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ABSTRACT

This document includes a final report and curriculum manual from a project to help adult educators teach team training by developing a curriculum for use in teaching teamwork skills in work force literacy programs and by providing two half-day seminars to assist adult educators with effectively using the curriculum. The manual for work force educators has nine chapters that focus on the following topics: self-directed teams, conflict resolution, problem solving, leadership, motivation, self-esteem, communication, decision making, and interpersonal relations. The curriculum provides informational materials as well as a variety of activities to be used when introducing the topics. The activities provide opportunities for the participants to interact and practice using the skills that they will need to become productive members of self-directed work teams. An activity sheet follows this format: objective, procedure, necessary materials, and discussion questions. Contains a resource guide listing 19 resources. (YLB)

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TNT TEAMS NEED TRAINING



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CE 067677

TNT Teams Need Training

Project Personnel: KayLynn Hamilton, Project Director

Fiscal year: July 1, 1993 - June 30, 1994

Grantee: Central Intermediate Unit #10
Development Center for Adults
Centre County Vocational-Technical School
Pleasant Gap, Pennsylvania 16823
814-359-3069

Funding: \$15,572

Project Number: 99-4007

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Title: TNT: Teams Need Training
Project No. : 99-4007 Funding: \$15,572
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Purpose:

This project proposed to assist adult educators teach team training by:

- 1) Developing a curriculum for use by adult educators in teaching team work skills in workforce literacy programs.
- 2) Providing two, one-half day seminars to assist adult educators with effectively using the curriculum in their workforce literacy teaching efforts.

Procedures:

This project was geared to adult educators in Pennsylvania who work in Workforce Literacy Programs and proposed to develop a team training curriculum. The project also proposed to provide two, one-half day seminars to assist adult educators with effectively using the curriculum in their workforce literacy teaching efforts. The topics that the curriculum addressed were identified as skills that employees need to help them understand the team concept and become productive members of teams. The topics addressed in the curriculum and seminars were: conflict resolution, problem-solving, effective communication, decision making, motivation, leadership, self-esteem and interpersonal relations. Seminars were offered in January 1994 and again in April 1994. The target audience for this project was adult educators in Pennsylvania who work in workforce literacy programs.

Summary of Findings:

Discussion held during and after each seminar confirmed the need for team training skills among adult educators as well as their students. Many adult educators were surprised with some of the results of the activities presented during the seminars.

The curriculum was prepared and included a variety of activities for adult educators to use in conjunction with their workforce literacy programs.

Follow-up evaluation completed the day of the seminar as well as one month after the seminar concluded the need for this kind of training.

Comments:

Self-directed work teams are becoming more popular in American companies. In order to work effectively as teams, employees must understand the team concept to become productive.

Product:

A manual, TNT: Teams Need Training, which included the curriculum for teaching team work skills in workforce literacy programs.

Introduction

TNT: Teams Need Training was designed to develop an effective curriculum for adult educators who need to teach team work classes. This project also offered seminars for adult educators to introduce them to the materials in the curriculum.

OBJECTIVES ACHIEVED

1. Developed a curriculum for adult educators to use in teaching team work skills in Workforce Literacy programs.
2. Provided two, one-half day seminars to assist adult educators with effectively using the curriculum in their Workforce Literacy teaching efforts.

RATIONAL and BACKGROUND

The current trend in American companies is toward the utilization of self-directed work teams. This concept of teamwork is increasingly being embraced by industries in the Central Pennsylvania area. These local industries are now forced with the task of retraining their entire workforces to understand and utilize the teamwork approaches.

Team members need to develop skills in communication, problem solving and interpersonal relations so that they will be more effective on the job. TNT: Teams Need Training addressed this issue by developing a curriculum for adult educators to utilize when encountering a workforce faced with the transition to self-directed work teams. The project also made available one-half day workshops, held in January and April, which provided opportunities for adult educators to be shown the curriculum and how to implement it. Participants in the workshops completed evaluation forms at the end of the seminar and again one month after the workshop.

TARGET AUDIENCE

The target audience for this project was adult educators in Pennsylvania who work in Workforce Literacy Programs.

The time frame was as follows:

July-December, 1993	Researched team training and developed an effective curriculum. Prepared presentation for seminars and invited adult educators to the seminars. Ordered materials.
January, 1994	Conducted first seminar
February-March	Sent follow up evaluation to participants and made changes for the second seminar.
April	Conducted second seminar
May-June,	Completed manual and prepared final report.

Copies of the manual and this report are on file with the Pennsylvania Department of Education, Division of Adult basic and Literacy Education Programs, 333 Market Street, Harrisburg, Pennsylvania 17126-0333. Copies of this report may be obtained through Advance E by calling 800-992-2283.

TNT: Teams Need Training - THE MANUAL

The manual, TNT: Teams Need Training, was developed to provide a curriculum of introductory material that are directly related to the team concept to adult educators. Topics included in this curriculum were conflict resolution, problem-solving, leadership, motivation, self esteem, communication, decision making and interpersonal relations. Also included in the curriculum was a variety of activities to be used to when introducing the topics. The activities provide an opportunity for the participants to interact and practice using the skills which they will need to become productive members of self-directed work teams.

There are commercially published materials available to use when addressing specific topics, but resources are limited when looking for a complete source that covers all aspects of team training. This manual, TNT: Teams Need Training, provides a single source of information for adult educators to use for a source of team training activities.

TNT: TEAMS NEED TRAINING - THE WORKSHOPS

TNT: Teams Need Training proposed workshops to introduce the activities in the manual to adult educators. The first workshop was held Thursday evening January 13, 1994 at the Development Center for Adults. This training was provided to the staff of the Central Intermediate Unit #10 Development Center for Adults, Lock Haven, Pennsylvania (see Attachment A) as an introduction to teamwork. It was held at the Development Center in Lock Haven.

The activities of the first workshop involved staff members participating in a variety of activities. These activities included communication skills, listening skills and brainstorming activities. Also included in the workshop were activities about conflict resolution and problem solving. These activities were presented through group discussions, role playing activities and worksheets. One issue that the group noticed a problem was their communication skills. It was brought to the attention of the group that individuals have different meanings for words which they use every day and this could create a problem.

The second seminar was held in conjunction with the 31; In-service Improves Instruction workshops on April 29, 1994 at the Development Center for Adults in Lock Haven. Eighteen participants from six agencies attended this second workshop. The topics included in this second workshop were similar to those which were introduced during the first workshop, however, different activities were incorporated.

There were many similarities to the outcome of the participants in both workshops. It was apparent that the problem faced by most participants was communication. This did not only involve speaking, but also included listening and written communication skills.

At the completion of the workshop, participants evaluated the presentation for effectiveness of the materials and presentation style (see Attachment C). One month after the workshop was completed, a post evaluation was sent to all participants (see Attachment D). The purpose of this evaluation was to see if the participants were using any of the materials which they were exposed to during the workshop.

Evaluation

The workshops' participants considered the presentation to be appropriately presented and the materials to be effective. The participants felt that the presenter was well informed on the topic of team training, and that the presenter was motivational and genuinely interested in the presentation. The group participation confirmed that the audience was interested in this topic.

Conclusion

The training manual, TNT: Teams Need Training, was designed to provide activities to adult educators teaching Workforce Education classes. The workshops were developed to introduce some of these activities to adult educators so that they could become aware of the topics and content of a team training curriculum. The participants were invited to participate in many of the activities, and they were encouraged to use these activities not only in the workforce classes, but also in all of their adult education activities.

Attachment A

Attendance Record - TNT: TEAMS NEED TRAINING

January 13, 1994

Central Intermediate Unit #10

Clinton County Development Center for Adults

Debra Burrows
Carol Flanigan
Linda Hinman
Cheryl Chitwood
April Falls
Billie Jo Jeirles

Robin Long
Mike Glantz
Mary McManus
Carol Duff
Karen Wolfe
Isabella Harman

Attachment B

Attendance Record - TNT: TEAMS NEED TRAINING

April 29, 1994

Central Intermediate Unit #10
Centre County DCA

Peggy Keating-Butler
Gail Leightley
Nadine Geyer
Jean Tice
Darbie Delaney

Central Intermediate Unit #10
Clearfield County DCA

Joanne Pearson
JoEllen Bloom
Jeanne London
Carolyn Grecco
Elsie Carnes
Mary Miller
Judy Davis
Deb Bennett

Central Intermediate Unit #10
Clinton County DCA

Lori Hamm

Central Intermediate Unit #10
Even Start

Rose Hibbler

Lycoming County Literacy Project

Rosie Fry
Linda Herr

Mansfield University

Annette Strouse-Salisbury

Attachment C

IN-SERVICE IMPROVES INSTRUCTION

April 29, 1994

Topic Evaluation

Topic _____

1. Was the speaker well-informed? _____

2. Was the speaker well-prepared? _____

3. Will the information be useful to you in your current programs?

4. Did you learn anything you did not already know?

5. If you were the speaker, what would you have said?

6. Comments and recommendations

Attachment D
TNT: TEAMS NEED TRAINING

Post Evaluation

1. Have you incorporated any of the team training exercises into your classes?

2. Have you made any changes in your own behavior because of information that you received during the workshop?

3. What was the most useful information that you received during the workshop?

- * The training manual, TNT: TEAMS NEED TRAINING, will be available through AdvanceE.

TNT

TEAMS NEED TRAINING

A Manual for Workforce Educators

Project Director
KayLynn Hamilton
Central Intermediate Unit #10
110 East Bald Eagle Street
Lock Haven, PA 17745

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TNT: Teams Need Training

A Manual for Workforce Educators

Introduction

The current trend in American companies is toward the utilization of self-directed work teams. This change is the result of the increasingly popular theory that people doing the work are the experts in their jobs and they may be the best managers. Self-directed work teams are small groups of employees that have the daily responsibility of managing themselves as a group as well as managing the work with which they are involved. The responsibilities of team members may range from handling their job assignments to conducting team meetings, to determining work schedules.

In order to make the change to self-directed work teams, management must provide team skills training to employees to help them understand the team concept and become productive members of teams. These employees are going to be put into situations where they will need to use interpersonal skills to handle situations that previously had been handled by management, learning critical thinking skills, developing conflict resolution techniques and acquiring problem solving skills.

It is also important for successful team members to develop skills in communication. Effective verbal as well as non-verbal communication is so important in team work that it cannot be taken lightly. Team members must be able to understand the people that they work with and must also be able to make their points absolutely clear. A prerequisite to teaching communication skills is making sure that workers have enough confidence in themselves so they are willing to make the effort to communicate their thoughts.

Team training can be approached either by working with present employees of an industry, or by providing training to new employees prior to their employment.

Either situation will prove to be a challenging experience to adult educators. Some participants may view workforce education classes as a "necessary evil" and only attend because they are required to attend. Others may have a genuine interest in what they are learning, and will do their best to retain the information to use daily.

Prior to the onset of instruction, the adult educator should become familiar with the industry that is requesting the class. Every industry will have different motives and requirements. It will be necessary to discover the reasoning for team training whether it is departmentalized or plant wide. It would be helpful to have a tour of the plant to learn what the workers do and watch them as they work.

This curriculum will provide you with examples of activities to be used in team training. There are commercially published materials on specific topics, but resources are limited when looking for a complete source that covers all aspects of team training.

What Are Self-Directed Teams?

A self-directed work team is a group of employees who are responsible for the entire product, process or service. The team plans the work, performs it, and evaluates it. The management of the team is conducted entirely by the team instead of by the supervisors. Most teams will meet regularly to identify and solve problems. During these meetings, the teams may schedule, set production goals, or share performance records. Generally, it can be expected that the teams will become more responsible for the duties of the team, as their team skills grow.

Individual companies will vary in the amount of responsibility that they give their self-directed work teams. Companies may make teams responsible for scheduling the production of the product or service. The team might also be responsible for the planning and coordinating of individual work schedules. An example of this would be the entire team coordinating their vacation time so that production work does not have to slow down. Safety is also an issue that may be confronted by teams. They may be responsible for making sure the procedures are followed correctly and that any incidents are properly documented.

Individual teams will be able to solve problems which arise as a result of working together. The team may be involved in diagnosing, analyzing and finding solutions to situations which they encounter. These problems may center around production, but may also involve personnel. Teams will also be responsible for recording attendance, scheduling and time accountability. In order to ensure high quality of their products and services, teams will conduct random inspections to maintain quality control.

To achieve these goals, it is necessary for the team to be a cohesive group with everyone working in unison. Every person is unique, and workers must realize that the strength of one employee may make up for weakness in others. This type of balance is mandatory, because of individual skill levels within the team.

An effective team is made up of people who differ in values and temperament. While values may differ among individuals, organizational behavior expert Stephen Robbins suggests that people fall into one of these categories:¹

1. TRADITIONALIST. People in this category value the following:
 - Hard work
 - Doing things the way they've always been done
 - Loyalty to the organization

2. HUMANIST. People in this category value the following:
 - Quality of life
 - Autonomy (Self Direction)
 - Loyalty to self
 - Leaders who are attentive to workers' needs

3. PRAGMATIST. People in this category value the following:
 - Success
 - Achievement
 - Loyalty to career
 - Leaders who reward people for hard work

The team will need to follow the lead of people from all three categories of value (from time to time). It is important for team members to realize these differences and to understand that each person's values may sometimes have a positive or negative affect on the team.

Temperament may be described as the way an individual thinks, feels, and reacts to the world. Experts have found that people will generally fall into one of four categories in regard to temperament:²

1. OPTIMIST. People with this temperament:
 - Must be free and not tied down
 - Are impulsive
 - Enjoy the immediate
 - Enjoy action for active's sake
 - Like to try new things
 - Can survive major setbacks
 - Are generous
 - Are cheerful

¹ Steven Robbins, *Organizational Behavior: Concepts, Controversies, and Applications*, (Prentice-Hall, Englewood Cliffs, NJ, 1989), 120.

² LaVerne Ludden, ED.D., *Job Savvy - How To Be Successful At Work*, (Jist Works, Inc., Indianapolis, IN, 1992), 120-121.

2. REALIST. People with this temperament:

- Like to belong to groups
- Feel obligations strongly
- Have a strong work ethic
- Need order
- Are realistic
- Find tradition to be important
- Are willing to do a job when asked
- Are serious
- Are committed to society's standards

3. PRAGMATIST. People with this temperament:

- Like to control things
- Want to be highly competent
- Are the most self-critical of all temperaments
- Strive for excellence
- Judge people on their merits
- Cause people to feel they don't measure up
- Live for their work
- Are highly creative
- Tend to focus on the future

4. IDEALIST. People with this temperament:

- Are constantly in search of their self
- Want to know the meaning of things
- Value integrity
- Write fluently
- Are romantics
- Have difficulty placing limits on work
- Are highly personable
- Appreciate people
- Get along well with all temperaments

Again, as with values, it is important for individuals to realize the difference between people with different temperaments and to understand the importance that their individual qualities bring to the team.

Chapter 1

Self-Directed Teams

Team Development

Teams generally consist of a number of people who spend eight to ten hours a day together. Teams are composed of members with different values, abilities and backgrounds. To learn to work together as a team, members must cooperate as far as time, patience and effort are concerned.

According to Wellins, Byham and Wilson, (Richard S. Wellins, William C. Byham and Jeanne M. Wilson, *Empowered Team*, Jossey Bass Publishers, San Francisco, CA, 1991.), “. . . goals of the team can be stated as follows:

Highly effective teams are composed of groups of committed individuals who trust each other; have a clear sense of purpose about their work; are effective communicators within and outside the team; make sure everyone in the team is involved in decisions affecting the group; and follow a process that helps them plan, make decisions, and ensure the quality of their work.”

The main factors of team development consist of the following: Commitment - members must have a feeling of belonging to the group, rather than just a group of individuals who work together. They must put the goals of the team ahead of any goals they may have set for themselves. It is important to the team that each individual feels that way. Trust - members must feel comfortable about the security of information that is shared within the team. Purpose - members must be aware of their impatience and must be able to see how their team fits into the “big picture” of the organization. Communication - members need to be able to express their feelings to the group concerning conflicts, decisions, leadership and production. Involvement - members must feel that each individual is important to the over-all team. Process Orientation - once a goal has been established, the process of achieving that goal must be clear to all team members.

As teams mature, they pass through four stages of development:

1) GETTING STARTED, 2) GOING IN CIRCLES, 3) GETTING ON COURSE, 4) FULL SPEED AHEAD. These stages have been called different things by different team experts, but the point being made is the same: Teams mature and evolve over time.

STAGE ONE: GETTING STARTED

Commitment -	The members are just getting to know one another, but they do not yet see themselves as a team.
Trust -	The team members do not know each other well enough to have any trust for one another. They will decide who they can trust as time progresses.
Purpose -	The goals are clear, but team members may not yet be motivated to achieve those goals.
Communication -	The teams members do not interact well. They are more likely to question and answer one another.
Involvement -	Not all team members participate.
Process Orientation -	Team members are not sure of the process and may continue to use their own individual methods.

STAGE TWO: GOING IN CIRCLES

Commitment -	The large group may have divided into smaller groups.
Trust -	Team members may have made decisions on those who they trust, those who they don't trust, and those who they are not sure about.
Purpose -	A greater sense of purpose is being developed.
Communication -	Team members may be becoming more assertive which could cause some conflict.
Involvement -	The team may still be dominated by certain members.
Process Orientation -	The accepted process is beginning to come forth, but it still may pose a problem to some team members.

STAGE THREE: GETTING ON COURSE

Commitment -	Team members want to get the job done.
Trust -	By working with other team members, individuals are developing a trust.
Purpose -	Performance and achieving the team goals are the accepted purpose.
Communication -	Communication occurs within the team and centers around getting the job done.
Involvement -	Team members have accepted their roles within the teams and they are comfortable with their responsibilities.
Process Orientation -	The process begins to flow.

STAGE FOUR: FULL STEAM AHEAD

Commitment -	The team is totally committed to the company as well as to the team.
Trust -	Trust has become a stable element of the team.
Purpose -	The goals are clear and the team is flexible and able to change.
Communication -	Communication will still vary and is usually adjusted to the needs of the group.
Involvement -	All members of the team are involved in the decisions and processes of the team.
Process Orientation -	The process has become a part of the everyday activity of the team and accepted by the team members.

Chapter 2

Conflict Resolution

Conflict Resolution

Conflict generally occurs when individuals or groups of individuals do not agree on certain problems or situations that occur during interaction. Sometimes they occur because these individuals or teams do not have enough information about situations before they make decisions or take actions. Conflicts may also occur because individuals act out in their own self interest rather than considering what is best for the group.

There are several assumptions about conflicts that can help with conflict resolution:

1. Conflicts are a normal and healthy part of life. Since they will occur, what is most important is how we understand, resolve and learn from them.
2. Some conflicts can be avoided entirely or kept from escalating. The more we understand about our own style and attitudes about conflict and their causes, the fewer the occasions when conflict may occur.
3. Some conflicts are minor and should be resolved after the critical ones.
4. There does not have to be a loser in a conflict. There are techniques that can be used to work through a conflict successfully, so everyone is a winner.
5. We can and must learn from our conflicts. If conflicts are going to happen, whether or not they are beyond our control, then we might as well learn from each one and apply that knowledge in the future.³

When conflict does occur, it is important to realize that there are methods which work in resolving the conflict. The method that is used can be determined by a variety of different factors. According to Lois B. Hart in *Learning from Conflict*, there are five methods. The first method is denial or ignoring that a problem even exists. When this occurs, usually the person will make no effort to discuss the issue or try to resolve it. This may occur because an individual is fearful of the conflict that may arise if it comes

³ Lois B. Hart, *Learning From Conflict* (Human Resources Department Press, Amherst, MA, 1991).

out in the open. This method may be appropriate when an issue is not really gathered about the situation.

Another method of conflict resolution is suppression. This occurs when people down play their emotions and suppress the conflict because they may be afraid of the consequences if the conflict surfaces. This method may be used when the conflict is not an important issue and it may be more important to leave a relationship intact.

The power method is used when conflicts are resolved by someone in authority. It is based entirely on one's position and it may be appropriate when individuals cannot settle the conflict themselves. It may also be the method used when conflicts need to be settled quickly. This method should only be used if individuals have been given the opportunity to resolve the conflict themselves.

Negotiation occurs when the conflicting parties give up something from their original stand and compromise on a solution. For this method to work, goals must be clear and each party must be committed to reaching these goals. Individuals must have good communication skills for this process to work.

Sometimes people use collaboration to agree on a solution. This occurs when goals and positions are clearly stated concerning the conflict. Generally, this is a lengthy process that recognizes each person's abilities, values and expertise. To be successful, individuals must be satisfied with the solution and still respect the other individuals.

These are the methods that teams use daily in resolving conflicts. It is important to realize that when conflict does occur, it needs to be resolved quickly and effectively.

Conflict Resolution Activity #1

Objectives: To name conflict situations.

To disclose one's feelings and attitudes about conflict.

Procedures: Tell each participant to complete one of these sentences on a 3" x 5" card:

"You will find me in the midst of conflict when...."

"A recent conflict I had was...."

"The basic issue was...."

Collect the cards and shuffle them inside a hat. Each person then picks a new card from the hat. One at a time, participants read their new cards and then complete this sentence: "I imagine that this person...." to identify what's involved in the conflict.⁴

Materials: 3" x 5" cards
Hat

Discussion Questions: 1) How did you feel hearing your conflict read and discussed by another person?

2) How did you feel hearing about other people's conflicts?

3) What patterns did you notice?

⁴ Lois B. Hart *Learning From Conflict*, Human Resource Development Press, Inc., Amherst, MA, 1991).

Conflict Resolution Activity #2

Objective: To allow team members the opportunity to practice changing negative statements into positive statements.

To recognize how negative statements can create conflicts in the work environment.

Procedure: Distribute copies of Conflict Resolution Activity #2 Activity Sheet to team members. Ask a volunteer to read the instructions to the group. Allow enough time for the participants to change the negative statements into statements which may avoid a conflict. After the individuals have completed the activity, divide the group into teams of 3 people. Ask them to share their new statements with members of their team. Instruct the team to choose one member's statement, or combine their efforts to create a new statement. After this has been completed, read the first statement to the group, and ask the teams how they have changed the statements. Continue with the activity until all statements have been completed.

Materials: Conflict Resolution Activity #2 Activity Sheet

Discussion Questions: 1) How can a negative statement cause a conflict?

2) Can you recall a time that a team member's negative attitude caused a problem at work?

3) How can you use this information at work?

Conflict Resolution Activity #2 Activity Sheet

Change the wording in these negative statements so that it can help solve the conflict rather than cause more problems.

- 1) You should have told me sooner. Thursday night is my bowling night. I can't work late.
- 2) So I jammed the copier. It's not like you never make a mistake.
- 3) If I can't have this weekend off, I'm quitting.
- 4) You never told me to fill the ice tubs. How was I supposed to know?
- 5) You're always in the back room when the evening rush starts.
- 6) You ordered too many copies of this book and now you expect me to sell them. Forget it! It's your mistake.
- 7) Well, you can't fool me. I heard there's going to be a big lay off next month.

Chapter 3

Problem Solving

Problem Solving

Valuable team members will need to develop good problem solving skills. Because self-directed teams have increased control over their work environment, team members will be expected to solve problems that arise in their daily operations.

There are several conditions that will help a team solve problems and make decisions more effectively. The combination of these conditions is known as synergy. Synergy can be defined as the whole being greater than the sum of its parts. Team members combine their skills and talents to make decisions that are better than any decision one individual could have made.

Conditions of Synergy⁷

- Team members that know and trust each other
- A relaxed, comfortable atmosphere
- Sufficient time
- Diversity respected and seen as an advantage
- Conflict seen as healthy
- Listening to each other
- Willingness to compromise
- New, creative ideas supported
- No one person dominates the team. Total participation.
- Decisions not made until everyone is heard
- Open and honest communication
- Sharing all client information. Freedom to exert influence and take risks without fear of ridicule.
- The team continually examines its processes and self-corrects (learns from experience and makes changes)

Team members will also be expected to follow certain steps when applying their problem-solving skills. These steps may include, but are not be limited to the following: A) Identify and remain focused on the problem, B) Contribute ideas and information, C) Encourage everyone to contribute, D) Help the team agree on a follow-up plan, E) Make sure everyone understands their assigned tasks. It is

⁷ Ann and Bob Harper, *Skill Building for Self-Directed Team Members*, (M-W Corporation, Mohegan Lake, NY, 1992).

important that these steps be followed in order for the method to work.

One recommended activity that will enhance total participation in the problem-solving activities is brainstorming. Brainstorming is a technique which allows the team to examine as many solutions as possible to a problem. The general sequence of events when brainstorming is:

1. Review the topic, defining the subject of the brainstorm. Often this is done best as a "why," "how," or "what" question. ("what are the possible ways to inform and train supervisors and hourly workers on all three shifts?" "How can we get all the information we need on a regular basis to complete these forms on time?")
2. Give everyone a minute or two to think about the question.
3. Invite everyone to call out their ideas. The meeting facilitator should enforce the ground rules ("No discussion! Next idea . . .").
4. One team member should write down all ideas on a flipchart, pausing only to check accuracy.⁸

It is important for each member of the team to contribute to the brainstorming activity. Everyone must understand that one of the rules of brainstorming is that no one is to judge the contributions of any individual. Also, there is not to be any discussion during the brainstorm because the idea is simply to generate as many solutions as possible. While these may appear to be minor details, it is important to remember that any kind of negative discussion or criticism could deter one individual from contributing what may be the "winning" solution.

Once the team has generated their responses, the next step should be to decide which options should be discussed. One way to eliminate responses is to use a multivote.⁹ Multivoting is used once the team has completed their brainstorm. To multivote, each member silently chooses several items that they would like to discuss.

⁸ Peter R. Scholtes, *The Team Handbook*, (Jorner Associates Inc., (Madison, WI, 1992).

⁹ Adapted From: Peter R. Scholtes, *The Team Handbook*, (Jorner Associates Inc., (Madison, WI, 1992).

Each team member may vote for 1/3 of the number of total choices on the list. After all members have made their selections, tally the votes and eliminate those items with the fewest votes. Repeat this process until only a few items remain. If there is a clear cut favorite after several votes, the group may discuss which item should receive top priority.

Problem Solving Activity #1

Objective: To introduce the problem solving process

Procedure: Distribute copies of Problem Solving Activity Sheet #1. Read and discuss the seven individual steps in the process.

Materials: Problem Solving Activity Sheet #1

Discussion Questions:

- 1) How do you adapt this process into problems which you face daily?
- 2) How have you implemented this process into solving problems which you face with your job?
- 3) How can a team divide these steps to make the process more efficient?

**Problem Solving Activity #1
Activity Sheet**

THE PROBLEM-SOLVING PROCESS¹⁰

1. **Identify the problem.**
2. **Gather and organize data about the problem.**
3. **Develop solutions to the problem.**
 - talk to other people
 - hold a group discussion
 - visit other organizations with similar problems
 - read about the problem
4. **Evaluate possible solutions.**
5. **Select the best solution.**
6. **Implement the solution.**
 - believe in the solution
 - convince others to support the idea
 - don't let fear hold you back
 - follow through
7. **Evaluate the solution.**

¹⁰ LaVerne Ludden, ED.D., *Job Savvy-How To Be Successful At Work*, (Jist Works, Inc., Indianapolis, IN, 1992).

Problem Solving Activity #2

Objective: To stimulate participants to learn new ways of thinking.

Procedure: Relate the following incident to the participants:¹¹

It was the the hole in the annual Bob Hope Desert Classic, and the tall, handsome newcomer had an excellent chance of winning. His iron shot fell just short of the green, giving him a good chance for a birdie. Smiling broadly, he strode down the fairway only to stop in dismay. His ball had rolled into a small paper bag carelessly tossed on the ground by someone in the gallery.

If he removed the ball from the bag, it would cost him a penalty stroke. If he tried to hit the ball and the bag, he would lose control over the shot. What should he do?

Materials: Golf bag
Paper bag
Matches

- Discussion Questions:**
- 1) What are the ways in which we would try to solve the problem?
 - 2) What is the common element in our approaches?
 - 3) What is an alternative way to state the problem? Disclose the answer:
SET FIRE TO THE BAG!

¹¹ John W. Newstrom and Edward E. Scannel, *Still More Games Trainers Play*, (McGraw-Hill, Inc., NY, 1991).

Problem Solving Activity #3

Objective: To demonstrate that it is often useful to immerse yourself in a problem before you can see all of its dimensions.

Procedure: Display a picture of an apple tree to the group. Suggest that it is a relatively easy task for everyone to determine the number of apples on a tree (through observation and careful counting.) Consequently, the task lends itself to completion on an individual basis.

However, some tasks require immersion before the answer can be obtained. Distribute an apple to each participant. Ask them to determine how many trees are (potentially) within each apple. The solution, of course, lies in dissecting each apple (they may eat it, if they wish) and counting the number of seeds found.

Materials: Picture of an apple tree
One apple per person

Discussion Questions: 1) What kind of problems have you encountered that are of a similar nature?

2) What techniques have you found useful to aid you in the process of immersion?

Problem Solving Activity #4

Objective: To apply the Problem Solving Process to Crossing the River With Dogs.

Procedure: After the group completes Problem Solving Activity #1, have them review the process orally. Divide the group into smaller groups of 3 or 4 people. Distribute copies of Problem Solving Activity #4 Activity Sheet to each member of the group. Have a volunteer read "Crossing The River With Dogs." Instruct the groups to use the process to try to solve the problem. Suggest that the groups go through each step and write down their results. Allow enough time for at least one group to solve the problem!

Materials: Problem Solving Activity #4 Activity Sheet

Discussion Questions: 1) What was the problem?

2) How did your group develop possible solutions to the problem?

3) Did any group visit another group to see how they were trying to find a solution?

Solution: Odd - Numbered trips cross over. . . even numbered trips cross back.

- | | |
|------------------------|-------------------------|
| 1. L-Dog, M-Dog, P-Dog | 8. Papa, P-Dog |
| 2. L-Dog | 9. Papa, Mama, Ed |
| 3. L-Dog, J-Dog | 10. L-Dog |
| 4. L-Dog | 11. L-Dog, E-Dog, M-Dog |
| 5. Mama, Papa, Jody | 12. L-Dog |
| 6. Mama, M-Dog | 13. L-Dog, P-Dog |
| 7. Lisa, L-Dog | |

Problem Solving Activity #4
Activity Sheet

CROSSING THE RIVER WITH DOGS

The Family family (Mama, Papa, and the three kids: Ed, Lisa, and Judy) and their five dogs (each family member owned a dog) were hiking when they encountered a river to cross. They rented a boat which could hold three living things-people or dogs. Unfortunately, the dogs were temperamental. Each dog was comfortable only with its owner and could not be near another person, not even momentarily, unless its owner was present. However, dogs could be with other dogs. The crossing would have been impossible except that Lisa's dog had attended a first-rate obedience school and knew how to operate the boat. No other dogs were that well-educated. How was the crossing arranged and how many trips did it take?¹²

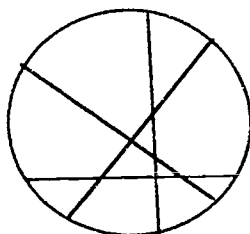


¹² Ted Herr and Ken Johnson, *Problem Solving Strategies-Crossing The River With Dogs*, (Key Curriculum Press, Berkley CA, 1994).

Problem Solving Activity #5

- Objective:**
- To approach a problem from a different perspective
 - To apply listening skills to listen to the precise wording of a task.
 - To envision a 2 - dimensional object as being 3 - dimensional.

- Procedure:**
- Display a large circle to the participants and supply each participant with his/her own paper circle. Ask them to divide the circle into as many sections as they can using 4 straight lines. After 3 minutes, divide the participants into teams of three to collaborate their results. The correct answer is 11.



- Materials:**
- Large diagram of a circle
 - Individual circle diagrams for each participant

- Discussion Questions:**
- 1) How can the wording of a problem affect your approach to solving it?
 - 2) How can problem solving statements be made more effective?
 - 3) Describe a time when you gave directions that could have been interpreted in different ways.

Chapter 4

Leadership

Leadership

Team leaders need to possess the same skills that all team members have. They will also need more training that will make their transition into a team leader or a coach. This may mean that more training is necessary in skills such as positive reinforcement, management, conflict, overcoming resistance to change and developing relationships.

Team leaders will be expected to help the team manage its performance and they may become responsible for some aspects of team training. Therefore, it is important for team leaders to be aware of their roles within a team. Leaders must also have the confidence or experience needed to handle their roles.

Several problems may arise when a team member takes on the new role of team leader. In making the transition to a new role, leaders often encounter a number of common problems:¹⁷

- Some leaders tend to micromanage. In other words, they function in their old directive roles rather than their new coaching roles.
- Some leaders avoid taking a strong stand on disciplinary action and other sensitive issues because they fear losing the respect and cooperation of team members.
- Some leaders may be afraid to empower others because they do not trust their teams to produce the best possible solutions to problems.
- Some leaders do not know how to empower- that is, how to coach or offer help without taking responsibility for the action.

These problems can be addressed to all team members through training, time and practice.

¹⁷ Richard S. Welling, William C. Byham and Jeanne M. Wilson, *Empowered Teams*, (Jossey-Bass Publishers, San Francisco, CA, 1991).

Leadership Activity #1

Objective: To introduce how leaders can emerge from a group when one was not designated.

To show the problem-solving process at work.

Procedure: Divide the group into smaller groups of four people. Place a Tinker Toy sculpture on a table for group observation. Allow observation for 1 minute before covering the sculpture.

Give each group a set of just enough Tinker Toys necessary to create the same sculpture. Their job is to recreate the sculpture using all the pieces. Emphasize that this is a TEAM effort. Allow each group time to complete their sculptures. Uncover the original sculpture for comparison.¹⁸

Materials: Tinker Toys

Discussion Questions: 1) Was there a group leader? Who?

2) How did the group react to the leader?

3) If there was no leader, how did the group organize to solve the problem?

4) Was there disagreement in the group? How was this approached?

5) Would assigning a leader help the team work any more efficiently?

¹⁸ LaVerne Ludden, ED.D., *Job Savvy-How To Be Successful At Work*, (Jist Works, Inc., Indianapolis, IN, 1992).

Leadership Activity #2

Objective: To demonstrate what characteristics individuals feel are important in group leaders.

Procedure: This activity needs to follow Interpersonal Relationships Activity #2. After all team members have been introduced, distribute two 3" x 5" cards to each team member. Ask each participant to choose the person that they feel would make the best boss and write that person's name on a card. Next, ask group members to choose the person that they feel would make the best subordinate. Ask the group to write which characteristics they heard in the introductions that they used to select their bosses and subordinates. These characteristics should be written on the back of the 3" x 5" cards. Collect the cards and record the results and the criteria which was used to select the bosses and subordinates.

Materials: 3" x 5" cards

- Discussion Questions:**
- 1) What characteristics were used most often to select the bosses?
 - 2) How did the characteristics differ between bosses and subordinates?
 - 3) What criteria is used where you work to select bosses?
 - 4) What other characteristics do bosses need to have?

Chapter 5

Motivation

Motivation

Motivation can be defined as something that causes someone to act in a certain way. Sometimes this can be done by appealing to certain emotions or rewards, while other times motivation needs to come from inside an individual.

There are two kinds of motivations - one caused by external forces, and one caused by internal or self-motivating forces. External motivation can be described as, something outside a person causing him/her to act in a certain way. One example of external motivation may be working overtime. People maybe motivated to work over-time because of the extra money that will be in their paychecks. This may be the reason why companies give bonus money for hours worked over a designated number of hours a week. The extra hourly wages become a motivating factor designed to alleviate some of the frustration that may be associated with over-time hours.

The other type of motivation can be described as self-motivation. Sometimes the rewards and motivational factors may not be as visible as those in external motivation. Self-motivation is more of an inner urge that causes a person to act in a particular way. One example of self-motivation is taking pride in your work. People may be paid the same amount of money for certain jobs, but the individuals who are self-motivated would be more desirable team members because of the extra effort they would put into their work.

Motivation Activity #1

Objective: To show that motivation is internal.

To show that external factors can provide incentive for actions.

Procedure: Instruct the group to do a variety of different actions. These actions may be simple body movements . . . "stand on one foot" or "put your finger on your nose." After five commands, ask the group why they responded the way that they did. The response will probably be, "because you told us to."

Give the group another three commands and finally ask them to lift their chairs over their heads. They probably will not cooperate with this command. Follow this by asking them what would motivate them to do this task. Listen to their responses and then tell them that there are some "treats" under some of the chairs.

Materials: Dollar bills taped under the chairs.

Discussion Questions: 1) Why do people commit some of the acts that they do?

2) What motivates you?

3) Are there different motivational factors concerning work responsibilities and social responsibilities?

Motivation Activity #2

Objective: To show how motivation can be increased by involvement.

To practice effective communication skills by participating in small group discussions and presenting information to the entire team.

Procedure: Divide the team into smaller groups of 3 or 4 people. Distribute copies of Motivation Activity #2 Activity Sheet to the participants. Select a member of the group to read the situation card out loud. Instruct the group to discuss this situation among their smaller groups, making sure that everyone participates. Have each small group select a spokesman to share their responses with the team. Go around the room with each group sharing their responses.

Materials: Motivation Activity #2 Activity Sheet.

- Discussion Questions:**
- 1) Were there more work-related or family/social-related situations that members shared?
 - 2) How did you feel about sharing this information in your small group? In the large group?
 - 3) Can you recall a time when you would have been more involved in a situation if you had been asked to participate in the decision-making process?
 - 4) How can you relate this to your job you have now?

Motivation Activity #2
Activity Sheet

People are more motivated to act when they've had a say in deciding what the action is going to be. People usually don't mind doing something when they've had a chance to contribute to the decision.

Situation: Describe a time when you were part of making a decision. Did others ask for and listen to your viewpoint?
How did this affect your commitment to the decision?

Chapter 6

Self-Esteem

Self-Esteem

Self-esteem can be described as the way you feel about yourself. Self-esteem can be made up of thoughts and feelings you have about yourself. It is important to have positive self-esteem because it will affect the way you live.

There are many factors that can influence the way that people feel about themselves. The level of self-esteem is based on all of the relationships and experiences that people have had in their lives. Generally, positive experiences and good fulfilling relationships will help an individual to have a more positive level of self-worth. No single event or person can determine self-esteem because it takes time to develop and it constantly changes. When considering the world of work, the people who most influence individuals are supervisors and employees. If there have been positive or negative experiences with hirings, firings, promotions or changes that involve new responsibilities, this directly affects self-esteem.

It is important for individuals to have a high self-esteem. This will allow people to accept more challenges, maintain self-confidence and remain flexible. To accomplish this and to revive levels of self-esteem, people must be willing to help themselves, accept praise, trust their own judgement and encourage and help themselves:

Self-Esteem Activity #1

- Objectives:** To identify accomplishments
To describe strengths that relate to the accomplishments

Procedure: Begin this activity by relating the following story:

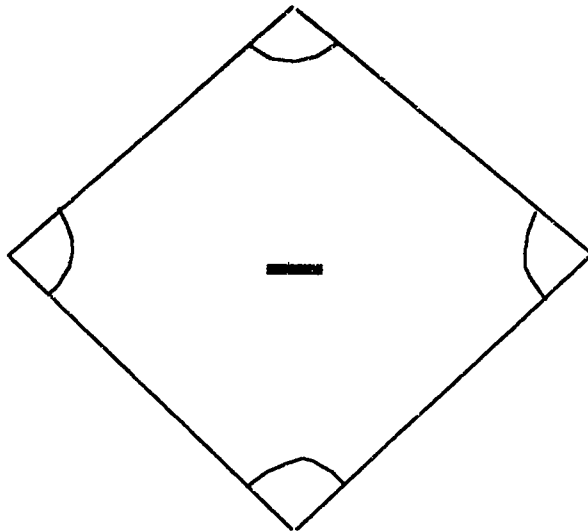
"How many of you spend time thinking about the things you CAN'T do? Too often we focus on our weaknesses, but in this workshop we're focusing on our strengths and raising our self-esteem. We're going to focus on our FAST BALL!

"You may remember Jim Cox, the successful pitcher. When he was beginning his career, his coach asked him, "Jim, what is your best pitch?" Jim replied, "My fastball." "What is your second best pitch?" "My curve." "Which is your weakest?" "My slider." "And which", the coach asked, "do you work on the most?" "Well, of course, I work on my weakest pitch, the slider," said Jim. "No more," said the coach. "from now on you work only on your strength--your fast ball, so that you become BETTER than anyone else with that pitch. It's a matter of either using it or losing it."

"How many of us concentrate on our weaknesses rather than capitalizing on our strengths? I think many of us do. But no more. We all have fast balls and we need to USE THEM! In case you don't know what your fast ball is, today we are going to discover it."

Distribute a copy of the "ball diamond". On each of the three bases write a personal accomplishment for which each participant is most proud and write their name on home plate. When everyone is finished, ask someone to come to the front and share his/her accomplishments. "Now because you have your bases loaded, we've learned about your strengths and we are going to share those with you around the pitcher's mound." Solicit responses such as "motivated," "creative," "caring," etc.

Ask the volunteer to read them; ask if he/she agrees and give an APPLAU. (An "APPLAU" is one applause elicited on the count of a number i.e. "On the count of 3, let's give Sheri an "applau; One-Two-Three!" (Clap). Proceed with this activity until everyone has had the opportunity to share their bases and to receive positive feedback from the group.



Materials: Copies of the "ball diamond"

Discussion Questions: 1) How did you feel when you shared your accomplishments with the group?

2) How did you feel when you applauded for the individuals?

3) How many more "bases" could you fill?

Self-Esteem Activity #2

Objective: To introduce the concept of temperament

To allow participants to determine which temperament they possess by selecting different personality characteristics.

Procedure: Introduce temperament characteristics to the participants and categorize them into OPTIMIST, REALIST, PRAGMATIST and IDEALIST. Discuss which traits are contained within each temperament type.

Distribute copies of Self-Esteem Activity Sheet #2 to the participants. Allow adequate time to review and complete the activity.

Material: Self-Esteem Activity Sheet #2

Discussion Questions: 1) Which category best describes you? Explain.

- 2) What temperament do you feel would be easiest to work with?
- 3) List some other traits which could fit into each temperament.
- 4) Are there any characteristics about yourself that you would like to change?

Self-Esteem Activity #2 Activity Sheet

Individuals have different temperaments. Temperaments are the way you think, feel and react to the world.

1. OPTIMIST. People with this temperament:

- Must be free and not tied down
- Are impulsive
- Enjoy the immediate
- Enjoy action for action's sake
- Like working with things
- Like to try new things
- Can survive major setbacks
- Are generous
- Are cheerful

2. REALIST. People with this temperament:

- Like to belong to groups
- Feel obligations strongly
- Have a strong work ethic
- Need order
- Are realistic
- Find tradition to be important
- Are willing to do a job when asked
- Are serious
- Are committed to society's standards

3. PRAGMATIST. People with this temperament:

- Like to control things
- Want to be highly competitive
- Strive for excellence
- Judge people for their merits
- Are the most self-critical of all temperaments
- Cause people to feel they don't measure up
- Live for their work
- Are highly creative
- Tend to focus on the future

4. IDEALIST. People with this temperament:

- Are constantly in search of "their self"
- Want to know the meaning of things
- Appreciate people
- Write fluently
- Are romantics
- Have difficulty placing limits in work
- Are highly personable
- Value integrity
- Get along well with all temperaments

Look over the descriptions in each of the four categories. Circle those items which apply to you. Note which category has the most items circled.¹³

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What category best describes you? Explain. _____

¹³ LaVerne Ludden, Ed.D., *Job Savvy-How To Be Successful At Work*, (Jist Works, Inc., Indianapolis, IN, 1992).

Self-Esteem Activity #3

- Objective:** To introduce the concept of values.
- To allow participants to determine which characteristics they value.
- Procedure:** Introduce value characteristics to the participants and categorize them into TRADITIONALIST, HUMANIST, and PRAGMATIST. Discuss which traits are valued by each type.
- Distribute copies of Self-Esteem Activity Sheet #3 to the participants and allow them adequate time to review the information and complete the questions.
- Materials:** Self-Esteem Activity Sheet #3.
- Discussion Questions:**
- 1) Which category best describes you? Explain.
 - 2) What are some other traits that you possess?
 - 3) Are there any characteristics about yourself that you would like to change?
 - 4) How could you go about making these changes?

Self-Esteem Activity #3 Activity Sheet

Individuals have different values. Values may be influenced by friends and family.

1. TRADITIONALIST. People in this category value:

- Hard work
- Loyalty to the organization
- Doing things the way they've always been done
- The authority of leaders

2. HUMANIST. People in this category value:

- Quality of life
- Leaders who are attentive to workers' needs
- Autonomy (self-directed)
- Loyalty to self

3. PRAGMATIST. People in this category value:

- Success
- Loyalty to career
- Achievement
- Leaders who reward people for hard work

Look over the values in each of the three categories. Circle those items that you value the most. Note which category has the most items circled.¹⁴

What category best describes you? Explain. _____

¹⁴ LaVerne Ludden, Ed.D., *Job Savvy-How To Be Successful At Work*, (Jist Works, Inc., Indianapolis, IN, 1992).

Self-Esteem Activity #4

Objective: To show how individuals can help other individuals with their self-esteem.

To provide examples of self-esteem enhancements.

To practice effective communication skills by participating in small group discussions and presenting information to the entire team.

Procedure: Divide the team into smaller group of 3-4 people. Distribute copies of Self-Esteem Activity #4 Activity Sheet to the participants. Select a member of the group to read the situation card out loud. Instruct the group to discuss this situation among their smaller groups, making sure that everyone participates. Have each small group select a spokesman to share their responses with the team. Then have each group share their responses.

Materials: Self-Esteem Activity #4 Activity Sheet

Discussion Questions: 1) How do you feel about yourself?

2) If you could change one thing about yourself, what would it be?

3) Why is self-esteem important as it pertains to your job?

Self-Esteem Activity #4
Activity Sheet

Everyone deserves and needs to be treated as a valued and important member of an organization. People do their best when they feel good about themselves and their involvement in a group.

Situation: Think about a time when you made a co-worker/friend feel important or valued, or when someone did that for you. Maybe it was a compliment or recognition of an accomplishment. What was said or done to enhance self-esteem or self-image?

Self - Esteem Activity #5

- Objective:** To provide examples of how unique qualities can enhance self-esteem.
- To relate problem solving and motivation to individual characteristics.
- To practice effective communication skills by participating in small group discussions and presenting information to the entire team.

Procedure: Divide the team into smaller groups of 3 or 4 people. Distribute copies of Self-Esteem Activity #5 Activity Sheet to the participants. Select a member of the group to read the situation card aloud. Instruct the group to discuss this situation among their smaller group, making sure that everyone participates. Have each small group select a spokesman to share their responses with the team. Then have each group share their responses.

Materials: Self-Esteem Activity #5 Activity Sheet

- Discussion Questions:**
- 1) What makes you different from everyone else in this team?
 - 2) What makes all of us the same in this room?
 - 3) How can these two factors relate to productivity on the job?
 - 4) How does this self-esteem activity relate to motivation?

Self-Esteem Activity #5
Activity Sheet

No two people work or think the same way. Everyone has his/her own background, skills and experience. These differences are healthy. They promote creativity and a productive exchange of ideas.

Situation: Describe a time when a co-worker's/friend's different idea, background, or way of doing something helped to solve a problem or improve the quality or service.

Chapter 7

Communication

Communication

Communication takes many different forms. Communication can be verbal, where words are spoken, or non-verbal, where no words are spoken. Sometimes people can use actions to express their thoughts. This type of non-verbal communication is called body language, and is displayed by posture or facial expressions.

Other forms of non-verbal communication include reading and writing. It will be important for team members to be able to read and follow written directions. Team members also need to be able to write so that others can understand what point they are trying to communicate.

Verbal communication can be described as spoken words. Team members will be expected to speak, so that others will be able to understand them. Most importantly, they will need to be good listeners. Many people fail to see listening as a communication skill, but we do actually listen more than we speak. It will be important for team members to recognize the influence that good listening skills can have on the job.

Employers are looking for people who can communicate well. Within the workplace, certain skills are needed. Slang may be fine with your friends, but employers expect the proper use of English. Certain types of body language are unacceptable in the business world. The ability to interpret nonverbal communication of co-workers and customers makes an employee valuable.

Writing clearly and using the correct business form is important. Getting the message accurately delivered is vital. The ability to listen to instructions, read instructions, and follow instructions is valued by an employer. An employee who can communicate well will be more quickly promoted by an employer.⁵

⁵ Marsha Ludden, *Effective Communication Skills*, (Jist Works, Inc., Indianapolis, IN, 1992).

Communication Activity #1

Objective: To demonstrate the changes of assumptions about a trainee's background knowledge and common vocabulary.

To illustrate the advantages of modeling, demonstrating, and interaction vs. one-way communications.

Procedure: Lay a jacket on the table. Select a "volunteer" and inform him/her that you don't know what the jacket is or what to do with it. The volunteer's task is to train you in the jacket's use as soon as possible. The "trainer" will often engage in telling behaviors whose effectiveness can be distorted by slow learner behaviors by the trainee (eg. grabbing the arm up the sleeve in a reverse direction). The difficulty of completing the assignment can be further exaggerated by depriving the trainer of feedback by having him turn his back to the trainee. After a brief time period of minimal progress, the class can be asked for its assistance. A fruitful alternative, of course, is to show the trainee how to do it. This can effectively illustrate the merits of the classic Job Instruction Training (JIT) approach, which is to:

- 1) Explain how to do it.
- 2) Demonstrate how to do it.
- 3) Request an explanation of how to do it.
- 4) Invite the trainee to do it.⁶

Materials: Coat

Discussion Questions: 1) Why did the trainer initially have a difficult time with the task of training?

2) What are the benefits of demonstrating?

3) What are the benefits of feedback?

⁶ John W. Newstrom and Edward E. Scannel, *Still More Games Trainers Play*, (McGraw-Hill, Inc., NY, 1983).

Communication Activity #2

Objective: To demonstrate how intonation can effect the meaning of spoken material.

Procedure: Distribute copies of Communication Activity #2 to participants. Allow them enough time to silently read the material, making sure that they understand that the underlined word is to be stressed when reading. Ask for a volunteer to read the statements, stressing the underlined word. After each sentence is read, allow the participants to discuss what the sentence means to them when different words are stressed.

Materials: Communication Activity Sheet #2

- Discussion Questions:**
- 1) What does each sentence mean to you when a different word is stressed?
 - 2) How could a communication problem arise by these examples?
 - 3) Have you ever been involved in a situation that could be described by these examples?

Communication Activity #2 Activity Sheet

Sometimes it's not what you say, but how you say it?

1. I didn't tell Tom you were stupid.
- Someone else must have told him.
2. I didn't tell Tom you were stupid.
- I'm keeping it a secret for him.
3. I didn't tell Tom you were stupid.
- I guess I only hinted at it.
4. I didn't tell Tom you were stupid.
- I told everyone but Tom.
5. I didn't tell Tom you were stupid.
- I told him that someone around here was stupid, he must have figured out it was you.
6. I didn't tell Tom you were stupid.
- I told him you still are stupid.
7. I didn't tell Tom you were stupid.
- I guess I just told him that you weren't very smart.

Remember, how you voice your thoughts can make all of the difference.

Communication Activity #3

Objective: To determine what areas of your listening skills are adequate and which skills need improvement.

Procedure: Distribute Communication Activity #1 to students and ask them to honestly answer the questions by circling "yes" or "no".

After the questions have been answered, have participants rate themselves as a listener according to the chart at the bottom of the activity sheet.

Materials: Communication Activity Sheet #1

Discussion Questions: 1) How do you rate as a listener?

2) In what areas do you need to improve?

3) What activities can you do to improve your listening skills?

Communication Activity #3 Activity Sheet

What's your Listening I.Q.? Answer each of the following questions by circling "yes" or "no."

Be honest with yourself.

- | | | |
|---|-----|----|
| 1. Do you ever have ear problems that prevent you from hearing clearly? | yes | no |
| 2. Do you ever finish a friend's sentence? | yes | no |
| 3. Do you ever daydream because you are sleepy, tired or hungry? | yes | no |
| 4. Do you concentrate so much when you are taking notes that you don't hear the main points the instructor is making? | yes | no |
| 5. Have you ever failed to complete work assignments because you did not correctly follow the directions? | yes | no |
| 6. Do you understand messages a speaker is sending with his hands and face? | yes | no |
| 7. Can you listen to a speaker's voice and identify an expression of certain emotions, such as happiness, sadness, anger, or humor? | yes | no |
| 8. Can you accurately give the details of a telephone message to a friend? | yes | no |
| 9. Can you repeat and follow the directions to get to a friend's home? | yes | no |
| 10. Can you correctly retell a joke or story you have heard? | yes | no |

Look at questions 1-5; give yourself one point every time you answered "no" to one of these questions. Look at questions 6-10; give yourself one point every time you answered "yes" to one of these questions. Add all the points together. Using the following chart, rate yourself as a listener.

TOTAL POINTS

9 - 10

7 - 8

0 - 6

LISTENING I.Q.

Excellent

Average

Need Improvement

Communication Activity #4

- Objectives:**
- To illustrate the necessity to communicate when in a group.
 - To enable participants to understand what is involved in becoming a good listener.
 - To present the opportunity to practice effective listening skills.

Procedure: Choose three volunteers to leave the room. Distribute copies of, "The Telephone Story" to the rest of the participants and have them listen while you tell the story to the first volunteer who has been outside the room. Volunteer #1 then repeat from memory the story of volunteer #2 who then repeats the story to Volunteer #3. Meanwhile, the group has been keeping a record of the additions and omissions to the story. The last volunteer repeats the story to the group followed by a discussion on the distortions told in the story.

Materials: Copies of, "The Telephone Story"

- Discussion Questions:**
- 1) How can you relate this story to something that you have experienced?
 - 2) Have you ever had a story about you circulated that wasn't true?
 - 3) How do you think that happened?

Communication Activity #4
Activity Sheet

"THE TELEPHONE STORY"

I want to tell you about this single father I know, Ralph, who had three little girls who all have birthdays on the same day. So, Ralph was crazy enough to have one big party. He invited 15 little girls all under the age of five and planned to have all of them fish for gold fish in a big gold fish bowl. The fish would be their party favors. While he was frosting the cake, one of the girls let the cat, Casey, into the house. By the time he found out, it was too late; the cat was hiding in the curtains and the little girl, Rose, was spraying the hose on the cat. While Ralph was trying to get the hose outdoors, Rhonda was in the frosting. When Ralph returned, he found Rhonda covered with frosting, Franny climbing up the drapes to get the cat and baby Rose sitting in the fishbowl. That afternoon, Ralph married the babysitter.

Communication Activity #5

Objective: To show that each individual has his/her own meanings for words which they use in their vocabulary.

Procedure: Introduce this activity by explaining that each person has definitions for words which may mean other things to other people. Distribute copies of Communication Activity #5 Activity Sheet. Have a volunteer read the instructions at the bottom of the page. Allow the group to complete the exercise by assigning a percentage number to each word. While the group is completing the assignment, write each word on a flip chart so that the participants' ratings can be recorded. After everyone has completed the activity sheet, record each of their percentages behind the words on the flip chart. An average for each word can be determined to use for comparison of the words.

Materials: Communication Activity #5 Activity Sheet
Flip Chart

- Discussion Questions:**
- 1) How do the percentages differ from each individual's definitions of the words?
 - 2) Are there any surprises in the results of the activity?
 - 3) How can this information be useful when communicating with other people in your team?
 - 4) How can teams avoid some communication problems by knowing the results of this activity?
 - 5) How will this information change your communication styles?

Communication Activity #5
Activity Sheet

FUZZY MEANINGS

- A. Often
- B. Always
- C. Sometimes
- D. Never
- E. Usually
- F. Most of the time
- G. Occasionally
- H. Seldom
- I. A lot
- J. Almost always
- K. Rarely
- L. Frequently
- M. Quite often

Specify a number between 0 and 100 that, to you, best indicates the amount (percentages) of time that each word conveys.

Communication Activity #6

- Objective:** To show the humorous side of ineffective communication.
- Procedure:** Distribute copies of Communication Activity #6 Activity Sheet to the participants. Allow time for each participant to read the juggled meanings. Ask a volunteer to read each sentence and allow time for discussion about each statement.
- Materials:** Communication Activity #6 Activity Sheet
- Discussion questions:**
- 1) What do each of these sentences mean?
 - 2) Why do people make mistakes when they are speaking?
 - 3) Have you ever said something like this?
 - 4) How can communication like this cause problems on the job?

Communication Activity # 6
Activity Sheet

JUGGLED MEANINGS

"An invisible car came out of nowhere, struck my vehicle, and vanished."

"I was on the way to the doctor with rear-end trouble when my universal joint gave way, causing me to have an accident."

"The pedestrian had no idea which direction to go, so I ran over him."

"I collided with a stationary (SIC) truck coming the other way."

"I pulled away from the side of the road, glanced at my mother-in-law and headed over the embarkment."

"I had been shopping for plants and was on my way home. As I reached an intersection, a hedge sprang up, obscuring my vision."

"I had been driving my car 40 years when I fell asleep at the wheel and had an accident."

"The other car collided with mine without giving warning of its intentions."

"I thought my window was down, but I found out it was up when I put my hand through it."

"My car was legally parked as it backed into another vehicle."

"In my attempt to kill a fly, I drove into a telephone pole."

Chapter 8

Decision Making

DECISION-MAKING¹⁹

We all live and work in groups and have undoubtedly experienced difficulty in arriving at group decisions. Some groups tend to break down when confronted with a decision for which a consensus is required. Others get bogged down in the interminable discussing of minor points or irrelevant side issues. Still others seek escape from their anxiety in **Robert's Rule of Order**, voting or calling upon the "chairman" to establish control.

Dr. Kenneth Benne has analyzed the prevalent reasons for the difficulty teams have in making decisions in teams. They are:

1. **Conflicting Perception of the Situation**

If group members view the problem at hand in different ways, communication can be impeded, resulting in a breakdown of the group.

2. **Fear of Consequences**

The possible outcome of an impending decision can overwhelm a group. Outside pressures on individuals or on entire group may exert a paralyzing effect on its ability to come to a decision.

3. **Conflicting Loyalties**

Every team member belongs to a number of different groupings other than the one he/she may presently be engaged in. These multiple memberships can operate as hidden agendas or conflicting pressures within the decision making group.

4. **Interpersonal Conflict**

Personal differences or personality clashes can provoke defensiveness, antipathy and biased discussion, thereby preventing the group from making a sound and fair decision.

5. **Methodological Rigidity**

Many teams are so frozen into Robert's Rule of Order or similarly rigid methods for decision-making, they are prevented from inventing or using other methods when the nature of the decision calls for one (e.g. consensus).

6. **Inadequate Leadership**

When the entire group does not share the leadership functions and relies too heavily on a designated leader.

¹⁹Gary Mallon, *Life Skills For Living In The Real World*, (Green Chimneys Publications, Brewster, NY, 1990).

Decision Making Activity # 1

Objective: To show the desirability of committing to positions after listening to information available.

To allow participants to be flexible and adapt to new information when regarding decision making.

Procedure: Ask all team members to stand in the center of the room. Share a controversial topic with them - something current that everyone will be familiar with.

Designate each corner of the room for members who strongly agree, somewhat agree, somewhat disagree or strongly disagree. Instruct team members to move to the corner which represents their current view regarding the information provided.

Ask volunteers to explain their reasons for choosing their corner. Team members may move to a different corner if they have changed their opinion.

Materials: None

Discussion Questions: 1) How do you feel about controversial issues?

2) Which information caused you to change your opinion?

3) Do communication skills have any bearings on the decisions that we make?

Chapter 9

Interpersonal Relations

Interpersonal Relations

Interpersonal relations are a key ingredient in any group activities, but it is extremely important when considering self-directed work teams. Teams need to be able to work out personal differences, determine individual members' strengths, commit themselves to their jobs, and get to know one another. These goals to good interpersonal relations are necessary for any team to work effectively.

Teams need to develop interpersonal relations skills so that they will be able to conduct meetings, gather information, make decisions and changes and have a sense of belonging. To help to create this unity in a team, it is necessary to have all members feel as though they "fit in." "Fitting in" can be divided into three categories:¹⁵

1. PERSONAL IDENTITY IN THE TEAM

It is natural for team members to wonder how they will fit into the team. The most common worries are those associated with:

- **Membership, Inclusion:** "Do I feel like an insider or outsider? Do I belong? Do I want to belong? What can I do to fit in?"
- **Influence, Control, Mutual Trust:** "Who's calling the shots here? Who will have the most influence? Will I have influence? Will I be listened to? Will I be able to contribute? Will I be allowed to contribute?"
- **Getting along, Mutual Loyalty:** "How will I get along with other team members? Will I be able to develop any cooperative spirit?"

2. RELATIONSHIPS BETWEEN TEAM MEMBERS

With few exceptions, team members want the team to succeed, to make improvements and to work cooperatively with each other. They extend personal concerns to the team: "What kind of relationships will characterize this team? How will members of different ranks interact? Will we be friendly and informal or will it be strictly business? Will we be open or guarded in what we say? Will we be able to work together, or will we argue and disagree all the time? Will people like or dislike me? Will I like or dislike them?"

¹⁵ Peter Scholtes, *The Team Handbook*, (Joiner Associates Inc., Madison, WI, 1988).

3. IDENTIFY WITH THE ORGANIZATION

Team members usually identify strongly with their departments or divisions. They will need to know how membership in the team will effect roles and responsibilities: "Will my loyalty to the team conflict with loyalty to my co-workers? Will my responsibilities as a team member conflict with my everyday duties?"

To help teams foster positive interpersonal relations, the following activities should be incorporated into your team training development.

Interpersonal Relations Activity #1

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Objective: To create teams by affiliation

To make groups by affiliation

Procedure: To make new teams or groups, begin this activity on the first meeting of the participants. Each person is given a 3" x 5" card with a picture of an animal. (There needs to be two of every animal somewhere in the room). Players need to be blindfolded at this time and congregate in a large open space. Participants now must make the sound that their animal makes and blindly search for their mate. When a participant thinks that he/she has found his/her mate, whisper to that person the name of the animal. If correct, take off the blindfold and continue with Interpersonal Relationships Activity #2.

Material: Blindfolds
3" x 5" cards with pictures of animals (two of each animal)

- Discussion Questions:**
- 1) How did you feel when you were blindfolded?
 - 2) Did you feel uncomfortable making animal noises?
 - 3) Were you able to share any of your feelings with your new partner?
 - 4) Did your partner have similar feelings about the activity?

Interpersonal Relations Activity #2

Objective: To allow team members to practice their communication skills.

To introduce team members to each other.

Procedure: Randomly pair off members of the group. Distribute copies of Interpersonal Relationships Activity #2 Activity Sheet to each member of the group. Allow the activity to continue for 15 minutes so that each individual will have enough information so that he/she will be able to introduce the partner to the group.

Materials: Interpersonal Relationships Activity #2 Activity Sheet

- Discussion Questions:**
- 1) Are there any characteristics that the whole group shares?
 - 2) How did you feel when you were asking the questions?
 - 3) How did you feel when someone was asking you the questions?
 - 4) Were there any questions that you didn't want to answer?

Interpersonal Relations Activity #2 Activity Sheet

Team members need to get to know one another before they can develop trust and work well together. Some people will open up and talk about themselves more easily. Sometimes people are more interested in talking about themselves than they are about listening to others.

ASK YOUR PARTNER

1. What was the most interesting period in your life?
2. What has been the most difficult?
3. What things do you do very well?
4. What are some things that you want to stop doing?
5. What are some things you are learning right now?
6. What are your favorite things to do?
7. What are some things you are looking forward to do in the future?
8. What was the best team experience you have ever had?
9. Do you have a missed opportunity to talk about?
10. What are some things you want to start doing?
11. What are some things you would like to get better at?
12. Talk about something you have changed successfully?
13. How do you think your life will be different in 10 years?
14. Talk about an important person in your life.
15. What is an issue that you feel strongly about?

Interpersonal Relations Activity #3

Objective: To allow an open line of communication between team members.

To allow team members the opportunity to express thoughts and feelings to the group.

To practice effective communication skills.

Procedure: Team members need to develop good interpersonal skills as well as develop good communication skills. It is necessary to possess these skills in order to form and maintain teams. To enhance some of these skills, a group conversation activity can be used to include the entire group. Make a list of incomplete sentences, "conversation starters." You may use Interpersonal Relations Activity Sheet #1, devise your own list, or use a combination. Either post the list of a flip chart or use the handout. Go around the table and have one team member at a time start a conversation on one topic, describing what this person has witnessed or experienced. The whole team discusses the idea; when the conversation is done, the next person selects a new topic.

Materials: Interpersonal Relations Activity Sheet #3

Interpersonal Relations Activity #3 Activity Sheet

- Anybody will work hard if...
- People who run things should be...
- I would like to be...
- One thing I like about myself is...
- Nothing is so frustrating as...
- The teacher I liked best was a person who...
- Ten years from now, I...
- Every winning team needs...
- I take pride in...
- If you want to see me get mad...
- A rewarding job is one that...

Interpersonal Relations Activity #4

- Objective:** To provide examples of inter-action among co-workers.
- To practice effective communication skills by participating in small group discussions and presenting information to the entire team.
- Procedure:** Divide the team into smaller groups of 3 or 4 people. Distribute copies of Interpersonal Relations Activity #4 Activity Sheet to the participants. Select a member of the group to read the situation card aloud. Instruct the group to discuss this situation within their smaller group. Make sure that everyone participates. Have each small group select a spokesman to share their responses with the team and go around the room with each group sharing their responses.
- Materials:** Interpersonal Relationships Activity #4 Activity Sheet
- Discussion Questions:**
- 1) When is it important to have the support of your team?
 - 2) Do you ever find it easier to "go it" alone?
 - 3) How does this relate to motivation?
 - 4) How does this relate to self-esteem?

Interpersonal Relations Activity #4
Activity Sheet

People who work without their co-worker's support might succeed; people who work with that support find that they usually can't fail. When you help and encourage others, you help them succeed and you also help to contribute to your own success as well.

Situation: Describe a time when you worked on a difficult problem or task and a co-worker/friend provided encouragement, advice or assistance. How did you feel, and how did that support help you handle the situation?

Interpersonal Relations Activity #5

- Objective:**
- To illustrate the importance of interpersonal relationships to teamwork.
 - To provide examples of interpersonal relationships and how they influence problem solving.
 - To practice effective communication skills by participating in small group discussions and presenting information to the entire team.
- Procedure:**
- Divide the team into smaller groups of 3 or 4 people. Distribute copies of Interpersonal Relationships Activity #5 Activity Sheet to the participants. Select a member of the group to read the situation card aloud. Instruct the group to discuss this situation within their small group, making sure that everyone participates. Have each small group select a spokesman to share their responses with the team and go around the room with each group sharing their responses.
- Materials:**
- Interpersonal Relationships Activity #5 Activity Sheet.
- Discussion Questions:**
- 1) How do relationships influence the performance of a team?
 - 2) What special abilities can you contribute that could help people get along better with one another?

Interpersonal Relations Activity #5
Activity Sheet

When people work as a team they build on each other's skills and abilities. They soon learn that they can "cover all the bases" and help each other when necessary. People working together generally accomplish more than they would working alone.

Situation: Recall when you were part of a group that handled a situation, task, or problem successfully. Describe how working together helped the group accomplish a goal.

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Interpersonal Relations Activity #6

Objective: To provide an example of problems which could arise through inappropriate interpersonal relations.

To allow participants to create their own poetry.

Procedure: Read, "THE SNAKE THAT POISONS EVERYBODY" to the team. Stop reading just before it is revealed that the topic is gossip. Ask the group if anyone has an idea about what it is that is causing all of these problems. After discussion, finish reading the poem and distribute copies of Interpersonal Relations Activity #6 Activity Sheet to the team members. Ask team members to write a time that gossip had an effect on them. Encourage team members to write their answers in poetry form. Have volunteers share their responses.

Materials: Interpersonal Relations Activity #6 Activity Sheet

Discussion Questions: 1) Can gossip ever have a positive effect on relatives?

2) Why do people gossip?

3) How could this cause a problem on the job?

Interpersonal Relations Activity #6
Activity Sheet

THE SNAKE THAT POISONS EVERYBODY¹⁶

It
topples
governments,
wrecks
marriages,
ruins
careers,
busts
reputations,
causes
heartaches,
indigestion,
spawns
suspicion,
generates
grief.
dispatches
innocent
people
to cry
in their
pillows.
Even its name
hisses.
It's called
gossip.
Shop
gossip.
Party
gossip.
It makes
headlines
and headaches.
Before
you repeat
a story,
ask yourself:
Is it true?
Is it fair?
Is it necessary?
If not,
shut up!

¹⁶ Gary Mallon, *Life Skills For Living In The Real World*, (Green Chimings Publications, Brewster, NY, 1990).

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