

THE TEAM FOUNDATION



INSTRUCTOR GUIDE
5-HOUR COURSE

HRDQ[®]

THE TEAM FOUNDATION

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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: The Basics of Teams

Type of Activity	Segment	Time
	Today's teams	20
	Definition of team	15
	Informal teams	10



Reading



Written
Exercise

Module Two: Phases of Team Development

Type of Activity	Segment	Time
	Team characteristic assessment	5
	Characteristics of effective (and ineffective) teams	10
	Lifecycle of teams	30
	Case studies	20



Facilitation



Group
Activity

Course timing

Module Three: Personality Types

Type of Activity	Segment	Time
	Benefits of using the MBTI™	10
	Self-assessment and validation	30
	Opposites create balance	20
	Flexing to other preferences	15



Reading



Written Exercise



Facilitation



Group Activity

Module Four: Resolving Team Conflict

Type of Activity	Segment	Time
	Teams and conflict	5
	Five styles of handling conflict	10
	Steps to confronting and resolving team conflict	20
	Escalation	10

Course timing

Module Five: Making Decisions

Type of Activity	Segment	Time
	Methods of making decisions	15
	Five steps to reaching consensus	20
	Avoiding groupthink	10
	Summary/wrap-up	10



Reading



Written Exercise



Facilitation



Group Activity

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Course objectives

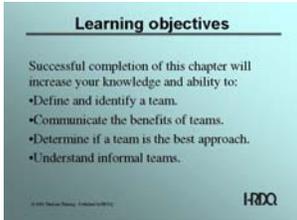
Successful completion of this course will increase your knowledge and ability to:

- Define and identify a team
- Communicate the benefits of teams
- Understand informal teams
- Identify the characteristics of effective and ineffective teams
- Understand the six stages of team development
- Assess your personality preferences using the Myers-Briggs Type Indicator™
- Identify various personality preferences
- Examine ways to flex to other preferences
- Explain the pros and cons of conflict
- Examine various styles of handling conflict
- Implement steps to confront and resolve conflict
- Employ three common decision-making patterns
- Choose the most appropriate decision-making pattern for a given situation
- Practice reaching consensus
- Recognize symptoms of groupthink and implement strategies to avoid it

ModuleOne



THE BASICS OF TEAMS



In order for participants to apply the information, they will work in teams of 4-5 during the day. And to make it fun and interesting, each team will form a band. Their "band" will think of a name and identify a style (create a team identity and purpose), establish ground rules, make decisions and resolve conflict, all in their band.

Learning objectives

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

- Define and identify a team
- Communicate the benefits of teams
- Determine if a team is the best approach
- Understand informal teams

Today's teams

There was a time when “team building” was all the rage. Each team spent a great deal of time, energy and effort clarifying goals, developing a team charter and establishing operating principles — that is, working on the process of being a team as much as any task itself.

Frankly, there is much less time for this in today's work world. While most work is still accomplished by groups of people, these groups do not have luxury for as much self-examination.

It remains essential however, that each member clearly understands the goal. Teams also need a designated leader to ensure that progress is timely and that the goals are achieved.

Why teams?

So many specialty areas are needed to come together to get work/projects done.

Is it a team or a work group?

Teams used to have one leader that directed the collective work of the group. Now, more teams are cross-functional, short-lived and project-based. There is not always an appointed team leader.

The team leaders are less certain of their roles, as various team members contribute their area of expertise. The important task of team facilitation now falls to the team leader.

As you introduce the program and objectives for the day, get a sense of the group. For relaxed and confident groups, you can break participants into teams immediately and launch into the band theme. For more conservative groups, you may have to get them feeling comfortable by first conducting a more generic icebreaker, then moving into the band theme.

Introduction: Team members today barely have time to complete their work, let alone spend extra time on things such as defining a group process. This makes it even more important for individual contributors to know how to participate fully on a team right from the start.

Activity: Break participants into groups of 4-5 and ask them to think of their band name and distinguishing theme. Make the connection to developing a team identity and goal that unites them and keeps them focused on their common goals.

Next, have them establish ground rules for the day for how they, as a band, want to work together. These typically include: be on time, actively participate, respect others' opinions, disagree agreeably, etc.

Point out how these steps should be the *minimum* you take with a new team just organizing itself.

Which is it?

<ul style="list-style-type: none"> • A team is a group of individuals working together to achieve a common goal. 	<ul style="list-style-type: none"> • A work group is a group of individuals working on similar or related issues, without much (if any) interconnection of their efforts.
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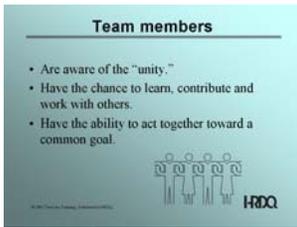


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Whenever a group of people work or play together, they form a team.

Purposes of teams:

- Solve a problem
- Improve a process
- Design or create something
- Perform one or more tasks



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.

*"Work Teams That Work," Training and Development. Anthony R. Montbello and Victor Buzzotta. March 1993, pp. 59-64.



Definition of team

In the new economy of information, work groups have heightened interdependence and the need for outside knowledge, input, and help. This means that individuals need to work together effectively to get things done.

Definition: A team is two or more people working jointly to accomplish a task(s).

In a team all members:

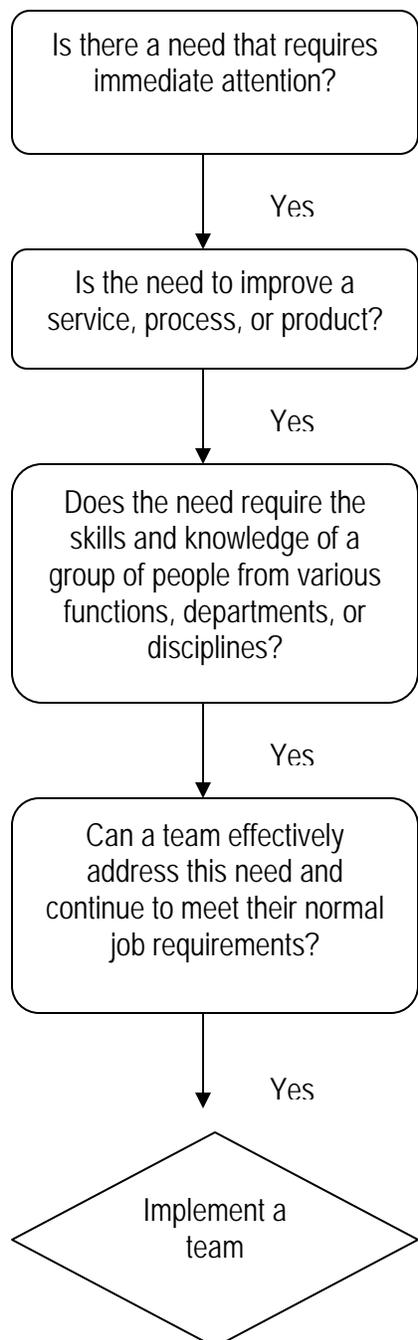
1. Are aware of the "unity" and striving to achieve the same thing together.
2. Have the chance to learn, contribute and work with others.
3. Have the ability to act together toward a common goal.

Reasons to implement

- Enhance information processing
- Increase sense of ownership and commitment to quality and output
- Improve feeling of morale
- Learn how to work together better
- Gain a broader perspective of the company's purpose and how day-to-day tasks support this purpose
- Provide solutions and ideas from the front line
- Complete projects more swiftly
- Solve problems that affect more than one area
- Anticipate problems before they arise
- Develop solutions that benefit the company as a whole
- Increase the ability of team members to solve their own problems

Is it a job for a team?

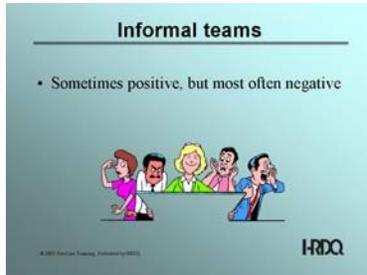
Before implementing teams, make sure that it is the best approach to the situation by asking the following questions.



Walk through this decision flow chart. Tell participants that if any of the answers to these questions are no, then teams are not the best approach.

Ask them to discuss situations when teams are not the best choice. Examples: when quick decisions are needed; when one person will decide anyway, regardless of what a team says; when the skill or knowledge is very specialized and can be handled by one person more efficiently than if that person had to teach others; or when too many people might overwhelm a customer.

Humans have an innate need to belong and be a part of something, as evidenced in Maslow's Hierarchy of needs (in which belonging is the 2nd item in the hierarchy after basics of food and water). As long as formal structure doesn't fulfill these needs, informal teams will exist.



Groups wield power by providing and withholding belonging. Groups also provide a means of developing, enhancing and confirming a person's sense of identity and self-esteem. Many work environments don't allow this, as they are depersonalized with cubicles, etc.

Informal group pressures influence and regulate individual behavior.

Goal/ideal – to have informal group norms be in line with the organization/team goals and to be positive.

Example of collective passive-aggressive behaviors: call centers with quotas or rewards for number of calls handled per shift or hour; reps learn to disconnect/hang up or reps rewarded for short call times learn to transfer calls or give bad information to get a person off the phone and end the call.

Groups also provide reality checks. For instance, if the boss makes a comment to Jane in a team meeting and Jane feels it was out of line, she can verify her perception with others. There is also power in numbers — ten people with complaints is better than one.

Informal teams

Whether teams are officially put in place or not, groups will form. It is human nature. It is better for the manager, department, or company to control the forming of groups (by establishing teams) and to provide a clear purpose and focus for each group.

In some cases, informal groups can make a positive impact. However, in other cases they can be counterproductive, such as when group behaviors undermine company goals.

Why they form

Doing a job is only one part of people's needs and offerings. There are also social and emotional needs and informal groups develop to meet these needs.

The level of influence (i.e., control) an informal group has on an individual is directly proportional to how well the group meets that individual's social and emotional needs.

The grapevine

The grapevine is an informal means of sending and receiving information. It can be gossip or factual.

The person with the information becomes the "hub."

The "hub" gets informal leadership, at least temporarily.

Physical locale plays a role, who is most accessible and has the most scoop.

Grapevine communication is faster and smoother

The "scoop" on the grapevine can change and update much faster than formal communications.