

REPORT
TEAM BUILDING RETREAT
for the program “Wastewater and Solid Waste
Management in Provincial Centers” (WWM)



Hanoi, 17-18 October 2008

Provided by
MDF Indochina Training & Consultancy
Mr Nguyen Duc Tam
Ms Pui Yee Chan

TABLE OF CONTENT

Introduction	1
1. Objectives and rationale of the retreat.....	1
1.1 General objectives	1
2. Programme, Participants and Facilitators.....	2
3. Results of the retreat	2
3.1 View on the team.....	2
3.2 Characteristics of an effective team	4
3.3 Team roles.....	5
3.4 Relationship between 5 areas of work of WWM.....	5
3.5 Team building	8
4. Retreat evaluation	10
5. Conclusion and recommendations	12
Annex 1: List of the participants	13
Annex 2: What is priority? What is the most important?.....	15
Annex 3: Getting to know each others / exchange of view on the team.....	17
Annex 4: Results of group performance about the WWM	19
Annex 5: Sharing - what did you learn in the first day?	20
Annex 6: Personal Action Plan.....	21
Annex 7: Evaluation.....	23
Annex 8: Presentation	24
Annex 9: Training Materials.....	42

Introduction

This is the report of the two-day Team building retreat organised for staff of the program “Wastewater and Solid Waste Management in Provincial Centers” (WWM) and facilitated by two facilitators from MDF Indochina Training & Consultancy. The retreat took place in Tan Da Spa Resort in Hanoi, 17-18 October 2008.

The program “Wastewater and Solid Waste Management in Provincial Centers” (WWM) is a cooperation between the German Development Bank (KfW) in charge of the financial cooperation (FC) component, and the German Technical Cooperation (GTZ) as well as the German Development Service (DED) in charge of the technical cooperation (TC) Component. The GFA Consulting Group is implementing the TC on behalf of the GTZ. The Center for International Migration (CIM) and Capacity Building International, Germany (InWEnt) are potential program partners.

Objective of the Program: The provincial service providers manage existing and newly constructed facilities cost-effectively and according to agreed plans and standard procedures (direct benefit). Better management and operation of the facilities have a positive impact on environmental conditions, reduce waste induced health risks and, therefore, contribute to poverty alleviation in the urban areas and surroundings (indirect benefit).

Objective of the First TC Phase: Wastewater companies in up to six provincial urban centers operate their existing storm water systems in accordance to agreed standards and are prepared to take over additional tasks related to the extension of the sewerage collection and treatment facilities

The Waste Water and Solid Waste Management in Provincial Centers Programme (WWM) requested MDF to formulate and facilitate a two-day Teambuilding retreat.

1. Objectives and rationale of the retreat

The retreat aims to strengthen the co-operation in the team through insights in one’s own qualities and role. The participants will receive a thorough introduction to the different team roles in a team. They will become aware of the importance of teamwork in order to be effective in achieving the objectives of the goals. During the retreat, the participants will be encouraged to apply what they have learned.

1.1 General objectives

At the end of the retreat, the participants will:

1. Practice with, and reflect on teamwork
2. Recognise their preferred team roles
3. Identify the strengths and weaknesses of their team roles;
4. Understand how personal strengths and weaknesses influences teamwork
5. Know how to apply tools to improve co-operation in a team
6. Understand how to contribute effective in a team.

The programme consists of theoretical inputs on the roles of a team, the strengths and weaknesses of each role. The participants will discuss with each other to analyse and manage conflict situations. During the retreat, they will also learn from exchange of experiences with other course participants.

Like all of MDF's training programmes, this training course will be highly interactive and participatory, stimulating self-discovery and out-of-the-box thinking and ownership by making use of role plays, questionnaires and real-life examples.

MDF's theories and tools for Teambuilding and Teamwork, enriched by relevant examples and real-life cases, will contribute to a thorough understanding and a greater applicability of the training content in the participants' real work situations and contexts.

2. Programme, Participants and Facilitators

The programme of the retreat is as follows:

Day	Period	Subject
Day 1	Morning 08.30 - 10.30 10.45 - 12.00	Introduction Introduction in Teamwork (exercise) Characteristics of an effective team
	Afternoon 13.30–15.00 15.15- 17.00	The different roles in the team Reflection on the roles of the team members Strengths and weaknesses of each team member
Day 2	Morning 08.30 - 10.30 10.45 - 12.00	Development of a team (different characteristics of each phase) Dynamics in the team
	Afternoon 13.30–15.00 15.15- 17.00	How to be more effective as a team Team action plan Personal action plan

There were 25 participants in the retreat including 6 German and 19 Vietnamese. Most of them are from Hanoi office. There were 5 from Can Tho and 2 from Bac Ninh provinces

Annex 1: List of participants

The facilitators at the retreat were Ms. Pui Yee Chan and Mr. Nguyen Duc Tam. Both are from MDF Indochina in Hanoi.

3. Results of the retreat

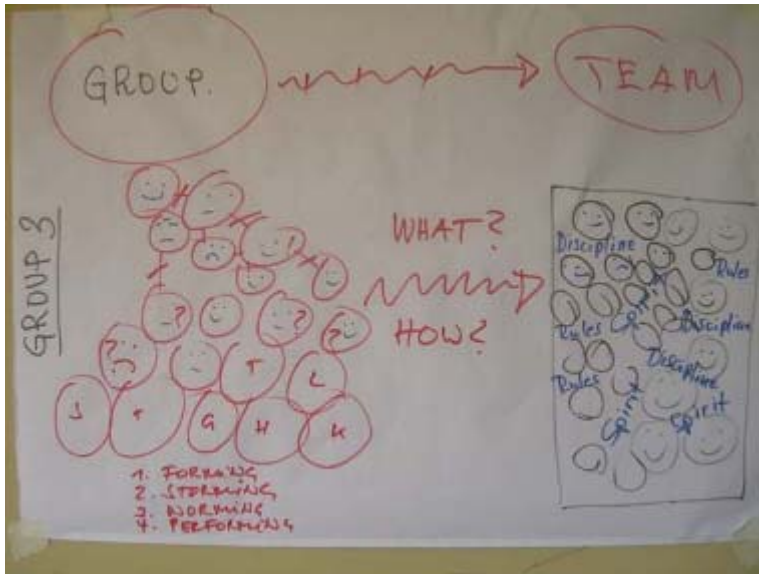
3.1 View on the team

All the participants recognised the common goal of the team and co-operation and coherence among members of the programme team. They all understood very well that the common goal of the team would be achieved only when all the team members cooperate and try their best to make contribution to it. Different metaphors were used by the participants to illustrate their view on the team.

The WWM team is like a crew to make the WWM boat move ahead.



In another point of view the WWM Team is like a fish pond where is good environment and fishes can come in and also go out.



The participants saw the process to form the WWM team as a process to make concrete from separate stones and rocks

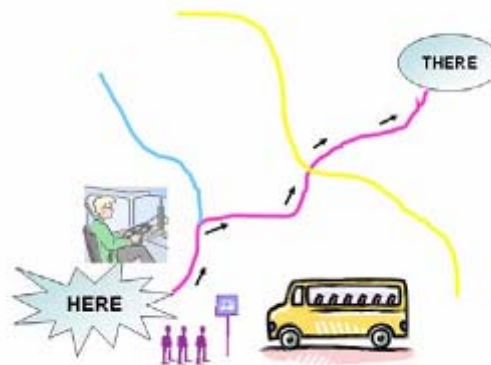
All parts of the WWM Team appear in a linkage like a wastewater treatment technological process in this picture.



3.2 Characteristics of an effective team

Through a game of ball throwing, the participants recognised some characteristics of an effective team, of which is the goal of the team. Some reference materials related to a goal was provided to the participants such as who-what-how-where-when or SMART criteria, etc. The participants had used such knowledge to discuss the programme goal of WWM as well as the objectives of Phase 1. They all agreed that well understanding of the goal can help the team to try their best to achieve it as illustrated by the facilitator

A clear goal helps the team know well where they should arrive



3.3 Team roles

A presentation and questionnaires have helped the participants understand different roles of team members. The roles include company worker, chairman/co-ordinator, shaper/creator, plant/innovator, resource investigator/networker, monitoring-evaluator/analyser, team worker and completer/finisher. Description of each role was provided by the facilitator and the participants discussed and made links with their real context.

The participants discussed the team roles. As a consequence of this discussion the participants recognised that each member of the team can play different roles in different point of time to carry out different tasks in order to achieve the goal of the team. The facilitator distributed a questionnaire about the team roles, based on a discussion with the CTA and the Programme manager, we decided to ask the participants to fill this in later, with a thorough discussion and analysis, in smaller groups.

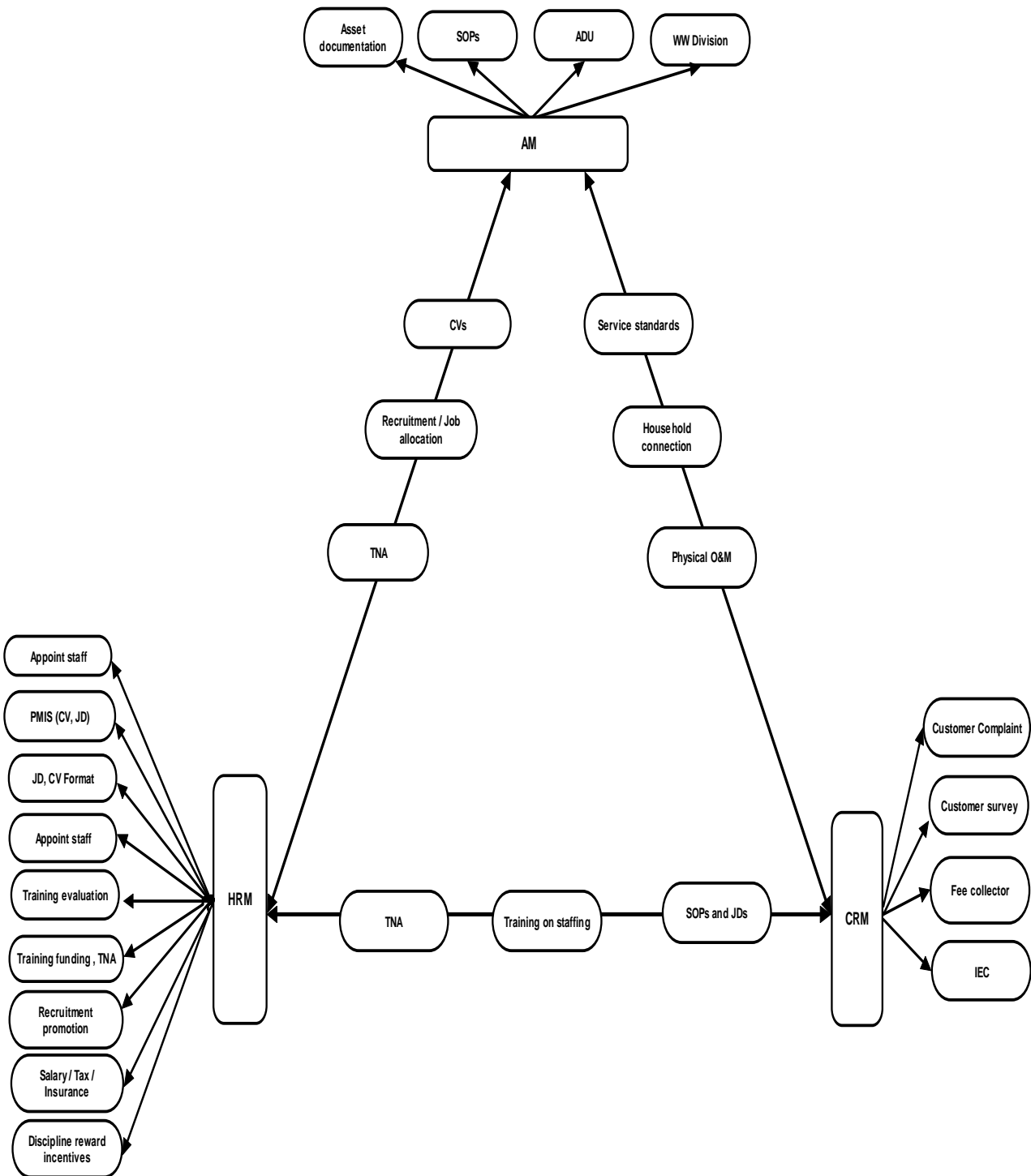
3.4 Relationship between 5 areas of work of WWM

There are 5 areas of work in the WWM programme as below:

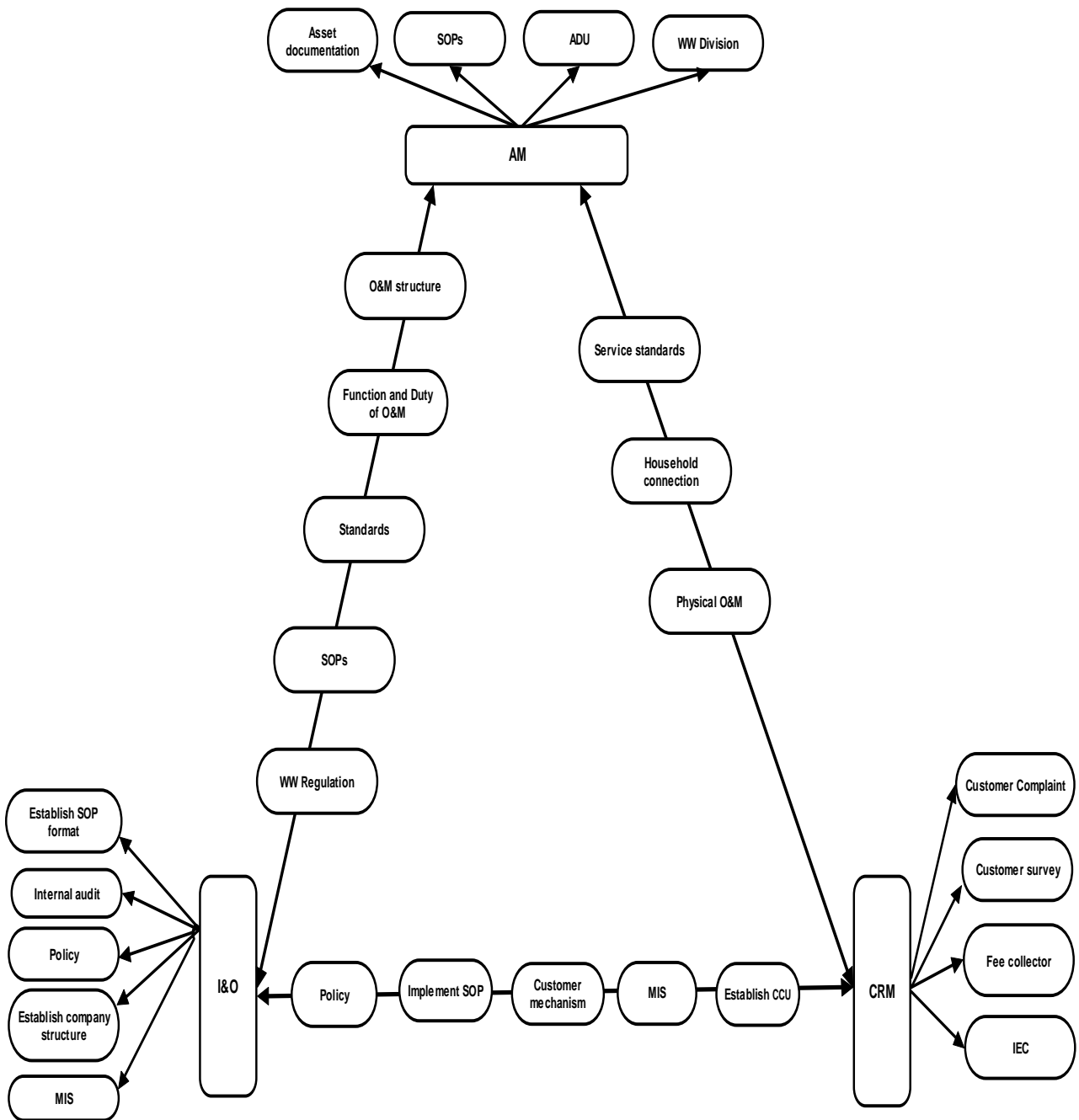
- Institutional and organisational aspects
- Financial management and tariffs
- Customer management
- Asset management
- Human Resource Management

The participants agreed that there were relationships between those 5 areas of work. The relationships include providing policies, budget, training, information sharing, performance review, template development, standards and regulations, etc. They also identified tasks to improve those relationships. The improvement most related to team building is promotion of information sharing system and co-operation mechanism. Others mentioned include the incentive system, service standards, SOPs and job description, staff appointment, etc.

Linkage of Asset Management - Human Resource Management- Customer Relation Management Aspects in the WWM project



Linkage of Asset Management - Organization and Institutional - Customer Relation Management Aspects in the WWM project



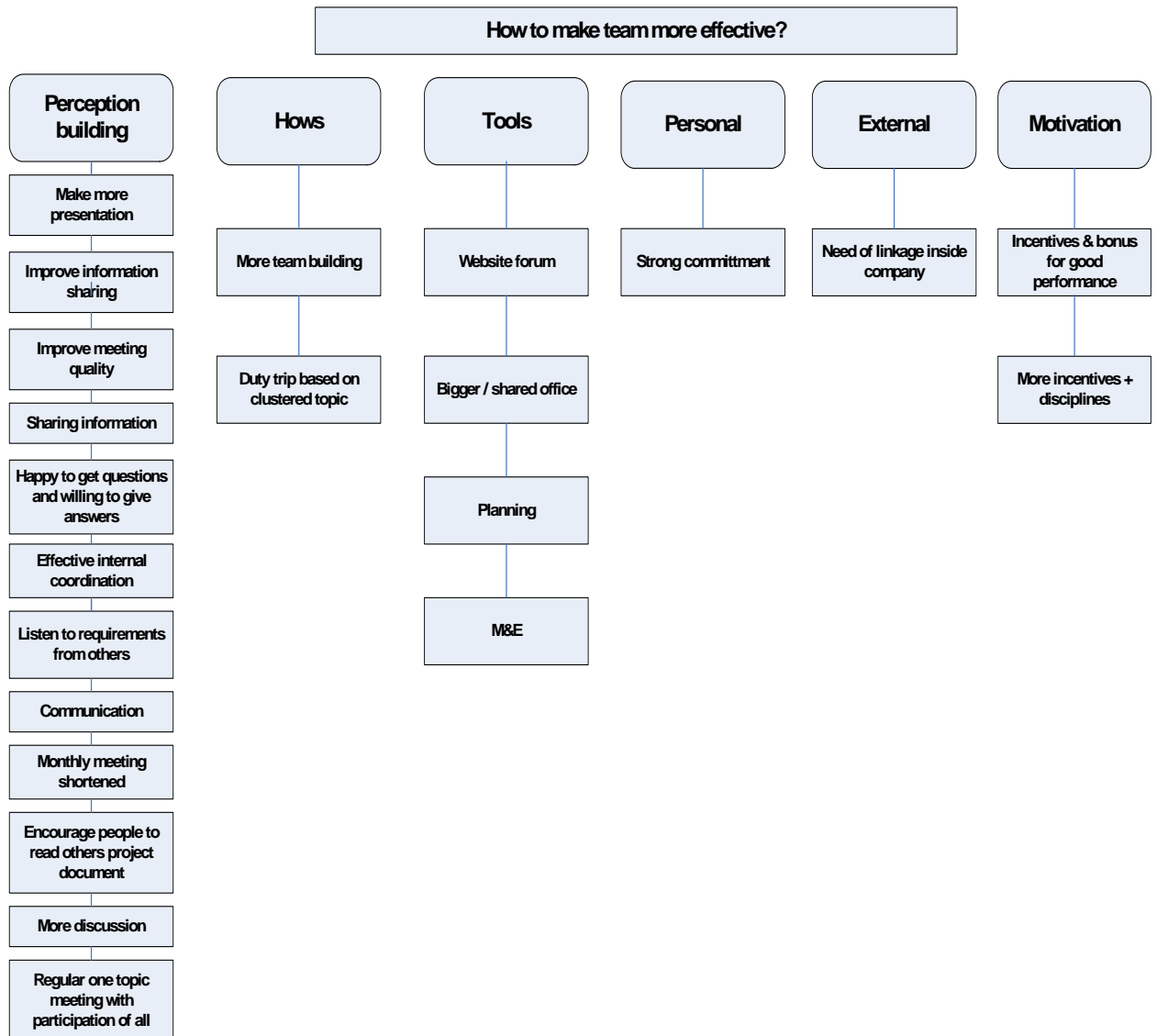
3.5 Team building

Base on theory presentation by the facilitators and experience of the WWM project, the participants identify where they are in the WWM team and what they can do to promote the team forwards to sustainable phase – Performance.

Contribution to the WWM Team in 4 phases of team development

Forming		Storming		Norming	Performance
<i>What have to do?</i>	<i>How to do?</i>	<i>What have to do?</i>	<i>How to do?</i>	<i>What can I do to help others?</i>	<i>What I do to keep this situation?</i>
Discuss Expectation	- Initiate and stimulate process of “ controlled disagreement”	- Help to solve conflict if any - We can appoint an official mediator for conflicts	Shall be selected by democratic vote	This individual is willing to move	Records of individual contribution
Give some challenges	- Inform of general rules (administrative, ect...) - Give specific TOR	I can share monitoring and planning information		Team members are open-minded	Delegation
Introduce overall project	- Information of overall project goals - Give personal acceptance and reassurance	Provide guidance for information into action	On internal meeting and via quarterly progress report	No “ Hidden” agenda	Support to each other
More entertainment activities	- Inform of the other team members’ role - Give individual guidance	Sharing experience of working in the project	- Internal meeting - Daily conversation	More “ bia hoi” party (ex: 1/week)	More outside activities
Give constructive feedback to		Coordinate individual	Verbal, Email		Concern among team member
Perspective team member and manager		Provide clear format rules	Management handbook		Incentive policies
On perspective issue by appropriate channel		Help to be more confident him/herself	Encourage their strengthen		Quarterly retreat
		Provide clear planning	Quarterly written update		
		Provide feedback on performance			
		Capacity building (PRA,)	- By training courses - Daily work/contact		
		CC of all emails to everybody			

In another section, the participants make brainstorming to define elements of improving effectivity of the WWM team. And more detailed discussion, the high priority and the most important for building effective team are determined.



Annex 2: What is priority and what is the most important?





Beside, through games, exercises and social events such as singing, camp fire, boat paddling, etc., the team co-operation has been developed. The participants enjoyed the teamwork and get to know one another better. The atmosphere was very friendly and constructive. In general, everyone wanted to make contribution to the team cause.

Annex 3: Getting to know each others / exchange of view on the team
Annex 4: Result of group performance about the WWM project

4. Retreat evaluation

By the end of the retreat the participants were requested to evaluate the retreat by smiling face in four levels: very satisfactory, satisfactory, and slightly dissatisfactory and dissatisfactory.

The evaluation results as follows:

 <p>Very satisfactory</p>	<ul style="list-style-type: none"> - Responsive, Structured, Helpful - Great atmosphere, great moderation, many useful ideas to ponder - Had a good time to see myself as a team member - Helpful for project, improving friendship, funny - Good handouts - Professional moderation interesting topic - Good facilitators, a lot of fun, I learnt a lot, good result, got to know team members - Enjoyable, effective - Good time control - Learnt new thing is effective - Good atmosphere - Have a good time together, more understanding each other
 <p>Satisfactory</p>	<ul style="list-style-type: none"> - Learnt new skills and concepts - Know more people - Sometime not very happy - Learnt some things, relax - Learnt a lot of new things, chance to met WWM members - Learnt a lot of new ways to build a good team - It's interesting and useful - Goos time with our WWM - Learn and do something - Gain something - Interesting talks - Need: outdoor game more (2x) - Some confusing concepts - Too much theory - Happy with the exercise but not very satisfied because the trainer sometimes can't control the class and some parts (theory) were not explained in detail - Need better preparation
 <p>Slightly dissatisfactory</p>	<ul style="list-style-type: none"> - To add some more outside exercise
 <p>Dissatisfactory</p>	<ul style="list-style-type: none"> - Faulty orthography in PPT's handout - Some instructions were not clear - Team building game were not interested - Not enough (sometime) English to understand well

5. Conclusion and recommendations

As shown by the evaluation the retreat has been considered successful. It has made significant contribution to the team building of the WWM. The WWM has just finished one step and need to take more steps. Therefore the success of the retreat on team building is important to get team prepared for the tasks of the second phase.

The participants of the retreat showed commitment and delivered considerable efforts. They were open to look critically at their situation and at what should be done for improvement. Active participation differed among participants whom were to be expected since participants differed considerable in the period they are involved in the project, in educational background, and in exposure to and knowledge of technical issues.

The evaluation at the end of the retreat showed that the retreat was well appreciated and successful: about more than 90% of the participants were very satisfactory and satisfactory.

Given these conclusions and regarding some observations made during the workshop, following recommendations are made:

- Team building sessions with smaller groups to analyse and discuss the practical meaning of the individual team roles.
- More team building activities with social events; the participants appreciated that they get to know each other better.
- Add coordinators to the teams to reduce the span of control for the CTA; the size of the team is large, considering that effective teams, in general, should exceed the number of around 15 team members. In a smaller team, it is easier for team member to really know each other and cooperate as an effective team.

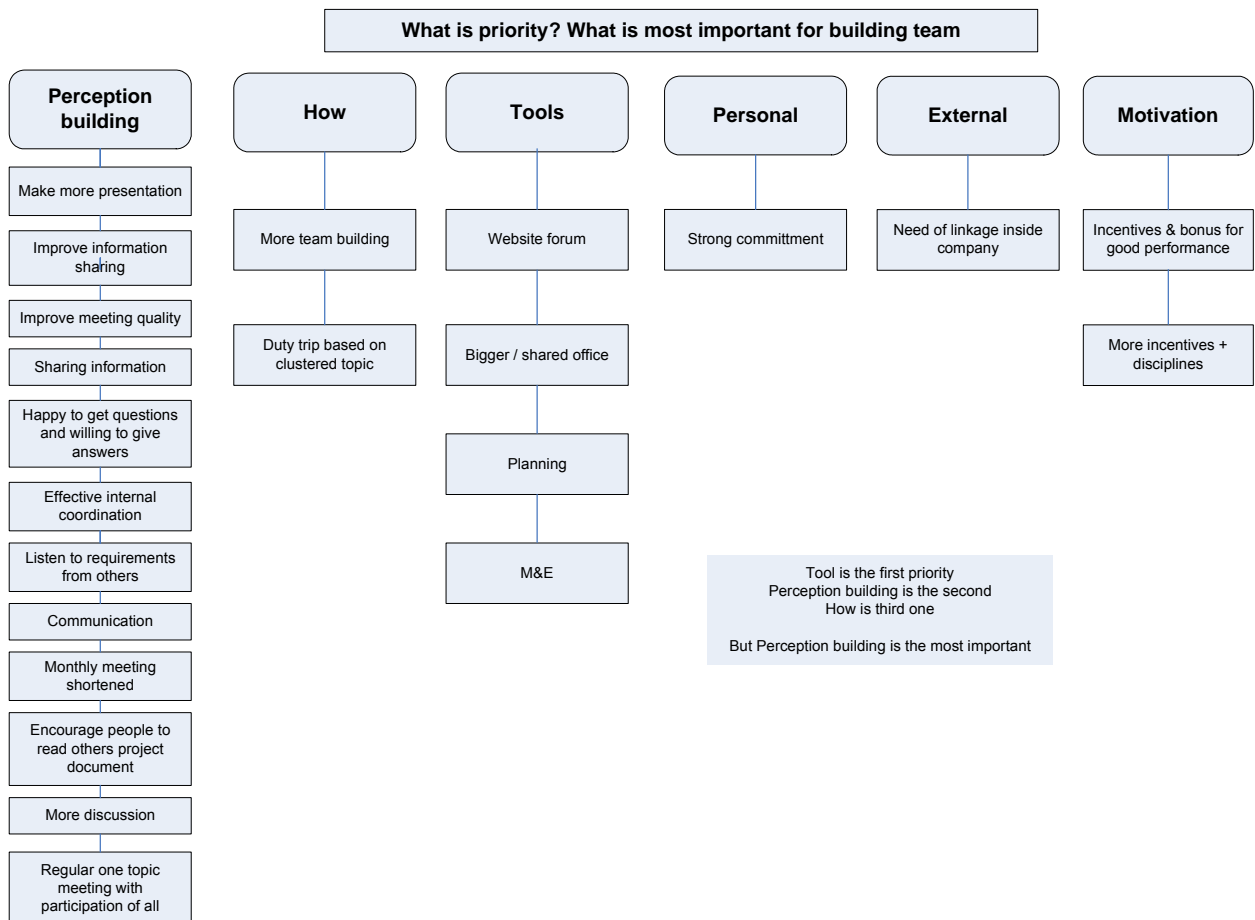
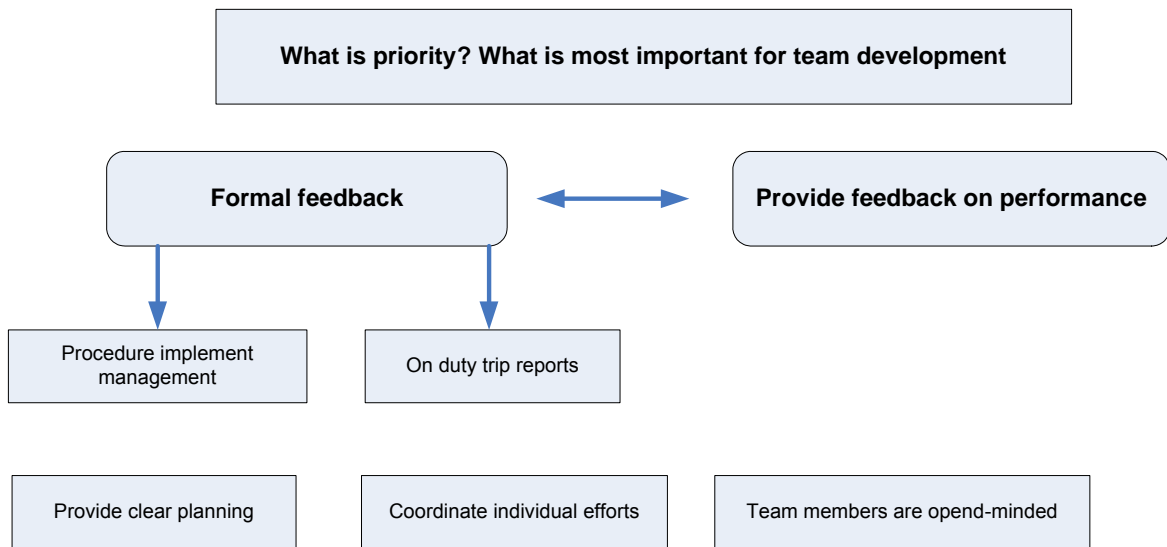
The success of the retreat is attributable to valuable effort of all the participants in general and the administrative staff in particular. The facilitators of MDF would like to express their sincere thanks to the WWM team leaders, Mr. Gottfried Roeckle, Mr. Lutz Kleeberg and all the participants. A special thank should go to Ms. Van Anh for her tireless efforts to make the retreat enjoyable and fruitful.

Annex 1: List of the participants

No.	Name		Title	Mobile	E-mail
1	Mr.	Gottfried Roelcke	Program Manager	0904 176 695	gottfried.roelcke@gtz.de
2	Mr.	Lutz Kleeberg	Chief Technical Advisor	091 500 9641	gtz-www@fpt.vn ; lutz.kleeberg@wmm-gfa.org
3	Mr.	Frank Schweizer	DED Institutional Expert	0914 601 260	f.schweizer@ded-vietnam.org
4	Mr.	Klaus Ulrich Hanuschke	DED Institutional Expert	0122 313 5263	k.hanuschke@ded-vietnam.org
5	Mr.	Christopher Scharfe	Project Management Assistant	0919 887 501	chris.scharfe@ww.-gfa.org
6	Mr.	Axel Binder	Survey Expert/ Program Manager's Assistant	0978 510021	ab@axelbinder.de
7	Mr.	Đình Đăng Minh	Institutional Expert	091 322 4984	pminhbode@yahoo.com
8	Mr.	Nguyễn Công Thành	O&M Expert		thanhwater2003@yahoo.com ; thanh.nguyen@wmm-gfa.org
9	Mr.	Trịnh Quốc Khanh	O&M Expert	098 300 7545	khanh.nguyen@wmm-gfa.org ; tqkhanh82004@yahoo.com
10	Mr.	Nguyễn Hoàng Long	GIS Expert	090 344 9511	long.nguyen@wmm-gfa.org
11	Ms.	Nguyễn Thúy Hà	Community Expert	098 284 9596	nguyenhath70@yahoo.com
12	Ms.	Nguyễn Thị NghiêM	Community Expert	0957 836 684	ntnghiem@ctu.edu.vn
13	Ms.	Lê Thị Mỹ Linh	Customer Relation Management Expert	091 300 3492	lm linh@bsneu.edu.vn ; lm linh99@yahoo.com

14	Mr.	Lê Tuyên Hồng Hải	IT Expert	090 440 6295	letuyenhonghai@vnn.vn
15	Ms.	Lê Thị Vân Anh	Office Manager - Component 2	091 446 4067	duc-www.gtz@fpt.vn ; vananh.le@wmm-gfa.org
16	Ms.	Đình Thị Nguyệt	Office Assistant HN	093 453 5058	nguyet_12a1@yahoo.com ; nguyet.d@wmm-gfa.org
17	Ms.	Bùi Thị Nhẫn	Office Assistant Hai Duong	0982 601522	nhan.bui@wmm-gfa.org
18	Ms.	Nguyễn Tiến Cử	Coordinator - North	098 786 4555	cu.nguyen@wmm-gfa.org
19	Ms.	Nguyễn Văn Thái	Office Assistant Bac Ninh	0904 589 422	vanthai0208@gmail.com
20	Ms.	Nguyễn Thị Ngọc Trân	Office Assistant Can Tho	0904 447 966	trannguyen510@yahoo.com
21	Ms.	Phùng Thị Thùy Anh	Office Manager - Component 1	0914 359 988	thuyanh.wmp@gtz-vietnam.com.vn
22	Mr.	Tiểu Đình Hòa	Translator	0914 546 910	tiuddinhoa2005@yahoo.com
23	Ms.	Vũ Thị Thu Hà	Technical Expert on Solid Waste	0914 379 074	ha.wmp@gtz-vietnam.com.vn
24	Mr.	Đoàn Quốc Việt	Local Coordinator - South	0983 336 628	doanquocviet@gmail.com
25	Ms.	Trần Hoàng Ngân	Local HRM & CRM expert)	0939 291 268	tranhoangngan@yahoo.com

Annex 2: What is priority? What is the most important?



What is priority? What is most important for effectivity of the team?

What should we do?	Priority score
Trust each other	11
Group responsibility	11
Objectives are clear to all	7
People support each other	5
Conflict is worked though	3
Learning from experiences	3
Information shared freely	2
Synergy	2
Feeling expressed openly	1
Mix of people	

Annex 3: Getting to know each others / exchange of view on the team





Annex 4: Results of group performance about the WWM

Group / Team leader	Group 1 Linh	Group 2 Klaus	Group 3 Tran
Indicator			
Use of the environment / context	8	7.5	9
Creativity	9	5.5	7.5
Team work	9	8.5	6.5
Output / Result	8	7.5	9.5

Annex 5: Sharing - what did you learn in the first day?

- Objective and goal
- What is a good goal?
- Group is different team
- Enjoy working together
- Different viewpoint on teambuilding
- Process of teambuilding
- Enjoyment create good team spirit
- Manager and team member
- Cooperative
- You need to enjoy being a team member, it will make the team more effective
- A team needs a shared goal, rule and discipline
- Reflect your role in a team/ group
- Effective Cooperation
- Orientations section for new fishes
- Goof chance expresses ourselves
- How to form a team
- Enjoyment to share information
- Goals/ objective should be clearly understood
- Sharing is caring and Caring is sharing, so caring to sharing to team to results
- Yes, I want but like to know how?
- We share many perceptions but need to make them reality
- New team members are not easily to feel as a member of a team
- Program comprises sub-teams where coherence is stronger
- New games
- Team performance
- Enjoyment
- Team work
- Know one another
- Know some games
- Getting familiar with team's member
- Team ideal more value than individual ones
- Need "what to do" before "How to do"
- Willingness for team spirit
- Elements of team work
- Team building = huge challenge
- Smart indicator
- Achievable realistic
- Sharing
- Co-learning
- Agreement
- Cooperation
- Without enjoyment no team
- Unrealistic project objective concerning time frame

Annex 6: Personal Action Plan

Discuss in pairs and write out for yourself:

- 3 personal strengths
- 2 things I like about my work
- 2 high priority topics I want to contribute to the team
- Then 3 personal action points

1. Mr. Gottfried

Personal strengths:

- Creating trustful relationship and team spirit
- Accept / appreciate different ideas
- Connect team to outside world

What	Staff requirement	Make staff trust each other	Integrate components
Why	Make team effective	Basis for “ controlled disagreement”	Tap synergizing / replica successes
How		Positive feedback re as	Bring staff together
When	Now	Soon	Soon
With whom	GTZ VN	Team member GTZ	GTZ, selected GFA staff

2. Mr. Lutz

What	Provide feedback	Support development of “ Group Responsibility”
Why	Improve motivation	Priority need
How	Respond DTR and behavior	Talk less and ask more
When	After DTR submitted from time to time	Next Monday
With whom	With all	With all

3. Mr. Chris

What	Group responsibility	Forster information sharing
Why	Sometimes lacking	Many are uniformed about other’s work
How	Encourage people from case to case	Implement information sharing SOP (eg: email to all)
When	Always	Before Tet
With whom	All	Long

4. Mr. Axel

What	Contribute to knowledge exchange	Harmonize WWM and WMP
Why	Very important for program's success	More effectivity More efficiency
How	Good question	Close collaboration
When	Urgently	December
With whom	Team	GTZ – Lutz





5. Others

- Employing of English speaking Assistant
- Meeting with 2 candidates and introducing them to the director
- Better communication
- Next month

- Joining of office sport
- With office staff
- Getting to know each other losing a few KG

- Keep close contact regularly with all WWM members to get more understanding
- Willing to receive feedback from other members
- Coordinate and follow up feedback from WWM members

Annex 7: Evaluation

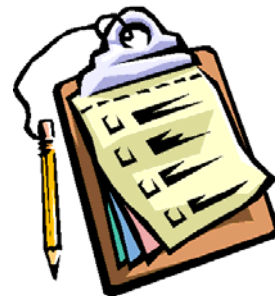
Aspects	Very dissatisfactory 	Slightly dissatisfactory 	Satisfactory 	Very dissatisfactory 
Topics in WS		1	10	4
Own voice heard			11	5
Facilitators			9	7
Results		2	9	5
Methodology			9	8
Trust/confidence in future (2007)		2	10	4
Total score		5	58	33

Annex 8: Presentation



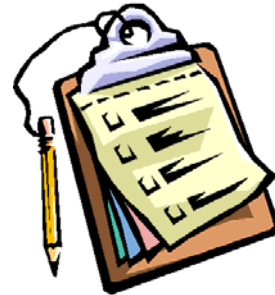
Goal should be clear

- Who ?
- What ?
- How ?
- Where ?
- When ?
- How to verify ?



Goal should be clear

- Who ?
- What ?
- How ?
- Where ?
- When ?
- How to verify ?



Not too easy nor too difficult

- Too easy: Not motivate people
Eg: No flooding with rains less than 30mm
- Too difficult: Demotivate, unrealistic
Eg: meet EU standards
- Challenging:



SMART criteria

- Specific
- Measurable
- *Achievable*
- *Realistic*
- *Time bound*



Programme objectives

The provincial service providers manage existing and newly constructed facilities cost-effectively and according to agreed plans and standard procedures (*direct benefit*). Better management and operation of the facilities have a positive impact on environmental conditions, reduce waste induced health risks and, therefore, contribute to poverty alleviation in the urban areas and surroundings (*indirect benefit*).



Objective of the First TC Phase

Wastewater companies in up to six provincial urban centers operate their existing storm water systems in accordance to agreed standards and are prepared to take over additional tasks related to the extension of the sewerage collection and treatment facilities.



Welcome



Team retreat

17 – 18 October 2008

Wastewater and Solid Waste Management in
Provincial Centers



Content

1. Programme team retreat
2. Team exercises
3. Effective teams
4. Building effective teams: team roles
5. Development of a team



Programme

- Team exercises: Getting to know each other, exchanges of views on the team
- Discussion: Effective teams
- Team roles: What are our contribution to the team? What are our strengths? (questionnaire and exercise)
- Areas we are working in and the inter-connections
- Development of a team in stages
- Making action plans



Team exercise (1)

- Make a drawing that express how you see the team of the programme Wastewater and Solid Waste Management in Provincial Centers.
 - Make 4 groups (of 5 persons)
 - Discuss (max 20 mins)
 - Make a drawing (max 5 mins)
 - After 25 mins: present the drawing of your group to others.



Team exercise (2)

- Discuss / share in your group: **what** or **who** are you in the drawing?
 - Discuss (max 15 mins)
 - Each person present this idea / feeling in **one minute**



Effective teams

Group versus team



Group versus Team

Often, there is confusion between what exactly is a **group** and what is a **team**.

- Whilst groups sometimes can achieve success, they may not be as *effective* as people working as a team
- People believe that groups will, in time, automatically become teams; sadly, this is not the case.
- Most of our time is spent in groups at work, at home and in our leisure time, as opposed to teams in the true sense of the work.

The differences between the two are subtle yet significant



A group is

In groups:

- People work together
- Feelings aren't part of work
- Goals / objectives are either personal or unclear



A Team is

A Team is a:

- number of people who co-operate in such a way that it achieves *more than the sum total of the individuals' achievements*
- group of people *committed to achieving common objectives*, who work well together and enjoy doing so, and who produce high quality results



Effective teams

In effective teams:

- People trust each other
- Feelings are expressed openly
- Conflict is worked through
- People support one another
- Information is shared freely
- Objectives are clear to all (objectives are attractive or committed)
- A mix of people who contribute in different but complementary ways
- People achieve synergy: the team produces more than the sum of its individual parts
- People learn from experiences (successes and failures) by reviewing processes, they improve their performance
- If someone makes a mistake, we all feel responsible to fix it / solve problems



Team: difficulties

Difficulties facing teams:

- **No role models** (what, how?)
- **No performance measurement** (results?)
- **Organisation recognise individuals, not teams** (appraisal, reward)
- **Organisation culture doesn't encourage co-operation** (structure, culture)
- **The size: team is too big** (span of control, internal communication)



Building effective teams

Team roles



Team roles

- Shaper / creator



- + Keen to achieve tasks
- + Action oriented, energetic
- + Dynamic, willpower
- + Makes things happen

- Impatient



Team roles

What about...
Let's go
underneath
that...

- Plant / innovator



- + Creative thinker
- + Intelligent (but introvert)
- + Searching new ideas
- + Serious minded
- + Future oriented

- May withdraw if own ideas are criticised or ignored



Team roles

What a great idea...
I know someone
who..

- Resource investigator / networker



- + Relaxed and sociable
- + Uses contacts and enthusiasm to bring ideas
- + Enjoys pressure
- + Preserves team from losing touch with the outside world

- May spend too much time on interesting but not central issues
- May not follow up tasks

- Monitor – Evaluator / Analyser



*The problem with...
We have to watch
out for...*

- + Good judgement
- + Gives measured analysis
- + Own feelings are unlikely to cloud judgement
- + Can handle a large volume of complex data
- Slows down the process

*This is useful, we
agreed on this; we can
certainly do this within
the budget / time*

Company worker



- + Practical organiser
- + Disciplined approach
- + Not easily discouraged
- + Trust colleagues
- + Turn decisions into manageable tasks
- Not responsive to unproven ideas
- Not flexible

Team roles

- Completer – finisher / caretaker



+
Meticulous (detailed)
Checks details and finishes
Meet deadlines;
communicate urgency to others

-
May get stuck in details

Let me check, we'll never be able to...unless..

Team roles

- Co-ordinator / chairman



+
Clarifies objectives and agenda
Social leader: know strengths of people in the team
Controlled and outgoing
Tends to ask questions rather than propose
Good communicator and listener

-
Not very creative, average intelligent

Let's do this first and then...
To summarise, the main points are...
Perhaps you could... then she can...

- Team worker (group worker)



*Joe – I think we should listen to Harry..
No need to fight about..*

+
Likeable and popular
Cement of the team
Encourage others, good listener
Mediator
Sensitive; aware of individuals needs

-
Indecisive at moments of crisis



Development of a team

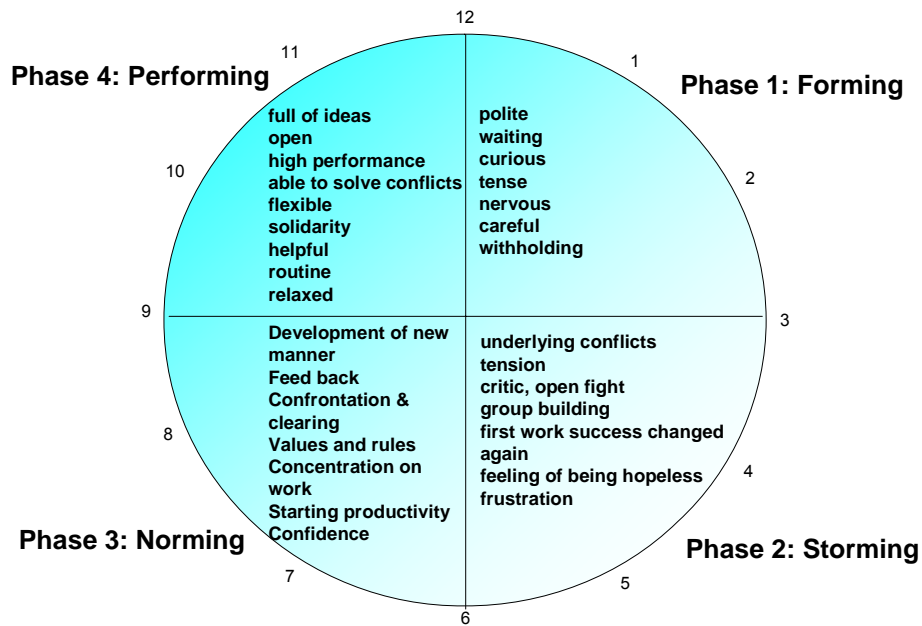


4 phases of team development

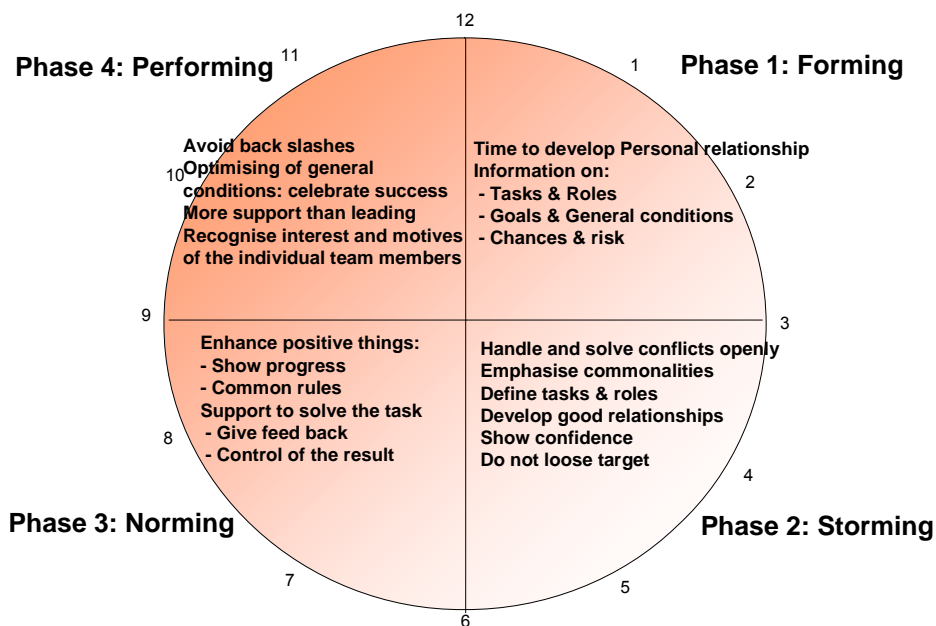
1. Forming:
 - the group gets together for the first time and formal rules / methods of working have to be established
2. Storming:
 - After the relatively polite forming stage, members grow in confidence and an amount of in-fighting is likely.
 - For the group to grow, these issues must be worked through, negotiated and resolved in a way that's productive to the individual, group and organization. Critical period for the group and the leader.
3. Norming:
 - Now the group moves on to establish norms in the form of systems and procedures, i.e. how it should work and basis for decision making. This process is often helped by the need and pressures to produce result. The very act of teams having to organize themselves can mean that work issues are confronted and skills levels of team members are identified.
4. Performing:
 - the group becomes far more of a cohesive unit and starts to perform as an effective team



Team characteristics in 4 phases



What a team needs per phase





Laws of group dynamics

- Only after the hierarchy in a group is cleared it is possible to work constructive.
- If there is from the beginning on a high acceptance and respect in a group it will be easy to develop a hierarchy.
- If there is no acceptance and respect it will come to more or less open fight mainly on proceeding and processes
- The goal of the fights is to get as many persons as possible on your side.
- Big groups can split because of this.



Laws of group dynamics (2)

- There are strong and weak roles in group dynamic. Dominant personalities will always try to occupy strong positions in a team. Less dominant persons are much easier to integrate.
- The processes will happen one level under the group leader. The group leader is normally excluded from the process.
- Group dynamic processes are always happening when a group is newly constituted or if the group / tasks are changed.
- An authoritarian group leader can only suppress this process for a short period.

Annex 9: Training Materials

**Team retreat Wastewater and Solid
Waste Management
in Provincial Centers**

*Organised by
MDF Indochina
Training & Consultancy*

Vietnam, 17 – 18 October 2008

Programme WWM Team Retreat 17 – 18 October 2008

Day	Time	Subject
Day 1	08.30 – 10.30	<p>Welcome</p> <p>Introduction of the objectives and programme</p> <p>Viewpoint on the team and its team members:</p> <ul style="list-style-type: none"> • Perspectives on the WWM team: discussion and exercise • The individuals in a team: discussion and exercise • Relationship between perspective on individual and team • Summary of the analyses / conclusions
	10.30 – 10.45	Break
	10.45 – 12.00	<p>Effective teams: characteristics, in theory and practise:</p> <ul style="list-style-type: none"> • Characteristics of an effective team: exercise and reflection • Group versus teams: reflection on: what is a team? • Objectives of the WWM project / organisation: exercise and reflection • Relationship between individual and project objectives: discussion • Summary / conclusions
	12.00 – 13.30	Lunch
	13.30 – 15.15	<p>Team roles:</p> <ul style="list-style-type: none"> • The different roles in the team: exercise and reflection • Reflection on the roles of the team members: questionnaire • Strengths and weaknesses of each team member: discussion
	15.15 – 15.30	Break
	15.30 – 17.00	<p>Team roles and project objectives:</p> <ul style="list-style-type: none"> • How to match the objectives of the WWM project and the strengths of each team member? Discussion / brainstorm <p>Conclusions of day 1</p>
Day 2	08.30 – 10.30	<p>WWM in five areas of work</p> <ul style="list-style-type: none"> • Relationship between the areas of work: discussion • What is needed in the field of links between the areas? • How can the team members contribute?
	10.30 – 10.45	Break
	10.45 – 12.00	<p>Team development and dynamics:</p> <ul style="list-style-type: none"> • Different characteristics of each phase: reflection • How to steer a team in its development
	12.00 – 13.30	Lunch
	13.30 – 15.15	<p>Effective teams: putting into practise</p> <ul style="list-style-type: none"> • How to be more effective as a team: brainstorm • Team action plan
	15.15 – 16.30	<p>Personal action plan</p> <ul style="list-style-type: none"> • How to use personal strenghts in teamwork and co-ordination <p>Sharing action points at individual and team level.</p> <p>Closing: exercise and reflection.</p>

The Discipline of Teams

1. Introduction

There is a basic discipline that makes teams work. In addition, teams and good performance are inseparable; you cannot have one without the other. Yet, people use the word team so loosely that it gets in the way of learning and applying the discipline that leads to good performance. For managers to make better decisions about whether, when, or how to encourage and use teams it is important to be more precise about what a team is and what it is not.

Most executives advocate teamwork and they should. Teamwork represents a set of values that encourages listening and responding constructively to views expressed by others, giving others the benefit of the doubt, providing support, and recognising the interests and achievements of others. Such values help teams perform and they also promote individual performance and the performance of an entire organisation. But teamwork values by themselves are not exclusive to teams, nor are they enough to ensure team performance.

Nor is a team just any group working together. Committees, councils, and task forces are not necessarily teams. Groups do not become teams simply because that is what someone calls them. The entire work force of any large and complex organisation is never a team, but think about how often that platitude is used.

2.1 Teams or working groups

To understand how teams deliver extra performance, we must distinguish between teams and other forms of working groups. This distinction is about performance results. A working group's performance is a function of what its members do as individuals. A team's performance includes both individual results and what we call 'collective work products'. A collective work product is what two or more members work on together, such as interviews, surveys, or experiments. A collective work product reflects the real contribution of team members.

Working groups are both prevalent and effective in large organisations where individual accountability is most important. The best working groups come together to share information, perspectives, and insights; to make decisions that help each person to do his or her job better; and to reinforce individual performance standards.

But the focus is always on individual goals and accountability. Working group members do not take responsibility for results other than their own, nor do they try to develop incremental performance contributions requiring the combined work of two or more members.

Teams differ fundamentally from working groups because they require both individual and mutual accountability. Teams rely on more than group discussion, debate, and decision; they rely on more than sharing information and best practice performance standards.

2.2 Incremental working results/ synergy

Teams produce discrete work products through the joint contributions of their members. This is what makes it possible to reach performance levels that are higher than the sum of all the individual bests of team members. Simply stated, a team is more than the sum of its parts.

NOT ALL GROUPS ARE TEAMS: HOW TO TELL THE DIFFERENCE	
<p>Working Group</p> <ul style="list-style-type: none"> - Strong, clearly focused leader - Individual accountability - The group's purpose is the same as the broader organisational mission - Individual work products - Runs efficient meetings - Measures its effectiveness indirectly by its influence on others (e.g., financial performance of the business) - Discusses, decides, and delegates 	<p>Team</p> <ul style="list-style-type: none"> - Shared leadership roles - Individual and mutual accountability - Specific team purpose that the team itself delivers - Collective work products - Encourages open-ended discussion and active problem solving products - Discusses, decides, and does real work together

2.3 Size of the team

Virtually all effective teams range between two and twenty-five people. A large number of people, say fifty or more, can theoretically become a team, but groups of such size are more likely to break into sub teams rather than function as a single unit. Large numbers of people have trouble interacting constructively as a group, much less doing real work together. Ten people are far more likely to work through their individual, functional, and hierarchical differences toward a common plan and to hold themselves jointly accountable for the results than a group of fifty persons.

Large groups also face logistical problems, such as finding enough physical space or time to meet. They also have more complex constraints, like crowd or herd behaviour, which prevents the intense sharing of points of view required to build a team. As a result, when they try to develop a common purpose, they usually produce only superficial missions and well meant intentions that cannot be translated into concrete objectives. They tend to fairly quickly reach the point that meetings become an obligation. People will become uncertain of the purpose of the meeting other than the purpose of getting along better. Anyone who has been through one of these exercises knows how frustrating it can be. This kind of failure tends to foster cynicism, which will get in the way of future team efforts.

3. Teams

The first step in developing a disciplined approach to team management is to think about teams as discrete units of performance and not just as positive sets of values. Having observed and worked with scores of teams in action, both successes and failures, we offer the following. Think of it as a working definition or, better still, an essential discipline that real teams share: ‘A team is a small number of people with complementary skills who are committed to a common purpose, set performance goals and an approach for which they hold themselves mutually accountable’.

3.1. Common meaningful purpose

The essence of a team is commitment: without it groups perform as individuals, with it they become a powerful unit of collective performance. Commitment requires a purpose in which team members can believe. Whether the purpose is to ‘transform the contributions of suppliers into the satisfaction of customers’, to ‘make our company one we can be proud of again’, or to ‘prove that all children can learn’, credible team purposes have an element related to winning, being first, revolutionising, or being on the cutting edge.

Teams develop direction, momentum, and commitment by working towards a meaningful purpose. However, building ownership and commitment is not incompatible with giving initial direction from outside the team. The often-asserted assumption that a team cannot own its purpose unless management leaves it alone actually confuses more potential teams than it helps. In fact, it is the exceptional case, for example in entrepreneurial situations, when a team creates a purpose entirely on its own. Most successful teams shape their purposes in response to a demand or opportunity put on their path, usually by higher management. This way, higher management can help to get the team started by giving it a broad outline of the company's performance expectation. Management is responsible for clarifying the charter, rationale, and performance challenge for the team, but management must also leave enough flexibility for the team to develop commitment around its own understanding of the task at hand, its purpose, set of specific goals, timing, and approach.

The best teams invest a tremendous amount of time and effort exploring, shaping, and agreeing on a purpose that belongs to them both collectively and individually. This ‘purposing’ activity continues throughout the life of the team. In contrast, failing teams rarely develop a common purpose. For whatever reason - an insufficient focus on performance, lack of effort, poor leadership - they do not embrace a shared challenging aspiration. The best teams also translate their common purpose into specific performance goals, such as reducing the reject rate from suppliers by fifty percent or increasing the math scores of graduates from forty percent to ninety-five percent. Indeed, if a team fails to establish specific performance goals or if those goals do not relate directly to the team's overall purpose, team members become confused, pull apart, and revert to mediocre performance. Transforming broad directives into specific and measurable performance goals is the surest first step for a team trying to shape a purpose meaningful for its members. Specific goals, such as getting a new product on the market in less than half the normal time, responding to all customers within twenty-four hours, or achieving a zero-effect rate while simultaneously cutting costs by forty percent all provide firm footholds for teams.

There are good reasons to develop specific performance goals:

- Specific team performance goals help to define a set of work products that are different from both the organisation's and the individual's objectives. As a result, such work products require the collective efforts from the team members to make something specific happen that adds real value to results. Team performance is not sustain by only having a meeting once in while to take decisions.
- The specificity of performance objectives facilitates clear communication and constructive conflict within the team. When goals are clear, discussions can focus on how to pursue them or whether to change them. When goals are ambiguous or non-existent, such discussions are far less productive.
- The attainability of specific (sub) goals helps teams maintain their focus on getting results. As the team can measure its progress against each of these specific objectives, it knows where it stands throughout the process: either it has achieved its goals or it has not.
- As Outward Bound and other team building programs illustrate, specific objectives have a levelling effect on team behaviour.
- When a small group of people challenges itself to get over a wall or to reduce cycle time by fifty percent, their respective titles, perks and other stripes fade into the background. The teams that succeeds, evaluates what and how each individual can best contribute to the team's goal and, more important, do so in terms of the performance objective itself rather than a person's status or personality.
- Specific goals allow a team to achieve small wins as it pursues its broader purpose. These small wins are invaluable to building commitment and overcoming the inevitable obstacles that get in the way of a long-term purpose.
- Performance goals are compelling. They are symbols of accomplishment that motivate and energise. They challenge the people in a team to commit themselves, as a team, to make a difference. Drama, urgency, and a healthy fear of failure together motivate teams that have their collective eye on a challenging, but attainable, goal. Nobody but the team can make it happen. It is their challenge.

The combination of purpose and specific goals is essential to performance. One depends on the other to remain relevant and vital. The clear performance goals help a team to keep track of progress and to hold itself accountable. The broader, even nobler, aspirations of a team's purpose supply both meaning and emotional energy.

3.2. Personal development and complementary skills

In addition to finding the right size, teams must develop the right mix of skills, that is, each of the complementary skills necessary to do the team's job. As obvious as it sounds, it is commonly failing in potential teams. Skill requirements fall into three fairly self-evident categories:

- Technical or functional expertise. It would make little sense for a group of doctors to litigate an employment discrimination case in a court of law. Yet teams of doctors and lawyers often try medical malpractice or personal injury cases. Similarly, product-development groups that include only marketers or engineers are less likely to succeed than those with the complementary skills of both.
- Problem-solving and decision-making skills. Teams must be able to identify the problems and opportunities they face, evaluate the options they have for moving forward, and then make necessary trade-off and decisions about how to proceed. Most teams need some members with these skills to begin with, although many will develop them best on the job.
- Interpersonal skills. Common understanding and purpose cannot arise without effective communication and constructive conflict, which in turn depend on interpersonal skills. These include risk taking, helpful criticism, objectivity, active listening, giving the benefit of the doubt, and recognising the interests and achievements of others.

Obviously, a team cannot get started without some minimum of complementary skills, specially technical and functional ones. Still, think about how often you have been part of a team whose members were chosen primarily on the basis of personal capabilities or formal position in the organisation, and in which the skill mix of its members was not given much thought.

It is equally common to overemphasise skills in team selection. Yet in all the successful teams we have encountered, not one had all the needed skills at the outset. In fact, we discovered that teams are powerful vehicles for developing the skills of different team members, so in the end all skills needed to meet the team's performance challenge are present. Accordingly, team member selection ought to be based on skill potential as much as on skills already proven.

3.3. Common working approach

Effective teams develop strong commitment to a common approach, that is, to how they will work together to accomplish their purpose. Team members must agree on who will do particular jobs, how schedules will be set and adhered to, what skills need to be developed, how continuing membership in the team is to be earned, and how the group will make and modify decisions. This element of commitment is as important to team performance as is the team's commitment to its purpose and goals.

Agreeing on the specifics of work and how they fit together to integrate individual skills and advance team performance lies at the heart of shaping a common approach. It is perhaps self-evident that an approach in which all the real work is delegated to a few members (or staff outsiders), and thus relies on reviews and meetings for its only 'work together' aspects, cannot sustain a real team. Every member of a successful team does an equivalent amount of real work. All members, including the team leader, contribute in concrete ways to the team's work product. This is a very important element of the emotional logic that drives team performance.

When individuals approach a team situation, especially in a business setting, each has pre-existing job assignments as well as strengths and weaknesses reflecting a variety of

backgrounds, talents, personalities, and prejudices. Only through the mutual discovery and understanding of how to apply all its human resources to a common purpose can a team develop and agree on the best approach to achieve its goals.

At the heart of such long and, at times, difficult interactions lies a commitment-building process in which the team candidly explores who is best suited to each task as well as how individual roles will come together. In effect, the team establishes a social contract among members that relates to their purpose and guides and obligates how they must work together.

3.4 Accountability

No group ever becomes a team until it can hold itself accountable as a team. Like common purpose and approach, mutual accountability is a stiff test. Think, for example, about the subtle but critical difference between ‘the boss holds me accountable’ and ‘we hold ourselves accountable’. The first case can lead to the second, but without the second, there can be no team. At its core, team accountability is about the sincere promises we make to ourselves and to others, promises that underpin two critical aspects of effective teams: commitment and trust. Most of us enter a potential team situation cautiously because ingrained individualism and experience discourage us from putting our fates in the hands of others or accepting responsibility for others. Teams do not succeed by ignoring or wishing away such behaviour.

Mutual accountability cannot be coerced any more than people can be made to trust one another. But when a team shares a common purpose, goals, and approach, mutual accountability grows naturally. Accountability arises from and reinforces the time, energy, and action invested in figuring out what the team is trying to accomplish and how best to achieve this. When people work together toward a common objective, trust and commitment follow. Consequently, teams enjoying a strong common purpose and approach inevitably hold themselves responsible, both as individuals and as a team, for the team's performance. This sense of mutual accountability also produces the rich rewards of mutual achievement in which all members share. What we heard over and over from members of effective teams is that they found the experience energising and motivating in ways that their ‘normal’ jobs never could match.

On the other hand, groups established primarily for the sake of becoming team or for job enhancement, communication, organisational effectiveness or excellence rarely become effective teams, as demonstrated by the bad feelings left in many companies after experimenting with quality circles that never translated ‘quality’ into specific goals. The process of discussing goals and approaches gives team members a clear choice, only when appropriate performance goals are set: they can disagree with a goal and the path that the team selects and opt out, or they can pitch in and become accountable with and to their team mates.

4. Conclusion

We believe that teams will become the primary unit of performance in high performance organisations. This does not mean that teams will crowd out individual opportunity or become a new form of fixed hierarchy and process. Rather, teams will enhance existing structures without replacing them. A team opportunity exists where hierarchy or organisational boundaries inhibit the skills and perspectives needed for optimal results.

Thus, innovation requires preserving functional excellence through structures while eradicating functional bias through teams.

Frontline productivity requires preserving direction and guidance through hierarchy, while drawing on energy and flexibility through self-managing teams.

We are convinced that every organisation faces specific performance challenges for which teams are the most practical and powerful vehicle at the top management's disposal. The critical role for senior managers, therefore, is to worry about general performance and the kinds of teams that can deliver it. This means that top management must recognise a team's unique potential to deliver results, deploy teams strategically when they are the best tool for the job, and foster the basic discipline of teams that will make them effective. By doing so, top management created the kind of environment that enables team as well as individual and organisational performance.

BUILDING TEAM PERFORMANCE

Although there is no guaranteed how-to recipe for building team performance, we observed a number of approaches shared by many successful teams.

Establish urgency, demanding performance standards and direction. All team members need to believe the team has urgent and worthwhile purposes, and they should know what the expectations are. Indeed, the more urgent and meaningful the rationale, the more likely it is that the team will live up to its performance potential, as was the case for a customer service team that was told that further growth for the entire company would be impossible without major improvements in that area. Teams work best in a compelling context. That is why companies with strong performance ethics usually form teams.

Select members for skill and skill potential, not personality. No team succeeds without all the skills needed to meet its purpose and performance goals. Yet most teams figure out the skills they will need after they are formed. The wise manager will choose people both for their existing skills and their potential to improve existing skills and learn new ones.

Set and seize upon a few immediate performance oriented tasks and goals. Most effective teams trace their advancement to key performance-oriented events. Such events can be set in motion by immediately establishing a few challenging goals that can be reached early on. There is no such thing as a real team without performance results, so the sooner such results occur, the sooner the team consolidates.

Challenge the group regularly with fresh facts and information. New information causes a team to redefine and enrich its understanding of the performance challenge, thereby helping the team shape a common purpose, set clearer goals, and improve its common approach. A plant quality improvement team knew the cost of poor quality was high, but it was not until they researched the different types of defects and put a price tag on each one that they knew where to go next. Conversely, teams err when they assume that all the information needed exists in the collective experience and knowledge of their members.

Spend lots of time together. Common sense tells us that team members must spend a lot of time together, scheduled and unscheduled, especially in the beginning.

Indeed, creative insights as well as personal bonding require impromptu and casual interaction just as much as analysing spreadsheets and interviewing customers. Busy managers too often intentionally minimise the time they spend together. The successful teams we have observed all allowed themselves the time to learn to be a team. This time need not always be spent together physically, electronic. Fax, e-mail and phone time can also count as time spent together.

Exploit the power of positive feedback, recognition, and reward. Positive reinforcement works in a team as it does elsewhere. 'Giving out gold star' helps shape new behaviour critical to team performance. If people in the group, for example, are alert to tribute, they can give the honest positive reinforcement that encourages continued contributions. There are many ways to recognise and reward team performance beyond direct compensation, from having a senior executive speak directly to the team about the urgency of its mission to using awards to recognise contributions. Ultimately, however, the satisfaction shared by a team in its own performance becomes the most cherished reward.

Pay particular attention to first meetings and actions. First impressions always mean a great deal. When potential teams first gather, everyone monitors the signals given by others to confirm, suspend, or dispel assumptions and concerns. They pay particular attention to those in authority: the team leader and any executives who set up, oversee, or otherwise influence the team. As always, what such leaders do is more important than what they say. If a senior executive leaves the team kick-off to take a phone call ten minutes after the session has begun and he never returns, people get the message.

Set some clear rules of behaviour. All effective teams develop rules of conduct at the outset to help them achieve their purpose and performance goals. The most critical basic rules pertain to attendance (for example, 'no interruptions to take phone calls'), discussion ('no sacred cows') confidentiality ('the only things to leave this room are what we agree on'), analytic approach ('facts are friendly'), end-product orientation ('everyone gets assignments and does them'), constructive confrontation ('no finger pointing'), and, often the most important, contributions ('everyone does real work').

Analysing your team: Reflection form

1. How satisfied are you with the result of the teamwork, content-wise and process-wise? And why?

2. What were the main steps (in chronological order) the team undertook?

3. What are two things that went right and two things that could have gone better?

4. Did the team have a purpose / a common goal? Which and why? Did you consider the goal meaningful?

5. Do you feel the team had a shared working approach? Which and how?

1. Did you, as a team, divide the tasks? If so, did it work out? What was the effect?

2. What was your role in the team?

What were roles of the other team members? What effect did this have on the team?

Which roles were not filled in by any of the team members? What effect did this have on the team?

Team Role Questionnaire

Belbin Self- Perception Inventory

Directions

For each question (1 to 7), distribute TEN points among the sentences a to h you think best describe your behaviour. These points may be distributed amongst several sentences: in extreme cases, they might be all allocated to one sentence. After completion, enter your points in the table on the Scoring Sheet.

1. WHAT I BELIEVE I CAN CONTRIBUTE TO A TEAM:

- a. I think I can quickly see and take advantage of new opportunities
- b. I can work well with a very wide range of people
- c. Producing ideas is one of my natural assets
- d. My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives
- e. My capacity to follow through has much to do with my personal effectiveness
- f. I am ready to face temporary unpopularity if it leads to worthwhile results in the end
- g. I am quick to sense what is likely to work in a situation with which I am familiar
- h. I can offer a reasoned case for alternative courses of action without introducing bias or prejudice

2. IF I HAVE A POSSIBLE SHORTCOMING IN TEAMWORK, IT COULD BE THAT:

- a. I am not at ease unless meetings are well structured and controlled and generally well conducted
- b. I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing
- c. I have a tendency to talk a lot once the group gets on to new ideas
- d. My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues
- e. I am sometimes seen as forceful and authoritarian if there is a need to get something done

- f. I find it difficult to lead from the front, perhaps because I am over responsive to group atmosphere
- g. I am apt to get too caught up in ideas that occur to me and so lose track of what is happening
- h. My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong

3. WHEN INVOLVED IN A PROJECT WITH OTHER PEOPLE:

- a. I have an aptitude for influencing people without pressurising them
- b. My general vigilance prevents careless mistakes and omissions being made
- c. I am ready to press for action to make sure that the meeting does not waste time or lose sight of the main objective
- d. I can be counted on to contribute something original
- e. I am always ready to back a good suggestion in the common interest
- f. I am keen to look for the latest in new ideas and developments
- g. I believe my capacity for cool judgement is appreciated by others
- h. I can be relied upon to see that all essential work is organised

4. MY CHARACTERISTIC APPROACH TO GROUP WORK IS THAT:

- a. I have a quiet interest in getting to know colleagues better
- b. I am not reluctant to challenge the views of others or to hold a minority view myself
- c. I can usually find a line of argument to refute unsound propositions
- d. I think I have a talent for making things work once a plan has to be put into operation
- e. I have a tendency to avoid the obvious and to come out with the unexpected
- f. I bring a touch of perfectionism to any team job I undertake
- g. I am ready to make use of contacts outside the group itself
- h. While I am interested in all views I have no hesitation in making up my mind once the decision has to be made

5. I GAIN SATISFACTION IN A JOB BECAUSE

- a. I enjoy analysing situations and weighing up all the possible choices
- b. I am interested in finding practical solutions to problems
- c. I like to feel I am fostering good working relationships
- d. I can have a strong influence on decisions
- e. I can meet people who may have something new to offer
- f. I can get people to agree on a necessary course of action
- g. I feel in my element where I can give a task my full attention
- h. I like to find a field that stretches my imagination

6. IF I AM SUDDENLY GIVEN A DIFFICULT TASK WITH LIMITED TIME AND UNFAMILIAR PEOPLE:

- a. I would feel like retiring to a corner to devise a way out of the impasse before developing a line
- b. I would be ready to work with the person who showed the most positive approach, however difficult that person may be
- c. I would find some way of reducing the size of the task by establishing what different individuals might best contribute
- d. My natural sense of urgency would help to ensure that we did not fall behind schedule
- e. I believe I would keep cool and maintain my capacity to think straight
- f. I would retain a steadiness of purpose in spite of the pressures
- g. I would be prepared to take a positive lead if I felt the group was making no progress
- h. I would open up discussions with a view to stimulating new thoughts and getting something moving

7. WITH REFERENCE TO THE PROBLEMS TO WHICH I AM SUBJECT IN WORKING IN GROUPS:

- a. I am apt to show my impatience with those who are obstructing progress
- b. Others may criticise me for being too analytical and insufficiently intuitive

- c. My desire to ensure that work is properly done can hold up proceedings
- d. I tend to get bored rather easily and rely on one or two stimulating members to spark me off
- e. I find it difficult to get started unless the goals are clear
- f. I am sometimes poor at explaining and clarifying complex points that occur to me
- g. I am conscious of demanding from others the things I cannot do myself
- h. I hesitate to get my points across when I run up against real opposition

Scoring Sheet

Directions

- Take the total score that you gave to each answer and write it in the appropriate columns. Thus,
 - if you gave question 1 (g) 5 marks and 1 (a) 5 marks, put 5 in the first row under cw and 5 in the first row under ri, and so on for all the questions.
 - Then total up each column so you have a score for cw; co; sh; pl; ri; me; tw and cf.

Question		CW		CO		SH		PL		RI		ME		TW		CF
1	g		d		f		c		a		h		b		e	
2	a		b		e		g		c		d		f		h	
3	h		a		c		d		f		g		e		b	
4	d		h		b		e		g		c		a		f	
5	b		f		d		h		e		a		c		g	
6	f		c		g		a		h		e		b		d	
7	e		g		a		f		d		b		h		c	
Total																

Summary of Belbin Management Team Roles

Team Roles	Positive Qualities	Allowable Weaknesses
The Company Worker (CW) A practical organiser, dutiful, conservative, predictable	Organising ability, practical common sense, hard working, self-disciplined	Lack of flexibility, unresponsive to unproven ideas
The Co-ordinator (CO) / chairman A co-ordinator of efforts, social leader, calm, self confident, controlled	Capacity for treating and welcoming all potential contributors on their merits and without prejudice, a strong sense of objectives	No more than ordinary in terms of intellect or creative ability
The Shaper (SH) / creator Outgoing and dominant, the task leader, highly strung, dynamic	Drive and a readiness to challenge inertia, ineffectiveness, complacency or self deception	Prone to provocation, irritation and impatience
The Plant (PL) / innovator Most creative and intelligent - but introverted, ideas person, individualistic, serious minded	Genius, imagination, intellect, knowledge	Up in the clouds, inclined to disregard practical details or protocol
The Resource Investigator (RI) / Networker The most popular, the salesperson, the diplomat, the Fix-It, extroverted, enthusiastic, curious	Capacity for contacting people and exploring anything new, an ability to respond to a challenge	Liable to lose interest once the fascination has passed
The Monitor-Evaluator (ME) / analyser Analytically rather than creatively intelligent, sober, unemotional, prudent	Judgement, discretion, hard headed	Lacks inspiration or the ability to motivate others
The Team Worker (TW) Supportive, uncompetitive, mediator, socially orientated, rather mild, sensitive	Ability to respond to people and situations and to promote team spirit	Indecisive at moments of crisis
Completer- Finisher (CF) Checks details, worries about deadlines, chivvies, painstaking, orderly, conscientious, anxious	Capacity to follow through, perfectionist	A tendency to worry about small things, a reluctance to let go

SUMMARY OF MANAGEMENT TEAM ROLES

COMPANY WORKER

- The practical organiser. Turns decisions into manageable tasks.
- Disciplined approach. Converts plans into what is actionable.
- Not easily discouraged.
- May occasionally flounder in rapidly changing circumstances.
- Methodical, prefers stable structures.
- Trusts colleagues.
- Places emphasis on feasibility.

The phrases below represent the kinds of behaviour associated with this team role:

“Given the time we've got we could”

“We can certainly do X within our budget”.

“Gravitational analysis is a crazy approach... but we could put a heavy weight on the bottom”.

“Let's get this up on the board”.

“If we nail that part down we'll be surer of this result”.

COORDINATOR

- Is not necessarily the formal leader of the team (Chairman).
- Clarifies objectives, goals, and agenda.
- Controlled and outgoing.
- Disciplined approach.
- Focuses people on what they do best - establishes roles, fill gaps.
- Good communicator and listener.
- Tends to ask questions rather than propose.
- Social leader.
- Sets criteria but does not domineer.

The phrases below represent the kinds of behaviour associated with this team role:

“What we are here to do is

“Let's do this first and that later.....”

“To summarise, the main points seem to be.....”

“Perhaps you could ... then she can

“To get back to the main issues would you.....”

SHAPER

- Dominant and outgoing.
- Keen to achieve task and make things happen.
- Challenges and responds to colleagues.
- May be impatient and impulsive at times.
- Tries to give shape to discussions - uniting ideas and objectives.
- Very action oriented.

- Makes things happen.

The phases below represent the kinds of behaviour associated with this team role:

“What we have to do is”

“We're wasting time - we have to...”

“No - you're wrong the most important issue is ...”

“If we put what you've said with his suggestion we can ...”

“If you don't like that - try this ...”

PLANT

- Creator or thinker would be a better title.
- Source of original ideas, suggestions and proposals.
- Scatters seeds which others nourish. Radial minded and imaginative.
- Likely to search for completely new approach.
- Deals in major issues and fundamentals. May overlook details.
- May be blunt, especially when challenged.
- May withdraw if own ideas are criticised or ignored.
- Vital spark who needs careful managing.

The phrases represent the kinds of behaviour associated with this team role:

“What about...”

“Let's get underneath that ...”

“It ought to be orange”

“Turning that on its head gives us ...”

“We mustn't overlook gravitational effects”

“Why don't we go back to basics?”

RESOURCE INVESTIGATOR

- Relaxed, sociable and gregarious.
- Positive and enthusiastic.
- Goes outside the group for information, ideas and developments.
- Rarely in the office - masses of contacts.
- Uses contacts and enthusiasm to bring in ideas.
- May not follow up tasks his enthusiasm generates.
- May spend too much time on interesting but not central issues.
- Enjoys pressure.
- Preserves team from losing touch with the outside world.

The phrases below represent the kinds of behaviour associated with this team role:

“What a great idea...”

“I know someone who can”

“Don't worry - I can get them wholesale”

“I can persuade sales to”

MONITOR/EVALUATOR

- Very good judgement.
- Gives measured dispassionate analysis.
- Assimilates and assesses data and contributions.

- Own feelings are unlikely to cloud judgement.
- May not have original ideas but is most likely to stop the team from committing itself to a misguided project.
- May hold back group's momentum occasionally.
- Can handle large volumes of complex data.

The phrases below represent the kinds of behaviour associated with this team role:

“The problem with...”

“We have to watch out for ...”

“Let's not overlook ...”

“If we pay attention to the gist of this we should...”

TEAM WORKER

- Likeable and popular - cement of the team.
- Sensitive - aware of individuals, needs and concerns.
- Builds on ideas, doesn't demolish them.
- Communicates freely and encourages others, good listener.
- Promotes unity and harmony, counters friction created e.g. by Shaper and Plant.
- May dislike personal confrontation or conflict.
- Particularly helpful when team under pressure.

The phrases below represent the kinds of behaviour associated with this team role:

“Joe - I think you should listen to Harry”

“Let's give Frank's idea a chance”

“No need to fight about ...”

“Why don't you say more about ...?”

“When Fred gets back from hospital we could...”

COMPLETER/FINISHER

- Major asset to group because they ensure the group maintains progress towards objectives.
- Meets deadlines.
- Meticulous in approach.
- Checks details, and prepares for every eventuality.
- Communicates urgency to others.
- May get bogged down in detail.
- May need order and structure in activities.
- May be impatient and intolerant of more casual members of the team.
- Prevents critical details being overlooked.

The phrases below represent the kinds of behaviour associated with this team role:

“Let me check that ...”

“We'll never ... unless ...”

“What about ...”

“No - we must ... everything - to get it to work”

“What about article 3 in sub-paragraph (iv) paragraph G, in the ninth volume?”

“You can't do that - we'll be a week late”

WORKING WITH TEAMS

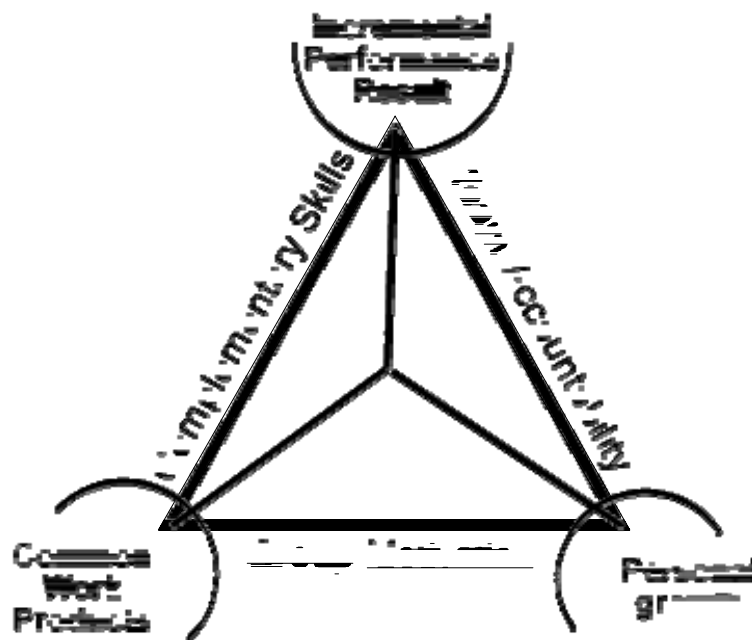
Team dynamics

A team is a small group of people, between 2 and 25 but usually no more than 10, with complementary skills and a common group motivation, which holds its members mutually accountable for its work together.

A team is motivated to work together in order to achieve a performance result which is significantly greater than the results which all the individuals of the team could produce on their own.

A team has a common work product, which all the members of the team are together accountable for.

Individuals in the team are called on to achieve personal growth in order to provide the team with all skills which are needed to complete the task.



Performance-oriented

A team is first and foremost a vehicle for delivering a desired performance result to the organisation of which it is a part. Teams exist primarily because of the challenge to perform as a group significantly better than the team members would perform individually. The presence of a real, functioning team is therefore measured by the performance results which it delivers. These team results show an incremental increase above the potential results of the individual members. Real teams are also characterised by the collective work products which they deliver to their organisation. These products

are greater than any single member could produce.

Teams offer the individuals who work within them opportunities for personal growth beyond the opportunities that each individual has within the organisation.

Complementary skills

The members of a team together develop the mix of skills which are needed to perform their task. Overemphasis on including all skills at the outset is not necessary: effective teams will develop these as they work together. The team has the functional and technical diversity of backgrounds, knowledge, expertise needed to operate creatively. The skills of individuals are complementary to each other.

Teams develop the ability to tackle and resolve problems together. They have methods and procedures for investigating the opportunities they face and the options for progress which they have. They also develop ways of making the necessary trade-offs and taking decisions together. Team members develop the interpersonal skills which they need to communicate openly and engage in constructive conflict. These include risk taking, helpful criticism, objectivity, active listening, giving others the benefit of the doubt, support, and recognising the interests and achievements of others.

Commitment to common goals

Members of a team become committed to common goals and to each other through responding to

a demand or opportunity placed on their path.

A meaningful purpose for the team is powerful because it inspires pride and responsibility. A good team continually revisits its longer-term purpose to clarify what it implies for further action.

Shorter-term, specific and measurable performance goals provide the team members with clear and tangible footholds for their teamwork. They define the team work-product and facilitate clear communications and constructive conflict within the team.

Teams craft a common working approach (economic, administrative and social), which enables each member of the team to do his "share" of the common task. Teams agree who will do which jobs to which schedules, and how needed skills will be developed to enable membership to continue.

As they work on reaching their targets, members of effective teams develop the roles of challenging, interpreting, supporting, integrating, remembering and summarising, which help promote mutual trust and constructive conflict. Teams develop their own processes for energising and supporting one another and for keeping each other honest and on track.

Accountability for individual actions

No group becomes a team until it can hold itself accountable as a team. Team accountability is about the sincere promises we make to ourselves and to our fellow team members: in promising to hold ourselves accountable to the team goals we earn the right to express our views on all aspects of the team's work and to receive a fair hearing.

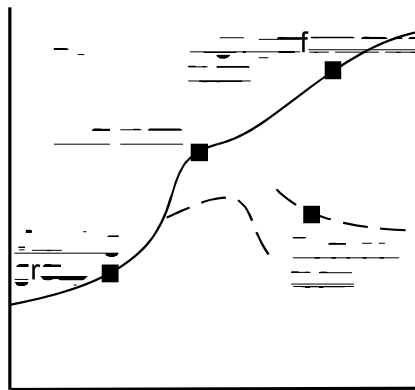
In a team, no one can impose the individual and common targets and tasks: each team member himself self-imposes the personal target and holds himself accountable before the group.

In following through on our promises and opening ourselves to peer accountability for

our (in)actions, we preserve and extend the trust on which any team is built. Accountability implies continuing acceptance of individual member's performance shortfalls and failures and celebration of his successes. The whole team takes responsibility for identifying the skill gaps of the individual member and for the personal growth of each member.

Development curve of the team

The team performance curve illustrates that performance and team effectiveness are related. We can sketch a curve of the development of a team from working groups, through real teams to high performing teams. We can also identify groups which fail to take the risks involved in real teamwork and remain at best "pseudo-teams".



Working groups

A common organisational device is the working group: a working group may be a valuable method for organising individual work and work relationships, but it differs from a team in four important respects.

The performance gains (if present) are individual: in a working group there is no team performance need or potential opportunity for incremental performance gain through teamwork. Working groups meet to share information, to talk about their best practices or perspectives and to make decisions or to help each other perform within his own area of responsibility.

Accountability in such groups is almost always on a one-to-one basis, normally between the manager or group leader and each individual.

Work products and results are individual not common.

Towards real teams

As groups begin to focus on improving their common performance, they begin to move along the development curve. They begin to develop in the direction of the real team.

They pursue significant performance gains, building the skills needed from the human potential within the team as they go, reinforcing among each other a common commitment to the team's purpose, the performance goals and the work approach, and holding themselves mutually accountable for their individual and corporate success.

High Performance teams.

If teams are successful in their development, they may grow in strength and effectiveness to become high-performance teams. A high performance team significantly outperforms all other like teams and outperforms all reasonable expectations, given its membership.

Such teams face extraordinary challenges and demands on their energy, ingenuity and common trust.

They together shape a daring working approach which often exceeds the original mandate for action.

Within the team members embrace a growing and deep personal commitment to each other's personal growth and success.

A high performance team calls forth improved performance and commitment beyond the confines of its own team membership in the organisation around it.

Pseudo-teams.

However, teams may also lose their way. A team which loses its way can waste its individual member's energy in struggling with the internal dynamics of the team and be less effective than a working group. Such dead-ended teams we refer to as "pseudo-teams".

A pseudo-team is confused on its long-term purpose, short-term goals and working approach.

Although it has the potential to perform as a group better than it can as individuals, there is no common focus on results and common actions and no attempt to improve its performance impact as a group.

Since energy is often wasted on rivalry, status and hierarchy squabbles, in-fighting or other internal team affairs, such groups perform less well than working groups.

It fails to seize opportunities for moving ahead together down a common path.

Building a team

A group which is a potential team needs support and guidance to achieve its full potential.

The development journey

Each potential team embarks on a journey along the development curve.

The journey begins when there is a real need for a performance gain which can only be realised by the joint efforts of the team members. The demand on the members must be "bigger" than themselves. The team begins to develop from the moment that it begins to attempt to im-

prove its performance impact as a team, aspiring to results that members by themselves could not aspire to.

As it works together, it creates increasing clarity on its purpose, the specific goals which its

sets itself for the immediate term and the way in which its members covenant to work to

achieve these goals. The potential team becomes a real team through disciplined action: individual member's action is disciplined inasmuch as the members hold themselves accountable in the face of the entire team to the team purpose, goal and approach.

Risk and the development of the team

As team members start out on the journey, they face personal and professional risk. Teamwork requires that members trust each other and that leadership trusts the members to produce the results: when fellow members fail to achieve what they set out, this trust is tested

As a team begins to aspire to more than it can achieve individually, there is increasing interdependence: the results can only be achieved if everyone pulls together. For most people this is an unusual and uncomfortable situation to be in.

Real commitment to performance usually implies real conflicts on direction and means: team members have to invent creative ways of dealing with these conflicts.

The team will only work if all members take a reasonably equal share in the work that is to be done: but other commitments place a strain on the amount of work which individuals can actually perform.

Team leadership

Team performance can be built by management and team leadership actions.

One of the first steps is to establish urgency and direction for the team: the team's "charter" indicate performance expectations while leaving room for the team to shape its own purpose, goals and approach.

Members of a team are selected on their present skill or expertise or on their skill potential, to ensure that a diversified team is formed: the best selection are those potential members whom the team will invest its time and effort in helping to grow further.

First meetings, initial actions, the behavior of the convening manager, the potential team leader and its members all determine the tone and working style of the potential team. The winning stance comes from setting and seizing on a few immediate but "stretching" performance-oriented tasks and goals.

From the start the new rules of behaviour in the group need to be made explicit and reinforced regularly: the most critical early rules are on attendance (e.g. no interruptions), discussions (no locked doors), confidentiality, analytical approach (facts are friendly), product orientation (assignments), constructive confrontation (no finger pointing) and contributions (everyone does real work).

Role of the team leader

The team leader in such a team is a player-coach who believes in the team's purpose and the ability of its members to achieve that purpose. He does real work himself in more or less equal parts to that of other team members.

The team leader has perspective and distance which he uses to help the team clarify and commit to the mission, goals and approach. He helps the team keep these meaningful to themselves and to the organisation of which they are a part.

Positive and constructive reinforcement (meaningful, positive feedback) fuels the mutual accountability and confidence in each other which is essential to team success.

The team leader challenges the members of the team by shifting assignments and role

patterns within the team, creating opportunities for others and encouraging people to take the risks needed for personal growth and development so that the team will have the skills it needs to perform exceptionally well.

Team leaders also manage the contacts and relationships with the rest of the organisation and others outside the team, communicating the team's purpose, goals and approach effectively to anyone who might help or hinder it. The leader also interceded on the team's behalf when obstacles that might cripple or demoralise the team get placed in its way.

Nurturing and sustaining a team

Obstacles are a continual fact of life for a team. Any of the many obstacles which teams meet during their lifetime could derail the team. Working through these obstacles usually makes the team stronger.

Vital signs of healthy team life

Continually monitoring the performance commitment of the team, and its use of the diverse skills of its members, and its accountability helps to determine how healthy the team is. Four other vital signs are also useful in checking on the life of the team:

A healthy team rallies around a favourite set of themes that convey meaning about their basic purpose and identity: these themes have a richness in meaning for the team members, and act as a shorthand or code to communicate what is important and why within the team.

Healthy teams work hard and enthusiastically: they also play hard and enthusiastically.

Healthy teams have event-driven histories: their stories progress through a series of galvanising events, often unplanned and sometimes "failures" that propel team performance.

Members of high-performance teams always have a strong personal commitment to each other's growth and success.

Recognising a team which is stuck

A real team adapts to challenges remarkably well. But teams sometimes become stuck instead of energised by obstacles.

A stuck team experiences a weak sense of direction: people lose their way when pursuing

inappropriate or ill-defined goals or when they assume that everyone on the team understands and agrees on why and how they are working together.

Such teams also get diverted from the performance goals into discussions on the perceived

unequal or insufficient commitment of (some) members to the team goals.

A stuck team may be stuck because it has a critical skill gap (technical/functional, problem-solving or decision-making, interpersonal communicative or conflict management skills, or team leadership in need of help).

If external confusion, hostility or indifference is too great, a team can become stuck because

it is not challenged to perform exceptionally or indeed at all.

Getting the team unstuck

Sometimes when teams get stuck, the solution is to go back to working groups because in the specific situation there is no real need for teamwork. When teamwork is required, then getting unstuck mainly demands a common-sense approach, going back to the basics.

The best way to overcome "stuckness" is to focus strongly on team performance. The purpose, goals and approach form the basis of all teamwork and need reviewing first and foremost. Uncovering hidden assumptions and differences is key.

Nothing galvanises a stuck team as well as performance itself: so a second key is to go for small "wins", i.e. together identifying and achieving a limited set of attainable goals.

A less direct way to improve performance is to inject new information and approaches from

outside the team, or to provide training or facilitation to the team from outsiders. Enduring help depends on how effectively these efforts help turn team attention back to its purpose and performance challenge.

Finally, changes of membership, either of individuals within the team or of the team leadership can help a team to get unstuck by introducing new blood and vitality to the team.

Teamwork and personal growth

Teams are not only powerful performance tools for organisations, they also offer individuals effective vehicles for their own personal and professional learning and development.

In a team with a real performance focus and mutual trust and accountability, members become fanatical about identifying and helping each other with skill gaps which must be closed if

the team is to be effective.

Where positive feedback and reinforcement are the norm, individuals specific development needs are treated seriously.

This shared commitment encourages team members to extend their personal aspirations and overcome personal blocks and obstacles.

Mutual accountability helps busy individuals create the time and energy needed to invest in

their individual and the team's corporate development.

Note.1 This text is based closely on Jon R. Katzenbach and Douglas K. Smith, 1993. "The Wisdom of Teams: Creating the High-Performance Organization". Harvard Business School Press, Boston, Mass., USA.

Katzenb.p65

Copyright © 1998
Frank Little, Little & van de Geer

Checklist on Team Dynamics

1. Small enough in number:

- a. Can you convene easily and frequently?
- b. Can you communicate with all members easily and frequently?
- c. Are your discussions open and interactive for all members?
- d. Does each member understand the other's roles and skills?
- e. Do you need more people to achieve your goals?
- f. Are sub-teams possible or necessary?

2. Adequate levels of complementary skills:

- a. Are all three categories of skills either actually or potentially represented among the members (functional/technical, problem-solving/decision-making, and interpersonal)?
- b. Does each member have the potential in all three categories to advance his or her skills to the level required by the team's purpose and goals?
- c. Are any skill areas that are critical to team performance missing or underrepresented?
- d. Are the members, individually and collectively, willing to spend the time to help themselves and others to learn and to develop skills?
- e. Can you introduce new or supplemental skills when needed?

3. Truly meaningful purpose:

- a. Does it constitute a broader, deeper aspiration than just near-term goals?
- b. Is it a team purpose as opposed to a broader organizational purpose or just one individual's purpose (e.g., the leader's)?
- c. Do all members understand and articulate it the same way? And do they do so without relying on ambiguous abstractions?
- d. Do members define it vigorously in discussions with outsiders?
- e. Do members frequently refer to it and explore its implications?
- f. Does it contain themes that are particularly meaningful and memorable?
- g. Do members feel it is important, if not exciting?

4. Specific goal or goals:

- a. Are they team goals, broader organizational goals or do they belong to one individual (e.g. the leader)?
- b. Are they clear, simple, and measurable? If not measurable, can their achievement be determined?
- c. Are they realistic as well as ambitious? Do they allow small wins along the way?
- d. Do they call for a concrete set of team work-products?
- e. Is their relative importance and priority clear to all members?
- f. Do all members agree with the goals, their relative importance, and the way in which their achievement will be measured?
- g. Do all members articulate the goals in the same way?

5. Clear working approach:

- a. Is the approach concrete, clear, and really understood and agreed to by everybody? Will it result in achievement of the objectives?

- b. Will it capitalize on and enhance the skills of all members? Is it consistent with other demands on the members?
- c. Does it require all members to contribute as equivalent amount of work?
- d. Does it provide open interaction, fact-based problem solving, and results-based evaluation?
- e. Do all members articulate the approach in the same way?
- f. Does it provide modification and improvement over time?
- g. Are fresh input and perspectives systematically sought and added, for example, through information and analysis, new members, and senior sponsors?

6. Sense of mutual accountability:

- a. Are you individually and jointly accountable for the team's purpose, goals , approach, and work-products?
- b. Can you and do you measure progress against specific goals?
- c. Do all members feel responsible for all measures?
- d. Are the members clear on what they are individually responsible for and what they are jointly responsible for?
- e. Is there a sense that "only the team can fail"?