

DRAFT

# TEAM PRODUCTIVITY DEVELOPMENT PROPOSAL

An initial *draft proposal* to determine the scale, scope and requirements of a team productivity development improvement program for a potential client

## Overview

This document is intended to give you an outline of the team productivity development process. It is a draft and would form the basis of any initial discussion.

At all times you should remember the key word is productivity; we understand the word, we understand its importance. Most people do not understand the word productivity; we do and can show you how, (without you having 'to crack the whip',) how to achieve productivity improvements.

Sometimes it costs a little, sometimes a lot, but quite often it cost nothing to make improvements to workplace productivity.

The Suggested Evaluation Plan follows and outlines a simple business process.

Following on from the Evaluation Plan is some detail on a suggested development process, that could be used in your organisation.

Also look at the team development section on the [www.accel-team.com](http://www.accel-team.com) Web site. The [http://accel-team.com/team\\_building/01\\_teamwork.html](http://accel-team.com/team_building/01_teamwork.html) page is worth a quick scan – effective v ineffective teams.

You can contact me either:

- +44 1946 82 3191 or
- [sales@accel-team.com](mailto:sales@accel-team.com)

Cliff Grimes

Table 1: Suggested Evaluation Plan

Draft Evaluation Plan					
Task	Date(s)	✓	Responsibility	Go / No Go	Billable
Initial discussion to identify and develop CLIENT business needs		<input type="checkbox"/>	Accel / (CLIENT)		
Review (revise) scoping (draft) proposal with management / stakeholders at CLIENT		<input type="checkbox"/>	(CLIENT) /		
Submit any changes including initial motivation (from CLIENT management) for the project		<input type="checkbox"/>	(CLIENT) /		
Agree on final proposal and pricing		<input type="checkbox"/>	(CLIENT) / Accel	✓	
Develop logistics for the deployment of organisational building blocks diagnostic at CLIENT (includes who at CLIENT will undertake diagnostic instrument and their special characteristics)		<input type="checkbox"/>	(CLIENT) / Accel		✓
Deploy diagnostic instrument to employees and submit returns for processing		<input type="checkbox"/>	(CLIENT) / Accel		
Process results		<input type="checkbox"/>	Accel		
Report results / findings Make recommendations for agreement on training (situational specific) content		<input type="checkbox"/>	Accel		
Develop and agree success criteria (baseline metrics for measuring effectiveness of program)		<input type="checkbox"/>	(CLIENT) / Accel		

Draft Evaluation Plan					
Develop workshops to address needs highlighted from organisational blocks diagnostic for identified groupings in (CLIENT) (CLIENT) (CLIENT)		<input type="checkbox"/>	Accel / (CLIENT)	✓	✓
Develop delivery plan for training		<input type="checkbox"/>	(CLIENT) / Accel		✓
Deliver team training development program Evaluate on course by course basis		<input type="checkbox"/>	Accel / (CLIENT)		✓
Evaluate overall effectiveness of program Make recommendations based on findings and conclusions (from training sessions)	When program completes	<input type="checkbox"/>	(CLIENT) / Accel		

## PHASE 1 - DIAGNOSING ORGANISATIONAL PROBLEMS

### PHASE 1 OBJECTIVES

- **To determine a set of development priorities and solutions in CLIENT based on the results of an audit of individual responses to a questionnaire, that have been analysed;**
  - **For the identified groups (teams, departments, hierarchical level, etc?)**
  - **For the organisation as a whole?**

### TEAM EVALUATION CHARACTERISTICS

Debates about what constitutes an effective organisation can be endless but most such organisations seem to exhibit a set of common characteristics, characteristics which are associated with a mature approach to work by employees. These characteristics can be referred to as the organisational building blocks. They bring about effective/ efficient business processes undertaken by enthusiastic employees motivated to do their best. They are as follows:



Figure 1: Organisational characteristics (building blocks) of effective organisations

To evaluate the strengths and weaknesses of each of these 'building blocks' we deploy a questionnaire that enables us to look at an organisation's strengths and weaknesses under each of these headings. Using it is the start of the diagnostic process (needs analysis) in a development program.

- We then present the results obtained from the diagnostic exercise
- We explain to you how addressing the weaknesses will yield results
- We will make recommendations in terms of a development action plan that will address the weaknesses identified

We will develop for you a programme to fully expand on these concepts in the delegates you put through our development process. This in turn will lead to an improvement at the operational level, in CLIENT, in staff morale, motivation and most importantly productivity. It will be key to success that as many representatives of CLIENT be put through the process.

---

---

## THE BUILDING BLOCKS QUESTIONNAIRE

The sample questionnaire that follows is an aid to discovering which of the eleven building blocks of effective teamwork could be most useful to team CLIENT and its sub-teams. (By inspection you should conclude that it is comprehensive and will provide conclusive evidence of development needs, once you understand the importance to business performance of the organisational building blocks. It will also provide us with clues of where there are potential areas for business performance gains to be achieved.)

The questionnaire is a collection of statements which team members might be heard to make about affairs in their departments / sections, or more broadly about CLIENT. The more people up, down and across the organisation who complete it the more accurate will be the results of the diagnostic / needs analysis.

- It is important to ensure that those completing it share a common perception of the composition of the department/ section/ geographic location/ team under review, as of course, some may see themselves as belonging to more than one team.

With the help of this questionnaire we can, therefore, not only get a sound indication of which these organisational building blocks to use in CLIENT's development initiative, but also be directed to those activities which will most easily start to make CLIENT more effective.

The outcome from this questionnaire will be used when selecting development resources / activities which can be used for exploring and using the building blocks. These development resources will then be delivered to enable tangible results back in the workplace. From experience, these results will be significant and substantial, both in financial and human relations terms.

---

## DEPLOYMENT OF QUESTIONNAIRE

There are a number of options when deploying the questionnaire, namely:

1. Have each staff member complete a paper copy of the questionnaire and return the completed paperwork form to me for processing and analysis.
2. Have each staff member receive an email of the questionnaire and return the completed email form to me for processing and analysis. This is easier as returns will be processed automatically with each individual email form being added to a database, for analysis.
3. A combination of the 1. And 2. above. This may be appropriate where say there are a number of employees, (say hourly paid,) who do not have an email account.

### Note

The following pro forma contains a sample of questions in the questionnaire. (There are 132 questions in total in the complete questionnaire staff members will use.) Each question is 'mapped' to a building block.

## ORGANISATIONAL BUILDING BLOCKS QUESTIONNAIRE

- *Representative sample of questions, for demonstration purposes.*

<b>Name</b>
<b>Department</b>
<b>Section</b>
<b>Parameter 3</b> (A category you wish the results to be analysed on.)
<b>Parameter 4</b> (Another category you wish the results to be analysed on.)

### INSTRUCTIONS FOR COMPLETION

1. Turn to the answer grid on p. 7.
2. Work through the statements in numerical order and put a cross in the appropriate square of the answer grid if you think a statement about your team is broadly true. If you think a statement is not broadly true, leave the square blank.
3. Do not spend a great deal of time considering each statement; a few seconds should be long enough.

**Remember that the results will be worthwhile to the improvement effort only if you are truthful.**

1. Decisions seem to be forced upon us.
2. People are not encouraged to speak out.
3. Insufficient development opportunities are created.
4. We are frequently at loggerheads with other departments.
5. Team members do not communicate with each other sufficiently.
6. The accepted order is rarely challenged.
7. No-one is really clear where we are going.
8. We often find that we lack the required expertise.
9. We are all very busy but we do not seem to get anywhere.
10. Issues are brushed under the carpet.
11. There is mistrust and hostility.
12. We do not pay sufficient attention to relationships.
13. We do not have a clear view of what is expected of us.
14. I do not feel strengthened by my colleagues.
15. Skills and information are not shared sufficiently.
16. The way an individual is valued has little to do with what is achieved.
17. There are too many secrets.
18. Managers do not plan for the future together.
19. A lot of time is spent 'defining' territory.
20. Etc (132 questions in total)

**‘BUILDING BLOCKS’ ANSWER MATRIX**

Follow the instructions given at the beginning of the questionnaire. In the grid there are 132 squares, each one numbered to correspond to a question. Fill in the top line first, working from left to right; then fill in the second and subsequent lines. Be careful not to miss a question. When you have considered all 132 statements, total the number of crosses in each vertical column and turn to the next page.

A	B	C	D	E	F	G	H	I	J	K
1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	15	17	18	19	20	21	22
23	24	25	26	26	28	29	30	31	32	33
34	35	36	37	38	39	40	41	42	43	44
45	46	47	48	49	50	51	52	53	54	55
56	57	58	59	60	61	62	63	64	65	66
67	68	69	70	71	72	73	74	75	76	77
78	79	80	81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120	121
122	123	124	125	126	127	128	129	130	131	132

Now write the score for each column here.

Column	Your Score	Team Building Block
A		Balanced roles
B		Clear objectives and agreed goals
C		Openness and confrontation
D		Support and trust
E		Co-operation and conflict
F		Sound procedures
G		Appropriate leadership
H		Regular review
I		Individual development
J		Sound inter-group relations
K		Good communications

The building blocks with the highest scores are the ones which if addressed will bring operational improvements at CLIENT.

During our time together with your group(s) we will expand on each one of these building blocks and each will be explained in greater depth. We will then deliver appropriate activities that will improve those building blocks that show the highest potential for improvement.

In addition, during our time together we will give staff at CLIENT the best grounding in team-working theory. This will include:

- What is a team?
- What is teamwork?
- Stages of team development
- Limitations of team building
- Role of the team leader
- Action planning
- Some ground rules to assist team development in CLIENT

This will provide a common framework and understanding for all employees at all levels. This in turn will help avoid many of the pitfalls and barriers you will all too easily come across when mobilising the un-doubted talent and abundance of common sense your people at CLIENT have and want an opportunity to display.

---

## PHASE 2 – DEVELOPING AND DELIVER TRAINING CONTENT

### PHASE 2 OBJECTIVE

- ***Develop the training content for the groups (teams) within CLIENT based on diagnostic needs assessment***
- ***Deliver the training content to identified individuals in identified groups***

Based on the outcomes of Phase 1 (diagnostic needs analysis) we will develop workshop content. This will be based on the following factors:

- Outcomes of Phase 1 (needs analysis)
- Analysis of trainees and their jobs - who will go through the development process in what team groupings is deemed appropriate

### ABOUT THE TRAINING DESIGNS

The different training designs which we can deliver are almost endless. A few examples are given to show how our material can be arranged for different purposes, though not at this stage to suggest actual designs for CLIENT, before the needs analysis phase has been agreed and completed. With this in mind and for example purpose the following training designs been purposely included. Each design varies in objectives, in duration and in participants.

1. **Improving our teamwork.** Designed as a 'starter' event to enable an existing team to explore the potential of, and need for, teambuilding. This design can be used with teams who are considering teamwork for the first time and need a general introduction as a prelude to further work.
2. **An introduction to team leadership issues.** This design will allow managers with no previous experience of teambuilding activities to begin examining their own role and behaviour in relation to the teams they are leading. Could be used with managers in CLIENT who have previously received no formal training, it will whet the appetite of many managers.
3. **An introduction to teamwork.** An introduction to team development for people who do not regularly work together and wish to be introduced to its potential. Could be used in CLIENT for a gathering of senior management who want to know more and learn about team development.
4. **Teamwork workshop.** A medium length event enabling people to familiarize themselves with essential theory and activities as a prelude to understanding teambuilding activities in their own teams/ organizations. The design can be used as the basis for public workshops where trainers and managers from different organizations can come together for two to three days (think customers / supply chain.)
5. **Improving my management of others.** A full day in which managers can assess their performance as team leaders and make plans to improve their future performance. A step on from design 2 this can be used where managers are prepared to invest a full day in examining their own strengths and weaknesses. This design was originally put together for a group of managers, each of whom managed individual plants, who met together for an annual business conference and wished to spend part of the time examining how they managed their own units.
6. **Depth teambuilding workshop.** A one week event in which a team can work seriously on the fundamental issues which will improve its functioning and prepare plans for the future.
7. **Understanding teamwork.** A one day event for those who need to understand the theory of team development but who do not regularly work together. The design can be used with a group who have had little experience of teambuilding.

---

## EXAMPLE TRAINING DESIGN 1: IMPROVING OUR TEAMWORK

### Objectives

To provide an opportunity for teams to understand:

- The importance of teamwork.
- Its relationship to other organizational problems.
- The need for improvement.

### Time required

- Approximately 1 day.

### Participants

- Teams who regularly work together and have not previously been exposed to team theory/ activities.

---

## EXAMPLE TRAINING DESIGN 2: AN INTRODUCTION TO TEAM LEADERSHIP ISSUES

### Objectives

To provide an opportunity for team leaders to:

- Question their assumptions and beliefs about the management of others.
- Examine their performance in working with others.
- Consider the theory of effective team leadership.

### Time required

- Approximately 4½ hours.

### Participants

- Anyone with responsibility for the leadership/management of teams.

---

## EXAMPLE TRAINING DESIGN 3: AN INTRODUCTION TO TEAMWORK

### Objectives

To provide a basic introduction to teamwork issues by:

- Explaining basic teamwork theory.
- Experiencing simple teamwork activities.

### Time required

- Approximately 3 hours.
-

### Participants

- Anyone who has not experienced teambuilding activities previously.

---

### EXAMPLE TRAINING DESIGN 4: TEAMWORK WORKSHOP

#### Objectives

To provide a medium length training experience in which participants can:

- Explore the importance of effective teamwork.
- Understand basic teamwork theory.
- Consider particularly issues of balanced roles, management style, support and trust, co-operation and conflict.
- Receive practical guidance and ideas on assessing teamwork problems and beginning to improve teamwork.
- Develop action plans based on the above.

#### *Time required*

2 days.

#### Participants

- Key managers in organization.

---

### EXAMPLE TRAINING DESIGN 5: IMPROVING MY MANAGEMENT OF OTHERS

#### Objectives

To provide an opportunity for team leaders to:

- Question their assumptions and beliefs about the management of others.
- Assess their personal performance in working with others.
- Obtain basic guidance on applying this learning in their particular work situation.

#### Time required

- 1 day

#### Participants

- Managers and supervisors who normally lead teams.

---

## EXAMPLE TRAINING DESIGN 6: DEPTH TEAMBUILDING WORKSHOP

### Objectives

To provide an opportunity for team members to:

- Understand the importance of teamwork.
- Relate this to operational plans.
- Analyse team development needs.
- Prepare action plans for teamwork improvement.

### Time required

- 5 days.

### Participants

- Intact work group or leaders of a number of teams.

---

## EXAMPLE TRAINING DESIGN 7: TEAMWORK ISSUES

### Objectives

- To promote understanding of team development theory.

### Time required

- 1 day.

### Participants

- Groups of individuals who need to understand the basics.
- They need not normally work together.

## PHASE 3 – POST TRAINING IMPROVEMENT PROCESS

### PHASE 3 OBJECTIVE

- **To achieve broad base improvements by applying the new knowledge and understanding gained by CLIENT staff to the improvement of the day-to-day business of the organisation.**

### THE BUILDING BLOCKS CHECKLIST AND REVIEW PROCESS

This simple checklist approach enables a team to undertake an on-the-spot review of performance after the completion of an everyday activity or task. It will also provide a checklist of improvement targets for future activities or tasks.

- First ask each team member to complete the *Review Sheet* answering each question Yes or No.
  - Then pool the answers to each question by adding up the Yes answers to arrive at a ranking for each of the eleven items. Record the results on the ranking sheet.
- Next discuss the ranking which is thrown up by the pooled results. Spend five or ten minutes discussing each item and inviting those whose answer was in a minority to explain their reasons.
  - In the light of the insights gained, use the *Re-Ranking Sheet* to re-rank items as a team.
- Now pick two or three of the weakest items and brainstorm ideas on how the team can improve performance.
  - Develop a checklist to use on further tasks / activities, use the *Performance Improvement Checklist* sheet to record the conclusions.

Table 2: Task / Activity Sheet

Review Sheet	Yes	No
1. Did we have the right mix of team members?	<input type="checkbox"/>	<input type="checkbox"/>
2. Were we clear about what we wanted to achieve?	<input type="checkbox"/>	<input type="checkbox"/>
3. Were we sufficiently open and did we confront the real issues?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did we support and trust each other?	<input type="checkbox"/>	<input type="checkbox"/>
5. Did we co-operate with each other and use the conflict of ideas and approaches productively?	<input type="checkbox"/>	<input type="checkbox"/>
6. Were our working procedures and decision making strategies sound?	<input type="checkbox"/>	<input type="checkbox"/>
7. Were we well led?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did we review whether we could operate in a better way?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did we utilize opportunities for development?	<input type="checkbox"/>	<input type="checkbox"/>
10. Were our relations with other groups productive?	<input type="checkbox"/>	<input type="checkbox"/>
11. Did we communicate well?	<input type="checkbox"/>	<input type="checkbox"/>

The process can be repeated, as often as the team feel that the exercise is valuable.

Table 3: Ranking Sheet

Item	Building Block	Ranking
1.	Balanced roles	
2.	Clear objectives and agreed goals Item	
3.	Openness and confrontation Item	
4.	Support and trust Item	
5.	Co-operation and conflict	
6.	Sound procedures	
7.	Appropriate leadership	
8.	Regular review	
9.	Individual development	
10.	Sound inter-group relations Item	
11.	Good communications	

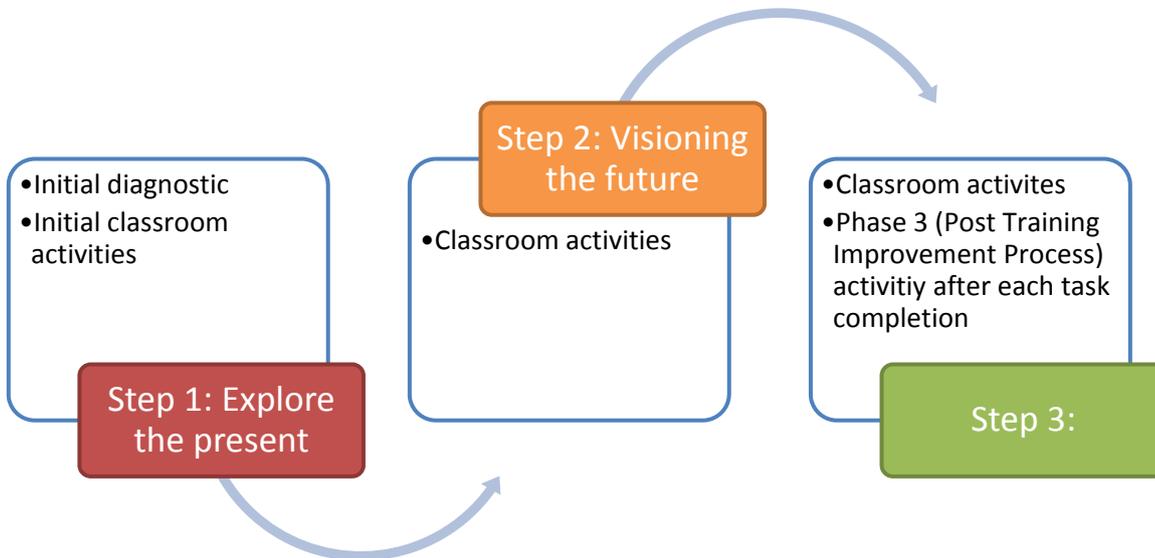
Table 4: Re-Ranking Sheet

Item	Building Block	Re- Ranking
1.	Balanced roles	
2.	Clear objectives and agreed goals Item	
3.	Openness and confrontation Item	
4.	Support and trust Item	
5.	Co-operation and conflict	
6.	Sound procederes	
7.	Appropriate leadership	
8.	Regular review	
9.	Individual development	
10.	Sound inter-group relations Item	
11.	Good communications	

Table 5: Performance Improvement Checklist

Performance Checklist Sheet	
<b>Item for Improvement:</b>	
<b>Checklist:</b>	
<b>Item for Improvement:</b>	
<b>Checklist:</b>	
<b>Item for Improvement:</b>	
<b>Checklist:</b>	

---

**ADDENDUM**
**Overview of the Development Process****Step 1: Exploring the present**

Your present situation must be explored as thoroughly as possible (and it will be if you select us to undertake your team development project.) This includes looking at all factors involved, rational and irrational, positive and negative. Although we tend to see the world and ourselves only from one point of view, other individuals and teams can give us information from different viewpoints, thereby challenging our assumptions. This helps to explore the present more fully.

**Step 2: Visioning the future**

Unless your teams are to drift from situation to situation at the mercy of circumstance, it is necessary to have clear aims and objectives that are tangible expressions of desires and needs. A vision of the future is a very important tool for assisting change. It provides motivation and increases the will to succeed. Without aims, teams cannot bring their tenacity, drive and creativity into play. The absence of genuine desire frequently undermines achievement and development.

**Step 3: Bridging the gap**

The third step in the process of change bridges the gap between the present situation and what the team wishes to achieve. After goals and targets are identified, resources need to be identified and allocated. The importance and difficulty of the planned change govern the quantity and quality of the resources that need to be mobilized. Important tasks require significant effort, and, as every team know, there is a greater risk of failure when a team embarks on a programme of change with insufficient resources – a 1 day training event for all or part of your team is unlikely to be successful.

Learning needs vary according to circumstances and situation. Sometimes new ideas or techniques are needed; at other times the priority is application.

### **Note on reviewing the results of the diagnostic exercise and explanation of the team building blocks**

- Results discussed with group
- Summary of the results given to the group. Top 3 or 4 areas of concern highlighted by the exercise i.e. those top scoring/ ranking dimensions from the 9 team building blocks being evaluated by this exercise. Also high scoring individual questions highlighted and discussed.
- General discussion, with the group, questioning the group's thoughts and feelings on the outcomes of the exercise.
- Ask for agreement on the team building blocks diagnostic exercise. Has it articulated the reasons for initial dissatisfaction – reason to come together and develop an improved approach to work at TNS?

---

### **EXAMPLE TEAM ACTIVITY**

#### **Inter-group feedback**

##### **Purpose**

- To develop open communication with other teams in the organization.

##### **Method**

This activity collects information from other teams about how they view your team. The information is collected by a project group leader.

- Their task is 'To interview representatives of other teams in the organization to discover what they think of us. You should prepare a report for senior management suggesting how we could improve our image amongst the other teams.
- Not all teams should be included, only those with whom the team has regular contact as a supplier of goods or services or receiver of goods or services.
- The project group is given guidance on how it should collect information. Project group members develop an interview schedule using the questions included in the Inter-Group Questionnaire overleaf.
- Members of the project group visit the selected teams and conduct interviews based on the Inter-Group Questionnaire. It is important to collect sufficient information to provide a cross-section of all groups.
- The information is then presented in a form which ensures that a factual picture emerges. The report should include a summary of the information and recommendation for action.
- Following a discussion between the top team and the project group plans are established to implement improvements.

The process should be repeated after three months in order to determine whether improvements have been effected.

#### **Inter-Group Questionnaire**

1. What do you believe that our team does?
  2. What things do we do well?
  3. What things do we do badly?
-

4. What things would you like us to do differently?
5. How would you describe the quality of what we do?
6. How important to you is it that we perform our function well?
7. What do we do which helps your performance?
8. What do we do which hinders your performance?
9. What do you find particularly helpful and why?
10. Who do you find unhelpful and why?
11. What do we communicate well which you need to know?
12. What do we fail to communicate or communicate badly which you need to know?
13. How could we improve our communications with you?
14. What sorts of things do other teams in the organization do better than us?
15. Could you suggest any ideas that you have not already mentioned that would help us improve our relationship with your team?

### SOME NOTES ON ACTION PLANNING

Action planning is vital if CLIENT’s organisational development efforts are to succeed. It also needs to be part of a simple framework which includes identification of needs and subsequent review of action. In any development activity the simple framework shown below will help you in evaluating our services.

This proposal via our phased approach embeds the simple improvement framework in the callout opposite.

It is not advisable to start action planning until you and Accel have identified the need and are always able to review progress during and after the action.

- In this proposal the needs of your team will be identified and agreed as part of Phase 1.



Action planning can be as simple as following the checklist of questions given below, an approach which will help ensure that:

- Needs are identified
- Needs are agreed
- The right people are involved
- Action is practical and appropriate
- The right resources are used
- Other implications are considered
- The right time scale is adopted
- Results are used as a basis for further improvement.

As you will have observed that this (improvement) framework is built into our organisational development blocks process and we, when working with you to achieve your objectives, strongly suggest it be built our business relationship with you. Development any organisational sense is not a one shot deal, it is a continuous process and we wish to work with you over the longer term.

To that end kindly review the checklist that follows.

## CHECKLIST APPROACH TO ACTION PLANNING

Some typical examples for consideration are listed below each question. Again it is emphasised that having all staff in an identified team, complete the team building blocks questionnaire will identify the development needs and gain (democratically) agreement. Commitment will then flow!

### 1. What is the need?

- Don't know at this stage
- To improve openness.
- To develop a more effective form of leadership.
- To improve our decision-making ability.
- To clarify our objectives.
- To generally review and improve the way we operate as a team.

### 2. Is this need agreed by those affected?

- Has everyone been consulted?
- Have we ensured commitment?
- Do we have to spend more time agreeing needs?

### 3. To whom does it apply?

- The top team.
- The whole team.
- Leaders of different teams.
- A particular region / geo location.
- Task groups.
- An individual.

### 4. How will we know if we have been successful?

- Are we sure of our development objectives?
- Are they measurable?
- Can other people help us to evaluate?
- What behavioural changes do we expect?

### 5. Is anyone else likely to be affected?

- Other teams or departments.
- The organization as a whole.
- Other team leaders.
- Do we need approval?

### 6. What methods, techniques or actions shall we adopt?

- Teambuilding activities
- Other activities and techniques known to me.
- Other sources of ideas.

### 7. What other resources will we need?

- Are we (or I) competent to undertake the activities?
  - Do we need external help?
  - Can other departments or teams help us?
  - Do we need to get out of the work situation?
-

**8. What time scale shall we adopt?**

- 1 month
- 1 year
- Longer than a year

**9. How shall we review progress?**

- By self review.
- By process observation.
- By regular specific review meetings.
- By other (Accel) review methods

**10. How will we assess whether further action is necessary?**

- Should we evaluate our effect on others?
- Should we analyse our needs again?