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**Monitoring and Evaluation System for
USAID/Bangladesh Country Experimental Laboratory**

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Introduction

USAID/Bangladesh was selected as a country experimental laboratory (CEL) for the design and implementation of activities in the area of building democracy. The primary purpose of this two-week visit was to assist the USAID/Bangladesh Mission in developing a monitoring and evaluation system for its work as a CEL. The TDY visitors also assisted the Mission's CEL team (i.e., the "D Team") in team-building skills and discussed general reengineering principles as they applied to the Mission's work.

The TDY visitors were Dr. Thomas J. Cook and Dr. Camille C. Barnett, Center for International Development, Research Triangle Institute (RTI). Drs. Cook and Barnett completed this assignment under the auspices of the Evaluation Technical Services (ETS) contract, Center for Development Information and Evaluation (CDIE), U.S. Agency for International Development. RTI is a member of the ETS group, which includes Development Alternatives, Incorporated (prime contractor), Management Systems International, and Development Associates.

The remainder of the report summarizes the work of the visitors and the D Team in preparing the monitoring and evaluation plan for the CEL experiment, and reports on the baseline data.

USAID/Bangladesh Experiment - Key Attributes of the Design Model:

Carried out by the empowered team

Driven by needs of the end-user/ultimate customer

Influenced by participation of downstream customers/partners

Characterized by stakeholders (USAID and host government management) agreeing to objectives, not activities

I. Evaluation Methodology

A. Review Experiment's Hypotheses and Refine, as Appropriate

The Mission defined its responsibilities as a CEL as: (1) "the creation of an activities development/design model based upon the Agency's four core values ...; and (2) the design of a plan to evaluate the results of the experimental design model" (USAID/Bangladesh. Bangladesh Reengineering Report 1: The Experiment and Hypotheses). (See box for summary of design model attribute.)

We began the development of the evaluation methodology with a review of the hypotheses developed by the Mission's exploratory ("E") team, which were to serve as the basis for evaluation of the impact of the design model. The hypotheses were stated as "...a set of null hypotheses detailing what it (the E Team) expects to learn from the experiment" (Bangladesh

**U.S Agency for International Development
Core Values:**

1. Customer focus
2. Empowerment and accountability
3. Teamwork and participation
4. Managing for results

Reengineering Report 1)." The null hypotheses stated that there would not be significant differences between the way USAID operated before vs. after the implementation of the design model (i.e., the "old way" vs. the "new way"), whereas, in fact, the E Team envisioned "... quite important differences between the way USAID has done its business in the past and the way it expects USAID to do its business using the four core values ..." (See box).

The review of the hypotheses centered on clarifying their meaning, and in so doing making sure that all members of the D Team shared the same understanding of what the hypotheses were stating as the potential outcomes from the experiment. The reviews proved to be very worthwhile since some of the team members at the start of the discussions raised questions about the intent of some of the hypotheses, which were answered when the team revisited the hypotheses.

B. Advise on an Approach to Assess the Impact of the Experiment

The D Team wanted an evaluation methodology that would generate credible information in a cost-effective, readily replicable manner. It was decided that an approach that tapped the *perceived relevance of the core values to the project design process*, based on easily collectable and credible data, met these criteria. The basis of the approach is the use of the Q sort data collection methodology (see box, next page) to collect information from project design participants. The Q sort method has interviewees respond to simple, declarative statements that presumably measure, or accurately represent, some specific behavior, belief or attitude. The statement is treated conceptually as a "stimulus" that will elicit a response that

reveals accurately the presence (or absence) of a measurable phenomenon, such as a belief or attitude. In the case of the Mission CEL experiment, the behaviors of interest relate to the core values, and the strategic and tactical steps contained in the USAID/Bangladesh Design Approach (USAID Bangladesh Reengineering Report 2: The Model and the Charter); both were carefully reviewed by the D Team and the TDY advisors to develop the Q sort declarative statements.

In the case of the CEL reengineering experiment, the interviewees were asked to weigh the accuracy and relevance of each statement on a scale of 1 to 10, with 1 = very low accuracy/relevance, and 10 = very high accuracy/relevance. Their rating of the statements — e.g., high to low accuracy and/or relevance — is taken as an indication of the importance of the core values in the project design process. The *impact* of

Main Steps in the Q Sort Methodology as Applied to Core Value Analysis:

1. Identify the specific behavior to be measured (e.g., four core values);
2. Develop simple, direct, declarative statements that measure (or indicate) some aspect of the behavior;
3. Pretest the list of statements for clarity and appropriateness for the behavior to be measured;
4. Develop a scale (e.g., low relevance - high relevance) along which the statements can be placed by the Q sort interviewees, to score (i.e., weight) the statements by their accuracy and/or relevance in describing the behaviors to be measured;
5. Place each statement on a 3-by 5-inch card, that will be handed to the interviewees;
6. Assure the interviewees that their participation in the Q sort process is completely confidential;
7. Ask the interviewees to “place” each statement on the scale, scoring each one for its accuracy/relevance in describing the behavior (e.g., a project design process);
8. If an interviewee doesn't understand a statement, simply go on to the next statement, noting that the person did not respond to the statement skipped;
9. Record the interviewees' individual scores for each statement, and then sum the scores for each statement, across all interviewees, to get the total score for each statement;
10. Divide the total score for each statement by the number of interviewees to get the average score per statement.
11. Finally, for each core value, sum the average scores by question and divide this number by the number questions under a core value to get the average score for the core value.

the Mission design model is measured by an *increase or decrease* in the reported accuracy/relevance of a Q sort declarative statement as a description of the project design process; the increase or decrease supposedly reveals a meaningful change in the germaneness of a core value to the design process. The statements are included in **Appendix A**.

The comparative basis of the evaluation methodology is a project design process completed *before* implementation of the Mission CEL design model (i.e., baseline period) versus the design process for a project designed *after* implementation of the design model (i.e., follow-up period). The methodology pits the project design experience under the “old” USAID way of doing business against the “new” core value

modus operandi in order to detect the resulting differences and weigh their consequence for future project designs. The “baseline” project design will be the Agribusiness & Technology Development Project (ATDP, see box); the “follow-up” project design is to be a new project to be developed in the democracy area.

The evaluation methodology also includes collecting data on the time required to complete certain steps in the project design process. This chronology of required approvals (see box) will provide an easily analyzable record of the time required, baseline vs. follow-up, to complete the project design process. An expected benefit

of the “new way” is a *decrease* in the time required to complete the project design and approval process. The detailed chronology data for the baseline are displayed in **Appendix B**.

Baseline: The ATDP Project

The purpose of the project is to increase productive employment in agriculture and related industries. Project components include development of a management information system, policy reform to promote agribusiness development, investment and credit counseling services and technology and enterprise development.

Project Design Chronology:

1. USAID approval of project idea (delegation of remaining tasks to Mission);
2. USAID final approval of project
3. BDG final approval of project;
4. USAID signing of implementing agreement (grant or contract).

One of the key issues involved in implementing the Mission's CEL design model is the types of skills and capabilities that will be required. The expectation is that many of the same skills required under the current process will apply. There is also the suspicion that new and/or improved skills and abilities (e.g., group facilitation; language fluency) will be required. The evaluation methodology will include a component for contrasting the skills and abilities called for in the baseline and follow-up periods.

Finally, the evaluation data collection queried the interviewees for project design process improvement suggestions. They were asked to reflect on their ATDP design experience and to identify those elements of the process that should be preserved and those elements that should be changed to improve the process. This open-ended format was useful at the end of the data collection to capture thoughts or impressions that did not fit easily into the more structured data collection. It gave the respondents an opportunity to expand on earlier responses or clarify points, as well.

It should be noted that the baseline data collection process was completely anonymous. The data collection protocol was pretested with one Mission staff member, and eight people participated in the Q sort exercise and answered the full set of baseline data collection questions.

C. Collect Baseline Data

1. Q Sort Baseline Data

The Q sort baseline data are presented in **Table 1**. The data represent the average scores for each core value. These scores were obtained by summing the score for each statement across the eight respondents (i.e., total score), and then dividing the total score by eight to get the average score. The Q sort database for the baseline calculations is presented in **Appendix C**. The Data Collection Protocol is in **Appendix E**.

The reader may interpret the scores as the accuracy or relevance of the core value statements to the ATDP project design process — as perceived by respondents who directly participated in that design process. Thus, they were “expert witnesses” to that process. The higher the average Q sort score for a core value, the more relevant the core value to the design process, according to the witnesses.

Thus, the scores provide a baseline of perceived core value relevance prior to the implementation of the design model intervention. These baseline scores can be compared to Q sort scores (obtained in the same manner as the baseline) for the post-intervention period, using the experience of project design experience in the post-intervention period as the basis for comparison. The respondents for the follow-up Q sort may be different, but the application of the Q sort data collection process should be the same as in the baseline.

Table 1:
USAID CEL Experiment
Q Sort Baseline - Follow-up Analysis Matrix

Core Value	Baseline (March 1995)	Follow-up (Date)	Difference	% Change
Customer Focus	3.03			
Empowerment/ Accountability	4.39			
Teamwork/ Participation	4.54			
Managing for Results	6.13			

2. Project Design Chronology Data

The use of project design chronology data addresses the presumption of the USAID/Bangladesh CEL process that *implementation of the core values will speed up the project design and approval process*. That is, less time will be needed. **Table 2** presents the baseline data on four sentinel events (as identified by D Team members) in the project design and approval process, with the column cells indicating the date each event was completed for the baseline project design (i.e., ATDP) period and for the follow-up design period, and a cell

at the bottom of the table estimating (from the time intervals between the dates) the total time required to complete the process for the baseline and follow-up periods. The follow-up data can be used to estimate the time difference, as well as the savings (if any) resulting from the core value implementation.

**Table 2:
Project Design Chronology**

Project Design Event	Baseline (Date)	Follow-up (Date)	Time Difference	Comments
USAID/W approval of project idea	5/15/92			
USAID/W final approval of project	6/30/94			
BDG final approval of project	8//10/94			
USAID/ Bangladesh signing of implementing agreement	9/28/94			
Total Time (months)	28			

3. Skills and Capabilities

The D Team felt that the reengineered USAID, with its customer focus and teamwork emphasis, might require new staff skills and abilities. To assess this possibility, respondents were asked to identify the essential skills and abilities for the baseline project design, for comparison with the experience of the follow-up project design case. The results of the baseline survey are summarized in **Table 3**; answers to questions appear in **Appendix D**. The focus of the analysis will be in determining the differences in the skills and abilities perceived as very important for the design process.

Table 3:
Perceived Skills and Abilities Required to Design Projects

Required Skills and Abilities	Baseline	Follow-up	Main Differences
Technical skills in subject area	x		
Previous experience in project design: strong leadership, big picture focus, ability to organize and apply resources effectively	x		
Familiarity with USAID regulations/operations	x		
Writing skills	x		
Analytical skills: e.g., social, financial, economic analysis	x		
Understanding of technical issues in project sector as they pertain to Bangladesh	x		
Good working relationship with host-country ministries	x		

4. Suggestions for Future Project Design

The final set of questions sought to gain some idea of what the respondents thought should be *preserved* from the current project design process, and what they thought should be *changed* to improve the project design process. No attempt was made to weight the responses (**Appendix D**) by their importance. Several “themes” emerged from the discussions.

What should be preserved:

- Frequent meetings of all stakeholders to promote coordination and keep all involved in the design process;
- Frequent meetings between USAID and the contractor design team;
- Use of small coordinating groups to work on specialized design topics;
- Definition of the contractor as a partner, using a design and performance contract mechanism.

What is needed or should be changed:

- Stronger conceptual and organizational leadership from the design team;
- Avoidance of overreliance on contractors — USAID should lead the project design process;
- Early establishment of clearly defined working relationship with the host government;
- Development of solid working relationship with the key host-country decision-makers and offices that will be critical to the success of the project;
- Clear delegation of design authority to avoid excessive reworking and time-wasting;
- Avoidance of top-down direction to the design team — let them do their job;
- Shortening of the time for the design and approval process;
- Contractors and partners conversant with how USAID operates;
- Design team interaction with customers;
- Monitoring and evaluation built into the project design, and focusing on results;
- Design process involving collection of baseline data;
- Design process allowing for the identification of the need for project correction, and the termination of ineffective projects;
- Challenge to all parties to the design process to follow a time-based work plan;
- More analysis of presumed causal linkages in the project design;
- Necessary resources for the design team — time, skill mix, outside expertise to do the best job possible;
- Necessary language skills so that design team can interact effectively with the partners and customers;

- Use of the experience of other donors, where appropriate, to improve the design process;
- Clear definition for the design team of the conditions to be changed by the project;
- A clear idea within USAID of what it wants to achieve before involving the partners in the design process.

II. **Monitoring System**

Prior to the TDY visit, the E Team had designed a set of measures for team performance, an automated system for data collection, and a “dashboard” to display the information graphically. This work was based on the Christopher Meyer article, “How the Right Measures Help Teams Excel,” Harvard Business Review, May-June 1994. During the TDY visit, the visitors and the D Team refined the dashboard by defining the team process measures, defining the “out of bounds” conditions that would trigger a warning, adding results measures, and clarifying the data collection methodology and the use of the data by the team. This work is summarized in **Appendix F** (page F-45).

III. **Review of the Team Charter and Facilitation Team Agreement on a Final Version**

At the time of the TDY visit, the Team Charter had been drafted but not yet reviewed by management. The advisors reviewed the revised Charter and made suggestions which are incorporated in **Appendix F** (page F-20).

IV. **Assistance to the D Team in its Early Team Building Work; Provide General Reengineering Consultation, Including Half-Day Session on “Transforming Public Service”**

The D Team had been formed and had held a limited number of meetings before the TDY visitors arrived; however, no team meeting had been held with all team members present. The first two meetings with the advisors and the team to clarify the goals of the TDY were with only half of the team because a two day *hartal* (“political strike”) kept the foreign service nationals (FSNs) from coming to work. After the initial participation difficulties, the entire D Team participated in extensive meetings throughout the two-week visit. At least one meeting a

day was held; often several meetings were held as the team broke up into work teams to accomplish tasks.

The initial meetings focused on team process observation and development of group norms. Team strategies to complete the TDY work plan were then developed and implemented. The strategy was to use the ongoing tasks of the team as the basis for team-building exercises and team learning. Regular process observations were scheduled during team meetings. If the team process was not working at any point, new team process tools were introduced to use in the meeting.

The team process tools that were used at various stages of the team's work are documented in **Appendix F**. The Team Tool Kit also contains a reference list for the types of team process problems or other issues and the types of tools that can be used to resolve the situation. All of the tools documented have been used by the D Team so that they understand them and can be a resource for others who may want to learn the tools.

In addition to the work with the D Team, the advisors conducted a half-day work session for the entire Mission on "Transforming Public Service." This session focused on reengineering in the public sector, exploring concepts and case studies. The work session also provided a forum to discuss the Mission's CEL in the context of other reengineering efforts.

Appendix A.

Q Sort Statements

1. USAID project designers (i.e., USAID staff) have full authority to identify activities.
2. USAID management does not ask for substantial reworking of the design.
3. USAID directly involves the ultimate customer in determining needs.
(Customers are the socially and economically disadvantaged people of Bangladesh)
4. USAID project designers have the authority to determine their operating procedures.
5. USAID and partners work together to decide desired results.
6. Partners develop activities to achieve desired results.
7. USAID and partners validate desired results with the customers.
8. Customers are the primary source of information for determining the quality of the services to be provided.
9. Partners use information from customers to develop service quality standards.
10. Design includes an explicit plan for modifying activities based on customer feedback.
11. Project designers routinely review how well they are working together as a team.
12. Design includes an activity monitoring system to assess impacts on customer.
13. Designers use a variety of approaches for interacting with each other.
14. Designers work together effectively.

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APPENDIX - B

ATDP Development

Chronology of Events

<u>Dates</u>	<u>Events</u>	<u>Remarks</u>
<u>1992</u>		
May 15	USAID approves PID	
June 9	MOA-USAID PID Seminar	BDG Agencies, Private Sectors, Donors attended; PC/ERD invited
June 18	USAID Requests MOA/BDG nomination for review of ATDP design proposals	Copied to ERD
July 7	Nomination received from MOA	
September 30	USAID signs DAP contract with IFDC consortium	MOA informed
October 15	Project design begins	
December 9	ATDP Concept/goal/purpose seminar	MOA organized; Design Team presented; BDG agencies donors, private sectors, NGOs attended; PC/ERD invited
December 15	USAID informs ERD of design progress	It gives also a chronology of events
December 17	First draft of PP submitted by design team to USAID	
<u>1993</u>		
January 4	MOA requests USAID for ATD PP	
January 19	ERD requests MOA to prepare PCP	

1993

January 26	USAID sends draft PP to MOA	
March 3	MOA sends draft PP to different agencies including PC/ERD	
May 3	MOA submits PCP to Planning Commission	
August 19	1st Pre-ECNEC	
August 29	Final ATD PP submitted by IFDC design team	
December 9	2nd Pre-ECNEC	
December 29	1st ECNEC	PCP revision suggested

1994

February 14	Planning and MOA meeting	PCP revised
May 18	2nd ECNEC	PCP approved with conditions
June 20	ERD requests for funding	
June 30	USAID approves ATD PP	
July 24	USAID sends draft ProAg to ERD	
July 28	First USAID/ERD negotiation meeting on ProAg	
August 10	MOA DPEC	BDG PP approved
August 22	MOA/PC meet	TA cost defined
September 14	Second USAID/ERD negotiation meeting on ProAg	
September 15	MOA/USAID meet; budget line realignment for ProAg	
September 18	Draft ProAg submitted to ERD	
September 25	PM clears ProAg summary	
September 28	ProAg signed	

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Appendix C: USAID/Bangladesh: Basic Q Sort Database

Core Values Relative Importance Scale Scores: Baseline and Follow-up									
	Core Values Scale Scores (Scale from 1 to 10)								
	Baseline	Follow-up	% Difference						
Customer Focus	3.03								
Empowerment & Accountability	4.39								
Teamwork	4.54								
MANAGE FOR RESULTS 1	6.13								
Basic Data for the Q Sort: Baseline Data. Scale from 1=lowest, 10= highest (Collected March 1995)									
Respondents to the Q Sort analysis									
Q SORT RESPONSE ITEMS	1	2	3	4	5	6	7	8	Average Score
CUSTOMER FOCUS 1	2	1	3	2	2	4	2	2	2.25
CUSTOMER FOCUS 2	2	1	7	2	2	4	2	2	2.75
CUSTOMER FOCUS 3	8	1	9	2	1	4	2	2	3.63
CUSTOMER FOCUS 4	9	2	3	3	3	4	3	1	3.50
									3.03
EMPOWERMENT 1	4	1	8	7	3	6	4	2	4.38
EMPOWERMENT 2	9	1	2	2	2	1	2	2	2.63
EMPOWERMENT 3	8	1	9	8	2	3	2	8	5.13
EMPOWERMENT 4	8		3	4	6	5	7	5	5.43
									4.39
TEAMWORK 1	10	3	10	5	1	6	5	5	5.63
TEAMWORK 2	9	1	8	2	1	5	3	2	3.88
TEAMWORK 3	9	1	9	3	2	4	1		4.14
TEAMWORK 4	9	7	7	4	1	5	3		5.14
TEAMWORK 5	6	7	8	4	3	6	3	3	5.00
									4.54
MANAGE FOR RESULTS 1	9	10	10	2	2	6	6	4	6.13

APPENDIX - D

Design Process Evaluation - Answers to Questions

A. Skills and capabilities required (baseline):

- Technical experience, knowledge of Ag. Sector and Agribusiness sector.
- previous experience in project design.
- General Project Design skills
- Analytical skills - economic and social analysis and financial analysis for costing the various elements of the proposed project.
- Drafting or writing skills
- Familiarity with USAID regulations

B. Suggestion for Design Process Improvement (Elements that should be used definitely in future):

- Meetings of all concerned parties (USAID, Donors, BDG Agencies, Private Sector, NGOs, Contractor/Consultant etc.)
- Frequent meetings/discussions among concerned parties should be continued to ensure coordination and involve all parties in the design process.
- Frequent interaction between USAID and the contractor design team.
- Hold weekly meetings
- Break-up of the team into small coordinating groups.

C. How could the Design Process be improved in the future?

- Somebody should take over-all charge and develop detailed Workplan identifying all required tasks and deadlines for their completion.
- Over-reliance on contractor should be avoided.
- Working relationship with the Host Government should be clearly defined to avoid confusion re the HGs role, level of participation and approval requirement.

- Authority of the team has to be made clear to avoid unnecessary rework and time-waste.
- Team gap between start of design process and implementation should be narrowed to ensure validity of key assumptions on which the design is based.
- Design and approval process (both of USAID and BDG) should be shortened.
- Design process should involve the full Mission, so that revisions can be avoided.
- Contractors/partners should be conversant with USAID regulations.
- Design Team should interact with customers.
- Design process should allow termination of projects, identification of needs for correction and/or cancellation.
- Monitoring should focus on achievement of results, identification of needs for correction and/or cancellation.
- Design process should take into account all parties needs to make all happy.
- Should cut down the steps of design process (NAD, PID and PP).
- USAID should see how other donors handle the project design process (for example, swiss development corporation).
- Design process should include collection and analysis of intensive baseline data.

Appendix E

**USAID/Bangladesh Reengineering Lab
Evaluation Data Collection Protocol**

March 1995

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USAID/Bangladesh

Reengineering Evaluation Data Collection Protocol

Introduction

The data collected with protocol form basis for evaluating the impact of the Mission's reengineering experiment.

A. Q Sort Data Collection

Q Sort Data Collection Matrix

Q Sort Statement by Core Value	Person being Interviewed									Average Score
	1	2	3	4	5	6	7	8	9	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

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Reengineering Evaluation: Q Sort Data Collection

LOW

MEDIUM

HIGH

1-2-3-4-5-6-7-8-9-10

1 = Not relevant/Not Very Accurate

10 = Very Relevant/Very Accurate

B. Time-Relevant Questions

Project design chronology:

Date (Month/Day/Year)

Baseline Follow-up

1. SAID/W approval of project idea
(delegation of remaining tasks to Mission)

2. SAID/W final approval of project

3. BDG final approval of the project

4. SAID/Bangladesh signs implementing agreement (contract or grant)

C. Skills and Capabilities Required to Design Projects

Baseline:

Follow-up:

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D. Suggestions for Project Design Process Improvement

1. What elements of the project design process should definitely be used in the future ?

2. How could the project design process be improved for the future ?

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REENGINEERING EVALUATION STRATEGY

Core Value Matrix

Declarative Statement	Relevant Core Value			
	Empower/ Account.	Customer Focus	Team/ Participate	Results
1. USAID project designers (i.e., USAID staff) have full authority to identify activities	☺			
2. USAID management does not ask for substantial re-work of the design	☺			
3. USAID directly involves the end user/ultimate customer ("customer") in determining needs		☺		
4. USAID project designers have the authority to determine their operating procedures	☺			
5. USAID and partners work together to decide desired results			☺☺	☺
6. Partners develop activities to achieve desired results	☺☺		☺	
7. USAID and partners validate desired results with the customer		☺☺		☺
8. Customers are the primary source of information for determining the quality of the services provided		☺☺		☺
9. Partners use information from customers to develop service quality standards			☺☺	☺

Declarative Statement	Relevant Core Value			
10. Design includes an explicit plan for modifying activities based on customer feedback		☺☺		☺
11. Project designers routinely review how well they are working together as a team			☺	
12. Design includes an activity monitoring system to assess impacts on customers		☺		☺☺
13. Designers use a variety of approaches for interacting with each other			☺	
14. Designers work together effectively			☺	
Totals	4	4 (1)	5 (1)	1 (5)

Legend: number = singular core value relevance; () = additional possible core value relevance

: Two smiley faces means this was the primary core value for the statement, when two values were mentioned as the core values for a statement; one smiley face in a row means that this was the only core value associated with a statement.

RTI: tjc/3-16-95

Appendix F

TEAM TOOL KIT

by Camille Cates Barnett, Ph.D

March 1995

Produced in collaboration with
USAID/Bangladesh

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TEAM DIAGNOSTIC GUIDE

ISSUE ADDRESSED	TOOLS	PAGE #
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Agreeing on Team Guidelines	<i>Team Contract</i>	F-4
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Clarifying Purpose of Participation	<i>Tell/ Sell/ Test/ Consult/ Join</i>	F-6
Increasing Trust	<i>Supportive Environment, 3 Questions</i>	F-7 F-8
Maximizing Participation	<i>Process Observation, Check In/Check Out, Flip Charts, Work Teams</i>	F-9 F-10 F-11 F-12
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	<i>Mission Statement,</i>	F-30
	<i>Team Charter</i>	F-31
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DECISION MAKING

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CELEBRATION

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ISSUE ADDRESSED: PARTICIPATION
Agreeing on Team Guidelines

TOOL: Team Contract

DESCRIPTION:

The team develops guidelines for team behavior, commitments, and ways of working together. The team discusses the guidelines, produces a written document, and each team member signs the contract to indicate personal commitment. The contract can be given to each team member and posted in the team meeting room. These team rules, group norms and agreements can cover the following areas:

1. Identification of the team mission statement, team values and team goals.
2. A start and completion date.
3. Agreements on meeting management (having agendas in advance, stating time allotted for each agenda item, summarizing decisions in the minutes, starting on time, attending regularly, how absent members are brought up to speed, full participation in meetings, regular team meeting times and place).
4. Definition of key roles: leader, facilitator, recorder, process observer, timekeeper, member, sponsor, resource people, supervisor. Names of team members and sponsor, resource people and supervisor. A commitment to rotate team roles among team members.
5. Commitments regarding time needed from team members and any other resources team members may need to contribute. Agreements about how to handle absences of team members, tardiness, not meeting deadlines, or other problem areas.
6. Description of the way the team will work together: the use of individual work, work teams and other work methods, the ways decisions will be mad, how the team will handle disagreement with decisions.
7. Communication plan: how team members will communicate, how the team will communicate with sponsor, supervisor and other interested parties.
8. Any other issue the team want to clarify.
9. Signatures of all the team members.

ISSUE ADDRESSED: PARTICIPATION
Assuming Different Team Roles

TOOL: Defining Team Roles

DESCRIPTION:

1. Leader: Primary functions are to: (a) lead team meetings and work with facilitator to plan meetings/agendas and monitor/strengthen team processes; (b) ensure the team has what it needs to make decisions including the "right skills at the right time"; (c) provide intellectual leadership; and (d) communicate with non-team members.
2. Facilitator/Process Observer: Primary functions are to: (a) with team leader, plan meetings/agendas and monitor/strengthen team processes; (b) advise team on use of alternate team tools and processes; (c) helps identify "right needs at right time;" and (d) critiques effectiveness of team processes.
3. Time Keeper: Primary function is to ensure team remains on schedule as per the agreed agenda and of time remaining to complete agenda tasks.
4. Recorder: Primary functions are to: (a) capture core ideas of team discussions; and (b) summarize and record decisions made by team during meetings.
5. Member: Primary functions are to: (a) contribute actively to team problem solving; and (b) carry out assignments between team meetings.
6. Virtual Team Member/Resource Person: Primary function is to provide expert knowledge at critical junctions in the team's problem solving; i.e., "the right knowledge at the right time."
7. Sponsor: Primary functions are to: (a) serve as the team's advocate vis-a-vis management; and (b) communicate management's interests to the team.

ISSUE ADDRESSED: PARTICIPATION
 Clarifying Purpose of Participation
 also see DECISION MAKING
 Using Appropriate Decision Styles

TOOL: Tell/ Sell/ Test/ Consult/ Join

DESCRIPTION:

1. Be sure everyone on the team knows the definitions of these short-hand terms for types or modes of participation:
 - Tell: The speaker is providing information. Participation is limited to receiving information and asking questions for clarification.
 - Sell: The speaker is advocating or explaining a position or course of action. Participation is limited to asking questions for clarification and explanation of rationale.
 - Test: The position or recommendation is essentially decided. Participation is to identify any traps, unforeseen consequences or other major problems.
 - Consult: The problem is identified with some potential solutions. Participation is to analyze options, consequences, implementation strategies and make suggestions for improvement. Options can be ranked and additional options can be generated.
 - Join: Concern is identified. Participation is to clearly define the problem, generate and rank solutions and implement.
2. The team member announces what mode of participation he or she is in at the beginning of a discussion so everyone is clear what the purpose of the participation is.
3. If there is confusion about the purpose of the participation, team members ask "What mode are we (you) in?"

ISSUE ADDRESSED: PARTICIPATION
 Increasing Trust

TOOL: Supportive Environment

DESCRIPTION:

1. The team creates a supportive environment by agreeing to several edicts, for example:
 - no question is a "dumb question"
 - each team member is an equal member of the team
 - each team member has the right to speak out if they feel that their opinion is not being heard
 - no team member will dominate the team
 - team members applaud each other at appropriate intervals

2. The team also agrees to several behaviors to add to the supportive environment, such as:
 - team members shall change their seat at the table at each meeting
 - no team member will sit at the "head" of the table (unless there are no seats left!)
 - team members will not interrupt each other
 - team members will follow through on the tasks assigned to them

3. The team sets up a pleasant physical environment for meetings and discussions by providing the following:
 - an appropriate room for meetings
 - tea and coffee for team members
 - flip charts, overheads, and any other tools needed

ISSUE ADDRESSED: PARTICIPATION
Increasing Trust
also see TASK DEFINITION
Identifying Problems

TOOL: 3 Questions

DESCRIPTION:

1. Each person gets 3 index cards and numbers them 1, 2 and 3. For question 1 & 2, the team member writes 3 responses.
2. The 3 questions are:
 - 1) What 3 things are going well?
Variations: What do you want to keep? What do you want more of? What do you want to start?
 - 2) What 3 things are not going well?
Variations: What do you want less of? What do you want to stop?
 - 3) If you could change one thing, what would it be?
3. Sort the cards by number, analyze the results (trends, surprises, areas of high concern or interest, questions, agreements and disagreements, potential problems and opportunities). If small groups are used to analyze the results, report back to the larger group.
4. Develop strategies to address concerns, areas of interest, potential opportunities and other issues.
5. 3 Questions can be used to check a team's progress and as a beginning point to develop a work plan for improving team performance.
6. To focus on the team's process use the 3 Questions in step #2, focusing on the team. Eg: "What is going well in the team?" "What is not going well in the team?" "If I could change one thing about the team, what would it be?" Follow steps #3 and #4.

ISSUE ADDRESSED: PARTICIPATION
 Maximizing Participation
 Improving Efficiency

TOOL: Process Observation

DESCRIPTION:

1. The behaviors observed are both verbal and non-verbal. Verbal behavior includes how often each team member speaks, what patterns there are in the order people speak, and the role of the verbal behavior. Non-verbal behavior includes the physical arrangement of the room and the participants in the room and the role of the non-verbal behavior.
2. To record the observations, use charts. For example, a drawing of the room and seating arrangement can be used to record non-verbal behavior, as shown in chart A. Lines drawn from participant to participant can reveal the pattern of verbal behavior in the group. In chart B, a matrix with the names of the team members is on one axis and the types or roles of behavior on the other axis. Types participation include: gatekeeping, supporting, questioning, explaining, disagreeing, interrupting, testing, deciding, using humor, proposing an idea, and other roles the group may want to monitor. Have one person monitor the group and count how in any comments of what type each team member makes.

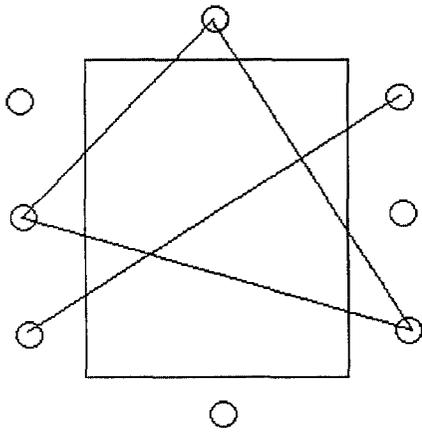


Chart A

Participation Matrix

	Idea	Interrupt	Support	Gate Keeping
Joe				
Sue				
Paul				
Mary				

Chart B

3. It is important to separate observation from interpretation.
4. Check interpretations with the group.
5. The team can assign one of its members as a process observer to check the participation in the group during its meetings.

ISSUE ADDRESSED: PARTICIPATION
Maximizing Participation
also see PERFORMANCE MEASURES
Measuring Team Performance

TOOL: Check In/Check Out

DESCRIPTION:

1. At the beginning of the team meeting, ask each team member to answer the question: "How are you doing?" Each person answers, but there is no discussion.
2. Repeat step #1 by answering the question: "How is the team doing?"
3. If issues surface that need attention, the group decides whether to modify that day's agenda or schedule another time to discuss the issues.
4. At the end of the meeting, repeat steps #1 and #2.
5. For additional reflection on the team process, ask members to also assess what went well in the team meeting and what did not go well.

ISSUE ADDRESSED: PARTICIPATION
Maximizing Participation
also see COMMUNICATION
Ensuring Understanding

TOOL: Flip Charts

DESCRIPTION:

1. General Use: Flip charts are one of the tools with the most wide-spread potential uses. They can be useful in just about any kind of discussion, to make issues clearer, to help conceptualize issues and particularly to help present a new way at looking at a matter or problem.
2. Logistics: Make sure there's one available, that there's enough paper, that you have pens (various colors preferably) for writing, and that you have tape to put them up on the walls afterwards.
3. Write Clearly: Team members who write most clearly on flip charts should be used to the maximum extent. They can be used to record other's ideas, although anybody should feel at liberty to come to a board and add comments.
4. Display Results: Always display the results by taping to the walls; its increases the perception of work accomplished and helps people to revisit issues later on.

34A

ISSUE ADDRESSED: PARTICIPATION
 Maximizing Participation
 also see TASK DEFINITION
 Identifying Problems

TOOL: Work Teams

DESCRIPTION:

1. By asking for volunteers or being assigned, a team is formed to accomplish a specific task(s) as determined by the full team.
2. At work team's initial meeting it develops its workplan.
3. Work team reports its recommended action(s) to the full team for its concurrence. Steps should be taken to ensure that the full team does not attempt to "rework" the task assigned to the work team. The work team is "empowered" to make recommendations to the full team for its consideration/concurrence.
4. When is it useful to form a work team?
 - a. If the team has to accomplish several tasks simultaneously.
 - b. If there is insufficient time for the full team to complete the task.
 - c. If there is substantial development work to do which can be brought back to the team.
 - d. If there is a need to involve outside resources.
 - e. If the team gets stuck and doesn't know how to proceed-give it a work team.
 - f. If there is conflict within a team, it is useful to form a team to include members with the conflict so it can be worked out.
 - g. If team members have strong special interests.

ISSUE ADDRESSED: PARTICIPATION
 Spotting Trouble Signs

TOOL: Team Traps

DESCRIPTION:

Teams can get off track in many ways. Here are some early warning signals of inefficiency and unresolved problems. These are traps for teams to avoid. The team agrees to monitor these traps and alert each other if anyone sees these behaviors.

1. Team meetings start late. Team members are late, leave early or are absent more often.
2. No agenda exists, the agenda is not followed or the agenda is not known to the team in advance of the meeting.
3. Some team members dominate the discussion; others are silent or say very little.
4. Team members interrupt each other, carry on side conversations or ignore ideas and issues raised.
5. Decisions made at the team meetings are reversed or modified outside the team. Decisions made at one meeting are regularly re-visited at the subsequent meetings. No decisions are reached by the team.
6. The team is involved in a long task that engages only a few team members.
7. The team begins "group editing".
8. The team is not having fun. Members begin to dread going to team meetings.
9. It seems like a long time since anybody on the team heard something new or learned something.
10. Team members complain about the team outside of the team meetings.
11. Team meetings are primarily used to re-work sub-teams' work.
12. There are fewer and fewer volunteers for team tasks.
13. Team tasks are not clearly assigned.
14. Assignments are not completed on time.
15. Interpersonal problems are allowed to fester and are not resolved.

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ISSUE ADDRESSED: DECISION MAKING
 Managing Conflict
 also see COMMUNICATION
 Ensuring Understanding

TOOL: Active Listening

DESCRIPTION:

1. The speaker makes a statement.
2. The listener repeats that statement, using different words and capturing any unspoken feelings of the statement.
3. The speaker agrees with or disagrees with the paraphrase in step #2.
4. The listener repeats step #2 until the speaker is satisfied with the paraphrase.
5. The listener may then become the speaker and the process is repeated.

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ISSUE ADDRESSED: COMMUNICATION
 Ensuring Understanding

TOOL: Flip Charts

DESCRIPTION:

1. General Use: Flip charts are one of the tools with the most wide-spread potential uses. They can be useful in just about any kind of discussion, to make issues clearer, to help conceptualize issues and particularly to help present a new way at looking at a matter or problem.
2. Logistics: Make sure there's one available, that there's enough paper, that you have pens (various colors preferably) for writing, and that you have tape to put them up on the walls afterwards.
3. Write Clearly: Team members who write most clearly on flip charts should be used to the maximum extent. They can be used to record other's ideas, although anybody should feel at liberty to come to a board and add comments.
4. Display Results: Always display the results by taping to the walls; its increases the perception of work accomplished and helps people to revisit issues later on.

SB

ISSUE ADDRESSED: COMMUNICATION
 Keeping Other Interested Parties Informed
 also see PERFORMANCE MEASURES
 Knowing When Goals Are Accomplished

TOOL: Reporting Out

DESCRIPTION:

1. The team decides early on when and how it wants to report its findings to non-team members. Reports to management are agreed to in the charter.
2. Each written report is clear in its presentation. Appropriate background material as well as necessary attachments must be included.
3. The written reports are drafted by one person and should be kept short. The reports are modified and later agreed to by the team.
4. The written reports are distributed to appropriate parties.
5. At appropriate intervals during the team process, the team orally presents the information to interested non-team members.
6. Oral presentation is made using a variety of techniques depending on the size and make-up of the audience. Techniques include visual aids, break-out groups, audience participation, and more.
7. Oral presentations should be kept relatively short, but need to answer all questions from the audience.
8. An example report is attached.

ISSUE ADDRESSED: DECISION MAKING
Recording Decisions
also see COMMUNICATION
Keeping Interested Parties Informed

TOOL: Minutes

DESCRIPTION:

1. At the beginning of the meeting, the team decides who will be the recorder for that meeting.
2. The recorder takes notes on the meeting, including accurately recording the agenda in the meeting, decisions made, and the agenda and logistics for the next meeting. The minutes should note which team members were present.
3. At the end of the meeting, the team recorder (or team leader) recites all the decisions, and the team agrees that they become part of the official record.
4. The recorder writes minutes, and distributes minutes to team members. Management Should Also have access to team minutes.
5. Minutes are communicated electronically prior to the next meeting, so that team members can read the minutes, and approve the content before the following meeting.
6. Minutes are limited to one page.
7. A example of minutes is attached.

ISSUE ADDRESSED: TASK DEFINITION
Defining Task Schedule, Strategy, Resources
also see COMMUNICATION
Keeping Interested Parties Informed

TOOL: Agenda

DESCRIPTION:

1. When to Do Agendas: Preferably, at the end of the previous meeting. Consider sending out the agenda before the meeting via the e-mail. Consider also doing draft agendas and sending out for comments before sending out the final agenda.
2. Review agendas briefly at the beginning of the meeting.
3. Check-In, Check-Out: Always included at the beginning and end of the agenda, to monitor team process.
4. Setting Time Limits per Item: Set reasonable time limits on each item, getting general consensus.
5. Time Keeper: Appoint a time keeper to keep team on track per the agenda.
6. Distributing Agendas: Agendas should be written down and communicated before the meeting, either electronically or on paper.
7. Attached is a sample agenda.

ISSUE ADDRESSED: EMPOWERING
 Clarifying Relationships
 also see TASK DEFINITION
 Identifying Problems
 also see PERFORMANCE
 Knowing When Goals Are Accomplished

TOOL: Team Charter

DESCRIPTION:

1. TEAM GOAL - Make goals clear, including the planned schedule.
2. EXPECTED RESULTS OF THE TEAM - The "results" package should be clearly identifiable and measurable.
3. EXPECTED ACTIVITIES OF THE TEAM - e.g., detecting end-user needs, developing criteria for selecting partners, developing and implementing a work plan, etc.
4. RESOURCES AVAILABLE TO THE TEAM - Human and financial resources required should be specified among other things
5. COMMUNICATIONS WITH SENIOR MANAGEMENT - Use of e-mail, team leader, reports, etc to keep senior management informed should be clarified.
6. AUTHORITIES OF THE TEAM - The team's authorities should be made clear including any special ad-hoc delegations needed.
7. OUT OF BOUND CONDITIONS - Specify the critical ones, e.g., delays caused by a lack of resources, a breakdown in cooperation with USAID's partners or the government, etc.
8. SKILLS/QUALITIES NECESSARY - E.g. knowledge of Bangladesh's political system, knowledge or and skills in executing techniques to detect end customer needs, etc.
9. TEAM MEMBERSHIP - Name both the core team and the virtual team.
10. SCHEDULE - Describe the timetable.
11. A sample team charter is attached.

USAID/BANGLADESH TEAM CHARTER

NAME OF TEAM: Democracy Team (aka "D" Team or Team "D")

1. Team Goals:

- (A) Test and evaluate an experimental program design model developed by the Mission's "Exploration" Team.
- (B) Develop a democracy "results" package using the experimental program design model.
- © Achieve substantive goals as per the workplan presented in Section 10.

2. Team Values: Team members commit themselves to:

- (A) following the core values of the Agency for International Development which are (1) customer focus; (2) teamwork; (3) empowerment and accountability; and (4) managing for results.
- (B) achieving the "D" Team Goals as defined above and to responsible participation in the "D" Team.
- © following reengineering and experimental laboratory guidance provided by USAID/Washington as currently set forth in State (94) 291181 and State (94) 323961.
- (D) designing a democracy program which is consistent with the Agency's strategic statement on "Building Democracy" and related implementation guidelines.

3. Expected Results:

- (A) An evaluation of the Exploration Team program design model including the development of an evaluation plan which assesses the advantages and disadvantages of the experimental model over prior Mission approaches to design. A graphic presentation of the Exploration Team's program design model is presented as Attachment 1 to this enabling charter.
- (B) A democracy "results" package consisting of Steps 1 through 9 of the Exploration Team's program design model including identification and validation of ultimate customer needs, selection of USAID's democracy partners, development of analytical/causal frameworks, preparation of appropriate obligation documents;

preparation of customer service plans by USAID and its partners, and preparation of appropriate documentation.

- (C) Enhanced team participation skills among "D" Team members; the development and documentation of team process tools particularly helpful to the "D" Team; and a sharing of the "D" Team's experience with USAID/Bangladesh and Agency staff.

4. Expected Activities of the Team:

- (A) Develop and implement an evaluation of the experimental design model.
- (B) Develop and implement a work plan for achieving the "D" Team's goals.
- (C) Develop and implement methods to detect end user needs with regard to democracy; develop selection criteria, select USAID's democracy partners, and negotiate "development agreements" with partners; develop analytical/causal frameworks and conduct supplementary analyses; validate planned outcomes with USAID's ultimate customers; prepare appropriate analytical and obligating documentation; and develop customer service plans linking USAID to its partners and its partners to its ultimate customers.
- (D) Develop and carry out activities for enhancing team participation skills among "D" Team members and sharing the "D" Team's experience with team building and effective team tools with USAID/Bangladesh and Agency staff.

5. Resources Available to the Team:

- (A) A basic framework agreement with the Government of Bangladesh (BDG) which establishes the procedures to be followed by USAID and the BDG in designing a new democracy program and required documentation.
- (B) Human resources as noted in Sections 9 and 10 below.
- (C) If necessary, sufficient FY 1995 OYB resources to finance the participation of USAID's partners in the development of analytical frameworks, the identification of activities, and customer service plans (i.e, Steps 4 and 7 of the experimental design model).
- (D) Sufficient operating expense funds to conduct end user/ultimate customer needs assessment (step 2 of the experimental design model).

6. Communications with Senior Management:

- (A) The "D" Team will communicate with the USAID Director and Deputy Director through the team leader or facilitator. The team will keep these individuals informed as to progress against an agreed schedule and when it approaches the agreed out-of-bounds conditions.
- (B) To facilitate the Director's and Deputy Director's understanding of team progress, it will have electronic access to the minutes of all team meetings and other documents. The team will also provide specific reports on major accomplishments as appropriate; e.g., its conclusions with regard to end user needs or final decisions as to USAID's democracy partners.
- (C) The Director and Deputy Director will communicate with the team through the team leader or facilitator. They will keep the team fully informed about the substance of discussions they have with non-team members, including interested host government and USG officials and potential USAID democracy partners, which may have bearing on the work of the team.
- (D) The Director and Deputy Director can request meetings with the Team as appropriate; the Team Leader or Facilitator can request meetings with the Director or Deputy Director as appropriate.
- (E) The "D" Team will report on the results of the experiment and its experience as a team to USAID/Bangladesh and Agency staff as appropriate.

7. Authorities:

- (A) Within the context of this charter and in conformity with guidelines for country experimental laboratories (cf. State (94) 291181 and State (94) 323961) the Democracy Team is authorized to act as empowered, self-managed, special purpose team to accomplish goals as agreed in Section 1 of this enabling charter.
- (B) Within the context of this agreement and the Agency's core operational values (i.e., managing for results, teamwork, empowerment and accountability, and participation and customer focus), senior management will judge the team's products in terms of the Agency's "Building Democracy" strategic statement and implementation guidelines and customer needs as identified by the end users of USAID's assistance.
- (C) The Mission Director hereby redelegates his authorities to approve implementation orders to the individual serving as the "D" Team Leader.

8. Agreed Issues for Team-Management Consultations:

- (A) Negotiation of the team's charter.

- (B) Violation or potential violations of Federal Acquisition or Assistance Regulations or guidelines covering conflicts of interest of employees.
- (C) Substantial scheduling delays including those caused by a lack of resources.
- (D) Substantial revisions to the experimental model are required to make it work.
- (E) Breakdown in team process including cooperation with USAID's partners or the host government.
- (F) Results of the end user/ultimate customer needs survey and validation of desired program outcomes with end users/ultimate customers.

9. Skills/Qualities Necessary:

- (A) Knowledge of Bangladesh's political processes, institutions, and rules of behavior.
- (B) Knowledge of and skills in executing techniques to detect and identify the democracy "needs" of USAID's ultimate customers.
- (C) Knowledge of USAID's operational procedures with special knowledge of assistance mechanisms, financial analysis, and program evaluation.

10. Team Makeup:

(A) Core Team:

Members: Rabiul Hoque, Sarah-Ann Lynch, Fazlul Karim, Alvera Sweet, and Zareen Khair

Leader: Karl Schwartz

Facilitator: Rosalie Fanale

(B) Virtual Team:

Legal Issues: Alexander Newton

Participant Training: Riffat Sulaiman

Bangladeshi Politics: William Hill

End User Methodology: Anne Sweetser

Evaluation: Turra Bethune

(C) Customer Needs Detection/Validation Support:

For a period of about five weeks (March 26 to April 30), the D Team will need to supplement its membership with six to eight temporary members fluent in Bangla

who will work with the core team to develop and conduct the end user/ultimate customer needs detection step of the experimental program design model. Similar support for a period of about two weeks (July 16 to August 15, 1995) will be required to validate desired program outcomes with end users/ultimate customers.

(D) Consultants:

Team-building: Camille Cates Barnett
Experiment Evaluation Plan: Thomas J. Cook

11. Schedule:

The workplan and schedule of critical milestones is presented as attachment 2.

12. Effective Dates of Charter:

Richard Brown

Rabiul Hoque

Lisa Chiles

Sarah-Ann Lynch

Fazlul Karim

Alvera Sweet

Zareen Khair

Rosalie Fanale

Karl Schwartz

Alexander Newton

Riffat Sulaiman

William Hill

Anne Sweetser

Turra Bethune

ISSUE ADDRESSED: EMPOWERING
 Getting What is Needed

TOOL: Work Plan

DESCRIPTION:

1. A work team develops a work plan that identifies:
 - (a) the major tasks to be accomplished
 - (b) time frame to accomplish tasks
 - (c) strategy for accomplishing tasks
 - (d) resources required

2. The type of document used for work plan development varies. One type of document is a "Scheduling Chart" where one axis is used to display the task and the other axis is used to display the time (sample attached).

3. After development of the Work Plan, the work team presents the plan to the full team for discussion.

4. The Full Team reaches consensus on items 1 (a-d) of workplan.

5. An example is attached.

ISSUE ADDRESSED: TASK DEFINITION
 Defining Task Schedule, Strategy, Resources
 also see EMPOWERING
 Getting What is Needed

TOOL: Work Plan

DESCRIPTION:

1. A work team develops a work plan that identifies:
 - (a) the major tasks to be accomplished
 - (b) time frame to accomplish tasks
 - (c) strategy for accomplishing tasks
 - (d) resources required

2. The type of document used for work plan development varies. One type of document is a "Scheduling Chart" where one axis is used to display the task and the other axis is used to display the time (sample attached).

3. After development of the Work Plan, the work team presents the plan to the full team for discussion.

4. The Full Team reaches consensus on items 1 (a-d) of workplan.

5. An example is attached.

ISSUE ADDRESSED: TASK DEFINITION
Identifying Problems

TOOL: 3 Questions

DESCRIPTION:

1. Each person gets 3 index cards and numbers them 1, 2 and 3. For question 1 & 2, the team member writes 3 responses.
2. The 3 questions are:
 - 1) What 3 things are going well?
Variations: What do you want to keep? What do you want more of? What do you want to start?
 - 2) What 3 things are not going well?
Variations: What do you want less of? What do you want to stop?
 - 3) If you could change one thing, what would it be?
3. Sort the cards by number, analyze the results (trends, surprises, areas of high concern or interest, questions, agreements and disagreements, potential problems and opportunities). If small groups are used to analyze the results, report back to the larger group.
4. Develop strategies to address concerns, areas of interest, potential opportunities and other issues.
5. 3 Questions can be used to check a team's progress and as a beginning point to develop a work plan for improving team performance.
6. To focus on the team's process use the 3 Questions in step #2, focusing on the team. Eg: "What is going well in the team?" "What is not going well in the team?" "If I could change one thing about the team, what would it be?" Follow steps #3 and #4.

ISSUE ADDRESSED: TASK DEFINITION
Identifying Problems

TOOL: Brainstorming

DESCRIPTION:

1. When to Use: Early on in the problem-solving process, when getting the maximum number of ideas on the table, brainstorming can be a particularly quick and effective tool. However, brainstorming can be used at any stage of task definition.
2. Make a statement to begin and end brainstorm: "We're now in brainstorming" and "Now we're finished brainstorming."
3. What distinguishes Brainstorming: The absence of value judgments is the key distinguishing feature. You are looking for ideas, not judgments about the value of those ideas.
4. When do you know you have triggered brainstorming and are not just collecting ideas: when ideas begin building on other's comments.
5. Writing them Down: Write down every single idea, even overlapping ideas immediately as they are spoken.
6. Use of Flip Charts: Using flip charts to record ideas from brainstorming can be critical to make team members aware of the range of ideas popping up.
7. Encouraging members to think fast: The idea behind brainstorming is to get members to get down the largest number of ideas in a relatively quick time. Team members' reflecting on the wisdom of their ideas before announcing them tends to slow down the process.
8. Venetians:
 - (a) Splitting into Work Groups: To speed up the process when there are multiple facets of a problem, one possibility to consider is breaking the team into work groups with each team brainstorming on a particular matter.
 - (b) Individual brainstorming is another equally effective option.
9. Evaluation of Ideas after Brainstorming is completed: This should occur at a later meeting or at a clearly defined second stage of the existing meeting.

ISSUE ADDRESSED: TASK DEFINITION
 Identifying Problems

TOOL: Work Teams

DESCRIPTION:

1. By asking for volunteers or being assigned, a team is formed to accomplish a specific task(s) as determined by the full team.
2. At work team's initial meeting it develops its workplan.
3. Work team reports its recommended action(s) to the full team for its concurrence. Steps should be taken to ensure that the full team does not attempt to "rework" the task assigned to the work team. The work team is "empowered" to make recommendations to the full team for its consideration/concurrence.
4. When is it useful to form a work team?
 - a. If the team has to accomplish several tasks simultaneously.
 - b. If there is insufficient time for the full team to complete the task.
 - c. If there is substantial development work to do which can be brought back to the team.
 - d. If there is a need to involve outside resources.
 - e. If the team gets stuck and doesn't know how to proceed-give it a work team.
 - f. If there is conflict within a team, it is useful to form a team to include members with the conflict so it can be worked out.
 - g. If team members have strong special interests.

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ISSUE ADDRESSED: TASK DEFINITION
 Identifying Problems

TOOL: Mission Statement

DESCRIPTION:

1. A mission statement establishes the problem a team is to resolve, the tasks it is to accomplish, or the goal(s) it is to achieve. It is a short statement which gives clear direction to the team and determines what resources will be required. Hence, mission statements must be clearly stated and understood by both the team and those who assign the team its mission(s).

2. An example: The mission statement of the USAID/Bangladesh "Democracy Team" is: "Test a 'customer-focused' experimental design model by using it to develop a democracy program for the years 1996-2000."

ISSUE ADDRESSED: EMPOWERING
Clarifying Relationships
also see TASK DEFINITION
Identifying Problems
also see PERFORMANCE
Knowing When Goals Are Accomplished

TOOL: Team Charter

DESCRIPTION:

1. TEAM GOAL - Make goals clear, including the planned schedule.
2. EXPECTED RESULTS OF THE TEAM - The "results" package should be clearly identifiable and measurable.
3. EXPECTED ACTIVITIES OF THE TEAM - e.g., detecting end-user needs, developing criteria for selecting partners, developing and implementing a work plan, etc.
4. RESOURCES AVAILABLE TO THE TEAM - Human and financial resources required should be specified among other things
5. COMMUNICATIONS WITH SENIOR MANAGEMENT - Use of e-mail, team leader, reports, etc to keep senior management informed should be clarified.
6. AUTHORITIES OF THE TEAM - The team's authorities should be made clear including any special ad-hoc delegations needed.
7. OUT OF BOUND CONDITIONS - Specify the critical ones, e.g., delays caused by a lack of resources, a breakdown in cooperation with USAID's partners or the government, etc.
8. SKILLS/QUALITIES NECESSARY - E.g. knowledge of Bangladesh's political system, knowledge or and skills in executing techniques to detect end customer needs, etc.
9. TEAM MEMBERSHIP - Name both the core team and the virtual team.
10. SCHEDULE - Describe the timetable.
11. A sample team charter is attached.

ISSUE ADDRESSED: TASK DEFINITION
 Defining Task Schedule, Strategy, Resources
 also see COMMUNICATION
 Keeping Interested Parties Informed

TOOL: Agenda

DESCRIPTION:

1. When to Do Agendas: Preferably, at the end of the previous meeting. Consider sending out the agenda before the meeting via the e-mail. Consider also doing draft agendas and sending out for comments before sending out the final agenda.
2. Review agendas briefly at the beginning of the meeting.
3. Check-In, Check-Out: Always included at the beginning and end of the agenda, to monitor team process.
4. Setting Time Limits per Item: Set reasonable time limits on each item, getting general consensus.
5. Time Keeper: Appoint a time keeper to keep team on track per the agenda.
6. Distributing Agendas: Agendas should be written down and communicated before the meeting, either electronically or on paper.
7. Attached is a sample agenda.

ISSUE ADDRESSED: **DECISION MAKING**
Analyzing Problem

TOOL: Force Field Analysis

DESCRIPTION:

1. Describe the desired change. Put the change description at the top of a flip chart.
2. Divide the rest of the flip chart into two columns. Label one column "driving forces" and the other column "restraining forces".
3. Explain that driving forces are the anticipated benefits and advantages of the change, any other reasons to make the change, and forces driving toward the change. Restraining forces are the shortcomings and disadvantages of the change, difficulties in making the change and any forces that are inhibiting or restraining the change.
4. Brainstorm to identify driving and restraining forces. Record them in the appropriate column of the flip chart.
5. Scale and judge the intensity of the forces. Use a 1-5 scale, with 1 being a weak force and 5 being a strong force.
6. Develop strategies for increasing the driving forces and decreasing the restraining forces.
7. Example:

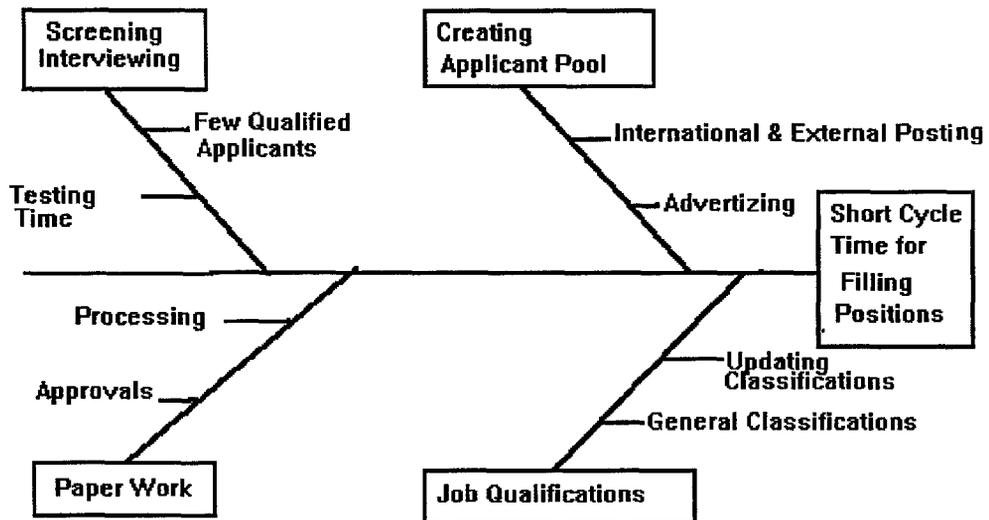
Problem Statement: Reengineering USAID Design Development Process	
Driving Forces	Restraining Forces
<p>We are CEL</p> <p style="text-align: center;"> → 5</p> <p>It could improve our process</p> <p style="text-align: center;"> → 3</p>	<p>We're not sure of the tools</p> <p style="text-align: center;">← 3</p> <p>We haven't been empowered</p> <p style="text-align: center;">← 5</p>

ISSUE ADDRESSED: **DECISION MAKING**
 Analyzing Problem

TOOL: Fishbone Diagram

DESCRIPTION:

1. State the desired end result, or the problem. Draw in a box on the right side of the flip chart, and extend a line from the box horizontally to the left hand side of the chart. This creates the "head" and "backbone" of the fish.
2. Generate general categories of causes, resources or issues for the problem or desired end result. (Examples of the categories might be: Staffing, Resources, Systems, Communication or Materials, Methods, Machinery, People and Environment.) Above and below the center line, draw boxes for the categories of causes for the problem or categories of needs to produce the desired state. Draw lines from each of the boxes to the center line, creating the "bones" of the fish.
3. From each of the lines in step #2, list details of that category.
4. The discussion identifies resources needed, potential roadblocks, ideas for strategies, need for additional data and other information that is used in developing plans.
5. Example:



ISSUE ADDRESSED: **DECISION MAKING**
 Determining Guiding Principles

TOOL: **Values Statement**

DESCRIPTION:

1. A values statement defines the team's guiding principles and identifies its highest priorities. These values are used to define the way a team works and assess its performance. Values statements should be relatively short and easily understood.

2. For example, USAID has identified four core values: (a) customer focus; (b) teamwork; (c) empowerment and accountability; and (d) managing for results.

SB

ISSUE ADDRESSED: DECISION MAKING
 Determining Priorities

TOOL: Weighted Voting

DESCRIPTION:

1. CLARIFY THE LIST

Display the list of items to be considered on a flip chart so that all the team can see the items at the same time. Make sure that everyone on the team understands each item on the list.

2. ADD TO THE LIST

Ask the team members to look at the total list and see if anything is missing.

3. COMBINE DUPLICATED ITEMS

Look for similar or repeated items and combine them. Delete duplicated items with brackets so they are still readable.

4. DECIDE ON THE TOTAL NUMBER OF VOTES AND THE MAXIMUM NUMBER OF VOTES PER ITEM

A good rule of thumb is to give a total of 10 votes, with a maximum of 4 votes per item. You do not have to use all 10 votes.

5. VOTE

Count the total number of votes each item gets and take the top scores.

6. TO PAIR THE LIST EVEN FURTHER, TAKE TOP PRIORITIES AND REPEAT STEPS 1-5.

7. TO COMBINE THE LIST WITH OTHER LISTS, TAKE TOP SCORES, COMBINE WITH OTHER LISTS, AND REPEAT STEPS 1-5.

8. DO A REALITY CHECK

Once the top priorities are developed, the team looks at the list to see if it accurately reflects the group's priorities. Has anything been left out? Is something on the list that should not be?

ISSUE ADDRESSED: DECISION MAKING
 Generating Options
 also see TASK DEFINITION
 Identifying Problems

TOOL: Brainstorming

DESCRIPTION:

1. When to Use: Early on in the problem-solving process, when getting the maximum number of ideas on the table, brainstorming can be a particularly quick and effective tool. However, brainstorming can be used at any stage of task definition.
2. Make a statement to begin and end brainstorm: "We're now in brainstorming" and "Now we're finished brainstorming."
3. What distinguishes Brainstorming: The absence of value judgments is the key distinguishing feature. You are looking for ideas, not judgments about the value of those ideas.
4. When do you know you have triggered brainstorming and are not just collecting ideas: when ideas begin building on other's comments.
5. Writing them Down: Write down every single idea, even overlapping ideas immediately as they are spoken.
6. Use of Flip Charts: Using flip charts to record ideas from brainstorming can be critical to make team members aware of the range of ideas popping up.
7. Encouraging members to think fast: The idea behind brainstorming is to get members to get down the largest number of ideas in a relatively quick time. Team members' reflecting on the wisdom of their ideas before announcing them tends to slow down the process.
8. Venetians:
 - (a) Splitting into Work Groups: To speed up the process when there are multiple facets of a problem, one possibility to consider is breaking the team into work groups with each team brainstorming on a particular matter.
 - (b) Individual brainstorming is another equally effective option.
9. Evaluation of Ideas after Brainstorming is completed: This should occur at a later meeting or at a clearly defined second stage of the existing meeting.

ISSUE ADDRESSED: DECISION MAKING
 Managing Conflict

TOOL: Conflict Resolution Styles

DESCRIPTION:

1. Competing: Forceful, win-lose to getting team to adopt your position. Appropriate when: (a) on important issues where to do otherwise would compromise team's long-term effectiveness, e.g., procurement issues; and (b) when quick, decisive action is necessary. Individuals "external" to the conflict will need to "make the decision;" e.g., other team members through weighted voting.
2. Accommodating: Yielding approach neglecting your own concerns. Appropriate when: (a) you know you are wrong; (b) the issue is more important to the other person; (c) you are losing the conflict and wish to sustain your credibility; (d) preserving harmony and avoiding disruption are important; and (e) others need to learn from their mistakes. Accommodating shows you are reasonable, interested in group harmony and consensus, and builds social credits for future use.
3. Avoiding: Sidestepping conflict, postponing resolution. Appropriate when: (a) combatants need to cool down or when additional information can resolve the conflict; (b) others, with additional knowledge or less passion, can resolve the conflict more easily; and (c) the issue is trivial or you have no chance of winning the day (e.g., the opponents have more power, or the issue is beyond the team's control).
4. Compromising: Splitting the difference, exchanging concessions, seeking a middle ground. Appropriate when: (a) an expedient solution is needed to complex issues; (b) two opponents with equal power are strongly committed to mutually exclusive goals; (c) when goals are moderately important but not worth the disruptive affects of a "competitive" stance; and (d) as a backup conflict resolution technique when competition or collaboration fail. Negotiation skills are needed to resolve disputes by compromise.
5. Collaborating: Parties work together to find a solution which meets the needs and concerns of all parties, digging into an issue to identify the underlying concerns and develop an alternative that meets both sets of concerns. Appropriate when: (a) issues are too important to be compromised, avoided, or accommodated and competing would be too disruptive; (b) the objective is to learn, merging insights from people with different perspectives on the problem; and (c) the objective is to gain commitment by incorporating other's concerns into a consensus decision. Consensus building skills are needed to resolve conflict through collaboration.
6. Booz-Allen

ISSUE ADDRESSED: DECISION MAKING
 Managing Conflict
 also see COMMUNICATION
 Ensuring Understanding

TOOL: Active Listening

DESCRIPTION:

1. The speaker makes a statement.
2. The listener repeats that statement, using different words and capturing any unspoken feelings of the statement.
3. The speaker agrees with or disagrees with the paraphrase in step #2.
4. The listener repeats step #2 until the speaker is satisfied with the paraphrase.
5. The listener may then become the speaker and the process is repeated.

ISSUE ADDRESSED: DECISION MAKING
Recording Decisions
also see COMMUNICATION
Keeping Interested Parties Informed

TOOL: Minutes

DESCRIPTION:

1. At the beginning of the meeting, the team decides who will be the recorder for that meeting.
2. The recorder takes notes on the meeting, including accurately recording the agenda in the meeting, decisions made, and the agenda and logistics for the next meeting. The minutes should note which team members were present.
3. At the end of the meeting, the team recorder (or team leader) recites all the decisions, and the team agrees that they become part of the official record.
4. The recorder writes minutes, and distributes minutes to team members. Management Should Also have access to team minutes.
5. Minutes are communicated electronically prior to the next meeting, so that team members can read the minutes, and approve the content before the following meeting.
6. Minutes are limited to one page.
7. A example of minutes is attached.

ISSUE ADDRESSED: **DECISION MAKING**
 Using Appropriate Decision Styles

TOOL: Tell/ Sell/ Test/ Consult/ Join

DESCRIPTION:

1. Be sure everyone on the team knows the definitions of these short-hand terms for types or modes of participation:
 - Tell: The speaker is providing information. Participation is limited to receiving information and asking questions for clarification.
 - Sell: The speaker is advocating or explaining a position or course of action. Participation is limited to asking questions for clarification and explanation of rationale.
 - Test: The position or recommendation is essentially decided. Participation is to identify any traps, unforeseen consequences or other major problems.
 - Consult: The problem is identified with some potential solutions. Participation is to analyze options, consequences, implementation strategies and make suggestions for improvement. Options can be ranked and additional options can be generated.
 - Join: Concern is identified. Participation is to clearly define the problem, generate and rank solutions and implement.
2. The team member announces what mode of participation he or she is in at the beginning of a discussion so everyone is clear what the purpose of the participation is.
3. If there is confusion about the purpose of the participation, team members ask "What mode are we (you) in?"

ISSUE ADDRESSED: PERFORMANCE MEASURES
Knowing When Goals Are Accomplished

TOOL: Team Charter

DESCRIPTION:

1. TEAM GOAL - Make goals clear, including the planned schedule.
2. EXPECTED RESULTS OF THE TEAM - The "results" package should be clearly identifiable and measurable.
3. EXPECTED ACTIVITIES OF THE TEAM - e.g., detecting end-user needs, developing criteria for selecting partners, developing and implementing a work plan, etc.
4. RESOURCES AVAILABLE TO THE TEAM - Human and financial resources required should be specified among other things
5. COMMUNICATIONS WITH SENIOR MANAGEMENT - Use of e-mail, team leader, reports, etc to keep senior management informed should be clarified.
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8. SKILLS/QUALITIES NECESSARY - E.g. knowledge of Bangladesh's political system, knowledge or and skills in executing techniques to detect end customer needs, etc.
9. TEAM MEMBERSHIP - Name both the core team and the virtual team.
10. SCHEDULE - Describe the timetable.
11. A sample team charter is attached.

ISSUE ADDRESSED: PERFORMANCE MEASURES
 Knowing When Goals Are Accomplished

TOOL: Reporting Out

DESCRIPTION:

1. The team decides early on when and how it wants to report its findings to non-team members. Reports to management are agreed to in the charter.
2. Each written report is clear in its presentation. Appropriate background material as well as necessary attachments must be included.
3. The written reports are drafted by one person and should be kept short. The reports are modified and later agreed to by the team.
4. The written reports are distributed to appropriate parties.
5. At appropriate intervals during the team process, the team orally presents the information to interested non-team members.
6. Oral presentation is made using a variety of techniques depending on the size and make-up of the audience. Techniques include visual aids, break-out groups, audience participation, and more.
7. Oral presentations should be kept relatively short, but need to answer all questions from the audience.
8. An example report is attached.

ISSUE ADDRESSED: PERFORMANCE MEASURES
Measuring Team Performance

TOOL: Dashboard

DESCRIPTION:

1. The team dashboard concept is borrowed from the idea of an automobile dashboard. It is a set of gauges or other visual indicators which measure performance, such as road speed or whether team tasks are completed on time, or highlight problems, such as low oil pressure or weak patterns of team participation.
2. Constructing a dashboard clarifies team priorities and norms and sets the standards by which the team judges itself.
3. Dashboards consist of performance items of special interest to the team. These items can be inward looking, e.g., how is the team doing as a team, or oriented to the outside, e.g., are resources being made available by management on a timely basis.
4. Dashboards work best if they are kept simple and current. It has been recommended, for example, that a team dashboard not include more than 15 performance measures. Dashboards should be updated frequently. A member of the team should be assigned to "manage" the dashboard to ensure it is kept up to date.
5. An illustrative dashboard, developed and used by the USAID/Bangladesh "Democracy" Team is attached.
6. Additional Reading: Christopher Meyer, "How the Right Measures Help Teams Excel," Harvard Business Review, May-June 1994, pp. 95-103.

USAID/BANGLADESH
"D" TEAM
MONITORING SYSTEM
DASHBOARD GUIDE
April 22, 1995

This memorandum, a guide for the "D" Team to follow in using the dashboard as a monitoring tool, discusses the steps the team will need to take to use the dashboard to review its progress. It also provides an explanation for each of the measures on the dashboard. A sample dashboard and questionnaire are attached.

Dashboard Use

1. Responsibility. The team should assign one member to be "dashboard manager," and another to be "assistant dashboard manager." The dashboard manager is responsible for assuring collection of dashboard information, processing the information, circulation of completed dashboards to the team, and presentation of findings to the team. Additionally, both "managers" should be thoroughly familiar with the dashboard software.
2. Input and Preparation. Initially, dashboard data will be entered by team members on a weekly basis; the team may decide at a later point to vary the periodicity of data collection.

Assuming weekly entry, the dashboard manager will remind the team that their submissions are due each Tuesday. Each member will input their answers to the questionnaire. At the same time, the dashboard manager will manually add the information that he/she is responsible for and process all information as required. By COB each Wednesday, the dashboard manager will have a complete dashboard ready for circulation to team members.

3. Team Feedback and Discussion. The dashboard manager will present the findings of the current dashboard to the team at the subsequent team meeting (normally on Thursdays). The presentation will form the basis for team discussion of progress. This discussion may be led by any team member as determined by the team.

Explanation of Measures

Some of the information on the dashboard is to be generated electronically as a result of individual team member responses to the questionnaire. Other information must be inputted by the dashboard manager. The source of data is indicated for each measure.

1. Results Check (input: dashboard manager)

This measure tracks overall progress. Team milestones and target completion dates are taken from the team work plan:

MILESTONES(TARGET)
Charter(4/15)
Detect Needs Report(5/15)
Development Agreement(7/15)
Strategic Plan(7/30)
EU/UC Validation(8/15)
Agree to APCSP(9/7)
USAID CSP(9/15)
Amend Development Agreement(9/28)

When a milestone has been completed by the team, the milestone indicator should be marked. Actual date vs. target date of completion should be shown. Each dashboard should show all milestones reached to date.

2. Schedule Dial (input: team questionnaire and dashboard manager)

Each team member will answer the following question:

Schedule

"Are you having or do you anticipate problems keeping on schedule? ("1" represents severe problems and "10" represents no problems)"

The dial will indicate the average of all team responses. As with all dials on the dashboard, the average of all team member responses will be shown. Also, both the current and immediate previous response will be indicated.

3. Customer Focus Dial (input: team member questionnaire and dashboard manager)

Each team member will answer the following question:

Customer Focus

"For the tasks the team is working on now, rate the appropriateness of the team's attention to customer focus ("1" represents low and "10" represents high)"

4. Team Process Dials (input: team member questionnaire and dashboard manager)

Each team member will answer the following questions:

Empowerment

"Rate the team's level of empowerment at this time ("1" represents low and "10" represents high)"

Morale

"Rate your morale at this time ("1" represents low and "10" represents high)"

Participation

"Rate the quality of team member participation in the tasks the team is undertaking at this time ("1" represents poor and "10" represents excellent)"

Tools

"For the tasks the team is performing now, rate its use of the right tools ("1" represents inappropriate and "10" represents appropriate)"

Decisions

"Rate your comfort with the decisions the team is making now ("1" represents low and "10" represents high)"

Right Skills

"For the tasks the team is performing now, rate the availability of the right skills ("1" represents low and "10" represents high)"

5. Alert Buttons (input: dashboard manager)

Alert buttons will, if triggered, indicate that the team needs to consider what corrective actions need to be taken and whether or not to consult with Mission Management. There are four alert buttons which correspond to team out-of-bounds conditions: Schedule, Change Model, Resources, and Team Process.

The dashboard manager will use the following parameters to judge whether or not to trigger an alert button.

Schedule: A current measure of "7" or less on the schedule dial will trigger the alert button. The alert button should also be indicated if the team is considering a revision to the work plan which will extend the overall period of work.

Change Model: The alert button should be indicated if the team is considering a change in the activity design model. [Among the reasons that this might occur are new guidance from USAID/W or Mission Management, unforeseen problems with the BDG or partners.]

Required Resources: The alert button should be indicated if at any time the team has information suggesting that necessary financial or TDY resources may not be available as planned.

Team Process: Should any of the current team process dial indicators fall below "7", this will trigger the team process alert button.

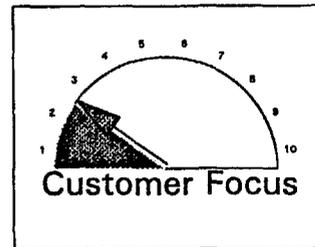
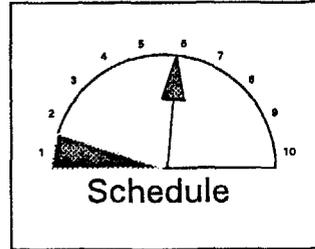
D-TEAM DASHBOARD

USAID/BANGLADESH

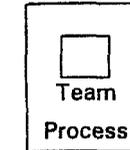
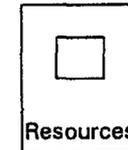
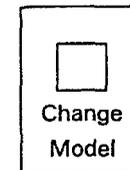
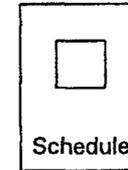
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(Benchmark)

RESULTS CHECK

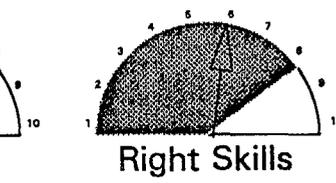
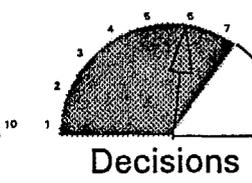
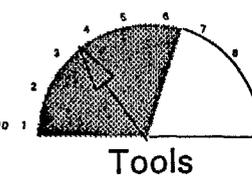
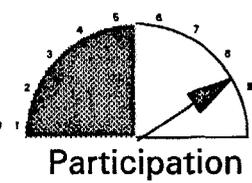
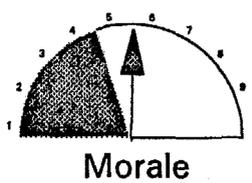
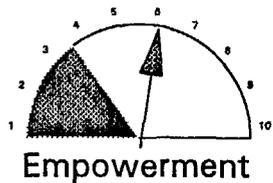
Milestone	Target	Actual
Amend Devel. Agree	09-28-95	09-28-95
USAID CSP	09-15-95	
Agree to APCSP	09-07-95	
EU/UC Validate	08-15-95	
Strat. Plan	07-30-95	
Devel. Agree	07-15-95	
Detect Needs Rpt.	05-15-95	
Charter	04-15-95	



ALERT BUTTONS



TEAM PROCESS



Current Survey



Last Survey



Schedule

Are you having or do you anticipate problems keeping on schedule?

("1" represents severe problems and "10" represents no problems)

Customer Focus

For the tasks the team is working on now, rate the appropriateness of the team's attention to customer focus.

("1" represents low and "10" represents high)

Empowerment

Rate the team's level of empowerment at this time

("1" represents low and "10" represents high)

Morale

Rate your morale at this time

("1" represents low and "10" represents high)

Participation

Rate the quality of team member participation in the tasks the team is undertaking at this time

("1" represents poor and "10" represents excellent)

Tools

For the tasks the team is performing now, rate the use of the right tools

("1" represents inappropriate and "10" represents appropriate)

Decisions

Rate your comfort with the decisions the team is making right now

("1" represents low and "10" represents high)

Right Skills

For the tasks the team is performing now, rate the availability of the right skills

("1" represents low and "10" represents high)

Milestone	Target	Actual
Amend Devel. Agree	28-Sep-95	
USAID CSP	15-Sep-95	
Agree to APCSP	07-Sep-95	
EU/UC Validate	15-Aug-95	
Strat. Plan	30-Jul-95	
Devel. Agree	15-Jul-95	
Detect Needs Rpt.	15-May-95	
Charter	15-Apr-95	

JR

ISSUE ADDRESSED: PERFORMANCE MEASURES
Measuring Team Performance

TOOL: Check In/Check Out

DESCRIPTION:

1. At the beginning of the team meeting, ask each team member to answer the question: "How are you doing?" Each person answers, but there is no discussion.
2. Repeat step #1 by answering the question: "How is the team doing?"
3. If issues surface that need attention, the group decides whether to modify that day's agenda or schedule another time to discuss the issues.
4. At the end of the meeting, repeat steps #1 and #2.
5. For additional reflection on the team process, ask members to also assess what went well in the team meeting and what did not go well.

ISSUE ADDRESSED: CELEBRATION
Rewarding and Recognizing Contributions to the Team

TOOL: Celebrating Successes

DESCRIPTION:

There are many ways a team can provide rewards and recognition to team members and others for helping achieve the team goals:

1. Say thank you. Be specific about the contribution and how it helped. Say thanks as soon as you can once the contribution has been made.
2. Use applause, stickers, team shirts, patches, caps or some other token to develop a group norm for recognition and appreciation.
3. Use letters, memos, certificates to thank those outside the team for special contributions. Look for opportunities to present these recognitions in person. Invite them to team meetings or go to them.
4. Regularly summarize, record and report team successes. Display progress on the wall so all the team can see it regularly. Report team recognitions for inclusion in newsletters and other communication vehicles.
5. Have award ceremonies. From coffee breaks with the "idea of the week" or "the next milestone reached" awards to more formal lunches and dinners, keep it light, current, fun and meaningful.