TEAMWORK
Overcoming differences to work towards a common goal.

# Instructor Guide

## TEAMWORK PART I:  CREATING AN EFFECTIVE TEAM

West Virginia Department of Transportation
Division of Highways
Training & Development Section 2016

## Workshop Objectives

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

- Identify the five group socialization phases
- Identify the outcomes of socialization
- Discuss the importance of group consensus and how groupthink can affect decision-making in groups
- Discuss the importance of cohesion in workgroups
- Explain the importance of effective decision-making in your team
- Explain the problem-solving technique "The Five Whys"
- Identify your personal effectiveness as a team member
- Identify your workgroup's levels of performance
- Differentiate between formal and informal leadership roles

## Introduction

"People have formed work groups in order to accomplish goals and tasks since the beginning of human history. The group whose members work collaboratively for their mutual benefit or survival, is the oldest form of social organization. Groups have played a major role in both the survival of human beings and the development of human culture. Some would argue that our ability to work together was, and is, the key to human survival and advancement. Work groups have a long and remarkable track record of success. From the beginning of human history, people have used work groups to generate new ideas, get things done, and nurture individuals."

Susan Wheelan

## Icebreaker Activity: What Do I Bring To My Group?

**Purpose:**

1. To introduce group members to each other.
2. To demonstrate the forming phase of group development.

**Time:**

20 minutes

**Materials:**

Worksheet (see next page)

**Instructions:**

*1. Divide participants into small groups*
*2. Have the participants complete the worksheet on page two (2) of the Participant Manual.*
*3. Upon completion, have participants share their responses with their group members.*
*4. Once all members have shared their responses, the group should write a group biography (on a separate piece of paper) that identifies and incorporates 3-4 facts about each group member.*

**Debriefing Questions:**

*1. How easy or difficult was it to share personal information with your group members? Why?*
*2. At this point in your group's development, has your group developed trust among its members? If yes, how? If no, why?*
*3. To what extent were group members "socially polite" when listening to each member's responses? Did any response confirm or contradict your perceptions of any group member?*

## What Do I Bring To My Group?

Complete the following statements.

| Five positive things (i.e., traits, attitudes, beliefs, behaviors) I bring to the group: |
|---|
|  |
| Five negative things (i.e., traits, attitudes, beliefs, behaviors) I bring to the group: |
|  |
| Five things I like or dislike about group work: |
|  |
| Five things I would like our group to accomplish: |
|  |
|  |

*Let's take a look at how effective you think you are in your team." Have participants complete the "Effective Member Checklist" on page three (3) of the participant manual. Discuss the results and how they feel about them.*

## Effective Member Checklist

**Instructions**: Please read the statements below. Write the number that most accurately describes your response to the statement. Use the key below to respond to each statement.

| Disagree Strongly | Disagree To Some Extent | Agree To Some Extent | Agree Strongly |
|:---:|:---:|:---:|:---:|
| ❶ | ❷ | ❸ | ❹ |

*Section I*    **ATTITUDES AND FEELINGS**

_____ 1. I avoid blaming others for group problems.
_____ 2. I assume that every group member is trying to do a good job.
_____ 3. I treat people as individuals and do not make assumptions about them based on my preconceived notions about people like them.
_____ 4. I do not get bogged down in interpersonal issues or personality conflicts.

Section I Score:

*Section II*    **PROCESSES AND PROCEDURES**

_____ 5. I encourage the process of goal, role, and task clarification.
_____ 6. I encourage the use of effective problem-solving and decision-making procedures.
_____ 7. I encourage the group to outline, in advance, the strategies that will be used to solve problems and make decisions.
_____ 8. I work to ensure that decisions and solutions are implemented and evaluated.
_____ 9. I encourage norms that support productivity, innovation, and freedom of expression.
_____ 10. I encourage the use of effective conflict management strategies.
_____ 11. I support the division of labor necessary to accomplish goals.

Section II Score:

*Section III*    **COMMUNICATION AND PARTICIPATION**

_____ 12. I work to ensure that the input and feedback of every member are heard.
_____ 13. I work to ensure that we all have a chance to demonstrate our competence and skills in the group.
_____ 14. I discourage any group tendency to adopt excessive or unnecessary norms.
_____ 15. I am, and encourage others to be, cooperative.
_____ 16. In conflict situations, I communicate my views clearly and explicitly.

_____ 17.  I respond cooperatively to others who are behaving competitively.

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Section III Score:

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**SUPPORT AND ENCOURAGEMENT**

_____ 18.  I act, and encourage others to act, in the best interests of the group.
_____ 19.  When members contribute good ideas, I express my appreciation.
_____ 20.  I encourage and work to achieve mutually agreeable solutions to conflict.
_____ 21.  I support the leader's efforts to coordinate and facilitate group goal
           achievement.
_____ 22.  I offer advice to the leader when I think the advice will be helpful.

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Section IV Score:

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*Section V* **INTERGROUP RELATIONS**

_____ 23.  I have negotiated, or would be willing to negotiate, with other groups and individuals to help my
           group obtain needed resources.
_____ 24.  I share information and impressions I have about other parts of the  organization
           with the group.
_____ 25.  I encourage the group not to overwhelm itself with too much external information
           or demands.
_____ 26.  I talk positively about my group to outsiders.
_____ 27.  I keep other members of the organization informed about what my group is doing.

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Section V Score:

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*Section VI* **WORK AND PRODUCTIVITY**

_____ 28.  When members stray off the task, I diplomatically try to bring the discussion back
           to the task.
_____ 29.  I go along with the norms that promote group effectiveness and productivity.
_____ 30.  I encourage high performance standards.
_____ 31.  I expect the group to be successful and productive.
_____ 32.  I encourage innovative ideas.
_____ 33.  I use what I have learned about group development and productivity to help
           my group become effective.
_____ 34.  I encourage the group to frequently assess and alter its functioning, if necessary.
_____ 35.  I volunteer to perform tasks that need to be done.

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Section VI Score:

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Add all of the scores for each section together and write the total in the shaded box.

| Section I Score: | + | Section II Score: | + | Section III Score: | + | Section IV Score: | + |
|---|---|---|---|---|---|---|---|

| Section V Score: | + | Section VI Score: | = | TOTAL Score: |
|---|---|---|---|---|

# WINNERS GO TO LEADERSHIP TRAINING; LOSERS NEED TO LEARN HOW TO BE GOOD FOLLOWERS

*What skills and traits do you think you need to be a good team member?* **Write responses down on flip chart or white board.**

*Lecturette:* **You nor I cannot be good leaders unless we are or can be a good follower.** The characteristics of each position are very similar. There are people who may be good followers who do not make good leaders or even want to be leaders, but **there are no good leaders who are not good followers**. Sure, there are some people who think they are too good to be a follower, but I bet their parade has only one person in it: themselves. The skills that make for good followers also make for good leaders.

Successful followers (supporters or team members) come in a wide variety of personal characteristics. We have all met loners who cannot get along with anyone. These are relatively rare. For the most part, all of us are followers at one time or another. There are some characteristics or traits that make for being a better follower. Just as with leaders, motivation is the most important single factor. Which is most important your ego or getting the job done? If you focus on the goals to be achieved and are motivated, you will a good follower and, perhaps, even a good leader.

Second in this list are such characteristics are reliability and loyalty. These are also important for leaders. Very few of us have all of best characteristics to be a good follower to the limit, but the most effective follower and leaders regardless of which role will have most of them well developed. I cannot say it too often: **these characteristics regardless of the degree to which you now have them can be further developed and enhanced**. Improvement is limitless. Remember, changes in the personality traits take years of consistent work. We can and should start today, but don't expect instantaneous results.

**Personality:** An outgoing style - the ability and enjoyment of working with other people in a team is a useful skill. A sincere liking and respect for other people is a wonderful asset. Being well liked will certainly help in working in teams or any other social situation. Humor and warmth are effective here also. First and foremost, you must be a good team member (see below for further discussion of this characteristic).

**Communications skills:** A follower must be able to understand and communicate with the leader and other team members. An effective leader must have a large amount of feedback. It is your responsibility as a follower to provide this information to the leader. Tell him/her what is working and what is not. Give him/her the information from which good decisions can be made. All of this must be done in what is an acceptable manner for that leader and that group or organization. This takes considerable skill. How do you tell someone that his/her tactics are not working without offending him or her? Very few people including leaders can accept criticism gracefully. There is no one answer to that question that will fit all situations. The best answer is tact, which will vary from one group to another.

**Cooperative/team player: Responsible/dependable:** This is a maxim characteristic for followers. If a leader cannot depend upon you being a certain place or doing a job, you are useless to him/her. Worse than that, you may be a danger because he/she may be counting on you. If you have any hope any desire to be a member of a group, a team or anything except a loner, you must have or develop dependability. Start by being on time or a few minutes early for your next appointment. Keep a calendar or a date book. It is essential for almost any type of professional career.

**Dedicated/loyal:** Yes, Absolutely! It is required. However, there may come a time when because the leader or the group is doing something illegal or immoral, you should not be loyal. You should report the behavior or actions to the appropriate people or authorities. Loyalty should not be blind or limitless.

**Persistent/patient:** There are times when you will need to relax and wait for events or time to pass regardless of whether you are a leader or a follower. And again, there will be times when you should push and not be satisfied with the status quo. Critical thinking is an important part of both being a good follower or a good leader.

**Perceptive:** You must be **sensitive** to other people's wants and needs and to changes in these wants and needs. Genuine interest in another person will often develop a sense of trust by that person. The ability to listen which will help you be sensitive to other people is an essential skill of a good follower.

**Honesty/Trustworthy:** You must be **honest**. Most people will believe and want to work with someone they trust. The narrow line is between being overly candid and criticism. When do you tell your best friend that their taste in clothes is, well, awful? The answer is probably when they will be criticized for their awful clothes if you don't tell. The art is telling them in a way that will not hurt their feelings. Honesty ranks right along with dependable as a maxim characteristic for good followers.

**Praise and compliments:** Almost everyone, leaders or followers, likes to be recognized especially if they have worked hard. People are more attracted by praise than by criticism and will be willing to work with you if you acknowledge their contributions. Let me repeat, *it is very important that people be given recognition for their contributions*. Whenever possible, always give credit.

**Prepared:** A good follower needs to be knowledgeable about the groups' goals. An effective follower should be both organized and prepared.

Obviously, this list includes much that makes a person a good human being, a good member of a family, a group, and an organization or of a community. I doubt if any of the list really surprised you. But how many of those do you need to work on?

To repeat what I said at the start of this chapter, *the equation for success for a follower is very similar to that for a leader. The more of these traits (tools) you have successfully developed the greater the probability of your success either as a follower or as a leader.*

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*Look at "A Mental Questionnaire" on page seven (7) in your participant guide. Place a checkmark beside each question to which you answer "yes." Let's discuss these traits.*

## *A Mental Questionnaire*

Let's turn those traits of a good follower into a questionnaire of your characteristics as a follower. Remember, all of us are followers at times. Be honest to yourself.

Do you cooperate with others to achieve the desired goal?

Are you willing to accept others' ideas?

Are you a team player? Or do you prefer to work by yourself?

Are you willing to give the leader and others credit and public recognition?

Are you loyal to the group?

Are you flexible? Or does it have to be done YOUR way? My way or the highway?

Are you rational or dogmatic *(dictatorial)*?

Are you dedicated to the group's goals?

Are you dependable? Can others count on you to do your part?

Can you provide constructive feedback without being negative?

There is no passing, perfect or final score for these questions. Our answers will change for different groups, different situations and different times. All of us can improve on all of these attributes, all of the time. Keep these questions in your mind, both when you are a leader and when you are a follower. They will help you succeed at both.

## *Let's Get Social*

Do you remember when you first started your current job?  Your first job?  How long did it take for you to feel like you were a part of the team? Let's talk a bit about what that means for us and how it affects our work.

There are several definitions for group socialization:

"when newcomers feel they have become  part of the group's pattern of activities;'

"when group members create shared meaning about who will do what and how the group will operate;"

"when individuals learn enough to be skillful and competent contributing members of the group."

From a communication perspective, socialization is viewed as a two-way process of influence and change whereby group members use verbal and nonverbal messages to create a new and unique group culture.

Five phases were identified as part of this communication process:

- Antecedent phase
- Anticipatory phase
- Encounter phase
- Assimilation phase
- Exit phase

*As you discuss these phases, ask for examples from the participants from their own experiences.*

Let's take a look at each of these phases. The first phase, ANTECEDENT, represents our attitudes about group work based on our previous experiences. If we've had positive group work experiences, we will bring a more positive outlook to the new group. However, if we have had bad experiences with group work, we may bring very a negative outlook to the new group. Our attitudes about groups will drive whether or not we will commit to the group and express optimism about how the group will work out. So even before we join a new group, we already have preconceived notions about how that group might function and affect us. *Think about your attitudes about work groups and how they might affect your ability to function in your workgroup.*

The second phase, ANTICIPATORY, represents the pre-expectations we form about what we expect from the new group and from each member. Also, groups will have expectations about new group members. The closer members come to meeting expectations they have and the expectations the group has, the greater the likelihood of successful socialization. We can have a bad experience if our expectations are unrealistic or are not met when we enter the new group. *Think about the last time a new co-worker came to your workgroup. Did*

*you have any pre-conceived ideas about that person or about what he or she was going to do? Think about when you were the new guy. Did you have any pre-conceived ideas about that person or about what you was going to do? Did you have any expectations based on the interview?*

The third phase, ENCOUNTER, represents when we actually come together for the first time, either face-to-face or though phone or email messages. *What was that like the last time you started a new job? Did the encounter meet your expectations – as a new member or as an existing member of the group?* One key to successful socialization in this phase is to achieve the right balance among personal, task, group, and relational goals. To balance potential conflicts among the various goals, we communicate by sharing information, asking for information, and receiving information. We can also discuss acceptable behaviors and practices, such as work hours, dress codes, etc to balance Any group goal conflicts. It's important to establish the adjustment and accommodation between individual members and the group over desirable role choices and appropriate role behaviors. *Can you see how this might establish who does what in the group?*

The fourth phase, ASSIMILATION, represents the point at which members accept the established group culture and begin to identify with the group and its members. We call this "we-ness." When you start hearing a new employee say "we" and "us" instead of "you" and "they" you are closer to assimilation. Successful assimilation occurs when each member sees his values and interests coinciding with those of the group. Problems occur when a member finds he or she cannot accept other members' attempts to influence change in the course of direction for the group. *Has this ever occurred to you? When a new member joined the group, how well did the group accept him or her? Why or why not?*

The final phase, which sometimes gets left out, is the EXIT phase. This occurs when the group ceases to exist (a temporary task group) or when a member leaves the group. It helps group members to meet together one last time before disbanding the existing group. This can help defuse emotions and force members to reflect on the high points of their group life together. *Think about the last time a co-worker retired or resigned. Did you all get together one last time? Even with a temporary work group, it helps to have a final meeting. This brings closure to the group's goals and efforts and may affect how group members confront life without that group member or experience.*

## Socialization Outcomes

We can expect certain outcomes from group socialization. These are feelings that members and the groups as a whole have about how they worked together and were successful in completing their goals.

*As you discuss these outcomes, ask for examples from the participants from their own experiences.*

COHESION is one of the desired outcomes of socialization. It is simply defined as when a member reaches an acceptable level of desire to stay in the group. OR in even simpler terms, it's what happens when we're all on board together. This is the "we-ness" we were talking about before. When we have a really good socialization to our new group, we also see our group as more cohesive.

## "Either…or" activity

**Purpose:**
1. To promote the development of social cohesion.
2. To identify the impact of group members predispositions on the development of social cohesion.

**Time:**
30 minutes

**Instructions:**

*I am going to ask a series of "either or" questions. For each question, you will move to the left side of the room if you choose the first response and to the right side of the room if you choose the second response. Once you move to a side, you will be allowed 2 minutes to discuss the topic with your classmates who also are on the same side. At the end of the two minutes, you will move back to the front of the room and I will ask another question.*

**Note: You do not have to ask all the questions.**

**Debriefing Questions:**

*1. Which questions sparked the most interesting conversations? Which questions were uncomfortable?*
*2. How can a group's discussion of the responses to these questions (or any similar questions) facilitate the development of social cohesion? How likely is it that these responses would contribute to whether group members feel successful, connected, valued, and supported?*
*3. How dependent is the development of task cohesion or social cohesion on the communication and personality traits of group members?*

# Either Or

List of Questions:

| |
|---|
| 1. Only child or Siblings? |
| 2. Were you born In-state or Out-of-state? |
| 3. Facebook or Twitter? |
| 4. Chicken or Beef? |
| 5. Summer or Winter? |
| 6. Democrat, Republican, or Independent? |
| 7. Fast food or home cooking? |

| |
|---|
| 9. Spiderman or Batman? |
| 10. Movies or Television? |

*CONSENSUS* is what occurs when we all agree on decisions or goals and are committed to those decisions. When we have consensus instead of majority rule, we see more cohesion. When we are highly cohesive, there is a chance that our ability to make effective decisions will be impeded by an implicit pressure to maintain cohesion. This may result in <u>groupthink</u>. Three top symptoms of groupthink are: when the group overestimates its own mortality and creates an illusion of invulnerability; closed-mindedness; and pressure toward conformity. This may result in making faulty decisions.

*Let's look at the Groupthink Checkup on page ten (10) to determine how our group is doing. Have participants complete the activity, then discuss.*

## Groupthink Checkup

**Directions:**

For each question answer yes or no.

**Questions:**

☐Yes ☐No    My group examines only a few alternatives rather than thinking broadly.

☐Yes ☐No    My group seems reluctant to seek expert opinion from the instructor or other knowledgeable persons.

☐Yes ☐No    My group seems highly selective and biased in gathering information.

☐Yes ☐No    My group exhibits extreme optimism and willingness to take excessive risks.

☐Yes ☐No    My group feels that it is always right and others are always wrong.

☐Yes ☐No    My group rationalizes poor decisions rather than accepting when decisions are made.

☐Yes ☐No    My group places pressure on members to conform and not "make waves."

☐Yes ☐No    My group avoids conflict, even when differences of opinion exist.

☐Yes ☐No    My group has self-appointed members who protect the group from information that might shatter its illusion that everything is "okay."

☐Yes ☐No    My group has members who are reluctant to express their opinion for fear of being embarrassed, ridiculed, or ignored.

## Scoring:

- If you have 0-2 yes answers, groupthink is not operating in your group.
- If you have 3-5 yes answers, groupthink is beginning to emerge in your group.
- If you have 6-10 yes answers, groupthink is operating in your group.

## References:

DuFrene, D.D., & Lehman, C.M. (2005). Building high-performance teams (2nd Edition), Mason, OH: Thompson

**COMMUNICATION SATISFACTION or DISSATISFACTION** occurs when we feel satisfaction or dissatisfaction with the communication that takes place interpersonally. It means that we can walk away from group meetings or from the group feeling positive or negative about the experience.

The final outcome from socialization is not a positive one. **LONELINESS** occurs when a member or members feel powerless from not being able or allowed to participate in the group's process. The more task focused we are, the less inclined we are to pay attention to the socialization aspects of group work. The relationships we have with our bosses, co-workers, or subordinates are as important as the tasks themselves. They are interdependent. When we're not happy with the way we communicate in our groups, it can affect the way we tackle those tasks. There's nothing sadder to see than an employee who is left out of the group's communication.

## What's A High Performance Team Look Like?

*Ask participants, "What do you think a really well functioning team should look like? What do they do?" Let's complete the "Team Performance Checklist" on page twenty-six (26) in the participant manual. Facilitate a discussion and write responses on the flip chart or white board. Use the following factors as a guide and fill in what participants did not cover.*

## Team Performance Checklist

Please read the statement below. Write the number that most accurately describes your response to the statement.

| Disagree Strongly ❶ | Disagree To Some Extent ❷ | Agree To Some Extent ❸ | Agree Strongly ❹ |
|---|---|---|---|

\_\_\_\_\_1.    Members are clear about group goals.

\_\_\_\_\_2.    Members agree with group goals.

\_\_\_\_\_3.    Group tasks require us to work together.

\_\_\_\_\_4.    Members are clear about their roles.

\_\_\_\_\_5.    Members accept their roles.

\_\_\_\_\_6.    Members' assignments match their abilities.

\_\_\_\_\_7.    The group leader's style changes when necessary to meet emerging

group needs.

\_\_\_\_\_8.    The group has an open communication structure that allows all members

to participate.

\_\_\_\_\_9.    The group gets regular feedback about its productivity.

_____10.        Members give each other constructive feedback.

_____11.        The group uses feedback about its effectiveness to make improvements in how it is functioning.

_____12.        The group spends time defining and discussing problems it must solve.

_____13.        Members spend time planning how they will solve problems and make decisions.

_____14.        The group uses effective decision-making strategies.

_____15.        The group implements its solutions and decisions.

_____16.        The group develops methods to evaluate its solutions and decisions.

_____17.        The group accepts members who behave differently as long as their behavior is perceived as helpful to task accomplishments.

_____18.        Group norms encourage high performance, quality, and success.

_____19.        Group norms encourage innovative solutions.

_____20.        Subgroups are accepted and integrated into the group as a whole.

_____21.        The group contains the smallest numbers of members necessary to accomplish its goals.

_____22.        I have little respect for the values and customs of other cultures.

_____23.        The group is highly cohesive and cooperative.

_____24.        Periods of conflict are frequent but brief.

_____25.        The group uses effective conflict management strategies.

Add each number that you wrote for statements 1 through 25 below.

| **TOTAL** |
|---|
|  |

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**Team Performance Checklist – Interpretation Guide**

Minimum Score:                         25

Maximum Score:                     100

Your group's average score:       _____

What Is Your Group's Stage of Development?

| Total Score | Group's State |
|---|---|
| 85+ | 4 |
| 70-84 | 3 |
| <70 | 1* or 2** |

* The group is in Stage 1 if members are tentative, polite, and somewhat passive.

** The group is in Stage 2 if members are disagreeing with each other or the leader.

## *Some Guidelines for Effective Team Membership*

- **Don't blame others for group problems.** Sometimes we tend to do this because we want to attribute the actions of others to personality characteristics without taking other factors into account. Most of that time that's an error. Have you ever gotten mad at another driver who is speeding and weaving through traffic? Do you say, "He's crazy!" Consider this: have you ever done that same thing but had a perfectly reasonable reason for doing so? You were rushing to the hospital or late for a job interview. Why is it different for you?

  Sometimes we blame the boss or someone higher up without taking into account budget constraints, problems within the team, or lack of necessary resources. Sometimes it IS the team problem. We tend to misinterpret others' behaviors and motivations, which may increase conflict. When things are going poorly for the team, we want to blame others. The real problem may be ongoing conflict within the team if there is already a pattern of blaming when things go wrong. It may get really frustrating. Blaming is a symptom of a negative group pattern. If we can change that pattern to collaboration and shared responsibility, we can get rid of the blaming. *How do you do that?* Many times it's as easy as talking with your team about the fact that it is a normal human tendency to blame others. Once they realize this, they usually begin to look for other factors that are getting in the way of progress. After all, it can't ALWAYS be the other guy's fault, can it?

- **Encourage your team to clarify goals, roles, and tasks.** Ask questions until you can understand what's going on. When a team is new, they will hesitate to ask questions.
- **Encourage open communication where everyone has input and you get adequate feedback**. Many people don't talk in meetings because they do not feel invited to speak. In teams, communication patterns get established very quickly. Who talks to whom and who gets to talk a lot or a little become clear within a few meetings. Nobody talks about this. It just happens. HOW it happens is usually determined by the ages, sex, ethnicity and organizational positions of the team members. Once we get "assigned" a position in the work food chain, it's hard to break out of it.

  When we ignore members' contributions the whole group suffers.

  People who demonstrate competence and act in group-oriented ways tend to increase their group status.

- **Increase team success with supportive communication.** When we all make sure that everyone gets heard from it only takes a few minutes but can make a big difference in your team's success.
- **Make sure that your team uses effective problem-solving and decision-making processes.** Problem solving is not brain surgery. There are a few simple steps: recognizing and diagnosing the problem, coming up with solutions, making the decision from the best solution, then accepting and implementing the decision.
- **Establish some norms that support productivity, innovation, and freedom of expression.** If your team feels safe expressing their opinions and ideas, you will likely see more buy-in for the team. Even when our ideas don't get implemented, it is always good to know that they are encouraged.
- **Promote team cohesion and cooperation.**
- **Interact with others outside the team in ways that promote team integration and cooperation within the organization.** This may mean the difference between your team getting necessary resources, having influence with policies, exchanging information with other groups to determine current and future conditions, and buffering, or insulating, the team from excessive external demands.
- **Supports your leader's efforts to facilitate team goal achievement.**

## Characteristics of a High Performing Team

*Review these with class.*

- Members are clear about and agree on the team's goals.
- Tasks are appropriate to team rather than individual solutions.
- Members are clear about and accept their roles.
- Role assignments match members' abilities.
- The leadership style matches the team's development level.
- An open communication structure allows all members to participate.
- The team gets, gives, and uses feedback about its effectiveness and productivity.
- The team spends time defining and discussing problems it must solve or decision it must make.
- Members also spend time planning how they will solve problems and make decisions.
- The team uses effective decision-making strategies.
- The team implements and evaluates its solutions and decisions.
- Task-related deviance is tolerated.
- Team norms encourage high performance, quality, success, and innovation.
- Subgroups are integrated into the team as a whole.
- The team contains the smallest number of members necessary to accomplish its goals.
- Team members have sufficient time together to develop a mature working unit and to accomplish the team's goals.
- The team is highly cohesive and cooperative.
- Periods of conflict are frequent but brief, and the group has effective conflict management techniques.

## Stages of a Team's Growth

Some of you may have had training that included the stages of group or team growth – forming, storming, norming, performing, and adjourning. Today we will look at a new model of group or team development. These stages are:

Stage 1: Dependency and Inclusion (*Forming*)
Stage 2: Counter-dependency and Fighting (*Storming*)
Stage 3: Trust and Structure (*Norming*)
Stage 4: Work (*Performing*)

Let's briefly look at each stage:
Stage 1 is all about initially being dependent upon the leader, having concerns about acceptance and inclusion in the group, and concerns about personal safety. Look at page ___ in your participant manual to see how to identify if your group is in this stage or not. You will know if you are in stage one if the leader asks a question and no one responds.

Stage 2 is characterized by conflict. This is normal part of group development. Look on page ___ to see the characteristics of a group in Stage 2. You'll know you're in stage two if the thought of going to a team meeting makes you anxious or ill, especially if you do not accept conflict.

Stage 3 comes after the group has worked through the conflict stage. We will find more trust, commitment to the group, and willingness to cooperate in this stage. This is a time when we work to solidify positive working relationships with each other. Look at page ___ to see the characteristics in the group at this stage. You'll know you're in stage 3 when the group member who drove you crazy begins to make you smile.

Stage 4 is all about the work. At this stage, the group becomes a high performance team. At this point, the quality and quantity of work increases significantly. Not all groups reach this stage. You'll know you're in Stage 4 when you can't wait to get to the team meeting because it's exhilarating, fun, an important.

Group development does not always proceed in a positive direction. Groups can get stuck at a particular stage for an extended period of time, resulting in long-term ineffectiveness and low productivity. Groups may fluctuate widely based on circumstances and forces affecting them at any given moment. Changes in membership, external demands, and changes in leadership can all affect our work. Turnover rates, reassignments, and new upper-level managers often produce regression and necessitate the rebuilding of group structure.

***So how can we survive this development process? Here are some tips on page twenty-nine (14) in the participant guide.***

- Be patient
- Expect things to be murky at the beginning of a group
- Expect conflict and treat it as a positive sign of progress
- Help your group limit conflict to those about tasks, roles, structures. Don't get involved in personal feuds or personality conflicts.
- Compromise on issues when possible and help others resolve differences.
- Don't sit on the sidelines; take responsibility for what is going on, even if it doesn't involve you directly.
- Be supportive of other members and your leader.
- \complete your tasks in a timely fashion.
- Don't be upset when subgroups emerge or coalitions emerge. Encourage your group to regularly asses how it is functioning.
- Show up.

## *GOALS*

In order to function as a well-oiled machine, a team has to have clear goals, a common understanding of how to accomplish them, and what they mean to each member. We need to see that those goals are relevant to the organization.

## *ROLES*

This is when we determine what needs to be done and who needs to do it. Many times, people may volunteer for certain tasks; sometimes they are assigned by the team leader. These are neither good nor bad. First of all, it is important that each member is clear about the role he or she is being asked to play. Expectations must be clear and the process for accomplishing that must be clear as well. Secondly, each member must have the ability and skills necessary to accomplish the assigned or chosen task. Thirdly, each member must agree with and accept the assigned role.
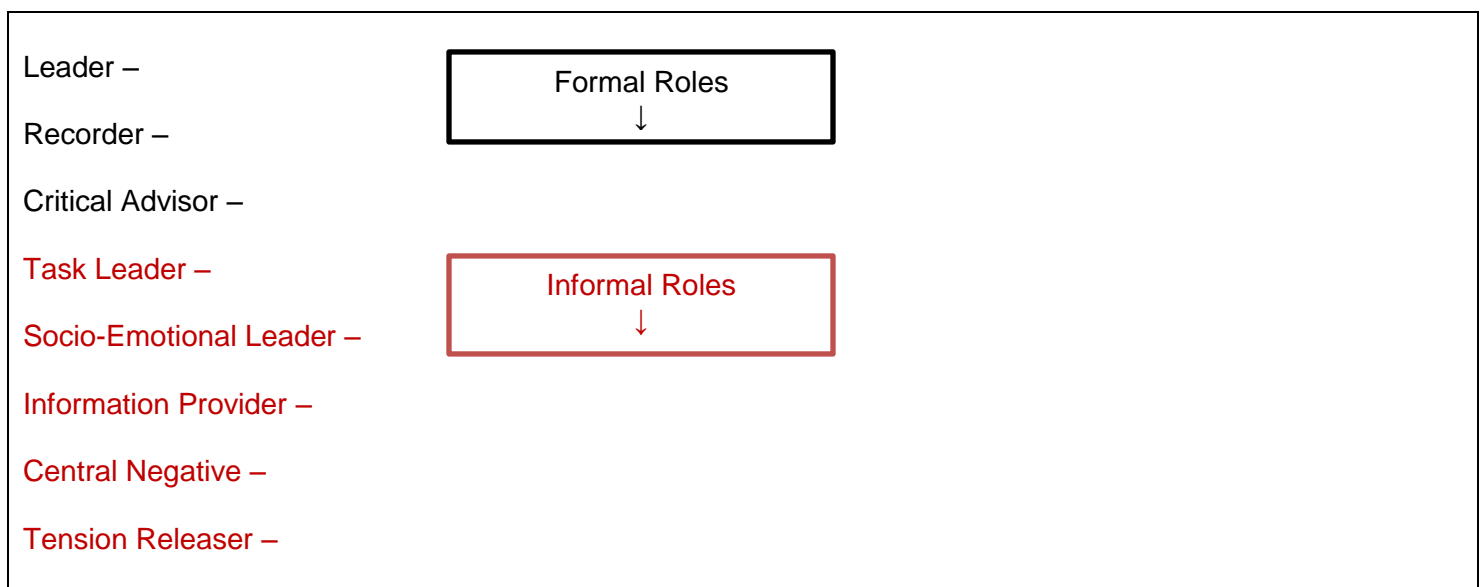
In successful teams, tasks require that team members work together as a unit. This means we are interdependent.

## *EVERYONE CAN BE A LEADER*

The leader's style must change when necessary to meet emerging group needs. Let's take a look at what being a leader really means.

Display slide 7.

1) Ask the participants to describe what is meant by a *Formal Role* and *An Informal Role*.

2) Help the participants to understand what each of the roles below truly means.

Leader –

Recorder –

Critical Advisor –

| Formal Roles ↓ |
|---|

Task Leader –

Socio-Emotional Leader –

| Informal Roles ↓ |
|---|

Information Provider –

Central Negative –

Tension Releaser –

3) Ask the group which roles they may feel less comfortable playing. Why?

   ***Which of these roles are formal and which are informal? Why?***
   Write on flip chart or white board, then add these if they are not offered:

   ***Have you ever seen deviant leadership roles? Here are some examples:***

   - Airhead – purposely acts stupid so other members will complete tasks
   - Aggressor – attacks other members or the tasks
   - Blocker – interferes with the group process by disagreeing frequently
   - Clown – makes a fool of him/herself by acting dumb or saying stupid things
   - Dominator – monopolizes group time and tries to show superiority
   - Egghead – acts as if he or she is smarter than other members
   - Recognition seeker – seeks attention by boasting
   - Self-confessor – expresses personal feelings unrelated to group's goal
   - Special pleader – introduces irrelevant information and supports it
   - Whiner – complains about having to participate in group task, etc.

   Any of these look familiar? What effect do these group members' behaviors have on the group?

Some other leadership roles are:

- Compromiser – offers or accepts compromises
- Elaborator – supports suggestions through examples or evidence
- Encourager – speaks positively to members and accepts their ideas
- Energizer – motivated the members to act
- Follower – accepts members' ideas and goes along with group
- Harmonizer – reduces tension associated with conflict
- Information seeker – requests facts and clarification
- Initiator – defines the problem, proposed solutions, and offers ideas
- Interpreter - paraphrases what members have said
- Opinion giver – offers feelings about suggestions and options
- Opinion seeker – asks for members' feelings about task
- Orientor – keeps group on task

*Which roles do you think are the most critical?*

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Note:  It is **not** a good idea to call on an individual if he or she does not volunteer to answer.  Some of the roles may require a participant to expose an area in which he or she is more vulnerable and/or weak.  Others may not feel comfortable expressing their personal feelings.

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