

# **MODULE 4**

## **Understanding Team Development and Team Dynamics**



## TRAINING NOTES

---

### *What you need to know*

1. It will take approximately 2 hours and 30 minutes to complete the following topics in this module.

<b>TOPIC</b>
Module Overview
Team Development
Exercise: Team Development
Stages of Team Development
Exercise: Identifying Stage of Team Development
“Groupthink”
Exercise: Task and Relationship Roles and Behaviors
Group Dynamics
Module 4 Key Points
Exercise: Reflection

2. The equipment and supplies you will need for this module are listed below:
  - Computer projection system and screen
  - PowerPoint slides 4-1 through 4-20
  - Small size Post-It™ notes
  - Lego™ blocks, Lincoln Logs™, or other building materials
  - Handout 4-1a through 4-1e: Team Meeting (see appendix)
  - Handout 4-2: Task and Relationship Roles and Behaviors (see appendix)
  - TV and VCR
  - Video, “Groupthink,” CRM films
  - Flipchart easel with pad of paper
  - Colored markers
  - Masking tape
  - Facilitator Guide
  - Participant Guides.
3. Make one copy each of Handouts 4-1a through 4-1e for the exercise on team roles.
4. Make one copy of Handout 4-2 for each participant, to be handed out during the Task and Relationship Roles and Behaviors exercise.

## TRAINING NOTES

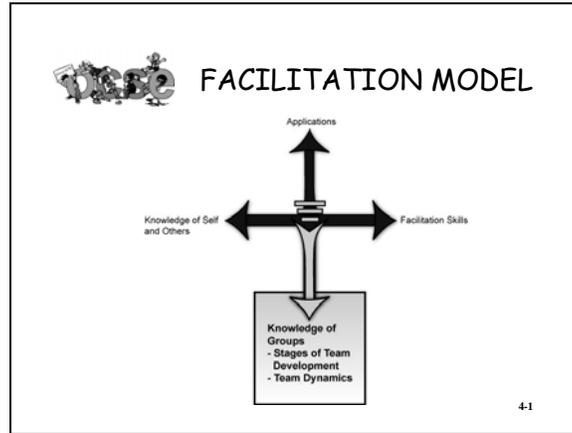
---

### *What you need to say/do*

#### MODULE OVERVIEW

1. Show slide 4-1, **Facilitation Model**. Explain that successful facilitators understand that groups go through a fairly predictable developmental process. They also understand the dynamics of group interaction and the roles that various team members assume to help the team work well together and achieve its goal.
2. Tell the participants that the learning goal for this module is to increase their knowledge of the stages of team development and group dynamics.
3. Show slide 4-2, **Module 4 Objectives**. Review the objectives.
  - Through a participative discussion, you will identify the key characteristics, concerns, and issues of each stage of team development and the role of the facilitator.
  - After a brief lecture and readings, you will identify the signs of “Groupthink” and ways to overcome this phenomenon.
  - After a large group activity, you will describe task and relationship roles and related behaviors.

## MODULE 4: UNDERSTANDING TEAM DEVELOPMENT AND TEAM DYNAMICS



To be successful in your role as a facilitator, you must understand the developmental process that groups go through in order to become truly effective teams. You will also need to understand the dynamics of group interaction and the roles that various team members assume to help the team operate smoothly and achieve its goal.

### Learning Goal

This module's learning goal is to increase your knowledge of the stages of team development and team dynamics.

The slide, titled "MODULE 4 OBJECTIVES", features a small graphic of three stylized figures in the top left corner. It lists three bullet points:
 

- Identify the key characteristics and issues of each stage of team development and the role of the facilitator
- Identify the signs of "Groupthink" and ways to overcome this phenomenon
- Describe task and relationship roles and related behaviors

 To the right of the text are three small, vertically stacked photographs of children. The number "4-2" is located in the bottom right corner of the slide's border.

### Learning Objectives

- Through a participative discussion, you will identify the key characteristics and issues of each stage of team development and the role of the facilitator.
- After a brief lecture and readings, you will identify the signs of "Groupthink" and ways to overcome this phenomenon.
- After a large group activity, you will describe task and relationship roles and related behaviors.

*(Participant Guide 4-1)*

---

## TRAINING NOTES

---

### *What you need to say/do*

#### TEAM DEVELOPMENT

1. Explain that facilitators spend the majority of their time working with groups and teams. For our purposes, we will define a team as a group of people who share common responsibility and accountability for the outcomes of the team.
2. Point out that there are many types of groups.
  - Sometimes a facilitator will work with an already established group; that is, the people have already been working together.
  - In other cases, groups may be formed specifically for the purpose of working with the facilitator.
  - And some of you are in the unique position of acting as both manager and team leader and facilitator of your own functional work groups.

#### EXERCISE: TEAM DEVELOPMENT

1. Tell the participants that, before we discuss team development in more detail, there will be a short activity that involves role-playing a team meeting.
2. Ask for five volunteers (or select five participants). Distribute Handouts 4-1a through 4-1e: Team Meeting roles. Give one role to each person.
3. Explain that the role players are members of a team and this is their third meeting. Their goal is to develop a plan for recruiting, retaining, and rewarding qualified staff. Ask them to sit at a table together.
4. Ask the rest of the group to observe the team.
5. State that they are to role-play their parts for 5 to 10 minutes. You will keep time. Give them a few minutes to read their roles. Then ask the person who is role-playing the facilitator to begin the meeting.

---

### *What you need to say/do*

1. The exercise on team development demonstrates a team in Stage 2—Team Conflict (Storming). Allow approximately 5 to 10 minutes for the roleplay. Debrief the exercise for about 5 minutes.

(This page is left intentionally blank.)

---

## TRAINING NOTES

---

### *What you need to say/do*

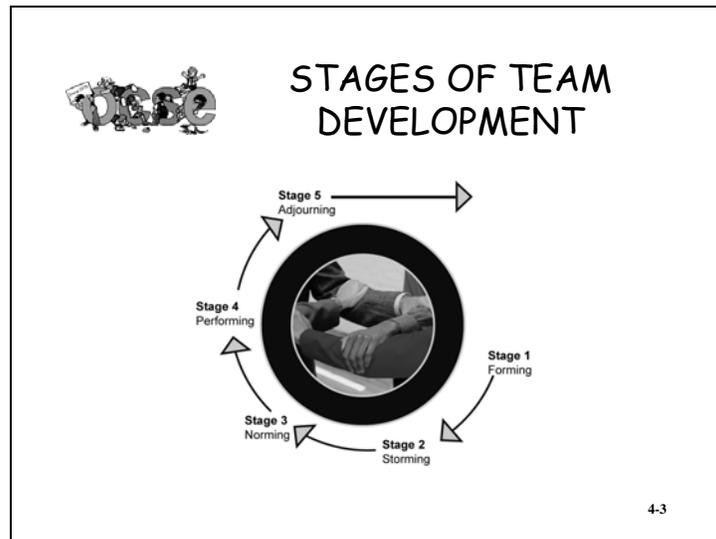
#### **EXERCISE: TEAM DEVELOPMENT, CONTINUED**

6. After 5 to 10 minutes, stop the exercise and thank the team members.
7. Debrief the exercise by asking the team members the following questions:
  - “How did it feel to be a part of this team during this meeting?”*
  - “What was going on with the team?”*
  - “How did it feel to facilitate this team?”*
8. Ask the participants who observed the roleplay the following questions:
  - “How would you describe the mood or tone of this team?”*
  - “What specifically did they do that made you feel that way?”*
  - “Have you ever been part of a team that acted in this manner? What was the impact on you?”*
9. Ask the team members to return to their former seats.
10. Explain that what was happening in this team is a normal and expected part of team life. This team demonstrated a specific stage that occurs in every team’s development. It is called Stage 2—Team Conflict or the Storming Stage.
11. Ask the following question:
  - “What could you do, as a facilitator of this team, to help them move through the stage successfully?”*
12. Explain that, regardless of the group or team makeup, groups who have shared responsibility and accountability for the outcomes will go through distinct stages before they are truly working well together as a team. Effective facilitators are aware of what happens at each stage and how it affects the way they will facilitate.

## TEAM DEVELOPMENT

Contrary to what many organizations may believe, merely assembling a group of qualified people does not instantly produce a high-performing team. Rather, every team goes through fairly predictable stages of growth during which they address a number of issues and concerns. Every team's movement through the stages will be different. Some teams may progress quickly; others may be "stuck" in one stage for a while. Still others will revisit earlier stages when new team members come on board or when new projects and new challenges arise. In your role as a facilitator, you may work with many types of teams. (For our purposes, we define a team as a group of people who share common responsibility and accountability for the outcomes of the team.)

Regardless of the type or makeup of the group, it is important to recognize that it will go through distinct stages before the members are truly working well together as a team. To be an effective facilitator, you will need to be aware of what happens at each stage in the developmental process and how it will affect the way you facilitate the team.



Social scientists have devised a number of different models that describe how a team evolves. The model depicted above is adapted from one developed by Bruce Tuckman in 1977. As the model illustrates, there are predictable and necessary stages a team will progress through in its development. There are concerns and issues that are specific to each stage and that must be addressed before the team can move on to the next stage.

*(Participant Guide 4-2)*

---

## TRAINING NOTES

---

### *What you need to say/do*

#### STAGES OF TEAM DEVELOPMENT

1. Show slide 4-3, **Stages of Team Development**. State that social scientists have devised a number of different models that describe how a team evolves.
2. Explain that this model is adapted from a model developed by Bruce Tuckman in 1977. As the model illustrates, there are predictable, and necessary, stages of development. As a facilitator, you must be aware that there are concerns and issues that are specific to each stage and that they must be addressed before the team can move on to the next stage.
3. Tell the participants that we will take a quick look at each stage. Explain there is more information in the Participant Guides.
4. Explain that the first stage of team development is a lot like the first day on a job. Excitement, anticipation, and a sense of challenge may be present along with some apprehension and even anxiety.
5. Show slide 4-4, **Stage 1—Team Formation (Forming)**. Tell the participants that Stage 1 is characterized by uncertainty and people trying to understand how they'll fit in this team.
6. Explain that during Team Formation the team seems to be accomplishing very little. This is normal since members have concerns around issues of inclusion, contribution, and trust.
7. Show slide 4-5, **Stage 1—Concerns**. State that these are some of the questions that are likely to be going through team members' minds.
8. Tell the participants that this stage usually can be worked through fairly quickly and typically doesn't last very long.

---

### *What you need to know*

1. The section on stages of team development presents a lot of information. Facilitator questions have been added to make the lecture as participative as possible. It is important, though, to keep the discussion moving.

## STAGES OF TEAM DEVELOPMENT

The first stage of team development, Team Formation (Forming) is a lot like the first day on the job. There often is a sense of anticipation and excitement as well as some apprehension and perhaps anxiety because of the challenges ahead. The slide below identifies the key characteristics of this stage.



### STAGE 1—TEAM FORMATION (FORMING)

- Uncertainty and/or confusion about team goals, structure, and leadership
- Attempt to understand and define the roles and responsibilities
- Cautious interaction; some may be reluctant to offer opinions or ideas

4-4

During this first stage in its development, the team seems to be accomplishing very little. This is normal since the team's members have concerns around issues of inclusion, contribution, and trust. The next slide identifies the primary questions that are likely to be going through team members' minds.



### STAGE 1—CONCERNS

Issues: Inclusion, Contribution, Trust

- Why am I here?
- What is expected of me?
- Will I be able to do it?
- Will I be accepted and included?
- Can I trust the leader and/or facilitator and team members?

4-5

*(Participant Guide 4-3)*

## TRAINING NOTES

---

### *What you need to say/do*

#### STAGES OF TEAM DEVELOPMENT, CONTINUED

9. Ask the following question:

*“As a facilitator, what could you do to help team members work through this initial stage?”*

10. Show slide 4-6, **Stage 1—Facilitator Strategies**. Explain that the facilitator can do the following:

- Plan an activity that helps members get acquainted; icebreaker exercise
- Define the purpose of the team and its goals
- Set ground rules that encourage risk-free participation
- Explore the needs, concerns, and expectations of members
- Identify team strengths and resources needed.

11. Explain that in Stage 1 the team will look to the facilitator for direction. It is important to create the type of atmosphere you want to see throughout the team’s life together. For example, involve the team in some of the decision-making.

12. Tell the participants that earlier some of them demonstrated the next stage in a team’s development. This is Team Conflict or Storming. As its name implies, this is a difficult time in the team’s life.

## STAGES OF TEAM DEVELOPMENT, CONTINUED



### STAGE 1—FACILITATOR STRATEGIES

- Plan an activity to help members get acquainted; icebreaker exercise
- Define team purpose and goals
- Set ground rules that encourage participation
- Explore needs, concerns, and expectations
- Identify team strengths and resources needed

4-6

As a facilitator, you can help your teams work through Stage 1. During this initial stage, team members will look to you for direction. It's important now to create the type of atmosphere that you want to see throughout the team's life together. For example, rather than answering all the questions or making all of the decisions yourself, it's best to encourage the team to find answers and involve the team in some of the decision-making. The strategies listed in the slide above will help the team work through the Formation stage fairly quickly.

The second stage of team development is Team Conflict or the Storming stage. As its name implies, this is a difficult time in the life of a team. Working with others who have different ideas and perspectives can often lead to frustration and conflict. It's a very uncomfortable time for many people—so uncomfortable that many will try to avoid going through the stage. However, before the team can move on to the next stage, they must confront and resolve the issues and concerns.

The key characteristics of Stage 2 and the typical concerns that team members will have are found on the following pages.

*(Participant Guide 4-4)*

## TRAINING NOTES

---

### *What you need to say/do*

#### STAGES OF TEAM DEVELOPMENT, CONTINUED

13. Show slide 4-7, **Stage 2—Team Conflict (Storming)**. Link the key characteristics to the team roleplay.
14. State that as a result of all the internal conflict, many team members will be uncomfortable—so uncomfortable that they will try to avoid going through this stage altogether. However, in order for the team to move on to the next stage, they must confront and work through the issues and concerns.
15. State that the primary issues are those having to do with power, control, and influence.
16. Show slides 4-8 and 4-9, **Stage 2—Concerns**. Tell participants these are some of the questions that are likely to occur.
17. Ask the following question:  
  
*“What are some of the things you can do as a facilitator to help the team work through this stage?”*
18. Show and review slide 4-10, **Stage 2—Facilitator Strategies**.

## STAGES OF TEAM DEVELOPMENT, CONTINUED



### STAGE 2—TEAM CONFLICT (STORMING)

- Clashing with and confronting each other on all aspects of project
- Appearance of informal leaders who challenge formal leader and/or facilitator
- Resistance from other members resulting in little cooperation or collaboration

4-7



### STAGE 2—CONCERNS

Issues: Power, Control, Influence

- Who will be responsible for what?
- How much authority does the team have?
- How much influence and control will I have?

4-8

*(Participant Guide 4-5)*

(This page is left intentionally blank.)

## STAGES OF TEAM DEVELOPMENT, CONTINUED



### STAGE 2—CONCERNS, continued

- Who is ultimately responsible? Team or individual team members?
- What boundaries do we have?
- Why is he or she a member of this team?

4-9



### STAGE 2—FACILITATOR STRATEGIES

- Tell group that conflict is normal
- Deal with issues openly
- Show commitment and concern
- Follow through on agreements
- Encourage and value contributions
- Be a positive influence and keep team focused

4-10

*(Participant Guide 4-6)*

## TRAINING NOTES

---

### *What you need to say/do*

#### STAGES OF TEAM DEVELOPMENT, CONTINUED

19. Tell the participants that once the team has worked through Stages 1 and 2, members begin to settle into their roles and responsibilities. The team becomes more focused on its goal. This begins the third phase called Team Settlement or Norming.
20. Show slide 4-11, **Stage 3—Team Settlement (Norming)**. Review the slide.
21. Show slide 4-12, **Stage 3—Concerns**. State that concerns typically involve issues related to the degree of affection and intimacy with each other and the success of the team.
22. State that this third stage may not be entirely smooth. As the facilitator gives the team more responsibility, some team members may not assume their share. They may come to depend more on the leader and/or the facilitator for direction. When this happens, experienced facilitators know they must put the responsibility back on the team.
23. Explain that one of the downsides of Stage 3 is that everyone enjoys the camaraderie the team provides so much that they can become a social group that accomplishes very little.
24. Explain that once a team has worked through Stage 3, it is ready to move on to the next stage.
25. Ask the following questions:

*“Have you ever facilitated or been a member of a team which reached a point where it was working at optimal level? What was it like?”*

## STAGES OF TEAM DEVELOPMENT, CONTINUED

Stage 3—Team Settlement (Norming) occurs when the team has worked through the first two stages and its members begin to settle into their roles and responsibilities. The slide below identifies the key characteristics of this stage.

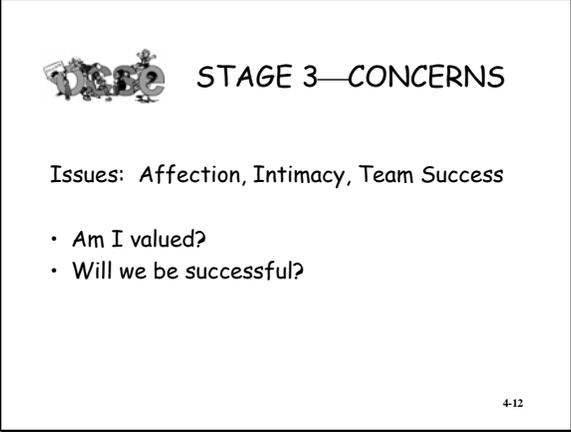


**STAGE 3—TEAM SETTLEMENT (NORMING)**

- Cooperation and collaboration with each other
- Commitment to a common goal
- Group cohesion; members begin to appreciate each other
- Free exchange of ideas and thoughts

4-11

Every stage brings related concerns and issues and Stage 3 is no exception. However, the concerns now typically involve issues related to the degree of affection and intimacy team members have for each other and the success of the team.



**STAGE 3—CONCERNS**

Issues: Affection, Intimacy, Team Success

- Am I valued?
- Will we be successful?

4-12

Compared to the conflict that marked the previous stage, Stage 3 concerns appear fairly benign. However, this third stage may not be entirely smooth. As the facilitator gives more responsibility to team members, some may not assume their share of the responsibility. They may come to depend more on the leader and/or the facilitator for direction. When this happens, experienced facilitators put the responsibility back on the team.

One of the downsides of this stage is that everyone on the team comes to enjoy the camaraderie the team provides so much that they can become too “social” and accomplish very little.

*(Participant Guide 4-7)*

## TRAINING NOTES

---

### *What you need to say/do*

#### STAGES OF TEAM DEVELOPMENT, CONTINUED

26. Show slides 4-13 and 4-14, **Stage 4—Team Performance (Performing)**. Review the key characteristics.

27. Ask the following questions:

*“Since the team is now performing at optimal level, is there a need for a facilitator?”*

*“What would be a facilitator’s primary responsibilities?”*

28. State that performing teams still need facilitators, but the facilitator’s responsibilities will be somewhat different.

## STAGES OF TEAM DEVELOPMENT, CONTINUED



### STAGE 4—TEAM PERFORMANCE (PERFORMING)

- Firmly established structure, goals, responsibilities
- Ability to disagree constructively and work together for good of the team
- Effective and efficient functioning to accomplish tasks

4-13



### STAGE 4—TEAM PERFORMANCE (PERFORMING), continued

- Willingness to take greater risks and become more innovative in problem solving
- Satisfaction, pride, and excitement about the team's work

4-14

*(Participant Guide 4-8)*

## TRAINING NOTES

---

### *What you need to say/do*

#### STAGES OF TEAM DEVELOPMENT, CONTINUED

29. Show slide 4-15, **Stage 4—Facilitator Responsibilities**. Review the responsibilities.
30. Explain that just because a team reaches the Performing stage doesn't mean it will stay there forever. Some teams may revisit earlier stages when new team members join the team, when current members leave, or when new projects and new challenges arise. Pressure to produce more or a challenge to the team's results can cause a team to reconsider its objectives and whether everyone is pulling his or her weight.
31. Show slide 4-16, **Stage 5—Team Termination (Adjourning)**. Explain that this final stage occurs when the project ends and the team members begin to disband. Review the key characteristics.
32. Ask the following question:

*“What are your experiences, either as a facilitator or team member, when a project is finished and the team disbands?”*

## STAGES OF TEAM DEVELOPMENT, CONTINUED

Once a team reaches the Performing stage, the facilitator's responsibilities will be somewhat different. The slide below identifies the primary responsibilities during Stage 4.



### STAGE 4—FACILITATOR RESPONSIBILITIES

- Provide information and resources needed
- Give frequent feedback
- Apply lessons learned
- Continue to develop trust and commitment
- Challenge team to do its best work
- Celebrate team's successes

4-15

The final stage in a team's life occurs when the project ends and the team members begin to disband. The key characteristics of Stage 5—Team Termination (Adjourning) are given below.



### STAGE 5—TEAM TERMINATION (ADJOURNING)

- Project tasks are completed
- Work toward close-out of project
- If project was successful, members feel positive about achievement
- If team formed well, members may feel a sense of loss at being disbanded

4-16

*(Participant Guide 4-9)*

## TRAINING NOTES

---

### *What you need to say/do*

#### **EXERCISE: IDENTIFYING STAGE OF TEAM DEVELOPMENT**

1. Explain that the next exercise will give participants a chance to apply what they've learned about team development to the teams that they facilitate.
  2. Tell the participants that they will work in groups of three people. Ask the participants to form the groups.
  3. Tell the participants they will have approximately 25 minutes for the exercise.
  4. Refer them to page 4-10 in their Participant Guides. Tell them they are to complete Part 1 of the exercise individually. They will complete Part 2 as a group. Ask them to read the instructions and begin the exercise.
  5. When they have completed the exercise, ask for several volunteers to share what they've learned.
  6. Close the topic of team development by stating that effective facilitators are able to successfully guide their teams through the stages by addressing the issues and concerns related to each stage. They also explain the development process to the members. In doing so, they help to reduce the frustration by letting people know what they are experiencing is normal.
- 

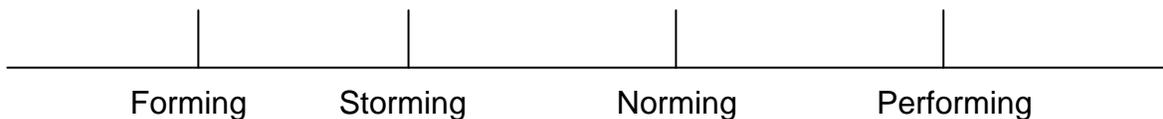
### *What you need to know*

1. The exercise on Team Development will take approximately 35 minutes. Allow 20 to 25 minutes for small group work and 10 minutes for volunteers to share what they've learned from the exercise.

## EXERCISE: IDENTIFYING STAGE OF TEAM DEVELOPMENT

### Part 1

Instructions: Think of a team that you are currently facilitating. (If you cannot identify a current team, think of one that you facilitated in the past.) Place an “X” or other mark to indicate where you think the team is in its development.



- What issues/concerns do team members have that indicate they are at this particular point in the team’s development?

### Part 2

Instructions: Take about 20 minutes for group members to share their answers to Part 1. Use the following questions to guide discussion with your group members.

- What can you do to ensure that the team you are facilitating will move through this stage in a productive manner?
  
- Which stage(s) do you think will be most difficult for you to handle? Why?

*(Participant Guide 4-10)*

## TRAINING NOTES

---

### *What you need to say/do*

#### **“GROUPTHINK”**

1. Tell the participants that the next topic they'll explore related to team development is a phenomenon known as “Groupthink.” When it occurs, it often is during Stage 3—Team Settlement or the Norming Stage.
2. Explain they will learn more about “Groupthink” by viewing a video. Tell them it lasts approximately 20 minutes.
3. Play the video, “Groupthink.”
4. Debrief the video by asking the participants for their reactions and/or comments about this phenomenon called “Groupthink.”
5. Ask the participants to share examples of times when they may have experienced “Groupthink” either as a participant or facilitator in a group and what signs indicated it was happening.
6. Point out that there is additional information on “Groupthink” on pages 4-11 through 4-13 in their Participant Guides. This material includes the six signs that teams are practicing “Groupthink” and ways to overcome it.
7. State that although “Groupthink” is more likely to occur during Stage 3, it can occur during Stage 4 as well.
8. Tell the participants that they will next look at team dynamics or the way team members interact.

## “GROUPTHINK”

One of the dangers of Stage 3—Team Settlement (Norming) is a phenomenon known as “Groupthink.” The term was coined by Irving Janis, a researcher who studied the decision-making processes that occurred during the Bay of Pigs attempted invasion of Cuba in 1961 as well as the Korean and Vietnam Wars. “Groupthink” also played a role in the explosion of the NASA Challenger.

“Groupthink” occurs when members of a team place the views of the group above their own ideas or opinions. They focus more on preserving harmony and their relationships with each other than on the problem or task at hand. They subconsciously want to maintain the unity of the team.

Members become so committed to the work of the team that they come to believe that the majority’s view must be right. They do not deliberately avoid criticism. But they sincerely believe that any misgivings or differences of opinion they may have are irrelevant or misguided. They do not voice their misgivings and the group continues to believe everything is all right. As a result, a group may make questionable or wrong decisions if a facilitator is not aware that “Groupthink” is operating and allows it to continue.

*(Participant Guide 4-11)*

(This page is left intentionally blank.)

## SIGNS OF “GROUPTHINK”

Here are six signs that teams or groups are practicing “Groupthink.”

1. Team members fail to explore all the options when making a decision, thereby limiting their discussions to a minimum number of possible actions. They reach decisions quickly and with a minimum amount of information.
2. Team members will fail to re-examine choices even when they discover there are risks associated with their choices. They continue on, certain that they are right.
3. Team members never “revisit” options that have been rejected to see if they might have missed something. There seems to be an unwritten rule that says once something has been rejected, it is always rejected.
4. Team members regard themselves as the subject matter experts. As a result, they typically will not seek out or listen to expert opinions outside the team.
5. Team members are interested in and only accept evidence that validates their opinion or viewpoint. They discount and set aside anything that contradicts that view.
6. Team members do not believe that their course of action might not work out as planned. Therefore, they do not have a contingency or “backup” plan.

*(Participant Guide 4-12)*

(This page is left intentionally blank.)

## OVERCOMING “GROUPTHINK”

You can use certain techniques to help teams overcome “Groupthink.”

- Emphasize that critical analysis is expected and valued. Require members of your team to research and argue alternative viewpoints. That way, they will not be quick to agree with the group for the sake of agreeing.
- Have a “devil’s advocate” role and rotate it among team members. This role will force the other team members to explain their assumptions and rationales.
- Avoid expressing personal opinions up front. Encourage team members to come up with their own ideas and recommendations. Your role is to remain neutral and keep the focus on the team.
- To ensure your team is “Groupthink-free” on a decision, ask each member to state his or her individual position. This may uncover ideas that someone forgot to mention.
- Encourage members to speak up any time they disagree with the team, have concerns or questions, or believe the team should devote more time to thinking through a decision.
- Do a “reality check.” Bring in outside experts to evaluate and review the team’s ideas and suggestions.
- Ask the team to agree to “revisit meetings” to compare and contrast earlier rejected options with the one that was selected. The meeting also can serve to identify problems that might arise in implementing the selected option.
- Ask team members what data or evidence they have that supports the option they’re proposing. This will determine whether facts have played a part in their opinions. If you know of information that opposes their evidence, provide it for the team.
- Take time to evaluate team functioning. Determine how decisions get made. Identify what is working well, what could be improved, and what could be eliminated.

*(Participant Guide 4-13)*

## TRAINING NOTES

---

### *What you need to say/do*

#### **EXERCISE: TASK AND RELATIONSHIP ROLES AND BEHAVIORS**

1. Explain that the next exercise will demonstrate important points about group or team interaction and participation.
2. Divide the group into two smaller groups. Assign one group to be the “team.” Assign the second group to be the “observers.”
3. Ask the team to wait outside the room until you have given the observers their assignment.
4. Distribute Handout 4-2, Task and Relationship Roles and Behaviors, to the observers. Ask them not to share this with the team.
5. Explain that, when the team returns, you will give them a task to complete. While the team works, the observers are to watch their behaviors.
6. State that the handout identifies and describes the behaviors you want the observers to look for.

---

### *What you need to know*

1. The exercise on Task and Relationship Roles and Behaviors will take approximately 25 minutes. Allow 10 minutes for the groups to complete the assignment and 10 to 15 minutes to debrief the exercise.
2. You will need a box of Lego blocks, Lincoln Logs, or other similar building materials.
3. Once you have given the team its assignment, do not answer any questions. If the team presses you for more information, explain that this is all the information you have and encourage them to begin. During the exercise, observe the team’s behaviors. Be prepared to offer your observations, if necessary, when you debrief the exercise.

(This page is left intentionally blank.)

## TRAINING NOTES

---

### *What you need to say/do*

#### **EXERCISE: TASK AND RELATIONSHIP ROLES AND BEHAVIORS, CONTINUED**

7. Ask the observers to carefully read the directions and descriptions of the behaviors listed on the handout. Allow several minutes. Make sure the observers understand their assignment.
8. Have the team return to the room and ask them to sit together at a table. Explain that they are to work together for the next 10 minutes to complete a task. The other group will observe them as they work together.
9. Ask the observers to stand in a circle around the team so that they can observe the team easily.
10. Place the box of building materials in the center of the table. Tell the team that their assignment is to use the building materials to create a structure that symbolizes “teamwork.” They have 10 minutes to complete the task.
11. After 10 minutes, stop the team and thank them for their participation.
12. Debrief the exercise by using the following process:
  - Explain that the exercise was designed to demonstrate the roles and related behaviors team members informally assume when trying to accomplish an assignment.
  - State that the observers used a handout that described the roles and behaviors and were asked to observe when these occurred within the team.
  - Distribute Handout 4-2, Task and Relationship Roles and Behaviors, to team members. Allow a few minutes for them to read the handout.

(This page is left intentionally blank.)

## TRAINING NOTES

---

### *What you need to say/do*

#### EXERCISE: TASK AND RELATIONSHIP ROLES AND BEHAVIORS, CONTINUED

- Direct the following question to the observers:

*“What roles and related behaviors did you observe in the team? Please be specific and provide examples wherever possible.”*

- Direct the following questions to the team:

*“Were you aware of these roles and behaviors as you worked together? Which roles were particularly helpful? Why? Did anyone consciously assume a role? If so, why?”*

13. Ask participants to return to their tables.

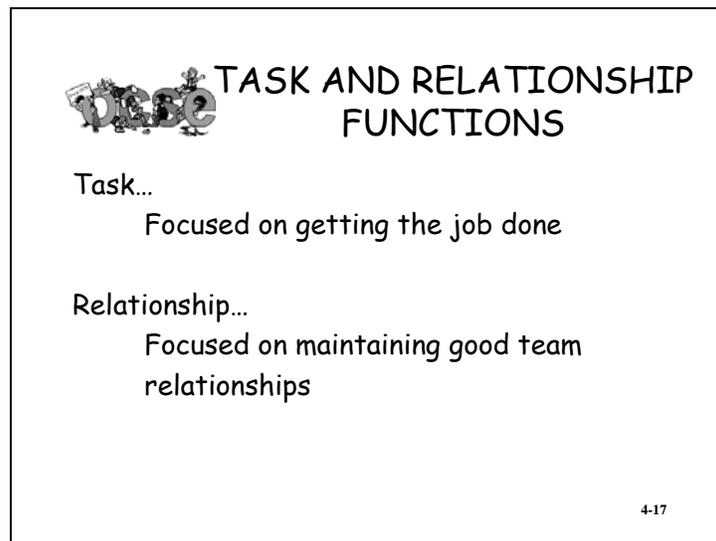
#### GROUP DYNAMICS

1. Explain to the participants that either consciously or subconsciously, most team members assume roles that affect the way they participate in their team. We just saw this demonstrated by members of our “team” in the exercise. These roles are constructive in that they help the team accomplish its task.
2. Tell the participants that there are two functions with their related set of roles that are required for a team to operate smoothly. Handout 4-2 identified the task and relationship roles with their related behaviors.
3. Show slide 4-17, **Task and Relationship Functions**. Explain the functions.
  - Task roles and behaviors focus on the team’s purpose. They serve to help the team get the work done. For example, they may focus on what the team is supposed to do, what information or ideas it needs or should discuss, or what decisions the team should make. The focus is on the “Whats.” Sometimes this is referred to as the “content” function.

## GROUP DYNAMICS

Most team members, either consciously or subconsciously, assume roles that affect the way they participate in their team. These roles are constructive and contribute to the team in that they help the team accomplish its mission and goals.

There are two functions with their own set of roles and behaviors that are required for a team to operate smoothly. The slide below identifies these two functions.



**TASK AND RELATIONSHIP FUNCTIONS**

Task...  
Focused on getting the job done

Relationship...  
Focused on maintaining good team relationships

4-17

Task roles and behaviors are directed toward accomplishing the team's mission and goals. They serve to help the team get the work done. For example, they may focus on what the team is supposed to do, what information or ideas it needs or should discuss, or what decisions the team should make. The focus is on the "Whats." Sometimes this is referred to as the "content" function.

*(Participant Guide 4-14)*

## TRAINING NOTES

---

### *What you need to say/do*

#### GROUP DYNAMICS, CONTINUED

- Relationship roles and behaviors are directed toward maintaining good interpersonal relationships within the team. They serve to promote collaboration and team cohesiveness. For example, they focus on how people work together to accomplish tasks, how they communicate and interact, or how they make decisions. They focus is on the “Hows.” Sometimes this is referred to as the “process” function.
4. Tell the participants that to be effective as facilitators, they need to understand these roles, identify who is assuming them, and make sure there is a balance between the “content” or “task” function and the “process” or “relationship” function.
  5. Explain that if the team’s efforts are impacted by any imbalance in roles, effective facilitators know they must speak to the members, individually if necessary, and ask them to assume the missing roles.
  6. State that the relationship roles are typically developed in Stage 1—Team Formation. Teams reach Stage 4—Team Performance when members assume the responsibility to see that both task and relationship roles are being filled.
  7. Ask the participants what questions they have about group dynamics.
  8. Tell the participants that most member behaviors are generally positive and contribute to the team’s efforts. However, there are negative behaviors and roles that some members assume that interfere with the team’s progress. If left unchecked, such behaviors and roles can pose a significant obstacle to the entire facilitation process.
  9. Show slide 4-18, **Self-Oriented Behaviors**. Explain that these behaviors are usually directed toward satisfying an individual’s psychological needs in relation to identity, personal needs, power, control, and influence.
    - State that self-oriented behaviors are more likely to occur early in the team’s development, especially during the Forming and Storming stages when people are trying to adjust to the team.
    - Explain that we’ll take a closer look at these when we discuss managing challenging behaviors in module 6.

## GROUP DYNAMICS, CONTINUED

Relationship roles and behaviors are directed toward maintaining good interpersonal relationships within the team. They serve to promote collaboration and team cohesiveness. For example, they focus on how people work together to accomplish tasks, how they communicate and interact, or how they make decisions. The focus is on the “Hows.” Sometimes this is referred to as the “process” function.

Effective facilitators understand these roles and pay attention to both the “content” and the “process” of team interaction. They also identify the team members who are playing these roles. It’s important to determine if there is an imbalance in roles as this can affect the team’s efforts. Effective facilitators understand the importance of striking a balance and will speak to members individually if necessary and ask them to assume the behaviors of any missing roles.

The relationship roles are developed in Stage 1 of a team’s development. Teams reach Stage 4—Team Performance when the members make sure that both the task and relationship roles are being filled.

Most team member roles and behaviors are generally constructive and contribute to the team’s efforts. On the other hand, there are self-oriented or negative team behaviors that impact the team’s progress. They are usually directed toward satisfying an individual’s psychological needs related to identity, personal needs, power, control, and influence. If allowed to go unchecked, they can become an obstacle to the entire facilitation process.

Effective facilitators quickly identify the negative roles and behavior and take action. Negative behaviors are more likely to occur early in the team’s life, especially during the Forming and Storming stages. We will examine negative behaviors more closely in Module 6, Managing Challenging Behaviors. The slide below lists the most common self-oriented behaviors.



### SELF-ORIENTED BEHAVIORS

- Arguing and disagreeing
- Taking or exerting control
- Joking or making fun
- Criticizing, often sarcastically
- Refusing to participate
- Pushing others to comply with own personal agendas

4-18

*(Participant Guide 4-15)*

---

## TRAINING NOTES

---

### *What you need to say/do*

#### GROUP DYNAMICS, CONTINUED

10. Ask the following question:

*“How will knowledge of group dynamics, namely the task and relationship functions, help you as a facilitator?”*

11. Make sure participant responses include:

- Help to identify and encourage constructive roles so that the team accomplishes its goal
- Help strike a balance between the functions so that all can contribute to the team’s efforts.

#### MODULE 4 KEY POINTS

1. Show slides 4-19 and 4-20, **Module 4 Key Points**. Review the slides.

The effective facilitator:

- Understands a team’s developmental process and guides it through the stages
- Ensures that the team is not practicing “Groupthink”
- Strikes a balance between task and relationship functions so that all can contribute
- Determines if self-oriented behaviors are typical or occur because the team is in a development stage.

## MODULE 4 KEY POINTS



### MODULE 4 KEY POINTS

The effective facilitator:

- Understands a team's developmental process and guides it through the stages
- Ensures that the team is not practicing "Groupthink"

4-19



### MODULE 4 KEY POINTS, continued

The effective facilitator:

- Strikes a balance between task and relationship functions so everyone can contribute
- Determines if self-oriented behaviors are typical or occur because of the team's stage

4-20

*(Participant Guide 4-16)*

## TRAINING NOTES

---

### *What you need to say/do*

#### **EXERCISE: REFLECTION**

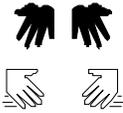
1. Introduce the exercise by telling the participants they now will have an opportunity to apply what they have learned to their role as facilitators.
  2. Refer them to pages 4-17 and 4-18 in their Participant Guides. Ask them to read the instructions and complete the exercise.
  3. Tell the participants they will have 15 minutes for this exercise.
  4. Ask for volunteers to share what they have learned and how they will apply it in their role as facilitators.
  5. Close the module and transition to Module 5, Facilitating Participation.
- 

### *What you need to know*

1. The Reflection exercise should take approximately 20 minutes. Allow 15 minutes for participants to complete the exercise and 5 minutes to share what they have learned and how they will apply their learning.
2. Make Post-It notes available for marking pages.

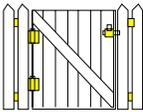
## EXERCISE: REFLECTION

**Instructions:** Refer to Exercise: Identifying Stage of Team Development on page 4-10 of your Participant Guide. Use the team you selected for that exercise. Review the task roles below and match the roles with the members of your team. More than one person can fill a role. You may also assign the same person to several roles or leave some roles unfilled. Be sure to include yourself. Base your decisions on your perception of how your team functions. Write the name(s) on the line below the role. Repeat this process for the relationship roles on the next page and answer the questions that follow.



**Agreement Seeker:** Attempts to reconcile disagreements; reduces tension; gets people to explore differences

---



**Gatekeeper:** Helps to keep communication channels open; facilitates the participation of others; suggests procedures that permit sharing remarks

---



**Consensus Taker:** Asks to see whether the team is nearing a decision; “sends up trial balloons” to test possible solutions

---



**Advocate:** Is friendly, warm, and responsive to others; indicates by facial expressions or remarks the acceptance of others' contributions

---



**Compromiser:** Offers compromises when his or her own ideas are involved in conflicts; modifies those ideas in the interest of team cohesiveness or growth

---

**Source:** Eileen Guthrie and Warren Sam Miller, 1981, *Process Politics: A Guide for Group Leaders*, San Diego, CA: University Associates. Originally adapted with special permission from NTL Institute, “What to Observe in a Group,” by Edgar H. Schein, 1976, in *Reading Book for Human Relations Training* (pp. 28-30), edited by Cyril R. Mill and Lawrence C. Porter.

(Participant Guide 4-17)

(This page is left intentionally blank.)

## EXERCISE: REFLECTION, CONTINUED



**Initiator:** Proposes tasks, goals, or actions; defines team problems; suggests procedures

---



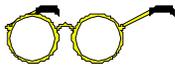
**Information Seeker:** Asks for factual clarification; requests facts pertinent to the discussion

---

Data  
Knowledge  
Facts  
Findings  
News

**Information Giver:** Offers facts; gives expression of feelings; gives opinions

---



**Definer:** Interprets ideas or suggestions; defines terms; clarifies issues before the team; clears up confusion

---

$$\frac{X + Y}{Z} =$$

**Reviewer:** Pulls together related ideas; restates suggestions; offers decisions or conclusions for the team to consider

---



**Supporter:** Goes along with the movement of the team; passively accepts the ideas of others; serves as an audience in team discussion and decision-making

---

1. Review the task and relationship roles. What roles are missing, if any?
2. If there are roles unfilled, which participants can you speak to who can fill these roles?
3. What do you need to maintain or change the balance?

(Participant Guide 4-18)

