Team Building Module Facilitator's Guide

New Partners Initiative Technical Assistance Project

(NuPITA)

September 2012

I. Module Overview

A. Purpose

Effective organizational or team performance is based on a clear understanding of the shared goals, strategies, and work plans, along with the individual roles and responsibilities of team members. Equally important are interpersonal qualities of trust, communication, and mutual accountability. Working in tandem, these two perspectives determine a team's ability to achieve and sustain high performance, making teambuilding a necessary companion to the operational and programmatic efforts of organizational capacity strengthening.

Yet team development is something that is often ignored within organizations or projects. Staff usually have little conscious awareness of the skills and tools needed to nurture supportive collegial relationships. Leaders and managers are rarely prepared to understand the dynamics of team formation and staff motivation or respond appropriately to the emerging needs of a team. Too frequently, conflict is either ignored or suppressed, attributed to individual differences and difficulties. As a result, internal team process can become a liability to performance, leading to low productivity, low morale, and high staff turnover. However, with increased awareness of basic skills and tools for addressing common challenges, these same dynamics can be turned into a source of continued team enhancement.

This teambuilding workshop will help grantees develop shared vision/understanding for a high-performing team, determining the critical elements and individual contributions that comprise this vision, and guiding plans or agreements to realize this vision in their own organizations. It will also promote practice on key skills needed to address the inevitable challenges that arise in teams, notably, appreciating individual differences, communicating collaboratively, and managing conflict.

B. Learning Objectives

By the completion of this module, participants will be able to describe:

- Characteristics of effective teams
- Four stages of team development
- Individual differences and roles within the team

Have practiced skills in:

- Supporting team development through its formative stages
- Constructive communication
- Conflict resolution

And will have discussed:

- A vision of their ideal team
- Principles and behaviors to guide team performance
- A plan for monitoring progress toward achieving their vision

C. Audience

This interactive short-course on teambuilding is designed to involve all members of a team, be it a department, project, or an entire organization. To be effective, attendance of all staff and full participation of senior team leaders (e.g., the organizational director, project manager, or similar) are important. Ideally, the module facilitator should be someone external to the team, such as an NPI technical assistance provider, but may be from another department, such as HR.

D. Schedule

The following schedule outlines the estimated time for each session and provides a suggested schedule for the workshop. However, it is important to note that the schedule need not replicate

the model but should be adapted through discussion with the organization to meet its particular time constraints and topical interests. For example, the organization may prefer to cover the material over two consecutive days. In this case, the following agenda is suggested as the implementation schedule. The organization may also choose to spread sessions over the course of several weeks. Or it may choose to engage select sessions independently to address a specific issue. In the latter cases, use the time estimates to schedule the session as most appropriate.

Day 1

Time	Session	Topic	Format
1:00–1:30	1	Workshop Introduction	Group review and discussion
1:30–2:45	2	Characteristics of Effective Teams	Group review and discussion
2:30–2:45		TEA BREAK	
2:45–5:45	3	Building and Maintaining Teams	Group work

Day 2

Time	Session	Topic	Format
9:00–9:15		Daily Start-Up	Plenary discussion
9:15–10:15	4	Collaborative Communication	Group practice
10:15–10:30		TEA BREAK	
10:30–12:00	5	Managing Conflict	Group practice
12:00–1:00		LUNCH BREAK	
1:00–3:00	6	Monitoring Team Development	Group work
3:00–3:30	7	Workshop Closure	Group work

E. Materials
- Pre-workshop review (to be conducted by the OD advisor)
- Assembly of participant folders and handouts
- Preparation of workshop slides or presentation flipcharts, if a slide projector will not be used

F. Workshop Overview
This interactive short-course on teambuilding may be used in full to provide a comprehensive review of teambuilding and conflict resolution. Each session is designed to be highly interactive and participatory, using a combination of techniques, including case studies, role-plays, small group exercises, large group discussions, and individual reflection. Participants will be able to use the practical exercises, tools, and resources both during and after the workshop to improve their internal teamwork.

This module is organized along a progression of sessions that increasingly focus on the team directly and its plans for strengthening its effectiveness. Each activity contains a balance of theoretical material with opportunities for reflecting on its application within the team. Initial sessions focus broadly on the definition of a team and characteristics of effective teams. The design then turns to stages of team formation and actions appropriate to each. It also introduces a model for understanding individual perspectives of team members. Skill-building sessions then focus on

strengthening interpersonal relations within teams through collaborative communication and conflict management. Finally, the group is able to bring all these threads together by assessing its own team development, developing principles and behaviors for supporting high performance, and designing a plan for strengthening its interactions to achieve its team mandate.

The focus of the workshop may be adapted to a variety of team applications. It may engage the entire organization as a whole or focus on only one department or project team. Whatever the application, the language and examples should be adapted to reflect those parameters.

Trainer's notes are provided for each of the sessions to help trainers guide the discussion and exercises. The notes include details on timing, preparation, and materials needed and content to be covered as well as activity debrief questions to help direct and manage discussions.

G. Content Summary

Session	Subject
1	Workshop Introduction
2	Characteristics of Effective Teams
3	Building and Maintaining Teams
4	Collaborative Communication
5	Managing Conflict
6	Monitoring Team Development
7	Workshop Closure

H. Interactive Exercises

Each of the sessions contains discussion questions and interactive activities to guide participants through the concepts and models of team strengthening, as well as practically applying those concepts internally. By the time participants have completed the module; they should have developed or conducted:

1. A review of internal team effectiveness
2. A personal assessment of philosophical orientation preferences
3. A model for resolving interpersonal conflicts
4. A set of principles and behavior indicators to guide their internal interactions
5. A plan for strengthening their team in the coming year

II. Session Facilitation Guide

Overview

The following session facilitation guidance has been developed to assist NuPITA OD advisors to implement the teambuilding workshop. The workshop is designed to engage participants in both theoretical information and application through a combination of case studies, role-plays, individual discussion, small group exercises, and large group discussions. It may be applied to an entire organization as one team or used with individual projects or departments. The case study scenarios, examples, and supporting materials presented should be modified and adapted to the specific situation, team configuration, and team culture.

Facilitator's Guide
A facilitator's guide with information on the purpose of the NuPITA modules, guidance for preparation, and tips on facilitating trainings and workshops has been developed and should be reviewed by facilitators before implementing this module.

Workshop Packets
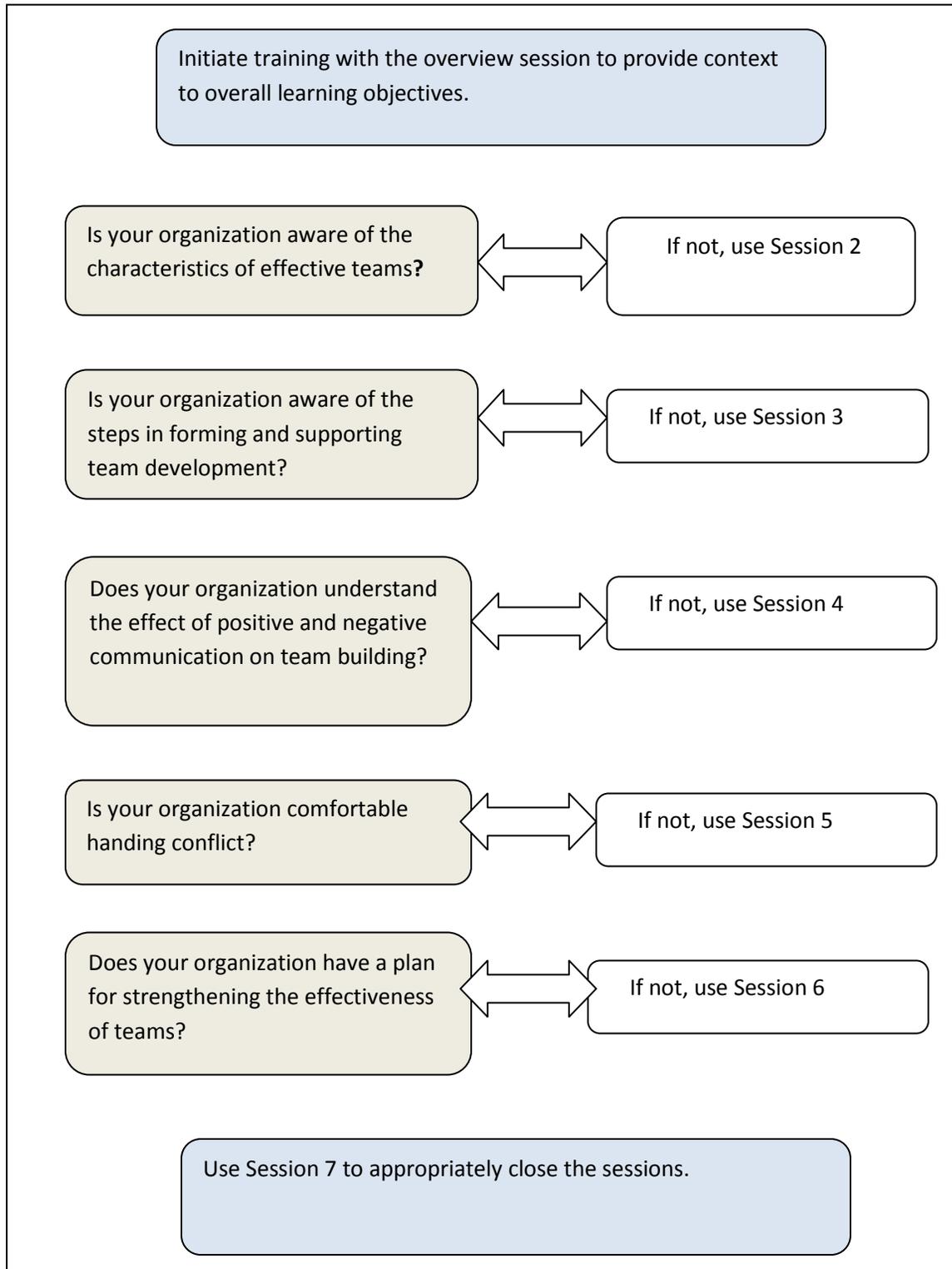Each workshop participant should receive a packet containing:
- The workshop agenda
- The workshop learning objectives
- The Philosophical Orientation questionnaire and score sheet

A file containing a compiled packet is available and ready for printout.

Team Building

Determining Organizational Needs

Use the following grid to help you decide which sessions meet your organizational needs.

Initiate training with the overview session to provide context to overall learning objectives.

Is your organization aware of the characteristics of effective teams**?**

If not, use Session 2

Is your organization aware of the steps in forming and supporting team development?

If not, use Session 3

Does your organization understand the effect of positive and negative communication on team building?

If not, use Session 4

Is your organization comfortable handing conflict?

If not, use Session 5

Does your organization have a plan for strengthening the effectiveness of teams?

If not, use Session 6

Use Session 7 to appropriately close the sessions.

Session 1:   Workshop Introduction

Session objectives

- Welcome everyone and learn something new about colleagues
- Review the workshop objectives and schedule

Session guide

Topics	Format	Timing
1. Welcome	Plenary presentation	10 min
2. Introduce participants	Game	10 min
3. Overview of workshop program and guidelines	Plenary presentation	10 min
		Total: 30 mins

Materials

- Prepare participant folders with overall course schedule, course objectives, and case study and supplementary materials
- Slide 1--Workshop Objectives
- Flipchart 1--Principles of Constructive Dialogue

Facilitators' notes

1.   Welcome to the workshop

The facilitator should welcome everyone and explain that the module has been designed: 1) to help the organization understand how effective teams work; and 2) to provide an opportunity to reflect on how the organization can make its team stronger and more effective. If appropriate, the leader of the team or organization may remark on why the workshop is important and how it will benefit the team.

2.   Introduce participants

Tell participants that the workshop is about getting to know one another and their team better. They will hopefully learn some things they did not know and perhaps unlearn some things they believed but that are not true. Ask participants to introduce themselves individually by making three statements about themselves. Two should be true–something the others do not know--and one a lie. Have the rest of the team guess which statement is the lie.

3.   Workshop program and guidelines

Present the workshop objectives using TB Slide 1 or, if no projector is available, guide participants through their workshop folders. Tell participants that they will find a copy of the workshop objectives in their folders. Briefly take them through each day.

Introduce a flipchart listing guidelines for effective dialogue (TB Flipchart 1) by saying that team discussions can be fun and creative; they can also be challenging. Here are some guidelines to help make conversations as productive as possible. Ask if they are willing to use the guidelines or if there are changes they would need to make.

Post a flipchart labeled "Parking Lot" flipchart. Explain that this will be the place to record important issues that may arise outside of the agenda. You will all revisit the list at the end of the meeting and determine when those issues will be addressed.

Workshop Learning Objectives

By the completion of this workshop, participants will:

Be able to describe:
- Characteristics of effective teams
- Four stages of team development
- How individual differences and roles contribute to building a strong team

Have practiced skills in:
- Supporting team development through its formative stages
- Constructive communication
- Conflict resolution

And will have discussed:
- A vision of their ideal team
- Principles and behaviors to guide team performance
- A plan for monitoring progress toward achieving their vision

Principles of Constructive Dialogue

- If you usually speak, practice listening; if you usually listen, practice speaking

- Strive for understanding

- Show respect for different views and ideas

- Agree that the purpose is learning

- Use appropriate communication skills

- Focus on relationship

- Work through the hard discussions

- Be willing to be changed by the situation

Session 2:   Characteristics of Effective Teams

Session objectives

- Agree as a group on the definition and purpose of teams in the work context

- Describe characteristics of effective teams

Session guide

Topics	Format	Timing
1. What are teams?	Plenary discussion	15 min
2. Characteristics of effective teams	Paired interviews	45 min
		Total: 1 hr

Materials

- Flipchart and colored markers
- Slides
  - 2–*Definition of Teams*
  - 3–*Characteristics of Effective Teams*
- Handout 1--*Effective Teams: What Makes Them Successful?*

Facilitators' notes

1.   What are teams?

Explain that, in this session, we will talk about types of teams, characteristics of effective teams, and how teams develop. Ask the group, "What is a team?" Allow a few responses. Then ask, "Of course, there are many different types of teams. What types are you familiar with? What is their purpose?" Again, allow a short discussion. (Example responses: sports, social, organizational, project, department, etc.)

Turn the discussion to the organizational level. "Now let's look at teams within NGOs. Is an organization/department/project (*adapt to the audience*) the same as a team?" (Possible response: An organization is a team because it is committed to a common vision and mission. However, it may be more diffuse in larger organizations that may comprise several teams through departments, projects, etc.) Ask the group for words/terms it associates with or describes a team. You can list ideas on the board.

Relate the group's input to Slide 2. Have someone read the definition. "For the purpose of this workshop, this is what we mean by team." Ask if the definition captures the group's ideas. Ask what parts of this definition stand out and underline those phrases with a marker, e.g., complementary skills, common purpose, mutually accountable, etc. Ask if this is a working definition the group can agree to use for the workshop; otherwise, make adjustments based on consensus-driven input.

"Working with this definition, how does this group make up a team? What is your common purpose? How are you accountable to one another?" Allow a discussion to follow to clarify what team is present in the workshop–a project team working to deliver results? An organizational team working to achieve its mission? A department team fulfilling its role in the organization? *(NB: This conversation is important because it frames the workshop and activities to follow.)*

2.   Characteristics of effective teams

Explain that most people have experience both positive and negative with teams. We will study their experiences of success to better understand the characteristics of effective teams or teams that are able to achieve their purpose. Participants will have the opportunity to talk to one another and share stories of successful teams.

Distribute TB Handout 1--*Effective Teams: What Makes Them Successful?* Ask participants to pair with the person across the table or room from them (this is to mix up the pairs.)They will have 30 minutes to discuss the questions, take turns talking and listening to one another so that they both have the opportunity to share their answers. Throughout the conversation, they should be listening for common themes of what made the stories possible.

Read through the handout questions and ask if there are any questions. Invite participants to make notes on the papers. Let them know you will call them back when time is up.

Debrief: When the pairs return, ask how they enjoyed their conversations. Did they learn anything new about their partner? Did anyone hear an extraordinary story? Allow one to two stories to be told in brief. One by one, ask each group for <u>one</u> core factor of effective teams (Question C), not repeating other contributions. Record ideas on a flipchart. Continue around the pairs until all ideas have been expressed. Congratulate the group on its work. State that participants show that they each know a lot about teams. They will have the opportunity to develop this list further by learning what others have to say.

Place Slide **3**--*Characteristics of Effective Teams* on the projector. Present the slide as the thinking from others. Use the following talking points to make your presentation:

1. <u>Clear vision or purpose</u>– A vision is a clear, concise statement of purpose that engenders involvement and commitment. A vision provides a pulling force that can impel a team toward a new realization of its possibilities. A vision appeals to people's motivations and captures their imaginations.

2. <u>Shared commitment</u>– If each member is motivated to work for the vision, each works to his/her full potential to see that the group achieves success. In so doing, the work becomes its own reward.

3. <u>Clear roles and responsibilities</u>– Each team member knows what s/he is to do and knows the roles of other members and how they all interact to form the whole.

4. <u>Trust</u>– With clear commitment and roles, each person knows that s/he can rely on the others. With high trust, members are more willing to face challenges and support one another through ups and downs.

5. <u>Mutual accountability</u>– The collective responsibility of the team toward generating results and achieving success, in addition to the individual obligations in specific roles. This creates a supportive environment within the team, and the performance of the team improves in the presence of this type of mutual support and cohesion.

6. <u>Celebrate individual *and* team success</u>— Keep the whole in view, and work to support each other. Team success is valued in theory and in practice.

7. <u>Concern for group tasks *and* process</u>– Team members are skilled at raising both specific task issues and issues that explore how the team itself is functioning. These distinct perspectives are usually raised at different times by different team members--not everybody pays attention to both functions at all times, but both functions are always present.

8. <u>Address challenges with creativity</u>– The team strives to maintain a sense of openness and to solve problems creatively.

9. <u>Inclusive decision making</u>– Effective teams allow an appropriate level of group participation in decision making--not too much so decisions are agonizingly slow, and not too little to result in insufficient team input and commitment to agreements.

10. <u>Regular communication and feedback</u>— Team members give and receive feedback effectively.

Ask how the two lists (participant versus slide) compare. What is common? What is different? Are there any characteristics from their list that they would like to add or change from the slide? Anything on the slide that is not applicable to the group? Make any edits to the list in marker on the slide. At the end of the discussion, the group should have an established list of characteristics of effective teams.

Note to participants that they will return to this list in the last session so that they can assess how they are doing in meeting these criteria and where they might like to improve.

Definition of TEAMS

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

(Katzenbach and Smith, 1993)

Effective Teams: What Makes Them Successful?

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

Review the definition of a team. Most of us have some experience that matches that definition in whole or in part. It may be as part of this organization or a different team. This is an opportunity to reflect on your experience and understand what made that experience effective.

A. BEST EXPERIENCE: Think about a high point--a time when you felt you were involved in a really effective team; a time that stands out as significant, meaningful, empowering, or particularly successful in meeting the definition of a team. Share the story–what made it a good team? How were you involved? What key lessons did you learn?

B. VALUES: We all have different qualities and skills we bring to any team. Let's reflect on those qualities and skills from different levels:

1) YOURSELF: Without being humble, what skills, qualities, knowledge, and/or experience do you bring to this team?

2) YOUR TEAM: What do you value most about being a part of this team? What best practices, skills, values, methods, or traditions are its strength?

3) THREE WISHES: If you had three wishes for this team, what would they be?

C. CORE FACTORS: Based on your conversations, think about what it takes to build high-quality teams, what is the core "life-giving" factor of teams, without which effectiveness would not be possible?

What others say about…
Characteristics of Effective Teams

1. Clear vision or purpose

2. Shared commitment

3. Clear roles and responsibilities

4. Trust

5. Mutual accountability

6. Celebrate individual *and* team success

7. Concern for group tasks *and* process

8. Address challenges with creativity

9. Inclusive in decision making

10. Regular communication and feedback

Session 3:   Building and Maintaining Teams

Session objectives

- Identify the two functions of team maintenance and how to balance them

- Describe the four stages of team development and appropriate management actions in each stage

- Discuss differences in roles and perspectives and how the combination can create a strong team

Session guide

Topics	Format	Timing
1. Follow the directions	Warm-up exercise	10 min
2. How teams form and function	Plenary presentation	20 min
3. Supporting team development	Small group exercise	30 min
4. Differences in team members	Plenary discussion	75 min
5. Piecing together our team	Group exercise	45 min
		Total: 3 hrs

Materials

- Flipchart and colored markers
- One piece of 8x10 or A4 paper per person
- Facilitator's drawing for *Follow the Directions* exercise
- Facilitator's notes for:
    - Team development case studies
    - Philosophical orientation questionnaire
- Slides:
    - 4--*Team Functions*
    - 5--*Stages of Team Development*
    - 6--*The Whole Is Greater*
- Handouts:
    - 2--*Team Formation: Form, Storm, Norm, Perform*
    - 3--*Team Development Case Studies* (1 printout, cut on dotted lines to make one one-half sheet for each group to review)
    - 4--Philosophical Orientation questionnaire (POQ)
    - 5--POQ score sheet
    - 6--POQ interpretation guide (optional)
    -

Facilitators' notes

1. Follow the directions

Hand each participant a sheet of paper. Explain that you are going to give directions. Participants will replicate a drawing through simple verbal instructions. There are two rules: 1) Each person must remain silent throughout the exercise; and 2) no one may ask a question.

Here are your instructions:

- Draw a circle
- Draw a triangle inside the circle
- Draw a square in the corner
- Write your name on the paper

Have all participants hold up their picture. Most will be different in some way. Ask participants why their drawings weren't similar. Everyone heard the same message, yet everyone perceived the message differently. Comments may include, "We could only be silent and not ask questions; the instructions were basic with no detail; the instructions were quick."

Tell participants that none of their pictures matches, so we will try this again. Ask the group to flip over the paper and start again. Use the following directions:

- Draw a circle 4 inches in diameter in the center of your paper
- Draw a triangle inside the circle so that all three corners are touching the circle
- Draw a 1-inch square on the bottom-left corner of your paper
- Write "your name," spelled out Y-O-U-R-N-A-M-E, on the bottom-right side of the paper

Have all participants hold up their papers and hold up one you prepared in advance. They should match. Close by saying that a team needs to communicate and listen to get the results intended.

2. How teams form and function

Task and Maintenance Functions: Display slide 4--Team Functions. Explain that all teams are made up of humans, which can make them complex at times. As in the previous exercise, simply giving instructions was not enough. Listening and checking in to see how team members perceived those instructions was also important.

In order to be effective, teams must achieve their purpose and meet their responsibilities (*task*). We are all familiar with tools such as project planning, staff meetings, etc., that help us with *task* functions. Yet, human beings are more than just our work. We also need *support* to maintain positive relationships. Things we do on this side include socializing, celebrating holidays, sharing meals together, and even having ways to resolve conflict. These two functions are interconnected and must work together in balance, like the wheels of a bicycle. If one tire or the other is flat, the entire bicycle is affected.

Discussion questions: What happens when the task function wheel goes "flat"? The support wheel? Point out that the biggest pitfall to the task function is unclear assignments or tasks; the biggest pitfall to the support function is lack of feedback. Lack of good leadership can affect both. How?

Ask the group to think about the task and support functions that are present in their team. How do participants ensure that both are working optimally? Starting with the task column, have participants list what they do to ensure that side is working well. Write their contributions on the slide (possible

responses include setting objectives, work planning, meeting deliverables, monitoring, etc.) Then do the same for support functions (possible responses include giving/receiving feedback, personnel review, building trust, celebrating birthdays, the coffee room, etc.)

Stages of Team Development: Remove the slide and replace it with Slide 5--Stages of Team Development (hide the discussion questions with a piece of paper.) Introduce the slide by saying that teams do not instantly exist the day they are named. Even though every team is unique, each team goes through very similar stages of development.

Present the four stages using the slide and the talking points from the handout. Describe each stage that every group will go through in part or in whole. Each stage is critical to the team's development as a high-performing team—without the first three stages there may not be high performance. Every time there is a change in team membership, these stages will be repeated. However, the more the group members know each other and have worked together before, the less time is spent in the first three stages.

When finished, reveal the discussion questions. In pairs, participants discuss their answers to the questions for 10 minutes. At the end, lead a plenary discussion to hear different points of view on the team's development.

Discussion questions:
- When did your team form, and what were the circumstances?
- How have you seen these stages take place in your team?
- What stage would you place your team in now?
- What does it need to get the next stage?

3.   Supporting team development

Introduce the next part of this session by saying that team leaders are particularly involved in supporting team development. However, all members share responsibility for the effectiveness of their team. Distribute Handout 2--*Team Formation: Form, Storm, Norm, Perform*. Call participants' attention to the descriptions of each stage on the front side. Then call their attention to the back. This gives a checklist of possible management actions that may be taken to support team formation in that stage. The purpose of the checklist is to look at common team management practices (e.g., regular meetings, work plans, timelines, etc.) and to put them into the context of team development. This aids understanding of the helpfulness of the different actions to a team and what issues they are addressing in support of increased team performance.

Ask a participant to read through a stage and ask if any needs clarification. Do the same for each stage. Use the information in the handout to introduce the next exercise. Participants will practice understanding team development and what might be done in different situations by looking at different scenarios. Divide the group into four and distribute the four team development case studies, one to each group. (Each scenario should have at least two people reviewing it. *(Note: if there are not enough people, select fewer scenarios for the group to examine in small groups.)* Allow 20 minutes to discuss the case and come up with recommendations to report to the entire group.

When the presentations are given, each group should read the situation, followed by its analysis and list of recommendations. Invite comments when all groups have presented. Ask what participants have learned about supporting team development and how they might apply it to their team.

Use any of the points that the groups may have missed in each scenario from the facilitation notes included for this exercise.

4. Differences in team members

Give a short introduction to differences in team members and how differences can become an asset. In addition to different gender, cultural, and linguistic backgrounds, we also each have different preferences and experiences. We each also see the world through different perspectives—as if we were looking into a room through different doorways—we see the same thing but from a different perspective.

Lead a discussion of how culture plays a role with international work teams, either involving immediate colleagues or even through partnerships and inter-organizational work relationships. Each culture places varying emphasis on and expresses task and support functions in different ways. Cultures also address conflict differently (e.g., some directly, some indirectly). What are ways to incorporate cultural differences into team development? (Possible answers include getting to know more about colleagues' family, hobbies, traditions, etc.; observing other staff and their interactions; being open and responsive to different individual work habits and communication styles.)

Now turn the group's attention to differences at a more individual level. Hand out the Philosophical Orientation questionnaire and explain how the scoring is done. Participants should rank the order in which the statements in each question are true about themselves. The first preference is given a 1, the second a 2, and the third a 3 for each question. Go through one or two together to ensure that the instructions are understood. Allow 15 minutes to complete the survey.

As individuals finish, instruct them in scoring their surveys. Write the score assigned to each letter (1, 2, or 3) in the line specified. *(Note that the letters have been randomly organized; therefore, participants should be careful to place the right score on the right line.)* They then add each column and subtract that total from 60 to reach each individual's score. Complete the profile on the back of the score sheet by finding the individual scores for each orientation as if it were a bar graph or thermometer. Participants should observe if their scores are even or if there is a strong preference for one or more values orientations.

Use the included facilitation debrief notes to help the group understand its scores by interpreting the survey. Use the Philosophical Orientation questionnaire interpretation document for your own understanding of the survey and to distribute to participants desiring a deeper knowledge of the results. *(Note that the documentation might be dense for everyone but make available to anyone interested.)* Engage participants in a discussion of their orientation and what it means. Do they believe it is an accurate description of the way they work? Does it explain some differences between yourself and others? Are there any surprises?

When everyone is done, ask each participant to place his/her score on the team profile compilation flipchart by placing a dot near his/her score for each orientation. (If participants feel comfortable, each team member can give his/her individual score to share with others.) The result will be a cluster of dots along the line for each participant, showing if the group has a variety of orientations or is slanted toward or missing one. Note: Lone dots indicate unique orientations within the group.

Team Profile Compilation Flipchart

Score ↓	Pragmatic Value	Intellectual Value	Human Value
51-60			• •
41-50	• •		
31-40	•	•	
21-30		•	•
11-20		•	
1-10			

Following the introductory comments from the *Organizational Orientation* portion of the facilitation debrief notes, lead the group through an assessment of its team profile with the following questions:

- What do you see in the balance of perspectives overall? Are you heavy in one perspective and lacking in another?
- How might your team balance be useful in helping you balance task and support functions?
- What can you do as a team to build respect for these different perspectives and use them as an asset, rather than an obstacle to team performance?

## 5. Piecing together our whole team

Review that this session has looked at the stages of development of a team and the different functions (task/support) needed for effectiveness. You have also looked at the different perspectives and orientations of each team member. This next exercise will be a fun way to bring all that together to show how these pieces support individual team performance.

Place Slide 6--The Whole Is Greater on the projector. If the group is composed of several teams, break them into individual groups. However, if it is a small group within one team, ask participants to work together.

Read the instructions for the task from the slide. Give participants 20 minutes to complete their team portrait. You may suggest ways that they may want to proceed in their portrait, such as:
- Drawing a body with each member a different part (head, heart, hands, etc.)
- A bicycle with the different members as the wheels, steering, brake, etc.
- A human sculpture
- A role-play

At the end of the time, the group(s) presents its portrait. Applaud the presentation to make it a celebration of the team.
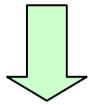
Task Functions
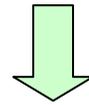
Support Functions

Stages of Team Development

Form

Storm

Norm

Perform

Discussion questions

- When did your team form? What were the circumstances?

- Have you seen these stages take place in your team?

- In what stage is your team in now?

- What does it need to get the next stage?

Team Formation: Form, Storm, Norm, Perform

When teams and other groups of people come together, they typically go through a number of developmental <u>stages</u>. This process can take a few days or easily stretch over six months or longer. Note that the stages can play out simultaneously or in different order so it is important to be aware of the signs and signals of each stage. The leader or team manager supporting team formation cannot jump straight to "perform" but must instead facilitate the group through this process and bring the group through the four stages. The role of the leader is to help resolve issues and move the team toward performance if it gets stuck at any point.

FORMING STAGE
When people first come together, they are initially polite. They find out about one another and the work to be done. There is typically a "honeymoon" period when people are excited about the newness and potential of being on the team. Some may also be fearful or timid in response to the change.

Forming is best done with high task and low support to provide structure while the new group develops. Introduce people to one another with an orientation of how everyone will work together. Allow opportunities for people to socialize. Clearly communicate the vision and goals of the work to be done to help the team understand what is to be achieved. Do not overwhelm people with too much detail or expect "perform" behavior at this stage. Engage all team members and draw out quiet ones.

STORMING STAGE
As the initial politeness fades and people start to work, tension forms around things that were vague or left unsaid in the last stage. Conflicts may arise regarding roles or procedures. Members may appear confused and dissatisfied. Output is generally low. Storming can be very strong if roles or objectives are unclear; the team faces external challenges, or if there is competition for formal or informal leadership.

Managing the storming stage productively requires both a high-task and high-process focus. The manager asserts his/her role as leader to surface and resolve differences. Work goals and individual roles and responsibilities may need review and clarification. The key is not to let disputes continue to block team cohesion. Use the stage to develop new methods for collaboration and addressing conflicts.

NORMING STAGE
As roles and personal conflicts are sorted out, the focus returns to the task and what needs to be done. Objectives are clarified and the detail of work is laid out. Group rules develop and people start to collaborate as a team. Team identity emerges. Internal clashes may be replaced with external conflicts.

Managing the process requires a higher focus on process than task to provide opportunities for group members to take responsibility for people and for work. Work planning is directed toward goal accomplishment. This is more productive as people feel comfortable with the objectives and in their roles. Team members take more responsibility for forging group norms and behaviors. Emergence of regular venues for socializing and creating a "family" environment may begin.

PERFORMING STAGE
Finally, the optimal level of performance is achieved. The team works interdependently and feels like a family. There is a strong sense of team achievement and pride. Mutual accountability is maintained, and personal differences are largely kept under control.

Leaders can take a lower task and support role by increasing delegation of responsibilities as the need for direction decreases. Social activities and celebrations of success are important support functions. However, this is not the time to relax but rather to focus on sustaining high performance. An ongoing balance is needed between task and support functions to keep both achievement and motivation high.

Group Formation Management Checklist

The following are possible actions to manage and support team formation. Remember, if a team is having trouble in one stage, it might have not completed a previous stage very well. Review the stages until you find the one in which there are gaps and address them.

FORMING STAGE– *When initiating a team, focus on gaining shared understanding and agreement of the basic purpose and structure of the team.*

Task functions

- ❑ Clarify team vision and purpose
- ❑ Set performance goals and timelines
- ❑ Articulate roles and interdependencies
- ❑ Identify ground rules and authority lines
- ❑ Establish structures for regular communication (e.g., team meetings)

Support functions

- ❑ Facilitate orientation and introductions
- ❑ Clarify core values
- ❑ Promote sharing of skills and knowledge
- ❑ Support commitment and acceptance among team members

STORMING STAGE– *Revisit and reinforce agreements of previous stage, making needed adjustments. Work through conflicts to develop mechanisms for addressing them in the future.*

Task functions

- ❑ Revisit goals, objectives, and work plans
- ❑ Further clarify roles, responsibilities, and structural relationships
- ❑ Build consensus-based decision making

Support functions

- ❑ Facilitate team and interpersonal dialogue
- ❑ Identify and resolve interpersonal conflict
- ❑ Find methods for handling conflict
- ❑ Promote participatory relations

NORMING STAGE– *Focus on work progress but allow the group to take larger responsibility for developing ways of working together in order to achieve that progress.*

Task functions

- ❑ Direct activity toward accomplishing goals
- ❑ Adapt data-flow and monitoring systems
- ❑ Support coordination and networking

Support functions

- ❑ Identify systems of mutual accountability
- ❑ Promote communication, feedback, affirmation
- ❑ Develop greater involvement in decision making
- ❑ Develop strong commitment and trust
- ❑ Encourage humor and camaraderie

PERFORMING STAGE– *Focus on monitoring and maintaining systems and norms while giving staff increasing authority according to their demonstrated skills and interests.*

Task functions

- ❑ Continue work plan development
- ❑ Undertake program monitoring and evaluation
- ❑ Engage in creative problem solving
- ❑ Capture internal lessons learned
- ❑ Strengthen roles and interdependencies
- ❑ Conduct regular team coordination meetings

Support functions

- ❑ Performance management /personnel evaluation systems
- ❑ Supervise, mentor, and provide feedback to foster achievement in others
- ❑ Celebrate both individual and group accomplishments

Team Development Case Study #1

Unique NGO was founded 10 years ago as a community-based organization. It enjoys a good reputation with both the community it serves as well as with its donors. Most of the staff have been with Unique for at least 5 years and feel a strong commitment to the organization.

This year, Unique's founder announced that he would retire. A new executive director was named and has just joined the organization. The handoff was done carefully with a lot of planning. There was a reception to introduce the new executive director to the community and the donors. It has been thought of as a time of renewal for the organization and there is a lot of excitement about the future.

Discussion Questions
1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were the new executive director, what would you do? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support the organization?

_ _

Team Development Case Study #2

Ms. Ubuntu is very proud of her administrative/finance team. It is the solid foundation for the organization with its clockwork support and strict adherence to policies and procedures. The team's reports are always accurate and on time.

As a result of a new grant from NPI, the team expanded its department with two new positions. To recognize the good work of her staff, Ms. Ubuntu promoted one staff member to unit manager and recruited two new junior staff members to fill the gaps. As expected, everyone was very happy with this development at first. But now Ms. Ubuntu's day is filled with petty bickering among her staff. Some complain that the new unit manager has become arrogant in his new role and thinks he is superior to his former peers. Others complain that the new members are the cause of reporting delays. To top that off, her trusted bookkeeper has started calling in sick frequently. Exasperated, she wonders what is happing to her team.

Discussion Questions
1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were Ms. Ubuntu, what would you do? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support your department?

Team Development Case Study #3

It has been a year since the NPI project was signed, and the start-up for the nutritional support program was a greater challenge than T. M. Player anticipated. Quite a difference from the project development phase where everyone was enthusiastic! There were logistical delays in getting internal access to organizational vehicles, processing vouchers, and establishing work plans. The international donor was interested only in demonstrable results according to the proposed timeline, which clashed with cultural practices of building trust and project buy-in. As a result, the community was not forthcoming with its cost share. This was not helped by the poor choices made in some of the original staff hires that had to be replaced. Thankfully, the new staff seems to be enthusiastic and is working out quite well.

Now it is time to submit the one-year report. T.M. has scheduled a full-day retreat with the project staff to review their year and prepare the content of their report. He senses that everyone is tired of the delays and struggles and is ready to get on with it. With the one-year report coming up, people have started to pull out their work plans and have begun asking questions about the monitoring plan. T.M. senses that this is a critical moment and wonders how to organize the retreat to make it productive.

Discussion Questions
1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were T.M., how would you organize the retreat? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support the organization?

Team Development Case Study #4

After two years as executive director of his NGO, Mr. Harambe has established equilibrium within the organization. He has straightened out all the donor reporting problems his predecessor left and was able to get good people to head each department. Staff have *finally* gotten used to the new monitoring system and stopped their complaining and resistance. The monthly staff meeting has been established with a regular agenda. Everything is going so well it is starting to get a little boring.

As Mr. Harambe contemplates what to do next, he thinks about several things. Communities are being hard hit by the financial crisis, and it seems more and more are not able to pay the program fees, even as low as they are. He hears that several fathers have had to take jobs in the city nearby to support their families. Relations with his long-standing donors are good, but this funding cycle will come to an end in about 18 months. And then, of course, there is that invitation to chair the regional NGO council, which might take him away from the organization more frequently. So many directions to consider!

Discussion Questions
1. In what stage of development is this team?
2. What characteristics of effective teams are either present or missing?
3. What would be the team's next goal for team development?
4. If you were Mr. Harambe, what would you do? What task/support functions would be appropriate?
5. If you were a staff member, what actions could you take to best support the organization?

<p style="text-align:center">Facilitators' Debrief Notes for
Team Development Case Studies</p>

Points to watch for in each scenario–

- <u>Unique NGO</u>– Although there has been long-term stability within the organization, the arrival of the new ED has put the organization back to the FORMATION stage. Indications of this stage are that people are polite and excited about the future–a clear "honeymoon." The new ED could support this stage by holding meetings within the organization to learn of the success and accomplishments of the past and clarify values, purpose, and operational structures. She could then introduce her own vision and work with staff to harmonize the two. Focusing strongly on task while respecting team expertise will lay the ground for minimizing the STORM to come.

- <u>Ms. Ubuntu</u>–Staff turnover has moved the department back to the STORM stage, as seen through arguments, blame, delayed work, and even avoidance of some staff through sickness. The initial happiness of the FORM where one colleague was promoted has given way to the reality of the new hierarchy. To help the team traverse this stage, Ms. Ubuntu may hold department meetings to clearly outline the new roles and expectations by demonstrating her confidence in the promotion as well as her pride in the department and concern for good relations among staff. She could then meet privately with any parties still experiencing conflict to mediate a resolution objectively, emphasizing the new structures and mutual responsibilities of each party. This will help everyone accept the new structure and turn energies to finding new ways to work together (NORM).

- <u>T.M. Player</u>–Over the year, the project staff have FORMED and STORMED. Now there is evidence that people may be ready to tip toward NORM. Staff are reportedly tired of the bickering and ready to return to getting the work done. There is renewed interest in reviewing work and monitoring plans, although T.M. should be watchful of new staff still in the FORMING stage. The retreat could be very well timed to move them in this direction. It should focus on accomplishment of goals and the results of the monitoring system. Any gaps or shortcomings should not be the focus of blame to further fuel conflicts but instead used to generate plans for what needs to be done better in the coming year to be successful. T.M. can show his confidence in the team and allow staff to begin formulating the systems and work plan, rather than providing top-down solutions himself. If staff assumes responsibility for these plans and systems, they will create the basis for their new PERFORM.

- <u>Mr. Harambe</u>–While he should be congratulated for his good leadership, this is no time for Mr. Harambe to relax and take his eye off his organization. Too often this happens and the organization begins to decline. This could be the perfect time to offer new challenges to the staff by capturing lessons learned to share with the NGO council or finding ways to better meet the needs of the NGO's beneficiaries. The economic situation has changed so perhaps this is the time for a new strategic planning process or operational review to lower costs. If he takes the chairmanship of the council, Mr. Harambe should find key staff ready to take on additional responsibility that can fill in for some of the gap he leaves in his increased absence. This would allow these staff to develop under his mentorship and still ensure that other staff have the strong leadership they deserve.

Name: _____

Philosophical Orientation Questionnaire

Read the question and respond to the answers by:
1. Putting a 1 in the answer that best describes your preference
2. Putting a 2 in the answer that is your second choice
3. Putting a 3 in the question that is your third choice

1. I think of my value, or worth, in terms of:

   (a) ___ My relationships (e.g., family, friends)

   (b) ___ My ideas OR ability to invent new concepts OR ability to analyze things

   (c) ___ My financial net worth OR income

2. I feel most proud of organizations to which I belong when they:

   (a) ___ Have created new products/services

   (b) ___ Create financial worth for individuals (whether employees, investors, or partners) OR create jobs

   (c) ___ Have helped people live easier and healthier lives

3. When someone asks me to commit to spending time on a project, I ask myself:

   (a) ___ What can I learn from doing it?

   (b) ___ Will it help someone, or is someone counting on me to do it?

   (c) ___ Is it worth it to me?

4. Sometimes I will do something for no other reason than because:

   (a) ___ I want to figure out why something works the way it does

   (b) ___ It has to be done in order to do something else OR get something I want

   (c) ___ It will allow me to be with a person I care about OR it would please someone I care about

5. The way I can best contribute to others' lives is to:

   (a) ___ Help them find jobs OR develop financial security and independence

   (b) ___ Help them develop principles with which to guide their lives

   (c) ___ Help them build relationships with others or me OR help them feel better about themselves

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Name: _____

6. I get most done when I am with someone I would describe as:

(a) ___ Pragmatic

(b) ___ Caring

(c) ___ Analytic

7. I consider my contribution to society in terms of:

(a) ___ Ideas, concepts, or products

(b) ___ Money

(c) ___ People and relationships

8. I define myself in terms of:

(a) ___ What I accomplish OR what I do (i.e., my activity/behavior)

(b) ___ My thoughts, values, and ideas

(c) ___ The people with whom I have relationships

9. I would describe myself as:

(a) ___ Analytic

(b) ___ Caring

(c) ___ Pragmatic

10. I consider the most important stakeholders of the organization for which I work to be:

(a) ___ The field or industry of which we are a part

(b) ___ Employees

(c) ___ Shareholders/investors OR customers/clients

11. When I read or listen to the news, I often think about:

(a) ___ Whether it gives me an idea as to how to make money OR seize an opportunity

(b) ___ The statement/s it makes about the nature of our society

(c) ___ The people in the stories (i.e., those affected by the events)

12. I believe many of society's problems could be resolved if more people were:

(a) ___ Pragmatic

(b) ___ Analytic

(c) ___ Caring

13. When I have free time, I prefer to:

   (a) ___ Do things that need to be done (e.g., chores, duties)
   (b) ___ Figure out things OR think about what, why, and how things work and are the way
        they are
   (c) ___ Spend time talking or doing things with specific other people

14. The following are good principles to live by:

   (a) ___ Don't put off until tomorrow what you can do today
   (b) ___ Do unto others as you would have others do unto you
   (c) ___ Contemplate the meaning of life and events

15. I have the most fun, stimulation, or excitement when I am with someone I describe as:

   (a) ___ Pragmatic
   (b) ___ Caring
   (c) ___ Analytic

16. I feel that an organization should contribute to society by:

   (a) ___ Providing a place for people to realize their dreams, develop, and contribute
   (b) ___ Creating ideas, products, or services
   (c) ___ Creating increased net worth (i.e., helping individuals build their net worth) OR
        creating jobs

17. People have spent a full life if they have:

   (a) ___ Cared for others and built relationships
   (b) ___ Made a million OR achieved financial security OR created jobs
   (c) ___ Developed ideas, products, or methods

18. Individuals should:

   (a) ___ Identify their goals and then work toward them, making sacrifices when necessary
        for their long-term goals
   (b) ___ Seek fulfillment through their relationships
   (c) ___ Understand themselves and why they do things

Name: _____

19. I will feel successful if, in 10 years, I have:

    (a) ___ Written articles/books OR taught people ideas, concepts OR invented new concepts, ideas, products OR have figured out a number of things

    (b) ___ Known many people well OR have a number of meaningful relationships

    (c) ___ A greater net worth than I do now OR financial security and freedom

20. My time is well spent in an activity if:

    (a) ___ I make friends OR meet interesting people

    (b) ___ I get interesting ideas OR observations from it

    (c) ___ I can make money from the activity

Name: _____

Philosophical Orientation Questionnaire: Scoring, Profiling, and Interpretation Guide

Scoring

To calculate your scores, follow these steps:

1. Put your answers (1, 2, or 3) to each question in the correct column. Please note that the order of a, b, and c changes in each column

2. Add the scores in each column and place the total at the bottom of that column. This will give you a subtotal for each of the three columns: Pragmatic, Intellectual, and Human.

3. Subtract the score of each column from 60 to obtain a final score for pragmatic value, intellectual value, and human value. *(This step is simply to adjust the scores to make them easier to understand.)*

Item	Pragmatic Value	Intellectual Value	Human Value
1.	1.c _____	1.b _____	1.a _____
2.	2.b _____	2.a _____	2.c _____
3.	3.c _____	3.a _____	3.b _____
4.	4.b _____	4.a _____	4.c _____
5.	5.a _____	5.b _____	5.c _____
6.	6.a _____	6.c _____	6.b _____
7.	7.b _____	7.a _____	7.c _____
8.	8.a _____	8.b _____	8.c _____
9.	9.c _____	9.a _____	9.b _____
10.	10.c _____	10.a _____	10.b _____
11.	11a _____	11.b _____	11c _____
12.	12.a _____	12.b _____	12.c _____
13.	13.a _____	13.b _____	13.c _____
14.	14.a _____	14.c _____	14.b _____
15.	15.a _____	15.c _____	15.b _____
16.	16.c _____	16.b _____	16.a _____
17.	17.b _____	17.c _____	17.a _____
18.	18.a _____	18.c _____	18.b _____
19.	19.c _____	19.a _____	19.b _____
20.	20.c _____	20.b _____	20.a _____
Add the scores			
Subtract from 60 for **your** **TOTAL**			

Facilitators' Debrief Notes for
Philosophical Orientation Questionnaire

Individual Orientation

Help the group understand its scores by reading through the following interpretation summary:

- Pragmatic value orientation– A preference for a pragmatic value means that a plan or activity will be assessed on its merits in terms of useful outcomes, clear objectives, and measurable indicators. (Money can simply be an objective measurement in this orientation.) *Core issue: Is it practical?*

- Intellectual value orientation– A preference for an intellectual value means that a person looks to the conceptual understanding and analytic foundations of an idea or a plan. *Core issue: Is it based on sound reasoning? Is it based on interesting or innovative ideas (bonus!)?*

- Human value orientation–A preference for a human value orientation emphasizes the effect an action will have on people and relationships. Friendships, harmony, and concern for others are of primary importance. *Core issue: Will it support and care for people?*

While most of us use a combination of all three, we each have a preferred orientation or "lens" through which we assess our surroundings and then rely to a varying degree on the other two.

Organizational Orientation

In addition, organizations and teams develop an "organizational culture" through either the dominant orientation of the majority of staff or that of the leader.

Compatibility between a person's values and the organization's culture has been found to be a source of commitment, enthusiasm, sense of belonging, and pride in supporting the organization's or team's purpose. Conversely, a person with a different values orientation from the dominant one may find it difficult, uncomfortable, stressful, or merely confusing to be a part of the team. S/he may feel or be excluded, undervalued, or not recognized for his/her contributions.

Awareness of these different values orientations is important for teams in order to maximize the contributions and perspectives of all members. It also helps eliminate the source of many misunderstandings and clashing perspectives when we understand how the other person's view of the world differs from our own. This awareness can be particularly appropriate during the hiring process, during personnel reviews to help staff prioritize areas where they can best contribute to the team or organization, and/or when identifying support networks or mentors. Lastly, it is important for leaders and supervisors to understand the values orientation of their staff in order to monitor, motivate, and incentivize individuals and find team balance. It is important to keep in mind that while orientation preferences should *never* be the basis for hiring or promotional decisions for ethical reasons, they can help identify areas that may require attention early in order to avoid conflict.

Following a review of the team profile compilation exercise, ask participants to look at their team's or organization's orientation. As they consider each of the three value orientations, what do they think would be the preferences of their team? How does the compilation compare with individual scores? What are the consequences of differences? What might be the consequences of close similarities?

Philosophical Orientation Questionnaire: Interpretation

Each person pursues benefits to him/herself and his/her organization, family, community, and society according to individual beliefs or values.

This questionnaire is designed to help you explore your preferences regarding three basic value orientations: pragmatic, intellectual, and human value. We see the worth, benefit, or goodness in ourselves, others, and organizations through the lens of our dominant value orientation. Our values are based on beliefs and determine our attitudes. A value typically includes an evaluation (i.e., good or bad designation) of an object or subject. Sets of values form proscriptions and prescriptions (i.e., statements of what NOT TO DO and what TO DO) guide our daily life. Values also affect how we interpret and perceive things and events around us. A value orientation is a set of values.

Pragmatic Value Orientation

Pragmatic value orientation appears to be based in philosophies of utilitarianism, pragmatism, or consequentialism. With a dominant pragmatic value orientation, a person tends to determine the worthiness of an activity in terms of its measurable utility toward desired ends or objectives. If the ends or objectives are not clear or the measurability is difficult, the activity will be less valued by someone with a dominant pragmatic value orientation. Although financial variables provide a convenient measure (i.e., in terms of dollars or local currency), a dominant pragmatic value orientation does not imply that a person is focused or preoccupied with money. Money may merely be the measure s/he uses to assess relative inputs and outputs. The central issue underlying a dominant pragmatic value orientation is a pragmatic concern.

Pragmatic value orientation has been shown, in research, to be correlated with demonstration of goal and action management abilities, in particular efficiency orientation and planning, in videotaped exercises. In terms of self-description with the learning skills profile, it appears correlated with information and help, and sense-making skills. Pragmatic value orientation is correlated with a preference for active experimentation as one's learning style.

Intellectual Value Orientation

Intellectual value orientation appears to be based in a philosophy of rationalism and possibly in the abstractions of mysticism. With a dominant intellectual value orientation, a person tends to determine the worthiness of an activity in terms of its conceptual contribution to understanding something. Creating a cognitive map or a framework describing what we know about something is at the heart of intellectual value orientation. There is a tendency to use abstract and symbolic variables to understand, describe, or explore a phenomenon. The central issue underlying a dominant intellectual value orientation is an analytic concern.

Intellectual value orientation has been shown in research to be correlated with a preference for abstract conceptualization and reflective observation learning styles. In terms of self-description with the learning

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[1] This document provides additional information on values and personality types; however the facilitator should review whether it is appropriate and useful for the targeted participants before distributing. Alternatively you can ask if anyone would like more information on the questionnaire, and distribute to those who show interest.

skills profile, it appears correlated with sense-making, information analysis, theory, quantitative, and technology skills and negatively correlated with leadership, relationship, and action skills. It appears negatively correlated with demonstration of abilities involved in asserting oneself, that is, persuasiveness and initiative.

Human Value Orientation

Human value orientation appears to be based in philosophies of humanism and communitarianism. With a dominant human value orientation, a person tends to determine the worthiness of an activity in terms of its effect on specific other people and its impact on the quality of the relationship s/he has with specific others. Although intimacy and friendship may be of primary importance to someone with a dominant human value orientation, concerns for others and relationships may occur in the context of work or in other settings. The central issue underlying a dominant human value orientation is caring for others.

Human value orientation has been shown, in research, to be correlated with demonstration of people management abilities involved in building relationships, namely, empathy, negotiating, and group management; it appears negatively correlated with demonstration of efficiency orientation and planning. In terms of self-description with the Learning Skills Profile, it appears correlated with relationship and help skills and negatively correlated with sense-making, information analysis, theory, quantitative, technology, goal setting, and initiative skills. Human value orientation is associated with a preference for concrete experience as one's learning style.

Philosophical Value Orientations

Each one of us believes in these three value orientations (i.e., pragmatic value, intellectual value, and human value), but we weigh their importance differently. It is expected that many people believe that one of these three value orientations is more important than the others at any point in their lives. The relative weighting of the importance to us of the three value systems may change over time.

Begin your interpretation of your responses to this questionnaire by asking yourself if the total scores (i.e., the relative raw scores) reflect your personal beliefs about the importance or ranking of these three value orientations.

> My TOTAL scores were:
>
> > Pragmatic value = _____
> >
> > Intellectual value = _____
> >
> > Human value = _____

The gap between the scores may reflect the degree to which your preference for any one of the values is closely related (i.e., a small gap of several points) or not related (i.e., a large gap with your score on one value double your score on another value).

How does this ranking or preference affect your choices in life or at work? Does it affect your self-image? Does it affect your choice of attractive jobs or organizations? Does it affect your political preferences in elections? Does it affect your choice of friends? Does it affect your choice of how to spend your time? Does it affect your feeling about the degree to which you have been a good and virtuous person recently?

Organizational Values

Often, organizations communicate expectations and values to the people within them and to all stakeholders. These are statements of the organization's culture or the shared beliefs of the people in the organization. Sometimes shared beliefs reflect the values of the founders, top executives, a dominant coalition, or opinion leaders. At other times, many stakeholders have come to adopt and share the same beliefs or values.

A person can find it difficult, uncomfortable, stressful, or merely confusing to be involved with an organization whose preference for one of the three values addressed in this questionnaire is different from his/her own preference. Although working hard, a person in a situation in which his/her value preference differs from that of the culture of the organization may find him/herself not being rewarded or recognized for his/her contributions. Feeling "undervalued" will probably result.

As you consider each of the three value orientations, what do you think would be the ranking of preferences of the organization in which you currently work or recently worked? That is, if the leaders, executives, dominant coalition, and opinion leaders completed the Philosophical Orientation questionnaire, how would their combined scores compare with your scores? Are there differences in the ranking? What are the consequences of these differences? Are there similarities in the rankings? What are the consequences?

Compatibility between a person's values and the organization's culture has been cited by many as a source of commitment, enthusiasm, and sense of belonging, pride, and willingness to use capabilities to the fullest in pursuit of the organization's goals or agenda. Given your value orientation preferences, do you think they are important to consider in determining for which organization you want to work?

The Whole is Greater than the Sum of its Parts.

Prepare a *portrait* of your team that includes all its "pieces."

Be creative!

Who are the different pieces and what roles do they play?

Session 4:   Collaborative Communication

Session objectives

- Learn to distinguish positive from negative communication patterns
- Practice constructively asking questions and giving feedback

Session guide

Topics	Format	Timing
1. Importance of communication	Plenary discussion	5 min
	Role-play	25 min
2. Positive/negative communication	Paired practice session	30 min
3. Practicing positive feedback		
		Total: 1 hour

Materials

- Flipchart and colored markers
- Recruit a person willing to role-play and practice roles in advance
- Slides:
  - o *7--Negative /Positive Language*
  - o *8– Ineffective Questions*
  - o *9--Practice Scenarios*
- Handout 7--*The Ultimate Empowerment Tool: Effective Questions*

Facilitators' notes

1.   Importance of communication

Introduce the session by saying that organizational relationships are complicated because we are all human, coming from many different cultural and individual backgrounds. Disagreements and conflict are bound to occur between staff members, between staff and management, and between partner organizations. The source of the conflict may be miscommunication, differences of opinion, cross-cultural diversity, or other variables. However, many bad feelings, relationship problems, destructive conflict, and inefficiencies result simply from the WAY that people communicate with each other. Communication skills are often lacking simply because they are not learned, resulting in unnecessary conflict and friction. We engage in arguments that are more oriented to winning than to solving problems. This results in teams that don't work well because they lack skills. In this session, we will begin to build those skills.

2.   Positive/negative communication

Ask the group to observe two role-plays and notice the communication patterns. (Adapt the following scripts as desired.)

Role-Play 1: A program officer rushes into the administration office. "I need the keys to the Jeep right away!" The administrative officer abruptly says that the driver is about to use the Jeep for other staff members who have reserved in advance. The program officer insists his/her task is urgent and others should wait. They get into an argument, both asserting their authority over the other and using phrases such as "If you had bothered to read the policy manual…" and "You are always so bureaucratic! You never let the rules serve the people!"

Role-Play 2: The same program officer rushes in saying, "I'm sorry; an urgent matter has come up. I need to use the Jeep for one hour." The reply is that the driver is about to run errands for other staff members, but asks for more information on why the car is needed. "If you give me some more information, perhaps I can help you better." The reason is explained– a proposal is to be delivered to a donor by a certain deadline–and the program officer asks, "I understand the policy for reserving in advance, but how can we work this out? This proposal will bring critical services to our clients, not to mention funds to the organization." The administrative officer explains that they are trying to respect the needs of other staff that have reserved the car but that the driver could deliver the proposal along with doing the other errands, stopping by the donor's office first. Both are satisfied that they are contributing to effective service delivery and express gratitude.

On a flipchart with two columns labeled #1 and #2, list what the group observed in each of the role-plays. After each item is listed, ask what the effect was on the interaction (e.g., blaming made the other person defensive).

Use the following questions to debrief the role-play:

- What was the impact of the different ways of communicating on the relationship between the two parties? How did the two parties appear to feel after the interaction?
- Which way of communicating was more effective in achieving positive results?
- What is the difference between understanding the other's point of view and agreeing with it? How does knowing and using the difference affect communication?
- Can you think of examples when you experienced these different forms of communication?

Language is an exceedingly powerful tool. Some ways of communicating tend to increase friction and anger. Other ways of communicating tend to cause people to work WITH us, not AGAINST us. There are ways you can communicate, both in writing and orally, in a more positive way that is more likely to lead to cooperation rather than to argument.

Introduce the concept of positive and negative communication (Slide 7). Lead a discussion of the slide by asking participants for examples of each, starting with the negative language column and ending with the positive column.

3.   Practicing positive feedback

Show Slide 8--Ineffective Questions and ask participants to discuss why the questions are not helpful and how the questions might be changed to be more effective.

Distribute TB Handout 7--*Ultimate Empowerment Tool*. Read through it together.

Ask participants to practice using this language by acting out role-plays of common office situations. Using Slide 9 with the role-play scenarios, form small groups of three, and ask participants to practice using positive language in conversing with their colleagues. Two members perform a role-play with the third person observing and giving feedback on where they used positive language (or not) as described on the slide and how they might improve. Participants then switch roles until they have all had a turn in each (5-minute role-play, 5-minute feedback for each of three pairs).

Debrief by asking participants about their experience with the exercise and what they learned.

Negative/Positive Language

Negative language

- Tells what cannot be done

- Puts people on the spot

- Has a subtle tone of blame, intimidation

- Uses words like can't, won't, unable to

- Focuses on why cannot achieve objectives

Positive language

- Tells recipient what can be done

- Suggests alternatives and choices

- Sounds helpful and encouraging; not bureaucratic

- Stresses positive actions and positive consequences

Ineffective Questions

- Why are you behind schedule?

- What's the problem on this project?

- Why are you so far behind the other team?

- Who isn't keeping up?

- Who did that?

- Who made that decision?

- Don't you know better than that?

The Ultimate Empowerment Tool: Effective Questions

The difference between an effective question and one that is less effective or even detrimental to our objectives lies in the question's focus. Some questions put us on the spot and intimidate and disempower us. They focus our attention on the reasons we are not achieving or cannot achieve our objectives.

Ineffective questions

Why are you behind schedule?
What's the problem on this project?
Why are you so far behind the other team?
What's your problem?
Who isn't keeping up?
Who did that?
Why did you do that?
Who made that decision?
Don't you know better than that?
Who wants to tell the boss about this?

We have a choice of focusing our attention and energy on all the reasons we cannot achieve the results we want or on how to create the results we want to accomplish. Whether people become part of the problem or part of the solution relates directly to the way we ask questions of ourselves and others.

Effective questions

How do you feel about the project so far?
What is working well with it?
What do you attribute that success to?
What else?
How would you describe the way you want the project to turn out?
What are your specific objectives?
What will be the benefits for our customers if you can meet all those objectives? For our company?
    For our team? For you personally?
What key things need to happen to achieve the objective?
What kind of support do you need to ensure success?

Effective questions combine forward focus with the power of questions to create the ultimate empowerment tool. Effective questions yield responses that support people in continually moving toward their objectives. By adding the asking element, people get the added benefit of discovering the answers for themselves. This generates automatic buy-in and commitment to the solutions they find.

> "*Tell me and I'll forget, show me and I may remember, involve me and I'll understand.*"
> -Chinese Proverb

Effective questions for looking at decisions

What results do you want?
What would be the advantages or benefits of that approach?
What part of that decision are you most comfortable about? Most uncomfortable about?
What specifically is most comfortable for you? Most uncomfortable?
What options do you see for getting past that obstacle?
What is the biggest unanswered question about that decision?
What will it ideally look like when it's complete?
What are you looking forward to most in completing that task?
What has worked most effectively in similar situations in the past?

Effective questions for looking at past decisions

What was particularly effective about the way that worked?
What would you do differently another time?
What would be the benefit of doing it differently?
What two or three things about that please you most?

Effective questions for working through issues

If there were no obstacles or issues, what would we be doing right now?
In what way could I be most helpful to you right now?
What other question could I ask to be helpful?
What ideas have we explored in the past that we might revisit?

Effective questions for performance enhancement

What areas of your performance please you most?
What specifically about that would you most like to be acknowledged for?
What would it look like to you if you could suddenly perform perfectly?
In what ways are you most looking forward to enhancing your performance during the next year (month)?
Over the year (or since we last talked), what two or three improvements have you made in your
    personal performance that please you most?
What pleases you most that you were able to achieve as a result of the improvements you've made?
Who has benefited the most from these improvements?
What have these improvements allowed you to do even better than before?
Of all you do on a regular basis, what two or three tasks contribute most to your success on the job?
In what ways do these things contribute to your success?
What would be the benefits for you if you were to find ways to do these two or three things
    better? What would be the benefits to the team? To the organization as a whole?
What could you do more of, better, or differently to improve in those areas?
What could I (as your manager) do more of, better, or differently to support you in these areas?
What would you like to have improved even more than you did?
What kept you from it?
How can I be most helpful to you in what you would like to do in that area?
If there were no limitations on what you did, what would you change to allow you to do your job
    better and easier?
What parts of your job do you like the least?
What are some other ways you might achieve the same objectives that you would enjoy more?
What is the best you can do?

"The real voyage of discovery is not in seeking new lands, but is seeing with new eyes." -Marcel Proust

Practice Scenarios

Task: Choose one of the following office scenarios (or make up one of your own)

Select parts and practice using positive language as you role-play collaborative communication

1. Frequent delays in submitting reports

2. Uncooperative/uncommitted team members

3. Poor cooperation between departments

4. Conflict over shared office resources

5. Delegating tasks and responsibilities

6. Giving feedback to senior staff/soliciting feedback from junior staff

Session 5:   Managing Conflict

Session objectives

- Describe multiple layers of a conflict

- Identify personal styles of responding to conflict

- Practice using a conflict management process tool

Session guide

Topics	Format	Timing
1. Conflict response styles	Plenary presentation	15 min
2. Identifying layers of a conflict	Individual reflection	30 min
	Small group practice session	45 min
3. Conflict management process		Total: 1 hr 30 min

Materials

- Note: This session should follow collaborative communication, particularly reviewing the differences between positive and negative communication
- Flipchart and colored markers
- Slides
    - 10--*Conflict Response Styles*
    - 11--*Layers of a Conflict*
- Handout 8--*Model Conflict Management Process*

Facilitators' notes
1.   Identifying conflict response styles

Introduce the session by saying that every relationship has conflict. It is a normal and potentially creative tension. It can stimulate discussion, sharing of ideas, and making changes that may benefit the team and the organization. Yet, interpersonal conflict or conflicts over key decisions can present serious challenges to team effectiveness and organizational functioning. If available, bring back the flipchart and review the guidelines for effective dialogue from Session 1.

Lead a short discussion by asking participants to individually remember a recent conflict in which they were involved. It could be interpersonal, intra-organizational, or communal. Ask them to reflect silently on the following questions, taking time to make notes if helpful:

1. What was the conflict about?
2. How did you react? What did you do?
3. How was the conflict resolved (if it was)?

4. If not, what were the obstacles?
5. How might the process been different by using another style of approach?

They can keep that example in mind as you will return to it throughout the exercise.

Use Slide 10 to review four basic styles for handling conflict. Each person, organization, and culture has its own balance and blend of these styles in the way it resolves conflict. Note that with three of the strategies, there are winners and losers. The last is a "win-win" situation.

- **Avoidance**– Pretending that the conflict does not exist and allowing it to exist under the surface. Recognized by sensing avoidance, delaying tactics, underlying tensions, and passive-aggressive behavior to deal with contests. *Everyone loses.*

- **Power**–Trying to win by using one's own strengths to prevail over the objections of opponents. Focuses on the positions of the parties. Recognized by observing threats, intimidation, or coercive force to win power contests. *Someone loses.*

- **Rights**–Trying to win by appealing to legal or moral authority, precedent, or other external judge. Focuses on the positions of the parties. Recognized by the presence of appeals to external authority to judge or arbitrate disagreements. *Someone loses.*

- **Interests**–Trying to satisfy one's interests by reconciling them with the interests of the opponent. Focuses on the underlying interests of the parties rather than on the positions. Recognized by mediation efforts that resolve disputes by reconciling interests. *No one loses.*

Ask participants to reflect on their example and identify the reactions that were present. Then in pairs, ask them to discuss for 10 minutes the styles for responding to conflict in general that they are most comfortable with; least comfortable with; and the dominant style in the organization. Close the activity by saying, "With that in mind, let's look at some constructive ways to address conflict, which may be new to some people."

2.   **Identifying layers of a conflict**

Make a presentation on layers of a conflict by using Slide 11. Explain that conflict may be understood as having layers of positions, interests, needs, and values. The further down we dig into the different sides, the greater the likelihood of finding common ground on which to build a solution. This is what is meant in the last style as identifying interests.

If the communication role-play between two staff needing to use the vehicle was done, reflect on it–how did the first role-play focus on positions? How did the second use interests, needs, and values to identify a solution for everyone?

Ask participants to reflect on the conflict they discussed at the beginning.
- How do they see that example in this model? Does it fit?
- Was finding deeper layers part of finding a solution or not?
- How might the situation have been handled now that they are familiar with the model?

3.   Understanding conflict management process

Distribute Handout 8--*Joint Conflict Resolution Process*. Read through it and answer any questions or comments that arise. Recognize that each culture has its own way of addressing conflict–some are direct, others involve others to address another indirectly. Ask how this process could be adapted in the participants' culture to better match local customs.

Have a pair or group of participants who have agreed to role-play the resolution of a conflict they have had (either real or fictitious) come to the front of the room. Have them explain the conflict and present their ideas from Parts 1 and 2. As facilitator, stop the role-play at the end of each part to review what happened, answer questions, and ask participants to identify examples of where they saw use of the process principles. At the end, thank the group in the role-play for sharing its experience.

In a large group, hold a discussion on what participants saw. Conclude by asking if and how this process (or another) could be used to manage conflict in their own teams.

Styles of conflict response

➤ **Avoidance** *Everyone loses*

➤ **Power** *Someone loses*

➤ **Rights** *Someone loses*

➤ **Interests** *No one loses*

Layers of a conflict

Position · Interests · Needs · Values · Position · Interests · Needs · Values
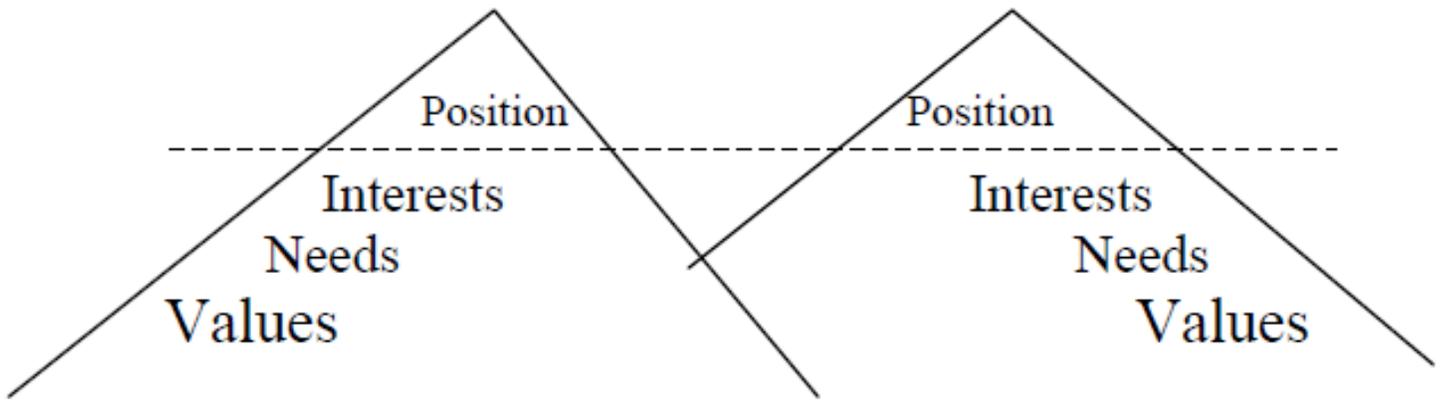
Model Conflict Management Process

PART I: UNDERSTAND THE CONFLICT

1. What is the conflict about?

2. Who is involved?

3. Self-reflection
   - Clarify own needs, values, beliefs
   - What do I need (not positions)?
   - What are my concerns?

4. Understanding the other persons or actors
   - What concerns do the other persons have?
   - Suspicions or assumptions about the other persons

5. How important to me is my relationship with the other persons?

6. What will happen if we fail to resolve our conflict?

7. What are the goals for this problem- solving discussion?

PART II: FINDING TIME TO TALK

Find a time for both people:

- That is mutually convenient
- Offers enough time to discuss the problem
- In a place quiet and free from interruptions

PART III: THE DISCUSSION

Step 1: Goals and ground rules
- State goals for the discussion
- Ground rules: taking turns; mutual respect; listening for understanding

Step 2: Defining and discussing the problem
- Each person tells what happened, states issues and feelings (taking turns listening)

- Remember: You don't have to agree with what is being said in order to listen and understand
- Avoid blaming
- Recognize and understand emotions
- Do not use this discussion to "vent" on the other person
- Use "I" messages or messages that reflect only your feelings and behavior, not those of others
- Identify interests and needs (not positions); do **not find solutions yet!**

Step 3: Reflecting
- Summarize new understandings and progress
- Agree on the definition of the problem (interests, issues, needs)

Step 4: Finding solutions
- Brain storm options
- Explore alternative solutions (be creative and non-judgmental)
- Determine advantages and disadvantages of each option
- Consider consequences; perform a reality check (will it work?)
- Consider how the solution will work for the future (does it need to?)

Step 5: Agree on a mutually satisfactory solution
- Make sure the solution(s) is/are specific and balanced. Who will do what, when, how, etc.?

Step 6: Plan for follow-up
- Agree to a specific time to check in to make sure the agreement is working

PART IV: FOLLOW-UP

1. Check with one another to make sure the agreement is working

2. Renegotiate, if necessary

Session 6:   Monitoring Team Development

Session objectives

- Craft a vision of the ideal team

- Assess current team performance against participants' ideas and to prioritize areas for improvement

- Formulate goals and an action plan for strengthening and monitoring team development

Session guide

Topics	Format	Timing
1. How to strengthen teams?	Plenary discussion	5 min
2. Visioning our ideal team	Small group exercise	45 min
3. Assessing team performance	Small group activity	40 min
4. Our team development plan	Plenary discussion	30 min
		Total: 2 hours

Materials

- Flipchart and colored markers
- Slides
    - 12--*Create a Shared Vision*
    - 13--*Team Effectiveness Action Planning*
- Flipcharts
    - *Team Assessment Grid*–write the group's *Characteristics of Effective Teams* (Session 2) on a flipchart with three columns for *High*, *Medium*, *Low* next to each
    - *Action plan* template on flipchart

Facilitators' notes

1.   Introduction: How to strengthen teams?

Introduce the session by reviewing the different components of the workshop–understanding teams and what makes them effective and practicing good team skills of communication and conflict resolution. Now participants will have the opportunity to look at their own team and develop a plan for making it stronger. (If helpful, use the analogy that we go to a gym not because there is something wrong with our bodies but because we want to be as healthy and strong as possible. The same is true with teams.)

2.   Visioning our ideal team

Lead participants in guided visioning on imaging their team at its ideal. Ask them to sit comfortably in their chairs and relax and tell then to close their eyes or look down. Read the following, allowing pauses between sentences so that participants may follow with their thoughts.

"Imagine what your team looks like at its ideal to you. Imagine that in the next year, all your wishes come true. What does that look like? Picture your interactions as clearly as possible… how you work together…and how it feels to be part of such an effective team. Specifically, reflect on the following:

1.   We know the team has succeeded because we see and hear…

2.   What is the great job we have done? What are people saying?

3.   What has been the key to our success?

4.   Our success in achieving our team purpose is important because…

Allow participants a few minutes to record some notes to themselves on their responses. Divide participants into small groups of four to five people. *(If the team is smaller than five people, ask participants to work together as one group.)* Give them 30 minutes for the small group task on Slide 12 and ask them to be prepared to report their work to the others.

When each group is finished, allow two to three minutes per small group to present the group's ideal vision with the whole team as well as the group's statement describing the picture. Ask the groups to post their statements all together. Note the similarities and differences. Ask if all can agree on one statement or even merge a few to create one common vision statement for their ideal team.

3.   Assessing our team effectiveness

Look back at the team's assessment of its effectiveness according to the characteristics of effective teams from Session 2. Remind participants of the exercise by briefly reviewing the list of characteristics of effective teams that they developed. Check to ensure that the list still reflects their best thinking on teams or if there are changes they want to make.

Once they have made any needed adjustments to the characteristics, provide participants with the opportunity to give themselves a quick check-up on the status of their team. This is not to see if they are good or bad; it is akin to visiting the doctor for a quick checkup to see where improvement is possible. (Note that the results are strictly for participants and will not be used for any other purpose.)

Post the Effectiveness Assessment Grid flipchart prepared in advance with the characteristics and areas for scoring (transfer any changes that the group made to the grid.) Ask participants to come to the flipchart all at once and vote for how they believe they are currently performing against this characteristic. They do this by making a check mark (√) under the heading that corresponds to how they think their team is doing on that characteristic. For example, if they think they have built solid trust among members, mark that high; if they think they are not very good at being creative with challenges, mark that low. *(Encourage voting all at once as each person voting individually might inhibit truthful answers.)*

The resulting flipchart will look something like what follows:

Our Team Assessment			
	High	**Med**	**Low**
Clear vision/purpose	√√√		

Shared commitment	√√	√	
Trust	√√		√
Roles and responsibilities	√	√√	
Mutual accountability		√√	√
Individual and team success			√√√
Group tasks and process		√√	√
Challenges with creativity	√	√	√
Inclusive decision making		√	√√
Regular communication	√√	√	

Lead a discussion on the results by using the following questions:
- Where are they strongest?
- Where do they need the most improvement?
- Where are there the most differences of opinion?
- Which characteristics stand out to you as most crucial for your success?

4. Our team development plan

Ask participants as a group to determine the three-to-five characteristics they would like to improve upon in the coming year. The characteristics may be things they do poorly now and need to improve or something they already do well that is critical to their success and therefore want to make even stronger. Facilitate agreement on their priority list. *(Note: You can follow the group; do not press them to select five if they feel strongly about three or limit them to three when they feel strongly about five.)*

Show Slide 13. Post the model action plan grid on the wall (without the 'notes on progress' column). Ask participants to form small groups around the priority characteristic that they are most passionate about or interested in. Allow 30 minutes for them to identify two or three actions they could take to improve their team effectiveness under this characteristic. As much as possible, ask participants to complete the other columns of the action plan (see example of the action plan template with model steps).

At the end of the allotted time, groups present their action plan steps. Allow time for discussion after every group's presentation as well as at the end of the session for everyone's comments on the plan. Be sure that the action plan is clear and accurate and that that all participants assigned a responsibility agree to the actions described.

Explain to participants that the last column on the template–notes on progress–is for monitoring the group's action plan. Over time, the group will be able to record how its goals are being achieved. Alternatively, the group may need to explain obstacles it is encountering and efforts to overcome them.

Create a Shared Vision

Task: 30 minutes

1. Individually share your vision of your ideal team

2. Identify common ideas; find others you can agree on

3. Create a presentation (draw a picture, enact a role-play, etc.) that reflects your group's ideas

4. Write one to three sentences using key words or phrases to describe your group's vision

Improving Team Effectiveness-Action Planning!

Task: 30 minutes

1. Select the priority characteristic you are most interested in or passionate about (you will work on that idea in a small group)

2. Identify two or three concrete actions you could take as a team to improve your effectiveness in this area

   Example: We hold team meetings for one hour on the first Monday of each month to share information, address challenges, and celebrate success.

Action Plan

Characteristic	Action Steps	Person Responsible	Completion Date	Assistance Required	Notes on Progress
1. Regular communication and feedback	a. Hold team meetings for one hour on the first Monday of each month to share information, address challenges, and celebrate success	Team leader	Starting May 2010		
	b. Institute quarterly monitoring meetings (30 min) between staff members and their supervisors to track progress, receive feedback, and record lessons learned	Supervisors	Starting 3rd quarter 2010		
2.					
3.					
4.					
5.					
6.					

Session 7:   Workshop Closure

Session objectives

- Recap progress and decisions made during the workshop

- Develop an action plan for continuing momentum

- Make individual commitments to support the newly strengthened team

Session guide

Topics	Format	Timing
1. Action planning	Plenary discussion	20 min
2. Circle of promise	Plenary exercise	10 min
3. Evaluation	Individual writing	
		Total: 30 min

Materials

- Action plan grid flipchart or slide
- Piece of rope approximately 10 feet in length
- Stick (or object to be used as a talking stick)
- Evaluation sheets

Facilitators' notes

1.   Review of workshop progress

Quickly review the progression of the workshop → participants discussed the definition of a team and characteristics of effective teams; they looked at how teams developed and determined the stage and appropriate action needed for their own team's development; they practiced skills needed for positive interaction; and they developed principles and a plan for achieving their vision of their team at its ideal.

Ask the group to review the action plan and identify the next steps they are committed to taking to get their plans underway. Focus on the next four weeks. What needs to happen? Who will do it? Complete the action plan grid on either a flipchart drawn in advance or a slide. Be sure to ask the group what additional support it may need from NuPITA.

2.   Circle of promise

Tie a knot in a strong piece of rope to form a circle as big as the circle of participants. Ask everyone to stand on the outside of the rope and grasp it with both hands as it is lying on the ground in front of each person. Everyone stands up at the same time by pulling on the rope. (The rope, formerly limp, will

suddenly become full of strength and feel as if it were pulling up individuals, rather than the other way around.) How is this like our team?

Have an object that can be used as a "talking stick". As it is passed around, each person makes a promise of what s/he will do as a result of the workshop to keep the momentum going, e.g., listen carefully to others, give positive feedback, etc.

The facilitators and the appropriate leader from the organization make some closing remarks to end the workshop.

3.   Evaluation

Ask participants to complete an evaluation handout to give feedback on the workshop. Use the following questions or adapt them to the group:

1.   What was the highlight of the workshop? When was it and what did you learn?

2.   What will you take back with you from this workshop?

3.   How would you like the next gathering to build on this one? What would be the focus?

4.   What are your three wishes for the workshop organizers that would have made the event even better?

5.   What feedback would you give to your team mates on their contribution to the event?

Workshop Evaluation Sheet

Please complete the following questions to give feedback to the organizers of this workshop:

Thank you for your participation!

1. How well were your expectations met for the workshop?
    High   Medium   Low

2. What was the highlight of the workshop? When was it and what did you learn?

3. What will you take back with you from this workshop?

4. How would you like the next gathering to build on this one? What would be the focus?

5. What are your three wishes for the workshop organizers that would have made the event even better?

6. What feedback would you give to your team mates on their contribution to the event?