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Notes and Handouts

What it Means to Work in a Team



1. About these Notes

The lecture and these notes will give you an overview of team building skills. You should use them in conjunction with the MBTI notes from the previous lecture. All the theory in the world however will not replace your ability and commitment to work within a team and not work from without. You cannot be an observer you need to get in and be a part of the team. Ensuring a team is working effectively requires continual maintenance by all individuals in the team. It does not just happen on its own. Failure to keep the team working at maximum effectiveness requires constant vigilance and support. A person working on their own to the exclusion of the rest of the team members does not constitute an effective team. This is not to say that individuals cannot carry out individual tasks within a project but everyone in the team has to be able to contribute.

"My way or the highway" is not a phrase that sits comfortably in a team environment.

2. Learning Outcomes

The lecture is aimed at giving you an appreciation of what it means to be a team player as a participant in your projects and how to best contribute to the projects to ensure maximum personal and team efficiency, effectiveness and success. This includes gaining a better understanding of yourself, of your preferred role within the group and of how you operate and interact with others. Ideas gained from the lecture will help you develop good relationships with other colleagues.

On completion of this lecture you will:

- Better understand yourself, your role in the program team and how you contribute to team productivity
- Understand the issues that surround team development and the processes teams work through
- Link your MBTI type to your team role
- Understand better the characteristics of a high performing team
- Understand better the way team members communicate and how to build relations within a team
- Revisit draft team norms
- Map your team profile



3. What Constitutes A Team

A team is made up a variety of components. Each component is usually used at some stage or other depending on the project, the tasks within the project, the constitution of the members of the team (numbers, individual preferences and skills) and the timeframes. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than yourself. It has a lot to do with your understanding of the objectives of your project.

Even though you have a specific job function in the project, you are unified with other project members to accomplish the overall objectives. The bigger picture drives your actions; your function exists to serve the bigger picture.

Team members perceive their service as valuable to the project and to their own careers. Team members anticipate recognition for their contributions. Team members expect their skills to grow and develop on the team.

Team members need to understand why they are participating on the team.

4. Roles Within a Team

Sally Crawford of Crawford and Associates wrote that there are four main roles that correspond to the extremes of each of the two dimensions:

The **visionary** role is that of seeing very broadly the possibilities of what the team can become and what it can produce. This is the role from which innovation comes.

The **checker** role is that of ensuring that all the detail of activities and work carried out by the team is done as expected. This is where quality control is located.

The **driver** role is that of pushing to produce the volume, to complete the tasks, and to organise activities.

The **socialiser** role is that of stimulating human interaction within the team and of satisfying high human and social values. This is where social enjoyment and the human conscience of the team are located.

In addition, there are four roles, which link these four dimensions:

The **planner** role is that of developing visions into achievable goals that the team can work on, and that the driver role can use as its basis for action.



The **worker** role is that of carrying out the activities that the team is undertaking, and responds to the driver role for direction.

The **challenger** role is that of questioning the vision, plans and activities in the context of wider social and organisational values.

The **harmoniser** role is that of ensuring that the human and social values are maintained while getting the work done.

Every person has the capacity to carry out each of these roles. However, each person is better at some roles than others.

Every team needs these roles present for effective performance. Some formal roles have direct responsibilities for major parts of these informal roles, eg an auditor is obviously a formal recognition of the checker role. However, unless these roles are fulfilled on an informal basis as well, team performance will not be as high as it might be.

5. WHICH TEAM ROLES DO YOU PLAY?

Against each role, name people in your team or group at work who strongly carry this role:

<i>Visionary</i>		<i>Checker</i>	
<i>Driver</i>		<i>Socialiser</i>	
<i>Planner</i>		<i>Harmoniser</i>	
<i>Challenger</i>		<i>Worker</i>	

Are there roles in your own team that are not carried out sufficiently?

<i>Yes</i>	<i>No</i>
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Team-Disrupting Roles

The team-enhancing roles have a set of opposites that are similar but which act against good teamwork.

The **crank** is stuck in a single narrow vision of how things should be, and will not consider other influences or ideas.

The **stirrer** criticises in a negative, destructive manner.

The **fuss-pot** is never happy with plans and refines and modifies them to the extent that they can never be implemented.



The **tyrant** drives people without any consideration of their needs, or whether deadlines are realistic.

The **drop-out** withdraws from contributing to the goals of the team, either actively through clowning around or joining protest movements, or passively through isolating themselves.

The **plodder** has lost enthusiasm for the work, and carries on in a slow and inefficient manner.

The **rescuer** compulsively helps people out and suppresses conflict, even though this prevents the other person from learning through mistakes and disagreements.

The **nit-picker** delights in finding irrelevant errors, or things that are simply done in a way which is different from their way.

While people have a few team-enhancing roles that they perform best, and feel most comfortable in, they run the risk of slipping into the corresponding team-disruptive roles. So a person who enjoys the driver role can slip into the tyrant role; the worker runs the risk of becoming a plodder when the work becomes routine.

When people have to carry out a team role that is not their preferred one, there is a tendency to adopt the team-disruptive role rather than the team-enhancing role. For example, a person who is comfortable as a checker may actually express a stirrer role when asked to comment on how well the team has performed (i.e. the challenger role). A person who prefers the visionary and challenger roles may work like a plodder when it comes to doing things.

Which team-disruptive roles do you have to be careful to avoid in making your contribution to the team?

Crank		Nit-picker	
Tyrant		Drop-out	
Fuss-pot		Rescuer	
Stirrer		Plodder	

The Team-Developer Role

Finally, there is a role, which can be learned by all people in the team despite their preferred team roles. This is the role of team-developer. As with the other roles, it is one that must be shared while recognizing the leadership responsibilities expected in a number of the formal roles. The team developer role is one of understanding the place of all the team roles, and of helping them to develop in the team in a balanced way. Team developed role is exercised by a team member who accepts and encourages roles other than their own preferred ones.



The team-developer role keeps people in the team-enhancing roles rather than the team-disruptive roles. The role involves the three Ms – Motivator, Mentor and Monitor.

“Team Types Crawford & Associates”

6. Tips On How To Behave In A Team

Positive and negative behaviour

Regardless of which role a member plays, their behaviour could be positive or negative.

Positive behaviour is displayed by:

- active listening;
- summarising;
- open body language, eye contact;
- encouragement;
- enhancing and maintaining the self esteem of others.

Negative behaviour is displayed by:

- interrupting;
- silence;
- whispering to other members;
- aggression;
- ridicule;
- withdrawal, either mentally or physically, from the group;
- personal attacks.

A team member plays an important role in the behaviour of the team. An old song tells us to '... accentuate the positive, eliminate the negative...'. As a team member you should encourage and support positive behaviour.

You can do this by giving feedback:-

'I liked what you did in the meeting today' ' ...

Initially, negative behaviour should be ignored - it often then disappears. Don't encourage it and fuel it. However, if a person in your group continues to behave in a negative way, you have a responsibility as a team member to raise this with the member concerned and if it still persists, with the group.



7. Theory on Team Development

Dr Bruce Tuckman published his Forming Storming Norming Performing model in 1965. He added a fifth stage, Adjourning, in the 1970's. Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader changes leadership style. Beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached. At this point the team may produce a successor leader and the previous leader can move on to develop a new team. The authority and freedom extended by the leader to the team increases while the control of the leader reduces.

Features of each phase:

Forming - Stage 1

High dependence on leader for guidance and direction. Little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored. Members test tolerance of system and leader. Leader directs (similar to Situational Leadership® 'Telling' mode).

Storming - Stage 2

Decisions don't come easily within group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader coaches (similar to Situational Leadership® 'Selling' mode).

Norming - Stage 3

Agreement and consensus is largely formed among team, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. Leader facilitates and enables (similar to the Situational Leadership® 'Participating' mode).

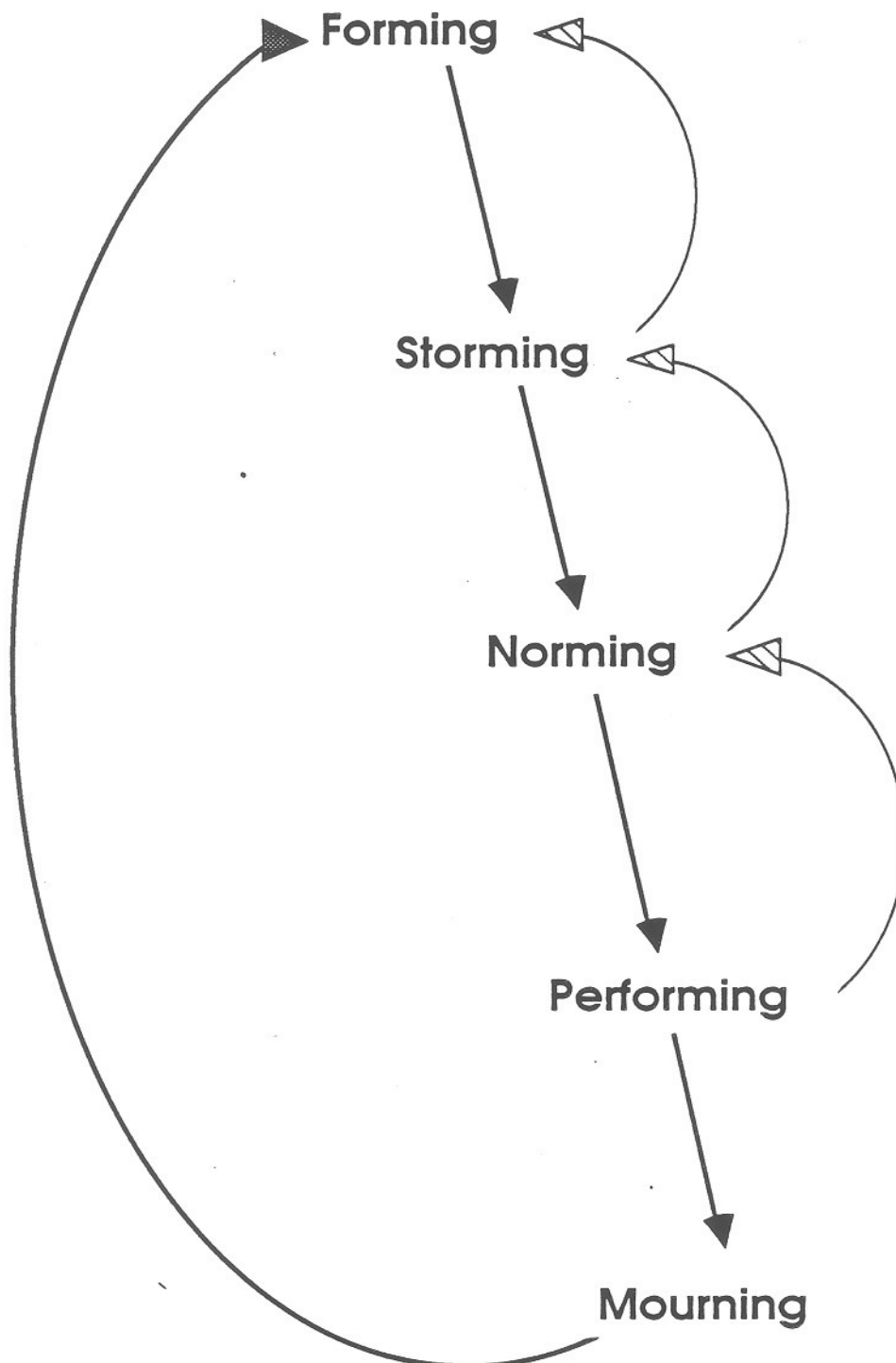
Performing - Stage 4

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team.



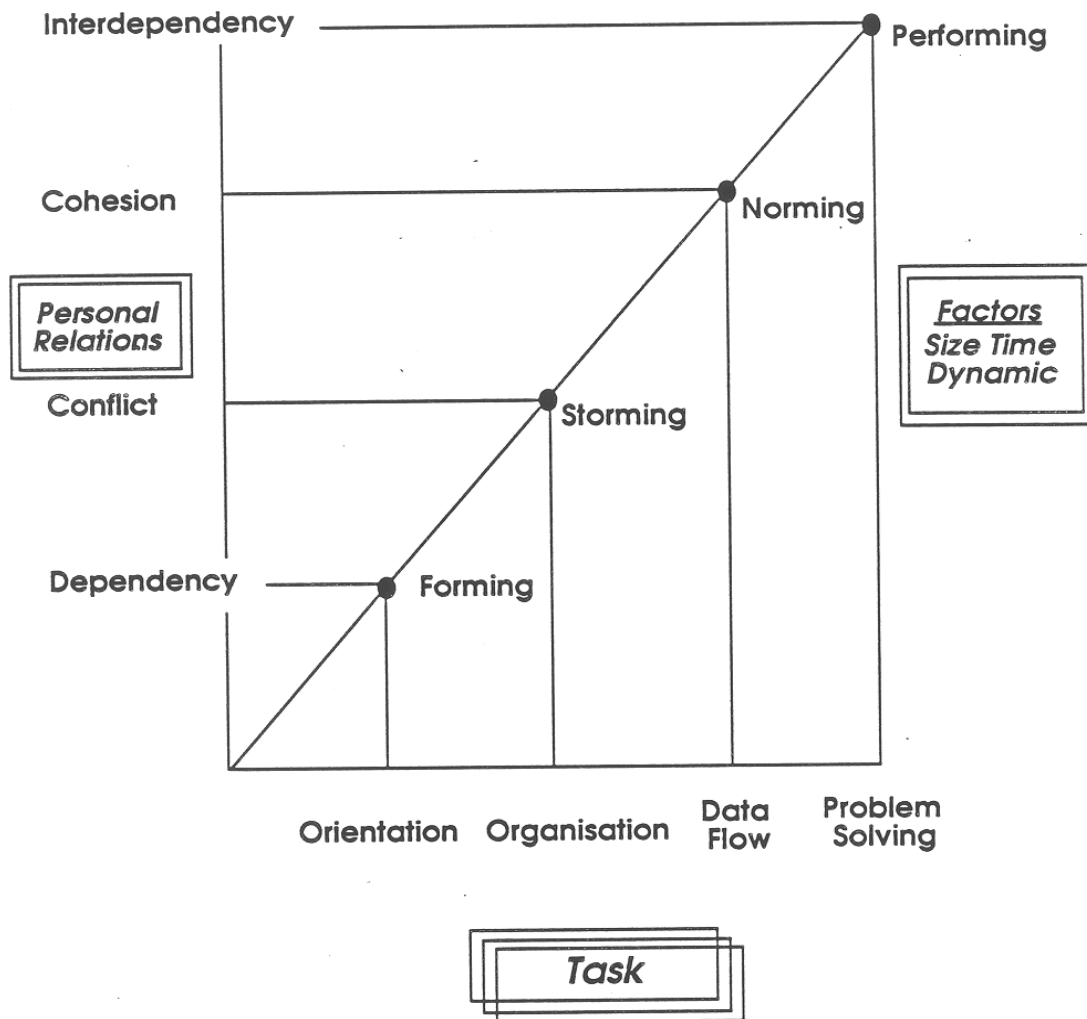
Tuckman's Model

Stages of Group Development *Tuckman's Model*





Dependency versus Task Model



As mentioned earlier, Tuckman added a 5th stage which he called Adjourning or Mourning. This is where the group is ending or has ended a project and are coming down from a high achievement. The group usually goes through the following:

- Group is Ending
- Breakdown of Group Skills
- Loss of Control
- Strong Emotional Bonds
- Erratic Attempts to Work
- Confusion
- Disorientation
- Emotional Pain
- Grief
- Uncertainty

High energy Teams Model



MARGERISON - McCANN

THE HIGH-ENERGY TEAMS MODEL

Figure 1



8. What do I now know about myself

As with MBTI each person has their own personal gifts, expertise, values and personalities that they bring to a team. From what you have learnt about yourself today make some notes/observations below on what you can do to improve your effectiveness as a team member when working with other team members in UNI projects.

What I can do to improve my effectiveness in my Team.

Changes I can make tomorrow:

1. _____

2. _____

3. _____

Long term habit changes I can make in the next month:

1. _____

2. _____

3. _____



9. References

Dick Bob, *Helping groups be Effective*

Nash Susan, *Turning Team Performance Inside Out*

Johnson David and Frank, *Joining Together*

Dr Johnson Spencer, *Who Moved my Cheese?*

Huszczo Gregory, *Tools and team Excellence*