**RRM training syllabus Chapter 3 TEAMWORK**

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| **Teamwork** |  |  | **Introduction** | **2** |  |
| **Team dynamics** | * Knowledge of team objectives * Awareness of individual and team responsibility * Understands the team objectives * Feels responsible for team performance * Understands his/her role in the team * Takes condition of other team members into account * Actively participates in the team * Encourages input and feedback from others * Offers assistance in demanding situations | * **Ask** what “team” and “teamwork” is: * How many people constitute a team? * Who is seen as a member of the team? * What kind of “cooperative and joint work” is regarded as teamwork? * What makes a team to cooperate? * Does the class team know the strength and threat of non-formal bonds? (e.g. “I do it for John, not for a Company Driver”). | **10** | Short film (Birds or People) about good teamwork:  <http://www.dutchtrainingprofessionals.nl/favoriete-filmpjes/groepsdynamiek-/-flashmobs-/-teamwork> |
| * Show slide everybody / anybody / nobody * **Explain** the TORI model to make clear how an effective group/good teamwork arises:   TORI believes that when there is a high level of TRUST we are freed up to be ourselves, dropping roles and positions. This naturally leads to OPENNESS — information flows between people; people say what they think, know, need and care about. Trust and openness lead to REALIZATION — people express and create in ways that are meaningful. When groups have high levels of trust, openness and realization, they naturally mature into higher levels of INTERDEPENDENCE, boundaries blur and there is ever more synergy and effectiveness.  Goal: the invisible and soft part of the group process is very important in the process of becoming an effective team.  Speaking up is very important for safety.   * **Ask**: how can you create an atmosphere in which you/your colleagues feel free to speak up?   + Make new colleagues feel at home, show personal interest, look for signs of stress or unease and ask about this, etc… | **5** |  |
| * **Emphasize** that they have to be honest and open towards each other. * **Ask**: If you do not like how somebody is treating you, what do you do?   + What are the consequences if you do not?   + What are the consequences if you only tell other colleagues?   + If nobody corrects bad behaviour, who is responsible for the continuation of this behaviour? | **1** |  |
| **Leadership** | * Awareness of being a role model * Understanding of various leadership styles and how they affect the team * Understanding of elements that build the team safety culture * Leads by example * Motivates team members to work safely * Shares the workload * Applies assertive communication | * **Ask** what you need for good teamwork (=leadership and followership)  1. **First ask** what good leadership is according the trainees and write the catchword on a flip-over 2. **Then ask** what good followership is according the trainees and write the catch words on a flip-over   Try to make sure that almost all subjects mentioned in the objectives of team dynamics (column on the left) and leadership are caught on the flip-over.   1. **Compare** the catchwords with each other. Often the catchwords for leadership and followership are rather similar and it shows / creates a common understanding | **10** | Use **flip** over for catchwords |
|  | **Communication** | * Awareness of the importance of good communication * Awareness of the advantages of standardised communication * Awareness of potential communication breakdowns * Uses standardised communication * Verifies if the message is understood * Asks for clarification if the message is unclear | 1. **Ask** one of the trainees to describe a figure that you are going to draw on the white board 2. **Make s**ure it takes you few times to draw it right. | **5** | Draw figures on **flip** |
| * **Let the trainees** experience it themselves by letting them sit with the backs to each other. One has to draw a figure that the other has on a paper and describes. | **15** | Use **papers** with figures and blank paper for trainees to draw |
| * **Explain** the communication process * **Ask**: what are the chances the message gets to the receiver exactly as the sender means?   + Small, due to the filters and noise. * **Ask**: what is the only way to check whether the message has been understood?   + Give or ask for feedback. * **Ask**: when would you do this? All the time or only sometimes?   + All the time is unpractical. Sometimes: which situations? (e.g. unclear, non-standard, hazardous, new situations) | **5** |  |
| * **Ask** what the **responsibilities** of the sender and receiver are:   **SENDER**  **RECEIVER**  -Tune in - Tune in  -Deliver - Listen  -Check understanding - Demonstrate  understanding | **5** | Develop responsibilities on **flip** |
|  |  | * **Ask** to different members what they see?   + Some see a rabbit some see a duck and both is right but make sure you check with each other what you see. * **Emphasize** that sometimes things may look different. | **1** |  |
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|  | * **Emphasize** most important conditions and: **Don’t Assume, Check!** | **1** |  |
|  | Team exercise *(see document at the end of the instructor’s notes)* in which members have to share information, knowledge and discuss best options.  Observe how teams communicate; does everybody get a say, is there a leader, how did he become the leader, how are decisions made, etc.  **Important**: Help the trainees to realize the group member roles. The class activity most likely resembles the ramp activity. | **15** |  |
| **Team situational awareness** | * Awareness of the importance of knowing what is going on around you * Awareness of the condition of equipment * Anticipation on potential threats and errors * Stays aware of activities going on around him/her * Checks equipment status * Reacts appropriately on potential threats and errors | * **Ask** what situational awareness is?   + Know what you are doing and why.   + Know what is going on around you.   Note: The entire team may be involved in incident/accident investigation – this increases team responsibility.   * **Ask** what you can do to keep situational awareness (white board) * Predetermine roles * Plan * Solicit input * Evaluate your status * Project ahead * Scan but focus on details * Create reminders * Watch for clues for loss of situational awareness * Use SOPs! | **10** | Use **flip** over for catchwords and try to create a list like in the left column |
|  | **Cultural, ethnic and educational differences** | * Treats others with respect * Asks for clarification when unsure * Speaks up when necessary * Clarifies misunderstandings * Keeps calm in conflicts * Suggests conflict solutions * Concentrates on what is right instead of who is right | * **Emphasize** the Cultural, ethnic and educational difference they have to deal with * Foreign airline – foreign crew * Co-workers from different parts of the country/continent/world * Co-workers with extensive/no experience (permanent vs temporary workers) * The ability of everyone in the organisation to work together with mutual respect is a vital element of an organisation’s safety culture. * **Ask** for experiences and how they deal with the differences * **Emphasize** that defining team roles, as discussed in team situational awareness, helps to deal with cultural differences. | **14** |  |
| * **Explain** the behaviors you can choose of by **developing** the diagram on the board with use of the examples (see below)     E.g:   1. Girlfriend wants to go out for dinner after a busy day. What do you do? 2. You walk on a muddy path and another person takes a lot of place which forces you to walk in the mud, or a hasty car that takes over... How do you behave? 3. Kid sick and you have an important meeting. What do you do? 4. Plane to catch and a bus with tourists is very slow | **10** | **Develop** the relationship figure (column on the left) on the **flip** |
| What you give is what you get!  Boomerang video; explains the reciprocity principle: what you give is what you get. Good and bad behaviour.  Creates self-analysis: what does it mean if a lot of people are treating me badly? Does that say anything about me? How do I treat other people?  Video has to be purchased by training provider, see for details below:  **Stock Code:** BOOMERANG  **ISBN:** 9781875645893  **Published:** Melbourne  **Filmed in:** Australia  **Originally made:** 2003  **Remastered:** 2006  **Copyright held by:** VEA  **Published by:** Eve Ash & Peter Quarry | **10** |  |
|  |  |  | **120** |  |

**Lost on the moon exercise - handout**

# Working as a group, rank the items below:

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board except for the 15 Items listed below.

Your crew’s survival depends on reaching the mother ship, so you must choose the most critical items available-for the 200-mile trip.

Your task is to:

1. Individually and without conferring, rank the 15 items in terms of their importance for survival. Place number 1 by the most important item, number 2 by the second most important and so on, through to number 15, the least important.
2. Repeat the task as a group

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| **Moon Survival Items** | **NASA’s Ranks** | **Your Individual Ranks** | **Difference**  **NASA to Individual** | **Group Ranks** | **Difference**  **NASA to Group** |
| 1. Box of matches |  |  |  |  |  |
| 2. Food concentrate |  |  |  |  |  |
| 3. Fifty feet of nylon rope |  |  |  |  |  |
| 4. Parachute silk |  |  |  |  |  |
| 5. Solar-powered portable heating unit |  |  |  |  |  |
| 6. .45-caliber pistols |  |  |  |  |  |
| 7. Case of dehydrated milk |  |  |  |  |  |
| 8. 100-pound tanks of oxygen |  |  |  |  |  |
| 9. Stellar map (of moon's constellation) |  |  |  |  |  |
| 10. Self-inflating life raft |  |  |  |  |  |
| 11. Magnetic compass |  |  |  |  |  |
| 12. Five gallons of water |  |  |  |  |  |
| 13. Signal flares |  |  |  |  |  |
| 14. First-aid kit including injection needles |  |  |  |  |  |
| 15. Solar-powered FM receiver-transmitter |  |  |  |  |  |
|  |  | Totals |  | Totals |  |

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| **ITEM** | **Reasoning** | **NASA's Rank** | **Your Rank** | **Difference for You** | **Group Rank** | **Difference for Group** |
| Box of matches | No oxygen to sustain flame, virtually worthless | 15 |  |  |  |  |
| Food concentrate | Efficient means of supplying energy requirements | 4 |  |  |  |  |
| Fifty feet of nylon rope | Useful in scaling cliffs, tying injured together | 6 |  |  |  |  |
| Parachute silk | Protection from sun's rays | 8 |  |  |  |  |
| Solar-powered portable heating unit | Not needed unless on dark side | 13 |  |  |  |  |
| Two .45 caliber pistols | Possible means of self-propulsion | 11 |  |  |  |  |
| One case of Pet milk | Bulkier duplication of food concentrate | 12 |  |  |  |  |
| Two 100-pound tanks of oxygen | Most pressing survival need | 1 |  |  |  |  |
| Stellar map (of the moon's constellations) | Primary means of navigation | 3 |  |  |  |  |
| Self-inflating life raft | CO2 bottle in military raft may be used for propulsion | 9 |  |  |  |  |
| Magnetic compass | Magnetic field on moon is not polarized; worthless for  navigation | 14 |  |  |  |  |
| 5 gallons of water | Replacement for tremendous liquid loss on lighted side | 2 |  |  |  |  |
| Signal flares | Distress signal when mother ship is sighted | 10 |  |  |  |  |
| First-aid kit injection needles | Needles for vitamins, medicines, etc., will fit special aperture in NASA space suits | 7 |  |  |  |  |
| Solar-powered FM   receiver-transmitter | For communication with mother ship; but FM requires line-of-sight transmission and short ranges | 5 |  |  |  |  |
|  |  |  |  |  |  |  |
| Total points difference: |  |  |  |  |  |  |

 Error points are the absolute difference between your rankings and NASA's (disregard plus or minus signs).

**0-25 excellent 26-32 good 33-45 fair 56-70 oops 71-112 oh, well**