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 surprises and new situations
     Then you prefer P
     🀄 Perceiving

My four letter type

___ ___ ___ ___
### WTSA YOUR PERSONALITY TYPE?

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

DIMENSIONS OF INDIVIDUAL PREFERENCES AND HOW THEY CONTRIBUTE TO TEAM DEVELOPMENT

**Extroverted Types (E)**
- Maintain their networks, take action

**Introverted Types (I)**
- Look deeply into issues, can understand core of a problem

**Sensing Types (S)**
- Know the facts, work out the details

**Intuitive Types (N)**
- See the big picture, explore new possibilities

**Thinking Types (T)**
- Logically discuss issues, consider pro’s and con’s

**Feeling Types (F)**
- Look at human side of decisions, can help others accept decisions

**Judging Types (J)**
- Provide organization skills, can act with decisiveness

**Perceiving Types (P)**
- Are open to new ideas, are flexible if system breaks down

---

My four letter type  

___ ___ ___ ___
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.
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.

Using the Myers-Briggs Type Indicator in Organizations (2nd Edition) by Sandra Krebs Hirsh. © 1991 by Consulting Psychologists Press, Inc. Permission is hereby granted to reproduce this worksheet for workshop use. Duplication for any other use, including resale, is a violation of the copyright law.
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.

*Using the Myers-Briggs Type Indicator in Organizations (2nd Edition) by Sandra Krebs Hirsh. © 1991 by Consulting Psychologists Press, Inc. Permission is hereby granted to reproduce this worksheet for workshop use. Duplication for any other use, including resale, is a violation of the copyright law.*
UNDERSTANDING YOUR PREFERENCES

Lifestyle: Judging and Perceiving

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

<table>
<thead>
<tr>
<th>Judgers</th>
<th>Perceivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Orderly</td>
<td>✓ Flexible</td>
</tr>
<tr>
<td>✓ Planned</td>
<td>✓ Spontaneous</td>
</tr>
<tr>
<td>✓ Controlled</td>
<td>✓ Adaptable</td>
</tr>
</tbody>
</table>

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.

Using the Myers-Briggs Type Indicator in Organizations (2nd Edition) by Sandra Krebs Hirsh. © 1991 by Consulting Psychologists Press, Inc. Permission is hereby granted to reproduce this worksheet for workshop use. Duplication for any other use, including resale, is a violation of the copyright law.
ACHIEVING FLEXIBILITY

<table>
<thead>
<tr>
<th>Extroverts</th>
<th>• Prefer communicating by talking rather than writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverts</td>
<td>• Prefer one-to-one communication.</td>
</tr>
<tr>
<td></td>
<td>• Prefer communicating in writing rather than talking.</td>
</tr>
<tr>
<td>Sensors</td>
<td>• Prefer to receive information in detail, rather than the big picture perspective.</td>
</tr>
<tr>
<td></td>
<td>• When communicating with sensors, be concrete and use factual data.</td>
</tr>
<tr>
<td>Intuititors</td>
<td>• Prefer to receive the big picture and any implications for the future, rather than detailed information.</td>
</tr>
<tr>
<td></td>
<td>• When communicating with intuitors, present only your interpretation of the facts.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>• Prefer logical order and has a tendency to analyze information. Tough-minded, may unintentionally offend others.</td>
</tr>
<tr>
<td></td>
<td>• When communicating with thinking types, present the pros and cons of any possible actions.</td>
</tr>
<tr>
<td>Feelers</td>
<td>• Take an interest in people rather than things. Sensitive and sympathetic when receiving or delivering bad news.</td>
</tr>
<tr>
<td></td>
<td>• When communicating with feelers, disclose your values and feelings. Explain the possible impact of the situation on you and others.</td>
</tr>
<tr>
<td>Judgers</td>
<td>• Prefer deadlines and seek closure on projects.</td>
</tr>
<tr>
<td></td>
<td>• Communicate in terms of plans, decisions, and schedules.</td>
</tr>
<tr>
<td>Perceivers</td>
<td>• Prefer to be spontaneous; keep their options open.</td>
</tr>
<tr>
<td></td>
<td>• Speak in terms of adaptability or flexibility. Allow for input about how to get things done.</td>
</tr>
</tbody>
</table>

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

An effective team may not come together quickly. Teams grow and mature just as individuals do. Being part of a developing team requires an understanding of this developmental process.

There are four stages of team growth. For each stage there are different interpersonal relationships, team member feelings, team member questions, and effective team member behaviors. The following is an overview of the four stages of team growth:

1. Team members become acquainted with one another; they want to know the team’s purpose, and explore the boundaries of acceptable team behavior. This stage is a transition from individual to team member status.

2. As team members become more comfortable with each other, they are faced with disagreements. They start to panic when they realize the amount of work that lies ahead. They may challenge the leader and group norms.

3. Team members are beginning to understand and help one another as they reconcile their competing preferences.

4. The team’s focus shifts from building the team to fostering change, continuous improvement, and innovation. The team now knows what is expected as members diagnose and solve problems.

The ideal is to move a team from one stage to another until it becomes a high performing team. The duration and intensity of each stage will vary from team to team. If issues are ignored, the team can get “stuck” in one stage.
Prepare a 5 minute presentation on your stage using the information on the following pages.

Include the following in your presentation:

1. What to expect during this stage
2. Actions that can help your team during this stage
3. Any real life examples you have experienced in this stage

STAGE:
THE STAGES OF TEAM GROWTH

1 FORMING

2 STORMING

3 NORMING

4 PERFORMING
THE STAGES OF TEAM GROWTH

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.
THE STAGES OF TEAM GROWTH

2 STORMING

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.
### 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.
THE STAGES OF TEAM GROWTH

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.
As a team works together, members begin to develop certain roles.

**ROLES:** **SHARED EXPECTATIONS OF HOW GROUP MEMBERS WILL MEET THE REQUIREMENTS OF THE POSITION.**

People develop their roles based on their own expectations, the organization’s expectations, and the group’s expectations. The roles fall into two categories:

1. **Task Facilitating:** What team members say and do to directly aid in the accomplishment of objectives.

2. **Relationship Building:** What team members say and do to develop and sustain interpersonal relationships and team dynamics (patterns of interactions).

In order to become a high performing team, both task facilitating and relationship building roles are required.

- However, most people tend to contribute to one set of behaviors more than the other.
- A team member must assess which role is required in a given situation and display those behaviors.
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**

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

**Relationship Building Roles**

<table>
<thead>
<tr>
<th>Role</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmonizer</td>
<td>Mediates differences and finds common ground in disputes.</td>
</tr>
<tr>
<td>Supporter</td>
<td>Points out and praises contributions.</td>
</tr>
<tr>
<td>Tension reliever</td>
<td>Uses humor to reduce tension and puts others at ease.</td>
</tr>
<tr>
<td>Energizer</td>
<td>Motivates others toward greater effort; displays enthusiasm.</td>
</tr>
<tr>
<td>Confronter</td>
<td>Challenges unproductive or disruptive behavior.</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Helps build solidarity and smooth interactions.</td>
</tr>
</tbody>
</table>
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.
Trust is one of the most important aspects of a cohesive team. As defined in *The Five Dysfunctions of a Team* trust is the “confidence among team members that their peers’ intentions are good, and that there is no reason to be protective or careful around the group” (Lencioni, 2002, p. 195). Without trust, it is impossible for a team to develop and grow.

Think about it – how often do you show your weaknesses and vulnerabilities to those you don’t trust? Do you go to those teammates for advice or feedback? No. We often find ourselves dreading interactions with those we don’t trust, which is why trust is such an important factor for effective teamwork.

**Absence of Trust and Myers Briggs**

When we discuss Myers Briggs and the Five Dysfunctions of a Team, the S-N pair (Sensing-Intuition) reflects how we receive and trust information.

<table>
<thead>
<tr>
<th>MBTI Preference</th>
<th>What a Person Needs to Feel Trust in You</th>
</tr>
</thead>
</table>
| Sensing         | ☑ Specific, correct, and exact information  
|                 | ☑ To stay on topic during discussions  
|                 | ☑ An example of a project on which you were successful  
|                 | ☑ A tangible idea with steps to implement it |
| Intuition       | ☑ To not be bogged down with unnecessary details  
|                 | ☑ To have their ideas heard  
|                 | ☑ Evidence that you have imagination and will use it  
|                 | ☑ An attempt to step out of the trees and take the forest view  
|                 | ☑ Belief that you are open to experimenting or trying new things |

What are some ways to develop and maintain trust on our teams?
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.

<table>
<thead>
<tr>
<th>MBTI Preference</th>
<th>What a Person Needs to Engage in Conflict with You</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking</strong></td>
<td>✔ A willing participant in dialogue</td>
</tr>
<tr>
<td></td>
<td>✔ A sense of your competence</td>
</tr>
<tr>
<td></td>
<td>✔ Confidence that you come prepared to debate with facts</td>
</tr>
<tr>
<td></td>
<td>✔ Permission to challenge you</td>
</tr>
<tr>
<td></td>
<td>✔ A desire to look at the problem logically</td>
</tr>
<tr>
<td><strong>Feeling</strong></td>
<td>✔ To know that you will consider his or her feelings</td>
</tr>
<tr>
<td></td>
<td>✔ To know that it is not all about winning</td>
</tr>
<tr>
<td></td>
<td>✔ To be heard and considered</td>
</tr>
<tr>
<td></td>
<td>✔ A sense that you are in this together no matter what</td>
</tr>
<tr>
<td></td>
<td>✔ Patience for people to collect their feelings if things are heated</td>
</tr>
</tbody>
</table>

**What is needed for healthy conflict?**
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.

<table>
<thead>
<tr>
<th>MBTI PREFERENCE</th>
<th>WHAT A PERSON NEEDS TO ACHIEVE COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THINKING</td>
<td>☑ To not be viewed as rigid or obsessive</td>
</tr>
<tr>
<td></td>
<td>☑ A plan of action that will be followed</td>
</tr>
<tr>
<td></td>
<td>☑ Evidence that the process of getting to the decision was sound</td>
</tr>
<tr>
<td></td>
<td>☑ A list with checkpoints to check progress along the way</td>
</tr>
<tr>
<td></td>
<td>☑ To have everyone honor a deadline once it is agreed on</td>
</tr>
<tr>
<td>FEELING</td>
<td>☑ Room to experiment with ideas and feel them out along the way</td>
</tr>
<tr>
<td></td>
<td>☑ The space to not feel judged while collecting information</td>
</tr>
<tr>
<td></td>
<td>☑ Belief that the plans are open to change with new information</td>
</tr>
<tr>
<td></td>
<td>☑ Ample time to explore or research alternate pathways to outcome</td>
</tr>
<tr>
<td></td>
<td>☑ Flexibility and spontaneity—padded deadlines and understanding of his or her style</td>
</tr>
</tbody>
</table>

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.**
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.

<table>
<thead>
<tr>
<th>MBTI PREFERENCE</th>
<th>WHAT A PERSON NEEDS TO STAY ENERGIZED AND EMBRACE ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>THINKING</td>
<td>☑ Direct contact with other people on the team</td>
</tr>
<tr>
<td></td>
<td>☑ Immediate feedback around ideas.</td>
</tr>
<tr>
<td></td>
<td>☑ Space to brainstorm and discuss with others openly</td>
</tr>
<tr>
<td></td>
<td>☑ The ability to bounce back and forth between ideas</td>
</tr>
<tr>
<td></td>
<td>☑ Public recognition of accomplishments to date on the team</td>
</tr>
<tr>
<td>FEELING</td>
<td>☑ Time alone to reflect on what he or she thinks is the best strategy</td>
</tr>
<tr>
<td></td>
<td>☑ To receive all necessary information before meetings so he or she can process</td>
</tr>
<tr>
<td></td>
<td>☑ The opportunity to meet with people on the team one-on-one to fortify thoughts</td>
</tr>
<tr>
<td></td>
<td>☑ Private recognition of his or her accomplishments on the team to date</td>
</tr>
<tr>
<td></td>
<td>☑ Acknowledgment that his or her silence or lack of a comment does not mean agreement</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>MBTI PREFERENCE</th>
<th>MOTIVATION FOR RESULTS</th>
</tr>
</thead>
</table>
| ST              | ✓ Focus on facts as they relate to results
|                 | ✓ Focus on the bottom line
|                 | ✓ Desire to do it right the first time
| SF              | ✓ Focus on facts as they relate to people
|                 | ✓ Striving to help others
|                 | ✓ Ability to ease tension on the team while working together
| NT              | ✓ Interest in possibilities in ideas
|                 | ✓ Focus on systems
|                 | ✓ Expecting competence from teammates
| NF              | ✓ Focus on possibilities in people
|                 | ✓ Need to understand their relationship with you
|                 | ✓ Need for people to be tactful

**What are some ways your team stays motivated and focused on results?**
THE FIVE DYSFUNCTIONS OF TEAMS

ALIGNING THE TWO APPROACHES

THE STAGES OF TEAM GROWTH

- FORMING
- STORMING
- NORMING
- PERFORMING

THE FIVE DYSFUNCTIONS OF TEAMS

- BUILDING TRUST
- MANAGING CONFLICT
- BUILDING COMMITMENT
- DEMONSTRATING ACCOUNTABILITY
- DELIVERING RESULTS
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.
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.
CASE STUDY DIRECTIONS:

1. Determine which stage of team growth the team is in by analyzing team member behaviors and interpersonal relationships.
2. Recommend the behaviors that should be used to move the team toward the next stage of team growth.
3. Develop a specific plan to resolve the problems presented by David, Janice, and Bonnie.

REFERENCES:


