



EUROPEAN UNION
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ChangeMakers

Cross-Cultural Teamwork skills

Learning material for the study module “Start-ups for sustainable environment created by youngsters”



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Current learning material is prepared for the teachers of upper secondary and vocational level students participating in Interreg Central Baltic project CB851 “ChangeMakers - Start-ups for sustainable environment created by youngsters” to introduce cross cultural teamwork skills and emphasize the most important issues to consider when organizing and participating to international team meetings. In addition the material will introduce the importance of different team rules and roles. Materials are compiled by the experts of University of Turku and meant for a 60 minute lesson and a 30 minute online meeting. Supplementary educational tools such as texts, video clips, role-play activities and PowerPoint presentations are also prepared to engage students in group activities and discussions. All materials are available at the Interreg Central Baltic ChangeMakers project’s e-learning platform: <https://sub.samk.fi/changemakers-eplatform/>

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PROPOSED OUTLINE FOR LESSON

9 NOVEMBER 2020

Table below proposes the outline of the lesson and the estimated duration of each sub-session. In the following chapters, you can find the topics we recommend you cover under each stage. Adaptions to the learning material are encouraged, please inform the CM team if you had to significantly alter the materials, so we can consider the adaptions for the 2021 course.

The lesson can be divided in different ways according to each school's schedule, but please note that **at least Part I and the practical instructions on slide 27 should be covered before the first online meeting**. The **Team roles test** can also be done individually as a home assignment.

ORDER	CHAPTER	ESTIMATED DURATION ¹
0	Preparation: Discuss your Boot Camp experiences	10 min
I	Cross-cultural teamwork skills Part I: PowerPoint material about teamwork principles, challenges and skills, including a video clip related to team roles.	15 min
II	Cross-cultural teamwork skills Part II: PowerPoint material on the using the Mastermind Group concept, including a video on the topic.	15 min
III	First online meeting: Informal meeting deciding on team rules.	30min
IV	Preparing for team meetings and roles test: Practical information on first & second meeting and team roles test	20min

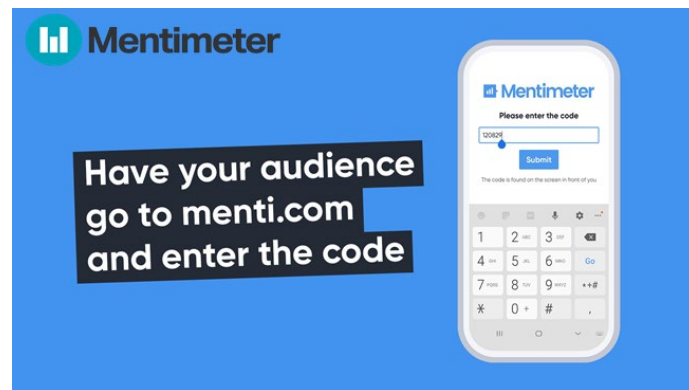
¹ The study material does not propose the possible breaks that might be needed to keep the focus and good pace. Teachers are expected to estimate the need for breaks based on school and group specific needs.

0 – PREPARATION

Use approximately 10 minutes to go back in time to discuss the Boot Camp with your students. You may use the following questions useful.

1. What did you most enjoy/learn at the event?
2. On a scale of 1-10, how excited are you about your international team?
3. Do you already have preliminary idea for your mini company?

Additionally you may use the online platform Mentrimeter, which was introduced in the first lesson “Cross-cultural communication”. Mentrimeter is a useful tool to receive everyone’s feedback of the event simultaneously.



A smartphone, tablet or a laptop is also needed to take the team roles test at the fourth session.

I – CROSS-CULTURAL TEAMWORK SKILLS

Estimated duration ~30 minutes

The aim of this lesson is to introduce the concept of teamwork, good communication and project management. It is divided into four parts, first introducing the general concept and fundamentals of successful teamwork, the second part focuses on a teamwork concept called the Mastermind Group and the third part concentrates on the practical issues of the first team meeting scheduled for this lesson. The fourth part gives the students a chance to test, which team role would be suitable for them. The information from the test will be used for self-reflection and a conversation opener for the teams' second online meeting.

The lesson can be divided in different ways according to each school's schedule, but please note that **at least the first part and the practical instructions on slide 27 should be covered before the first online meeting**. The fourth part can also be done individually as a home assignment.

I.I – TEAMWORK PRINCIPLES

Slide 2 Teamwork principles

These are the main themes for the first part, which are discussed in more detail during the following slides.

Slide 3 What makes a team

Teamwork is not just a group of people spending time together. A team is a group of people, but they share a common goal and a journey to that goal. Often the process is more important than the goal itself. Sharing tasks, experience, information and know-how in a cross-cultural, online environment is a powerful tool for personal development. It will also highlight the importance of collaboration, cohesiveness, responsibility and good communication.

Slide 4 Cohesion

Team cohesion is crucial for a successful team. Cohesion means uniting - acting and sticking together. This can only be achieved by the feeling of interconnectedness and mutual trust. It does not mean, that the team members have to think alike or that they do not experience any difficulties along the way. The key to cohesion is the will to build understanding despite differences and respecting and treating oneself and others as equals.

Slide 5 Motivation

Motivation will keep the team going towards a common goal. This requires structure and security. Defining team rules, roles and responsibilities and sticking to them will bring trust and efficiency to the collaboration. Also individual feelings of belonging and respect, which are in the root of team cohesion, ensure motivation for each team member.

Slide 6 Common goals

A team usually has a larger goal in mind at the end of the process, but just as important are the smaller steps and milestones, that should be thought of as teamwork goals. Developing ideas, planning, forming a strategy and finally succeeding are all steps that follow each other, but can be organized quite differently regarding to, for example, which team member leads the process. Personal traits and previous experience mean that each team member can have different strengths in the process.



Slide 7 Team roles

When deciding on tasks and responsibilities, team roles are a way of dividing the work efficiently. This will organize the team and keep the focus on the common goal. Team roles are sometimes defined by experience or interest, sometimes out of necessity of scheduling, for example. Whichever the case is, the roles should always be distributed by mutual agreement. When team members learn to know themselves and the other team member, it usually becomes easier to divide tasks in a way that takes into consideration each member's strengths and weaknesses. It is important to realize, that each team member will act and feel differently in different teams, so the role that has been comfortable and productive for someone previously, might not be the best option in another context!

Slide 8 Team roles II

There are many different theories and classifications for team roles. This slide introduces one of the most influential, that of Raymond Meredith Belbin, whose theory is similar to that of personality types, but differs in the sense that roles are not thought of as fixed and should be regarded more as a tool of managing tasks

and team functions. Watch a video about Belbin's team roles by clicking the hyperlink, or go to address:

<https://www.youtube.com/watch?v=-efhOLVgEvM>

Slide 9 What if things go wrong?

Every team will face ups and downs. Trust is extremely important for a team, and the lack of trust can cause serious dysfunctions. If team members do not trust each other, they will most likely fail to share information on important issues, or misjudge another team member's constructive debate or disagreement as intentional, destructive behaviour. It is not always easy to tell these apart in the best of cases, but trusting each other and expecting the best of your teammates will maintain a healthy communication. Lack of organization will also have a negative impact on team motivation and cohesion. This is why every team needs clear, mutually agreed rules, roles and responsibilities. When the teamwork is structured and each member knows their tasks and deadlines, they are able to trust each other's input and stay motivated. If, and when, the team faces difficulties, it is extremely important to recognize the situation and deal with it. Ignoring problems will only make the team more dysfunctional!

Slide 10 Solving teamwork problems

Solving teamwork problems can feel difficult, especially when working in an online environment and with team members from different cultures and backgrounds. It is therefore best to work together to prevent the most serious issues. When each team member takes personal responsibility of bringing a positive, non-judgmental and supportive attitude to the team, it will encourage others to do the same. Why not compete in kindness and consideration! Team members should take care of everyone and see, that no one feels left out. If you notice a problem, or are worried about a team member, deal with it as soon as possible. Try to talk, identify and define the problem. When you get a clearer picture of what is wrong, it can be useful to re-organize roles or tasks accordingly. Also remember to contact a teacher or team mentor, if the problem seems too difficult to deal with alone.

I.2 – USING THE MASTERMIND GROUP CONCEPT

Slide 11 Mastermind group

Slide 11 introduces the main themes and structure of the Mastermind Group concept, which can be used in online team meetings. The themes are discussed in detail during the following slides.

Slide 12 Introducing the mastermind group

A mastermind group is a concept that was first introduced by writer and businessman Napoleon Hill in his book *Think and Grow Rich*. He described the concept as “The coordination of knowledge and effort of two or more people, who work toward a definite purpose, in the spirit of harmony”. A mastermind group is based on the principle of equal, democratic community, working together for a common purpose. This community will share a journey and give support in either success or struggle, benefiting from group intelligence and the variety of resources this will bring. Watch a video about the power of a Mastermind Group by clicking the hyperlink in slide, or go to address:

https://www.youtube.com/watch?v=E6_djqsGlTg&feature=emb_logo

Slide 13 Introducing the mastermind group II

In a Mastermind Group each member will have a chance to learn from others and develop their skills with the support of the team. As a member, you will share your journey and learn from others around you, while the group provides accountability, structure and feedback. Together you will share your ideas, prototypes and give and receive feedback, as well as share your challenges and frustrations! As a member, you should listen and provide empathy when others need it. Together you will find solutions and solve problems, and finally celebrate success stories together.

Slide 14 Meeting structure

The concept of a mastermind group has a specific meeting structure and different roles within the team. The roles are not set once the group is formed, they can rotate so that all members get a chance to experience different roles and no one in a team feels overworked. There are three different roles in a mastermind group: a **facilitator**, a person who guides the process and starts the meeting. The facilitator welcomes all members to the meeting and shares the set norms that have been set together. A mastermind group also needs a **time keeper**, someone who makes sure everyone stays on schedule and the meetings don't drag on. The third and valuable person of the mastermind group is called a **scribe**. The scribe is a person that writes down the memo, makes sure the team's goals are met and that the work is ongoing and flowing.

The mastermind meetings should be structured in four (4) phases that are introduced in the slides 15.-18.

Slide 15 Check in

The meeting starts with all members checking in to the meeting. The facilitator welcomes each person and reviews the shared norms/rules that you have agreed on together. Sometimes it might be difficult for the students to start the meeting (someone might feel shy etc.) and for that reason it is good to have a short ice breaking activity in the beginning. A good ice braking activity is to give all team members a chance to share something about their previous week, such as: *"Last week I learned _____."* Or *"_____ made me happy last week."* Students can decide on their own, which things they want to share to others about their previous week. The aim is to give all members a chance to speak and create a relaxed atmosphere to the meeting.

Slide 16 Progress update

The second phase is to have a look at the progress the team has made. In this phase each member shares a short update on the progress. Students might find the following sentence stems useful:

“Right now, I’m feeling _____ about _____.”

“My “win” for the past week/weeks was _____.”

“Regarding my commitment from last weeks, I _____.”

“One challenge I’m dealing with is _____.”

“My goal was _____ and my progress has been _____.”

Slide 17 Hot seat

The third phase of the mastermind group is to have the actual “hot seat”. The timekeeper sets the time for all members. The time can be as short as few minutes at first, and as the team gets more familiar with one another with time, the time can be however long they want it to be. The aim is to have all members a chance to share their thoughts, feelings and progress regarding the project and share any new ideas that they might have. It is important for all team members to feel secure in the team and share possible struggles or challenges. As one person is at the “hot seat”, other members listen and give valuable feedback.

Slide 18 Check out

The fourth phase of the mastermind group is the closing round. In the closing round the facilitator asks each person to reflect the meeting and teams’ process by using the following statements:

“My takeaway from this meeting is _____.”

“This next week/weeks I will commit to _____.”

The aim of the last phase is to summarize what has been agreed in the meeting, that all members understand the tasks that they have, and the team is at the same page about their project and needs to be done next. Lastly, it is very important that in the end of each meeting the team sets the time for their next meeting.

II – ONLINE MEETINGS

This section of the presentation highlights the most important issues of online meetings, introduces the most common online communication tools and presents the principles of ChangeMakers community. The students' first online meeting agenda is also presented and you may go back to slide number 27 once the students start their meetings, to ensure that all students are aware of the agenda and meeting goals are met.

Slide 19 Online meetings

These are the main themes for the third part, which are discussed in more detail during the following slides.

Slides 20 & 21 Online meetings and best practises

These slides present the well-established basic rules and best team meeting practices that ensure efficient flow in teamwork especially when working in an international team. The first crucial practice is to keep in touch regularly. Using a platform that has a chat feature makes everyday communication efficient and easy, even if the team is not having an official meeting. Remember that trust is often built in unofficial surroundings. The second practice to remember is to have regular meetings, at least two times in a month to ensure efficient workflow and most importantly to get to know team mates from other countries. The third practice enhances flexibility, as no one is perfect and life sometimes happens. Being flexible helps the team in setting up new meeting times and understanding each other. The fourth practice is closely connected to respect and treating all team members with respect. Being sensitive in a team means encouraging other team members to share their experiences and workload, and to act kindly towards your colleagues. Finally, the fifth practice highlights the importance of clear communication. To avoid misunderstandings use full sentences and try to be as clear as possible.



Slides 22 Means of communication

There are various communication tools for online meetings. However, not all platforms provide a video call feature, and for that reason, it is important to choose one that allows the students to see each other. In writing, also when talking on the phone or using just audio calls it is easier to misread people or take certain things too seriously, especially if you are using a foreign language and/or when interacting with people that are not fully familiar with each other. Even if, at first it seems that it is easier to participate at a meeting without a camera, having the camera on actually builds trust in a team and makes it easier for all team members to feel secure and safe.

Slide 23 Means of communication II

This slide presents some of the most common online platforms that may be used for efficient meetings and managing teamwork remotely. All mentioned platforms and their most important features are explained and you may briefly share these features at the lesson. **Fleep** is an online tool, that allows users to have video and audio conferencing, brainstorm, message to one another using a chat and allows users to edit files in real-time and share ideas at discussion boards. Additionally Fleep also provides a file sharing feature and in Fleep it is possible to transform messages into tasks and to add files to messages. **Microsoft teams** provides a fully decked out document storage, chat, and an online meeting environment. Microsoft teams promotes itself as a platform that promotes teamwork, feedback and collaboration. Teams efficiently cuts down on emails and allows the user to store attachments and files in one location. **Miro** to “better engage distributed and remote teams in brainstorming, process, workshops and decision making with digital workspaces that enable asynchronous and synchronous collaboration- just as easily as if everyone were in the same room. “Miro offers its users various board features such as templates, sticky notes, and text and drawing opportunities.

Google Hangouts is a tool that has instant messaging, voice and video calls in HD, group conferencing with built in screen sharing. HangOut is a service provided by Google, that also provides **Google Drive** in which it is easy to share documents and files, work on different worksheets or to prepare a presentation. **Zoom** provides its users with a solid and multifunctional video conference platform, in which one can share screens, have chats during the video call and record the meetings so that important discussions can be revisited. **NP!** Students are free to choose another platform, not presented here, if such a platform is something that provides video calls and is more familiar to them.

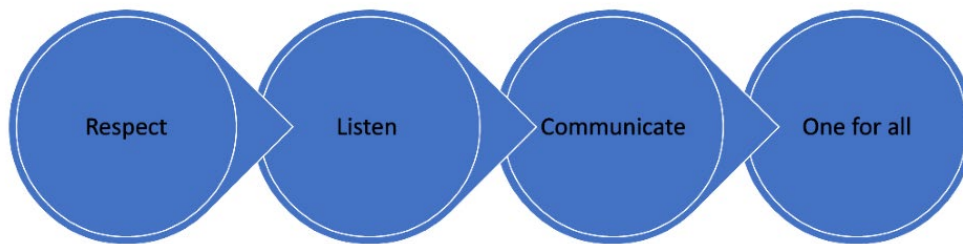
Slide 24 Meetings, agendas and memos

Meeting should always have an agenda. The agenda should cover the topics that need to be discussed and decided at each meeting. The agenda is always written before the meeting and serves as the bases for the team memos, also referred to as meeting minutes. A memo (meeting minutes) is written after each meeting and should cover the decisions that the students agree upon at their meeting. The memo is placed on the platform of each teams choosing, so that all team members can access and revisit it later.

Slide 25 Principles of ChangeMakers community

The four principles of ChangeMakers community are: Respect, Listen, Communicate & One for all. Each student should **respect** one another. This means that foul language or other disrespectful behaviour is not accepted within the project. All ChangeMakers students should accept other members in their team and in the ChangeMakers community as they are, and treat each other respectfully. The second principle **listen** refers to all students listening to one another and allowing all students to have a say at team meetings. Listening is also connected to respect, as students listen to one another, they also show respect. **Communicate**, which means that everyone should get a chance to speak. By engaging in the conversation and giving others the change to speak in, the team builds trust and achieves team cohesion. **One for all** is the last of the four principles. This means that all students should support one another throughout the ChangeMakers journey and leave no one outside of the group work. "A chain is as strong as the weakest link". This means that the success of the entire group depends on the success of each individual

member of the group. If one person fails, the whole group fails. In this sense it is most important to work together as a team to achieve success!



Slide 26 Preparing for meetings

These are the main themes for the fourth part, which are discussed in more detail during the following slides.

Slide 27 First online meeting

The students will have their first online meeting with their international team mates within this lesson. The meeting time is scheduled for 15:30-16:00 (Finnish (inc. Åland) Latvian, Estonian) and for 14:30-15:00 Swedish time.

At the meeting the students should discuss briefly their experiences from the BootCamp. This can be the ice breaking activity to get the conversation going. After all members have had a chance to share their experience, the aim for the students is to decide on their team rules. These rules will guide the team on their ChangeMakers journey. The team should decide who will act as the person that will write the rules down and place them at the teams platform. Before the end of the first meeting the next meeting time should be decided and the meeting should be held during the weeks 47 or 48, 16.-27.11.2020.

Slide 28 Self – assessment

Team roles are a way of making the best of each member's interest, background and personality. The test in this slide should be taken by all students before their next meeting and can be done as home assignment. A vocabulary is attached as an Appendix.

Slide 29 Preparing for the next meeting

Students should use the test results as conversation starter for their next meeting and think about how to divide team roles within the team. As a teacher you should emphasize that team roles can change as the work in the team progresses and the most important rule is to take into consideration the knowledge, skills and strengths each member brings to the team.

Slide 30 Second online meeting

The second meeting should have a more formal meeting structure and a memo. At the second meeting the students should discuss and evaluate the first ideas that they had for the mini company. The aim for the meeting is to establish team roles and compare them within the team.

IMPORTANT CONCEPTS - EXPLANATIONS

- **Cohesion** – A result of a process, where parts of a community or a group become connected to each other and as a result have a tendency to stick together. In a cohesive group the members have a sense of unity, belonging and a will to stay in the group.
- **Motivation** – A driving force behind actions and the will to maintain that behaviour. Motivation is what keeps someone going in spite of difficulties and obstructions.
- **Collaboration** – A process of people or organizations working together to reach a goal or complete a task. Collaboration is a way of utilising more resources and knowledge than if working individually, often reaching greater results.
- **Interconnectedness** – There is a link or connection between seemingly separate elements, and the actions or conditions of one affects the whole.
- **Accountability** – The willingness to accept responsibility for one's actions.
- **Project management** – The application of knowledge, skills and strategies to reach a project's goals. Project management is the understanding of the process and steps that needs to be taken in the specific context of the process.
- **Agenda** – A meeting agenda is a list of topics and activities that are planned for a meeting. It gives the participants a clear understanding of the purpose of the meeting, what will happen during the meeting and the possibility for the participants to prepare for their roles.
- **Memo** – A written and saved summary of a meeting's time and place, the participants and the topics. A memo is based on the agenda and should cover the main ideas and topics of discussion.

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- [5] https://www.youtube.com/watch?v=E6_djqsgITg&feature=emb_logo
- [6] https://www.youtube.com/watch?v=E6_djqsgITg&feature=emb_logo
- [7] <https://www.123test.com/team-roles-test/>

APPENDIX

VOCABULARY FOR TEAM ROLES TEST

Gregarious = an adjective. A person fond of company; sociable. "He was a popular and *gregarious* man."

Orderly = an adjective. A disciplined, well-arranged manner of behaviour. "She was managing the business in an *orderly* fashion."

Sensible = an adjective. Someone who is rational, reasonable. "She was *sensible* enough to stop driving when she got too tired."

Agreeable = an adjective. Someone who is a pleasant person and respects harmony and consensus. "He's a very *agreeable* young man."

Diplomatic = an adjective. Acting in a way that is not offensive. "Ask him nicely - be *diplomatic*."

Convey = a verb. To express a thought, feeling, or idea so that it is understood by other people. "I tried to *convey* in my speech how grateful we all were for his help."

Coordinate = a verb. To make many different things work effectively as a whole. "We need someone who will be *coordinating* the whole campaign."

Autonomy = a noun. Independence in one's thoughts or actions. "Usually, Americans think of freedom as a condition of personal *autonomy*, independence from the will of others."

Solidarity = a noun. A feeling of unity between people who have the same interests, goals, etc. "Hundreds of supporters gathered to show *solidarity* for the three men."

Sober = an adjective. Someone with a very moderate or serious attitude or quality. "He is a *sober*, hardworking farmer."

Diligent = an adjective. Someone who works carefully and with a lot of effort. "The company's success reflects the *diligence* of its employees."

Conscientious = an adjective. Someone who is very careful and concerned with doing something correctly. "He was *conscientious* about following the doctor's orders."

Prudent = an adjective. Showing careful, good judgment; avoiding risks wisely. “You made a *prudent* choice/decision.”

Driven = an adjective. An extremely determined and goal oriented person. “They are *driven*, successful people.”

Objective = an adjective. Expressing or dealing with facts or conditions without the affection of personal feelings, prejudices, or interpretations. “I can't really be *objective* when I'm judging my daughter's work.”

Worrisome = an adjective. Someone who is inclined to worry. “Past experiences have made me more *worrisome*.”

Procedure = a noun. An established or accepted way of doing something. “New employees are taught the proper safety *procedures*.”

Consensus = a noun. A general agreement about something; an idea or opinion that is shared by all the people in a group. “Could we reach a *consensus* on this matter? Let's take a vote.”