Module 4: Working Together

Module 4
Working Together

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

- Identify strategies and techniques for effective team meetings
- Negotiate a team leader/quality advisor contract
- Define consensus and describe how to reach it
- Define "groupthink" and explain ways to avoid it
- Recognize disruptive behaviors and identify strategies for balancing participation

10/95 Team Skills and Concepts - Module 4, Viewgraph 1

Module 4: Working Together

A basic TQL concept is that the quality transformation should eventually involve everyone in the organization. For most employees, this will mean participating on process improvement teams. For these teams to be effective, they must have the leadership, structure, guidance, skills, and training to work together to accomplish the quality goal. These factors ensure that teams, such as PATs, maintain their focus and stay energized. QMBs and ESCs must continually link with the PATs, demonstrate interest and support, and provide leadership and guidance. In this way, teams recognize the importance and value of their efforts and their relationship to the organization's quality focus.

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

- **Identify strategies and techniques for effective team meetings**

To plan and conduct effective meetings, you will learn about pre-meetings, agendas, ground rules, and scheduling.

- **Negotiate a team leader/quality advisor contract**

We will define and discuss the purpose of developing a working relationship contract between the quality advisor and the team leader.

- **Define consensus and describe how to reach it**

You will learn how consensus is different from other types of decisions and what its advantages are. We will provide you with some guidelines for reaching consensus in a team setting.

- **Define "groupthink" and explain ways to avoid it**

You will watch a video that demonstrates how "groupthink" comes about and what its impact can be. We will then discuss some of the strategies for avoiding this phenomenon.

- **Recognize disruptive behaviors and identify strategies for balancing participation**

We will describe and define some disruptive behaviors that are common in teams and identify strategies for minimizing them by balancing participation among team members.

STEP 1: Estimate how many hours per week you spend in meetings. _____

STEP 2: Multiply this figure by 50 (approximate number of work weeks per year). x 50

This number represents the approximate number of hours you spend annually in meetings. _____

STEP 3: Multiply the last total by your average hourly wage. This amount is approximately what your employer pays you annually to attend meetings. _____

STEP 4: Multiply the result of Step 3 by the average number of people who attend those meetings with you. _____

This is a ball park estimate of the amount your employer invests annually in the meetings which you attend. _____

Ask yourself:

- Have you accomplished a lot during this time over the past year?
- Have these meetings been a consistently wise investment of time and money?
- Are your meetings run effectively and efficiently?
- Are you enthusiastic at the thought of investing this time next year in meetings, based on your past experience?

If you answered "no" to any of these questions, you have answered the question at the beginning of the exercise: *"Why should we be concerned with improving the way we plan and conduct meetings?"*

🗐 WHY SHOULD WE BE CONCERNED WITH IMPROVING THE WAY WE PLAN AND CONDUCT MEETINGS? EXERCISE NOTES

Meetings are nothing new to any of us. Often when we first hear about TQL, we may think, "Oh no, more meetings!" Meetings are vital for team communication. However, within a quality environment, meetings have a new energy and focus. This module will offer you tips on how to turn team meetings into the productive, value-added experiences that propel our teams forward toward process improvement.

We will also be covering how to run effective team meetings. In order for TQL teams or any team or group to be successful, we need to know how to lead or facilitate an effective meeting. During this lesson you will be given some basic information about effective meetings. We will learn how to plan for meetings, how to use warm-ups and ground rules, how to handle problems before and during the meeting, and how to keep records. Chapter 4 in *The Team Handbook* talks about most, if not all, of the ingredients needed for a successful meeting.

What is your definition of a meeting?

Definition of a Meeting

A group of persons called together to interact

for a specific reason for a specified time period

10/95 Team Skills and Concepts - Module 4, Viewgraph 2

Definition of a Meeting

As defined by *Webster's II New Riverside University Dictionary*, a meeting is:

A group of persons called together to interact for a specific reason for a specified time period.

While considering this definition, pay attention to the phrases, "for a specific reason" and "for a specified time period" because, as we will see, these are two elements which differentiate productive meetings from ineffective gatherings.

Many of us spend several hours every week attending various meetings. How many meetings are well run? How many times do you feel like you accomplished what you went to the meeting for? Are many of them "spur of the moment?"

Types of Meetings
(Formal or Informal)

- Information
- Action
- Combination

10/95 Team Skills and Concepts - Module 4, Viewgraph 3

Types of Meetings (Formal or Informal)

We've given you a definition of a meeting, but why do we have a meeting?

- **Information**

Usually, a meeting is held to either give or gather information.

- **Action**

A meeting may also be held to take action on that information.

- **Combination**

Or a meeting could be a combination of sharing information and taking action.

Any of these types of meetings can be held on a formal or informal basis. Which do you think is the most frequent? The information meeting is the one most frequently held.

Let's talk about what makes an "effective" or an "ineffective meeting." What are some characteristics of an ineffective meeting?

What we are going to discuss is some of the ways to enhance the effectiveness of meetings. One of the first steps to enhancing effectiveness is to have a pre-meeting between the quality advisor and the team leader.

Pre-Meeting

- Plan the meeting
- Write and review the agenda
- Develop a quality advisor/ team leader contract
- Discuss strategies for balanced participation
- Discuss ice breakers

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

Pre-Meeting

One of the ways to prevent some of these problems is to have a pre-meeting between the team leader and quality advisor. This is the time to find agreement on how you are going to handle situations that may arise *during* the meeting. The first of these pre-meetings may take an hour or more because you need time to get to know each other and decide how you will work together. Once the team leader/quality advisor relationship is established, these meetings should be short, maybe only 10 minutes. They should be informal in nature, and may be discontinued if and when the group develops into a high-performing team. They can be reinstated as needed.

- **Plan the meeting**

In the pre-meeting you should plan the meeting, which includes identifying the purpose, schedule, membership, and length of the meeting.

- **Write and review the agenda**

This includes discussing who will do what and contacting members who have action items scheduled to ensure their readiness for presentation or discussion.

- **Develop a quality advisor/team leader contract**

The establishment of a supportive quality advisor/team leader relationship requires the quality advisor to develop a clear understanding of the assigned tasking, conduct an assessment of the team leader's knowledge and skills, and clearly define a working agreement or contract to outline the desired quality advisor/team leader relationship.

- **Discuss strategies for balanced participation**

The team leader and quality advisor should discuss ahead of time what strategies they will use to ensure that participation is balanced among the team members. For example, there may be shy, disruptive, or dominating behavior within the group which, if not handled effectively, will limit the synergy of the team effort.

- **Discuss ice breakers**

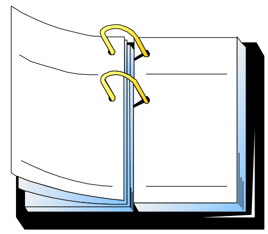
When a team is first formed, it is helpful to start each meeting with an ice breaker: a quick warm-up exercise that gets the team energized, focused on the team, and ready to go to work. These exercises don't have to be elaborate or need to have a very specific learning point. In fact, they are intended only to break the ice or get people to relax with each other. The team may find them unnecessary on a routine basis once they get to know each other and are accustomed to working together.

Your instructors for this course have probably used some ice breakers at the beginning of the day, after lunch, or whenever the class seemed to need a lift. There is also a series of books by John Newstrom and Edward Scannell called *Games Trainers Play, More Games . . . and Still More Games . . .* that will provide a lot of good ideas for ice breakers to use for different purposes.

Now let's look at each of the elements of the pre-meeting in more detail.

Plan the Meeting

- Purpose
- Schedule
- Membership
- Decision making
- Documentation



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Plan the Meeting

The first thing you need to do to have an effective meeting is plan it.

- **Purpose**

You need to determine the purpose or objective for the meeting. If there is no specific purpose or objective, it is probably an unnecessary meeting. The team leader should include the objective—the "why" of the meeting in the invitation. In that way, all of the participants will be informed about what will be discussed.

What do you want the team to do? Do you want recommendations from the team, or do you want decisions made by the team? If the information is made known to the individuals on the team at the start of the meeting, all participants will know their roles and it is more likely that their expectations will be met, and that the meeting will be productive.

■ **Schedule**

Team members need to know when the next meeting will be held and how long it will last, so one of the most important aspects of any meeting is scheduling it. The time of day is important. Mornings are usually best because energy levels are high; after lunch, energy levels may be low. The best days to hold meetings are Tuesday through Thursday. Monday and Friday are not as good because people tend to be focused on their individual agendas and commitments. Another bad time to schedule a meeting is either right before or right after a holiday. People may be distracted by the holiday and are often busier than usual. It is very difficult to get and hold the participants' attention.

How long should the meeting last, and how often should you meet? The length of time needed for the meeting should be included in the agenda. Effective meetings generally last from one to two hours. The length of the meeting should be determined by the amount of work to be done. The duration of the meeting can be shortened or lengthened if the team makes a conscious decision to change the ending time. But it should not be allowed to "run over." The first meeting should be kept to the time allotted in the agenda or invitation if possible. Some teams find it beneficial to meet on a weekly basis for one hour and others find meeting once every two weeks for two hours is equally productive. The frequency of the meetings often depends on the task; it is up to the team to decide how often and for how long to meet. One caution, meetings can become less productive if you have too many breaks.

■ **Membership**

What size group will you need? The number will vary depending on what process you are evaluating or the purpose of the meeting. The most important consideration is who can provide the expertise needed. The people on the team should be owners or workers in the process under consideration.

If the group is too large, communications become difficult; if the group is too small, alliances can form to the detriment of the team. There are no hard and fast rules. The leaders must use their own best judgment in determining the size of their groups. Some people use six to ten as a rule of thumb for team size. This is probably okay as long as you aren't tempted to stretch ten to twelve. *Experience has shown that stretching beyond ten may seriously impede the process.* Organizational development practitioners find that five to eight is a better range.

- **Decision making**

How are decisions going to be reached? The decision making process of the team should be discussed in the pre-meeting and decided upon by the team while making the ground rules. There are several ways to reach a decision. The team must decide how the decisions will be made: by the leader, by consensus, by nominal group technique, by majority vote. Failure to decide this up front may cause the group to become frustrated and undo all the good things already accomplished. We will be discussing ground rules and decision making methods later on in the module.

- **Documentation**

Because documentation is so important to team functioning, it is critical that you determine what kinds of records you will need. There are several reasons why good records should be maintained.

> Projects can be long term and membership may change. Good records help bring the new members up to speed and will keep the old members informed of what is going on in the team.
>
> Records are also useful in telling others what you have done/learned on the team. Many times a team will need to present information, either within the command or to other activities. Good records and the development of a team storyboard shorten the time required to prepare presentations, briefings, and final reports.
>
> Team growth may be another factor. Sometimes, as you learn new things, you will go back and track down errors or problems you discovered along the way. Good records allow you to do the tracking and also not to forget those discoveries.

Document your team's work from the earliest stages. Talk about what kind of records you will need. In addition, determine where the official records will be kept and who is responsible for those records. Many times this is a joint function of the recorder and the team leader.

Turn to pages 4-11 and 4-12 of *The Team Handbook* to see a sample of team minutes. This example of team meeting minutes includes the name of the team or project, the meeting number, and the date the meeting was held. It also has a place for membership and whether each individual attended the meeting.

The agenda checklist is used by the recorder and team leader to ensure that all items were actually covered.

Future files are used to list items for future consideration that may not be directly related to the topic at hand.

The meeting review is used to help the team leader, quality advisor, and the team itself focus on any problem areas.

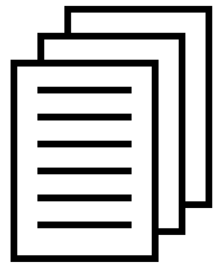
The next meeting simply shows the date, time, and location of the meeting.

The next page is used as a main topic summary. This can be the current process or simply part of the process, like a flowchart or a portion of collected data.

This is just a sample; you should use what is best suited for your team. One of the best ways to document your meetings is to use the DON storyboard. The storyboard is the team's "working minutes;" it forms a complete and permanent record of the team's actions and achievements. In addition, storyboards can be duplicated and used as handouts when a team makes a presentation. A team member should be assigned responsibility for maintaining and updating the storyboard after each meeting.

Agenda

- A detailed flow of topics and process steps, and the time required for each
- A logical, sequential roadmap
- The strategy of the meeting



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Agenda

These phrases define what an agenda is:

- **A detailed flow of topics and process steps, and the time required for each**

- **A logical, sequential roadmap**

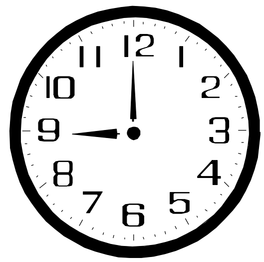
- **The strategy of the meeting**

Successful, productive meetings always have an agenda. The agenda is usually drafted in the previous meeting and developed in detail by one or two members before the actual meeting. Usually, this task is performed by the team leader working with either the quality advisor or the recorder.

If possible, the agenda should be sent to the participants in advance. One easy way to get it to the participants in advance is to attach it to the minutes. If this is a first meeting, send it with the invitation to attend.

Agenda Elements

- Where/when/length
- Topics
- Presenters
- Time guidelines
- Type of topic



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Agenda Elements

The agenda should include:

- **Where/when/length**

Identify the meeting place, the date of the meeting, and the starting and ending times.

- **Topics**

Provide a list of topics to be discussed. In some cases it is helpful if a sentence or two is added that defines each item and why it is on the agenda.

- **Presenters**

It is also helpful to identify who will present each topic. This is usually the person who requested that the item be added to the agenda or the person who has the most knowledge of the topic.

- **Time guidelines**

A time guideline for each topic will help keep the agenda on track. This is an estimate of the time needed to discuss each item. You may want to designate a timekeeper for your meetings or ask your quality advisor to keep track.

- **Type of topic**

Is it administrative (just passing information), does it require discussion, or does it need a decision? This is an optional item which you may want to include if the team has difficulty coming to closure on topics.

An agenda sets goals for the meeting and also lets you measure how successful you were.

Turn to the sample agendas in the back of your Student Guide.

Sample Agenda 1

15 May
Building 628, Room 104

0800-0810	Introductions	Quality advisor/team
0810-0830	TQL refresher training	Quality advisor
0830-0930	Validate charter	Quality advisor/team
0930-0945	Review roles of the team leader, quality advisor, and recorder	Quality advisor/team
0945-0950	Make assignments	Quality advisor/team leader
0950-1000	Evaluate the meeting	Quality advisor/team
1000	Adjourn	

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Agenda for Team's First Meeting (Sample Agenda 1)

The first agenda is a sample used for a team's first meeting. The quality advisor plays an important role in this first meeting. The quality advisor should explain the team's role. Then the team members are asked to introduce themselves and discuss their possible expectations for this team and themselves.

It is generally a good idea to conduct a brief TQL refresher to explain the basic DON TQL guidelines. Some of the team may not have had introductory TQL training for some time. For the first meeting, refresher training might consist of a review of the reasons for process improvement efforts and the roles and responsibilities of ESCs, QMBs, and PATs.

If there is time, you may also want to develop your ground rules (or code of cooperation) in this first meeting. We'll discuss ground rules in more detail in just a few moments.

It is recommended that your first meeting not exceed two hours. However, you should choose a timeframe, typically between 30 minutes and two hours, that will allow you to achieve your goals.

The next step is to validate the charter, which is one of the most important items the team can address. If you have to, split this up with a break. It's a good idea to try to have breaks hourly. Work for 50 minutes, then break for 10 minutes. This brief respite helps the team members stay focused on the issues at hand.

If the charter did not designate a team leader, electing one should be a priority item for the first meeting. The team needs a leader to get off to a good start. Review the characteristics of an effective team leader from Module 3 and on pages 21 and 22 of this module. A recorder should also be identified to ensure that good records are kept from the beginning.

Next, make assignments. This can be reading assignments, constructing flowcharts of a process, or even collecting data on a particular topic. Be sure that each team member knows and understands his or her assignment.

Finally, the team should evaluate the meeting. This can be done on an informal verbal basis, or the team can elect to have a written evaluation to give to the team leader and quality advisor.

Sample Agenda 2

20 May
Building 628, Room 104

0800-0815	Review minutes and agenda	Team leader
0815-0900	Review flowcharts	Team
0900-0920	Review spreadsheet data	John Smith/team
0920-0950	TQL refresher training	Quality advisor
0950-0955	Make assignments	Team leader
0955-1000	Evaluate the meeting	Team
1000	Adjourn	

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Agenda for Subsequent Meetings (Sample Agenda 2)

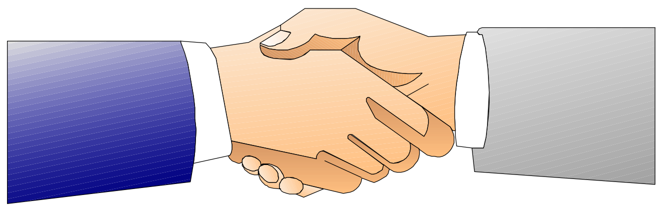
The first item on this agenda is to review the minutes from the previous meeting. Try to have the team recorder forward the minutes and the agenda to all members prior to the next meeting. This will allow all members a chance to review the minutes and agenda prior to the meeting to be ready for the activities planned.

In this example, the next item calls for sharing the results of assignments with team members. The data review (in this case, flowcharts and spreadsheets) may be followed by just-in-time training, perhaps on analysis techniques or the next step of the PDCA. The team then makes assignments and evaluates the meeting.

These are just two examples of agendas that can be used. Page 4-36 in *The Team Handbook* also shows a sample agenda format. However, these are by no means the only agendas available.

We have discussed several items that should be covered in the pre-meeting: purpose, schedule, membership, decision making, documentation, and agendas. Another important part of planning for the first meeting is developing a contract between the quality advisor and team leader.

Quality Advisor - Team Leader Contract



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Quality Advisor - Team Leader Contract

In order to develop an effective working relationship, the quality advisor needs to assess the knowledge and skills of the team leader. This will help the quality advisor to determine whether that individual is prepared to manage the project or needs supplemental training.

There are four broad areas of knowledge and skills needed by the team leader. They are: knowledge and understanding of the TQL principles and concepts, experience in managing team dynamics, experience in managing task accomplishment, and technical process knowledge.

The team leader's previous experience and reputation are the quality advisor's benchmarks. While experience and reputation are not always reliable predictors, they provide an initial awareness and allow the quality advisor to begin the task of developing an assessment of the team leader's needs to assist in planning future leader training and development.

Of particular importance to the quality advisor is the team leader's knowledge of the team process, continuous improvement, and task management. An experienced quality advisor will know what prerequisite knowledge is desired of the team leader. While each quality advisor will have different concerns, some important areas to consider are the leader's knowledge of people, conflict management and resolution, the system of Profound Knowledge, PDCA, and the tools of process improvement.

The quality advisor's assessment should determine how dependent the team leader is, initially, on the quality advisor. Appropriate coaching or formal training, in the case of an inexperienced leader, may be in order.

Once the quality advisor has developed an understanding of the team leader's experience, a contract should be developed. This is one of the items that should be determined in the pre-meeting.

A Contract Is . . .

A working agreement that outlines what the quality advisor and team leader expect from one another, and how they are going to work together.

10/95 Team Skills and Concepts - Module 4, Viewgraph 11

A Contract Is . . .

A working agreement that outlines what the quality advisor and team leader expect from one another, and how they are going to work together.

NOTE: The word "contract" is a formal term and is preferred to the term "working agreement." Contract reminds the quality advisor and team leader of the specific expectations for the working relationship and facilitation effort.

Purposes of Contracting

- Ensures commitment
- Promotes informed choice
- Provides a psychological foundation

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Purposes of Contracting

It is important to recognize that contracting begins with the quality advisor and team leader, but is an iterative process which ultimately must include the rest of the team. For the quality advisor to be able to work effectively with the team, everyone has to agree on the terms of the relationship. For right now, though, we will focus on the first step, which is contracting between the quality advisor and team leader.

There are three primary purposes for developing a contract:

- **Ensures commitment**

It ensures that the quality advisor, team leader, and the group understand and are committed to the conditions of the working relationship. This includes clarifying the expectations that each party has for the other.

■ **Promotes informed choice**

Contracting provides each party with a chance to see how the other person works. This provides the basis for both parties to make an informed choice about whether or not they want to work together. If one or both parties recognize that they can't or shouldn't work together, it is best to acknowledge this fact and try to make other arrangements. Sometimes, especially in small commands, such options are limited. There may be only one quality advisor/coordinator. In that case you may want to consider bringing in a quality advisor from a different command if possible. Reactions and behavior during the contracting process are a pretty good indicator of how people will behave when the team works together.

■ **Provides a psychological foundation**

The process of developing a contract provides a psychological foundation for the relationships between the quality advisor, team leader, and team. Identifying their expectations requires group members to reveal some of their anxieties and concerns. When the quality advisor responds positively with support and empathy, trust is established, making it possible for the quality advisor to effectively facilitate the group process later.

Elements of a Good Contract

- Objectives of the team
- Roles and responsibilities of each party
- Objectives of the relationship
- Rules of confidentiality
- Manner in which the quality advisor and leader will handle problems
- Any additional ground rules for the relationship

10/95 Team Skills and Concepts - Module 4, Viewgraph 13

Elements of a Good Contract

The principle **elements of a good contract** are:

- **Objectives of the team**

- **Roles and responsibilities of each party**

- **Objectives of the relationship**

- **Rules of confidentiality**

- **Manner in which the quality advisor and leader will handle problems**

- **Any additional ground rules for the relationship**

This contract can be updated as the group matures, but should be the first order of business before any full team meeting takes place. Of course, if the team leader was not identified in the charter, the quality advisor and team leader should meet to negotiate a contract as soon as possible after the first team meeting.

Areas to Consider in Contracting

- Format
- Equal participation
- Balanced expectations

10/95 Team Skills and Concepts - Module 4, Viewgraph 14

Areas to Consider in Contracting

In developing a contract, the following three areas should be considered:

- **Format**

The contract may be written or verbal. Verbal contracts are most suitable to short-term facilitation efforts when each party's roles, responsibilities, and technical expectations are clearly understood.

In most situations, a written contract is preferable to a verbal one. The written contract clearly states, in permanent terms, each party's agreement. The team leader may use this document as a tool to communicate to the team members the quality advisor's roles and responsibilities, the process used to reach their agreement, and the contents of the agreement itself. Additionally, it may be used as a feedback tool if expectations are not met. A written format permits the quality advisor to improve the contract with each new facilitation effort.

The specific format of the written contract is not critical. It may consist of a list of agreed-upon issues or a descriptive paragraph. Whatever format is agreed upon, it should be clear, professional, and to the point.

- **Equal participation**

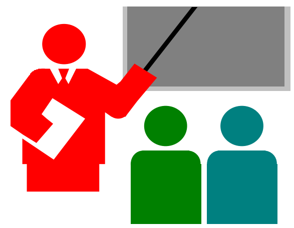
For the contract and the subsequent working relationship to be effective, both parties must feel that they have contributed equally and without reservation to the agreement as to how they will work together.

- **Balanced expectations**

The quality advisor may feel the need to enter each new facilitation effort and contract negotiation without regard for his or her own needs and expectations. But the desire to serve the needs of the team leader and team must be balanced with the needs and expectations of the quality advisor in the contracting phase. The quality advisor's requirements should carry equal weight while negotiating the contract. This must be done authentically and with respect and concern for the team leader.

Quality Advisor's Contract Issues

- Partnership
- Access
- Commitment
- Freedom
- Confidentiality



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Quality Advisor's Contract Issues

There are certain needs and expectations quality advisors may have as they enter the contracting process. Keep these concerns in mind as you prepare to meet with the team leader:

- **Partnership**

Each party must feel confident that each has ownership and influence over what happens in his or her area during each phase of the project. For the quality advisor, this concerns matters of the group process; for the team leader, it concerns matters of content. Each must feel respected for what he or she brings to the effort, and must be committed to showing respect and maintaining involvement. Teamwork must be a top priority for the quality advisor and team leader, and for the team members in general. The quality advisor should not be a sounding board for complaints in the command or process. The team leader and chain of command should be used for such issues. The quality advisor will make every effort to attend agreed-upon meetings and training sessions.

- **Access**

Access to people and information in the process is important. Guidelines for communicating between the quality advisor and team leader, the quality advisor and team members, and the quality advisor and process managers and workers are critical areas to negotiate. The quality advisor may need access to information or people to train or provide assistance during data collection and analysis, pilot implementation, or standardization of changes within the process.

- **Commitment**

The quality advisor has a right to expect commitment to the assigned task from the team leader and the team.

- **Freedom**

The right to raise difficult issues is critical. If the quality advisor and team leader agree that expectations are not being met, action should be taken to remedy the situation. During training sessions, the trainer should be free to act as necessary to maintain class control.

- **Confidentiality**

The quality advisor is not an inspector. Team activities should not be divulged to members outside the team without agreement from the team leader and team members when appropriate. The quality advisor should be expected to evaluate the team for progress in task accomplishment and team dynamics areas. The quality advisor should not make reports that evaluate the team for feedback to the chartering team or to the TQL coordinator. The exception to this rule is that, of course, the quality advisor may need to consult with the coordinator in order to improve the quality advisor's own skills.

The findings of the team during the improvement process should be viewed by the quality advisor as confidential information. Specific guidelines to permit the quality advisor to share lessons learned should be negotiated.

Feedback about the quality advisor's performance as a facilitator should be addressed. The team leader and quality advisor must develop a mutual respect when dealing with feedback.

The product the quality advisor will deliver before, during, and following regular team meetings may be discussed and clarified in the contract. Reports, feedback, education and training, and coaching requirements are just a few of the many products and services available for frank and open discussion.

Ground Rules for Contracting

- 50/50 Rule
- Freely entered
- All wants are legitimate.
- Negotiated outcome
- Necessary versus desirable
- Focus on behavior
- Realistic expectations
- Deliver what is promised
- Renegotiate
- Write is right.

10/95 Team Skills and Concepts - Module 4, Viewgraph 16

Ground Rules for Contracting

Each time a quality advisor negotiates a contract, the following ground rules should be kept in mind:

- **50/50 Rule**

The relationship must be founded upon balanced responsibility and input to the contracting process. A "50/50" situation between the team leader and the quality advisor must exist.

- **Freely entered**

The contract should be freely entered upon. A coercive atmosphere will undermine the success of the team.

- **All wants are legitimate.**

All wants are legitimate. No one should say, "You shouldn't ask that." Keep in mind that you can't get something for nothing. There must be consideration from both sides, even in a CO and TQL coordinator facilitation effort.

- **Negotiated outcome**

The quality advisor can say "no" to something that is clearly not in the team's best interests, but it is better for the outcome to be negotiated.

- **Necessary versus desirable**

You may not always get what you want. A quality advisor's wants must be negotiated from the perspective of the necessary and the desirable. Hold fast for the necessary; be flexible with the desirable.

- **Focus on behavior**

You can't negotiate with the team leader to change his or her *feelings*; however, a contract can require changes in *behavior.*

- **Realistic expectations**

The quality advisor cannot ask for, or expect, something that the team leader does not have.

- **Deliver what is promised**

The quality advisor should only agree to that which he or she can deliver.

- **Renegotiate**

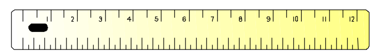
Contracts are always renegotiable.

- **Write is right.**

Use written contracts when appropriate.

Contract Negotiation

- What does the team leader want from the quality advisor?
- What constraints are appropriate?
- How will successs be measured?



- Are there reservations?
- What questions should be asked to evaluate progress?

10/95 Team Skills and Concepts - Module 4, Viewgraph 17

Contract Negotiation

- **What does the team leader want from the quality advisor?**

The quality advisor may wish to begin the contracting meeting by directly soliciting the team leader's expectations of the quality advisor. "What do you want from me?" is a direct question to engage the team leader in negotiation. The team leader's responses may favor the needs of the project and team. The quality advisor must differentiate the leader's task and team management wants from those needs which directly impact the quality advisor's facilitation effort, and negotiate accordingly.

- **What constraints are appropriate?**

While "wants" usually tell the quality advisor what is to be done, a question regarding what constraints are appropriate to the task will often shed light on *how* the quality advisor will interact with the team leader and the team. If the team indicates a constraint that meetings will *never* run past 4 p.m., this tells the quality advisor that the team wishes to be very scheduled and has little room for flexibility. It may also mean that there is little commitment to or ownership in the tasking. This is probably the most difficult aspect of the contracting phase and requires clear and authentic communication between both parties.

- **How will success be measured?**

The quality advisor should determine how the team leader will measure the success of the quality advisor, the team, and the project. While the team leader may not be able to completely answer this question, it will serve to clarify the leader's expectations.

- **Are there reservations?**

Ask for feedback. Before concluding the contract negotiation meeting, the quality advisor should ask the team leader for feedback on how he or she feels about the meeting and what the quality advisor said and did.

■ What questions should be asked to evaluate progress?

At the end of the meeting, the quality advisor should evaluate the progress from his or her own perspective. Questions one might ask include:

1. How do I rate my participation as a quality advisor?

2. How do I rate the team leader's participation?

3. What resistance or reservations about the contract were shared?

4. What reservations do I have, as quality advisor, about the contract?

5. How did I give support to the team leader?

6. How do I rate the team leader's motivation to proceed?

7. How do I rate my own motivation to proceed?

8. What did I not express to the team leader?

9. What would I do differently next time?

The quality advisor will probably want to type out the contract and provide a copy to the team leader before the next team meeting.

ROLE PLAY: CONTRACTING EXERCISE NOTES

This time spent negotiating the contract will make a significant contribution to the effectiveness of teams because it defines the team leader's expectations, needs, and wants and establishes the relationship between the quality advisor, team leader, and team members.

Actual Meeting

- Start on time
- Ice breakers
- Organize
- Review agenda
- Review minutes
- State purpose/objectives
- Seek contributions
- Clarify
- Keep focused
- Summarize/end meeting

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Actual Meeting

The planning has been completed, the invitation/notification has been sent, and the big day has finally arrived. What happens now? Here are some step-by-step guidelines that the team leader and quality advisor may use for running the actual meeting:

- **Start on time**

Arrive early. Look for problems with seating, lighting, or anything else that may detract from the meeting. Starting on time is your first test of control. There will always be that tendency to put off starting until latecomers arrive. Don't! When you start on time, you'll be surprised at how quickly people begin arriving at the appointed hour.

- **Ice breakers**

Ice breakers are especially effective early in the team formation process and again when team energy is low. They help people get to know each other, add a touch of humor to the work place, and help people leave their troubles at the door. They are short—five to ten minutes. Remember, they are used to help the group focus on the issues at hand.

- **Organize**

Get any announcements out of the way. Don't allow an information item to be turned into an item for administrative debate. Once the meeting begins, everyone is expected to give it their full attention. Turn to page 4-5 in *The Team Handbook* to read the "100-mile rule." No one should be called from the meeting unless it is so important that the disruption would occur even if the meeting were 100 miles away from the work place. That is why it is called the "100 mile rule." This needs to be communicated, perhaps repeatedly, to those who keep taking phone messages or interrupt the team's work for other reasons.

- **Review agenda**

Start each meeting with a quick review of the agenda. This is the time to add/delete/modify items and time estimates.

- **Review minutes**

Review the minutes from the last meeting. If corrections are needed, this is the time to bring them up. Don't let incorrect items remain in the minutes. Remember, these are your official records of what you decided upon.

- **State purpose/objectives**

State the purpose and objectives for the meeting. This is your chance to focus the group and give members the goal to shoot for.

- **Seek contributions**

Seek contributions and recognize members. Don't force anyone to speak, but make sure that shy members have a chance to contribute. Look for opportunities to make members feel good about themselves and their contributions. Record their contributions in your minutes. Later on in this module you will learn some of the tools for getting active participation from all team members.

- **Clarify**

Summarize points of agreement and clarify opposing points of view. People hear things differently, as we found out in the communications lesson. Make sure that everyone has the same understanding. Also, be sure the team is clear on the roles of the quality advisor, team leader, and downward linking pin.

- **Keep focused**

Keep the meeting focused. Don't permit long pauses or issues to get dragged out. If the issue is ripe for conclusion, offer a summary or ask for group consensus. If a decision needs to be made, the team leader or quality advisor should ensure that it is made.

- **Summarize/end meeting**

Summarize what was accomplished, what decisions were made, what items were tabled, and relate those back to the original objectives. Set the next agenda. Make sure all members understand their assignments. End the meeting.

Meeting Checklist

	Yes	No
Clear agenda	___	___
Balanced participation	___	___
Effective leadership style	___	___
Discussion of alternative views	___	___
Open communications	___	___
Separation of opinions from facts	___	___
Assignment of actions	___	___
Summary at end (evaluation)	___	___
Meeting minutes published	___	___

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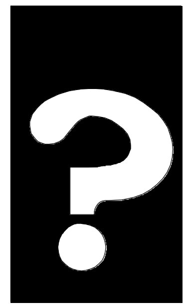
Meeting Checklist

At the end of the meeting, you may want to review a meeting checklist like this one. Did the meeting follow the agenda? Did it accomplish what it was supposed to do? If not, why not? How can we improve next time? How do we keep all the good things that happened? *The Team Handbook* on pages 4-33 and 4-34 gives another example of a checklist to evaluate how the meeting went. End on a positive, upbeat note. Make the members feel the meeting was worth their time and effort. BE SURE TO END ON TIME.

Post-meeting

- How did it go?
- How did we do on our agenda?
- What do we need to do before next time?
- What went well, not so well?
- How can we improve?



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Post-meeting

A short post-meeting should be held between the team leader and quality advisor after the regular meeting. Some of the items they should discuss are:

- **How did it go?**

Did everyone seem to be pleased with the meeting? Did we accomplish something, or did we get off track?

- **How did we do on our agenda?**

Were all agenda items discussed? If not, was it because of a team member not being ready, or did we spend too much time on a particular item?

- **What do we need to do before next time?**

Did we assign each action item to a team member who has knowledge of the process?

- **What went well, not so well?**

Did we lose control of the meeting, or was everyone well prepared? How well did we comply with our contract?

- **How can we improve?**

You may want to have a longer pre-meeting to ensure better preparation. Meet between team meetings with team members who need additional guidance.

The effectiveness of the first meeting depends a lot on the planning done by the team leader and/or quality advisor. (Page 4-15 in *The Team Handbook* talks about first meeting needs.) In addition to all the steps we have already talked about, you must set ground rules or develop a code of cooperation. *The Team Handbook* talks about ground rules on pages 4-17 to 4-19. Ground rules are a set of guidelines used to determine how the team members will interact with one another and how the first meeting and future meetings will be conducted. Our experience has shown that failure to establish ground rules for conducting meetings is one of the most frequent causes of ineffective meetings and disappointing teamwork.

We're going to discuss some of the more important ground rules next. However, there is no set number or type. The team can decide what is appropriate.

Ground Rules (Code of Cooperation)

- Attendance
- Promptness
- Meeting place/time
- Participation
- Courtesy
- Assignments
- Team leader/recorder
- Alternate members
- Documentation
- Decision making

10/95 Team Skills and Concepts - Module 4, Viewgraph 21

Ground Rules (Code of Cooperation)

- **Attendance**

Talk about legitimate reasons for missing a meeting, who to notify if you cannot attend, and how to do it. A ground rule about attendance may read: "Meetings will not convene without a 2/3 majority or quorum," or "No substitutes," or "If you miss a meeting, you are bound to support team decisions made in your absence."

- **Promptness**

Start and end on time. What does "on time" mean to the team? What will you do to encourage promptness?

- **Meeting place/time**

Specify the day, time, and place for meetings. What procedures will be used if a change is required?

- **Participation**

All members' input is valuable. Everyone should listen attentively and speak freely. Communication is one of the most important aspects of teamwork. If all members are not open and honest, the team will be less effective. All members have an equal voice on the team.

- **Courtesy**

Don't interrupt. No side conversations. Only one person talks at a time. A sample of this could be: "Each member will respect every other members' views and attentively listen to his or her point." In addition, you may want to invoke the 100-mile rule we discussed a few minutes ago.

- **Assignments**

What's to be done? When is it due? What are the consequences of not following through? What if a member is not able to attend the next meeting?

- **Team leader/recorder**

How often will the team leader/recorder change? How will the change be accomplished? Are there any other functions/chores that may need rotation?

- **Alternate members**

Will alternate team members be used? Will they have full privileges (voting, etc.)?

- **Documentation**

Who is responsible? Where will the official copies be maintained? How and with whom will records be shared?

- **Decision making**

Consensus, voting, majority, etc. Group decision making is one of the most difficult and most important functions a team has to perform. For reasons we will discuss in a few minutes, consensus is generally considered the best overall approach for making decisions in quality improvement teams.

▸ VIDEO NOTES "Meetings, Bloody Meetings"

The film emphasizes the key points for having a successful meeting. You have to plan and prepare for your meetings, keep them brief, have and follow an agenda and a set of ground rules. Nothing is worse than coming to a meeting that drags on and on with everybody talking and nobody saying anything. Good leadership and planning on the part of the team leader and/or quality advisor is essential to the success of any team. One of the elements you have to plan for is how the team will make decisions.

Consensus

A decision by a group that is acceptable to them, but is not unanimous nor arrived at by a vote. All members support the decision, even without universal agreement.

10/95 Team Skills and Concepts - Module 4, Viewgraph 22

Consensus

Consensus is:

A decision by a group that is acceptable to them, but is not unanimous nor arrived at by a vote. All members support the decision, even without universal agreement (*DON TQL Glossary*).

This definition is not meant to imply that consensus can't be unanimous or that you can't use a voting tool to help the team reach consensus. Rather, the intent is to recognize that it doesn't have to be unanimous, as it usually isn't, and should not be determined by *majority* vote.

Any group's goal should be to reach decisions that best reflect the thinking of all group members. Consensus is simply finding a proposal acceptable enough that all members can support it and no member opposes it.

Consensus decisions are made by agreeing that "we all make the decision together." It is important to reach consensus when there is value in having the buy-in of the entire team.

It is easy to be confused about what consensus is and what it isn't. Let's look at what *The Team Handbook* says about what consensus is **not**.

Turn to page 2-40 of *The Team Handbook*.

We don't recommend consensus when a command decision would have been more appropriate or when the group process is unskilled and unnecessarily slow.

To Reach Consensus

- Each member is given an opportunity to express his or her thoughts.
- Conflicting ideas are discussed.
- Points of agreement are combined.
- Each member expresses his or her thoughts until a decision is agreed upon.

10/95 Team Skills and Concepts - Module 4, Viewgraph 23

To Reach Consensus

- **Each member is given an opportunity to express his or her thoughts.**

- **Conflicting ideas are discussed.**

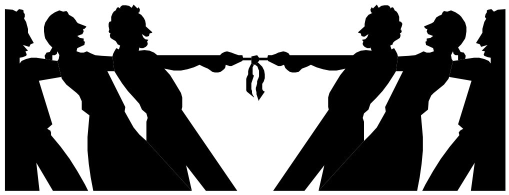
- **Points of agreement are combined.**

- **Each member expresses his or her thoughts until a decision is agreed upon.**

Taking each of these steps will help you ensure that the group has truly reached a consensus decision.

As noted in *The Team Handbook*, consensus requires time, active participation of all members, skills in communication, creative thinking, and open-mindedness. The quality advisor or team leader must ensure that every member participates fully. They need to allow plenty of time to reach consensus, since everyone's ideas will be discussed.

Guidelines for Reaching Consensus



- Avoid arguing for your own ideas.
- Don't assume someone must win or lose.
- Don't change your mind just to avoid conflict.
- View differences of opinion as expected and natural.

10/95 Team Skills and Concepts - Module 4, Viewgraph 24

Guidelines for Reaching Consensus

- **Avoid arguing for your own ideas.**

Keep your mind open to others' ideas as you state your own.

- **Don't assume someone must win or lose.**

Look for acceptable alternatives so everyone "wins."

- **Don't change your mind just to avoid conflict.**

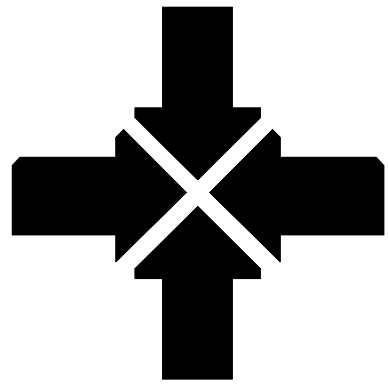
Changing your mind just to end conflict suppresses ideas and limits alternatives for the team.

- **View differences of opinion as expected and natural.**

Accepting differences is an important first step toward finding acceptable alternatives. Everyone will have his or her point of view; listen to other team members' ideas. You may be saying the same thing, but in a slightly different way. You may be able to combine and build on each others' ideas.

Advantages of Consensus

- Increases involvement
- Improves attitudes
- Improves decision quality
- Equalizes power
- Increases team cohesion



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Advantages of Consensus

Consensus decision making is popular because it . . .

- **Increases involvement**

An advantage of consensus decision making is that it increases involvement and participation of all members. Diverse perspectives and solution options are discussed in an air of productive controversy so that all alternatives are encouraged.

- **Improves attitudes**

During that discussion, team members' attitudes and behaviors are likely to be changed and improved.

- **Improves decision quality**

The quality of decisions the team makes will also improve because more diverse ideas are brought out.

- **Equalizes power**

Consensus decision making equalizes the distribution of power. Since no one member can unduly influence the decision making of the team, all members are more confident in the "correctness" of the decision.

- **Increases team cohesion**

This confidence leads to stronger group cohesion and a commitment to implementing the decision. It increases motivation and future decision-making effectiveness of the group.

Even when both the team leader and the quality advisor have covered all the bases, there is still the human factor.

> What if the group won't say anything?
>
> What if one member adamantly disagrees with the rest of the group?
>
> What if one or two members' ideas are constantly suppressed or ignored by the group?
>
> What if the group agrees to a decision without really exploring the alternatives?

This may result in "groupthink."

Conditions that Contribute to Groupthink

- A group is highly-insulated, with limited access to outside feedback.
- A high-stress decision-making environment exists, such as:
  - → Budgets are constrained or cut back.
  - → There is external pressure on the group.
  - → There is a history of recent setbacks.

10/95 Team Skills and Concepts - Module 4, Viewgraph 26

Conditions that Contribute to Groupthink

Groupthink occurs when all members of a group agree to a decision without critically examining alternatives and by suppressing opposing thoughts.

Irving L. Janis, who is credited with having first recognized this phenomenon, defined it as "a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' striving for unanimity overrides their motivation to realistically appraise alternative courses of action."

Some conditions that contribute to groupthink are:

- **A group is highly-insulated, with limited access to outside feedback.**

- **A high-stress decision-making environment exists, such as:**

    Budgets are constrained or cut back.

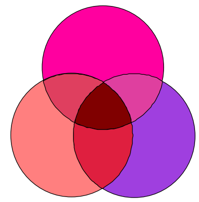
    There is external pressure on the group.

    There is a history of recent setbacks.

▸ VIDEO NOTES "GROUPTHINK"

Strategies for Avoiding Groupthink

- Create an open climate
- Do not isolate the group
- Allow devil's advocates
- Limit directive leadership



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Strategies for Avoiding Groupthink

Obviously, groupthink is a phenomenon we want to avoid in working with quality improvement teams. Researchers have identified several strategies for reducing the chances of this happening:

- **Create an open climate**

An environment that encourages open discussion, non-judgmental attitudes, and free expression of divergent ideas is least likely to lead to suppression of ideas and tunnel vision within the team.

- **Do not isolate the group**

A fresh perspective with honest feedback can keep the group from becoming isolated to known alternatives. Encourage the team to occasionally bring in outsiders as a sounding board for their ideas.

- **Allow devil's advocates**

Sometimes teams need to be reminded that it's okay to question "sacred cows" or to challenge assumptions they may have taken for granted. As long as questions are asked in the spirit of honest inquiry and following the team's ground rules, they can be very productive.

- **Limit directive leadership**

Teams occasionally need directive leadership, especially when they are first formed. But the team leader should be careful to use this approach only when it's really called for. Adopting more facilitative behavior as often as possible will help ensure that the group isn't unduly influenced by one perspective.

We have looked at guidelines for effective meetings and group decision-making methods, but to have truly effective teams, we need to learn more about team dynamics. Of particular importance is recognizing disruptive team behaviors and identifying ways to deal with them. There are specific examples of common problems and what to do about them on pages 6-36 through 6-46 in *The Team Handbook*.

These are just a few brief examples, but *The Team Handbook* is a valuable resource for anyone working in a team environment.

There are exercises beginning on page 7-11 in *The Team Handbook* covering most areas of team dynamics. Of particular interest is the very first exercise that deals with disruptive behavior and graded intervention.

Disruptive Behaviors

- Rambler
- Silent member
- Talker
- Arguer

10/95 Team Skills and Concepts - Module 4, Viewgraph 28

Disruptive Behaviors

One of the key characteristics of positive team dynamics is balanced participation. There are several common situations of unbalanced participation you will almost certainly have to deal with.

- **Rambler**

- **Silent member**

- **Talker**

- **Arguer**

🗐 BALANCING PARTICIPATION (DEVELOPING GROUND RULES) EXERCISE NOTES

Sample Storyboard

Process Improvement Storyboard Mailroom QMB		
Team Information	**Reason for Improvement**	**Current Situation**
Tom Jones, Administrative Dept. Head John Doe, Supply Dept. Head Sue Brown, Command Master Chief Jane Smith, Command Transportation Coordinator	Charter/Ground rules	
Data Collection and Analysis		
Proposed Improvement and Implementation	**Evaluation of Results**	**Future Plans**

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Sample Storyboard

Add your ground rules to the storyboard under reason for improvement. Your revised charter will also go under this section.

Summary Exercise

- Factors that create effective teamwork
- Barriers to effective teamwork

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Summary Exercise

We have covered a lot of material thus far in the course and in this module on working together. To review and summarize all that we have talked about, let's brainstorm some factors that contribute to effective teams and some barriers to effective teams.

- **Factors that create effective teamwork**

- **Barriers to effective teamwork**

SUMMARY EXERCISE NOTES

Factors that Create Effective Teamwork

- Synergy
- Leadership
- Group process facilitation
- Effective meeting techniques
- Clear ground rules
- Consensus building
- Open communication
- Balanced participation
- Task clarity
- Documentation
- Commitment

10/95 Team Skills and Concepts - Module 4, Viewgraph 31

Factors that Create Effective Teamwork

Let's go over the list of factors that contribute to effective teamwork.

- **Synergy**

A good term to describe effective teamwork is "team synergy." Basically, this is the principle that individuals working effectively together can produce far superior outputs than those same individuals could produce working alone. We demonstrated this concept in Module 1 when we did the paper cup exercise. Quality transformation and quality improvement are directly related to how effective teams are at working together.

- **Leadership**

Effective team leadership is also critical for a team to stay focused and dynamic. In an ESC, the organization head, as the ESC leader, must constantly encourage and empower organizational members to support and participate in the quality transformation. So too, on PATs, the team leader must be empowered by the organization and the team to lead the team, as a unified whole, toward the accomplishment of its mission or goal. The team leader must not dominate the group process, but rather allow it to work through team participation. This is an important aspect of avoiding groupthink.

- **Group process facilitation**

Another dynamic for a successful team is the guidance provided by the quality advisor, including an individual whose role is to continuously improve how the team works together to ensure that the knowledge and ideas of each team member are effectively integrated into the project.

- **Effective meeting techniques**

To make meetings productive, team leaders and quality advisors must plan, schedule, prepare agendas, and develop a contract for their working relationship.

- **Clear ground rules**

The quality advisor facilitates the group dynamics that encourage and maintain effective teamwork. These team dynamics are often defined as clear and enforced ground rules. Each member must support the rules of successful teamwork. Each must take the responsibility to call process checks when these rules are being violated so that they do not become barriers to team success. These barriers must be quickly identified and eliminated to ensure that the team remains on track.

- **Consensus building**

For a team to be successful, members must cooperate toward achieving consensus and making viable team decisions. Members must be receptive to and supportive of ideas other than their own when these ideas are logical and fact based.

- **Open communication**

Successful teams foster creativity, allowing members to explore new paradigms that break through old beliefs and create new ideas for process improvement. Important, too, is open and constructive communication. Feedback must be open, honest, clear, direct, and intended to constructively add to the discussion.

- **Balanced participation**

No team can be successful without balanced participation. Each member must fully contribute his or her personal ideas, effort, and commitment.

- **Task clarity**

Teams do not operate in a vacuum. Communication is important within teams and between QMBs and PATs. This establishes the key mission identity that clearly links the overall organizational mission to the goal of the team. Coupled with this mission relationship is task clarity. A successful team has a precise mission or goal, clear objectives, specific actions to achieve the goal or objectives, definitive responsibility assigned to achieve each specific action, and a timetable for achievement.

- **Documentation**

Team minutes and an updated record or storyboard of team activities are essential to a successful team. These records are essential to avoid rework, to maintain team focus, and to formulate a comprehensive and inclusive team output. Records and storyboards are also important for presentations and reports on the status of team activity.

- **Commitment**

Although circumstances can cause changes in team membership, a successful team has members who are committed to the team goal and are allowed to stay with the team until the team goal has been accomplished. Changing team membership without regard to process ownership, process knowledge, or TQL training can seriously disrupt a performing team. If new members must be brought in, expect some temporary performance degradation. The code of cooperation (ground rules) should also be renegotiated.

Barriers to Effective Teamwork

- Team polarity
- Disruptive behaviors
- Fuzzy or unenforced ground rules
- Competition/feuding
- Groupthink
- Destructive communication
- Task confusion
- Team transition
- Lack of self-assessment

10/95 Team Skills and Concepts - Module 4, Viewgraph 32

Barriers to Effective Teamwork

Now let's look at the barriers to effective teamwork.

- **Team polarity**

The opposite of team synergy is team polarity. When individuals are working at odds with each other, they produce far inferior outputs than are produced by those same individuals working alone or in successful teams. Team polarity may be caused by ineffective leadership or a leadership void.

- **Disruptive behaviors**

When one individual dominates the team, he or she does not allow for group process dynamics to be effective. Reluctant participants create unbalanced participation that is also disruptive.

- **Fuzzy or unenforced ground rules**

If the rules of effective teamwork are not clear or enforcement is inconsistent, the effectiveness of the team may be significantly reduced. Teams may be unable to maintain their focus, members become frustrated, the group tends to splinter and flounder, and the team becomes ineffective.

- **Competition/feuding**

If each member does not support the rules of successful teamwork, the team may become dysfunctional. Competition and feuding can occur when individuals or groups within the team splinter along lines of methodology or belief. The team can suffer greatly through a tremendous waste of time and energy spent resolving conflicts and disputes.

- **Groupthink**

Groupthink can occur when the desire for group cohesiveness is so strong that the team fails to consider all alternatives. Consensus is the goal of group process, but it is achieved first through brainstorming and other techniques for sharing individual concepts and ideas. A degree of individual creativity and expression is strongly encouraged on effective teams. It is the effective integration of varying concepts and ideas that enriches the strength and value of the team product or service.

- **Destructive communication**

There is nothing more damaging to team success than destructive communication. Feedback that is personal or derogatory and critical, indirect, and intended to be disruptive creates breakdowns in basic human interaction that can dominate the process.

- **Task confusion**

A mission disconnect can occur in teams if members do not clearly understand and convey the overall organizational mission. Higher level guidance teams must clearly communicate that mission and its relationship to the lower level team. In this way the lower level has the ability to focus team effort and goals to specifically relate to that mission. When the lower level team fails in their communications process there can also be task confusion. If the team has no precise mission or clear objectives, tasking can become confused. The team begins to flounder because it does not fully understand its objective or how to achieve it. The result is an ineffective team.

- **Team transition**

When circumstances cause changes in team membership, these changes can affect the productivity of the team. New membership has to be addressed and assignment of tasking may have to be realigned.

- **Lack of self-assessment**

Routine process checks are essential to maintain team synergy. Periodically, the team has to assess itself, its membership, and its product output to ensure that differences are confronted and resolved and the task remains focused.

NOTES