Final Project: Design a workshop for a current team
ORGL 551

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# Assess

*Who is in the group?*
The group is all team members who make up the Services department. This includes Services Executives/STMs, Services Engineering, Solution Architects, Managers, and Executives. Some people have been with the company for many years while a large number are only into their first year. Team members range in age from 20 to 60, and have varying experiences with work.

*What do we want to accomplish?*
There are three goals that the leadership team has for the Services department:
- Sense of belonging as measured by Culture Amp
- Creating a plan for how to work in a hybrid environment
- Mentorship of team members

As we have team members of varying backgrounds and experiences, we want to increase our inclusive behaviors and decrease our exclusive behavior. This workshop will help to teach others that everyone is different and yet we can find common ground. Additionally, how they might deal with conflict when it arises and not shy away from it. We want people to value the skills and traits of others, be comfortable teaching and learning from each other, and be open to changing their minds if they are presented with new ideas.

*How many participants?*
The Services department has about 80 team members.

*How long will the workshop last and where will it happen?*
We will conduct two half day workshops from 8:30a PT – 12:30p PT. This will be a virtual workshop so that everyone is on equal footing. Since we want to build trust and inclusive behavior as a part of the workshop, we don't want to tackle a difference in virtual/in-person power dynamics from the beginning before trust is built.

# Plan

See schedule at the end of this document

# Prepare

*What materials are needed?*
There are no new tools for this workshop. We will utilize Google Apps, Zoom, training-wheels.com website

*What will need to be completed before workshop?*
The workshop will need the help of co-facilitators. We need to meet with co-facilitators six weeks before workshop. We will walk them through the workshop itself and assign roles. We will have follow up meetings four weeks before workshop, and each week until the week of the workshop itself.

- Three weeks before the workshop, we will have a pre-meeting with the managers to walk them through the goals and gain their buy-in for the work we will do.
- Two weeks before the workshop, we will do a Full Value Contract activity with managers. (See Plan Schedule at the end of this document)

- One week before the workshop, managers will facilitate a Full Value Contract activity with their teams. (See Plan Schedule at the end of this document)
- Three days before workshop, the facilitation team will meet for a run through.
- One day before workshop the facilitation team will meet for final questions and announcements.

# Lead

*Creating appropriate scenarios to enhance learning potential*
I'm hopeful that the activities that I designed will help our team accomplish the goals we set out for them. I have thought about the structure so that trust can be built over time, conflict is likely, and people will learn to appreciate the similarities and differences of the people in our department. While I cannot control everything that happens once the workshop starts, I will plan best I can based on what I learned through our reading and the experience in the immersion.

*Presenting the rules to the activities*
Having run many workshops in the past and facilitating activities in my classroom, I am acutely aware of the need to be clear in what the rules are for activities. As seen in the plan, I intend to do a full run through of the workshop to gather feedback and ensure the rules at least make sense to the facilitators. It is also important to always allow space for questions after you present the rules so that people can receive clarity before they begin.

*Observing the group to gauge success as the program continues*
By staying fully engaged myself in the workshop, I will be able to watch both what people say and what they do not say. While it's not always possible to know why folks behave the way they do, there can be information gained by observing changes people make over time.
- Did they start out engaged and are now disengaging?
- Is an energetic group now losing steam?
- Are certain activities bringing about more engagement than previous ones?

*Determining if intervention is needed and deciding when and how to intervene*
By observing and paying attention to the group dynamics, the facilitation team can determine if we should change our plan or push forward as is. It may also tell us that a certain set of debriefing questions could be really impactful to learning by the group. The key for me will be to focus on our goal of building trust and increasing vulnerability so that we are able to help folks increase their sense of belonging, work better in a hybrid environment, and participate more fully and actively in mentoring others and being mentored.

*Debriefing the activities*
This step is one of the most important and the riskiest, in my opinion. It requires preparation as well as the confidence to ask people to connect what they just went through to their work. By being successful at this step, I will be able to truly help others change the way they think about teamwork.

# Evaluate

In software development, we often call this step a retrospective. We ask, "what went well," "what didn't go well," and based on the answers to those two questions, "what should we change?" In my effort to grow as a leader that is able to bring together teams, I will encourage the facilitation team to meet to

ask ourselves those very questions. We can then use the answers to determine how we will move forward to achieve or reinforce the goals set out for the workshop.

# Schedule

## Pre-workshop

**2 weeks Pre-Workshop | Full Value Contract with managers** (Project Adventure Inc)
*Purpose: The full value contract is meant to help the team value themselves and others.*
Given the short time of the workshop, I'd like folks to brainstorm their strengths and needs in their teams before coming to the workshop. We can then create an affinity map and present the final affinity map to the group.  First, this will be demonstrated to and practiced with all team leaders so that they are able to facilitate it with their teams.
- Using Google Slides, write down one strength you have and one thing you need from the group going into the workshop.
- Ask each participant to talk about their strength and the thing they need.
- Debrief questions:
    - Is there anything on here you have questions about?
    - Is there anything you are surprised about?
    - Is there anything that you absolutely can't agree to?
    - What do you need to feel comfortable facilitating this activity with your team?
- Provide directions and tools so that they are able to facilitate

**1 week Pre-Workshop | Full Value Contract with managers** (Project Adventure Inc)
*Purpose: The full value contract is meant to help the team value themselves and others.*
- Managers facilitate previous activity with their team
- Managers submit results to me by end of the week
- Create affinity map for full workshop

## Workshop | Day 1

**8:35 | Introductions/Level Set/Who are you?**
*Purpose: Welcome everyone to the space, ensure we're all ready to begin and know how to engage at the beginning, get everyone to participate and share a bit of vulnerability with their mug/drink of choice*
- Thank you for coming
- Agreements
    - Cameras on
    - Muted
    - Use raise hand feature
    - Refrain from doing other things
- Introduce Yourself
    - Name
    - Role
    - Current location

- o   Morning beverage and show us your mug
- o   Invite next person

**9:00 | Dicebreakers** (Cummings, 2020a)
*Purpose: Begin building trust and introduction to vulnerability within a small group.*
- Breakout rooms with 5 people
- Provide tools
  - o   Link to dice set to 1 die
  - o   PDF of dicebreaker questions
- Set timer to 7 minutes

**9:10 | Why are we here?**
*Purpose: Align around why we are spending 2 mornings together. What are we hoping to accomplish and why it is important to each other and to our business.*
- Begin working together
- Embrace our differences
- Value the differences of others
- Learn how to embrace and handle conflict
- Create opportunities to see how we can use what we do here in a workshop to value the contributions of others and handle conflict in our roles when we're not in a workshop.

**9:30 | Break**

**9:35 | Wheel of Questions** (Cummings, 2020b)
*Purpose: Bring folks back into the session. Let folks who feel comfortable demonstrate vulnerability.*
- Ask for volunteer
- Spin the wheel
- Ask question
- Volunteer answers question
- 3 rounds

**9:45 | Full Value Contract** (Project Adventure Inc)
*Purpose: Set the tone for what is expected in the rest of the session. These are the strengths we all bring to the table and the things we each need to ensure that we get full value from our time together. Teach folks the values that are important to the rest of the group. Illustrate how we often have similar needs and wants, though we might word them differently.*
- Show affinity map of results
- Ask questions:
  - o   Is there anything on here you have questions about?
  - o   Is there anything you are surprised about?
  - o   Is there anything that you absolutely can't agree to?

**10:15 | Comfort Zone Bullseye** (Cummings, 2020a)
*Purpose: Let people reveal the places they are comfortable and what stresses them out. Illustrate that we are different in the things we like, even though we have the same/similar job. Increase trust and vulnerability by allowing people to talk about what they are comfortable with.*
- Pull up Google Slide of Comfort Zone Bullseye

- Explain Zones (Directly copied from Cummings, 2020a)
    - Comfort Zone: Where you are comfortable and feel 'safe'. Routines are easy. "I possess skills that enable me to perform tasks well."
    - Stretch Zone: Where you are doing something new, allowing yourself to learn, you feel energized and engaged. You are willing to take risks.
    - Danger Zone: (or Panic Zone) Where you are paralyzed by fear, cannot think straight and are completely and utterly challenged to use your resources.
- Directions:
    - Turn on arrow in Zoom
    - When I read scenarios, place your cursor where you fall within the bullseye.
- Scenarios (Some are cribbed from ORGL 550 Immersion):
    1. Giving a speech in front of 200 people
    2. Introducing yourself to a room full of new people
    3. Asking your manager for feedback
    4. Working from home
    5. Demoing Plays to a customer
    6. Running a Salesforce targeting workshop with a customer
    7. Asking for help when you are overwhelmed
    8. Confronting a colleague about using offensive language as they are saying it
    9. Asking additional questions about why a customer wants a feature
    10. Sharing something meaningful from your life
    11. Giving feedback to a senior leader
    12. Talking to a customer after they have voiced concerns to your manager
- Ask questions of people when their selection stands out.
    - Why did you choose X?
    - What is scary/comfortable about X to you?


**10:40 | Break**

**10:50 | Get 20** (Cummings, 2020b)
*Purpose: This activity will encourage people to work together to come to a solution. The reflection will encourage them to think about how they work with others and value the participation of others.*
- Directions:
    - You will go into breakout rooms to work on a math challenge
    - You need to create an equation with all the numbers so that they equal 20
    - Face cards and number 10 are all worth 10
    - Aces could be 1 or 11
    - See how many equations you can come up with
    - Add them to the Google Slide for your group
    - Pick your favorite and we'll share when we come back. Highlight in deck.
- Demonstrate how to do it
- Add participants to breakout rooms – 6 people per room
- Provide participants with Google Slide deck
- Set timer for 7 minutes
- When everyone comes back, run through the presentations to see the favorite equations.
- Debrief questions (Cummings, 2020a)
    - How did your group work together to come up with 20?

- Were you able to come up with more than one solution?
- How did you involve everyone in your group?
- Who was the leader in your group? What leadership qualities did they portray?
- How did you decide on your 'favorite' equation?
- Who orchestrated the equation presentation?
- How did you leverage the strengths of different members of the group?
- How does this process relate back to the real world?

**11:30 | Conflict Continuum** (High performance team series: "Conflict continuum" by patrick lencioni, 2020)
*Purpose: To illustrate the conflict is a continuum. Help those uncomfortable with conflict look at it differently.*
- Setup
  - We are a growing organization. As we grow, we are going to encounter more folks who are not like us. We will work on projects where we will encounter conflict. We will provide feedback to others that may be challenging to either give or hear. We will be asked to change the way we think about the work we do or change how "we've always done it". By embracing constructive conflict, we can challenging each other in a way that is healthy.
- Watch video: https://www.youtube.com/watch?v=9VZERZyY198
- Debrief:
  - How has watching that video changed your perspective on conflict?
  - Have you worked on a team that you felt was at the line? What do you think enabled you to be there?

**11:45 | Pancake vs. Waffle**
*Purpose:To give the team an opportunity to practice conflict.*
- Directions:
  - We will be presented with two ideas
  - One person will volunteer to advocate for one side, another person will advocate for another side
  - The team will use Zoom polling to vote on the their choice
  - One choice will win
  - Someone will volunteer a new idea to challenge the winner
  - One person will volunteer to advocate for one side, another person will advocate for another side (cannot be people who have spoken before)
  - We will play at least 5 rounds or 15 minutes, whichever is longer.
Debrief (Jacobson & Ruddy, 2004):
  - Did you notice?
  - Why did that happen?
  - Does that happen in life?
  - Why does that happen?
  - How can you use what you learned today outside of this workshop?

**12:30 | Wrap**
*Purpose: To finalize the day and encourage participating tomorrow.*
- Thank everyone for their participation

- Provide an agenda for the next day

## Workshop | Day 2

**8:35 | Full Value Contract Review** (Project Adventure Inc)
*Purpose: To ensure that the group remembers and agrees to participate with the values we defined.*
- Bring up FVC
- Ask questions
    - How did we do yesterday?
    - Is there anything we can do differently for today?

**8:50 | Human Treasure Hunt** (Cummings)
*Purpose: To give team members an opportunity to learn more about each other and connect on topics outside of work. Contributes to trust building and freedom to be vulnerable.*
- Send link to Google form with facts for people to fill out
- Directions:
    - We will put you into breakout rooms
    - We will rotate the breakout rooms every three minutes
    - While in the breakout room, identify a person for a fact on the list
    - You can only use a person for one fact
    - We will do 10 rounds of rotating
    - Goal: find a person for each fact
- Add participants to breakout rooms – 6 people per room
- Set timer for three minutes
- When rotations are over, ask who has the whole form filled out.
- Reduce by one and continue to ask who completed the form by that number

**9:45 | Break**

**9:55 | Wheel of Questions** (Cummings, 2020b)
*Purpose: Bring folks back into the session. Let folks who feel comfortable demonstrate vulnerability.*
- Ask for volunteer
- Spin the wheel
- Ask question
- Volunteer answers question
- 3 rounds

**10:05 | Word Circles** (Cummings, 2020a)
Purpose: *This activity will encourage people to work together to come to a solution. The reflection will encourage them to think about how they work with others and value the participation of others.*
- Directions:
    - You will go into breakout rooms to work on a word problem
    - You will see three collections of words in different colors
    - You need to put each collection of words into an order so that it forms a string of phrases or compound words that make sense together.
    - It should eventually wrap around so that the last word pairs with the first word.

- o Example: Game – Key – Ring – Leader - Board
- o Work on the three collection colors separately
- o 1 person is the mover of sticky notes and will share their screen
- Add participants to breakout rooms – 6 people per room
- Provide participants with Google Slide deck
- Set timer for 20 minutes
- When everyone comes back, run through the "correct" order
- Debrief:
  - o How did your group work together to put the words in order?
  - o How did you involve everyone in your group?
  - o Who was the leader in your group? What leadership qualities did they portray?
  - o How did you leverage the strengths of different members of the group?
  - o How does this process relate back to the real world?

**10:40 | Video: How language shapes the way we think** (TED, 2017)
Purpose: The message of the video is that how we talk changes how we think. The debrief will help people to learn how the language they use affects how they think about change in our organization.
- Video: https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think
- Debrief questions
  - o What was the main message of this video?
  - o What interactions do you see at work where how we speak affects what we think?
  - o How do you think that affects how we behave?
  - o What will you take from this video to communicate differently on your teams?

**11:10 | Pocket Processor** (Cummings, 2020a)
Purpose: Provide an opportunity for people to show others who they are and how we are different. Build trust and increase vulnerability.
- Pull up slides from Google Slide
- Directions:
  - o How to use the annotate functionality
  - o Add your name to where you fall on the continuum
- Ask questions of folks when we discover something unique

**11:20 | Break**

**11:30 | Uncommon Commonality**
Purpose: Provide an opportunity for people to create connection with others. Build trust and increase vulnerability.
- Add people to breakout rooms – 5 people per room
- Directions:
  - o Determine the most uncommon thing you all have in common
- Set timer for 7 minutes
- Debrief:
  - o Ask teams to reveal the most uncommon thing they all have in common

**11:45 | Tiny Teach** (Project Adventure Inc)

Purpose: Allow team members to experience what it feels like to be both a student and a teacher. Provide them with the context so that they can take what they learn to bring others along in their day to day.

- Add people to breakout rooms – 2 people per room
- Directions:
  - In your breakout rooms, spend 2 minutes teaching your partner something
    - How to sing, how to say a word in foreign language, a dance move
  - Switch and repeat
- Set the timer for 5 minutes
- Bring folks back to the main room
- Add people to new breakout rooms – 2 people per room
- Directions:
  - In your breakout rooms, spend 2 minutes teaching your partner the thing you learned in your last breakout room
  - Switch and repeat
- Set the timer for 5 minutes
- Debrief:
  - What was it like to be the teacher?
  - What was it like to be the student?
  - How would you describe learning something new?
  - How does this relate to how you interact with others at work?

**12:10 | Later Letter** (Project Adventure Inc)
Purpose: Give everyone a few minutes to reflect on what the experience was like. This will give them an opportunity to notice the value of it as well as have something to turn back to when they need it.

- Directions:
  - Open up Google Docs
  - Write a letter to yourself describing your experience from the workshop.
  - Alternatively, if you want to be reminded in the future about what your experience was like, you can write the letter to yourself and email it to me. Add a date you want it sent back, and I will send it back to you on that date to remind you what you wrote.

**12:25 | Wrap**
Thank everyone for their participation.
Ask for any final thoughts/reflections.
Say goodbye.

# References

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