

# **Building Trust in Diverse Teams:**

**A Concise Facilitation Handbook**



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a concise facilitation  
handbook

# Acknowledgements

## **Building Trust in Diverse Teams: A Concise Facilitation Handbook**

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# Summary

## **This Toolkit...**

... is a collection of exercises that could be used to ...develop trust in a team and/or increase its levels.

## **What it contains**

- An explanation of the values, behaviours and characteristics that will help managers and team members recognize trust in action and the development of trust between team members; an explanation of why trust matters in teamwork; and a set of tools to help team managers and team members to build and measure trust in a team
- A set of tools to help team managers and team members to build and measure trust in a team

## **What it does**

This toolkit provides any team member, manager or external facilitator with exercises they can use to develop trust in a new team or develop trust later in a team's existence

## **Who it is for**

Anyone who wants to build trust in their team or help a team to build trust between them

## **When to use it**

The tools can be used when a team is first constituted and at later stages in the team's working life

## **If you want to go further**

You can use this toolkit together with the Building Trust in Diverse Teams toolkit and cd, which provide further reading, references and more exercises for the development of trust in a team.

What is trust? Why it is important in team performance? What increases or decreases the level of trust in a team? How can leaders build high levels of trust and maintain those in a team?

The answer, in short, is that without trust a team cannot function effectively – wherever they are and whatever they are doing. A lot has been written on what trust means in a wide range of contexts and situations, until now, there had not been a concerted effort to create a body of knowledge about trust as it specifically applies to diverse teams.

This facilitation handbook is based on the comprehensive *Building Trust in diverse teams – the toolkit for emergency response*. This toolkit was the result of the Building Trust Project, which emerged from The Emergency Capacity Building Project ECB – see [www.ecbproject.org](http://www.ecbproject.org). This Project commissioned research from 102 staff at headquarters and in the field, from 7 international NGOs. It found a range of practical and managerial factors that staff in the field and at agency headquarters regarded as crucial in order to launch a timely and effective emergency response. Importantly trust within teams was viewed as the second most important one.\*

Given its importance, an accessible and adaptable set of tools was created and through each step of the process, field staff were crucial in reviewing, revising, and approving each of the tools. The toolkit was then used across the sector to improve trust in teams and consequently their effectiveness during emergency responses. But its use soon started to spread within organizations and non-humanitarian teams.

In Oxfam, feedback from the programme teams in particular demonstrated a need for a shorter and easier version to facilitate with colleagues, in simpler language. As a result, this new, concise version is aimed at all agency staff, who want to increase or build trust in their teams, wherever they sit in the organization. It focuses on 8 practical tools to be used by people who have some facilitation experience, depending on their team needs, and depending on the time they have at hand. It also summarizes the work carried out by research organizations, colleagues and partners from within the ECB agencies, which defined what trust actually means – explained in the “ten criteria for trust” (see page 10).

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\* See Appendix A for more information on the other factors they found out to be crucial



As this is an abridged version, those who want to know more are encouraged to refer to the full initial toolkit. The latter also contains a trust index tool which can be used to carry out a more detailed analysis of trust levels in teams (see Building Trust in Diverse Teams page 22). This index maps out factors that influence levels of trust.

Finally it is important to remember that trust within a team is, of course, only the starting point. Trust between the team and the local community, between different agencies and with our donors, is also very important. But without trust in the team, communication and delivery will be inconsistent and un-co-ordinated, and trust between the team and the rest of the world will be damaged.

# How to build trust in teams: the tools

One of the key conclusions from the Building Trust Project research was that despite the importance of trust in the effective operation of teams, there were very few tools to actually help build trust. As a result the set of tools they developed, drawing from a wide range of approaches, is meant to help teams to build that trust, by:

- Building team awareness and collaboration around the importance of trust by sharing experiences, storytelling and creating opportunities for the team to communicate and bond
- Building a means for communicating and working together as a team – focusing on cultural and individual differences
- Helping team members get to know each other with an emphasis on developing trusting relationships

In this abridged version, we have selected 8 of the initial 10 tools, which can all be used with the team concerned. Each tool has a different focus but they can be used in whatever way is appropriate to a team's needs. Each is linked to the ten criteria of trust and can help address one or more of those, and may be useful at different times in the life of a team. For quick reference and choice of what may best meet the team's needs, in this handbook, tools have been organized in an index according to the trust criteria they most relate to as well as the time requested to use them with a team.

# The ten criteria of trust

The ten key criteria for the establishment and nurturing of trust are outlined below. These can be used to provide a working definition of trust relevant for team building:

**Competence** Do we think people can do the jobs they need to do? And do we know they won't let us down? For instance, when we take planes, we trust pilots to take us to our destination. We trust them because we believe they are competent at their jobs.

**Openness** Are people sharing information fully and for the best outcome for the team? If people don't share information with us we can become suspicious – remember information is power. Sometimes information can't be shared but it is important for colleagues to understand why that is the case. On the other hand, when people share information with us it sends a positive signal that they do trust us, and we are more likely to in turn trust them.

**Integrity** Do people do what they say they will do? If people keep their promises, we are more likely to trust them. On the other hand it is sometimes tempting to promise things, not to say no, in order to please people. But trust can break down really quickly if we say one thing and do another.

**Reciprocity** Can you see that your colleagues trust you, and are you then more inclined to trust them back? Someone's trusting you makes it easier for you to trust them. But if we feel someone is not trusting us, this can lead to the opposite where mistrust can create a damaging and negative environment.

**Compatibility** Do you share values, history, interests and objectives with your colleagues? Most of us will feel more comfortable and likely to trust those we feel are "like us". If understanding someone who likes and knows what you like can be easy, building trust with someone with different expectations, aspirations and experiences is more challenging, but just as important.

**Goodwill** Do you care about your colleagues and do your colleagues care about you? The work a team does can be demanding and stressful and everyone needs their colleagues to help them out from time to time. If my colleagues value my contribution to the team, notice how I feel and take the time to get to know what matters to me outside of work, I will find it easier to trust them. If I also look out for them, they are more likely to do the same with me. This will be even more

important to build trust in cultures where personal relationships are extremely important.

**Predictability** Are your colleagues consistent in their behaviours in different contexts and over time? For example when I lend money to a good friend, I am able to assess the risk as I have known their behaviour over time, so I know how likely it is they will repay me.

**Well-being** Do I feel I have nothing to fear from my team members? Can I make genuine mistakes without being judged when something goes wrong it is easiest to point the finger and blame someone for it, but it is difficult to trust people if we are afraid of them. We can become defensive, there is less communication, less initiative and less innovation in the team. A sign of this could be when people start asking for everything in writing.

**Inclusion** Is anyone left out or excluded from the team? Do people feel actively included in the teams' social and work activities? Some people are more social than others and some like to be alone more. In teams divisions can also form around culture or nationality, as some people may for example need time with others who share their mother tongue. All of this is natural, but we all need to be included in important team activities so that these differences don't damage team spirit.

**Accessibility** Do we feel others can be approached easily and are open about their feelings? If so, it will usually lead others to trust them more easily. Some people share their emotions while others may keep their thoughts and feeling to themselves, which can make them appear distant and uncommunicative. Accessibility may be more valuable in some cultures than others.

These criteria can be sub-divided into two significant categories: swift trust and deeper trust:

- Quick trust or swift trust can be more readily achieved and are necessary during the early stages of a team's existence. The relevant criteria for trust are: competence, openness, integrity, reciprocity.
- The deeper level of trust takes more time to establish and requires continual effort in every aspect of the team's work. The relevant criteria of trust are: compatibility, goodwill, predictability, well-being, inclusion, accessibility.

# Tool 1: Appreciative Enquiry

## Learning objectives

Gets team members to use real life examples of trust having a positive impact to build trust now

|                                |  |
|--------------------------------|--|
| <b>Overall time required</b>   | 40 minutes   |
| <b>Group size</b>              | 8 +  |
| <b>Relevant trust Criteria</b> | Any, depending on the activity results   |
| <b>Resources required</b>      | <p>Copies of the ten criteria for trust for facilitator reference</p> <p>Flip-chart paper and marker pens (to pre-write instructions and record stories)</p> <p>Notebooks, pens, and pencils</p> <p>Tape or blu-tack to post the flip-charts around the room</p> |

## Facilitation tips

Use this tool at any time in the life cycle of a team to develop trust between team members.

It's particularly useful with teams that have already established a working relationship.

When using this tool remember the following:

- Keep the discussion focused on positive previous examples of what actually works in reality
- Don't let the discussion focus on past failure
- Be sensitive to different types of experience from team members
- All positive experiences the team can use going forward are valuable
- Feeling positive about past experiences will help the team feel positive about future challenges

## How it works

1. Introduce the objectives of the session and the ideas behind appreciative enquiry:
  - o Focusing on positive experiences of things that work
  - o Getting team members to talk about their own experiences
  - o Story-telling
  - o Identifying common themes the team can use to build trust
  - o Generating a healthy and lively debate
2. Show the following on a flip-chart and ask everyone individually to think about it for a few minutes:

*Describe a time when you were part of a team that had a high level of trust and respect among its members and from those outside the team. How were trust and respect built and communicated? What made it possible to establish trust in this group?*

3. Split the participants into pairs, make sure that, as far as possible, pairs are mixed (e.g. national and international, younger and older, male and female).
4. Ask each pair to share the experiences of high level of trust they have had in previous teams and take notes of the main elements on a flipchart.
5. If they need some help you could suggest the following questions to work around:
  - o What did you and the other people do to create a sense of trust?
  - o What was it about the situation that allowed trust to be high?
  - o What role did the leader or leaders play in building trust?
  - o What was it about the team's task that helped them to build trust?
  - o Did a high level of trust help the team in performing its task?
  - o What were your feelings when you worked in that team?
  - o What was the team's relationship with its environment (e.g. other teams, the organisation etc.) and how did this contribute to trust within the team?
6. Now ask some of the participants to summarise the story they have been told by their partners.
7. Now give everyone time to read all the different flipcharts and split them into 2 groups.

8. Ask each group to use the key themes from their past experience that have been identified on the flipcharts to prepare a proposal for how this team could work together.
9. As facilitator you may have to help the teams with their suggestions. Use the following criteria to judge whether each idea is useful:
  - o Does it challenge us? Is it different?
  - o Will people get passionate about it?
  - o How is it written – does it stress the positive and look forward?
  - o Is it what we need and want?

*Remember: avoid abstract statements, always have a real example to support an idea or suggestion and make sure the plans are rooted in the real, lived experience of the whole team.*

10. When all the suggestions are completed on the flip charts, hang them around the room and ask different people to read out all the statements – with enthusiasm.
11. Encourage the team to promote these suggestions to others and to make them visible so they will remember what they decided to do.

# Tool 2: Trust Cards

## Learning objectives

This tool helps you identify characteristics, values and attitudes you can use to build trust amongst the team and to learn why trust matters to the team members

## Session plan

|                                |  |
|--------------------------------|--|
| <b>Overall time required</b>   | 1 hour   |
| <b>Group size</b>              | 10–25  |
| <b>Relevant Trust Criteria</b> | The trust behaviours chosen by the team will be aligned with the trust criteria  |
| <b>Resources required</b>      | <p>Copies of the ten criteria for trust for facilitator reference</p> <p>A set of 50 trust cards (Handout 2a)</p> <p>A set of blank trust cards (Handout 2b)</p> <p>Flip-chart paper, coloured marker pens, pens and pencils, old</p> <p>Newspapers and magazines (to create a visual image and written trust statement)</p> |

## Facilitation tips

The important aspects of trust chosen by the team will correspond to the ten criteria for trust.

When using this tool remember the following:

- Prepare the cards in advance.
- If the group is small you can reduce the number of cards that you mix up to ensure that each of the ten criteria for trust are reasonably represented in the cards distributed. The number in brackets after each characteristic of trust on each card represents the criteria to which it relates (numbers 1–10).

*continued overleaf*



## Facilitation tips continued





- It is best to have people working in pairs to start with; depending on the number of participants, groups of three may be more convenient.
- For the selection of the final 5 items, allow the team to work out their own process to arrive at this conclusion, if possible.
- Suggest that there must be a consensus and that the voices of the quieter members of the group need to be taken into account on an equal basis with those of the more outspoken members.
- If they find this difficult suggest a process to help. (eg. list the items on a flip-chart and allow each person five votes which they can use to indicate the items they support).
- When everyone has voted, the items with the least number of votes are eliminated, and the process repeated until there are only five items left.
- Don't worry too much about the result. The process of thinking and discussing is more important than the particular five items chosen.

## How it works





1. Introduce the activity and the learning objectives: get the team to commit to adopting five high-priority characteristics of trust when working in the team.
2. Give one blank trust card to each participant and ask them to write down: 'one thing that is essential for me personally to trust other people in this team'.
3. Ask team members not to talk among themselves at this stage.
4. Collect all of the cards, place them face down on the floor or table and invite each person to take one. It does not matter if someone selects their own card,
5. Mix the trust cards and give two to each person, so that everyone has three cards in total.
6. Form the group into pairs. Ask each member to rank the three cards they hold in order of their importance to that person.
7. Each member then discusses their ranking of the trust cards with their partner. Together they must reduce their six trust cards to just the two which reflect what is most important for both of them.
8. Put pairs together so they form a new team of four people.

9. Get these new groups to reduce their four cards to two. If it is a particularly large group then three pairs can come together and reduce their six cards to two.
10. Now bring the whole group back together and ask them to negotiate together to reduce the final number of cards on which they can all agree to five in total.
11. When the list of five items has been agreed, split the group into two.
12. Ask one group to draw a picture for each of the five cards which visualises how the items relate to each other and relevant to the work of the team.
13. Invite the other group to prepare a short written statement of what behaviour and values the team expects from every member in order for there to be a very high level of trust.
14. Ask each group to present the results of their work to the other, and ask each group explains how the five factors will look in practice within the context of their team.
15. Ask everyone to work on their own for five minutes to identify two or three things they will change about their own behaviour so that they meet the requirements of these five factors.
16. Ask each person in turn to explain and commit to making some personal changes.





# Handout 2a: Trust Cards

|  |   |
|--|---|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are good at what they do. (1)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...hold values which are consistent with my own. (2)</p>  |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...really care about me. (3)</p>      | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...keep their promises and commitments. (4)</p>           |

# Handout 2a: Trust Cards

|  |  |
|--|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...behave sensibly and reliably. (5)</p>                              | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...encourage me to say what I think. (6)</p>                           |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...make sure that I feel included in work and social events. (7)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...exchange information in a transparent and unambiguous way. (8)</p>  |





# Handout 2a: Trust Cards

|  |   |
|--|---|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...behave in a fair and reasonable way towards me. (10)</p> <hr/>              | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...share my ways of thinking and approaches to work. (2)</p> <hr/>                            |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...show me they are sincere by sharing their emotions with me. (9)</p> <hr/>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...have the necessary skills and experience to cover their role in the group. (1)</p> <hr/>  |





## Handout 2a: Trust Cards

|  |   |
|--|---|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are helpful towards me. (3)</p>                      | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are honest and do not lie. (4)</p>                                     |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...behave in a consistent and predictable way. (5)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are tolerant when different or unpopular views are expressed. (6)</p>  |

## Handout 2a: Trust Cards


|  |  |
|--|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are open about their needs and reasons. (8)</p>                 | <p>It is important for me that colleagues in my team...</p> <hr/> <p>... support each other in our team efforts (10)</p>                            |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...take decisions in a participative and democratic way. (7)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are emotionally an 'open book' – their feelings are easy to read. (9)</p>  |

# Handout 2a: Trust Cards





|   |   |
|---|---|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are well qualified and experienced within their respective fields. (1)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...have similar backgrounds and levels of education. (2)</p>  |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...try their best to understand my priorities and interests. (3)</p>           | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are not selfish but think of the team. (4)</p>             |






## Handout 2a: Trust Cards

|   |  |
|---|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...do not judge me negatively for making genuine mistakes. (6)</p> <hr/>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...do not hide useful information from other members of the team. (8)</p> <hr/>  |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...respect the established norms and rules of the team. (5)</p> <hr/>    | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are ready to share their successes with me. (7)</p> <hr/>                    |




# Handout 2a: Trust Cards

|   |  |
|---|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are personal and sensitive in the way they deal with me. (9)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...can be relied on to do their work to a high standard. (1)</p>  |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are prepared to take some risks in trusting me. (10)</p>           | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...work towards common goals rather than private agendas. (2)</p>  |





# Handout 2a: Trust Cards

|  |  |
|--|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...provide me with support when I need it. (3)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...do what they say they will do. (4)</p>                      |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are reliable. (5)</p>                            | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...never betray me or take advantage of shortcomings. (6)</p>  |

## Handout 2a: Trust Cards

|   |  |
|---|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...listen and positively respond to my ideas and opinions. (7)</p>     | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...make themselves available and are friendly and understanding. (8)</p>   |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are ready to reveal personal information about themselves. (9)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...work well together with me so that we can succeed at our tasks(10)</p>  |

# Handout 2a: Trust Cards

|  |  |
|--|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are known as good workers in their respective fields. (1)</p> <hr/>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...use a shared 'language' or code of communication with which I am familiar. (2)</p> <hr/>  |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...do not take advantage when I am at my weakest. (3)</p> <hr/>         | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...support the team even when others don't (4)</p> <hr/>                                     |

# Handout 2a: Trust Cards

|   |   |
|---|---|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are disciplined and hard-working. (5)</p>                   | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...are not dominating or controlling towards me. (6)</p>  |
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...treat me and other members of the group as equals. (7)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>...readily share relevant information with me. (8)</p>    |

## Handout 2a: Trust Cards

It is important for me that colleagues in my team...



...are prepared to rely on me for important things. (10)



It is important for me that colleagues in my team...



...are not dominating or controlling towards me. (6)



It is important for me that colleagues in my team...



...do not hide their feelings from me. (9)





It is important for me that colleagues in my team...



...are disciplined in their approach to their work. (5)



## Handout 2a: Trust Cards

|   |  |
|---|--|
| <p>It is important for me that colleagues in my team...</p> <hr/> <p>...treat me and other members of the group as equals. (7)</p>  | <p>It is important for me that colleagues in my team...</p> <hr/> <p>... are prepared to share relevant information with me. (8)</p>  |
| Empty space for notes or additional cards   |  |



# Handout 2b: Blank Trust Cards

|   |   |
|---|---|
| <p>It is important for me that colleagues in my team...</p> <hr/>  <p>Trust</p>  | <p>It is important for me that colleagues in my team...</p> <hr/>  <p>Trust</p>  |
| <p>It is important for me that colleagues in my team...</p> <hr/>  <p>Trust</p> | <p>It is important for me that colleagues in my team...</p> <hr/>  <p>Trust</p> |

# Tool 3: Trust Walk

## Learning objectives

This tool is a fun and engaging way for team members to learn to trust and rely upon each other. It does this through a group experience which helps team members discuss and understand what factors improve or undermine trust

|                                       |  |
|---------------------------------------|--|
| <b>Overall time required</b>          | 1 hours  |
| <b>Group size</b>                     | 8–15   |
| <b>Level of facilitation required</b> | Medium   |
| <b>Relevant Trust Criteria</b>        | Competence, Openness, Goodwill, Well-being   |
| <b>Resources required</b>             | Clean blindfolds for each person<br>One or two long ropes<br>Stakes and ribbons to mark the course<br>Flip-chart paper, stand, and markers |

## Facilitation tips

The activity consists of the team walking together along a pre-determined route while blindfolded. Team members form a line, one in front of the other, and each person either places one hand on the shoulder of the person in front or holds onto a rope which connects team members together.

Whilst walking the trust walk route, the team is guided by one or more of its members who will act as guides using a small number of signals for guidance.

When using this tool remember the following:

- Before the session, set out a challenging and varied route that will take the blindfolded participants about 20 minutes to complete.
- For groups of ten or under use one guide but for larger groups use two
- Emphasise the importance of taking the exercise slowly. If anyone should feel unsafe, you can stop the activity temporarily to address the issue.

*continued overleaf*

## Facilitation tips continued

- Agree a signal with the guide(s) for stopping (e.g. both hands raised, or a key word).
- Explain that the objective is to get the whole team to navigate through an obstacle course. The challenge is that they will all be blindfolded except for one or two guides.
- Check that the group is OK about being blindfolded. Emphasise that you will be present to ensure their safety.
- In cultures with taboos about members of the opposite sex touching, or if you wish to raise gender issues, you can divide the group into men and women for the exercise or use the rope to guide the group without touching.

## How it works

1. Introduce the exercise to the whole team. Explain the learning objectives
2. Explain that the participants will do the exercise and they will also need to recall how they felt during the experience, so that they can discuss it afterwards.
3. Remind the team about the 'safety' gesture or word. (NB: Please explain again as in facilitation tips)
4. Get the group to choose one or two team members to serve as guides. Explain that you are going to take the guide(s) to see the route and that while away the group(s) should spend some time planning how they will handle the exercise.
5. Explain to everyone that the guide(s) will not be allowed to say anything or communicate with the blindfolded group in normal language. They can make whatever sounds they like, for example whistling, clucking, clapping etc. in order to guide the team. Also, they are not allowed to touch any members of the group.
6. Take the guide(s) and show them the route. Return to the group with the guides and remind everyone of the rules:
  - o No speaking, only sounds as a means of communication
  - o The guide(s) cannot touch them
7. Give the group a few minutes to agree their communication signals.
8. Ask everyone to put on their blindfolds. Go round and check that everyone is OK and that they cannot see anything. When ready, give a signal to start the walk.

9. Join the participants on the walk. Watch for potential danger and make sure you are in a good position at all times. Point out the route to the guide(s) if they lose their way. Watch and listen for situations that will be useful to discuss after the walk. Make notes if necessary.
10. When the team has completed the course, ask the guide(s) to walk the group back through the route to see what they could not see and so that they can share the reactions and sensations they had when they were blindfolded.
11. Discuss the walk. Document the main points the team raise on flip-charts. Some of the following questions can be useful:
  - o How and why were the two guides chosen?
  - o How did it feel to be led?
  - o How did it feel to be a guide?
  - o What worked well
  - o What would you do differently next time (ask guide(s) and group(s) – is there a different perspective?)
  - o What lessons can we apply to our work together as team?

# Tool 4: Communication Charter

## Learning objectives

This tool demonstrates the importance of effective communication in building trust between team members

It provides structure and focus – helping the team to improve the content and means by which they communicate

And it demonstrates the importance of the members agreeing and supporting the communication the team engages in

|                                       |   |
|---------------------------------------|---|
| <b>Overall time required</b>          | 1.5 hours   |
| <b>Group size</b>                     | Whole team  |
| <b>Level of facilitation required</b> | Medium  |
| <b>Relevant Trust Criteria</b>        | Openness, Integrity, Reciprocity, Inclusion   |
| <b>Resources required</b>             | <p>Copies of Handout 4a: Links to the ten criteria for trust</p> <p>Copies of Handout 4b: Communication Charter Example</p> <p>Post-it notes in two colours</p> <p>Flip-chart paper, marker pens, and tape/blu-tack</p> |

## Facilitation tips

When using this tool remember the following:

- Every team member must play a part in this exercise as the main emphasis in this exercise is on the team's internal communication. Make sure the focus stays on this and does not get diverted into other aspects of communication.
- The exercise works best and is most useful when there is some inter-dependence in the work of the different group members, as would normally be the case in a management team.

*continued overleaf*

## Facilitation tips continued

- It is important to limit the items to be included in the charter to a manageable level. If too many individual items are included, the exercise will become too long and complicated.
- However, if the items are too general, the charter will lack impact. So the best thing is to look for clusters of communication of similar types (e.g. monthly budget reports).
- The process should normally be facilitated by an external facilitator. This will allow the team leader to take part and express personal views more freely.
- Before the session, it can be useful for the team leader to send out some communication to the whole team setting out the reasons for the process.

## How it works

1. Introduce the session and its objectives, underlining the importance of good communication to the success of teams.
2. Distribute Handout 4a, which outlines the links between the ten criteria for trust and good communication.
3. Explain that, in this session, the emphasis is on communication between team members and with the team leader, not with any outside bodies.
4. In order to identify all the different types of regular communication within the team, distribute two stacks of differently-coloured post-it notes to the team members. Allowing plenty of time ask them to individually
  - o list on post-it notes of one colour all of the key information, views, feedback etc, that they need to receive from other team members in order to do their job effectively – one idea on each post-it.
  - o write on the other colour post-its all the key information, opinion, and feedback that they feel they could usefully provide for other team members – again one idea on each post-it.
5. Once completed, arrange for all the post-its to be stuck up on a wall. Get the whole team to work together to cluster the post-it notes which express the same idea together, and then group all of them under meaningful headings.
6. The team leader should play an important role in this discussion, prompting people for ideas and suggestions not included, and suggesting appropriate groupings. The leader needs to be happy with the final result.

7. Show the group a sample communication charter (Handout 4b) so that they can see what they are aiming at.
8. Split the team into pairs or groups of three and assign each group one or more of the headings identified in 7 above. Their task is to take all the items identified and list them on a flip-chart in a format similar to that shown in Handout 4b.
9. The teams need to discuss and agree:
  - o Who should start communications of this type?
  - o Who should receive these communications and who does not need them?
  - o What is the typical content of this type of communication?
  - o What would be the best method of communicating this?
  - o What priority should communications of this type have?
  - o When should this information be communicated?
10. Display the resulting flip-charts around the room and ask everyone to walk around and read the other teams' results. In a session together, provide an opportunity for questions and discussion of the results. Ask the group to look for any inconsistencies between the work of the different groups. Resolve these through discussion.
11. Ask each team member to write down in one or two bullet points the commitments that they will make to the team. They should:
  - o Identify the people in the team that they particularly need to improve their communication with.
  - o Consider which elements of the communication charter grid they need to focus on.
  - o State specifically what they undertake to do or to do differently as a result of being involved in the process of preparing the charter.
12. Ask for a volunteer to type up the results into a charter and distribute it to all those present.

## Handout 4a: Links to the ten criteria for trust

| Criteria    | Definition  | Impact of communication charter  |
|-------------|---|--|
| Openness    | Trust based on the observation that other team members are sharing Information for the best outcome for the team. | The creation of a communication charter builds trust by providing an agreed and structured framework for communication within the team, thus enhancing the relevance and effectiveness of all forms of communication.  |
| Integrity   | Trust based on the observation that other team members do what they say they will do.                             | A lack of appropriate communication often means that people do not know whether their colleagues have fulfilled their commitments or not. In the absence of information it is easy to assume the worst. The communication charter should help to ensure that people are properly informed and that these suspicions do not arise unnecessarily.  |
| Reciprocity | Trust based on the observation that other team members are trusting and cooperative towards me.                   | Failure to share information appropriately sends out a signal of mistrust. This may not be intentional. It may be due to other factors such as the pressure of work, but it still gives that signal. Once this kind of signal is given, trust levels may be reduced. If this happens, other members of the team may respond accordingly and a downward spiral of trust becomes inevitable. |
| Inclusion   | Trust based on the observation that other team members are being excluded from team activities                    | The communication charter should establish ground rules for sharing information and ideas so that people don't feel left out. This can be particularly important where there are perceived differences of power and the danger of cliques forming, for example among national team members or international team members.  |



## Handout 4b: Communication charter example

| From whom?                                  | To whom?   | Topic/issue?   | Method?   | Priority? | When?                                |
|---|--|--|---|-----------|--------------------------------------|
| Team leader                                 | All direct reports                               | Key decision taken and implications                      | Telephone call followed up by email   | High      | When decision is reached             |
| All field staff                             | Team leader                                      | Situation report   | Scheduled telephone call  | Medium    | Weekly                               |
| All field staff                             | Team leader                                      | Situation report   | Written report attached to email  | High      | By the 3rd of each month             |
| Human resources                             | All team members                                 | List of new recruits and details of roles and deployment | Online or physical bulletin board<br>Email to those who will be working with them | Low       | Before they start                    |
| Head of finance                             | All budget holders                               | Monthly report of expenditure against budget             | Fax and email   | Medium    | End of first week of following month |
| Functional heads                            | Direct reports                                   | Personal support and check on well-being                 | One-to-one meetings or phone calls  | High      | At least monthly                     |
| Ann Smith                                   | Marwa Hussein                                    | Details of supplies ordered from local supplier          | Email   | Low       | When ready                           |
| All managers                                | Their direct reports                             | Feedback and objective-setting                           | One-to-one meetings   | High      | Monthly                              |
| Team leader                                 | All team members                                 | Progress and setbacks                                    | Leader's blog online  | Low       | Weekly update                        |
| Team leader                                 | Team members with most contact with local people | Seeking feedback about help requested by local community | Personal phone calls  | Medium    | When required                        |
| Team leader                                 | Senior managers                                  | Plans for next stage of response                         | Meeting of senior managers  | High      | Monthly                              |
| Functional head or geographical team leader | IT staff member                                  | Request for additional IT facilities                     | Phone call followed up by email   | Low       | As and when identified               |
| Local manager                               | All team members                                 | Invitation to picnic in the desert                       | Intranet  | Low       | A week in advance                    |
| Team leader                                 | All team members                                 | Update on funding provisions                             | Team meeting<br>Cascade through team briefings                                    | Medium    | Monthly                              |
| Security officer                            | All team members                                 | Update on security situation                             | Email   | High      | As and when required                 |
| Logistics manager                           | All drivers                                      | Revised arrangements for fuelling vehicles               | Email with read receipt or individual letters                                     | High      | Prior to implementation              |
| Anyone                                      | All team members                                 | Request for a lift into the capital                      | Intranet  | Low       | When required                        |

# Tool 5: Aligning working practices

## Learning objectives

This tool helps team members recognize the values and preconceptions they have about working in a team

It helps illustrate the different values, assumptions and experience that people from different backgrounds will bring to the team

It helps establish the way team members will work together, and build commitment for this common approach

|                                |   |
|--------------------------------|---|
| <b>Overall time required</b>   | 1.5 hours<br><br>(NB Add 15 minutes if using a warm-up exercise as well)  |
| <b>Group size</b>              | 6–8 people who work closely together or whose roles make them inter-dependent   |
| <b>Relevant Trust Criteria</b> | Competence, Compatibility, Predictability   |
| <b>Resources required</b>      | Copies of Handout 5a: Working Together: Cultural Values Checklist<br><br>Multiple flip-charts (ten if possible) with questions and scales from the Cultural Values Checklist (Handout 5b) written on them (see point 2 in 'How it works')<br><br>Different colour pens (one for each nationality) |

## Facilitation tips

To save time you could send the questionnaire (handout 5a) in advance to the participants to fill in and ask them to bring it to the session.

## How it works

1. This tool helps team leaders work with their team to agree on the ground rules for how they will work together. Extensive interviews with staff from different agencies have shown that an approach based on participation by all members is much more effective than one where rules are imposed.

2. Use this tool in small groups with team members who actually work together. If necessary the process could usefully be repeated in functional or geographical teams.
3. Introduce the objectives of the session. If they haven't completed it before coming to the session, Distribute Handout 5a and ask everyone to complete the Cultural Values Checklist.
4. Stick pre-written pieces of flip-chart paper for each question and scales from the Cultural Values Checklist on the wall.
5. Then ask everyone to mark their scores on each flip-chart. Each person scores twice: once on each scale. One score (an 'X') is for what they would like the situation to be this is marked above the line. The second (a small circle) is what they believe the situation actually to be this mark goes below the line.
6. Once everyone has marked their responses on the flip-chart, ask them to walk around the room and look at the other results. Now ask the group to discuss the differences they see and why they have put their crosses and circles where they have.
7. Encourage them to tell stories from their own experience about things that have worked well and things that have not worked well.
8. Now help the group discuss and agree ways of working together. Ask the group to discuss in turn each of the following questions (or any other relevant questions about team working practices), remember how the questionnaire illustrated different approaches:
  - o How will we design and conduct our meetings?
  - o How will we make decisions together?
  - o How will we give feedback to each other?
  - o How will we evaluate our performance together?
  - o How will conflicts be resolved?
9. For each chosen area ask them to negotiate an agreement about how they will work together in the future.

## Handout 5a: Working together – cultural values checklist

### Purpose

This exercise encourages you to think about how you work with other team members so that you can be effective as a team. Different people, especially from different national cultures, often different and sometimes opposing expectations about how things should be handled in a team situation. This exercise is an opportunity to discuss potential differences and agree in advance how you are going to work together.

Remember there are no right or wrong answers, as everybody will have different ideas and preferred ways of working.

### Instructions

1. Take five minutes to work on your own to fill in the Cultural Values Checklist below
2. The Cultural Values Checklist overleaf consists of ten issues, each with descriptions of two opposite approaches at either end of a scale. Please mark the scale with a cross where you personally would like the approach to be, and with a circle where you think it actually is in the team at the moment.
3. For example: if you believe that effective ground rules develop through relationships, mark the cross towards the right-hand end of the scale. If you recognise that, within the team in general, and perhaps among the leadership in particular, there is an understanding that creating a set of ground rules from the start will be more effective, mark the circle near the left-hand end of the scale.

### Cultural Values Checklist

|  |   |  |
|--|---|--|
|  | For effective interaction the team should first create a set of ground rules and stick to them. | Effective ground rules will develop through relationships in the team. |
|  | ○   | X  |
|  | 1      2      3      4      5      6      7   |  |

|    |  |   |
|----|--|---|
| 1  | For effective interaction the team should first create a set of ground rules and stick to them.                | Effective ground rules will develop through relationships in the team.  |
|    | 1            2            3            4            5            6            7                                |   |
| 2  | Roles within the team should be clearly identified at the start of each session.                               | Team members should adopt the roles they feel comfortable with as things emerge in each session.                  |
|    | 1            2            3            4            5            6            7                                |   |
| 3  | The team leader should resolve differences of opinion.   | The whole team must reach consensus before moving on.   |
|    | 1            2            3            4            5            6            7                                |   |
| 4  | Expressing strong emotions is inappropriate in the workplace and on this programme.                            | Expressing all feelings openly and honestly is the only basis for a working relationship.                         |
|    | 1            2            3            4            5            6            7                                |   |
| 5  | It takes a long time to get to know someone before you are able to work well together.                         | You don't need to know people well in order to work effectively with them.  |
|    | 1            2            3            4            5            6            7                                |   |
| 6  | High performance is reached by finishing one thing at a time.  | High performance is reached by working on many aspects of the broad picture at the same time.                     |
|    | 1            2            3            4            5            6            7                                |   |
| 7  | Effective teamwork comes from highlighting and working with differences.                                       | Effective teamwork comes from highlighting and working with similarities.   |
|    | 1            2            3            4            5            6            7                                |   |
| 8  | You should only say things that are relevant and that are carefully thought through..                          | Talking about things that simply come to mind can lead to interesting ideas and greater creativity.               |
|    | 1            2            3            4            5            6            7                                |   |
| 9  | Each team member is responsible for making their own contribution to the efforts of the team..                 | There is a shared responsibility to ensure that all team members have an opportunity to make their contributions. |
|    | 1            2            3            4            5            6            7                                |   |
| 10 | Both appreciation of and dissatisfaction with other peoples' behaviour should be pointed out directly to them. | Appreciation of and discomfort with other peoples' behaviour is best expressed in subtle and indirect ways.       |
|    | 1            2            3            4            5            6            7                                |   |

# Tool 6: Email activity

## Learning objectives

This tool makes people aware of and encourages a discussion about different communication styles that may exist within the team, and how to reconcile them

|                                |  |
|--------------------------------|--|
| <b>Overall time required</b>   | 1 hour<br><br>(NB The activity can be split between two meetings if appropriate)   |
| <b>Group size</b>              | 10 +   |
| <b>Relevant Trust Criteria</b> | Openness, Reciprocity, Goodwill, Inclusion   |
| <b>Resources required</b>      | Copies of the ten criteria for trust<br><br>Copies Email Message (National Perspective)<br><br>Copies Email Message (International Perspective)<br><br>Copies of Email Analysis sheet<br><br>Copies of Cultural Differences in Communication Style<br><br>Paper-clips or one stapler per group |

## Facilitation tips

This tool shows how differences relating to cultural diversity can affect levels of trust when communicating at a distance with a colleague they have not yet met.

You can take a break between steps 12 and 13 of the exercise.

When using this tool remember:

- Do not assume that staff from other countries (international staff) will respond to the activity in a low-context style and national staff in a high-context style.
- There will be a mix based on personal style, experience, and professional background. Some people will consciously adapt their style to their perception of the needs and preferences of others.

*continued overleaf*

## Facilitation tips continued

- If you do not have a mix of national and international staff in your group, divide the group into two and distribute Handout 6a to one half and Handout 6b to the other half.
- The email can be written from two different perspectives – from a national to an international member of staff or vice-versa. In both cases the sender is unhappy with what their colleague has been doing and needs to communicate that and to make them change.

## How it works

1. When writing the email, participants are forced to deal with a dilemma. If they are blunt they risk damaging a new and potentially important relationship. If they focus on maintaining good relations they risk their colleague not understanding what they need to do
2. The activity raises awareness of the reasons behind different styles of response to this dilemma. It helps the team communicate better and builds trust by understanding different approaches to communication in difficult situations.
3. Introduce the session objectives and the ten criteria for trust (see pages 10 and 11).
4. Divide the group in smaller groups of 5 to 6 people, distribute Handouts 6a and 6b (The Email Messages) making sure members of the same group get the same message. When possible, give the National Perspective version (Handout 6a) to the national members of the team and the International Perspective version (Handout 6b) to team members from other countries.
5. Ask each person to write an individual response to the email they have been given. (10 minutes)
6. Distribute Handout 6d and ask participants to read it.
7. Assign each group a letter (A, B, C, etc ). Then, ask participants to mark their completed email sheet with their names and an A, B, or C
8. Give the group A emails to group B, group B emails to group C, and group C emails to group A, etc
9. Distribute Handout 6c: Email Analysis to each group and explain its contents to the group.

10. Ask them to do the following:
  - o Attach an Email Analysis sheet to each email (back to back) with the stapler or paper-clips provided and start filling in the email analysis sheet for each email, passing the email to the person on their left each time they have finished with one.
  - o They should continue until each group member has read and scored each email.
11. Now ask each person in the group to take one email each and calculate the average scores for the emotional reaction (faces) and for the average low/high-context rating and enter the results in the appropriate spaces in the row marked 'Results'.
12. Arrange for all emails to be handed back to the original writers together with the attached scoring sheet. Give people a few seconds to look at their scores.
13. Now ask everyone to stand up with their emails and scores in their hand and ask them to form a semi-circle with the very low-context average scores at one end and the very high-context average scores at the other.
14. Ask people at the low-context end if they would share their intention in writing the email in this way and ask them if they would mind if you (the facilitator) read it for everyone to hear. Ask them what emotional reaction they got to their email.
15. Facilitate a discussion of the advantages and disadvantages of communicating in this style. Then choose an email from the high context end of the semi-circle. Repeat.
16. Conclude the exercise by saying something like: 'In this exercise we have explored different communication styles and how some are too direct and others too indirect, and the emotional reactions they may cause in different individuals. It is important to understand these differences and to try to reconcile them.'



## Handout 6a: Email message (local perspective)

You are working in an emergency project in your own country with national and international colleagues for the past five days. Staff from other countries are preparing to join your team next week. So far, these two groups have only communicated via email, and they use English.

You are very dissatisfied with the overseas team leader's preparation for their arrival. This person does not seem to understand or appreciate the work you have already done. They have ignored the fact that you have already reported setting up workable local arrangements and insist that everything needs to be started all over again. It is clear that you need to signal, right now, your dissatisfaction and attempt to change their attitude. If not, time and precious resources will be wasted, duplicating effort unnecessarily.

Note that the relationship with this person is strategically important to you and the project. Both of you are at the same level of responsibility in the team. And although you have exchanged email and telephone calls, you have never met face-to-face.

Write a short email in English to initiate the feedback process. Write your email in the box below.

PLEASE WRITE CLEARLY

|         |  |
|---------|--|
| To      |  |
| From    |  |
| CC      |  |
| BCC     |  |
| Subject |  |
| Message |  |

## Handout 6b: Email message (outside perspective)

You are an international member of an emergency-response team with colleagues from a mixture of cultural backgrounds. The team is preparing to enter the emergency zone for an assessment next week. A group of national staff have already been working there for five days. At the moment, you are limited to communicating in English by email.

You are very dissatisfied with the national team leader's management of this project. They have not responded to your requests to provide initial input for an on-the-ground assessment necessary to create a plan for staffing levels. All you get back are reports on what has already been done. You feel excluded and are concerned that crucial issues are being overlooked.

It is clear that you need to signal your dissatisfaction right away and achieve a change in this person's attitude. If nothing changes, the co-ordination of the response to the emergency will be compromised.

Note that the relationship with this person is of strategic importance to you and the project. Although you have had email and telephone calls with this person, you have never met. You are at the same level of responsibility in the team.

Write a short email in English to initiate the feedback process. Write your email in the box below.

PLEASE WRITE CLEARLY

|         |  |
|---------|--|
| To      |  |
| From    |  |
| CC      |  |
| BCC     |  |
| Subject |  |
| Message |  |

## Handout 6c: Email analysis sheet

In your sub-group, each of you should assess the emails from another group. Put your name under 'Assessor's Name'. Read one email and fill in the scorecard below. Then pass the email to the next person in the group until each member of the group has scored all of the emails.

There are two separate scores:

- Your emotional reaction if you had personally received this email – happy, neutral, or sad (😊 😐 😞)
- Your personal rating from 1–10 of the low-/high-context orientation of the email (1 = very low context; 10 = very high context). The criteria for your assessment are at the bottom of the page.

### Email Feedback Criteria

| Low context                          | High context                               |
|--------------------------------------|--|
| Is the focus I/You                   | or We/Us?                                  |
| Do they start with the task          | or the relationship?                       |
| Feedback in message                  | Feedback deferred to face-to-face or phone |
| Do they clearly express the problem? | Or must we read between the lines          |
| What is more important – clarity     | or saving face?                            |

| Assessor's Name                            | Emotional Reaction   | Low-Context  | High-Context |
|--|--|--|--------------|
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
|  | 😊😊😊  | 1 2 3 4 5 6 7 8 9 10   |              |
| <b>Now (if you are the final assessor)</b> | Work out the emotional reaction scores.<br>For each 😊 give one point (+1)<br>For each 😐 deduct one point (-1)<br>Ignore all 😞(0) | Add up the total high-/low-context rating scores above and divide by the number of people who analysed the email. This gives the average high-/low-context rating. |              |
| <b>RESULTS</b>                             | <b>Emotional Reaction score?</b>   | <b>Average Low/High score?</b>   |              |
|  |  |  |              |

## Handout 6d: Cultural differences in communication style

How do cultural differences in communication style impact on your team?

'Low-context' team members learn from their national cultural background that effective communication is about 'saying what you mean and meaning what you say'. They tend to rely on written communication (such as minutes of meetings, agendas, contracts) to make clear the meaning. Trust is built quickly by being clear and focusing on the task. North Americans, Australasians, and Northern Europeans tend to be brought up to have a low-context approach to communication.

'High-context' team members value the ability of the sensitive listener who can 'read between the lines', and understand the damage done to relationships by straight talking. They tend to avoid writing and rely on broad spoken agreements. Trust is built slowly by protecting face and focusing on relationship. South and South-East Asians, Africans, Middle-Easterners, South Americans, as well as Southern Europeans tend to have a higher-context approach.

Look at the following behaviours and beliefs connected to low- and high-context work environments, and consider whether you have such cultural differences in your team. A combination of both low- and high-context cultural preferences can improve trust significantly in international teams where trust is fragile.

Combining 'clarity' (low-context) with 'rapport' (high-context) is critical for building a productive working atmosphere. However, when these differences are not recognised and respected, the result can be the opposite. Low-context directness can be perceived as 'insensitivity' and a high-context indirectness can be considered as 'time-wasting'.

| Low-context   | High-context   |
|---|--|
| Be directmanner and task-focused  | Be indirect and relationship-focused   |
| Be explicit and specific  | Communicate between the lines or through non-verbal means  |
| Write things down and make things clear   | Keep things oral   |
| Give feedback as soon as possible, in a directmanner  | Give feedback indirectly, and at the right time in order to save face  |
| Believe that trust in your competence leads to deeper levels of relationships, so begin with the task | Believe that deeper levels of personal trust are required for tasks to be carried out effectively, so begin with relationship-building |
| Believe that being clear shows respect  | Believe that sensitivity about saving face shows respect   |

# Tool 7: Treasure hunting

## Learning objectives

This tool helps team members get to know each other and to appreciate how diverse backgrounds, cultures and skills offers the team a variety of strengths and qualities.\*

It can also help reveal assumptions people hold about others from different backgrounds.

|                                |   |
|--------------------------------|---|
| <b>Overall time required</b>   | 30 minutes  |
| <b>Group size</b>              | 10 +  |
| <b>Relevant Trust Criteria</b> | Competence, Reciprocity, Accessibility  |
| <b>Resources required</b>      | Copies of Handout 7a: Links to the ten criteria for trust<br><br>Copies of Handout 7b: List of Questions for Treasure Hunting |

## Facilitation tips

This tool can be used anytime – but it is particularly useful as an ice-breaker in the early stages of a new team’s existence.

When using this tool remember the following:

- It is a great way to begin a team session, as it encourages participants to go around the room and introduce themselves to each other, and it immediately gets them to engage with the diversity of other participants.
- The exercise is most effective for groups which are diverse in terms of national culture, gender, age, and experience.
- This exercise demonstrates how a team from a variety of backgrounds can produce a variety of solutions and ideas for change and also how they have different ways of thinking about those solutions and ideas.
- Note that the questions can be adapted to the team that you are working with.

\* The tool from which we have developed this abridged version had been reproduced and adapted with the permission of CARE International. It is from Promoting Gender Equality and Diversity: A CARE Training Curriculum for Facilitators, Module Three, Managing Diversity, pp.129–30; 157–8 (2005).

## How it works

1. Introduce the exercise with team members standing in a circle.
2. Explain that they will be given a list of questions and should move around the room to talk to other team members to find the answers to them.
3. They can ask anyone they feel might have the answers, but they must not take more than one piece of information from the same person.
4. They are not allowed to form groups of more than three people at any one time.
5. They are not allowed to pass on the answer they have received from one person on a specific question to another person.
6. Now hand out the list of questions to each participant and allow 15 minutes for them to go around the room and find answers.
7. Ask the participants to return to the circle. Go through all the questions and ask participants to raise their hand if they have an answer.
8. Now debrief the activity as follows:
  - o Who feels that they got a unique or surprising answer?
  - o Which questions made you feel uncomfortable when you were asking them? Why was that?
  - o What did you notice about the process you used to find the answers?
  - o How many of you were asked the same question constantly? Why do you think this happened?
  - o Who was asked a question they do not normally get asked? What did that feel like?
9. Finish the process by reviewing the links to the ten criteria for trust (Handout 7a) and then ask the group to reflect on what they have learned from the exercise

## Handout 7a: Links to the ten criteria for trust

| Criteria      | Definition  | Impact of treasure hunting  |
|---------------|---|---|
| Competence    | Trust based on a perception that team members are competent, and so will not let me down          | Treasure hunting uncovers hidden assumptions about who is competent in which areas.   |
| Reciprocity   | Can you see that your colleagues trust you, and are you then more inclined to trust them back?    | Through taking part in these activities team members are to some extent making themselves vulnerable, and they all take this risk together.   |
| Accessibility | Trust based on the feeling that others can be approached easily and are open about their feelings | The questions are designed to enable people to find out something about the values and attitudes of other people in the room. This helps other team members to get to know them better on a personal level. |

## Handout 7b: List of questions for treasure hunting

1. Find as many of treasures as you can in 15 minutes, using the people in this room as a resource.
2. You are not allowed to get more than one answer from the same person, nor form groups of more than three at any one time. So keep moving around!
3. Also you can't share the answers you have learned with others.
4. Find out the following:
  - o One person who was born in the same month as you.
  - o Two different ideas about how to help balance work and family life.
  - o An excellent suggestion for building trust in a team.
  - o An approach to managing the situation described below:

*You notice that Lucy, a junior colleague who has recently started working in your team and organisation, is very quiet in staff meetings and never offers her own thoughts or opinions. You are concerned she will never advance if she cannot speak up. What would you do?*

- o One thing about one of the following belief systems (or the experience of being part of that system) that will help you to be more sensitive to people who follow Judaism, Hinduism, Buddhism, Christianity, Islam, or who hold Humanist, Atheist positions.
- o One thing learned by someone who has spent significant time overseas that has changed their life profoundly and has had a positive influence on their work.
- o A metaphor for working for the organisation from someone who has been in the organisation for less than two years.
- o A metaphor for working for the organisation from someone who has been in the organisation for more than five years.
- o A real understanding about how to address poverty from someone who has experienced poverty directly.
- o One important understanding about the beliefs, values, or behaviours that make the national culture you are currently working in different from other cultures.



# Tool 8: Time lines

## Learning objectives

This tool helps team members get to know one another and to appreciate the diversity of their backgrounds, cultures and skills

It also helps team members understand each other's values and motivation.

|                                |  |
|--------------------------------|--|
| <b>Overall time required</b>   | 40 minutes   |
| <b>Group size</b>              | 10 +   |
| <b>Relevant Trust criteria</b> | Competence, Reciprocity, Accessibility, Predictability   |
| <b>Resources required</b>      | Flip-chart paper and assorted coloured marker pens<br>Masking tape or scotch tape<br>Copies of the 10 criteria for trust |

## Facilitation tips

When using this tool remember the following:

- Make sure no one feels forced to reveal anything that they do not want to share.
- Explain that building trust requires taking some personal risks and so encourage people to be as open as they feel they can be.
- Make sure that everyone includes their thoughts about the next ten years for each of the three time lines. This can reveal a lot about their values, as well as their hopes and motivation.

## How it works

1. Draw each of the three 'time lines' on a separate large sheet of paper (or 2 flip chart papers joined together). The three time lines represent:
  - o The participants' personal lives (including family)
  - o Their working lives
  - o Their understanding of key events in the outside world.
2. Place the three sheets with the time lines either on the floor or in separate parts of the room, or on separate walls.

3. Each time line should be drawn to the same scale, with marked ten-year intervals on a long horizontal line in the middle. The start date should be around the birth date of the oldest participant and the finish date should be ten years into the future.
4. Each sheet should be headed with one of the following:
  - Important Events in My Life
  - My Working Life
  - The Wider World
5. Explain to the participants that they need to think of two or three important events in their lives (past or future) for each of these areas: their personal life, their working life, and in the wider world.
6. They need to go and represent these events by drawing a picture/sketch on the relevant timeline.
7. Give them 15 minutes to draw, and once they have finished, ask everyone to walk around to have a quick look at what others have drawn.
8. Get the whole group to gather around the first timeline and start a discussion on the drawings. You can also ask some of the participants to explain their drawings. Repeat with each timeline.
9. Once you have done this for the 3 timelines, ask the group to reflect on and discuss any noticeable:
  - o Similarities
  - o Differences
  - o Learning about shared values within the team

# Appendix A

The other factors the survey demonstrated as crucial to the effective establishment of a team have been organized below into two main categories. There are practical measures:

- Quickly conduct an on the ground assessment in order to create a tactical staffing plan
- Then identify the staff you will need to bring that plan to life and ensure they are quickly given country orientation
- Make sure you have a roster of current, former and potential staff that is big and skilled enough to meet the needs of your plan
- Have sufficient funds available to be able to quickly deploy staff

And there are managerial measures:

- Produce an organization structure so team members know who will be in charge and in what circumstances
- Ensure managers offer all team members constructive and continual feedback
- Pay attention to the needs and workload of high-performing staff, so as to get the most out of them
- Ensure all staff have clear roles and responsibilities before joining an emergency team.
- Provide stress management programmes for staff
- Value programme success and people management equally when considering promotion for a team manager
- Exploit all available internal applicants for emergency rosters

# Building Trust in Diverse Teams

A Concise Facilitation Handbook

Adapted from Building Trust in Diverse Teams: The Toolkit for Emergency Response

