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**LESSON**

# THE TEAM SYNERGY CHALLENGE

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CODEARTS SOLUTIONS

# *THE TEAM SYNERGY CHALLENGE*

The Team Synergy Challenge is a collaborative workshop in which success depends on communication, role awareness and shared problem-solving rather than individual technical speed. Short tasks reveal how teams coordinate information, handle disagreement and adapt under pressure.

### Subject and level

VET learners at any technical level who participate in group projects and need to strengthen teamwork, communication, leadership, empathy and collaborative planning.

### Connection to curriculum

The exercise supports transversal employability outcomes: communication, teamwork, conflict management, task distribution, reflection and professional responsibility. Technical micro-tasks provide an authentic context for practising these behaviours.

### Didactic and pedagogic considerations

Structured constraints make team dynamics observable. Some activities deliberately limit information or communication so learners notice assumptions and role imbalances. Reflection pauses turn experience into explicit strategies that can be transferred to future projects.

### Time estimate

2 hours

# *THE TEAM SYNERGY CHALLENGE*

**Group size**

15-30 students

**Overall introduction to exercise**

Teams complete a sequence of cooperative missions in which no single learner has all the information needed. Activities move from non-verbal coordination to a divided technical task and a short planning challenge, with reflection between rounds.

The purpose is not to identify a winning personality type, but to help students recognise productive behaviours: listening, clarifying, sharing context, distributing responsibility and adapting leadership to the situation.

# *THE TEAM SYNERGY CHALLENGE*

**Exercise as presented to the students**

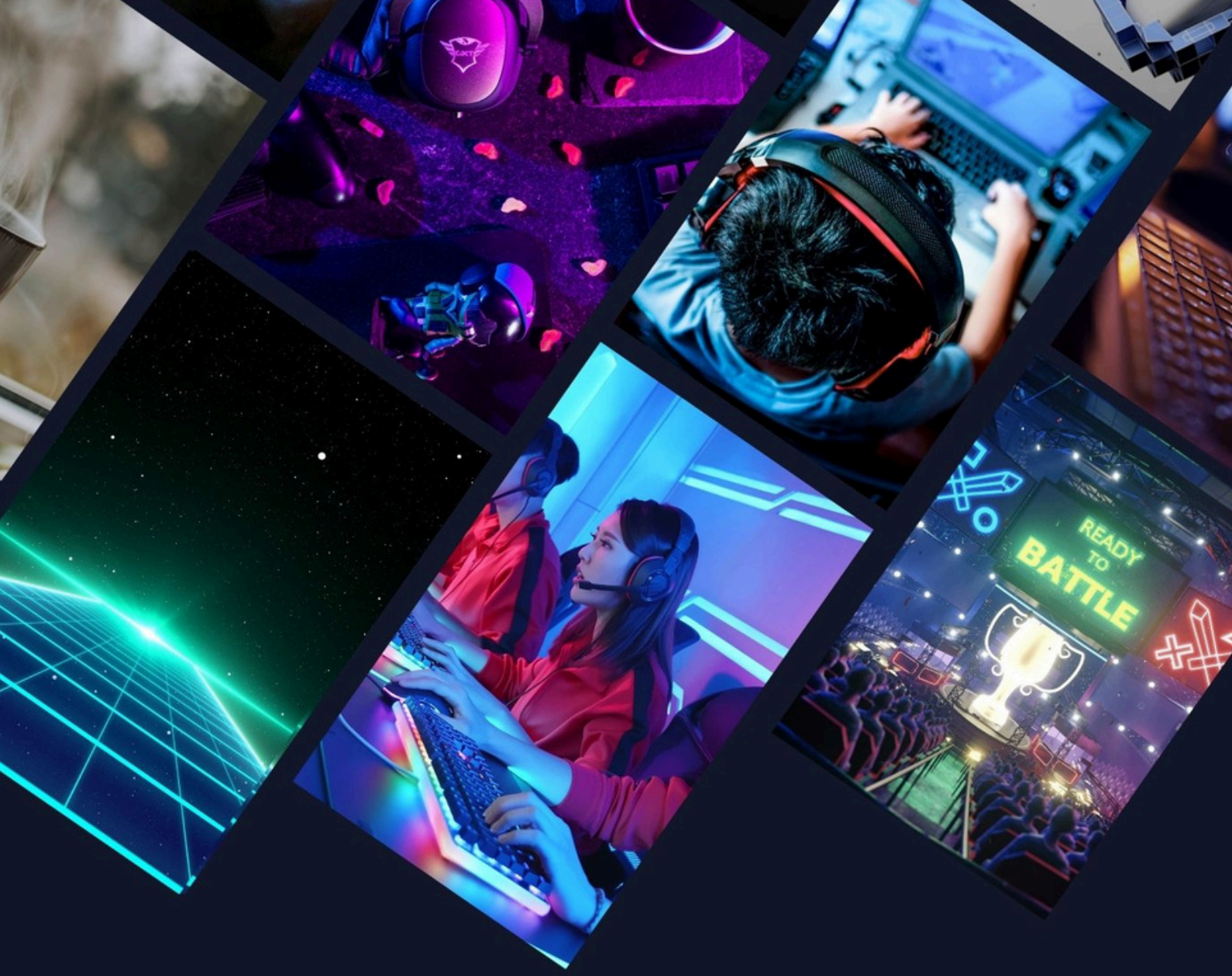
The session opened with a silent coordination puzzle. Teams had to arrange a set of task cards into the correct sequence without speaking, forcing students to use observation, gestures and shared attention. A two-minute reflection immediately followed, focusing on who initiated actions and how misunderstandings were corrected.

The second mission used a small debugging task split across team members. One learner could see the error log, another the source code, another the acceptance criteria and another the recent change history. They could share information verbally but could not exchange screens, so success depended on asking precise questions and building a common picture.

In the third mission, teams planned a fictional product launch with limited time and more tasks than one person could complete. They had to assign responsibilities according to strengths, identify dependencies and decide what could be deferred. Halfway through, the teacher removed one available role to simulate absence and require redistribution.

Between missions, teachers used short reflection prompts: Who had not spoken yet? What information did the team assume everyone knew? When did leadership change? These pauses encouraged quieter students to contribute and helped dominant participants see the difference between leading and controlling the work.

The final retrospective wall asked every learner to post one team strength, one behaviour to improve and one practice they would carry into the next technical project. The class concluded that successful software work depends on trust, clarity and shared responsibility as much as individual expertise. The exercise therefore made soft skills concrete, observable and discussable.

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