

# TEAM BUILDING



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Organization**

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# Introduction

The Team building tool is part of a series of tools and has been developed to support the Cancer control: Knowledge into action, WHO guide for effective programmes publication (<http://www.who.int/cancer/modules/en/index.html>). Team building is crucial to the development of effective cancer plans and programmes, and so is a multidisciplinary clinical team for the management of patient diagnosis, treatment and palliative care.

The tool is generic and can, therefore, be adapted to cancer as well as to other conditions and programmes where the team plays a core function.

# Acknowledgements

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This publication does not necessarily represent the decisions or the stated policy of the World health Organization.

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## 1. What is a team?

**Team:** Two or more people working interdependently towards a common goal. Getting a group of people together does not make a “team.” A team develops products that are the result of the team's collective effort and involves synergy. Synergy is the property where the whole is greater than the sum of its parts.

**Team Building:** The process of gathering the right people and getting them to work together for the benefit of a project. [Source WST] [http://maxwideman.com/pmglossary/PMG\\_T00.htm](http://maxwideman.com/pmglossary/PMG_T00.htm)

**Team Management:** The direction to a group of individuals who work as a unit. Effective teams are result-oriented and are committed to project objectives, goals and strategies.  
[Source PMDT] [http://maxwideman.com/pmglossary/PMG\\_T01.htm](http://maxwideman.com/pmglossary/PMG_T01.htm)

**Role:** A unit of defined responsibilities that may be assumed by one or more individuals.  
[Source SA-CMM] [http://maxwideman.com/pmglossary/PMG\\_R06.htm](http://maxwideman.com/pmglossary/PMG_R06.htm)

**Norms:** Acceptable standards of behaviours within a group that are shared by group members. They tell members what they should and should not do depending on the circumstances. In the work environment the most important norms deal with a performance-related process.

## 2. When to use teams?

There are several types of teams. The choice of type depends on the task to be performed, the organizational context and the resources available. Carefully consider if some routine tasks will need to be performed on an ongoing basis. A permanent core structure team at steering committee level may be considered. Its function will be to provide quality control regularly and the continuity needed to underpin such a large and ongoing programme (e.g. cancer control), and ensure the timely completion of projects within a set budget. Some examples are provided below:

**Table 1. Team typologies examples**

Dimension	Examples of team typologies
Goals and task	Problem-solving / developmental /etc.
Members	Single disciplinary team/ multidisciplinary team  Functional / cross-functional team: Intra-organizational team/ Inter-organizational Team
Size	Small (say 3-4 members) / middle/large (say 8 or more members)
Leadership	Manager led/ team leader/ self-directed work team

Interaction	Physical presence / virtual (online) / mix of the two
Time or work cycle	Temporary / permanent
Decision- making techniques	Interacting groups, brain storming, nominal group, electronic meeting

### 3. How can you select the right team for a project?

Having the right core team can make or break a project. Therefore, great care should be taken when selecting team members. It might be very useful to consider the following elements:

#### 3.1 Team size

#### 3.2 Overall team composition

#### 3.3 Team member selection and exclusion criteria

#### 3.4 Member recruitment process

#### 3.1 Team size

- Recommended size is a team of 3-12 members. A team of 5-7 members is the best.
- Small teams (3 or 4 members) work faster and tend to produce results quickly, but there is less diversity.
- Teams greater than 7 or 8 members require an expert facilitator and the creation of sub teams to operate effectively. They have the potential for generating more ideas and be more diverse.

#### 3.2 Overall team composition

Ensure that the team represents the stakeholders involved in the project. A well-rounded team includes a mix of members from relevant units/organizations involved in the project having a wide range of experience and skills. Consider members who:

- belong to relevant partners organizations or organizational units of the project
- have different abilities such as:
  - technical expertise and skills,
  - administrative skills (e.g. problem-solving and decision-making skills),
  - interpersonal and communication skills.

The team could include:

- People who understand the project very well such as, for example, those already working in cancer control (e.g. public health specialists, cancer institutes programme managers, cancer societies, professional associations, and cancer patient groups),
- People who are technical experts (e.g. health care providers from oncology services),
- People who can provide objectivity in the process and outcome (e.g. NGOs, community leaders, cancer patient self-help groups, non-health professionals),
- Suppliers (e.g. pharmaceutical department at the ministry, funding agencies).

### 3.3 Team member selection and exclusion criteria

You need the "best and brightest" on your team, but even those people must work well together for the project to succeed. When selecting team members, give preference to individuals who are:

- Concerned about and committed to the common purpose and goals (interested in the project)
- Enthusiastic
- Optimistic
- Creative, flexible and open minded
- Proactive
- Good team players:
  - Work effectively as a member of a team
  - Respect the values, beliefs and opinions of others
  - Relate to and interact effectively with individuals and groups
  - Are willing to cooperate to reach common goals
- Well respected among peers and other leaders
- Can devote time to the initiative.

It is also useful to develop your own "exclusion criteria" about team members. In cancer control planning, for example, those associated with tobacco production or promotion, or who may have business interests in the project should not be included. Members should not be selected merely because of their high position within the system. They can be very as advisers or facilitators in a team, but may not be able to devote time for field work, such as data collection in a needs assessment team.

Professionals from various disciplines should be chosen e.g. nursing, general medicine, specialties like gynaecology and oncology, surgery, public health, sociology, economics or management.

### 3.4 How to recruit the best members for your team?

- Keep in mind the project goals and the selection criteria mentioned above.
- Identify relevant people in partner organization/s or unit/s. Make informal contact with those who have been identified, as well as with anyone who knows them to see if they fulfill the criteria. Include their interest in the project and the time needed to integrate the project.
- Decide if he/she is the right person with the preliminary information you have.
- Invite the person to join the team.

After this exercise complete Table 2 below.

**Table 2. Characteristics of possible team members**

Organization	Possible team member	Position	Potential area(s) of contribution to the Skills and technical knowledge or resources

#### 4. What are the usual phases of a team's development?

A team is a living and dynamic entity. It could progress from an early to a mature phase, independent of the nature of the team or the task it must perform. Tuckman's model (2) proposed the following typical phases in team development:

**4.1 Forming:** This is the initial orientation period. The team is unsure about what it is supposed to do, members do not know each other well or are not yet familiar with the way the team leader and the other members function. This stage is complete when the members begin to see themselves as a part of the group.

**4.2 Storming:** This is a sorting out period where members begin to find their place as team members. The team members now feel more comfortable giving their opinion and challenging the team leader's authority and recommendations. Some members may become dissatisfied and challenge not only the tasks of the team and how these will be carried out, but also the leader's role and style of leadership. This is the start of intragroup conflicts.

**4.3 Norming:** Team members begin to use their past experiences to solve their problems and pull together as a cohesive group. This process should result in the team establishing procedures for handling conflicts, decisions, and methods to accomplish the team projects.

**4.4 Performing:** In this phase the team has achieved harmony, defined its tasks, worked out its relationships, and has started producing results. Leadership is provided by the team members best suited for the task at hand. Members have learned how to work together, manage conflict and contribute their resources to meet the team's purposes.

**4.5 Dissolving or reorientating:** The team dissolves when the team has completed the project. It may be reoriented to continue on a next phase of the project.

## 5. How to begin team building?

There are three main components in any team's work :

1. Goal: Result-oriented tasks or content aspect (e.g. team goals and objectives). These are usually developed through interaction with team members;
2. Methodology: Process aspect, which includes the team's interactions and how members work together (e.g. leadership, team roles, etc.) Teams, especially technical teams, frequently struggle more with process issues than with task issues;
3. Resources: Time, budget, computer facility, educational tools and administrative support.

### Useful questions for team building

- Who are the team members, team leaders and team liaison members?
- What is the reason this team exists? What is the common vision, what are the goals and targets?
- What are the norms that will guide how the team will work together?
- What results are expected for this team? What are the outputs expected from the team and by when? To whom should they be given?
- What is their agreed-upon strategy?
- What are the steps to be followed by this team?
- What are the team roles and who will play them?
- Who is the responsible for these roles?
- What are the norms and methodologies about:
  - decision- making
  - problem-solving process
  - conflict resolution
  - communication, cooperation and responsibility
  - task management
  - meetings
  - rewards
- What are the resources available to support the teamwork?
- Who will support the team if needed?

## 6. Responsibilities of team leader

- Assign clear tasks to each member
- Regularly review and monitor progress of work
- Ensure that the team meets deadlines
- Discuss and agree on the timetable for major activities with the team
- Motivate team members
- Resolve conflicts
- Give guidance when needed
- Helps members to overcome barriers
- Regularly assess team performance using a checklist

## 7. Norms of a team

**Norms** are acceptable standards of behaviors within a group that are shared by group's members. They tell members what they should or should not do depending on the circumstances. In the work environment the most important norms deal with performance-related process.

All members should become familiar with these norms and are expected to follow them. It is a good idea to agree on the norms and include them in the team charter.

### Examples of written norms

- Team leadership: The leader/mediator/facilitator has control over the process, e.g. controls when and how much people speak.
- Communication and interpersonal relationships among team members.

### Listen

- Allow one person to speak at a time, and avoid side conversations.
- Don't interrupt when a person is talking unless he/she is diverting from the issue being discussed.
- Before evaluating a member's contribution, others check their assumptions to ensure that they have properly understood.
- Seek first to understand others before you seek to be understood.
- Respect the views of all participants.

### Talk

- Everyone participates.
- Each person speaks on his/her own behalf and lets others speak for themselves.
- Each person takes responsibility for his/her actions and results.
- One always has three options: accept it, work on it to make it better, or leave. Don't complain if you're not willing to make it better.
- Speak openly and honestly.
- Say what you mean and mean what you say, but preserve people's self-esteem.
- Members can disagree without fear.
- Give negative feedback appropriately: calmly, timely, privately, using present information, focused on issues and behaviours (not individuals). Disagree with what was said, but not with who said it.
- Give specific positive feedback (recognition) right away in public, but adapted to the receiver.
- Call a time out if you need one.
- Communicate immediately if you think you may not be able to fulfill an agreement.
- If you don't understand something, ask for clarification.
- If you see a problem that others haven't noticed, bring it to someone's attention.
- Clear communication of accountabilities for all work team members.

### Meetings

- Clear objectives.
- Meetings must have an agenda.
- Meeting information needs to be circulated to everyone prior to the meeting.
- Use the meeting time and keep the discussion focused on the meetings objective(s).
- Start and end meetings on time.
- Use technological tools such as television or video- conferencing to facilitate the meeting.

**Time management** : meeting task deadlines

## 8. Team charter: A useful document for team building

A team charter is a written document that defines the team's mission, objectives, scope of operation, time frame, and consequences.

- The purpose statement: explain why the team is being formed. The purpose statement should align with and support the organization's vision and mission statements.
- The objectives: what the team is expected to achieve, stated in measurable terms.
- The scope of the team's charter is to define organizational or operational boundaries within which the team is expected and allowed to operate. It includes information about the resources available to the team to accomplish its objectives. It also speaks about the time commitment expected of team members giving due attention to support required in their place of work in performing their day-to-day responsibilities during this assignment.
- A section describing top management's support and commitment to the team.

## 9. How to sustain team effectiveness?

Team effectiveness means the degree to which the team achieves the expected end result(s) of the teamwork in the available time period. The following aspects are the most relevant to maintain short and long term team effectiveness (4,5,6):

- Clearly stated and commonly held vision and goals: team goals are developed through a group process of team interaction and agreement in which each team member is willing to work towards achieving these goals.
- Role clarity, particularly at the beginning.
- Leadership is distributed and shared among team members and individuals willingly to contribute their resources as needed.
- Team norms are defined
- Workload sharing during the team's lifespan to facilitate the accomplishment of tasks and feelings of group togetherness.
- Team decision making involves a process that encourages active participation by all members during the team's lifespan. It helps to build commitment.
- Problem-solving, discussing team issues, and assessing team effectiveness are encouraged by all team members.
- Team leader has good interpersonal skills and is committed to team approach. Each team member is willing to contribute.
- Performance monitoring: the team members need to monitor each other's task execution and give feedback during task execution. Feedback is freely given as a way of evaluating the team's performance and clarifying both feelings and interests of the team members. When feedback is given it is done with a desire to help the other person.
- Team self-correction is the process in which members engage in evaluating their performance and in determining their strategies after task execution. When the group is not working well together it devotes time to find out why and makes the necessary adjustments.
- The social environment is open and supportive with a focus on learning. Conflict is not suppressed. Team members are allowed to express negative feelings and confrontation within the team which is managed and dealt with by team members. Dealing with and managing conflict is seen as a way to improve team performance.

- Team member resources (e.g. talents, skills, knowledge) and experiences are fully identified, recognized, and used whenever appropriate. Risk taking and creativity are encouraged. When mistakes are made, they are treated as a source of learning rather than reasons for punishment. Clear understanding of the team's relationship to the greater organization is maintained. An underlying feeling that the team will be successful in accomplishing the goals they have set is an essential part of the social surrounding. Team members develop a mutual trust and know how to examine team and individual errors without personal attacks.
- A variety of educational tools, including experts in the field should be readily available to assist the team in problem solving.
- Reward is given in a manner that promotes team cohesiveness. If given in the correct manner, it can increase potency or may encourage the team to perform effectively in the future (for instance in cancer control, rewards may be in the form of the certificate of appreciation, or public recognition of their work).

## 10. Why teams fail?

Some teams fail from the beginning and some deteriorate over time. Given below are the most relevant external and internal barriers to team success. These may help to identify the development and support needs of members that may impact on the success of teams.

### 10.1 External barriers to teamwork (Adapted from Interaction Associates, 2001)

- Work load: members are often required to work on their team assignments in addition to a full workload or are given more work than they are capable of handling
- Team does not model the norms of behaviours that support teams in being successful
- Inadequate recognition for individual team members
- Team leaders do not control or release the team members adequately
- Teams are not given adequate resources
- Frequent changes in team membership
- Team members resist taking responsibility for tasks expected of them
- Team's charter is not well written
- 

### 10.2 Internal barriers to teamwork (Adapted from Interaction Associates, 2001)

- Inadequate support from key external stakeholders
- Team members don't set appropriate goals for the team and do not implement a plan for reaching them
- Team members don't spend enough time planning how they will work together
- Team members don't resolve interpersonal conflict
- Teams members don't conduct efficient meetings
- Team members don't have compatible levels of problem-solving, analytic, or project management skills
- Team members don't know how to influence the work of other members
- Lack of consistent or clear team leadership
- Inability to make decision effectively as a group

### 10.3 Groupthink

Some teams are at risk of becoming dysfunctional as a result of groupthink. It is a process by which a group can make bad or irrational decisions. In a groupthink situation, each member of the group attempts to conform his or her opinions to what they believe to be the consensus of the group (8).

The seven symptoms of decision affected by groupthink are:

- Incomplete survey of alternatives
- Incomplete survey of objectives
- Failure to examine risks of preferred choice
- Failure to re-appraise initially rejected alternatives
- Poor information search
- Selective bias in processing information at hand (see also confirmation bias)
- Failure to work out contingency plans

Groupthink can happen in any team in their day-to-day work. It emerges when views of one or two individuals (minority) dominate the discussion. The team leader should be aware of this and avoid it. This phenomenon has a potential to affect the group's ability to objectively appraise the issues being discussed hence bias the group decisions and conclusions.

### **How the groupthink can be avoided or minimized?**

The facilitator should make sure that the following are taken care of during their team discussions and decision making process:

- Keep the group size small (6 – 10).
- Politely and diplomatically discourage domination by a few individuals who may be more vocal and articulate in the group.
- Every one gets an opportunity to express his or her views independently and freely without intimidation or hesitation.
- Encourage participants to challenge the views of the others in the group.
- Bring the discussion to conclusion only towards end of the discussion on a particular issue, only after every one in the group has expressed his/her opinion.

### **For further information:**

See *Cancer control: knowledge into action, WHO guide for effective programmes*

Visit our website: <http://www.who.int/cancer/en/>

Contact: E- mail [cancercontrol@who.int](mailto:cancercontrol@who.int)

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Groupthink  
<http://en.wikipedia.org/wiki/Groupthink>

## **12. Resources about teaming**

### **Phases of a team's development**

- Businessballs.com.  
Bruce Tuckman forming storming norming performing model.  
<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>
- Leadership using the Tuckman model  
<http://www.teamtechnology.co.uk/tuckman.html>
- Judith Stein  
Using the Stages of Team Development. Human Resources at MIT  
[http://web.mit.edu/hr/oed/learn/teams/art\\_stages.html](http://web.mit.edu/hr/oed/learn/teams/art_stages.html)
- Introduction to teams  
<http://www.me.udel.edu/meeg401/04/teams-intro.pdf>

### **Team norms**

- University of Delaware  
Team Norms and Communication  
<http://www.me.udel.edu/meeg401/04/teams-norms-comm.pdf>
- Karten N.  
Creating Team Norms  
<http://www.stickyminds.com/sitewide.asp?Function=edetail&ObjectType=COL&ObjectId=6736>

Team Norms

<http://www.wilsonmar.com/teamnorm.htm>

TOA Project

Team Norms

[http://immersion.gmu.edu/toa/spring2004/team/team\\_norms.htm](http://immersion.gmu.edu/toa/spring2004/team/team_norms.htm)

Johns Hopkins Service Excellence

Establishing Our Team "Norms

<http://www.hopkinsmedicine.org/service/resources/lesson3.html>

Peak Experiences

Organizational or Company Norms

<http://www.peak.ca/norms.html>

Teamwork Rules!

<http://www.geocities.com/athens/forum/1650/teamworkgroundrules.htm>

## **Meetings**

EffectiveMeetings.com

<http://www.effectivemeetings.com/>

Academic Leadership Support

How to lead effective meetings

<http://www.ohrd.wisc.edu/academicleadershipsupport/howto1.htm>

University of Illinois

Effective Meeting Management

<http://www.extension.uiuc.edu/factsheets/LGIEN%202002-0016.pdf>

University of Delaware

Guidelines for productive meetings

<http://www.me.udel.edu/meeg401/04/meetings.pdf>

## **Feedback**

Reh J.

How To Give Positive Feedback

<http://management.about.com/cs/peoplemanagement/ht/positivefb.htm>

Reh J.

How To Give Negative Feedback Properly

<http://management.about.com/cs/peoplemanagement/ht/negativefb.htm>

## **Team decision-making**

Foundation Coalition

Methods for decision making

<http://www.foundationcoalition.org/home/keycomponents/teams/decision2.html>

Academic Leadership Support. Office of Quality Improvement & Office of Human Resource Development. University of Wisconsin Madison.

Prioritizing as a Group

<http://www.ohrd.wisc.edu/academicleadershipsupport/prioritize.htm>

The Ball Foundation

Consensus Decision Making

<http://www.ballfoundation.org/ei/tools/consensus.html>

National Defense University.

Strategic Leadership and Decision Making. Consensus team decision making

<http://www.au.af.mil/au/awc/awcgate/ndu/strat-ldr-dm/pt3ch11.html>

### **Team charter resources**

Kenneth Crow

Team charter. DRM Associates

<http://www.npd-solutions.com/charter.html>

American Heart Association

Team Chart worksheet

<http://www.americanheart.org/presenter.jhtml?identifier=3022610>

Team Charter Detail

<http://www.americanheart.org/presenter.jhtml?identifier=3021982>

Ratzburg WH

Team Charters

<http://www.geocities.com/athens/forum/1650/htmlteam01.html#charter>

Ratzburg WH

Team charter guidelines

<http://www.geocities.com/athens/forum/1650/teamcharterguidelines.htm>

### **High performance team resources**

Cohen SG, Bailey DE

What makes teams work: group effectiveness research from the shop floor to the executive suite.

Journal of Management, May-June, 1997

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<http://www.workteams.unt.edu/literature/paper-myancey.html>

Terence R. Traut

Characteristics of High Performance Teams

[http://www.themanager.org/HR/High\\_Performance\\_Teams.htm](http://www.themanager.org/HR/High_Performance_Teams.htm)

Creighton, JL

Using Group Process Techniques to Improve Meeting Effectiveness

<http://www.effectivemeetings.com/teams/teamwork/creighton.asp>

Team Effectiveness: Working with Difficult Behaviors  
[http://ccvi.wceruw.org/ccvi/pub/ReformTalk/Year\\_1998/Apr\\_98\\_Reform\\_Talk\\_4.html](http://ccvi.wceruw.org/ccvi/pub/ReformTalk/Year_1998/Apr_98_Reform_Talk_4.html)

How to Be an Effective Team Member  
<http://www.effectivemeetings.com/teams/teamwork/effective.asp>

Piven P  
Increasing Your Project Team's Effectiveness  
<http://www.coxegroup.com/articles/effectiveness.html>

University of Nebraska-Lincoln. Nebraska Cooperative Extension CC352.  
Developing a Productive Team  
<http://ianrpubs.unl.edu/misc/cc352.htm>

Dick McCann & Richard Aldersea  
Managing Team Performance: Unrealistic Vision or Attainable Reality?  
<http://www.tms.com.au/tms12-1i.html>

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<http://www.ottawa.drdc-rddc.gc.ca/docs/e/TM2004-225.pdf>

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Management Skills for Supervisors. Skills for Effective Team Leadership. Summary  
Charles Sturt University. V5.0, 2003  
<http://www.csu.edu.au/division/humres/services/sd/leadmanage/Effectiveteams.pdf>

University of Delaware  
Team dynamic.  
<http://www.me.udel.edu/meeg401/04/teams-intro.pdf>

### **Team effectiveness tools**

Human Resources at MIT.  
Team Effectiveness Survey  
[http://web.mit.edu/hr/oed/learn/teams/tool\\_effectiveness.html](http://web.mit.edu/hr/oed/learn/teams/tool_effectiveness.html)

Team Assessment Tool  
<http://www.pica.army.mil/tqm/qualitylink/jun98/drive.htm>

Team Effectiveness Survey  
<http://www.ballfoundation.org/ei/tools/teams/survey.html>

Board Development  
Team Effectiveness Checklists  
[http://www.boarddevelopment.org/display\\_document.cfm?document\\_id=110](http://www.boarddevelopment.org/display_document.cfm?document_id=110)

Ratzburg WH  
Team effectiveness: meeting evaluation form  
Strategies for team effectiveness  
<http://www.geocities.com/athens/forum/1650/htmlobtoc02.html>

Team effectiveness inventory  
<http://www.geocities.com/athens/forum/1650/qteameffectiveness.htm>

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[http://www.landcareresearch.co.nz/research/social/teams\\_evaluation.asp](http://www.landcareresearch.co.nz/research/social/teams_evaluation.asp)

## **Team failure**

Business Leader Online  
The Ten Reasons Teams Fail  
<http://www.businessleader.com/bl/nov96/teams.html>

ASQ  
Why Teams Fail.  
<http://www.asq.org/learn-about-quality/teams/overview/tutorial.html>  
Excerpted from Duke Okes and Russell T. Westcott, editors, Certified Quality Manager Handbook: Second Edition, ASQ Quality Press, 2001, pages 37-41.

Laura Benjamin  
Top 10 Reasons Why Teams Fail  
<http://www.laurabenjamin.com/articles/WhyTeamsFail.htm>

Team Building  
Diagnosing Team Failure  
<http://www.teambuildingportal.com/articles/team-failure/why-team-fail.ph>

Why do Teams Fail?  
<http://dSPACE.dial.pipex.com/town/estate/dd75/teamwork/tsld003.htm>

Chapter 1 The team ideal. See: Team Intelligence chart  
In: Finley M. Why teams don't work workbook  
<http://mfinley.com/bizbooks/teams/chapter1.htm>

Chapter 18 Groupthink of Irving Janis.  
In: Griffin E. A First Look at Communication Theory. Third Edition of, McGraw-Hill, Inc. 1997  
<http://www.afirstlook.com/archive/groupthink.cfm?source=archther>

Groupthink Model (Janis, 1983)  
<http://choo.fis.utoronto.ca/FIS/Courses/LIS2149/Groupthink.html>

Daut K.  
Groupthink. The Dark Side of Teaming and How to Counteract It  
<http://www.au.af.mil/au/awc/awcgate/army/groupthink.htm>

## **Team online learning programmes**

New York State Governor's Office of Employee Relations  
Fundamental Team and Meeting Skill. 2003  
<http://www.goer.state.ny.us/train/onlinelearning/FTMS/intro.html>

Federal Aviation Administration (FAA) Human Factors Awareness Course.  
Team Performance Module  
<http://www.hf.faa.gov/webtraining/TeamPerform/Team001.htm>

## **Websites with team resources**

### **Team Building**

Articles, games, recommended team building books, etc.

<http://www.teambuildingportal.com>

### **Teambuildinginc.com**

Info focused on employee involvement, Discussion Area, Articles, Bookstore, Links to related sites.

<http://www.teambuildinginc.com/>

### **High Performance Team**

Team Concepts, Team Building, and Coaching High Performance Teams.

<http://highperformanceteams.org/>

### **Team Management Systems**

Research/Application Info, Discussion Forum, Case Studies/Articles, News, Bookstore, Links.

<http://www.tms.com.au/>

### **Team Technology**

Team Building Information, Resources and Articles

<http://www.teamtechnology.co.uk/teambuilding.html>

### **Air War College. Center for Strategic Leadership Studies**

Team building

<http://leadership.au.af.mil/sls-skil.htm#teambuilding>

### **Carter McNamara**

Team Building resources

[http://www.managementhelp.org/grp\\_skill/teams/teams.htm](http://www.managementhelp.org/grp_skill/teams/teams.htm)

### **Glen Parker's Website. Freebees**

Team building exercises, icebreakers, and more. <http://www.glennparker.com/Freebees/articles.html>

### **Human resources at MIT**

Working on teams. Articles and tools

<http://web.mit.edu/hr/oed/learn/teams/articles.html>

University of North Texas. Center for Collaborative Organisations.

<http://www.workteams.unt.edu/literature/free.html>

### **Teams that Work.co.uk**

<http://www.teamsthatwork.co.uk/index.html>

### **CORE - R.O.I. , Inc.**

Several articles on Teambuilding Topics and List of Links.

<http://COREROI.COM/guidgrop.htm>

Bellamy, L., et al. (1994). Arizona State University.

Team Training Workbook.

<http://www.eas.asu.edu/~asufc/teaminginfo/teamwkbk.pdf>

## **Team articles**

### **Big Dog, Little Dog**

Growing a Team

<http://www.nwlink.com/~donclark/leader/leadtem.html>

Achieving quality through teams  
<http://www.na.fs.fed.us/wihispanic/Achieving%20Quality.pdf>  
no muy relevante

Haworth Inc.  
How to increase productivity through teams. USA 1993  
<http://www.b-office.com/Documents/IncreaseP.pdf>  
no muy relevante

Team Building  
Qualities of High Performance Teams–Katzenbach and Smith  
<http://www.teambuildingportal.com/team-performance/qualities-high-performance-teams.php>

Jackson BM  
Virtual Teams: Getting beyond Email,  
[http://www.maxwideman.com/guests/virtual\\_teams/abstract.htm](http://www.maxwideman.com/guests/virtual_teams/abstract.htm)

Team building  
<http://classes.bus.oregonstate.edu/ba453/Week4/TEAMBUIL.doc>

Enhancing Interdisciplinary Collaboration in Primary Health Care  
<http://www.eicp-acis.ca/en/resources/pdfs/Enhancing-Interdisciplinary-Collaboration-in-Primary-Health-Care-in-Canada.pdf>

Southwest Educational Development Laboratory SEDL  
Introduction to the Collaborative Action Team Process  
<http://www.sedl.org/pubs/fam18/intro.html>

## **Team tools**

Team Management System Online  
Team Management Profile. Margerison-McCann model  
<http://www.tms.com.au/tms07.html>

The Margerison-McCann work wheel model takes into account the task and the combination of teamwork functions necessary to achieve results on that task. The model identifies eight factors (the Margerison-McCann Work Wheel): 1. Advising; 2. Innovating; 3. Promoting; 4. Developing; 5. Organising; 6. Producing; 7. Inspecting; 8. Maintaining.

BELBIN® Website.  
<http://www.belbin.com/>  
Nine team roles proposed by Dr Meredith Belbin  
Action-oriented roles: Shaper, Implementer, and Completer Finisher  
People-oriented roles: Co-ordinator, Teamworker and Resource Investigator  
Cerebral roles: Plant, Monitor Evaluator and Specialist

Penn State. College of Agricultural Sciences. Youth Leadership Development  
Leadership Programming Tools  
<http://leadership.cas.psu.edu/Tools.html>

Air War College. Center for Strategic Leadership Studies  
Mediation resources  
<http://www.au.af.mil/au/awc/awcgate/awc-comm.htm#mediation>