

OVERVIEW

- Purpose** The purpose of *Tall Ships* is to help team members experience the value of addressing critical team performance factors through a fun and engaging activity.
- Target Audience** Newly formed groups or teams, intact groups or teams, groups or teams that need enhanced teamwork and greater team effectiveness.
- Timing** 2.5 hours, including debriefs and action planning
- Workshop** Complete instructions for a 2.5 hour workshop are provided in **Section 3: Workshop**. Alternative Training Designs are provided in **Section 4: Facilitator Support**.

INTRODUCTION

Tall Ships, an experiential learning activity, provides individuals with the opportunity to apply various team concepts and learn how to enhance team performance. Working in small groups, participants take part in several rounds of activity that require them, in a very short period of time, to plan and work together to complete tasks. Interteam behavior and dynamics provide a rich platform for learning about clarifying goals, collaboration, roles and responsibilities, communication, commitment, innovation, and dealing with change.

In between rounds, observer feedback and the results of a team assessment are used to stimulate insights and discussion. Also, participants learn about seven factors that contribute to effective team performance. These factors are central to the simulation and form the basis of the self-assessment tool. The simulation concludes with participants reflecting on and discussing how to apply their new learning to a real-life team experience. Upon completion of *Tall Ships*, participants should be able to:

- ▶ Describe seven factors that are important to effective teamwork.
- ▶ Explore strategies for each factor that contribute to improved team effectiveness.
- ▶ Identify and apply actions associated with each of the seven factors to a real-life team situation.

Tall Ships, while straightforward and easy to facilitate, provides many opportunities for high impact learning. It can be used as a stand-alone learning event or integrated into a longer team meeting, workshop, or larger training context. The design can be easily customized for specific learning needs and contexts and/or adapted to address topics such as:

- ▶ Leadership
- ▶ Change Management
- ▶ Consolidations/Mergers & Acquisitions
- ▶ Quality Awareness
- ▶ Process Improvement
- ▶ Safety Awareness.

THE SCENARIO

The Seven Seas Company is a leader in the field of nautical design and construction. In addition to their own design and manufacturing capabilities, the Seven Seas Company outsources a great deal of its design and construction work to highly reputable vendors or partners. The partners work with Seven Seas to meet its clients' time, cost, and quality requirements.

Recently, the Seven Seas Company won a large international contract. Given that Seven Seas and its partners are working at maximum capacity, they are seeking additional help from other ship building operations. After evaluating numerous potential collaborators, they have asked a number of companies to participate in a final selection process for sub-contractors for a new project. The contract is large enough to accommodate one, some, or all of the companies identified.

To expedite decision making, teams of representatives from each of the qualifying companies have been brought together to perform a set of activities. The teams will be asked to perform increasingly challenging tasks to demonstrate how well they meet Seven Seas' criteria for partnering. The tasks involve planning and building a tall ship. The performance of each team in completing the activities will be used to make the final selection.

The HRDQ Experiential Learning Model

The HRDQ Experiential Learning Model (figure 1) is built upon the views of several theorists of adult learning, specifically Kolb, Honey, Mumford, and Jones, who conceive of the learning process as a cycle. If the steps of the cycle are followed in sequence, a desired learning effect will be produced. The underlying premise of this model is that adults are motivated to learn when they perceive a need to know or do something in order to perform more effectively. Both facilitators and learners can use this cycle for understanding and structuring experiential learning activities.

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|------------------------------|--|
| Stage 1: Focusing | The facilitator's role is to help the participants relate to the concepts and skills about to be presented. Participants need to focus on the knowledge, skill, or attitude under consideration. |
| Stage 2: Experiencing | The facilitator introduces the participants to a hands-on activity that involves them in a situation that is relevant to the concepts and skills being studied. The purpose of this structured learning experience is to provide the learners with a concrete experience. It is this experience that will provide the learners with initial reactions and affective responses. |
| Stage 3: Reflecting | The participants are invited to reflect on and discuss their reactions to the structured activity. The purpose of the discussion is to get participants to reflect critically on the activity and on similar past experiences and to search for meaning in the experience. |
| Stage 4: Thinking | Theory is presented to clarify both the structured learning experience and the reflective observations of the participants. In other words, the conclusions that were drawn from the previous stage are now analyzed by the learner and are either added to his or her knowledge of existing theory or logical thinking skills are used to create a new theoretical construct. |
| Stage 5: Modifying | Learners are provided with information about their current use of the knowledge, attitudes, or skills suggested by the theory. |
| Stage 6: Practicing | Learners are provided with an opportunity to practice and apply their own learning. The purpose of this step is to help the learner incorporate the skills, knowledge, or attitudes into his or her own personal repertoire by trying them out in a protected setting and considering how they might be used on the job or in other life environments. |
| Stage 7: Integrating | This requires a review of the learning effort, principally by the learner. The key questions to be answered are, "To what extent have I learned the new information, skills, or attitudes?" and, "To what extent have I used the new knowledge, skills, or attitudes in the performance of my real life roles?" |

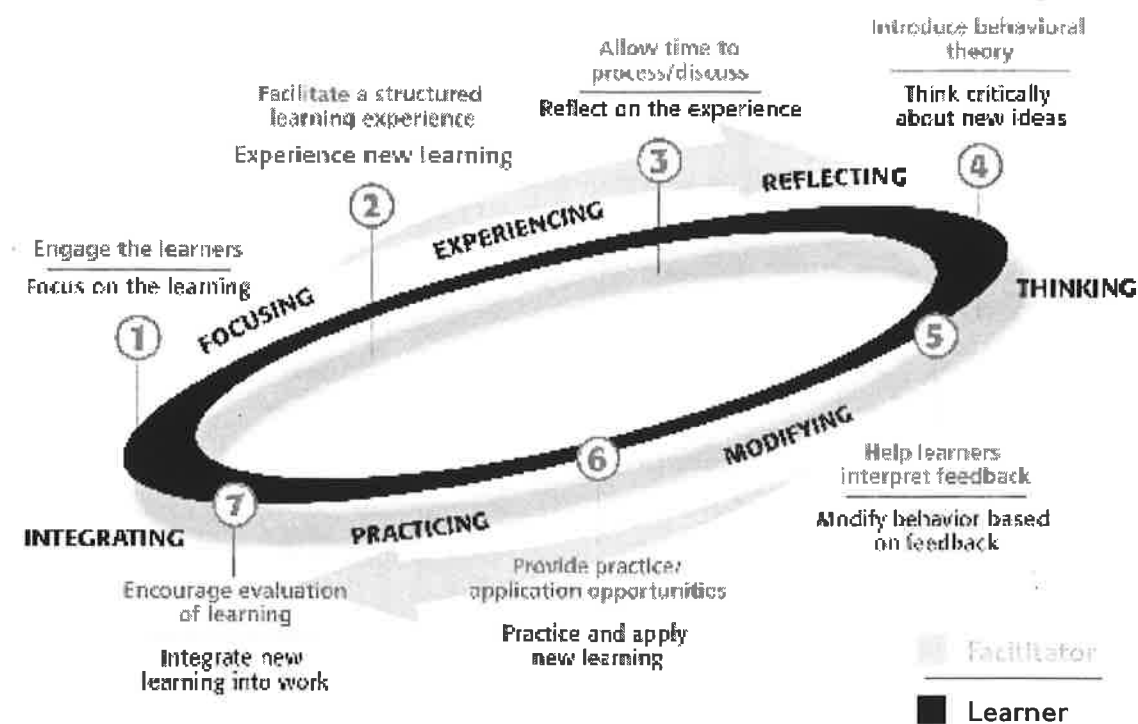


FIGURE 1: The HRDQ Experiential Learning Model.

FACILITATOR INSTRUCTIONS



Workshop Introduction

Time: 10 minutes

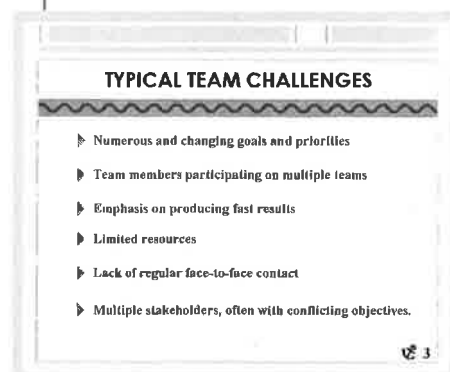
Slides: 1–4

Materials: None

- Objectives:**
- ▶ Welcome participants
 - ▶ Provide workshop logistics
 - ▶ Stimulate participants' thinking about team challenges.

1. **SHOW** Slide 1: **Welcome to Tall Ships**
2. **INTRODUCE** yourself and welcome participants.
3. **EXPLAIN:**
 - ▶ Our purpose today is to explore ways to improve the effectiveness of teams.
 - ▶ The importance of doing so is to enhance team performance and make team efforts more successful.
4. **SHOW** Slide 2: **Your Team Challenges**
5. **ASK:** What are some challenges of teamwork that your team faces? Possible responses: tight deadlines, staying connected and informed, shifting priorities.
6. **SHOW** Slide 3: **Typical Team Challenges**
7. **EXPLAIN:**
 - ▶ As with many things, today's business world differs drastically from fifteen, ten, even five years ago.
 - ▶ In today's work world, the challenges you might face on a daily basis fall into one of several categories: People, Processes, and Priorities.
 - ▶ People are being asked to do more with fewer resources. Because everyone

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is so busy, face-to-face communication is becoming less frequent. Instead, we rely on technology (email, voice mail, handheld computers) to stay in touch.

- ▶ Processes are under scrutiny so that products can be produced faster, better, and/or cheaper.
- ▶ Priorities, goals, and deadlines are constantly shifting, causing conflict and frustration.
- ▶ Often people are members of multiple teams.

8. EXPLAIN: Given the prevalence of teamwork in today's business world, it is important that teams learn what it takes to be effective.

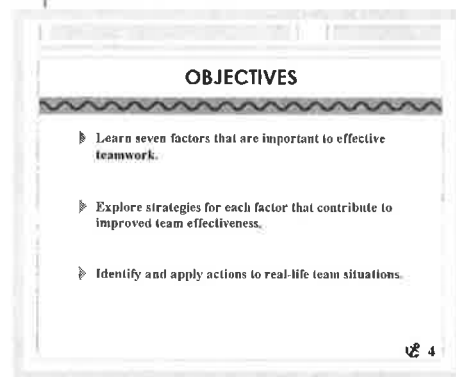
9. SHOW Slide 4: **Objectives**

10. EXPLAIN that the objectives of the *Tall Ships* activity include:

- ▶ Learning seven factors that are important to effective teamwork.
- ▶ Exploring strategies for each factor that contribute to improved team effectiveness.
- ▶ Identifying and applying actions to real-life team situations.

11. ASK for and respond to questions about the objectives.

12. TRANSITION: Let's begin Round #1.





Round #1

Time: 25 minutes

Slides: 5–6

Materials: Participant Guides, Round #1 Team Task Cards, Observer Feedback Forms (OPTIONAL), flipchart #1

Objectives:

- ▶ Introduce the Seven C's
- ▶ Conduct Round #1

1. EXPLAIN:

- ▶ You (the facilitator) represent the Seven Seas Company.
- ▶ Each team is seeking to be selected as a partner of the Seven Seas Company. You will have the opportunity to demonstrate your team's effectiveness as part of the selection process.
- ▶ Each team will complete several rounds of an engaging and exciting task. Each round should take approximately 15–20 minutes.

2. SET the scenario by reading the following background information aloud:

Welcome to the Seven Seas Company! We are a leader in the field of nautical design and construction. In addition to our design and manufacturing capabilities, we outsource some of our shipbuilding work to highly reputable partners. The partners work together to meet our clients' time, cost, and quality requirements.

Recently, we won a bid on a large international contract for a tall ship. We are seeking help from other shipbuilding operations because our organization already is working at maximum capacity.

After identifying and evaluating numerous potential partners, we have asked several companies to participate in a final selection process. The contract is large enough to accommodate one, some, or all of the companies participating in this final selection process.

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Tip: During the introduction, be upbeat, energizing, and a bit dramatic. Make sure that you are clear that one or more companies can be selected.

- ▶ **Capability** — Just as a ship's hull provides its foundation, each team member's skills, knowledge, and know-how form the basis of the team's structure, helping them to understand their capabilities and where growth and development are needed.
 - ▶ **Collaboration** — Just as the ship's sails work alone and interdependently, each team member must perform his or her responsibilities while coordinating with others to achieve maximum team performance.
 - ▶ **Commitment** — Just as the ship's mast provides balance and strength, each team member's commitment (to each other and the team goal) enables the team to perform strongly and achieve its goals.
 - ▶ **Communication** — Just as the rigging (the ropes and chains) form the connecting pieces that link the ship with the crew, the team must employ various communication channels to keep itself connected and informed.
 - ▶ **Continuous Improvement** — Just as the entire ship responds to changing conditions, the ship's crew must be able to react to change in a way that maximizes team performance.
 - ▶ **Creativity** — Just as a ship's crew is the only part of the ship to bring about creativity, all team members need to voice suggestions and ideas and take calculated risks to solve problems.
10. **ASK** for and respond to questions.
11. **DISTRIBUTE** a Round #1 Team Task Card to each table. Allow 1–2 minutes for each group to read/review the Team Task.

Observer Instructions

If you have at least 5 participants per group, you might decide to use Observers. If you choose to use Observers, refer to the instructions that follow.

Ask for one volunteer from each table to be an Observer. While participants are reviewing the Team Task, ask Observers to form a small group. Provide the following instructions:

- ▶ Thank them for performing this important role.
- ▶ Explain that they are to provide feedback on how well their team interacts.
- ▶ Remind them that feedback is not intended to evaluate whether behavior was good, bad, right, or wrong. It is up to the team to use and interpret feedback in a way that is helpful to the team and its team members.
- ▶ Distribute an Observer Feedback Form to each observer.
- ▶ Ask them to jot down their observations and examples of team interactions during the round.
- ▶ Mention that they should act like a video camera recording observations (e.g., "I saw...." Or, "What I heard was....")
- ▶ At the end of each round, they will be asked to share their observations.
- ▶ Ask for and respond to questions about the Observer role.
- ▶ Have them return to their groups.

12. EXPLAIN that each team has 10 minutes for the Planning and Preparation phase. During that time, participants at each table are to:

- ▶ Identify a team name and print it on their flag.
- ▶ Develop a team goal (for the height of the ship mast).
- ▶ Plan how they will work together.
- ▶ Practice executing their plan.

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Tip: Make sure participants understand the time constraints during the Planning and Preparation phase. Also, if you haven't done so already, prepare a flipchart with three columns, labeled Team Name, Goal, and Actual.

After 10 minutes, each team will be asked for its team name and team goal.

13. **EXPLAIN** that each team will have 1 minute for the Building phase. During that time, teams are to:
 - ▶ Build their ship mast and attach the team flag to it.
 - ▶ Ensure the entire team contributes.
14. (OPTIONAL) **EXPLAIN** that Observers will be taking notes on the team's behaviors and overall performance. At the end of the round, they will share their observations.
15. **ASK** for and respond to questions, as appropriate.
16. **REMIND** participants:
 - ▶ Each team has been selected among many applicants for this potential contract.
 - ▶ Each team's task is to build the tallest, freestanding ship mast possible using the materials in the bag.
 - ▶ Their mast will be measured from its base to its top (i.e., not including any object that their creation might be sitting on.)
17. **START** the Planning and Preparation phase. Keep time, announcing 5-, 2-, and 1-minute internals. Monitor the Observers to ensure they are recording observations, not judging, evaluating, or writing their opinions about what the team should do.

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Tip: While teams will resist, it is important that they disassemble their materials and begin with the parts placed back in their bag. Watch for partially assembled components going back into the bag.

18. **POST** the Round #1 Performance Flipchart.

19. After 10 minutes, end the Planning and Preparation phase as follows:

- ▶ Have teams share their team name and height goal. Post the information on the prepared flipchart.
- ▶ Have teams completely disassemble the materials and return them to their bags.

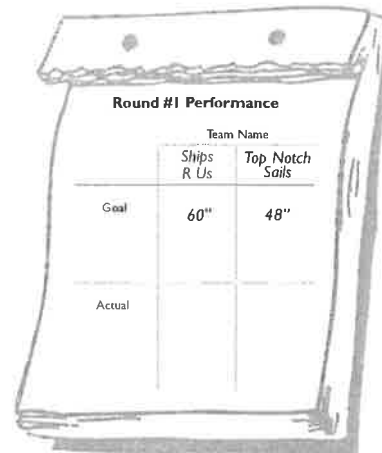
20. **START** the Building phase as follows:

- ▶ Announce that all teams will start in one minute. Count down 30 seconds, 15 seconds, and 5 seconds, and then say, "Go!"
- ▶ Monitor time. Announce when teams have 30 seconds, 15 seconds, and 5 seconds remaining.
- ▶ Ensure Observers are recording their observations.
- ▶ If any teams finish before one minute, jot down their time somewhere on the flipchart.
- ▶ After one minute, tell participants to stop and step away from their creations. If the ship mast topples, let it. The height will be measured from its base to its highest point.

21. **HAVE** teams measure the height of their ship mast. One by one, have them announce their results. Record responses on the prepared flipchart.

22. **TRANSITION:** Do not disassemble your ship mast because you will be referring back to it soon. Now, let's see how you did compared to your goal.

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The flipchart is titled "Round #1 Performance". It features a table with the following structure:

	Team Name	
	Ships R Us	Top Notch Sails
Goal	60"	48"
Actual		