



Teams 3: GROUP DYNAMICS

Developing Effective Teams Series

Course Manual

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STATE CIVIL SERVICE
COMPREHENSIVE PUBLIC TRAINING PROGRAM

DEVELOPING EFFECTIVE TEAMS, PART III: GROUP DYNAMICS

COURSE DESCRIPTION

This 1-day course discusses strategies and techniques for developing effective teams. Participants will learn about the stages of team development, skills essential to working in a team environment, relationship-building roles, strategies for handling team conflict, and problem-solving strategies. Class discussion will emphasize building and maintaining a sense of community in the workplace.

LEARNING OBJECTIVES

At the end of this course, you'll be able to:

- Adapt your communication to work effectively with the different personalities on your teams
- Analyze and address the challenges of the different stages of teams
- Demonstrate behaviors that create a positive team environment

NOTES:

A GREAT TEAM

Think about a great team you've been a member of. Or maybe it's even the team you're on now. What made it so great?

- Did the team members support each other in a special way?
- Was the communication open and clear?
- Did the team use the strengths of the individual members well?
- What other actions made the team effective?

Discuss the factors that made the team great with the rest of your group and come up with a list of the traits and practices that create strong teams.

WHAT'S YOUR PERSONALITY TYPE?

Use the questions on the outside of the chart to determine the four letters of your Myers Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every decision.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

Then you prefer

E

Extroversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

Then you prefer

I

Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

Then you prefer

S

Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

Then you prefer

N

Intuition

3. How do you prefer to make decisions? If you:

- Using logical reasoning, makes decisions in an impersonal way.
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

Then you prefer

T

Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

Then you prefer

F

Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

Then you prefer

J

Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy

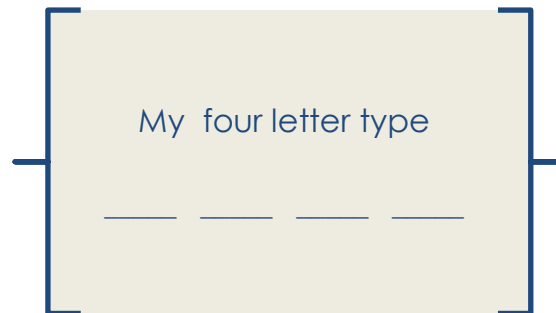
Then you prefer

P

Perceiving

My four letter type

WHAT'S YOUR PERSONALITY TYPE?



<p>ISTJ</p> <p>Responsible, sincere, analytical, reserved, realistic, systematic.</p> <p>Hardworking and trustworthy with sound practical judgment.</p>	<p>ISFJ</p> <p>Warm, considerate, gentle, responsible, pragmatic, thorough.</p> <p>Devoted caretakers who enjoy being helpful to others.</p>	<p>INFJ</p> <p>Idealistic, organized, insightful, dependable, compassionate, gentle.</p> <p>Seek harmony and cooperation, enjoy intellectual stimulation.</p>	<p>INTJ</p> <p>Innovative independent, strategic, logical, reserved, insightful.</p> <p>Driven by their own original ideas to achieve improvements.</p>
<p>ISTP</p> <p>Enjoy adventure, action-oriented, logical, spontaneous, reserved, independent, skilled at understanding how mechanical things work.</p>	<p>ISFP</p> <p>Gentle, sensitive, nurturing, helpful, flexible, realistic.</p> <p>Seek to create a personal environment that is both beautiful and practical.</p>	<p>INFP</p> <p>Sensitive, creative, idealistic, perceptive, caring, loyal.</p> <p>Value inner harmony and personal growth, focus on dreams and possibilities.</p>	<p>INTP</p> <p>Intellectual, logical, precise, reserved, flexible, imaginative.</p> <p>Original thinkers who enjoy speculation and creative problem solving.</p>
<p>ESTP</p> <p>Outgoing, realistic, action-oriented, curious, versatile, spontaneous.</p> <p>Pragmatic problem solvers and skillful negotiators.</p>	<p>ESFP</p> <p>Playful, enthusiastic, friendly, spontaneous, tactful, flexible.</p> <p>Have strong common sense, enjoy helping people in tangible ways.</p>	<p>ENFP</p> <p>Enthusiastic, creative, spontaneous, optimistic, supportive, playful.</p> <p>Value inspiration, enjoy starting new projects, see potential in others.</p>	<p>ENTP</p> <p>Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile.</p> <p>Enjoy new ideas and challenges, value inspiration.</p>
<p>ESTJ</p> <p>Efficient, outgoing, analytical, systematic, dependable, realistic.</p> <p>Like to run the show and get things done in an orderly fashion.</p>	<p>ESFJ</p> <p>Friendly, outgoing, reliable, conscientious, organized, practical.</p> <p>Seek to be helpful and please others, enjoy being active and productive.</p>	<p>ENFJ</p> <p>Caring, enthusiastic, idealistic, organized, diplomatic, responsible.</p> <p>Skilled communicators who value connection with people.</p>	<p>ENTJ</p> <p>Strategic, logical, efficient, outgoing, ambitious, independent.</p> <p>Effective organizers of people and long-range planners.</p>

UNDERSTANDING YOUR PREFERENCES

SOURCE OF ENERGY: EXTRAVERSION AND INTROVERSION

The Extraversion-Introversion dimension refers to how a person is energized. Another way to think about this dimension is how a person directs his/her energy. Each person has both orientations, with one being dominant or preferred.

EXTROVERTS

- Directed outward toward people and things
- Energized by people

INTROVERTS

- Directed inward toward concepts and ideas
 - Energized by reflection
-

WORK ENVIRONMENT

TEND TO:

- Be relaxed and confident
- Be accessible
- Be open, active doers
- Be after thinkers
- Seek variety and action
- Prefer to have people around/group interaction
- Prefer variety and action
- Be impatient with long slow jobs
- Act quickly, without thinking
- Prefer to communicate verbally
- Prefer to learn a new task by talking it out

TEND TO:

- Be reserved and questioning
 - Be subtle and impenetrable
 - Be careful, quiet, diligent
 - Before thinkers
 - Seek quiet for concentration
 - Prefer independent tasks and work alone contentedly
 - Dislike interruptions
 - Work on one project for a long time without interruption
 - Think before they act, sometimes without acting
 - Prefer to communicate in writing
 - Prefer to learn by reading rather than talking or experiencing
-

Your group's task is to share strengths, weaknesses, and ways these two groups can support team effectiveness.

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UNDERSTANDING YOUR PREFERENCES

INFORMATION GATHERING: SENSING AND INTUITION

The Sensing-Intuition dimension refers to what a person pays attention to. Another way to look at this dimension is how a person prefers to gather and process information.

SENSORS

- Five senses (reliance on experience and actual data)

INTUITORS

- "Sixth sense" (reliance on possibilities and inspiration)
-

WORK ENVIRONMENT

TEND TO:

- Be practical
- Focus on reality and present enjoyment
- Prefer life as it is
- Prefer using learned skills
- Pay attention to details
- Focus on what works now
- Prefer an established way of doing things
- Enjoy applying what they have already learned
- Work steadily, with a realistic idea of how long it will take
- Make decisions step by step
- Be good at precise work
- Accept current reality as a given to work with

TEND TO:

- Be innovative
 - Focus on expectation and future achievement
 - Prefer change, rearrange life
 - Prefer adding new skills
 - Look at "big picture"
 - Identify complex patterns
 - Focus on how things could be improved
 - Dislike doing the same thing repeatedly
 - Enjoy learning new skills
 - Work in bursts of energy with enthusiasm
 - Jump to conclusions
 - Follow their inspirations and hunches
 - Dislike taking time for precision
 - Ask why things are as they are
-

Your group's task is to share strengths, weaknesses, and ways these two groups can support team effectiveness.

UNDERSTANDING YOUR PREFERENCES

DECISION MAKING: THINKING AND FEELING

The Thinking - Feeling dimension refers to how a person makes decisions. Both the Thinking and the Feeling approaches are rational processes.

THINKERS

- Base decisions on the logic of the situation
- Make decisions objectively, impersonally, and analytically

FEELERS

- Base decisions on human values and needs
 - Weigh the importance of alternatives for self and others
-

WORK ENVIRONMENT

TEND TO:

- Value things, truth, and principles
- Solve problems
- Be brief and businesslike
- Act impersonally
- Treat others fairly
- Depend on intellectual formulas
- Be good at putting things in logical order
- Respond more to people's ideas than their feelings
- Be able to predict logical outcomes of choices
- Need to be treated fairly
- Be firm and tough-minded
- Be able to give negative feedback when necessary
- Hurt people's feelings without knowing

TEND TO:

- Value people, tact, and harmony
 - Support others
 - Be naturally friendly
 - Act personally
 - Treat others uniquely
 - Value personal alternatives
 - Prefer harmony and will work to make it happen
 - Respond to people's values as much as to their ideas
 - Be good at seeing the effects of choices on people
 - Need occasional praise
 - Be sympathetic
 - Be uncomfortable giving negative feedback
 - Enjoy pleasing people
-

Your group's task is to share strengths, weaknesses, and ways these two groups can support team effectiveness.

UNDERSTANDING YOUR PREFERENCES

LIFESTYLE: JUDGING AND PERCEIVING

The Judging-Perceiving dimension refers to the life style a person adopts. Another way to look at this dimension is how a person prefers to organize his/her life.

JUDGERS

- Orderly
- Planned
- Controlled

PERCEIVERS

- Flexible
 - Spontaneous
 - Adaptable
-

WORK ENVIRONMENT

TEND TO:

- Focus on completing tasks
- Want only the essentials needed to begin their work
- Work best when they can plan/follow the plan
- Make decisions too quickly
- Dislike to interrupt the project they are on for a more urgent one
- Prefer to get things settled and finished
- Resist making changes once a decision has been made
- Prefer the structure of schedules and deadlines

TEND TO:

- Focus on starting tasks
 - Want to find out about the job – see many sides to an issue
 - Like to gather information and keep their options open
 - Have trouble making decisions, need more info.
 - Start too many projects and have difficulty in finishing them
 - Postpone unpleasant tasks
 - Prefer leaving things open for last-minute changes
 - Get a lot accomplished at the last minute under pressure of a deadline
-

Your group's task is to share strengths, weaknesses, and ways these two groups can support team effectiveness.

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ACHIEVING FLEXIBILITY

Extroverts	<ul style="list-style-type: none">• Prefer communicating by talking rather than writing.
Introverts	<ul style="list-style-type: none">• Prefer one-to-one communication.• Prefer communicating in writing rather than talking.
Sensors	<ul style="list-style-type: none">• Prefer to receive information in detail, rather than the big picture perspective.• When communicating with sensors, be concrete and use factual data.
Intuitors	<ul style="list-style-type: none">• Prefer to receive the big picture and any implications for the future, rather than detailed information.• When communicating with intuitors, present only your interpretation of the facts.
Thinkers	<ul style="list-style-type: none">• Prefer logical order and has a tendency to analyze information. Tough-minded, may unintentionally offend others .• When communicating with thinking types, present the pros and cons of any possible actions.
Feelers	<ul style="list-style-type: none">• Take an interest in people rather than things. Sensitive and sympathetic when receiving or delivering bad news.• When communicating with feelers, disclose your values and feelings. Explain the possible impact of the situation on you and others.
Judgers	<ul style="list-style-type: none">• Prefer deadlines and seek closure on projects.• Communicate in terms of plans, decisions, and schedules.
Perceivers	<ul style="list-style-type: none">• Prefer to be spontaneous; keep their options open.• Speak in terms of adaptability or flexibility. Allow for input about how to get things done.

Using the information we've discussed on personality types and communication preferences, give us some ideas on the best ways to communicate effectively with you. For example: Do you prefer details or big picture discussions? Do you like social time or do you want to get to the point? Do you prefer step-by-step instructions or to create your own plans? Do you like to brainstorm with a group or submit your ideas in writing? Consider this as an instruction manual for working effectively with you.

Here's how to communicate with me:

THE STAGES OF TEAM GROWTH



Forming Storming Norming Performing

1 FORMING

2 STORMING

3 NORMING

4 PERFORMING

THE STAGES OF TEAM GROWTH



Forming Storming Norming Performing

1 FORMING

TYPICAL TEAM MEMBER THOUGHTS AND FEELINGS:

- Excitement, anticipation, and optimism.
- Initial tentative attachment to the team.
- Suspicion, fear, and/or anxiety about the job ahead.

INTERPERSONAL RELATIONSHIPS ARE OFTEN CHARACTERIZED BY:

- Silence
- Self-consciousness
- Being reactive (vs. proactive)
- Superficiality
- Uncertainty

TYPICAL TEAM MEMBER QUESTIONS MAY INCLUDE:

- Who are these other people?
- What is going to happen?
- What is expected of me?
- Where are we headed?
- How will I fit in?

TYPICAL TEAM MEMBER BEHAVIORS MAY INCLUDE:

- Attempts to define the task and how it will be accomplished.
- Attempts to determine acceptable team behavior.
- Attempts to decide how to deal with team problems.
- Lofty, abstract discussions, and for some, impatience with these discussions.
- Discussions about problems not relevant to the task.
- Complaints about the organization.
- Focuses on barriers to the task.

EFFECTIVE TEAM MEMBER BEHAVIORS INCLUDE:

- Getting to know one another better in an attempt to try to build a foundation of trust.
- Seeking to clarify goals, roles, procedures, ground rules, and expectations.
- Reviewing information the team needs to get started on tasks.
- Learning to appreciate differences in individuals.

LEADER BEHAVIORS:

- Provide clear direction, guidance, and vision.
- Define roles and responsibilities.
- Help the team get to know each other.



2 STORMING

Forming Storming Norming Performing

TYPICAL TEAM MEMBER THOUGHTS AND FEELINGS:

- Sharp fluctuations in attitude about the team's chance of success.
- Resistance to unfamiliar tasks and methods used to achieve tasks.

INTERPERSONAL RELATIONSHIPS ARE OFTEN CHARACTERIZED BY:

- Formation of cliques
- Polarization of team members
- Competition among team members
- Challenging others' points of view
- Disagreement with the leader
- Violation of the agreed upon team norms

TYPICAL TEAM MEMBER QUESTIONS MAY INCLUDE:

- Do we really need the leader?
- How will we handle disagreements?
- Do I want to be a part of this team?
- How can we make decisions when we are having all of these disagreements?

TYPICAL TEAM MEMBER BEHAVIORS MAY INCLUDE:

- Arguments among team members, even when they agree.
- Defensiveness and competition; factions and "choosing sides."
- Concern over excessive work.
- A perception of the leader's favoritism of some members, creating the potential for jealousy and a lack of unity.

EFFECTIVE TEAM MEMBER BEHAVIORS INCLUDE:

- Being self-directed.
- Seeking the leader's support to resolve issues of power and authority.
- Encouraging equal participation.
- Seeking agreement about how decisions will be made (e.g., voting).
- Being committed to the team.
- Working through conflicts.
- Engaging in win/win thinking.
- Acknowledging others' contributions.

LEADER BEHAVIORS:

- Directive in their guidance of decision-making and professional behavior.
- Responsible for reestablishing ground rules about how the team handles conflict.
- Develop team agreements that foster win-win thinking.



3 NORMING

TYPICAL TEAM MEMBER THOUGHTS AND FEELINGS:

- A sense of team cohesion and common goals.
- Acceptance of membership in the team.
- A belief that the goal will be accomplished.

INTERPERSONAL RELATIONSHIPS ARE OFTEN CHARACTERIZED BY:

- Competitive relationships becoming more cooperative.
- Understanding and helping each other.
- A commitment to a team vision.

TYPICAL TEAM MEMBER QUESTIONS MAY INCLUDE:

- How can I best help the team?
- Who on the team has the expertise to help me with this task?
- How can we maintain harmony?

EFFECTIVE TEAM MEMBER BEHAVIORS INCLUDE:

- Being friendly, confiding in each other, sharing personal problems, and discussing team dynamics.
- Expressing criticism in a constructive way.
- Establishing and maintaining team ground rules (norms).
- Utilizing each team members' skills, knowledge, and experience.
- Demonstrating respect for one another.
- Collaborating.
- Being accepting of established positive norms.
- Being supportive of the team.
- Obtaining feedback from measures of success and being accountable.

LEADER BEHAVIORS:

- Encourage and acknowledge members respect for one another.
- Facilitates and enables.
- Finds opportunities to encourage and recognize individual and communal achievements.



4 PERFORMING

TYPICAL TEAM MEMBER THOUGHTS AND FEELINGS:

- A better understanding of each other's strengths and weaknesses.
- Satisfaction with the team's progress.
- Close attachment to the team.

INTERPERSONAL RELATIONSHIPS ARE OFTEN CHARACTERIZED BY:

- High degree of mutual trust.
- Strong commitment to the team.
- Self-sufficient, yet high concern for team members.
- Working to ensure every team member is learning, developing, and improving.
- Coaching and assisting one another.

TYPICAL TEAM MEMBER QUESTIONS MAY INCLUDE:

- How can we continuously improve?
- How can we be more innovative and creative?
- What further improvements can be made in our work processes?
- How can we maintain a high level of performance?

EFFECTIVE TEAM MEMBER BEHAVIORS INCLUDE:

- Constructive adaptation to change.
- Preventing or working through group problems.
- Incorporating innovation and continuous improvement.
- Seeking feedback from management.
- Avoiding regression to an earlier stage.
- Documenting/acknowledging work progress and celebrating successes.

LEADER BEHAVIORS:

- Monitors performance and celebrates success/achievements.
- Delegates and oversees.
- At this level communication among team members and leadership often appear effortless.

TEAM ROLES

Examples of specific task facilitating and relationship building roles are shown below. Use this information to answer the following questions:

- Which roles did members of your group take in the previous activity?
- Which roles are the ones that are most natural to you?
- In which roles would it benefit you to develop your skills?

TASK FACILITATING ROLES

Direction giver:	Identifies ways to proceed and clarifies goals.
Information and opinion seeker:	Asks questions; seeks facts, opinions, perspectives and ideas.
Information and opinion giver:	Provides data; offers facts and judgments, highlights conclusions.
Monitor:	Develops measures of success and maintains accountability.
Process analyzer:	Analyzes procedures to improve efficiency and effectiveness.
Coordinator:	Pulls ideas together and helps others examine one another's suggestions and comments; helps members work together.
Enforcer:	Keeps the team focused on the tasks at hand.
Summarizer:	Combines ideas and helps members understand the decisions that they have made.

RELATIONSHIP BUILDING ROLES

Harmonizer:	Mediates differences and finds common ground in disputes.
Supporter:	Points out and praises contributions.
Tension reliever:	Uses humor to reduce tension and puts others at ease.
Energizer:	Motivates others toward greater effort; displays enthusiasm.
Confronter:	Challenges unproductive or disruptive behavior.
Facilitator:	Helps build solidarity and smooth interactions.

THE FIVE DYSFUNCTIONS OF TEAMS

The Five Dysfunctions of a Team, written by Patrick Lencioni, outlines the key sources of dysfunction on teams and how to overcome them. Lencioni endorses the Myers-Briggs Type Indicator (MBTI) assessment as the most efficient tool to use in conjunction with his model.

Using the MBTI assessment allows team members to discuss their similarities and differences, which also starts the conversation about understanding different styles. This communication builds the foundation on which team members begin to understand and accept each other's differences.

-
- 1 Absence of Trust
 - 2 Fear of Conflict
 - 3 Lack of Commitment
 - 4 Avoidance of Accountability
 - 5 Inattention to Results

ABSENCE OF TRUST

FEAR OF CONFLICT

LACK OF COMMITMENT

AVOIDANCE OF ACCOUNTABILITY

INATTENTION TO RESULTS

THE FIVE DYSFUNCTIONS OF TEAMS

2 DYSFUNCTION 2: FEAR OF CONFLICT

As they grow, even healthy relationships involve conflict. Teams that participate in productive conflict know that the best solutions can be generated in debates and discussions. It's when team members do not *trust* each other that they fail to express their opinions, and *conflict* is avoided at all costs – which in turn only slows down the team's progress.

FEAR OF CONFLICT AND MYERS BRIGGS

When we look at Myers Briggs in this aspect, the **T-F** pair (Thinking-Feeling) directly relates to how comfortable we are with conflict. When a team is able to participate in productive conflict, they are able to successfully discuss the issue and commit to a decision knowing everyone contributed to the outcome.

MBTI PREFERENCE	WHAT A PERSON NEEDS TO ENGAGE IN CONFLICT WITH YOU
THINKING	<ul style="list-style-type: none"><input checked="" type="checkbox"/> A willing participant in dialogue<input checked="" type="checkbox"/> A sense of your competence<input checked="" type="checkbox"/> Confidence that you come prepared to debate with facts<input checked="" type="checkbox"/> Permission to challenge you<input checked="" type="checkbox"/> A desire to look at the problem logically
FEELING	<ul style="list-style-type: none"><input checked="" type="checkbox"/> To know that you will consider his or her feelings<input checked="" type="checkbox"/> To know that it is not all about winning<input checked="" type="checkbox"/> To be heard and considered<input checked="" type="checkbox"/> A sense that you are in this together no matter what<input checked="" type="checkbox"/> Patience for people to collect their feelings if things are heated

WHAT IS NEEDED FOR HEALTHY CONFLICT?

THE FIVE DYSFUNCTIONS OF TEAMS

3 DYSFUNCTION 3: LACK OF COMMITMENT

By engaging in productive conflict, individuals and teams are willing to commit to an idea or resolution, knowing that everyone on the team has contributed to the decision.

CLARITY + BUY-IN = COMMITMENT

In order to have team commitment, we need to clarify actions that will be taken and confirm buy-in by all team members – even those who didn't originally agree with an idea in the early stages of a discussion. Ultimately, a team that fully commits to ideas and decisions is able to move forward successfully.

LACK OF COMMITMENT AND MYERS BRIGGS

In looking at the **J-P** pair (Judging-Perceiving), we are given some insight into what these types need to achieve buy-in and commitment.

MBTI PREFERENCE	WHAT A PERSON NEEDS TO ACHIEVE COMMITMENT
JUDGING	<ul style="list-style-type: none">☑ To not be viewed as rigid or obsessive☑ A plan of action that will be followed☑ Evidence that the process of getting to the decision was sound☑ A list with checkpoints to check progress along the way☑ To have everyone honor a deadline once it is agreed on
PERCEIVING	<ul style="list-style-type: none">☑ Room to experiment with ideas and feel them out along the way☑ The space to not feel judged while collecting information☑ Belief that the plans are open to change with new information☑ Ample time to explore or research alternate pathways to outcome☑ Flexibility and spontaneity—padded deadlines and understanding of his or her style

Unifying goals are important to guarantee team commitment. When you get back to your agency, **have a discussion with your team to ensure goals and commitments are heading in the same direction.**

WHAT ARE SOME WAYS TO GAIN COMMITMENT FROM TEAM MEMBERS?

THE FIVE DYSFUNCTIONS OF TEAMS

4 DYSFUNCTION 4: AVOIDANCE OF ACCOUNTABILITY

Accountability means being responsible for our actions and assignments, as well as standing by the decisions that we make. Team members often shy away from holding each other accountable because they fear risking personal relationships or team cohesiveness. Accountability is best viewed as a standard for team building, not a limitation. Having high expectations for one another's performance and holding one another accountable establishes respect among team members who are held to the same high standards.

AVOIDANCE OF ACCOUNTABILITY AND MYERS BRIGGS

The **E-I** pair (Extroversion-Introversion) answers the question, "Where do I draw my energy from?" The chart below gives us ideas of how to stay energized and accountable based on those preferences.

MBTI PREFERENCE	WHAT A PERSON NEEDS TO STAY ENERGIZED AND EMBRACE ACCOUNTABILITY
EXTROVERSION	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Direct contact with other people on the team<input checked="" type="checkbox"/> Immediate feedback around ideas.<input checked="" type="checkbox"/> Space to brainstorm and discuss with others openly<input checked="" type="checkbox"/> The ability to bounce back and forth between ideas<input checked="" type="checkbox"/> Public recognition of accomplishments to date on the team
INTROVERSION	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Time alone to reflect on what he or she thinks is the best strategy<input checked="" type="checkbox"/> To receive all necessary information before meetings so he or she can process<input checked="" type="checkbox"/> The opportunity to meet with people on the team one-on-one to fortify thoughts<input checked="" type="checkbox"/> Private recognition of his or her accomplishments on the team to date<input checked="" type="checkbox"/> Acknowledgment that his or her silence or lack of a comment does not mean agreement

If you are not holding your team members accountable, they will likely become more focused on their own needs and not the needs of the teams. This will more than likely cause team members to lose sight of outcomes or results.

HOW CAN WE MAINTAIN
THE APPROPRIATE LEVEL OF
ACCOUNTABILITY WITH
OUR TEAM?

THE FIVE DYSFUNCTIONS OF TEAMS

5 DYSFUNCTION 5: INATTENTION TO RESULTS

When team members care more about their individual interests than their team's interests, it's possible to fall back into conflict. There are times when putting our own needs aside for the best outcome of the task at hand is what makes a team exceptional and strong.

By setting clear goals and expected results, team members know what the desired outcomes are and should strive for team success. A team that focuses on collective results retains achievement-oriented employees and minimizes individualistic behavior.

INATTENTION TO RESULTS AND MYERS BRIGGS

Each of the MBTI function pairs below carries a unique motivational style. The following chart shows the MBTI preferences and each unique pairs' motivation for results.

MBTI PREFERENCE	MOTIVATION FOR RESULTS
ST	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Focus on facts as they relate to results<input checked="" type="checkbox"/> Focus on the bottom line<input checked="" type="checkbox"/> Desire to do it right the first time
SF	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Focus on facts as they relate to people<input checked="" type="checkbox"/> Striving to help others<input checked="" type="checkbox"/> Ability to ease tension on the team while working together
NT	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Interest in possibilities in ideas<input checked="" type="checkbox"/> Focus on systems<input checked="" type="checkbox"/> Expecting competence from teammates
NF	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Focus on possibilities in people<input checked="" type="checkbox"/> Need to understand their relationship with you<input checked="" type="checkbox"/> Need for people to be tactful

WHAT ARE SOME WAYS YOUR TEAM STAYS MOTIVATED AND FOCUSED ON RESULTS?

OVERCOMING COMMON PROBLEMS IN TEAMS

When a team is experiencing problems such as competing loyalties or failing to meet performance expectations, each team member is responsible for trying to ensure that the group gets along. Some problems, however, require a more structured approach. The following outlines typical team problems. Your group's task is to brainstorm on solutions for each of these common team challenges.

FLOUNDERING: The team is either unclear about its tasks or overwhelmed by them. This usually occurs in the Forming stage of team development.

DOMINATING PARTICIPANT: A team member who talks a lot, consuming the team's time. He/She may or may not have specific expertise, but tend to tell long stories or give unnecessary detail.

SILENT PARTICIPANT: A team member who rarely speaks up in meetings. Group performance can suffer when a silent participant does not speak up when it would be beneficial. Some people, based on their individual preferences have different comfort levels speaking in a group (e.g. extroverts versus introverts).

RUSH TO ACCOMPLISHMENT: "Doing something is better than doing nothing." This belief may cause team members to be impatient or rush through a project in order to reach a conclusion, when haste is inappropriate for the situation.

FEUDING TEAM MEMBERS: Unresolved conflict, over time, will reduce the team's overall performance. You may need to act as a mediator when this occurs.

SKILL PRACTICE



THE CUSTOMER SERVICE COMMITTEE



Read the case study below and follow the instructions on the following page.

Linda Boudreaux is a state employee. In the past she recommended ways to increase productivity, which management implemented. As a result, management appointed Linda to a committee to recommend ways to improve customer service. Her group has six members, all from her agency, who have volunteered to serve on the committee. The committee has been meeting now for one month, in two-hour biweekly meetings. The members have grown quite close over the weeks, but participation is not equal. Linda has not been very pleased with the group's performance. Only three weeks remain before a presentation is due to management and Linda is concerned. She has been thinking about some of the problems and wondering how to handle them.

At first the members were really enthusiastic but came up with wild ideas. For the past two meetings it is obvious that they have lost some of their enthusiasm and have begun to come to the meetings late. They have however, been developing better ideas on how to improve customer service. During one meeting, members suggested the need to work on tasks outside the meeting. Even though assignments were made, no group members have followed through.

Three of the members are causing challenges in the group.

David is constantly putting down others' ideas, insisting that they will not work. He is very knowledgeable but refuses to listen. He always thinks his way is better and never gives an inch, even when he is wrong. There is often intense argument about whose idea is better.

Janice is very pleasant and always tries to keep the peace. She never disagrees with anyone and rarely makes suggestions. When trying to keep the peace, she usually changes the subject and gets the group off task.

Bonnie is very eager to get the group on task as she knows how important this project is to management. She is impatient with lengthy discussions and wants to see results. As a consequence, she interrupts lengthy discussions and pushes the group to make a decision.

