

-2019-

# *MANAGING PROJECTS & TEAMS*

THROUGH SERIOUS PLAY

MA DIGITAL MANAGEMENT

ALEXIS HOLM

# INTRODUCTION

2

This is a toolkit to help facilitate and support teams that is looking to have fun and staying happy in a structured and serious manner. The toolbox provides you with methods, tools and techniques that help you to build and improve your team's culture and trust, in a playful and professional way.

This toolkit is first and foremost meant to be used in project based teams. The reason for this is that this toolbox is mainly suited for physical presence and activities. However with some alterations it could be suitable for remote teams.

Those of you who don't like to have fun, stay away.

# TEAM DEVELOPMENT STAGES

## UNDERSTANDING TEAMS

One thing that needs to be addressed before venturing into the tools part of this toolkit. That is to understand the team you are in.

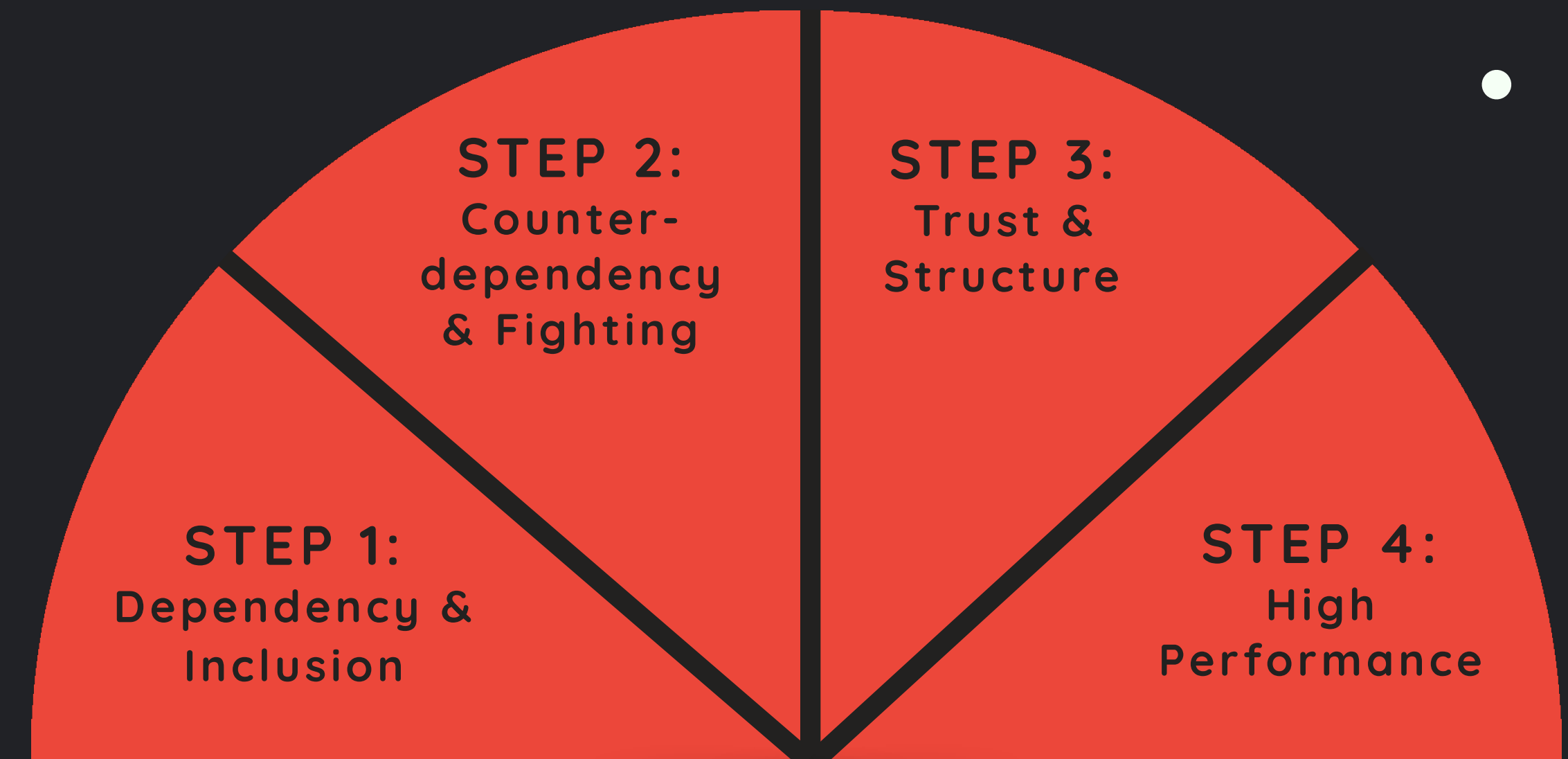
Working with others is central to how we feel about our jobs, according to the happiness index\* (Stoller, 2018). Teamwork and being aware of teamwork is a critical factor to how businesses perform through and with their people. People within teams who feel trusted by their peers work better together and are more likely to share ideas and feel comfortable enough to think creatively (Stoller, 2018).



Source: Structure copied from the Happiness index (Stoller, 2019)

The trick to creating a teams is to learn enough about how work groups function that we can increase the chances that they will become high performance teams (Wheelan, 2019)

Susan Wheelan (2016) describes, four aggregated stages that teams can develop into. Being in and being aware of what phase you're in is vital for managing teams, and its members.



### 1. Dependency and inclusion

- Individuals have concerns about safety and inclusion
- Individuals expect order and structure
- Team depends on its leader

### 2. Counter-dependency and fighting

- Questioning rules and roles
- Conflicts related to tasks and inter-personal issues occur.
- Members start questioning leadership

### 3. Trust and structure

- Rules and roles get reorganised
- The team leader is less directive
- Developing trust and cohesion

### 4. High performance

- High team cohesion and trust in process
- High level of team self-management
- Team values feedback and embraces challenges

# TEAM CANVAS

The Team Canvas is a team tool to bring team members together (The Team canvas, 2019) This through sharing personal goals, values and skills.

The Team Canvas helps teams to agree and establish on team roles, rules, regular activities, and also settle on a team purpose that all members feel comfortable and hopefully happy with.

**HOW DOES IT WORK?** Grab a piece of paper and divide it into the sections you see in the picture to the right.

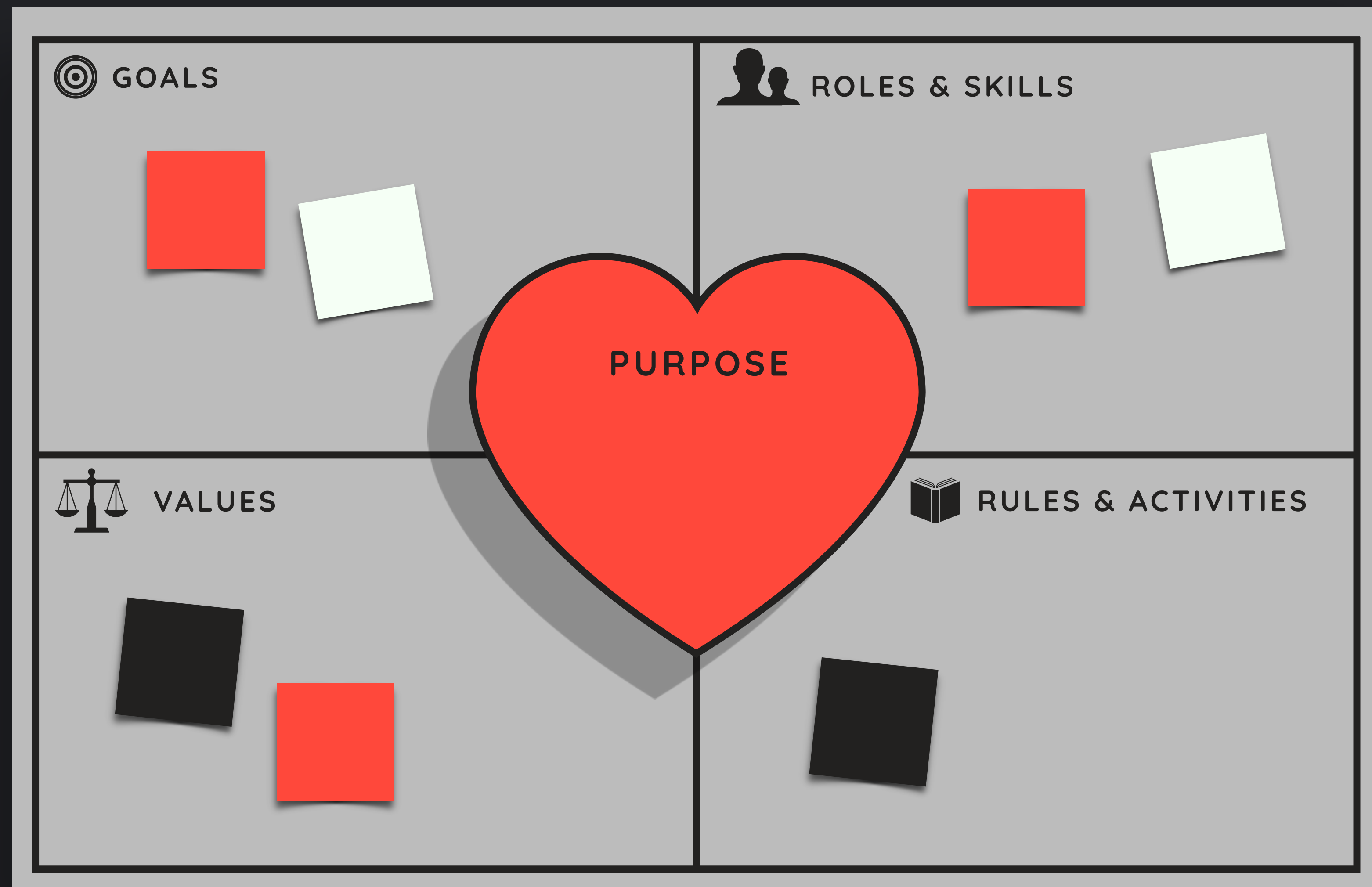
**Step 1.** Take 5 min to write down What are the goals for the whole team, as well as for each team member?

**Step 2.** Take 5 min to write down the roles and corresponding skills that each member brings to the table?

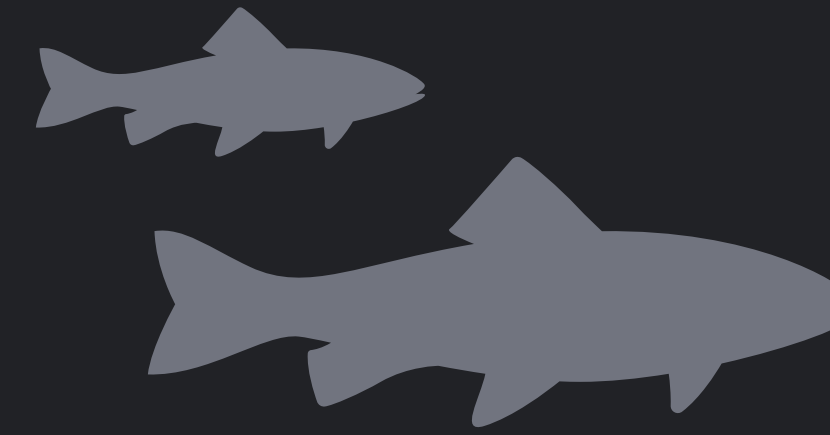
**Step 3.** Take 5 min to write down the team's purpose: the Why behind your goals?

**Step 4.** Take 5 min to write down What are the core values that you share as a team?

**Step 5.** Take 5 min to write down What the ground rules for the team is? How are you going to communicate? How would you make your decisions? How are you going to plan the project?



# STINKY FISH



The stinky fish is a metaphor for “that thing that you carry around but don’t like to talk about; but the longer you hide it, the stinkier it gets.” (From Hyper Island toolbox, 2019\*).

It’s a short activity that teams and groups can use at the start of a project. The stinky fish is focused on sharing fears, anxieties and uncertainties surrounding the project or program theme.

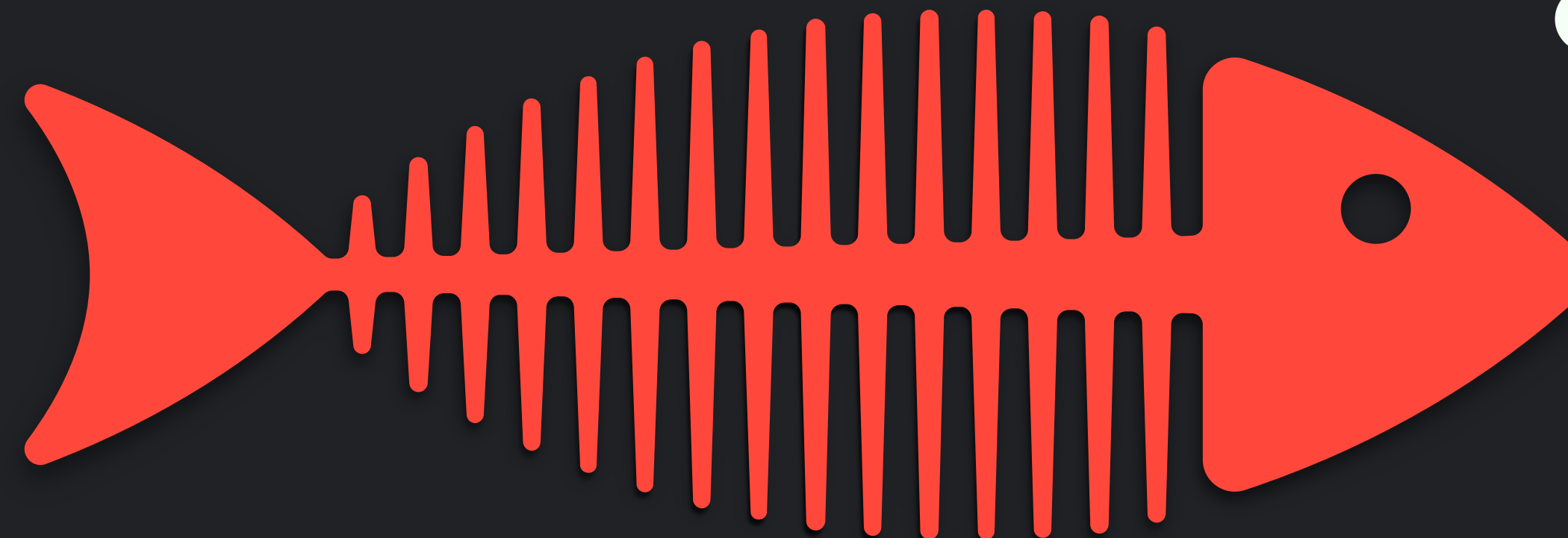
The sharing of these fears, anxieties and/or uncertainties creates openness and trust within a group. Team members will be able to relate to each other and learn from one another.

## SO HOW DOES IT WORK?

**Step 1.** Start by painting or drawing a fish on a piece of paper.

**Step 2.** Within or around the fish, write down your personal fears, anxieties and/or uncertainties about the project. How you feel as an individual. An example would be “I don’t like public speaking”, “I’m not good at spelling” or “I feel uncomfortable talking about emotions”.

**Step 3.** Talk about and explain the stinky fish, see to it that everyone in the group has equal amount of time spent talking.







# CHECK-IN & CHECK-OUT

Check-in's and check-out's are a simple and quick way to start and end the team workdays. This task invites each member in a group to be present, seen, and heard. It also helps to have team members emphasize, reflect and understand the current mood of the other team members.

## HOW DOES IT WORK?


**Step 1.** At the start of the day, When everyone has arrived. Stand up in a circle facing each other. One person asks the question “How are you feeling today?” Everyone shares their current feeling and expectations towards the days' work.

**Step 2.** Say thank you for sharing and continue on with your work.

**Step 3.** At the end of each workday, one person asks “How are you feeling now?”. Everyone shares their current feeling and their perception of the workday.

**Step 4.** Everyone says thank you for sharing

**Suggestion** if you want to put a spin on the check in and check-outs: and add an other fun question to lighten the mood or brighten the day, example, “**if your current mood was an animal, what would it be?**” or “**what is your favourite movie?**” Check in and check outs with a little spin will not only help to monitor your own and other team members development but also create team happiness and fun detail to a normal workday.



# TIME KEEPING & DAILY AGENDAS

**Time keeping** or **Time Management** is the ability to organise and plan the time spent on activities in a day.

Bad time management can lead to last minute stress and not being able to meet a specific deadline.

Good time management increases effectiveness and productivity. Keeps the team happy and structured. It involves planning, setting goals and prioritising for a better performance.

**An agenda** is a list of activities in the order in which they are to be taken, depending on the situation it may, but is not required to, include specific times for the activities.



## HOW DOES IT WORK?

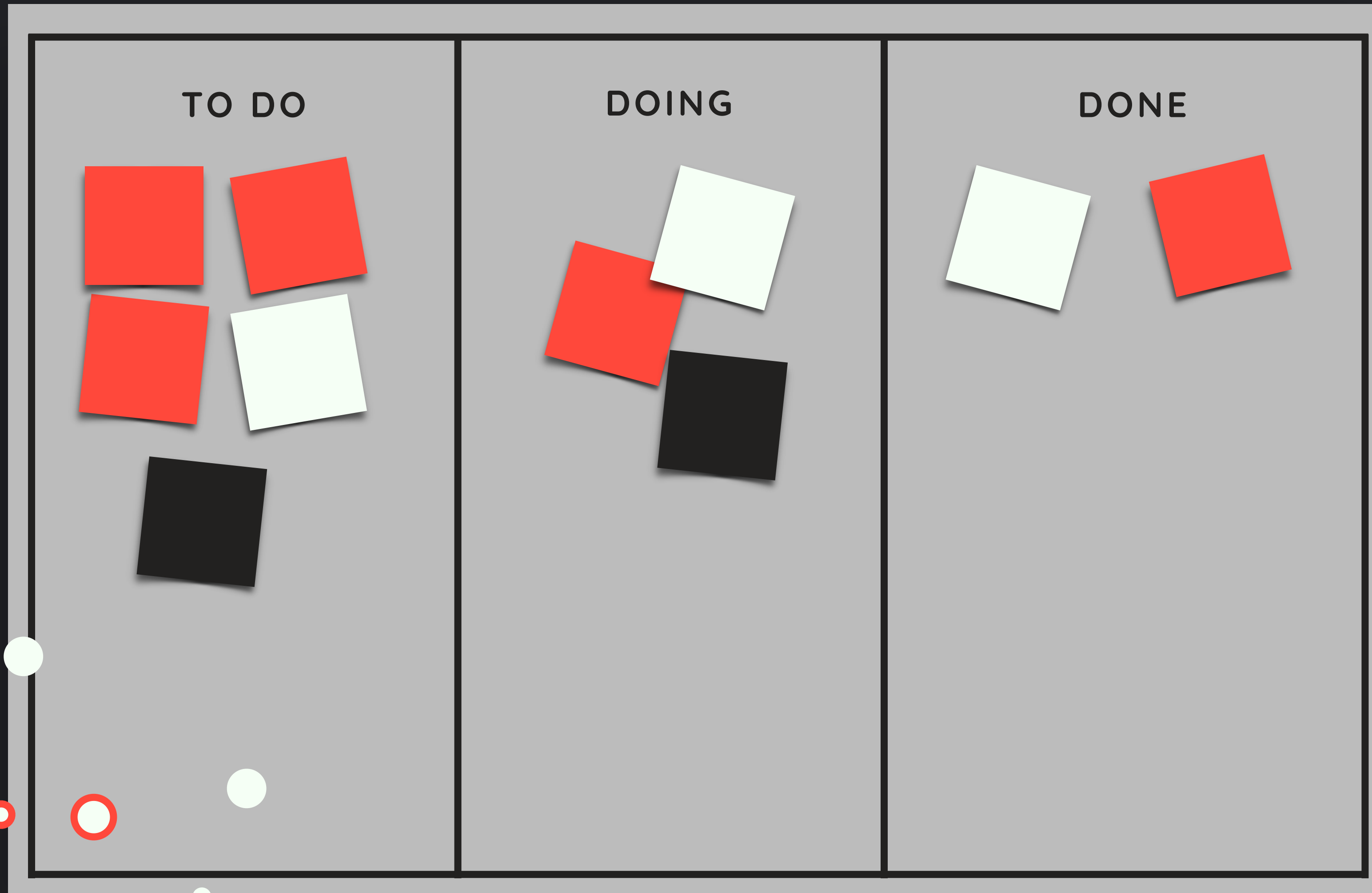
**Step 1.** As a group discuss the work situations, where are we in the project? **What needs to be done today? Can we divide the workload? And how long should we take for each activity?**

**Step 2.** Take a piece of paper and write down the activities and goals for the day. If needed put down a time schedule, so everyone knows when they should be done with certain tasks.

**Step 3.** Go through the schedule together as a team. tape or stick it to a place where everyone can see it.

**Oh and another thing! Don't forget to schedule in breaks and energizers (See slide 8).**

# THE KANBAN BOARD



A **kanban board** is an **agile** project management tool designed to help visualise the ongoing work, limit work-in-progress, and maximise efficiency (or flow) (Lei et al., 2015). **Kanban boards** is for helping teams commit to the right amount of work, and get it done!

“A key attributes of successful businesses is getting people to work effectively together”

- Tim Stoller, 2018

## HOW DOES IT WORK?

**Step 1:** Prepare Your Kanban Board. Divide a whiteboard or a piece of paper into three columns (See template to the left)

**Step 2:** Add items or cards to the “To Do” column on your Kanban board using a marker or Post-It notes.

**Step 3:** Review your Kanban board. As you work, you will naturally drag tasks from the left to the right of your board .

Source for guide: Collins, 2018

# TEAM ACTIVITIES

## TEAM BUILDING AND HAVING FUN

Make sure to schedule in a couple of team bonding activities during the team project. Team activities could be anything from **going out to dinner**, playing **mini golf**, having a **coffee** or **taking a stroll together** as a team.

One of the most efficient methods to keep people happy especially the younger generation is through socialising and interacting (Stoica et al. 2016). Team building and activities increases the trust factor with your employees and team members.

Susan Wheelan (2019) mentions that when a group becomes a team, there is nothing like it. Work doesn't feel like a chore. It's fun. Time will fly, work will flow, and people will help each other.



**WHAT ARE ENERGIZERS?** Energizers are games and activities to bring energy into the room. A way to get people moving make them have fun and destress have fun and make sure your group's energy level is right to continue with your session. activity to generate laughter in a group. Two examples of energizers from the Hyper Island Toolbox\* below.

### I Love You Honey...

Step 1:  
The group stands or sits in a circle.

Step 2: One person in the middle walks to one person in the circle and says, "I love you, honey, won't you give me a smile?" The chosen person must respond, "I love you too, honey, but I just can't smile," without smiling. If the chosen person cracks a smile, then he or she switches places with the one in the middle. Repeat the cycle 7 to 10 times until the laughter and playfulness in the group reaches a peak.

### Bang!

Bang is a group game, played in a circle, where participants must react quickly or face elimination.

One person stands in the middle of the circle as "the sheriff", pointing at other players who must quickly crouch while those on either side of them quickly "draw". A good activity to generate laughter in a group. It can also help with name-learning for groups getting to know each other.



# FEEDBACK & REFLECTIONS

Feedback and reflections should occur regularly, suggested is having feedback once a week, preferably at the end of the week. Regular, effective feedback is one of the most important ingredients in building constructive relationships and keeping team members happy.

Feedback exercises should always be conducted with thoughtfulness and with the high awareness of group dynamics within the team (Hyper island toolbox, 2019\*). Receiving direct feedback helped everyone to expand their arena in the Johari Window and see some blind spots (Selfawareness, 2013).

This to help members reflect on behaviours in the group and how it can affect team dynamics or other people's feelings. To give and receive feedback also helped teams to raise awareness of members strengths and help improve/develop trust, skills and behaviours (Dignen, 2014).

In the early stages of a new team the **“One thing i appreciate about you”** feedback is an easy getting to know each other exercise. It focuses on sharing appreciation and keeps up curiosity about getting to know each other.

Further in to the project, when team members feel more comfortable with each other, feedback sessions like **“Stop, Start, Continue”** is advised, this to further build the working relationship by giving constructive critique and admiral.

Hyper Island Toolbox\* : <http://toolbox.hyperisland.com/>

# ONE THING I APPRECIATE ABOUT YOU

## HOW DOES IT WORK?

**STEP 1.** Find a calm environment. Everyone has one post it for each member in the team. On the post-it note everyone should mention “what they appreciated about the person” and “what they wanted to see more of” (Hyper island, 2019).

**STEP 2.** When everyone had finished writing. All the members stand up in a circle. One at the time each member of the team asks another member “Can I give you some feedback?” The other person answers “Yes” . The first person then continues giving the feedback from the posit note.

**Step 3.** The person giving the feedback, gives the post-it note to the other person. The other person says “Thank you”. And so it continues until everyone has given and received feedback.

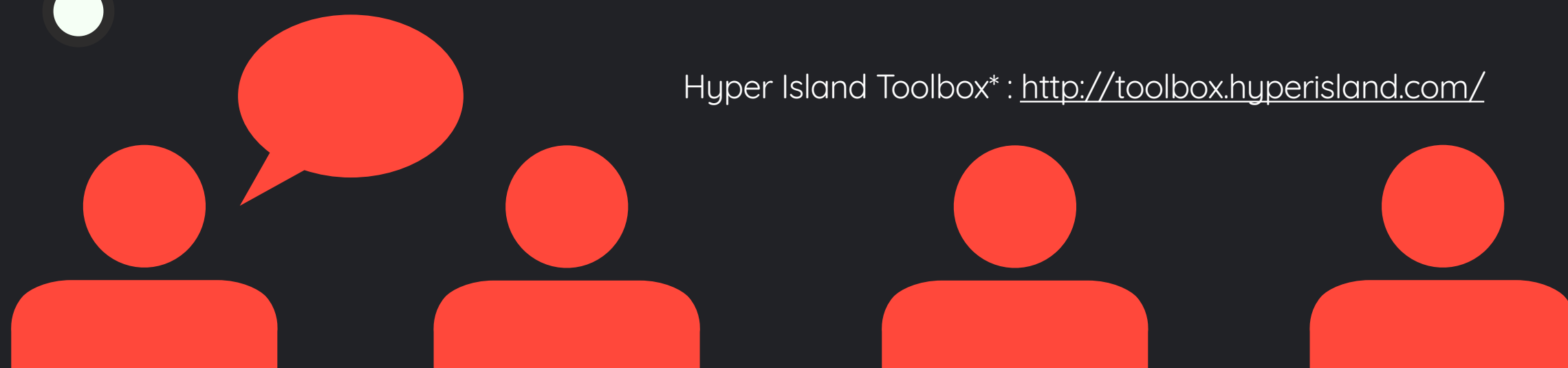
# STOP, START, CONTINUE

## HOW DOES IT WORK?

**STEP 1.** Find a calm environment. Everyone has one post it for each member in the team. On the post-it note everyone should mention what they should **Stop** doing, **Start** doing and **Continue** doing.

**STEP 2.** When everyone had finished writing. All the members stand up in a circle. One at the time each member of the team asks another member “Can i give you some feedback?” The other person answers “Yes” . The first person then continues giving the feedback from the posit note.

**Step 3.** The person giving the feedback, gives the post-it note to the other person. The other person says “Thank you”. And so it continues until everyone has given and received feedback.



# ROLES

“In productive teams, the leader’s style changes when necessary to meet emerging group needs. Members’ perceptions of the role of the leader also change at different stages of group development ” -  
Susan Wheelan, 2016

## DO WE NEED ROLES? AND WHY DO WE NEED THEM?

There are different kinds of roles and different ways that teams can go about applying these roles with in the project.

Being within the walls of education at **Hyper Island**, there are people who have never worked as a for example, a facilitator and there is also people who have only worked as a facilitator.

Recommended through own experience is to discuss the situation within the team. Ask questions like:

**Do we need specific roles? If yes, should one person stick to one role during the entire project? Or should everyone switch between roles during different days?**

Keep in mind that this could also be an opportunity for people with a stinky fish, to improve or practice facilitating or planning certain areas.

## ROLE EXAMPLES

### FACILITATOR

Is in charges of all the activities that occur during the work day. It can be anything from facilitating tools, workshops and/or introducing new methodologies in to the team.

### TIMEKEEPER

The timekeeper is a person who measures time with the assistance of a clock or stopwatch. In addition, the timekeeper records time, time taken, or time remaining during activities.

It is also the timekeeper’s job to make sure that meetings don’t run on too late and make sure there is enough time to talk about everything on the agenda.

### DIARY PERSON

Keeps track and takes notes of all the activities that occur during the work day. Diary person also handles scheduling plans in the calendar.

### NO ROLE

For when specific roles aren’t needed or when someone prefers not to have a role. One or more members continues on working with the projects on the agenda or divided by the facilitator, without having any additional tasks.



MODULE

# DESIGN THINKING



## ABOUT THE PROJECT

The challenge given to us by CityCo, Manchester, was “How can we design a support tool for a Manchester night out? Something that would help a person engage with the city in a safe and enjoyable way.

A night out that helps you consider how to engage with what the city has to offer in a safe and enjoyable way, and what to do if things start to go wrong?”

We were a group of 5 people with different work and ethnic background that had 3 weeks to find a solution to the problem.

**Solution:** An app called WAGGL, that helps them navigate through the city safely. As if they were with a local.

# THE A-TEAM

## TEAM LEARNINGS



**Anna**

My biggest learning about myself in this team project was that I was too focused on the content and not enough on the process. I worried too much about the outcome and at times imposed my structured style of working on others. I realized that when we had a reflection. After that, I was more aware of the others' feelings and tried to actively ask for their input and opinions much more.



**Alexis**

During the design thinking project I learnt to use different tools and methods to help me express my creativity. I also got to know more about how it is to work in a team without an assigned leader role. I also learned about the importance of being able to express myself so that everyone understands. If I could do something differently it would be to speak up more and ask more questions when I don't understand.



**Rodrigo**

Working on the design thinking project, I learned not only about how others work but also how I work as well. Some of the tools used shone a light in the way that I work and how different it is from others' experience. If I could do something differently is to be more aware of the needs and wants of others when it comes to work.



**Max**

The Design Thinking module helped me understand the importance of including team members in the process and clearly voicing my opinion. Frustration can build up when there is lack of listening and empathy in the group and I believe the team has successfully resolved this issue through honest and constructive feedback sessions. On a personal level, I lacked confidence in sharing my thoughts as but improvements are made throughout with the help of team members.



**Maisie**

During this project I learnt about the importance of team reflection in order to understand everyone's frustrations, concerns and motivations. I felt that this also helped to build empathy within the team. Having feedback sessions was also very useful and one thing I learned from the team part way through the project was that I should offer my opinions more which I tried to implement and will continue to do so on later team projects.



# Tools Used to Develop THE A-TEAM

## CHECK IN'S AND CHECK OUT'S

(See slide 6)

Before and after each group sessions of design thinking, we stood in a circle and shared our thoughts and feelings. Questions were set on each of these sessions (e.g. How do you feel today? What are you looking forward to?). Check-in and check-out sessions took no longer than 5 minutes but it allowed us to have clear understandings of how the team members are feeling that day, which may influence the way we carry out tasks.

## TEAM CANVAS

(See slide 4)

A team canvas is a visual representation of what the team's goals were, along with its purpose, roles & skills, values, and rules and activities. All of these were discussed and decided by the team before the project began. The canvas helped us as a roadmap to where we wanted to be at the end of the project. It was also used to measure our progress and determine whether we were on the right path or not.



## REFLECTIONS

(See slide 9)

Reflections are used for each team member to think about, write down and then talk to the team about specific things that have affected them. We had not scheduled any reflection sessions at the start of the project but part way through it became apparent that having one would be useful as we realised that we were not always communicating effectively and this was resulting in frustrations within the team. It was a useful exercise and it seemed that our productivity increased afterwards.

## FEEDBACK: One Thing I Appreciate About You

(See slide 9)

Occurred once a week within the team. Everyone had to write a post-it note to each individual in the team. On the post-it note everyone should mention "what they appreciated about the person" and "what they wanted to see more of". To give and receive feedback helped us as a team to raise awareness of our strengths and help us to improve and develop our skills and behaviours. Giving feedback to each other was also helpful in building trust within the team and us as individuals.

## FEEDBACK: Stop, Start, Continue

(See slide 9)

After we had given each other feedback throughout the project (see paragraph above) and felt comfortable with that, we used a more direct feedback method in the team termination. We wrote 3 things on a post-it note for all team members including ourselves:

**Stop** doing..

**Start** doing...

**Continue** doing...

Receiving direct feedback helped everyone to expand their arena in the Johari Window and see some blind spots. This helped us to reflect on our behavior in the group and how it can affect team dynamics or other people's feelings. These learnings can be taken to future projects and be applied in professional and personal life. Giving feedback helped us to reflect on why things happened in the team and how that impacted the project. In addition, it supported our practice in communicating honestly.



MODULE

# DIGITAL TECHNOLOGIES

**BBC**  
R&D

## ABOUT THE PROJECT

**BBC- Brief:** Audiences increasingly want content experiences tailored to their busy lifestyles and individual needs.

**How might we use personal data to design a hyper-personalised BBC experiences?**

This with “the Box” in mind. The Box is a module that allows BBC to offer individuals these experiences powered by the things they actually do.

**Solution:** A learning management system called ICARUS, that merges all BBC learning platforms and entertainment systems into one module.

# THE FRUIT GUMS

## TEAM LEARNINGS



**Alexis**

During the Digital Tech project I learned alot about the importance of trusting your team, being honest and how important feedback and reflection is.

At times when I felt that the team wasn't moving forward I got impatient which led to me trying to structure things and/or press on with my own views and ideas. Instead of taking a step back and listen some more.



**Han**

The project allowed me to deep dive into the realms of data privacy and security, understand that I am subjected to the same problem of feeling helpless and the incapability to take ownership of my own digital assets. While it is alarming, certain individuals are still oblivious or ignorant, and it's apparent through their actions. This is not limited to the subject but also to the operations of the project itself.



**Claudia**

My biggest learning from this module is the importance of communication in order to move forward and achieve not only the team's goals but the personal targets too. I believe that having feedback sessions is important to be aligned and understand the other team members. On the other hand, managing a daily agenda is really helpful to organized better their time and be aware of the deadlines.



**Minjung**

The most significant learning from this module was that even though I thought we had good relationships, the progress, especially generating a solution and making decisions could stuck without regular reflections and feedbacks. Also a couple of time of my absence as personal reasons affected the team more distracted. I would like to avoid these, believe in team no matter what and do more proactive approach.



**Pedro**

What I learnt from this project is how important is to maintain a certain level of focus and avoid interruptions.

As a personal learning , to do not step back when I was not following the flow and not happy with the solution.

Also the importance of timing and to follow an agenda. It would make less stressful when the pitch day is approaching.





# Tools Used to Develop THE FRUIT GUMS

## CHECK-IN'S AND CHECK OUT'S

(See slide 6)

At the beginning and the end of a work day, our team would take a couple of minutes to share our thoughts and feeling of the day. Instead of using the standards questions such as “How do you feel,” we often pair it up with questions like “what is your goal for the day,” or “what do you want to achieve,” to gauge what our state of mind is. This allowed us to not only be aware of how each other is feeling, pinpoint what are the issues that are bugging us personally, but also a display of how focused we are on the project in terms of moving forward.

## ENERGIZERS

(See slide 8)

Energizers were one of the team's most frequented tool. We would use it in instances such as a breather before entering a different topic of discussion, a jump starter for an ideation or even when we're stuck knee-deep in a discussion. This allowed the team to escape from the stuffy workplace, get a breath of fresh air while jolting ourselves as we release our pent-up tension from previous discussions. Walking into a discussion with a clear and fresh mind helped us focus on the ends and stay present during discussions.



## DAILY AGENDAS AND TIME KEEPING

(See slide 6)

Initially, the team agreed to spend time at the end of every day to set an agenda for the next working day. This process was quietly dropped off midway because it was not being followed. This led to the team working blindly and not having a direction, it disrupted the team dynamics and hindered progress. Eventually the team decided to enforce stricter rules on setting daily agenda and goals for the day. Apart from that, the team also decided to partake in stricter timekeeping for a more efficient decision making process. This allowed the team to pick up where we left as we advanced progressively and got back on track on the project timeline and eventually delivered a solution that answers the brief.

## REFLECTIONS AND FEEDBACK

(See slide 9)

Over the course of three weeks, the team did merely one reflection and feedback session instead of having it once a week as agreed at the beginning of the project. The reason for this is because during the duration of the project, the team was flooded with a series of talks and workshops, which significantly reduced project time for the team, hence why this was delayed and not executed as planned. When the session took place in the middle of the project, the team took the time to realign on their goals and expectations of the project, which allowed us to move forward seeing as we all were then pulled back on the same page.

## SUSAN WHEELAN'S MODEL OF EFFECTIVE TEAMS

(See slide 3)

Collectively, the team agreed that we went back and forth between stage 1 and stage 2 of Susan Wheelan's Model of Effective Teams.

## OTHER LEARNINGS

The project posed numerous barriers as the subject required prerequisite knowledge and understanding. The team was often found to be digging its own rabbit holes and have proved it difficult to ideate objectively due to both internal and external factors. The following components allowed us to steer clear of distractions and work more cohesively on delivering an idea.



# BUSINESS TRANSFORMATION



## ABOUT THE PROJECT

**EY brief:** How do we shape our organisation to meet the needs of our current and future clients and markets they operate in? What does the market look like in 10 years?

Who are our core audiences within markets? Will they think and act differently? What will the professional services industry look like? and What does that mean for our model?

These were some of the questions that EY gave us to answer. We as a team choose to mainly focus on the public's perception of EY, and how the company might look like in 10 years.

**Solution:** Splitting entire EY in half, giving away the money to education, start-ups, future tech with no strings attached. This in order to change the public's perception of them and create more transparency.

# HAPPY HOUR

## TEAM LEARNINGS



**Alexis**

I learned about the importance of being honest and that a calm group dynamic really helps me relax in a stressful situation. During my time in the team I learned that I lighten the mood with my happiness, but need to mind myself when I get to goofy, to not disturb the workflow.

I'm also happy to say that I felt more confident pitching with this team. I felt like I had a common understanding of the project and the feeling of group trust felt comforting.



**Bethan**

Overall, I found the content of this module difficult but it was made enjoyable by having such a fun, relaxed and supportive team to work with. What I valued most in this group was the openness of everyone to listen to others, ensuring everyone felt they had a voice in group discussions. I found it interesting that as a group we identified the reason for this being 4 of 5 of us relate most to 'blue' on the SDI Triangle. Personally, through feedback sessions, one learning to take into the next group is to start expressing my thoughts with more confidence and conviction.



**Caleb**

In this group, we agreed upon honesty and regular bonding activities. I feel this sets the tone for development of good team chemistry. Good relationships built within team members helped me feel comfortable to be involved in open debates and discussions during the work process. I observed that towards the end of the project, the team have developed to work flawlessly with the trust of each other's roles on different tasks. From this team experience, I discovered the importance of bonding as a team.



**Niels**

During my time in Happy Hour I learned the value of stable group dynamic and importance of open communication. One thing I need to work on is communicating what I need to stay engaged.



**Rodrigo**

I learned within this team the real importance of balancing internal and external group activities because it is important to get to know your teammates in another context and finally understand them as persons to manage how you can work jointly for the project.

In addition, I felt we were all time opened and transparent with ourselves but always being gently and funny and that brought a good synergy and confidence, especially for the ones that were so eager to improve their stinky fish





# Tools Used to Develop HAPPY HOUR

## TEAM BUILDING/DYNAMICS

(See slide 4)

When we created our Team Canvas, we decided to have at least one social activity outside the working environment so we can get to know each other and then as a source of releasing stress and start growing our bonding as a team. To help with the latter mentioned, during our daily work we also planned to have energizers to take a break, restart the mind or for pure fun to have a boost before continuing with our tasks. Even though, we believe that this was not practiced enough times to make them valuable, we prioritized the schedule of the agenda and focused finishing on time to allow us time to get on with our personal work.. As a general dynamic, the team worked perfectly communicating themselves always respecting each other and something very important to us, having fun.

## UNDERSTANDING TEAM MOTIVES

(See slide 6)

To understand the team's individual motives and behaviours, we did team check in and check outs, discovered where each member stood in the SDI Triangle as well as our Myers-Briggs Type Indicator(MBTI) Personality. We had good sharing sessions that helps us understand the way each member process information, make decisions, prioritise tasks and even our energy level at different situations. These tools assisted in understanding each individual's motives and encourages better communication that better supports one another. These learnings coupled with our different background knowledge helped us make better decisions on how we can divide and trust individual members to perform specific tasks or roles.

## TIME MANAGEMENT-KANBAN

(See slide 6-7)

Kanban was just one way we chose to time manage in the team. We used Kanban over Scrum as it is more loosely structured and allowed us to prioritise based on relevancy over predefined tasks. This was important as each day our brief, learning, and creative thinking would fluctuate and was based on what we were learning that day. Agile thinking is about encouraging, appreciating value, speed, and flexibility. Throughout the module, the team used Kanban Agile Board to create, plan, manage, tasks. The purpose of a Agile Board is to maximise efficiency. Happy Hour Kanban board consisted of columns and sticky notes and tasks would be created at the beginning and end of each day. These tasks would be taken down once a task was completed. It was a great visual aid, and was consistently referenced by the team throughout the module.

## TEAM LEARNINGS

(See slide 8)

As a team, we learned that being honest, open and not being afraid of questioning/share critical opinions led to a more relaxed and even more honest group dynamic. We all agreed on that we should have discussed our personality types in the beginning of the project, this to get a better understanding of us as individuals but also how we work in a group. Having fun and doing group activities and energizers helped in building a group dynamic and pick us up when energy levels were low. We all agreed on that even more group activities would have been more fun and helped build more trust. All in all we felt that we had each others backs and dropped the mic on the pitch! BOOM!

## A REFLECTION ON TEAM ROLES

(See slide 10)

At the start of the project, we decided we would allocate roles daily. The aim being to allow each member of the team to try out roles they might not have had previous experience in e.g. a facilitation role. This worked in theory but in reality it was difficult to adapt to different daily roles and were easily forgotten throughout the day and subsequently efficiency suffered. We reflected upon this as a group in our team termination and decided allocating roles for longer periods of time might have worked better and is a learning to take into future teams.







# CONCLUSION

"Unity is strength. . . when there is teamwork and collaboration, wonderful things can be achieved."

-Mattie Stepanek

A Happy Team is a Productive Team! Looking back on the past 3 months working in different teams with different individuals, there's three things that are constant in holding a team together. That is honesty, trust, active listening and having fun. I've learned that the more you give the more you get back.

A team can not always be aligned in a project, but you can have fun and create a better understanding while agreeing to disagree in certain aspects. Having fun is creating trust. There's only a few things that can beat the feeling of facing your stinky fish, with a team having your back.

It's been a truly amazing journey so far, looking forward to see what tomorrow will bring.

***- THE END -***

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