

MODULE 6 • TRAINER PRESENTATION

Teamwork

Work well in mixed teams: check that you understood, share tasks fairly, disagree with respect and make sure nobody is left out.

About 3 hours

3 units

Ages 18-30

B1-B2 English

SMILE

Support Young Migrants Integration in the Labour market
in Europe

Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357



Empowerment Through Skills · Inclusion Through Opportunity

HOW WE WORK TOGETHER

Our agreement for this module



Any English is good English

We listen to ideas, not grammar. Nobody corrects your language here. Mix words from other languages if it helps.



Your story belongs to you

You never have to share your migration story. Our examples use invented characters.



Listen to understand

One voice at a time. Every question is a good question.



“Pass” is always OK

You can skip any activity or question. Take a break when you need one.

MODULE MAP

Three units, from understanding to real practice

01

Unit 1: Understanding Teamwork (Together We Are Stronger)

What teamwork is, why it can be learned, where we use it, skills, attitudes and myths. Reflection activity.

≈ 35 min

02

Unit 2: Teamwork in the Reality of Young Migrants

Culture, language, unwritten rules, power and fairness, emotions. Case study: inclusive and exclusionary practices.

≈ 60 min

03

Unit 3: Practical Strategies and Good Practices

Roles, communication, participation, cultural differences, conflict, feedback, fairness. Simulation, role-play, self-diagnosis.

≈ 75 min

LEARNING OUTCOMES

By the end of this module, you will be able to

- 1 Define teamwork and explain its importance in education/employment contexts.
- 2 Identify the key teamwork skills and attitudes appropriate to diverse and multicultural settings.
- 3 Recognise the common teamwork challenges faced by young migrants and describe solution strategies for them.
- 4 Demonstrate effective teamwork skills (in practice) through group activities and role-play scenarios.
- 5 Apply collaborative, respectful and fair behaviours when working in teams.
- 6 Reflect on your own roles, strengths and the areas you need to develop in team-based situations (self-assessment).

WHY THIS MATTERS

Most jobs in Europe are team jobs

2 in 3



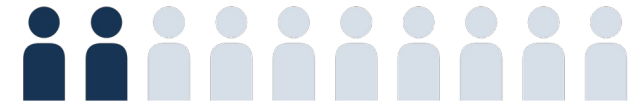
employees in Europe work in a team often or always (34% + 31%). More than 8 in 10 do it at least sometimes.

61%



of employers call “leadership and social influence” a core skill, and 50% “empathy and active listening”: the skills for working with others.

23%



of employers call multi-lingualism a core skill. The languages you speak can be a strength for your team.

Teamwork is not an extra for managers. It is everyday work in kitchens, warehouses, shops and care homes.

Source: Cedefop (2022), ESJS2, Fig. 29, p. 55 (EU-27 + IS + NO, employees aged 25-64, 2021 data) · World Economic Forum, Future of Jobs Report 2025, Fig. 3.3, p. 35

01

UNIT 1 · ≈ 35 min

Understanding Teamwork

Together We Are Stronger: teamwork is a shared responsibility, not individual performance.

Definition

Learnable skill

Skills and attitudes

Myths



DEFINITION OF TEAMWORK · A LEARNABLE SKILL

What is teamwork, and can you learn it?



In short

- **A team:** two or more people with clear roles who depend on each other and share a goal that matters to them.
- **Taskwork** is working with tools and machines. Teamwork is working with people: coordinating, checking, helping.
- **Shared responsibility:** not one hero, and not one person to blame.
- **It can be trained:** 72 controlled programmes with 8,439 people showed medium-sized positive effects.

Source: Salas, Sims & Burke (2005), *Small Group Research*, p. 562 · McEwan et al. (2017), *PLoS ONE*, meta-analysis of 51 articles

TEAMWORK IN DAILY LIFE, EDUCATION AND EMPLOYMENT

You already work in teams



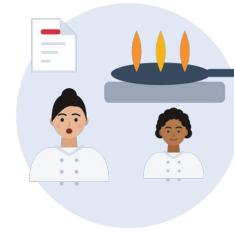
Daily life: a big family dinner

Who shops, who cooks, who cleans? Without a plan, one person does everything.



Education: a group project

Four people, one presentation, one grade. The group chat decides a lot.



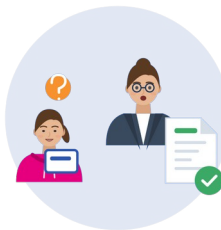
Work: a kitchen on Saturday night

Orders come fast. The cook, the helper and the waiter must hear each other.



Daily life: a football team

Everyone has a position. You only win if you pass the ball.



Education: an internship

You join a team with its own routines. You learn them by watching and asking.

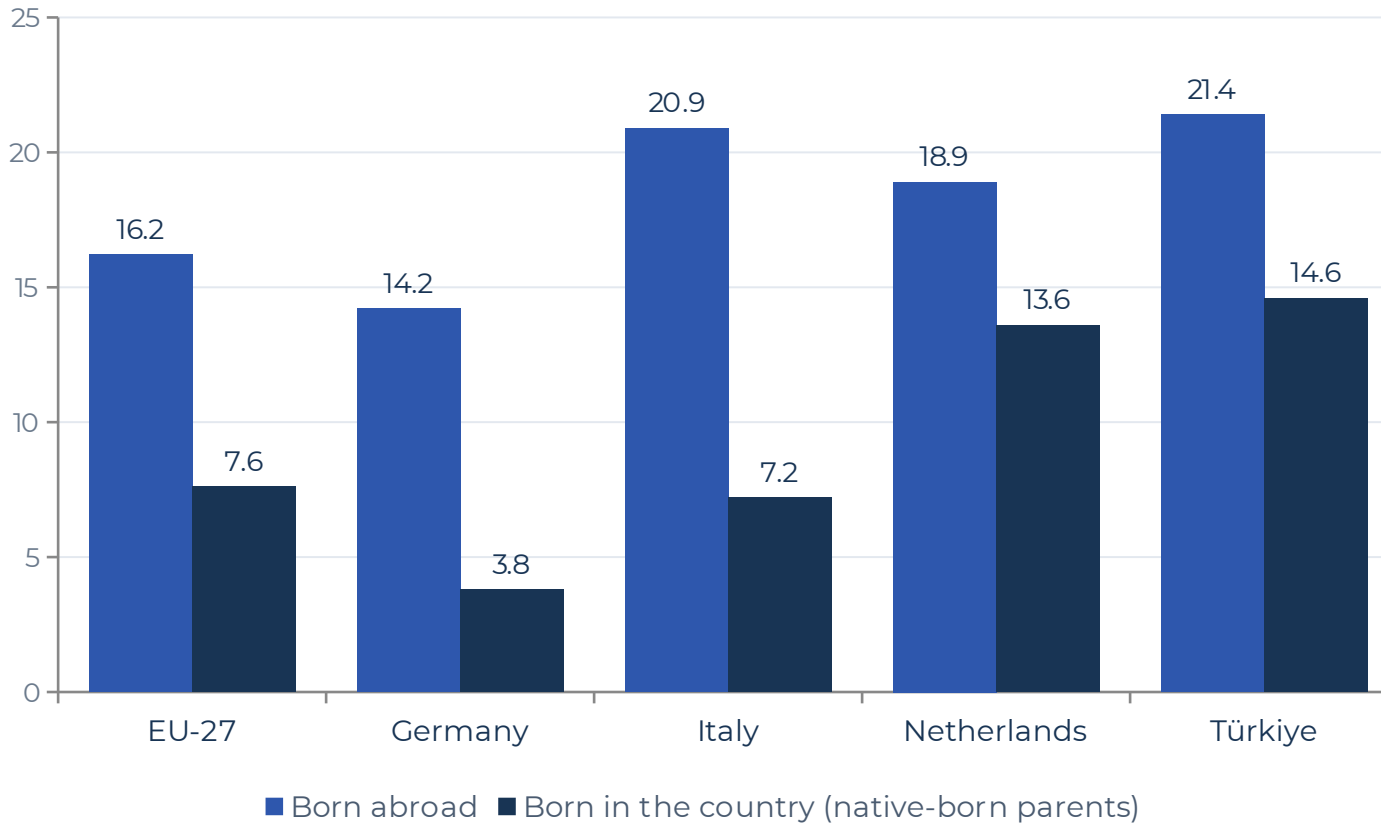


Work: a warehouse picking team

The route plan changes during the shift. If one person misses it, the delivery is late.

TEAMWORK IN EMPLOYMENT

Many young migrants start in hands-on team jobs



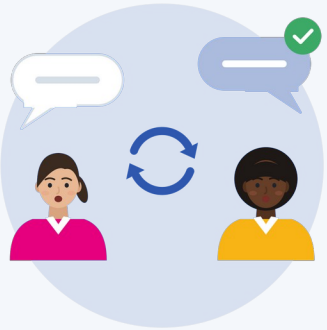
- **% of employed people aged 15-29** in elementary jobs: cleaners, kitchen helpers, labourers, warehouse and delivery work (2025).
- **Service and sales jobs** (kitchens, shops, care) are the largest group for young workers born abroad: 25.3% vs 20.9%.
- **Most of your teamwork** will happen on the floor, in shifts, often with people from many countries.

Source: Eurostat Ifsa_egaisedm, 2025, own calculation (SMILE research note, teamwork §3.1) · ISCO-08 groups 5 and 9 · EL sample too small

SKILLS AND ATTITUDES RELATED TO EFFECTIVE TEAMWORK

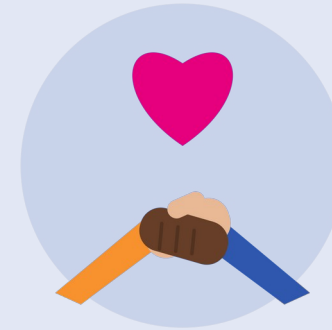
What good team members do, and how they think

Skills you can practise



- Check that you understood: say it back.
- Help a colleague who is overloaded.
- Follow instructions, ask when unclear.
- Give and accept feedback about the work.
- Keep others informed.

Attitudes that make it work

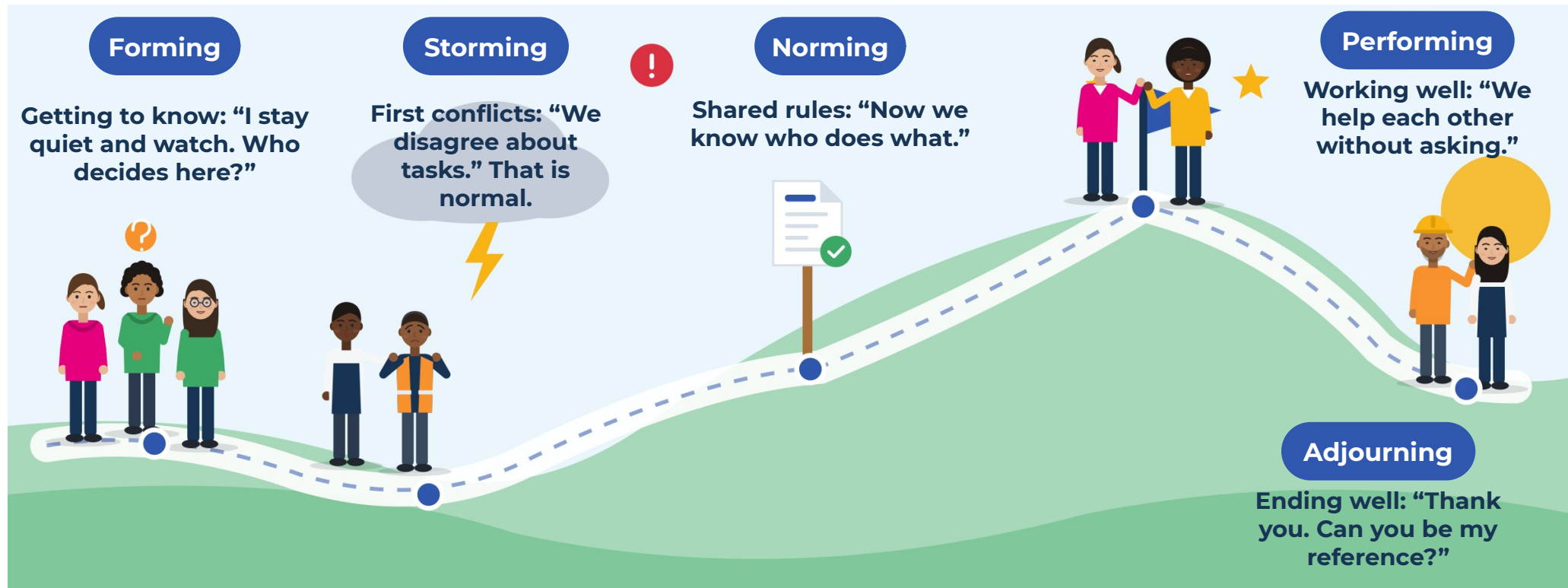


- Shared responsibility: I do my share.
- Respect: people have different backgrounds and beliefs.
- Fairness: tasks are shared fairly.
- Trust: I can admit a mistake.
- Openness: more than one good way to work.

On your CV, use the EU's words: “working in teams”, “assisting and supporting co-workers”, “accepting feedback”.

HOW TEAMS DEVELOP (TUCKMAN)

New team, new stages: a map, not a law



A map, not a law: real teams often change in jumps, for example when a deadline comes closer.

Source: Tuckman (1965), *Psychological Bulletin*; Tuckman & Jensen (1977) · critique: Gersick (1988), *Academy of Management Journal*

Module 6 · Teamwork

11

MYTH OR FACT?

Common misconceptions about teamwork

✗ **“Teamwork is a personality thing.
You have it or you don't.”**

✓ It can be trained: 72 controlled programmes with 8,439 people showed medium-sized positive effects (McEwan et al., 2017).

✗ **“A good team never argues.”**

✓ Conflict about the task is not reliably harmful. Conflict about persons, or about who does what, is (116 studies; de Wit et al., 2012).

✗ **“A team of the best individuals is
the best team.”**

✓ In Google's study of 180 teams, how the team worked together mattered more than who was in it (re:Work, 2015).

✗ **“In a group, everyone works
equally hard.”**

✓ People often make less effort in groups (“social loafing”, 78 studies). Visible tasks and a meaningful goal reduce it.

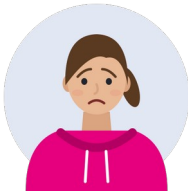
✗ **“Newcomers should stay quiet.
Asking looks weak.”**

✓ Where it feels safe to ask and admit errors, teams learn more, and learning is linked to better results (51 teams; Edmondson, 1999).

Source: McEwan et al. (2017) · de Wit, Greer & Jehn (2012) · Google re:Work (2015) · Karau & Williams (1993) · Edmondson (1999)

ILLUSTRATIVE SCENARIO

One person did everything

**Aylin, 19**

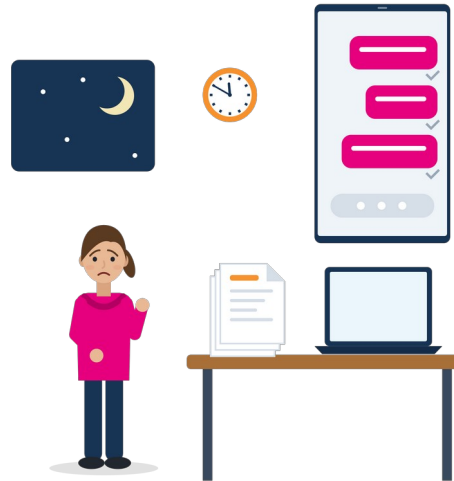
Vocational training course near Cologne, group presentation

Training course

Germany

Group project

Aylin and three classmates must prepare a presentation. Two never reply in the group chat. One says: "My German isn't good enough to help." Aylin does everything the night before. All four get the same grade. Aylin is angry; nobody says anything.



DISCUSS

1. What went wrong: the people, or the way tasks were shared?
2. How could the person with less German still contribute?
3. What could Aylin say at the first meeting?

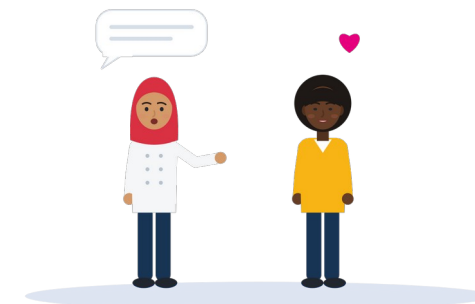
Grounded in: social loafing is "robust and generalizes across tasks and subject populations" (Karau & Williams, 1993, 78 studies).

ACTIVITY

A group I was part of: what helped, what blocked?

**TIME**
15 min**GROUP**Individual, then pairs, then
whole group**MATERIALS**Participant worksheet with
two columns, sentence
starters, flipchart**GOAL**Find what supports or blocks
cooperation**STEPS**

1. Alone (3 min): two columns, “What helped us work together” and “What blocked us”. Any group counts: school, sport, family, job, volunteering.
2. Sentence starters on the worksheet: “It helped when we” and “It was difficult because”. Drawing is fine.
3. Pairs (6 min, any shared language): each person shares one “helped” and one “blocked” item.
4. Whole group (6 min): the trainer clusters answers on the flipchart under four headings: clear goal and roles, communication, trust and safety, fairness.

**DEBRIEF**

- Which helping factor did you create yourself?
- Which blocker was about the set-up, not about people?
- What will you repeat in your next team?

02

UNIT 2 • ≈ 60 min

Teamwork in the Reality of Young Migrants

Culture, language, unwritten rules, power and emotions: barriers and opportunities in diverse teams.

Culture

Language

Unwritten rules

Power and fairness



CULTURAL DIFFERENCES AND TEAMWORK STYLES

What is your picture of a team?



Military

Clear orders and ranks. The leader decides, the others carry it out.



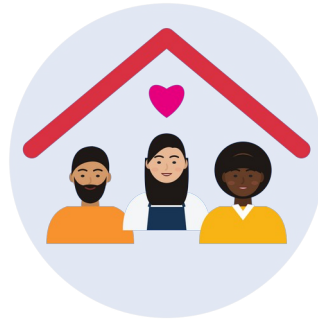
Sports

Positions, a coach, a shared win. Fast passing and clear roles.



Community

People help each other because they belong to the same place.



Family

Care and loyalty. Colleagues stay in contact after work.



Associates

A friendly work relationship with limits. Private life stays private.

DIVERSE TEAMS: WHAT THE RESEARCH SAYS

Mixed teams bring resources and risks

What mixed teams can gain



- More creativity.
- Higher member satisfaction, on average.
- Different work and training backgrounds help a little.
- Languages: a resource for customers and colleagues.

What can go wrong



- More disagreement about the task.
- Less cohesion: less “together”.
- Bias: supervisors may rate mixed teams worse than they are.
- No automatic effect on performance, good or bad.

Diversity is a double-edged sword. Good team processes decide which side wins.

Source: Stahl et al. (2010), JIBS, 108 studies, 10,632 teams · Stahl & Maznevski (2021) · van Dijk et al. (2012), 146 studies · Bell et al. (2011)

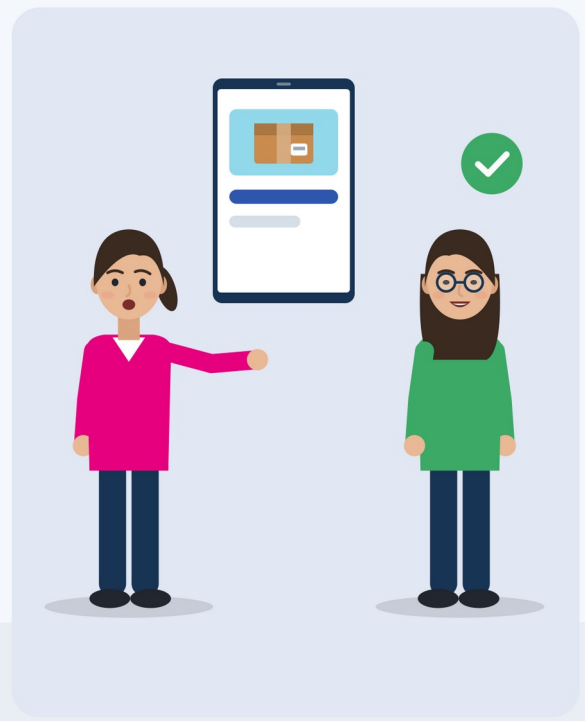
LANGUAGE BARRIERS AND COMMUNICATION CHALLENGES

Language barriers cut both ways

Switching language: others are left out



Both sides can help



- **It is common:** 1 in 10 workplaces in the EU has staff who struggle with the language spoken at work.
- **How people see you:** in multinational teams, colleagues with weaker language were seen as less competent.
- **Switching excludes:** under stress, people switch to their mother tongue. Others feel left out; trust goes down.
- **Both sides can help:** repeat back, one shared language for task talk, show, pictures, bilingual buddies.

Source: EU-OSHA (2025), ESENER 2024, Table 1 · Tenzer, Pudelko & Harzing (2014); Tenzer (2016) · EU-OSHA (2007), p. 23

ILLUSTRATIVE SCENARIO

The plan changed in a language she doesn't speak

**Daria, 24**

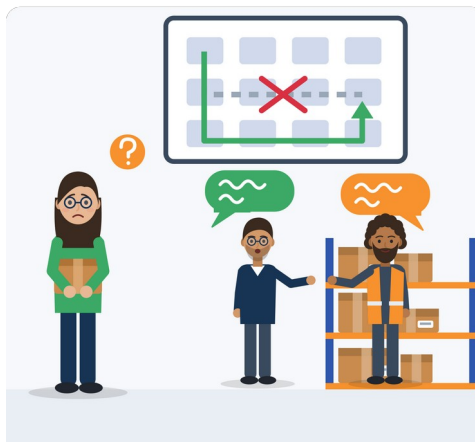
Picking team of four, warehouse near Rotterdam

Logistics

Netherlands

Language and inclusion

Daria works in a picking team of four. Two long-time colleagues talk to each other in a language she doesn't speak, also when they change the route plan. Daria misses the change. The delivery is late, and the team leader blames her.



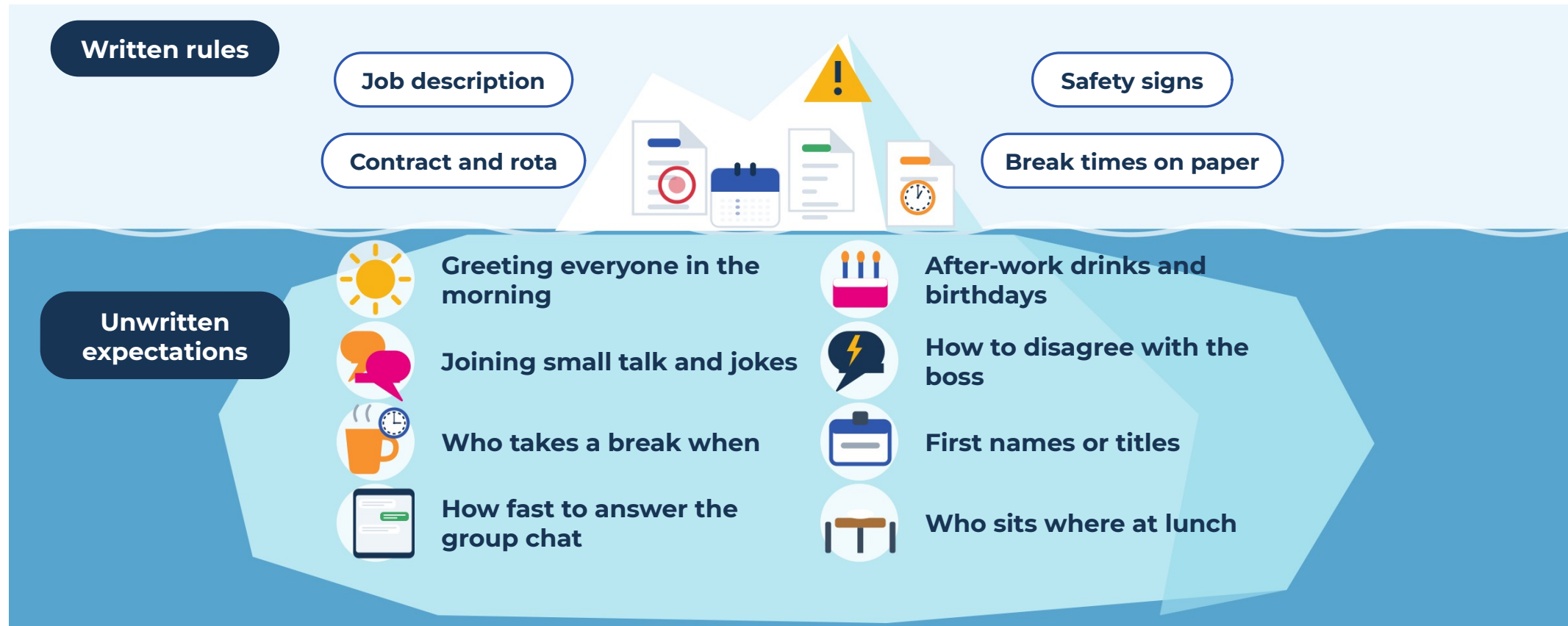
DISCUSS

1. Where is the line between private talk and task information?
2. What can Daria say, and when?
3. What could her colleagues and the team leader change?
4. Swap roles: Daria chats in her language and a local colleague is left out. What changes?

Grounded in: team members "frequently relieve stress by switching into their mother tongue, this way excluding many teammates" (Tenzer, 2016, on Tenzer et al., 2014); language can exclude from "informal interactions and from access to power structures" (Lønsmann, 2014).

SOCIAL NORMS AND UNWRITTEN GROUP EXPECTATIONS

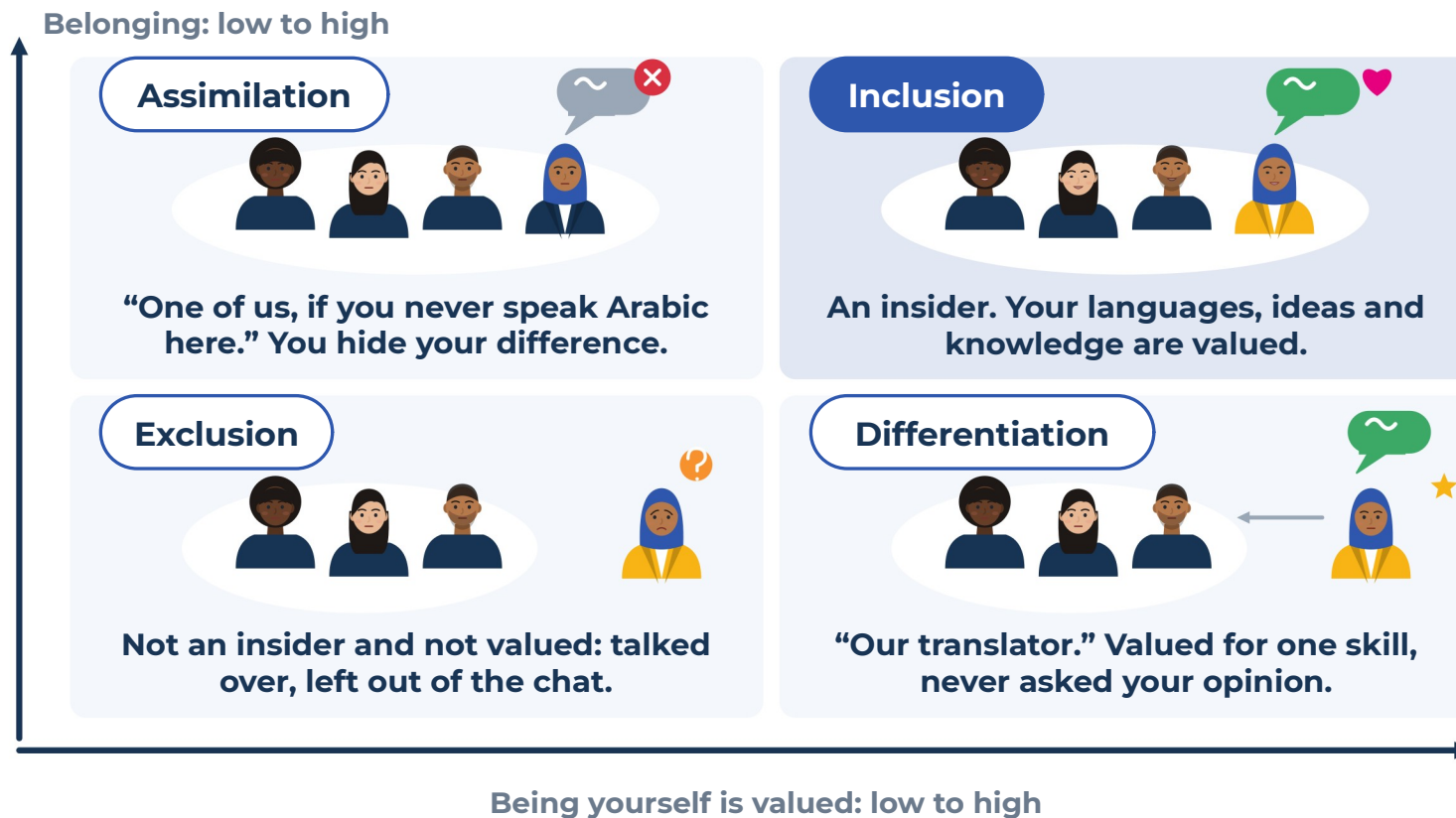
The rules nobody writes down



Source: Language in the Workplace Project, Victoria University of Wellington (web pages) · Marra, Holmes & Riddiford (2009), pp. 6-7 · Council Recommendation on key competences (2018)

POWER RELATIONS, FAIRNESS AND INCLUSION

Inclusion: you belong, and you can be yourself



Everyday exclusion at work

- Muslim respondents, 13 EU countries, past 5 years:
- **18%** got tasks below their qualification.
- **14%** were talked over or interrupted.
- **13%** had their opinions ignored.
- **35%** felt racially discriminated against at work (Turkish background: 50%).

Source: Shore et al. (2011), Journal of Management · FRA (2024), Being Muslim in the EU, pp. 53-56 (2022 data)

ILLUSTRATIVE SCENARIO

The cleaning is always yours

**Yonas, 23**

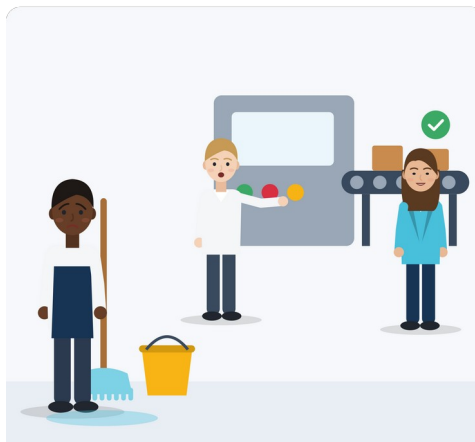
Food-production team near Bologna, technical diploma not yet recognised

Food production

Italy

Fair tasks

Yonas has a technical diploma that is not recognised yet. In his food-production team, the shift leader gives him the machine cleaning every day. New local colleagues who started after him are trained on the machines. Yonas says nothing, but he feels stuck.



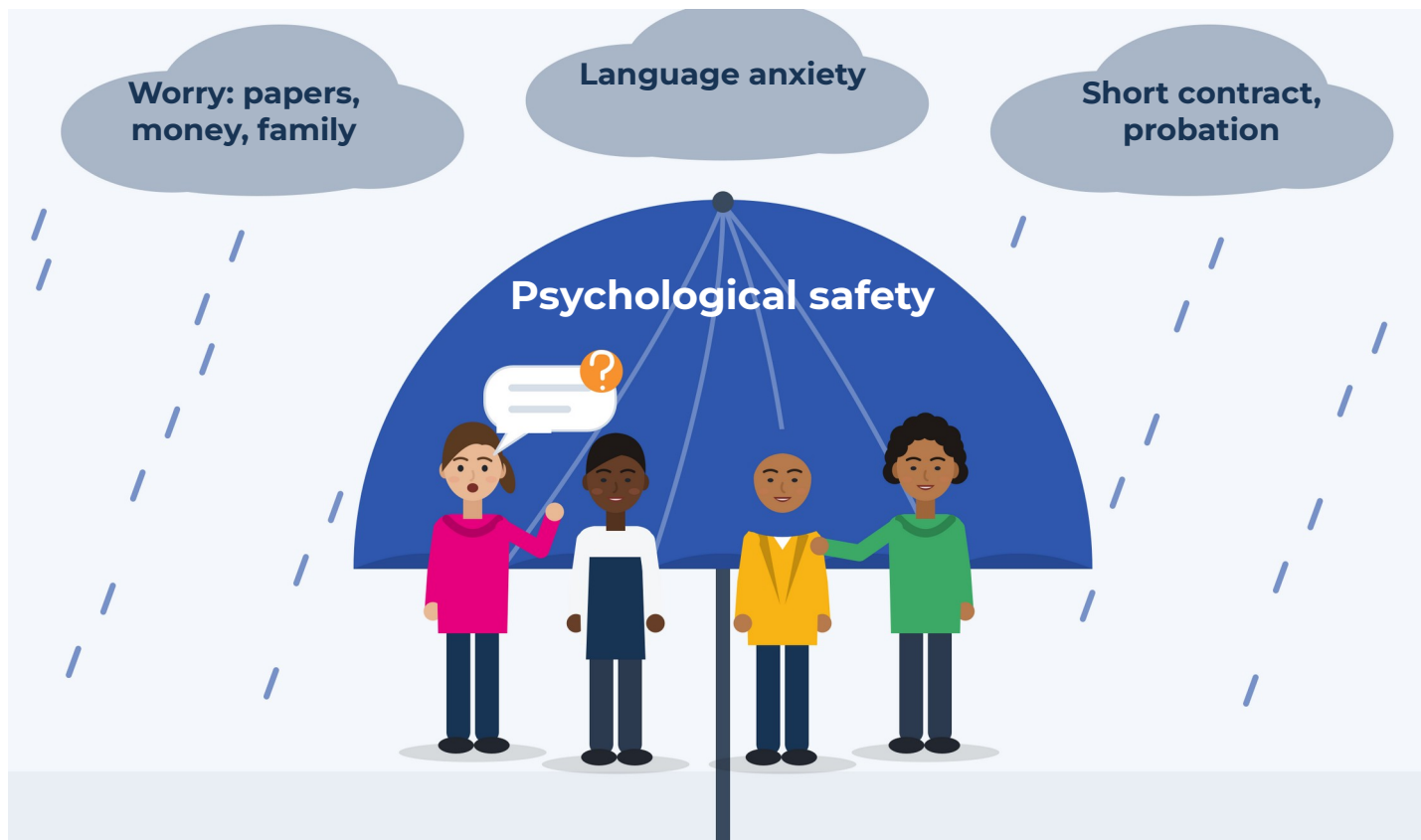
DISCUSS

1. Is this a conflict about tasks, unfairness or discrimination? Or is it not clear yet?
2. What can Yonas ask for (a rota, a training plan)?
3. What could his colleagues do?
4. What would a fair way to share tasks look like?

Grounded in: "being given tasks below their qualification level" is the most common discriminatory experience at work for Muslim respondents (18%; FRA, 2024, p. 56).

EMOTIONAL AND PSYCHOLOGICAL DIMENSIONS OF TEAMWORK

Feeling safe to ask, to try and to make mistakes



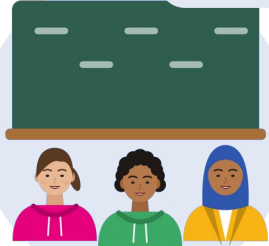
- **Stress travels into the team:** concentration, trust and reactions to conflict.
- **Language anxiety:** a second language at work can feel like losing status.
- **On probation,** asking or admitting a mistake can feel dangerous.
- **Psychological safety:** “a shared belief held by members of a team that the team is safe for interpersonal risk taking”. The team creates it.
- **Google, 180 teams:** it came first of five team dynamics (internal study, not peer-reviewed).

Source: Edmondson (1999), *Administrative Science Quarterly*, 51 work teams · Google re:Work (2015) · Neeley (2013) · Blackmore et al. (2020)

DOCUMENTED PROGRAMMES AND STUDIES

Real evidence: what helps mixed groups work

Türkiye



Perspective-taking in mixed schools

Refugee children were about 25% more likely to get emotional support from host classmates. Segregation fell by 15-21%.

India



Teammates, not opponents

Mixed cricket teams built friendships across groups. Playing against the other group reduced friendships.

Türkiye



One-day events: no effect

Joint Syrian-Turkish events, mostly one day or less, showed no effect on belonging and trust.

Germany



Mentors for apprentices

VerA tandems with retired experts: the programme reports a positive effect in about 3 of 4 cases. No control group.

Source: Alan et al. (2021), QJE (RCT) · Lowe (2021), AER (RCT) · Mittal, Parigi & Vollmer (2024), International Migration · Prognos AG (2023), VerA evaluation for BMBF/BIBB

ACTIVITY

Case study: inclusive or exclusionary teamwork?

 **TIME**
25 min

 **GROUP**
Groups of 3-4

 **MATERIALS**
Case study texts (invented scenario cards), inclusion grid on the flipchart, sticky notes

 **GOAL**
See inclusion and exclusion in everyday teamwork, and who shares responsibility

STEPS

1. Show the inclusion grid again (3 min).
2. Each group gets one card: the warehouse language (Daria), the cleaning (Yonas), “our translator” (Nour) or the Friday drinks (Kerem).
3. Groups (12 min): Where is the person in the grid? What would inclusion look like here?
4. Who shares responsibility: the newcomer, colleagues, team leader, employer? Agree one action for each.
5. Each group presents in 2 minutes (10 min). The trainer links each case to the evidence.



DEBRIEF

- What would make this team inclusive without asking anyone to become invisible?
- Where is the ethical line between “helping out” and being used?

03

UNIT 3 · ≈ 75 min

Practical Strategies and Good Practices

Time to Take the Field: practise roles, clear communication, fair rules and feedback in realistic team situations.

Roles

Communication

Conflict

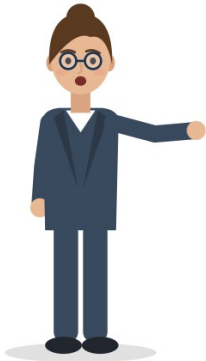
Feedback and fairness



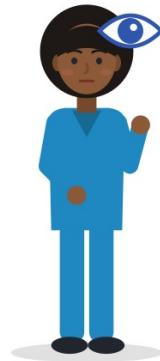
ROLES AND RESPONSIBILITIES IN TEAMS

The “Big Five” of teamwork, and the glue

Team leadership: sets direction, shares tasks, informs



Watching how it goes: for others too, not only you



Backup behaviour: see an overloaded colleague, help



Adaptability: change the plan together



Team orientation: team goals count, not only yours



Glue · Shared picture: everyone knows the task and the plan



Glue · Closed loop: say it, repeat it back, confirm



Glue · Mutual trust: you can admit a mistake and accept feedback

ROLES AND RESPONSIBILITIES: BELBIN TEAM ROLES

Team roles: a language for strengths, not a label



Nine Belbin roles

- Plant: new ideas · Resource Investigator: contacts and chances
- Co-ordinator: clarifies goals, shares tasks · Shaper: drives the pace
- Monitor Evaluator: weighs options · Specialist: expert knowledge
- Teamworker: supports people · Implementer: turns plans into action
- Completer Finisher: checks details and finishes the job



What research says

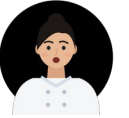
- A review of 43 studies: the evidence is “mixed”; some roles are hard to tell apart.
- In 24 student teams, a mix of roles did not predict better results.
- A version based on observers worked better (1,434 people).
- Use roles to talk about strengths. One person can play several.

Someone who only gets physical tasks may be the team's Completer Finisher. That is a strength for your CV.

CLEAR AND INCLUSIVE COMMUNICATION

Kitchen rush: say it, repeat it back, confirm

Chef Two Caesar, no croutons, table five! And fire the risotto!



Samir Two Caesar salads, no croutons, table five. Sorry, what does “fire” mean here?

Chef “Fire” means: start cooking it now.



Samir Okay, risotto now. The salads are ready in four minutes.

Chef Correct. Thanks, Samir.



Invented scenario. Closed loop works at any language level. The kitchen can help too: call-backs, a picture list of dishes, one word per item.

ACTIVITY

Group simulation: closed-loop rush

 **TIME**
15-20 min

 **GROUP**
Teams of 4-5

 **MATERIALS**
Paper cups, coloured sticky notes, three kinds of order sheets

 **GOAL**
Feel how clear roles and closed-loop talk reduce errors

STEPS

1. Teams build “orders” (cups with coloured sticky notes) under time pressure.
2. One member gets the order sheet in simple English, one in a language the others do not read (or only pictograms), one is team leader.
3. Round 1 (4 min): no rules. Count the correct orders.
4. Round 2 (4 min): agree roles first, then close the loop every time: say, repeat back, confirm.
5. Rotate the “foreign-language” sheet, so locals and newcomers both experience it.



DEBRIEF

- Did errors fall in round 2? Why?
- Who was left out in round 1, and why?
- Which of the Big Five did you see: backup, watching, adaptability?

ACTIVE AND RESPECTFUL PARTICIPATION

Small habits that let everyone take part

INSTEAD OF

A thumbs-up under a long voice note about shift swaps

Silence, because you missed part of the meeting

"Everyone agrees? Good, let's go."

Changing the plan in a language only some people speak

"He never understands anything."

TRY

"Confirming: I work Saturday 6-14, Ali works Sunday. Thanks!"

"I didn't catch the last part. Could you tell me the main points?"

"Let's hear from everyone, one by one. Mariam, what do you think?"

"Can we write the decision in the group chat, so everyone has it?"

"Let me show you once. Then you try."

USEFUL PHRASES

Phrases for checking, helping and including

Checking that you understood

"Just to check: you want me to clean the fryer first and then the floor, right?"

"Sorry, could you say that more slowly, or show me once?"

"Okay, two boxes to bay 4. Done."

Asking for and offering help

"I'm finished with my part. What can I help with?"

"You look busy. Shall I take the next delivery?"

"I'm not sure how to do this safely. Can someone show me before I start?"

Language and group chat

"Could we switch to English for a moment, so I can follow? It's about the shift plan."

"Can we write the decision in the group chat, so everyone has it?"

"Confirming: I work Saturday 6-14, Ali works Sunday. Thanks!"

MANAGING CULTURAL DIFFERENCES

Four design rules for a fair mixed team



Equal status in the task

Everyone can learn the machine and take responsibility. Red flag: only the newcomer cleans.



One shared goal

The team wins or loses together. Red flag: “their” mistakes, “our” results.



Tasks that need cooperation

Mixed pairs and shared stations. Red flag: locals and newcomers in separate corners.



Visible support from the boss

The leader says: we are one team, and jokes about origin stop here. Red flag: the boss laughs along.

Source: Allport (1954), as summarised by Pettigrew (1998) · Pettigrew & Tropp (2006), 515 studies · Paluck, Green & Green (2019) · Mousa (2020)

ILLUSTRATIVE SCENARIO

Prayer break or smoking break: what is fair?

**Bilal, 21**

Packaging team near Thessaloniki, day shift

Packaging

Greece

Breaks and fairness

In Bilal's packaging team, the smokers take several short breaks a day. Bilal asks for a five-minute break at a fixed time to pray. One colleague says: "Extra breaks for religion are unfair." Another answers: "Smokers take more breaks than anyone!" The team leader asks the team for a proposal.



DISCUSS

1. Is "fair" the same breaks for everyone, or breaks that fit different needs within the same total time?
2. Draft a break plan that keeps the line running.
3. How can the team discuss this without attacking anyone?

Grounded in: 13% of Muslim respondents were prevented from religious practices "such as praying" at work (FRA, 2024, p. 56); EU Working Time Directive, Art. 4 (rest breaks).

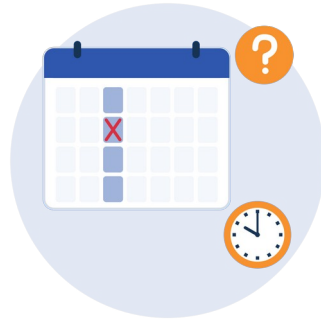
DEALING WITH CONFLICT AND DISAGREEMENT

What kind of conflict is this?



Task: what?

Different ideas about how to do the work. Talk about it openly: it can improve the result.



Process: who and when?

Who cleans, who works nights, who takes breaks when. Agree fair rules and write them down.



Relationship: you and me

Personal tension, insults, jokes about someone. Keep it out of the work and stop it early.



Popular model: “artificial harmony”

Lencioni's “Five Dysfunctions” is a business fable, not research. Its warning: smiling and avoiding hard topics hides problems.

Source: de Wit, Greer & Jehn (2012), 116 studies, 8,880 groups · De Dreu & Weingart (2003) · Lencioni (2002): popular model, no peer-reviewed validation found

ILLUSTRATIVE SCENARIO

When the joke is about where you come from

**Hamid, 22**

Building site near Utrecht, first month on the crew

Construction

Netherlands

Humour and respect

At lunch on the building site, a colleague says to Hamid: “Careful, he'll steal your phone. That's what they do where he comes from.” Everyone laughs, Hamid too. He feels bad all afternoon. The next day, the same colleague makes a similar joke.



DISCUSS

1. When does a joke become harassment?
2. What could Hamid say, now or later?
3. What can the colleagues who laughed do?
4. What should the team leader do?

Grounded in: harassment is unwanted conduct creating “an intimidating, hostile, degrading, humiliating or offensive environment” (Directive 2000/43/EC, Art. 2(3)); FRA (2024), p. 64.

GIVING AND RECEIVING FEEDBACK

After a mistake: blame, or learn?

Team A: blame



- “Who did this? The new guy again.”
- Lucas stays silent and hides his next mistake.
- Nobody learns why it happened.
- Next week: the same error.

Team B: learn



- Leader: “40 parcels went to the wrong city. We all stayed 30 minutes longer. Next time, please check the label twice.”
- Lucas: “Thank you for telling me. So the problem was the label, right? I'll double-check.”
- Together: could the label screen be clearer?

Give: fact, effect, next step. Receive: thank you, check, plan.

Source: Edmondson (1999), 51 work teams · Salas et al. (2005), Table 1 · ESCO S1.8.3-S1.8.4 · example constructed

USEFUL PHRASES

Phrases for fair tasks, disagreement and feedback

Fair tasks

"I've done the cleaning every day this week. Could we make a rota so we take turns?"

"I'd like to understand how tasks are shared. Is there a plan I can see?"

Disagreeing

"I see it differently. Can I explain my idea?"

"Could we try it once and compare?"

"Let's focus on the problem, not on who made it."

When a joke hurts

"I know you mean it as a joke, but that comment about my country isn't okay for me."

"Please don't make jokes about people's nationality here. We're one team."

Taking feedback

"Thank you for telling me. So the problem was the labels, right?"

"That was my mistake. I've fixed it, and next time I'll double-check."

"What would you like me to do differently?"

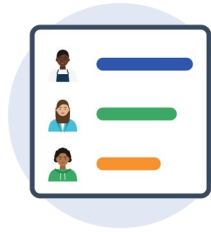
WELL-BEING AND FAIRNESS IN TEAMWORK

Team habits that keep people well and work fair



Rotate the hard tasks

Cleaning, night shifts and heavy lifting go on a visible rota.



Names on tasks

Everyone's part is visible. Nobody does everything, and nobody hides.



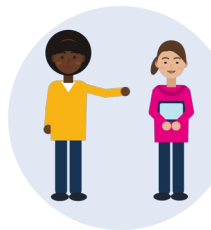
Breaks for everyone

Colleagues cover each other's station, so every person gets their break.



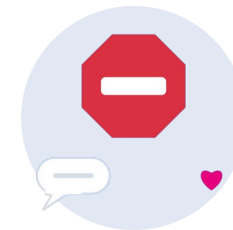
A short check-in

"How is everyone today? Anything we need to know?" at the start of the shift.



A buddy for newcomers

One person shows the routines in the first weeks and answers questions.



A clear stop for disrespect

Jokes about origin or religion stop. Anyone can say "not okay".

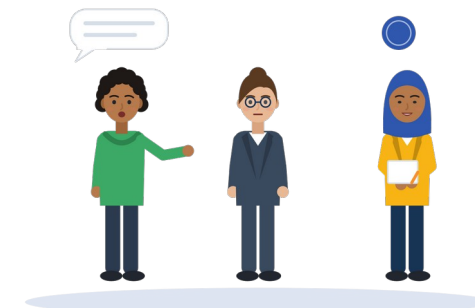
Source: LifeComp S3.3 (Sala et al., 2020) · Karau & Williams (1993) · Hackman (2002) · EU Action Plan on Integration and Inclusion 2021-2027 (COM(2020) 758)

ACTIVITY

Role-play and reflection: four team situations

 **TIME**
15-20 min **GROUP**
Triads: two players and one observer **MATERIALS**
Role-play scenario cards, observer sheet, reflection questions, “pause” card **GOAL**
Practise fair, clear and respectful teamwork in realistic situations**STEPS**

1. Cards (all invented): the group project (Aylin), the prayer break (Bilal), the shift group chat (Mariam), the mistake at the parcel hub (Lucas).
2. Each round: 4 min play, 3 min feedback (observer first, then players). Swap roles.
3. Observer looks for 3-4 things: does their share, keeps others informed, checks understanding, disagrees with respect.
4. Practise feedback: fact, effect, next step. Receiving: thank you, check, plan.
5. Anyone can show the “pause” card. At the end, everyone says their own name to step out of the role.

**DEBRIEF**

- Which sentence worked best?
- Was the conflict about the task, the process or the relationship?
- What will you try in your real team next week?

BE FAIR TO YOURSELF

Skills open doors, but they are not the whole story

What this skill can change



- Check understanding and close the loop, even with basic language.
- Share tasks visibly and speak up calmly when it is unfair.
- Disagree about the task without attacking the person.
- Notice when someone is left out, and include them.

What it cannot fix alone



- Identical CV, different name: 55 of 100 got a positive answer with a Dutch name, 40 of 100 with a Turkish name.
- Recognition of diplomas, residence permits and the right to work depend on laws and offices, not on you.
- Discrimination is not your fault. It can be reported to an equality body, a union or an NGO.

Teamwork is shared: fair rules and fair leaders matter as much as your skills. Know your rights too.

Source: Thijssen et al., 2021, JEMS (correspondence test, NL, applicants aged 23-25)

WHERE TO GET HELP

Official help points in the SMILE countries

	Country	Jobs and training	Diplomas and recognition	Unfair or unsafe work
	Türkiye	İŞKUR (iskur.gov.tr), Public Education Centres	YÖK denklik, MEB e-Denklik	Ministry of Labour (csgb.gov.tr), YİMER 157 helpline
	Greece	DYPA (dypa.gov.gr)	DOATAP (doatap.gr)	Labour Inspectorate, phone 1555
	Italy	Centri per l'Impiego, SIISL	CIMEA (free for protection holders)	Ispettorato Nazionale del Lavoro
	Germany	Agentur für Arbeit, Jobcenter, Jugendmigrationsdienste (12-27)	Anerkennung in Deutschland, IQ Netzwerk	Faire Integration (free, multilingual)
	Netherlands	UWV, werk.nl, your municipality	IDW (idw.nl)	Nederlandse Arbeidsinspectie, Juridisch Loket

Save the number or website of one help point in your phone today.

Source: Official websites, checked 1 October 2026 (SMILE research note, labour market)

SELF-CHECK

Teamwork self-diagnosis checklist (1/2)

	Not yet	Sometimes	Usually
I repeat back important instructions to check I understood.	☐	☐	☐
I ask a question when I do not understand, even if others seem to understand.	☐	☐	☐
When a colleague is overloaded, I offer help.	☐	☐	☐
I do my share of the group's work.	☐	☐	☐
I keep others informed about information that matters for the team.	☐	☐	☐
I accept feedback about my work without becoming defensive.	☐	☐	☐

SELF-CHECK

Teamwork self-diagnosis checklist (2/2)

	Not yet	Sometimes	Usually
I give feedback respectfully, about the work, not the person.	☐	☐	☐
I notice when someone is left out (e.g. by language) and try to include them.	☐	☐	☐
I speak up, politely, when tasks are shared unfairly, also when it is not about me.	☐	☐	☐
I can disagree about the task and still keep a good relationship.	☐	☐	☐
I know my strengths in a team and one thing I want to improve.	☐	☐	☐

REFLECTION

One thing I learned, one thing I will try

**What did I learn about myself
as a team member?**

**What one thing will I try in
my team next week?**

**Which role do I often play in a
team?**

**Who could give me honest
feedback on it?**



*Optional: write down which
key competence you used.
It helps for Youthpass or
your CV.*



KEY MESSAGES

Check. Share. Include. Disagree with respect.

Teamwork is a shared responsibility and a skill you can learn. Mixed teams bring resources and risks: good habits decide which side wins. When the problem is unfair rules or disrespect, fixing it is not only your job.



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Thank you

Questions, ideas, stories: the floor is yours.

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MODULE

6 • Teamwork

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Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Turkish National Agency. Neither the European Union nor the granting authority can be held responsible for them.

THE SMILE PARTNERSHIP

- Göç Sanat ve Spor Derneği (MIGARTS) (Türkiye, coordinator)
- KYTTARO ENALLAKTIKON ANAZITISEON NEON (KEAN) (Greece)
- Work in Progress APS (WiP) (Italy)
- Smart Leap Education Research Consultancy GmbH (Germany)
- Association of Entrepreneurship School (AES) (Türkiye)
- BİR-İZ (Türkiye)
- Stichting Unity Sphere Europe (SUSE) (Netherlands)



SKILLS = Opportunity

Empowerment Through Skills · Inclusion Through Opportunity