

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



**Strategies for Building Effective Work Teams
FY2005**

020484

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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.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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U. S. Department of Justice

National Institute of Corrections

1960 Industrial Circle
Longmont, Colorado 80501

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,

A handwritten signature in black ink, appearing to read "Robert M. Brown, Jr." followed by "Chief" and "NIC, Academy Division".

Robert M. Brown, Jr.
Chief
NIC, Academy Division

**National Institute of Corrections
Academy Division**

STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS

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**National Institute of Corrections
Academy Division**

**STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS
05-R010**

Albany, NY

May 23-May 27, 2005

AGENDA

Monday

8:00 a.m.	Welcome, Introductions, Program Overview	Mike Dooley
9:30 a.m.	Team Formation	Steve Lickwar
10:30 a.m.	The Organizational Meeting	Peg Christian
NOON	LUNCH	
1:00 p.m.	Why Teams	Tony Wilkes
3:00 p.m.	Dimensions of Effective Team Work	Mike Dooley
5:00 p.m.	Adjourn	

Tuesday

8:00 a.m.	Organizational Meeting	Participant Team
9:15 a.m.	Active Listening Giving and Receiving Feedback	John Shuford Peg Christian
10:30 a.m.	Stages of Team Development	Participants
NOON	LUNCH	
1:00 p.m.	Stages of Team Development Presentations	Steve Lickwar
2:00 p.m.	Stages of Team Development and Leadership Applications	
3:30 p.m.	Team Roles and Team Decision Making	Steve Lickwar
5:00 p.m.	Adjourn	

Wednesday

8:00 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
11:30 a.m.	Team Feedback Review	Peg Christian
12:00 p.m.	Lunch	
1:00 p.m.	Team Activities	Staff/Teams
4:00 p.m.	Team Debriefing and Feedback	Staff/Teams
5:00 p.m.	Adjourn	

Thursday

8:00 a.m.	Organizational Meeting	Participant Team
9:15 a.m.	Managing Team/Organizational Conflict	John Shuford
12:00 p.m.	Lunch	
1:00 p.m.	Team Problem Solving	John Shuford
3:00 p.m.	Team Validation Activity	Tony Wilkes
5:00 p.m.	Adjourn	

Friday

8:00 a.m.	Organizational Meeting	Participant Team
9:15 a.m.	Final Team Feedback and Debrief	Teams
10:30 a.m.	Evaluation Closing	All
11:30 a.m.	Adjourn	

National Institute of Corrections Academy Division

STRATEGIES FOR BUILDING EFFECTIVE WORK TEAMS

Peg Christian . .

3111 W. Fourth Avenue, Durango, Colorado, 81301, Tel./Fax: (970) 385-7856, Email: pegchristian@hotmail.com

Peg Christian is a practitioner in the field of conflict transformation and peacemaking who serves as Court Programs Coordinator for the Southern Ute Tribe in Colorado. With 11 years of experience, Peg is highly skilled in facilitating problem solving for individuals, groups, and organizations. A native of New Mexico, Peg retains an active interest in cross-cultural issues and specializes in cross-cultural and diversity-based conflict facilitation and training.

She began her work with The New Zealand Tourism Board in 1993, as a customer service and cross-cultural communications trainer. Upon her return in 1995, she provided customer service, communication skills, and organizational development training in Durango, Colorado. In 1998, Peg began employment with the State of Colorado Probation Department, where she spent over five years advocating for restorative and social justice within the criminal justice system. She initiated many restorative justice practices, including victim impact panels and classes, mediation, conferencing and peacemaking circles. Today 50 volunteers provide a variety of restorative justice services that are regularly utilized by the courts and law enforcement agencies across Southwest Colorado.

Peg also provides training and technical assistance nationally, with customers such at the National Institute of Corrections (NIC), where she collaborated on the design and composition of a comprehensive curriculum in restorative justice, presenting the final product via national satellite, to over 3,500 participants across the nation. Other clients include universities, correctional agencies, and municipalities who desire to organize their communities around restorative justice, conflict management, and peacemaking. She has consulted in 14 states.

Peg has completed training as an advanced national Restorative Justice Trainer, and has over 200 hours training in the field of conflict transformation. She is a trainer of mediators, facilitators, circle keepers, and trainers. She is an experienced practitioner in these areas. Peg has a graduate degree in Negotiation and Conflict Management through the California State University, and conducted qualitative research on restorative justice and corrections in New Zealand in 1999. She teaches a restorative justice class at a local university.

New Zealand was home to Peg from 1987-1995, where she enjoyed skiing, alpine climbing, training, teaching, writing, and working a variety of odd jobs. She now lives in the mountains of Durango, Colorado with her two cats.

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.

John A. Shuford . . .

Transformational Programs, Conflict Resolution Services, Inc., 209 N. New Street, Dover, DE 19904-3127 www.TeamCRS.org

John is an experienced Mediator, Conflict Resolution Trainer, Facilitator and Manager. He is the principal trainer in Staff Development "Transformational Programs" with Conflict Resolution Services, Inc., and is the Coordinator of the Alternatives to Violence Project (AVP)/Delaware and past Chairman of the Board of AVP/USA, Inc. He has developed and implemented Teambuilding, Conflict Transformation and Leadership trainings for schools, businesses and government agencies, with a focus on corrections. He is a member of the American Correctional Association's Professional Development Faculty, and was awarded the 2004 Award of Excellence from the International Association of Correctional Training Personnel. John has led international delegations of conflict resolution professionals to Russia, China and South Africa and has facilitated trainings in the Middle East, Russia, Africa, Europe and at various national and international conferences.

John has a Masters degree in Business Administration, a Specialist degree in Rehabilitation Counseling and has been awarded Fellow status by the American College of Health Care Administrators. He is also Clinical Director of the First State Critical Incident Stress Management team.

Tony M. Wilkes. . . .

Site Administrator, Sheriff's Correctional Complex, Davidson County Sheriff's Office
5113 Harding Place, Nashville, Tennessee 37211

currently serves as the Site Administrator for the Davidson County Sheriff's Office Correctional Complex overseeing the construction, renovation, planning, transitional and managerial processes associated with opening new correctional facilities. These facilities include, a 600-bed minimum-security facility that primarily focused on drug and alcohol treatment, a 512 bed female facility, and a 300-bed minimum-security facility that primarily focus on work release and correctional community services. In addition, this facility operates a day reporting program for 200 or more offenders re-entering back into the community.

Tony attended Nashville State Technical Institute majoring in computer programming and data processing. He is currently pursuing a degree in Business Management at the University of Phoenix

Online Program. He began a corrections career in 1987 where he's elevated through the ranks, from a correctional officer to an executive officer within the Davidson County Sheriff's Office. His experience with the criminal justice system, budgeting, human resource issues and strategic planning of organizational conflict is beneficial as a manager of multi-facilities, multi-departments and diverse staff. He continues to strive to be the leader in the field of corrections.

Tony has actively participated and completed NIC Leadership training's. In 2000 *Strategies For Building Effective Work teams*, in 2001 *Women Offenders: Developing An Agency Plan*, in 2001 *Management Development for the Future: Phase I*, in 2003 *Public and Media relations*, as well as *Management Development for the Future: Phase II*, and in 2004 *Management Development for the Future: Phase III*

Michael J. Dooley . . .

National Institute of Corrections, Academy Division, 1960 Industrial Circle, Suite A, Longmont, CO 80501, (303) 682-0382, toll free 1-800-995-6429, fax (303) 682-0469, e-mail mdooley@bop.gov

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 specialty 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.

INTRODUCTION

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:

1. Assess organizational and individual readiness for developing and utilizing work teams.
2. Differentiate between work groups and high performance work teams.
3. Define the characteristics of high performance work teams.
4. Demonstrate effective team leader behaviors.
5. Diagnose and evaluate team performance and implement interventions to enhance team productivity.
6. Create strategies to manage team conflict and overcome barriers to team performance.
7. Develop a plan to utilize high performance work teams in your agency.
8. Lead and Facilitate a Organizational Meeting.

***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

Key Themes and Ideas

Related Section _____

Why Teams?

PERFORMANCE STANDARD

By the end of this section you will be able to;

1. Defend why agencies and organizations need to use, form and develop organizational work teams.
2. Define the concept of “synergy” and explain how a high performing team can out perform a collection of individuals.
3. Identify the various types and purposes of teams within your respective organization.

What is a Team?

Team (def.) n. 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?

Types of Teams

duration	Work Permanent	Coordination On-going	Project 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

WHAT MAKES TEAMS EFFECTIVE

Think about the best team you have been on. What is it that makes that team effective? What characteristics made that team a good one? Identify and list behaviors exhibited by team members that helped the team solve problems and make effective decisions.

Team Member Behaviors

SYNERGISTIC DECISION MAKING

Synergistic Decision Making = an effective balance between *Interpersonal* and *Rational* Processes

This is based on the premise that when people in a group or team are supportive of one another and follow a rational sequence of activities in dealing with a problem, they can perform beyond the sum of their individual resources. In other words, the “the whole is greater than the sum of the parts.”

Effective Decisions = *Quality x Acceptance*

The Interpersonal Process: Skills that we use in working with others

- Listening to Others
- Supporting the efforts of all to do well
- Differing constructively with others when necessary
- Participating equally in group discussions and activities

The Rational Process: Skills in thinking problems and opportunities through to a solution

- Analyzing the Situation
- Identifying Objectives
- Considering Alternative Strategies
- Discussion adverse consequences

CHARACTERISTICS OF HIGH PERFORMING WORK TEAMS

Clear Elevating Goal - A worthwhile and challenging objective which is compelling enough to create a team identity and has clear consequence connected with its achievement.

Results Driven Structure - Team design determined by the objective to be achieved and supported by clear roles and lines of responsibility, open communication, fact-based judgements and methods for providing individual performance feedback.

Competent Team Members - 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.

Unified Commitment - 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.

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

Standards of Excellence - Teams which establish high standards and exert pressure on itself constantly improve performance.

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

Principled Leadership - 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.

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 ASSESSMENT

Choose a team with which you work or have had substantial experience working with. Using the characteristics of a High Performing Work Team on the opposite pages, please rate the extent to which exhibited these characteristics.

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

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

Comments:

RESULTS DRIVEN STRUCTURE

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

Comments:

COMPETENT TEAM MEMBERS

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

Comments:

UNIFIED COMMITMENT

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.

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

Comments:

COLLABORATIVE CLIMATE

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

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

Comments:

STANDARDS OF EXCELLENCE

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

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

Comments:

EXTERNAL SUPPORT AND RECOGNITION

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

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

Comments:

PRINCIPLED LEADERSHIP

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.

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

Comments:

***JOURNALING FOR INDIVIDUAL
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Key Themes and Ideas

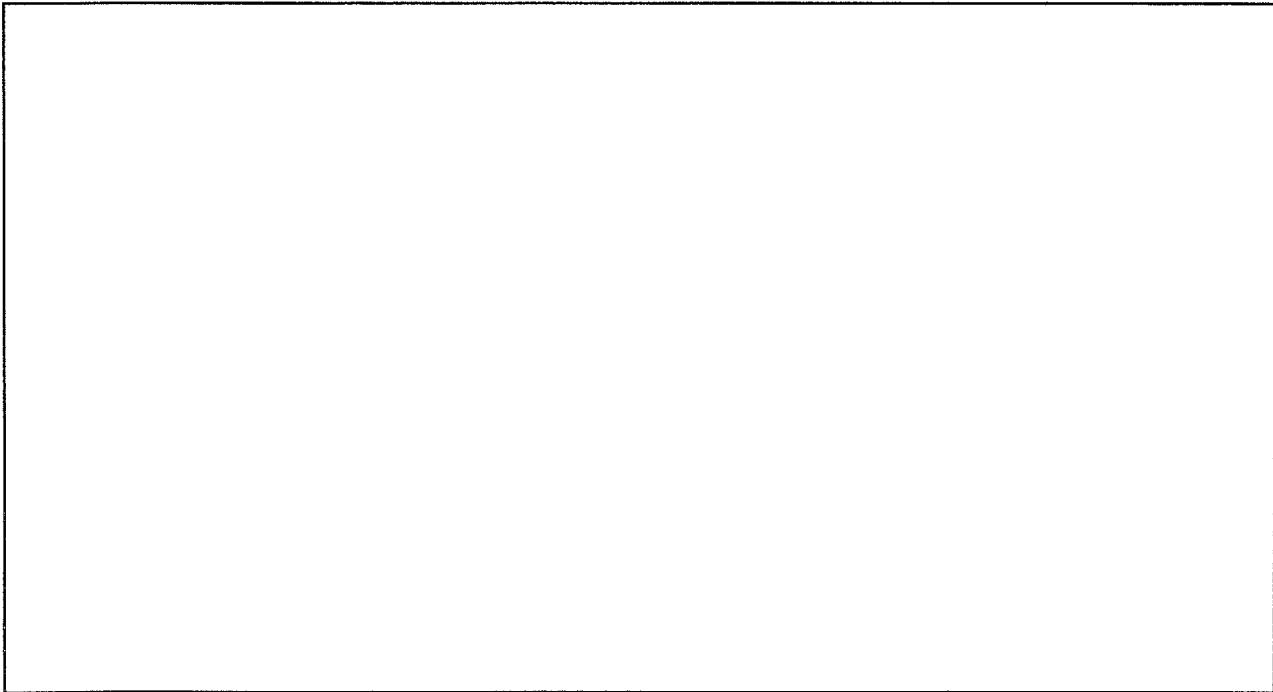
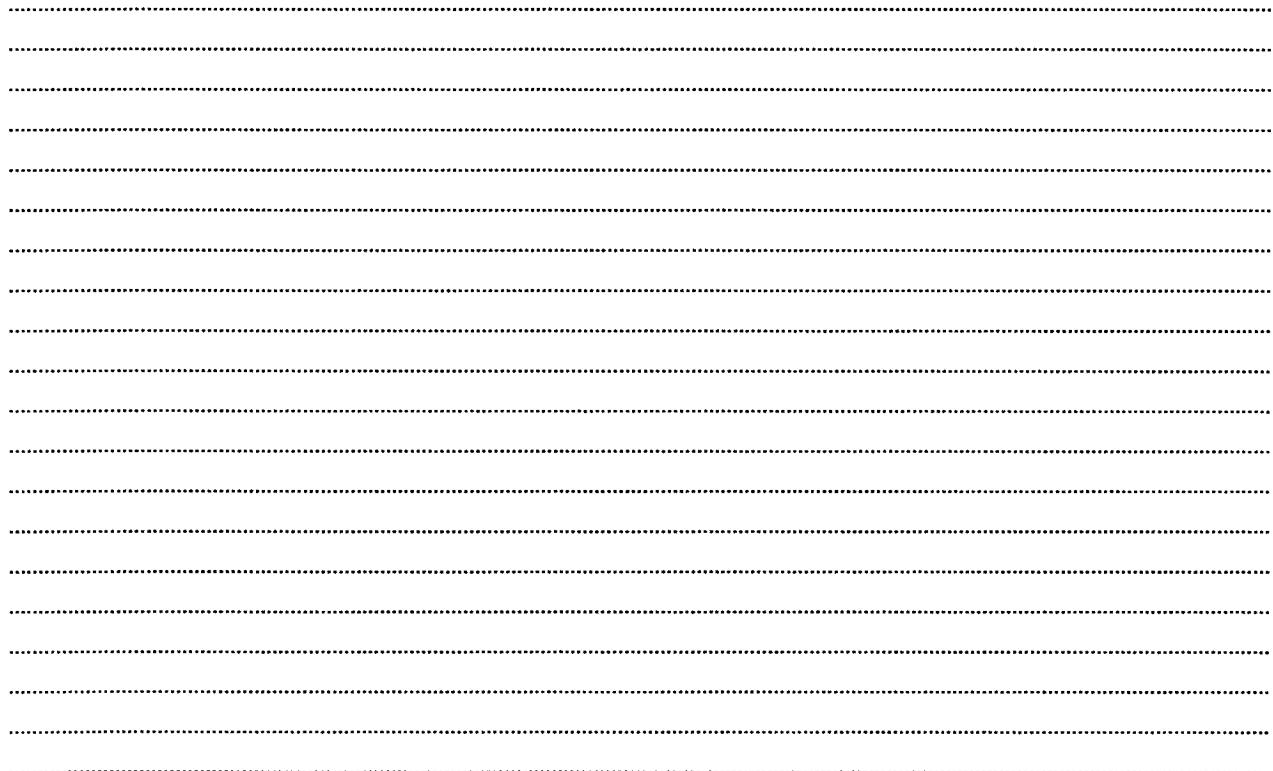
Related Section _____

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

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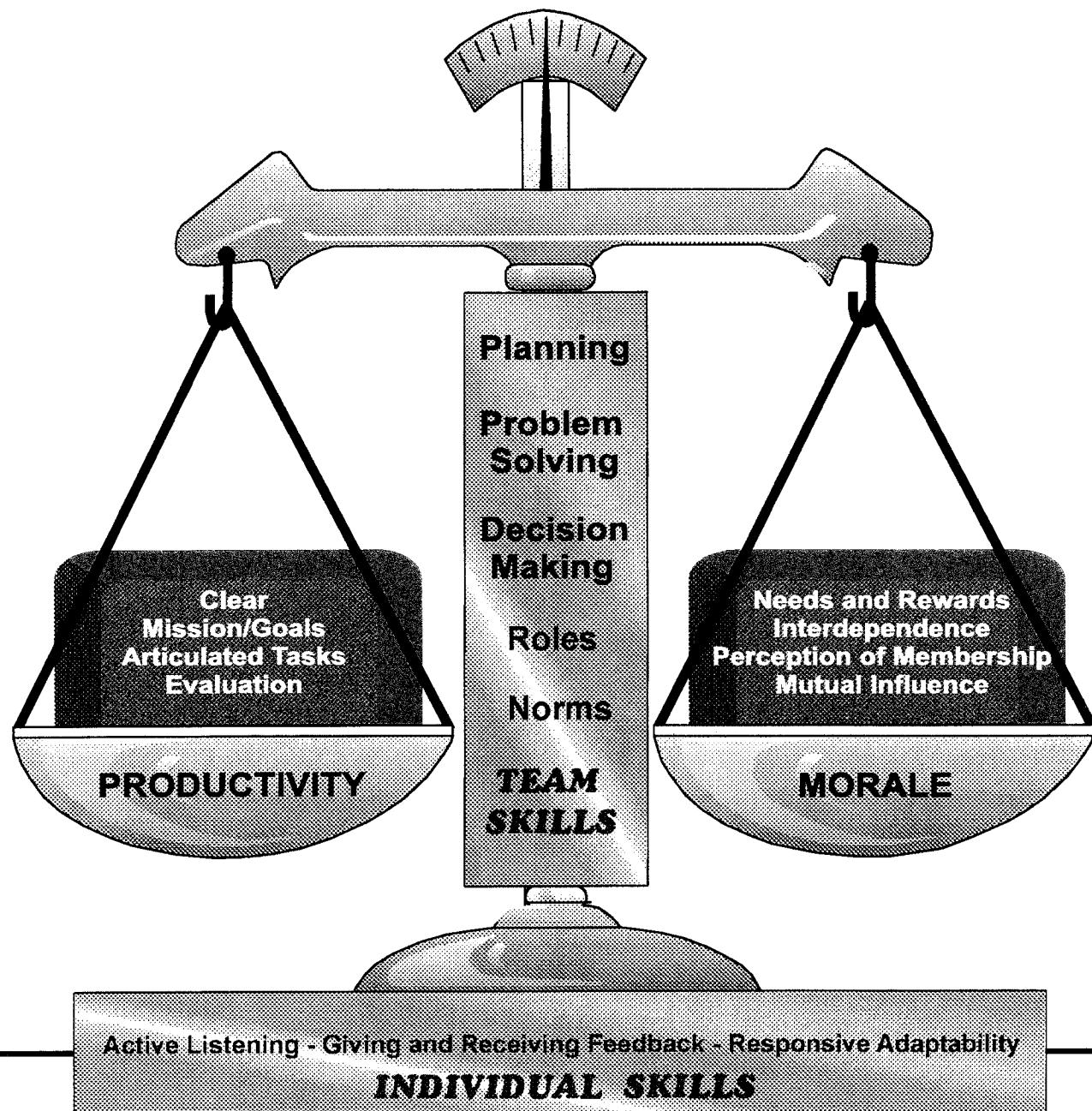
Dimensions of Teamwork

PERFORMANCE STANDARD

1. Describe and Differentiate the Dimensions of Morale and Productivity.
2. Describe and Differentiate between Team Skills and Individual Skills
3. Demonstrate Team and Individual Skills in various team situations and settings.

DIMENSIONS of EFFECTIVE TEAMS

EFFECTIVE TEAMS BUILD EFFECTIVE ORGANIZATIONS



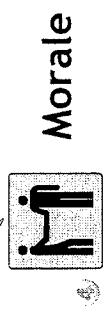
THE DIMENSIONS OF TEAMWORK

There are *four dimensions* to consider when people work together in groups and teams. We begin with a baseline of **INDIVIDUAL SKILLS**. From there we need to address issues and skills of how the group or team works together called **TEAM SKILLS**. Finally, these individual and team skills are developed and used to provide an effective balance between a group's focus on **PRODUCTIVITY** and **MORALE**. Below are some *ELEMENTS* of each of these dimensions.

DIMENSION	ELEMENTS
INDIVIDUAL SKILLS “Individual skills needed are...”	Active Listening - Intention to understand someone, enjoy someone, learn something, give help or solace and leave a person feeling heard. Giving and Receiving Feedback - Type of communication that we give or get. A must to have honest and productive relationships. Connects people and their behaviors, and fosters high team performance Responsive Adaptability - Ability and Willingness to adapt to the readiness of a team and its members. Based on needs, interests, and relative skill of the group and it's members, balanced with the needs of the organization.
TEAM SKILLS “Team strategies and processes...”	Norms - Formal and informal standards and expectations for behavior and performance. Provides a basis to address conflict. A blueprint for team performance and the management of relationships. Roles - Are assigned to those best suited and according to the work and goals of the team. Also to ensure certain tasks are performed and teams needs are met. Clear roles means clear responsibilities. Can be shared among teams members. Roles should attend to both <i>Morale</i> and <i>Productivity</i> . Decision Making - Getting and analyzing input and information with structured involvement of all members. Collaboration and consensus is ultimate goal. Evaluate decision effectiveness. Problem Solving - A seeking of clarity by discerning symptoms from underlying issues/problems. By suspending assumptions and judgements, members think together for powerful and durable solutions. Planning - Is formal with built in time frames. Resources are fully used. A collaborative climate exists that seeks input and involvement of all members and results in clear, concise goals and action steps.
PRODUCTIVITY “The business of getting things done...”	Clear Mission and Goals - Developed collaboratively, are clearly stated, measurable, and designed to provide performance driven results. Articulated Tasks - Work and /tasks are directly related to the mission/goals, and assigned with consideration for team member's strengths and needs. Evaluation of Progress/Results - Both formal and informal assessment of the team's effectiveness and progress with respect to process (morale) and results (productivity).
MORALE “The business of people and their relationship within the team....”	Needs and Rewards - Need to belong, contribute, achieve, be recognized. Praise is genuine, frequent and relative to team process, tasks and goals. Major goal achievement is formally celebrated. Interdependence - Dependence among team members and teams's performance is realized. Perception of Membership - Each member perceives and is confident that their participation is critical, valued and appreciated. Mutual Influence - All members influence and are influenced by each other.

(+) This is about people their interpersonal relationships. Four primary areas contribute to the concept of Morale as it relates to teamwork.

DIMENSIONS of EFFECTIVE TEAMS EFFECTIVE TEAMS BUILD EFFECTIVE ORGANIZATIONS



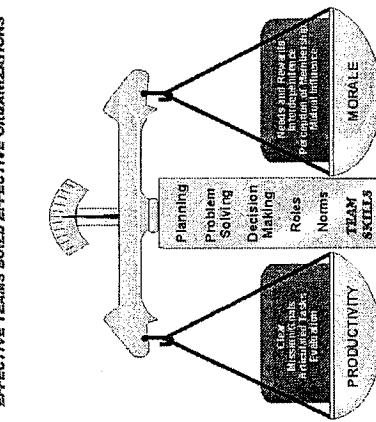
Individual Skills

Individuals need a core skill set to function as an effective team member.



Team Skills

(+) This is about team strategies and team processes.



(+) This is the business of getting things done.

Productivity

3)

Ability and Willingness to adapt to the readiness of a team and its members. Based on needs, interests, and relative skill of the group and it's members, balanced with the needs of organization.

Responsive Adaptability

Intention to understand someone, enjoy someone, learn something, give help or solace and leaving a person feeling heard.

Active Listening

Individual Skills



Type of communication that we give or get. Open and honest relationships is a must. Connects people and their behaviors, and fosters high team performance. Trust is essential ingredient.

Giving and Receiving Feedback

A seeking of clarity by discerning symptoms from underlying issues/problems. By suspending assumptions and judgements, members think together for powerful and durable solutions.

Problem Solving

Formal and informal standards and expectations for behavior and performance. Provides a basis to address conflict. A blueprint for team performance and the management of relationships.

Norms

This is about getting and analyzing input and information with structured involvement of all members. Collaboration and consensus is ultimate goal. Evaluate decision effectiveness.

Team Skills

Roles are assigned to those best suited and according to the work and goals of the team. Also ensure certain tasks are performed and teams needs are met. Can be shared among group members. Clear roles means clear responsibilities.

Roles

Roles attend to both *Morale* and *Productivity*.

Developed collaboratively, are clearly stated, measurable, and designed to provide performance driven results.

Clear Mission and Goals

Team work and tasks are related to the mission and goals, and are assigned with consideration for team member's strengths and needs.

Articulated Tasks

Productivity



3

Evaluation of Progress/Results

Both formal and informal assessment of the teams effectiveness and progress with respect to process (morale) results (productivity).

This is the need to belong, contribute, achieve, and be recognized. Praise is genuine, frequent and relative to team process, tasks and goals. Major goal achievement is formally celebrated.

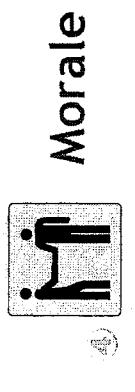
All members influence and are influenced by each others

Mutual Influence

Needs/Rewards

Each member perceives and is confident that their participation is critical, valued and appreciated.

Perception of Membership



Dependence among team members and teams's performance is realized.

Interdependence

STEPS TO ACTIVE LISTENING

1. Make sure you can hear the message.
2. Pay attention to non-verbal cues.
3. If there is anything you don't understand, or think you've missed, ask questions.
4. Suspend judgements based on the speaker alone.
5. Once you're sure you have the key information, evaluate your reactions and control "hot buttons."
6. Suspend judgment and entertain the idea.
7. Evaluate the message
8. Respond to the message.
9. Take notes.
10. Listen now, report later.
11. Develop a positive listening attitude.
12. Be Present.
13. Manage your own non-verbal behavior.

**Feedback is used to improve performance.
It is generally best to be done "face to face."**

FEEDBACK

1. Be **OPEN** - listening without interruption.
2. Be **RESPONSIVE** - willing to hear the feedback.
3. Be **ACCEPTING** - without denial, justification and explanation.
4. Be **RESPECTFUL** - recognizing value of what is being said.
5. Be **ENGAGING** - interacting with the speaker and asking for clarification when needed.
6. **ACTIVELY LISTEN** - focus on meaning of feedback.
7. Show **INTEREST** - that you are genuinely interested in getting the feedback.
8. Be **SINCERE** - a genuine interest in acting on the feedback.
9. Be **THOUGHTFUL** - try to understand the personal behavior leading to the feedback.

Giving Feedback

1. Be **HELPFUL** - consider value to receiver before starting.
- 2 Agree on **GROUND RULES** in advance.
4. Be **SPECIFIC** about behaviors or events with concrete examples.
5. Be **SENSITIVE** - considering the needs of the other person.
6. Ensure **TIMING** is appropriate being as close to issue or event as possible and at an opportune time.
7. Be **SUPPORTIVE** - with delivery in non-threatening and encouraging manner.
8. Be **DESCRIPTIVE** - focus on behavior that can be changed, rather than personality.
9. **OWN** the feedback using "I" statements.

Avoid "advice-giving"
("you should")



GIVING AND RECEIVING FEEDBACK

10. Be **THOUGHTFUL** - well considered rather than impulsive.

***JOURNALING FOR INDIVIDUAL
LEARNING***

AND

PROFESSIONAL DEVELOPMENT

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

TEAM BUILDING



CORE COMPETENCY MODEL PROJECT

TEAM BUILDING

What is a Team?

Definition of Team

TEAM: A group of people (2 or more) with complementary skills who are equally committed to a specific performance need or goal. Team members collectively agree on a common approach and activities for achieving their goals and objectives and hold themselves mutually accountable.

Pseudo-Team

PSEUDO-TEAM: A group of people (2 or more) having a significant mutual performance need or opportunity, but without a focus on collective performance. Although they may refer to themselves as a “team,” their lack of collective focus and commitment will derail their performance.

Working Group

WORKING GROUP: A group of people (2 or more) from which there is no joint performance need, accountability, work product, or service expected. However, the organization’s mission still drives their individual roles, responsibilities, and performance needs. Members come together primarily to share information, perspectives and best practices and to make decisions together to help each other perform within his/her area of responsibility¹.

Knowledge Base

Why develop this competency?

Studies done in the 1980s and ‘90s on executive “derailment” indicate that among the four top reasons why some senior level leaders’ careers stall, is the inability to build and lead teams².

Team development benefits everyone in an organization when team members are operating at their fullest capacities and working in a collaborative environment. While the senior level leader benefits from more career advancement opportunities, the organization benefits by meeting its overall purpose.

Successful teams, like individuals, require thoughtful development and support. If a team is given sufficient attention and direction, there is great potential not only for accomplishing their task, but also for individual and team learning opportunities.

Team Longevity

Natural Work Team

Project Team

Teams may work together indefinitely as a unit within the larger organization or come together to collaborate on a specific project. The two major team distinctions are:

THE NATURAL (ONGOING) WORK TEAM: The goals and deadlines of a Natural Team have more flexibility and may be for achieving more than one desired result. An ongoing work team usually works together over longer periods of time and on more than one project.

THE PROJECT (TEMPORARY) TEAM: Unlike an ongoing work team, the Project Team is established to achieve a specific, short-term goal and is generally made up of individuals from across the organization. The project team may also consist of people from within a larger Natural Work Team. Project Team milestones and timelines are specific and have a definite ending date.

"Great people don't equal great teams."

--Tom Peters, author and leadership consultant

Seven Elements of Successful Work Teams

Research on workplace teams continues to flood the management and leadership literature. A review shows some common factors that differentiate between successful and unsuccessful teams.

Seven Elements of a Successful Work Team:

1. Clarity of Purpose & Goals
2. Team Leadership
3. Team Membership
4. Collaborative Climate
5. Decision-making Climate
6. Ongoing Training
7. External Support & Recognition

1. Clarity of Purpose & Goals

Every moment spent in developing and clarifying a team's purpose, goals and expected results will save time and energy in planning and implementing the team's work.

Creating Clarity

Purpose Statement

A key factor contributing to the success of a team is the clarity of purpose and goals. The purpose provides the overall direction for the team, while goals and objectives give specific direction. Process and outcome measurements enable team leaders and members to assess their own performance.

PURPOSE STATEMENT: Developing a statement of purpose is important to team collaboration so that all team members clearly understand the goals of the team. A team's purpose should be consistent with the values, beliefs, vision, and mission of the organization.

A team's purpose statement should create a sense of importance, inspiring ownership and commitment by individual team members. It should articulate and direct the goals of the team towards accomplishing its ultimate intent by defining the "why," "what," "who," and the "how" of the team's direction. A purpose statement may also include the values and beliefs of that team.

- *why* defines the inspiration for the team's creation or development;
- *what* outlines team functions, products, and/or services;
- *who* identifies the client or the entity benefiting from the work of the team; and
- *how* defines the methodologies, technologies, and activities of the team undertaken to reach its stated goals.

Goals

IDENTIFYING GOALS: A team should have a well-defined set of goals and agreed upon methods for achieving them. Identifying the goals of the team is key to achieving the objectives of the team. The goals statement should:

- Elevate and challenge the members of the team as individuals, and as a collective unit;
- Outline a list of 9 to 12 goals that communicate what the team hopes to achieve; and
- Clarify the expectations of the team, relate back to the purpose

Objectives

statement and provide direction and specificity towards the purpose statement.

DETERMINING OBJECTIVES: An objective is a statement of the desired, measurable end results of the team's goals.

An objectives statement should:

- Be fairly narrow in scope, include only activities that the team can reasonably and realistically expect to accomplish;
- Contain activities that are unique to the team and are measurable; and
- Contain two to four objectives that relate back to each goal.

Monitoring & Measuring Results

Process Measures

In today's work arena, accountability is expected of leaders. A team leader and team members are responsible for developing performance measures. By developing and implementing monitoring strategies and measuring results, a team provides the documentation that ensures accountability and creates credibility.

PROCESS MEASURES: Process measures monitor the tasks that produce a given result. Process measurement focuses on two main evaluation areas:

- 1) Team members' perceptions of internal team processes such as consistent meeting agendas, team conflict resolution, and equitable participation.
- 2) Team members' perceptions of external services such as the number and/or types of clients being served or number of training hours provided.

Outcome Measures

OUTCOME MEASURES: An outcome is the expected result of the team's goals and objectives: Did the team do what it was supposed to do?

Outcome success is determined by measuring results. From the beginning, it is important to focus on team goals and objectives and be constantly working towards them. Decisions should be made very early on as to what measurements will be used to judge the team's success, so that course corrections may take place along the way. If measurement procedures aren't developed or understood until the end of the process, the team will lose the opportunity to change direction or improve its practices.

If you don't know where you are going, you will probably end up somewhere else.

-- Laurence J. Peter

EXAMPLES OF OUTCOME MEASUREMENTS:

- A Human Resources Team has goals for reducing turnover and retaining employees; the outcome could be a 10% reduction in annual attrition rates.
- An Intensive Supervision Program Team (ISP) might have a goal to increase the percentage of offenders who successfully complete community supervision and placement; the outcome could be a 10% improvement rate of successful completion over the previous year.

2. Team Leadership

The big internal challenge for leadership is to maintain an appropriate balance of “directive” and “delegative” style between the leader and the team. This delicate balancing act of knowing when to set clear boundaries and expectations and when to give up command and control varies from team to team, since no two teams are alike.

A team leader has a dual role. She or he has a responsibility to the organization (external) as well as to the team she or he oversees (internal). A team leader has an overarching responsibility to be sure that the team’s purpose is clearly established and understood both internally, among team members, and externally, among critical others operating outside of the team but having a relationship to the team.

“Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.”

-- John W. Garner, *On Leadership*

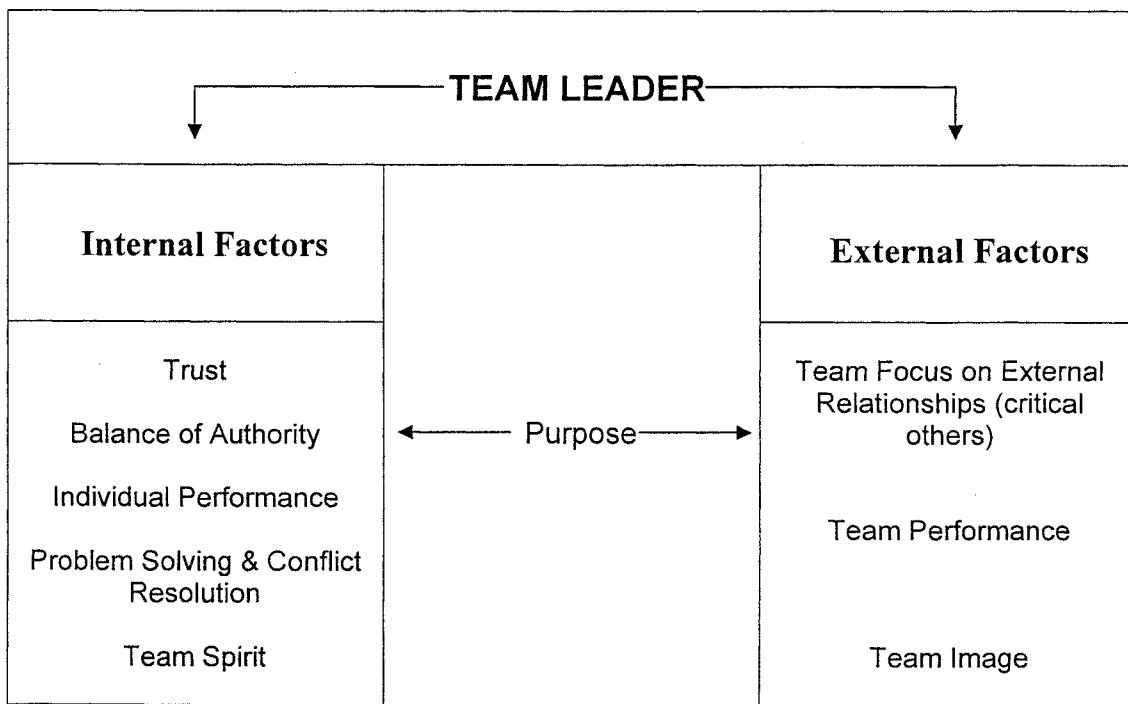


Figure 1: Adapted from *The Ten Minute Team*, by Thomas Isgar, 1989

External Factors

External Relationships

EXTERNAL RELATIONSHIPS: An effective team must interact with **critical others**, such as other teams within the parent organization, teams or groups from other criminal justice agencies and/or related agencies (i.e., victim advocacy groups, mental/healthcare providers).

Every project team should have a sponsor who charges the team with their purpose. The sponsor is often a member of the Executive or Senior Level Team. From time to time the sponsor may need to meet with the team or the team may call upon the sponsor for more direction or clarification. The team leader should keep in close communication with the sponsor regarding the team's progress.

Every Natural Team leader is also a member of a higher-level management team. It is critical for the team leader to be a communication link between the two teams.

The preceding "bureaucratic" organizational structure linking teams (top management to team leaders to functional teams) is hierarchical. Many correctional organizations follow this traditional management structure.

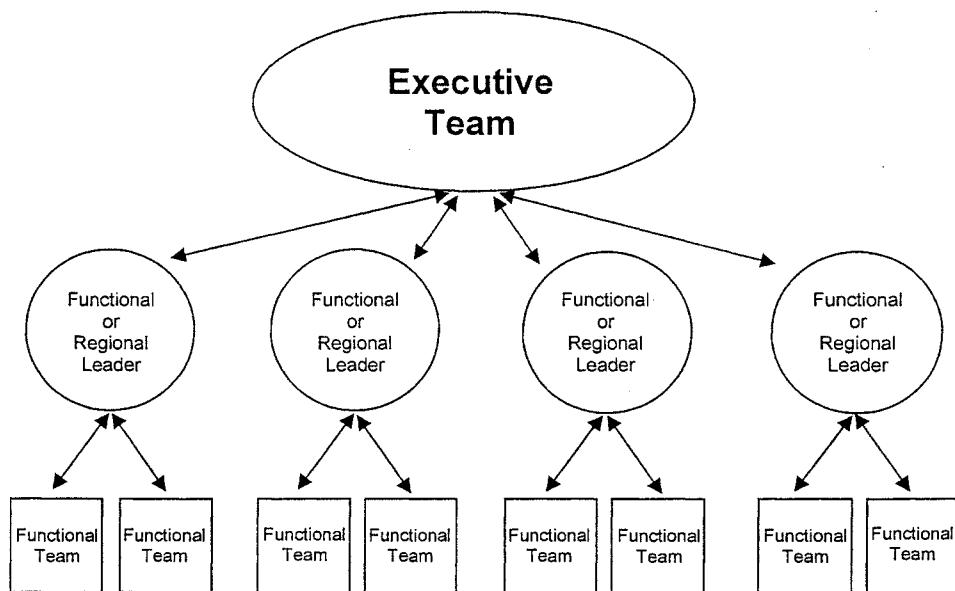


Figure 2: A diagram of organizational structure adapted from Rensis Likert's "Linking Pin" function (*New Patterns of Management*, 1961)

Team Performance

TEAM PERFORMANCE: The team leader is responsible for focusing the team on setting, meeting, and evaluating its goals and objectives.

Team Image

TEAM IMAGE: Team leaders have to believe in the concept of team building. Leaders need to advocate for their team outwardly to critical others as well as to the organization.

Internal Factors

Three Types of Trust:

- Contractual
- Communications
- Competence

TRUST: Team leaders establish trust by demonstrating and communicating respect for team members and the work they are doing. There are at least three kinds of trust in play in any given team³:

- **Contractual Trust:** Team leaders lead by modeling trust, expecting team members to mutually manage expectations, establish boundaries, delegate appropriately, encourage mutual support, honor agreements, and be consistent.
- **Communications Trust:** The team leader sets the tone initially by establishing trust through disclosure. Sharing information, telling the truth, admitting mistakes, giving and receiving constructive feedback, maintaining confidentiality, and speaking with good purpose are all indicators of good communications

Balance of Authority**Four Leadership Styles:**

- Directive
- Consultative
- Collaborative
- Delegative

trust.

➤ **Competence Trust:** When team leaders respect the skills, knowledge, and abilities of team members, they demonstrate willingness and motivation to trust the capabilities of others and themselves. Building competence trust includes – in addition to respecting people's knowledge, skills, and abilities – respecting people's judgments, involving others and seeking their input, and helping people learn skills.

BALANCE OF AUTHORITY: A team leader has the ultimate accountability for the team's purpose and performance. A truly skillful leader knows when she or he should assert authority and be directive, and when she or he should more fully delegate decision-making authority to the team members.

Figure 3 illustrates the four leadership styles: ○

Directive: Leaders placed in the center of the circle represent situations that call for a more directing and/or controlling approach.

Consultative: Leaders falling between “directive” and “collaborative” leadership styles represent situations when the leader collects suggestions and recommendations from team members or other relevant stakeholders, but still makes the decision alone.

Collaborative: Leaders placed on the edge of the circle represent situations when all members (including themselves) should have an equal voice in discussions and decision-making. In these situations, a consensus model of decision-making would be appropriate.

Delegative: Leaders placed outside of the circle represent situations that require assigning authority and decision-making to the team. The leader acts more as a resource than a controller to the team.

Generally, team leaders will embrace each of the four styles depending on the circumstances. It is vitally important for leaders to communicate which style they will be using to team members so that the team knows what to expect, which approach is in place, and what role it plays in making decisions.

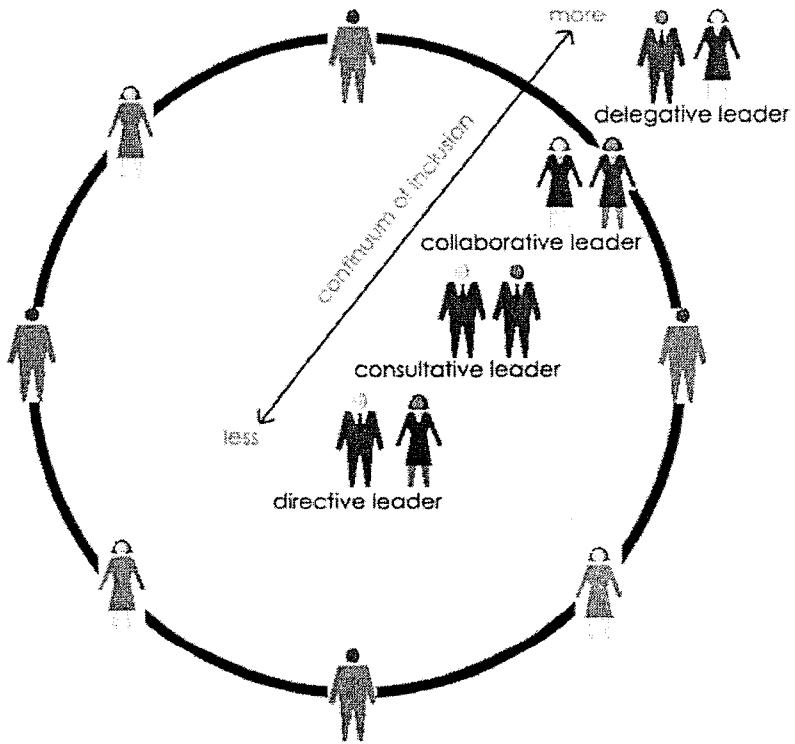


Figure 3: Team leader balance of roles and use of authority.

Individual Performance

INDIVIDUAL PERFORMANCE: Team leaders should have high expectations for their own performance and a willingness to continue learning. Leaders should apply the same performance and learning standards to members of their teams, offering opportunities for team members to develop their skills.

Problem Solving & Conflict Resolution

PROBLEM SOLVING & CONFLICT RESOLUTION: Every team faces problems they must solve and conflicts they must overcome. A team leader is responsible for providing models for his or her team to follow and being an effective guide through the process.

Team Spirit

TEAM SPIRIT: A team leader's role in building team spirit is to actively remind the team and its members of their accomplishments and to reward and recognize contributions appropriately.

3. Team Membership

Team Size

Each team member has a unique set of technical knowledge and interpersonal skills that add richness and contribute to the teams overall success. There are five aspects of team membership that are important to consider:

Commitment

NUMBER OF TEAM MEMBERS: Ideally, an effectively functioning team is made up of 9 to 11 team members (including a team leader). When a team grows to 20 or more people, the tendency is for that group to break into smaller teams of 5 to 10 persons in order to improve communication and get the job done.

Complementary Skills

COMMITMENT TO TEAM'S PURPOSE AND GOALS: Team members should be chosen for their individual and collective commitment to the team's purpose and goals (the reason the team was created).

Working Approach

COMPLEMENTARY SKILLS: Team members should be selected for how their individual knowledge, skills, and talents complement those of other members and relate to the team's purpose and goals. In addition to skills, interpersonal competencies — conflict management, and listening and verbal skills — are also factors worth consideration when a team is formed.

Mutual Accountability

PHILOSOPHY OF WORKING APPROACH: Effective team membership requires individuals to believe in a team approach. While someone may be committed to the goals of the team, she or he may not accept teamwork as a reasonable method for reaching that goal.

MUTUAL ACCOUNTABILITY: Sharing accountability among team members is essential. As a team, each member shares a mutual accountability for the progress, success, and any problems that may arise.

"If you observe a group of people who are truly committed and accountable for joint results, you can be almost certain they have both a strong team purpose and an agreed-on approach."⁴

"A well-run restaurant is like a winning baseball team. It makes the most of every crew member's talent and takes advantage of every split-second opportunity to speed up service."

--David Ogilvy, co-founder
Ogilvy & Mather Advertising

4. Collaborative Climate (Teamwork)

If a team is to function well, establishing a climate of member collaboration is key.

Working well together is a fundamental component of a successful team. How well a team works together is determined by the intricate coordination of activities and interdependency among its team members.

If a team is to function well, establishing a climate of member collaboration is key. For team members to feel good about and take part in collaboration, team leaders and members need to have clearly defined roles and responsibilities. Strong lines of communication must be established and understood by team members and the team leader.

Additionally, there are relationship factors that affect teamwork. They exist between the team leader and team members; they exist among team members. Key relationship elements operating within teams are:

- **Honesty:** Having integrity without lies and exaggerations;
- **Openness:** Having a willingness to share and being receptive to information;
- **Consistency:** Exhibiting predictable behavior and responses; and
- **Respect:** Treating people with dignity and fairness.

Roles and Responsibilities

Although some of the roles and responsibilities of team leaders and team members have been previously addressed (see *Team Leadership* and *Team Membership*), establishing a healthy and productive collaborative climate requires some team members to assume additional roles that benefit the team. Team leaders sometimes perform a dual role, leading the team and facilitating its processes.

Team Roles:

- Team Leader
- Team Member
- Facilitator
- Recorder

TEAM LEADER: A team leader is a member of the team who will help the team focus on its tasks and achieve its purpose; the team leader is the link back to management.

TEAM MEMBER: Team members share equal responsibility for team performance and balancing participation among all of the team's members.

FACILITATOR: Facilitators take responsibility for managing team meetings. They also oversee the interpersonal team dynamics, making sure that a collaborative climate is maintained.

Ideally, a team should appoint as facilitator a member whose knowledge and skills are conducive to that role. If a team leader takes on the additional role of facilitator, he or she must pay attention to tasks and accomplishments while monitoring group process. It is difficult to perform both roles well. Delegating the task to another team member creates an opportunity for leadership talents to emerge and contributes to the overall team spirit.

RECORDER: Someone on the team must assume the role of recorder. A recorder is responsible for taking minutes, timekeeping and creating, distributing and organizing all of the team's records. The recorder plays an important role on the team. The recorder must have good writing skills and be detail oriented. The job of recorder can also be rotated through the team.

Team Communication

TEAM COMMUNICATION: What is the foundation of practiced team communication?

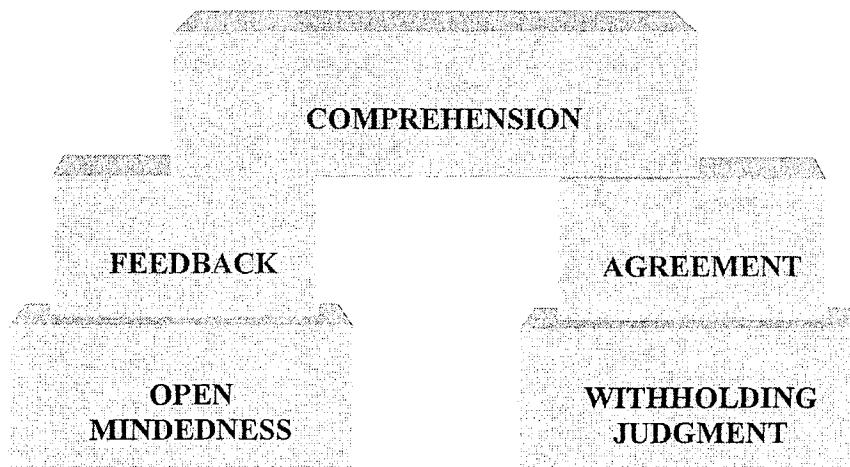


Figure 4: The foundation of experienced team communications.

Foundation of Team Communication:

- Open Mindedness
- Withholding Judgment
- Feedback
- Agreement
- Comprehension

- **Open Mindedness:** To be willing to consider other points of view;
- **Withholding Judgment:** Trying to understand the other person's point of view without judging the merit of what the other person is saying and without thinking of an instant rebuttal or forming an immediate opinion;
- **Feedback:** Asking questions and paraphrasing back the answers in order to understand the message;
- **Agreement:** Having a mutual understanding of the message (agreement on what is being said), without necessarily agreeing with the idea; and
- **Comprehension:** Understanding the message fully enough to effectively share reactions, feelings, and opinions with the team.

5. Decision-making Climate

Team leaders must establish and foster a decision-making climate that is consistent with the team's goals and objectives.

Team leaders have the responsibility for establishing and fostering a decision-making climate for the team that is consistent with the team's goals and objectives and aligns with the balance of authority approach chosen by the team leader (see Figure 3). A corresponding decision-making climate is established for each leadership style chosen. For example, a team leader who uses a directive approach inherently creates an autocratic atmosphere in which he or she makes the final decision on most matters. Conversely, when a collaborative approach is taken a climate of shared responsibility and authority is understood by all.

One of the most important questions regarding decision-making is "Who decides?" Even in a time of significant employee involvement, a group should not make every decision. A team leader needs to be aware that not all decisions require a team consensus. There are times when only one person needs to make a decision.

"The most appropriate level of decision-making depends on the specific issue and situation."

-- Ava S. Butler, Team Think

Decision-Making Model

How much participation is needed for a specific decision?

“When people are involved in making a decision, they are much more likely to be committed to that decision than if some other person, or a small group, makes the decision on their behalf. Therefore, going up the decision-making scale (from individual decisions to reaching team consensus) increases commitment, although it also increases the difficulty in arriving at an agreement.”⁵

The Decision-Making Model is a tool for determining how much participation is needed or desired to make a specific decision.

- Identify the decision or decisions to be made.
- Explain the four distinct approaches for making decisions to the team.
- Lead a group discussion on how to address the decisions under consideration based on the choices within the decision-making approaches. The team leader may inform the team that he or she will be making the decision, and/or; the team may consult the team leader on which problem-solving approach would work best.
- After the discussion, the team leader could: poll the participants on what they each consider to be the best choice within the model for the specific decision to be made; or tell the team which approach will be adopted. The team leader must make the final decision.
- Proceed accordingly. Create an action plan, including time frames, especially if the entire team is not involved in making the decision.

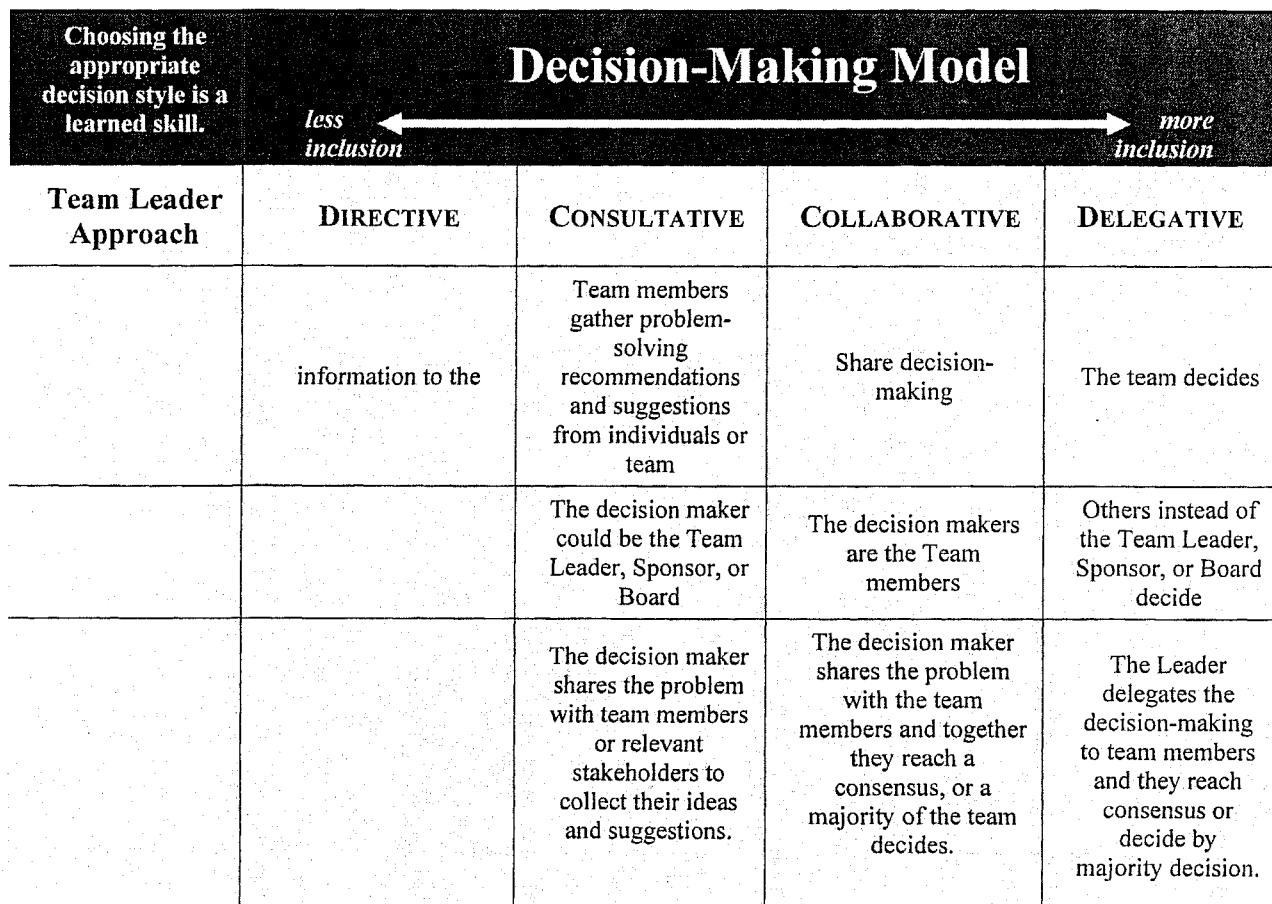


Figure 5: A commonly accepted Decision-making Model (adapted from the Victor Vroom's and Philip Yetton's *Normative Decision Model*) illustrating how a leader can use a rational method in deciding whether or how to use team members' input in reaching certain decisions.

6. Ongoing Training

Knowledge and skills are important to the success of the team.

Efforts must be made to assess knowledge and skills in team processes such as communication, decision-making, and conflict resolution and offer training to meet identified needs. Likewise, providing opportunities for technical and professional development that are related to the team's purpose is important to the growth of the team.

Some examples where a team member might benefit from ongoing training are:

- A team member brings a wealth of skill or talent as a risk assessor of offenders in community settings – but as part of a

team he or she needs some additional training in decision-making processes.

- A team member has a sophisticated understanding of group dynamics – however, she or he would benefit from additional technical training in offender classification computer software.

7. External Support & Recognition

Leaders who value teamwork set high expectations; instill confidence; provide oversight, guidance, and recognition; and demand excellence.

If the organizational leadership is going to establish natural work teams, or project teams, they must keep in mind that they too play a critical role in the team's success. It is imperative that teams are provided with both the external support and recognition necessary to achieve their goals.

Top leaders of an organization who value an environment of teamwork set high expectations for their teams; instill confidence; provide oversight, guidance, and recognition; and demand excellence. Teams having strong lines of communication between top organization leaders and their team leaders can look forward to a work climate where challenges are identified and managed.

Team leaders have the responsibility for communicating with a sponsor, or the next level of authority within the organization, to overcome barriers the team has encountered that are outside of their span of control. Team leaders who advocate for their team when barriers arise strengthen the flow of work and progress.

In addition to support, top organization leaders need to celebrate team accomplishments. The power of positive feedback is vital. People thrive on being rewarded. Leaders who provide timely and meaningful feedback and recognition for achievement develop stronger teams.

**Management must speak with one voice.
When it doesn't management itself becomes
a peripheral opponent to the team's mission.**

-- Pat Riley

Summary

 Knowledge

Clarity is the critical characteristic of purpose and goals. Leadership within a team has the responsibility to collaborate with team members to develop a purpose statement; establish realistic goals and objectives to clarify the team's purpose, and monitor the

collective progress of the team towards its eventual success.

A team leader also has the important role of advocating for the team and communicating its successes to the organization. A successful team leader must address both internal and external needs. Internally, the team leader focuses on establishing trust, balancing authority, enhancing individual performance, solving problems, resolving conflicts, and building team spirit. Externally, the team leader focuses on cultivating external relationships, promoting team performance, and building team image. Perhaps the most important attribute of a successful team leader is knowing how to balance authority and under what circumstances a given style of authority should be applied.

The team leader should be well aware of the five important aspects for successful team membership:

- keeping the number of team members under 11 persons;
- ensuring team members to be committed to the purpose and goals of the team;
- developing a team with members who have complementary skills – both technical expertise and interpersonal communication skills (when possible);
- expecting team members to subscribe to the philosophy of “teamwork”; and
- encouraging team members to personally accept accountability and hold each other mutually accountable for the team’s work.

A healthy climate of collaboration within a team exists when clearly defined roles and responsibilities are in place and behavioral expectations for the team are understood and honored by all team members. Key team roles are: Sponsor, Team Leader, Team Members, Facilitator, and Recorder.

Having strong lines of communication is also critical to team success. Team members need to understand and observe the cornerstones of good communication: open mindedness, withholding judgment, feedback, agreement, and comprehension.

A team leader is charged with setting the tone and procedures for how decisions will be made and by whom. Not all problem-solving decisions should be made by team consensus. Situations may arise which require the team leader or a minority group to make decisions without polling the entire team – and sometimes without any team input. Nevertheless, a positive team environment is more easily maintained when team members are a part of decision-making processes.

Assessing technical and professional skill levels of team members and offering ongoing training to improve those skills related to the needs of the team, are important to team growth and success.

Finally, recognition and support from organizational management is critical. People thrive on being rewarded and acknowledged for their hard work and successes. An organization whose upper management realizes and appreciates this factor of human nature will build stronger teams and therefore a stronger organization.

Key Skills and Behaviors

Skill: The ability to do something well arising from talent, training, or practice; expertness; special competence in performance.

Behavior: The manner of conducting oneself; observable activity.

Clarity of Purpose and Goals

Skill: Fostering/ practicing collaboration.

Behavior: Use the team to develop a purpose statement and its goals and objectives.

Skill: Understanding evaluation systems

Behavior: Develop and implement process and outcome measurements.

Team Leadership

Skill: Trusting others.

Behavior: Respect people's judgment, involve others and seek their input, and help people learn skills.

Skill: Knowing what style of authority to use under the right circumstances.

Behaviors: Implement an authority model to address the scope of the team's role:

- ✓ Use a Directive approach when a team is newly formed.
- ✓ Use a Collaborative approach when a team is setting goals.
- ✓ Use a Delegative approach when a team is successfully working towards its goal and is focused on the skills of its members.

Skill: Building camaraderie.

Behavior: Praise the team and its members as they progress and succeed.

Team Membership

Skill: Understanding the value and importance of team commitment.

Behavior: Actively engage in the discussion of ideas.

Skill: Knowing how to work collectively with other people.

Behavior: Share accountability for team successes as well as problems.

Collaborative Climate

Skill: Having integrity.

Behavior: Choose to be a person who is honest, open, consistent, and respectful of others.

Skill: Keeping an open mind.

Behavior: Be willing to consider other's points of view.

Skill: Looking for common ground among team members

Behavior: Use the consensus-building model when warranted.

Decision-making Climate

Skill: Knowing the four decision-making approaches.

Behaviors:

- ✓ Instruct and model the four decision-making approaches to team members (team leader).
- ✓ Use decision-making approaches interchangeably as different situations arise.

Skill: Having political and hierarchical awareness.

Behavior: Demonstrate respect for decisions made by the team leader and others (team member).

Ongoing Training

Skill: Knowing which skills and behaviors are relevant to the team's purpose.

Behavior: Participate in ongoing training to acquire knowledge and skills related to the purpose of the team.

Skill: Identifying who should provide training, as well as the best approach/method for instruction.

Behaviors:

- ✓ Assess one's own knowledge/skills, as well as team members.
- ✓ Choose appropriate formal and/or informal methods to acquire needed skills and knowledge.

External Support & Recognition

Skill: Having clear expectations for teams and team leaders.

Behavior: Provide a monitoring system, such as a project timeline, to track a team's progress.

Skill: Understanding the value of acknowledging small and large accomplishments.

Behavior: Honor team success with tangible rewards and recognition such as an appreciation luncheon.

FOCUS FOR EXECUTIVE OFFICERS AND SENIOR LEVEL LEADERS

TEAM BUILDING	EXECUTIVE OFFICER	SENIOR LEVEL LEADER
<p>Seven Elements of Successful Work Teams</p> <p>Team: A basic workplace unit wherein individual talents and abilities contribute to a common purpose for which all are accountable. Teams are an important workplace structure for accomplishing organizational goals.</p>	<p>This individual is the head of a corrections agency and typically is appointed by an elected official or the electorate. Working within a broad and often vague mandate, he or she sets the direction and policy for the agency. He or she works extensively with stakeholders outside of the organization that have influence in political arenas.</p> <p>Typical titles of executive level positions:</p> <ul style="list-style-type: none"> ➢ <i>Director of a state Department of Corrections</i> ➢ <i>Director of a city or county Department of Corrections</i> ➢ <i>Sheriff</i> ➢ <i>Director of state or local probation or parole system</i> 	<p>The elected or appointed agency director appoints this individual. The position can be classified or exempt. He or she advises the director in the development of policy and interprets policy within the parameters set by the executive. He or she works extensively with internal stakeholders in aligning organizational systems with the executive's vision.</p> <p>Typical titles of Senior Level Leaders:</p> <ul style="list-style-type: none"> ➢ <i>Deputy, Chief Deputy, or Assistant Secretary to Director, State Department of Corrections</i> ➢ <i>Deputy or Division Director of Probation, Parole or Community Corrections</i> ➢ <i>Jail Administrator</i>
<p>1. Clarity of Purpose and Goals</p>	<p>The CEO, as the leader of the Executive Team, is responsible for:</p> <ul style="list-style-type: none"> ▪ Determining the purpose and goals of the organization; ▪ Ensuring that each member of the Executive Team has their own set of purpose and goals for their teams; ▪ Guaranteeing that the organization meets those goals and ultimately realizes its purpose. 	<p>Senior Level Leaders are responsible for:</p> <ul style="list-style-type: none"> ▪ Determining the purpose and goals of the senior level teams; ▪ Ensuring that each member of the senior teams has his or her own purpose and goals for their teams; ▪ Guaranteeing that the senior teams contribute to meeting the goals of the organization by meeting their own team goals.

TEAM BUILDING	EXECUTIVE OFFICER	SENIOR LEVEL LEADER
2. Team Leadership	<p>The primary responsibility of a CEO is in making sure that the Executive Team is operating at full capacity: in that way the CEO's time can be spent in the external environment</p> <ul style="list-style-type: none"> o 	<p>Senior Level Leaders need to focus on making sure that:</p> <ul style="list-style-type: none"> ▪ The members of their senior teams are each functioning to their fullest ability; ▪ They are communicating back to the CEO any barriers that need to be addressed so that the supporting teams can move forward; ▪ They utilize each of the three leadership approaches (Directive, Collaborative, and Delegative) as appropriate to the situation. <p>Senior Level Leaders need to:</p> <ul style="list-style-type: none"> ▪ Clarify their expectations to senior team members and hold them accountable; ▪ Hold themselves accountable as Executive Team members; ▪ Keep the CEO updated on Senior Team performance.
3. Team Membership	<p>Unlike project teams – where members are selected specifically for what they can bring to that team – an Executive Team is usually made up of a combination of people who have been both inherited and selected by the CEO.</p> <p>As part of their responsibilities as the Executive Team leaders, CEOs need to clarify their expectations and hold team members accountable.</p>	<p>Senior Level Leaders need to take advantage of opportunities to solve collective issues that occur at the senior level by collaborating with Senior Team members.</p>
4. Collaborative Climate	<p>The more the CEO can create and function in a collaborative climate with the Executive Team, the freer he or she is to focus his or her attention outside of the organization.</p>	

TEAM BUILDING	EXECUTIVE OFFICER	SENIOR LEVEL LEADER
5. Decision-making Climate	<p>A CEO needs to be clear with the Executive Team about which of the Four Decision-making Approaches (Directive, Consultative, Collaborative, and Delegative) will be used under which circumstances and for which issues. The approach chosen should also align with the leadership approach adopted by that team leader.</p> <p>Senior Level Leaders need to reinforce the Senior Team when decision-making approaches are used appropriately and re-teach for mastery as needed.</p>	<p>The decision-making climate that is established by the CEO should be the same climate that is established by Senior Level Leaders for their Senior Teams.</p> <p>It is crucial that the Senior Level Leader clarify under what circumstances each of the Four Decision-making Approaches is used.</p> <p>Senior Level Leaders need to reinforce the Senior Team when decision-making approaches are used appropriately and re-teach for mastery as needed.</p>
6. Ongoing Training	<p>CEOs provide the resources to support ongoing training for team development.</p> <ul style="list-style-type: none"> - Assessing team training needs; - Seeking training resources and opportunities; - Providing training under some circumstances. 	
7. External Support and Recognition	<p>A CEO sets the tone for a teamwork environment, including how accomplishments will be monitored and recognized.</p>	<p>The commitment Senior Level Leaders demonstrate to the Senior Team models the behavior they expect from Senior Team members as leaders of their own teams.</p> <p>When Senior Level Leaders recognize and acknowledge team accomplishments, they are reinforcing individual and team performance.</p>

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Endnotes:

¹ Katzenbach, J. and D. Smith (1993) *The Wisdom of Teams*. New York: Harper Business.

² Leslie, J.B. and E. Van Velsor. (1996) *A Look at Derailment Today: Europe and the United States*. Greensboro, NC: Center for Creative Leadership.

³ Reina, Dennis S. and Michelle L. Reina, (1999). *Trust & Betrayal in the Workplace*. San Francisco: Berret-Koehler.

⁴ Katzenbach, J. and D. Smith (1993) *The Wisdom of Teams*. New York: Harper Business.

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Organizational Dialogue

PERFORMANCE STANDARD

By the end of this section you will be able to;

1. Create and maintain an effective learning organization.
2. Practice the skills of dialogue in an organizational setting to engage and mobilize team commitment to the organization's purpose, goals and performance.
3. Initiate an effective, high performing learning relationship with other participants and across teams.
4. Facilitate and lead an organizational dialogue meeting.

ORGANIZATIONAL DIALOGUE

ORGANIZATION - Teams do not operate in a vacuum. Teams are a part of the 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 known that there are many groups, factions, and units, both formal and informal, which make up the culture of an organization. We also know that within organizations there are competing values, interests, visions, missions and goals. It doesn't matter whether a team is high performing if its own mission and goals are counter-productive to that of the organizations. We cannot talk about building effective work teams if we don't link the team's work and performance to the work and performance of the larger organization.

EFFECTIVE ORGANIZATIONS

There are three elements that are found in organizations that are particularly effective in achieving their mission and goals. They are staffs and groups who "collectively;"

- 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 to organize and capture the *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 Dialogue" is one forum that taps the collective efficacy of individuals and groups. It empowers people to address immediate and ongoing concerns and interests, as well as celebrate and acknowledge the achievements of teams and individuals.

ORGANIZATIONAL DIALOGUE

Organizational Dialogue is a process designed to develop and support a community atmosphere that promotes positive and healthy relationships and effective organizational problem solving. "It is a way of exploring the roots of many problems and issues within the organization. It enables inquiry into, and understanding of, the sorts of processes that fragment and interfere with real

communication between individuals, different parts of the same organization and across a variety of other jurisdictional groups. It is a way of observing, collectively, how hidden values and intentions can control our behavior, and how unnoticed cultural differences can clash without our realizing what is occurring.” (Bohm, Factor and Garrett)

Organizational Dialogue as a team and organizational development tool offers a process for effective communication and opportunities for us to improve and maintain the general conditions and relationships within the organization. It allows us to participate, manage and lead our organizational units into a pattern of high efficiency and productivity. In this forum members of the organizational community, with relative comfort and safety, can identify issues, concerns and opportunities, recognize each other’s value, commitment and contributions, reinforce positive behavioral norms, and plan and schedule organizational events and activities targeting organizational morale and productivity. It stresses individual responsibility and accountability to self and to others, to teams and to the organization as a whole. Individuals and teams practicing dialogue will learn and reinforce these skills – they will learn *how to*;

- Share authority
- Organize a dialogue group
- Listen with intention and appreciation
- Facilitate a group process using the principles of dialogue
- Inquire and gather perspectives around shared issues
- Develop an organizational community

The Organizational Dialogue format can be a useful tool in a variety of settings. It is a process designed to develop and support an atmosphere that promotes positive relationships and productive problem solving.

ORGANIZATIONAL DIALOGUE MEETING

While the structure and form of an Organizational Dialogue forum may vary with other organizational contexts and for other organizational purposes, the following format will be used and practiced for the purpose and goals of this training. The Organizational Dialogue meeting will last for approximately 50 minutes. The meeting format sets an intentional tone to the process, and establishes a structure for doing business and dealing with organizational issues. The following outlines a six part structure and format for the dialogue meeting process.

ORGANIZATIONAL DIALOGUE MEETING STRUCTURE

1. **Opening:** This is a brief check-in by the facilitator to set and establish an open tone for members in the organizational community. It is a time to determine what is occurring for the participants. It can be used to “break the ice” and open the meeting. Activities, humor (with good taste) and enthusiasm are utilized with the intention of having the members be present to the body of the Organizational Dialogue Meeting. The opening can also be used to energize the group.
2. **Intention:** The facilitator of the meeting introduces (or revisits) the purpose, goals and/or central issue of the meeting. The purpose is the intention or the commitment behind the meeting, and should address the “why are we here?” question. Any method or technique can be used to convey this. It can be an activity, or it can be solicited from members of the organization. Facilitators should encourage participation from members to offer their own insights with regard to their view of the purpose and what it means to them.
3. **Issues/Problems/Opportunities:** This is the heart of the Organizational Dialogue Meeting. As the number of members and work teams in the organization increases, so do the problems, issues and opportunities. All manifest in both personal and organizational ways. These are first expressed and acknowledged, followed by dialogue of the impact on people and the organization, and lead to strategies and mechanisms for effective resolution. Other 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 this part of the meeting, 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, the intent is workability.
 - There is commitment that all voices will effectively forward the conversation.
4. **Acknowledgement:** This is where individual members and/or groups are recognized for achieving standards of excellence, and for their contributions in adding value to their teams and the organization. Personal triumphs and events can also be announced.
5. **Planning:** Announcements may be made regarding anything of relevance to the organizations members ranging from; activity announcements and reminders, schedule changes, assignments, or any other business of interest to the group. Facilitators may ask for announcements from members of the organization prior to the meeting, but should ask for any additional announcements during this part.
6. **Adjournment:** The purpose of the adjournment is to leave organizational members with sense of cohesion. The completion is a summary of the meeting and it is designed to forward the group. The meeting leaves the members and issues resolved for the time being. This can be anything from an intentional group or organizational ritual, to a participatory exercise that is appropriate to the issues and the members of the meeting. It is appropriate to address organizational values at this time, and to reflect and think critically of how members of the organization are practicing the values.

GUIDELINES

- Each Team will conduct an Organizational Dialogue Meeting of 50 minutes in length. All members of the team will 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 Dialogue 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 this 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/Opportunities part 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!

***JOURNALING FOR INDIVIDUAL
LEARNING***

AND

PROFESSIONAL DEVELOPMENT

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

Stages of Team Development

PERFORMANCE STANDARD

By the end of this section you will be able to:

1. Explain the 5 Stages of Team Development that a team goes through when working together over a period of time.
2. Recognize individual and team dynamics, and associate a specific stage of development that the team may be in.
3. Describe the key dimensions of (productivity & morale), and describe specific behaviors and strategies associated with each.
4. Determine best probable match leadership behaviors and/or interventions for each of the Stages of Team Development.
5. Describe 3 skills of a team leader (diagnosis, flexibility and matching) as an approach to managing and developing a team's productivity and morale
6. Differentiate how behaviors, dynamics and characteristics of people and productivity vary at each of 5 Stages of Team Development.

STAGES OF TEAM DEVELOPMENT

Henry Ford, a great American industrialist once said,

*Coming together is a beginning
Keeping together is progress
Working together is success*

As people select or are assigned to various types of teams and groups, they go through a natural developmental progression called “Stages of Development.” There are many variables that affect team development. It can be the interpersonal dynamics within the team. The nature, level of complexity or importance of a job or task can influence the group’s development. New members who transition in and out affect the team. A host of external factors may also contribute to the teams stage of development. The team may even regress from a more developed stage to a less developed stage due to any number of variables including the ones mentioned above. In essence, groups are dynamic and complex living systems. All groups are different, just like individuals, similar in some ways.

TUCKMAN MODEL

Early research on team development by Tuckman identified a long held and well known model of group development espoused in management circles for years. He identified four stages as follows that groups naturally progress through:

FORMING

STORMING

NORMING

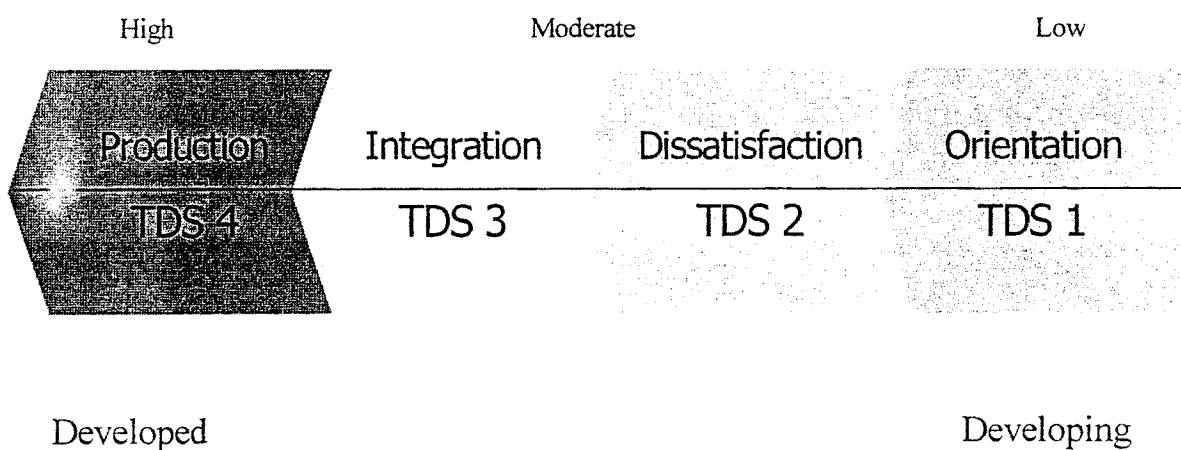
PERFORMING

LACOURSIERE MODEL

Another and more contemporary model that describes the stages of team development comes from R.B Lacoursiere, His model identifies five stages of group development:

- **ORIENTATION**
- **DISSATISFACTION**
- **RESOLUTION**
- **PRODUCTION**
- **TERMINATION**

Paul Hersey and Ken Blanchard applied their Situational Leadership concept to Lacoursiere's five stages of group development. Based on the stage of development of the group (team), leader behaviors need to be flexible (adaptive) and responsive to that specific stage. Essentially, the earlier stages correspond to a lower "readiness" of the group perform tasks and to produce results, and the higher stages correspond to a higher "readiness of the team to perform tasks and produce desired results.



STAGES and CHARACTERISTICS, TASKS AND ISSUES

ORIENTATION

Characteristics

- Feeling moderately eager with high expectations
- Feeling some anxiety - Where do I fit? What is expected of me?
- Testing the situation and central figures
- Dependent on authority and hierarchy
- needing to find a place and establish oneself

Tasks

- Provide orientation
- Create structure
- Define, goals, direction, and roles
- Define tasks and required knowledge and skill

Issues

- Inclusion
- Trust

DISSATISFACTION

Characteristics

- Experiencing a discrepancy between hopes and reality
- Feeling dissatisfied with dependence on authority
- Feeling frustrated and anger around goals, tasks and plans
- Feeling incompetent and confused
- Reacting negatively toward leaders and other members
- Competing for power and attention
- Experiencing polarities: dependence/counter-dependence

Tasks

- Develop skills
- Redefine goals, roles, and tasks
- Learn how to work together
- Remove emotional blocks

Issues

- Power
- Control
- Conflict

INTEGRATION

Characteristics

- Resolving discrepancies between expectations and reality
- Resolving polarities and animosities
- Developing harmony, trust, support and respect
- Developing self-esteem and confidence
- Members are open giving and receiving feedback
- Sharing responsibility and control
- Using team language

Tasks

- Deepen skills and understanding
- Increase productivity
- Share opinion and skills
- Evaluate critically and constructively
- Examine team functioning

Issues

- Movement from content to facilitator focus
- Relinquish control (by leader)
- Avoidance of “group think”
- Some continued confrontation and conflict

PRODUCTION

Characteristics

- Excited about participating in team activities
- Working collaboratively and interdependently with whole-and-subgroups
- Feeling team strength
- Showing high confidence in accomplishing tasks
- Sharing leadership
- Feeling positive about task success
- Performing at high levels

Tasks

- Focus on task achievements
- Deal immediately and directly with interpersonal/group issues
- Continue to inquire/explore
- Continue to deepen knowledge/skills
- Make efficient use of time

TERMINATION

Characteristics

- Feeling concern about impending dissolution
- Feeling sadness or gratification
- Decreasing or increasing task activity
- Experiencing a decrease or increase in morale

Tasks

- Celebrate endings
- Be present through transition
- Observe for regression

Issues

- Premature dip in morale and productivity

TWO DIMENSIONS RELATED TO STAGES OF DEVELOPMENT

Two key DIMENSIONS tell us about a team's stage of development:

- 1.** **PRODUCTIVITY - (competence)** is related to Knowledge, skills and task accomplishment. This is the ability to achieve results. It depends on:
 - Technical knowledge and skill of members
 - Setting goals and measuring results
 - Effective team problem solving and decision making

- 2.** **MORALE - (commitment)** is related to motivation, confidence and group cohesion. It depends on:
 - Enthusiasm and optimism
 - Commitment, relationships and cooperation
 - Praise and recognition
 - Shared leadership

DIAGNOSING TEAM READINESS

Effective team leadership is about *Diagnosing* the stage of development of a team and determining the teams needs.

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	

STAGES OF TEAM DEVELOPMENT CHARACTERISTICS AND BEHAVIORS

Individual members and the team as a whole exhibit distinctive behaviors and dynamics as they progress through the stages of development.

Team Development at Stage 1 - Orientation

- Team members feel relatively enthusiastic about the future of the team but have not yet acquired all of the necessary team knowledge and skills. Policies, procedures and practices are unclear.
- 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
- Team members feel a sense of expectancy and mild excitement, as well as some apprehension, as they anticipate working together.
- 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.
- 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.
- 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.
- The team shows little evidence of task accomplishment. The team's problem-solving and decision-making skills are undeveloped.

Another term commonly used for this stage ***FORMING***

Team Development at Stage 2 - Dissatisfaction

- 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.
- 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.
- 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.
- 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.
- Team members rarely give recognition or express appreciation to each other. They tend to criticize each other or focus on negative aspects.
- 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.
- The team shows some evidence of task accomplishment. Team members struggle with problem solving and decision-making.

Another term commonly used for this stage ***STORMING***

Team Development at Stage 3 - Integration

- 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.
- 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.
- 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.
- 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
- 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.
- 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.
- The team is showing evidence of moderate to high-risk task accomplishment. Team members are fairly agreeable in solving problems and making decisions.

Another term commonly used for this stage ***NORMING***

Team Development at Stage 4 - Production

- 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.
- 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.
- 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.
- 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
- 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.
- 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.
- 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.
- 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.

Another term commonly used for this stage ***PERFORMING***

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.

Using the “Team Diagnosis Tool,” answer the questions below.

TEAM DIAGNOSIS TOOL

<i>If Productivity is.....</i>	<i>If Morale is</i>	<i>Stage of Team's Development is.....</i>
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 *Stage of Development* is this team in? _____

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.

Using the "Team Diagnosis Tool," answer the questions below.

TEAM DIAGNOSIS TOOL

<i>If Productivity is.....</i>	<i>If Morale is</i>	<i>Stage of Team's Development is.....</i>
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 *Stage of Development* is this team in? _____

What indicators can you identify? _____

DIAGNOSING 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- Team members rarely give recognition or express appreciation for each other. They tend to criticize each other or focus on negative aspects.
- 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.
- 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.
- 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.
- Team members feel a sense of expectancy and mild excitement, as well as some apprehension, as they anticipate working together.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- The team shows evidence of moderate to high task accomplishment. Team members are fairly agreeable in solving problems and making decisions.
- 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.
- The team shows little evidence of task accomplishment. The team's problem-solving and decision-making skills are undeveloped.
- The team shows some evidence of task accomplishment. Team members struggle with problem-solving and decision-making.

TEAM LEADERSHIP

Team leadership can be exhibited by anyone related to the team. It can be a group member and/or one in a formal position of authority. Team leadership is;

- is an influencing process
- is aimed at team development
- is focused on individual, team and organizational goals

Effective team leadership is the ability to diagnose the needs of a team and behave in way that help that team meets those needs. Effective team leaders adjust their style to provide for the group what the group can't provided for itself. Leaders need to be **FLEXIBLE** with the ability to use a variety of leadership behaviors (styles). There are two elements to effective leadership behavior. Effective leaders provide;

Direction - is about *Organizing, Structuring, Teaching, and Focusing*

Support - is about *Involving, Listening, Encouraging and Praising*

The chart on the following page provides behavioral indicators of both *directing* and *supporting*.

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

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.

<i>DIRECTIVE</i>	<i>SUPPORTIVE</i>
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.
Provide technical training relevant to the team's purpose and goals.	Practice active listening.
Provide opportunities to practice new behavior and give feedback.	Build supportive relationships.
Provide feedback on performance and results.	Provide resources and policies that enable people to get their jobs done easily.

Effective leaders have the ability choose and **MATCH** leadership behaviors that meet the developmental needs of a team. There are four distinct styles of leadership that is a best “**Probability Match**” for each stage of development.

STRUCTURING is used in the ***Orientation*** stage to provide information and develop skills, as well as to clarify goals and roles.

RESOLVING is used in the ***Dissatisfaction*** stage to continue with high direction and to increase supportive behaviors to include more listening, input, and conflict resolution.

COLLABORATING is used in the ***Integration*** stage to decrease the amount of direction and maintain high support by helping group members develop confidence in their ability to work together, and by helping the group to assume responsibility for decision making.

VALIDATING is used in the ***Production*** stage to enable the group to provide its own direction and support to monitor its goals and performance.

Structuring (S1)	Structuring is for the Orientation Stage. Provide information and develop skills, as well as clarify purpose, roles, goals and operating procedures.	High Direction Low Support
Resolving (S2)	Resolving is for the Dissatisfaction Stage. Continue with high direction; increase support to include more involvement, listening and conflict resolution.	High Direction High Support
Collaborating (S3)	Collaborating is for the Integration Stage. Decrease the amount of direction, and maintain high support by helping team members develop confidence in their ability to work together and by helping the team assume responsibility for decision-making and self-direction.	Low Direction High Support
Validating (S4)	Validating is for the Production Stage. At this stage, the team is able to provide its own direction and support. Recognize team accomplishments and create new challenges.	Low Direction Low Support

The primary question: Is a change in leadership style needed? If there is a

Consider: Appropriate Leadership Style- S_____, and Current Leadership Style- S_____.

- Match - Develop an action plan that supports the continued growth of the team.
- Mismatch - Develop an action plan that meets team development needs.

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.

SKILLS THAT EFFECTIVELY IMPACT TEAM PRODUCTIVITY (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 MORALE (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.

MATCH MISMATCH ACTIVITY

PARTICIPANT OBSERVATION and LEADERSHIP STYLE SELECTION

INTERACTION # 1

Complete after each interaction

How did you feel about the interaction?

Describe the Relationship between the supervisor and the team?

Did the interaction work?

How so, or why not?

What were team member's non-verbal and verbal reactions to the "leadership style?"

At our team's Developmental Level this style represented: Over-supervision under-supervision

The leadership/supervisory style was a: Match Mismatch

Complete as a team at the end of all interactions

Discuss the interaction as a group. Identify the various leader behaviors and select the Leadership Style demonstrated in during this interaction.

Behaviors

- Style 1: Structuring
- Style 2: Resolving
- Style 3: Collaborating
- Style 4: Validating

MATCH MISMATCH ACTIVITY
PARTICIPANT OBSERVATION and LEADERSHIP STYLE SELECTION

INTERACTION # 2

Complete after each interaction

How did you feel about the interaction?

Describe the Relationship between the supervisor and the team?

Did the interaction work?

How so, or why not?

What were team member's non-verbal and verbal reactions to the "leadership style?"

At our team's Developmental Level this style represented: Over-supervision under-supervision
The leadership/supervisory style was a: Match Mismatch

Complete as a team at the end of all interactions

Discuss the interaction as a group. Identify the various leader behaviors and select the Leadership Style demonstrated in during this interaction.

Behaviors

- Style 1: Structuring
- Style 2: Resolving
- Style 3: Collaborating
- Style 4: Validating

MATCH MISMATCH ACTIVITY

PARTICIPANT OBSERVATION and LEADERSHIP STYLE SELECTION

INTERACTION # 3

Complete after each interaction

How did you feel about the interaction?

Describe the Relationship between the supervisor and the team?

Did the interaction work?

How so, or why not?

What were team member's non-verbal and verbal reactions to the "leadership style?"

At our team's Developmental Level this style represented: Over-supervision under-supervision

The leadership/supervisory style was a: Match Mismatch

Complete as a team at the end of all interactions

Discuss the interaction as a group. Identify the various leader behaviors and select the Leadership Style demonstrated in during this interaction.

Behaviors

- Style 1: Structuring
- Style 2: Resolving
- Style 3: Collaborating
- Style 4: Validating

MATCH MISMATCH ACTIVITY

PARTICIPANT OBSERVATION and LEADERSHIP STYLE SELECTION

INTERACTION # 4

Complete after each interaction

How did you feel about the interaction?

Describe the Relationship between the supervisor and the team?

Did the interaction work?

How so, or why not?

What were team member's non-verbal and verbal reactions to the "leadership style?"

At our team's Developmental Level this style represented: Over-supervision under-supervision

The leadership/supervisory style was a: Match Mismatch

Complete as a team at the end of all interactions

Discuss the interaction as a group. Identify the various leader behaviors and select the Leadership Style demonstrated in during this interaction.

Behaviors

- Style 1: Structuring
- Style 2: Resolving
- Style 3: Collaborating
- Style 4: Validating

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— 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.

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.

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.

***JOURNALING FOR INDIVIDUAL
LEARNING***

AND

PROFESSIONAL DEVELOPMENT

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

Managing Team Conflict

PERFORMANCE STANDARD

By the end of this section you will be able to:

1. Explain the 5 Conflict Modes for handling situations when faced with conflict.
2. Recognize your own predominant mode of handling conflict and identify situations when it is effective and ineffective.
3. Demonstrate at least 3 strategies for addressing and resolving conflict in group and team situations.

DIMENSIONS FOR MANAGING CONFLICT

There are two distinct dimensions that people use to meet their needs. Different situations and circumstances require a different balance and use of each.

ASSERTIVENESS

The energy or extent to which an individual attempts to satisfy his or her own concerns

COOPERATIVENESS

The extent to which an individual attempts to satisfy the other person's concerns

Two heads are better than one

Split the difference

Leave well enough alone

Might makes right

FIVE BASIC CONFLICT STYLES

COMPETING

Competing is when an individual pursues their own concerns at the another person's expense. This is power oriented behavior. Usually one uses power to win their position - this could be their ability to argue, or they could use position, power, rank or economic sanctions.

Competing behavior may also be when a person is standing up for their rights or defending a position or not willing to negotiate or compromise. Competing may also mean simply trying to win

ACCOMMODATING

Accommodating is the opposite of competing. This is when an individual neglects their own concerns to satisfy the concerns of others. There is an element of self sacrifice.

AVOIDING

Avoiding - In this style the person or persons do not address the conflict. This may be diplomatically sidestepping the issue, postponing the issue or simply withdrawing from a threatening situation.

COLLABORATION

Collaboration is the opposite of avoiding. Collaboration involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. This style means digging into an issue to identify the underlying concerns of those involved in the conflict.

The disagreement is explored to learn what solutions might resolve competition for resources or what solutions or strategies to problems will meet both sets of concerns.

COMPROMISING

Compromising - The objective of this style is to find an expedient, mutually acceptable solution which partially satisfies both parties. Compromising falls on the middle ground between competing and accommodating.

Compromising might mean exchanging concessions or seeking a quick middle ground position.

STRATEGIES FOR MANAGING CONFLICT

INITIATION: "*Let's deal with the problem.*" It is important not to begin to allow verbal attacking, blaming or demeaning. The team leader may have to set ground rules.

ACTIVE LISTENING: "*Let's listen, reflect, paraphrase or clarify all points of view.*" Active listening is hard to achieve. We tend to judge, evaluate, approve or disapprove of what someone is saying before we, understand the frame of reference from which he or she is talking.

DIAGNOSIS: "*What is really going on here? Can we define the problem?*" People may see the problem defined differently. There may be a lack of information that is causing the misunderstanding.

PROBLEM SOLVING: "*What can we do about this?*"

1. Do we have enough information?
2. Can we generate possible solutions?
3. Which solutions might satisfy both concerns?

EVALUATION: "*What did we learn from this?*"

1. Do we need to change or adjust?
2. Can we prevent this kind of problem in the future?



*Strategies for Building
Effective Work Teams*

Playbook

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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 – Active Listening and 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 interdependence. What affects one, affects all in some way. You must be willing to listen, open up and influence other team members, just as you must be open enough to be influenced by others. Learning how to listen and 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 and informal rules can get in the way of performance and reaching goals and the mission.

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.

Stages of Team Development – The Stages of Team Development refers to two primary dimensions: *Productivity* and *Morale* (Team Development and Situational Leadership, Hersey and Blanchard). The model looks at an individual or group's competence and commitment (productivity and moral) and then matches the skills and strategies necessary to develop a team. Group Dynamics plays a significant role in team development where these questions become the central issue: who is in control? How is that control exercised? What happens to people who do not comply with the controls?

Problem Solving - A team generally forms to problem solve. It is the ability to decide on a task, match the necessary skills, and maintain motivation. 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. The 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 within your respective agencies. The more comfortable you are practicing these skills in training, 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.

Introduction and 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 make life difficult. We often don't get to select our team's 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 the effectiveness of our communication with fellow team members by crafting our messages in ways that are most readily accepted by them.

Colors

Team Member Name	Color	From this Person Strengths I will draw on	From this Person Challenges I will face

Team Formation Exercise

In this exercise, you will create a team Name, Logo and Motto. 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 attitudes. Most teams are put together based on criteria other than how well they get along. Your team reflects this 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 **logo**, and a team **motto**. You will develop your team identify and construct it on a piece of flipchart paper. Please be prepared to present your result to the whole class. You have _____ minutes to complete the assignment.

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 ***colorful*** 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?

Why Teams Exercise

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	Team Choice	Expert	Your Difference Number of places your choice is from experts	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:

Organizational Dialogue Meeting

Every team needs to communicate in an effective manner. Teams need to align 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 yet doesn't operate within the larger organization's values and mission is, in the final assessment, a failure.

The Organizational Dialogue Meeting is a simple six-part process that can be used in a variety of situations: roll call, team trainings, strategic planning meetings, and project progress meetings, etc. These six parts will be used during this training to practice using the technique of Dialogue within an organizational context.

1. **Opening:** This is a brief check-in by the facilitator to set and establish an open tone for members in the organizational community. It is a time to determine what is occurring for the participants. It can be used to “break the ice” and open the meeting. Activities, humor (with good taste) and enthusiasm are utilized with the intention of having the members be present to the body of the Organizational Dialogue Meeting. The opening can also be used to energize the group. (5 minutes)
2. **Intention:** The facilitator of the meeting introduces (or revisits) the purpose, goals and/or central issue of the meeting. The purpose is the intention or the commitment behind the meeting, and should address the “why are we here?” question. Any method or technique can be used to convey this. It can be an activity, or it can be solicited from members of the organization. Facilitators should encourage participation from members to offer their own insights with regard to their view of the purpose and what it means to them. (5 minutes)
3. **Issues/Problems/Opportunities:** This is the heart of the Organizational Dialogue Meeting. As the number of members and work teams in the organization increases, so do the problems, issues and opportunities. All manifest in both personal and organizational ways. These are first expressed and acknowledged, followed by dialogue of the impact on people and the organization, and lead to strategies and mechanisms for effective resolution. Other 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 this part of the meeting, 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, the intent is workability.
 - There is commitment that all voices will effectively forward the conversation.

4. **Acknowledgement**: This is where individual members and/or groups are recognized for achieving standards of excellence, and for their contributions in adding value to their teams and the organization. Personal triumphs and events can also be announced. (5 minutes)
5. **Planning**: Announcements may be made regarding anything of relevance to the organizations members ranging from; activity announcements and reminders, schedule changes, assignments, or any other business of interest to the group. Facilitators may ask for announcements from members of the organization prior to the meeting, but should ask for any additional announcements during this part. (5 minutes)
6. **Adjournment**: The purpose of the adjournment is to leave organizational members with sense of cohesion. The completion is a summary of the meeting and it is designed to forward the group. The meeting leaves the members and issues resolved for the time being. This can be anything from an intentional group or organizational ritual, to a participatory exercise that is appropriate to the issues and the members of the meeting. It is appropriate to address organizational values at this time, and to reflect and think critically of how members of the organization are practicing the values. (5 minutes)

Facilitating the Organizational Meeting

INSTRUCTIONS: You have witnessed and participated in an Organizational Dialogue Meeting as demonstrated by the instructors. Each group will be responsible for conducting an Organizational Dialogue Meeting during one of the remaining days in the training. The instructors will indicate the signup process so teams will know what day they will be responsible to facilitate the meeting.

TASK:

- 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)
- 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 use in 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 within 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 Dialogue 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/Opportunities part 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!

Debrief: The instructors will facilitate a debriefing after each Organizational Dialogue Meeting.

Giving and Receiving Feedback

Good communication is about giving and receiving feedback. Done properly, it is an excellent way to promote healthy team's relationships and minimize conflict. A team that is open to mutual influence should practice giving and receiving of feedback.

Guidelines for Giving Feedback

1. Be HELPFUL - consider value to receiver before starting.
2. Agree on GROUND RULES in advance.
3. OWN the feedback using "I" statements.
4. Be DESCRIPTIVE - focus on behavior that can be changed, rather than personality.
Avoid "advice-giving" ("you should")
5. Be SPECIFIC about behaviors or events with concrete examples.
6. Be SENSITIVE - considering the needs of the other person and about things the person can change.
7. Be THOUGHTFUL - well considered rather than impulsive.
8. Be SUPPORTIVE - with delivery in non-threatening and encouraging manner.
9. Ensure TIMING is appropriate being as close to issue or event as possible and at an opportune time.
10. Keep your sense of **humor**

Guidelines for Receiving Feedback

1. Be OPEN - listening without interruption.
2. Be RESPONSIVE - willing to hear the feedback.
3. Be ACCEPTING - without denial, justification and explanation.
4. Be RESPECTFUL - recognizing value of what is being said.
5. Be ENGAGING - interacting with the speaker and asking for clarification when needed.
6. ACTIVELY LISTEN - focus on meaning of feedback.
7. Show INTEREST - that you are genuinely interested in getting the feedback.
8. Be SINCERE - a genuine interest in acting on the feedback.
9. Be THOUGHTFUL - try to understand the personal behavior leading to the feedback.
10. Keep your sense of **humor**

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 Feedback Skill	Always	Sometimes	Never
I consider the value to the receiver before giving feedback.			
I discuss ground rules before giving feedback.			
I own my messages by using “I” statements.			
My feedback is descriptive and non-judgmental.			
I use specific and current examples of behavior.			
I give feedback in small amounts about changeable things			
I check to see if feedback is helpful.			
I am supportive and non-threatening in my delivery.			
My feedback is thought out rather than impulsive			
I consider appropriate timing check for receiver readiness.			
I maintain a healthy sense of humor.			

Receiving Feedback Skill	Always	Sometimes	Never
I listen without interruption.			
I am willing to hear the feedback.			
I accept the feedback without denial, justification, or explanation.			
I value and respect the feedback from the person.			
I ask for clarification when needed.			
I show that I am interested in the feedback.			
I focus on the personal behavior which is the basis of the feedback.			
I actively listen focusing on the meaning of the feedback.			
I am sincere about acting on the feedback.			
I maintain a healthy sense of humor.			

Team Norms

Norms are a part of team structure. They are the rules and agreements that make a team's functioning effective, 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 team accountability. Most importantly, norms must be flexible and designed to increase team effectiveness. Each team member must be responsible to enforce the norms, and challenge behavior that violates the norms.

A team's norms should support ***Productivity*** and ***Morale*** dimensions. 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.

Examples of less specific norm

“Everyone will listen to everyone else.”
“We will be nice to everyone.”

Examples of more specific norm

“We will raise issues and concerns regarding team behavior immediately.”
“We will arrive to all meetings on time.”
“We 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 _____ 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 behaviors they would like to see that will make the team an effective and create a safe environment to function and work with each other. 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.

Behaviors (Norms) I would like to see while working with my team.

Take several minutes and write down behaviors 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?

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 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 be able to create norms and agreements that work for you, and how to use this process in working with groups at your work place.

Take a few minutes and assess yourself, and then pick a different team member to assess you, again assessing yourself using the white boxes and your partner using the shaded boxes.

Norm Process Assessment - Giving and Receiving Feedback

Giving Feedback Skill	Always	Sometimes	Never
I consider the value to the receiver before giving feedback.			
I discuss ground rules before giving feedback.			
I own my messages by using "I" statements.			
My feedback is descriptive and non-judgmental.			
I use specific and current examples of behavior.			
I give feedback in small amounts about changeable things			
I check to see if feedback is helpful.			
I am supportive and non-threatening in my delivery.			
My feedback is thought out rather than impulsive			
I consider appropriate timing check for receiver readiness.			
I maintain a healthy sense of humor.			

Receiving Feedback Skill	Always	Sometimes	Never
I listen without interruption.			
I am willing to hear the feedback.			
I accept the feedback without denial, justification, or explanation.			
I value and respect the feedback from the person.			
I ask for clarification when needed.			
I show that I am interested in the feedback.			
I focus on the personal behavior which is the basis of the feedback.			
I actively listen focusing on the meaning of the feedback.			
I am sincere about acting on the feedback.			
I maintain a healthy sense of humor.			

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 aspect of feedback, what would it be?

NOTES:

Communication Patterns Exercise—Who's Got A Heart

Team Assessment of Norms

Step One: Place your team's norms in the spaces below.

Step Two: 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				
Rating	1	2	3	4	5
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:

Team Roles

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

When we speak of **Productivity** we are referring to the mission, the goal, the product, and the thing that has to get done. When we talk of **Morale** we are talking about the energy spent on the how people get along and the extent to which we create a supportive, 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 **Productivity** -related functions of the group. These roles and skills are clearly focused on getting the job done. These roles include:

Productivity Roles/Behaviors

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- *Morale* - between members. These roles sometimes seem to blur with productivity 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:

Morale Roles/Behaviors

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:

Role 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 each statement on the previous page to the corresponding statement number on this page.

PRODUCTIVITY ROLES/ACTIONS

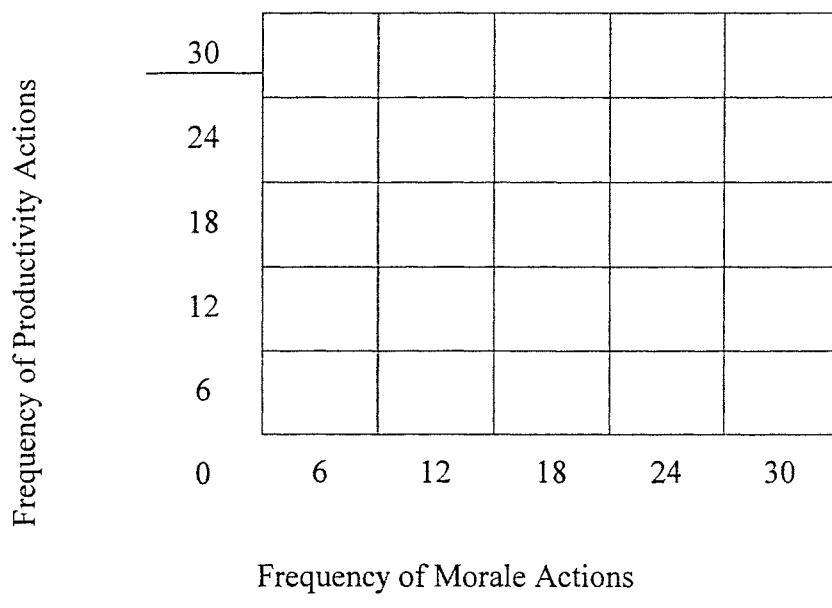
- 1. Information/Opinion Giver
- 3. Information/Opinion Seeker
- 5. Initiator
- 7. Clarifier
- 9. Consensus Taker
- 11. Summarizer

Total

MORALE ROLES/ACTIONS

- 2. Encourager
- 4. Gatekeeper
- 6. Harmonizer
- 8. Standard Setter
- 10. Compromiser
- 12. Encourager

Total



Where is your contribution?
Productivity or Morale?

Does that help the team?

What could you change to
improve the team?

How does your team graph?

Team Totals

1. + + + + + = / =
3. + + + + + = / =
5. + + + + + = / =
7. + + + + + = / =
9. + + + + + = / =
11. + + + + + = / =

Team Productivity Action Total _____

2. + + + + + = / =
4. + + + + + = / =
6. + + + + + = / =
8. + + + + + = / =
10. + + + + + = / =
12. + + + + + = / =

Team Morale 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 **criticality** of the decision, the **number of people** it will take to carry it out, and the **time available** for implementation.

INSTRUCTIONS:

TASK:

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

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 space next to the number associated with 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 checked "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 AND CONTRIBUTIONS

Write a few words about each of your Team members (including you) which summarize their strengths and how the team has benefitted from that person over the past week. Be specific - describe behaviors, activities and/or events where the person made meaningful contributions.

INDIVIDUAL CHALLENGES AND LEARNING OPPORTUNITIES

Identify one behavior where you feel each person (including you) in your team can be further challenged to develop new or stronger skills. Even if a person is already a strong team person, each of us can always improve. Describe a specific behavior and/or instance where the person could have made a contribution by behaving differently.

***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

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

Key Themes and Ideas

Related Section _____

