TEAMWORK

Training Module

Colorado
Family
Community
Leadership

TEAMWORK

Training Module

TEAMWORK TRAINING MODULE

The purpose of this training module is to give FCL trainers and promoters easy access to a variety of training materials around the theme - TEAMWORK.

The module contains both a 30 minute and a two hour suggested program. Additional materials and activities are also provided. Because of your own time restraints or personal preference for certain materials, please feel free to experiment and design your own program.

Module contents

1. <u>Teamwork - Can Make It Happen Slide Tape Show</u>   <u>Page</u> 5

    This six minute slide tape show is synchronized for your convenience. You will need a slide projector and slide tape programmer. Ask your local extension agent for use of their equipment, if needed.

    It is suggested that you read the script with the slides before your scheduled presentation. This will help you be better prepared for a malfunctioning tape player or programmer.

2. <u>Teambuilding Lecture with Slides</u>   <u>Page</u> 7

    This twenty-minute lecture was written by Larry Dunn, Colorado State Coordinator of FCL. The lecture highlights teambuilding theory in a straight forward fashion. Eight slides accompany lecture as an optional aid to the presentation of this material. These slides are in slide carousel following teamwork slide show.

SECTION 1

TEAMWORK CAN MAKE IT HAPPEN - SLIDE SHOW

There are five copies of this slide tape circulating throughout the state. If you are interested in reviewing and/or presenting slide tape contact the FCL State Coordinator's office.

> Family Community Leadership
> Cooperative Extension Service
> Aylesworth Hall, Room 234
> Colorado State University
> Fort Collins CO 80523
> (303) 491-5579

Content

This slide show depicts a newly formed community group. By watching this group work through the team building process, we can get some useful clues, while realizing there are no fullproof steps to teamwork - just examples to look at and suggestions to consider.
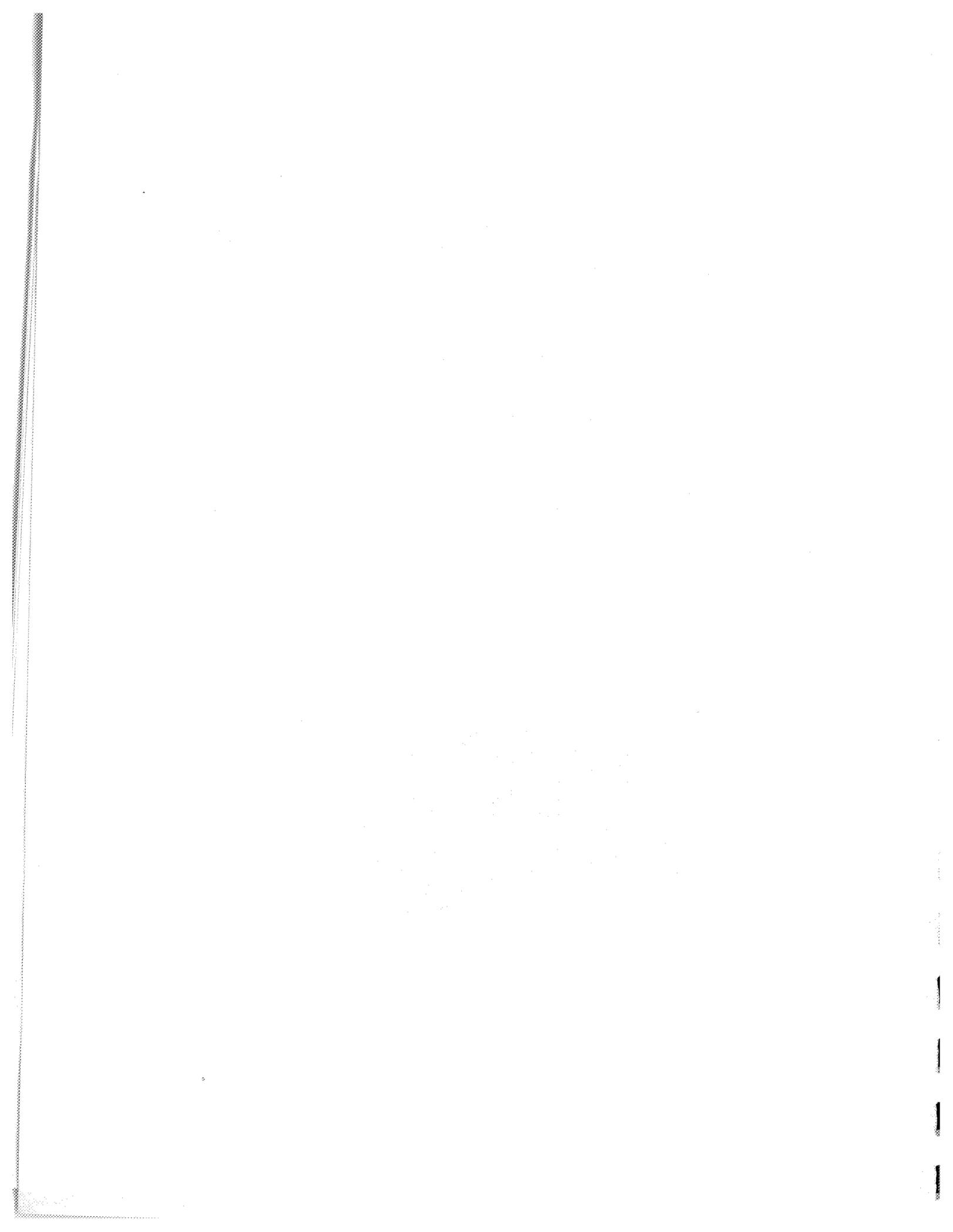
TEAMWORK - LECTURE

Being a part of a productive interdisciplinary work team can be a
very rewarding and fulfilling experience. But what is it that makes
some groups develop into a cohesive team? What is the secret of
successful teamwork and how can you develop into productive teams
that produce the bonus of greater work output and greater personal
satisfaction for you, the team members? These are the questions
I'd like to address in this training session. I will first briefly
describe the history of the teamwork concept; then I would like to
talk about important principles and individual roles valuable in
team development. Finally, I would like to show how you can apply
this knowledge to your first team meetings.

Teamwork is certainly nothing new; much of our lives are made up of
team activities even though we may not recognize it. For recreation,
we participate in or watch athletic team competition; we spend time
with our families, which informally operate as a team; and we
participate in religious, political or social groups. All of these
usually demonstrate team principles.

But in the world of work, the team concept is a relatively new
endeavor. Work, it was thought, should be done individually with
emphasis on competition and stringent supervision. But early
research on worker motivation in the 1940's (referred to as the
Hawthorne experiments) helped show that workers believe in and
are committed to the value of working together in a spirit of
cooperation where information is shared and decisions are mutually
decided upon. Extensive research done by more recent behavioral
scientists, such as Douglas McGregor, Chris Argyris and Renis Likert,
have reinforced these early findings. And very recently the teamwork
management principles used successfully in Japan have changed the
thinking of many of the world's industrialists. Yes, the teamwork
concept has proven to be a valued one, showing advantages in
increased production, creativity, work quality and increased worker
morale.

The English word "Synergism" is used to describe what teamwork can
accomplish. Synergism means a cooperative action where the total
effect is greater than the sum of the effects taken independently.
This is the bonus that we can derive from successfully uniting our
individual talents. Let's look at some of the important fundamental
principles that teamwork is based upon.

1.   Members of the team must be interdependent: they must utilize
      each other's expertise, experience and energy.

2.   Information must be shared and decisions made jointly by team
      members.

3.   Members must be committed to the team process.

4.   The team must be accountable as a functioning unit.

To fulfill these principles, members may need to adopt different behavioral roles. Let's look again at the athletic team. Many successful athletic managers and coaches say that real team development does not happen until members begin thinking of the team goals first, and individual goals second. This is also important in the development of work teams. The following behavioral roles are designed to help you develop this team spirit.

1.   The involving role - this is where a team member motivates others by getting them involved in an idea or problem.

2.   The listening role - this is when a team member makes an effort to actively listen to others, expressing that they are really hearing what is being said.

3.   The compromising role - this is where one member gives up something so that the team can progress.

4.   The supporting role - this is where a team member gives added dimension to good ideas by their support.

In addition to these roles a team leader will need to perform additional roles. Key words that describe these roles will be guidance, stimulation, coaching and coordinating.

    Guidance-this refers to the process of directing the discussion and also providing some structure for planning and action to take place.

    Stimulation-this involves subtle methods of reinforcing productive team efforts and checking to see if all members are involved in the process.

    Coaching-this can be done both formally and informally, asking members if they are having problems giving helpful suggestions and recommending outside resources that may be helpful.

    Coordination-this involves checking communication and feedback among team members and indirectly doing things that help produce a harmonious work team.

The leadership role of this position is challenging and somewhat specialized since the leader will need to provide some structure and support while still being a team member. Learning to be an effective team leader will take time and practice. The temptation to revert to a more directive style of leadership is always prevalent in the early stages of growth, but this change could retard team cohesion and limit long-range output.

The early stages of the team's development is the most critical. Therefore, I would like to give some pointers that can help you get started right.

Every team needs a leader or facilitator. Therefore, if this role has not been pre-assigned by the project staff, your group will need to get someone to serve, at least temporarily, in this capacity. This position can be rotated giving several participants experience in serving this kind of leadership role.

The team members also need to know each other. Therefore, I would recommend that the first group assignment would be a bonding or get-acquainted exercise. One effective exercise is to have each participant give their name and residence and then tell one important thing about themselves. This helps people relax and begin to communicate and trust each other.

In the early stages of development, teams may also need some added structure. This may involve -

A.   Deciding how long meetings will last.

B.   Development of agenda of items to be covered.

C.   Develop priority in which items will be dealt with.

D.   Assignment of other team roles such as recorder
     and time keeper.

E.   Determine how decision-making will take place -
     consensus or voting.

F.   Develop evaluation of the group process and
     leadership.

Getting the group to discuss and agree on team meeting ground rules gives them experience in working as a group, and also helps members feel that they are really an important part of the team. Sometimes groups will need extra help. If your group isn't beginning to work well together by the second or third meeting, it might be helpful to do some additional team building exercises. Several are listed in this workbook along with additional team building reference material.

Good luck and may you all experience the rewards of being part of a successful team.

Note: In Background Materials (Section 5) of this workbook you will find "What is Team Building". This was adapted from Teambuilding lecture and could be used as handout following lecture.

SECTION 3

E X E R C I S E   # 1

SENTENCE COMPLETION

Number of people: at least 8; up to 40 people
Minimum time: 45 minutes
Materials: newsprint, felt-tip pens, hand out sheets with
topic sentences
Setting: chairs arranged for groups of 4-8

Purpose:

To experience teambuilding, to learn to understand elements in team
building process, and to learn to form cohesive FCL training teams.

Process:

1. Introduce the exercise as an experience in team building. Ask
    small groups to complete sentences, taking no longer than five
    minutes of discussion for each one. Begin with: "When I
    first enter a new group I feel . . ."

2. Check the groups to see whether the discussion deals with the
    topic. (Sometimes a group avoids the topic and must be
    refocused.)

3. Stop the group discussion after five minutes and give four
    additional incomplete sentences at similar intervals, selected
    from the following:

    a. On my job, my greatest strength is . . .
    b. I usually describe myself as being a . . .
    c. To me trust is a matter of . . .
    d. In working with issues relating to family and
       community, my greatest contributions would be . . .
    e. The hardest kind of person for me to get along
       with is . . .

4. Re-assemble in larger groups (8-12) and choose a topic from:

    a. I feel closest to others when . . .
    b. The thing about myself that I need to work on is . . .
    c. If I had it all to do over again I would . . .

5. Allow about ten minutes for discussion. The purpose of the
    larger group is to demonstrate a process, rather than exhaust
    the topic.

6. Return to small groups for discussion (5 minutes). Did you
    feel differently about working in the large group as opposed to
    your small team groups? Will you discuss this difference?
    What makes this difference? Have each group list items that
    contributed to the formation of a close team.

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7. List all elements identified by the small teams for a master
    list entitled: "Elements Needed for Team Building." Make this
    available to each team.

8. Link the sentence completion exercise to these elements
    necessary for successful team building.

    a. talking about feelings
    b. discussing the team's mission
    c. building trust and openness
    d. providing feedback

(Prepared by Larry E. Dunn, State Coordinator, FCL, Colo.,1983)

E X E R C I S E   # 2

SHERLOCK

Number of people: small groups of 4-6 people each
Minimum time: 25 minutes
Materials: exercise and worksheets, pens
Setting:

Purpose:

To experience teamwork in problem solving, to recognize benefits of sharing perceptions and to recognize the value of individual contributions to group.

Process:

Participants will read text and answer questions twice in this exercise: the first time individually, the second time in a group.

1. Hand exercise and worksheets to participants.

2. Allow three to four minutes for reading the exercise three times. Then ask for sheets to be turned face down.

3. Allow five minutes for marking answers on worksheet and collect them for tabulation.

4. Participants form small groups and are given one answer sheet per team.

5. After reading text again groups should formulate team answers without referring to text during discussion. Allow 10-15 minutes.

6. Calculate team scores and compare with individual scores.

7. Summary: Discuss comparison of answers, changes in responses, and advantages of teamwork.

Text:

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

KEY:
   1)?; 2)?; 3)F; 4)?; 5)?; 6)T; 7)?; 8)?; 9)?; 10)?; 11)?.

(Prepared by Larry E. Dunn, State Coordinator, FCL, Colo., 1983)

Statements About The Story

1. A man appeared after the owner had turned
    off his store lights.   T   F   ?

2. The robber was a <u>man</u>.   T   F   ?

3. A man did not demand money.   T   F   ?

4. The man who opened the cash register was
    the owner.   T   F   ?

5. The store owner scooped up the contents
    of the cash register, he ran away.   T   F   ?

6. Someone opened the cash register.   T   F   ?

7. After the man who demanded the money scooped
    up the contents of the cash register, he ran
    away.   T   F   ?

8. While the cash register contained money, the
    story does <u>not</u> state <u>how much</u>.   T   F   ?

9. The robber demanded money of the owner.   T   F   ?

10. The story concerns a series of events in
    which only three persons are referred to:
    the owner of the store, a man who demanded
    money, and a member of the police force.   T   F   ?

11. The following events in the story are true
    someone demanded money, a cash register was
    opened, its contents were scooped up, and a
    man dashed out of the store.   T   F   ?

TEAMS	TEAM SCORE	AVERAGE INDV.SCORE	BEST INDV.SCORE	GROUP OVER AVE.	GROUP OVER BEST	RANGE INDV.SCORES
1.						
2.						
3.						
4.						
5.						

E X E R C I S E   #3

ALPHABET NAMES

Number of people: 5-15
Minimum time: 30 minutes
Materials: newsprint, worksheets, pencils
Setting: chairs in semi-circle

Purpose:

Achieving synergy in task groups.

Process:

1. Distribute worksheets and pencils to participants and ask them
    to list the letters of the alphabet from "A - Z" in a vertical
    column on the left side of the paper.

2. Randomly select 26 letters from any document. While reading
    each letter out loud, instruct participants to write letters
    in a second vertical column on the right side of page.

3. Working individually, participants are to fill in the blanks to
    create 26 names of famous people (food, past presidents, local
    political people, articles of clothing, etc.), one per line,
    using the alphabet and random letters.

4. Allow ten minutes before participants exchange papers to check
    names and tally points, one point per legitimate name.

5. Record the high score and the group's average on newsprint.

6. Repeat exercise with group using a new set of random letters
    using newsprint instead of worksheets. Allow ten minutes.

7. Review list and check names. Compare team and individual
    scores (high and average) from both rounds.

Summary:

Discuss differences of scores, motivation, and frustration.
Connect Alphabet Exercise with concepts of synergy, team
commitment, competition vs. collaboration, and individual vs.
group potential.

(Prepared by Larry E. Dunn, State Coordinator, FCL, Colo., 1983)

E X E R C I S E   #4

GROUP PROCESS EVALUATION

Should your group wish to analyze its process, have each member
anonymously rate each variable on the scale from 1 to 5.

5 = Operating Ideally

1 = Missing Completely

1. LISTENING

    Members don't really   1 2 3 4 5   All members really
    listen to one another   listen and try hard
    -- they interrupt and   to understand.
    don't try to under-
    stand others.

2. OPEN COMMUNICATON

    Members are guarded   1 2 3 4 5   Members express both
    or cautious in dis-   thoughts and feelings
    cussions.   openly.

3. MUTUAL TRUST AND CONFIDENCE

    Members evidence   1 2 3 4 5   Members trust one
    suspicion of one   another and do not
    anothers motives.   fear ridicule or
                                           reprisal.

4. ATTITUDES TOWARD DIFFERENCES WITHIN GROUP

    Members avoid argu-   1 2 3 4 5   Members search for,
    ments, smooth over   respect, and accept
    differences, suppress   differences and work
    or avoid conflicts.   throught them openly--
                                           they are not pressured
                                           to conform.

5. MUTUAL SUPPORT

    Members are defensive 1 2 3 4 5   Members are able to
    about themselves and   give and receive help.
    their functions.

6. INVOLVEMENT-PARTICIPATION

    Discussion is dominat- 1 2 3 4 5   All members are in-
    ed by a few members.   volved, free to parti-
                                           cipate in any way they
                                           choose.

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7. CONTROL METHODS

Subject matter and   1 2 3 4 5   All members accept
decisions are control-   responsibility for
led by the chair-   productive discussion
person.   and for decisions.

8. FLEXIBILITY

The group is locked   1 2 3 4 5   Members readily change
in on established   procedures in response
rules, and members   to new situations.
find it hard to
change procedures.

9. USE OF MEMBER RESOURCES

Individuals' know-   1 2 3 4 5   Each member's know-
ledge, abilities,   ledge, abilities, and
and experience not   experience are fully
utilized.   utilized.

10. OBJECTIVES OR PURPOSES

Objectives are not   1 2 3 4 5   Objectives are clear,
clear or not under-   are understood, and
stood and there is   there is full commit-
no commitment to   ment to them.
them.

(Adapted from Northwest Regional Educational Laboratory -
Partnership for Rural Improvement, Portland, Oregon, 1978.)
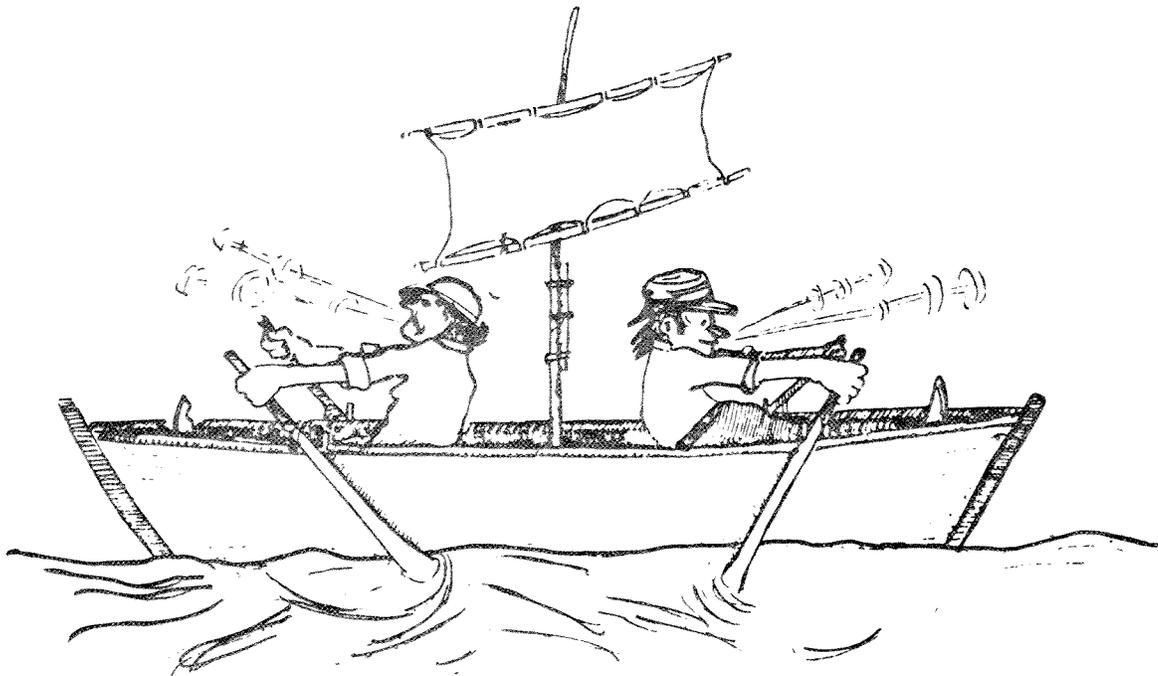
EXERCISES FOR STRENGTHENING OR MONITORING HOW WELL A TEAM IS WORKING TOGETHER.

The following exercises are designed for use with groups that have worked together for some time and are interested in becoming a more cohesive team.

E X E R C I S E   #5

THE FISH BOWL

The following is an exercise your team can use to help them understand group dynamics, and how well they are doing in regards to both task and group maintenance functions.

Time: 1 to 1 1/2 hours

1.   Prepare a list of problem statements that the particular group would be both knowledgeable about and interested in.

2.   Divide the group into two teams #1 and #2.

3.   Direct team #1 to form a circle, prioritize the list of problem statements, and come to consensus on a way to solve the particular problem (approximately 15-20 minutes).

4.   Call team #2 (the observers) aside and hand out the group process score sheets (included on pp 15-16). Instruct them to select one or more inner group members and observe them. Team #2 will then seat themselves behind Team #1 observing members in regards to maintenance and task function using the score sheets.

5.   When the task is accomplished or the time has elapsed, ask the groups to change places. Group #1 will now be the observers. Ask team #2 to discuss what they observed as team #1 was working.

6.   Call team #1 aside and give them observation sheets and instruct them to observe the discussion that is taking place (approximately 15 minutes).

7.   Have team #1 report on their observations of team #2 (approximately 15 minutes).

This sounds complicated but after you've used this once you'll find it is relatively easy. This should not be used with teams that have just formed. Only use with teams that have worked together for some time and that want a higher level of trust and openness.

FISH BOWL

A. GROUP PROCESS SCORE SHEET

Building actions that help groups to stick together.

1. Sit around the fish bowl and try not to disturb the fish in the bowl as they perform their task. You will be given time to speak later.

2. Observe, and record on the score sheet the number of times each type of action is used by one (or more) persons inside the fish bowl (individuals may wish to observe a few or even all of the people in group number 1).

3. You will be asked to comment upon and discuss what you observe in terms of the task and maintenance score sheets.

Maintenance Actions	Group Members					
	1	2	3	4	5	6
1. ENCOURAGING-being friendly, warm and responsive.						
2. NON-VERBAL AND VERBAL approval or acceptance by expression.						
3. HARMONIZING-attempts to reduce tension and work out disagreements.						
4. COMPROMISING-easing tension, admitting error, changing proposals to help the group.						
5. HELPING-to keep communication channels open, helping others to participate.						
6. TESTING-to see if group members are satisfied with the way they are working, the procedures they've set up.						
7. SENSING AND EXPRESSING group feelings and moods.						
8. SHARING-personal feelings with other members, getting others to express their feelings.						

(This exercise is adapted by Larry E. Dunn From a model prepared by Bob Biagi.)

FISH BOWL

B. GROUP PROCESS SCORE SHEET

Building actions that help groups get their tasks done.

| Task Actions	Group Members					
	1	2	3	4	5	6
1. STARTING/INITIATING/ PROPOSING task and suggested ideas.						
2. GIVING/OFFERING information, facts, ideas, opinions, alternatives.						
3. SEEKING/ASKING/LOOKING FOR facts, opinions, and ideas.						
4. INTERPRETING/EXPLAINING/ DEFINING the problem, ideas, suggestions, terms.						
5. SUMMARIZING - pulling it all together.						
6. OFFERING A DECISION OR CONCLUSION for the group to accept or reject.						
7. CONSENSUS TESTING: checking to see if a decision or conclusion is possible.						
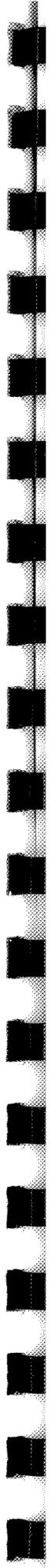
COMMUNICATION

Listening Skills

WHAT YOU SAY AND HOW I HEAR IT

How do you make people aware of the fact that they may hear what other people are saying but they aren't really listening?

Few of us ever really listen. It seems to be a part of our modern media culture: we are bombarded everywhere we turn by super sophisticated media which is out to sell us everything it possibly can, even if we don't need it. We've been conditioned by television and radio with their pounding commercials. Then we're told "We do it all for you." Interestingly, many of us hear these commercials but we have adapted in such a way that we don't really listen to them. And that adaptation somehow has become a part of us in all our activities from work, to play, to meetings. So some of the blame for the lack of listening skills in group meetings is the fact that <u>we are simply overloaded with information, words and stimuli.</u> We have to shut off at some point. Groups that have poor listeners in their membership are inevitably headed for conflict. It's anologous to the generation gap which is really a communication gap. Parents and children hear each other but they are not really understanding each other.

Most of us never realize the difference. If you have ever tried to give directions for an exercise to a group, then you have already gotten a clear idea of how often people don't listen. It's been found that writing all directions down on newsprint so that everyone can read them, or handing out individual copies usually helps. But there are still those who don't listen even when the act of "listening" is with their eyes.

This point can be tested in your own group by using the exercise which follows.
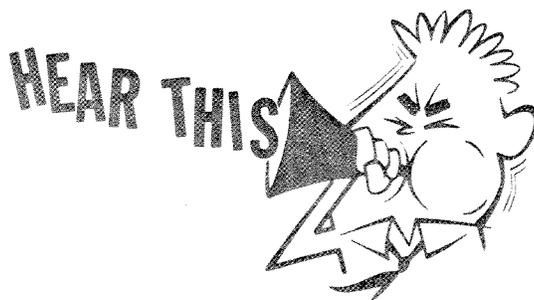
SIMON SAYS

This is a relatively simple exercise. If done quickly, it can provide some frustration but also some fun. It's also good for those of us who think that we are always listening and don't really need to do this sort of exercise.

1.   Explain to the group what you are doing and why. That might sound like this: "Most people don't communicate or listen accurately in either individual conversations or a group setting. What we're going to try now is to see how well you can listen to directions."

2.   Pass out a sheet of paper to each person. Tell them that you're going to give them some simple directions to follow using a sheet of paper. Let them know that you will give the directions only once and that you will say them clearly but quickly. The group must follow the directions without any questions, and you will not repeat any directions (the directions follow).

3.   After you have read the directions to the group, and they have followed them, have eveyone open the sheet they end up with. Then ask them to raise their hands if they think it's correct. You don't need to keep score, but usually 25% of the participants will do everything correctly.

4.   Get a discussion going if it hasn't already started. Some suggested questions might be: "Why do you think so many people didn't do the exercise correctly? Would anyone have done better if this were an important group task or item of business? What would have helped?"

5.   Use the exercise to lead into a discussion about hearing versus listening, and what it means to your group.

(This exercise is adapted by Larry E. Dunn from a model prepared by Bob Biagi.)

SIMON SAYS DIRECTION SHEET

(Read these out loud, clearly but quickly.)

1.   On the top of the left hand side write the name of the country you live in at present.

2.   Along the right-hand side write the name of the state you live in presently.

3.   Draw a line from the top right-hand corner to the bottom left-hand corner.

4.   Draw a line from the center of the top to the center of the bottom.

5.   Fold your paper along the center line with the left side over the right side.

6.   Now draw a diagonal line from the top left corner to the bottom right corner and write your first name three times on the diagonal line.

7.   Fold your paper into thirds and hand it to the person next to you.

COMMUNICATIONS

E X E R C I S E   #7

LOOK POWER

This exercise is a way to practice non-verbal skills and attempt
to interpret the non-verbal language of others. It's an exercise
that always reminds me of when I was a kid, out with my parents
visiting relatives. I always knew when I was doing something wrong
or when I could have a piece of candy. My mother never said a
word to me; all she did was look, that was enough. In fact, my
aunts, knowing the rules of the language, would stand in front of
me so that I couldn't see my mother when they offered me some
candy.

That's what this exercise is all about. Seeing if you can send and
receive messages accurately.

PART I - Close-ups

1.   In a large room, divide into groups of threes (triads) and
      call one person A, and B, and one C.

2.   Have A and B sit about six feet apart with C as an observer.

3.   A and B are to look intently at one another and then slowly
      move their chairs to within three feet of each other. Stop for
      a few seconds, and then move to within one foot or less of each
      other. Have A and B look at each other for at least one
      minute.

4.   Have A and then B describe what they felt and observed as they
      moved closer. Then C can share some observations about the
      interaction.

PART II — Saying it Without Words

1. Now A and C are to sit facing each other with B as an observer.

2. A and C are given different lists which contain several
    attitudes to be communicated. B will be given copies of both
    lists (see sample lists on the following page).

3. A and C will alternately try to communicate the attitudes
    described on their lists. It would be helpful to give a
    sheet of paper to all three persons so they can take notes
    and record what they interpret from the non-verbal messages.

4. Only B will know what both A and C are attempting to
    communicate and B will take notes on A and C. It would also
    be interesting for B, the observer, to watch the _receiver_ of
    the messages rather than the _sender_, to see what non-verbals
    they are unconsciously sending. In this case, it would be
    helpful if A and C did not know that B was observing the
    receiver.

5. After 5 or 10 minutes (depending upon how involved people are
    with the task), have A and B share their attitudes and lists,
    and compare the notes taken by all three persons.

6. Allow about 10 minutes to discuss the following questions:

    — How accurately did A and C communicate the non-verbal
       messages?

    — How accurately did they receive the messages?

    — What problems did each have?

    _____

If there is time and the triads have an interest in sharing what
happened with other triads, put up a score card and see how
accurately each of the small groups interpreted the messages.
Encourage people to share what they learned from the exercise.

(This exercise is adapted by Larry E. Dunn from a model prepared by
Bob Biagi.)

"LOOK POWER" TASK SHEET FOR PARTICIPANT "A"

(Copy this sheet for A and B)

You are at a regular meeting of your group or board. Try to communicate the following non-verbal messages to your partner (C) without any auditory sounds. Take about 30 seconds for each of the following:

1. You're excited about the issue which is now being dealt with in the meeting.

2. You couldn't care less about what happened on this new issue.

3. You really want to get on to the next topic which interests you a great deal more.

4. You're upset with the way things are going in the meeting.

5. You have to go to the bathroom.

6. It's time for a break.

7. You're wondering why the chairperson doesn't stop talking and let someone else speak.
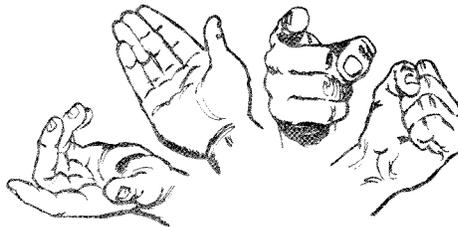
"LOOK POWER" TASK SHEET FOR PARTICIPANT "C"

(Copy this sheet for B and C)

You are at a regular meeting of your group or board. Try to communicate the following non-verbal messages to your partner (A) without making any auditory sounds. Take about 30 seconds for each of the following:

1. Why doesn't the person next to you shut up so that you can hear what's going on in the meeting?

2. You agree with the point just made by A who is sitting across the table.

3. Your rushed dinner doesn't agree with your stomach.

4. You want to say something if there is time left.

5. You want very strongly to answer the person who just spoke, but you keep getting interrupted.

6. You want a stick of gum which someone else has in their pocket.

7. You're tired and you want to go home.

GETTING FEEDBACK

If you and your group got something out of the last exercise, the following one will take the idea of accurate communication and listening one step further. In fact, you might prefer to work through the following exercise instead of the previous one; use your judgment and be flexible. In this one the importance of feedback in communication is emphasized. Without some sort of feedback from the listener, neither the speaker nor the listener really knows whether the information that has been communicated has been received accurately.

E X E R C I S E   #8

TO FEED BACK

OR NOT TO FEED BACK

Explain to the group that this exercise will demonstrate the need for feedback in order to communicate and listen accurately.

PART I

1. First find a volunteer who will try to communicate with the others without the use of feedback or nonverbals.

2. Pass out blank sheets of paper to the group and explain the following task:

    - The volunteer leader will give the group directions to copy a simple drawing.

    - The volunteer has as much time as she needs to communicate the directions for making the drawing, using only verbal directions.

    - Give the volunteer a copy of Figure Number 1 and instruct the group that she may only use verbal communication. She will not face the group or use her hands for directions.

3. As the volunteer directs the drawing of Figure Number 1, be aware of the reactions of the group members as well as those of the volunteer. Also be aware of the length of time it takes to complete the drawings.

4. Have each person mark on their sheet whether they think they have made an accurate drawing. Then check with the volunteer to see if she feels she has communicated the information accurately.

PART II

Get a second volunteer to direct the drawing of Figure Number 2.
This time allow the volunteer to receive feedback and use nonverbal
information (body language). Then pass out a second sheet of blank
paper to each person in the group.

1.   Give drawing number 2 to the volunteer and explain the
     following directions to everyone:

     -   The volunteer will direct the group in drawing Figure Number 2
         accurately.

     -   He will face the group this time and have as much time as
         necessary to give thorough directions.

     -   He is also permitted to use any nonverbals he needs, and
         anyone from the group can ask anything they wish to help
         them complete the drawing.

2.   Again observe the group and the volunteers and keep a check on
     how much time it takes to complete the drawing.

3.   After the group finishes, show them the fwo figures and on
     newsprint keep score of how many people copied Figure Number 2
     accurately.

4.   If the group doesn't spontaneously begin a discussion, it might
     be helpful to have them discuss the following:

     -   How did the volunteers (1 and 2) feel during each exercise?

     -   How much time did each part take to complete?

     -   What was the difference in accuracy between communication
         number 1 and communication number 2?

     -   How can this experience be related to actual cases or
         experiences in your group meetings?

     -   What can be done about it?

(This exercise is adapted by Larry E. Dunn from a model prepared by
Bob Biagi.)

FEEDBACK

Figure Number 1
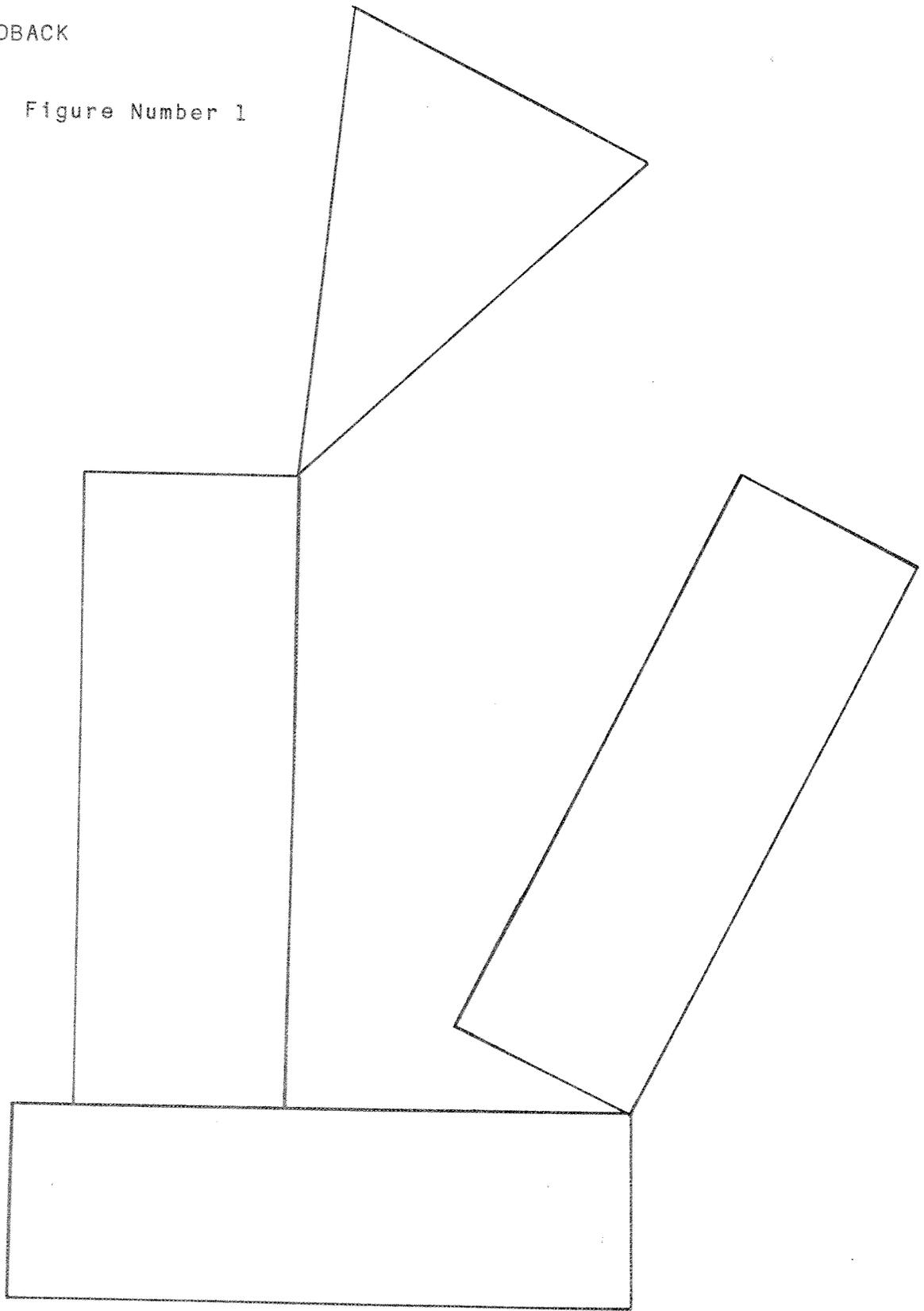
FEEDBACK

Figure Number 2
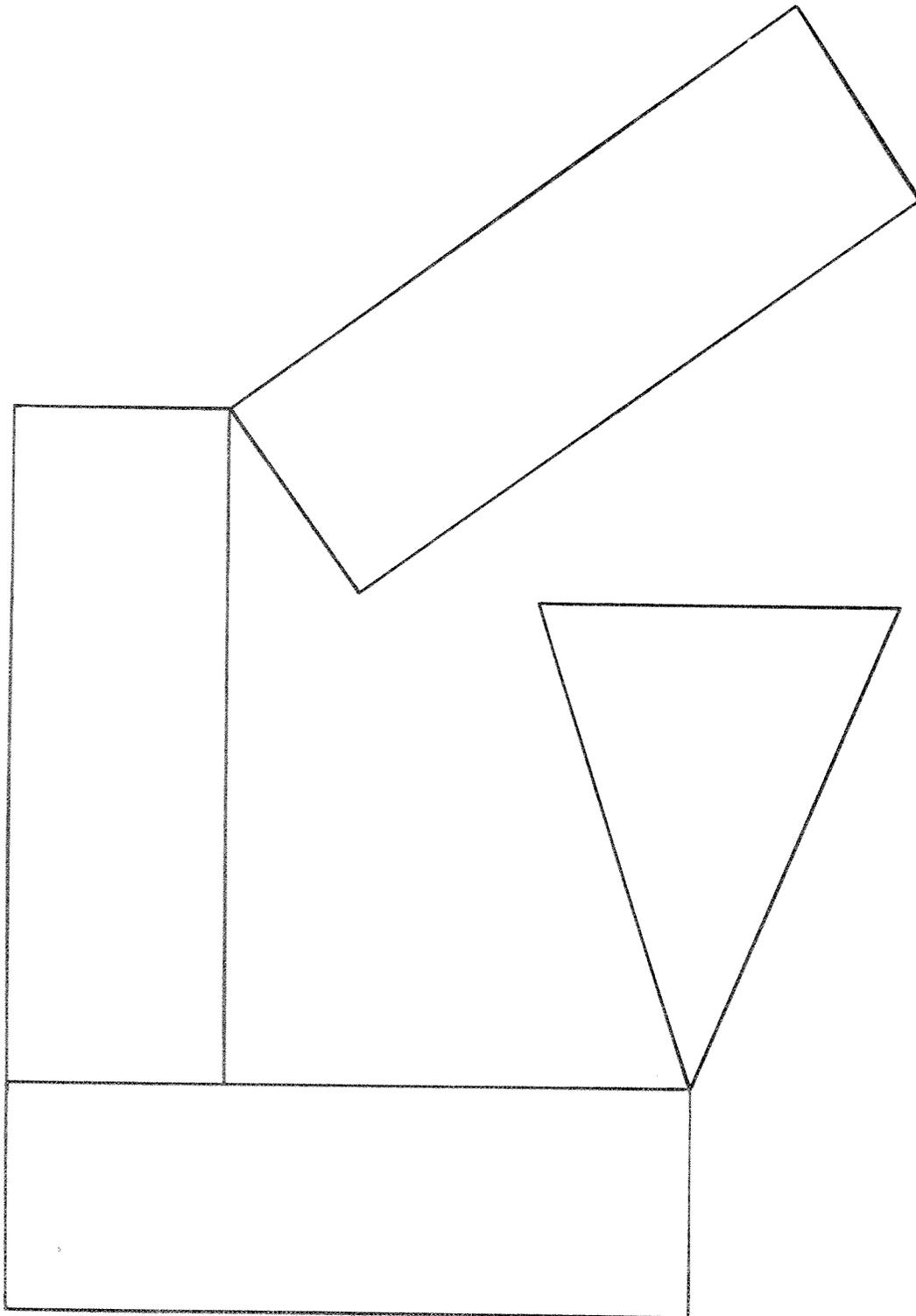
E X E R C I S E   #9

FEEDBACK FORM

The first step in building a meeting-feedback form is to decide
which benefits you want to measure. Next, write a few questions
(seldom more than three or four) that will provide the information
you desire. Write the questions in a language and style that will
be acceptable to your group. Group leaders have found the following
questions valuable.

1. What did you like best about
    this meeting?

2. What did you like least about
    this meeting?

FEEDBACK

3. What suggestions do you have
    for the next time?

4. I felt this meeting was...
    (Circle number)

    1   2   3   4   5
    a waste   very
    of time   worthwhile

5. I felt the leadership of this
    meeting was...

    1   2   3   4   5
     not   helpful
    helpful

6. Based on my experiences at this meeting, I (would)(would not)
    (might) come to the next meeting (circle your answer).

7. Topics or events which I would like to see included on the next
    agenda are:

Plan to make evaluations of your meetings a regular agenda item.
Keep the questions simple and use the feedback suggested to make
future meetings more effective. Participants are usually willing to
give feedback if they can see that the suggestions are considered
seriously and changes do occur as a result of this feedback.

E X E R C I S E   #10

MY ROLE IN THE GROUP

Simply give one or more copies to each member to fill out, by and
for themselves.

1.   Ask members to fill out the questionnaire at the end of the
next meeting so they might be able to get a better idea of the
actual role they play in a meeting and why.

2.   The questionnaires can be collected without names and read at
the close of a meeting or used as discussion initiators at the
start of a meeting. It also works well as a personal exercise.

3.   It helps to follow up with additional copies at the beginning
of the next few meetings.

(This exercise is adapted by Larry E. Dunn from a model prepared by
Bob Biagi.)
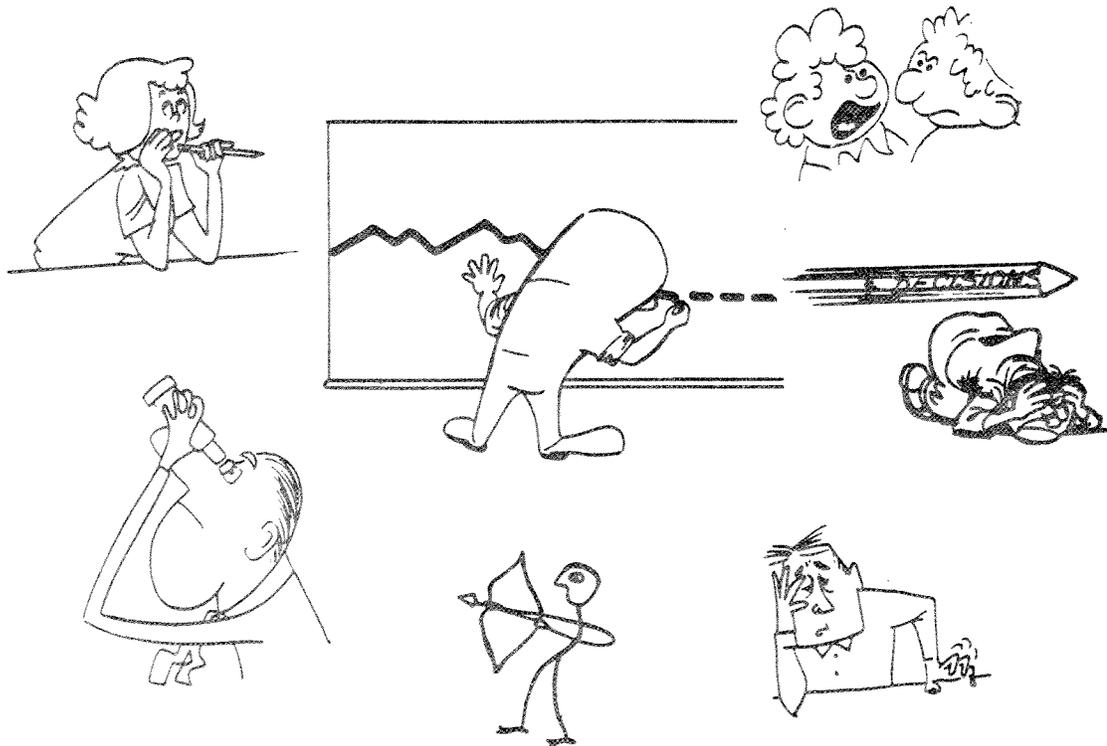
MY ROLE IN THE GROUP

	Roles I Filled Today	Why I Filled This Role	Roles I Would Like To Fill	Roles I Filled Least Well	Roles I Should Avoid
TASK ACTIONS					
1. Encouraging					
2. Non-Verbal Acceptance					
3. Harmonizing					
4. Compromising					
5. Helping					
6. Testing					
7. Sensing					
8. Sharing					
MAINTENANCE ACTIONS					
1. Starting					
2. Giving					
3. Seeking					
4. Interpreting					
5. Summarizing					
6. Offering					
7. Consensus Testing					
SELF-ACTIONS					
1. Blocking					
2. Silence					
3. Recognition Seeking					
4. Dominating					
5. Talking Too Much					
6. Bored					
7. Special Interest- Hidden Agenda					
8. Not Listening					

SECTION 4

SUGGESTED PROGRAMS

30-40 minute program

Purpose: To expose participants to teamwork principles and to show how working as a team can be advantageous.

1. Give brief introduction to teamwork. The 4th paragraph in the "Teamwork Can Make It Happen" lecture gives a good introduction. Feel free to rephrase in your own words (approximately 2 minutes).

2. Show slide tape program (approximately 7 minutes).

3. Divide participants into small groups, approximately 4-6 persons and hand them individually a copy of "Sherlock" teambuilding exercise. Ask them to read the text carefully two or three times and then to answer the questions on "statements about the story". This can be done in two ways: 1. They can keep the text in front of them and refer to it or, 2. After carefully reading text you can ask them to turn the text over and answer the questions without referring back to the text. Experiment with both methods. This work is to be done individually. Do not let group members discuss their answers (approximately 4 minutes).

4. Then have the participants hand in their sheets and discuss and answer the questions as a group. You will need to give each group another blank answer sheet. Allow teams to spend 10-15 minutes formulating team answers while you tabulate individual scores. Discuss number of changed responses and advantages of teamwork (2-10 minutes).

    You will find this to be a very tight program time-wise, so you will need to keep things moving.

1-2 hour program

Purpose: to understand principles of teambuilding; see them applied and also experience, monitor and discuss teambuilding components, skills and attitudes.

1. Give longer lecture using 8 slides provided in the carousel following the slide show (approximately 20 minutes).

2. Show slide tape program in an attempt to show how these principles can be applied (7 minutes).

3. Use one of the teambuilding exercises depending on time available.

4. If time permits, have one member evaluate the group process as the small groups are working (using the evaluation form for group process evaluation provided in your packet). Ask for general evaluations not related to individual participants. Discussion can follow on important components of a working team and how this particular group might improve teambuilding skills. You might suggest that they continue to monitor success by use of this evaluation form.
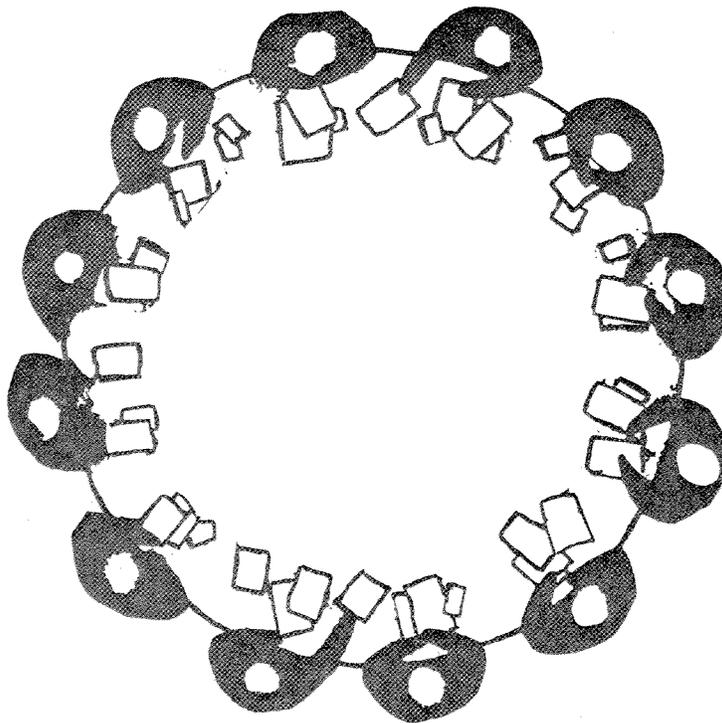
SECTION 5

BACKGROUND MATERIALS

THINGS THAT BLOCK A GROUP

B L O C K I N G

1. Not listening.

2. Unclear issues.

3. Disorganized.

4. No facilitator.

5. No defined goals and objectives.

6. Not buying into goals and obectives

7. Not being involved in decision-making.

8. Impatience with the group decision-making process.

9. Being afraid to speak up at a meeting because of what others might say.

10. Using words and jargon that some members might not understand.

11. Lack of information.

12. Not listening to what others have to say.

13. Suppressing conflict.

14. Rejecting other's ideas without hearing them out.

15. Animosity and dislikes in the group.

16. Time pressures.

17. Outside pressures.

18. Ego.

19. Pushy people.

20. Hidden agenda/self-interest.

21. Lack of well-defined roles.

22. False humor or too much humor.

23. Inflexible group structure.

24. Self-interest.

25. Lack of planning.

26. No prepared agenda.

27. Age group differences.

THINGS THAT BUILD A GROUP

B U I L D I N G

1. Humor.

2. Starting on time.

3. Short meetings.

4. Fun.

5. Compromising.

6. Similar backgrounds.

7. Common goals.

8. Enthusiasm.

9. Cooperation.

10. Assigning a leadership role on a temporary basis (rotating facilitator).

11. "Being a little nasty nicely."

12. Taking an extreme absurd position to help others realize where they stand.

13. Having clear goals/understood by all.

14. Alternative ideas.

15. Consensus decision-making.

16. Respect.

17. Defined roles.

18. Commitment.

19. Flexible structuring.

20. Support from others

21. Facilitation rather than leadership.

22. Initiative.

23. Cooperation.

24. Sensitivity to people's differing needs.

25. Trust.

26. Being process-oriented not task oriented.

27. Listening.

28. Follow through/and accepting responsibility.

EVALUATION FORMS

It is very helpful to receive feedback on your presentation/exercise.
The following card is designed for this use. Additional copies
can be obtained from your FCL Coordinator.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| lowest | | | | | | | | highest |

RELEVANCE
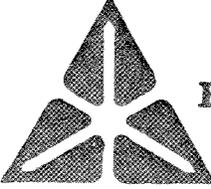
Family Community Leadership

For presentation given by: _____

Date: _____

KNOWLEDGE: 1 2 3 4 5 6 7 8 9 (lowest to highest)

PRESENTATION: 1 2 3 4 5 6 7 8 9 (lowest to highest)

WHAT IS TEAM BUILDING

THEORY

There is a large body of theory and research to support the advantages of using a team approach for management. The work of behaviorial scientists from Rensis Likert to Douglas McGregor suggests that team work can release human energy that somehow causes a change in people. This change affects the way in which people view themselves, their work, and their fellow workers.

MANAGEMENT

The idea of participatory work groups or teams has, for the most part, been a relatively recent develoment in the personnel management field, and this concept is still not universally accepted. The early management styles stressed individual achievement within a rigid structure of authority.

This directive management style was useful in establishing and institutionalizing the Industrial Revolution of the 1800's, but as our societies have grown, our definitions of human freedom and democracy have also expanded. Consequently, more attention has been given to ways of managing human resources that can provide more freedom and at the same time utilize the increased energy and creativity that this freedom facilitates. This later management style has been labeled the developmental or participatory management style. The diagrams illustrate the effects that these management styles have had on the actual distribution of information.

Directive   Developmental

Management Styles
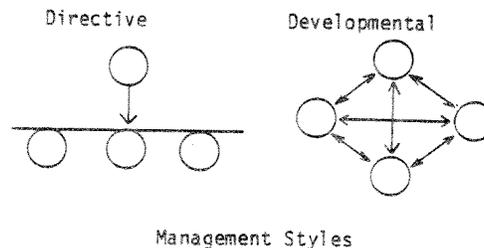
TEAM CONCEPT

By way of definition, "team", as it is used here, refers to a develomental or participatory process allowing individual work peers to form a work group whose character is the accomplishment of a specific task. For this document we will be exploring the team concept as it relates to our work with FCL training teams. We will first take a look at the roles which both members and leaders will need to perform in order to operate effectively in a team situation.

TEAM MEMBERS' ROLES

As we examine the essential roles that a team member must perform, we realize that the adoption of these behavioral roles may take time since much of our previous training and work experience have

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stressed competition and individual accomplishment. In a team situation each member must be interdependent. In other words, every member needs the other members' expertise, experience, and energy to achieve mutual goals. Roles function in two ways:

(1) They are concerned with building a harmonious group;

(2) They are involved in coordinating task accomplishment.

Consultants who have worked with developing cohesive work teams list the following as the major role expectations of team members in a group situation. They are positive, team-centered roles which keep a group moving toward creativity and problem solving.

Involving role. This is where one initiates action. A team member may motivate others by getting them involved in an idea or problem. The involving role consists of asking questions of other members to "bring out" or stimulate each team member.

Listening role. This is where a member listens actively (nodding, leaning forward), expressing that he/she is really hearing what is being said. Active listeners encourage group members to express themselves.

Compromising role. This is were one member gives up something for problem solving to take place. Compromising can lead to team productivity. It is a role that is necessary for cooperation and collaboration.

Supporting role. This is where a team member gives added dimension to good ideas by their support. By supporting and encouraging others, the team member strengthens confidence and trust.

ROLE OF THE TEAM LEADER

It is necessary for a team to have a leader. The leadership role of this position is challenging since the leader will need to provide structure and support while still being a team member. To accomplish this task, the leadership responsibilities must be viewed differently from those of a traditional manager. Key words for describing this leadership role are guiding, stimulating, coaching, and coordinating.

Guidance refers to the process of directing the discussion and providing structure for planning and action to take place.

Stimulation will involve subtle methods of reinforcing productive team efforts, constantly checking to determine if all team members are actively involved in the process.

Coaching may be done both formally and informally with team members by asking if they are having problems, giving helpful suggestions, and recommending outside resources that may be helpful in alleviating the problem.

<u>Coordinating</u> will involve improving communication and feedback among team members through improving the work environment, controlling the operational climate and, in general, indirectly doing things that help to produce a cohesive, finely-tuned working team.

TEAM GROWTH CYCLE

Many researches involved in team building note that growth and development patterns of teams closely resemble a "life cycle". Knowledge of this growth cycle is important in understanding that development of cohesion within a team context is a continuous process. We can analyze this cyclical development by examining the "group cohesion model".

This model shows the relationship between group cohesion on the vertical axis, and the passage of time on the horizontal axis. Reading the chart from left to right, we can see that this mode represents a "success story". A group started, became highly cohesive and successful, reached its peak, and then went into a gradual decline.
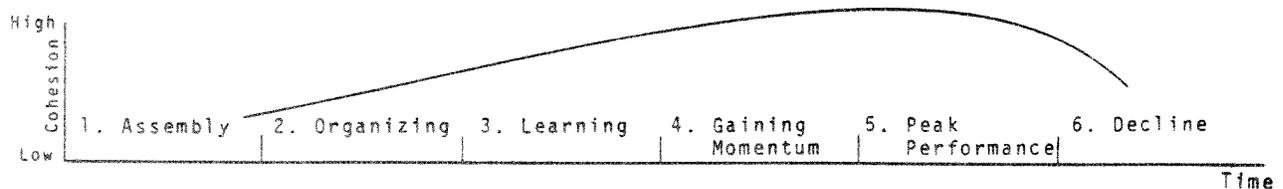
GROUP COHESION MODEL

SECTION 6

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