

# **ISO** **QUEST**

*TQM FOR AN ISO WORLD*

## **TEAM DEVELOPMENT**



QUALITY IS A JOURNEY...

**VISION**  **QUEST**  
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# WORK GROUP DEVELOPMENT

## THE JOURNEY CONTINUES

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Successful work groups don't just happen. Success depends on training, trust building, hard work, and above all, commitment.

This book was designed to help Work Groups attain the success for which they strive. It will teach new skills and develop those skills that are inherent in all of us. The development of highly effective Work Groups will not happen overnight. It takes time to build relationships and to obtain the values that lead to success.

With the use of this book and all other collateral materials, Work Groups will have the foundations they need to succeed.

### **Thanks To:**

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# ***INITIAL WORK GROUP DEVELOPMENT***

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## **Objectives**

This course is designed to provide the foundations of work group development. It will provide the knowledge and skills needed to work in a cohesive, synergistic manner to improve quality and internal and external customer satisfaction.

1. Define and develop the understanding of what it means to be a work group.
2. Develop an understanding of why an organization develops work groups.
3. Provide the basic skills essential to being an effective member of a work group.
4. Understand the four stages of work group development.
5. Identify the steps necessary to move through the stages of work group development.
6. Develop interactive skills.
7. Demonstrate meeting process skills.
8. Understand the concepts of empowerment.

# ***INITIAL WORK GROUP DEVELOPMENT***

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## **Expectations**

Each of you will leave here with a better understanding of:

1. The concept of work groups and how it promotes interdependency.
2. The relationship of Vision and Mission.
  - Roles
  - Goals
  - Process
3. Your value as a work group and team member.
4. How work groups promote quality.
5. Tools you need for success.

## ***WHAT TODAY'S EMPLOYEES WANT***

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More responsibility

More authority

More skills and training

More decision making power

More information

More influence

More rewards - both intrinsic (the work itself) and extrinsic (recognition, praise, money based on performance)

# ***WHERE ORGANIZATIONS ARE GOING***

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Quality alone will not insure success

Workers more responsible for quality and cost savings

Moving beyond quality

Productive work continues

Self management

Multi-functional people

Gain sharing

Minimal but clear boundaries

Application of quality tools

Use of information technology and knowledge based tools

Everyone working “smarter”

Constant change and innovation

Proactive not reactive culture

Everyone acting like an “owner” (motivated, committed, empowered)

# ***CONTRAST OF VALUE EMPHASIS***

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## **Japan**

- Discipline
- Uniformity
- Sense of obligation and duty to others
- Identification with the total enterprise

## **USA**

- Entrepreneurism
- Innovation
- Autonomy
- Diversity
- Identification within the work group
- Energy level of the worker

# ***PARADIGMS***

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**Good?**

**Bad?**

**Neither!!!**



## ***WHY CHANGE?***

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**To stay competitive**

**High performance**

**High flexibility**

**High commitment**

**Constant Improvement**

## *MANAGING CHANGE*

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### **Critical factors involved in change:**

- **Pressure**
- **Vision**
- **Mission**
- **Current reality**
- **Creating a transition plan**
- **Resistance**

# ***MANAGING CHANGE***

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We are living in an age where change is a dominant force. Fierce world market competition, deregulation, rapid technological change, global economic forces, and the increasing numbers of takeovers and mergers keep the industrial environment in a state of constant turmoil.

To meet these challenges an organization must be characterized by:

- **High Performance** enabling it to compete successfully in world markets by providing high quality and high value-added products and services,
- **High flexibility** to meet rapidly changing market conditions and advances in technology,
- **High commitment** from a multi-skilled work force capable of moving rapidly to where the work is and taking responsibility, and
- **Constant improvement** in performance from employees who are actively involved in the process of improving quality and reducing non-value added waste.

To meet these challenges organizations are changing in their processes, systems, and structures. These changes are profound for some organizations - affecting their whole culture.

Managing these kinds of changes is often complex. We all can think of examples of unsuccessful attempts at bringing about change. But, what does it take to manage change successfully? What are the critical factors for managing change?

## **Critical Factors for Successful Change**

$$\text{Change} = \frac{\text{P x V CR x TPL}}{\text{R}}$$

Volumes have been written about organizational change but sometimes the simplest concepts hold the most wisdom. Richard Beckhard, a noted Organizational Consultant and former MIT Professor, described the critical success factors for managing change in this simple formula. Let's look at each of these factors.

## **Pressure for Change (P)**

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Organizations are social inventions designed to focus human energy toward some objective. Organizations develop mechanisms for articulating, controlling, and reinforcing the behaviors that contribute to achieving the objective. Habitual patterns of behavior, therefore, get strongly entrenched. They are supported by the organization's norms, policies, recognition systems, procedures, standards etc.

Changing these habitual patterns of behavior and the structures and systems that support them is difficult. All natural forces in an organization work to maintain the status quo.

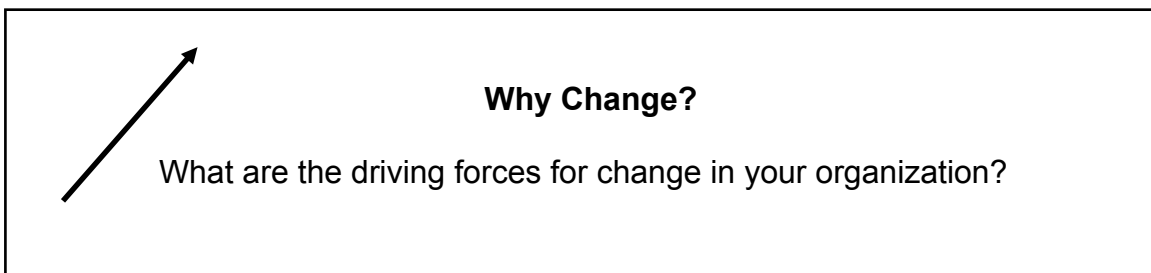
So the first and most critical element for successful change is pressure for change - enough pressure to overcome the tendency to maintain the status quo. People must perceive the need for change. Understanding the need is the foundation of readiness to accept the change.

Sometimes the pressure for change comes from outside the organization such as a foreign competitor taking market share. But, the pressure can also come from inside the organization from key managers with a vision of what's needed for the future. Whenever it comes from the need for change it must be clear and the pressure for change must be felt.

Leading the change effort means getting this element into place. It means providing answers to questions such as:

- Why do we need change?
- What is the urgency?
- Why isn't our current performance good enough?

The first success factor is to clearly establish the need or pressure for change. What needs or challenges does the organization face that will require new approaches.



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## Creating a Vision of a Redesign Organization (V)

Having the pressure to change is not enough. How should we change? In what direction should we go? Leading organizational change requires the creation of a shared vision of where you want to go.

A vision is a description of a future state that you would like to create. Developing, communicating, and winning commitment to a shared vision provides a focus for human energy.

Complex change often requires the collective efforts of many people at multiple organizational levels. A shared vision is a critical element in aligning the energies of individuals for the change and a rallying point for the concrete actions, that are needed to produce the changes.

We will be spending a lot of time in this workshop clarifying the vision of what we mean by a Team Concept and the changing role of the supervisor in a team-based organization. This will help clarify the future state.

### **Developing an Awareness of the Current Reality (CR)**

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The third critical success factor is to know where you are now. A vision, while an important element, is not enough to produce change. We need to have a keen awareness of the current reality -- how things are currently working. Without a full appreciation and awareness of the current situation the forces for change cannot be unleashed.

This principle, that real change begins with awareness and acceptance of the status quo, is called the "paradoxical theory of change". The principle is paradoxical because it is the opposite of our typical beliefs about change.

### **The Dynamics of Change**

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Whenever you hold a vision of a future state different from the current state there is a tension or energy for change. It is important to create energy for change by articulating and acknowledging both the vision and current reality.

Also, it's important to recognize that the current reality is surrounded by a comfort zone. People have a sense of security, competence, and well-being in the status quo.

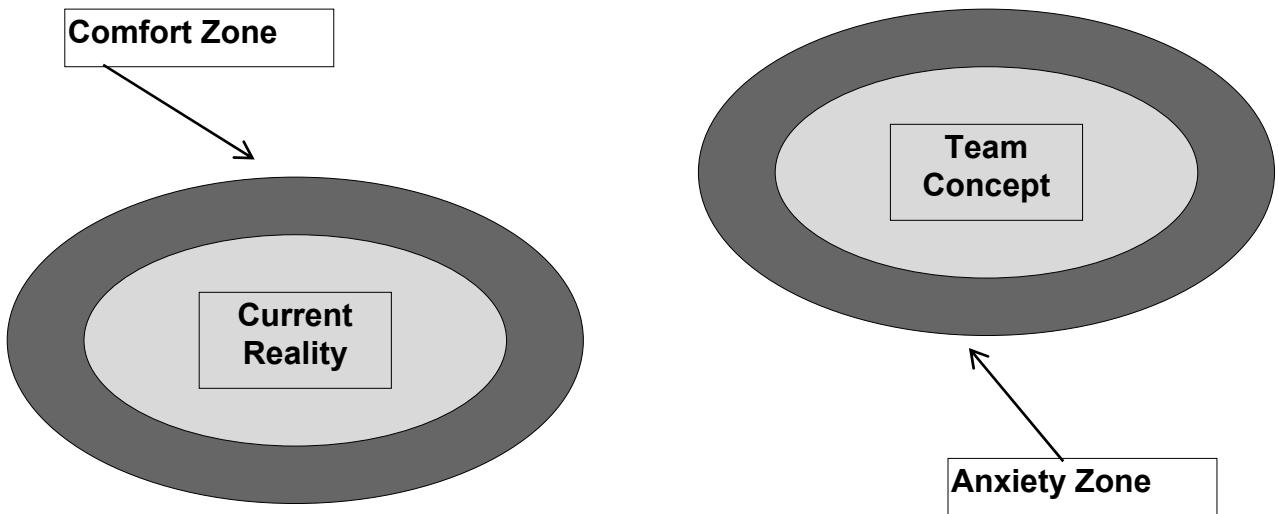
The vision of a better way is surrounded by a zone of anxiety -- the fear and threats of the unknown. One of the dynamics of change is that as people move toward the vision - beyond their comfort zone -- there is a tendency to want to return to old ways.

Also, when some people change and move toward the vision, their behaviors threaten others and there is pressure exerted to change back. Both of these behaviors -- retreat and pressure to change back -- are understandable, but they can undermine change.

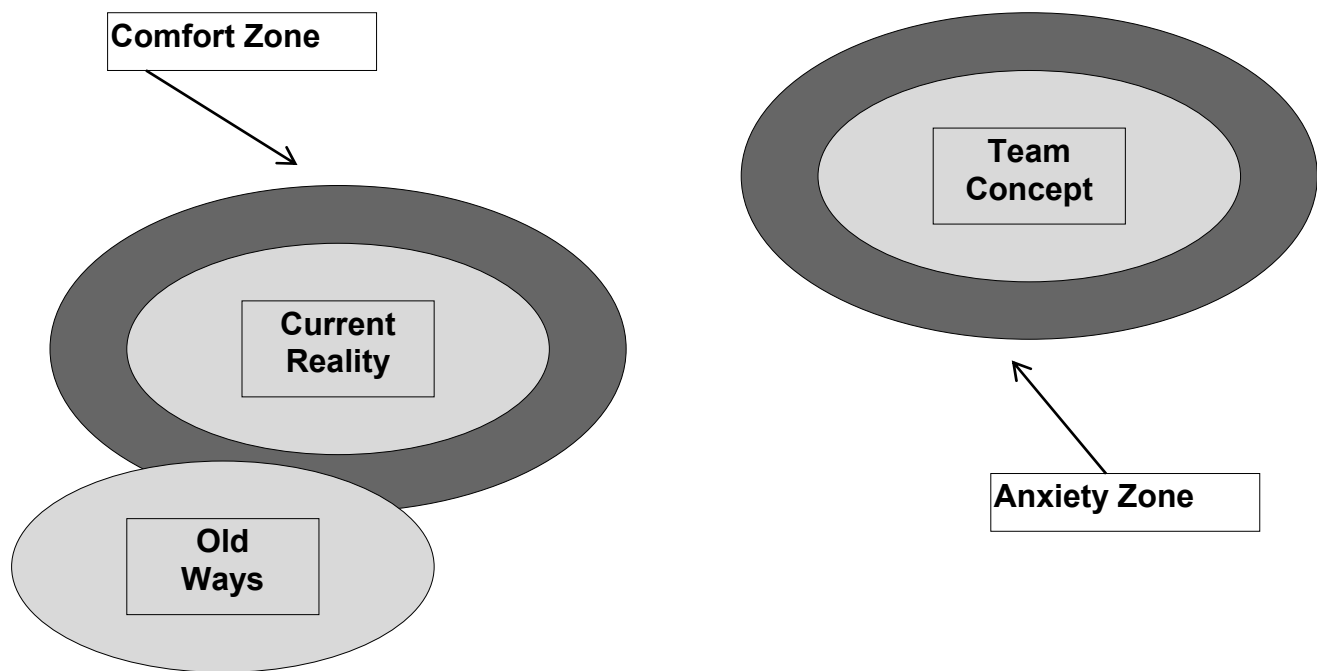
Leaders need to reinforce new behaviors and try to make them safe and comfortable. In this way, the comfort zone gets extended as current reality changes. Eventually, the old ways are outside the comfort zone and people look back with amusement on how they used to do things and marvel at how far they've come.

Remember, never compromise on the vision - what you hope to achieve. The goal is to change current reality by trying new ways of working and making those new ways comfortable.

### ***Retreating from change***



### ***Gradually moving the comfort zone***



## **Creating A Transition Plan (TPL)**

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The preceding success factor, pressure, a vision, and the current reality, establish the direction and energy for change. But this energy can dissipate without a clear plan of action.

A successful change effort requires a specific written plan that outlines the steps required to make the transition between the current state and the vision. The plan needs to break down this transition into achievable steps, and for each step specify who will do what, by when.

## **Resistance To The Change (R)**

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The first four factors in the numerator of the equation are all critical. A multiplication sign between them which means that if any of these factors are missing (a zero) then the whole equation is zero. Each factor, therefore, needs to be in place for a change to be successful.

The product of those critical elements, however, is reduced by the amount of resistance to the change that is present in the system. Resistance is a natural phenomena and it is to be expected. It reflects the energy people have to maintain the status quo.

Resistance to change can come in many forms and from many sources. Some people are afraid, others uncertain, some can't see the need, while others feel they will lose status. Some of the resistance may be overt and direct. In other cases it may be indirect and hidden. One thing is for sure - a significant change will elicit emotional reactions from those who are affected by the change.

When organizations ignore the emotional impact of change, problems of implementation are magnified. Those who ignore emotional reactions and blame or criticize those who have them, simply contribute to the problems of implementation.

When familiar work patterns are disturbed, as in moving to self directed work teams, organizations must allow a transition period of letting go of the old ways and moving toward the new. A successful change effort needs to have processes for getting the resistance expressed, understanding its' nature, and responding to it constructively.



## ***VISION***

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**The nonspecific directional and motivational guidance for the entire organization.**

**It describes where the company or group is going in the most general terms, but it must also provide emotional direction.**

**To be effective, visions must be inspiring, they must also be clear and challenging.**

### **Example**

**“To make a contribution to the world by making tools for the mind that advance mankind.”**

**Steven Jobs; Apple Computers**

## ***MISSION***

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**A broad statement of business scope and operations that distinguishes an organization from other, similar organizations.**

**The four elements of a mission statement are:**

- **Purpose**
- **Strategy**
- **Behavior standards**
- **Values**

**The critical role of the organizational mission as the basis of orchestrating managerial actions is repeatedly demonstrated by failing firms whose short-run actions are ultimately found to be counterproductive to the long-run purpose.**

## ***GOALS***

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**The refinements of the Organization's mission that address key issues within the organization.**

**Goals allow an organization to explain its mission in philosophical terms.**

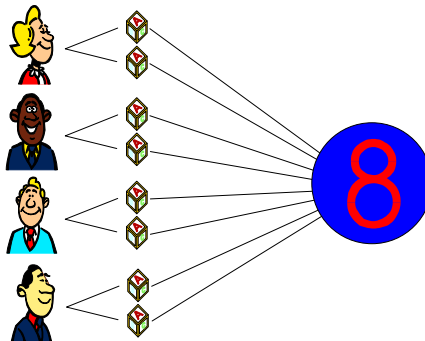
# WHY WORK GROUPS

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## Synergy:

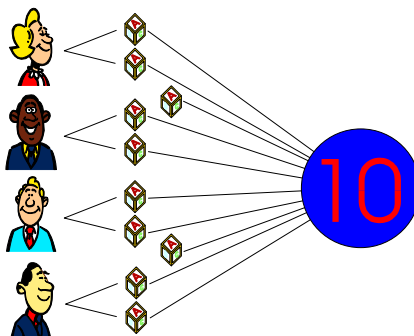
**The sum of the whole is greater than the sum of the parts.**

For example, at one place in the organization there is a work group consisting of four members. If each member of the work group is capable of producing two units of any given good or service, the sum of those goods or services if added one to another would be 8.



**Non-Synergistic**

However, in a Synergistic organization, one in which all of the processes work the way they are supposed to work every time and are improved, Synergy is realized. Thus, the actual group productivity is 10.



**Synergistic**

# ***WHY WORK GROUPS***

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**One small event inside a massive strategy designed to change the way your organization runs its business.**

**The vision for this strategy is to have your organization as a leader in its chosen markets on a world wide basis.**

**The goal of the strategy is to create a culture where the focus of every employee is conformance to negotiated customer requirements 100% of the time.**

**The energy currently driving the strategy is coming out of the need to survive.**

**A key element of the strategy is full utilization of the human potential that lies virtually dormant in our work force.**

**A work technology that has been successful in dramatically increasing the utilization of human potential on the job is "self managing work groups".**

**A requirement for installing self managing work groups is a new set of skills and knowledge at all levels of the organization.**

# ***WORK GROUPS***

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## **Definition**

**A true work group is defined as four to seven people who share responsibility and accountability for consistently providing their external and internal customers with innovative products and services that fully satisfy their requirements.**

## **Work Group Enablers**

- **MORALE**
- **WORK GROUP SUPPORT**
- **COMMITMENT TO COMMON GOALS**
- **PROCESS OWNERSHIP**
- **ORGANIZATION**
- **EMPOWERMENT**
- **EFFECTIVE COMMUNICATION**
- **WORK GROUP CONFIDENCE**
- **ORGANIZATIONAL AWARENESS**
- **COOPERATION**
- **NORMS AND ROLES**
- **TRUST**
- **PROACTIVE BEHAVIOR**

## ***TUCKMAN GROUP DEVELOPMENT MODEL***

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<p><b>Stage 4 - Perform</b></p> <p>Characterized by group ability to solve problems and make decisions</p>	<p><b>Stage 1 - Form</b></p> <p>Characterized by testing and dependence on formal / informal group leadership</p>
<p><b>Stage 3 - Norm</b></p>	<p><b>Stage 2 - Storm</b></p>
<p>Characterized by the development of group cohesion</p>	<p>Characterized by intra-group conflict</p>

# **TUCKMAN GROUP DEVELOPMENT MODEL**

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<p style="text-align: center;"><b>Stage 4 - Performing</b></p> <ul style="list-style-type: none"> <li>• Members have positive feeling about each other.</li> <li>• Each members assumes leadership roles as necessary.</li> <li>• Group is no longer dependent on a leader for direction or support.</li> <li>• Ability to solve problems and make decisions without fear</li> <li>• Has the clarity of purpose and a sense of unity.</li> <li>• The investment and involvement of the members is directed toward the work group, a high level of energy is evident.</li> </ul>	<p style="text-align: center;"><b>Stage 1 - Forming</b></p> <ul style="list-style-type: none"> <li>• Getting to know and accept each member.</li> <li>• Members learn the individual behaviors which are acceptable and unacceptable for the work group to grow.</li> <li>• Dependence on formal / informal leader.</li> <li>• When new members join work group.</li> <li>• Eager / high expectations.</li> <li>• Vision, mission, objectives, goals, and roles not clearly defined or documented.</li> <li>• Typical productive behaviors are discovering each other's talents and agreeing with each other.</li> <li>• Typical unproductive behaviors are avoiding, diverting, and denying what is unpleasant to discuss.</li> </ul>
<p style="text-align: center;"><b>Stage 3 - Norming</b></p> <ul style="list-style-type: none"> <li>• Members have learned to work effectively as a work group.</li> <li>• High level of cooperation and trust.</li> <li>• S.O.P.s developed and documented.</li> <li>• Group becomes independent.</li> <li>• The group begins to develop realistic expectations.</li> <li>• Typical productive behaviors are valuing work group members' opinions and seeking them, and being able to act as a group.</li> <li>• Typical unproductive behaviors are complacency, (as the group becomes too sure of itself), and forgetting that problem solving involves analyzing all details and data.</li> </ul>	<p style="text-align: center;"><b>Stage 2 - Storming</b></p> <ul style="list-style-type: none"> <li>• Learning how to talk with each other.</li> <li>• Group members may exhibit rebellion, questioning, and impatience.</li> <li>• As members begin to trust and express opinions, disagreements and conflict will arise.</li> <li>• Meetings are disorganized.</li> <li>• Power struggles may exist.</li> <li>• Typical productive behaviors are searching and differing as members become more open and communicate opinions and feelings.</li> <li>• Typical unproductive behaviors are attacking the person rather than the problem, defending and blaming.</li> </ul>

# ***GROUP DEVELOPMENT***

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- How do teams develop?
- How do I know when a team is effective?
- What are the differences between a new team and a mature one?
- What should I be watching for as a facilitator?
- How do I intervene to be most helpful?

These are important questions for team facilitators. The dynamics of groups and the processes of team development are complex phenomena. Yet, an understanding of these subjects is critical for those who do team building. This presentation looks at the dynamics that occur at various levels of group structure as the group progresses through states of development.

## **Stages of Team Development**

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Teams, like human beings, go through four fairly predictable stages of development - from early formation or infancy to maturity. Each stage has its own particular issues and dynamics. As a person grows and matures, he or she learns to cope with certain emotional and life pressures that are present at that stage. For example, we can better understand a teenager's behavior if we can appreciate the issues of adolescence.

Teams also go through fairly predictable stages of development from formation to full maturity. As a facilitator, you can better understand the dynamics and needs of a team if you know it's stage of development.

### **Stage 1: Form**

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This is the formation stage of group development in which individuals are becoming oriented and developing initial relationships. Direction and roles are very unclear. When a team is first forming, it is a transition from individual to member status. People are



cautious and are trying to get themselves oriented to the other members and the task of the group.

Group behaviors often reflect anxiety, anticipation, politeness, and uncertainty. Typically, the energy is going into getting oriented. Therefore, not much gets done with respect to the group's task. This is normal.

## **Stage 2: Storm**

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In this stage the individuals develop patterns for working together and a sense of common direction or purpose. This is the most difficult stage of group development. It is characterized by struggles as team members jump into the task and thrash around.

The group still doesn't have effective processes for or experience at working together. They often realize the task is more complex than they thought and become frustrated. They argue about what to do and how to do it. They blame and challenge the leader. Each member relies on his or her own individual method of working rather than cooperating in a team effort. Group behaviors often reflect arguing, infighting, challenges to leadership, frustration, and conflict. The pressures and dynamics of this stage leave little energy left for working toward the team's goals.

## **Stage 3: Norm**

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This stage is achieved through success at accomplishing something together. At this stage, the members clarify their responsibilities and the ground rules (norms) for working together. Members identify with the group and its task.

More cooperative behavior toward the group's task is observed. The group stops thrashing and starts cooperating. Members begin to accept and feel more comfortable with the team's goals, their roles, and their fellow members.

Group behavior often reflects cooperation, trust, and cohesion. At this stage, the group becomes very productive. The group now has a process for and experience in working together. They see their roles more clearly and the roles of others. The energy of the group in this stage gets directed at the task and the team begins to make significant progress on its task.

## **Stage 4: Perform**

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This is the stage where the group is able to renew its energy and reach for larger challenges. It is characterized by confidence, and ability to learn, grow, and improve. The team has reached maturity at this stage. They perform well together. Relationships, expectations, roles, and processes are clear. The team can solve problems and react to changes quickly. There is a real caring for and appreciation of one another. The team is confident in its abilities - reinforced by successful achievement of goals.

Group behaviors often reflect high confidence and energy, ability to work through tough group issues, insight into personal and group processes, self-facilitation, self-critique, high satisfaction with achievement, identification with and loyalty to the team, and resistance to breaking up.

At this stage, the team is an effective, cohesive unit capable of high-performance, learning, and renewal.

## **Movement Through the Stages**

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Every team has highs and lows, depending on how quickly members work through the issues that confront them. A facilitator knows that these cycles are normal and tries to assist the team in becoming aware of and coping with the issues that are present.

The duration and intensity of these stages vary from team to team. Some teams develop faster, some slower. The stages, however, can't be skipped, only facilitated.

Understanding the stages of development can keep a facilitator from overreacting to normal dynamics or setting unrealistic expectations - things that would only add frustration and prolong the development of the team

# ***STAGES OF WORK GROUP DEVELOPMENT***

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## **Stage 1**

- **Getting to know and accept each other: The Discovery stage.**
- **This is the "child" stage of the work group's development.**
- **Members learn the individual behaviors which are acceptable and unacceptable for the work group to grow as a group.**
- **The leader must teach the work group to function as a group and learn productive kinds of behaviors.**
- **The "basics" are learned in this stage: communication, listening, problem solving, and decision-making.**
- **Typical productive behaviors are discovering each other's talents and agreeing with each other.**
- **Typical unproductive behaviors are avoiding, diverting, and denying what is unpleasant to discuss.**
- **What the leader can do:**
  - **Be a good role model.**
  - **Teach about productive and unproductive behaviors.**
  - **Disclose and encourage members to disclose.**

## Stage 2

- Learning how to talk with each other: The Communication stage.
- This is the "adolescent" phase of the group's development.
- This stage begins after the members have gotten to know each other and feel some "group spirit".
- As members begin to trust and express opinions, disagreement and conflict may arise.
- Group members may exhibit rebellion, questioning, and impatience.
- The leader must get the work group on the right track-- leader and members must be sure that productive, not counterproductive behavior emerges.
- Typical productive behaviors are searching and differing as members become more open and communicate opinions and feelings.
- Typical unproductive behaviors are attacking the person rather than the problem, defining and blaming.
- What the leader can do:
  - Identify and remind the group about key productive behaviors.
  - Look for productive and counter-productive behaviors and give the group feedback about them.
  - Encourage communication and interaction.
  - Encourage the members to express opinions.
  - Discuss realistic goals for the work group.

## Stage 3

- Occurs after the work group has, learned to work effectively as a group: The Productivity phase.
- This is the "adult" stage of the work group's development.
- After discovering the worth of the individual members and developing realistic expectations, the group begins to see realistic expectations.
- The work group becomes independent because the group has learned to depend on itself.
- The work group can now solve problems by utilizing the Problem Solving Process as well as the skills and talents of the members.
- Typical productive behaviors are valuing work group members' opinions and seeking them, and being able to act as a group.
- Typical unproductive behaviors are complacency (as the work group becomes too sure of itself), and forgetting that problem solving involves analyzing all details and data.
- What the leader can do:
  - Facilitate the use of problem solving and decision making processes.
  - Help the work group focus on its performance data.
  - Provide positive reinforcement for success.
  - Help the work group organize effectively and action plan.

## Stage 4

- **This is the ultimate stage of a work group's development and not often achieved.**
- **The work group has a clarity of purpose and a sense of unity, and is functioning like a finely tuned machine.**
- **The work group solves problems and makes decisions very comfortable and without fear.**
- **The investment and involvement of the members is directed toward the work group - a high level of energy is evident.**
- **What the leader can do:**
  - **Provide Positive Feedback on Successes.**
  - **Provide trustworthy information on group performance.**
  - **Provide business perspective.**
  - **Be prepared to intervene if group develops problems.**

# ***TEAM EFFECTIVENESS***

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## **What is an Effective Team?**

An effective work team is a group that has achieved healthy, productive, and satisfying patterns of functioning at the individual, interpersonal, group, and environmental levels. These patterns of functioning need to be:

- Productive - in that the group is able to complete its tasks and functions in an effective and efficient manner.
- Satisfying- in that group members derive pride and pleasure from both their joint achievements and their association with one another.
- Healthy- in that the group process of dealing with the present task does not destroy or dissipate the energy or relationships needed for future tasks.

## **Characteristics of an Effective Team**

An effective team has the following characteristics:

### **On the Individual Level Team Members...**

- Bond with and care for other team members.
- Derive a sense of achievement and pride from the work of the team.
- Display a willingness to share more aspects of themselves.
- Feel safe and supported based on trust.
- Are willing to stretch, learn, and grow.
- Are committed to team goals and decisions.

### **At the Interpersonal Level...**

- Members listen to one another with respect and are willing to suspend their own views to hear those of others.
- Members communicate their ideas directly without putting down the ideas of others.
- Exchanges between members are completed by members acknowledging and responding to one another.
- Differences among team members are appreciated and taken into account.
- Members give and receive constructive feedback to one another.

### **At the Group Level...**

- There is a blending of knowledge and efforts to achieve high levels of performance.
- Members understand and are committed to common goals.
- Members roles and functions are clearly understood.
- Sense of team identity and cohesion exists - "we" vs. "I "
- Conflicts are surfaced, explored, and resolved with a win-win attitude.
- Patterns of participation, influence, problem solving, conflict resolution, and decision-making foster commitment to team action.
- There is a genuine appreciation of team strengths and a willingness to engage in constructive critique of the team's process for the sake of improvement.
- There is an orientation toward continuous improvement - a willingness to challenge the ways things are.

### **With the Environment...**



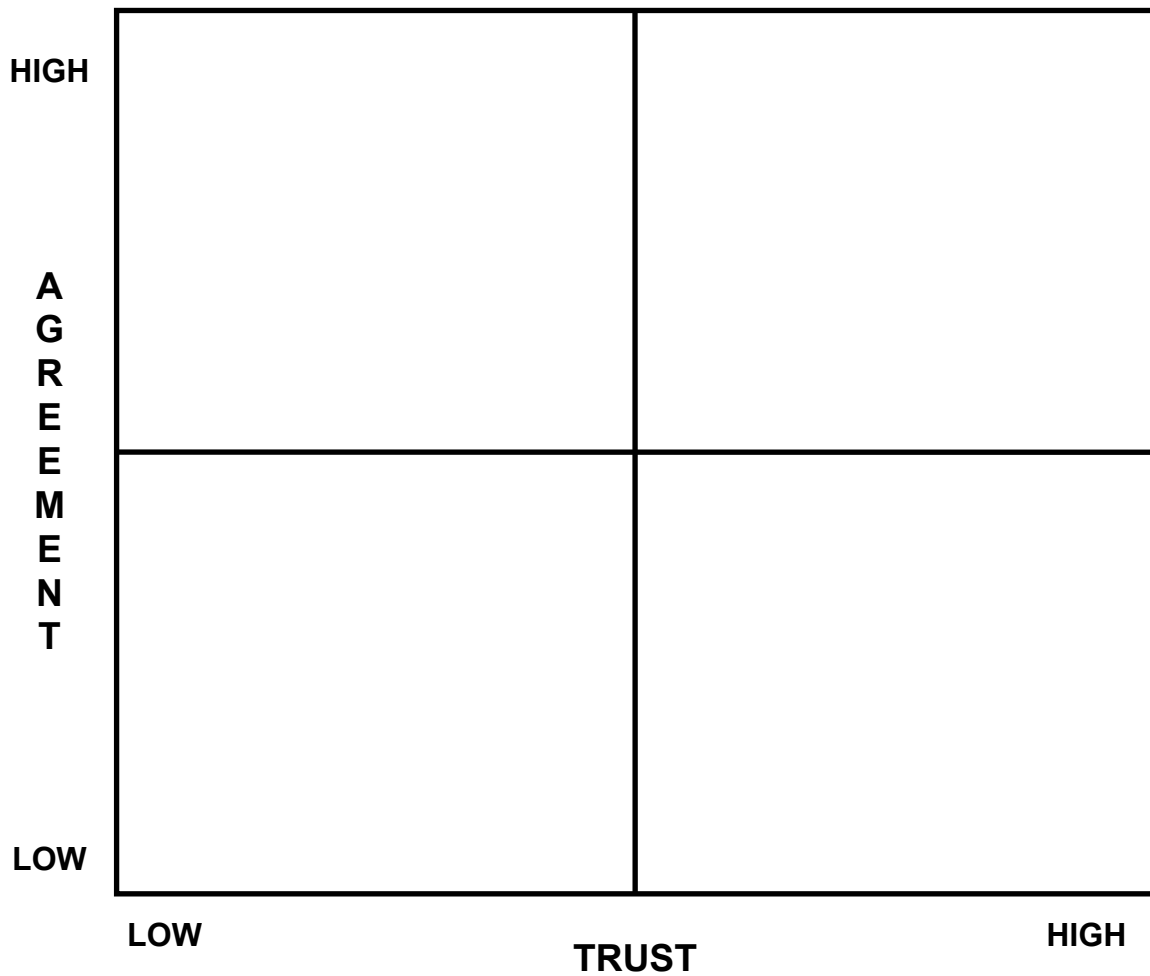
- Members are aware of and committed to responding to the external needs and expectations of critical outside entities (i.e., customers).
- The team is proactive in seeking information and feedback from its environment.
- The team seeks to exert positive influence on its environment.
- The team tries to reduce or manage critical dependencies to achieve more control in achieving its goals.
- The team is open to new ideas and willing to integrate new members.
- The team feels a link to the broader system and a greater sense of purpose.

## **Summary**

In summary, an effective team has: a keen awareness of its outside environment; clarity about its mission, goals, and roles; effective processes for working together; and high quality interpersonal relationships.

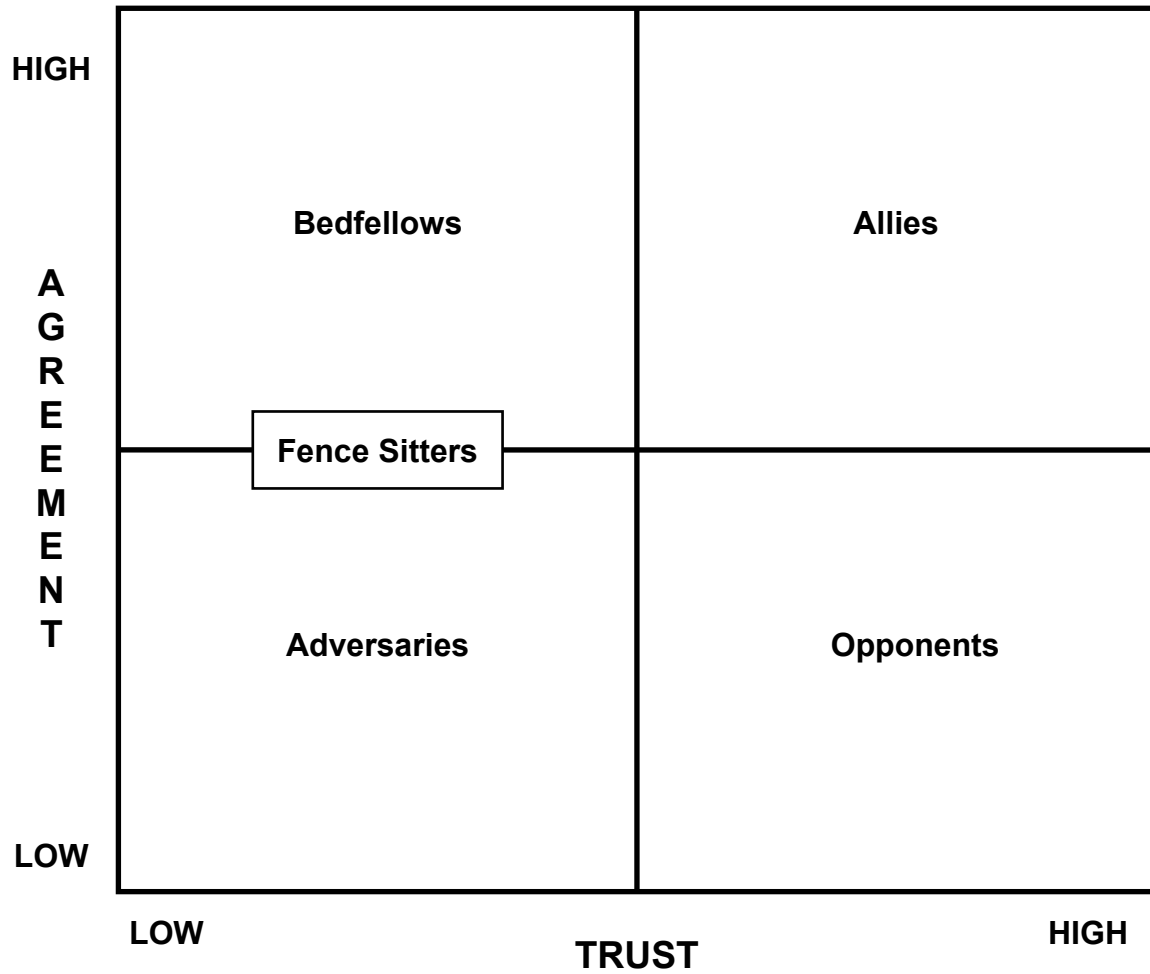
# *AGREEMENT - TRUST MATRIX*

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# *AGREEMENT - TRUST MATRIX*

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# ***CHARACTERISTICS OF RELATIONSHIPS***

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## **Allies**

These are people who share our vision of how the work group should function. We trust them. They share the same values. We believe they tell the truth and are totally honest with us.

### **Dealing with allies:**

- Make strong personal contact. Share everything, particularly feelings, doubts, and vulnerabilities.
- Reaffirm quality of relationship.
- Reaffirm agreement on project or vision.
- Acknowledge doubts and vulnerabilities with respect to the project and others opposition.
- Ask for advice and support.

## **Opponents**

These are people with whom we have an honest trusting relationship. They have a different set of goals or methods than we do. They bring out the best in us by challenging our thinking so our strategies are stronger. Our discussions can often be tense but they are valuable to us.

### **Dealing with opponents:**

- Negotiate issues.
- Reaffirm good quality of relationship.
- State your position.
- State, in a neutral way, their position.
- Seek alternative ways to reach agreement on the specifics of issues.

## **Bedfellows**

These are people who agree with us on how to proceed but we have low or moderate trust in them. We can tell that we do not trust them because we find ourselves being strategic and careful around them. They seem to see things our way but we don't get the whole story so we are unsure of their motives.

### **Dealing with bedfellows:**

- Confront the lack of trust and negotiate the relationship.
- Reaffirm agreement.
- Acknowledge the caution that exists.
- State what you want in terms of working together.
- Reach some agreement.

## **Adversaries**

These are people we have negotiated with and it has failed. We've had direct contact and we have learned that they oppose us and we cannot trust them. They reflect the side of us that we do not like. They hook us; they get away with things we are too noble to do.

### **Dealing with adversaries:**

- State your vision for the project.
- State in a neutral way their vision for the project.
- Identify your own contribution to the problem.
- End the meeting with acceptance, no demanding.
- Let go.

The purpose of these steps is to reduce threat, to let go, to stop trying to confer or defeat.

Adversaries may ultimately change their position, but it won't be as a result of pressure from you.

## **Fence Sitters**

These are people whom it is easy to be around. They are good listeners, patient, can frame issues so the conflict disappears. On the other hand, we never know where they stand on an issue. They appear to jump on the band wagon when it is clear which way the power is moving. They leave us wondering whether any decision with them is really solid.

### **Dealing with fence sitters:**

- Smoke them out and leave the door open for them to join you.
- State your position on the project.
- Ask where he / she stands
- If no position is taken, express your frustration about the neutrality.
- Encourage them to think about it and let you know what it would take for them to give you support.

# ***BUILDING TRUST***

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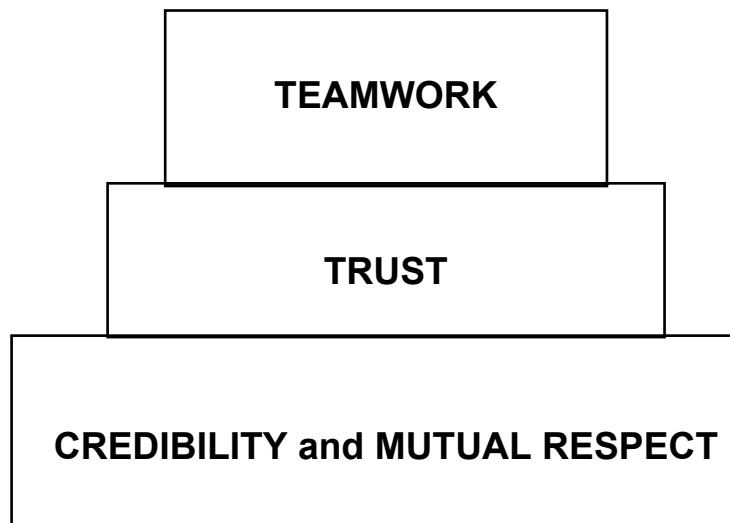
Effective teamwork has many factors, one element of all effective teams is a high level of trust. That trust must exist between the members of the team and the manager.



Trust is elusive and difficult to achieve but it has some consistent elements.

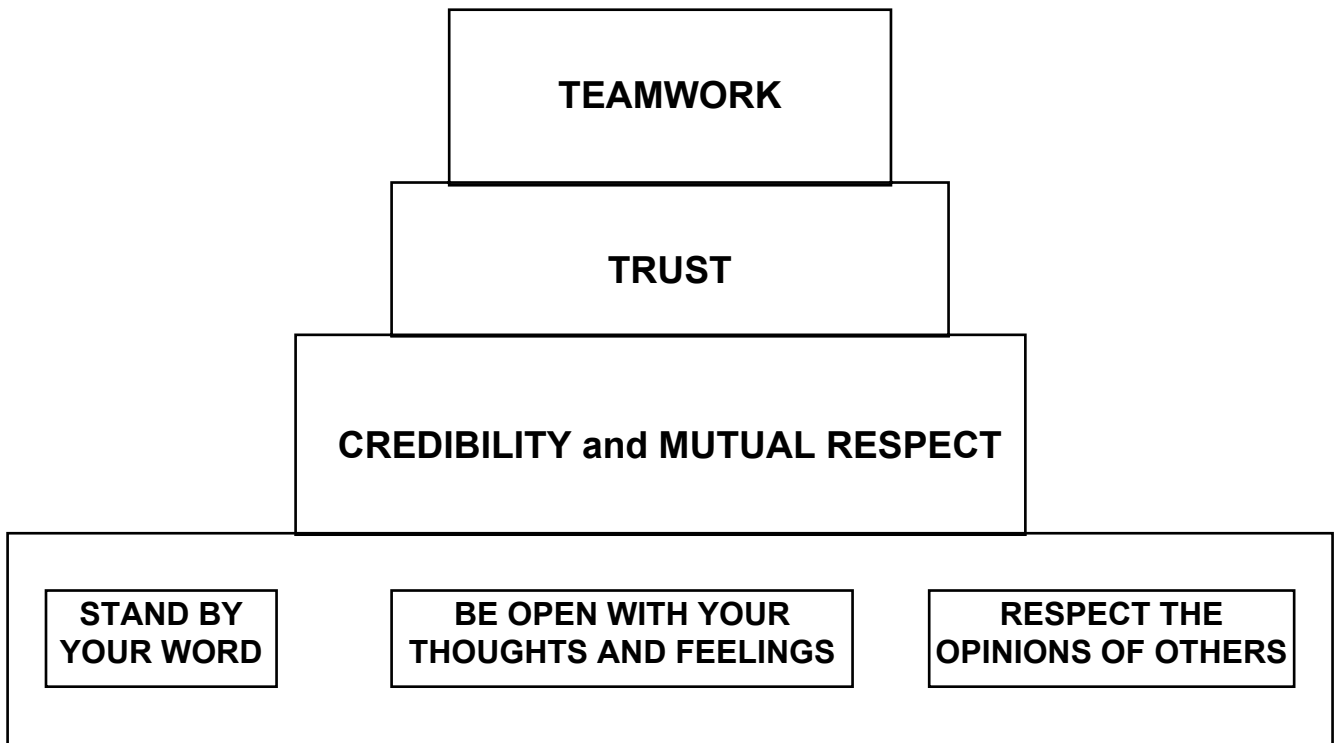
People tend to trust other people they can believe in, who they can depend upon and who are reliable. Also, we tend to trust people who we feel care about and respect us.

Teamwork requires trust:



Two critical perceptions help make a person trustworthy; mutual respect and credibility. In order to be a person that others respect and find credible, three behaviors are required.

These three behaviors form the foundation for others to feel that you are credible and that they are willing to respect you. Respect is something you earn by your behavior.





# *TRUST*

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## The Emotional Bank

<b>Deposits</b>	<b>Withdrawals</b>
Seek first to understand	Seek first to be understood
Making and keeping promises	Not making / breaking promises
Kindness, courtesies	Unkindness, discourtesies
Win-Win or no deal thinking	Win-Lose or Lose-Win thinking
Clarifying expectations	Violating Expectations
Loyalty to the absent	Disloyalty, duplicity
Apologies	Pride, conceit, arrogance
Receiving feedback and giving "I" messages	Not receiving feedback and giving "you" messages

## **Stand by your word:**

Credibility is largely a factor of people believing you will do what you say you will do. This belief comes from a proven track record that you are reliable and can be counted on to keep your word. If people do not believe what you say, then trust will be unachievable.

## **How to be credible:**

- Ensure your commitments are clearly understood.
- If you need to change a commitment, communicate immediately.
- Whenever your commitments are not kept, repair that relationship immediately.

## **Be open with your thoughts and feelings**

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We trust people who are open and honest with us. Being open and honest basically means telling people what you think clearly and concisely. When people do not feel we are being sincere, they tend to be distrustful of our motives. Their energy is focused on the motives rather than on the value of the communication.

## **Communication patterns that undermine trust:**

Judging - "You're wrong"

Being directive - "You can't do that"

Superior attitude - "My way is best"  
"I know all the answers"

You need to understand your "intended" vs. "actual" effect on others. Behaviors such as these cause others to feel defensive. They indicate a lack of respect and value for the other person.

Being open and honest carries the responsibility of sharing with others without demeaning the thoughts and, ideas of others.

## **Respect the opinions of others:**

All of us form our opinions regarding any particular situation based on our past experiences and personal values. Being open to the opinions of others in a non-evaluative way is important for building trust. Although your opinion is important, listening with "hearing" is a strong message to others that you care about and respect their views.

## **How to show respect for others opinions:**

- Ask questions                      - Questions allow you to show interest and seek clarification.
  
- Pay attention                        - Ensure that your body language as well as your words imply you are listening.
  
- Summarize/Paraphrase          - Let the other person know you care about what they say by restating the other persons ideas in your own words.
  
- Being empathic                     - People feel valued when you explore the rationale behind their opinions.

The behaviors that build trust between people are essential in creating a foundation for teamwork. Without trust, the ability for a team to be truly effective is impossible.

## **Remember:**

Stand by your word

Be open with your thoughts and feelings

Respect the opinion of others

# *CONTINUOUS IMPROVEMENT*

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## **What is continuous improvement?**

- When outputs are within optimum range and you want to improve expenses and efficiency at little or no cost you:
  - Eliminate waste
  - Reduce variation
  - Tighten controls
  - Simplify processes
  - Make things easier for the customer
- It does not mean driving results higher at an incremental cost.

# ***EMPOWERMENT***

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## **Individual Perception**

**People gaining more control, or power, over their own jobs, making more decisions about how their work is done, when it is done, and sometimes even about what work is done.**

## **Organizational Perception**

**An organizational state / environment where people are aligned with the business direction and understand their performance boundaries, thus enabling them to take responsibility and ownership in seeking improvements, identifying the best course of action, and initiating the necessary steps to satisfy customer requirements.**

# ***INTERACTIVE SKILLS***

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The key to movement between work group stages.

**Initiating**  
Proposing  
Building

**Clarifying**  
Seeking information  
Giving information  
Testing Understanding  
Summarizing

**Reacting**  
Supporting  
Disagreeing  
Defending / Attacking

**Process**  
Bringing in  
Shutting out

**Dysfunctional**  
Denying someone the opportunity to participate constructively

# ***DYSFUNCTIONAL BEHAVIOR***

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**Any behavior which keeps someone from participating constructively.**

**Minimize this with an effective agenda**

**Group must share responsibility for handling disruptive behavior**

**Direct correction at behavior, not at individual**

**Protect self esteem**

**Do not encourage further dysfunctional behavior**

**Reinforce acceptable behaviors**

**Focus on ground rule / roles of individual work group members**

**Take off-line if necessary**

# ***MEETING MANAGEMENT***

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## **Roles**

**Primary facilitator**

**Secondary facilitators**

**Minute taker (scribe)**

**Timekeeper**

## **Process**

**Agenda building**

**Information sharing**

**Information processing**

**Wrap up / evaluation**



# ***CONSENSUS***

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**The desired ability of the work group to either openly agree with or, not totally agree with yet be willing to support a decision of the work group, without interfering with the functioning of the work group.**

## **Guidelines for reaching consensus**

- 1. Make sure everyone is heard from and feels listened to.**
- 2. Do not vote - your aim is to talk through the issue until you've reached an agreement everyone can support.**
- 3. Do not give in just to reach agreement - view conflict and differences of opinion as good.**
- 4. Be open. Strive for creative solutions.**
- 5. Ask questions and make sure you understand everyone's opinion before you make up your mind.**