

The Successful Team-Building Workbook

Self-Assessments, Exercises & Educational Handouts



Ester A. Leutenberg
John J. Liptak, EdD

Illustrated by
Amy L. Brodsky, LISW



Whole Person Associates

101 W. 2nd St., Suite 203
Duluth, MN 55802

800-247-6789

books@wholeperson.com
www.wholeperson.com

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Using This Book *(For the professional)*

Why are some people excellent members of a team while others are unable to work effectively as members of a team? Over the last century many different workbooks, workshops, and self-help systems have been designed to help people develop teams, choose team members and work effectively as members of a team. In the past twenty years, many research studies have focused on the value of self-reflection and journaling as a way of exploring personal characteristics, identifying ineffective behaviors, and examining thoughts and feelings that lead to these ineffective behaviors. This book is unique in that it combines two powerful psychological tools for team building: self-assessment and journaling.

The Successful Team-Building Workbook contains five separate sections that will help participants learn more about themselves, as well as how prepared they are, to be effective team members:

Team Player Scale helps individuals determine how effective they will be in working with other people as part of a team.

Team Roles Scale helps individuals identify the skills they possess and how these skills affect the role or roles they will play as part of a team.

Team Personality Scale helps individuals identify their personality types and allows team leaders to harmonize personality types for effective team collaboration.

Team Leader Scale helps individuals explore how successful they would be in being a leader of a team.

Team Communicator Scale helps individuals identify how effective they are in sending feedback to team members and receiving feedback from team members.

These sections serve as avenues for individual self-reflection, as well as for group experiences revolving around identified topics of importance. Each assessment includes directions for easy administration, scoring and interpretation. Each section includes exploratory activities, reflective journaling exercises and educational handouts to help participants discover their habitual, ineffective efforts working as part of a team, and explore new ways to contribute to team success.

The art of self-reflection goes back many centuries and is rooted in many of the world's greatest spiritual and philosophical traditions. Socrates, the ancient Greek philosopher, was known to walk the streets engaging the people he met in philosophical reflection and dialogue. He felt that this type of activity was so important in life that he went so far as to proclaim, "The unexamined life is not worth living!" The unexamined life is one in which the same routine is continually repeated without ever thinking about its meaning to one's life and how this life really could be lived. However, a structured reflection and examination of beliefs, assumptions, characteristics and patterns can provide a better understanding which

Using This Book *(For the professional, continued)*

can lead to a more satisfying life and career. A greater level of self-understanding about important life skills is often necessary to make positive, self-directed changes in the negative patterns that keep repeating throughout life. The assessments and exercises in this book can help promote this self-understanding.

Through involvement in the in-depth activities, the participant claims ownership in the development of positive patterns.

Journaling is an extremely powerful tool for enhancing self-discovery, learning, transcending traditional problems, breaking ineffective life and career habits, and helping to heal from psychological traumas of the past. From a physical point of view, writing reduces stress and lowers muscle tension, blood pressure and heart rate levels. Psychologically, writing reduces sadness, depression and general anxiety, and leads to a greater level of life satisfaction and optimism. Behaviorally, writing leads to enhanced social skills, emotional intelligence and creativity.

By combining reflective assessment and journaling, your participants will engage in a revolutionary method for ensuring team success.

Preparation for using the assessments and activities in this book is important. The authors suggest that prior to administering any of the assessments in this book, you complete them yourself. This will familiarize you with the format of the assessments, the scoring directions, the interpretation guides and the journaling activities. Although the assessments are designed to be self-administered, scored and interpreted, it helps for facilitators to be prepared to answer questions about the assessments for participants.

With your background and experience, as well as familiarity with the tests, you should be able to clarify for participants any confusing words or phrases.

Thanks to the following professionals whose input in this book has been invaluable!

Kathy Khalsa, OTR/L

Jay Leutenberg

Kathy Liptak, Ed.D.

Eileen Regen, M.Ed., CJE

The Assessments, Journaling Activities, and Educational Handouts

The Assessments, Journaling Activities, and Educational Handouts sections in *The Successful Team-Building Workbook* are reproducible and ready to be photocopied for participants' use. Assessments contained in this book focus on self-reported data and are similar to ones used by psychologists, counselors, therapists and career consultants. Accuracy and usefulness of the information provided is dependent on the truthful information that each participant provides through self-examination. By being honest, participants help themselves to learn about unproductive and ineffective patterns, and to uncover information that might be keeping them from being as content and/or as successful as they might be.

An assessment instrument can provide participants with valuable information about themselves; however, it cannot measure or identify everything about them. The assessments' purposes are not to pigeon-hole certain characteristics, but rather to allow participants to explore all of their characteristics. This book contains self-assessments, not tests. Tests measure knowledge or whether something is right or wrong. For the assessments in this book, there are no right or wrong answers. These assessments ask for personal opinions or attitudes about a topic of importance in the participant's career and life.

When administering assessments in this workbook, remember that the items are generically written so that they will be applicable to a wide variety of people but will not account for every possible variable for every person. The assessments are not specifically tailored to one person. Use them to help participants identify negative themes in their lives and find ways to break the hold that these patterns and their effects have in their life and career.

Advise the participants taking the assessments that they should not spend too much time trying to analyze the content of the questions; their initial response will most likely be true. Regardless of individual scores, encourage participants to talk about their findings and their feelings pertaining to what they have discovered about themselves. Talking about and exploring team-building exercises can be helpful to the participants now and for the rest of their lives. These team-building exercises will be beneficial in their future.

Layout of the Book

The Successful Team-Building Workbook is designed to be used either independently or as part of an integrated curriculum. You may administer one of the assessments and the journaling exercises to an individual or a group with whom you are working, or you may administer a number of the assessments over one or more days.

This book includes the following reproducibles in all 5 sections:

- **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment to enhance self-discovery, learning, and healing.
- **Educational Handouts** – Handouts designed to enhance instruction can be used individually or in groups to promote a positive understanding of anger and to provide positive reinforcement for effective anger management. They can be distributed, converted into masters for overheads or transparencies, or written on a board and discussed.

Who should use this program?

This book has been designed as a practical tool for helping professionals, such as human resource managers, training specialists, outplacement counselors, career counselors, therapists, psychologists, teachers, group leaders, management teams, etc. Depending on the role of the professional using *The Successful Team-Building Workbook* and the specific group's needs, these sections can be used individually, combined or as part of an integrated curriculum, for a more comprehensive approach.

Why use self-assessments?

Self-assessments are important in teaching various team-building skills because they help participants to engage in these ways:

- Become aware of the primary motivators that guide their behavior.
- Explore and learn to let go of troublesome habits and behavioral patterns learned in childhood.
- Explore the effects of unconscious childhood messages.
- Gain insight and a wake-up call for behavioral change.
- Focus thinking on behavioral goals for change.
- Uncover resources they possess that can help them to cope better with problems and difficulties.
- Explore their personal characteristics without judgment.
- Develop full awareness of their strengths and weaknesses.

Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score, and interpret each assessment at their own pace.

Introduction for the Participant

All people soon realize that they are on one or many teams in life.

Teams can be found in a variety of settings:

- Work
- Home
- Community
- Schools
- Athletic organizations

People are increasingly being asked, or choosing, to be members of teams. Teams are effective because they can simply accomplish more than any individual can. Teams are also effective because they allow for multiple perspectives on how to accomplish a goal or meet a particular need, utilize people with diverse skill sets, and integrate the strengths of people with different personality types. However, because members of a team are often very different, they must learn to work collaboratively and effectively in order to accomplish the team goals. This process is called team building.

Team building refers to a process of establishing and developing a sense of collaboration, open communication, and trust among team members. Teams or team members require people to have an interest in the goals of the team, be comfortable with the role as a member of the team, be able to harmonize with the personality types of other members of the team, learn to work collaboratively with others, support other's efforts, make effective use of team resources, and communicate effectively. Let's face it, being an effective member of a team, regardless of the type of team and the setting in which the team operates, requires a great deal of knowledge about the team process and about one's own personal qualities.

Effective team building requires that each member of the team recognize personal unique strengths and weaknesses, better understand the unique strengths and weaknesses of other team members, and learn skills for building, maintaining, and motivating a cohesive team. *The Successful Team-Building Workbook* is designed to help people learn more about themselves, discover how effectively they might function as part of a team, and explore ways of becoming better team members.

The Successful Team-Building Workbook

TABLE OF CONTENTS

SECTION I – Team Player

Team Player Scale

Directions	15
Team Player Scale	16
Scoring Directions	18
Profile Interpretation	19

Activity Handouts

Communication	20
Commitment	21
Cooperation	22
Connection	23
My Team — Positive Characteristics	24
My Team — Negative Characteristics	25
My Team History	26
Team Game Plan	27

Journaling Activities

Model Team	29
Expectations	30
Overall Vision	31

Educational Handouts

4 C's of a Team	32
Stages in Team Building	33

SECTION II – Team Roles

Team Roles Scale

Directions	37
Team Roles Scale	38
Scoring Directions	40
Team Roles Scale	41
Profile Interpretation	41

Activity Handouts

Team Roles Scale – Organizer	42
------------------------------------	----

Team Roles Scale – Motivator	44
Team Roles Scale – Analyzer	46
Team Roles Scale – Listener	48
Team Roles and Responsibilities	50

Journaling Activities

Skills & Personality Characteristics	51
My Teams	52
My Benefits	53

Educational Handouts

Advantages of a Team	54
Four Roles That Team Members Play	55

SECTION III – Team Personality

Team Personality Scale

Directions	59
Team Personality Scale	60
Team Personality Scale Scoring	61
Profile Interpretation	61
I – Profile Interpretation – Innovative	62
II – Profile Interpretation – Realistic	63
III – Profile Interpretation – Detailed	64
IV – Profile Interpretation – Supportive	65

Activity Handouts

Exploring Your Personality Type	66
Identify Personality Types	68
Positive Personality Types	69
Negative Personality Traits	70
Your Dream Team	71
Upcoming Team Task	72

Journaling Activities

Helpful Work Personality Traits	73
Not-So-Helpful Work Personality Traits	74
Personality Traits To Aspire To	75

TABLE OF CONTENTS

Educational Handouts

Basic Ground Rules for Teams	76
Suggestions for Team Success	77

SECTION IV – Team Leader

Team Leader Scale

Directions	81
Team Leader Scale	82
Team Leader Scoring Directions	84
Profile Interpretation	84
Team Leader Scale Descriptions	85

Activity Handouts

Increasing Your Leadership Ability	86
Task Management	86
Establishment of Team Goals and Rules	87
Allocation of Team Roles	88
Develop Collaboration Among Team Members	89
Trust	90
Positive Personality Types	91
Enhance Communication Among Team Members	92

Journaling Activities

Leadership Skills	94
Leadership Style	95
Taking More Responsibility	96

Educational Handouts

The Power of a Team	97
Developing a Team Vision	98
How Can You Best Lead?	99

SECTION V – Team Communicator

Team Communicator Scale

Directions	103
Team Communicator Scale	104

Team Leader Scoring Directions	106
Team Communicator Scale Profile Interpretation	107
Team Communicator Scale Descriptions	108

Activity Handouts

Exercises for Enhancing Team Communication	109
Show Empathy	109
Show Acceptance	110
Demonstrate Credibility	111
Addressing Fears and Risks	112
Sending Messages	112
Receiving Messages	114
Giving Feedback	115
Providing Constructive Criticism	116

Journaling Activities

Communication Strengths	117
Communication Weaknesses	118
Group Leader's Communications	119

Educational Handouts

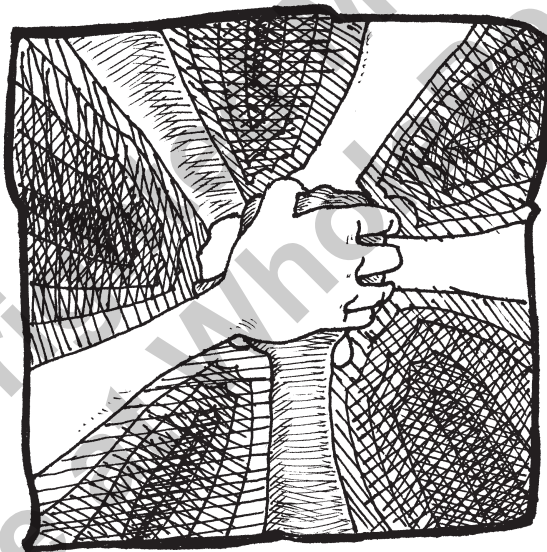
Understanding Emotions in Communication	120
Trust	121

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SECTION I:

Team Player Scale



Name _____

Date _____

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Team Player Scale Directions

The Team Player Scale can help you determine how effective you will be in working with other people as part of a team. This assessment contains thirty-six statements. Read each statement and decide whether or not the statement describes you. In each of the choices listed, circle the number of your response on the line to the right of each statement.

**4 = Very Much
Like Me**

**3 = Usually
Like Me**

**2 = Somewhat
Like Me**

**1 = Not Like
Me**

In the following example, the circled 2 indicates the statement is somewhat like the person completing the assessment:

When I am working as part of a team, I . . .

1. welcome constructive criticism from others . . . 4 3 2 1

This is not a test and there are no right or wrong answers. Do not spend too much time thinking about your answers. Your initial response will likely be the most true for you. Be sure to respond to every statement.

(Turn to the next page and begin)

Team Player Scale

When I am working as part of a team, I . . .

	4 = Very Much Like Me	3 = Usually Like Me	2 = Somewhat Like Me	1 = Not Like Me
1. welcome constructive criticism from others	4	3	2	1
2. attend all meetings on time	4	3	2	1
3. am willing to help other group members	4	3	2	1
4. am open to differences in others	4	3	2	1
5. communicate ideas clearly	4	3	2	1
6. am prepared to work with team members	4	3	2	1
7. foster team spirit	4	3	2	1
8. will see others' points of view	4	3	2	1
9. communicate in a non-judgmental manner	4	3	2	1
10. keep the commitments I make to team members	4	3	2	1
11. show appreciation to members for their contributions	4	3	2	1
12. encourage differing opinions	4	3	2	1
13. ask questions and encourage others to do so	4	3	2	1
14. make team goals a priority	4	3	2	1
15. share new information openly with other team members	4	3	2	1
16. recognize the positive ideas of others	4	3	2	1
17. disagree with others in a tactful manner	4	3	2	1
18. maintain ethical standards in completing tasks	4	3	2	1

(Continued on the next page)



(Team Player Scale continued)

When I am working as part of a team, I . . .

	4 = Very Much Like Me	3 = Usually Like Me	2 = Somewhat Like Me	1 = Not Like Me
19. trust other members of the team to complete their tasks	4	3	2	1
20. am open to others' opinions	4	3	2	1
21. offer constructive feedback for others.	4	3	2	1
22. identify and respond to needs without being asked.	4	3	2	1
23. foster cooperation among other team members	4	3	2	1
24. am willing to change my mind	4	3	2	1
25. listen attentively to others	4	3	2	1
26. maintain the rules and practices of the team	4	3	2	1
27. foster participation among uncommitted team members	4	3	2	1
28. enjoy working with people different from me	4	3	2	1
29. make note of nonverbal and verbal cues and respond effectively	4	3	2	1
30. complete tasks efficiently	4	3	2	1
31. am cooperative with others	4	3	2	1
32. respect the boundaries of others	4	3	2	1
33. confirm the contributions of other team members	4	3	2	1
34. am accountable for completing assigned tasks	4	3	2	1
35. coordinate my work with that of other team members	4	3	2	1
36. see possibilities in the differences of others.	4	3	2	1

(Go to the Scoring Directions on the next page)

Team Player Scale Scoring Directions

The Team Player Scale is designed to measure your ability to function as part of a team. Four areas have been identified to make up the components for the Team Player Scale:

Communication

Commitment

Cooperation

Connection

The items that comprise each of the four components are grouped in a way that will help you explore how you function as part of a team.

To score your assessment:

1. Record each of the scores from the previous two pages on the lines below. For example, if you circled the 4 for item number 1, you would put a 4 on the line above the 1 on the chart below. Do the same for all 36 items.
2. Add the totals for each of the 4 rows and put that total on the total line to the right.

<u>1</u>	<u>5</u>	<u>9</u>	<u>13</u>	<u>17</u>	<u>21</u>	<u>25</u>	<u>29</u>	<u>33</u>	<u> </u> Communication Total
<u>2</u>	<u>6</u>	<u>10</u>	<u>14</u>	<u>18</u>	<u>22</u>	<u>26</u>	<u>30</u>	<u>34</u>	<u> </u> Commitment Total
<u>3</u>	<u>7</u>	<u>11</u>	<u>15</u>	<u>19</u>	<u>23</u>	<u>27</u>	<u>31</u>	<u>35</u>	<u> </u> Cooperation Total
<u>4</u>	<u>8</u>	<u>12</u>	<u>16</u>	<u>20</u>	<u>24</u>	<u>28</u>	<u>32</u>	<u>36</u>	<u> </u> Connection Total

(The Profile Interpretation on the next page will help you interpret your scores)



Profile Interpretation of the Team Player Scale

Total Scale Scores	Result	Indications
Scores from 28 to 36	high	High Scores suggest that you are probably a great team member. You will function effectively as a team member.
Scores from 19 to 25	average	Average Scores suggest that you can be somewhat effective. You probably will function well as a team member.
Scores from 11 to 18	low	Low Scores suggest that this area is probably not one of your strengths. You probably will have difficulty functioning as a team member because of it.

The remainder of the assessment contains interpretation materials to help determine if you have the qualities of a productive team member. This scale can help you identify whether your strengths as a team member take the form of communication, commitment, cooperation and/or connection. The following sections will provide a description of the four critical components needed by team members as well as some self-reflective questions to help you enhance your team-building skills.

COMMUNICATION – People with high scores in this area tend to communicate well as a group member. They talk effectively with other team members and listen attentively to what other team members say. They let other team members know how they are progressing and use their communication skills to learn about the progress of their team members. They communicate ideas in a clear and non-judgmental manner. They are not afraid to ask questions and encourage other members of the group to do so. They show a great deal of empathy in being able to understand the verbal and non-verbal cues of other team members.

COMMITMENT – People with high scores in this area tend to be very committed to the goals of the team and the members of the team. They faithfully attend all team meetings and show up prepared to work toward team goals. They keep their commitments because team goals are their priority. They are intuitive about what needs to be accomplished to meet the team's goals and they work tirelessly to accomplish these tasks. They complete the tasks that are assigned and are accountable for the results of their assignments.

COOPERATION – People with high scores in this area are willing to help other team members achieve the tasks they are assigned. They do everything they can to enhance team spirit and acknowledge the accomplishments of other team members. They trust team members to accomplish their tasks and enjoy cooperation among team members. They will work with uncommitted team members to foster participation and will ensure that their work does not hamper the involvement of other team members.

CONNECTION – People with high scores in this area enjoy working with people who are different from themselves. They feel connected to the other members of the team because they can see all of the possibilities that diverse team members bring to the team goal. By looking at, and accepting, the strengths and weaknesses of other team members, they operate from a positive, optimistic point of view. They are open and willing to use suggestions by other team members. They believe that the differences in team members will enhance team performance. They are open to different points of view and encourage other team members to express their opinions.

Communication

For the exercises below, you may provide answers based on a current team of which you are a part, or you may provide answers about a team of which you will be a member in the future.

What communication challenges does your team have?

What are the communication strengths of your team?

What are the communication weaknesses of your team?

How can your team use communication to build trust?

How can open communication help your team?
