

WORKING IN TEAM

I. Teams: the basics to make them work

“One fine day it occurred to the Members of the Body that they were doing all the work and the Belly was having all the food. So they held a meeting, and after a long discussion, decided to strike work till the Belly consented to take its proper share of the work. So for a day or two, the Hands refused to take the food, the Mouth refused to receive it, and the Teeth had no work to do. But after a day or two the Members began to find that they themselves were not in a very active condition: the Hands could hardly move, and the Mouth was all parched and dry, while the Legs were unable to support the rest. So thus they found that even the Belly in its dull quiet way was doing necessary work for the Body, and that all must work together or the Body will go to pieces.” (Aesop, The Belly and the Members (<http://etc.usf.edu/lit2go/35/aesops-fables/373/the-belly-and-the-members/>))

This very old story clearly illustrates 2 important points concerning the way people work in a team:

- the interdependency of all team members; each of them may be impacted by what the others do or don't do
- the difficulty that may exist in evaluating the contribution of each individual member or a team

In this eBook, which is also the support for a training course offered in the European School of Administration (http://europa.eu/eas/index_en.htm), you will find practical resources that will help you improve the way you work in teams.

Together, we will explore:

- What is a team: what is the difference between a team and just any group of people?
- How do working groups become teams and what development phases do they follow?
- Teams and communication: how do members of a team communicate amongst themselves?
- Teams and organisation: how can we distinguish between an effective and an ineffective team?
- Teams and meetings: how do teams meet and how can these meetings help teams be more effective?
- Teams and conflicts: what kind of conflicts do teams and team members face and how can they be managed effectively?
- Temporary and Project Teams: what are the characteristics of ad hoc temporary teams and what needs to be kept in mind in those situations.



Links with my work?

No job is done from teamwork only. There is always a part of a job that you have to do on your own. The good functioning of a team is also about this balance between individual work and collective work, between individual responsibility and collective responsibility.

In your daily work life, do you work most of the time with others, and in this case, what is the part of your work for which you need to rely on yourself?

Or, on the contrary, do you work most of the time on your own, and in this case, for which parts of your work do you need the help of others?

If you are not convinced of the importance of working together, do not forget to watch this important video (<https://www.youtube.com/watch?v=MNSdUEkZsf0>)



Exercise:

Think about the images and concepts that come to mind when speaking about teamwork.

To help you out, you might want to think of your first experience in a team both at work or in your private sphere. What memories do you have of that experience?

Which values did you learn?

What about Do's and Don'ts?

1.1 The art of “teaming”

According to Amy C. Edmondson, professor at Harvard Business School, being part of a team is not enough. In our world, the lifespan of a team might become shorter and shorter and we may need the skills to be able to integrate quickly into new teams.

This is what she calls “Teaming”. This includes a deep recognition among individual players of the interdependency of their roles. This recognition leads naturally to early and consistent communication among formerly separate parties throughout their joint work. Once the task is complete, more communication, this time in the form of reflection and feedback, must also take place.

This is what she explains in this video (<https://www.youtube.com/watch?v=T3CxfYfwgY0>)

In order to foster “Teaming”, Edmondson points out that discussions that happen in the team can be brief, but need to happen.

Each of us is responsible for this.

However, at an organisational level, it is also important that the impetus for having those conversations come from the top. Yet, getting employees to speak up is no easy task. Some people hold deeply ingrained taken-for-granted beliefs that it is dangerous to speak up or disagree with those in power. Actually, management can be part of the problem without even knowing it. Combating this takes conscious effort.



1.2 The team's 6 essentials

Team dynamics are complex. Here are six important points to remember:

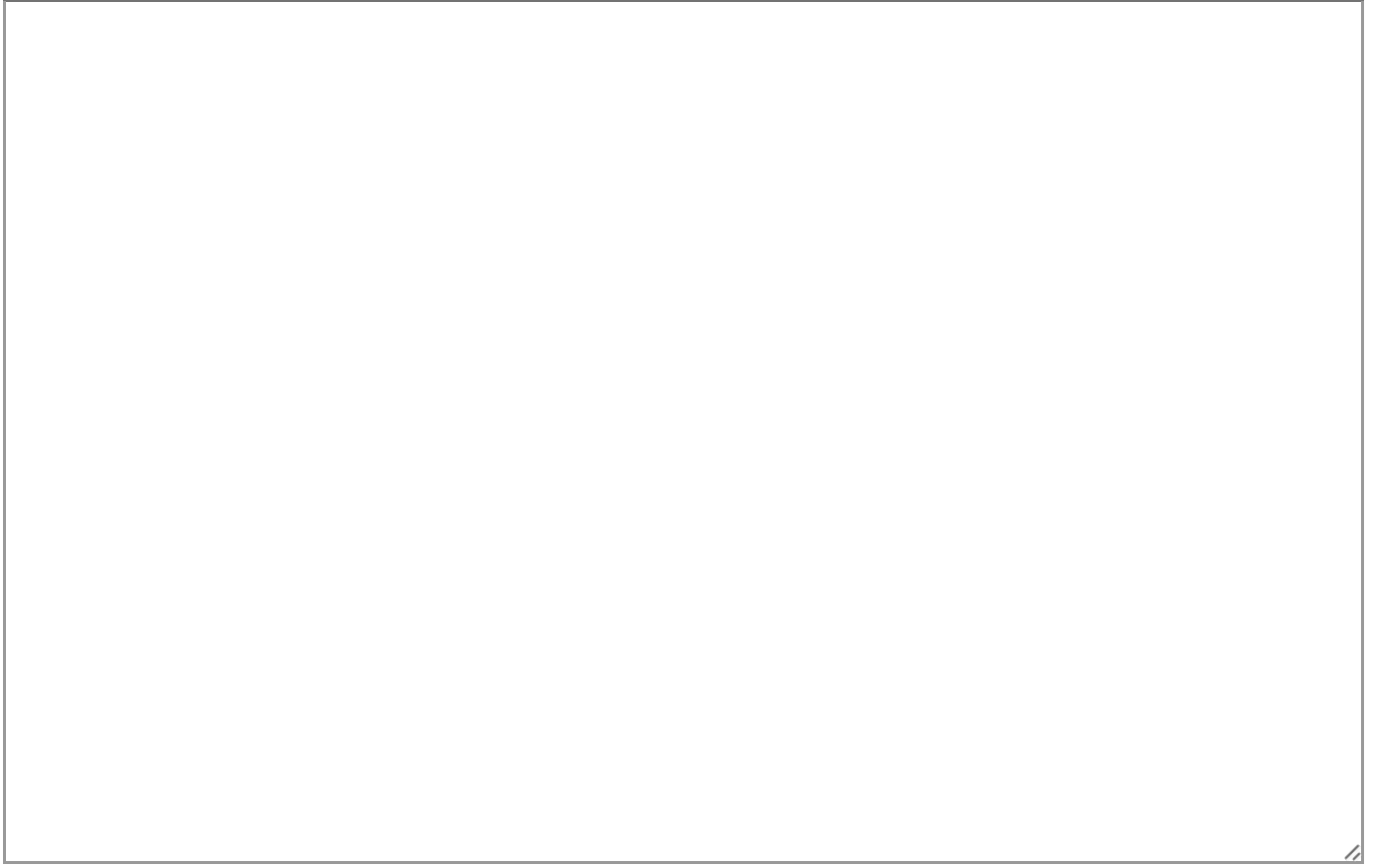
1. The contributions of some members of a team may seem less significant or of less value than others, especially when compared to the louder and possibly more prominent members of the team. It is important that every member of the team understands their unique role and what they bring to the team. It is also important that they clearly understand everyone else's roles and contributions.
2. Communication is very important in a team. It needs to happen both bottom up and top down and needs to be constant. It will enhance the work dynamic and will foster true collaboration. Lack of communication will lead to speculation, assumptions and a number of passive aggressive dynamics in a team.
3. Teams need to refrain from evil speaking of each other, gossip, jumping to conclusions and a whole host of other potential team illnesses. Doing so weakens teams and organisations.
4. While team member accountability is critical, it should never become personal or be based on ill-fated assumptions. Accountability must be based on trust, which is not something that magically happens; it must be built consciously and over time.
5. Because everyone in the organisation or in the team plays an important role to the success of the agreed goals, the vision and goals of the leader must be cascaded up and down the organisation so that everyone is in alignment.
6. The role of leadership is important in a team. Leaders at all levels need to communicate and encourage communication with and among team members.



Further readings...

- The following teamwork story (<http://www.teamworkandleadership.com/2014/01/the-perfect-story-for-teamwork-a-powerful-team-tale-4-tips.html#sthash.GkrwPQtr.atjKF1kp.dpuf>) illustrates the need for every member of the team regardless of their differing talents and gifts. It is a powerful reminder of why leaders and team members must embrace diversity.
- Here is an interesting article by Maggie Starvish which first appeared on the HBS Working Knowledge website on December 17, 2012: [Why Leaders Need to Rethink Teamwork](http://www.forbes.com/sites/hbsworkingknowledge/2012/12/28/why-leaders-need-to-rethink-teamwork/) (<http://www.forbes.com/sites/hbsworkingknowledge/2012/12/28/why-leaders-need-to-rethink-teamwork/>).





WORKING IN TEAM

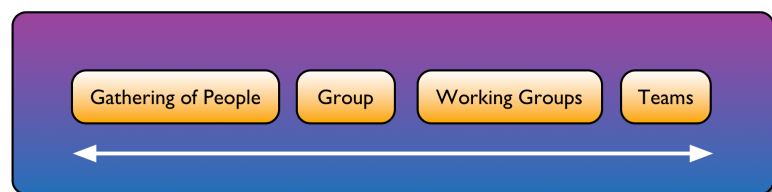
2. What is a Team?

It is not easy to define what a team is. So many images and words spring to mind:



When it comes to the definition, it is useful to look at teams in a continuum.

On the one end of the continuum, we could place any gathering of people that might not even know or see each other, such as, 10 people who are walking on the same street or shopping in the same mall. These people are not necessarily aware of each other nor necessarily share common interests. These types of gatherings are clearly not teams.



Exercise:

Every time we carry out an activity such as take the bus, eat at a canteen, buy a certain product or by the sheer fact of having a certain trait such as a Greek nationality or green eyes, we are part of a particular group or gathering of people.

The problem, very often, is that we may attribute intentions, attitudes and goals to these gatherings of people and we tend to make generalisations: “Irish people are...”, “Football fans are...”, “Beach goers are...” We must be careful when considering these particular social groups, that we are not reading too much into their mere sharing of a single characteristic.

Do you remember a generalisation you made recently?

What can be the impact of this kind of generalisation in the context of a team?

If you go a bit further, you will have real **groups** of people who are aware of each other and may interact: for example, 10 people around a table eating together, or a conversation starting at a bus stop. We already have here more than a simple gathering of people.

These groups may even be a kind of **working group** with at least some common goals: 10 people working on a project.

And then, only at the other end of the continuum, will you find a real **team**.

But what exactly does it take to make a team?

A team is made of people who feel they belong together and who act together to achieve common aims or goals.

Very often, before a group of individuals can become a team, it goes through the stage of being a working group. And just as often, some working groups, even the long lasting ones, never make it to the level of team.

Here are some characteristics that can help you to make the difference:

Characteristics of a working group	Characteristics of a team
Polarized by the leader or sometimes lack of leadership Individual responsibilities Produces what the organisation demands Everyone works individually Information meetings (no real common work) Everyone measures their performance by comparing it to others Separation of tasks Procedures	Shared leadership based on need Individual and collective responsibility Involved in setting objectives and deliverables Support Work meetings (for reflection) Measures collective results Joint accomplishment of tasks Procedure and innovation



Links with my work?

Do you work in a working group or a team? Does your team have common objectives or do you feel that people

Hold on to their individual ones? Have you ever had a discussion about teamwork or hasn't the topic ever come up in the team?

Take a moment to think about these questions.

Note that the sheer size of the collective you are part of at work might also determine whether you belong to a working group or a team. Indeed, if a group has more than 10 individuals, it is very likely to be subdivided or broken down into smaller entities. In fact, this will probably happen automatically, but it would also be a better way to manage them.

- Kirstin Arnold tells us a summary about the differences (<https://www.youtube.com/watch?v=E4AX4vaOL5w>) between a group and a team.
- You can then answer this question after watching the video:
Watching a group performance or a team one?

Historic flashmob in Antw...



Exercise:

Read the following statements, think of the team you are currently a part of, and score them indicating your level of agreement:

- 0 if they are not true for you,
0.5 if they are partially true in your reality,
1 if it matches your reality.

Characteristics of the process	0 - 0.5 - 1
The group periodically takes time to reassess its performance, purpose, and processes.	0
There's no tyranny of the minority (a pushy or dominating subgroup or individual).	0
Group members stay involved, interested, and listen to one other. Most decisions are reached through genuine consensus or real agreement.	0
The group task is well understood and, when action is taken, group members are clear about their roles and assignments.	0
Members aren't afraid to propose creative ideas or to express their feelings.	0
The emotional atmosphere feels comfortable and tension-free.	0
All group members participate in discussions, which relate to the group task.	0
The group is okay with disagreement, criticism or conflict which is constructive and expressed in frank, respectful ways.	0
It's clear who the group facilitator is, but she or he doesn't dominate the group.	0
Everyone has their own area of responsibility and is trusted to handle it by the group.	0
The group periodically takes time to reassess its performance, purpose, and processes.	0
<input type="button" value="Calculate the results"/> Total	<input type="text"/>

Now ask a colleague or friend of the same team to do the same.

What are the results? Between 0 and 4, between 4 and 8 or between 8 and 11?

Can you find more or less than 5 as common answers?

What can we learn from this exercise?

Discuss with your colleagues or friends about your different perceptions.

Further readings...

- You can read more about the difference between a group and a team from three different perspectives: 1 (<https://www.youtube.com/watch?v=0hV65K1ltIE>), 2 (<http://study.com/academy/lesson/the-difference-between-groups-and-teams-definition-contrasts.html>), 3 (<http://www.dummies.com/how-to/content/differences-between-work-groups-and-teams.html>).



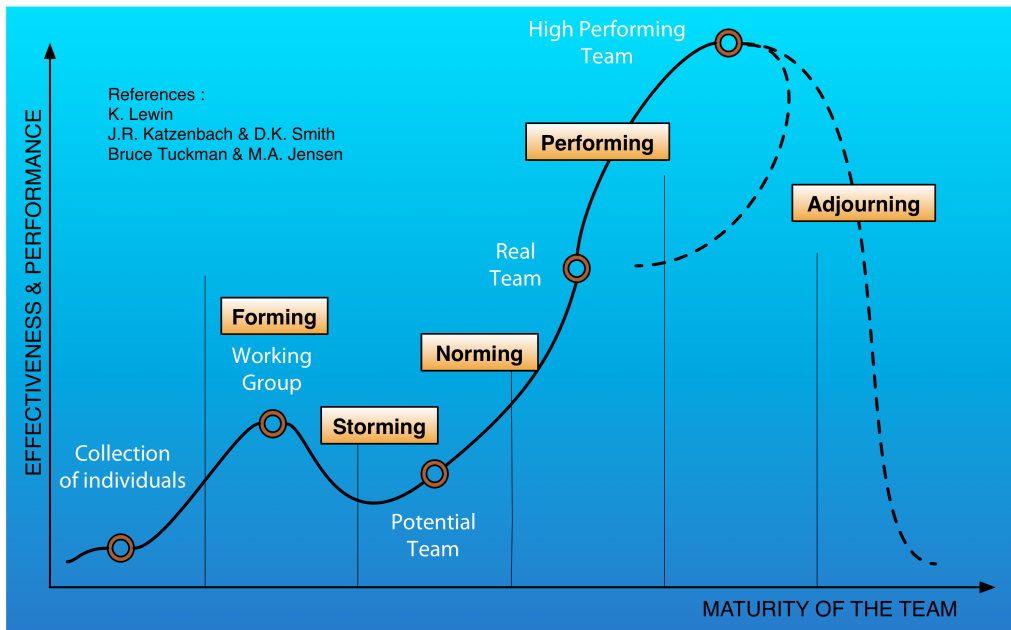


WORKING IN TEAM

3. How does a team come alive?

There are several models about group development (https://en.wikipedia.org/wiki/Group_development) and about how a group can grow to become a performing team.

The most well-known is probably Tuckman's model:



<p>Forming Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.</p>	<p>Storming Members start to communicate their feeling but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.</p>	<p>Norming People feel part of the team and realize that they can achieve work if they accept other viewpoint.</p>	<p>Performing The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.</p>	<p>Adjourning The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members contributions.</p>

All teams go through the main three stages of development, namely Forming, Storming and Norming.

A number of them, but not all, make it to the last phase of Performing. This depends on how long the team stays together, if its composition changes and how those changes and generally the team dynamics are managed.

Let us shed some light on each of the phases to understand better what happens in those phases.

The **Forming Phase** is characterised by these points:

How members feel:

- excited & optimistic
- proud
- anxious / suspicious about the job
- resentful

How members act:

- confused
- "nice", "polite"
- unfocused
- impatient, eager

Usually team members will be asking themselves the following questions:

“Why am I here?” - “Do I want to be a part of this team?” - “Will I fit in?”

The **Storming Phase** is the most difficult and conflictual phase par excellence. It is characterised by these points:

How members feel:

- attitudes fluctuate
- resistance to new approaches

How members act:

- argue & compete
- defensive / competitive
- question wisdom of approach
- tension / jealousy
- vie for position

Team members will be wondering: “Who are you?” - “Who’s in charge?”

The **Norming Phase** should soon follow with the following characteristics:

How members feel:

- acceptance of team
- ability to express constructive criticism
- relieved - it’s going to be ok
- know what we are doing

How members act:

- avoid conflict
- share goals
- establish ground rules and boundaries

Team members will be saying: “Let’s get to work!”

This is a crucial phase for team development. What happens very often is that teams get stuck going back and forth from Storming and Norming and a proper Norming phase therefore does not happen. The role on management is paramount in this phase, as Norming is about all of those unwritten golden rules that allow teams to function properly.

The **Performing Phase** which ought to follow is characterised by the following:

How members feel:

- better understanding of team strengths and weaknesses
- insight into team members and processes
- satisfied with team

How members act:

- change their behaviours
- prevent and work through group problems
- close attachment to the team

Team members will have the feeling: “We’ve got it!”

You'll find here a detailed description of the phases and the types of the teams. (<https://www.youtube.com/watch?v=CKIIDxyBKp8>)

There is also a fifth phase called The **Adjourning phase**. Adjourning is a necessary phase that allows a team not to become complacent and rest on their laurels. It will also occur spontaneously whenever a new member joins the team or when his/her roles or responsibilities change.

Sometimes, Adjourning will not happen and will be replaced by “Dorming”. It is another word for Groupthink (<https://en.wikipedia.org/wiki/Groupthink>) and will be explored in the next chapter when talking about risks.

More information on the team phases can also be found here (<https://www.youtube.com/watch?v=nFE8laolnQU>).



Links with my work?

Think of your own team.

There is no timeframe for these phases to follow, but it should be a matter of weeks or months, rather than years. If one has been working in the same identical team for over a year and there are still conflicts, there are obviously very serious issues that need to be addressed by managers.

The idea is of course to realise which phase one’s team is in and not to get stuck in the Storming phase. The next exercise will help you realise what phase your team is in. Before you carry out the exercise, think about the different feelings and emotions you as a team member might go through in the different phases of team development. How pleasant or unpleasant are they? What is the most comfortable phase? If you are in a team, which of these emotions are you currently going through?



Exercise:

The following questionnaire contains statements about teamwork. Next to each question indicate how often your team displays each behaviour by using the following scoring system:



		Almost never	Seldom	Occasionally	Frequently	Almost always
1	We try to have set procedures or protocols to ensure that things are orderly and run smoothly (i.e. minimise interruptions, all can speak).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We are quick to get on with the task at hand and do not spend too much time in the planning stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Our team feels that we are all in it together and we share responsibility for the team's success or failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	We have thorough procedures for agreeing on our objectives and for planning the way we will perform our tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Team members are afraid to ask others for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	We take our team's goals and objectives literally, and assume a shared understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The team leader tries to keep order and contributes to the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	at hand.					
8	We do not have fixed procedures; we make them up as the task or project progresses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Team members do not fully trust other members and closely monitor those who are working on a specific task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	We enjoy working together; we have a fun and productive time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	We have accepted each other as members of the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The team leader is democratic and collaborative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	We are trying to define the goal and what tasks need to be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16	Many of the team members have their own ideas about the process and personal agendas are growing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	We fully accept each other's strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	We try to achieve harmony by avoiding conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The tasks are very different from what we imagined and seem very difficult to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	There are many abstract discussions of the concepts and issues; some members are impatient with these discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	We are able to work through group problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	We argue a lot even though we agree on the real issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The team is often tempted to go above the original scope of the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

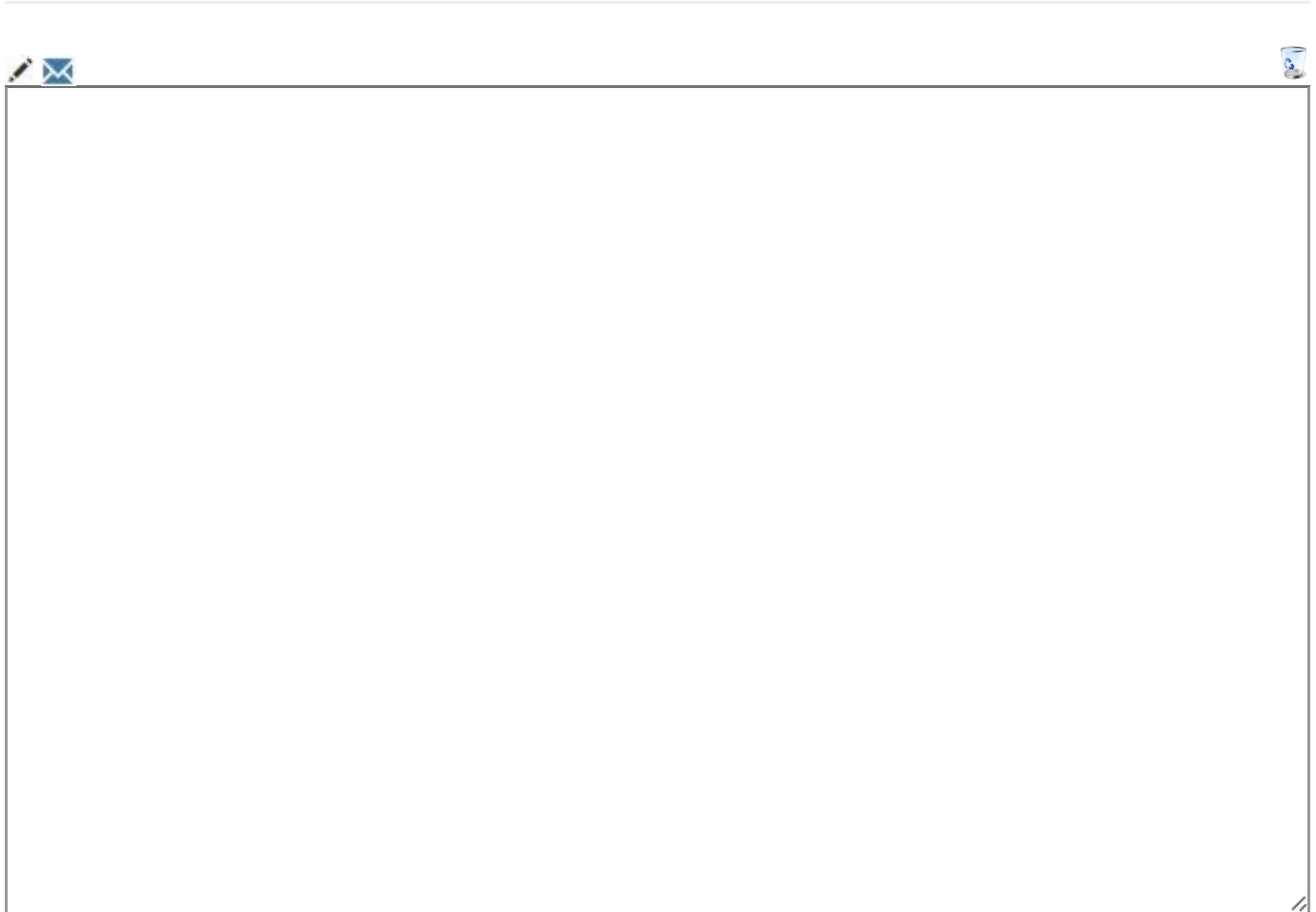
25	We express criticism of others constructively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	There is a close attachment to the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	It seems as if little is being accomplished with the project's goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	The goals we have established seem unrealistic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	We often share personal problems with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	There is a lot of resistance to the tasks at hand and quality improvement approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	We get a lot of work done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Calculate the results

Forming Stage	Storming Stage	Norming Stage	Performing Stage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If there is only a small difference between three or four scores, then this indicates that you have no clear perception of the way your team operates, or the team's performance is highly variable, or that you are in the storming phase (this phase can be extremely volatile with high and low points).

This questionnaire was developed by OnTrack International. A number of resources can be found on their website (<http://www.ontrackinternational.com/news-insight>)



WORKING IN TEAM

4. Teams and Communication

Communication is probably one of the most important points of attention in a team. The quality of communication is, without any doubt, one of the most important factors that will influence the performance of a team.

In this chapter, we will discover three very important tools to improve communication in a team:

- Observation of behaviours
- Appreciative Inquiry
- Ability to give and receive feedback

4.1 Understanding how people behave and interact in teams

In order to understand how team members communicate, the model and theory of Behaviour Analysis developed by Neil Rackham and Terry Morgan can help.

It rests on the assumption that “Our behaviour significantly affects the behaviour of those with whom we interact”, meaning that behaviour breeds behaviour.

Here is a description of the **14 behaviours that can be observed in a team**:

INITIATING	
Structuring	Attempts to control the direction or process of a meeting or discussion.
Proposing	Communicates a new and actionable idea.
Building	Extends or develops a proposal which has been made by another person.
REACTING	
Supporting	Acknowledges and supports a proposal that has been made.
Disagreeing	Declares consciously and directly a difference of opinion, or criticism of another person's concepts.

Defending/ Attacking	<p>Attacks another person or defensively strengthens an individual's own position.</p> <p>Defending / attacking behaviours usually involve obvious value judgements and often contain emotional and personal overtones.</p>
Blocking/ Difficulty stating	Places a block in the path of a proposal or concept without giving the reason e.g. “No” or “That's not on” or “It wouldn't work”.
Open	<p>Exposes the individual who makes it, to risk of ridicule or loss of status.</p> <p>This behaviour may be considered as the opposite of defending / attacking; included within this category are admissions of mistakes or inadequacies providing these are made in a non-defensive manner.</p>
CLARIFYING	
Testing Understanding	<p>Seeks to establish whether one has correctly understood a previous contribution made by another person.</p> <p>The use of this behaviour helps avoid making assumptions.</p>
Summarising	Summarises or otherwise restates in a compact form, the content of previous discussions or considerations.
Seeking Information	Seeks facts, opinions, clarification from another individual or individuals.
Giving Information	Offers facts, opinions or clarification to other individuals.
CONTROL	
Shutting Out	Excludes or attempts to exclude, another group member (e.g. interrupting, talking over).
Bringing In	<p>Makes a direct and positive attempt to involve another group member.</p> <p>This behaviour is used where there are three or more in a group.</p>

Behaviour Analysis is a language to describe what is happening at a behavioural level when people communicate. It is very difficult to describe people's verbal behaviours factually. **The following examples show how it can be done:**

INITIATING	EXAMPLES
Structuring	We need an agenda with timings against each item.
Proposing	I suggest we change our policy for sick leave in light of the changes in the Staff Regulations..
Building	I would like to build on that. It is important to change our sick leave policy and at the same time introduce sick leave training for our team leaders.
REACTING	
Supporting	It's a great idea.
Disagreeing	I disagree that the project is running late; we have rearranged the tasks and schedule, and involved more people. We expect to finish before the deadline.
Defending/Attacking	I don't think you have a clue about what is involved in the proposal.
REACTING	
Blocking/Difficulty Stating	<ol style="list-style-type: none"> 1. No. 2. I disagree. 3. It's not on. I have to stop you there
Open	I don't know the area very well, so I would welcome some advice.
CLARIFYING	
Testing Understanding	Can I just check my understanding? You're suggesting we meet every Monday morning to share our objectives for the week. Is that right?
Summarising	

	We're all agreed that we will concentrate on implementing the plan, analyze the results and then give feedback to our team leader.
Seeking Information	What do you think we should do now?
Giving Information	I will be able to attend the Team Meeting next week.
CONTROL	
Shutting Out	<ol style="list-style-type: none"> 1. Interrupting. 2. Talking over. 3. Finishing other people's sentences. <p>(Shutting out behaviours always involves the use of two behaviours - we shut out to use other behaviours.)</p>
Bringing In	What do you think, John? (Bringing In requires the use of a person's name).

This video explains a bit more about the basic elements (https://www.youtube.com/watch?v=FVFviN_PxAA) of this approach.



Links with my work?

Once you are acquainted with these behaviours, the idea is to be able to identify them by yourself and/or with the help of your colleagues during team interactions. Do you recognise any patterns? Think of the EU institutional context you are in: are any of these behaviours encouraged or discouraged? If so, which ones?



Exercise:

Look at the following conversation between people and answer the following questions:

- What is going on in this team?
- Who is in charge/running the meeting?
- What is likely to have happened?

- If you had to give some feedback to the members of the team based on their participation in this conversation, what would you say?

	Emma	Dave	Andriew	Anna	Nigel	Peter
Structuring	4	0	0	1	2	1
Proposing	2	8	0	1	5	2
Building	0	0	0	0	0	0
Supporting	3	1	1	0	1	5
Disagreeing	0	1	0	2	0	0
Defend/Attack	0	6	0	0	9	0
Blocking	0	3	0	0	2	0
Open	0	0	1	0	0	1
Testing Understanding	2	0	0	6	0	1
Summarising	4	0	0	1	0	0
Seeking Information	9	1	1	6	0	4
Giving Information	15	31	4	2	23	12
Shutting Out	4	11	0	1	8	0
Bringing In	6	0	0	1	0	0

4.2 Positive communication and Appreciative Inquiry

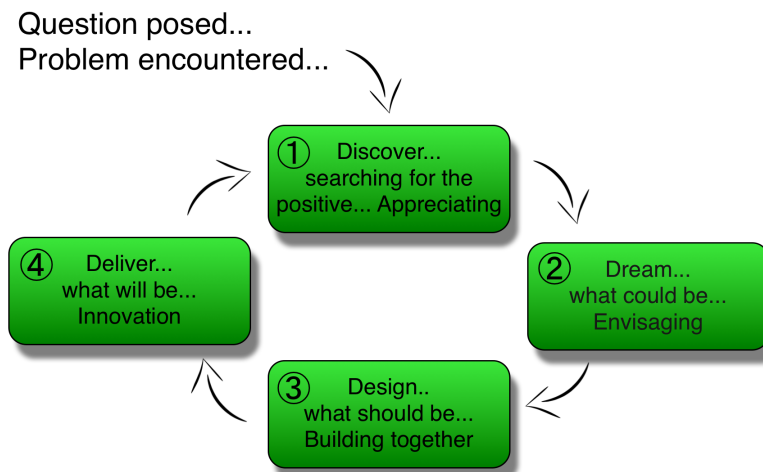
Appreciative Inquiry (<https://appreciativeinquiry.case.edu/intro/>) may help people to communicate better in a team.

Appreciative Inquiry is an approach based on the following characteristics:

- It is Appreciative - it looks for the positive
- It is Applicable - it centres on the practical and it is grounded in reality
- It is Provocative - it encourages risk-taking
- It is Collaborative - it involves everyone.

To put this process into practice, Appreciative Inquiry offers a 4-step method, sometimes called the 4 D's model:

Appreciative Inquiry is an approach for organisational change but can also be used to develop strategy, teamwork, problem solving, or as a basis for individual coaching, interpersonal communication and development.



Finally, the appreciative approach is also based on 5 basic principles concerning the way we tackle the world around us:

Principle	What it means concretely
Constructionist principle Words create worlds	The way we speak (or we ask questions) about our world will influence the way we perceive it and the way we act.
Simultaneity principle Inquiry creates change	Simply showing interest has an impact. The moment we ask a question, we begin to create change.
Poetic principle We can choose what we study	Organisations, like open books, are endless sources of study and learning. What we choose to look at makes a difference.
Anticipatory principle Image inspires action	Human systems move in the direction of their images of the future. The more positive and hopeful the image of the future, the more positive the present-day action.
Positive principle Positive questions lead to positive change	Momentum for large-scale change requires large amounts of positive affect and social bonding. This momentum is best generated through positive questions that amplify the positive core.

(adapted from Unison Consulting (<http://unisonconsulting.com/2005/06/13/five-principles-of-appreciative-inquiry/>))

 Links with my work?

Do you think that a work team can start this process? Could you start or propose it in your team? Are you more oriented towards an “AI approach” or toward the complementary “Problem Solving approach”?



Training exercise:

A typical line of questioning for an appreciative interview, which can be a useful exercise, is :

- Think of a high point in your work or a memorable experience at your organisation
- In that experience, think about the things you valued most about yourself, the nature of your work, and the organisation itself
- Think about the core factors that give life to your organisation; the really positive values it can build upon
- What 3 wishes would you like to have which would heighten the vitality and health of your organisation?

4.3 The importance of giving and receiving feedback

“Feedback” plays an essential role when it is exchanged among colleagues in a team or in a bilateral interpersonal relationship as it contributes to desirable improvements and constructive reinforcement. It also provides a way to contribute to the regulation and resolution of tensions and is a powerful testimony to the consideration given to others.

You can find the same topic, applied in a different context, on chapter [8.4 Develop and practise Assertiveness](#)

The examples below show that this can have an impact both on elements to be “improved” and on elements that are already satisfactory, but whose benefit could be increased with greater awareness:

- Aggressive speech during meetings
- Technical explanations that are not suited to the intended audience
- Thanking a colleague whose contribution helped us finish a project on time

However, feedback can only provide the above benefits under certain conditions. The table below lists a number of the key principles for feedback between colleagues.

Feedback is ...	
Personalised	The person giving it must speak and exercise their responsibility to express themselves. He/she can't hide behind rumours or opinions expressed by others = speak in "I" messages.
Authentic	The person giving the feedback must be convinced of the message. It must truly reflect what they think or feel.
Exchange about behaviour, initiative or action, whether it is positive or undesirable	The person giving the feedback can't give an opinion about the person responsible for the behaviour, action or initiative. They must talk about tangible elements, those that deserve to be improved and those that would bring additional appreciable benefits if optimised.
Provided at the right moment	That is, very close in time to the reason for the feedback and at a time when the intended recipient(s) is/are able to receive it or give it (in the case of requested feedback).
Expressed in explicit relation to the reason for which it is given	The expected benefits from the feedback must be expressed clearly and directly ("To better...", "To avoid that in the future...", etc.).
Based on tangible elements	Impressions and general value judgements aren't acceptable foundations for feedback - observed facts, events which everyone can assess equally are the best bases for feedback.
"Free"	It must be given without any expectation of compensation or "profit".
Given with the future in mind	Referring to 'what was' is of limited dynamic power. Sharing future options will sustain the movement to change what must be changed and to develop what deserves to be developed.

In addition to these principles, the more we are willing to ask for feedback and accept it, the more effective it will be in helping us develop our self-awareness.

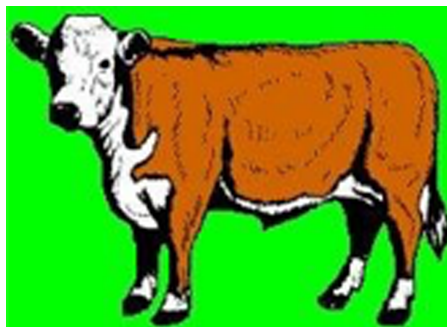
Knowing **how to accept feedback** requires the following, in particular:

- A willingness to receive it without challenge, without snapping back and without trying to justify
- Sincerely thanking the person for the feedback

- Making sure that anything that wasn't clear in the feedback is clarified
- Combining the feedback received with other feedback that hasn't necessarily been put to use
- Making it a starting point for development

Knowing **how to request feedback** requires the following, in particular:

- Identifying and expressing the benefits expected from the feedback requested and what it should specifically cover
- Agreeing with the person from whom the feedback is requested, on the optimal conditions for the feedback
- Thanking the person in advance for the time they will take and the help they will provide



The **BEEF model** can also help you in delivering feedback to colleagues:

B = BEHAVIOUR	Name the behaviour	You used very complicated words in your presentation this morning.
E = EXAMPLES	Give specific examples	For example, I am not sure that everybody understood what “psychemegafungic” meant.
E = EFFECTS	Explain the consequences	So, I could not follow the end of your speech.
F = FUTURE / FORWARD	Propose solutions	It would be great if you could use simpler words in the future or if you could explain the more difficult ones.

Further readings...

To discover more about Appreciative Inquiry we also recommend:

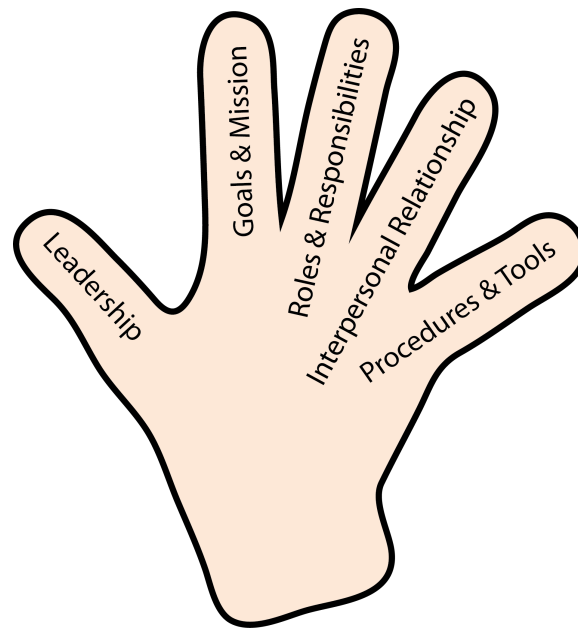
- A conversation with David Cooperrider (<https://www.youtube.com/watch?v=3JDfr6KGV-k>)
- A drawn presentation (<https://www.youtube.com/watch?v=ZwGNZ63hj5k>)
- Some cases (<https://appreciativeinquiry.case.edu/practice/packs.cfm>) explained
- A text to explore
(<http://static1.squarespace.com/static/56112ea2e4b0edf3da21f898/t/562c0852e4b0947cbf0a47bc/1445726290923/to-appreciative-inquiry.pdf>)
- An article on “Giving Feedback That Works”
(<http://www.forbes.com/sites/prettyyoungprofessional/2011/05/16/how-to-give-feedback-that-works/>).
- And another one from Dummies. (<http://www.dummies.com/how-to/content/giving-constructive-feedback.html>)
- *When Teams Work Best*, Frank LaFasto, Carl Larson, 2001.
- *Management of Organizational Behaviour: Leading Human Resources*, Paul Hersey, Kenneth H. Blanchard, Dewey E. Johnson, Prentice Hall, 2000.
- *Fundamentals of Management*, Donnelly, Gibson, Ivancevich, Irwin Professional, 1997.
- *Behaviour Analysis* (https://books.google.be/books/about/Behaviour_analysis_in_training.html?id=JgApAQAAAJ&redir_esc=y) in training Neil Rackham, Terry Morgan. McGraw-Hill, 1977



WORKING IN TEAM

5. Excellent teams

Several factors enter into play for a team to work well. The 5 main ones can be counted on the fingers of one hand (you can remember them with the letters L-GRIP):



Let's discover them one by one.

5.1 The 1st thing you need: Goals & Mission

The members of a team need to have some clear agreement about the mission and the goals they are pursuing, so that they can be successful.

Ensuring that there is a common understanding in the team (or in the whole organisation) about the mission and the goal is mainly the responsibility of the management.

Sometimes managers think the understanding that the team has of its mission is perfectly clear, whereas some (or even all) team members are feeling lost or are pursuing contradicting objectives.

In order to be certain that all the members of a team have a common understanding about their mission it may be useful to put in writing a mission statement. When organisations and teams reach a higher level of development, they can even go a step further than thinking about their mission. They may manage to come out with what is called a "vision", i.e. a statement about what they aspire to achieve or to be.

	A mission statement	A vision
What is it about?	This is WHAT your organisation or company actually does (and also, if it makes sense HOW and FOR WHOM the organisation does it).	This is what your organisation or company ASPIRES TO BE OR TO ACHIEVE ; which can be much different than what a company actually does (mission statement). When done right, a vision statement can and should help drive decisions and goals in your company. It is about WHY we are doing it.
Example from the private, non-profit and public sectors	<p>“To organise the world's information and make it universally accessible and useful.” (Google)</p> <p>“We grant the wishes of children with life-threatening medical conditions to enrich the human experience with hope, strength and joy.” (Make a Wish)</p>	<p>“A just world without poverty.” (OXFAM)</p> <p>“A strong, resilient New Brunswick equipped with a forward-looking and engaged public sector.”(Government of New Brunswick, Canada)</p>



Exercise:

Take a moment to think about these 2 questions. If possible, discuss them with a colleague:

About your institution or agency - Do you know its vision and mission? Is there a formal mission statement published somewhere? Does it impact the way you work together?

About your team or unit - How would you describe its mission? Do you have the feeling that you share a common view on this matter with your colleagues? With your team leader?

The mission and vision are also an element of motivation.

Sharing a sense of mission and vision (and feeling, therefore, part of a team) is also an important part of the motivation of people.

This story illustrates this aspect very well:

The NASA Janitor

During a visit to the NASA Space Center in 1962, President Kennedy noticed a janitor carrying a broom. He interrupted his tour, walked over to the man and said, "Hi, I'm Jack Kennedy. What are you doing?" The janitor responded, "I'm helping put a man on the moon, Mr. President." This janitor truly felt he was a valuable part of something bigger than himself, and his attitude created a feeling of self-confidence in his mission. He was a member of the 1962 NASA Space Team!

It is so easy to become caught up in our ordinary, unimaginative lives. To believe that our seemingly endless repetitive actions are meaningless disjointed pieces. All tasks we carry out are always significant and must be linked to the global view, the bigger picture.

5.2 The 2nd thing you need: Roles and Responsibilities

Team effectiveness is also strongly related to:

- sharing responsibilities
- distributing roles between team members

Whether it is a decision taken by a team leader or in common agreement with colleagues, sharing roles in a team must take into account technical and social dimensions:

- to take on responsibility for his or her part of the job
- who will do which job (based on their skills, availability, interests...)
- how schedules will be set and adhered to
- which skills will need to be developed, etc.

On these aspects, there is an important dimension of mutual accountability to take into account.

No group ever becomes a team until it can hold itself accountable and follow through on the promises individuals within it have made to one another. Only when this happens can those individuals earn the right to have their own views listened to and respected. Mutual accountability is not easy; ingrained individualism discourages us from putting

our fates too readily in the hands of others. However, the trust and commitment that helps this to happen does grow as a counterpart to the development of the common team purpose, performance goals and approach previously discussed. Inevitably this leads to both an individual and collective responsibility for the whole team's performance.

It is, of course, also very important that the roles in the team (<https://www.youtube.com/watch?v=QNKn5ykP9PU>) are distributed according to the talents and skills of each person, as it is illustrated by the following humorous video.

Finally, we can also note that Dr. Meredith Belbin developed a model based on generic roles that people would be naturally inclined to take on in a team. The whole chapter 6 is about this model.

5.3 The 3rd thing you need: Team relationships

When it comes to the area of Team Relationships, some words express what it means to be a team: team spirit, communication, trust, motivation, reliance, reliability, loyalty and solidarity. How team members feel about their co-workers can affect how effectively the team accomplishes tasks. Positive team relationships help create teams that are productive, which affects the organisation's productivity. Team leaders are responsible for building effective team relationships that help a group meet their goals and objectives, and to work as one cohesive unit. Successful team member relationships often extend beyond the walls of the workplace and into the personal lives of the workers.



Exercise:

Think about the teams you are currently a part of. These can be temporary or permanent teams both at work or in your private life. Think about the team relationships there. What are they like? Do they work? If so, how? What would you say are the salient elements in these relationships?



Teamwork implies the intention to work cooperatively with others. It means working together as opposed to

working separately or competitively.

“As for the best leaders, the people do not notice their existence. The next best the people honour and praise. The next the people fear; and the next, the people hate. When the best leader's work is done, the people say, "we did it ourselves".”

This Means...	This Doesn't Mean...
<ul style="list-style-type: none"> • soliciting and utilising the skills, ideas and opinions of team members 	<ul style="list-style-type: none"> • preferring to be left alone to get on with your own work
<ul style="list-style-type: none"> • keeping others informed and up-to-date about any relevant or useful information 	<ul style="list-style-type: none"> • attending team meetings without contributing
<ul style="list-style-type: none"> • when taking action, keeping in mind the concerns of other members as well as your own concerns 	<ul style="list-style-type: none"> • engaging in win-lose competition with other members of the team
<ul style="list-style-type: none"> • supporting and encouraging team members; defending the team's reputation when others criticize 	<ul style="list-style-type: none"> • laying blame or making judgements about other team members and keeping quiet or ignoring critical comments about your team members

5.4 The 4th thing you need: Tools & Procedures

When it comes to this area, any team will need procedures, written and unwritten rules to be able to function as a team. These are essential for a team to move from Storming to Norming. Furthermore, Tools & Procedures also cover Resources: if team members do not have the right resources, they will be unable to carry out the tasks properly.



Exercise:



How is your Team? Think about your team or group. Can you answer the following questions?

	They are agreed upon, clear, understood and working well for me	They are agreed upon, clear, understood and working well for the team	Think to some actions that you can lead to improve the situation
Mission & Goals	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="text"/>
Roles & Responsibilities	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="text"/>
Team Relationships	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="text"/>
Tools & Procedures	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="radio"/> Totally <input type="radio"/> Partially <input type="radio"/> Not at all	<input type="text"/>

Ask your colleague to fill the same frame and compare your answers

5.5 The 5th thing you need: Effective leadership

How many excellent teams have you worked in? What made those teams work so well? The leader probably played a major role in bringing all the disparate personalities together.

The Chinese philosopher Lao-Tzu hit the “bull’s-eye” with his view on leadership:

What is the “right” way to lead and manage people? Whether you are an audit team leader or an administration team leader, whether you lead a large or a small group of team members, this will to a large extent, depend on the nature of your team, the task, their goals and your own skills and style.

Leadership and Management

Leadership and management are two notions that are often used interchangeably. Yet they are different sets of skills. Effective managers need those leadership attributes to be effective. Leaders are not necessarily managers but can operate at all levels of the organisation.

Management is about planning, organising, controlling and leading. Leadership is about motivating, directing, supervising, building relationships in the team and setting a new direction or vision for the team that it will then be motivated to follow, i.e. a leader is the frontrunner for that new direction.

Leadership skills are essential for successful managers. Leading effectively involves focusing on people, understanding them, guiding them and motivating them, in order to achieve specific objectives through the contributions of these people.

In the context of this programme we focus on leadership, defined as the ability to motivate, communicate, direct, support, supervise and build effective relations.

Successful leaders genuinely believe:

- That they do not have all the answers, and therefore do not insist in providing all of them.
- That they do not have to make all key decisions - so they don't.
- That they cannot succeed without the combined contributions of all other members of the team to a common end - and so they avoid any action that might constrain inputs or intimidate anyone in the team. Ego is not their predominant concern.
- That the team defines the leadership - it is not about doing it all on your own as a leader.
- That the leader's role is about creating a culture where more things become possible.
- That all the 'standard' leadership roles can be delegated to the rest of the team - running the team meetings, etc. Everything can be divided among the members.



The leadership challenge is striking the right balance - between providing guidance and giving up control, between making tough decisions and letting others make them, and between doing difficult things alone and letting others learn how to do them. Just as too much command will stifle the capability initiative and creativity of the team, so too, will too little guidance, direction and discipline.

The leadership approach differs from team to team, each of which has its own unique characteristics. No two teams have the same mix of people skills, choice of purpose and goals, best approach and hurdle of mutual accountability. How would you describe your team? How mature is it? How well does it work together?

As the potential team grows into a real team and possibly a high performance team, the leader's job changes markedly. The key to the leader's evolving role always lies in understanding what the team needs and what it does not need from the leader to help it perform.

5.6 Make your team “health check”



Exercise:

For each of the statements below, tick the analysis sheet if the statement is generally true for your team.

1. We usually know what we are aiming for.	<input type="checkbox"/>
2. We have a set procedure for decision making.	<input type="checkbox"/>
3. We don't fight in the team.	<input type="checkbox"/>
4. Everyone is sure what their job is in the team.	<input type="checkbox"/>
5. We don't defend ourselves against other groups.	<input type="checkbox"/>
6. When one job is finished we discuss what we have learned from it.	<input type="checkbox"/>
7. We all have broadly the same interpretations of our targets.	<input type="checkbox"/>
8. Decisions are made carefully.	<input type="checkbox"/>

9. Decisions are made carefully.	<input type="checkbox"/>
10. People don't need to defend their decisions.	<input type="checkbox"/>
11. Responsibilities are well defined.	<input type="checkbox"/>
12. We speak freely to other departments.	<input type="checkbox"/>
13. We spend time thinking back, before we look to the next job.	<input type="checkbox"/>
14. Team members work hard and work in the same direction.	<input type="checkbox"/>
15. We talk openly in the team. We discuss decisions.	<input type="checkbox"/>
16. Leadership is strong and flexible in the team.	<input type="checkbox"/>
17. Other groups always seem to appreciate our efforts.	<input type="checkbox"/>
18. We think that talking about what has already happened is a good use of time.	<input type="checkbox"/>
19. Objectives are written down.	<input type="checkbox"/>
20. We listen well to each other.	<input type="checkbox"/>
21. Members know each other well.	<input type="checkbox"/>
22. People are really committed to their role in the team.	<input type="checkbox"/>
23. We think about where our team fits into the whole organisation.	<input type="checkbox"/>
24. We think about why we have succeeded in a task.	<input type="checkbox"/>
25. Our planning is good.	<input type="checkbox"/>

26. We weigh up the pros and cons of an idea.	<input type="checkbox"/>
27. Problems are not just swept under the carpet.	<input type="checkbox"/>
28. Responsibilities do not overlap.	<input type="checkbox"/>
29. We brief other teams about our work.	<input type="checkbox"/>
30. We ask outsiders to comment on our team and its work.	<input type="checkbox"/>
31. We generally know what we are trying to do.	<input type="checkbox"/>
32. We use brainstorming or similar methods to draw out ideas.	<input type="checkbox"/>
33. People ask for advice or help.	<input type="checkbox"/>
34. The team leader co-ordinates our efforts within the team.	<input type="checkbox"/>
35. There is co-ordination with the work of other teams.	<input type="checkbox"/>
36. At team meetings, we reflect on how we are working.	<input type="checkbox"/>
37. We actually agree on our aims.	<input type="checkbox"/>
38. The whole team makes the decisions.	<input type="checkbox"/>
39. Other team members frequently offer to help.	<input type="checkbox"/>
40. Members doing their jobs do not seem to "tread on each other's toes".	<input type="checkbox"/>
41. We ask other teams for help.	<input type="checkbox"/>

42. We think about how to make decisions and how we can improve next time.	<input type="checkbox"/>
43. The boss does not impose targets on us.	<input type="checkbox"/>
44. We often do something the same way twice, if it has worked well the first time.	<input type="checkbox"/>
45. People do not need to protect their backs.	<input type="checkbox"/>
46. We really trust our boss.	<input type="checkbox"/>
47. Our efforts are appreciated in the organisation.	<input type="checkbox"/>
48. We do not make the same mistakes twice.	<input type="checkbox"/>
49. At team meetings, there is a clear agenda.	<input type="checkbox"/>
50. People share information in the team.	<input type="checkbox"/>
51. We face up to conflicts in the team more often than not.	<input type="checkbox"/>
52. Team members' skills are well used.	<input type="checkbox"/>
53. There is an accepted channel of communication between teams.	<input type="checkbox"/>
54. We spend time thinking and planning.	<input type="checkbox"/>
55. We know what is expected of us.	<input type="checkbox"/>
56. When we make a decision the team members are committed to it.	<input type="checkbox"/>
57. We know who we can really trust in the team.	<input type="checkbox"/>
58. We have up-to-date job descriptions.	<input type="checkbox"/>

59. We don't often argue with other departments.	<input type="checkbox"/>
60. We discuss delicate topics, about our performance, fairly openly.	<input type="checkbox"/>

Display the results

- A. Total for clear objectives:
- B. Total for good decision making processes:
- C. Total for trust, co-operation, support and conflict management:
- D. Total for clear roles, responsibilities and leadership:
- E. Total for sound relationships with other groups:
- F. Total for analysis of team's performance and learning:

Consider now what has been told in the previous chapters 3 and 4 about the Tuckman's Model and Behaviour Analysis, and in this chapter about Tools and Procedures: can you fill the frame presented in those chapters in an appropriate way using the 60 statements? Could you create or add new or different elements?

5.7 Benefits of working in a team

Even though already a number of elements have been laid out to create excellent teams, there are still a number of risks and costs in joining a team. Generally, team members will experience the following benefits, which are good enough reasons why they might join a team. Indeed, there are five main factors in joining a group that correspond to different expected benefits:

- Security
- Complexity of the tasks (division of labour)
- Social interaction
- Proximity (physical or numerical)
- Exchange (cost-benefit)

How would you rate the value of these advantages for yourself?



Try to think about it with the model of the following graph. How would the pie look like for you?

5.8 Risks of working in a team - Groupthink and Social Loafing

Unfortunately though, there are also a number of risks and disadvantages when and in joining a team. The main ones are: Groupthink and Social Loafing.

Groupthink

Groupthink happens when the members of a team do not express themselves and don't share their opinion in order to keep the harmony in the team.

Group members try to minimize conflict and reach a consensus decision without critical evaluation of alternative viewpoints, by actively suppressing dissenting viewpoints and by isolating themselves from outside influences. This can lead to a loss of individual creativity, uniqueness and independent thinking.



Links with my work?

Think of a time during a meeting with your team when someone proposed an idea which you thought was quite poor, but all the other members of the team found very interesting. What did you do? Did you express your disagreement or did you agree with the rest of the team?

Social Loafing

Social loafing occurs when people are exerting less effort when they work in a team than when they are working alone.

When there is social loafing, the group dynamic is affected because some team members may be seen as not contributing much to the team's purpose and that could create a lack of cohesion in the team.

This is seen as one of the main reasons groups are sometimes less productive than the combined performance of their members working as individuals, but should be distinguished from the accidental coordination problems that groups sometimes experience.

What produces social loafing	What hinders social loafing
<ul style="list-style-type: none"> • No evaluation (individually or collectively) • Simple, monotonous tasks or ones 	<ul style="list-style-type: none"> • Individual responsibility (not necessary an evaluation) • Difficult and/or interesting tasks

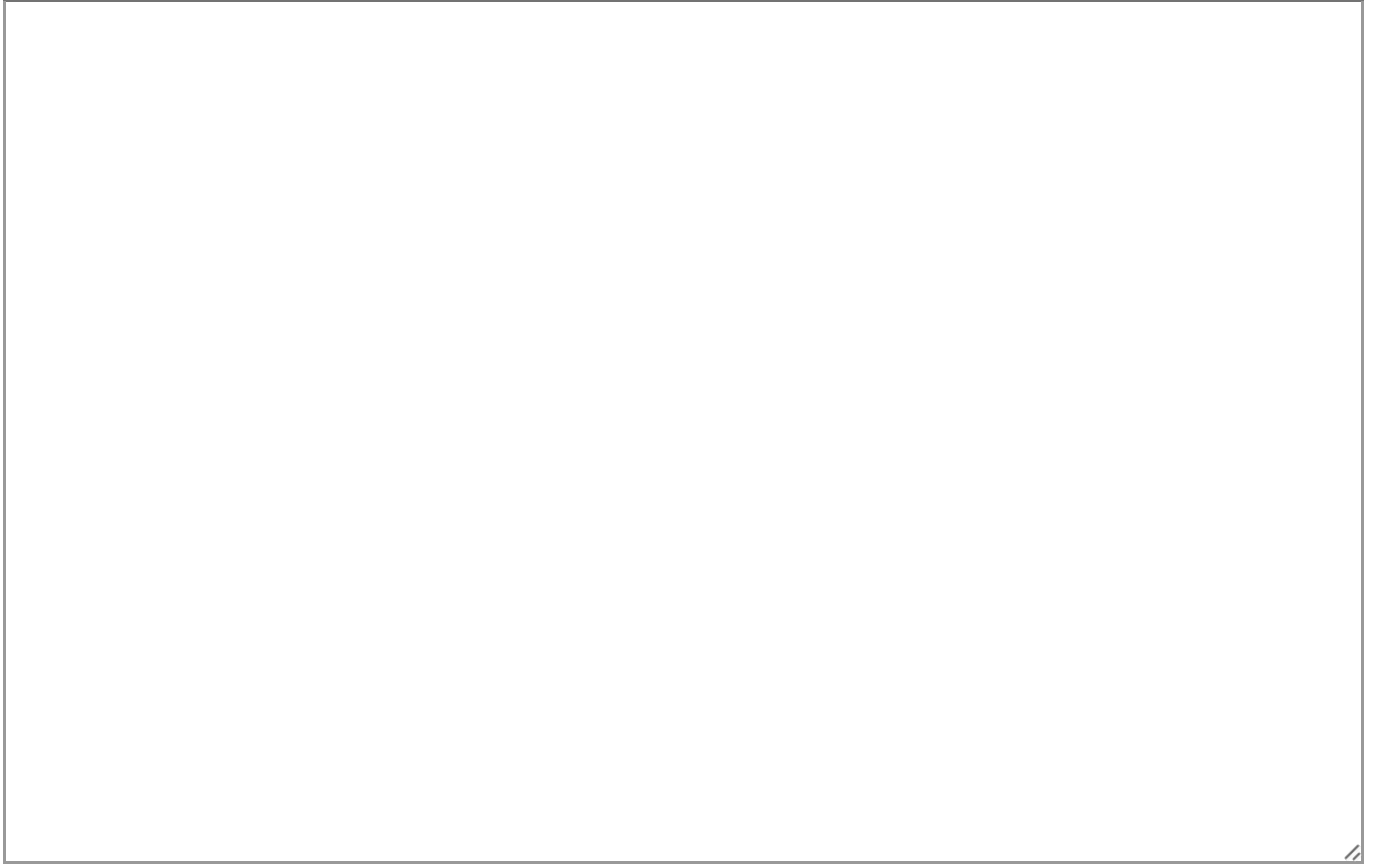
<p>that are too similar tasks</p> <ul style="list-style-type: none"> • Individual contribution is not needed • No individual or group encouragement • Large groups • Impersonal groups 	<ul style="list-style-type: none"> • Personal contribution essential • Group pride • Online interactive activity log and peer review system
--	--

Further readings...

A practical tool that may help you to follow roles and responsibilities:

- Objectives and Key Results EN (<https://weekdone.com/resources/objectives-key-results>)-FR (<http://www.journaldunet.com/management/ressources-humaines/notation-des-employes-par-google.shtml>)
- This article shows how to build positive work relationships (<http://garfinkleexecutivecoaching.com/articles/build-positive-work-relationships/building-positive-relationships-at-work>)
- An online tool to evaluate the quality of the relationships (<http://www.davidkoutsooukis.com/assessment-4-1>) in your team
- Some recommendations (<http://www.makeadentleadership.com/workplace-relationships.html>) to Improve Workplace Relationships, Influence & Communication
- Two videos on Groupthink: 1 (<https://www.youtube.com/watch?v=SBw0ased8Sw>) - 2 (<https://www.youtube.com/watch?v=8XN9ZzYdRgA>)
- Social Loafing explained on these videos: 1 (https://www.youtube.com/watch?v=Chj2F3Ao_gw) - 2 (<https://www.youtube.com/watch?v=yT-BpKIHmps>)





WORKING IN TEAM

6. Teams, Roles and Differences

An effective team requires a diversity of skills and roles. What about a successful work team?

For decades, **Dr. Meredith Belbin** has been conducting studies into the makeup of such teams. Dr. Belbin and other colleagues observed the behaviour of management teams at the Henley Business School for many years. These teams were set a number of problem solving tasks within a management games context. Surprisingly, the teams made up of talented and bright individuals (the so-called Apollo teams) did not perform as well as teams made up of less able individuals.

Dr. Belbin devised a number of psychometric tests to isolate the individual characteristics of team members and to identify the types of jobs that people with these team role characteristics could perform well.



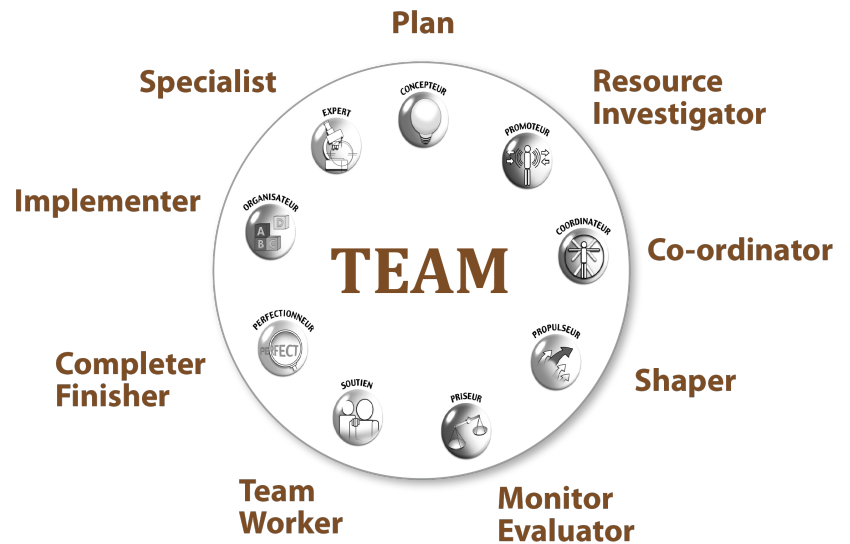
As a result, Dr. Belbin sustains that the needs of a particular project or job can best be met by carefully selecting a team that has a complementary balance of team roles.

A team role as defined by Belbin is:

“A tendency to behave, contribute and interrelate with others in a particular way.”

Belbin's team roles

describe a pattern of behaviour that characterises one person's behaviour in relationship to another in facilitating the progress of a team.










Nine team roles were identified in terms of their contribution to the team and the personal characteristics they display. Individuals are naturally suited to at least one role, and usually to one or two other roles, as well.

Some roles are "Action-oriented", others are "People-oriented" or more "Cerebral".

The following chart elaborates on their positive features and allowable weaknesses:

	ROLES AND DESCRIPTIONS TEAM ROLE CONTRIBUTION	ALLOWABLE WEAKNESSES
	PLANT: Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
	RESOURCE INVESTIGATOR: Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
	COORDINATOR: Mature, confident, a good chairperson. Clarifies goals,	Can be seen as manipulative. Offloads

	<p>promotes decisionmaking, delegates well.</p>	<p>personal work.</p>
	<p><u>SHAPER:</u> Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.</p>	<p>Prone to provocation. Offends people's feelings.</p>
	<p><u>MONITOR EVALUATOR:</u> Sober, strategic and discerning. Sees all options. Judges accurately.</p>	<p>Lacks drive and ability to inspire others.</p>
	<p><u>TEAM WORKER:</u> Cooperative, mild, perceptive and diplomatic. Listens, builds, averts friction.</p>	<p>Indecisive in crunch situations.</p>
	<p><u>IMPLEMENTER:</u> Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.</p>	<p>Somewhat inflexible. Slow to respond to new possibilities.</p>
	<p><u>COMPLETER FINISHER:</u> Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.</p>	<p>Inclined to worry unduly. Reluctant to delegate.</p>
	<p><u>SPECIALIST:</u> Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.</p>	<p>Contributes on only a narrow front. Dwells on technicalities.</p>



Exercise:

Team members will all be working at the same time, of course, but they will “shine” in different phases of a project/task. Using the same chart about Problems/Issues in a different order, create the correct links between the statements on the right-hand side and those on the left-hand side.

<p><u>PLANT:</u> Creative, imaginative, unorthodox. Solves difficult problems.</p>	Lacks drive and ability to inspire others.
<p><u>RESOURCE INVESTIGATOR:</u> Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.</p>	Indecisive in crunch situations.
<p><u>COORDINATOR:</u> Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.</p>	Somewhat inflexible. Slow to respond to new possibilities.
<p><u>SHAPER:</u> Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.</p>	Inclined to worry unduly. Reluctant to delegate.
<p><u>MONITOR EVALUATOR:</u> Sober, strategic and discerning. Sees all options. Judges accurately.</p>	Ignores incidentals. Too pre-occupied to communicate effectively.
<p><u>TEAM WORKER:</u> Cooperative, mild, perceptive and diplomatic. Listens, builds, averts friction.</p>	Can be seen as manipulative. Offloads personal work.
<p><u>IMPLEMENTER:</u> Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.</p>	Prone to provocation. Offends people's feelings.
<p><u>COMPLETER FINISHER:</u> Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.</p>	Contributes on only a narrow front. Dwells on technicalities.
<p><u>SPECIALIST:</u> Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.</p>	Over-optimistic. Loses interest once initial enthusiasm has passed.

Verify the results



Links with my work?

In order to see whether a team displays an under or an over-representation of a certain Belbin Team Role and reflect on the consequences of this, think of the consequences of having too few or too many of the various Belbin roles in a team.

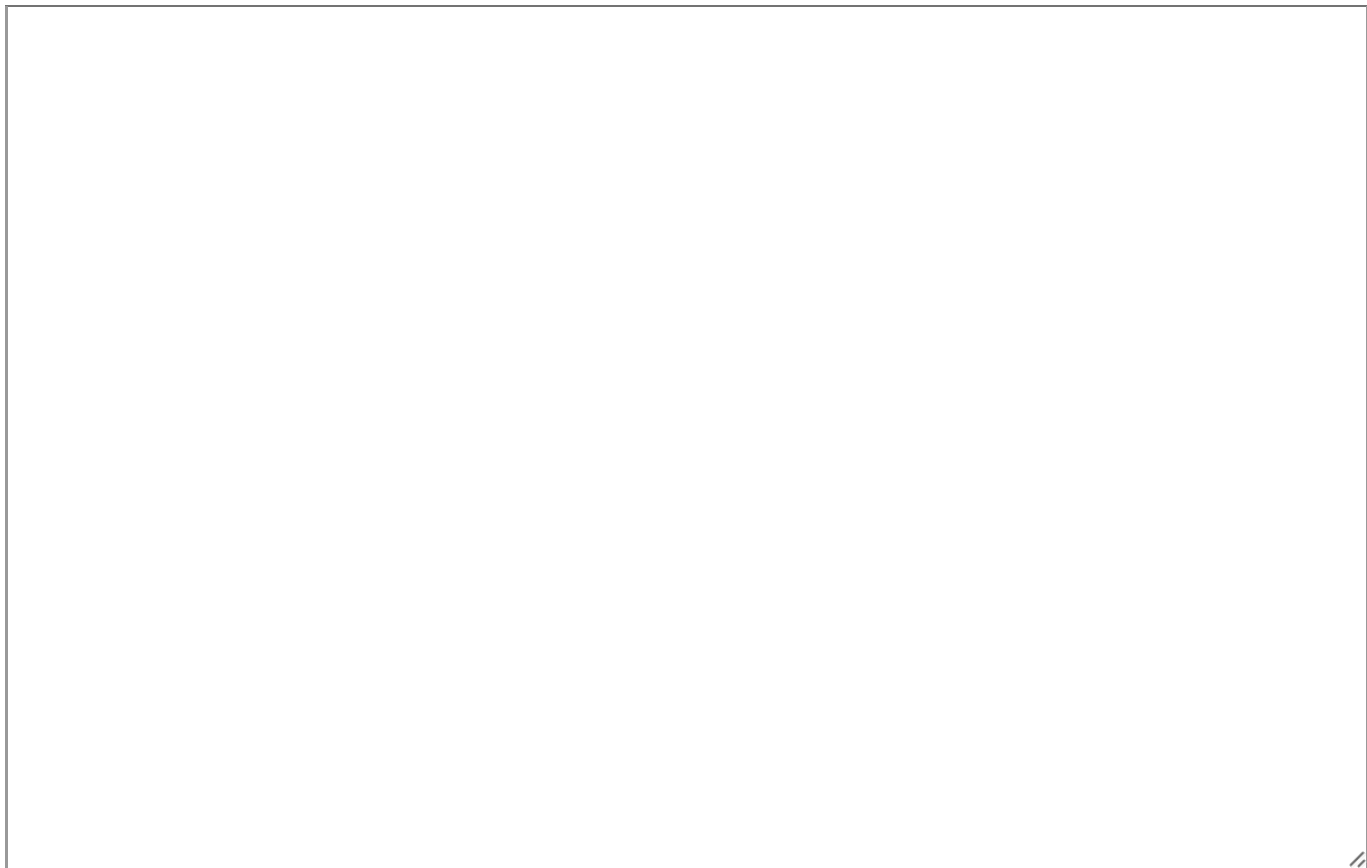
Examples: an over-abundance of Team Workers, for instance, will certainly make for a very harmonious team, but also one that will have great difficulties making a decision, especially tough ones.

This exercise will help you think why your team works smoothly or not. The more varied the team in terms of its composition, the better.

Further readings...

- *Management Teams : Why They Succeed and Fail*, Team Roles at Work, 1993
- *The Coming Shape of Organisations*, Meredith Belbin, 1996
- *The Wisdom of Teams*, Katzenbach, J.R., Smith, D.K., Boston, MA, Harvard Business School Press, 1993
- Resources and free tests (<https://www.123test.com/team-roles-test/>)





WORKING IN TEAM

7. Teams and Meetings

7.1 What are meetings all about?

The most common reason to have a meeting is to discuss something face-to-face. It could be a new idea, a new opportunity, a problem, to brainstorm something, reach a decision about something or any number of things. But, it all comes down to discussion and face-to-face interaction.

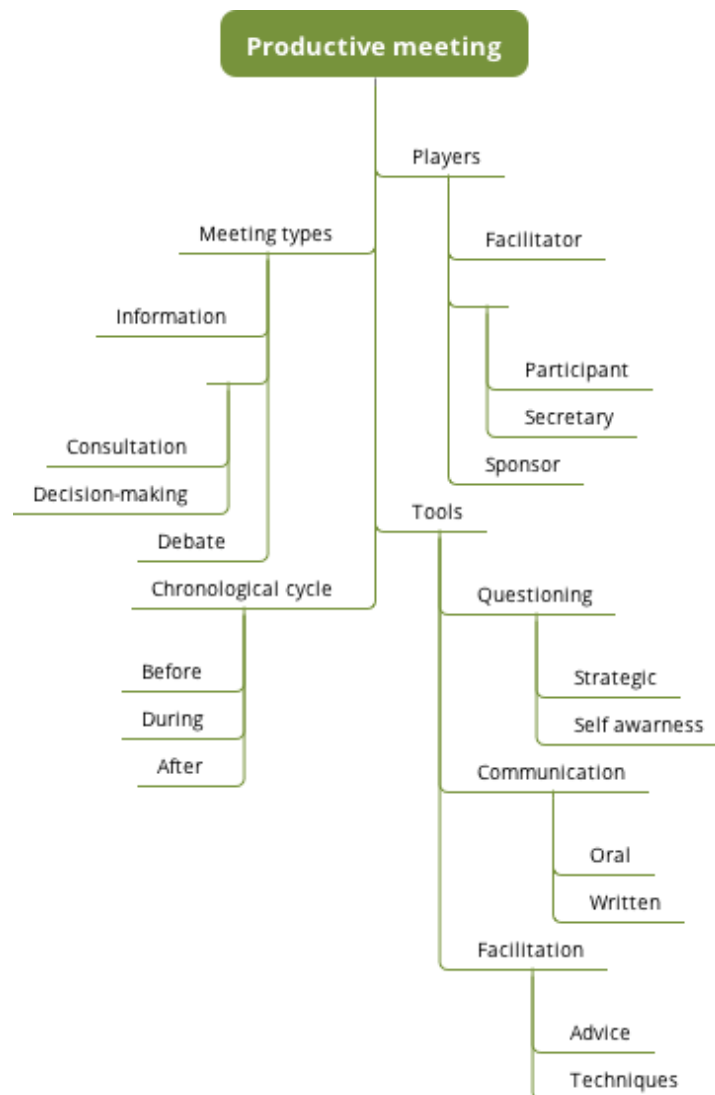
A lot of business communication is done via the phone, email, post, newsletters, company websites, intranets and extranets. These methods of communication have made life easier and communication quicker in a lot of respects. Nevertheless, they cannot replace a face-to-face meeting. Discussing something face-to-face allows you to not only hear what is being spoken; giving you access to clues hidden in the speaker's tone of voice, but it also allows you to see the speaker.

However, let's make sure we also know what a meeting should not be about:



7.2 How to hold productive meetings

The following diagram gives the essential elements in meetings:



The **Players** are the various roles present in meetings. The roles, like in teams, need to be clarified and communicated prior to the meeting. The **Meeting Types** are about the objectives of a meeting. **Participants** need to be clear and informed about why they are meeting. **Tools** are about the **Procedures** to follow for both participants and facilitators. Finally, the **Chronological Cycle** is about what should happen at the different phases: what to do before a meeting, during and after.

7.3 The 2 major ingredients of team meetings

In all human interactions, including team meetings, there are two major ingredients - **task and process**.

Task refers to the subject matter on which the group is working. In most interactions, the focus of everyone's attention is on the task. Process refers to what is happening between and to group members while the group is working. Group process, or dynamics, deals with such items as morale, feeling, tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition and co-operation.

In most interactions, very little attention is paid to **process**, even when it is the major cause of ineffective group action. Since these processes are present in all groups, awareness of them will enhance a person's contribution to the group.

Some things to look for in group behaviour during meetings are:

- Participation
- One indication of involvement is verbal participation. Look for differences in the amount of participation among members.
- Norms
- Standards or ground rules may develop in a group that control the behaviour of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behaviours should or should not take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operating completely below the level of awareness of any group members. Some norms facilitate group progress and some hinder it.



Links with my work?

Think about the way meetings are run in your team and answer these questions:

Who are the high participants?

Who are the low participants?

Do you see any shift in participation, e.g. highs become quiet; lows suddenly become talkative? Do you see any possible reason for this in the group's interaction?

How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? etc.

Who talks to whom? Do you see any reason for this in the group's interactions?

Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

In order to understand verbal communication more fully, it is useful to use Behaviour Analysis



Links with my work?

Think about the way meetings are run in your team and answer these questions:

Are certain topics avoided in the group (sex, religion, talk about present feelings in the group, discussing the leader's behaviour, etc.)? Who seems to reinforce this avoidance? How do they do it?

Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree? Do you see norms operating about participation or the kinds of questions that are allowed (e.g. 'If I talk, you must talk', 'If I tell my problems, you have to tell your problems')? Do members feel free to probe each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?

7.4 The different roles people play in meetings

Focusing on the task

People who are concerned with getting the job done need to be clear about the task at hand.



Links with my work?

Think about the way meetings are run in your team and answer these questions:

Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem? Does anyone attempt to summarise what has been covered or what has been going on in the group?

Is there any giving or asking for facts, ideas, opinions, feelings, feedback or searching for alternatives?

Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

Focusing on the relationships

This function is important for the morale of the group. These people maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to maximise their contributions. They ensure smooth and effective teamwork within the group.

In order to facilitate smooth team relationships, team members need to clarify their feelings. During any group discussion, feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of non-verbal cues.



Links with my work?

Think about the way meetings are run in your team and answer these questions:

Warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.? Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

Think about the way meetings are run in your team and answer these questions:

Who helps others get into the discussion (gate openers)?

Who cuts off others or interrupts them (gate closers)?

How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?

How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

Creating a nice group atmosphere

Something about the way a group creates an atmosphere which, in turn, is revealed in members' attitude. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group, by finding words which describe the general impressions held by group members.



Links with my work?

Think about the way meetings are run in your team and answer these questions:

Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?

Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?

Do people seem involved and interested? Is the atmosphere one of work, play, satisfaction, taking flight, sluggishness, etc.?

Creating memberships

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group which gives clues to the degree and kind of membership.



Links with my work?

Think about the way meetings are run in your team and answer these questions:

Is there any sub-grouping? Sometimes two or three members may consistently agree and support each other or consistently disagree and oppose one another.

Do some people seem to be “outside” the group? Do some members seem to be “in”? How are those “outside” treated?

Do some members move in and out of the group, e.g. lean forward or backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?

7.5 Influence and Influencing Styles in team meetings

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by others.



Links with my work?

Think about the way meetings are run in your team and answer these questions:

- Which members have the most influence? That is, when they talk, others seem to listen.
- Which members have the least influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?
- Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

Styles of influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. How a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced. In the following section, you will find the 4 styles that frequently emerge in groups.



Exercise:

The next questionnaire will help you identify your personal preference when it comes to influencing others. This will help you understand how you relate to others in a meeting or in any other situation where you might need to influence other people. Together with Behaviour Analysis (Chapter 4), this will shed some light on how we behave, but also on how our colleagues behave.

In practical terms: answer the following questions in terms of what you believe you actually do in situations where you have a need to influence others. Answers should be based on typical day-to-day activities in which you are involved. The questionnaire will be of little or no value unless you provide a truly accurate and objective description of yourself. For each of the statements listed, circle the number reflecting your choice of the five possible responses given below:

1. If you have NEVER or VERY RARELY observed yourself doing what is described in the statement.
2. If you have observed yourself doing what is described in the statement OCCASIONALLY, BUT INFREQUENTLY, that is, less often than most people you see in similar situations.
3. If you have observed yourself doing what is described in the statement about AN AVERAGE AMOUNT, that is, about as often as most other people you see in similar situations.
4. If you have observed yourself doing what is described in the statement FAIRLY FREQUENTLY, that is, somewhat more often than most other people you see in this situation.
5. If you have observed yourself doing what is described in the statement VERY FREQUENTLY, that is, considerably more than most other people you observe in similar situations.

Please answer every question.

	Never or Very rarely	Occasio- nally	An average amount	fairly fre- quently	very fre- quently
I give the impression of sitting in judgement on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use moral imperatives such as “should”, “ought”, and “must”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I want something, I do not hesitate to pressure others into giving it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I admit my own mistakes and errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage people to come up with their own solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I express sympathy to others when they have difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When others become uncertain or discouraged, my enthusiasm carries them along.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When working with others, I communicate my belief in the value and importance of the common task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When others are uncertain what to do, I will come up with a good idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put together a good logical argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let others know when they do not meet my standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am quick to make my own wishes and desires known to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use my authority to get things done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I admit a lack of knowledge and expertise in a situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give other people credit for their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If others become angry or upset, I listen with understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I bring others to see the exciting possibilities in a situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I heighten others' awareness of the benefits of pulling together as one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put forward lots of good ideas and proposals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When opposed, I am quick to come forward with a counter-argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I point out others' mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I verbalize standards which I think others ought to meet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make it clear what I am willing to give in return for what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am open about my personal hopes and fears.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I help others to get a hearing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show tolerance and acceptance of others' feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My way of speaking conveys a sense of excitement to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cause people I work with to be more aware of the aims and goals they have in common.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put forth ideas that are both incisive and highly relevant to the problem at hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I defend my own ideas energetically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make moral judgements about what others do or say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let people know the standards by which their performance will be judged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer bargains or deals to get what I want from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept criticism without becoming defensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delegate full responsibility for important tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen carefully when people express views that are different from my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My enthusiasm is contagious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I foster an esprit de corps where others feel a sense of common purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My proposals and suggestions have a					

strong impact on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I anticipate objections to my point of view and am ready with a good counterargument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let others know whether my requirements are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very explicit about what I want or require from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use veiled or open threats to get others to comply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I acknowledge when I am confused, uncertain or do not have the answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I treat other people as being worthy of my trust and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During a discussion I summarise or paraphrase what others have said to make certain they have been heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put into words the hopes and wishes which others may feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help others to see how they can achieve more by working together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will make a proposal or suggestion that I feel has merit, no matter how unpopular it may be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am ingenious in producing evidence in support of proposals I favour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am quick to give credit for good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I express strong ideas about how things should be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I promise rewards to get others to do what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I volunteer information of a personal nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I look for ways to use other peoples' ideas and suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let others know that I understand what they are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In persuading others, I appeal to their values, emotions, and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help people I work with to find common values and aims that strengthen their commitment to one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assert myself in putting forth my ideas and suggestions; I don't hold back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I draw attention to inconsistencies in others' ideas or logic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show my approval when others perform up to my standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let others know, directly or indirectly, exactly what I expect from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I deal with differences in aims and interests by bargaining and negotiation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reveal my personal feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make other people feel they have something of value to contribute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I clarify what others have just said before I respond or state my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I use emotionally charged language to generate enthusiasm for a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I generate a feeling of "We're in this thing together" among the people with whom I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I express my ideas clearly and logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When people disagree with my ideas, I will come up with a new line of reasoning to persuade them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Calculate the results

Reward & Punishment	Participation & Trust	Common Vision	Assertive Persuasion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reward and Punishment is the use of pressures and incentives to control others' behaviour. Rewards may be offered for compliance; and punishment or deprivation may be threatened for non-compliance. Naked power may be used, or more indirect and veiled pressures may be exerted through the use of status, prestige, and formal authority. There are three aspects comprising the Reward and Punishment style: (1) Evaluating, (2) Prescribing Goals and Expectations, and (3) Incentives and Pressures.

Participation and Trust pulls others toward what is desired or required by involving them. By actively listening and involving others, an influencer increases a commitment to the task, and follow-up and supervision become less critical. There are three aspects to Participation and Trust: (1) Personal Disclosure, (2) Recognizing and Involving Others, and (3) Testing and Expressing Understanding.

Common Vision aims to identify a common vision of the future for a group and to strengthen the group members' belief that through their collective and individual efforts, the vision can become reality. The appeals are to the emotions and values of others, activating their personal commitment to private hopes and ideals, and channelling that energy into work toward a common purpose. There are two aspects of Common Vision: (1) Articulating Exciting Possibilities, and (2) Generating a Shared Identity.

Assertive Persuasion is characterised by the use of logic, facts, opinions, and ideas to persuade others. The basis for agreement and approval is the soundness of the other person's reasoning. It is a "push" style (like R&P) because you "force" others to accept your view or conclusion by the logic of your arguments. Assertive Persuasion has two aspects: (1) Proposing Solutions, and (2) Reasoning For and Against.

The higher score(s) indicate a predisposition toward selected management traits and, taken together, a participant's managerial orientation

7.6 Decision making in team meetings

Many kinds of decisions are made in group meetings without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.



Links with my work?

Does anyone make a decision and carry it out without checking with other group members? (Selfauthorised.) For example, they decide on the topic to be discussed and immediately begin to talk about it. What effect does this have on other group members? Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?

Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group (handclasp)? How does this affect other group members?

Is there any evidence of a majority pushing a decision through over other member's objections? Do they call for a vote (majority support)?

Is there any attempt to get all members to participate in a decision (consensus)? What effect does this seem to have on the group?

Does anyone make contributions that do not receive any kind of response or recognition (plop)? What effect does this have on the member?

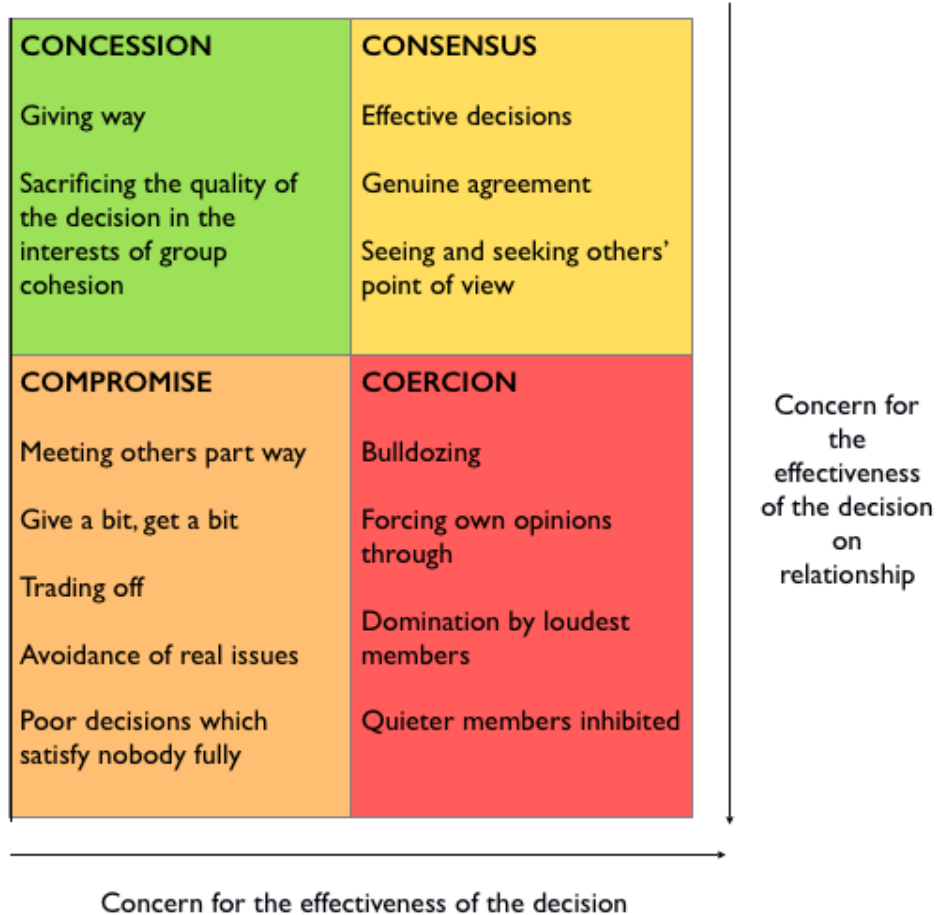
Consensus decision making

On the other hand, a consensus decision is one that is acceptable to all members of a group. It may not be any one individual's ideal decision or meet with everyone's approval, but all can support it. Consensus decisions are harder to achieve than more formal methods of decision making. However, if people feel ownership of a decision, they will make every effort to ensure that it is carried out.

Some suggestions about how consensus can be achieved:

- Avoid arguing for your own personal satisfaction so that you can “win” personally. The “right” decision is the best collective judgement of the whole group.
- Approach the task and present your points of view based on logic.
- View differences of opinion/ideas/solutions as a help rather than a hindrance in the decision making process.
- Ensure that all points of view are listened to so that everyone is included in the final decision.
- Do not change your mind just to avoid conflict, for the sake of a “quiet life” or just to reach agreement. Support only those arguments with which you are able to agree at least partially.
- Avoid such techniques as majority vote, averaging or trading-off to reach decisions.

Ways in which decisions can be made in groups:





7.7 Dealing with difficult people in team meetings

<p>Reluctant or resistant; low motivation</p>	<ul style="list-style-type: none"> • Reinforce, encourage, support contributions • Check out reasons • Allow part in choosing task • Give time or responsibility • Encourage other members to respond • Challenge if appropriate • Place with supportive, more positive group members • Accept and be patient • Explore and recognise reasons for reluctance • If appropriate, invite to withdraw from group
<p>Scornful of task or puts down others</p>	<ul style="list-style-type: none"> • Confront the behaviour when it happens • Give feedback • Discuss with others - give responsibility to the group • Build contract for membership of group/team • Support/reinforce/model other behaviours • Allow time out of group
<p>Aggressive</p>	<ul style="list-style-type: none"> • Seek causes and remove, if appropriate • Confront the behaviour when it happens • Give feedback

	<ul style="list-style-type: none"> • Focus on the feelings or difficulties produced by the behaviour • Reinforce other behaviour when it happens • Model alternative non-aggressive behaviours • Discuss effect on whole group • Give time and attention to the individual
Dominant or talkative; self-opinionated	<ul style="list-style-type: none"> • Share discussion time • Give feedback (in or out of group) • Discuss effect on others • Encourage contributions from others • Ask others' views on the subject being raised • Give time and attention to individual
Use of inappropriate and/or destructive behaviour	<ul style="list-style-type: none"> • Confront the behaviour when it happens • Give feedback in or outside group • Discuss appropriateness of humour outside group • Support/model different, more acceptable behaviours • Discuss with others - discuss in the whole group
Silent, withdrawn, shy	<ul style="list-style-type: none"> • Recognise and value any contribution • Invite to speak or check understanding from time to time • Encourage outside of group • Give feedback one-to-one • Give notice of topic to allow time to prepare • Find interesting and relevant issue • Establish reasons for silence • Be patient. Accept and recognise that one can participate without speaking and not everyone has the same "group style"

Further readings...

- *Meetings in French and English*, Pamela Shephard, Bénédicte Lapeyre, Nicolas Brealey Publishing, London, 1993
- *Manipulating Meetings*, David Martin, Pitman Publishing, London, 1996

- *Effective Meeting Skills*, Marion E. Hayes, Crisp Publications, Menlo Park, CA, 1988
- *Préparer, conduire et exploiter les réunions*, J.L. Cosperec, Editions Roudil
- The ineffectiveness of some virtual team meetings can be seen here (https://www.youtube.com/watch?v=DYu_bGbZiiQ)
- And a good short summary on running effective meetings (<https://www.youtube.com/watch?v=jtzXHre536M>)



WORKING IN TEAM

8. Teams and Conflicts

When working with others, situations might and will occur where something will go "wrong" in the communication and a common understanding and/or agreement among teams members will be difficult to achieve.

These difficult situations will happen for different reasons. Some of these will be instances of the Storming phase that was discussed earlier. These are "growing pains" for a team; they will pass with time. Other causes might be more serious.

Certain team members may knowingly use conflict as a means of communication with others. For these individuals, conflict is a way of making contact with others or are people who need to exist in the eyes of others by using aggression. A better understanding of the psychological profile of such individuals will help you to protect yourself against them.

Others may use conflict as a management method - to better establish their authority, for example (i.e. by divide and rule). Victims should learn how to protect themselves, and management should respond appropriately.

Also, projecting - attributing one's own emotions/perceptions to someone else - can be a cause of conflict that stems from the way we interact.



Links with my work?

A practical example of projection: as I walk past the office of a colleague, John, I say good morning to him. He doesn't answer. I interpret that as a sign he is angry with me. Once I am back in my own office, I try and work out what I might have done to annoy him - was it something I said or did at yesterday's meeting? Did our co-worker, Peter, who doesn't like me, say something to him about me?

For the rest of the day, I spend my time looking for signs to reinforce my belief that he is annoyed with me. I find all the ways I can to please him and make up for my "mistake" .

If I want to break out of this projection, I will go and speak to John to find out. I will ask him why he didn't reply to my greeting this morning, if he is annoyed with me for some reason and, if so, why. John might very well reply that he simply didn't hear me say hello.

8.1 Transactional Analysis and Life Positions

A way to understand why we react in a certain way or why we are prone to a certain type of behaviour is through the help of transactional analysis. The most common model is the Life Position model. There are different ways of diagramming this model.

Life positions are basic beliefs about self and others, which are used to justify decisions and behaviour. Franklyn Ernst (1971) drew it in quadrants, as can be seen from the diagram below.

These have been coloured in red and green to show the effective and ineffective quadrants for communication and healthy relationships.

These positions can change as we develop and grow. This is particularly important as we need to understand how we react in difficult situations and how these reactions can become sources of conflict.

The four quadrants also take different denominations, such as **Submissive** (top left), **Depressive** and/or **Passive Aggressive** (bottom left), **Aggressive** (bottom right) and **Assertive** (top right). Here's an explanation of these styles:



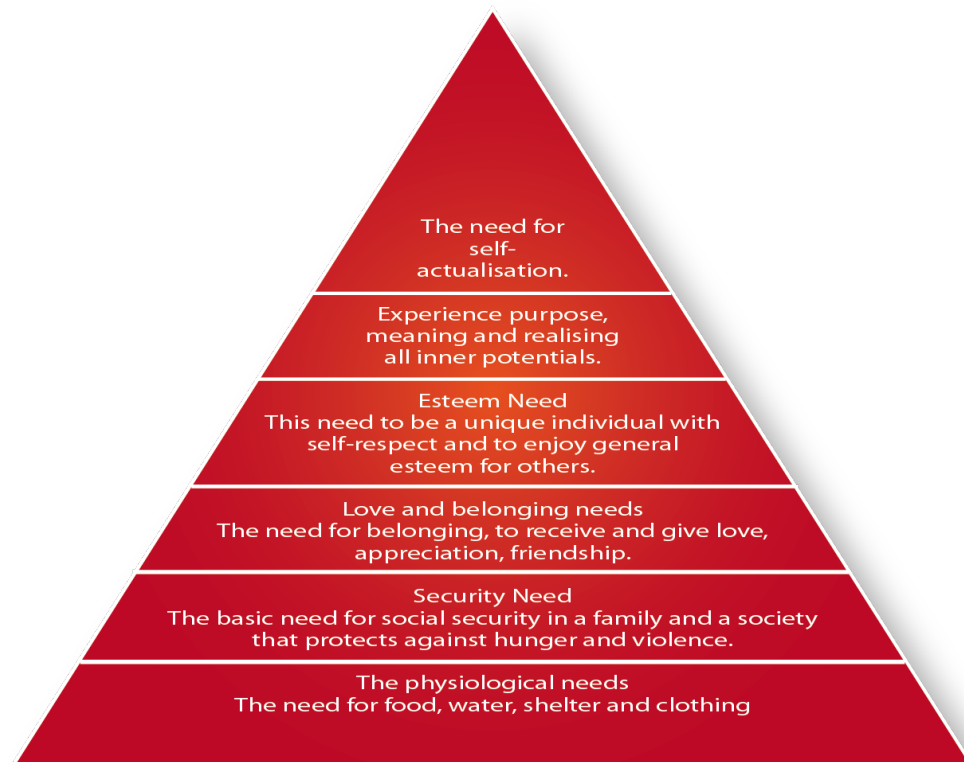
	Verbal	Non-verbal
Passive	<ul style="list-style-type: none"> • Vague, unfocussed and evasive manner of speaking • "I" is rarely used • Self-debasement, self-mockery and downplaying of personal positions are all overused • Apologies and requests for permission are overused: "I'm sorry, but..." 	<ul style="list-style-type: none"> • Faint or shaky tone of voice • Hesitating, uncertain delivery • Avoiding eye contact • Closed and defensive body language

	<ul style="list-style-type: none"> • Immediate and systematic acceptance or submission 	
Passive – Aggressive	<ul style="list-style-type: none"> • Irony, sarcasm or guilt-tripping frequently used • "Manipulative" questions or turns of phrase: "Don't you think it would be better to...", "Okay then! But you cannot really say that things went well last time!" • References are made to absurd or impossible situations or outcomes • Avoids handling issues immediately but comes back to them unexpectedly at a later date 	<ul style="list-style-type: none"> • Negative feelings are often expressed in actions rather than words (e.g. slamming the door) • Sarcastic, mocking or overfriendly tone • Evasive looks • Sulking
Aggressive	<ul style="list-style-type: none"> • Generalisations and exaggerations are overused: "That's ridiculous!", "But everyone knows that!" • "I" is overused • Issues expressed as judgement or faultfinding • Orders, menacing questions, threats, attempts to trap the other person 	<ul style="list-style-type: none"> • Strident tone of voice • Rapid, abrupt, brusque delivery • Insistent, staring look • Wagging finger, thumping on the table • Facial expressions showing irritation, contempt, commiseration or condescension
Assertive	<ul style="list-style-type: none"> • Clear, succinct and focused manner of speaking • "I" is used to a measured extent • Distinction made between facts and opinions 	<ul style="list-style-type: none"> • Firm, assured and authentic tone of voice • Fluent manner of speaking • Direct, respectful and regular eye contact

	<ul style="list-style-type: none"> • Questions asked to identify the other person's expectations, positions and needs • Expressions such as: "you could / you might ..." instead of "you should..." or "you ought to..." • Excuses and threats not used 	<ul style="list-style-type: none"> • Facial expressions showing openness and friendliness
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Assertive is a difficult stage to reach especially in difficult times; yet, it is the one that will guarantee the greater success in our daily relationships in the long-run and the one that will prevent and/or resolve conflicts more effectively.

Before going on, we need to be clear on these behaviours and how to identify them.





Exercise:

Recognise different behaviours in different situations. Classify the behaviours below as either: Submissive, Aggressive, Passive Aggressive or Assertive

1. The date is being set for the next meeting of a committee of which you are a member. You are keen to attend, but the proposed date, accepted by everyone else, means you can't attend. When the chairman says: "Is that OK for everyone then?" You say: "Well, I suppose so, as it seems to be OK with everyone else."
2. A colleague asks you for a lift home. It's inconvenient for you - you are already late and the route will take you out of your way. You say: "I'm about 20 minutes late, so I won't be able to take you all the way home. If it helps, I can drop you at the bus stop."
3. Your secretary is arranging your diary for the day. She asks you: "What time will you be back in the office?" You say: "When you see me walk in!"
4. You sat in a presentation given by one of your staff. You felt that it was highly successful. You say: "I think that was a really good presentation. I particularly liked the way you related the material to the audience's interests."
5. One of your staff is going to visit a person in the Commission, who is well-known as a "dodgy character". You know that your staff member is hesitant in dealing with this type of person. You say: "You've got to stand up to him. Tell him what is acceptable to us and what isn't. You mustn't let him get away with not making a decision."
6. A colleague has just produced a good work plan for his department. You'd like his help with one for your department. You say: "That work plan you produced is a good approach. Will you be able to spend half an hour helping me to develop one for my department?"

8.2 Understanding denied needs

When conflict with another person breaks out, it can be very useful to ask yourself what need or needs this person is trying to express. Let us look at the famous pyramid representing Maslow's hierarchy of human needs:

1. At the base of the pyramid are physiological needs (hunger, thirst, sexuality)
2. On the next level come the security and safety needs and the need for protection (the desire for shelter, a job, to be able to trust)
3. Then come the social needs (need to belong, reflecting the desire to be loved, listened to, understood, to be part of a group, to have status)
4. Next are the needs for self-esteem (a sense of being useful and having value; retaining one's autonomy and independence, one's identity)
5. Finally, at the top of the pyramid, come the needs for self-actualisation (which relate to the desire to realise one's maximum potential through work, commitment, expanding one's knowledge, creating)

Understanding what lies behind a conflict in terms of needs can really help move the conversation forward between two people. This can be very useful in every day situations like the following one.



Exercise :

Read the following instructions and think of what the situation would be like. How would you react if you were in any of these two neighbour's shoes?

Neighbour 1:

Tomorrow, Friday, is a very important day for you. Your boss has asked you to present in front of members of both the Council and the Commission at 9am and you are very excited about it and a little nervous too. It's a make or break deal and you need all of your concentration and your best communication skills to put a few difficult messages across.

You decide to get a good night's sleep so that you will be on top form tomorrow.

However, it is now 1am and you cannot fall asleep. Your neighbour has decided to have a party and they must have invited 100 people! The noise is unbearable. You really cannot sleep. This is ruining your plans completely! You decide to go and talk to them...

You are now ringing their door bell...

Neighbour 2:

You are about to turn 30 years old. Imagine, 30, gosh, you never thought it would feel like this. After all, you don't feel that different from when you were 25, really, and this calls for a big celebration.

You have been planning this party for months and have invited all of your friends. You wanted to have it at the weekend, but most of your friends are away skiing this weekend, so you decided to have it on the actual day, Thursday night. You have written a note to your neighbours to inform them and left it at the entrance to the building.

I mean you are only 30 years old once! The party is going great; your friends are having a great time and the music is fantastic. There are drinks and food for everyone. It is already 1am, but the party is in full swing and people love it.

Your door bell rings ...

8.3 Choosing a conflict resolution style

The most used model for conflict resolution is the Thomas Kilmann Instrument (TKI).

This model was developed to evaluate our behaviour in conflict situations. 'Conflict Situations' are situations in which the concerns of two people appear to be incompatible.

In such situations, we can describe a person's behaviour along two basic dimensions:

- The extent to which the individual attempts to satisfy his own concerns. This is often referred to as Assertiveness, yet we need to stress here that it is not the same assertiveness that we will refer to later on. In this case, it means taking care of MY NEEDS at times, at the expense of the other person's needs.
- The extent to which the individual attempts to satisfy the other person's concerns. This is also referred to as Cooperativeness. It is also more than that, we would like you to think of it as YOUR NEEDS meaning that at times, we might want to surrender ours for someone else's.

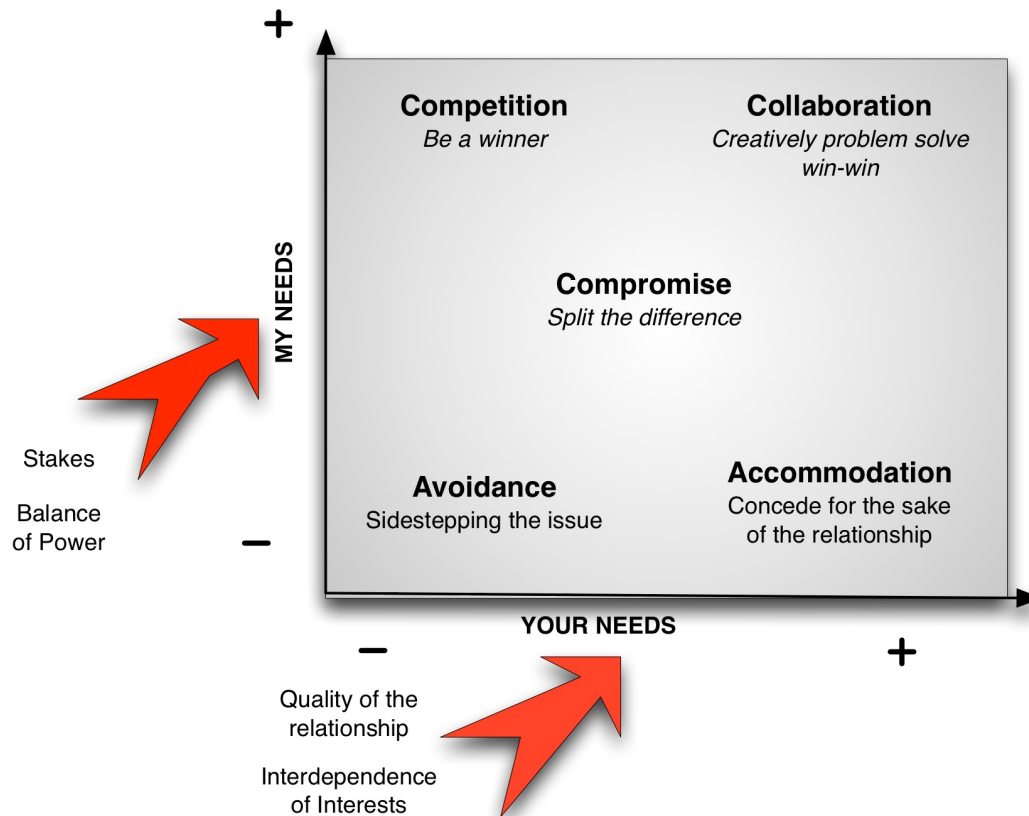
These two basic dimensions of behaviour can be used to define five specific methods of dealing with conflicts. The combinations of these two dimensions (high and low) will give rise to different conflict-handling modes. These five 'conflict-handling modes' are shown below.

Here's a full description of these 5 modes:

1. **FORCING/COMPETING** is assertive and uncooperative
 - an individual pursues his/her own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position - one's ability to argue, one's rank, economic sanctions. Forcing might mean 'standing up for your rights', defending a position, which you believe is correct, or simply trying to win.
2. **ACCOMMODATING** is unassertive and cooperative
 - the opposite of competing. When accommodating, an individual neglects his/her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.
3. **AVOIDING** is unassertive and uncooperative
 - the individual does not immediately pursue his/her own concerns or those of the other person. He/she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.
4. **PROBLEM SOLVING/COLLABORATING** is both assertive and cooperative
 - the opposite of avoiding. Problem Solving involves an attempt to work with the other person to find some solution, which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative, which meets both sets of concerns. Problem solving between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.
5. **COMPROMISING** cooperative

- is in between both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution, which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than forcing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

The 5 Conflict-Management Strategies



One should not be mistaken and think that Problem Solving/Collaborating is always the best solution. It might well be that the situation does not require it and that a more forceful approach is needed. These 5 modes are all good, they just need to be used, consciously, at the right time.

All five modes are useful in some situations; each represents a set of useful social skills. Our conventional wisdom recognises, for example, that often "Two heads are better than one" (Problem Solving). But, it also says "Kill your enemies with kindness" (Accommodating), "Split the difference" (Compromising), "Leave well enough alone" (Avoiding), "Might makes right" (Forcing). The effectiveness of a given conflict-handling mode depends upon the requirements of the specific conflict situation and the skill with which the mode is used.

Each of us is capable of using all five conflict-handling modes; none of us can be characterised as having a single, rigid style of dealing with conflict. However, any given individual uses some modes better than others and, therefore, tends to rely upon those modes more heavily than others, whether because of temperament or practice.

To help you judge how appropriate your utilisation of the five modes is for your situation, we have listed a number of uses for each mode.

FORCING/COMPETING - Uses:

- When quick, decisive action is vital, e.g. emergencies
- On important issues where unpopular courses of action need implementing, e.g. cost cutting, enforcing unpopular rules, discipline.
- On issues vital to company welfare when you know you are right.
- To protect yourself against people who take advantage of non-competitive behaviour.

PROBLEM SOLVING/COLLABORATING - Uses:

- To find an integrative solution when both sets of concerns are too important to be compromised.
- When your objective is to learn, e.g. testing your own assumptions, understanding the views of others.
- To merge insights from people with different perspectives on a problem.
- To gain commitment by incorporating other people's concerns into a consensual decision.
- To work through hard feelings which have been interfering with an interpersonal relationship.

COMPROMISING - Uses:

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
- When two opponents with equal power are strongly committed to mutually exclusive goals - are in labour-management bargaining.
- To achieve temporary settlements to complex issues.
- To arrive at expedient solutions under time pressures.
- As a back-up mode when collaboration or competition are as successful.

AVOIDING - Uses:

- When an issue is trivial, of only passing importance, or when more important issues are pressing.
- When you perceive no chance of satisfying your wants or when you do not possess much power or the other person who would be very difficult to change, frustrates you.
- When the potential damage of confronting a conflict outweighs the benefits of its resolution.
- To let people cool down - to reduce tensions to a productive level and to regain perspective and composure.
- When gathering more information outweighs the advantages of an immediate decision.
- When others can resolve the conflict more effectively.
- When the issue seems tangential or symptomatic of another more basic issue.

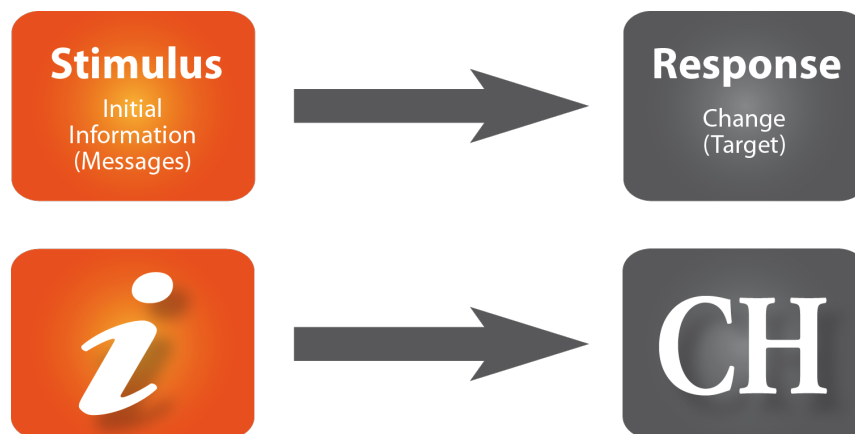
ACCOMMODATING - Uses:

- When you realise that you are wrong - to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to you yourself - to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up social credits for later issues which are important to you.
- When continued competition would only damage your cause - when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

8.4 Develop and practise Assertiveness

Whatever conflict-resolution mode one decides to take on, it is important that we are not reacting solely on a stimulus, but that we add a period of reflection (this can last seconds or days depending on the situation, of course) between the stimulus and the response.

You can find the same topic, applied in a different context, on chapter [4.3 The importance of giving and receiving feedback](#)



Looking at the above picture, we need to imagine that the arrow indicates a reflection time during which we will make a decision on how we are going to react on any given stimulus. This is what we will explore with the practice of assertiveness.

In this programme, assertiveness has already been tackled from the point of view of Transactional Analysis. The following considerations link very well with the previous ones. Here assertiveness is seen as a conflict resolution method that we can all put in practise. Being assertive requires sustained, conscious effort and is a balance between

two factors: **COURAGE & CONSIDERATION.**

Aggressive people have plenty of courage to say or do whatever is necessary. However, they have little consideration for the other person, their circumstances, the time of day, etc.

Submissive people have plenty of consideration for the other person, their circumstances, and the time of day. However, they have little or no courage to say or do the things they should.

Assertive people have the courage to say or do what is required. However, they balance that courage with consideration for the other person, their circumstances, the time of day, etc., and modify their behaviours to take this into account. Assertiveness can be very effective in Conflict Prevention and Conflict Resolution. A simple Assertiveness Model also known as the DESC model can help one to be more assertive:

When using this model, one needs to pay special attention to avoid interpretations as much as possible and distinguish facts from opinions and/or feelings.

Distinguishing Facts/Opinions/Feelings

<p>1. Describe the Situation</p> <p>Identify the specific situation(s) where you observed this behaviour Be factual with examples Be precise and specific Be descriptive (not judgemental)</p>	<p>3. Suggest or Ask for a Solution and Identify Alternative Behaviours</p> <p>Ask for a solution to the problem If the solution is not acceptable, negotiate Offer a solution if necessary Recall rules and procedures if that is necessary</p>
<p>2. Express the Consequences and Feelings</p> <p>Describe the impact on you, then others, and possible consequences of the behaviour Be responsible when you express feelings. Avoid judgmental feelings such as: disappointed, abandoned, let down, etc. Use non-violent feelings such as: sad, in a difficult situation, etc.</p>	<p>4. Commit and Conclude</p> <p>Party to repeat the commitment and always finish on a high note</p>

In a conflict or negotiations, it is important to distinguish between facts, opinions and feelings. Here is an example:

« What does Roger Federer mean to you? »

Facts

He is a tennis player.
He is world champion.

Opinions

He is very talented.
He has a very graceful style of play.

Feelings

I think he is fantastic.
I am impressed by him.

FACTS:	are verifiable/measurable	INDISPUTABLE
FEELINGS:	what I feel (enthusiasm, etc.)	INDISPUTABLE
OPINIONS:	what I think (my view of things)	DISPUTABLE



Example: “You never meet deadlines!”

This is an opinion, which is disputable. If you are not in the wrong, you will be able to refer to the facts and inform the person that you frequently have met your deadlines and, in cases where you did not, this was due to external reasons.

To express yourself in terms of opinions is to run the risk of getting bogged down in disagreement. Expressing yourself in terms of feelings is possible, but only if the feelings are shared. In negotiation, the shared vision focuses exclusively on FACTS.

It always best to start from facts and then move on to feelings and/or opinions. Also when practising the model, it is best to use the word 'I' rather than the accusatory 'YOU'.

A few tips can help:

Saying “I”:

If I am to have any chance of being understood, I would be well advised to talk about myself and say “I”.

SAYING “I”	SAYING “YOU”
<p>Message centred on me</p> <p>Communicates my feelings, explains my problem</p> <p>Example: When you drive this fast, I worry we might have an accident.</p>	<p>Message centred on the other person</p> <p>Does not communicate what I feel or talk about my problem</p> <p>Example: You're driving too fast!</p>

If the other person is to change the behaviour that poses a problem, she/he will need to be given good reasons to change.

SHE/HE NEEDS TO KNOW:

- That her/his **behaviour** poses a problem
- What she/he must change
- Why she/he must change

MY MESSAGE MUST THEREFORE INCLUDE:

- What I feel
- The **behaviour** that poses a problem
- Why this **behaviour** causes this feeling

THE 3 COMPONENTS OF THE MESSAGE "I":

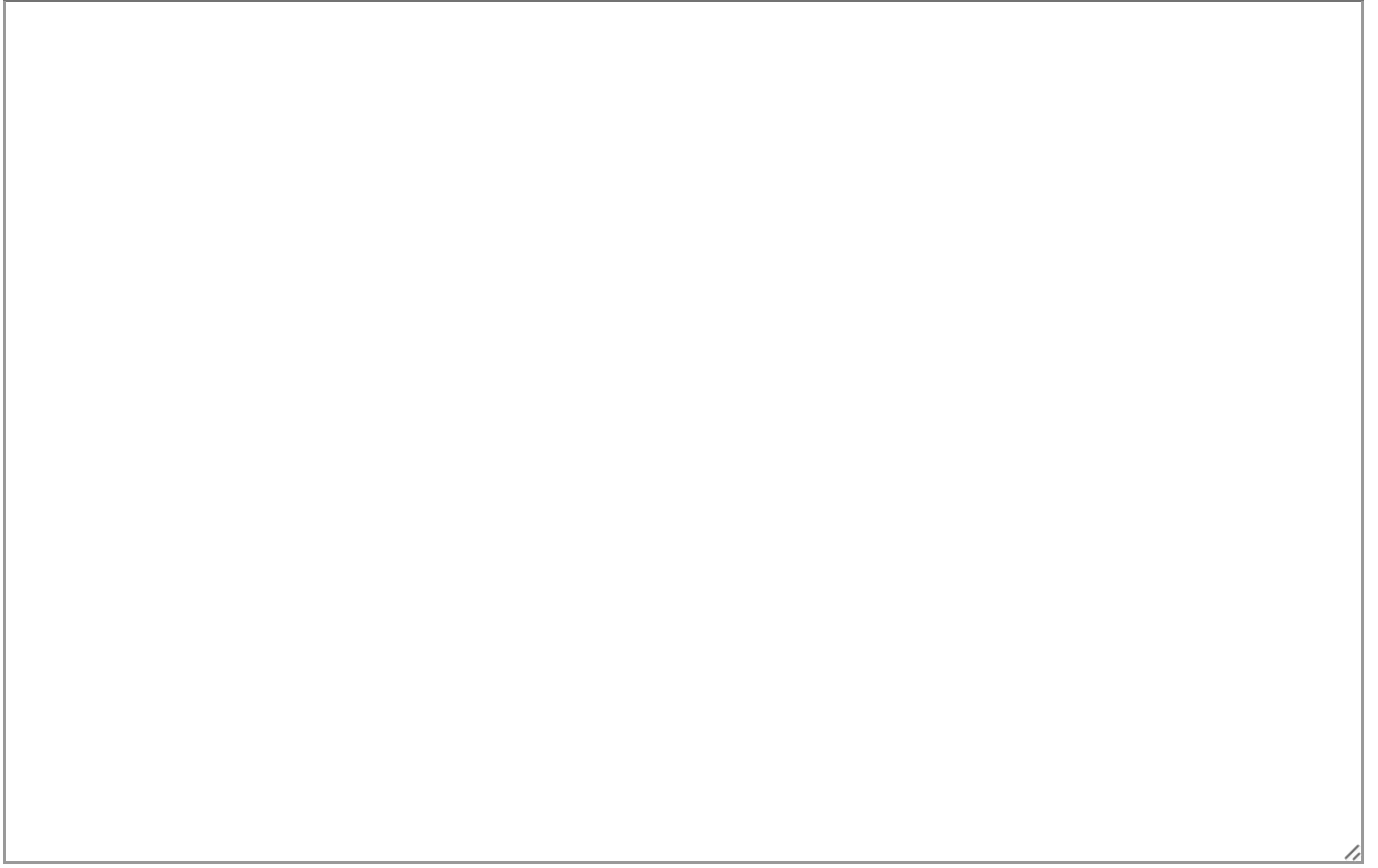
When you... (**behaviour**)
I feel... (explains the problem)
Because... (concrete effect)

Going deeper...

On the temporary teams subject:

- *I'm OK – You're OK*, Thomas A Harris, Arrow, 1995
- *Gifts Differing*, Isabel B. Myers with Peter B. Myers, Consulting Psychologists Press, Palo Alto, 1980, 1990
- *Working with Conflict: Skills and Strategies for Action*, Simon Fisher et al, Zed Books Ltd., 2000
- *Assertiveness at Work – A Practical Guide for Handling Awkward Situations*, Ken and Kate Back, McGraw Hill, 1999
- The Thomas-Kilmann Conflict Mode Instrument. (<http://www.kilmanndiagnostics.com/conflict.html>)
- The life and think of Robert King Merton (https://en.wikipedia.org/wiki/Robert_K._Merton)
- The official website of Dr. Eric Berne (<http://www.ericberne.com/transactional-analysis>), the author of *Games People Play*.
- To explore different arguments related to communication and teams (<http://www.businessballs.com/>).





WORKING IN TEAM

9. Working in Temporary, Cross-Organisational and Project Teams

9.1 Introduction

A team is not necessarily made of people working together for a long time. In some jobs, like an audit or inspections, for example, it may happen that the composition of a team moves from a mission or a project, to another. It may even happen that staff from more than one institution or even staff from institutions and member states, or external companies have to work together as a team.

In the early stages of a project, a project team may not be recognised as a team, leading to some confusion within the organisation. The central characteristic of project teams in modern organisations is the autonomy and flexibility availed in the process or method undertaken to meet their goals.

Most project teams require involvement from more than one department, therefore, most project teams can be classified as cross-functional. The project teams will often be led by a Project Manager. Sometimes, there might even be a Project Champion - someone who advertises the work of the project team and supports it.

Generally, project teams need to have the right blend of skills, abilities and personality types; the key is working on highly cooperative relationships. The job of the Project Manager is to create a relaxed and comfortable atmosphere where members are allowed to be themselves and are engaged and invested in the project work.

Unlike permanent teams, temporary teams lose their importance once the task is accomplished. Such teams are usually created for a specific project, to assist the permanent team or to deal with an excess of work. Members tend to not know each other well; this can affect the speed of achieving their aim. They are not bound by etiquette, but can adjust faster to changes than permanent teams. Completing the task is the main concern.

9.2 Tips on how to work effectively in such Teams

1. Be clear about the Length of the Task. Use a Project Management Tool such as a Gantt Chart if necessary.
2. Choose the right mix of Personality Types and Roles. Try to get inspiration from Belbin Team Roles and make sure they are all represented.
3. Have very Regular Short Meetings, for instance every morning for 15 minutes. Do it standing, so as not to waste time.
4. Choose a Project Champion every week. That person can run the meetings for the whole week. This will help share responsibilities within the team.

5. Organise a few Social Events: one at the beginning, one mid-term and one at the end of the Project or Task so that people get to know each other quickly, but also celebrate their success at the end.



According to author David Burkus, the best teams might be temporary. When we think of highperforming teams, we often think of them as long-term allies. It takes a while for teams to move through the traditional phases of storming and norming before they start to really perform.

It seems logical, then, to assume that the longer a team is together, the better they will perform. Research shows however that the best teams might be temporary, with members forming around a given project and then going their separate ways afterwards to work on new projects.

In the *Harvard Business Review*, David Burkus explains how the most successful teams are not a “band of brothers in the organisational world” but more fleeting, like the teams who produce Broadway shows:

“The best teams might be temporary, with members forming around a given project and then going their separate ways to work on new projects,” said Burkus. “The empirical evidence for temporary teams comes from an unlikely arena, but one filled with high-pressure deadlines, conflicting egos, and the need to be outstandingly creative: Broadway.”

Burkus cites an old study by Brian Uzzi and Jarrett Spiro, who compiled data from every Broadway musical produced from 1945 to 1989. They found the theatre district's revolving cast of writers, actors, producers, and choreographers tended to work in a “small world network” that's rich in collaboration and creativity. What's more, the most successful productions had new and familiar colleagues behind them.

“The rationale behind their findings is that old colleagues bring knowledge of the process, as well as prior norms from old teams while the new members bring fresh ideas that enhance the creativity of the show,” said Burkus. “Old colleagues alone wouldn't have nearly as many ideas and new members might not get out of the storming phase and see their ideas implemented.”

Uzzi and Spiro's findings have been around for some time, but they're often misapplied to just one team at a time. Instead, they are about the whole network. The most innovative companies often function like the loose network Uzzi and Spiro found to be optimal.



Links with my work?

Have you ever worked in a temporary team? How successful was its performance? Are the members of that team still part of your network of contacts?



Exercise:

Think of the last temporary team you were a part of. Can you remember going through the Forming, Storming, Norming and Performing phases? How long did it take? Now compare it to your current permanent team... What can you learn from drawing this parallel?

Think of the emotions that you associate with each phase.

Going deeper...

On the temporary teams subject:

- “Build 'Scaffolds' (<http://hbswk.hbs.edu/item/7783.html>) to Improve Performance of Temporary Teams”, HBR, 2015
- Explanation about “type of teams (<http://www.managementstudyguide.com/types-of-teams.htm>)” including temporary teams:
- “Why the Best Teams (<https://hbr.org/2013/09/why-the-best-teams-might-be-temporary/>) Might be Temporary”
- Concept of “swift trust (https://en.wikipedia.org/wiki/Swift_trust_theory)” in temporary teams:

- “Leading temporary teams
(https://www.cpas.org.uk/download/2652/web_upload%2525252FLeading%25252Btemporary%25252Bteams-1427811437.pdf)”
- “Creating Temporary Organizationa (<http://www.strategy-business.com/article/12397?gko=bdacc>) for Lasting Change”

On the “cross-organisational” aspect of teams:

- “5 Steps (<http://smallbusiness.chron.com/5-steps-cross-organizational-collaboration-teamwork-18409.html>) to Cross Organizational Collaboration and Teamwork”
- Examples and best practices on Temporary Teams: I (<https://hbr.org/2013/09/why-the-best-teams-might-be-temporary/>) - 2
(<http://www.pinnacleperformance.co.uk/resources/article%25201%2520Types%2520of%2520teams.pdf>) - 3
(<http://www.inc.com/will-yakowicz/are-the-strongest-teams-temporary.html>)

