# U.S. Department of Justice
# National Institute of Corrections



# Strategies for Building Effective Work Teams
# FY-2002[2]

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## NATIONAL INSTITUTE OF CORRECTIONS
## MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

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# National Institute of Corrections
# Academy Division

## STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS

# *TABLE OF CONTENTS*

**U. S. Department of Justice**

National Institute of Corrections

Dear Participant,

Welcome to the National Institute of Corrections, Academy Division and our program, **Strategies for Building Effective Work Teams**. This program was designed specifically for you, the administrator of one of today's complex and multi-faceted correctional organizations.

During the week, you will be faced with many challenges and opportunities to learn. Topics to be addressed include an examination of your personal leadership style preference, a framework for assessing appropriate supervisory interventions, stages of group development, elements of group dynamics and the critical characteristics and strategies for developing and sustaining high performance work teams. You will also be expected to begin a plan of action for implementation or to foster continued growth of work teams within your agency.

Your week with us will be a full and demanding experience. It will be filled with opportunities to experience the dynamic elements and powerful impacts effective team work can produce. I wish you well and hope you have a productive and enjoyable time. If there is anything I or the staff of the National Institute of Corrections, Academy Division can do to enhance your learning experience, please let us know.

Welcome,

Robert M. Brown, Jr.
Chief
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# NATIONAL INSTITUTE OF CORRECTIONS
## Academy Division

# STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS

## *TRAINING PROGRAM GOALS*

At the end of the training program, participants will be able to:

○  Assess organizational and individual readiness for developing and utilizing work teams.

○  Differentiate between work groups and high performance work teams.

○  Define the characteristics of high performance work teams.

○  Demonstrate effective team leader behaviors.

○  Diagnose and evaluate team performance and implement interventions to enhance team productivity.

○  Create strategies to overcome barriers to team development.

○  Develop a plan to utilize high performance work teams in your agency.

# National Institute of Corrections
# Academy Division

## STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS
## 02-S4701
### June 24-28, 2002

# AGENDA

### Monday

| | | |
|---|---|---|
| 8:00 a.m. | Welcome, Introductions, Program Overview | Mike Dooley |
| 8:45 a.m. | Team Formation | Dan Pacholke |
| 10:30 a.m. | Why Teams | Mike Dooley |
| NOON | LUNCH | |
| 1:00 p.m. | Critical Elements of Team Work | Deena Cheney |
| 2:30 p.m. ✓ | Organizational Meeting & Team Playbook | Steve Lickwar |
| 5:00 p.m. | Adjourn | |

### Tuesday

| | | |
|---|---|---|
| 8:00 a.m. | Organizational Meeting | Participant Team |
| 9:00 a.m. | Team Norms | Steve Lickwar |
| 10:30 a.m. | Stages of Team Development | Deena Cheney |
| NOON | LUNCH | |
| 1:00 p.m. | Stages of Team Development (Cont'd) | Deena Cheney |
| 3:00 p.m. | Team Roles | Deena Cheney |
| 4:00 p.m | Team Feedback | Dan Pacholke |
| 5:00 p.m. | Adjourn | |

## Wednesday

| | | |
|---|---|---|
| 7:30 a.m. | Depart Training Center to Outdoor Site | |
| 8:30 a.m. | Organizational Meeting (at outdoor site) | Participant Team |
| 9:30 a.m. | "Outdoor Experience" Orientation | Staff |
| 9:45 a.m. | Team Activities | Staff/Teams |
| 11:45 a.m. | Decision Making | Deena Cheney |
| 12:15 p.m | Lunch | |
| 1:00 p.m. | Team Activities | Staff/Teams |
| 4:00 p.m. | Team Debriefing and Feedback | Staff/Teams |
| 4:30 p.m. | Return to Training Site | |

## Thursday

| | | |
|---|---|---|
| 8:00 a.m. | Organizational Meeting | Participant Team |
| 9:00 a.m. | Team Tools & Techniques | John Eggers |
| 11:00 a.m. | Six-Step Problem Solving Process | John Eggers |
| 12:00 p.m. | Lunch | |
| 1:00 p.m. | Team Application Activity | Staff/Teams |
| 4:00 p.m. | Team Activity Presentations | Teams |
| 5:00 p.m. | Adjourn | |

## Friday

| | | |
|---|---|---|
| 8:00 a.m. | Organizational Meeting | Participant Team |
| 9:00 a.m. | Post Test | Mike Dooley |
| 10:00 a.m. | Team Debrief | Teams |
| 11:00 a.m. | Closing | All |
| 11:30 a.m. | Adjourn | |

# National Institute of Corrections
# Academy Division

## STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS

**Deena Cheney. . .**

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started work in the field of addictions in Utah in 1981 at a state-operated center for offenders. She was the Training Manager for Bureau of Offender Programs, Idaho Dept. of Corrections until November 1999 where she provided and coordinated training throughout the state of Idaho for Offender Programs which included substance abuse, cognitive restructuring and cognitive skills, motivational interviewing techniques and many other related programs. She is now in private practice and contracts with the Snake River Correctional Institution in Oregon and the State of Idaho. She also currently serves as a consultant for cognitive restructuring/cognitive skills programs for private providers, juvenile justice and other community agencies.

Ms. Cheney received her undergraduate degree in Social Work from Boise State University. She is a Certified Alcohol/Drug Counselor and received an Interdisciplinary Masters degree in Addiction Counseling. She provides workshops at Boise State University as adjunct faculty and has presented seminars and workshops at numerous other locations.

**Steve Lickwar . . .**

Human Resource Coordinator, Vermont Department of Corrections, 103 South Main Street, Waterbury, VT 05676; 802-241-2266, fax: 802-241-2565

is a Human Resource Coordinator for the Vermont Department of Corrections. Starting as a correctional officer, he has held positions as correctional counselor, correctional supervisor, probation and parole officer, intensive probation and parole officer, and casework supervisor. Steve specializes in the design and development of training programs in the areas of group development, team building, case planning, offender classification, and offender case management. He is certified to administer and train around MBTI.

Mr. Lickwar holds a Bachelor of Arts Degree from St. Michael's College.

Dan Pacholke . . .

Emergency Response/Roster Manager, Department of Corrections, Division of Prisons, Headquarters, PO Box 41123, Olympia, WA 98504-1123, (360) 664-0509, fax (360) 586-9055

has been with the Washington State Division of Prisons for 14 years. He has worked as a line

officer, sergeant, Shift Commander and Captain at three major facilities. He has trained and led Emergency Response Teams and established and maintained a SERT and negotiated team. He has been involved in several incidents including yard disturbances, close and maximum custody unit disturbances and a hostage incident. Additionally, he served as Project Manager for the opening of a 400 bed direct supervision unit and spent two years on the state's staff training and education design project. The majority of his career was spent at a remotely located close custody facility. He has worked in both close and medium security facilities and is currently the Emergency Response Manager for the Division of Prisons.

**Michael J. Dooley . . .**

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joined the National Institute of Corrections (NIC) as a Correctional Program Specialist with the Academy division in October, 1996. The NIC is an agency under the U.S. Department of Justice that provides correctional related services to state, local and territorial jurisdictions. These services are typically in the form of training and technical assistance. Mike's main focus while at NIC has been in restorative justice. He has developed and produced a nationally recognized curriculum package on restorative justice which can be downloaded at www.nicic.org, as well as produced and delivered numerous national level training and technical assistance events in many aspects of restorative justice.

Prior to joining the Academy, Mike worked for 18 years with the Vermont Department of Corrections, of which the last three years were spent directing a grant from the Bureau of Justice Assistance to accomplish an organizational restructuring of correctional services in Vermont, including the development of several alternative sanctions programs and a very popular community-driven restorative justice program. Mike has also worked throughout his career as a training coordinator in Human Resource Development, as a probation and parole officer, and as a counselor and correctional officer in a state correctional facility. Other professional experience includes teaching correctional courses at the college level, and providing technical assistance to various state and local correctional agencies around the country on a variety of corrections related topics. He recently served for three years as a Regional Field Coordinator with the Academy. Other areas that Mike is responsible for are public and media relations programs, team effectiveness programs, cognitive/behavioral curriculum programs, and various trainer development programs. He has developed a speciality in a planning process known as "compression planning" that uses a technique known as "story boarding."

Mike achieved his Master of Education degree in Administration and Planning from the University of Vermont in 1991. He holds a Bachelor of Science degree in Criminal Justice from the University of Delaware.

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# Why Teams?

# Characteristics of High Performing Work Teams

- Clear elevating goal

- Results driven structure

- Competent team members

- Unified commitment

- Collaborative climate

- Standards of excellence

- External support and recognition

- Principled leadership

# What Effective Work Teams are Like

1. The atmosphere is informal, comfortable, relaxed without obvious tensions. People are involved and interested, and there are no signs of chronic boredom.

2. There is lots of discussion in which most people participate. Discussion is relevant to team task. Someone always brings the discussion back to the topic when the team gets off subject.

3. Team task/objective is well understood/accepted by members. The team objective was frequently reached by consensus.

4. Members listen to one another. Discussion tends to stay on track, without jumping to unrelated topics. All ideas are heard. People don't seem to fear bringing out a creative idea - even if it may seem extreme.

5. The team is comfortable with disagreement. The team does not avoid conflict. Disagreements are not suppressed or overridden by premature team action. The team tries to resolve differences without dominating the dissenter

   Yet there is no "domination by the minority." Those who disagree do so out of honest difference of opinion, as well as an expectation they will be heard in the team's process of reaching a solution.

   When there are basic disagreements, team finds a way to live with them. Action may be put off for further study, or, if action is absolutely needed, it will be taken with the recognition that there may be later reconsideration.

6. The team reaches decision by consensus. Formal voting is minimal.

7. Feedback is frequent, honest, comfortable, with few personal attacks (either open or hidden.) Feedback is constructive.

8. Team members express feelings as well as ideas. There are few hidden agendas.

9. When action is taken, clear assignments are made/accepted.

10. The chairperson does not dominate; the team does not "kow-tow" to the chairperson. Leadership may shift. The issue is not who controls, but how best to get the job done.

11. The team will consider its process as well as its task.

# HIGH PERFORMANCE WORK TEAM SELF RATINGS

Rate the degree to which these characteristics are present in your team. Comment on the status of certain aspects that caused you to give the rating which you did.

| CLEAR ELEVATING GOAL | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Worthwhile and challenging objective which is compelling enough to create a team identity and has clear consequence connected with its achievement. | Very little | | Some-what | | To a great extent |

Comments:

_____

_____

_____

| RESULTS DRIVEN STRUCTURE | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Team design determined by the objective to be achieved and supported by clear roles and lines of responsibility, open communication, fact-based judgments and methods for providing individual performance feedback. | Very little | | Some-what | | To a great extent |

Comments:

_____

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_____

| COMPETENT TEAM MEMBERS | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Team members who possess the desire and essential skills and abilities to accomplish the team's objectives, and demonstrate confidence in each other and the ability to collaborate effectively. | Very little | | Some-what | | To a great extent |

Comments:

_____

_____

_____

## UNIFIED COMMITMENT

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | Very | | Some- | | To a |
| | little | | what | | great |
| | | | | | extent |

Achievement of the team goal is higher priority than any individual objective and inspires a willingness for members to devote whatever effort is necessary to achieve team success.

Comments:

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_____

_____

## COLLABORATIVE CLIMATE

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | Very | | Some- | | To a |
| | little | | what | | great |
| | | | | | extent |

Climate which embraces a common set of guiding values, allowing team members to trust each other sufficiently to accurately share information, perception and feedback.

Comments:

_____

_____

_____

## STANDARDS OF EXCELLENCE

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | Very | | Some- | | To a |
| | little | | what | | great |
| | | | | | extent |

Teams which establish high standards and exert pressure on themselves constantly improve performance

Comments:

_____

_____

_____

| **EXTERNAL SUPPORT AND RECOGNITION** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | Very little | | Some-what | | To a great extent |

Presence of the necessary resources and external support required to accomplish the team's objectives, including appropriate forms of recognition and incentives.

Comments:

_____

_____

_____

| **PRINCIPLED LEADERSHIP** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | Very little | | Some-what | | To a great extent |

The articulation of the team goal in such a way as to inspire commitment and actions which stem from strong adherence to basic principles such as: trusting team members with meaningful levels of responsibility, confronting inadequate performance and rewarding superior performance.

Comments:

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# JOURNALING FOR INDIVIDUAL LEARNING

## AND

# PROFESSIONAL DEVELOPMENT

# *JOURNALING FOR INDIVIDUAL LEARNING AND PROFESSIONAL DEVELOPMENT*

A private journal is a tool that will be valuable when you return to your respective workplace.

Keeping a Journal Increases Self Awareness:

- Use your imagination to create in your own mind what you hope to create in your life
- Write down possibilities you envision
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Related Section _____

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Related Section _____

Related Section _____

_____

# Critical Elements of Teamwork

## Guiding Vision, Purpose & Values – the context for the Team's existence.

Team Vision, Purpose and Values must be in alignment with those of the organization. The vision is a picture of the ideal end result. The purpose identifies the work of the Team and why it is important. It provides the direction for assigning roles, setting goals and determining strategies. Values are the enduring beliefs that guide the team's actions.

## Process

Team Structure – Norms or ground rules specify expectations and appropriate behaviors for Team members and relate to both Task and Maintenance issues.

Decision Making is the process the team uses to make decisions. Authority defines the scope of the Team's responsibility in decision making. Accountability establishes strategies to ensure that commitments are kept.

Communication skills and strategies ensure timely sharing of information among all Team members, stakeholders and the larger organization.

Individual member effort and Team accomplishments are appreciated and celebrated.

## Performance

Targeted Areas of Responsibility and Goals are derived from the Team's purpose. Each TAR defines the major functional area involved in achieving the Team's purpose.

Goals identify the measurable outcomes and timelines that are needed to be successful.

Deadlines are met. Results are achieved. Performance is evaluated.

## People

Opportunities exist for human needs to be met.

Team Member roles define individual responsibilities for the successful operation of the Team.

Positive relationships are forged.

Team members possess technical and Team skills.

**Process**

**Performance**

**People**

Guiding Vision, Purpose & Values
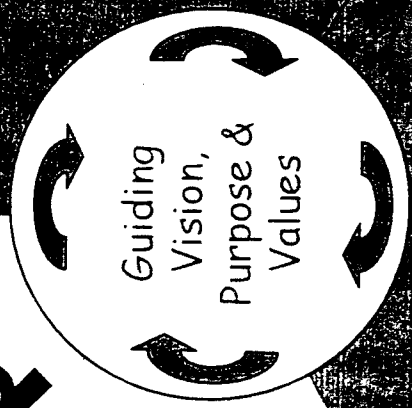
Strategies for Effective Teams

# CRITICAL DIMENSIONS

| PEOPLE | PROCESS | PERFORMANCE |
|---|---|---|
| Needs | Structure | Planning |
| Roles | Decision Making | Goal Setting |
| Relationships | Feedback | Tasks |
| Skills | Rewards | Evaluation |

## Performance Objective

Participants will be able to remember the critical elements of teamwork- - the three dimensions and the twelve elements.

## The Elements of Teamwork

There are twelve elements necessary for effective teamwork. This week we expect you to remember these elements which are grouped into three dimensions-
People, Process and Performance.

## There Are Four Elements That Focus on People

- Needs

- Roles

- Relationships

- Skills

## Team Members Have Three Basic Needs That Must Be Met

- The need to belong

- The need to contribute

- The need to achieve

## Roles

- Roles are best assigned to team members best suited to fill the roles.

- Roles are determined based on the work of the team. Roles are also determined to ensure certain tasks are performed or to ensure team needs are met.

- Role assignments dictate team member behaviors. When team roles are clear, responsibilities are clarified.

## Relationships

A nurturing environment is created in which team members trust and rely on each other.

## Skills

The team determines what skills are needed to get certain tasks accomplished.

## Four Basic Processes

- Decision-Making

- Feedback

- Structure

- Rewards

## Structure

- The structure is designed to drive results.

- The structure is designed to make it easy for team members to share information, contribute ideas and work cooperatively together.

## Decision-Making

- Collect and analyze data
- Involve the team members in team decision-making
- Identify the root of problems
- Evaluate and measure progress
- Strengthen communication systems

## Formal and Informal Feedback

- Feedback is used to improve performance
- Direct face-to-face feedback is encouraged and supported
- Destructive behavior is confronted by the team

## Rewards

- Praise is routinely given to team members for their efforts.
- Punishment is used infrequently; praise constantly.
- The completion of major goals is formally celebrated by the team.

## Planning

- Formal time set aside
- Clear, concise goals, action steps, responsible parties

## Goal Setting

- Interactive process

- Performance driven results

- Measurable

- Clearly stated

## Tasks

- Assigned work

- According to need and strength

## Evaluation

- Assessment of effectiveness and progress

- Formal and informal

## Natural Roles That Evolve on the Team Might Be:

- *harmonizer* - one who seeks to smooth out differences and reconcile disagreements.
- *standard setter*- one who reminds the team of its standards of excellence.
- *procedural technician*- makes sure that the flow of work is consistent and makes sure routine tasks are preformed.
- *critic*-one who examines the accomplishments of the team in light of the team's standards and poses constructive suggestions to improve quality.
- *encourager*- one who gives constant praise and inspiration to the team .

## Team Member Roles

Team member roles are in addition to task roles needed to carry out the team's purpose and complete the actual work.

While roles may be assumed by certain team members in the beginning, over time, roles are shared.

## Team Member Roles and Functions

Essential
- Team Facilitator/Leaders
- Scribe
- Processor

Optional
- Recorder
- Timekeeper
- Team Communicator
- Project Tracker
- Team Members

## Debrief Process

- Use the "Debrief Process" to discuss how the roles were established.
- Have observer report, to the team, behaviors observed as it relates to role identification and clarification.
- Capture the lessons learned from this exercise.

## Seven Skills Essential to Building Team Relationships

- Fostering team spirit
- Modeling active listening and observing human behavior
- Thinking and modeling "Win-Win"
- Valuing talents and contributions
- Building trust
- Focusing on needs
- Affirmation and renewal

## Establishing Team Roles
**timeframe - 10 minutes**

- Discuss the strengths and skills of the team members to assess the best assignments.

- Read and understand the task. Decide on team roles and responsibilities.

- Make assignments. Designate a hat for each member. Label the hats according to the roles.

# People, Process and Performance

# Organizational Chart

# People, Process & Performance
## Organizational Chart

| | Individual Member | Team |
|---|---|---|
| **P**<br><br>*People:*<br>*Roles, Skills,*<br>*Relationships and Needs* | ✓ Shares knowledge and skills<br>✓ Listens for understanding<br>✓ Values differences<br>✓ Values well-being of others<br>✓ Is committed to continuous improvement<br>✓ Is committed to development of skills and knowledge<br>✓ Feels valued and respected<br>✓ Is enthusiastic about being a part of the team<br>✓ Sees contributing as worthwhile | ✓ Encourages different perspectives<br>✓ Encourages open feedback<br>✓ Follows practices that support participation and risk taking<br>✓ Celebrates successes<br>✓ Searches for continuous improvement |
| **P**<br><br>*Process:*<br>*Structure,*<br>*Decision-making,*<br>*Feedback and*<br>*Rewards* | ✓ Provides leadership when appropriate<br>✓ Considers a variety of approaches<br>✓ Focuses on team development, as well as task accomplishment<br>✓ Values and recognizes others' contributions<br>✓ Recognizes and appreciates team efforts | ✓ Encourages a variety of approaches<br>✓ Shares leadership<br>✓ Encourages cross-training<br>✓ Celebrates individual and team contributions |
| **P**<br><br>*Performance:*<br>*Planning,*<br>*Goal-Setting,*<br>*Tasks and*<br>*Evaluation* | ✓ Has clear goals, aligned with team purpose<br>✓ Lives by team values and norms<br>✓ Is committed to team purpose<br>✓ Is committed to high standards and to measuring progress<br>✓ Understands and uses effective problem-solving and decision-making | ✓ Is committed to a common team purpose, aligned with organization purpose<br>✓ Is clear about goals and standards<br>✓ Is committed to common values<br>✓ Has clear, measurable goals and standards<br>✓ Uses systematic problem-solving a decision-making practices |

The two columns on the left list implications for individual members and a team.

| Management | Organization | |
|---|---|---|
| ✓ Values individual and team contributions<br>✓ Supports a climate of trust<br>✓ Shares all relevant information<br>✓ Provides opportunities for the team to perform<br>✓ Provides resources and training for individual and team<br>✓ Rewards informed risk-taking and creativity | ✓ Makes all information available<br>✓ Values differences<br>✓ Advocates open communication systems<br>✓ Readily shares information<br>✓ Policies/procedures support teams<br>✓ Orientation, training systems and management support learning and growth of individuals & teams<br>✓ Recognizes success<br>✓ Provides resources<br>✓ Encourages continuous improvement and renewal | **P**<br><br>*People:*<br>*Roles, Skills,*<br>*Relationships and* |
| ✓ Supports new or different ideas<br>✓ Advocates flexibility within the organization<br>✓ Provides leadership for a strong team culture<br>✓ Values and recognizes individual and team accomplishments<br>✓ Supports continuous improvement<br>✓ Celebrates accomplishments | ✓ Encourages creativity and innovation<br>✓ Seeks individual and team ideas<br>✓ Is highly responsive<br>✓ Has flexible and adaptive systems<br>✓ Rewards and celebrates team successes<br>✓ Ensures that recognition, performance management and compensation systems support teamwork | **P**<br><br>*Process:*<br>*Structure,*<br>*Decision-mak.*<br>*Feedback an*<br>*Rewards* |
| ✓ Provides appropriate direction, support and resources to enhance the team's purpose<br>✓ Provides linkage with organizational outcomes<br>✓ Monitors progress<br>✓ Establishes boundaries<br>✓ Supports team decisions | ✓ Inspires and articulates a clear vision and values<br>✓ Articulates critical success factors clearly<br>✓ Aligns systems, policies and practices with vision, values and desired outcomes<br>✓ Clarifies performance standards | **P**<br><br>*Performan<*<br>*Planning,*<br>*Goal-Setting*<br>*Tasks and*<br>*Evaluation* |

The two columns on the right focus on the management and organizational practices needed to move from a *command-and-control* environment to one of *involvement and empowerment* that is conducive to building an effective work team.

# EVALUATION

Evaluating team performance is like jumping out of an airplane. There are two ways to do it - the easy way and the hard way. The easy way to jump out of an airplane is with a parachute and the hard way is to forget the parachute. Evaluating team performance can be extremely difficult if you have no clearly defined skills which you are going to document and assess. Conversely, if you have clearly defined skills, it is possible to look for specific behaviors that tell you the team is, or is not, performing well.

## Elements

You have already been introduced to the matrix of 12 elements that are being used as core team

> These 12 elements can become discrete areas for assessment.

skills in this course. These 12 elements can become discrete areas for assessment. For example, the team's performance in the area of goal setting can be evaluated. Did the team, identify a common goal? Was that goal understood by all members? Did the team define clear and measurable goals that were to achieved? Were individual team members responsible for completing tasks that would help achieve those goals?

Obviously, once a skill and the behaviors that relate to that skill are defined it is possible to objectively assess the team's performance. You are no longer trying to objectively assess some amorphous quality, but a specific set of actions that the team could or should have taken.

## Rating Scales

Once the skills or elements have been defined, it is also possible to create a rating scale that tells you what is "acceptable" performance, what is

---

### DRIVING BEHAVIOR

#### Outstanding
**Adjusts speed for road conditions**
**Checks vital fluids before starting car**
**Watches nearby cars**

#### Acceptable
**Stops at stop signs**
**Obeys the speed limit**
**Keeps both hands on the wheel**

#### Poor
**Runs red lights**
**Speeds**
**Talks on cell phone**

---

"superior" performance, and what is "unacceptable" performance. For example, if a team meets over a period of weeks and never

defines goals to be accomplished, the team may be considered as having a low level of skill in goal setting.

An analogy can be used. Suppose you wanted to observe someone's driving skills and make an objective assessment of their skill at driving a car. So, you sit down and create a matrix that lists the kinds of actions a driver might take and then you group them - behaviors that would be characteristic of a good driver, those that would indicate an acceptable driver, and those that would indicate a poor driver. The matrix might look like the adjacent one. Then, it is possible to watch someone as they drive, or view a videotape of them driving, and document the behaviors that tell you how they drive.

> **By taking each element and creating a rating scale which defines behaviors that are indicative of a high, medium or low level of skill, it is possible to fairly and consistently rate performance.**

Rating scales for team skills can be created that will tell you how a team is performing. By taking each element and creating a rating scale which defines behaviors that are indicative of a high, medium or low level of skill, it is possible to fairly and consistently rate performance.

Rating scales can be assembled by experts (industrial-organizational psychologists and others trained in behavioral assessment) or by organizations employees who are skilled team members. For example, if Organization X wanted to construct rating scales relevant to their organization, they could work and define what they expect to see from someone who is highly skilled, marginally skilled, etc. This is best done, however, under the direction of facilitator who is

skilled at behavioral rating techniques.

## Tools
Once the elements (skills) have been defined, it is possible to use a variety of techniques to collect information about team performance. The collection tool can be as simple as a question asked of the team before a break at a team meeting. Or, it can be a systematic analysis of data collected through survey instruments.

**Verbal Feedback** - Verbal assessment can be simple, yet effective. At the end of a team session, the facilitator, or the team leader, goes around the team and asks each for a word or two of feedback on how the session is going. If there is a common concern or issue that is expressed, the team can then take the time needed to explore that issue and address it.

**Questionnaires** - Teams can more systematically assess their performance by having team members fill out a simple evaluation form that asks for ratings on a given element, and/or a sentence or two of feedback. To be focused and

> **Teams can more systematically assess their performance by having team members fill out a simple evaluation form that asks for ratings on a given element, and/or a sentence or two of feedback.**

thorough, it is recommended that the given questionnaire focus on specific one or more specific elements - perhaps those related to performance. In a subsequent questionnaire, the focus could be on process or people.

The team leader, or a designated team member, should be responsible for collecting the

questionnaires following a team session and tabulating the results. The whole team can then be given the results at the next meeting. These results can be discussed and action taken to correct areas of common concern.

**Multi-rater Instruments** - A highly effective way of giving feedback to individual members of the team is to use a multi-rater instrument. Several members fill out a survey instrument

> **A highly effective way of giving feedback to individual members of the team is to use a multi-rater instrument.**

designed to assess team performance. The individual then fills out a questionnaire as well. Then, the results are tabulated and the person is given feedback on how they, as a n individual, are doing.

## Summary
Measuring team performance can be done objectively and accurately if the required skills

> **By using defined skills, behavioral observations, and defined rating scales, it is possible to rate team performance consistently and fairly.**

are first defined. If not, assessing team performance can be subjective and unreliable. Team members may get along great with each, but accomplish little productive work. Conversely, eight people may work together and get a lot done but never become a true team.

By using defined skills, behavioral observations, and defined rating scales, it is possible to rate team performance consistently and fairly. But, it is essential that the ground work be done first or team members can rightly be upset that they are being measured against some mythical standard that has not been given to them.

# RATING BEHAVIOR

**Element:**

| Rating | Sample Behaviors |
|---|---|
| **STRENGTH** | |
| **COMPETENT** | |
| **DEVELOPMENTAL NEED** | |

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# JOURNALING FOR INDIVIDUAL LEARNING

# AND

# PROFESSIONAL DEVELOPMENT

## *JOURNALING FOR INDIVIDUAL LEARNING AND PROFESSIONAL DEVELOPMENT*

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# Organizational Meeting

*The Sign on the Door Says.......* Eric Berne says that you can simply determine the success of an organization by checking to see if the organization is doing what the "Sign on the Door Says" it is doing.

CLEAN ORGANIZATION - An organization is a "Clean Organization" if the organization is doing what it says it is doing.

DIRTY ORGANIZATION - A "Dirty Organization" is one that is NOT doing what is claims to be doing, or is grossly far off from reaching its stated goals. Reasons can be many, but one will typically see organizational energy that is intended to be focused on producing results, but which is often dissipated by maintaining Internal and Eternal Boundaries (i.e. radical groups, management labor disputes, turf wars and turf maintenance, etc.). Or, the organizational energy is fragmented and often diverted toward covert or unstated goals.

OUR SIGN

"We Correct Offenders"

PURPOSE OF THE ORGANIZATIONAL MEETING

Allows us to participate, manage and lead our organizational units into a pattern of high efficiency and productivity.

```
┌─────────────────────────────────────┐
│            Objectives                │
│                                      │
│  •   Initiate a learning relationship with │
│      other participants.             │
│                                      │
│  •   Articulate the training program │
│      purpose, goals, agenda and      │
│      resources.                      │
│                                      │
└─────────────────────────────────────┘
```

## The Organizational Meeting

ORGANIZATION - Teams do not operate in a vacuum. Teams are part of larger organizational whole unified by one set of values, one vision, one mission and one set of goals and performance measures.

"UN" - ORGANIZATION - It is also known that there are many groups, factions, and units, both formal and informal that make up the culture of the organization, and which often have competing values, interests, visions, missions and goals. It doesn't matter whether a team is high performing if it's own mission and goals are counter-productive to that of the organization's. We cannot talk about building effective work teams if we don't link the team's work and performance to the larger organization.

EFFECTIVE ORGANIZATIONS

```
┌─────────────────────────────────────┐
│        Effective Organizations       │
│  Staff: who:                         │
│                                      │
│  •    have  the power to decide what is a │
│       problem                        │
│                                      │
│  •    have the power to decide how to solve the │
│       problems;                      │
│                                      │
│  •    are key participants in implementing │
│       solutions.                     │
│                                      │
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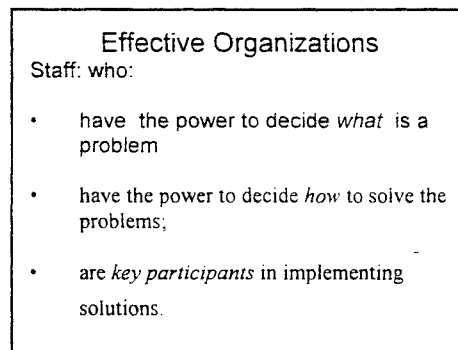
There are three features that reflect organizations that are particularly effective in achieving missions and goals.. They are groups of staff and workers who:

- have the power to decide *what* is a problem;
- have the power to decide *how* to solve the problem;
- are *key participants* in implementing solutions.

An effective organization is determined by its capacity, or strengths, and requires a *collective effort* on the part of all staff. A trusting organizational culture is built by allowing members of that culture to *share achievements and challenges.*

## ORGANIZATIONAL MEETING FORMAT

"Organizational Meeting" is one format that empowers a group to address immediate and ongoing concerns and interests, as well as celebrate and acknowledge the achievements of teams and individuals.

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*Organizational Meeting Skills*

- share authority

- organize a group

- facilitate a group process

- provide and gather information around common issues

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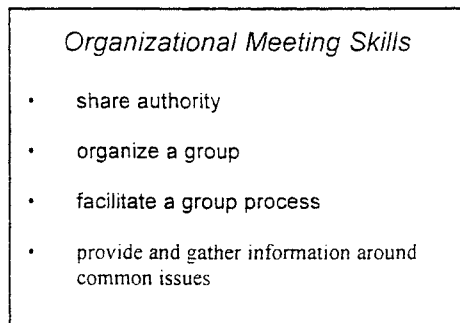
The Organizational Meeting format may become a useful tool outside of this training in a variety of settings when working within the organization of your jurisdiction.

The Organizational Meeting is a process designed to develop and support an atmosphere that promotes positive relationships and productive problem solving. It offers a process for effective communication and opportunities to change, improve and maintain the general conditions and relationships within the organization. It focuses on the ability of the organizational to maintain its own vitality, and stresses individual responsibility and accountability to self, teams and to the whole of the organization.

Members of the organization can recognize and reward each other, and identify issues and concerns regarding a variety of interests including safety, security and the general performance of organizational members. The meeting serves to reinforce positive norms and provide a forum for planning organizational activities for the benefit of the organization.

## ORGANIZATIONAL MEETING PARTS

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*Organizational Meeting Format*

- General Spirit
- Affirm purpose
- Issues/Concerns/Interests
- Recognition/Progress
- Announcements
- Closing

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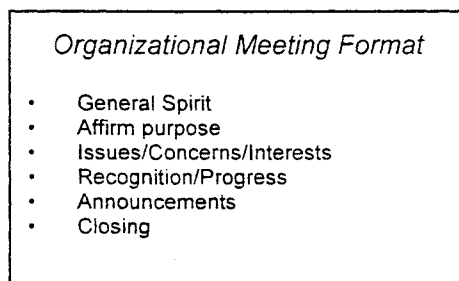
# ORGANIZATIONAL MEETING

1. **General Spirit:** A brief check-in to gauge the feeling of organization members. Humor and enthusiasm can be used to energize the organization and begin the day on a positive note (5 minutes).

2. **Affirm Purpose:** The "why are we here?" question needs to be addressed. The leader(s) affirm the general and specific purpose for the gathering. This may vary from enlisting members of the organization to reading a relevant reminder or using an activity, or describing the purpose in his/her own words. The leader(s) should encourage organization members to offer personal insights regarding the purpose of the gathering (5 minutes).

3. **Issues/Concerns/Interests:** This is the heart of the Organizational Meeting. As the number of members in the organization increases, so do the problems, issues and interests, both personal and as a result of organization interactions. Issues and interests are first expressed and acknowledged, followed by dialogue and discussion on impact, and eventually strategies and mechanisms for effective resolution. Strategies or plans should be proposed and put in place for resolution of issues that cannot be resolved within this forum or time frame. Leaders must direct and facilitate an organization discussion, emphasizing that:

   - In an organization, the problem of one becomes a concern for all.
   - Working out problems with the entire organization produces more ideas for resolution.
   - When searching for resolution, there are no "bad" ideas, although some may work better than others for the good of the organization.
   - That voices of those who wish, must be heard and valued (15-20 minutes).

4. **Recognition/Progress Reports:** Individual members and/or groups are recognized and rewarded for their various achievements or anything that may be of positive interest to the community. Leaders can ask for stories that highlight the progress or achievements of individuals and groups (both self and others). Birthdays and events of celebration can also be announced at this time (5 minutes).

5. **Announcements:** Announcements may be made here regarding anything of relevance to the members, ranging from changes in schedule, assignments, or other business. Leaders may ask for announcements from members of the organization prior to the meeting, but should ask for any additional announcements during this section (5 minutes).

6. **Closing:** Organizational meetings should end in a manner that maintains a positive and energizing atmosphere within the organization. The closing can be anything from a ritual, a song, a joke (honor members with your good taste) to an appropriate participatory activity that reflects the spirit of the Organizational Meeting.

# GUIDELINES

- Each team will conduct an Organizational Meeting of 50 minutes in length. All members of the team should participate fully in the planning and facilitation of the meeting. (Note the six parts, at least one part for each person in a group of six or less.)

- Since our core purpose for being here is the learning and exploration of team work, it is appropriate to integrate the concepts of team work in all parts of the meeting, while building and maintaining real relationships in the learning organization.

- Each team will strive to build a larger sense of organization through modeling and guiding the process.

- Leaders of the Organizational Meeting should consider a room arrangement that integrates all teams into one cohesive organization. The team assigned to a particular organizational meeting is in charge, from demonstrating leadership for room arrangement to starting and ending the meeting (ON TIME).

- All parts of the meeting should address real issues, announcements, etc., that are relevant to the purpose and relationships within the learning organization. These meetings are not simulations, but are a genuine forum for the use of the organization.

- If issues and problems cannot be solved within the Issues/Concerns/Interests portion of the meeting, a plan should be decided upon to further address the issue outside of the meeting.

- This is your organizational community. Invest yourself just as you would for the organization in which you work. The format and content are limited only by your imagination and awareness of group needs. Maintain a safe atmosphere and have fun!

## *Organizational Meeting Objectives*

- Create and maintain an effective learning organization.

- Identify and use one strategy to engage and mobilize team commitment to their organization's purpose and goals.

- Initiate a learning relationship with other participants and across teams.

## *Effective Organizations*

Staff Who....

- have the power to decide *what* is a problem;
- have the power to decide *how* to solve the problems;
- are *key participants* in implementing solutions.

## *Organizational Meeting Skills*

- share authority

- organize a group

- facilitate a group process

- provide and gather information around common issues

## *Organizational Meeting Format*

- General Spirit
- Affirm Purpose
- Issues/Concerns/Interests
- Recognition/Progress
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Related Section _____

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Related Section _____

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# Stages of Team Development

## Stages of Team Development
### By the conclusion of this module, participants will be able to:

- Recognize a set of knowledge & skills needed to build an effective work team;

- Describe key variables (productivity & morale) in determining the Stages of Team Development;

- Examine how each Stage of Team Development requires varying leadership/membership behaviors;

- Demonstrate the impact of a match and mismatch of leadership style within each Stage of Team Development

- Describe 3 skills of a Team Leader (diagnosis, flexibility and matching) as an approach to managing and developing a Team's productivity and morale; and

- Differentiate how characteristics of People, Process and Performance vary at each of 4 Stages of Team Development.

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# Stages of Team Development

| High | Moderate | | Low |
|------|----------|--|-----|
| Production | Integration | Dissatisfaction | Orientation |
| TDS 4 | TDS 3 | TDS 2 | TDS 1 |

Developed                                           Developing

**What is a Team?**

Team (def.) a. Two or more people who must work together interdependently and are held accountable for the results.

**Successful Work Teams**

**Why Teams?**
- Higher Productivity
- Increased satisfaction
- Improved employee health

**Driving Forces**
- information
- privatization
- technology
- employee expectations
- diverse workforce

Types of Teams?

| | Work | Coordination | Project |
|---|---|---|---|
| **duration** | Permanent | On-going | Temporary |
| **purpose** | Operations or support services | Oversee performance of organizations or units | Accomplish specific purpose and terminate |
| **examples** | Housing, tactics, program | Executive management, planning, cross functional | Problem solving, new procedures, improvements |

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# 2 Key Variables

- Morale

- Productivity

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**Critical Team Knowledge and Skills for Team Development**

● Team Diagnostic Knowledge & Skills - observing and understanding team dynamics and team development

● Team Leadership Intervention Knowledge & Skills - knowing how and when to respond to team needs

● Knowledge about Yourself and Others - knowing how your behavior impacts others and valuing differences

● Interpersonal and Team Skills - developing effective processes of communication, conflict management, decision making and problem solving

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# Productivity is ...

the ability to work together and achieve the desired results.

- It depends on:
- technical knowledge & skill
- goal setting and measurement of results
- effective team problem-solving & decision-making

# Morale is ...

the team's motivation, confidence and
cohesion

It depends on:
* enthusiasm and optimism
* commitment, relationships and cooperation
* praise and recognition
* shared leadership

# Team Diagnosis Tool

| If productivity is ... | If morale is ... | Team stage is ... |
|---|---|---|
| Low | Moderately High | 1 - Orientation |
| Low to Some | Low | 2 - Dissatisfaction |
| Moderately High | Variable or Improving | 3 - Integration |
| High | High | 4 - Production |

# Diagnosis is ...

the ability to determine a team's stage of
development and assess the team's needs

# Team Leadership

* is an influencing process

* is aimed at team development

* is focused on individual, team and
organizational goals

## Two Views on Leadership

- one person's role

- behaviors shared by several team members (perhaps everyone)

## Effective Team Leadership is ...

the ability to diagnose the needs of a team and behave in ways that help that team meet those needs.

## Flexibility is ...

the ability to use a variety of leadership behaviors (styles).

## Providing Direction is ...

- Organizing
- Structuring
- Teaching
- Focusing

## Providing Support is ...

- Involving
- Listening
- Encouraging
- Praising

## Reactions to Over- & Under-Leading

- Reduced Involvement
- Frustration
- Resentment
- Less Self Reliance
- Less Independent Job Performance

## Matching is ...

the ability to choose leadership behaviors that
meet the developmental needs of a team.

## Key Points

- Leadership = Team development

- Leadership = One person's role
        early on . . . to be shared among
        members as the team develops

Team Skill: Diagnosis- Determining a Team's Stage of Development

Two key variables indicate a team's stage of development:

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*Morale* is the team's motivation, confidence and cohesion. It depends on:

- enthusiasm and optimism
- commitment, relationships and cooperation
- praise and recognition
- shared leadership

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*Productivity* is the team's ability to work together and achieve results. It depends on:

- goal setting and measurement results
- effective team problem-solving/decision making
- technical knowledge and skill

# Diagnosing Team Case Studies

*Case Study A*

You have been working as the facilitator of a problem-solving team for several weeks. At first, the team members were eager to be involved and make progress. You clarified the task, and team members began to do the background work and data collection necessary to accomplish the goals. Work went along smoothly for the first two meetings. At the third meeting, some friction began among team members. Some people seemed frustrated with the slow progress being made on the task. They blame you for the way you are handling things.

**Team Diagnosis Tool**

| *If Productivity is . . .* | *If Morale is . . .* | *Team Development Stage is . . .* |
| --- | --- | --- |
| Low | Moderately High | 1 – Orientation |
| Low to Some | Low | 2 – Dissatisfaction |
| Moderately High | Variable or Improving | 3 – Integration |
| High | High | 4 - Production |

What is the team's productivity?

_____

What is the team's morale?

_____

What is the development stage of this team?

_____

What indicators can you identify?

- _____    - _____
- _____    - _____
- _____    - _____

*Case Study B*

A project team you have been working with has been performing very well for the past several weeks and making excellent progress on its goals. Team Members work well together, share and use each other's resources, and seem to feel proud of their accomplishments. You are confident in their ability to solve critical problems and meet project deadlines. Today, one of the Team Members was unexpectedly reassigned to another division. His replacement is moving onto the team at its next meeting.

**Team Diagnosis Tool**

| *If Productivity is . . .* | *If Morale is . . .* | *Team Development Stage is . .* |
|---|---|---|
| Low | Moderately High | 1 – Orientation |
| Low to Some | Low | 2 – Dissatisfaction |
| Moderately High | Variable or Improving | 3 – Integration |
| High | High | 4 - Production |

What is the team's Productivity?

_____

What is the team's Morale?

_____

What is the development stage of this team?

_____

What indicators can you identify?

- _____     - _____
- _____     - _____
- _____     - _____

# Stages of Team Development

| TDS4 | TDS3 | TDS2 | TDS1 |
|---|---|---|---|
| PRODUCTION<br>High Productivity<br>High Morale | INTEGRATION<br>Moderate to High<br>Productivity<br>Variable Morale | DISSATISFACTION<br>Low to Some<br>Productivity<br>Low Morale | ORIENTATION<br>Low Productivity<br>Moderate to High<br>Morale |
| **Characteristics** | **Characteristics** | **Characteristics** | **Characteristics** |
| Clear purpose, values, roles and goals<br>Empowering practices<br>Relationships and communication built on respect and openness<br>Flexibility and shared leadership<br>Optimal productivity and high standards<br>Recognition and appreciation for individual and team accomplishments | • Increased clarity and commitment on roles, goals, task and structure<br>• Increased task accomplishment (Mod-High)<br>• Growing trust, cohesion, harmony and mutual respect<br>• Willingness to share responsibility, leadership and control<br>• Understanding and valuing of differences<br>• More "we" instead of "me"<br>• Tendency to avoid conflict | • Discrepancy between expectations and reality<br>• Confusion and frustration around roles and goals<br>• Dissatisfaction with dependence on authority<br>• Expression of dissatisfaction<br>• Formulation of coalitions<br>• Feelings of incompetence, confusion low confidence, low trust<br>• Competition for power, authority & attention | • Moderately eager<br>• High, often unrealistic expectations<br>• Anxiety about their roles, acceptance, trust in others, demands on them<br>• Tentative, polite conforming behavior<br>• Lack of clarity about purpose, norms, roles, goals, structure<br>• Dependent on authority<br>• Some testing of boundaries |
| **Issues** | **Issues** | **Issues** | **Issues** |
| • New challenges<br>• Continued growth and learning | • Sharing control<br>• Avoidance of conflict | • Power<br>• Control<br>• Conflict | • Personal Well-being<br>• Acceptance<br>• Trust |

# Team Skill: Flexibility – Choosing Appropriate Leadership and Effective Member Behaviors

| DIRECTIONS | DIRECTIVE | | SUPPORTIVE |
|---|---|---|---|
| When considering what leadership or effective member strategies will assist the team's development, accurately diagnose the team's stage of development and choose appropriate levels of directive and supportive behaviors. | ☐ Clarify and articulate the team's purpose and values. | ☐ | Involve members in shaping and understanding the team's purpose. |
| | ☐ Define and clarify goals and tasks. | ☐ | Encourage involvement in leadership and decision-making. |
| | ☐ Provide measures for tracking & evaluating performance & goal achievement. | ☐ | Encourage expression and respect for differences in opinion and perspective. |
| | ☐ Communicate policies and procedures (boundaries). | ☐ | Catch people doing something right. Praise progress! |
| | ☐ Establish and use team norms and team member roles. | ☐ | Provide encouragement and confidence for task improvement. |
| | ☐ Clarify required/necessary action steps to achieve goals. | ☐ | Challenge models and processes seeking quality improvement. |
| | ☐ Provide training on issues related to team competencies surrounding people, process, and performance, i.e., team development, communication skills, conflict management, decision-making or valuing differences in culture & perspective, etc. | ☐ | Help to address unresolved conflict. Use conflict management behaviors appropriately. |
| | | ☐ | Practice active listening. |
| | ☐ Provide technical training relevant to the team's purpose and goals. | ☐ | Build supportive relationships. |
| | ☐ Provide opportunities to practice new behavior and give feedback. | ☐ | Provide resources and policies that enable people to get their jobs done easily. |
| | ☐ Provide feedback on performance and results. | | |

# Skills That Effectively Impact Team Task Accomplishment

- *Initiating* – Propose goals, tasks, or new pathways to problems. Suggest procedures or new ideas that initiate action within your team.

- *Information/Opinion Seeking* - Ask for relevant information, clarification, suggestions or opinions from other team members that facilitate the team's discussion.

- *Information/Opinion Giving* – Offer relevant facts, information, experience, suggestions or opinions to the team.

- *Clarifying and Elaborating* – Clear up confusion. Interpret comments. Develop suggestions and build on ideas. Define terms. Envision how something might work out.

- *Summarizing* – Put various ideas and contributions together from relevant information. Restate content and ideas clearly and concisely.

- *Coordinating* – Manage and sequence the flow of ideas or information. Pull together various ideas and activities toward a clear course of action. Develop plans on how to proceed, and keep team members focused on the task according to the team's agreements. Ensure that the team is satisfied with its procedure. Suggest new procedures when necessary.

- *Decision Testing and Evaluating* – Check to see if agreement has been reached and if the team members are ready to move on to decision-making. Ensure that enough alternatives have been considered. Ask for clarification on which decisions are to be made by the team. Ensure that consensus has been reached and a decision has been made.

# Skills That Effectively Impact Team Process/Maintenance

- *Building Accord* – Elicit differing viewpoints. Explore and work out disagreements. Admit errors. Find common ground, or communicate willingness to modify your own position. Work to resolve or mediate conflict among team members.

- *Encouraging* – Acknowledge and praise others and their contributions. Be responsive, friendly and respectful of others. Demonstrate patience, acceptance and openness to ideas of others.

- *Tension Reducing* – Ease tension and stress. Help create a pleasant atmosphere in which the team can stay focused on its task. Suggest fun approaches to tasks. Remind the team to take breaks when needed.

- *Gatekeeping* – Increase participation and communication by encouraging less talkative members to contribute more by directly soliciting their opinions. Control airtime of more talkative members. Suggest procedures that encourage full participation and expression of ideas.

- *Diagnosing and Facilitating* – observe the internal team processes (how team members are working together), and point out these processes to help the team examine its effectiveness. Express your own thoughts and feelings, and ask others what they are thinking and feeling.

- *Active Listening* – Not *Autobiographical Listening*. Suspend judgment or thinking about what you want to say in response, in order to fully understand the ideas of others. Ensure understanding by paraphrasing and reflecting thoughts and feelings. Respond nonverbally (use effective body language) to what is being said.

## When to Use Your Team Skills

All of the task and maintenance (process) skills are appropriate when used to facilitate your team's functioning. However, the same behaviors can constrain the team if used to gain personal recognition and attention. For example, telling a joke can be a maintenance behavior that breaks tension or makes the work fun for some members but, depending on circumstances, could be distracting or disrespectful.

As you examine your team's stage of development and identify its needs for continued growth, your team skills can be used to provide the direction and support the team needs. The key is to pay attention to what is occurring and not occurring, and provide the behavior that moves the team forward.

# Team Development Exercise

*Directions:  Examine each of the descriptors in the categories below.  Identify indicators of productivity and morale. Determine the Stage of Development characterized by the situation.*

People: Roles, Skills, Relationships & Needs

A. ☐ Team members feel cautiously optimistic about the ability of the team to solve problems and to achieve desired results.  There is a growing sense of power as skills continue to deepen.  The team members are learning to work together and to help each other.

B. ☐ There is low confidence in the team's ability to realize a shared vision.  Team members are frustrated with leadership, policies and practices.  There is a sense of competition rather than collaboration among team members.

C. ☐ Team members feel relatively enthusiastic about the future of the team but have not yet acquired all the necessary knowledge and skills.  Policies, procedures and practices are unclear.

D. ☐ Team members feel a collective sense of power and have acquired the necessary skills and resources.  Policies, procedures and practices support the team objectives.  There is a sense of mutual respect and willingness to help each other.

E. ☐ Team members are increasingly encouraging and supportive of one another.  They tend to withhold negative feedback.  Team members are listening to one another more and more.

F. ☐ Team members express themselves openly and honestly without fear of rejection.  Team members listen to each other and express warmth, understanding and acceptance.  Differences of opinion and perspective are valued.

G. ☐ Team members often interrupt, withdraw or express negative reactions to the formal leadership and/or each other.  Communication within the group is guarded or volatile, reflecting conflict and/or frustration.  The team shows little evidence of listening and understanding.

H. ☐ Team members act politely and cautiously toward each other, reflecting a lack of knowledge of one another.  Team members look to the designated leader to moderate discussion.  Team members are often hesitant to express their feelings and opinions.

Process: Structure, Decision-Making, Feedback and Rewards

A. ☐ The team looks to the designated leader or sponsor for recognition and appreciation. Team members look to the formal leadership for approval, more than to other team members.

B. ☐ There is a strong feeling of respect and appreciation among team members. Individual and team accomplishments are frequently recognized by team members, as well as by the formal leadership.

C. ☐ Team members rarely give recognition or express appreciation for each other. They tend to criticize each other or focus on negative aspects.

D. ☐ Team members increasingly express recognition and appreciation for one another, reflecting a developing sense of harmony and trust. This team spirit is somewhat tentative or fragile.

E. ☐ Team members feel a sense of pride and excitement in being a part of the team. Their confidence is strong, and they are very satisfied with the work that is being accomplished.

F. ☐ Team members feel a growing sense of team cohesion and confidence as they are learning to work together. Negative feelings are being replaced by positive feelings.

G. ☐ Team members feel a sense of expectancy and mild excitement, as well as some apprehension, as they anticipate working together.

H. ☐ There are feelings of frustration, pessimism and dissatisfaction among team members. The team is fractured as members complete their roles/assignments or psychologically drop out.

Performance: Planning, Goal Setting, Tasks and Evaluation

A. ☐ Team members seem confused or disagree about the purpose and goals of the team and individuals' responsibilities. There is a discrepancy between team members' initial hopes and the reality of the situation in terms of what is workable and realistic.

B. ☐ All team members have yet to express their views, so it is not clear if they share a sense of common purpose and values. Team members are more focused on "How do I fit in?" Or "How will we work together?" Their energy centers on defining goals, roles and tasks.

C. ☐ A sense of shared purpose is emerging. Goals for the team and individual roles are becoming clear, and the team is beginning to develop methods for achieving them.

# Team Leader/Member Behavior Analysis Exercise

Directions: This exercise consists of typical situations, which involve a team. Following each situation are four possible leader/member responses. Assume that you are the leader in each of the situations. At what stage of development is this team functioning regarding productivity and morale? Circle the letter of the response you think would closely describe effective leader/member behavior in the situation presented. Circle only one choice. Be prepared to explain your selection.

1. The team is not gaining momentum. In fact, individual members have been withdrawing during the meetings. There is little excitement among members or about the team's current task. The team has been meeting every two weeks for the last six months. Little productivity comes from the meetings, because the team is not using the technical expertise of its members. You would....

A) Identify the lack of productivity and withdrawal. Define a plan to get the team back on track, and follow-up to see that team members are getting things done. During the re-orientation meeting, establish clear procedures and methods that will ensure involvement and progress.

B) Identify the lack of productivity and withdrawal, but remain confident in the team by letting these issues run their course. Allow team members time to reach their own solutions to team issues. Be available to help if needed.

C) Identify the lack of productivity and withdrawal. Define a plan that utilizes everyone's skills. Ask for their suggestions and incorporate their ideas when appropriate.

D) Identity the lack of productivity and withdrawal. Work with the team to identify productivity issues and encourage the strategies they develop. Support their ideas and solutions and express appreciation for their participation.

2. The policy review team is going to have its first team meeting. Many of the team members do not know each other and have not participated on any agency teams. Most of the team members were chosen because they have proven technical skills. They are looking forward to working with each other on important issues facing the agency. You would...

A) Set the time and place of the meeting. Develop the agenda and prepare the necessary documents and handouts. Lead the flow of the meeting. Afterward, make certain all members receive minutes of the meeting.

B) Set the time and place of the meeting. Encourage and support the team in creating the agenda. With them, decide how the meeting should be conducted. After the meeting, praise progress and suggest that minutes be distributed.

C) Set the time and place of the meeting. Establish an agenda and documents to be used in the meeting. Get input from team members about the meeting structure and content. Incorporate their ideas where appropriate. Structure the meeting once it begins. Afterward, ensure that minutes of the meeting are distributed to all team members.

D) Set the time and place of the meeting. Allow the team to decide on its structure and content. Assist in the team interaction if they request your help. Assume that minutes will be distributed after the meeting.

3. The treatment team has shown increasing success in deciding which plans to approve and which to reject. Their choices have increased case management reviews significantly. Although capable of making tough decisions, the discussion around the newest programming approach seems tentative. The team is pleasant and polite. There seems to be agreement, but you sense that differing views are not being expressed. You would...

A) Share your perceptions of the underlying disagreement and encourage an open discussion of differences. Set up a process for the team to follow in exploring the pros and cons of the newest product. Ask if they have other suggestions and incorporate them into your procedures, if appropriate.

B) Share your perceptions of the underlying disagreement and the importance of openly discussing differences. Allow the team to proceed, trusting they will work through problems and reach agreement as they have in the past.

C) Share your perceptions of the underlying disagreement and the importance of openly discussing differences. Ask the team how they want to proceed in discussing the pros and cons of the product. Encourage them to risk being honest and facilitate a consensus.

D) Share your perceptions of the underlying disagreement and encourage them to be open about their differences. Set up a process to explore the pros and cons of the newest product, and manage the process carefully.

4. As the employee assistance program director in an agency undergoing reorganization, you have created a cross-functional design team to help you decide on the next steps in the organization's efforts to develop an employee assistance support group. All of the members are enthusiastic and have an excellent work record; however, they have little team experience. You would...

A) Explain the purpose and goals of the design team and describe employee assistance support groups. Facilitate a discussion to develop a work plan for the design team. Support their ideas as they decide on the next meeting time, agenda and distribution of minutes.

B) Explain the purpose and goals of the task force, as well as the fundamentals of employee assistance support groups. Outline your plan for the design team's operation. Individually assign specific tasks and strategies for accomplishing the work. Schedule the next meeting and ask them to come prepared to briefly report on their assignments.

C) Explain the purpose and goals of the design team, and employee assistance support groups. Ask them to decide on roles, strategies, procedures and timelines for the committee to follow. Let them know you trust their decisions and would like them to act on them. Be available if they need assistance. Schedule the next meeting.

D) Explain the purpose and goals of the design team, as well as the fundamentals of employee assistance support groups. Present your ideas about specific tasks for each team member, along with strategies for accomplishing the work. Ask team members for their thoughts and incorporate appropriate suggestions into an action plan. Schedule the next meeting.

D. ☐ Each team member can describe, and is committed to, the purpose and values of the team. Goals and individual roles are clear and relevant to the overall purpose. There is a sense of independence and strategies for achieving goals are clear.

E. ☐ The team depends on the designated leader or sponsor for direction and approval. Team members are cautious, formal and/or stilted in their contributions to the Team.

F. ☐ Frustration and tension in the team tends to limit the flexibility of members. Dissatisfaction is often expressed by "either/or" behavior such as aggression/withdrawal and dependence/resistance.

G. ☐ Team members are beginning to share responsibility for team functioning by using the strengths of the members. There is an emphasis on maintaining harmony and good working relationships.

H. ☐ Team members share responsibility for team leadership and flexibly fulfill various roles for task accomplishment and Team operation. Team members freely express opinions and feelings and are adaptable to changing demands.

I. ☐ The team shows evidence of moderate to high task accomplishment. Team members are fairly agreeable in solving problems and making decisions.

J. ☐ The team accomplishes work quickly and effectively. Team members have highly developed problem-solving and decision-making skills and value each other's differences in opinion and perspective.

K. ☐ The team shows little evidence of task accomplishment. The team's problem-solving and decision-making skills are undeveloped.

L. ☐ The team shows some evidence of task accomplishment. Team members struggle with problem-solving and decision-making.

# THE MATCH/MISMATCH ACTIVITY— STYLE 1

## Scenario

| **A CONVERSATION BETWEEN YOU AND A TEAM THAT REPORTS TO YOU** |
| --- |

### Team's Goal

To train the agency's new Management Information System training program to all employees and ensure that they are using the skills on the job four weeks from now.

### Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

### Style 1

- As the person ultimately responsible for making sure that the training is implemented, you are meeting with this Team for the first time since you introduced the program to all Teams at a recent meeting of Team representatives.

- You have a checklist in hand for implementing the training. Each Team is supposed to complete the checklist and give it to you. You are supposed to turn the checklists into your boss two weeks from now.

- You want to make sure that each employee understands and can explain the following:

  - The key components of the new Management Information System training program.
  - How to use the new program with customers.

- You don't expect this Team to have everything done, and you are eager to roll up your sleeves and help as much as you can.

# THE MATCH/MISMATCH ACTIVITY— STYLE 1, CONTINUED

- You know what the problems are likely to be, and you have worked out a step-by-step plan for this Team so that they can begin the training with department employees.

- You have some concerns about the Team you are meeting with. When you went over the new training program in the representatives' meeting, this Team's representatives any questions. You are fairly sure they haven't even started the training. You believe that this Team, if left alone, would start the training late, thinking it was going to be easy to get it done. You know it is not going to be that easy!

- You know exactly what needs to be done to set up and roll out the training. You used to manage this department. If the Team hasn't started, you know exactly how to do it.

- You assume the Team needs your help and you intend to go over the facilitator guide provided by the agency training department page by page. You are going to make sure this Team knows how to get going on the training and give an effective presentation before your meeting is over today.

- You want the initial presentation scheduled this week, and you want each employee to be through the training in two weeks.

- You expect that the Team is a little nervous about having to make a presentation, and you have some tips to share about how to be more confident and get through the material in two hours.

- The training program is a lot of extra work, and you want to make sure that priorities are clear.

Be sure you frequently check for understanding as you conduct the meeting.

Make sure you take the lead in the conversation. Although there is some give and take in Style 1, you need to be sure you cover the specifics of what, how and when all this work is going to get done within the next two weeks.

b

# THE MATCH/MISMATCH ACTIVITY— STYLE 2

Scenario

| A CONVERSATION BETWEEN YOU AND A TEAM THAT REPORTS TO YOU |

## Team's Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now.

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Style 2

- As the person ultimately responsible for making sure that the training is implemented, you are meeting with this Team for the first time since you introduced the program to all Teams at a recent meeting of Team representatives.

- You have a checklist in hand for implementing the training. Each Team is supposed to complete the checklist and give to you. You are supposed to turn the checklists into your boss two weeks from now.

- You want to make sure that each employee understands and can explain the following:

    - The key components of the new Management Information System training program.
    - How to use the new program with customers.

- You don't expect that everything has been done to implement the training, and you are meeting with this Team today to offer your help.

- First, you want to get an update from the Team. You want to find out how the training is coming and if all the training sessions have been scheduled.

C

# THE MATCH/MISMATCH ACTIVITY— STYLE 2, CONTINUED

- Be sure to praise progress. Acknowledge whatever has been done.

- Expect the Team to be overwhelmed by the training program and the amount of material that has to be covered in the two-hour training sessions.

- Assume that the Team doesn't believe that all the changes supported by the training program are good.

- Do some thinking about these two concerns and have some advice ready for the Team in both of those areas.

- You know this Team is concerned that productivity and morale will go down as this training program is implemented, at least initially. The Team has repeated this concern to you on the phone again and again.

- Ask the Team to share their questions with you about the facilitator guide provided by agency training. You know it is a lot of information and can be confusing. Urge the Team to tell you how they are going to present the material. Be sure the Team feels comfortable with the skill-practice activities built into the training.

- Praise and redirect as appropriate. Share good ideas but hear the Team's good ideas too.

- Spend a fair amount of time explaining why you think the training program is going to work and why the agency is going in this direction.

- Be empathetic to the extra hours that will be required to implement the training program, but be positive about the increase in productivity and teamwork you expect from this training in the long run.

- Offer to model or demonstrate part of the training if the Team would like to have your help.

- Be sure the conversation has a lot of give and take.

- Make the final decisions about any problems or action plans.

- Share how you are going to be following up with the Team over the next two weeks.

d

# THE MATCH/MISMATCH ACTIVITY— STYLE 3

## Scenario

> A CONVERSATION BETWEEN YOU AND A TEAM THAT REPORTS TO YOU

## Team's Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now.

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Style 3

- As the person ultimately responsible for making sure that the training is implemented, you are meeting with this Team for the first time since you introduced the program to all Teams at a recent meeting of Team representatives.

- You have a checklist in hand for implementing the training. Each Team is supposed to complete the checklist and give it to you. You are supposed to turn the checklists into your boss two weeks from now.

- You want to make sure that each employee understands and can explain the following:

  - Key components of the new Management Information System training program.
  - How to use the new program with customers.

- Expect this Team to raise questions and concerns freely. Don't volunteer a lot of advice or specifics on what to do.

e

# THE MATCH/MISMATCH ACTIVITY— STYLE 3, CONTINUED

- Offer opinions and agree to provide additional resources if requested by the Team, however, don't impose any of your ideas on the members.

- Listen a lot; draw out problems. Ask frequently, "How can I help?" Provide reassurance, encouragement and support.

- If this Team is further ahead in planning the training than your other Teams, praise him.

- Share the positive comments you have heard from this Team's employees. Even though they haven't yet been to training, the Team has apparently been effective in communicating the benefits of the program, and everyone is looking forward to it.

- Remind the Team about the follow-up report you need to complete for your boss in two weeks, but emphasize that you don't think it will be a big deal in this department because things are going so well.

- If the Team seems noncommittal about the training, remind the members about the results that other departments that have already implemented the training have gotten. Focus on increased productivity, morale and teamwork.

- If the Team seems frustrated, help the members consider alternative solutions to the problems and challenges they are facing.

- Listen more than talk. Assume the best. Ask open-ended questions.

- Acknowledge and reflect feelings.

- Remember that a TDS3 has the skills but may be low in motivation or confidence. Interpret every comment as a commitment problem, not a skills problem.

# THE MATCH/MISMATCH ACTIVITY— STYLE 4

## Scenario

| A CONVERSATION BETWEEN YOU AND A TEAM THAT REPORTS TO YOU |
| --- |

## Team's Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now.

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Style 4

- As the person ultimately responsible for making sure that the training is implemented, you are meeting with this Team for the first time since you introduced the program to all Teams at a recent meeting of Team representatives.

- You have a checklist in hand for implementing the training. Each Team is supposed to complete the checklist and give it to you. You are supposed to turn the checklists into your boss two weeks from now.

- You want to make sure that each employee understands and can explain the following:

  - The key components of the new Management Information System training program.
  - How to use the new program with customers.

- As you go into this meeting, assume that everything has been taken care of. The Team has a plan and all the skills, motivation and confidence to carry it out.

9

# THE MATCH/MISMATCH ACTIVITY— STYLE 4, CONTINUED

- Assume that the results will be good.

- Don't offer advice, solutions, recommendations or ideas.

- Don't offer a lot of praise or reinforcement.

- Expect the Team to do most of the talking.

- Tell the Team that you know they can handle it.

- Suggest going out for a cup of coffee because "it's all handled" from your perspective.

- Don't make a big deal of the follow-up report you have to complete for your boss two weeks from now. You know this department will enthusiastically implement the training.

- Consider asking this Team to help you with a less-experienced Teams in another department.

h

# THE MATCH/MISMATCH ACTIVITY—
# DEVELOPMENT LEVEL 1

## Scenario

| A CONVERSATION BETWEEN YOUR TEAM AND IT'S SUPERVISOR |

## Your Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Development Level 1

- Your Team is excited about the potential of the new training program but unsure about how to implement it. It is going to take a lot of work.

- Your Team doesn't completely understand the priority of this program compared to the other initiatives that are going on right now.

- Your Team members are open to all ideas and advice your boss has about how to schedule and roll out the training.

- Your Team has never implemented a training program where you had to give presentation, but you like getting up in front of people.

- Your Team is challenged by the assignment and thinks the training will produce some good results.

# THE MATCH/MISMATCH ACTIVITY—
# DEVELOPMENT LEVEL 1, CONTINUED

- Your Team is willing to put in the extra hours this project is going to take.

- Your Team has some questions, but are fairly confident you can handle the assignment.

- Your Team has a tendency to underestimate the time and work it takes to get a project like this done.

- Your Team has been waiting for this meeting with your boss before getting started. Your Team probably could have begun after the meeting of Team representatives when this program was first introduced, but the Team thought it was safer to wait until you and your boss had a chance to meet.

# THE MATCH/MISMATCH ACTIVITY— PARTICIPANT OBSERVATION SHEET

**Interaction 1** ☐ Match ☐ Mismatch

What were your feelings about each interaction? How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 1** ☐ Match ☐ Over-supervision ☐ Under-supervision

Did this supervisor/Team interaction seem to work? Why or why not? What were the Team member's verbal and nonverbal reactions to the supervisor's leadership style? What impact would this interaction have on performance?

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# THE MATCH/MISMATCH ACTIVITY—
# PARTICIPANT OBSERVATION SHEET

**Interaction 2**  ☐ Match  ☐ Mismatch

What were your feelings about each interaction? How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 2**  ☐ Match  ☐ Over-supervision  ☐ Under-
                                                       supervision

Did this supervisor/Team interaction seem to work? Why or why not? What were the Team member's verbal and nonverbal reactions to the supervisor's leadership style? What impact would this interaction have on performance?

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# THE MATCH/MISMATCH ACTIVITY—
# PARTICIPANT OBSERVATION SHEET, CONTINUED

**Interaction 3**          ☐ Match          ☐ Mismatch

What were your feelings about each interaction?  How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 3**     ☐ Match     ☐ Over-supervision     ☐ Under-
                                                              supervision

Did this supervisor/Team interaction seem to work?  Why or why not?  What were the employee's verbal and nonverbal reactions to the supervisor's leadership style?  What impact would this interaction have on performance?

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# THE MATCH/MISMATCH ACTIVITY—
# PARTICIPANT OBSERVATION SHEET

**Interaction 4**　　　　☐ Match　　　　☐ Mismatch

What were your feelings about each interaction? How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 4**　　☐ Match　　☐ Over-supervision ☐ Under-
　　　　　　　　　　　　　　　　　　　　　　　　supervision

Did this supervisor/Team interaction seem to work? Why or why not? What were the employee's verbal and nonverbal reactions to the supervisor's leadership style? What impact would this interaction have on performance?

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# MATCHING LEADERSHIP STYLE ROLE PLAYS

1.    What is the Team's development level?  How do you know?


Intervention #1:_____

Intervention #2: _____

Intervention #3: _____

Intervention #4:_____


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2. What leadership style does the supervisor use in the first interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?


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3. What leadership style does the supervisor use in the second interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?


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4. What leadership style does the supervisor use in the third interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?


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5. What leadership style does the supervisor use in the fourth interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?


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# THE MATCH/MISMATCH ACTIVITY—
# DEVELOPMENT LEVEL 2

## Scenario

| A CONVERSATION BETWEEN YOUR TEAM AND IT'S SUPERVISOR |

## Your Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Development Level 2

- Your Team has been struggling to manage all the priorities on your plate right now. Your Team is overwhelmed, so It hasn't scheduled the training yet. Your Team hasn't thought much about it since the meeting of Team representative's.

- Your Team knows this training program is going to take a lot of work.

- Your Team is discouraged because members anticipate that productivity and morale will go down initially while your employees are learning new skills.

- Your Team has some ideas about how the training ought to be done, but are not sure whether there is room for your ideas in this program. The agency training department has put together a comprehensive facilitator guide.

k

# THE MATCH/MISMATCH ACTIVITY— DEVELOPMENT LEVEL 2, CONTINUED

- Your Team knows that the training program won't be enough to get employees to use the new skills. Members are concerned about follow-up.

- Team members recently tried to use the approach and some of the new skills your employees are going to learn in this training program, and they really didn't work.

- Your Team doesn't have confidence in their presentation skills, although people say members are good at making presentations.

- Your Team has good planning skills and good relationships with their employees.

# THE MATCH/MISMATCH ACTIVITY—
# DEVELOPMENT LEVEL 3

## Scenario

A CONVERSATION BETWEEN YOUR TEAM AND IT'S SUPERVISOR

## Your Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now.

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Development Level 3

- Your Team believes in the program and the results in other departments have been positive. Your Team believes productivity, morale, and teamwork in their department will increase after the training if they can get employees to use the skills.

- Your Team is a little apprehensive about how successful the program will be given all the other initiatives going on.

- Your Team has some ideas about how to make the training interesting. The members like the facilitator guide that was developed by the agency training department.

- Your Team is unsure if they will have your boss's support and time if problems come up.

- When something is easy for the Team, members tend to procrastinate, which gets It into trouble.

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# THE MATCH/MISMATCH ACTIVITY—
# DEVELOPMENT LEVEL 3

- Your Team is already a little discouraged because they believe the time frame for implementing the training may not be realistic. Your Team expects that agency is expecting too much too soon.

- None of these concerns will probably get in the Team's way of implementing the program in the long run, but members are looking forward to the meeting today with your boss so that they can get some of these concerns out on the table.

- Your Team's presentation skills are good, and you are comfortable being in front of a group.

# THE MATCH/MISMATCH ACTIVITY—
# DEVELOPMENT LEVEL 4

## Scenario

| A CONVERSATION BETWEEN YOUR TEAM AND IT'S SUPERVISOR |

## Your Goal

To train the agency's new Management Information System training program to all department employees and ensure that they are using the skills on the job four weeks from now.

## Other Considerations

- The training needs to be accomplished within two weeks.
- The training is very important to the agency.

## Development Level 4

- Your Team has already begun to implement the new training program.

- Your Team ha a lot of training experiences.

- Your Team has good planning skills and has gotten this project off to a good start. All the training sessions are scheduled.

- Your Team is generally motivated and confident.

- Your Team believes the program will increase productivity, morale and teamwork.

- Your Team is willing to help less-experienced Teams with the implementation of the training program.

# THE MATCH/MISMATCH ACTIVITY—
# PARTICIPANT OBSERVATION SHEET

**Interaction 1** ☐ Match ☐ Mismatch

What were your feelings about each interaction? How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 1** ☐ Match ☐ Over-supervision ☐ Under-
supervision

Did this supervisor/Team interaction seem to work? Why or why not? What were the Team member's verbal and nonverbal reactions to the supervisor's leadership style? What impact would this interaction have on performance?

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# THE MATCH/MISMATCH ACTIVITY— PARTICIPANT OBSERVATION SHEET

**Interaction 2**  ☐ Match  ☐ Mismatch

What were your feelings about each interaction?  How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 2**  ☐ Match  ☐ Over-supervision  ☐ Under-
supervision

Did this supervisor/Team interaction seem to work?  Why or why not?  What were the Team member's verbal and nonverbal reactions to the supervisor's leadership style?  What impact would this interaction have on performance?

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# THE MATCH/MISMATCH ACTIVITY—
# PARTICIPANT OBSERVATION SHEET, CONTINUED

**Interaction 3**  ☐ Match  ☐ Mismatch

What were your feelings about each interaction?  How would you describe the
relationship between the supervisor and Team in each interaction?

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**Interaction 3**  ☐ Match  ☐ Over-supervision  ☐ Under-
supervision

Did this supervisor/Team interaction seem to work?  Why or why not?  What
were the employee's verbal and nonverbal reactions to the supervisor's leadership
style?  What impact would this interaction have on performance?

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# THE MATCH/MISMATCH ACTIVITY—
# PARTICIPANT OBSERVATION SHEET

**Interaction 4**  ☐ Match  ☐ Mismatch

What were your feelings about each interaction?  How would you describe the relationship between the supervisor and Team in each interaction?

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**Interaction 4**  ☐ Match  ☐ Over-supervision  ☐ Under-supervision

Did this supervisor/Team interaction seem to work?  Why or why not?  What were the employee's verbal and nonverbal reactions to the supervisor's leadership style?  What impact would this interaction have on performance?

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# MATCHING LEADERSHIP STYLE ROLE PLAYS

1.   What is the Team's development level?  How do you know?


Intervention #1:_____

Intervention #2: _____

Intervention #3: _____

Intervention #4:_____


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2. What leadership style does the supervisor use in the first interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?

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3. What leadership style does the supervisor use in the second interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?

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4. What leadership style does the supervisor use in the third interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?

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5. What leadership style does the supervisor use in the fourth interaction?  Is it a match?  Over-supervision or under-supervision?  What impact does it have on the Team?

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# THE TALLEST STRUCTURE

## Materials

Participants may use flip charts, paper and pencil, etc. during the planning process. Only the following are available for use during the construction phase:

1.  Three packs of 5" by 8" index cards

2.  Two role of masking tape

## Task

The goal is to build the tallest free-standing tower that you can construct in the allotted time. You are to construct the tower using only the materials that will be provided to you - 100 5" x 8" cards, and masking tape.

> You will have 30 minutes to complete this activity. Construction may take place only in the last 10 minutes. Until your plan is submitted and approved, you may not begin building or, in any way, prepare the materials for construction.
>
> The twenty minutes are to be spent planning. The team is to use one of two techniques for generating options to create ideas for the tower. The two generating options that may be used are silent generation or snow storm.
>
> Plan carefully. Before any construction takes place, you must provide the facilitator with a sketch of what you are going to build and how it will be constructed.
>
> Once the plan is submitted, the only way you may deviate from that plan is by starting over. A new plan must be prepared and submitted. All work in progress will have to be disassembled.
>
> The structure may not be attached to, or leaned against, any object - wall, ceiling, furniture, person, etc.

# THE CHARACTERISTICS OF

# CRITICAL DIMENSIONS

# AND

# TEAM DEVELOPMENT

# Team Development at Stage 1

| People: Roles, Skills Relationships and Needs | • Team members feel relatively enthusiastic about the future of the team but have not yet acquired all of the necessary team knowledge and skills. Polices, procedures and practices are unclear.<br><br>• Team members act politely and cautiously toward each other, reflecting a lack of knowledge of one another. They look to the designated leader to moderate discussion. Team members are often hesitant to express their feelings and opinions<br><br>• Team members feel a sense of expectancy and mild excitement, as well as some apprehension, as they anticipate working together. |
|---|---|
| Process: Structure, Decision-Making, Feedback and Rewards | • The team depends on the designated leader or organizer for direction and approval. Team members are cautious, formal and/or stilted in their contributions to the team.<br><br>• The team looks to the designated leader or organizer for recognition and appreciation. Team members look to the formal leadership for approval, more than to other team members. |
| Performance: Planning, Goal Setting, Tasks and Evaluation | • All team members have yet to express their views, so it is not clear if they share a sense of common purpose and values. Team members are more focused on "How do I fit in?" and "How will we work together?" Their energy centers on defining goals, roles and tasks.<br><br>• The team shows little evidence of task accomplishment. The team's problem-solving and decision-making skills are undeveloped. |

# Team Development at Stage 2

| People: Roles, Skills Relationships and Needs | <ul><li>There is a low confidence in the team's ability to realize a shared vision. Team members are frustrated with leadership, policies and practices. There is a sense of competition, rather than collaboration, among team members.</li><li>Team members often interrupt, withdraw or express negative reactions to the formal leadership and/or to each other. Communication within the team is guarded or volatile, reflecting conflict and/or frustration. The team shows little evidence of listening and understanding.</li><li>There are feelings of frustration, pessimism and dissatisfaction among team members. The team is fractured as team members compete, develop cliques, or psychologically drop out.</li></ul> |
|---|---|
| Process: Structure, Decision-Making, Feedback and Rewards | <ul><li>Frustration and tension in the team tend to limit the flexibility of team members. Dissatisfaction is often expressed by "either/or" behavior, such as aggression/withdrawal and dependence/resistance.</li><li>Team members rarely give recognition or express appreciation to each other. They tend to criticize each other or focus on negative aspects.</li></ul> |
| Performance: Planning, Goal Setting, Tasks and Evaluation | <ul><li>Team members seem confused or disagree about the purpose and goals of the team and individual responsibilities. There is a discrepancy between team members' initial hopes and the reality of the situation in terms of what is workable and realistic.</li><li>The team shows some evidence of task accomplishment. Team members struggle with problem solving and decision-making.</li></ul> |

# Team Development at Stage 3

| People:<br>Roles, Skills<br>Relationships<br>and Needs | • Team members feel cautiously optimistic about the ability of the team to solve problems and to achieve desired results. There is a growing sense of power as skills continued to deepen. Team members are learning to work together and to help each other.<br><br>• Team members are increasingly encouraging and supportive of one another. They tend to withhold negative feedback. Team members are listening to one another more and more.<br><br>• Team members feel a growing sense of team cohesion and confidence as they are learning to work together. Negative feelings are replaced by positive feelings. |
|---|---|
| Process:<br>Structure,<br>Decision-<br>Making,<br>Feedback and<br>Rewards | • Team members are beginning to share responsibility for team functioning by using one another's strengths. There is an emphasis on maintaining harmony and good working relationships<br>• Team members increasingly express recognition and appreciation for one another, reflecting a developing sense of harmony and trust. This team spirit is somewhat tentative or fragile. |
| Performance:<br>Planning, Goal<br>Setting, Tasks<br>and<br>Evaluation | • A sense of shared purpose is emerging. Goals for the team and individual roles are becoming clear, and the team is beginning to develop methods for achieving them.<br><br>• The team is showing evidence of moderate to high-risk task accomplishment. Team members are fairly agreeable in solving problems and making decisions. |

# Team Development at Stage 4

| | |
|---|---|
| People:<br>Roles, Skills<br>Relationship<br>s and Needs | • Team members feel a collective sense of power and have acquired the necessary skills and resources. Policies, procedures and practices support the team objectives. There is a sense of mutual respect and willingness to help each other.<br><br>• Team members express themselves openly and honestly without fear of rejection. They listen to each other and express warmth, understanding and acceptance. Differences of opinion and perspective are valued.<br><br>• Team members feel a sense of pride and excitement in being a part of the team. Their confidence is strong, and they are very satisfied with the work that is being accomplished.<br><br>• Team members feel a sense of pride and excitement in being a part of the team. Their confidence is strong and they are very satisfied with the work being accomplished. |
| Process:<br>Structure,<br>Decision-<br>Making,<br>Feedback<br>and Rewards | • Team members share responsibility for team leadership and flexibly fulfill various roles for task accomplishment and team operation. They freely express opinions and feelings and are adaptable to changing demands.<br><br>• There is a strong feeling of respect and appreciation among team members. Individual and team accomplishments are frequently recognized by team members, as well as by the formal leadership. |
| Performance:<br>Planning,<br>Goal Setting,<br>Tasks and<br>Evaluation | • Each team member can describe and is committed to the purpose and values of the team. Goals and individual roles are clear and relevant to the overall purpose. There is a sense of independence, and strategies for achieving goals are clear.<br><br>• The team accomplishments work quickly and effectively. Team members have highly developed problem-solving and decision-making skills and value each other's differences in opinion and perspective. |

# JOURNALING FOR INDIVIDUAL LEARNING

# AND

# PROFESSIONAL DEVELOPMENT

## *JOURNALING FOR INDIVIDUAL LEARNING AND PROFESSIONAL DEVELOPMENT*

A private journal is a tool that will be valuable when you return to your respective workplace.

Keeping a Journal Increases Self Awareness:

- Use your imagination to create in your own mind what you hope to create in your life
- Write down possibilities you envision
- Use the journal to help you improve on a day-to-day basis
- Write about the good and positive things that happen to you daily
- Write about the insights you are gaining about your professional life

On the following pages you may record but not limit to the following

- Key points of learning
- Inspired ideas
- Feedback you receive
- Questions and Answers to questions you have
- Questions and Answers to questions posed to you

Related Section _____

Related Section _____

Related Section _____

Related Section _____

# Team Tools and Techniques

## TEAM TOOLS AND TECHNIQUES

By the conclusion of this module, participants will be able to:

- Use appropriate tools/techniques to solve problems
- Apply tools/techniques to improve work processes
- Demonstrate appropriate tools/techniques regarding outcome evaluation

# BRAINSTORMING

# Definition

**Brainstorming** is a structured approach to thinking which helps a group of people utilize their collective brain power to generate new ideas.

# Why Does Brainstorming Work?

- Foundational for other problem-solving techniques
- Provides a large number of ideas
- Encourages free association of ideas
- Encourages participants to think
- Provides for individual contributions
- Enhances team work and participation

## Principles of Brainstorming

- Generate ideas
- Freewheel
- No criticism
- Equal participation
- Record all ideas

## Brainstorming Guidelines

- Determine if you will use random or structured brainstorming
- Encourage everyone to participate
- Record all ideas
- Keep the environment open
- Hitchhike on ideas

## Brainstorming Exercise

- **Scenario:**
  - As a class, we are going out to dinner tonight

- **Task:**
  - Brainstorm a list of possible places we could dine as a group

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# NOMINAL GROUP TECHNIQUE

Definition: **Nominal Group Technique** (NGT) is a structured approach to generate ideas and survey the opinions of a small group. NGT is useful because it:

- Provides equal voice in problem solving,
- Considers many ideas in a short time,
- Focuses on the problem, not the people, and
- Builds consensus.

## NGT, How To Do It

- **Step 1** – Generate ideas using structured brainstorming.
- **Step 2** – Loop and group any ideas that are sufficiently similar.
- **Step 4** –Assign a letter to each remaining idea.
- **Step 3** – Prioritize the list by having each person in the group assign a number to each idea with the highest number being their first choice.
- **Step 5** – Compute the group total for each letter. The idea with the highest total is the idea adopted/recommended.

## NOTES_____

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# CAUSE AND EFFECT DIAGRAM

# Definition

A **cause and effect diagram** is an analytical method using logic and creative thought to graphically represent and arrange the causes of a situation.

# Key Characteristics

- Breaks problems into smaller pieces.
- Is an effective way to search for root causes.
- Assists individuals and groups to generate ideas.
- Visually displays the relationships of one cause to another.

# Principles

- Diagram separates causes into categories.
- Major categories might be:
  - Personnel, Methods, Materials, Machinery (3M's and a P) or,
  - Policies, procedures, people and plan (4P's).
- Other categories may emerge.
- Each category must be evaluated individually.
- Any (all) causes considered to explain effect.
- Shows known divisions of a problem.

## Instructions

- State the problem.
- Write the problem statement in a box in the center of the page, at the right edge.
- Draw a straight line through the center of the page, pointing to the box.
- Determine the major categories and write them in boxes at the top and bottom of the page.
- Connect the boxes to the main line.

## Instructions (cont.)

- Brainstorm all possible causes in a single category. Continue asking the 5 W's: **W**ho **W**hat, **W**here, **W**hy, **W**hen and **H**ow?
- Record all possible causes on the diagram.
- Evaluate and analyze possible causes.
- Prioritize possible causes for further investigation.

## Exercise

**Scenario**: Your work area keeps coffee available for its employees. Until recently, it always tasted fine. For the last two weeks, everyone agrees that it has tasted good sometimes and terrible other times. You want to determine what some of the possible causes could be.

**Task:** Construct a Cause and Effect Diagram which shows the possible causes of bad - tasting coffee.

## NOTES_____

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# CAUSE AND EFFECT DIAGRAM



Valve Leak Stem Seal

Methods
- Install Seals — Manual
- Insert Valve Stems — Manual

Machinery
- Line Drive Motors
- Hand Tools — Broken
- Produce Heat

Personnel
- Press Seal (Into Casing)
- Insert Valve Stem Through Seal — Damage Seal
- Too Hot — Seal Damaged
- Visually Inspect — Only Gross Damage Visible

Materials
- Valve Casing — Cracked
- Valve Port — Wrong Size
- Too Hot To Touch — Stored In Sun
- Seal Material — Weak If Warm
- Inconsistent Thickness

# RUN CHART

A Run Chart is a line graph that shows data plotted over time
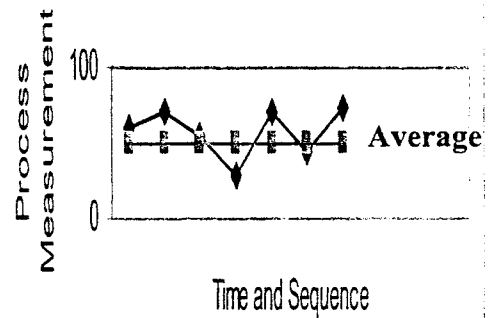


## Definition

A **Run Chart** is a simple graph used to monitor a process or activity so trends or runs can be easily identified.

## Key Characteristics

- Summarizes large amounts of data.
- Displays value of one data point against another.
- Illustrates variation in the process.
- Shows effects of corrective action.

## Principles

- Variable data plotted against non-variable data.
- Data can be individual numbers, averages, or percentages.
- Unbroken line connects points for identifying trends.

## Instruction for Construction

- Choose vertical and horizontal axis data.
- To plot data point, locate correct measurement on each axis.
- After plotting, connect points.
- Analyze for trends, changes or periods of stability.

## Run Chart Recap

- Use a Run Chart to summarize large amounts of data.
- A Run Chart will display trends with observation points over a specific period of time.
- You can monitor a process to see if the long range average is changing.
- A Run Chart will show the effects of corrective actions.
- You can use a Run Chart to:
  - gather and analyze data,
  - generate potential improvements,
  - evaluate improved process.

## Exercise - Mailroom Misroutings

- **Scenario:**
- You want to track the trends of mailroom misrouting in your office.
- **Task:** Construct a run chart using the following data.

| Day | Frequency |
|-----|-----------|
| 1   | 1         |
| 2   | 1         |
| 3   | 12        |
| 4   | 9         |
| 5   | 6         |
| 6   | 12        |
| 7   | 8         |
| 8   | 2         |

# SIX-STEP
# PROBLEM
# SOLVING
# PROCESS

---

## Six Step Problem Solving

**Step 1**    Identify the Problem

**Step 2**    Analyze the Problem

**Step 3**    Generate  Potential Solutions

**Step 4**    Select and Plan the Solution

**Step 5**    Implement the Solution

**Step 6**    Evaluate the Solution

*Evaluate*

*Implement*

*Select*

*Generate*

*Analyze*

## *Identify*

### STEP ONE

### *Identify the Problem*

**Objective**: Identify the problem by writing a clear and concise statement specifying the desired goal.

---

*Evaluate*

*Implement*

*Select*

*Generate*

## *Analyze*

*Identify*

### STEP TWO

### *Analyze the Problem*

**Objective**: To obtain details, data, and other information to identify key areas of the selected process which can be improved.

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## Step One Tasks

- Define the present state.
- Identify the desired future state.
- Identify the differences between present and future states.
- Identify what impact the changes will have on customers.
- Establish a desired goal.

---

## Step Two Tasks

- Identify who is to collect and report information.
- Challenge every detail.
- Identify potential causes.
- Identify the type and quantity of information to be gathered.
- Narrow list of causes.
- Prioritize a list of significant causes.
- Confirm significant causes with data analysis and review your problem statement.

---

## Step One Tools

- Brainstorming
- Nominal Group Technique
- Cause and Effect Diagrams

---

## Step Two Tools

- Brainstorming
- Nominal Group Technique
- Run Chart
- Cause and Effect Diagram

*Evaluate*
*Implement*
*Select*
## Generate
*Analyze*
*Identify*

### STEP THREE
*Generate Potential Solutions*

Objective: To identify as many ways to eliminate the process as possible.

---

*Evaluate*
*Implement*
## Select
*Generate*
*Analyze*
*Identify*

### STEP FOUR
*Select and Plan the Solution*

Objective: Decide on the most efficient, cost effective, and feasible solution or solutions from those generated in step three.

---

## Step Three Tasks

- Review steps one and two.
- Use idea-generating techniques to uncover potential improvements in the process.
- Clarify suggestions for potential improvements.

---

## Step Four Tasks

- Define the desired solution.
- Prioritize list.
- Reach consensus on solution.

---

## Step Three Tools

- Brainstorming
- Nominal Group Technique
- Cause and Effect Diagram

---

## Step Four Tools

- Brainstorming
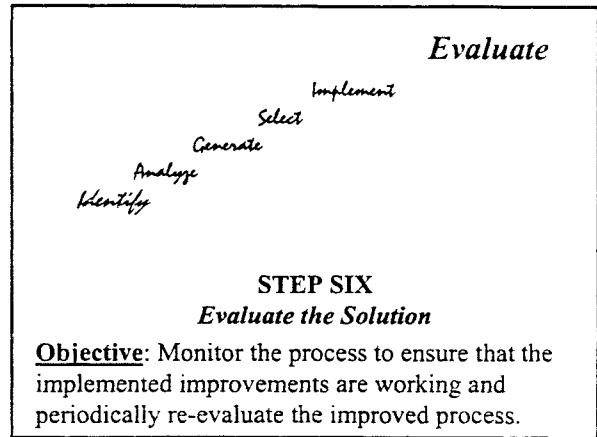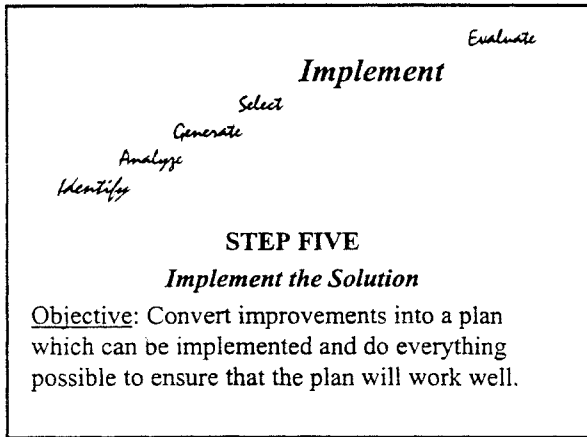- Nominal Group Technique
- Cause and Effect Diagram
- Pareto Diagram
- Decision Matrix

*Evaluate*

## *Implement*

*Select*
*Generate*
*Analyze*
*Identify*

**STEP FIVE**
*Implement the Solution*

Objective: Convert improvements into a plan which can be implemented and do everything possible to ensure that the plan will work well.

---

## *Evaluate*

*Implement*
*Select*
*Generate*
*Analyze*
*Identify*

**STEP SIX**
*Evaluate the Solution*

**Objective**: Monitor the process to ensure that the implemented improvements are working and periodically re-evaluate the improved process.

---

## Step Five Tasks

- Identify tasks to be done.
- Identify who is to accomplish these tasks.
- Identify when tasks are to be completed
- Establish tracking system.
- Identify required training.

- Plan for periodic process audits.
- Finalize into clear, concisely written plan.
- Conduct management presentation.
- Coordinate with implementers.

---

## Step Six Tasks

- Determine the key points of measurement.
- Educate the data gatherers.
- Gather and analyze data.
- Check improvements against original data.

---

## Step Five Tools

- Brainstorming
- Nominal Group Technique
- A Management Presentation

---

## Step Six Tools

- Check Sheets
- Cause and Effect Diagram
- Histograms
- Pareto Diagram
- Control Chart

# Team Exercise

# Team Exercise

You are a member of a team chartered to remedy the problem of decreasing customers at the Staff Training Academy cafeteria. Your team is provided with the following problem statement.

**"There has been an ongoing reduction in the number of customers using the Staff Training Academy cafeteria."**

TASK: Using the material provided, work through the team process and be prepared to make a presentation of your recommendation(s). You must include the following tools in your presentation: Problem Statement of one paragraph, stating the current state and the ideal state; a Cause and Effect Diagram; a Run Chart using at least 3 data sets; and a Solution statement, one paragraph, in narrative form.

# Interview Summary
## Customers

### Customer 1

"Well, I used to come here a lot. I really like the people who work here. I loved the coffee here, it was always hot and tasted great. It was cold today, come to think of it."

### Customer 2

"I use the cafeteria sometimes, but I generally bring my own lunch. The food is okay for cafeteria food. Sometimes when I go in for coffee, the noise and dust from the construction is a hassle Sometimes the coffee sits too long or something, it is not as good as it used to be. I don't think people are going to use the cafeteria until the construction is over. Who needs the stress?"

### Customer 3

"Listen, I eat there when I'm hungry, I don't like their coffee. Sometimes the coffee is cold. Why are you asking all these questions?"

# Interview Summary
## Cafeteria Manager

"We have a comment box, but we don't get any constructive comments. I've been here for eighteen years and we have been doing things the same way for all that time without any problems. But, the attendance has started to dwindle over the last six months or so, to the best of my knowledge.

We are removing asbestos in the adjacent areas of the building, but the cafeteria has not been renovated in recent history. We have been doing things the same way for eighteen years without a problem until the last six months or so. We open for business at 0630 and close at 1730.

The power problem is not significant. The guy has been in to check it out periodically. Why don't you check with maintenance?"

# Interview Summary
## Head Cook/General Manager

**Head Cook**

"I really really love my job here, but those circuit breakers are driving me nuts! I have to go and reset the darn things about nine times a day. I work a long day, we open at 0630 in the morning during the week and never stop until we close at 1730. Sometimes I get so busy that I don't even notice that the power is off. Do you know that during a high-volume time frame, those stupid things blow out three or four times!"

**General Manager**

"The cafeteria manager came to me about two weeks ago. We talked about the attendance problem. I think it is just a trend. We think it started about six months ago."

# Interview Summary
## Maintenance Supervisor

I have been the maintenance supervisor and I am currently spending most of my time with an asbestos removal company. We are three years into a five year contract with Asbestos, Inc. They are a quality outfit. Completely safe operation. They renovate a bay in six months. We move bay occupants to the building next door, close the bay and seal it up before the work begins. Then, after the asbestos is removed, we renovate the entire area before moving them back in. The guys at Asbestos, Inc. use large blowers and ventilation equipment to exhaust to the outside asbestos-removal container.

We did have one problem with the work. The noise of the blowers was disturbing the dorm residents at night, so we renegotiated the contract about six months ago. They eliminated the second shift and compressed the work to a shorter work day. It saved us $100,000.00 and eliminated the noise problem.

The cafeteria is in good shape. No asbestos in the cafeteria area. The whole area meets all code and to my knowledge, there are no outstanding work orders. I did get a call from the cafeteria manager about circuit breakers. I checked out the kitchen equipment and showed the cook where the circuit breaker panel was. I haven't heard anything more since then. While I was checking the cafeteria equipment I ran a draw test on the service. The cafeteria normally requires 1500 amp service from the 3000 amp main building feed. There were a few times during the day when the available service dropped. Between 0500-0700 available power dropped to 1240 amps. Between 1100-1130, available power dropped to 1180 amps. Between 1630-1715, available power dropped to 1250 amps. If I had a work order, I could install a 1500 amp dedicated service to either the contractor or the cafeteria in about eight hours.

Cost? Well, let me see. I suppose we could do the cafeteria for around $3,000.00 The contractor would need the feed to run to each of the four remaining bays. We could probably do a single drop feed to the bays for $1,500.00 each. In either case, it would take two weeks to order in supplies and schedule a crew."

# Customer Satisfaction Survey

- During a two week period the Cafeteria Manager asked 63 people whom he picked at random: "Why don't you use the cafeteria?"

| | |
|---|---|
| Nice Weather Outside | 4% |
| Bad Coffee | 20% |
| Prefer Local Restaurants | 8% |
| No Hot Water for Tea | 10% |
| Not Enough Variety of Food | 6% |
| Lukewarm Coffee | 10% |
| I Bring My Own Lunch | 4% |
| Poor Food Selection | 6% |
| Cold Coffee | 18% |
| The Food is Bland | 4% |
| The Lines are too Long | 4% |
| Misc | 6% |

# Cafeteria Attendance Data

| Week | Mon | Tues | Wed | Thurs | Fri | Total |
|------|-----|------|-----|-------|-----|-------|
| 1 | 302 | 264 | 295 | 278 | 246 | 1385 |
| 2 | 333 | 295 | 286 | 257 | 232 | 1403 |
| 3 | 309 | 287 | 265 | 332 | 225 | 1418 |
| 4 | 295 | 300 | 276 | 285 | 262 | 1418 |
| 5 | 309 | 275 | 284 | 291 | 234 | 1393 |
| 6 | 299 | 274 | 262 | 270 | 250 | 1355 |
| 7 | 301 | 280 | 284 | 250 | 215 | 1330 |
| 8 | 276 | 261 | 253 | 246 | 220 | 1256 |
| 9 | 254 | 259 | 264 | 270 | 185 | 1232 |
| 10 | 249 | 270 | 252 | 235 | 170 | 1176 |
| 11 | 236 | 231 | 240 | 221 | 150 | 1078 |
| 12 | 241 | 229 | 243 | 222 | 162 | 1097 |

# *JOURNALING FOR INDIVIDUAL LEARNING*

# *AND*

# *PROFESSIONAL DEVELOPMENT*

## *JOURNALING FOR INDIVIDUAL LEARNING AND PROFESSIONAL DEVELOPMENT*

A private journal is a tool that will be valuable when you return to your respective workplace.

Keeping a Journal Increases Self Awareness:

- Use your imagination to create in your own mind what you hope to create in your life
- Write down possibilities you envision
- Use the journal to help you improve on a day-to-day basis
- Write about the good and positive things that happen to you daily
- Write about the insights you are gaining about your professional life

On the following pages you may record but not limit to the following

- Key points of learning
- Inspired ideas
- Feedback you receive
- Questions and Answers to questions you have
- Questions and Answers to questions posed to you

Related Section _____

Related Section _____

Related Section _____

Related Section _____

# Playbook for Strategies for Building Effective Work Teams

# Table of Contents

## Introduction

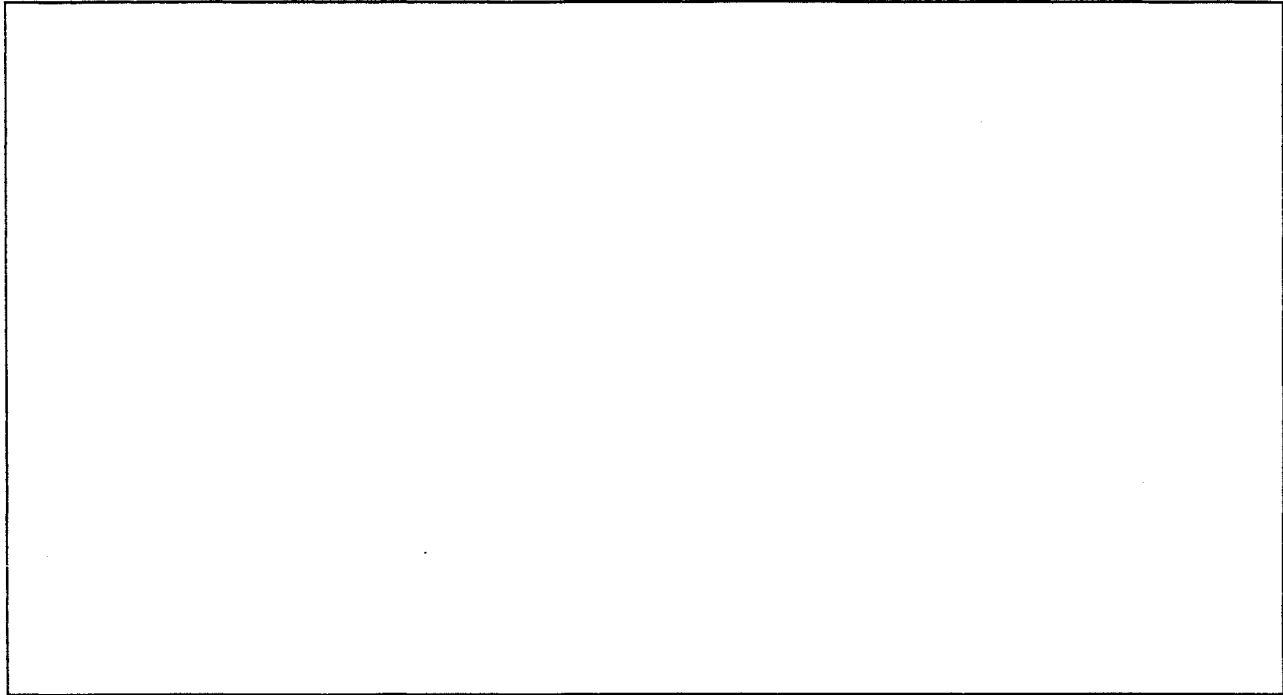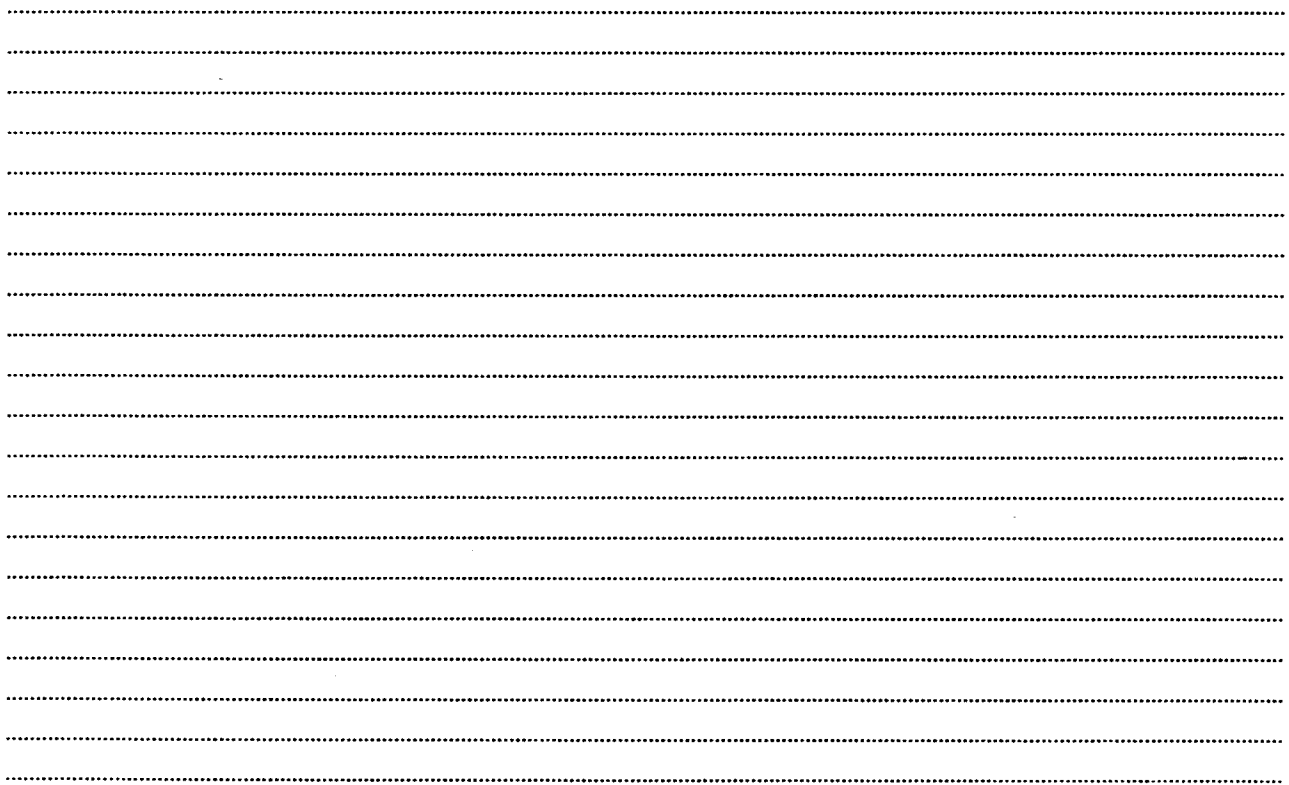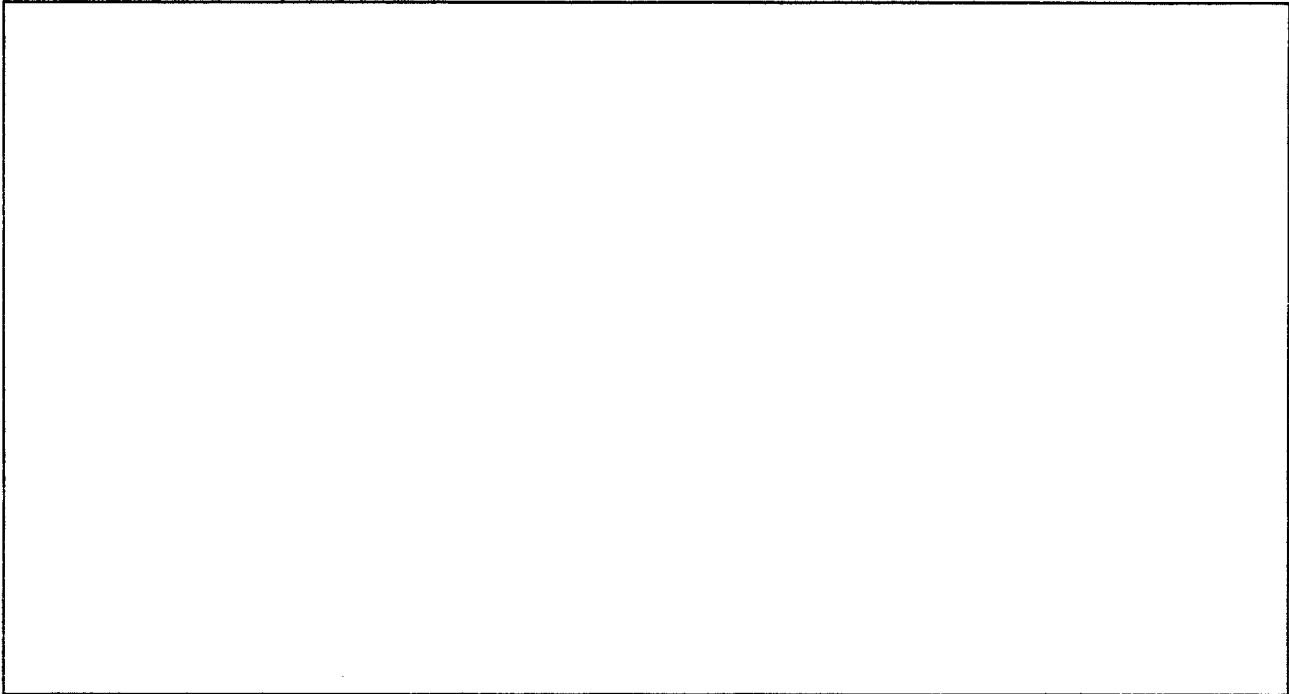A healthy and effective work team is one that accomplishes goals, maintains itself internally and strives to improve its effectiveness. Healthy and effective work teams are special. Those of you who have participated on such a work team will immediately recall the energy that can be created and the missions accomplished.

The purpose of this workbook is to guide you in developing strategies that contribute to healthy and effective work teams. The process will simulate what needs to happen back at your work site.

First, you will develop that skill or strategy, then you will apply it in a variety of situations and you will return to assess and reassess the usefulness of the skills and the team's commitment to using them. This process is repeated purposefully. A team must constantly work at maintaining itself internally and improving its effectiveness.

The skills and strategies we will focus on this week include:

**Working Within A Larger Organization** - Your work team must work within the vision, mission and values of the larger organization. The larger organization guides in molding a singular focus for collaboration and healthy competition between an organization's work teams.

**Diversity** - A team, in its attempt to achieve its goal, will want to use all its resources. The more complex the goal, the greater need for resources. Healthy and effective work teams learn to respect and utilize the personal and cultural differences members bring to the table. Mutual respect is crucial in achieving the team's goal.

**Communication - Giving and Receiving Feedback** - Effective communication is a fundamental component of an effective work team environment. Team members must have a sense of cohesion and feel an interdependence. What affects one, affects all in some way. You must be willing to open up and influence fellow team members, just as you must be open enough to be influenced by others. Learning how to give and receive feedback contributes to an environment of mutual influence among team members and allows for a free sharing of ideas and the constructive assessment of those ideas.

**Decision Making** - How a team makes decisions dictates how readily it will attain its mission. Decisions should match the task at hand and the qualities of the team. Many things affect how a team makes a decision. Time and resource availability are major variables. The history and makeup of a team also impact on decision-making quality, as does the type of setting in which the team is working.

**Norms** - Effective teams have structure. All teams should have rules or standards. These rules should support the collective skills and strategies chosen by the group. They should create a safe environment for all members and clearly identify what is acceptable and what is not within the operation of the team. A team needs to take the time to develop the rules formally and make them explicit. Ineffective informal rules can get in the way of reaching the mission.

**Stages of Team Development** - In this training Stages of Team Development refers to two models of team development. They are connected but have different emphasis. One is a leadership model based on Hershey and Blanchard's <u>Situational Leadership</u>. This approach uses an assessment of an individual or group's competence and commitment (productivity and moral) and then matches the skills and strategies necessary to train and motivate (support and direct). The second model is one that appraises the dynamics of the team itself. It allows the team to troubleshoot areas where there's need to put attention. The four stages of team dynamics are - Forming - Storming - Norming - Performing. This model allows you to answer the control question that keeps most teams in low-performing stages. These questions are: who is in control, how is that control exercised, and what happens to people who do not comply with the controls.

**Problem Solving** - A team generally forms to problem solve. Its ability to decide on a task, match the necessary skills and maintain motivation will dictate the quality of the product. The problem-solving exercise in this training gives you one model and an opportunity to use all the team skills you have developed. This step-by-step method is just one of many you might use.

Using this Workbook:

**Learn - Practice - Assess** This workbook is designed to follow the activities and the learning for the week. It allows for you to practice the skills necessary to have a high-performing work team. The Learn - Practice - Assess model takes each skill in a progressive manner, building on one skill after the other. While there is a predetermined order, that is occasionally changed to match the training needs of the audience. It is hoped the trainer will follow the agenda as outlined, but he/she should attempt to accommodate any agenda changes that your training group desires or fellow trainers feel are necessary.

The **Learn – Practice - Assess** model is designed to allow trainees to feel safe and practice skills. This is important because the ultimate goal is to create high-performing work teams back home. The more comfortable you are practicing these skills here, the more likely you will be to use them back at your home worksite. The repetitive nature of the practice- assessment component fosters this ultimate goal. Take advantage of this training time.

## Agreements

In order to have an effective training experience, we suggest these norms:

- All participants will arrive on time at the start of training, following breaks and lunch
- All participants will share their opinions
- All participants will utilize training staff to clear up questions or concerns that may surface.

2

## Introduction - Program Overview - Diversity

The strength of a team is in diversity. Unless a team's task is very simple, the more diverse a team the better. If everyone in a team has the same skills and/or the same viewpoint. then it is less likely that different alternatives will be considered or that skills will exist within the team to perform a wide variety of tasks.

This all sounds very good on paper, but the reality is that daily interactions with people with whom we have frequent conflict makes life difficult. We often don't get to select our teams members, so effective teams need to develop ways to respect the skills and roles (and personality traits) that each of us brings to the team. An effective team is a team where each team member comes to appreciate the skills and knowledge of each team member, regardless of how they clash with theirs.

In this exercise we learn to appreciate the qualities that different people bring. We get a simple and fun way to assess the "type" of each team member and ourselves. Most importantly, we can use this as a "responsivity assessment" so we can maximize our communication with fellow team members by crafting our messages in ways that are most readily accepted by them.

## Colors

Green_____
_____
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_____

Gold_____
_____
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_____

Orange_____
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Blue_____
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_____

**Exercise -Team Formation:**

In this exercise, you will create a team name, motto and logo. You have been introduced to each other and have started to become aware of the reality that each of you is different and brings something to the table in terms of knowledge, skills and attitude. Most teams are put together based on criteria other than how well they get along. Your team reflects the arbitrary reality. This exercise gives you a low-risk opportunity to excel.

## *INSTRUCTIONS*

TASK:
> As a team, you will select a team name, a team motto, and a team logo and in a creative and colorful way, place them on a piece of flipchart paper. You have thirty minutes to prepare a presentation to the whole class that involves your entire team.

PROCESS:
> Discuss among your team members the importance of effective teams and what common goal you have for this week's training. Be creative and find out what skills your team members have and how those skills can contribute to this task.

Be creative and do your best, as the team name, motto and logo will be associated with your team for the rest of the training

Our team name: _____

Our team motto: _____

_____

_____

Team logo description:_____

_____

_____

**Debrief:**
- Did everyone have a say? Did some team members not participate?
- Did some people feel they did all the work?
- What are the effects if people don't participate?
- What are the effects if somebody feels they did all the work and some people did none?
- What would lack of participation in this exercise do in terms of the team's perception of membership, goals, mutual influence, interdependency and motivation?

5

## Why Teams

We have begun to build the case for why teams are important and often better than one person doing a task. When we put several minds together on a task or problem, especially a complex one or one that will take many people to implement, we find that the outcome is better than when one person makes the decision. The best way to prove this is to demonstrate it. This is your first "test" as a team. To build a truly effective team will take some time, but this is where you start.

## Exercise: Who's Got Room

*INSTRUCTIONS:* Your trainer will give you instructions on the task and process.

| State | Your Choice | Your Difference Number of places your choice is from experts | Expert | Team Choice | Team Difference Number of places the team choice is from experts |
|---|---|---|---|---|---|
| Arkansas | | | | | |
| California | | | | | |
| Massachusetts | | | | | |
| Michigan | | | | | |
| Oklahoma | | | | | |
| Vermont | | | | | |
| Oregon | | | | | |
| Texas | | | | | |
| Indiana | | | | | |
| Kansas | | | | | |
| Louisiana | | | | | |
| Rhode Island | | | | | |
| Ohio | | | | | |
| Tennessee | | | | | |
| Idaho | | | | | |
| Totals | | | | | |

Debriefing **Who's Got Room** Exercise

In your teams, discuss these questions and prepare to report out:

- Did everyone participate fully?
- Did anyone's opinion get ignored?
- Was there a perceived expert in the group?
- Was there a leadership role established?
- Was the leadership role based on the task or the process?
- How was time a factor?
- Was there a perception of membership from all team members?
- Was there an environment that allowed for mutual influence?
- Was there a sense of interdependence?
- Was there a clarity on the goal?
- Did the team satisfy everyone's motivation?

Notes:

_____

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## Organizational Meeting

Every team needs to communicate in an effective manner. It needs to come to alignment on values, the specific tasks at hand and how it operates, not only within itself, but within the larger organization as a whole. A team that is successful itself and yet doesn't operate within the larger organization's mission is, in the final assessment, a failure.

The **organizational meeting** is a simple six-step process that can be used in a variety of situations: roll call, team trainings, strategic planning meeting and project progress meetings to name a few.

1.  **General Spirit:** A brief check-in to gauge the feeling of organization members. Humor and enthusiasm can be used to energize the organization and begin the day on a positive note (5 minutes).

2.  **Affirm Purpose:** The "why are we here?" question needs to be addressed. The leader(s) affirm the general and specific purpose for the gathering. This may vary from enlisting members of the organization to reading a relevant reminder or using an activity, or describing the purpose in his/her own words. The leader(s) should encourage organization members to offer personal insights regarding the purpose of the gathering (5 minutes).

3.  **Issues/Concerns/Interests:** This is the heart of the organizational meeting. As the number of members in the organization increases, so do the problems, issues and interests, both personal and as a result of organization interactions. Issues and interests are first expressed and acknowledged, followed by dialogue and discussion on impact, and, eventually, strategies and mechanisms for effective resolution. Strategies or plans should be proposed and put in place for resolution of issues that cannot be resolved within this forum or time frame. Leaders must direct and facilitate an organization discussion, emphasizing that:

    - In an organization, the problem of one becomes a concern for all.
    - Working out problems with the entire organization offers more ideas for resolution.
    - When searching for resolution, there are no "bad" ideas, although some may work better than others for the good of the organization.
    - All voices, if they wish, must be heard and valued (15-20 minutes).

4.  **Recognition/Progress Reports:** Individual members and/or groups are recognized and rewarded for their various achievements or anything that may be of positive interest. Leaders can ask for stories that highlight the progress or achievements of individuals and groups (both self and others). Birthdays and events of celebration can also be announced at this time (5 minutes).

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5. **Announcements:** Announcements may be made regarding anything of relevance to the members, ranging from changes in schedule, assignments, or other business. Leaders may ask for announcements from members of the organization prior to the meeting, but should ask for any additional announcements during this section (5 minutes).

6. **Closing:** Organizational meetings should end in a manner that maintains a positive and energizing atmosphere within the organization. The closing can range from anything from a ritual, a song, a joke (honor members with your good taste) to an appropriate participatory activity that reflects the spirit of the organizational meeting.

**Exercise: Organizational Meeting**

*INSTRUCTIONS*: You have witnessed and participated in a organizational meeting as demonstrated by the instructors. Each group will be responsible for conducting an organizational meeting. The instructors will indicate the signup process so teams will know what day they will be responsible.

TASK:
- Each Team will conduct an organizational meeting 50 minutes in length. All members of the team should participate fully in the planning and facilitation of the meeting. (Note the six parts, at least one part for each person in a group of six or less.)

- All parts of the meeting should address real issues, announcements, etc. that are relevant to the purpose and relationships within the learning organization. These meetings are not simulations, but are a genuine forum for the use of the organization.

PROCESS:
- Since our core purpose for being here is the learning and exploration of teamwork, it is appropriate to integrate the concepts of teamwork in all parts of the meeting, while building and maintaining real relationships in the learning organization.

- Each team will strive to build a larger sense of organization through modeling and guiding the process.

- Leaders of the organizational meeting should consider a room arrangement that integrates all teams into one cohesive organization. The team assigned to a particular organizational meeting is in charge, from demonstrating leadership for room arrangement to starting and ending the meeting (ON TIME).

- If issues and problems cannot be solved within the Issues/Concerns/Interests portion of the meeting, a plan should be decided upon to further address the issue outside of the meeting.

- This is your organizational community. Invest yourself just as you would for the organization in which you work. The format and content are limited only by your imagination and awareness of group needs. Maintain a safe atmosphere and have fun!

## Giving and Receiving Feedback

Good communication is giving and receiving feedback. Done properly, it is an excellent way to minimize conflict and promote sharing of ideas. A team that is open to mutual influence should practice effective giving and receiving of feedback.

Guidelines for Giving Feedback

1.    First and last - maintain a sense of **humor**
2.    Be sure the receiver is **ready** to hear it.
3.    "Own" your messages by using **first person singular**   "I" – "My"
4.    Be **descriptive** and **non- judgmental**
5.    Be **specific** and **current** in your examples.
6.    Give feedback about things the person **can change**.
7.    Give feedback in **small** amounts.
8.    Check to see with receiver to see if feedback is **helpful**
9.    Keep your sense of **humor**

     Guidelines for Receiving Feedback

1.    **Paraphrase accurateiv** and **non-evaluative** the content of the feedback
2.    Describe what you **perceive to be the giver's feelings**.
3.    State your **interpretation of the giver's message** (negotiate till clear)

## Assessment of Giving and Receiving Feedback

Assess yourself by checking in the clear box and ask a team member to assess you and check his or her assessment in the shaded box.

| Giving and Receiving Skill | Always | | Sometimes | | Never | |
|---|---|---|---|---|---|---|
| I use humor.......... | | | | | | |
| I check for receiver readiness........ | | | | | | |
| I own my messages by using first person singular..... | | | | | | |
| My descriptions are non-judgmental........... | | | | | | |
| I use specific and current examples ............ | | | | | | |
| I give feedback in small amounts about changeable things | | | | | | |
| I check to see if feedback is helpful | | | | | | |
| I paraphrase given feedback in a non-judgmental way... | | | | | | |
| I describe how I perceive the giver's feelings | | | | | | |
| I interpret and negotiate understanding until clear.... | | | | | | |

**Team Norms**

**Norms** are a part of team structure. They are the rules or agreements that make a team's operation efficient and safe. When norms are not explicit, informal (implicit) norms take over. Team members must recognize that norms exist and they will accept them only if they consider them helpful. Letting team members establish and internalize norms allows them to have a sense of ownership and increases compliance. Most importantly, norms must be flexible and designed to increase team effectiveness. Each team member must enforce the norms, and that should be done as soon as possible after the violation.

A team's norms should support task and relationship actions. In developing norms, teams need to make sure they are **measurable and specific**. Making norms measurable and specific makes them clear in intent, and more readily linked to assessment and effectiveness.

**Less Specific Norm**

> Everyone will listen to everyone else.

**More Specific Norms**

> Team members should be critical of ideas and not persons.

> Team members will not interrupt another member who is talking.

A team develops norms in four basic ways:

**Authority -** The leader of the team decides on and enforces the norms.

**Modeling -** The team observes the behavior of an effective team member or the behavior of another team and gradually starts to emulate it.

**Import -** The team hears of a norm, thinks it might be effective, and decides to adopt it.

**Decision -** The team decides by consensus to create and enforce own norms.

**Exercise:** Developing Team Norms

TASK:

> The team is to collaboratively develop at least five explicit norms. Your team will have approximately 30 minutes to develop these norms. Your team will decide on how it will report out to the large team on norms. You will have 5 minutes for your report out.

PROCESS:

> The norms will be developed in a two-step process. The first step will be a nominal group process. This involves each member reflecting on and writing down rules they would like to see that will make the team an effective and safe environment to problem solve. The second step will be to collaboratively decide on at least five specific and measurable norms among team members. You will have opportunities to review and improve on these norms as we move through the week.

Norms I would like to see working with my team.

Take several minutes and write down rules that you believe would contribute to your team's effectiveness. Think back to norms that may have been effective in one of your previous teams. Have you seen another team that was effective? What did they do that worked?

_____

_____

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Use more space if you need to. When everyone is finished, choose a facilitator and use a flipchart to come to a consensus decision on at least 5 or 6 norms you will use to guide your team.

Please use this page to write your team's norms after they have reached their first finalization stage on the following. Remember, norms need to be reviewed for effectiveness. They should be deleted, modified or added to in a process of refinement.

TEAM_____ NORMS

1

2.

3.

4.

5.

6.

7.

Debriefing:

We should probably assess how you did using your skills for giving and receiving feedback after this exercise. Don't worry if you didn't get them all. Don't worry if you seemed rote in your presentation. The important thing is to work on them in a safe environment so you can use them back at the job site.

Take two minutes and assess yourself, and then pick a different team member to assess you, with you again putting the checks in the appropriate boxes.

Norm Process Assessment - Giving and Receiving Feedback

| Giving and Receiving Skill | Always | | Sometimes | | Never | |
|---|---|---|---|---|---|---|
| I use humor.......... | | | | | | |
| I check for receiver readiness........ | | | | | | |
| I own my messages by using first person singular..... | | | | | | |
| My descriptions are non-judgmental........... | | | | | | |
| I use specific and current examples ............ | | | | | | |
| I give feedback in small amounts about changeable things | | | | | | |
| I check to see if feedback is helpful | | | | | | |
| I paraphrase given feedback in a non-judgmental way... | | | | | | |
| I describe how I perceive the giver's feelings | | | | | | |
| I interpret and negotiate understanding until clear.... | | | | | | |

Does your assessment match that of your teammate?

Are you weaker on giving feedback than receiving feedback? Vice versa?

If you had to work on one measurement, what would it be?

NOTES:

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Exercise: Communication Patterns – Who's Got A Heart

**Team Assessment Of Norms**

Rate **1** if you feel the team **never** complies with this norm.  Rate **2** if you feel the team **seldom** complies with the norm. Rate **3** if you feel that the team **occasionally** complies with the norm. Rate **4** if you feel the team **frequently** complies, and rate **5** if you feel the team **always** complies.

| Norm # | Norm |
|--------|------|
| 1 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 2 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 3 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 4 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 5 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 6 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 7 | |
| Rating | 1   *   2   *   3   *   4   *   5 |
| 8 | |
| Rating | 1   *   2   *   3   *   4   *   5 |

As a group, go through your norms. This is your first opportunity to assess their effectiveness. It may be too early to change, but if you find that your assessment of the team's compliance with a norm is significantly different from other team members, (more than one difference on the scale) than you should discuss what went wrong.

How does your team enforce norm compliance?

What happens to members who break the norms?

Other Questions?

NOTES:

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**Team Roles**

When we look at the core functions of a team, we find that one (accomplishing the goal) is connected with task, and another (maintaining itself internally) is connected to the process.

When we speak of **task,** we are referring to the mission at hand, the goal, the product, the thing that has to get done. When we talk of **process,** we are talking about the energy spent on the <u>how</u> people get along, and the specific skills we possess that support a sharing and positive environment.

In this section, we look at the roles we play and the skills that go with them. Some of the roles/skills support the task-related functions of the group. These roles and skills are clearly focused on getting the job done. These roles include:

**TASK/GOAL ACTIONS**

**INITIATOR** - proposes tasks, defines the team problem or suggests ideas for completing the task.

**INFORMATION/OPINION SEEKER** - requests information or opinions about the task, and about how it can be accomplished

**INFORMATION/OPINION GIVER** - gives information or opinions about the task. Has general ideas about the task and expresses them freely.

**CLARIFIER** - interprets ideas or suggestion, clears up confusion, identifies issues relevant to the task.

**SUMMARIZER** - pulls together related ideas, or restates suggestions after team members make suggestions

**CONSENSUS TAKER** - asks to see if the team is nearing a decision.

Other roles and skills demonstrated by team members support the relationships between members. These roles often seem to blur with task/goal oriented roles. Try to remember that these skills, while they can be viewed as getting to the specific tasks at hand are really designed to create a sharing and helping environment. These tasks include:

**PROCESS/RELATIONSHIP ROLES**

**HARMONIZER** - attempts to reconcile disagreements and reduce tension, while allowing people to explore differences. Can use humor.

**GATE KEEPER** - helps to make sure that all team members have the opportunity to participate and that communication channels stay open.

**ENCOURAGER** - is responsive to the others in the team by either verbally or non-verbally indicating approval of member contributions.

**COMPROMISER** - offers alternatives when the team is at odds. Admits errors and modifies position for benefit of the team.

**STANDARD SETTER** - tests to see if the team is satisfied with its procedures, norms and products.

**PROCESS TECHNICIAN** - monitors time for the team and records important information and activities

NOTES:

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**Assessment Exercise: Do You Help?**

The roles we play in a team can help or hinder effectiveness. We prefer to play certain roles naturally. We need to assess the task, type of decision needed, and support the actions of the team.

*INSTRUCTIONS:* Rate yourself according to **your** actions in the team discussions. To the left of each statement, place your rating in the blank provided. Rate yourself **5** if you **always** behave that way, **4** if you **frequently** behave that way, **3** if you **occasionally** behave that way, **2** if you **seldom** behave that way, and **1** if you **never** behave that way.
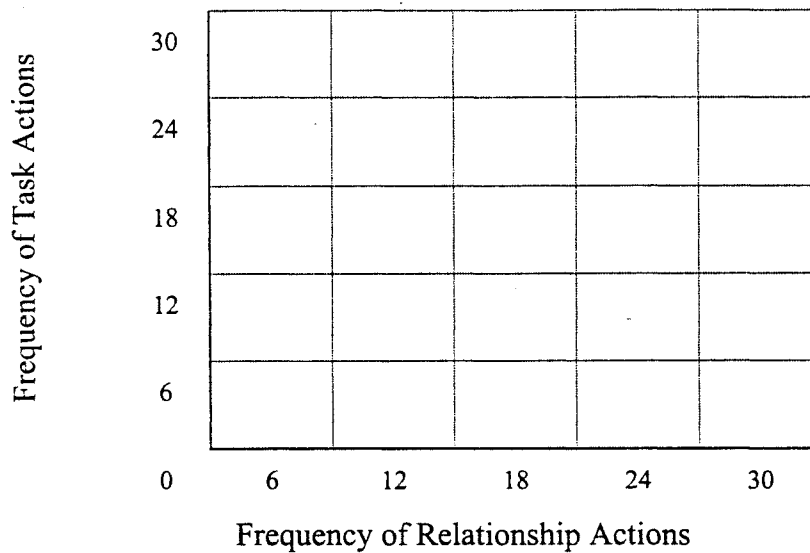
___ 1. I offer facts and give my opinions, ideas, feelings and information in order to help the team discussion.

___ 2. I warmly encourage all members of the team to participate. I am open to their ideas. I let them know that I value their contributions to the team.

___ 3. I ask for facts, information, opinions, ideas and feelings from the team members in order to help the team discussion.

___ 4. I help communicate among team members by using good communication skills, and I make sure that each team member understands what the others say.

___ 5. I give direction to the team by planning how to reach the goal and by calling attention to the tasks that need to be done. I assign responsibilities to different team members.

___ 6. I tell jokes and suggest interesting ways of doing the work in order to reduce the tension in the team and increase the fun we have working together.

___ 7. I pull together related ideas or suggestions made by the team members and restate or summarize the major points discussed by the team.

___ 8. I observe the way the team is working together and use my observations to help discuss how they can work together better.

___ 9. I give the energy. I encourage team members to work hard to achieve team goals.

___ 10. I promote open discussion of conflicts among team members in order to resolve disagreements and increase team cohesiveness. I mediate member conflicts when they seem unable to resolve them directly.

___ 11. I ask others to summarize what the team has been discussing in order to ensure they understand team decisions and comprehend the material being discussed by the team.

___ 12. I express support, acceptance, and respect for the other members of the team and give appropriate praise when another member has taken a constructive action in the team.

Team Role Interpretation Chart

**INSTRUCTIONS:** Take your ratings from the "Do You Help" exercise. Put the rating number from the blank of each statement to the blank of the corresponding role title on this page.

TASK ACTIONS                                  RELATIONSHIP ACTIONS

___1. Information/Opinion Giver               ___2. Encourager

___3. Information/Opinion Seeker              ___4. Gatekeeper

___5. Initiator                               ___6. Harmonizer

___7. Clarifier                               ___8. Standard Setter

___9. Consensus Taker                         ___10. Compromiser

___11. Summarizer                             ___12. Encourager

___ Total                                     ___ Total



Frequency of Task Actions

30
24
18
12
6
0    6    12   18   24   30

Frequency of Relationship Actions

Where is your contrib
task or relationship?

Does that help the tea

What could you chan;
improve the team?

How does your team ;

Team Totals

1. ___+___+___+___+___+___+___ = ___/___ = ___      2. ___+___+___+___+___+___+___ = ___/___ = ___

3. ___+___+___+___+___+___+___ = ___/___ = ___      4. ___+___+___+___+___+___+___ = ___/___ = ___

5. ___+___+___+___+___+___+___ = ___/___ = ___      6. ___+___+___+___+___+___+___ = ___/___ = ___

7. ___+___+___+___+___+___+___ = ___/___ = ___      8. ___+___+___+___+___+___+___ = ___/___ = ___

9. ___+___+___+___+___+___+___ = ___/___ = ___      10 ___+___+___+___+___+___+___ = ___/___ = ___

11 ___+___+___+___+___+___+___ = ___/___ = ___      12. ___+___+___+___+___+___+___ = ___/___ = ___

Team Task Action Total ____                   Team Relationship Action Total ____

**Team Decision Making Assessment**

You have a responsibility to help your team reach its goals, and maintain its productivity. How a team makes decisions reflects the level of team development. A decision-making process should reflect the **seriousness** of the decision, the **number of people** it will take to carry it out, and the **time available** for implementation.

*INSTRUCTIONS*:

TASK:
        Determine individually, than as a group, the type of decision your team prefers to use.

PROCESS:
        Think about this team's typical way of decision making, then read each of the statements below and choose **five** that you feel are the most representative of your team. Identify these choices by marking the blank next to the number of the question. When you have completed your selections, turn to the Decision Making Interpretation Chart and match the number marked with the number on the chart. You will process this in your team.

_____    1.   When decision making is necessary, a few usually take the lead and take care of it.

_____    2.   The senior person usually decides and that is it.

_____    3.   All team members really get a chance to express all their views.

_____    4.   Typically, everyone agrees somewhat with the decisions that are made.

_____    5.   We frequently decide on the basis of majority rule.

_____    6.   One person is in charge and makes effectual decisions.

_____    7.   Often, everyone freely agrees with the decisions and supports them wholeheartedly.

_____    8.   There is a small clique that generally runs things and they decide.

_____    9.   Decisions are made when most people decide on a course of action.

_____    10. We do not make a decision until everyone is completely in agreement.

_____    11. People are free to air their opinions, but the most vocal usually makes the decision.

_____    12. A few people normally dominate the team.

_____    13. Decisions are not made unless everyone can accept the proposals to some extent.

_____    14. A numerical majority is required before decisions are made.

_____    15. Each member of the team actively supports the team's decision.

**Decision Making Interpretation Chart**

*INSTRUCTIONS*: After you have marked the five statements that most represent the way your team makes decisions, transfer your choices to this page. Do this by looking at the "Statement Numbers" column and putting a check in the "Total" column for each of the corresponding statement numbers from the assessment page (for example, if you circled "statement 2" you should have one check on the first line in the interpretation chart). The highest number of checks represents your assessment of the most common decision making style of your team.

| Statement Numbers | Total | Decision Style |
|---|---|---|
| 2 - 6 - 11 | | Authority |
| 1 - 8 - 12 | | Minority |
| 5 - 9 - 14 | | Majority |
| 3 - 4 - 13 | | Consensus |
| 7 - 10 - 15 | | Unanimous View |

\*      Is there a common style of decision-making?   Is that good or bad?

\*      Is every team member's perception of the decision making process the same?
        Is that good or bad?

*INSTRUCTIONS:* To find out what your team's perception was, have someone ask each team member what their line totals were, and enter and total them by line below.

| Statement Numbers | Total | Decision Style |
|---|---|---|
| 2 - 6 - 11 | | Authority |
| 1 - 8 - 12 | | Minority |
| 5 - 9 - 14 | | Majority |
| 3 - 4 - 13 | | Consensus |
| 7 - 10 - 15 | | Unanimous View |

\* How does your perception differ from the groups?  Is that good or bad?

# INDIVIDUAL STRENGTHS

Take about 10 minutes and write a few words about each of your Team Members which summarize their strengths and how the team has benefitted from having that person in the team over the past week. Be specific - describe activities or events where the person made meaningful contributions.

**Name**                                              **Comments**

_____                    _____
                                 _____
                                 _____

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                                 _____
                                 _____

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                                 _____
                                 _____

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                                 _____
                                 _____

_____                    _____
                                 _____
                                 _____

# DEVELOPMENTAL NEEDS

Take a few minutes and identify one area where you feel each person in your team needs to work to develop stronger team skills. A given person may already be a strong team person, but there is always room for improvement. Try to describe a specific instance where the person could have made a contribution by functioning differently.

**Name**                    **Comments**

_____        _____
                            _____
                            _____

_____        _____
                            _____
                            _____

_____        _____
                            _____
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# JOURNALING FOR INDIVIDUAL LEARNING

## AND

# PROFESSIONAL DEVELOPMENT

## *JOURNALING FOR INDIVIDUAL LEARNING AND PROFESSIONAL DEVELOPMENT*

A private journal is a tool that will be valuable when you return to your respective workplace.
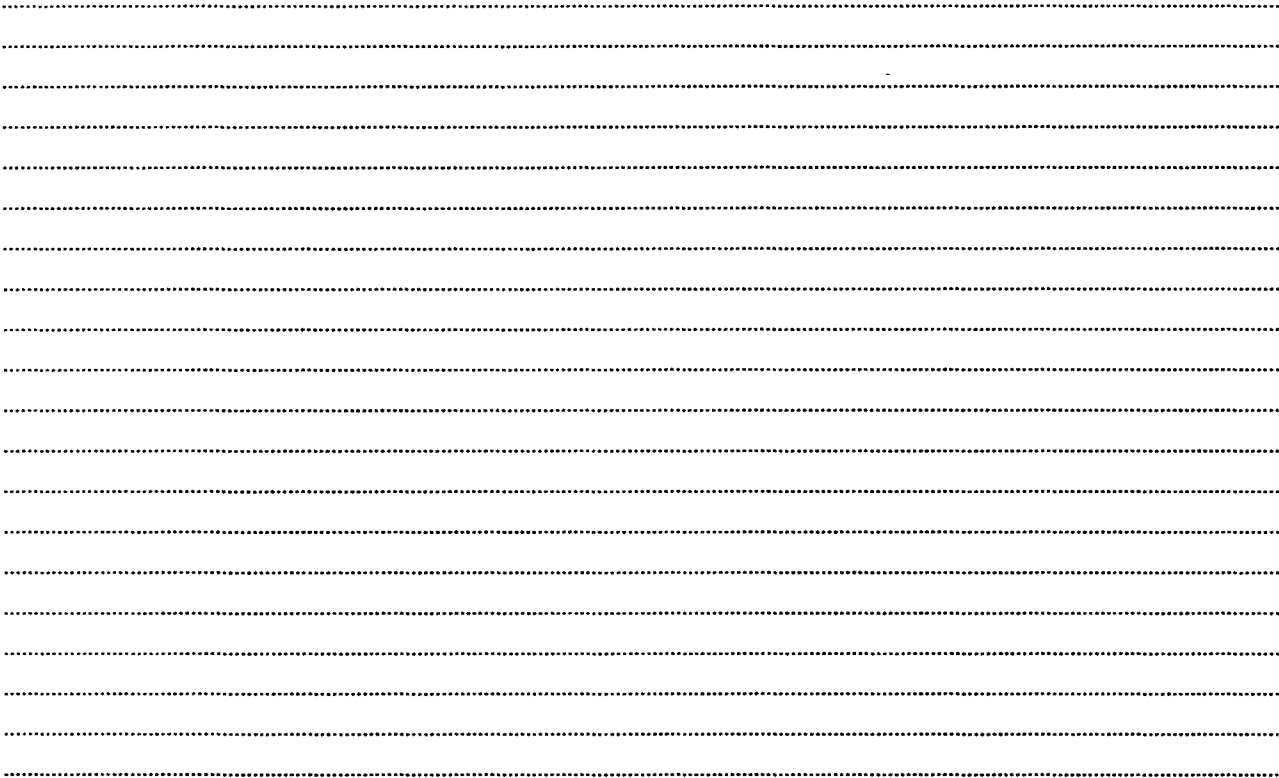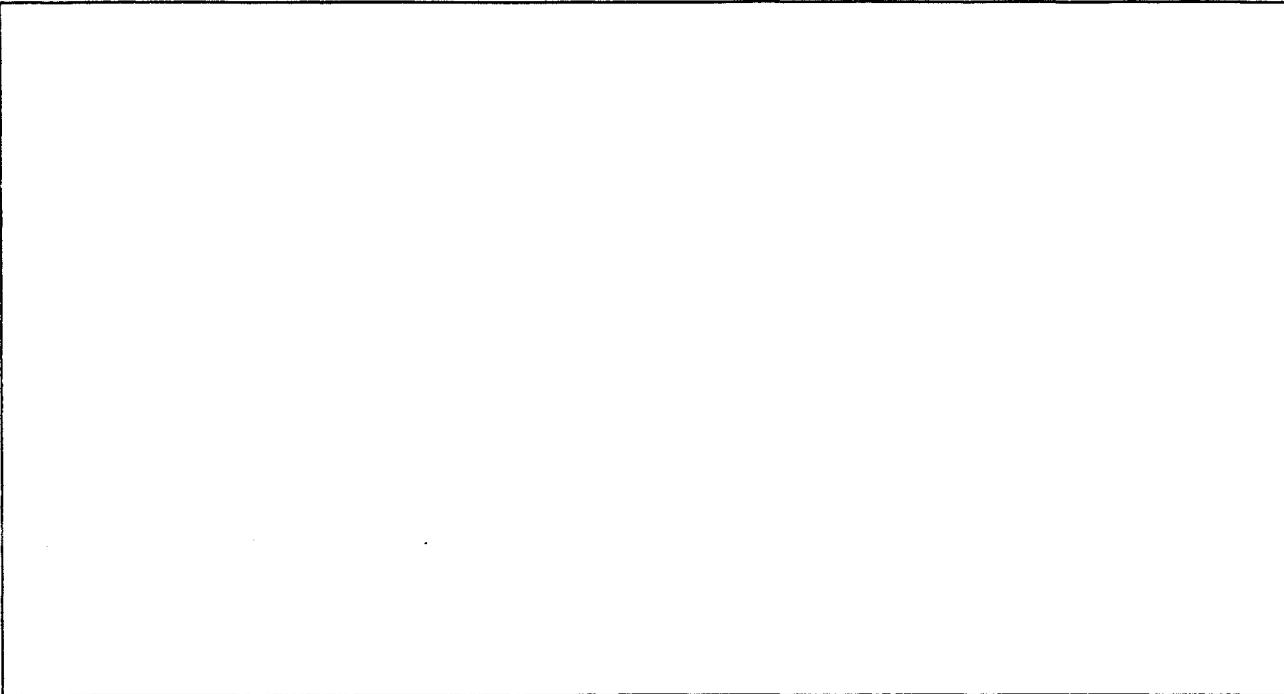
Keeping a Journal Increases Self Awareness:

- Use your imagination to create in your own mind what you hope to create in your life
- Write down possibilities you envision
- Use the journal to help you improve on a day-to-day basis
- Write about the good and positive things that happen to you daily
- Write about the insights you are gaining about your professional life

On the following pages you may record but not limit to the following

- Key points of learning
- Inspired ideas
- Feedback you receive
- Questions and Answers to questions you have
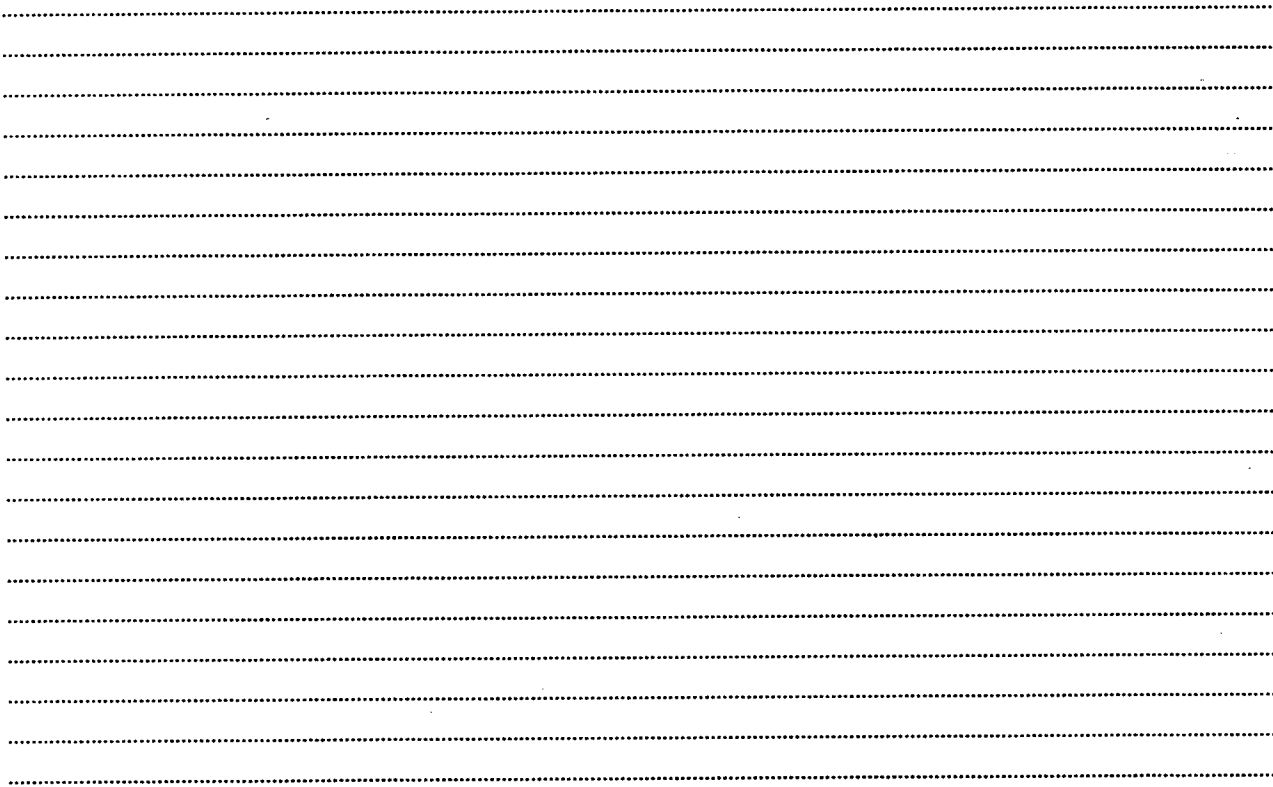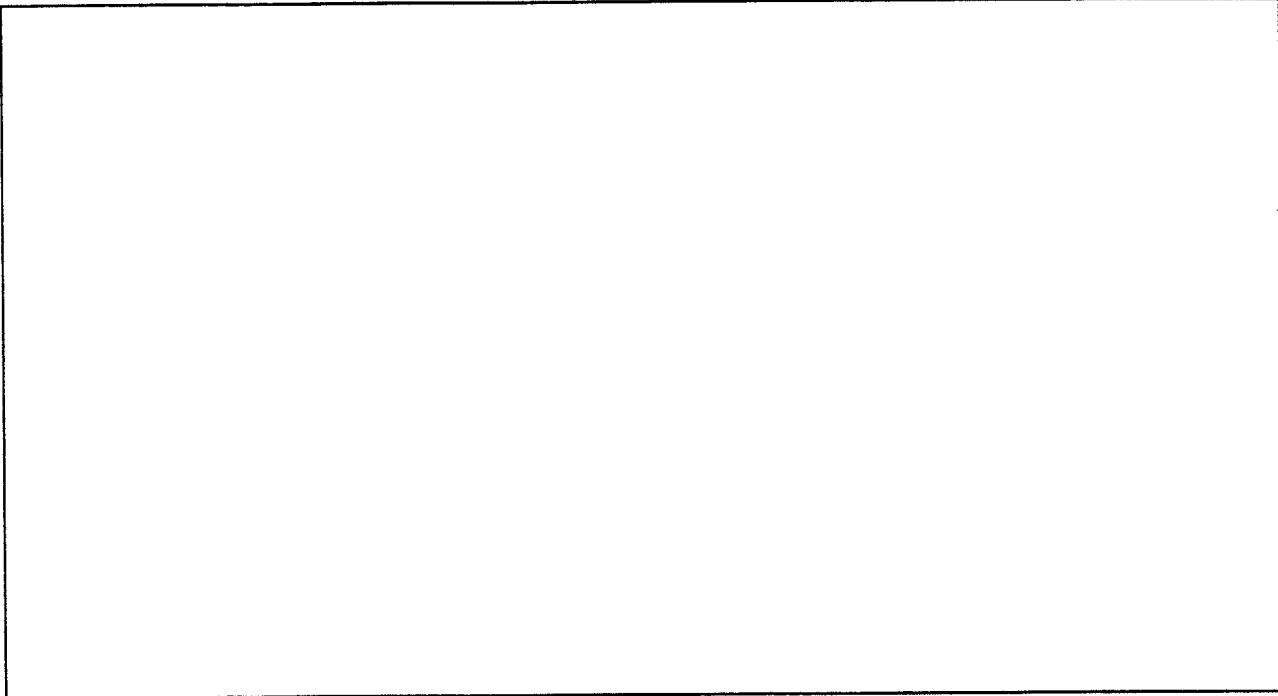- Questions and Answers to questions posed to you

Related Section _____

Related Section _____

Related Section _____

Related Section _____