

Toolkit 2

Post intervention

Learning Unit 9

Peer support - having a supportive context is crucial to enhance resilience

1 - Working as a team in an emergency setting

1. *Do you know how to support your team after an emergency?*



No

If you answered “No”, please answer the following recommendations



List of
recommendations

Activity 1

Recommendation: To be an emergency team

Note: As team leader, it is very important to facilitate the relationship inside the group. It is important that all members know and feel cohesion inside the group. Being part of a team is challenging nowadays, because of the different conditions of the organisations (regarding digitalization, distance, home working...). Being part of a team in an emergency is also extremely hard because many of the competences we use in a team in ordinary activities (e.g. goals and mission clarity, participation, integration, creative thinking...) are implicit and must be taken for granted. If you are a team leader you can create good conditions of collaboration between your members.



Activity 1

Recommendation: To be an emergency team

1. **Share goals and direction.** Teams cannot be inspired if they do not know what they are working toward and do not have explicit goals. In ordinary conditions, those goals should be challenging (modest ones do not motivate) but not so difficult that the team becomes dispirited. An emergency can expose teams to very challenging goals. Sharing a sense of meaning can preserve or repair powerlessness as frustration can arise after interventions.
2. **Strong structure.** Teams also need the right mix and number of members, optimally designed tasks and processes, and norms that promote positive dynamics and include members with a balance of skills. Especially in an emergency, a clear design of the team and procedures helps give a strong structure and stability to members.
3. **Supportive context.** Having the right support is the third condition that enables team effectiveness. This includes maintaining efficient communication, an information system that provides access to the data needed for the intervention, an educational system that offers training, a safety system for members and securing procedures to support material resources and a rewarding motivational system.
4. **Membership.** Fostering a common identity and common understanding and a shared mindset. This allows team members to have a strong sense of belonging to the group. They experience a deep commitment to the group's decisions and actions. This sense of belonging is enhanced and reinforced when the team spends the time to develop team norms or relationship guidelines together.
5. **Solve teamwork problems and conflicts.** Help the team to agree upon procedures for recognising, analysing, and resolving teamwork problems and conflicts. Members work towards the mutual resolution of problems and disagreements. An emergency can result in stressful reactions between members. So it is very important to debrief dynamics connected to emergency settings to prevent shifting and transformation of dynamics inside the team.
6. **Make high-quality decisions as a team.** Members of the team make high-quality decisions together and have the support and commitment of the group to carry out the decisions made. They also gain the support and commitment of the people they report to in order to accomplish and communicate the team's progress and success. In an emergency that process is highly crucial to create cohesion and integration during the intervention, as well as in the pre phase and in the follow up phase.



**Psychological
Early
Intervention**

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Sources: Heathfield, S. (2008). How to build a teamwork culture: Do the hard stuff for teams. available at <https://www.thebalancecareers.com/tips-for-better-teamwork-1919225>

Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. Harvard business review, 94(6), 70-76.



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