



DELTA SIGMA THETA SORORITY, INC.

DELTA INTERNAL DEVELOPMENT TEAM BUILDING

Participant Manual



NATIONAL LEADERSHIP ACADEMY

Introduction

Team building is a learning process that helps a group of people work toward a common goal. It requires the recognition and value of the contribution each team member makes to the group. Only when this is done can we all work toward a common goal. This workshop is designed to provide participants with guidelines for achieving a common goal while individuals learn the applicable and necessary skills needed to participate as an active member of the group.

The Leadership Academy developed this training document as a means of helping sorors and chapters understand the concept of team work and its importance in determining the achievement and success of the group.

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Icebreaker

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- Team Building

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Team Building Skills

- Communication

- Listening

- Consensus

Building Effective Teams

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Summary/Review

Evaluation

Goal/Objectives

GOAL: The goal of this workshop is to provide participants with skills needed to participate as active members of a team.

OBJECTIVES:

- To understand the meaning of team and team building.
- To understand each stage of team development and its impact on individual behavioral types.
- To discover how teamwork as a strategy can be utilized to improve communication and enhance trust.
- To improve the quality of group planning, decision-making, problem solving and communication strategies.
- To learn the importance of building trust with team members.
- To create and execute an action plan to ensure high-performing team behavior.

Types of Teams

1. Task Force

2. Problem Solving Team

3. Product Design Team

4. Committee

5. Work Group

6. Work Team

7. Quality Circle

Characteristics of Effective Teams

(Some of these characteristics are similar to and others are additions to those on the slide presentation)

1. There is a clear unity of purpose.

There was free discussion of the objectives until members could commit themselves to the group.

2. The group is self-conscious about its own operations.

The group has taken time to discuss group process -- how the group will function to achieve its objectives. The group has a clear, explicit, and mutually agreed-upon approach.

3. The group has set clear and demanding performance goals.

The group defines and achieves a continuous series of “small wins” along the way to larger goals.

4. The atmosphere tends to be informal, comfortable, relaxed.

There are no obvious tensions, a working atmosphere in which people are involved and interested.

5. There is a lot of discussion in which virtually everyone participates.

The members listen to each other. Every idea is given a hearing. People are not afraid of being foolish by putting forth a creative thought even if it seems extreme.

6. People are free in expressing their feelings as well as their ideas.

Members respond constructively to ideas and point of views expressed by others and recognize the interests and achievements of others.

7. There is disagreement, and this is viewed as good.

Disagreements are not suppressed or overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than dominate the dissenter. If there are basic disagreements that cannot be resolved, the group figures out a way to live with them without letting them block its efforts.

8. Decisions are made at a point where there is general agreement.

Those who disagree with the general agreement of the group do not keep their opposition private and let an apparent consensus mask their disagreement. The group does not accept a simple majority as a proper basis for action.

9. Each individual carries his or her own weight.

Each individual is respectful of the mechanics of the group: arriving on time, coming to meetings prepared, completing agreed upon tasks on time, etc. When action is taken, clear assignments are made (who-what-when) and willingly accepted and completed by each group member.

10. Criticism is frequent, frank and relatively comfortable.

The criticism has a constructive flavor -- oriented toward removing an obstacle that faces the group.

11. The leadership of the group shifts from time to time.

The issue is not who controls, but how to get the job done.

*Sources: The Human Side of Enterprise, by Douglas MacGregor
The Wisdom of Teams, by Kaztenbach and Smith*

Stages of Group Development

1. **Formation Stage:** There are start-up tasks to complete.
 - Developing a team mission
 - Creating team traditions
 - Accepting new team identity
2. **Familiarity Stage:** Members begin to get to know each other.
 - Appreciate one another
 - Open themselves to taking risks
3. **Power Stage:** Team members begin to show their true colors.
 - Healthy disagreement
 - Rebel against the leader
 - Develop conflicts
4. **Performance Stage:** The team works together effectively.
 - Successfully solves problems
 - Makes good decisions
5. **Synergy Stage:** Team has high degree of unity and commitment
 - Unity and commitment to the team's mission
 - Energetic and enthusiastic
 - Sacrifice for sake of team's performance

If you were placed in a room with a group of people and told not to emerge until a team developed, how would you handle the initial process?

A group of people is not a team. A team is a group of people with a high degree of interdependence geared toward the achievement of a goal or completion of a task. In other words, they agree on a goal and agree that the only way to achieve the goal is to work together.
-Glenn M Parker

Key Factors in Group Development

1. Purpose

- Team Vision: destination, ideal future, goals and philosophies
- Team Mission:
 - What's done to whom, how, why
 - Reason for being
 - Future accomplishments

2. Open, clear communication

- Communication among group members
- Discussion of errors without personal attacks
- Consensus reached

3. Trust among group members

- Express true feelings
- Listen without judging
- Exhibit integrity and honesty

4. Commitment from all group members

- Individual buy-in
- Commitment useful to goal achievement
- Members perceived as one team
- Give and take to make progress

5. Individual and group accountability

- Input from all members in decision-making
- Clear decision-making processes
- Expectations identified

6. Involvement

- Partnership
- Ownership: How involved are you in the team's mission?

7. Process orientation: Day-to day operations

- Tools
- Activities
- Processes
- Structures

Learning Activity 1: Team Building Skills Assessment

You are about to complete the Team Building Skills Assessment on the following two pages. You will respond to each item based on how you honestly feel you function as a team member. Each sentence has four possible endings. Rank the endings in the order in which you feel each one applies to you.

For this assessment, there are four possible endings to each sentence. In the appropriate space, write the number 4 for the ending that is most like you and proceed down to the number 1 if the ending is least like you. Each sentence has one ending rated 4, one ending rated 3, one ending rated 2, and one ending rated 1. There are no right or wrong answers. You will now complete the TEAM BUILDING SKILLS ASSESSMENT.

Team Building Skills Assessment

Directions: There are no correct answers for this assessment. You will respond to each item based on how you honestly feel you function as a team member.

- | | 4 | 3 | 2 | 1 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. During team meetings, I usually: | | | | |
| a. Provide the team with technical data or information. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. keep the team focused on our mission or goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. make sure everyone is involved in the discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. raise questions about our goals or methods. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. In relating to the team leader, I: | | | | |
| a. suggest that our work be goal-directed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. try to help him/her build a positive team climate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. am willing to disagree with him/her when necessary. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. offer advice based on my area of expertise. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Under stress, I sometimes: | | | | |
| a. overuse humor and other tension reducing devices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. am too direct in communicating with other team members. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. lose patience with the need to get everyone involved in discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. complain to outsiders about problems facing the team. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. When conflicts arise on the team, I usually: | | | | |
| a. press for an honest discussion of the differences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. provide reasons why one side or the other is correct. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. see the differences as a basis for a possible change in team direction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. try to break the tension with a supportive or humorous remark. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Other team members usually see me as: | | | | |
| a. factual. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. flexible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. encouraging. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. candid. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. At times, I am: | | | | |
| a. too results oriented. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. too laid back. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. self-righteous. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. shortsighted. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. When things go wrong on the team, I usually:
- a. push for increased emphasis on listening, feedback, and participation.
 - b. press for a candid discussion of our problems.
 - c. work hard to provide more and better information.
 - d. suggest that we revisit our basic mission.
8. A risky team contribution for me is to:
- a. question some aspect of the team's work.
 - b. push the team to set higher performance standards.
 - c. work outside my defined role or job area.
 - d. provide other team members with feedback on their behavior as team members.
9. Sometimes other team members see me as:
- a. a perfectionist.
 - b. unwilling to reassess the team's mission or goals.
 - c. not serious about getting the real job done.
 - d. a nitpicker.
10. I believe team problem solving requires:
- a. cooperation by all team members.
 - b. high level listening skills.
 - c. a willingness to ask tough questions.
 - d. good solid data.
11. When a new team is forming, I usually:
- a. try to meet and get to know other team members.
 - b. ask pointed questions about our goals and methods.
 - c. want to know what is expected of me.
 - d. seek clarity about our basic mission.
12. I believe the role of the team leader is to:
- a. ensure the efficient solution of business problems.
 - b. help the team establish long range goals and short term objectives.
 - c. create a participatory decision making climate.
 - d. bring out diverse ideas and challenge assumptions.
13. I believe team decisions should be based on:
- a. the team's mission and goals.
 - b. a consensus of team members.
 - c. an open and candid assessment of the issues.
 - d. the weight of the evidence.

14. Sometimes I:
- a. see team climate as an end in itself.
 - b. play devil's advocate far too long.
 - c. fail to see the importance of effective team process.
 - d. overemphasize strategic issues and minimize short term task accomplishments.
15. People have often described me as:
- a. independent.
 - b. dependable.
 - c. imaginative.
 - d. participative.
16. Most of the time, I am:
- a. responsible and hard working.
 - b. committed and flexible.
 - c. enthusiastic and humorous.
 - d. honest and authentic.
17. In relating to other team members, at times I get annoyed because they don't:
- a. revisit team goals to check progress.
 - b. see the importance of working well together.
 - c. object to team actions with which they disagree.
 - d. complete their team assignments on time.

Source: <http://www.leadership-tools.com/team-building-skill-assessment.html>

Team Building Roles

1. **Supporter:** Praises other members' contributions to the team. Provides support and encouragement for members when they may not agree with them.
2. **Harmonizer:** Serves as an intervener. Summarizes the various views to show how close they actually are. Other members are asked to help the debaters build on the areas of agreement that they may not have noticed earlier.
3. **Mediator:** Mediates differences between other members. When conflict occurs between two members, a member not involved in the conflict steps in to address both sides of the dispute without taking sides. This will possibly help defuse the conflict.
4. **Gatekeeper:** Regulates the flow of communication, particularly in meetings, by encouraging the participation of those less inclined to participate and quieting those who are overly talkative. The opinions of less assertive members may be ignored, or not even expressed. The team leader actively solicits comments from the quiet member. Gatekeeping also means that the assertive members have to be reminded that their comments are overriding the discussion.
5. **Summarizer:** A group member stops and summarizes where the discussion is at a particular point. This summarizing occurs periodically throughout the discussion. The summarizer monitors the discussion and keeps members from wondering where the discussion is and what agreements have been made.
6. **Group Observer:** A group member observes and reports back to the team on its group dynamics. This forces the group to look at how it is functioning – something that the group may not have done themselves.
7. **Compromiser:** Offers a compromise during disagreement or conflict by yielding position or admitting error. There are a variety of roles that must be fulfilled in order for a group to function as an effective team. As teams are constituted or new members are chosen to fill vacancies on an already existing team, the styles and personalities of group members will be considered.

-Elaine K. McEwan

Team Subverting Roles

1. **Shutting Off:** Interrupting someone before they've finished making their point. Ignoring or ridiculing someone's contribution or changing the subject.
2. **Analyzing or Labeling:** Affixing personal characteristics to someone, or making judgments about their contributions, as in, "You're being defensive", "You obviously don't understand", "Your comments are not productive", or "You're missing the point."
3. **Dominating:** Taking over the discussion with comments like, "We're wasting time", "Let's move on". The dominator is usually less interested in the goals of the group and far more focused on his/her personal agenda.
4. **Yes-Butting:** "Yes, I understand what you're saying, but I think you're missing the point", "I agree that you have an excellent idea, but it won't work here."
5. **Nay-saying:** "I really don't think we have enough information on this. Let's table it", "We tried something like this last year, and it didn't work." "We need to go slowly on this, because if we make a mistake, we're in trouble."

Two people can accomplish more than twice as much as one, for the results can be much better. If one falls, the other pulls him up; but if a man falls when he is alone, he's in trouble ... And one standing alone can be attacked and defeated, but two can stand back-to-back and conquer; three is even better; for triple-braided cord is not easily broken.

-Ecclesiastes 4:9-3

Decisions should be judged on the basis of the process used in making them.

-Daniel D. Wheeler and Irving L. Janis

Team Building Skills

MODES OF COMMUNICATION

COMMUNICATION skills must be developed, sharpened, and added to for effectiveness.

Effective communication skills are the heart of interpersonal skills. The more aware you are of how communication works, the more effective your communication skills will be. Being a good communicator means being confident in situations where you are not always comfortable.

Being a good communicator means that people listen to you, take you seriously, and want to engage you in dialogue. Communication skills include influencing, negotiating, making an impact, active listening, dealing with conflict and difficult people, etc.

Communication styles include: aggressiveness, assertiveness, responsiveness, and non-assertiveness.

What is your communication style?

- Aggressive?
- Assertive?
- Responsive?
- Non-assertive?

Explain your style. Provide examples: _____

Team Building Skills

LISTENING

In order for team development and learning to be effective, team members must know how to listen to each other; therefore, active listening is essential.

Team members need to acquire and practice skills that make them good listeners. Listeners must be prepared to receive information because information is an intangible substance sent by a speaker to be received and processed by an active listener.

Listening skills essential for team development:

- ◆ Maintain eye contact with the speaker
 - *Keep focused*
 - *Stay involved with the speaker*
- ◆ Focus on the content of the message
 - *Be receptive of the message*
 - *Avoid focusing on how it is being said*
- ◆ Remain objective about the speaker's content
 - *Avoid emotional involvement*
 - *Remain open-minded*
- ◆ Avoid anything that distracts from the speaker
 - Keep your mind from wandering
 - Remain focused on the speaker
- ◆ Treat listening as a challenging mental task
 - Refrain from passive listening
 - Concentrate on what is being said
 - Process the information
- ◆ Remain active in the process by asking questions
 - What are key points?
 - How is information related to previous knowledge?

When listening, you think faster than the speaker talks. Sometimes this causes the mind to wander. The suggestions above will help keep your mind focused on the speaker and what is being said. When listening to team members, make every effort to listen, think, and process information at the same time.

Team Building Skills

LISTENING STYLES

How do you listen? What is your style?

Study the descriptions below to see if you can identify your style.

The Faker: These people pretend to listen when their minds are actually off on a tangent. They fake attention to please the talker.

The Dependent Listener: These people live through the opinions, wishes, and feelings of others. They focus on how they appear to others rather than on the clarity and content of what they are saying.

The Interrupter: These people are afraid of forgetting or not having the opportunity to say what they want to, so they feel they must interrupt whenever a thought comes to their minds. This person's focus on what he or she wants to say, that they can't really focus on what is being said to them. Another form of interruption is to bring up something that is not related to what the talker is saying.

The Self-Conscious Listener: Some individuals focus too much attention on themselves by thinking, "Do I look all right?" or "I wonder if the talker thinks I'm intelligent?" These people give attention to themselves as participants when it would be better to involve themselves in the content and meaning of the conversation.

The Intellectual Listener: These people listen mostly with their heads, hearing only what they want to hear, blotting out large areas of reality. They are not aware of how listening behavior affects others or how others affect them. They listen in terms of categories, making certain that what they listen to does not disturb their inner peace or systematic order. If a statement doesn't fit into a systematic logical sequence, their minds reject what is said as invalid, also known as "analysis paralysis".

Excerpted from: *Listening, the Forgotten Skill*, Madelyn Burley-Allen

Team Building Skills

CONSENSUS

CONSENSUS is a decision-making process that equalizes power within a group. Instead of voting on a proposal and accepting the result of the majority, the group should discuss the proposal and arrive at a solution that everyone accepts. The group selects the most positive solution unless a team member finds the solution totally unacceptable. Consensus is based on compromise and finding common ground.

How consensus works:

1. Presentation

A proposal is presented by a team member.

2. Clarifying Questions

Questions are asked by the team about the proposal to ensure that all members understand it before it is discussed.

3. Discussion

The proposal is discussed and debated. Amendments to the proposal are made.

4. Take general feelings on the proposal

General feelings about the proposal can be determined by a *straw vote*, *round robin*, or a signal such as *thumbs up/thumbs down*. This can be used to modify the original proposal, going forward with a decision, or scrapping it altogether.

5. Call for Major Objection or Strong Concern

A single *Major Objection* blocks the proposal from passing. A major objection says, "I can't live with this proposal if it passes, and here's why ...!"

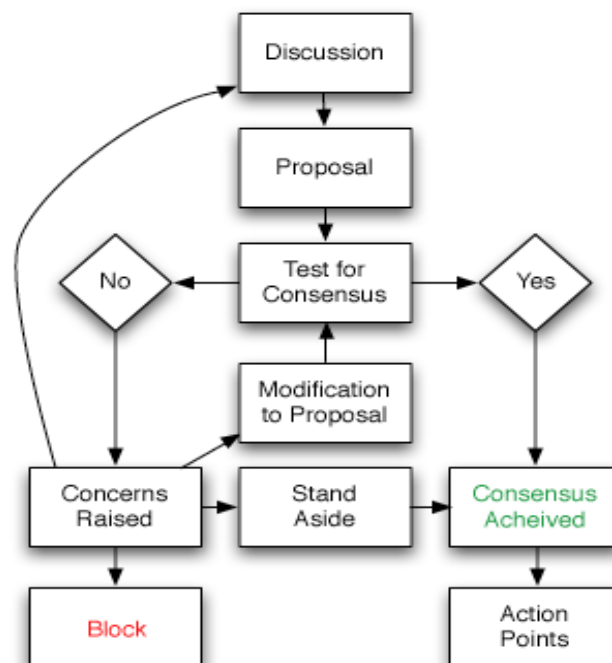
A *Strong Concern* does not block the passing of the proposal, but it is a statement of why a team member dislikes it. A strong concern is made a part of the minutes.

If the feelings of the group are generally positive and there are no major objections, the proposal passes. If the group feelings are generally negative, the proposal does not pass. If discussion seems to be taking too long without a possible resolution, the group can:

- Decide to drop the proposal;
- Move onto approval voting of specific options within the proposal, or;
- Send the proposal to a reconciliation committee.

Source: <http://www.msu.edu/~corcora5/org/consensus.html>

CONSENSUS MODEL



This model features a Consensus Flow Diagram which is another formal technique for consensus building. The diagram shows a process of steps through which consensus can be reached by starting with concerns that are raised, moving to a discussion, then a proposal, and then further testing for consensus.

Learning Activity 3

Soror Lewis has chaired her chapter's spring fundraiser for five years and knows the tasks to be completed by each sub-committee. In her efforts to ensure the upcoming spring fundraiser is a success, she volunteers to serve as chair again. As the team leader, she proceeds to tell everyone else on the committee what to do. What do you think will happen?

- A. The sub-committees will move forward with all of her suggestions and have a successful fundraiser.
- B. Team members will appreciate Soror Lewis taking charge.
- C. Team members will resent her controlling attitude.
- D. Soror Lewis will end up doing all of the work herself.

Defend your answer.

Creating Effective Teams

- Start with the vision.
- Build team bonds.
- Make sure that the concept of a team is absolutely clear.
- Involve the team in joint planning and taing individual responsibilities.
- Address personal issues.
- Establish team norms.
- Work out the logistics of working as a team.
- Start the team with a doable task that requires teamwork
- Review both successes and failures to learn for the future.
- Provide both individual and team support.
- Provide extras for working as a team.
- Reward accomplishments.

My T.E.A.M. Action Plan

Name: _____ Date: _____

Team Players (Committee members, etc.)

My Strategy (What will I do to build my team?):

Actions That Worked (Which of my strategies worked well?):

Areas Requiring Improvement (What strategies will I reconsider?):



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Elsie Cooke-Holmes, Co-Chair
Ann Davis Jones, Ph.D., Co-Chair
Rhonda L. Arrington
Kelley Bolden Bailey, Ph.D.
Brittani Blackwell
Gwendolyn Coley
Charlotte M. Freeman, Ph.D.
Esther Hardin
Renee Laverne Harper
Cheryl V. Hudson
Khristie D. Landrew
Jerinda Lewis McDowell
Vonetta C. Mickens
Mabel Lake Murray, Ed.D.
Norman H. Sermon-Boyd, Ed.D.
Erika Tunson
Vivian Williams
Katherine Brown, Staff Liaison
Tammy Valentine, Staff Liaison