CSEPP
Team Toolkit

Version 1.0
June 2005

THE CSEPP TEAM TOOLKIT
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Section III

CSEPP TEAM TOOLKIT
INTRODUCTION

Acknowledgements

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June 2005

Executive Summary

In December 2003, the Department of Homeland Security/Federal Emergency Management Agency (FEMA) and the U.S. Army/Chemical Materials Agency (CMA) commissioned a study of the national Integrated Product/Process Teams (IPTs) and other groups used to manage the Chemical Stockpile Emergency Preparedness Program (CSEPP).

Begun in 1988, this program brings together representatives of federal, tribal, state, and county jurisdictions to improve preparedness to protect people in the communities around the eight locations at which obsolete chemical munitions are being stored and destroyed pursuant to international treaty.

Purpose and Background

Administered by FEMA, CSEPP is funded by DoD's appropriation and the Army's budget; accordingly, certain of DoD's rules and processes apply. Since the promulgation of DoD policy on IPTs in 1995, CSEPP has used two types to carry out its mission: 1) Site IPTs, consisting of Federal, State, and local officials and planners responsible for the program in the communities surrounding the eight storage locations; and 2) National IPTs, consisting of representatives from all jurisdictions and the eight CSEPP sites, convened to address issues of common concern.

This study used individual and group interviews, as well as a literature review, to focus on the National IPTs with the goals of:

- Documenting the best practices and lessons learned
- Capturing both in a toolkit format

IPTs bring together stakeholders, staff, and other experts needed to design and implement new processes and to create new products. The heart of the approach is this concentration of interest, capability, and knowledge, which allow IPTs to efficiently make decisions that cross organizational and disciplinary lines. DoD adopted the integrated team approach in 1995, largely relying on the practices of the private sector. Commercial firms established in the 1980's that integrated teams produced superior results, reduced calendar and cycle times, and improved decision making quality and speed. DoD sought to replicate this experience with the immediate goals of improving the acquisition process and program outcomes and of reducing product development costs and time while meeting user needs.

In 2001, the then-General Accounting Office (GAO) studied DoD IPTs and noted two essential elements: 1) knowledge; and 2) authority needed to recognize problems and make cross-cutting decisions expeditiously. Associating the lack of either of these elements with poor team performance, GAO argued that a group without either element might be called a 'team,' but is not an IPT. Further, the GAO noted that, while the IPT approach had been endorsed at the leadership levels, DoD had not taken the institutional steps necessary to ensure its consistent implementation at the program level and that certain long standing practices had proven resistant to reform and improvement. (1)

CSEPP's experience can be characterized in roughly similar terms. Following the adoption of the policy, CSEPP launched a series of training sessions that created IPTs in each of the eight communities and supported the formation of the early National IPTs then deemed necessary. Organizationally, however, only limited accommodation was made to the IPTs. Pre-existing group structures and overall activities were not reviewed or reconsidered in the light of the policy, and little continued training or other support for the IPTs created was offered. The 'knowledge' elements of both site and national IPTs were rarely, if ever, in question; the 'authority' elements, however, were the objects of considerable and ongoing contention among the CSEPP jurisdictions and organizations. Consistent with GAO's observation about DoD's IPTs in general, implementation of CSEPP's teams depended largely upon the "ingenuity of individuals" (2) and the commitment of team members.

Still, that ingenuity and commitment yielded a considerable output of CSEPP products and processes. In 2003, CSEPP's leadership reviewed the array of National IPTs and other groups working on the program, and commissioned a study of these in order to produce best practices, lessons learned, team tools, and recommendations.

Principal Findings: Best Practices and Lessons Learned

CSEPP's national teams differ significantly in structure, purpose, representation, and output. Taken together, however, the National IPTs are important at the program, community, and site levels. IPTs are significant at professional and individual levels as well. CSEPP's teams have provided common solutions and consistency of approach across the eight sites, and they have been the platform for problem and solution sharing among otherwise disparate and independent jurisdictions. The IPTs have served both as communities of practice and of functional integration, providing opportunities for professional expansion and growth. They have also produced products of immediate value not only to the CSEPP community, but to the broader emergency preparedness field as well, at a point in time when models of inter-jurisdictional collaboration, and the products and tools they create, are increasingly appreciated in the comprehensive homeland security environment.

There are differing views about the role of teams in CSEPP, and relatively little understanding of IPTs as distinct from other group concepts. Some people take the position that teams should be created for a single purpose and disbanded when this purpose has been accomplished. Others believe that teams are an integral part of CSEPP management and should have ongoing functions. These views are not divided along any obvious organizational or other line, but seem to be a function of prior team experience and degree of comfort with shared decision-making practices.

Lessons Learned	
Best Practices	
Team Formation	***How a team is created, charged, and initially supported appears to be a factor in its ability to become productive. 'Formation' is an explicit and significant phase in the life cycle of a team.***
Clear Policy and Mission	Teams can be 'missioned' from the top or bottom, but it should be clear which is which for accountability purposes. Why a team, as opposed to other constructs, e.g., work group, administrative group, is chosen should be clearly expressed by the leadership, along with the naming of convening leadership and representation.
Specific Purposes and Outcomes	Teams have different purposes. Some are created for a specific product or task; others for a more general purpose of examining particular issues or problems over time. Teams and their work can be misjudged if their purpose is not clear.
Convening or Interim Leadership (Federal)	Teams don't assemble themselves. Someone needs to be placed in temporary charge to manage initial communications, arrange for meetings, etc. It is often the Federal level staff who can most easily assume this role, and this approach is generally appreciated in the CSEPP community. Care must be taken, however, that Federal leadership is facilitative, and does not inhibit either the team's development or the agenda needs of members.
Clear Methods for Member Recruitment and Selection	Teams differ in how they recruit and select members, e.g., by position, expertise, recommendation, and formal requests for site delegations. These differences do not appear to predict success or failure of team performance, but are a cause of confusion among stakeholders represented. Teams should articulate and explain the recruitment and selection method they have chosen to stakeholders.
Realistic Expectations for Members	Teams differ in how often they meet and in the nature and extent of the workload they assume. It is difficult, especially for new members, to anticipate time requirements and secure permission to

	participate. Failing to communicate these requirements can lead to non-participation and precipitous turnover when requirements grow excessive in the judgment of members' supervisors.
Formation Support and Training Availability	Teams don't automatically come together and function at high levels. There are necessary orientation, trust building, goal clarification, and commitment processes to be undertaken that position teams for high performance. Formation support, which may take the form of individual and group training, technical assistance, and/or facilitation support should be available to new teams.
Negotiated and Signed Charter	Whether given a mission from above or below, and irrespective of representation structure, members need to engage in the details of negotiating and committing to a charter that is approved by program leadership as well as by those represented. A standard format for chartering teams should be available to speed the process of upward and lateral communication.
Team Management and Sustainment	*The presence of empowered teams should not imply an absence of management.*
Definition of Team Type and Lifecycle	It is not always clear when teams actually begin and when they do, or should, end. A set of team lifecycle milestones can objectify the processes of formation, sustainment, assessment, adjustment, and completion (or renewal or suspension) and give teams and program management a common basis for determining what is and what should be happening with a given team.
Annual Workplans	There is often no consistent documentation between a team's charter and a work product, but there are always many tasks and deadlines that are, as a result, invisible to non members. Without periodic, documented planning, there is no way to predict workload for members. These plans need not be elaborate and the schedules may change, but are necessary for coordination, integration, and workload prediction.
Realistic Scheduling and Balanced Telecon and Face to Face Sessions	Accurately forecasting the amount of time needed for team deliberations and other activity is difficult. Some team's agendas are chronically heavy; others light. Time and cost pressures are almost always present, and most teams attempt to accomplish as much as they can by email and telecons. Certain kinds of tasks, however, and the overall interests of team development are best served with a calibrated

	balance of telephone information sharing and face to face deliberations.
Support for Team Leaders	Some people are well disposed and prepared to function as a team leader; others may require support. Team leaders, or those who chair teams, should have training and technical assistance available to them, including facilitation support and use of IT tools. Team leaders, chairs, and co-chairs may consider meeting periodically, as a group, to exchange information and experience, discuss the overall health of the program's teams, and update the best practices and lessons learned over time.
Consistent Administrative and Communications Support	Teams with contractors who support administrative and communications activities value this contribution because it allows busy team members to focus on the substance of the teams' work.
Normalized Training, Technical Assistance, and Tools	Some teams move smoothly from mission to task accomplishment; others experience a range of challenges and difficulties. Addressing problems is easier when support, training, and technical assistance are made available as part of the normal team lifecycle. Although there are both acquisition and learning curve costs, teams that use electronic meeting and decision support tools can speed the accomplishments of certain kinds of tasks.
Process for New Member Transition and Orientation	It is difficult for new team members to catch up with an in-process team and to gain a thorough understanding of team history, development, membership, and activity. A defined process for new member transition, e.g., both old and new members attend at least one meeting, and for providing background documents is appreciated by new members.
Team Monitoring, Coordination, and Evaluation	***Empowered teams can track, monitor, and report their own activities, and can support activity coordination and integration, but need neutral assistance in evaluating performance.***
Consistent Formats for Common	Teams should not have to re-invent the format for documenting common activities, e.g., charters, meeting reports, membership rosters, etc. Formats for these activities should be provided in a standard but

Team Activities	tailorable form.
Team Self Assessments Linked to Support : Annual 'Oil Change and Tune Up'	It is difficult, even for high functioning teams, to take the time for periodic self assessments. Nevertheless, they should be undertaken annually, or at other intervals significant to the team, in order to recognize accomplishments and best practices and identify challenges and needed improvements. Formats for assessments should be provided in a standard but tailorable form, with neutral technical assistance available to help analyze results and develop options for addressing challenges and improvements.
Mission and Task Reporting	Teams should not have to separately invent the format for mission and task reporting to stakeholders and the program. A format for this activity should be provided in a standard but tailorable form that is visible to the entire CSEPP community.
Coordination and Integration of Team Activity	Some teams have attempted to coordinate with one other and to integrate their work where appropriate, but there is no overall coordination and integration function for team work. This function could be performed by program leadership and/or by team chairs.
Knowledge Management System to Support Team Coordination/Integration	The CSEPP portal, while a very important step, needs to continue to evolve to support the information and knowledge exchange activities of the CSEPP teams.
Completion and Renewal	***Teams can 'complete' their mission when major tasks have been accomplished, or may be 'renewed' by significant membership changes even as work is in progress. Both are milestones for teams.***
Defined Completion Process	Teams completing major tasks and fulfilling their mission should be acknowledged for the accomplishment. Such teams should have the opportunity to recommend further action and/or referral of appropriate parts of the work to other teams in a defined completion process that also transfers products, information, and files to a repository.

Process for New Mission Renewal	Some teams find that, in the process of completing one set of tasks, another is identified as needing attention. Teams completing their mission should have the opportunity to recommend a mission renewal, if appropriate.
Options for Reduced Scope	Teams should have defined options for remaining intact, but reducing the scope of their activity. Such options would set appropriately reduced expectations for teams that need to focus periodically on a given issue, to retain the collective expertise gathered for team work, and to maintain availability to respond if needed.
Ongoing Identification of Best Practices and Lessons Learned	Teams completing their work or renewing their mission should have the opportunity to step back from the experience and identify what worked, for whom, and why. These best practices and lessons learned should become part of the knowledge management system for CSEPP and should be available to the entire community for consideration.
Recognition of New Member Renewal	Teams do not always control their own membership, which can change significantly from meeting to meeting. Teams experiencing a critical mass of turnover, e.g., 40% or more, should have the opportunity for 'renewal' training or technical assistance in order to integrate quickly new members into ongoing work.

Organization of the Toolkit

Throughout the study, interviewees encouraged the authors to be practical and to offer tools wherever possible. This Toolkit is a response to their request, and the contents come from three primary sources:

- Ideas offered in individual and group interviews with CSEPP IPT members and leaders;
- Tools, templates, and other resources already in use by CSEPP IPTs; and
- Books, articles, and other publications identified in the literature survey.

The Toolkit is organized in three sections that align with the general lifecycle phases of a team:

I. Team Formation
II. Team Management and Sustainment
III. Team Completion

Each section begins with the relevant best practices and lessons learned and a list of the tools and tips contained. Each tool has a brief introduction that talks about its use and appears on a separate page so that the tool itself can be pulled out and copied. Also included are general tips and comments from interviewees and the literature that offer some insight, but can't be shaped into a useful form or template.

Section III, Completion, stands by itself with only one tool, and the authors debated about including it. But, with a National IPT now addressing program transition and closeout issues, the section was left in as a reminder that the closeout schedule needs to be kept in mind as they IPTs prepare their annual Roadmaps.

How to Use the Toolkit

This Toolkit is intended to be a living document and an evolving resource.

CSEPP National IPT Members

If you are a member of a CSEPP National IPT, you will be using the toolkit to review your current practices against the best practices, toolkit templates, and samples as you prepare your annual Roadmap. In general, this review will occur in the first quarter of the Federal Fiscal Year, with annual Roadmaps prepared in the second quarter, and submitted to the Integrating IPT (IIPT) by the end of March.

Your IPT may use any approach it finds useful to conduct this review, and it may accept, modify, reject, or create entirely new tools, templates, or formats.

You will note that the annual Roadmap asks if your IPT has any new tools, modifications of existing ones, or other best practices and lessons learned to be shared with the CSEPP community. These will be reviewed by the IIPT and provided as updates to the CSEPP Team Toolkit.

If your IPT needs assistance, please make the request through your Army representative.

CSEPP Site IPT Members

If you are member of a CSEPP Site IPT, you are encouraged to review the Toolkit as well. While most of the contents were created for National IPTs, the Best Practices and Lessons Learned may well apply to Site IPTs, and there are certainly some tools that could be applied. For example, the In-Process Evaluation template was actually contributed by a Site IPT, and several of the formats, including the New Member Orientation Outline and the Training and Technical Assistance Menu, could be as useful for Site IPTs as for National IPTs.

If your IPT uses or modifies an existing tool, or if it already has or creates a tool that fills a gap in the Toolkit, you are urged to share this with the IIPT for inclusion in CSEPP Team Toolkit updates.

If your IPT would like assistance, please make the request through your Army representative.

Section I

Team Formation

CSEPP has formed National IPTs both from the top down and the bottom up as needs for cross-site and cross-functional perspectives have been identified. Regardless of the source, IPT training and support is directed and can be accessed through the Army chain of command. This training is designed specifically for each new IPT and its members. Typically two days in length, one day is normally spent on policy, team theory, and best practices, and a second day is spent helping the new IPT move quickly through the initial steps of charter creation, rules agreements, etc. in order to focus on the work at hand.

Included in this Section:

Tools:
Tool 1-1: Charter Template
Tool 1-2: Operating Rules Template
Tool 1-3: Representing CSEPP Worksheet Template
Tool 1-4: Training and Technical Assistance Menu
Tool 1-5: Learning Support Needs Assessment Template

Tips:
Creating the Environment
Dividing the Meeting Responsibilities
When Votes Are Taken
IPT Policy and Process in Brief

Tool 1-1

Charter Template

One of the first tasks of a new IPT is to create a charter for approval and to decide how it will conduct its business. In most cases, IPTs receive at least part of their charters either directly from the CSEPP leadership or from a consensus of the CSEPP community, usually in the form of desired tasks or outcomes.

In all cases, new IPTs receive formation training and support, and most elect to use part of this training time to work out the charter so that everyone understands and is able to commit to the purpose and the work, and so that other important expectations about time, role, recruitment, meetings, decision-making process, reporting, etc. are realistic and appropriate. In CSEPP, Army and FEMA leadership also sign these charters.

The charter template below is abstracted from several current CSEPP IPTs and reflects current thinking about what should be covered. Note that some IPTs include Operating Rules inside their charter documents; others take these up in a separate document (see below).

Some IPTs need contractor support; others want representation and/or participation from agencies other than the Army and FEMA. Both of these requirements should be addressed in the charter, or as soon as the need is identified. The appropriate contracting authority needs to understand and approve the IPT's use of contractor resources; and all parties need to be cognizant of any need for inter-agency participation.

NATIONAL IPT CHARTER
Chemical Stockpile Emergency Preparedness Program
<Name> Integrated Process/Product Team (IPT)

6/05

2- Mission *<Describe the mission and the source of the mission, i.e., CSEPP program leadership, CSEPP community consensus, etc>*

2- Need for the IPT, Purpose, Outcomes, Services and/or Product(s) <Describe. Include the customer, recipient, or target audience of service/product output>

2- Scope and Limitations of Authority *<List and describe >*

For example:

Joint U.S. Army – Federal Emergency Management Agency (FEMA) memorandum, "The use of Integrated Process Teams (IPTs) as a management tool within the Chemical Stockpile Emergency Preparedness Program (CSEPP)," dated 21 May 1998, and the authorities contained therein.

As the representatives for the CSEPP <specify> community, the IPT reports to CSEPP senior management and develops recommendations for their consideration. The IPT and its representative members also report to and keep informed the community or area of practice they represent.

The IPT has the authority to form Working IPTs as needed.

2-   Roadmap *<Explain how the IPT will accomplish its purpose. Indicate the general scope of the IPT's tasks and any associated metrics.>*

For example:

- Initial training and formation session that covers, at a minimum, ratification of mission, operating rules, leadership, and work plans
- Creation and maintenance of appropriate files and records to be retained on the portal
- Quarterly meetings, at least one of which will be face-to-face and may be held in conjunction with another CSEPP function
- Preparation and publication of meeting reports via the portal and directly to CSEPP States and Site IPTs, other task status reports as may be requested by CSEPP leadership and/or communities, and annual reports at the CSEPP National Conference
- Conduct and documentation of such fact-finding, issue analysis, deliberations, and other activities required to complete the mission and recommend appropriate actions to CSEPP leadership
- Development of 'X, Y, and Z' products
- Preparation of an Annual Roadmap update that discusses mission status, projected activities for the year, and any other issues requiring IPT input or action
- Preparation of a brief closeout report when no further activity is required and the IPT can be considered inactive.

2-   Representation and Participants *<Describe the representation needed and how representatives will be named to the IPT, e.g., direct recruitment, Site IPT nomination, etc.>*

For example:

The IPT shall be comprised of the following members, selected by:
- One person from each of the 8 CSEPP communities, but representing all the CSEPP entities (i.e., IRZ and PAZ counties, Army installations, and the state itself). These 10 members may be employees of an IRZ county, PAZ county, the Army installation, or the State, and shall be selected by the Site IPT.
- Two people from and representing those FEMA regions involved in CSEPP, selected by…
- One person from and representing FEMA Headquarters, selected by…
- One person from and representing CMA Headquarters, selected by…
- One additional person from any of the Army installations involved in CSEPP *if* less than three of the 10 members representing the states are from the Army, selected by…

The IPT shall consist of X representatives from:
- A Majority of CSEPP sites
- Each Immediate Response Zone (IRZ) county
- Protective Action Zone (PAZ) counties
- Each depot
- Each State
- FEMA Regional representative
- FEMA Headquarters (HQ) representative
- U.S. Army CMA representative
- a Headquarters Department of the Army (HQDA) representative

Or
Other Configuration That Supports the IPT's Purpose

In Addition, Other Contingencies Should be Considered and Described, For Example:

The IPT may recruit ex-officio members from any organization or agency if they have specific technical expertise that the IPT requires.

Army and/or DHS contractor personnel may be assigned as IPT support staff or subject matter experts as requested by the IPT and approved by the appropriate contracting authority, although they will not function as voting members. Representatives of other organizations with specific expertise needed by the IPT may be invited to participate from time to time.

Should any named organization re-organize, merge with another organization, or otherwise cease to exist under the specified name, its successor organization with responsibility for CSEPP issues shall inherit its rights and responsibilities under this charter.

Any member may be replaced by those responsible for their selection. Vacancies will be filled as promptly as possible using the selection procedures noted above. FEMA HQ, HQDA, and CMA representatives are jointly responsible for facilitating any communications required for positions to be filled by their consensus.

2-   Ownership/Coordination/Transition *<Explain who will own any product output, how it will be coordinated with other CSEPP IPTs, if necessary, and how it will be transitioned to any use beyond or after CSEPP.>*

2-   Operating Rules *<List or Append. See Tool 1-2 'Operating Rules'>*

2-   Signatures of Voting Members

_____   _____
Name, Representing   Date

_____   _____
Name, Representing   Date

_____   _____
Name, Representing   Date

Etc.

2-   Signatures of CSEPP Leadership

_____   _____
Name, for The Army   Date

_____   _____
Name, for FEMA   Date

Tool 1-2

Operating Rules

CSEPP's IPT members usually have a good deal of experience in working in the team setting, and most come together anxious to 'get to work.' Many, though, 'get to work' without thinking through how they will handle various circumstances that later surprise or tax the process and everyone's patience. IPTs are not independent organizations, and they do not need formal bylaws, but they do need solid operating rules.

These operating rules do not need to be elaborate, but should cover the kinds of things that can later cause confusion, difficulty, or conflict. As any emergency preparedness professional can appreciate, knowing the rules to use in all circumstances, especially difficult ones, is an important part of handling them well.

The operating rules list below is abstracted from those of current CSEPP IPTs and from similar products in the literature. It covers the most common things about which people should agree as part of team formation. This list is designed to be used to support discussion and agreement among team members about each of the questions asked, and documentation of the rules the IPT adopts. This documentation can be important later, and is always important to give to new members.

Tool 1-2 IPT Operating Rules – Template

IPT OPERATING RULES

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Operating Questions:	IPT Operating Rules ...…..	Date	Effective	Comment
Representation and Leadership – What is a quorum of all stakeholders? How and when will chairs, co-chairs, or other leadership be selected? What are the responsibilities of chairs and co-chairs?				
Agendas – Who/how assembled? Prior agreement on all items?				
Meeting Expectations and Schedule – Conference Calls? Face to face? When and how often? Estimated time commitment? Alternates?				
Meeting Reports – Who prepares? Who receives? How published? How filed?				

Attendance – Members only? Delegated representatives? Role of staff, contractors, and consultants?				
Continuity – Missed meetings? Resignations? New member orientation?				
Single Communication Source – Who? How? Backup?				
Proceedings – How will meeting facilitation be handled?				
Fact Finding and Other Analysis – Process? Any Working IPTs (WIPTs)? How created and managed? Role of staff, contractors, and consultants? Reporting and documentation? IPT decisions?				
Decision-Making Techniques – Consensus? Consensus-driven? Voting? Who can vote?				

Confidentiality— Decisions open, but decision process held close? Sunshine laws?				
Constituency Reporting – How should members report back to those they represent? How should annual Roadmap planning be handled?				
Other –				

Some IPTs also stipulate the kind of decision-making environment and behavior they expect:

For example:

TIP: CREATING THE ENVIRONMENT

This IPT wants to establish an environment conducive to open exchange and problem-solving, and it has agreed to several ground rules and principles. Members should:

- ☑ Speak frankly and openly inside the IPT

- ☑ Respect the frank speech of others

- ☑ Seek to understand differing perspectives

- ☑ Pursue, to the extent possible, win-win solutions to problems

- ☑ Be mutually accountable for IPT tasking, assignments, and follow-up actions to IPT decisions

- ☑ Refrain from advancing personal agendas.

It is always a good idea to set out the responsibilities of IPT leadership. Some IPTs concentrate these responsibilities with the chair or co-chair; others delegate many of them to support contractors; still others divide them up among members. In any event, a smoothly running IPT has at least the following leadership tasks to be assigned:

TIP: DIVIDING THE MEETING RESPONSIBILTIES	
IPT Responsibility	**Assigned**

Meetings:
    Scheduling and notifying members
    Preparing and circulating the agenda
    Facilitating the meeting
    Timekeeping
    Taking notes
    Reviewing action items
    Closing the meeting	

Meeting Followup:
    Preparing and circulating the meeting report
    Noting changes and keeping the report for the record
    Following up on action items	

Communicating To/From:
    CSEPP management and leadership
    Members' constituencies
    Other IPTs
    CSEPP community	

Team Management:
    Tracking action items and other assignments
    Orienting new members
    Identifying training, technical assistance, coaching, consultation, or other resources needed	

Other	

Most IPTs seek to operate by consensus. That is, they structure fact finding and decision making in ways that encourage the exchange of perspectives and opinions and consistently structure solutions to which all members can agree. When agreement is not present, they try first to accommodate the difference. But, when this is not possible, they decide by a vote of some type, usually simple majority.

For example:

TIP: WHEN VOTES ARE TAKEN

☑ A quorum must be present to conduct official business. A quorum is defined as a majority of the voting members, i.e., the representatives of the CSEPP community and its governmental organizations

☑ Non-voting members are encouraged to openly discuss their ideas as part of the team

☑ A motion will pass if one more than half of the members participating are in agreement

☑ No absentee voting is permitted, but members who participate in meetings by telephone may vote

☑ Members unable to attend may send alternates to participate and vote

☑ In the event of a tie, the motion is defeated

Tool 1-3

Representing CSEPP – Worksheet

IPTs, by definition, represent all stakeholders. CSEPP's IPT members and leaders consistently reported that, when things were really working well, part of what made them work well was the diversity of perspectives present from all of the CSEPP jurisdictions and disciplines.

Whether recruiting a specific type of member, or preparing to ask Site IPTs for a representative with particular characteristics, this worksheet is designed to be used when populating a new IPT. When completed, it might be used in the first meeting to introduce new members to each other. This tool may also be useful with a mature IPT that has had a significant change in membership or with an IPT that is re-shaping its mission or purpose as a review decide to make sure that all of the CSEPP organizations and the several professional disciplines continue to be represented.

IPTs may use different configurations of representatives, depending upon the issue or problem they are working to solve. The challenge is always to balance representation and diversity of knowledge and perspective with reasonable size and expectations.

IPTs that 'overrepresent' or become too large have many problems. Members may not feel that their presence or contributions are necessarily needed, since there are so many others; and they may not be clear about whom it is that they represent or to whom they should report team activity. Groups of more than 10-12 individuals experience very different dynamics than do smaller groups, and these are more difficult for leaders to manage productively. Members may become less 'committed members' and more 'passive participants,' and they may feel free to come and go, carry on other business, and otherwise disengage from the IPT process while appearing to be present.

On the other hand, IPTs that 'underrepresent' may find themselves very committed to their work and to each other, but largely unappreciated because they are fundamentally disconnected from their constituents and the CSEPP community at large. Their products or outputs may receive either no attention or require extensive changes because all of the CSEPP jurisdictional perspectives and professional disciplines have not been a part of the creation. Members may become very committed and even very productive in their own terms, but their experience and results do not contribute as much as they could to the CSEPP collective wisdom and to the program as a whole.

Tool 1-3 Representing CSEPP Worksheet -- Template

Representing CSEPP Worksheet				
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CSEPP Jurisdictions	Knowledge Specialty?	Other Experience?	Number of Reps	**Name and Contact Information**
Army HQ				
FEMA HQ				
Army Depot **(Aberdeen, Anniston, Blue Grass, Deseret, Newport, Pine Bluff, Pueblo, Umatilla)**				
FEMA Region **(III, IV, V, VI, VIII, X)**				

State (Alabama, Arkansas, Colorado, Illinois, Indiana, Kentucky, Maryland, Oregon, Utah, Washington)				
Counties: **Alabama –** **Calhoun,** **Cleburne, Clay,** **Etowah, St. Clair,** **and Talladega** **Arkansas –** **Arkansas,** **Cleveland, Dallas,** **Grant, Jefferson** **Lincoln, Lonoke,** **Prairie, Pulaski,** **and Saline** **Colorado – Pueblo** **Illinois – Edgar** **and Vermillion** **Indiana –** **Foundation, Park,** **and Vermillion** **Kentucky – Estill,** **Fayette, Garrard,** **Madison, Powell,**				

Rockcastle, and Winchester				
Maryland – Baltimore, Harford, and Kent				
Oregon – Morrow and Umatilla				
Utah – Salt Lake and Tooele				
Washington – Benton				

Tool 1-4

Training and Technical Assistance Menu

New National IPTs are directed to receive formation training and support. But, all IPTs have training, technical assistance, and other supports available to them through the Army chain of command.

The CSEPP community places a very high value on the training of others, but does not always carry this value into preparing itself for effective work in teams. Part of this disparity may stem from the fact that most people believe, that they 'should' already know how to do this. After all, haven't we worked on teams of many kinds since childhood? And, therein is an important point: Everyone tends to think of their own background and experience with teams as an indication of how all teams will or should function.

Another part of this disparity may stem from the CSEPP culture itself, with its underlying emphasis on 'action.' After all, what's wrong with our emergency response model in which we are observe, analyze, and act very quickly? And, therein is another important point: The ability to act quickly is built upon a solid foundation of training and practice.

Yet another part may stem from the fact that many in the CSEPP community have learning preferences that are more individual than group based. As a result, they think of training as a form of group torture in which they might, but probably won't, learn more than they could by themselves with a book.

Still, CSEPP IPT members who have received initial training or who have had the chance to begin their work with a seminar and working session devoted to the tasks of IPT formation report that they appreciate the focus on learning about teams in general and their own in particular.

Training, technical assistance, mentoring, and coaching are available on the topics indicated below, and on additional topics or skill areas identified by IPTs and their members. You can access this assistance through your Army representative.

Training and Technical Assistance Menu			6/05
TOPIC	**GOAL**	**ACTIVITIES**	**TIME**
Introduction to IPTs	Understand IPTs: Why and How	- Review: team research findings, DoD policy, GAO recommendations, CSEPP team study best practices, and CSEPP guidance - Structure and properties of IPTs - IPT Lifecycle - Comparison/contrast with participant experience in teams - Discussion of implications for IPT	2 hours
IPT FORMATION			
Introduction to High Performance IPTs	Understand the process and tasks involved in a work group's development	- Overview of Drexler-Sibbet team performance model as a tool - Comparison/contrast with participant experience in teams - Discussion of implications for IPT	2 hours
IPT Charters and Operating Rules	Create viable, draft charters and operating rules for new IPTs Understand open space technology	- Overview of charter and operating rules elements - CSEPP best practices - Structured work session	4 hours

Training and Technical Assistance Menu			6/05
TOPIC	**GOAL**	**ACTIVITIES**	**TIME**
Understanding Team Members	Understand self and other team members as receivers/processors of information and as decision makers; appreciate group portrait of learning and decision styles	• Overview of assessment methods and tools • Individual and group assessments • Discussion of implications for IPT	4 hours
IPT OPERATIONS			
IPT Process Designs – Toward Consensus	Select/develop strategies for building consensus about activity and products in the team, with groups represented, and throughout the CSEPP community	• Review principles of small and large group process design • Review ideas about consensus and consensus-driven processes • Compare/contrast approaches • Develop plans	4 hours
Leading IPTs	Prepare/support IPT chairs, co-chairs, or other leaders	• Review IPT leadership requirements and skills • Skill practice and feedback • Compare/contrast with participant experience • Self-differentiation in leaders—Friedman/Steinke	
Knowledge Management for IPTs	Prepare IPTs to manage, retain, and apply their collective wisdom and knowledge	• Approaches to knowledge management and IPT adaptations • Making knowledge accessible to IPT members • Identifying and sharing best practices • Appreciative Inquiry	4 hours
Self Facilitation for IPTs	Prepare IPTs to facilitate meetings and other	• Using flip charts, white boards and newsprint	

TOPIC	GOAL	ACTIVITIES	TIME
	sessions	• Review facilitation roles, skills, and tasks • Skill practice and feedback • Inventory skills and assign tasks • Using "Fish Bowl" exercises, "focusing," and "learning from experience" techniques	
Task Planning for IPTs	Prepare IPTs to analyze work requirements and plan individual and meeting time and other requirements	• Breaking missions down to tasks • Planning work and communication • Develop annual roadmaps • Tracking tasks and creating backup plans	
Virtual Meeting Strategies and Automated Decision Tools for IPTs	Prepare IPTs for use of conference calls and other virtual meeting tools and for the use of automated decision support tools	• Dynamics of the virtual meeting • Using the virtual meeting capability • Overview of the decision support tools	
IPT TROUBLESHOOTING			
Conducting IPT Assessments	Prepare IPTs to design/tailor assessment questions and to conduct/participate in periodic internal performance reviews	• Review CSEPP guidance and best practices • Prepare self assessment inquiry and select methods • Appreciative Inquiry	
Handling People on an ITP	Identify and resolve people problems in IPT operations; deal with conflict among members; and handle those who bring personal difficulties into the IPT setting	• Strategies for understanding and working with difficult people • Strategies for handling conflict • Understanding when neutral assistance is needed	4 hours
Sustaining Success for an IPT	Maintain commitment, energy, and effectiveness	• Strategies for sustaining member involvement	

Training and Technical Assistance Menu			6/05
TOPIC	**GOAL**	**ACTIVITIES**	**TIME**
	of an IPT over time	• Techniques for integrating replacement members • Responding to changing environments	
IPT CLOSEOUT			
Knowing When to Leave	TBD	TBD	TBD
Closeout Planning	TBD	TBD	TBD

Tool 1-5

Learning Support Needs Assessment

The CSEPP community encompasses diverse locations and jurisdictions, professional disciplines and career areas, and includes some 800 people of differing backgrounds and experiences. They receive and process information, learn, and make decisions in different ways, and they bring a host of ideas and preferences to any group setting.

When new IPTs come together, it is important that these differences be understood and appreciated, and that the team, as a whole, has the chance to step back momentarily to acquire the knowledge and skills each and all need in order to be able to function well as a team. The knowledge and skill can be acquired in a number of different ways, the best of which are tailored to the needs and preferences of team members.

Some of the usual approaches to learning support include: onsite training for knowledge and skill building; a knowledge-practice seminar that combines short training presentation with facilitated team work on actual issues; structured technical assistance that focuses on a particular problem either onsite or by telephone; individual or group coaching; etc. And, there are many tailored variations and combinations.

It is impossible to create or tailor any kind of learning support session that actually meets people's needs and expectations without gathering some data about them. This template is designed to be completed by the members of a team, and provided to those who will deliver the learning support. It can also be used by an entire team to examine and analyze their collective preferences and needs.

CSEPP
Individual Learning Support Needs Assessment

6/05

Team Knowledge and Skill Areas: *Your answers help us understand you and what you bring to the team. Please mark the boxes below with an X and add any topics you feel are missing.*

Topic	I know …a lot	…a little	…very little	Importance to me is…high	… medium	… low
Why and How IPTs						
Process and tasks involved in high performance teams						
Creating charters and operating rules						
Understanding self and other team members as decision makers						
Strategies for building consensus						
Leading IPTs						
Knowledge management for IPTs						
Facilitation skills						
Task planning and tracking						
Strategies for virtual meetings						
Conducting IPT assessments						
Handling people problems						
Handling conflict and disagreement						
Managing team closeout						
Other topics: <specify>						

Priorities: Overall, what are your top three priorities for learning and skill development on teams?

1.

2.

3.

Preferred Formats: What formats would be best for you to learn about these topics and skills? What would be best for the team?

Format Options	Best For Me	Best For the Team	Comment……………………………………..
Skill-Based Training			
Knowledge-Practice Seminar			
Problem-Solving Technical Assistance (onsite)			
Problem-Solving Technical Assistance (remote)			
Other? Combination?			

Learning Style: How do you prefer to learn in the team setting? Check all that apply

___   I like read aheads so that we can get started quickly when the group comes together
___   Email or web-based is best
___   Regular mail is best
___   I don't have time for read aheads before I get to a meeting or training
___   I learn best when there are:
         ___   Lectures and presentations
         ___   Small-group discussions
         ___   Large-group discussions
         ___   Individual skill demonstrations
         ___   Small-group joint projects demonstrating skills

Anything else we should know about you? About what you want to learn about IPTs and high performance teams? About what you think others should know? About how you like to learn?

<center>

Thank you for your time.
We appreciate your thoughts and look forward to working with you.

Please return to: <to be completed>

</center>

TIP: IPT Policy in Brief

In 1995, the Secretary of Defense directed that the Department adopt IPTs as the preferred approach for the development, review, and oversight of the acquisition process. The IPT concept for oversight and review was developed to streamline an antiquated, inefficient process. Before the IPT process was implemented, program offices frequently produced a product that, when reviewed at higher levels, was modified substantially or even rejected. The purpose of IPTs is to facilitate decision-making by making decisions and recommendations based on timely input from the entire team. The IPT approach simultaneously takes advantage of all members' expertise and produces an acceptable product the first time.

TIP: IPT Process in Brief

Each team member brings to the team unique expertise that needs to be recognized by all. Because of that expertise, each person's views are important in developing a successful program, and these views need to be heard. Teams must have full and open discussions with no secrets. Full and open discussion does not mean that the team must act on each view, but all facts must be on the table for each team member to understand and assess. Cooperation is essential.

The team is not searching for 'lowest common denominator' consensus. There can be disagreement on how to approach a particular issue, but that disagreement must be reasoned disagreement based on an alternative plan of action rather than unyielding opposition. Issues that cannot be resolved by the team must be identified early so that resolution can be achieved as quickly as possible at the appropriate level.

Source: Rules of the Road: A Guide for Leading Successful Integrated Product Teams, Revision 1, October 1999, OUSD/AT&L

Section II

Team Management and Sustainment

CSEPP IPTs manage themselves differently, depending upon their mission and structure. Some are relatively small, 'flat' organizations in which members share the leadership and management duties. Others vest the leadership responsibilities in the Federal agency representatives, and some vest management duties with contractor support staff. Despite these differences, all IPTs faced certain common challenges over time. The Team Study highlighted the need for policy and tools to address some of these, and it located several tools already in use with some IPTs that address others.

Two common concerns about National IPT membership expressed in Team Study interviews were that: work done by one IPT was not well coordinated with the work of others; and IPT member workload was unpredictable, which caused problems with members' supervisors and/or with getting IPT assignments done in a timely manner. These concerns were so widely shared, that direction has been provided to all National IPTs to begin preparing annual plans for Integrating IPT coordination. Called 'Roadmaps,' these are high level, but specific plans that the CSEPP leadership will use to coordinate work and schedules, identify training and technical assistance needs, and locate new best practices and lessons learned.

Other challenges cited with some frequency in the Team Study involved: IPT communications with the CSEPP community and beyond, the integration of new members, the lack of consistency among IPT meeting reports, and a lack of self-assessment and continuous improvement.

Included in this Section:

Tools:
2-1   Annual Roadmap Template
2-2   Task Planning Template
2-3   Communication Matrix
2-4   New Member Orientation Book
2-5   Agenda Format
2-6   Meeting Report Format
2-7   In-Process Evaluation Template

Tips:
Using WIPT Leadership As An IPT Executive Committee
Understanding the Phases of Team Development
Managing Virtual Teams: Virtual Team Management 'Tips from the Trenches'
Guidelines for Open Discussions
Neutral Party/Facilitator
Understanding the Conditions That Help/Hinder Teams
Major Sources of Dysfunction in Teams

Tool 2-1

Annual Roadmap Template

The annual Roadmap for CSEPP's National IPTs is the tool with which work is coordinated for IPTs with intersecting responsibilities. It is also the opportunity for IPTs to routinely look at their own functioning, identify areas needing improvement, and secure training, technical assistance, coaching, or other forms of support. And, it is the opportunity for the Integrating IPT to look across the work of all the National IPTs to locate new best practices and lessons learned to be shared with the community.

As implied in the title, 'roadmap,' this is not intended to be an onerous or excessively detailed planning task. It is, though, intended to solve two problems of concern to many in the CSEPP community, i.e., that work is not well coordinated among the National IPTs, and that unpredictable IPT workloads create difficulties both for members and their supervisors.

Roadmaps are due to the Integrating IPT by the end of March each year. The Integrating IPT completes its review in May, and the consolidated plans and reports are presented to the community at the National Workshop in June.

CSEPP IPT Annual Roadmap

6/05

IPT Name:

Current Members/Organizations: <List>

Status and Context: <Describe the status of the IPT, e.g., newly formed, continuing, and explain the context of its work in the coming year. What does the CSEPP program need from this IPT this year and why? Has this changed from last year? What were the accomplishments last year?)

Goals and Objectives: <List major IPT goals and objectives for the coming year.>

Products/Outputs Anticipated: <List>

Coordination Needed with Other IPTs: <Describe>

Meeting Schedule/Locations: <List>

Resources Needed: <Describe staff, contractor, and other resources required to achieve the goals.>

Learning Support/Best Practices: <Describe results of 'oil change and tune up' IPT self assessment. Indicate any training, technical assistance, consultation, coaching, or other learning support requirements. Include any tools or templates you modified and created. Describe any best practices or lessons learned that should be shared with the CSEPP community.>

Other Comments:

Team Signatures: **Date:**

Submission Date:

Tool 2-2

Task Planning Template

Some IPTs are single issue- or product-focused, and their annual Roadmap may be enough to organize the year's activity. Other IPTs, however, undertake multiple, concurrent tasks over long periods of time, and need to plan for their work in more detail at the task level. In either case, it is very important that members understand the nature and scope of IPT tasks and the deadlines and schedules for IPT product delivery so that they can properly commit to participate and can secure any necessary approvals to do so.

IPTs have discovered that, despite interest and commitment, members can have problems getting things done on schedule and being able to travel to meetings if their supervisors have other priorities for their time. Sometimes this means that a delivery schedule must slip; other times it means that member review is necessarily cursory or absent when a product moves forward. Although conflicting time priorities will always be present for members, IPTs can minimize their impact by making task planning clear to all.

There are many work planning templates available, and this is only one. IPTs may wish to use another format, tailor this one, or create their own. The point, though, is that CSEPP IPTs need to document their task planning so that the members who volunteer their time for this purpose can see and share these expectations.

Tool 2-2 Task Planning – Template

IPT Task Planning

Goal:

Objective..............	Description of Activity..................	Time/Resources Needed	Assigned	Due	Comment.......

Date Prepared: **Date Reviewed:**

**TIP: USING WIPT LEADERSHIP AS
AN IPT EXECUTIVE COMMITTEE**

❖ Some IPTs create WIPTs to handle particular topics or issues routinely, which allows for some specialization and the opportunity to work in smaller groups.

❖ Others create WIPTs only for special purposes; and still others require no sub-group specialization.

❖ IPTs with WIPTs, however, can use the WIPT leaders to form a kind of 'executive committee' to shape agendas and communicate between meetings.

Tool 2-3

Communication Matrix

Although everyone interviewed in the Team Study acknowledged the need for ongoing communication about IPT work, some teams have been challenged by the size and diversity of the CSEPP community, with its many independent jurisdictions, and various hierarchies and decision makers.

Failing to communicate effectively with any of these can create problems no IPT wants to have. It may be useful to go over all the communication protocols periodically, just to make sure that representatives are indeed able to get the message back to those they represent.

Some representatives have found that they routinely send IPT information to their constituencies, but that it does not get much attention. So, they have created opportunities to report, e.g., a regular item on Site IPT agendas, and developed special newsletters about their work.

Tool 2 -3 Communication Matrix – Template

CSEPP National IPT Communication Matrix				
				6/05
IPT Needs to Communicate with:	In Order to:	How and How Often? (e.g., meeting reports, summary phone calls, briefings, etc.)	Assigned to:	Comment/Feedback

Tool 2-4

New Member Orientation Book

One characteristic of CSEPP IPTs that can create a challenge for leaders and members alike is that membership can change suddenly and frequently. National IPT members are often recruited and appointed by others, e.g., the Site IPTs, and the National IPT may not be aware of all the factors that enter into the decision to name or replace representatives. Members are 'volunteers,' who function on IPTs in addition to their regular work duties. They must also seek approval from supervisors to travel to and attend IPT meetings, and this approval may be affected by factors unknown to the IPT.

Changes in IPT membership can bring new talents and capabilities to the team. But, before that can happen, new members first need to be able to orient themselves to the team and its work, understand the team's goals, priorities, and activities, feel comfortable with other team members, and commit to becoming a member.

In addition to formal and informal introductions of new members to existing ones, orientation documentation can help speed this process. Some IPTs appoint an existing member to help or 'mentor' a new one, which can also facilitate this transition. Where budgets and schedules allow, inviting the outgoing and incoming representative to jointly attend the last/first meeting can also be helpful.

New IPT Member Orientation Book Contents

6/05

Item...	Notes/Questions..
IPT Charter	
Operating Rules	
IPT Policy Information	
Learning Support Assessment Form	
Meeting Agendas and Reports	
Roadmap or Task Plan with Assignments	
Roster of Members and Contact Information	
IPT Communication Matrix	
IPT Products/Documents: <List>	
Other	

Tool 2-5

Agenda Format

Most IPTs need some kind of agenda format in order to decide what they will take up in a given meeting, conference call, or other setting and then to effectively manage that decision.

Some IPTs, particularly those facing contentious issues, observe a rule that the agenda for a given meeting must be set in the previous one so that everyone can be prepared for discussion and decision.

Others take more open approaches. In some cases, someone is tasked with soliciting items and assembling an agenda prior to the meeting. In other cases, the leadership of the WIPTs functions like an executive committee to establish an agenda.

In either case, a simple format for keeping track of agenda items and the actions and decisions associated with them can help keep everyone on track.

Tool 2-5 Agenda Planning Format -- Template

IPT Agenda Planning					
					6/05
Agenda Item	**Presenter/Responsible**	**Materials**	**Agenda Time**	**Actions**	**Decision**
Welcome and Agenda Overview/Ratification					
Attendance and Quorum					
Approval of Past Meeting Report					
Items of Old Business					

Items of New Business					
WIPT Reports					
Closure and Action Item Review					
Next Meeting Date					
Next Meeting Agenda					

Tool 2-6

Meeting Report Format

There is nothing about either the theory or practice of IPT meetings that requires lengthy or verbatim meeting minutes. The standards for governance accountability generally stipulate that meeting reports should cover agenda topics with a tight summary of the issues and ideas discussed and a clear statement of any decisions taken.

Consistent with these standards, IPT meeting reports do not need to record who said what to whom, as long as the discussion summary is complete, and unless a member wishes to be called out on the record. Nor do meeting reports need to record who voted how, as long as the disposition of the motion (passes; not passed) is recorded, and again, as long as no one wishes to be called out on the record.

CSEPP IPT Meeting Report

1. **Quorum and Attendance List**

2. **Agenda Overview and Ratification**

3. **Prior Meeting Report Approval**

4. New Business

5. Old Business

6. WIPT Reports

7. Other Business

8. Next Meeting Date

9. Next Agenda

IN-PROCESS EVALUATION

6/05

Some CSEPP IPTs conduct formal in-process evaluations in which members, and sometimes key staff and consultants, are asked to provide their opinion and ideas about how the IPT can best carry out its work. Typically, evaluation instruments are constructed around the operating rules the IPT has established for itself, and responses are non-attributed, aggregated, and presented to the IPT as it considers mission and function questions.

IPT Performance: Meeting Conduct

Please indicate your opinion about the degree to which the IPT has followed the operating rules it established:

1.   *Empowered representatives are present:*

	Never		*Sometimes*		*Always*
	1	*2*	*3*	*4*	*5*

        Comment:

2.   *Members are committed to IPT meeting attendance*

	Never		*Sometimes*		*Always*
	1	*2*	*3*	*4*	*5*

        Comment:

3.   *There is prior agreement on agendas*

	Never		*Sometimes*		*Always*
	1	*2*	*3*	*4*	*5*

        Comment:

4.   *There are written reports for all meetings*

                                 Never   *Sometimes*   *Always*
                                   1   *2*   *3*   *4*   *5*

       Comment:

5.   *Meetings begin and end on time and are not disrupted*

                                   Never   *Sometimes*   *Always*
                                   1   *2*   *3*   *4*   *5*

       Comment:

6.   *IPT members seek consensus in decisions*

                                   Never   *Sometimes*   *Always*
                                   1   *2*   *3*   *4*   *5*

       Comment:

7.   *IPT members communicate openly in meetings*

                                   Never   *Sometimes*   *Always*
                                   1   *2*   *3*   *4*   *5*

       Comment:

8.   *IPT members hold internal IPT discussions confidential*

                                   Never   *Sometimes*   *Always*
                                   1   *2*   *3*   *4*   *5*

       Comment:

9.   *The IPT uses a structured process for analyzing issues*

                                   Never   *Sometimes*   *Always*
                                   1   *2*   *3*   *4*   *5*

       Comment:

10. **IPT communications are centrally coordinated**

	Never		Sometimes		Always
	1	2	3	4	5

Comment:

11. **IPT meetings are facilitated and supported by CSEPP**

	Never		Sometimes		Always
	1	2	3	4	5

Comment:

13. **Are any of these operating rules inappropriate in your judgment or should be reconsidered? If so, which rules and why?**

14. **Are other operating rules needed in your judgment? If so, what are these?**

IPT Performance: Mission and Function

15. **What, in your view, is the current mission of the IPT?**

16. **The IPT considers issues of relevance to my CSEPP functions**

	Never		Sometimes		Always
	1	2	3	4	5

Comment:

17. **When the IPT considers a given issue, the presentations and discussions are useful to me in performing my CSEPP function**

	Never		Sometimes		Always
	1	2	3	4	5

Comment:

18.   *Are there any issues that the IPT has not or is not considering that it should be?*
       If so, what are these?

19.   *Overall, what is your judgment of the performance of the IPT?*

	Poor		Adequate		Excellent
	1	2	3	4	5

Comment:

20.   *What factor(s), in your view, have supported IPT performance? What would/can you do to enhance these?*

21.   *What factors, in your view, have inhibited IPT performance? What would/can you do to change these?*

IPT Structure and Delegation

22.   *WIPTs have been an asset to the IPT*

	Agree			Disagree	
	1	2	3	4	5

Comment:

23.   *WIPTs have clear missions and directions*

	Never		Sometimes		Always
	1	2	3	4	5

Comment:

24. *WIPTs have the staffing and other resources they need and are empowered to perform their work.*

	Never		*Sometimes*		*Always*
	1	*2*	*3*	*4*	*5*

Comment:

25. *WIPTs complete their work and either go out of business or the IPT gives them a new mission*

	Never		*Sometimes*		*Always*
	1	*2*	*3*	*4*	*5*

Comment:

IPT Participation

26. *Are you an original member of the IPT?*   *Yes___ No___*

If no, when did you begin participating?   _____

27. *Overall, how do you judge your performance as an IPT member?*

	Poor		*Adequate*		*Excellent*
	1	*2*	*3*	*4*	*5*

Comment:

28. *Please make any other in-process evaluation comments you believe are important:*

……….…..Thank you for your time and ideas……..….

Please email responses to …or mail to ……

By COB …

TIPS FOR TEAM LEADERS

Understanding Team Development

Alan Drexler and David Sibbet developed a comprehensive model of team performance that describes seven predictable stages involved in creating and sustaining teams. Four are related to creating the team and three to its actual operation. These stages are:

TIP: UNDERSTANDING THE STAGES OF TEAM DEVELOPMENT

Team Creation

☑ **Orientation** - determining how the individual team member determines his/her personal fit on the team, and developing an understanding about why he/she is on the team and whether or not the work is meaningful;

☑ **Trust building** - learning about the reliability, dedication and skills of other team members and developing trust over time through repeated interaction;

☑ **Goal clarification** - focusing on specific goals, objectives and a clear understanding of roles in order to move forward effectively;

☑ **Commitment** - once goals and roles are clear, moving into action, turning toward actual implementation through shared vision and agreed-upon decision-making processes;

Team Operation

☑ **Implementation** - scheduling and sequencing of activities, solving problems as they arise and integrating tasks into a coordinated operation, with a collective focus on goals and deadlines;

☑ **High performance** - working in a state of synergy, flexibility and intuitive communication that is producing results beyond expectations, meeting and exceeding goals, changing direction if needed

☑ **Renewal** - handling changes necessitating new responses, such as completion of team projects, large organizational changes, policy shifts, or recruitment of new members.

Source: Information on the Drexler/Sibbet model is available at The Grove Consultants International website. Retrieved June 15, 2005 from http://wwwgrove.com/

Managing Virtual Teams

Virtual teams, in which members are not co-located, but are linked by technology, are becoming more and more common. Virtual team members often need specialized skills and/or support in the use of new technologies for communication and collaboration.

VIRTUAL TEAM MANAGEMENT 'TIPS FROM THE TRENCHES'

☑ *Maximize face time.* If possible, launch the team with a face-to-face meeting and get together as frequently as resources permit.

☑ *Be considerate*. Check time zones before calling team members.

☑ *Handle serious conflicts face-to-face whenever possible*, remembering that overt conflicts often conceal underlying issues that hinge on matters of trust and respect.

☑ *Make sure that nearly all communications are kept in a shared database*, so that a historical document of the team's work is available for new team members to study.

☑ *Use electronic devices* like e-mail, subject headings, file types, urgency markers and corporate intranets or portals to improve team members' access to information.

☑ *Communicate, communicate, communicate!*

Source: Snyder, B. (2003). Teams that span time zones face new work rules. *Stanford Business.* May 2003.

TIP: GUIDELINES FOR OPEN DISCUSSIONS

DO
- ❖ Engage all members in the IPT process by soliciting inputs and applying active listening skills
- ❖ Know your team members' preferred methods of communication, and thoroughly understand their organizational roles and operating environments
- ❖ Trust and accept each person's expertise and advice
- ❖ State the extent of your authority/empowerment and immediately identify issues which are beyond established limits
- ❖ Establish and stick to the agenda for the meeting. Establish operating procedures which allow any team member to redirect side issues to other forums
- ❖ Take the necessary time to prepare for the meeting in advance. Conduct research, and pre-meeting coordination necessary to optimize the time used in a group session
- ❖ State your organization's agenda and position. Openly discuss, resolve, and, when required, elevate issues

DON'T
- ❖ Personalize organizational positions
- ❖ Isolate people. IPTs are only affective when all team members are participating
- ❖ Leave issues unaddressed. Unaddressed issues tend to resurface at higher levels and often drive major rework
- ❖ Forget to document actions/decisions. Documentation provides all team members an opportunity to clarify issues and a historical record of decisions.

Source: Rules of the Road: A Guide for Leading Successful Integrated Product Teams, Revision 1, October 1999. DoD, USD/AT&L.

TIP: NEUTRAL PARTY/FACILITATOR

Value of a Neutral Party/Facilitator

Some IPTs use a neutral party/facilitator: that is, a person whose only purpose is to protect the integrity of the group's process, who is independent of the stakeholders, and who has effective group facilitation skills. Others self-facilitate, managing team processes, deliberations, and decisions on their own through a chair or by delegating various parts of the facilitation function to several individuals.

Particularly for teams that are accustomed to working without the assistance of a neutral facilitator, it can be difficult to decide when such support might be needed, even if only for a short time.

A few questions that may help you decide if you need help with facilitation…

- Does the group have a new task to perform? Does everyone agree why, how and when it should be done? Does the group have all the knowledge, facts, or other information needed to fulfill the purpose immediately at hand? Will the task recur or will it require a series of sessions over time? Will interim tasks or action items be required?

- Who is involved or invited? How many people will be involved? Do they represent different backgrounds or expertise, organizations, or positions? Are the people invited at roughly the same organizational level or rank? Have they worked together before? If so, was the experience a good and productive one?

- Is it necessary that people exchange views in the session? Is it necessary for them to come to at least a working agreement about anything? Will people see themselves as representatives of particular or competing positions? Are disagreements likely? Have they happened before?

- Is there a deadline or time pressure for the group to produce results? Will the results be briefed up or reviewed by higher authorities? Is fact-finding necessary? What is the nature of the change(s) the group will consider? How far-reaching will the results of the group's work be?

- Is there a pattern of disputes or low-level conflict that negatively affects performance or quality in any organizational area?

- Is there a dispute brewing or already present? Are the people involved able to discuss it with one another productively or not? Does your gut tell you there's a chance the dispute might be settled if the people involved could sit and talk confidentially and could be assured that they would be heard?

- Is this a dispute that might escalate? Could it result in a lawsuit, complaint, grievance, leadership challenge, or other serious disagreement? If the people involved don't come to an agreement soon, will it move to a formal/higher level, costing time, money, and energy?

- Is there is any urgency? Are people or their work and projects stalled? Is the dispute causing loss of productivity, threatening increased costs and/or diverting attention away from important work?

- Does this dispute involve people who will have to continue to work or deal with each other? If so, might a less argumentative and confrontational process be better for the future? Is it important to avoid having a "winner" and "loser" and instead having a "win-win" outcome?

- Are there are good reasons to place the responsibility for resolving this dispute with the people involved, rather than turning things over to the legal process or to higher-ups in the organization? Do the people involved have the most at stake and direct knowledge of the issues?

- Would the parties be more able to present their interests and positions and more comfortable exploring solutions with others if supported by a neutral person?

Source: Kunz and Company, Inc., "Deciding About Facilitation Services; Deciding About Mediation Services" Retrieved June 15, 2005 from
http://www.kunzandcompany.com/

Understanding the Conditions That Help/Hinder Teams

CSEPP Team Study interviewees frequently noted the importance of personality and leadership skills when asked about

what made IPTs work well. Their opinions are confirmed by the management sciences. A recent research study spent over a decade collecting and analyzing responses from over 6,000 interviews with team members and leaders across a variety of organizations in both public and private sectors. The study identified the most favorable conditions for high team performance as:

- Ability of both team leaders and members to focus on the goal
- Successful communication processes in which issues and sub-issues are identified, discussed, prioritized and acted upon
- Clear focus on each problem-solving and collaboration phase
- Team leaders have the capability to bring out the best thinking in everyone
- A core competency for all team leaders and members is problem-solving.
- There is a climate of collaboration and a structure and processes that ensure the best decisions
- Teams have useful and accurate data for decision-making

Source: LaFasto, F.M.J., & Larson, C.E. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed.* Thousand Oaks: Sage Publications.

Major Sources of Dysfunction in Teams

All teams face developmental challenges as new teams are formed and as they function and mature. Some also face challenges involving difficult people, at least from time to time. Lencioni lists five major team dysfunctions, some of which are group process related and others of which are personality-related:

- Lack of trust
- Fear of conflict
- Unwillingness to commit
- Avoidance of accountability
- Inattention to results

Source: Lencioni, P.M. (2002). *The five dysfunctions of a team: A leadership fable.* New York: John Wiley & Sons.

Section III

Team Completion

Some CSEPP IPTs have come together, completed their work and disbanded. Others have completed their immediate mission and gone on to take up a new one; still others have been reorganized and consolidated. As the destruction of the stockpile at each site is completed, the program will end there, and representatives will no longer be sent to National IPTs. Over the remaining years of the program, National IPTs will diminish in size and resources, and the closeout schedule will need to be taken into consideration as annual Roadmaps are prepared.

However completion occurs, IPTs should document their closeout for members' and the program's permanent records.

National IPT Completion Inventory				
				6/05
Item	**Description and Format**	**Transferred to**	**Transfer Date**	**Comment**
Charter(s)				
Membership Rosters				
Agendas				
Meeting Reports				
Products/Materials				

CSEPP Team Toolkit
Feedback Form

Tool Number_____
Description_____

IPT _____

___   **We used this tool as is**
___   **We found one that better met our needs that should be shared with everyone (please attach copy)**
___   **We needed to make the following changes… because…**

Our experience was:

We would advise anyone else using this, to…. because…..

Any other comments?

Submitted by_____
Email/Telephone_____

Please send to the Integrating IPT through your Army or FEMA representative.