

Learning unit *Teamwork*

Learning Outcomes

This learning unit is about the participants dealing with the topic of 'teamwork', experiencing the benefits of teamwork and being enthusiastic about fair cooperation in a team.

The learning unit does not refer to how teamwork can be made efficient (more) and effective (more).

The following skills in the field of work and social skills can be promoted:

- Try out and practice working in a team
- Develop (further) solidarity behavior and a cooperative awareness
- Plan and work on tasks in a team
- Acting in the interests of the team
- Mastering challenges in a team and solution-oriented manner
- Resolve conflicts openly, respectfully and de-escalating
- Support team members in an empathic and helpful manner

In addition to this work and social behavior, which strengthens team development, self-development is an important learning goal of this learning unit.

- The following competencies in the field of self-competence can be promoted:
- Getting to know individual competencies, skills and abilities
- Get to know individual strengths and weaknesses and learn how to deal with them
- Develop the courage to face new challenges and get to know coping strategies

In addition, the participants should be encouraged to continue developing their individual skills.

Target Group

The learning unit is aimed at all participants who work in a newly formed or already existing group.

This learning unit is suitable for groups of people who tend to associate negative feelings with working in a team.

People who have difficulties with teamwork can experience through this exercise that teamwork can be associated with advantages and acquire behavioral and action strategies that contribute to positive team development.

In addition, this learning unit can support the participants in recognizing and (further) developing their individual skills and in getting to know themselves better, which can have a positive effect on self-confidence and self-confidence. This is why the learning unit is particularly beneficial for people who are weak in this area. In this respect, this learning unit is not only suitable for team development, but also for self-development.



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Content of Learning Unit

The first step is the team building process, which usually includes finding a common topic and scheduling the work process.

If the team has no specific plan, games are played at the beginning that promote team building and team skills in the group. These are then reflected on in terms of teamwork.

The second step is about team development. This is about learning and internalizing conflict-solving communication strategies and handling rules as well as taking on and adhering to team roles.

If the team was successful in building and developing the team, the actual teamwork follows in the third step.

These subject areas should be worked out and practiced step by step in this learning unit.



Application Task

The application tasks are thematically coordinated with the team process.

During the entire team process, it is important that the participants have experiences in which doing things together is possible and beneficial and in which they have positive self and group experiences.

1. Team building

1.1 Getting to know each other (if necessary, finding a topic and scheduling)

1.2 Team building game, for example

- Cooperation game "Tweety's Rescue"
- Gordian knot
- Flood flow

1.3 Reflection on the exercise

What worked well / what did not work so well?

1.4 transition

What is teamwork (discuss social behavior and misconduct using examples)

2. Team development

2.1 Reflection on one's own experiences with and wishes for teamwork

(What do I find good / not good when I work together with others? What experiences have I made? What are my wishes for good cooperation?)

2.2 Conflict-solving communication strategies

(How do I formulate a concern, question, or problem respectfully and without offending anyone?)

2.3 Assuming roles in the team

(What are my interests, strengths and weaknesses? What do I particularly like / what less? How do I deal with challenges? How do I react if I don't like something? Do I prefer to work with precise instructions or creatively? What do I want to do that? Support team?)



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→Personality test for team roles)

2.3 Create team etiquette

(Which rules do we want to set up and adhere to in our teamwork?)

3. Teamwork

3.1 Trying out teamwork while observing the strategies and rules that have been learned based on an exercise, for example cooking together, simulating café operations)

Assessment of Work Performance

The participants know that ...

- solidarity and cooperative awareness lead to the goal faster than going it alone
- making arrangements with others to make it easier to do things together
- discrepancies can be addressed openly in a team and conflicts can be resolved fairly
- each team member has different competencies
- nobody is reprimanded for not being able to do something
- everyone makes their own contribution
- one can learn from others and is not in a competitive relationship
- Sometimes personal wishes have to be put aside in favor of a group decision
- you can feel safe in a group, you can give up responsibility, but you can also take on responsibility
- tasks can be processed more effectively and efficiently through good cooperation (according to the motto "create more together")



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