

Teambuilding

Teams – Definition

A group of people with different skills and different tasks, who work together on a common project, service or goal with joint responsibility of functions and mutual support.



Georgina Corscadden
Peak Connexion Training Ltd

TEAM GOALS

A team must have a target or a goals to work together, ensure understanding and measure performance. It is important that all members of the team agree on what the goal is and all members have exactly the same understanding of what the team are trying to achieve. The object of the exercise is to set goals which are SMART, that is have the following characteristics:

The acronym SMARTER provides a useful method for writing powerful goals

S

SPECIFIC (rather than general). Goals should spell out exactly what the team want to achieve. The more specific a goal is, the more compelling it is. Which of the following goals is more powerful?

- Go to the library 3 times a week.
- Complete the Literature Review by 30 February 2005.

STRATEGIC – Fitting in with or facilitating the overall long term team goals

M

MEASURABLE – As far as possible, measures to indicate whether or not the goal has been achieved should be included in the goal. This is much easier for quantitative factors than it is for qualitative.
e.g. research is harder to measure than a draft copy of Chapter 1.

A

ACHIEVABLE – While goals should stretch the team, they should be capable of being achieved, with effort. Each member should also have the resources or access to resources to achieve their goals. Resources can include people, money, time and authority.

R

REALISTIC and not over challenging.

RESULTS ORIENTATED – As far as possible, goals should specify the result required – rather than the process used. For example going to the library does not contribute to your goal if you get distracted and begin to research another topic.

T

TIME BOUND – By when should the goal be completed by.

E

ENERGISING – The team should be willing to undertake the goal with enthusiasm.

R

REWARDING – the answer to what's in it for me? This could be intrinsic (sense of achievement, accomplishment) or extrinsic (time off, promotion, career opportunity).

The time taken to create and agree team goals is time invested in achieving an effective cohesive team spirit.

WHY USE TEAMS?

1. Two (plus) heads are better than one.
2. Sharing of information
3. Problems are shared
4. Performance is more productive and goal orientated
5. Better decisions are made
6. Problems are identified sooner
7. Team members learn from each other
8. Overall morale improves
9. More is accomplished than is possible by equivalent individual efforts
10. Time saving
11. Responsibility is shared
12. Team set and achieve tougher goals than individuals

CHARACTERISTICS OF EFFECTIVE TEAMS

1. The purpose, mission or main objective is known and understood by all team members
2. Communication is open, direct and honest
3. Sufficient leadership is available in the team
4. There is regular review of how well the team is performing toward achieving its purpose
5. There is an agreed organisational structure to the team
6. Adequate resources are available to permit the team to perform it's function, including skills, tools, facilities and budgets
7. Synergy exists, so the team performs in a way that is greater than the sum of it's parts

HOW CAN I PUT 'TEAM' THEORY INTO 'TEAM' PRACTICE?

1. Seek opinions and input before finalizing decisions or plans
2. Be actively available to help team-mates. Ask "what can I do" instead of "can I do anything?"
3. Proactively volunteer information to team-mates
4. Provide contributions on time
5. Acknowledge other team members contributions
6. Be non defensive and receptive to ideas, opinions and needs of team-mates.
7. Consider the impact of plans on the rest of the team
8. Don't criticise team mates when they are not present
9. Express appreciation for helpful teamwork extended by another

The Ground Rules



A suggested goal of the first meeting is to establish ground rules for how the team should operate and what the intended goals are. Ground rules are essential for effective teams as they establish boundaries and maintain a positive team dynamic. Ground rules outline the behaviours that you as a team agree are appropriate for working together. Some suggestions for your team meetings include.

1. Respect-don't criticise others if they are not present
2. Start on Time
3. Only one conversation at a time
4. Listen for understanding before pushing your own views forward
5. Be open to new ideas
6. Ask Why?
7. Don't repeat points already made
8. Everyone participates
9. No rank
10. Challenge ambiguity
11. Have fun

Self-Check

Evaluate your own team involvement with the intent of improving interactions. Ask yourselves the following as a team (or you as a member).

1. Is the purpose of the goal clear?
2. Have I ensured everyone knows his or her role?
3. Do I jump to conclusions? Do I suspend judgment and explore alternatives?
4. Do I listen openly to others or focus more on putting my own point across?
5. Do I use conflict in a positive way to explore ideas?
6. Do I work toward consensus?
7. Do I insist on action commitments (what is to be done, by when and who)?
8. Do I follow-up on my own action plan
9. Do I share information with others
10. Am I honest when I am lost or feel unhappy about things
11. Do I contribute to a positive Team dynamic?

The Ground Rules for my Team are



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The Grounds Rules that I will find most challenging to follow are :

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The Ground Rules that will be least challenging for me to follow are:

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TEAM STAGES-Bruce Tuckman

Tuckman's original work simply described the way he had observed groups evolve, whether they were conscious of it or not. The Forming Storming Norming Performing theory is a helpful explanation of team development and behaviour.

STAGE 1 - FORMING



At the Forming Stage the group is just starting. Its members learn why they formed and get acquainted with one another. Although some people use the word “team” at this Stage, it is a misnomer because the group has not developed into a true team.

Typical Characteristics of Stage 1

- The team leader's role is unclear or instated.
- Members are unclear as to why they are together and what they are to accomplish.
- Members are either new to one another or need a new introduction.
- They depend on the team leader for direction and motivation.
- Members may be enthusiastic and eager to work on specific problems or process improvements.

Potential Problems

- The goal or charter of this team may be instated or unclear.
- The organisation may not have committed resources that the team might need.
- Unclear team leader's role will cause confusion and chaos.
- Members may complain about barriers to the project's success.
- There may be some testing of what is acceptable behaviour.
- Discussion of issues may be broad, lofty, and abstract.
- Members may discuss other problems that are unrelated to their task.
- They want to jump to finding solutions right now, too impatient to lay the proper groundwork for the team to function.

Potential Solutions

- Clarify the goal and all members agree on the goal. Be as specific as possible.
- Ensure all team members know what the team expect of them
- If uncertainties arise seek clarification from the team leader.
- Ensure deadlines are clear and everyone is kept in the picture.
- As a team, agree Ground Rules

When a group first forms, that's all they are – a group of people. The team leader helps the group develop its vision, clarify its goals or purpose, establish guidelines, define roles, find



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resources, and learn new skills. This is done with a variety of specific methods and activities.

STAGE 2: STORMING



During the Storming stage, group members may discover that the scope is greater and the task more challenging than they expected. Reality comes up against their ideals and expectations.

They also may discover conflicts among themselves that will keep them from working on their tasks.

This is the most difficult stage for the group, but it must be dealt with properly to move on and become a team.

Characteristics of Stage 2

- Members express concerns that the project is more difficult than expected.
- Conflicts arise among group members or around the project and its timetable.
- Members may be impatient about the speed of the project.
- Members may argue over what approach to take.
- Members may be testy and unwilling to co-operate.

Potential Problems

- There may be resistance to the task and to new or different problem solving methods.
- Member's attitudes about the group and its chances of success may fluctuate and hinder progress.
- If members argue among themselves, they may create alignments and form subgroups.
- Some problem behaviours like dominating and withdrawal may emerge.
- Goals may remain unrealistic and resources may still be lacking.

In Stage 2, as the group loses some of its initial excitement, the team leader will provide more support to members, help resolve conflicts, find resources, outline steps and responsibilities, utilise problem solving skills, and refine their vision.

Some say that the Team that does not Storm does not Perform!

Potential Solutions

- Listen to everyone's view point equally
- Revisit the goal
- Ground rules of the team
- Work through the conflict
- Look at conflict as a learning opportunity
- Check in with all team members **that they are happy to 'move on'**

STAGE 3: Norming or Resolution



In Stage 3, this group of people is now becoming a team because it has worked through many of the problems and conflicts faced in Stage 2. Members focus on common goals, utilise their skills, and feel more committed to the team.

Characteristics of Stage 3

- Members begin to resolve conflicts among themselves.
- Members focus on common team goals and feel more commitment.
- Members update their ground rules and use them in meetings.
- Previously competitive relationships among group members become more co-operative.
- Members are friendlier, respect one another's ideas, and trust one another more.
- The team leader delegates more of the responsibilities.
- More work is getting done, in a timely fashion.

Potential Problems

- Unresolved conflicts may still emerge.
- Team members may not know how to use all of the various methods they need.
- The team may quit reviewing relationships and processes, or fail to celebrate progress.

Potential Solutions

- Take stock of where you are and where you are going
- Re-evaluate and stay focused on the Goal
- Provide reassurance and helpful feedback to team members.

In Stage 3, the team leader helps the team fine tune its processes as members take more responsibility for what is happening in the group. The leader also renegotiates his or her control and encourages members to take on more and more responsibility.

STAGE 4: Performing or Production



As the name suggests, Stage 4 occurs when the team is functioning quite well. Conflict has been resolved, work is getting done and the members enjoy working together.

Characteristics of Stage 4

- Members now function as a high performance team should. They are cohesive and effective.
- Members know their roles and readily take on the work.
- The resources of the team members are utilised.
- Relationships are friendly and trusting. Members count on one another.
- They know how to use problem-solving methods and apply them to their tasks.
- The project's tasks get accomplished on time.
- Some team members emerge as leaders.

Potential Problems

- Members might not realise that the rest of their organisation is not at the same level of understanding as their team is, they might show impatience with others.
- They are so cohesive that they might act exclusive.
- If team members aren't given more and more responsibilities, they could get restless, bored, or demotivated.

Potential Solutions

- Share information
- Measure performance
- Stay focused on goal
- Provide helpful feedback

As the team demonstrates its ability to be highly productive in Stage 4, the team leader can take on a more facilitative role, providing direction and support as needed by team members. Successes are celebrated! The leader continues the review of the group's accomplishments relative to its goals and objectives.

STAGE 5: Reforming



This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group. They need to recognise what they've done, and consciously move on. Some authors describe stage 5 as "Deforming and Mourning", recognising the sense of loss felt by group members.

Characteristics of Stage 5

- The team needs recognition for what it has accomplished.
- Members need to review what they learned from this experience before disbanding.
- They often do not know how to end this experience or say goodbye.
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Potential Problems

- Time could be wasted if the team does not end when the work is done.
- Members could feel let down if there is no celebration or recognition for their accomplishments.
- Members may be unsettled by changes in team dynamics.

Stage 5 is both a happy and sad occasion for any group of people who have gone through a great deal together. The team leader needs to prepare them for this inevitable transition. Members review what worked and how they would function differently in another team in the future. If the team is permanent, the team leader must be aware of the changing dynamics in the team due to different members and support the team through any changes.

STAGE 1



STAGE 2



STAGE 3



STAGE 4



Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader changes leadership style.

But for us the real value is in recognising where a group is in the process, and helping it to move to the Perform stage. In the real world, groups are often forming and changing, and each time that happens, they can move to a different Stage. A group might be happily Norming or Performing, but a new member might force them back into Storming. Seasoned leaders will be ready for this, and will help the group get back to Performing as quickly as possible. Many work groups live in the comfort of Norming, and are fearful of moving back



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into Storming, or forward into Performing. This will govern their behaviour towards each other, and especially their reaction to change.

Tuckman's Team Stages Exercise

1. You are joining a team to come together to carry out some research. You are not quite sure what you will be doing with the team but have a vague idea. You are being introduced to the other new members of the team.
 - a) What stage is this team at?
 - b) What would you expect should be happening at this stage?
 - c) What difficulties do you anticipate?
 - d) How can you overcome these difficulties?
2. You are joining a team that have been working together for a few months. You are a new member to the team.
 - a) What stage is the team now at?
 - b) What behaviours would you expect from an effective team?
 - c) What difficulties could you encounter?
 - d) How can you overcome these?
3. You are part of a good fun, well established team where everyone knows their role and performing very well. A new member is joining your team.
 - a) What stage is your team in now?
 - b) What stage will you be in when the new member joins?
 - c) What are some of the pitfalls you must avoid?
 - d) How can you overcome these?
4. You are in a team with five others. The team seems to be divided into two camps. You are not sure who is doing what and what you should be doing. Meetings are arranged and only half the team turn up. It appears as if you are working on two different projects.
 - a) What stage is your team in?
 - b) What can you do to move on?
 - c) What can you do as a long-term measure to ensure that the team does not 'split' again?
5. You are working in a team, there had been a bit of conflict in the early stages and that seems to have sorted it's self out. You are now just keeping your head down and ensuring you do not rock the boat. The team is getting on OK but progression is slow.
 - a) What stage is the team in?
 - b) What would you identify as behaviours that are contributing to this?
 - c) What can you do to instil energy into the group?

BELBIN'S TEAM ROLES



Recent research has shown that members of a team can contribute in two ways; in functional roles defined by their technical or professional abilities and in team roles defined by the kind of contribution each member makes to the internal working of the team. It also appears that certain roles recur time and again in different teams. They seem to be necessary components of effective teamwork. These team roles define for each member his/her most effective way to contribute.

Most people have a natural primary role, one they usually play in whatever teams they join. Many also have secondary roles they can play if these roles are not filled by other team members, or if their own primary role is more effectively filled by another member. In a small team they may play a combination of roles.

The role that each person finds it most natural to adopt will depend on a number of psychological traits: the degree to which they are introvert or extrovert, the degree to which they are calm or highly strung, the degree to which they are dominant or submissive, and their form of intelligence. Other aspects of the individual will also have an influence, their maturity, their instinct to trust or suspect others, their tolerance of uncertainty, and so on.

The long-term research project which has identified these team roles has been run at the Administrative Staff College at Henley by Dr Meredith Belbin. As his test-bed he used teams formed during the Henley courses to work on management exercises. He used psychometric tests to establish individuals' traits and formed teams accordingly. The following are the seven most typical roles identified, under the titles Dr Belbin gave them. Neither the roles nor the personal traits that go with them are rigid; no one is likely to be completely typecast. You may see yourself in more than one of these descriptions, but it is likely that one will approximate closely to your "preferred role" - the one in which you are most effective as a team member.

IMPLEMENTOR



IMP

The “**implementer**” is the team’s **practical organiser**.

Their concern is for feasible action plan. They turn decisions and strategies into defined tasks that people can get on with. Give them a decision - they’ll make a schedule, give them a group of people - they’ll make an organisation chart. They need settled plans with which to operate. They flounder in uncertain or rapidly changing situations.

They tend to be controlled and calm. They have “character”, integrity, and a disciplined approach, are not easily deflated or discouraged. They are efficient and methodical, but a bit inflexible. They are sincere and trusting towards others and will trim and adapt their schedules to fit agreed lines of action, but are unresponsive to ideas if not immediately practical. They tend to be negative and unconstructive towards others’ ideas, but are their best informant on what has been agreed and what each is to do.

CO-ORDINATOR



CO

The “**co-ordinator**” is the team’s **natural leader** - whether he is its formal head or not.

Their concern is for purposeful, effective teamwork. They clarify team aims and priorities and co-ordinate team resources to achieve external goals. They have a clear perception of member’s strengths and limitations and focus each on what he does best. They establish roles, work boundaries and communication channels, see gaps and take steps to fill them.

They tend to be extrovert and calm and have been known to be manipulative. They have “character” and integrity, possess common sense rather than a brilliant or creative intelligence. They are dominant but not domineering. Their natural authority is expressed in a relaxed, unassertive way. They are trusting unless someone is proved untrustworthy, singularly free from jealousy, they talk easily and are easy to talk to. In discussion they ask questions, listen and sum up group feelings or verdicts. They take decisions firmly after all have had their say.

SHAPER



The “**shaper**” is the team’s **action man** - and often its formal head.

Their concern is for action and results. They shape team effort towards specific task aims. In discussions, their compulsive drive is directed to objectives: they try to unite ideas, needs and practical considerations into a single feasible project which they push forward urgently to decision and action.

They tend to be extrovert and outgoing, highly strung, energetic, impulsive and impatient. They seem confident but are easily frustrated, only results reassure them. They are dominant – they see the team as an extension of their own ego, are competitive and quick to offer or accept a challenge. They may steamroller discussions. They are short tempered but rows are quickly over without grudges. They are quick to sense a slight or suspect a conspiracy, intolerant of woolly thinking, may seem arrogant or abrasive but they make things happen.

PLANT



The “**plant**” is the team’s **ideas man** - the type to “plant” in an ineffective team.

Their concern is for major issues and fundamentals. They provide the most original suggestions and proposals, radical approaches to problems and obstacles, and creative insights into existing lines of action. But they may miss detail or make careless mistakes. They can waste energy on irrelevancies and over theoretical ideas.

They tend to be introvert, yet trustful and uninhibited. Dominant and highly strung, they can be prickly if their ideas are criticised. The most imaginative and intelligent member of the team, they criticise others’ ideas to clear the ground for their own counter proposals. They may do this tactlessly and cause offence. They may sulk if their own ideas are criticised. To get the best from them may require judicious flattery and careful handling - usually best provided by the “Chairman”.

RESOURCE INVESTIGATOR



RI

The “**resource investigator**” is the team’s **contact man** - its diplomat, salesmen and liaison officer.

Their concern is for exploring possibilities in the world outside. They keep the team from stagnating or losing touch with reality. They lack original ideas themselves but encourage innovation - are quick to see the relevance of new ideas. Within the team they are good improvisers, but can waste time on irrelevancies that catch their fancy.

They tend to be extrovert, sociable, gregarious and dominant. They have an easily aroused interest. Their response is enthusiastic but short lived, they fail to follow through. The most active external communicators, they make friends easily and have many contacts outside the team. They are in their office rarely and then probably on the telephone. Without the stimulus of other people they become bored, demoralised and ineffective. Not somebody for a solitary job.

MONITOR EVALUATOR



ME

The “**monitor evaluator**” is the team’s **judge** - its most objective, uninvolved member.

Their concern is for cool, sound judgements. They provide dispassionate analysis, unclouded by ego involvement, interpreting and evaluating large volumes of complex information, analysing problems, assessing others’ contributions. They protect the team from committing itself to misguided projects or ideas. They like time to mull things over.

They tend to be introvert and lack jollity, warmth, spontaneity. They have little enthusiasm or euphoria but are calm and dependable. They have a high IQ but low drive, are unambitious. They have a serious and unexciting manner - “cold fish”. They may be fair-minded and open to change, but are often depressingly negative and unreceptive. They may be tactless and disparaging, and can lower team morale by damping at the wrong time.

TEAM WORKER



TW

The “**team worker**” is the team’s **harmoniser** - the “cement” of the team.

Their concern is for team unity and good spirit. They are aware of others’ needs and worries, know most about their private lives and family affairs, and have the clearest perception of the emotional undercurrents in the team. Normally their contribution isn’t very visible. But when pressures threaten to disrupt the team, their loyalty, sympathy and support is invaluable. They tend to be extrovert and calm. They have low dominance, are uncompetitive, soft and indecisive. They are the most sensitive to the feelings of others. They are the most active internal communicators. Likeable, popular and unassertive, good listeners, they build on others’ ideas rather than producing their own rival ideas. They dislike confrontation and try to avoid or defuse it. They are loyal to the team as a unit and supportive to all its members.

COMPLETER FINISHER



CF










The “**completer finisher**” is the team’s **checker** - a compulsive meeter of deadlines and fulfiller of schedules.

Their concern is for what might go wrong. They are never at ease unless they have personally checked every detail to ensure everything has been done, nothing overlooked. They are preoccupied with order, can get bogged down in detail and lose sight of objectives. Their great asset to the team is their relentless follow through.

They tend to be introvert, highly strung, anxious, obsessive and impatient. They have strength of character and self control, low dominance and are rather unassertive. They keep the team constantly aware of the need for urgency and attention to detail. They are intolerant of the more casual and slapdash members. This can be morale lowering and depressing for the rest of the team.

From all this, Belbin concludes that the effectiveness of a team depends on how far its members recognise each others’ abilities in specific team roles and adjust their own contributions to suit. Personal characteristics fit each member for some team roles, and make it less likely he will succeed in others. About 70% of people seem to be capable of playing an effective role in a team. The rest tend to perform as lightweights, or to be non-team people.

BELBIN Team-Role Type	Contributions	Allowable Weaknesses
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PLANT 	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
CO-ORDINATOR CO 	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can often be seen as manipulative. Off loads personal work.
MONITOR EVALUATOR 	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
IMPLEMENTER IMP 	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
COMPLETER FINISHER 	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.
RESOURCE INVESTIGATOR 	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over - optimistic. Loses interest once initial enthusiasm has passed.
SHAPER 	Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
TEAMWORKER TW 	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
SPECIALIST 	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

HELPFUL AND HINDERING BEHAVIOURS IN TEAMS

Helpful Task Roles		
1	<i>Initiating</i>	Proposing task or goals. Defining a group problem. Suggesting procedures or ideas for getting the task accomplished.
2	<i>Information or opinion seeking</i>	Requesting facts. Seeking relevant information about a group concern.
3	<i>Information or opinion giving</i>	Offering facts. Providing relevant information about group concerns. Stating a belief. Giving suggestions, ideas, or opinions.
4	<i>Clarifying</i>	Interpreting or reflecting ideas and suggestions. Clearing up conclusions. Indicating alternatives and issues before the group. Giving examples or defining terms.
5	<i>Summarising</i>	Pulling together related ideas. Restating suggestions after group has discussed them. Offering a decision or conclusion for the group to accept or reject.
6	<i>Consensus testing</i>	Checking with the group to see how much agreement has been reached and how ready the group members are to consider a decision.

Helpful Maintenance Behaviours		
1	<i>Encouraging</i>	Being friendly, warm, and responsive to others. Accepting others and their contributions. Regarding others by giving them an opportunity to contribute or be recognised.
2.	<i>Harmonising</i>	Attempting to reconcile disagreements. Reducing tension. Getting people to explore their differences.
3	<i>Expressing group feelings</i>	Sensing feelings, mood, relationships within the group. Sharing one's own feelings with other members.
4	<i>Gate-keeping</i>	Helping to keep communication channels open. Facilitating the participation of others. Suggesting procedures that permit sharing remarks.
5	<i>Compromising</i>	When one's own ideas or status are involved in a conflict, offering a compromise which yields status. Admitting error. Modifying ideas in interest of group cohesion or growth.
6	<i>Standard setting and testing</i>	Checking whether the group is satisfied with its procedures. Suggesting new procedures when necessary.

Hindering Behaviours		
1	<i>Dominating</i>	Asserting authority or superiority to manipulate the group or certain members. Interrupting contributions of others. Controlling through use of flattery and patronising.
2	<i>Withdrawing</i>	Removing oneself psychologically or physically from the group. Not talking, answering any questions briefly.
3	<i>Avoiding</i>	Changing the topic. Being uncomfortable with conflict. Missing meetings.
4	<i>Degrading</i>	Putting down others' ideas and suggestions. Deflating others' status. Joking in a barbed or sarcastic way.
5	<i>Uncooperative</i>	Disagreeing and opposing ideas. Resisting stubbornly the group's wishes for self-centred reasons.
6	<i>Side conversations</i>	Whispering and having private conversations.
7	<i>Whining or agitating</i>	Complaining about problems of past history. Whining about the merit of new ideas. Agitating others by seeking their support against new ideas.
8	<i>Diverting</i>	Asking unrelated questions or telling long stories. Dwelling on the history of a problem.
9	<i>Turf building or protecting</i>	Operating only out of perceived self-interest. Seeking to maintain status and control.
10	<i>Arriving late</i>	With or without notice, arriving late to meetings. Disrupting by asking what has already been discussed.

Getting your Point Across

The fine art of persuasion comes from ensuring you have:

- o The Facts and details of the current situation.
- o Overview / Big Picture / Vision Possibilities.
- o Logically and objectively analyse the information
- o Address impact on people, values and relationships

To be an effective influencer you need to have a range of different ways of influencing people. The various ways of influencing can be broadly categorised into whether you use Push or Pull energy (Vengel, 2000).

A Push style is a clear direct approach to communication. It is most effectively used when the communicator has the expertise and authority to state logic and reason behind a decision.

It can have a negative effect and make others pull away or push against.

What is a Pull Style?

A Pull style is more persuasive. The approach is to inspire, involve and find common ground.

It can have a negative effect of allowing others dominate your opinions and may come across as being too woolly.

The Pull technique is probably most effective when used in collaboration with the push style.

Push v Pull Techniques

Push	Pull
o Direct	o Listening
o Assertive	o Understanding
o Putting forward ideas	o Complying
o Exerting Authority	o Finding Common Ground
o Clearly stated	— Loss of Control
— One way	— Others lose confidence
— Moving against	— Under confident