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ORIGINAL

GOVERNMENT
CAPACITY
SHARING
PROGRAM

Department of Housing
and Urban Development

Office of Policy Development
and Research

HUMAN FACTORS IN PRODUCTIVITY IMPROVEMENT PROJECT VOLUME 2—TEAMBUILDING WORKSHOP MODULES

by Organizational Development & Training Team,
City of San Diego

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FOREWORD

In recent years, the Office of Policy Development and Research of the U.S. Department of Housing and Urban Development, in partnership with state and local governments, has been concerned with improving the delivery of public services. Four related programs have been sponsored since early 1974:

- *Capacity-Building Demonstration Program* — Strengthening the capabilities of local officials to fulfill their overall policy development, resource allocation, and management responsibilities. (1974-1976)
- *Capacity-Building Energy Conservation Program* — Promoting the practical application of technology and management to conserve energy. (1975-1977)
- *Capacity-Sharing Productivity Improvement Program* — Promoting the transfer and implementation of practical approaches to improve state and local government productivity. (1976-1979)
- *Financial Management Capacity-Sharing Program* — Collaboratively responding to the increasing problems facing local governments in their financial management practices. (1978-1980)

The products and practical tools from the first two programs have been available since early 1978. We are now making available the products from the capacity sharing productivity improvement program. Eighteen projects involving over 200 local governments have produced more than 85 training manuals, case studies, handbooks and computer programs.

Developed, tested and implemented by state and local governments, these products, in most cases, have also been carefully assessed by an independent contractor, SRI International, and a statement of its assessment is included with each product. In those cases where the results were inconclusive, the reader is so advised. For many of the projects, we are also publishing a complete assessment report. In other words, we have done our best to assure you that the products are sound and useable.

Five summary booklets that highlight the results from all eighteen projects and provide ordering information for their publications are available from HUD. Descriptions of the booklets and ordering information are given at the end of this volume.

Donna E. Shalala

Donna E. Shalala
Assistant Secretary for Policy Development
and Research

ASSESSMENT STATEMENT

IMPACT ON SERVICE DELIVERY

The principle objective of this project was to ascertain what impact will organizational development efforts have on morale, worker productivity, and customer satisfaction. The Communications and Electrical (C&E) Division of San Diego was the test site. The project used control groups in the Long Beach, the San Diego Building Division and a group from District Eleven of CALTRANS. The employee survey data as a whole indicate substantial gains in morale. This is matched by an equally impressive improvement in job satisfaction as measured by absenteeism, turnover, utilization of training opportunities and, and grievances. Customer satisfaction surveys indicate high ratings both before and after the intervention. Finally, the productivity of the two work units measured jumped 29% after the intervention began and steadily continued to climb during the project. Similar improvements were not attained by the control groups.

IMPACT ON COST/COST OF IMPLEMENTATION

The project has analyzed cost and estimates that it would take $40,000 to repeat this effort for a target group of 100. A complete budget is provided in the Case Study. Cost savings attributable to the project were computed to be approximately $129,000. These savings are a result of improvements initiated during the project. It is anticipated that many of these savings will have long term cumulative impact.

SPECIAL REQUIREMENTS FOR IMPLEMENTATION

Qualified organizational development specialists are essential to the replication of these techniques elsewhere. Outside consultants may be required if such specialists are not part of the jurisdiction's staff. Local universities may have specialists on their teaching staffs willing to participate in such a project.

TRANSFERABILITY

The organizational development processes employed in this project are transferable. The problems addressed by the project are common to other local governments. The extensive evaluation certainly need not be replicated elsewhere although some monitoring of impact is essential. What is generalizable from the San Diego experience is:

- Organizational development did have a positive impact
- Management commitment is essential
- Qualified specialists must be used
- Organizational development interventions take time (at least a year).

SIMILAR PROJECTS ELSEWHERE

While organizational development has been used in other state and local government agencies, this project is the first known comparative evaluation of the use of organizational development in a local government setting. Control groups were identified and monitored for comparative performance measurement.

Prepared by SRI International, Menlo Park, CA 94025 February 1979

Human Factors In Productivity Improvement Project
Volume 2

TEAMBUILDING WORKSHOP MODULES

Prepared for: Office of Policy Development and Research
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CAUTIONS

Many managers, who desire to improve their organizations, confuse organizational development with management training. The difference is more than semantics. Organizational development is a planned change process using behavioral science techniques to make organizations places where individual growth efforts contribute to the achievement of organizational mission. By contrast management training focuses on the development of the competencies and attitudes of the individual. The confusion derives from the fact that organizations can effectively use some management training to foster systemic development and growth. When training is used in an organization development process it is only one instrument from a tool chest which includes: on the job training, teambuilding, structural change, job enrichment, action research, survey feedback, conflict management, business logic and management science.[1]

We used teambuilding workshops as *one* intervention in our organizational development effort in the Communications and Electrical Division of the City of San Diego. Teambuilding workshops nominally can be called training, because in such workshops individuals do improve their communication and interpersonal relations skills. However, the following workshop modules constitute a teambuilding intervention in an organizational development process employing the action research model.[2] Individual modules use some training techniques, but the objective of the workshop is to feedback and clarify data from earlier surveys and interviews so that workgroups can further identify organizational issues and begin planning actions to resolve the issues. Therefore we caution readers that they might find these modules inappropriate for management training. We further caution readers that these modules were designed to accomodate the specific needs of a particular organization after all personnel had been both surveyed and interviewed. The modules are an accurate record of what was planned for one specific

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[1] For a further discussion of the difference between training and organizational development see: Burke, W. and Schmidt, W. "Management and Organization Development" *Personnel Administration*, 1971.

[2] The Action Research Model is described in Chein, I., Cook, S., and Harding, J. "The Field of Action Research", *American Psychologist*, 1948, Vol. 3, 43 - 50. Briefly, the action research model progresses through stages of gathering data, feeding information back to the organization's personnel, planning, and implementing change and evaluating the results of the entire intervention with a view toward repetition of the process in order to deal with new and unresolved issues.

situation, but they will not necessarily fit other situations. Change agents whose objectives are organizational development will find the modules a useful *guide* for designing their own teambuilding interventions. However, the activities will need to be altered to fit the needs of the client. In fact, assessment of client needs may reveal that teambuilding is not even an appropriate intervention. Workshops of some sort might still be called for, but they should then be tailored to organizational needs.

GENERAL

STRUCTURE

WORKSHOP FORMAT

The attached workshop format was designed to improve the organizational effectiveness of the Communications & Electrical Division, Department of Transportation, City of San Diego. The *twenty-four hour* program is conducted in two phases during a *three day* period. Phase one is preparatory development of individual and team work related skills. (See items 1 - 10 of the workshop design.) Phase two uses the newly improved skills to solve problems related to organizational issues. (See items 11 - 16 of the workshop design.) The program results in the development of an action plan for improved organizational functioning.

WORKSHOP AGENDA
COMMUNICATIONS & ELECTRICAL DIVISION

1. Welcome
2. Introductions
3. Workshop Overview - Review General Survey Results
4. Agenda
5. Expectations
6. Self Awareness
    a. Johari Window
    b. Strengths Exercise
    c. Feedback Guidelines
7. Organizational Communication
    a. One-way vs. Two-way Communication
    b. Self Assessment of Comunication Style
8. Conflict Management
9. Problem Solving/Decision Making
10. Leadership/Followship Styles
11. Role Clarification
12. Motivation/Job Enrichment
13. Feedback of Survey/Interview Data (Specific)
14. Validation of Organizational Issues
15. Creative Problem Solving
16. Action Planning

ABRIDGED WORKSHOP AGENDA
COMMUNICATIONS & ELECTRICAL DIVISION
(WORK GROUP LEVEL)

We designed the following abridged version of the OD&T workshop for use in two day teambuilding sessions at the workgroup level. The two-day version follows the same general format as the three-day version. Skills are developed in the first phase and the skills are used for problem solving in the second phase. As in the longer version, the abridged program results in development of an action plan for improved organizational functioning.

1. Welcome
2. Introductions/Get Acquainted
3. Workshop Overview/Agenda
4. Expectations
5. Feedback Skills
    a. Johari Window
    b. Strengths Exercise
    c. Feedback Guidelines
    d. Communications Self-Assessemnt
6. Role Clarification
7. Job Enrichment
8. Feedback of Survey Data
9. Validation of Organizational Issues
10. Action Planning

WORKSHOP CHECK LIST

1. Verify dates and times.
2. Arrange for location (visit if possible).
3. Obtain any special information regarding location, i.e. parking gates.
4. Verify entry arrangements at location.
5. Arrange for coffee and . . . (Who's responsible?).
6. Verify coffee materials supply (pots, doughnuts, sugar, cream, napkins, stirrers, etc.).
7. Have handouts reproduced in adequate number.
8. Obtain list of participants' names.
9. Have pre-session briefing with supervisors.
10. Make tour of workshop group's work place.
11. Check availability and supply of:
    a. Chart pad and easel (if two groups, need 2)
    b. Felt pens
    c. Note paper and pencils for participants (modest supply)
12. Check availability of restaurants in area.
13. Verify Superintendent's presence at opening session.
14. Verify presence of supervisor's superior at closing.

PREBRIEFING GUIDE

FROM: Organizational Development Workshop Staff

TO: (Supervisor of workshop work group) TIME: 1 Hour

1. *Purpose.* To provide you with information necessary to conduct a successful workshop.
2. *Items to be covered.*
   a. Confirming administrative information.
   b. A Discussion of workshop goals and procedures.
   c. Activities requiring your personal preparation.
   d. General guidelines applicable during the workshop.
   e. Obtain information on organization structure and functioning.
3. *Confirming Information.*
   a. Dates of the workshop are ______________________________.
   b. Location of the workshop is ______________________________.
   c. Workshop times are from ______________ to______________.
4. *Overview of workshop concepts and procedures.*

The activities included in the design of this workshop represent a planned and systematic effort to improve the efficiency and effectiveness of your organization through the chain of command. The workshop sequentially develops individual skills, then within-team skills, and then between-team skills.

The workshop activities are designed to provide skill development in awareness, communication, creative problem solving, decision making, conflict management, leadership role clarification, development of issues, goal setting and action planning. It is essential that participants develop individual and team skills before they address organizational issues.

The quality of the results obtained will be mainly a function of the interest and commitment shown by you and organizational members. Basically your organization will provide the content for the workshop and our staff will provide the methods and assistance in meeting your objectives.

Throughout the workshop emphasis is placed on proper use of established lines of responsibility and authority.

5. *Personal Preparation.*

Your individual preparation will be required for the following activities:

ACTIVITY	*RECOMMENDATION*
1. Send letter announcing workshop to participants.	a. One week prior to workshop, send letter to participants announcing workshop.
2. Workshop opening remarks.	Within a 15-minute period address: a. Your organizational objectives for the workshop (what you expect to be accomplished). b. Your personal objectives (what you personally hope to obtain from the workshop). c. What will happen to recommendations developed during the workshop. d. Your solicitation of honest inputs from all participants without fear of reprisals. e. Introduce the workshop staff using biographical information provided.
3. Designation of contact person for interviews.	Appoint a contact person who is responsible for arranging for personal interviews.
4. Closing remarks.	Within a 15-minute period cover: a. Your estimate of the achievement of organizational objectives. b. Your estimate as to the fulfillment of your personal objectives. c. What you intend to do as a next step.
5. Post workshop letter report.	Within one week after conducting the workshop provide a letter to the Organizational Development Section covering: a. The value of the workshop to your organization. b. How potentially useful you consider your developed plan. c. Recommendations for workshop improvement.

6. *General Guidelines.*

It is anticipated that the following guidelines will be in effect during the course of the workshop:

a. All participants be available on a full time basis during the scheduled hours.

b. Telephone calls and other interruptions be minimized. Recommend that individuals plan to participate as if they were at least 1000 miles away from their place of work.

c. Individual consulting services will be available to you throughout the workshop through the senior staff member.

7. *Assistance.*

Your point of contact for this workshop is ______________________ he/she can be reached at______________________________.

Proposed Participant Information Letter

FROM:

TO:

SUBJECT: Organizational Development Workshop

1. I have selected you as one of the key members of our organization to participate in a workshop designed to increase our effectiveness in working together as a team. Members of the Organizational Development staff will assist by providing us with procedures whereas members of our organization are expected to provide the input, interest, and commitment.
2. My overall goal is to achieve the highest level of performance possible by making use of the most advanced management tools available. This program has my unqualified support and I encourage you to take advantage of this opportunity to strengthen our organization.
3. Enclosure one (1) contains answers to some commonly asked questions about the workshop methods, expected payoff for you, and some ground rules.

Enclosure

Answers to Common Questions

Main Points

1. **Why you?**

   As a key member of this organization, your input is considered important and essential to the accomplishment of our goals.

2. **What are we going to do here?**

   a. To take an honest look at how we function together with the idea of building on our strengths and identifying areas in need of improvement.

   b. Provide the opportunity to improve some human relations skills (communication, etc.).

   c. Provide the opportunity to obtain some knowledge about how people and organizations function.

   d. Some methods that will be used include:

      1. Group discussion
      2. Problem solving in work sections
      3. Short lecturettes (a "quickie" lecture).

3. **How can you use it?**

   a. On the job to improve your ability to:

      1. Communicate more and effectively
      2. Manage normal conflict productively
      3. Be more productive within your section and with other sections.
      4. Solve problems
      5. Make decisions
      6. Set clearer goals.

4. **What will it cost you?**

   a. A few days of your time

   b. Active participation

   c. Willingness to try systematic approach

   d. Being honest with superiors, peers, and subordinates.

5. **Workshop ground rules.** In order to obtain the best possible results from the workshop it is suggested that the following "ground rules" be in effect:

a. The workshop is "owned" by members of the organization, whereas the consultant staff members will act as guides.

b. The consultant assigned to your group is not "in charge" – he/she may temporarily assume a leadership role to prevent the group from being ineffective.

c. The senior member of your section is "in charge". Other members may assist, as appropriate, in an active role so that the best results may be obtained.

d. All members have a responsibility for keeping track of time and for producing the desired outputs.

TRAINING

MODULES

WELCOME

OBJECTIVES

1. Participants will know the facilitators.
2. Participants will learn the purpose of the workshop.
3. The facilitator team will set an informal and comfortable climate.
4. Participants will introduce selves and "get words in the air".
5. Participants will feel more comfortable.
6. Participants will have some tensions relieved.

PROCEDURES

1. Introduce self and partner by name and organizational affiliation.
2 Each participant introduces self by name and position.

Materials:

Name tags (if necessary)

Easel and flip chart with names of facilitators and title of workshop.

INTRODUCTIONS

OBJECTIVES

1. The group will know trainers and their background.
2. The group members will know each other better.
3. Participants will become more relaxed.
4. Participants will develop listening skills.
5. Group will develop trust.
6. Group will feel more comfortable.

PROCEDURES

1. Each member picks a partner with whom he/she feels least acquainted.
2. Each member interviews that person without taking notes.
3. Each member introduces partner to the group.

Materials:

None

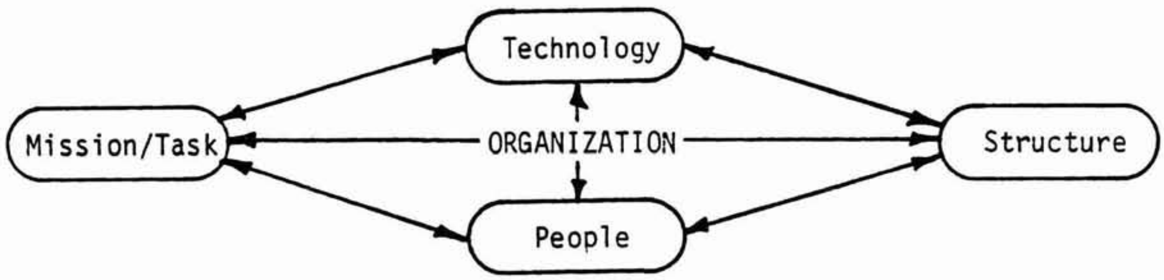
WORKSHOP OVERVIEW/AGENDA

OBJECTIVES

1. Provide a conceptual framework for workshop.
2. Short review of project to date – how this workshop fits in with other activities.
3. Review of general survey results – organizational strengths and weaknesses.
4. Participants will feel more comfortable with the O.D. process.

PROCEDURES

1. Facilitator briefs group on project.
2. Facilitator presents the French and Bell model[1] of organizations:



3. Facilitator explains that the technology, structure and mission are often well developed or operating effectively, while the relationships among people cause organizational dysfunction.
4. Using the procedures outlined on pp 30 - 34 of this manual, facilitator briefs group on survey results. (Facilitator might opt to present survey results later in the workshop if the group seems unready to deal with controversial results at this time.)
5. Facilitator presents workshop agenda. Use flip chart with summary of major events.

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[1] *Organizational Development* (see p. 78). Greatly condensed and simplified here.

6. Facilitator presents schematic diagram of procedure for resolving issues identified by the workshop. (See page 17 of this manual.)

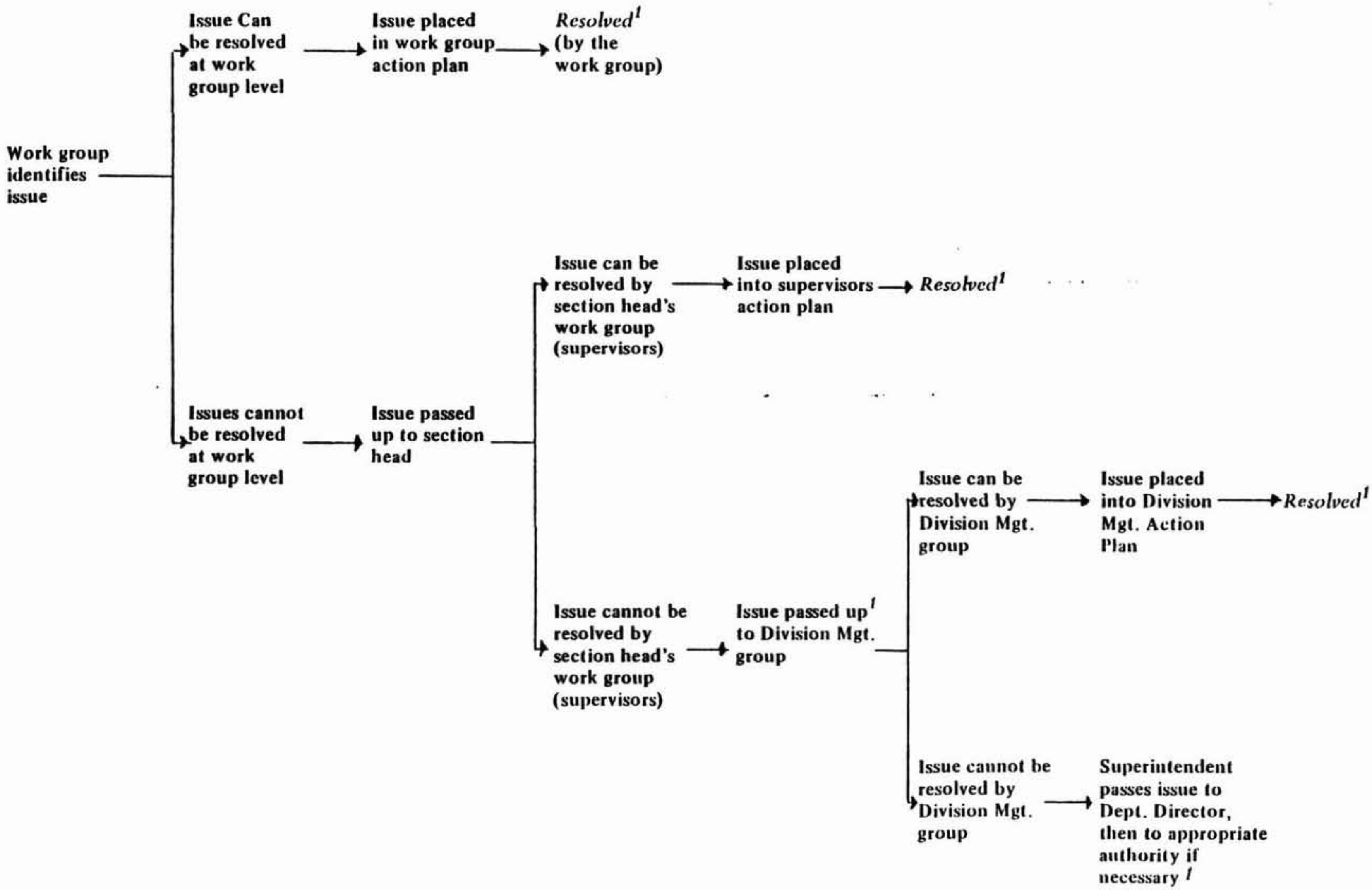
Materials:

Survey results on chart paper

Workshop agenda on chart paper

Schematic diagram: "Issues Identification and Resolution Process"

ISSUES IDENTIFICATION AND RESOLUTION PROCESS



[1] At each of these points, the status of the issue should be fed back to the work group.

EXPECTATIONS

OBJECTIVE

1. To inform facilitators and each group member of the workshop expectations of participants.
2. Active participation begins.
3. Participants begin to work toward achieving workshop goals.
4. If an expectation has not been accomodated by workshop design, then the design is modified or the participant is informed that the particular expectation won't be met.
5. Participants feel that their needs and expectations are being considered.
6. Participants feel ownership for workshop processes and outcomes.

PROCEDURE

1. Facilitator explains the brainstorming process to be used in generating list of expectations:
   a. Maximum data flow to be encouraged.
   b. No critical discussion of item suggestions, until full list is generated.
2. Facilitator or group member records expectations on flip chart paper as the group brainstorms its expectations. Facilitator wields pen or a member wields pen, depending on how much leadership has been accepted by the training group.
3. Expectations are matched against agenda. Expectations which won't be addressed by the workshop are identified. Necessary changes in agenda are made to accomodate previously unaddressed expectations, where possible.

SELF AWARENESS

OBJECTIVES

1. Learn some theories regarding interpersonal relations in work environments.
    a. Johari Window model of interpersonal communication.
    b. Characteristics of effective feedback.
2. Learn what strengths are possessed by group memebers.
3. Each participant will give strengths feedback to another group member.
4. Each participant will receive strengths feedback from another group member.
5. Feelings of group communication openness will be increased.
6. Group participants will feel more free to give feedback to each other.
7. Group participants will feel more receptive to feedback.
    a. "Johari Window" will be "opened" wider.

(SELF AWARENESS)

A – LECTURETTE: JOHARI WINDOW

GOAL

A. For participants to be able to understand open and closed behavior in relation to the Johari Window.

B. For participants to be introduced to the concept of feedback.

C. To encourage the development of increased open job related behavior in the work group.

II. Procedure

A. The facilitator begins with a lecturette to the work group on giving and receiving feedback, using the Johari Window Model. (She/He may furnish handouts of the Model or she/he may illustrate using newsprint.) Emphasis should be placed on how decreasing the "blind spot" or area unknown to self and decreasing the "facade" or area unknown to others will increase the "arena" or area known to everyone, thereby fostering openness. Facilitators are cautioned that many participants begin to verbalize resistance at this point. Facilitators should explain that disclosure is desired only in relation to behavior on the job.

B. The facilitator will find detailed information on the Johari Window in *The 1973 Annual Handbook for Group Facilitators*, pages 38 to 42 and 114 - 119.[1]

C. This lecturette is considered most effective when presented immediately after the "Get acquainted warmup Exercise" and just prior to the "Identification of Strengths Exercise".

III. Process. The facilitator should devote approximately 10 minutes to determine the extent to which the goals were achieved.

IV. Transition to "Identification of Strengths Exercise".

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[1] Pfeiffer and Jones, University Associates

(SELF AWARENESS)

B – STRENGTHS EXERCISES

GOALS

A. For participants to be able to identify and inform another person of strength qualities.

B. For participants to be able to tell another person about his/her strengths.

C. For participants to receive information on their own strenth qualities.

D. To create a nonthreatening environment for giving and receiving positive constructive feedback.

E. For participants to begin to develop skills in giving and receiving feedback.

II. Procedure

A. The facilitator introduces the exercise by explaining the goals of the exercise.

B. Participants are paired and asked to take three minutes to identify a strong quality in their partners. *Alternate Procedure: The entire group brainstorms the strengths for one member. The facilitator records the comments. Each member has a turn as the target for the strength bombardment.*

C. In the group setting, participants are then asked to tell their partners what the strength qualities are and to describe the demonstrated or perceived behavior which formed the basis of the choice. *Alternate Procedure: Each participant is given the piece of flip-chart paper on which his or her strengths have been recorded. The participant is asked whether the list of strengths is consistent with his or her self-image.*

III. Process – Use approximately 15 minutes in receiving reactions from the participants on the extent to which the goals were accomplished. Emphasize that the exercise was practice in the skill of telling other people how their behavior is influencing reactions to them.

IV. Transition to lecturette on the Rules of Feedback.

(SELF AWARENESS)

C – RULES OF FEEDBACK

GOALS

A. For participants to understand how to effectively give and receive feedback.

II. Procedure

A. The facilitator explains the definition of feedback to the group (which may be written on newsprint or a blackboard): "Feedback is a helpful way of informing a fellow worker how others react to on-the-job behavior."

B. The facilitator elicits from the group the following guidelines to be used when giving and receiving feedback:

(1) One's reaction to the *behavior should be described.* By describing one's own reaction, it gives the individual free choice to use the feedback or not to use it. Example: "When you yell at me in a loud voice, I tend to react by yelling back."

(2) *Specific* rather than general. Feedback is more useful when specific references are made to behavior. Example: "When you turned away from me as I was speaking, I reacted by not making any further suggestions."

(3) It is directed towards *behavior which the receiver can do something about.* Frustration is further increased when a person is reminded of some shortcoming over which he/she has no control, e.g., a speech or other physical defect.

(4) It is intended to be *helpful,* rather than to be destructive.

(5) It is *solicited,* rather than imposed. However, in this learning situation the environment is designed to encourage giving and receiving feedback freely.

(6) It takes into account the *needs of both the receiver and giver* of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

(7) Feedback should be *balanced.* This does not mean that all negative feedback needs to be sugarcoated, nor does it mean that positive feedback has to be paired with criticisms. It does mean that, when a long term relationship is considered, the communication channels should be used to convey both positive and negative messages.

(8) It is *timely*. Rather than store up numerous messages, which taken together are disturbing and overly vehement, give feedback regularly and while events are fresh. In general, it is most useful to give feedback at the earliest opportunity after the behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

(9) It is *checked to insure clear communication*. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what the sender had in mind.

(10) When feedback is given in a training group, both giver and receiver have an *opportunity to check* the accuracy of the feedback with others in the group. Is this one person's impression or an impression shared by others?

(11) Feedback should be *owned* by the giver and not attributed to others. Own your "stuff" and allow others to speak for themselves.

Feedback, then, is a way of giving help. It is a corrective mechanism for the individual who wants to learn how well his/her behavior matches his/her intentions and it is a means for establishing one's identity – for answering Who Am I?

The above rules are to be placed in a highly visible place for reference during future exercises.

ORGANIZATIONAL COMMUNICATION

OBJECTIVES

1. Group will understand some communication theory.
2. Group will know meaning of one-way and two-way communication.
3. Individuals will know characteristics of own communication style.
4. Participants will check communication more than previously.
5. Participants will assess own communication style.
6. Participants will feel more able to work through communication blockages in the workshop group.
7. Participants will feel more able to improve their group's process of communication.

(ORGANIZATIONAL COMMUNICATION)

A – ONE-WAY VS TWO-WAY COMMUNICATION

GOAL

To demonstrate the superiority of two-way communication.

II. Procedure

Detailed instructions for this exercise may be found in J. W. Pfeiffer and J. E. Jones *A Handbook of Structured Experiences for Human Relations Training, Vol. I,* University Associates, La Jolla, California, 1974.

(1) The facilitator takes a volunteer from the group to study the one-way communication diagram. (See Diagram 1.) The volunteer will turn his or her back to the group and deliver instructions on drawing the diagram. Alternatively the volunteer might tape record the instructions and the recording could be played to the group.

(2) While drawing the one-way communication diagram, group members are not permitted to ask questions or otherwise communicate with the volunteer.

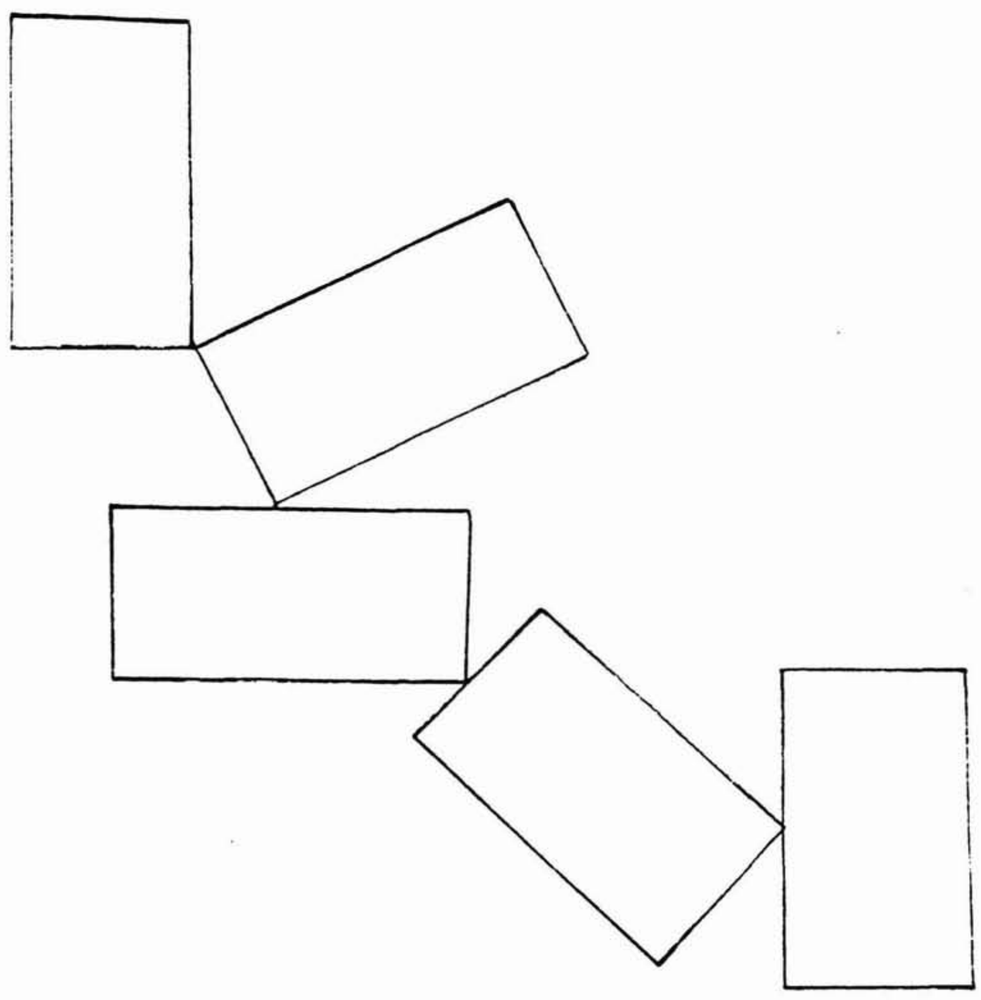
(3) The volunteer then delivers instructions for drawing the two-way communication diagram. (See Diagram 2.) The volunteer faces the group, may answer any questions from the group, may receive feedback, and can aid the group members in drawing the diagram by any oral communication methods. The volunteer may not show the diagram or draw it in the air with gestures.

(4) The facilitator will pass out correct samples of the diagram.

(5) Participants will check their diagrams for correctness.

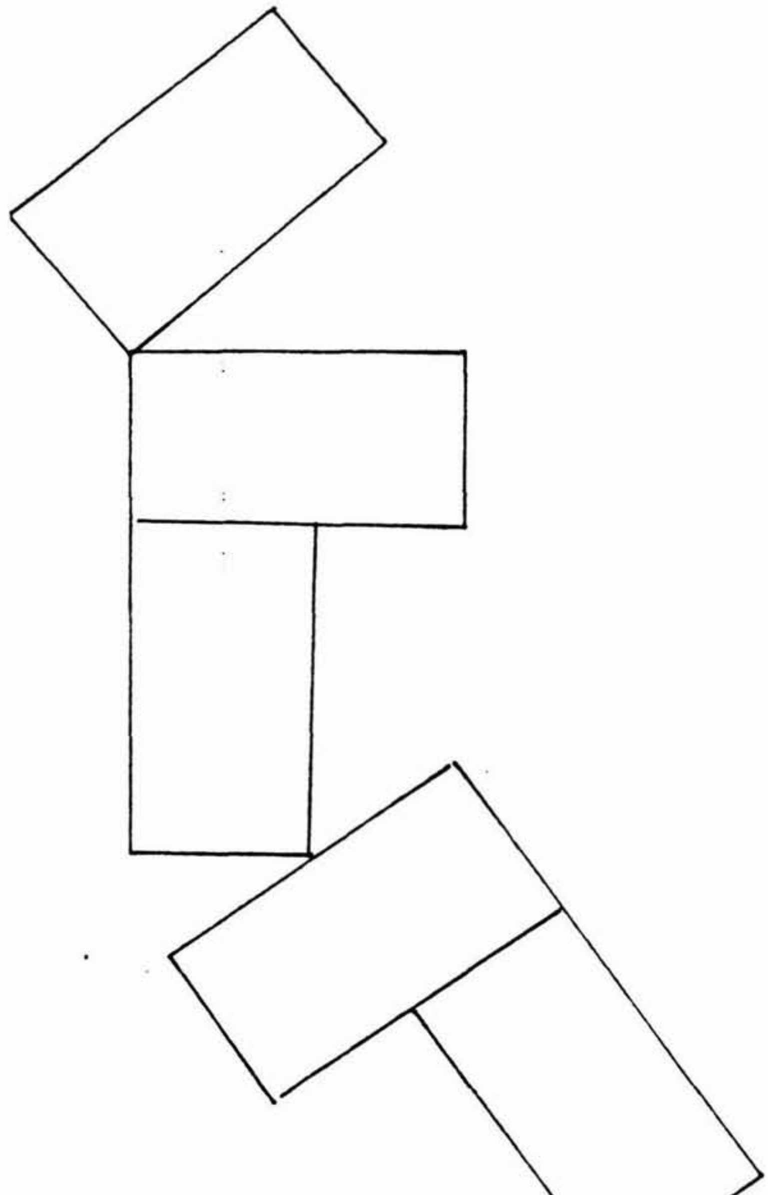
(6) The pattern of correct responses and affective reactions of the participants and the volunteers will be discussed.

DIAGRAM 1 – ONE-WAY COMMUNICATION



Instructions: Study the figures above. With your back to the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceeding one. No questions are allowed.

DIAGRAM 2 – TWO-WAY COMMUNICATION



Instructions: Study the figures above. Facing the group, you are to instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.

(ORGANIZATIONAL COMMUNICATION)

B – COMMUNICATION SELF ASSESSMENT

GOALS

A. For participants to develop listening skills.

B. For participants to develop verbal and nonverbal response skills.

C. For participants to develop verbal and nonverbal congruence skills.

D. For participants to develop skills in giving and receiving constructive feedback on how behavior is causing others to react.

E. For participants to develop trust.

II. Procedure

A. Facilitator introduces exercise by explaining the goals.

B. Have participants complete the communication self-rating sheet.

C. Ask for *volunteer,* in turn, to state to the group how he rated himself on each item. Provide the opportunity for each volunteer to receive feedback from each member of the work team on each item.

D. Facilitate the process. Insure that participants adhere to posted rules of feedback.

III. Process

Review the process in relation to the stated goals.

IV. Resources

A. Newsprint display of Rules of Feedback.

B. Communication self-rating sheets.

COMMUNICATION SELF-RATING SHEET

Instructions – Indicate the extent to which you think you presently communicate in each of the following categories. Rate yourself in relationship to peers, superiors, and subordinates.

1 = Very Little Extent   2 = Little Extent   3 = Some Extent   4 = Great Extent   5 = Very Great Extent

	PEERS	SUBORDINATES	SUPERIORS
1. I am able to listen without speaking, until the speaker has finished.			
2. I am able to effectively indicate that I am following the converstaion.			
3. I talk to, rather than about, people.			
4. I speak in a respectful tone of voice.			
5. I am able to accept positive feedback.			
6. I am able to accept negative, constructive feedback.			
7. I am able to give constructive feedback.			
8. My verbal and body language send the same message.			
9. I am able to maintain eye contact when communicating.			
10. I am able to change my point of view when communicating.			
11. I take the initiative in presenting my views.			
12. I am clear in expressing myself.			
13. I am able to constructively handle conflict situations.			

SURVEY FEEDBACK

OBJECTIVES

1. Participants will learn the purpose, methodology and content of the Survey of Organizations.
2. Participants will learn their workgroup's survey results.
3. Participants will informally analyze and validate survey results from their workgroup.
4. Participants will focus and specifically operationalize their general feelings about their workgroup.
5. The participants will become more aware of what issues affect the climate *within* the work group.
6. Participants will learn general results of the employee interviews.

PROCEDURES

1. Prior to the workshop, the workgroup's supervisor is given survey results in graph form.

   NOTE: The workgroup supervisor should be the first person in the client organization to see the survey results on his/her workgroup. If the O.D. effort is to succeed, the survey results should never be used to evaluate supervisors. Survey result information should remain within workgroups. On higher levels of the organization, survey results should be accumulations of data from all workgroups reporting to a manager.
2. At the workshop, show the workgroup its survey results.
3. The accompanying explanation of the survey subscales *(pp 32 - 34)* is distributed to workshop participants to aid them in interpreting results.
4. The facilitator briefs the workgroup on the definitions of the scales, the profile of the group and patterns in the data. For complete discussions of the validity design and administration procedures for the Survey of Organization see: J. C. Taylor and D. G. Bowers *Survey of Organizations*, Institute for Social Research, Ann Arbor, Michigan, 1972. For information on the use

and application of the Survey of Organizations for organizational development projects see: D. L. Hausser, P. A. Pecorella and A. L. Wissler, *Survey Guided Development: A Manual for Consultants*. Institute for Social Research, Ann Arbor, Michigan, 1975.

5. Provide participants with general impressions garnered from other surveying, unobtrusive data measurements and interviews within their work group.
6. Assist the group in interpreting the data.
7. Answer questions and allow the group to discuss implications of the surveys.

THE SURVEY OF ORGANIZATIONS QUESTIONNAIRE
DESCRIPTION OF INDICES AND COMPONENT ITEMS

ORGANIZATIONAL CLIMATE: *Refers to the organization-wide conditions, policies, and procedures within which each work group operates. These conditions and policies are created for a work group by other groups, especially by those above it in the organizational hierarchy. Climate conditions set bounds on what does and what can go on within any work group. Aspects of climate, as listed below, can help or hinder conditions within groups, or may do both at the same time.*

Climate Indices:

193. *Decision Making Practices:* measures whether those who make decisions in various instances are appropriate, and whether information needed by decision makers is accessible; also, whether organization members affected by decisions are consulted before decisions are made.
191. *Communication Flow:* the extent to which the flow of information throughout the organization is facilitated upward, downward, and in lateral directions or channels.
192. *Motivational Conditions:* measures several factors of organizational functioning which influence individual motivation on the job, including: the way disagreements across units are handled; the extent to which people are intrinsically or extrinsically motivated; and whether organizational conditions generally encourage hard work.
190. *Human Resources Primacy:* measures whether the organization values its people as worthwhile assets or resources by the way it organizes work activities, shows concern for employee welfare, and tries to improve working conditions.
196. *Lower Level Influence:* describes the influence which lowest-level supervisors and non-supervisory personnel have on departmental matters.

SUPERVISORY LEADERSHIP: *Comprised of interpersonal and task-related behaviors which describe the way supervisors are viewed by their subordinates. The following indices measuring the behavior of supervisors include two-part items which describe present behavior ("how it is now") and ideal supervisory behavior ("how you would like it to be") for the same question stem. Items and indices will be worded and numbered for the "actual" rather than "ideal" functioning, although index and item numbers for the ideal are provided.*

Supervisory Leadership Indices:

173. *Support*

whether supervisor's behavior lets his subordinates know that they are worthwhile persons doing useful work.

179. *Team Building*

measures whether supervisor's behavior encourages subordinates to develop close, cooperative working relationships with one another.

175. *Goal Emphasis*

measures whether supervisor's behavior stimulates a contagious enthusiasm among his subordinates for doing a good job (not pressure).

177. *Work Facilitation*

measures whether supervisor's behavior removes roadblocks to doing a good job.

PEER LEADERSHIP: *Comprised of interpersonal and task-related behaviors of work group members toward each other. Peer behavior is measured by items similar to those measuring supervisory leadership, and thus include both actual and ideal components of the same question.*

Peer Leadership Indices:

181. *Support*

whether behavior of group members toward one another contributes to their mutual feeling of being worthwhile persons doing useful work.

187. *Team Building*

measures whether behavior of group members toward one another encourages the development of close, cooperative working relationships.

183. *Goal Emphasis*

measures whether behavior of group members toward one another stimulates a mutually contagious enthusiasm for doing a good job.

185. *Work Facilitation*

measures whether behavior of group members is mutually helpful; whether group members help one another remove roadblocks to doing a good job.

195. *Group Process Index:* measures those things which characterize the group as a team and whether group members work together well or poorly. The way in which group members share information, make decisions, and solve problems determines the group's effectiveness and the quality of its outputs.

194. *Satisfaction Index:* measures whether organization members are satisfied with economic and related rewards, adequacy of immediate supervisor, effectiveness of the organization as a system, the job as a whole, compatibility with fellow work group members, and present and future progress within the organization. This index is a measure of output, reflecting the extent to which the foregoing measured areas function effectively.

CONFLICT MANAGEMENT

OBJECTIVE

1. Members will understand the meanings of dissonance, transcendance and avoidance.
2. To identify interteam problems which affect organizational efficiency.
3. To improve inter*team communication* skills.
4. To develop skills in inter*team conflict management*.
5. To develop inter*team negotiation skills*.
6. To develop skills in inter*team problem solving* and *decision making*.
7. To develop skills in inter*team cohesion, cooperation, and trust*.

PROCEDURE

1. Facilitator delivers lecturette on transcedence theory.[1]
2. Group discusses implications of theory on trust and cooperation in their workgroup.
3. Put the group into an activity that is likely to produce differences of opinion. (For example, have group suggest how the Retirement System should be modified.)
4. Tell the group that they must reach a consensus solution for the problem.
5. Observe the group as it progresses through the activity, paying particular attention to individual and group behavior when disagreement or conflict arises.
6. Upon completion of the activity, facilitators should focus the discussion on behaviors that occurred when conflict arose. All participants should receive feedback on their behavior when conflict arose.
7. Present conflict theory. (See 1 and 2.)
8. Discuss behavioral alternatives that are available when conflict arises.

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[1] For a complete discussion of transcendence theory see J. William Pfeiffer "Transcendance Theory" *The 1972 Annual Handbook for Group Facilitators.* John E. Jones and J. William Pfeiffer, Editors. La Jolla, CA:University Associates Publishers, 1972.

PROBLEM SOLVING/DECISION MAKING

OBJECTIVES

1. Participants will know the different decision making and problem solving styles that are available for their use.
2. The participants will become aware of their own problem solving and decision making styles.
3. Participants will become aware of how their work group solves problems and makes decisions.

PROCEDURES

1. Present the three major methods of group problem solving and decision making.
   - A. Majority
   - B. Minority
   - C. Consensus
2. Have participants reflect on the conflict management experience *and* examine how they made decisions during that experience.
3. Facilitate discussion of how the group makes decisions in the daily work routine.
4. Facilitate discussion of how each individual makes decisions during the daily work routine.

LEADERSHIP/FOLLOWSHIP STYLES

OBJECTIVES

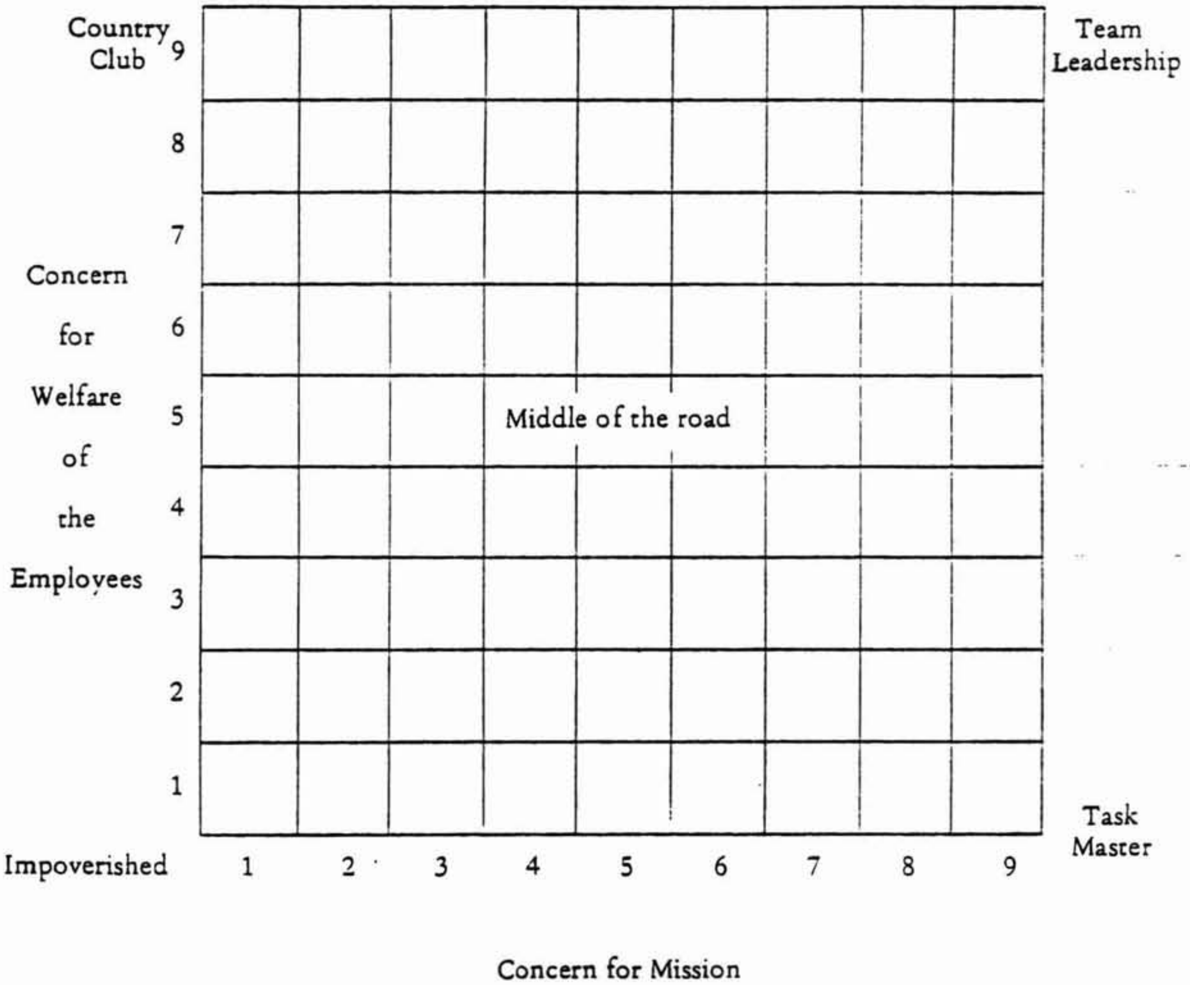
1. The participants will become familiar with the Blake-Mouton leadership grid and each of the managerial styles that it portrays.
2. Each participant will assess his or her own position on the leadership grid and plot his or her managerial style accordingly.
3. Each participant will give feedback to other participants on their leadership styles and will receive feedback on his or her own leadership style.
4. Participants will become more aware of how they perform daily leadership and management functions.

PROCEDURES

1. Present the Blake-Mouton Managerial Grid (see diagram 3). For a complete discussion of the Grid see: Blake, R. Mouton, J. and Bidwell, A. "Managerial Grid". *Advanced Management-Office Executive*. September, 1962.
2. Have each participant plot his or her own position on the managerial grid.
3. Have each participant plot the other participants' positions.
4. Have participants share their own grid positions and their perceptions of the positions of their fellow workshop participants.

MANAGERIAL GRID

1. Commitment
2. Creativity
3. Conflict



MOTIVATION/JOB ENRICHMENT

OBJECTIVES

1. The participants will understand the concept of job enrichment and Frederick Herzberg's dual factor theory.
2. Workshop participants will be able to identify hygiene factors in organizational functioning.
3. Workshop participants will be able to identify motivational factors in organizational functioning.

PROCEDURES

1. Facilitator delivers lecturette on Herzberg's dual factor theory and job enrichment.
2. Facilitator explains the role of Herzberg's "hygiene factors" as dissatisfiers. Facilitator explains the role of "motivation factors" as satisfiers. For a complete discussion of satisfaction and the dual factor theory see: Frederick Herzberg, "The Motivation-Hygiene Concept and Problems of Manpower", *Personnel Administration*, January-February 1964, pp. 3 - 7.
3. Participants discuss the application of job enrichment to their work environment.

ROLE IDENTIFICATION AND CLARIFICATION

OBJECTIVES

1. For each member of the team to become aware of the job responsibilities of other team members.
2. For each member of the team to identify and state his perceived job responsibilities.
3. For the team chief to become aware of and approve the stated job responsibilities of the team members.
4. To develop cohesion and cooperation within teams.

PROCEDURES

1. The facilitator introduces the exercise by explaining the goals.
2. The facilitator instructs each member to individually list, on the role clarification handout, the tasks included in his job. (This step allows team members to clearly think through their job responsibilities.)
3. The facilitator instructs the members to list job related tasks which they would like to do. (This step identifies for the team chief possible job dissatisfaction in which job enrichment might be appropriate.)
4. Each team member openly tells the group his perceived role, using his list as a guide. The facilitator insures that the defined roles are checked out with the boss and with other team members.
5. Each team member shares answers to the question: "The most important thing that ______________________ could do that would help me most in doing my job is . . . . .

PROCESS

1. The facilitator obtains reactions from the group on *how* the goals were accomplished.

ROLE CLARIFICATION EXERCISE

THE TASKS INCLUDED IN MY JOB ARE:	OTHER JOB RELATED TASKS I WOULD LIKE TO DO:	CHECK EACH OUT WITH:	
		BOSS	CO-WORKERS
1			
2			
3			
4			
5			
6			
7			
8			
9			

The most important thing that ______________________________ could do that would help me most in doing my job is:

NAME	THING
1. ____________________	______________________________
2. ____________________	______________________________
3. ____________________	______________________________
4. ____________________	______________________________
5. ____________________	______________________________

VALIDATION OF ORGANIZATION ISSUES

OBJECTIVES

1. Participants will understand the process of issues identification and validation.
2. Participants will generate a list of issues affecting their daily work situation.
3. Participants will separate those issues that they can ameliorate from those issues that they cannot ameliorate.
4. Participants will become aware of the major issues that affect others in their work group during their daily functioning.

PROCEDURES

1. In the group, have participants generate a list of issues that affect each of their daily work situations.
2. Have the participants separate issues into the following two categories:
   - A. Issues that they can solve.
   - B. Issues that have to be solved at a higher level in the organization.
3. The issues are dealt with by the organization in accordance with the schematic on page 17. Participants are reminded that issues passed up the chain of command will be resolved at the lowest practicable level. They are also reminded that they will be informed of current issue status *at* various times during the project.

CREATIVE PROBLEM SOLVING

OBJECTIVES

1. Learn the techniques of brainstorming.
2. Understand the creative problem solving process.
3. Participants will practice non-critically developing ideas in a group setting.
4. Participants will practice the probelm solving process for one of the issues generated during the validation of organizational issues.
5. Participants will feel that groups can generate a greater quantity and quality of ideas when communication flows freely.
6. Participants will feel that they have learned a technique for solving their work group's problems.

PROCEDURES

1. Explain to the participants the process of brainstorming:
   - A. Non-evaluation of ideas.
   - B. Recording all ideas indiscriminately,
   - C. Weeding out non-productive ideas after the complete list has been generated.
2. Have participants brainstorm a list of ways to improve a bathtub. The following is a typical list from one workshop:
   - A. Non-slip surface
   - B. Color tub
   - C. New type of fixtures
   - D. Glass enclosures
   - E. Seat
   - F. Insulation
   - G. Reading board
   - H. Sound (music)
   - I. Hand grip
   - J. Big enough for two or three
   - K. Longer
   - L. Gold fixtures
   - M. Built in lighting

N. Bar

O. Mirrors

P. Television

3. Explain the applications of brainstorming to the everyday work process.
4. Present the creative problem solving model.
5. Have the group choose an issue *from their list generated in the previous activity*.
6. Apply the creative problem solving process to the chosen issue. In the creative problem solving process participants brainstorm lists of restraining factors and aiding factors. Participants brainstorm a list of solution options and then a list of criteria for choosing among the options. It is important to keep participants from skipping directly to solutions before completing the investigation steps. Finally, the most attractive option(s) is/are chosen, by comparing the options to the selection criteria.

ACTION PLANNING

OBJECTIVES

1. Participants will understand the action planning process, and will know the appropriate format for a work group action plan.
2. Participants will put all issues that can be solved at the work group level into the action planning format.
3. Participants will assign and accept responsibility for problem solutions, with checkpoints and deadlines.
4. Participants will present to the next higher level of authority the issues that they can't solve themselves.
5. Participants will feel responsible for solving the work group's problems.
6. Participants will feel that steps can be taken to solve the work group's problems.
7. Participants will feel that higher levels of management in the organization have heard and will respond to their issues.

PROCEDURES

1. Present action planning format (i.e.: issues, who's responsible, checkpoint, when.)
2. Have participants put their issues into the format, and assign responsibilities and deadlines.
3. Have participants prepare, for presentation to higher authority, the issues that could not be resolved at the work group level.
4. Participants present unresolvable issues to the next level up in the organization.
5. Section head (next level supervisor) responds to the issues in one of the following ways:
   A. Will incorporate into his/her group's action plan,
   B. Resolves issue on the spot,
   C. Returns issue to work group for problem solving,
   D. Agrees to pass issue to next level above his/her position.
6. Follow-up by supervisors during the ensuing months is critical for institutionalizing the problem solving process.

Government Capacity Sharing Program

There are five overview booklets available from HUD that tell about this and other ideas developed and tested in the eighteen HUD-funded projects aimed at improving productivity in state and local government:

- **Practical Ideas for Small Governments Facing Big Problems** tells how local governments have designed energy conservation programs, personnel management and purchasing systems, have introduced performance menasurement and cost accounting, have improved permit application and licensing, and have devised a way to plan for large street and road projects.
- **Practical Ideas for the Government That Has Everything—Including Productivity Problems** describes ideas for solving problems affecting service efficiency or effectiveness, or employee morale. Street repairs, park maintenance, street and alley cleaning, and permits and licenses are some of the subjects.
- **Practical Ideas on Ways for Governments to Work Together** describes four intergovernmental projects and one public-private project. Subjects include joint provision of services, a successful environmental review team, energy conservation, personnel management, purchasing, developing cost accounting and performance measures, and drawing on the management experience available in the private sector.
- **Practical Ideas for Governments Facing Planning and Scheduling Problems** describes ways of coordinating public services and citizen responsibilities to improve services to a neighborhood, a method for planning large public works projects, a way of instituting quality control in parks maintenance, an information system designed for parks, methods for scheduling shift work equitably, and ways of locating emergency and leisure service facilities.
- **Summary of Productivity Improvement Projects** describes each of the eighteen projects carried out and lists over eighty of the documents produced on the projects.

A free copy of each can be obtained by writing to Division of Product Dissemination and Transfer, Assistant Secretary for Policy Development and Research, Department of Housing and Urban Development, Room 8124, 451 7th Street, S.W., Washington, D.C. 20410.