BUILDING HUMAN RESOURCE MANAGEMENT SKILLS
Leadership Development For Managers

BUILDING AN EFFECTIVE TEAM

National Food Service Management Institute
The University of Mississippi
University, Mississippi
www.nfsmi.org

2001
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INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

Building Human Resource Management Skills was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

Step 1. Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

Step 2. Check the Trainer’s Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

Step 3. Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

Step 4. Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

Step 5. The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.
## HUMAN RESOURCE MODULE LESSON PLAN

<table>
<thead>
<tr>
<th>Date:</th>
<th>Module No.: 3.3</th>
<th>Estimated Time: 2 Hours</th>
<th>Certification Credits: 2</th>
<th>Category: <strong>U</strong> Leadership Development for Managers</th>
</tr>
</thead>
</table>

### Module Title:
Building an Effective Team

### Course Title:
Building Human Resource Management Skills

### Instructor:

### Module Content:
What is to be taught? At the completion of the module, participants will be able to meet the following objectives:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

### Instructional Aids, Materials, or Tools Needed:
Check Trainer’s Tool Box

### Instructional Procedures:

- Personal Check-In
- Icebreaker
- Video Segment (if applicable)
- Group activities and role playing
- Checking Out

### Suggested Readings:
Use *Suggested Readings* to increase knowledge base concerning a given module topic.

### Evaluation Procedures:
How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.

### Notes:
Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?
# Building an Effective Team

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Building an Effective Team

Overview

Few of us work in isolation. Most of us work with and depend upon others each day on the job. The skills and knowledge of team building offer managers an opportunity to maximize the strengths of individuals and to ensure successful production in any field. Building a productive and harmonious team will provide the Child Nutrition Program with a valuable tool for success.

Objectives

At the completion of this module, participants will be able to:
- Identify and apply elements of effective Child Nutrition teams.
- Determine next steps for team improvement.
- Recognize the stages of team development.

Definitions

Effective team- a group of energetic people who enjoy working well together to produce high-quality results and who are committed to each other’s personal growth and success. Effective teams may be found in various work, professional, and association groups related to Child Nutrition.
# Building an Effective Team

## Suggested Time Frames and Comments

**Total Time = 2 hours**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comments</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Purpose and Objectives</td>
<td>Set the stage by emphasizing key points found in the Objectives.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Personal Check-In: Reflection</td>
<td>Invite participants to reflect on what they bring to, need from, and wish for the team. This information will be used throughout the session. No need to debrief at this time.</td>
<td>8 minutes</td>
</tr>
<tr>
<td>Icebreaker: Alphabet Search</td>
<td>Have participants complete activity and debrief using the provided questions. Use this experience as an example during the Elements of Effective Teams section.</td>
<td>25 minutes; search (10)*, debrief (5), large group (10)</td>
</tr>
<tr>
<td>Definitions</td>
<td>Review and ask for group acceptance of the definitions.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Recipe for an Effective Team</td>
<td>Take time to explore each of the six elements. Share and invite examples so that each participant has a working knowledge.</td>
<td>35 minutes (about 10 minutes each element, if time allows)</td>
</tr>
<tr>
<td>Stages of Team Development</td>
<td>Review the four stages and work through the discussion questions to apply new learning to current work situations.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Checking Out: Team Planning Worksheet</td>
<td>Allow participants time to complete the worksheet. Invite them to share their plans in small groups. If time, share best ideas to large group.</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

* Note: The numbers in parenthesis ( ) refer to the estimated number of minutes.
## Building an Effective Team

### Outline

<table>
<thead>
<tr>
<th>Personal Check-In: Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a few minutes to respond to these prompts about your team membership.</td>
</tr>
<tr>
<td>1. Provide an example of a team.</td>
</tr>
<tr>
<td>2. The three characteristics of team climate that are most important to me are…</td>
</tr>
<tr>
<td>3. The areas of strength I bring to this team are…</td>
</tr>
<tr>
<td>4. What I need most from this team for me to be my best is…</td>
</tr>
<tr>
<td>5. What I want to improve on or learn this year is…</td>
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<tr>
<td>6. What I wish for our work together as a team is…</td>
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</table>

### Trainer’s Tactics

<table>
<thead>
<tr>
<th>Personal Check-In: Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>For this Check-In, invite participants to respond to the questions. The purpose is to prompt participants to start thinking about teams. There are no right or wrong answers. Later in the workshop, you may use these questions and responses to clarify team-building issues and actions. For now, just get their thoughts down on paper.</td>
</tr>
<tr>
<td>Use the handout on page 19.</td>
</tr>
</tbody>
</table>
## Building an Effective Team

<table>
<thead>
<tr>
<th>Outline</th>
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<tbody>
<tr>
<td><strong>Icebreaker: Alphabet Search</strong>&lt;br&gt;☐ One team member lists the letters of the alphabet down the left side of a sheet of paper.&lt;br&gt;☐ All members contribute tangible items to represent each letter.&lt;br&gt;☐ Use one different object per letter.&lt;br&gt;☐ All objects must be placed in the middle of the table.</td>
<td><strong>Icebreaker: Alphabet Search</strong>&lt;br&gt;Invite participants to form teams of five to seven members. Teams work in competition with each other.&lt;br&gt;☐ Have one person list the letters of the alphabet down the left side of a sheet of paper.&lt;br&gt;☐ Then ask the teams to identify and put in the center of their table a different item for each letter of the alphabet. An object may only be used once. For example, a ring can be used for jewelry, gold, or circle but not for more than one. All objects must be tangible and in the middle of the table.&lt;br&gt;☐ The first group to finish calls time on all other groups.&lt;br&gt;Use the handout on page 20.</td>
</tr>
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</table>
# Building an Effective Team

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<tr>
<td>Icebreaker: Alphabet Search</td>
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</table>

**Debrief:**
- Ask the winning team to name and hold up their items. Recognize creative or unique items from all other groups. You may want to give prizes for winning team(s) or for the most creative items.
- Have teams focus on how they worked together and answer these questions in their teams:
  1. What was your team’s purpose?
  2. What three characteristics best describe the climate of your team? What did team members do?
  3. Describe the participation of your members. What different roles or ways of being involved can you identify?
  4. What processes did you use to gather the items?

In the large group discussion, note the similarities or differences of purpose. Summarize the characteristics of team climate and note the most frequent ones. Help participants recognize various forms of involvement beyond giving items, such as brainstorming, encouragement, task focus, leadership, timekeeping, and humor. On work processes, note whether they began with A,B,C, etc. and how they made the shift to brainstorming. Some groups may also discuss the use of consensus to accept items or discrimination to weed out lesser quality items. Have fun with the discussion.
# Building an Effective Team

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<tr>
<td><strong>Definitions</strong></td>
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*Effective team*—a group of energetic people who enjoy working well together to produce high-quality results and who are committed to each other’s personal growth and success. Effective teams may be found in various work, professional, and association groups related to Child Nutrition.

Review definition found on page 18. Ask participants:

- What is especially important to you in this definition?
- Who has been on a team that fits this definition?
- Did your Alphabet Search team fit this description?

Most people who are on an effective team one time work hard to build effectiveness on every team to which they belong.

Each facilitator will approach this module somewhat differently. Influences like peer pressure, employees with the attitude “we’ve always done it this way,” and individual preference should be addressed as appropriate.
Recipe for an Effective Team

Review the six elements. They include common purpose, team climate, team membership, work processes, outside influences, and review. As you work through them, let work teams make notes in the appropriate sections of the Checking Out handouts titled Team Planning Worksheet, pages 1 and 2. The participants will need to be able to differentiate each of the essential elements. Use the handouts on pages 21, 23 and 24 for this activity.

Common Purpose

Teams are most effective when members know exactly what the common purpose or mission is.

Ask participants to close their eyes and point North. Ask, “If North was the mission of our team, how would we be doing?” Although this might be an abstract thought, use the concept of a compass and North as a direction and a place/destination. Examples of common purpose for Child Nutrition would be increasing participation or meeting the dietary guidelines.

After things calm down, make the point that the mission is like North. We need to have our mission/purpose clear so that when we lose our way, have difficult challenges, or have changes, we know what to use as our touch stone.
### Building an Effective Team

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<tbody>
<tr>
<td><strong>Recipe for an Effective Team</strong></td>
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<tr>
<td>□ Team Climate</td>
<td>□ Team Climate</td>
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<tr>
<td></td>
<td>- The work environment of a team contributes to the team’s success. Each team can intentionally work to establish an appropriate climate or can let the climate develop on its own.</td>
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<tr>
<td></td>
<td>- The most effective teams in Child Nutrition take time to identify what an ideal work climate is. They answer questions such as, “What are three characteristics of your ideal work environment?” and talk about the responses.</td>
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<tr>
<td></td>
<td>- Team members may want to discuss shared agreements, the commitments all members agree to use to ensure an effective work climate. This would be the time to address individuals who do not “pull their weight” and the influence of those members on the team. Some examples of agreement would be: listen, respect all opinions, keep confidentiality, talk directly to a person about issues (don’t go behind her back).</td>
</tr>
<tr>
<td></td>
<td>- In the Personal Check-In, individuals noted important characteristics for them. Have them share in teams.</td>
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<td></td>
<td>- In the Alphabet Search, a number of characteristics were shared. Those may reflect what are most productive and satisfying to team members.</td>
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<td></td>
<td>- Lead a discussion of the most important characteristics for the work team(s) in attendance and name some agreements.</td>
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### Building an Effective Team

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<tr>
<td>Recipe for an Effective Team</td>
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<tr>
<td>□ Team Membership</td>
<td>□ Team Membership</td>
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<tr>
<td></td>
<td>• Every team establishes certain procedures or processes to ensure that members work together well. Child Nutrition Program teams are no exception.</td>
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<tr>
<td></td>
<td>• Here are some examples:</td>
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<tr>
<td></td>
<td>➢ Communication: How does the information flow through supervisors, managers, employees, and school staff? Who gets what information when?</td>
</tr>
<tr>
<td></td>
<td>➢ Decision-Making: What process do we use for making decisions? Who is included at what stage? How do we seek input or alternatives? How do we determine the best alternative?</td>
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<tr>
<td></td>
<td>➢ Goal Setting: How do we determine how we will focus our energies? What do we most want to accomplish as a team? What time of year do we work on goal setting? How are the products of our goal setting measured?</td>
</tr>
<tr>
<td></td>
<td>When team members are clear about the processes of the team, conflicts decrease and productivity increases. Every Child Nutrition Program should strive for increased productivity and decreased conflict.</td>
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## Building an Effective Team

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<tr>
<td>□ Work Processes</td>
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</tr>
<tr>
<td></td>
<td>- Every team establishes certain procedures or processes to ensure that members work together well.</td>
</tr>
<tr>
<td></td>
<td>- Here are some examples:</td>
</tr>
<tr>
<td></td>
<td>- Communication: How does the information flow? Who gets what information when? Do we use newsletters, meetings, or memos to pass information? How do we communicate with each other?</td>
</tr>
<tr>
<td></td>
<td>- Decision-Making: What process do we use for making decisions? Who is included at what stage? How do we seek input or alternatives? How do we determine the best alternative?</td>
</tr>
<tr>
<td></td>
<td>- Goal Setting: How do we determine how we will focus our energies? What do we most want to accomplish as a team? What time of year do we work on goal setting?</td>
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<tbody>
<tr>
<td>□ Outside Influences</td>
<td></td>
<td><strong>Recipe for an Effective Team</strong></td>
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<tr>
<td></td>
<td></td>
<td>□ Outside Influences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Every team has groups outside of it whose decisions impact the team, and each team makes decisions that impact outside groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Ask teams to list these groups and to note on Checking Out worksheet on page 24. For a school, the list frequently includes central office, school board, parents, students, community agencies, businesses, state legislature, media, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ When a team recognizes the outside influences, it can make better decisions about how to interact with those groups, when to push for certain things, and when to back off.</td>
</tr>
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</table>
# Building an Effective Team

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<tr>
<td><strong>Recipe for an Effective Team</strong></td>
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</tr>
<tr>
<td>□ Review</td>
<td>□ Review</td>
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## Review

- Effective teams take time to review how they are doing. They look at both task and relationship issues.
- To review tasks, they set aside time to discuss the benchmarks or timelines of their work. They determine where they are and what needs to be changed or addressed. At designated times, they review task progress in a non-blaming manner. The purpose is to best understand where a team is in accomplishing tasks or goals and to identify ways to improve.
- To review relationships, teams set aside time in team meetings or periodically throughout a year to reflect on and discuss how they are working together. Members evaluate how well they are using the shared agreements by having open discussions, by asking for written suggestions for improvement, or by using a continuum to mark the current level of use of an agreement. For example, members might rate, “valuing all options” as 3 out of 5. Then the team would discuss ways to improve.
# Building an Effective Team

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Stages of Team Development</strong></td>
<td><strong>Stages of Team Development</strong></td>
</tr>
<tr>
<td>Teams experience a cycle of development as they come together.</td>
<td>When teams come together they are given a task and usually are expected to be highly effective immediately. Unfortunately, the combination of a variety of experiences, cultural backgrounds, perspectives, and skills normally prevents this from happening quickly. Teams develop over time just like personal relationships. For over 40 years, specialists in group dynamics have examined and described team growth. This is one model of the stages of team development.</td>
</tr>
<tr>
<td>□ <strong>Connecting</strong>- polite, watchful, orienting to the status quo.</td>
<td>□ <strong>Connecting</strong>- In the initial stage of a team’s coming together, members are polite and watchful of each other. Each one is watching to see what is considered the appropriate behavior and how others interact. This stage is similar to a blind date where one takes special care to put her best foot forward and to make a good impression without causing conflict of any kind.</td>
</tr>
<tr>
<td>□ <strong>Challenging</strong>- getting stuck, conflict between people, tension.</td>
<td>□ <strong>Challenging</strong>- When the team begins to move into this second stage, there is frequently some conflict or unsettledness. Individuals who were holding back their own opinions or concerns may now feel confident enough to share them, and differences of opinion may arise. When a team enters this stage, it may not have the processes in place to work together smoothly, or it may need to confront its patterns of behavior.</td>
</tr>
</tbody>
</table>

Use the handout on page 22.
# Building an Effective Team

## Outline

<table>
<thead>
<tr>
<th>Stages of Team Development</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperating</strong>- establishing ways to operate, creating guidelines, giving feedback.</td>
<td><strong>Stages of Team Development</strong></td>
</tr>
<tr>
<td><strong>Collaborative Contributions</strong>- high performing, enjoys challenge, flexible and responsible, mature.</td>
<td><strong>Cooperating</strong>- At the third stage, team members feel a little more relaxed because they are working on the norms for how they will best operate as a team. They work on communications, decision-making, and setting goals. They identify the social norms of the team and make efforts to adjust them when necessary. For example, if a norm is that no one responds until a second memo or e-mail, then the team may name and discuss that norm and discover that everyone has taken that for granted. Then the team may decide to intentionally shift that norm for the benefit of the team and its work.</td>
</tr>
</tbody>
</table>

**Collaborative Contributions**- At the highest level of development, a team is mature, responsible, and flexible. Team members enjoy challenges and believe that together they will be successful at anything. The team is resilient, high performing, and well regarded by others in the organization.

Use the handout on page 22.
## Building an Effective Team

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Checking Out: Team Planning Worksheet</strong></td>
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</tr>
<tr>
<td>Use the Team Planning Worksheet and activities of the workshop as resources to prepare your team’s growth and development. Complete the worksheet as a team.</td>
<td>Provide opportunities for teams to complete the worksheet together. Let the different work teams share their plans with others.</td>
</tr>
<tr>
<td>You may want to answer these questions after you complete your worksheet.</td>
<td>Use the handouts on pages 23 and 24.</td>
</tr>
<tr>
<td>□ Which elements of an effective team will you work on after this workshop?</td>
<td></td>
</tr>
<tr>
<td>□ List ideas you have which could make a difference in these areas.</td>
<td></td>
</tr>
<tr>
<td>□ Who outside of your team can support your efforts?</td>
<td></td>
</tr>
<tr>
<td>□ What is your timetable?</td>
<td></td>
</tr>
</tbody>
</table>
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Building an Effective Team
Handout: Objectives and Definitions

Objectives

At the completion of this module, participants will be able to:

- Identify and apply elements of effective Child Nutrition teams.
- Determine next steps for team improvement.
- Recognize the stages of team development.

Definitions

*Effective team*- a group of energetic people who enjoy working well together to produce high quality results and who are committed to each other’s personal growth and success. Effective teams may be found in various work, professional, and association groups related to Child Nutrition.
Personal Check-In: Reflection

Take a few minutes to respond to these prompts about your team membership.

1. Provide an example of a team.

2. The three characteristics of team climate that are most important to me are…

3. The areas of strength I bring to this team are…

4. What I need most from this team for me to be my best is…

5. What I want to improve on or learn this year is…

6. What I wish for our work together as a team is…
Icebreaker: Alphabet Search

- One team member lists the letters of the alphabet down the left side of a sheet of paper.

- All members contribute tangible items to represent each letter.

- Use one different object per letter.

- All objects must be placed in the middle of the table.
Recipe for an Effective Team

- Common Purpose

- Team Climate

- Team Membership

- Work Processes

- Outside Influences

- Review
Stages of Team Development

Teams experience a cycle of development as they come together.

- **Connecting** - polite, watchful, orienting to the status quo.

- **Challenging** - getting stuck, conflict between people, tension.

- **Cooperating** - establishing ways to operate, creating guidelines, giving feedback.

- **Collaborative Contributions** - high performing, enjoys challenge, flexible and responsible, mature.
### Checking Out: Team Planning Worksheet, page 1

#### Our Team Purpose:

#### Desired Work Climate Characteristics:  
- [ ]  
- [ ]  
- [ ]  
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#### Our Shared Agreements:  
- [ ]  
- [ ]  
- [ ]  
- [ ]  

#### Team Membership:

<table>
<thead>
<tr>
<th>Member</th>
<th>Strengths</th>
<th>Growth Areas/Needs</th>
<th>Wishes for Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Xuan</td>
<td>Task focus, experience, menu planning, project leadership, listening</td>
<td>Management skills/all involved and committed to work together</td>
<td>Smooth operation, successful production, satisfying work environment</td>
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[Handout: Checking Out: Team Planning Worksheet]  
[Building an Effective Team]
### Checking Out: Team Planning Worksheet, page 2

**Outside Influences** – These groups impact our team or are impacted by our team.

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- 

**Review** – Our team will review its progress in these ways:

**TASK**

**RELATIONSHIP**
### Building an Effective Team
Handout: Evaluation Form

Please check the response below that best describes your feelings about this program:

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Topic</strong> is of interest to me as a manager.</td>
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<tr>
<td>2. <strong>Topic</strong> is important to my job.</td>
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<td>3. <strong>Content</strong> is useful in my job as a manager.</td>
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<tr>
<td>4. <strong>Handouts</strong> help me understand the topic better.</td>
<td></td>
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</tr>
</tbody>
</table>

5. List one or more things you can do to build an effective team in your job after attending this in-service:

   
   
   

6. My supervisor can help me build an effective team in my workplace by:

   
   
   

General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!
Suggested Readings


Transparency Masters

Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word. A PowerPoint presentation format is also available.

1. Objectives
2. Definitions
3. Personal Check-In: Reflection
4. Icebreaker: Alphabet Search
5. Recipe for an Effective Team
6. Stages of Team Development
7. Checking Out: Team Planning Worksheet, Page 1
8. Checking Out: Team Planning Worksheet, Page 2