

DiTEM Coach Training Resources



The DiTEM Business Coach Training and C1 Short Joint Staff Event

Introduction:

This paper describes the learning outcomes, assessment criteria and content of the five-day C1 event training course called **The DiTEM On-line Business Coach**.

As part of the DiTEM project, partners will train two people from each partner organisation how to deliver the blended DiTEM Manager course. They will take part in a five-day C1 Short Joint Staff Event. The course will be supported by a set of training resources, exercises and planning templates. Each partner will nominate trainers to attend a C1 Short Joint Staff Event. On completion of the event, trainers will be able to deliver and support the DiTEM course and DiTEM learners.

Course Aim:

The aim of the course is to w

Course Structure:

The course comprises three parts:

- i. **Part One: The DiTEM Coach,**
- ii. **Part Two: The DiTEM Manager**
- iii. **Part Three: Training the Trainer – the DiTEM Manager Course.**

For each part of the course, there is a Learning Outcome and a set of assessment criteria.

Delivery Methodology:

The course will be delivered using trainer led sessions, interactive learning activities and planned group and individual work activities. ETA will lead the delivery with inputs on specific parts of the course from each of the partners on the five DiTEM e-learning courses: Crystal Clear will lead a session on the use of the DiTEM learning platform.

Course Description

Course Title:	
	The DiTEM On-line Business Coach
1. Aim:	To enable trainers to deliver the DiTEM Manager blended learning course enabling designed to help micro enterprises explore and exploit opportunities to digitalise their enterprise.
Title and Learning Outcomes	Assessment Criteria
Part One: The DiTEM Coach Learning Outcome: Understand the concept and role of the DiTEM Coach	1. Understand the role of the DiTEM Coach
	2. Understand the skills and tools used by DiTEM Coaches
	3. Explore how to provide on-line coaching as a DiTEM coach
Part Two: The DiTEM Manager Learning Outcome: Understand the structure and content of the DiTEM course	1. Explain the structure of the blended learning DiTEM Manager course
	2. Understand the content of the DiTEM Manager Modules
	3. Understand how to use the DiTEM learning environment
Part Three: Training the Trainer – The DiTEM Manager Course Learning Outcome: Know how to deliver all parts of the DiTEM Manager course	1. Know how to plan and deliver the DiTEM Manager course
	2. Plan the marketing and dissemination of the DiTEM course
	3. Know how to set up and support learners using the DiTEM learning environment
	4. Understand how to evaluate the implementation of the DiTEM course
2. Duration:	5 days (40 hours)
3. Methodology:	Group face-to-face delivery using the DiTEM training resources including PowerPoint, activities, tools and templates

Note: Part of the curriculum is based on the Chartered Management Institute Level 3 Coaching and Mentoring (RQF) Syllabus (March 2017, Version 5)

Delivery Planning Template

The DiTEM On-line Business Coach	Power Point File: < insert >	Prepared By: <insert>	Date:
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Training Arrangements:

Location	
Joining instructions	
Room layout	
Refreshment	

Resources and Supplies	Quantity	Check (✓)	Training Materials and Exercises	Quantity	Check (✓)

Equipment	Quantity	Check (✓)	Administration Forms	Quantity	Check (✓)

Course Aim:

To enable trainers to deliver the DiTEM Manager blended learning course designed to help micro enterprises explore and exploit opportunities to digitalise their enterprise.

Learning Outcomes:

By the end of the course, trainers will

- Understand the concept and role of the DiTEM Coach
- Understand the structure and content of the DiTEM course
- Know how to deliver all parts of the DiTEM Manager course

Duration:

5 days (40 hours)

Methodology:

The course will be divided into a series of sessions. Each session will have a set of outcomes and associated resources. The training will be delivered using group face-to-face delivery including group and individual activities. The delivery plan will be supported by a set of DiTEM training resources including PowerPoint, activities, tools and templates.

Session Plans

Session Title:			
Duration:			
Outcomes:			
Topic/Subject:	Key Points:	Activities:	Resources:

Mission 2020

Trainer Guide

Business Simulation:

Project Management Team Working Decision Making

Background

This is a business simulation exercise designed to help delegates to explore, discuss and reflect upon the sequence of activities that are necessary when setting up and managing a project. The exercise requires delegates to work individually and then as a group to sequence a set of activities. In addition to providing an insight into the sequencing of project management activities, the exercise also provides an insight into team working and decision-making processes, especially the power of consensus decision making.

Exercise Objectives:

This exercise can be used to achieve several learning objectives. The trainer/facilitator will select the ones that are most appropriate for the delegate/training programme. Potential objectives are:

- To identify the sequence of activities from start to finish when planning a project
- To define the four stages of the project life cycle
- To improve the groups understanding of team-working behaviours
- To develop team-working practices and effectiveness
- To explore different approaches to problem-solving
- To demonstrate the concept of synergy
- To provide a warm-up activity for delegates

Setting up the Exercise:

Step 1: Introduce the Exercise

- It is important to provide delegates with an introduction so that they understand the purpose of the session and what they will be doing
- Describe the exercise, explaining it in relation to the key topic such as project management, team-working and decision-making and so on
- Explain that they are required to complete the activity individually first and then as a team
- Stress that it is essential that they complete the entire exercise otherwise the scoring system will not work effectively
- Explain they will be given a sheet with a list of activities associated with project management: their task is to decide on the ideal sequence of the activities to ensure the effective management and delivery of a project. Delegates will complete the activity on their own initially and then they will be organised into groups and asked to complete it again, but this time as a group

Step 2: Individual Activity:

- Issue Mission 2020 Sheet 1 (Ranking Proforma and Glossary of Terms) and explain they are to complete Column A by deciding the order of each activity. If they believe Activity R (Identify project objectives) should be the first activity, they should insert 1 in column A and then continue this process until each activity has been placed into the sequence
- Tell them that they are to complete this part of the exercise on their own and that they are **NOT** allowed to discuss it with anyone else
- Point out that there is a glossary of term on the sheet should they not understand the meaning of some activities
- Advise them they have 20 minutes to complete this task: whilst they are completing the task check that they are completing the sheet correctly as sometimes delegates misunderstand how to order and number the activities
- It is a good idea to give reminders of the time remaining with 10, 5 and 2 minutes to go

Notes and Observations:

Often some individuals find this challenging as they attempt to absorb all the information whilst others over analyse the information and delay making their decisions until very late. It is likely that some delegates will complain about having too much data and that the process is flawed because there are better ways of sequencing the activities. Just field these comments and insist that they adhere to the process. Some delegates will look and become stressed complaining that they have not been given sufficient time. These points can be discussed at the de-brief session at the end of the exercise.

Step 3: Group Activity:

- Organise delegates into groups of 5 – 7 and explain they are now going to repeat the exercise, but this time they are to work as a team.
- It is worth holding a discussion about the concept of 'consensus decision making' at this stage. Consensus decision making can simply be described as “**Although this is not my first choice, I can live with the decision and I will support it**”. A consensus decision is **NOT** the same as a majority decision.
- Tell the delegates that this time they have 60 minute to complete the task and that they are to insert their answers in **Column D**.
- Issue each group a set of Mission 2020 Activity Cards (Sheet 5) which delegates can use to sequence the activities (One set needs to be printed out per group and cut up before running the session)
- During the exercise, ensure that you make a note of your observations which will help during the de-briefing stage – look out for which delegates are most vocal and therefore influencing other delegates and visa versa; notice how they make decisions; notice if they have broken the project process into different stages and grouped activities
- It is a good idea to give reminders of the time remaining with 10, 5 and 2 minutes to go

Step 4: Provide the Expert Ranking/Solution:

- With the delegates, still in their groups, give them Sheet 2 - Expert Ranking and ask them to insert the answers in **Columns B and E**. The simplest way to complete this process is to simply read out the solution (i.e. 7, 5, 16, 19, 21 and so on)

Step 5: Scoring their Decisions:

- To determine their Individual Score, they need to simply calculate the difference between **Column A and Column B** and put the answer in **Column C**: they should ignore whether the difference is positive or negative and just record the number, so for example, a difference of -3 should be recorded as 3. They can now add up the total of **Column C** to get their **Individual Score**
- Repeat this process for the **Team Score**, calculating the difference between **Columns D and E** and entering the answer in **Column F**. They can now add up the total of **Column F** to get their **Team Score**
- Issue Sheet 3 - Analysis and ask each group to calculate its **Average Individual Score** (e.g. adding up each person's individual score and dividing by the number of individuals in the group)

Step 6: Group Reflection:

- Using Sheet 3 ask the groups to discuss and reflect on their results: questions they might like to consider include:

- How effective were we as a team?
 - Did some individuals have more influence/less influence on the decision?
 - Was everyone involved?
 - How could the team's performance have been improved?
 - How did our answers differ from the expert solution?
 - Do we agree with the expert solution?
 - How effective were the discussions and how did we reach agreement?
 - Did we group or 'chunk' activities into different phases?
 - Why is project management and team working important in my role?
- **Optional:** Ask groups to prepare a 3 – 4-minute feedback/presentation to share their discussions with the other groups (time dependant)

Step 7: Whole Group Discussion and Reflection:

- Invite groups to present their discussion and to share their observations (either informally or as a presentation if they were asked to prepare a presentation)
- Discuss the key issues: this might be team-working, project management or decision making and problem-solving issues depending upon your objectives for the exercise (it is useful to cover all three)

The next pages contain the sheets required to run the exercise plus the rationale behind the Expert Rankings.

Initiating, Planning, Executing and Close

Initiate

A project team needs an adequate description of the project to get started. The initial description will come from the project sponsor or customer. The project manager should take steps to ensure that everyone completely understands the project's deliverables, objectives and work scope. The following tasks are necessary to provide the up-front definition of the project and are essential to its success:

1. **R Identify project objectives.**

Excellent companies view their projects as building blocks in the design, development, and the execution of their organisational strategies. Customer goals are satisfied by well-constructed corporate goals. Corporate goals are translated into project goals and objectives. Well-defined project objectives provide the link to the business goals and the means for up-front definition of the project. Therefore, common understanding and goals for all project players are provided.

2. **W List project end products (*Deliverables*)**

The purpose of a project is to produce end products. Clarifying the deliverables up-front is agreeing on what will and won't be provided because of the project

3. **M Identify time, cost and performance parameters**

It is important to define the when, the how much, and the how of a project before a project plan can be developed.

4. **U Develop project milestone schedule**

Key events, approval dates and or interim delivery dates of deliverables need to be identified up-front. Milestones are checkpoints used not only to track the project, but to plan it as well. Therefore, they need to be identified up-front as part of project definition. Often, these milestones represent some of the constraints that will exist on the project and will need to be factored into the project plan.

5. **B** **Select initial project design that will satisfy the project objectives**

Preliminary design information is necessary to identify the direction and scope of the project. Without at least some preliminary sketches, the project requirements cannot be identified.

6. **H** **Identify resources required to perform the project**

These included facilities, material, equipment, manpower, technology and money.

7. **A** **Identify project-related assumptions**

As a project is defined and described, assumptions are naturally made. Explicitly stating the assumptions at the outset helps later to identify when things have changed. When an assumption is no longer true, that becomes a signal that the scope of the project is changing. It is important to state assumptions clearly and concisely so everyone knows the set premises on which the project objectives and scope are based.

8. **Z** **Define the criteria and authority for project decisions, including changes to the project plan**

Change is inevitable on a project as is the need for decision making. Identify the process and procedures for how decisions will be made sets up the initial controls on the project and is necessary for managing change and uncertainty that are inherent in all projects.

9. **V** **Reach clear agreement on the statement of standards of work with key stakeholders**

The exit criteria from the Define Phase are a Statement of Work (SOW), which is all the cumulative tasks that are accomplished in this phase. The SOW contains project objectives, deliverables, constraints, and milestones, scope of work, assumptions and authority. Buy-in and agreement on all the elements of the SOW are necessary for the next phase to start.

Plan

Successfully achieving project objectives requires a plan. This plan will define resources to be expended, assign responsibilities, and establish schedules and a budget to accomplish the work. A good plan is flexible, because it provides alternative paths and functions as a good road-map even when radical changes occur. While planning a project, the project manager must break the work into small elements so that the work can be budgeted, scheduled and resources can be assigned.

10. **J Identify project tasks to be performed (*Work Breakdown Structure or WBS*)**

To plan the project, it is necessary to break the project up into small manageable pieces. This is done so that the pieces can be budgeted, scheduled, and resources can be assigned.

11. **F Establish costs and level of effort for each *WBS* element**

Based on what was identified in the Define Phase of the project as the overall cost, budgets are developed for each of the functional areas and WBS elements.

12. **K Create project baseline schedule**

Based on the milestone schedule identified in the previous phase, and the level of effort in the Work Breakdown Schedule, a detail schedule is developed for each of the tasks identified in the WBS.

13. **Y Analyse project plan for “what can go wrong” (*Risk Analysis*)**

Risk is the cumulative effect of the chances of certain occurrences that will adversely affect project objectives. Once the tasks have been identified and the cost and timing calculated, an assessment of risk can be made to determine the risk factors throughout the life of the project.

14. **N Develop contingency plans or alternative course of action**

To minimise the impact of risk or uncertainty on a project, contingency plans are developed to address and mitigate the risk. An intended future course of action is developed and decided on up-front, reducing problems and the change of things going wrong.

15. **O Identify and allocate resources by tasks (Develop *Linear Responsibility Chart* or *LRC*)**

Resource allocation is a function through which resources are acquired or assigned for the project in order to produce the end requirements. Once the Work Breakdown Structure (WBS) has been identified, the budget and schedule by task is assigned and all risks are analysed. The resources can be assigned with full knowledge of each task's requirements, level of effort and constraints.

Execute

The Project Plan is the baseline and the trigger for the project work to begin. The work is performed by various functional areas and monitored daily by line managers. From a project management perspective, the phase when the bulk of the project work is done requires monitoring and controlling project progress and performance to requirements by applying numerous tools. To effectively monitor and control the project, tools such as integrated functional teams, project review meetings, conflict resolution and problem solving techniques, and project progress reports are utilised.

16. **C Authorise functional areas to begin work**

The project work starts once a project plan is developed and agreed to by all key stakeholders. Each of the functional areas of the project work from the same plan and specific detail schedule, budget and requirements.

17. **Q Coordinate ongoing project team activities**

Since a project is a system or a whole comprised of interrelated parts, the Project Manager's role at this point is one of an integrator. The integration of a project team activities and their output ensures the optimisation of the project.

18. **G Conduct project review meetings**

To manage and integrate project activities effectively and in a timely manner, a Project Manager must conduct review meetings to gather project performance information and as a vehicle for decision making.

19. **D Resolve conflict between tasks, requirements and project personnel**

Monitoring accomplishments and exercising any necessary corrective action to yield the required outcome is needed to keep the project on track. The information derived from the review meetings will identify conflicts that the Project Manager must then resolve

20. **L Compare project baseline to actual and calculate variance**

Control of the project is exercised through tracking, reporting and forecasting the completed deliverables, comparing them to the project objectives, and sending corrective signals to the input of data and resources. In this way, the project is steered towards an output that fully conforms to the project requirements.

21. **E Manage both internal and customer-driven changes**

Change refers to substitution of one thing for another. Typically, change occurs once the work has begun and feedback from review meetings, conflict resolution, and the baseline-to-actual comparisons identifies or confirms change or the need for change. Deviations from the project plan should immediately receive the Project Manager's attention.

22. **T Communicate project progress to relevant project stakeholders**

Once task conflict, project actual versus baseline, change and problems have been identified and resolved, it is important to communicate the overall progress to all stakeholders. The Project Manager is the nerve centre of the project organisation. By disseminating project information to peers and subordinates, s/he can exercise considerable influence over project progress.

23. **P Reiterate project control measures, reporting and problem solving**

During the Monitor and Control Phase, the role of the Project Manager is to continually track, report, forecast, steer and communicate project progress. This is an iterative process and therefore is performed until all project deliverables are completed.

24. **S Hold meeting with customer to compare standards of work with the final deliverables**

An external close-out meeting needs to be performed to wrap up project activities and assess performance. It is performed when all deliverables have been delivered. Comparing the Statement of Work agreed on early in the project with the actual deliverables produced is an effective way to measure success. This meeting may reveal a few things that still need to be completed.

Close

The wrap-up of a typical project generally does not receive enough attention. By the end of the project, the project team members have been assigned to their next projects, most likely, and are anxious to get started. Therefore, steps must be taken to ensure that all necessary work has been completed. Special attention is given to documentation requirements of the customer and the use of checklists. A vital question to be posed at this time is “have all the project objectives been met?” Finally, it is the best time to capture lessons learned from the project.

25. X **Develop a ‘snagging’ list of outstanding activities**

A list of outstanding tasks or deliverables that need to be performed before the project can officially be completed is developed as part of the close-out meeting. The punch list serves as a means of identifying and assigning action items to be completed.

26. I **Hold internal closeout meeting and capture lessons learned**

No project ever goes exactly as originally planned, but most can benefit from the experiences of a similar project or one performed by the same project team. This knowledge can then be used in constructing the plans and objectives for future projects.

Mission 2020 Activity Cards

<p>A</p> <p>Identify project-related assumptions</p>	<p>B</p> <p>Select initial project design that will satisfy the project</p>
<p>G</p> <p>Conduct project review meetings</p>	<p>H</p> <p>Identify resources required to perform the project</p>
<p>M</p> <p>Identify time, cost and performance parameters</p>	<p>N</p> <p>Develop contingency plans or alternative course of action</p>
<p>S</p> <p>Hold meeting with customer to compare standards</p>	<p>T</p> <p>Communicate project progress to relevant project</p>

<p>Y</p> <p>Analyse project plan for 'what can go wrong' (Risk Analysis)</p>	<p>Z</p> <p>Define the criteria and authority for project decisions, including changes to the project plan</p>
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<p>C</p> <p>Authorise functional areas to begin work</p>	<p>D</p> <p>Resolve conflict between tasks, requirements and</p>
<p>I</p> <p>Hold internal closeout meeting and capture lessons</p>	<p>J</p> <p>Identify project tasks to be performed (Work Breakdown</p>
<p>O</p> <p>Identify and allocate resources by task (Develop Linear</p>	<p>P</p> <p>Reiterate project control measures, reporting and</p>

<p>U</p> <p>Develop project milestone schedule</p>	<p>V</p> <p>Reach clear agreement on the statement of</p>

<p>E</p> <p>Manage both internal and customer-driven changes</p>	<p>F</p> <p>Establish costs and level of effort for each WBS element</p>
<p>K</p> <p>Create project baseline schedule</p>	<p>L</p> <p>Compare project baseline to actual and calculate the</p>

<p style="text-align: center;">Q</p> <p>Coordinate ongoing project team activities</p>	<p style="text-align: center;">R</p> <p>Identify project objectives</p>
<p style="text-align: center;">W</p> <p>List project end products (Deliverables)</p>	<p style="text-align: center;">X</p> <p>Develop a 'snagging' list of outstanding</p>

A Your Ranking	B Expert Ranking	C Difference (A to B)	Project Tasks and Activities Order the tasks and activities into a sequence that you believe is most logical order. If you believe Activity R (Identify project objectives) should be the first activity insert 1 in column A and work your way through all the activities.	D Team Ranking	E Expert Ranking	F Difference (D to E)
			A. Identify project-related assumptions			
			B. Select initial project design that will satisfy the project objectives			
			C. Authorise functional areas to begin work			
			D. Resolve conflict between tasks, requirements and project personnel			
			E. Manage both internal and customer-driven changes			
			F. Establish costs and level of effort for each WBS element			
			G. Conduct project review meetings			
			H. Identify resources required to perform the project			
			I. Hold internal closeout meeting and capture lessons learned			
			J. Identify project tasks to be performed (Work Breakdown Structure WBS)			
			K. Create project baseline schedule			
			L. Compare project baseline to actual and calculate the variance			
			M. Identify time, cost and performance parameters			
			N. Develop contingency plans or alternative course of action			
			O. Identify and allocate resources by task (Develop Linear Responsibility Chart or			
			P. Reiterate project control measures, reporting and problem solving			
			Q. Coordinate ongoing project team activities			
			R. Identify project objectives			
			S. Hold meeting with customer to compare standards of work with the final deliverables			
			T. Communicate project progress to relevant project stakeholders			
			U. Develop project milestone schedule			
			V. Reach clear agreement on the statement of standards of work with key stakeholders			
			W. List project end products (Deliverables)			
			X. Develop a 'snagging' list of outstanding activities			
			Y. Analyse project plan for 'what can go wrong' (Risk Analysis)			
			Z. Define the criteria and authority for project decisions, including changes to the			

Individual Score

Team Score

Glossary of Terms

Deliverables	Project end products or interim end products that are typically expressed as nouns and may range from hardware to a report. Deliverables can be delivered at any time during the project.
Lessons Learned	Project documentation of the following: <ul style="list-style-type: none"> • Major problem areas encountered and their solutions • Technical advances made during the project • New or improved management techniques (processes) • Suppliers who performed particularly well or particularly poorly • Recommendations for future research and development efforts
Linear Responsibility Chart (LRC)	Project planning tool in the form of a matrix that identifies project task to be performed and the roles/responsibilities of each team member for each task.
Milestones	Key events identified as points in time
Parameters	A set of properties whose values determine the characteristics or behaviour of something
Punch List	A list of outstanding tasks or deliverables to be performed
Resources	The following are considered resources: <ul style="list-style-type: none"> • Money • Labour • Facilities • Equipment • Materials • Information/Technology
Risk Analysis	Assessment of what can go wrong on a project and the probability of it occurring
Statement of Work (SOW)	Official description of the project. At a minimum, describes the end products or deliverables, project objectives, and work scope.
Work Breakdown Structure (WBS)	Hierarchical breakdown of the project into small, manageable pieces

Expert Ranking of the Activities

Initiate

1	R	Identify project objectives
2	W	List project end products (Deliverables)
3	M	Identify time, cost and performance parameters
4	U	Develop project milestone schedule
5	B	Select initial project design that will satisfy the project objectives
6	H	Identify resources required to perform the project
7	A	Identify project-related assumptions
8	Z	Define the criteria and authority for project decisions, including changes to the project plan
9	V	Reach clear agreement on the statement of standards of work with key stakeholders

Plan

10	J	Identify project tasks to be performed (Work Breakdown Structure WBS)
11	F	Establish costs and level of effort for each WBS element
12	K	Create project baseline schedule
13	Y	Analyse project plan for 'what can go wrong' (Risk Analysis)
14	N	Develop contingency plans or alternative course of action
15	O	Identify and allocate resources by task (Develop Linear Responsibility Chart or LRC)

Execute

16	C	Authorise functional areas to begin work
17	Q	Coordinate ongoing project team activities
18	G	Conduct project review meetings
19	D	Resolve conflict between tasks, requirements and project personnel
20	L	Compare project baseline to actual and calculate the variance
21	E	Manage both internal and customer-driven changes
22	T	Communicate project progress to relevant project stakeholders
23	P	Reiterate project control measures, reporting and problem solving
24	S	Hold meeting with customer to compare standards of work with the final deliverables

Close

25	X	Develop a 'snagging' list of outstanding activities
26	I	Hold internal closeout meeting and capture lessons learned

The next page contains the expert rankings according to the order that the tasks are listed on Sheet 1 – Ranking Proforma.

Expert Ranking of the Activities Listed as per Sheet 1

7	A	Identify project-related assumptions
5	B	Select initial project design that will satisfy the project objectives
16	C	Authorise functional areas to begin work
19	D	Resolve conflict between tasks, requirements and project personnel
21	E	Manage both internal and customer-driven changes
11	F	Establish costs and level of effort for each WBS element
18	G	Conduct project review meetings
6	H	Identify resources required to perform the project
26	I	Hold internal closeout meeting and capture lessons learned
10	J	Identify project tasks to be performed (Work Breakdown Structure WBS)
12	K	Create project baseline schedule
20	L	Compare project baseline to actual and calculate the variance
3	M	Identify time, cost and performance parameters
14	N	Develop contingency plans or alternative course of action
15	O	Identify and allocate resources by task (Develop Linear Responsibility Chart or LRC)
23	P	Reiterate project control measures, reporting and problem solving
17	Q	Coordinate ongoing project team activities
1	R	Identify project objectives
24	S	Hold meeting with customer to compare standards of work with the final deliverables
22	T	Communicate project progress to relevant project stakeholders
4	U	Develop project milestone schedule
9	V	Reach clear agreement on the statement of standards of work with key stakeholders
2	W	List project end products (Deliverables)
25	X	Develop a 'snagging' list of outstanding activities
13	Y	Analyse project plan for 'what can go wrong' (Risk Analysis)
8	Z	Define the criteria and authority for project decisions, including changes to the project plan

Mission 2020 – Analysis

Use this sheet to analyse different aspects of your group's effectiveness and to assess the merits of working together as a team

<p>Average Individual Score</p>		<p>Add up the Individual Scores (the total of Column C) for each member of your group and divide by the number of people in the group: this is a simple average score.</p>
<p>Team Score The total of Column F</p>		<p>The team score is the result of the group working together as a team to decide on the sequence of activities: ideally this score should be lower than the Average Individual Score</p>
<p>Synergy Score The difference between the Team Score and the Average Individual Score.</p>		<p>If the Team Score is lower, then a '+' is indicated, signifying that the team achieved some degree of synergy. If the Team Score is higher, then a '-' is indicated, signifying that the group did not work together effectively.</p>
<p>Percentage Change The Synergy Score divided by the Average Individual Score</p>		<p>The Percentage Change provides a more accurate way of looking at how the group functioned as a team. By expressing it as a percentage, it is possible to compare the effectiveness of different teams.</p>
<p>Lowest Individual Score on the Team</p>		<p>This score can tell us a great deal about how well the team worked. The more individuals with scores lower than the Team Score the more effective the team-working was.</p>
<p>Number of Individual Scores Lower than the Team Score</p>		<p>This will give an indication of the impact of the team on the individual's performance. If the Team Score was lower than the Average Individual Score, it is likely that the group was strongly influenced by individuals with the lowest individual scores</p>
<p>Number of Individual Scores Higher than the Team Score</p>		<p>This will give an indication of the impact of the team on individual performance. If the Team Score was higher than the Average Individual Score, it is likely that the group was strongly influenced by individuals with the highest individual scores.</p>