

TEAMWORK



Name

Overview

Teamwork is a program that provides individuals and teams with the tools and skills to create and maintain exceptional, high-performance teams.

This program encourages teams to closely examine how they currently function and to think about ways to continuously improve themselves. It also encourages team members to utilize a variety of leadership roles, communication skills, and team-building tools to achieve optimum performance.

Teamwork is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to create teamwork by focusing on the areas listed below.

- *Understanding the Development of Teams*
- *Using Listening and Communication Skills*
- *Applying the Five Levels of Empowerment*
- *Developing Team Charters and Team Values*
- *Managing Meetings More Effectively*
- *Creatively Brainstorming*
- *Evaluating Team Ideas and Suggestions*
- *Collecting Information*



Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Teamwork. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

Working in Teams



Teams involve a lot of chemistry. You just can't throw people together and call them a team. A team has spirit. Team members are committed to a common goal. They are willing to sacrifice in order to achieve that goal. In some ways, you can't create a team. The team has to create itself.

Individual Exercise

1) Your first exercise is to be completed on an individual basis. Your facilitator will select a common letter from the alphabet. You will have two minutes to write down as many food or drink items you can think of that start with your assigned letter. For example, the letter "P." Peas, pineapple, punch, etc., would work. Remember, you only have two minutes, so work quickly.

Group Exercise

2) The second part of this exercise is to work in groups of 4 to 6 people. In each group, select one person to be the recorder. This person writes all the ideas down. Everyone else in the group is to provide ideas as quickly as they can. Your facilitator will select a different common letter of the alphabet and keep the time.

Working in Teams – Continued**Exercise Review**

In small groups of three people, talk about the difference between the two exercises. Maybe there was a difference in the energy level, the quantity of ideas, the preference of one exercise over the other, etc. After you discuss the two exercises, answer the five questions outlined below and on the following page. Use the spaces provided to write your answers.

1. What were some things that happened in each exercise?

2. Which exercise did you prefer? Why?

3. What are some possible outcomes from people working together?

Exercise Review - Continued

4. What are some possible problems with people working together?

5. Now think about all the reasons for having teams in your organization. It's important to discuss your reasons so all participants see "value" in teamwork. Write out below the reasons and benefits for having teams.

There are many great reasons for having teams. Productivity and morale tend to be higher. Synergy is created. Individual talents are better utilized and developed. Individuals and organizations tend to achieve stated goals and objectives more often. The working environment is generally more enjoyable and personally rewarding and gratifying. Relationships and rapport are many times created in teams where they might not have existed before.

Think about your reasons and keep these in mind as you work through this program and apply what you learn back on the job.

Stages in a Team's Growth



Teams go through many different phases and stages. Personnel changes, different leadership styles, organizational goals and objectives, types of projects, nature of work, etc., all play an important role. Ideally, everyone would like to honestly say they're really part of a "team." Too often, it doesn't happen. The first part of this exercise is to understand the different stages. Condition yourself to look for indicators that can help you determine the different stages.

As you discuss each stage in your small group, use work-related examples from the past or present. The key point is to be able to distinguish between stages with actual situations.

Stage 1) Test Membership - Accept People/Reject People

- When a team is first formed or when you join an existing team, the number-one issue is Team Membership. Team members test whether they really want to be members of the team and whether they'll be accepted by other team members. People tend to be on their "best" behavior during this stage.

A) Identify work-related examples for this stage.

Stage 2) Establish Working Relationships - Develop Allies/Form Cliques

- There is a feeling of being close to one or more people on the team. Usually several different pairs or small groups of friends form. The danger is that these groups can turn into cliques.

A) Identify work-related examples for this stage.

Stages in a Team's Growth – Continued



Stage 3) Address Disagreements - Examine Differences/Create Enemies

■ During this stage there are usually power struggles between cliques. The hope at this stage is that talking through disagreements can lead to understanding and acceptance of ideas. The danger is that ignoring disagreements will push the group back to stage two and undercut the team's ability to grow.

A) Identify work-related examples for this stage.

Stage 4) Manage Differences - Determine Roles/Pigeon-Hole People

■ By this time team members are more accepting. The team will talk more about the task at hand. In particular, team members will discuss who is best at what and who should take on which responsibilities. Different team members will take on different roles. The danger at this stage is that team members get pigeon-holed in their different roles.

A) Identify work-related examples for this stage.

Stages in a Team's Growth - Continued



Stage 5) Support Individuals - Value Diversity/Tolerate Differences

- All team members have areas of special strength and willingly support others when they need help. What makes this stage different from the previous stage is the emphasis on helping everyone on the team develop their talents. At this stage, roles are more flexible.

A) Identify work-related examples for this stage.

Identifying the Stage of Your Team Exercise

The second part of the exercise is to determine the stage of your current team. Make sure you give examples to each other in your small group and discuss your answers.

1. Identify the stage you believe your present team is at, and provide work-related examples to support your beliefs.

Identifying the Stage of Your Team Exercise - Continued



2. What are some things that can be done to assist the team in moving to a higher stage?

3. What are some of the challenges the team faces as it tries to move to a higher stage?

4. What are some things that cause your team to move to a lower stage? Discuss what can be done to deal with the causes, and determine ways to avoid repeating them in the future.

5. What can the team do to stay fresh and maintain the higher stages?

Key Leadership Roles

There are many leadership roles for team members to consider taking on at the appropriate time. Everyone on the team needs to be able to take on a leadership role at any time. This flexibility is critical for the team to be successful. Outlined below are four roles, among many others, that are important to understand and apply in team situations. The definitions that are provided are designed to help you in the next exercise on the following three pages.

1) Visionary - A visionary explains the “big picture,” points out long-term implications, clarifies how the detailed pieces fit together, and is a teacher of ideas.

2) Decision-Maker - A decision-maker makes the tough trade-off decisions, taking the pressure off other team members. When there is no time for lengthy explanations or training, a decision-maker takes decisive action.

3) Team Member - A team member operates from no power base. Opinions and arguments are offered and accepted on their merit and not on position power.

4) Teacher/Coach - A Teacher/Coach instructs the skills (technical and interpersonal) required to complete team tasks as well as those necessary to create a healthy team spirit.

Informal Teaching/Coaching

There are several methods you can use when you want to teach/coach other team members. Look at the definitions below and you’ll see the difference. Try to become proficient in each of these methods.

A) Direct Instruction - Straight-forward teaching of skills or concepts. You can use flip charts, notes, simulations, etc.

B) Ask Questions - When a point is best made through self-discovery, ask questions. For example, in cases where individuals are likely to feel defensive about being “told” what to do, well-placed questions can help.

C) Model An Example - For complex or subtle interpersonal skills, demonstrating what to do serves better than a verbal description. Where words to describe a skill may be hard to find, acting out the skill may be fairly easy.

D) Model With Discussion - When you want to make the discussion more formal, discuss what you did after you’ve modeled a skill. Explain what you did, and why.

E) Model With Discussion And Practice - You might want to have the person practice the skill after you’ve modeled and discussed it.