

Building a Strong Team During Everyday Moments and Meetings

3-Hour Session Timeline

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Explore the team building principles used by successful leaders to develop a strong and committed crew. Identify common challenges and barriers to team building. Gain strategies, activities, and processes you can use to build bonds and create a climate that ensures you retain valuable staff and help your program thrive. Attend an interactive live Zoom meeting with an engaging presentation, an opportunity to brainstorm ideas with others in leadership positions, and time to apply the concepts to your own early childhood team.

Objective: Participants will be able to list a strategy to build strong teams during meetings and everyday interactions

Time	Training Method/s	Content
15 mins	Lecture Large group activity Quote Hands on activity Individual reflection	-Welcome & Facilitator Introductions <ul style="list-style-type: none"> Share my background Activity: "Like me" Go over objectives, main points, guidelines, quote of the day Activity: Picture game to get to know each other or other icebreaker Reflect: What did I do in the opening two activities? What was the result for you?
15 mins	Lecture Large group	Lecture: Team Building overview <ul style="list-style-type: none"> Benefits of team building (A: improve retention, job effectiveness, retention) Quotes Team building principles from Good to Great <p>Large group chat/discussion: Comments? Thoughts? Takeaways?</p>
30 mins	Individual reflection Large group Coaches & Clients – 3-person groups problem-solve issues together Group brainstorm on Google Doc	Challenges and barriers Reflect, then share out with large group. -What are the CHALLENGES/BARRIERS to team building? (i.e. time, space, don't know what to do, staff won't engage/participate). Trainer lists on Google doc. Activity: Coaches and clients. Grouped in 3, 1 client, 2 coaches. The client chooses their top challenge. The other two give advice. The client lists advice on handout. Share out with large group when they return. Large group follow-up: How can we overcome these challenges/barriers? Can we overcome them? (i.e. commitment, training) As groups share out, trainer compiles ideas in the group document.
30	Small groups (4+) on Google doc. Popcorn	Strategies to build a strong team What do you already do to build your team? First one group does one, and the others do the other. Then, they switch, groups... <ul style="list-style-type: none"> Daily and between meetings During meetings <p>Large group goal popcorn: How might you use these activities with your team? What would be the result you may see (or have seen?)</p>
30 mins	Lecture Popcorn	Team building during daily interactions and between meetings <ul style="list-style-type: none"> Create team feeling (Use the term "team", help team get to know each other team picture book, team board, white boards, bulletin

	<p>Large group share out</p> <p>Q and A.</p>	<p>boards, when have a new team member, create time and space to connect (mentor, coffee hour, weekly checkin, etc.)</p> <ul style="list-style-type: none"> • Build in time to connect with positive routines (Share ideas such as weekly emails and morning greetings and then popcorn: “What would be the benefits of a routine?” And then add ideas not yet said.) • Be attuned to problems (creating routine ways to address these when they come up and/or at next meeting.) <p>-Ask</p> <ul style="list-style-type: none"> • What is important to you? Any questions? • “Anything you would add based on what you learned during your earlier group work?”
45 mins	<p>Lecture</p> <p>Activities to show strategies</p> <p>Quotes</p>	<p>Team Building DURING Meetings</p> <p>Presenter shares ideas for things that leaders can do during meetings such as focusing on connection tasks and processes to build bonds between staff during this valuable time.</p> <p>Activities with the group show some, the presenter describes others depending on timing: Joys and concerns, ice breaker bingo, problem-solving sessions, exploring different perspectives, supporting that there is not one right way to caregiver but finding common ground and goals for program.</p> <p>Large group wrap up and share out: What is sticking with you? What other ideas did you generate earlier?</p>
15 mins	<p>Q and A</p> <p>Objective check</p> <p>Lecture</p>	<p>Wrap up:</p> <ul style="list-style-type: none"> • Question and answer • Individual goal identification: Have each participant think about and document <ul style="list-style-type: none"> -What is one thing I can do daily/weekly to build my team? -What is one activity will I use at our next team meeting? • Wrap-up of main points • Evaluations
Total 180 Minutes		

Universal Instructional Design

This online training is supportive and inclusive of all participants and includes the insight of all participants during activities, processes, and brainstorming sessions. We establish clear group guidelines to increase feelings of safety and reliability for learners. As we identify strategies, participants have a chance to reflect on their unique experience and which strategy fits for them and would be useful in their setting. The training also incorporates many different training modes to meet the needs of different learners. Feedback and ideas are collected in multiple forms to meet the needs of multiple learners, including individual reflection time, pair-share, small groups, lecture, and large group brainstorming. Time is given for individual reflection for those participants who need to process internally first. All participants have the option to participate in individual and small groups and share ideas in the format that matches best for them. Each participant will bring their unique insight to which strategy is being applied and when it works or does not work for them.

Throughout the training, the trainer also models and verbalizes the value of different ways of doing things that are brought up in the group work, leaving participants feeling their unique perspective, knowledge, cultural lens, and insight. This is done indirectly as we flow through the different activities and the presenter pulls out the strengths behind the suggestion. In addition, we do this during a formal process used as one example of how to do this with their teams. For example, we look at how to resolve conflicts that come up when it comes to different ways of caregiving so that it is possible to build a strong team. We use a common example such as circle time (generally, providers might be more or flexible or rigid with how children sit and attend during group learning time). We show a process that can be used to address different ways of caregiving and help providers find common ground and align with program, individual and family values. Through the process, the group identifies which values are inherent in different methods, discovering that there is truly not one "right" way. This increases participants' ability to work with others who have differing views and/or from different cultures. We work together to identify the different adv. and dis. of each way and choose which values are behind each decision. Then, we work to find a "middle ground" that brings out strategies that can be best for the individual child, family, and care environment rather than from one individual's perspective and values.

Assessment of Learning Objectives

We assess if we met the objective by evaluating answers on the practice activities noted in the timeline, through "mini-checks" about their takeaway from the last section, and on the final objective check where participants share one idea they will take back and apply to build a strong team during everyday interactions and meetings. They also complete a formal Google evaluation where they identify the strategies learned that they will utilize in their respective programs.

Materials List

Internet-connected device with minimum internet speed: Technology and connection speed requirements change regularly. They will need to access this link to ensure you have the minimum connection required: <https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

Handout: Participants will receive a handout 48 hours prior to the webinar. They can print it or just have it available virtually. They need a speaker to hear, webcam or other way to be viewed, and a microphone so they can be heard.

Email: to register, receive handouts, and get link and fill out Google form survey.

Participant Support Accommodations

Technology support for the live Zoom meeting:

The presenter uses multiple methods to accommodate those who experience technology challenges. We send out a handout and login links 48 hours, 24 hours, and 30 minutes prior. We have technical support ready to assist at any time at admin@thriving-together.com Also, participants can log on ahead of time to check their connection and test the online environment if needed. We open the room 15 minutes prior to the meeting to assist. And the presenter gives a five-minute tutorial prior to each training.

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Accommodating different types of learners:

This training incorporates many different types of learning modalities to help all learners feel comfortable. They may type in the chat, turn on their video and speak, or even simply take notes on their handout and turn that in so we can still measure engagement and application of the concepts. We also give extra time for individual reflection and we use tools such as a “chat storm” to accommodate those who type slower, where everyone types for 3 minutes and does not press enter until the timer goes off. This allows participants who need more time a chat-free zone to think and type.

The trainer ensures a process to accommodate different types of learners. The presenter also uses many different types of activities to include all learners, and lets participants choose what they feel most comfortable with. Visual supports are also provided such as a handout and engaging Powerpoint. Participants also receive follow up resources by email (if desired) to continue learning, including hands on tools they can use to apply the concepts.

References and Works Cited

- Harter, J., Buckingham, M., & Coffman, C. (2020). *First, break all the rules: What the world's greatest managers do differently*. Gallup Press.
- “Steps to Building an Effective Team.” *Steps to Building an Effective Team | People & Culture*, Berkeley - University of California, <https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/team-building/steps> (Accessed: January 9, 2023).
- *12 Tips on How to Lead Effective Team Meetings* (no date). Calendly. Available at: <https://calendly.com/blog/how-to-run-a-team-meeting> (Accessed: January 9, 2023).