



Teamwork

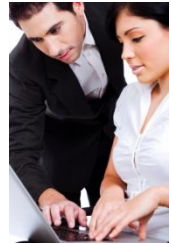
**Scroll Through the Following Slides
to Learn More About Our
Teamwork Materials**

www.brainstormdynamics.com

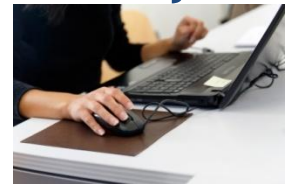
Brief Overview



Our **Teamwork Content** Can Change the Way You Create Some of Your Training and Learning Materials



Making it **Simple and Easy** to **Customize** and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .



Saving Both Time and Money



The Participant's Workbook and Leader's Guide



Are Created in Microsoft WORD

TEAMWORK

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 objectives to about 10 to 15 words and maybe one or two bullet. As you get into the exercises and talk to other participants, you can modify your objectives.



TEAMWORK

Five Levels of Empowerment

There are five levels of empowerment for you to consider in your teams. As you examine each level, think about the definition and how it applies to your work-related situations. You'll see as you look at the five levels, that the five levels go through different stages. How you use each stage and with whom, should vary. For example, just because two people hold the same job description doesn't mean each person must be at the same level of empowerment for similar tasks.

- Level 1 - You are not empowered.
- Level 2 - You are invited to provide recommendations. However, all actions you take must receive some level of approval in advance from your manager, team, or organization.
- Level 3 - You are given specific guidelines and limits from which to take action.
- Level 4 - You take the initiative and report to your manager, team, or organization about any actions taken after the fact.
- Level 5 - Total empowerment.

Empowerment Exercise

Under each of the five levels, identify work-related situations that fit within the description. The descriptions are only a guideline. This is a small group exercise, to discuss each level before writing your responses in the spaces provided.

Level 1 - You are not empowered.

The team, management, or the organization believe the consequences would be too negative. For example, inappropriate decisions might prove too costly (time, resources, money, safety, quality, etc.), you may lose critical customers, or there might be legal considerations or implications.

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Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
Working in Teams	15 minutes	8:50 - 9:05
Stages in a Team's Growth	30 minutes	9:05 - 9:35
Key Leadership Roles	40 minutes	9:35 - 10:15
Break	15 minutes	10:15 - 10:30
Communicating Situations/Skill Practice	30 minutes	10:30 - 11:00
Positive Reinforcement/Skill Practice	30 minutes	11:00 - 11:30
Listening Acknowledgments	10 minutes	11:30 - 11:40
Listening Responses Exercise	10 minutes	11:40 - 11:50
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Listening Skills Exercise	20 minutes	1:10 - 1:30
Skill Practice	30 minutes	1:30 - 2:00
Five Levels of Empowerment	20 minutes	2:00 - 2:20
Break	15 minutes	2:20 - 2:35
Applying Empowerment to Your Team	15 minutes	2:35 - 2:50
Applying Empowerment Individually	45 minutes	2:50 - 3:35
Skill Practice	45 minutes	3:35 - 4:20

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Applying Empowerment Individually

- 1) State the following and direct participants to page 36.

This exercise is a continuation of the previous page and is divided into two activities. In this first activity, each person in your small group is to identify the work-related situations where they believe they are empowered at some level. After identifying the work-related situation, determine the level of empowerment. Finally, write down the team members who are empowered by the situation you just identified.

The second activity on the following page is for your small group to identify the work-related situation: where you believe you are not empowered.

Remember, the exercise on page 36 is for the situations where you believe you are empowered, and the exercise on page 37 are for situations where you are not empowered. Talk out-loud in your small group to gain everyone's insight.

Does anyone have any questions?

Answer any questions.

Walk around and assist as needed.

- 2) State the following to debrief the exercise.

I'd like to get from each group some of the work-related example you came up for pages 36 and 37. Make sure you listen to the responses from the other group.

Gain responses from each group. You may want to use the flip chart.

Add any personal insight.

- 3) State the following and direct the participants to pages 38 to 40.

I'm going to walk you through three pages of exercises that you will take each work-related situation through. This is still a talk out-loud exercise among your group.

The next phase of this exercise is to take the work-related situations you wrote down under "are empowered" and determine the "range of acceptability." The range of acceptability is defined as the guidelines and limits that are established for the situation and the person or team being empowered. Sometimes the range is well established. Other times, it's not.

It's important for all team members to understand what is acceptable and what is not. It's critical to remove the gray areas as much as possible for yourself and team members. It helps teams and team members focus their energies on maximizing the tasks and activities.

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Sample Workbook Pages

TEAMWORK

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.

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- *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.

1

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

LEADERSHIP

Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

An Effective Leader Exercise

the leadership skills you believe are necessary to deal with each and on the following page. Write down the ideas your group Also talk about how you would apply the skills in each situation

with your team and you notice that whenever you give an idea, it is the one best way, no matter what you say. How do you

Sample Workbook Pages

Teamwork is a program that create and maintain exceptions.

This program encourages you to think about ways to continue to utilize a variety of leadership techniques to achieve optimum performance.

Teamwork is designed for your workshop. This training program is by integrating your work-related activities.

Our goal is to build greater teamwork by focusing on the areas listed below.

- *Understanding*
- *Using Listening*
- *Applying the Feedback*
- *Developing Teams*
- *Managing Meetings*
- *Creatively Brainstorming*
- *Evaluating Teams*
- *Collecting Information*

In this section of your workbook to accomplish by the end of each exercise help you determine where initial objective to about 10 exercises and talk to other

TEAMWORK

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.

Short-Term Meetings

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Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

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• Workbook pages 11 - 15

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Skill Practice

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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist



- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
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What Went Well?

What Could Use Improvement?

Sample Workbook Pages

Teamwork is a program that create and maintain exceptions. This program encourages you to think about ways to continue to utilize a variety of leadership to achieve optimum performance. Teamwork is designed for workshop. This training program by integrating your work-related...

Our goal is to build greater by focusing on the areas listed below:

- Understanding
- Using Listening
- Applying the Five
- Developing Team
- Managing Meetings
- Creatively Brain
- Evaluating Team
- Collecting Information

In this section of your workbook to accomplish by the end of help you determine where initial objective to about 1 exercises and talk to other

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Teams go through many different styles, organizational goals important role. Ideally, even Too often, it doesn't happen stages. Condition yourself present. The key point is to

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Stage 1) Test Member


- When a team is first issue is Team Member members of the team People tend to be on

A) Identify work-related

Stage 2) Establish Work

- There is a feeling several different pa groups can turn into

A) Identify work-related

TEAMWORK 

Five Levels of Empowerment

There are five levels of empowerment for you to consider in your teams. As you examine each level, think about the definition and how it applies to your work-related situations. You'll see as you look at the five levels, that the five levels go through different stages. How you use each stage and with whom, should vary. For example, just because two people hold the same job description doesn't mean each person must be at the same level of empowerment for similar tasks.

Level 1 - You are not empowered.

Level 2 - You are invited to provide recommendations. However, all actions you take must receive some level of approval in advance from your manager, team, or organization.

Level 3 - You are given specific guidelines and limits from which to take action.

Level 4 - You take the initiative and report to your manager, team, or organization about any actions taken after the fact.

Level 5 - Total empowerment.

Empowerment Exercise

Under each of the five levels, identify work-related situations that fit within the description. The descriptions are only a guideline. This is a small group exercise, so discuss each level before writing your responses in the spaces provided.

Level 1 - You are not empowered.

- The team, management, or the organization believe the consequences would be too negative. For example, inappropriate decisions might prove too costly (time, resources, money, safety, quality, etc.), you may lose critical customers, or there might be legal considerations or implications.

32

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to Leadership

LEADERSHIP

Practice

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LEADERSHIP 

Practice Coaching Checklist

Prevailing Emotion? responses?

Sample Workbook Pages

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Stage 2) Establish Work

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A) Identify work-re

Five

There are five levels of each level, think about the You'll see as you look at the you use each stage and with the same job description for similar tasks.

Level 1 - You are not engaged

Level 2 - You are invited must receive support or organization

Level 3 - You are given

Level 4 - You take the initiative about any action

Level 5 - Total empowerment

Under each of the five levels The descriptions are only a before writing your response

Level 1 - You are not engaged

- The team, management too negative. For resources, money, might be legal consequences



Four Common Types of Difficult Behaviors

Outlined below and on the following page are four common types of troublesome team members with some suggested actions. In your small group, talk out-loud and try to come up with some of your own suggested actions. Write your ideas in the spaces provided.

1) Non-Participant

- This person will not freely participate in discussions. The reason might be fear, indifference, confusion about the issues or process, or a feeling of superiority.

Meeting Leader's Actions

- * Be patient.
- * Use a simple warm-up exercise or discussion topic - you may give this person a role in an exercise where you know he or she has expertise.
- * Assign these people as subgroup leaders.

2) Team Member Dominates Discussion

- This individual comments too frequently and tends to dominate discussions. He or she also tends to be the first to speak on each issue.

Meeting Leader's Actions

- * Establish procedures to limit his or her discussion - "Each of you only have three minutes of remarks on this issue."
- * Target questions to other team members by name. (Make sure these team members are comfortable being put on the spot by name.)
- * Use non-verbal signals - no direct eye contact, focus on another part of the room, walk toward another person, etc.
- * Do not assign subgroup leadership roles to this person.

Sample Leader's Guide Pages

Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
Working in Teams	15 minutes	8:50 - 9:05
Stages in a Team's Growth	30 minutes	9:05 - 9:35
Key Leadership Roles	40 minutes	9:35 - 10:15
Break	15 minutes	10:15 - 10:30
Communicating Situations/Skill Practice	30 minutes	10:30 - 11:00
Positive Reinforcement/Skill Practice	30 minutes	11:00 - 11:30
Listening Acknowledgments	10 minutes	11:30 - 11:40
Listening Responses Exercise	10 minutes	11:40 - 11:50
Improved Listening Responses	20 minutes	11:50 - 12:10
Lunch	60 minutes	12:10 - 1:10
Listening Skills Exercise	20 minutes	1:10 - 1:30
Skill Practice	30 minutes	1:30 - 2:00
Five Levels of Empowerment	20 minutes	2:00 - 2:20
Break	15 minutes	2:20 - 2:35
Applying Empowerment to Your Team	15 minutes	2:35 - 2:50
Applying Empowerment Individually	45 minutes	2:50 - 3:35
Skill Practice	45 minutes	3:35 - 4:20

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

LEADERSHIP

Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

Skills of an Effective Leader Exercise

Small group the leadership skills you believe are necessary to deal with each situation below and on the following page. Write down the ideas your group identifies. Also talk about how you would apply the skills in each situation.

Working with your team and you notice that whenever you give an idea, your idea as the one best way, no matter what you say. How do you respond?

Sample Leader's Guide Pages

The times listed below are important to allow the participants to easily modify these times and make your time

Opening the Workshop

Working in Teams

Stages in a Team's Growth

Key Leadership Roles

Break

Communicating Situation

Positive Reinforcement/S

Listening Acknowledgment

Listening Responses Exercise

Improved Listening Responses

Lunch

Listening Skills Exercise

Skill Practice

Five Levels of Empowerment

Break

Applying Empowerment

Applying Empowerment

Skill Practice

Working in Teams - Continued

I'm going to assign you a different letter of the alphabet. Your letter for the group exercise is "S." Get started.

Write the letter S on the flip chart under the letter C.

Everyone stop. Let's see if there is a difference in the numbers of words the groups' generated versus working individually.

Go around to each group and note on the flip chart the number of words each group generated.

Add any personal insight.

2) State the following to direct participants to begin the exercise on page 3.

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 on pages three and four. Use the spaces provided to write your answers.

Does anyone have any questions?

Answer any questions.

3) State the following to debrief the exercise.

Let's go around the room and see how you answered each one.

Gain responses from each group.

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.

Add any personal insight.

4) Draw conclusions.

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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

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Skill Practice Coaching Checklist

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- Prove Full Attention?
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- Prove Respect?
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What Went Well?

What Could Use Improvement?

LEADERSHIP



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Sample Leader's Guide Pages

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Stages in a Team's Growth

Key Leadership Roles

Break

Communicating Situations

Positive Reinforcement/S

Listening Acknowledgment

Listening Responses Exercise

Improved Listening Responses

Lunch

Listening Skills Exercise

Skill Practice

Five Levels of Empowerment

Break

Applying Empowerment

Applying Empowerment

Skill Practice

I'm going to assign you a task. Get started.

Write the letter S on the flip chart.

Everyone stop. Let's see what we've created versus working in a group.

Go around to each group.

Add any personal insight.

2) State the following to the group:

In small groups of three, identify a situation where there was a difference between an individual exercise over the other, outlined on pages three and four.

Does anyone have any questions?

Answer any questions.

3) State the following to the group:

Let's go around the room.

Gain responses from each group.

There are many great things about working in a group. Synergy is created. Individuals and organizational working environment is gratifying. Relationships that have not existed before.

Think about your reasons for wanting to apply what you learn back in the workplace.

Add any personal insight.

4) Draw conclusions.

Applying Empowerment Individually

1) State the following and direct participants to page 36.

This exercise is a continuation of the previous page and is divided into two activities. In this first activity, each person in your small group is to identify the work-related situations where they believe they are empowered at some level. After identifying the work-related situation, determine the level of empowerment. Finally, write down the team members who are empowered by the situation you just identified.

The second activity on the following page is for your small group to identify the work-related situations where you believe you are not empowered.

Remember, the exercise on page 36 is for the situations where you believe you are empowered, and the exercise on page 37 are for situations where you are not empowered. Talk out-loud in your small group to gain everyone's insight.

Does anyone have any questions?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief the exercise.

I'd like to get from each group some of the work-related examples you came up for pages 36 and 37. Make sure you listen to the responses from the other groups.

Gain responses from each group. You may want to use the flip chart.

Add any personal insight.

3) State the following and direct the participants to pages 38 to 40.

I'm going to walk you through three pages of exercises that you will take each work-related situation through. This is still a talk out-loud exercise among your group.

The next phase of this exercise is to take the work-related situations you wrote down under "are empowered" and determine the "range of acceptability." The range of acceptability is defined as the guidelines and limits that are established for the situation and the person or team being empowered. Sometimes the range is well established. Other times, it's not.

It's important for all team members to understand what is acceptable and what is not. It's critical to remove the gray areas as much as possible for yourself and team members. It helps teams and team members focus their energies on maximizing the tasks and activities.

Meetings

Replace one-day meetings with two-day meetings. Each segment of the program will run for two days.

Leadership

Blocks to Leadership

LEADERSHIP

Skill Practice

Practice skills in this program. Use any of the previous work-related Listening Responses or Questioning Skills. This first is practiced in groups of three people. The person practicing the skill and keep the conversation alive using their listening skills, and questioning skills for about 2 minutes. That's all. The person practicing is to act as an employee and respond as appropriate in the group is the coach.

Use to go longer than 2 minutes. There should be plenty of time for the exercise to be stopped. The coach provides his or her insight into the following two pages. Once the person coaching is finished, the person being coached tries to incorporate the coaching he or she just received. If you follow the rules, and the coaches' procedures will be worthwhile. Outlined below are some basic skill practice.

Individual Practice Coaching

LEADERSHIP

Individual Practice Coaching Checklist

Use the Prevailing Emotion?

Listening Responses?

Questions?

Answers?

Feedback?

Summary?

Next Steps?

Sample Leader's Guide Pages

The times listed below are important to allow the participants and make your time

Opening the Workshop

Working in Teams

Stages in a Team's Growth

Key Leadership Roles

Break

Communicating Situation

Positive Reinforcement/S

Listening Acknowledgment

Listening Responses Exercise

Improved Listening Responses

Lunch

Listening Skills Exercise

Skill Practice

Five Levels of Empowerment

Break

Applying Empowerment

Applying Empowerment

Skill Practice

I'm going to assign you this exercise is "S." Get started.

Write the letter S on the flip chart.

Everyone stop. Let's see seated versus working in a group.

Go around to each group.

Add any personal insight.

2) State the following to discuss:

In small groups of three, discuss the difference between being there was a difference exercise over the other, outlined on pages three and four.

Does anyone have any questions?

Answer any questions.

3) State the following to discuss:

Let's go around the room.

Gain responses from each group.

There are many great relationships higher. Synergy is created by individuals and organizations working in a gratifying environment is not have existed before.

Think about your reasons for applying what you learn back to your organization.

Add any personal insight.

4) Draw conclusions.

Apply

1) State the following and discuss:

This exercise is a continuation of the first activity, each person where they believe they are empowered by the situation, determine the related situations where they are empowered by the situation.

The second activity on the flip chart related situations where they are empowered by the situation.

Remember, the exercise is to be done out-loud in your small groups.

Does anyone have any questions?

Answer any questions.

Walk around and assist as needed.

2) State the following to discuss:

I'd like to get from each group 36 and 37. Make sure you have a list of ideas.

Gain responses from each group.

Add any personal insight.

3) State the following and discuss:

I'm going to walk you through this situation through. This is the first activity.

The next phase of this exercise is to be defined as the guidelines team being empowered.

It's important for all team members to be critical to remove the barriers that help teams and team members.

Evaluating Team Ideas and Suggestions

1) State the following and direct participants to page 76.

Evaluating is the process of determining where the team should focus their energies. It's a narrowing down process that can at times be painful simply because ideas that were offered in the brainstorming process are now quickly discarded.

The evaluation method you are going to use is the Criteria Method. The criteria you select in your groups will be used to reduce your brainstormed lists. Many of the arguments and disagreements that happen in teams during brainstorming come from the fact that team members don't know what to do and personalize this part of the process.

Outlined on page 76 are the three steps to evaluating that you're going to use in the continuation of the brainstorming skill practice.

Now that you and your team has generated a list of issues, causes, solutions, etc., you'll want to begin selecting which ones to work on so you can develop an action plan. As you work through the evaluation process in your team, try to gain consensus at each step.

These are the three steps you will follow in the continuation of your skill practice. Someone on the team who did not practice in the previous exercise should stand at the flip chart and lead this exercise until the team gets to the action plan phase. Then you can rotate the person practicing. The person who is going to practice the evaluation phase selects the list of brainstormed ideas to carry through this exercise. You can also let the team decide which of the several lists to choose from. Only work on one list at a time. Once you finish carrying the evaluation phase into the action plan phase, you can go back and start another list.

First, generate your criteria. Go to page 77 and select 3 or 4 criteria to use in the skill practice. Once your team members agree on the 3 to 4 criteria, write down the criteria on the flip chart and post this page to the wall for easy reference.

Second, apply your criteria. Go to your selected brainstormed lists and start applying the criteria. If what is written on the list doesn't meet your criteria, then you can cross it off. Only keep the ones that meet all your criteria.

And third, reduce your list to five or less. Work at reducing your list to this number. If necessary, modify your criteria or add more criteria to reduce your list to this number. Otherwise, it may become unmanageable when you get to the action plan.

After you have successfully reduced your list to five or less, you will go to your action plan.

As teams increase in size, the likelihood also increases that the most you can do is gain consensus, and not get total agreement. One of the ways to gain consensus is to identify the

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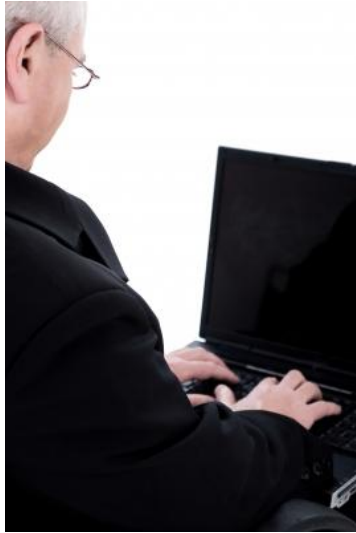


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