



INTERNATIONAL SAIL TRAINING AND TALL SHIPS CONFERENCE
2018

SESSION 7E

**TOOLS AND TECHNIQUES TO IMPROVE
FACILITATION METHODS ONBOARD**





What and why we should

about group dynamics

on board



Sail Training International

What and why we should know about group dynamics on board

Presenter(s) Sintija Lase / Murray Henstock Delegates will examine all natural stages of group dynamics and will learn different tools to apply for each stage to support group's learning and wellbeing. They will analyze different leadership styles and will practice applying them regarding the situations and group dynamic stage, and will explore measures that can be put in place to assist those experiencing stress and anxiety throughout the program.

This session will also explore the tools to help the crew to facilitate supportive climate throughout their time on board including mindfulness strategies, self-reflection and debriefing. Delegates will have an opportunity to share their stories and both seek and offer advice on how to keep motivation high and tension low through team-building, group dynamics and conflict resolution strategies.



SINTIJA LASE

- ▶ Project developer & trainer of NFE
- ▶ Sailed 11 000 nm, mostly on **s/y SPANIEL**
- ▶ **10+ SAILING YOUTH PROJECTS** such as #youthSAIL4creativity100; #SAIL4activeLIFE; #ĀĶIS LŪPĀ; #ĀĶIS LŪPĀ LV100; [#SAIL4youth](#); [#SAIL4entrepreneurSHIP](#); #KNOTS; Coach on ATYLA, [#Next stop: non-formal education](#)

Works as trainer for Erasmus+ program.

Delivered more than 50 training courses on: non-formal education, European Voluntary Service, personal and team development, project management, outdoor education, creativity and intercultural dialogue, communication and social media, coaching, sailing as a method in youth work and entrepreneurship education.



Sintija Lase
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MURRAY HENSTOCK

- ▶ STI Trustee and High School STEM Teacher.
- ▶ Involved in Sail Training in a number of roles since the year 2000.

Murray has conducted preliminary research into the impact sail training has on student engagement with education and learning and has worked on the exploration of how trainees learn and the components of an effective youth development program. He has developed and expanded existing youth development programs, corporate training and young leaders programs, and assisted with the development of the 'Self-Assessment Tool Kit' for Sail Training International and is currently developing the STI research portfolio along with a range of sail training support material including facilitators' guides, teacher training guides and associated curriculum links and resources.



What is the difference between the group of the people and the team?

What transfers the group into a team?



Why Teamwork is important

Teamwork forms the fundamental skills required to successfully operate any sailing vessel.

The more teamwork fundamentals are practiced the more opportunity exists for students to learn the vital skills of compromise and collaboration.

Teamwork introduces a range of skills that are valuable for later in the workforce, such as communication, compromise and collective effort.

Positive previous experience working in a team leads to trained ability and motivation to work in a team also in future.



Skills of the Future

The World Economic Forum describes the top most required skills for 2020 as;

- Complex problem solving
- Critical thinking
- Creativity
- People management
- Coordinating with others
- Emotional intelligence
- Judgement and decision making
- Service orientation
- Negotiation
- Cognitive flexibility



Why Teamwork

We often ask our trainees to work together in groups but do we explicitly teach them how? And do we (crew) practice what we preach and always act like a team?

What if a trainee could leave the ship and articulate what they have learned about teamwork, leadership and handling tough high pressure situations? But not only in nice words, but in real practice?

What would future employers think?



Group dynamics



Tuckman's (1965) Team-Building Model

Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning

The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.



Tuckman's Team-Building Model

1) Forming

Little Agreement

Unclear Purpose

Guidance and Direction

2) Storming

Conflict

Increased Clarity of Purpose

Power Struggles

3) Norming

Agreement and Consensus

Clear Roles and Responsibility

Facilitation

4) Performing

Clear Vision and Purpose

Focus on Goal Achievement

Delegation

5) Adjourning

Task Completion

Good Feeling about Achievements

Recognition



Teamwork

It is vitally important crew understand the processes the trainees are experiencing through each stage of team formation and that its normal, so they can support them accordingly.

- Makes stage transition easier and use appropriate approach
- Reduces stress and anxiety when things don't appear to be going well
- Understand that storming is a normal and natural, but it has to be facilitated
- Allows for more targeted debriefing
- Crew and trainees gain understanding of how teams work to translate back to their lives



1) Forming

Little Agreement

Unclear Purpose

Guidance and Direction



**What
happens?
How to work
with group?
Risks &
solutions**



1) Forming

How do you help trainees:

- Meet new people
- Make new friends
- Reduce anxiety and stress of a new environment

USE:

- ▶ introduction of how the life works on the ship, clear instructions
- ▶ facilitate ice breaking process and use getting to know each other methods

1) Forming

Little Agreement

Unclear Purpose

Guidance and Direction



1) Forming. METHODS
QUIZ: myths & truth about sailing



Visual manuals

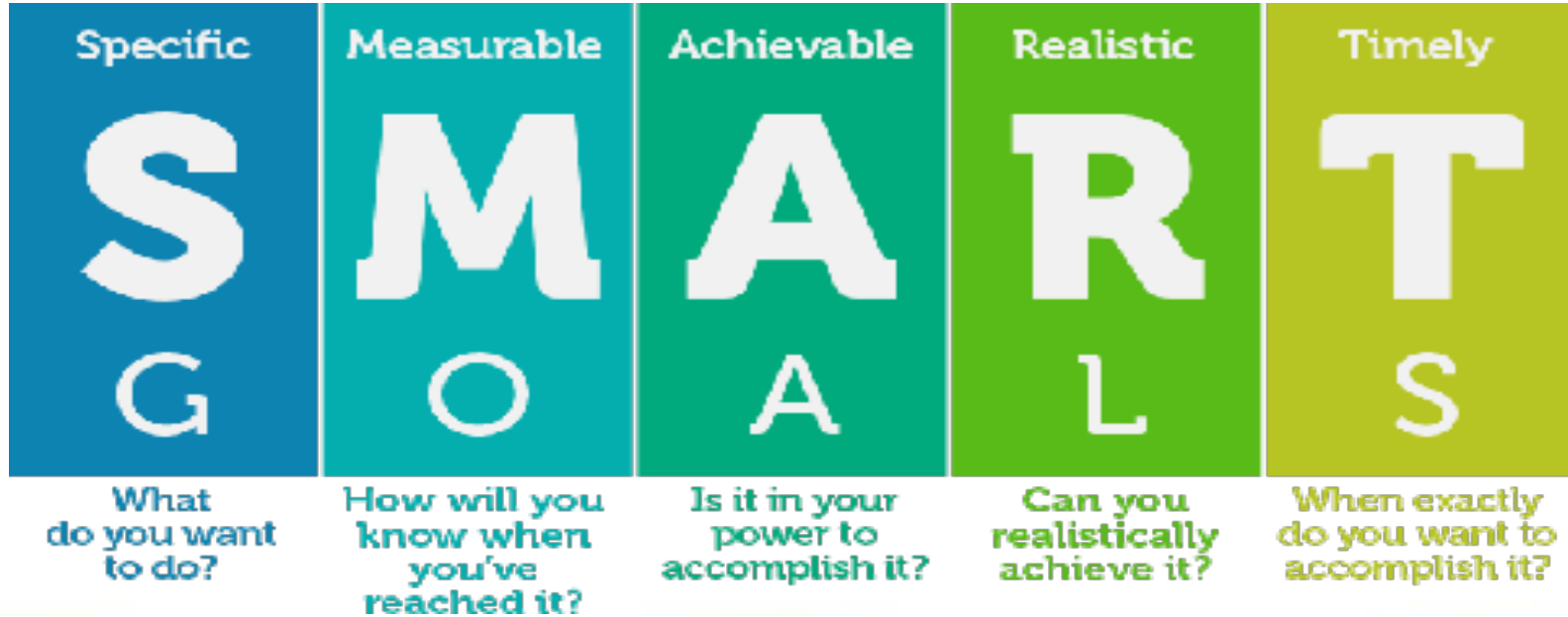
Personal shield



1) Forming. METHODS

Setting SMART learning goals

It is important to understand strategies to assist trainees in setting workable goals.



1) Forming. Methods. Your Turn!

Write down one short term goal you would like to achieve over the next 2 weeks.

Is it SMART?

For Example:

- I will do more exercise....

SMART Goal

- I will go for a 30min jog in the morning twice this week.



Mental Wellbeing

A new trainee experiences many emotions when starting out on a voyage.

- New environment
- New people
- Isolated from comfort zone
- Removed from regular support networks
- Huge learning curve ahead of them
- Sea Sickness
- Fear of the unknown



Mental Wellbeing

- Their ability to process this can be affected by a number of factors.



Murray C Henstock 2014

How can we help support our trainees?

What strategies do you use to identify and help those trainees experiencing

- Anxiety
- Stress
- Depression
- Isolation
- Anger
- Confusion
- Lack of agency
- Low self-esteem....



2) Storming

Conflict

Increased Clarity of Purpose

Power Struggles

What happens? How to work with group? Risks & solutions



2) Storming

How do you help trainees to navigate through the arguments, testing the boundaries and finding their place in the group?

- Identify and make use of strengths & weaknesses
- Identify group roles, share ideas

TIPS:

- ▶ propose team building activity before actually sailing (simulation, common task)
- ▶ facilitate the debriefing after team building activity
- ▶ common group agreement on rules and roles

Conflict

Increased Clarity of Purpose

Power Struggles



2) Storming. Group building activities

Broken calculator



2-part-bridge building



3) Norming

Agreement and Consensus

Clear Roles and Responsibility

Facilitation

**What happens?
How to work
with group?
Risks &
solutions**



3) Norming

How do your teams know they are norming? Do they...

- define team roles?
- rotate to experience each role?
- explore the difference between different people in those roles?
- each bring their strengths to the table?

TIPS:

- ▶ coaching approach starts here
- ▶ encourage the initiatives and taking responsibility, delegate tasks
- ▶ provide variety of learning opportunities for different learning styles

3) Norming

Agreement and Consensus

Clear Roles and Responsibility

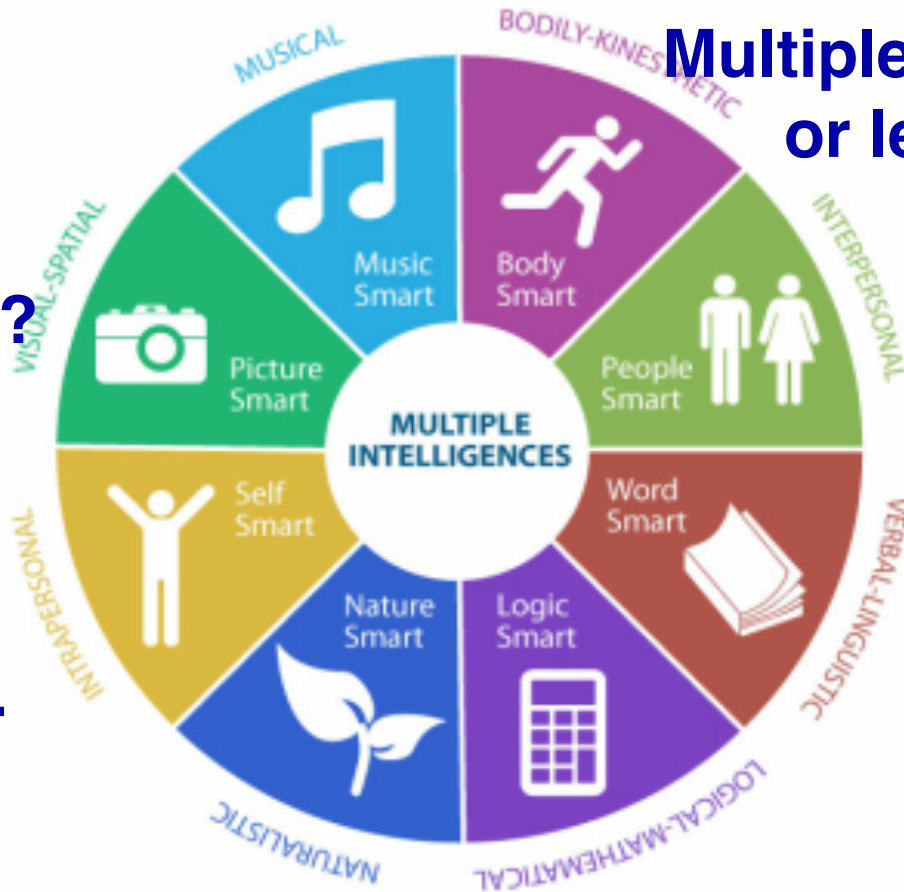
Facilitation



Which one do you prefer?

Do you offer full variety of learning styles to your trainees?

Multiple intelligences or learning styles (by Gardner)



4) Performing

Clear Vision and Purpose

Focus on Goal Achievement

Delegation

**What happens?
How to work
with group?
Risks &
solutions**



4) Performing

This is where you and every team want to be!

TIPS:

- ▶ coaching approach, delegation, focus on goals
- ▶ encourage the initiatives and taking responsibility, delegate tasks
- ▶ find common solutions instead of someone to blame
- ▶ team rituals to bond and feel in safe environment. Celebrate success!
- ▶ the chain is as strong as its weakest link – establish way to support each other!
- ▶ Practice what you preach! Crew sets an example!

4) Performing

Clear Vision and Purpose

Focus on Goal Achievement

Delegation



Full Value Contract

The Full Value Contract was developed by Project Adventure as a tool to help teams work better.

Adapted versions consists of :

- Individual short term / long term goals
- Group short term / long term goals
- Expected behaviours of interaction and levels of commitment

And it is regularly reviewed for progress or changes.



5) Adjourning

Task Completion

Good Feeling about Achievements

Recognition

**What happens?
How to work with
group?
Risks & solutions**



5) Adjourning

- After an activity, moving on to next activity with lessons learned
- And at the end of a voyage
- Transitioning back to every-day lives

TIPS:

- ▶ space for group rituals, compliments, sharing photos, memories, team-time
- ▶ create the atmosphere that every end is a new beginning – follow-up?!
- ▶ make sure there is a debriefing/reflection after every activity and new lessons have been taken from previous experience to the next step



Reflection / Evaluation methods

▶ Short, open, diverse, open, facilitated.

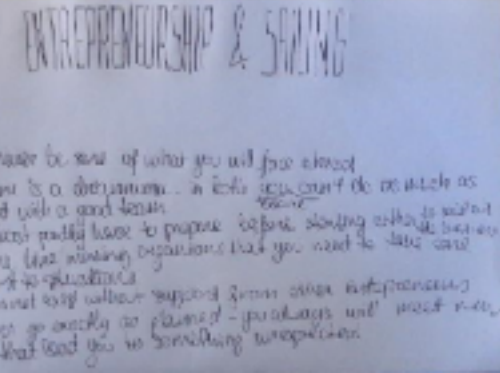
LEARNING BUDDIES



INDIVIDUAL



IN WATCH/TASK GROUPS



Goleman's 6 Leadership Styles

When?

How?

Visionary	Motivates people towards a vision	"Come with me"	Self-confidence, empathy, change catalyst
Coaching	Developing people for the future	"Try this"	Developing others, self awareness, empathy
Affiliative	Creates harmony and builds emotional bonds	"People come first"	Empathy, building relationships, communication
Democratic	Forges consensus through participation	"What do you think?"	Collaboration, team leadership, communication
Pacesetting	Sets high standards for performance	"Do as I do now!"	Conscientiousness, drive to achieve, initiative
Commanding	Demands immediate compliance	"Do what I tell you"	Drive to achieve, initiative, self-control

Based on *Primal Leadership* by Daniel Goleman, Richard Boyatzis, and Annie McKee



Your Leadership

What leadership style do you often use and why?

How do you help trainees to learn the different leadership styles around them?

Do you practice what you preach?

- Comparisons?
- Debriefs?
- Opportunities to try different styles in different situations?



Conclusions? Questions?



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- Unclear Purpose
- Guidance and Direction

2) Storming

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