

What is Collaboration, and What Do We Know About It?

Larson and LaFasto

- Initial Sample (examples):
 - Mt. Everest Expedition
 - U.S. Space Command
 - Presidential Commission on the Space Shuttle Challenger Accident
 - Cardiac Surgery
 - Championship Football Teams
 - American Leadership Forum
- Hypothesis Testing—
Executive Management and Project Teams (examples):
 - Baxter International
 - Dun and Bradstreet Corporation
- Hypothesis Testing, cont.—
 - McDonald's Chicken McNugget Team
 - IBM PC Team
 - Boeing 747 Airplane Project
- Saturation Testing (examples):
 - Disaster teams
 - Theatre productions
 - USS Kitty Hawk
 - Presidential Cabinets
 - GAO and Congressional investigation teams
 - U.S. Navy Strike Warfare Center

Adapted from concepts in TeamWork: What Must Go Right/What Can Go Wrong, by Carl E. Larson and Frank M. LaFasto. 1989 Sage Publications.

The Problem with Collaboration

- Is that everyone thinks they are doing it!
- “Collaboration” has become the “buzz word” of today.
 - We sign MOU’s.
 - We meet once or periodically.
 - We go on doing what we’ve been doing for the most part, and believe we are collaborating.

Collaboration Versus...

- In fact, most people do not truly collaborate, and this inhibits their ability to become a highly effective team.
- Rather, most of us are accustomed to:
 - Networking (exchanging information);
 - Coordinating (slightly altering activities); and/or
 - Cooperating (sharing resources).

What is Collaboration?

- Collaboration reaches beyond the concepts of networking, coordinating, and cooperating.

Collaboration is working together to achieve a common goal that is impossible to reach without one another.

Characteristics of Successful Teams

- A clear and elevating goal
- A results-driven structure
- Competent team members
- Unified commitment
- A collaborative climate
- Standards of excellence
- External support and recognition
- Principled leadership

A Clear and Elevating Goal

- **High performance teams have both a clear understanding of the goal to be achieved and a belief that the goal embodies a worthwhile or important result.**
 - The greater the clarity of understanding regarding the nature of the problem being addressed, the more effective people are at solving the problem.
- **A clear and elevating goal is also one that is just beyond reach but nonetheless possible (mountain climbing, pioneering surgery, team-based athletic achievements).**
 - The degree of challenge, the sense of urgency, the belief that the accomplishment will make a significant and measurable difference (cessation of an epidemic) makes the work compelling.

A Results-Driven Structure

- The importance of structure is not in its presence or absence. More important is whether a structure is in place that is appropriate for the achievement of the performance objectives.
- To be successful, a team's structure should be designed around the results to be achieved.

Three Kinds of Teams

- **Problem resolution teams** – established to *resolve problems on an ongoing basis*. Most necessary feature is *trust*, members must believe in *integrity of colleagues* and feel secure in an atmosphere of *collegiality and respect*.
- **Creative teams** – established to *innovate*. Necessary feature is *autonomy from systems and procedures*. Need the latitude to *explore new possibilities and alternatives*, *abandon normative thinking*, and *incubate* new ideas.
- **Tactical teams** – established to *execute a well-defined plan*. Most essential feature is *clarity in task* and an *unambiguous role* in the carrying out of the plan.

Four Necessary Features to Team Structure

- **Clear roles and accountabilities** – relationships defined in terms of role to be assumed and results to be produced.
- **An effective communication system** –social and informal interaction opportunities are essential; methods for documenting issues raised and decisions made are important as well.
- **Monitoring performance and providing feedback** – establishing systems of checks and balances to assure performance meets expectations is a must.
- **Fact-based judgments** – objective and factual data should be the basis of the team's sound decision-making.

Competent Team Members

- “Competent” team members are those best equipped to achieve the team’s objectives.
- Competency: the necessary skills/abilities to achieve the desired objective (technical competencies) and the personal characteristics required to achieve excellence while working well with others (personal competencies).
- Technical competencies are minimal requirements of any team: substantive knowledge, skills, and abilities related to the specific tasks at hand.
- Personal competencies refer to the qualities, skills, and abilities necessary for the individual team members to identify, address, and resolve issues.

Three Common Features of Competent Team Members

- The essential skills and abilities to accomplish the work;
- A strong desire to contribute; and
- The capacity to collaborate effectively.

Unified Commitment

- Perhaps the most elusive of the eight traits. It is best characterized by:
 - Team spirit;
 - A sense of loyalty and dedication to the team;
 - An unrestrained sense of excitement and enthusiasm about the team;
 - A willingness to do anything that has to be done to help the team succeed;
 - An intense identification with the people who are the team;
 - A loss of self (There is no “I” in T-E-A-M); and
 - The unique (dare we say, emotional?) experience of being a part of something special, something effective, something productive.

It is Challenging to Build a Unified Commitment Deliberately and Systematically

Involvement enhances commitment.

- There is a direct positive relationship between involvement and commitment.
- Participation increases motivation, effort, and ultimately, success.
 - Involvement requires clear leadership – the leader must be able to articulate the goal and the consequences for achieving or not achieving it. If members can be involved in defining or shaping the vision, all the better. At a minimum, involvement occurs when team members become actively engaged in planning the strategies that will lead to goal achievement.

A Collaborative Climate

- The whole is greater than the sum of the parts.
- Working well together.
- Characterized by structural differentiation (roles, responsibilities, accountabilities), and a climate created among the leader and all team members.
- Trust is a mainstay virtue.

Trust is Produced in a Climate that Includes Four Elements

- **Honesty** – Integrity, truthfulness, and an absence of exaggerations;
- **Openness** – a willingness to share and be receptive to new ideas;
- **Consistency** – predictable behavior and responses; and
- **Respect** – treating others with dignity and fairness.

Standards of Excellence

- A standard is the pressure to achieve a required or expected level of performance.
- Standards define those relevant and very intricate expectations that eventually determine whether the level of performance is acceptable.

Standards Establish...

- Type of technical competency required;
- Amount of initiative and effort required;
- Group's expectations regarding how members will behave toward one another;
- Firmness of deadlines;
- Ways in which results will be achieved.

Standards are primarily, if not completely, driven by members' values and principles.

External Support and Recognition

- The team is given the resources it needs to get the job done.
- The team is supported by those individuals and agencies outside the team who are capable of contributing to the team's success.
- The team is sufficiently recognized for its accomplishments.
- The reward and incentive structure is clear, viewed as appropriate by team members, and tied to the team's performance.

Principled Leadership

- Leadership can add tremendous value to any collaborative endeavor, even to the point of sparking the outcome with an intangible kind of magic.
- Effective leaders draw together – often in a seemingly effortless yet inspiring way – vision, a belief in the opportunity for change, and the ability to meaningfully involve others.

Effective Leaders

- Establish a vision of the future;
- Enlist others to embrace the vision;
- Create change; and
- Unleash the energy and talent of contributing members.

Establishing or Enhancing Your Collaborative Team

- Establishing clear expectations of one another
 - Ground rules
 - Roles and responsibilities
 - Values and principles
- Building team spirit
 - Team building exercises (collaboration survey, true colors, experiential learning exercise)
- Clearly defining your outcomes
 - Vision, mission and goals
 - Work planning

Introduction to Teamwork Exercise 1

Working Together: A Profile of Collaboration
“The Collaboration Survey”

The Collaboration Survey

- Designed to help teams assess in a structured way the condition of their collaborations, and to identify their specific collaboration needs.
- Developed by David Chrislip and Dr. Carl Larson (*Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*, San Francisco: Jossey-Bass, 1994).
- Based on their observations and research on highly functioning, successful collaborative teams.

Teams Studied by Chrislip and Larson

- More than 50 from across the country
- Local, regional, or statewide
- The problems they addressed:
 - Were vexing and complex (race relations, crime, drug abuse, unemployment, housing, education, pollution);
 - Crossed the bounds of agency and discipline, and the private and public sectors.
- Each produced concrete, tangible, and positive results.
 - One team that was studied significantly reduced the number of juveniles held in detention facilities.

Factors Associated with Successful Collaborations

- Chrislip and Larson identified many factors that parallel and comport with the eight characteristics just described
- They fit into five broad “dimensions of collaboration” which form the basis of the Collaboration Survey

The Survey's Five Dimensions

1. The context of your collaboration (*why you are working together*)
 - Is now a good time to address this criminal justice issue?
 - Is the situation critical?
2. The structure of your collaboration (*how you are organized to do your work together*)
 - Do you have access to the information you need?
 - Are the right people at the table?
 - Do you have ground rules and operating norms to guide your work?
 - Are team member roles, responsibilities, and expectations of one another clear?

The Survey's Five Dimensions

3. Your team members' skills and attitudes (*what members contribute to the collaborative process*)
 - Are members willing to devote whatever effort is necessary to achieve the goals of the group?
 - Do members trust each other?

4. The collaborative process that you are using (*how you do your work on a regular basis*)
 - Are divergent opinions expressed and heard?
 - Do you have an effective decisionmaking process?
 - Are you action-oriented?
 - Do you consistently celebrate your successes as you move forward?

The Survey's Five Dimensions

5. The results of your collaboration (*how your collaboration is impacting the problem*)
 - Do you have concrete, measurable goals?
 - Do you monitor your performance and provide feedback on goal attainment efforts?
 - Do you confront and resolve performance issues?

Completing the Survey

- Your facilitator will distribute it.
- Consider the team that is represented at this workshop as you fill it out.
 - You may have been working together for a lengthy or short period of time.
 - You may have one or (many) more new members at the table.

Completing the Survey

- Answers are on a scale of 1 to 4
 - *True (1)*
 - *More True Than False (2)*
 - *More False Than True (3)*
 - *False (4)*
- You may not have enough information to answer every question
 - This is fine!
 - Mark these questions as *False (4)*

Completing the Survey

- Pass your completed surveys back to your facilitator so that s/he can aggregate the responses.
- Your facilitator may ask for a volunteer from your team to assist with the aggregation process.
- Pick up your lunch and proceed to your team's meeting room where you will process the results of the survey (which will provide you with a "snapshot" of the current state of your collaborative team).

A Suggested Next Step...

- Consider taking the survey and discussing the results as a team every six months or so to assess your ongoing efforts to improve your collaboration.

The Importance of Values and Vision to the Work of a Collaborative Team

A Collectively Developed Vision

One of the key ingredients for any successful collaborative effort is for the members of the group to develop and share a common vision about the purpose and direction of their team's work.

Values

- In helping the team to develop its vision, individual members need to reflect on some of the things that they believe to be generally true – beliefs that will probably affect their actions and their decisions as members of the group.
- Our personal perspective is affected by our personal values. Values are deeply held beliefs, ideals, and principles.

We Utilize our “Values” in Making Decisions

- Values come from our personal “bedrock” or foundation.
- Values are the underpinnings of people’s choices – we call upon them when we make decisions.
- Values may be hard to articulate, or for others to “see,” but they have an influence on the behavior of the team and its members.

Statements Reflecting Values

- *“Far and away the best prize that life offers is the chance to work hard at work worth doing.”*

Theodore Roosevelt, September 7, 1903

- *“There is as much dignity in tilling a field as in writing a poem.”*

Booker T. Washington, 1901

- *“Well done is better than well said.”*

Benjamin Franklin, 1737

Statements Reflecting Values

- *“The right to be let alone is that most valued by civilized man.”*
Louis D. Brandeis, 1928
- *“With public sentiment, nothing can fail; without it, nothing can succeed.”*
Abraham Lincoln, August 21, 1858
- *“A page of history is worth a volume of logic.”*
Oliver Wendell Holmes, Jr., 1921

Consider your personal values

- In the workplace, what behaviors or qualities do you strive to demonstrate?
- In working with others, what types of qualities do you expect them to exhibit?

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- ***Standards of excellence***
- External support and recognition
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Vision

A statement of the
preferred future

Vision Provides Direction and Purpose

- Teams need to have a written statement that reflects the intended or ultimate destination for their area of interest.
- This statement should provide direction and purpose for their collaborative effort.
- A vision statement helps your team understand *where* it is going.
- It does *not* tell you *how* to get there.

Statements Reflecting a Vision

- *“I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.”*

Martin Luther King, Jr., August 28, 1963

Statements Reflecting a Vision

- *“The world’s wealthiest nation can never be satisfied until we are the world’s healthiest nation.”*

Lyndon B. Johnson, March 31, 1966

- *“To be prepared for war is one of the most effectual means of preserving peace.”*

George Washington, January 8, 1790

Statements Reflecting a Vision

“Down the long lane of history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect.”

Dwight D. Eisenhower, January 17, 1961

Statements Reflecting a Vision

- *“Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean’s depths, and encourage the arts and commerce.”*

John F. Kennedy, January 20, 1961

Qualities of a Vision Statement

1. A vision statement identifies your intended destination or direction (indicating where you want to go).
2. It reflects the values, ideals and principles of the members of your team (reflecting the things that you collectively believe).
3. It is an expression of optimism (it is a positive message).

Qualities of a Vision Statement

4. It is lofty and compelling (it pulls us forward and energizes us).
5. It is broad and general in nature (not weighted down with specifics).
6. It can be easily understood.

Proposed vision statement – 7th American Forest Congress

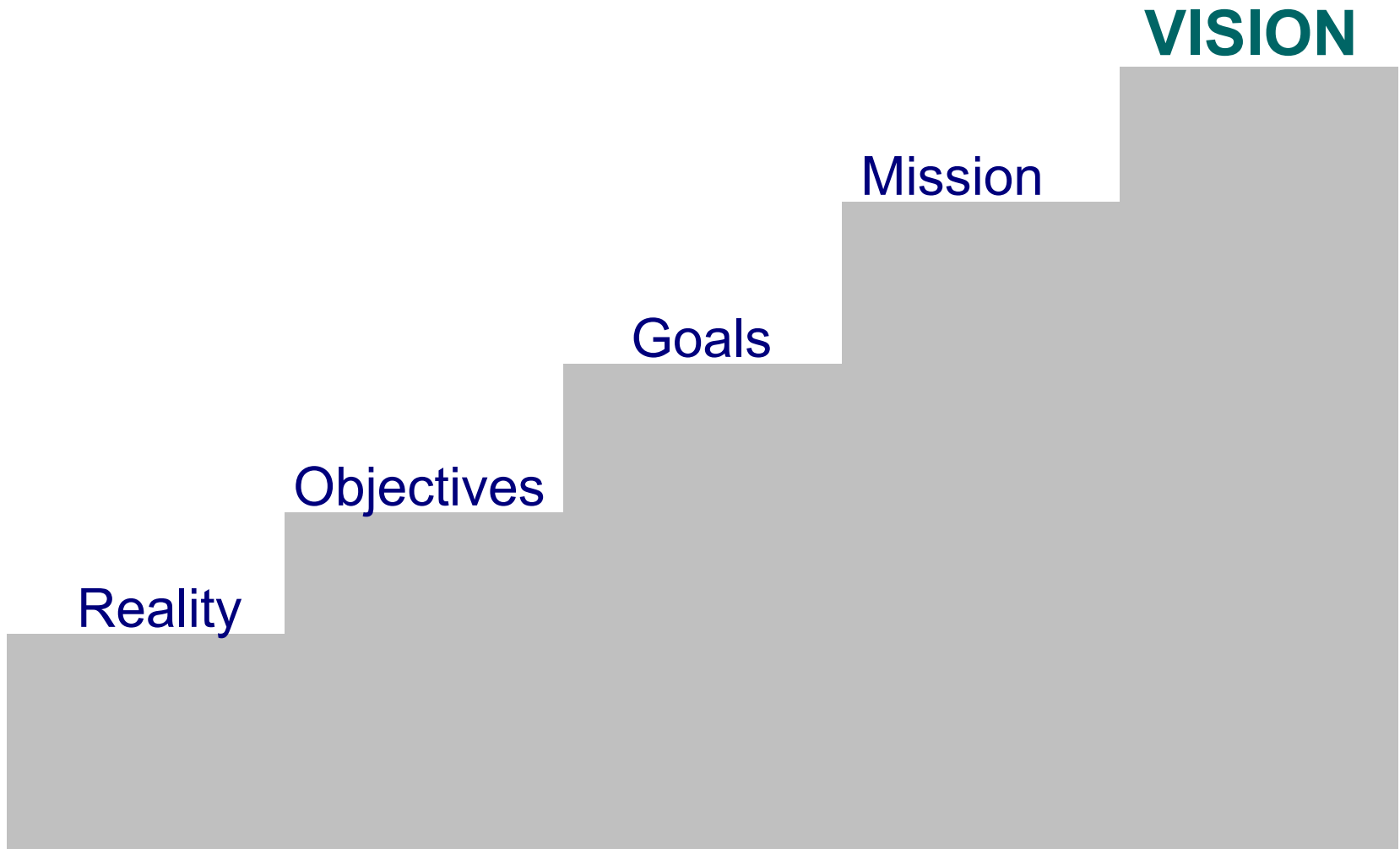
- The great American forest, since our nation's founding, has provided the resources to build our homes, our schools, our churches – it has provided the inspiration for our philosophers, our poets, our artists. Working together we can continue to improve, enhance and protect this great natural resource to help ensure that we have healthy forests with clean water, clean air, abundant wildlife, wilderness, and working forests in harmony with the needs of all Americans for the generations yet to come.



Vision

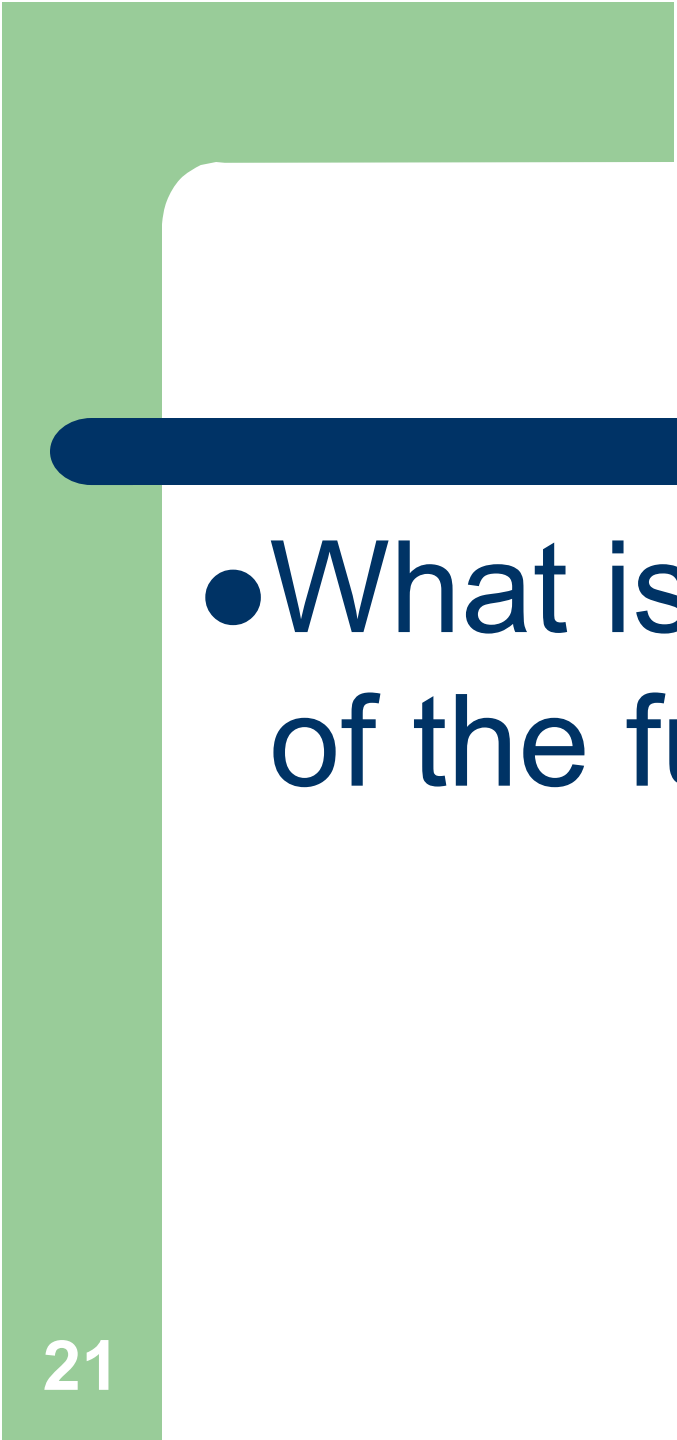
A collaboratively developed mission

Reality



Characteristics of Successful Teams

- A clear and elevating goal***
- A results-driven structure***
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- What is your team's vision of the future?

Identifying Problems and Developing Clear Missions

Problem Identification

- A team is formed because problems are perceived to exist.
- Before a team develops a mission statement, however, it (or a higher authority) should invest some time trying to identify the problem or set of problems on which the team will work.

The Problem With Trying to Solve Problems

- Unfortunately, individuals and teams are often not very good at focusing on the true nature of the problems that are before them.
- Failing to properly identify the real problem or problems means that a team will not spend its time working on the right issues.

Why We Struggle With Solving Difficult Problems

There may be many reasons why we are often not good at solving big issues, and they might include:

1. We focus on surface issues and not underlying causes;
2. We jump to conclusions before we get the pertinent and necessary information;
3. We prefer to give the answer rather than state the problem;
4. We don't pool our information very well.

Developing a Mission-focus

1. Gain a clear idea about the nature of the problems that are before you.
2. Try to identify which of these problems are most critical for your team to work on.
3. Collectively determine which problems will form the focus of the team's mission.
4. Keep in mind that this mission, once accomplished, should demonstrate meaningful progress in the direction of your vision.

Mission Statement

- In addition to being consistent with your vision statement, your mission statement should:
 - provide a focus for and create parameters for your work;
 - convey information about your beliefs and values; and
 - express the destination for your team.

Mission and Goals

Once you have settled on your mission statement, you must establish a *critical path* to follow toward your ultimate purpose.

The elements that must be successfully addressed along this path become *specific goals* for your project.

Mission and Objectives

Once you have identified the goals to be accomplished, you will have to decide on the precise steps to take to best achieve each goal. These steps are your project tasks or objectives.

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Example: Unclear Mission

To accelerate efforts in space exploration.

(This might be a fine vision, but it doesn't help us to understand exactly what we should try to do as a team.)

Example: Clear Mission

To land a person on the moon by
the end of the decade.

Example: Unclear Mission

To improve mental health services for incarcerated adults and juveniles.

Example: Clear Mission

By December of next year, to meet or exceed all appropriate national correctional and community standards regarding the provision of mental health services for adult and juvenile offenders who are incarcerated in our state.

Creating or Improving Your Mission Statement

1. Collectively identify the true problems that may be preventing you from moving in the direction of your vision.
2. Specifically identify which of these problems your team is going to work on.
3. Make sure that there is consensus about the problems to be addressed by your team.

Creating or Improving Your Mission Statement

4. Start with the end in mind – identify the outcomes that you are striving to achieve as a team regarding the problems that you have collectively decided to work on.
5. Create appropriate parameters, such as time frames, to help you stay on track.

Conclusion

- Remember, “your mission statement . . . is a guiding tool for team members.”

Cynthia D Scott, Dennis T. Jaffe, and Glenn R. Tobe
Organizational Vision, Values and Mission

- Make your mission statement visible. It might help to start your meetings by reviewing your mission statement each time.
- Make good use of this tool and it will help your team to spend its time and energies wisely.

Roles and Responsibilities of Team Members

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Larson & LaFasto, 1989

**Results-Driven
Structure**

**Competent
Team Members**

**CLEAR ROLES AND
RESPONSIBILTIES**

**Collaborative
Climate**

**Principled
Leadership**

Results-Driven Structure

- Membership should be based upon the specific types of **roles** needed to achieve the desired results.
- Ultimately, the results of the team's efforts are a reflection of the assumption of individual **responsibilities** and accountabilities.
 - Everyone must be accountable all of the time.

Larson & LaFasto, 1989

Competent Team Members

- We must ensure that the “right” people have been selected for membership.
- Selection should be based on which individuals are best equipped to help the team attain the established goals and objectives.

Collaborative Climate

- Collaboration flourishes in a climate of trust.
- Trust is enhanced when roles and responsibilities are understood by all team members, and when individuals understand how their roles and responsibilities contribute to the shared goal.

Principled Leadership

- Effective leaders establish clear performance standards and expectations (i.e., the **roles and responsibilities** within the team):
 - What the team can expect from the leader;
 - What the leader can expect from the various team members; and
 - What the team members can expect from one another.
- Effective leaders also ensure the presence of a supportive decisionmaking climate, such that team members:
 - Are given meaningful roles and responsibilities, and are supported in those roles;
 - Have the confidence to take healthy risks and make choices that result in action and forward movement; and
 - Become personally invested in the outcome.

Larson & LaFasto, 1989

Levels of Team Success

- Complete and total success
- Marginal success
- Total failure



What Factors Led To Less-Than-Successful Outcomes?



Dysfunctions Within Teams

- Lack of commitment
- Inattention to results
- Fear of conflict
- Absence of trust
- Avoidance of – or absence of – accountability
- *Lack of clarity among the team members regarding roles, responsibilities, and expectations*

Unique Internal Resources

- Ideally, team members are selected for inclusion because they possess unique characteristics, attributes, or internal resources that can contribute to the success of the project:
 - Knowledge
 - Experience
 - Talents
 - Enthusiasm
 - Skills
 - Influence
 - Attitude
 - Motivation
- Those distinct features lead to the assignment – or assumption – of unique roles and responsibilities within the context of the team or project.

Definitions: Roles and Responsibilities

- **Role** is an individual's position – or the part one plays – in a particular operation or process.
- **Responsibilities** are the expectations or obligatory functions associated with a particular position – or the duties for which the individual is held accountable.

2 Types of Roles

- Formal
- Informal

Formal Roles

- Describe “who” is responsible for “what”;
- Generally *assigned* or *matched* to individuals based on specific knowledge, skills, and talents possessed by the individuals;
- Should be assigned in a manner that maximizes individual resources and ensures the successful fulfillment of responsibilities.

Examples of Formal Roles

- Agency roles
- Project roles
 - Team leaders
 - Team members
- Task or meeting roles
 - Facilitator
 - Timekeeper
 - Notetaker
 - Scribe

Informal Roles

- Describe “how” individuals approach and impact the work of the team;
- *Assumed* by individuals as a result of their natural instincts, personalities, attitudes, motivations, and styles;
- Should be recognized – *and addressed, if necessary* – in order to:
 - maximize the potential and productivity of the team;
 - reduce negative conflict, frustration, and disruption.

Examples of Informal Roles

- The caretaker
- The spokesperson
- The comedian
- The complainer

Examples of Informal Roles

- Catalyst
- Optimist
- Pessimist
- Realist
- Defeatist
- Antagonist
- Pacifist
- Loyalist
- Perfectionist

Common Responsibilities for All Team Members

- Participate actively in all meetings
- Help with administrative tasks
- Complete assignments between meetings
- Communicate progress to colleagues
- Make recommendations for changes

Scholtes, Joiner, & Streibel, 2003

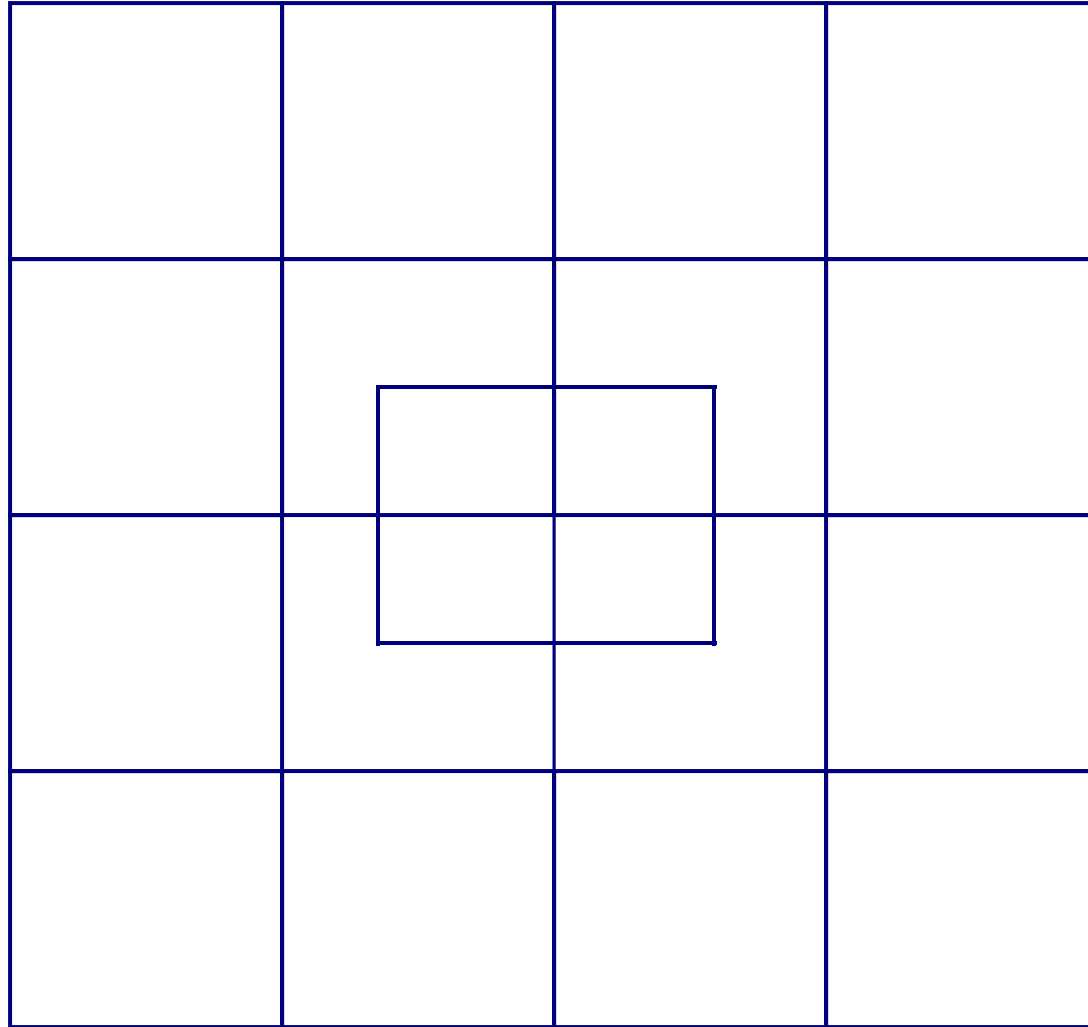
Role Expectations

- Teams function best when members agree upon and share a **common understanding** of each others' roles and responsibilities.
- **Role expectations** are behaviors that are expected or prescribed by other members of the team.
- The diverse experiences, interests, and perceptions of individual team members may lead to different expectations about the roles of other team members.

Role Ambiguity

- **Role ambiguity** refers to discrepancies between:
 - What team members expect of one another; and
 - What the individual members perceive their own roles to be.
- This ambiguity often results when roles are either
 - Poorly defined;
 - Not defined at all; or
 - Not clearly understood.
- Although a natural phenomenon within teams, these discrepant perceptions and ambiguities can have a negative impact on the success of the team.

How Many Squares Do You See?

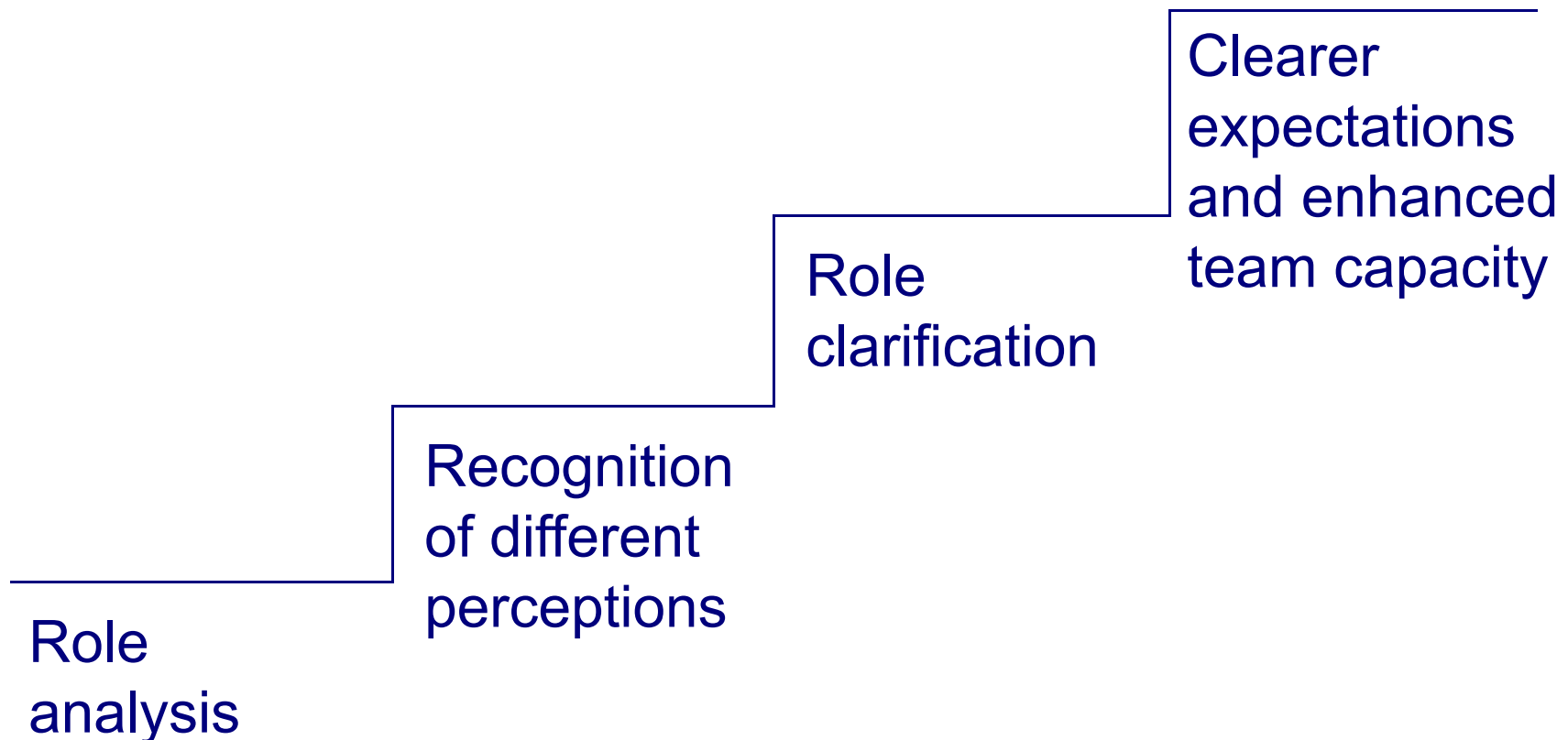


What's The Point?

- It is important to recognize that individuals on teams may have different perceptions.
- When part of a team, individual members must openly discuss their perceptions – particularly when they involve perceptions of roles, responsibilities, and expectations.
- By discussing these differing perceptions, a common understanding of – and clarity about – roles and responsibilities can be achieved.



Pathway to Successful Team Relationships



Role Analysis and Clarification

- Individuals outline their own roles as they perceive them.
- Individuals list perceived expectations of each of their fellow team members.
- Team members discuss discrepancies, clarify and agree upon role expectations, and prepare written role profiles to guide their future work.

Results of Role Clarification

- Teams are more productive.
 - More attention to critical detail
 - Less duplication of effort
 - More accountability
 - Less confusion & frustration
- Team members look beyond their own individual roles and responsibilities and learn to understand, respect, and value the unique contributions of one another.
- Individual members recognize that the overall success of the team is a function of shared responsibility and ownership.

“It is amazing what you can accomplish if you do not care who gets the credit.”

-Harry S. Truman

Role Clarity as a Function of Leadership Style

- Role clarification is not only about clearly delineating the specific roles of each individual member of the team.
- Understanding roles and responsibilities of team members within the context of leadership is important as well.
- Depending upon the style of leadership employed within the team, the roles and responsibilities of the team members and the leader may vary significantly.

Distinct Leadership Styles

- Autocratic
- Independent
- Interdependent

The Interdependent Leadership Style

- Fosters understanding and valuing of the unique roles, responsibilities, and contributions of each team member;
- Builds and reinforces recognition and mutual support within the team;
- Stimulates team members to greater levels of accomplishment;
- Leads to a shared commitment to support and accomplish agreed upon goals.

Thinking About Your Team

- What role do you expect to play – and what are your responsibilities – on the team? What do you have to contribute?
- What are your expectations of the other members of your team? What do they have to contribute?
- What clarifications of roles and responsibilities are necessary?
- What leadership style currently operates within your team?
- What is your preferred leadership style?



Group Dynamics



Definition: Group Dynamics

- The social processes that encompass all levels of interaction within an assemblage of individuals, and that cause groups or teams to move forward, stagnate, or regress.
- These processes are a function of the personalities, attitudes, beliefs, values, and behaviors of the individuals within the group.
- By definition, group dynamics are generally in a state of flux.

Group Development

- Ideally – with the proper ingredients and nourishment – groups will develop and mature over time.
- Group development is generally a staged process, occurring within two primary dimensions:
 - Task Functions
 - Process Functions

Group Development: Task Functions

- Orientation
- Organization
- Data flow
- Problem solving

Group Development: Process Functions

- Forming
- Storming
- Norming
- Performing

Bruce Tuckman, 1965

Forming

- Individuals are identified for inclusion.
- They are often proud, excited, and optimistic about being part of the team.
- There is hesitance, suspicion, fear, and anxiety, and therefore, genuine commitment may not exist.
- Members cautiously explore the boundaries of acceptable group behavior.
- There is a desire to “keep it simple” and avoid controversy – serious topics and feelings are avoided.
- Team members are highly dependent upon the group leader for direction.

Storming

- Conflicts over leadership, power, authority, roles, and responsibilities begin to emerge.
- Defensiveness and competitiveness increase, and members begin to “split” and “take sides”.
- Arguments occur even when team members agree about the real issue.
- Because of the discomfort and lack of trust that exists during this stage, some members may remain completely silent while others attempt to dominate.
- There is vacillation between believing that the team will succeed and assuming that the team will fail.

Norming

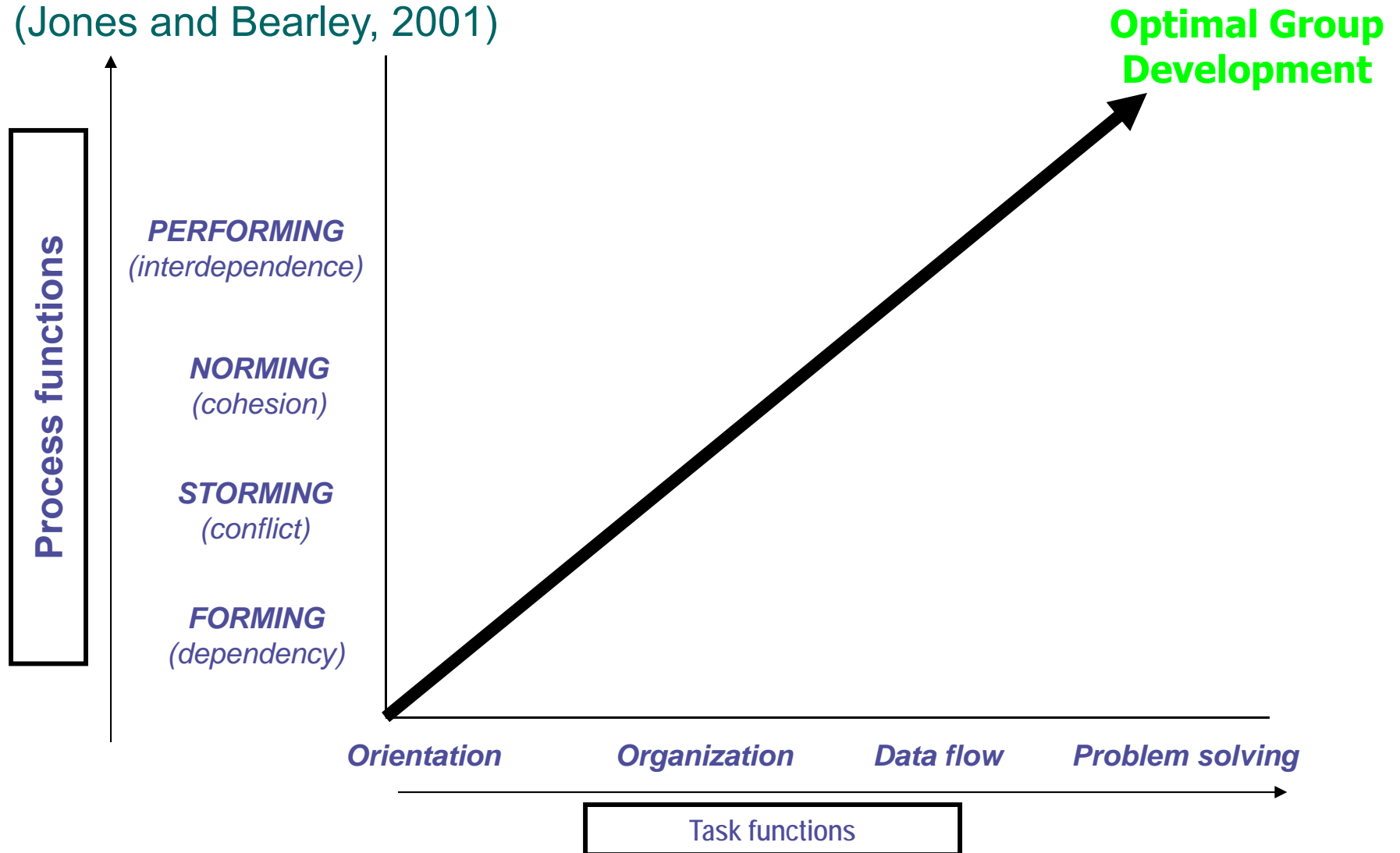
- Members begin to appreciate the unique skills and contributions that exist among the various individuals.
- Roles and responsibilities are negotiated and clarified.
- Members begin to experience a sense of group belonging and identify common goals.
- Cohesion and trust begin to emerge.
- Members are willing to listen to – and value – the information and opinions presented by other members.
- Individuals begin to demonstrate commitment toward achieving results – anxiety about the ability of the team to achieve success decreases.

Performing

- Cohesion, trust, morale, and commitment are high.
- Members become both task and process oriented.
- Conflict is managed effectively and is recognized as important for growth.
- Members problem-solve effectively, and productivity and effectiveness are maximized.
- The capacity of the team expands to true interdependence – members are able to work independently, in subcommittees, or as a total unit.
- Consistent progress is made toward goal attainment; successes are celebrated, and new goals are identified.

Group Development: A Graphic Analysis

(Jones and Bearley, 2001)



The Five Dysfunctions of a Team



From: Lencioni, Patrick, *The Five Dysfunctions of a Team*, Jossey-Bass, San Francisco, California, 2002.

Dysfunction #1: Absence of Trust

- Trust is a critical ingredient for a functioning, cohesive team – without it, teamwork is all but impossible.
- It is reflected in the confidence among team members that their peers' intentions are good, and that it is safe to be vulnerable with one another.
- When trust is absent, team members waste considerable energy on self-protection, and are consequently less able to focus their efforts on the project goals.
- An absence of trust prevents the team from being able to mature and collaborate fully.

Dysfunction #2: Fear of Conflict

- Conflict is often seen as “taboo,” particularly within the context of work groups or collaboratives.
- In actuality, however, teams require productive and healthy conflict in order to develop and flourish.
- Ironically, team members tend to spend a considerable amount of time and energy avoiding the very kind of passionate debate that is essential to team development.

Dysfunction #3: Lack of Commitment

- In the context of team work, commitment is a function of:
 - Clarity; and
 - Buy-in.
- When the direction and priorities remain ambiguous, members have no reason to feel invested.
- If group members do not “believe in” the vision and mission of the team, commitment will be absent.
- It is impossible to move forward toward the attainment of goals without the commitment of all team members.

Dysfunction #4: Avoidance of Accountability

- A common tendency is for team members to avoid addressing performance or behaviors that are interfering with the performance of the team.
- As a result, resentment and hostility develop among those who are doing their fair share.
- Without accountability for each individual team member, the ability of the team as a whole to produce, progress, and succeed is compromised.

Dysfunction #5: Inattention to Results

- A significant liability exists within teams when individual members begin to care about something (e.g., individual or personal goals) other than the collective goals of the group.
- An unrelenting focus on a clear and elevating vision – and the specific goals and objectives that will lead to it – is essential.



Managing Group Dynamics Effectively



Establish Group Norms

- To maximize the effectiveness of a group, a culture or environment must be established that promotes productive interactions.
- Ideally, group leader(s) and members will develop operating norms – or rules of conduct – that may be:
 - Prescriptive; or
 - Proscriptive.

Operating Norms or Ground Rules: Examples of Areas to be Addressed

- Attendance
- Promptness
- Handling conflict
- Participation
- Communication
- Confidentiality
- Assignments
- Breaks
- Rotation of responsibilities
- Regular meeting time and location
- Decisionmaking

Identify – and Address, if Necessary – the Attitudes of Team Members

- Enthusiastic
- Helpful
- Hesitant
- Indifferent
- Uncooperative
- Opposed
- Hostile

Scholtes, Joiner, & Streibel, 2003

Dealing With Group Problems

- Anticipate and prevent problems whenever possible.
- Think of each problem as a group problem.
- Neither overreact nor underreact.

Ways to Manage Dynamics Effectively

- Put out fires quickly.
- Praise the efforts of colleagues publicly.
- Help to shift the group out of a blame focus when difficulties arise.
- Tactfully decline “do my work” invitations from colleagues during group meetings.

(Toropov, 1997)

Ways to Manage Dynamics Effectively

- Stay off the “high horse.”
- Contribute appropriately to verbal give-and-take.
- Stick to the agenda – and encourage others to do so as well.
- Respect a colleague’s need to leave meetings at the appointed ending time.

(Toropov, 1997)

Recognize Ways in Which Members Contribute to Positive Dynamics

- Encouraging others
- Reducing tension
- Resolving disagreements
- Noticing group feelings
- Suggesting methods or procedures
- Seeking information or opinions
- Giving information or opinions
- Clarifying and elaborating ideas
- Summarizing
- Checking decisions

**What are the dynamics within
your team?**

How effective is your
team?

Assessing Groups

Norms:

- Have ground rules been established?
- Have members avoided developing them?
- How do members feel about the presence or absence of ground rules?
- Do team members adhere to the ground rules?

Assessing Groups


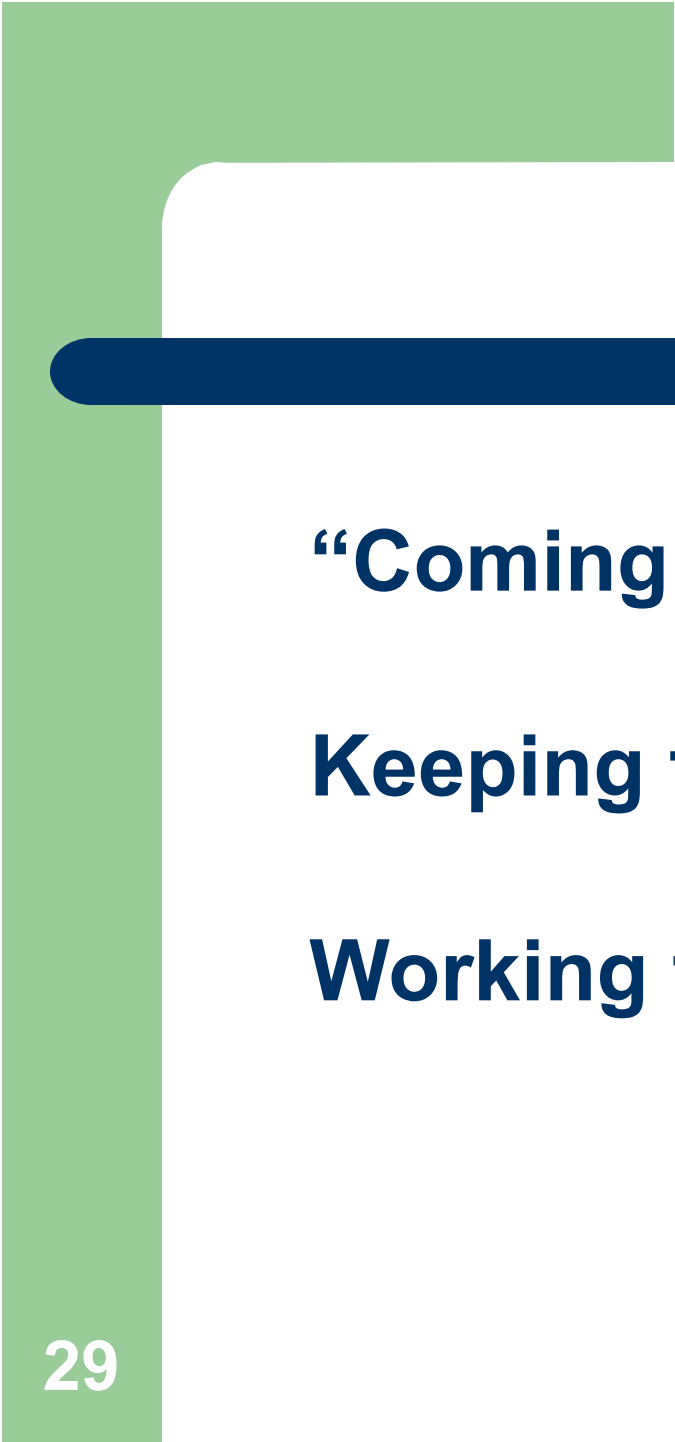
Participation:

- Do all members attend meetings regularly?
- What is the overall level of participation?
- What are individual levels of participation and engagement?
- Have there been any recent changes in levels of participation?
- Who talks to whom?
- Are there subgroups or cliques?

Assessing Groups

Influence:

- Which members are highly influential? Why?
- What are the effects of such influence on group members?
- Who has little to no influence in the group? Why?
- Is there a leadership struggle?
- Are there rivalries?



**“Coming together is the beginning.
Keeping together is progress.
Working together is success.”**

-Henry Ford

Project Lifecycles

Ideas in “good
currency” drive projects
and their funding

Respect and Value

A public organization cannot simply state a desired mission; it must earn respect and value from those who fund it and use its services and from the larger society.

Ideas In Good Currency

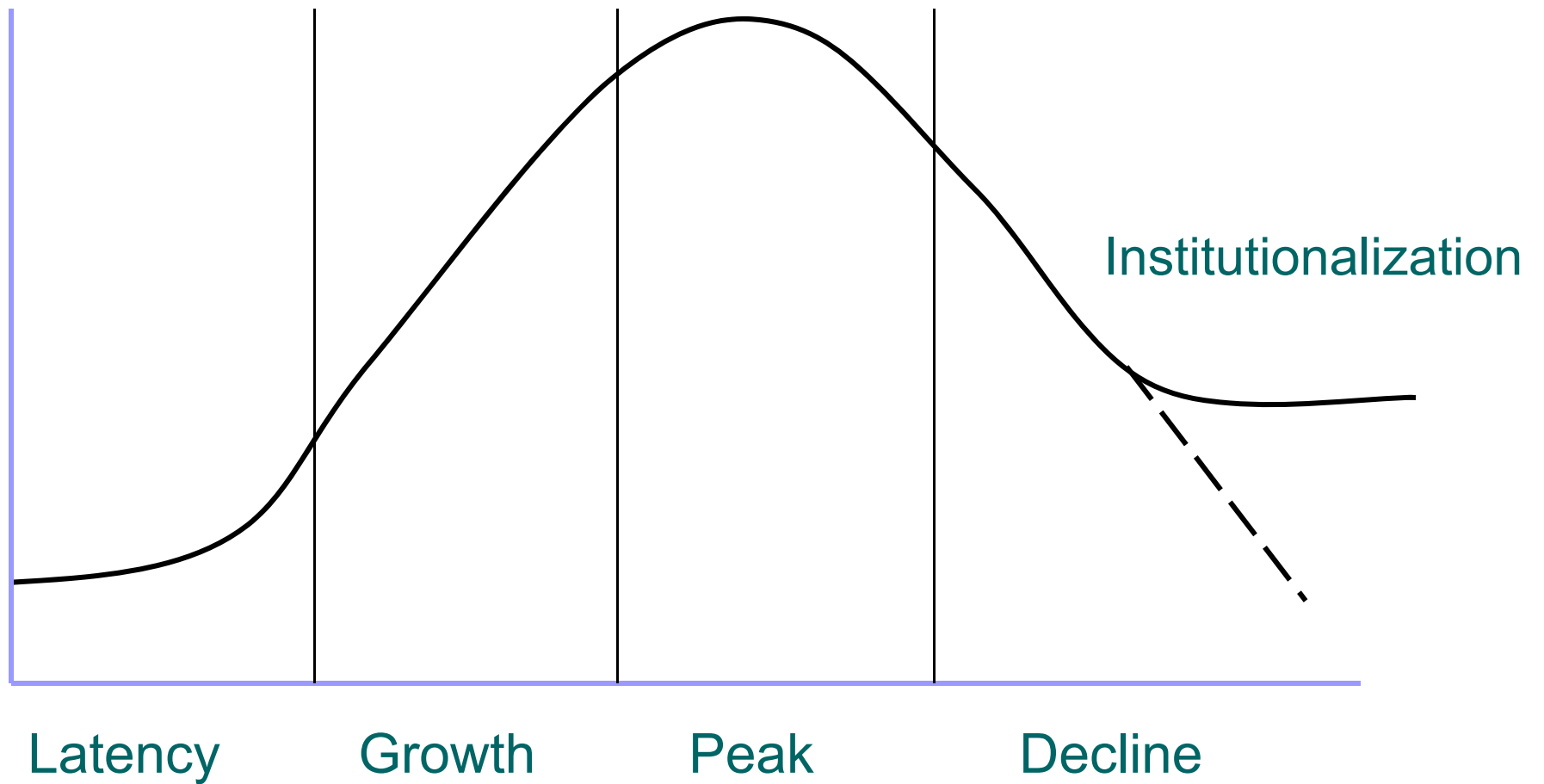
- Only 8–12 at any one time. Powerful motivators for action.
- Influential in guiding public policy.
- Driven by public opinion.

Four Stages

- Latency
- Growth
- Peak
- Decline or institutionalization



Project Flow



Latency

- New idea
- Only a few advocates
- Requires risk taking
- No funding available
- Requires a champion
- Often seen as a “fringe” idea
- Many fail to gain funding

Growth

- Often rapid
- Large number of people involved
- The idea receives extensive attention
- Excitement
- Chaos

Peak

- Maturation
- Leveling off of interest
- May still dominate policy discussions
- Continues to draw resources

Decline

- Idea has not lived up to expectations.
- Idea bounces back and forth with partial funding or resources.
- Idea replaced with a new initiative.

Institutionalization

- Idea obtains more secure funding.
- Idea has “ups and downs.”
- Some major players “let go” because they think the issue is solved.
- Burden shifts to one or two persons.

Characteristics

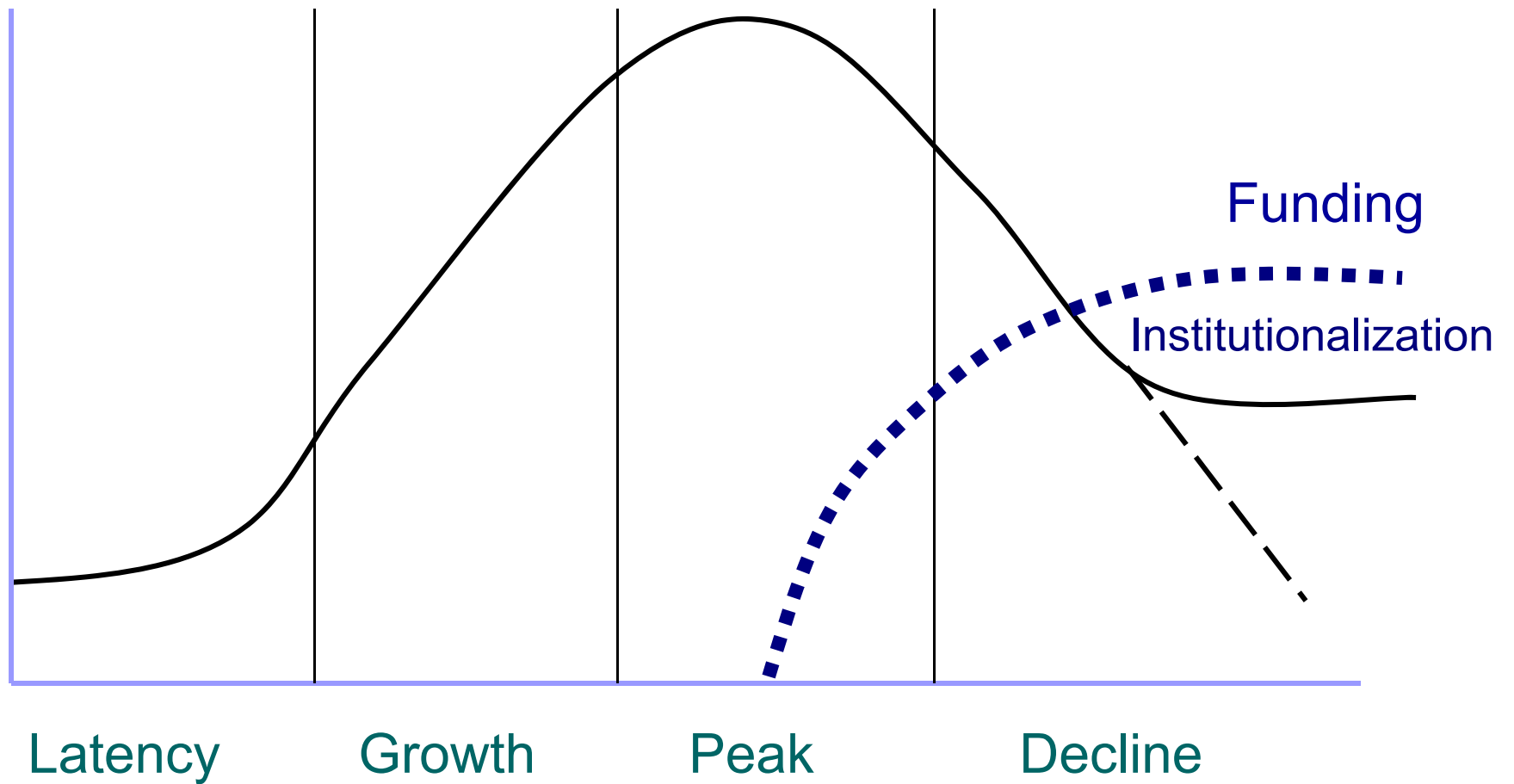
- Lifecycle may be short (only a few months).
- Resources often lag at first but accelerate after the idea peaks.
- Lifecycle may be long (e.g., “war on drugs”).
- Idea may return to latency phase, then resurface.
- New ideas often drive out older ideas.

Characteristics

- Scarce resources may drive out some ideas.
- New ideas compete for old resources.



Project Flow



Growth and Decline of Ideas

- Differs by geography.
- May be at any stage in any given jurisdiction.
- Depends on other ideas in good currency.
- Depends on sources of funding.
- One project may be at varying lifecycle stages.

Cautions

- Periods of insufficient attention
- Periods of over attention
- Continue to nurture the effort!

“Take Home” Message

- All projects can be placed on a lifecycle.
- The placement on that lifecycle may explain certain conditions surrounding your project (e.g., limited support or loss of champions).
- Determining where your project is on the lifecycle can help you determine what work you must take on next.

Goals, Objectives, and Critical Work Activities

Goals

Once you have settled on your mission statement, you must establish a critical path to follow toward your ultimate purpose. ***The elements that must be successfully addressed along this path become specific goals for your project.***

Objectives

Once you have identified the goals to be accomplished, you will have to decide on the precise steps to take to best achieve each goal. ***These steps are your project tasks or objectives.***

The Relationship Between Objectives, Goals, and Vision



Develop action plans that focus on process and task functions

- Effective teams must identify goals and related objectives that are critical to accomplishing their mission. They must also pay deliberate attention to how their team is operating (process function).
- Action plans should therefore address *both* the task-oriented goals and objectives associated with the team's mission and the process activities that will continue to build and strengthen the team.

Developing Your Action Plan

- You are now ready to complete your action plan to accurately reflect the work you have agreed you must do.
- Your action plan should identify what must be done, who will do it, when it will be done, and the resources that will be needed.

Prepare a Final Report-Out

- Identify one critical goal your team has agreed must be addressed to strengthen your collaboration and up to three action steps (objectives) you will carry out to achieve this goal.
- Identify one important lesson learned about collaboration during the workshop.