

CONTENT

PARTICIPANT HANDBOOK

Preface: Using this Handbook and Toolkits	1
Seminar Introduction	7
Outline: Team Facilitation “Training”: Day 1 & 2	8
I. TEAM FORMATION AND FACILITATION	
A. Operation, Norms and Facilitation Tools	9
B. Team Development and Performance Process	19
C. Team Facilitation Competencies	24
II. HELPING TEAMS PLAN AND ACT SYSTEMATICALLY: The Logic Model	
A. Introducing the Logic Model	32
B. Logic Model Activity	35
C. Debriefing the Logic Model	38
III. INITIATING, INDUCTING AND INTEGRATING NEW TEAM MEMBERS	
Three Essential Pathways to Full Team Membership	43
IV. CHANGES NEEDED IN ROLES AND RESPONSIBILITIES: Team Facilitation and Leadership Checklist	47
Duties and Competencies of a Successful Facilitator	49

PARTICIPANT TOOLKIT

I. PARTICIPANT TOOLS 1 THROUGH 24.....	50-86
--	-------

SUPPLEMENT TOOLKIT

I. SUPPLEMENTAL TOOLS 1 THROUGH 13	87-115
--	--------

Preface: Using this Handbook and the Two Accompanying Toolkits

Public child welfare organizations in New York State are joining what amounts to an international movement. They are joining the growing number of human services organizations, governments, businesses and corporations, public schools, and postsecondary education institutions that rely on teams. Leaders in these diverse organizations are learning that, under ideal conditions, teams provide not just a different way to organize workers, get good work done, achieve results for children and families, and obtain other benefits. Teams provide a better way.

Organizational leaders are learning something else. They are learning that merely proclaiming a team, convening a group of individuals, and then expecting them to self-organize is an invitation to disaster. In other words, leaders are learning through negative experiences the importance of a growing research literature on teams in organizations. Above all, this research indicates that true teams are like the healthy plants in a garden; both need to be nurtured and stewarded carefully and purposefully. Although both appear to be hardy on the surface, both are fragile and depend on special conditions conducive to their growth and development.

Team Facilitation as the Most Important Condition

Competent team facilitation tops the list of special conditions needed for healthy team development and ideal team performance. Team facilitation, as presented in this handbook, is a synonym for a special kind of indirect leadership. Persons providing this leadership help teams accomplish two goals simultaneously: (1) Developing social (team) cohesion as evidenced in the transformation of a loosely organized group of individuals into a true team characterized by trusting relations, a team identity, a common language and case planning procedures, and shared responsibility for the vitality and performance of the team; and (2) Enabling the team to establish directions; develop justifiable, achievable goals; and perform efficiently and effectively as evidenced in improved results and attendant benefits such as improvements in workforce retention. Details follow in this handbook and in the two accompanying toolkits.

Successful team facilitation depends in part on special competencies. The majority of these competencies are presented in this handbook and in the two accompanying toolkits. Few facilitators start with all of them. Expert facilitators acquire more as they practice.

Team facilitation also is personality-dependent. Candidates need to be gregarious, flexible, unthreatened by conflict, comfortable with ambiguity and complexity, honest, credible, dependable, able to stand apart from the fray when unhealthy debates arise, task-oriented and pragmatic, consensus-oriented, and have a boundless sense of humor. These are not super-human qualities. The fact remains that not every person has them all; and that good, competence facilitators need them all.

Perhaps above all, **persons who have demonstrated their practice competence with entire family systems often make good facilitators because teams in nearly every respect are “work families.”** Teams-as-work families exhibit the same challenges, present the same opportunities, and mirror the same of the same dynamics, both good and bad, evident in child welfare families. In short, the parallels are striking, and when the going gets tough, the work often is identical. Persons skilled only with individuals will have a tough time facilitating work family teams.

Preparing and Supporting a New Generation of Team Facilitators

Teams are new, which means that everyone associated with them confronts needs for learning. Everyone requires additional supports, resources, and follow-up assistance such as coaching and mentoring. These needs are agency-wide, including top level leadership.

These needs are especially apparent for team facilitators. How can child welfare supervisors, senior caseworkers, staff developers, directors of services, and others with experience and authority learn how to facilitate team development and performance? Three main options are apparent.

Learning while and by doing: The first, mentioned at the outset, is learning to facilitate by direct experience. Unfortunately, this trial and error or “sink or swim” approach is commonplace. Make no mistake about it: It can be done. Exceptional individuals, especially those treated to wonderful team members who like each other and, all in all, get along together, can succeed as they together learn through twin experiences of forming and performing.

Unfortunately, in most cases this approach is disastrous. When it is, teams create more problems than they solve. Ultimately, a promising innovation with the potential to provide better services to clients, engage and empower the workforce, improve the organization’s climate, and, all in all, improve outcomes becomes yet another experiment added to the agency’s scrap pile of failed innovations. And when teams become another failed innovation, cynicism and doubt grow about whether anything can be done to improve the agency, support the workforce, and provide better services to children, families, and communities. No child welfare agency can afford outcomes like these.

Training provided by outside experts: Stand-up, conventional training provided by experts in teaming and team facilitation is the most popular option. Although training formats differ, many have the same rationale. It is assumed that the experts know what the trainees need to know, and so the experts determine the sequence, timing, and dissemination-flow of the information. Typically training is standardized and often gives “one size fits all” and “cookie cutter” solutions. In other words, trainees are expected to adjust to the training—and not the other way around.

Once the trainees have been exposed to the trainer and the training materials and have had the opportunity to simulate team facilitation and appreciate the other training materials, the assumption is that they can and will go back to their agencies and more or

less follow the scripts provided at the training. That is, it is assumed that the training will transfer to the agency, thanks to what the trainee learns and does at the training. Oftentimes it is assumed that agencies are more or less alike and also that teams are more or less alike.

When these training assumptions can be safely made, training is efficient and effective. Transfer of training follows. However, when these assumptions are not warranted, training does not achieve its potential. More to the point, when team facilitators have not achieved their potential, neither do their teams. These limitations have led to a third approach.

Tailored learning, especially networked learning, and capacity-building: This third approach is the one advanced in this handbook and the accompanying toolkit. It can proceed with self-directed learning, a seminar-like format in which adult learning and development principles and practices drive the interactions among participants, or some combination. In this approach, everyone is a teacher and also a learner. Everyone brings some expertise and experience, and learning proceeds in part by reframing, enriching, and capitalizing on what participants bring and who they are as colleagues.

This third approach starts with an important assumption of its own. Although you can control what you provide in the name of training and instruction, you cannot control learning. What individuals learn, especially experienced adults, is determined heavily by their prior experiences, their aspirations and career orientations, the characteristics of their agency and its workforce, and the characteristics of child welfare families and their surrounding communities.

In this approach, “one size fits few.” Learning must be tailored and personalized. In turn, the development of team facilitators needs to be viewed as a highly personal and individualized process. The key is to give future team facilitators good operational frameworks (“high altitude views”) for understanding how successful teams form and function and then provide them with practical, research-supported, and field-tested tools that enable success.

Put differently, the overall frameworks provide the equivalent of a map, and the tools provide the equivalent of a compass. Together, these frameworks-as-maps and tools-as-compasses enable team facilitators to get from “here” (the present status or starting point with a team) to “there” –the achievement of a healthy, efficient, and effective team. Importantly, facilitators are able to adapt and adjust both the frameworks and the tools to fit their own needs and local circumstances. At the same time, the frameworks and tools enable new facilitators to reflect on their direct practice experiences with teams and then to learn and improve.

In this third approach, direct transfer, in the mode of training, is an unusual event. Adult learners, soon to be team facilitators (or already performing this role), are expected to modify and adapt the frameworks and tools. Moreover, when they share these frameworks and tools with their team members and others in their agency, additional

adaptations and adjustments will occur. All such adaptations and adjustments are good things because they are progress markers for adoption, implementation, team development, and sustainability. Adaptations and adjustments, in other words, indicate that individuals and entire teams are making the frameworks and tools “theirs” and “ours”—a healthy development on every count.

One other aspect of this learning and capacity-building approach is especially important. Persons who acquire team facilitator competence via self-directed learning, networking, a group seminar, or some combination are positioned to give the same tools and experiences to others. This ability for participants to immediately “spread the word” and “share the wealth” is in direct contrast to conventional training (in which expert trainer is the only one able to provide the training). Significantly, as team facilitators share these frameworks and tools with others in their agency, they are working against their own scarcity. That is, others on the team and in the agency gain preparation for competent team facilitation. As preparation and competence spread, the agency gains new capacities for scaling up the team idea and also protects itself from unanticipated team facilitator turnover and absences due to illness and other factors.

Combining Training Systems and Learning-as-capacity-building Systems

When future team facilitators are convened for an adult-oriented seminar, seminar leaders can combine training and learning systems. For example, seminar leaders can design a training-like structure or learning progression. At the same time, they can provide frameworks-as-maps and tools-as-compasses and then use them to drive discussions and collaborative problem-solving among all of the participants. This is what we have done here. In this approach, every tool and every part of the text in this handbook are candidates for discussion, joint problem-solving, and both individual and seminar-wide learning and development.

For example, seminar leaders can introduce every tool and describe and explain its purposes and rationale. Then participants in the seminar—future team facilitators—can begin to work with one or more tools, exploring its application to their team and agency, anticipating and discussing needs for adaptation, and sharing ideas and experiences about its relevance and applicability. These networking-as-learning and capacity-building sessions can be whole group, small sub-group, or some combination. These and other determinations (e.g., when it’s time for a break, when it’s best to deal with “yes-but questions,” etc.) need to be made jointly by seminar leaders and future team facilitators (participants).

In contrast to conventional training formats, these determinations are not made for seminar leaders in this handbook. Seminar leaders need to be able to “read” the group and also to adjust “on the fly” as participants indicate or demand. Once again, this flexible approach is in stark contrast to conventional training. Exactly! This adult-friendly and –responsive framework helps account for its appeal and success.

The basic rule for determinations like these in seminars is familiar. Start with small group work, which enables participants to get to know each other, get comfortable, and perceive that it's safe and appropriate to be candid and authentic. Proceed later to whole-group problem-solving and networking. Combine some small group work with "getting to know you", or "icebreaker" exercises. Participants will get comfortable with each other as they "manipulate" and share ideas about how to apply, adapt, or even not use one or more tools in their respective agencies.

Some future and current team facilitators will use this handbook and the accompanying toolkits for self-directed learning. For you, the same principles apply. Make these tools and frameworks your own. Adjust and adapt them to your agency and your team as needed. Write on them and modify them as needed to gain ownership, comfort, and confidence.

Furthermore, give these frameworks and tools to your teams and have them do the same. The more transparent every part of team facilitation and operations becomes, the better and more effective the team facilitation and overall team experience will be because everything will be fitted to the local context. Life on teams and in agencies simply doesn't follow the conventional scripts provided in expert-driven training.

Acknowledgements

My colleague and friend, Jim Caringi, and I have teamed up to develop and share this new approach with you. We do so with due recognition that we do not have every answer to questions and needs related to teams and their facilitation. Some uncertainties remain and probably are inevitable. Such is life in 21st Century child welfare systems and teams.

If these frameworks and tools help you, we want to know about it. If you have modified them so that they have become better, we would love to see what you've done so we can share them with others. If some tools do not work, we need to know which ones don't and why.

Together we can advance the knowledge base for team facilitation and practice. This overall aim has guided the development of this handbook and the toolkits. This same aim will continue to drive our efforts to serve you and others like you. We need each other and must learn together.

Jim and I have been fortunate in many respects. Above all, we have learned from child welfare colleagues and teams what to do and how; and also what NOT to do and why. We especially appreciate their patience, tolerance and forgiveness for our mistakes. To the extent that you find merit and value in these frameworks and tools, you will understand why we extend a debt of gratitude to the pioneering commissioners, managers, staff developers, supervisors, and caseworkers who helped us pilot and field test some of these frameworks and tools.

In the same vein, a wonderful group of current and prospective team facilitators representing agencies in upstate New York participated in the first pilot seminar for this handbook and the accompanying toolkits. Their participation, critical feedback, encouragement, and knowledge have been pivotal in the final revisions presented here.

For example, some experienced facilitators validated these tools and frameworks. Some shared reactions such as “I wish I’d had these tools when we started.” Others validated the need for them with statements such as “We developed something like this tool because we could not proceed as a team without it.” Still others told us what was missing and needed to be developed. And newcomers to the teaming idea—those about to get started with facilitation—asked practical, tough questions about what experienced facilitators would do differently and better if they could start anew. All such contributions by colleagues have helped to improve the seminar process, the team frameworks, and the practical tools. We are most grateful.

We also are indebted to our colleagues in the Social Work Education Consortium (SWEC). SWEC’s Director, Mary McCarthy, tops the list. Other team facilitators follow—Jessica Strolin, Nancy Dorn, Rosemary Sherman, and Nancy Claiborne, among others. Jenny Marks Dillman formatted the materials, making them accessible and even attractive in ways we cannot.

Finally, special thanks to Jim Brustman and Sharon Kollar for inviting us to develop and try out this new seminar with its frameworks-as-maps, its tools-as-compasses, and its experimental approach to an adult-oriented learning and capacity-building seminar. Our friends and leaders at the New York State Office of Children and Family Services continue to pave the way and support us. Thank you all!

Hal A. Lawson
April 2008

Seminar Introduction

Day One

Getting Started

- 1) Icebreaker
- 2) Purposes and Rationale for Teaming Initiative
 - a. What teams are designed to do and accomplish
 - b. Why teams are important
 - c. Teams bring about important changes...for example.....
 - d. Teams don't self-organize automatically
 - e. To be effective, supportive, and sustainable, teams require changes in the agency.
- 3) Training Rationale:
 - a. Participants will experience aspects of training so they don't have to "reinvent the wheel," but they'll also experience genuine, needs-responsive problem solving-as-learning and concrete action planning assistance as we listen to them and respond.
 - b. Teams need skillful leadership and facilitation to form, function and perform as planned, and this training is structured to introduce team leadership and facilitation skills, abilities, and sensitivities
 - c. The two "sides" of team functioning and performance--the social side and task-performance side—will be emphasized. Team facilitation and leadership must address both and also strike a balance between them.
 - d. The training will provide and emphasize user-friendly tools for team development, performance, and problem-solving, all of which will be included in a toolkit that participants will take home.
 - e. This training will, in addition, emphasize two other priorities: Helping newcomers and novices become team members--what to think about and do (Day 2); and getting the conditions right for teams: Needed changes in the agency and also in current job descriptions, roles and responsibilities. (End of Day 1--see 6 below--and day 2)
 - f. Moreover, this training is designed to developing a consultative and innovation exchange network among all of the participants.
- 4) Schedule for the next 1.5 days:

Team Facilitation “Training” and Learning Networking Outline

Day One

- | | |
|---|------------|
| 1) Registration | 8:30-9:00 |
| 2) Introductions and Purposes | 9:00-9:30 |
| 3) Team Formation and Facilitation | 9:30-11:45 |
| a. Operation and Norms | |
| b. Facilitation Tools | |
| c. Team Development and Performance Process | |
| d. Team Facilitation Competencies | |

Break (fifteen minutes)

- | | |
|---|------------|
| e. Troubleshooting Ideas | |
| f. All-group discussion, application, integration, and idea generation | |
|
 | |
| 4) Networking Lunch | 12:00-1:00 |
| 5) Helping Teams Plan and Act Systematically | 1:00-3:00 |
| a. Introducing the Logic Model | |
| b. Logic Model Activity | |
| c. Debriefing the Logic Model | |
| d. The importance of team dialogue, shared language and thinking via the logic model planning process | |

Break

- | | |
|---|-----------|
| 6) Pulse-taking Review of Day 1 | 3:15-4:00 |
| a. Reactions to Day One | |
| b. Strengths-needs-opportunities-achievements-barriers assessment collectively and publicly--and begin the networking and consultation network among participants and training facilitators | |

Day Two

1) Registration and Coffee 8:30-8:45

2) Strengths and Achievements So Far 8:45-9:45

- a. Examples of things that have worked to share with others
- b. Insights about implementation: How did you get from “here to there”, i.e., where your team is now?
- c. What barriers/obstacles did you encounter and how did you address them?
- d. What are your next steps and what do you need in support?

Break 9:45-10:00

3) Initiating, Inducting, and Integrating New Team Member 10:00-10:45

- a. Three Essential Pathways to Full Team Membership for Newcomers and Novices
 - i. What are you currently doing in these areas?
 - ii. How will you improve in these areas?
 - iii. Team-group planning and problem-solving focused on these questions

Break 10:45-11:00

4) Changes Needed in Your Roles and Responsibilities 11:00-12:00

- **In team leadership and facilitation?**
- **In the agency for team formation and good performance?**

- a. Needs and aspirations for teams to thrive and perform?
- b. Facilitators: What has helped or made it easier?
- c. Constraints--factors and forces that rule out some options and recommend others.....and what can be done to deal with them.
- d. What barrier-busting strategies have worked?

5) Evaluation and Next Steps Planning 12:00-12:30

Adjourn

I. TEAM FORMATION AND FACILITATION

A. Operations, Norms and Facilitation Tools

PURPOSE

- To introduce early phases of team development and tools used to help groups become a functioning team

MATERIALS

- Tool 1: “Getting Started with Team Facilitation”
- Tool 2: “Examples of Team Rules and Norms”
- Tool 3: “Responsibilities of Each Team Member”
- Tool 4: “Team Operational Guidelines”
- Tool 5: “Why Dialogue is Better Than Debate in Teams”
- Tool 6: “Developing a True Team: The Importance of Norms, Rules, Member Responsibilities...”

This section is about the initial formation of a team and how you as a facilitator will help the group become a true team.

The tools are starters for local teams. Facilitators will work with their local teams to develop their own agreements.

These tools do “double duty.” At the same time they help groups become true teams, members’ dialogue focused on them and agreements they reach foster team cohesion. In other words, these tools help build “the social side” of teams, helping them to get ready for task-focused, problem-solving.

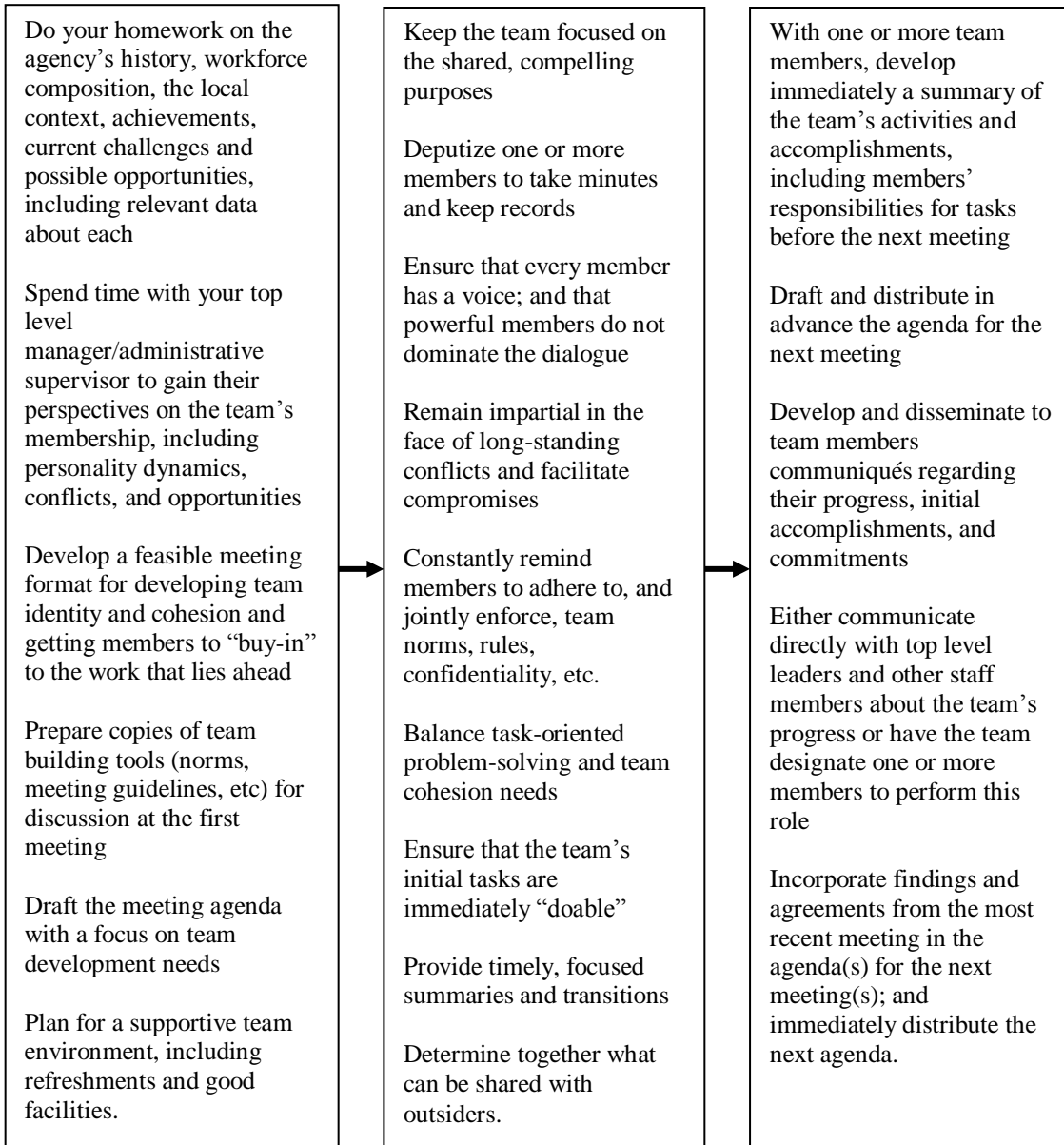
Tool 1 illustrates

Tool 1
Getting Started with Team Facilitation

Before the Team Meets

During the Meeting

Post-meeting Follow-up



Determine what's good about each of the rules and norms listed in Tool 2. What may be missing and needed?

Hal Lawson, Gary Sluyter, & Carenlee Barkdull, 2003

Tool 2

Examples of Team Rules and Norms

1. Begin and end all meetings on time.
2. Check your role, status, and rank at the door.
3. Avoid finger-pointing and blaming dynamics.
4. Communicate in strengths-based, solution-focused ways.
5. Do not try to figure out "who said what" about needs, problems, obstacles, and barriers; focus on the accuracy of the information.
6. Operate with "a no reject ethic"--every idea and perspective worth sharing needs to be heard and analyzed through team dialogue.
7. Listen intently and appreciate what other members are saying before you develop an alternative point of view.
8. Agree that there is no such thing as a stupid question and make it safe to people to question and learn.
9. Avoid "I'm right, you're wrong" dynamics; use questions and ask for alternative perspectives when you're intent on getting a co-worker to re-examine a point of view.
10. Agree that every team member has the right and the obligation to keep questioning until clarity and consensus have been achieved.
11. Agree on a "100 mile rule"--phone calls and messages, which you would not take if you were more than 100 miles from your office, are not allowed.
12. Agree that every team member has the right and the obligation to request "a time out" when potentially destructive interactions, processes, and dynamics threaten team norms, rules, trust, relationships, and productivity.
13. Agree that everyone makes mistakes, and mistakes are our friends because they pave the way for learning, development and improvement.
14. Others? (Every team needs to rule itself by its own rules.)

Tool 3

Responsibilities of Each Team Member

- ✓ *Shape the Agenda:* Identify areas of team development and/or cases to be discussed with the team.
- ✓ *Contribute to Team Formation and Functioning:* Identify and help enforce shared norms, rules, and operational guidelines; welcome and help orient new members; help pick up the slack when someone leaves or needs help; and follow through on assignments.
- ✓ *Engage in the Team Process:* Attend every team meeting, come prepared, build trust among team members, do not withhold important information, listen actively to other members' views, participate in problem-solving dialogue aimed at consensus.
- ✓ *Preserve Confidentiality and Anonymity:* Protect co-workers' and other team members' anonymity and maintain confidentiality in accordance with the team's agreements.
- ✓ *Search for Relationships and Root Causes:* When it's possible to do so, identify patterns involving needs, gaps, and problems and pinpoint their primary causes.
- ✓ *Focus on Solutions:* Identify improvement models and strategies that respond to needs, solve problems, and build on individual, group, and organizational strengths.
- ✓ *Identify Constraints, Obstacles, and Barriers:* Identify the factors and forces that limit, inhibit, and prevent effective improvement strategies and promising innovations.
- ✓ *Develop Barrier-Busting Strategies:* Identify people, resources, strategies, and models that reduce, eliminate, and prevent problematic constraints, obstacles, and barriers.
- ✓ *Request Training and Learning Resources:* Enlist the Project Coordinator's assistance in providing responsive training and mobilizing learning supports and resources.
- ✓ *Identify Competencies:* Identify individual, group, and organizational competencies that will improve recruitment, retention, well being, and performance.
- ✓ *Help Co-workers Learn and Develop:* Use your formal and informal relationships with co-workers to "spread the word" and help others learn what you have learned.
- ✓ *Participate in the Statewide Learning Collaborative:* Help the project evaluator's, the OCFS Design Team and the other pilot teams gain knowledge and understanding about the teaming process, training and learning dynamics, important obstacles and facilitators, concrete results, and both unanticipated and unintended consequences.
- ✓ *Set the Stage for Continuous, Lasting Improvements:* Identify mechanisms, supports, and resources that enhance your agency's ability to recruit, retain, and support its workers, enabling them to be successful with vulnerable children, adults, and families.

Hal Lawson, Nancy Petersen, & Carenlee Barkdull, 2003

Tool 4

Team Operational Guidelines

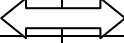
1. At the beginning of each meeting, the team facilitator and team members will:
 - ◆ Clearly state and agree on the purpose of the meeting.
 - ◆ Review progress and achievements from previous meetings as reflected in the written summary.
2. Agree to focus on problem-solving dialogue, while avoiding potentially damaging debates (refer to companion guidelines).
3. Recognize that conflict and diversity are assets to be maximized, not problems needing to be avoided and suppressed, and develop conflict resolution procedures.
4. Agree on procedures that ensure that every voice is heard and that the problem-solving dialogue is focused, detailed, and productive. For example:
 - ◆ Avoid long speeches by asking each person to identify and describe briefly just one problem, need, improvement strategy, or obstacle.
 - ◆ Use round robin strategies to ensure that everyone has the opportunity to offer perspectives on, and ask questions about, this problem, need, strategy, or obstacle.
 - ◆ Develop a logic model, including the specific need or problem; its causes; desirable solutions; and anticipated results and benefits.
 - ◆ Reach preliminary consensus on the likely facilitators, constraints, obstacles, and barriers for improvements (e.g., co-workers lack certain competencies).
 - ◆ Identify barrier-busting and problem-solving mechanisms (e.g., design and deliver training that develops co-workers' competencies).
5. Agree on "a parking lot" for ideas that are not immediately relevant and useful; and revisit the parking lot during the debriefing process (see guideline below).
6. Do not "lump together" too many needs, problems, and priorities so that you end up with an unmanageable problem.
7. Because the team may have to make some hard choices, develop a prioritizing process that is acceptable to all members. For example, agree on a method for selecting the five most important identified areas of improvement (e.g., voting with "stickies" and "dots"); and then put the remaining issues in the "issue and idea parking lot."

Hal Lawson, Nancy Petersen, & Carenlee Barkdull, 2003 p. 2

8. Chunk" out action steps as often as possible in CONCRETE ways that demonstrate to the team and others that progress is being made. Do this as early in the process as possible to help get some momentum going for the team.
9. Develop an orientation/mentoring process for members joining late in the process and for members who miss a meeting. For example, develop a "buddy" system where 2-3 members take someone new to lunch a week or so before the meeting, provide them with copies of materials, and try to bring them up to speed as much as possible to avoid taking valuable time in the meetings going back to square one.
10. At the midpoint of each meeting, the team facilitator will do process, progress, and product checks, helping to ensure that the problem-solving dialogue and interactions are healthy and productive.
11. Agree on perhaps on the most important aspect of all: **The children's safety and the agency's responsibility and accountability for it trump all other alternatives, no matter how promising they may be.** When supervisors and others step in because they see valid threats to child safety, they do so because they must. Their actions do not undercut the team or undermine the professionalism of team members. NOTE: When this happens, critical debriefing for mutual learning and improvement is a must!
12. At the end of each meeting, the team facilitator and team members will debrief, summarizing progress, achievements, and barriers; celebrating successes; and identifying next steps.
13. Also at the end of each meeting, the team will decide what information can be shared agency-wide, including who on the team will share this information with top level leadership.

Note to seminar leaders and self-directed learners: Guideline number 11 is one of the most important and delicate one. Spend enough time "up front", getting agreement on this issue. Lay the groundwork so that "take overs" by senior team members and agency leaders are a rare event. You'll build the team's capacities and competence in the process.

Tool 5
Why Dialogue is Better Than Debate in Teams*

<i>Dialogue</i>	 <i>Debate</i>
<i>In dialogue, finding common ground and reaching agreements are the goals.</i>	Winning is the goal.
<i>Dialogue is collaborative: two or more people with different views work together toward common understanding.</i>	Debate is oppositional: two sides or more sides oppose each other, and each attempts to prove each other wrong.
<i>In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.</i>	In debate, one listens to the other side(s) in order to find flaws and to counter its arguments.
<i>Dialogue enlarges and possibly changes a participant's point of view.</i>	Debate affirms a participant's own point of view.
<i>Dialogue reveals assumptions for reevaluation.</i>	Debate defends assumptions as truth.
<i>Dialogue causes introspection on one's own position.</i>	Debate triggers a critique of others' positions, while one's own remains unexamined.
<i>Dialogue opens the possibility of finding a solution better than any of the original solutions.</i>	In a debate one defends personal positions as the best solution and excludes other solutions.
<i>Dialogue creates an open-minded attitude: openness to being wrong and an openness to change.</i>	Debate creates a closed-minded attitude, a determination to be right.
<i>In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it.</i>	In debate, one submits one's best thinking and defends it against challenge to show that it is right.
<i>Dialogue calls for temporarily suspending one's beliefs.</i>	Debate calls for investing wholeheartedly in one's beliefs.
<i>In dialogue, one searches for strengths in the other position.</i>	In debate, one searches for flaws and weaknesses in the other position.
<i>Dialogue involves a real concern for the other person and seeks to not alienate or offend.</i>	Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.
<i>Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.</i>	Debate assumes that there is a right answer; that someone has it; and, once the answer's found, the work is over.

Roulier, M. (2000). Reconnecting communities and their schools through authentic dialogue. *National Civic Review*, 89(1), 5365. Adapted by Hal Lawson

TOOL 6

Developing a True Team: The Importance of Norms, Rules, Member Responsibilities, Meeting Protocols, Language, and Your Presence

Teams oftentimes begin with diverse people from the agency who often have little or no prior history of working together effectively and successfully. In fact, some members come to the team with prior and recent histories involving finger-pointing and blaming dynamics and even open conflict. Always keep in mind that conflicts and strong emotions are ready to erupt at any time; and that your job is to keep them in check and use them as opportunities for innovation and improvement.

These interpersonal histories reflect a core problem in the agency—namely, some people may not treat each other nicely and appropriately. This quality of treatment and interaction problem tends to foul the agency’s culture and climate. Workers leave in part because of this quality of treatment and interaction problem, and members also will leave your team unless you prevent it.

In short, absent your facilitation, members are unlikely to form a true team. In a true team, all members are interdependent, and they build healthy relationships as they solve important problems, address gaps, and take advantage of timely opportunities. .

Even with your facilitation, the development of a true team may be challenging at times. Challenges are especially likely when conflicts and unhealthy dynamics from outside the team are allowed to intrude into team formation and problem-solving. Your job is to prevent these conflicts and unhealthy dynamics; and also to intervene early when they present themselves.

Of course, you cannot do all of this alone. You need every team member to share responsibility and accountability for positive, productive relationships and interactions. **One key strategy is to insist on strengths-based, solution-focused, and blame-free language.** Every team member needs to pledge to use this language; and to remind others to do the same.

In fact, it is useful to emphasize with teams that their problem-solving needs to proceed with dialogue and not hotly contested debate. (See Tool 5: “Why Dialogue is Better Than Debate in Teams”)

In the same vein, the sample norms, rules, and meeting protocols have been developed with the need to prevent storms in mind. (See Tools 2, 6, 14)

All team members must have an equal voice. Supervisors and veteran caseworkers must model non-domineering behaviors. This is important for both team formation and performance and for the induction-initiation of new members who need to learn how to practice and gain expertise from other team members.

Your job is to give these samples to your team with a genuine request. You want them to make whatever modifications they envision, accept the revisions as their own, and agree to steward their implementation as the team proceeds. Your job, as facilitator, is to reinforce and help enforce these agreements, relying on members to steward each other through shared leadership for team development and functioning.

Understanding and Preventing Storms

Together, these team tools help structure positive interpersonal interactions, in turn facilitating productive, retention-focused problem-solving. Perhaps above all, they help prevent open, hostile conflicts, which some researchers call “storms.”

When groups form and try to progress without norms, rules, meeting protocols and, above all, expert facilitation provided by someone like you, they follow a pattern. This pattern has been described in four parts:

- **Forming**
- **Storming**
- **Norming**
- **Performing**

In other words, after a team has formed, predictable conflicts surface and emotions run high. These are group-team “storms.” Groups able to weather these storms quickly learn about the need to develop norms, rules, and meeting protocols to prevent future storms. Groups successful in developing norms to prevent storms are then able to perform. (e.g. Tuckman & Jensen, 1977).

Unfortunately, some groups needing to become teams do not survive the initial storms. In other words, the storms are destructive, hurtful, and harmful to individuals and to the entire team. The team innovation ends prematurely when this happens.

Here, then, is the rationale for the recommended language, norms, rules, and meeting protocols. Introduced during the forming (formative) stage by you, the facilitator, ***team norms prevent damaging storms.*** And when storms are on the horizon, a return to these norms, rules, and meeting protocols provides you with the opportunity to intervene immediately.

These norms are especially important in public child welfare systems with high turnover. Turnover in these systems is caused in part by blame and maltreatment dynamics in the agency. Members bring these interactions and perceptions of them to the team.

So, the team provides the first point of intervention for improved quality of treatment and interaction and, in turn, productive team problem-solving. The rationale is easy to appreciate.

When team members are “at war” with each other, they are not likely to work together, develop cohesiveness as a true team, and solve problems together effectively. Instead, they will likely resort to familiar patterns of blaming and arguing with each other.

Thus, when you, the team facilitator, introduce norms and rules, you are providing a new structure that enables team members to enjoy a fresh start. Much like the referee for a sports contest, you provide reminders of the interaction and quality of treatment rules, aiming to ensure that team members, in essence, play well together.

This means that your role as facilitator is to steward simultaneously the twin aspects of team development and performance. One side involves interpersonal relations and social development. The other side is task-oriented, i.e., the developing team’s ability to engage productively in solving case-related problems. Both sides are important; each reinforces the other.

It is important to note that, although a team may not weather all storms and reach the final stage of development, it can still be productive. For example a team may be able to work on important, concrete priorities. Examples include developing criteria for teamed cases and negotiating operating agreements. In fact, when these types of tasks are completed quickly and effectively, these successes help propel the team to a new level of development. In short, success breeds success. One-at-a time “small wins”, over time, fosters team cohesion.

Ultimately, team development and performance depend on both the social side and the task side, which is to say that **teams depend on you, the facilitator**. Of course, over time you’ll work against this dependence on you. You will help prepare other team members to become facilitators, and you also will build your team’s capacities for self-directed, sustainable operations.

An Important Tip

Early in the team development process, it is imperative that members feel that the team and its facilitator provide a safe, secure environment, one in which they can be honest, test ideas, and make mistakes. None of this will happen if members don’t keep team proceedings confidential as determined by the team. The phrase “what happens in Vegas, stays in Vegas” may apply.

B. Team Development and Performance Process

PURPOSE

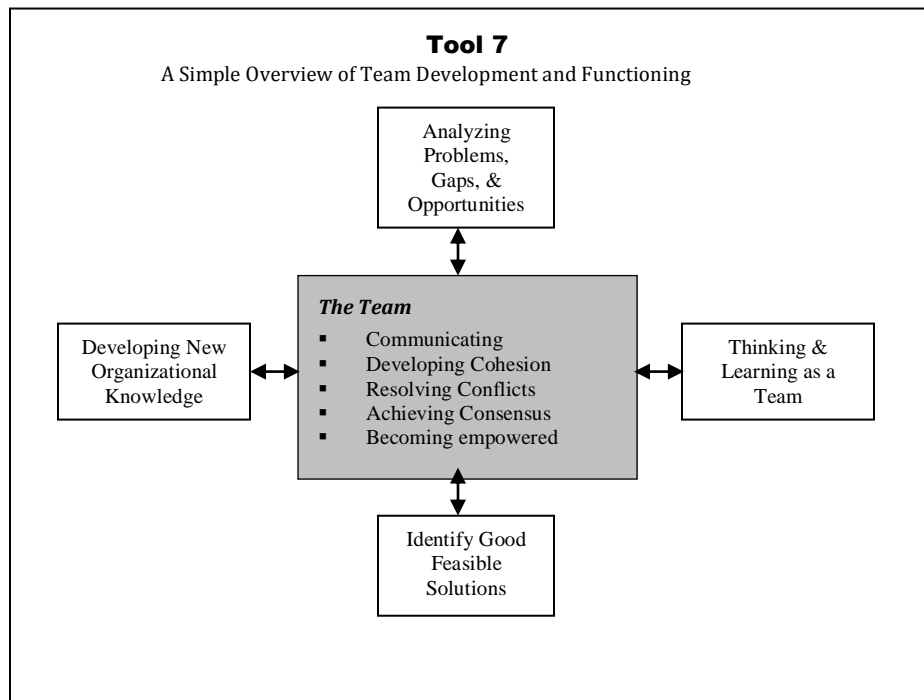
- To provide an overview of teaming, emphasizing the facilitators' responsibilities, roles, and strategic actions

MATERIALS

- Tool 7: "A Simple Overview of Team Development and Functioning"
- Tool 8: "The PDSA Cycle and SMART Goals for Teams"
- Tool 9: "A Developmental Progression for Team Formation, functioning, and Action Planning"

This part of the session is a mixture of presentation and group discussion. It is imperative that participants have every opportunity to ask questions and are able to receive timely responses to their developing needs, interests, and concerns about the team model, team members' roles and responsibilities, and team leaders' strategic actions as facilitators.

Consider Tool 7 "A Simple Overview of Team Development and Functioning." This simple overview is one of five cornerstones for future facilitators' work.



- Teams will generate new knowledge, which is useful to them and also to the agency as a whole.
- Also emphasize that teams develop "a collective mind." through their knowledge generation and family-focused decision making. They do so by developing shared language, understanding, and family-focused solutions.

Consider Tool 8 (See below): “The PDSA Cycle and SMART Goals for Teams.” This is the second cornerstone for the team and your facilitation of it.

Tool 8

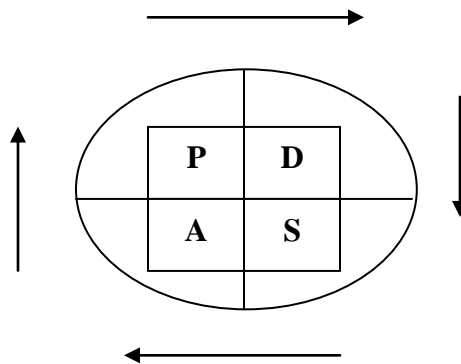
The PDSA Cycle and SMART Goals for Teams

Learning, knowledge generation, and problem-solving need to be united in a continuous cycle involving planning, doing, studying, and acting—*The PDSA cycle* (Conzemius & O’Neill, 2002). Teams operating in accordance with this cycle are successful.

This cycle “animates” teams. It is cycle characterized by collaborative inquiry into problems, gaps, opportunities, and solutions--and with multiple pathways for reflection and team learning.

- PLAN (P) a change or action
- DO (D) the change or action, starting on a small scale
- STUDY (S) the results to learn about successes and shortcomings; reflect; and then capture this new knowledge
- ACT (A) by refining the change or action or by scaling it up

The PDSA “wheel”, presented below, is intended to present the idea that learning, knowledge generation, and improvement comprise never-ending cycles. It derives from Edward Deming’s work on learning organizations.



Actionable Priorities: SMART Goals (Conzemius & O’Neill, 2002)

The SMART acronym guides action planning, especially the development of goals and objectives. In other words, as teams strive to make their priorities and needs “actionable”, facilitators can help them do so by ensuring that goals and objectives conform to the SMART prototype.

The SMART prototype is as follows:

S=Strategic and Specific

Goals are strategic when they target the key “drivers” for the organization’s identity, missions, and functions; then they promise permanent improvements. Goals are specific insofar as they will impact the central missions and functions of the organization. Strategic and specific goals depend fundamentally on sound knowledge about the organization; its staff and clientele; its core missions, functions, and technologies; and its surrounding environments.

M=Measurable

The study component in the PDSA cycle depends on the quality of measurement and the data it provides.

A=Attainable

A goal is achievable when current resources and capacities are aligned with it; and when the priorities specified in the goal are within the organization’s realms of influence and control.

R=Results-based

A focus on results promotes accountability, and it keeps individuals and groups focused on “the prize” accompanying their dedication and hard work. These results also focus knowledge-generating activities focused on both success stories and shortcomings.

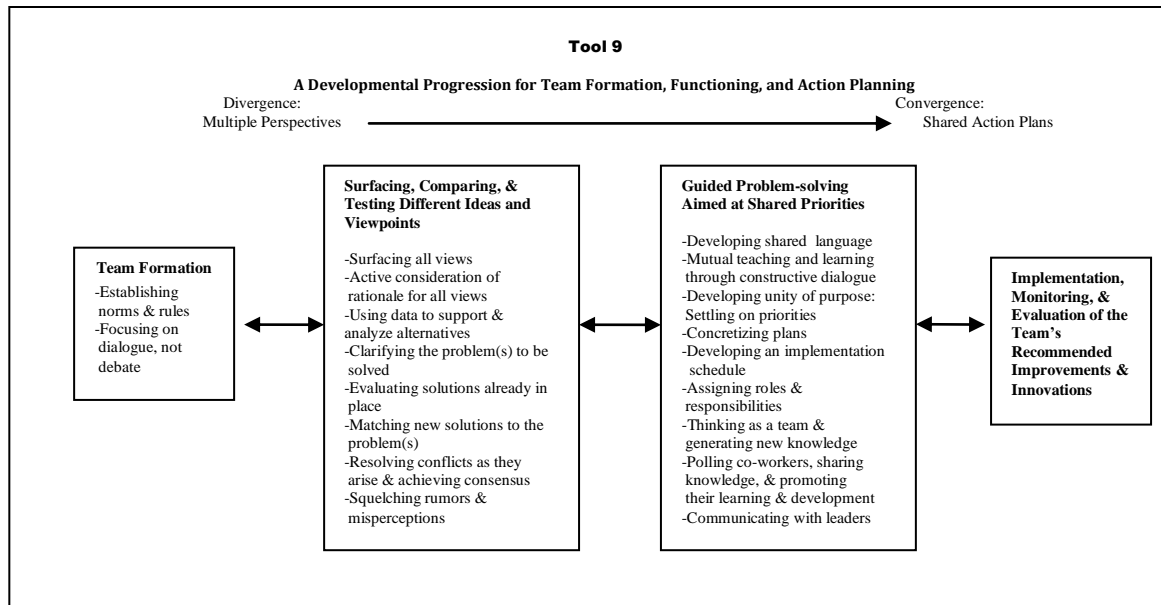
T=Time-bound

The time allotted to the implementation and achievement of a goal influences its attainability. And when firm time frames accompany goals, they are more likely to remain a priority because they will be viewed with a sense of urgency.

Adapted from: Beatty, C.A. & Barker Scott, B.A. (2004) *Building Smart Teams: A Roadmap to High Performance*. Queens University; Ontario.

- Everyone in public child welfare is burdened by heavy workloads and excessive demands. **Immediate, successful action is a priority**. If teams are only opportunities to “talk problems to death,” members will disengage and leave.
- While it’s helpful to introduce teamwork with the PDSA Cycle, it also is true that team problem-solving and solution-development often are not linear. Oftentimes teams go back and forth between these phases—even in the same meeting.
- Developing a SMART goal means gaining consensus in response to two questions. How will the proposed solution make the team (or family) different and better? How would you know this solution if you saw it?

Consider Tool 9: “A Developmental Progression for Team Formation...”



- Team facilitators are in a position to elicit deeply rooted misperceptions, especially biased views that team members accept as “the truth” and “valid knowledge.” Until such time as these biased views, or misperceptions, are made explicit and tested, they will not change. And when they do not change, team development and retention-related improvements are difficult to develop, implement and sustain.
- Of special import are the issues that cannot be discussed anywhere else in the agency. In fact, members often feel that they can’t discuss the fact that some issues are “off limits” and un-discussable.
- Both kinds of problems (misperceptions, un-discussable issues) are like the roots for organizational and supervisory forces that cause people to leave. Because teams address them, they are in a position to improve retention.
- The team develops cohesion as these problems are placed “on the table” and as members come to grips with all they entail and the related problems they cause. This team development process is emphasized in this tool.
- A true team will develop only at such time as every member has a voice and feels safe, secure, and supported in the team meetings. Creating this sense of genuine membership, safety, and engagement is not easy, and it depends in part on senior, powerful members of the team—especially supervisors—making special efforts to welcome, encourage, and reward newcomers and early career team members.
- “Power trips” by senior caseworkers and supervisors will damage team formation, cohesion, and performance.

An Important Tip

All of these tools for team formation are important. All contribute to team cohesion and functioning. All prevent the development of interpersonal problems in the team, especially problems that have originated outside the team (in the workplace).

On the other hand, excessive emphasis on these tools also poses problems. *Facilitators simply must get the team started with its problem-solving.* A good blend of social development and task completion is needed. Successful teams develop when both are emphasized.

C. Team Facilitator Competencies

PURPOSE

- To introduce specific facilitator competencies

MATERIALS

- Tool 10: “Initial Tips for Team Facilitators”
- Tool 11: “An Example of an Initial Team Meeting To-Do List”
- Tool 12: “An Example of a Team Handout”
- Tool 13: “An Example of Team Minutes”

Consider Tool 10: “Initial Tips for Team Facilitators” by Carenlee Barkdull (below)

The first competency listed in the tool is of central importance:

“Agree to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.”

Rationale:

- Team members are busy people, and the team process is new to them.
- For these reasons and others, members often leave a meeting and come to the next one feeling that they have been “all talk” without accomplishing anything.
- This record keeping and, in turn, agenda setting, led by the facilitator, shows that the team IS making progress and also indicates that good work is getting done.
- Experiences with team facilitation indicate that this is one of the most important of the early functions of the facilitator.

Tool 10

Initial Tips for Team Facilitators

Carenlee Barkdull
With James Caringi and Hal Lawson

The following tips for team facilitators are organized under the following four categories: (1) Recommended orientations and actions (“Do’s”); (2) Orientations and actions to avoid and prevent (“Don’ts”); (3) Back-up plans; and, (4) Improvisations.

Do's

Agree to ground rules of conduct and team member responsibilities at the first meeting, if possible.

- ✓ Agree to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.
- ✓ Cultivate leaders within the team and encourage them to share responsibility for process, outcomes, and barrier-busting strategies.
- ✓ Consider co-chair leadership models: These models spread out the work, and encourage members to volunteer, especially those who would not do so without support.
- ✓ Plan to rotate leadership responsibilities (6- or 12-month terms).
- ✓ Plan a concrete, short-term, and “doable” objective as soon as possible, ensuring that this objective solves a concrete problem and meets members’ needs. (Nothing gives the group more momentum than their shared perception that they are accomplishing something important, i.e., that they are doing more than “meeting just to meet”).
- ✓ Prepare and keep updated orientation packets for new or potentially new members.
- ✓ Develop a “buddy system” of team members with an eye toward the needs of new members; encourage “buddies” to take a new member to lunch or coffee to bring him or her up to speed.
- ✓ Keep going over old ground for new members, at the same time building a sense of accomplishment among veteran members.
- ✓ Take roll at every meeting and follow up when individuals miss multiple meetings.
- ✓ Prepare immediately after every meeting and distribute quickly the action minutes (decisions made, accomplishments to date): Good minutes reinforce the team’s work.
- ✓ Honor the principles of participatory action research--plan and build in indicators of progress toward desired goals, including new knowledge gained, at least once per quarter.
- ✓ Celebrate successes--no matter how small.
- ✓ Some people like to start the meeting with “a Weather Report.” This is a technique that facilitators use to review and debrief from the past meeting. A question might be “How was the weather at the last meeting.” Or “What was the climate like?” This allows the group members to debrief the feelings and issues that arose at the last meeting or other issues that are present in the current day’s meeting. The weather report is a tool for balancing the social-developmental process with the task.

- ✓ If you use "family experts" and "community consultants," determine how many you need; obtain recruitment help from team members; compensate experts for their time; and provide child support and transportation assistance as needed.

Don'ts

- Don't make yourself irreplaceable by encouraging the team to depend exclusively on you.
- Don't burden yourself with voluminous clerical tasks: recruit help and use e-mail.
- Don't let the group become mired in political "no-win" situations. Help the group identify them; place them in a parking lot list; and steer clear of them until much later.
- Don't change meeting places, dates, times unless absolutely necessary--try to pick a fixed time and place and stick to them!
- Don't allow a member who is "stuck" or very negative to bog down the whole group.

Back-up Plans

- ❑ Prioritize your goals in advance so you can drop down to a lower priority if you are blocked for the time being and there is no other choice.
- ❑ Think ahead about how the group might survive the loss of an important member or an important champion or sponsor (e.g., a change in leadership at the agency).

Improvisations

- ◆ Have a bag o' tricks handy for days when group energy is low--figure out creative ways to get people off their feet and encourage to sit in a different place.
- ◆ Stuck? Use round robin techniques for brainstorming to get people thinking and to prevent individuals from dominating the team and taking up too much time.
- ◆ Remember what you know about adult learning and development. Mix up learning modalities. Use visuals, have people draw, use exercises that use movement, and rely on members with media talents. Your group is a treasure trove of untapped resources.

“An Example of an Initial Team Meeting To-Do List”

Tool 11

An Example of an Initial Team Meeting To-Do List

1. Arrange meeting time and room with leadership
2. Obtain all materials needed for meeting
3. Arrange refreshments
4. Develop agenda
5. Make copies of all materials needed
 - a. Norms, teams guidelines, etc (in toolkit)
6. Send email to all members in advance
 - a. Recommend twice: one week before and the day before
7. Practice your facilitation and be organized
8. After meeting check in with leadership to see how meeting went from their perspective

Tool 12: “An Example of a Team Handout”

Tool 12**An Example of a Team Handout**

Responsibilities of Each Team Member

Hal A. Lawson & Gary V. Sluyter*

Shape the Agenda: Identify areas of team development and/or cases to be discussed with the team.

Contribute to Team Formation and Functioning: Identify and help enforce shared norms, rules, and operational guidelines; welcome and help orient new members; help pick up the slack when someone leaves or needs help; and follow through on assignments.

Engage in the Team Process: Attend every team meeting, come prepared, build trust among team members, do not withhold important information, listen actively to other members' views, participate in problem-solving dialogue aimed at consensus.

Search for Relationships and Root Causes: When it's possible to do so, identify patterns involving needs, gaps, and problems and pinpoint their primary causes.

Focus on Solutions: Identify improvement models and strategies that respond to needs, solve problems, and build on individual, group, and organizational strengths.

Identify Constraints, Obstacles, and Barriers: Identify the factors and forces that limit, inhibit, and prevent effective improvement strategies and promising innovations.

Develop Barrier-Busting Strategies: Identify people, resources, strategies, and models that reduce, eliminate, and prevent problematic constraints, obstacles, and barriers.

Request Training and Learning Resources: Enlist the Project Coordinator's assistance in providing responsive training and mobilizing learning supports and resources.

Identify Competencies: Identify individual, group, and organizational competencies that will improve practice, retention, well being, and performance.

*Sluyter, G. (1998). *Improving organizational performance: A practical guidebook for the human services field*. Sage Human Services Guide 74. Thousand Oaks, CA: Sage Publications, Inc.

Tool 13: “An Example of Team Minutes”

Tool 13
An Example of Team Minutes

County Design Team
Minutes
11/16/04

Review Minutes and Agenda

Minutes approved from last meeting.

Schedule for Upcoming Meetings

January 6 will be the next meeting – 12:30 – 2:30pm

January 20 – Hal will come to discuss intranet evaluations

Review Minutes and Recommendations for KBL

Team building is necessary because we are at war with each other in services

Plans for Vicarious Trauma Training**Update on Current Work for Safety Issue**

Paul talked about the lights and found out that the lights are on all night where the county cars are.

Commissioner spoke with the under sheriff about the dead spots throughout the county. Sheriff’s also run into this issue on all cell phone services. If you are going into an area where there is no cell service, the handheld radios are possible but then again the signal isn’t really all that strong. A base car unit has a stronger transmitter. In Sharon Springs the handheld radios do not work there. If we want to be set up on dispatch’s system, they will help us out with no problem.

The department will get a brand new car and a minivan within the next few months.

The on call policy was amended so that workers contact dispatch to tell them where they are going.

Receptionist upon request will call the worker; worker will speak with them on the phone and therefore will take the threat away from the worker. The implementation will go into effect after the division meeting on Dec. 1.

Metal detector update – The equipment is for the office of court administration / court system only and technically is not for use by any other purpose. A policy needs to be developed and we need to collect information on how often we actually use this option will determine whether we need to buy a handheld.

- ❖ If we want to walk clients through the metal detector, caseworkers can do that at any time.
- ❖ We can also buy a wand for \$300-\$500.
- ❖ If there is a problem then we call dispatch and the closest officer, probably the deputy downstairs will respond. He is going to send a deputy into the building to make rounds on a regular basis.

Board Committee Meeting

Board committee meeting in February – usually meets 2nd Tuesday of month

- ❖ What do we want? What is our purpose in talking with them? For the time being we want to educate them and begin to establish a relationship with them, so that in the future it may be easier to make changes if needed in the future.

Where to go from here:

A group of caseworkers will convene to discuss agenda for quick educational session and introductions. Jan volunteered to facilitate and Terry & Tina will also attend. Carol will do a power point presentation if someone gives her the info. End with we would like X\$ for a radio, etc. Extend an invitation at the end of presentation to come out for a day to see what a caseworker does.

On Call

Caseworkers came to Commissioner to discuss on call is a contentious issue. There are too many workers who want on-call. Commissioner would like to have a 100% agreement with on call.

Mandatory constraints

- ❖ We need to have on call
- ❖ People can trade
- ❖ If an on call day is not covered they use inverse seniority
- ❖ No one would be required to work more than one holiday per year

Problem:

- ❖ Workers are signing up for days and giving them to their friends
- ❖ How do you avoid this issue?

Possible Solutions:

LUNCH & Networking!

II. HELPING TEAMS PLAN AND ACT SYSTEMATICALLY: THE LOGIC MODEL

A. Introducing the Logic Model

PURPOSE

- To understand the purpose and uses of the logic model.
- To prepare participants to implement it in team planning and problem solving.

MATERIALS

- Tool 14: “Systematic Case Planning Protocol for Teams” (see toolkit)
- Tool 15: “A Logic Model Template for Design Teams’ Problem Solving” (below)
- Tool 16: “An Example of a Logic Model”

The case planning protocol provides an overview of case planning and, as importantly, the action needing to be taken in relation to the team’s cohesion and performance. The logic model is a companion tool developed to help members think in intervention-oriented ways. Both tools are designed in response to important needs. These are: (1) The need for systematic, data-based problem-solving instead of problem-solving based on personal preferences, uneducated guesses, and heresay; (2) The need to get diverse people on the team “on the same page”, working effectively together in spite of prior conflicts and differences; (3) The need to develop individual and team capacity for self-directed problem-solving; and (4) The need to show that “two heads are better than one” and to develop shared responsibility for case planning and outcomes.

Consider Tool 15: “A Logic Model Template for Teams.” Note that it includes six components: problem statement, causes of problem, effect on retention, ideal situation, solutions in place, and solutions needed.

Tool 15
A Logic Model Template for Teams

Need / Problem	Causes	Effects on Practice	Ideal Situation	Solutions in Place	New Solutions Needed

Here are key points to emphasize:

- The problem statement is of central importance. Every other component in the logic model—and ultimately, the effectiveness of the team’s recommended improvements—depends on the team’s ability to completely and correctly identify “what’s wrong that needs fixing.”
- Note the connection between “solutions needed” and the problem statement, including the causes of the problem. It is important to understand that these solutions are interventions. As with all interventions, the team’s solutions’ will only be effective if they fit the problem and its causes.
- It is important to pay attention to the “solutions in place” component. In many cases, current solutions are not necessarily wrong; rather, they are insufficient by themselves to produce better outcomes. By acknowledging solutions in place, previous efforts by other agency staff are not automatically discounted—and this contributes to a stronger team and a better organizational climate.
- Providing concrete examples (data) in support of team members’ claims about problems and solutions is very important; especially for team members to agree on the fact that the problem is widespread, and not just one team member’s perception or “pet peeve.”
- This logic model approach paves the way for data-based, systematic problem-solving in substitution to “scatter-gun” approaches driven by rumors, powerful personalities, and personal agendas.
- In short, this logic model format is a positive turn-around for the agency’s approach to identifying and solving problems, and the success of the team approach hinges in part on team members’ “buy in” and use of it.

Tool 16, "An Example of a Logic Model" is an illustration of a completed model:

Tool 16 An Example of a Logic Model					
Need / problem	Causes	Effects on Retention	Ideal Situation	Solutions in place at one time or another	New Solutions Needed
<p>1. There is a focus on negative feedback rather than positive strengths</p> <p>2. There is a feeling that what we are doing or the way in which we are doing it is not "good enough"</p>	<p>1. Society as a whole, and Agency x DSS more specifically are focused on the negative.</p> <p>2. We have learned how to asses the negative, but learning a new way of thinking and judging performance is a difficult task to accomplish</p>	<p>1. Workers feel devalued and inadequate</p> <p>2. There is low morale in the agency which leads to job dissatisfaction and eventually turnover</p>	<p>1. There would be "warm fuzzies" given as positive feedback</p> <p>2. There is naturally positive interactions that occur between supervisors and workers.</p> <p>3. Supervisors provide workers with daily positive feedback that is visible.</p> <p>4. Positive work environment where people are smiling, there is good team work, supportive coworkers and mutual acknowledgement of workloads.</p> <p>5. There is acknowledgement from coworkers and supervisors</p>	<p>1. There used to be a newsletter "Treading Water" that would detail caseworker accomplishments, unit accomplishments, caseworker anniversaries, and birthdays.</p> <p>2. Acknowledgement of work anniversaries</p> <p>3. Once a month there is a coffee and donuts meeting where commissioner comes to speak with and encourage caseworkers</p> <p>4. There are great emotional supports from coworkers</p> <p>5. We have flex time which makes us feel appreciated</p> <p>6. There have been certificates of appreciation given out to units in the past</p> <p>7. Letters of recognition have gone in files in the past.</p>	<p>1. A positive feedback box outside of each unit supervisor's office where workers from that unit can write tell sup about positive things coworkers have done. (Secretaries can type up in a newsletter and hand out monthly)</p> <p>2. Supervisors give stickers for positive accomplishments. The worker with the most stickers at the end of the month wins a much needed office supply ie (corkboard, stapler, white out pen, etc). It is delivered at the monthly staff meeting or can be posted in an email sent to everyone (including commissioner) each month</p> <p>3. When a worker has gone above the call of duty, such as putting in extra hours a letter of recognition is placed in the employees file, with a copy to the employee and the commissioner.</p> <p>4. There is a monthly coffee and donut Friday where the first 20 minutes of the day is spent increasing unit morale. Caseworkers/units take turns bringing in food.</p> <p>5. New and goods start off unit meetings. Each case worker says something new or good about their life for that day.</p> <p>6. Employee of the quarter. Every three months one worker is nominated by their coworkers as the employee of the quarter for managing a tough case or being extra helpful. This person receives a \$20 gift certificate to a local restaurant and is acknowledged at an end of the year caseworker reception thrown by the Agency</p> <p>7. Have a rotating sticker fairy who puts stickies containing "warm fuzzies" on other's computers.</p> <p>8. Supervisors put little sticky notes on work saying good court report/UCR, etc</p> <p>9. Personally model positive feedback</p> <p>10. Have an occasional luncheon or reception for the entire staff to show appreciation and give positive feedback</p>

B. Logic Model Activity

PURPOSE:

- To practice using the Logic Model

MATERIALS:

- Tool 17: “Logic Model Tips and Tools for Facilitators “
- Tool 18: “Four Vignettes for Use in Logic Model Activity”
- Tool 19: “Guidelines for Logic Model Activity”

Tool 17

Tool 17 **Logic Model** **Tips and Tools for Facilitators**

James Caringi

- ✓ It is important to balance group process with staying focused on solutions and the task at hand.
- ✓ Expect some resistance from members, not only because logic models are new, but also because they must confront and resolve differences in “what’s wrong that needs fixing,” especially the causes of problems.
- ✓ Allocate a specific time frame for completion to keep the team on task with a sense of urgency and accountability.
- ✓ Be directive and task-oriented.
- ✓ Stick to logic model “as is” until you are comfortable with it—later, when the team has gained skills and capacities for systematic, logical analysis, they may adapt the model.
- ✓ Continue to ask for specific examples and concrete data for each segment of the logic model.
- ✓ Make sure that one or two powerful personalities do not dominate the discussion; and that a substantial number of team members agree on “the problem”.
- ✓ Vote as needed to resolve differences. Alternatively, try two or more solutions if the team and the agency have sufficient capacity.
- ✓ Focus on the fit between solutions and the causes of the problem!
- ✓ Do not let the group digress into complaining; keep them strengths-based, action- and improvement-oriented.
- ✓ Do not permit the team to engage in finger-pointing and blaming dynamics .
- ✓ Make sure the facilitator leads the group through each segment of the model within the allocated 25-minute time frame.

Logic Model Activity (A mock meeting)

1. The group forms into smaller groups (no more than 5 persons per group).
2. Each group gets a blank logic model template, post-it notes, markers and a vignette (Tool 18).

Tool 18**Four Vignettes for Use in Logic Model Activity**

Choose one of the following four problems for your Logic Model activity:

1. Identified and Prioritized Problem: Lack of Clear, Detailed Job Descriptions

The workers are confused about what exactly is entailed in their jobs. They are unclear of how to transfer cases from one unit to another. There is a lack of a clear, complete and accurate job description for each unit. There are unknown job expectations. Workers disagree and do not understand whose duty any particular task may be. The job is constantly changing. The workers don't have time to read and update job descriptions.

2. Identified and Prioritized Problem: Burnout and Job Stress

Workers feel isolated and stressed out which impacts the quality of services. They are less able to feel empathy with client. There is a decrease in productivity. There are more personal health problems which lead to an increase in absences. These absences lead to other workers having to pick up the slack. Cynicism is rampant throughout the agency leading to frustrations among coworkers.

3. Identified and Prioritized Problem: Physical Work Environment

There are inadequate supplies to do the work, and there is not timely reimbursement for transportation. There are not enough computers, pens, paper. Workspace is noisy, and workers cannot have confidential conversations with their clients.

4. Identified and Prioritized Problem: Life Work Fit

Workers are expected to clock in exactly at 9:00am and clock out at 5:00PM. No overtime or flex time is allowed. If a worker is late leaving work, a note must be attached to their time card stating the reason for leaving work late and a supervisor must sign. Workers are unable to complete their paperwork in the allotted 37.5 hour work week. On call demands are rotated and workers are not paid for this additional work.

3. Group chooses one facilitator and one recorder (note taker).
4. Refer to Tool 19: "Guidelines for Logic Model activity" (see below):
5. The group's "facilitator" will lead the group through the activity, following these guidelines.

Tool 19**“Guidelines for Logic Model Activity”**

1. Make sure your group has post-it notes.
2. Based on your group’s vignette, group members will write examples for each component of the Logic Model template, one example per note.
3. The notes will then be pasted on the appropriate segment of the logic model on the flip chart.
4. Read the vignette you have been assigned (Tool 18) and begin the logic model process.
5. Complete logic model, making sure that you lead your group through each segment of the model within the time allotted!
6. Set agenda for next meeting.
7. Debrief
 - What went well/what should we keep doing
 - What needs to change

*** This approach, with stickies, gives everyone a voice—and is a safe way to have novices-newcomers get involved without fears of ridicule and punishment. ***

C. Debriefing The Logic Model Activity

PURPOSE:

- To explore what was learned from the Logic Model Activity

MATERIALS:

- Tool 20: “Troubleshooting Guide”
- Tool 21: “The Five Dysfunctions of Teams”

DEBRIEF with larger group

Consider the following questions and record responses on flipchart:

1. What was helpful about the logic model? What was the purpose?
2. What was challenging about using the logic model?
3. What were some group dynamics that arose during the process?
4. How were these dealt with?
5. Were you able to keep team members solution focused and on task?
6. How might this logic model be useful in your agencies? What issues might you use it with?
7. What challenges would you need to confront in your agency as you introduce logic model-driven planning?

SUMMARY: Teams begin as loosely structured groups, and like any other groups will go through various phases of development as previously discussed. It will be the case that your team will “ebb and flow,” even with the logic model. Your main challenge, as facilitator, is to develop and maintain positive momentum—and this requires visible, concrete progress.

Expect three significant challenges:

1. In the beginning teams will work on the most important and actionable items. This will lead to quick progress and success. However, once the team has worked on these items, they will be left with the more difficult ones to fix (i.e. agency culture, staff morale, etc.). These issues will take more time and energy to impact.
 - In order to combat this problem, have the team work on more actionable items at the same time.
 - Another strategy is to form sub-committees in and outside the team to do additional work.
2. Realize that it is normal for the team to get stuck from time to time. As a facilitator it is up to you to normalize this and discuss it with the team. Involve the team in finding solutions to get beyond being stuck.

3. All teams, at one time or another in their history, “bump up against” one or more of the five dysfunctions of teams (Tool 21—see the participant toolkit). Have participants brainstorm ways to prevent these dysfunction and intervene early. For self-directed learners, jot down what you’d do and ask others to do to address these dysfunctions.

Remember: The logic model and the evaluation data (described in the next unit) are essential tools in this team process. Teams develop shared language, develop common purposes, generate knowledge and, at the same time, promote learning and improvement planning.

Moreover, this model and the data provide a common focus for diverse team members who may not like each other or work well together. When members develop a common focus, this helps to prevent problematic relationships. It enables them to work together in spite of their differences.

Tool 20**A Troubleshooting Guide for Facilitators**

The Problem or Need	Recommended Strategy
Team becomes mired in the past and expresses doubt that anything can change	<p>Re-energize the team with the reminder that top level leaders commissioned the team, knowing that the team’s recommendations would result in agency changes</p> <p>Draw on comparable experiences from other pilot teams (where the same initial sentiments were evident and changed as the team experienced successes)</p>
One or a few team members dominate the dialogue	Institute a turn-taking procedure whereby everyone has an opportunity to speak; make it a point to call on newcomers to the agency, indicating how important it is that their voices are heard
“He said, she said” rumors and stereotypes plague the team’s problem solving	Repeatedly ask for evidence and team consensus on this evidence to debunk unfounded claims
Resistance to change and the team concept overall	Celebrate & publicize successes. At the same time, recognize and allow time for “grief and loss” accompanying all significant changes in jobs, roles, and responsibilities. Use off-site, informal friendship and networking sessions to build relationships and new commitments. Eat and socialize together as a team. Continue to emphasize the benefits and advantages of teams in contrast to the old way of working.
The team and its members are seen as “agency favorites” and receiving special treatment, supports, and rewards	Work hard to helping agency leaders make sure that the team is not resented; and that other workers and ways of working are de-valued as teams get up and running. Consider moving team meeting off-site initially. Announce that teams enable the agency to try something different without saying teams automatically are better and others are wrong. Get the agency’s board to help with this.
Others? (see also supplemental tool 8 in the second toolkit)	Others?

END OF DAY ONE

Day Two

Getting Started

Pulse-taking Review of Day 1

Strengths-needs-opportunities assessment collectively and publicly:

- Reactions to Day One:
- Strengths and achievements so far--- how did you get there / (local theories of change)?

III. INITIATING, INDUCTING, AND INTEGRATING NEW TEAM MEMBERS

A. Three Essential Pathways to Full Team Membership for Newcomers and Novices

PURPOSE:

- To explore successful Integration of new team members

MATERIALS:

- Tool 20: “Three Essential Pathways to Full Team Membership for Newcomers and Novices”

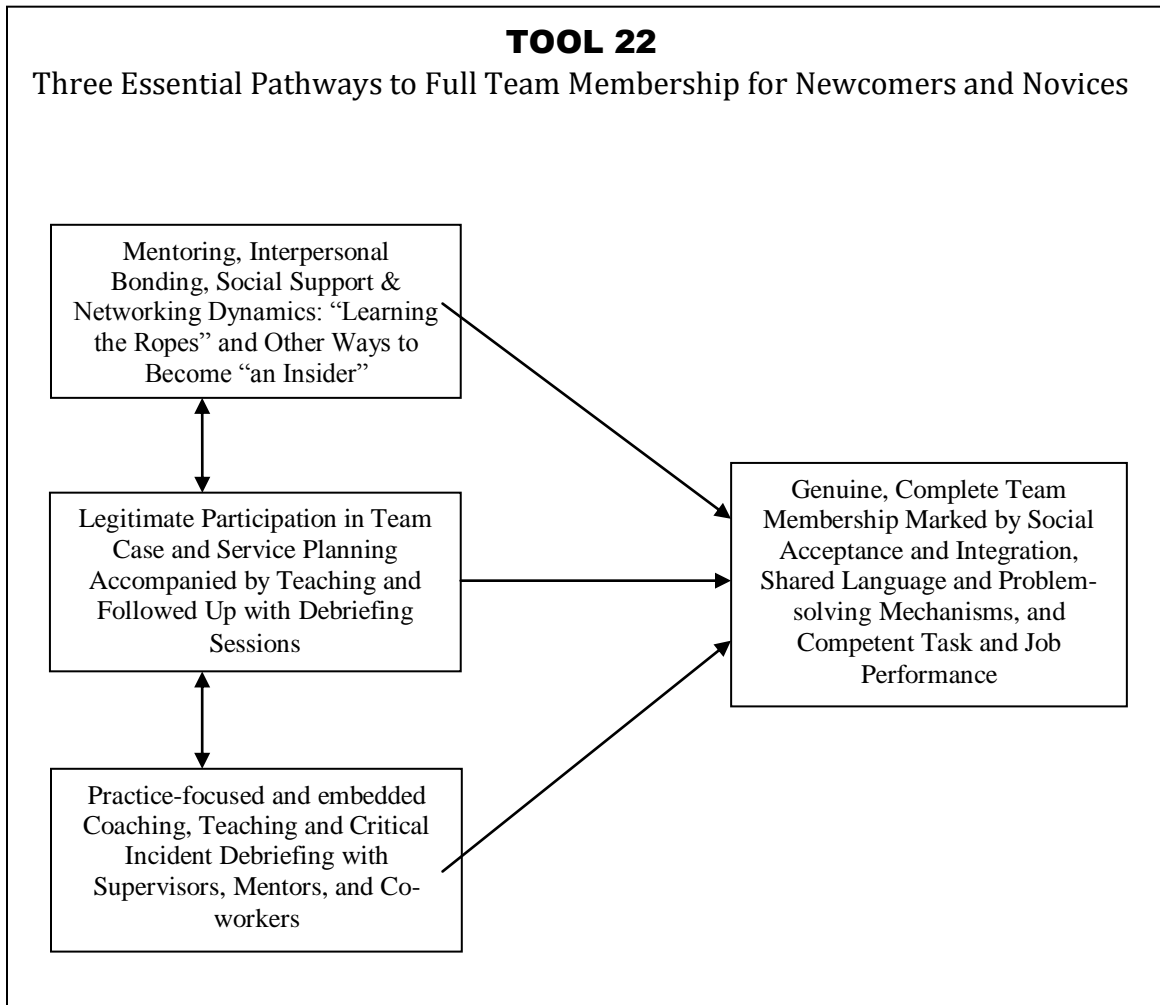
As a facilitator: consider the following:

- What are you currently doing in these areas?
- How will you improve in these areas?
- Team-group planning and problem-solving focused on these questions

Constraints--factors and forces that rule out some options and recommend others.....and what can be done to deal with them.

Needs and aspirations for teams to thrive and perform?

Tool 22



Tool 22, continued

Examples of What Can Be Done in These Three Related Areas

Social Inclusion and Induction Into the Agency and the Team

- Have lunch as a team
- Do teambuilding exercises and “icebreakers”
- Have a welcoming party or breakfast for newcomers
- Get together after work and “off-site” for informal interactions and friendship development
- Celebrate birthdays and other special occasions
- Have experienced members mentor, introduce, and sponsor newcomers
- Make sure that newcomers do not have to sit alone and away from the veterans
- Do regular debriefing, encouraging newcomers to share and talk
- Develop job shadowing programs to initiate newcomers and connect them to veterans

Developing Team-specific Practice and Performance Competence

- Assign the novice caseworker supervision and senior caseworker coaching and mentoring to enable competency development outside of the formal team meetings
- Start with secondary responsibilities for case planning and service delivery with a veteran coach in the lead role
- Consistently ask new members for observations, fresh ideas, and feedback—encouraging them and responding to their good ideas and providing constructive feedback as needed to help them learn.
- Quickly brief new members outside of formal team planning time on team rules, norms, operational guidelines, and decision-making protocols, enabling newcomers to participate immediately and not sending the entire team back to the beginning every time a new member comes on board.
- Encourage veteran team members to spend extra time outside the team with newcomers; and recognize and reward both when they do.
- Give new team members specific tasks and responsibilities they can complete successfully
- Ensure that everyone’s voice is heard and respected during team meetings
- Identify and capitalize quickly on special expertise new members bring—and encourage them to learn about the expertise others offer
- Keep a written log of team members so newcomers can review the deliberations and “get up to speed” immediately.

Developing Overall Practice Competence

- Institute a 360 degree feedback system, ensuring that all feedback is constructive
- Make it safe, through supervision and teamwork, for everyone to ask for help in areas where they lack perceived competence; and then deliver help in a timely fashion
- Institute regular (weekly) for debriefing cases and using this as a coaching opportunity
- Help supervisors identify “teachable moments”; and how to capitalize on them
- Call in consultants as needed for especially complex cases and difficult transition issues

II. CHANGES NEEDED IN ROLES AND RESPONSIBILITIES:

PURPOSE:

- For Team Leadership and Facilitation
- For Team Formation and Performance

MATERIALS:

- Tool 23: “Team Facilitation and Leadership Checklist”
- Tool 24: “Duties And Competencies Of A Successful Facilitator”

Note to seminar leaders and self-directed learners. Both of the tools presented below are derived from a growing amount of research. The checklist is particularly important. It includes all of the vital components in successful teams. By turning these components into a checklist and giving it to you, you are prepared to give it to your teams, building their understanding of effective teams and helping them ensure your team’s success.

Tool 23

Team Facilitation and Leadership Checklist

1. Does our team have clear purposes and unambiguous, measurable goals?
2. Does our team have a clear, solid sense of direction, including how we get from where we are now to where we as a team need/want to be in the near future?
3. Do team members have a clear understanding of how our team helps advance and promote our agency, helping to get our organization where it needs to be?
4. Does our team have social-behavioral norms that guide how members interact with each other? Have members agreed to steward, implement, and reinforce these norms?
5. Does our team have clear, justifiable rules that guide members' orientations and actions, including their individual and collective responsibilities and accountabilities?
6. Has our team agreed to develop and use a shared language system (e.g., strength-based, solution-focused language, shared language rules such as no abbreviations or acronyms, and precise terminology)?
7. Does our team have procedures/protocols for decision-making and action when not everyone agrees?
8. Does our team have procedures/protocols for positive, productive conflict resolution?
9. Does our team have induction/initiation procedures/protocols for new members?
10. Does our team have error detection/correction/prevention mechanisms and safeguards?
11. Has our team established an agreeable, workable system of roles and responsibilities within the team?
12. Has our team developed and implemented logic models and other intervention planning tools to improve service delivery?
13. Has our team developed self-monitoring ("taking stock") procedures, debriefing protocols and other continuous quality improvement mechanisms to help members and leaders learn and improve?

14. Has our team developed formal mechanisms and informal processes whereby members develop and augment trusting relationships?
15. Has our team developed safeguards against domineering personalities and inequitable/counterproductive “power trips”?
16. Has the agency’s leadership provided the resources, social supports, technical assistance, coaching, facilities, and equipment our team needs to be productive?
17. Has the agency’s leadership restructured the roles and responsibilities of team leaders/facilitators so their workloads are manageable?
18. Has the agency’s leadership effected changes in the workplace in support of teams, especially their institutionalization and sustainability?
19. Does our team have procedures/protocols for transforming complex problems and needs into discrete, “actionable” priorities and implementation steps?
20. Does our team insist on social-ecological assessments in addition to assessments of individuals?
21. Has our team developed “back-up systems” for instances when the team leader and other key team members are gone or have left the agency?
22. Others?

Tool 24

Duties and Competencies of a Successful Facilitator

Facilitators have six main duties:

1. To create a safe, secure, and supportive atmosphere conducive to team formation and effective functioning.
2. To develop the team's abilities to solve retention problems and meet the needs of families.
3. To serve, as needed, as an intermediary between teams and top level leaders.
4. To help team members get input from co-workers and also to promote and spread good news from the team.
5. To work with the Project Coordinator to secure whatever outside consultation, training, and technical assistance teams and top level leaders may require.
6. To learn and develop expertise from their practice and as they practice through structured reflection.

Facilitators possess the following competencies, if not at the outset, then later, on the heels of team facilitation experiences

- Clinical group work skills and abilities needed to develop and mobilize a true team.
- Group discussion and dialogue facilitation skills, including the assurance of strengths-based, solution-focused language and providing alternative frames of reference and new language for problem-solving.
- Listening skills and observational skills (hear what is not said as well as what is said—"reading between the lines" and interpreting non-verbal cues).
- Relationship-building and trust-developing skills and abilities.
- Ability to elicit and make public important heretofore "undiscussable" needs and problems that cause good workers to leave.
- Ability to help team members use research findings and employ intervention logic in their problem-solving, as evidenced in the completion of sound logic models.
- Ability to help teams develop SMART goals and solutions.
- Ability to help the team implement solutions, ensuring that the team starts with a SMART goal that solves an urgent problem and meets team members' needs. *(Nothing gives the group more momentum than the shared perception that they are accomplishing something important, that they are doing more than "meeting just to meet" and "loving the problem to death")*

Hal Lawson & James Caringi, 2

- Ability to mediate conflicts, developing whenever possible innovations from differences of perspective and opinion.
- Ability to organize and mobilize team members for collective action, ensuing follow-through after meetings and developing shared accountability for the team's work.
- Ability to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.
- Ability to summarize, synthesize, and report back team progress and priorities at the end of each meeting and encompassing work that spans several meetings.
- Ability to demonstrate empathy, as evidenced in adaptability when team members' emotions come into play during meetings.
- Skill in timing interventions (an intervention too early may result in missed understanding; an intervention too late may result in a missed opportunity).
- Ability to ask exceptionally good questions at the correct times, especially questions that both make people think and make them feel challenged and supported rather than criticized.
- Ability to make good judgments as to when to direct the group's attention away from the task and toward learning.
- Avoid legislating and dictating solutions while building team capacities for self-directed and sustaining work.
- Capacity-building with team members who may serve as facilitators when you leave.

PARTICIPANT TOOLKIT

CONTENTS

Participant Toolkit

Tool 1: “Getting Started with Team Facilitation”	53
Tool 2: “Examples of Team Rules and Norms”	54
Tool 3: “Responsibilities of Each Team Member”	55
Tool 4: “Team Operational Guidelines”	56
Tool 5: “Why Dialogue is Better Than Debate in Teams”	58
Tool 6: “Developing a True Team: The Importance of Norms, Rules, Member Responsibilities...”	59
Tool 7: “A Simple Overview of Team Development and Functioning”	62
Tool 8: “The PDSA Cycle and SMART Goals for Teams”	63
Tool 9: “A Developmental Progression for Team Formation, Functioning, and Action Planning”	65
Tool 10: “Initial Tips for Team Facilitators”	66
Tool 11: “An Example of an Initial Meeting To-Do List”	68
Tool 12: “An Example of a Handout: Responsibilities of Each Team Member”	69
Tool 13: “An Example of Team Minutes: County Team Minutes”	70
Tool 14: “A Systematic Case Planning Protocol for Child Welfare Teams”	72
Tool 15: “A Logic Model Template for Team Problem Solving”	73
Tool 16: “An Example of a Logic Model”	74
Tool 17: “Tips and Tools for Facilitators as they Help DTs Implement the Logic Model”	75
Tool 18: “Four Vignettes for Use in Logic Model Activity”	76
Tool 19: “Guidelines for Logic Model Activity”	77
Tool 20: “Troubleshooting Guide”	78
Tool 21: “The Five Dysfunctions of Teams”	79
Tool 22: “Three Essential Pathways”	80
Tool 23: “Team Facilitation and Leadership Checklist”	83
Tool 24: “Duties and Competencies of a Successful Facilitator”	85

NOTES, NEEDS, AND “TO DO’S”

Tool 1

Getting Started with Team Facilitation

Before the Team Meets

Do your homework on the agency's history, workforce composition, the local context, achievements, current challenges and possible opportunities, including relevant data about each

Spend time with your manager/administrative supervisor to gain his or her perspectives on the team's membership, including personality dynamics, conflicts, and opportunities

Develop a feasible meeting format for developing team identity and cohesion and getting members to "buy-in" to the work that lies ahead

Prepare copies of team building tools (norms, meeting guidelines, etc) for discussion at the first meeting

Draft the meeting agenda with a focus on team development needs

Plan for a supportive team environment, including refreshments and good facilities

During the Meeting

Keep the team focused on the shared, compelling purposes

Deputize one or more members to take minutes and keep records

Ensure that every member has a voice; and that powerful members do not dominate the dialogue

Remain impartial in the face of long-standing conflicts and facilitate compromises

Constantly remind members to adhere to, and jointly enforce, team norms, rules, confidentiality, etc.

Balance task-oriented problem-solving and team cohesion needs

Ensure that the team's initial tasks are immediately "doable"

Provide timely, focused summaries and transitions

Determine together what can be shared with outsiders

Post-meeting Follow-up

With one or more team members, develop immediately a summary of the team's activities and accomplishments, including members' responsibilities for tasks before the next meeting

Draft and distribute in advance the agenda for the next meeting

Develop and disseminate to team members communiqués regarding their progress, initial accomplishments, and commitments

Either communicate directly with top level leaders and other staff members about the team's progress or have the team designate one or more members to perform this role

Incorporate findings and agreements from the most recent meeting in the agenda(s) for the next meeting(s); and immediately distribute the next agenda

Tool 2

Examples of Team Rules and Norms

1. Begin and end all meetings on time.
2. Check your role, status, and rank at the door.
3. Avoid finger-pointing and blaming dynamics.
4. Communicate in strengths-based, solution-focused ways.
5. Do not try to figure out "who said what" about needs, problems, obstacles, and barriers; focus on the accuracy of the information.
6. Operate with "a no reject ethic"--every idea and perspective worth sharing needs to be heard and analyzed through team dialogue.
7. Listen intently and appreciate what other members are saying before you develop an alternative point of view.
8. Agree that there is no such thing as a stupid question and make it safe to people to question and learn.
9. Avoid "I'm right, you're wrong" dynamics; use questions and ask for alternative perspectives when you're intent on getting a co-worker to re-examine a point of view.
10. Agree that every team member has the right and the obligation to keep questioning until clarity and consensus have been achieved.
11. Agree on a "100 mile rule"--phone calls and messages, which you would not take if you were more than 100 miles from your office, are not allowed.
12. Agree that every team member has the right and the obligation to request "a time out" when potentially destructive interactions, processes, and dynamics threaten team norms, rules, trust, relationships, and productivity.
13. Agree that everyone makes mistakes, and mistakes are our friends because they pave the way for learning, development and improvement.
14. Others? (Every team needs to rule itself by its own rules.)

Hal Lawson, Gary Sluyter, & Carenlee Barkdull, 2003

Tool 3

Responsibilities of Each Team Member

- ✓ *Shape the Agenda:* Identify areas of team development and/or cases to be discussed with the team.
- ✓ *Contribute to Team Formation and Functioning:* Identify and help enforce shared norms, rules, and operational guidelines; welcome and help orient new members; help pick up the slack when someone leaves or needs help; and follow through on assignments.
- ✓ *Engage in the Team Process:* Attend every team meeting, come prepared, build trust among team members, do not withhold important information, listen actively to other members' views, participate in problem-solving dialogue aimed at consensus.
- ✓ *Preserve Confidentiality and Anonymity:* Protect co-workers' and other team members' anonymity and maintain confidentiality in accordance with the team's agreements.
- ✓ *Search for Relationships and Root Causes:* When it's possible to do so, identify patterns involving needs, gaps, and problems and pinpoint their primary causes.
- ✓ *Focus on Solutions:* Identify improvement models and strategies that respond to needs, solve problems, and build on individual, group, and organizational strengths.
- ✓ *Identify Constraints, Obstacles, and Barriers:* Identify the factors and forces that limit, inhibit, and prevent effective improvement strategies and promising innovations.
- ✓ *Develop Barrier-Busting Strategies:* Identify people, resources, strategies, and models that reduce, eliminate, and prevent problematic constraints, obstacles, and barriers.
- ✓ *Request Training and Learning Resources:* Enlist the Project Coordinator's assistance in providing responsive training and mobilizing learning supports and resources.
- ✓ *Identify Competencies:* Identify individual, group, and organizational competencies that will improve recruitment, retention, well being, and performance.
- ✓ *Design and Implement Training Programs:* Plan and deliver training, enabling co-workers to contribute to improved recruitment, retention, well being, and performance.
- ✓ *Help Co-workers Learn and Develop:* Use your formal and informal relationships with co-workers to "spread the word" and help others learn what you have learned.
- ✓ *Participate in the Statewide Learning Collaborative:* Help the project evaluator's, the OCFS Design Team and the other pilot teams gain knowledge and understanding about the teaming process, training and learning dynamics, important obstacles and facilitators, concrete results, and both unanticipated and unintended consequences.
- ✓ *Set the Stage for Continuous, Lasting Improvements:* Identify mechanisms, supports, and resources that enhance your agency's ability to recruit, retain, and support its workers, enabling them to be successful with vulnerable children, adults, and families.

Hal Lawson, Nancy Petersen, & Carenee Barkdull, 2003

Tool 4

Team Operational Guidelines

1. At the beginning of each meeting, the team facilitator and team members will:
 - ◆ Clearly state and agree on the purpose of the meeting.
 - ◆ Review progress and achievements from previous meetings as reflected in the written summary.
2. Agree to focus on problem-solving dialogue, while avoiding potentially damaging debates (refer to companion guidelines).
3. Recognize that conflict and diversity are assets to be maximized, not problems needing to be avoided and suppressed, and develop conflict resolution procedures.
4. Agree on procedures that ensure that every voice is heard and that the problem-solving dialogue is focused, detailed, and productive. For example:
 - ◆ Avoid long speeches by asking each person to identify and describe briefly just one problem, need, improvement strategy, or obstacle
 - ◆ Use round robin strategies to ensure that everyone has the opportunity to offer perspectives on, and ask questions about, this problem, need, strategy, or obstacle
 - ◆ Follow the team protocols (e.g., Tools 14 and 15)
 - ◆ Develop a logic model, including the specific need or problem; its causes; desirable solutions; and anticipated results and benefits
 - ◆ Reach preliminary consensus on the likely facilitators, constraints, obstacles, and barriers for improvements
 - ◆ Identify barrier-busting and problem-solving mechanisms (e.g., design and deliver training that develops co-workers' competencies)
5. Agree on "a parking lot" for ideas that are not immediately relevant and useful; and revisit the parking lot during the debriefing process (see guideline below).
6. Do not "lump together" too many needs, problems, and priorities so that you end up with an unmanageable problem.
7. Because the team may have to make some hard choices, develop a prioritizing process that is acceptable to all members. For example, agree on a method for selecting the five most important identified areas of improvement (e.g., voting with "stickies" and "dots"); and then put the remaining issues in the "issue and idea parking lot."

8. "Chunk" out action steps as often as possible in CONCRETE ways that demonstrate to the team and others that progress is being made. Do this as early in the process as possible to help get some momentum going for the team.
9. Develop an orientation/mentoring process for members joining late in the process and for members who miss a meeting. For example, develop a "buddy" system where 2-3 members take someone new to lunch a week or so before the meeting, provide them with copies of materials, and try to bring them up to speed as much as possible to avoid taking valuable time in the meetings going back to square one.
10. At the midpoint of each meeting, the team facilitator will do process, progress, and product checks, helping to ensure that the problem-solving dialogue and interactions are healthy and productive.
11. Agree on perhaps on the most important aspect of all: **The children's safety and the agency's responsibility and accountability for it trump all other alternatives, no matter how promising they may be.** When supervisors and others step in because they see valid threats to child safety, they do so because they must. Their actions do not undercut the team or undermine the professionalism of team members. NOTE: When this happens, critical debriefing for mutual learning and improvement is a must!
12. At the end of each meeting, the team facilitator and team members will debrief, summarizing progress, achievements, and barriers; celebrating successes; and identifying next steps.
13. Also at the end of each meeting, the team will decide what information can be shared agency-wide, including who on the team will share this information with top level leadership.

Tool 5
Why Dialogue is Better Than Debate in Teams*

<i>Dialogue</i>	 <i>Debate</i>
<i>In dialogue, finding common ground and reaching agreements are the goals.</i>	Winning is the goal.
<i>Dialogue is collaborative: two or more people with different views work together toward common understanding.</i>	Debate is oppositional: two sides or more sides oppose each other, and each attempts to prove each other wrong.
<i>In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.</i>	In debate, one listens to the other side(s) in order to find flaws and to counter its arguments.
<i>Dialogue enlarges and possibly changes a participant's point of view.</i>	Debate affirms a participant's own point of view.
<i>Dialogue reveals assumptions for reevaluation.</i>	Debate defends assumptions as truth.
<i>Dialogue causes introspection on one's own position.</i>	Debate triggers a critique of others' positions, while one's own remains unexamined.
<i>Dialogue opens the possibility of finding a solution better than any of the original solutions.</i>	In a debate one defends personal positions as the best solution and excludes other solutions.
<i>Dialogue creates an open-minded attitude: openness to being wrong and an openness to change.</i>	Debate creates a closed-minded attitude, a determination to be right.
<i>In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it.</i>	In debate, one submits one's best thinking and defends it against challenge to show that it is right.
<i>Dialogue calls for temporarily suspending one's beliefs</i>	Debate calls for investing wholeheartedly in one's beliefs.
<i>In dialogue, one searches for strengths in the other position</i>	In debate, one searches for flaws and weaknesses in the other position.
<i>Dialogue involves a real concern for the other person and seeks to not alienate or offend.</i>	Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.
<i>Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.</i>	Debate assumes that there is a right answer; that someone has it; and, once the answer's found, the work is over.

Roulier, M. (2000). Reconnecting communities and their schools through authentic dialogue. *National Civic Review*, 89(1), 53-65. Adapted by Hal Lawson

Tool 6

Developing a True Team: The Importance of Norms, Rules, Member Responsibilities, Meeting Protocols, Language, and Your Presence

Teams oftentimes begin with diverse people from the agency who often have little or no prior history of working together effectively and successfully. In fact, some members come to the team with prior and recent histories involving finger-pointing and blaming dynamics and even open conflict. Always keep in mind that conflicts and strong emotions are ready to erupt at any time; and that your job is to keep them in check and use them as opportunities for innovation and improvement.

These interpersonal histories reflect a core problem in the agency—namely, some people may not treat each other nicely and appropriately. This quality of treatment and interaction problem tends to foul the agency’s culture and climate. Workers leave in part because of this quality of treatment and interaction problem, and members also will leave your team unless you prevent it.

In short, absent your facilitation, members are unlikely to form a true team. In a true team, all members are interdependent, and they build healthy relationships as they solve important problems, address gaps, and take advantage of timely opportunities. .

Even with your facilitation, the development of a true team may be challenging at times. Challenges are especially likely when conflicts and unhealthy dynamics from outside the team are allowed to intrude into team formation and problem-solving. Your job is to prevent these conflicts and unhealthy dynamics; and also to intervene early when they present themselves.

Of course, you cannot do all of this alone. You need every team member to share responsibility and accountability for positive, productive relationships and interactions. **One key strategy is to insist on strengths-based, solution-focused, and blame-free language.** Every team member needs to pledge to use this language; and to remind others to do the same.

In fact, it is useful to emphasize with teams that their problem-solving needs to proceed with dialogue and not hotly contested debate. (*Facilitator: Reference the tool that emphasizes the difference between dialogue and debate and have participants focus on it.*)

In the same vein, the sample norms, rules, and meeting protocols have been developed with the need to prevent storms in mind. (*Facilitator: Reference the tools that provide norms, rules, and meeting protocols and have participants focus on them.*)

Your job is to give these samples to your team with a genuine request. You want them to make whatever modifications they envision, accept the revisions as their own, and agree

to steward their implementation as the team proceeds. Your job, as facilitator, is to reinforce and help enforce these agreements, relying on members to steward each other through shared leadership for team development and functioning.

Understanding and Preventing Storms

Together, these team tools help structure positive interpersonal interactions, in turn facilitating productive, retention-focused problem-solving. Perhaps above all, they help prevent open, hostile conflicts, which some researchers call “storms.”

When groups form and try to progress without norms, rules, meeting protocols and, above all, expert facilitation provided by someone like you, they follow a pattern. This pattern has been described in four parts:

- **Forming**
- **Storming**
- **Norming**
- **Performing.**

In other words, after a team has formed, predictable conflicts surface and emotions run high. These are group-team “storms.” Groups able to weather these storms quickly learn about the need to develop norms, rules, and meeting protocols to prevent future storms. Groups successful in developing norms to prevent storms are then able to perform. (e.g. Tuckman & Jensen, 1977).

Unfortunately, some groups needing to become teams do not survive the initial storms. In other words, the storms are destructive, hurtful, and harmful to individuals and to the entire team. The team innovation ends prematurely when this happens.

Here, then, is the rationale for the recommended language, norms, rules, and meeting protocols. Introduced during the forming (formative) stage by you, the facilitator, **team norms prevent damaging storms.** And when storms are on the horizon, a return to these norms, rules, and meeting protocols provides you with the opportunity to intervene immediately.

These norms are especially important in public child welfare systems with high turnover. Turnover in these systems is caused in part by blame and maltreatment dynamics in the agency. Members bring these interactions and perceptions of them to the team.

So, the team provides the first point of intervention for improved quality of treatment and interaction and, in turn, productive team problem-solving. The rationale is easy to appreciate.

When team members are “at war” with each other, they are not likely to work together, develop cohesiveness as a true team, and solve problems together effectively. Instead, they will likely resort to familiar patterns of blaming and arguing with each other.

Thus, when you, the team facilitator, introduce norms and rules, you are providing a new structure that enables team members to enjoy a fresh start. Much like the referee for a sports contest, you provide reminders of the interaction and quality of treatment rules, aiming to ensure that team members, in essence, play well together.

This means that your role as facilitator is to steward simultaneously the twin aspects of team development and performance. One side involves interpersonal relations and social development. The other side is task-oriented, i.e., the developing team’s ability to engage productively in solving case-related problems. Both sides are important; each reinforces the other.

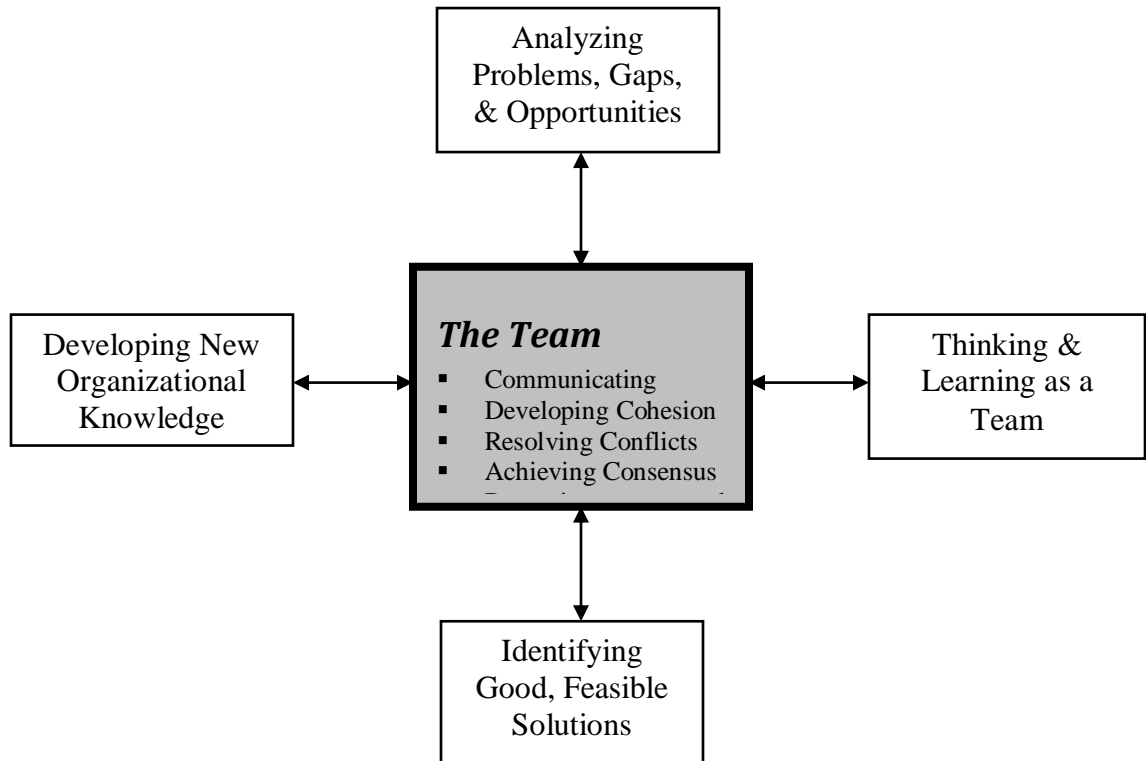
It is important to note that, although a team may not weather all storms and reach the final stage of development, it can still be productive. For example a team may be able to work on important, concrete priorities. Examples include developing criteria for teamed cases and negotiating operating agreements. In fact, when these types of tasks are completed quickly and effectively, these successes help propel the team to a new level of development. In short, success breeds success. One-at-a time “small wins”, over time, fosters team cohesion.

Ultimately, team development and performance depend on both the social side and the task side, which is to say that **teams depend on you, the facilitator**. Of course, over time you’ll work against this dependence on you. You will help prepare other team members to become facilitators, and you also will build your team’s capacities for self-directed, sustainable operations.

An Important Tip

Early in the team development process, it is imperative that members feel that the team and its facilitator provide a safe, secure environment, one in which they can be honest, test ideas, and make mistakes. None of this will happen if members don’t keep team proceedings confidential as determined by the team. The phrase “what happens in Vegas, stays in Vegas” may apply..

A final note: *Storms can and do occur at any time during team operations*. Team facilitators are on hand for exactly this reason: To prevent storms and team rule violations that cause them, both of which cause damaging, irreversible consequences.

Tool 7**A Simple Overview of Team Development and Functioning**

Tool 8

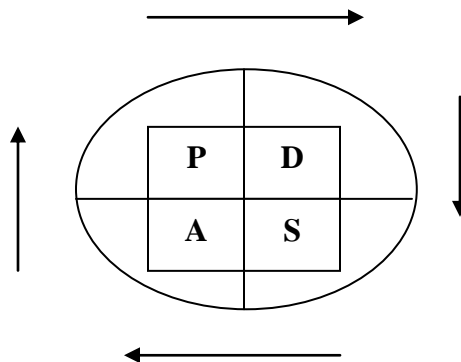
The PDSA Cycle and SMART Goals for Teams

Learning, knowledge generation, and problem-solving need to be united in a continuous cycle involving planning, doing, studying, and acting—*The PDSA cycle* (Conzemius & O’Neill, 2002). Teams operating in accordance with this cycle are successful.

This cycle “animates” teams. It is cycle characterized by collaborative inquiry into retention-focused problems and solutions--and with multiple opportunities for reflection and learning.

- PLAN (P) a change or action
- DO (D) the change or action, starting on a small scale
- STUDY (S) the results to learn about successes and shortcomings; reflect; and then capture this new knowledge
- ACT (A) by refining the change or action or by scaling it up

The PDSA “wheel”, presented below, is intended to present the idea that learning, knowledge generation, and improvement comprise never-ending cycles. It derives from Edward Deming’s work on learning organizations.



Actionable Priorities: SMART Goals (Conzemius & O’Neill, 2002)

The SMART acronym guides action planning, especially the development of goals and objectives. In other words, as teams strive to make their priorities and needs “actionable”, facilitators can help them do so by ensuring that goals and objectives conform to the SMART prototype.

The SMART prototype is as follows:

S=Strategic and specific

Goals are strategic when they target the key “drivers” for the organization’s identity, missions, and functions; then they promise permanent improvements. Goals are specific insofar as they will impact the central missions and functions of the organization. Strategic and specific goals depend fundamentally on sound knowledge about the organization; its staff and clientele; its core missions, functions, and technologies; and its surrounding environments.

M=Measurable

The study component in the PDSA cycle depends on the quality of measurement and the data it provides.

A=Attainable

A goal is achievable when current resources and capacities are aligned with it; and when the priorities specified in the goal are within the organization’s realms of influence and control.

R=Results-based

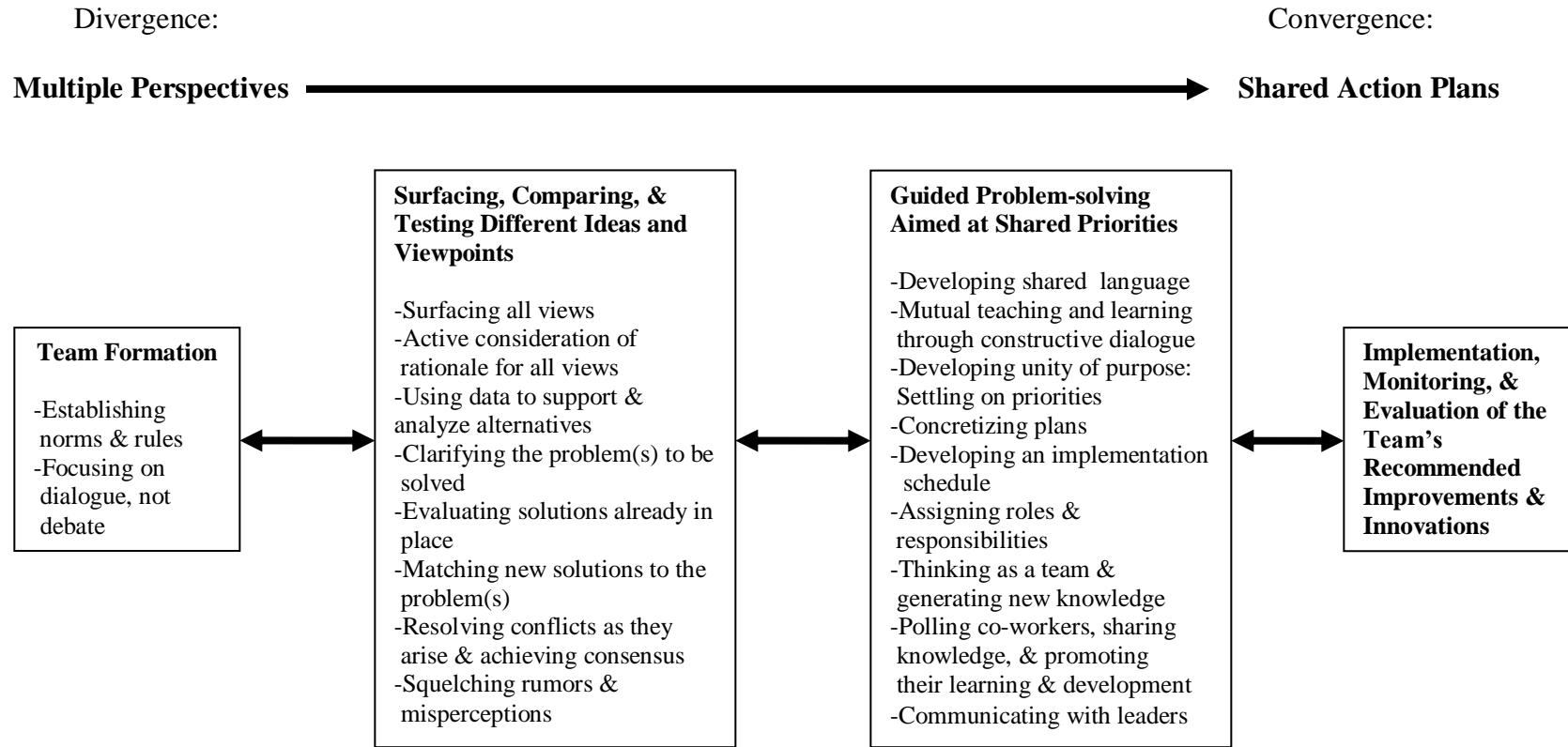
A focus on results promotes accountability, and it keeps individuals and groups focused on “the prize” accompanying their dedication and hard work. These results also focus knowledge-generating activities focused on both success stories and shortcomings.

T=Time-bound

The time allotted to the implementation and achievement of a goal influences its attainability. And when firm time frames accompany goals, they are more likely to remain a priority because they will be viewed with a sense of urgency.

Adapted from: Beatty, C.A. & Barker Scott, B.A. (2004) *Building Smart Teams: A Roadmap to High Performance*. Queens University; Ontario.

Tool 9 A Developmental Progression for Team Formation, Functioning, and Action Planning



Tool 10

Initial Tips for Team Facilitators

Carenlee Barkdull

With James Caringi and Hal Lawson

The following tips for team facilitators are organized under the following four categories: (1) Recommended orientations and actions (“Do’s”); (2) Orientations and actions to avoid and prevent (“Don’ts”); (3) Back-up plans; and, (4) Improvisations.

Do's

- ✓ Agree to ground rules of conduct and team member responsibilities at the first meeting, if possible.
- ✓ Agree to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.
- ✓ Cultivate leaders within the team and encourage them to share responsibility for process, outcomes, and barrier-busting strategies.
- ✓ Consider co-chair leadership models: These models spread out the work, and encourage members to volunteer, especially those who would not do so without support.
- ✓ Plan to rotate leadership responsibilities (6- or 12-month terms).
- ✓ Plan a concrete, short-term, and “doable” objective as soon as possible, ensuring that this objective solves a concrete problem and meets members’ needs. (Nothing gives the group more momentum than their shared perception that they are accomplishing something important, i.e., that they are doing more than “meeting just to meet.”).
- ✓ Prepare and keep updated orientation packets for new or potentially new members.
- ✓ Develop a “buddy system” of team members with an eye toward the needs of new members; encourage “buddies” to take a new member to lunch or coffee to bring him or her up to speed.
- ✓ Keep going over old ground for new members, at the same time building a sense of accomplishment among veteran members.
- ✓ Take roll at every meeting and follow up when individuals miss multiple meetings.
- ✓ Prepare immediately after every meeting and distribute quickly the action minutes (decisions made, accomplishments to date): Good minutes reinforce the team’s work.
- ✓ Honor the principles of participatory action research--plan and build in indicators of progress toward desired goals, including new knowledge gained, at least once per quarter.

- ✓ Celebrate successes--no matter how small.
- ✓ Some people like to start the meeting with “a Weather Report.” This is a technique that facilitators use to review and debrief from the past meeting. A question might be “How was the weather at the last meeting.” Or “What was the climate like?” This allows the group members to debrief the feelings and issues that arose at the last meeting or other issues that are present in the current day’s meeting. The weather report is a tool for balancing the social-developmental process with the task.
- ✓ If you use "family experts" and "community consultants," determine how many you need; obtain recruitment help from team members; compensate experts for their time; and provide child support and transportation assistance as needed.

Don'ts

- Don't make yourself irreplaceable by encouraging the team to depend exclusively on you.
- Don't burden yourself with voluminous clerical tasks: recruit help and use e-mail.
- Don't let the group become mired in political "no-win" situations. Help the group identify them; place them in a parking lot list; and steer clear of them until much later.
- Don't change meeting places, dates, times unless absolutely necessary--try to pick a fixed time and place and stick to them!
- Don't allow a member who is "stuck" or very negative to bog down the whole group.

Back-up Plans

- Prioritize your goals in advance so you can drop down to a lower priority if you are blocked for the time being and there is no other choice.
- Think ahead about how the group might survive the loss of an important member or an important champion or sponsor (e.g., a change in leadership at the agency).

Improvisations

- ◆ Have a bag o' tricks handy for days when group energy is low--figure out creative ways to get people off their feet and encourage to sit in a different place.
- ◆ Stuck? Use round robin techniques for brainstorming to get people thinking and to prevent individuals from dominating the team and taking up too much time.
- ◆ Remember what you know about adult learning and development. Mix up learning modalities. Use visuals, have people draw, use exercises that use movement, and rely on members with media talents. Your group is a treasure trove of untapped resources.

Tool 11
An Example of an Initial Team Meeting

To-Do List

1. Arrange meeting time and room with leadership
2. Obtain all materials needed for meeting
3. Arrange refreshments
4. Develop agenda
5. Make copies of all team materials needed
 - a. Norms, team guidelines, etc (in this toolkit)
6. Send email to all members in advance
 - a. Recommend twice: one week before and the day before
7. Practice your facilitation and be organized
8. After meeting check in with leadership to see how meeting went from their perspective

Tool 12

An Example of a Team Handout

Responsibilities of Each Team Member

Hal A. Lawson & Gary V. Sluyter

Shape the Agenda: Solicit co-workers' views of recruitment needs and retention problems and share this information with the team.

Contribute to Team Formation and Functioning: Identify and help enforce shared norms, rules, and operational guidelines; welcome and help orient new members; help pick up the slack when someone leaves or needs help; and follow through on assignments.

Engage in the Team Process: Attend every team meeting, come prepared, build trust among team members, do not withhold important information, listen actively to other members' views, participate in problem-solving dialogue aimed at consensus.

Search for Relationships and Root Causes: When it's possible to do so, identify patterns involving needs, gaps, and problems and pinpoint their primary causes.

Focus on Solutions: Identify improvement models and strategies that respond to needs, solve problems, and build on individual, group, and organizational strengths.

Identify Constraints, Obstacles, and Barriers: Identify the factors and forces that limit, inhibit, and prevent effective improvement strategies and promising innovations.

Develop Barrier-Busting Strategies: Identify people, resources, strategies, and models that reduce, eliminate, and prevent problematic constraints, obstacles, and barriers.

Request Training and Learning Resources: Enlist the team facilitator's assistance in providing responsive training and mobilizing learning supports and resources.

Identify Competencies: Identify individual, group, and organizational competencies that will improve recruitment, retention, well being, and performance.

Design and Implement Training Programs: Plan and deliver training, enabling co-workers to contribute to improved recruitment, retention, well being, and performance.

* Sluyter, G. (1998). *Improving organizational performance: A practical guidebook for the human services field*. Sage Human Services Guide 74. Thousand Oaks, CA: Sage Publications, Inc.

Tool 13

An Example of Team Minutes

County Team Minutes

11/16/04

Review Minutes and agenda

Minutes approved from last meeting.

Schedule for upcoming meetings

January 6 will be the next meeting – 12:30 – 2:30pm

January 20 – Hal will come to discuss intranet evaluations

Review Minutes and recommendations for KBL

Team building is necessary because we are at war with each other in services

Plans for Vicarious Trauma Training

Update on Current Work for Safety Issue

Paul talked about the lights and found out that the lights are on all night where the county cars are.

Commissioner spoke with the under sheriff about the dead spots throughout the county. Sheriff's also run into this issue on all cell phone services. If you are going into an area where there is no cell service, the handheld radios are possible but then again the signal isn't really all that strong. A base car unit has a stronger transmitter. In Sharon Springs the handheld radios do not work there. If we want to be set up on dispatch's system, they will help us out with no problem.

The department will get a brand new car and a minivan within the next few months.

The on call policy was amended so that workers contact dispatch tot ell them where they are going.

Receptionist upon request will call the worker; worker will speak with them on the phone and therefore will take the threat away from the worker. The implementation will go into effect after the division meeting on Dec. 1.

Metal detector update – The equipment is for the office of court administration / court system only and technically is not for use by any other purpose. A policy needs to be developed and we need to collect information on how often we actually use this option will determine whether we need to buy a handheld.

- ❖ If we want to walk clients through the metal detector, caseworkers can do that at any time.

- ❖ We can also buy a wand for \$300-\$500.
- ❖ If there is a problem then we call dispatch and the closest officer, probably the deputy downstairs will respond. He is going to send a deputy into the building to make rounds on a regular basis.

Board Committee Meeting

Board committee meeting in February – usually meets 2nd Tuesday of month

- ❖ What do we want? What is our purpose in talking with them? For the time being we want to educate them and begin to establish a relationship with them, so that in the future it may be easier to make changes if needed in the future.

Where to go from here:

A group of caseworkers will convene to discuss agenda for quick educational session and introductions. Jan volunteered to facilitate and Terry & Tina will also attend. Carol will do a power point presentation if someone gives her the info. End with we would like X\$ for a radio, etc. Extend an invitation at the end of presentation to come out for a day to see what a caseworker does.

On Call

Caseworkers came to Commissioner to discuss on call is a contentious issue. There are too many workers who want on-call. Commissioner would like to have a 100% agreement with on call.

Mandatory constraints

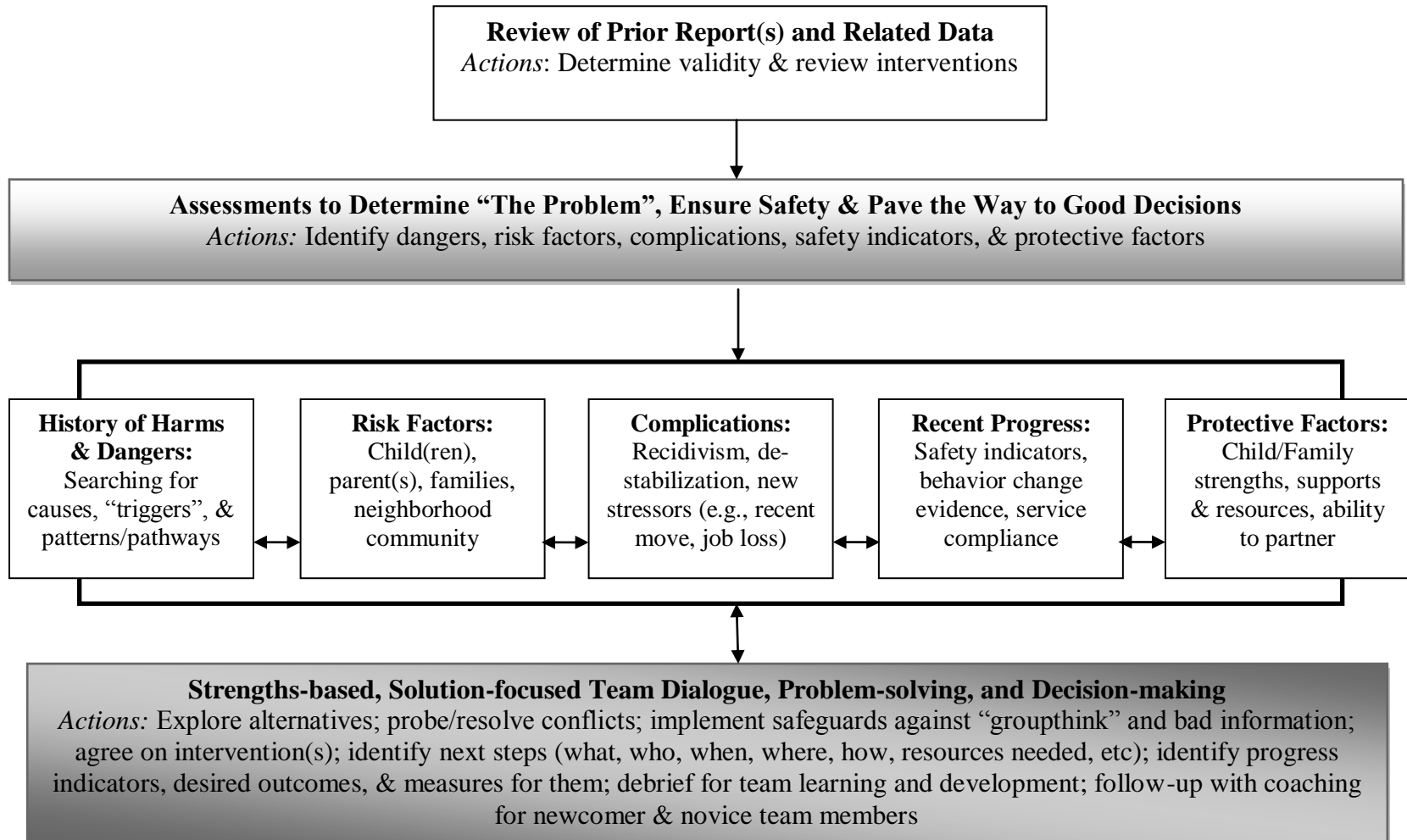
- ❖ We need to have on call
- ❖ People can trade
- ❖ If an on call day is not covered they use inverse seniority
- ❖ No one would be required to work more than one holiday per year

Problem:

- ❖ Workers are signing up for days and giving them to their friends
- ❖ How do you avoid this issue?

Possible Solutions:

TOOL 14 A Systematic Case Planning Protocol for Child Welfare Teams



Tool 15

A Logic Model Template for Teams' Problem Solving

Need / Problem	Causes	Effects on Practice	Ideal Situation	Solutions in Place	New Solutions Needed

Tool 16 An Example of a Logic Model

Need / problem	Causes	Effects on Retention	Ideal Situation	Solutions in place at one time or another	New Solutions Needed
<ol style="list-style-type: none"> 1. There is a focus on negative feedback rather than positive strengths 2. There is a feeling that what we are doing or the way in which we are doing it is not "good enough" 	<ol style="list-style-type: none"> 1. Society as a whole, and Agency x DSS more specifically are focused on the negative. 2. We have learned how to asses the negative, but learning a new way of thinking and judging performance is a difficult task to accomplish 	<ol style="list-style-type: none"> 1. Workers feel devalued and inadequate 2. There is low morale in the agency which leads to job dissatisfaction and eventually turnover 	<ol style="list-style-type: none"> 1. There would be "warm fuzzies" given as positive feedback 2. There is naturally positive interactions that occur between supervisors and workers. 3. Supervisors provide workers with daily positive feedback that is visible. 4. Positive work environment where people are smiling, there is good team work, supportive coworkers and mutual acknowledgement of workloads. 5. There is acknowledgement from coworkers and supervisors 	<ol style="list-style-type: none"> 1. There used to be a news letter "Treading Water" that would detail caseworker accomplishments, unit accomplishments, caseworker anniversaries, and birthdays. 2. Acknowledgement of work anniversaries 3. Once a month there is a coffee and donuts meeting where commissioner comes to speak with and encourage caseworkers 4. There are great emotional supports from coworkers 5. We have flex time which makes us feel appreciated 6. There have been certificates of appreciation given out to units in the past 7. Letters of recognition have gone in files in the past. 	<ol style="list-style-type: none"> 1. A positive feedback box outside of each unit supervisor's office where workers from that unit can write tell sup about positive things coworkers have done. (Secretaries can type up in a newsletter and hand out monthly) 2. Supervisors give stickers for positive accomplishments. The worker with the most stickers at the end of the month wins a much needed office supply ie (corkboard, stapler, white out pen, etc). It is delivered at the monthly staff meeting or can be posted in an email sent to everyone (including commissioner) each month 3. when a worker has gone above the call of duty, such as putting in extra hours a letter of recognition is placed in the employees file, with a copy to the employee and the commissioner. 4. There is a monthly coffee and donut Friday where the first 20 minutes of the day is spent increasing unit morale. Caseworkers/units take turns bringing in food. 5. New and goods start off unit meetings. Each case worker says something new or good about their life for that day. 6. Employee of the quarter. Every three months one worker is nominated by their coworkers as the employee of the quarter for managing a tough case or being extra helpful. This person receives a \$20 gift certificate to a local restaurant and is acknowledged at an end of the year caseworker reception thrown by the Agency 7. Have a rotating sticker fairy who puts stickies containing "warm fuzzies" on other's computers. 8. Supervisors put little sticky notes on work saying good court report/UCR, etc 9. Personally model positive feedback 10. Have an occasional luncheon or reception for the entire staff to show appreciation and give positive feedback

Tool 17

Logic Model

Tips and Tools for Team Facilitators

James Caringi

- ✓ It is important to balance group process with staying focused on solutions and the task at hand.
- ✓ Expect some resistance from members, not only because logic models are new, but also because they must confront and resolve differences in “what’s wrong that needs fixing,” especially the causes of problems.
- ✓ Allocate a specific time frame for completion to keep the team on task with a sense of urgency and accountability.
- ✓ Be directive and task-oriented.
- ✓ Stick to logic model “as is” until you are comfortable with it—later, when the team has gained skills and capacities for systematic, logical analysis, they may adapt the model.
- ✓ Continue to ask for specific examples and concrete data for each segment of the logic model.
- ✓ Make sure that one or two powerful personalities do not dominate the discussion; and that a substantial number of team members agree on “the problem”.
- ✓ Vote as needed to resolve differences. Alternatively, try two or more solutions if the team and the agency have sufficient capacity.
- ✓ Focus on the fit between solutions and the causes of the problem!
- ✓ Do not let the group digress into complaining; keep them strengths-based, action- and improvement-oriented.
- ✓ Do not permit the team to engage in finger-pointing and blaming dynamics.
- ✓ Make sure the facilitator leads the group through each segment of the model within the allocated 25-minute time frame.

Tool 18

Four Vignettes for Use in Logic Model Activity

Choose one of the following four problems for your Logic Model activity:

1. Identified and Prioritized Problem: Lack of Clear, Detailed Job Descriptions

The workers are confused about what exactly is entailed in their jobs. They are unclear of how to transfer cases from one unit to another. There is a lack of a clear, complete and accurate job description for each unit. There are unknown job expectations. Workers disagree and do not understand whose duty any particular task may be. The job is constantly changing. The workers don't have time to read and update job descriptions.

2. Identified and Prioritized Problem: Burnout and Job Stress

Workers feel isolated and stressed out which impacts the quality of services. They are less able to feel empathy with client. There is a decrease in productivity. There are more personal health problems which lead to an increase in absences. These absences lead to other workers having to pick up the slack. Cynicism is rampant throughout the agency leading to frustrations among coworkers.

3. Identified and Prioritized Problem: Physical Work Environment

There are inadequate supplies to do the work, and there is not timely reimbursement for transportation. There are not enough computers, pens, paper. Workspace is noisy, and workers cannot have confidential conversations with their clients.

4. Identified and Prioritized Problem: Life Work Fit

Workers are expected to clock in exactly at 9:00am and clock out at 5:00PM. No overtime or flex time is allowed. If a worker is late leaving work, a note must be attached to their time card stating the reason for leaving work late and a supervisor must sign. Workers are unable to complete their paperwork in the allotted 37.5 hour work week. On call demands are rotated and workers are not paid for this additional work.

Tool 19**“Guidelines for Logic Model Activity”**

1. Make sure your group has post-it notes.
2. Based on your group’s vignette, group members will write examples for each component of the Logic Model template, one example per note.
3. The notes will then be pasted on the appropriate segment of the logic model on the flip chart.
4. Read the vignette you have been assigned (Unit 6, Tool 5) and begin the logic model process.
5. Complete logic model, making sure that you lead your group through each segment of the model within the time allotted!
6. Set agenda for next meeting.
7. Debrief
 - What went well/what should we keep doing
 - What needs to change

Tool 20

A Troubleshooting Guide for Facilitators

The Problem or Need	Recommended Strategy
<p>Team becomes mired in the past and expresses doubt that anything can change</p>	<p>Re-energize the team with the reminder that top level leaders commissioned the team, knowing that the team’s recommendations would result in agency changes.</p> <p>Draw on comparable experiences from other pilot teams (where the same initial sentiments were evident and changed as the team experienced successes).</p>
<p>One or a few team members dominate the dialogue</p>	<p>Institute a turn-taking procedure whereby everyone has an opportunity to speak; make it a point to call on newcomers to the agency, indicating how important it is that their voices are heard.</p>
<p>“He said, she said” rumors and stereotypes plague the team’s problem solving</p>	<p>Repeatedly ask for evidence and team consensus on this evidence to debunk unfounded claims.</p>
<p>Resistance to change and the team concept overall</p>	<p>Celebrate & publicize successes. At the same time, recognize and allow time for “grief and loss” accompanying all significant changes in jobs, roles, and responsibilities. Use off-site, informal friendship and networking sessions to build relationships and new commitments. Eat and socialize together as a team. Continue to emphasize the benefits and advantages of teams in contrast to the old way of working.</p>
<p>The team and its members are seen as “agency favorites” and receiving special treatment, supports, and rewards</p>	<p>Work hard to helping agency leaders make sure that the team is not resented; and that other workers and ways of working are de-valued as teams get up and running. Consider moving team meeting off-site initially. Announce that teams enable the agency to try something different without saying teams automatically are better and others are wrong. Get the agency’s board to help with this.</p>
<p>Others? (see also supplemental tool 8 in the second toolkit)</p>	<p>Others?</p>

TOOL 21

Five Common Dysfunctions of a Team

Lack of Trust

Team members are uncomfortable about the reality of being vulnerable with one another, and so they are unwilling to admit their weaknesses, acknowledge their mistakes, and share their needs for help and support.

Fear of Conflict

Team members are unwilling to engage in sometimes passionate, unfiltered dialogue focused on important issues and problems, especially ones that have been deemed “off limits” and “un-discussable.”

Inability to Commit

Team members fail to achieve consensus-related buy-in for clear decisions and courses of action. In essence, they say “yes” when the team meets, but practice “no” once they are away and on their own.

Unwillingness to Hold One Another Accountable for Implementation and Results

Team members fail to confront one another and jointly steward agreements, rules, roles, and responsibilities; their actual orientations and behaviors thus do not match their consensus and common purposes “on the drawing board.”

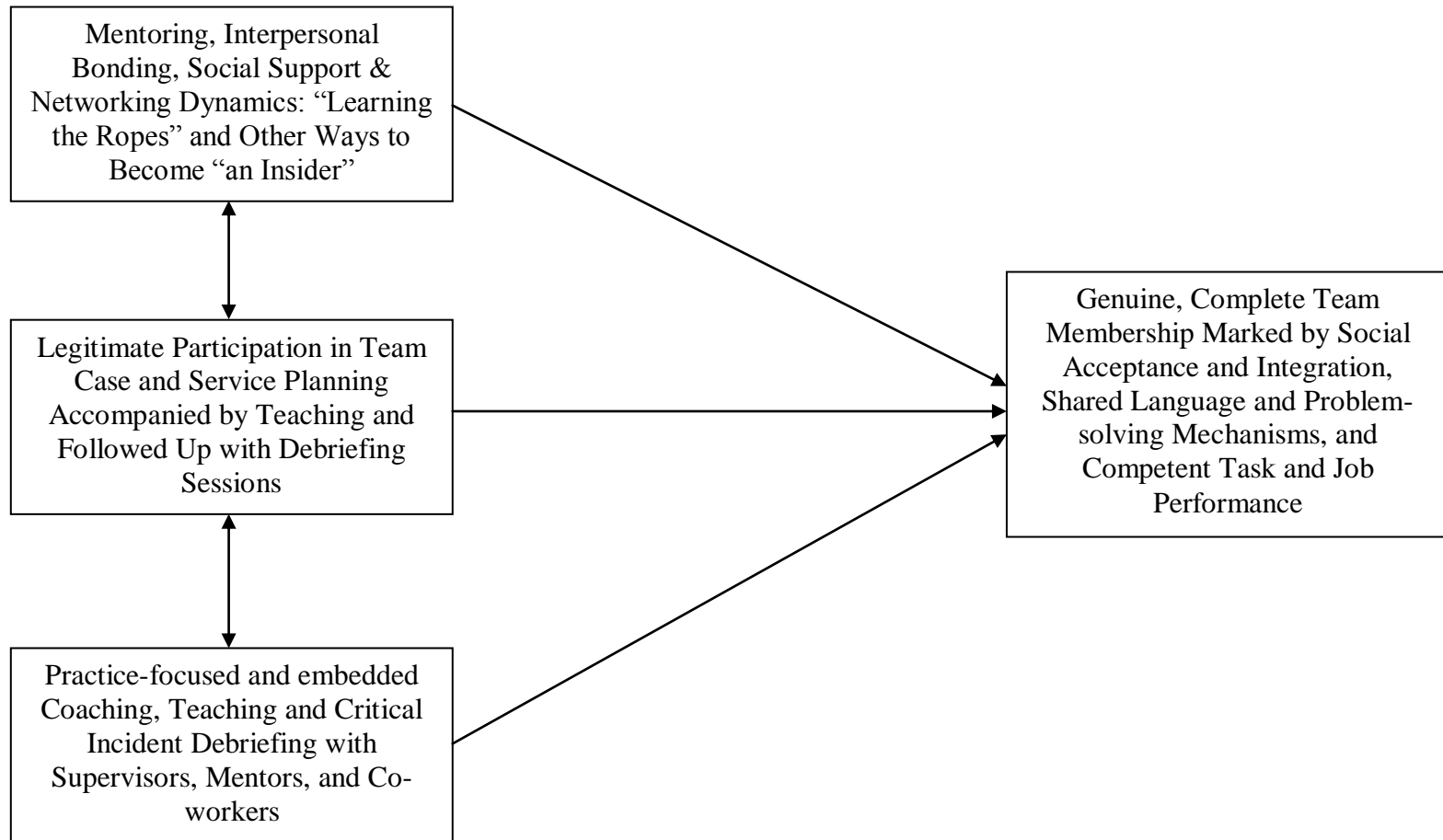
Self-interest Trumps the Collective Goals and Activities of the Team

Team members elevate their individual needs for career development and recognition over the collective goals of the team

A tip for team facilitators: At the very least, anticipate one or more of these problems and plan for ways to address them. Many of the tools in your toolkit provide useful strategies. You may wish to share these dysfunctions with your team early on. Ask them for preventive and intervention strategies and encourage them to help you ensure that the team does not suffer from these five dysfunctions.

Lencioni, P. (2002). *The five dysfunctions of teams: A leadership fable*. San Francisco: Jossey-Bass. Modified by Hal Lawson.

TOOL 22 Three Essential Pathways to Full Team Membership for Newcomers and Novices



Tool 22, continued**Examples of What Can Be Done in These Three Related Areas**Social Inclusion and Induction Into the Agency and the Team

- Have lunch as a team
- Do teambuilding exercises and “icebreakers”
- Have a welcoming party or breakfast for newcomers
- Get together after work and “off-site” for informal interactions and friendship development
- Celebrate birthdays and other special occasions
- Have experienced members mentor, introduce, and sponsor newcomers
- Make sure that newcomers do not have to sit alone and away from the veterans
- Do regular debriefing, encouraging newcomers to share and talk
- Develop job shadowing programs to initiate newcomers and connect them to veterans

Developing Team-specific Practice and Performance Competence

- Assign the novice caseworker supervision and senior caseworker coaching and mentoring to enable competency development outside of the formal team meetings.
- Start with secondary responsibilities for case planning and service delivery with a veteran coach in the lead role
- Consistently ask new members for observations, fresh ideas, and feedback—encouraging them and responding to their good ideas and providing constructive feedback as needed to help them learn
- Quickly brief new members outside of formal team planning time on team rules, norms, operational guidelines, and decision-making protocols, enabling newcomers to participate immediately and not sending the entire team back to the beginning every time a new member comes on board
- Encourage veteran team members to spend extra time outside the team with newcomers; and recognize and reward both when they do
- Give new team members specific tasks and responsibilities they can complete successfully
- Ensure that everyone’s voice is heard and respected during team meetings
- Identify and capitalize quickly on special expertise new members bring—and encourage them to learn about the expertise others offer
- Keep a written log of team members so newcomers can review the deliberations and “get up to speed” immediately

Developing Overall Practice Competence

- Institute a 360 degree feedback system, ensuring that all feedback is constructive
- Make it safe, through supervision and teamwork, for everyone to ask for help in areas where they lack perceived competence; and then deliver help in a timely fashion
- Institute regular (weekly) for debriefing cases and using this as a coaching opportunity
- Help supervisors identify “teachable moments”; and how to capitalize on them
- Call in consultants as needed for especially complex cases and difficult transition issues

Tool 23

Team Facilitation and Leadership Checklist

1. Does our team have clear purposes and unambiguous, measurable goals?
2. Does our team have a clear, solid sense of direction, including how we get from where we are now to where we as a team need/want to be in the near future?
3. Do team members have a clear understanding of how our team helps advance and promote our agency, helping to get it where it needs to be?
4. Does our team have social-behavioral norms that guide how members interact with each other? Have members agreed to steward, implement, and reinforce these norms?
5. Does our team have clear, justifiable rules that guide members' orientations and actions, including their individual and collective responsibilities and accountabilities?
6. Has our team agreed to develop and use a shared language system (e.g., strength-based, solution-focused language, shared language rules such as no abbreviations or acronyms, and precise terminology)?
7. Does our team have procedures/protocols for decision-making and action when not everyone agrees?
8. Does our team have procedures/protocols for positive, productive conflict resolution?
9. Does our team have induction/initiation procedures/protocols for new members?
10. Does our team have error detection/correction/prevention mechanisms and safeguards?
11. Has our team established an agreeable, workable system of roles and responsibilities within the team?
12. Has our team developed and implemented logic models and other intervention planning tools to improve service delivery?
13. Has our team developed self-monitoring ("taking stock") procedures, debriefing protocols and other continuous quality improvement mechanisms to help members and leaders learn and improve?

14. Has our team developed formal mechanisms and informal processes whereby members develop and augment trusting relationships?
15. Has our team developed safeguards against domineering personalities and inequitable/counterproductive “power trips”?
16. Has the agency’s leadership provided the resources, social supports, technical assistance, coaching, facilities, and equipment our team needs to be productive?
17. Has the agency’s leadership restructured the roles and responsibilities of team leaders/facilitators so their workloads are manageable?
18. Has the agency’s leadership effected changes in the workplace in support of teams, especially their institutionalization and sustainability?
19. Does our team have procedures/protocols for transforming complex problems and needs into discrete, “actionable” priorities and implementation steps?
20. Does our team insist on social-ecological assessments in addition to assessments of individuals?
21. Has our team developed “back-up systems” for instances when the team leader and other key team members are gone or have left the agency?
22. Others?

Tool 24

Duties and Competencies of a Successful Facilitator

Facilitators have six main duties:

1. To create a safe, secure, and supportive atmosphere conducive to team formation and effective functioning.
2. To develop the team's abilities to solve problems and meet the needs of families.
3. To serve, as needed, as an intermediary between teams and top level leaders.
4. To help team members get input from co-workers and also to promote and spread good news from the team.
5. To work with the Project Coordinator to secure whatever outside consultation, training, and technical assistance teams and top level leaders may require.
6. To learn and develop expertise from their practice and as they practice through structured reflection.

Facilitators possess the following competencies, if not at the outset, then later, on the heels of team facilitation experiences

- Clinical group work skills and abilities needed to develop and mobilize a true team.
- Group discussion and dialogue facilitation skills, including the assurance of strengths-based, solution-focused language and providing alternative frames of reference and new language for problem-solving.
- Listening skills and observational skills (hear what is not said as well as what is said—"reading between the lines" and interpreting non-verbal cues).
- Relationship-building and trust-developing skills and abilities.
- Ability to elicit and make public important heretofore "undiscussable" needs and problems that cause good workers to leave.
- Ability to help team members use research findings and employ intervention logic in their problem-solving, as evidenced in the completion of sound logic models.
- Ability to help teams develop SMART goals and solutions.
- Ability to help the team implement solutions, ensuring that the team starts with a SMART goal that solves an urgent problem and meets team members' needs. *(Nothing gives the group more momentum than the shared perception that they are accomplishing something important, that they are doing more than "meeting just to meet" and "loving the problem to death")*

Hal Lawson & James Caringi, 2

- Ability to mediate conflicts, developing whenever possible innovations from differences of perspective and opinion.
- Ability to organize and mobilize team members for collective action, ensuing follow-through after meetings and developing shared accountability for the team's work.
- Ability to summarize, synthesize, and report back team progress and priorities at the end of each meeting and to follow up with a written summary before the next meeting.
- Ability to summarize, synthesize, and report back team progress and priorities at the end of each meeting and encompassing work that spans several meetings.
- Ability to demonstrate empathy, as evidenced in adaptability when team members' emotions come into play during meetings.
- Skill in timing interventions (an intervention too early may result in missed understanding; an intervention too late may result in a missed opportunity).
- Ability to ask exceptionally good questions at the correct times, especially questions that both make people think and make them feel challenged and supported rather than criticized.
- Ability to make good judgments as to when to direct the group's attention away from the task and toward learning.
- Avoid legislating and dictating solutions while building team capacities for self-directed and sustaining work.
- Capacity-building with team members who may serve as facilitators when you leave.

SUPPLEMENTAL TOOLKIT

CONTENTS

Supplemental Tools

Sup Tool 1: “A Basic Structure for Problem-Solving to Improve Desirable Retention” 89

Sup Tool 2: “The Facilitator’s Multiple Priorities for Stewarding a Successful Team” 90

Sup Tool 3: “Sample Agenda 1”..... 91

Sup Tool 4: “Sample Agenda 2”..... 92

Sup Tool 5: “ A Capsule Summary of the First Three Meetings...” 93

Sup Tool 6: “An Example from a New York State Facilitator” 97

Sup Tool 7: “Expecting, Managing, and Benefiting from Conflict in Teams...”..... 99

Sup Tool 8: “Six Examples of What Works and What Doesn’t With Teams...” 107

Sup Tool 9: “A Broad Overview of the Complexity of the Team Development” 110

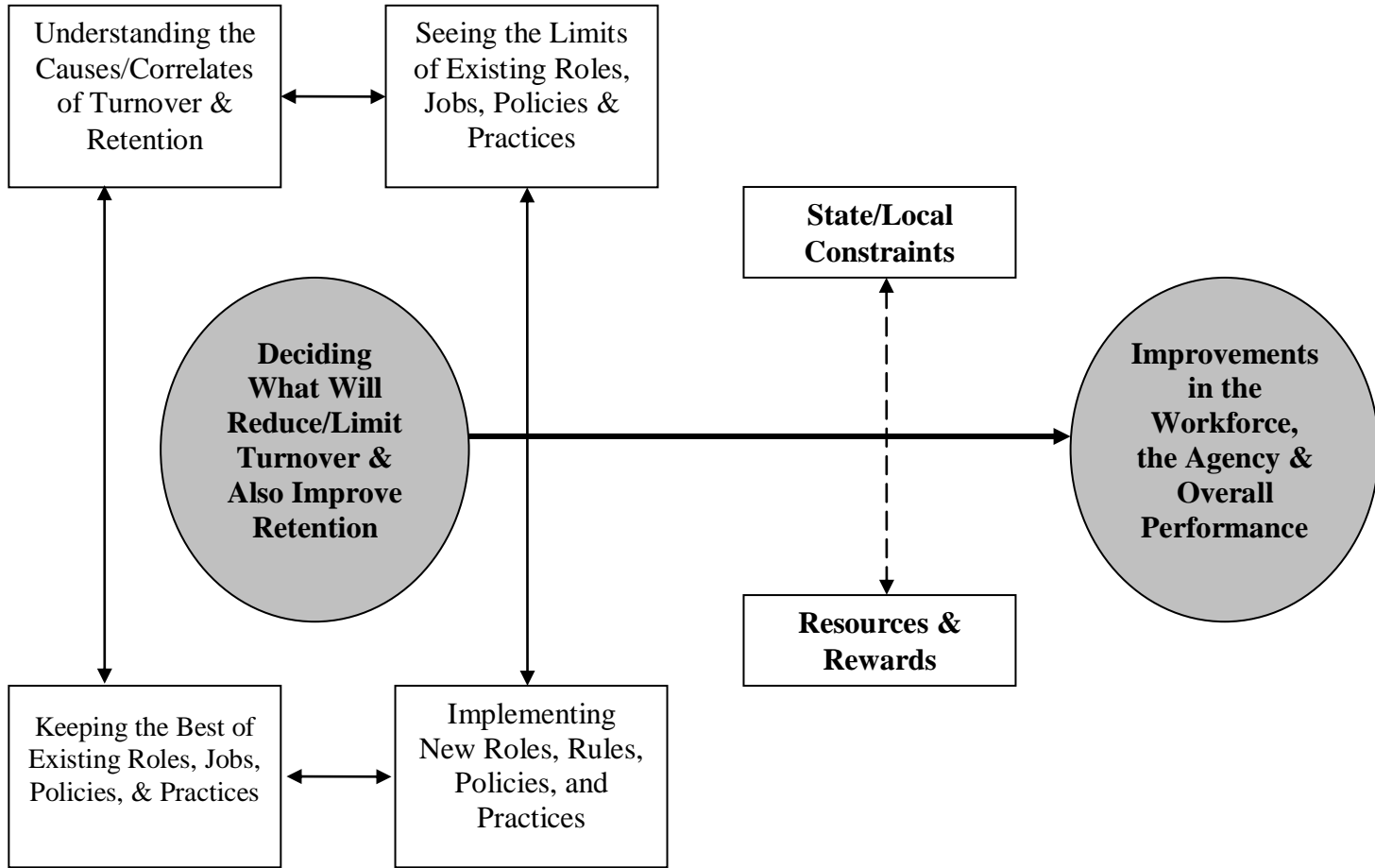
Sup Tool 10: Design and Improvement Team Accomplishments to Date” 111

Sup Tool 11: “Team Accomplishments and Progress Indicators” 112

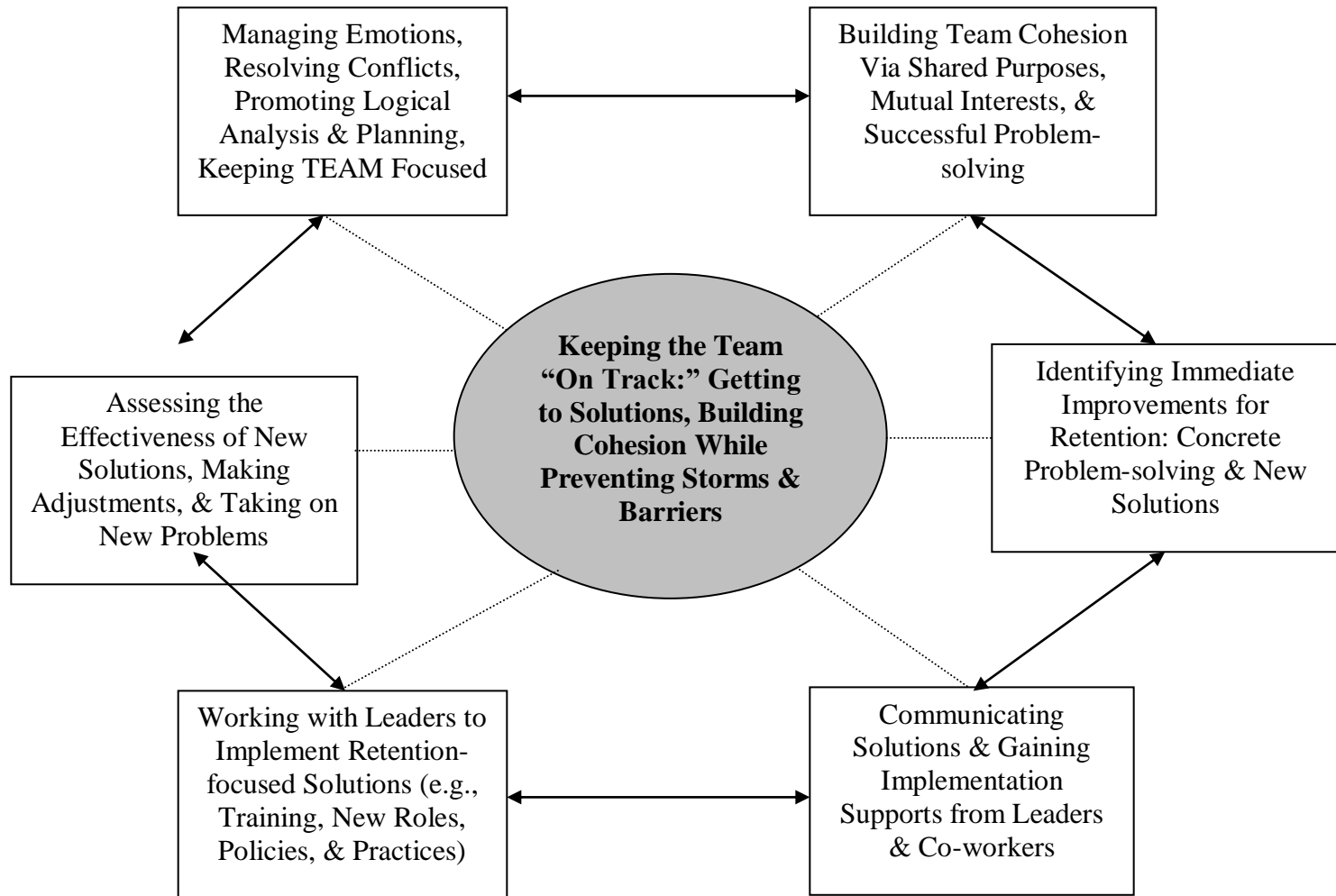
Sup Tool 12: “A Team’s Accomplishments” 113

Sup Tool 13: “Successful Teams as Drivers for Complex Change” 115

Supplemental Tool 1 A Basic Structure for Problem-Solving to Improve Desirable Retention



Supplemental Tool 2 The Facilitator's Multiple Priorities for Stewarding a Successful Team



Supplemental Tool 3**Sample Agenda 1****County Team**

10/19/04

- 1. Review minutes and agenda**
- 2. Schedule for upcoming meetings**
 - a. Schedule meeting for Hal Lawson to visit in January re: surveys**
- 3. Review minutes and recommendations from KBL consultation:**
 - a. Next Steps?**
 - ❖ **Safety Policy**
 - ❖ **High Profile Case Policy**
- 4. Discuss plans for**
 - a. VT training – 12/2/04 – (9am-4pm)**
 - ❖ **Thoughts about the agenda? Changes?**
 - ❖ **Practical issues?**
- 5. Work for Today: Logic Model**
 - a. Board education problem**
 - ❖ Approach the sups to educate them on crystal meth issues if they are from your town. You have to put a face on it. So letting them know that labs have been found in their town.
- 6. Debrief**
 - a. Keep doing**
 - b. Do differently**
 - c. Info sharing**
 - d. Agenda for next meeting**

Supplemental Tool 4

Sample Agenda 2

Team Meeting

October 14, 2004

GOALS OF MEETING:

1. Review completed logic model
2. Go over the ratings of identified issues and new issues
3. Begin logic model for 2nd issue

1. Business (10 minutes)

- a. Member leaving
- b. Changes in Schedule
 - i. 11/18 \longrightarrow Tuesday 11/9 – 10:00-12:00
 - ii. 12/16 \longrightarrow Thursday 12/9 10:00-12:00

2. Go over minutes/completed logic models (30 minutes)

- a. Worker step by step manual – update from Jess
- b. Check in about progress with job description tasks
 - i. Did they go out to supervisors
 - ii. Commissioner re: funds for consultant for manual
- c. survey rankings with the added issues

3. Go over completed logic model (20 minutes)

- a. Needs/Problems/priorities
- b. Causes
- c. Effects on Retention
- d. Ideal Situation
- e. Solutions in place
- f. New Solutions needed

4. Break (15 minutes)

5. Logic model of 2nd issue (45 minutes)

6. Debrief (15 minutes)

- Keep Doing –
- Start Doing
- Do Differently
- Agenda for next meeting – October 14th

Supplemental Tool 5

A Capsule Summary of the First Three Team Meetings: A Facilitator's Reflections

James Caringi

The first three meetings are essential in “setting the stage” for team work. It is essential that teams learn what teams are and do and, in the process, make commitments to engaging in this work. It is not an exaggeration to state that the first three meetings “make or break” the overall process; and also that the team facilitator’s role is a critical determinant of team trajectories and successes. This means that the process cannot be rushed. It also means that systematic, careful, and prudent facilitation at “the front end” is indispensable. “Be prepared” is a good motto.

Meeting 1

The first meeting is much more facilitator-dependent than any other. It also involves more elements of conventional training than any other because, in this meeting, the facilitator is a teacher. The facilitator teaches team members about teams and also about the dynamics and requirements for team formation. In short, in this first meeting, the structure provided by the facilitator is perhaps the most important part of the launching phase for teams.

It’s good to know all of this “going in.” Keep this in mind as you consider the self-analysis, team activities and priorities below.

For the first meeting, I (the team facilitator) and a colleague (recorder and co-facilitator) set out to the county for our scheduled meeting. On the way we picked up some snacks and refreshments for the team. At the county, we went through security and waited for the deputy to come get us to bring us to the meeting place. At the meeting team members had good energy. They were eager to begin.

We did introductions including name, position, and time at the agency. We also did some ice breakers to help people feel more comfortable.

We then presented and discussed team norms (see handouts). We also focused on what other norms (if any) needed to be added. We did this because asking is the first moment in obtaining engagement and joint ownership. We also did this because team members know best the kinds of problem behaviors that need to be prevented; and how responsive norms will prevent harmful, damaging “storms.”

After we finished our work on team norms, if only for the time being, we went over how teams work and the basics of their structure (see handouts and facilitator guide).

Importantly, we emphasized the purposes and importance of the teams. We also emphasized how teams are different than other change efforts they may have experienced.

We ended the meeting by setting the stage for action. This entailed determining the agenda for the next meeting, at the same time “debriefing” this first meeting with an eye toward future meetings. Our first visitation ended with a brief “check-in” or “pulse taking” with the deputy commissioner serving on the team.

Meeting 2

As mentioned above, we set the agenda for the second meeting at the end of the first meeting. This approach to setting the agenda is the same for all meetings. That is, at the conclusion of every team meeting, facilitators help the team debrief. In the process of debriefing, the team also sets the agenda for the next meeting, emphasizing concrete tasks that need to get done at the next meeting and in between meetings. Importantly, team members need to be driving this agenda.

The purpose of the second meeting is to set the list of priorities the team would like to work on. Teams will have little or no difficulty coming up with priorities. They need help from the facilitator in addressing these priorities.

Four Things I Have Done. I have helped teams come to grips with these priorities in four major ways.

1. Determining which ones need to be addressed first, including the possibility of combining two or more priorities.
2. Helping team members think logically about these priorities, providing safeguards against a few persons’ “pet peeves” being viewed as the agency’s realities and needs. (If time permits AND if the team is ready, the logic model template may be introduced at this early stage. Many teams are not ready for this model at this time, however.)
3. In making this first determination, deciding which priorities are under the influence and control of the team; and especially determining whether anything can be done to address this priority. Using team language, team members need to agree that the priority is “actionable”—meaning something can be done about it.
4. Helping team members understand and accept an important reality about public sector child welfare systems: Aspects of their regulatory environments cannot be changed by teams or even by commissioners. Facilitators help teams accept this fact and not waste precious time and energy discussing regulations that cannot be changed immediately.

Meeting 3

Meeting 3 began as all do, with a review of the agenda, minutes, and any business items. In this case we set future meeting dates at this time. Scheduling is important given team members competing demands, and already scheduling of this kind was becoming routine for the team.

We quickly began work on the logic model. Because this process is new, it will most likely take a whole meeting, as it did with this team. The process was easier with this team because members were at least aware of it, thanks to the previous meeting.

There are many ways to facilitate the process of logic model development. All involve a common element—namely, “piecing out” the work in manageable chunks and tasks. For example, when teams wrestle with the causes of a retention-related problem, facilitators can use “sticky” or “post-it” notes. Each team members’ views can be solicited when they are asked to list causes of problems, for example, on stickies or post-its. Then these notes can be posted and organized on large newsprint pages. Each newsprint page displays the title of a specific part of the logic model, and as team members came up with ideas, they place their stickies or post-it under the appropriate categories.

Teams then brainstorm the alternatives on the way to reach consensus. Some of this brainstorming reveals differences, which need to be ironed out. The facilitator’s role is very important here, especially when strong opinion-leaders are on the team. Above all, the facilitator is in the position to offer research findings on retention-turnover and also to encourage team members to resolve their differences by reviewing research on their own agency. I did this several times at this meeting and also at subsequent ones.

Facilitators ensure that all of the “raw information” on the newsprint is typed up and included in the minutes. This latter measure allows teams to return to the main ideas and issues, and it also serves as a bridge between the third and the fourth meetings.

Before ending we made sure that we had consensus on an important item—namely, who was to do what for follow-up for the next meeting. The meeting ended in the usual way, debriefing and setting the agenda for the next time. (This too was becoming routine).

Subsequent Meetings

Subsequent meetings proceed with the same approach to systematic problem-solving. However, these other meetings do more than “talking and loving the problem to death.” Teams develop solutions.

For example, in this agency, a few team members volunteered to collaborate with co-workers and supervisors in developing clear, coherent job descriptions. In another agency, the team recommended training for post-traumatic stress and set about planning for its implementation and the recruitment of workers who needed and wanted it.

No team can do this work alone. Most of these solutions involve top level leaders, especially the commissioner. This means that the deputy commissioner, a team ambassador, the team facilitator, or some combination of them communicates these priorities and needs in a timely fashion to the Commissioner, gaining this person's commitments and resources in support of the implementation plan. Once it becomes apparent to team members and others in the agency that commissioners are "on board" and support the team and its recommendations, good news spreads and relationships among people in the organization improve. Misperceptions no longer thrive. For example, in some agencies commissioners join teams later in the process because team members learn to trust them—and no longer view them as insensitive adversaries.

In short, the team process, once structured and set in motion, follows a recurrent pattern. As a logic model for each retention-turnover problem is completed, teams develop solutions. The solutions are shared with top level leadership. Top level leadership commits resources and supports and may also offer expanded, improved solutions. In this fashion, teams and top level leaders work together in support of improved agency structures and processes, which prevent undesirable turnover and improve desirable retention.

Supplemental Tool 6

An Example from a New York State Facilitator

James Caringi

I have helped teams look at their baseline information (data) about retention and turnover. There is no one way to do this. The important thing is to do it so the teams stay focused, at least at the beginning, on the research findings and do not resort to “he said, she said” rumors and personal impressions.

In one county system, for example, the team looked at the survey data, added what was missing, and then identified retention priorities. Examples of these priorities included worker safety in the field; salary; worker stress; and job descriptions.

Then the team decided that salary was most important turnover-retention. The team then examined the “actionability” of each item. Here, the most important priority, salary, was tabled because team members did not view it as an “actionable item”. After all, salary increases would require action by the workers, commissioner, and most importantly, the county legislature. In short, working on salary would take enormous time, and would not yield immediate returns and benefits because so much influence and control resided outside the team and even the commissioner.

The team thus decided to keep salary on its “radar screen,” but not to make it the first actionable priority. Subsequently, the team decided that “clear, coherent job descriptions” was the most actionable and important item they should work on.

All the while, I, the facilitator, was active in teaching the team why this was a good approach.

After a break, I introduced the concept of the “logic model”. I decided to introduce it at this second meeting because I determined that this team was ready for it; and also because we had enough time left to do so.

This logic model is an essential element of the team process. It enables teams to understand the “theory of the problem” before designing and implementing solutions. You can help teams understand this complex idea (theory of the problem) by asking three questions:

- What’s wrong that needs fixing, and what are the causes?
- What’s good and strong that needs to be kept as part of the solution?
- How can we be sure that solution(s) we identify will fix the problem because it addresses its causes?

This logical, systematic approach is new to team members. It takes time, patience, and persistence to cultivate it. Staff members in child welfare have seen many interventions come and go without real change. Many such change efforts were not well thought out from the beginning.

When I do this work with the logic model and its use in teams planning process, I am again a teacher, a group process clinician, and a capacity-builder. By helping teams understand, endorse, and use the logic model template, I am, in essence, “teaching them to fish”, enabling them to do more of this work on their own in the future (and after I leave).

So, I explained all parts of the model with team members and entertained their questions. As this process was new, we went slowly and there were many questions. We went over a sample logic model developed by another team. This model was “sanitized” for confidentiality, but it served its purpose. It showed team members how others had proceeded and, most importantly, it showed them that others had done this difficult work.

Finally, I completed our debriefing process. I also prepped the team at the next meeting. We set the agenda based on our need to work on their first logic model; and to learn more about how to do this work efficiently, effectively, and successfully.

Supplemental Tool 7

Expecting, Managing, and Benefiting from Conflict in Teams: A Training Tool for Team Leaders and Facilitators

Conflict is endemic in teams, which is to say that it is natural and unavoidable. The key is to benefit from conflict's positive functions and contributions, while avoiding and preventing the negative ones. This training tool for team leaders and members is structured with this key in mind.

Goals

After studying and discussing this tool, future team leader-facilitators will be able to:

1. Define conflict and describe some of its indicators
2. Identify and describe four kinds of team conflict
3. Differentiate between productive conflict and problematic, destructive conflict
4. Identify and describe the benefits associated with productive conflict
5. Identify, describe, and explain facilitators' duties and actions for maximizing productive conflict and reaping its benefits

Introducing Conflict and Cooperation

Every team strives to optimize the balance between conflict and cooperation.

Because productive conflict is a team asset—for example, it often yields multiple benefits—efforts aimed at eliminating it altogether are ill-advised.

Team leaders and facilitators thus need to learn how to manage and benefit from productive conflict alongside cooperation, at the same time avoiding conflict classified as problematic and potentially destructive.

Conflict

Conflict is present when diverse, discrepant, and even hotly-contested, oppositional views, preferences, and practices are evident among two or more team members.

- Viewed in a team context, *conflict is an interpersonal phenomenon* because it involves relations between two or more members.
- However, conflict oftentimes can be traced to the personalities, views, and preferences of diverse individuals (team members); and solutions to problematic conflict often start with controversial individuals.
- There are four kinds of conflict: Relationship conflict, task conflict, process conflict, and cognitive conflict. (Each is described in greater detail below.)
- For team leaders and facilitators, it also is useful to distinguish between *productive conflict* and *problematic or destructive conflict*. The key is to maximize the former, while minimizing and preventing the latter; and this is not always easy to accomplish.
- Conflict, when it is managed effectively, yields multiple benefits. For example:
 - ✓ Productive conflict is a safeguard against “groupthink”—where a team’s rush to consensus results in flawed problem solving and the elimination of the best alternatives.
 - ✓ Productive conflict produces new knowledge, which facilitates individual and team learning, which in turn promotes shared understanding
 - ✓ Productive conflict and the new knowledge it generates comprise a main source for individual, team, and organizational innovations (emphasized at the end of this tool).
 - ✓ Productive conflict enables team members to feel welcomed and empowered, increasing their commitments, engagement, and retention.
 - ✓ When the above benefits associated with productive conflict occur, overall performance is enhanced and results improve.

Cooperation

- An effective team is an exemplar for cooperation. Despite members’ differences and conflicts, they learn to work together, steward the team’s development, and strive to achieve team missions and goals.

- Some teams become exemplars for collaboration. These teams are unique in that every team member openly depends on the others. In other words, team members enjoy interdependent relationships.
- A collaborative team is not inherently better than a cooperative one. Both kinds are valuable. Each kind is influenced by the agency that houses it, and each may “morph” into the other, especially as members change.
- Conflict is endemic in both cooperative and collaborative teams.*
- Effective collaborative and cooperative teams learn how to reap the benefits of productive conflict, thanks to the work of their leader-facilitators.

Striking an Effective Balance and Building Team Capacity

- When teams are first formed and begin operating, team leaders or team facilitators are needed to mediate and manage conflicts.
- Team norms, rules, and meeting protocols (presented in an earlier unit) are invaluable tools for conflict mediation and resolution.
- Team leader-facilitators have the dual charge of helping individuals and the team as a whole appreciate conflict’s positive functions and contributions, while also building the team’s capacities to address conflict productively
- Thanks to leader-facilitators, the team learns over time to accept shared responsibility for conflict mediation and resolution, ensuring that it is addressed transparently and productively and enabling the team to reap the attendant benefits

Four Kinds of Conflict in Teams

1. Relationship Conflict

Relationship conflict involves team members’ awareness of interpersonal incompatibilities and differences, especially clashes of different personalities. Emotions often are involved, and they may run high. Examples of relationship conflict include disliking other members and feeling tension, annoyance, frustration, and friction (after Jehn & Mannix, 2001).

- Relationship conflict is the most important and best example of problematic, potentially destructive conflict; it has few known benefits
- Relationship conflict often originates outside the team—and team members bring these conflicts to teams.
- However, relationship conflict may arise in teams without competent leadership and facilitation.
- Primary interventions* by leader-facilitators:
 - ✓ Team norms, rules, and meeting protocols, which members agree to accept and steward collectively

- ✓ Outside-of-team meeting mediation involving protagonists
- ✓ Outside-of-team meeting informal “get-togethers” involving protagonists and other team members, with some team members serving as “go-betweens” striving for fresh relationships
- ✓ As a last resort, restructure team membership
- ✓ Others?

2. Task Conflict

Task conflict involves disagreements and differences of opinion pertaining to the work at hand, i.e., the work tasks the group is expected and assigned to complete. Work tasks and associated conflicts may manifest themselves in dispassionate, impersonal ways (Jehn & Mannix, 2001).

For example: In the heat of debate, a team member will say something like the following. “This is not about you; it’s about what is expected of us.”

- So, task conflict is not the same as relationship conflict. Managed effectively, task conflict can be productive.
- However, task conflict that is mishandled or managed quickly can “morph” into relationship conflict, at which time it can become problematic and destructive.
- Primary interventions* by leader-facilitators:
 - ✓ Remind team members of norms, rules, and meeting protocols, encouraging all team members to jointly enforce them.
 - ✓ Use task conflicts as opportunities to teach the team about the importance of, and benefits associated with, productive conflict—and invite them to help you keep the problem-solving dialogue positive (e.g., strengths-based, solution-focused, blame-free, apart from personalities).
 - ✓ Create sub-groups for comprehensive analysis of each task alternative, including barriers, constraints, facilitators, incentives, rewards, and potential for errors; and then explore, as needed, “win-win” alternatives for trying out more than one alternative.
 - ✓ Invest the time in “researching the problem” yourself and present your findings to the team.
 - ✓ Others?

3. Process Conflict

Process conflict involves disagreements and differences about how team will do its work. It especially involves key issues such as each member's responsibilities and duties, delegation of responsibility (who should do what, when, where, to whom, how, and why).

- Process conflict is always possible when powerful, assertive members of the team try to dominate discussions and force their will on the team.
- Process conflict also involves competing priorities and how to determine which ones are addressed first.
- Additionally, process conflicts accompany and stem from decisions about the allocation of resources, reporting procedures, and how to identify and publicize progress markers and success indicators.
- Perceptions and allegations of favoritism by team leader-facilitators also will stimulate process conflicts
- Primary interventions* by leader-facilitators:
 - ✓ Remind team members of norms, rules, and meeting protocols, encouraging all team members to jointly enforce them
 - ✓ Develop a “parking lot” for every good idea or priority and return to it at every meeting so that no priority is lost and new ones can be added
 - ✓ Help team members see the importance of early, immediate success in problem-solving; and choose initial priorities based on the criterion of quick, successful completion
 - ✓ When powerful team members attempt to dominate dialogue, institute democratic participation techniques (e.g., turn taking, KIVA formats)
 - ✓ Before each meeting and as the meeting draws to a conclusion, do “weather reports” on team process, obtaining members’ feedback on what needs to be done different and better and also what needs to be retained; and then implement these suggestions, asking members to accept shared responsibility for them.
 - ✓ Consider enfranchising one or two powerful, vocal members as co-facilitators, reminding them that facilitators’ primary responsibility is to listen, clarify, and provide a focus and not to provide solutions and strong-arm preferences
 - ✓ Others?

4. Cognitive Conflict

Cognitive conflict involves differences in how team members think and talk. This fourth kind of conflict also involves differences in what members are prepared to accept as “valid, useful knowledge.”

- Cognitive conflict is evident when members “talk past each other”, even though they may be using some of the same words
- Cognitive conflict stems in part from different frames of reference, also known as different “mental models” for a problem or a priority
- Language differences can be traced back to these different frames of reference or mental models
- Thus, one key to resolving and benefiting from cognitive conflicts, especially reaching agreements where possible and desirable, is to help members make explicit and testable their respective “mental models” for a problem or priority.

A Paradox with Task Conflict

Teams need to engage in task conflict as they survey all of the viable alternatives, while trying to avoid and prevent groupthink. At the same time, they need to reach some consensus on how to proceed without watering down the compromise solution(s).

Every team has “ebbs and flows” associated with this paradox. Mature teams come to expect them. They are resilient in the face of both task- and process-related challenges because they have experienced “break through” moments and expect more of the same imminently (after Jehn & Mannix, 2001).

Primary interventions for leader-facilitators:

- ✓ Structure team meetings with a four component agenda:
 1. Ask advocates representing different positions (mental models) and using different language to teach the others
 2. Provide opportunities for you and other team members to question what they’ve heard (in strengths-based, solution-focused, and blame-free language), asking these advocates if they have considered other ways to frame the problem and talk about it
 3. Give the entire team opportunities to help re-frame the problem or priority (using new mental models) and introducing new language)
 4. Seek consensus, where possible and appropriate, on mutually agreeable and beneficial changes to initial frames (mental models) and language

- ✓ Have the entire team, or sub-groups of the team, complete logic models for the problem or priority. Using sharing and reporting-out opportunities to develop agreements, including the agreement on “win-win” alternatives, i.e., more than one alternative is endorsed for implementation trials
- ✓ Engage the team in evaluation planning for implementation, ensuring that the evaluation provides the team with feedback for their learning, development, and future planning
- ✓ Remind mature teams that they have encountered these conflicts before; that they have the know-how and capacity to address and benefit from them; and invite suggestions from team members regarding how they prefer to tackle this conflict

Four Final Reminders

- ❑ When the team’s mission, goals, and objectives are clear, compelling, rewarding, and achievable, encouraging member “buy in” and active engagement, the foundation is laid for team effectiveness and productive conflict resolution. Without this foundation, teams may have difficulty weathering conflict-rich “storms.”
- ❑ Two or more conflicts may present themselves at the same time. Alternatively, they will nest in each other. Leader-facilitators should strive to gain clarity with the team on what kind of conflict is the top priority and engage them in addressing it productively.
- ❑ No leader-facilitator can anticipate every kind of conflict and address it alone; collective responsibility and joint actions among team members are practical necessities.
- ❑ Always be on the look-out for opportunities for innovation while addressing conflicts. Look for, capitalize on, publicize, and celebrate two kinds of innovations that originated with team conflicts:
 - ✓ *Process innovations*—new ways of operating and “doing business” such as new ways to communicate, new ways to complete required forms, new ways to transfer cases from one unit to another, new ways to supervise caseworkers
 - ✓ *Product innovations*—new fixtures (structures, outputs) in the team and the agency such as new reporting forms, new safety protocols, new practice models, new agency policies and rules

Main References

- Clark, P., & Drinka, T. (2002). Exploring responsibility, accountability, and authority in geriatric team performance. In M. Mezey, C. Cassel, M. Bottrell, K. Hyer, J. Howe, & T. Fulmer (Eds.), *Ethical patient care: A casebook for geriatric health teams* (pp. 208-229). Baltimore & London: Johns Hopkins University Press.
- Jehn, K., & Mannix, E. (2001). The dynamic nature of conflict: A longitudinal study of Intra-group conflict and group performance. *Academy of Management Review*, *44*, 238-251.

Supplemental Tool 8

Six Examples of What Works and What Doesn't with Teams: What Facilitators Can Do to Maximize Success

Ideal Versus Sub-optimal Condition 1

- When the team is linked to top-level leadership and other members of the agency through timely, accurate, and momentum-generating communications, its potential is realized.
- In contrast, when the team is viewed as a secret society, i.e., a special privilege enjoyed only by the few, and as a non-representative entity, it will fall short of its potential, and it may fail altogether.

Implications for Team Facilitators:

1. *Ensure that you have established firm communications links and rules with the team and top-level leadership—and that they, in turn, have shared these links and rules with others in the agency so that everyone is “on the same page.”*
2. *Ensure that the team is truly representative of the diversity of the agency and includes approachable spokespersons and opinion leaders who are knowledgeable about turnover and retention.*

Ideal Versus Sub-optimal Condition 2

- When top-level leaders are genuinely interested in listening and responding to the improvements teams prioritize, the team intervention works.
- When leaders are not, the team falls short.

Implications for team Facilitators:

1. *Ensure the commissioners and other top-level leaders understand that their responsiveness provides a timely, unique opportunity to “turn around” negative perceptions of them and their leadership.*
2. *When commissioners and other top-level leaders cannot implement the team's recommended improvements because of local, state, or federal regulations, seize this opportunity to improved understanding among leaders, the team, and others in the agency by having the top-level leader explain these regulations and the constraints they impose to the team.*

Ideal Versus Sub-optimal Condition 3

- When teams adhere to the norms, follow the rules, stay with meeting protocols, and use strengths-based, solution-focused, and blame-free language, teams are effective and successful.
- When teams violate one or more of these requirements, they fall short of their potential, often creating more problems than they solve, and jeopardizing their continuation.

Implications for Facilitators:

1. *Address violations immediately and firmly with the team, re-emphasizing the potential threats and dangers; and communicate these violations (without naming the violators) to top-level leaders, warning them of possible consequences.*
2. *Re-emphasize shared responsibility and leadership for the team and all it entails, asking others on the team to ensure that others stop violating the norms and rules.*
3. *Expect emotions to run high at any time as well as conflicts, many of which originate outside the team; and be ready to help manage and negotiate them.*

Ideal Versus Sub-optimal Condition 4

- When leaders, managers, and supervisors continue to cling to top-down, compliance-oriented, and punitive styles, the contributions of teams will be limited.
- When participatory-democratic, commit-generating styles are substituted progressively, teams are allies, and mutual benefits accrue.

Implications for Team Facilitators:

1. *When leadership, management, and supervision styles clash with team processes and solutions, inform top-level leaders in a timely, constructive fashion.*
2. *Respond to requests from top-level leaders for consultations structured to align leadership, management, and supervision with team recommendations and the workforce's needs and wants for practices, norms and standards of professionalism.*

Ideal Versus Sub-optimal Condition 5

- When team facilitation is skillful and competent, as evidenced by increasing social cohesion among team members and immediate successes in solving concrete problems, the team gains confidence and develops a “can do attitude”, which spread throughout the agency.
- When this facilitation is sub-optimal, and especially when teams take on priorities that may take months or years to implement, the team stalls, members become apathetic and commitments to the team wane.

Implications for Team Facilitators:

1. *Get the team focused immediately on solving a concrete problem, helping team members experience consensus and success.*
2. *Develop agreements among team members on long-term priorities-needs, which belong in the team’s “parking lot”—i.e., these priorities and needs will be addressed later.*
3. *Capitalize on every opportunity that arises during problem-solving to build the “social side of the team”, helping diverse members work together and see new commonalities and similarities.*
4. *Complete and distribute in a timely fashion minutes from team meetings, providing reminders of progress and accomplishments. Revisit regularly prior team accomplishments to prevent perceptions that the team is “all talk, no action, and does not make a difference.”*

Ideal Versus Sub-optimal Condition 6

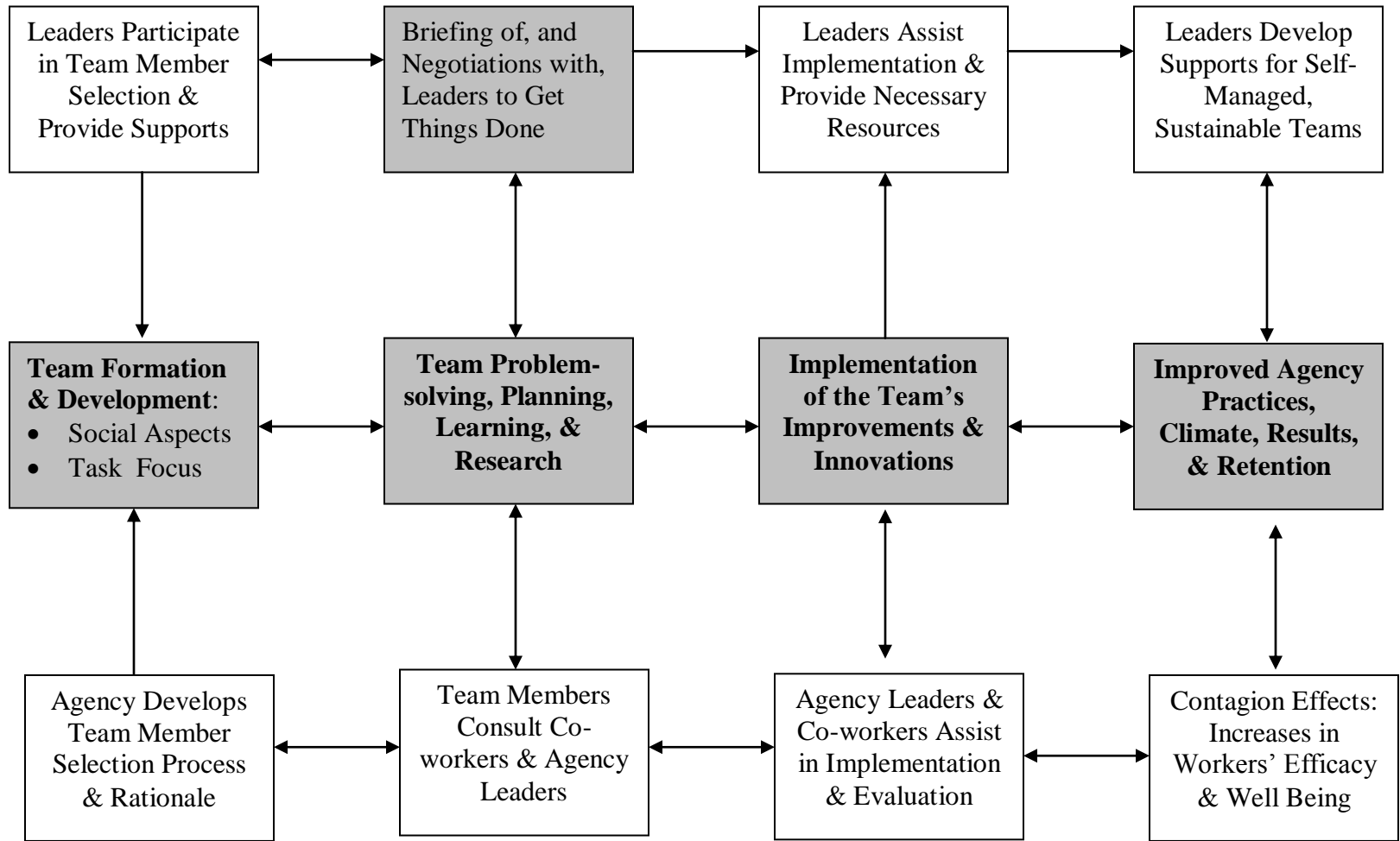
- When progress monitoring and “trouble shooting” procedures are prioritized before the team is launched, impediments and constraints that arise during team formation and operation can be addressed in a productive manner—and in flight adjustments can be made.
- When these procedures are absent, predictable impediments and constraints threaten to derail the entire process, tarnishing the commissioner’s reputation.

Implications for Team Facilitators:

1. *Develop agreements on trouble-shooting and barrier-busting procedures “up front” with top-level leaders; and follow up in a timely, constructive fashion as needed.*
2. *Continue to remind everyone that teams are new; and also that, as with all new developments, mistakes will occur and “bumps in the road” will be encountered. By making these unforeseen incidents expected and even the norm, you are setting the stage for important individual, team, and organizational learning, development, and capacity building. These benefits will accrue if you have anticipated them and respond accordingly.*

Supplemental Tool 9

A Broad Overview of the Complexity of the Team Development



Supplemental Tool 10

DESIGN AND IMPROVEMENT TEAM ACCOMPLISHMENTS TO DATE

- Reviewed Recruitment and Retention information: surveys, personal interviews and reports.
- Identified and prioritized key areas for the team to focus on.
- Areas identified and strategic measures to address:
 1. Legal Unit, Filing of Petitions and Court Orders
 - Conducted a Legal Process Review with outside consultant.
 - Added Office Manager and Paralegal to Legal Unit.
 - Initiated regular meetings between Legal Unit and Children’s Services Supervisors facilitated by Commissioner and/or Deputy Commissioner.
 - Developed a legal tracking system and forms.
 2. Safety and Security Issues
 - Identified specific areas of concern.
 - Met with Commissioner to discuss concerns.
 - “John Smith” conducted a building safety and security assessment.
 - Safety and Security Training entitled “Personal Risk Management: Avoiding the Focus of Aggression” is scheduled for October 28 with two sessions being offered to all staff.
 - Currently looking at John Smith’s report to identify what can be accomplished immediately.
 - Safety in the field will be the next issue.
 3. Vicarious Trauma and Burnout
 - “Compassion Fatigue” training offered to all staff on February 25, 2005.
 4. Professionalism
 - Currently identifying “What is Professionalism?”
 - Currently identifying tangible behaviors with areas within the helm of professionalism.
 - The team will eventually do an in-service presentation to the Children’s Services staff on professionalism.
- A one day “retreat” is planned with the other agency cross functional team “New Directions” to share each team’s mission, goals and current actions to identify commonalties and avoid duplication of efforts.

Supplemental Tool 11

Team Accomplishments and Progress Indicators

Area of Action and Improvement	Identified Solutions Key: completed – begun/in process – not started
Job descriptions	1. New Job descriptions were developed with input from caseworkers
Agency Climate/ Feedback mechanisms	<ol style="list-style-type: none"> 1. Team aided in assisted agency deal with harmful letter written by anonymous staff member. Developed a plan to manage and diffuse the toxic environment from “the letter”. 2. Created plan and implemented it for workers to give positive feedback to each other 3. Revise caseworker and supervisor evaluation process 4. Staff coffee hour
Dissemination of team work throughout agency	<ol style="list-style-type: none"> 1. Obtained feedback from entire agency on progress and suggestions of next steps from staff 2. Presentation of team issues and engagement of greater staff members 3. Initiated suggestion box
Training	<ol style="list-style-type: none"> 1. Vicarious Trauma training for all staff 2. Consult with specialist for all staff
Mentoring/ Supervision	<ol style="list-style-type: none"> 1. Shadowing Program 2. Supervisory consults with outside expert 3. Revise caseworker and supervisor evaluation process 4. Workers should begin to fill out self evaluation forms 5. Revise staff evaluations to include more narrative
Improving Casework Practice	<ol style="list-style-type: none"> 1. CPS Resource Manual being developed to aid caseworkers in understanding specific tasks pertaining to CPS 2. Policy on how to transfer cases between units
Physical Workspace	1. Team and commissioner found space and computers needed for workers
Movement toward sustainability of Team	<ol style="list-style-type: none"> 1. Team took on co-facilitation with new outside member 2. Team identified new needs and possible new configuration of team

Supplemental Tool 12

A Third Team's Accomplishments

Area of Action and Improvement	Identified Solutions Key: completed – begun/in process – not started
Issue of “Triage”	Case practice issues have been reviewed and refined to increase efficiency. This is also still in progress.
Non-implementation of policies and lack of follow through on good ideas in agency / Buy-in from staff.	Consult occurred to address this. The county continues to work on a “100% Club.”
Crisis	On-call manual was written and implemented.
Parking Issue	Parking policy was revised and implemented.
On-call staffing	On-call policy was revised and implemented.
Vicarious Trauma	Vicarious trauma training occurred.
Administrative support	Not addressed.
Caseload (need more workers)	Case practice issues have been revised to increase efficiency. Case progress beyond 30 days is still in progress.
Issues around client contact hours (quality and quantity of contacts):	Case practice issues have been revised to increase efficiency. Case progress beyond 30 days is still in progress.
Amount of client contact hours was increased to reduce recidivism (CPS issue)	Case practice issues have been revised to increase efficiency. Case progress beyond 30 days is still in progress.
In adult services, issue is that caseworkers reportedly do too much for clients	Not addressed
No real accountability b/c no follow through on State requirements	In progress via work on new policies and attempts to get more worker buy. Team make-up revisited and revised.

<p>Phone system:</p> <ul style="list-style-type: none"> • No voice mail: need to consider unit-appropriate options. • Some units have assigned “office day” to cover phones. • No system to screen calls. • Causes inter-office conflict. 	Addressed but in progress.
Supervisor support	Addressed but in progress.
<p>Paperwork:</p> <ul style="list-style-type: none"> • E.g. caseworker judgment calls made in the field. • Training and communication issue as well. • Supervisors need support as well. • Rewards for good casework; gift certificate, massage? • Reduce UCR • Streamline Medicaid eligibility 	Not addressed
Improve county board’s understanding of what workers handle.	Presentation was made to the board. Still in progress.
Improve short term parking situation. This is a safety issue . If there are children in a county worker’s car, they need to be afforded safe escort into the building.	Workers can now park in parking spots that are appropriate and safe when they are with children.
Worker internal and external safety.	Policies developed and implemented.
Clarity of expectations for case practice before and after 30 days.	Policies developed and implemented. Case progress beyond 30 days still in progress.
Need for more data re: why workers leave.	Team participated in implementing new team surveys.
Lack of support by workers when they are overwhelmed with difficult cases and crises.	Initially, a daily morning meeting was implemented, but this did not continue.
Need for critical incident debriefing team.	Team received information on what a CISM team does. No action taken at this time.
Issues with process	Discussion but no action at this time, in progress.
Recidivism	Discussion but no action at this time, in progress.

Supplemental Tool 13 Successful Teams as Drivers For Complex Change

