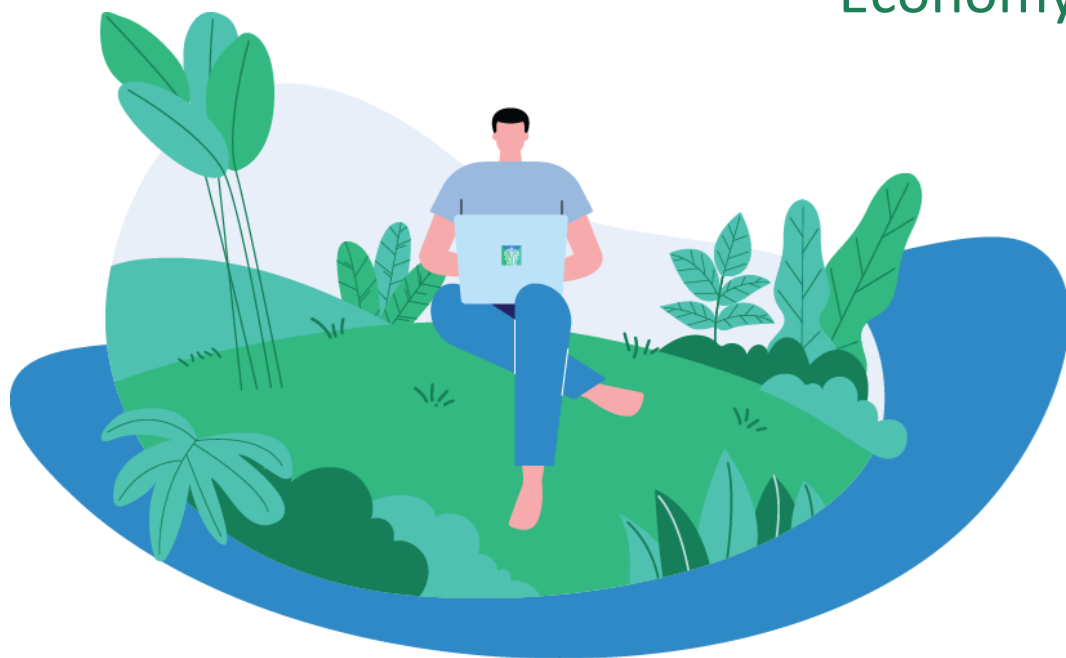**Reliable Green –**
Remote work, telework and learning with innovative and accessible educational resources
for businesses and labour markets in Europeans Green Economy

Adaptive telework toolkit for SMEs

Module 2: Teamwork and Communication

By UPB

Table of contents

1. Introduction

Introduction

In this module of the Adaptive telework toolkit for SMEs we will…

The five modules of the Adaptive telework toolkit for SMEs

The learning course consists of 5 modules
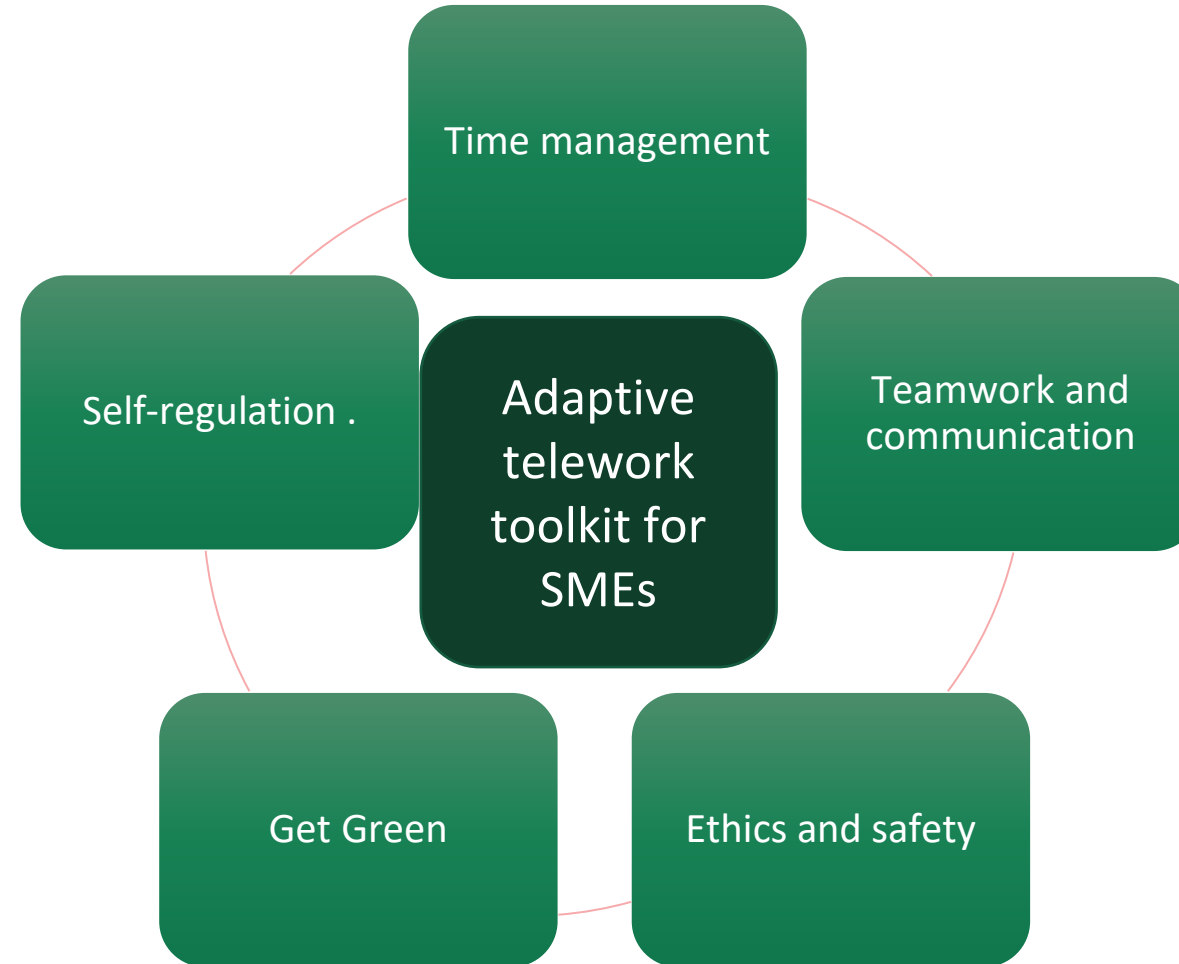
The five modules of the Adaptive telework toolkit for SMEs

Today, we focus on Teamwork and Communication

Time management

Self-regulation .

Adaptive telework toolkit for SMEs

Teamwork and communication

Get Green

Ethics and safety
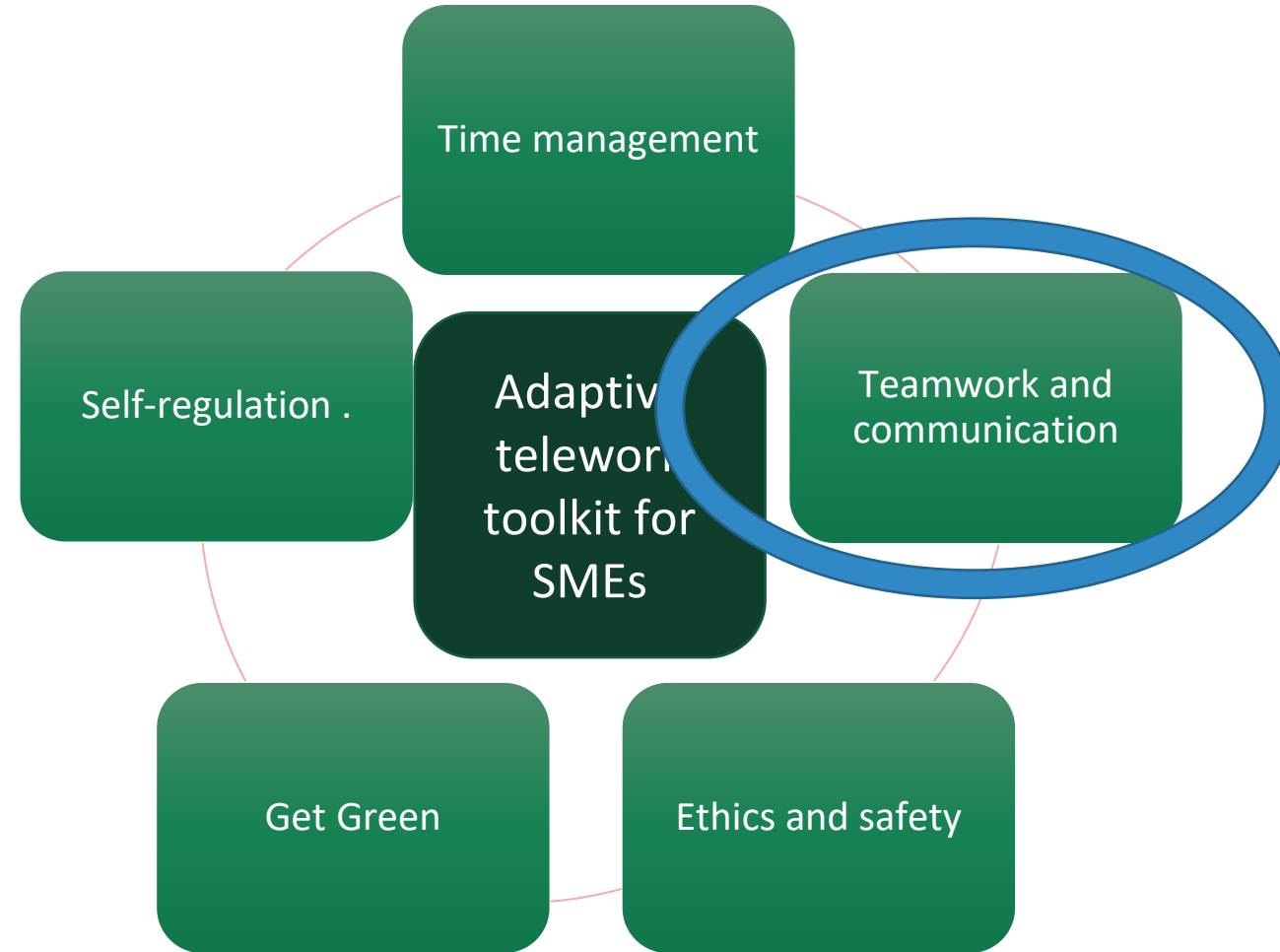
Teamwork and Communication

2. Teamwork competence with focus on communication

- Information about Teamwork

- Small group work on the topic teamwork

- Single work on the topic teamwork

Information about teamwork (Definition)

What is Teamwork?

Teamwork means:

*"The cooperative, goal-oriented work of 2-8 experts who work together on a defined complex task, in a project or on a problem, with integration of different expertise and according to certain, jointly defined rule*s."

Gellert, Manfred; Nowak, Claus (2010): Ein Praxisbuch für die Arbeit in und mit Teams, vol. 4,p. 22.

Information about teamwork (Teamwork competence)

What factors make up Teamwork competence?

Torreles Nadal et al. (2015) investigated many definitions of teamwork and created their own definition, in which teamwork is expressed in four areas:

- Identify
- Communication
- Performance
- Regulation

These four areas also have different levels. For example, identify goals is easier than using communication strategies or regulating processes.

Cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015): Assessing teamwork competence, Psicothema, vol. 27, no. 4, p.356.
Cf. Gellert, Manfred; Nowak, Claus (2010): Ein Praxisbuch für die Arbeit in und mit Teams, vol. 4,p. 22.

What factors make up Teamwork competence?

1. Identify
2. Communication
3. Performance
4. Regulation

Cf. Own illustration:Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015): Assessing teamwork competence, Psicothema, vol. 27, no. 4, p.356.

Teamwork competence

Teamwork competence – the ability to identify

1. Identify

Goals	· Identifying the goals · Knowledge of the goals · Working towards goals
Sense of belonging	· Integration within the team
Roles	· Adoption · Performace
Adaptability	· Proposals for adaptation · Adaptation of the activity
Teamwork climate	· Interpersonal relations · Working conditions
Commitment	· Involvement in the team

Own presentation based on: cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015):

Assessing teamwork competence, Psicothema, vol. 27, no. 4, pp. 357.

Teamwork competence – the ability to communicate

2. Communication

Collaborative problem solving	· Detecting conflicts · Alternative proposals · Conflict resolution
Negotiation	· Using strategies · Reaching agreements
Making improvements	· Suggestions for improvements · Introducing processes for improvement

Own presentation based on: cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015):

Assessing teamwork competence, Psicothema, vol. 27, no. 4, pp. 357.

Teamwork competence – the ability to perform

3. Performance

Planning	· Identify tasks · Sequencing of tasks · Distribution of tasks · Predicting and preparing the resources required
Decision Making	· Analysis for decision making · Participation · Consensus
Carrying out the tasks	· Performing the tasks assigned · Sharing Information about the difficulties encountered · Participation in the resolution of contingencies
Monitoring performance	· Team coordination · Self-monitoring tasks

Own presentation based on: cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015): Assessing teamwork competence, Psicothema, vol. 27, no. 4, pp. 357.

Teamwork competence – the ability to regulate

4. Regulation

Information	· External information search · Internal information request · Information sharing
Personal interaction	· Personal attitude

Own presentation based on: cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015):

Assessing teamwork competence, Psicothema, vol. 27, no. 4, pp. 357.

Please choose the correct elements which are related to the teamwork competence ability - identitfy. (several possible answers are correct)

☐ Creating a teamwork climate

☐ Communicate about probably problems

☐ Knowing about different roles within teamwork

☐ Sense of belonging

☐ identify goals

✓ Check

<iframe src="https://h5p.org/h5p/embed/1305819" width="1090" height="411" frameborder="0" allowfullscreen="allowfullscreen" allow="geolocation *; microphone *; camera *; midi *; encrypted-media *" title="A3: Teamwork competence"></iframe><script src="https://h5p.org/sites/all/modules/h5p/library/js/h5p-resizer.js" charset="UTF-8"></script>

Teamwork competence – Overview

Teamwork competence

Own presentation based on: cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015): Assessing teamwork competence, Psicothema, vol. 27, no. 4, pp. 354-361.

Module Overview

Part A

- Goals
- Sense of belonging
- Roles
- Adaptability
- Teamwork climate
- Commitment

1. Identify

2. Communication

- Information
- Personal Interaction

Part B

4. Regulation

- Collarborative problem solving
- Negtiation
- Making improvements

3. Performance

- Planning
- Decision Making
- Carrying out the tasks
- Monitoring performance

Own presentation based on: cf. Torrelles Nadal, Christina; Paris Manas, Georgina; Sabrià Dernadó. Betlem; Alsinet Mora, Carles (2015): Assessing teamwork competence, Psicothema, vol. 27, no. 4, pp. 354-361.

Part A.1

Working session in small groups

Teamwork climate

Teamwork climate

Methodocial approach

- Get together in digital breakout rooms

- Use a shared google sheet of paper

- Write the topic down in the centre of your sheet

- All team members write down their ideas on the sheet next to the topic

- VERY important: There is no talking

Method:
Silent-Writing-Conversation
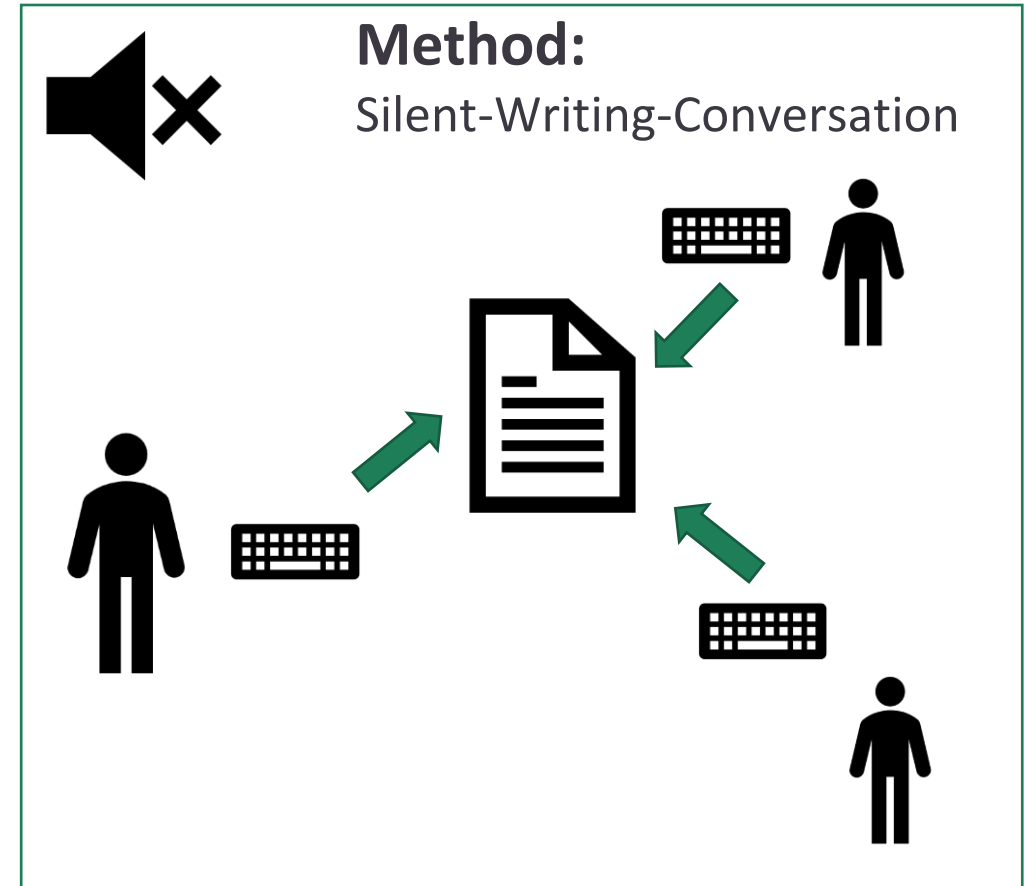
Teamwork climate

Task to foster teamwork competence

Task

- Name factors that have a positive influence on teamwork for you

- You have 10 minutes. Please do not talk to each other

- Afterwards, everyone reads out their factors

Identify Roles

Identify Roles

Methodocial approach

Task

- Get together in break-out-rooms

- Each group member shares his/her display and presents a team role

- Each group member writes down the result of the short presentation of the other groups

- The results are written down in a shared online table

Method: Receiver Presentation
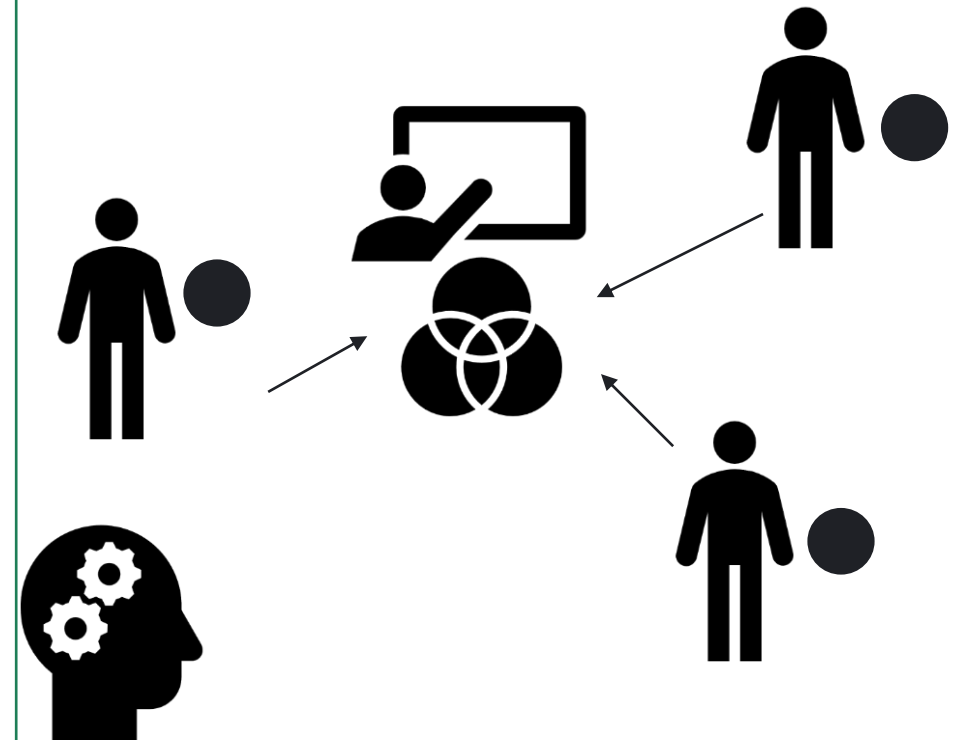
Identify Roles

Task to foster teamwork competence

Task

- Introduce your team role to your peers. Feel free to use illustrative examples

- You have 5 minutes to present your team role

- Well suited here is the subdivision by Belbin 1993

- Finally, choose a role you feel most belonged to

Bellbin (1993): Team Roles at Work

Actin-Oriented-Team-Member

Shaper	Implementer	Finisher
Shaper are team members who drive the team forward. They are action-oriented and can motivate themselves and their colleagues even when difficulties arise. In crisis situations, they are the ones who quickly find a solution.	Implementers are action-oriented team members. They keep their environment tidy. They are practical and good at putting ideas into action. Implementers like to act and are very disciplined. These people are often the backbone of a team because they support their colleagues with a lot of self-confidence.	Finisher are action-oriented team members. True to their name, Finisher are very focused and concentrated employees. They notice every detail and strive for perfection. These team members can be rather introverted. They are very valuable to the work environment as they always push their colleagues to produce high-quality work.
Example: Let's imagine a product-marketing team. The shaper would act as Head of Product and be responsible for the product roadmap and the implementation of the team vision.	Example: The implementer in our exemplary product-marketing team would be a data-oriented business analyst who looks for ways to make the company's processes even more efficient.	Example: Finisher are ideally suited for technical support. They know how to identify and fix problems both quickly and efficiently.

Cf. Belbin, Meredith (1993): Team Roles at Work, 1st Edition, New York. ------- Seitenumbruch ------

Knowledge-Oriented-Team-Member

Inventor	Observer	Specialist
The Inventor belongs to the knowledge-oriented employee category in the Belbin Team Role Model. He is an innovative and creative thinker. While the inventor is important for team balance, he likes to develop his idea for himself before sharing it with the whole team. Inventors like to work alone and, although they may not be as open as other team members, they contribute valuable input.	The observer belongs to Belbin's knowledge-oriented team roles. The observer thinks rationally and can put aside their emotions to devote themselves to problem-solving. Observers perform best when their projects require extensive knowledge and strategic planning from them. They evaluate their ideas to determine if they are valuable and feasible and then take the necessary steps to realise these ideas.	The specialist belongs to knowledge-oriented team roles. Specialists have a profound knowledge in their field of work and like to contribute to their field. Like the inventor and the observer – his two colleagues from the knowledge-oriented category – the specialist also works better alone than in a group. Although this employee is more independent, his specific competences make him of great value to the team.
Example: Inventors are extremely creative, which is why they make excellent product designers.	Example: Observers are thoroughly organised project managers who plan projects strategically and maintain an overview across teams.	Example: Specialists are suitable as programmers, SEO analysts or as part of the technical support team.

Cf. Belbin, Meredith (1993): Team Roles at Work, 1st Edition, New York ------ Seitenumbruch ------

Communication-Oriented-Team-Member

Coordinator	Teamworker	Resource-Investigator
Coordinator belongs to the communication-oriented team-members. The coordinator is a team member with excellent communication skills. He is often found in leadership positions, as he promotes cooperation and motivates the team to achieve its goals. Other team members look up to the coordinator and trust him or her to make decisions.	Teamworkers are communication-oriented in the Belbin Team Role Model. Thanks to their extroverted nature, they are good at dealing with others and always have an open ear for their teammates. Team-workers can easily adapt to changes in their environment and know how to restore harmony in conflict situations. If a teammate is overworked or has a family emergency, team-workers are immediately on hand to offer their support.	Resource-Investigator belongs to the communication-oriented team-members. The Resource-Investigator likes to discover new opportunities. For example, he looks for new marketing opportunities for the company or discusses ideas for a new product launch with stakeholders. Their positive demeanour makes the resource investigator a born networker or a game-changer for new business opportunities.
Example: Coordinators value collaboration and like to motivate their colleagues. For this reason, they are well suited to lead the product development team.	Example: Since team-workers are naturals when it comes to collaboration, they are particularly suited to be product-marketing managers in a larger team.	Example: Since trailblazers like to network with other people, they are particularly well suited for product sales.

Cf. Belbin, Meredith (1993): Team Roles at Work, 1st Edition, New York

Action-Oriented Team Member

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Shaper are team members who drive the team forward. They are action-oriented and can motivate themselves and their colleagues even when difficulties arise. In crisis situations, they are the ones who quickly find a solution.	Implementers are action-oriented team members. They keep their environment tidy. They are practical and good at putting ideas into action. Implementers like to act and are very disciplined. These people are often the backbone of a team because they support their colleagues with a lot of self-confidence.	Finisher are action-oriented team members. True to their name, Finisher are very focused and concentrated employees. They notice every detail and strive for perfection. These team members can be rather introverted. They are very valuable to the work environment as they always push their colleagues to produce high quality work.
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Knowledge-Oriented Team Member

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Communication-Oriented Team Member

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Part A2

Working session in single work

Identify Goals

Identify Goals

Methodocial approach

Task

- Take 5 minutes for yourself and reflect your team goal

- Write down your ideas on a flip chart / poster

- Use a blank sheet of paper

- Choose your most important goal

- Find a place of the sheet with your most important goal

Identify Goals

Task to foster teamwork competence

Task

1. What are goals of teamwork?
2. What is your personal goal in teamwork?

You have 5 minutes

3. Are your personal goals and the goals of teamwork the same?
4. Which goals would influence the teamwork negatively?

3. Communication

1. Information about Communication / Communication competence
2. Small group work on the topic communication
3. Single work on the topic communication

Information about Communication

"At least three things are needed in an act of communication: a message, a sender, and a receiver."

(Martinich, 1984, p. 17)

Information about Communication

Act of Communication
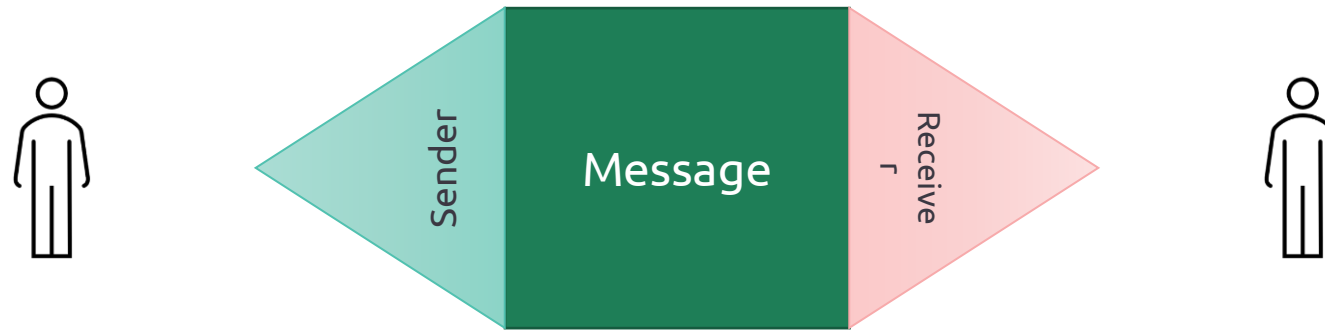
Sender: Sends message

Receiver: receives message

That is the basis of the act of communication.

Four sides model (Schulz von Thun, 1981)

According to Schulz von Thun (1981), there is more to a message.

He has developed a model which shows four sides of a message:

The sender can send the message through four different mouths.

The receiver can receive the message through four different ears.

Therefore, it is challenging to send and receive a message in the same way.
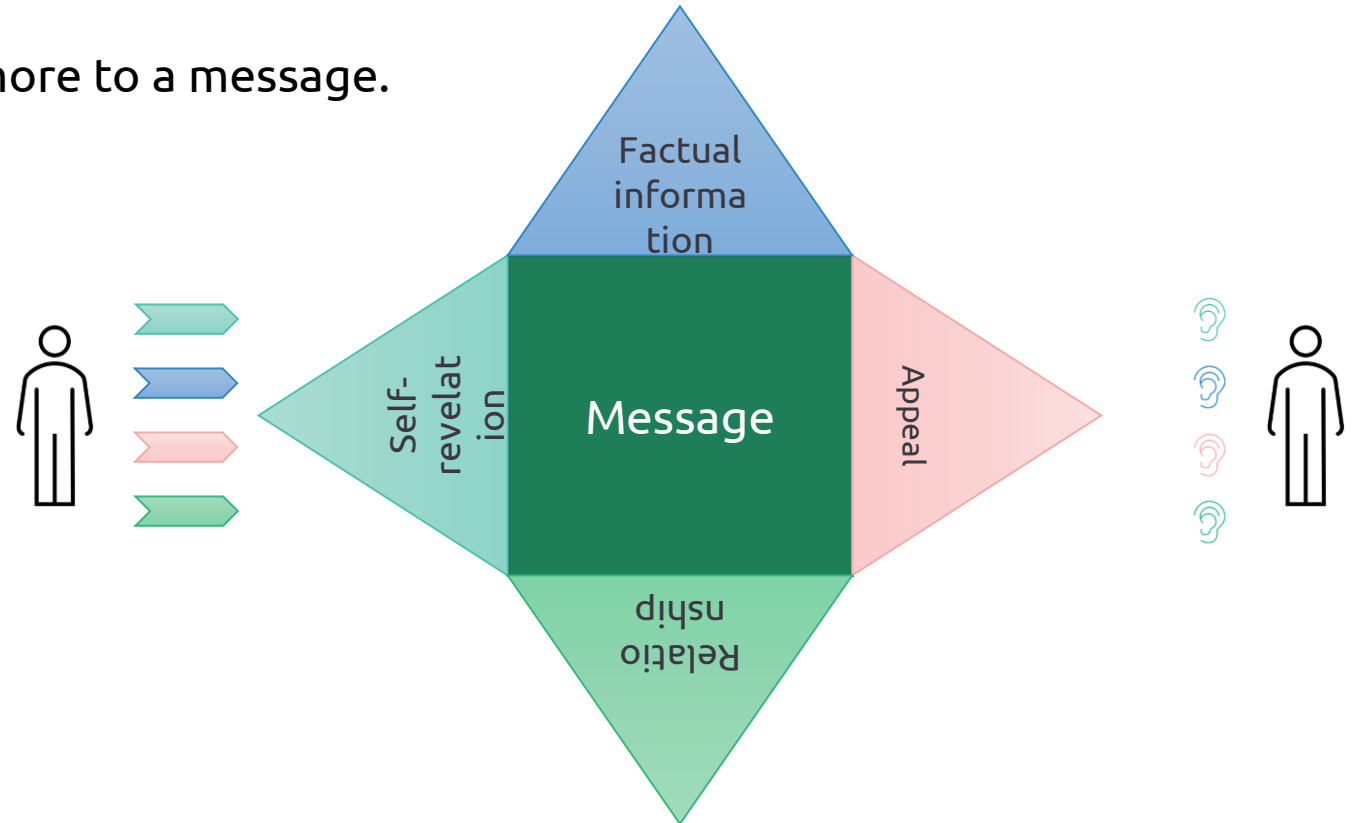
Four sides model (Schulz von Thun, 1981)

Every utterance contains four messages

1. Factual information
2. Appeal
3. Relationship
4. Self-revelation
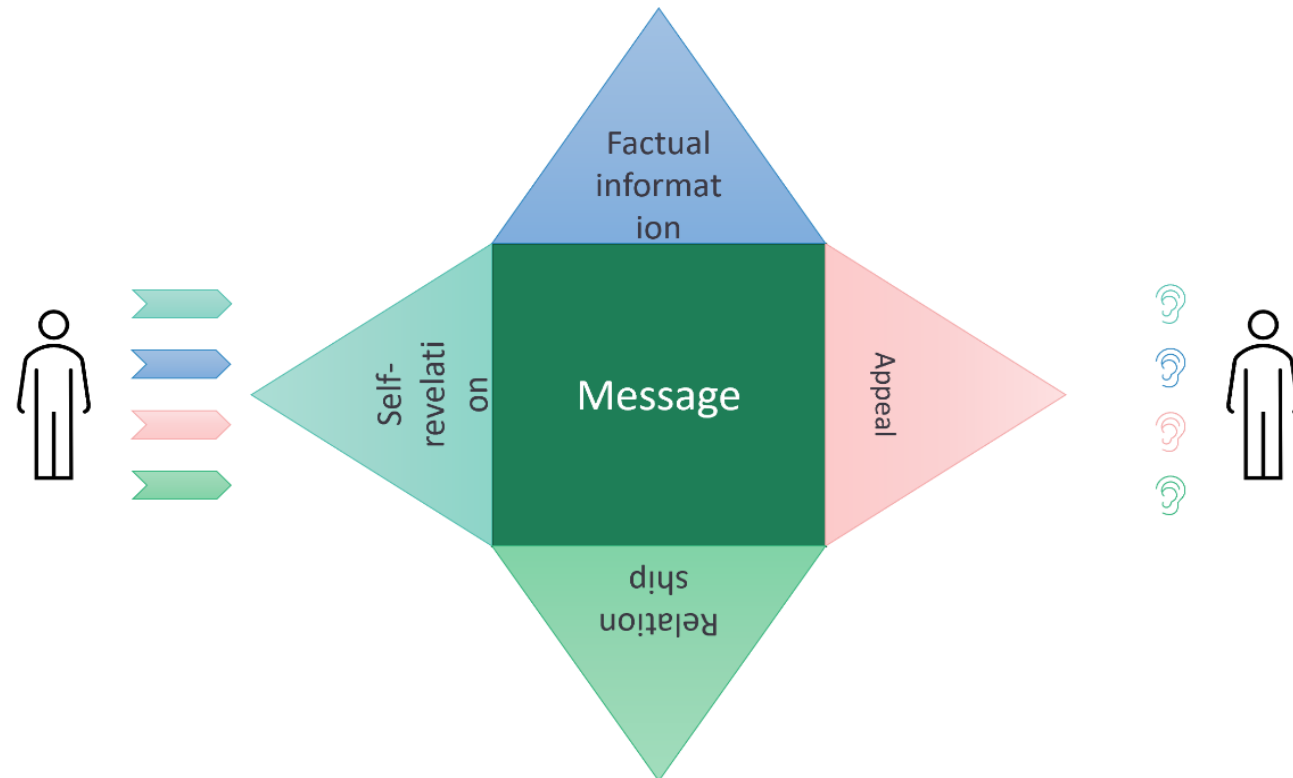
Four sides model (Schulz von Thun, 1981)

1. **Factual information**

*   Factual level of the conversation

*   Focus on facts, data, circumstances

*   Three criteria:
    *   true / untrue (applicable / not applicable)
    *   relevant / irrelevant
    *   sufficient / insufficient

*   Challenge: express the facts in a clear and understandable way

*   Receiver can react on the factual level according to the three criteria

Information about Communication
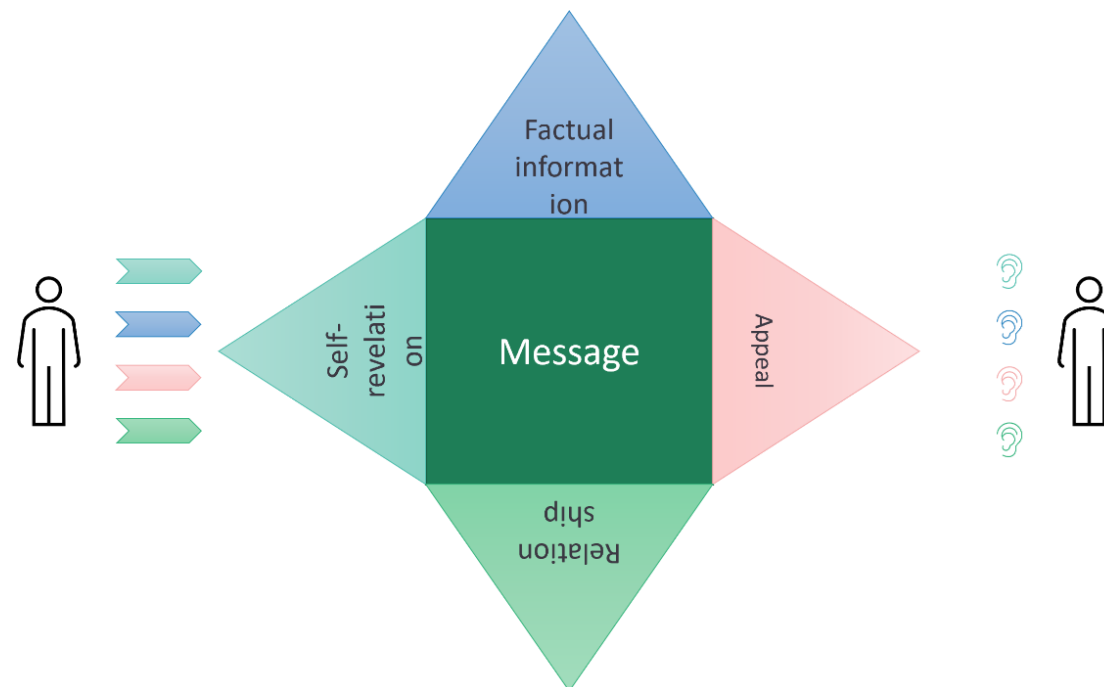
Four sides model (Schulz von Thun, 1981)

2. Appeal

- Sender expresses wishes, appeals, advice or instructions for action

- Sender influences recipient

- Appeal is sent openly or covertly

- Receiver can listen with appeal ear and asks what to do, think or feel now
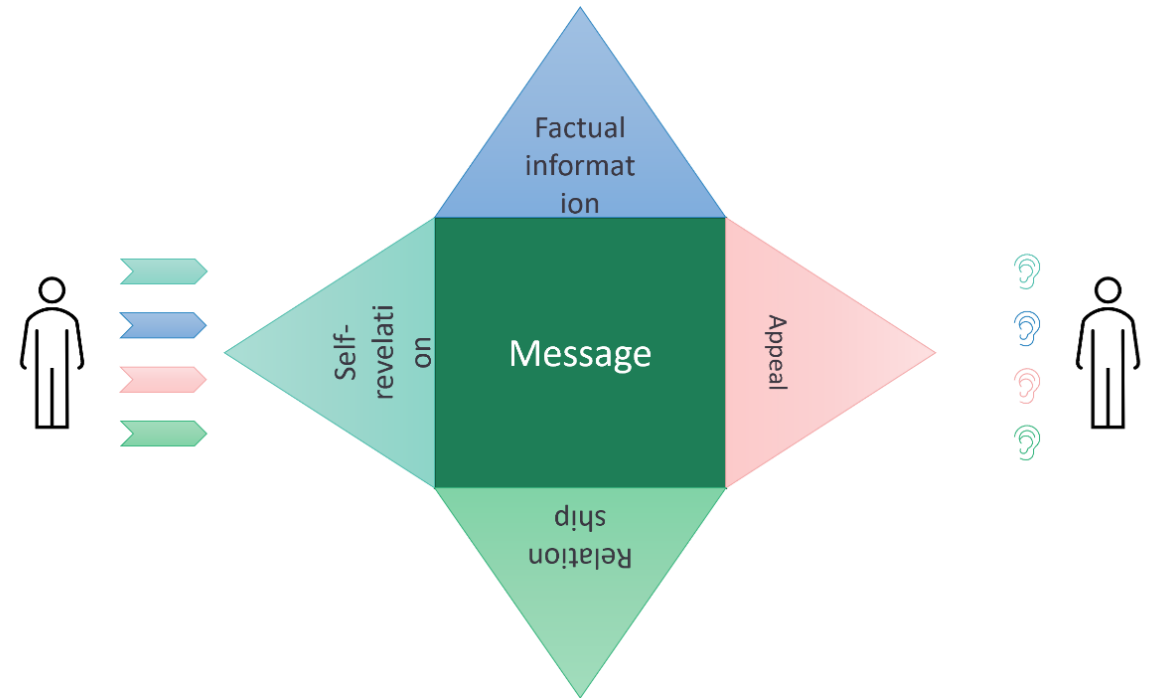
Four sides model (Schulz von Thun, 1981)

3. Relationship

- How sender feels and thinks about the receiver

- Wording, tone of voice, facial expression, gestures

- Sends cues implicitly or explicitly

- Receiver can feel valued or rejected, disregarded or respected, or humiliated
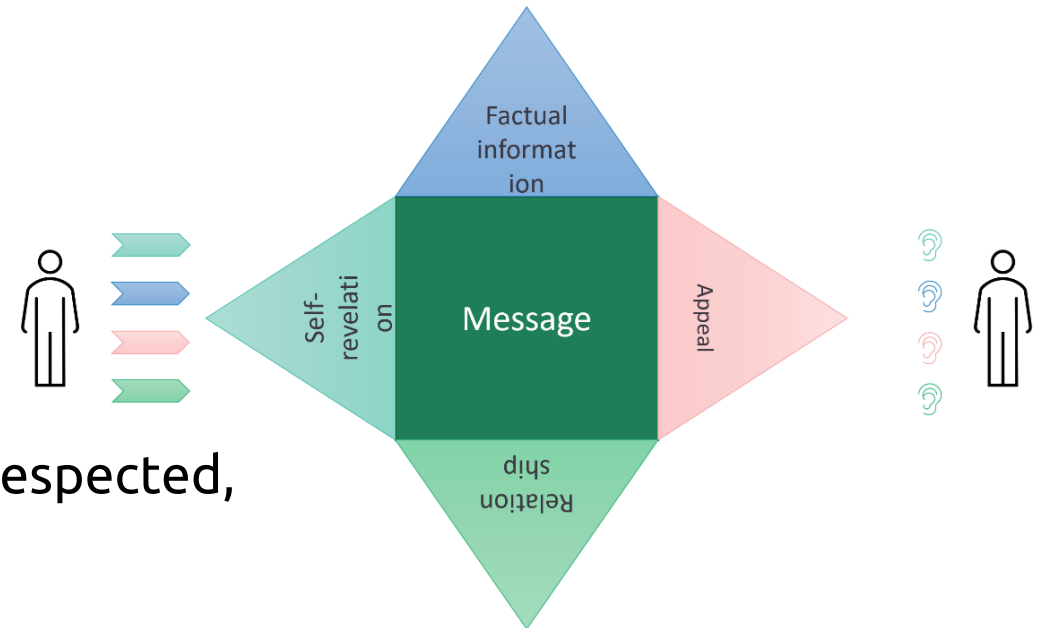
Four sides model (Schulz von Thun, 1981)

4. Self-revelation

- Sender gives something of himself/herself

- Sample of personality: feelings, values, needs, characteristics

- Sends explicitly (I-message) or implicitly, consciously or unconsciously

- Receiver gets self-revelation: What is person like? How is person tuned? What about this person?
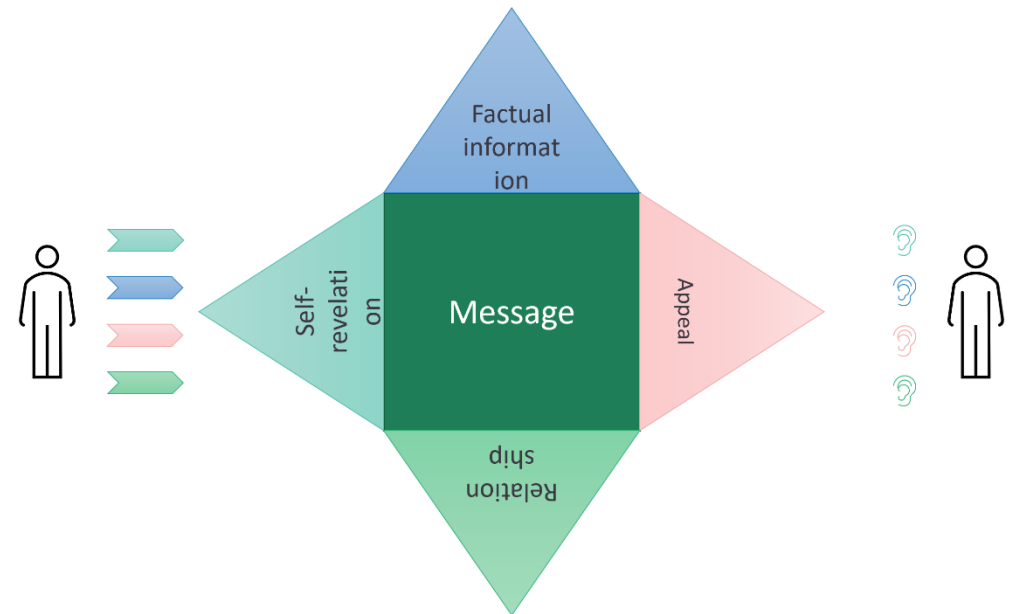
Four sides model (Schulz von Thun, 1981)

Summary

- It is important to know that each message can be sent and received differently.

- Be aware of this and communicate accordingly.

- Otherwise, adopt a meta-level and communicate about the communication.

Additional: https://www.youtube.com/watch?v=cY9Ofvr2ouw
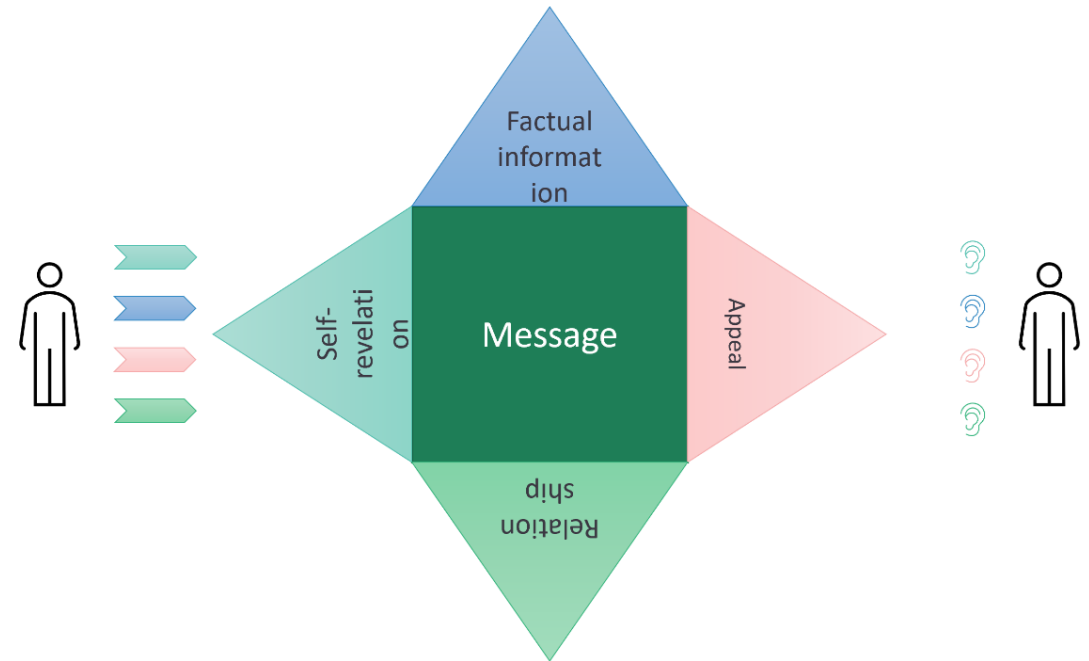
Online Communication

"Because people must work through technology and across cultures, it is important that they understand the new nature of communication as it passes through these filters."

(Brewer, 2015, p. 2)

Online Communication

- The act of communication occurs not only in real, but also in virtual life.

- In the last years, there has been a rise of virtual workplaces.

- More and more people work from home and use online tools to communicate with others (colleagues, customers, clients, aso.).

- Unfortunately, the way messages are sent can vary even more than in real life.

- Online/virtual communication has many medium options which can lead to several difficulties.

Online Communication

"Three issues threaten the value of information as it is processed through virtual teams:

➢ risk of important information going unnoticed

➢ loss of clarity as information passes through technology and across cultures

➢ lack of understanding by people who have too little time to process the information." (Brewer, 2015, p. 6)

Information about Communication

Online Communication

- As you can see, communication in an online setting is challenging and needs some guidance to avoid issues of miscommunication.

- Here are some factors which lead to successful communication in virtual teams (Brewer, 2015, p. 22):
  - Exhibit efficiency, effectiveness, and satisfaction
  - Place purpose at the center of team communication
  - Accomplish goals
  - Exchange information clearly and precisely in an appropriate social space
  - Communicate regularly and within acceptable feedback timeframes
  - Communicate with few misunderstandings
  - Create a good impression on teammates with the use of online cues

Information about Communication

Tools for Online Communication

There is a number of different tools which can be used for communication in the online environment.

Here are some examples:

E-Mail	Videoplatforms	Teams	Boards	Shared documents	Shared Clouds	Shared Calenders
	- Zoom		- Concept board	- Etherpad	- Google Drive	- Outlook
	- Skype		- Miro	- Googlesheets		- One Note
			- Padlet			
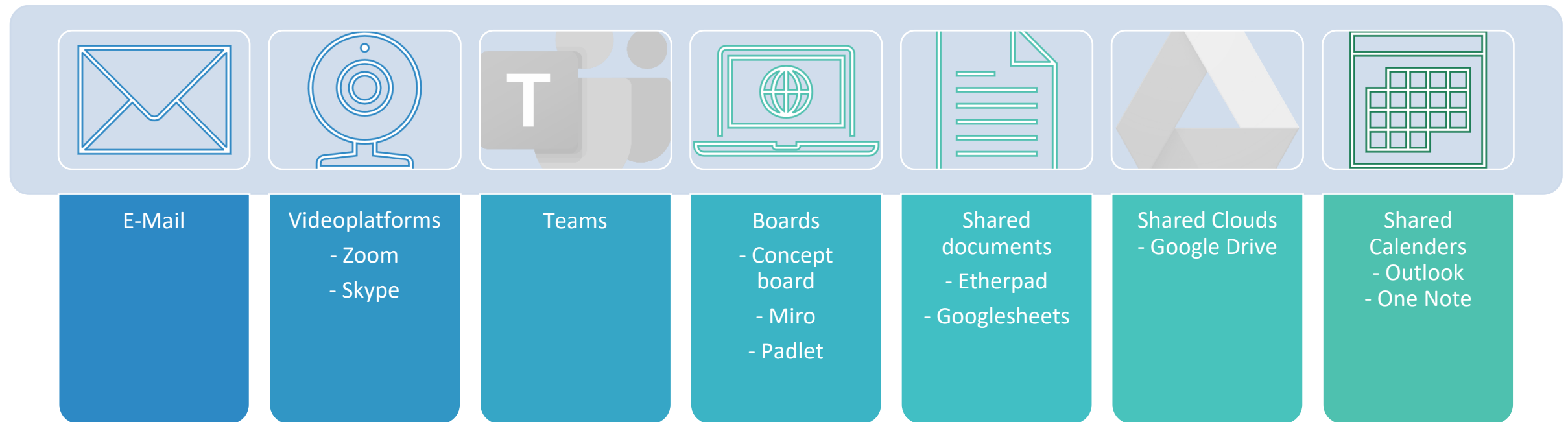
Tools for Online Communication

Please list all tools you know and/or use for online communication:

Tools for Online Communication	Which I use

Online Communication

Summary

- Communication in an online environment is more challenging than face-to-face communication, because there are several factors which can lead to misunderstandings due to the lack of three dimensional factors like facial expressions and gestures.

- Fortunately, there are aspects which can help with clear and successful communication.

- In a team it is helpful to set rules for online communication.

- It is also important to be aware of cultural differences and therefore find ways to respectfully work with them.

- There are a lot of tools which help with online communication.

Information about Communication Competence

Definitions

Wiemann (1977, p. 195): "the ability of an interactant to choose among available communicative behaviors in order that he may successfully accomplish his own interpersonal goals, while maintaining the face and line of his fellow interactants within the constraints of the situation"

Backlund (1978, p. 21): "the ability of an individual to demonstrate knowledge of the appropriate communicative behavior in a given situation"

Parks (1994, p. 175): "Communicative competence represents the degree to which individuals perceive they have satisfied their goals in a given social situation without jeopardizing their ability or opportunity to persue their other subjectively more important goals"

Further information: Backlund & Morreale, 2015, p. 9 f.

Definitions

- As you can see, there are many definitions of communication competence.

- The core is the ability to communicate in a complex social setting, taking into account all the different variables.

Development

- Now that you know what communication competence is, the next step is to get to know how to develop it.

- The basis is knowledge about the act of communication (look at the previous model of Martinich).

- The next step is to have the four side model of Schulz von Thun in mind.

- With the help of this model, you know how a message can be sent and received in four different ways.

- If you are aware of these two models when communicating and use them appropriately, you can consider yourself as competent.

- With every communication you have, you can get better and better in realising how complex communcation is and how to deal with it.

Further information: Waldron & Yungbluth, 2015

Resources

Backlund, P. M. & Morreale, S. P. (2015). Communication competence: Historical synopsis, definitions, applications, and looking to the future. In A. Hannawa & B. Spitzberg (2015): Communication Competence, p. 11-38. Berlin, München, Boston: De Gruyter Mouton.

Brewer, P. E. (2015). International Virtual Teams. Engineering Global Success. Macon, Georgia: Mercer University, IEEE Press.

Martinich, A. P. (1984). Communication and Reference. Berlin, Boston: De Gruyter.

Schulz von Thun, F. (1981). Miteinander reden 1.: Störungen und Klärungen. Allgemeine Psychologie der Kommunikation. Reinbek: Rowohlt Verlag.

Waldron, V. R. & Yungbluth, S. (2015). Training and intervention. In A. Hannawa & B. Spitzberg (2015): Communication Competence, p. 629-654. Berlin, München, Boston: De Gruyter Mouton.

Small group work on the topic communication

Role play

Group size: 4

Duration: 30 minutes

Goal: Find the four sides of communication according to Schulz von Thun

Structure:

- 2 persons are the communicators who have to write a script of the communication; they have to include at least one and up to all four sides of communication according to Schulz von Thun in this communication scene

- 2 persons are the observers who have to observe the communication between the other two and find out which four sides of communication according to Schulz von Thun were used and when

- After the role play, all four have to communicate about the communication and their findings; compare the script with your observations

Single work on the topic communication

Single work on the topic communication

Research on nonverbal communication

Duration: 30 minutes

Goal: Find at least 5 aspects of nonverbal communication and create a short article for your peers

Structure:

- Find a reliable source or more sources about nonverbal communication

- Set a focus on what you find most interesting

- Gather at least 5 aspects which you consider most important

- Use these aspects to write a short article for your peers (500-1000 words)

Thank you for participating!

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