Building and Managing Effective APS Teams

Division of Aging and Adult Services
Adult Protective Services

DEPARTMENT OF ECONOMIC SECURITY
Your Partner For A Stronger Arizona

Participant Guide

Table of Contents

<u>Introduction</u>

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Housekeeping for Virtual Platform

VIDEO CAMERA	MUTE/ UNMUTE	CHAT BOX	EMOJIS AND ICONS	IF YOU NEED TO STEP AWAY	POTENTIAL TECHNICAL GLITCHES

Housekeeping for In-Person

- Cell phones on silent or vibrate
- Location of restrooms and emergency exits
- Schedule
  - 3-hour training
- Materials:
  Participant Manual
  Action Plan
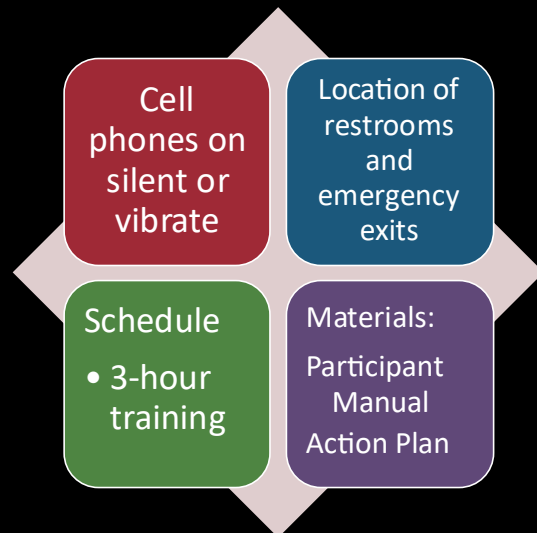
Learning Objectives

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Groups versus Teams

GROUP — WEAK

TEAM — STRONG

Shared Values
Complementary roles
Feelings Expressed
Commitment
Consistency
Trust
Conflict Resolution
Listening
Cooperation
Diversity
Efficiency
Respect
Accountability
Relationships
Unified purpose

(Leigh & Maynard, 2002)
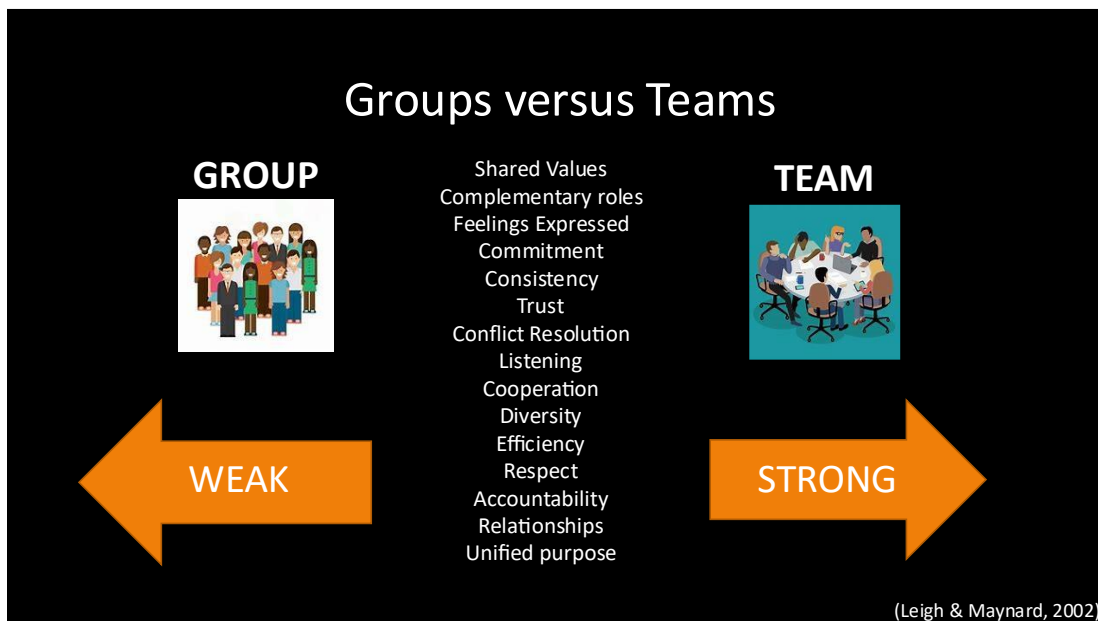
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Section 1 – What is Team Building?

Team Building- The Basics

What is Team Building?
• The process of brining each of your individual employees together as a unit; therefore creating a team.

Where do I even start?
• Establish your role as a leader
• Build trust
• Foster individual relationships
• Rapport building
• Build relationships between others
• Communicate Clearly
• Establish a vision
• Set goals
• Support and respect team members

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The Importance of Teams and Teamwork in APS

Combined Knowledge: Individuals can bring their own expertise to the team ensuring that each case is looked at from different perspectives.

Collective Resources: Individuals access to different resources and helping disciplines.

Shared Responsibility: Social work is a hard job! Client/Customers and their situations can be complex. Having more input on how to support our clients is beneficial for all.

Support Network: Nobody knows the trials and joys of the job more that our teammates. Teams allow us to feel supported.

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Building Team Strength and Resilience
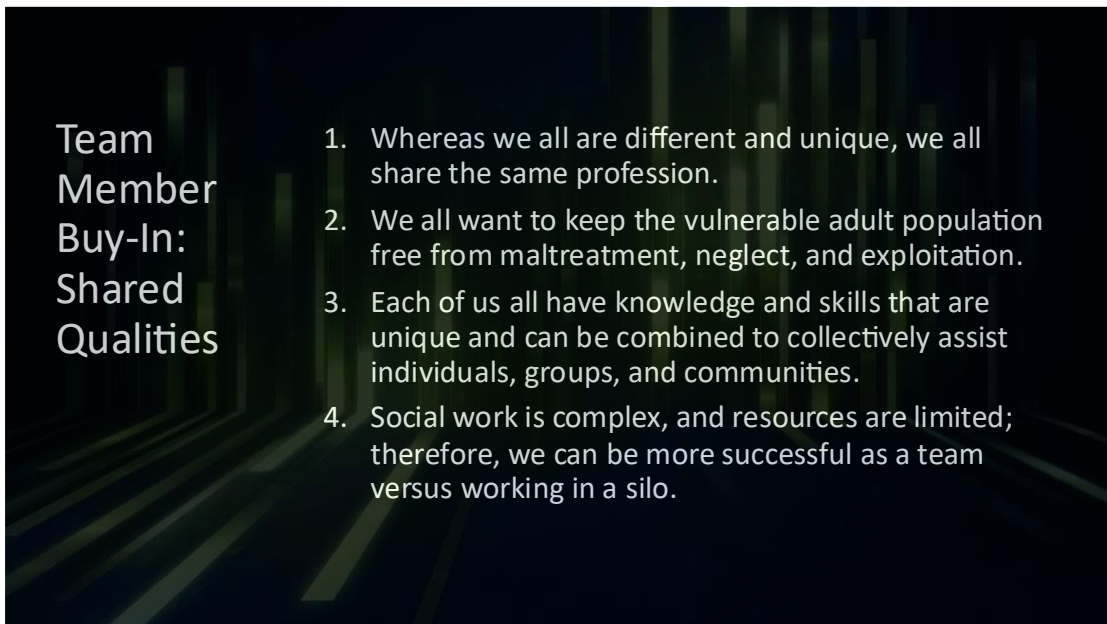
Be	Transparent
Build	Trust
Keep	Your team informed
Provide	Expertise
Praise	Successes
Embrace	Challenges as opportunities to learn
Build	Relationships • With individual team members and the team as a whole
Remain	Supportive

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Building Team Strength and Resilience Journal Entry

Have I given the support to my team members that they have given to me?

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Team Member Buy-In: Shared Qualities

1. Whereas we all are different and unique, we all share the same profession.
2. We all want to keep the vulnerable adult population free from maltreatment, neglect, and exploitation.
3. Each of us all have knowledge and skills that are unique and can be combined to collectively assist individuals, groups, and communities.
4. Social work is complex, and resources are limited; therefore, we can be more successful as a team versus working in a silo.

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Team Meeting Facilitation

Facilitating Team Meetings

Facilitating the meeting as an MDT-case consultation

Encouraging relationship building within the team

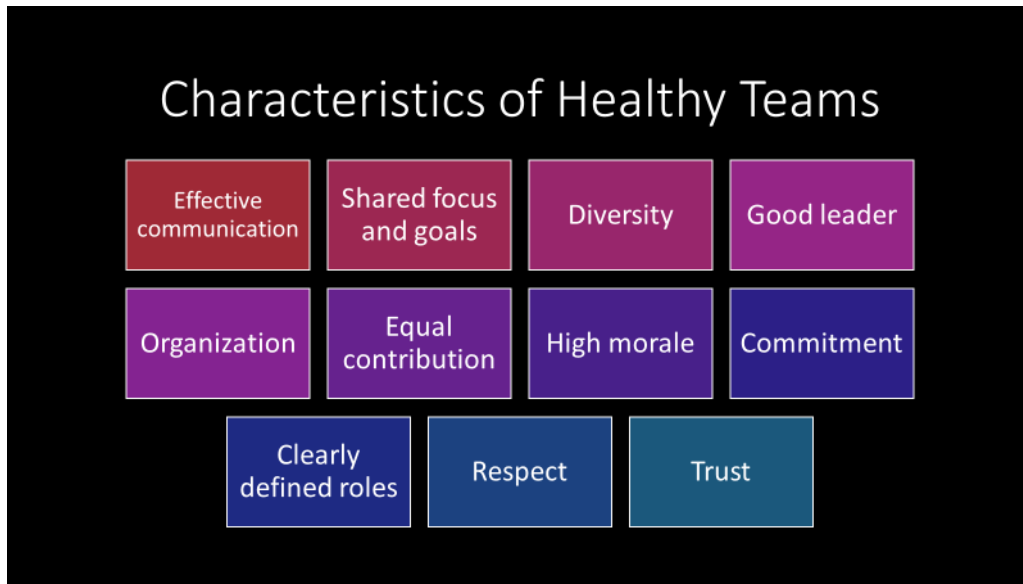**Notes:** _____

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Team Meeting Facilitation Journal Entry
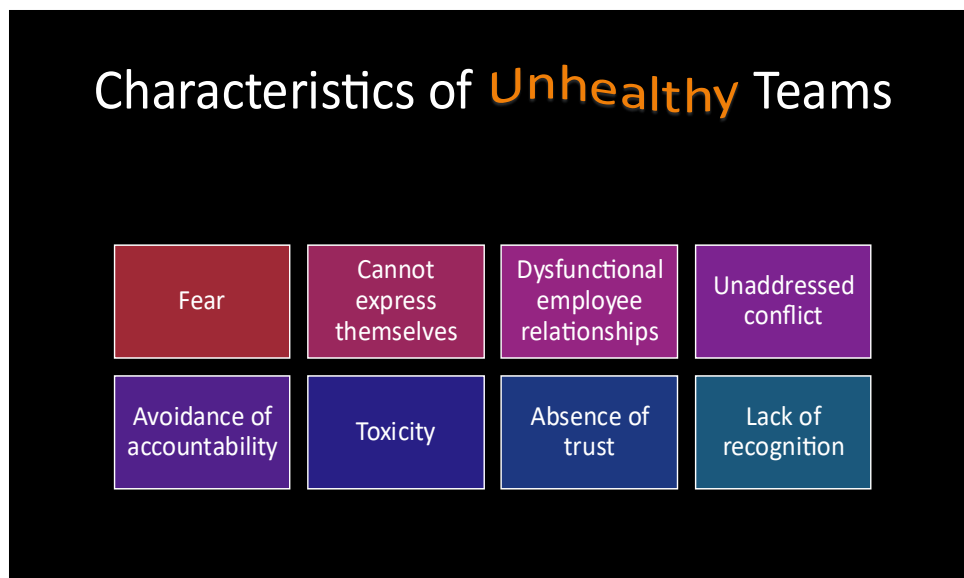
How can I make my team meetings productive and inspiring?

How can I give my team meetings energy?

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Section 2 – Characteristics of Healthy and Unhealthy Teams

Characteristics of Healthy Teams

Effective communication	Shared focus and goals	Diversity	Good leader
Organization	Equal contribution	High morale	Commitment
	Clearly defined roles	Respect	Trust

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Characteristics of Unhealthy Teams

Fear	Cannot express themselves	Dysfunctional employee relationships	Unaddressed conflict
Avoidance of accountability	Toxicity	Absence of trust	Lack of recognition

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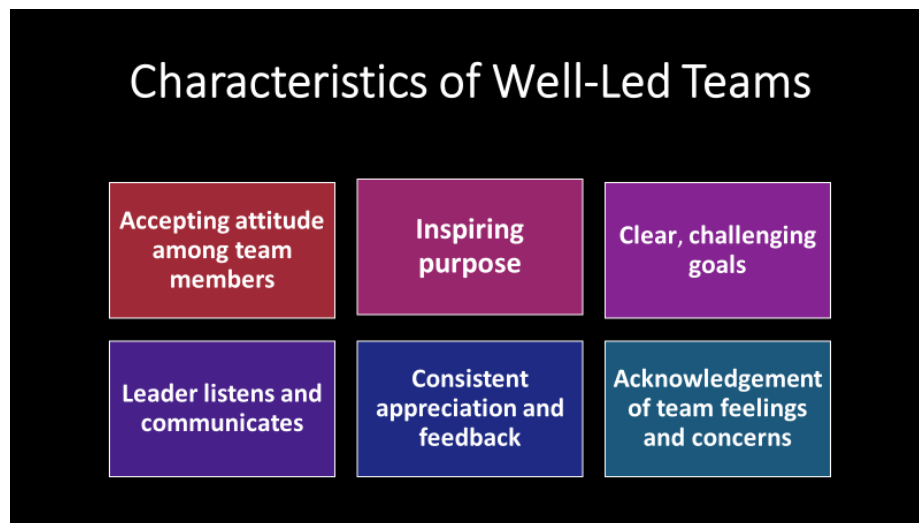## Characteristics of Healthy/Unhealthy Teams
Journal Entry

Think about your experience leading a team.

What elements create a positive team experience?

What elements create a negative team experience?

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Healthy Team Development

- Supervisor's Responsibility for Healthy Team Development:
  - Developing a positive group culture
  - Handling conflict between team members
  - Managing the group within the larger work environment

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Tuckman's Stages of Team Development

Stages of Team Development

Forming

Leader directs group activities.

Roles of individuals are unclear.

Low trust level between members.

Members may pretend to agree with the leader on

leader on all matters.

Storming

Leader coaches group members.

Members vie for influence.

Confusion about roles and boundaries.

Sub-groups form.

Unresolved conflicts arise.

Norming

Leader facilitates and enables.

Members become more comfortable

with one another.

Conflicts from prior stage resolve.

Members speak freely.

Performing

Leader delegates and oversees.

Norms become strong and binding.

Group is productive and able to resolve

disputes.

New member may upset the balance.

Performance may lag due to burnout.

Adjourning

Leader recognizes accomplishments.

Marks the end of the team.

May result in breakdown of group skills.

Conflict may arise.

Separating is difficult.

Evaluation of performance.

Source - The Academy for Professional Excellence. (2013). Teambuilding for APS

Tuckman's Stages of Group Development

Forming
Storming
Norming
Performing
Adjourning

The Academy for Professional Excellence. (2013) *Teambuilding for APS Professionals* Trainer Manual (p.50-56)
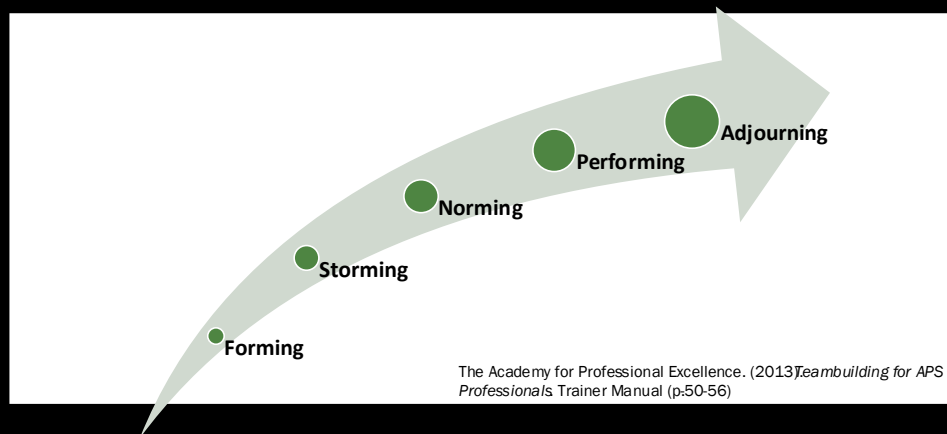
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Team Assessment Activity

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TEAM ASSESSMENT

How Good Are You and Your Team at Teamwork and Team Building?

Instructions

For each statement, please rank yourself on a 5 point scale from 1-5 with 5 being "very often" to 1 being "not at all". Please answer questions as you actually are (rather than how you think you should be).

Answers options range from "not at all" through "very often".

1. My team is knowledgeable about the stages of development teams can be expected to go through.

2. Team members are provided with a great deal of feedback regarding their performance.

3. Team members are encouraged to work for the common good of the organization.

There are many complaints, and morale is low on my team.

5. Team members do not understand the decisions that are made, or don't agree with them.

6. People are encouraged to be good team members and build good relationships.

7. Team members are provided with development opportunities.

8. Meetings are inefficient and there is a lot of role overlap.

9. Team members are encouraged to commit to the team vision, and leaders help them understand how their role fits into the big picture.

10. Team members are often given a chance to work on interesting tasks and stretch their knowledge and capabilities.

11. The team understands what it needs to accomplish and has the resources needed to be successful.

12. Conflict and hostility between members is a pervasive issue that does not seem to get better.

13. People feel that good work is not rewarded, and they are not sure what is expected of them.

14. Team members balance their individual needs for autonomy with the benefits of mutual interdependence.

15. Working relationships across units or functions is poor, and there is a lack of coordination.

(Team Effectiveness Assessment, n.d.)

Team Assessment Self Reflection.

My Action Plan:

What I would like to strengthen?

How will I achieve this goal?

Notes: _____

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Teams: Taught or Modeled?

What are the values that your team leader instilled in you? How did that team leader inspire you?

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Small Group Activity

Small Group Training Tasks:
- In break-out groups you will think of a great inspiring team that you were once a part of that really stood out for you
- You will have 15 minutes to discuss the question in your group.

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Teams Taught or Modeled? Journal Entry

I will model the value and importance of teams by:

I will inspire my team by:

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Section 3 – Team Roles and Members

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For your Improvement: Motivating Others

By: Michael M. Lombardo & Robert W. Eichinger

"Greater things can happen when people are motivated."

Unskilled

- Doesn't know what motivates others or how to do it.
- People under him/her don't do their best.
- Not empowering and not a person many people want to work for, be around or with.
- May be a one-style-fits-all person, have simplistic models of motivation, or may not care as much as most others do; may be a driver just interested in getting the work out.
- May have trouble with people not liking him/her.
- May be a poor reader of others, may not pick up on their needs and cues. Intentionally or unintentionally demotivates others.

Skilled

- Creates a climate in which people want to do their best.
- Can motivate many kinds of direct reports and team or project members.
- Can assess each person's hot button and use it to get the best out of him/her.
- Pushes tasks and decisions down.
- Empowers others.
- Invites input from each person and shares ownership and visibility.
- Makes each individual feel his/her work is important.
- Is someone people like working for and with.

Overused Skill

- May not be good at building team spirit because of an emphasis on individuals.

➢ May be seen as providing inequitable treatment by treating each person individually.
➢ May not take tough stands when the situation calls for it.
➢ May take too long getting input.
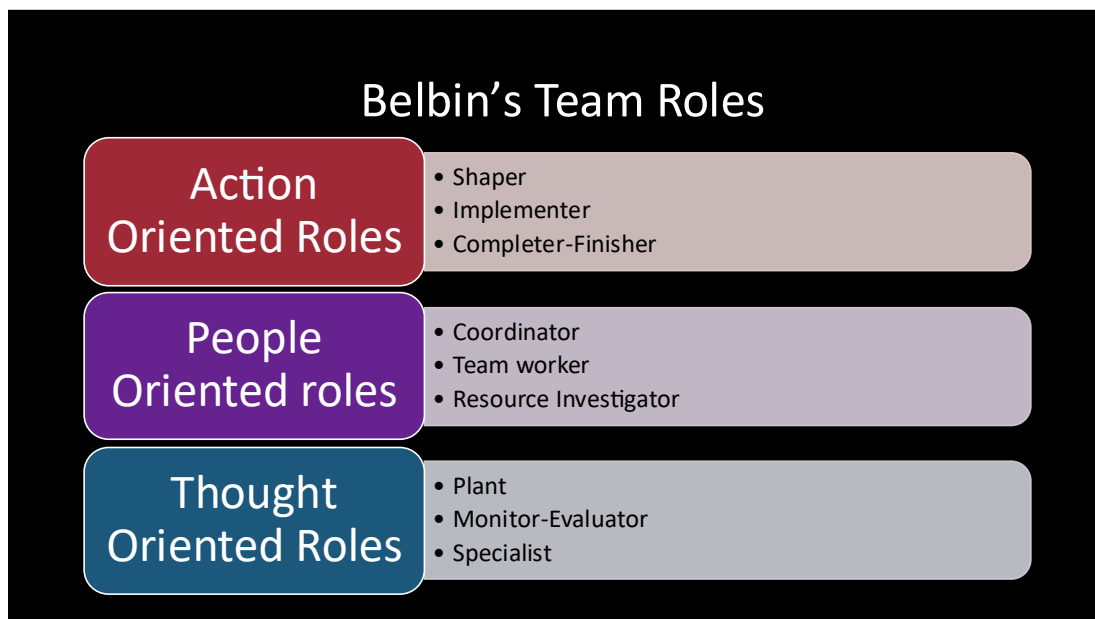➢ May be reluctant to assign work with tough deadlines.

Motivation: Individuals and the Team Journal Entry

When it comes to motivating others:

What am I skilled at?

Where could I improve?

Notes: _____

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Belbin's Team Roles

Action Oriented Roles	• Shaper • Implementer • Completer-Finisher
People Oriented roles	• Coordinator • Team worker • Resource Investigator
Thought Oriented Roles	• Plant • Monitor-Evaluator • Specialist

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Belbin's Team Roles

Role	Team Strengths	Allowable Weaknesses
Shaper	Shapers bring the drive and courage to overcome obstacles. The shaper is committed to achieving ends.	Shapers offend people and will display aggression in the pursuit of goals. Two or three shapers in a group can lead to conflict.
Implementer	Implementers turn ideas into practical actions. They tend to work for the team in a practical and realistic way.	Implementers are conservative, inflexible, and slow to respond to new possibilities.
Completer Finisher	Finishers finds errors and omissions. They deliver their contributions on time and pay attention to details.	Finishers worry unduly and are reluctant to delegate. They tend to be over anxious.
Coordinator	The coordinator is a positive thinker who supports goal attainment and effort in others. They clarify goals and delegate well.	Coordinators can be seen as manipulative. They might not stand out in a team.
Team worker	Team workers tend to keep team spirit up and allow other members to contribute. They bring cooperation and diplomacy to a team.	They tend to be indecisive in moments of crisis and are reluctant to offend.
Resource Investigator	The resource investigator explores opportunities and develops contacts. They are good negotiators.	They are over-optimistic and may lose interest quickly. They are not the sources of original ideas.
Plant Innovator	A plant brings creativity, ideas, and imagination to a team. They can solve difficult problems.	Plants ignore incidentals and may be too preoccupied to communicate effectively.
Monitor Evaluator	The monitor evaluator is not deflected by emotional arguments. They are serious-minded and bring objectivity and judgment to options.	The evaluator may appear dry, boring, and overcritical. They are not good at inspiring others.
Specialist	Specialists bring dedication and initiative. They provide needed knowledge and technical skills.	They may contribute only on a narrow front and dwell on technicalities.

https://www.mindtools.com/pages/article/newLDR_83.htm

Challenging Team Members

- An individual's behavior within the team setting is a function of the group dynamics.
- Stereotypical Roles:
  - Deviant Member
  - Scapegoat
  - Quiet Member
  - Internal Leader
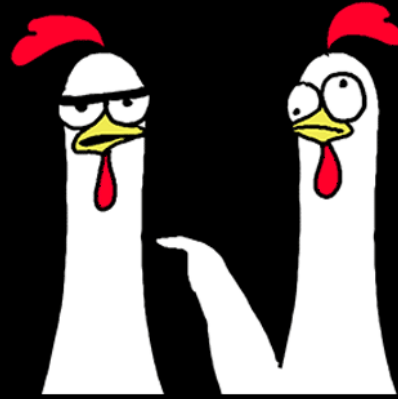
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Kurt Lewin: Group Dynamics

Lewin is considered to be the Father of Group Dynamics and back in 1935 he explained that the behavior of an individual within a team or group was an expression of that individual's social role in relation to the activities of the group and the roles of the other team members. (Shulman - pg.236-7)

Shulman breaks out stereotypical behavior patterns of individuals within the group setting to try to address these roles that often may be problematic for supervisors.

A deviant member should not be considered in a pathological sense but rather an individual that frequently does not follow group norms regarding behaviors.

A deviant member might be someone that refuses to follow procedural roles established by the group, or an individual who may make "low jokes" or "potshots". This individual may often be someone that is not committed to the team.

The scapegoat is a term that you might be familiar with theory from family therapy. In a family with multiple children there is usually one that is considered the scapegoat, or the source of all the problems. This individual is not necessarily a rule breaker like a deviant member, but rather the group may collectively decide that this individual should carry all the blame. The result often is that the whole team will side against this individual and who is then an excluded team member. Supervisors must be aware of the role of the scapegoat because it is dangerous for a supervisor to side with the team against the scapegoat, or vice versa against the team and backing the scapegoat.

The quiet member may be often forgotten but easy to pick out when you start to reflect on the individual team members and the way that they interact during team meetings. The quiet member is the individual that rarely contributes or questions. It is not necessarily problematic to have one staff member that speaks less frequently than others during team meetings, but it is essential that the supervisor check in with this employee on a one-on-one basis about their feelings related to the group and to encourage some participation with the team. It can occur that other team members may become resentful of those that do not

contribute or they may feel that they are being judged by someone who is not participating.

The Internal Leader is also easy to pick out during team meetings. This person or persons within the team can serve to be helpful and useful both to the group itself and the supervisor. This individual is the one that will help the group to tackle developmental tasks (the emotional function of the group) and handle business that needs attention (task completion function of the group). Supervisors should try to mentor this individual or individuals, but they must also make sure that they do not stifle other members of the team that may also be trying to take on a greater leadership role.

<u>Challenging Team Members – Group Activity Notes</u>:

Group Challenges Listed:	*Options To Share:*
Circle the chosen challenge to discuss.	

Trauma, Secondary Trauma, Compassion Fatigue

- Trauma: a deeply distressing or disturbing experience.
- Secondary Traumatic Stress is a lasting or even recurring emotional anguish that results when an individual learns about the firsthand experiences of another person or animal's traumatic experience.
- Compassion Fatigue can arguably be described as a stage of trying to cope with repeated exposure to trauma.

www.violetaura.com/secondary-traumatic-stress-compassion-fatigue/

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Trauma-Informed Approaches

- Supervisors must assist workers in identifying when they have been exposed to trauma and be available to assist with debriefing it.
  - Always ensure the well-being of the worker
  - Appreciate silence
  - Allow tears and venting
  - Become familiar with Trauma-Informed Practice concepts, research and resources.

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Trauma-Informed Approach

According to the concept of a trauma-informed approach, "A program, organization, or system that is trauma-informed:

1. Realizes the widespread impact of trauma and understands potential paths for recovery.

2. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system.

3. Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and

4. Seeks to actively resist re-traumatization."

A trauma-informed approach can be implemented in any type of service setting or organization and is distinct from trauma-specific interventions or treatments that are designed specifically to address the consequences of trauma and to facilitate healing.

Six Key Principles of a Trauma-Informed Approach

A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology, and application may be setting- or sector-specific:

1. Safety

2. Trustworthiness and Transparency

3. Peer support

4. Collaboration and mutuality

5. Empowerment, voice, and choice

6. Cultural, Historical, and Gender Issues

From this perspective, it is critical to promote the linkage to recovery and resilience for those individuals and families impacted by trauma. Consistent with this definition of recovery, services and supports that are trauma-informed build on the best evidence available and consumer and family engagement, empowerment, and collaboration.

Section 4 - Managing Virtual Teams
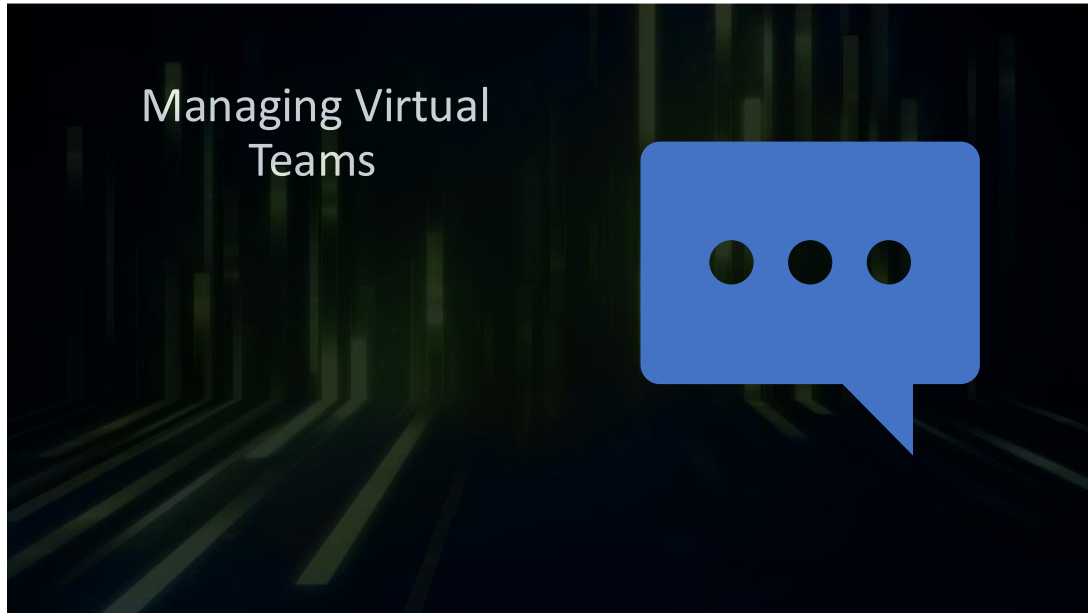
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Brain Breaks & Ice Breakers for Virtual Meetings

The National Council for Behavioral Health created a 12-page resource guide entitled: Brain Breaks & Ice Breakers for Virtual Meetings. Access it through the link below.

[Handout-Brain-Breaks-and-Ice-Breakers-for-Virtual-Work-Final.pdf (napsa-now.org)](Handout-Brain-Breaks-and-Ice-Breakers-for-Virtual-Work-Final.pdf)

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PG – Building and Managing Effective APS Teams   Feb. 2022   Office of Professional Development

Transfer of Learning Activity

Team Implementation Goals

This is a Transfer of Learning (TOL) activity based upon the training that you attended entitled: *Building and Managing Your APS Team.*

Transfer of Learning (TOL) allows the learner to take education, ability or insight obtained from a prior setting and use it effectively in a new setting. The purpose of the TOL is to practice and apply information received in today's training outside of the training environment.

This tool is meant to be used as a type of "roadmap" to assess your team, identify areas for improvement, and to create goals with an associated action plan.

This TOL activity can be done in conjunction with your team (at a team meeting) and can be done in-person, or within a virtual environment; or you can do this TOL activity on your own. It is recommended to complete this activity with your team to create a horizontal action plan; that is, what you will do to strengthen your team and what your team members will do to strengthen the team.

Please answer the following question: *What 3 things will you do to strengthen your own team?*

You might consider changes you could make to the structure and format of your unit meetings or new strategies that you could try

to implement that will help to make the work environment more motivating.

What steps do you (and/or staff members) need to take to make that happen?

Be as specific as you can with your goals and action steps.

Goal 1 -

Action Item to support the goal:

Action Item to support the goal:

Action Item to support the goal:

Goal 2 –

Action Item to support the goal:

Action Item to support the goal:

Action Item to support the goal:

Goal 3 –

Action Item to support the goal:

Action Item to support the goal:

Action Item to support the goal:

Closing and Evaluations

- Final Journal Activity
- Evaluations
- Thank you for your participation

"Successful leaders embrace the power of teamwork by tapping into the innate strengths each person brings to the table" – *The Power of Teamwork* Inspired by the Blue Angels

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