Chapter Ten:
Step Up to Action

I. Lesson Plan

A. Purpose: State OMK Teams move to higher levels of performance

B. Objectives:
1. Understand maturation of partnership teams
2. Understand characteristics of high performance teams
3. Assess and develop plans to move teams to higher levels of performance

C. Time: 60 minutes

D. Preparation/Materials Needed:
✪ Easel, flip chart, markers, laptop computer, LCD projector, and PowerPoint slides

II. Training Session Content

A. PowerPoint Slides

Slide 10-1:   Chapter 10 Step Up to Action
Slide 10-2:   Is Electricity Flowing or Are Sparks Flying?
Slide 10-3:   Levels of Partnership
Slide 10-4:   As Teams Begin or Add New Partners
Slide 10-5:   Characteristics of High Performing Teams
Slide 10-6:   Share Common Goals
Slide 10-7:   Effectively Manage Relationships and Communication
Slide 10-8:   Display Mutual Accountability
Slide 10-9:   Practice Flexibility
Slide 10-10: Achieve Optimal Performance
Slide 10-11: Share Recognition and Appreciation
Slide 10-12: Members Hold Themselves Accountable
Slide 10-13: Step Up to Action
Slide 10-14: Action Planning
Slide 10-15: Planning Chart

    B. Activity, Large and Small Group Work, and Discussions
        1. Energizer—Set the Stage
        2. Review slides with participants
        3. Large or small group brainstorm and sharing (depending on time available)

III. Evaluation

    A. Reflection Questions
        1. What was something new that you learned about how teams work?
        2. What did you learn about the balance between relationships and tasks in team performance?
    B. Application Questions
        1. What is one thing that your team can do to improve team performance?
        2. What is one thing that you can do to improve your team's performance?

Chapter 10:
Step Up to Action

Operation: Military Kids
Ready, Set, Go! Training

Ready, Set, Go!

Slide 10-1: Chapter 10 Step Up to Action

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Share purpose and objectives of this chapter.

Say: *This chapter of the Training & Resource Manual will help set a framework for the continuing development of your State OMK Team. We will look at how the nature of teams changes as they mature and review the characteristics of high performing teams. You will have a chance to assess where your current State OMK Team is and develop strategies for moving your team to higher levels of performance.*

Slide 10-2: Is Electricity Flowing or Are Sparks Flying?

Challenge: Work in a team of 4-6 from your State OMK Team to become the first team to develop an electrical circuit that will light the largest bulb. (NOTE: Your success may not be with the largest bulb that is in front of you.)

Supplies: Each team will need:
- 1 9v battery
- 2 AA batteries
- 2 pieces of bare wire
- 1 small flashlight bulb
- 1 large flashlight bulb

- 2 D batteries
- 2 large metal paperclips
- 2 strips of aluminum foil approx. 2"x6"
- 1 medium flashlight bulb
- Easel, flip chart, markers

GO!

De-brief:
- What was the success to your team?
- What elements created your success?
- Describe one of the challenges your team experienced. How did you work through that?
- What metaphors can we pull from this experience that helps us describe a high performing team?
  - Batteries are charged partners bringing their resources to the table. Some have more charge than others.

- The more batteries (partners/resources) we can string together, the bigger/ brighter the bulb (outreach) we can light.
- Batteries need connectors; they can't do it alone.
- Connectors represent processes/procedures that facilitate our working together.
- Lots of trial and error to get the right pieces in the right places to make the bulb light.
- Etc.

Setting the Stage:
- Think back to teams that you've been a part of:
    - How many of them would you describe as high-performing?
    - What was present in those that were that made them high-performing? (Record list on flip chart)
    - What was missing for those that weren't? (Record list on different flip chart)
- As you look at these lists, identify those factors that are more <u>relationship</u> based and those that are more <u>outcomes</u> based.
- As we move into this section on high performing teams, we will continue to explore this important balance between <u>relationships</u> and <u>outcomes</u>.
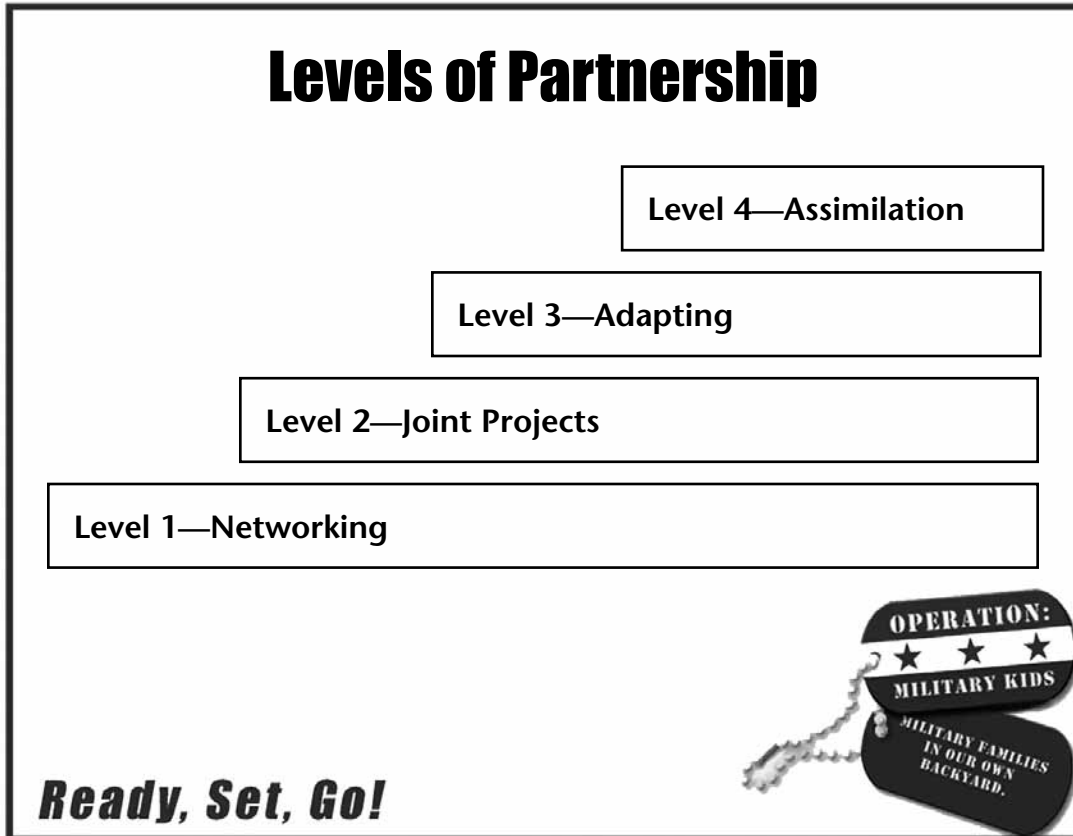
Slide 10-3: Levels of Partnerships

Content of this slide adapted from: University of North Carolina at Chapel Hill Citizen-Soldier Support Program

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: •   Review slide content with participants.

Say: As State OMK Teams have been maturing, there is a lot of variation in how those teams function. In general, teams function at a variety of levels and over time their effectiveness evolves through several levels of development.

Level 1- The OMK State team only meets to network and share information, the team makes sure that gaps are filled and that duplication of service is minimized. If teams stay at this level too long interest is lost, partners fade away, outcomes become difficult to realize.

Level 2 – Teams do more than just networking and sharing information but work together to develop New Joint Projects: a couple Partners work on one

project while others work on another. Partners with similar interests are beginning to share resources around joint programming.

Level 3 – Individual Partners adapt their organizational policies and develop "work around" rules in their organizations to achieve shared outcomes. Partner organizations find unique ways for military kids to participate and share in organizational programming and support. Partner organizations are learning more about the unique needs of military kids and how they can develop support.

Level 4 – In the highest levels of partnership, new OMK team systems are created and assimilated by all partner organizations to accomplish team outcomes. Partner organizations breakdown institutional barriers and develop team agreed upon systems that facilitate full collaboration.
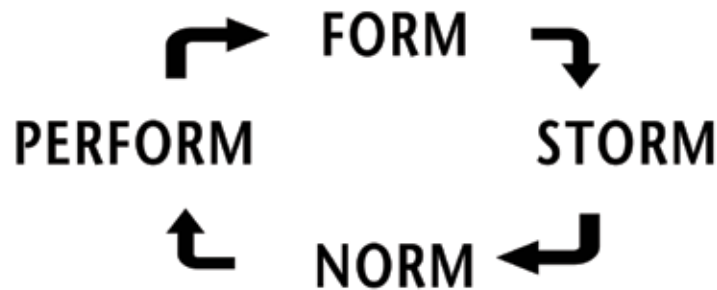
Do: • Teams identify real-life examples of partnerships

Say: *As a team, discuss various teams you've been a part of and identify an example to share with the large group for each level of partnership.*

Do: • Brief back as a large group. Call for examples from the groups for each of the levels of partnership as time allows.

Say: *What examples did you come up with? Why do you think they are at that level of partnership? As you can see, effective partnerships evolve through their development.*

Slide 10-4: As Teams Begin or Add Partners

Content of this slide adapted from: Tuckman Model of Team Development

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants.

Say: Your OMK state team will continually evolve and there will be a "maturity" that develops both individually and collectively with team members. But remember that each time a new partner is added or a new representative from a partner is added on your team, in many ways it's like starting over as a new team.

Every time a new person is added to the team, you can expect the whole team to go though at least an abbreviated form of Tuckman's **Form, Storm, Norm, Perform** model of team development. This can take anywhere from a few meetings or stretch out over much longer periods of time. It is the team's role to help facilitate the processes necessary to move through all of these stages

and not to expect to jump right to the Perform stage.

*Briefly, **Forming** happens when people come together for the first time. There is the typical "honeymoon" period where everyone is on their best behavior. This is the "get to know you" phase. **Storming** gets a little more tense as people start to work more closely together and differences can easily become stumbling blocks. Here roles need to be clarified, objectives need to be clear and focused, and rules of operation are needed. **Norming** is a time of sorting out strengths, resources and focus turns back to what needs to be done; people start to help one another more. Teams need to focus now on balancing relationships and tasks. **Performing** comes when the team reaches optimal performance. Team members will feel achievement and objectives will be realized. Taking care to sustain the task-relationship balance becomes critical.*

Where is your State OMK Team on this model?

Characteristics of High Performing Teams

- Share common goals
- Effectively manage relationships and communication
- Display mutual accountability
- Practice flexibility
- Achieve optimal performance
- Share recognition and appreciation

OPERATION:
★ ★ ★
MILITARY KIDS

MILITARY FAMILIES IN OUR OWN BACKYARD.

Ready, Set, Go!

Slide 10-5: Characteristics of High Performing Teams

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: Beyond reasonable performance, research on high performing teams generally reveals a list of common characteristics. Clearly, team members having a common purpose/task is the largest contributor to team success. And, inadequate team leadership is cited as the biggest reason for team ineffectiveness.

We want to keep our State OMK Teams moving forward, building stronger and stronger partnerships that lead to high quality OMK mission accomplishment.

The following slides will break each of these characteristics into more detail. As we discuss them be thinking about your State OMK Team and how you might contribute to moving your team in this direction.

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Share Common Goals

- Team members are driven by a shared sense of team mission and vision that excites them to collective action and creates commitment (not just more work).

- Team members are committed to a clear, common, and compelling purpose.

- When the going gets tough, team members know that everyone will stay focused on the same goal, directed by the same compass.

Ready, Set, Go!

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Slide 10-6: Share Common Goals

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants. After reviewing the slide contents discuss:

Say: • *How does this happen on your State Team now?*
  • *How could this happen on your State Team?*

Slide 10-7: Effectively Manage Relationships & Communication

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants.

Say: • *Team members pay attention to team process as well as task and have defined clear processes for:*
- *How the team will <u>work</u> together and <u>behave</u> with each other*
- *How <u>decisions</u> will be made*
- *How team members will <u>speak</u> about the partnership outside of the partnership*
- *How <u>conflict</u> will be managed*
- *How <u>feedback</u> will be given and received*

- *Team meetings are effective and energizing*
  - *Partners don't just get together to share status reports because it's <u>what is done with the information that is important</u>*
  - *Team members are effective at working their well defined tasks, and not in long bureaucratic meetings with every team member*
  - *Team time is used to <u>ask questions, seek clarity, make decisions, get creative and figure out what to do about obstacles</u>*
- *Team members ensure that differing views are expressed, listened to, and understood. <u>There is no judging</u>—ideas are not shot down. It is genuinely acceptable to have debate, vigorous questioning, and discussion.*
- *Partners develop regular, quality, two-way communication that is the life-blood of the team and is never ignored. Two-way communication involves both speaking out honestly and listening attentively. It binds team members together and facilitates action. It supports and encourages, questions, challenges, directs, and bond. Team members communicate in "real time" with respect, never aimed at personality, and don't "beat around the bush."*
- *The team exhibits effective problem solving and dispute resolution as sooner or later they are bound to encounter both and the team needs to have the tools and skills and motivation to deal with both and not lose its way.*
- *Trust, enthusiasm, and pride are infused as part of the team culture.*

How does this happen on your State Team now?
How could this happen on your State Team?

Display Mutual Accountability

- Each member is valued
- Seek clarity, document duplication, clarify ambiguity
- Understand interdependent work, yet remain task focused

Ready, Set, Go!

Slide 10-8: Display Mutual Accountability

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: *Display mutual accountability*

- *Each team member is valued and the team uses their differences and builds on them. Team members know what they should be doing, they understand their strengths and weaknesses, and compensate accordingly.*
- *Clarity is sought, and where there is a role ambiguity or perceived duplication, definition is created and documented; i.e., State 4-H Military Liaison, OMK Project Director, ANG State Youth Coordinator, Youth Program Specialist.*
- *Team members thrive in the interdependent nature of the work and remain*

achievement oriented. As a result, team members do not hesitate to point out deficiencies, seek to help others with performance issues, or seek help when they themselves reach difficult obstacles.

How does this happen on your State Team now?
How could this happen on your State Team?

Practice Flexibility

- Build leadership together
- Change roles as necessary
- Agree upon what to do and how to do it
- Understand times change

Ready, Set, Go!

Slide 10-9: Practice Flexibility

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: Practice flexibility

- *High performing teams build leadership together, meet challenges placed before them, and respect and capitalize on the different styles of team members.*
- *Team members change roles on the team as the situation demands: leader, coach, trainer, model, facilitator, evaluator, etc.*
- *Team members agree upon what to do and how to do it. Team plans have enough detail to guide team members' work, and enough flexibility to*

enable team members to cope with changes in circumstances, to incorporate new knowledge, skills, and capabilities, and to compensate for difficulties encountered.

• Members understand that times change, teams evolve, new challenges arise, old strengths wane, and that no plan is perfect or fully complete (we don't know what we don't know at any given point in time).

How does this happen on your State Team now?
How could this happen on your State Team?

Achieve Optimal Performance

- Focus on outcomes
- Members have authority to act
- Take calculated risks
- Know when they're on track
- Have access to quality and the right tools
- Balance planning and implementing time

Ready, Set, Go!

Slide 10-10: Achieve Optimal Performance

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: Achieve optimal performance

- *The team's focus is on outcomes and incremental steps to reach them.*
- *Authority to act is vested in team members and initiative is valued.*
- *Team members do the research and homework required for taking calculated risks in the name of meeting the mission with innovation and improvement.*
- *All team members have access to quality and the right tools, know how to schedule and secure them, and are able to rely on them.*

- *The team balances their time in possibility thinking, narrowing their alternatives, selecting one and planning the implementation.*

How does this happen on your State Team now?
How could this happen on your State Team?

Slide 10-11: Share Recognition & Appreciation

Content of this slide adapted from: Ken Blanchard, *The One Minute Manager*; Alik Levin, *Seven Characteristics of High Performing Consultant*; Todd Dewett, *The Defining Characteristics of High Performing Teams*; I-Change.biz, *High Performing Teams*

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: Share recognition and appreciation

- *The methods of measuring success/outcomes are articulated upfront and they are understood, measured, and celebrated by all.*

- *Team members understand that if there is no balance in terms of how the team gets rewarded and recognized, then sooner or later the wheels will fall off; i.e., when cavemen hunted mammoths, if they got more food by hunting as a pack the continued to do so.*

How does this happen on your State Team now?
How could this happen on your State Team?

Members Hold Themselves Accountable

- Building trust
- Commitment to and responsibility for the work
- Infusing the work of the partnership in their organization
- Fully engaging and nurturing diversity
- Clearly defining expectations
- Being attentive to how their behavior affects the team
- Moving the team to higher levels of performance

Ready, Set, Go!

Slide 10-12: Members Hold Themselves Accountable

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: • *Setting a context and environment that builds trust*
- *A level of commitment from themselves and all partners that communicates a sense that each has responsibility for the success of the work.*
- *Infusing the mission, goals, and outcomes of the partnership back into their own organization, engaging others in the work of the partnership.*
- *Fully engaging the team in each of the above areas and nurturing diversity as a strength.*
- *Clearly defining expectations (process, goals, metrics).*
- *Being attentive to their own behaviors that encourage either what is happening or NOT happening on the team.*
- *Moving the team toward higher levels of performance.*

Slide 10-13: Step Up to Action

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to _Do_, What to _Say_:

_Do:_ • Review slide content with participants

Say: As your team prepares for action, remember that balancing both team relation-ships and tasks is essential to developing a high-performing OMK State Team. Stepping Up To Action involves developing both a State Team Management Plan and a State Team Action Plan.

Working through the previous Characteristics of High-Performing Teams has given you a base to write out a plan for how your State Team will operate. Also refer to Chapter 2 in the accompanying OMK RSG! Implementation Guide for the "Practicing Partnering" activity as a resource.

When you have agreed on "how" your OMK State Team will operate, it's time to continue Stepping Up to Action.

Action Planning

- Vision
- Mission
- Outcomes that are:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Timed
  - Challenging
- Strategies
- Actions

Ready, Set, Go!

OPERATION: ★ ★ ★ MILITARY KIDS

MILITARY FAMILIES IN OUR OWN BACKYARD.

Slide 10-14: Action Planning

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Review slide content with participants

Say: It's time to begin developing the action plan that your team will focus on within your mission.
- *Your team's mission is the written expression of your basic goals, characteristics, values, and philosophy that shape your team and give it purpose.*
- *Developing outcomes in the SMART+C (Specific, Measurable, Achievable, Relevant, Timed, and Challenging) format will help you move easily to the next step: strategies.*
- *Strategies are the "how" of accomplishing the Team's outcomes.*
- *The details (Action Plan) of implementing the strategies are the last to be developed: What will be done, by whom, by when, what cost, who is POC, etc.?*
The following table illustrates this model.

Planning Chart

Vision	Mission	Outcomes	Strategies	Action Plans
The Dream	What & Why	SMART+C	How to Achieve Outcomes	The Details
		Specific **M**easurable **A**chievable **R**elevant **T**imed **C**hallenging		What will be done? By whom? By when? At what costs? Who else will/needs to Partner?

Slide 10-15: Planning Chart

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to *Do*, What to *Say*:

Do: • Walk participant through the planning table using the examples below

Say: As an example:
Vision
While their family is experiencing deployment, Military Children & Youth are connected with and have a sense of belonging in their communities enabling them to contribute to the well-being of their family, community, and future.

Mission
Build partnerships to increase capacity for youth, families, and communities to support children and youth of deployed military families where they live.

Outcomes
1. *Raise awareness about the impact of deployment on military kids in 12 communities by the end of the 2nd quarter.*
2. *Create local support networks in 3 highly impacted regions of the state by the end of the 3rd quarter.*
   Strategies
   a. *From communities identified in #1, invited interested RSG participants to follow-up community networking meeting.*
      Action
      i. *Joe will make follow-up phone calls to those indicating an interest within one week following the RSG.*
      ii. *Bill will make calls within one week of RSG to other community members that State Team members identify as potential network partners inviting to community networking meeting.*
   b. *Convene initial community network meeting with 2 weeks of initial RSG*
      i. *Joe & Bill will convene initial community network meeting within 2 weeks of initial RSG.*