

# **Module 0: Course Overview**

## ADMINISTRATIVE MATTERS

- Sign attendance sheet each day.

- Class day Starts \_\_\_\_\_ Ends \_\_\_\_\_
- Breaks Time \_\_\_\_\_
- Lunch Time \_\_\_\_\_ Where \_\_\_\_\_
- Phones Numbers \_\_\_\_\_ Where \_\_\_\_\_
- Messages Numbers \_\_\_\_\_ How Delivered \_\_\_\_\_
- Restrooms Men \_\_\_\_\_ Women \_\_\_\_\_ Handicapped \_\_\_\_\_
- Fire plan \_\_\_\_\_

## COURSE MATERIALS

- The Student Guide

The Student Guide is divided into topic modules. We will be covering Module(s) \_\_\_\_\_ over the next \_\_\_\_\_ day(s).

The Bibliography section lists sources used to develop course material. The Suggested Readings section contains a listing of books which will help you in your self-development efforts.

- *The Team Handbook* (Scholtes, 1988)

*The Team Handbook* is used as a reference throughout this course.

- *Please Understand Me* (Keirseey and Bates, 1984)

You will use *Please Understand Me* as a reference to better understand temperaments and how they affect behavior.

These are your materials. Take notes and write in key words that will help you understand a technique or concept.

# Participant Introductions

1. Your name
2. Who you work for
3. What your job is
4. Length of federal service
5. What you know about TQL
6. What you need or expect to gain by attending this course
7. A "personal tid-bit" about family, hobbies, and so forth

10/95 Team Skills and Concepts - Module 0, Viewgraph 1

## Participant Introductions

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7. A "personal tid-bit" about family, hobbies, and so forth

Please don't feel restricted to these topics. We would like to know as much about you as time permits and as you are comfortable in sharing. Some specific examples might be stamp collecting, civic activities, sports participation, or family names.

## What Did We Learn from the Exercise?

- Rise in energy
- Active listening
- Stress of public speaking
- Synergistic effect
- Teamwork and decision making



10/95 Team Skills and Concepts - Module 0, Viewgraph 2

## What Did We Learn from the Exercise?

This exercise shows us five things:

### ■ Rise in energy

First, did you notice how the energy level rose as you began to talk in your groups. We started out with individuals who were tentative and reserved and we finished as a group that is more relaxed and open.

### ■ Active listening

Second, it isn't easy to listen actively and recall significant information on a one-time basis.

- **Stress of public speaking**

Third, it can be somewhat stress-producing to speak to a large group.

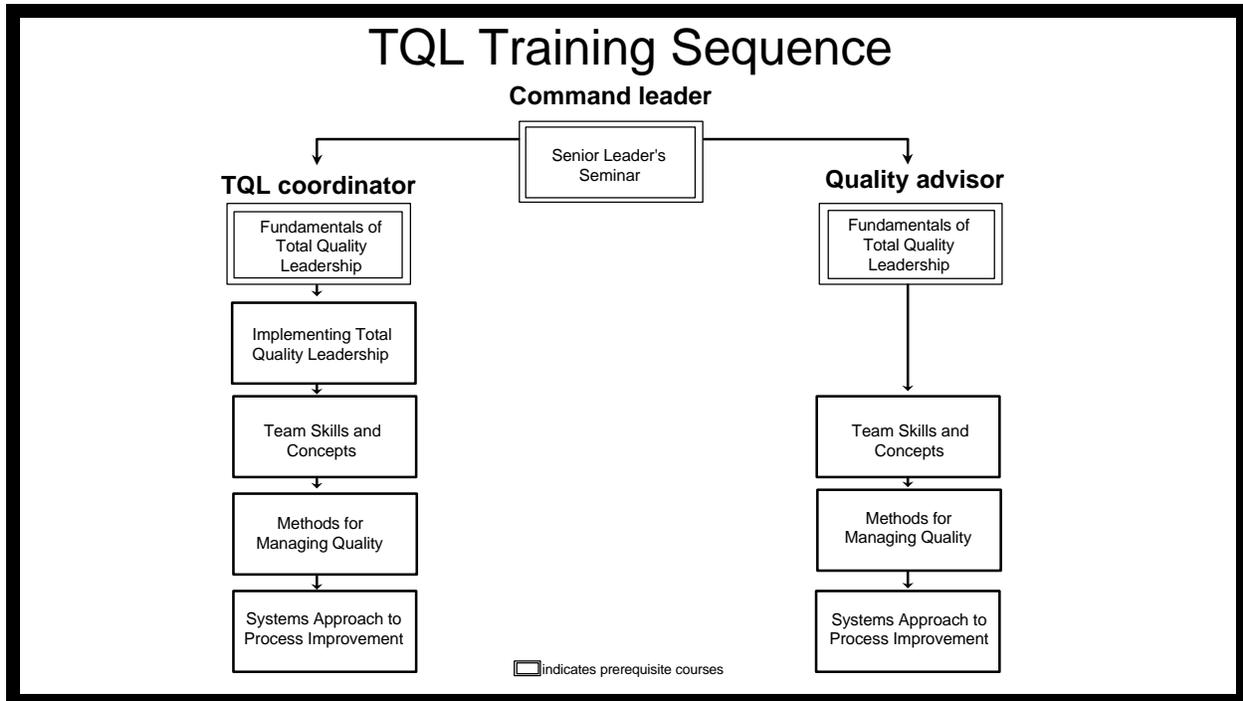
- **Synergistic effect**

Fourth, there is a synergistic effect when people work together. "Synergistic" refers to the additive nature of group energy. We can do more together than the sum of what we can do separately.

- **Teamwork and decision making**

Fifth, there was an immediate tendency to work as a team and to make some decisions, such as who talks first and who introduces whom.

This is the underlying principle of everything we will discuss today: teamwork, management of participation, and continuous quality improvement by employees who own the process.



### 10/95 Team Skills and Concepts - Module 0, Viewgraph 3

## TQL Training Sequence

This course is one of six DON TQL courses designed to support the TQL transformation throughout the Navy and Marine Corps. *Team Skills and Concepts* is designed to be the second course that the quality advisor takes in a series of courses intended to assist DON military and civilian personnel in making the shift to a new way of doing business.

The sequence in which the courses are taken is driven by the role individuals have been assigned within their organization. The goal of the DON TQL curriculum is to provide training that will help you be successful in executing these new roles so we may move toward creating a quality environment.

### ■ Command leader

For the senior leader of an organization attendance at the *Senior Leader's Seminar* is essential. The DON education and training strategy requires the senior leaders' attendance before a designated TQL coordinator or quality advisor may receive DON TQL training.

- **TQL coordinator/quality advisor**

For the TQL coordinator and quality advisor the *Fundamentals of TQL* course is taken first. The TQL coordinator will then take the *Implementing TQL* course so that they may assist the senior leaders in getting started with process improvement. Both the TQL coordinator and the quality advisor will take the remaining courses in the sequence shown.

# Course Structure

- Module 0: Course Overview
- Module 1: Building Effective Teams
- Module 2: Communication Skills
- Module 3: Team Roles and Relationships
- Module 4: Working Together
- Module 5: Team Tool Kit
- Module 6: Stages of Team Development
- Module 7: Conflict Management
- Module 8: Facilitation

## 10/95 Team Skills and Concepts - Module 0, Viewgraph 4

### Course Structure

This training session alone will not make you a team leader, quality advisor, or fully productive team member. The lectures, exercises, videos, and class discussions introduced during this course can only serve as a learning base upon which you must build. Additional readings, training, and the experience of trial and error with your own teams will provide you with increased knowledge of teams.

This course is presented in nine modules. In Module 0, we have covered the introductions, administrative matters, course materials distribution, and the TQL training sequence. We will end Module 0 by discussing our course learning objectives. Now let's review the content of the remaining modules.

#### ■ **Module 1: Building Effective Teams**

- Definition of teams
- Teams in the DON structure
- Change dynamics
- Leadership, organizational structure, and teamwork in the quality environment
- Elements of the TQL philosophy
- Organizational culture

Starting with Module 1, we will begin to discuss how effective teams are built, the organizational values and actions that support teams, and how the quality team structure enhances organizational effectiveness. We will also explore leadership roles and responsibilities for transforming the organization.

## ■ **Module 2: Communication Skills**

- The communication process
- Constructive feedback
- Active listening
- Communication guidelines
- Communication barriers
- Personality types

Module 2 will provide training in the basic principles of effective communication and the role of communication in process improvement in the DON, including constructive feedback. We will also learn how communication may be affected by individual temperaments.

## ■ **Module 3: Team Roles and Relationships**

- Types of TQL teams
- Roles of team members
- Characteristics of an effective charter
- Group process observation
- Storyboards

Module 3 will cover the types of teams, roles and selection of team members, effective charters, group process observation, and storyboards.

## **Module 4: Working Together**

- Techniques for effective meetings
- Team leader/quality advisor contracts
- Team meeting evaluation
- Consensus
- Groupthink
- Balancing participation

Module 4 covers effective meeting techniques, consensus, groupthink, and team leader/quality advisor contracts. We will also explore ways to handle disruptive individual and team behaviors to achieve balanced participation.

### ■ **Module 5: Team Tool Kit**

- Plan-Do-Check-Act (PDCA) cycle
- Basic graphic tools
- Basic language data tools
- Data collection

Module 5 reviews some basic graphic and language tools, the Plan-Do-Check-Act (PDCA) cycle, and data collection guidelines.

### ■ **Module 6: Stages of Team Development**

- Stages of team development
- Actions leaders can take to assist teams in each stage of development

Module 6 will discuss the stages of team development and describe actions that leaders can take to assist teams in each stage of development.

## ■ **Module 7: Conflict Management**

- Recognizing conflict
- Positive/negative effects
- Diagnosing effects
- Intervention to resolve conflict
- Principled negotiation

Module 7 will cover conflict management: recognizing, understanding, diagnosing, and intervening to resolve conflict.

## ■ **Module 8: Facilitation**

- Diagnosis-intervention model
- Intervention techniques
- Facilitation skills
- Helping teams improve

Module 8 will introduce facilitation, including an intervention model and techniques, and skills required to help teams improve.

# Course Objectives

Upon completion of this course, you will be able to:

- Guide and advise teams effectively
- Build high-performing teams
- Begin process improvement team activities
- Facilitate process improvement teams

10/95 Team Skills and Concepts - Module 0, Viewgraph 5

## Course Objectives

Upon completion of this course, you will be able to:

- **Guide and advise teams effectively**

This course will prepare you to teach and apply the team skills and concepts needed to assist team leaders.

- **Build high-performing teams**

This course will teach you how to cultivate effective group behaviors to build high-performing process improvement teams.

- **Begin process improvement team activities**

You will learn how to collect data, use some basic process improvement tools, run effective meetings, and establish a team leader/quality advisor working relationship.

- **Facilitate process improvement teams**

You will learn how to apply intervention techniques to facilitate team activities and help teams improve their effectiveness.

# Target Audience

- Quality advisors
- TQL coordinators

10/95 Team Skills and Concepts - Module 0, Viewgraph 6

## Target Audience

This course is primarily designed for:

- **Quality advisors**

As you will learn about in more detail in Module 3, quality advisors provide technical advice and guidance to Quality Management Boards and Process Action Teams. So it is important for quality advisors to have knowledge of how to build, lead, facilitate, and advise process improvement teams.

- **TQL coordinators**

The TQL coordinator functions as an internal consultant to facilitate TQL implementation at the command. In other words, the coordinator works with the Executive Steering Committee (ESC) and may be thought of as a quality advisor for the senior leaders.

In some commands, particularly small ones, there is only one quality advisor, and that individual also serves as the coordinator. Bear in mind as you read this course material the term "quality advisor" often includes "TQL coordinator." The concepts and skills taught here apply to the jobs of both quality advisors and coordinators.

# DON Definition of Total Quality Leadership

Total Quality Leadership (TQL) is the application of quantitative methods and the knowledge of people to assess and improve:

- Materials and services supplied to the organization
- All significant processes within the organization
- Meeting the needs of the end-user, now and in the future

DON ESG 1991

10/95 Team Skills and Concepts - Module 0, Viewgraph 7

## DON Definition of Total Quality Leadership

Before we proceed with our detailed study of team building, let's take a look at its place in the TQL philosophy. The DON's definition of TQL is . . .

- **The application of quantitative methods and the knowledge of people to assess and improve:**
  - **Materials and services supplied to the organization**
  - **All significant processes within the organization**
  - **Meeting the needs of the end-user, now and in the future"**

The DON's definition of TQL spells out the "what" and "how" of our new way of doing business. In a sense, the disciplined approach to process improvement utilizing quantitative methods is the "what." The "how" can be achieved by effectively using the talents and abilities of people within the organization.

An activity's effectiveness depends on how well individuals and teams adopt quality methods and tools. Teamwork is essential for successful quality improvement efforts. This course is designed to present critical elements associated with effective teams in a quality environment.

One of the most important and often overlooked elements of teamwork is recognizing *when a team is needed* and *when it is not*. With good intentions, but limited knowledge of what TQL is, some leaders unfortunately establish teams to address every issue, policy, and aspect of operations and worklife at their command. They also make the mistake of believing that, having done so, they are "doing TQL."

Whether such actions are taken to "check the box" or with sincere, yet misguided, motives, the results can be disastrous. Valuable time may be spent on efforts that are doomed to failure because the tasking is not appropriate for a team. As a result, participants become frustrated, discouraged, angry, and disenchanted with TQL. Or staff members recognize that one or two people could have made the decision or solved the problem more effectively, and people fail to see the value of having teams at all.

So it is critical to recognize that teamwork is not a panacea for everything that is "wrong" or needs attention at a command. Nor is it a substitute for leadership. Teamwork is an extremely valuable and effective tool which, if used appropriately, can bring to life innovation, continuous process improvement, and commitment in an organization. Here are some guidelines to keep in mind as you learn about team skills and concepts and prepare to apply what you have learned.

DO establish a team when:

- The decision, process study, or other task will be most effective if a variety of perspectives is considered.
- The leadership, commitment, and ownership belongs to more than one person. For example, Executive Steering Committees are established because, although the CO has ultimate responsibility for the command, ownership of and responsibilities for resources and systems are delegated to others.
- Responsibility for the issue (e.g., process management) and implementation crosses functional boundaries within the organization.
- It will take the efforts of more than one person to accomplish the task (e.g., data collection by a Process Action Team).
- The goal of the effort is more than just accomplishment of the assigned task—you want to build knowledge, unity, and buy-in within a group of workers.

DO NOT establish a team when:

- The decision can be made just as effectively by one person (e.g., many day-to-day operations simply require the person with knowledge and responsibility to direct work activity).
- The only motivation is to be able to say that you have teams.
- To do so would add only time, effort, and administrative burden to the process, i.e., no value would be added.
- Leaders are not committed to responding appropriately to the team's decisions or recommendations. The chartering group must be sincere in the authority they grant.
- The reason for establishing the team is unclear or unknown.

Also as a word of caution: DO NOT establish a process improvement team when what is really needed is a problem-solving or "tiger" team.

Please keep these caveats in mind as we proceed through the course. Now, having introduced ourselves to each other and discussed our expectations for this course, let's go on to Module 1 to learn about how to build effective teams.

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## NOTES

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