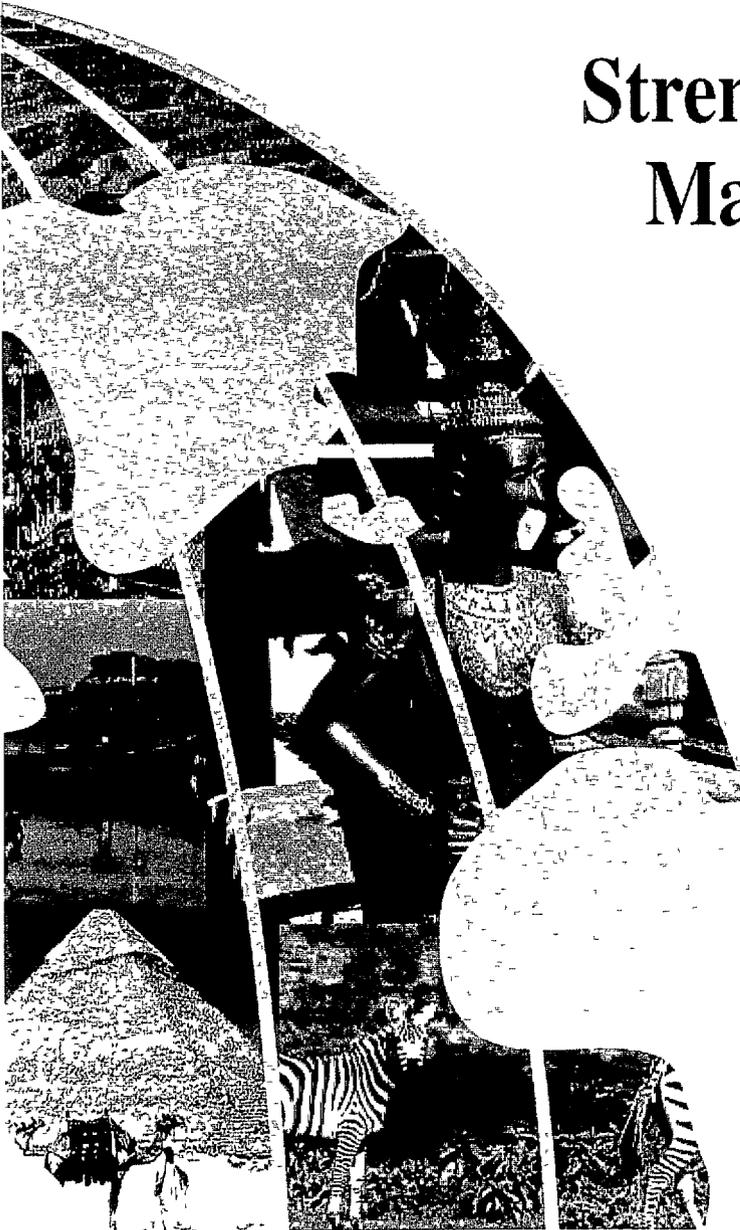


U.S. Agency for International Development

Strengthening Results Management Teams



GENERAL PHYSICS CORPORATION

WORKSHOP INTRODUCTION

The workshop that this guide supports, *Strengthening Results Management Teams*, provides specific information in team development, maintenance, and dynamics, focusing on skills and processes needed to effectively operate in USAID's reengineered environment. It was designed to assist USAID personnel develop skills consistent with the Agency's core values, especially as those values relate to operating in teams.

Strengthening Results Management Teams is the first of three workshops specifically developed to address the issues of reengineering in USAID. This workshop is designed to provide team building and team maintenance tools (processes) that can be put to effective use in many situations, in disparate cultures, and at different organizational levels within USAID. The two succeeding workshops deal with the areas of effective service planning and delivery and results orientation. These two workshops will cover issues and techniques on how teams use their process tools to develop and implement service delivery plans or operate within a results framework.

This workshop, like others in the series, is preceded by two or three days of information gathering by workshop facilitators. Participants are interviewed, and this assessment serves to provide material that can be used to make the workshop more relevant to each particular group. By adjusting the relative weight and time devoted to individual components, facilitators will be able to focus session activities in those areas where there have been particular areas of concern.

The workshop learning objectives, listed on the next page, were developed to support: 1) the USAID organization in transition, 2) USAID's new culture that accepts change as a healthy, on-going process, and 3) the embracing of core values using a learning organization approach. A full agenda of activities has been planned to meet specific process needs identified in the diagnostic interviews and to achieve the learning objectives.

Strengthening Results Management Teams

The context for the workshop is laid in an opening session that relates subject matter to the vision and core values of the Agency. Following this opening, early sessions deal with the processes involved in effective team building. Specifically, these sessions offer opportunities for members to look at issues of participation and leadership in teams, as well as approaches to conflict management and negotiation. The workshop continues by addressing the issues of effective communication and effective team meetings and it concludes by directing attention to maintenance functions that are especially critical to maximizing the utility of organizing and functioning in teams.

This flow and sequence of the workshop is designed to be immediately useful by providing skills in the building and maintenance of teams. The closure of the workshop deals with specific steps that teams may take to become more effective in their own workplace, with each other, and with stakeholders, customers, and partners.

Workshop Learning Objectives

At the conclusion of this workshop, participants will have worked through a range of teaming issues that relate specifically to the use of teams as the process by which staff, stakeholders, partners, and customers accomplish the work of the reengineered Agency for International Development. Specifically, participants should be able to:

- Clarify the interdependence of USAID's core values with teamwork, as the process for effectively responding to the organizational demands of a reengineered USAID.
- Understand how effective teams are built, how they function, and how they are maintained.
- Identify strategies for confronting, controlling, and resolving conflicts.
- Use negotiation strategies to achieve desired outcomes.
- Identify and use communication methods that facilitate productive professional relationships.
- Utilize methods and practices to maximize meeting productivity.

Strengthening Results Management Teams

Norms

Every team, group, or organization develops norms of behavior in the course of working together. It is important for norms to facilitate and not hinder the efforts of the team; therefore, the team should plan what norms would maximize efficiency and effectiveness. be flexible. They should also be renegotiable when they fail to serve their purpose or to serve the overall mission, goals, or objectives of the group. List the norms for participants in this workshop you want to present for consideration by the team.

📎 Team Norms

EMBRACING CORE VALUES AS A LEARNING ORGANIZATION IN USAID

CHAPTER OBJECTIVESii
LEARNING ORGANIZATIONS	1
GENERAL STRATEGIES FOR TRANSFORMING USAID INTO A LEARNING ORGANIZATION BY EMBRACING THE NEW CORE VALUES	
<i>Customer Focus</i>	3
<i>Managing for Results</i>	4
<i>Teamwork and Participation</i>	4
<i>Empowerment and Accountability</i>	4
FIVE DISCIPLINES OF A LEARNING ORGANIZATION.....	
<i>Personal Mastery</i>	7
<i>Mental Models</i>	8
<i>Shared Vision</i>	8
<i>Team Learning</i>	11
<i>Systems Thinking</i>	12
ATTRIBUTES OF GREAT TEAMS	13
FOUNDATION ARCHITECTURE.....	
<i>Customer Focus</i>	17
<i>Teamwork and Participation</i>	19
<i>Empowerment and Accountability</i>	22
<i>Team versus Individual Empowerment and Accountability</i>	25
<i>Managing for Results</i>	26
ORGANIZATIONAL CHANGE.....	29
TEAM LIFE-CYCLE	
<i>Sharing information and negotiating expectations</i>	30
<i>Commitment</i>	31
<i>Stability and productivity</i>	31
<i>Disruption</i>	31

CHAPTER OBJECTIVES

At the end of this chapter you will be able to:

- Define “Learning Organization” and describe USAID’s “Core Values”.
- Define and discuss personal mastery, mental models, shared vision, team learning, and systems thinking.
- Describe and discuss the attributes of great teams and describe the importance of developing new skills and capabilities; new awareness and sensibilities; and new attitudes and beliefs to meet changing internal and external needs within the USAID community.
- Describe the foundation architecture of learning organizations that results in mission accomplishment.
- Describe the major infrastructure changes that have been implemented in USAID and identify roadblocks in light of new requirements brought on by reengineering.
- Recall USAID’s mission and describe the relationship of each of USAID’s core values to mission accomplishment and vision realization.

Learning Organizations

Priate sector corporations and some public organizations are finding that learning, both from individual and team perspectives, is the critical difference between success and failure in this new age of information. They are replacing their training programs with learning organizations that cross the traditional organizational boundaries. A learning organization is defined as:

An organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.¹

No longer will it be acceptable to allow an individual or a small group to become an encumbrance, limiting the flow of information entering any part of the United States Agency for International Development (USAID) organization. The turnover of information is too great and too rapid to limit its potential input to any less than the entire organization. Every person and every team within USAID should take on the responsibility to learn, to process the information learned, and to feed the important, mission enhancing information back to their team or to the greater organization as appropriate. This is the only way USAID will be able to realize a vision of excellence in the future.

Learning organizations can exist because each of us is a learner. Some of us learn differently than others, but we all want to learn. Many of us have, at one time or another, been a part of a "great team," a group

¹Garvin, David A , Building a Learning Organization, Harvard Business Review, July - August 1993



Strengthening Results Management Teams

of people who achieved extraordinary successes. The team exercised mutual trust, complemented each other's strengths, and compensated for each other's weaknesses. They had a common vision that was bigger than any individual's personal goals, and they worked with each other until their vision was realized. What they had was a *learning organization*. The team didn't start off being great. It achieved greatness as it *learned* how to produce its desired results.

The benefits of USAID being a learning organization are that the key learning skills and their associated disciplines can support the overall system of reengineering, as well as USAID's mission. By making learning the integral part of USAID's culture and causing it to encompass the five core values, employees are given the needed tools to effect a realization of continuous improvement.

Genuine dedication, commitment, and technical expertise are brought to the Agency by new members as they enter the organization. Sometimes their enthusiasm is curtailed because of the inflexibility that can be a part of traditional bureaucratic organizations. As a learning organization, USAID is able to capitalize on both the verve of new members and the mastery of experienced members. The empowerment and accountability that stems from being a learning organization can cause all members to take ownership of results. This ownership can create improved levels of commitment to the team and to the greater organization. Improved commitment ultimately results in higher amounts of discretionary effort being applied toward goal attainment, mission accomplishment, and vision realization.



IDEAS & APPLICATIONS

General Strategies For Transforming USAID Into A Learning Organization By Embracing The New Core Values

Initial review of the new core values of USAID may not show close ties between learning organization technologies and the new core values espoused by the Agency. However, closer observation reveals an inseparable link between the two. The core values are:

CUSTOMER FOCUS

The customer (the end user) is the recipient of our goods and services. Congress, the American taxpayer, and others are "stakeholders." Some stakeholders give us money and they expect us to be accountable for quality work and results. Other stakeholders may be impacted by our programs (positively or negatively), and they too expect us to be accountable for our actions. The quality of our work affects the impact we have. Our ability to listen to customers affects the quality of our work



IDEAS & APPLICATIONS

Strengthening Results Management Teams

MANAGING FOR RESULTS

Missions/Offices are empowered to select the best way to achieve results and will be held accountable for those results. Traceable results are crucial for good planning and for our relationships with our stakeholders.

TEAMWORK AND PARTICIPATION

Teamwork must be interactive with the other core values, management for results, focus on the customer, and empowerment and accountability.

Teams are composed differently than they have been in the past. This includes early involvement of customers and partners as members of the team, rather than as counterparts and service providers, and virtual team members in remote geographical locations or in Washington.

The way we work has changed with reduced paperwork, increased efficiencies, streamlined reporting, moving decision making nearer to the action. The roles of team members have also changed with every team member being accountable for sharing relevant learned information.

EMPOWERMENT AND ACCOUNTABILITY

Empowerment and accountability begins with individual members of every team empowering themselves; empowering other members; and holding themselves and others, both inside and outside of the team,



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

accountable for maintaining the team's customer focus and results orientation.

Shared vision in a trusting relationship is the foundation that allows authentic empowerment and accountability between team members. Developing this foundation requires understanding and implementation of effective team building skills, communication skills, conflict resolution skills, and learning organization disciplines.

The traditional USAID organization based promotions on length of service and technical capabilities. Performance evaluations were viewed as of the utmost importance in securing promotions. Behaviors rewarded included individualism, not rocking the boat, political maneuvering, project management skills, and technical backstop excellence.

The new USAID is moving toward a team based organization. The ideal is for rewards to be awarded to people based on their broader knowledge and skills. The new formal evaluation system, Employee Evaluation Program, addresses the member's explicit and individual contributions to the team(s). Managers solicit input from other team members, contractors, subordinates, and colleagues. Additionally, areas for improvement in teamwork can also be revealed in employee evaluations. Employees will be recommended for promotion based on their broad knowledge, skills, and abilities - both in their area of technical expertise and in their team contribution.

When, in the past, individual work group members may have been reluctant to provide individual feedback to other members, teams now have a built-in requirement to internally evaluate their members based on their performance and to make recommendations and suggestions for



IDEAS & APPLICATIONS

Strengthening Results Management Teams

professional improvement. This type of informal evaluation can result in the highest quality personal enrichment and professional advancement for the individual team members.



IDEAS & APPLICATIONS

Five Disciplines Of A Learning Organization²

PERSONAL MASTERY

Personal mastery is learning that is designed to expand our own personal capacity to create the results we most desire and to create an organizational environment that encourages all members to develop themselves toward the goals and purposes they choose.

On the macro-level, personal mastery is important in accomplishing USAID's overall mission, as well as that of a given Mission or Strategic Objective Team. The more you personally know, about the overall mission and how to effectively accomplish it, the better prepared the Agency is to realize its vision.

On the micro-level, your personal mastery enhances your usability and, in turn, your marketability. Your contribution, based on your personal mastery enhances your team's ability to successfully accomplish activities, activity groups, results packages, and strategic objectives. As these are, or are not, accomplished the team receives both explicit and implicit rewards, commensurate with the team's level of success.

²Senge, Peter M, The Fifth Discipline The Art And Practice Of The Learning Organization, pp 5-13, New York Currency Doubleday, 1990



IDEAS & APPLICATIONS

MENTAL MODELS³

Mental models are our internal pictures of the world that are reflected upon, clarified, and improved. Mental models are the images, assumptions, and stories that we carry in our minds of ourselves, other people, institutions, and every aspect of the world. Like a pane of glass framing and subtly distorting our vision, mental models determine how we see things.

Differences between mental models explain why two people can observe the same event and describe it differently; they are paying attention to different details. Mental models also shape how we act. For instance, if we believe people are basically trustworthy, we may talk to new acquaintances far more freely than if we believe most people cannot be trusted.

Two types of skills that can be central in identifying mental models are **reflection** and **inquiry**. Reflection means to slow down the thinking process to become more aware of how our mental models form. Inquiry means to hold conversations where we openly share views and develop knowledge about each other's assumptions.

SHARED VISION

Shared vision is a sense of commitment in a group, built by developing shared images of the future the group seeks to create and the principles and guiding practices by which the group hopes to realize this

³Senge, P. M , Kleiner, A., Roberts, C, et al , The Fifth Discipline Fieldbook, pp 235 - 238, New York Currency Doubleday, 1994



Embracing Core Values as a Learning Organization in USAID

shared vision. The vision itself is "a statement expressing the future state of an organization or unit, or what it strives to achieve."

It is more important than ever to understand that everyone must participate in the development and implementation of a shared vision if it is to be realized. In the new USAID, and other high performing cutting-edge organizations, cross-functional, self-managing teams design, produce, and deliver products or services. All team members share leadership roles and responsibilities, and workers perform multiple tasks. Teams set goals and schedules, order their own materials, and meet world-class standards of performance.⁴

Vision includes answers to questions such as, "What would you personally like to see your work team become -- for its own sake? What kinds of customers would it have? What kinds of processes might it conduct? What reputation would it have? What contribution would it make? What values would it embody? What would its physical environment look like? How would people work together? How would people handle good and bad times?" Also, if you had this sort of organization, "What would it bring to you?" and "How would it allow your own personal vision to flourish?"

 Think of the Mission, Bureau, or other operating unit you are a part of. Describe, in some detail what that group would look like in its ideal condition, five years from now. Take any management contracts and their ability to be changed, as you understand them, into consideration while you complete this assignment.

⁴Broersma, T, In Search Of The Future, Training And Development, pp 38 - 43, January 1995



IDEAS & APPLICATIONS

Shared Leadership

In the reengineered USAID, much of the increased authority that will potentially be given to teams requires that team members develop new technical and interpersonal skills. Consequently, in the transition to teams, management plays a crucial role. They do not abdicate authority or accountability. However, they must accept and take action on the concept that authority and accountability need to be shared by all personnel if the agency, bureaus, missions, and work teams are going to be efficient and effective.⁵ In doing so, they will be some of the chief causal factors in the teams' development, from both an individual member and a group perspective.

⁵Retts, C., From Hierarchy To High Performance, Training and Development, pp. 31 - 35, October 1995.



Embracing Core Values as a Learning Organization in USAID

TEAM LEARNING

Team learning is the utilization of collective thinking and conversational skills in order for groups of people to reliably develop intelligence and ability greater than the sum of the individual members' talents. Team learning uses the skills of reflection and inquiry from the mental model discipline to bring tacit assumptions to the surface of awareness and to link the "what we see" to the "what we conclude," as a team. Team learning transforms those skills into capabilities; they become collective vehicles for building shared understanding. Team learning also draws upon the skills of building a shared vision. This is particularly true in the area of building shared aspirations. It also draws upon systems thinking as a vehicle for surfacing how one sees the world.

Team learning in USAID should be systemic learning. One loop of learning, the content loop, rewards detection of errors and improvement of quality from results and customer service orientations. The other loop, the process loop, rewards the detection and implementation of more efficient and effective organizational procedures, processes, norms, and objectives. The process loop thereby effects team orientation, the delegation and reception of authority, and methods of holding individuals and teams accountable.

Systemic learning also encompasses the ability to reflect critically on the interaction of organizational systems. It can provide the implements that will allow the team to focus on improving the



IDEAS & APPLICATIONS

performance of the whole USAID organization, rather than only improving single systems in isolation from one another.⁶

SYSTEMS THINKING

Systems thinking is a way of thinking about, and a language for understanding and describing, the forces and inter-relationships that shape the behavior of organizational systems. This discipline helps us see how to change systems more effectively and to act more in tune with the larger processes of the natural and economic world.

Systems thinking can be both a means and an end in embracing USAID's core values. As a means, the inter-relatedness in the implementation of learning organization disciplines causes members to focus on, consider, and embrace or reject USAID's core values. Furthermore, the extent to which disciplines are aligned in application will determine the quality and scope of team, mission, bureau, and agency successes. As an end, systems thinking allows team members to determine the inter-relatedness of processes, projects, cultures, and other inputs. This provides the framework for forecasting potential areas of concern, as well as outcomes, early in the life of a particular activity.

⁶Broersma, T , In Search Of The Future, Training And Development, pp. 38 - 43, January 1995



Attributes of Great Teams⁷

The "great teams" we alluded to earlier were not the result of theoretical understanding alone. Neither were they the result of letting things take their natural course. Looking closely, we see that they were the result of people changing, sometimes dramatically. There is a deep learning cycle. Team members develop skills and abilities that alter what they understand and do. New capabilities cause the development of a new awareness and new sensibilities. Over time, as people begin to see and experience the world differently, new beliefs and assumptions begin to form and enable further development of skills and capabilities. This deep learning cycle constitutes the essence of a learning organization, identifies the attributes of great teams, and the points out the sources of their ability to respond to changes.

Skills and capabilities that characterize learning organizations fall into three groupings: aspiration, reflection and conversation, and conceptualization. Aspiration is the capacity of individuals and teams to orient themselves toward what they truly want to accomplish. Reflection and conversation deal with the abilities to determine deeply held assumptions and patterns of behavior and then to discuss them freely without hidden agendas or preconceived notions. Conceptualization is the capacity to see systems and forces larger than one's self or one's team and to construct public, testable ways of expressing the resulting views. Like any new skill, the skills and capabilities required to build USAID into a learning organization shape what we can understand and accomplish. These skills are unusual because they can effect us deeply. They are not skills of specialization

⁷Senge, P. M., Kleiner, A., Roberts, C., et al., *The Fifth Discipline Fieldbook*, pp 18-21, New York: Currency Doubleday, 1994



Strengthening Results Management Teams

like "financial accounting for executives." They inevitably lead us to new awareness because they bring about deep shifts in how we think and interact with one another.

Over time, as our new skills and capabilities develop, our *awareness and sensibilities* -- the world we see -- literally shifts. As we become more skilled in systems thinking, we begin to conceptualize underlying structures that drive behaviors. Where we may have immediately blamed someone else in the past, we now have an awareness of the forces compelling them to act as they do. Similarly, with increased awareness of our mental models, we become increasingly aware of the ways we construct our own world views. Rather than seeing a customer as "tough to deal with," we are more able to hear the exact words she or he said and to recognize how their words trigger our own mental models.

Gradually, our new awareness is assimilated into new *attitudes and beliefs*. These attitudes and beliefs develop over time and they will represent change at the deepest level of the USAID's culture. For example, in a team with a true learning organization perspective, we become willing to reveal our uncertainties, to be ignorant, and to show incompetence - knowing that these are essential preconditions to learning. Their admission sets us free from the emotional and time-consuming baggage inherent in maintaining the "I'm in control" façade.

 Specific skills and capabilities that need to immediately be developed -- by me or others I know -- to meet changing internal and external needs of USAID include:



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

 New awareness and new sensibilities to effectively answer changes within the USAID community include:

 Specific attitudes and beliefs that will be required to most effectively meet changing internal and external needs within the USAID community, as well as those that could potentially hinder mission accomplishment if not embraced, include:



IDEAS & APPLICATIONS

Foundation Architecture⁸

The foundation architecture of any organization is based on its motives for, and style of, implementing actions. In this domain of action are the categories of guiding ideas -- theory, methods, and tools -- and innovations in infrastructure. USAID has shown commitment to building a firm foundation in the domain of action. New values, tools that complement them, and processes that make effective use of the tools are all being committed to.

Guiding or governing ideas for learning organizations start with vision, values, and purpose: what the organization stands for and what the members seek to create. Every organization, whether it deliberately creates them or not, is governed by explicit principles. The distinguishing factors that separate powerful guiding ideas from the rest are their *philosophical depth*. These guidelines are arrived at by long-term evaluation, discussion, and feedback; and through *seeing the process as ongoing* -- the idea that shared visions live in our ongoing conversations about what we seek together to create.

Theories, methods, and tools represent "actionable knowledge." The synergy between them lies at the heart of any field that truly builds knowledge. Your team, your bureau, and the agency as a whole is poised to build knowledge at a rate faster than ever before. Useful new theories, like the learning organization, have given rise to new techniques and structures. Through the development of these techniques and structures, the theoretical is tested and in turn leads to the improvement of the theories. This continuous cycle of creating

⁸Senge, P M., Kleiner, A , Roberts, C, et al , The Fifth Discipline Fieldbook, pp 18-21, New York Currency Doubleday, 1994



Embracing Core Values as a Learning Organization in USAID

theories, developing and applying practical methods and tools based on the theories, leading to new insights that improve the theories is a primary engine of growth.

Infrastructure is the means through which an organization makes resources available to support people in their work. Some of these mechanisms include time, management support, money, information, and ready contact with colleagues. Once again USAID has shown significant commitment in this area, building computer networks, organization structure, reward systems, work processes, and other conduits to facilitate the application of learning organization disciplines.

CUSTOMER FOCUS

Why have customer focus? Because:

- quality is defined by the customers.
- customers' needs change over time.
- understanding customers' needs requires communication and feedback.
- customer satisfaction results in sustainability.
- sustainability is required for USAID's survival.

Serving customers - With whom do we interact?

- Suppliers who assist in providing input into the systems.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Partners who provide conduits for developmental assistance delivery.
- Stakeholders who provide direction and resources.

Although these groups have needs, their needs must be viewed in light of meeting the needs of the end-user first. For example: if we were to develop a nutritional education marketing strategy that meets the language needs of an NGO located in a capital city (who could be considered an intermediate customer) it might or might not meet the language needs of the majority of the ultimate customers who may live in rural settings and who may speak a different language or dialect and who may be illiterate. Consequently, the ultimate customers' needs should be considered first, and provisions for dual/multiple language products made.

Customer Focus - Personalized

Teamwork demands that customer focus, if it is truly to be a core value and not merely a new and passing fad, be adopted by all members of the team. Desired behaviors resulting from customer focus will never be exercised to a greater extent than to the extent it is embraced, espoused, and acted upon by team members.

Customers are no longer viewed as "outsiders," but as integral members of a larger team. Their needs become the guiding direction of the strategic objectives and supporting activities. They also guide decisions about hiring and employee development, skills, and training.

Customers contribute to the overall success of our endeavors and play a significant role in attaining sustainable development by focusing



IDEAS & APPLICATIONS

25

Embracing Core Values as a Learning Organization in USAID

our efforts. They are instrumental in resolving would-be complaints by helping us understand and address needs before they reach a critical stage. In order to maximize the quality of customer input, it is important to discover and to understand what will satisfy them (what they need or expect), what will dissatisfy them, and what their priorities are.

TEAMWORK AND PARTICIPATION

A team in USAID is a self-directed group of USAID, partner, and customer representatives organized to participate in one or more activities required to achieve a specified result or objective within a given time frame.



IDEAS & APPLICATIONS

Team Attributes

- Individuals are interdependent and goal oriented
- High levels of interaction are common
- High levels of cooperation
- Competes, as a team, to exceed previous performances
- Participative management
- Team members set standards and evaluate each others performance
- Decisions are made with input from all members
- All members participate in planning and goal setting for the team
- Capable and authorized to solve problems through collaboration
- Greater opportunities to develop and apply new skills
- Potential for more open communications yielding increased trust
- Sincere, consistent commitment resulting from increased input
- Disagreements viewed as opportunities to learn another perspective
- Conflicts viewed as natural and are dealt with quickly
- Supervisor intervention protects the team's unity and synergy



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

Work Group Attributes

- Individuals are independent and task-oriented
- Frequently work in isolation
- High degree of competitiveness
- Compete with co-workers for individual success
- Supervisor managed
- Supervisor controlled and directed
- Supervisors set standards and evaluate performance
- Supervisors make decisions with or without input from workers
- Supervisors plan and set goals
- Supervisor only is authorized to solve problems
- Prestige is gained by political clout - revealed by external props
- Opportunities to develop and apply new skills are limited
- Guarded communications, game playing, hidden motives and agendas
- Mistrust
- Commitment is often inconsistent and used for political ends
- Disagreement is viewed as a competitive put-down
- Conflict is viewed as a disruption to conformity



IDEAS & APPLICATIONS

Strengthening Results Management Teams

 Look at the lists one more time. Consider a work level you are assigned to right now (e.g., An agency, bureau, mission, or strategic objective or results package team). Check off the most prevailing attributes of that group from either list and prioritize them. Take the top three concerns and write down what you think are effective ways to address, or fully utilize, them to enhance the performance of the group considered. (Keep the core values in mind as you work on this activity.)

EMPOWERMENT AND ACCOUNTABILITY

Empowerment is revealed by the creation of an environment in which objectives, policies, systems, and structures work toward common goals that are clearly communicated at all levels of the organization. Expectations and jobs are aligned with the capabilities of the members of the team.



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

All personnel are consistently provided with the training, resources, and authority to do their jobs well. The climate is such that individual members, as well as teams, are encouraged to take responsibility for their own work, and they are given the means to evaluate and improve their own performance and to grow. They are encouraged, evaluated, and rewarded commensurate with their contribution to the team and the overall USAID organization, in ways apart from their everyday work. They see their efforts as worthwhile and important.

Members at all levels are clear about the scope of their authority and they accept personal responsibility and accountability for providing results as team members to meet customers needs, from both process and content perspectives.

Accountability refers to the level of input and effort you are expected to make. It defines the acceptable standards for rewards and disciplines. It consists of processes used to ensure the accomplishment of results using the desired orientation.

Accountability within teams, to promote acceptable outcomes, as well as team stability, differs from the traditional paradigm that would have a dysfunctional member transferred or terminated from the agency. Several types of team members that could become problematic and tactics for dealing with them include:⁹

- If team members know a lot of answers, master the job easily, and are frustrated due to a lack of new challenges, use them for special

⁹Holpp, L., and Phillips, R., When Is A Team Its Own Worst Enemy, Training, pp. 71-82, September, 1995



Strengthening Results Management Teams

projects, make them team leaders, or put them on an accelerated job-rotation system.

- If team members don't mind the work and get along, but are drags in meetings, too shy to get involved, and won't participate or share ideas in group discussions, team them up with a more assertive co-workers or recommend assertiveness training -- possibly for the whole team.
- If team members act as if they're working for a union and perpetually oppose management on principle, deal with their complaints, real or imagined, and their performance as a team members on the spot.
- If team members work below their intellectual potential, or are over trained for the job, seek suggestions for job expansion directly from them, assign them to leadership roles, and use them as a coaches for other team members who need help.
- If team members are not really qualified for the job due to lack of training or poor skills, equip them with the proper type and amount of training, team them up with under-employed teammates, and find a legitimate work position they can assume in the team until they are fully qualified.

Responsibility is what you or your team chooses to respond to and direct your efforts toward. You and the entire USAID team are served best when your responsibilities align with what you will be held accountable for. Because responsibility is a matter of choice, it cannot really be delegated. Authority ultimately empowers you to form a team,



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

to set a strategic objective, to appropriate funds, to bring in partners, or to determine milestones for evaluation, among others. Then, you choose what level of responsibility to assume, both individually and collectively in regard to each.

TEAM VERSUS INDIVIDUAL EMPOWERMENT AND ACCOUNTABILITY¹⁰

When teams form, work roles change. Some people will resist this role change. Symptoms of this resistance to change include the familiar complaint that "It's not my job," along with other subtle variations: "I've never done that before." "I haven't been trained in that." "That's management's job." "Do I get a promotion for doing that?" Most of us seek stable, somewhat predictable work. Instead, team members are sometimes asked to learn several jobs, be ready to switch jobs, move into leadership positions, master new skills, and still get the work out at a faster rate and with higher quality than in years gone by.

In *typical* organizations we find that the resistance to change is strongest among supervisors and managers. For many, not only have their job duties changed, but they are asked to change their communication style, the way they give instructions, and how they use their power. "Position power," based on rank, gives way to personal power. These are not just different shades of the same basic concept - they are opposites in attitude and in application.

The most effective teams empower and hold members accountable by withholding judgment, acknowledging each other's skills, dealing

¹⁰Holpp, L., and Phillips, R., When Is A Team Its Own Worst Enemy, Training, pp 71-82, September, 1995



fairly with problems, and displaying openness. They accomplish this by listening, providing feedback, giving instructions and conveying information in one-on-one and group environments. What they do not do is attack each other's ideas or opinions, avoid interaction with other team members, or try to take the group over. Excellent levels of productivity and quality can best be achieved through participation and shared problem solving. This results from ongoing evaluation by the team members of both the output they achieve and the process they use to achieve it. These are the main reasons that a learning organization environment is of the utmost importance for USAID members as you embrace the core values and implement their resultant behaviors.

MANAGING FOR RESULTS

Setting Goals begins with recognition of the **real**. What is the real political climate, both internally and externally? What resources do we have access to -- both physical and human? What problems or areas of concern should we be aware of and prepare for in advance?

Next, identify the **ideal**. What are the ideal results associated with a given strategic objective? Who should be on the team? What resources will we need to do the job right? What teamwork and customer focus processes should we use to be most efficient and effective? What level of authority should we be given to ensure success? What does the client's system look like in the ideal future state, because of our intervention?

Determine the **differences** between the real and the ideal. Identify what has to be modified at the cultural, political, and technical levels to



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

facilitate changing the current real into the future ideal. Assess the effort required, in each case, to move from one state to the other.

Raise the level of **commitment** to take action on those areas that can be changed in a cost-effective manner. It is not enough to believe that change should take place. Risk must sometimes be taken and action must always be taken if commitment is truly in practice.

Goals target the desired movement from the real to the ideal. They should be behaviorally specific, measurable, realistic -- but challenging, and time-phased.

Only after the goals have been set is it possible to establish a realistic **action plan** for goal attainment. Don't forget to include potential obstacles, tentative solutions, and potential virtual team members to aid in the process. Consider planned renegotiation, up front, as a means to overcome barriers. The plan, by any name, should also be time-phased, indicating completion dates for each step (milestones).

Continuous Evaluation and Feedback are required for a team to achieve its maximum potential. Evaluation should be made of each individual's progress toward meeting milestones, the team's progress toward meeting its milestones, and the team's processes of interaction among members. The most effective feedback has been shown to:

Describe the behavior. Tell the person what he or she did by citing examples of the behavior.



IDEAS & APPLICATIONS

Be specific. The behavior demonstrated and evaluated should be directly related to a standard. It should not be coupled with personal judgments.

Be useful. Give feedback that will be useful for the individual or for the relationships within the team to improve.

Be timely. Provide the feedback as close as possible to when the behavior occurs, so that the individual receiving the feedback is most clearly able to identify, relate to, and understand his or her behavior.

Be fair and straightforward. "Dumping" on a person or being overly nice alters the feedback and hinders the receiver's ability to get a true picture of his or her behavior. Be fair and straightforward, sticking to the facts.

 Describe the indicators that reveal the soundness of a learning organization's architecture, then identify weaknesses in the architecture of the reengineered USAID that you've observed in respect to it being a learning organization.



Organizational Change

Change is sometimes uncomfortable. It can be associated with action anxiety, negative fantasies, existential and real risks, and the fear of separation.

Change is also inevitable. Some people choose to avoid change by ignoring it, creating diversions, challenging the change agent or representative, requiring proof that the change is necessary, questioning that the people in charge are qualified to require the change, or by paying lip service to the change, among others. Although these may work to some degree for a time, the reality of changing requirements to deal with processes of external adaptation and internal integration will eventually demand that people, teams, and entire organizations change for their betterment or toward their demise.

 Identify roadblocks to changing the agency and discuss the tools required to accomplish the mission of the agency, as you understand it, in light of new requirements brought on by reengineering.



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Team Life-cycle

(Planned Renegotiation¹¹)

This model describes how social systems -- that is, relations between persons and relations between groups -- are established and become stabilized so that work can get done and how change can enter the system. The model is cyclical, and it includes four phases: (1) Sharing information and negotiating expectations; (2) Commitment; (3) Stability; and (4) Disruption.

SHARING INFORMATION AND NEGOTIATING EXPECTATIONS

When persons begin to establish a relationship that they expect may endure over some period of time -- as brief as a pre-employment interview or as long-lasting as appointment to the Supreme Court -- they first exchange information. They essentially exchange information about themselves and establish expectations, usually implicit and unspecified, about how a "member" of the relationship or a member of the group is going to behave. Once a sufficient exchange of information occurs, uncertainty is reduced to an acceptable level, and the behaviors of the parties are more or less predictable. If the relationship is seen as enduring sometime into the future, then commitment to these shared expectations takes place.

¹¹Planned Renegotiation A Norm Setting OD Intervention John Sherwood & John Glidewell Organization Effectiveness Course, Unit 2 Handbook: Individual Evaluation Millington, TN U S Navy's Leadership and Organization Effectiveness School, 1984



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Embracing Core Values as a Learning Organization in USAID

COMMITMENT

When commitment to a set of shared expectations takes place, each member's role is defined, and each member knows for the most part what is expected of them and what they can expect from the others. The strength of each individual's commitment and the range of behavior encompassed by their role are both measures of the importance or centrality of this particular relationship. The more important the relationship, the more evidence of commitment is required and the more behaviors -- including attitudes, values, and perceptions -- are embraced by the role expectations. With commitment comes stability.

STABILITY AND PRODUCTIVITY

When there is commitment to a set of shared expectations, these expectations govern the behavior of group members and provide stability within the relationships; that is, for the most part you do what I expect of you and I do what you expect of me. This stability in the relationships leads to the possibility that work can now get done. While stability does not guarantee productivity, it is necessary for productive work to occur. The energy of the principals is now available for other things since their relationships are sufficiently predictable that they no longer require sustained attention. Commitment to a set of expectations, then, governs behavior during a period of stability; but invariably, sooner or later, disruption occurs.

DISRUPTION

Disruption occurs because of a violation of expectations by the principals or because of external intrusion into the system. Disruptions may be external in origin -- a new person assigned to the work group, a



IDEAS & APPLICATIONS

new task assignment, corporate downsizing due to a dwindling market, a first child into a marriage -- or they may be internal in origin -- sharing of information that was not made available earlier when expectations were negotiated, changing expectations, participation in training events, or more education (when the changed person returns to the unchanged role, expectations may be violated leading to disruption of the relationship).

Change

It is at the point of disruption that change can enter the system, for it is at this time that expectations are no longer fixed. New information can enter the system, and the renegotiation of expectations can occur. The paradox is that the very moment the system is most open to change there are strong inhibiting forces to return things to the way they used to be because of the anxiety accompanying the uncertainty which characterizes the system at the time it is in a state of disruption.

When a disruption of expectations occurs, uncertainty follows -- because I can no longer depend on your doing what I expect of you, and my own role is also unclear to me -- and with uncertainty, the principals become anxious. The anxiety is uncomfortable. The quickest and surest way to reduce that anxiety is for the relationship to return once again to the way things used to be. This is often a ritualized commitment to prior expectations, such as a perfunctory apology, handshake, or embrace, without admitting into the system the new information that is now available and has given rise to the disruption. This new information would form the basis for renegotiating the expectations governing the relationship. The relationship remains closed to change when the parties deal with the uncertainty and anxiety produced by disruption by



Embracing Core Values as a Learning Organization in USAID

returning to the original level of shared expectations without renegotiation.

It is during the period of disruption, when the parties are uncertain about their roles and the future of the relationship and are therefore anxious, that the system must be held open if change is to enter. If new information is allowed to enter the relationship and is treated in a problem-solving way, it can provide the basis for renegotiating the expectations governing the relationship. The newly renegotiated expectations are therefore more likely to be in line with the current realities of the situation, and, once commitment occurs, the period of stability is likely to be more enduring before the next ensuing disruption.

If the parties share this model as a part of their language and their mutual expectations, these concepts are likely to help them by increasing their tolerance for the uncertainty and the accompanying anxiety that surround their relationship while expectations are held open during renegotiation. Through continued use of these concepts, the behavioral skills of the parties increase, thereby facilitating the renegotiation process.

Choice Points

A *pinch* is a signal of the possibility of an impending disruption, and it describes a sense of loss of freedom within one's current role. The felt loss of freedom may be due to a sense of expanded resources or to subtle constriction of expectations by others. In either case, there is the possibility of resources lost to the system. When the question of renegotiation is raised at the point in the relationship when one of the



IDEAS & APPLICATIONS

members feels a pinch, the parties have more choice and more control over change. They are subject to fewer negotiations "under fire," and they are less often victims of crises and pressures to return to the way things used to be.

The theory predicts that disruption without renegotiation, a *crunch*, leads to an increase in the frequency and intensity of the disruptions. When each disruption is not treated as a new source of information and a new opportunity for adjustment of expectations and change, but rather as a disagreeable state that cannot be tolerated due to an urgency to return to the way things used to be, then the source of disruption is never satisfactorily remedied, improved, or ameliorated. Increasing amounts of emotional baggage -- in the forms of uncertainty, ambiguity, resentment, and anxiety -- are carried each time the cycle is repeated. Also, the energy used to carry this emotional baggage is increasingly unavailable for use in mission accomplishment or vision realization. If the problem or difficulty in the relationship is never addressed directly, it is likely to persist and add to the intensity of future disruptions precipitated by new problems entering the relationship. The more inflexible the system, the more likely a final disruptive event will be explosive and destructive. Such a relationship is likely to be terminated in a manner that is destructive to the parties involved.

Whenever disruption occurs, the possibility of terminating the relationship is always an alternative solution. Termination is more likely to be a constructive, problem-solving solution when it is a consequence of renegotiation. Termination is more likely to result in the destructive loss of resources when one or more of the following are present: (1) the disruption is unplanned and explosive, (2) the system is rigid and inflexible, or (3) the parties have little or no prior experience in renegotiating adjustments to changing conditions.



IDEAS & APPLICATIONS

Embracing Core Values as a Learning Organization in USAID

Planned renegotiation is likely to be a successful norm-setting intervention in an organization where there is some prior commitment to the concept of organization development, so that persons are neither so closed that differences are ignored and inappropriately smoothed over nor so competitive that differences are exploited by subversive rivalry.



IDEAS & APPLICATIONS

TEAM BUILDING - EFFECTIVE PARTICIPATION AND LEADERSHIP

CHAPTER OBJECTIVES	iii
TEAMS AS THE BASIC UNIT OF PERFORMANCE IN USAID.....	1
<i>Team Composition</i>	2
<i>The USAID/Washington Role</i>	3
<i>Reality</i>	3
TRANSFORMING THE WAY OF DOING BUSINESS: CHANGING AID'S CULTURE	4
<i>Work Groups Versus Work Teams</i>	4
<i>Work Groups</i>	4
<i>Work Teams</i>	5
<i>Keys to Successful Teamwork</i>	6
ORGANIZING FOR SUCCESS	8
<i>The Team Charter: Organizing to Achieve Success</i>	8
<i>Relating the Charter to the Unit's Management Contract</i>	8
<i>Drafting the Charter</i>	8
<i>Designing and Effective Team</i>	9
<i>Team Member Talents</i>	11
<i>Informal Roles</i>	11
<i>Group Dynamics</i>	12
<i>Establishing Guidelines for Participation</i>	14
<i>Member Guidelines</i>	14
<i>Initial Guidelines</i>	14
<i>Learning More About Team Members</i>	16
<i>Assessing Team Potential</i> ...	17
<i>Team Members' Capabilities</i>	18
<i>Team Potential</i>	21
<i>Recommendations for a Winning Team</i>	22
<i>Building a Winning Team</i>	23
<i>Analysis</i>	23
<i>Team Building Recommendations</i>	24

EFFECTIVE TEAM LEADERSHIP	25
<i>Requirements for Effective Team Leadership</i>	25
<i>Team Leadership Effectiveness Total</i>	29
LEADING BY EXAMPLE	31
ASSESSING TEAM EFFECTIVENESS.....	32
<i>Desired Outcomes</i>	32
<i>Organization/Management</i>	32
<i>Communications/Interactions</i>	32
<i>Commitment/Cooperation</i>	33
<i>Support/Resources</i>	33
<i>Problem-Solving/Decision-Making</i>	33
<i>Skills/Growth Potential</i>	33
ESTABLISHING OUTCOMES AND STANDARDS.....	35
USING FEEDBACK TO ENHANCE PERFORMANCE	37
<i>Do's and Don'ts of Performance Enhancing Feedback</i>	37
EFFECTIVE COACHING STRATEGIES.....	39
ONE-ON-ONE COACHING TECHNIQUES	40
<i>Identify and Address Barriers to Learning</i>	40
<i>Prepare the Learner</i>	40
<i>Provide a Demonstration</i>	40
<i>Create a Positive Learning Atmosphere</i>	40
<i>Observe the Learner's Performance</i>	41
<i>Follow-up</i>	41

CHAPTER OBJECTIVES

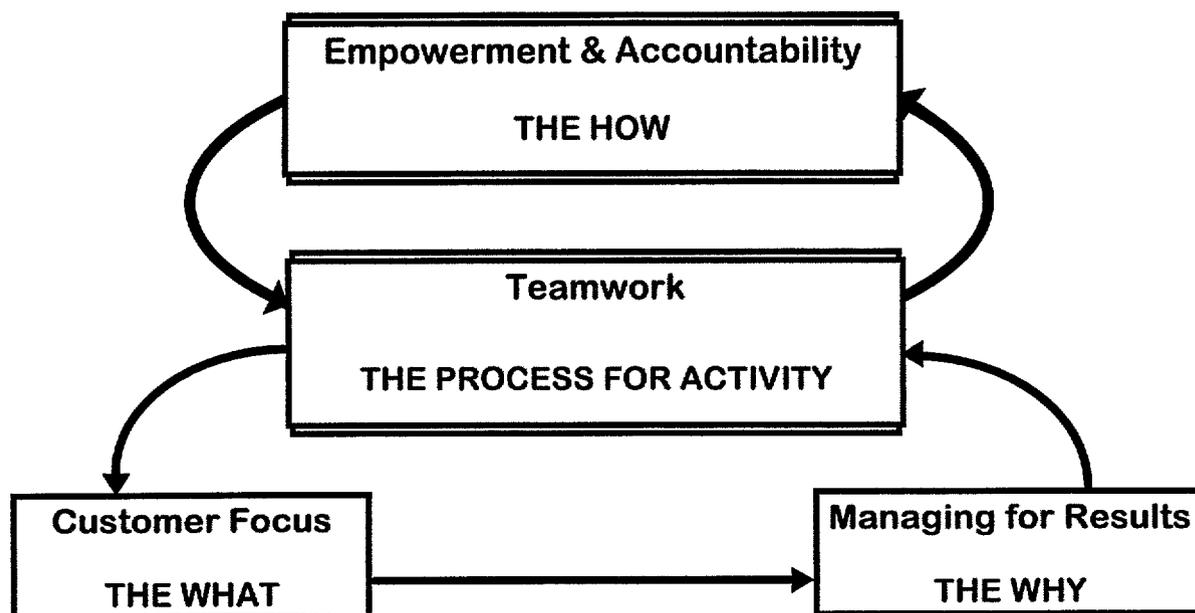
At the end of this chapter you will be able to:

- Distinguish between the functioning of work groups, such as project committees, and teams as described in USAID's new directives.
- Relate successful lessons of teamwork to the organizational demands of a reengineered USAID.
- Develop the framework for a team charter that defines standards, means of measurement, and responsibilities required to achieve a particular strategic objective.
- Define the characteristics of the leadership role in effective self-directing teams.
- Relate requirements for independent authority and accountability as an exercise in team leadership.
- Identify strategies for developing team members through feedback and coaching.

Teams As The Basic Unit Of Performance In USAID

USAID's determination that Teamwork be embraced as one of the Agency's Core Values is a recognition that a team inevitably gets better results than a collection of individuals operating within confined job roles and responsibilities. Further, teamwork is the vehicle for effective expression of the other Core Values -- Customer Focus, Managing for Results, and Empowerment and Accountability. The interdependence of the Core Values is becoming increasingly clear in practice (they do not stand alone), but together they provide a foundation of precepts on which to rebuild a solid Agency from "best practices" of the past and the best technology of the present.

Graphically, this relationship can be portrayed as follows:



IDEAS & APPLICATIONS

Strengthening Results Management Teams

TEAM COMPOSITION

This graphic makes the issue of team composition increasingly self-evident. The core team includes those who are not only important to achieving the objective, but who also can legally and ethically play a determinant role in defining contractual requirements. The extended team includes these individuals plus others, with emphasis on customers and partners, important to managing for results.

Team Exercise

Discuss the following questions

1. Why differentiate between core and extended team?
2. What new roles do customers and partners need to play?

USAID's new directives also call for maximum flexibility to meet varying requirements over the life of strategic objectives and strategic support objectives.

3. USAID has devoted much effort and resources to develop managers of projects. Is shifting management responsibility to teams a viable change in the way of doing business?
4. Why does the scope and size of a team need to remain open to change over time?



IDEAS & APPLICATIONS

THE USAID/WASHINGTON ROLE

Despite many good efforts to achieve mutually supporting relationships between Washington and the field, the fact is that in the past the usual interaction has been more adversarial than collaborative. With virtual membership on teams by Washington staff now technically feasible, how might this pattern be positively altered?

 **Team Exercise**

Develop guidance for core virtual team members to play an effective, collaborative role on Strategic Objective teams. What effect will the physical distance have? How do we deal with the issue of team members representing, first and foremost, the interests of their office and home supervisors?

REALITY

- The nature of the work processes should drive organizational design; some tasks that we perform will not require self-directed teams.
- Achieving truly self-directed teams will require a culture change that will not occur overnight.
- In most cases it will be wiser to try new ways of operating and relating to each other and decide on approaches *before* making a great investment in organizational restructuring.



IDEAS & APPLICATIONS

Transforming The Way Of Doing Business: Changing USAID's Culture

WORK GROUPS VERSUS WORK TEAMS

Traditionally, USAID, like other organizations, has been structured using the work group format. The most prevalent example in USAID has been the project committee. Even when a "Team" is formed to address a special activity we often function as the traditional "Group". However, there are distinct differences between "Work Groups" and "Work Teams". In this chapter we will explore these differences.

Work Groups

Listed below are some of the typical traits of work groups *Do they typify our experience with project committees?*

- Offices, divisions, units, sections, etc.
- Independent, task-oriented
- Frequently works in isolation
- High degree of competitiveness
- Competes against co-workers for individual success
- Supervisory management
- Supervisor controls, directs
- Supervisors set standards and evaluate performance
- Supervisors make decisions with or without input from workers



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Team Building - Effective Participation and Leadership

- Supervisors plan and set goals for work unit
- In many cases only the supervisor has the authority to resolve problems
- Workers gain prestige from political clout, external props (desk size, office location, parking space)
- Opportunities to develop and/or apply new skills are limited by job description, supervisor decisions
- High potential for guarded communication, game playing, concealed agendas, and motives
- Mistrust
- Commitment is often inconsistent and displayed only to impress the boss
- Disagreement is viewed as a competitive put-down, or a disruption to conformity

Work Teams

Now let's compare some of the typical traits of a work team.

- Interdependent, goal-oriented
- High interaction is common
- High degree of cooperation
- Competes as a team striving to exceed its own previous performance
- Participative management
- Team members set standards and evaluate their own performance



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Decisions are made with input from all members
- Members participate in planning and setting goals for the team
- The team is usually capable and authorized to solve most problems through collaboration
- Members gain prestige from belonging to a competent team, team successes, and contributions to the organization
- Greater opportunities to develop and apply a broader range of new skills
- High potential for open communication increasing trust
- Commitment is sincere and consistent due to member input into goals and decisions
- Disagreement is viewed as opportunity to learn another perspective and to prevent future problems for the team
- Conflicts are viewed as natural and are dealt with quickly
- Supervisor intervention protects the team's unity and synergy

KEYS TO SUCCESSFUL TEAMWORK

How can you tell whether you and the members of your group are working effectively as a team? Every successful team has the following key characteristics in common:

1. Shows a well-developed sense of unity and "oneness."
2. Has members who respect and listen to each other.
3. Recognizes individuals for the contributions they make.



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Team Building - Effective Participation and Leadership

4. Has clearly established goals and objectives that are accepted by team members.
5. Sets and maintains high performance standards
6. Assists and supports members to ensure successful goal achievement.
7. Functions effectively with minimal supervision.
8. Views problems as opportunities for growth and development.
9. Seeks constructive solutions to problems and positive outcomes from conflicts.
10. Reaches agreement and makes decisions quickly through consensus.
11. Gives constructive feedback to each other.
12. Works together to create a harmonious and productive atmosphere on the job.
13. Knows the value of working cooperatively to maximize professional growth, job satisfaction, and team performance.



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Organizing For Success

THE TEAM CHARTER: ORGANIZING TO ACHIEVE SUCCESS

Understanding the primary purpose for a team's existence is the first step toward productivity and personal satisfaction. The mission of the team should be expressed in a clear, concise statement that will always answer the question—why are we here? Using the mission statement as a point of departure, it is helpful to develop a team charter to ensure that all future activities of the team are consistent with the team's original purpose. It also demonstrates a common commitment of team members.

Relating the Charter to the Unit's Management Contract

The process begins with identification of that element in the Unit's Management Contract which relates directly to the team, its strategic objective, and its resources, as well as any established measurement indicators and other guidance.

Drafting the Charter

 Work alone for the first part of this exercise. Write at least two or three responses to questions 1 and 2:

1. Why has this group of people been brought together?



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Team Building - Effective Participation and Leadership

2. What good can this team hope to accomplish?

Share your responses to these questions with other members of the team
Then, circle or highlight the words, phrases, and sentences that provide
the most clarity

Based on this, the team should compose a brief statement that answers the
questions:

Why are we here?

What can we hope to accomplish by working together as a team?

DESIGNING AN EFFECTIVE TEAM

The following tasks are meant to assist you in taking steps that will result
in effective team action.



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Strengthening Results Management Teams

 **Traits**

Based on what you know about your team organization, objectives, tasks, talents, relationships, and leadership, design a model for the ideal type of team. Consider what traits of the ideal team would be most critical to being successful in accomplishing the team's mission.

1 _____ 6 _____

2 _____ 7 _____

3 _____ 8 _____

4 _____ 9 _____

5 _____ 10 _____



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Team Member Talents

To operate successfully, the strategic objective or results package team will need members who have the skills, knowledge, expertise, and talents that go beyond those ordinarily represented on the traditional project committee. Considering the potential of the expanded team, identify the skills, knowledge, talents, and expertise that will be/are required.

 / *Skills Knowledge*

 *Talents/Expertise*

Informal Roles

 What informal roles are played by members of your team?

Motivator	Mediator	Nurturer
Empathetic Listener	Stress Buster	Guardian
Blocker	Competitor	Show-Off
Aggressor	Dominator	Player
Passive-Aggressive	Passive	Pleaser



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Strengthening Results Management Teams

Group Dynamics

 Which sets of group dynamics listed below are descriptive of your team?

- warm, friendly, compatible, cooperative
- friendly, informal, cooperative
- polite, informal, functional, cooperative
- polite, formal, functional, cooperative
- polite, formal, functional but frequently blocked
- tense, formal, functional, difficult
- impolite, disrespectful, minimally functional
- conflicting, incompatible, uncooperative
- conflicting, in-fighting, competitive, uncooperative
- conflicting, explosive, infighting, uncooperative



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Team Building - Effective Participation and Leadership

 Identify how your team sets goals, makes decisions, and solves problems

Goal Setting	Decision Making	Problem Solving	
			by the boss only
			by the coach/leaders only
			by the coach with input from members
			by the group-leaders, members, coach

The diagnostic work that you have just done will serve as a reference for you throughout the workshop. The traits, talents, roles played, group dynamics and means of setting goals, making decisions, and solving problems are the primary indicators of effectiveness.



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Strengthening Results Management Teams

ESTABLISHING GUIDELINES FOR PARTICIPATION

Each member of a team should know what is expected of him or her with regard to time, resources, contributions, participation, behavior, communications, and meetings. Establishing guidelines, or norms, can be a simple process. At first, a few concise guidelines can be listed; then additional guidelines can be added, revised or deleted, as needed.

Member Guidelines

To establish member guidelines:

1. Review the mission, goals, objectives, and tasks of the team.
2. Give consideration to the needs, personalities, and prior commitments of all members of the team.
3. Allow each member to recommend guidelines and to comment on the recommendations of others.
4. Compile a list of the agreed upon guidelines. Copy and distribute this list to all of the members.

Initial Guidelines

Consider the following topics for your initial guidelines:

Behavior towards team members	Meetings Attendance/Absence
Information sharing	Quality Work Standards
Commitment to mission & goals	Timeliness/Dependability
Confidentiality	Reporting problems/progress
Giving feedback	Participation/Involvement



IDEAS & APPLICATIONS

Team Building - Effective Participation and Leadership

 As a starter, select three of the initial guideline topics and write guidelines for team members. Later, you can develop a full set of guidelines.

1.

2.

3.



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Strengthening Results Management Teams

LEARNING MORE ABOUT TEAM MEMBERS

Member's Name _____ Dept. _____

Role/Title _____ Telephone _____

Send correspondence to: _____

The best days and times to reach you: _____

Skills/Knowledge (technical, organizational, human relations)

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Special Talents/Interests/Hobbies

How can working on this team benefit your professional/personal goals?

How can you contribute to furthering the mission and goals of this team?



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Team Building - Effective Participation and Leadership

ASSESSING TEAM POTENTIAL

As a team, select one “branch” of your results framework that is particularly critical to achievement of your strategic objective. Consider what kinds of activities this team can undertake that will contribute to achieving the results.

On the left, list some activities or interventions that the team may work on in the future (or has worked in the past). Next to each, identify: 1) any skills, knowledge, or special talents, including those from other sources, that would be essential to successful achievement of the result; 2) special technical considerations inherent in the sector or sub-sector; and 3) the critical operative constraints related to the activity or intervention.

Team Activities	Required Skills/ Knowledge Constraints	Technical Considerations	Critical
----------------------------	---	-------------------------------------	-----------------



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Strengthening Results Management Teams

Team Members' Capabilities

Now that the strategic objective and related activities for this team have been identified, the next step in assessing the team's potential is to review what you know about the members' capabilities and compare these to the list of required skills/knowledge/other resources from the previous page.

Activity #1 _____

Required Skills/Knowledge/Other Resources

Contributing Member

1.

2

3

4



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Activity #2

Required Skills/Knowledge/Other Resources
Contributing Member

1.

2.

3.

4.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Activity #3 _____

Required Skills/Knowledge/Other Resources
Contributing Member

1.

2.

3.



IDEAS & APPLICATIONS

65

 **Team Potential**

Based on the comparison that you just completed, write out your assessment of the team's potential for successfully achieving the results identified within your strategic objective. Include in your assessment any skills, knowledge, talents or other resources that you believe the team still needs to acquire or develop to ensure success.

Assessment of Activity # 1

Assessment of Activity # 2

Assessment of Activity # 3



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Strengthening Results Management Teams

RECOMMENDATIONS FOR A WINNING TEAM

On the basis of what you know about your team and the organizational climate in which the team works, consider the forces that are working for and against a successful team building effort.

Based on what you have learned, make a recommendation to your boss on how the team building effort can be improved and on specific ways to make teams more productive and cohesive. Include ideas for all phases of team building and for maintaining cohesion and unity (motivation, ownership, growth opportunities), along with any other specific recommendations you feel are applicable to your organization.

 **List your recommendations on the memorandum pages that follow.**

Your analysis and recommendations should be helpful in setting the agenda for a meeting with your leadership to discuss ways to continue the team building effort.



IDEAS & APPLICATIONS

BUILDING A WINNING TEAM

 **Analysis**

Forces for Team Building

Forces Against Team Building



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Strengthening Results Management Teams

TEAM BUILDING RECOMMENDATIONS

 **Motivation**

 **Empowerment and Accountability**

 **Ownership**

 **Growth Opportunities**

 **Other Recommendations**



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Effective Team Leadership

Traditionally, an effective leader would be described as someone who has charisma, power, and influence. An effective manager would be described as someone who controls, directs, and supervises. Team leadership, however, requires a special combination of abilities that are unlike many traditional management situations.

REQUIREMENTS FOR EFFECTIVE TEAM LEADERSHIP

Place a check mark under the appropriate column to assess your current team leadership ability. Results will be tallied using the worksheet on pages 29 and 30.

Demonstrated Abilities	Abilities to be Developed	An Effective Team Leader:
1.		Clarifies the team's mission
2.		Ensures that the criteria for success are identified
3.		Establishes climate for empowerment and defines accountability
4.		Encourages everyone to contribute



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Demonstrated Abilities	Abilities to be Developed	An Effective Team Leader:
5.		Actively listens to members' ideas and opinions
6.		Builds interpersonal relationships & encourages two-way communication
7.		Promotes team decision-making through consensus
8.		Allows the team to participate in setting goals and objectives
9.		Encourages team members to identify and solve problems that interfere with team goals
10.		Promotes mutual respect and understanding among team members.
11.		Works to earn the trust of team members



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Team Building - Effective Participation and Leadership

Demonstrated Abilities	Abilities to be Developed	An Effective Team Leader:
12.		Answers questions honestly; non-defensively
13.		Provides a consistent flow of information
14.		Coordinates the talents of members to accomplish team goals
15.		Links the team to internal and external resources
16.		Supports and facilitates the efforts of the team
17.		Leads by example; is a role model of desired behaviors and work style
18.		Provides regular recognition and praise of individual and team successes


IDEAS & APPLICATIONS

Strengthening Results Management Teams

Demonstrated Abilities	Abilities to be Developed	An Effective Team Leader:
19.		Understands what it takes to tap into the motivation of each team member
20.		Uses constructive feedback to enhance performance
21.		Encourages and facilitates the professional growth of members
22.		Manages differences effectively
23.		Holds meetings only when necessary; comes to meetings thoroughly prepared
24.		Conducts or facilitates meetings in a way that enhances productivity and effectiveness



IDEAS & APPLICATIONS

Team Building - Effective Participation and Leadership

25.

|

Works to diffuse tension and stress that may have a negative effect on the team

Team Leadership Effectiveness Total

Total number of **Demonstrated Abilities** (first column)

_____ x 4 = _____

Total number of **Abilities to be Developed** (second column)

_____ x 4 = _____

Subtract the second column product from the first column product

Product of first column _____

minus (-)

Product of second column _____

= _____

Circle your score on the graph below



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10%-----20-----30-----40-----50-----60-----70-----80-----90-----100%

List the abilities you will develop to increase your effectiveness as a team leader.

A. _____ D. _____

B. _____ E. _____

C. _____ F. _____



IDEAS & APPLICATIONS

Leading By Example

Your team members will pay close attention to the way you respond to, and interact with, your leaders. Take an honest inventory of the behaviors that you exhibit to your team. Reflect on your own behavior, **as an employee and as a leader**, as you answer the questions below.

- What standards of quality do you want your team to adhere to?
- What are your strengths and weaknesses as an employee?
- What are your strengths and weaknesses as a leader?
- What aspects of your personal work style do you want your team members to adopt?
- What aspects of your personal work style do you want to discourage your team members from adopting?
- What can you do to become a more effective role model for your team?



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Assessing Team Effectiveness

DESIRED OUTCOMES

Were the planned actions/tasks completed? Were the outcomes achieved according to established quality standards? Were there any quality standards that were not achieved? Were there any unexpected, positive outcomes? Were there any unanticipated, negative results?

ORGANIZATION/MANAGEMENT

Was the team clear on the goal, outcomes, standards, and tasks? Were the efforts of team members well coordinated? Were tasks completed in an efficient manner? Was the strategic objective and/or results framework (or equivalent program design) modified appropriately to reflect changes in goals, outcomes, standards, and resources?

COMMUNICATIONS/INTERACTIONS

Was the flow of information adequate to achieve the desired outcomes? Did the team hold productive meetings at appropriate intervals? Did the team deliver reports or presentations as required? Did members give/get constructive feedback when needed to assure that quality standards would be met? Did personality conflicts interfere with member interactions or task completion?



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COMMITMENT/COOPERATION

Were the team members helpful to, and cooperative with, each other? Did all members demonstrate commitment and dedication to achieving the desired outcomes? Did the team experience synergy while working toward this goal? Did the team become a more cohesive group as a result of this activity?

SUPPORT/RESOURCES

Did the team leader provide support for team efforts as needed? Did the team have the resources that were required to achieve the desired outcomes? Was organizational support available when needed? Did the team have the facilities, the information, and the materials needed to conduct productive meetings?

PROBLEM-SOLVING/DECISION-MAKING

Was the team empowered to solve problems and make decisions? Did the team collaborate to solve problems effectively? Were there any barriers/problems that the team could not overcome? Did the team seek consensus when decision-making was required? Did the team seek creative, effective solutions to challenges?

SKILLS/GROWTH POTENTIAL

Did the team members have the skills needed to complete assigned tasks? Did the team members have the opportunity to obtain needed



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Strengthening Results Management Teams

training/skills development? Did the team members experience personal/professional growth?



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Establishing Outcomes And Standards

What gets measured, gets done

Tom Peters

Team leaders and team members must have a clear picture of what their successes will look like. It is the responsibility of the team leader to work cooperatively with the team members to establish specific ways to measure team efforts. This can be done by establishing (a) desired outcomes and (b) the related quality standards that must be met.

When specifying outcomes ask yourself the following questions:

- What is our mission/purpose?
- What is the goal of this initiative?
- What do we (you and the organization) want to happen?
- What results are we trying to achieve?

Questions to ask when setting quality standards include:

- What details must be in order for this intervention to be successful?
- Are there any exact specifications associated with this work?
- What quality of work can we deliver, with pride, to the top executives of this organization?
- What type of work standards will bring positive recognition to everyone involved with the activity?



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Strengthening Results Management Teams

- If our completed work must be used by others, what are their requirements?
- What will it take for them to appreciate and fully utilize our completed work?
- If others will be affected by our completed work, what are their needs and requirements?



IDEAS & APPLICATIONS

Using Feedback To Enhance Performance

It is important for a team member to receive regular feedback from the team leader and from other team members. Feedback will help the members of the team to view their performance objectively and make needed adjustments and corrections. These efforts will not only enhance the individual member's performance, but will increase the success potential of the entire team.

DO'S AND DON'TS OF PERFORMANCE ENHANCING FEEDBACK

Do	Don't
Give feedback on positive and negative performance	Restrict your feedback to poor performance or problems
Give feedback in private	Give negative feedback in the presence of other people
Give feedback regularly	Give negative feedback in the form of a question
Be consistent and even-handed when giving feedback to members	Show favoritism when giving positive feedback



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Do

Keep the content constructive

Offer feedback as soon as possible, while the behavior or performance is still fresh in the member's mind

Give positive feedback to reliable, steady performers

Discuss specific examples when giving feedback

Clarify expectations, quality standards, desired behavior, or performance

Involve team members in setting their own performance improvement goals

Make eye contact and speak clearly

Don't

Give feedback when you're angry or under pressure

Lecture or preach
accuse, blame, or
attack members

Put off giving positive or negative feedback for too long

Embarrass a member when giving feedback

Be apologetic or hesitant

Discuss one member's negative feedback with another member

Limit your positive feedback to team superstars only

Use feedback to punish



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Effective Coaching Strategies

Most managers are well-trained in the supervisory skills that are needed to control and regulate an employee's performance of standardized work tasks. However, the manager who must function as a team leader will discover that the same supervisory skills that have been effective in traditional work group situations may actually hinder the performance and development of team members.

The leader of a successful team functions more like a coach than a supervisor. The strategies for coaching team members in business and industry closely parallel the strategies used by successful coaches in professional sports. Combining effective coaching skills with the efforts of qualified, motivated players, can lead to the kind of peak performance that superstar athletes and performers demonstrate every day. One of the best things you can do for your team is to stop over-supervising them and perfect your coaching skills. In your work center, think of an individual who took the time and made the effort to be a mentor or coach.

- What do you like about this person's coaching/mentoring style?
- Are there any elements of this coach's style or strategy that you would like to incorporate into your own coaching style? Explain.
- What are some of the most memorable statements that this coach has made?



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One-On-One Coaching Techniques

These are the basic principles of one-on-one coaching:

IDENTIFY AND ADDRESS BARRIERS TO LEARNING

- internal fears of the learner
- pressures and deadlines for learning
- ineptness of the coach
- environmental and organizational blocks

PREPARE THE LEARNER

- help the learner to relax; feel at ease
- ask about learner's knowledge/experience level with this topic
- ask for and answer the learner's preliminary questions

PROVIDE A DEMONSTRATION

- show the learner how to perform the task
- explain reasons, rationale, and relationships
- progress in a step-by-step fashion, from simple to complex

CREATE A POSITIVE LEARNING ATMOSPHERE

- empathize; share your prior experiences as a learner
- encourage the learner to ask questions and make comments



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Team Building - Effective Participation and Leadership

- express faith and confidence in the learner

OBSERVE THE LEARNER'S PERFORMANCE

- allow the learner to practice several times
- show sensitivity to the learner's emotional state (anxiety, frustration, discouragement, etc.)
- address problems with comprehension, performance, or retention
- praise the learner's progress and successes

FOLLOW-UP

- check back regularly to note progress, problems, etc.
- ask for feedback from the learner
- make yourself available to the learner for future advice
- provide opportunities for the learner to reinforce or upgrade the skills and information acquired



IDEAS & APPLICATIONS

EFFECTIVE COMMUNICATION - THE KEY TO SUCCESSFUL TEAMS

CHAPTER OBJECTIVES.....	iii
EFFECTIVE COMMUNICATION	1
<i>Interpersonal Communication Style</i>	1
<i>Rating Your Interpersonal Communication Type</i>	2
<i>Barriers to Effective Communication</i>	5
<i>Graphing Communication Styles</i>	6
<i>Ten Keys to Effective Communication</i>	7
<i>Seven Components of Effective Verbal Communication</i>	11
<i>Thinking Before You Speak</i>	11
<i>Reviewing Your Options</i>	12
<i>Responding to Requests</i>	14
LISTENING	15
<i>Three Techniques useful in Active Listening</i>	15
<i>Applied Active Listening</i>	16
<i>Building Listening Skills</i>	17
CRITICISM AND FEEDBACK.....	19
<i>Constructive Versus Destructive Criticism</i>	19
<i>Exploring Reactions to Criticism</i>	20
<i>Negative Feedback</i>	24
<i>Constructive Feedback</i>	29
<i>Accepting Feedback</i>	32
CULTURE AND COMMUNICATION	35
<i>Nonverbal Communication</i>	35
<i>Commonly Accepted Interpretations of Nonverbal Communication</i> <i>in the United States</i>	36
<i>Communication with "Others"</i>	42
<i>Promoting Mutual Understanding</i>	48

MAINTAINING GOOD HUMAN RELATIONS WITH TEAM MEMBERS.....	52
<i>Attributes for Maintaining Relations</i>	52
<i>Your Personal Path to Improved Communication</i>	57



IDEAS & APPLICATIONS

CHAPTER OBJECTIVES

At the end of this chapter you will be able to:

- List and describe the elements of, and barriers to, effective communication in team and professional relationships.
- Demonstrate listening and observation skills and methods for giving and getting feedback on team members' attitudes, beliefs, performance, and needs.
- Distinguish between constructive and destructive criticism.
- List strategies for communicating more effectively with diverse "others" and helping "others" to understand your cultural norms and values.
- Identify strategies for building and maintaining productive, professional relationships.

Effective Communication

Effective Management Results Teams require effective communication skills if the five core values are manifested. The first question is, how effective is your interpersonal communication as a member of the team?

INTERPERSONAL COMMUNICATION STYLE

To communicate effectively with others, it is helpful to think about your own communication style. The Myers-Briggs Type Indicator is widely used for this purpose and has spawned many similar, but abbreviated, scales which use the same types.

Consider the following pairs of preference alternatives and determine which of each pair is more representational of your communication style or type.

Extroversion	vs.	Introversion
Sensing	vs.	iNtuition
Thinking	vs.	Feeling
Judging	vs.	Perceiving



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RATING YOUR INTERPERSONAL COMMUNICATION TYPE

For each pair of types, if you agreed with more of the **Extrovert** statements than the **Introvert** statements, enter an **E** in the box below. If you agree with more **Introvert** statements, enter an **I**. Follow the same procedure for each of the pairs.

E or I	S or N	T or F	J or P
$\frac{1}{4-3}$	$\frac{5}{6-4}$	$\frac{1}{6-2}$	$\frac{1}{2 \quad 4}$

"The **Extroverts** are actively involved with the people and things around them, whereas the **Introverts** are thoughtfully involved with concepts and ideas.

The **Sensors** see the world in terms of the immediate, real, practical facts of experience and life, but the **iNtuitives** see the world in terms of the possibilities and meaning of each situation.

The **Thinkers** make decisions based on an objective and non-personal analysis of the evidence, and the **Feelers** make their decisions based on subjective judgments in which they consider the effects their solutions may have on others.

Judgers live their lives in a decisive, planned, and orderly way, aiming to regulate and control



IDEAS & APPLICATIONS

Effective Communication - The Key to Successful Teams

events, while the **Perceivers** live their lives in a spontaneous, flexible way, aiming to understand life and adapt to it."¹

Now that you have a four-letter combination to identify your type, you can look at the four basic types that typically characterize these combinations.

¹Kelly, Marylin S , Study Guide & Activity Manual (to accompany *Messages*, 3e), pp 247-256, New York HarperCollins, 1996



IDEAS & APPLICATIONS

Strengthening Results Management Teams

<p>The NF type</p> <p>You are an idealistic people lover You are a possibility thinker Your sensitivity often leads to your needlessly hurt feelings You bring out the best in people, are a natural persuader, make others feel good about themselves, and are generally helpful. In relationships, you are the teddy bears who give and receive affection and avoid conflict. (about 12% of the US population)</p>	<p>NF</p> <p>ENFJ INFJ</p> <p>ENFP INFP</p>
<p>The NT type</p> <p>You always look at the ‘big picture’ and are always ready to theorize and intellectualize Your ability to articulate precisely makes you an able strategic planner and researcher Sometimes you miss the mundane details of daily life You learn by challenging any source and relentlessly pursue excellence You can be hypercritical of yourself and of others Some may see you as a snob You tend to theorize about a relationship rather than nurture it (about 12% of the US population)</p>	<p>NT</p> <p>ENTJ INTJ</p> <p>ENTP INTP</p>
<p>The SJ type</p> <p>You are trustworthy, loyal, helpful, brave, clean, and reverent You are practical and realistic in gathering information which you will organize and structure Your strong tendency to organize gives you strength as an administrator and you can readily take charge At home, you like ritual and tradition. (38% of the US population)</p>	<p>SJ</p> <p>ESTJ ISTJ</p> <p>ESFJ ISFJ</p>
<p>The SP type</p> <p>You are practical and realistic like SJ and you add spontaneity and flexibility Grounded in the reality of the moment, you are always searching for additional ways to deal with what is currently happening You look for action immediately, not long range planning You manage and sometimes create crises Planning and structure are low priorities for you, so life with you can be full of surprises and excitement (35% of US population)</p>	<p>SP</p> <p>ESFP ISFP</p> <p>ESTP ISTP</p>

Interpersonal Communication Type Scales and explanations were adapted from Otto Kroeger and Janet Theusen, *Type Talk Or How to Determine Your Personality Type and Change Your Life* , Delacorte Press, 1987.

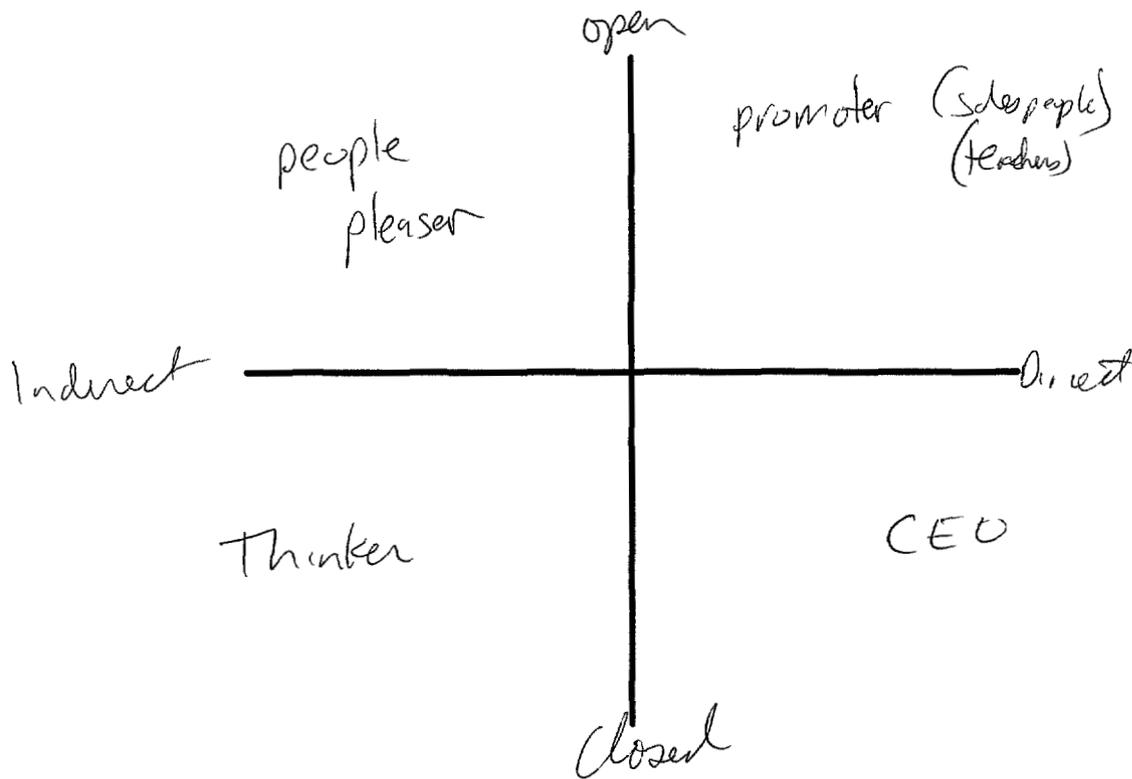


IDEAS & APPLICATIONS

Strengthening Results Management Teams

GRAPHING COMMUNICATION STYLES

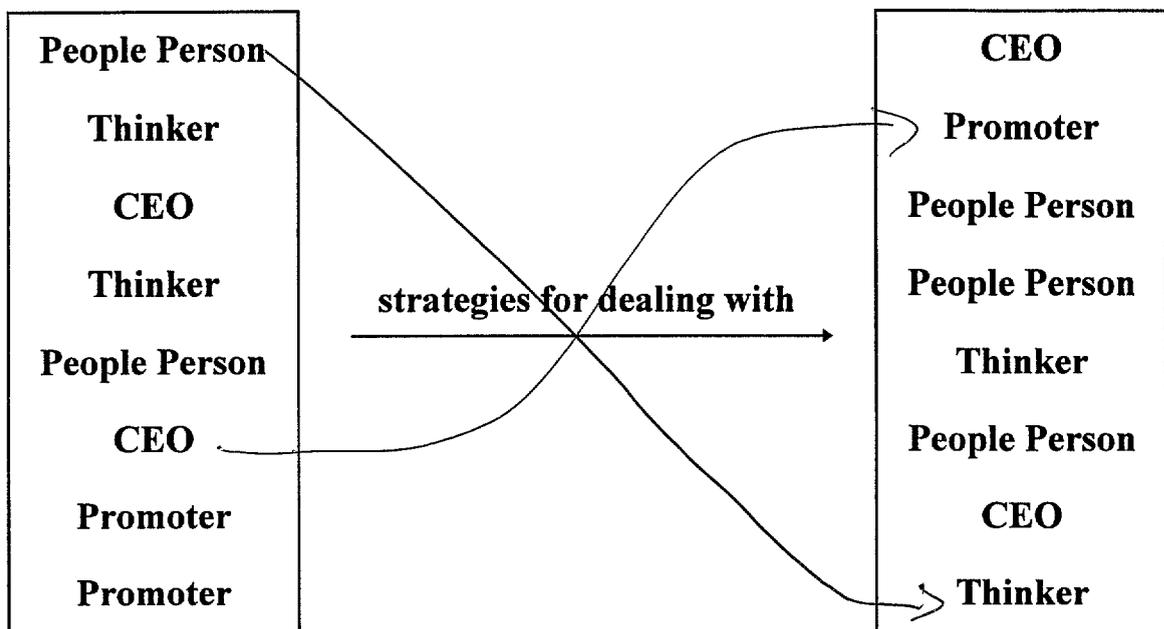
Observing only two dimensions of a person's communication, you can often gain quick insight into the other's communication style and alter your own communication so that it is more effective.



IDEAS & APPLICATIONS

 **Communication Styles Exercise**

Each table will be assigned one or more of the “types” from the left column. Your table’s task is to decide on effective strategies that the type from the left column could use when trying to communicate effectively with the type from the right column. The type on the left wants something from the type on the right, so that the pressure is on them to adapt.



Record your strategies on the flip chart, and be prepared to report out to the workshop.



IDEAS & APPLICATIONS

96

TEN KEYS TO EFFECTIVE COMMUNICATION**1. Tailor your message to the listener.**

Select words you know the listener can relate to. Don't use technical terms when talking with someone unfamiliar with your job. Use simple, everyday terms whenever possible.

2. Know what you are talking about.

Take the time to get your facts straight. Avoid making assumptions, over-generalizing, stereo-typing or pretending to be knowledgeable when you really don't understand a subject.

3. Be specific.

Be ready to elaborate or explain in more detail with examples and specific incidents to help illustrate your message. Don't speak in vague terms.

4. Don't be afraid to say "I don't know".

Our world is constantly changing. No one knows everything. What was true yesterday may be proven incorrect by recent developments.



IDEAS & APPLICATIONS

5. Don't interrupt the other person.

This is like saying, "Shut up - what I have to say is much more important than anything you could possibly say."

6. Communicate your ideas at the right time and place.

Timing can affect the way your message is received by the other person. A perfectly valid complaint is likely to be disregarded if you voice it at the company Christmas party.

7. Be concise.

Take a moment to think through what you are going to say. Being indirect is a turn-off for most listeners. If the other person's attention seems to wander, you may be taking too long to make your point.

8. Tune in to the listener

Use empathy. Put yourself in the other person's shoes. Pay attention to the body language and emotional reactions of the listener.

9. Use the one-two-three strategy for organizational communication

Aid comprehension and retention by delivering your message three times. Consider using: verbal-written-verbal, written-verbal-written or



IDEAS & APPLICATIONS

Strengthening Results Management Teams

verbal-verbal-written, or any other combination that includes both verbal and written communication.

10. Think before you speak

This practice will keep you out of all kinds of trouble and make you a more effective communicator. This tenth key is the most important because it is the principle underlying the other nine keys.



IDEAS & APPLICATIONS

SEVEN COMPONENTS OF EFFECTIVE VERBAL COMMUNICATION

By integrating these components into your communication style, you will develop an increased level of poise and confidence in your ability to communicate effectively with others. You will also notice that your levels of anxiety, discomfort, and distress in interacting with others will decrease as you continue to use these components.

1. Concise and Direct
2. "I" Statements
3. Feeling Talk
4. Examples and Specifics
5. Describe Rather Than Evaluate
6. Use Persistence When Needed
7. Acknowledge the Feelings and Ideas of Others

THINKING BEFORE YOU SPEAK

Think of a time when you were ineffective in communicating your intended message.

- What was the subject matter?
- What did you really want to say?
- What did you say?
- How did the other person react and respond?



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- What would you like to change about the interaction?
- How can you apply what you've learned about listening, observing and effective verbal responses to improve this situation?
- Re-play this interaction with your communication partner.

REVIEWING YOUR OPTIONS

Clarify Your understanding of the request.

- Ask the "Who - What - When - Where - How" questions
- Make sure you understand the details of the person's request

Example: If you are asked to provide input on an annual report, you need to know exactly what is expected of you before responding. Are you expected to:

- ⇒ share your ideas and opinions,
- ⇒ attend regular meetings
- ⇒ research and compile data
- ⇒ write a portion of the report
- ⇒ edit the report



IDEAS & APPLICATIONS

Evaluate the Request

Once you know the full extent and specific details, take a minute or two to compare the requester's needs with your current needs and responsibilities. This is most important if the requester is someone that you would like to accommodate.

Make a Decision

After considering your needs/responsibilities and the needs of the requester, decide what you can or cannot do to accommodate this request.

Say yes if:

- a) You understand
- b) You really want to comply
- c) It is actually possible for you to grant the request

Say no if:

- a) You don't want to comply
- b) You're not certain
- c) It is not possible to accommodate the requester

Alternative Responses

Give a conditional yes

Ask for additional time to consider

Negotiate your requirements

Indicate your willingness to help in a different way



IDEAS & APPLICATIONS

Strengthening Results Management Teams

RESPONDING TO REQUESTS

 **Check all that apply**

- Have you ever agreed to do something for someone and regretted it when the time came to make good on your commitment?
- Have you ever felt pressured to give an answer to person's request before you were ready?
- Have you ever felt guilty for refusing a request?
- Has anyone ever been really persistent and aggressive in trying to get you to do something you didn't want to do?
- Has anyone ever reacted in a negative or highly emotional manner to your refusal?
- Have you ever worried about hurting a person's feelings by refusing to grant a request?
- Have you ever agreed to a request only because you felt obligated?
- Have you ever agreed to do a favor because you couldn't think of a good enough reason to explain a refusal?
- Have you ever agreed to do something without knowing everything that would be expected of you?



IDEAS & APPLICATIONS

Listening

How well you listen is fundamental to effective interpersonal communication. Fully understanding others requires work. To ascertain that you have translated another's words accurately into the meaning that he or she wants you to have requires concentration and question-asking. Active Listening is a technique for listening when it is very important to understand. It is a good technique to use to reduce the emotional level of a conversation.

THREE TECHNIQUES USEFUL IN ACTIVE LISTENING

Paraphrasing

To paraphrase means to repeat what was said the way you understand it.

 **Applications:**

Reflection and Empathy

Reflection means to communicate your perceptions of the speaker's emotional state. When you acknowledge someone's emotions, you are providing empathy, demonstrating that you understand their emotional state. This is possible even if you do not agree with their point of view: "If you feel like you were cheated, I can understand your frustration...."

 **Applications:**



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Inference

To infer means to gain additional information and understanding from unspoken clues and the context of the message.

 **Applications:**

APPLIED ACTIVE LISTENING

1. **STOP** Stop what you are doing and give your full attention to the speaker.
2. **LOOK** Look for nonverbal cues. What is the emotional state of the speaker?
3. **LISTEN** Listen without interrupting. Focus on what the speaker is saying.
4. **ASK QUESTIONS**

and  (in any order)
5. **PARAPHRASE** until you get agreement
6. **EMPATHIZE** (not sympathize.)

Remember that Active Listening is a good technique to use when emotion is complicating the communication situation.



IDEAS & APPLICATIONS

BUILDING LISTENING SKILLS**Topics for Discussion**

1. Should casino gambling be permitted in the Metro area? Why?
2. Should teenagers be given birth control in high school clinics? Why?
3. A company that wants good relations with employees will . . .
4. The best way to increase business at this organization is . . .
5. How can we attract more business to our area?
6. Should parents be allowed to select the public school of their choice for their children to attend? Why?
7. Should the US allocate more/less money to the Defense Department? Why?
8. One way to improve race relations is to . . .
9. Employees at this organization could do a better job if . . .
10. Some solutions to the drug problem in our community are . . .
11. Teens who commit serious crimes should be tried as adults if . . .
12. The best way to handle an angry coworker/neighbor is to . . .



IDEAS & APPLICATIONS

Strengthening Results Management Teams

13. Abortion should/should not be legal for a woman who . . .
14. We can prevent many of the teen suicides if we . . .
15. The best way to line yourself up for promotion is to . . .
16. The best way to get noisy neighbors to quiet down is to . . .
17. Is it okay for gay people to work closely with children? Why?
18. I would agree to a tax increase only for the following reasons:
19. Should people with AIDS be allowed to live and work with others who do not have the disease? Why?
20. What can be done to decrease the State welfare case load?
21. What can be done to stop the flow of illegal drugs into the U.S.?
22. The best way for a woman to handle sexual harassment from a superior at work is to . . .
23. The best way to solve the problem of saving money is to . . .
24. Should-parents be held completely/partially responsible for the crimes of their minor children? Why?
25. This organization should give serious consideration to . . .



IDEAS & APPLICATIONS

Criticism And Feedback

Effective interpersonal communication skill is reflected in how well you can give and take criticism. Is the criticism constructive or destructive?

CONSTRUCTIVE VERSUS DESTRUCTIVE CRITICISM

How can you tell if a criticism you receive is justified and constructive or unfair and destructive? Active Listening will help you gain more time and information and will enable you to respond with more poise and self-control.

1. Sort out the critic's words and behaviors
 - a. **Content** - what was actually said to you?
 - b. **Manner** - pay attention to the critic's gestures, facial expressions, tone of voice, posture, demeanor, etc.
 - c. **Intent** - after separating manner from content, analyze the critic's possible motive(s) on the basis of the timing, setting, amount of privacy, and the quality of the relationship between you.

2. If you decide that the criticism is justified,
 - a. Acknowledge the critic's concerns



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- b. Accept responsibility for your actions and apologize
 - c. Indicate your willingness to make a constructive change
 - d. Give and ask for ideas and suggestions for improvement
3. If you decide that the criticism is unfair and/or destructive
- a. If you suspect this is just a put-down, ask for examples and specifics.
 - b. If the critic is aggressive or persistent, let him or her run down (finish venting emotions) before responding.
 - c. Respond to the critic's manner only -- especially if the critic is harsh, abusive, or attempting to dominate you physically (pointing, standing over you, shouting, or touching you in a hostile/violent manner).
 - d. Ignore comments that are intended to evoke negative feelings in you including those that are designed to be guilt-producing, demeaning, demoralizing, or provocative.
4. As a final option, consider leaving or rescheduling the discussion for a time when you both may be more composed.

EXPLORING REACTIONS TO CRITICISM

Criticism is both a normal and a necessary part of everyday work life. At its best, constructive criticism can provide useful, objective feedback on your behavior, competence, and development. This type of criticism can provide you with some guidelines for positive change. Seek out



IDEAS & APPLICATIONS

constructive feedback regularly from those whose motives and objectivity you trust.

Destructive criticism can be a painful and humiliating experience that can undermine confidence and human potential. At its worst, destructive criticism can escalate into hostile, violent exchanges that neither party may be able to forgive or recover from.

The best advice for keeping your perspective and composure is to “know thyself.” Explore your past reactions to criticism to understand why you handle criticism differently in different situations.

 Identify emotional triggers, “sore spots” and situational factors by completing the following statements:

1. In the past, my most negative reactions to criticisms have occurred when....
2. I can handle criticism most easily when...
3. The feelings I usually experience when someone is criticizing me are...
4. The biggest difference between constructive criticism and destructive criticism is...
5. When I am being criticized, I would like to be able to handle myself in a manner that...



IDEAS & APPLICATIONS

Strengthening Results Management Teams

6. If people want to criticize me or give me negative feedback, I would advise them to...

Analyzing Negative Situations

Think of the last time you wanted to tell someone that they had done something that was negative or bothersome to you.

 Briefly describe the situation below:

Who was involved?

What is your relationship to the other person/people?

What happened that concerns you?



IDEAS & APPLICATIONS

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When and where did this occur? (place, atmosphere, event. etc.)

At the time, did you respond? If so, how did you respond, if you didn't respond, why not?

What was the final outcome?

What, if anything, would you like to do differently if you had this experience again?

In your opinion, what would be the most positive outcome from this situation?



IDEAS & APPLICATIONS

112

Strengthening Results Management Teams

NEGATIVE FEEDBACK

Formulas for Expressing Negative Feedback

One of the easiest ways to get started expressing negative concerns more effectively is to use the formula below.

“When you _____ ,
(describe the behavior that concerns you)

I feel _____ ,
(disclose your feelings)

because _____ .”
(describe the negative results of the behavior)

Example: “When you take a vacation day with only one day’s notice, I feel pressured because the rest of us have to handle our responsibilities *and* yours.”



IDEAS & APPLICATIONS

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Now recall the bothersome situation that you described earlier in this section.

 Write out an effective statement that expresses your concern using the formula on the previous page.

“When you _____

_____,”

I feel _____,

because _____

_____”



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Checklist for Giving Negative Feedback

Before giving negative feedback to another person, consider the following points:

 Check all that are true for your particular situation.

- 1. This person is doing something that is concretely and tangibly affecting me (or others I'm responsible for) in a negative way.
- 2. It is clear in my mind exactly what the other person said or did that affected me negatively.
- 3. It is a part of my job or my responsibility to let this person know about my concern.
- 4. I have considered whether the possibility of a positive outcome is greater than the risk of any permanent damage to the relationship.
- 5. I have clarified both my intent and my goal for expressing this criticism.
- 6. I can describe the specific behavior of concern, the way feel when it occurs, and the negative affect this behavior has on me or others.
- 7. I have eliminated evaluative words and name-calling from my criticism.
- 8.. The content of my feedback is brief and to the point.
- 9. I can present my criticism in an assertive manner.

Unless most of the statements on the previous page are true, it is not likely that your expression of concern will be openly received by the



IDEAS & APPLICATIONS

Effective Communication - The Key to Successful Teams

other person. If you cannot check the majority of the statements, there is little likelihood of a positive outcome in this type of interaction.

Whenever you are in doubt, review this checklist. If all else fails, put yourself in the other person's shoes and proceed with caution.

 A FINAL NOTE: Timing is critical. Try to pick a time when the person will have the best opportunity to listen to and evaluate your concern. If your discussion will take longer than 10 - 15 minutes, ask the other person when he or she could meet with you for _____ minutes to discuss _____ (state the topic).

Defensive versus Supportive Communication Climate

When giving feedback, it is important to consider your listener's potential reaction. Since your goal is to help the other person, be sure to frame your comments in a supportive way rather than in a manner that will cause your listener to be defensive. The communication climate has a great deal to do with how criticism is perceived.

The chart on the following page gives examples of communication that generally produce defensiveness in the listener and the more desirable supportive communication.



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Communication that produces Defensive Behavior	Supportive Communication
<p><u>Evaluation</u></p> <p>“You” language: “You’re wrong!”</p> <p>Calls into question the worth of the other</p> <p><u>Controlling Communication</u></p> <p>Focusing on the person rather than the problem: “I know what’s good for you.”</p> <p>Involves the assumption that the speaker is a higher authority</p> <p><u>Strategy</u></p> <p>Strategy suggests manipulation: acting mysterious or making a scene.</p> <p><u>Neutrality</u></p> <p>Lack of emotional involvement threatens the self esteem of the other</p> <p><u>Superiority</u></p> <p>Assumption of greater authority or higher knowledge</p> <p><u>Certainty</u></p> <p>Always right</p>	<p><u>Description</u></p> <p>“I” language: “If I understand you correctly, I disagree.”</p> <p>More trust, more conversation</p> <p><u>Problem Solving</u></p> <p>Focus on the problem: This is a difficult problem, how can we work together to solve it?”</p> <p>Encourages mutuality</p> <p><u>Spontaneity</u></p> <p>Communication seems immediate, honest</p> <p><u>Empathy</u></p> <p>Verbal and nonverbal empathy is reaffirming to the self-esteem</p> <p><u>Equality</u></p> <p>Respects others, despite differences in authority</p> <p><u>Provisionalism</u></p> <p>Qualifies realistically, flexible</p>



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CONSTRUCTIVE FEEDBACK

Thriving on Constructive Feedback

Feedback is highly desirable because it provides us with useful information about performance, behavior, and progress. Constructive feedback, both positive and negative, helps us to identify areas where change and improvements are needed. Feedback then, can be viewed as a tool for the growth and development of the team and its members.

Teams thrive on the constructive feedback that team members and leaders exchange. This feedback helps the team to develop, modify, evaluate, and refine the products or results of team efforts. Individual members of the team benefit from constructive feedback because they are able to get a fair and objective analysis of their behavior and performance and to identify areas for their own personal and professional development.

Giving and accepting feedback in ways that are constructive requires a high degree of skill, diplomacy, and sincerity.

Giving Feedback

- Feedback should be given as soon as possible while we still have accurate recall of what has occurred.
- Positive feedback should be given frequently to every person who contributes something positive and useful to the team and its members.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Positive feedback should include specific details of the actions, events, performance or behaviors.
- Negative feedback should focus on the specific actions, events, performance, behavior or consequences that were ineffective or counter-productive — not on the personality, values, or beliefs of an individual.
- The feedback given should be directed toward areas where constructive change by the team or individual is possible.
- Feedback about an individual should be given to that person directly, in a straight-forward manner.
- Feedback should never be an excuse to communicate negative labels, call names, squelch enthusiasm or ideas, or to place blame.
- Feedback should be given at an appropriate time and place to preserve the trust and dignity of team members and the integrity of the team as a whole.

Performance Enhancing Feedback Phrases

Positive Feedback Phrases

- ☺ “I really like the way that you . . .”
- ☺ “The good thing about your idea is . . .”
- ☺ “Continue to it helps keep things running smoothly.”



IDEAS & APPLICATIONS

- ☺ “Thanks for being so helpful with”
- ☺ “Your input on the project helped us to succeed.”
- ☺ “You’re especially good at”
- ☺ “Your plan is a good one because”
- ☺ “Your contribution was the key to”
- ☺ “You were very skillful in the way you handled”
- ☺ “Your report on was very enlightening.”
- ☺ “Your presentation on was very informative.”
- ☺ “You did a really good job with”
- ☺ “You made a big difference in the way things worked out with.”
- ☺ “Your work with the was exceptional.”

Negative Feedback Phrases

- ☹ “I want you to”
- ☹ “Focus more of your efforts on , and less on”
- ☹ “I’d like to see you improve in two areas; first , and second”



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- ☹ “I’m concerned about . . . ”
- ☹ “I need for you to discontinue . . . ”
- ☹ “Concentrate more energy on . . . ”
- ☹ “I want more details about . . . in your report on . . . ”
- ☹ “Work towards more . . . ”
- ☹ “. . . however, you still need to . . . ”
- ☹ “Your presentation of . . . needs more supporting facts . . . ”
- ☹ “I’m worried about your work on . . . ”

ACCEPTING FEEDBACK

- ☞ Practice Active Listening.
- ☞ Listen calmly, with an open mind, giving attention to specific details. Resist the urge to retaliate.
- ☞ Avoid taking a defensive stance by checking your tone of voice, body language, facial expression, and breathing pattern.
- ☞ Keep your tone, gestures, facial expression, posture and breathing as relaxed and non-defensive as possible.



IDEAS & APPLICATIONS

Effective Communication - The Key to Successful Teams

- ☞ Ask questions to help get a clear understanding of the nature of the other person's concerns.
- ☞ Evaluate the feedback objectively. Ask yourself, is it possible that my expressions, behavior or performance is negatively affecting the team or its members?
- ☞ Ask for suggestions and ideas for improvement.
- ☞ Offer suggestions and ideas of your own. If none come to mind immediately, let the other person know you will give it some thought.
- ☞ If you suspect the other person of using feedback as a put-down, ask for specific examples of what you did or said that had negative consequences for the team or its members.
- ☞ If you have offended or harmed someone or the team effort, make a sincere apology. Indicate what you are prepared to do to prevent the offense in the future.
- ☞ It is never easy to face shortcomings and failures in front of others. If you are feeling uncomfortable, let the other person know, chances are that person may also be feeling a degree of discomfort. If you feel upset or unable to discuss the feedback calmly and rationally, ask the other person to meet with you at another time in the near future when you can respond more objectively.
- ☞ In the interim period, try to sort out what was said, how you feel about the feedback, and how you want to respond.
- ☞ Say "thank you" for feedback that is complimentary or that you plan to use constructively.



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- ☛ Form the habit of asking for constructive feedback. Never miss an opportunity to learn and grow.



IDEAS & APPLICATIONS

Culture And Communication

Members of the team to which you belong represent cultures other than yours. Effective team performance depends upon the effectiveness of the communication among the diverse members. This includes both verbal and nonverbal communication.

NONVERBAL COMMUNICATION

The Silent Messages of Nonverbal Communication

People form opinions and make judgments on the basis of what others communicate to them. Whether we are aware of it or not, we are *always* communicating something. Even if we never say a word, we are still sending messages because communication is both verbal and nonverbal. In fact, when it comes to communication, the *manner* of communicating (posture, gestures, facial expressions, tone of voice) conveys more meaning than the verbal content of your message. Or, put another way, *how you say it* sends a stronger message than the words you actually use.



IDEAS & APPLICATIONS

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COMMONLY ACCEPTED INTERPRETATIONS OF NONVERBAL COMMUNICATION IN THE UNITED STATES

Nonverbal Communication	Interpretation
<i>Facial Expressions</i>	
Frown	Displeasure, unhappiness
Smile	Friendliness, happiness
Raised eyebrows	Disbelief, amazement
Narrowed eyes	Anger
Blushing	Embarrassment
 <i>Eye Contact</i>	
Glancing	Interest
Steady	Listening, interest, seduction
 <i>Hands and Arm Gestures</i>	
Pointing finger	Authority, displeasure, lecturing
Folded arms	Not open to change
Arms at side	Open to suggestions, relaxed
Hands uplifted outward	Disbelief, puzzlement, uncertainty
 <i>Body Postures</i>	
Fidgeting, doodling	Boredom
Hands on hips	Anger, defensiveness
Shrugging shoulders	Indifference
Squared stance	Concern, problem-solving, listening
Biting lip, shifting	Nervousness
Sitting on edge of chair	Listening, great concern
Slouching in chair	Boredom, lack of interest

Source. James Higgins, Human Relations. Concepts and Skills



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✎ Think of the last time you traveled to a place that had a culture that was different than your own. (Or, recall the last time you had visitors from another culture. What observations did you (or they) make about the differences in:

- General attitudes
- Body language (posture, facial expressions, gestures, walk, or body movement)
- Rhythm and pace of speech
- Vocal tones, accent, and pronunciation
- Vocal and speech patterns (phrases, slang, metaphors)
- Interaction styles (formality/informality, customs)
- Values/priorities/goals

Were comments made about any of these observations? If so, what was the reaction?

The Many Meanings in Nonverbal Communication

Some signals of nonverbal communication carry the same meaning in most cultures around the world. The best example of this is the smile. A genuine smile is understood by most people to be a signal of warmth, acceptance, or affection. A frown is a signal of disapproval, anger, pain or displeasure. Other signals that we take for granted may have a completely different meaning in another culture. When dealing with diverse cultures, be aware that your nonverbal communication may be misinterpreted.



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Strengthening Results Management Teams

An example of misinterpreted nonverbal communication occurred when President George Bush went to Australia in January, 1992. The President gestured what is an American signal of victory only to find out later that the Australians interpret the "V" hand gesture as an insult. In Australia the "V" signal is the equivalent of the American gesture of the upraised middle finger!

While in Brazil, President Nixon once flashed the OK signal with both hands. He sent shock waves over Brazil because the American OK gesture refers to a part of the female anatomy.

In Washington, D.C., Alice Frazier was honored by a visit from the Queen of England. Mrs. Frazier was so moved by the visit that she did what came naturally. She gave the Queen Mother a warm, robust hug-and made worldwide headlines for this breach of royal etiquette!

These are mistakes that anyone can make when interacting with people from other cultures -- even while inside the U.S. The best way to avoid these embarrassing misinterpretations is to make the effort to learn about the different cultures of the people with whom you interact. Some important differences in American nonverbal signals and their interpretations in other cultures are listed on the following page:



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Nonverbal Signal/Gesture	Common American Interpretations	Other Cultural Meanings
Leg crossing	Chic, appealing	In Spain - unladylike for women
Thumbs up	Victory, everything's OK	In Bangladesh - an obscenity
Whistling	Casual preoccupation	In India - impolite
Assertive Eye Contact	admirable, mature	In Japan - aggressive, rude
Nodding head up and down	"Yes"	In Bulgaria - "No"
Pushing and shoving	Rude, conflict provoking	In Italy - acceptable in crowds



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Cultural Interpretations

Most people who were born in the United States understand the 10 nonverbal signals of the gestures and expressions listed below. However, these same gestures and expressions may be interpreted very differently by people from other cultures.

☛ Check your awareness of cultural interpretations of these nonverbal signals. Which of the four interpretations for each gesture or expression would you select?

1. Raising the arm and waving the hand from side to side
 - a. "Keep away from me."
 - b. "No"
 - c. "I'm sorry."
 - d. "Fine with me."

2. Kissing between two men
 - a. Hostility
 - b. Preparation for competition
 - c. Non-sexual greeting
 - d. Congratulations

3. Hands in a praying formation
 - a. Signals start of a celebration
 - b. a greeting gesture
 - c. Sign of love for a person
 - d. Sign of deep concentration



IDEAS & APPLICATIONS

4. Pursing the lips to make a kissing sound
 - a. To beckon a waiter
 - b. Rude insult to a child
 - c. Signals beginning of a meal
 - d. To end a conversation

5. Swinging the hand to the forehead as if to salute
 - a. "You're crazy"
 - b. Men flirting with a woman
 - c. Challenge to a fight
 - d. "It's OK."

6. Closing eyes during conversation
 - a. "I refuse to accept your insult."
 - b. "I agree."
 - c. "I'm only fooling you."
 - d. Deep concentration

7. Standing toe-to-toe and fingering the lapel of the other person while talking
 - a. Friends in casual conversation
 - b. "I insist that you listen to me."
 - c. Response to a family insult
 - d. "You're on shaky ground!"

8. Spitting at the foot of another person
 - a. Insult to people of the region
 - b. Signals territorial boundary
 - c. Invitation to dinner
 - d. Friendly greeting



IDEAS & APPLICATIONS

Strengthening Results Management Teams

9. Hand raised, palm outward with no movement
 - a. Hostile greeting
 - b. Peaceful greeting
 - c. Declaration of intention
 - d. Marriage proposal

10. Chewing gum while conversing
 - a. Rude - extremely impolite
 - b. Sign of shared affection
 - c. Signal of agreement
 - d. Signal of hunger

COMMUNICATION WITH "OTHERS"**The ABCs of Communicating with "Others"**

It is our attitudes and beliefs that shape our behaviors, and it is our behaviors that create most of the consequences that we experience. If our attitudes and beliefs about "others" are based on negative, myopic concepts, then our behaviors and interactions with them will only be a demonstration of our negative states of mind. This is true even when we are not consciously aware of the ways in which we behave with prejudice and biased thinking. Often without realizing it, we act in ways which exclude and discriminate against those whom we see as "different." When our behaviors are biased and discriminating toward "others", then the consequences we experience in our relationships with them will be negative.



IDEAS & APPLICATIONS

Attitudes

- ☞ ethnocentrism
- ☞ cultural myopia
- ☞ prejudice

Behaviors

- ☞ bias
- ☞ stereotyping
- ☞ discrimination

Consequences

- ☞ misunderstandings
- ☞ conflicts
- ☞ limited growth potential

How do cultural myopia, ethnocentrism, and prejudice limit growth potential?

Spiritual Limitation - because we must deny the brotherhood we all share on earth. This spiritual concept of brotherhood could move us away from the limiting concepts of scarcity, greed, and fear.

Mental Limitation - because it takes energy to keep ignorance and prejudice alive and well in the face of the evidence we have access to (especially from the broadcast and print media) about other cultures. We have to consciously resist factual information that disputes our stereotypical assumptions. We have to practice denial and protect our myopic viewpoints.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Emotional Limitation - because fear, hatred, confusion, are all negative emotional states that none of us needs to nurture. These negatives use up emotional energy that we could be using to cultivate joy, peace, and happiness.

Professional Limitation - because we will not be able to work cooperatively and productively with an increasingly diverse workforce population.

Take advantage of the training and information in this workshop to address and remove any of these limitations that could minimize your success potential.

Guidelines for Communicating with "Others"

Working to improve communication between people from various cultural backgrounds will require effort on the part of both the listener and the speaker. There are many factors to consider when communicating with those who are different from you. Because of the dynamic nature of communication, not everything can be predetermined. However, some general guidelines for more effective communication with "others" are:

- ↳ Learn about the verbal and nonverbal communication patterns of "others" with whom you have frequent contact
- ↳ Paraphrase by re-stating what was said the way you understood it
- ↳ Ask others to paraphrase what you have said to verify their understanding



IDEAS & APPLICATIONS

Effective Communication - The Key to Successful Teams

- ↳ Be alert to nonverbal signals (body language) that indicate confusion or misunderstanding
- ↳ Speak clearly using your best diction at a moderate pace
- ↳ Avoid slang. If slang is used, give the meaning on-the-spot
- ↳ Ask for help in understanding terms, responses or reactions that are not clear to you
- ↳ Be willing to explain your own responses, reactions and terms

Ethnic/Sexist Teasing and Joke-Telling

Bottom line, "*don't do it.*" Teasing and telling jokes at the expense of the dignity of others:

- ✗ Reinforces and spreads stereotypical bias
- ✗ Demonstrates a lack of cultural awareness
- ✗ Demonstrates the joke-teller's insensitivity to others
- ✗ Reflects a lack of emotional development on the part of the joke-teller



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Language Choices

If you speak a language other than English in the presence of others who don't understand, be willing to translate *immediately*. The alternative language excludes the other listeners whether that was the intention or not. Consequently, people may automatically assume that something negative is being said about them. This situation breeds suspicion and mistrust.

Pacing/Rhythm

The pace of speaking a language may vary from region to region. Consider the difference between the rapid, punchy New York pace to the slow, drawn out pace used in Mississippi. Compare the flat, slow rhythm of Texas to the almost musical, rhythmic pacing of Caribbean people. Each person has been conditioned to listen and process the information received at a certain speed. Helping others to understand you better may require that you speak more deliberately, matching your pace to the pace of the listener.

Accents and Dialects: Yours

It is very difficult to hear your own accent. Your accent will sound natural to you because it reflects what you heard most often during your formative years. So, you may not realize that others could be having a problem understanding you because of an accent.

The best way to find out if your accent is affecting your communication with others is to ask. Get feedback from people with different cultural or regional backgrounds. Ask, "Do you ever have



IDEAS & APPLICATIONS

difficulty understanding what I say because I speak with an accent?" If you get a "yes" answer, or if you work with people who are from different backgrounds, then you will want need to take some actions to help others understand you.

Work to minimize problems caused by your accent by:

1. Being willing to repeat yourself (without becoming annoyed) whenever you observe that another person may be having difficulty understanding you
2. Taking a class in articulation and voice (not a basic speech-making class)
3. Working with a qualified tutor or speech coach
4. Using a tape recorder to listen to audio language tapes designed for those who are learning English as a second language
5. Paying close attention to the pronunciations used on the national evening news programs.
6. Recording your own pronunciations of the words you hear on the evening news and comparing your pronunciations with theirs



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Accents/Dialects: Theirs

If you have to communicate with others who speak with an accent, you may want to make them feel more comfortable by seeming to understand them, when in truth, you have only understood a portion of what they have said. Or, you may find yourself becoming annoyed with their inability to communicate more effectively. The following steps will improve the effectiveness of communication exchanges with them.

1. Be willing to ask the person to repeat what was said.
2. Be willing to repeat or re-phrase what you say to others if you notice signs of confusion or if you suspect that the other person has not comprehended what you have said.
3. Paraphrase what the other person has said to double check your understanding of the message.
4. Consider following up a verbal exchange of important information with a written summary.

PROMOTING MUTUAL UNDERSTANDING

"Understanding is a two-way street."

Eleanor Roosevelt

Demonstrating empathy to "others" requires that we:

1. Listen to and observe "others" more closely



IDEAS & APPLICATIONS

2. Tune-in by giving attention to their nonverbal communication signals
tone of voice facial expressions gestures
3. Making the effort to understand their cultural norms for communication and interaction
4. Asking reflective questions to clarify meanings and intentions
5. Making responsive comments about your observations and interpretations

Self-disclosure requires that we share information about our feelings, beliefs, motives, and attitudes whenever:

1. We want others to understand us better
2. We notice signs of confusion in others who are observing or listening to us
3. We are seeking the cooperation or assistance of others



IDEAS & APPLICATIONS

Strengthening Results Management Teams

 **Exercise**

List the name of one person who is different from you (in race, age, gender, religion, culture), with whom you would like to develop more mutual understanding.

Name:

List three things you can do to develop or express more empathy toward this person.

1.

2.

3.



IDEAS & APPLICATIONS

What information about yourself could you disclose to this person that might help him or her to better understand your feelings, beliefs, motives, attitude, or behaviors?

List three ideas for self-disclosure.

1.

2.

3



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Maintaining Good Human Relations With Team Members

ATTRIBUTES FOR MAINTAINING RELATIONS

Good relationships endure because the people who are involved truly value the mutual benefits they receive and because they work at keeping the relationship healthy and constructive. Good human relations can be maintained by incorporating the guidelines below into your interpersonal style.

Respect

Insist that respect and respectful behaviors be a part of every relationship. Any human interaction that lacks respect will have a negative impact on both parties.

Empathy

Empathy is the ability to put yourself in another person's shoes and see things from his or her perspective. Use empathy to sensitize yourself to feelings and points-of-view held by others. Encourage empathy for yourself through self-disclosure of your true feelings and needs in a given situation.



IDEAS & APPLICATIONS

Listening

Listening attentively is one of the greatest gifts you can give to another person. Listening is a clear signal that you value the other person.

Assertive Communication

Communication that is honest, straight-forward and considerate of the dignity, needs, and rights of both parties is vital to building and maintaining good relationships.

Tolerance

No one is perfect, don't waste your time trying to make people conform to your ideal of perfection. Change your attitude about minor irritations and annoying habits of others. Ask yourself, "Will this behavior seriously hinder or damage me or our relationship?"

Individuality

Accept that we are all unique. Each of us has our own combination of beliefs, values, and needs that motivate our behavior in relationships. One way to gain insight into another person is to learn more about that person's beliefs, needs, and values through listening and observation.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Openness

Openness is directly related to how much you think others will accept you. Openness is also a measure of the faith and trust you have in your ability to interact in positive ways with others.

Appreciation

Each of us wants to have our goodness recognized and acknowledged by others. To show appreciation for something another person has done encourages them to express the positive side of their personality even more.

Honesty

Being consistently honest and sincere allows others to develop trust in you. Trust is critical to developing a relationship beyond a superficial level. Without trust, relationships deteriorate quickly.

Interest

Take an interest in the people you regularly interact with. Pay attention to their goals, concerns and pastimes. Ask questions that reflect a genuine warmth and regard for their individual lives.



IDEAS & APPLICATIONS

Patience

Other people seldom change and grow as fast as we want them to. Replace disappointment and disapproval with acceptance of the fact that we are all at various stages of growth and development. We all learn at different rates of speed. Sometimes the best we can do is to be a positive role-model of the behavior we want to see in others.

Resolve

Work cooperatively with others to resolve conflict and problems as quickly as possible. Concentrate on ways to transform conflicts and problems into positive results for everyone involved. Forgive yourself and others as soon as constructive changes are made. Avoiding conflicts and problems or holding grudges tends to magnify the negativity in the situation.

Understanding

Strive to understand more about yourself as a way of improving relations with others. Spend some time reflecting on how you act and react in your best and worst relationships. Ask for feedback and suggestions from someone you trust to be objective and honest.



IDEAS & APPLICATIONS

144

Strengthening Results Management Teams

Learning

Learn how to live and let live. Only in school is there one right answer to a question. In adult life, any number of approaches may be effective in producing desired outcomes. Unless someone's choices have a concrete, negative effect on you, give them the space to work through their lives as they see fit.

Effort

Maintaining good relationships takes continuous effort. People, relationships, and situations are constantly changing. New challenges will naturally occur. Be willing to commit yourself to doing what it takes to bring out the best in a relationship.

Smile

Nothing communicates warmth, acceptance, and enthusiasm like a genuine, spontaneous smile. Allow yourself to smile at others as often as you can. It is one of best human relations skills you can possess.

Never

To keep relationships constructive: a) never destroy another person; allow others a chance to "save face", even if you are right. b) never act in ways that consistently leave another person in a losing position, and c) never stop treating people the way you would like to be treated if you were in their shoes.



IDEAS & APPLICATIONS

YOUR PERSONAL PATH TO IMPROVED COMMUNICATION

✎ Review the previous pages. On the basis of your inventory score, communication barriers, and the **Ten Keys to Effective Communication**, decide on specific areas of interpersonal communication skills that you would like to improve.

Areas for Improvement

1.

2.

3.

4.

5.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

6.

7.

8.

9.

10.



IDEAS & APPLICATIONS

CONFLICT MANAGEMENT AND NEGOTIATION SKILLS

CHAPTER OBJECTIVES	iii
UNDERSTANDING CONFLICT	1
<i>Sources of Conflict</i>	1
<i>Outcomes of Conflict</i>	2
<i>How Conflicts Get Started</i>	3
<i>Why Conflicts Escalate</i>	4
<i>Factors to Consider</i>	5
BEING AWARE OF CONFLICT.....	7
<i>Increasing Personal Awareness</i>	7
<i>Defining Values and Principles</i>	9
<i>The Bottom Line Is</i>	12
PREVENTING CONFLICT	14
<i>Wounding with Words</i>	14
<i>No-Fault Communication</i>	16
<i>The Case for No-Fault Communication</i>	19
<i>Expressing Concerns Constructively</i>	21
<i>Guidelines for Conflict Prevention</i>	23
MANAGING CONFLICT	25
<i>Conflicts progress through predictable stages:</i>	25
<i>Analyzing the Conflict</i>	27
<i>Instructions for Analyzing Conflict</i>	31
<i>Force Field Analysis</i>	33
<i>Strategies for Controlling Conflicts</i>	34
RESOLVING CONFLICTS	35
<i>Strategies for Confrontation and Resolution</i>	35
<i>Coping with Potentially Violent Conflict</i>	36
<i>Knowing When to Get Outside Help</i>	39
NEGOTIATION	41
<i>Elements of Negotiation</i>	41
<i>Focus of Negotiation</i>	42
<i>Steps in the Negotiation Process</i>	42
<i>Responses in Negotiation</i>	43

Problem Analysis 45
Outcomes and Tactics..... 46
Power and Influence..... 47
Case Study..... 48
Putting It All Together..... 49

CHAPTER OBJECTIVES

Upon the completion of this chapter you will be able to:

- Describe conflict and list reasons why conflicts escalate.
- List the means for increasing your personal awareness of conflicts.
- Identify and describe strategies for preventing, controlling, confronting, and resolving conflicts.
- Describe the steps of the negotiation process.
- List reasons and demonstrate strategies that result in win/win, win/lose, lose/lose, and no deal outcomes.

Understanding Conflict

Conflict situations occur when the needs, goals, or concerns of two or more people appear to be incompatible. Conflicts are rooted in our differences in perceptions, values, principles, ideals, needs, and/or goals. It is a part of human nature for each of us to have our own unique combinations of perceptions, values, needs.

Members of groups come together and form a team on the basis of mutual agreement, shared resources, and a common cause. Because of the uniqueness of each member of the team it is inevitable that differences and disagreements will periodically shift the team focus away from areas of agreement and into areas of conflict.

SOURCES OF CONFLICT

Sources of conflict may be:

- differences or disagreements over desires, interests, values, or principles
- competition based on scarcity of resources, time, or space
- competition based on rivalry or a psychological need to win (approval of significant other, prizes, goods)



IDEAS & APPLICATIONS

Strengthening Results Management Teams

OUTCOMES OF CONFLICT

Conflict can lead to positive or negative outcomes.

Positive conflict outcomes include:

- increased motivation to meet the challenge
- creativity is stimulated
- awareness of alternatives is increased
- increased understanding of people and situations
- clarification of issues and concerns
- clearing the air of hostilities and other negative emotions
- personal growth of people involved
- opportunity to change, restore, or repair problematic situations or relationships

Negative conflict outcomes include:

- communication breakdowns
- less shared information
- difficult emotional climate
- diminished relationships
- increase in wasted time
- reduced productivity
- increased stress levels
- organizational blockages
- increased potential for violence

Note: Some conflicts result in a mixture of positive and negative outcomes.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

HOW CONFLICTS GET STARTED

Conflicts begin whenever:

- Someone or something threatens our potential to meet our needs or accomplish our goals (the threat can be real or imagined)
- Someone or something challenges the validity of our perceptions, values, principles or ideals
- No immediate resolution to the threats and challenges occurs

Recall the last time you experienced a serious conflict with someone. Try to pinpoint the beginning of the conflict by answering these questions.

When did you first feel threatened or challenged by the other person?

Did you feel threatened because you believed the conflict blocked the pathway to accomplishing your goal or getting your needs met? If yes, identify the goal or need and the threat (block).

 Goal/Need

Threat/Block

Recall the last time you became upset because someone seriously disputed or disagreed with your perceptions, values, principles, ideals, or beliefs.

 Who presented the challenge?

What issue was involved?



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Describe the perception, value, or principle that was challenged.

WHY CONFLICTS ESCALATE

Conflicts escalate for many different reasons. A lot depends on the situation, issues and the personalities of the people involved. What may be difficult for one person, may present little or no challenge to the next person. Some of the reasons why conflicts escalate are:

- The people involved lack the desire and commitment to work towards resolution
- Poor communication; an inability to listen and respond effectively
- The interaction exceeds the level of emotional intensity that can be tolerated
- Not allowing time for all parties to re-gain composure and perspective
- The issues of conflict are not clarified for all parties
- The conflicting issue becomes obscured by personal attacks and counter-attacks. The people involved do not have a mutually agreed upon method for discussing differences, giving feedback, and solving problems



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

- Misunderstandings, assumptions, or incorrect judgments about motives or intentions
- The process of working through conflict breaks down

FACTORS TO CONSIDER

Conflict can have both positive and negative outcomes and consequences. These five factors are to be considered when gauging the potential outcomes and consequences of a conflict:

1. the situation or setting of the conflict
2. the relative importance of the issues of conflict
3. the personalities and emotional temperament of the people involved
4. the status relationships of the people involved
5. the degree of intimacy or emotional distance that exists between those who are involved



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Constructive Conflict

Some conflicts can be very constructive because they bring areas of disagreement out into the open, help to clarify understandings and perceptions, encourage dialog between people, stimulate the development of solutions, and lead to improved relationships and situations.

Destructive Conflict

At other times, conflict can have any number of destructive consequences including: causing physical, emotional, social, or professional damage to one or more parties, causing long-term damage to relationships, undermining morale and human relations, fueling ongoing battles, aligning people to “take sides”, encouraging schemes, deception, manipulation, and other unproductive, negative activities.

An Example of Constructive Conflict

Describe a conflict that turned out to have a constructive outcome. Explain who was involved, what happened, why it happened, and how it worked out.



IDEAS & APPLICATIONS

Being Aware of Conflict

INCREASING PERSONAL AWARENESS

The best thing we have going for us in the middle of a conflict situation is self-knowledge and self-control. We can increase self-knowledge and self-control by expanding our levels of personal awareness. Five strategies for expanding personal awareness are:

1. Pay closer attention to your own feelings and behaviors
2. Become more observant of others
3. Practice more open communication
4. Ask others for feedback
5. Get a formal appraisal of your style, motivation, behavior, etc.

1. Pay closer attention to your own feelings and behaviors

- Even though you may conceal your real feelings from others, it is important that you don't use denial to the point of suppression.
- Face up to your true feelings when interacting with others. Note the internal conversation you have with yourself during negative interactions. What are you really saying and feeling?
- Monitor your body's response to conflict by noticing when your muscles tighten, jaw clenches, lips draw tightly together, posture becomes closed or defensive, or your face becomes flushed.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

2. Become more observant of others

- Train yourself to observe the reactions, responses, and body language of others. Observe them during interpersonal encounters, conflicts, conversations, and when you are interacting with them.
- Notice their reactions to your current style, clothing, approach, emotional expressions, disagreements, etc. At other times, make small changes in your tone of voice, appearance, expressions, etc. and notice whether or not others react to you differently. This information will help you gauge your impact on others.

3. Practice more open communication

- Try communicating with more honesty about your feelings and reactions. This type of self-disclosure helps others to better understand your point of view. Although increasing self-disclosure may not be appropriate in every situation, it generally has a positive effect on most relationships. Watch the changes that occur in interpersonal relationships as a result of communicating more openly.

4. Ask others for feedback

- A sure way to increase your self-awareness is to ask the people you trust for feedback on your appearance, behavior, and expressions. Encourage them to be completely honest with you. Let them know that you want to learn more about yourself by obtaining objective information from reliable sources. Pick a time when you are feeling poised and centered and are not likely to be defensive or “thin-skinned”.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

5. Get a formal appraisal of your style, motivation, behavior, etc.

- Use one of the self-scoring formal assessment/appraisal instruments to get objective feedback about yourself that you can compare against norms (averages), peers, etc. These assessments will allow you to pinpoint and categorize elements of your personality that reflect strengths (to be maintained and reinforced), and weakness (to be corrected or replaced).

DEFINING VALUES AND PRINCIPLES

One of the primary reasons why conflicts occur is because of a clash between the values of two or more people. You can increase your ability to deal effectively with conflict by defining your values and principles. Once clarified, values and principles help you to bring your “bottom line” into focus. This “bottom line” can serve as a frame of reference when you are under pressure to cope with conflicts or difficult circumstances.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Defining Personal Values

Imagine that you are going to receive a dozen gifts from the following list of valued items. Circle only 12 of the items you would like to have.

- | | | |
|----------------------|-------------------|---------------------|
| 1. Independence | 26. Craftsmanship | 51. Articulateness |
| 2. Health | 27. Knowledge | 52. Forcefulness |
| 3. Loyalty | 28. Excitement | 53. Determination |
| 4. Control | 29. Wisdom | 54. Persistence |
| 5. Performance | 30. Inner Harmony | 55. Integrity |
| 6. Appearance | 31. Courage | 56. Democracy |
| 7. Money | 32. Love | 57. Leadership |
| 8. Security | 33. Equality | 58. Responsibility |
| 9. Competency | 34. World Peace | 59. Competition |
| 10. Compliance | 35. Self-Control | 60. Innovations |
| 11. Aesthetics | 36. Belonging | 61. Achievement |
| 12. Freedom | 37. Intuition | 62. Growth |
| 13. Religion | 38. Identity | 63. Leisure |
| 14. Power | 39. Time | 64. Communication |
| 15. Cheerfulness | 40. Creativity | 65. Friendship |
| 16. Considerateness | 41. Nature | 66. Spirit |
| 17. Comfort | 42. Self-Defense | 67. Energy |
| 18. Efficiency | 43. Life | 68. Family |
| 19. Athletic Ability | 44. Caution | 69. Recognition |
| 20. Morality | 45. Tolerance | 70. Respect |
| 21. Forgiveness | 46. Compassion | 71. Politeness |
| 22. Intelligence | 47. Justice | 72. Open-mindedness |
| 23. Cleanliness | 48. Fairness | 73. Fame |
| 24. Sex | 49. Justice | 74. Honesty |
| 25. Understanding | 50. Satisfaction | 75. Order |



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

List the twelve items that you selected.

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	12. _____

Now rank the items in order of importance to you on a scale of 1 - 12. (1 = most important item)



IDEAS & APPLICATIONS

Strengthening Results Management Teams

THE BOTTOM LINE IS . . .

Most of us have a basic set of “rules to live by” that we call our principles. In many cases, we have lived by these rules for so long that we take them for granted. In fact, we tend to forget about our principles until someone or something challenges them. Then we are willing to come out of our comfort zones, speak out, fight back, and defend to the end our right to live by our principles.

In conflict situations, it helps to be fully aware of our principles and of our “bottom-line”. This conscious awareness will enable us to quickly identify why certain people and situations bother us and will also enable us to articulate our bottom-line principles and expectations.

 **Identify your principle rules for living by writing responses in each section below:**

Social Conduct

How to Treat Others

Behavior at Work

How You Expect to Be Treated at Work



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Conflict Management and Negotiation Skills

How to Avoid Being Taken Advantage of

What You Will and Will Not Stand for (others' behavior toward you)

How to Act in the Face of Conflict

How to Deal with Adverse Conditions

How to Make it in the World

Your Relationship with Your Community

How Much You Should Trust Others?



IDEAS & APPLICATIONS

Preventing Conflict

WOUNDING WITH WORDS

Even though most of us learned the childhood retort, “Sticks and stones may break my bones, but words will never hurt me,” we know all too well that words can wound. The pain generated from hurtful words can outlast our memory of the specific details of an incident. How many times have we gone to bed re-playing the memory of something negative that another person said to us? How many times have we waged war internally by rehearsing the nasty, caustic things we want to say back to someone who caught us with our guard down?

Many long-term conflicts begin with a pattern of negative exchanges between people who must interact closely. These negative exchanges serve as fertilizer for the seeds of future conflicts and battles. Even though we may secretly wait for the day when we can respond in-kind to Mr. Nasty or Ms. Meanie, maturity tells us not to stoop to our lowest level. Remember, aside from our personal friends and family, we don’t have to love or even like the people we interact with on a regular basis. However, using words to feed enemies is counterproductive self-sabotage.

Instead of rehearsing inflammatory comments, a more constructive approach would be to identify these provocative words and phrases and then to list some alternatives that promote more productive conversation.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

 **Negative, Nasty, or Mean**

 Write alternative phrases to replace three of the negative, nasty, and mean phrases above.



IDEAS & APPLICATIONS

165

Strengthening Results Management Teams

NO-FAULT COMMUNICATION

Practicing no-fault communication is a way of preventing minor disputes and disagreements from escalating into major areas of conflict. By using no-fault communication, people can develop a better understanding of another's ideas, feelings, and perspective. No-fault communication means talking through difficult subjects, sensitive topics, and recurring conflicts with:

- * No Blaming
- * No Name Calling
- * No Labeling
- * No Fault-Finding
- * No Judging
- * No Harsh Criticism

To practice no-fault communication:

1. Learn to be a better listener. Practice active listening until you are sure that you understand the other person's position. This includes:
 - giving your undivided attention to the person who is talking.
 - asking questions that encourage the person to explain further.
 - waiting until the person has finished making a point before interrupting.
2. Paraphrase by repeating (in your own words) your understanding of what was said by the other person. Allow the person to clarify any areas of misunderstanding before taking the discussion any further.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

3. Consider using more self-disclosure to help others understand your position. Use "I" statements to describe your feelings, reactions, etc.

"I feel _____" "What I need is _____"

"I would like _____" "What I really want is _____"

"I think _____" "I believe _____"

4. Avoid "You" statements. "You" statements tend to depreciate the other person by making negative judgments; name-calling.

"You always _____" "Why do you have to _____"

"You are the problem _____" "You are too selfish _____"

5. Lower your volume when engaged in no-fault conversations. Controlling your volume and tone of voice will do a lot to keep the discussion from turning into a shouting contest.

6. Increase eye contact with the other person (without staring). Comfortable and direct eye contact conveys a message of sincerity. Many people consider the eyes to be the mirror of the soul.

7. Stay relaxed and comfortable. Sitting face-to-face is best. This non-threatening position allows all parties to communicate with more equality and mutual respect.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

8. Remember that the goals of no-fault communication are:
 - to decrease the chance of escalation.
 - to increase understanding of each other's needs, feelings position, etc.
 - to promote a spirit of cooperation and collaboration.
 - to restore harmonious and productive interaction.

9. Once you have achieved the goals of no-fault communication, agree on whether to proceed in working through problems or to continue the discussion later after you both have a chance to reflect on what was said.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

 THE CASE FOR NO-FAULT COMMUNICATION

Practice writing dialog for no-fault communication in the minor conflict situation listed below:

The Situation

The Research Department has just been notified that they will be getting funds to purchase one additional personal computer.

Josie's Position

Josie, the budget analyst has been falling behind in her work because the volume has increased quite a bit in the last 4 months. Josie knows that Victor plays up to the boss as a way of building his own personal power base. She also expects Victor to put in a bid for the new PC even though, in her opinion, he doesn't really need it. He already has more than enough equipment in his office. Everyone knows that he has never taken the time to learn how to use the equipment that he's currently hoarding in his office.

Victor's Position

Victor, the Research Coordinator, has been directed to expand two key research projects that are already in progress. Victor has not been given any additional staff to accomplish this new goal that the boss set for him. It's not even a question of overtime since he is already working his maximum amount of hours allowed and frequently takes work home on weekends. He expects Josie to complain when he asks to get the new PC because she seems to resent any privileges he receives from the boss. (He knows that he has earned any advantages he gets.)

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The Boss' Response

At the end of a strategy meeting, both Josie and Victor ask the boss for the new PC. Leslie, the boss, cuts them both off before they get a chance to argue their positions. "I don't have time for another round of this. I worked hard to get approval for this equipment. If it's going to create controversy, I'll just leave it in storage for a while. We are all much too busy for petty bickering. Bring me solutions—not more problems."

 No-Fault Dialog between Josie and Victor

IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

EXPRESSING CONCERNS CONSTRUCTIVELY

Keep in mind that the difference between a disagreement, an argument, and a fight is the level of emotional intensity and the non-verbal mannerisms that are used; not necessarily the seriousness of the issue. Shouting, fist-shaking, pounding on tables, standing too close, and defensive or aggressive postures, send the message of open hostility to the other person. Before you know it, a defensive counter-attack is launched and the fight is on.

A discussion about an area of disagreement should focus on the exchange of information, ideas, beliefs, needs, and goals. Focus on the matter at hand, not on the personality of the other person. In other words, attack the problem not the person.

Example:

“Joe, you always want to get your way about everything. Why don’t you concentrate on the other person’s needs instead of being so selfish all the time?”

This dialog attacks the person (Joe) with name-calling and implied judgments about his personality.

A better way to initiate discussion might be

“Joe, can we work together to find a way where each of us can get our needs met in this situation?”

In this dialog, the emphasis is on the real problem, a conflict over the needs of two people. It also invites collaboration rather than competition.

If the disagreement is about the way one person’s behavior affects another person, then the behavior and its negative consequences should be described without deprecating the offending person. Disclosing your feelings about the behavior and the way that behavior affects you will help the other person to



IDEAS & APPLICATIONS

Strengthening Results Management Teams

broaden his or her perspective and to increase understanding of how the behavior negatively affects others.

Look again at the formula for expressing your concerns:

When you _____,
(describe the person's behavior)

I feel _____
(self-disclosure)

because _____.
(describe the negative consequences of the person's behavior)



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

GUIDELINES FOR CONFLICT PREVENTION

Many conflicts are unnecessary and preventable. The best way to prevent unnecessary conflict is to establish some guidelines for settling minor disputes and disagreements. These minor differences should be resolved quickly -- before they escalate into full-blown conflicts.

Consider the following ideas when establishing the guidelines your team will adopt for conflict prevention.

1. Deal with minor conflicts as quickly as possible.
2. Agree to engage in mutually respectful, no-fault communication
3. Pick a time when all parties can discuss differences without interruption.
4. Don't embarrass others by confronting them in public situations. Pick a private location for the discussion.
5. Attack the problem, not the personality.
6. Set a goal. Make sure the goal is to accomplish something constructive -- not to tell the other person off or set them straight! Constructive goals might be to restore harmonious relations, clarify misunderstandings, or to develop workable agreements and solutions.
7. Identify the real issues or problems.
8. Exchange information about beliefs, ideals, needs, preferences, etc., of all parties involved in the conflict.
9. Brainstorm possible ways to resolve differences or solve the problem



IDEAS & APPLICATIONS

Strengthening Results Management Teams

10. Get a commitment from all parties to honor solutions that are mutually acceptable.

 List some conflict prevention guidelines that might be useful for your team. Share your suggested guidelines with team members and invite their input.



IDEAS & APPLICATIONS

Managing Conflict

There are many factors that go into the development of a conflict. One of the primary problems in dealing with conflict is getting to the heart of the matter. Conflicts must be fully analyzed before appropriate corrective action can be pursued. Therefore, step one of Successful Conflict Management is to reflect on how the conflict developed (the stages of development) and to obtain answers to key questions about the conflict.

CONFLICTS PROGRESS THROUGH PREDICTABLE STAGES:

Issue/Concern	Trigger	Behavior/Action
Consequences		

Stage One

Issue/Concern - the origin or basis of the conflict

Stage Two

Trigger - the situation or event that brings the conflict into focus

Stage Three

Behavior/Action - expressions of conflict

Stage Four

Consequences - the results or outcomes of the conflict

These stages may be repeated several times with varying levels of intensity throughout the life of the conflict. Understanding these stages will help to find the origin of the conflict and the factors related to the development of the conflict.



IDEAS & APPLICATIONS

175

Strengthening Results Management Teams

The stages may not necessarily flow predictably from low to high intensity levels. The conflict may amplify or accelerate at any stage.

 Recall a recent conflict and try to separate the development of the conflict into the four stages identified on the previous page

Stage One - Issue/Concern

.....

Stage Two - Trigger

.....

Stage Three - Behavior/Action

.....

Stage Four - Consequences

.....



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

11. What outcomes do you want from this conflict?

12. What outcomes do the other parties want from this conflict?

13. Identify any organization or situational barriers that might have a negative affect on confronting and resolving this conflict.

14. Identify any personal or behavioral barriers that might have a negative affect on confronting and resolving this conflict.

15. What is your predominate style of responding to conflict?



IDEAS & APPLICATIONS

Strengthening Results Management Teams

16. For other parties involved, what are their predominate styles of responding to conflict?
17. Based on what you have learned from this analysis, which of these conflicts management goal would be best course of action to pursue? (circle one)
- A. To control the conflict
 - B. To confront and resolve the conflict
 - C. Other (identify)



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Conflict Management and Negotiation Skills

INSTRUCTIONS FOR ANALYZING CONFLICT

Analyze the conflict in the assigned case(s) and answer the following questions.

1. What is this conflict about? What is the issue?
2. What is needed by each party in this conflict?
3. Describe the worst case scenario.
4. Describe the best possible outcome.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Develop a dialog between the two parties that results in the best possible outcome.

Person A “ . . . ?”

Person B “”

Person A “ . . . ?”

Person B “”

 After teams are finished resolving the conflict, each team will get an opportunity to act out their dialog as a 3 - 5 minute role-play.

Team members will read their case to the group.

Then the team will re-enact the process of bringing the conflict to resolution (including dialog and body language to illustrate the feelings of each person).

Since each case will be demonstrated by at least 2 teams, the group will have an opportunity to observe different ways of working through conflicts.

Allow time for the group to comment on the case resolutions.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

FORCE FIELD ANALYSIS

In each conflict situation, forces are present that both support and oppose resolution. After stating the issues/concerns and needs/goals, identify forces that support resolution as well as forces that oppose resolution.

Issues/Concerns

Needs/Goals

Forces Supporting Resolution	Forces Against Resolution



IDEAS & APPLICATIONS

Strengthening Results Management Teams

STRATEGIES FOR CONTROLLING CONFLICTS

Controlling conflict is a useful course of action to pursue when risk factors and barriers limit the potential for successful confrontation and resolution. When conflict is controlled, the issues have not been eliminated but the negative consequences have been minimized.

Controlled conflict is what occurs when a couple with serious marital problems agrees to stay together until their children graduate. They re-define the limits of their involvement with each other, their range of personal freedom, and what they will do to prevent total destruction of the marriage before their goal is accomplished.

Most of us have witnessed this type of marital arrangement. It can go on for years without triggering a major confrontation or final resolution of the conflicting issues and needs. It can work because the couple's value system and desire to achieve a greater goal supersedes a less urgent or important goal (children's needs over personal needs).

Some strategies for conflict control:

1. Avoid the issue - ignore the concern
2. Accommodate - allow the other party to resolve the conflict
3. Agree on how to prevent a triggering event
4. Avoid the people and situations involved in the conflict
5. Withdraw - redirect your time and energy into constructive areas
6. Learn how to cope with a certain amount of conflict or less than ideal relationships and situations

NOTE: Conflict control should only be considered when the conflict has been thoroughly analyzed, and confronting the conflict does not seem advisable. Conflict control can be very precarious. Sometimes triggering events can occur without warning and the expressions of conflict are more



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

intense than if issues had been addressed earlier. At best conflict control is useful as a temporary or partial resolution strategy.

Resolving Conflicts

STRATEGIES FOR CONFRONTATION AND RESOLUTION

Confrontation and resolution is the ideal way to work through conflict situations. This strategy tends to encourage useful corrective actions and has a greater potential for eliminating the conflict. Ideas for confrontation and resolution are:

Exchange Information

- Share your perception of the conflict. Include issues/concerns, needs/goals and your feelings about the conflict.
- Describe the negative effects of the conflict as you perceive them.
- Invite the others involved to share their the perceptions of the issues/concerns, needs/goals, the negative effects of the conflict, and their feelings about the conflict.

Seek Solutions

- Identify and reach agreement on what the real problem(s) is/are.
- Explore possible solutions. Brainstorm if necessary.
- Compare possible solutions to the needs and goals of all parties.
- Consider the potential consequences of each possible solution



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Select the solution everyone can agree to support.

Follow-Up

- Agree on what each person will do to solve the problem and maintain the positive outcomes.
- Follow-up with a scheduled evaluation of the conflict, solution, and outcomes.

COPING WITH POTENTIALLY VIOLENT CONFLICT

Sometimes the inherent risk of danger or violence dictates a different strategy to ensure the safety of one or more parties. In these cases, the primary goal is to end the potentially dangerous or violent situation. Secondary goals may be to restore harmony, productivity, improve relationships, etc. In his book, *Managing Conflict from the Inside Out*, author, Marc Roberts uses a three step strategy for coping with conflict that is potentially dangerous or violent. The strategy outlined below is adapted from Mr. Robert's book.

Recognition

- Rely on your visceral intelligence. Pay attention to the vibrations and intuitive feelings you have about the situation. Go slow with this and really tune in to the environment, personalities, etc. Intuition can be a life-saving faculty.
- Read the non-verbal behaviors. These include body language, postures, gestures, tone of voice, etc. Look for signs of agitation such as, tight lips, intense breathing, flared nostrils, clenched fists, wide open eyes.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

- Consider the history. Does this person or group have a history of violence. If you don't know, ask others and proceed with extreme caution.
- Be aware of onlookers. Onlookers may inhibit or provoke violence. A lot depends on the relationship and status between the individual (or group) and the onlookers. What kind of impression would the individuals want to make on the onlookers?
- Look for evidence of psychic modifiers. Alcohol, drugs, and other mind-bending substances or practices make conflict situations extremely unpredictable and uncontrollable. "Get help or get out" and "Never try to reason with a drunk or a user" is good advice to consider.

Readiness

- Slow down. Talk gently to yourself. Moderate your breathing. Strive for greater self-control.
- Mentally design a safety plan. Take precautions regarding what to do if the situation becomes dangerous. Look for exits or sources of assistance.
- Play the Options Game. Think through as many alternatives as you can for resolving the situation.
- Expect Anything. Be unshockable and unsurprisable, especially if abusive language is targeted toward you.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Respect the other person. Put yourself in the other person's position. What is his/her perception of reality at this moment? Force yourself to be as detached and objective as possible.

Prevention

- Maintain a non-threatening body posture. Stay at least two feet away from the other party's personal space.
- Speak with a calm, firm, soothing tone. Avoid talking too fast or using provocative or threatening language.
- Avoid touching a potentially violent person. Physical contact is extremely risky.
- Suggest moving to a spacious location.
- Attend totally to the person you are working with. Give all of your attention to the present moment and to the other parties. Stay alert for opportunities to de-escalate.
- Do not attempt mind reading. Potentially violent people are too complex for the average individual to fully analyze. Just look, listen, and deal with what you see and hear on the surface.
- Use distractions to defuse violent energy. Look for ways to break the tension. Make an unrelated request or comment. Act confused to encourage the hostile person to explain. This will diffuse some of the pent-up anger.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

- Leave gracefully. When all else fails, leave with as much dignity as you can. Protect yourself first and foremost.

KNOWING WHEN TO GET OUTSIDE HELP

Sometimes the people involved in a conflict are not able to successfully resolve issues on their own. In these instances it is a good idea to get outside help from capable, objective sources. Superiors, legal advisors, mediators, peers, friends, clergy, counselors, and therapists are some examples of individuals who may have the ability to assist you in resolving conflict situations.

Outside help may be indicated if:

- One or more parties is unwilling or uncommitted to working through the conflict.
- One or more parties becomes abusive or openly hostile.
- Repeated efforts to resolve the conflict have been unsuccessful.
- The threat of danger or violence is an intimidating factor.
- One or more parties is unable to be satisfied with efforts to resolve the conflict.
- Efforts to resolve the conflict lead to further escalation.
- The conflict is a recurring one with no workable solutions in sight.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Negative behavior patterns cannot be set aside to work on the conflict.
- Negative outcomes cannot be tolerated or eliminated.
- One or more parties suffers physical or emotional damage.
- Organizational barriers inhibit resolution.
- An excessive amount of time is used up without making progress toward resolution.

 Identify three additional instances when outside help is advisable.

1.

2.

3.



IDEAS & APPLICATIONS

Negotiation

When people exchange ideas for the purpose of changing their relationships, we call this process negotiation. The term has often been applied to the political arena or labor-management relations, however, the activity of negotiating is universal. It is used as a means of achieving one's goals in every relationship regardless of the circumstances or situations.

Negotiation has been defined and described in many ways. Essentially negotiation is a communication process where the parties work to resolve an issue. This is called *principled negotiation* where all parties gain. The outcome of the negotiation is based on the merits of the issues rather than through a haggling process. This meaning of negotiation does not reflect other approaches where one party wants to avoid conflict and concedes on every issue, or where one party wants to win at all costs. Principled negotiation enables you to be fair while protecting you against those who would take advantage of your fairness.

ELEMENTS OF NEGOTIATION

Every negotiation is different, but the basic elements do not change. The concept of principled negotiation can be used whether there is one issue or several, two parties or more, experienced parties or inexperienced, or if the negotiation meeting is run according to a prescribed ritual or is an impromptu free-for-all.

The elements of negotiation are:

- Communication process
- Two or more parties
- Different or opposing positions



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Attempt to resolve a problem of mutual concern
- Integrative solution that best meets the needs of all parties
- Secures the commitment to fulfill the agreement reached

FOCUS OF NEGOTIATION

Successful negotiations focus continually on the following principles:

- Separate the person from the problem (soft on people, hard on the problem)
- Focus on interests, not on position (what are their wants and needs)
- Generate options for mutual gain (work for a win/win approach)
- Insist on objective criteria (assure a fair process)

STEPS IN THE NEGOTIATION PROCESS

As with any process, there is a sequence of activities or steps to be followed if there is to be a successful outcome to the negotiation. These steps are:

1. Identify and define the problem
2. Define the objectives
3. Get the facts
4. Develop and discuss needs and interests
5. Generate and evaluate alternatives
6. Select integrative solutions



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

RESPONSES IN NEGOTIATION

There are three alternative concern dimensions along which the individual responds in negotiations: Self, Others, and Agreement. Depending upon the strength of an individual dimension or a combination of dimensions, there are five types of responses:

- | | |
|--|---|
| 1. <u>Competition:</u>
(Win/Lose)
(Forcing) | High concern for self; little concern for others and agreement. Regard for results more important than people. Force and power are valued Useful when lack of time is a factor. |
| 2. <u>Avoidance:</u>
(Withdrawal) | High concern for others; little concern for self and agreement. Neutrality. Perceived or real lack of time can produce this behavior. |
| 3. <u>Accommodation:</u>
(Smoothing) | High concern for agreement, little concern for self. High regard for harmony. It is not worth the risk. |
| 4. <u>Compromise:</u> | Moderate concern for self, others, and agreement Respect for people and goals and mutual benefit. Good when a temporary solution is necessary. |
| 5. <u>Cooperation:</u>
(Problem Solving)
(Collaboration) | High concern for self, others, and agreement Good when common goals exist, and when members are skilled negotiators |



IDEAS & APPLICATIONS

Strengthening Results Management Teams

 Response to Negotiation

Completion of the *Response to Negotiation* instrument will indicate your primary and secondary responses in the negotiation situation. List your responses in the order of highest score first.

RESPONSE	SCORE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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PROBLEM ANALYSIS

To focus the negotiation on the problem requires analyzing the situation and coming up with an action or approach to resolve the problem. There are four steps in this analytical process:

1. The Problem:
 - What's wrong?
 - What are the facts?
2. Diagnosis
 - What are the symptoms?
 - What are the causes?
 - What are the barriers?
3. Approach
 - What's possible?
 - What are the potential solutions?
4. Action
 - Action
 - Alternative
 - Specific Steps

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OUTCOMES AND TACTICS

There are five possible outcomes to any negotiation and each involves the use of certain tactics.

1. **Win/Win (Cooperation)**
 - Complete knowledge
 - Open Mind
 - Focus on interests
 - Several options
 - Objections as questions
 - Patience and persistence
 - Effective communication
2. **Win/Lose (Competition)**
 - Take it or leave it
 - Bluff
 - Deadlocks
 - Emotional
 - Piecemeal
 - Escalates
3. **Lose/Win (Avoidance)**
 - No conflicts
 - Get it over
4. **Lose/Lose (Compromise)**
 - Anything to get agreement
5. **No Deal**
 - Mutual satisfaction is not possible



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POWER AND INFLUENCE

Power in negotiations is the ability to influence the other party. One of the first things to do in preparing or negotiations is to take into account the realities of the situation in order to achieve negotiation goals. Your sources of power include:

1. Your best alternative to a negotiated agreement (BATNA)
2. Your knowledge and skill as a negotiator
3. The other party's needs
4. Your own persistence and tenaciousness
5. Your willingness to take risks
6. Your ability to reward or punish the other party
7. The creditability and credibility of your approach

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Strengthening Results Management Teams

CASE STUDY: BARAKA MISSION

USAID/BARAKA has taken a cautious approach to reengineering. Teams have been developed, but the mission is continuing to operate with a dual structure of teams and offices. While many issues dealing with changing roles, relationships and clarity of objectives have been successfully dealt with during the transition, one bothersome issue has not been resolved. There are quite a few individuals who are assigned to both SO teams **and** a support office. The issue is where to locate their desks. Should they be located with their respective SO teams? Or should they continue to be located with their support office?

Some of these individuals have volunteered to be located with SO teams, citing the convenience for the team, as well as their desire to be more easily included in team activities. They feel that this inclusion will provide them with expanded knowledge and help them to do better work.

Others feel a good deal of uncertainty. They feel that moving could deprive them of the value gained through working with professional colleagues. When working together with colleagues, there is a collegial exchange of information. In addition, without collegial support, they fear feeling more pressured and isolated.

DIRECTIONS: *Your team should divide into two sides. Each side should analyze the conflict and prepare its case. What is your fallback position? (What do you think their case will be based on? What is their fallback position?) Plan how to terminate the discussion (storm out, time out, plan to meet again?)*

When each side is ready, begin negotiation. Consider the skills you have learned. Remember active listening and communication styles.

At the end of your negotiations, be prepared to discuss which outcome was achieved and why you think this was the outcome.



IDEAS & APPLICATIONS

Conflict Management and Negotiation Skills

 PUTTING IT ALL TOGETHER

What were the most important things you learned in this segment of the Conflict Management and Negotiation Skills session?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

How will you apply what you have learned in your personal and professional life?

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



IDEAS & APPLICATIONS

EFFECTIVE MEETINGS

CHAPTER OBJECTIVES.....	ii
EFFECTIVE MEETINGS	1
<i>Roles and Responsibilities of Team Members</i>	1
<i>Team Leader Role</i>	2
<i>The Facilitator</i>	2
<i>The Recorder</i>	5
<i>Team Members</i>	6
<i>How To Keep The Facilitator Neutral</i>	7
<i>You're Free To Pitch In</i>	8
<i>Listen, Listen, Listen!</i> .	9
<i>Where To Sit</i>	10
<i>Don't Be Negative</i>	10
PLANNING EFFECTIVE RESULTS ORIENTED MEETINGS	11
<i>Decide How Long The Meeting Should Be</i>	11
<i>Communicate Information About The Meeting To Each Participant.</i>	12
<i>Developing The Agenda</i>	12
<i>Putting It All Together</i>	23
RUNNING EFFECTIVE MEETINGS	25
<i>Begin the Meeting on the Right Foot</i>	25
<i>Set the Atmosphere of the Meeting</i>	26
<i>Stick to the Agenda</i>	26
<i>Active Participation</i>	26
<i>Review Action Items and Decisions</i>	27
<i>Close the Meeting</i>	27
MOBILIZING TO MEET DEADLINES	29
EVALUATION OF MEETING EFFECTIVENESS	31

CHAPTER OBJECTIVES

At the end of this chapter you will be able to:

- Identify roles and responsibilities of team members in an interactive type of meeting.
- Identify strategies for making meetings more productive.
- Establish consistent practices for planning, announcing, and participating in meetings.
- Provide practice opportunities for participating and making constructive contributions during meetings.
- Provide a method for clarifying post-meeting follow-up expectations.
- Provide a process for obtaining members' commitment to follow-up actions.

Effective Meetings

A team must have an effective way to communicate if it is to keep up with all of the information and changes that occur in the project environment. If meetings are used correctly, they can be a great way to keep the team informed, engaged in the project in a positive way, and involved in building relationships with other team members. However, meetings must be used correctly. Ineffective meetings are a large cause of wasted time and effort and can generate frustration and conflict within the team.

Meeting effectiveness can be improved by conducting meetings with an interactive method. The interactive method increases participant involvement and meeting productivity.

ROLES AND RESPONSIBILITIES OF TEAM MEMBERS

One of the greatest barriers to effective meetings is a lack of clarity about roles and responsibilities. Meetings are most effective when they promote smooth interaction between participants. Roles and responsibilities of team members in meetings, using an interactive methodology, are presented in the following text.



IDEAS & APPLICATIONS

Team Leader Role

Although some team leaders may find it difficult to understand, it is almost impossible to run a fair, non-manipulative meeting when you have a personal investment in the subject matter. There is no way you can lead a team that is considering whether or not to discontinue a project of your own. Even if you try not to influence the team, you will find that your body language reinforces those who want to keep your project going. Your eyes will light up when someone says something reinforcing. This is a natural reaction. You will shrug or frown when you disagree, or more likely, openly object. You should be on the team to fight for your ideas, not try to lead the team toward what you consider to be a rational decision.

It is also easy to use the leadership role as a way to “keep the floor” and do all of the talking. The result is a rubber-stamp meeting, groupthink. Team leaders who run their own meetings tend to be the most active participants. We find that they talk on the average more than 60 percent of the meeting time. This active participation does not allow others to contribute, and it is one more reason why participation in meetings is low. We strongly recommend that team leaders do not run their own meetings.

The Facilitator

The key to solving the problems of authority, participant contribution, and managerial overload is to separate the process role



IDEAS & APPLICATIONS

(often played by the team leader as chairperson) from the power or decision-making role. The team leader maintains involvement in issues, maintains decision-making responsibility, and delegates the procedural functions to another person, the facilitator. The facilitator is a meeting chauffeur, a servant of the team. Neutral, respectful of team members, and non-evaluating, the facilitator is responsible for ensuring that participants use the most effective methods for accomplishing their tasks in the shortest time. The team leader, as decision maker, fully participates in the meeting, fights for his or her ideas, sets constraints, and does not give up power or responsibility.

In an interactive meeting, the role of facilitator is to deal with the common problems we have discussed so far. For instance, to avoid the multi-headed animal syndrome, which is the tendency of team members to go off in different directions. The facilitator gets the team to stick to a common subject and a common process at all times. The facilitator might say, "Hey, wait a minute. You've agreed to work on problem A, but how are you going to tackle the problem? Are you going to try to define it in more detail?" and, "*How* are you going to try to define the problem in more detail? How are you going to begin? Do you want to make a list of possible causes? Does each person want to describe the problem in his or her terms?"

How The Facilitator Works

The facilitator keeps the team in check, offers a menu of possible ways to attack the problem, and waits until there is agreement on one



IDEAS & APPLICATIONS

particular process. The facilitator then helps to keep the team on track until the process has been completed, or when the team wants to change direction. By getting all the team members to use the same tool at the same time on the same problem, the facilitator can transform a team from a multi-headed animal to a creative, coordinated organism.

To ensure that all participants have an opportunity to participate, that everyone will be protected from personal attack, and that no one is allowed to dominate the meeting, the facilitator is empowered to act as a policeman. When the team is working well together, the facilitator may not need to do much and lets team members speak spontaneously. When things become heated or bogged down, the facilitator steps in and becomes more forceful in his or her use of power to direct the meeting process, signals who should speak next, cutting off aggressive behavior, and keeping the team on task.

Don't confuse our definition of a facilitator with other definitions you may have heard. The interactive meeting method is designed to accomplish tasks. The facilitator oils the tracks for teams to work effectively in meetings, to accomplish a goal. When a team is able to concentrate its creative energy, to work hard, and to accomplish a task in a positive and constructive fashion, team members feel better about themselves and each other.

The facilitator agrees to remain neutral, respectful of others, and non-evaluative. In addition, the facilitator agrees not to contribute his or her own ideas. At times, it can be very hard not to get involved in the



IDEAS & APPLICATIONS

content of a meeting. If you are a facilitator, do ask your team to let you know if you are favoring a point of view, criticizing an idea, not letting certain people speak or cutting them off too soon, or in any other way manipulating the meeting. It should be remembered, however, that no one can be totally neutral; you are going to have feelings and opinions about what is being said in the meeting.

Team members have the responsibility to make sure that the facilitator's thoughts and feelings are not allowed to influence the meeting. Ultimately, team members have the right to remove their facilitator from that role. This non-manipulation pact between the facilitator and the rest of the team is one of a set of social contracts that is distinctive to the interactive meeting method. It creates a self-correcting system.

It is the responsibility of the facilitator ensure that team members work together to keep focused on the agenda, to set realistic time limits, and to be clear about organizational constraints.

The Recorder

Like the facilitator, the recorder is a neutral, non-evaluative servant of the team. The role of the recorder is to create a combined short and long-term memory by writing down, in full view of the team, the main points of what is said, using the words of the team members. A good recorder does not inhibit or slow down the flow of the meeting.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

A skillful recorder will produce a clearly legible record that captures the key ideas of the meeting on large sheets of paper that are taped or pinned to the walls of the meeting room. The record that is produced by the recorder is a kind of “group memory.” The team is seated in a semicircle that faces the flip chart. However, most of the time members of the team are not preoccupied by the process of recording. A record of the meeting just appears in the background. Any participant can check what just happened or what happened at the beginning of the meeting by referencing the record.

It is the responsibility of each team member and the team leader to see that ideas are accurately recorded. This recording is the final social contract that completes the self-correcting mechanism that is built into the interactive meeting method. The recorder agrees to try to capture the main ideas of participants in the team meeting, and not to paraphrase or use this central position to editorialize or contribute personal ideas. It is up to the others to make sure the recorder is fair and accurate.

The supporting relationships between the four key roles (facilitator, recorder, team member, and team leader) allow a novice team to try an interactive meeting method and to learn and correct itself as it goes along.

Team Members

As a member of your team, you play a vital role. You and your fellow team members are responsible for what happens; the facilitator



IDEAS & APPLICATIONS

and recorder exist only to serve you. It is you, the team members who meet, work, solve problems, and make decisions.

Surely you have been in enough meetings to recognize that there are effective and ineffective team members. Knowledge and skill are needed to be an effective team member. Almost all of the techniques described in this chapter about the role of the facilitator can be used by team members who can make suggestions about process as well as content. As a team member with process skills, you can be a great resource to your facilitator. Or, if the meeting is being poorly run or is without a leader, you can facilitate from your seat as a participant, using most of the facilitator techniques we have already described.

If you never plan to run meetings but find yourself in them anyway, we still recommend that you read this chapter in its entirety because it will enable you to participate more fully and, therefore, make your time in meetings more enjoyable and productive. If interactive meeting methods are used for your meetings, team member responsibilities and techniques for improving your meetings follow.

How To Keep The Facilitator Neutral

Your first major responsibility under the interactive meeting method system of checks and balances is to monitor the facilitator to make sure that he or she remains neutral and does not contribute ideas about content or evaluate those ideas of any team member. As we said before, the job of facilitator is difficult and depends on your help.



IDEAS & APPLICATIONS

Do not spend your energy lying in wait to pounce on the facilitator at the slightest sign of non-neutrality. Be reasonable. Most of the time your facilitator will not even be aware of minor transgressions. Be practical. If the actions of the facilitator are helping and you and your team feel good about what is happening, do not be a stickler for the rules. Rules are only helpful guidelines.

If you believe that your facilitator is consciously manipulating the team, being unfair to certain individuals, or is using his or her power over the meeting process to achieve some personal objective, speak out. Try positive, non-threatening approaches first: “Facilitator, you may not be aware of this, but I think you cut off Theresa before she had a chance to finish.” Or, “Facilitator, I feel you’re pushing too hard. I don’t think we’ve finished with this issue yet.” Talk to your facilitator during a break. Point out what you think can be done to improve the meeting. Phrase your negative feedback according to the formula, If the low-key feedback doesn’t seem to work, you and your fellow team members have the right to stop the meeting and confront the facilitator. It may be that the facilitator is too intimately involved in the issues to be unbiased, and it may be better to rotate the role. Whatever the problem is, if the meeting isn’t working, it’s time to try something else.

You’re Free To Pitch In

Being a team member in an interactive type of meeting can be a liberating, positive experience. Other than the two monitoring



IDEAS & APPLICATIONS

responsibilities, you don't have to worry about the normal problems: being heard, being attacked, being cut off, being too talkative, etc. You can drop many of your protective guards. You know that your facilitator is watching out for these things, so you can, and should, totally throw yourself into the subject matter of the meeting.

Concentrate on the content and don't worry too much about process. Don't try to backseat-drive a meeting. Remember, there is no one right way to solve a problem or one right process to facilitate a meeting. Particularly if you're a trained team leader or facilitator, it's easy to fall into the trap of showing off your expertise and proving the facilitator wrong: "If I were you, I wouldn't have done such and such." Focus on the problem, not the facilitator, and don't offer advice unless you're asked, or the facilitator clearly needs it.

Listen, Listen, Listen!

Respect your fellow team members. Be a good listener. When others speak, give them full attention. Don't cut them off or distract the attention of the team with unnecessary movements or snide remarks. Keep a common focus. There is nothing worse than two people whispering to each other while you explain your brilliant idea.



IDEAS & APPLICATIONS

Where To Sit

Be aware of where you sit. Don't always sit in the same place with the same people. By changing your position, you can help to shake up the seating pattern. The change in seating patterns can keep a team from becoming physically polarized. Polarization often results in cliques that stifle the group interaction and productivity.

Don't Be Negative

Keep an open mind. Don't evaluate an idea before it has a chance to be developed. Negativism is one of the major problems of meetings. As a team member, you can help to set a positive tone. Look for the worth in an idea. Don't jump on its faults. Try the little trick of saying what you like about an idea before you express your concerns: "What I like about your suggestion is that it could solve the irrigation problem, but my concern is that the host country wouldn't accept it." Incorporate Active Listening.



Planning Effective Results-Oriented Meetings

Meeting for the sake of meeting is a big waste of time. There should be a goal and purpose for each meeting. Some teams have daily meetings to discuss schedules, subcontracting and contract items, financing considerations, and host country issues. These meetings all have a purpose to be accomplished and a goal to be reached.

In addition to determining the purpose and goal, the person calling the meeting should do the following:

- ✓ Decide how long the meeting should be
- ☎ Communicate information about the meeting
- ✎ Develop an agenda
- 📖 Put it all together

DECIDE HOW LONG THE MEETING SHOULD BE

A meeting should not run more than an hour and a half without a break. Sometimes, even that is too long and an hour is more reasonable. The length of the meeting should be determined before the meeting starts. Some factors to consider in determining meeting length are as follows:

- The number of people in the meeting.
- The difficulty of the topic.



IDEAS & APPLICATIONS

- The number of topics.
- The team's work schedule.

Remember to stick to the meeting schedule! A meeting that goes past its finishing time will lose the interest of the participants.

COMMUNICATE INFORMATION ABOUT THE MEETING TO EACH PARTICIPANT

An agenda is the best way to let others know the purpose of the meeting. In addition to the purpose, you should include the time of the meeting, where the meeting will be held, and if it is necessary to bring or study anything before the meeting begins. If there are attendees who are not regular team members, spend some extra time explaining the topic and what you expect them to contribute.

DEVELOPING THE AGENDA

We can't emphasize this point enough: "Everyone should know what to expect before coming to a meeting." You must be explicit about what is going to happen, how the meeting will be run, who will play what roles, and the answers to the rest of the issues we have raised so far. If all participants receive a detailed agenda at least a day (preferably a week) before the meeting, they will come prepared, and most of the common causes of confusion at the beginning of the meetings will be avoided.



IDEAS & APPLICATIONS

Because most of the procedural questions will have been settled in advance, your meetings will be shorter and more effective.

When you are very busy and rushed, writing up an agenda for a future meeting can seem like a waste of time. It's not! You may want to use a standard agenda form. Filling out a form is quick (you can fill it out in five minutes), and the form itself reminds you of things you might have forgotten. A standard form is easy to read at a glance, and anyone can be trained to fill it out.

A standard agenda format should include the critical information people should know ahead of time, but you may want to tailor it to fit your particular needs. If your team has a fixed membership and meets regularly, you can design and print a form that includes all of the information that does not change from meeting to meeting, which means even less to do when you prepare your agendas.

Name of Team

Most teams have a name: Strategic Objective Team 1, Immunization Activity Team, etc. If your team does not have a name, you might consider giving it one. A name can help build a sense of identity and importance.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Title of Meeting

Most meetings have a name or description: annual budget review, weekly staff meeting, Project Alpha progress report, emergency meeting on political changes in Freedonia, etc. Usually, the title conveys the general topic of the meeting. In conversations with other team members, it helps you to distinguish between different meetings that your team may be planning to hold.

Meeting Called By

It is important to identify who convened the meeting because participants will want to know who felt the meeting was necessary and whom to contact for questions, additions to the agenda, and directions to the meeting place, as well as whom to notify if they cannot attend. Include a telephone number. A meeting could be called by a team member, a team leader/chairperson, or some other individual or team either inside or outside your organization.

Date, Starting Time, and Place

Obviously, when and where the meeting is going to be held are essential pieces of information. Make sure to include the number or name of the meeting room. If participants are unfamiliar with the location, send along a map with directions.



IDEAS & APPLICATIONS

Ending Time

Meetings can drag on forever, if you let them. Sometimes meetings run long because teams try to accomplish too much in too short a time. We discuss this problem later in this chapter under “Order of agenda items.” The point is to set realistic time limits and adhere to them. Begin and end the meeting on time; if you finish the agenda early, end the meeting early. Participants will appreciate that you respect their time and will take meetings more seriously. In general, meetings should be from one to two and a half hours long.

Meeting Types and Strategies

There are many types of meetings. We have tried to be comprehensive with the following list of meeting types and succinct in describing strategies for addressing each. Some basic questions one might ask are: What interaction process will be used to accomplish the desired outcomes? What are the best methods to accomplish desired outcomes?

Information Sharing

Presenting, reporting, and exchanging information

Strategy: Provide written and verbal information, allow time for questions and answers



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Problem-Solving

Finding solutions to obstacles, challenges, and problems. Clearing the path towards desirable outcomes.

Strategy: Provide factual information, criteria, standards, problem-solving steps, and ample time to brainstorm and test new ideas.

Decision-Making

Making a firm commitment to initiate, continue, change, finalize, or follow-up; choosing from among alternatives

Strategy: Include all of the key people who are empowered to make decisions or provide background information, and all of the current facts and steps for making decisions and reaching consensus.

Planning and Strategy

Defining goals, desired outcomes, and implementation objectives. Planning direction, management, coordination

Strategy: Clarify the mission/purpose in writing; provide background materials that show the big picture and the people who are authorized to direct implementation. Allow ample time for ideas to gel.



IDEAS & APPLICATIONS

Creativity/innovation

Generating, developing, and supporting new ideas, products, systems, or services

Strategy: Provide a pleasant, spacious, uncluttered environment, light refreshments, people with fresh outlooks, large writing surface and colored pens, pencils, chalk, markers. Allow ample time to brainstorm and process ideas.

Training and Development

Preparing people to perform at higher levels of competence. Guiding people toward professional growth.

Strategy: Use reference materials, hands-on activities, summary materials, resource people, audio/visual learning aids. Allow time for practice and questions and answers.

Conflict/Crisis Management

Preventing, analyzing, managing or resolving difficulties or disagreements related to needs, values, principles, or goals

Strategy: Clarify issues of conflict or elements of crisis, provide an uncluttered environment, materials to help clarify needs, values, goals, and guidelines for discussion of issues, opinions, and feelings. Include steps for problem-solving. Wait until all parties are composed before scheduling.



Strengthening Results Management Teams

Evaluation/Feedback

Reacting, assessing, evaluating, or responding to prior events, interactions or information

Strategy: Provide materials, outlines, summaries, reports, about items to be evaluated. Include criteria for measurement and guidelines for giving feedback.

Mediation/Negotiation

Reconciling, rectifying, clarifying, compromising, or settling disputes or differences; bringing issues to satisfying conclusion.

Strategy: Clarify issues or items of dispute in writing. Include all people involved in dispute (or their representatives); ask each person to express needs, goals, and the outcome desired.

Combination

Meetings that combine two or more functions

Strategy: Review the previously discussed meeting types and combine strategies. Inform the participants, in advance, of multiple processes. Allow the participants ample time to complete all processes.



IDEAS & APPLICATIONS

Desired Outcomes

Expectations are clearer if specific outcomes are stated. Stating expected outcomes should be done by the team as a whole at the end of the previous meeting or by whoever is convening the present meeting. If it is the first gathering of a team, everyone should participate in sharing expectations at the beginning of the meeting. Imagine in advance that the meeting has just finished and that it was successful. Ask yourself: What would success look like? What would have been accomplished? What problems solved, what decisions made? What other kinds of sharing and learning would have made the meeting successful? If everyone is explicit about their desired outcomes, unrealistic expectations can be dealt with in advance, or at least before the meeting begins.

Background Materials

If there are presentations or issues that require the participants to do homework, list the background materials that are being sent out with the agenda or that participants are expected to have and review beforehand. Be realistic: Most people aren't very conscientious about reading handouts, so keep them short. Usually they are read at the last moment, so don't send them out more than a week or so in advance.

Please Bring

If you expect participants to bring something to the meeting, let them know. Items that participants should bring might include edited



IDEAS & APPLICATIONS

documents, filled-out forms, lists of names, maybe even a brown bag lunch. There's nothing worse than finding everyone settled down to a meeting and then one by one dashing out to find some piece of paper left in an office.

Team leader/Chairperson, Facilitator, Recorder, and Team Members

These are the four basic roles in an interactive meeting. By having to list names on the form, you will be reminded if you have forgotten to line up a facilitator or recorder, and everyone will know in advance who is supposed to be doing what. It's essential for the facilitator and recorder to be informed of their roles because they have the responsibility for coming early and setting up the meeting room. If you list the names of all the team members that are expected to attend, the attendees will have an opportunity to get a sense of the size and flavor of the meeting and to see what interests will be represented.

Meeting Method

Everyone should know how the meeting is going to be run and understand the ground rules. We have pointed out the dangers of the so-called "structureless" meeting when you want to accomplish a task. To avoid the multi-headed animal syndrome and all the other common meeting problems, you need some structure. What's it going to be? Robert's Rules of Order? An interactive meeting method? Some combination of the two? A team charter could address this issue



Decision-Making Method and Final Decision-Maker

If decisions are going to be made, it's essential that everyone understand how they are going to be made and by whom. Who has the final say? The team as a whole, the team leader, or some other (senior) team or individual? Don't play games with people. If team members don't have the power to make decisions, do not let them wait to find out.

If it's a decision-making meeting, be clear about the procedures. If you are working for a win/win solution, list the decision-making method as "consensus." But be clear about the fallback, win/lose approach, if any. If the team can't reach consensus, what will happen? Will there be a vote, and if so, does it take a simple or two-thirds majority to win? How will ties be broken? Or if consensus can not be reached, will management decide? Almost any procedure can work if everyone understands and agrees to it ahead of time.

Special Notes

This is the place for any special communications: a plea to team members to attend the meeting, a comment about the importance of the meeting, or an announcement about some special guest.

Order of Agenda Items, Persons Responsible, Process, and Time Allocated

The space set aside for "Order of Agenda Items" is the place to list individual agenda items. Be as specific as possible. The more you can



IDEAS & APPLICATIONS

define items that involve problems, the more effectively you will be able to use the creative power of the team. Try stating them as questions.

For each agenda item, list the person who is responsible for introducing the subject (that is, who is making the presentation, who is submitting the problem to the team, who is responsible for this area of concern, etc.) The person who is responsible for each item should figure out with the facilitator and/or team leader/chairperson a good way to handle the issue. In a sense, each agenda item is like a mini-meeting. You have to decide what type of meeting to have; what you want to do and how you are going to do it a content and process agenda. In most cases, you won't be able to give a specific problem-solving method or technique, but you do want to communicate whether you expect the team to simply listen to a report or to become involved in solving a particular problem or making a decision.

Then you should make a realistic estimate of the time necessary to deal with the agenda item. After making estimates a few times, you will get a feeling for whether an item is likely to be a ten-minute or half-hour issue. Things always seem to take longer than you think, so it's a good idea to be generous in your time allocations. An example of a completed agenda item: "Progress report on the career development program--Do we need an extension of deadline?/Richard/presentation and decision-making/20 minutes."

Suggestion: make a first pass at listing all the agenda items, working out a process for each one and making time estimates, but not



worrying about the order of agenda items. Then add up all the time allocations to see if they exceed the total amount of time set aside for the meeting. Often you will find that you have more items than available time, but it's better to discover this before rather than during the meeting. Many meetings are doomed to failure because the team had unrealistic expectations; the team tried to deal with fifteen items and managed to cover only ten. If the team had set out to handle eight issues and ended up with the same outcome (taking care of ten), the meeting would have been regarded as a great success. Plan your meeting to be a success, not a failure.

PUTTING IT ALL TOGETHER

Now it is time to order the agenda items. Philosophies about the ordering of agendas conflict. Some people feel the most difficult and challenging item should be first so the participants can deal with it while they are fresh. Others feel it should be last to build excitement or even to tire out participants so no one will have energy left to fight about the issue. In general, we favor putting reports on action items first and then dealing with issues in order of urgency and general concern. If you don't get to cover all the items, then at least you have taken care of the most critical ones.

In actuality, meetings can get totally filled with putting out little (but immediate) organizational fires while larger, long-range issues, which are more important to the functioning of the team, remain untouched. To



IDEAS & APPLICATIONS

counter this tendency, plan special problem-centered meetings to focus entirely on one or two larger, more complicated issues. During these meetings, all discussion of day-to-day affairs will be suspended, and the team will devote its energies to more general problems.

In the case of teams that are meeting for the first time and have no prearranged procedure for putting together and ordering the agenda, you should cross out the words “Order of” and write “Suggested” on the agenda form. Allocate time at the beginning of the meeting for the agenda form. Allocate time at the beginning of the meeting for the agenda items to be modified and given priorities by the participants themselves. This allows the team members to “own” the meeting and to assume responsibility for what happens.



Running Effective Meetings

After the meeting is planned and participants are notified, the next step is to make sure that all of the topics on the agenda are discussed. Running an effective meeting means following six basic steps:

1. Begin the meeting on the right foot.
2. Set the atmosphere of the meeting.
3. Stick to the agenda.
4. Try to make sure that everyone participates.
5. Review actions items and decisions made during the meeting.
6. Close the meeting.

BEGIN THE MEETING ON THE RIGHT FOOT

Sometimes people will not talk at a meeting if they don't know everyone. Take the time to make sure that everyone knows all the participants. If you have time, let team members talk about what they do on-the-job or where they are from if they are from a different department. Give participants time to establish a comfortable communication environment.



IDEAS & APPLICATIONS

SET THE ATMOSPHERE OF THE MEETING

Let everyone know as soon as possible what the meeting will be like. Introduce the agenda and the purpose of the meeting. Then, explain what decisions have to be made, what results are expected from the meeting, and the time that is available. If the agenda is not full, ask for additional agenda topics from the team. If the agenda is full, begin discussion of the topics as soon as possible after you begin the meeting.

STICK TO THE AGENDA

It is very easy to begin talking about another related topic, especially when people know a lot about it. Also, when the discussion is unpleasant, it is natural to avoid the topic and switch to something else. It is the facilitator's job to ensure that the agenda topics are discussed. By saying something like, "This is very interesting but we need to get back to the agenda" or "Let's take this up at another time so we can finish," the facilitator can politely bring the discussion back to the agenda. It is a good idea to leave the agenda out in full view and point to it while reminding the team about why they are here.

ACTIVE PARTICIPATION

Everyone at the meeting has a valuable opinion and should be allowed to express it; however, sometimes talkative people tend to take



IDEAS & APPLICATIONS

up the whole meeting time. The facilitator's job is to ensure that everyone gets an opportunity to speak. This can be done by asking people directly, like "Sue, what do you think we should do?" Or you can need to break into a monologue by saying something like, "I believe we understand your opinion, Al, let's see what Sally has to say about this."

REVIEW ACTION ITEMS AND DECISIONS

At the beginning of the meeting, assign a person to record all of the notes of the meeting. Have that person pay special attention to decisions that are made and actions that will be taken. At the end of the meeting, have that person review all of the decisions and actions to be taken and make sure that all of the meeting members agree with them. Take the time then to see if any support is necessary from others at the meeting to complete the actions.

CLOSE THE MEETING

After reviewing the actions to be taken and the decisions to be made, review the agenda and make sure that all of the meeting goals have been accomplished. If not, set another meeting time while the people are still in the room. Ask if there is anything else that needs to be brought up or if additional discussion is necessary for any topics. Inform the people that the meeting notes from this meeting will be available for review.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

If all of the agenda items have not been met, then decide what should be done. The team may decide to continue the meeting or schedule one for another time. You may decide to let someone else make the decision or have someone gather more information before a decision is made. Thank everyone for their participation and conclude the meeting, on time!



IDEAS & APPLICATIONS

Mobilizing to Meet Deadlines

Many times, a team will be given “mission impossible” assignments. When this happens, the team may be unprepared to cope with the pressures of meeting the impossible deadlines. Remember that teams are usually assembled because the members are viewed as employees with extraordinary talents and abilities for producing results. When the team is placed under pressure to produce, the team members will not have the time to gripe and express resentments. Try to keep in perspective that there are many reasons why the team may have this assignment, including:

- The organization may have struggled with an issue too long before turning to the team for help.
- The organization may have a tremendous amount of confidence in the collective talent of the team.
- A challenging issue or problem may come up suddenly, catching the organization off-guard.

It is essential that the team learn how to mobilize quickly to produce by the given deadline. Some suggestions for getting started:

- Clarify the assignment until everyone understands what must be done.
- Sort out the necessary tasks that are required to complete the assignment. Make an itemized list of each task.



IDEAS & APPLICATIONS

Strengthening Results Management Teams

- Divide the tasks among the team members based on competence, availability, and resources. The primary goal is to meet the deadline with quality results or products.
- Use a large calendar to mark the deadline date. Working backwards from the deadline date, decide which tasks must be completed on a given date to ensure that the deadline will be met.
- Ask each member to give an estimate of the earliest date he or she can complete each assigned task.
- Select one member to coordinate the project. This person will prepare a checklist of tasks and communicate daily with team members to monitor the task completion.

Any problems or delays must be reported to the coordinator immediately. If there are problems or delays, the coordinator will take responsibility for informing team members, asking for help, and, if necessary, calling a short emergency meeting to solve the problem or eliminate the delay.

- It is imperative that all members be willing to give 100% (or more) to complete the tasks on time and to meet the deadline. Helpfulness and cooperation will greatly improve the prospects for successfully accomplishing the goal.
- If for some reason the team cannot meet the deadline, notify the appropriate person immediately to design an alternative strategy.



IDEAS & APPLICATIONS

Evaluation of Meeting Effectiveness



Topic _____

Date _____ Time _____

Meeting
Effectiveness

Total _____

	Disagree		Agree		
	Strongly		Strongly		
1. The purpose of our meeting was clearly defined in advance	1	2	3	4	5
2. Members were aware of the desired outcomes for this meeting.	1	2	3	4	5
3. Members were notified in advance of the agenda items.	1	2	3	4	5
4. Members had the opportunity to request additions, deletions, or changes to the agenda.	1	2	3	4	5
5. Members were given appropriate documents and materials to accomplish the tasks of this meeting.	1	2	3	4	5
6. Members were adequately prepared for this meeting.	1	2	3	4	5



IDEAS & APPLICATIONS

Strengthening Results Management Teams

	Disagree Strongly			Agree Strongly	
7. The meeting was guided effectively, by the chairperson, through the agenda and by member interactions.	1	2	3	4	5
8. Members interacted in productive ways to accomplish outcomes.	1	2	3	4	5
9. All members were attentive and involved in the meeting process.	1	2	3	4	5
10. Communications, information, and feedback were freely exchanged between participants.	1	2	3	4	5
11. The group was able to summarize the communications and member actions to aid understanding and retention.	1	2	3	4	5
12. Disagreements and conflicts lead to open, objective discussions and successful resolution.	1	2	3	4	5
13. The meeting was scheduled at a good time and date to maximize participation and productivity.	1	2	3	4	5
14. The meeting started and ended on time.	1	2	3	4	5



IDEAS & APPLICATIONS

Effective Meetings

	Disagree Strongly			Agree Strongly	
15. The type of meeting process was appropriate for the tasks and desired outcomes.	1	2	3	4	5
16. The location of the meeting was appropriate for the size and tasks of the group.	1	2	3	4	5
17. The necessary equipment and supplies were available during the meeting.	1	2	3	4	5
18. Presentations were informative and appropriate in length and content.	1	2	3	4	5
19. The desired outcomes for this meeting were accomplished.	1	2	3	4	5
20. Follow-up assignments and tasks were clearly defined, understood, and accepted.	1	2	3	4	5
21. The recorder provided an accurate account of the minutes (or meeting summary) to all of the participants within one week after the meeting.	1	2	3	4	5



IDEAS & APPLICATIONS

Strengthening Results Management Teams

Comments/Suggestions



IDEAS & APPLICATIONS