Preface

Each year I get many calls from organizations across the country asking for help in establishing teams. I refer them to many excellent sources, including videos, books, and audiotapes. It is not long before they call back saying, "The sources are great, but we have a few problems. First of all, we don't have time to read all the books. Second, we don't really know how to transfer the information to real life." So I find myself packing my suitcase and traveling thousands of miles to offer assistance.

As I reflect on my journeys to these organizations, I find that most of them cannot afford the number of consulting days that it takes to institute quality team building. Their main problem is not in understanding what they read but in how to process the information. I can't tell you how many times someone has said to me, "Carol, if we just had something that would be fun to use and help us process role clarification, how to select a leader, how to celebrate our successes, or any of the other topics you have mentioned, we could do it on our own."

I pondered the problem and decided that maybe an easy-to-use recipe book on the essential areas of teaming would be the answer. That's how *100 Ways to Build Teams* was born.

Fourteen years have passed. I have discovered two additional components that must be added to the original book so that teams will function at a high performing level. Hence the second edition. The two components are agenda design and process tools. I have been amazed and stymied with the lack of understanding when it comes to these two components. I have seldom seen an agenda used in a team meeting that was

anything other than a list of topics or ideas to be covered. Most of the time, over half of the topics or ideas were still on the list at the end of the meeting. Sometimes, the list had grown longer due to topics mentioned during the meeting when people went off track and started talking about something else. If a problem arose, I never heard anyone say, "What process should we use to solve our problem?" Instead, I watched as team after team attempted to solve the problem by sitting around and complaining about it and all the things that were wrong with the system or the person who caused the problem. Sometimes someone would throw out a solution that might or might not have been good. No one really knew, because the solution was just yelled out by someone and the team said either yea or nay. Next, someone offered another idea until finally, meeting time was up, so the entire problem and solutions were either tabled or someone said, "Oh, I liked Carl's solution. Let's try that." The meeting was adjourned, and depending on the severity of the problem, it might or might not have been mentioned again.

I spent quite a bit of time interviewing teams and working with teams to find out why these things continued to happen over and over. I found out that administrators and teachers often felt the data they had to use to solve problems were not user friendly, they did not know how to use it, or the data were not easily available to them. It was easier and quicker to use their intuition or their experiences to identify what they believed were root causes. When it came to solutions, the educators I interviewed said they had never come up with solutions any other way than by just brainstorming, selecting from the brainstormed list and hoping implementation would occur because they all agreed on it. There were two main problems with agendas. First, they had never been trained to do any type of agenda format other than list the topic and time. Second, they did not see the value of using an agenda. I never interviewed any administrator or teacher who had used a tool kit of problem-solving processes.

I mention these things not because I want to be pessimistic but because I believe, along with many of the experts such as

Rick DuFour, Art Costa, Larry Lezotte, and Carl Glickman, just to name a few, that collaboration, through teaming, is the best way to initiate and institutionalize school reform. It is through high-performing teams that change has a higher probability of occurring. Teams who are well trained will have the capacity and the intelligence to solve problems and create schools that are high performing.

I spend a lot of time thinking about the two chapters that have been added, taking into account the incredible workload of educators and the amount of time that is left after a full day of work. I have used every activity in the two new chapters many times and have had quite a bit of success. Administrators and teachers have e-mailed me, sent letters, and made comments during meetings that they really liked the tools and found them useful and, in most instances, not complicated. One of the funniest and best comments an administrator made to me was "It took me a month to begin the 10-Step Process. As I worked my way through it, I also learned that if you mess up, you don't die, you just age a few years. Look at me and try to guess how long it took me to get through all 10 Steps. But it made the biggest difference in the implementation of the project. Thanks!" My journey over the last 14 years has taught me so much more than I knew in 1992 about team building. If you liked the first edition of this book, I hope you will find the second edition even more useful. Most of all, I hope you will use the ideas as you work with your team so that you will have success. If your team is successful, your students will be successful. If your students are successful, your school will be successful.

WHO SHOULD USE THIS BOOK?

One of the nice things about this book is that it can be used by anyone who works with people.

- Teachers can use it in cooperative learning.
- Principals can use it for faculty meetings.

- Students can use it for clubs and organizations.
- Superintendents can use it for school boards and other meetings.
- Businesses can use it for meetings.
- Professional organizations can use it for meetings.
- Any type of work team can use it to establish teams.

All you need to do is pick up this book and let it work for you.

What Is the Best Way to Use This Book?

I would like to invite you to walk through the different sections with me so that you will become familiar with the book.

Introduction

Each chapter is preceded by a short introduction that explains why the chapter is important. Sometimes I have included stories or examples from my own or others' personal experiences that enhance the meaning of the topic. Feel free to use these stories in your own team training. At times there is additional information from the experts that might help you if someone asks you a question or wants to know more about the topic.

Quotations

Each section has a quotation that captures the essence of the chapter. I have found that quotations have a way of awakening the brain. People love them, and often the quotation is so powerful that you can hear people sigh. It's almost as if they are saying, "Ah, yes, now I understand." My suggestion is that you use the quotation as your opening line to the study of the topic.

Background

Each section has a true story that makes important points about the topic. If you use humor and stories, you make important points and hit on touchy issues more easily. You might want to use humor and stories to introduce the topic or later, when you feel a story would be powerful. One of my stories may spark a memory of something that happened to you that you could share. The key point here is that from the beginning of time, stories have been used to convey powerful messages. Use them!

Did You Know

This section is a list of some important points that the team needs to know. All points come from resources or research that I have collected over the years. I wish they were all original, but they are not. They are a collection from the best minds across the world on teaming. It is these points that build the case for the components included in this book.

From this section you can develop a mini lecture. If you would like to develop a longer lecture, I suggest that you look under the Did You Know sections for all three levels of the topic. For example, each chapter has three levels: Simple Things to Do, Things That Take Effort, and For the Committed. Each level has more facts. You can take all three levels and put together an extensive lecture.

Simple Things to Do

Each topic begins with activities that are simple. This level is designed for teams who are in the "forming" stage. This stage is characterized by excitement, optimism, pride, suspicion, fear, and anxiety. During this stage there is not a high level of trust. Team members don't do business any differently than before. Simple Things to Do will get a team started. If you don't have a lot of time, this is the section for you.

Things That Take Effort

This level is designed to help team members move through the "storming" stage, which is characterized by arguing among members, defensiveness and competition, establishing unrealistic goals, and concern about excessive work. During this stage, members realize something is not right. They aren't really collaborating and functioning as a team. They are beginning to realize that teaming takes effort. This level is for teams who have some time to spend learning about teaming.

For the Committed

This level is designed to help team members move to the "norming" and "performing" stages. In the norming stage, the team has realized that teaming as a way of doing business takes a lot of work. They accept teaming as a way to do things and believe that everything is going to work out. They attempt to gain harmony, they are friendlier, they confide in each other, they share problems, and they have a sense of team cohesion, common spirit, and goals. They are ready to establish and maintain norms. With commitment and hard work, they will move to the performing stage, which is characterized by a better understanding of group processes, better understanding of others' strengths and weaknesses, a high level of trust, and satisfaction at the team's progress. They work through problems and have formed a close attachment to the team.

It is up to your team to decide where they want to begin. My suggestion is to look through the activities on all the levels and select the ones that best suit your team's needs. It could be that you are on one level for one topic and another level for another topic. The beauty of this book is that you can mix and match to suit your needs.

Materials You Will Need

After each activity, the materials you will need are listed. I have seen many an activity fail because the team did not

have the materials. Resources are sometimes limited, so I have tried to suggest materials that organizations already have. Most of the activities can be done using only chart paper, colored markers, and masking tape. Please feel free to add any materials you think will make the activity better. There will always be a sample in the directions or an illustration of the handout.

Further Readings

The Further Readings list is not extensive, but the sources listed are excellent. You can get them in most bookstores.

That completes our tour of the book. I hope you found it helpful. Do not limit your potential by using the book only as I have suggested. It is my hope that you will find *122 Ways to Build Teams* user friendly and that it will make your journey into teaming fun, exciting, and successful. Have fun! Teaming is the right thing to do.