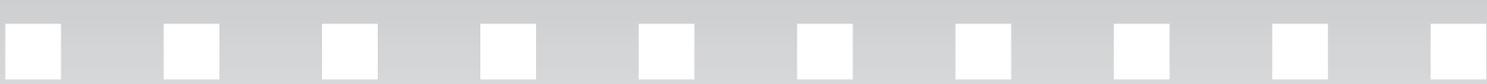




Building Cohesive Teams

Southern Cluster Continuing
Development Training (CDT)

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Bank Street



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Sustainability Reflection

Building Cohesive Teams Learning Circle Session



What is the link between Team Building and project sustainability?



What are some of the ways building a cohesive team will support the sustainability of a program?



The Stages of Group Development

There is a tendency for all groups, whether newly formed or experiencing a change in leadership, to go through predictable stages of growth and regression. An awareness of group development stages is important in helping to increase positive results.

Stage 1: FORMING / ORIENTATION

Members try to determine their place in the group along with the procedures and rules of the group.

Stage 2: STORMING / DISSATISFACTION

Conflict begins to arise as members resist the influence of the group and rebel against accomplishing the task.

Stage 3: NORMING / RESOLUTION

The group establishes cohesion and commitment, discovering new ways to work together and setting norms for appropriate behavior

Stage 4: PERFORMING / PRODUCTION

The group develops proficiency in achieving its goals and becomes more flexible in its patterns of working together.

STAGE 1: FORMING / ORIENTATION

During the forming stage, members discover what behaviors are acceptable to the group. For newly established groups, this stage is the transition from individual to member status. For groups with new leadership, purpose, or members, this stage is a period of testing behavior and dependence on the group's leader for guidance in a new, unstructured environment. This stage is also characterized by the following:

- Attempts to identify tasks in terms of relevancy and decide how the group will accomplish the tasks
- Decisions on the type of information needed and how it will be used
- Hesitant participation
- Initial feelings about the group
- Complaints about the organizational environment
- Suspicion, fear and anxiety about the new situation
- Little work is accomplished

In this stage, the leader needs to encourage members to get acquainted with each other. Close supervision and direction is needed.

STAGE 1: FORMING / ORIENTATION

COMMON CONCERNS

- What role will I play in this group?
- How do I want others to perceive me?
- What can I contribute to this group?
- What will I contribute to this group?
- What kind of group will we become?

STAGE 2: STORMING / DISSATISFACTION

During the storming stage, members become hostile or overzealous as a way of expressing their individuality and resisting group formation. Members recognize the extent of the task needed and may respond with animosity or apathy. Other characteristics of this stage include:

- Infighting, defensiveness and competition
- Disunity, increased tension and jealousy
- Polarization of group members
- Sharp fluctuations in relationships and reversals of feelings
- Concern over excessive work
- Establishing a pecking order
- Little work is accomplished

The leader can help the group move through this stage by encouraging and supporting members and emphasizing areas of agreement.

STAGE 2: STORMING / DISSATISFACTION

CONTROL AND INFLUENCE QUESTIONS

- Will I be able to influence others?
- How much will others try to influence me?
- Will I be a respected member of this group?
- Will the group's goals include my own goals?
- Will the group leader be effective?
- What kind of conflict will we have in this group?

Common behaviors displayed

Trying to influence or control

Forming subgroups and coalitions

Resisting leadership

Conflicting with others

STAGE 3: NORMING / RESOLUTION

During the norming stage, members accept the group norms, their own roles, and personality traits of fellow members. Other characteristics of this stage include:

- An attempt to achieve maximum harmony by avoiding conflict
- A new ability to express emotions constructively
- A sense of cohesiveness with a common spirit and goals
- Establishing and maintaining group boundaries
- Developing effective decision making techniques
- A moderate amount of work is accomplished
- A sense of connection characterized by confiding in each other, expressing opinions and discussing team dynamics

As the group assumes increased responsibility, the leader continues to encourage and support participation by all.

STAGE 3: NORMING / RESOLUTION

RELATIONSHIP QUESTIONS

- Will I be liked?
- Will I like the other members?
- What roles do I know others play in this group?
- What can I predict to be true of each issue?
- What do others expect from me?
- What are the unwritten rules that influence the way we operate as a group?
- What do we and what don't we discuss?

STAGE 4: PERFORMING / PRODUCTION

Now that the group has established its own norms, it becomes capable of diagnosing and solving problems and making decisions. Other characteristics of this stage include:

- Interdependency
- Have a sense of ownership
- A great deal of work is accomplished

The leader provides minimal input to the group.

GROUP EFFECTIVENESS QUESTIONS

- What can I do to help the group accomplish its task more effectively?
- What can I do to help maintain and improve relationships in the group?
- What can we do as a group to become more effective?

Task Behaviors

ESTABLISHING DIRECTION

- Defining the goal
- Suggesting procedures
- Identifying the process

Example: “We seem to be suggesting solutions before we’re ready. Let’s define the problem first.”

Your example _____

SEEKING INFORMATION

- Request data
- Seek relevant information
- Ask for suggestions or ideas

Example: “Based on your experience, how do you think we should handle...”

Your example _____

PROVIDING INFORMATION

- Offer facts
- Provide relevant information
- Give suggestions or ideas

Example: “Before we go on, let me tell you about the personnel restrictions for this project”

Your example _____

CLARIFYING

- Interpret ideas or suggestions
- Clear up misunderstandings
- Define terms
- Indicate options

Example: “What you’re suggesting is that we...”

Your example _____

SUMMARIZING

- Pull together related ideas
- Restate suggestions after the group has discussed them

Example: “To recap what we’ve discussed...”

Your example _____

Process Behaviors

ACTIVE LISTENING

- Processing the information
- Paraphrasing the content
- Acknowledging the emotion

Example: “Let me make sure I heard you correctly. You said”

Your example _____

GATEKEEPING

- Helping to keep communication channels open.
- Giving everyone an opportunity to participate.
- Suggesting procedures that permit everyone to provide input.

Example: “Maya, your points are important. Now let’s hear from those who haven’t commented yet”

Your example _____

ENCOURAGING

- Be open and responsive
- Use both verbal and non-verbal communication to indicate acceptance of input

Example: Steve, you've had great success in this area. How do you suggest we.."

Your example _____

HARMONIZING

- Trying to reconcile differences
- Reducing tension
- Getting people to explore their differences

Example: "Let's see if we can discover a way to include the best of both Steve and Maya's ideas"

Characteristics of High Performing Teams

- ✪ Are committed to common goals and objectives
- ✪ Exists in a results-driven environment
- ✪ Competent members
- ✪ Are interdependent and use the contributions of all team members to achieve quality results
- ✪ Demonstrate effective communication skills
- ✪ Provide an open and supportive climate
- ✪ Have standards of excellence
- ✪ Experience external support and recognition

Focusing on Team Basics



Conflict

(Source: unknown)

A perceived or actual disagreement between at least two parties over personal styles, values, interests, process, techniques or other variables, in relation to a specific problem or issue.

Predictable Factors about Conflict

Adapted from Conflict Management: The Courage to Confront by Richard Mayer ;Battelle Press, 1990

- Parties in conflict typically believe they know the cause of the conflict but their diagnosis is almost always in error.
- Conflicts thought to be based in action and content are in reality often caused by communication failures, particularly in listening.
- Deliberate attempts to harm another person are extremely rare
- The need to be right-a strong drive in most of us-is almost invariably a primary contributor to any conflict.
- There is an over reliance on words and an insensitivity to nonverbal communication.
- By the time conflict reaches a level where people are willing to deal with it, the real conflict is actually an accumulation of half-remembered and relatively minor issues.
- Most conflicts involve a dance-a series of moves and countermoves by each party-with no one to blame.

Sources of Conflict

1. Facts

Do the parties have access to the same information?
Are we looking at the same data?
Is the same information being interpreted differently?

2. Methods

Does good alignment exist between the task and the person performing it?
Does it really matter which method we use?
Is the required task well framed?
Is enough support being provided?
Are acceptable standards and procedures being followed?

3. Goals

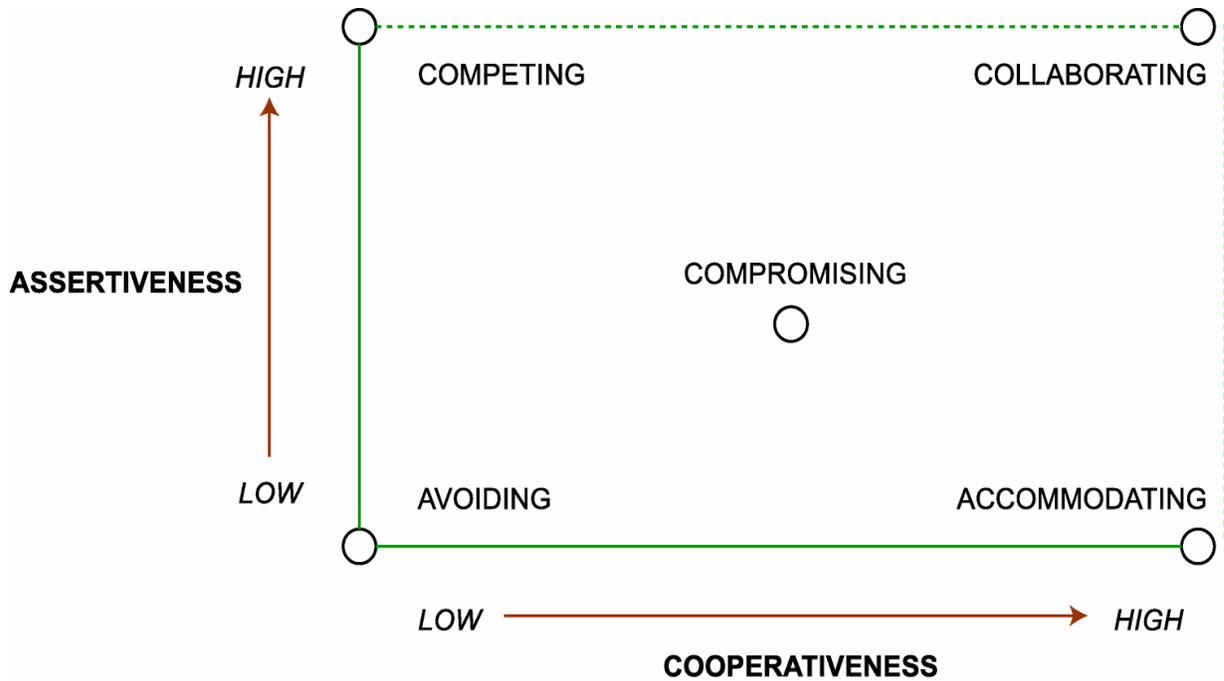
What outcomes or goals do each of us want to achieve?
What is our common ground?

4. Values

Are cultural differences operating here?
How do our values differ?
Given our differences, how can we best work together?
Can we agree to disagree?

Five Conflict-Handling Styles

(Source: Thomas-Kilman model)



1. Avoiding

Sidestepping or withdrawing from the conflict situation
 Results in “lose/lose” outcomes

2. Accommodating

Putting aside one’s own concerns in order to satisfy the
 concerns of the other party
 Results in “I lose/you win” outcomes

3. Compromising

Seeking to partially satisfy all parties
Results in middle-ground outcomes

4. Competing

Seeking to win your position at the expense of the other
party's losing his or hers
Results in "I win/you lose" outcomes

5. Collaborating

Seeking a mutually satisfying outcome for all parties
Results in "win/win" outcomes

Choosing a Style

Diagnostic questions:

- How important is it for me to get the *outcome* that I want in this situation?
- How will other team members react?
- How important is it for me to take care of the other person's interests so that the conflict helps our *relationship*?

In any situation in which you care about both the *outcome* and the *relationship*, collaboration is the optimal style.

Conflict Identification & Analysis

Describe a conflict that you are hoping to help resolve in your service project. Consider the following:

- Parties
- Stakeholders
- Numbers Involved
- Issues
- Commitment to resolving
- Commitment to relationship
- Level of the conflict
- Conflict Resolution Climate
- Duration that the conflict has been active
- Complexity of Conflict
- Power Dynamics

How can the situation be addressed?

Problem Solving Process

1. Define the problem

Redefine the problem—state it in at least three different ways

2. Generate data about the problem

3. Generate ideas or alternate courses of action for problem resolution

4. Choose among the alternative solutions

5. Implement the solution or decision

Alternative Problem Statements

Defining a problem in more than one way invites the problem solver to generate multiple problem solutions from a variety of perspective as directed by the definition of the problem.

This process focuses on identifying more than one definition of a problem. Using the alternative definition a problem with the Company Parking Lot could be defined in the following ways:

The parking lot is too small.

Too many people want to drive to work

Too many people want to park in the lot

Too many people complain about the parking lot.

Decision-Making Methods

➤ **Autocratic or directive**

The leader makes the decision alone without input from others.

➤ **Consultative**

The leader asks and encourages others to provide ideas, information and knowledge concerning the decision but still makes the final decision.

➤ **Consensus**

The leader seeks participation and ownership of everyone. The group is completely involved and responsible for the outcome.

➤ **Delegation**

The leader and team member agree on those areas for which the members have the responsibility and authority to make decisions on their own.

➤ **Democratic**

The leader gives up ownership and control of a decision and allows the group to vote. Majority vote will determine the action

Six Factors in Managing Decision Making

1. The type of Problem or Task
2. Is Acceptance Essential?
3. Is Quality of Decision Important?
4. Personalities and Capabilities
5. Climate (Cooperative or Competitive)
6. Time Available

Advantages and Disadvantages of Group Decision Making

ADVANTAGES

- Wide range of knowledge and experience
- Acceptance by participants is high
- Understanding by participants is high
- Members act as “Linking Pins”

DISADVANTAGES

- Social pressure may create conformity
- Groups tend toward riskier decisions
- Time consuming
- Premature closure
- Vested interests, hidden agendas, etc.

Group Decision Making Works Best When

- The problem needs generating, integrating and evaluating information and alternatives.
- There is a high need for acceptance of and commitment to the decision on the part of people affected by the outcome.
- Several people possess the knowledge or expertise required to solve the problem.
- The climate is conducive to group discussion; helping and sharing are encouraged and rewarded.
- There is sufficient time to allow the group to explore and consider options.

