

Facilitator Introduction

10 MINUTES



Welcome and Workshop Overview

Welcome Natural Work Team to today's session. Today's topic is Participation. (Slide #1),

State "Before we get started let's take an opportunity to share with each other what we've applied over last week."



Show the overhead, *Question* (Slide #2) and ask groups to discuss the following three questions at their tables:

- Which skills/ideas from last week's workshop have you applied **most successfully** this week?
- Which skills/ideas have had the greatest **impact** on your **team**?
- Which skills/ideas have had the greatest **impact** on your **job**?



Ask participants to share comments from the table discussions.

- Reinforce answers, and thank participant for contributing

State:

"I know many of you, when we say that today we're going to discuss team participation, say to yourself...'I've been on a team before...I know how to participate on a team.' WELL, by a show of hands... how many of you have been on teams and in team meetings that:

- Were really no fun...everyone was extremely serious and got annoyed when the group went off topic?
- Never stuck to the agenda...the group could rarely come to agreement...truly you felt nothing got accomplished?
- Had one or two individuals that dominated the conversation, or individuals that just sat back, were uninvolved?



Review Today's *Objectives* (Slide #3)

- If possible tie back to opening comments.



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Review the *Program Norms*: (Slide #4)

- Reinforce the importance of committing to these as team participants during our training sessions

Ask for and answer any questions.

Interactive Presentation

10 MINUTES

Effective Meetings (Slide #5)

Ask participants:

- “On average, how much time do you spend in meetings every month?”
- “What were the purposes of those meetings? (i.e. information sharing, problem solving...)”



Collect ideas on a Flip Chart



Show the overhead, *Effective Meetings* (Slide #6) and tie back to what group shared on the Flip chart.

Ask participants:

- “What do you feel are the main responsibilities of a meeting participant?”
- **Collect** ideas on a Flip Chart: *Responses might be:*
 - Come prepared
 - Arrive on time
 - Listen to what the meeting leader says
 - Contribute to the discussion
 - Focus on meeting objectives
 - Build on others’ ideas
 - Treat other with respect



Comment that:

“It might seem that it’s the meeting leader’s job to plan and control a meeting. It is true that the leader should do most of the planning. However, meetings work best when **everyone** contributes – not only to **what** is discussed, but also to **how** the meeting is run.”

Interactive Presentation

30 MINUTES

Task Vs. Process Communication

Introduce this section as follows:

“Many meetings are less effective than they could be because participants don’t know good meeting skills.”

Introduce the video segment by telling participants they are about to watch scenes from an ineffective meeting. (Slide #7)

Ask participants to take notes on what the meeting participants in the video say and do—or don’t say and do—that makes the meeting ineffective.



Show the video example

(Be ready to stop the video when indicated on the screen. – This segment runs about 6 minutes.)

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Ask participants:

- “What do you think are the chances that this group will accomplish its goal?”

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Ask participants:

- “What did the meeting members do, or fail to do, that made the meeting ineffective?” (Slide #8)



Collect participants responses on a flip chart

(Task Needs)	(Process Needs)
<i>responses might be:</i>	<i>responses might be:</i>
Arrive late	Didn't listen to others
Left during the mtg	Didn't involve others
Strayed from the topic	Put down others' ideas
Didn't decide who would do what by when	Acted insensitively

Summarize the discussion by explaining that, despite participants' best intentions, a lack of good meeting skills can make meetings ineffective.



Show the overhead, *Meeting Needs* (Slide #9)

Review with participants the difference between Task Needs and Process Needs:

<u>Task Needs:</u>	<u>Process Needs:</u>
To make good decisions & plans	To feel valued & respected
To focus on the meeting topic	To be listened to
To finish on time	To have a chance to contribute to the discussion



Write the labels "Task Needs" and "Process Needs" above the left and right columns of the flipchart.

Explain that the meeting participants in the video ignored each other's task and process needs, which led to an ineffective meeting.

Comment to participants:

- “When individuals come together to form a team, these task and process needs are there. Some members are goal oriented (task), where as others spend more time working on interpersonal issues (process).”
- As team development progresses, members settle into individual “roles”



Show the overhead, *Team Member Roles*. (Slide #10)

Comment that:

- These roles include both “task” and “process” areas.
- The task dynamic is identified by the “what” and “why” issues of the team’s work
- The process dynamic is identifies by the “how” dynamic that the team uses to facilitate task ask accomplishment.



Show the overhead, *“Task” Communication*. (Slide #11)

- **Describe** “Task” characteristics



Show the overhead, *“Task” Roles*. (Slide #12)

- **Explain** the different types of Task roles
 - **Information Giver** = Offers information or data.
 - **Information Seeker** = Asks for clarification or accuracy of statements.
 - **Opinion Giver** = States belief or opinions relative to the discussion.
 - **Elaborator** = Elaborates on ideas and suggestions, defines and redefines terms.
 - **Clarifier** = Interprets or explains facts or opinions.
 - **Standard Setter** = Establishes criteria for evaluating opinions, ideas, or decisions.

Ask participants to stand next to “Task Role” – “You find yourself playing when you are a member of a team.”

Confirm that each Role is important to functioning as a team and no one team member has to perform every task role.

Explain that as teams first meet the their primary focus is on “Task Roles”... ‘what is our mission’, ‘what are our goals’...

Ask the participants...”What happens to a team if their primary focus is task-dominated for too long?”

Look for answers such as:

- Members compete with each other
- Anger, Resentment, Alienation
- Poor Morale, Frustration

Indicate the balance in both Task and Process Roles

Show the overhead, “*Process*” Communication. (Slide #13)

- **Describe** “Process” characteristics

Show the overhead, “*Process*” Roles. (Slide #14)

- **Explain** the different types of Task roles
 - **Encourager** = Being open to others’ opinions or feelings even if they are different.
 - **Gatekeeper** = Openly taking interest in what others say, and facilitating conversation.
 - **Listener** = Paying close attention to what others talk about.
 - **Harmonizer** = Negotiating or relieving tension when appropriate.
 - **Acceptor** = Respecting and promoting differences.
 - **Supporter** = Giving team members permission to feel good about their successes



Ask participants to stand next to “Process Role” – “You find yourself playing when you are a member of a team.”

Confirm that each Role is important to functioning as a team and no one team member has to perform every task role.

Comment to participants that:

- “Building a true sense of teamwork requires managing the team’s process dynamic.”



Ask participants the following questions to generate discussion and closure on this section:

- “What is useful about being task focused?” --write responses on a ½ of flip chart.
- “What is useful about being process focused?” --write responses on other ½ of flip chart. (Post on wall)
- What are some disadvantages from being in one mode too frequently?

10 MINUTES

BREAK

Interactive Presentation

10 MINUTES

Dysfunctional Team Behaviors



Show the overhead, *Dysfunctional Team Behavior*. (Slide #15)

Comment that:

- “Dysfunctional team member behaviors can be when task behaviors shift to a more extreme level, thus impacting the work flow of the team if not appropriately challenged.”
- Some task behaviors can interfere with the team being able to accomplish its goal.
- Some process behaviors can prevent the team from developing a supportive climate.

Explain some of the dysfunctional behavior from Slide #15

- **Condescending** = Putting down team member contributions as irrelevant.
- **Bullying** = Being inconsiderate of other team member's needs.
- **Avoiding** = Not paying attention to facts or relevant ideas.
- **Withdrawing** = Acting passive or indifferent, wandering from the subject or discussion.
- **Joking** = Excessive playing around, telling jokes, and mimicking other team members.
- **Dominating** = Excessive talking, interrupting others, criticizing, and blaming.

Ask participants these questions:

- “Who was been on a team where they have worked with these types of behaviors?”
- “What did you do to prevent that behavior from reoccurring?”



Show the overhead, *Responses to Dysfunctional Behavior* (Slide #16)

Interactive Discussion

20 MINUTES



Meeting Code of Conduct

Show the overhead, *Meeting Code of Conduct...* (Slide #17)

- Ask participants for a commitment to use this as a guide in future team meetings.

Group Activity

30 MINUTES

Team Activity (Slide #18)

- Continue to work on Team Name & Team Charter
- Use Team Meeting Skills in discussion.

Conclusion

5 MINUTES

Confirm for team next training session, time/date/location.

NOTES:
