

Team Gemstone Part I

April 16 5:30-7:30 PM

Arrival (about 10 minutes)

- Meet in the main lecture hall
- SL's for each team can have large signs with the team's name on them around the room
- Play music
- Staff will welcome the teams and explain the purpose of today's team-building activities
- Teams leave for Breakout rooms

Team Gemstone

Introductions (about 10 mins)

SL Introduction

- Introduce your own team research (briefly)
- Tell the team that you will be working with them for the remainder of the semester and explain what you think is the most important aspect of teambuilding that the team should work on prior to the summer
- If you are staying as a GEMS202 SL, share that information as well

Team Introduction

- Have each member introduce their name, major, where they are from, and a fun fact about themselves
- Take this time to gauge how well the team members know each other, any cliques, who is quiet and loud – information that will help you lead this team for the rest of the semester

Four Quadrants of teamwork (about 25 mins total)

Introduce the activity

- Each team member will be given a worksheet divided into four quadrants
- Tell them that they will be drawing or writing about four topics related to individual work style and their research project
- Explain the importance of understanding your own individual working style and communicating it with your team before you start the research project!!
- Remind the team that everyone approaches problems from different perspectives and with different skills. By identifying some

of these in advance the team will know better how to communicate, distribute workload, and establish goals for their work.

- Give everyone about 5 minutes to write or draw their answers to the following questions

Four Quadrants – draw or write about each topic in the appropriate quadrant

- Upper left: What is your favored form of communication? Are there any types that make you uncomfortable or you don't tend to respond to? (examples: phone, text, email, facebook, face-to-face)
- Upper right: What is your best and worst time of day to do work?
- Lower left: How do you keep track of your day-to-day schedule and long-term work schedule?
- Lower right: What excites you most about this team research project?

Discussion

- Have the team members describe their answers to each quadrant, one-by-one
- After everyone has given their answer to the first question have a conversation about what these answers mean: For example, if some students say that they don't respond to emails quickly, discuss what this means for team communication? How can they choose another form of communication that works for the team?
- Proceed through each question. After the last question, discuss how each person's excitement about different aspects of the project should affect how the project is designed. The team will have the rest of the spring and all of next fall to design the project so that all team members have ownership of it and can incorporate each of their strengths and interests.

Yellow Ball (about 25 mins)

Objectives

- Participants will understand the role of chaos in organizations.
- Participants will analyze prioritizing multiple goals in an organization.

Set-up

- Arrange the group in a circle facing each another. Go over the basic tenets of improvisational theater (or improv):
 1. No blocking: Saying "no" will end a scene.
 2. Yes And: When performing improv, it is important for group members to build upon one another's ideas, so "yes, and" adds to the scene.

Instructions

1. "I will say a person's name, name the object that I'm sending to that person, and the person receiving the object will acknowledge receipt by naming the object." (*Note: you are sending an imaginary object)

Example:

Facilitator: Joe, Yellow Ball

Joe: Yellow Ball, Melissa, Yellow Ball

Melissa: Yellow Ball

2. As the group gets the hang of tossing the Yellow Ball, the facilitator should introduce other objects, such as a red ball, green ball, rubber chicken, hot coals, screaming baby. . .

3. When chaos arises stop the group and check-in on the status of the objects. Ask the group what they did well and what areas in which they could do better to maintain the location of all objects.

4. After a few minutes of brainstorming, try again keeping in mind what the group learned from the initial round.

5. Repeat what you did for the initial round with similar objects. (For photos visit: <http://www.rit.edu/~slrbbu/improv.htm>)

Activity Discussion Questions

1. How does this activity relate to organizations of which you are a part?
2. How does this activity relate to the multiple balls you juggle in your life?
3. How do you prioritize what balls you catch?
4. How do you approach chaos in your organizations?

Consensus Exercise—Lost on the Moon

Physical Teambuilding Games

Magic Carpet

Traffic Jam

Human Knot

Helium Stick (need a hula hoop)

Loop-de-loop (need a hula hoop)

Introduce the assignments for the rest of the semester

Setting team norms and taking team leadership roles

In class project: defining the team's problem and question

- Explain that this is an ongoing process and it will change and be refined multiple times

Summary of Resources

- Beginning of the literature review process
- First team grade, start developing ways to hold team members accountable

Students dropping the program

Students who indicate on their voting card that they are dropping Gemstone will be told to meet Dr. Skendall in the extra classroom at 5:45 PM

They will discuss their assignments for the remainder of the semester

They will be dismissed by 6:30 PM