Team Building Techniques

Course Objectives

Generally   The aim of this course is to introduce you to the activities, behaviours and techniques that make for effective team building. This will focus on individual actions and team actions that help build effective teams.

Specifically   During this course, you will learn to:

- Understand the meaning of **teamwork** and what makes teams **effective**

- Appreciate when team working is **essential** and when it **isn't**

- **Experience** working in a team

- Understand what team **roles** are necessary to make a team work well

- Create personal **Action Plans**

Teams

A team is defined as a group of people united by a common purpose.

Definitions

- **Team building** is the process of enhancing the effectiveness of teams. This process is known also as team development

- **Team-working skills** are skills developed while working with a group of people who are not a team back at work

- **Leadership development** concentrates on the individual ability of the leader to create a vision and values within a team, to inspire, encourage and guide a group, and to generate commitment and involvement from a team

Why Teams?

Efficient teams can lead to greater creativity, improved job satisfaction and increased energy and excitement. In some cases they can lead to swifter and more effective implementation of ideas and to a better use of individual skills and abilities. There are some tasks which one person simply could not do alone, such as launching a moon probe, designing a new car, or managing a large construction project.

The use of teams opens up a bigger range of experience and abilities. Team co-ordination is very important where functional or specialist experts are working together and where there is a danger of duplication.

Although teams do not produce so many ideas as the members of the same team working independently, they do produce more useable ideas, because the idea, once formulated, goes through more thorough process of objective evaluation. Another advantage of teams is that many people find increased motivation from working within a team

In Charles Handy's book *Understanding Organisations,* he suggested other organisational uses of teams might be:

♦ Distribution of work: a bringing-together of skills

♦ Problem-solving/decision-making

♦ Information and idea collection/information processing

♦ Co-ordinating and liasing between individuals in groups and between groups

♦ Management and control of work

♦ Testing and ratifying decisions

♦ Increased commitment and involvement

The dynamics of a team are highly complex, and getting a team to work effectively takes time. Teams should not be used indiscriminately as a universal panacea but only when the principle of synergy can be applied, i.e. the whole is greater than the individual parts.

If there is likely to be only one correct solution to a problem then this is more effectively tackled by an individual working on their own.

Exercise One
Experiences of Team Working

Time: 10 minutes activity + 10 minutes general discussion

- Think of a team you work in or have worked in that was *successful* and where things went well

- What was special about it?

- Jot down some comments - we will be using the information in later exercises

Consider:

- People

- Feelings

- Activities performed

- Your role

- Think of a team that you work in, or have worked in where *things went badly* and you felt unsuccessful

- What made it "fail"?

- Write down some comments - we will be using the information in later exercises.

Consider:

- People

- Feelings

- Activities performed

- Your role

Exercise Two
What Makes Teams Effective?

Time: 10 minutes individually + 20 minutes group discussion

- Rank the nine statements below in order of importance by placing a (1) at the side of the most important, a (2) at the side of the second most important, and so on, so that (9) appears alongside the least important statement

- Take 10 minutes to do this individually

- Compare your results with the rest of the participants

- Discuss the differences

( )   The team is clear about what it wants to achieve.

( )   Issues are always confronted and dealt with in an open way.

( )   Members show support for each other.

( )   There is a high level of trust between team members.

( )   Both co-operation and conflict are used to get the best results.

( )   There are sound and understood procedures for decision-making.

( )   Team leadership is of a high standard and in the most appropriate hands.

( )   The team regularly reviews the way it operates and learns from the experience.

( )   Individual and team development needs are regularly reviewed.

Task Achievement in Teams

The John Adair Model
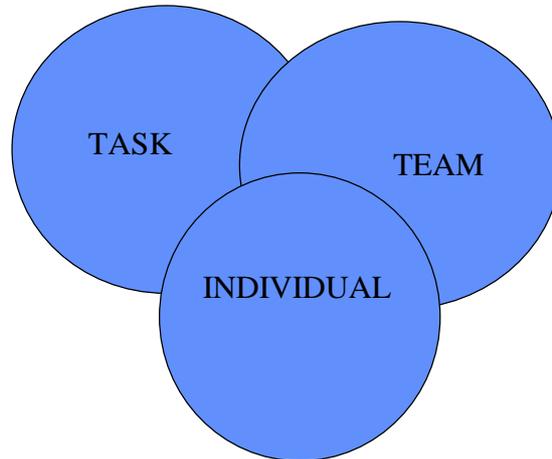
John Adair is acknowledged as a leading expert in "teams" and it was he who first brought this model to people's attention.

He states that there are three areas of need present in working groups:

♦ To achieve the common task

♦ To be held together or to maintain themselves as cohesive unities

♦ The needs which individuals bring to the group

The Task

The main reason that a group comes together is that there is a task which one person cannot do alone. It is important to the organisation that the task is achieved. How well the task is achieved will have a significant impact on the group itself.

Team Maintenance

Many of the written and unwritten rules of a group are designed to promote unity and maintain cohesiveness. Instinctively a common feeling exists that "United we stand, Divided we fall".

Those who go against the group rules and standards may expect reactions varying from irritation to anger. Activities are needed to keep the group together.

Individual Needs

Individuals bring into the group their own needs for recognition and support from other people in a working situation. These personal needs are perhaps more profound than we sometimes realise. Underlying them is the fact that people need each other, not just to survive but to achieve and develop personally.

To achieve the best results from any team the team - or its leader - must pay equal attention to each circle in the Adair model.

Paying attention to the task is relatively simple - most teams focus on this sometimes to the exclusion of all else. Sometimes the task takes over - and gets so important that feelings are hurt.

Team maintenance can sometimes be overlooked. The simple things like getting the whole team together from time to time for updates and perhaps the odd social event, or creating some logo or phrase to indicate group unity.

Individual needs again tend to get overlooked. This is finding out what the each individual wants from their membership of the team - do they want stretching, new opportunities, time to reflect and contribute indirectly rather than driving the project?

In team-building the team leader needs to consciously pay attention to each aspect of the Adair circles, otherwise the team will fall apart.

Distinguishing Between Task, People, and Process Interaction

There are three factors which all working groups have in common:

♦ The *activity* itself - its start point, end point and time allocation

♦ The *process* by which the job gets done

♦ The *people* involved in the group and their interactions

The Task

The task itself often needs clarifying to discover the true start, end and time allocation. Often the first few meetings of the group will be to define and re-define the task itself - to really understand what is required of the group. The prime task is often scoping the project: getting a clear definition of what the exact task is from everyone involved and the timescales in which it is to be achieved. Time needs to be spent on this aspect - often people rush through this part wanting to "do something".

Start   Time   End
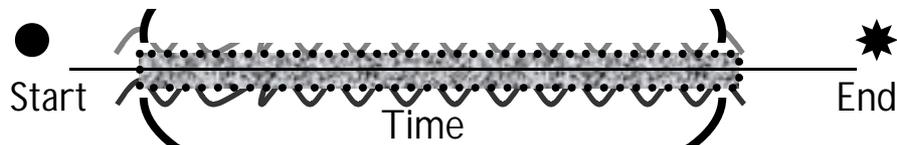
The Process

This is the *way* in which to job is done.

- What information is needed?

- How should we organise ourselves?

- What about roles - chair? note-taker? facilitator?

- Planning the time?

- Frequency of meetings?

- Recording information and decisions?

Materials   Content   Product

Reviews   *Progress Reports*
Meetings
Titles   *Minutes*
*Memos*   Procedures   *Roles*
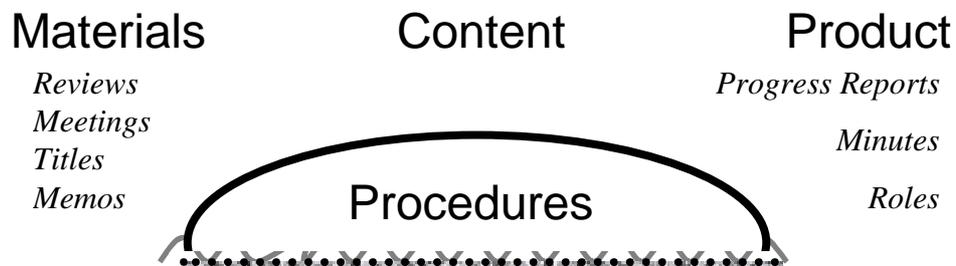
Most groups are predominantly task/procedures oriented and if they meet problems they assume:

- Something is wrong with the methods they are using, so they change them

- The right information and ideas are not coming through so they change the people

- The basic raw materials are wrong so they look for others

People

When people get together to work things become different and often difficult. As interactions take place:

- Some people lead

- Some follow

- Some opt out

- Some become dominant

- Some people only listen to certain other people

- Some get angry, upset, confused

- Some would rather be doing something else

- Some people are committed

- Some have other things on their mind

- Some like scoring points are others' expense

- Some have a hidden agenda

Process

Egos	*Respect*
Feelings	*Emotions*
Commitment	*Attention*

Interaction
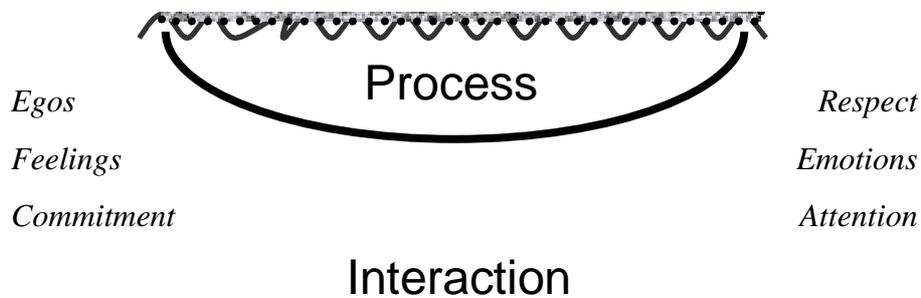
Successful Completion of a Task

This requires all three elements to be successful.

Task

If this is unclear and has no start time or end time, or unrealistic time-scales then whilst the job will get done it may feel rushed and slapdash.
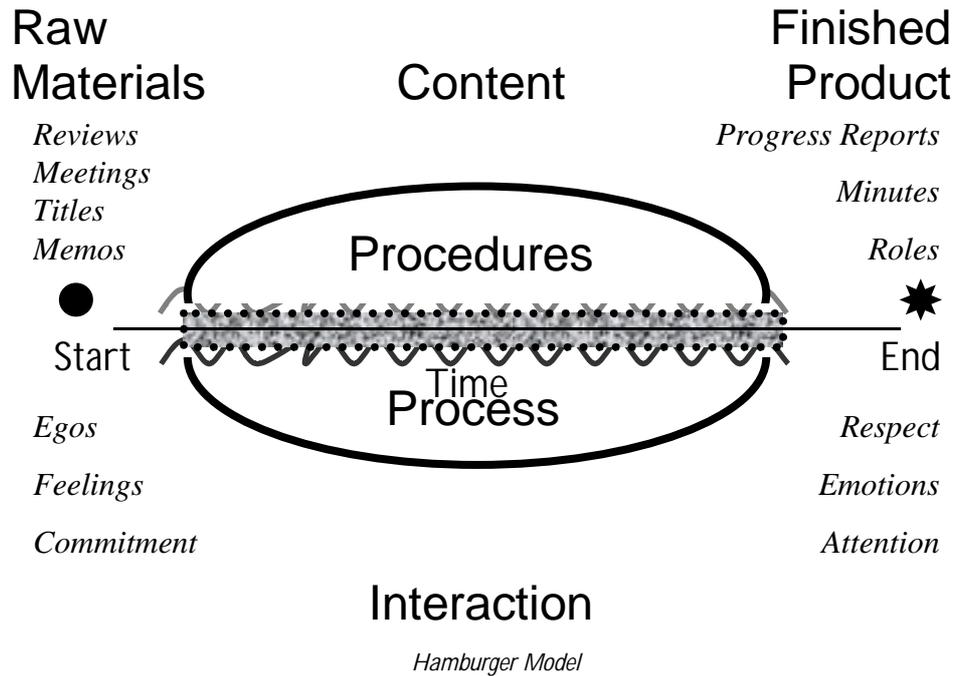
Process

If this is ignored then whilst the people get on well there are feelings of disorganisation and confusion. Too many people end up doing the task and some elements get forgotten. Few people, if any, know what is going on - "nice people but murder to work with"

People

In the short run it is possible to ignore the complicated yet important aspect of people working together (in the hopes "it will go away"). Unfortunately, people problems tend to get more difficult to manage the longer they are left or ignored.

The feeling is of the task being finished but 'never wanting to work with these people again'. They may have done the job but at the cost of bickering, stress, dissatisfaction and a fractionalised team.

This is often called the 'Hamburger Model'.

Raw
Materials

Reviews
Meetings
Titles
Memos

● Start

Egos

Feelings

Commitment

Content

Procedures

Time
Process

Interaction

Finished
Product

Progress Reports

Minutes

Roles

✸ End

Respect

Emotions

Attention

Hamburger Model

As with a real hamburger all three need to be present:

- A team needs a **task** (a hamburger without a filling it just a bread roll)

- A team needs **rules** and **procedures** of operating (a hamburger without a top is an open sandwich [and the ketchup makes a mess of your face])

- A team needs to consider the **emotions** of the individuals in the team (a hamburger without a bottom bun is a very messy experience indeed)

Good teams need clear tasks; simple agreed procedures and to pay attention to the emotions of all members of the team.

Exercise Three
Applying the 'Hamburger Model'

Time: 10 minutes individually + 10 minutes group discussion

- Go back to your answers for Exercise One

- Fit them into Task, Procedures and Emotions

- How were these met for the "good" team experience?

- What happened with the "poor" team experience?

Giving and Receiving Feedback

Johari Window

A model to show feedback and self-disclosure in action is Johari's Window devised by Joe Luft and Harry Ingham (1963).

|	Known by Self	Unknown by Self
Known by Others	Public self e.g. height, colour of hair, eyes, job title	Blind spot e.g. pleasing and or annoying habits, what back of head looks like, looking at watch all the time
Unknown by Others	Private self e.g. ambitions and desires, past jobs and experiences, favourite song, what makes person cry	Unknown e.g. how would behave in new job, in crisis, faced with a lion

Self-disclosure - telling others things about ourselves, will increase the area that others know about us - our *Public Self.* This happens as we come to trust others and get to know them better and allow them to get to know us better.

Feedback - getting others to tell us how they react to us, will increase our own self-knowledge - and thus reduce our *Blind Spot.*

You need to focus on both *feedback* and *self-disclosure* to get the best effect in terms of openness and trust in a working situation; if you only seek feedback then you will be asking others to trust you by revealing to you how they see you, but not giving anything back of yourself. In others words your **Blind Spot** will reduce, but your **Private Self** will increase.

If you practise self-disclosure but do not seek feedback then others will know more about you and what you think, but will not be able to let you know the effect you have on them. Your **Public Self** will increase but so too will your **Blind Spot.**

As shown in the diagram below, the more you seek *feedback* and practise *self-disclosure* the smaller your *Unknown* will be and this is of value to yourself and others.
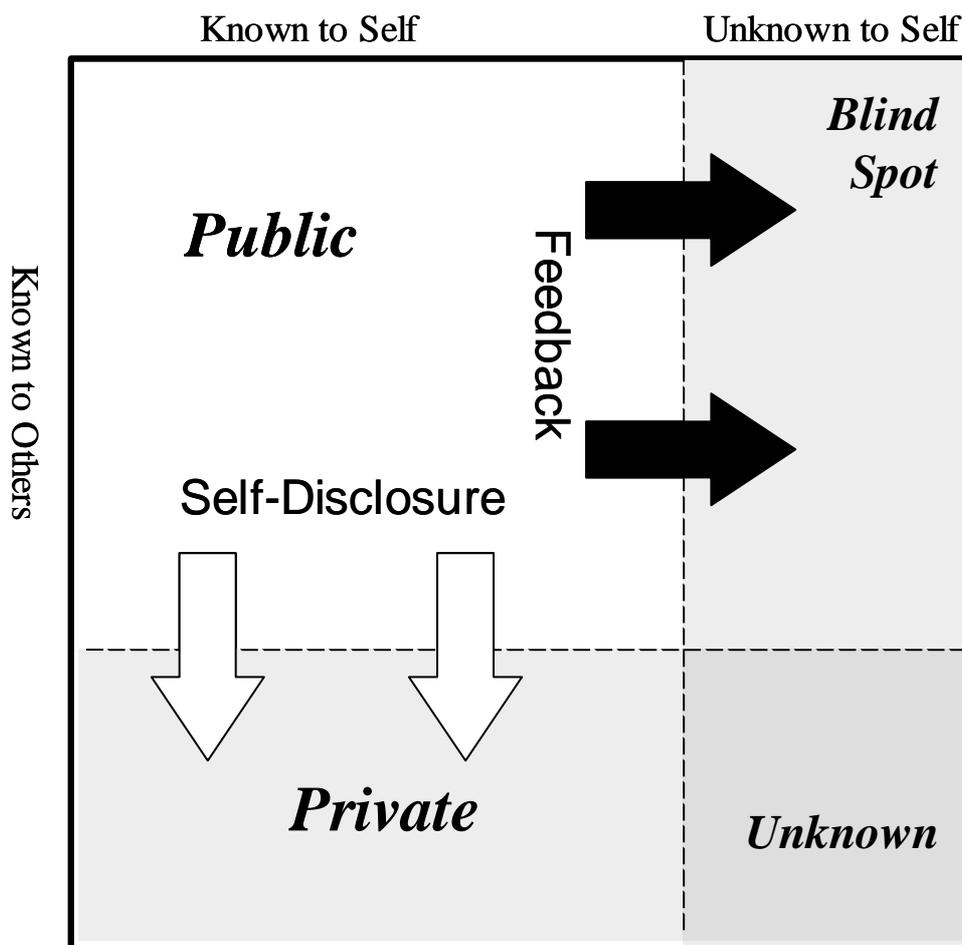
Positive Feedback

Positive feedback is more welcome than negative feedback and often not as freely given

- Praise specific actions that have had beneficial effects to encourage the person to use them more often and thus benefit themselves and others.

"You have a warm smile, you should use it more often, it makes me feel happy to work with you."

NOT

"There's nothing wrong with your smile but..."

Focus on behaviour not on the person

- Tell someone "What they did" not "What they are".

"By interrupting me four times in the last 10 minutes you made me feel angry."

NOT

"You are a rude person."

Be specific not general

- If people have specific incidents to refer to them so that they can also replay their memories of the event.

"Your last 3 memos are unclear"

NOT

"Sometimes you seem confused."

Use observation not inference

- Say what you have seen, heard or felt not what you think is happening.

"The last three times I've walked through here you've been shouting at Pat, why do you think this is?"

NOT

"You don't like Pat do you?"

Report feelings or consequences of behaviour

- What a person's actions make you feel is valid feedback since they cannot know what effect they have on your feelings. Also valid is what the consequences are of their actions.

"When you shake your finger at me like that I feel like a naughty child."

NOT

"I don't like your supercilious attitude."

Must be well timed

- Feedback as close to the event as possible is good since it makes it clear to the recipient what the consequences of their actions were. However you must be sensitive and not give negative feedback in front of third parties or right after a very nerve-wrecking event. For example, just after a presentation to 300 people is not the time to weigh in with a number of negative points!!

Direct feedback towards behaviour that the person can do something about

- If the individual wants to change their behaviours then giving examples of something they can act upon will enhance their chances of changing.

"By asking all those open questions of the interviewee you were able to find out the points that I was unhappy about, specifically about their ability to operate in a UNIX environment."

NOT

"*You did a good interview".*

Be very clear about your motives in giving feedback

- Are you just dumping your frustrations on or with the person? Who is it to benefit? Feedback in the correct circumstances, given and received with good intentions, can be very constructive. In other circumstances, where the giver or receiver has ulterior motives, it can be destructive.

"When you are ready I'd like to give you some feedback about your last memo."

NOT

"I've got some feedback for you (and, boy, are you going to suffer!!)."

Receiving Feedback

Listen

- Do not interrupt whilst the feedback is in full flow, listen carefully to what is being said to you. In most circumstances it will be information that could make you easier to work with.

"Right....uuummmmm....OK"

NOT

"I didn't !!"

Check your understanding

- Make sure, after the person has finished speaking that you understand what they said so try to paraphrase it back to them for clarity.

"So you are saying that when I said "only an idiot could have designed our Bought Ledger system" the system designers went red and tears came to their eyes?"

NOT

"You're talking rubbish."

Try not to be defensive

- Some feedback can hurt and be painful to hear. Even positive feedback can be hard to accept and we tend to brush it off. Control your own feelings.

"Thank you. No-one has ever told me that before about my smile."

NOT

"Flatterer!!"

Ask for Examples

- Your feedback giver may not be working to the rules of feedback but there is nothing to prevent you from asking for examples and for specific information to enable you to judge the quality of the feedback.

"When and how did I upset Pat?"

NOT

"Pat's always in tears."

Choose what to do with the Feedback

- You can accept it and try to change your behaviours for the better or you can totally reject the feedback and carry on as before. Here is where your judgement and feelings about the giver come into play and also what you think are their motives for giving you the feedback.

Options

- LISTEN and try to change

- LISTEN and try to gather more data

- LISTEN and ignore.

Relate to other Situations and Experiences

- Check your memory to similar events in the past. Are others crying when you talk with them or 'get a bit annoyed'? Have others revealed more to your when you plan interviews and use open questions? Is this feedback an isolated incident or does it fit into a pattern. If in a pattern could things be different for you if you tried to change or not?

Check Feedback with Others

- Go and talk with others who were at the same meeting, interview, etc. and see if their observation of the facts and feelings they had matched those of your giver. This is where you can check if there has been any 'dumping' on you by the giver.

Respond to the Giver

- Thank the giver for the feedback and let them know how you feel after receiving it.

- It is not easy to give feedback in a constructive manner - especially negative feedback - so recognise that it can have been a painful process for the giver as well as for you, the recipient.

"Thank you for that information about my choice of language at that meeting. I feel upset that I didn't see that I had upset some people and calmed the situation at the time. I will check out your feedback with Mickey who was there too and then decide what to do about the systems designers."

NOT

"Thanks a bunch you ratbag, how many other people are you going to insult today?"

Exercise Four
Johari Window

Time: 10 minutes for part + 5 minutes per person for part 2

1. Self Disclosure

- Each participant to state something from their private self to the group e.g. pets, hobbies, birthplace, first IT job etc.

- If anyone from the group knows this already about the individual then they must state something else until they say something that no-one else knows about them.

> **Note** This need not be intimate secrets - often our colleagues do not know what our first job was or what our favourite subject was at school or whether we can speak any foreign languages or play musical instruments or...

2. Feedback and Self Disclosure

- Each participant to state the most powerful piece of feedback they have received and how it affected them and what they did with the feedback. Try to use some positive feedback experiences.

Team Roles

Individual Roles in Teams

"Nobody's perfect but a team can be!"

We've all met people whose characteristics may drive us mad: the person who jumps from idea to idea, the steady plodder, the knocker of ideas, the one who wants action without thinking first, the loyal company worker - they can be very annoying and unproductive when working on their own. However, give them a role in a team and they could help to knock the opposition's socks off.

No one individual can combine all the qualities of a good manager but a team of individuals certainly can - and often does. And it can be in 10 places at once. This is why it is strong teams that are the instrument of sustained and enduring success in management. A team can build up a store of shared and collectively-owned experience, information and judgement that can be passed on as its membership changes.

Belbin' Team Types

Dr. Meredith Belbin, of the Industrial Training Research Unit at Cambridge has developed an understanding of how teams work, and how to make them work better. Belbin's perception is that all members of a management team have a dual role. The first role, the functional one, is obvious: a manager belongs to the team because he is an accountant or production engineer or regional service manager or group marketing executive, or whatever. The second role, the team role, is much less obvious.

Through extensive research ay Henley Management College Belbin isolated and identified eight key roles as the ones available to team members. Over the years of his research, first at Henley and subsequently within the real business world extending from Britain to Australia, Dr. Belbin and his colleagues learned to recognise individuals who made a crucial difference to teams and to whose team types he gave descriptive names.

The reason for these names is not always obvious, and the names themselves are sometimes a little misleading. When using them it is the descriptions, not their labels, which are important.

Here are the eight Belbin team types:

Creators
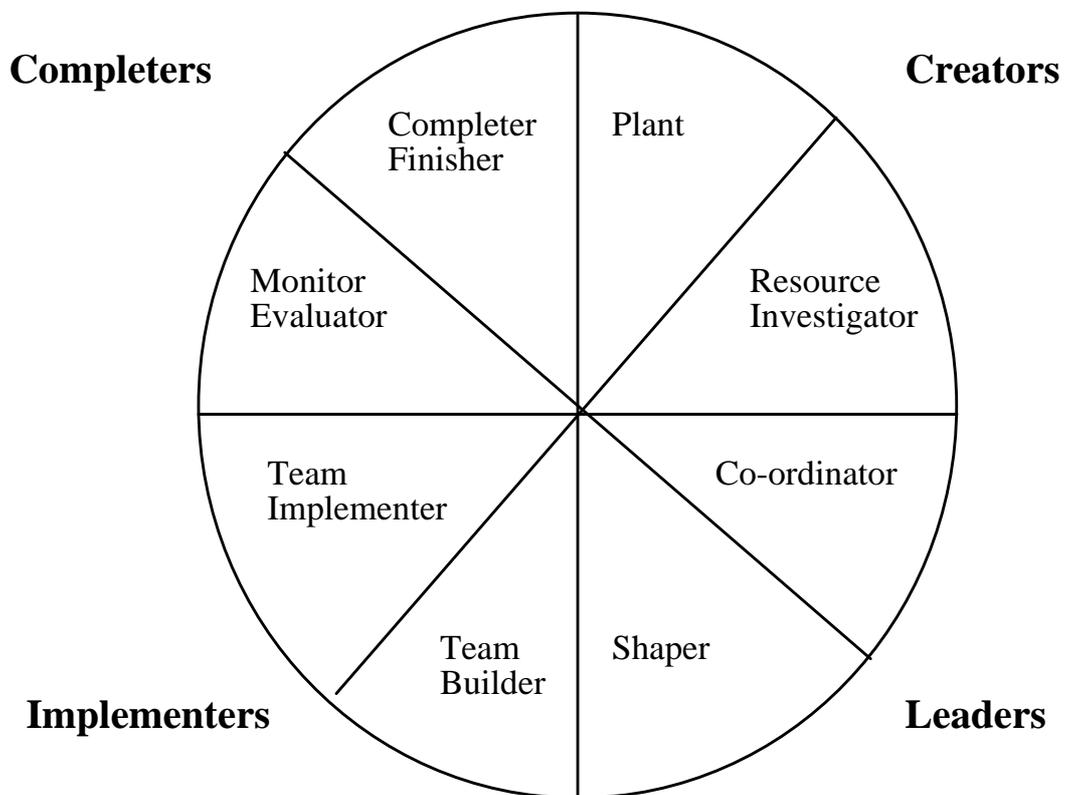
- Plant

- Resource Investigator

Leaders

- Co-ordinator

- Shaper

Implementer

- Team Builder

- Team Implementer

Completers

- Monitor Evaluator

- Completer Finisher

Plant

Think of the Plant as the one who scatters the seeds, which the others nourish until they bear fruit. The Plant was named when it was found that one of the best ways to improve the performance of an ineffective and uninspired team was to 'plant' one of this role in it.

The Plant is the team's source of original ideas, suggestions and proposals: the ideas person. The Plant tends to be the most imaginative as well as the most intelligent member of the team, and the most likely to start searching for a completely new approach to a problem if the team starts getting bogged down, or to bring a new insight to a line of action already agreed.

- *Positive qualities:* genius, imagination ,intellect, knowledge

- *Negative qualities:* up in the clouds, inclined to disregard practical details or protocol

Resource Investigator

The Resource Investigator (RI) is probably the most immediately likeable member of the team. Relaxed, sociable and gregarious, and easy to interest and enthuse. RI's responses tend to be positive and enthusiastic, though they can dismiss things as quickly as they take them up. The most popular; the salesperson; the diplomat; the 'Fix-It'; extroverted; enthusiastic; curious. The RI's. ability to stimulate ideas and encourage innovation can lead people to mistake them for an ideas person, but the RI does not have the radical originality that distinguishes the Plant. They are, however, quick to see the relevance of new ideas.

- *Positive qualities:* a capacity for contacting people and exploring anything new;
  an ability to respond to challenge

- *Negative qualities:* liable to lose interest once the fascination has passed

Co-ordinator

Co-ordinator is one of those slightly misleading titles - they are best suited to lead the team even though that may not be their 'formal' role. The Coordinator is the one who presides over the team and co-ordinates its efforts to meet external goals and targets. They are the social leader; calm; self-confident; controlled.

- *Positive qualities:* a capacity for treating and welcoming all potential contributors on their merits and without prejudice
  a strong sense of objectives

- *Negative qualities:* no more than ordinary in terms of intellect or creative ability

Shaper

The Shaper is full of nervous energy: outgoing and emotional, impulsive and impatient, sometimes edgy and easily frustrated. Quick to challenge, and quick to respond to a challenge the Shaper is the task leader of the team. The principal function of the Shaper is to give a shape to the application of the team's efforts, always looking for a pattern in discussions, and trying to unite ideas, objectives and practical considerations into a single feasible project, which the Shaper seeks to push forward urgently to decision and action.

- *Positive qualities:* drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception

- *Negative qualities:* proneness to provocation, irritation and impatience most prone to paranoia, quick to sense a fight and the first to feel that there is a conspiracy afoot and he is the object or the victim of it.

Team Builder

The Team Builder is the most sensitive of the team; the most aware of individuals' needs and worries, and the one who perceives most clearly the emotional undercurrents within the group. If you want to know the mood of the team ask the Team Builder. Supportive; uncompetitive; mediator; socially oriented; rather mild; sensitive

- *Positive qualities:* an ability to respond to people and to situations and to promote team spirit

- *Negative qualities:* Indecisiveness at moments of crisis

Team Implementer

The Implementer is the practical organiser; the one who turns decisions and strategies into defined and manageable tasks that people can actually get on with. If anyone does not know what on earth has been decided and what they are supposed to be doing they will go to the Team Implementer first to find out. A practical organiser; conservative; dutiful; predictable. Research has shown that a high proportion of Team Implementers end up in leading roles in industry - they do the tasks others find too uninteresting but are necessary for progress and survival!

- *Positive qualities:* organising ability, practical common sense, hard-working, self-disciplined

- *Negative qualities:* lack of flexibility, unresponsive to unproved ideas

Monitor Evaluator

In a balanced team it is only the Plant and the Monitor-Evaluator who need a high IQ, but by contrast with the Plant, the Monitor-Evaluator is a bit of a cold fish. By temperament serious and not very exciting. The ME's contribution lies in measured and dispassionate analysis rather than creative ideas. Analytically rather than creatively intelligent; sober; unemotional; prudent

- *Positive qualities:* judgement, discretion, hard-heartedness

- *Negative qualities:* lacks inspiration or the ability to motivate others

Completer Finisher

The Completer Finisher worries about what might go wrong and is never at ease until they have personally checked every detail and made sure that everything has been done and nothing has been overlooked. Completer Finishers are not common in business and when you find one , treasure them! Checks details; worries about deadlines; chivvies; painstaking; orderly; conscientious; anxious.

- *Positive qualities:* a capacity for follow through, perfectionism

- *Negative qualities:* a tendency to worry about small things, a reluctance to "let go"

Significance of Belbin Team Roles

In general

Where there is an uneven spread of roles in a group, then there may be problems in addressing the task allocated. Therefore it is important for team members to appreciate their own driving team role, know their second and third-best roles and see if these can complement the other group members' roles. In this way an effective team can be constructed.

There is a tendency in top teams for too many 'Shapers' and 'Plants' with few if any 'Completer-Finishers'. This means that everyone likes to talk, wants their own ideas to be accepted by all and relies on others to take the follow-through actions. Another role that often is lacking in top teams is that of 'Monitor-Evaluator' - this person is often seen as trying to prevent things from happening by introducing balance and reality into the discussions.

Specific teams

Knowing the predominant Belbin roles of your team can often offer an explanation for the dysfunction of the team. This can be adjusted by the leader asking some of the team members to move to their second or third strongest roles. Where there is a role that is not fulfilled at all in the team then either the leader assigns someone to that role or all the team members must take responsibility for ensuring that this role is carried out.

Exercise Five
Team Roles

Time: 15 minutes

- Consider each member of your team and allocate their primary team role using the Belbin Team Role analysis[1]. If you do not know their Belbin roles, then you can take a good guess using the table below and the information from the previous section.

- Now place each person's name against the 'wheel' below.

  - Are there any gaps?

  - Are there any overlaps?

  - What are the implications of this for you as their leader and for the team as a whole?

Completers   **Creators**

Completer Finisher	Plant
Monitor Evaluator	Resource Investigator
Team Implementer	Co-ordinator
Team Builder	Shaper

Implementers   **Leaders**

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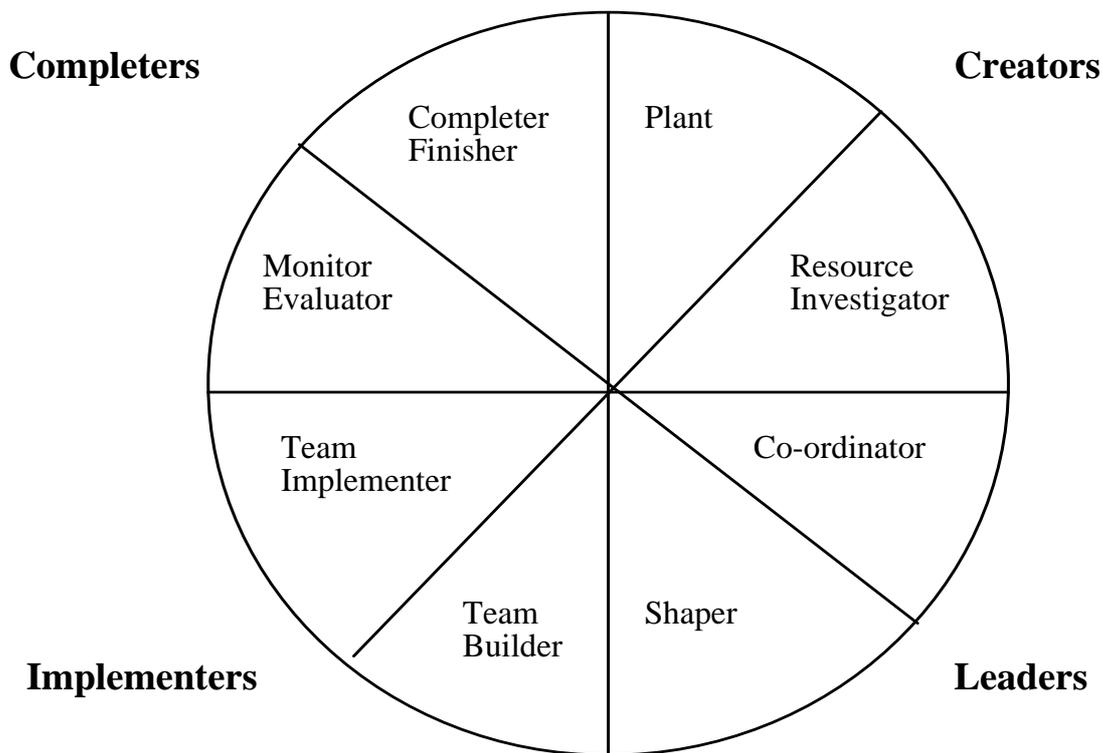
[1] You can obtain this by buying a copy of Management Teams Why they Succeed or Fail by R Meredith Belbin ISBN:0-7506-0253-8

Stages of Team Development

Teams and Group Stages

Tuckman identified that when groups or teams first come together they go through a series of stages as follows (see diagram):

Forming

Can be termed "ritual sniffing" (Woodcock & Francis 1994): testing out and getting acquainted. Getting to know each other; who they are; why they are there. Feelings of uncertainty and anxiety as to why they are being brought together. Feelings and genuine emotional reactions are usually hidden; people tend to conform to the established line, partly through anxiety. The formal leader is central, people watch to see how he or she behaves and take their lead from his/her behaviours.

There are concerns for the suitability of group for them as individuals - will they fit in? Will other see them as a benefit to the group or not? Much talking and not much listening. Only shallow understanding of what the task is and how to set about doing it. Politeness and order are the best to expect at this stage.

Storming

Dissatisfaction with the group; reality does not live up to expectations. It becomes important to differentiate personal relationships and clarify power and authority relationships. The team leader has to earn his/her position. Alliances are forged and cliques formed within team members. Certain individuals become liked and respected; others are not so lucky! Animosities rise to the surface.

Commitment is often the key issue. People compete for popularity and attention.

Development through this stage occurs when deeper inter-personal knowledge and building of a group climate which enables people to express their differences and find a common understanding.

Norming

Agreeing a way forward; coming to terms with all the expectations of the individual group members; agreeing rules for working; operating norms and procedures; focus on common goals; creating a feeling of belonging.

The team is willing to try new things and work together in new ways. Personal issues are raised and dealt with and support given to all team members to face the issues. Initially the team can become inward-looking and resent 'intruders' but this is temporary. Quality of listening shows a marked improvement.

Performing

Production and progress stage; group is achieving its task; things are getting done; relationships are working well. Team has confidence and re-examines its problem solving abilities. The work of the team is identified and clear objectives for individuals and team are set and achieved. Team members become concerned with economy of effort and task effectiveness.

The team becomes proud of its ability to perform and achieve. Results improve and recognition comes from other sources. Team members value their team membership.

As time progresses the team is admired and emulated by others. It performs well and all individuals grow within the team. Trust, openness, co-operation, confrontation and continual review become part of the way of life of the team.

Adjourning

When the group disbands; saying farewells; formal end of project, set of meetings; period of regret and moving away and onwards.

Sometimes this stage can be preceded by the 'degeneration' stage when the team becomes dysfunctional - tired and complacent - too much the same, too 'cosy' and not enough drive and challenge. 'Groupthink' takes over; no-one wants to upset the harmony of the team and those that do so are criticised as being 'disruptive'.

Tuckman's Stages of Team Development

Performance

Time

Forming | Storming | Norming | Performing | Adjourning
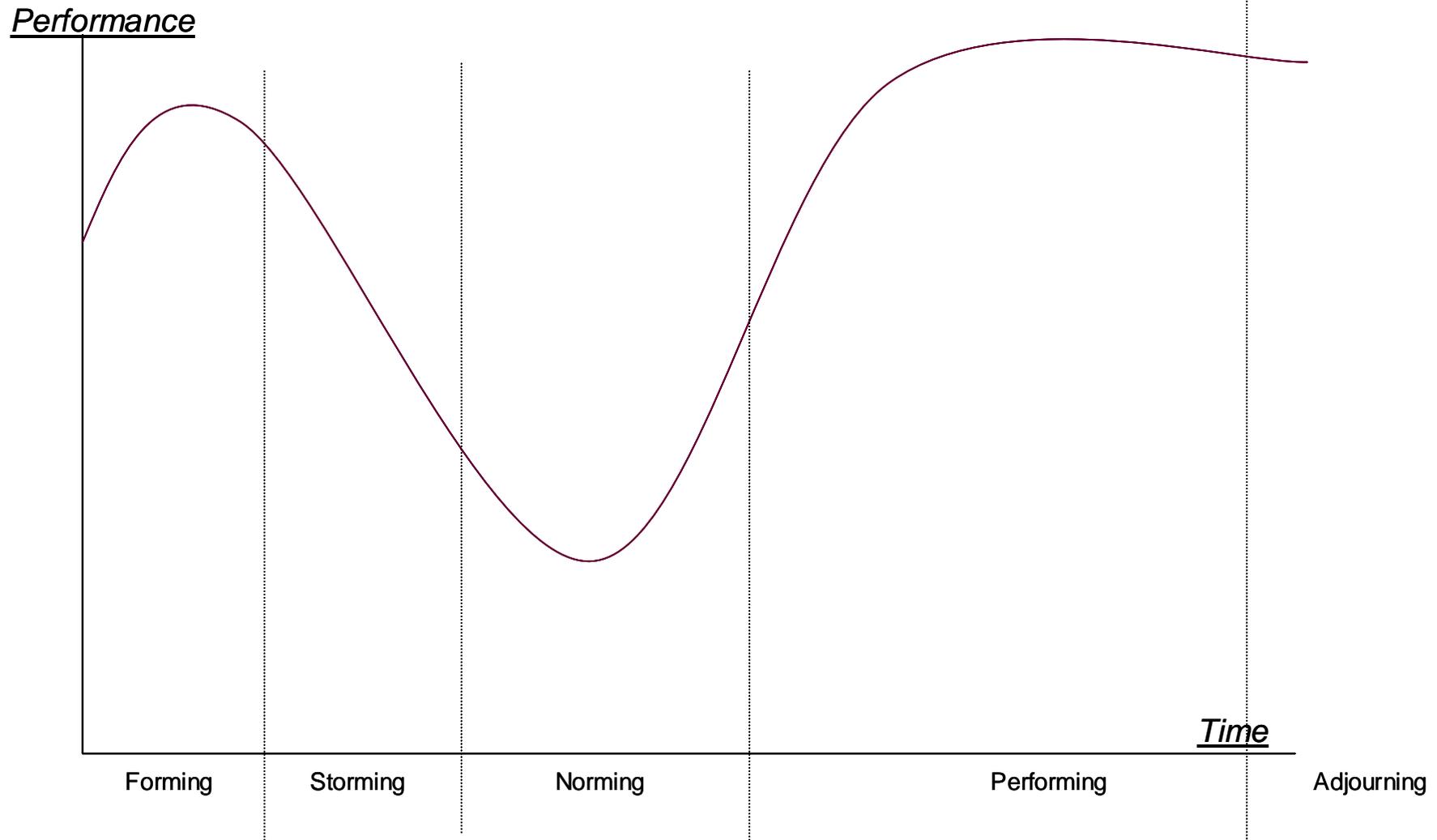
Issues in Team Life Cycle

There are various issues that need to be resolved at the individual stages of the group. These are:

♦ Interpersonal

♦ Group Behaviours

♦ Group Task/Issues.

Stage	Individual Desires	Group Behaviours	Group Tasks and Issues
Forming	*To belong*	Superficial, polite ambiguity, confusion	Introductions and orientation; similarities, differences; membership definitions
Storming	*To be in control*	Anger and frustration; move to similarities, emotional response to task demands; attacks on leadership	Power and influence
Norming	*To be wanted*	Attempts to create order; establish operating rules; negotiation	Decision-Making process; Functional relationships
Performing	*To be wanted*	Cohesion, collaboration, growth and insight	Productivity
Adjourning	*Sadness at loss*	Maintaining links; Celebration of task	Completion of task; Tidying up

(after Richard Weber 1980 and Tuckman)

Time Scales

Interestingly enough research shows that there is no specific minimum time scale for this pattern. What seems to happen is that the group is aware of its own 'natural' life-span and adjusts its behaviour accordingly. So, if the team is to work together for a week-end conference and comes together at 10.00 for a one hour meeting you may well find that the Forming, Storming and Norming happen over one hour and they go out to Perform for the rest of the week-end as a team.

Alternatively if there is a five month project then the stages take longer to work through !

Exercise Six
Team Stages

Time: 10 minutes

- Consider the teams that you currently belong to and allocate each team to its 'stage' in performance - is it at Forming? Storming? Norming or Performing?

- What impact does the stage have on the activities of the team and the behaviour its members?

Exercise Seven
Working in a Group

This questionnaire is to help you think about various aspects of your relationships with others and your skills in group situation.

- Read through the list of activities and indicate

I do well	✓
I need to do more	+
I need to do less	-

- Discuss and compare your results with someone you know well on the course.

Working in a Group Questionnaire

Communication Skills

Amount of talking in group	
Being brief and concise	
Being forceful and assertive	
Drawing others out	
Listening alertly	
Thinking before I talk	
Keeping my remarks on the topic	
Blocking or difficulty stating	

Observation Skills

Noting tension in group	
Noting who talk to whom	
Noting interest level of group	
Sensing feelings of individuals	
Noting who is being "left out"	
Noting reaction to my comments	
Noting when groups avoid a topic	

Problem Solving Skills

Stating problems or goals	
Giving idea	
Summarising discussion	
Building on the ideas of other	
Asking for ideas, opinions	
Evaluating ideas critically	
Clarifying	

Morale-building Skills

Showing interest	
Harmonising, helping people	
Upholding rights of individuals in the face of group pressure	
Working to keep people from being ignored	
Reducing tension	
Expressing praise or appreciation	

Emotional Expressiveness

Telling others what I feel	
Disagreeing openly	
Expressing gratitude	
Expressing anger	
Hiding my emotions	
Expressing warm feelings	
Being sarcastic	

Ability to face and accept emotional situations

Being able to face conflict and anger	
Being able to stand silence	
Being able to face disappointment	
Being able to stand tension	

Social Relationships

Competing to outdo others	
Trusting others	
Being protective	
Being able to stand up for myself	
Acting dominant towards others	
Being helpful	
Calling attention to one's self	
Seeking facts, information or opinions from others	

General

I understand why I do what I do	
I accept help willingly	
I criticise myself	
I encourage comments on my behaviour	
I make up my mind firmly	

Exercise Eight
Team Improvement Questionnaire

This exercise builds on self-disclosure and feedback.

Rules

- Pair up with someone with whom you do not normally work closely

- Take turns asking the questions, choosing them in any order

- Ask *only* those questions which you are prepared to answer

- Any individual may decline to answer any question that is asked of them

- Subsidiary questions may be asked to ensure that replies are fully understood

- All participants agree that answers are to remain confidential

- Questions may be asked more than once, by different parties.

Before closing each person should answer:

- How could we better help each other in our work?

- How else can we jointly improve the effectiveness of our team?

Team Improvement Questionnaire

(1) Are you happy in this team ?

(2) Are you effective in this team?

(3) What personal weaknesses inhibit your performance?

(4) What do you regard as your major strengths?

(5) What are your main development needs?

(6) What are the principal achievements you are looking for in your work right now?

(7) What do you think I think of you?

(8) What do you think of me?

(9) Describe your team responsibilities

(10) What was your first impression of me when first we met?

(11) Has your impression of me altered since first we met?

(12) How do you respond to pressure?

(13) Are you enjoying this activity?

(14) What barriers do you see to your own advancement?

(15) How committed are you to the team?

(16) How do you show team commitment?

(17) What is the major contribution you make to our team?

(18) Do you think I am devious?

(19) Does anything about me puzzle you?

(20) Describe the politics of our team to me

Team Development Checklist

Where the following indicators are observed it suggests that the team would benefit from some type of team-building programme.

1. Lack of clear goals for the team
2. Poor communication between team members
3. Unresolved conflicts between team members
4. Lack of risk taking
5. Low creativity
6. Poor knowledge of each others personal strengths and weaknesses
7. Poor listening
8. Lack of trust
9. Decisions being avoided or taking too long
10. Unclear boundaries between team members
11. Lack of support and challenge between members
12. Ineffective meetings
13. Lack of openness and honesty
14. Lack of real commitment to team goals
15. Insufficient praise for individual and group achievements
16. A reluctance to promote and accept change
17. Competition between team members rather than collaboration
18. Hidden feelings and reluctance to address disagreements
19. Lack of assertiveness
20. Low morale

Personal Development Goals

This form is to help you assess your effectiveness in group situations and to identify the personal skills you would like to develop in order to improve your effectiveness.

It is for your use only.

- Complete the form as honestly as you can taking into consideration feedback you have had received from others.

- Add your own items if appropriate.

- When you have completed the questionnaire review the list and select the one or two most significant.

- Now complete the Action Plan by summarising your personal learning objectives using your own words:

	Need to Do Less	OK	Need to do More
1. Being assertive with others			
2. Being brief and concise			
3. Listening actively to others opinions			
4. Challenging and questioning			
5. Contributing my own ideas			
6. Raising concerns			
7. Expressing feelings			
8. Giving feedback to others			
9. Dismissing other's ideas			
10. Avoiding the real issues			
11. Noting other's feelings			
12. Thinking before I talk			
13. Accepting others suggestions			
14. Expressing praise to others			
15. Hiding my emotions			
16. Confronting others			
17. Standing up for myself			
18. Telling others what I feel about them			
19. Disagreeing openly			
20. Expressing anger			
21. Accepting feedback effectively			
22. Criticising myself			
23. Getting involved			

Action Plan

Directions

- Using the results of your self-assessment questionnaire, complete this Action Plan. You should aim to put at least 3 actions in that you will complete within a specific time frame.

- You may need to ask for help from someone in the group, or the trainer, or your manager, or a colleague to complete the activity. If that person is here at the training session, get their commitment *now* before you and they depart.

	ACTION	By When?	With Whom?	Date Completed
1				
2				
3				

PR^2 Team Review Process

- Following each team task ask yourselves the following questions:

1. How did we **PLAN** the task?

2. What **ROLES** did people play**?**

3. How did we allocate those **ROLES?**

4. How did we **PERFORM** in terms of completing the task?

5. How did we **PERFORM** in terms of our team cohesiveness?

6. Did **I feel involved and positive** about the team's actions and my part in the task?

7. Could we **REPEAT** our actions - is this something we could transfer to work?

8. What will **we/I** do differently next time?