

Hui ā-tīma | Team Hui
Aratohu ārahi | Leader/Facilitator
Guide

How to use this resource

- Use this guide with the Master slide deck to support your team hui.
- The activities and timeframes suggested are a guide and can be re-figured as required depending on the available time and the requirements of the team.
- Use each activity in different hui if this works best for your team. Separate powerpoint slides have been provided for each of the four recommended activities contained in the Master hui.
- The materials have been developed with accessibility in mind and incorporate universal design principles.
- For support to re-design a hui or for additional activity support requests contact organisationaldevelopment@tepukenga.ac.nz

Why are hui important for my team?

Team hui foster unity, kotahitanga (interconnectedness), a sense of community and a feeling of belonging that will help you and your team continue to thrive in our changing environment. Connecting regularly in an intentional and planned way will help create the conditions for a positive, productive, committed and engaged team.

How will this resource help me and my team?

The activities in this guide and slide deck are designed to:

- provide ways for you as a leader to connect with and create an inclusive team culture and promote a sense of belonging and kotahitanga (interconnectedness)
- help you to create and guide a sense of team direction and focus
- improve productivity, engagement, wellbeing, and retention of your team
- help you actively support and provide time and space for your team to connect, learn and grow.

What can I use to help me plan?

Use the [Leaders Planning Guide](#) to help you think about:

- your team, priority groups and your current context
- time required vs time available and the best method of delivery for your intended outcome
- the content and activities that are most relevant for your team and the current context
- who is best to facilitate.

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Activity 1

Nau mai | Welcome and introductions

Time: 15 mins

Context: This activity is designed to bring people together, break the ice, foster connections, make people feel more comfortable and set the scene for the activities that follow.

Instructions:

As kaimahi arrive to the room or join online, ask them to put any pātai (questions) they'd like to have addressed on the carpark (flip chart paper on the wall, or on a whiteboard for virtual hui). These can be added to throughout the hui as pātai come to mind.

1. Welcome everyone to the hui and begin with karakia. This can either be led by you or you may wish to invite a member of your team to take the lead **(slide 1 and 2)**.
2. Outline the agenda for the hui and why we're here; to strengthen team connection and kotahitanga (interconnectedness). Depending on the needs of your team and the activities you choose, this agenda may need to be modified **(slide 3)**.
3. Leader and facilitators - introduce yourself and then invite people to introduce themselves in a way that feels authentic and is meaningful to them. For those who wish to introduce themselves in te reo Māori please contact your local Māori cultural capability advisor for support **(slide 4)**.



For online hui:

invite people to come off mute to introduce themselves. Throughout the hui, ask kaimahi to engage with the korero using the response emojis and the chat function in teams.



For face-to-face hui:

Discuss housekeeping for example; location of toilets (wharepaku) and emergency exits. Ensure participants are aware of where they can access safe places, like the marae, how to connect with onsite kuia and kaumatua, prayer spaces, rainbow space, etc.

We recommend you get into the habit of sharing what is available onsite at your location to make this normalised. Ensure local tikanga is upheld, this may mean building time in for a pōwhiri or formal whakatau.



Resources: Slide 1- 4



Tip: Have a flip chart or white board ready to record items for the 'Car-Park'. If you session is online use the [white board on teams](#)

Activity 2

Whanaungatanga | Relationships

Time: 45 mins

Context: This activity is designed to create opportunities to get to know each other better, make connections and build meaningful relationships. This helps to build trust, understanding and collaboration, and empowers kaimahi and teams to succeed.

Instructions:

1. Explain the purpose of whanaungatanga which is to build relationships and strengthen connection with others. Fostering kotahitanga (interconnectedness), affirming personal identity, creating a sense of community and a feeling of belonging, will help us navigate the year ahead (**slide 5**).
2. Individually, spend 10 minutes drawing a picture which includes **five** key life events that have shaped you. Examples could include your whānau, first job, house, travel, significant goals etc. We recommend you as Leader share your picture with the group first and then invite others to share (5 mins per person). Remind people that they can share as much or as little as they like. Encourage people to be mindful about what they share as some significant events can generate strong emotions they may not be prepared for. This activity is suitable for face to face or online hui (**slide 6**).

For alternative activities that help to build relationships check out the [whanaungatanga activities document](#).



Resources: Slide 5 – 6



Tip: Ensure you have paper and felt pens for your team to use or if your session is online, make sure your team come to the hui prepared with their own paper and felt pens.

Activity 3

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Time: 30 mins

Context: This activity responds to and acknowledges the wide range of challenges in our current environment. It encourages kaimahi to focus their energy on what they can influence and control, which can minimise anxiety, improve performance, engagement, and job satisfaction.

Instructions:

1. This activity is about understanding the broader context in which we operate and the multiple challenges and uncertainties we are grappling with. We want to get clear about what we can influence/control and what we can't - so we can focus on those things and move to action (**slide 8**)
2. Circles of Control exercise: This activity can be done as a larger group or individually, but generally works better in smaller groups (say groups of 3-4). It can also be done virtually using Microsoft Teams break-out rooms and online collaborative tools such as a [Whiteboard](#) (**slide 9**)
3. Allow approximately five minutes for each of the following three steps:
 - a. Draw a large circle. Write down on post-its all the things you are currently concerned about and stick them around the edges of the circle. This is your circle of concern – it covers everything that affects you.
 - b. Draw a smaller circle inside the first. Move into this circle all the post-its with concerns that you can influence in some way. This is your circle of influence – it includes the things that you can impact or affect.
 - c. Draw a third circle inside your circle of influence. Move into this circle anything that is directly under your control. This is your circle of control – it includes the things that you have complete authority over.
4. Once each group has completed the activity, use the prompting questions on **slide 10**. Have each group discuss the questions (5 minutes) and then share their thoughts/observations with the wider group (10 minutes).
5. To close the exercise, discuss the points on **slide 11**
 - The key here is perspective – be aware of and informed about what concerns you (us) but focus on what you (we) can influence and control.
 - The model comes from Stephen Covey, 7 Habits of Highly Effective People (2004).
 - This is a useful exercise to revisit on a regular basis and can be done individually or in groups.
 - This activity can be used in a wide range of contexts – work, professional, personal – whenever there is a complex and changing environment. This was used effectively with teams during Covid.
 - Being able to recognise the difference between what we can and can't control can influence and impact resilience. At times we all focus on things that impact us but over

which we have no control – this reduces our resilience because we expend energy on things we cannot change, instead of investing in things we can.



Resources: Slide 7 – 11



Tip: For further information on the model read: Covey, Stephen; [7 Habits of Highly Effective People](#); Simon & Schuster; 2004 or <https://learningloop.io/glossary/circles-of-influence>

For additional development check out this course on LinkedIn learning: [Covey's circles of control, influence, and concern \(linkedin.com\)](#)



Tip: Refer to slides 26 – 27 to support next steps.

Activity 4

Tikanga mahi | Ways of Working

Time: 30 mins

Context: To discuss and agree how the team will work together, agree a team operating rhythm, and how best to engage with partners and stakeholders. This is often referred to as a team charter. For this activity, use the values that are meaningful to you and your team. These could be our Te Pūkenga values (manawa nui, manawa roa, manawa ora) or the values of your business division.

Instructions:

1. Introduce values

- The values may be presented as a one-pager, a set of cards, videos, etc. and are the vehicle to discuss how we want to work together as a team.
- Acknowledge everyone comes with their own values to varying degrees – personal, organisational, divisional and these can be strongly held.
- Encourage your team to use all the values that are meaningful to them in this activity.

2. Part 1 (slide 14)

- Divide into small groups (break out rooms if online) and assign one value per group.
- Each group discusses the key themes of their assigned value. For example, a key theme for Manawa nui could be collaboration, a key theme for Aroha | Respect could be we treat each other the way we would like to be treated. If using the Te Pūkenga values this could include reviewing the values videos on Te Whare.
- Each group draws a picture that represents the value or theme (5-10 minutes) and then shares their picture with the wider group.
- Closing the activity: Think about the key themes you've captured as we move into the next exercise. Collect the pictures and laminate these for future use.

3. Part 2 (slide 15)

- In the same small groups, discuss what these key themes look like in practice for your team and what they mean for how we want to work together – with each other, our communities and partners/stakeholders.
- Then, capture on flip chart paper how we want to work as a team - what does this look, sound and feel like?
- Each group feeds back to the wider group. Ask for feedback and make any additions. If time allows, you could rotate tables or break out rooms, so each group gets some time to discuss/add to the key points.
- Closing the activity: Collate and theme the information discussed and use this as the basis for your team charter.

4. Rhythms & Rituals (slide 16)

- To finish this section, there are some practical day-to-day considerations to discuss around how we collaborate and communicate as a team. If these have not been captured during the activity, discuss as a wider group now.
- Capture agreements on a whiteboard and incorporate into your team charter.



Resources: Slide 12 - 16



Tip: Refer to slides 26 – 27 to support next steps.

Whakatā | Session Break (Optional)

Time: 15 - 30 mins

Suggest that everyone brings some kai to share.



Resources: Slide 17

Activity 5

Kaha me ngā āheitanga | Strengths and Opportunities

Time: 45 mins

Context: To explore and identify individual and collective strengths as well as areas for development. Kaimahi are more engaged and motivated when they are doing mahi (work) that plays to their strengths. This leads to greater efficiency and increased performance.

Instructions:

1. Achieving Flow

The optimum state where we are happy and engaged is called 'flow'. This is a state where our level of challenge is just enough combined with the right amount of skills and resources. Too much or too little challenge and skill results in being stressed, disengaged and/or bored. Understanding our strengths, weaknesses and/or vulnerabilities can help us to optimise a flow state in our mahi (**slide 19**).

2. What is a Strength?

Share the definition of a Strength from **slide 20** and describe the three types of strengths (character, performance/talent and learned behaviours).

3. Good News

What are the possible benefits from working to our strengths? Ask this question and get responses from the team before sharing **slide 21**. Can they add any more?

4. Character Strengths

Ask the team to consider the individual strengths they recognise in themselves and in their team from the options on **slide 22**. Provide an opportunity for people to share their insights with the group. Suggest the team complete the free [VIA Character Strengths survey](#) as a follow up exercise.

5. Work Strengths

Look at life's clues to discover your strengths by reflecting on the questions on **slide 23**.

- What activities or environments are you drawn to?
- What skill or knowledge do you pick up quickly?
- When do you feel a strong sense of fulfilment?
- When are you so immersed in an activity that you lose sense of time?
- Where do you excel? What comes easily to you?

In pairs, individually reflect and share responses to the questions. Share some reflections back to the main group.



Tip: Sharing examples from your own experience can create rapport with your team.

6. In groups create a strengths profile of the team, what are we really good at? (**slide 24**)

Some kaimahi may have difficulty identifying their own strengths but are more comfortable recognising strengths in others. Share the profiles created and discuss the collective strength contained within your team. Take time to acknowledge and celebrate these.

This could be a diagram with the different area of strengths listed, a graphical depiction of people and what their strengths are or simply a list. Allow the team to be creative in how they present this.

7. Building on your Strengths

What next? Embrace a growth mindset – seeing yourself as a ‘work in progress’, capable of changing and growing, never static, and never finished with the journey of self-improvement. This is the key for planning your development – this is for you! Take this time to focus on yourself – as we know playing to our strengths will make us much happier, engaged, motivated and give us energy to get through our days with a sense of achievement and connection to a greater purpose.

Use the self-reflection questions on **slide 25** to consider where we are at.



Tip: You could ask for a thumbs up or down of where team members think they are at in building their strengths. Consider:

- What opportunities are there to utilise our team strengths to maximise the flow state for our team members?
- Create an action plan with specific goals and activities to build team strengths, thinking about the following:

Look for existing places where you are already on the right track but you can amplify your effectiveness or grow your benefits. Grow the good, to get to great!

Some habits or behaviours or situations that get in the way – minimise, reduce friction to get out of your own way. i.e. what time of your day are you playing to your strengths? Look at energy levels.

How will you celebrate these goals and successes? **This is important! Don't skip this part!** You need to celebrate along the way – little steps, little milestones, this will keep you on track and help you to stay motivated and excited to keep doing what you love.



Resources: Slide 18 - 25

[TED-Ed: How to enter flow state | TED Talk](#)

[Growth Mindset vs. Fixed Mindset \(youtube.com\)](#)



Tip: Refer to slides 26 – 27 to support next steps.

Activity 6

Huritao me ngā mahi ā muri | Reflection and Next Steps

Time: 45 mins

Context: This activity not only allows you and your team to identify and appreciate the positive experiences but also identify what could be improved next time. It is valuable evaluation and learning opportunity.

Instructions:

1. Ask kaimahi to reflect on the session today and share:
 - a. Something they've learnt or one thing that has surprised them
 - b. Something more they'd like
 - c. Anything else?
2. Review the car-park and answer any questions.
3. Based on your team's feedback, suggest or discuss suggestions on what could or should be the teams next steps. Note, this may be something you need to go away and do some more planning around with support from the OD&E team.



Resources: Slide 26-27



Tip: If you opened with karakia make sure you close with karakia (**slide 28**).

Tautoko me ngā Rauemi | Additional Support and Resources

The following resources and development opportunities are available to support you lead a successful and engaging hui ā-tīma (team hui).

Question	Suggested resource
How do I create and manage break out rooms in MS teams?	Use breakout rooms in Microsoft Teams meetings - Microsoft Support
How can I use brainstorming tools in my hui either face to face or online?	linkedin.com/learning/brainstorming-tools/digital-tools-for-successful-brainstorming-14502649?u=75768826
What tool can I use to maximise my virtual team collaboration?	Microsoft Whiteboard
How can I use teams more effectively?	linkedin.com/learning/microsoft-collaboration-sharepoint-teams-groups-and-yammer-2022/microsoft-teams-for-collaboration?u=75768826
How can I sharpen my facilitation skills to help me create a high-performing, autonomous team?	Facilitation Skills for Managers and Leaders (linkedin.com)
What do I need to do to create an engaging online hui with my team?	Tips for Successful Virtual Facilitation (youtube.com)
I have used the activities in the kete and would like to give some feedback on my experience. Who do I contact?	organisationaldevelopment@tepukenka.ac.nz
Who do I contact for support to design hui ā-tīma team hui, facilitation or to discuss my team's professional development requirements?	organisationaldevelopment@tepukenka.ac.nz