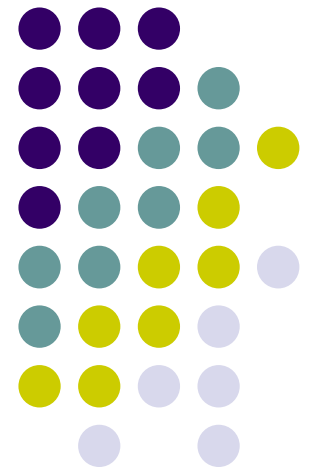
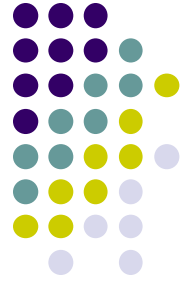


Team (Workgroup) Effectiveness

Ruth Johnston, Ph.D.
Associate Vice President, Finance & Facilities
Special Assistant to the Provost
ruthj@uw.edu



Agenda



- **Team (Workgroup) Basics**
- **Roles**
- **Management**
- **Tools**
- **Communication**

What Does it Mean to be Successful Team (Workgroup)?



List below some characteristics of successful teams:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

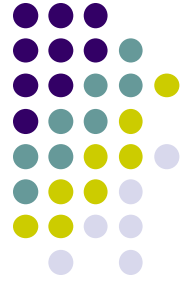
List below some situations appropriate for teamwork:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

List below some situations inappropriate for teamwork:

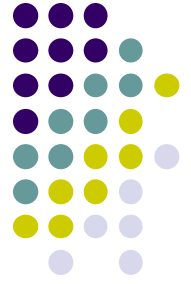
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Team Defined:



A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

Source: Katzenbach and Smith: *The Wisdom of Teams*, 1994



High Performance Teams

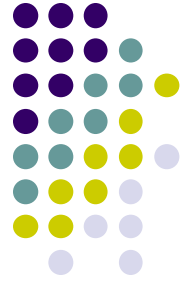
- Purpose is clear, elevating and worthwhile, supported by achievable goals.
- Competent Members possess technical and interpersonal skills specific to team's purpose; roles are clear & agreed upon, i.e. sponsor, leader, recorder, and member.
- Results-Driven Structure supported by effective meeting format and norms to guide behavior, communication process, problem solving and decision making methods, milestones to measure progress and clear accountabilities.
- Commitment to The Purpose by team members, who consistently behave in ways that demonstrate they believe in carrying out the purpose.

Why Teams (Workgroups)?



- Teams (Workgroups) invariably contribute significant achievements.
- True Teams (Workgroups) generate more creative ideas than individuals alone.
- Multiple skills and strengths can be drawn from several people.
- A wider range of background and experience to draw from.
- They are more flexible than structured organizational units.
- Teams (Workgroups) help manage change more efficiently

Why is there Resistance to Teams?



- Lack of conviction — some people just don't believe they work.
- A different set of values are required, i.e. collaborators vs. competitors.
- Personal discomfort with risk.
- Unclear team objective, or lacking organizational support

Can you think of any situations in which you were a part of a team that failed to perform? What went wrong?



Stages of Group Development

Forming

ACTIVITIES

- Define common purpose
- Determine resources & skills
- Determine similarities & expectations

BEHAVIORS

- Become acquainted & bond
- Define current trust level
- Discuss personal needs & expectations



Norming

ACTIVITIES

- Work together on decision making process
- Decide on direction and desired results
- Work on communications issues

BEHAVIORS

- Support team goal through individual actions
- Communicate openly
- Make decision by negotiations; strive for agreement



Storming

ACTIVITIES

- Clarify roles & leadership styles
- Determine resource needs
- Identify directions & desired results
- Work on communication issues

BEHAVIORS

- Offer differences of opinions, feelings & ideas
- Respond to & question leadership roles & styles
- Strive for control



Performing

ACTIVITIES

- Achieve tangible results
- Determine resource & skills
- Create & experiment with new ways to meet team goals

BEHAVIORS

- Become acquainted & bond
- Define current trust level
- Discuss personal needs & expectations

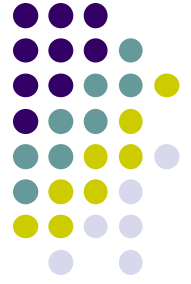
- Each step builds on the preceding one
- Each step lays the foundation for Phase 4
- The process repeats for each new challenge/member

Brainstorming



- Recorder clearly states the topic or question.
- Each member takes a turn, expressing one idea at a time; OK to say “pass” if individual has no idea to contribute yet.
- Recorder records each idea as stated, with no editing, on chart that all can see.
- OK to piggyback on ideas of other members.
- After 1 or 2 rounds of going around one person at a time so each person has a chance to contribute, then take ideas in random fashion.
- No criticism or judgment of ideas.
- No discussion of ideas, yet.
- Go for quantity of ideas.
- Recorder can read the list of ideas aloud to stimulate more ideas.
- Reverse the question or play with the wording of the question, to generate more ideas.

Group Exercise



Meeting Nightmare

1. Describe your worst meeting experience
2. Discuss how it went and how it could have gone better
3. Someone take notes
4. Be prepared to report back to the full group.

What Makes for a Good Meeting?



Brainstorm a list of characteristics.

Essentials of Meeting Management



- ALL meetings should have agendas that are shared in advance.
- Meeting location and time should be included in the agenda.
- All meetings should be scheduled using Outlook and invite all members from it
- When possible, the agenda for the “next” meeting should be developed as a part of the current meeting, especially if items need to be specifically deferred until the next time the group meets.
- Room needs to be prepared in advance for all participants, and equipped with needed materials, (board, flip chart, markers, data projector, etc.). Someone should be there early to set up.

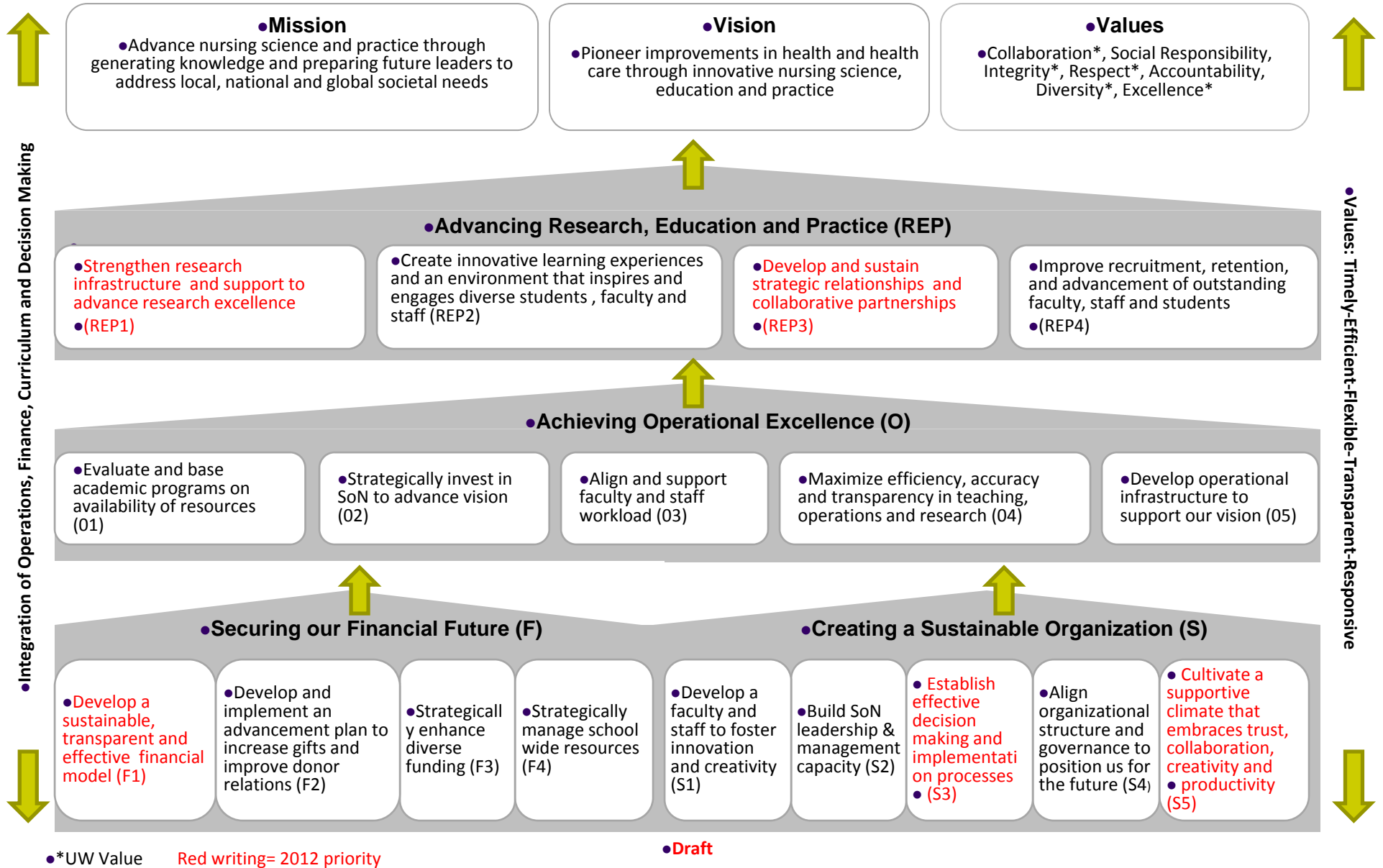
Essentials of Meeting Management



- Key decisions or discussions should be scribed on flip chart paper, for later recording in meeting minutes.
- Establish and review, periodically, meeting ground rules.
- Start and end on time!! Consider establishing a start and end time that is a few minutes different than the hour or half hour. e.g., meeting time 8:35 to 9:35.

P.S. Be sure there is a reason to meet!

School of Nursing (SoN), Seattle Campus – Strategy Map, 2012-2015



●Name of Work Group – Activity Scope

●Background / Problem Statement

●Mission of the Activity

●Specific Goals / Objectives

●Timeline

●Strategy it Aligns With:

What Measures will You Use: Baseline, Progress, Outcome

●Sponsor / Owner

●Project Leader / Manager

●Facilitator (if there is one)

●Team Members

●School of Nursing Academic Business Plan – Activity Scope (REVISED, 9/22/11)

●Background / Problem Statement

●Funding sources have been significantly reduced for the foreseeable future. This requires SoN to expediently rethink all costs, revenue opportunities, priorities and work processes. Also, SoN must position itself to manage changing external factors and meet new givens.

●Mission of the Activity

●To create a sustainable Academic Business Plan that enables us to achieve our strategic goals.

●Specific Goals / Objectives (from Provost Charge letter, Consultant's

Report)

- Develop a long-term sustainable operations and financial model for SoN
- Clarify current capabilities and develop strategies to stabilize operations
- Provide criteria for others to define & evaluate specific programs, based on availability of resources (Academic, Research, Service)
- Analyze costs of academic programs
- Conduct a faculty effort analysis
- Define, simplify, consolidate work processes & allocation of resources
- Assure the SoN is compliant with UW, State, & Federal policies & procedures
- Integrate the work of Budget Initiatives #1 & #3

●Timeline (see Schedule for task time detail)

1. Clarify Activity Scope (AUG19-SEP22)
2. Create a mgmt. Framework for due diligence and long-term sustainability
 - Create preliminary info./data worksheets (SEP9-22)
3. Present work-to-date & call for contributors to create the SoN Sustainable Academic Business Plan (SEP26-30; OCT7)
 - Send background pkg. to candidates
 - Validate above – Framework, Expectations, Communications
4. Develop prelim. Master Process (SEP28-OCT21)
5. Conduct Team Effectiveness workshop for all Teams (OCT12)
6. Kickoff Business Plan pkg. sections w/ options, recommendations (OCT14)
7. Conduct Faculty effort analysis (OCT14-NOV1)
8. Conduct Business Plan Progress meetings (6 ea. Friday AMs) (OCT21-NOV18)
 - Create Plan sections
 - Consolidate & reconcile sections of Business Plan
 - Review & improve Packages & Recommendations
9. Send to SoN organization to review & comment (NOV28-DEC5)
 - Send to Planning & Budgeting
 - Reconcile with leadership Steering Committee
10. Finalize Academic Business Plan package (DEC16-29)
11. Send to Provost (DEC30)
12. Disseminate to SoN ... Curriculum Committee, etc.

●Strategy it Aligns With:

- SECURE OUR FINANCIAL FUTURE (F)
- ACHIEVE OPERATIONAL EXCELLENCE (O)

●What Measures will You Use: Baseline, Progress, Outcomes

- Meets all requirements – External Factors; Constraints; Givens; Key Performance Indicator targets (see worksheets)
- Completed and approved on-time

●Sponsor / Owner

- Ruth Johnston, Provost's Working Team

●Project Leader / Manager

●Facilitator

- Art Frohwerk

●Team Members ("SAB")

●Scoping members:

- Ruth Johnston, Provost's Working Team
- Frank Montgomery, Provost's Working Team
- Elizabeth Bridges, Associate Professor, BNHS
- Maggie Baker, Associate Professor; Vice Associate Dean for Graduate Nursing Programs, AS
- Catherine Taft, School Administrator
- Tom Sparks, College of Engineering Administrator
- Lawrence Wilson, PCH Administrator
- David Allen, Professor, PCH
- Jenny Tsai, Associate Professor, PCH
- Susan Pullen, curriculum and faculty appointments manager, FCN
- Patrick Tufford, fee based program manager, AS

●Call for Contributors to Plan:

- TBD

●Call for Sustainable Academic Business Plan Team members:

- TBD

Relationships and Partnerships—Activity Scope

Background / Problem Statement:

Collaborative partnerships in academia and practice are as important as collaborative approaches to improving health care. The current organizational challenges have created an opportunity for greater collaboration and new strategic partners.

Mission of the Activity:

Strengthen existing partnerships and build new strategic relationships with academic partners, practice and health system partners, alumni, industry/business, governmental agencies, potential funders (foundations), health policy representatives, and patient advocates.

Specific Goals / Objectives

1. Map opportunities for building/sustaining strategic partnerships and collaborations based on recent reports: IOM report on the Future of Nursing, Macy Foundation recommendations for Physician Workforce, Health care reform act, and Lancet Commission Report on the Education of Health Professionals for the 21st Century, etc.
2. Identify key stakeholders in academia, practice, business, community, and policy to partner with UW School of Nursing that would enhance excellence in our teaching, research and practice.
3. Create "think tank" and hold forums with strategic partners to identify shared opportunities to improve the education of our faculty and students by providing innovative ways of teaching and learning to improve the health of the population (locally and globally).
4. Build the business case for developing the infrastructure to support interprofessional education and practice at the UW (across health science schools which currently has > 30% overlap in curriculum).
5. Improve partnerships by increasing engagement between SoN faculty and students with external partners locally, nationally and internationally (utilize faculty champions and students as liaisons to facilitate external partnerships and collaborative initiatives).
6. Highlight faculty and student research by holding community forums (dissemination of research findings). One example is to hold annual Scholarship Day for PhD/DNP graduates to present their research/capstone findings and hold quarterly faculty lecture for community.
7. Increase collaborative initiatives with institutions in other countries and create faculty and student exchanges focusing on population health, care delivery models, emerging technologies, research, leadership, capacity building (future faculty), and advocacy.

Timeline

Academic year (2011-2012)

Strategy It Aligns With:

Develop and sustain strategic relationships and collaborative partnerships

What Measures Will You Use: baseline, progress, outcomes

1. Baseline: create inventory of existing & future partners/collaborators (includes monetary and non-monetary)
2. Use focus group discussions with existing/future partners to determine mutual/shared opportunities
3. Outcomes: increase in number and quality of partnerships; increase in donations for fellowships, endowments, and student scholarships; increase in media coverage; increased shared teaching/learning space for students/shared faculty development opportunities and increase in opportunities for student/faculty exchanges internationally.

Sponsor/Owner:

Brenda Zierler

Project Leader / Manager:

Facilitator (if there is one):

Team Members:

Climate, Trust, Collaboration, Creativity & Productivity—Activity Scope

Background / Problem Statement:

Consultant's report, SWOT analysis, prior Climate Questionnaires, Student Exit data all indicate a continued desire to improve climate to enhance satisfaction, morale and productivity.

Mission of the Activity:

To set the stage for a School wide professional climate that builds and sustains respect, trust, collaboration, creativity and productivity and demonstrates measurable improvement in these areas.

Specific Goals / Objectives

1. Create robust, responsive, two way communication systems – internally and externally (define terms; initial focus on internal)
 - Study & implement best practices for meetings
 - Create easily accessible master calendar
 - Establish e-mail etiquette guidelines
2. Create pathways and tools for a more respectful, positive, productive work climate
 - Implement communication skills training;
 - Create communication “ground rules”, guidelines for resolving interpersonal conflict with and across groups
3. Build School-wide community and connectedness
 - Establish standard meeting record format, means for communicating information, and allowing for response;
 - Establish recognition program, increase daily recognition
4. Create compelling image of SoN's current and future students, faculty, staff, administrators

Timeline

Fall: Create committee, set meeting schedule, finalize strategies to meet goals. Create questions, plan & conduct focus groups, analyze & share results. Use results to further define guidelines, measures & standards. Develop & implement plan for 2-way communication. Develop and post master calendar. Winter: Hold communications skills and conflict resolution training. Establish mtg record format & venues for 2-way flow of information. Spring: Monitor implementation of recommendations/strategies & provide support of any 'stalled', collect outcome data, share results.

Strategy It Aligns With:

S5: Cultivate a supportive climate that embraces trust, collaboration, creativity and productivity

What Measures Will You Use: baseline, progress, outcomes

Baseline: Select survey items especially trust, respect, and satisfaction (dept, cross dept school); Spring 2011 participation in work groups & leadership roles; 2011 Student Satisfaction ratings; focus group qualitative data from Consultant Report. Progress: focus groups, evaluation of meeting documentation, productivity measures, level of cross sectional participation in work groups. Outcome: repeat select survey questions, productivity measures (to be defined but # of grant submissions, manuscripts, staff promotions possible), focus groups, resource allocation

Sponsor/Owner:

Gail Kieckhefer, Elaine Walsh

Project Leader / Manager:

TBA

Facilitator (if there is one):

Debby Seaman

Team Members:

[Scoping Team: Annalisa Giust, Vicky L. Hertig, Kerry Kuenzi, Phillippa Kassoover, Cindy Perry, Simone Nelson, Catherine Taft, Ashley Wiggin]

Research Infrastructure—Activity Scope

Background / Problem Statement:

The UW is a research intensive university. The SoN has traditionally been a leader in nursing science but is at risk in the present time of economic challenges and competition for research funding. Continued growth in research is critical to the future of the SoN and to contributions to advance nursing science and improve human health.

Mission of the Activity:

To evaluate the existing infrastructure support for research and identify areas to improve and strengthen.

Specific Goals / Objectives

1. Review current infrastructure for research support at both the school and department levels.
2. Assess areas of strength and areas for enhancement or modification (e.g., efficiencies, redundancies, inconsistencies, gaps)
3. Recommend specific improvements or changes to the infrastructure (school and/or department level) that would enhance and help to advance research in the SoN.
4. Set priorities for the recommended changes.

Timeline

1. Review and document current infrastructure at school and dept levels by December 15, 2011.
2. Infrastructure evaluation, by January 30, 2012.
3. Priority based recommendations, by March 15, 2012.

Strategy It Aligns With:

Advancing Research, Education and Practice

What Measures Will You Use: baseline, progress, outcomes

Grant data metrics (eg., # of applications submitted; # of grants funded; mix of awards)
Improved funding

Sponsor/Owner:

Joie Whitney

Project Leader / Manager:

Facilitator (if there is one):

Team Members:

6-8 team members; mix of faculty and staff; representation from each department

School of Nursing: Role of Work Group/Team Sponsor

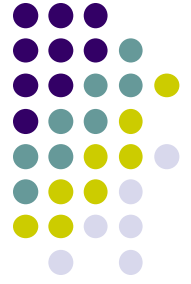


Start up:

- Provides direction for the team leader, team and oversees progress
- Drafts the activity scope
- Launches the team – review activity scope, champion work, review redraft
- Sets boundaries and parameters for the work (time, funding, deliverables, metrics, constraints)
- Identifies current state metrics as baseline for improvement

Oversight:

- Creates shared understanding of roles, responsibilities and activities with the team leader
- Meets regularly with team leader for status updates, planning, review progress
- Meets with the facilitator regularly
- Removes barriers and secures resources, time, training, data as needed
- Helps teams achieve goals
- Attends presentations and check-ins as requested
- Communicates directly with team, LT and ET – no surprises
- Resolves conflict between members and/or functional areas affected by work
- Provides sincere and active support
- Is a member of team but doesn't attend most meetings, unless invited or you invite yourself
- Assures that processes are documented, standardized and new performance measured



Role of the Sponsor (cont)

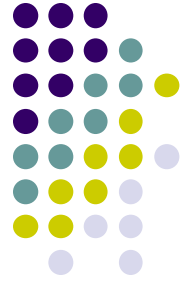
Values:

- Promotes continuous improvement and change for the better
- Open communication
- Teamwork
- Learning
- Risk taking and trying new things

Feedback and Communications:

- Implements teams' solutions when feasible
- Informs candidly if solution not feasible and why
- Give reasons why solution is not feasible
- Offers suggestions/feedback
- Provides recognition for achievements
- Advocates for team throughout the change process and in implementing changes

Characteristics of Effective Team Leaders



1. Communicate
2. Are open, honest, and fair
3. Make decisions with input from others
4. Act consistently
5. Give the team members the information they need to do their jobs
6. Set goals and emphasize them
7. Keep focused and on track
8. Listen to feedback and ask questions
9. Show loyalty to the company and to the team members
10. Create an atmosphere of growth
11. Have wide visibility
12. Give praise and recognition

Characteristics of Effective Team Leaders (cont.)



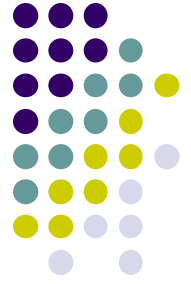
13. Criticize constructively and address problems
14. Develop plans
15. Share their mission and goals
16. Display tolerance and flexibility
17. Demonstrate assertiveness
18. Exhibit a willingness to change
19. Treat team members with respect
20. Make themselves available and accessible
21. Want to take charge
22. Accept ownership for team decisions
23. Set guidelines for how team members are to treat one another
24. Represent the team and fight a “good fight,” when appropriate

Role of Effective Team Members



1. Support the team leader
2. Help the team leader to succeed
3. Ensure that all viewpoints are explored
4. Express opinions—both for and against
5. Compliment the team leader on team efforts
6. Provide open, honest, and accurate information
7. Support, protect, and defend both the team and the team leader
8. Act in a positive and constructive manner
9. Provide appropriate feedback
10. Understand personal and team roles
11. Bring problems to the team (upward feedback)
12. Accept ownership for team decisions
13. Recognize that they each serve as a team leader
14. Balance appropriate levels of participation
15. Participate voluntarily

Role of Effective Team Members (cont.)



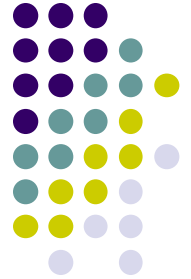
1. Maintain confidentiality
2. Show loyalty to the company, the team leaders, and the team
3. View criticism as an opportunity to learn
4. State problems, along with alternative solutions/options
5. Give praise and recognition when warranted
6. Operate within the parameters of team rules
7. Confront the team leader when his or her behavior is not helping the team
8. Share ideas freely and enthusiastically
9. Encourage others to express their ideas fully
10. Ask one another for opinions and listen to them
11. Criticize ideas, not people
12. Avoid disruptive behavior such as side conversations and inside jokes
13. Avoid defensiveness when fellow team members disagree with their ideas
14. Attend meetings regularly and promptly



Role of Facilitator

- Focuses on the process (not content)
- Helps move the team along
- Provides expertise/tools/training to assist team
- Pays attention to conflict, tension, etc and manages it
- Keeps sponsor informed
- Supports and coaches the team leader
- Is neutral

Clarifying Empowerment Levels

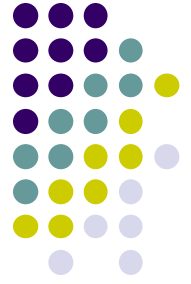


Management Control		Employee Control	
Level I: Management decides, then informs staff	Level II: Management gets staff input before deciding	Level III: Employees decide and recommend	Level IV: Employees decide and act
<p>This level of decision making is made solely by management. Employees are informed about the decision after it has been made. A memo announcing a change is an example of a level I decision.</p> <p>Some level I decision hallmarks:</p> <ul style="list-style-type: none"> • Telling • Directing • Mgmt is accountable and responsible • Mgmt is in control • Team members are told about decisions 	<p>This is a decision made by management after input is obtained from employees. An employee focus group is an example of a level II practice.</p> <p>Some level II decision hallmarks:</p> <ul style="list-style-type: none"> • Selling • Coaching • Employees' ideas harnessed as input to decisions • Team members are consulted and have input into decisions 	<p>This type of decision involves employees discussing and deciding on a course of action, but unable to act until they receive approval. Problem-solving workshops are often set up as level III activities.</p> <p>Some level III decision hallmarks:</p> <ul style="list-style-type: none"> • Participating • Facilitating • Accountabilities are clearly shared • Team members must consult mgmt before acting to get approval 	<p>This type of decision occurs when the group has been given authority to make decisions and implement action plans without having to seek final approval. This authority is given to a group on the assumption that they are willing and able to handle outcomes.</p> <p>Some level II decision hallmarks:</p> <ul style="list-style-type: none"> • Delegating • Liasing • Employees are accountable and responsible • Team members can set direction and take action without approval

SoN Workgroup Empowerment



- Each workgroup is charged with identifying the objectives and timeline and then presenting it to the sponsor and coordinating group for review and agreement
- Depending on the issue, decisions will be made by Leadership Team or SoN Steering Committee
- In many cases the workgroups will also be charged with implementation
- In all cases, communications about work group activities should be shared broadly and work posted on the website



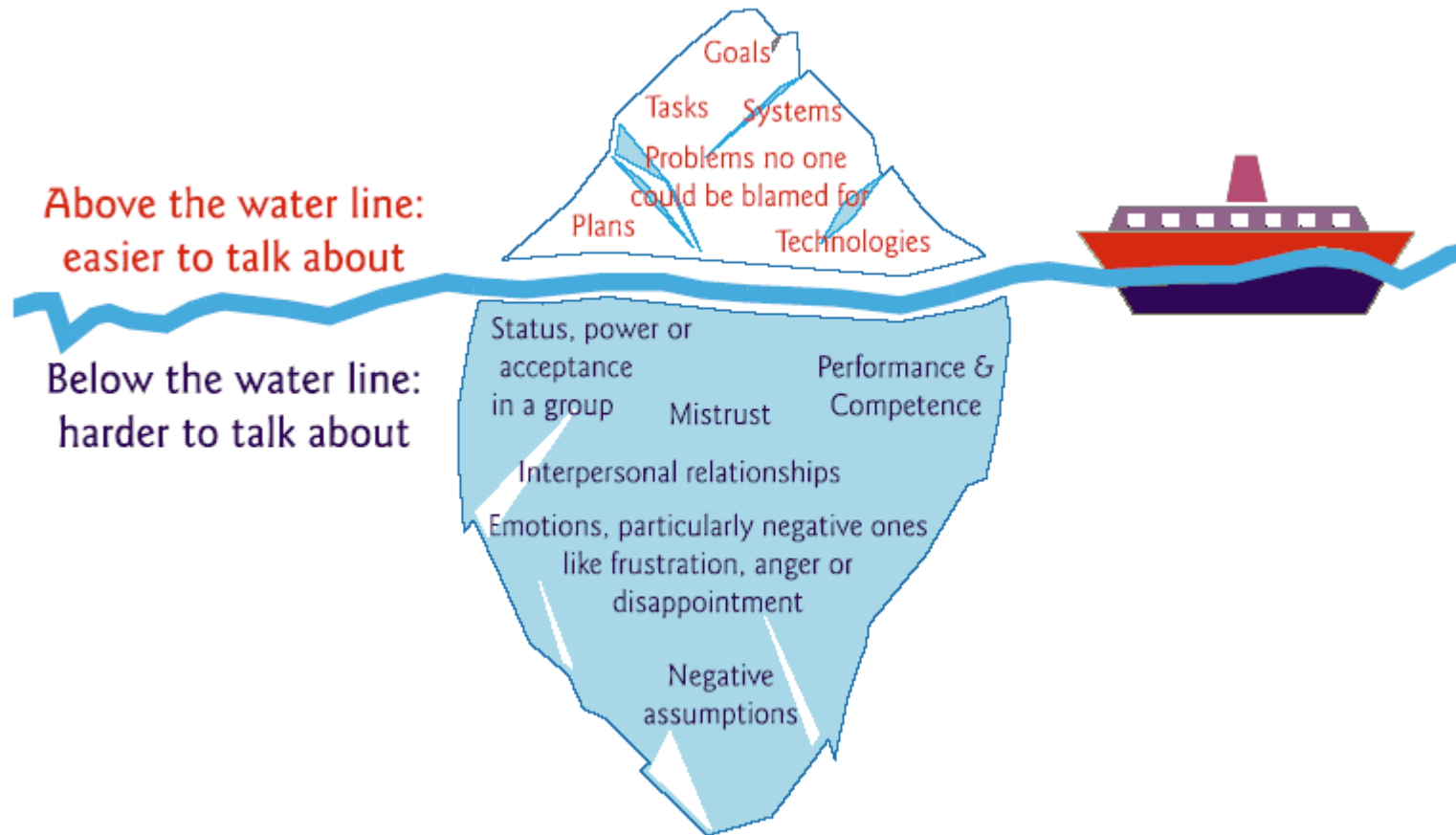
Problem Solving Levels

There are three levels of problem solving opportunities. These include problems or situations where you or your team have:

- *Total control and influence over outcome:Type I*
- *Some control and influence over outcome:Type II*
- *Little or no control over outcome:Type III*

We tend to want to have Type III problems solved first, mostly because it's someone else's responsibility. If we want to succeed, we need to solve Type I problems first and then venture into Type II problems.

Organization Iceberg & Levels of Feedback



ET Ground Rules (examples)



- Prioritize and work toward the good of the School of Nursing
- Leave history, problems, and egos outside
- Be respectful: listen (allow other voices to be heard) and don't interrupt
- Maintain a safe environment; includes not taking things personally or making something personal
- Maintain confidentiality on what's agreed to (review this at end of meeting)
- Be on time; come prepared and end on time
- No side conversations; no cross-talk
- Be accountable for what you committed to do and when
- Support and appreciate the work and contribution that individuals or groups do
- Assume positive intentions
- Be willing to move onto another item after due process.

Agendas

An agenda is a guide or road map for what the team hopes to accomplish during a specified period of time.

An agenda:

- clarifies what tasks or issues will be discussed
- gives all members access to meeting plan
- helps put these items into a ranked order
- identifies time allotment for issues
- serves as a guideline for the meeting
- is a tool for minutes and "group memory"
- is a communication tool for leader, facilitator, and members
- should be as flexible as needed
- carry forward parking lot
- review action items.



Academic Services (modified) Agenda Template



- A. Approval of Agenda
- B. Approval of Minutes
- C. Discussion Item 1 (state issue, decision, action and who is accountable)
- D. Discussion Item 2
- E. Adjournment

School of Nursing – ET Agenda Item Preparation Template

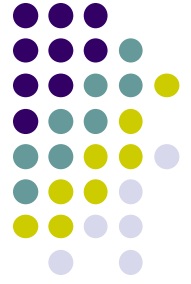


Please use this template to scope out agenda items to be considered by Executive Team. Submit to *Ruth ?and xxx* (ruthj@uw.edu) by *noon on Wednesday preceding ET's Monday morning* meeting. Please limit your submission to this page – be concise!

Issue Name:	Submitter's Name:		
Problem Statement for the School (include all perspectives):	Lead:		
Background/Analysis:	Who Else is involved (<i>include individual and/or group names</i>)?		
Proposed Solution (be sure to indicate who this benefits and how):	Who has been consulted to date:		
Financial Impact:	Milestone Dates (<i>steps/final deadline</i>):		
	What?	Who?	By when?
Where it aligns to strategic plan or University mission?	Today's Date:		

Date considered by ET:	How communicated and to whom:
Resolution:	Decision maker(s):
<i>Subsequent review with ET to take place:</i>	

Parking Lot



- For ideas you don't want to lose—but which aren't relevant to a current agenda—keep a list of items to be discussed later. Be sure to keep them active and organize them, if necessary, into:
 - ***Valet:*** Special value items
 - ***Metered:*** Must be handled soon
 - ***Underground:*** Touchy to talk about
 - ***Long-term:*** Can wait a while
- List on a separate flip chart paper and record in meeting minutes.

Recording/Scribing



- Post agenda on flip chart or white board (leader)
- Use a flip chart/white board so all can see
- Rotate the scribing (spelling doesn't count!)
- Record key actions
- Keep a “parking lot” or forward calendar of on-going or unaddressed issues
- Grammar and spelling DO matter for final
- Type and link within 48 hours
- Gain agreement to accuracy via email, wiki or at start of next meeting
- Use minutes template: brief description of issue, action, timeline, accountability – no more than 1 – 2 pages
- Include your (helps with later buy-in)



Action Planning Form

- What does our team need to do? (State your goal specifically.)
- What is my role?
- Who is in charge?
- Who makes the decisions?
- Who has the power to change things?
- Who should I be working with?
- Why are things the way they are?
- What is the historical precedent?
- What kind of homework do I/we need to do?
- When should I/we approach this problem?
- When is the best time?
- Where should I/we go to find answers to my questions?
- How will I/we know when we've succeeded?

Proposed Objective/Strategy Statement & Action Steps



- What end result do you plan to achieve? Be as specific as possible.
- What incremental tasks are needed to reach the objective?

Who will be directly involved?	Who else might be affected?
How will we know if we've succeeded?	Who will be responsible for implementation?
People's time required.	Dollar resources required.
Other resources required.	Completion date/check points.

Process Check



Purpose:

- Critiques meeting process quickly
- Positive Comments reinforce accomplishments
- Negative comments provide feedback for improvement
- Reminds team members of their responsibility for successful meetings



Process Check (cont.)

How:

- Stop meeting five minutes prior to close.
- Appoint a scribe to write on flipchart.
- One by one, go around the team and elicit a specific statement from each member about what they liked about that day's meeting or what needs improvement. Put each comment in the appropriate (++) (+) column.
- Avoid discussion of items at this time; review at beginning of next meeting.
- Record in minutes.

Example:

++

Good participation

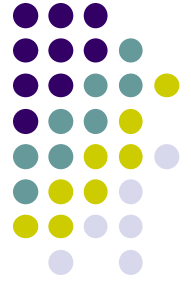
Action items completed on time

+

Didn't follow agenda

Began late

Why Warm-Up Exercises?



- Getting your team off to a good start is an essential part of facilitation. Just introducing each person is not enough.
- Structure warm-up activities help participants to get involved more quickly, increases their interest, and facilitates the sharing of information.
- Some activities work best when the group is new. Other exercises can be incorporated into team meetings as needed.
- Some objectives of using structure warm-up activities with a new team might be:
 1. To help clarify group members' expectations and knowledge
 2. To introduce them to working within a team
 3. To enhance the interpersonal relationships

Managing Conflict: A few ideas



You may not be able to handle all conflict; ask for help if you need it!

- Keep focused on the goals of the team/meeting
- Have targeted discussion with individuals outside of meeting for problem solving purposes
- Address the conflict within the meeting
- Redirect questions to whole group (e.g. what do you think, Sally?)
- Take a break or finish early
- Use the tools from this class (ground rules, charter, evaluation methods, etc)
- Use a facilitator (short or long term) – please ask if you need one

Team Effectiveness Critique



Instructions: Indicate on the scale that follows your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. Goals and Objectives

There is a lack of commonly understood goals/objectives.

Team members understand and agree on goals/objectives.



2. Utilization of Resources

All member resources are not recognized and/or utilized.

Member resources are fully recognized and/or utilized.



3. Trust and Conflict

There is little trust among members and conflict is evident.

There is a high degree of trust among members and conflict is dealt with openly and worked through.



4. Leadership

One person dominates and leadership roles are not carried out or shared.

There is full participation in leadership; leadership roles are shared by members.



Team Effectiveness Critique

(cont.)



Instructions: Indicate on the scale that follows your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

5. Control and Procedures

There is little control and there is a lack of procedures to guide team functioning.

There are effective procedures to guide team functioning; team members support these procedures and regulate themselves.



6. Interpersonal Communications

Communications between members are closed and guarded.

Communications between members are open and participative.



7. Problem Solving/Decision Making

The team has no agreed-on approaches to problem solving and decision making.

The team has well-established and agreed-on approaches to problem solving and decision making.



8. Experimentation/Creativity

The team is rigid and does not experiment with how things are done.

The team experiments with different ways of doing things and is creative in its approach.



Team Effectiveness Critique (cont.)



Instructions: Indicate on the scale that follows your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

9. Evaluation

The group never evaluates its functioning or process.



The group often evaluates its functioning and process.

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