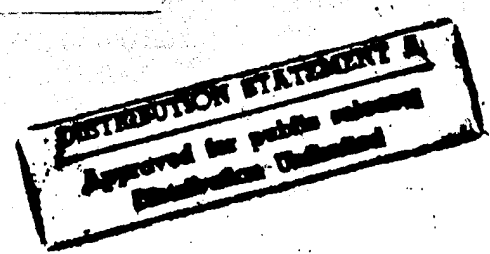


**AN AIR FORCE GUIDE TO
TEAM BUILDING**

THESIS

Roy M. Gozum, Captain, USAF

AFIT/GAL/LAS/95S-4



DEPARTMENT OF THE AIR FORCE
AIR UNIVERSITY

AIR FORCE INSTITUTE OF TECHNOLOGY

Wright-Patterson Air Force Base, Ohio

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AN AIR FORCE GUIDE TO TEAM BUILDING

THESIS

Presented to the Faculty of the School of Logistics and
Acquisition Management
Air Education and Training Command
In Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Acquisition Logistics Management

Roy M. Gozum, B.S.
Captain, USAF

September 1995

Approved for public release; distribution unlimited

Preface

There are many people I wish to thank that made this thesis possible. First and foremost is my advisor, Lieutenant Colonel (Select) T. Scott Graham. I was fortunate to have a thesis advisor who granted me the latitude and freedom in accomplishing this task. His trust, guidance, and perspective on the AFIT thesis research process enabled me to somewhat narrow my focus. Additionally, I would like to thank my Delphi experts at Wright-Patterson Campus for their time and dedication in this research effort.

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To my loving wife, Rena, I cannot fully express my thanks for your complete support, understanding, and patience throughout this AFIT experience. God truly blessed me with your existence.

Finally, I want to thank the Lord above. He has bestowed upon me unique talents and abilities, for which I am eternally grateful.

Roy M. Gozum

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Abstract

Team structures are used extensively in civilian, government, and military organizations to accomplish modern task demands that almost always exceed the capabilities of single individuals. As team structures became larger and more complex, managers realized the need for formal team building education. Team building programs serve to facilitate an environment for productive teamwork. However, despite the apparent importance of teams, most organizations overlook the implementation of formal team building programs.

Therefore, the purpose of this research is two-fold. First, this thesis examines the evolution and importance of teams, and the subsequent need for the development of formal team building programs. In doing so, common characteristics of highly effective teams are explored. In turn, these characteristics serve as a framework for the development of a team building *guide*—which is the second purpose of this research. The guide was developed and refined through a comprehensive literature review and the use of the Delphi Technique.

As stated earlier, the culmination of this research effort was the development of *An Air Force Guide to Team Building*—one that can be tailored to the unique requirements of various Air Force organizational teams. This guide basically highlights and discusses key issues regarding team building, while also providing various examples of assessments, exercises, and suggested readings.

AN AIR FORCE GUIDE TO TEAM BUILDING

I. Introduction

General Issue

When the former Air Force Systems Command (AFSC) and Air Force Logistics Command (AFLC) combined and reorganized into the Air Force Materiel Command (AFMC), the Air Force emphasized the accomplishment of management tasks in an integrated fashion. Prior to this merger, AFSC was responsible for *acquiring* a weapon system, while AFLC was responsible for *sustaining* the weapon system throughout its operational life. This segregated approach to system life cycle management did not always produce an optimum solution in terms of life cycle costs and sustainability. After the merger, however, the functions of acquiring and sustaining a weapon system became the sole responsibility of AFMC, which is a monumental task for any single major command. With this now “seamless” approach to conducting system life cycle management from “cradle-to-grave” (sometimes referred to as “lust-to-dust”), Air Force personnel—both military and civilian—are being forced to work together in integrated teams. This is especially evident at the Aeronautical Systems Center (ASC) located at Wright-Patterson Air Force Base, Ohio, with the advent of Integrated Weapon System Management (IWSM) and Integrated Product Development Teams (IPDTs). Both

concepts were implemented under the guise of “Quality Air Force,” which is the Air Force’s coined term to describe its modern management methods (8:1).

Work teams, in some form or another, are everywhere in the Department of Defense (DoD). Why? With the current force drawdowns and decreasing fiscal budgets, *more* is being done with *less*. How? Organizations accomplish *more* through the use of formal teams, since productivity of integrated teams can far exceed productivity of individuals (12:2-3). With formal teams becoming more and more essential to these organizations, formal team building programs *should* be in place to ensure that the organization supports productive teamwork.

What is team building? *Team Building* can be defined as “the process of taking a collection of individuals with different needs, backgrounds, and expertise and transforming them into an integrated, effective work unit. In this transformation process, the goals and energies of individual contributors merge and support the objectives of the team” (58:131-132). As this definition suggests, team building is concerned with combining individual efforts into a common group effort. In addition, team building is concerned with the possible interpersonal conflicts that could arise from such a combination of individuals, and more importantly, how to deal with these conflicts. It is a type of intervention strategy concerned with the dynamics of group behavior, as opposed to the productivity of work teams.

As alluded to earlier, the ideal situation is to have formal team building programs in place in an organization to ensure and to sustain productive teamwork. However, I would argue that most DoD organizations overlook the importance of such formal team

building programs. William Dyer of Brigham Young University, who is a strong advocate of team building, conducted research of managers and members of teams in a variety of organizations. All conceded the importance of teamwork. Despite this consensus, Dyer's research revealed that 25% of these individuals had never completed any regular program of team building (21:3-5).

Specific Problem

If the lack of formal team building programs is a perceived problem in the commercial business sector, then it is probably more of a problem in the DoD. Therefore, to illustrate the necessity of team building education, this research will explore (1) the evolution and importance of teams and (2) the subsequent development of formal team building programs. In accomplishing this purpose, this research discusses specific authors and studies examining common key characteristics of highly effective teams. Once identified, these common characteristics in the literature can serve as a framework for the development of an *introductory team building guide*—one that can be tailored to the unique requirements of various Air Force organizational teams.

Research Objectives

Based on the specific problem presented above, the objectives of this research are:

Objective #1: Determine common key characteristics of highly effective teams.

Objective #2: Develop a comprehensive introductory team building reference guide that can be used by “team leaders” of various Air Force organizational teams.

These research objectives will be achieved through a three-step methodology. The first step is an extensive review of relevant literature that will explore common characteristics of highly effective teams. Additionally, this literature review will provide background information as to the development of teams and the evolution of formal team building programs. The second step consists of gathering, analyzing, and prioritizing pertinent information that will be used in the development of an introductory team building guide. This step will conclude with a draft version of such a guide for Air Force organizations. The third and final step incorporates the use of the Delphi technique. Six experts/practitioners in the field of team building will assist in the evaluation and final development of *An Air Force Guide to Team Building*.

Limitations

Basically, there are three types of available literature materials dedicated to the subject of team building: short articles (to include commercial, trade journal, and research articles); comprehensive and somewhat lengthy books; and condensed sections in various management and organizational theory textbooks. Because of the apparent lack of existing reference (or introductory) guides to team building, the task of developing a specific Air Force introductory guide is much more difficult. Further, team building is such a dynamic field of study. Therefore, difficulties will arise when (1) determining what information is truly essential and should be included in an Air Force *introductory* guide, and (2) how to present this information to Air Force members. However, because such guides are virtually non-existent, this supports the need for the development of one for the Air Force.

Conclusion

This chapter generally discussed the purpose of this research effort, introduced background information on teams and team building, and finally presented two research objectives that will be used to achieve the overall purpose of developing an Air Force introductory guide to team building. The next chapter is a discussion of the relevant literature review.

II. Literature Review

General Issue

This literature review begins with a brief historical background on the concepts of *teams* and *team building*. Next, a discussion will follow on specific authors and studies examining key characteristics of highly effective teams. Based on common key characteristics in the literature, four underlying dimensions of highly effective teams will be highlighted. Identification of these underlying dimensions of highly effective teams is the initial step in developing a framework for the development of an *introductory team building guide*—one that can be tailored to the unique requirements of various Air Force organizational teams.

Teams

The use of teams dates back to at least 4000 B.C., with the Egyptians demonstrating the ability to formally organize and control work groups to achieve large tasks, such as the construction of the Great Pyramids. By 1500 A.D., Macchiavelli formulated early explanations of work group structure and functioning. But it was not until centuries later in the 1930s that individuals, such as Sloan, Mayo, and Barnard, studied the formal organization of work groups in bureaucratic and hierarchical structures. By the 1950s, Simon, Davis, and Drucker, probed into the understanding of group dynamics and team behaviors in various organizations. During the 1960s, renown behavioral scientists, such as McGregor, Likert, Lawrence, Lorsch, Blake, Mouton, and Fiedler, translated established theories from individuals to work group settings. Coupled

with the growing need for effective teamwork in industry, this movement increased managerial interest in the development of formal *team building* methods. By the 1970s, field studies were being done by individuals such as Dyer and Kidder on teamwork, attempting to characterize drivers and barriers to high team performance (58:130-132).

Numerous examples of the use of team concepts can be found in research literature. For example, research has studied the relationship between effective teams and productivity, effective team structures, and team leadership. In reviewing this literature, both scientific research and experience by successful managers clearly indicate that individuals functioning as members of a team can perform better than individuals working independently (52:29). Not only are teams more likely to generate better ideas than those created by a single individual, but the decisions that teams make are also likely to be more successful (51:588,590; 52:28-29).

In addition to these favorable research conclusions concerning teams, the popular growth of such ideas as “employee involvement” and “participative management” contributed to the extensive use of team concepts in the private business sector. In turn, these team concepts eventually created the development of non-traditional forms of organizational systems in private industry—that is, the establishment of permanent (as opposed to temporary) team structures in the organization. These permanent team structures allowed and encouraged shared responsibility, accountability, and authority for decisions and results (15:288).

Always trying to adopt proven commercial management practices, the Department of Defense began to incorporate and use permanent team structures in its organizations.

Teamwork has become a necessary and critical element of many military organizations due to modern task demands that almost always exceed the capabilities of single individuals. Furthermore, improvements in resources and technology—which were the most traditional sources of industrial productivity—are becoming more limited and scarce. Consequently, managers must look towards greater utilization of *human* resources to increase industrial productivity (29:194). A popular and proven commercial alternative to increase utilization of human resources is the development and implementation of specialized teams to increase industrial productivity.

As mentioned earlier, permanent organizational team structures have been established throughout the military. This is especially true for the Air Force's Aeronautical Systems Center (ASC) at Wright-Patterson Air Force Base, Ohio. For the past several years, organizational structures have changed to incorporate the establishment of integrated product teams (IPTs), integrated product development teams (IPDTs), and project teams in and among all system program offices (SPOs). Basically, these team organizations are unique cross-functional teams for cross-functional purposes. No two team structures are organized in exactly the same manner. Thus, these differing IPTs, IPDTs, and project teams for different SPO organizations present unique considerations to the ASC Quality Office in its efforts to develop an appropriate team building program.

Team Building

Even though teams have been used for thousands of years, it is only in the present century that work teams have been studied by behavioral scientists as a focus in their own right. Teams in the private sector existed in many forms for a number of years—for example, operations research teams in the 1940s and project management teams in the 1960s. In addition, the study of behavior in small groups has been a social psychology issue for quite some time. By combining this study of behavior with the increasing use of teams, *team building* emerged from the organization development movement in response to managerial interests in improving the effectiveness of teams (15:278-279; 20:286; 22:20-22).

The basic objective of team building is to improve the effectiveness of work teams within organizations (13:148). Team building is an intervention strategy, offering techniques to improve interpersonal relationships and a group's ability to deal with itself and its external environment. As a result, team building is concerned with the dynamics of group behavior, as opposed to the structure and productivity of the teams themselves.

As team structures gradually become larger and more complex, corporate management and behavioral scientists realized the need for some sort of formal team building education. Team building programs were developed to facilitate a work environment conducive for productive teamwork. Initially, employees were sent to outside consulting firms to receive such training. However, corporate management eventually found that it was more cost effective to develop its own internal team building education program. Team building within an organization was first implemented for

workers, but soon became popular among managers and executives (36:4-5). Today, the concentration on group and team building is so great that according to *Training* magazine's *Industry Report of 1990*, corporate America budgeted approximately over \$227 million on team-related training programs (34:58). Likewise, according to another survey of network managers, the key to team project effectiveness is to give staff members specialized training in group dynamics and team building (45:212,231). At McDonnell Douglas Aerospace Information Services Company, for example, all employees receive training in team building and group dynamics as part of the firm's quality improvement education program (23:24).

With private industry heavily committed to TQM to maintain competitive advantages, the Department of Defense was sure to follow suit—not only with implementing TQM, but also implementing formal team building as well. Generally, the more varied the backgrounds and responsibilities of team members—which is typical of many military team organizations, the greater the need for team building (45:204-205). The DoD's *Total Quality Management Guide* states that team building training is critical when jobs being done require interdependence among the people working on the job. It is also important to ensure that the people can and will work together smoothly (19). Therefore, team building was viewed as a management tool to deal with the group dynamics of team organizations.

Research and Literature on Characteristics of Effective Teams

The historical evidence from numerous sources is conclusive that American management is: (1) incorporating permanent team structures in the design of organizations and work processes, and (2) using team building techniques to help employees function as effective team members. During the 1960s, with the formation and evolution of team structures in corporate America, managers of all types of organizations expressed increasing interest on the concepts and techniques of team building. Many field and case studies responded to this interest, investigating work group dynamics in a general context. These studies contributed to the theoretical and practical understanding of team building. However, very few studies were conducted that specifically focused on the *goals* of effective team building (58:131,136).

In reviewing only a sample of the literature available, a number of authors (such as Buller, Bursic, Dyer, and Scholtes) attempted to determine what characteristics are extremely valuable in creating a highly effective team. A summary of particular authors and what they believe to be critical characteristics in creating a highly effective team is presented in Figure 2.1. These authors were chosen because of their contributions to this research.

Based on the summary outlined in Figure 2.1, no two authors totally agree on what characteristics are valuable in creating effective teams. However, in reviewing their responses, there are four characteristics that are common among them. Specifically, these common characteristics are:

<u>Author(s)</u>	<u>Common Characteristics</u>	<u>Other Characteristics</u>
Aubrey and Felkins (1988)	<ul style="list-style-type: none"> • <i>Understanding of goals</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Understanding of organization • Understanding of work unit • Understanding of group norms • Member initiative
Buchholz and Roth (1987)	<ul style="list-style-type: none"> • <i>Clearly defined goals</i> • <i>Aligned in purpose</i> • <i>High and open communication</i> 	<ul style="list-style-type: none"> • Shared responsibility • Focused on task • Participative leadership • Future focused • Creative talents
Dyer (1987)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Clearly understood roles and responsibilities</i> • <i>Focused on task</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • High group participation
Hanson and Lubin (1986)	<ul style="list-style-type: none"> • <i>Shared purpose and common goals</i> • <i>Open communication</i> • <i>Open conflict resolution</i> • <i>Clearly defined member roles</i> 	<ul style="list-style-type: none"> • Awareness of its processes • Observable spirit and energy • Responsive to change • Climate of trust
Hartzler and Henry (1994)	<ul style="list-style-type: none"> • <i>Clearly defined team purpose</i> • <i>Clearly defined member roles</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Capitalize on member strengths • Observable spirit and energy
Kazemek (1991)	<ul style="list-style-type: none"> • <i>Understood team goals and objectives</i> • <i>Clearly understood roles and responsibilities</i> • <i>Open, participatory communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Defined team procedures • Shared leadership roles • Creativity encouraged
Merry and Allerhand (1977)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Freely expressed feelings</i> 	<ul style="list-style-type: none"> • High group participation • Participative leadership • Consensus in decisions • Trust in members • Creativity encouraged
Nicholas (1990)	<ul style="list-style-type: none"> • <i>Effective communication</i> • <i>Resolution of group conflict</i> • <i>Clear team purpose</i> • <i>Clear team member roles</i> 	<ul style="list-style-type: none"> • Creativity among members • Trusting, supporting atmosphere

FIGURE 2.1. Summary of Valuable Characteristics in Creating an Effective Team.

Pfeiffer (1991)	<ul style="list-style-type: none"> • <i>Role clarification</i> • <i>Defined purpose</i> • <i>Team-Member relationships</i> 	<ul style="list-style-type: none"> • Team effectiveness • Feedback
Pickett (1987)	<ul style="list-style-type: none"> • <i>Clear goals and mission</i> • <i>Clearly defined roles and responsibilities</i> • <i>Open communication</i> 	<ul style="list-style-type: none"> • High group interaction • High interpersonal skills • Clearly defined procedures and processes
Scholtes (1988)	<ul style="list-style-type: none"> • <i>Clarity in team goals</i> • <i>Clearly defined member roles</i> • <i>Awareness of group interactions</i> • <i>Clear communication</i> 	<ul style="list-style-type: none"> • Established ground rules • Use of scientific approaches • Well defined decision procedures
Shonk (1982)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Clear responsibilities</i> • <i>Clear communication</i> • <i>Resolution of interpersonal conflicts</i> 	<ul style="list-style-type: none"> • Established ground rules • High group participation • High member commitment

FIGURE 2.1 (continued). Summary of Valuable Characteristics.

- (1) Clearly defined team mission and goals
- (2) Clearly defined team member responsibilities
- (3) Open communication
- (4) Open conflict resolution

If the authors' list of valuable characteristics included any of these four common characteristics mentioned, they were listed in the middle column of Figure 2.1. The remaining characteristics noted by the authors are listed in the right column. As you can see, there is somewhat of a consensus as to these four primary characteristics of effective teams.

These four characteristics are apparently due to the reliance on Professor William Dyer's initial study. For example, Buchholz and Thomas (1987), Nicholas (1990),

Scholtes (1992), and Thamhain and Wilemon (1987) all cited Dyer's book, *Team Building: Issues and Alternatives*, as recommended or additional reading in their respective writings. Therefore, since Dyer is considered to be an "expert" on team building (and is also one of very few authors who directly focuses on the concepts and issues of team building), his characteristics were used by others as an initial model for creating effective teams. Based on this general consensus, these four characteristics can theoretically serve as a framework in the further development of a team building guide.

Conclusion

This chapter reviewed the relevant literature on the evolution and importance of teams, and the subsequent development of formal team building programs. As discussed, team building has become a prevalent management tool for team structures in both private industry and the Department of Defense. Formal team building is the next step towards facilitating productive teamwork in "Quality Air Force" management. There are a number of authors and studies that focus on key characteristics of highly effective teams in an effort to increase team performance. However, relatively few studies specifically focus on actual goals for effective team building. By using common characteristics of effective teams from a number of authors in previous literature, it is possible to develop a team building *guide* for organizations—a guide which can be tailored to the unique requirements of various Air Force organizational teams.

The next chapter will discuss the Delphi technique, which will be applied to evaluate the inputs and feedback from practitioners and field experts in an effort to

develop *An Air Force Guide to Team Building*—a guide that can be tailored to the unique requirements of various Air Force organizational teams.

III. Methodology

General Issue

In the last chapter, a review of the relevant literature showed the evolution and importance of teams, and the subsequent development of formal team building programs. With this background information, this chapter discusses the methodology that will be used to accomplish the two research objectives specified in Chapter I. Basically, the research objectives will be achieved through a three-step methodology, utilizing a literature review and the Delphi technique.

Step One: Review of Applicable Literature

The first step was an extensive review of the relevant literature that inevitably explored the common characteristics of highly effective teams. Additionally, this literature review provided background information as to the development of teams and the evolution of formal team building programs. This step was represented in Chapter II.

As the name implies, the literature review began by examining past literature. The first type of literature material examined was research articles found in professional trade journals. However, the amount of articles that focused on the basics of team building were limited. As a result, this search expanded to explore team building articles found in trade and specialty magazines. These articles were essentially “commercialized” (i.e., not of a research or technical nature) and geared towards Quality professionals in corporate America.

Next, the literature search focused on books that were dedicated to the subject of team building. As expected, there were a number of books (and exercise manuals) available on the subject of team building. However, all of these books were lengthy and contained more information than would be needed in an *introductory* guide. Because the field of team building is so dynamic, the books available through the libraries of the Air Force Institute of Technology, Wright State University, and The University of Dayton were rather dated; a few current sources (i.e., after 1990) were available, but only in limited numbers. The more current materials (i.e., circa 1994) were only found at local book stores.

Finally, the literature search focused on a few management and organizational theory text books. The information contained in these textbooks involved dedicated sections or chapters that specifically addressed the theory underlying team building.

All of the literary sources provided some useful information, with each source highlighting a particular aspect of the subject of team building—the research articles provided general background information and historical research (or lack thereof); the textbook selections provided the road map for the basic information to be outlined in the guide; the full-length books provided real-life applications and scenarios for team building activities and programs; and the exercise manuals provided many sample assessments and activities to choose from.

Step Two: Gathering, Analyzing, and Prioritizing Information

The second step consisted of gathering, analyzing, and prioritizing the pertinent information (from step one) that would be used in the development of an introductory team building guide. Basically, the purpose of this step was to determine what information would be included in the draft version of the introductory team building guide. A determination was made as to whether or not certain informational aspects of team building were to be included in the introductory guide. This subjective determination was based on the frequency in the literature examined in step one. After analyzing the literature, it was apparent what information should be included in the first draft of the guide.

This second step concluded with a draft version of the introductory guide, *An Air Force Guide to Team Building*, that was used in the final step—the Delphi technique. The draft guide is represented in Appendix A to this thesis.

Step Three: The Delphi Technique

The third and final step incorporated the use of the Delphi technique. Six experts/practitioners in the field of team building assisted in the evaluation and final development of the introductory team building guide. The Delphi technique was chosen because it provides an anonymous format for group decision making through impartial and quality feedback. Further, the Delphi technique was expected to produce responses that would contribute to the overall improvement of the introductory guide for Air Force team leaders.

The Delphi Technique: A Description. The Delphi technique is appropriate to solicit the desired feedback from experts and field practitioners of formal team building education. The Delphi technique is a qualitative methodology that consists of procedures used to gather a consensus of expert opinion. The methodology is particularly useful for a problem which is subjective in nature and does not lend itself to precise analytical techniques—which characterizes the development of this team building guide. Delphi replaces direct face-to-face confrontation and debate among experts with a carefully planned, orderly program of sequential, individual interrogations (which are usually accomplished through structured questionnaires). Thus, Delphi places emphasis on informed judgment (10:3-5). Further, the individual participants remain anonymous to each other in order to encourage honest and open feedback, while avoiding the undesirable effects of interaction among group members (24:31-32).

Judgment and informed opinion from experts and field practitioners have always been a crucial input in any development process (10:14). By applying the Delphi technique, expert opinion can be systematically incorporated into the development of an Air Force team building guide, subject to some safeguards that are commonly used to ensure a degree of objectivity in any scientific study. The output of such a methodology should yield a team building guide that is substantiated by the experts/practitioners in the field of team building.

Selection of Participants. As discussed earlier, the Delphi technique involves questioning a small number of people who are considered “experts” in the field of interest. The emphasis is on the quality of the responses, rather than the quantity of them

(39:15). However, there is no certain criteria of what constitutes an “expert.” Expertise is judged by a number of factors, some of which are status among peers, professional experience, and relative competence (10:3-4). Consequently, there is concern over which types of experts to include as Delphi participants—older, established professional experts or younger, more motivated professional experts. The optimal Delphi panel should include a spectrum of professional experts to ensure a diverse range of opinion (53:33). Moreover, the Delphi participants do not have to be certified “experts” in the field of interest to obtain credible data; rather, they only need to be informed in the area of interest. This has been shown in several studies, in which informed graduate students provided essentially the same results as professional experts (53:36-39).

With the above considerations in mind, the first request was to the Air Force Institute of Technology’s Quality Advisor to the Commandant to participate in this research effort. After a brief explanation of the purpose of the Delphi inquiry, he promptly agreed to participate. A second request was made to Wright-Patterson Campus Quality Education Instructors for the names of personnel who were very knowledgeable in the field of team building and who were willing to participate in the Delphi research inquiry. Having willing participants was expected to increase the response rate for the inquiries (39:16). Per the request, Wright-Patterson Campus submitted the names of five Quality Education Instructors to participate. These five instructors, combined with the Air Force Institute of Technology’s Quality Advisor to the Commandant, constituted the six participants in the Delphi research inquiry.

The Delphi Process. The typical Delphi process begins with the researcher developing and submitting a questionnaire to the Delphi participants that solicits their opinions on specific topics of inquiry; this constitutes the Round One of inquiry. Upon completion, the questionnaires are sent back to the researcher. Once the responses from the first questionnaire (of *individual* expert opinions) are received, this information is then summarized and compiled into a second questionnaire. The second questionnaire allows the Delphi participants to provide feedback on the group opinion concerning the Round One responses in light of the comments from the other anonymous experts (24:36-37). Theoretically, this questioning process is repeated until a consensus of expert opinion is reached. The ideal end result from a Delphi inquiry process is expert feedback that has a narrowed range and increased accuracy (10:8; 17:37).

The Delphi Implementation.

Round One. The Round One inquiry package included an introductory cover letter, a draft version of *An Air Force Guide to Team Building*, and the Round One Inquiry form (i.e., questionnaire). Control numbers were used on the Delphi inquiry forms to determine who the respondents were. Basically, the purpose of the seven-question Delphi inquiry form was to focus the participants' feedback to specific areas. The Round One Delphi inquiry forms (to include the cover letter) are represented in Appendix C to this thesis.

The Round One inquiry packages were personally delivered to the participants. This ensured that the questionnaires were received by the proper people. It also allowed the opportunity for the researcher to personally explain the purpose of the research to

each participant and possibly answer any questions they might have. The personal delivery was made possible because of the relatively small size of the group of Delphi participants and because of their location at the same Air Force base.

All of the Round One packages were returned. However, only one inquiry form—that of the AFIT's Quality Advisor—was turned in on time. In fact, the remaining five inquiry forms were not all turned in until three-and-a-half weeks after the requested submission date. Despite this lengthy delay, the results were compiled into a feedback summary, which is represented in Appendix D to this thesis.

Round Two. Basically, the Round Two inquiry package included a cover letter, the compiled feedback results from Round One, and the Round Two inquiry form. The Round Two packages were also delivered to the Delphi participants in the same manner as the first inquiry packages. The same control numbers as in Round One were used for Round Two. The Round Two Delphi Inquiry forms (to include the cover letter) are represented in Appendix E to this thesis.

For this round, the Delphi participants were asked for their agreement or disagreement with the comments presented. Additionally, the participants were asked to identify which changes to the draft version of the team building guide were most important to make it a more effective team management tool.

Only two of the six Delphi participants returned the Round Two inquiry forms within the requested time. The remaining four forms were returned slightly over one week after the submission date, but only after several personal telephone calls were made to remind them. These delays became apparent after Round One, since all of the Wright-

Patterson Campus Quality Education Instructors taught classes sometime throughout the period of the Delphi inquiry process.

The feedback compiled from the Delphi Round Two was used to improve the draft version of the Air Force team building guide. The comments of both rounds of inquiry were evaluated as to their relevance and appropriateness, considering the research objective of developing an *introductory* guide for Air Force team leaders. Some points of feedback were good for people wanting to know more in-depth information regarding team building—which is beyond the *introductory* perspective and orientation of the guide. Consequently, only a portion of the suggestions were incorporated into the final version of the guide.

Conclusion

This chapter described the methodology used in gathering, analyzing, and prioritizing the information required to achieve the research objectives outlined in Chapter I. Basically, a three-step process was used to develop an introductory guide to team building for Air Force team leaders. The first two steps were used to determine and develop what information would be included in an initial version of the guide, while the third step involved the implementation of the Delphi technique to finalize it. The next chapter presents the results of the analyses.

IV. Results and Analysis

General Issue

The purpose of this chapter is basically three-fold: (1) evaluate the research information gathered, (2) present the analysis of such information, and finally (3) address each of the research objectives outlined in Chapter I. This is accomplished by first evaluating the information gathered in the literature review as it applies to the specific problem outlined in Chapter I. Second, the results of the Delphi inquiry process are discussed. Third, using the feedback from the Delphi participants, the final version of *An Air Force Guide to Team Building* is written. Finally, the research objectives are addressed.

Literature Review

The first research objective in Chapter I addressed the need to determine common key characteristics of highly effective teams in the literature. By doing so, the subsequent development of an introductory team building guide can be accomplished.

The first type of literature material examined was research articles found in professional trade journals. However, only a limited amount of research articles were available that focused on the *basic* information to be included in an introductory guide to team building. In fact, the majority of these articles focused on in-depth issues surrounding the applications and resulting benefits of team building, with some even developing metrics to measure the effects on performance of a variety of teams structures. It was determined that the majority of the information included in these type articles was

of too much detail and technical nature to be of any relevant use in an introductory guide to team building.

Because of the limited information obtained through research articles, the second type of literature material examined was team building articles found in trade and specialty magazines. As stated in Chapter III, these articles were essentially “commercialized” and written for Quality professionals in corporate America. This source of information provided the basic tenets of team building that should be addressed in an introductory guide. In reading these articles, it was apparent that a certain amount of knowledge was needed to understand the concepts presented, such as the definition of team building, assessments, roles of the facilitator, etc. Consequently, by seeing which concepts were repeatedly used, specific aspects of team building were deemed to be significant enough to address in the draft version of the guide.

The next type of literature material examined was books that were dedicated to the subject of team building. There were quite a number of books and dedicated exercise manuals available. But as stated in Chapter III, all of these books were lengthy and contained more information than would be needed in an introductory guide. However, the books provided possible scenarios for the application of team building training, while the exercise manuals presented many exercises that the facilitator or team leader could choose from, depending on the needs of the current situation.

Finally, the literature search focused on a few management and organizational theory text books, specifically the dedicated sections or chapters that addressed the theories underlying team building. However, for the purposes of this research, the

management books (e.g., concerning project management, weapon systems management, etc.) seemed more appropriate because of the considerations and direct links to formal team structures. Again, the information contained in these textbooks provided (or re-emphasized) the basic information to be addressed in the guide.

In retrospect, all of the literary sources provided some useful information. All sources identified the necessity for such formal team building education in this age of team-oriented and team-intensive organizations. It was agreed and accepted that team building education would improve a team's cohesiveness, effectiveness, productivity, and efficiency. However, despite the importance expressed by many corporate managers, there was a consensus as to the lack of formal team building programs in place in many organizations. In the current "Quality Air Force" movement, there has been a relatively recent push for Quality education among Air Force personnel, especially for those new, incoming people at various technical training schools. Nonetheless, there also needs to be some literature source available for those personnel already in the field, preferably something of a reference-guide nature—which does not exist at this time. As stated repeatedly throughout this thesis, the primary objective of this research effort is to develop such a guide to fill this existing void.

Delphi Research Results

Six experts and practitioners in the field of team building from Wright-Patterson Air Force Base participated in the evaluation and final development of the team building guide. A two-round Delphi inquiry process was implemented to solicit feedback on the

draft version of the meeting guide, and also to refine the initial feedback. Round One consisted of providing the six experts with copies of the draft meeting guide found in Appendix A, and asking them to complete the Delphi inquiry forms found in Appendix C. The individual feedback from Round One was compiled into a feedback summary, which is represented in Appendix D to this thesis. Basically, the three main points (i.e., opinions expressed by multiple participants) contained in the feedback summary can be quickly highlighted in Figure 4.1:

1. Even though the provided sample exercises in the appendices were good, provide references to other resources for more sample exercises.
2. Make the distinction between *long-duration* and *short-duration* teams, as it pertains to the team building training.
3. Write a transition between the typical four-step process of team building and the "Assessment" section.

FIGURE 4.1. Significant Areas of Feedback of Delphi Round One

The Round Two inquiry began by providing the six experts with copies of the Round One compiled feedback summary (Appendix D), and asking them to complete the second Delphi inquiry forms found in Appendix E to this thesis. The individual feedback from Round Two was compiled into a feedback summary, which is represented in Appendix F.

Since the number of comments in Figure 4.1 were few, it seemed that the initial version of the draft guide was somewhat on target. In light of the first two comments, the

remaining third comment seemed trivial. Further, in the Round Two inquiry, only two of the participants tended to agree with the second main comment regarding the necessity for a distinction between long- and short-duration teams in an *introductory* guide.

The first question of the Round Two inquiry asked the Delphi participants to identify the comments from the first inquiry that they most *agreed* with and to add any personal thoughts regarding their selections. As evident in the feedback summary, essentially only eight personal (additional) comments were given. Consequently, it was difficult (if not impossible) to gain any further insight into the Round Two comments, other than those stated in Round One. In addition, there was an overwhelming response that the guide needed more references to existing exercises available in the literature, which supports the first area of improvement cited in Figure 4.1.

The second question of the Round Two inquiry asked the participants to identify the comments from the first inquiry that they most *disagreed* with and to add any personal thoughts regarding their selections. Unlike in the first question, almost all of the responses were accompanied by additional thoughts, as if to justify their disagreement with the other experts' opinions. Basically, there were conflicting views as to what level of detail should be included in this introductory guide to team building. For example, in Round One, some participants expressed the need for further explanation of "team structures" or a clearer distinction in "team leader" versus "facilitator" roles. However, in Round Two, several participants agreed that this level of detail may be too much information for an introductory guide and may confuse the point to the readers, rather than help. It was apparent that the participants agreed that for the purposes of this guide,

a more broad approach should be taken, provided that reminders were inserted to seek further information (e.g., ask the unit Quality Advisor or base Quality Office educators) on these topics.

The third question of the Round Two inquiry asked the participants to identify what changes they believed were necessary to be made to maximize the usefulness of the guide. As stated earlier, all comments concluded the necessity of more references to exercises—“There can never be too many.”

The fourth question of the Round Two inquiry asked the participants if they changed their minds regarding any of their Round One observations. All replied that even after reading the Round One feedback summary, none of them changed their minds.

In summary, the Round Two inquiry overwhelmingly supported the need for more references to exercises available in the current literature. However, the Round Two inquiry also exemplified the diversity of opinion on what is important in the field of team building. Hence, some comments in Round Two were contradictory to those made in Round One. Finally, there was a prevailing opinion that the draft version of the guide showed a good effort on the part of the researcher, which was evident in many of the comments in both rounds of inquiry. This supported the initial notion (after only the Round One inquiry) that the draft version of the guide was “somewhat on target.”

Despite the previously mentioned contradictions, the significant feedback obtained in both rounds of inquiry was used to improve the initial version of the team building guide. Figure 4.2 lists the specific comments and recommendations that were

subsequently incorporated into the final version of the guide, directly reflecting the feedback of the Delphi participants.

Q2F3	Q4F2	Q4F6
Q2F6	Q4F3	Q4F7
Q4F1	Q4F4	Q4F9

FIGURE 4.2. Delphi Round One Comments Incorporated
(Q2F3 = Question #2, Feedback #3)

Through both Delphi rounds, the participants agreed that the guide would be a good, additional management tool for Air Force team leaders and that the draft guide prepared for this research study was a good one.

Team Building Guide

The culmination of this entire research effort was the completed version of *An Air Force Guide to Team Building*. This guide was intended for any Air Force team leader as an introductory reference guide to team building. The completed guide can be found in Appendix G to this thesis.

Research Objectives

The two research objectives outlined in Chapter I are now addressed.

Research Objective 1. *Determine common key characteristics of highly effective teams.* As evidenced in the literature review conducted in Chapter II, there were a number of authors and studies that focused on key characteristics of highly effective

teams in an effort to increase team performance. Based on Figure 2.1 in Chapter II, there was somewhat of a consensus as to the following four primary characteristics of effective teams:

- (1) Clearly defined team mission and goals
- (2) Clearly defined team member responsibilities
- (3) Open communication
- (4) Open conflict resolution

As stated in the specific problem outlined in Chapter I, by using these common characteristics of effective teams from a number of authors in previous literature, it is possible to develop a team building guide that can be tailored to the unique requirements of various Air Force organizational teams.

Research Objective 2. *Develop a comprehensive introductory team building reference guide that can be used by "team leaders" of various Air Force organizational teams.* The culmination of this entire research effort comes down to this single objective. The first research objective served to establish a framework for the development of the guide, while providing the necessary content information. *An Air Force Guide to Team Building*, as represented in Appendix G, is a comprehensive guide that should serve as a usable management tool for Air Force military and civilian team leaders.

Conclusion

This chapter presented the results of the research and the analysis of the data obtained. First, this chapter discussed the information gathered in an extensive review of the relevant literature, and then the results of the Delphi inquiry process. The literature

revealed several types of resources available concerning the subject of team building. However, potential readers of team building are either faced with too little to too much information (in either the amount or level of detail). This again supported the need for the development of an introductory guide to team building for Air Force military and civilian personnel. As for the Delphi research inquiry, it proved valuable in the evaluation and final development of *An Air Force Guide to Team Building*. This is yet another management tool available to improve the cohesiveness and performance of teams.

Finally, this chapter concluded by addressing the research objectives outlined in Chapter I. The next chapter presents the conclusions and the subsequent recommendations of this research.

V. Conclusions and Recommendations

General Issue

The purpose of this chapter is to discuss the conclusions and recommendations as a result of the research conducted. This discussion will address: (1) the conclusions drawn from the two research objectives originally outlined in Chapter I; (2) conclusions pertaining to the use of the Delphi research inquiry; (3) recommendations for the use of the results obtained from this research; and finally (4) suggestions for future related research to this study.

Research Objectives

The two research objectives outlined in Chapter I, which were fully covered in Chapter IV, are again addressed.

Research Objective 1. *Determine common key characteristics of highly effective teams.* As concluded in Chapters II and IV, there was somewhat of a consensus among a number of authors and studies in the previous literature as to the following four primary characteristics of effective teams:

- (1) Clearly defined team mission and goals
- (2) Clearly defined team member responsibilities
- (3) Open communication
- (4) Open conflict resolution

By determining what the common key characteristics of highly effective teams are represented in the literature, a framework for the development of an Air Force team building guide (i.e., for Research Objective 2) was established.

Research Objective 2. *Develop a comprehensive introductory team building reference guide that can be used by "team leaders" of various Air Force organizational teams.* As stated in Chapter IV, the culmination of this entire research effort came down to this single objective. *An Air Force Guide to Team Building*, as represented in Appendix G, should serve as a comprehensive guide and a usable management tool for Air Force military and civilian team leaders.

Delphi Research Conclusions

The implementation of the Delphi inquiry technique provided the researcher with the personal evaluations of six experts and practitioners for the purposes of developing an introductory guide to team building for Air Force team leaders. However, in retrospect, the effectiveness of such a research methodology is very contingent upon two factors: (1) the full cooperation of the Delphi participants and (2) scheduling.

Full cooperation of the Delphi participants is paramount to any Delphi research methodology. In this research study, all six experts were initially motivated and realized the efficacy of developing an introductory guide. However, because of other priorities in their work schedules (to include leave periods), some of the experts' motivation diminished in the latter stages of the inquiries. In one case, a Delphi participant—who was recognized by the others as Wright-Patterson Campus' guru of team building—totally

ignored the Round One inquiry form and wrote his thoughts of improvement on a separate sheet of paper. While this information was still valuable, his feedback did not fully address the "good" qualities of the draft version of the guide. Despite these instances, it was clear that all of the Delphi participants gave several hours of their own personal time (which was evident in the quality of comments in the feedback) to make this research a success.

It is interesting to note that a number of the Delphi participants possessed an underlying "theme" in their feedback. For example, one Delphi participant's comments revolved around the notion of "team structures," whereas another participant's comments revolved around the concept of temporary versus permanent team organizations. Still another participant's comments had an underlying theme of the behavioral side of team building (e.g., forming, storming, norming, performing, and transforming). Even more noteworthy was that in Round Two of the Delphi inquiry, these participants did not totally agree with the others' views (or themes), which was evident in the section of the questionnaire soliciting views of disagreement; as such, these participants respectfully "downplayed" the importance of the others' comments, while again mentioning the importance of his or her original theme. This just epitomized the dynamic nature of the field of team building and the diversity of opinion in the experts and participants.

Scheduling is very much related to the full cooperation required of the Delphi participants. The researcher did not anticipate the somewhat lengthy delays in receiving the inquiry forms. This was due to two factors: (1) all of the participants taught quality education or facilitated team building sometime during the entire Delphi inquiry process;

and (2) without a genuine, vested interest in the outcome of the development of the team building guide, the completion of the Delphi questionnaires did not have a high priority with some of the participants. However, when the participants did fill out the questionnaires, it was apparent to the researcher that time and thought were given to complete them. Eventually all participants did complete the Delphi process, but only after unexpected delays and a number of reminders.

Recommendations

The original intent of this research effort was the development of an introductory *Air Force* guide. However, the results are somewhat specific to Wright-Patterson Air Force Base and the Aeronautical Systems Center. But because of the concentration of formal team organizations at Wright-Patterson Air Force Base, this introductory guide would provide some insight into the concepts of team building to any Air Force and civilian personnel for the purposes of improved team performance. Consequently, the results of this research—especially the final version of the team building guide—should be made available to Air Force and civilian team leaders. By doing so, team leaders have another literature resource to refer to, in addition to the lengthy books, exercise manuals, or professional trade magazine articles already available. This can be accomplished through the Quality education facilities, unit Quality advisors, base libraries, or as a basis for formal instruction to team organizations or individual team members.

Future Research

This study provides a framework for future research regarding the developed introductory team building guide. As alluded to earlier in the Recommendations section, the feedback obtained was specific to Wright-Patterson Air Force Base. Consequently, the research input could extend to other bases or possibly from the Air Force Quality Center at Maxwell Air Force Base, Alabama. However, with this increased feedback and/or number of experts, the scope of the guide will most likely expand—which was one of the problems encountered in the development of this guide.

Now that a team building guide was developed, a second possibility for future related research would naturally be to test the effectiveness of the guide in some manner. Further, the development of performance metrics could measure or evaluate the effectiveness and efficiency of teams before and after team building *awareness* training based on the information contained in the guide. Team members could be given copies of the guide. Evaluation could be performed by the researcher(s) using developed or currently established metrics. As mentioned in Chapter IV, there were several research articles found in professional trade journals that addressed the development of metrics to measure the effects of team building training on various team organizations. These established metrics could be applied to gauge the effectiveness of the guide.

Finally, a third possibility for future related research would be to focus on one or several aspects of team building presented in the guide, and to explore the area(s) in further detail. Moreover, future researchers could expand on the common areas of interest in team building. For example, additional areas of interest—like “establishing

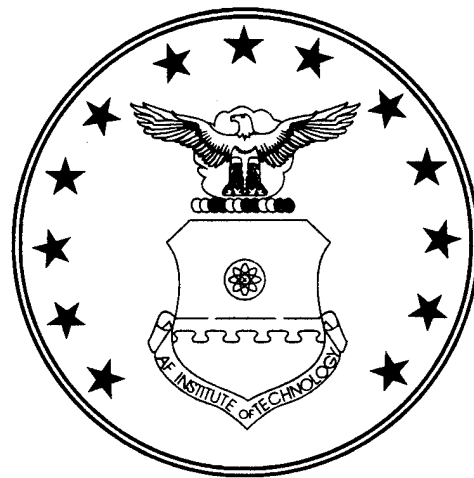
group norms” or “formalized group processes”—can be added to the guide (i.e., another section), along with the corresponding sample exercises. In the feedback obtained in both rounds of the Delphi inquiry, it was apparent that there was some conflicting views as to how much information (i.e., what level of detail) should go into an *introductory* guide. Therefore, such future research efforts could satisfy these particular experts’ comments.

Conclusion

This chapter generally discussed the conclusions from this research effort, to include those drawn from the inquiries of people involved in the Delphi process to developed a finalized version of *An Air Force Guide to Team Building*. Answers to the research objectives were also discussed. Finally, recommendations for use of this data and suggestions for future related research were given.

The fundamental significance of this research effort was the development of a comprehensive, introductory guide to team building for Air Force team leaders for the purposes of improving team cohesiveness and performance. The literature review revealed that there were no such introductory guides currently available for Air Force personnel, lending credence to this research study.

AN AIR FORCE GUIDE TO TEAM BUILDING



Prepared by

Roy M. Gozum
Captain, USAF

Air Force Institute of Technology
Wright-Patterson Air Force Base, Ohio

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AN AIR FORCE GUIDE TO TEAM BUILDING

Introduction

I think you will agree that permanent organizational *team structures* are prevalent in the Air Force today. Instead of being constructed on individual abilities and roles, the modern Air Force organization is based on team structures. Generally, teams are being used to accomplish modern task demands that almost always exceed the capabilities of single individuals. In addition, modern organizations are becoming less hierarchical and more participative in both structure and operating philosophy. Being exposed to the Aeronautical Systems Center (ASC) here at Wright-Patterson AFB, teams—in the form of Integrated Product Teams (IPTs) and action teams in and among all system program offices—are everywhere. As team structures become larger, more complex, and permanent, managers are realizing the need for *formal* team building education. *Team building* should serve to facilitate an environment for effective and productive teamwork. By overlooking such team building education, Air Force organizations run the risk of not fully utilizing its *human* resources.

With formal teams becoming more and more essential to organizations, formal team building programs should be in place to ensure that the organization supports productive teamwork. However, I would argue that most Department of Defense (DoD) organizations overlook the importance of such formal team building programs. William G. Dyer, Dean of the College of Business and Graduate School of Management at Brigham Young University, is a strong advocate of team building. He conducted research of managers and members of teams in a variety of organizations. All conceded the importance of teamwork. Despite this consensus, Dyer's research revealed that 25% of these individuals had never completed any regular program of team building. (Dyer, 1987:3-5) If the lack of formal team building programs is a perceived problem in the commercial business sector, then it is probably more of a problem in the DoD. During

these times of force drawdowns and decreasing budgets (doing *more* with *less*), any information promoting the effective use of current resources is valuable. I believe the information contained in this guide is valuable in this respect.

This guide. . .

First of all, this guide is written under the premise that its readers understand the importance of teams. (Why else would they be reading this guide?) Therefore, this guide will initially describe the evolution of formal team building programs. In doing so, this guide examines common characteristics of highly effective teams. Once identified, these characteristics can serve as a framework in the development of a team building program—that is, after certain areas are identified (through an assessment) as needing team building activities, team building exercises can be conducted to improve these areas.

Keep in mind. . .

This is an *introductory* guide to team building. There have been numerous (and rather lengthy) *books* written on the subject of team building and associated activities and exercises. Consequently, this guide is designed to give its readers a general knowledge of team building and its relative importance in most formal organizational training programs. Further, you will not become an expert in such a dynamic field after reading this guide. Rather, you should gain the *awareness* of team building's general concepts and the intent of such formal training activities. For further in-depth reading on team building concepts and more exercises, see **Appendix F: Recommended Reading**.

Evolution of Team Building

Even though teams have been used for thousands of years (dating back to at least 4000 B.C., with the Egyptians demonstrating the ability to formally organize and control groups to achieve large tasks, such as the construction of the Great Pyramids), it is only in the present century that work teams have been studied by behavioral scientists as a focus in their own right. Teams in the private sector existed in many forms for a number

of years—for example, operations research teams in the 1940s and project management teams in the 1960s. In addition, the study of behavior in small groups has been a social psychology issue for quite some time. By combining this study of behavior with the increasing use of teams, *team building* emerged from the Organization Development movement in response to managerial interests in improving the effectiveness of teams (Bursic, 1992; Dyer, 1984; Dyer, 1987:20-22).

The basic objective of team building is to improve the effectiveness of work teams within organizations (Buller, 1986). Team building is an intervention strategy, offering techniques to improve interpersonal relationships and a group's ability to deal with itself and its external environment. Team building is intended to help a group evolve into a cohesive unit whose members trust and support one another and respect one another's individual differences (Pfeiffer, 1991:1-2). As a result, team building is primarily concerned with the dynamics of group behavior, as opposed to the structure and productivity of teams themselves.

As team structures gradually became larger and more complex, corporate management and behavioral scientists realized the need for some sort of formal team building education. Team building programs were developed to facilitate an environment for productive teamwork. Initially, employees were sent to outside consulting firms to receive such training. However, corporate management eventually found that it was more cost effective to develop its own internal team building education program. Team building within an organization was first implemented for workers, but soon became popular among managers and executives (Liebowitz and DeMeuse, 1982). Today, the concentration on group and team building is so great that according to *Training* magazine's *Industry Report of 1990*, corporate America budgeted over \$227 million on team-related training programs (Laabs, 1991). Likewise, according to another survey of network managers, the key to team project effectiveness is to give staff members specialized training in group dynamics and team building. At McDonnell Douglas Aerospace Information Services Company, for example, all employees receive training in

team building and group dynamics as part of the firm's quality improvement program (Eckerson, 1990).

With private industry heavily committed to Total Quality Management (TQM) to maintain competitive advantages, the DoD was sure to follow suit—not only with implementing TQM, but also implementing formal team building as well. The DoD's *Total Quality Management Guide* states that team building training is critical when jobs being done require interdependence among the people working on the job. It is also important to ensure that the people can and will work together smoothly. Therefore, team building was viewed as a management tool to deal with the group dynamics of team organizations.

Characteristics of Effective Teams

In reviewing only a sample of the literature available, a number of authors and scholars attempted to determine what characteristics are extremely valuable in creating a highly effective team. A summary of particular authors and what they believe to be critical characteristics in creating a highly effective team is presented in **Figure 1**.

Based on the summary in **Figure 1**, one can see that no two authors totally agree on what characteristics are valuable in creating effective teams. However, in reviewing their responses, there are certain characteristics that are common among them.

Specifically, these common characteristics are:

- (1) Clearly defined team mission and goals
- (2) Clearly defined team member roles and responsibilities
- (3) Open communication
- (4) Open conflict resolution

(**Note:** If the authors' list of valuable characteristics included any of these four common characteristics, they were listed in the middle column of **Figure 1**. The remaining characteristics noted by the authors were listed in the right column.)

<u>Author(s)</u>	<u>Common Characteristics</u>	<u>Other Characteristics</u>
Aubrey and Felkins (1988)	<ul style="list-style-type: none"> • <i>Understanding of goals</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Understanding of organization • Understanding of work unit • Understanding of group norms • Member initiative
Buchholz and Roth (1987)	<ul style="list-style-type: none"> • <i>Clearly defined goals</i> • <i>Aligned in purpose</i> • <i>High and open communication</i> 	<ul style="list-style-type: none"> • Shared responsibility • Focused on task • Participative leadership • Future focused • Creative talents
Dyer (1987)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Clearly understood roles and responsibilities</i> • <i>Focused on task</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • High group participation
Hanson and Lubin (1986)	<ul style="list-style-type: none"> • <i>Shared purpose and common goals</i> • <i>Open communication</i> • <i>Open conflict resolution</i> • <i>Clearly defined member roles</i> 	<ul style="list-style-type: none"> • Awareness of its processes • Observable spirit and energy • Responsive to change • Climate of trust
Hartzler and Henry (1994)	<ul style="list-style-type: none"> • <i>Clearly defined team purpose</i> • <i>Clearly defined member roles</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Capitalize on member strengths • Observable spirit and energy
Kazemek (1991)	<ul style="list-style-type: none"> • <i>Understood team goals and objectives</i> • <i>Clearly understood roles and responsibilities</i> • <i>Open, participatory communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Defined team procedures • Shared leadership roles • Creativity encouraged
Merry and Allerhand (1977)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Freely expressed feelings</i> 	<ul style="list-style-type: none"> • High group participation • Participative leadership • Consensus in decisions • Trust in members • Creativity encouraged
Pfeiffer (1991)	<ul style="list-style-type: none"> • <i>Role clarification</i> • <i>Defined purpose</i> • <i>Team-Member relationships</i> 	<ul style="list-style-type: none"> • Team effectiveness • Feedback

Figure 1. Summary of Valuable Characteristics in Creating an Effective Team.

Pickett (1987)	<ul style="list-style-type: none"> • <i>Clear goals and mission</i> • <i>Clearly defined roles and responsibilities</i> • <i>Open communication</i> 	<ul style="list-style-type: none"> • High group interaction • High interpersonal skills • Clearly defined procedures and processes
Scholtes (1988)	<ul style="list-style-type: none"> • <i>Clarity in team goals</i> • <i>Clearly defined member roles</i> • <i>Awareness of group interactions</i> • <i>Clear communication</i> 	<ul style="list-style-type: none"> • Established ground rules • Use of scientific approaches • Well defined decision procedures
Shonk (1982)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Clear responsibilities</i> • <i>Clear communication</i> • <i>Resolution of interpersonal conflicts</i> 	<ul style="list-style-type: none"> • Established ground rules • High group participation • High member commitment

Figure 1 (continued). Summary of Valuable Characteristics.

Evidently, there is a consensus as to these four primary characteristics of effective teams. Based on this general consensus, these four characteristics can theoretically serve as a framework in the further development of a team building program.

It's as "easy" as 1, 2, 3, 4

In reviewing the literature concerning the area of formal team building programs, it seems that every author has his or her own *model* of the typical team building process. For example, **Figure 2** is a depiction of Dyer's *Team Building Cycle*:

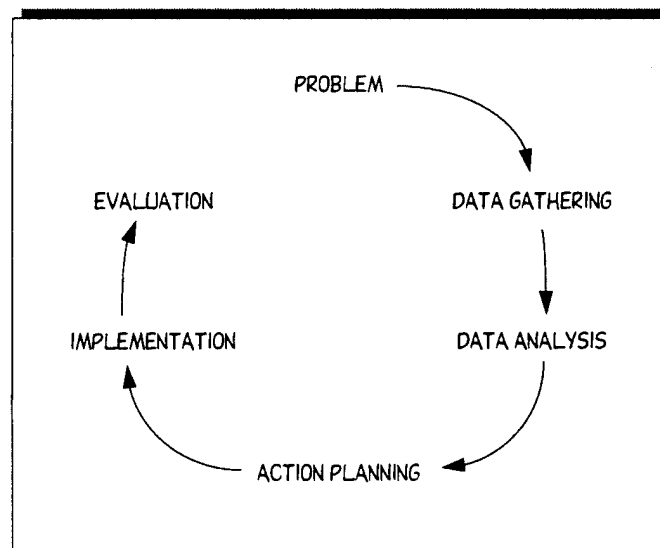


Figure 2. Dyer's *Team Building Cycle*.

Another example is J. William Pfeiffer's model of the team building process, in which he states that there are four primary phases:

- Phase 1: **Sensing**
- Phase 2: **Diagnosing**
- Phase 3: **Resolving Identified Issues**
- Phase 4: **Following Through**

Without explicitly defining what each of Dyer's six stages or Pfeiffer's four phases entails, one can see some commonality between the models. This can also be concluded for other models in the literature, such as those prescribed by Scholtes, Hartzler and Henry, Buchholz, Buller, and so forth. Basically, the following steps encompass the essential elements (which are italicized) of previous models in the literature:

- Step 1:** *Assess* your current position. This includes an *assessment* of individual team members and the team itself.
- Step 2:** Based on the above assessment, *develop a team building program* that is *tailored* to the unique requirements of your team.
- Step 3:** *Conduct* the team building program.
- Step 4:** *Periodically* reassess your position to provide *feedback* on the team building program through follow-up sessions.

An Assessment

"You have to know where you are to get where you want to be." Prior to embarking on any team building program, you have to first assess your current position. Therefore, it is wise to start with a "snapshot" of your team at present. This entails gathering data (on both the team's strengths and weaknesses) to identify a (perceived) problem or deficiency facing the team. After analyzing the data, team building efforts and activities can be focused and tailored to specific areas needing attention. **Appendix A: Sample Assessments** contains four examples of such assessments. The first three samples are intended to assess the team as a whole, while the fourth sample is intended to assess individual team members. By administering the individual assessment prior to the

team assessment, members can identify their own weaknesses, and more importantly, their strengths that they contribute to the team (Hartzler and Henry, 1994:11-13).

Clarity of Team Mission & Goals

A team functions best when its members understand the team's mission and goals. In his book, *The Team Handbook*, Peter Scholtes describes the ideal team as one in which its members agree on the team's mission and work together to resolve disagreements. Further, the team has a clear vision and steadily progresses towards its goals. Its members understand the purposes of individual steps, meetings, discussions, and decisions. Possible indicators of trouble in this area include:

- Frequent switches in directions
- Frequent arguments about what the team should do next
- Feelings that the project is too big or inappropriate
- Frustration at the lack of progress
- Excessive questioning of each decision or action taken

If team members feel that they do not understand or simply do not know the team's mission and goals, try working through exercises such as those featured in **Appendix B: Exercises For Defining Team Mission & Goals**. The first two sample exercises deal with the perceptions of changed missions or goals, while the third sample is an exercise for members to actually develop specific goals for the team. Be sure to emphasize the right of each team member to ask questions about a decision or event until satisfied with the answers (Scholtes, 1992:6.10-6.11).

[**Note:** When choosing exercises, remember that these exercises should *not* be substituted for formal courses or in-depth and carefully designed team building training programs. Exercises should be used in conjunction with (to complement) proper instruction. Exercises are meant to facilitate the tough job of learning to work in teams, and possibly make the experience more memorable and fun (Nilson, 1993:xx).]

Clarity of Team Member Roles & Responsibilities

Teams operate efficiently when everyone's talents are utilized towards the team's mission and goals. Therefore, all members must understand their roles and responsibilities. Further, all members should know who is responsible for what issues and tasks. Consequently, the ideal team has formally designated roles and responsibilities. Its members understand which roles belong to one individual and which roles are shared. Possible indicators of trouble in this area include:

- Roles and duty assignments that result from a pecking order
- Confusion over who is responsible for what
- People getting stuck with the same tedious tasks

In an effort to clearly define member roles and responsibilities, try working through exercises such as those featured in **Appendix C: Exercises For Defining Team Member Roles & Responsibilities**. Be sure to discuss role descriptions. The facilitator should also discuss what duties are assigned, how they are assigned, and how they can be changed. Finally, a consensus should be reached as to the roles within the team (Scholtes, 1992:6.12-6.13).

Improving Communication Skills

Information passing "well" between team members is paramount to the success of any team. This point cannot be overemphasized. Therefore, team members should strive to speak with clarity and directness, while actively listening to others. Avoid interrupting and talking when others are speaking. Possible indicators of trouble in this area include:

- Poor speaking skills
- Members are unable to say what they really feel
- Bullying statements ("What you don't understand is. . .")
- Discounts ("That's not important. What's worse is. . .")

To develop communication skills and to recognize problems that result from poor communication, try working through exercises such as those featured in **Appendix D: Exercises For Improving Communication Skills**. Consider having observers (team

members or outsiders) watch the group and give honest feedback on communication dynamics within the team (Scholtes, 1992:6.13-6.15).

Facilitating Conflict Resolution

Sometimes, it can be observed that the basic problem within a team is highly disruptive conflict and concealed hostility. In some cases, feelings of animosity between individuals or between “cliques” have escalated to the point where people—who must work together—do not speak to each other; for example, office communication is primarily through memos, even though everyone is located in the same work area. Such conflicts and associated behaviors are very detrimental to the team and should be addressed immediately. In an effective and productive team when conflict occurs, time should be taken to identify the cause(s) and the subsequent actions to *openly* deal with the identified problems *before* such conflict affects team performance.

To facilitate conflict resolution, try working through exercises such as those featured in **Appendix E: Exercises For Conflict Resolution**. Note that having effective communication within a team is often a solution; effective communication among team members is very conducive for open conflict resolution (Dyer, 1987:109-111, 118).

Don't Forget To Warm Up!

Several of the exercise manuals featured in **Appendix F: Recommended Reading** address the importance of warm-up exercises. It is not uncommon for team members to come into meetings with distractions. As Peter Scholtes commented, “Just as it is important to stretch muscles before physical exercise, people should stretch their minds before each meeting” (Scholtes, 1988:7.2). A warm-up exercise allows team members to gradually focus on the task at hand. Further, warm-up exercises allow members to let go of their “official” roles, and permit everyone to meet as equals for the purpose of team building. Warm-up exercises, however, are not appropriate for every group. Therefore, the facilitator should ask, “Does this warm-up exercise challenge the team to a new experience without making them too uncomfortable?”

When using a warm-up for the first time, you should describe the exercise to the team and then be the first to do it. Finally, warm-ups are meant to be fun to facilitate further learning (Scholtes, 1988:7.2-7.9).

Plan For Follow-Up

Team building is an on-going process—not an event. Many formal team building efforts have failed, not because the initial session was ineffective, but because the lack of clear follow-up sessions. These follow-up sessions serve as *feedback* to the team. There must be specific methods (e.g., metrics) for following up team building initiatives, and also some form of continuing goal setting for improved performance. Follow-up sessions provide the opportunity to again assess the team's position to determine (1) what has been done, (2) what still needs to be done, and (3) what elements of the team building program/plan need to be revised or abandoned (Dyer, 1987:88-90;Hartzler and Henry, 1994:xiii-xvi).

Identifying specific methods implies identifying particular characteristics of improvement. Once these characteristics are identified, specific (preferably quantified) measures must be defined to gauge the team's progress. By doing so, the team will know if it is achieving the designated goals of the team building efforts (Nilson, 1993:175-176).
"What gets measured is what gets done."

Roles & Tasks of a Facilitator

It is not uncommon for teams to use a designated facilitator to conduct team building training. A facilitator is a neutral person (insider or outsider) who concentrates on the process (versus the content) the team is using to do its work towards accomplishing its goals. The following is a list of tips on how to help your team as a facilitator: (Hartzler and Henry, 1994:235-237)

- Lead by example and make suggestions that help others to do so.
- Participate without dominating. Be supportive of team members' thinking and views. Listen actively, and don't become defensive.
- Lead the team in accomplishing the task. Encourage participation by all members, while promoting maximum interaction.

- Maintain the team's direction and agenda. Promote discussion while maintaining control and avoiding needless debate among members. Refocus wandering discussion if necessary.
- Provide for maintenance of positive team relationships. This may mean surfacing and mediating any underlying conflicts and issues.
- Gatekeep. Ask for each member's opinion. Encourage quiet people without embarrassing them. At the same time, discourage overtalkers and dominant members. Monitor individual reactions.
- Promote a climate of openness and acceptance.
- Summarize major points.
- Finally, be flexible and maintain a good sense of humor. You, too, should enjoy yourself!

Cautions in Team Building

Team building takes time. Be aware that old behaviors and entrenched actions will not be turned around easily or even soon. Therefore, actions should be taken to regularly reward changes that are designed to move new behaviors and actions to a permanent level. Generally, the team development process should continue over a period of one to three years (Dyer, 1987:166).

People in power must support changes. As with any quality improvement movement, upper management should support the solutions to problems suggested by members as a result of team building activities. Upper management cannot ask subordinates to spend their time and energy wrestling with organizational problems, and then go about business as usual. Real management commitment is a prerequisite to team building activities (Dyer, 1987:166-167).

Involvement enhances commitment. Individual members will have a greater commitment to decisions, goals, and actions they have participated in developing. Managers who impose team building activities and then manipulate desired outcomes run the risk of long-term failure; team members will sense this manipulation. Team members should feel that they are honestly involved and that their ideas are being considered (Dyer, 1987:167).

Team building may need to be done more than once. Remember that team building is a continuing process. Because of on-going personnel turnover in the military,

team composition may dramatically change in just a few years. Changes can be in the leadership, agreements between departments, personalities, and even processes. As a result, the team may need *redefinition*. This means getting back to the basics of team building and redirecting team activities to reflect changing members or direction (Dyer, 1987:167; Hartzler and Henry, 1994:229-230).

Team building must be rewarded. There needs to be a formal reward system in place to convey the message that there is a payoff for team leaders and members who spend time in team building. If people are expected to spend time and energy building a productive team, they must see that the organization recognizes these efforts and is willing to reward them (Dyer, 1987:167).

A final note. . .

All of this makes sense, doesn't it? *Clearly defined mission and goals, clearly defined roles and responsibilities, open communication, and open conflict resolution* seem common sense when explained to anyone. Yet, how many times a day do you recognize some of the previously mentioned "bad" behaviors and actions in your team or organization?

As for the exercises, used at the right times for the right reasons, exercises can foster the learning of working in teams. Exercises can be used to stimulate the intuitive natures of team members. Exercises should help people feel good about themselves, while encouraging an awareness of team building activities. The following is a list of guidelines for choosing and tailoring exercises: (Nilson, 1993:xx-xxi)

- Be sure that chosen exercises fit with your *previously defined* objectives for team building. Further, the exercises should support the points you plan to make *later* during the team training.
- Be sure that chosen exercises can be done in the space and time available.
- Be sure you plan ahead—that is, know how to play, lead, and facilitate the exercise. If necessary, practice the exercise in advance.
- *Tailor* the exercise to your particular team.
- Analyze the exercise for potential trouble areas. Plan in advance how you will deal with these potential difficulties—complaints, sabotage, misunderstanding, showing off, etc.

- Build in some flexibility within the procedures of the exercise. Know which steps in the procedures you can safely modify without changing the intent or the lesson of the exercise.
- Remember that team members learn at different rates, have different emotional needs, take risks differently, and therefore, play differently. So allow yourself some training leeway in presentation of the exercise.

Finally, team building has become a prevalent management tool for team structures in both private industry and the DoD. Formal team building is the next step towards facilitating productive teamwork in “Quality Air Force” management, which is the Air Force’s coined term to describe its modern management methods. There are a number of authors and studies that focus on key characteristics of highly effective teams in an effort to increase team performance. By using these common characteristics of effective teams, it is possible to develop a team building program that is tailored to the unique requirements of various Air Force organizational teams. This guide is just an introduction to primarily instill an *awareness* of the importance of formal team building activities. And remember, you are also part of this adventure, so relax and enjoy the experience, too!



APPENDIX A:

Sample Assessments

Sample 1: Taken from Aeronautical System Center (ASC) Quality Office, Wright-Patterson Air Force Base, Ohio. This assessment was used in evaluating a team in the F-111 System Program Office (SPO). It was constructed by both the team building facilitator and the team leader in an effort to tailor the assessment to perceived areas of importance.

THE TEAM EFFECTIVENESS

Instructions: Indicate on the scales that follow your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. Goals and Objectives:

There is a lack of commonly understood goals and objectives.

1 2 3

4

5

6

7

Team members understand and agree on goals and objectives.

2. Utilization of Resources:

All member resources are recognized and/or utilized.

1 2 3

4

5

6

7

Member resources are fully recognized and utilized.

3. Trust and Conflict:

There is little trust among members, and conflict is evident.

1 2 3

4

5

6

7

There is a high degree of trust among members, and conflict is dealt with openly and worked through.

4. Leadership:

One person dominates, and leadership roles are not carried out or shared.

1 2 3

4

5

6

7

There is full participation in leadership; leadership roles are shared by members.

5. Control and Procedures:

There is little control, and there is a lack of procedures to guide team functioning.

1 2 3 4

There are effective procedures to guide team functioning, and members support these procedures.

5 6 7

6. Interpersonal Communications:

Communications between members are closed and guarded.

1 2 3 4

Communications between members are open and participative.

5 6 7

7. Problem Solving/Decision Making:

The team has no agreed-on approaches to problem solving and decision making.

1 2 3 4

The team has well-established and agreed-on approaches to problem solving and decision making.

5 6 7

8. Experimentation/Creativity:

The team is rigid and does not experiment with how things are done.

1 2 3 4

The team experiments with different ways of doing things and is creative in its approach.

5 6 7

9. Evaluation:

The group never evaluates its functioning or process.

1 2 3 4

The group often evaluates its functioning and process.

5 6 7

Sample 2: By Philip G. Hanson and Bernard Lubin, "Team Building As Group Development," *Organizational Development Journal*, Spring 1986.

HOW I SEE MY WORK UNIT OR TEAM

Instructions: Indicate on the scales that follow your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. Goals Setting:

Now	1	2	3	4	5	6	7	
Would like	1	2	3	4	5	6	7	
	Team goals set for us from above.				Team goals set by team, emerging through team interaction and agreement.			

2. Participation:

Now	1	2	3	4	5	6	7	
Would like	1	2	3	4	5	6	7	
	One or two people dominate, others silent or respond minimally.				All team members actively participate as the need arises.			

3. Feedback:

Now	1	2	3	4	5	6	7	
Would like	1	2	3	4	5	6	7	
	Little or no sharing about how well members are working together, or how they affect team effectiveness.				Members ask for and give feedback freely, share how they stand with each and how well they contribute to team effectiveness.			

4. Decision Making Locus:

Now	1	2	3	4	5	6	7	
Would like	1	2	3	4	5	6	7	
	Influential few push through decisions. Decisions made by supervisor.				All members are encouraged to participate in decisions; full agreement sought.			

5. Distribution of Leadership:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Much dependence on one or two members or leader to get things done. Others "wait and see" without much involvement.

Leadership distributed and shared among team members. Individuals contribute when their resources are needed.

6. Problem-Solving:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Little or no attempt to look at issues or problems. No real diagnosis of forces affecting team

Team diagnoses problem and team issues, and critiques its own effectiveness and all the forces affecting team functioning.

7. Handling Team Conflicts:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

No tolerance for expression of negative feelings or confrontation. Conflicts suppressed or "swept under the rug."

Negative feelings and tensions surfaced and confronted within team. Conflict is seen as potential source of creative team effort.

8. Utilizing Resources of Team Members:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Talents, skills, and experience of team members neither identified, sought out, nor given recognition.

Talents, skills, and experience of team members are fully identified, recognized, and utilized whenever appropriate.

Sample 3: By William G. Dyer. *Team Building: Issues and Alternatives*. Reading, Massachusetts: Addison-Wesley Publishing, 1987.

A TEAM-BUILDING CHECKLIST

I. Problem Identification: To what extent is there evidence of the following problems in your team?

Low Evidence	Some Evidence	High Evidence			
1	2	3	4	5	1. Loss of production or team output.
1	2	3	4	5	2. Grievances or complaints within the team.
1	2	3	4	5	3. Conflicts or hostility between team members.
1	2	3	4	5	4. Confusion about assignments or unclear relationships between people.
1	2	3	4	5	5. Lack of clear goals, or low commitment to goals.
1	2	3	4	5	6. Apathy or general lack of interest or involvement of team members.
1	2	3	4	5	7. Lack of motivation, risk taking, imagination, or taking initiative.
1	2	3	4	5	8. Ineffective staff meetings.
1	2	3	4	5	9. Problems in working with the boss.
1	2	3	4	5	10. Poor communications; people afraid to speak up, not listening to each other, or not talking together.
1	2	3	4	5	11. Lack of trust between boss and member or between members.
1	2	3	4	5	12. Decisions made that people do not understand or agree with.
1	2	3	4	5	13. People feel that good work is not recognized or rewarded.
1	2	3	4	5	14. People are not encouraged to work together in better team effort.

Scoring: Add up the score for the 14 items. If your score is between 14 and 28, there is little evidence your team needs team building. If your score is between 29 and 42, there is some evidence, but no immediate pressure, unless 2 or 3 items are very high. If your score is between 43 and 56, you should seriously think about planning the team-building program. If your score is over 56, then team building should be a top priority item for your team.

II. Are you (or your manager) prepared to start a team building program? Consider the following statements. To what extent do they apply to you or your department?

Low	2	Medium	3	4	High	
1	2	3	4	5		1. You are comfortable in sharing organizational leadership and decision making with subordinates and prefer to work in a participative atmosphere.
1	2	3	4	5		2. You see a high degree of interdependence as necessary among functions and workers in order to achieve your goals.
1	2	3	4	5		3. The external environment is highly variable and/or changing rapidly and you need the best thinking of all your staff to plan against these conditions.
1	2	3	4	5		4. You feel you need the input of your staff to plan major changes or develop new operating policies and procedures.
1	2	3	4	5		5. You feel that broad consultation among your people as a group in goals, decisions, and problems is necessary on a continuing basis.
1	2	3	4	5		6. Members of your management team are (or can become) compatible with each other and are able to create a collaborative rather than a competitive environment.
1	2	3	4	5		7. Members of your team are located close enough to meet together as needed.
1	2	3	4	5		8. You feel you need to rely on the ability and willingness of subordinates to resolve critical operating problems directly and in the best interest of the company or organization.
1	2	3	4	5		9. Formal communication channels are not sufficient for the timely exchange of essential information, views, and decisions among your team members.
1	2	3	4	5		10. Organization adaptation requires the use of such devices as project management, task forces, and/or ad hoc problem-solving groups to augment conventional organization structure.
1	2	3	4	5		11. You feel it is important to surface and deal with critical, albeit sensitive, issues that exist in your team.
1	2	3	4	5		12. You are prepared to look at your own role and performance with your team.

Low		Medium		High	
1	2	3	4	5	13. You feel there are operating or interpersonal problems that have remained unsolved too long and need the input from all group members.
1	2	3	4	5	14. You need an opportunity to meet with your people and set goals and develop commitment to these goals.

Scoring: If your total score is between 50 and 70, you are probably ready to go ahead with the team building program. If your score is between 35 and 49, you should probably talk the situation over with your team and others to see what would need to be done to get ready for team building. If your score is between 14 and 34, you are probably not prepared at the present time to start team building.

III. Should you use an outside consultant to help in the team building? (Circle the appropriate response.)

Yes	No	?	1. Does the manager feel comfortable in trying out something new and different with the staff?
Yes	No	?	2. Is the staff used to spending time in an outside location working on different issues of concern to the team?
Yes	No	?	3. Will group members speak up and give honest data?
Yes	No	?	4. Does your group generally work together without a lot of conflict or apathy?
Yes	No	?	5. Are you reasonably sure that the boss is not a major source of difficulty?
Yes	No	?	6. Is there a high commitment by the boss and unit members to achieve more effective team functioning?
Yes	No	?	7. Is the personal style of the boss and his/her management philosophy consistent with a team approach?
Yes	No	?	8. Do you feel you know enough about team building to begin a program without help?
Yes	No	?	9. Would your staff feel confident enough to begin a team building program without outside help?

Scoring: If you have circled 6 or more "Yes" responses, you probably do not need an outside consultant. If you have 4 or more "No" responses, you probably do need a consultant. If you have a mixture of "Yes," "No," and "?" responses, you should probably invite in a consultant to talk over the situation and make a joint decision.

Sample 4: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

PRE-TEAMWORK PERSONAL ASSESSMENT

Objective:

To get team members to face themselves as workers by individually completing a PERSONAL ASSESSMENT QUESTIONNAIRE.

Procedure:

Use this questionnaire at a team member orientation session as a handout to take back to one's office and complete. Suggest that trainees face themselves honestly so that they can both "give" and "receive" from the team. Use the completed questionnaires as background for a team meeting several days later.

Discussion:

At the team meeting after the self-assessments have been completed, start off with this question: "What did you learn about yourself from completing this questionnaire?" Trainees will probably start by telling each other the negatives—for example, "I'm not really a very good listener," "The reason I work is for the money," "I actually prefer to work alone." If this happens, let it go on for awhile, until you're convinced that they have faced themselves in terms of their perceived shortcomings. Then turn that session around to the positives, including making them see the positive side of their perceived negatives or a specific thing they can do to turn their negative into a positive. Conclude the questionnaire follow-up session by asking trainees to list about half a dozen key personal characteristics that will make their team get off to a good start, given the individuals who will be part of it.

Teams in the building stage require members who stop and think about their individual strengths and weaknesses. In teamwork, like no other kind of work, individuals are valued for who they are and what they can contribute to the team. Teamwork flourishes because of both what a person can give to the team and what a person gets from the team.

PERSONAL ASSESSMENT QUESTIONNAIRE

NOTES

1. How energetic am I?

2. What kinds of work assignments do I like?

3. Do I work best alone or in a group?

4. Do I work better slowly or quickly?

5. What is my preferred learning style?

6. Do I like to compete?

7. Do I prefer to lead or be led?

8. How much recognition do I need?

9. How do I respond to criticism?

10. Am I a good listener?

11. What do I like and dislike about this organization?

12. What are my strengths?

13. What are my weaknesses?



APPENDIX B: EXERCISES FOR

Defining Team Mission and Goals

Sample 1: By Peter R. Scholtes. *The Team Handbook*. Wisconsin: Joiner Associates, 1992.

DISCUSSING YOUR MISSION

Overview:

A team that understands its mission can determine its goals more easily. The primary purpose of this exercise, therefore, is to have a team explore its mission in depth. However, this is also a chance for members other than the team leader and quality advisor to get experience planning and facilitating meetings.

Two team members—and we suggest using people other than the team leader and quality advisor—plan and run a meeting to discuss the mission statement. The objectives are two-fold: to understand the mission, and to learn what planning and facilitating involve.

Procedure: (For the team members planning the meeting.)

1. *Plan the meeting.*

- Decide when and where the meeting will be held (if outside regular meeting time).
- Clarify roles: The two roles you must fill are facilitator and scribe. You may switch the roles during the meeting, but each turn should last at least 30 minutes. The facilitator runs the meeting, keeps the meeting focused, and moderates discussion. The scribe keeps track of time and records notes on flipcharts. (**Note:** You may ask the team leader or quality advisor to be an observer during the meeting. Observers evaluate the meeting process; they don't judge meeting content. You could also ask an observer to give you feedback on your skills as facilitator.)
- Select a warm-up exercise.
- Decide how to structure the meeting discussion. The procedure in the following section is offered as a guide.

2. *“Do” and “Check” the meeting and discussion.*
 - Carry out the plan, which is the “do” step in the Plan-Do-Check-Act cycle. Try to stay close to your agenda. Make sure you evaluate the meeting and review the discussions. This is the “check” step.

3. *Act on the team’s conclusions.*
 - Record what you learned about your mission, the conduct of meetings, and the various roles. File these records with other team documents. Send copies of the conclusions about your mission to the management guidance team. Either have the team leader discuss the issues with the management team or include this topic on the agenda of a joint meeting with the management team.

SUGGESTED MEETING FORMAT

Instructions: Use these suggestions to create an agenda appropriate for your team.

1. Have the team generate a list of criteria for a good mission statement. What do members think they should understand about a task before they can set proper goals for the project?

2. Have someone read and explain your team’s mission statement. (You may ask the team leader or the quality advisor to do this.)

3. Have the team discuss any of the following questions. Either write them on flipchart pages before the meeting and post these pages on the wall, or hand out prepared sheets. Ask only one question at a time. After the first three questions, you might divide the team into two smaller groups, give each small group a different question, have them discuss the question, and then report back to the other small group.
 - Is it clear what management expects of us?
 - Does our project cover only part of a larger process? Where do we fit in? Where does our part of the process start and end?
 - Are the boundaries of the project clear? What will be outside our jurisdiction?
 - Are the goals realistic?
 - What resources, inside or outside the department, will we need?
 - Will this project work? Does the mission fit in with our knowledge about the process or system?
 - Do we have the right people on this team to accomplish the mission?
 - What people not on the team will be crucial to our efforts?
 - Is it clear where this project fits into the organization’s overall improvement plan?

4. Summarize the team's reactions.
5. Compare your findings to the list of criteria you generated. Have you answered all your questions? Are there missing pieces? Can the quality advisor or team leader answer some of these questions?
6. Create an agenda. List time estimates for each exercise you include. Remember that the evaluation should address both what the team learned about the mission and what you learned about planning and running a meeting.
7. Determine supplies you will need. Will you need extra flipchart pads? paper? pens? markers? tape? Who is responsible for getting these supplies?

Sample 2: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

DESK DRAWER DIG

Objective:

To pool "artifacts" of the previous corporate culture found by team members in their file cabinets, on office walls, on bookshelves, in closets, in old briefcases, and in desk drawers in order to clarify what needs to be changed.

Procedure:

Establish a start date and end date, allowing several days of lapse time. At the end date, call all players together with their artifacts to describe past corporate culture as evidenced by these found objects. Use this time of surprises and "working backwards from the evidence" to make it clear to trainees what they are now developing *from*. Have trainees search their offices to find things that clearly represent the former company culture. (They might find things such as slide rules, tab cards, a Rolodex of customer addresses, a rotary dial telephone, a technical writing style manual, blueprints, a book on dressing for success, etc.)

Discussion:

At the meeting on the end date, ask trainees to place their artifacts on the table in front of them. Ask, "What did you find in you dig?"

This game is a take-off on an archaeological dig, whereby trainees search to produce artifacts that represent a past corporate culture. The dig is a way of helping trainees see more clearly the characteristics of old ways that either need to be abandoned, adapted, or carried forward into the new corporate team culture.

Sample 3: By Meg Hartzler and Jane E. Henry, Ph.D. *Team Fitness: A How-To Manual for Building a Winning Work Team*. Milwaukee, Wisconsin: ASQC Quality Press, 1994.

BOTTOM-UP GOAL SETTING

When To Use:

This is a proactive goal-setting process that is useful when there is no top-down strategic direction offered, or in areas where there is a strong desire for team autonomy and empowerment, an environment of self-direction. This also works in a strongly customer-supplier oriented enterprise, or when you are the top management team.

Time: Two to four hours, depending on the size of the team.

Materials: Goals and objectives from the previous time period (last quarter, last six months, and so forth), bigger picture organizational goals, objectives, strategies, and visions for the future.

Purpose/objectives:

- Provide guidance for daily actions for each team member.
- Ensure that actions and activities of team members are contributing to achieving the desired direction of the team.
- Clarify responsibilities between team members while creating synergy and support for common causes.

Warm-Up:

Do a one-hour visioning warm-up exercise to set a vision for the next year, or review a previously set vision for the team.

Main Procedure:

Each team member focuses on his or her own responsibilities, goals, and objectives for the period just past. Using that understanding of past activities that support the team, and the vision for the team's preferred future, each member writes suggested goals and objectives for themselves for the coming period.

Team members pair up and coach each other, listening and offering suggestions to strengthen and fine tune the goals and objectives originally written by each.

Each member then presents suggested goals and objectives to the team for further input.

After individual goals and objectives are finalized, the team writes collective goals and objectives that represent the overall work of the team.

Further Discussion:

If you are the top management team, plan how you will communicate these goals to others in your organization. Plan how you can gain buy-in from others. If you are one team in a larger organization, the team leader or manager presents team goals to the sponsor for validation or redirection, and to be incorporated into the goal setting for the larger organization.



APPENDIX C: EXERCISES FOR

Defining Team Member Roles

Sample 1: By Meg Hartzler and Jane E. Henry, Ph.D. *Team Fitness: A How-To Manual for Building a Winning Work Team*. Milwaukee, Wisconsin: ASQC Quality Press, 1994.

TRACKING THE WORK

When To Use:

This exercise is most effective in a large organization where the next department is the team's customer. It is particularly useful when there are several hand-offs in administrative areas, or when the work is sequential from person to person.

Time: Varies with the number of people and complexity of the interactions; approximately one-half day, with a scheduled follow-up.

Materials: Copies of work products, flip chart, masking tape, and marking pens.

Purpose/objectives:

- To understand the flow of work between departments.
- To understand the next department's needs and requirements for the team's work, and your needs and requirements from them.
- To clarify expectations and timelines.

Warm-Up:

The two department leaders open the meeting, offering some appropriate remarks; for example, "Sometimes we have conflict and crisis between our departments. We want to work together, but as we get caught up in our jobs and deadlines, we forget about the needs of our internal customers. Today we are going to track the flow of our work between the two departments and get clear on what is needed and what kinds of deadlines are required."

Main Procedure:

Ask people to arrange themselves as the work might flow. The first person who receives the work answers the following questions:

- Where does the work come from? (Another department, the telephone, the fax?)
- What do I do to it?
- Where do I put it?
- What must be included to be complete and accurate?
- What are my deadlines for completion? Leaders draw a flowchart on the flipchart. Put answers to the questions on Post-It[®] notes and stick to the flowchart as it grows.

This person passes the work to the next person who receives it. That second person answers the same questions.

This process continues until the whole process is diagrammed on the flowchart.

Then ask the following questions:

- Where are the glitches?
- What could we do to help you?
- What can you do to help us?
- Are there other people who could help us both? Who needs to be involved?
- What can we learn from being both customers and suppliers to each other?
- Are there ways to simplify the flow?

Problem solve the issues. Then, make plans for improvement. Afterwards, be sure to schedule a follow-up meeting to see how the plans are working.

Discussion:

Summarize the progress that has been made at this session. Review the action plans, timetables, and responsibilities. Ask for each person's reactions to the exercise. Are there other areas where this exercise would be useful?

Sample 2: By J. William Pfeiffer, Ph.D. *The Encyclopedia of Team Building Activities*. San Diego: Pfeiffer & Company, 1991. Originally by Patrick Doyle. Adopted from *The 1990 Annual: Developing Human Resources*, edited by J. William Pfeiffer. San Diego: University Associates, 1990.

SHARING ROLE PERCEPTIONS

Goals:

- To familiarize the team members with the various roles that exist in a team.
- To provide the team members with an opportunity to share perceptions of their roles in their team.
- To provide the team members with the opportunity to practice giving and receiving feedback.

Time: Approximately 1 hour and 15 minutes.

Materials:

- A copy of the SYMBOLS ROLE SHEET for each team member.
- A copy of the SYMBOLS INDIVIDUAL ROLE TABULATION SHEET for each team member.
- A pencil for each team member.
- Several pairs of scissors.
- A clipboard or other portable writing surface for each team member.
- A copy of the SYMBOLS TEAM ROLE TABULATION SHEET, prepared in advance on newsprint.
- A newsprint flipchart and a marker.
- Masking tape for posting newsprint.

Procedure:

The consultant introduces the goals of the activity with the following explanation: "Every team requires that certain roles be filled. In this activity, we are going to take a look at fifteen specific roles. As a result of this activity, you will have the opportunity to see how you view your own roles, how others see you, and how your team fulfills these functions."

Each team member is given a copy of the SYMBOLS ROLE SHEET, a pencil, and a clipboard or other portable writing surface. The consultant leads a discussion of the roles listed to ensure that the team members understand them before starting work on the activity.

The team members are instructed to work independently to assign the roles on the SYMBOLS ROLE SHEET.

After distributing a copy of the SYMBOLS INDIVIDUAL ROLE TABULATION SHEET to each team member, the consultant directs the team members to complete the first column, "How I See Myself," by checking off the roles to which they assigned themselves.

The consultant instructs the team members to cut apart the role sheet along the dashed lines and to distribute the resulting slips of paper to the people whose names are listed on them. The role sheets that have not been assigned to a particular individual are collected by the consultant. The team members are then instructed to complete the second column of the SYMBOLS INDIVIDUAL ROLE TABULATION SHEET, "How Others See Me" and to spend some time reflecting on the implications.

The consultant tallies the team roles on the prepared newsprint poster by having the team members read the results of their second columns aloud. Each team member has the opportunity to ask clarification questions, such as, "What do I do that leads others to put me in this role or that leads others not to see me in a role in which I see myself?"

Discussion:

The consultant leads a concluding discussion based on these questions:

- What were your feelings and thoughts as you assigned your fellow team members to roles? What were your feelings as you assigned yourself to roles?
- How did you feel about the roles you were assigned by others? What similarities and differences did you find between how you see yourself and how others see you? What roles would you like to fulfill?
- Under what circumstances do the members of your team compete for roles? Under what circumstances do you leave roles unfilled?
- How do these roles help the team accomplish its goals? What particular strengths or areas for team improvement do you see?
- What is one role each of you could fulfill right now to improve the team effort?

Additional discussion might focus on the roles not perceived as filled within the team and ways in which those functions could be (or are being) covered.

SYMBOLS ROLE SHEET

Instructions: These roles are to be assigned to members of your team, including yourself. Base your decisions on your own perceptions of how your team functions, considering factors such as a person's leadership ability, tasks, personality, and so on. A person may be assigned to more than one role, and certain roles may be left unfilled.

1. **Clarifier:** Interprets ideas or suggestions. Defines terms. Clarifies issues before the team. Clears up confusion.



2. **Compromiser:** Offers compromises that yield status when his or her ideas are involved in conflicts. Modifies in the interest of team cohesion or growth.



3. **Consensus Taker:** Asks to see whether the team is nearing a decision. "Sends up trial balloons" to test possible solutions.



4. **Encourager:** Is friendly, warm, and responsive to others. Indicates by facial expressions or remarks the acceptance of others' contributions.



5. **Follower:** Goes along with the movement of the team. Passively accepts the ideas of others. Serves as an audience in team discussion and decision making.



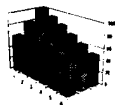
-
6. **Gatekeeper:** Helps to keep communication channels open. Facilitates the participation of others. Suggests procedures that permit sharing remarks.



-
7. **Harmonizer:** Attempts to reconcile disagreements. Reduces tension. Gets people to explore differences.



-
8. **Information Seeker:** Asks for factual clarification. Requests facts pertinent to the discussion.



-
9. **Informer:** Offers facts. Gives expression of feelings. Gives opinions.



-
10. **Initiator:** Proposes tasks, goals, or actions. Defines team problems. Suggests procedures.



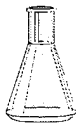
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11. **Opinion Seeker:** Asks for clarification of the values pertinent to the topic under discussion. Questions values involved in the alternative suggestions.



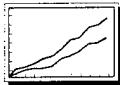
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12. **Orienter:** Defines the position of the team with respect to its goals. Points to departures from agreed-on directions or goals. Raises questions about the directions pursued in team discussions.



-
13. **Reality Tester:** Makes critical analyses of ideas. Tests ideas against data to see if the ideas would work.



-
14. **Standard Setter:** Expresses standards for the team to attempt to achieve. Applies standards in evaluating the quality of team processes.



-
15. **Summarizer:** Pulls together related ideas. Restates suggestions. Offers decisions of conclusions for the team to consider.



SYMBOLS INDIVIDUAL ROLE TABULATION SHEET

Instructions: Begin by completing the first column. Put a check mark next to each role that you assigned yourself. After the consultant distributes the role assignments made by your fellow team members, complete the second column by writing the number of times you were assigned a certain role by members of your team. When you have completed the second column, note the similarities and differences in the roles you assigned yourself and those assigned to you by your fellow team members.

	<u>How I See Myself</u>	<u>How Others See Me</u>
1. Clarifier:		
2. Compromiser:		
3. Consensus Taker:		
4. Encourager:		
5. Follower:		
6. Gatekeeper:		
7. Harmonizer:		
8. Information Seeker:		
9. Informer:		
10. Initiator:		
11. Opinion Seeker:		
12. Orienter:		
13. Reality Tester:		
14. Standard Setter:		
15. Summarizer:		

SYMBOLS TEAM ROLE TABULATION SHEET

Instructions To Consultant: Prepare newsprint in advance using the format provided. Adjust the number of columns so that all team members' names can be listed.

	<u>Name #1</u>	<u>Name #2</u>	<u>Name #3</u>	<u>Name #4</u>	<u>TOTAL</u>
1. Clarifier:					
2. Compromiser:					
3. Consensus Taker:					
4. Encourager:					
5. Follower:					
6. Gatekeeper:					
7. Harmonizer:					
8. Information Seeker:					
9. Informer:					
10. Initiator:					
11. Opinion Seeker:					
12. Orienter:					
13. Reality Tester:					
14. Standard Setter:					
15. Summarizer:					
TOTAL Number of ROLES:					

Sample 3: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

CASTING CALL

Objective:

To give employees a vehicle to focus on new roles and to feel important during changing times as teams are being formed from a previous hierarchical organization.

Procedure:

Adopt the metaphor of a theater casting call to focus on new roles for current employees. In a place central to the organization (such as on the manager's office door, beside the coffee pot, or above the copy machine), post a piece of flipchart paper on which you have the words "CASTING CALL!" in large letters. Down the left side of the page, list various names of roles you expect to find in the new team, such as ambassador, facilitator, quarterback, cheerleader, referee, or recorder. Around the perimeter, attach many 1-1/2 × 2-inch sticky notes, with your employees' first names on them, enough so that each employee gets 4 or 5 name stickers.

At a specified start date and by a specified finish date, ask employees to stick their own names next to the role or roles they'd like to play on the new team—in the new drama! Make this an open CASTING CALL! in which you emphasize that you're looking for talent and all contenders are welcome. Have an extra pad or two of sticky notes available if anyone needs more.

Discussion:

The question to be answered by each employee is, "What role(s) on the new team do I want to play?"

If you are changing your way of doing business from a top-down "vertical" organization chart, command-and-control kind of organization to a "horizontal" team-centered one, you can expect employees to show signs of resistance to change. Some will psychologically abandon their present work as they try to stay on top of the perceived sea of change. Wise managers will consciously develop ways of making employees feel especially needed, valued, and sought after during times of change—before their energies dissipate and enthusiasm wanes. Use this CASTING CALL to let your current employees know that you believe that they're the best source of talent you have, and that you want them to try out for new roles.

Materials:

Flipchart paper and several pads of 1-1/2 × 2-inch sticky notes.



APPENDIX D: EXERCISES FOR

Improving Communication Skills

Sample 1: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

GOOD FOR ME CHECKLIST

Objective:

To provide each team member with a self-administered assessment tally that functions as a behavior modification tool as team members learn to work together as a team.

Procedure:

Give each team member a GOOD FOR ME CHECKLIST to be used to record individuals' good team behaviors each day for one week. Repeat the exercise as many weeks as you need to as team members get used to team behavior.

Hand this out perhaps on a Friday, near the end of a team meeting or training session, for a Monday morning start. The benefits from this checklist are largely for the individual who fills it out, but the completed checklist can also be used as a foundation for a team meeting or discussion between a team member and a supervisor or team leader.

Suggest to trainees that these are some "good for me" behaviors they should try out: Identify a problem, identify a solution, verbally support another's effective actions, deal directly with someone who can fix a problem, share feelings with another, meet or exceed a standard, manage conflict, clarify something, share control, share leadership, accept criticism, act on feedback from someone, and give constructive feedback.

Discussion:

Ask trainees to pay special attention to the people whom they have helped, the people who made their own good actions possible, the systems support that they got or the systems that their actions improved, the procedures that they fixed, or the tasks that they performed with greater skill or impact.

Ask trainees to be aware of quality in both the content and the processes of their jobs during the week.

A new team member is faced with the monumental task of changing his or her thinking and way of doing work so that relationships, processes, and systems become more important than individually pleasing one's boss, isolated tasks, and narrowly defined job functions. People need to be encouraged to maintain their own personal integrity and standards of performance quality as they move toward excellence as a contributor to the team. This behavior modification tool can help individuals in this transition.

Materials:

The following GOOD FOR ME CHECKLIST for each trainee:

GOOD FOR ME CHECKLIST

Instructions: During this week, try to become aware of exactly what you are doing to make the team work better. Use this checklist to reward yourself for each specific good behavior. Give yourself a check mark every time you do something important to make the team function better. Do this every day for one week, taking a few minutes to take stock of your actions before lunch and before leaving for home at the end of the day. Accompany each check mark with a brief note about what you did. Add more items and more pages as appropriate, with check marks in the appropriate columns.

	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thu</u>	<u>Fri</u>	<u>NOTES:</u>
1. Asked for help.						
2. Took criticism.						
3. Provided feedback.						
4. Identified a problem.						
5. Solved a problem.						
6. Increased my skill level.						
7. Supported a team member.						
8. Accepted leadership.						
9. Gave up leadership.						
10. Complimented another's work.						
11. Facilitated a decision.						
12. Called a meeting.						

Sample 2: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

FIRST-AID KIT

Objective:

To use the metaphor of the First-Aid Kit to help team members get back on track with good communication and collaboration techniques if they've run into rough times.

Procedure:

The goal of this exercise is to have the power of the first-aid metaphor force trainees' thinking toward specific "items" that will help solve their communication problems. Facilitate an open discussion about these specifics, writing their solutions either on a transparency or on a flipchart. Suggest that trainees fill in the "first-aid items" that will be most useful to them personally on the paper copy and take it back to their workstations to post in a prominent place.

Discussion:

All questions should relate to techniques ("first-aid items") that will enhance communication and collaboration within the team. Accept any contributions as valid; expect such things as: Don't worry so much about numbers; lighten up; accept the fact that conflict is okay and just has to be managed; don't be afraid to admit a mistake; ask for help; listen better. Simply ask trainees, "What should we put in our First-Aid Kit to get our communication process back into good health?"

When communication has broken down, it's very hard to talk about good communication techniques. That's why depending on the extra psychological power of a metaphor is a good idea. Asking trainees to then select the most important items for themselves from the list constructed by everyone makes the exercise more personal. The combined effect of all of these subtle influences can help trainees to realize what they need to do in order to maintain and fine-tune communication within the team. As a trainer, never underestimate the power of subliminal messages—be on constant search for non-verbal, holistic, metaphoric, imaginative devices that tap into a learner's experience base to promote learning in non-traditional ways.

Materials:

An overhead transparency and washable marker; or a flipchart and markers.

Sample 3: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

NEW PLUMBING

Objective:

To provide the team with a way to think about communication channels, especially during times of change, such as new leadership or organizational restructuring.

Procedure:

Meet with the entire team—manager, team leader, and all support persons included—prepared to draw a “plumbing system” on a whiteboard or flipchart. Start with the idea of an open faucet or valve, a well or city water supply, and the concept of pipes, valves, heaters, pumps, traps, angles, solder, glue—all of the various parts of a plumbing system. Take the overall system concept wherever trainees lead you—a house plumbing system, a campsite plumbing system, a city water system. The only rule is that the water flow from source to outlet, and all parts are interconnected. Draw the plumbing system as trainees direct you—don’t draw it for them; draw it with them. Label parts as you draw.

Discussion:

Ask them to help you draw the best communication (plumbing) system for the team, filling in all of the formal and informal parts. Use the drawing process and the finished drawing to facilitate a discussion about how things should work around here and how the system should be designed to make that happen.

An interactive exercise like this can help reinforce the importance of “process.” It is especially appropriate to use when troubleshooting an important team process, such as communication. If teams are to function differently from business as usual, trainers will need to constantly reinforce the messages of expected team behavior through the kinds of training techniques they use.

Materials:

A whiteboard or flipchart and markers.



APPENDIX E: EXERCISES FOR Conflict Resolution

Sample 1: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

KILLER COMMENTS

Objective:

To exaggerate people's tendency to obstruct progress, in order for trainees to recognize "killer comments" and roles "from Hell," and therefore hopefully to avoid using them.

Procedure:

Make a 5 to 10 minute videotape of problem-solving role play using a real problem from the current work environment and employees as actors. Show this videotape to focus trainees' attention on what *not* to say during team learning and problem solving. During playback, have trainees compete against each other to see who can identify the most instances of killer comments and roles from Hell. Ask them to keep a tally of instances they identify as things people say to obstruct progress. Compliment the winner.

Write the video script around the dimensions of a current team problem, focusing on the steps required to solve the problem. Assign the "actors" various roles such as dictator, blocker, big talker, social director, quitter, finger-pointer, etc. Give each actor a problem-solving script, with instructions to go through the steps in a certain role. One person can assume more than one role. Suggest, in addition, that these typical killer comments be used during the taping: "We've never done it that way before;" "It's not in the budget;" "It's too early (late) for that;" "You'll never sell that to management;" "It's not my responsibility;" "Here we go again;" "Yes. . .but."

Discussion:

During playback, the question to be answered is, "How many instances can you find of things people say that obstruct progress?"

Use the video role play to amplify people's typical obstructive behavior during team problem solving. Killer comments and roles from Hell are easier to talk about when they are framed in the twice-distant structures of role play and video.

Materials:

A video of employee-actors playing roles that are obstructive during a problem-solving situation; pencil and paper for viewers to use during video playback.

Sample 2: By Meg Hartzler and Jane E. Henry, Ph.D. *Team Fitness: A How-To Manual for Building a Winning Work Team*. Milwaukee, Wisconsin: ASQC Quality Press, 1994.

IF-THEN-THEN

When To Use:

To spell out what values look like in different scenarios and what kinds of behaviors will be in evidence when the values are being considered.

Time: 2 hours.

Materials: Flip chart and colored markers.

Purpose/objectives:

- To help team members see how the values of the team help determine daily actions and activities.
- To clarify acceptable and unacceptable behaviors.
- To act as a guide for daily decisions in unclear areas.

Warm-Up:

Explain that the values usually describe how we wish to be seen by the customer and help establish the boundaries between what is good and acceptable to do and what the team would reject or not respect. We need to get clear about our team's values and specific about how they apply to the team's work. This will help ensure that behaviors are appropriate as tasks are being accomplished.

First, we will look at the values upon which we agree. Then we will talk about our strategy in making those values active. We also will discuss what it would look like to work from those values.

Main Procedure:

Team members brainstorm the values each would like the team to hold.

After the list is complete, each team member marks five values they see as particularly important. The top three or four are adopted as shared values—those that are most common and agreed upon by team members.

Each of the shared values is examined, using the following format to guide the analysis:

IF we desired to work with. . .	THEN our strategy is. . .	THEN our behavior looks like. . .
Honesty. . .	Don't fudge when communicating with the customer.	Real delivery dates.
	Provide direct feedback of results and impact on each other.	No gossiping. Facts and data given. Work through glitches together. Surface potential problems as quickly as possible.
	Leadership makes decisions from complete information.	Bad news and good news both given. Messengers not shot.

Both value statements and behavior descriptions should be agreed to by consensus of the team.

Discussion:

The strategies and descriptions become agreements the team has put in place. They provide a basis for discussion to determine how to handle gray areas and conflicts.



APPENDIX F:

Warm-Up Exercises

Out of the five **Exercise Manuals** cited in **Appendix G: Recommended Reading**, only one—Peter Scholtes' *The Team Handbook*—specifically addresses the importance of warm-up exercises. In addition, Scholtes also gives examples of simple and popular warm-up exercises, of which include the following:

- **Team Member Introductions** – As the name implies, team members introduce themselves to the group. Topics for introduction include: name, current job title, what they like best about their job, what they find most challenging, why they were chosen for the team, and what contribution they could make. This exercise is appropriate for the first team meeting.
- **Paired Introductions** – Pair up unacquainted members of the group. Have each member ask the other questions to get to know one another, such as:
 - What is your name?
 - What is your current job?
 - How long have you been in the service?
 - What do you like best about your job?
 - Do you have a family? Do you have any children?
 - What are your hobbies?

Afterwards, have one partner introduce the other to the rest of the team members. Again, this exercise is appropriate for the first team meeting.

- **Superlatives** – After the team members have been exposed to each other for a period of time, ask them to decide on a superlative adjective (e.g., youngest, tallest, baldest, motherliest, etc.) to describe them in contrast to the other team members. Afterwards, have each team member share his or her adjective and reasons, testing the accuracy of people's perceptions.
- **Team Name** – A simple introductory warm-up exercise is having the team decide on an informal name of the group—to give the group *identity* at the start of the training. Have each team member decide on at least five names for the team. Afterwards, consolidate and discuss the suggestions, culminating in a formal vote. Alternatively, you can have the team “sleep on it” and decide on the team name at the next meeting.

- **Hopes and Concerns** – Have the team members think about their *hopes* for the team building workshop, and their *concerns* about the outcome. Encourage them to think as broadly as possible. After individual reflection, pair up members of the team and have the partners share their answers. Then, have each pair share its answers with the group. Visually record all responses (on a board or flipchart). When all pairs are done, have the entire team reflect on the responses, and ask what the team can do to facilitate these *hopes*, address the *concerns*, and avoid any negative behaviors.

- **Member Mapping** – In preparation for this warm-up exercise, find or draw a map of the building, office, or operation area the team is studying. Post the map on the wall *before* the meeting. Then, have each member initial where he or she works. After everyone has done so, have the team study and reflect on the resulting, asking questions such as:
 - Are there any patterns?
 - How do members' roles interact?
 - Are there any significant departments or functions that are *not* represented in the current team?
 - Are there any significant departments or functions that are *over*represented in the current team?
 - How else can the map be useful to the team?

- **Group Conversation** – Start a group conversation with an incomplete sentence, such as:
 - Anybody will work hard if. . .
 - I would like to be. . .
 - Nothing is so frustrating as. . .
 - Ten years from now, I. . .
 - Every winning team needs. . .
 - I take pride in. . .
 - If I could change one thing about my job, it would be. . .

Have one team member start the group in the conversation of one topic, focusing on actual experiences and on the abstract principle. Alternatively, break the team into groups of two or three members, and have each group do one topic. Afterwards, have each group report its responses to the entire team.

- **Draw an Ideal Office/Shop** – Distribute paper and markers, and give each team member 5 to 10 minutes to draw an ideal office, shop floor, or other appropriate working environment. Afterwards, tape all the drawings on the wall and invite the team to view them. Then, discuss the drawings and the ideas they represent. Guide the group discussion to issues of quality, productivity, problem areas, what is right about the current set-up, etc.



APPENDIX G:

Recommended Reading

Books . . .

1. Aubrey, Charles A. and Patricia K. Felkins. *Teamwork: Involving People in Quality and Productivity Improvement*. Milwaukee, Wisconsin: Quality Press, 1988.
2. Buchholz, Steve and Thomas Roth. *Creating The High-Performance Team*. New York: John Wiley & Sons, 1987.
3. Dyer, William G. *Team Building: Issues and Alternatives*. Reading, Massachusetts: Addison-Wesley Publishing, 1987.

Exercise Manuals . . .

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Appendix B: Delphi Experts

1. Lt Col (Sel) T. Scott Graham
Quality Advisor to the Commandant
Air Force Institute of Technology
AFIT/QI
2950 P Street
Wright-Patterson AFB, OH 45433-7765
2. Ms. Rita Cochran
Quality Education Instructor/Developer
88 MSS/DPETQ
2335 7th Street, Room 2248
Wright-Patterson AFB, OH 45433-7806
3. Mr. Martin Meeks
Quality Education Instructor/Developer
88 MSS/DPETQ
2335 7th Street, Room 2248
Wright-Patterson AFB, OH 45433-7806
4. Mrs. Sande Staub
Quality Education Instructor/Developer
88 MSS/DPETQ
2335 7th Street, Room 2248
Wright-Patterson AFB, OH 45433-7806
5. Mrs. Rachel Webb
Quality Education Instructor/Developer
88 MSS/DPETQ
2335 7th Street, Room 2248
Wright-Patterson AFB, OH 45433-7806
6. Mr. David West
Quality Education Instructor/Developer
88 MSS/DPETQ
2335 7th Street, Room 2248
Wright-Patterson AFB, OH 45433-7806

Appendix C: Round One Delphi Letter/Inquiry Form

Dear Wright-Patterson Campus Participant:

First of all, let me thank you for agreeing to participate in this Air Force Institute of Technology (AFIT) Delphi investigation. This inquiry is part of my research effort to develop an *introductory guide to team building*. You were asked to participate in this important research because your experience and insight qualify you as an “expert” and “practitioner” in the dynamic field of team building. Your comments will be compiled with those of other experts/practitioners through the systematic Delphi process to improve the attached team building guide. By subjecting the guide to your critical views, I hope to arrive at a consensus as to what information the guide should contain.

The attached Delphi inquiry seeks your personal opinions. Please complete the inquiry at your leisure; however, your immediate response would expedite the research effort (i.e., preferably *within one week*). Once completed, call me at AFIT (255-7777, extension 2136 [voice mail]), and I will come by and personally retrieve your package.

Once the responses from the first round of inquiry are compiled, a *second* Delphi inquiry will be given to you. Therefore, **please save the team building guide (draft)**, as you may wish to refer back to it when answering the second inquiry.

Any additional comments, suggestions, and ideas regarding this research effort are welcomed and encouraged. The last question of the inquiry is for this purpose.

In closing, I sincerely appreciate your willingness to assist in this research effort by making room for this study in your busy schedule. Your expertise and assistance in my research is invaluable. If you have any questions, please do not hesitate to call me at AFIT (voice mail), or at 754-4555 (home). You may also contact me via email at: rgozum@afit.af.mil. Thank you.

ROY M. GOZUM, Captain, USAF
Graduate School of Logistics and
Acquisition Management,
Air Force Institute of Technology

Attachments:

1. *An Air Force Guide to Team Building*
2. Delphi Inquiry–Round 1

DELPHI INQUIRY-ROUND 1

(If necessary, please use the back of the pages for continuing comments.)

1. Keeping in mind that this is an *introductory guide*, what information critical to the process of team building did you feel was **OMITTED**? Where do you think the best place for discussion of this material would be?

-
2. What information critical to the process of team building did you feel was **COVERED INADEQUATELY**? How would you recommend presenting this information?

3. What knowledge in the guide did you feel was **UNNECESSARY**? Why?

4. What are your **OVERALL FEELINGS** concerning the information and exercises presented in the **APPENDICES**? Too many samples? Not enough? Inappropriate?

5. What would you recommend to **IMPROVE** the guide? (This includes formatting, organization, visual aesthetics, etc.)

-
6. In general, what are your **OVERALL FEELINGS** of the guide? Do you think it is a good representation of an introductory guide to team building?

7. Please use this final page to make any addition comments, suggestions, and ideas you feel could help make the guide useable and helpful to team organizations.

DELPHI INQUIRY ROUND 1—COMPILED FEEDBACK

Question 1: Keeping in mind that this is an *introductory guide*, what information critical to the process of team building did you feel was **OMITTED**? Where do you think the best place for discussion of this material would be?

Feedback:

1. Stages of Team Building: Form, Storm, Norm, Perform, Transform. Awareness needed up front before conflict arises. Understanding that all stages will be reached and is normal.
2. Identification of key roles held in average teams (e.g., team leader, scribe, recorder, timekeeper, facilitator).
3. Nothing.
4. There are *long-duration* teams (e.g., long-tasking, natural work group teams, or whole-process/wide scope teams), and there are *short-duration* teams (e.g., problem-solving, short-tasking, etc.). Is there a distinction in how they should be “upgraded” through training? How?
5. Turnover: What is the impact of substitutes (for “members”) or turnover (permanent loss) of original group members.
6. For an *introductory* guide, I felt the basic information was included.
7. There is much more information regarding team building. The reader should be aware that this is an introductory guide. (And you did make this point throughout.)

Question 2: What information critical to the process of team building did you feel was **COVERED INADEQUATELY**? How would you recommend presenting this information?

Feedback:

1. More on why teams failed so as to prevent failure of teams in the future.
2. (Introduction) The term “team structures” is not clearly presented. It is difficult to determine exactly what is meant by the term. I believe that team structure is the who, what, where, when, why, and how a team will operate.
3. The transition on Page 7 between *Steps 1, 2, 3, & 4* is confusing. I’m not sure if *Assessment* is part of the steps, or is it a new section?
4. (Page 11-12) Roles and Tasks of Facilitator: The intro paragraph is good. The bullets that follow are not consistent with the roles as taught/explained in classes taught by most of the campuses (Wright-Patt Campus in particular) in AFMC. The bullets are very consistent with the roles of the team leader, not the facilitator.
5. Distinction between *team leader* and *facilitator* roles. Note: Wright-Patt Campus “facilitator” course focuses on the “human elements” of team building behavior in groups and “facilitator” as a secondary narrow focus authority figure. (Old AFLC approach.) ASD used the term “facilitator” to refer to people who were “instructors” and conducted team meetings—effectively a team or meeting leader, per se. The term “facilitator” must be defined—and some position taken. (Suggest you follow the position taken and definitions used in the literature you use.)
6. May want to put a transition between the 4 steps and the “Assessment” section. Unclear.

Question 3: What knowledge in the guide did you feel was **UNNECESSARY**? Why?

Feedback:

1. Maybe a little so much regarding evolution of teams. Good information though.
2. Nothing really.
3. Nothing.
4. Nothing. I personally liked how brief the sections were.
5. Nothing. Hit all the basics.
6. Nothing.

Question 4: What are your **OVERALL FEELINGS** concerning the information and exercises presented in the **APPENDICES**? Too many samples? Not enough? Inappropriate?

Feedback:

1. How did you arrive at these particular exercises vs. all others? Was it based upon something you read, you personally liked these best, what?
2. There are lots of other exercises out there. Perhaps you could direct the reader to the other sources within category. For example, Defining Team Member Roles: "For other useful exercises within this particular category, see. . .," and here you could put actual citations, or page number and bibliography reference number, or something. This way, you allow the reader a series of options if they cannot tailor those exercises you gave them to their organization's needs.
3. Can never have too many samples. One exercise that works for one group may not work for others. Must be flexible and have "Plan B" as a back-up on short notice. Teams should be aware of alternative examples. Many books of exercises available.
4. For long-term, permanent teams, you have enough for starters, but more follow-on exercises (possibly graded for the maturity of the team) would be useful. Suggest references to expand the exercise list (by edition, page, and exercise name); maybe 5 to 10 as you see fit.
5. The team assessments were interesting. I especially liked the idea of personal assessments used in conjunction with the team assessment. Sometimes that is not stressed, but should be.
6. There must be hundreds of exercises available. But how are you supposed to get a representative sample? Suggest you put references to other samples for the reader.
7. More exercises would be useful. Also need to emphasize the importance of choosing exercises that fit the needs and purposes of the team. (Noticed you mentioned earlier—good.)
8. For the samples that you have, excellent! Liked "Sharing Role Perceptions" *package*, and how you made it easy to reproduce.
9. I liked the idea of your "Recommend Reading" section, but there are many other (more current) resources available.

Question 5: What would you recommend to **IMPROVE** the guide? (This includes formatting, organization, visual aesthetics, etc.)

Feedback:

1. Format was great. Easy to read.
2. Well thought out.
3. (Page 6) The model listed appears to be a problem-solving model applied to an issue within the team, not a model for team building.
4. You will contribute greatly to Air Force performance if you comment on “process owners” as members of function level teams. (When the boss speaks, everyone takes it as the “last word” syndrome.)
5. Nothing. The guide was a good introduction to team building and very easy to read in one setting.
6. Liked the use of headings and styles to break up the reading.
7. The format was great, and showed a logical thought process in the Table of Contents.
8. Is there a way to tab the appendices (for easy reference)?
9. The fonts and length of the sections were good. The section of the evolution of teams may be a bit long, but good background info.

Question 6: In general, what are your **OVERALL FEELINGS** of the guide? Do you think it is a good representation of an introductory guide to team building?

Feedback:

1. Yes—I would add, of course, the items mentioned earlier in the survey.
2. You have given this document a lot of attention, and it shows. You should feel good about this.
3. Good job. I liked it.
4. Yes—a nice, solid effort.
5. This draft guide shows the amount of time and effort you put in. You can be proud of it. Will we see the final product?

6. Overall, this is a good introductory guide to team building. You might want to stress the importance for further “understanding” by seeking us “experts” in the field as a potential source of more detailed information.
7. Well done!
8. Needs a few minor changes, but overall, good work!

Question 7: Please use this final page to make any addition comments, suggestions, and ideas you feel could help make the guide useable and helpful to team organizations.

Feedback:

1. Icebreaker should always have something that will reveal something personal about one’s self (i.e., self-disclosure). This helps with a bonding of teams to realize these people have another interest besides work. May see a whole new person than originally perceived.
2. I really like the idea of having teams do a diagnosis of their team status and individual status.
3. I was initially “overwhelmed” at the length of the guide, but noticed the majority was appendices. Will people read the entire guide?
4. Good exercises—“Good For Me Checklist,” “Killer Comments,” and “If-Then-Then.”
5. Joiner’s *Team Handbook* [by Peter R. Scholtes] is an excellent reference.
6. As a guidebook, perhaps the format should be less formal—within project format guidelines, of course.
7. Distinguish (differentiate as needed as per literature) between needs of short-term “task forces” and long-term projects or natural work teams.
8. Nice table of attributes.
9. Define facilitator and facilitator’s role.

Appendix E: Round Two Delphi Letter/Inquiry Form

Dear Wright-Patterson Campus Participant:

First of all, let me thank you for completing the first round of the Air Force Institute of Technology (AFIT) Delphi investigation. If you recall, one purpose of my research is to develop an *introductory guide to team building*. In the first round of inquiry, you were asked to provide feedback on the draft version of *An Air Force Guide to Team Building*. Needless to say, your comments were valuable.

For this second round of inquiry, I have attached a summary of the first round results, which are the comments from the other experts/practitioners. Following the summary results is the *second Delphi inquiry*. **Please complete the inquiry within one week of receipt.**

This will conclude your involvement in this research. If you have any questions, please do not hesitate to call me at AFIT at 255-7777, extension 2136 (voice mail), or at 754-4555 (home). You may also contact me via email at: rgozum@afit.af.mil.

Again, thank you for your time and contributions towards this research.

ROY M. GOZUM, Captain, USAF
Graduate School of Logistics and
Acquisition Management,
Air Force Institute of Technology

Attachments:

1. Delphi Round 1 Feedback Summary
2. Delphi Inquiry-Round 2

DELPHI INQUIRY-ROUND 2

(If necessary, please use the back of the pages for continuing comments.)

1. Having read the comments of the other experts/practitioners, what comments do you most **AGREE WITH**? Identify by question number and feedback number (e.g., for Question #1, Feedback #4, write **Q1F4**). Beside your responses, please add any of your personal thoughts.

-
2. What comments do you most **DISAGREE WITH**? Again, identify by question number and feedback number (e.g., **Q1F4**). Why?

3. What **CHANGES** do you believe are **NECESSARY** to be made in the guide to maximize its usefulness? Why?

-
4. Have you **CHANGED YOUR MIND** regarding any of your comments from the first round? If so, which ones? Why?

5. Please use this final page to make any addition comments, suggestions, and ideas you feel could help make the guide useable and helpful to team organizations.

DELPHI INQUIRY ROUND 2—COMPILED FEEDBACK

Question 1: Having read the comments of the other experts/practitioners, what comments do you most **AGREE WITH**? Identify by question number and feedback number (e.g., for Question #1, Feedback #4, write **Q1F4**). Beside your responses, please add any of your personal thoughts.

Feedback:

1. Q1F1. Not a bad idea, but for a team *building* guide?
2. Q1F2.
3. (2) Q1F4.
4. Q1F6. After our conversation [explanation of the research objective of developing an introductory guide], the basic information is included and presented well in an easy-to-read format.
5. Q1F6. I agree.
6. Q1F6.
7. Q1F7. Considering Q1F6, this is a good point.
8. Q2F1.
9. (3) Q2F3.
10. Q2F5.
11. Q2F6. Very similar to Q2F3.
12. (3) Q3F1.
13. (2) Q3F3.
14. (3) Q3F4.
15. Q3F5.
16. (2) Q4F1.
17. (5) Q4F2.
18. (5) Q4F3.

19. (2) Q4F4. [Very similar to Q4F2.]
20. (3) Q4F5.
21. (4) Q4F6.
22. Q4F6. I think it's evident that more exercises (or at least references to more) is needed.
23. (4) Q4F7.
24. (2) Q4F8.
25. (4) Q4F9.
26. (3) Q5F1.
27. (3) Q5F2.
28. (4) Q5F5.
29. (3) Q5F6.
30. (2) Q5F7.
31. (4) Q6F2.
32. Q6F2. Yes. Good job.
33. (3) Q6F4.
34. (3) Q6F5.
35. Q6F5. When will the final guide be out?
36. (3) Q6F6.
37. Q6F6. Got to keep us working.
38. (2) Q6F8.
39. Q7F1.
40. (4) Q7F2.
41. (2) Q7F5.
42. Q7F8. Shows the amount of work you put in. Good work.
43. (5) Q7F8.

Question 2: What comments do you most **DISAGREE WITH**? Again, identify by question number and feedback number (e.g., **Q1F4**). Why?

Feedback:

1. Q1F1. Not all teams (like permanent teams) will go through these stages in the team building process. Maybe good for background info, but not for this guide.
2. Q2F2.
3. Q2F2. I think "team structures" is a generic term. This is important (for the facilitator and the team leader), but defining in such a narrow focus may be to "narrow" of a distinction for your purposes.
4. Q2F2. This did not even occur to me.
5. Q2F3. (Minor point.) I understood the transition to *Assessment*, but maybe a small transition could be useful.
6. Q2F4. Again, I think the distinction may not be necessary for your purposes. Team leaders in some cases *is* be the facilitator. I found the bullets to be consistent for both.
7. (2) Q2F4.
8. Q2F4. Your presentation of this concept was good. I disagree with this [comment]. The bullets represent what a facilitator and team leader should do.
9. Q2F5. [See feedback #6.]
10. Q2F6. [See feedback #5.]
11. Q3F1.
12. Q3F1. I thought the information was good background information. I learned something.
13. Q5F3. I disagree. This is a basic model representing the typical process. I think Dyer's model may still be used.
14. (2) Q5F3.
15. Q5F4. *Functional* level teams? For an introductory guide?
16. Q7F3. I think people will read the guide, since the "meat" is only about 15 pages. Plus, your table of contents is basically a reference guide.
17. Q7F6. Less formal than this?
18. Q7F6. I think the tone is good. If you go "less formal," it may sound too simplistic.
19. (2) Q7F9. I thought you did?

Question 3: What **CHANGES** do you believe are **NECESSARY** to be made in the guide to maximize its usefulness? Why?

Feedback:

1. (2) It's clear that the other experts wanted more exercises.
2. More samples. As one of your experts said, "Can never have too many."
3. Q4F6. I think it's evident that more exercises (or at least references to more) is needed.
4. Your guide is ready.
5. I think you just need references to more current exercises. The facilitator will make the ultimate decision on which ones he/she will use. That's about it.

Question 4: Have you **CHANGED YOUR MIND** regarding any of your comments from the first round? If so, which ones? Why?

Feedback:

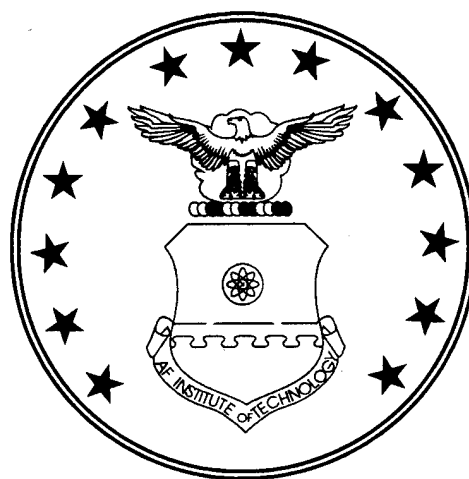
1. (4) No.
2. Not really.

Question 5: Please use this final page to make any addition comments, suggestions, and ideas you feel could help make the guide useable and helpful to team organizations.

Feedback:

1. (3) None.
2. Looks like you have a good (and concise) guide for Air Force team leaders!
3. Overall, the guide looks good. Very informative for the team building novice.
4. You have a winner. Nice work!

AN AIR FORCE GUIDE TO TEAM BUILDING



Prepared by

Roy M. Gozum
Captain, USAF

Air Force Institute of Technology
Wright-Patterson Air Force Base, Ohio

September 1995



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AN AIR FORCE GUIDE TO TEAM BUILDING

Introduction

I think you will agree that formal organizational *teams* are prevalent in the Air Force today. Instead of being constructed on individual abilities and roles, the modern Air Force organization is based on formal teams. Generally, teams are being used to accomplish modern task demands that almost always exceed the capabilities of single individuals. In addition, modern organizations are becoming less hierarchical and more participative in both structure and operating philosophy. Being exposed to the Aeronautical Systems Center (ASC) here at Wright-Patterson Air Force Base, teams—in the form of Integrated Product Teams (IPTs) and action teams in and among all system program offices—are everywhere. As team structures become larger, more complex, and permanent, managers are realizing the need for *formal* team building education. *Team building* should serve to facilitate an environment for effective and productive teamwork. By overlooking such team building education, Air Force organizations run the risk of not fully utilizing its *human* resources.

As alluded to earlier, with formal teams becoming more and more essential to organizations, formal team building programs should be in place to ensure that the organization supports productive teamwork. However, I would argue that most Department of Defense (DoD) organizations overlook the importance of such formal team building programs. William G. Dyer, Dean of the College of Business and Graduate School of Management at Brigham Young University, is a strong advocate of team building. He conducted research of managers and members of teams in a variety of organizations. As expected, all conceded the importance of teamwork. Despite this consensus, however, Dyer's research revealed that 25% of these individuals had never completed any regular program of team building (9:3-5). If the lack of formal team building programs is a perceived problem in the commercial business sector, then it is

probably more of a problem in the DoD. During these times of force drawdowns and decreasing budgets (doing *more* with *less*), any information promoting the effective use of current resources is valuable. I believe the information contained in this guide is valuable in this respect.

This guide. . .

First of all, this guide is written under the premise that its readers understand the importance of teams. (Why else would they be reading this guide?) Therefore, this guide will initially describe the evolution of formal team building programs. In doing so, this guide examines common characteristics of highly effective teams. Once identified, these characteristics can serve as a framework in the development of a team building program—that is, after certain areas are identified (through an assessment) as needing team building activities, team building education can be implemented to improve these areas.

Keep in mind. . .

This is an *introductory* guide to team building. There have been numerous (and rather lengthy) *books* written on the subject of team building and associated activities and exercises. Consequently, this guide is designed to give its readers a general knowledge of team building and its relative importance in most formal organizational training programs. Further, you will not become an expert in such a dynamic field after reading this guide. Rather, you should gain the *awareness* of team building's general concepts and the intent of such formal training activities. For further in-depth reading on team building concepts and more references to current exercises, see **Appendix F:**

Recommended Reading.

Evolution of Team Building

Even though teams have been used for thousands of years (dating back to at least 4000 B.C., with the Egyptians demonstrating the ability to formally organize and control groups to achieve large tasks, such as the construction of the Great Pyramids), it is only

in the present century that work teams have been studied by behavioral scientists as a focus in their own right. Teams in the private sector existed in many forms for a number of years—for example, operations research teams in the 1940s and project management teams in the 1960s. In addition, the study of behavior in small groups has been a social psychology issue for quite some time. By combining this study of behavior with the increasing use of teams, *team building* emerged from the Organization Development movement in response to managerial interests in improving the effectiveness of teams (5:278-279; 8:286; 9:20-22).

The basic objective of team building is to improve the effectiveness of work teams within organizations (4:148). Team building is an intervention strategy, offering techniques to improve interpersonal relationships and a group's ability to deal with itself and its external environment. Team building is intended to help a group evolve into a cohesive unit whose members trust and support one another and respect one another's individual differences (23:204-205; 28:1-2). As a result, team building is somewhat concerned with the dynamics of group behavior, in addition to the structure and productivity of teams themselves.

As team structures gradually became larger and more complex, corporate management and behavioral scientists realized the need for some sort of formal team building education. Team building programs were developed to facilitate an environment for productive teamwork. Initially, employees were sent to outside consulting firms to receive such training. However, corporate management eventually found that it was more cost effective to develop its own internal team building education program. Team building within an organization was first implemented for workers, but soon became popular among managers and executives (16:4-5). Today, the concentration on group and team building is so great that according to *Training* magazine's *Industry Report of 1990*, corporate America budgeted over \$227 million on team-related training programs (14:58). Likewise, according to another survey of network managers, the key to team project effectiveness is to give staff members specialized training in group dynamics and team building. At McDonnell Douglas Aerospace Information Services Company, for

example, all employees receive training in team building and group dynamics as part of the firm's quality improvement program (10:24).

With private industry heavily committed to Total Quality Management (TQM) to maintain competitive advantages, the DoD was sure to follow suit—not only with implementing TQM, but also implementing formal team building as well. The DoD's *Total Quality Management Guide* states that team building training is critical when jobs being done require interdependence among the people working on the job (7). Generally, the more varied the backgrounds and responsibilities of team members—which is typical in the military, the greater the need for team building education to ensure that the people can and will work together smoothly (23:205). Hence, team building was viewed as a management tool to deal with the group dynamics of team organizations.

Characteristics of Effective Teams

In reviewing only a sample of the literature available, a number of authors and scholars attempted to determine what characteristics are extremely valuable in creating a highly effective team. A summary of particular authors and what they believe to be critical characteristics in creating a highly effective team is presented in **Figure 1**.

Based on the summary in **Figure 1**, one can see that no two authors totally agree on what characteristics are valuable in creating effective teams. However, in reviewing their responses, there are certain characteristics that are common among them.

Specifically, these common characteristics are:

- (1) Clearly defined team mission and goals
- (2) Clearly defined team member roles and responsibilities
- (3) Open communication
- (4) Open conflict resolution

(**Note:** If the authors' list of valuable characteristics included any of these four common characteristics, they were listed in the middle column of **Figure 1**. The remaining characteristics noted by the authors were listed in the right column.)

<u>Author(s)</u>	<u>Common Characteristics</u>	<u>Other Characteristics</u>
Aubrey and Felkins (1988)	<ul style="list-style-type: none"> • <i>Understanding of goals</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Understanding of organization • Understanding of work unit • Understanding of group norms • Member initiative
Buchholz and Roth (1987)	<ul style="list-style-type: none"> • <i>Clearly defined goals</i> • <i>Aligned in purpose</i> • <i>High and open communication</i> 	<ul style="list-style-type: none"> • Shared responsibility • Focused on task • Participative leadership • Future focused • Creative talents
Dyer (1987)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Clearly understood roles and responsibilities</i> • <i>Focused on task</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • High group participation
Hanson and Lubin (1986)	<ul style="list-style-type: none"> • <i>Shared purpose and common goals</i> • <i>Open communication</i> • <i>Open conflict resolution</i> • <i>Clearly defined member roles</i> 	<ul style="list-style-type: none"> • Awareness of its processes • Observable spirit and energy • Responsive to change • Climate of trust
Hartzler and Henry (1994)	<ul style="list-style-type: none"> • <i>Clearly defined team purpose</i> • <i>Clearly defined member roles</i> • <i>Open communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Capitalize on member strengths • Observable spirit and energy
Kazemek (1991)	<ul style="list-style-type: none"> • <i>Understood team goals and objectives</i> • <i>Clearly understood roles and responsibilities</i> • <i>Open, participatory communication</i> • <i>Open conflict resolution</i> 	<ul style="list-style-type: none"> • Defined team procedures • Shared leadership roles • Creativity encouraged
Merry and Allerhand (1977)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Freely expressed feelings</i> 	<ul style="list-style-type: none"> • High group participation • Participative leadership • Consensus in decisions • Trust in members • Creativity encouraged
Nicholas (1990)	<ul style="list-style-type: none"> • <i>Effective communication</i> • <i>Resolution of group conflict</i> • <i>Clear team purpose</i> • <i>Clear team member roles</i> 	<ul style="list-style-type: none"> • Creativity among members • Trusting, supporting atmosphere

Figure 1. Summary of Valuable Characteristics in Creating an Effective Team.

Pfeiffer (1991)	<ul style="list-style-type: none"> • <i>Role clarification</i> • <i>Defined purpose</i> • <i>Team-Member relationships</i> 	<ul style="list-style-type: none"> • Team effectiveness • Feedback
Pickett (1987)	<ul style="list-style-type: none"> • <i>Clear goals and mission</i> • <i>Clearly defined roles and responsibilities</i> • <i>Open communication</i> 	<ul style="list-style-type: none"> • High group interaction • High interpersonal skills • Clearly defined procedures and processes
Scholtes (1988)	<ul style="list-style-type: none"> • <i>Clarity in team goals</i> • <i>Clearly defined member roles</i> • <i>Awareness of group interactions</i> • <i>Clear communication</i> 	<ul style="list-style-type: none"> • Established ground rules • Use of scientific approaches • Well defined decision procedures
Shonk (1982)	<ul style="list-style-type: none"> • <i>Clear goals</i> • <i>Clear responsibilities</i> • <i>Clear communication</i> • <i>Resolution of interpersonal conflicts</i> 	<ul style="list-style-type: none"> • Established ground rules • High group participation • High member commitment

Figure 1 (continued). Summary of Valuable Characteristics.

Evidently, there is a consensus as to these four primary characteristics of effective teams. Based on this general consensus, these four characteristics can theoretically serve as a framework in the further development of a team building program.

It's as "easy" as 1, 2, 3, 4

In reviewing the literature concerning the area of formal team building programs, it seems that every author has his or her own *model* of the typical team building process. For example, Figure 2 is a depiction of Dyer's *Team Building Cycle*:

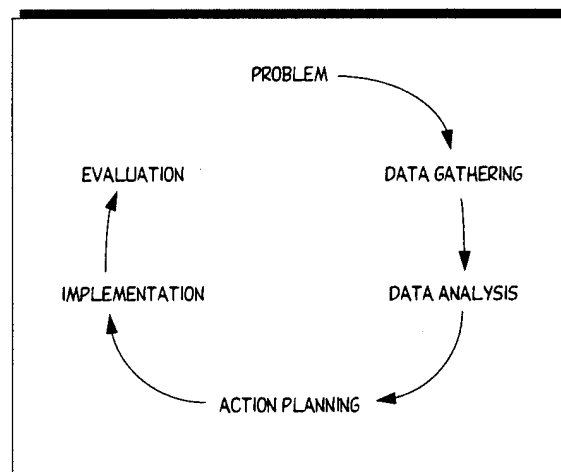


Figure 2. Dyer's *Team Building Cycle*.

Another example is J. William Pfeiffer's model of the team building process, in which he states that there are four primary phases:

- Phase 1: **Sensing**
- Phase 2: **Diagnosing**
- Phase 3: **Resolving Identified Issues**
- Phase 4: **Following Through**

Without explicitly defining what each of Dyer's six stages or Pfeiffer's four phases entails, one can see some commonality between the models. This can also be concluded for other models in the literature, such as those prescribed by Scholtes, Hartzler and Henry, Buchholz, Buller, and so forth. Basically, the following steps encompass the essential elements (which are italicized) of previous models in the literature:

- Step 1:** *Assess your current position. This includes an assessment of individual team members and the team itself.*
- Step 2:** *Based on the above assessment, develop a team building program that is tailored to the unique requirements of your team.*
- Step 3:** *Conduct the team building program.*
- Step 4:** *Periodically reassess your position to provide feedback on the team building program through follow-up sessions.*

Now, with these four basic steps outlined, we begin with the assessment. . .

An Assessment

"You have to know where you are to get where you want to be." Prior to embarking on any team building program, you have to first assess your current position. Therefore, it is wise to start with a "snapshot" of your team at present. This entails gathering data (on both the team's strengths and weaknesses) to identify a (perceived) problem or deficiency facing the team. After analyzing the data, team building efforts and activities can be focused and tailored to specific areas needing attention. **Appendix A: Sample Assessments** contains four examples of such assessments. The first three samples are intended to assess the team as a whole, while the fourth sample is intended to

assess the individual team members. By administering the individual assessment prior to the team assessment, members can identify their own weaknesses, and more importantly, their strengths that they contribute to the team (12:11-13).

A Note on Choosing Exercises

When choosing any exercise for your specific purpose, remember that these exercises should *not* be substituted for formal courses or in-depth and carefully designed team building training programs. Exercises should be used in conjunction with (i.e., to complement) proper instruction. Exercises are meant to facilitate the tough job of learning to work in teams, and possibly make the experience more memorable and fun (26:xx). When used at the right times for the right reasons, exercises can foster the learning of working in teams. Exercises are used to stimulate the intuitive natures of team members, while helping people feel good about themselves and encouraging an awareness of team building. The following is a list of guidelines for choosing and tailoring exercises: (26:xx-xxi)

- Be sure that chosen exercises fit with your *previously defined* objectives for team building. Further, the exercises should support the points you plan to make *later* during the team training.
- Be sure that chosen exercises can be done in the space and time available.
- Be sure you plan ahead—that is, know how to play, lead, and facilitate the exercise. If necessary, practice the exercise in advance.
- *Tailor* the exercise to your particular team.
- Analyze the exercise for potential trouble areas. Plan in advance how you will deal with these potential difficulties—complaints, sabotage, misunderstanding, showing off, etc.
- Build in some flexibility within the procedures of the exercise. Know which steps in the procedures you can safely modify without changing the intent or the lesson of the exercise.
- Remember that team members learn at different rates, have different emotional needs, take risks differently, and therefore, play differently. So allow yourself some training leeway in presentation of the exercise.

Finally, the exercises presented in the various appendices to this guide were subjectively chosen, simply due to the fact that they appeared to be the most enjoyable for the participants. For *other* useful exercises to improve any of the four areas of highly

effective teams, please refer to the *exercise manuals* in **Appendix G: Recommended Reading**. All of these manuals are easy to use, with the exercises divided into sections to improve specific aspects of team behavior and processes.

Clarity of Team Mission & Goals

A team functions best when its members understand the team's mission and goals. Defining a clear mission statement is paramount to any team's success, since these decisions affect all other subsequent team decisions and actions (1:1-2). In his book, *The Team Handbook*, Peter Scholtes describes the ideal team as one in which its members agree on the team's mission and work together to resolve disagreements. Further, the team has a clear vision and steadily progresses towards its goals. Its members understand the purposes of individual steps, meetings, discussions, and decisions. Possible indicators of trouble in this area include:

- Frequent switches in directions
- Frequent arguments about what the team should do next
- Feelings that the project is too big or inappropriate
- Frustration at the lack of progress
- Excessive questioning of each decision or action taken

If team members feel that they do not understand or simply do not know the team's mission and goals, try working through exercises such as those featured in **Appendix B: Exercises For Defining Team Mission & Goals**. The first two sample exercises deal with the perceptions of changed missions or goals, while the third sample is an exercise for members to actually develop specific goals for the team. Be sure to emphasize the right of each team member to ask questions about a decision or event until satisfied with the answers (30:6.10-6.11). For more useful exercises, please refer to the exercise manuals in **Appendix G**. [Note: For a sample of well-defined, corporate mission statements, see *The Mission Statement Book* by Jeffrey Abrahams. This book contains 301 detailed corporate mission statements from America's top companies.]

Clarity of Team Member Roles & Responsibilities

Teams operate efficiently when everyone's talents are utilized towards the team's mission and goals. To accomplish this, all members must understand their roles and responsibilities. Further, all members should know who is responsible for what issues and tasks. Consequently, the ideal team has formally designated roles and responsibilities. Its members understand which roles belong to one individual and which roles are shared. Possible indicators of trouble in this area include:

- Roles and duty assignments that result from a pecking order
- Confusion over who is responsible for what
- People getting stuck with the same tedious tasks

In an effort to clearly define member roles and responsibilities, try working through exercises such as those featured in **Appendix C: Exercises For Defining Team Member Roles & Responsibilities**. Be sure to discuss role descriptions. The facilitator should also discuss what duties are assigned, how they are assigned, and how they can be changed. A consensus should be reached as to the roles within the team (30:6.12-6.13). Finally, for more useful exercises, please refer to the exercise manuals in **Appendix G**.

Improving Communication Skills

Information passing "well" between team members is essential to the success of any team. This point cannot be overemphasized. Therefore, team members should strive to speak with clarity and directness, while actively listening to others. Avoid interrupting and talking when others are speaking. Possible indicators of trouble in this area include:

- Poor speaking skills
- Members are unable to say what they really feel
- Bullying statements ("What you don't understand is. . .")
- Discounting statements ("That's not important. What's worse is. . .")

To develop communication skills and to recognize problems that result from poor communication, try working through exercises such as those featured in **Appendix D: Exercises For Improving Communication Skills**. Consider having observers (team members or outsiders) watch the group and give honest feedback on communication

dynamics within the team (30:6.13-6.15). Again, for more useful exercises, please refer to the exercise manuals in **Appendix G**. Finally, for those who desire more insight into this complicated aspect of teams, *Communicating in Organizations: A Cultural Approach* by Gerald L. Pepper is an excellent reference that explores an organization's cultural perspective on its communication networks.

Facilitating Conflict Resolution

Sometimes, it can be observed that the basic problem within a team is highly disruptive conflict and concealed hostility. In some cases, feelings of animosity between individuals or between "cliques" have escalated to the point where people—who must work together—do not speak to each other; for example, office communication is primarily through memos, even though everyone is located in the same work area. Such conflicts and associated behaviors are very detrimental to the team and should be addressed immediately. In an effective and productive team when conflict occurs, time should be taken to identify the cause(s) and the subsequent actions to *openly* deal with the identified problems *before* such conflict affects team performance.

To facilitate conflict resolution, try working through exercises such as those featured in **Appendix E: Exercises For Conflict Resolution**. Note that having effective communication within a team is often a solution to other team behavioral deficiencies. In this case, effective communication among team members is very conducive for open conflict resolution (9:109-111,118). For more useful exercises, please refer to the exercise manuals in **Appendix G**.

Don't Forget To Warm Up!

Several of the exercise manuals featured in **Appendix G** address the importance of warm-up exercises. It is not uncommon for team members to come into meetings with distractions. As Peter Scholtes commented, "Just as it is important to stretch muscles before physical exercise, people should stretch their minds before each meeting" (30:7.2). A warm-up exercise allows team members to gradually focus on the task at hand.

Further, warm-up exercises allow members to let go of their “official” roles, and permit everyone to meet as equals for the purpose of team building. Warm-up exercises, however, are not appropriate for every group. Therefore, the facilitator should ask, “Does this warm-up exercise challenge the team to a new experience without making them too uncomfortable?”

When using a warm-up for the first time, remember to describe the exercise to the team and then be the first to do it. Finally, warm-ups are meant to be fun to facilitate further learning in the team building workshop (30:7.2-7.9).

Plan For Follow-Up

Team building is an on-going process—not an event. Many formal team building efforts have failed, not because the initial session was ineffective, but because the lack of clear follow-up sessions. These follow-up sessions serve as *feedback* to the team. There must be specific methods (e.g., metrics) for following up team building initiatives, and also some form of continuing goal setting for improved performance. Follow-up sessions provide the opportunity to again assess the team’s position to determine (1) what has been done, (2) what still needs to be done, and (3) what elements of the team building program/plan need to be revised or abandoned (9:88-90; 12:xiii-xvi).

Identifying specific methods implies identifying particular characteristics of improvement. Once these characteristics are identified, specific (and preferably quantified) measures must be defined to gauge the team’s progress. By doing so, the team will know if it is achieving the designated goals of the team building efforts (26:175-176). For a more detailed explanation of training feedback and possible methods of measurement, Lester T. Shapiro’s *Training Effectiveness Handbook* is another good reference that discusses the design, delivery, and more importantly, the evaluation of formal training programs. “*What gets measured is what gets done.*”

Roles & Tasks of a Facilitator

It is not uncommon for teams to use a designated facilitator to conduct team building training. A facilitator is a neutral person (insider or outsider) who concentrates on the process (versus the content) the team is using to do its work towards accomplishing its goals. It is important that the facilitator remains impartial to the team leader and team members; the *entire* team is the focus. The following is a list of tips on how to help your team as a facilitator: (12:235-237; 24:206)

- Lead by example and make suggestions that help others to do so.
- Participate without dominating. Be supportive of team members' thinking and views. Listen actively, and don't become defensive.
- Lead the team in accomplishing the task. Encourage participation by all members, while promoting maximum interaction.
- Maintain the team's direction and agenda. Promote discussion while maintaining control and avoiding needless debate among members. Refocus wandering discussion if necessary.
- Provide for maintenance of positive team relationships. This may mean surfacing and mediating any underlying conflicts and issues.
- Gatekeep. Ask for each member's opinion. Encourage quiet people without embarrassing them. At the same time, discourage overtalkers and dominant members. Monitor individual reactions.
- Promote a climate of openness and acceptance.
- Summarize major points.
- Finally, be flexible and maintain a good sense of humor. You, too, should enjoy yourself!

Cautions in Team Building

Team building takes time. Be aware that old behaviors and entrenched actions will not be turned around easily or even soon. Therefore, actions should be taken to regularly reward changes that are designed to move new behaviors and actions to a permanent level. Generally, the team development process should continue over a period of one to three years (9:166).

People in power must support changes. As with any quality improvement movement, upper management should support the solutions to problems suggested by members as a result of team building activities. Upper management cannot ask

subordinates to spend their time and energy wrestling with organizational problems, and then go about business as usual. Real management commitment is a prerequisite to team building activities (9:166-167).

Involvement enhances commitment. Individual members will have a greater commitment to decisions, goals, and actions they have participated in developing. Managers who impose team building activities and then manipulate desired outcomes run the risk of long-term failure; team members will sense this manipulation. Team members should feel that they are honestly involved and that their ideas are being considered (9:167).

Team building may need to be done more than once. Remember that team building is a continuing process. Because of on-going personnel turnover in the military, team composition may dramatically change in just a few years. Changes can be in the leadership, agreements between departments, personalities, and even processes. As a result, the team may need *redefinition*. This means getting back to the basics of team building and redirecting team activities to reflect changing members or direction (9:167; 12:229-230).

Team building must be rewarded. There needs to be a formal reward system in place to convey the message that there is a payoff for team leaders and members who spend time in team building. If people are expected to spend time and energy building a productive team, they must see that the organization recognizes these efforts and is willing to reward them (9:167).

A final note. . .

All of this makes sense, doesn't it? *Clearly defined mission and goals, clearly defined roles and responsibilities, open communication, and open conflict resolution* seem common sense when explained to anyone. Yet, how many times a day do you recognize some of the previously mentioned "bad" behaviors and actions in your team or organization?

The idea of formally looking at one's team behaviors and processes is new for most people because it is something that teams usually do not do. Team building forces the group to look at whatever issues its members consider important, and then plans for how it will handle these issues and perform its work (24:204-205). Team building is an effective management tool for organizational teams in both private industry and the DoD. Formal team building is the next step towards facilitating productive teamwork in "Quality Air Force" management, which is the Air Force's coined term to describe its modern management methods. There are a number of authors and studies that focus on key characteristics of highly effective teams in an effort to increase team performance. By using these common characteristics of effective teams, it is possible to develop a team building program that is tailored to the unique requirements of various Air Force organizational teams. This guide is just an introduction to primarily instill an *awareness* of the importance of formal team building education. And remember, you are also part of this adventure, so relax and enjoy the experience, too!



APPENDIX A:
Sample Assessments

Sample 1: Taken from Aeronautical System Center (ASC) Quality Office, Wright-Patterson Air Force Base, Ohio. This assessment was used in evaluating a team in the F-111 System Program Office (SPO). It was constructed by both the team building facilitator and the team leader in an effort to tailor the assessment to perceived areas of importance.

THE TEAM EFFECTIVENESS

Instructions: Indicate on the scales that follow your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. Goals and Objectives:

There is a lack of commonly understood goals and objectives.

1 2 3

4

Team members understand and agree on goals and objectives.

5 6 7

2. Utilization of Resources:

All member resources are recognized and/or utilized.

1 2 3

4

Member resources are fully recognized and utilized.

5 6 7

3. Trust and Conflict:

There is little trust among members, and conflict is evident.

1 2 3

4

There is a high degree of trust among members, and conflict is dealt with openly and worked through.

5 6 7

4. Leadership:

One person dominates, and leadership roles are not carried out or shared.

1 2 3

4

There is full participation in leadership; leadership roles are shared by members.

5 6 7

5. Control and Procedures:

There is little control, and there is a lack of procedures to guide team functioning.

1 2 3 4

There are effective procedures to guide team functioning, and members support these procedures.

5 6 7

6. Interpersonal Communications:

Communications between members are closed and guarded.

1 2 3 4

Communications between members are open and participative.

5 6 7

7. Problem Solving/Decision Making:

The team has no agreed-on approaches to problem solving and decision making.

1 2 3 4

The team has well-established and agreed-on approaches to problem solving and decision making.

5 6 7

8. Experimentation/Creativity:

The team is rigid and does not experiment with how things are done.

1 2 3 4

The team experiments with different ways of doing things and is creative in its approach.

5 6 7

9. Evaluation:

The group never evaluates its functioning or process.

1 2 3 4

The group often evaluates its functioning and process.

5 6 7

Sample 2: By Philip G. Hanson and Bernard Lubin, "Team Building As Group Development," *Organizational Development Journal*, Spring 1986.

HOW I SEE MY WORK UNIT OR TEAM

Instructions: Indicate on the scales that follow your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. Goals Setting:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Team goals set for us from above.

Team goals set by team, emerging through team interaction and agreement.

2. Participation:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

One or two people dominate, others silent or respond minimally.

All team members actively participate as the need arises.

3. Feedback:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Little or no sharing about how well members are working together, or how they affect team effectiveness.

Members ask for and give feedback freely, share how they stand with each and how well they contribute to team effectiveness.

4. Decision Making Locus:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Influential few push through decisions. Decisions made by supervisor.

All members are encouraged to participate in decisions; full agreement sought.

5. Distribution of Leadership:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Much dependence on one or two members or leader to get things done. Others "wait and see" without much involvement.

Leadership distributed and shared among team members. Individuals contribute when their resources are needed.

6. Problem-Solving:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Little or no attempt to look at issues or problems. No real diagnosis of forces affecting team

Team diagnoses problem and team issues, and critiques its own effectiveness and all the forces affecting team functioning.

7. Handling Team Conflicts:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

No tolerance for expression of negative feelings or confrontation. Conflicts suppressed or "swept under the rug."

Negative feelings and tensions surfaced and confronted within team. Conflict is seen as potential source of creative team effort.

8. Utilizing Resources of Team Members:

Now	1	2	3	4	5	6	7
Would like	1	2	3	4	5	6	7

Talents, skills, and experience of team members neither identified, sought out, nor given recognition.

Talents, skills, and experience of team members are fully identified, recognized, and utilized whenever appropriate.

Sample 3: By William G. Dyer. *Team Building: Issues and Alternatives*. Reading, Massachusetts: Addison-Wesley Publishing, 1987.

A TEAM-BUILDING CHECKLIST

I. Problem Identification: To what extent is there evidence of the following problems in your team?

	Low Evidence	Some Evidence	High Evidence		
1	2	3	4	5	1. Loss of production or team output.
1	2	3	4	5	2. Grievances or complaints within the team.
1	2	3	4	5	3. Conflicts or hostility between team members.
1	2	3	4	5	4. Confusion about assignments or unclear relationships between people.
1	2	3	4	5	5. Lack of clear goals, or low commitment to goals.
1	2	3	4	5	6. Apathy or general lack of interest or involvement of team members.
1	2	3	4	5	7. Lack of motivation, risk taking, imagination, or taking initiative.
1	2	3	4	5	8. Ineffective staff meetings.
1	2	3	4	5	9. Problems in working with the boss.
1	2	3	4	5	10. Poor communications; people afraid to speak up, not listening to each other, or not talking together.
1	2	3	4	5	11. Lack of trust between boss and member or between members.
1	2	3	4	5	12. Decisions made that people do not understand or agree with.
1	2	3	4	5	13. People feel that good work is not recognized or rewarded.
1	2	3	4	5	14. People are not encouraged to work together in better team effort.

Scoring: Add up the score for the 14 items. If your score is between 14 and 28, there is little evidence your team needs team building. If your score is between 29 and 42, there is some evidence, but no immediate pressure, unless 2 or 3 items are very high. If your score is between 43 and 56, you should seriously think about planning the team-building program. If your score is over 56, then team building should be a top priority item for your team.

II. Are you (or your manager) prepared to start a team building program? Consider the following statements. To what extent do they apply to you or your department?

Low		Medium		High	
1	2	3	4	5	1. You are comfortable in sharing organizational leadership and decision making with subordinates and prefer to work in a participative atmosphere.
1	2	3	4	5	2. You see a high degree of interdependence as necessary among functions and workers in order to achieve your goals.
1	2	3	4	5	3. The external environment is highly variable and/or changing rapidly and you need the best thinking of all your staff to plan against these conditions.
1	2	3	4	5	4. You feel you need the input of your staff to plan major changes or develop new operating policies and procedures.
1	2	3	4	5	5. You feel that broad consultation among your people as a group in goals, decisions, and problems is necessary on a continuing basis.
1	2	3	4	5	6. Members of your management team are (or can become) compatible with each other and are able to create a collaborative rather than a competitive environment.
1	2	3	4	5	7. Members of your team are located close enough to meet together as needed.
1	2	3	4	5	8. You feel you need to rely on the ability and willingness of subordinates to resolve critical operating problems directly and in the best interest of the company or organization.
1	2	3	4	5	9. Formal communication channels are not sufficient for the timely exchange of essential information, views, and decisions among your team members.
1	2	3	4	5	10. Organization adaptation requires the use of such devices as project management, task forces, and/or ad hoc problem-solving groups to augment conventional organization structure.
1	2	3	4	5	11. You feel it is important to surface and deal with critical, albeit sensitive, issues that exist in your team.
1	2	3	4	5	12. You are prepared to look at your own role and performance with your team.

Low		Medium		High		
1	2	3	4	5		
1	2	3	4	5	13.	You feel there are operating or interpersonal problems that have remained unsolved too long and need the input from all group members.
1	2	3	4	5	14.	You need an opportunity to meet with your people and set goals and develop commitment to these goals.

Scoring: If your total score is between 50 and 70, you are probably ready to go ahead with the team building program. If your score is between 35 and 49, you should probably talk the situation over with your team and others to see what would need to be done to get ready for team building. If your score is between 14 and 34, you are probably not prepared at the present time to start team building.

III. Should you use an outside consultant to help in the team building? (Circle the appropriate response.)

Yes	No	?	1.	Does the manager feel comfortable in trying out something new and different with the staff?
Yes	No	?	2.	Is the staff used to spending time in an outside location working on different issues of concern to the team?
Yes	No	?	3.	Will group members speak up and give honest data?
Yes	No	?	4.	Does your group generally work together without a lot of conflict or apathy?
Yes	No	?	5.	Are you reasonably sure that the boss is not a major source of difficulty?
Yes	No	?	6.	Is there a high commitment by the boss and unit members to achieve more effective team functioning?
Yes	No	?	7.	Is the personal style of the boss and his/her management philosophy consistent with a team approach?
Yes	No	?	8.	Do you feel you know enough about team building to begin a program without help?
Yes	No	?	9.	Would your staff feel confident enough to begin a team building program without outside help?

Scoring: If you have circled 6 or more "Yes" responses, you probably do not need an outside consultant. If you have 4 or more "No" responses, you probably do need a consultant. If you have a mixture of "Yes," "No," and "?" responses, you should probably invite in a consultant to talk over the situation and make a joint decision.

Sample 4: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

PRE-TEAMWORK PERSONAL ASSESSMENT

Objective:

To get team members to face themselves as workers by individually completing a PERSONAL ASSESSMENT QUESTIONNAIRE.

Procedure:

Use this questionnaire at a team member orientation session as a handout to take back to one's office and complete. Suggest that trainees face themselves honestly so that they can both "give" and "receive" from the team. Use the completed questionnaires as background for a team meeting several days later.

Discussion:

At the team meeting after the self-assessments have been completed, start off with this question: "What did you learn about yourself from completing this questionnaire?" Trainees will probably start by telling each other the negatives—for example, "I'm not really a very good listener," "The reason I work is for the money," "I actually prefer to work alone." If this happens, let it go on for awhile, until you're convinced that they have faced themselves in terms of their perceived shortcomings. Then turn that session around to the positives, including making them see the positive side of their perceived negatives or a specific thing they can do to turn their negative into a positive. Conclude the questionnaire follow-up session by asking trainees to list about half a dozen key personal characteristics that will make their team get off to a good start, given the individuals who will be part of it.

Teams in the building stage require members who stop and think about their individual strengths and weaknesses. In teamwork, like no other kind of work, individuals are valued for who they are and what they can contribute to the team. Teamwork flourishes because of both what a person can give to the team and what a person gets from the team.

PERSONAL ASSESSMENT QUESTIONNAIRE

NOTES

1. How energetic am I?

2. What kinds of work assignments do I like?

3. Do I work best alone or in a group?

4. Do I work better slowly or quickly?

5. What is my preferred learning style?

6. Do I like to compete?

7. Do I prefer to lead or be led?

8. How much recognition do I need?

9. How do I respond to criticism?

10. Am I a good listener?

11. What do I like and dislike about this organization?

12. What are my strengths?

13. What are my weaknesses?



APPENDIX B: EXERCISES FOR

Defining Team Mission and Goals

Sample 1: By Peter R. Scholtes. *The Team Handbook*. Wisconsin: Joiner Associates, 1992.

DISCUSSING YOUR MISSION

Overview:

A team that understands its mission can determine its goals more easily. The primary purpose of this exercise, therefore, is to have a team explore its mission in depth. However, this is also a chance for members other than the team leader and quality advisor to get experience planning and facilitating meetings.

Two team members—and we suggest using people other than the team leader and quality advisor—plan and run a meeting to discuss the mission statement. The objectives are two-fold: to understand the mission, and to learn what planning and facilitating involve.

Procedure: (For the team members planning the meeting.)

1. *Plan the meeting.*

- Decide when and where the meeting will be held (if outside regular meeting time).
- Clarify roles: The two roles you must fill are facilitator and scribe. You may switch the roles during the meeting, but each turn should last at least 30 minutes. The facilitator runs the meeting, keeps the meeting focused, and moderates discussion. The scribe keeps track of time and records notes on flipcharts. (**Note:** You may ask the team leader or quality advisor to be an observer during the meeting. Observers evaluate the meeting process; they don't judge meeting content. You could also ask an observer to give you feedback on your skills as facilitator.)
- Select a warm-up exercise.
- Decide how to structure the meeting discussion. The procedure in the following section is offered as a guide.

2. *“Do” and “Check” the meeting and discussion.*
 - Carry out the plan, which is the “do” step in the Plan-Do-Check-Act cycle. Try to stay close to your agenda. Make sure you evaluate the meeting and review the discussions. This is the “check” step.

3. *Act on the team’s conclusions.*
 - Record what you learned about your mission, the conduct of meetings, and the various roles. File these records with other team documents. Send copies of the conclusions about your mission to the management guidance team. Either have the team leader discuss the issues with the management team or include this topic on the agenda of a joint meeting with the management team.

SUGGESTED MEETING FORMAT

Instructions: Use these suggestions to create an agenda appropriate for your team.

1. Have the team generate a list of criteria for a good mission statement. What do members think they should understand about a task before they can set proper goals for the project?

2. Have someone read and explain your team’s mission statement. (You may ask the team leader or the quality advisor to do this.)

3. Have the team discuss any of the following questions. Either write them on flipchart pages before the meeting and post these pages on the wall, or hand out prepared sheets. Ask only one question at a time. After the first three questions, you might divide the team into two smaller groups, give each small group a different question, have them discuss the question, and then report back to the other small group.
 - Is it clear what management expects of us?
 - Does our project cover only part of a larger process? Where do we fit in? Where does our part of the process start and end?
 - Are the boundaries of the project clear? What will be outside our jurisdiction?
 - Are the goals realistic?
 - What resources, inside or outside the department, will we need?
 - Will this project work? Does the mission fit in with our knowledge about the process or system?
 - Do we have the right people on this team to accomplish the mission?
 - What people not on the team will be crucial to our efforts?
 - Is it clear where this project fits into the organization’s overall improvement plan?

4. Summarize the team's reactions.
5. Compare your findings to the list of criteria you generated. Have you answered all your questions? Are there missing pieces? Can the quality advisor or team leader answer some of these questions?
6. Create an agenda. List time estimates for each exercise you include. Remember that the evaluation should address both what the team learned about the mission and what you learned about planning and running a meeting.
7. Determine supplies you will need. Will you need extra flipchart pads? paper? pens? markers? tape? Who is responsible for getting these supplies?

Sample 2: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

DESK DRAWER DIG

Objective:

To pool "artifacts" of the previous corporate culture found by team members in their file cabinets, on office walls, on bookshelves, in closets, in old briefcases, and in desk drawers in order to clarify what needs to be changed.

Procedure:

Establish a start date and end date, allowing several days of lapse time. At the end date, call all players together with their artifacts to describe past corporate culture as evidenced by these found objects. Use this time of surprises and "working backwards from the evidence" to make it clear to trainees what they are now developing *from*. Have trainees search their offices to find things that clearly represent the former company culture. (They might find things such as slide rules, tab cards, a Rolodex of customer addresses, a rotary dial telephone, a technical writing style manual, blueprints, a book on dressing for success, etc.)

Discussion:

At the meeting on the end date, ask trainees to place their artifacts on the table in front of them. Ask, "What did you find in you dig?"

This game is a take-off on an archaeological dig, whereby trainees search to produce artifacts that represent a past corporate culture. The dig is a way of helping trainees see more clearly the characteristics of old ways that either need to be abandoned, adapted, or carried forward into the new corporate team culture.

Sample 3: By Meg Hartzler and Jane E. Henry, Ph.D. *Team Fitness: A How-To Manual for Building a Winning Work Team*. Milwaukee, Wisconsin: ASQC Quality Press, 1994.

BOTTOM-UP GOAL SETTING

When To Use:

This is a proactive goal-setting process that is useful when there is no top-down strategic direction offered, or in areas where there is a strong desire for team autonomy and empowerment, an environment of self-direction. This also works in a strongly customer-supplier oriented enterprise, or when you are the top management team.

Time: Two to four hours, depending on the size of the team.

Materials: Goals and objectives from the previous time period (last quarter, last six months, and so forth), bigger picture organizational goals, objectives, strategies, and visions for the future.

Purpose/objectives:

- Provide guidance for daily actions for each team member.
- Ensure that actions and activities of team members are contributing to achieving the desired direction of the team.
- Clarify responsibilities between team members while creating synergy and support for common causes.

Warm-Up:

Do a one-hour visioning warm-up exercise to set a vision for the next year, or review a previously set vision for the team.

Main Procedure:

Each team member focuses on his or her own responsibilities, goals, and objectives for the period just past. Using that understanding of past activities that support the team, and the vision for the team's preferred future, each member writes suggested goals and objectives for themselves for the coming period.

Team members pair up and coach each other, listening and offering suggestions to strengthen and fine tune the goals and objectives originally written by each.

Each member then presents suggested goals and objectives to the team for further input.

After individual goals and objectives are finalized, the team writes collective goals and objectives that represent the overall work of the team.

Further Discussion:

If you are the top management team, plan how you will communicate these goals to others in your organization. Plan how you can gain buy-in from others. If you are one team in a larger organization, the team leader or manager presents team goals to the sponsor for validation or redirection, and to be incorporated into the goal setting for the larger organization.



APPENDIX C: EXERCISES FOR

Defining Team Member Roles

Sample 1: By Meg Hartzler and Jane E. Henry, Ph.D. *Team Fitness: A How-To Manual for Building a Winning Work Team*. Milwaukee, Wisconsin: ASQC Quality Press, 1994.

TRACKING THE WORK

When To Use:

This exercise is most effective in a large organization where the next department is the team's customer. It is particularly useful when there are several hand-offs in administrative areas, or when the work is sequential from person to person.

Time: Varies with the number of people and complexity of the interactions; approximately one-half day, with a scheduled follow-up.

Materials: Copies of work products, flip chart, masking tape, and marking pens.

Purpose/objectives:

- To understand the flow of work between departments.
- To understand the next department's needs and requirements for the team's work, and your needs and requirements from them.
- To clarify expectations and timelines.

Warm-Up:

The two department leaders open the meeting, offering some appropriate remarks; for example, "Sometimes we have conflict and crisis between our departments. We want to work together, but as we get caught up in our jobs and deadlines, we forget about the needs of our internal customers. Today we are going to track the flow of our work between the two departments and get clear on what is needed and what kinds of deadlines are required."

Main Procedure:

Ask people to arrange themselves as the work might flow. The first person who receives the work answers the following questions:

- Where does the work come from? (Another department, the telephone, the fax?)
- What do I do to it?
- Where do I put it?
- What must be included to be complete and accurate?
- What are my deadlines for completion? Leaders draw a flowchart on the flipchart. Put answers to the questions on Post-It[®] notes and stick to the flowchart as it grows.

This person passes the work to the next person who receives it. That second person answers the same questions.

This process continues until the whole process is diagrammed on the flowchart.

Then ask the following questions:

- Where are the glitches?
- What could we do to help you?
- What can you do to help us?
- Are there other people who could help us both? Who needs to be involved?
- What can we learn from being both customers and suppliers to each other?
- Are there ways to simplify the flow?

Problem solve the issues. Then, make plans for improvement. Afterwards, be sure to schedule a follow-up meeting to see how the plans are working.

Discussion:

Summarize the progress that has been made at this session. Review the action plans, timetables, and responsibilities. Ask for each person's reactions to the exercise. Are there other areas where this exercise would be useful?

Sample 2: By J. William Pfeiffer, Ph.D. *The Encyclopedia of Team Building Activities*. San Diego: Pfeiffer & Company, 1991. Originally by Patrick Doyle. Adopted from *The 1990 Annual: Developing Human Resources*, edited by J. William Pfeiffer. San Diego: University Associates, 1990.

SHARING ROLE PERCEPTIONS

Goals:

- To familiarize the team members with the various roles that exist in a team.
- To provide the team members with an opportunity to share perceptions of their roles in their team.
- To provide the team members with the opportunity to practice giving and receiving feedback.

Time: Approximately 1 hour and 15 minutes.

Materials:

- A copy of the SYMBOLS ROLE SHEET for each team member.
- A copy of the SYMBOLS INDIVIDUAL ROLE TABULATION SHEET for each team member.
- A pencil for each team member.
- Several pairs of scissors.
- A clipboard or other portable writing surface for each team member.
- A copy of the SYMBOLS TEAM ROLE TABULATION SHEET, prepared in advance on newsprint.
- A newsprint flipchart and a marker.
- Masking tape for posting newsprint.

Procedure:

The consultant introduces the goals of the activity with the following explanation: "Every team requires that certain roles be filled. In this activity, we are going to take a look at fifteen specific roles. As a result of this activity, you will have the opportunity to see how you view your own roles, how others see you, and how your team fulfills these functions."

Each team member is given a copy of the SYMBOLS ROLE SHEET, a pencil, and a clipboard or other portable writing surface. The consultant leads a discussion of the roles listed to ensure that the team members understand them before starting work on the activity.

The team members are instructed to work independently to assign the roles on the SYMBOLS ROLE SHEET.

After distributing a copy of the SYMBOLS INDIVIDUAL ROLE TABULATION SHEET to each team member, the consultant directs the team members to complete the first column, "How I See Myself," by checking off the roles to which they assigned themselves.

The consultant instructs the team members to cut apart the role sheet along the dashed lines and to distribute the resulting slips of paper to the people whose names are listed on them. The role sheets that have not been assigned to a particular individual are collected by the consultant. The team members are then instructed to complete the second column of the SYMBOLS INDIVIDUAL ROLE TABULATION SHEET, "How Others See Me" and to spend some time reflecting on the implications.

The consultant tallies the team roles on the prepared newsprint poster by having the team members read the results of their second columns aloud. Each team member has the opportunity to ask clarification questions, such as, "What do I do that leads others to put me in this role or that leads others not to see me in a role in which I see myself?"

Discussion:

The consultant leads a concluding discussion based on these questions:

- What were your feelings and thoughts as you assigned your fellow team members to roles? What were your feelings as you assigned yourself to roles?
- How did you feel about the roles you were assigned by others? What similarities and differences did you find between how you see yourself and how others see you? What roles would you like to fulfill?
- Under what circumstances do the members of your team compete for roles? Under what circumstances do you leave roles unfilled?
- How do these roles help the team accomplish its goals? What particular strengths or areas for team improvement do you see?
- What is one role each of you could fulfill right now to improve the team effort?

Additional discussion might focus on the roles not perceived as filled within the team and ways in which those functions could be (or are being) covered.

SYMBOLS ROLE SHEET

Instructions: These roles are to be assigned to members of your team, including yourself. Base your decisions on your own perceptions of how your team functions, considering factors such as a person's leadership ability, tasks, personality, and so on. A person may be assigned to more than one role, and certain roles may be left unfilled.

-
1. **Clarifier:** Interprets ideas or suggestions. Defines terms. Clarifies issues before the team. Clears up confusion.



-
2. **Compromiser:** Offers compromises that yield status when his or her ideas are involved in conflicts. Modifies in the interest of team cohesion or growth.



-
3. **Consensus Taker:** Asks to see whether the team is nearing a decision. "Sends up trial balloons" to test possible solutions.



-
4. **Encourager:** Is friendly, warm, and responsive to others. Indicates by facial expressions or remarks the acceptance of others' contributions.



-
5. **Follower:** Goes along with the movement of the team. Passively accepts the ideas of others. Serves as an audience in team discussion and decision making.



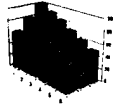
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6. **Gatekeeper:** Helps to keep communication channels open. Facilitates the participation of others. Suggests procedures that permit sharing remarks.



-
7. **Harmonizer:** Attempts to reconcile disagreements. Reduces tension. Gets people to explore differences.



-
8. **Information Seeker:** Asks for factual clarification. Requests facts pertinent to the discussion.



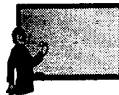
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9. **Informer:** Offers facts. Gives expression of feelings. Gives opinions.



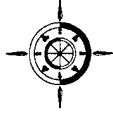
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10. **Initiator:** Proposes tasks, goals, or actions. Defines team problems. Suggests procedures.



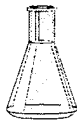
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11. **Opinion Seeker:** Asks for clarification of the values pertinent to the topic under discussion. Questions values involved in the alternative suggestions.



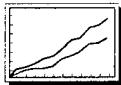
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12. **Orienter:** Defines the position of the team with respect to its goals. Points to departures from agreed-on directions or goals. Raises questions about the directions pursued in team discussions.



-
13. **Reality Tester:** Makes critical analyses of ideas. Tests ideas against data to see if the ideas would work.



-
14. **Standard Setter:** Expresses standards for the team to attempt to achieve. Applies standards in evaluating the quality of team processes.



-
15. **Summarizer:** Pulls together related ideas. Restates suggestions. Offers decisions or conclusions for the team to consider.



SYMBOLS INDIVIDUAL ROLE TABULATION SHEET

Instructions: Begin by completing the first column. Put a check mark next to each role that you assigned yourself. After the consultant distributes the role assignments made by your fellow team members, complete the second column by writing the number of times you were assigned a certain role by members of your team. When you have completed the second column, note the similarities and differences in the roles you assigned yourself and those assigned to you by your fellow team members.

	<u>How I See Myself</u>	<u>How Others See Me</u>
1. Clarifier:		
2. Compromiser:		
3. Consensus Taker:		
4. Encourager:		
5. Follower:		
6. Gatekeeper:		
7. Harmonizer:		
8. Information Seeker:		
9. Informer:		
10. Initiator:		
11. Opinion Seeker:		
12. Orienter:		
13. Reality Tester:		
14. Standard Setter:		
15. Summarizer:		

SYMBOLS TEAM ROLE TABULATION SHEET

Instructions To Consultant: Prepare newsprint in advance using the format provided.
Adjust the number of columns so that all team members' names can be listed.

	<u>Name #1</u>	<u>Name #2</u>	<u>Name #3</u>	<u>Name #4</u>	<u>TOTAL</u>
1. Clarifier:					
2. Compromiser:					
3. Consensus Taker:					
4. Encourager:					
5. Follower:					
6. Gatekeeper:					
7. Harmonizer:					
8. Information Seeker:					
9. Informer:					
10. Initiator:					
11. Opinion Seeker:					
12. Orienter:					
13. Reality Tester:					
14. Standard Setter:					
15. Summarizer:					
TOTAL Number of ROLES:					

Sample 3: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

CASTING CALL

Objective:

To give employees a vehicle to focus on new roles and to feel important during changing times as teams are being formed from a previous hierarchical organization.

Procedure:

Adopt the metaphor of a theater casting call to focus on new roles for current employees. In a place central to the organization (such as on the manager's office door, beside the coffee pot, or above the copy machine), post a piece of flipchart paper on which you have the words "CASTING CALL!" in large letters. Down the left side of the page, list various names of roles you expect to find in the new team, such as ambassador, facilitator, quarterback, cheerleader, referee, or recorder. Around the perimeter, attach many 1-1/2 × 2-inch sticky notes, with your employees' first names on them, enough so that each employee gets 4 or 5 name stickers.

At a specified start date and by a specified finish date, ask employees to stick their own names next to the role or roles they'd like to play on the new team—in the new drama! Make this an open CASTING CALL! in which you emphasize that you're looking for talent and all contenders are welcome. Have an extra pad or two of sticky notes available if anyone needs more.

Discussion:

The question to be answered by each employee is, "What role(s) on the new team do I want to play?"

If you are changing your way of doing business from a top-down "vertical" organization chart, command-and-control kind of organization to a "horizontal" team-centered one, you can expect employees to show signs of resistance to change. Some will psychologically abandon their present work as they try to stay on top of the perceived sea of change. Wise managers will consciously develop ways of making employees feel especially needed, valued, and sought after during times of change—before their energies dissipate and enthusiasm wanes. Use this CASTING CALL to let your current employees know that you believe that they're the best source of talent you have, and that you want them to try out for new roles.

Materials:

Flipchart paper and several pads of 1-1/2 × 2-inch sticky notes.



APPENDIX D: EXERCISES FOR

Improving Communication Skills

Sample 1: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

GOOD FOR ME CHECKLIST

Objective:

To provide each team member with a self-administered assessment tally that functions as a behavior modification tool as team members learn to work together as a team.

Procedure:

Give each team member a GOOD FOR ME CHECKLIST to be used to record individuals' good team behaviors each day for one week. Repeat the exercise as many weeks as you need to as team members get used to team behavior.

Hand this out perhaps on a Friday, near the end of a team meeting or training session, for a Monday morning start. The benefits from this checklist are largely for the individual who fills it out, but the completed checklist can also be used as a foundation for a team meeting or discussion between a team member and a supervisor or team leader.

Suggest to trainees that these are some "good for me" behaviors they should try out: Identify a problem, identify a solution, verbally support another's effective actions, deal directly with someone who can fix a problem, share feelings with another, meet or exceed a standard, manage conflict, clarify something, share control, share leadership, accept criticism, act on feedback from someone, and give constructive feedback.

Discussion:

Ask trainees to pay special attention to the people whom they have helped, the people who made their own good actions possible, the systems support that they got or the systems that their actions improved, the procedures that they fixed, or the tasks that they performed with greater skill or impact.

Ask trainees to be aware of quality in both the content and the processes of their jobs during the week.

A new team member is faced with the monumental task of changing his or her thinking and way of doing work so that relationships, processes, and systems become more important than individually pleasing one's boss, isolated tasks, and narrowly defined job functions. People need to be encouraged to maintain their own personal integrity and standards of performance quality as they move toward excellence as a contributor to the team. This behavior modification tool can help individuals in this transition.

Materials:

The following GOOD FOR ME CHECKLIST for each trainee:

GOOD FOR ME CHECKLIST

Instructions: During this week, try to become aware of exactly what you are doing to make the team work better. Use this checklist to reward yourself for each specific good behavior. Give yourself a check mark every time you do something important to make the team function better. Do this every day for one week, taking a few minutes to take stock of your actions before lunch and before leaving for home at the end of the day. Accompany each check mark with a brief note about what you did. Add more items and more pages as appropriate, with check marks in the appropriate columns.

Mon Tue Wed Thu Fri NOTES:

1. Asked for help.
2. Took criticism.
3. Provided feedback.
4. Identified a problem.
5. Solved a problem.
6. Increased my skill level.
7. Supported a team member.
8. Accepted leadership.
9. Gave up leadership.
10. Complimented another's work.
11. Facilitated a decision.
12. Called a meeting.

Sample 2: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

FIRST-AID KIT

Objective:

To use the metaphor of the First-Aid Kit to help team members get back on track with good communication and collaboration techniques if they've run into rough times.

Procedure:

The goal of this exercise is to have the power of the first-aid metaphor force trainees' thinking toward specific "items" that will help solve their communication problems. Facilitate an open discussion about these specifics, writing their solutions either on a transparency or on a flipchart. Suggest that trainees fill in the "first-aid items" that will be most useful to them personally on the paper copy and take it back to their workstations to post in a prominent place.

Discussion:

All questions should relate to techniques ("first-aid items") that will enhance communication and collaboration within the team. Accept any contributions as valid; expect such things as: Don't worry so much about numbers; lighten up; accept the fact that conflict is okay and just has to be managed; don't be afraid to admit a mistake; ask for help; listen better. Simply ask trainees, "What should we put in our First-Aid Kit to get our communication process back into good health?"

When communication has broken down, it's very hard to talk about good communication techniques. That's why depending on the extra psychological power of a metaphor is a good idea. Asking trainees to then select the most important items for themselves from the list constructed by everyone makes the exercise more personal. The combined effect of all of these subtle influences can help trainees to realize what they need to do in order to maintain and fine-tune communication within the team. As a trainer, never underestimate the power of subliminal messages—be on constant search for non-verbal, holistic, metaphoric, imaginative devices that tap into a learner's experience base to promote learning in non-traditional ways.

Materials:

An overhead transparency and washable marker; or a flipchart and markers.

Sample 3: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

NEW PLUMBING

Objective:

To provide the team with a way to think about communication channels, especially during times of change, such as new leadership or organizational restructuring.

Procedure:

Meet with the entire team—manager, team leader, and all support persons included—prepared to draw a “plumbing system” on a whiteboard or flipchart. Start with the idea of an open faucet or valve, a well or city water supply, and the concept of pipes, valves, heaters, pumps, traps, angles, solder, glue—all of the various parts of a plumbing system. Take the overall system concept wherever trainees lead you—a house plumbing system, a campsite plumbing system, a city water system. The only rule is that the water flow from source to outlet, and all parts are interconnected. Draw the plumbing system as trainees direct you—don’t draw it for them; draw it with them. Label parts as you draw.

Discussion:

Ask them to help you draw the best communication (plumbing) system for the team, filling in all of the formal and informal parts. Use the drawing process and the finished drawing to facilitate a discussion about how things should work around here and how the system should be designed to make that happen.

An interactive exercise like this can help reinforce the importance of “process.” It is especially appropriate to use when troubleshooting an important team process, such as communication. If teams are to function differently from business as usual, trainers will need to constantly reinforce the messages of expected team behavior through the kinds of training techniques they use.

Materials:

A whiteboard or flipchart and markers.



APPENDIX E: EXERCISES FOR Conflict Resolution

Sample 1: By Carolyn Nilson. *Team Games for Trainers*. New York: McGraw-Hill, 1993.

KILLER COMMENTS

Objective:

To exaggerate people's tendency to obstruct progress, in order for trainees to recognize "killer comments" and roles "from Hell," and therefore hopefully to avoid using them.

Procedure:

Make a 5 to 10 minute videotape of problem-solving role play using a real problem from the current work environment and employees as actors. Show this videotape to focus trainees' attention on what *not* to say during team learning and problem solving. During playback, have trainees compete against each other to see who can identify the most instances of killer comments and roles from Hell. Ask them to keep a tally of instances they identify as things people say to obstruct progress. Compliment the winner.

Write the video script around the dimensions of a current team problem, focusing on the steps required to solve the problem. Assign the "actors" various roles such as dictator, blocker, big talker, social director, quitter, finger-pointer, etc. Give each actor a problem-solving script, with instructions to go through the steps in a certain role. One person can assume more than one role. Suggest, in addition, that these typical killer comments be used during the taping: "We've never done it that way before;" "It's not in the budget;" "It's too early (late) for that;" "You'll never sell that to management;" "It's not my responsibility;" "Here we go again;" "Yes. . .but."

Discussion:

During playback, the question to be answered is, "How many instances can you find of things people say that obstruct progress?"

Use the video role play to amplify people's typical obstructive behavior during team problem solving. Killer comments and roles from Hell are easier to talk about when they are framed in the twice-distant structures of role play and video.

Materials:

A video of employee-actors playing roles that are obstructive during a problem-solving situation; pencil and paper for viewers to use during video playback.

Sample 2: By Meg Hartzler and Jane E. Henry, Ph.D. *Team Fitness: A How-To Manual for Building a Winning Work Team*. Milwaukee, Wisconsin: ASQC Quality Press, 1994.

IF-THEN-THEN

When To Use:

To spell out what values look like in different scenarios and what kinds of behaviors will be in evidence when the values are being considered.

Time: 2 hours.

Materials: Flip chart and colored markers.

Purpose/objectives:

- To help team members see how the values of the team help determine daily actions and activities.
- To clarify acceptable and unacceptable behaviors.
- To act as a guide for daily decisions in unclear areas.

Warm-Up:

Explain that the values usually describe how we wish to be seen by the customer and help establish the boundaries between what is good and acceptable to do and what the team would reject or not respect. We need to get clear about our team's values and specific about how they apply to the team's work. This will help ensure that behaviors are appropriate as tasks are being accomplished.

First, we will look at the values upon which we agree. Then we will talk about our strategy in making those values active. We also will discuss what it would look like to work from those values.

Main Procedure:

Team members brainstorm the values each would like the team to hold.

After the list is complete, each team member marks five values they see as particularly important. The top three or four are adopted as shared values—those that are most common and agreed upon by team members.

Each of the shared values is examined, using the following format to guide the analysis:

IF we desired to work with. . .	THEN our strategy is. . .	THEN our behavior looks like. . .
Honesty. . .	Don't fudge when communicating with the customer.	Real delivery dates.
	Provide direct feedback of results and impact on each other.	No gossiping. Facts and data given. Work through glitches together. Surface potential problems as quickly as possible.
	Leadership makes decisions from complete information.	Bad news and good news both given. Messengers not shot.

Both value statements and behavior descriptions should be agreed to by consensus of the team.

Discussion:

The strategies and descriptions become agreements the team has put in place. They provide a basis for discussion to determine how to handle gray areas and conflicts.



APPENDIX F:

Warm-Up Exercises

Out of the five **Exercise Manuals** cited in **Appendix G: Recommended Reading**, only one—Peter Scholtes' *The Team Handbook*—specifically addresses the importance of warm-up exercises. In addition, Scholtes also gives examples of simple and popular warm-up exercises, of which include the following:

- **Team Member Introductions** – As the name implies, team members introduce themselves to the group. Topics for introduction include: name, current job title, what they like best about their job, what they find most challenging, why they were chosen for the team, and what contribution they could make. This exercise is appropriate for the first team meeting.
- **Paired Introductions** – Pair up unacquainted members of the group. Have each member ask the other questions to get to know one another, such as:
 - What is your name?
 - What is your current job?
 - How long have you been in the service?
 - What do you like best about your job?
 - Do you have a family? Do you have any children?
 - What are your hobbies?

Afterwards, have one partner introduce the other to the rest of the team members. Again, this exercise is appropriate for the first team meeting.

- **Superlatives** – After the team members have been exposed to each other for a period of time, ask them to decide on a superlative adjective (e.g., youngest, tallest, baldest, motherliest, etc.) to describe them in contrast to the other team members. Afterwards, have each team member share his or her adjective and reasons, testing the accuracy of people's perceptions.
- **Team Name** – A simple introductory warm-up exercise is having the team decide on an informal name of the group—to give the group *identity* at the start of the training. Have each team member decide on at least five names for the team. Afterwards, consolidate and discuss the suggestions, culminating in a formal vote. Alternatively, you can have the team “sleep on it” and decide on the team name at the next meeting.

- **Hopes and Concerns** – Have the team members think about their *hopes* for the team building workshop, and their *concerns* about the outcome. Encourage them to think as broadly as possible. After individual reflection, pair up members of the team and have the partners share their answers. Then, have each pair share its answers with the group. Visually record all responses (on a board or flipchart). When all pairs are done, have the entire team reflect on the responses, and ask what the team can do to facilitate these *hopes*, address the *concerns*, and avoid any negative behaviors.

- **Member Mapping** – In preparation for this warm-up exercise, find or draw a map of the building, office, or operation area the team is studying. Post the map on the wall *before* the meeting. Then, have each member initial where he or she works. After everyone has done so, have the team study and reflect on the resulting, asking questions such as:
 - Are there any patterns?
 - How do members' roles interact?
 - Are there any significant departments or functions that are *not* represented in the current team?
 - Are there any significant departments or functions that are *over*represented in the current team?
 - How else can the map be useful to the team?

- **Group Conversation** – Start a group conversation with an incomplete sentence, such as:
 - Anybody will work hard if. . .
 - I would like to be. . .
 - Nothing is so frustrating as. . .
 - Ten years from now, I. . .
 - Every winning team needs. . .
 - I take pride in. . .
 - If I could change one thing about my job, it would be. . .

Have one team member start the group in the conversation of one topic, focusing on actual experiences and on the abstract principle. Alternatively, break the team into groups of two or three members, and have each group do one topic. Afterwards, have each group report its responses to the entire team.

- **Draw an Ideal Office/Shop** – Distribute paper and markers, and give each team member 5 to 10 minutes to draw an ideal office, shop floor, or other appropriate working environment. Afterwards, tape all the drawings on the wall and invite the team to view them. Then, discuss the drawings and the ideas they represent. Guide the group discussion to issues of quality, productivity, problem areas, what is right about the current set-up, etc.



APPENDIX G:

Recommended Reading

Books. . .

1. Abrahams, Jeffrey. *The Mission Statement Book*. San Francisco: Ten Speed Press, 1995.
2. Aubrey, Charles A. and Patricia K. Felkins. *Teamwork: Involving People in Quality and Productivity Improvement*. Milwaukee WI: Quality Press, 1988.
3. Buchholz, Steve and Thomas Roth. *Creating The High-Performance Team*. New York: John Wiley & Sons, 1987.
4. Clark, Neil. *Team Building: A Practical Guide For Trainers*. New York: McGraw-Hill, 1994.
5. Dyer, William G. *Team Building: Issues and Alternatives*. Reading MA: Addison-Wesley Publishing, 1987.
6. Lewis, Ralph. *Team Building Skills*. New York: McGraw-Hill, 1994.
7. Nadler, Leonard and Zeace. *Designing Training Programs: The Critical Events Model*. Houston: Gulf Publishing Company, 1994.
8. Pepper, Gerald L. *Communicating in Organizations: A Cultural Approach*. New York: McGraw-Hill, 1995.
9. Scholtes, Peter R. *The Team Handbook*. Madison WI: Joiner Associates, 1992.
10. Shapiro, Lester T. *Training Effectiveness Handbook*. New York: McGraw-Hill, 1995.
11. Shonk, James H. *Working in Teams: A Practical Manual for Improving Work Groups*. New York: AMACOM, 1982.



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Exercise Manuals. . .

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2. Kroehnert, Gary. *100 Training Games*. New York: McGraw-Hill, 1991.
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4. Buller, Paul F. "The Team Building-Task Performance Relation: Some Conceptual and Methodological Refinements," *Group & Organization Studies*, 3: 147-168 (September 1986).
5. Bursic, Karen M. "Strategies and Benefits of the Successful Use of Teams in Manufacturing Organizations," *IEEE Transactions on Engineering Management*, 3: 277-289 (August 1992).
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Vita

Captain Roy M. Gozum was born on 21 September 1969 in Manila, Philippines. He graduated from the United States Air Force Academy in May 1991 with a Bachelor of Science degree in Management. His first assignment was to Chanute AFB, Illinois, as a student in the Aircraft Maintenance/Munitions Officers Course (AM/MOC).

Upon completion of AM/MOC in December 1991, he was assigned to the 33d Maintenance Squadron (33 MS), 33d Fighter Wing (33 FW), Eglin AFB, Florida. During his tour with the 33 MS, he served as a maintenance officer in various capacities in support of the wing's 54 F-15 aircraft. These positions included Assistant Officer-in-Charge (OIC) Munitions Flight, Squadron Quality Advisor, Squadron Section Commander, Assistant Maintenance Supervisor, and finally, OIC Propulsion Flight.

In May 1994, he was accepted into the Air Force Institute of Technology at Wright-Patterson AFB, Ohio. In September 1995, he graduated with a Master of Science degree in Acquisition Logistics Management. After graduation, he was assigned to the C-17 System Program Office, Wright-Patterson AFB, Ohio. Captain Gozum is married to the former Serenata O. Paragas of Virginia Beach, Virginia.

Permanent Address: 2131 Natures Gate Court South
Fernandina Beach, Florida 32034

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13. ABSTRACT (Maximum 200 words) <p>Team structures are used extensively in civilian, government, and military organizations to accomplish modern task demands that almost always exceed the capabilities of single individuals. As team structures became larger and more complex, managers realized the need for formal team building education. Team building programs serve to facilitate an environment for productive teamwork. However, despite the apparent importance of teams, most organizations overlook the implementation of formal team building programs.</p> <p>Therefore, the purpose of this research is two-fold. First, this thesis examines the evolution and importance of teams, and the subsequent need for the development of formal team building programs. In doing so, common characteristics of highly effective teams are explored. In turn, these characteristics serve as a framework for the development of a team building <i>guide</i>—which is the second purpose of this research. The guide was developed and refined through a comprehensive literature review and the use of the Delphi Technique.</p> <p>As stated earlier, the culmination of this research effort was the development of <i>An Air Force Guide to Team Building</i>—one that can be tailored to the unique requirements of various Air Force organizational teams. This guide basically highlights and discusses key issues regarding team building, while also providing various examples of assessments, exercises, and suggested readings.</p>				
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