



Instructor Guide

Working Together



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Unit Description

Overview

Working Together is a one day team-building and team skills course. The goal of the unit is enhance participants' ability to work together effectively as a team and produce products and services which surpass customer requirements. This highly interactive course explores the four C's of effective teamwork: communication, cooperation, consideration, and commitment. Participants are introduced to skills necessary to ensure accomplishment of goals within a specific work group.

Objectives

The information, activities, and practice provided during this unit will enable participants to:

1. Define team “synergy.”
2. Describe four requirements for successful teamwork.
3. Explain four communication styles and how they affect interactions with people.
4. List ways versatility can be used to communicate more effectively.
5. Identify “positive-impact phrases” that improve team cooperation.
6. Demonstrate how to show consideration for team members using targeted positive regard.
7. Describe the five stages of team development.
8. Identify specific actions of team members that will enhance team development at each stage.
9. Demonstrate commitment by creating an action plan for continuous team improvement.



Materials

1. Projection System
2. 2 Flip Chart Stands
3. Flip Chart Pads
4. Markers (2/3 per table)
5. Note Pads/Pens
6. Masking Tape
7. Blank slides
8. Vis-a-Vis Slide Marker
9. Participant Guides
10. PowerPoint Slides
11. 4–5 Puzzles (not provided)

Flip Charts

1. Successful and Unsuccessful Teams
2. Wilderness Survival
3. Wendy and Marvin
4. Two Dimensions
5. Conflict
6. Strokes



Handouts

Handouts for this unit include the following:

Wilderness Survival Worksheet and Answer and Rationale*

Best Profiles

Versatility Handouts*

Teamwork Coat of Arms*

- * Copies of these handouts are included in the Appendix of this guide.
Make one copy for each participant.

PowerPoint Slides

1. Working Together
2. Objectives
3. Definition of Team
4. Definition of Teamwork
5. Synergy
6. Four C's
7. Effective Communication
8. Assertiveness Dimension
9. Responsiveness Dimension
10. Four Styles of Communication
11. Control, Direct, Emote, Indirect
12. Communication Backup Styles
13. Versatility
14. Cooperation



15. Definition of Conflict
16. Conflict Is
17. Negative Impact Phrases
18. The Bottom Line World
19. The Relationship World
20. The Power of Positive Expectations
21. Targeted Positive Strokes
22. Strokes
23. Walk The Talk
24. What happened to the Pike?
25. What happened to the Pike?
26. What happened to the Pike?
27. No Pikes
28. Forming
29. Storming
30. Norming
31. Performing
32. Warming
33. Teamwork Coat of Arms (Commitment)



Agenda

Introduction	30 minutes
Teamwork and Synergy	90 minutes
Communication	170 minutes
Cooperation	60 minutes
Consideration	25 minutes
Commitment	85 minutes
Summary	20 minutes
Total	8 hours



Introduction

WELCOME participants to the unit and introduce yourself and co-facilitators.



DIRECT participants to the section titled “Introduction” in their participant guide.



DISPLAY the slide titled “Working Together” and introduce the unit.

Overview



DIRECT participants to the “Overview” in their Participant Guide.

EXPLAIN the goal of the unit is for participants to learn skills for working more effectively with team members and others to produce products and service which surpass customer requirements.

EXPLAIN that a key to company success is teamwork between employees. Working Together focuses on building those skills needed to enhance working relationships, teamwork, and corporate excellence.



Objectives



DISPLAY the slide titled “Objectives.”

DISCUSS the objectives. Explain the information, activities, and practice provided during this unit will enable participants to:

1. Define team “synergy.”
2. Describe four requirements for successful teamwork.
3. Explain four communication styles and how they affect interactions with people.
4. List ways versatility can be used to communicate more effectively.
5. Identify “positive-impact phrases” that improve team cooperation.
6. Demonstrate how to show consideration for team members using targeted positive regard.
7. Describe the five stages of team development.
8. Identify specific actions of team members that will enhance team development at each stage.
9. Demonstrate commitment by creating an action plan for continuous team improvement.



Teamwork and Synergy

Introduction



DIRECT participants to “Teamwork and Synergy” in their Participant Guide.



DISPLAY the slide titled “Definition of Team.”

DEFINE team as any group of people working together to accomplish a task or goal.



DISPLAY the slide titled “Definition of Teamwork.”

EXPLAIN that “Teamwork” is a *cooperative effort* by a group of persons acting to accomplish a task or goal. How well team members work together determines whether or not the team succeeds in accomplishing its tasks or goals.

Examples of teams:

Sports; church, school and civic group teams; work teams — the entire company is united as a team — within the company smaller work groups have specific roles.

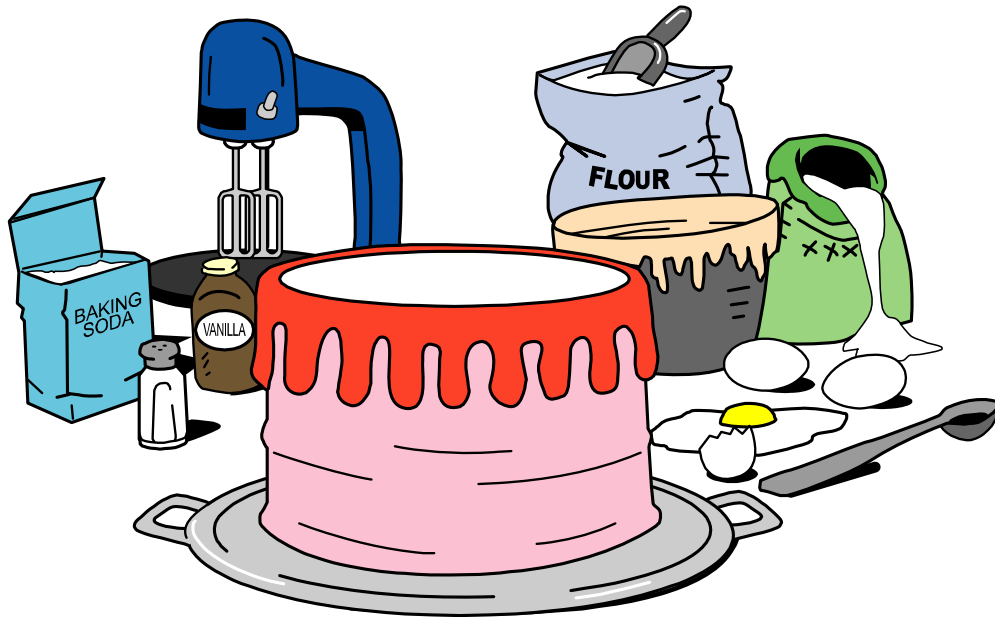


DISPLAY the slide titled “Synergy.”

DEFINE and explain synergy. When teamwork works, positive outcomes are possible. Synergy is present.

EXPLAIN that any group that calls itself a team is not successful just because it is a “team.” How well team members work together will determine whether or not the team succeeds in meeting its goals. Synergy is created when the talents and actions of individuals combine to achieve results which are greater than the sum of their individual efforts.

ILLUSTRATE synergy, using the cake analogy.



Synergy

There are many different ingredients in a cake — eggs, flour, sugar, baking powder, and salt, etc. If I poured myself a bowl of any one of these ingredients and ate it, I might be very disappointed in the taste.

However, if you combine quality ingredients in the right proportions and bake them, the outcome is a tasty cake!

The relationship between the individual ingredients of the cake and heat creates a new, whole product (the cake) which is greater (in this case, more tasty) than the sum of its parts (the unbaked ingredients).

This greater outcome, however, is totally dependent upon the quality and proportions of each of the individual ingredients. If even one ingredient is missing, spoiled, or out of proportion, the cake may taste as bad (or worse) than each of the single ingredients when consumed alone.

EXPLAIN the same is true for teamwork. When teamwork is effective, the actions of many different team members combine to produce results which are greater than the sum of individual efforts. This relationship is “synergistic.”



Activity: Characteristics of Successful and Unsuccessful Teams



REFER participants to the activity “Characteristics of Successful and Unsuccessful Teams” in their Participant Guide. Ask individuals to think about the successful and unsuccessful teams to which they have belonged and to list characteristics of each type of team. Allow 2-3 minutes.

ASK: “Why do some teams succeed, and others fail?”

ASK participants at each table to discuss their team experiences and characteristics of successful and unsuccessful teams.

DISTRIBUTE flip chart paper and have each group record their ideas on the paper. Tell them to be prepared to discuss their answers with the class. Allow five-ten minutes.

ASK each group to share their characteristics of successful and unsuccessful teams. Facilitate sharing of characteristics, highlighting those of successful teams.



RECORD participant responses on a flip chart. Write “Successful Teams” on one side of the flip chart and “Unsuccessful Teams” on the other side.

Successful Teams	Unsuccessful Teams
<hr/>	

Responses may include:

Successful Teams

- Good communication
- Clear purpose
- Respect for each other
- Honesty
- Excited motivation
- Little friction
- All members pull their weight

Unsuccessful Teams

- Petty quarreling
- Negativity
- Members leaving, or wanting to leave
- Complaining about leadership, tasks, etc.
- Dishonesty
- People trying to get out of doing their share
- Disagreements that were not satisfactorily settled



The Four C's of Successful Teamwork



DIRECT participants to “The Four C’s Of Successful Teamwork” in their Participant Guide.



DISPLAY the slide titled “Four C’s.”

EXPLAIN that characteristics of successful teams belong to one of four categories:

- Communication
- Cooperation
- Consideration
- Commitment

DISCUSS the “Four C’s.”

Communication

Communication among team members concerning purpose and strategies for meeting goals enables the team to function as a whole and achieve success.

Differences in communication styles can sometimes create communication barriers. Team members can improve communication by valuing and respecting their differences. They can build the kind of team environment that will support and encourage synergy.

Cooperation

Often, it is necessary to look beyond one’s immediate team for help in accomplishing tasks. In order for everyone to succeed, all teams must share resources, take risks, and cooperate.

The ideal company is one in which all team members cooperate with their coworkers and share a spirit of community effort. Achieving a high level of cooperation is possible through taking a positive approach to conflict situations as they surface.



Consideration

Consideration means “going the extra mile” to give a helping hand to a fellow team member who is in need of assistance. The “little things” that team members say or do for each other can add up to make a big difference!

Each individual has a strong need to receive positive recognition and personal attention from others. Demonstrating consideration responds to this need by recognizing and valuing individuals for their uniqueness and their contributions to the team.

Commitment

For teamwork to be successful, responsibility must be recognized as a part of *every* person’s job description.

Each team member is responsible for his or her contribution to the team and personal development. Team members also accept responsibility for team performance.

Successful teams plan for success and support each other in achieving it. These teams and individuals constantly strive to develop ways to improve the effectiveness of the team, as well as the quality of services and products produced by the team.



Activity: Wilderness Survival

The purpose of this activity is to explore teamwork and synergy; to demonstrate the role of communication, cooperation, consideration, and commitment in a task-oriented group.

Participants will complete an exercise on their own, and then repeat the exercise working together as a group. Discussion of their experience and observations will set the stage for an understanding of the principles of teamwork presented in the following sections.

INTRODUCE the activity.

EXPLAIN that during this activity we will explore individual work, teamwork, and hopefully achieve synergy.



DISTRIBUTE the Wilderness Survival Worksheets located in the Appendix.

TELL participants they have ten minutes to complete the activity working alone.

EXPLAIN the objective of the next step using the Wilderness Survival Group Briefing Sheet as guidance.

EXPLAIN that decision by consensus is a method of problem solving and decision making in which all individuals actively discuss issues surrounding the decision. Stress that any final decision must be supported by each member of the group.

Wilderness Survival Group Briefing Sheet

Decision by consensus is a method of problem solving and decision making in groups in which all the parties involved actively discuss the issues surrounding the decision. The group thus pools the knowledge and experience of all its members. Any final decision must be supported by each member of the group. The ideas and feelings of all the members are integrated into a group decision, thus allowing several people to work together on a common problem, rather than producing a “we-they” standoff.



As you might imagine, decision by consensus is usually difficult to attain and will consume more time than other methods of deciding an issue. As the energies of the group become focused on the problem at hand (rather than on defending individual points of view), the quality of the decision tends to be enhanced. Research indicates that this approach to problem solving and decision making results in a significantly higher-quality decision than other methods such as the use of majority power (voting), minority power (persuasion), and compromise.

In the decision-by-consensus process, each group member is asked to:

1. prepare his/her own position as well as prior to meeting with the group (but to realize that the task is incomplete and that the missing pieces are to be supplied by the other members of the group.
2. recognize an obligation to express his/her own opinion and explain it fully, so that the rest of the group has the benefit of all members' thinking.
3. recognize an obligation to listen to the opinions and feelings of all other group members and to be ready to modify one's own position on the basis of logic and understanding.
4. avoid conflict-reducing techniques such as voting, compromising, or giving in to keep the peace and to realize that differences of opinion are helpful; in exploring differences, the best course of action will make itself apparent.

You have just completed an individual solution to Wilderness Survival: A Consensus-Seeking Task. Now your small task group will decide on a group solution to the same dilemmas. Remember, decision by consensus is difficult to attain, and not every decision may meet with everyone's unqualified approval. There should be, however, a general feeling or support from all members before a group decision is made. Take the time you need to listen for understanding, consider *all* members' views, make your own view known, and be reasonable in arriving at a group decision.



FACILITATE the activity as follows:

1. Divide participants into groups. Three to five participants per group.
(There must be at least three participants per group.)
2. Instruct the groups to work together to decide on a group solution to the same dilemmas.
3. Answer any questions and give the signal to begin.
4. When all of the teams have finished reassemble the group.



DISTRIBUTE the Wilderness Survival Answer and Rationale sheets located in the Appendix.



TALLY responses on a flip chart, identify the number of team participants who answered the same or differently when working alone and when together as a team.

Wilderness Survival			
Group 1		Group 2	
Individual	Team	Individual	Team
Group 3		Group 4	
Individual	Team	Individual	Team
Observations:			



FACILITATE a discussion about the team synergy present when working together versus when working alone.

ASK:

1. How effective was the team?
2. Did anyone have more correct answers when working alone than with the team?
3. Did all members contribute equally?
4. Did one person take over the group?
5. Did anyone have ideas that did not contribute? Why not?

REVIEW the decision-by-consensus process highlighted on the Wilderness Survival Group Briefing Sheet.

CONCLUDE with a brief mention of the “Four C’s” of successful teamwork by saying:

Just as heat was needed to bake the ingredients of the cake, a special “heat” or force is needed to “bake” a group of people into an effective team. This “heat” is Communication, Cooperation, Consideration, and Commitment.

Teamwork fails to be synergistic when one or more of the basic requirements for working together effectively is not met.



Communication

Opening Communication Channels



DIRECT participants to the “Communication” section of their Participant Guide.

EXPLAIN that communication between people is a complex process. Even when a message is simple, people often perceive its meaning differently because they have different viewpoints. Viewpoints differ because we filter our perception of events, situations, and people through our own beliefs, expectations, needs, and experiences.

SHARE a story/personal experience to illustrate different viewpoints.

Example:

A fifteen year old son/daughter who wants to bungee jump and the nervous parent who doesn't want the child to bungee jump.



Activity: The Unfinished Project



INSTRUCT participants to read “The Unfinished Project” in order to illustrate how a work relationship can be affected by communication barriers.

The Unfinished Project

It is Tuesday afternoon. Wendy and Marvin, two coworkers, are scheduled to meet to work together on a project concerning a process problem. They have been asked to present a list of possible actions for solving the problem to their quality team on Friday at 4:00 p.m.

Wendy arrives at the conference room five minutes early. She is wearing a navy blue outfit with matching shoes. Her work is carefully organized in folders with neatly typed and color-coded labels. Marvin walks in casually, ten minutes late, wearing plaid pants and a brightly-colored shirt. He drops a disorganized pile of papers on the table and bites into an apple. They begin to work on solving the process problem.

Wendy speaks slowly and quietly, and keeps her hands folded in her lap. Marvin speaks loudly and rapidly, changing the pace of his voice as he gets more and more excited about his ideas. He uses wide gestures and facial expressions to illustrate his ideas.

Marvin says, “I can’t wait to tell you about this great idea I have about how we can present our solutions to the rest of the team. I thought we could use colored graphs and posters and...”

Wendy looks at her watch and interrupts Marvin mid-sentence. She says, “That’s really nice, Marvin, but I think we need to begin by carefully planning a time-line for this project. I brought a calendar and I also ran off a copy of last year’s budget report so that we can review the data from our last project.”



Marvin pushes Wendy's large pile of computer pages aside. He says, "I don't care about all of those numbers. It cramps my creativity. I want to come up with something new and exciting — something that has never been done before. I want our team members to think this is the best action plan they've ever seen. I like the graph and poster ideas."

Wendy's face reddens and she folds her arms. She says coldly, "That's fine, Marvin, but I want to be organized and accurate. I don't like having to go back and fix mistakes because we jumped in too fast without thinking this through. I really think we need to collect more data and information to analyze the real problem."

Marvin stands up and says, "You can go collect your data, but I'm going to start coming up with ideas. I'll be finished before you even get started."

Wendy gathers her papers in a neat pile and stands up. "That's fine," she says through clenched teeth. "We obviously can't communicate on this. Why don't you just do it your way and I'll do it mine!" She storms out of the room.

"We'll see who has better ideas!" Marvin yells as he slams the door behind her.

FACILITATE a discussion when participants have finished reading.

ASK:

1. "What happened to hinder communication between Wendy and Marvin?" "Who is at fault?" (No one. Differences between Wendy and Marvin led to tension between them.)
2. "How were Wendy and Marvin different in the way they approached this project?" Describe each.



RECORD group descriptions of Wendy and Marvin on a blank flip chart.

Wendy	Marvin

NOTE that some descriptions are “positive” (ex: organized, creative, timely) and others are “negative” (ex: slob, uptight, unprofessional). Explain that these are value judgments based on our own perceptions and viewpoints of the world.

GUIDE the group towards descriptions of behavior that are non-valuative by asking:

“How do you know...?” or “What makes you think...?”

ASK: “How is this situation like “real life?” “Has anyone ever worked with someone like Wendy or Marvin?”



Keys to Effective Communication



DIRECT participants to the section titled “Keys to Effective Communication” in their Participant Guide.

STRESS key points:

When two people have a difficulty communicating with each other, it is often neither person’s “fault.”

Communication barriers occur because people fail to understand and appreciate some simple individual differences.

Effective communication occurs when we can understand the world through another person’s viewpoint and they can understand the world through our viewpoint. For this to occur, we need to identify and understand the other person’s needs, values, beliefs and expectations. The other person also needs to understand our needs, values, beliefs, and expectations.



DISPLAY the slide titled “Effective Communication.”

EXPLAIN how to remove communication barriers:

- Understand and appreciate team member differences.
- Understand their styles and how they are perceived by others.
- Modify their styles to respond appropriately to different situations.



Your Communication Style



DIRECT participants to the section titled “Your Communication Style” in their Participant Guide.

EXPLAIN: “We have all had the experience of saying or doing something that was perfectly acceptable to us individually, — and then being surprised when the same behavior created a negative reaction from someone else.”

SHARE a brief, personal experience to illustrate differences.

Example:

In a previous job, I enjoyed brewing special coffee for those who worked in my department. This shocked my boss, who insisted that a manager never makes coffee for those who report him/her. His belief was that the subordinate should make coffee for the boss. My belief is that we can make coffee for each other, regardless of job title or status.

EXPLAIN: “Many times we can’t explain why these misunderstandings happen. Communication styles are a way of understanding differences in the way people relate to each other.”

All people exhibit certain **observable** patterns of behavior that form the basis for how they communicate with others.

This set of behavior patterns is called a behavioral or “communication style.” Communication styles are formed by each person’s needs, beliefs, values, and past experiences.



IDENTIFY the four basic communication styles:

- Bold
- Expressive
- Technical
- Sympathetic

EXPLAIN that as we look at the differences in the way people communicate, we find that most people exhibit one of the four communication styles.

INTRODUCE the BEST profile. The “BEST” Profile is designed to provide you with information about how you communicate with others. It is an assessment of the communication style you use **most often** when you relate to others.



HAND OUT the BEST Profile.

INSTRUCT participants to open the profile and fold it back in half, with the eighteen questions facing up.

READ the directions located at the top of the page. Emphasize the following:

- For each of the eighteen situations, think about yourself at work. (We may have a different style at home.)
- Pick **one** response which **best** fits you **most of the time**. If you have trouble deciding between two or more response, pick the one that best describes you **at work**.
- Be honest — choose responses that reflect how you *actually* behave, not how you think you should behave, or how your boss thinks you should behave.
- When you are finished, fold the profile back again and set it aside.



Two Dimensions of Behavior

EXPLAIN Indirect and Direct behavior characteristics. Reveal each Indirect characteristic and discuss before revealing the next. Repeat the process for Direct.



INSTRUCT participants to fill in the answers in their Participant Guide, as you describe the indirect and direct behavior characteristics.



DISPLAY the slide titled “Assertiveness Dimension.”

Direct

- Loud; Outspoken (not obnoxious)
- Fast-moving (thought; perhaps physical)
- Makes direct statements
- Gives opinions
- Leans forward (conversation; meetings)

Indirect

- Soft-spoken
- Slow-moving (thought; perhaps physical)
- Uses questions (good listeners)
- Withholds opinions (has but withholds)
- Leans back (conversation/meetings)
- Cautious (thinks thoughts through before speaking)

TELL participants to place an X on the scale to illustrate where you think you are most of the time on the assertiveness scale.



The Responsiveness Dimension



DISPLAY the slide titled “Responsiveness Dimension.”

INSTRUCT participants to fill in the blanks in their Participant Guide as you describe the Responsiveness Dimension.

EXPLAIN that the Responsiveness Dimension describes the amount of **emotion** we express to others. Like the assertiveness dimension, we can think of responsiveness behavior as a scale — and every person’s behavior falls somewhere on this scale between two extremes: **Control (Task) and Emote (Emotion)**.

EXPLAIN Control and Emote behavior characteristics. Reveal each Control characteristic and discuss before revealing the next. Repeat the process for Emote.

Control

- Task oriented
- Shows little emotion (has emotion, but withholds)
- Subdued gestures
- Monotone speech
- Formal manners and dress (more conservative)

Emote

- Relationship-oriented
- Shows a lot of emotion
- Dramatic gestures
- Vocal variety
- Informal manners and dress (casual or trendy)

PLACE an X on the scale to illustrate where you think you are most of the time on the Responsiveness Scale.

The Four Communication Styles



DIRECT participants to the section titled “The Four Communication Styles” in their Participant Guide.



DISPLAY the slide titled “Four Styles of Communication.”

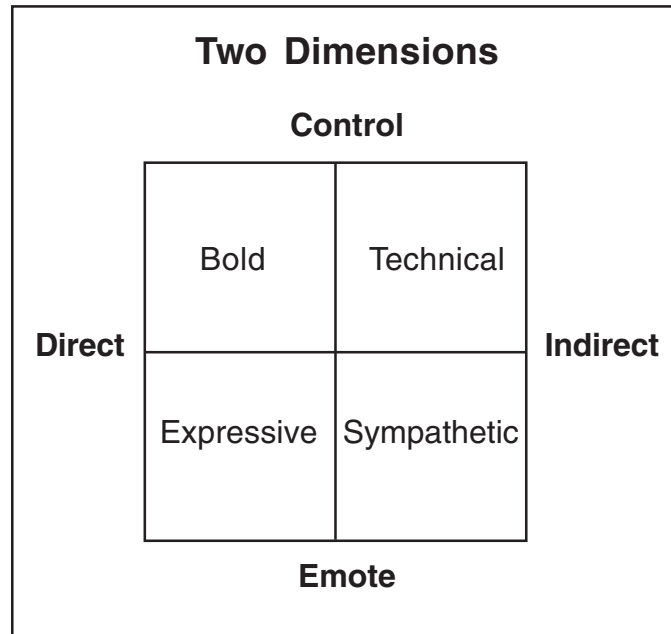


Four Styles of Communication

EXPLAIN how the two dimensions combine to form the four communication styles, using the grid overlay alone or draw on flip chart.



EXPLAIN the "Two Dimensions" grid on a Flip Chart.



DISPLAY the slide titled "Control, Direct, Emote, Indirect."

STATE that when we combine the assertiveness scale and the responsiveness scale, we can identify four distinct communication styles. Each style is characterized by a unique combination of traits from the two dimensions.

USE the information on the back of the BEST Profile and below to briefly describe the four communication styles. Use personal examples when helpful. *Be careful not to sound biased for or against any style.* Cover each style; reveal as discussed. Use grid overlay to illustrate combination of dimensions.

INSTRUCT participants to take notes in this section of their Participant Guide.



BOLD (Control/Direct): “Task/Efficiency Specialists”

- Immediate
- Direct
- Action-oriented
- Competitive

EXPRESSIVE (Emote/Direct): “Social/Idea Specialists”

- Impulsive
- Spontaneous
- Fun-loving
- Creative

SYMPATHETIC (Emote/Indirect): “People/Support Specialists”

- Cooperative
- Supportive
- Approachable
- People-oriented

TECHNICAL (Control/Indirect): “Information/Analytical Specialists”

- Reserved
- Precise/accurate
- Data-and Fact-oriented
- Organized



Scoring the Profiles

BEST Profile

1. Instruct participants to open the BEST Profiles to the scoring page which is across from the questions.
2. Read aloud the directions at the top of the page for scoring the profiles.
3. Demonstrate how to transfer the letters from the situations on the facing page to the columns on the scoring page.
4. Emphasize to add the number of circles in each column and place the totals at the bottom. (The sum of the four totals should add up to eighteen.)
5. As participants are scoring the profiles, walk around and assist those who need help.
6. Explain that the column with the highest total is the “dominant style.”
7. Instruct participants to turn to the back of the profile and read about the style that corresponds with the column that received the highest total.

8. Explain:

It is possible to have two, equally dominant styles.

You may have nearly equal scores in two or more styles. This indicates that you may already have style flexibility, something we will be discussing soon.

You may think that your dominant style is “not you.” Review the responses you circled. Your choice of responses determine your style. To a some degree, situations you are currently experiencing which demand a particular style may have influenced your choice.



Activity: Understanding Your Style



DIRECT participants to the “Activity: Understanding Your Style” in their Participant Guide.

INSTRUCT participants to use the results of the BEST profile quiz in the preceding section. Transfer the results in their Participant Guide.

INSTRUCT participants to complete the activity. When they finish, explain: “Each of you is an expert in your own style. Now you are going to meet with the people who share your style so that you can further understand your own style.”



EXPLAIN: As a group, you will flip chart your responses to the statements on the “Understanding Your Style” section in your Participant Guide. Then I am going to ask each group to make a brief (two - three minute) presentation of your responses to help the rest of us understand your style.

DETERMINE which participants have the same dominant style. If anyone has two dominant styles (tie), let them choose the one that best describes him or her at work.



DIVIDE participants with the same styles into four groups. Provide each group with flip chart paper, colored markers.

ALLOW thirty minutes for the groups to complete the activity. Spend time with each group to answer their questions and observe their interactions.

INVITE each group up to make its presentation. At the beginning of each, share your observations (in a humorous way) about how the different styles approached the task.

ENCOURAGE good-natured laughter, and applause at the conclusion of each presentation.



ASK for and discuss observations from the group when all groups have finished their presentations.

EMPHASIZE:

- No one is representative of one style only. We are all capable of communicating/behaving in each of the four styles, as needed.
- What if someone were all one style? He/she couldn't relate to or communicate with most of the population.
- We all have characteristics of all styles, but everyone has a style that he/she uses most often. This style reflects our "comfort zone."

The Four Styles Under Stress

ASK: "If a team were formed to plan an office Christmas party, which style would you want on the team?" (Expressive - you want it to be fun and enjoyable! Sympathetic - you want the needs of diverse groups considered! Technical - you want an action plan that includes all the necessary items! Bold - you want someone to make sure all the details are taken care of and all necessary actions happen!)

CONCLUDE by saying: "Thank goodness we have all four styles. What if the world were made up of only Technicals? Sympathetics? Expressives? Bolds?"

EXPLAIN that different situations may call for certain styles.

Examples:

A general leading a war (Bold);

Helping someone with a personal problem (Sympathetic);

Preparing the annual budget, (Technical);

Designing a new marketing strategy (Expressive).

EXPLAIN that effective communicators use the most appropriate style for the situation.



Backup Styles



DIRECT participants to the section titled “Backup Styles” in their Participant Guide.

EXPLAIN that when circumstances or the behavior of others’ (style clashes) cause stress, people sometimes don’t “seem to be themselves.”

Stress, tension, or friction, may affect behavior in one of two ways:

- People may shift into another (second dominant) style.

Example: more BOLD, less SYMPATHETIC.

- People may retreat into an exaggerated, unproductive form of their dominant style.

Example: MORE BOLD

This second response produces what is known as a stress or “backup style” because people “back up” into the most unproductive behaviors of their dominant style.

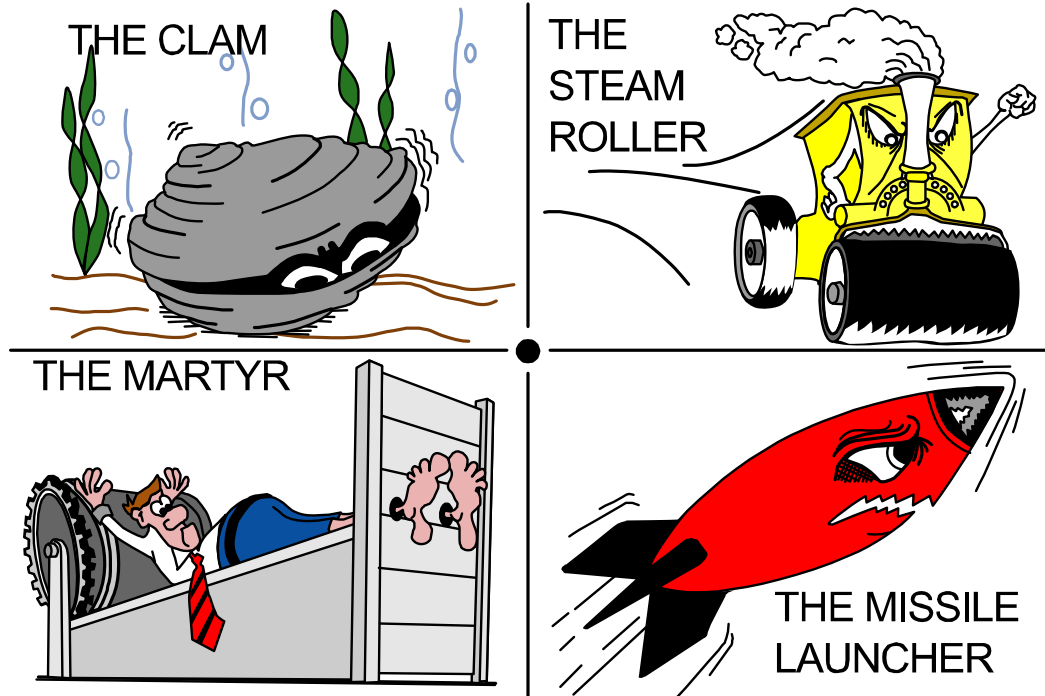
USE “The Unfinished Project” story as an illustration of backup styles.

ASK: “What happened as the tension increased between Wendy and Marvin?” (Each person retreated further into their dominant style.)

INTRODUCE the Backup styles. Each style’s “backup” style has unique characteristics. You may be able to relate to these, or see someone you know, in each of these styles. (Use cover/reveal)



DISPLAY the slide titled “Communication Backup Styles.”



Communication Backup Styles

USE examples and the information below to briefly describe the four backup styles.

Bold

The “Steam Roller.” The Bold needs action and results. Under stress, the Bold style may take charge, using power or force to get something done. You may hear him or her say something like “Get out of my way and let me do it!”

Expressive

The “Missile Launcher.” The Expressive style needs to vent emotion and feelings. Under stress, the expressive suppresses emotion until he or she explodes, much like a pressure cooker when the pressure is released suddenly.

He or she may verbally attack the situation or the person. Expressives use anger and emotion to get something done.



Sympathetic

The “Martyr.” The Sympathetic style has a need to avoid conflict and maintain relationships. When conflict arises, sympathetics may quietly “give in” to preserve the relationship. Others may think everything is fine. But is everything fine? The sympathetic person may still be thinking the situation over long after the others have moved on.

The sympathetic may soon feel (and act) like a martyr. They don’t get mad, they get even! Sympathetics use guilt to get something done!

Technical

The “Clam.” The Technical style also needs to avoid confrontation and requires time to logically think through the situation and to gather more information.

Under stress, or when styles clash, the technical style will avoid or withdraw from the issue or person. Technicals use “time out” to gather data and plan how to get something done.

CONCLUDE by saying. “When people who have different styles slip into backup styles due to personal clashes or stressful situations, style differences are magnified.”

Versatility



DIRECT participants to the section titled “Versatility” in their Participant Guide.

SAY: “Versatility is the ability to treat others the way they want to be treated. Versatility is adjusting our own behavior to better relate to people of different styles.”



DISPLAY the “Versatility” slide.



Versatility

REVIEW versatility examples on the transparency.

- **Expressive:** Giving data to the Technical.
- **Sympathetic:** Giving completed report to Bold.



EXPLAIN the value of versatility. Versatility is the key to communicating effectively with others, reducing tension, and keeping everyone from retreating into their backup styles. Versatility is the key to the success when communicating with others.

REAFFIRM the value of all four styles. When we are not relating well with another style, we tend to assume that our style is “good” and their style is “bad.”

(Refer to the evaluative words used by the class to describe Wendy and Marvin in the previous activity.)

STATE: “There really is no “good” or “bad” style. All styles have strengths that help us to be successful.”

Every style can be effective and successful as long as it is:

1. Appropriate for the situation.
2. Used to enhance communication.

EXPLAIN how to be versatile. The key to reducing the tension between styles and increasing your effectiveness with other styles is to become more like that style. People can do this by adjusting their behavior to become more or less assertive or more or less responsive, to match the style of the other style.

REFER participants to the Versatility Handouts for examples of matching styles.

PROVIDE examples of “natural” versatility:

- First date
- Meeting in-laws for the first time
- Job interview



REFER to “The Unfinished Project” and facilitate discussion about how Wendy and Marvin could have been versatile to relate better with each other.

ASK:

“What style was Marvin? (*expressive*)

“What does Marvin need? (*to be creative; to express his ideas, etc.*)

“What style was Wendy?” (*technical*)

“What does Wendy need?” (*organization; data; details; time to plan, etc.*)

“What could each person have done to be versatile? (*Wendy: listen to Marvin, remain open to his ideas; be more accepting. Marvin: be more organized; review data with Wendy, etc.*)

CONCLUDE by expressing that positive interactions are possible when people communicate and behave in ways that are appropriate and comfortable for others.

When people see you making an effort to meet their needs, they will usually respond by increasing their versatility.



Activity: Flexible Communications



DIRECT participants to the activity “Flexible Communications” in their guide.

INTRODUCE the “Flexible Communication” activity. During this activity you will use your knowledge of the four styles to plan versatility strategies.

PROVIDE instructions:

Work in small groups to decide:

1. What each style needs
2. How each of the other styles can respond to meet these needs.
3. Record your ideas and be prepared to share these with the class.

Focusing on one style at a time, ask what the style needs, and how each of the other styles can respond to meet these needs.

ENCOURAGE discussion. Use the “Versatility Strategies” handout to supplement ideas provided by participants.

NOTE: The “Versatility Strategies” handout is to be given to participants at the conclusion of the “Versatility” activity.



PROVIDE positive feedback on ideas; distribute the “Versatility Strategies” handout.

CONCLUDE by saying: “If you make the effort to understand other styles, and how your own style may affect other styles, you can manage what you say and do to improve communication.”

“By practicing communication versatility, you may enjoy the uniqueness of others — and not waste time and energy resolving communication problems caused by style differences.”



Activity: Teamwork Puzzle

1. Prepare puzzles prior to class. Obtain one puzzle for each table. Place pieces of each in a ziplock bag, switching one interior piece with a piece from another puzzle. Match similar colors.
2. Introduce the activity. This is another teamwork activity. I'm going to give each small group a puzzle to complete. Do not open puzzles and begin until I say so. You may want to clear some space.
3. Give each group a puzzle.
4. Explain the activity goal, using these exact words: The goal is for everyone to complete the puzzles as quickly as possible. When your team finishes, raise your hand. You may begin.
5. Observe what happens in/between teams as puzzles are completed. (For use in debriefing)
6. When puzzles are assembled, debrief.

ASK:

1. "Did I notice some competition? Why?" (Repeat opening words to show that competition was not stated. The perception of competition is cultural.
2. "What strategies did your team use to complete the puzzle?" (sides first, etc.)
3. "What was teamwork like in your group?"
4. "What did you need to achieve your goal of completing the puzzle?" (The correct piece)
5. "How did you obtain the needed piece?" (negotiating, stealing, gladly giving, etc.)
6. "What did you need for everyone to win?" (Resources from each other; cooperation)

CONCLUDE by saying that teamwork occurs on many levels. Cooperation between individuals and teams is essential for success.



Cooperation

What is Cooperation?



DIRECT participants to “Cooperation” section in their Participant Guide.



DISPLAY the slide titled “Cooperation.”



Cooperation

DISCUSS how competition between teams or departments erodes a company.

ASK: “What happens when we focus only on our own team’s needs, and ignore the rest of the organization?” (Team goals may be met, but broader goals may not; the service chain is weakened — internal and external service suffer; departments get a reputation based on their uncooperative nature.)

DEFINE cooperation. Cooperation is not just a “sweetness and light” attitude. Real cooperation might be defined as the ability of team members to recognize conflict and to openly seek to resolve it.



EXPLAIN that cooperation builds good working relationships that are characterized by openness and trust. When people cooperate with each other, many positive feelings develop. These positive feelings lead to positive actions that benefit team members and teamwork, such as:

- Team members are able to resolve challenging issues.
- Every team member contributes new ideas and suggestions.
- Team members support and trust each other.
- Everyone shows enthusiasm and effort for the teams success.

EXPLAIN that cooperation is critical to the team's success. For a team to be effective, team members must be willing to work toward similar goals and help each other out.

HIGHLIGHT traits of cooperative teams:

- Members work together toward similar goals.
- Members have open/honest relationships.
- Members support and trust each other.
- Members fulfill individual job responsibilities.
- Members contribute ideas for improvement.

DESCRIBE benefits of Cooperation:

- Positive feelings towards one another develop.
- Team spirit grows.
- Working relationships, quality, and productivity are enhanced.
- Difficult tasks are more easily accomplished.
- Everyone (especially the customer) wins!



IDENTIFY barriers to cooperation:

- Style differences
- Different opinions/goals
- Value differences
- Different needs
- Conflicts of all sorts

Sources of Conflict



DIRECT participants to the section titled “Sources of Conflict” in their Participant Guide.

EXPLAIN: “If team members do not learn ways to handle conflict when it arises, it can damage relationships and destroy the effectiveness of the team. Managing conflict positively can open the door to healthier, stronger, and more satisfying team relationships.”

ASK: “What words come to mind when you hear the word ‘conflict?’”
(Obtain at least ten words, more if possible. Most words will be negative.)



RECORD responses on flip chart titled “Conflict.”



EXPLAIN that sometimes, conflicts in teams, departments, or throughout the company are so great, it feels like working in a “business soap opera.”

ASK participants to list possible sources of conflict in their Participant Guide that cause conflict on the job. When participants finish ask for responses.



RECORD responses on the flip chart.



EXPLAIN that most of these responses are negative. One of the biggest barriers to successfully resolving conflict is the discomfort many people feel when faced with conflict.

ASK and **BRIEFLY DISCUSS**: “Why do we feel this discomfort?” (Fear of losing, hurting others, or being hurt; childhood lessons about being “nice” and how conflict is “wrong.”

“Is conflict really wrong? Maybe, but maybe not. What is conflict, really?”



DISPLAY the slide “Definition of Conflict.”

DEFINE conflict as the clash between personal needs, wants, beliefs, values. Based upon this definition, we can see that conflict is inevitable. No one individual or team is immune. And that’s fortunate, because many positive outcomes are possible as a result of conflict.

A Positive Approach to Conflict



REFER participants to “A Positive Approach To Conflict” in their guide.

PRESENT a positive view of conflict: conflict as a natural force.

SAY that “like in nature, conflict with humans is inevitable. Use example of the Grand Canyon: centuries of conflict between the powerful force of water against rock created this wonder.”

EXPLAIN that people do not automatically work well together just because they happen to belong to the same work group. While conflict cannot be eliminated, team members can learn ways to work through it constructively. Cooperation is the ability of team members to recognize conflict and openly seek to resolve it.

STATE: "When conflict is dealt with positively, the energy and effort of the team is focused on the success of the team. The morale and self-esteem of everyone remains high and the team remains together."



DISPLAY the slide titled “Conflict Is...” and point out the following:

- **Conflict is natural.**
- **Conflict is not a contest.** Contests produce winners and losers, or losers. A better goal is a win-win outcome.
- **Conflict is evaluated by actions.** How conflict is handled determines whether the outcome is positive or negative.
- **Conflict is about understanding differences.** Identifying differences, underlying concerns, and looking for common ground.
- **Conflict is a learning experience.** Looking back, we often are able to see what we have learned from conflict (it may be more difficult during the conflict to see this).
- **Conflict is an opportunity.** Conflict may be a chance to create a new, meaningful solution agreeable to all — although it may be hard to accept this thinking at the time the conflict occurs.

EXPLAIN that cooperation involves negotiating situations where everyone wins. Learning to handle conflict is a two-step process:

- Use positive-impact language.
- Use feedback to defuse conflict situations.

CONCLUDE by saying: “How conflict situations are handled will determine whether the experience has a positive or negative outcome.”

EXPLAIN that because of the nature of conflict there will be many conflicts. For this reason, time is best spent on those which are meaningful and significant. Sometimes, simple things can create conflicts where none may actually exist. One of these simple things is language.

SAY: “Before we focus on conflict resolution, let’s look at how we can first prevent unnecessary conflict by replacing language which may have a negative impact — or cause negative perceptions — with language which is more positive.”



Positive Impact Phrases



DIRECT participants to the section titled “Positive Impact Phrases” in their Participant Guide.



DISPLAY the slide titled “Negative-Impact Phrases.”

DISCUSS negative impact phrases. Explain that sometimes we use words/phrases such as these which may, at first glance, seem harmless. However, these phrases may create or increase conflict.

STATE that these “negative impact phrases” communicate negative, hidden messages which the speaker may not intend to communicate.

REFER to the list of negative phrases in the Participant Guide and discuss the hidden message of each. As a class, rephrase each more positively and enter them in this section in their Participant Guide.

<u>Negative Phrase</u>	<u>Hidden Message</u>	<u>Positive Phrase</u>
I can't...	Uncooperative	I can...
I'll try...	Uncommitted	I will...
You should...	Parental Attitude	If you will...
You have to...	This is an order!	Will you please...
Your problem...	You have a problem!	Your situation.
Your complaint...	You are a whiner!	Your concern
I like it but...	I don't like it!	I like it and...
It's not my job...	Uncooperative	I will... I'll find out...
You always/never...	Magnified Blame	Next time,



Activity: Using Positive Phrases



DIRECT participants to the activity “Using Positive Phrases” in their Participant Guide.

ASK for volunteers to reword two or three of the sentences, making them more positive. Facilitate discussion about the negative impact of the wording of each.

EXPLAIN that by choosing positive language, we can prevent unnecessary conflict and focus our efforts on those conflicts which are more significant.



Consideration

What Is Consideration?



DIRECT participants to the section titled “Consideration” in their Participant Guide.

EXPLAIN that consideration refers to how team members treat each other as they work together. (Relate to personal service.)

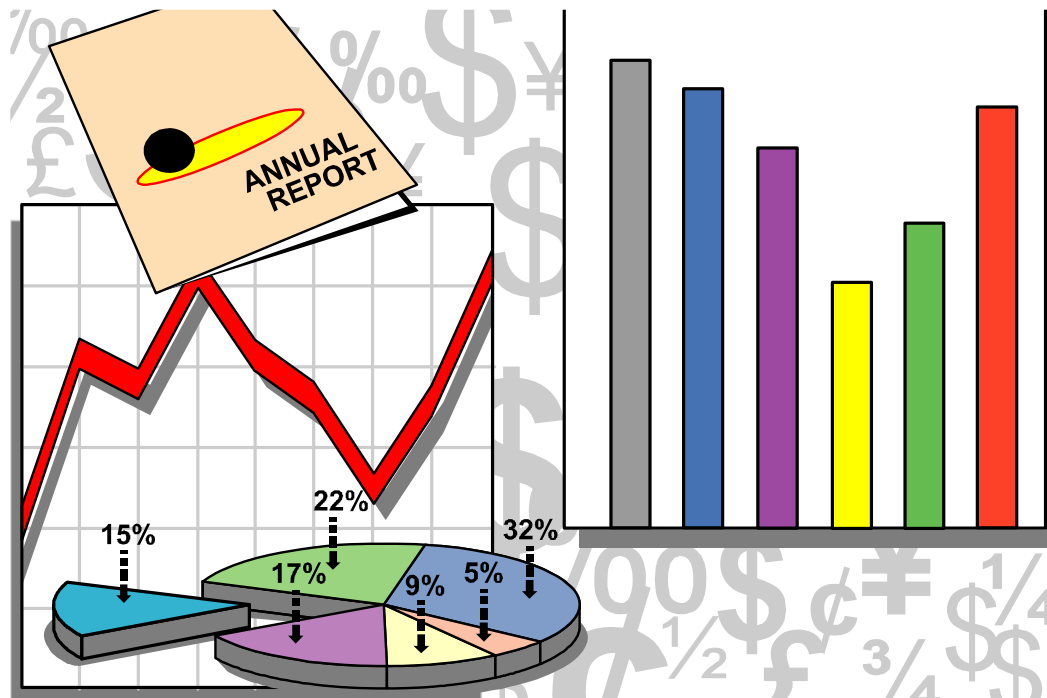
DESCRIBE the benefits of consideration:

- Morale is high and relationships are enhanced.
- Cooperation is boosted and productivity may increase.

The Two Worlds of Business



DISPLAY the slide titled “The Bottom-line World.”



The Bottom-line World

DESCRIBE the two business worlds and their connection.

The Bottom-line World is very clear. Results and performance are measured in terms of factual data like costs, sales, budgets, and profit, loss, etc. The bottom-line world is a very crucial part of any business. A company that ignores bottom-line issues does not stay in business very long.



DISPLAY the slide titled “The Relationship World.”



The Relationship World

The Relationship World deals with interactions among team members. It is more fuzzy, and less clear. Events that take place in the relationship world can have a enormous impact on the bottom-line world. A lack of personal attention may result in less cooperation and productivity.

EXPLAIN that consideration goes beyond courtesy and politeness. It requires that we give personal attention, and recognize the uniqueness and contributions of each individual.

The Power of Positive Expectations



DIRECT participants to the section titled “Power of Positive Expectations” in their Participant Guide.



DISPLAY the slide titled “The Power of Positive Expectations.”



The Power of Positive Expectations

IDENTIFY positive expectations as a form of consideration:

To be truly considerate, we must learn to expect the best from each other. Sometimes this is difficult because of assumptions we may make about others based upon past experiences or rumors.

Because of our opinions and judgment, we tend to place “invisible labels” on each other which describe negative expectations.

“What are some of these negative labels?” (lazy; doesn’t listen; troublemaker; stuck in the old traditions; unable to change, etc.)

Labels become a “self-fulfilling prophecy.” Research suggests that people perform or behave as others expect them to perform or behave.

Negative expectations lead to negative performance. However, there is great power in positive expectations — they can lead to great achievements.



RELATE research results of Mayo's Hawthorne Studies at Western Electric in Chicago and Rosenthal's studies with mice and school children.

Mayo's studies indicated that when groups of individuals were 'selected' to participate, the way in which the study was presented had a direct impact upon how the group perceived itself. In one instance, in which the 'positive' points of the study were stressed, the individual's motivation and productivity went up. In the other instance, in which 'negative' points were stressed, the individual's motivation and productivity declined.

In the first Rosenthal study, a group of rats were divided between students. One half of the rats were labeled "maze-bright," the other half as "maze-dull." The students unknowingly communicated high expectations to "maze-bright" rats. The students also perceived the "maze-bright" rats as being nicer and more pleasant.

In the second Rosenthal study, school children were divided into two groups. The groups were divided simply by having the children count off by two's. The first group was labeled high achievers and placed with one teacher. The second group was labeled as needing help and placed with another teacher.

Which group do you think was more successful? Why?

Labels are very powerful.

EXPLAIN that the self-fulfilling prophecy is not magic and provide a simple explanation of the "Human Motivational Cycle."

Expectations are silently communicated through the way we treat others (body language is 55% of communication, task assignment, etc.)

Positive expectations are especially powerful when combined with positive recognition. Positive expectations lead to **achievement**; when this achievement is **recognized and rewarded**, **self-esteem increases**, which leads to new **achievements**.

This is the "Human Motivational Cycle."

Real consideration is putting this knowledge to work in the work place.

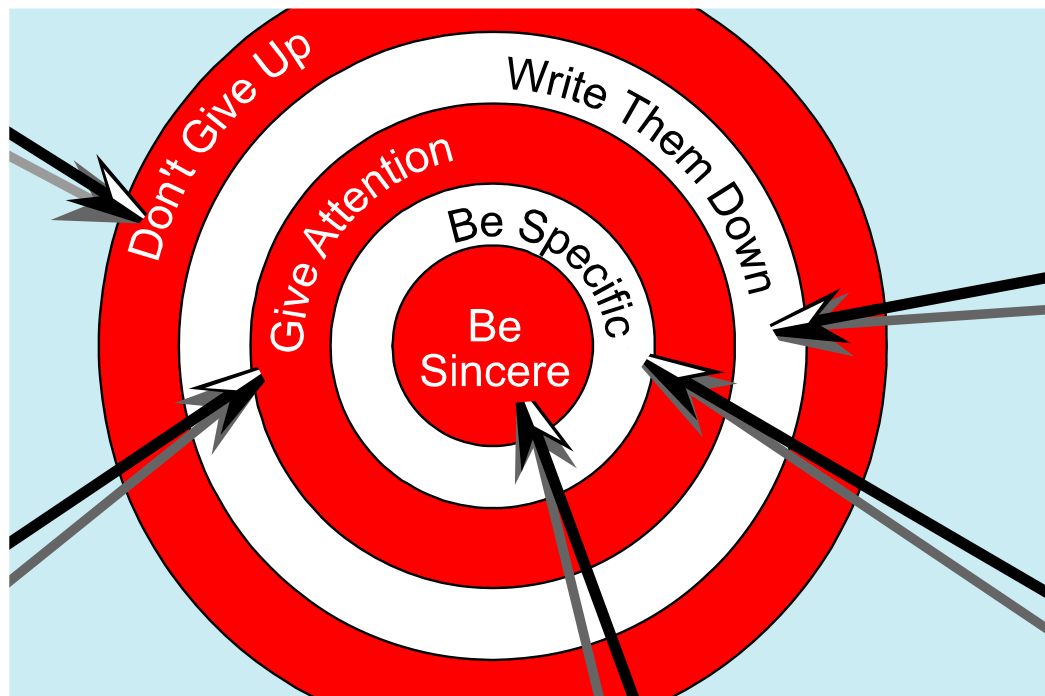
Targeted Positive Strokes



DIRECT participants to the section titled “Targeted Positive Strokes” in their Participant Guide.



DISPLAY the slide titled “Targeted Positive Strokes.”



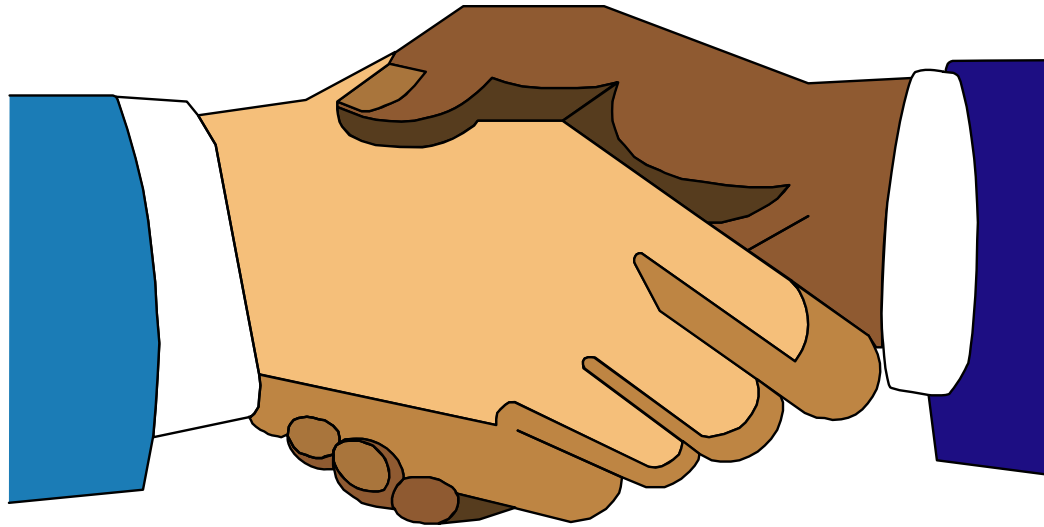
Targeted Positive Strokes

EXPLAIN that enhancing and maintaining a team member’s self-esteem is a foundation of effective teamwork. Enhancing self-esteem creates an environment that allows all members to reach their full potential while achieving team objectives.

EXPLAIN that great rewards and recognition are nice. However, we can put the human motivational cycle to work in simple ways, too, and have a positive impact. One of these ways is by giving strokes.



DISPLAY the slide titled “Strokes.”



Strokes

DEFINE strokes and explain their value:

Strokes are the positive attention that we give one another. We each have a need for special attention and recognition that begins at birth.

To maintain our self-esteem, a certain amount of positive attention is necessary. Strokes are a simple way to fulfill this need. If team members feel appreciated and valued, they are more likely to contribute fully. Team synergy and productivity increase greatly.

When we don't get the strokes we need, our self-esteem is diminished and our performance level drops.

EXPLAIN that teamwork is enhanced when strokes are openly given:

- Between team members
- Between team leaders
- From team leaders to team members
- From team members to team leaders
- From members of different teams



SHARE the following story to illustrate the power of strokes:

A friend once worked in a busy office where Post-It notes were used to give quick and sincere “strokes” from the boss or between coworkers. My friend took this habit home with her.

She and her spouse are employed full-time, outside of the home, and are also involved in professional and community organizations. The couple has two children and carefully plan family activities. However, they did not always have the opportunity to spend as much time with their children as they would have liked. So, they used Post-It notes to expand their ability to give strokes to their children.

For example, the children would find notes such as these notes tucked into their lunch boxes, placed on the bathroom mirror, or stuck on the breakfast table: “Super history report!”; “Your dad and I love You!” or “Thanks for cleaning up your room - it looks great!”

Last year my friends oldest daughter went to college. My friend was looking for her daughter’s old tennis racket on Saturday morning. When searching for the racket, she saw a sight that startled and shocked her. There, on the back of her daughter’s bedroom door, were about 200 Post-It notes — all the notes written over the past two or three years. Did this daughter know that she was loved? Yes.

Such simple compliments and thanks had obviously meant a lot to their daughter, more than my friend and her spouse had imagined. And seeing all of these notes carefully saved and displayed was a stroke for my friend!

Strokes, though small, are powerful. They combine to create a positive stroke balance.

EXPLAIN that there are many ways to give strokes and ask:

“What are some of the ways coworkers can give strokes?”



Anticipated responses:

Compliments, thank-yous, listening, giving assistance, buying someone coffee or lunch, giving thank you notes, post-its, or cards, sending flowers or balloons, giving special assignments, etc.



RECORD responses on a flip chart. Record responses in the Participant Guide.



ASK: “Who needs strokes from whom?”

Anticipated responses:

Between coworkers; managers and supervisors to subordinates; team to team; and from subordinates to their supervisors and managers.

PRESENT and briefly discuss guidelines for giving strokes: Like giving feedback, there are guidelines to follow when giving strokes which will increase its effectiveness.

INSTRUCT participants to take notes in their Participant Guide.

1. **Be Sincere:** People know when you are not sincere.
2. **Be Specific:** The stroke will be more meaningful. “Good job on the Jeffers’ report” as opposed to “good job.”
3. **Give Attention:** This may be the strongest stroke of all.
4. **Write Them Down:** You or someone you know may keep these in a file for future reading, when the strokes are few!
5. **Don’t Give Up:** If someone’s stroke balance is very low, it may take a while for self-esteem to be restored.



DISTRIBUTE Post-it notes and provide time for strokes. Suggest that often we intend to give a stroke to someone, but become “busy” and neglect to do it.

During the next few minutes, think about someone that deserves a stroke from you. Write it now, and put it on their desk or give it to that person later.

You may wish to ask for volunteers to share strokes. This is optional, depending upon time and the group.



Commitment

Walk the Talk



DIRECT participants to the section titled “Commitment” in their Participant Guide.

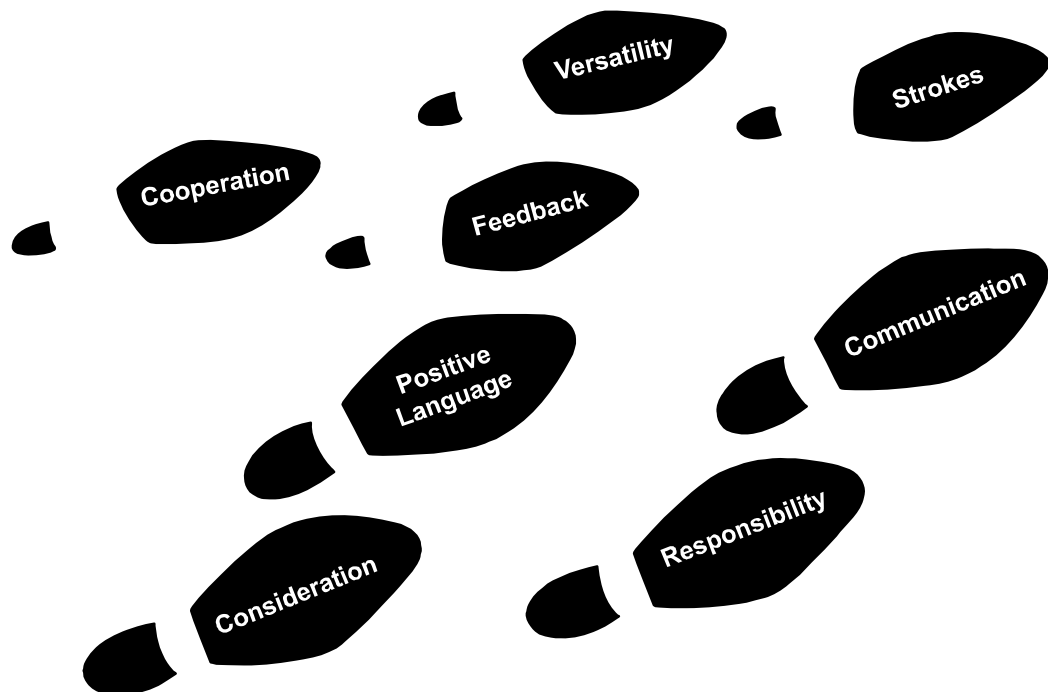
BRIEFLY DISCUSS commitment. Commitment means responsibility. When we are committed, we make things happen.

Without commitment, none of the other C’s — communication, cooperation, and consideration — work very well.

Tom Peter’s, author of "In Search of Excellence" and other books, has devoted his life to looking for ways to achieve organizational success.



DISPLAY the slide titled “Walk the Talk.”



Walk the Talk

He describes commitment as “walking the talk,” or living what you learn in order to achieve results.

Most of us would like to be able to say that we always do this. But do we? Why not?

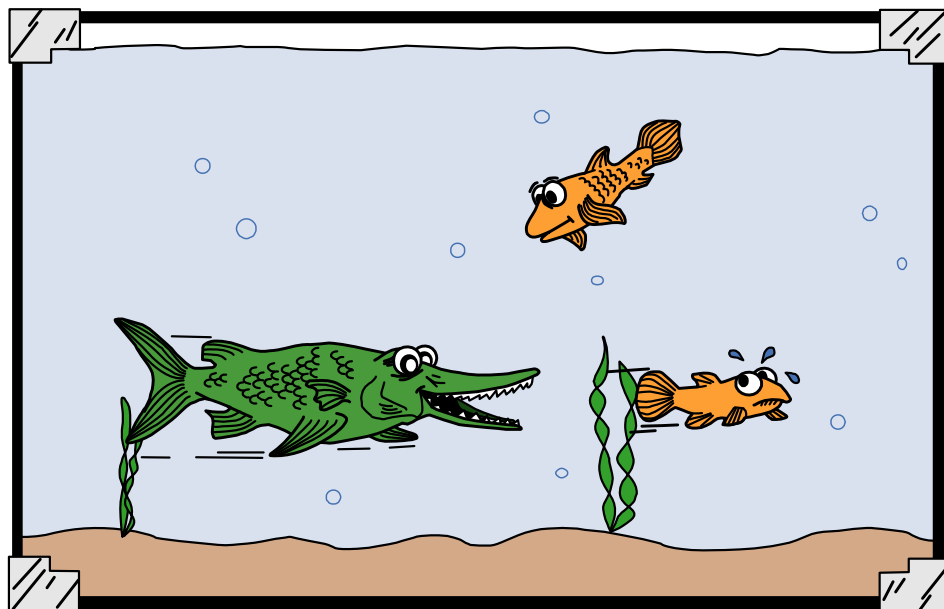
One of the reasons for this reluctance might be illustrated in an experiment conducted in Marineland, California several years ago.

The Pike



RELATE the Pike experiment, using the three slides titled “What Happened to the Pike?” to illustrate the different phases of the experiment.

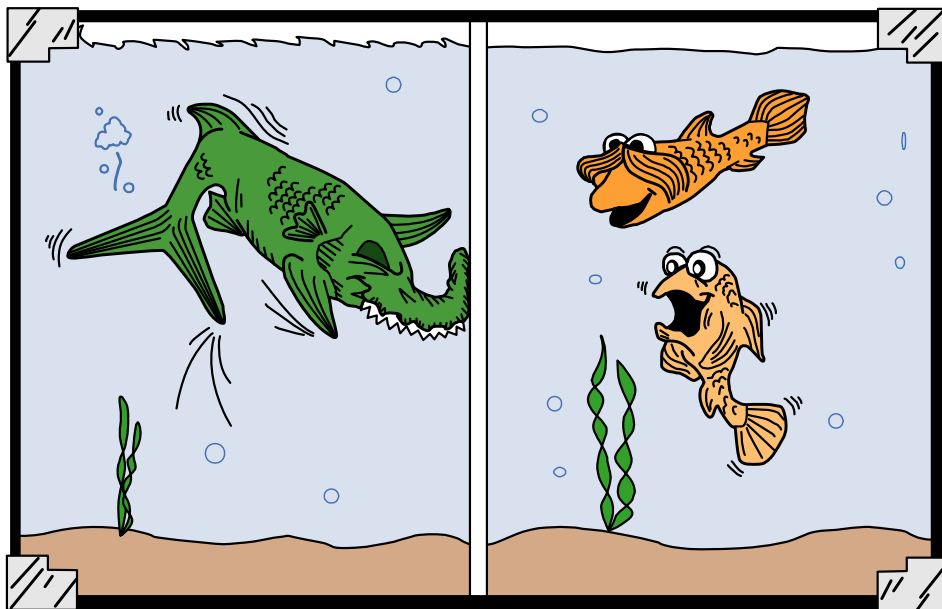
A pike was captured and placed in a glass tank that resembled its natural environment. The pike swam freely about the tank. Several times a day it was fed a favorite meal of minnows.



One day, after the pike had been fed, it was resting near the bottom of the tank. A glass wall was inserted into the tank, dividing the tank into two separate chambers. From the pike's perspective, nothing had changed.

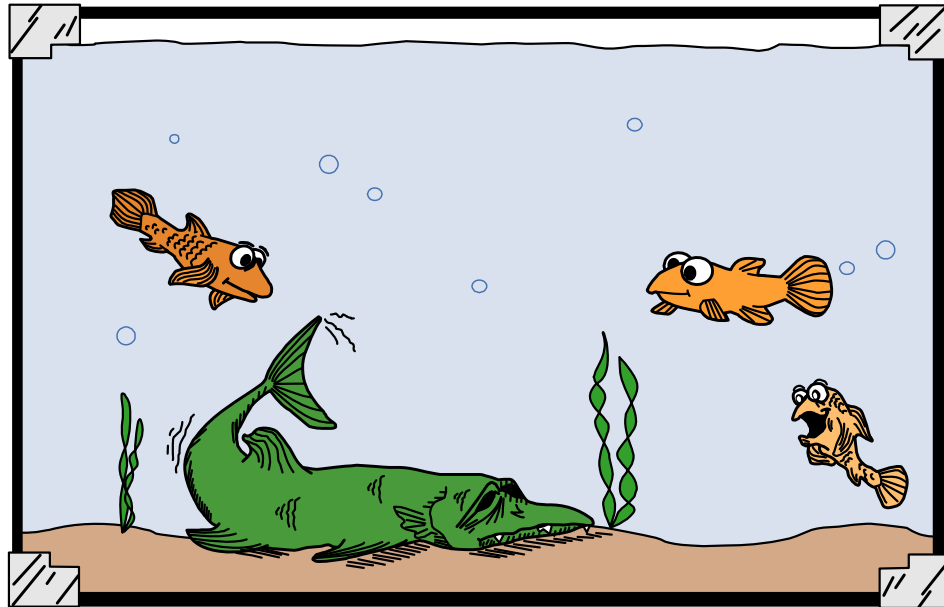
Later that day minnows were poured in the side of the tank that was separated from the pike by the glass wall. The pike was hungry and he darted at the minnows.

With each dart, the pike slammed into the glass. But he didn't give up. Again and again he darted towards the minnows, and each time he received a jolt.



Finally, the pike retreated to the bottom of the tank and lay motionless.

In the next phase of the experiment, the glass wall was removed. The minnows were now able to swim all about the tank. But the pike did not eat the minnows. Instead, he remained on the bottom of the tank and died of starvation.



In this situation, the pike's past experiences had *conditioned* him to believe that darting after the minnows would cause him pain, so he made the choice to stop eating.

The sad fact about the pike's choice is that if he had tried *just one more time*, he would have survived.

Sometimes team members, like the pike, are also conditioned by negative past experiences. They do not even attempt to succeed. Instead, they pass up new opportunities, even though the barriers may only exist in their own minds.

Commitment requires that team members view past problems as learning events — not as obstacles which prevent future success.

ASK: “What caused the Pike's death?” (some will say starvation, some may say he gave up.)



EXPLAIN that the Pike had food, but chose not to eat. You might say he died of lack of motivation. His past experience had **conditioned** him to believe that to attempt to eat would cause pain.

This phenomena is sometimes called “learned helplessness.”

CONCLUDE by saying:

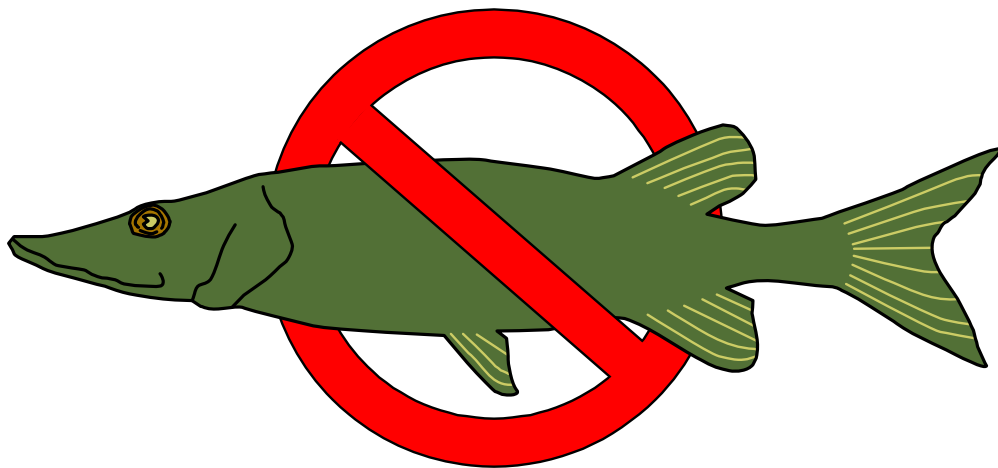
“Perhaps we can learn a lesson from the Pike. The past may teach us some valuable lessons, but things change.”

“We may think there are “glass walls” which prevent us from trying new to do things differently. But the walls may no longer be present.” (e.g. This is a new job/company/opportunity, things can change.)

“The next time you find yourself thinking that something can’t be done, you may want to remember the Pike.”



DISPLAY the slide titled “No Pikes.”



No Pikes



Stages of Team Development



DIRECT participants to the “Stages of Development” section in the Participant Guide.

EXPLAIN that commitment also requires team members to work together to help the team grow and mature. Team success does not happen overnight. Teams, like people, must grow, mature, and develop.

STATE that there are five natural stages of team development have been identified through research. These stages are:

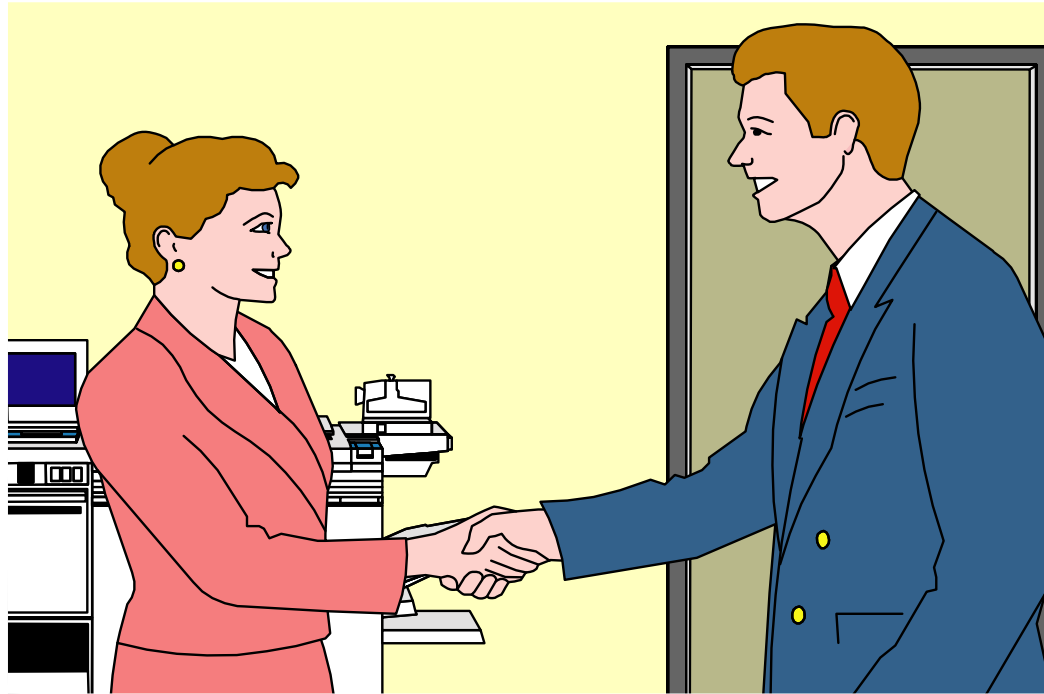
- Forming
- Storming
- Norming
- Performing
- Warming

EXPLAIN that understanding what occurs during each stage is helpful in identifying how team leaders and team members can assist the team in successfully transitioning to the next stage.

REVIEW characteristics/actions for each of the five stages.



DISPLAY the slide titled “Forming.”



Forming

The Forming Stage: “Getting acquainted”

The polite stage — the Forming Stage focuses primarily on the start-up of a new team. Team members become acquainted with one another, share values, and establish the basis for the structure of the team.

Characteristics

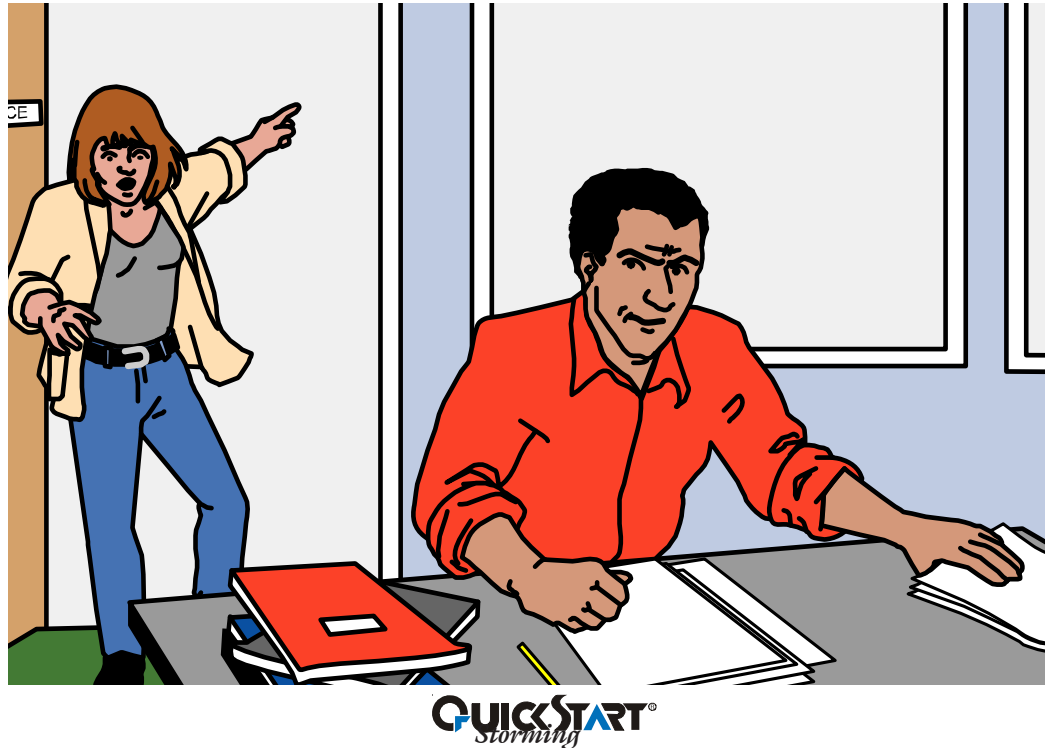
- Values and polite conversation are shared; behavior norms are established
- Confusion over team purpose, tasks, and individual roles
- Look to a leader or other member for rules and guidance

Actions

- Encourage activity which enables people to become better acquainted
- Clarify team objectives, tasks, and individual roles
- Affirm individual abilities contribution.



DISPLAY the slide titled “Storming.”



The Storming Stage: “Dealing With Conflict”

The chaos stage — after the forming period, teams move into a period of storming characterized by challenging authority. The initial reluctance to express opinions in the Forming Stage is followed by a period of competition. Team members may begin conspiring against one another.

Characteristics

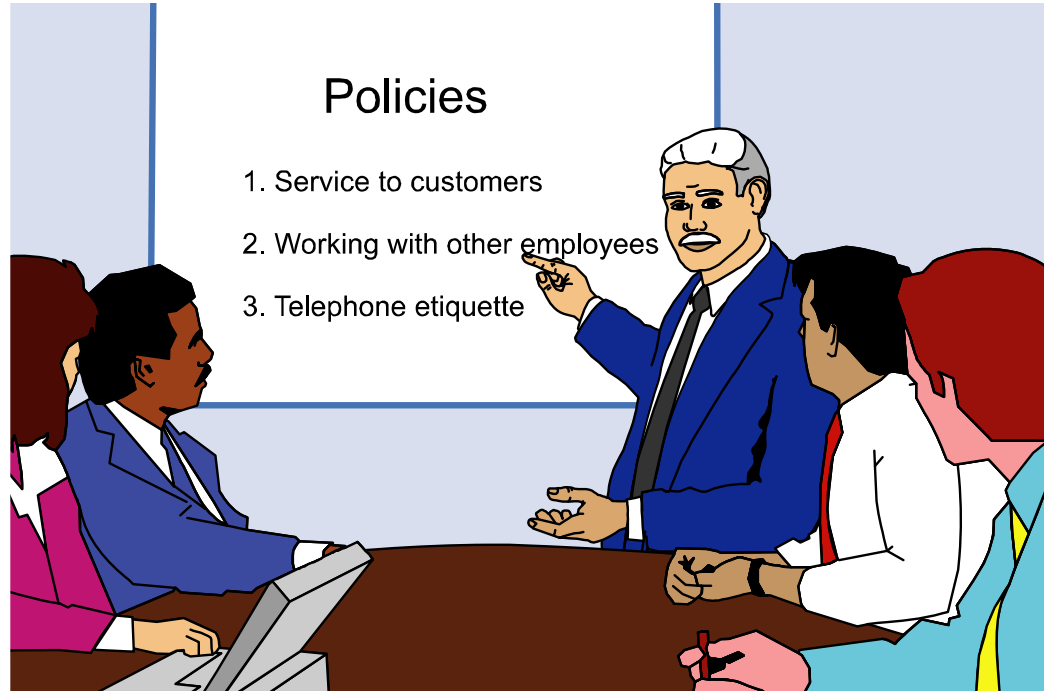
- More open expression of personal opinion/disagreement/concerns
- Arguments over tasks and team processes; some task avoidance
- Competition; formation of cliques; less team spirit; discomfort among team members

Actions

- Listen; focus on understanding other views
- Focus on team goal and work expectations
- Accept conflict as normal; look for win-win solutions to problems



DISPLAY the slide titled “Norming.”



Norming

The Norming Stage: “Setting Guidelines”

The stabilizing stage — team members are engaged in setting the guidelines for how the team will achieve its goals. Conflicts are accepted and managed. The stress created during the storming phase begins to dissolve.

Characteristics

- Understanding of team purpose, agreement on tasks, roles, ground rules, and behavior
- Listening; acceptance of new ideas and helpful ways to deal with conflict increases
- Team spirit builds; members value new identity

Actions

- Highlight the desired results of teamwork
- Adapt conflict resolution skills; work toward win-win solutions
- Seek agreement; compromise when necessary



DISPLAY the slide titled “Performing.”



The Performing Stage: “Getting Down to Business”

After the team experiences the initial three stages of development, it enters the more productive Performing Stage. During this stage, team members work well together.

Characteristics

- Team members cooperate; energy is focused on tasks/away from issues
- Focus on achieving goals and objectives
- Productivity increases; enhanced quantity and quality of work

Actions

- Make work fun and challenging
- Support team goals/work expectations
- Support and reward individual and team performance



DISPLAY the slide titled “Warming”



Warming

The Warming Stage: “Sense of Success and Family”

The peak of synergy stage — technical performance continues to be strong, but team member relationships are enhanced. A strong sense of community or family develops.

CONCLUDE by saying there is not one standard period of time for each stage. Some research indicates that 18-24 months is average for team development process.



Many factors affect the amount of time spent in each stage such as:

- Previous team member experience
- Changing goals
- New technology
- New leadership
- Company mergers and acquisitions
- New products
- New procedures
- Changes of all kinds!

One way to reduce time in the earlier, less productive stages and enhance time in later, productive stages is training for team members in the Four C's: Communication, Cooperation, **QUICKSTART** and Commitment.

Warning!

Attempting to skip the storming stage by suppressing or ignoring conflict doesn't work. Conflicts will surface eventually, and damage teamwork.

The better strategy is to learn to identify and handle conflict in a positive manner.

NOTE: There is a choice of closing exercises. If you are working with intact teams, complete the section "Our Team's Development" and the activity "Team Development Action Plan."

If the class is not made-up of intact teams, then proceed to the activity "Teamwork Coat of Arms" which focuses on the values learned in this course.



Our Team's Development



DIRECT participants to the section titled “Our Team’s Development” in their Participant Guide.

EXPLAIN that successful teams plan for success and support each other in achieving it. These teams constantly strive to develop ways to improve the effectiveness of the team, quality of services, and products.

One way to become successful is through skill building in the Four C’s of Successful Teamwork: communication, consideration, cooperation, and commitment.

Successful teams also set goals and develop action plans for achieving their goals. They regularly review those plans and evaluate their progress.

ASK participants to answer the questions on the “Our Team’s Development” in their Participant Guide.



Activity: Team Development Action Plan



DIRECT participants to the activity "Team Development Action Plan" in their Guide.

INSTRUCT participants to indicate on the "Team Development Action Plan" page in their guide how they will bring the Four C's into play in their work as teams.



DIVIDE participants into work groups. Stress that the groups should indicate the specific actions they will take to integrate the Four C's.

ASK a spokesperson from each group to share their answers with the class. Encourage all members of each team to contribute an action they will take.

FACILITATE a large group discussion and encourage applause often each group's contribution.

Teamwork Coat of Arms

Sow a thought, reap an action.

Sow an action, reap a habit.

Sow a habit, reap a character.

Sow a character, reap a destiny.



DISPLAY the slide titled “Teamwork Coat Of Arms.”



Teamwork Coat of Arms

SET the stage for the shield by explaining the “knight” metaphor presented in the Participant Guide.

“In medieval days, knights were devoted to causes and undertook personal missions in support of those causes. To accomplish missions, knights often ventured out on quests which took them to new and exotic lands. Some travelled for many years, fulfilling their missions and learning much about different cultures in the foreign lands in which they travelled.



It was common practice for each knight to carry a coat of arms that depicted symbols of the values and goals for which he stood. These coats of arms were displayed on the knight's shield.

When they returned home, the knights often brought with them mementos of the lands and cultures they had encountered, such as fragrant spices, rich fabrics and tapestries, colorful jewels, entertaining stories, and new ways of doing things.”

EXPLAIN that today, like the knights of medieval days, you have been on a quest of your own. This quest was to learn about working together more effectively.

Now it's time to consider what mementos, or ideas, you will take back with you to *your* “homelands”: your company, your team, and your job.

CONCLUDE by explaining that today we focused on the four C's — communication, cooperation, consideration, and commitment. What ideas did you find most valuable as a group? What will you take back to your job?



Activity: Teamwork Coat of Arms



DISPLAY the shield flip chart and explain the activity.

1. You will be working with others in small groups to put your values for each of the four C's on your own shield.
2. You can use pictures (words if you like) to illustrate these values.
3. You will have 20–25 minutes to complete your shields.



PROVIDE each group with a shield and colorful markers. Observe preparation. Towards the end of the allotted time, ask each group to sign the shields.

REASSEMBLE the group when shields are complete. Have each group stand together to present and explain their shield.

PROVIDE positive feedback and encourage applause after each presentation.

POST each of the shields on the wall.



Summary



DIRECT participants to the “Summary” section of their Participant Guide.

EXPLAIN that everyone wants to be on a winning team! Team success begins when team members communicate well and cooperate with each other, demonstrate consideration, and are committed to the team’s success.

Trademarks of a successful team include:

- Open communication channels
- Versatility with different communication styles
- A positive approach to conflict
- Positive-impact language
- Positive expectations for every team member
- Targeted positive strokes
- Walking the talk
- Goals for continuous team improvement

EXPLAIN that when all of the components of effective teamwork are present in your team, synergy is created! Good teamwork produces results far beyond the capabilities of its individual members. The success will be greater, your job will be more enjoyable, and your customers will receive outstanding service.



HAND OUT the Working Together unit assessments to the participants.

COLLECT the assessments when the participants finish.



Appendix

Wilderness Survival Worksheet

Here are twelve questions concerning personal survival in a wilderness situation. Your first task is individually to select the best of the three alternatives given under each item. Try to imagine yourself in the situation depicted. Assume that you are alone and have a minimum of equipment, except where specified. The season is fall. The days are warm and dry, but the nights are cold.

After you have completed this task individually, you will again consider each question as a member of a small group. Your group will have the task of deciding, by consensus, the best alternative for each question. Do not change your individual answers, even if you change your mind in the group discussion. Both the individual and group solutions will later be compared with the “correct” answers provided by a group of naturalists who conduct classes in woodland survival.

- | | Your
Answer | Your Group's
Answer |
|--|----------------|------------------------|
| 1. You have strayed from your party in trackless timber. You have no special signaling equipment. The best way to attempt to contact your friends is to: | _____ | _____ |
| a. call “help” loudly but in a low register. | | |
| b. yell or scream as loud as you can. | | |
| c. whistle loudly and shrilly. | | |
| 2. You are in “snake country.” Your best action to avoid snakes is to: | _____ | _____ |
| a. make a lot of noise with your feet. | | |
| b. walk softly and quietly. | | |
| c. travel at night. | | |

	Your Answer	Your Group's Answer
3. You are hungry and lost in wild country. The best rule for determining which plants are safe to eat (those you do not recognize) is to:	_____	_____
a. try anything you see the birds eat.		
b. eat anything except plants with bright red berries.		
c. put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little.		
4. The day becomes dry and hot. You have a full canteen of water (about one liter) with you. You should:	_____	_____
a. ration it $\frac{3}{4}$ about a cupful a day.		
b. not drink until you stop for the night, then drink what you think you need.		
c. drink as much as you think you need when you need it.		
5. Your water is gone; you become very thirsty. You finally come to a dried-up watercourse. Your best chance of finding water is to:	_____	_____
a. dig anywhere in the stream bed.		
b. dig up plant and tree roots near the bank.		
c. dig in the stream bed at the outside of a bend.		

	Your Answer	Your Group's Answer
6. You decide to walk out of the wild country by following a series of ravines where a water supply is available. Night is coming on. The best place to make camp is:	_____	_____
a. next to the water supply in the ravine.		
b. high on a ridge.		
c. midway up the slope.		
7. Your flashlight glows dimly as you are about to make your way back to your campsite after a brief foraging trip. Darkness comes quickly in the woods and the surroundings seem unfamiliar. You should:	_____	_____
a. head back at once, keeping the light on, hoping the light will glow enough for you to make out landmarks.		
b. put the batteries under your armpits to warm them, and then replace them in the flashlight.		
c. shine your light for a few seconds, try to get the scene in mind, move out in the darkness, and repeat the process.		
8. An early snow confines you to your small tent. You doze with your small stove going. There is danger if the flame is:	_____	_____
a. yellow.		
b. blue.		
c. red.		

	Your Answer	Your Group's Answer
9. You must ford a river that has a strong current, large rocks, and some white water. After carefully selecting your crossing spot, you should:	_____	_____
a. leave your boots and pack on.		
b. take your boots and pack off.		
c. take off your pack, but leave your boots on.		
10. In waist-deep water with a strong current, when crossing the stream, you should face:	_____	_____
a. upstream.		
b. across the stream.		
c. downstream.		
11. You find yourself rimrocked; your only route is up. The way is mossy, slippery rock. You should try it:	_____	_____
a. barefoot.		
b. with boots on.		
c. in stocking feet.		
12. Unarmed and unsuspecting, you surprise a large bear prowling around your campsite. As the bear rears up about ten meters from you, you should:	_____	_____
a. run.		
b. climb the nearest tree.		
c. freeze, but be ready to back away slowly.		

Wilderness Survival Answer and Rationale

Here are the recommended courses of action for each of the situations on the Wilderness Survival Work Sheet. These answers come from the comprehensive course on woodland survival taught by the Interpretive Service, Monroe County (New York) Parks Department. These responses are considered to be the best rules of thumb for most situations; specific situations, however, might require other courses of action.

1. (a) *Call "help" loudly but in a low register.* Low tones carry farther, especially in dense woodland. There is a much better chance of being heard if you call loudly, but in a low key. "Help" is a good word to use, because it alerts your companions to your plight. Yelling or screaming would not only be less effective but might be passed off as a bird call by your friends far away.
2. (a) *Make a lot of noise with your feet.* Snakes do not like people and will usually do everything they can to get out of your way. Unless you surprise or corner a snake, there is a good chance that you will not even see one, let alone come into contact with it. Some snakes do feed at night, and walking softly may bring you right on top of a snake.
3. (c) *Put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little.* The best approach, of course, is to eat only those plants that you recognize as safe. But when you are in doubt and very hungry, you may use the lip test. If the plant is poisonous, you will get a very unpleasant sensation on your lip. Red berries alone do not tell you much about the plant's edibility (unless, of course, you recognize the plant by the berries), and birds just do not have the same digestive systems we do.
4. (c) *Drink as much as you think you need when you need it.* The danger here is dehydration, and once the process starts, your liter of water will not do much to reverse it. Saving or rationing will not help, especially if you are lying unconscious somewhere from sunstroke or dehydration. So use the water as you need it, and be aware of your need to find a water source as soon as possible.
5. (c) *Dig in the stream bed at the outside of a bend.* This is the part of the river or stream that flows the fastest, is less silted, deepest, and the last part to go dry.
6. (c) *Midway up the slope.* A sudden rain storm might turn the ravine into a raging torrent. This has happened to many campers and hikers before they had a chance to escape. The ridge line, on the other hand, increases your exposure to rain, wind, and lightning, should a storm break. The best location is on the slope.

7. (b) *Put the batteries under your armpits to warm them, and then replace them in the flashlight.* Flashlight batteries lose much of their power, and weak batteries run down faster, in the cold. Warming the batteries, especially if they are already weak, will restore them for a while. You would normally avoid night travel, of course, unless you were in open country where you could use the stars for navigation. There are just too many obstacles (logs, branches, uneven ground, and so on) that might injure you - and a broken leg, injured eye, or twisted ankle would not help your plight right now. Once the sun sets, darkness falls quickly in wooded areas; it would usually be best to stay at your campsite.
8. (a) *Yellow.* A yellow flame indicates incomplete combustion and a strong possibility of carbon monoxide buildup. Each year, many campers are killed by carbon monoxide poisoning as they sleep or doze in tents, cabins, or other enclosed spaces.
9. (a) *Leave your boots and pack on.* Errors in forging rivers are a major cause of fatal accidents. Sharp rocks or uneven footing demand that you keep your boots on. If your pack is fairly well balanced, wearing it will provide you the most stability in the swift current.

A waterproof, zippered backpack will usually float, even when loaded with normal camping gear; if you step off into a hole or deep spot, the pack could become a lifesaver.

10. (b) *Across the stream.* Errors in facing the wrong way in forging a stream are the cause of many drownings. Facing upstream is the worst alternative; the current could push you back and your pack would provide the unbalance to pull you over. You have the best stability facing across the stream, keeping your eye on the exit point on the opposite bank.
11. (c) *In stocking feet.* Here you can pick your route to some degree, and you can feel where you are stepping. Normal hiking boots become slippery, and going barefooted offers your feet no protection at all.
12. (c) *Freeze, but be ready to back away slowly.* Sudden movement will probably startle the bear a lot more than your presence. If the bear is seeking some of your food, do not argue with him; let him forage and be on his way. Otherwise, back very slowly toward some refuge (trees, rock outcrop, etc.)

Versatility Strategies

Versatility with the **BOLD** Style:

THINGS TO DO

Be organized and prepared.

Focus on the business at hand.

Be supportive of their personal goals.

Express yourself clearly and concisely.

Be specific.

Be brief, to the point, and hit the high points

Support your ideas with concrete facts,
not feelings or opinions.

If you disagree, focus on issues and
interpretations — not the person.

Acknowledge their accomplishments
(vs. commenting on them as a person).

Provide options and probabilities of success
from which they may make a decision.

When business is completed, depart promptly.

THINGS TO AVOID

Avoid appearing messy or disorganized.

Don't "waste time."

Don't focus on developing interpersonal
relationships. Avoid interruptions
and distractions.

Avoid trivial conversation.

Avoid being repetitious.

Avoid detail.

Don't exaggerate or speculate.

Avoid competitive confrontation.

To increase versatility with others, the **BOLD** style **needs to**:

- Develop empathic listening skills.
- Show more sensitivity to others.
- Give reasons **WHY** something should be done.
- Strive for a more relaxed, open image.

Versatility with the **Expressive** Style:

THINGS TO DO

Increase your pace and your level of enthusiasm and optimism.

Express yourself in creative and stimulating ways.

Provide opportunities for them to express their creativity, hopes, and aspirations.

Focus on the future.

Talk about concepts (the “big picture”), rather than details.

Illustrate ideas with examples, comparisons, and visuals or props.

Balance your interaction between the task and relating.

Allow time for talk and going off on tangents.

Ask specific questions to get needed information.

Provide ideas that foster immediate action or implementation.

Follow up on decisions made.

Motivate with recognition and personal incentives.

Disagree with facts, not with their ideas or opinions.

THINGS TO AVOID

Avoid being aloof and formal.

Don't ignore their interests.

Don't expect a high degree of structure or precision.

Avoid being autocratic.

Don't minimize their competency by their perceived lack of structure.

To increase versatility with others, the **EXPRESSIVE** style **needs to**:

- Work on follow-through.
- Pay more attention to detail (verify, check, etc.)
- Get better control of time.
- Focus on attending to and completing the task at hand.

Versatility with the **SYMPATHETIC** style:

THINGS TO DO

Express a personal interest in them.

Look for and share common interests.

Seek out and encourage their ideas and comments.

Listen

Express your disagreements sensitively.

Be aware of hurt feelings

Be accepting of their reluctance to rush into decisions.

Provide realistic assurances.

Keep presentations low-keyed and at a slow pace.

Focus on the value of personal trust and integrity.

THINGS TO AVOID

Don't ignore personal formalities by getting into the agenda immediately.

Don't depart abruptly after concluding business.

Don't force quick responses.

Don't cut off or dismiss responses.

Avoid being perceived as controlling, demanding, or domineering.

Avoid overwhelming them with your enthusiasm and excitement.

Speak in a conversational tone.

Avoid strong aggressive gestures.

Don't manipulate or patronize.

Don't ignore, minimize, or devalue the importance of people.

To be more versatile with others, the **SYMPATHETIC** style **needs to**:

- Be more assertive; learn to confront and say "NO" more often.
- Set challenging goals to reach beyond their comfort zone.
- Attend to completion of tasks without being overly sensitive to feelings of others.
- Learn to delegate.

Versatility with the **TECHNICAL** style:

THINGS TO DO

Be organized and prepared with factual, tangible documentation to support your ideas.

Approach issues systematically, and logically.

Address issues objectively.

Slow your pace.

Allow time for them to evaluate and verify your ideas.

Balance your interaction between patience and persistence.

Listen and support their analytical approach.

Minimize their risk.

Follow through on decisions that have been reached.

THINGS TO AVOID

Don't substitute opinions for factual information.

Avoid distractions and irrelevant conversations.

When possible, use charts, graphs, and statistics.

Don't make assumptions.

Don't be vague, casual, or overly emotional in your interaction.

Don't demand quick responses or decisions.

Don't intimidate or manipulate.

Don't motivate with personal incentives.

Tell them **HOW** the details will be attended to.

Don't be vague about goals, expectations, or responsibilities.

To be more versatile with others, the **TECHNICAL** style **needs to**:

- Show greater sensitivity for the needs of others.
- Make more timely decisions.
- Take more risks.
- Develop tolerance for conflict.
- Learn to state unpopular positions.

The Four Communication Styles

BOLD (Control/Direct)

“Task/Efficiency Specialists”

- Immediate
- Direct
- Action-oriented
- Competitive

EXPRESSIVE (Emote/Direct)

“Social/Idea Specialists”

- Impulsive
- Spontaneous
- Fun-loving
- Creative

SYMPATHETIC (Emote/Indirect)

“People/Support Specialists”

- Cooperative
- Supportive
- Approachable
- People-oriented

TECHNICAL (Control/Indirect)

“Information/Analytical Specialists”

- Reserved
- Precise/accurate
- Data-and Fact-oriented
- Organized

My BEST Communication Style

In the course Working Together, the self-assessment entitled *My BEST Communication Style* is used. Course requirements are one assessment per participant. *My BEST Communication Styles* may be ordered from:

Associated Consultants in Education
708 East Northside Drive
Clinton, MI 39056

Information on pricing and ordering may be obtained by calling the company
at 1-800-748-9073