



GUIDELINES FOR THE CV IMPLEMENTATION

Companies Approach

sky4.0

❑ Implementation in companies

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Chapter 1: The challenge methodology to work soft skills in companies

- The learning
- Learning types
- Challenge learning methodology

THE LEARNING

BE POWERED WITH

- Information is presented to students in an appropriate way, both sequenced and organized (knowledge-centered)
- The content presented refers to prior knowledge and is relevant to students' lives (student-centered)
- Opportunities are created for formative feedback from students and teachers. Students benefit by checking their own understanding and teachers by evaluating the effectiveness of their teaching (focused on assessment)
- An environment is created that allows for collaborative learning / teamwork (community-centered)



THE LEARNING

TO GET IT

**Learning
by projects**

**Learning by
problems**



**Learning by
challenges**

THE LEARNING

The need to change the paradigm of the learning process: students as protagonists of their own learning. They all have a constructivist base.

THE STUDY APPROACH HAS A DIFFERENT APPROACH

- The problem is given by the teacher and the solution is SELF-DIRECTED. The goal is to LEARN
- The situation is predefined and the solution is usually a PRODUCT. (A presentation is required)
- The situation is REAL and the Solution must provide added value, an improvement to the CHALLENGE

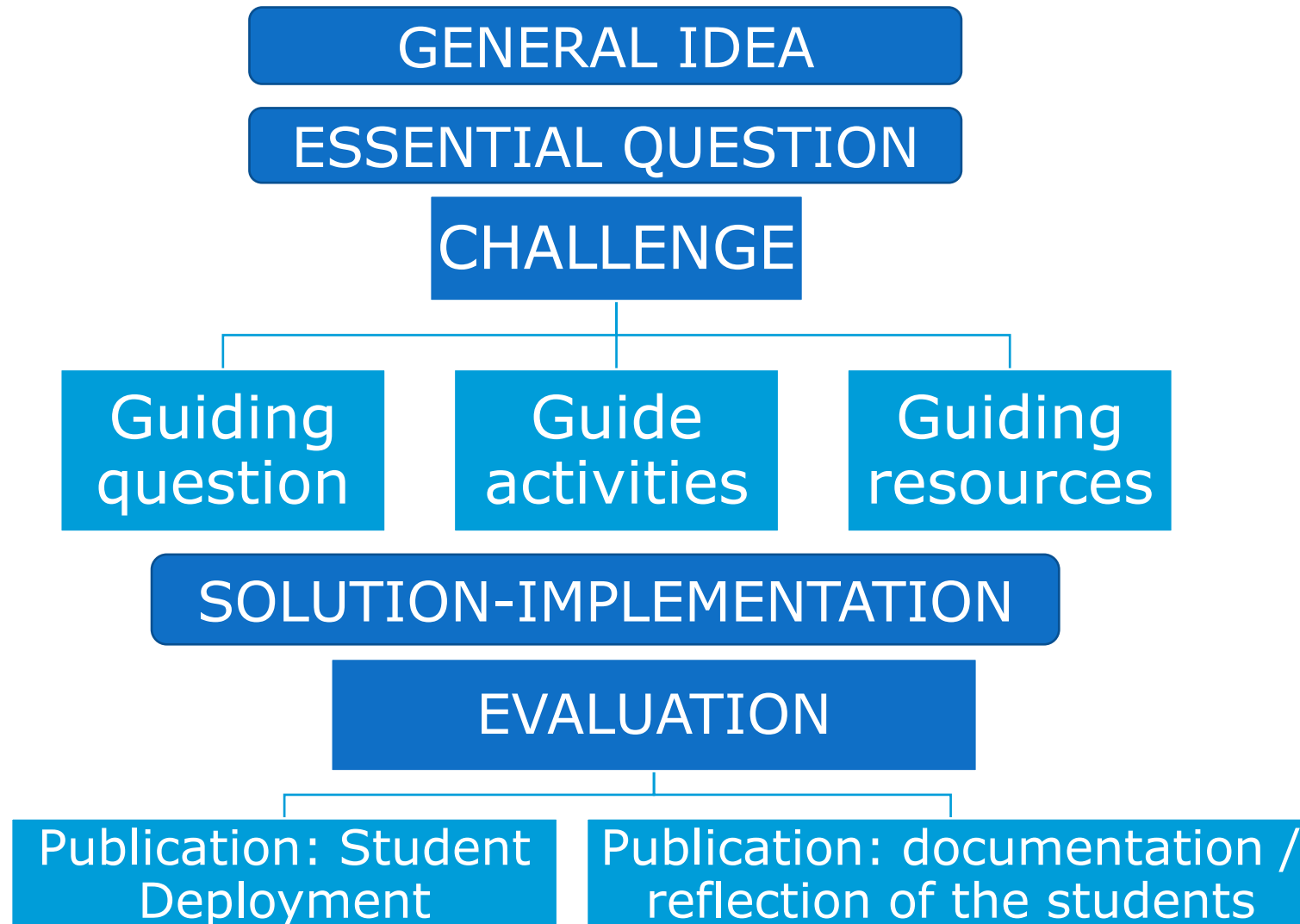
DIFFERENT ROLE OF THE TEACHER

- The teacher gives the problem
- Tutor who facilitates and encourages reflection activities in the student to identify their own learning needs
- Coach

LEARNING TYPES

Technique / Feature	Project-based learning	Problem-based learning	Challenge-based learning
Learning	Students build their knowledge through a specific task (Swiden, 2013 (The acquired knowledge is applied to carry out the assigned project)	Students acquire new information through self-directed learning in designed problems (Boud, 1985; Savin-Baden and Howell Major, 2004). The acquired knowledge is applied to solve the problem posed	Students work with teachers and experts in their communities, on real issues, to develop a deeper understanding of the topics they are studying. It is the challenge itself that triggers the acquisition of new knowledge and the necessary resources or tools
Focus	It confronts students with a relevant and predefined problematic situation, for which a solution is demanded (Vice-Rector's Office for Academic Regulations and Student Affairs, 2014)	It confronts students with a relevant and usually fictional problem situation, for which no real solution is required (Larmer, 2015)	Faces students with a relevant and open problem situation, for which a real solution is demanded
Product	Students are required to generate a product, presentation or execution of the solution (Larmer, 2015)	It focuses more on learning processes than on products of solutions (Vice-rectory for Academic Regulations and Student Affairs, 2014)	Students are required to create a solution that results in a concrete action
Process	Students work with the assigned project so that their approach generates products for their learning (Moursund, 1999)	Students work with the problem in a way that tests their ability to reason and apply their knowledge to be evaluated according to their level of learning (Barrows & Tamblyn, 1980)	Students analyze, design, develop and execute the best solution to address the challenge in a way that they and others can see and measure it
Teacher role	Facilitator and project manager (Jackson, 2012)	Professional facilitator, guide, tutor or consultant (Barrows, 2001; Ribeiro and Mizukami, 2005)	Coach, co-researcher and designer (Baloian, Hoeksema, Hoppe and Milrad, 2006)

CHALLENGE LEARNING METHODOLOGY



CHALLENGE LEARNING METHODOLOGY

Challenge-Based Learning (CBL) is a pedagogical approach that actively involves the student in a REAL, SIGNIFICANT and RELATED problematic situation with their ENVIRONMENT, which implies defining a challenge and implementing a solution for it, using collaborative learning as a basis (decision making, conflict management, communication, leadership).



A **challenge** is an activity, task or situation that involves the student a stimulus and a challenge to carry out

CHALLENGE LEARNING METHODOLOGY

WHAT MUST BE CONSIDERED?

I DARE YOU!

Teamwork

What learning profiles?

What roles do they play?

Trainer

My role

Evaluation

How do I evaluate?

□ Chapter 2: Teacher's role's change, from teacher to coach

- What is a role?
- Types of roles. Belbin test
- Teamwork

WHAT IS A ROLE?

A role is a set of behavioral characteristics. We are not talking about personality but about behaviors. A role is a role, a characteristic way of behaving on the team. For a team to be compensated, all possible roles must be present

**BELBIN METHODOLOGY CONSIDERS
THAT EVERYONE CAN HAVE A PLACE ON
THE TEAM**



TYPES OF ROLES

TEST BELBIN

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

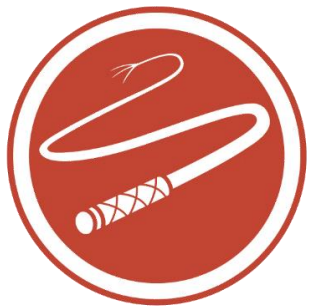
Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Challenging, dynamic, works well under pressure, has initiative and courage to overcome obstacles



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PERMITTED WEAKNESS

Prone to frustration and anger at others

WEAKNESS NOT ALLOWED

Inability to recover from a situation in a good mood or by apologizing. Prone to provocation. Offends others

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

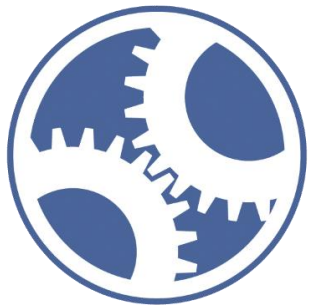
Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Disciplined, loyal, conservative and efficient. Transform ideas into actions



PERMITTED WEAKNESS

Adhere to that which is orthodox and proven

WEAKNESS NOT ALLOWED

Obstruct change. Inflexible at times. Slow to respond to new possibilities

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Waited, conscientious, anxious. He looks for errors and omissions. Complete tasks on time



PERMITTED WEAKNESS

Perfectionism

WEAKNESS NOT ALLOWED

Obsessive to the point of exhaustion. You tend to worry excessively. Reluctant to delegate

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Mature, self-confident, clarifies goals, promotes decision-making, delegates well



PERMITTED WEAKNESS

Tendency to be lazy if you find someone else to do the job

WEAKNESS NOT ALLOWED

Take full credit for the team effort. Can be manipulative

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Cooperative, gentle,
perceptive and diplomatic.
Listen and avoid
confrontations



PERMITTED WEAKNESS

Indecision in important
moments

WEAKNESS NOT ALLOWED

Avoid situations that can put you
under pressure. Easily influenced

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

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MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Outgoing, enthusiastic,
communicative, seeks new
opportunities, develops
contacts



PERMITTED WEAKNESS

Loses interest once initial
enthusiasm has worn off

WEAKNESS NOT ALLOWED

Defrauds confidence for
neglecting to follow up. Too
optimistic

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

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MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Creative, imaginative,
unorthodox, solves difficult
problems



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PERMITTED WEAKNESS

Too interested in ideas, neglects
practicalities

WEAKNESS NOT ALLOWED

Strong sense of ownership of an
idea when cooperating is the best
alternative. Ignores details, has
difficulty communicating
effectively

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

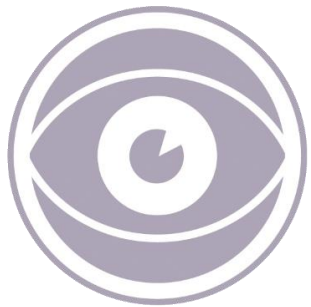
Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Serious, insightful, strategist,
perceives all options, judges
accurately



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PERMITTED WEAKNESS

Skepticism with logic

WEAKNESS NOT ALLOWED

Cynicism without logic. Lacks
initiative and ability to inspire
others. Too critical

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

HOW IS IT

Only interested in one thing at a time, achiever of duty.
Provides technical knowledge



PERMITTED WEAKNESS

Acquire knowledge for self-interest

WEAKNESS NOT ALLOWED

Ignore factors from outside your area. It dwells on technicalities

OF ACTION

Shaper

Implementer

Completer Finisher

SOCIAL

Co-ordinator

Teamworker

Resource Investigator

MENTAL

Plant

Monitor Evaluator

Specialist

TYPES OF ROLES

OTHER ROLES OF POPULAR WISDOM

- Obstructor: systematically opposes everything
- Fatuo: try to attract everyone's attention
- Dominant: try to control everything
- Evasive: always keep your distance
- Acquiescent: tell everyone yes
- Politician: never "wets"
- Critical: nothing seems right, but never provides solutions
- Largemouth: never quiet
- Smart: knows everything
- Remora: hangs from the work of others
- Gridded

TEAMWORK

As the project progresses, different team roles are required

KEY STAGES TO SUCCESS

Objectives



Ideas



Plans



Contacts



Organization



Execution



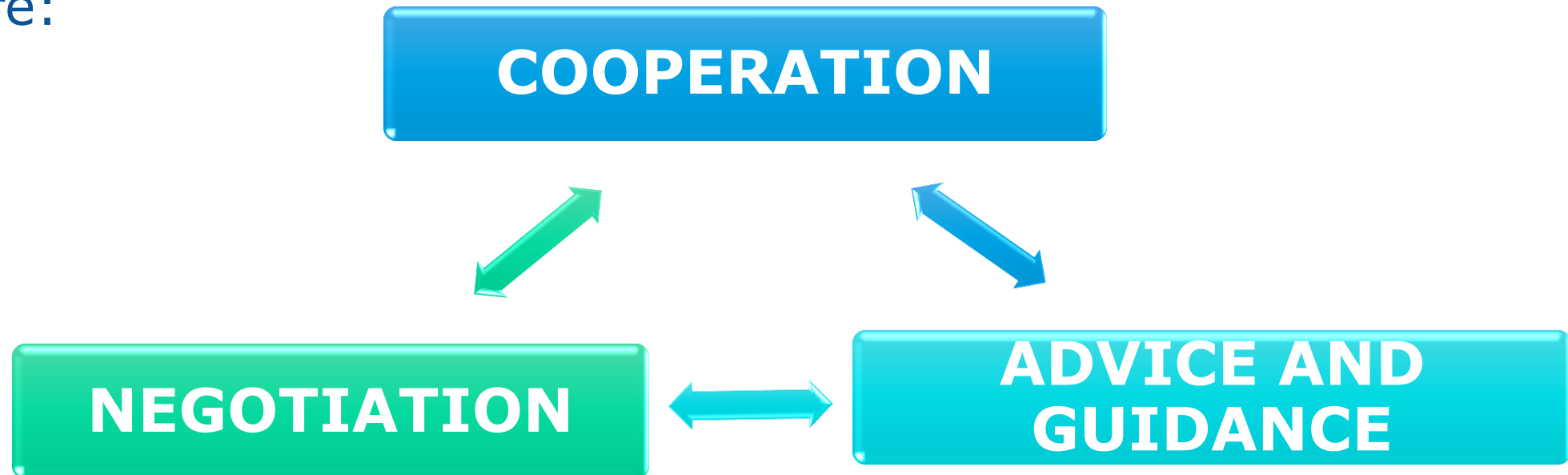


❑ Chapter 3: Dimensions in soft skills

- Team work competences
- Cooperation
- Advice and guidance
- Negotiation
- Problems to be taken into account

TEAMWORK COMPETENCES

The dimensions that show the most effectiveness in the measurement and implementation of teamwork competence are:



COOPERATION

This dimension entails the ability to adapt to the way of being of others, of having the capacity to change taking into account the interests and ways of being of the members of the group. It also involves important emotional elements: Interpersonal Emotional Intelligence, self-esteem that allows you to understand the feelings and interests of the other members of the team. Knows how to capture the type of help they need and takes them into account



ADVICE AND GUIDANCE

This dimension contains the ability to influence the other components of the group but from the advice, advice and appropriate help. Integrates the ability to define goals, plan and coordinate



NEGOTIATION

It is the ability to grasp the logic in which the other components work and find strategies to resolve conflicts or associate people with the objective. It has a communication component and the ability to take into account the interests of other people



PROBLEMS TO TAKE INTO ACCOUNT

- Not everyone learns the same elements of the topic studied, especially if the team's tasks refer to different very specific components of the topic
- Some students prefer to work and be assessed independently
- There is a high level of risk, since the uncertainty factor is higher than in other types of classes
- Students can feel lonely and frustrated if they don't get the right support
- Some students DO NOT work according to their ability
- Individual notes can be affected by the average note of the group
- Some students may try to dominate others in the group and this can interfere with planned tasks
- The internal dynamics of the team can block the work and the objectives to be achieved

❑ Chapter 4: My role as a teacher

- Key behaviors for the development of competition
- Key behaviors for group development
- Teamwork as a basis



KEY BEHAVIORS FOR THE DEVELOPMENT OF COMPETITION

AFFECTION, ESTIMATE AND SAFETY

The TEAM must provide each student with feelings of security, support and recognition of their worth

GROUP AND SHARED GOALS

- **Norms, group cohesion:** what gives cohesion to a group, sense of cooperation and desire to work together, is the existence of a series of known, agreed and accepted norms
- **Communication and interaction:** communication and interaction within the group is a basic component for the development of a sense of attachment to a group. Sometimes this does not occur due to lack of an adequate communication procedure in the group

KEY BEHAVIORS FOR THE DEVELOPMENT OF COMPETITION

ROLES ASSUMED AND DESIRED

There is a conflict of interest, a lack of willingness to listen, accusations, a lack of agreements; individualistic attitudes persist and it is not possible to focus on a common task; indecision in the face of disparity of interests; group representatives without prestige in the group

STANDARDS, GROUP COHESION

Existence of explicit and implicit codes and norms that regulate the operation of the group

KEY BEHAVIORS FOR GROUP DEVELOPMENT

COMMUNICATION AND INTERACTION

Existence of minimum levels of relationship between all members of the group and between the different subgroups that usually exist within a class

BELONGING

Manifestations of pride and satisfaction for belonging to a certain class group



KEY BEHAVIORS FOR GROUP DEVELOPMENT

- Do not intervene in a masterful way
- Being present to facilitate the learning process will continue to be the one that guides the students in the construction of their learning
- You will promote that your explanations are made from the questions or doubts of the students



TEAMWORK AS A BASIS

- Establish basic rules of teamwork.
Objective: Assume RESPONSIBILITY
- Group Learning Contract.
Mentioning rules, procedures, and penalties related to work
- Orientation to students about the concept of TE



❑ Chapter 5: The importance of dynamics for soft skills learning

- Dynamics for groups
- How to drive dynamics
- Where in the pedagogical streams?
- Purpose of group dynamics
- Suggestions for building teaching strategies
- Some dynamics

GROUP DYNAMICS

CONCEPT

Group Dynamics is a teaching method based on structured activities, with variable purpose and form, in which students learn in an atmosphere of joy and fun. It is based on training through experiential experience

COOPERATION



NEGOTIATION



**ADVICE AND
GUIDANCE**

HOW TO DRIVE THE DYNAMICS

PURPOSE OF THE DYNAMICS

- Develop the feeling of us
- Teach to think actively
- Teach comprehensive listening
- Develop capacities for cooperation, exchange, responsibility, autonomy, creativity
- Overcome fears and inhibitions, overcome tensions, and create feelings of security
- Create a positive attitude towards the problems of human relationships, favorable to the social adaptation of the individual

WHERE CAN WE FRAME IT WITHIN THE PEDAGOGICAL STREAMS?

COOPERATIVE LEARNING

- **Collaborate:** contribute something, help others to achieve a goal
- **Cooperate:** work together with another pair for the same purpose



PURPOSE OF GROUP DYNAMICS

- Support teachers to improve the quality of their processes aimed at achieving meaningful learning
- It causes positive emotional states and a dynamism that helps to develop in the student a physical and mental state more suitable for learning

Stimulates sociability and creativity

PURPOSE OF GROUP DYNAMICS

FOR LEARNING TO EXIST IT
IS NECESSARY

- Let the conduct be exposed. ANALYSIS how have we done?
- Feedback. ANALYSIS how should we do?
- Positive environment. EMOTIONAL AND PHYSICAL
- Knowledge as a map. LINKING KNOWLEDGE TO LEARNING
- Experimentation and practice
- Learn to learn

PURPOSE OF GROUP DYNAMICS

CRITERIA TO FOLLOW

- The learning objective
- Duration time
- The type of facilities required
- The type of materials required

Observe the dynamics when they are developing and, if possible, experience them. If this is not possible, imagine its development in detail

If no dynamic meets your needs

Modify an existing dynamic

Design a new one

SUGGESTIONS FOR BUILDING TEACHING STRATEGIES

- 1) Be clear about the intention or purpose
- 2) Only have one intention per strategy
- 3) Reflect on the teaching content the student will learn with this strategy:
 - What information?
 - What skills and what kind?
 - What attitudes and values?
- 4) Think about how the student should learn this content in an active, experiential and cooperative way:
 - Individually
 - With others
 - Individually and with others
- 5) Breakdown into sections or steps the activity and communication of the students to learn this content:
 - The more detailed the better
- 6) Analyse the resources and conditions required:
 - The less the better
- 7) Calculate the approximate time:
 - Depending on the age of the students, it will be double or triple the amount we have used
- 8) Baptize her (give her an attractive name)
- 9) Test it by observing the reactions of your students
- 10) Reflect and write about processes and results. Perfect it continuously

SOME DYNAMICS

DYNAMICS

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

USE IT WHEN

- If you need to activate group participation
- If you want to promote an environment of trust
- If you are looking for quantity and not quality
- COOPERATION is encouraged
- Promotes respect and openness towards others

HOW MUCH TO USE

- Depending on the topic, approx. 5 minutes
- Provides fast results

Brainstorming

Role-play

Group work

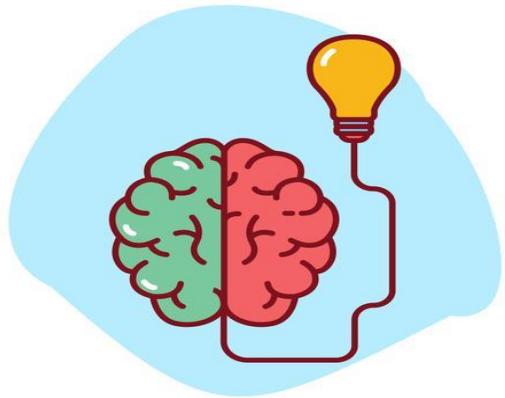
Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

HOW TO USE IT

Preparation: Tell the question to the group

Realization: Write down all opinions

Evaluation: Point out the most important opinions

CAREFUL WITH

- Do not draw attention to important ideas that appeared
- Ridicule ideas that have been expressed
- Do not write down all the answers
- Give too long times

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

- Theatrical interpretation of a problem or situation
- Informal performance by group members

USE IT WHEN

- Dig into a problem in more depth
- Test hypothetical solutions to real problems
- Provide an opportunity to practice reality
- Reaffirm knowledge
- Valid for any DIMENSION, but preferably NEGOTIATION and ADVICE

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

HOW TO USE IT

Clearly define the problem and the purpose of the role play

Ask for volunteers for interpretation

Let the interpreters develop their role freely (or give them the script)

Set performance time (15, 20 minutes)

At the end of the dramatization, promote group discussion on fundamental aspects that were evidenced in the representation

CAREFUL WITH

- Force participants to play a role
- Not realizing that it is a representation, not the reality of the people they represent
- Promote attacks and ridicule among group members
- Analyze aspects not corresponding to the subject of experimentation

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

Exchange of opinions between the members of the same, for the development of a task

USE IT WHEN

- You want to motivate the participants
- You want to develop the spirit of collaboration
- You want to encourage the participation of all

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

HOW TO USE IT

Divide the group of participants into groups of 3 to 5 people

Appoint a spokesperson to write down the conclusions and present it at the end (optional)

Appoint a moderator who grants the right to speak (optional)

Set time and topic for discussion

Give each group an opportunity to present their conclusions

CAREFUL WITH

- Not clarifying work enough
- Not previously providing the information for the resolution of the work
- Do not give the opportunity for each group to present their results

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

- The description of a problem or situation consistent with the purposes of teaching
- It can cover the modalities of real case and simulation

USE IT WHEN

- You want to analyze problems, introduce a solution technique
- You want to practice or develop the ability to solve problems or make decisions
- Direct learning experience cannot be counted on
- You want to give the opportunity to apply theory to practice

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

HOW TO USE IT

Clearly define objectives to be achieved

Prepare the case documentation

Divide the collective into groups to work on the solution

Combined with other techniques of group work (Brainstorming - Role-plays)

CAREFUL WITH

- Choose banal cases that disperse the group
- Not having enough material for the case study
- Failure to clearly give instructions on what you are trying to achieve
- Study very long cases in short periods of time

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

ADVANTAGES

- Encourages learning in decision making
- Encourages analytical skills
- Encourages debate and improves communication between the group
- Promotes NEGOTIATION, COLLABORATION

DISADVANTAGES

- Difficulty reaching consensus on conclusions
- Lack of information for analysis
- Difficult to apply in large groups

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

Used to collect ideas from all participants

HOW TO USE IT

Define a specific question

Each participant writes an idea or answer to the question, on a card

They are collected and fixed on the panel, without establishing debate

The ideas are grouped by their coincidence or homogeneity, according to the group

Priority is established on the problems or proposed solutions

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

ADVANTAGES

- Encourage everyone to participate equally
- Decrease hierarchical barriers
- It allows expressing everyone's ideas without monopolizing the use of the word
- Makes it easy to present lots of ideas

DISADVANTAGES

- Participant responses are limited
- Topics are not discussed, they are simply collected and prioritized

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

Subgroups of six people debate a topic for six minutes

HOW TO USE IT

Divide the group into teams of six and appoint spokespersons

Define the topic to be discussed

Each person has one minute to express themselves

Timing the time and interrupting it at exactly six minutes

The spokespersons inform the large group of the conclusions of their group and the contributions are synthesized

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

ADVANTAGES

- Ensures the participation of all members
- Develops the ability to synthesize and concentrate
- Needs little preparation and can even be improvised
- It allows you to get opinions in a short time
- PROMOTES COLLABORATION

DISADVANTAGES

- It does not lend itself to discussion of the issues
- It can produce rejection in introverts
- Difficulty synthesizing ideas in some people

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

Discuss a topic informally, with the help of a guide

HOW TO USE IT

The leader chooses a topic that interests the group and defines questions

The topic and the rules for the debate are exposed

The reasoned responses of the group are collected

Below is a general summary

Do not intervene in favor of one or the other opinions

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



SOME DYNAMICS

ADVANTAGES

- Encourages the participation, exchange and elaboration of ideas
- It allows to know different points of view
- Promotes attitudes of understanding, acceptance and tolerance

DISADVANTAGES

- Cannot be applied in large groups
- Requires some preparation on the part of the person in charge

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages

SOME DYNAMICS

CONSISTS IN

The free association of ideas, by mixing images with each other, even apparently unconnected objects

HOW TO USE IT

Form teams (4 or 5 people)

Distribute 5-10 different magazines to each group

Ask each one to choose, cut out and name 5 images (the most seductive)

At this point, clearly state the creative focus of the sessions (we want ideas for a new lamp)

Create 5 creative proposals of the type:

- A creative lamp is like (image 1) because (argumentation 1)
- A creative lamp is like (image 2) because (argument 2)

Brainstorming

Role-play

Group work

Study of cases

Metaplan

Phillips 6/6

Guided argument

Collages



❑ Chapter 6: Typology of groups to be trained

- Types of groups
- Difficult groups, what to do?
- Key behaviors for group development

TYPES OF GROUPS

TYPES	Noisy
-------	-------

	Silent
--	--------

	Indifferent
--	-------------

	Aggressive
--	------------

	Participatory
--	---------------

TYPES OF GROUPS

BEHAVIOUR

Murmurs and conversations in low voices, cause the instructor and the rest of the classmates to be distracted

TREATMENT

The instructor must be very attentive to these types of interruptions. Look at the participants who are talking. Throwing a question at them or standing very close to them. If the noise is generalized, it may be best to switch to a much more participatory technique or take a break

Noisy

Silent

Indifferent

Aggressive

Participatory



TYPES OF GROUPS

BEHAVIOUR

If the group shows complete silence, investigate the causes. The tension breakdown process may have failed, there is no confidence to participate, or they are not sufficiently interested in the topic

TREATMENT

Using more participatory techniques will strengthen integration. Investigate the causes; act

Noisy

Silent

Indifferent

Aggressive

Participatory



TYPES OF GROUPS

BEHAVIOUR

They are not interested in the seminar or its contents. The topics covered were simple and are known to the group. There was nothing new. You have the certainty that you are wasting your time

Noisy

Silent

Indifferent

TREATMENT

Before the course, research the level and experience of the participants. Express your willingness to incorporate topics of interest to the participants with the course content. Change techniques to encourage participation. Handle examples appropriate to the needs of the company and positions

Aggressive

Participatory



TYPES OF GROUPS

BEHAVIOUR

The authoritarian and arrogant attitude of the instructor causes an aggressive and hostile reaction from the group towards the instructor himself and the session becomes a struggle of forces that only leads to the failure of the course. Sometimes aggression is combined with irony and causes the desertion of participants



TREATMENT

Act with simplicity, modesty and humility, as it will be necessary to remember that you are not the total possessor of the truth and that you are also learning with the group

Noisy

Silent

Indifferent

Aggressive

Participatory

TYPES OF GROUPS

BEHAVIOUR

This is the ideal group that the instructor would like to develop a course. If what really interests the group is pointed out, if their motivations are known, if the appropriate techniques are used and they are constantly evaluated, the interest and participation of each of the group members is guaranteed

Noisy

Silent

Indifferent

Aggressive

Participatory

TREATMENT

Make the most of participation, keeping the interest of attendees

DIFFICULT GROUPS, WHAT TO DO?

WHAT TO DO WHEN CONTROL OF THE SESSION IS LOST?

- Long pause
- Direct the gaze directly and for a long time
- Direct a question to the most influential participant
- Introduce a variant in the methodology
- Call to order with certainty, but with tact
- Take a break

WHAT TO DO WHEN ATTENDEES GET OFF THE TOPIC?

- Employ direct questions
- Summarize and refocus the topic
- Highlight the plan to follow in the time remaining to conclude the topic, seeking the adhesion of the group

DIFFICULT GROUPS, WHAT TO DO?

WHAT TO DO WHEN THE GROUP DOES NOT SPEAK?

- Encourage the exchange of views
- Introduce topics of current interest related
- Directing an open question general
- Show genuine interest when concerns arise

WHAT TO DO WHEN THEY DO NOT ACCEPT THE INSTRUCTOR'S CONCLUSIONS?

- Guide the discussion again by proposing the same approach but with different words

DIFFICULT GROUPS, WHAT TO DO?

WHAT TO DO WHEN SOMEONE IS OPPOSING?

- Use direct questions that commit the opposing participant to justify their point of view and propose alternative solutions
- Invite the expert to question the views of the opponent

WHAT TO DO WHEN SOMEONE HABITUALLY OBJECTS?

- Find out what are the possible reasons that make you act like this
- Ask probing questions openly, or personally taking advantage of breaks. If your objections are directed at the group, bounce your disagreement back to the same group, letting them pressure you
- Use bounce questions, asking you to tell us your specific solutions to the problem analyzed
- Make your arguments more evident, highlighting them with other words and then move on (don't get hooked)

KEY BEHAVIORS FOR GROUP DEVELOPMENT

WHAT I CAN DO?



TRY TO BUILD GROUP

- Take into account the informal structure of the class
- Negotiate with students certain aspects of their learning: methodology, content, evaluation. It is very important that the group - class assumes its own learning goals, as well as the internal rules for the operation of the classroom
- Encourage interaction in school activities, attending to the satisfaction of needs, personal interests, etc.
- Stimulate collaboration in the face of competition
- Promote channels of participation in the center and in the classroom
- Systematically favor cooperative work in different areas (distribution of tasks, teamwork, pooling)

KEY BEHAVIORS FOR GROUP DEVELOPMENT

WHAT IF IT IS A SPECIFIC STUDENT?

When we observe that it is a specific student who sees their learning diminished due to problems with respect to the group, the first thing:

- It is to know your situation in the group and if this confirms the problem, use group activities
- From here we will try to analyze which of the factors that define the reality of a group is more misaligned (communication, norms, roles, interaction, belonging)
- Based on this knowledge, the tutor should articulate an appropriate response

❑ Chapter 7: evaluation methods to measure the impact

- Evaluation of teamwork
- Evaluation systems
- Conclusions



THINK
OUTSIDE
THE BOX

EVALUATION OF TEAMWORK

ASPECTS TO CONSIDER

To evaluate that all team members have mastered the contents studied (Learning)

- Gather the team and randomly ask an integrating question to one of the team members, performing the same operation to another 2 members and if none of them know, the work is returned to them
- Apply individual tests to all members at the time of completion of the dynamic, containing 1 or 2 questions in which it is necessary to integrate the different parts of the dynamic, the work or the activity itself
- Confrontation talk. Student teacher

EVALUATION OF TEAMWORK

ASPECTS TO TAKE INTO ACCOUNT

To evaluate teamwork dynamics (Observation)

- **Self-Assessment**
- **Co-evaluation.** Students evaluate each other against a series of criteria specified by teachers
- **Self-assessment of the group to which they belong**
- **Observation Guide.** The teacher establishes a series of criteria to be observed regarding group work in the classroom and draws up a file per group. It should include criteria translated into observable behaviors so that the score is as objective as possible

EVALUATION OF TEAMWORK

SELF-ASSESSMENT

Name	
Group number or identification	
Work title	

Rate your performance at work, using this scale:
5=Always 4=Often 3=Sometimes 2= Rarely 1=Never

I was ready to contribute to the group	
I was dedicated to the task	
I listened to others	
I participated in the dialogues	
I encouraged others to participate	
In general, I think my performance in the group should be valued	

EVALUATION OF TEAMWORK

CO-EVALUATION

	Needs improvement=1	Enough=2	Outstanding=3
The team member ...			
<i>Prepares</i>			
<i>Listens</i>			
<i>Contributes</i>			
<i>Respects others</i>			
Demonstrates following competencies ...			
<i>Critical thinking</i>			
<i>Problem resolution</i>			
<i>Communication</i>			
<i>Decision</i>			
Subtotals			
		TOTAL	

EVALUATION OF TEAMWORK

GROUP EVALUATION

1. Overall, how effectively has the group worked on this task?

Insufficient Sufficient Good Remarkable

2. Of the five members of the group, how many participated actively most of the time?

None One Two Three Four Five

3. Of the five members of the group, how many were fully prepared for the activity?

None One Two Three Four Five

4. Give a concrete example of something you learned from the group that you probably would not have learned working alone:

5. Give a concrete example of something the other members of the group have learned from you that they probably would not have learned otherwise:

6. List one change the group could make to improve their performance:

EVALUATION OF TEAMWORK

TEACHER'S OBSERVATION

FIELDS	GROUP MEMBERS								
	1	2	3	4	5	6	7	8	9
Expresses ideas									
Emits feelings									
Opposes with ideas									
Collides personally									
Accepts ideas									
Provides solutions									
Tries to direct									
Does not intervene									
Remembers goals									
Summarizes others									
Wants to impose									
Reasons and listens									
Does not listen, does not reason									
Is frequently supported									
Disorientates the subject									

EVALUATION SYSTEMS

SYSTEMS

Self-reports

Situational Judgment Test

Teachers report

EVALUATION SYSTEMS

- The most convenient and profitable method, traditionally used in the evaluation of teamwork
- Depends on students' capacities for self-knowledge: students must have the necessary mental capacity to accurately assess their own levels of teamwork
- Advantage over teacher reports in that students can view their behaviors across all the different settings in which they are involved, while teachers only observe students in one setting: the classroom

Self-reports

Situational Judgment Test

Teachers report

EVALUATION SYSTEMS

- Assesses students in concrete situations, usually in hypothetical and difficult situations and that includes collaboration with others as part of a team
- For each situation they are given 5 possible ways of acting and they will have to choose the most effective and the least effective. (They measure 8 scenarios, scale 1 very ineffective, 5 very effective). For each item, a group of 3 decided which reaction was the most effective

Self-reports

Situational Judgment Test

Teachers report

EVALUATION SYSTEMS

- It is the most widely used method to evaluate student performance and skills in schools. However, these types of reports are usually annual. This method is qualitative and not standardized, which makes it difficult to quantify students' levels of teamwork
- On the other hand, these approaches do not allow a reliable comparison between students with different teachers. For these reasons, a standard scale was developed for teachers to measure teamwork, for each item different descriptions of the possible behavior of students with respect to teamwork competence were given
- The teachers evaluated the level of teamwork of each student under a scale of 10 aspects of behavior
- Also a personality inventory (conscientiousness, extroversion, kindness, emotional stability and openness)

Self-reports

Situational Judgment Test

Teachers report

CONCLUSIONS

For all team members to work on the content

- Tasks or products that we request must have a level of complexity such that they require the cooperation of the students
- The teacher must design and develop activities that first guarantee individual responsibility

To assess that all team members are working



STRATEGIES



CONCLUSIONS

- Teamwork is a means and not an end in itself
- Do not forget to work on the 3 dimensions that encompass it: cooperation, negotiation, advice
- Design group activities that encourage group work, and combine them **YOU WILL ALWAYS GET MORE BENEFIT**
- Use those activities with which you feel **BEST**
- Try to distribute tasks based on your **INDIVIDUAL RESPONSIBILITY**
- More individual activities, **BETTER OUTSIDE THE CLASSROOM**
- Assume your **ROLE** of **OBSERVER!**
- Design the observation sheet based on the dimension to observe
- Group work is an **ACTION**, teamwork is an **ATTITUDE**

END OF THE GUIDELINES



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