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TECHNICAL ASSISTANCE REPORT

203900

Bureau of Justice Assistance

CRIMINAL COURTS TECHNICAL ASSISTANCE PROJECT

A Joint Program of the Bureau of Justice Assistance, U.S. Department of Justice, and
American University School of Public Affairs
National Legal Aid and Defender Association
Justice Management Institute
Pretrial Services Resource Center

203900

AMERICAN UNIVERSITY
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Criminal Courts Technical Assistance Project Report No.: 98-34

Workshop on Team Building and
Team Training for the
16th Judicial Circuit Court of Key West, Florida

Phase I: January 10, 2000
Phase II: January 18, 2000
Phase III: February 28, 2000

Consultant:
Brenda J. Wagenknecht-Ivey, Ph.D.
PRAXIS Consulting, Inc.

BJA-American University
Criminal Courts Technical Assistance Project

Assignment Data Sheet

Technical Assistance No.:   98-34

Requesting Jurisdiction: Key West, Florida

Requesting Agency: 16th Judicial Circuit Court of Florida

Requesting Official: Ms. Theresa Westerfield
Court Administrator

Local Coordinator: Ms. Theresa Westerfield

Date of On-Site Study: January 18, 2000 and February 28, 2000

Consultant(s) Assigned: Brenda J. Wagenknecht-Ivey, Ph.D.

CCTAP Staff Coordinator: Shavonne Cassidy

Central Focus of Study: Team Building and Team Training for Court
Staff

Contents

Assignment Summary

The 16th Judicial Circuit Court of Florida, located in Florida's Keys, is committed to improving public trust and confidence in the Court. The Court's Administrative/Management Team continually strives to enhance the wide range of services provided by the Court and the efficiency and effectiveness of internal operations. As part of its improvement efforts, Theresa Westerfield, Court Administrator of the 16th Judicial Circuit, contacted the Bureau of Justice Assistance Criminal Courts Technical Assistance Project for assistance in developing a team building and team training workshop for the managers and administrators in the circuit. The focus of the workshop would be multifaceted: first, it would focus on training managers to work together in order to achieve effective court performance; second, it would teach managers how to build teams within their own programs; and third, it would teach managers leadership, conflict resolution and developmental skills.

Dr. Brenda J. Wagenknecht-Ivey of PRAXIS Consulting, Inc., located in Denver, Colorado was mutually selected by CCTAP and the 16th Judicial Circuit Court to undertake the team building and team training workshop. Dr. Wagenknecht-Ivey currently serves as the Director/President of PRAXIS Consulting, Inc., which is a firm dedicated to change management/improvement, conflict management, large and small group facilitation, and team development and team training. In addition, Dr Wagenknecht-Ivey has ten years of court experience as a former Senior Staff Associate with the National Center for State Courts, Institute of Court Management and as a former Court Analyst for the Michigan Supreme Court.

The requested technical assistance was provided to the 16th Judicial Circuit Court in three phases: phase one, during which Dr. Wagenknecht-Ivey conducted pre-workshop interviews by telephone with each member of the Administrative/Management Team, took place in late December 1999; phase two, the conduct of an on-site Team Day Workshop which incorporated themes developed from the pre-workshop interviews, took place on January 18, 2000; and phase three, the conduct of an on-site Follow-up Team Day Workshop, which was designed to reinforce motivation and progress towards goals adopted by the management team during the initial workshop, took place on February 28, 2000. In view of the multiple phases entailed in carrying out this assignment, the Court agreed to cost share with CCTAP by defraying Dr. Wagenknecht-Ivey's consultant fees and travel expenses for phase three.

The contents of this report include Dr. Wagenknecht-Ivey's analysis of the pre-workshop interviews, the on-site agendas for phases two and three, materials used during the two on-site Team Day Workshops, and summaries of the evaluation/feedback forms which were completed by the workshop participants.

16th JUDICIAL CIRCUIT OF FLORIDA: SUMMARY REPORT

Interview Themes, Findings & Recommendations

Phase One: January 10, 2000

16th Judicial Circuit Court of Florida:
Interview Themes, Findings, & Recommendations

January 10, 2000

Introduction

In early December, Dr. Brenda Wagenknecht-Ivey interviewed Court Administrator Theresa Westerfield to better understand (1) the courts in the Florida Keys (e.g., number of judges and staff, locations throughout the Keys); (2) the wide range of services provided by the Circuit; (3) major issues facing the Circuit; (4) her perception of what the Administrative/Management Team does well and areas for improvement; and (5) outcomes she wanted from the team building and team training. In addition to the Court Administrator, all other Administrative/Management Team members were interviewed during the week of December 20, 1999. Each interview lasted approximately one hour and covered the following topics:

- ✓ The person's job responsibilities and role in the Circuit;
- ✓ What each person saw as the long term priorities of the Circuit;
- ✓ The biggest challenges facing the Circuit;
- ✓ The purpose and goals of the Administrative/Management Team;
- ✓ How the team works together;
- ✓ What the team does well and areas for improvement;
- ✓ The biggest challenges facing the Administrative/Management Team; and
- ✓ Issues/matters that should be discussed and outcomes they would like to achieve from the Team Day.

The interview information was analyzed in late December and early January 2000 and is summarized in this brief report. The report includes the themes that emerged from the interviews, my findings, or conclusions drawn from the interviews, and several recommendations for improvement. The themes, findings, and recommendations summarized below serve as the basis for the Team Day scheduled on Tuesday, January 18, 2000.

Interview Themes

1. Many members of the Administrative/Management Team are known nationally and throughout the state of Florida for their knowledge and expertise in respective areas. They are respected nationally, within Florida, and locally for their progressive approaches to managing court programs and services.

2. Despite limited resources, the Circuit provides many needed judicial and other court services to the people who reside in the Florida Keys. Court administrative and management staff have been creative, innovative, and resourceful in providing court services.

3. The Circuit has a good working relationship with most external agencies and county and community leaders.

4. Many members of the Administrative/Management Team do a good job of running/managing their respective programs and/or providing support to the judges and court staff. They reportedly work hard, are professional, and are committed to improving their programs or support services, and enhancing the services provided to court users.

5. The Administrative/Management Team has functioned as a high performance team in the past (i.e., Law Day).

6. The long term priorities of the Circuit are not known or are not clear. Other than generally improving access to the courts and trying to increase public trust and confidence in the courts, team members were uncertain as to the Circuit's long term priorities and performance targets and measures.

7. Court administrative and management staff are adjusting to working with a new Chief Judge. Most decisions must be made in conjunction with or run by the Chief Judge. This slows down decision making. Some staff get mixed messages because of the apparent different philosophies among the judges in the Circuit.

8. The Circuit has been embroiled in several difficult and unfortunate legal challenges and staffing matters over the past few years, which have had an adverse affect on judges and staff. Moreover, the Court and some staff have received negative press in local newspapers; local rag papers continue to publish information that is unfavorable to some staff and the Court.

9. The purpose of the Administrative/Management Team is not known and/or unclear. It does not have collective goals and the membership is confusing. The team reportedly is not very cohesive.

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10. Team meetings are used mostly for disseminating information. While team meetings are deemed important and reportedly are generally well run, they do not always seem to be an effective use of team members' time.

11. Communication among some team members is in need of improvement and conflict and/or differences between and among members of the team are not always dealt with constructively or directly.

12. Trust among some members of the Administrative/Management Team is slow. Behavior that contribute to relatively low trust levels include: (1) talking about others behind their backs; (2) saying inappropriate remarks publicly or in front of other staff; (3) failing to deal with conflict or differences productively and directly; (4) treating some team members or staff better than others; (5) going to judges directly rather than going to the supervisor or the Court Administrator; (6) not supporting everyone on the team; (7) belonging to cliques; (8) not raising matters with the entire team and instead, talking about them with just a few people; (9) jockeying for limited resources; and (10) failing to follow procedures and/or follow through on important details.

Findings

My findings—or conclusions– are summarized below. They take into consideration a wide body of team and teamwork literature as well as my experiences working with teams of all types. All of the findings are centered around team and teamwork issues.

1. The Circuit does not have specific long term goals or performance or outcome measures. Consequently, judges, managers, and other court staff do not necessarily have the same priorities and do not always work together to improve the court system.

2. The Administrative/Management Team lacks a common purpose and a shared vision for the future.

3. For the most part, team members seem to be working independently in their respective programs or areas. With a few exceptions, common or overlapping work responsibilities are absent. Because team members have independent jobs/responsibilities, there is little incentive or reason to be a "real team" (i.e., the team member alone, or with the assistance of one or two others, can accomplish his/her work and/or program goals). Although most team members help each other out when needed, by and large team members are not dependent on each other to accomplish their work.

4. Team members seem committed to improving the manner in which they work together and the overall work climate within the team and throughout the Circuit.

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5. Staff members lack agreed upon performance standards. Performance expectations as well as desired performance outcomes/results are unclear.

6. The team has developed some unhealthy and unproductive group process and relationship norms (i.e., expected or accepted ways of accomplishing tasks and interacting). For example, (1) important and difficult issues are not always discussed openly and honestly; (2) some team members talk about people behind their backs; (3) conflict and/or differences are not always dealt with in productive ways; (4) team members and staff are not always treated equally; (5) meetings are not always productive; and (6) for some, the work environment is not mutually supportive, positive, or trusting. In short, how the team does its work and the level of trust and openness among team members are in need of improvement.

Recommendations

The recommendations respond directly to the interview themes and findings noted above.

1. <u>Clarify/define the Circuit's long term priorities. Establish Circuit goals and identify specific, desired outcomes.</u> The Circuit might want to engage in a long range strategic planning process that would include judges and the Administrative/Management Team. Developing a long range strategic plan has helped other courts both within Florida and nationally clarify their mission, define a vision, identify priorities, set goals, and develop comprehensive strategies for making long term improvements.

2. <u>Clarify/define the Administrative/Management Team's purpose—or mission. Set common goals, establish a shared vision, and establish performance standards.</u>

3. <u>Re-examine the structure of the team and make changes as appropriate.</u> That is, if the Administrative/Management Team wants to be a "real team" (as opposed to a group that demonstrates teamwork), interdependency should be built into the team structure. This could be accomplished by (1) restructuring jobs so that staff have shared and overlapping responsibilities– they rely on each other to accomplish the work and Circuit goals or (2) establishing goals that can only be achieved through the collective efforts and accomplishments or all staff. The membership of the team also should be reviewed to determine if the membership is appropriate given the team's purpose.

4. <u>Critically examine and change the group norms that guide the behaviors and actions of the group.</u> For example, identify and discuss openly those behaviors and actions that are productive to the team/group and discuss how those behaviors can be supported and rewarded. Similarly, identify and discuss the behaviors and actions that are unproductive and destructive to the group. Agree to eliminate those behaviors. Further, identify and agree on core values/guiding principles that will guide all future team/group interactions and work. Collectively determine ways to hold everyone accountable for adhering to the agreed upon core values. Finally, make public agreements about what each team members will do differently in the future.

5. <u>Improve the effectiveness of team meetings.</u> Be clear about the purpose of team meetings (e.g., share information, solve problems, provide information to the Court Administrator to help her make a decision, or make decisions collectively) and re-examine their frequency and duration. In addition to using team meetings to share information, use them more as an opportunity to discuss and solve issues and problems and make appropriate decisions. On matters that pertain to only one or a few people, meet with them separately rather than taking up time in the meeting.

6. <u>Foster a more open and trusting environment.</u> Increased openness can be fostered by (1) being receptive to constructive feedback; (2) listening and valuing the ideas and opinions of team members and staff; (3) drawing more on the expertise and experience of the team members and staff; (4) encouraging team members and staff to raise difficult issues; and (5) rewarding risk taking within the group. Additionally, trust among all team members can be enhanced by (1) being consistent, respectful, open, and honest; (2) demonstrating awareness; (3) giving team members and staff credit for their ideas; (4) implementing their ideas; (5) managing and resolving differences and conflict productively and directly; (6) not looking to blame someone when things do not go as planned, but instead using it as a learning experience and moving forward; (7) following and honoring commitments; and (8) keeping appropriate matters confidential.

7. <u>Celebrate the successes, milestone achievements, progress, and major Circuit accomplishments.</u> Recognize all team members and staff for their contributions to achieving Circuit and/or team goals. Acknowledge individual as well as group performance achievements.

Conclusion

The Administrative/Management Team has the ability to improve its overall effectiveness if it desires to do so. Team members seem genuinely committed to the Court and their work, and they expressed a desire to improve how they work together. Together, with the unconditional commitment, discipline, and perseverance of *all* team members, greater performance, teamwork, and an improved work climate are indeed possible and likely.

16th JUDICIAL CIRCUIT OF FLORIDA:
ADMINISTRATIVE/MANAGEMENT TEAM DAY

Phase Two: January 18, 2000

La Concha Holiday Inn
Key West, Florida
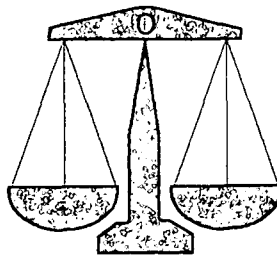
Presented by:

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16ᵀᴴ JUDICIAL CIRCUIT OF FLORIDA: ADMINISTRATIVE/MANAGEMENT TEAM DAY

Tuesday, January 18, 2000
La Concha Holiday Inn, Coral Room

AGENDA

8:30 a.m. Continental Breakfast & Introductions

8:50 a.m. Overview of the Day
   ‣ Review Purpose & Targeted Outcomes of the Team Day
   ‣ Establish Operating Agreements

   Interview Findings & Themes
   ‣ Review Issues & Review Desired Outcomes
   ‣ Discuss & Clarify Findings

   Framework for Developing Real Teams vs. Working Groups
   ‣ Differences Between Working Groups & Teams
   ‣ Criteria to be a High Performance Team
   ‣ Team & Group Dynamics

12:00 noon LUNCH - On Own

1:00 p.m. Enhancing Team Performance
   ‣ Clarify Purpose, Roles, and Membership of the Team
   ‣ Develop Shared Vision &/or Goals
   ‣ Improve Trust & Communication
   ‣ Reshape Team Norms

   Wrap-Up
   ‣ Review Agreements & Accomplishments
   ‣ Prepare for Next Steps
   ‣ Feedback/Evaluate the Team Day

5:00 p.m. ADJOURN

Note: Short breaks will be taken as needed throughout the day.

16TH JUDICIAL CIRCUIT OF FLORIDA: ADMINISTRATIVE/MANAGEMENT TEAM DAY

Tuesday, January 18, 2000

PURPOSE & TARGETED OUTCOMES

The purpose of the Team Day is to enhance the overall effectiveness of the Administrative/ Management Team in the 16th Judicial Circuit of Florida.

At the end of the Team Day, we will have accomplished the following:

1. Agreed generally on the strengths & weaknesses (i.e., areas for improvement) of the team;

2. Defined the team's purpose and what the team would look like if it performed at its best;

3. Identified behaviors and actions that will improve the level of trust and communication among team members;

4. Increased understanding of team members about how to build teams and enhance teamwork; and

5. Determined next/future steps for enhancing the team's performance and effectiveness.

Important Points to Remember/Action Ideas

In the space provided below, record any "action ideas" you want to implement after this Team Day.

1.

2.

3.

4.

5.

6.

7.

8.

Differences Between:

Working Groups   &   Teams

Working Groups	Teams
o Strong, clearly focused leader	o Shared leadership roles
o Individual accountability	o Individual and mutual accountability
o The group's purpose is the same as the broader organization mission	o Specific team purpose that the team itself delivers
o Individual work-products	o Collective work products
o Runs efficient meetings	o Encourages open-ended discussion and active problem-solving meetings
o Measures its effectiveness indirectly by its influence on others (e.g., financial performance of the business)	o Measures performance directly by assessing collective work-products
o Discusses, decides, and delegates	o Discusses, decides, and does real work together

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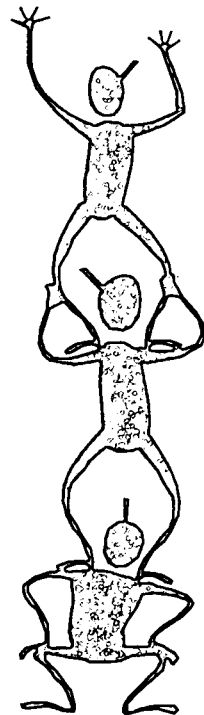
The Team Concept

A team is a group of people working together to accomplish a common task.

Six qualities distinguish a team from a simple collection of people:

1. The team has a definable membership (others identify them as a team).

2. Members identify themselves as a part of a team.

3. Members share a sense of purpose and have common goals.

4. Members need each other to accomplish the purpose of the team.

5. Team members openly and honestly communicate with, influence, and react to each other.

6. The team has the ability to act as a single organism.

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and an approach for which they hold themselves mutually accountable.

Katzenback, J., & Smith, D., (1993). *The Wisdom of Teams.* Harvard Business School Press, (p 45).

Characteristics of High Performance Teams

After three years of studying high performance teams, researchers have identified crucial factors associated with team success. They have discovered eight characteristics that explain how and why effective teams develop.

1. **Clear and Elevating Goal**

    -   Teams have a clear understanding of the goal to be achieved and believe it is worthwhile.

    -   Specific performance objectives are clear; teams can tell unequivocally whether or not the performance objectives have been achieved.

    -   The goal is challenging and creates a sense of urgency for all team members.

2. **Results-Driven Structure**

    -   Individual and combined efforts always lead toward the desired goal.

    -   There are clear roles with accountabilities.

    -   There is an effective communication system.

    -   There are methods to monitor performance and provide feedback.

    -   There is an emphasis on fact-based decisions.

3. **Competent Team Members**

    -   Team members possess the necessary technical skills to achieve the objectives.

    -   Team members possess the interpersonal characteristics needed to work well with others.

4. **Unified Commitment**

    -   "Team spirit" exists.

    -   Team members demonstrate loyalty and dedication to the team.

    -   Team members experience a sense of excitement and enthusiasm about the team and are willing to do whatever it takes to help the team succeed.

    -   There is an intense identification with a group of people.

Characteristics of High Performance Teams
(Continued)

5. **Collaborative Climate**

- Team members communicate openly, disclose problems, share information, help each other overcome obstacles, and collaboratively discover ways to succeed.

6. **Standards of Excellence**

- Standards of excellence are understood and accepted by all team members.

- Rewards for success and consequences for failure are defined clearly.

- Highly successful teams are able to sustain standards of excellence (performance) over time.

7. **External Support and Recognition**

- Support from outside the team exists to enable the team to succeed.

- The absence of external support and recognition is noticed more than its presence.

8. **Principled Leadership**

- Clear expectations between the team leader and team members exist.

- Expectations among team members are clear (what they can expect from one another).

- Everyone assumes responsibility for creating and maintaining a supportive decision making climate in which team members can take calculated risks.

Adapted from Larson, C.E. & LaFasto, F.M.J. (1989). Team Work: What Must Go Right, What Must Go Wrong. California: SAGE.

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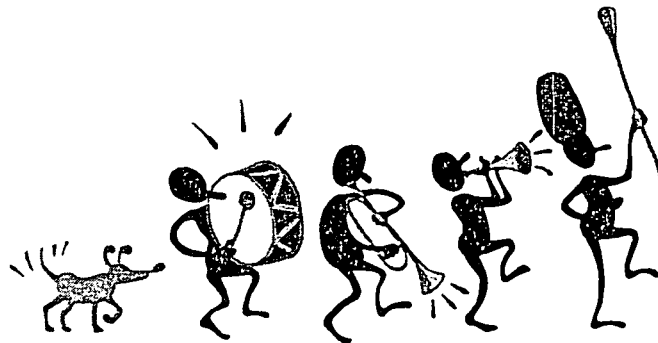
TEAM DYNAMICS: FRAMEWORK

```
                    CONTENT  ⟷  PROCESS
                 Things the team    How the team
                  needs to do       gets it done

        WHAT              RELATIONAL              HOW
                       Relationships among
                         team members

       Goals                                 Work Team Function
       Tasks                            (e.g., how members communicate,
       Activities                        organize, work together, solve
       Outcomes                          problems, make decisions)
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Types of Teams

Team Mission:

Defines the team's purpose, why it exists, what it intends to accomplish, and who it intends to serve. It includes the team's charge and its performance objectives.
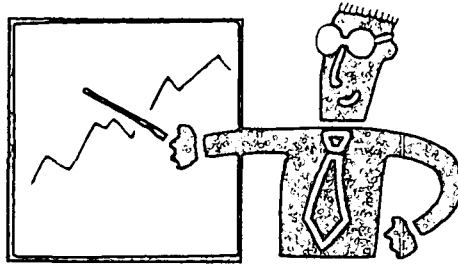
Team Vision:

Represents the team's ideal future desired state — what it would look like if it were achieving its full potential.

Activity:
Ideal Team Story

Describe your "vision" of an ideal team. Describe what working on an "ideal team" would be like.

Five Stages of Group and Team Development

Forming: The Polite Stage	➤ Everyone is on his/her best behavior. ➤ Avoidance of conflict. ➤ Minimal expressed anxiety. ➤ Optimism about the group's success. ➤ Initial belief that "my insight" will be recognized.
Storming: The Conflict Stage	➤ Resistance to others' ideas. (Why aren't they following me?) ➤ Choosing sides. ➤ Testing for power and influence. ➤ Little trust in other team members. ➤ Withdrawal and/or confrontation, passive/aggressive behavior. ➤ Questioning whether the team can solve the issues.
Norming: The Constructive Stage	➤ Emergence of healthy group norms. ➤ Increased trust in other team members. ➤ Criticism without interpersonal conflict. ➤ Focus is on team results over individual personalities. ➤ Increased confidence that the team can succeed. ➤ A growing sense of "we-ness." ➤ "Groupthink" is possible.
Performing: The Effective Stage	➤ Focus on the accomplishments & results ➤ Constructive reflections on team dynamics. ➤ Individuals work synergistically for team success. ➤ Satisfaction with team progress.
Adjourning: The Goodbye & Celebration Stage	➤ A real sense of accomplishment; job is complete. ➤ Sad feelings. ➤ A willingness to work together again.

Stage One-Forming/Orientation

When a team first forms, team members are like hesitant swimmers standing by the side of the pool and dabbling their toes in the water.

Task: Low productivity, unknown goals

Relationship: Anxious, enthusiastic, dependent on leader (high group morale)

Member Behaviors

◇ Comments directed to leader
◇ Clarification of directions
◇ Not much listening
◇ Status given on roles outside group
◇ Issues are superficially addressed and conflict is avoided
◇ Obedience B everyone is on their best behavior
◇ Negative feelings are kept to self or private
◇ There is optimism about the group's success

Member Concerns

◇ Who am I in this group?
◇ Will I be accepted?
◇ What is my role?
◇ Will I be capable?
◇ Who is/will be the leader?
◇ Is the leader competent?

Leader can best help the group by:

◇ Setting goals
◇ Setting boundaries
◇ Assisting in task/role clarification
◇ Encouraging participation
◇ Reducing domination
◇ Offering guidance and asking opinions of group
◇ Soliciting group's views by asking open-ended questions

Stage Two-Storming/Dissatisfaction

As team members start to realize the amount of work that lies ahead, it is normal for them to panic. Now they are like swimmers who have jumped into the water, think they are about to drown, and start thrashing around.

Task: Increasing productivity, growing knowledge

Relationship: Frustration, confusion, competition (low group morale)

Member Behaviors

- There are attempts to gain influence and power
- Subgroups and coalitions form with conflict between them
- The leader is tested
- Ideas are shot down
- Task avoidance occurs
- Team members challenge and resist others' ideas
- There is little trust in team members
- Team members doubt whether the team can solve issues

Member Concerns

- How much autonomy will I have?
- Will I have influence?
- What is my place in the pecking order?
- Personal: Who do I like/who likes me?
- Issues: Do I have support?

Leader can best help the group by:

- Engaging in joint problem solving
- Having members give ideas/support to others
- Creating a norm of valuing other viewpoints
- Encouraging members to share feelings
- Providing group with resources needed
- Accepting the challenges to you
- Dealing with conflict openly
- Praising group skill level and increasing productivity
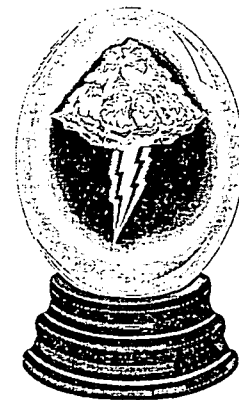
Stage Three-Norming/Resolution

As team members get used to working together, their initial resistance fades away.
They start helping each other stay afloat rather than competing with one another.

Task: Stronger productivity

Relationship: Cohesion, positive feelings, confidence high (moderate, improving group morale)

Member Behaviors

♦ Members can disagree with each other/leader without conflict
♦ The group laughs together
♦ There is a growing sense of "we-ness"
♦ Members do not challenge each other and trust increases
♦ Members begin to establish procedures for dealing with decisions, crises, conflict, and norms
♦ There is increased optimism in the team's ability to succeed

Member Concerns

♦ How close do I get with other members?
♦ Can we accomplish our tasks?
♦ How do we compare to other groups?
♦ What is my relationship to the leader?
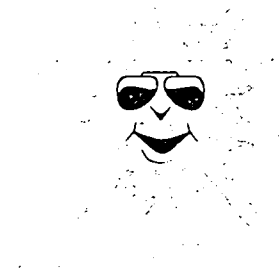
Leader can best help the group by:

♦ Openly discussing issues/concerns
♦ Having the group manage tasks, agenda, etc.
♦ Giving and requesting both positive/constructive feedback
♦ Assigning problems for consensus
♦ Continuing to build trust
♦ Helping build conflict resolution skills
♦ Modeling behavior

Stage Four-Performing/Production

As team members become more comfortable with each other, and better understand the project and what is expected of them, they become a more efficient unit with everyone working in concert.

Task: High productivity, standards of excellence

Relationship: Interdependent, collaborative (high group morale)

Member Behaviors

♦ Roles are clear so each member contributes
♦ Members take initiative
♦ Differences are valued
♦ Team members discuss issues openly
♦ Members seek feedback and use it
♦ Team members are cooperative
♦ Team members are focused toward accomplishing the task
♦ Synergy develops

Leader can best help the group by:

♦ Jointly setting goals
♦ Looking for new opportunities to challenge group
♦ Questioning assumptions about behaviors
♦ Developing a self-assessment form
♦ Appreciating each group member's contribution
♦ Developing members' skills
♦ Listening
♦ Delegating tasks
♦ Using group process techniques: brainstorming, problem solving, and decision making
♦ Not allowing team to get complacent

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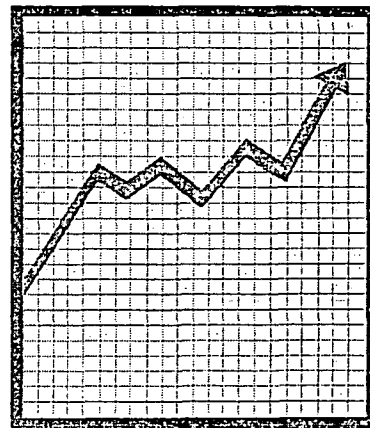
Stage Five-Adjourning/Celebration

The team members feel a sense of loss at breaking up the team. A need for appreciation is apparent and feelings of self-worth are high. Team efforts should be recognized and rewarded.

Task: Closing down

Relationship: Valuing and appreciating differences, high morale

Member Behaviors

♦ Members share sad feelings
♦ Pleasure shown at what accomplished
♦ Members enjoy each other
♦ Members encourage and thank each other

Member Concerns

♦ Did we do a good job?
♦ What did I learn that I can use elsewhere?
♦ Will our work make a difference over time?
♦ Can we come together again?

Leader can best help the group by:

♦ Reviewing accomplishments
♦ Thanking members for their participation
♦ Recognizing members' sadness at the break up of the team
♦ Extending to members an invitation to join other teams in the future

Teamwork

Teamwork is not the same as a team. A team is a discrete unit of performance. It is established as a means to achieve high performance. Teamwork, on the other hand, represents a set of values that encourages listening, being non-judgmental, offering constructive suggestions, being supportive and recognizing the accomplishments of others in the organization. Ideally, teamwork is an integral part of the organizational culture and pervades every aspect of the organization. By itself, teamwork cannot create a team.

Characteristics of Good Teamwork
In an Organization

- ◆ Being Trusting & Trustworthy

- ◆ Being Non-judgmental

- ◆ Communicating Openly

- ◆ Being Supportive

- ◆ Being Encouraging

- ◆ Sharing Information

- ◆ Being Cooperative

- ◆ Listening Actively

- ◆ Accepting that Mistakes Happen (using them as learning experiences)

- ◆ Dealing Constructively with Conflict

Behaviors that Impede Communication

Behaviors that Encourage Communication

Judging/Evaluating
Implying the member and/or idea are wrong; placing judgment on what has been said or done.

Accepting/Describing
Looking at opportunities and possibilities from all ideas; describing what has been said or done (rather than evaluating).

Controlling
Imposing beliefs and values on another member.

Delegating
Allowing team members to take responsibility for their actions.

Indifference
Inferring that what the member has to contribute has no value to the team.

Interested
Valuing each member's contribution to the team.

Closed Minded
Holding onto one's ideas and believing that they are the best and only ones worthy of pursuit.

Open Minded
Being open to everyone's ideas and taking a shared approach to problem resolution.

Manipulation
Speaking with a "hidden agenda" to achieve the desired results.

Honesty
Stating what is meant clearly, directly, and truthfully.

Interrupting
Breaking in before another person has finished a statement or thought.

Acting Listening
Demonstrating that one understands another's point of view before formulating and sharing one's own point of view.

Incongruous Non-verbals
Sending non-verbal messages that conflict with verbal messages.

Consistent Messages
Sending consistent verbal and non-verbal messages.

Openness
Sharing information and feelings openly with others.

Adapted from "Creating the High Performance Team:" by Steve Bucholz & Thomas Roth

Team Busters: Worksheet

Are any of these behaviors present on your team? Check any that you have done yourself, experienced, or seen in the past few months.

_____ 1. Complaints about schedules and deadlines.

_____ 2. Ethnic, racial, gender, or other slurs or jokes.

_____ 3. Reluctance to work with some people.

_____ 4. Talking about problems away from or after, rather than at, team meetings.

_____ 5. Lack of clarity about team goals, objectives, and tasks.

_____ 6. Unresolved conflict between team members.

_____ 7. People working in isolation, having little contact with other team members.

_____ 8. Unequal participation in team information sharing, problem-solving, and decision-making sessions.

_____ 9. Confusion about roles and responsibilities.

_____ 10. Lack of fun and camaraderie among team members.

_____ 11. Little understanding of the work and frustrations of others on the team.

_____ 12. Little attention paid to how we are working as a team/group.

_____ 13. Insufficient knowledge or skill to do the job on the part of any team member.

_____ 14. Lack of support for one another.

_____ 15. Irritation with teammates who perform different functions

_____ 16. Intolerance of the views of other team members.

_____ 17. Weak commitment to the team's goals

_____ 18. Gossiping and backbiting.

_____ 19. Frequent "us versus them" comments.

_____ 20. Lack of effective ways to deal with team obstacles and conflicts.

Team Busters: Scoring

Each of the items falls into one of the four dimensions of team building.
Circle the numbers of the items you checked in the list below:

Task Focus   Items 1,5,9,13,17
Relationship Focus   Items 2,6,10,14,18
Shoulder to Shoulder   Items 3,7,11,15,19
Process Focus   Items 4,8,12,16,20

PHASE TWO: SUMMARY OF EVALUATION/FEEDBACK FORMS

16TH JUDICIAL CIRCUIT OF FLORIDA: ADMINISTRATIVE/MANAGEMENT TEAM DAY

January 18, 2000

SUMMARY OF EVALUATIONS

1. Overall, I thought the Team Day was ... (circle one)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1
N= 3	N= 6	N= 0	N= 0	N= 0
33%	67%	0%	0%	0%

- A lot of information. Could have been a two-day training.
- I think it successfully provided us with the tools to effectuate positive change.
- We needed more time to explore issues.
- It's so nice to have someone who understands where we are going. Your pleasant and reassuring smile allowed for a "safe" feeling, and this enhance the day. It's nice to have someone say, "Everything's going to be okay."
- The day raised some very important concepts to apply to working relationships.

2. What was most valuable to you? Why?

- Giving the rules and regulations for good team building and getting everyone on the same page.
- Getting agreements and "to do's" because that gives us some action to take.
- Overall was most valuable. Some very important points brought up changed some of my opinions and views of team players.
- Discussing the presence of conflicts – ways to resolve them.
- Understanding team members and making agreements.
- The trust issues and how to make a team work and perform.
- Working as a team.
- Lists are good. Ideas are just ideas without an area in which to take place. Form and function critical "tools" we can use.
- Coming to a collaborative agreement on issues with co-workers that I heretofore had felt would not collaborate.

1

3. What was least valuable to you? Why?

- Drawing the vision – picture – of the ideal team; it did not get to the heart of the matter.
- Symbolic picture because I'm not a visual or creative person.
- None.
- The picture drawing exercise. It seems forced and artificial.

4. Overall, how useful will the Team Day be to the team? (Circle one)

Extremely Useful	Very Useful	Useful	Somewhat Useful	Not at all Useful
5	4	3	2	1
N= 3	N= 6	N= 0	N= 0	N= 0
33%	67%	0%	0%	0%

- We had little or no idea how to operate as a team.
- Nice to have the time to actually discuss problems. Now that we have articulated them, we are on the track of solving them.
- I enjoyed the training and found it to be informative.
- A rudder in a rudderless ship can be the saving tool.
- I think we have started to commit to this concept. I can see how it will help us professionally.

5. How effective was the Team Day format (i.e. mix of group discussions, use of overheads, small group activities)? (Circle one)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not at all Effective
5	4	3	2	1
N= 1	N= 8	N= 0	N= 0	N= 0
11%	89%	0%	0%	0%

- Nicely done.
- Gave time to think, express, evaluate, think again, and express.
- Could use some more interactive opportunities.
- Small space – too many exercises.

6. How useful were the handout materials provided at the Team Day? (Circle one)

Extremely Useful	Very Useful	Useful	Somewhat Useful	Not at all Useful
5	4	3	2	1
N= 2	N= 6	N= 1	N= 0	N= 0
22%	67%	11%	0%	0%

- All were very thoughtful.
- Handouts were nice. Did you put a bibliography for texts on how to resolve conflict?

7. How effective was the facilitator in facilitating the Team Day & delivering the material and content? (Circle one)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not at all Effective
5	4	3	2	1
N= 7	N= 2	N= 0	N= 0	N= 0
78%	22%	0%	0%	0%

- She was kind, yet direct.
- This is a specific and deep area of knowledge and to be able to understand and facilitate this to help us who are not as well prepared is a great service to us.

8. General/Other Comments:

- Thanks.
- I hope we can have a follow up training.
- The team day needed to be a two and a half day event. Old behavior needed to be examined. More work on what leadership is. Overall, very good but rushed.

3

16th JUDICIAL CIRCUIT OF FLORIDA: MANAGEMENT TEAM DAY

Phase Three: February 28, 2000

La Concha Holiday Inn
Key West, Florida
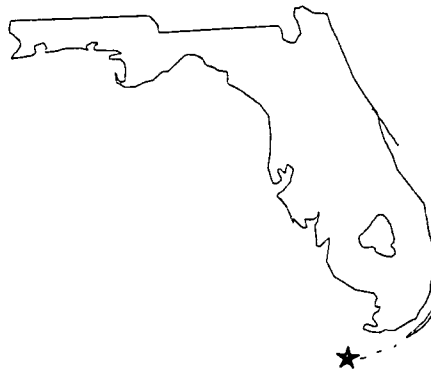
Presented by:

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16TH JUDICIAL CIRCUIT OF FLORIDA: FOLLOW-UP ADMINISTRATIVE/MANAGEMENT TEAM DAY

Monday, February 28, 2000
La Concha Holiday Inn

AGENDA
(February 22, 2000)

10:00 a.m.   Overview of the Day
- Review Purpose & Targeted Outcomes of the Day
- Review/Establish Operating Agreements
- Status Report: Progress Since January Team Day
- Other Matters of Concern/Issues to be Discussed

Resolving & Managing External & Internal Conflict
- Conflict Resolution Styles: When to Use Each
- Analysis of Internal Conflict

12:00 noon   LUNCH

12:30 p.m.   Resolving & Managing External & Internal Conflict (continued)
- Analysis of External Conflict
- Enhance Conflict Resolutions Skills: Make Team Agreements

Building Trust Among Management Team Members
- The Trust Equation & Different Types of Trust
- Diagnose the Team's Biggest Trust Eroders
- Team Agreements: Behaviors & Activities that will Increase Trust Among All Members

Setting Goals for the Management Team
- Introduction to Goals
- Brainstorm & Discuss a Range of Team Goals
- Determine Next Steps

Wrap-Up
- Review Agreements & Accomplishments
- Feedback/Evaluate the Team Day

5:30 p.m.   ADJOURN

16th Judicial Circuit of Florida:
For February 8th Management Team Meeting &
Preparation for Follow-up Team Day

February 6, 2000
Prepared by:
Brenda J. Wagenknecht-Ivey, Ph.D.

Proposed Mission of the Newly Configured Management Team:

The purpose of the Management Team is to work together to lead and manage the 16th Judicial Circuit. Working closely with the Chief Judge and other judicial officers, the Management Team will:

1. Help define the Circuit's long term direction and priorities;
2. Set and work to achieve Circuit-wide and division/department goals;
3. Continually improve the delivery of justice system services to the community;
4. Determine and adhere to appropriate policies and procedures;
5. Solve Circuit-wide problems;
6. Improve communication throughout the Circuit by disseminating appropriate information to judges and staff; and
7. Strive to enhance the work environment for judges and staff.

Expectations of Management Team Members:
1. Support each other
2. Be open, honest, candid, and constructive
3. Increase loyalty, trust, and respect among team members
4. Be honest about demands and workload
5. Be honest about and recognize each other's strengths and weaknesses
6. Improve communication and the level of cooperation among team members
7. Maximize/share resources to reach goals
8. Serve as role models for line staff
9. Hold each other and line staff accountable for high performance and results

Explicit Agreements Made at the January Team Day:
1. Be clear/explicit about what you need
2. Be honest about demands
3. Delegate/share responsibility for doing work/tasks
4. Support each other
5. Don't talk about each other's programs outside of the office
6. Bring matters back to the team
7. Work on common/joint goals

8. Bring up areas of frustration, concern, issues; determine to deal with or not
9. Pause and check in with everyone; ask for and give feedback
10. Check in periodically to assess how well the team is operating/functioning

To Dos (from January Team Day):

1. Make agreements on ways to increase trust and respect
2. Set/clarify goals, long term directions, and priorities
3. Clarify team responsibilities
4. Develop better norms for dealing with conflict and reducing fear
5. Look for things to celebrate
6. Recognize staff for accomplishments
7. Determine ways to check the level of internal customer service (the level of service employees are providing to each other in the course of their daily work)
8. Determine frequency and types of Management Team meetings
9. Prepare agendas prior to meetings

Next Immediate Steps:

1. Summarize Meeting Notes (Purpose, Vision, Agreements, To Dos)
2. Schedule/Conduct Management Team Meeting (February 8, 2000)
3. Set follow-up date & agenda (February 28, 2000 – 10:00 a.m. – 5:30 p.m.)
4. Communicate changes, goals, and priorities to others

16TH JUDICIAL CIRCUIT OF FLORIDA: MANAGEMENT TEAM DAY

Monday, February 28, 2000

PURPOSE & TARGETED OUTCOMES

The purpose of the Team Day is to help the Management Team in the 16th Judicial Circuit take the next step in enhancing its overall performance.

At the end of the Team Day, we will have accomplished the following:

1. Re-affirmed the purpose and composition of the Management Team and the agreements and decisions made at the January Team Day;

2. Enhanced the conflict resolution and management skills of team members;

3. Developed an approach to responding to "external" conflict;

4. Made agreements on how best to improve the level of trust and respect among team members;

5. Begun exploring a range of goals for the management team; and

6. Determined next/future steps.

COMMUNICATION IS:

the process of using verbal and non-verbal cues to negotiate a mutually acceptable meaning between two people within a particular context/ environment.

Source: Lumsden G., & Lumsden D. (1993). *Communicating in groups and teams: sharing leadership*. Belmont, California: Wadsworth Publishing Company.
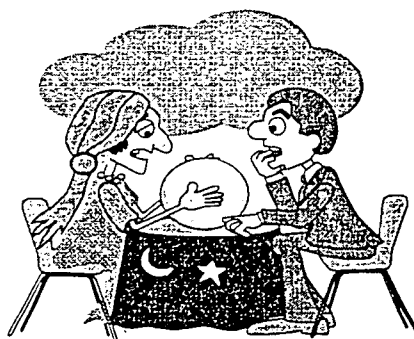
INTERPERSONAL CONFLICT IS:

an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and/or interference from the other party, in achieving their goals.

Source: Hocker, J. L., & Wilmot, W. W. (1991). *Interpersonal conflict*. (3rd. Ed.). Iowa: Wm. C. Brown Publishers.
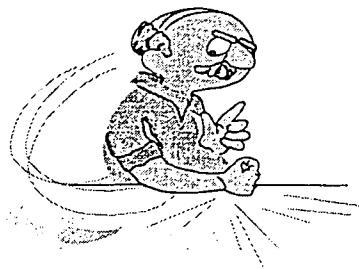
3 LEVELS OF CONFLICT RESOLUTION

1. **LOW:** when one party conquers or submits to the demands of the other party, or when the relationship is damaged.
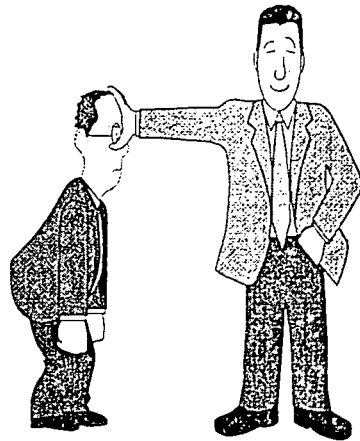
2. **MODERATE:** when parties in the conflict come to some mutually acceptable agreements that settle a particular conflict for the time being, but that do little to enhance the relationship beyond immediate concerns.

3. **HIGH:** when parties in the conflict come to a resolution that meets some individual and shared needs, results in mutual benefits, and strengthens the relationship.
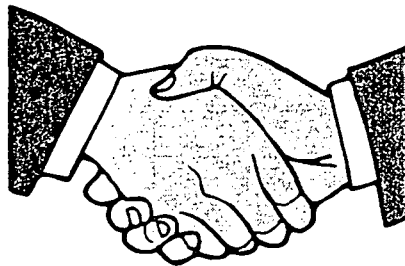
SOURCES OF CONFLICT

INFORMATION: When individuals have contradictory information, or differ on the way they interpret the same information or ideas.

RESOURCES: When needed resources such as time, money, materials, support, are insufficient to go around.

EXPECTATIONS: When members = expectations of individuals = roles or stereotypes, leadership, structure or process, and/or goals, are not met, or if the expectations differ among group members.

NEEDS: When individuals = personal needs, motivations, or agendas block or clash with those of the group or of other individuals.

POWER &
CONTROL: When individuals compete to achieve greater power, control others = responses, and/or control outcomes.

VALUES,
ATTITUDES, &   When individuals hold radically opposed attitudes, values,
BELIEFS: or beliefs.

ETHICS: When values clash over ethical choices, people may conflict on both philosophical issues and on concrete decisions.

PERSONALITY: When individuals = personalities (which may be linked to any or all of the previous sources of conflict) irritate others.

Source: Lumsden, G., & Lumsden, D. (1993). *Communicating in groups and teams: sharing leadership*. CA: Wadsworth Publishing Company.

CONFLICT STYLES

AVOIDING: maintaining the status quo by avoiding, denying, or offering no resistance.

When to use? | What are the consequences?

SMOOTHING/ glossing over, omitting, or down playing considerations that might fuel the
ACCOMMODATING: opponent.

When to use? | What are the consequences?

BARGAINING/ offering something the other party wants in exchange for something you
COMPROMISING: want. Meeting half way.

When to use? | What are the consequences?

CONFLICT STYLES
(CONTINUED)

FORCING/
COMPETING: using domination, persuasion, rewards, penalties, or whatever pressure is needed to win.

      When to use? | What are the consequences?

PROBLEM
SOLVING/   when two or more individuals who (1) have the time; (2) mutually respect each other; and (3) have a mutual stake in the outcome; attempt to
COLLABORATING: collaboratively understand the underlying interests of the other party and reach a mutually acceptable solution.

      When to use? | What are the consequences?

Position v. Interests

A **POSITION** is a solution to the problem or concern (it is something that has been decided on).
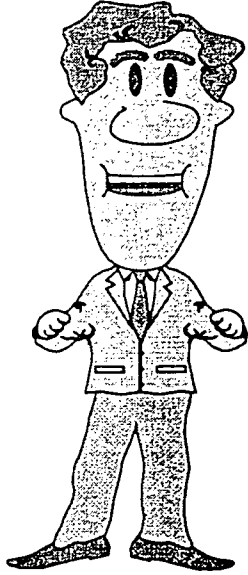
An **INTEREST** is a desire, concern, goal, fear, or need (it is something that causes the person to decide).

Conflict Resolution Worksheet

1. Describe the conflict situation (e.g., what is happening, what are the parties doing/not doing).

2. Analyze the conflict situation (i.e., analyze task, process, and relational issues; identify possible sources of conflict; identify possible underlying interests of the parties)

3. What conflict style(s) might you use to improve the situation and why (i.e., avoidance, smoothing, bargaining, forcing, or problem solving)?

Conflict Resolution Worksheet
(continued)

4.   If appropriate, develop a problem solving intervention strategy.

    a.   Create an effective atmosphere:

    b.   Objectively describe the issues/problems; stick to the facts:

    c.   Clarify perceptions of both parties and get agreement on the issues:

    d.   Focus on needs/interests of the parties:

    e.   Generate a range of options:

    f.   Secure mutually beneficial agreements:

Clarify Interests By Asking:

1. What if? "What if he were to apologize? What would that give you?"

2. What will it take? "What will it take for you to cooperate?"

3. What not? "Why won't you cooperate? What is in your way?"

4. What would be the perfect situation?

5. How would you like to be treated?

6. What problems are we trying to solve?

7. What concerns you the most?

8. When are you irritated? Most satisfied?

9. Describe a situation when things went well.

10. What do you want? What would it mean if you got it?

11. What are two other ways you can get what you want?

12. Can you tell me why you feel so strongly about this?

13. Before this conflict started, what did you want?

14. What would help you feel good?
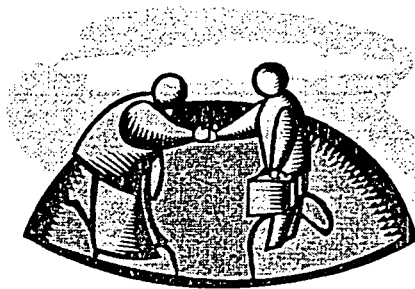
Three Types of Trust

Contractual Trust =

brings clarity on what you can expect from someone and
what someone can expect from you.

Communication Trust =

willingness to truthfully and openly share information.

Competence Trust =

the ability to do what is needed and the capacity to
interact effectively with others.

Behaviors That Build Contractual Trust:

1. Manage expectations
2. Establish boundaries
3. Delegate appropriately
4. Encourage mutually serving intentions
5. Honor agreements
6. Be consistent

Behaviors That Build Communicative Trust:

1. Share information openly
2. Tell the truth
3. Admit mistakes
4. Give & receive constructive feedback
5. Maintain confidentiality
6. Speak with good purpose

Behaviors That Build Competence Trust:

1. Respect people's knowledge, skills, and abilities
2. Respect people's judgment
3. Involve others and seek their input
4. Help people learn and develop new skills

The Trust Equation

$$\text{TRUST} = \frac{\text{Intimacy x Competence}}{\text{Degree of Risk}}$$

[1]Intimacy = Affection + Collaboration + Conflict + Disclosure + Consistency/Predictability

Degree of:	Person #1 (Trusted) 1-10	Person #2 (Not Trusted) 1-10
	(10 indicates a high degree, 1 indicates a low degree)	
AFFECTION	_____	_____
COLLABORATION	_____	_____
CONFLICT	_____	_____
DISCLOSURE	_____	_____
CONSISTENCY/ PREDICTABILITY	_____	_____
Total Raw Score for Intimacy:	_____ / 5 =	_____ / 5 =
Intimacy score:	_____	_____
Competence:	_____	_____
Degree of Risk:	_____	_____
Trust = Intimacy x Competence = Degree of Risk	_____	_____

PHASE THREE: SUMMARY OF EVALUATION/FEEDBACK FORMS

| 16TH JUDICIAL CIRCUIT OF FLORIDA: |
| MANAGEMENT TEAM DAY |
| **February 28, 2000** |
| SUMMARY OF EVALUATIONS |

1. Overall, I thought the follow-up Team Day was ... (circle one)

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1
N=6	**N=1**			
86%	**14%**			

Comments:

- I enjoyed the ability of the facilitator to allow us to tailor the discussion to specific experiences in our work lives.
- Well worth the investment of time and money.
- Ideas were explored and there was continuity with the first session.
- I truly felt this was very informative and provided some "real" working tools.

2. What was most valuable to you? Why?

- Conflict resolution – learned to focus on interests vs. position.
- Conflict resolution – taught the various methods and potential outcomes.
- Conflict resolution.
- Conflict resolution – learned not only how to better deal with management team, but how to better manage conflict with staff.
- Frank and facilitated discussion of internal (real) conflict and how we will collectively respond.
- The conflict resolution discussion. It helped to clarify the different styles that can be used and when they are appropriate.
- Emphasis on respecting differences and how to make a workable product for everyone.

3. What was least valuable to you? Why?

- It was all valuable.
- Trust exercise. While good presentation of trust info, it didn't provide much more info than what I already knew.
- Some of the team building, only because I have heard much of it before.
- Nothing
- The maze exercise was fun and needed to be done to break up presentation, but did not lead to great insights in our dynamics.
- I felt it was all valuable information. Some will be used more than others, but all will be used.
- Can't really identify a particular thing.

4. Overall, how useful will the follow-up Team Day be to the team? (Circle one)

Extremely Useful	Very Useful	Useful	Somewhat Useful	Not at all Useful
5	4	3	2	1
N=4	**N=3**			
57%	**43%**			

- Strong facilitator, well informed of organization structure, and 16th Circuit problems.
- It has given us a framework from which to proceed.
- We have a plan and are more aware of each other's styles.

5. How effective was the follow-up Team Day format (i.e. mix of group discussions, use of overheads, small group activities)? (Circle one)

Extremely Effective	Very Effective	Effective	Somewhat Effective	Not at all Effective
5	4	3	2	1
N=2	**N=4**	**N=1**		
29%	**57%**	**14%**		

- Could use some role playing for examples of how to implement statistics.

2

6. How useful were the handout materials provided at the Team Day? (Circle one)

	Extremely Useful	Very Useful	Useful	Somewhat Useful	Not at all Useful
	5	4	3	2	1
	N=3	N=4			
	43%	57%			

- Very informative. I imagine I will be referring to them often.

7. How effective was the facilitator in facilitating the Team Day & delivering the material and content? (Circle one)

	Extremely Effective	Very Effective	Effective	Somewhat Effective	Not at all Effective
	5	4	3	2	1
	N=7				
	100%				

- I felt the issues were discussed in a manner that allowed everyone's ideas/concerns to be heard.
- Very well done.
- Excellent.

8. General/Other Comments:

- Brenda is truly a pro at this. I enjoyed her spontaneous analysis.
- Very worthwhile day.
- It was great to have such a good facilitator.