OPENING ICEBREAKER: DAY ONE

SETTING GROUND RULES FOR A TEAM INITIATIVE
(4–15)

[*Time Allotted: 15 Minutes*]

PRESENTATION

Key Points *(five minutes)*:

C For the next three days, consider yourselves to be a team.

C Each of us─including participants, faculty, and facilitators─is expected to be a *team member*, as well as a *team leader.*

C Since we will be working closely as a team for the next three days, it's a good idea to establish ground rules.

C Why are ground rules important in team building and implementation? *(Group Discussion)*

LEARNING ACTIVITY

Once participants have articulated "why ground rules are important," a faculty member will facilitate the development of "ground rules" for the training program, and seek consensus among "team members" for these rules. Record these onto a tear sheet.

Ask participants to refer to page 4-15 of the manual, and see if "anything is missing." Finalize the ground rules for the training program, and post them on the wall for the duration of the training program (*ten minutes*).

"Practicing what we preach"

> Review the ground rules every day to ensure that they are being met; and provide opportunities to revise or add to the ground rules, if needed.

MATERIALS NEEDED

C Tear sheets and markers.

ESTABLISHING GOALS AND OBJECTIVES FOR A TEAM INITIATIVE
(4–14 TO 4–15)

[*Time Allotted: 15 Minutes*]

GROUP DISCUSSION

The facilitators will present a short overhead slide presentation and lead a discussion on how (and why) to establish goals and objectives for a team initiative (*ten minutes*).

LEARNING ACTIVITY

Following the presentation and group discussion, participants will be given the work sheet. Ask each student to consider this training program as the "team initiative" for which goals and objectives must be developed. Distribute the two-page "Establishing Goals and Objectives for a Team Effort" work sheet, and give participants *ten minutes* to complete it.

The facilitators will co-lead a *twenty-minute* group discussion that walks participants through their responses and, in essence, develops goals and objectives for the "faculty and participant team" for this training program (utilizing tear sheets to record a summary of participant responses).

MATERIALS NEEDED

C Overhead slide presentation.

C Participant work sheets.

C Tear sheets and markers.

ESTABLISHING GOALS AND OBJECTIVES FOR A TEAM INITIATIVE

"LEADERSHIP IN VICTIM SERVICES" TRAINING PROGRAM

DESCRIPTION OF OVERALL PROJECT (FROM YOUR PERSPECTIVE):

Benefits of the Project?

1.

2.

3.

Expected Outcomes?

1.

2.

3.

Your Primary Goal in Attending this Training Program , i.e., What Do You Hope to Achieve?

Timetable for Completion of Goal and Tasks	Roles and Responsibilities for Team Members	Resources You Need to Achieve Your Goal	How Will You Measure Success?

CHARACTERISTICS OF A HIGH PERFORMING TEAM MEMBER	SCORE
I commit only to activities that I can accomplish with my knowledge, time and resources.	1 2 3 4 5
I don't "not bite off more than I can chew."	1 2 3 4 5
I always ask for help from my fellow team members when I need it.	1 2 3 4 5
I recognize that when I commit to a team task or goal, others are reliant on me to accomplish this activity for their own success.	1 2 3 4 5
I am always willing and able to *lead,* and always willing and able to *follow.*	1 2 3 4 5
I am flexible as an individual, and as a team member.	1 2 3 4 5
I appreciate "strength in numbers," as well as the individual contributions that create that strength.	1 2 3 4 5
I can benefit from getting to know my fellow team members as people *and* professionals, and building personal and professional relationships is an individual, as well as team, goal.	1 2 3 4 5
I know I look good when I help and support my fellow team members.	1 2 3 4 5
I can learn from the experiences and expertise of my fellow team members.	1 2 3 4 5
I always leave my ego at home.	1 2 3 4 5
I bring strong skills to the team table that can be augmented by my team members' expertise and experience.	1 2 3 4 5
I am always willing to seek out new skills and resources that contribute to my own personal growth and development, as well as that of my team.	1 2 3 4 5
I am willing to take risks, without jeopardizing either my own integrity or that of my team.	1 2 3 4 5
I always respect diversity of people, processes and opinions.	1 2 3 4 5
I always commit myself to cooperate, and not compete, with my fellow team members.	1 2 3 4 5
I am always willing to bring my perceived conflicts out in the open so they can be addressed by the team in its entirety.	1 2 3 4 5
I never hold grudges if a team conflict is not resolved to my liking, and recognize that conflicts can result in personal and professional growth for me, as well as my team.	1 2 3 4 5
I am always willing and able to consistently evaluate my own contributions to and participation in team processes, as well as the overall team accomplishments.	1 2 3 4 5
I always seek, recognize, validate and celebrate both individual team members, as well as overall team, successes.	1 2 3 4 5
OVERALL SCORE:	

TYPES OF WORKING RELATIONSHIPS
(4–1 TO 4–2)

[*Time Allotted: 50 Minutes*]

LEARNING ACTIVITY

Presentation

Faculty members utilize overhead slides to provide a short presentation on the four types of working relationships, emphasizing the differences between each one. Participants are encouraged to offer examples─from their experiences─about each type of working relationship (*twenty minutes*)**.**

Individual Work Sheets

Each participant is provided with the individual work sheets with four case studies, and given *ten minutes* to define the "type of working relationship" required for each case study. Participants should refer to "Introduction to Working Relationships" (pages 4-1 and 4-2) for guidance in completing their individual work sheets.

Full Group Discussion

All facilitators work together to: review (out loud) each case study; and lead a group discussion about the "type of working relationship" needed for each case study and why. (*twenty minutes*)

The answer key below defines the "type of working relationship" for each case study, as well as the key reasons why. (Note: Differences of opinions on "types of working relationships" are likely to occur in the full group discussion, and should be encouraged and processed.)

CASE STUDY	TYPE OF WORKING RELATIONSHIP	KEY REASONS WHY
1	Collaboration	C New process is created. C Joint action for mutual benefits. C Greater depth of involvement. C Independent entities still retained.
2	Cooperation	C Information is shared. C Parties are not required to do anything differently. C No resources are transferred. C Trust begins to develop.
3	Coordination	C Specific protocols begin to be established. C Number of people involved is increased. C Common benefits begin to be defined. C The need for a more formal structure is recognized.
4	Partnership	C A new entity is created. C Ownership encouraged and felt by all participants. C Joint ownership is required for success. C All key stakeholders are identified and involved.

MATERIALS NEEDED

C Slides on working relationships: cooperation, coordination, collaboration, and partnership.

C Individual work sheets.

C Tear sheets and markers.

TYPES OF WORKING RELATIONSHIPS

PARTICIPANT WORK SHEET

CASE STUDY #1

You are the director of your county's domestic violence shelter and have been meeting recently with the Director of Victim/Witness Services in a district attorney's office. Past interactions have included:

C Sharing information about programs and services.

C Providing cross-training to each other's staff about your programs and protocols.

C Discussing the creation of an inter-agency agreement and protocols for responding to domestic violence victims and defendants.

You think it's a good idea to draft an inter-agency agreement and policy on the types of cases that are most likely to result in: community supervision of the offender—with the batterer removed from the home for the duration; batterers' treatment; payment of financial/legal obligations to the victim; and counseling and support services for the victim and her children.

The Director of Victim/Witness Services agrees, but asks that you involve representatives from the judiciary, probation, defense bar, and batterers treatment in this process.

This Working Relationship Requires (Circle one):

Cooperation   Coordination   Collaboration   Partnership

CASE STUDY #2

You are the Director of Victim/Witness Services in a district attorney's office. The Chief District Attorney asks you to find out what programs and services are available from the local domestic violence shelter, and to brief the shelter's staff about your agency's policies and protocols for battered women and defendants.

This Working Relationship Requires (Circle one):

Cooperation   Coordination   Collaboration   Partnership

CASE STUDY #3

You are the director of a domestic violence shelter, and recently met with the prosecutor-based victim/witness staff director to discuss your mutual programs and services for victims. The meeting was highly educational and beneficial for both parties.

You call the victim/witness staff director, and ask if s/he can come back to your agency with the district attorney assigned to the domestic violence caseload, and meet with your program staff. You want to discuss the development of an inter-agency agreement and protocols in how your two agencies respond to domestic violence victims and defendants. Both of you agree that this would be mutually beneficial.

This Working Relationship Requires (Circle one):

    Cooperation   Coordination   Collaboration   Partnership

CASE STUDY #4

In your county, there have been recent efforts to address how domestic violence cases are handled by both the criminal justice system, community-based victim services, and offenders' legal and treatment advocates.

You would like to initiate a "County Council on Domestic Violence" that would meet once a month to address the handling of domestic violence cases. You anticipate that the Council would:

C Identify gaps and replication of services.

C Provide cross-training to its members on key domestic violence issues.

C Review and develop both agency policies, and inter-agency policies, relevant to domestic violence cases.

C Evaluate and, as needed, revise processes that affect domestic violence victims and offenders.

C Plan joint activities for "Domestic Violence Awareness Month" in October.

Proposed members for the Council include representatives from: law enforcement; prosecutors; victim/witness staff; judges; court administrators; defense bar; probation; parole; corrections; community-based domestic violence advocates; batterers' treatment; faith community; mental health; health; elected officials; and schools.

This Working Relationship Requires (Circle one):

    Cooperation   Coordination   Collaboration   Partnership

THE TEAM LEADER AS "MENTOR"
(4–19 TO 4–20)

[*Time Allotted: 30 Minutes*]

GROUP DISCUSSION

The facilitators will lead a discussion on the importance of mentoring in our field to create "future leaders" for our field (*ten minutes*).

LEARNING ACTIVITY

Following the group discussion, participants will be given the work sheet. Ask each student to consider his or her "favorite mentor"—from school days, from the victim assistance field, etc., and to take *five minutes* to *list the five qualities that made that person a strong mentor*.

The facilitators will drop the prepared tear sheets (pre-hung on the walls) following this exercise, and ask participants to write each of the five qualities they identified on the appropriate tear sheet (*ten minutes*). The facilitators then process the group's responses, and validate the characteristics of "team leaders as mentors."

To wrap-up this session (*five minutes*), provide participants with the half-page work sheets and, as a group, "fill in the blanks" to spell "MENTORS."

MATERIALS NEEDED

C Participant work sheets.

C Eight prepared tear sheets with the following headings: motivate; expect great things from self and others; never give up!; two-way communications; organize; respect; share vision, ideas, expertise and resources; and other qualities.

C Markers for participants.

C Seven half-sheet participant worksheets ("MENTORS") on colored paper.

MY FAVORITE MENTOR
His or Her Best Qualities

PARTICIPANT WORK SHEET

1.

2.

3.

4.

5.

MENTORS

_____ others by example: Remain committed to the team's goals and objectives; always have a positive attitude; and complete assigned tasks on time and with enthusiasm.

MENTORS

_____ great things from themselves and other team members, and be willing to provide support, encouragement and nurturing to help other team members reach their goals.

MENTORS

_____ give up! Once the team establishes goals and expected outcomes, a strong mentor will do everything possible to support team members as individuals, as well as collectively, to attain them. Milestones on the road to success will be celebrated, and setbacks will be addressed in a positive and constructive way.

MENTORS

_____ - _____ communications are essential and continual. The mentor must be open, honest and forthcoming with team members. Opportunities for new ideas and input from protegees are encouraged and welcome.

MENTORS

_____ the team to be successful and, in addition, demonstrate organizational skills by example. Trust that other team members will help "keep the wheels rolling," and be prepared to provide support and encouragement to those that are having trouble.

MENTORS

_____ individuals and individual differences. "Model" this attribute by having self-respect and not be afraid to show it!

MENTORS

_____ their vision, ideas, expertise, and resources with team members, and encourage them to do likewise.

VIRTUAL TEAMS

MEDIA	QUESTIONS FOR TEAM MANAGERS
Computer-supported face-to-face meetings	How does the ability to contribute anonymous input affect the team? How can you continue to test whether "consensus" as defined by computer processing of input is valid?
Audio conferencing	How can you help participants have a sense of who is "present"? How can you sense when people have something to say so you can make sure that everyone has a chance to be heard?
"War" room (note: some people are trying to make up a better name for these like "discovery" room)	How can you support an engaging conversation *about* the materials among people who don't access them at the same time? How do you know when it's time to make a decision and when there is closure about it?
Electronic mail	What norms need to be established for things like response time, whether or not e-mail can be forwarded to others? What norms are important about who gets copied on e-mail messages and whether or not these are blind copies? How does the style of e-mail messages influence how people feel about the team?
Asynchronous Web-conferencing	How do you deal with conflict when everyone is participating at different times? What's the virtual equivalent of eye contact? What metaphors will help you help participants create the mental map they need to build a culture that will support the team process?
Document sharing (Intranets)	How can you balance the need to access and process large amounts of information with the goal of developing relationships and attractive qualities like trust?