

***“The person who does the work does the learning”***

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**Building High Performance Teams Course Outline**

**COURSE LENGTH: 1 DAY**

**OUTCOMES**

* Identify different types of teams
* Recognise and interpret the five stages of team development
* Establish team norms
* Inspire and motivate team members
* Build teamwork by applying the twelve characteristics of an effective team
* Promote trust and rapport by exploring your team player style, and find how it impacts group dynamics
* Recognise the key elements that move a team from involvement to empowerment, and give these elements to your team
* Develop strategies for dealing with team conflict and common problems
* Build teams using TORI
* Develop a good team player
* Communicate effectively
* Engage in active listening
* Build consensus through understanding

You’ll see a variety of learning strategies: cooperative / collaborative, constructive, experiential, Socratic, accelerated learning. Participants will experience rotation of paired / small group work, the creation or completion of partial existing content to adapt it to their own situations, the tactical use of purposeful questions to guide people to self-discovery rather than just telling, intermittent problem-solving team-based challenges, a welcoming learning environment that gets the learners and their brains ready to learn.

As part of addressing ever-diverse groups, as well as being generally wise principles of learning, I also draw on principles from the field of Maori education:

* Ako (Learners also learn when they teach others)
* Poutama (Like a ladder, learning needs to climb on previous learning)
* Te Whare Tapa Wha (The learner’s needs need to be met across multiple dimensions: physical, mental, emotional, social)
* Tuakana Teina (‘buddy system’)

People are different and some topics lend themselves to being best delivered by particular styles. Therefore, what you get is *variety*, and a professional, experienced facilitator able to take examples and scenarios from the real-world of the participants and workshop them together in real-time, as opposed to didactic linear delivery of generic content. These methods ensure a productive, effective, and efficient balance between the delivery of academic content, and a practical and relevant session that is engaging, memorable, and interactive.