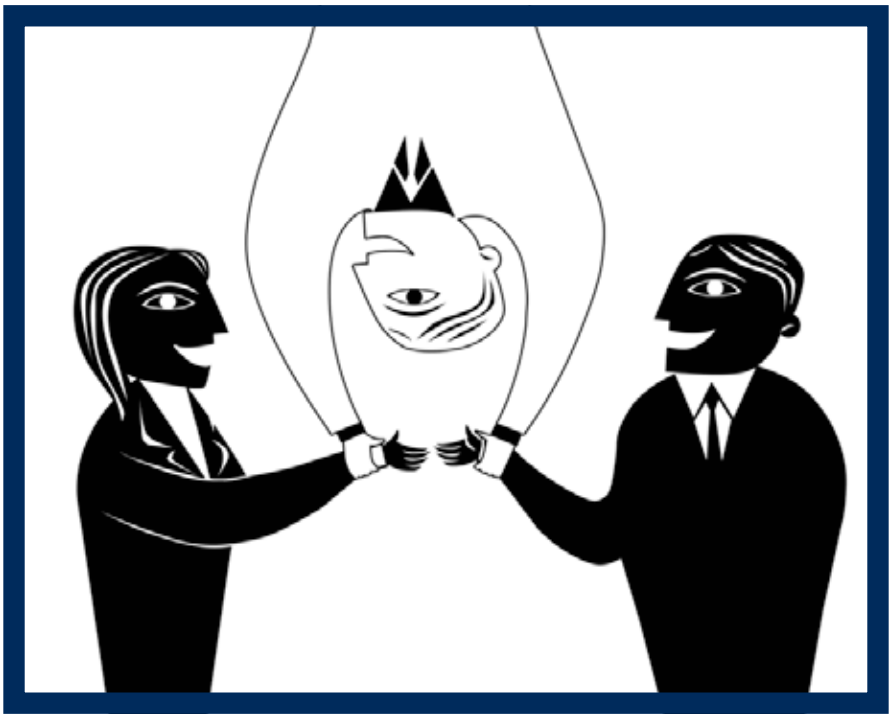
ADB

Learning in Teams



FACILITATOR'S GUIDE

Contents

Program

OVERVIEW

INTRODUCTION

This course was developed and piloted on two occasions in 2010 with staff of the Asian Development Bank (ADB) and other participants from a range of ADB's partner organizations in the Philippines.
The course was commissioned by Olivier Serrat, Principal Knowledge Management Specialist and Head, Knowledge Management Center at ADB and was written by Bruce Britton of Framework.
The course materials in this Facilitator's Guide and the accompanying Participant's Workbook and PowerPoint presentation have been revised to share with a wider audience. Some references to ADB's practices have been retained for illustrative purposes but the more detailed examples have been replaced with more general references.

OBJECTIVES

This program will help staff develop their skills and understanding of learning in teams. In particular, it will focus on:

- The characteristics of learning teams
- Experiential learning in teams
- Creating and maintaining a learning environment in teams
- Making the most of diverse professional mindsets in multidisciplinary teams
- How to harness emotional intelligence
- How learning styles of individuals can enhance team learning

EXPECTED OUTCOMES

This learning program will enable participants to:

- Understand learning behavior in teams
- Transform teams into learning communities
- Assess individual learning styles and use this knowledge to enhance team learning
- Avoid "groupthink" by using "devil's advocates"
- Use "peer assists", "action-learning", "peer feedback", "critical incident technique", and other practical tools for surfacing and sharing learning in teams

Program
PREPARATION

Please read through the following carefully so that you are well-prepared for conducting the course.

FACILITATOR PREPARATION

Familiarize yourself with all of the materials including the PowerPoint presentation.

Make sure you have all the materials listed in the Materials Required section

Make sure you can access and play an excerpt from a jazz video in Session 13. The first 4 minutes of the Pat Metheny Group "Song for Bilbao" at http://www.youtube.com/watch?v=KQilLBpbNrY&feature=related is particularly suitable but you can use http://www.youtube.com/watch?v=RCPfKzIK6Wo&feature=related or choose any video clip that shows a jazz group with various members soloing.

Prepare sets of cards using the worksheets in this manual as follows:

- Carousel Discussion Cards – one set only
- Green Zone Environment Cards – one set for each group of 4 participants
- Zin Obelisk Information Cards – one set for each group of 4 participants
- Word Mime Cards – one set only

Print out copies of the Participant's Workbook for each participant.

Print out copies of the LBDA Scenario Ideas handout, the Lost at Sea Expert Rankings and Rationale handout, and the Zin Obelisk Rationale and Review handout for each participant. They are not included in the Participant's Workbook.

Print out one copy of the accompanying Traffic Jam Solution document for your own reference during Session 7.

Download and print copies of the following Knowledge Solutions handouts for each participant:

- Working in Teams. Available: http://adb.org/Documents/Information/Knowledge-Solutions/working-in-teams.pdf
- Conducting Peer Assists. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-Peer-Assists.pdf
- Conducting After-Action Reviews and Retrospects. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-After-Action-Reviews.pdf
- Action Learning. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Action-Learning.pdf
- The Critical Incident Technique. Available: http://www.adb.org/documents/information/knowledge-solutions/the-critical-incident-technique.pdf
- Distributing Leadership. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Distributing-Leadership.pdf
- Building Trust in the Workplace. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Building-Trust-in-the-Workplace.pdf
- Building Networks of Practice. Available: http://adb.org/Documents/Information/Knowledge-Solutions/Building-Networks-of-Practice.pdf
- Showcasing Knowledge. Available: http://www.adb.org/documents/information/knowledge-solutions/showcasing-knowledge.pdf
- Harvesting Knowledge. Available: http://www.adb.org/documents/information/knowledge-solutions/harvesting-knowledge.pdf
- Social Media and the Public Sector. Available: http://www.adb.org/documents/information/knowledge-solutions/social-media-and-the-public-sector.pdf

Print out handout versions (four slides per page) of the PowerPoint presentation for each participant

Send out the following Readings in advance:

- Working in Teams Knowledge Solution handout. Available: http://adb.org/Documents/Information/Knowledge-Solutions/working-in-teams.pdf
- Vanessa Urch Druskat and Steven B. Wolff (2001) Building the Emotional Intelligence of Groups, Harvard Business Review, March 2001, pp81-90 Available from http://www.talentfactor.nl/publicaties/Building_The_Emotional_Intelligence_of_Groups_HBR_spring_2008.pdf

Suggestion: If possible during the course take digital photos of the group activities and flipchart presentations so that these can be projected at the "Wrap Up" session. The photos act as an "Aide-Mémoire" for participants and also provide some entertainment for those participants who complete the personal action plan and evaluation forms quickly.

OTHER MATERIALS REQUIRED

Plenary room and small-group discussion areas; whiteboard and pens; 2–3 flipchart stands, flipchart paper and marker pens; laptop and data projector (optional: overhead projector, blank overhead transparencies and overhead transparency pens).
Learning in Teams PowerPoint presentation.
Adhesive tape (masking tape is best because it is easily removed) and/or Blu-Tack for sticking cards and flipchart sheets onto walls.
Blank index cards in different colors.
Basic stationery for each participant.

PARTICIPANT PREPARATION

Prior to the course ask the participants to read the following by sending the documents or the URLs to download them:

- Working in Teams Knowledge Solution handout. Available: http://adb.org/Documents/Information/Knowledge-Solutions/working-in-teams.pdf
- Vanessa Urch Druskat and Steven B. Wolff (2001) Building the Emotional Intelligence of Groups, Harvard Business Review, March 2001 pp81-90 Available from http://www.talentfactor.nl/publicaties/Building_The_Emotional_Intelligence_of_Groups_HBR_spring_2008.pdf

Program

SCHEDULE

DAY 1	
09:00 – 09:30	Welcome and introductions
09:30 – 09:45	Review of course objectives, program, and expectations
09:45 – 10:30	Teams and teamwork
10:30 – 10:50	Break
10:50 – 12:00	Individual and team learning
12:00 – 13:00	Lunch
13:00 – 14:30	Radical Collaboration in teams
14:30 – 14:50	Break
14:50 – 15:50	Creating a learning environment.
15:50 – 16:35	From team to learning community
16:35 – 17:00	Small group reflection on Day 1 Feedback to facilitator / Individual learning logs Briefing on Day 2
DAY 2	
09:00 – 09:30	Review and Preview
09:30 – 10:30	Tools and techniques for strengthening learning in teams
10:30 – 10:50	Break
10:50 – 12:00	Applying the Learning Before, During, and After (LBDA) Approach
12:00 – 13:00	Lunch
13:00 – 14:30	Groupthink and devil's advocates
14:30 – 14:50	Break
14:50 – 16:00	Team leadership and team learning
16:00 – 16:30	Personal action planning
16:30 – 17:00	Wrap up Individual and group reflection on the course Course evaluation

Session 1

WELCOME & INTRODUCTIONS

SESSION OVERVIEW

- Participants and facilitator introduce themselves.
- Using an exercise, participants have the opportunity to find out some interesting things about each other.

KEY LEARNING POINTS

Finding out new things about each other can help colleagues strengthen their working relationships.

RESOURCES

One set of Carousel discussion cards.

WELCOME AND INTRODUCTORY ROUND		
5 mins	Welcome participants. Facilitator introduction. Introduction to why this course is important – Although formal teams are not the only solution to collaborative work, we should try to make the best use of them. One important way of increasing the value of teams and other collaborative working is to harness their potential for learning.	
10 mins	Introductory round. Participants introduce themselves: name, job title, and location.	

CAROUSEL EXERCISE		
15 mins	Introduce the "Carousel" exercise. The exercise is an opportunity for people to get to know each other in an informal and relaxed way. Participants should arrange their seats in two concentric circles, each circle with the same number of chairs. The inner circle has the chairs facing outwards and the outer circle has the chairs facing inwards. Chairs should be arranged in pairs, one in the inner and one in the outer circle. The facilitator should join in the exercise. If this makes an odd number, add an extra chair to the outer circle and explain that this is the timekeeper's chair. Place a Carousel card between each pair and explain that these cards will act as discussion starters. Each person has only one minute to discuss what is written on the card. After 2 minutes the facilitator (or the person sitting in the extra Timekeeper's Chair if there is one) should call "Time". The participants leave the card between the chairs and those on the inner circle move one chair clockwise whilst those in the outer circle move one chair anti-clockwise. Each person should then have a new partner and a new subject to discuss. Repeat the process about four or five times. Ask participants what they found interesting about the experience. Point out that even in a short time, people can deepen their relationships through structured experiences that encourage sharing.	Carousel discussion cards – prepared in advance

Carousel

DISCUSSION CARDS

Instructions for facilitator: Prepare one set of these cards by cutting out the statements and sticking each one to a card. If you wish, you can add some statements of your own using the blanks.

Describe something that you have achieved in the past year that you are pleased about.

If you could travel to any part of the world, where would you go and why?

What are you looking forward to most during this course?

If you could have a conversation with anyone in the world, who would you choose and why?

What do you enjoy most about your job?

What is the most challenging part of your work?

If you could change one thing about your organization, what would it be?

Name someone who has really influenced your thinking. In what way did they influence you?

Name one of your interests outside work and why you enjoy it.

What would be your ideal job?

What do you like to do to relax?

What, for you, is a characteristic of an effective team?

What do you hope to learn from attending this course?

What do you wish for the future of your organization?

Describe a place from your past that you would like to re-visit.

What gives you most satisfaction in your work?

Others

Others

Others

Session 2

REVIEW OF COURSE OBJECTIVES, PROGRAM, AND EXPECTATIONS

SESSION OVERVIEW

- Presentation of course objectives and program
- Participants' questions are addressed
- Summary of expectations raised at pre-course meetings with participants
- Ground rules agreed
- Course practicalities

KEY LEARNING POINTS

Course objectives and program

This course will focus on learning as a key requirement and outcome of effective collaborative working in teams and other work groups.

Colleagues' expectations

Ground rules for the course

Course practicalities

RESOURCES

PowerPoint presentation

Facilitator's notes from pre-course meetings

Flipchart and marker pens

Review of Course Objectives, Program, and Expectations		
5 mins **5 mins**	Use PowerPoint to present course objectives and deal with any questions of clarification. Present course program and deal with any questions of clarification. Refer to expectations from pre-course online survey (or meetings) with participants.	PowerPoint PowerPoint Course Program handout Facilitator's notes from pre-course questionnaire/ meetings
5 mins	Establish ground rules for the conduct of the course including confidentiality agreement. Emphasize interactive, participatory nature of the course. Briefly explain course practicalities: emergency exits, location of restrooms, break, and other practical arrangements.	Flipchart and marker pens PowerPoint

Session 3

TEAMS AND TEAMWORK

SESSION OVERVIEW

- Brainstorm on the types of working groups in the participants' organizations
- Participants map their membership in teams/working groups
- Presentation on the nature of teams and teamwork
- Why learning is important in teams
- Participants assess how they contribute to a team/working groups' learning
- The stages of team development

KEY LEARNING POINTS

There are many different types of collaborative working groups in organizations – these can be categorized using a range of criteria.

Each type of collaborative working group in an organization has different purposes and makes different demands on its members.

All ADB staff belong to a range of different collaborative working groups at any one time.

Teams are one type of collaborative group with particular demands and challenges.

Learning is an essential requirement of effective teams.
Individuals contribute different skills, knowledge, and experience to their teams.

Teams develop over time and their ability to learn changes too.

RESOURCES

PowerPoint presentation
Flipchart & marker pens
Work Group Mapping worksheet
Working in Teams Knowledge Solution handout (Available: http://www.adb.org/documents/information/knowledge-solutions/working-in-teams.pdf)

INTRODUCTION AND OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	Powerpoint
A TYPOLOGY OF WORK GROUPS AT ADB		
15 mins	Ask participants to brainstorm the different types of working groups that they are aware of in their organization. Write each on a separate Post-it note using a marker pen. Ask participants to move the work groups they would consider as a "team" to another flipchart headed "Teams". Ask participants what the work groups under the heading "Team" have in common that makes them different from the "Other Work Groups". Open a discussion to identify what criteria they used to differentiate the two categories. Write ideas on flipchart.	Post-it notes and marker pens Flipchart Flipchart and pens
TEAMS AND COLLABORATIVE WORKING		
10 mins	Use What is a Team PowerPoint to introduce a definition of "team". Acknowledge that not all working groups are teams and that we will be looking more widely at the spectrum of working groups. Use PowerPoint to introduce the Characteristics of Effective Teams and the idea of teamwork. Use PowerPoint on Characteristics of Team Members to point out that teamwork both engenders and requires members with these characteristics.	Powerpoint Powerpoint Powerpoint

Mapping Work Group Membership Exercise		
5 mins	Introduce the many types of teams using the Team Typology PowerPoint. Ask participants to consider one of the teams or work groups of which they are a member in their organization. They should write this in the Work Group Mapping worksheet. Ask them to identify the category of team/ work group this represents using the team typology headings.	Powerpoint Work Group Mapping worksheet Powerpoint
Learning in Teams		
5 mins **5 mins**	Use Why Learning Is Important in Teams PowerPoint to explain why learning is important in teams and Learning in Teams PowerPoint to explain the nature of learning in teams. Ask each participant to select one of the teams/work groups of which they are a member and to write down some of the ways they learn from colleagues and contribute to learning in that team/work group.	Powerpoint Work Group Mapping worksheet

The Stages of Team Development		
10 mins	Using Five Stages of Team Development PowerPoint and p4 of the Working in Teams Knowledge Solution handout, introduce the idea that teams can be characterized in one of five stages of development. Ask participants to consider the team/ work group they identified earlier and to use the grid on p4 of the Working in Teams Knowledge Solution handout to assess that team's level of development in the six behavioral/skill areas. Explain that teams have different learning needs and abilities and these are related to their stage of development. Given each participant's chosen team's overall level of development, ask what they think are the main learning challenges for their team.	PowerPoint Working in Teams Knowledge Solution handout
Conclusion		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Work Group Mapping

WORKSHEET

Name of Work Group	Type of Work Group	Ways in which I learn from colleagues in the group	Ways in which I contribute learning to the group	Stage of Development (1-5)

Session 4

INDIVIDUAL AND TEAM LEARNING

SESSION OVERVIEW

- Small groups work on a problem-solving exercise
- The exercise is debriefed and used to illustrate what contributes to effective collaboration in groups
- Presentation of individual and team learning cycles
- The benefits of learning in teams

KEY LEARNING POINTS

The quality of collaborative decisions can be improved by sharing collective knowledge.

Groups usually make smarter decisions than their smartest individual member.

Experiential learning takes place in a four-stage cycle.

The experiential learning cycle applies to both individuals and teams.

RESOURCES

PowerPoint

Lost at Sea worksheet

Lost at Sea Expert Rankings and Rationale handout (print separately – not included in Participant's Workbook)

Individual and Team Learning handout

Session Overview		
5 mins	Introduce session overview using PowerPoint Deal with any points of clarification.	Powerpoint
Lost at Sea Problem Solving Exercise		
5 mins	Show the Lost at Sea PowerPoint. Using the Lost at Sea worksheet, introduce the purpose and process of the exercise.	PowerPoint Lost at Sea worksheet
10 mins	Refer participants to the Lost at Sea worksheet. Ask each person to decide their own rankings for the items listed, and record their choices in the My Ranking column.	Lost at Sea worksheet
20 mins	Divide participants into small groups of no more than 4 members. Encourage each group to discuss their individual choices and work together to agree an improved collaborative list. The group should record its rankings in the Group Ranking column	
10 mins	Distribute copies of the Expert Analysis and Rationale handout. The expert rankings were suggested by the US Coastguard Service. Participants should write the Expert Rankings in the "Expert's Ranking" column. Ask participants to compare their individual and group answers with the "expert" ratings and determine a score for each using the following instructions. Instruct participants as follows: For each item, write down the number of points that your score differs from the Coastguard rating and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.	Expert Analysis and Rationale handout

Debrief of Lost at Sea Exercise		
10 mins	Open a discussion based on the following questions: Were the group scores better or worse than the individual scores? Why is this? What changed participants' minds about ranking? Did anyone have any relevant knowledge or experience that helped (maybe they have even done the exercise before)? Did anyone check to see if this was the case? What does this say about their collaborative working?	
The Wisdom of Crowds		
5 mins	Use the Individual and Team Learning handout to introduce the concept of "The Wisdom of Crowds"[1] and how this can apply to teams.	PowerPoint
Individual and Team Learning		
5 mins	Present the idea of individual and team learning cycles using Individual Learning, Learning from Experience, Learning from Experience in Teams and Collaborative Learning PowerPoints and the Individual and Team Learning handout. Explain that each of the stages of the individual experiential learning cycle has its counterpart in the team learning cycle.	PowerPoint Individual and Team Learning handout
5 mins	Now examine the Lost at Sea exercise in terms of the team learning cycle. Ask groups to identify examples of behavior during the exercise that demonstrated good practice in any of the four stages of the team learning cycle.	Flipchart and marker pens
5 mins	Use Learning Teams and Benefits of Learning in Teams PowerPoints to emphasize the unique contributions that effective teams can make to the learning process in organizations.	PowerPoint
Conclusion		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

[1] See Surowiecki, James (2004) The Wisdom of Crowds, New York: Doubleday

Lost at Sea

WORKSHEET

You and your team have chartered a yacht. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew. As you sail through the Southern Pacific Ocean, a fire breaks out and much of the yacht and its contents are destroyed. The yacht is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged. The yacht skipper and crew have been lost to the fire. Your best guess is that you are approximately 1,000 miles southwest of the nearest landfall.

You and your friends have managed to save the following 15 items undamaged and intact:

1. A sextant
2. A shaving mirror
3. A quantity of mosquito netting
4. A 25-liter can of water
5. A case of army rations
6. Maps of the Pacific Ocean
7. A floating seat cushion
8. A 7.5-liter can of oil/petroleum mixture
9. A small transistor radio
10. 2 square meters of opaque plastic sheeting
11. A can of shark repellent
12. 1.1 liters of 160%-proof rum
13. 4.5 meters of nylon rope
14. 2 boxes of chocolate bars
15. A fishing kit

In addition to the above, you have salvaged a rubber life raft. The total contents of your team's pockets amounts to one package of cigarettes, three cigarette lighters, and three pieces of paper money.

YOUR CHANCES OF SURVIVAL WILL DEPEND UPON YOUR ABILITY TO RANK THE ABOVE 15 ITEMS IN THEIR RELATIVE ORDER OF IMPORTANCE. GOOD LUCK!

LOST AT SEA SCORING GRID

Items	EXPERT'S RANKING	MY RANKING	MY ERROR POINTS	GROUP RANKING	Group's ERROR POINTS
A sextant					
A shaving mirror					
A quantity of mosquito netting					
A 25-liter can of water					
A case of army rations					
Maps of the Pacific Ocean					
A floating seat cushion					
A 7.5-liter can of oil/ petroleum mixture					
A small transistor radio					
2 square meters of opaque plastic sheeting					
A can of shark repellent					
1.1 liters of 160%-proof rum					
4.5 meters of nylon rope					
2 boxes of chocolate bars					
A fishing kit					
		TOTAL ERROR POINTS ->		TOTAL ERROR POINTS ->	

Lost at Sea

EXPERT RANKINGS AND RATIONALE

Item	Expert's REASONING	Expert's RANK
1. A sextant	Without tables and a chronometer, relatively useless	15
2. A shaving mirror	Critical for signaling in air–sea rescue	1
3. A quantity of mosquito netting	No mosquitoes in the mid-Pacific	14
4. A 25-liter can of water	Necessary to replenish loss by perspiration, etc.	3
5. A case of army rations	Provides basic food needs	4
6. Maps of the Pacific Ocean	Worthless without additional navigation equipment	13
7. A floating seat cushion	If someone falls overboard, could help save them	9
8. A 7.5-liter can of oil/ petroleum mixture	Critical for signaling – will float on water and could be ignited with paper money and lighter	2
9. A small transistor radio	Of little value since there is no transmitter – not going to get many AM stations out here anyway!	12
10. 2 square meters of opaque plastic sheeting	Used to collect water and provide shelter	5
11. A can of shark repellent	Obvious use – stay out of water	10
12. 1.1 liters of 160%-proof rum	With 80% alcohol content could provide antiseptic surface treatment for injuries. Would cause dehydration if drunk.	11
13. 4.5 meters of nylon rope	Lash equipment and people together to avoid being washed overboard in a storm	8
14. 2 boxes of chocolate bars	Reserve food supply	6
15. A fishing kit	Ranked lower than chocolate since "a bird in hand is worth two in bush" – no guarantee there are fish in the area	7

The basic rationale for ranking the signaling devices above the life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first 36 hours and one can survive without food and water during that period.

Scoring

0–25	Excellent. You demonstrated great survival skills. Rescued!
26–32	Good. Above average results. Good survival skills. Rescued!
33–45	Average. Hungry and tired but rescued!
46–55	Fair. Dehydrated and barely alive. It was tough, but rescued!
56–70	Poor. Rescued but only just in time!
71–112	Very poor. Oh dear, your empty raft was washed up on the shore weeks after the search was called off.

Individual & Team

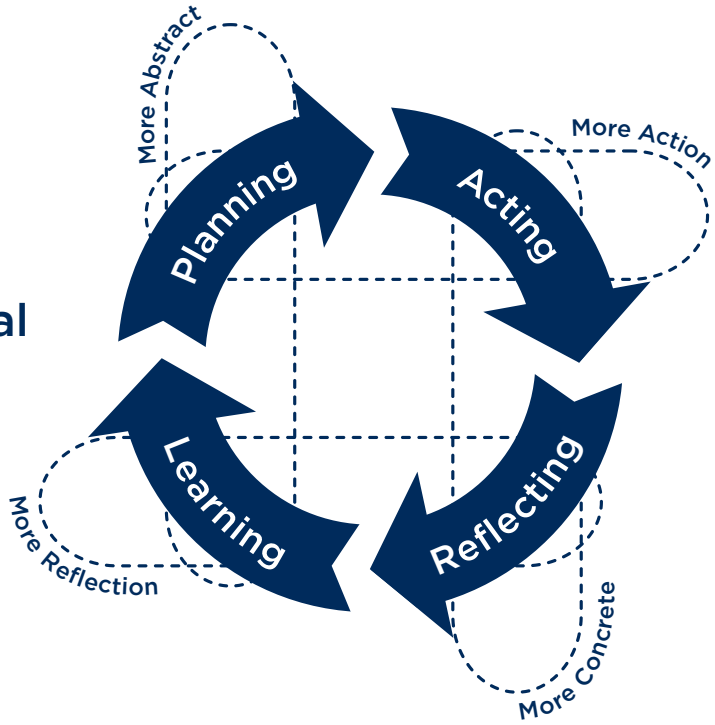
LEARNING HANDOUT

INDIVIDUAL LEARNING

Individual learning is not just about gaining knowledge and skills; it is about personal growth and development, increasing self-confidence, changing attitudes, and working more collaboratively.

Individual learning can be thought of as a four-stage cycle: acting, reflecting, learning, and planning. In this model individual learning starts by taking action, reflecting on the outcomes (intended and unintended) of that action, making connections with what we already know through the learning stage, and then planning for improved action. The cycle can also begin with the planning stage, but learning really happens when the individual has been through one or more cycles.

The Experiential Learning Cycle



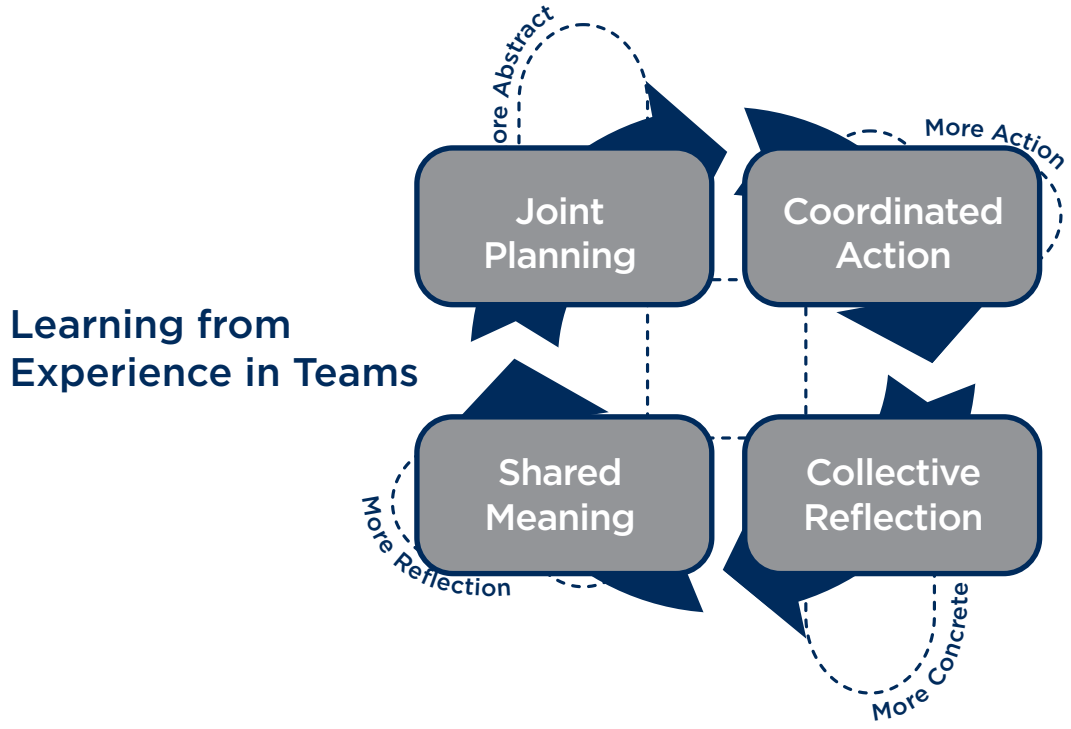
Individuals learn in many different ways and our learning preferences can be related to the four stages of the experiential learning cycle:

- Acting – Activists
- Reflecting – Reflectors
- Learning – Theorists
- Planning – Pragmatists

Everyone tends to fall under one of the stages in the learning cycle and "borrow" characteristics from the others. For example, when asked to take on a new work responsibility, some people will read as much background information as possible in order to make connections with what they already know (theorists), whereas others will "jump in at the deep end" and try things out in practice first (activists). Reflectors may seek out colleagues who have already held the responsibility or carried out the work and ask for advice. Pragmatists try to understand what is involved and build practical models for how the work can be done. By being aware of our preferences, we can choose to strengthen our ability to use all stages in the learning cycle in order to make ourselves better "all- round" learners.

THE TEAM LEARNING CYCLE

Learning in teams follows a similar four-stage cycle, but this time with the stages involving collective activity:
Collective reflection takes place openly. It requires reflective practitioners who are committed to collaborative practice. Shared meaning is the product of collective learning leading to mutual understanding or shared insights. Joint planning involves narrowing down options to reach agreement about what needs to be done and how. Coordinated action need not be joint action but requires agreement about who will be doing what, when, and how.
To ensure the wheel keeps turning, the team needs members who have learning preferences that cover all four stages of the cycle.



COLLABORATIVE LEARNING

Collaborative learning is a relationship among learners that requires:

- positive interdependence (a sense of sink or swim together)
- individual accountability (each of us has to contribute and learn)
- interpersonal skills and emotional intelligence (communication, trust, leadership, decision making, and conflict resolution)
- positive interaction (ideally, face-to-face)
- joint reflection on how well the team is functioning and how to function even better

LEARNING TEAMS

Know that learning teams are dependent on learning—both individual and collective—for their success. They are made up of reflective practitioners who are willing and able to collaborate and learn together. Learning teams need members who have learning preferences that, together, cover all four stages of the cycle: divergent thinkers, connection-makers, solution-finders, and accommodators in order to ensure the experiential learning cycle keeps turning. Learning teams regularly reflect on their progress, assess their performance, examine what they have accomplished, identify what they have learned, and put that learning to use.

BENEFITS OF LEARNING IN TEAMS:

- Uncover new information that individuals may have been unaware of
- Limit biases by balancing the views of all the team members
- Build a clear picture of a situation/event/process by bringing together multiple perspectives
- Ensure well-reasoned, meaningful actions that have been tested through group discussion
- Facilitate action that has broad ownership because everyone has had an opportunity to contribute their views and have them heard

Source: IFAD Guide to Project M&E Section 8, p8-4

Session 5

RADICAL COLLABORATION IN TEAMS

SESSION OVERVIEW

- Small groups work on a complex collaborative problem-solving exercise
- Groups are asked to reflect on and describe their problem-solving process
- Introduction to the five key skills of Radical Collaboration
- Applying these ideas to “real life” work groups

KEY LEARNING POINTS

Group problem solving is a learning process that requires collaborative working practices

Radical Collaboration is a useful way of understanding the key skills necessary for effective collaborative working

RESOURCES

PowerPoint

Zin Obelisk worksheet

Zin Obelisk information cards

Note: A set is needed for each small group. These should be prepared beforehand by cutting up the Zin Obelisk card sheets and sticking each statement to a separate index card. Be careful that all cards are included in each set (there should be 33 cards in each set)!

Zin Obelisk Answer Rationale and Review worksheet (print separately – not included in the Participant’s Workbook)

Five Essential Skills of Radical Collaboration worksheet

Strategies for Building Radical Collaboration handout

Session Overview		
10 mins	Explain that the term "Radical Collaboration" comes from an influential book of the same name by James Tamm and Ronald Luyet. Many of the ideas in this and the following session are derived from their book Introduce session overview using PowerPoint Deal with any points of clarification.	PowerPoint
Zin Obelisk Problem Solving Exercise		
10 mins	Explain that participants are going to examine the ideas underpinning radical collaboration by taking part in a problem-solving exercise that requires team members to work together. **Emphasize:** • That this is a difficult exercise being done under time pressure. • That the groups should be as systematic as possible in their approach. Divide participants into small groups of between 5 and 8 members. Give a copy of the Zin Obelisk worksheet to each participant. After they have had time to read this, distribute one set of Zin Obelisk cards to each group. Ask the groups to deal out the cards at random so that each person gets approximately the same number of cards. A complete set of cards is needed for each group.	Zin Obelisk worksheet A set of Zin Obelisk information cards for each group
Group Work		
25 mins	Invite the groups to work on the problem. Set a time limit of 25 minutes.	
Debrief of Zin Obelisk Exercise		
20 mins	After the allotted time, reconvene as a large group. Distribute copies of the Zin Obelisk Answer Rationale and Review worksheet. Make sure that each participant understands the rationale for the answer, walking through it if necessary. Ask each group to describe its process using the questions on the Zin Obelisk Answer Rationale and Review worksheet. Ask the groups whether they used a systematic approach to problem solving and, if so, whether it was helpful. Ask the groups what would have helped them to reach an answer. Record their ideas on a flipchart sheet.	Zin Obelisk Answer Rationale and Review worksheet Flipchart sheet and marker pens.

Introduction to Radical Collaboration		
10 mins	Using Radical Collaboration and Radical Collaboration – Five Essential Skills PowerPoints, introduce the concept of Radical Collaboration. Distribute the Five Essential Skills of Radical Collaboration worksheet and introduce the five skills and why they are essential. Open a discussion by asking participants for examples of when they experienced the use (or absence!) of the five essential skills during the Zin Obelisk exercise.	PowerPoint Five Essential Skills of Radical Collaboration worksheet
5 mins	Ask participants to complete the worksheet. Reassure them that they will not be required to divulge their detailed answers.	
10 mins	Open a discussion on which of the skills were most and least obvious during the exercise. Develop the discussion to compare the experience of working together in the exercise with collaborative working in their normal work. Using PowerPoint and the Strategies for Building Radical Collaboration handout, introduce ways in which individuals can strengthen their collaborative skills. Explain that in the next session we will be looking at how best to create an environment that supports collaborative learning.	PowerPoint Strategies for Building Radical Collaboration handout
Conclusion		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Zin Obelisk

WORKSHEET

In the ancient city of Atlantis, a solid, rectangular obelisk, called a zin, was built in honor of the goddess Tina. The structure took less than 2 weeks to complete.

The task of your team is to determine on which day of the week the obelisk was completed. You have 25 minutes for this task. Do not choose a formal leader.

You will be given cards containing information related to the task. You may share this information orally, but you may not show your cards to other participants.

ZIN OBELISK INFORMATION CARDS

Instructions for facilitator: Prepare a set of these cards for each small group by cutting out the statements and sticking each one to a card.

1. The basic measurement of time in Atlantis is a day.

2. An Atlantian day is divided into schlibs and ponks.

3. The length of the zin is 50 feet.

4. The height of the zin is 100 feet.

5. The width of the zin is 10 feet.

6. The zin is built of stone blocks.

7. Each block is 1 cubic foot.

8. Day 1 in the Atlantian week is called Aguaday.

9. Day 2 in the Atlantian week is called Neptiminus.

10. Day 3 in the Atlantian week is called Sharkday.

11. Day 4 in the Atlantian week is called Mermaidday.

12. Day 5 in the Atlantian week is called Daydoldrum.

13. There are 5 days in an Atlantian week.

14. The working day has 9 schlibs.

15. Each worker takes rest periods during the working day totaling 16 ponks.

16. There are 8 ponks in a schlib.

17. Workers each lay 150 blocks per schlib.

18. At any time when work is taking place there is a gang of 9 people on site.

19. One member of each gang has religious duties and does not lay blocks.

20. No work takes place on Daydoldrum.

21. What is a cubitt?

22. A cubitt is a cube, all sides of which measure 1 megalithic yard.

23. There are 3 1/2 feet in a megalithic yard.

24. Does work take place on Sunday?

25. What is a zin?

26. Which way up does the zin stand?

27. The zin is made up of green blocks.

28. Green has special religious significance on Mermaidday.

29. Each gang includes two women.

30. Work starts at daybreak on Aquaday.

31. Only one gang is working on the construction of the zin.

32. There are eight gold scales in a gold fin.

33. Each block costs 2 gold fins.

ZIN OBELISK ANSWER, RATIONALE, AND REVIEW WORKSHEET

ANSWER

The answer is Neptiminus.

RATIONALE

1. The dimensions of the zin indicate that it contains 50,000 cubic feet of stone blocks.
2. The blocks are 1 cubic foot each, therefore, 50,000 blocks are required.
3. Each worker works 7 schlibs in a day (2 schlibs are devoted to rest).
4. Each worker lays 150 blocks per schlib; therefore, each worker lays 1,050 blocks per day.
5. There are 8 workers per day; therefore, 8,400 blocks are laid per working day.
6. The 50,000th block, therefore, is laid on the sixth working day.
7. Since work does not take place on Daydoldrum, the sixth working day is Neptiminus.

REVIEW QUESTIONS

1. What behavior helped the group accomplish the task?
2. What behavior hindered the group in completing the task?
3. What feelings did you experience as the task progressed?
4. What advice would you give to another group that were about to do this exercise?
5. In the "real world", what could the group do differently to solve the problem more efficiently?

Five Essential Skills of Radical Collaboration

WORKSHEET

Thinking about the Zin Obelisk exercise that you have just done, consider your group's performance against the five essential skills of Radical Collaboration.

Skill	Overall score for your Zin Obelisk workgroup (1 is low, 5 is high)	Overall score for your usual workgroup (1 is low, 5 is high)
Collaborative intention Individuals maintain an authentic, non-defensive approach and make a commitment to mutual success.		
Truthfulness		
Individuals commit to telling and listening to the truth and help create a climate that fosters this.		
Self-accountability		
Individuals take responsibility for their circumstances, choices, and intended or unforeseen consequences.		
Self-awareness and awareness of others		
Individuals commit to knowing themselves deeply and are willing to explore interpersonal issues. They seek to understand the concerns, intentions, and motivations of others.		
Problem-solving and negotiating		
Individuals use problem-solving methods that promote a cooperative atmosphere.		
TOTAL SCORE		

Strategies for Building Radical Collaboration

HANDOUT

Working collaboratively is an essential requirement for effective learning in teams. Working collaboratively is not easy, but it is simple. The following strategies are aimed at building a collaborative approach to working in groups.

Go first – be willing to make the first effort to collaborate, don't wait for others.

Be open about your intent to collaborate – communicate your intentions clearly to build more collaborative working relationships.

Pay attention to responses – before assuming negative intent from another person who does not appear to be responding well, ask yourself "What might this mean?" Try to understand the underlying causes of any breakdown in communication.

Keep talking – never pass up the opportunity to communicate (and that means asking questions, and listening as well as talking). Clear consistent communication will not guarantee success; however, poor communication will almost certainly guarantee failure. Don't avoid the "elephant in the room" (the undiscussable subject that dominates the situation but is somehow never acknowledged).

Forgive quickly – respond positively when others cooperate and be open and receptive to opportunities to collaborate.

Conduct regular reviews and monitor progress – collaborative working is a learning process and needs to be reviewed regularly until it becomes a habit.

Use "interest-based" problem solving to negotiate problems – if you have different views about solving a problem try to step back and see the bigger picture. You all want a solution that works, so try letting go of your own "position" and work on what is in everyone's shared interests.

Source: James W. Tamm and Ronald J. Luyet (2004) Radical Collaboration: Five Essential Skills to Overcome Defensiveness and Build Successful Relationships, New York: Harper Collins

Session 6

CREATING A LEARNING ENVIRONMENT

SESSION OVERVIEW

- The characteristics of a learning environment
- Introduction to the Red Zone and the Green Zone
- Exploration of obstacles to learning in teams
- Small group activity exploring Green Zone behavior that supports learning in teams

KEY LEARNING POINTS

A learning environment is a climate that enables, encourages, values, rewards, and utilizes the learning of its people, both individually and collectively.

Teams can exhibit Red Zone or Green Zone characteristics. A learning environment is characterized by Green Zone characteristics.

Obstacles to learning in teams can be internal or external. Green Zone teams are more capable of overcoming obstacles to learning.

Learning teams exhibit important collaborative behaviors.

RESOURCES

PowerPoint presentation

Flipchart and marker pens

Set of Green Zone Environment cards for each small group of 4 participants

Green Zone Environment worksheet

Flipchart sheet and glue stick for each small group of 4 participants

Session Overview		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
What is a "Learning Environment"?		
5 mins	Use PowerPoints to introduce What is a Learning Environment? and the Characteristics of a Learning Environment.	PowerPoint
The Red Zone and the Green Zone		
5 mins	Use PowerPoint to introduce the Characteristics of Red Zone Environments and the Consequences for Individuals of Red Zone Environments. Use PowerPoint to contrast the Characteristics of Green Zone Environments with those of Red Zone environments.	PowerPoint PowerPoint
5 mins	Ask participants what might be the effects on team learning of working in a Green Zone team. Write comments on flipchart. Show the PowerPoint of the Indicators of a Learning Team to demonstrate the connection between Green Zone behavior and learning teams.	PowerPoint
Obstacles to Learning in Teams		
10 mins	Use PowerPoint to introduce the idea of Obstacles to Learning in Teams. Open a discussion with participants about the obstacles they encounter. Explain that obstacles can be internal or external. The more a team is in the Red Zone, the more likely it is to experience internal obstacles. The more a team is in the Green Zone, the more able it is to overcome or, at least, manage the external obstacles to learning such as workloads, limited resources, and lack of management support. The challenge then is for teams (and remind participants that we are also talking about work groups in general) to work as much as possible in the Green Zone.	PowerPoint

Creating a Green Zone Environment		
20 mins **10 mins**	For teams to be healthy and learn effectively they need to develop a Green Zone environment. Explain that the next exercise explores some of the key individual behaviors that contribute to learning in teams. Divide participants into groups of around 4 members. Distribute a set of Green Zone Environment cards to each group. Distribute a Green Zone Environment worksheet to each participant. Ask the group to carry out a "diamond ranking" exercise using the instructions on the worksheet. In plenary, ask each group to present their diamond ranking. Point out that there is no right or wrong answer in this exercise. Explore similarities and differences between group rankings. Conclude by explaining that the members of effective learning teams are characterized by all of these behaviors and these kinds of behaviors lead to a Green Zone environment.	Green Zone Environment cards Green Zone Environment worksheet Flipchart sheet and glue stick for each group
Conclusion		
5mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Green Zone Environment

CARDS

Instructions for facilitator: Prepare a set of these cards for each group of 4 participants. Use in conjunction with the Green Zone Environment worksheet.

Hospitality

Team members are open and encouraging to each other, and welcoming to others' ideas and perspectives.

Participation

Everyone joins in discussions when they have something to contribute. They don't withhold information; they build on each other's contributions and value others' contributions.

Mindfulness

Team members pay attention to each other, listening carefully, and tuning in to the "message behind the message".

Humility

Team members are willing to admit when their knowledge and experience are limited. They acknowledge that they can learn from others.

Reciprocity

Team members care as much about others' self-development as their own. They are committed to the idea of mutual support.

Deliberation
Team members are committed to discuss ideas as fully as necessary, to offer arguments and counterarguments backed by evidence, and be open to change their views.

Appreciation
Team members express gratitude, e.g., when the insights or ideas of others helps to clarify their own understanding.

Authenticity
Team members act with integrity and sincerity towards each other. They say what they mean and mean what they say.

Identity

Team members express pride in belonging to a worthwhile and special group. Each individual makes the team's goals their own.

Green Zone Environment

WORKSHEET

In this exercise you will work in a small group to agree on the relative importance of a set of criteria for creating a Green Zone Environment in teams.
Your small group will be given a set of nine cards each representing a behavioral characteristic of members of effective learning teams.

The characteristics are:
Hospitality – team members are open and encouraging to each other and welcoming to others' ideas and perspectives.

Participation – everyone joins in discussions when they have something to contribute. They don't withhold information; they build on each other's contributions and value others' contributions.

Mindfulness – team members pay attention to each other, listening carefully and tuning in to the "message behind the message".

Humility – team members are willing to admit when their knowledge and experience are limited. They acknowledge that they can learn from others.

Reciprocity – team members care as much about others' self-development as their own. They are committed to the idea of mutual support.

Deliberation – team members are committed to discuss ideas as fully as necessary, to offer arguments and counterarguments backed by evidence, and be open to change their views.

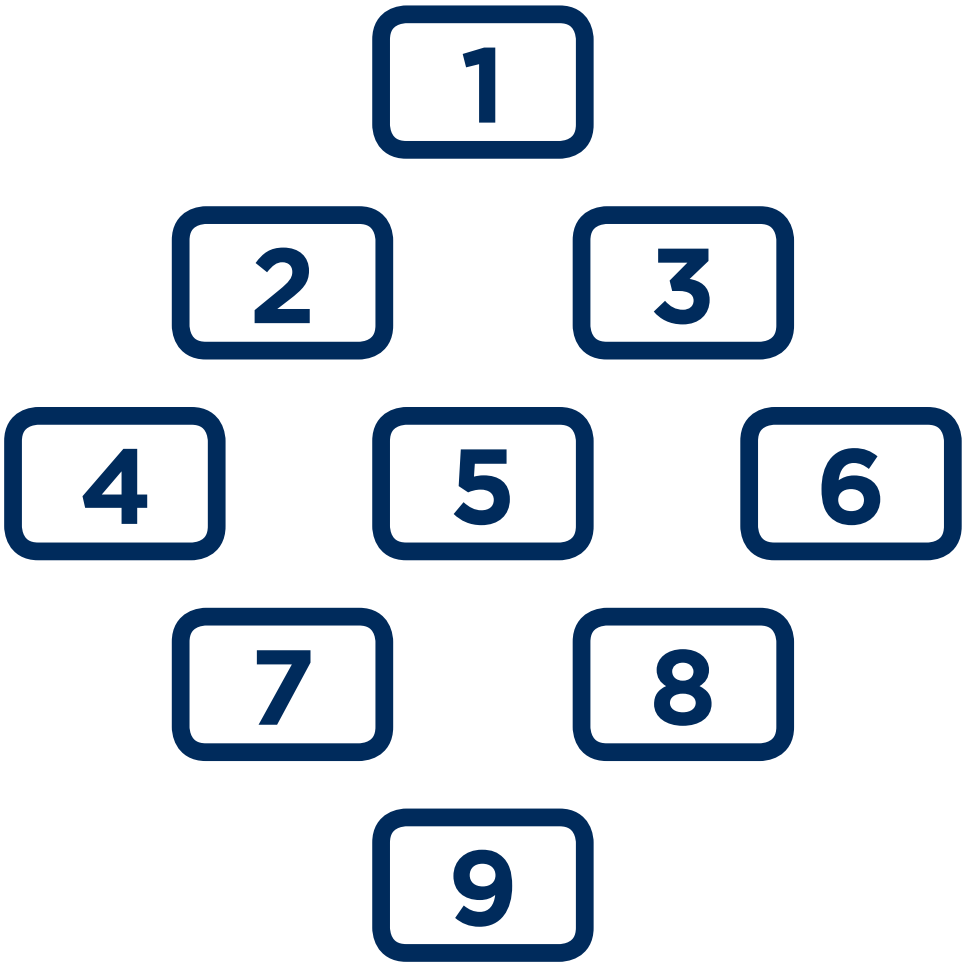
Appreciation – team members express gratitude, e.g., when the insights or ideas of others helps to clarify their own understanding.

Authenticity – team members act with integrity and sincerity towards each other. They say what they mean and mean what they say.

Identity – team members express pride in belonging to a worthwhile and special group. Each individual makes the team's goals their own.

Your task is to agree a rank order for the cards using a "Diamond Ranking" technique (see the following diagram). You should agree who will present the group's agreed ranking.

Most Important



Least Important

The single items at the top and the bottom of the diamond are the most and the least preferred; the two items below the top and above the bottom cards are the next in order; the three items across the centre are of middle-order importance with little to differentiate between them.

When you have agreed on the diamond ranking, please stick your cards to a flipchart sheet.

Session 7

FROM TEAM TO LEARNING COMMUNITY

SESSION OVERVIEW

- Exploration of the characteristics of a learning community
- Small groups work on a task that provides an opportunity to explore what it feels like to be part of a learning community
- Participants assess themselves against the objective of the activity and the characteristics of a learning community

KEY LEARNING POINTS

A learning community reflects the characteristics of both concepts – "learning" and "community".

The characteristics of a learning community can be experienced even in a short activity when the participants have the necessary commitment.

RESOURCES

PowerPoint presentation

Flipcharts and marker pens

Traffic Jam Observer Worksheet

Print out one copy of the accompanying Traffic Jam Solution document for your own reference

Session Overview		
3 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
Learning Community		
10 mins	Explain to participants that they will be experiencing an activity that will help them to explore the idea of a "learning community". Divide the participants into two groups. Ask one group to brainstorm answers to the question "What helps me to learn?" One person should write these on a flipchart. At the same time, ask the other group to brainstorm answers to the question "What makes me feel part of a community?" and one person writes these on a separate flipchart. Groups look at what each has written. Use PowerPoint to introduce the definition of a learning community. Make reference to the answers the participants have brainstormed. Now challenge the groups to put into practice or demonstrate as many of these behaviors as possible in the next exercise.	Flipcharts and marker pens PowerPoint

Traffic Jam Activity		
5 mins	Prepare the room by sticking a set of nine cards to the floor in a "U" shape. (Look at the Traffic Jam Activity PowerPoint to see how to do this.) One set of cards should be laid out for each group of 8 participants. Using the PowerPoint slides Traffic Jam Activity and Traffic Jam Activity Rules, introduce the purpose of the activity and the rules. Answer any questions that the participants may have – there are likely to be quite a lot!	Cards, tape PowerPoint
5 mins	Divide participants into groups of 8. (The groups must be of this size. If there are extra people, assign them the role of observers or, preferably, ask the course admin staff to join in to make up the numbers.) Ask each group to stand on the cards as described in the PowerPoint Traffic Jam Activity. Ask participants again if they have any questions. If there are observers, give them a Traffic Jam Observer worksheet and ask them to watch carefully how the group goes about its task and to make notes on the sheet.	Traffic Jam Observer worksheet (for observers only)
25 mins	Give participants 25 minutes to achieve the task. When they complete the task, ask them to repeat it to ensure that it was not a "one-off". If they are unable to complete the task in the time allocated, give them some extra time, if possible.	

Debrief of activity		
5 mins	When the groups have achieved the task and repeated it, point out that they have demonstrated that they have learned a task together as a group. If they have been unable to complete the task, use the Traffic Jam Activity Solution handout to show them how it is done. Ask them what helped and what hindered their learning. Ask any observers to reflect on what they saw during the process that seemed to help and hinder the achievement of the task. Ask the participants what, overall, they have learned during the activity. Ask the participants about what characteristics of being a community they experienced during the activity. Ask how they might apply these to their "real life" teams?	Traffic Jam Activity Solution handout
5 mins	Use PowerPoint to introduce the Key Characteristics of Learning Communities. Use PowerPoint to present learning points.	PowerPoint

Traffic Jam Observer

WORKSHEET

Do not get involved – only observe (even if you are asked to get involved!).

1. Did the group achieve the task?

2. What helped the group achieve the task?

3. What made it difficult for the group to achieve the task?

4. What evidence was there that the group learned from its experience?

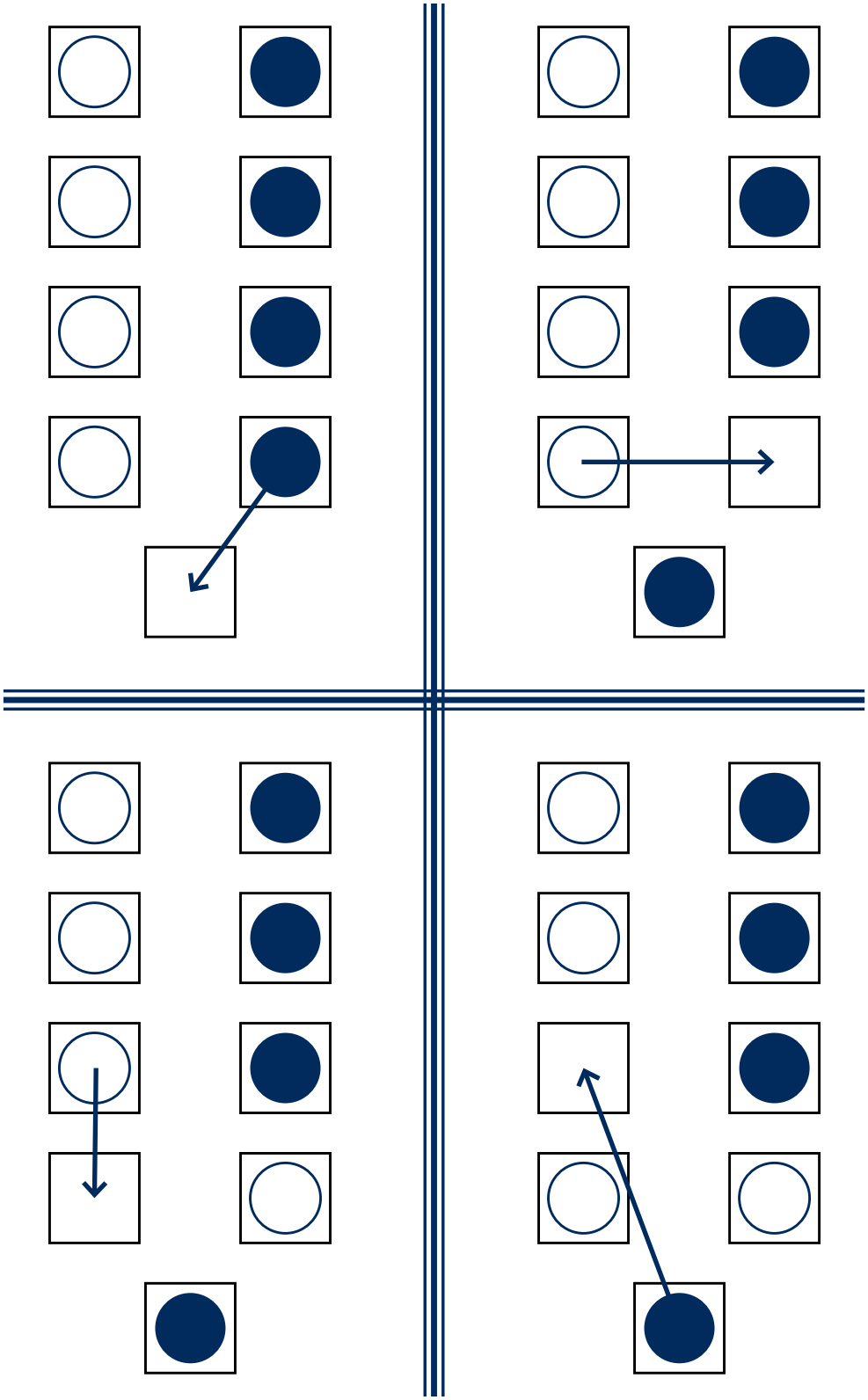
5. What evidence was there that the group was acting as a community?

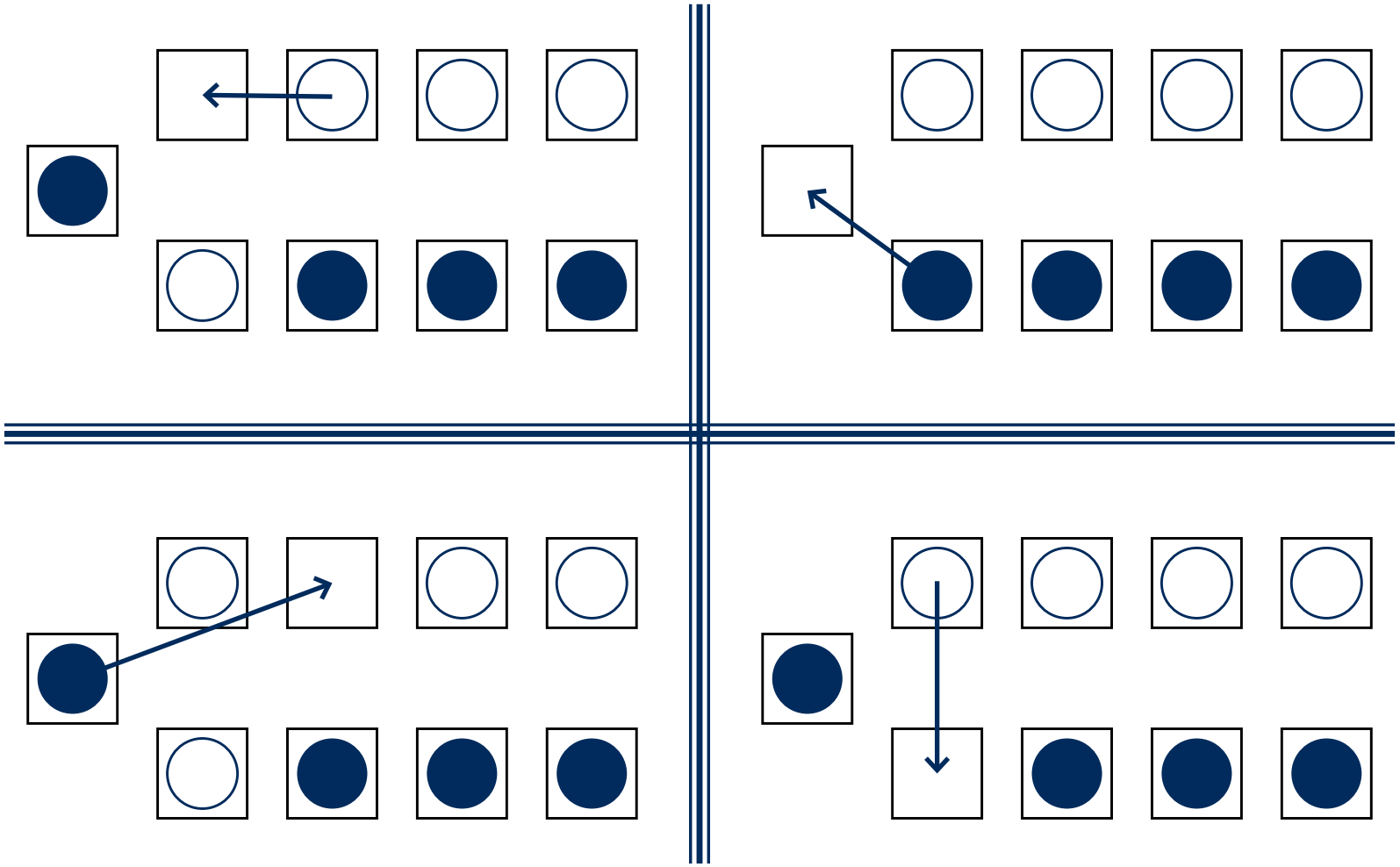
6. What can we learn about learning in teams from this exercise?

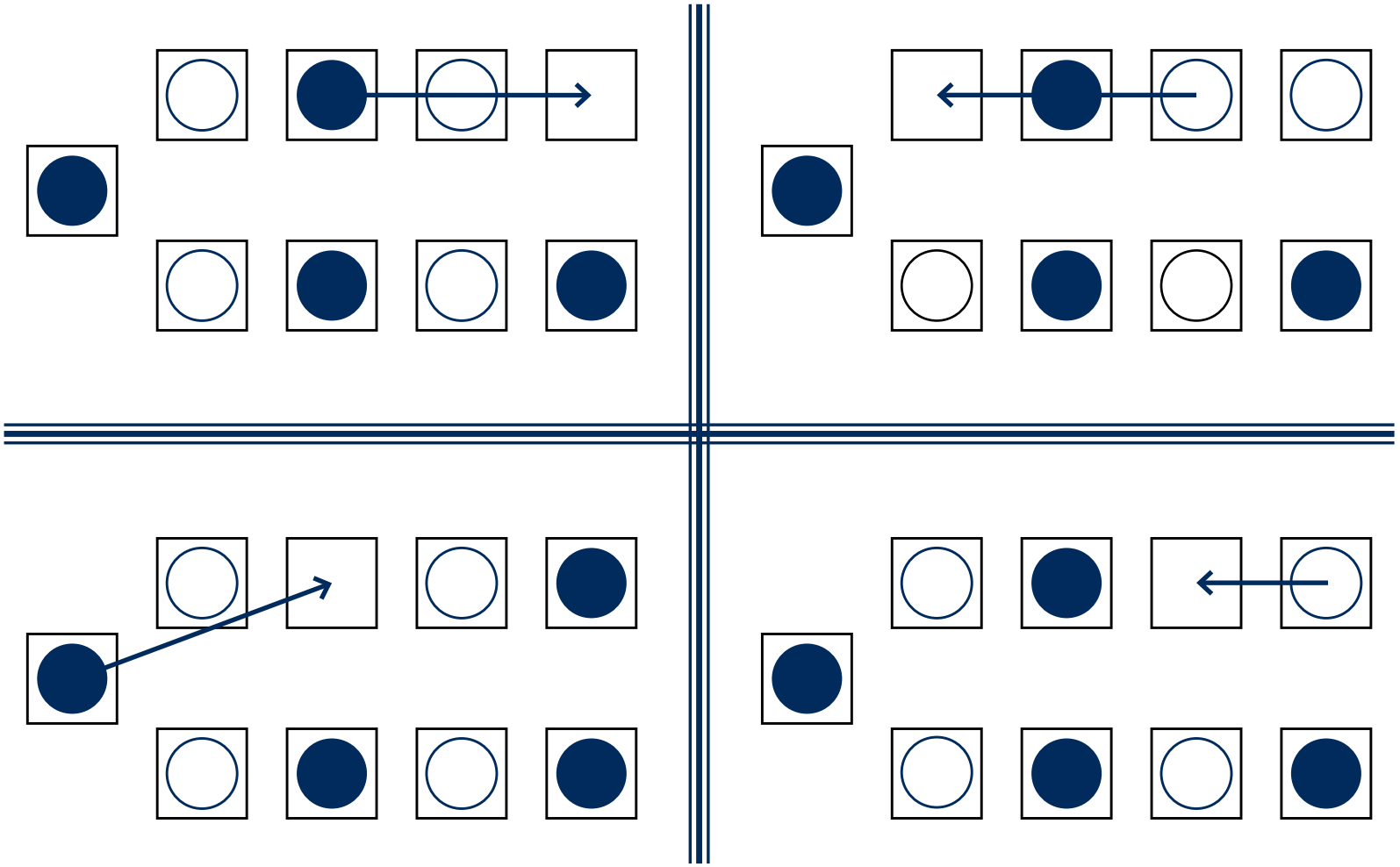
7. Any other comments?

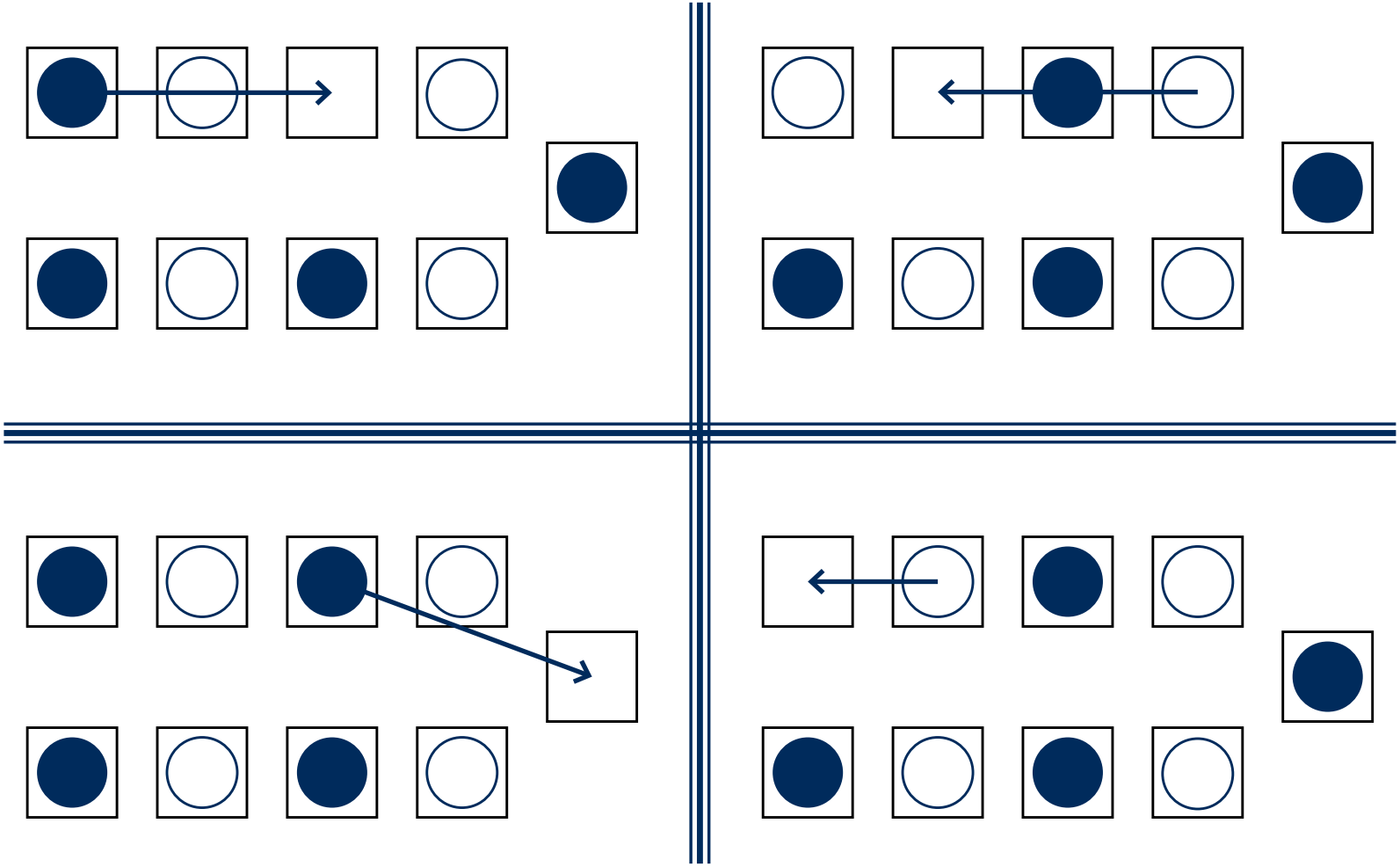
Traffic Jam Solution

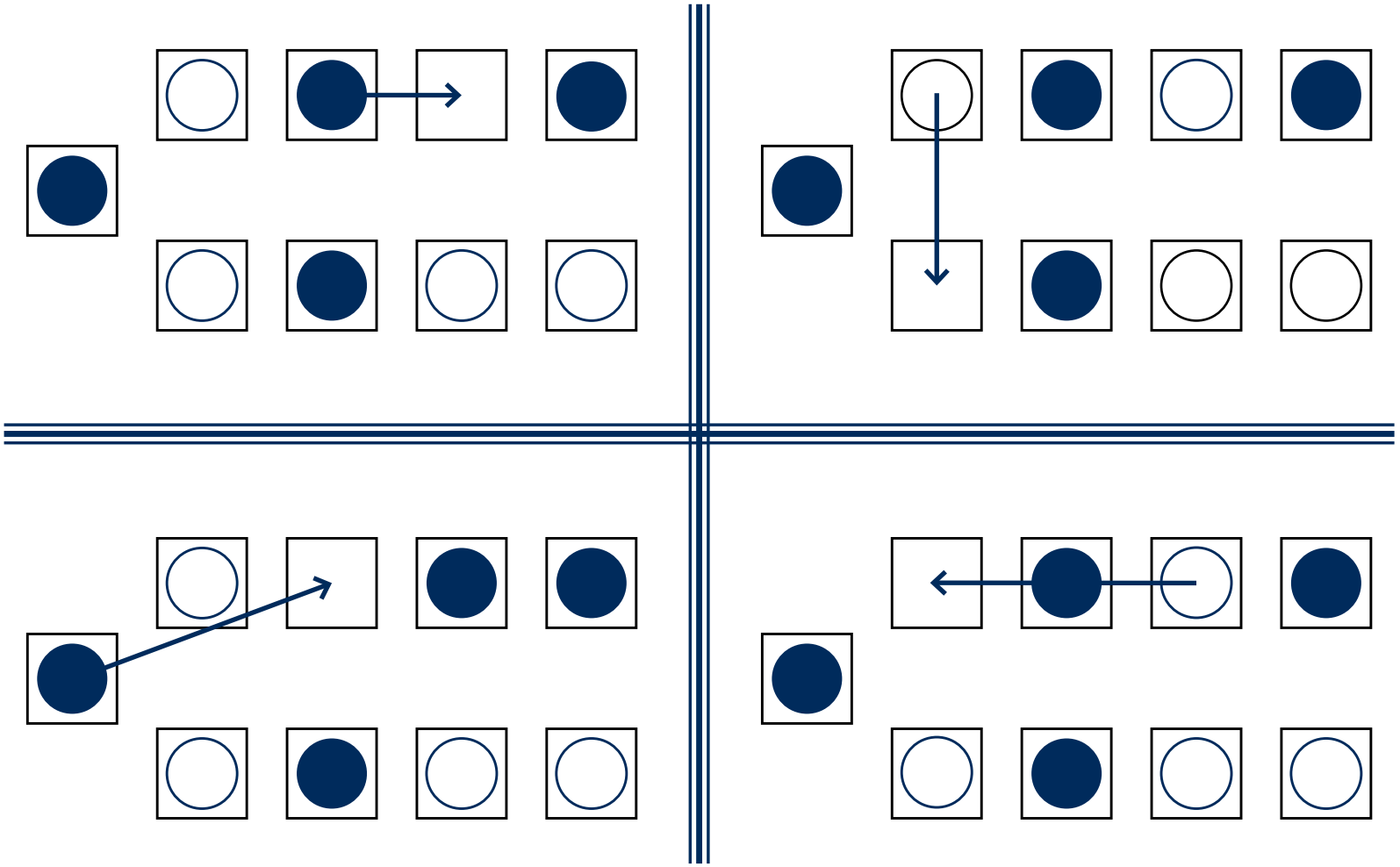
HANDOUT











Session 8

REFLECTION ON DAY 1

SESSION OVERVIEW

- Reflection on the day's program in small groups
- Representatives from each small group give feedback from their group to the facilitator
- Briefing for Day 2

RESOURCES

PowerPoint

Self-Reflection worksheet

Challenger – What went wrong? handout (preparation for Day 2 activity)

Session Overview		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
Small Group Reflection		
10 mins	Ask participants to form small groups of no more than 5 participants. Groups should be approximately the same size. Ask each group to agree a representative who will provide feedback to the facilitator. Using PowerPoint, brief the groups about their task which is to discuss the following questions: • What went well today? • What did not go well? • Suggestions for Day 2?	PowerPoint
5 mins	Convene a meeting of the group representatives and note their feedback.	
Briefing for Day 2		
5 mins	Explain the program for Day 2. Distribute and ask participants to read the Challenger – What went wrong? handout before the start of Day 2.	Challenger – What went wrong? handout

Self-Reflection & Action Planning

WORKSHEET

1. What useful ideas have I had from this experience?

2. What do I plan to do as a result of what I have learned from this experience?

   In the next 6 weeks:

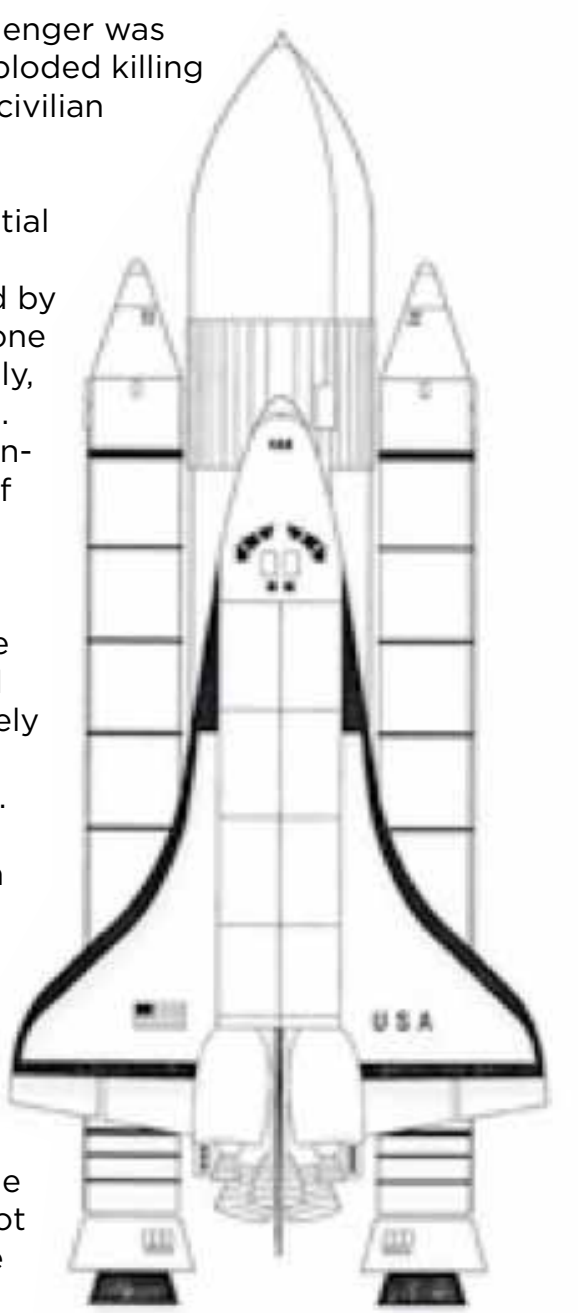
   In the next 6 months:

3. What help or support will I need and how will I get it?

Challenger – What went wrong?

HANDOUT

On January 28, 1986 the space shuttle Challenger was launched. Within 73 seconds the shuttle exploded killing the crew of seven (which included the first civilian astronaut – a teacher).



The disaster was investigated by a Presidential Commission. The Commission reached two conclusions. First, the explosion was caused by the failure of an "O-ring" rubber washer in one of the Solid Rocket Boosters to seal correctly, due to cold temperatures before the launch. The second conclusion was that the decision-making processes, from the earliest stage of the booster design to the night before the Challenger launch, were seriously flawed.

Morton Thiokol, the company that made the Solid Rocket Boosters, and NASA's Marshall Space Flight Center had been working closely together for years. They had a tradition of good working relations and regular contact. They, in turn, relied on the advice of the engineers who developed the O-ring. When doubts were raised about the effectiveness of the O-ring at low temperatures, Morton Thiokol did not consult with other companies, although there were others with significant expertise in this field.

It was part of the informal rules that no large decision would be taken if the team were not in agreement. It was assumed that, because astronauts' lives were at stake, no decision would be carried out if some of the team members were in doubt about the safety considerations.

Morton Thiokol's first reaction to warning signs in earlier launches was to call numerous meetings to assess the situation and decide what to do. They were keen to get as much informed opinion as possible, from as many sources as possible, before making a decision. Their first recommendation was to delay the launch until temperatures rose.

When engineers raised the possibility of a catastrophic O-ring "blow-by" (the term that was used for the failure of the O-ring that would lead to leakage of fuel), NASA manager George Hardy nonchalantly pointed out that this risk was "true of every other flight we have had".

NASA's Marshall Space Flight Center did not accept the recommendation for launch postponement. Larry Mulloy, top manager at Marshall, made an angry statement that the recommendation was wrong. It was January. Temperatures were likely to be low for some time. Millions had been invested in this project. Delays were extremely expensive. He said scornfully, "My God! When do you want us to launch? April?"

A NASA manager said in his testimony to the Commission that, "We were counting on the secondary O-ring to be the sealing O-ring under the worst case conditions." However, the secondary O-ring was identical to the main O-ring and therefore vulnerable to the same low-temperature failure. NASA manager Lawrence Mulloy confirmed that "No one in the meeting questioned the fact that the secondary seal was capable and in position to seal during the early part of the ignition transient."

When Morton Thiokol witnessed the outraged response of Larry Mulloy, they decided to reconsider. Mulloy said exactly what he thought, from the outset, and was not amenable to hearing other points of view. He was scornful of the idea of waiting until the end of winter. He did not seem open to hearing the detailed reasons for a delay. He wanted a quick decision, and it was very clear what he wanted the decision to be. In the end, only four engineers gave their vote in the decision. One of them said sadly that this was a management decision, not an engineering decision.

Morton Thiokol engineer George McDonald said, "I recommend we don't launch below 53 degrees. Lower temperatures are in the direction of badness for both O-rings ..."

The onus, therefore, was on Morton Thiokol to prove that it would not be safe to launch the shuttle on such a cold day. This shifted the emphasis away from "fail safe". Engineer Brian Russell noted that NASA managers had shifted the moral rules under which they operated: "I had the distinct feeling that we were in the position of having to prove it was unsafe, instead of the other way around."

The fact that there were concerned people mattered less than the fact that they could not prove that their fears would come to pass.

Session 9

REVIEW & PREVIEW

SESSION OVERVIEW

- Energizer to connect people to concepts introduced on Day 1
- Feedback on the small group feedback from Day 1
- Introduction to the program for Day 2

KEY LEARNING POINTS

Reminder of some concepts introduced on Day 1.

RESOURCES

Facilitator's notes on feedback from groups on Day 1

Word Mime cards (one set prepared in advance)

Flipchart and tape or BluTack

Small gifts such as fruit or candy

Welcome		
5 mins	Welcome participants and explain that in this session we will • start with an energizer, • followed by feedback on yesterday's feedback, and • then an overview of the day's program.	

Energizer – Word Mime		
15 mins	Prepare a set of cards using the Word Mime cards. Divide participants into groups of up to 6. Ask participants to place one chair for each group in a line about 1 meter across the front of a flipchart pad. The chairs should be about 1 meter apart. Explain that each group should select one member to sit on their group's chair with their back to the flipchart. Explain that those sitting should not look at the flipchart. Stick one of the word cards to the flipchart. Explain that the person sitting must try to guess what word is on the card by watching the other members of their team acting out what is written on the card. The group members are not allowed to say or write anything and the person sitting must not look round to see what is on the card. The first individual to correctly guess the word gets a point for their group. Put up the next word on the flipchart and repeat the process until all the words have been used. The winning group should be given a round of applause (or small gifts such as fruit or candy if you have them).	Word Mime cards
Feedback on the Feedback		
5 mins	Present summarized feedback on the questions in the group reviews held at the end of Day 1. • What went well today? • What did not go well? • Suggestions for Day 2?	Facilitator's notes on feedback from groups on Day 1
Day 2 Program		
5 mins	Introduce the program for Day 2.	

Word Mime CARDS

Instructions for facilitator: Prepare a set of these cards by cutting out the words/phrases and sticking each one to a card.

Lost at Sea

Learning Cycle

Green Zone

Learning Environment

Radical Collaboration

The Elephant in the Room

Session 10

TOOLS & TECHNIQUES FOR STRENGTHENING LEARNING IN TEAMS

SESSION OVERVIEW

- Introduction to the Learning Before, During, and After approach to learning in organizations
- Introduction to a range of tools and techniques that can be used by teams to create opportunities for learning and encourage learning in teams

KEY LEARNING POINTS

The Learning Before, During, and After (LBDA) approach is a practical and useful way of organizing learning in teams.

Peer Assists, After Action Reviews (AARs), and Retrospects are well-proven techniques for learning in teams.

Action Learning is an effective way of sharing expertise with colleagues in teams, between teams, and with other organizations. Action Learning fits best into the "During" stage of LBDA.

Critical Incident Technique (CIT) can be used by teams systematically to examine issues and challenges they are facing in their work. CIT can fit into the During or After stages of the LBDA approach.

RESOURCES

PowerPoint
Marker pens
BluTack
Team Learning Techniques worksheets (five for each participant)

Conducting Peer Assists Knowledge Solution handout. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-Peer-Assists.pdf
Conducting After-Action Reviews and Retrospects Knowledge Solution handout. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-After-Action-Reviews.pdf
Action Learning Knowledge Solution handout. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Action-Learning.pdf
The Critical Incident Technique Knowledge Solution handout. Available: http://www.adb.org/documents/information/knowledge-solutions/the-critical-incident-technique.pdf

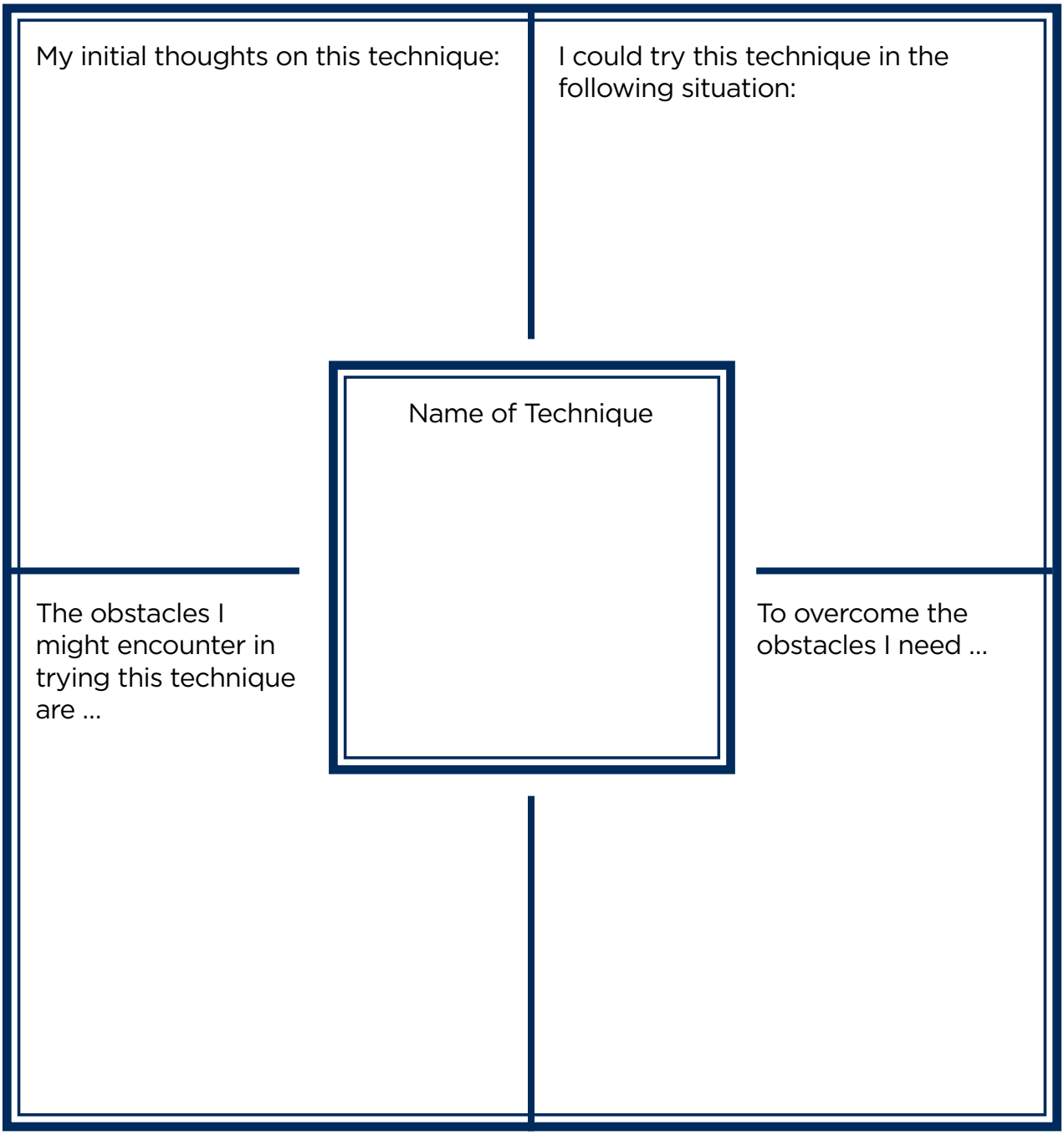
Session Overview		
2 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
Learning Before, During, and After		
5 mins	Use PowerPoint to introduce the Learning Before, During, and After approach comprising three main techniques for learning in teams: Peer Assists, After Action Reviews, and Retrospects, plus Action Learning and Critical Incident Technique.	PowerPoint
Peer Assists		
10 mins	Use PowerPoint video to introduce the concept of Peer Assist in the Before stage. Make sure that everyone realizes this is not the same as Peer Review. Ask if anyone has used this technique before – if so, what was their experience? Ask if anyone can think of specific work situations where Peer Assist might be particularly useful. Distribute Conducting Peer Assists Knowledge Solution handout. Whilst participants are looking at the handout, if you can, provide one or two examples from your own experience of using Peer Assist. Ask participants to complete a Team Learning Techniques worksheet for Peer Assists.	PowerPoint / video Conducting Peer Assists Knowledge Solution handout Team Learning Techniques worksheet
After Action Review (AAR)		
10 mins	Use PowerPoint and Conducting After-Action Reviews and Retrospects Knowledge Solution handout to describe the purpose and process of AAR. Ask if anyone has used this technique before – if so, what was their experience? Ask if anyone can think of specific work situations where AAR might be particularly useful. Ask participants to complete a Team Learning Techniques worksheet for AAR.	PowerPoint Conducting After-Action Reviews and Retrospects Knowledge Solution handout Team Learning Techniques worksheet

Retrospects		
10 mins	Use PowerPoint and Conducting After-Action Reviews and Retrospects Knowledge Solution handout to describe the purpose and process of Retrospects. Ask if anyone has used this technique before – if so, what was their experience? Ask if anyone can think of specific work situations where Retrospects might be particularly useful.	PowerPoint Conducting After-Action Reviews and Retrospects Knowledge Solution handout
Action Learning		
10 mins	Use PowerPoint and Action Learning Knowledge Solution handout to describe the purpose and process of Action Learning. Use PowerPoint to emphasize what makes Action Learning different from other group learning techniques. Ask if anyone has used this technique before – if so, what was their experience? Ask if anyone can think of specific work situations where Action Learning might be particularly useful.	PowerPoint Action Learning Knowledge Solution handout
Critical Incident Technique		
10 mins	Use PowerPoint and The Critical Incident Technique Knowledge Solution handout to describe the purpose and process of Critical Incident Technique. Ask if anyone has used this technique before – if so, what was their experience? Ask if anyone can think of specific work situations where Critical Incident Technique might be particularly useful.	PowerPoint The Critical Incident Technique Knowledge Solution handout
Conclusion		
3 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Team Learning Techniques

WORKSHEET

(Note: Prepare five copies each per participant)



Session 11

APPLYING THE LBDA APPROACH

SESSION OVERVIEW

- Reminder of the LBDA approach
- Small groups work on applying the LBDA approach to scenarios
- Discussion of answers to scenarios

KEY LEARNING POINTS

The tools and techniques of the LBDA approach are practical and tested ways of enabling team learning.

The cost of not using LBDA tools and techniques can be an under-utilization of team members' expertise, and this can affect the team's ability to achieve its goals.

RESOURCES

PowerPoint

Marker pens

LBDA Scenario worksheet

LBDA Scenario Ideas handout (print separately – not included in the Participant's Workbook)

Session Overview		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
Reminder of LBDA approach		
5 mins	Use PowerPoint to remind participants of the main elements of the LBDA approach.	PowerPoint

LBDA Scenarios Exercise		
30 mins	Divide participants into three groups (A, B, and C). If each of these groups has more than 6 participants, divide the groups into two. Distribute the LBDA Scenario worksheet. Invite participants to answer the questions for two of the scenarios – Group A should examine scenarios 1 and 2; Group B should examine scenarios 2 and 3; and Group C should examine scenarios 1 and 3. In this way, there will be at least two groups examining each scenario. Encourage participants to draw on the previous session for ideas and to include other tools and techniques with which they are familiar. Ask participants to summarize their answers on flipchart paper using marker pens. Each scenario should be on a separate flipchart.	LBDA Scenario worksheet LBDA Scenario Ideas handout
Plenary		
25 mins	Ask groups to present their answers. Take each scenario at a time, getting the responses from each of the groups that examined it before moving on to the next scenario. Use the LBDA Scenario Ideas handout to suggest ideas that groups have not mentioned. Acknowledge that finding time for these tools and techniques can be difficult, but point out that the cost of not using them can be an under-utilization of team members' expertise, and this can affect the team's ability to achieve its goals.	LBDA Scenario Ideas handout
Conclusion		
5 mins	Use PowerPoint to present the key learning points from the session.	PowerPoint

LBDA Scenarios

WORKSHEET

SCENARIO 1

You have been brought together as a multidisciplinary working group for a review of your organization's long-term strategy. You have not worked together before and some of the team members have limited experience of carrying out this kind of task. You need to become productive as quickly as possible.

1. What tools or techniques could you use to develop the working group's collective knowledge and ability to carry out its task? Why would these tools/techniques be useful?
2. What systems could you put in place to ensure that you will make the best use of the team's collective expertise?

SCENARIO 2

You are a team that is currently working on the development of a project logframe with a number of partner organizations and you are experiencing some difficult challenges in carrying out the work. A number of unexpected problems have arisen (requiring close-knit multidisciplinary work) for which there do not appear to be straightforward solutions.

There is a lot of pressure on the team to deliver the draft memorandum of understanding in a tight timeframe and this is affecting collaboration between team members. Everyone is focusing on their individual responsibilities and there is little in the way of coordinated teamwork happening.

1. What tools or techniques can you suggest to help the team overcome the challenges they are facing?
2. What would help the team to make the best use of these tools and techniques?

SCENARIO 3

You are members of a working group that has been working on the development of a policy on working in partnerships. In the course of the work, the team has encountered some difficult challenges but has managed to overcome the problems.

The work has now come to a successful conclusion and the team will soon be disbanded. You want to make sure that the team's collective learning is not lost either to the team members or the organization as a whole.

1. What tools or techniques could you use to identify the main learning points from the team's work together on the project?
2. How could you ensure that your team's collective learning can be made accessible to others who might be asked to carry out similar projects in the future?

LBDA Scenarios Ideas

HANDOUT

SCENARIO 1

You have been brought together as a multidisciplinary Working Group for a review of your organization's long-term strategy. You have not worked together before and some of the team members have limited experience of carrying out this kind of task. You need to become productive as quickly as possible.

1. **What tools or techniques could you use to develop the working group's collective knowledge and ability to carry out its task? Why would these tools/techniques be useful?**

- A Peer Assist could be used if there are colleagues in the organization who have carried out similar tasks in the past. Peer Assist brings in expertise from outside the team and provides a rapid way of learning from their experience.
- Use part of a team meeting to invite members to make a short presentation on the knowledge, skills, and experience they can contribute to the team's work. Colleagues may have experience outside their current role that may be of value to the team.
- If team members are members of a relevant Community of Practice (within or outside their organization), they could look there for ideas or advice. There may be relevant technical experience or expertise outside the team (and even the organization) that could be accessed.

2. **What systems could you put in place to ensure that you will make the best use of the team's collective expertise?**

- You could schedule After Action Reviews at key stages in the team's work. The AARs are fairly quick ways of learning from achievements and errors.
- Set up mentoring for less experienced team members. Mentoring values staff expertise and builds relationships between team members.

SCENARIO 2

You are a team that is currently working on the development of a project logframe with a number of partner organizations and you are experiencing some difficult challenges in carrying out the work. A number of unexpected problems have arisen (requiring close-knit multidisciplinary work) for which there don't appear to be straightforward solutions.

There is a lot of pressure on the team to deliver the draft memorandum of understanding to a tight timeframe and this is affecting collaboration between team members. Everyone is focusing on their individual responsibilities and there is little in the way of coordinated teamwork happening.

1. **What tools or techniques can you suggest to help the team overcome the challenges they are facing?**

- You could schedule After Action Reviews at key stages in the team's work. The AARs are fairly quick ways of learning from achievements and errors.
- A Reframing Matrix could be used to examine the challenges from different perspectives.
- Critical Incident Technique could be used to examine a specific incident or challenge that the team is facing.
- If team members are members of a relevant Community of Practice (within or outside their organization), they could look there for ideas or advice.
- Individual team members could consider raising an ongoing challenge through an Action Learning set. Action Learning sets provide an opportunity to work on a live issue over a period of months. They are not suitable for short, time-limited projects.

2. **What would help the team to make the best use of these tools and techniques?**

- The team leader should demonstrate commitment to the AARs by prioritizing the use of time for attendance.
- The AARs may be more efficient if they are facilitated by someone from outside the team.
- If there is a high level of trust and the team is emotionally intelligent, the members are more likely to address the root causes of problems.
- Remember to acknowledge what is going well using an Appreciative Inquiry approach – too much focus on problems may be demoralizing.
- An environment that encourages constructive discussion of errors/ problems as well as achievements would be needed.

SCENARIO 3

You are members of a working group that has been working on the development of a policy on working in partnerships. In the course of the work, the team has encountered some difficult challenges but has managed to overcome the problems.

The work has now come to a successful conclusion and the team will soon be disbanded. You want to make sure that the team's collective learning is not lost either to the team members or the organization as a whole.

1. **What tools or techniques could you use to identify the main learning points from the team's work together on the project?**

- Before the team disbands, a Retrospect could be held. This is a type of review that focuses on what was learned during a piece of work and what could be done differently in the future.
- In order to develop an overview of their work together, the team could prepare for the Retrospect by creating a Timeline – summarizing the main events in the life of the project they have worked on together.
- Use a narrative method such as Storytelling or Most Significant Change to capture the unexpected or unintended outcomes of the work. These techniques can ensure that the voices of other stakeholders are heard.

2. **How could you ensure that your team's collective learning can be made accessible to others who might be asked to carry out similar projects in the future?**

- The team could write up a Knowledge Showcase to highlight an innovative practice.
- Team members could make a short presentation at a Community of Practice meeting.
- Write-up on a Community of Practice website.
- Use social media such as blogs, wikis, and C-Cubes.

FURTHER READING:

ADB (2008: 1) Conducting Peer Assists. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-Peer-Assists.pdf

---- (2008: 4) Building Communities of Practice. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Building-Communities-Practice.pdf

---- (2008: 19) Action Learning. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Action-Learning.pdf

---- (2008: 20)The Reframing Matrix. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/The-Reframing-Matrix.pdf

---- (2009: 49) Understanding and Developing Emotional Intelligence. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/understanding-developing-emotional-intelligence.pdf

---- (2009: 54) Coaching and Mentoring. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/coaching-and-mentoring.pdf

---- (2010: 74) Showcasing Knowledge. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/showcasing-knowledge.pdf

---- (2010: 81) Harvesting Knowledge. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/harvesting-knowledge.pdf

---- (2010: 83) Social Media and the Public Sector. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/social-media-and-the-public-sector.pdf

---- (2010: 86) The Critical Incident Technique. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/the-critical-incident-technique.pdf

Session 12

GROUPTHINK AND DEVIL'S ADVOCATES[2]

SESSION OVERVIEW

- Introduction to the concepts of the Abilene Paradox and groupthink
- Practical exercise examining the nature of groupthink and its consequences
- Analysis of groupthink in participants' own teams
- How to avoid groupthink
- The role of the devil's advocate

KEY LEARNING POINTS

The Abilene Paradox shows how collaboration can be dysfunctional.

Groupthink is a potentially damaging approach to decision-making in groups that can lead to hasty, poor quality decisions.

The likelihood of groupthink may be influenced by cultural factors.

Groupthink happens when group members avoid promoting viewpoints outside their comfort zone of consensus.

Teams working mainly in the Red Zone or under significant political pressure are more likely to suffer from groupthink.

There are a number of strategies for avoiding groupthink, including the intentional use of the "Devil's Advocate".

A "Devil's Advocate" is someone asked to take a deliberately challenging position on an issue.

RESOURCES

PowerPoint
Flipchart and marker pens
From Groupthink to Teamthink handout
Challenger – What went wrong? Handout
What happened to Challenger Handout
How Does the Team Think? worksheet

[2]This session is based on material from "Developing an Emotionally Intelligent Team", Fenman (2003)

Session Overview		
5 mins	Introduce session overview using PowerPoint Deal with any points of clarification.	PowerPoint
The Abilene Paradox		
10 mins	Introduce the Abilene Paradox using the following story: On a hot afternoon visiting in Coleman, Texas, a family is comfortably playing dominoes on a porch, until the father-in-law suggests that they take a trip to Abilene [53 miles north] for dinner. The wife says, "Sounds like a great idea." The husband, despite having reservations because the drive is long and hot, thinks that his preferences must be out-of-step with the group and says, "Sounds good to me. I just hope your mother wants to go." The mother-in-law then says, "Of course I want to go. I haven't been to Abilene in a long time." The drive is hot, dusty, and long. When they arrive at the cafeteria, the food is as bad as the drive. They arrive back home 4 hours later, exhausted. One of them tries to cheer up the others by saying, "It was a great trip, wasn't it?" The mother-in-law says that, actually, she would rather have stayed home, but went along since the other three were so enthusiastic. The husband says, "I wasn't delighted to be doing what we were doing. I only went to satisfy the rest of you." The wife says, "I just went along to keep you happy. I would have had to be crazy to want to go out in the heat like that." The father-in-law then says that he only suggested it because he thought the others might be bored. The group sits back, perplexed that they together decided to take a trip which none of them wanted. They each would have preferred to sit comfortably, but did not admit to it when they still had time to enjoy the afternoon. Ask participants if they have heard the story before and if they have any ideas about the point of the story. Explain the nature of the Abilene Paradox as explained by Professor Jerry Harvey (it was his family!). He explained this as an example of management by (false) agreement. It is what happens when disagreement is made invisible by people being unwilling to voice their true opinions. Something that nobody wants rolls on until it reaches crisis point. Then, suddenly everyone "always knew it was a bad decision" and the apportioning of blame starts. Ask the group if they can think of similar examples from their own experience.	

What is Groupthink?		
15 mins	Describe groupthink using PowerPoint and the From Groupthink to Teamthink handout. Describe the symptoms of groupthink using PowerPoint and the From Groupthink to Teamthink handout. Describe the negative effects of groupthink using PowerPoint and the From Groupthink to Teamthink handout.	PowerPoint From Groupthink to Teamthink handout PowerPoint From Groupthink to Teamthink handout PowerPoint From Groupthink to Teamthink handout
The Challenger Disaster		
15 mins	Show photograph of space shuttle launch and explain that the participants will now look at a case study that shows the potentially disastrous effects of groupthink. Ask people to examine the Challenger – What went wrong? handout that participants were asked to read the previous day. Divide participants into groups of 4 or 5 and ask them to use the Challenger – What went wrong? handout to discuss what went wrong with particular reference to groupthink. Bring the participants back into plenary and draw out the key points using the What Happened to Challenger? handout.	PowerPoint Challenger – What went wrong? handout What Happened to Challenger? handout
Groupthink in Your Team?		
15 mins	Divide the participants into groups of 3 or 4. Ask them to complete the How Does the Team Think? worksheet individually, about their own team, to determine how far groupthink applies to their own team. Ask the participants to work together in their group to address the questions at the end of the handout.	How Does the Team Think? worksheet

Avoiding Groupthink		
10 mins	Bring the participants back in plenary and ask for practical suggestions for avoiding groupthink. Write these on a flipchart, then show PowerPoint. Distribute copies of the From Groupthink to Teamthink handout. Use PowerPoint and the From Groupthink to Teamthink handout to summarize the main ways of avoiding groupthink and, particularly, the use of devil's advocates.	PowerPoint Flipchart and marker pens From Groupthink to Teamthink handout
Conclusion		
5 mins	Use PowerPoint to present the key learning points from the session.	PowerPoint

From Groupthink to Teamthink

HANDOUT

WHAT IS GROUPTHINK?

Groupthink is a type of thought within a deeply cohesive in-group whose members try to minimize conflict and reach consensus without critically testing, analyzing, and evaluating ideas. It is a second potential negative consequence of group cohesion.

Individual creativity, uniqueness, and independent thinking are lost in the pursuit of group cohesiveness, as are the advantages of reasonable balance in choice and thought that might normally be obtained by making decisions as a group. During groupthink, members of the group avoid promoting viewpoints outside the comfort zone of consensus thinking. A variety of motives for this may exist such as a desire to avoid being seen as foolish or a desire to avoid embarrassing or angering other members of the group. Groupthink may cause groups to make hasty, irrational decisions, where individual doubts are set aside, for fear of upsetting the group's balance.

SYMPTOMS OF GROUPTHINK

Irving Janis devised eight symptoms indicative of groupthink:

Group superiority

Illusions of invulnerability creating excessive optimism and encouraging risk taking.

Unquestioned belief in the morality of the group, causing members to ignore the consequences of their actions.

Conformity

Direct pressure to conform placed on any member who questions the group, couched in terms of "disloyalty".

Self-censorship of ideas that deviate from the apparent group consensus.

Active filtering

Rationalizing warnings that might challenge the group's assumptions.

Illusions of unanimity among group members; silence is viewed as agreement.

Reconstruing reality

Stereotyping those who are opposed to the group as weak, evil, biased, spiteful, disfigured, impotent, or stupid.

Mind guards – self-appointed members who shield the group from dissenting information.

NEGATIVE EFFECTS OF GROUPTHINK

Groupthink, resulting from the symptoms listed above, can result in defective decision making. That is, consensus-driven decisions are the result of the following practices of groupthink.

1. Incomplete survey of alternatives – the group tends to get stuck with one idea.
2. Incomplete survey of objectives – the group loses sight of the purpose of the decision/action
3. Failure to examine risks of preferred choice – the group does not challenge faulty reasoning; hence, decisions are not robust.
4. Failure to reevaluate previously rejected alternatives – the group rushes to a decision without properly testing all the alternatives.
5. Poor information search – people outside the group (even experts) are not consulted as they are "outsiders".
6. Selection bias in collecting information – contradictory information is filtered out, ensuring that group members see only what they want to see. Innovative ideas are rarely considered and the status quo tends to prevail.
7. Failure to work out contingency plans – groupthink generates false confidence that stops groups considering what to do in the case of the plan failing.

FROM GROUPTHINK TO TEAMTHINK

Groupthink	Teamthink
Team members assume they are all in agreement.	The team values the diversity of views in the team.
The team thinks it is infallible	The team recognizes its limitations.
Social pressure stops people voicing the "wrong" view	Individuals are encouraged to express a range of views.
The team believes it demonstrates a highly moral position	The team recognizes the ethical and moral consequences of its decisions.
People in opposing groups are stereotyped	The team rejects stereotyping.
Team members censor themselves from thinking and expressing counter-thoughts.	Team members openly express concerns and ideas.
Team members erect mind guards to protect themselves from disturbing outside information.	Team members actively seek outside views.

TIPS FOR AVOIDING GROUPTHINK

1. Leaders should assign each member the role of "critical evaluator". This allows each member to freely air objections and doubts.

2. Higher-ups should not express an opinion when assigning a task to a group.

3. The organization should set up subgroups, working on the same problem.

4. All effective alternatives should be examined.

5. Each member should discuss the group's ideas with trusted people outside of the group (for example, using Communities of Practice).

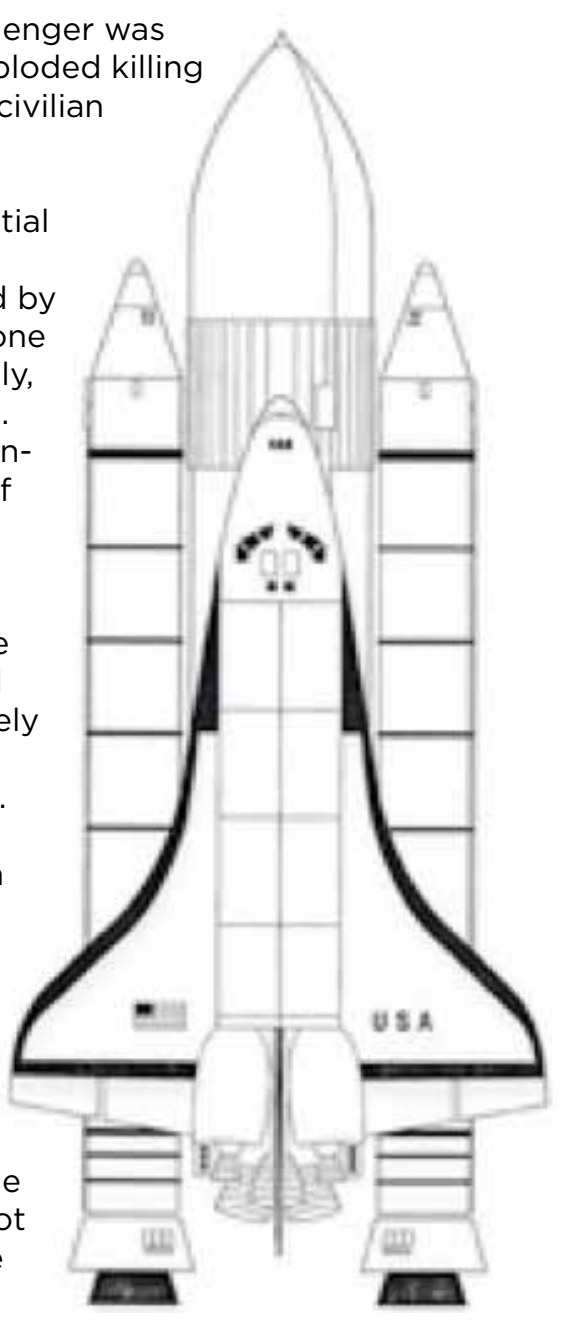
6. The group should invite outside experts into meetings. Alternative perspectives from outside the group may help to challenge orthodox thinking, even if they seem strange at first. Group members should be allowed to discuss with and question the outside experts.

7. At least one group member should be assigned the role of devil's advocate. This should be a different person for each meeting.

Challenger – What went wrong?

HANDOUT

On January 28, 1986 the space shuttle Challenger was launched. Within 73 seconds the shuttle exploded killing the crew of seven (which included the first civilian astronaut – a teacher).



The disaster was investigated by a Presidential Commission. The Commission reached two conclusions. First, the explosion was caused by the failure of an "O-ring" rubber washer in one of the Solid Rocket Boosters to seal correctly, due to cold temperatures before the launch. The second conclusion was that the decision-making processes, from the earliest stage of the booster design to the night before the Challenger launch, were seriously flawed.

Morton Thiokol, the company that made the Solid Rocket Boosters, and NASA's Marshall Space Flight Center had been working closely together for years. They had a tradition of good working relations and regular contact. They, in turn, relied on the advice of the engineers who developed the O-ring. When doubts were raised about the effectiveness of the O-ring at low temperatures, Morton Thiokol did not consult with other companies, although there were others with significant expertise in this field.

It was part of the informal rules that no large decision would be taken if the team were not in agreement. It was assumed that, because astronauts' lives were at stake, no decision would be carried out if some of the team members were in doubt about the safety considerations.

Morton Thiokol's first reaction to warning signs in earlier launches was to call numerous meetings to assess the situation and decide what to do. They were keen to get as much informed opinion as possible, from as many sources as possible, before making a decision. Their first recommendation was to delay the launch until temperatures rose.

When engineers raised the possibility of a catastrophic O-ring "blow-by" (the term that was used for the failure of the O-ring that would lead to leakage of fuel), NASA manager George Hardy nonchalantly pointed out that this risk was "true of every other flight we have had".

NASA's Marshall Space Flight Center did not accept the recommendation for launch postponement. Larry Mulloy, top manager at Marshall, made an angry statement that the recommendation was wrong. It was January. Temperatures were likely to be low for some time. Millions had been invested in this project. Delays were extremely expensive. He said scornfully, "My God! When do you want us to launch? April?"

A NASA manager said in his testimony to the Commission that, "We were counting on the secondary O-ring to be the sealing O-ring under the worst case conditions." However, the secondary O-ring was identical to the main O-ring and therefore vulnerable to the same low-temperature failure. NASA manager Lawrence Mulloy confirmed that "No one in the meeting questioned the fact that the secondary seal was capable and in position to seal during the early part of the ignition transient."

When Morton Thiokol witnessed the outraged response of Larry Mulloy, they decided to reconsider. Mulloy said exactly what he thought, from the outset, and was not amenable to hearing other points of view. He was scornful of the idea of waiting until the end of winter. He did not seem open to hearing the detailed reasons for a delay. He wanted a quick decision, and it was very clear what he wanted the decision to be. In the end, only four engineers gave their vote in the decision. One of them said sadly that this was a management decision, not an engineering decision.

Morton Thiokol engineer George McDonald said, "I recommend we don't launch below 53 degrees. Lower temperatures are in the direction of badness for both O-rings ..."

The onus, therefore, was on Morton Thiokol to prove that it would not be safe to launch the shuttle on such a cold day. This shifted the emphasis away from "fail safe". Engineer Brian Russell noted that NASA managers had shifted the moral rules under which they operated: "I had the distinct feeling that we were in the position of having to prove it was unsafe, instead of the other way around."

The fact that there were concerned people mattered less than the fact that they could not prove that their fears would come to pass.

What Happened to Challenger?

HANDOUT

The following symptoms of groupthink can be seen in the Challenger space shuttle disaster.

GROUP SUPERIORITY

Illusions of invulnerability creating excessive optimism and encouraging risk taking.
NASA had a very good success rate with previous missions and this made them over-confident. They believed that the potential problem of O-ring blow-by was not serious as it had happened before, without serious consequences. This is a classic example of "Trust us, we know what we are doing."

Unquestioned belief in the morality of the group, causing members to ignore the consequences of their actions.
Despite the fact that, as engineer Brian Russell noted, the NASA managers had moved from a "fail-safe" position to one where the onus was on dissenting voices to prove that the launch was potentially unsafe, they still believed they had moral authority. No astronauts were involved in the decision-making so those with most to lose had no voice.

CONFORMITY

Direct pressure to conform placed on any member who questions the group, couched in terms of "disloyalty".
NASA put pressure on Morton Thiokol management because President Reagan wanted to speak to the civilian crew member live during the President's State of the Union address the day of the launch. Morton Thiokol management put pressure on their engineers because they had an eye on future contracts with NASA.

Self-censorship of ideas that deviate from the apparent group consensus.
Morton Thiokol engineer George McDonald was sure in his own mind that 53 degrees was the minimum safe temperature at which to launch the shuttle. However, he did not feel confident enough to insist that the launch should be postponed. He merely suggested that "lower temperatures are in the direction of badness for both O-rings".

ACTIVE FILTERING

Rationalizing warnings that might challenge the group's assumptions.
Despite previous problems with the O-ring, the answer was to rely on an identical secondary O-ring. No one saw a pattern in the previous O-ring failures, because no one looked for them. In fact, the pattern was there, but the way in which data had been presented at previous meetings (in chronological rather than temperature order) made it much more difficult to see.

Illusions of unanimity among group members; silence is viewed as agreement.
Prior to the launch, NASA managers were united in the official line. To the Commission they admitted that Morton Thiokol had been half-hearted in allowing the decision to go ahead, but the fact that the Morton Thiokol engineers did not insist on a postponement was taken as agreement that the launch should go ahead as planned.

RECONSTRUING REALITY

Stereotyping those who are opposed to the group as weak, evil, biased, spiteful, disfigured, impotent, or stupid.
NASA managers made derisory comments about the engineers at Morton Thiokol. Mulloy was scathing when he heard the recommendation that they should wait until the temperature rose to at least 53 degrees. Mulloy sarcastically asked if they were expected to wait until April.

Mind guards – self-appointed members who shield the group from dissenting information.
The leading expert on O-rings at Morton Thiokol, Roger Boisjoly, was not even asked to take part in the discussions.

Based on "Developing an Emotionally Intelligent Team" Fenman, 2003

How Does the Team Think?

WORKSHEET

Evaluate your team's decision-making processes using the statements and interpretations below. Then, in groups, discuss the questions at the end. Take about 15 minutes for this.	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	OCCASIONALLY	RARELY
1. The team thinks it is infallible.					
2. People who have doubts tend to be brought into line.					
3. Silence is taken as agreement.					
4. Team members explain away the negative side effects of decisions.					
5. Team members laugh off things that might be going wrong.					
6. Disagreements are quickly brushed aside.					
7. There is a lack of energetic debate before key decisions are made.					
8. The team is defensive when faced with criticism and make excuses for their actions.					
9. Team members believe in their moral superiority.					
10. People keep quiet if they feel unsure about the correctness of the decision.					
11. Rocking the boat is frowned upon.					
12. The team tends to generalize about people outside their group.					
13. The team is self-righteous about what they decide.					
14. Discussions tend to consist of people supporting each others' views.					
15. Different opinions are quickly squashed.					
16. Stereotypes about others affect the team's decision making.					

INTERPRETATION

16–28 Low	Groupthink is not usual, but keep alert.
29–40 Low to Moderate	Groupthink happens from time to time. Build in checks.
41–52 Moderate	Groupthink may be a danger when the group is under pressure to make a decision.
53–64 Moderate to High	Groupthink is a significant factor in many decisions
65–80 High	Groupthink is "business as usual" in this group.

Note that this is an approximate measure and does not take into account cultural influences.

Discuss the following questions in your group:

1. How can you be sure that everyone in your team engages in constructive debate and does not fear challenging the status quo?
2. How can you ensure that, in your team, there is a climate of open and constructive sharing of ideas?
3. How can you ensure that outside views and expertise are invited in at the appropriate time, to challenge your team's approach?
4. How can you ensure that, in your team, there is a climate where it is OK to challenge "the way things are done" and to call into question the assumptions underlying the team's habitual ways of thinking (i.e., encourage double- and triple-loop learning)?

Score your answers as follows:

Almost always = 5; **Frequently** = 4; **Sometimes** = 3; **Occasionally** = 2; **Rarely** = 1.

Put the score for each statement in the relevant box below, and then add up each column. Add the totals to reach the final score.

Group superiority Illusion of invulnerability. Sense of moral superiority.		**Conformity Group puts pressure on people to conform.**		**Active filtering Emphasizing the points of agreement and minimizing counter-arguments.**		**Reconstruing reality People who challenge the rightness of the cause are stereotyped. Unwelcome feedback is rationalized away.**		
Statement	Score	Statement	Score	Statement	Score	Statement	Score	
1		2		3		4		Grand total
5		6		7		8		
9		10		11		12		
13		14		15		16		
Totals								

Session 13

TEAM LEADERSHIP AND LEARNING TEAMS

SESSION OVERVIEW

- Introduction to jazz groups as a metaphor for learning teams
- Where to find leadership in a learning team – the concept of distributed leadership
- What teams need in order to learn: Motive, Means, and Opportunity
- What members of learning teams can do to support their leader
- The leader in learning teams – the role of servant leadership

KEY LEARNING POINTS

Formal team leaders are not the only leaders in learning teams.
Leadership in learning teams resides with whoever has the necessary expertise.
The jazz group provides a practical metaphor for distributed leadership.
In order to learn effectively, teams require Motive, Means, and Opportunity (MMO).
Formal leaders need to ensure that their team members have access to MMO.

RESOURCES

PowerPoint

Make sure you can access and play an excerpt from a jazz video in Session 13. The first 4 minutes of the Pat Metheny Group "Song for Bilbao" at http://www.youtube.com/watch?v=KQilLBpbNrY&feature=related is particularly suitable, but you can use http://www.youtube.com/watch?v=RCPfKzIK6Wo&feature=related or choose any clip that shows a jazz group with various members soloing.

Learning in Teams And All That Jazz! worksheet

Learning in Teams And All That Jazz! handout

Motive, Means, and Opportunity handout

Session Overview		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
Leadership and Learning in Teams		
20 mins	Explain that a very helpful way to examine a concept is to apply thinking from an entirely different realm. Explain to participants that we can use the jazz group as an example of a learning team and learn from an understanding how jazz groups play together and organize themselves. Ask the participants to identify who they think is the leader in the group they are about to hear. Play an excerpt from a jazz video clip. The Pat Metheny Group playing "Song for Bilbao" is particularly suitable and can be accessed at: http://www.youtube.com/watch?v=KQilLBpbNrY&feature=related Alternatively, use: http://www.youtube.com/watch?v=RCPfKzIK6Wo&feature=related Now ask the participants who they thought was the leader in the jazz group they have just seen and heard. Write the responses on a flipchart. **Possible answers are:** **The saxophone player –** because he is playing most. **The person the group is named after –** because his reputation will be the first to suffer if there is a bad concert! **The drummer –** because he lays down the rhythm that everyone else builds the music round. **Everyone –** because in a jazz group, everyone plays a solo from time to time. **No one –** because everyone must display good follower behavior when accompanying soloists. Explain that the reality is that leadership in a jazz group is complex and all of the answers are true. This is because a jazz group is a good example of distributed leadership – where the different leadership responsibilities are allocated according to skill, knowledge, experience, and circumstances.	PowerPoint YouTube video clip

Learning in Teams And All That Jazz!		
30 mins	Distribute copies of the Learning in Teams And All That Jazz! worksheet. Put participants into groups of 3 and ask them to suggest ways in which they could apply the principles of effective jazz groups in ADB teams. Open a discussion around the participants' responses. Refer to the Learning in Teams And All That Jazz! handout for points that may not have been mentioned. Distribute copies of the Learning in Teams And All That Jazz! handout.	Learning in Teams And All That Jazz! worksheet Learning in Teams And All That Jazz! handout Learning in Teams And All That Jazz! handout
Leadership and Learning Teams		
5 mins	Use PowerPoint to explain why learning in teams can be uncomfortable for formal team leaders.	PowerPoint
Motive, Means, and Opportunity (MMO)		
15 mins	Use the Motive, Means, and Opportunity handout to tell the story about the "crime" of learning in organizations. Use PowerPoint to introduce the MMO model and the role that this creates for the formal leader of a learning team. Use PowerPoint to point out that there are things that team members can do to support their formal leaders.	Motive, Means, and Opportunity handout PowerPoint
The "Midwife" Leader		
5 mins	Use PowerPoint to conclude the session with the idea of the leader as "midwife" – sometimes known as the "servant" leader. Acknowledge that sometimes leadership has to be more proactive, but in a genuinely learning team even the formal leader may occasionally take on the midwife role.	PowerPoint
Conclusion		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Learning in Teams and All That Jazz!

WORKSHEET

Principles of playing jazz in groups	How could these principles be applied to working in teams in your organization?
1. Individual competence To be a valued member of the group, each member must be an accomplished musician with musicianship skills, a deep understanding of music theory (scales, chords, progressions), and a comprehensive knowledge of compositions that have become jazz standards.	
2. Continuous reflection Jazz musicians must be able to improvise and that requires the ability to think carefully about what they are playing as it is being played during a performance. They also discuss after performances and try out different ways of playing during rehearsals.	
3. Challenge habits and conventional practices Some musicians repeat familiar routines rather than risk failure. They can be technically brilliant but lacking in imagination and soul. The truly great jazz musicians continually push their own boundaries, move out of their "comfort zones", and question their previous ideas about the songs they play. As the great pianist Keith Jarrett once said, "The music is a struggle. You have to want to struggle."	
4. Everyone solos In a balanced jazz group everyone solos. This is seen as both a right and a responsibility – all the musicians are expected to solo but they also want to have the opportunity to show what they can play.	

Principles of playing jazz in groups	How could these principles be applied to working in teams in your organization?
5. Good accompaniment is necessary for good solos In a jazz group, everyone is expected to accompany the soloist in a way that creates space for the soloist's ideas and encourages their creativity.	
6. Dialogue and exchange Jazz musicians continuously "play off" one another, exchanging phrases and chords, interpreting, and building on each others' ideas, and exploring new musical patterns and sometimes deliberately trying to defy each others' expectations!	
7. Embrace errors as sources of creativity and learning Jazz groups thrive on improvisation and that means musicians must take risks with playing – going outside of their comfort zone. Sometimes the risks don't immediately pay off but everyone learns from that because of the continual musical dialogue between the musicians as they play together.	
8. Balance structure with improvisation Jazz music is created by improvising around songs. The songs provide the guiding structure for the music but do not constrain the musicians. In fact, the songs provide a sense of order – a continuous sense of cohesion and coordination (but not the individual notes and rhythm) from which the improvised music flows.	
9. Meet and play with others regularly Musicians frequently take part in jam sessions – informal opportunities to "hang out" together, share ideas, ask questions of experienced players, learn new techniques, and hear stories.	

Learning in Teams and All That Jazz!

HANDOUT

Principles of playing jazz in groups	How could these principles be applied to working in teams in your organization?
1. Individual competence To be a valued member of the group, each member must be an accomplished musician with musicianship skills, a deep understanding of music theory (scales, chords, progressions), and a comprehensive knowledge of compositions that have become jazz standards.	• Team members should continuously develop their technical expertise (skills, knowledge, and judgment) • Team members should develop their competence as reflective practitioners
2. Continuous reflection Jazz musicians must be able to improvise and that requires the ability to think carefully about what they are playing as it is being played during a performance. They also discuss after performances and try out different ways of playing during rehearsals.	• Encourage personal and collective reflection during action • Use regular After Action Reviews
3. Challenge habits and conventional practices Some musicians repeat familiar routines rather than risk failure. They can be technically brilliant but lacking in imagination and soul. The truly great jazz musicians continually push their own boundaries, move out of their "comfort zones", and question their previous ideas about the songs they play. As the great pianist Keith Jarrett once said, "The music is a struggle. You have to want to struggle."	• Consciously question routine ways of doing things – engage in double loop learning • Use "devil's advocates" in meetings and discussions to challenge assumptions • Use metaphors to expand ways of thinking
4. Everyone solos In a balanced jazz group everyone solos. This is seen as both a right and a responsibility – all the musicians are expected to solo but they also want to have the opportunity to show what they can play.	• Create opportunities for all team members to lead discussions • Encourage all team members to represent the team in outside events.

Principles of playing jazz in groups	How could these principles be applied to working in teams in your organization?
5. Good accompaniment is necessary for good solos In a jazz group, everyone is expected to accompany the soloist in a way that creates space for the soloist's ideas and encourages their creativity.	• Encourage mentoring, buddying, and coaching • Give recognition when colleagues support each other to take "center stage"
6. Dialogue and exchange Jazz musicians continuously "play off" one another, exchanging phrases and chords, interpreting, and building on each others' ideas, and exploring new musical patterns and sometimes deliberately trying to defy each others' expectations!	• Create "spaces" for dialogue • Use a team approach to problem solving • Create diversity in teams to bring in fresh perspectives
7. Embrace errors as sources of creativity and learning Jazz groups thrive on improvisation and that means musicians must take risks with playing – going outside of their comfort zone. Sometimes the risks don't immediately pay off but everyone learns from that because of the continual musical dialogue between the musicians as they play together.	• Develop a supportive learning environment in which reporting and discussing errors is not seen as "risky" behavior • Examine errors in terms of learning opportunities • Use action learning to explore errors in a safe environment
8. Balance structure with improvisation Jazz music is created by improvising around songs. The songs provide the guiding structure for the music but do not constrain the musicians. In fact, the songs provide a sense of order – a continuous sense of cohesion and coordination (but not the individual notes and rhythm) from which the improvised music flows.	• Whenever possible, work to shared visions rather than standard operating procedures • Use "stories" rather than rules to capture the essence of good practice
9. Meet and play with others regularly Musicians frequently take part in jam sessions – informal opportunities to "hang out" together, share ideas, ask questions of experienced players, learn new techniques, and hear stories.	• Actively participate in "communities of practice" • Take part in networks • Join professional associations • Seek out mentoring opportunities with more experienced colleagues • Mentor less experienced colleagues

Based on Frank Barrett (1998) Creativity and Improvisation in Jazz and Organizations: Implications for Organizational Learning, Organization Science, Volume 9, Number 5, pp605-622 Available: http://www.leader-values.com/Downloads/FrankBarrettJazzImprovisation.pdf

Motive, Means and Opportunity

The problem of overcoming organizational barriers to learning comes up as a regular theme in discussions with those with specialist responsibilities for organizational learning and knowledge management in organizations. Specialists and practitioners voice frustration about initiatives that have been put in place to stimulate organizational learning but somehow fail to deliver the desired outcomes. Indeed one exasperated organizational learning specialist exclaimed during the course of an interview with a researcher that it was "almost as if my organization considers learning as a crime rather than a behavior we're trying to encourage".

So, if organizational learning were a crime (and in some organizations it is almost treated as such) - how would we investigate it? Criminologists emphasize the importance of understanding three key factors in solving crimes: the motive, the means and the opportunity (MMO). Motive is the reason for committing the crime, means are the tools or methods used to commit the crime; and opportunity is the occasion that presents itself to allow the crime to take place. For someone to become a suspect in a criminal investigation, all three must be established. So let us examine what happens when we apply forensic science to organizational learning by imagining that organizational learning is, like crime, an undesirable behavior.

If an organization wanted to prevent the 'crime' of organizational learning, the importance of understanding MMO is that it only needs to deny its staff one of the three factors. By failing to provide a strong enough motive for learning, by withholding the means to learn from staff or denying them the opportunity to contribute to the organization's learning, the 'crime' of organizational learning is unlikely to happen. If the organization were really serious about 'learning prevention' it would arrange to withhold two or, better still, all three of the factors.

So if we wanted to design organizational learning out of an organization we should on no account provide staff with a motive. Organizational learning should be viewed as an unnecessary luxury and not part of the 'real' work; it should attract no reward, praise or even acknowledgment. If possible, contributing to organizational learning should not feature in job descriptions so that it is not linked to individual performance appraisal systems or staff supervision arrangements.

It should certainly not appear as an objective in project documents because that would require accountability (if we wanted to be subtle about learning prevention, the need for organizational learning can be mentioned in policy documents but only in ways that do not make it clear what action staff are expected to take). If the organizational culture can be designed to ensure that organizational learning is not spoken about at all or, if it is mentioned, this is done in a critical way – so much the better. Finally, staff could be encouraged to think that what they can contribute is unlikely to be of value to the NGO as this can help to extinguish the flame of interest by building on self-doubt.

Secondly in our attempt to create our 'organizational learning free [organization] we should also ensure (at least as far as we can) that staff don't possess the means to learn or use their learning: we should make sure they don't have the chance to develop the necessary competencies (knowledge and skills) by minimizing our investment in training, coaching and action-learning; we should deny them access to useful information and knowledge; we should not provide them with tools for learning or the technology of communication that encourages learning.

Finally staff should not be provided with the opportunity to contribute to organizational learning. Overloading them with what is referred to as the 'real' work through badly designed or unrealistic job descriptions or allocating unachievable workloads is a good way of doing this. Creating hierarchical structures with little opportunity for peer communication is another. Compartmentalizing people doing similar jobs but in different departments can make learning more difficult. One particularly subtle strategy is to create the impression that organizational learning is someone else's responsibility.

If these descriptions are not so much funny as very familiar it is probably because many NGOs seem to operate as if they are implementing a strategy of 'organizational learning prevention'. This, of course, is unlikely to be a deliberate, planned strategy but one that emerges as a result of a number of small but significant decisions about priorities and resource allocation taken independently, often over a period of years. Together, those small, separate decisions form a pattern[3] and that pattern communicates a message. Whatever the organization says about the importance of organizational learning, what it actually does (or doesn't do) sends a louder message to its staff that organizational learning is not a high priority.

[3]What the Canadian writer on organisations, Henry Mintzberg, would call an "emergent strategy"

If, on the other hand, an [organization] agrees that organizational learning is very desirable then it must ensure that all three of the MMO factors are reinforced with its staff. As we have seen earlier, focusing on two is not enough – the [organization] must provide the motive, the means and the opportunity for learning if it wishes to take organizational learning seriously.

Adapted from: Britton, Bruce (2005) Organisational Learning in NGOs: Creating the Motive, Means and Opportunity, Oxford, England: INTRAC

Session 14

PERSONAL ACTION PLANNING & WRAP UP

SESSION OVERVIEW

- Participants complete a Self-Reflection and Action Planning worksheet
- Participants complete a Personal Message worksheet
- Facilitator reminds participants of the course objectives and program
- Participants evaluate the course
- Facilitator closes the course

RESOURCES

Self-Reflection and Action Planning worksheet
Personal Message worksheet
Course Evaluation Form

Personal Action Planning		
15 mins **10 mins** **5 mins**	Ask participants to complete a Self-Reflection and Action Planning worksheet. Participants keep this as a reminder of the course. Participants form pairs and discuss what they have written. Ask participants to write themselves a personal message using the Personal Message worksheet. Explain that this message will be sent to them after 2 months as a reminder of one of their important action points. Participants hand this to facilitator who keeps the worksheets for 2 months and then sends the messages using email or, preferably, SMS.	Self-Reflection and Action Planning worksheet Personal Message worksheet
Wrap Up		
10 mins	Remind participants of the course objectives and program and the key learning points. If photographs have been taken, these can be shown as a slideshow to remind participants of activities and sessions.	PowerPoint Slideshow of photos (if available)
Course Evaluation		
15 mins **15 mins**	Ask participants to complete the Course Evaluation Form. If there is time and the group is relatively small, ask participants to sit in a circle and hold a closing round in which each person states one important thing they have learned during the course. Closing comments and thanks to participants.	Course Evaluation Form

Self-Reflection & Action Planning

WORKSHEET

1. What useful ideas have I had from this experience?

2. What do I plan to do as a result of what I have learned from this experience?

   In the next 6 weeks:

   In the next 6 months:

3. What help or support will I need and how will I get it?

Personal Message

WORKSHEET

Even with the best of intentions, it can be easy to lose track of your action plan ideas after you return to the "busyness" of daily work life following a course.

In order to help a little with this problem you are invited to send a "postcard" to yourself as an "aide-mémoire" via the course facilitator. Please complete the following. The message will be sent to you in 6 weeks' time!

To: (your name)

From: Myself

Email address:

Subject:
Memory jogger from the Learning in Teams Course

Message to myself:

Program Evaluation Form

WORKSHEET

(Note: Facilitators can adapt this format or use their own.)

Program Title: Learning in Teams
Date / Time:
Venue:

SATISFACTION EVALUATION

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)						
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable	No Answer
Program Content							
Content of the program							
Relevance of content to your work							
Concepts were clearly explained							
Course Duration (Length)							
Program Objectives							
Objectives were relevant							
Objectives were stated clearly							
Objectives were achieved							

Methodology and Materials							
Use and quality of presentation materials							
Use and quality of handouts/reading materials							
Opportunities for active participation							
Appropriateness of overall methods used							
Logistics and Administrative Support							
Pre-program communication and confirmation							
Venue							
Facilitator:							
Presentation style/delivery							
Knowledge of subject matter							
Creating a positive learning environment							
Involving participants							

Learning Evaluation

	Completely	Almost Completely	Partially	Almost Not at All	Not at All	No Answer
To what extent did the program give you the knowledge, skills and attitudes needed to achieve the anticipated results?						

Overall Satisfaction and Learning

	Excellent	Very Good	Good	Fair	Poor
Overall, how would you rate your experience of this program?					

Probability of Achieving Results

	Completely	To a Large Extent	Partially	To a Limited Extent	Not at All
How confident are you that you will use the knowledge, skills and attitudes gained in this program in your work?					

Will you recommend the program to others? ☐ Yes ☐ No

1. Which sessions did you find most useful for your professional development needs? Why?

2. Which sessions did you find least useful for your professional development needs? Why?

3. Explain any “dissatisfied” or “very dissatisfied” ratings you gave above and tell us what we could do to improve these areas.
(Please answer this only if applicable)

4. List examples of new knowledge, skills and attitudes that you gained from the program.

5. How would you like this program to be followed up?

6. Please make any additional comments or recommendations on how this program and your learning experience could be improved:

Thank you for your feedback.

Program

READING LIST

ADB (2008: 1) Conducting Peer Assists. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Conducting-Peer-Assists.pdf

---- (2008: 4) Building Communities of Practice. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Building-Communities-Practice.pdf

---- (2008: 19) Action Learning. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Action-Learning.pdf

---- (2008: 20)The Reframing Matrix. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/The-Reframing-Matrix.pdf

---- (2009 : 33) Working in Teams. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Working-in-Teams.pdf

---- (2009: 34) Building Networks of Practice. Manila. Available: http://adb.org/Documents/Information/Knowledge-Solutions/Building-Networks-of-Practice.pdf

---- (2009: 49) Understanding and Developing Emotional Intelligence. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/understanding-developing-emotional-intelligence.pdf

---- (2009: 52) Asking Effective Questions. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf

---- (2009: 57) Building Trust in the Workplace. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Building-Trust-in-the-Workplace.pdf

---- (2009: 59) Leading in the Workplace. Manila Available: http://www.adb.org/documents/information/knowledge-solutions/leading-in-the-workplace.pdf

---- (2009: 63) Exercising Servant Leadership. Manila. Available: http://adb.org/documents/information/knowledge-solutions/exercising-servant-leadership.pdf

---- (2009: 64) Distributing Leadership. Manila. Available: http://www.adb.org/Documents/Information/Knowledge-Solutions/Distributing-Leadership.pdf

---- (2010: 74) Showcasing Knowledge. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/showcasing-knowledge.pdf

---- (2010: 75) Embracing Failure. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/embracing-failure.pdf

---- (2010: 86) The Critical Incident Technique. Manila. Available: http://www.adb.org/documents/information/knowledge-solutions/the-critical-incident-technique.pdf

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Roberts, Charlotte and James Boswell (1994) Multiple Perspectives in Senge, Peter, et al. (1994) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization, New York: Currency Doubleday, pp 273-275

Surowiecki, James (2004) The Wisdom of Crowds, New York: Doubleday

Taylor, James, Dirk Marais and Allan Kaplan (1997) Action Learning for Development: Use your experience to improve your effectiveness, Woodstock, South Africa: CDRA

Woodgate, Andrew (2005) What can community do for us? Framework. Available: http://www.framework.org.uk/files/framework/What%20can%20community%20do%20for%20us.pdf