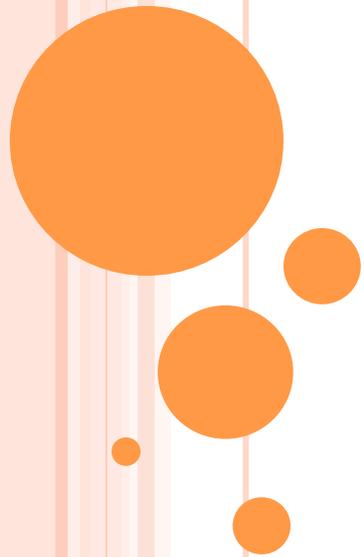


TEAM-BUILDING WITH GROUPS



Does team-building have a link with experiential learning, personal development and growth – and how?

HÓPAR OG REYNSLA

When we become members of new groups in new surroundings we have some basic concerns, that are *fundamental* to our feeling of safety and well-being. These concerns influence for our participation and how we function.

These are concerns like:

Will they hurt me?

Will I be ok in this group?

Will they like me? Will I like them?

Will I be able to speak my mind?

Will they listen to me?

Will I be able to be myself?

Those are the fundamental or the deepest concerns of the self or the person, even when they are not aware of it. We are a little bit anxious and afraid.

HÓPAR OG REYNSLA

Why use team-building activities with groups:

- *To address the fears and anxieties that already exist when “I” meet the “others”.*
- To help the group to overcome the initial awkwardness of coming together.
- *To invite people to communicate and associate with each other, through chosen activities and exercises.*
- To facilitate and make faster the “natural flow” of group development.
- *To negotiate the triangle of: “I - task - others”*
- For personal growth and development of group-members

HÓPAR OG REYNSLA

Types of activities that promote good personal and group-development:

1. Ice-breakers, energizers and warm-ups
2. *Communication activities*
3. problem-solving and other real world tasks
4. *Sharing of experience – on different topics*
5. Feed-back sessions
6. *The “slow-down” – 3 tracks reflections:
on self, others and task*
 1. Private time to reflect on inner experiences and states
 2. *Time to reflect on “own” learning, growth and development*

HÓPAR OG REYNSLA

Bruce Tuckman 1965 and 1977.

Tuckman's model of small group development:

- | | | |
|---|---------------------|-----------|
| 1 | <i>FORMING</i> | < > |
| 2 | <i>STORMING</i> | < > |
| 3 | <i>NORMING</i> | < > |
| 4 | <i>PERFORMING</i> | > |
| 5 | <i>AJOURNING</i> | <i>or</i> |
| | <i>MOURNING</i> | <i>or</i> |
| | <i>TRANSFORMING</i> | |

HÓPAR OG REYNSLA

Stage 1: Forming

Individual behaviour is driven by a desire to be accepted by the others, and avoid controversy or conflict.

Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organisation, who does what, when to meet, etc.

But individuals are also gathering information and impressions about each other

HÓPAR OG REYNSLA

Stage 2: Storming

Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed.

Some people's patience will break early, and minor confrontations will arise that are quickly dealt with or glossed over.

These confrontations may relate to the work of the group itself, or to roles and responsibilities within the group.

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Stage 3: Norming

As Stage 2 evolves, the "rules of engagement" for the group become established, and the scope of the group's tasks or responsibilities are clear and agreed.

Having had their arguments, they now understand each other better, and can appreciate each other's skills and experience.

Individuals listen to each other, appreciate and support each other.

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Stage 4: Performing

Not all groups reach this stage, characterized by a state of interdependence and flexibility.

Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity.

Roles and responsibilities change according to need.

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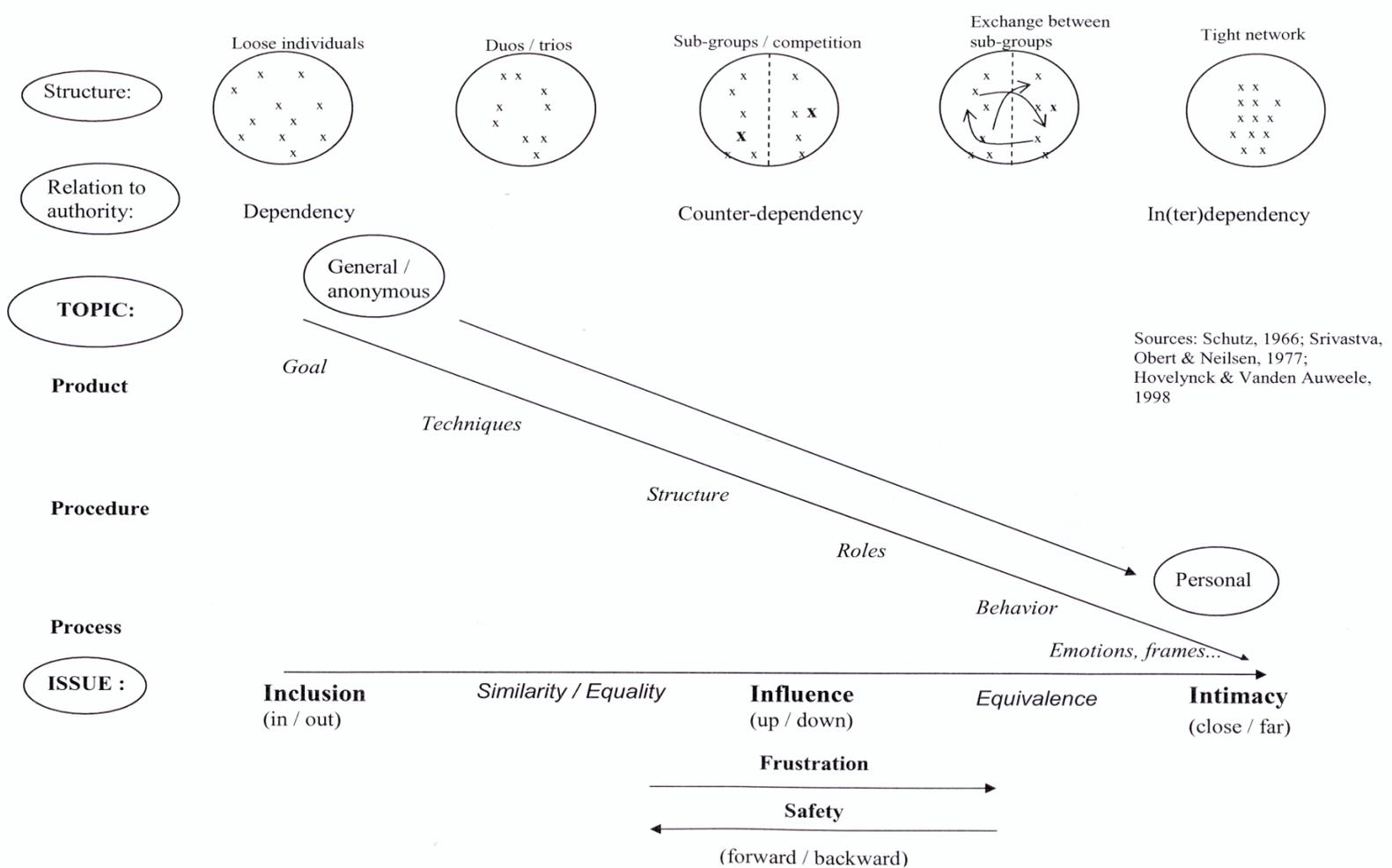
Stage 5: **Adjourning, mourning, transforming**

This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group

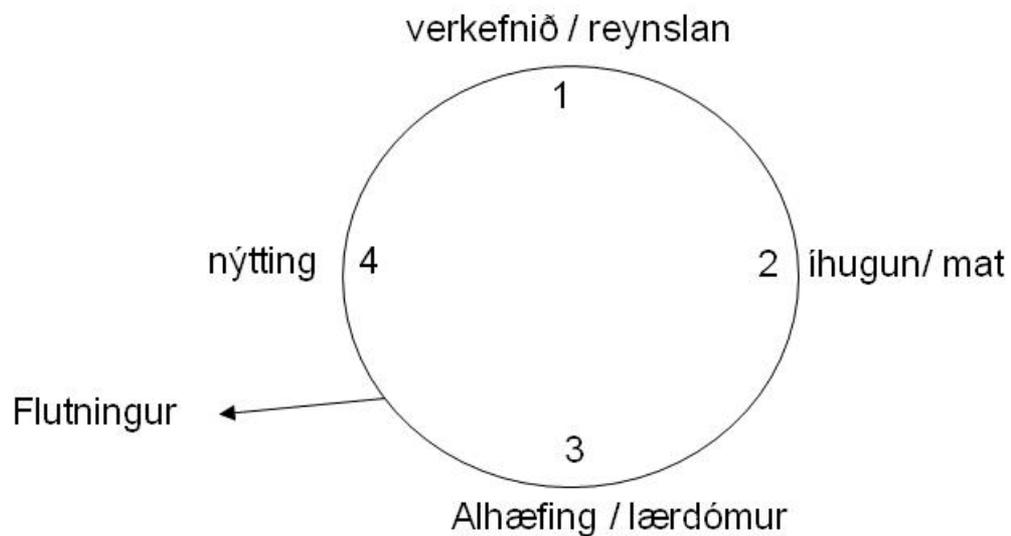
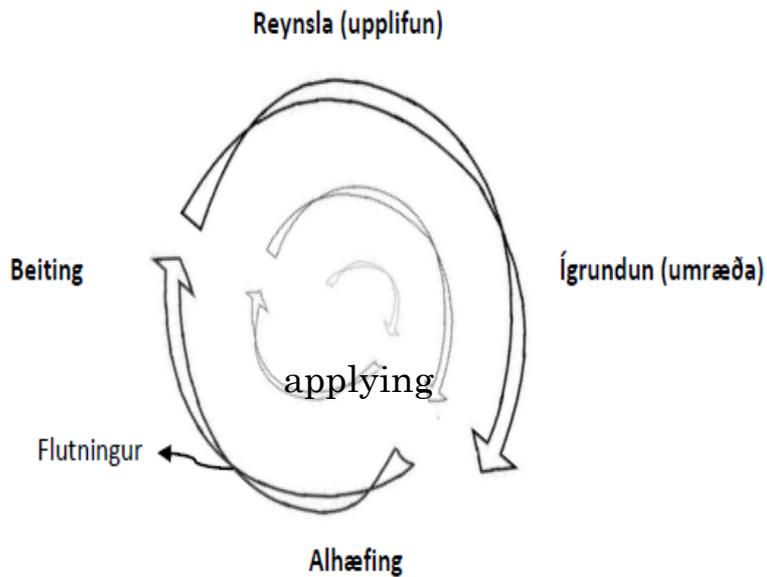
It can be a source of sadness - mourning

It can change your life - transforming

HÓPAR OG REYNSLA



REYNSLUNÁMSHRINGURINN



Við reynum að skapapa
aðstæður sem geta
stuðlað að breytingum
og **ÞROSKA**

Breytingasvæðin

Örvænting
Panik

Þroskasvæði
Teygjusvæði
Námssvæði

Þæginda-
svæði

Ábyrgð
Öyggi
Áskorun

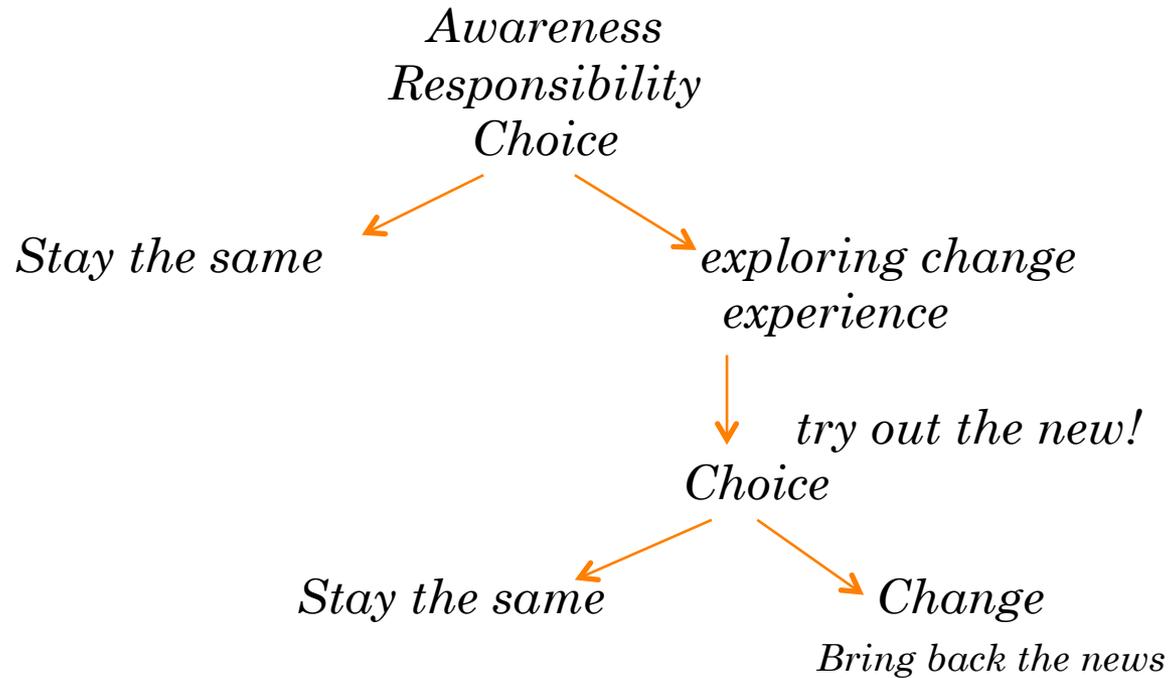
Áskorun ehf - nám & fræði

Andvarpið

HÓPAR OG REYNSLA

Um breytingar:

Reflected experience
Meeting patterns



REYNSLUNÁM – ÍGRUNDANDI NÁM

- á sér stað þegar einstaklingurinn tekur þátt í einhverju verkefni, íhugar það og metur á gagnrýninn hátt, afleiðir mikilvæga námsþætti með greiningunni og samþættir niðurstöðuna í breytingu á skilningi og/eða hegðun.

Luckner & Nadler 1997

The sense-making process of active engagement between the inner world of the person and the outer world of the environment.

Beard and Wilson 2006

Benefits of Reflection:

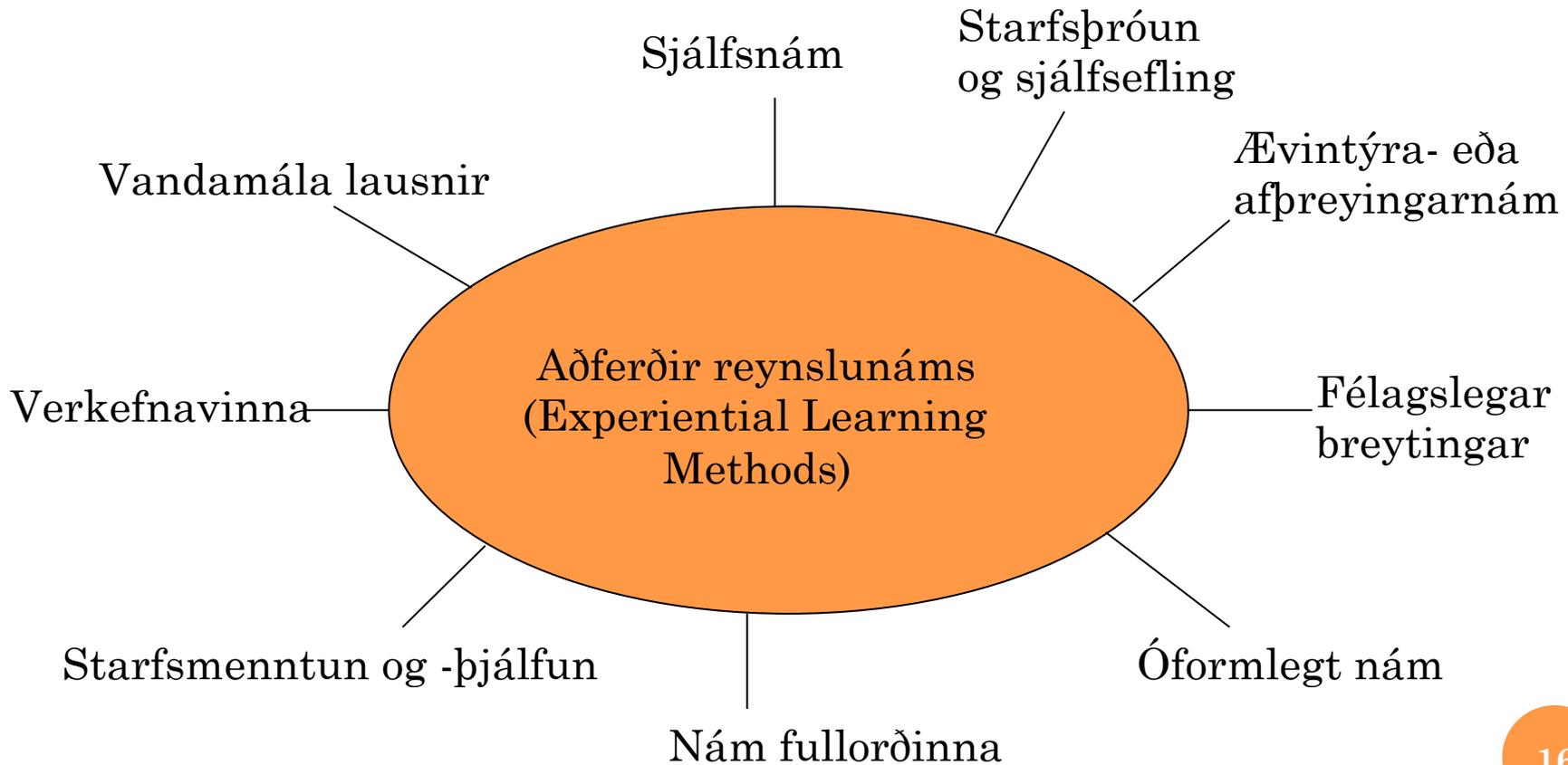
*ADDING VALUE TO THE EXPERIENCE,
ACHIEVING OBJECTIVES,
DEVELOPING OBSERVATION AND AWARENESS,
ENCOURAGING SELF-EXPRESSION,
PROVIDING SUPPORT,*

Roger Greenway, 1990

*GETTING UNSTUCK,
OPENING NEW PERSPECTIVES,
CARING,
USING SUCCESS,
EMPOWERING PEOPLE*

HVAR Á REYNSLUNÁM VIÐ?

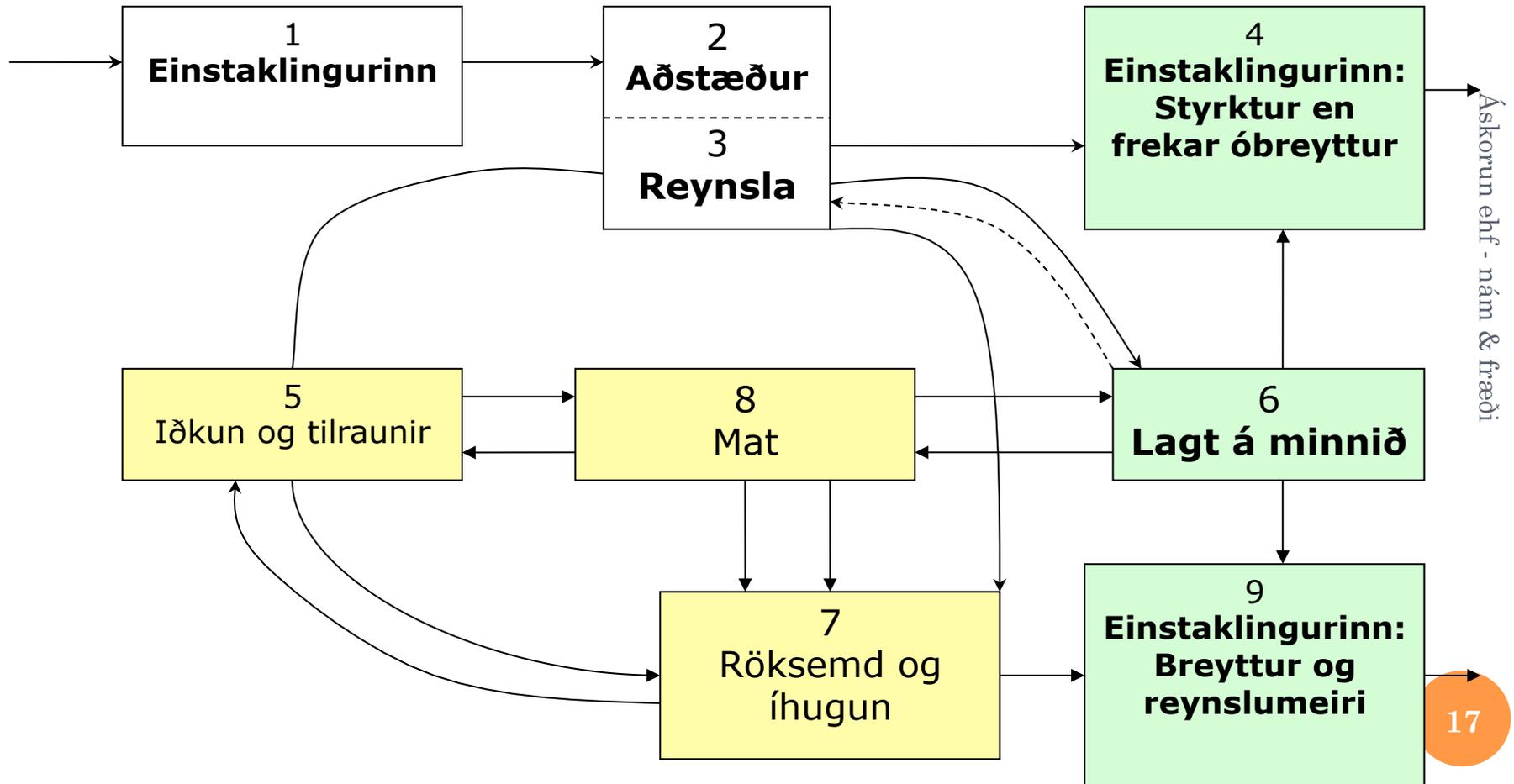
Henry, Jane 1989



LÍKAN AF NÁMSFERLINU

(JARVIS, 1987)

A MODEL OF THE LEARNING PROCESS



Spurningar fyrir ígrundun

Að ígrunda (to reflect)	Setningar geta byrjað á;
Ályktaðu út frá sjálfri / sjálfum þér	Nú skil ég að ... Mér er ljóst nú að ...
Leggðu mat á	Ég tel að ...
Segðu skoðun þína	Ég velti fyrir mér hvers vegna eða hvort ...
Deildu með öðrum innsæi og nýjum skilningi	Nú geri ég mér grein fyrir að ...
Spurðu málefnalegra spurninga	Hvernig / hvers vegna ...?
Rökstyddu það sem þú gerðir	Sú spurning vaknar hjá mér að ... Ef til vill ... Það sem þú skrifaðir og kom mér á sporið ... Ég heyrði að þú ... Þakka þér fyrir að minna mig mikilvægi þess að ... Best leist mér á hugmyndina um ... af því að ...

Aðferðir við ígrundun

Teikna mynd, segja frá.

Ræða í mis-stórum hópum

(fyrst 3-4, síðan 6-8 og svo allir saman).

Skoða ljósmyndir og rifja upp það sem gerðis.

Vera í hring og leggja fram spurningar fyrir hópinn.

Kveikja eld og tala saman.

Halda dagbækur.

Blogga.

Nota ferilmöppur eða verkmöppur.

Skrifa bréf til sín sjálfs.

Beita hlutverkaleik.

Spyrja spurninga – fyrir, í og eftir upplifun.

Nota þögn og myrkur.

