Reproducible Program Library—End-User License Agreement

IMPORTANT! PLEASE READ!

The following terms and conditions are a legal agreement between Organization Design & Development, Inc. DBA HRDQ (“HRDQ”) and You, Your organization, its subsidiaries, affiliates, and legal partners (“You”) regarding the Reproducible Program Library (“RPL”).

You may use the RPL only in accordance with the terms of this agreement as set forth below.

1. License Grant. HRDQ hereby grants You a non-exclusive and non-transferable license to download, reproduce, customize, and otherwise make use of the RPL within the terms of this agreement.

2. Proprietary Rights. The RPL is the sole and exclusive property of HRDQ and/or its authors including all right, title, and interest in and to the RPL. Except for the limited rights given to You herein, all rights are reserved by HRDQ.

3. Term. This Agreement is effective upon acceptance, and will remain in effect in accordance with the term of the license purchased. The specific term of this Agreement is defined on the sale invoice provided You at the time of purchase and available thereafter from HRDQ.

4. Authorized Use of Library. For the term of this license, You may:
   (a) Store the RPL on a computer,
   (b) Amend, edit, and change the RPL provided that all original copyright notices, and trade and service marks, remain intact and appear on this agreement and amended versions and reproductions thereof,
   (c) Print and distribute paper copies of the RPL for educational or training activities, whether with direct employees, students, agents, or clients, and,
   (d) Resell the RPL, in whole or in part, provided You have a current reseller agreement with HRDQ.

You may not:
   (a) Translate, reverse engineer, decompile, disassemble, or create derivative works based on the RPL,
   (b) Include the RPL, in whole or in part, in any publication, product or service offered for sale,
   (c) Lease or loan the RPL,
   (d) Distribute the RPL through the means of a removable storage medium, such as CD-ROM or DVD,
   (e) Copy or upload the RPL onto any bulletin board service or public Internet site, or,
   (f) Sublicense or reassign this license.

5. Termination. Failure to perform in the manner required in this agreement shall cause this license to automatically terminate and HRDQ may exercise any rights it may have. Upon natural expiry of the term, unless renewed by You with HRDQ, access to the download site will be denied and all passwords rendered inactive. Upon termination, for whatever reason, You must destroy all original and amended versions of the RPL, in any and every format, and certify as such, in writing, to HRDQ upon request. All provisions of this license with regard to the protection of the proprietary rights of HRDQ shall continue in force after termination.

6. Warranty. The RPL is provided “as is.” HRDQ warrants that the RPL does not violate any copyrights, trademarks, trade secrets, or patents of any third parties. HRDQ disclaims all other warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in the RPL. If any part of the RPL is defective in workmanship or materials, HRDQ’s sole and exclusive liability, and sole and exclusive remedy for You, shall be replacement of the defective material. HRDQ’s warranty shall survive the termination of this agreement.

Some states do not allow exclusions or limitations of implied warranties or liability in certain cases, so the above exclusions and limitations may not apply to You.

7. Permissions. Any other use of the RPL not defined in this agreement is subject to the written approval of HRDQ.

Instructional design and learning philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students’ past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.
## Course timing

### Module One: Setting yourself up for success

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Teams?</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Teams vs. Groups</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Task oriented vs. team oriented behaviors</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Team positioning</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### Module Two: Creating the Road Map

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining team direction</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Steps to the mission</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Creating a mission critical action plan</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Unconditional commitment</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
### Module Three: Establishing Team Guidelines

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team operating guidelines</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Team norms</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Operational values to ground rules</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### Module Four: Defining Team Roles

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive team member roles</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Destructive team member roles</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Team accountability</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Monitoring team progress</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Create your team identity</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Contents

Licensing agreement ................................................................. iii
Instructional design and learning philosophy ........................ iv
Course timing ............................................................................. v
Course objectives ....................................................................... ix

Module One: Setting Yourself Up for Success

  Why teams? ............................................................................. 2
  Teams vs. Groups ................................................................... 3
  Task Oriented vs. Team Oriented .......................................... 4
  Clarifying the team position .................................................. 5

Module Two: Creating the Road Map

  Defining team direction ......................................................... 8
  Steps to the mission ............................................................ 9
  Create a shared purpose ....................................................... 10
  Unconditional commitment .................................................. 14

Module Three: Establishing Team Guidelines

  Team operating guidelines ..................................................... 16
  Values clarification self-assessment ....................................... 17
  Team norms .......................................................................... 19
  Honesty, trust, and respect ................................................... 20
  Operational values to ground rules ....................................... 21

Module Four: Defining Team Roles

  Clarifying team members’ roles ............................................ 24
  Productive team member roles ............................................. 25
  Destructive team member roles .......................................... 26
  What role do you play? ....................................................... 27
  All the right moves ............................................................. 28
Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Recognize the difference between teams and groups
- Understand the need for balance between task behaviors and team behaviors
- Take steps towards clarifying your team’s position
- Create a team vision and mission statement
- Prepare a mission critical action plan
- Obtain unconditional commitment and accountability from team members
- Establish team guidelines
- Define effective individual team roles
Module One

Setting Yourself Up For Success
Defining Team Roles and Responsibilities

Why teams?

**Answer: Performance**

Companies across the globe are delegating more time and effort into establishing a team environment. Over and over studies have proven that employees working in teams:

- Are more productive
- Practice better communication and interpersonal skills
- Produce higher-quality work
- Are happier employees
- Provide better service inside and outside the organization
- Are more adaptable

Ask yourself:

Is your organization or team gaining all these benefits from teamwork?

---

**Why Teams?**

A team is greater than the sum of its parts.

---

Once participants have settled in, have them divide into groups of 4-6 people. Let them know that they will remain in these groups (soon to form teams) for the rest of the day. Display the “A team is…” overhead and explain that they are going to complete this definition. Each person will be given a piece of paper with one word of the definition on it. Participants must move around and link with others to complete the definition. The objective is to be the first team to complete and announce the definition.

Definition: “A team is greater than the sum of its parts.”

---

Of 230 companies surveyed by the American Society for Training and Development’s Executive Survey*

- Seventy-seven percent agreed that teams increased productivity.
- Seventy-two percent agreed that teams improved quality.
- Fifty-five percent agreed that teams reduced waste.
- Sixty-five percent agreed that teams improved job satisfaction.
- Fifty-seven percent agreed that teams improved customer satisfaction.

Teams vs. Groups

If you take a moment you can spot teams everywhere, working together to accomplish common goals. Some teams function more effectively than others because they have clearly defined responsibilities and goals. For an outsider any group of people working together may appear like a team, but there are some critical differences between teams and groups.

<table>
<thead>
<tr>
<th>Teams</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chosen for a specific purpose to contribute to a clear goal or mission.</td>
<td>Loosely formed with no mission statement and few common goals.</td>
</tr>
<tr>
<td>Emphasis on open communication and working together.</td>
<td>Members are usually independent and tasks relate to specific job roles outside the group.</td>
</tr>
<tr>
<td>Contribute to end goal and develop the process in which to reach that goal.</td>
<td>Members are told what to do by management. They have little say in what the process for completion looks like.</td>
</tr>
<tr>
<td>Members have equal accountability and contribution within the team.</td>
<td>Clearly defined hierarchy for moving forward on projects. Suggestions are not encouraged.</td>
</tr>
</tbody>
</table>

Explain to participants that the groups that they have divided into are just that—“groups”. Members have their own agenda, values, and history about the development of teams. Many people in the room may have worked on teams, or are currently working on a team, and will have good or bad experiences that they have learned from.

Review the differences between groups and teams and ask any of the participants if they have ever experienced working on a group or a team with these types of clarifications.

Emphasize that working on a team does not mean “squashing” creativity or effectiveness of individuals. It simply maps out the road in which each person’s talents can be directed.

Reiterate that the group that they are sitting with now will follow the steps to forming a cohesive team by the end of the day.
Defining Team Roles and Responsibilities

Task Oriented vs. Team Oriented

The balance between task and team can be a difficult dilemma. Ideally your team wants to have both components working together to create a cohesive climate. Balancing the scales between project accomplishments and team development may seem insignificant, but if the equilibrium is off, the consequences can be overwhelming.

<table>
<thead>
<tr>
<th>Behaviors of too much task</th>
<th>Possible consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predominantly focused on the end product or project</td>
<td>Team members not feeling completely involved with the team process</td>
</tr>
<tr>
<td>Moving too quickly toward the result</td>
<td>Team dynamics gets put aside and team relations suffer</td>
</tr>
<tr>
<td>Pressure for deadlines and budget concerns</td>
<td>Project managers run meetings with little or no input from other participants. Creates a “Why am I here?” mentality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviors of too much team</th>
<th>Possible consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings are consumed with personal issues</td>
<td>The goals get lost and the project suffers</td>
</tr>
<tr>
<td>Participants use project time to complain about the team or organization</td>
<td>Project focus becomes convoluted and action items are not completed</td>
</tr>
<tr>
<td>“Group think” or lack of consensus stalls decision making efforts</td>
<td>Timelines are delayed and deadlines are missed</td>
</tr>
</tbody>
</table>

Definition:

**Task oriented**
Focused on the outcome or finished product of the team. Generally people that are more task oriented:

- Focus on deadlines and budgets
- Focus on processes, procedures, and systems
- Are result driven
- Enjoy working individually

**Team oriented**
Focused on the development and improvement of team communication and image. Generally people that are more team oriented:

- Focus on team participation and commitment
- Concentrate on cohesiveness and judge progress on how the team is working together
- Are people driven
- Enjoy working with others

Building a cohesive team means finding a balance between task-oriented behaviors and team-oriented behaviors. Some members on the team may lean more toward one direction or the other, but it is important to have both orientations on the team.
Clarifying the team position

When team members are unclear about their roles and responsibilities, even the best teams can find themselves off track or having continuous conflicts.

The five foundational steps to clarifying team member’s roles include:

1) **Analyzing or reanalyzing the mission that needs to be accomplished**
   - Review your team’s mission statement and goals
   - Discuss the key steps and tasks necessary to accomplish the team’s goals
   - Define your team’s strengths and weaknesses in regards to the goals and working together
   - Identify individual strengths and expertise

2) **Defining shared team roles and responsibilities**
   - Define tasks for which every team member will be responsible
   - Identify operating guidelines that all team members must know

3) **Defining individual roles and responsibilities**
   - Determine responsibilities based on the key steps and tasks identified for completion of the project
   - Analyze members expertise in both task and team related activities

4) **Learn other team member’s roles and responsibilities**
   - Define, based on the needs of the team, how much each member needs to know about other’s roles on the team
   - Decide on the most effective way to disperse information about roles and responsibilities

5) **Create a plan for review of roles and team progress**
   - Schedule regular team check-ups
   - Create a progress sheet that will help gauge the “team thermometer”