designed for a project team. [1]

Team Contract Sample

Our Project Team will work together to create the team contract and then use it to help team performance. Benefits include promoting buy-in, commitment, and common values, as well as setting clear expectations and procedures for making decisions, meeting deadlines, and producing high-quality work.

Code of Conduct
As a project team, we will:
1. Work proactively, anticipating potential problems and working to prevent them
2. Keep other team members informed of information related to the project
3. Focus on what is best for the whole project team
4. See the team project through to completion

Participation
We will:
1. Be honest and open during all project activities
2. Encourage diversity in team work
3. Provide the opportunity for equal participation
4. Be open to new approaches and consider new ideas
5. Have one discussion at a time
6. Let the team know well in advance if a team member has to miss a meeting or may have trouble meeting a deadline for a given task

Communication
We will:
1. Decide as a team on the best way to communicate various information
2. Focus on solving problems, not blaming people
3. Present ideas clearly and concisely
4. Meet and communicate frequently to discuss project progress
5. Arrange additional meetings, as needed
6. Keep discussions on track
7. Honor meeting timeframes
8. Read communications (emails, meeting minutes, action items, etc.) from each other
9. Respond to each other in a timely manner (i.e., within 24 hours)

Problem Solving
We will:
1. Encourage everyone to participate in solving problems
2. Only use constructive criticism
3. Strive to build on each other's ideas
4. Hold each other accountable for meeting the aforementioned standards

Both are designed to outline how people will work together and they provide agreement on processes, obligations and responsibilities within the team. You will probably find that your team charter tends towards the first example rather than the

second. Another team has used the team values as a structure for how the team will work together. An example can be found below.(2)

Here are a couple with the website I used to create them under each image.

http://www.wordclouds.com/

http://www.abcya.com/word_clouds.htm?utm_campaign=elearningindustry.com&utm_source=%2Fthe-8-best-free-word-cloud-creation-tools-for-teachers&utm_medium=link

How to create a team charter – new team

You can create a team contract with your staff as part of the initial meeting with them or as part of a team building event.

This booklet has some tips and templates to assist you in building an agreement about how you and your team will work and engage with each other. Some topics that could be included are:

- What is important to us, as a team?
- What values about how we interact underpin our actions?
- How do we communicate with each other?
- How do we address conflict with each other?
- How do we want to be recognised as individuals?
- What do we want to put in place to support us in times of high pressure?

Brainstorming (3)

Ask the team to think of the answers to the questions above as individuals first.

Divide the team into smaller groups of about 3-5 and have them share their answers and come up with a group set of answers.

Combine the groups to decide what the charter will include.

Ask the group what they think is the purpose of this charter and include that in the first section.

Draft the charter, place it in a shared space, and encourage your team to add to it for the next week using Post It notes. At the end of the week, finalise it, present it to the team for agreement/commitment and publish the final version to be placed in a team area.

We have attached a template on the next page.

Notes:

- Make it simple and short
- Have your team include what they think is important
- Commit to it yourself – as the manager, you need to role model these behaviours
- Have fun creating it

Our Team Charter Template

Purpose of the charter

The elements of the charter

How to create a team charter – existing team

This activity is designed for a team that has been together for a while.

Resources required
- Post-it notes
- Pens
- Large sheets of paper
- Whiteboard

Tasks

1. Ask the team to think about what they like best about working in this team. Provide each member with a Post It note and ask them write one thing on the note and place on whiteboard, wall or chart.
2. Ask the team to consider a time when the team was working really productively – the 'humming' stage when there is lots of energy.
    - Who can think of a time?
    - What did it look like?
    - What was it like for you as an individual?
    - What contributed to this?

    As the facilitator, list the behaviours on the white board or chart.

    Ask the group to consider the following. "*If you could plan for this to happen all the time in ...., what would we need to do?" "In order to achieve the team you all want – what behaviours do you want to agree to?"*

    List these on the whiteboard or chart.

3. The team will need to plan for contingencies as well – every workplace has times when it is not such a happy place and you need to think about how the team will deal with these. How will they:
    - disagree with each other
    - deal with their own bad moods
    - deal with other people's bad moods
    - provide feedback

    List these on the whiteboard or chart. You now have three lists to use in building your team contract.

Our Team Charter Template

When we are working really productively as a high performing team, we notice that:

To achieve this we will:

Fair and Foul behaviours activity

Team citizenship behaviours are those elements that are found outside of formal job descriptions and describe the expectations around the way you work together. For instance – one expectation might be that, as a team, you will encourage others to present a different view from yours.

This activity looks at behaviours in terms of 'fair and fouls' – behaviours that build a sense of being part of a team and those that destroy that sense.

> *Note: We have used the terms Fair or Fouls but you could amend this to any suitable pairing. Other options might be **Positive and Negative** or **Build up and Knock down.***

Resources required:
- Pens
- Post it notes
- Large sheets of papers
- Fair or Foul template

1. Ask the team about "what are some expectations that you might have around the way you work together. "

   Provide each person with 5 Post It notes and ask them to list on each a behaviour that builds the team. Write up on a large sheet of paper.

2. Then look at the fouls. Ask the team members to think about their five pet peeves in terms of working with other people. Provide each person with 5 post it notes and ask them to list on each a behaviour that damages the team. Write up on a large sheet of paper.

3. Talk about the two posters and summarise so that you have one collation. Provide each person with two more Post It notes – they can decide whether they will use them for fair or fouls or a mixture, but they are used to add two additional ideas to the poster.

4. Write up on large sheet of paper and transfer the information to a poster.

We have attached an image that we have used.

Fair

FOULS
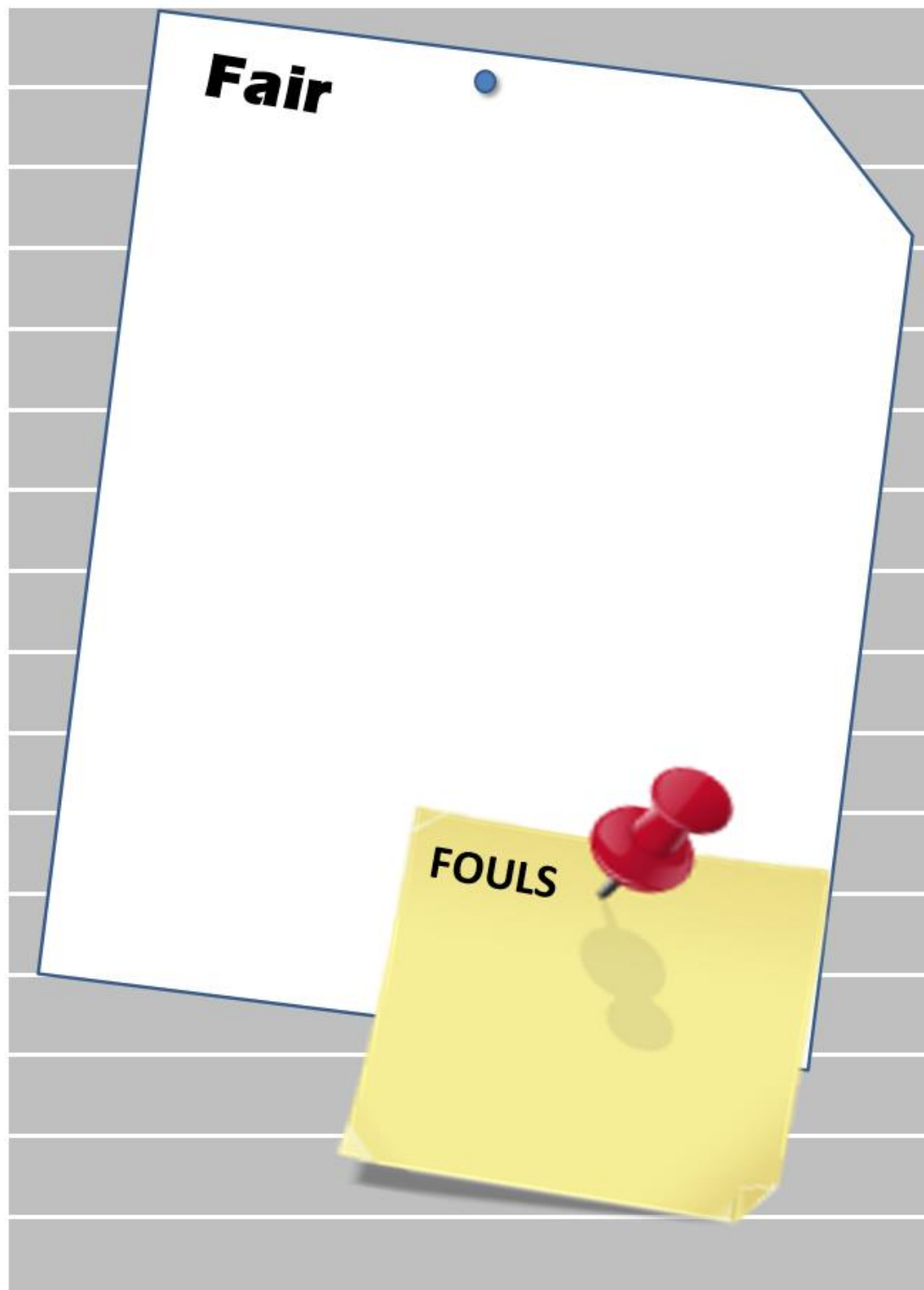
References

1. University of San Diego, School of Leadership and Education Sciences.
2. https://www.mercianlabels.com/who-we-are/
3. https://www.lynda.com/Business-Skills-tutorials/Creating-team-communication-contract/132718/148678-4.html

Useful websites – team building

Some really interesting activities designed to get people talking to each other can be found at https://www.huddle.com/blog/team-building-activities/

This website has trust activities, some of which require resources but others don't. http://www.ventureteambuilding.co.uk/team-building-activities/

This is a great site for more physical activities. http://wilderdom.com/games/InitiativeGames.html

http://vorkspace.com/blog/index.php/13-top-team-building-activities/

Useful books – team building

The following books can be found in the University's Central Library.

- **101 of the best corporate team-building activities we know** by Simon Priest and Karl Rohnke
- **Quick team-building activities for busy managers : 50 exercises that get results in just 15 minutes** by Brian Cole Miller

The following books can be found in the University's Robertson library.

- **50 activities for team building** by Parker, Glenn M, and Kropp, Richard P.
- **The big book of team-building games : trust-building activities, team spirit exercises, and other fun things to do** by John W. Newstrom; Edward E. Scannel

Communication Styles

Total time of activity or workshop 30 min (size dependant)	**Purpose and aim**	**Links to additional resources**
	To get people thinking about common interaction types. These are identified by considering natural tendencies to behave in certain ways.	
	To allow for individual difference this activity asks participants to consider what mix of the different colours they might be. This allows scope for people to share a little bit about how they view themselves. For example I might see myself as 55% yellow, 40% green and 5% blue.	
	Resources required	
	Per participant, 1 A4 colour copy of the four types document, 1 A4 copy of the Gingerbread person outline and enough red, blue, yellow and green colouring implements for the group to share.	
	Outcome planned	
	Participants will both reflect on their own interaction and communication preferences and come to know more about how the rest of the team sees themselves. This type of activity generally helps improve teamwork and team harmony.	
15 min depends on groups size	**Introduction:** As the leader in this exercise you will need to think about why this topic has be chosen, how the session is going to work and what you hope to gain from the exercise.	

What to do: Hand out the four types A4 (1 each). Ask everyone to read the descriptive words for each of the types and to add a tick next to those words they feel represent their natural interaction tendencies.

The question may arise as to if a certain trait is appropriate because they are capable of acting in that way. Just ask them if they would describe it as a natural tendency.

(5 min) Have them chose no fewer than 10 words and no more than 20. (The reason for the limit of 20 is so they will need to prioritise and rank.)

Once they have finished, mention to them that these are clusters of behaviour that tend to go together, but that since people are complex it is not unusual for each of us to be a unique mix of these different behaviours.

Ask them to look at the words chosen and think about what proportion of them is that colour. For example I might see myself as 55% yellow, 40% green and 5% blue. The exact percentages are not as important as the reflection and the communication of how they see themselves.

(5 min)Once they have worked out the proportions ask them to colour in their gingerbread person with the appropriate colours to represent the proportions.

Debrief: (5 min) When they have finished, go round the room and one at a time ask them to share why they have chosen to colour their gingerbread person they way they have.

10 min	**Description and plan for section** **What to do:** In two groups. Think about a conversation between two people in the diagonally opposite positions. For example, what if you were blue and your partner was yellow? Would there be any potential impact to communication from the different styles? One group consider blue/yellow the other group consider red/green Debrief: Groups share their main discussion points.	Resources required
5 min	**Conclusion** Invite the team to consider and share thoughts on, "Thinking about us, what does this mean for us?" Make note of any follow-up actions that arise and make sure they are taken forward.	
	Thank you and final wrap up.	

Four Types

Blue:	Green:
Decisive	Orderly
Independent	Performs exacting work
Tends to be dominant	Likes controlled circumstances
Strong willed	Likes assurance of security
Wants immediate results	Uses critical thinking
Causes action	Follows rules
Likes power and authority	Reads and follows instructions
Likes freedom from control	Prefers status quo
Dislikes supervision	Dislikes sudden or abrupt change
Outspoken	Tends to be serious and persistent
Wants direct answers	Cautious
Restless	Diplomatic
Competitive	Respectful
Adventurous	Agreeable
Assertive	Checks for accuracy

Red:	Yellow:
Optimistic	Patient
Tends to be exciting/stimulating	Accommodating
Generates enthusiasm	A good listener
Often dramatic	Shows loyalty
Talkative	Concentrates on task accuracy
Open and friendly	Likes security and stability
Likes working with people	Needs good reasons for change
Likes participating in groups	Home life is a priority
Likes helping others	Expects credit for work done
Wants freedom of expression	Likes traditional procedures
Wants freedom from detail	Dislikes conflict
Likes change and spontaneity	Neighbourly
Persuasive	Considerate towards others
Appears confident	Important to perform good work
Likes recognition	Pleasure in sharing and giving
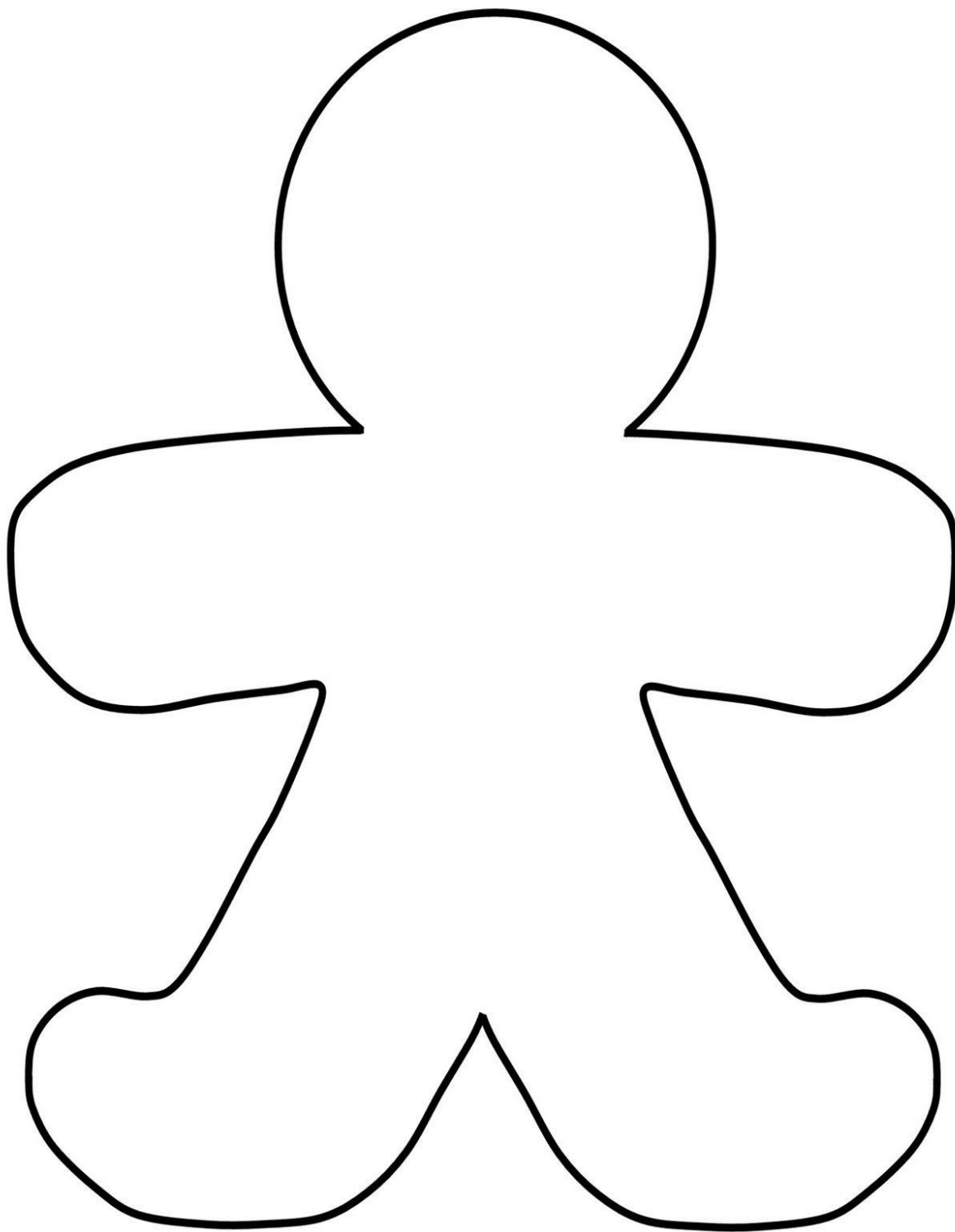
How I see me.

_____
(name)

Communicating Under Pressure

Total time of activity or workshop 40 min (size dependant)	**Purpose and aim** There are many causes of stress and pressure in the workplace and of course when we are under pressure our communication can suffer. This session is to get people thinking about the impacts of working under pressure and thinking about how to navigate these challenges **Resources required** Pens/sharpies Per group, A3 paper or flipchart paper for brainstorming Per participant, 1 copy of the scenario, 1 copy of how to improve team relationships For the manager, 1 copy of the suggested answers **Outcome planned** Through dissecting the case study the team will gain insight into some of the communication barriers that can arise and also think about how to navigate them. This reflection can be directly translated to their own interactions.	**Links to additional resources**
30 min depends on groups size	**Introduction:** As the leader in this exercise you will need to think about why this topic has be chosen, how the session is going to work and what you hope to gain from the exercise. Consider the benefits of this activity for the organisation and for the individual team members. **What to do: Before the session** – provide each team member a copy of the scenario and ask them (also before the session) to take 10 minutes to read the scenario to start	

to think about some of the difficulties between the different pairs (i.e. Niall and Sophie, Sophie and Jonathan or Jonathan and Niall). Ask them to bring a copy of the scenario to the session with them.

At the session – divide the team into three groups. If it is a large team and groups will be more than 5 or 6 people, create more groups. For example if you had 5 groups still assign each group one of the three relationship pairs. So perhaps two groups would consider Niall and Sophie's relationship, two groups would consider Sophie and Jonathan's relationship and one group will consider Jonathan and Niall's relationship.

If the team is small, for example if it was a team of 3 just make one group and work with just one of the relationships.

Create a brainstorm sheet (A3 of flipchart) for Niall and Sophie, Sophie and Jonathan or Jonathan and Niall. Each group should focus on one pair and identify the main issues for them.

Some issues might be:
1. Perception of unfairness
2. Personality conflict
3. Lack of familiarity (don't know each other well)
4. Differing expectations
5. Poor communication
6. Overlapping roles
7. Different working styles

	Allow the groups at least 10 minutes to come up with as many issues as possible for the pairs. If groups struggle use the suggested answers to provide them with an example of the types of issues. **Debrief:** Have each group share their ideas with the wider team. Now hand out the how to improve team relationships handout. Ask them to review the strategies and consider which would best apply to their pair. Have them capture ideas on their A3 or flipchart. Are there any issues not addressed by the tip sheet? Strategize how the pair could best manage those issues. **Debrief:** Have each group share their ideas with the wider team.	
10 min	**Conclusion** Invite the team to consider and share thoughts on, "Thinking about us, what does this mean for us?" **Debrief:** How does this activity relate to your team? What are the take-away messages? Are there any communication ground rules that arise from these discussions? Make note of any follow-up actions that arise and make sure they are taken forward.	

| | **Keeping it alive:** Consider if and how the take away messages might be displayed to keep the ideas in mind. Consider adding time in your team meetings to share a "Communication win!" | |
| | Thank you and final wrap up. | |

In'tense' Adventure Travel: Scenario

Intense Adventure Travel is a small independent UK travel agency. Established 15 years ago, the company has traditionally specialised in adventure holidays in the UK and Europe. However, following a recent strategy review, it was decided that the company should expand into international travel. A new team member, Jonathan, has bee brought into the Travel Team to head this venture, and responsibility for UK and Europe has been divided between Niall and Sophie. The Travel Team also includes four customer-facing staff responsible for taking bookings and planning holidays for customers.

Recently, the manager of the Travel Team, Diane Day has noticed a strained atmosphere within the team. People don't come in to work looking happy anymore and there is a general lack of chatter in the workplace. She has observed a lot of whispering between the customer-facing staff that suddenly stops when she walks passed. Conversation in team meetings is strained and often descends into general bickering with the odd underhand comment thrown in. For example, last week when Diane announced that Jonathan would be working on a project to partner up with adventure holiday providers in Australia, Niall rolled his eyes and said "who else?" under his breath.

But it's not all bad. Diane has seen some great examples of teamwork recently. Both Niall and Sophie have really taken to their new marketing responsibilities with vigour. They come to meetings with lots of great ideas that Diane can take and turn into successful campaigns. Diane has also noticed that Jonathan has been helping Sophie with some of her tasks when she was busy establishing contacts in Europe. She likes the fact that people are willing to pitch in and help out when needed.

Worryingly, the number of customer complaints has risen slightly in the last three months and Diane has noticed that some tasks have been left to slip. These issues, and the fact the team obviously have a number of frustrations bubbling under the surface have spurred Diane into action. Yesterday, she held individual meetings with Jonathan, Niall and Sophie to try to get to the source of the discontent. Below are some of the things they said during the meetings and notes Diane has written about each team member.

Niall

Niall is Head of UK Travel. He has been employed with Intense Adventure Travel for eight years now. At 42, Niall is very much a B player whose performance has always been satisfactory. He is very reliable, but he lacks the ambition to be a top performer.

Niall made a number of interesting comments in yesterday's meeting:

- "I'm just a bit bored with some of the UK work. Other people get to go to Hawaii and Australia, but the most exciting place I've ever been to is Milton Keynes."
- "I've been here for ages and end up with all the bog standard projects. It must be nice to waltz into a company and automatically get all the best projects – and have the audacity to be smug about it. You wouldn't see me making snide comments like 'I always get given big projects because I come across as enthusiastic. Sometimes I think it'd be better to be like you and just be happy with my day-job'."

- "He even said 'your marketing sounds like a nice little project'. How patronising!"
- "He's hardly said two words to me."
- "Sophie has some great ideas about marketing, but most of them are just not feasible and completely different to the way we do things. She changes her mind every two minutes and then snaps at me for not taking her seriously! I am sympathetic though. I do realise that she is still very young and lacks the experience in this business."
- "I put a lot of work into researching each of my marketing ideas so we don't end up wasting money on a flash in the pan campaign. Sophie doesn't see this and will just push forward with her plans regardless."

Sophie

Sophie is Head of European Travel. She came into the company as a trainee three years ago and has worked her way up quickly. At 28 years old, she is very much an ideas person and has brought in a lot of new business to the company.

Sophie made a number of interesting comments in yesterday's meeting:

- "Jonathan is great. I welcome his advice, but sometimes he can be a bit overpowering. He even did a few of the quotations I was going to send to my customers. It's not as if I wasn't going to do them, I just hadn't got round to it."
- "It's just the way he says things. He told me the other day to be careful 'not to let things slip' when I had spent the last week working until eight o'clock every night over in Belgium."
- "Niall is great for helping me think through my ideas. But at times he's quite critical and tends to dismiss my proposals. He's the first to point out any flaws in a plan."
- "He keeps going on about how 'inexperienced' I am, and starts every other sentence with 'when you've been in this business as long as I have …' surely my record in this company proves that I know what I'm doing. I've brought in more business in the last three years than he has in the eight years he's been here!"
- "I turn up to meetings with a great proposal for the marketing project Niall and I are working on and find out he's brought one along too! All that happens is that we have an amalgamation of the two proposals so that both end up being ineffective. It just seems like such a waste of time for both of us."
- "Niall's ideas are great, but they are just so similar to what we do already. That's fine if you want to stick with what's 'safe'."

Jonathan

Jonathan has been with the company for five months and already he's making waves. A proven star performer in his last company, Jonathan brought with him lots of experience in international travel. At 30, he's a high-flyer with lots of ambition and drive. He's handled two very challenging projects really well so far and can be trusted with major projects in the future.

Jonathan made a number of interesting comments in yesterday's meeting:

- "I am really enjoying the challenge of the new international projects I have been working on. They are going really well."

- "In my last company, I worked with some really professional people who took on lots of responsibility and always managed to fulfil their commitments. I'm a bit concerned that things are left to slip a bit here. Focus on new projects is great and people really get stuck in, but some of the day-to-day tasks often get forgotten in the process."
- "I've had to help Sophie out on a couple of occasions. Like the other week I had to send some quotations to her European travel customers because they also asked me for international quotations and I needed to send them both at the same time."
- "She's really enthusiastic about her marketing responsibilities which is great. I just feel as though the quality of her work is sometimes not as high as I would expect."
- "Yeah, Niall is a nice guy, but a little negative at times. I don't know him that well. He tends to keep himself to himself and I get the impression he doesn't like getting to know new people."

Scenario Suggested Answers

Niall and Jonathan

Perceived unfair opportunities: Niall resents the fact that Jonathan is new to the company, yet gets the most exciting and challenging projects to work on.

Personality conflict: Jonathan can come across as quite smug and rude, and some of the comments he makes can be construed as offensive.

Lack of familiarity: Niall resents the fact that Jonathan hasn't spent any time getting to know him. Jonathan hasn't taken the time to get to know Niall, possibly because Niall comes across as unfriendly.

Jonathan and Sophie

Differing expectations: Jonathan feels that he has to help Sophie out with some of her day-to-day tasks as she has been getting caught up with her marketing responsibilities. Jonathan has high expectations and feels that Sophie is letting things slip. However, Sophie feels that Jonathan interferes with her work unnecessarily and lacks understanding about the workloads of others.

Personality conflict: Jonathan has little patience and a tendency to be quite blunt when speaking to others. Sophie doesn't like the fact that he speaks down to her.

Poor communication: Jonathan has a tendency to undertake tasks without consulting others, and doesn't explain why he has taken certainaction.

Sophie and Niall

Overlapping roles: Sophie and Niall both have responsibility for marketing, so often find they end up doing similar work. They both get frustrated when their ideas are not followed through.

Different styles of working: Niall is reflective and risk averse so can take time to analyse ideas and make a decision. Sophie is more of a risk taker and likes to run with new ideas. Sophie gets frustrated by Niall's lack of action and the fact that he is stuck in his ways. Niall thinks a lot of Sophie's ideas are unfeasible and gets irritated by the way she often changes her mind. They both get frustrated because the other one doesn't credit their ideas.

Personality conflict: Niall is very much a realist who is quick to highlight negative points in a plan, whereas Sophie is more of an optimist.

Lack of familiarity: Niall views Sophie as young and inexperienced, whereas Sophie feels that she has proven herself in the organisation and that she deserves more respect. They both have a lack of understanding of each other's skills and ways of working.

Further actions

Further to the conflict resolving conversations between team members, the manager may also decide to undertake a number of actions to resolve the conflict between the Travel Team:

Team building sessions/activities so that the team members can get to know each other better. The team need a greater understanding of each other's styles of working, experience, strengths and achievements.

- Teambuilding sessions so the team can learn to work together more effectively.
- Improve the effectiveness of team meetings.
- Alter team roles. For example, give Niall more challenging projects. His dissatisfaction may result in him leaving the company.
- Clarify the roles and responsibilities of team members to avoid duplication of work and ensure the tasks are completed on time
- Analyse the causes of the customer complaints so that these can be addressed.

How to Improve Team Relationships

When relationships within your team are strained, this can have a range of knock-on effects. Incidences of conflict will tend to rise, while morale and productivity will dip. So what can you do to help team members to get on better and ensure that your team performs to the best of its ability? The following guide offers practical pointers to help you create a more positive and productive working atmosphere.

When to use this guide

Signs that team relationships are strained, and team members are not working together as effectively as they should be may include some or all of the following:

- There isn't much communication between members of the team and team meetings can be a bit of a battleground.
- Rather than a feeling of unity, the team has formed cliques.
- There is little support between team members. They tend not to share skills, resources and knowledge with each other, or volunteer to help others if they have some spare capacity.
- There is evidence of division or competition between work groups. Team members are not generally tolerant of each other.
- Members of the team tend not to confront frustrations directly, openly, honestly and assertively; instead they will often vent their views indirectly, sometimes with other colleagues.
- There is often friction between team members. This is not always openly addressed and bad feeling can take some time to clear up.
- Team members can be defensive and will sometimes blame colleagues if standards or deadlines are not met.

Suggestions

Whether this is your first attempt at dealing with the issue, or whether you have been grappling with it for some time, the following tips can help you to encourage better working relationships within your team. Key aspects to consider here are respect, participation and sharing, openness, the team's physical environment and personal reflection.

Respect

- As a starting point, assess the climate in the team. Pinpoint where the tension lies. You may already have observed the likely causes of tension first hand. But looking back through any 360 feedback forms, your notes from team meetings or team members' performance reviews may also offer up important clues.
- Set up a meeting with your team. Explain that you are keen to encourage better ways of working together. Ask team members to think about how you can all create a more positive and productive atmosphere. You may wish to establish values and/or ground rules for behaviour as part of this session. This could even be done as part of an away day. Sometimes a neutral environment can help team members to set some of their differences aside.
- During performance reviews, make reference to these values or ground rules and give individuals specific feedback on how well you feel they are upholding them. You may even wish to include an objective in individual performance agreements specifically on team working.
- Help team members to recognise the value of working together by sharing knowledge and making the most of each other's' strengths. Arranging a teambuilding day can help to encourage collaborative working and bring individual and team strengths to the fore.

Participation and sharing

- Encourage team members to reflect on their contribution to the team. This will help them to understand the importance of their role, identify their team working strengths and weaknesses, and get them to think about what else they have to offer.
- Let team members know how much their information, skills and knowledge are valued and encourage them to share this with others. Selecting different team members in turn to take the lead on a new project is one way of doing this. Think carefully about how to run team meetings so that active participation and ownership become the norm. Suggestions might include: rotating the chairperson's role; running team exercises; splitting team members into pairs or small groups to brainstorm ideas then present back in the main group; and giving candid feedback.
- Pair up team members or put them in small groups to work on their day-to-day tasks or larger projects together. Praise their achievements and point out how working together as a team helped them to get things done.

Openness

- Promote open communication within the team. Encourage team members to air their thoughts openly, honestly and in a positive and constructive manner. When having team discussions, team members with strong personalities may try to

dominate. It is important, therefore, to actively encourage input from all members of the team. A simple question such as 'And what do you think about this?' may be all that it takes to elicit the required response from more reserved members of the team.

- Encourage team members to deal with any tension or conflict tactfully but honestly. Issues should be raised promptly, rather than letting them linger and build up under the surface. If you notice any tension yourself, investigate it and raise it swiftly with the individuals concerned to help them to deal with it positively and constructively. You may wish to ask for conflict management training to help you to facilitate this.
- Lead by example. Always be open, honest, frank, and tolerant and show respect with team members.

Physical factors

- When team relations are strained, it is important to question whether it is the structure of the team that is causing problems. What changes could you make to improve things? Would appointing team leaders help? Or perhaps the physical layout of the work environment is an issue. For example, if some members of the team need peace and quiet to work, consider moving their desks together in a quieter area of the office.

Personal reflection

- Ask for feedback from team members, peers and your manager about your own leadership style. How does this influence the relationships and atmosphere in your team? Seeking specific input from your manager at your performance review, or through participating in a 360 degree feedback exercise can help you to elicit this information.
- Find a mentor. What teams have you worked with that stand out as having particularly good relationships? Ask the team leader how this is achieved. They may be able to give you some ideas about how you could improve relationships in your own team.

Continuous Improvement- Innovation Ping Pong

The timing will depend on the size of the group and the level of detail you require.	**Purpose and aim**	**Links to additional resources**
	The aim of this exercise is to provide an environment in which the team can generate diverse and novel ideas in an instinctive and reactionary manner.	
	Participants will compete to generate as many quick-fire, creative ideas as possible for a given problem.	
	Some possible issues:	
	• Connecting with our customers	
	• Building links with other internal groups	
	• Connecting with our students	
	• Creating the ultimate team	
	Outcome	
	Participants will be able to …	
	• generate creative ideas	
	• provide many different solutions to a given issue	
	The idea generation phase could be designed as part of an ongoing continuous improvement strategy.	
	Resources required	
	Innovation Ping Pong Scorecard template – see attached to this plan	
	Flip chart paper – 5 sheets headed: 'impossible', 'improbable', 'possibly for consideration', 'definitely for consideration' and 'genius',	

	Post it notes Pens Small prize for winner	
15 minutes	**Preparation prior to the exercise:** As the leader in this exercise you will need to think about why this topic has be chosen, how the session is going to work and what you hope to gain from the exercise. As we go through the exercise, I have added in notes that demonstrate how a team leader might plan the session. *I lead a team of 8 people who all work in different buildings and spaces. They all have the same role but some are new to the role and others, while more experienced, are new to the location. As their team leader, I would really like them to think and consider ideas that would build them into a community. This would enable them to share information, resources and to help each other learn the role. While I could suggest ideas, I would like them to plan and suggest ideas themselves in order to build engagement. This is the first activity I have done with them so it needs to be fun and result in actions that assist and support them.* *The topic I have selected is: how do we support each other in our roles.* *I feel comfortable briefing them as I know what the topic is, why it is useful and what positive impact it will have on them both as individuals and as a team.* *All I need to do now is work through the activity so I know what will happen at each stage and prepare the resources.*	

In advance of the session, brief the group on the topic to be discussed. For example, you may wish to generate ideas for a new service, or how to improve existing services.

Customise the attached scorecard to reflect the number of people in the group. Divide the group into pairs and note the names of the participants on the scorecard.

I have briefed the team and I asked them to pair up and let me know the pairs. I did this to build a sense of comfort in the initial stages of the activity.
I created a document listing the pairs using the template – see example:

Prepare five sheets of flipchart paper with the words 'impossible', 'improbable', 'possibly for consideration', 'definitely for consideration' and 'genius', written at the top. Pin up the prepared pieces of flipchart on a wall.

I wrote up each sheet with the heading and placed these on the wall before the activity.

5 min	**Introduction and set up**	Two chairs
	Introduce the aim and learning objectives and remind the group of the topic to be discussed. You may like to give some information on why this topic has been chosen, how the session is going to work, and what you hope to gain from the session.	
	I realised that the team might need to rehearse before starting the exercise so I had prepared a quick question: *How many uses are there for a paper clip?* *This allowed the team to see the process went and they were more comfortable heading into the main activity.*	
	Activity	
	Inform the group that this is an idea-generating game. Their ideas can be as big or as small as they like. Not every idea has to be ground-breaking – even small improvements can be valuable. Also, their ideas can be as sensible or as outlandish as they desire. Seemingly ridiculous ideas may spark further creative ideas, or possibly be modified into a feasible idea.	
	When you say to start, the person nominated will generate ideas and solutions. When they run out, the other person starts and continues until they run out of ideas. The other person gets to start again etc until both run out of ideas.	

	At the same time as you are sharing your ideas, two volunteers will write them down on separate posit it notes for each idea. You could ask them to take the ideas in turn. This is a knockout competition, so when a person runs out of ideas, repeats an idea that has already been suggested, or stumbles for longer than five seconds, they are out. Encourage the rest of the group to judge, although you have the final say. Note the winner's name on the scorecard. **The winner is the person who produces the most ideas**. This person will go through to the next round. *The team quickly got competitive and the ideas ranged from the practical to the not, but some impracticable ideas sparked more ideas.* *Needed to tell them about not repeating other's ideas.*	
20 minutes	Repeat this procedure for every pair. Carry the winners through to the next round and repeat the process until there is one winner.	
10 minutes	After the competition ask the team to stick up the generated ideas onto the pieces of flipchart paper under the category they deem most appropriate. Do they think the	

	idea is 'impossible', 'improbable', 'possibly for consideration', 'definitely for consideration' or 'geniuses?	
	Award a prize for the winner.	
		Steph produced the most ideas but Bob won a prize for the action we are taken forward. Gave Chocolate fish as prizes.	
		We left them up for a week and did the second part in the next team meeting. This allowed them to think about the ideas.	
20 min	**Debrief and action plans** The sheets of paper could be kept up to allow more ideas to be generated. You could create an action plan at the end of the activity or at the next meeting. • Which action would we like to take forward first? • What would we need to do in order to implement it? • Who will do what? • By when? As a team decide on a way of evaluating the action and plan for this as well. What criteria will we use to evaluate the plan? How will we evaluate it? When will we evaluate it?	

	The idea we took forward was using SLACK to communicate with each other. This involved one of the team teaching the others. Our evaluation criteria was how many people found it useful.	
	Thank you and final wrap up.	

Innovation Ping Pong Scorecard

Round One	Round Two	Round Three	Round Four	Winner
Person 1				
Person 2				
Person 3				
Person 4				
Person 5				
Person 6				
Person 7				
Person 8				
Person 9				
Person 10				

Innovation Ping Pong Scorecard

Round One	Round Two	Round Three	Round Four and winner
Mary			
Michael	Mary		
		Bob	
Mark			
Bob	Bob		
			Steph
John			
Francine	Francine		
Victoria		Steph	
Steph	Steph		

Building understanding of our roles and responsibilities

The timing will depend on the size of the group and the level of detail you require.	**Purpose and aim**	**Links to additional resources**
	This team exercise is useful to build understanding of how the roles of the team intersect and what the interdependencies mean. The exercise should be well planned and consideration made to any underlying tensions or conflict. If this is the case, this may not be an effective exercise at this time.	
	The activity is useful for:	
	• Building understanding of the roles of each team member • Creating a visual display of how each of the roles intersects • Identifying bottlenecks or duplication • Building in support	
	Resources required 1 x A4 piece of paper for each person Pens Whiteboard/large poster paper Different colour markers – one colour for each person	
15 minutes	**Preparation prior to the exercise:**	

	As the leader in this exercise you will need to think about why this topic has be chosen, how the session is going to work and what you hope to gain from the exercise.	
60 min	**Introduction and set up** Introduce the aim and learning objectives and remind the group of the topic to be discussed. You may like to give some information on why this topic has been chosen, how the session is going to work, and what you hope to gain from the session. **Activity** Hand each person a piece of paper and pen and ask them to write their name and job title on the top of the paper. Ask them to list the 3 –5 key roles they are responsible for. (this is not about tasks but about responsibilities; for example the responsibility would be "manage the team of administrators" rather than "organise workflow, approve leave and handle queries" Attach each of the papers to a whiteboard or large sheet of poster paper in a circle and ask each person in turn to share what they have written. The team can ask questions and/or make suggestions to add/delete/change the key roles until everyone in the team agrees about what is written on each person's sheet of paper. Each person should choose a different colour marker (whiteboard if on a whiteboad). Go around the team again and as the team reviews each role, anyone who delivers inputs or supports that person in one of their key tasks should draw a line from their paper to the paper of the person they support. In small letters along the line, write what is provided.	Paper and pens for each person

	Repeat until all the roles have been reviewed. Stand back and look at the work and the flow of work and discuss what is being seen. Some questions might include: • What have you learned about the roles that surprised you? • What, if any, red flags do you notice about our roles and responsibilities? • What, if anything, could be streamlined or simplified? • What, if anything, is missing? • What, if anything, could be reorganised, redistributed to increase efficiency?	
15 minutes	Debrief: The sheets of paper could be kept up to allow more ideas to be generated. You could create an action plan at the end of the activity or at the next meeting. • Which action would we like to take forward first? • What would we need to do in order to implement it? • Who will do what? • By when? Thank you and final wrap up.	
Notes		

This is an exercise that will take some time and might require some negotiation or even conflict resolution skills. The debrief is particularly important to ensure staff feel engaged in the process and all concerns in the open.

If the team is larger than 8, consider doing this in two teams.

Attitude Anchors

Total time of activity or workshop 20 - 25 min	**Purpose and aim**	
	To get team members reflecting on some of the influences they have to help manage their 'attitude' and the behaviours and mind-set that flow on from that.	
	Resources required	
	Common resources include pens, post-it notes and attitude anchor handouts. You will also need some way to watch the video – for a small team a computer with speakers should do. Otherwise you may want to find a room with AV capabilities.	
	Included you will find a template for a printable bookmark which requires a little more effort to create or a simple A4 if you prefer that or are pressed for time. You only need one of these.	
	The bookmark has the benefit of being more likely to be placed somewhere they will be repeatedly reminded of the session.	
	To produce the bookmark, print the Anchor bookmarks.pdf file 2-sided (flip long edge) on a heavy weight card stock, i.e. 200gsm+. Then use a paper trimmer to cut them out.	
	Outcome planned	
	Team members have learned a little more about one another and feel empowered to influence and shape their attitude day-to-day.	

| 10 min depends on groups size | **Post-it note activity**
Introduction: As the leader in this exercise you will need to think about why this topic has be chosen, how the session is going to work and what you hope to gain from the exercise.

People will need to feel safe to share. You may consider formulating some comments to the effect of, "We all come to life and work with a host of feelings and attitudes that shift through the day, through the week, through the month. This activity is coming from a space, not of judgement, but of how we can make to most of our work life. A space of understanding and recognition of some of the actions we can individually take to influence our attitudes.

What to do: Give each participant two post it notes. Ask them, one idea per note, to write down two positive attitudes they bring to the workplace (even if only sometimes). These don't need to be ones they feel they can always deliver. Just ones they recognise as positive and helpful.

Ask the team members to place their post-it notes in a central location (i.e. on a whiteboard or a defined section of the wall). Ask them to group them if there are similar themes they notice.

'So these are some of the things we are aspiring to. Are there any other attitudes that you would aspire to that haven't made the list? Attitudes that can help us all be happy and successful? (if ideas are generated add some new post it notes to represent those ideas). | |

10 min	**Watch the video** **Video link:** https://www.linkedin.com/checkpoint/enterprise/login/74831122?pathWildcard=74831122&application=learning&redirect=https%3A%2F%2Fwww%2Elinkedin%2Ecom%2Flearning%2Fcustomer-service-foundations-2%2Fanchor-your-own-attitude%3Fu%3D74831122 **What to do:** Hand out the bookmark or A4 (depending which one you are using). Let them know you are going to play a video that looks at two approaches to anchoring our attitudes. As you can see from the handout one type is called a repair anchor and the other type is called a maintenance anchor. We will watch part of the video and then I will pause for a minute to give you a chance to capture some ideas. Then I will play the second half followed by another minute to capture ideas. Once they are finished the second idea capture time ask if people would mind sharing some of the things that they find anchoring.	
5 min	**Conclusion** Go around the group and ask for any final reflections and one thing people will do differently as a result of this activity. Thank everyone for their time and participation.	

My maintenance anchors

My maintenance anchors

My maintenance anchors

My maintenance anchors

My maintenance anchors

My maintenance anchors

My repair anchors

My repair anchors

My repair anchors

My repair anchors

My repair anchors

My repair anchors

Anticipate Anchors

An attitude anchor is something that helps you anchor your attitude in a positive place. Use this worksheet to identify some attitude anchors that work for you.

Maintenance Anchors	Repair Anchors
These are things in your daily life that can help you maintain a positive mood.	These are things that can help you repair a bad mood.