
Learning Activity 21-1. Introductions

OBJECTIVES

The objectives of this learning activity are to

- become comfortable in the learning environment by meeting others in the class
- think about the special skills that are useful to teams.

MATERIALS

For this activity, you will need

- flipchart and markers.

TIME

- 15 minutes

INSTRUCTIONS

1. Explain that this is an opportunity to meet everyone.
2. Invite attendees to find a partner whom they don't know well.
3. Explain that each person will be in charge of introducing his or her partner to the rest of the group.
4. They will have three minutes to talk to their partners and find out his or her name, title, and a few interesting facts about the person. After three minutes, call time and the other people will interview their partners.
5. When you call time, instruct the learners that each pair will come forward to introduce one another. Each partner will tell the name, title, and an interesting fact. In addition, based on the introductory discussion, each person will note one positive trait that his or her partner would bring to the team.
6. List the learners' names and traits on the flipchart page.
7. Note that others can often notice skills we have that we don't even recognize. The learners have now gotten an objective viewpoint of one teamwork skill that each of them has. By looking at the list, they can see which people have traits that they would like to develop.
8. Continue by noting that the best teams are ones that use the diverse skills of their members effectively. A team benefits from having all of those strengths represented; at the same time, each individual has the opportunity to learn from those who have other strengths.
9. Today's session will help the learners make the most of every teamwork opportunity.

Learning Activity 21-2. Self-Assessment

OBJECTIVES

The objective of this learning activity is to

- help participants assess their areas of strength and potential development in their teamwork skills.

MATERIALS


For this activity, you will need

- Assessment 21-1: Self-Assessment
- pencils.

TIME

- 20 minutes

INSTRUCTIONS

1.  Distribute **assessment 21-1** and explain that this is an opportunity for participants to assess their strengths in working with teams and the areas they can focus on developing in this session.
2. Remind the learners that they don't have to share their responses, so they should be completely honest in the assessment.
3. Give them time to complete the assessment and tally their results.
4. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Did you recognize any areas of teamwork in which you are strong?
- Would you like to share any areas that you want to focus on developing?

Learning Activity 21-3. Teamwork Overview

OBJECTIVES

- The objective of this learning activity is to
- introduce learners to the elements of effective teams.

MATERIALS





For this activity, you will need

- PowerPoint slides 21-7 through 21-9
- Training Instrument 21-1: Team Guidelines
- flipchart and markers.

TIME

- 20 minutes

INSTRUCTIONS

1. Ask the learners to identify some of the biggest challenges that they've experienced on teams. Draw two columns on a flipchart. Title one column "Challenging Team Practices" and list these challenges in one column. Add some of your own experiences to the list.
2.  Show **slide 21-7** to introduce the concept of effective groundwork. Discuss with learners how taking the time to lay the groundwork for a team can help us avoid some of these challenges, improve communication, and eliminate opportunities for misunderstandings. Ask the learners whether they've been on teams that were particularly effective. Title the second column "Effective Team Practices." Solicit examples of the things that caused those teams to operate efficiently and list them in the second column.
3.   Show **slide 21-8**. Note that setting goals, roles, and ground rules can help teams to be more effective and avoid miscommunications. Distribute a copy of **training instrument 21-1** to each participant.
4. Go through the first items on the training instrument and allow the learners to make notes about the team they are on or one that they are planning to create.
5.  Show **slide 21-9**, which outlines how to create guidelines for effective teamwork. Using the items on the training instrument, discuss roles, communication systems, and learning opportunities of effective teams. Solicit input of additional practices for each topic.
6. Conduct a debriefing session, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What specific things do you think would be done differently on teams you've been on in the past if they had used this process to create guidelines before they began operations?
- Do you currently use any of these guidelines for your teams? How effective are they? What challenges do you experience?

Learning Activity 21-4. Team Dynamics

OBJECTIVES

The objective of this learning activity is to

- recognize the benefits that different personality traits bring to a team.

MATERIALS


For this activity, you will need

- Training Instrument 21-2: Creating Teams (one copy for each learner)
- flipchart pages and markers for each group.

TIME

- 45 minutes

INSTRUCTIONS

1. Divide the class into four groups.
2.  Distribute copies of **training instrument 21-2** to each person.
3. Assign one team personality to each group.
4. Explain that they have 15 minutes to consider the information they have on their team member's personality type and determine ways to work effectively with the main traits of that personality to help teams achieve their goals.
5. They will deliver a presentation on why that personality type is valuable to a team, as well as the do's and don'ts of working with that personality type.
6. After each presentation, conduct a debriefing discussion with the team and the rest of the class, using the following questions.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Do you have someone with this personality type on your team? Is this your personality type?
- Do you see yourself in some of the traits of each personality type?
- Do you think you could use some of these ideas to work more effectively with co-workers that have these personality traits?

Learning Activity 21-5. Sabotage

OBJECTIVES

The objectives of this activity are to

- learn how trust affects team behavior
- learn how trust affects business productivity.

MATERIALS


For this activity, you will need

- Training Instrument 21-3: The Sabotage Exercise
- Training Instrument 21-4: Sabotage Exercise Assignment Cards
- two decks of playing cards for each team of three to five people
- flipchart and marking pen.

TIME

- 30 minutes


INSTRUCTIONS

1.  Before you begin the workshop using this exercise, make double-sided (and laminated if possible) copies of the cards found in **training instrument 21-4**. This will allow you to set up the following four situations secretly:

	Has a saboteur	Thinks the team has a saboteur
Team A	No	No
Team B	Yes	Yes
Team C	No	Yes
Team D	Yes	No

Training instrument 21-4 contains the number of cards you should make based on four teams with four people in each. If you have more people or fewer people, you can adjust the number of cards, or you can have two of one of the teams above. For more than 16 people, just create more team cards for each team. For fewer than 16 people, consider eliminating Team B and then, if necessary, Team D. You cannot play this successfully without at least two teams.

Hand one of the team assignment cards to each member of the A team. Then hand one to each member of the B team, and so on through all of the teams. Ask each person to read the information on the card silently.

2.  Have everyone silently read through the instructions on **training instrument 21-3**, and then give each team 5 minutes (or less) to strategize on how to approach this problem.

As facilitator, you will hand each team a deck of shuffled cards to sort (keep the teams to three to five people or you may have trouble managing them all). You could also ask for volunteers to do this for you to even up the number of people on the teams. Sometimes it is helpful to have people from the class be observers or card shufflers.

Be aware of where the saboteurs are if you can because they may mess up their decks in subtle ways. Every time a team finishes, check their deck (quickly) and then give them a new deck of shuffled cards. Teams score by sorting decks. After five minutes, stop and declare a winner (give prizes if you can).

3. Debrief using the following questions and any of your own, collecting ideas on the flipchart to keep them in mind:

DISCUSSION QUESTIONS FOR DEBRIEFING

- Which teams had saboteurs? (Ask for a show of hands.)
- Who do you think your saboteur was and why?

continued on next page

Learning Activity 21-5. Sabotage, *continued*

- Please raise your hand if you were a saboteur.
- Why were some of you picked as saboteurs and others were not?
- Which team was the most productive? Why?
- Which team was least productive? Why?
- How did different behavioral styles affect the way you worked together?
- Did everyone participate equally? Why or why not?
- Was your first thought to seek to understand differences, or did you assume someone was a saboteur?
- How does personality type influence the ease or difficulty in this activity?
- How did trust affect the productivity of the teams? (The Big Question!)

Learning Activity 21-6. Team Communications

OBJECTIVES

The objectives of this learning activity are to

- recognize teamwork communication skills and methods
- practice the behaviors of active listening.







MATERIALS

- PowerPoint slides 21-14 through 21-16
- Training Instrument 21-5: Team Listening Skills
- Training Instrument 21-6: Team Meetings.

TIME

- 35 minutes

INSTRUCTIONS

1. Start by discussing the importance of communication to teams. Many of the challenges they discussed earlier were attributable to a lack of communication or misunderstandings. Taking the time to practice effective communication skills can help avoid those problems. The most important communication skill that team members can practice is listening.
2.  Show **slide 21-14**, and discuss the listening skills listed on the slide. Solicit ideas for additional behaviors that represent good listening skills.
3.  Divide the class into pairs. Show **slide 21-15**, and go through the instructions as listed on the slide.
4. One person will take the role of the speaker. The other is the listener.
5.  Distribute copies of **training instrument 21-5** to all learners.
6. The speaker will talk for three minutes on any topic while the listener practices the skills of active listening as outlined on the training instrument.
7. At three minutes, call time. The listener will summarize what he or she heard.
8. Allow three minutes for the speakers to make notes on the training instrument to evaluate the listener's performance, and then to explain their ratings to their partners.
9. They will switch roles and repeat.
10. At the end of the exercise, the speaker and listener will exchange training instruments so that they each have a list of their strengths and areas for development.
11.   Show **slide 21-16** about team meetings. Continue the discussion of team communications by noting that both listening and speaking skills are called for in effective meetings. Distribute **training instrument 21-6**.
12.  Using the information on **slide 21-16** and the format of the training instrument, explain the recommendations to ensure effective communications before, during, and after meetings.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Which of the communication techniques that we've discussed are ones that your team needs to develop? Meeting communications? Listening skills?
- What are some of the recommendations that you would like your team to implement?

Learning Activity 21-7. Innovation and Creativity

OBJECTIVES

The objective of this learning activity is to

- recognize the importance of creative and innovative thinking in teams.

MATERIALS



For this activity, you will need

- a soft ball to toss
- stopwatch
- PowerPoint slide 21-18
- Training Instrument 21-7: Brainstorming.

TIME

- 25 minutes

INSTRUCTIONS

1. Instruct the group to form a circle.
2. Hand the ball to one person in the circle. Explain these instructions: Your job is to say your name and throw the ball to someone else in the circle. They'll say their name and throw it someone else, and so on, until the ball has made it around to all of the participants. (You can add the extra rule that anytime the ball hits the ground, it has to go back to the first person to start over.)
3. Start the stopwatch and tell them to begin.
4. When they've gone through the entire group, congratulate them and tell them how long it took them to complete the process.
5. Now, explain that their team has been hired to do this process, but they need to speed it up. Instruct them to go through the same process in the same order, but try to do it faster.
6. Time them again and give them the new time.
7. Tell them it's still not fast enough. They need to speed it up even more. Allow them two minutes to strategize before the next round. (Groups will normally begin to ask for guidelines and whether they can get out of the circle. Do not give them any guidelines. Tell them they can do whatever they want to do.)
8. You can allow them to complete a number of rounds if you wish. Groups will begin to experiment and eventually will end up reordering themselves in the circle in the order that they are passing the ball.
9. Congratulate the group and give them their final time.
10.   Show **slide 21-18** to set the stage for brainstorming. Distribute **training instrument 21-7**.
11. Remind them that the same sort of innovation they just experienced can happen in their teams by using brainstorming. The form you are giving them will help them use the rules of brainstorming, which are to accept ideas and not judge them; focus on quantity of ideas, not quality; and build on others' ideas, just like they did in their strategy session with the ball.
12. If you have additional time, you can conduct a brief brainstorming session to illustrate the process.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What was frustrating about this exercise?
- Why did it help to have an opportunity to strategize?
- Who thought of the idea of changing order in the circle (or whatever the final strategy is)?
- What teamwork skills did you notice during this exercise? Who was particularly supportive? What were some effective motivating phrases that you heard?
- Why does this reinforce the concept that teamwork generates innovation and creativity?

Learning Activity 21-8. Putting It All Together

OBJECTIVES

The objective of this learning activity is to

- create a plan to continue to develop the learners' teamwork skills.

MATERIALS




For this activity, you will need

- PowerPoint slides 21-20 through 21-21.

TIME

- 15 minutes

INSTRUCTIONS

1. Explain that it's time to ensure that today's session fulfilled the objectives you discussed at the beginning of the workshop.
2.  Show **slide 21-20**. Note the objectives for the day and briefly summarize the ways the class addressed those objectives.
3.  Present the action plan in **slide 21-21**. Ask the learners what happens if they don't immediately use information they get in workshops. (Most of the time they will respond that they'll lose it.)
4. Explain that this is why you'd like them to practice these principles right away so they will retain the valuable insights they've made today.
5.  Go through each item on **slide 21-21**. You can use the items as listed or adjust them to suit your organization or any special areas of teamwork skills.
6. Ask for their commitment to do these three activities.
7. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What questions do you have about the teamwork topics we've discussed here today?
- Which of these techniques do you think will be a useful addition to the methods you use right now?
- In what team will you be using these strategies, and which ones will you use first?

Training Instrument 21-1. Team Guidelines

Use the form below to brainstorm additional ideas for team roles, communication methods, and learning opportunities for team members.

TEAM GUIDELINES	EXAMPLES	NOTES
Team Mission	<i>What is your team's purpose for existing?</i>	
Team Roles	<i>What are some of the roles that will help your team accomplish its mission?</i> <ul style="list-style-type: none">• leader• facilitator• recorder• timekeeper• team member	Other Potential Team Roles
Ground Rules	<ul style="list-style-type: none">• The team will use the democratic process for all decisions.• One person speaks at a time, and side conversations are not allowed.• Everyone participates.• Each person takes responsibility for his or her actions and results.• Members can disagree without fear.• Disagreement should focus on issues, not personalities.• Discussion and disagreement are encouraged in meetings. Once decisions are made, team members will support those decisions and agree to maintain confidentiality regarding information shared in meetings.• Agenda and background information must be circulated to team members in advance of the meeting.• Meetings will start and end on time.• Members should be offered developmental opportunities and roles in which to practice new skills.• The role of meeting facilitator will be rotated among team members.	Other Ground Rules

continued on next page

Training Instrument 21-1. Team Guidelines, *continued*

Communication Systems	<ul style="list-style-type: none"> • bulletin board • newsletter • emails • reports • wikis • virtual meetings • software systems • phone appointments 	Additional Communication Systems
Learning Opportunities	<ul style="list-style-type: none"> • cross training • rotation of assignments • information-sharing during meetings • training sessions • circulation of documents, educational materials, and reports 	Other Learning Opportunities
Sample Role/Responsibility: Team Leader	<ul style="list-style-type: none"> • assigns clear tasks to each member • ensures that the team meets deadlines • directs team in creating project plan and timetables • gives guidance and encouragement when needed • ensures learning opportunities for team members • helps members identify resources • resolves conflicts • regularly reviews and evaluates team operations 	Additional Responsibilities
Additional Notes		

Training Instrument 21-2. Creating Teams

TEAM PERSONALITIES	
DRIVER This Describes Me: I'm pretty direct when I talk to you about issues. Some people might see that as blunt. I think of myself as a problem solver. I don't mind taking risks or making decisions. Give me a situation and let me run with it. When You Deal With Me, Do These Things: Get to the point. Stay focused on the business at hand. Give me the pros and cons. Please Don't Do These Things: Don't ramble or make a lot of small talk. Don't focus on problems. Come to me with potential solutions. Don't be vague. Give me specifics. Don't make statements that you can't back up. As a Team Player: I'm in control and great in a crisis. I'm innovative in getting results. I stay focused on goals. I am specific and direct. I can provide direction and leadership. I will push the team toward decisions. I am willing to speak out. I welcome challenges without fear and am willing to accept the risk. I'm a big picture person. Notes:	INFLUENCING This Describes Me: I enjoy talking and communicating with others. I'm enthusiastic and optimistic. I'm trusting. I can be very persuasive. I have been known to be impulsive. When You Deal With Me, Do These Things: Let me talk about my ideas and then help me come up with a plan to turn my talk into action. Ensure that we have time for discussion and sociable activities. Give me the details in writing so I can look at them later. Work with me as a partner. Come up with good recognition and rewards plans to help me stay motivated. Please Don't Do These Things: Don't eliminate social time. Don't do all the talking. Don't ignore my ideas or downplay my accomplishments. Don't tell me what to do; instead work with me to create a plan of action. As a Team Player: I'm a creative problem solver. I'm a motivator, communicator, and peacemaker. I'm good at working with the team to accomplish goals. I'm agreeable and respond well to the unexpected. I like to create a comfortable atmosphere for the team. I have a good sense of humor. Notes:

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Training Instrument 21-2. Creating Teams, *continued*

STEADY

This Describes Me: I'm a steady, stable worker. I'm a good listener and a great team player. I take ownership of my projects. I'm understanding and friendly to my co-workers. I'm pretty predictable in my actions.

When You Deal With Me, Do These Things: Create a favorable environment for discussion by being personal and agreeable. Express a genuine interest in me as a person. Explain tasks specifically. Talk to me to find out my goals. If we have to go through change, present the information to me in a nonthreatening manner and give me a little time to adjust to the idea. Explain our team goals to me clearly and my role in achieving those goals. Assure me that I'll have your support.

Don't Do These Things: Don't be pushy with your ideas or demands. Don't be overly aggressive or demanding. Don't be too confrontational.

As a Team Player: You can count on me – I'm reliable and dependable. I'm a loyal team player and I follow the rules. I'm a good listener, patient, and I can help you resolve conflicts. With good common sense, I can often see an easier way of doing things. I'm focused and have a good sense of people and relationships. I'm pretty even tempered and provide stability on the team. I'm patient, realistic, and practical.

Notes:

COMPLIANT

This Describes Me: I pride myself on being accurate and detail-oriented. I'm analytical and like to work with organized systems. I'm conscientious and careful. I'm a fact-finder. I'm organized and precise in my work. I have high standards of quality.

When You Deal With Me, Do These Things: Prepare your case in advance with accurate data. Submit an exact job description with a precise explanation of how that task fits into the big picture. Disagree with the facts rather than with me as a person. Be patient, persistent, and diplomatic while providing explanations.

Don't Do These Things: Don't refuse to explain details. Don't answer questions vaguely or casually. Don't surprise me.

As a Team Player: I'm conscientious and even-tempered. I'm organized. I define the situation; gather, and test information. I like to create and maintain systems and enjoy a logical, consistent environment. I pay attention to details and emphasize quality. I'm a good evaluator of the team's progress. I ask important questions and maintain focus on tasks. I offer conservative approaches. I'm diplomatic and will work for agreement in our group.

Notes:

Training Instrument 21-3. The Sabotage Exercise

Purpose: To explore how the lack of trust affects team productivity

Order: ♦ ♥ ♣ ♠

two through Ace

face up (two of diamonds on top of stack)

no jokers

Instructions: You will be divided into teams and each team will be given a shuffled deck of cards. Your job is to arrange the cards in the correct order and give the deck to the monitor on your team. If the arrangement is correct, your team will receive a point and another shuffled deck for processing. The team with the highest number of points at the end of a five-minute period will win fabulous merchandise.

Prior to the production period, all teams will have a five-minute planning period.

Some teams will have a saboteur in their midst who will try to reduce team productivity. During the planning period, the saboteur may make inappropriate suggestions, ask irrelevant questions, and try to confuse and irritate others. During the production period, the saboteur may slow down the process, lose a card, or misplace a card.

If you are selected as a saboteur, it is important that you work in a sneaky fashion. If you are not caught, you will win fabulous merchandise!

Training Instrument 21-4. Sabotage Exercise Assignment Cards

You belong to Team B.
Your team **does have**
a saboteur, but you
don't know who it is.

You belong to Team D.
Your team **does not have**
any saboteurs.

You are a saboteur.
You belong to Team B.
Your teammates **know** they
have a saboteur in their midst,
but they **do not know** it is you.

You are a saboteur.
You belong to Team D.
Your teammates **do not know**
they have a saboteur in their midst.

You belong to Team A.
Your team **does not have**
any saboteurs.

You belong to Team C.
Your team **does have**
a saboteur, but you
don't know who it is.

Training Instrument 21-5. Team Listening Skills

Notice the skills that your listener performs well. What could he or she do more often? Did you feel listened to and understood? Was your listener correct in his or her summary of what you said?

TEAM LISTENING SKILLS EVALUATION	
LISTENER:	SPEAKER:
<p><i>Which techniques did the listener use?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> asked questions <input type="checkbox"/> gave nonverbal reinforcement <input type="checkbox"/> ignored distractions <input type="checkbox"/> leaned toward speaker <input type="checkbox"/> maintained a relaxed posture <input type="checkbox"/> maintained good eye contact <input type="checkbox"/> paraphrased effectively <input type="checkbox"/> repeated to ensure understanding <input type="checkbox"/> responded to nonverbal cues <input type="checkbox"/> summarized correctly <input type="checkbox"/> took notes <input type="checkbox"/> used appropriate gestures <input type="checkbox"/> used effective facial expressions <input type="checkbox"/> other _____ 	<p><i>What did you like that your listener did?</i></p> <p><i>Which skills could your listener work on?</i></p>
<i>Additional notes:</i>	

Training Instrument 21-6. Team Meetings

MEETING COMMUNICATIONS	
NAME OF MEETING:	
Introduction	
Title or Type of Meeting (for example, planning, informational, brainstorming, and so forth), Date, Start and End Times, Location	
Purpose	By the end of this meeting, we will have:
Why they are being invited...	
If they can't attend, they should...	
What prework they can do...	
How and when they should RSVP...	
What they should expect at the meeting...	
Other notes... (for example, dress code, parking, refreshments, and so forth)	

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Training Instrument 21-6. Team Meetings, *continued*

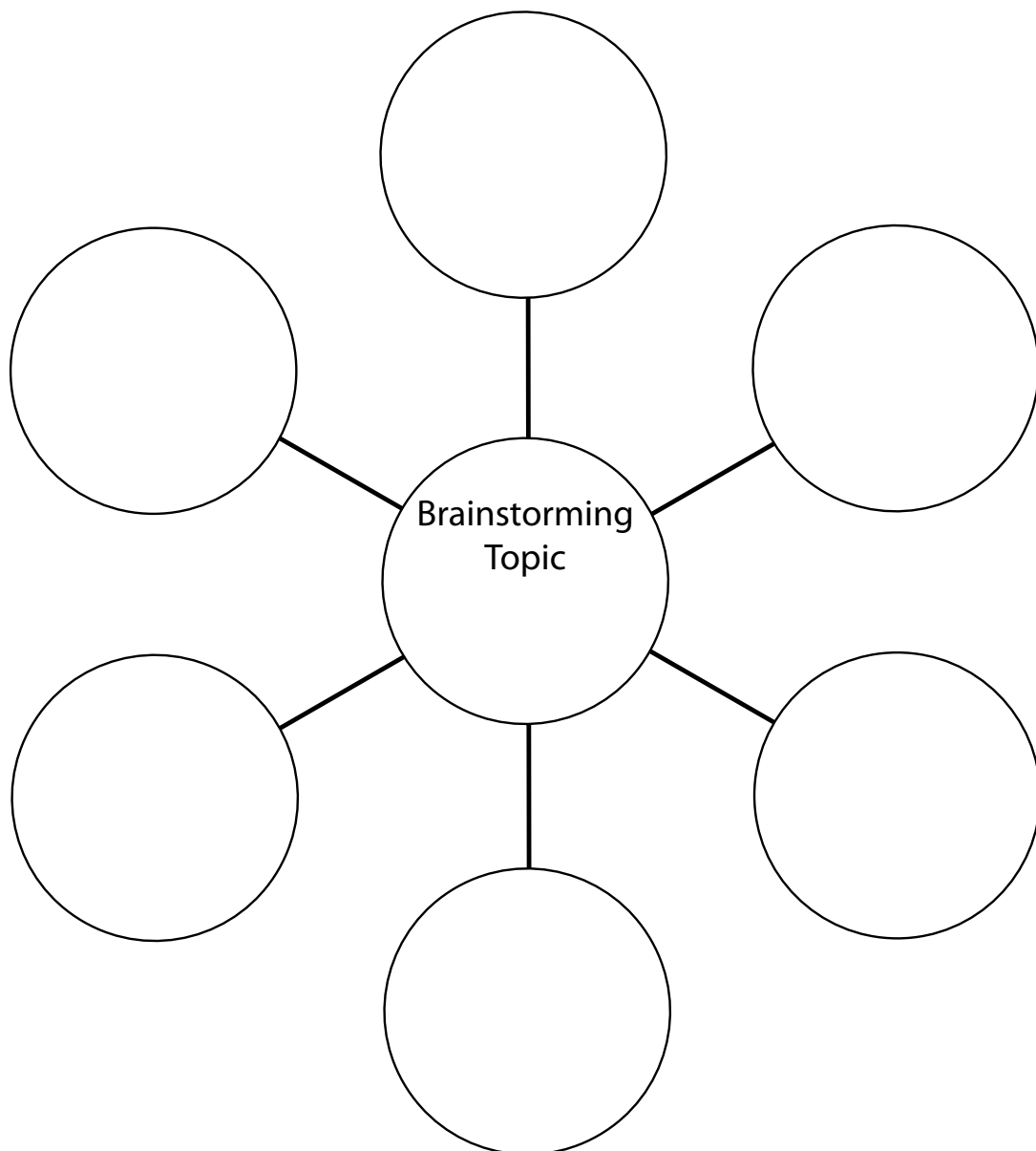
AGENDA FORM			
Name of Meeting:			
Date:	Start Time:	End:	Location:
Purpose	By the end of this meeting, we will have:		
Attendees	Names and Roles:		
Time	Agenda Item	Facilitator	Action Items * Deadlines * Who's Responsible

Training Instrument 21-7. Brainstorming

Instructions: Begin your group brainstorming session by writing the topic in a center circle on a flipchart page. List any related topics on the page branching out from the main topic as illustrated below. You can continue to add branches until you have run out of ideas. If the branches also generate additional ideas, continue to branch out from those.

Rules: Don't judge ideas. The goal is quantity, not quality. Piggybacking (building on ideas) is allowed. Creativity is encouraged. The wilder the ideas, the better!

Next Steps: Put ideas on a flipchart page. Allow each person in the group to come forward and mark their favorite three choices from the ideas. You will choose the items with the most marks as the first ones to try.



Assessment 21-1. Self-Assessment

Instructions: Complete this self-assessment by answering each item with *Yes*, *No*, or *Not Sure*. Be completely honest. No one will see it but you, unless you choose to share this information.

Teamwork Behaviors

1. I clearly understand the goal(s) I'm supporting within my area.
2. Other members of my team or group would describe me as an effective listener who responds constructively to their ideas.
3. Other members of my team or work group would agree that I willingly share my ideas with them.
4. I am comfortable acknowledging conflict when it exists in my team or group.
5. I effectively express disagreement with others, and I am comfortable doing so.
6. I give feedback to other members of my team or group for the purpose of improving the team's or group's dynamics, processes, or outputs.
7. I willingly assist other team members in accomplishing a work task—even when I'm not explicitly told to do so.
8. My colleagues would describe me as a team player.
9. I routinely look for ways to use collaboration and cooperation as a means to getting things done more efficiently.
10. If asked, my teammates or co-workers would say that I value collaboration and cooperation with others.
11. I believe that my efforts to collaborate and cooperate with others are important to being recognized and rewarded within this company.
12. When solutions to problems are beyond my ability or the ability of my team or group, I work actively with other units to resolve the problem.
13. When problems arise or a decision needs to be made, I work toward a solution that all of my team members or group members can support.
14. When a majority of my team members support a decision with which I personally do not agree, I am still able to support the team decision.
15. I believe teamwork is important to achieving personal and company goals.

Instructions: Use the table below to tally your results.

ITEM #	YES	No	NOT SURE	ITEM #	YES	No	NOT SURE	ITEM #	YES	No	NOT SURE
1				6				11			
2				7				12			
3				8				13			
4				9				14			
5				10				15			

Assessment 21-2. Program Evaluation

Name (optional):

Course:

Date:

Company:

Instructor:

Time:

Instructions: Answer the questions below. For questions 1 through 10, circle the appropriate number, using the following scale:

1 = Definitely No; 2 = No; 3 = Not Sure/Not Applicable; 4 = Yes; 5 = Definitely Yes

- | | | | | | |
|--|---|---|---|---|---|
| 1. Did you enjoy this workshop? | 1 | 2 | 3 | 4 | 5 |
| 2. Did you obtain the information that you needed? | 1 | 2 | 3 | 4 | 5 |
| 3. Will the handouts be valuable as job aids? | 1 | 2 | 3 | 4 | 5 |
| 4. Do you feel that the information from this workshop will help improve your teamwork skills? | 1 | 2 | 3 | 4 | 5 |
| 5. Would you like to attend an advanced course on this topic? | 1 | 2 | 3 | 4 | 5 |
| 6. Did the instructor know the subject matter? | 1 | 2 | 3 | 4 | 5 |
| 7. Was the pacing of the class comfortable for you? | 1 | 2 | 3 | 4 | 5 |
| 8. Were questions answered completely and clearly? | 1 | 2 | 3 | 4 | 5 |
| 9. Did the instructor's presentation style keep your attention and interest in the subject matter? | 1 | 2 | 3 | 4 | 5 |
| 10. Would you recommend this program to others? | 1 | 2 | 3 | 4 | 5 |
| 11. What would you have liked to see more of in this program? | | | | | |
| 12. What would you have liked to see less of in this program? | | | | | |
| 13. What is one thing you learned in this program that you will be able to put into practice in the workplace? | | | | | |