

## Team Management Systems Enhancing Team Performance Basic Workshop Design Template (Team Management Profile)



### What You Will Need For This Session

**(With the e-TMP, you have a number of options. These notes outline a half day session. However, it is now very doable to run a shorter session by utilizing the various Apps as a pre-work assignment. Please contact us for further discussion.)**

<ul style="list-style-type: none"><li>• <b>For all participants:</b><ul style="list-style-type: none"><li>→ e-TMP's (electronic or printouts)</li><li>→ Team Working Wheel Handout*</li><li>→ Measures of Work Preference handout*</li><li>→ Team Mapping Chart handout*</li></ul></li><li>• Projection unit and screen</li><li>• 2 or more flip charts and markers</li></ul> <p>* Available on this site as downloads</p>	<ul style="list-style-type: none"><li>• <b>Optional:</b><ul style="list-style-type: none"><li>• TMS magnet set with Magnetic white board</li><li>• Team Working Wheel job aid tool</li></ul></li><li>• <b>Facilitator Tools:</b><ul style="list-style-type: none"><li>• Yellow Bus Story and/or Warp Speed exercise*</li><li>• Human Continuum Exercise *</li><li>• PPT slides*</li></ul></li></ul> <p>* Available on this site as downloads</p>
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<p><b><u>Notes:</u></b></p>	<p style="text-align: center;"><b><u>Points of Note:</u></b></p> <p>This outline is intended as a very high level description of what a 'typical' TMP workshop might entail. The availability of a number of apps, facilitators now have multiple options for introducing and debriefing the TMP results with groups. This has proven particularly beneficial when working virtually or working virtually with virtual teams. However, you can also now be very creative with the timing of a workshop by assigning specific apps such as the Overview Video app as pre-work thereby significantly shortening the workshop time spent in presenting the key models behind the TMP.</p> <p>Of course, this makes for more complicated design decisions. We encourage those of you who love internet surfing to explore this Network Member Resources page – learn more about the available apps, about e-profiles and the process for setting up groups and about other ideas for leveraging the new e-profile platform.</p> <p>Many of our Network Members prefer to give us a call and we are more than happy to connect and share some very exciting stories and ideas regarding how you can work with this material and with the e-process. Connect with us at <a href="mailto:Inquiry@TMS-Americas.com">Inquiry@TMS-Americas.com</a> or call <b>1.519.631.2501</b>.</p> <p style="text-align: center;"><b><u>Overview</u></b></p> <p>The Enhancing Team Performance workshop is the foundation of many of our other consulting applications. It is designed as the standard Team Management Profile feedback session for teams. We call it Enhancing Team Performance since that is the general intent. You will likely bring greater specificity to this intent by talking with the team you are working with beforehand to outline specific objectives of the session. The session is designed to incorporate various objectives by addressing them when you work with the Types of Work Model, the 4 Measures of Work Preference and the Profile both at an individual and team level.</p> <p>This session is designed for teams where participants have a working relationship with each other. It can be adapted for groups of individuals as necessary. These design notes and the overall package assumes a high level of general facilitator experience. Please give us a call if you have any questions.</p> <p><i>In any event, be sure to remind your participants to bring their TMPs (either a printout or electronic access) and/or a printout or electronic access to the Summary Page which is on the same site as their profile</i></p>
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<p><b><u>Virtual &amp; e-Options:</u></b></p> <ul style="list-style-type: none"> <li>• This piece can be accomplished via email, setting up a web meeting format</li> </ul>	<p style="text-align: center;"><b>Session Introduction Etc. - 20 minutes</b></p> <ul style="list-style-type: none"> <li>• Provide a session overview, review the agenda and do whatever introductions might be necessary, or perhaps an icebreaker if you typically like to do them. The session as designed takes from 3 - 4 hours with the appropriate breaks included.</li> </ul>
<ul style="list-style-type: none"> <li>• Participants will have completed their TMPQ online and will have received their profiles;</li> <li>• The site where they receive their profile results can both include apps and outline any pre-work – both pre-requisite and optional;</li> <li>• Participants are asked to come to the session having read their profiles. You may ask them to underline or highlight particular points that resonate;</li> <li>• The Overview video is in three sections: the first presents the Types of Work model;</li> <li>• The Identifying Types of Work app is a 'game' that tests the participant's understanding of this model;</li> </ul> <p>You can assign the above as pre-work, allowing you to shorten the time spent here significantly. You can simply skip to the exercise asking people to give examples of the function in their specific work.</p>	<p style="text-align: center;"><b>Types of Work Model - 60 Minutes</b></p> <ul style="list-style-type: none"> <li>• <b>It is a good idea at this point to have participants put their profile aside</b> so they can focus on the Types of Work Model. This model focuses just on the work and was developed before a focus on preferences emerged. If you tell participants that they will get into their profiles in just a little bit they should be fine.</li> <li>• <b>Overview the history of the research</b> about high performing teams and the development of the Types of Work Model. You can include the following points:             <ul style="list-style-type: none"> <li>➢ Research was initiated by two individuals, Dr. Dick McCann and Dr. Charles Margerison and was carried out primarily in the United Kingdom and Australia, with some work in USA.</li> <li>➢ Initial research began in the early 1980's with teams identified in their organizations as high performing and asking the people on those teams what they actually did to reach their performance levels.</li> <li>➢ Responses were synthesized into the Types of Work Model.</li> <li>➢ The Types of Work Model identifies eight work functions and the concept and skills of Linking that highly performing teams and individuals engage in although not all to the same extent or at the same time. The Types of Work model creates a common language and focus that enables teams and individuals to discuss, plan and act effectively on the work they are involved with.</li> </ul> </li> <li>• <b>Introduce the Types of Work Model</b> and have participants use their Team Working Wheel job aid as a reference. They can also be making notes about examples of the TOWM within their team.             <ul style="list-style-type: none"> <li>➢ You can introduce the TOWM model in many ways (see below). One way that gets participation right away is by using a koosh ball (check first for allergies!) and throwing it to one person and then asking them to provide an example of this function in their team's work or for them in their work. This person then throws the ball to the person of their choosing to provide another example until all functions are covered.</li> <li>➢ You can add your points as examples come forward.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Once the Work Functions have all been described ask participants in which functions they tend to spend a lot of time in their real work. Elicit some responses then ask which functions they should spend more time in if they were to continually improve their performance and elicit some more responses. Usually time for a break now!</li> </ul> <p><b>There are many ways of introducing the TOWM.</b> Some others are included below:</p> <ul style="list-style-type: none"> <li>➤ An experiential exercise; check out the Yellow Bus exercise or Warp Speed under ‘Resources for Planning and Running Your Session’ on this site</li> <li>➤ Lecture format describing the functions.</li> <li>➤ Describing the functions using organizational stories and examples (see stories at the end of these notes).</li> <li>➤ Having participants debrief a work experience that went well and another that did not go well.</li> </ul>
<p>Again, You can assign pre-work that enables the participant to work with the 4 Measures of Work preference prior to your session.</p> <ul style="list-style-type: none"> <li>The Overview video is in three sections: the second section presents the 4 Measures of Work Preference model;</li> <li>The Identifying Work Preference app is a ‘game’ that tests the participant’s understanding of this model;</li> </ul>	<p style="text-align: center;"><b>Work Preferences – 60+ minutes</b></p> <ul style="list-style-type: none"> <li><b>Introduce the Measures of Work Preference</b> by making the following points that led Dick and Charles to work on this after developing the Types of Work Model:             <ul style="list-style-type: none"> <li>➤ After completing work on the Types of Work Model, Margerison and McCann were asked how people might fit into the model and they proceeded to look at personality models to see if a fit could be made.</li> <li>➤ Using the concepts of Carl Jung and his work on typology plus the existing Myers-Briggs Type Indicator a new questionnaire, focusing on work preferences was developed and was statistically researched (refer to the Research here if desired).</li> <li>➤ All the standard tests for statistical accuracy of the instrument have been performed and the TMP is one of the most fully researched work preference instruments in the world.</li> <li>➤ A separate research organization in Australia continues to gather worldwide data and performs research on a continual basis.</li> </ul> </li> </ul> <p><b>Indicate to participants that you will now be working with their Measures of Work Preferences</b> and they can get out their profiles again and have them turn to <b>page 3 of their Profile (red bar graphs).</b></p>

- **Point out/describe the 4 measures.** Point out that most people will have red bar graphs in their profile that extend across the mid-point indicating that they have expressed a continuum of preference but likely have a larger preference in one area over another.
- **Point out the black line** they will have on each red bar graph and that this indicates their net score, which is used to calculate Major and Related roles.
- **Set up the Human Continuum** exercise by saying that they will now look at each of the work preferences and where each person's preferences lie. Refer them to their summary page (a separate document on the same site where they accessed their profiles) Point out where their net scores are on that page and that you will be using these for the human continuum.
- **Using the net scores, have participants form human continuum lines** for all of the polarities. (e.g. for Relationship polarity, have participants line up in extrovert and introvert lines; use the talking points below to facilitate discussion and then go onto another Work Preference).
- **Use the appropriate slides for each of the polarities** and you can speak to each of the polarities while walking around the lines and bring in work examples as often as possible. Talking point examples are provided below but you will likely want to adapt your own. It is important to have participants discuss how the various preferences exhibit themselves for them and others so have them interact to bring out these examples.
- It is with this exercise that you can focus the group on the issues they want to deal with such as communication, conflict, listening, influence etc.

#### **Potential Work Preferences Talking Points:**

##### **Relationships (extrovert – introvert)**

- For example, if coaching a person with an '**Extroverted**' preference it would be good to talk things over and exchange ideas and potential activities in this way. For an '**Introverted**' preference you would want to allow the person some time to prepare for a verbal interaction, discuss ideas and then follow up a short time later to come to conclusions for agreed upon activity.

	<p><b>Potential Work Preferences Talking Points (cont'd)</b></p> <p><b>Information (practical – creative)</b></p> <ul style="list-style-type: none"> <li>• If selling to a person with a <b><u>'Practical'</u></b> preference to information you would want to make sure you had all the details necessary for them to see the benefit of your product or service. The <b><u>'Creative'</u></b> approach to information would be interested in what the product or service could do for them and what possibilities it might hold if they were to purchase and use it.</li> </ul> <p><b>Decision Making (analytical – beliefs)</b></p> <ul style="list-style-type: none"> <li>• If you were making a sales presentation to an <b><u>'Analytical'</u></b> decision making preference you would want to be sure you could logically make the connections between the customer's needs and how your product or service would meet those needs. For a <b><u>'Beliefs'</u></b> preference you would still make the logical connections to customer needs but as well, make connections to the customer's broader vision and how your product or service aligns with and supports that vision.</li> </ul> <p><b>Organization (structured – flexible)</b></p> <ul style="list-style-type: none"> <li>• If you were managing a subordinate with a <b><u>'Structured'</u></b> preference would want to have clear expectations and measurements of performance that made sense and could be tracked by the individual. For the <b><u>'Flexible'</u></b> preference you would want to have flexibility available in the way the employee could reach agreed to goals and standards and to provide guidance and coaching in what options might be best in given situations.</li> </ul>
<ul style="list-style-type: none"> <li>• The Overview video is in three sections: the third section presents the Team Management Wheel;</li> <li>• The Identifying Role Preference app is another 'game' that tests the participant's understanding of this model;</li> </ul>	<p><b>Mapping the 4 Measures to the TOWM plus the Linking Page</b></p> <ul style="list-style-type: none"> <li>• Have people sit back down. You then <b>'map' the preferences onto the Types of Work Model</b> pointing out that when these 2 models were combined a third model was created called the <b>Team Management Wheel</b>.</li> <li>• As you do this 'mapping' it is good to say that each preference letter is most closely correlated to its two work functions (i.e. Extroversion is most correlated to the Promoting and Developing functions etc). You can also mention that where the letters 'map' tends to make a lot of intuitive sense as well.</li> </ul>

	<ul style="list-style-type: none"><li>• This mapping was a very important part of the research process since it took two very distinct models, the Types of Work Model and the 4 Measures of Work Preference, and combined them into one, the Team Management Wheel. Because of the relationship between these two models people express two areas of preference; one dealing with the 4 measures combined with one dealing with a work function related to those measures. Put another way, people express a preference for a work function and a preference for how they perform that function.</li><li>• You can also point out the typical way major and related roles occur (related roles on adjacent sides of the major role; adjacent related roles tailing off in one direction and then split wheels.</li><li>• Point out the <b>Linking page</b> (page #'s will vary depending on profiles) in their profile and indicate that this is a good page to copy and share with others after they highlight the most relevant points for them.</li></ul> <p>If time permits you can do an exercise where people share the key points of this page in pairs or trios and then share some points with the larger group.</p>
	<p style="text-align: center;"><b>Team Profile and Implications - 45 minutes</b></p> <ul style="list-style-type: none"><li>• <b>Distribute Team Mapping Charts.</b> Have each person share their major role and everyone fills in one segment of the chart for each major role.</li><li>• Ask what implications this might hold for the team once all major roles are charted. Repeat this with related roles (using a different color) and ask the question about implications again.</li></ul> <p><b>Debrief key points.</b> This can be done with the entire group or in small groups and then debrief as a large group. The session should end with the implications understood and a set of actions determined that can enhance the positive implications and address the negative implications. You will want to add in your own points here.</p>

## WARP SPEED FACILITATOR NOTES

- Introduce the game called Warp Speed as an experience of the Types of Work Model

Note: Requirements for this game are as follows:

- ⇒ Three tennis balls per group, numbered 1, 2, 3.
  - ⇒ A stop watch.
  - ⇒ Enough room for the group(s) to form a loose circle and be able to throw the tennis balls. Multiple groups should not be too close together.
- 1 Separate groups into 5 (minimum) -10(can go as high as 20) people and have them form a circle (into like and diverse preference groups if numbers and preferences allow).
  - 2 Announce that you are an entrepreneur that has invented a product and process that you think can make a lot of money. You have hired the group(s) just formed to work with you and you will share the profits with them. Establish that the product and process are the tennis balls and the sequence in which they are handled. Point out the criteria outlined in point 3 below and allow the group to establish their sequence.
  - 3 Provide Criteria: Hand the 3 balls to one individual. Ask the group to establish a sequence where they throw the # **one** ball to everyone on the team. Everyone must handle the ball once only and the ball cannot go directly to the person next to them. Indicate that they must be able to repeat the sequence.
  - 4 Once they have accomplished this, get them using balls #2 and #3 telling them that they must repeat the sequence with Balls #2 and #3 making sure that the balls go through the sequence in order. Indicate that except for the person who starts and the person who finishes, the balls must be handled one at a time. Let the group practice until they are successful. Congratulate them!
  - 5 Remind the group that quality performance is essential and that the bottom line needs are the following:
    - Quality means that the balls must not touch the floor.
    - Each ball must be handled by each person once only, in the order that they have established and that the balls cannot go directly to the person next to them.
    - Except for the person who starts and the person who finishes, the balls must be handled one at a time in order – Ball #1 . . . Ball #2 ... Ball #3.
    - No ball may be touched by more than one person simultaneously.
    - The sequence is continuous so they need to keep the balls moving. “ ***This is a 24 /7 operation!!!***”
  - 6 As they get good at tossing the balls stop them and say you need to establish costing for the process and need to know how long it takes them to complete one sequence cycle. When they are ready, time each group. For the purposes of timing have the last person in the sequence catch all the balls. Start the timing when the first ball is thrown and finish when the last ball is caught.
  - 7 Next tell them that competition has shown up down the street and they can do the task in progressively faster cycles until you get to under a second. Have some fun with this and reduce the time that you know the competition can do it in a few segments. Tell them you are losing market share, but you know they can do it. Use the language of your company or whatever is appropriate for the situation. As the time requirement gets shorter the groups will be forced to alter their process. Do not let them alter the criteria noted above though. Generally the process will be altered by groups in the following way that will eventually lead to a solution.
    - ⇒ Making the circle smaller and passing rather than throwing the balls. Variation on passing will be extensive.

- ⇒ Dismantling the circle and standing side by side to pass the balls. They will often ask if this is ok and it is fine. None of the criteria have been violated.
  - ⇒ Reducing from two hands passing to one hand.
  - ⇒ If they do not get one of the solutions after this they will often try something that is in violation of one of the criteria such as the first person holding the balls and each person touching them. This is a violation of the sequence criteria since the first person touches the balls all the time.
- 8 Observe how they tackle the challenge. If they are very stuck, you may decide to help them improve by asking them to consider what assumptions they are making about what you are asking them for. Encourage them by indicating that you have seen this done by a group of a similar size and that you know they can do it.
  - 9 Continue to ask the group whether they think they can improve upon the time they have established – as they establish new goals, time them and congratulate them when they achieve their new goals.

## 10 Potential solutions:

- Each person puts one finger out to form a ramp in the established sequence; the balls are rolled down the ramp and the last person in the sequence catches the balls.

Each person forms a circle with their hands that the ball can go through and the hands are stacked up like a tube in the established sequence; the balls are sent through the “tube” and the last person in the sequence catches the balls

- Ask the group to return to their seats and, referring to the list of Types of Work think about what they did during the exercise that would fall into each definition (see handout). Give them as much time as they need – but should take not much more than 10 - 15 minutes.

## Types of Work Model Stories

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### **Maintaining**

The Enron and Worldcom situations illustrate a compromise of the Maintaining function. The key question from the Maintaining function is 'what's really important' and these scenarios indicate a definition of what was important was not best for the organizations.

### **Advising**

Generally any story that illustrates an organizations difficulty in hearing market information effectively works here. Ford actually had the chance to be first to market with the mini van but thought the market would not want it. Levis lost market share in part by not hearing that customers wanted 'fashion' and not only quality in their clothes.

### **Innovating**

Some companies build Innovating into their process of business. HP wants a certain % of its products on the market to be new and innovative. 3M reward employees for innovative ideas that get to market. One story about not paying attention to this function is Smith Corona who were excellent at making typewriters but lost the business to word processors.

### **Promoting**

A good story here is about internal Promoting. Many internal support functions in organizations do not Promote themselves effectively within the organization. HR is a classic here. Because they do not Promote well they are often left out of the decision making processes and are the first to suffer when there is a downturn in the economy or the financial situation of the organization

### **Developing**

A good example here is AOL that offered unlimited internet service with out really testing if they could handle the volume that might occur. There system went down soon after the service went live creating extensive problems. Certain businesses like pharmaceuticals have to be good here or they can face devastating business issues.

### **Organizing**

Mass producing franchise organizations are good illustrations of this function, with perhaps the best known being McDonalds. They organize their work processes effectively and to standards that allow them to produce similar results in each outlet.

## Producing

Generally organizations that are good at Organizing are good at Producing. An interesting story here is Dell, in that they combined Innovating with Producing to produce computers for consumers in a way that was different than what had been done to that point. Sometimes companies that historically have been good at producing, or think they are, lose sight of the Innovating function. The American automobile organizations found this out the hard way in the 70's when Japan entered the market.

## Inspecting

Inspecting is about being able to prove you are producing to whatever standards have been set. The Maintaining function defines the standards and the Inspecting function proves they are adhered to. Any audit activities generally serve to illustrate this function. The Inspecting function can also provide good information for improvement or Innovation.

