

STM 123

FEA Core Values, Part 2

v12.7.21

Objectives:

1. To help the participants understand how they are similar or different from others, and how diversity impacts their work.
2. To help the participants make most of the diversity in the team they work with.
3. To help the participants build rapport with their team members.

Day#	Session 1 - 09:00 to 11:00	Session 2 - 11:15 to 13:00	Session 3 - 13:45 to 16:00	Session 4 - 16:15 to 17:15
1	Understanding the building blocks of teamwork	Identifying challenges to teamwork	Creating a roadmap to be an effective team player	Practicing teamwork
2	Understanding diversity in FEA classrooms and teams	Identifying threats to diversity	Developing a common understanding of how diversity functions	Understanding how we are similar or different from others
3	Understanding the importance of building rapport	Identifying challenges and brainstorming solutions	Practicing building rapport through dialogues	Practicing building rapport by creating an inclusive environment

Day 1

Session #	Objectives	Activities
1	Understanding the building blocks of teamwork	<p>Introduction (15 min)</p> <ol style="list-style-type: none"> 1. Welcome the participants. 2. Communicate what skills they are going to acquire from the workshop. 3. Understand their expectations and communicate yours. <p>Make teamwork tangible (45 min) Ask participants to think of examples of good and bad teamwork based on experiences in personal and professional arenas of life. To help them think provide cues such as sports, wedding functions, annual days, celebrating festivals, etc.</p>

		<p>Building blocks of teamwork: With the help of the participants create a common understanding about the building blocks of teamwork - Coordination, cooperation, support, mutual trust, respect, discipline, accountability, etc.</p> <p>Discuss (30 min):</p> <ol style="list-style-type: none"> 1. Why do we work in teams? 2. What are the pros and cons of working alone? <p>Show them the following video: The Power Of Teamwork - Funny Animation</p> <p>Discuss the advantages of working as a team (30 min).</p>
2	Identifying challenges to teamwork	<p>Identify the challenges to teamwork (30 min)</p> <p>With the help of the participants identify the challenges they face when they try working with others as a team. Remind them to include FEA-specific examples.</p> <p>Expected challenges:</p> <ol style="list-style-type: none"> 1. Understanding different perspectives 2. Adapting to different working styles 3. Creating a bond 4. Providing and receiving support 5. Time management 6. Lack of trust <p>Brainstorming - Generating new ideas (30 min) Form groups of 4 or 5, and send them to breakout rooms to brainstorm ways to overcome them.</p> <p>Solutions (45 min) Allow each team 10-15 min to present ways to overcome the challenges.</p> <p>Encourage participants to use FEA-specific examples, appreciate ideas, clarify complex information, suggest alternatives, and take notes.</p> <p>Share tips to improve teamwork: Cooperate, Coordinate, Mutual Respect and ensure that they practice it in the activities planned later.</p>

3	Creating a roadmap to be an effective team player	<p>Solutions Contd. (60 min) Continue the presentations.</p> <p>Evaluate solutions (30 min) Request the participants to reflect on the solutions shared by various teams and choose the ones that may work for them. Based on their choice they need to prepare a 'Roadmap to be an Effective Team Player' and submit it to the Google Classroom.</p> <p>The idea is to make each participant develop their own model of effective teamwork depending on the teams they work with. Debrief how one size doesn't fit all and that there are many approaches to achieving the same results.</p> <p>Inform the participants that they would be reviewing their roadmap and making the final draft on Day 3.</p>
4	Practicing teamwork	<p>Divide the class in 4-5 groups. Give each group a sudoku puzzle to solve in 10 min in the breakout room. Play as many rounds as time permits.</p> <p>https://sudoku.com/</p> <p>After each round reflect on the following:</p> <ol style="list-style-type: none"> 1. Who led the team? 2. Who was great at listening and following? 3. Who shared ideas the most? 4. Who kept track of time? 5. Who did not participate much? Why? <p>Highlight how a team that harnesses individual strengths is more likely to succeed. End the session by sharing the objectives for the next day.</p>

Day 2

Session #	Objectives	Activities
1	Understanding diversity in FEA classrooms and teams	<p>Introduction (15 min)</p> <ol style="list-style-type: none"> 1. Welcome the participants. 2. Communicate what skills they are going to acquire from the workshop. 3. Understand their expectations and communicate yours. <p>Start the day by showing the given videos. Remind the participants to take notes so that they can participate better in the discussion that follows.</p> <p>Video1: Inclusion and Diversity at Apple Video 2: Diversity at Google</p> <p>Discuss their takeaways from the videos.</p> <p>Use these questions (if required):</p> <ul style="list-style-type: none"> ● What do you think about products and services by Apple and Google? ● Why are Apple and Google so successful? ● What role do inclusion and diversity play in their success? <p>Define 'Diversity' with the help of the participants. Talk about the role it plays in teamwork.</p> <p>Discuss diversity in the FEA context:</p> <ol style="list-style-type: none"> 1. The diversity of students in FEA classrooms: <ol style="list-style-type: none"> a. How does it impact participation? b. How does it impact learning? 2. The diversity of staff working at FEA. <ol style="list-style-type: none"> a. How does it impact teamwork? b. How does it impact professional growth?
2	Identifying threats to diversity	<p>Ask participants what in their opinion are threats to inclusion and diversity (30 min).</p> <p>Potential answers:</p> <ol style="list-style-type: none"> 1. Conflicts due to multiple perspectives 2. Stereotyping someone based on their looks, gender, education, background, ethnicity, religion, etc. 3. Biases and prejudices

		<p>Stereotypes and Generalizations (45 min)</p> <p>Activity 1: Instruct the participants to make a T-Chart and differentiate Indians from Europeans based on whatever parameters they deem fit (physical appearance, social norms, culture, attitude, education, income, etc.).</p> <p>Use the cultural pyramid given in Appendix 2 to highlight how deep down humans are similar to one another.</p> <p>Activity 2: Use the following video to trigger a conversation about stereotypes and generalizations. The Myth of Race: https://www.youtube.com/watch?v=926PqQUOVOg</p> <p>Probe:</p> <ol style="list-style-type: none"> a. What do you think about the concept of race? b. How is the concept of race politicized? c. What does science have to say about race? d. What are other stereotypes apart from race? <p>Reflection (15 min)</p> <ol style="list-style-type: none"> 1. Have you ever been stereotyped? How? 2. Have you ever stereotyped someone? How? 3. Why do we generalize? <p>Closure (30 min)</p> <ol style="list-style-type: none"> 1. What are the pros and cons of stereotyping and generalizing? 2. How do they affect our thoughts, words, and actions?
3	Developing a common understanding of how diversity functions	<p>Diversity at play (60 min)</p> <p>Activity 1: Use the given video to trigger a conversation about how diversity helps at work. The making of Chammak Challos Song: https://www.youtube.com/watch?v=CAHago_t7RIQ</p> <p>Steer the conversation towards creating a healthy and safe environment for everyone so that we can get the best out of one another.</p>

		<p>Activity 2: Know Thyself (60 min) Ask the participants to think about their innate qualities. Use the questions given below.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What comes naturally to you? 2. What traits of you are often praised by others? 3. What are your strengths? <p>Ask them to identify 5 strengths and list them down in the format given in Appendix 3 - Exercises A and B.</p>
4	Understanding how we are similar or different from others	<p>Creating a strength-based team (45 min) Divide the class into 3-4 teams. Instruct them to use the format in Appendix 4, Exercise A to create a strengths-based team.</p> <p>Next, ask them to analyze if there are a few strengths that more than one team member possesses and note them down in Appendix 4, Exercise B.</p> <p>In the end, ask them to identify strengths that are missing from their teams and how it could impact their team performance. Instruct them to use Appendix 4, Exercise C.</p> <p>Closure (15 min) Reiterate how diversity can help us achieve more if we know how to harness its potential.</p> <p>Share that they are going to learn to do that the next day.</p>

Day 3

Session #	Objectives	Activities
1	Understanding the importance of building rapport	<p>Activity: Down the memory lane</p> <p>Ask the participants to think of their first day at work as a facilitator. Give them cues as they are thinking - how they felt, what was going on in their minds, what were their expectations, the challenges they faced, the people they met, who helped them, etc.</p> <p>Note: Listen carefully and focus on what they say about the person who helped them.</p> <p>Introducing the word 'rapport'.</p> <p>Ask the following:</p> <ul style="list-style-type: none"> ● What comes to their minds when they think about rapport? ● Who at FEA do they share a good rapport with? Why? ● Who at FEA can claim to have a good rapport with them? <p>After a brief discussion, define rapport at the workplace. Recap what they learned so far. Discuss how active listening helps in building rapport.</p> <p>Possible points of discussion: active vs. passive listening, barriers in communication, being open to multiple perspectives, etc.</p>
2	Identifying challenges and brainstorming solutions	<p>Identify the challenges (15 min)</p> <p>With the help of the participants identify the challenges they face when they try to build rapport with others. Remind them to include FEA-specific examples.</p> <p>Brainstorming - Generating new ideas (15 min)</p> <p>Form groups of 4 or 5, and send them to breakout rooms to brainstorm ways to overcome the identified challenges.</p> <p>Discuss Solutions (30 min)</p>

		<p>Discuss the difference between Debate - Discussion – Dialogue (30 min)</p> <p>Use this video as a trigger: Bridging Divides - Dialogue</p>
3	Practicing building rapport through dialogues	<p>https://www.ted.com/talks/jason_linett_rethinking_rapport</p> <p>Role plays: Divide the class into 3-4 teams and give each team a scenario and 10-15 min to prepare a role-play. Presentation of 5 min to follow.</p> <p>Note: Please make sure that you clearly point out (with the help of the participants) the instances where dialogue mode was/wasn't used. Close the activity by discussing how dialogues help us build rapport.</p> <p>Scenario 1: During a meeting, there's a difference of opinion between a facilitator and the BM. You are the DBM. Facilitate a dialogue between them.</p> <p>Scenario 2: Your co-facilitator has a habit of not returning the stationery to the designated place. Open a dialogue with him/her.</p> <p>Scenario 3: You are the BM and a facilitator at your branch is not receptive to feedback. Open a dialogue with him/her.</p> <p>Scenario 4: There's a shy facilitator who doesn't participate in discussions. Open a dialogue with him/her.</p>
4	Practicing building rapport by creating an inclusive environment	<p>Introduce the word 'Ally' and show them the video Bridging divides – Allies</p> <p>Discuss - Building Rapport by being an Ally</p> <ul style="list-style-type: none"> ● Who is an ally? ● What do allies do to form alliances? ● Why be an ally? ● How can we be an ally? <p>Reflect: Ask the participants to reflect on the role plays that happened in the previous session. See if they could identify who acted as an ally to them.</p>

		<p>How to create an inclusive environment:</p> <ul style="list-style-type: none"> ● What is the meaning of inclusion? ● What does it look, feel, and sound like at work and in personal life? ● How does it impact work? <p>Closure:</p> <p>Request the participants to review the 'Roadmap to be an Effective Team Player' prepared on Day 1, make the required changes and submit it again.</p>
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Appendix 1

Newspaper Article 1

Headline: 5 survive horror car plunge off Deacon Head.

The article reads: Five teenagers had a miraculous escape when their car plunged 150 feet off a cliff. Horrified witnesses were convinced that the three boys and two girls were dead after their car shot backwards over Deacon Head. Incredibly, the pals all survived the death crash but two of the teenagers are critically ill in hospital. The driver aged 17 had just passed his test. There is no suspicion that any of the teenagers had been taking drugs before the crash although the driver was too ill to take a breathalyzer test.

Newspaper Article 2

Headline: Five in a car survive fall off Deacon Head cliff.

The article reads: Five teenagers fell more than 150 feet in their car when they crashed off a cliff near Deacon Head yesterday. Their Ford Fiesta landed on its bonnet on boulders at the bottom of the cliff. The three boys and two girls were taken by helicopter to Northbeck General Hospital and two girls and one boy were in a critical condition last night. The police said the teenagers had had a remarkable escape and they did not face prosecution.

Appendix 2



Appendix 3

Exercise A:

My Strength	Description
1	
2	
3	
4	
5	

Exercise B:

My Strength	How can I use it?	When can I use it?
1		
2		
3		
4		
5		

Appendix 4

Exercise A:

Team Member	Their Top 5 strengths	How those strengths can help our team
	1. 2. 3. 4. 5.	
	1. 2. 3. 4. 5.	

	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	

Exercise B:

Common Strength	How it could impact our team performance

Exercise C:

Missing Strength	How it could impact our team performance