WORKSHEET 1 Community Talent Inventory

Name: ___________________________________________ 
Address: ______________________________________ Zip: ____________ 
Phone: ___________________________________________ 
E-Mail ___________________________________________

Please fill in answers to the following questions

1. What do you do well? For example, cooking, being a good listener, cross-stitching, public speaking, plumbing, etc. (We want to know practical skills and social skills.)

   Have you ever been paid for any of these skills?  Yes  No
   Which ones:

2. When you think about all of these skills, which would you say are the ones you are best at or enjoy doing most? Would you be interested in making money doing them or teaching someone else to learn them? (For example, a gardener selling produce, a quilter selling quilts at a craft fair, teaching carpentry skills, etc.)

   Which skills would you like to use to:  Make money  Teach others

3. Have you tried to make money on a skill and been successful?  Yes  No
   What skills?
   What happened?

4. Have you ever thought of starting a business at home or in the neighborhood?  Yes  No
   What kind of business would you start?
   Why haven’t you started it?
   What would lead you to try?

5. What are some of the groups you belong to?
   Do you have a role in these groups? (chairperson, fundraiser, troop leader, etc.)

6. Can we list these skills in a published inventory for the community?
   Volunteer Skills:  Yes  No
   Paid Skills:  Yes  No
WORKSHEET 2  Neighborhood Asset Inventory

Fill in the following information. Please print.

Date:

Basic Information About You
Name:
Street Address:
City: ________________ State: _______ Zip: __________
Home phone: ________________ Work phone: ________________
Cell phone: __________________
E-mail: __________________
Occupation: __________________
Languages spoken: __________________
Favorite volunteer experience: __________________

Your Skills and Interests
☐ Accounting  ☐ Career counseling  ☐ Cycling
☐ Acupuncture  ☐ Carpentry  ☐ Dancing
☐ Alterations  ☐ Carpet cleaning  ☐ Dentistry  
☐ Animal breeding  ☐ Child care  ☐ Electrical work  
☐ Archery  ☐ Collecting cards, stamps, or other items  ☐ Emergency health care  
☐ Architecture  ☐ Community organizing  ☐ Entertainment
☐ Athletic coaching  ☐ Competitive sports  ☐ Environmental protection 
☐ Audio recording or production  ☐ Computer programming  ☐ Event planning 
☐ Automobile repair  ☐ Computer repair  ☐ Financial advising
☐ Backpacking  ☐ Construction  ☐ Fire fighting or prevention
☐ Body work (such as therapeutic massage)  ☐ Consulting (describe expertise)  ☐ First aid  
☐ Bookkeeping  ☐ Cooking  ☐ Floral sales or design
☐ Bowling  ☐ Counseling or psychotherapy  ☐ Gardening
☐ Bus driving  ☐ Crime prevention  ☐ Grant writing  
☐ Camping  ☐ Career coaching  ☐ Graphic design  
☐ Canoeing  ☐ Handy work or home repair  ☐ Horticulture
☐ Health care  
☐ Home-based business  
☐ Insurance  
☐ Interior design  
☐ Interpreting  
☐ Interviewing  
☐ Journalism  
☐ Law enforcement  
☐ Lawn care  
☐ Lighting  
☐ Managing people  
☐ Managing projects  
☐ Marketing  
☐ Martial arts  
☐ Mentoring  
☐ Ministry  
☐ Music performance  
☐ Music teaching  
☐ Nursing  
☐ Pet sitting  
☐ Philanthropy  
☐ Photography  
☐ Plumbing  
☐ Printing  
☐ Public relations  
☐ Puppetry  
☐ Reading  
☐ Respite care  
☐ Resume writing  
☐ Sailing  
☐ Sales  
☐ Sign language  
☐ Social work  
☐ Speechwriting  
☐ Strategic planning  
☐ Theater  
☐ Tutoring  
☐ Video recording or production  
☐ Visual arts  
☐ Web design or production  
☐ Writing or editing  
☐ Yoga  
☐ Other:  
☐ Other:  
☐ Other:  

**Supplies or Equipment You Can Share**  
☐ Aerator  
☐ Air conditioning  
☐ Audio or video equipment  
☐ Bedding  
☐ Blow torch  
☐ Boat  
☐ Bus  
☐ Car, truck or van  
☐ Carpet cleaner  
☐ Clothing  
☐ Computer hardware  
☐ Construction equipment  
☐ Copier  
☐ Fax  
☐ Garden tools  
☐ Hand tools  
☐ Heating  
☐ Housing (temporary)  
☐ Lawnmower  
☐ Leaf blower  
☐ Lighting  
☐ Limousine  
☐ Paint sprayer  
☐ Parachute  
☐ Power tools  
☐ Printer  
☐ Pump  
☐ Scanner  
☐ Telephone  
☐ Tent  
☐ Trailer  
☐ Wallpaper steamer  
☐ Other:  
☐ Other:  
☐ Other:
This worksheet is adapted from a worksheet called “Networking with Neighbors” which was developed by the Family Support Network, Inc. of Bothell, WA.
### WORKSHEET 3 Who is Involved in This Community Problem

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is affected and how?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who gains from the current situation?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who loses?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who sees it as a problem?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who is doing something about it and what are they doing?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 4  Questions for Appreciative Inquiry

Instructions: Interview your partner about how he or she responded to the following three questions. Use this worksheet to take notes on what your partner says. You will be sharing this person’s comments with others.

1. What do you value most about this [community, situation, or organization]?

2. Describe one of the best experiences you had with this [community, situation, or organization] and what made it such a good experience.

3. If you could take three characteristics or elements of this [community, situation, or organization] with you into the future, what would they be? Why these three?
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Why important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 6  Appreciative Inquiry Timeline

1. **Date (in the past):**
   - What works well in our community or organization:
   - What does not work well in our community or organization:
   - What our community or organization is in danger of losing:
   - What our community or organization can aspire to achieve:

2. **Date (today):**
   - What works well in our community or organization:
   - What does not work well in our community or organization:
   - What our community or organization is in danger of losing:
   - What our community or organization can aspire to achieve:

3. **Date (in the future):**
   - What works well in our community or organization:
   - What does not work well in our community or organization:
   - What our community or organization is in danger of losing:
   - What our community or organization can aspire to achieve:
WORKSHEET 7 Imagine Your Community’s Future

1. Imagine that you are watching a local television news program on this date:

   Describe at least three events that could be reported during the program if current conditions and trends in your community continue into the future. For example, “Survey results released today reveal that fear of crime keeps shoppers away from downtown.”

2. Now describe at least three events that could be reported on the same date if conditions and trends in your community change in positive ways. For example, “Today, a revitalized downtown lures shoppers away from outlying chain stores.”

3. Meeting with members of your small group, share the events you described.

   As a group, select your top priority response to item 1. This represents the condition that your group least wants to see in the future. Describe this condition in the space below.

   Select your top three responses from item 2. These represent the conditions that your group most wants to see in the future. Describe these conditions in the space below.
WORKSHEET 8 Rate Tasks

List the tasks to be prioritized in the first column. For each item, check the box under the letters of the criteria you think the item best meets.

<table>
<thead>
<tr>
<th>Task</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Finding a site</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Criteria

A. For which items is there currently a sense of urgency—a feeling that this issue or opportunity needs to be acted on soon?
B. Which items have already generated interest and enthusiasm in this group or community?
C. Which items are already being addressed by someone?
D. If you could achieve or make significant progress on certain items, would this make it easier or more likely for you to accomplish others?
E. Which items could be achieved with the resources this group already has?
F. Which items could be achieved with resources beyond this group that could be easily accessed?
G. Which of these items makes best use of the community’s strengths and assets?
H. Additional criterion set by the group:
I. Additional criterion set by the group:
J. Additional criterion set by the group:
WORKSHEET 9  Indicators of Success

For each priority item, list what you would look for as indicators that your efforts are successful in terms of product (what is produced) and process (how it is produced).

<table>
<thead>
<tr>
<th>Priority</th>
<th>Product</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Finding a site for the new library</td>
<td>Site is (a) accessible with (b) ample space for parking</td>
<td>(a) Site location is decided in six months; (b) there is increased public support for the library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 10  SMART Goals Checklist

Put your goal in writing. Then use the following checklist to determine how well your goal is stated.

Goal Statement:

☐ Specific
*This goal is focused and clearly relates to a priority task.*

☐ Measurable
*The outcome of the goal is stated as conditions that we can observe or quantify.*

☐ Achievable
*The goal is based on factors that we can influence.*

☐ Resourced
*This group has or can access the resources needed to accomplish this goal.*

☐ Time-bound
*The deadline for completing this goal allows enough time to get the job done but not so much time that those involved lose interest and motivation.*
WORKSHEET 11 Checklist for Creating Shared Meaning

Use this worksheet to prepare to engage with someone in creating shared meaning about an issue, idea, or situation. You can also use this worksheet to diagnose a difficulty in achieving shared meaning.

1. Identify the wellsprings and filters
   In this situation,
   Which of your wellsprings and filters will come into play? Name them below.
   Values:
   Experiences:
   Personality:
   Roles:
   Describe how these wellsprings and filters might affect how you formulate and send messages.
   Describe how they might affect how you will hear the other person’s messages.
   Which of the other person’s wellsprings and filters are likely to come into play? Name them below.
   Values:
   Experiences:
   Personality:
   Roles:
   Describe how these wellsprings and filters might affect how the other person will formulate and send messages.
   Describe how these wellsprings and filters might affect how the other person will hear your messages.

2. Check your speaking skills
   Be specific.
   What are some words that you can use to give a precise description of what you are talking about?
What are some examples you can give to help the other person understand?

What detail do you need to include about who, why, where, how, and when?

What can you omit?

What “I” statements will you use to describe how you think or feel, or to name things you are concerned about?

**Be adaptable.**
Given what you know about your wellsprings and filters and those of the other person, what are some words that might have a different meaning for your communication partner than they do for you?

How will you acknowledge your wellsprings and filters and how they affect you in this situation?

How will you recognize and adjust for the other person’s wellsprings and filters?

**Check for accuracy.**
How will you ask for feedback about how your messages are heard?

3. **Check your listening skills**

**Be attentive.**
What could get in the way of your concentrating on the speaker and the speaker’s message?

How will you deal with this?

**Motivate the speaker.**
What kinds of open-ended questions will be most helpful for the other person as he or she tries to make a point?

When are you most likely to interrupt the other person? Why?
How will you handle your urge to interrupt?

Provide *clarification*.
When you listen, what will tell you that it is an appropriate time to paraphrase or summarize what the other person has said?
WORKSHEET 12 Evaluate Your Communication Skills

This worksheet will be most helpful to you if you focus on a specific communication situation or episode. With that situation in mind, use the five-point scale to rate how effective you were in using each skill. (5 = very effective; 1 = not at all effective). In the appropriate spaces, write down why you rated yourself the way you did for that skill.

Before beginning, take a moment to imagine a specific episode. Give it a name here to help you remember it:

Your Speaking Skills

Being concrete and specific

Not at all effective __________________________________________ Very effective

1  2  3  4  5

I rated myself this way because:

Being complete

Not at all effective __________________________________________ Very effective

1  2  3  4  5

I rated myself this way because:

Being concise (avoiding distracting clutter)

Not at all effective __________________________________________ Very effective

1  2  3  4  5

I rated myself this way because:

Taking responsibility (using “I” statements)

Not at all effective __________________________________________ Very effective

1  2  3  4  5

I rated myself this way because:

Being adaptable (avoiding words that have multiple meanings)

Not at all effective __________________________________________ Very effective

1  2  3  4  5

I rated myself this way because:
Recognizing and acknowledging your own wellsprings and filters

Not at all effective ___________________________ Very effective
1  2  3  4  5

I rated myself this way because:

Adjusting for the other person’s wellsprings and filters

Not at all effective ___________________________ Very effective
1  2  3  4  5

I rated myself this way because:

Asking for feedback about how my message was heard

Not at all effective ___________________________ Very effective
1  2  3  4  5

I rated myself this way because:

Your Listening Skills

Concentrating on the speaker

Not at all effective ___________________________ Very effective
1  2  3  4  5

I rated myself this way because:

Demonstrating interest nonverbally

Not at all effective ___________________________ Very effective
1  2  3  4  5

I rated myself this way because:

Asking open-ended or clarifying questions

Not at all effective ___________________________ Very effective
1  2  3  4  5

I rated myself this way because:

Avoiding interruptions

Not at all effective ___________________________ Very effective
I rated myself this way because:

**Paraphrasing**

Not at all effective ___________________________ Very effective

1 2 3 4 5

I rated myself this way because:

**Summarizing**

Not at all effective ___________________________ Very effective

1 2 3 4 5

I rated myself this way because:
PLACE A CHECK MARK BY THE OPTION THAT COMES CLOSEST TO WHAT YOU WOULD DO IN A SIMILAR SITUATION.

1. A long-time high-school principal has announced his retirement. He was respected by his students and loved by his staff and community. The superintendent and school board want to fill the position with someone of equal caliber. To help with this process, the superintendent is putting together a task force of 21 community and school personnel to review and make recommendations about candidates for the position. You have lived in the community for six years, but you do not have strong relationships with the superintendent or members of the community. Moreover, you do not have strong feelings about the school district or who becomes the next high school principal. The superintendent has asked you to lead the task force, but there are a number of other things that you would rather be doing. How would you respond to his request?

   □ A. Thank the superintendent for the opportunity but respectfully decline.
   □ B. Lead the task force.
   □ C. State that the selection of the new high school principal is the responsibility of the superintendent and school board and that a task force should not be part of the hiring process.
   □ D. Tell the superintendent that you do not have time to lead the task force, but perhaps you could become a member of the group or help them in other ways.

2. A group of teenagers and parents have been raising funds for the construction of a local teen center. The leader of the fundraising effort is also a good personal friend of yours. You do not have any children still at home and you are more or less indifferent to the new facility. However, some other members of the community think a new teen center will only cause problems, and they have started writing letters to the local newspaper to get citizens to stop contributing money to the construction project. Because you are a prominent member of the community, your friend has asked you to write a letter to the editor in support of the teen center. What would you do?

   □ A. Tell your friend that you not a very good writer and are very busy over the next few weeks.
   □ B. Write the letter.
   □ C. Join the group who oppose the teen center.
   □ D. Negotiate a compromise with your friend. Tell her you don’t have time to write the letter, but you will “spread the word” with the groups you belong to.

3. Your local school district has been facing declining enrollment over the past ten years. To deal with shrinking budgets, the school board has decided to close two of the five elementary schools in the district. This would save the district a considerable amount of money, but your two children would need to take a bus instead of walk to school. In addition, their class sizes would increase from an average of 18 to 31 students per class. One of the key reasons you moved into the neighborhood was because of its proximity to and the reputation of the nearby elementary school. Because you are relatively new to the community, you do not have strong connections with school board members or school administrators. How would you deal with this conflict?
A. Not say anything to the school board or administration and accept the fact that your children would be bused to school.

B. Tell the school board and administration that they had a tough decision to make and you support their decision.

C. Organize a group to campaign against the closing of the local school.

D. Work with the school board and administration to develop some sort of compromise—to reconsider the timing of the closure or to develop alternative funding to keep the school open.

4. Your community is approaching its centennial celebration. As an active member of the community and city council, you have often expressed concern that the city is starting to show its age. You are worried that former residents returning home for the celebration will be disappointed with the community’s appearance. You want the city council to set aside $50,000 for a city beautification project. One of your good friends, another city council member, believes the $50,000 would be better spent improving the community’s infrastructure. How would you handle this conflict?

A. Vote to spend the $50,000 on something completely different than the beautification project or infrastructure upgrade.

B. Pass up the beautification project and support your friend’s infrastructure initiative.

C. Garner enough support to get the majority of city council members to vote for the beautification project.

D. Work with your friend to see if there is a way to split the funding between the projects or find alternative funding for one or both of the projects.

5. A group of individuals has been trying to recruit new members to their service organization. You know very little about the organization, and right now most of your free time is taken up doing volunteer work at one of the local nursing homes. An acquaintance of yours, someone you see socially once or twice a year, has asked if you would be interested in joining the service organization. The reality is that this is something you have little time for and you do not want to give up your volunteer work at the nursing home. How do you respond to his request?

A. Ask the person to give you some literature about the service organization and tell him that you will get back to him later with an answer.

B. Join the service organization.

C. Tell the person that you are too busy doing volunteer work at the nursing home and not interested at this time.

D. Try to spend a little time with the service organization and a majority of time doing volunteer work at the nursing home.

6. Your community has seen little economic growth over the past few years and your mayor has been working very hard to attract new businesses into town. He recently got a sportswear manufacturing company to consider building a facility in town, but only if the community provided $60,000 worth of property and infrastructure necessary for the building. You have been working in the community for the past 12 years and have a very secure job, and you have no firm position on this economic development project. The mayor is a close personal friend of yours, and she has asked you to come to the next city council meeting and speak in support of the project. How would you respond to the mayor’s request?
A. Tell the mayor that you have a previous engagement that evening but that you wish her luck with the upcoming vote.
B. Attend the city council meeting and vocally support the new business.
C. Tell the mayor you think there are better ways to spend $60,000 of taxpayers’ money.
D. Ask the mayor if there is any other way you could support the new business venture without showing up at the city council meeting.

7. A large meat-processing facility recently moved into your community. The company is the area’s largest employer; as a matter of fact, people commute from over 30 miles away to work for the company. The facility is such a large employer that the town has seen a tremendous influx of new people—largely refugees, immigrants, and ethnic groups new to the town. To better accommodate the new members of the community, the city council has proposed building a large affordable housing complex a few blocks from your home. It is very likely that the complex will drive down the value of your home by at least 30 percent. You were looking forward to selling your home and retiring out of state in five years. Now you are not sure if you will be able to do this if the affordable housing complex is built. A group of neighbors have banded together to pressure the city council to withdraw its proposal for the complex. One of your neighbors has asked you to join the group, and you feel strongly that the complex should not be built in your neighborhood. You do not have strong relationships with anyone on the city council. How would you respond to your neighbor’s request?
A. Tell your neighbor you will give it some thought, but that you do not want to get involved with the group.
B. Tell your neighbor that the affordable housing complex needs to be built somewhere and it might as well be in your neighborhood.
C. Join the neighborhood group.
D. Approach the city council and see if it is possible to either delay the construction or change the location of the complex.

8. Your community has a small downtown dominated by family-owned businesses. A large discount retailer recently approached your community about setting up a store next to the main highway on the outskirts of town. The new store would likely lower prices on a number of consumer goods and would provide an additional 250 jobs to the local economy. You own the local hardware store, and this new store would directly affect your sales. You are adamant that the new store not be built, and you are leading a group of local citizens and business to oppose its construction. Several key community leaders are your good friends, and they support the building of the new store. There is a meeting on the issue tomorrow. How should you resolve the conflict that is likely to occur in the meeting?
A. Avoid the meeting altogether, and use the local media and other community groups to help fight this battle.
B. Decide that the relationships you share with these community leaders outweigh the negative impact on your business. Attend the meeting but say little, as a highly public fight would only ruin these relationships.
C. Go to the community meeting with your group and wage a highly public battle to defeat the new store.
D. Work with the community leaders who favor the store and representatives of the retail chain proposing the store to find a compromise solution, such as delaying the building of the store or reducing the size of the store.
WORKSHEET 14 Scoring the Conflict Styles Checklist

There are two different scores for the Conflict Styles Checklist—one for your preferred conflict styles and another score for your recommended conflict styles.

Your Preferred Conflict Styles

This score indicates your predominant ways for dealing with conflict. Everyone tends to have one or two ways they prefer to deal with conflict, and as a result they also tend to overlook using other ways to deal with conflict. It is important for community leaders to be aware of their preferred and less preferred conflict styles as they decide how they will manage a particular conflict.

To score your preferred conflict styles

1. Record the number of A, B, C, and D responses to questions 1–8 in the space below:
   - A: _____
   - B: _____
   - C: _____
   - D: _____

2. In each column, put an X in the box that represents the total number of times you chose that response.

<table>
<thead>
<tr>
<th>Preferred Conflict Styles</th>
<th>A: Avoidance</th>
<th>B: Accommodation</th>
<th>C: Competition</th>
<th>D: Compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
end of this section is information about the advantages and disadvantages of each style, and when to use the different conflict styles.

**Your Recommended Conflict Styles**

Next you will find the recommended conflict style for each of the situations described in the Inventory. These recommendations are explained below, but first check your answers against the following answer key.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Recommended Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A—Avoidance; low relationship importance, low issue importance</td>
</tr>
<tr>
<td>2</td>
<td>B—Accommodation; high relationship importance, low issue importance</td>
</tr>
<tr>
<td>3</td>
<td>C—Competition; low relationship importance, high issue importance</td>
</tr>
<tr>
<td>4</td>
<td>D—Compromise; high relationship importance, high issue importance.</td>
</tr>
<tr>
<td>5</td>
<td>A—Avoidance; low relationship importance, low issue importance</td>
</tr>
<tr>
<td>6</td>
<td>B—Accommodation; high relationship importance, low issue importance</td>
</tr>
<tr>
<td>7</td>
<td>C—Competition; low relationship importance, high issue importance</td>
</tr>
<tr>
<td>8</td>
<td>D—Compromise; high relationship importance, high issue importance</td>
</tr>
</tbody>
</table>

1. Record the number of times you chose the recommended style: _______

2. Benchmark your score using the scale below:

   6–8 You do a very good job adapting your conflict management styles to the demands of the situation. You will likely be seen as someone who does a good job resolving issues and maintaining relationships.

   4–5 You do a reasonable job matching your conflict management style to the demands of the situation. But is likely that one or more preferred styles are being overused and interfere with your ability to successfully resolve issues and maintain relationships.

   1–3 You likely are overusing one or two preferred conflict management styles. You probably need to adopt more styles into your repertoire to be a more effective community leader.

Does your score and its benchmark description fit the way you usually manage interpersonal conflict?

To find out why certain styles are recommended for each situation, see Figure 10: Conflict Management Strategies on page 103. This model identifies four conflict management styles, each of which has a time and a place for use: avoidance, accommodation, competition, and compromise.

Revisit the situations described in each conflict situation, and study them for where they belong on the grid. For example, in situation 1, the school principal issue, you have little
relationship with the superintendent and the community, and the issue is not important to you. This is why the “correct” choice was avoidance: you thank the superintendent for the opportunity but respectfully decline his offer. Study each situation carefully and you will see that cues are provided as to the importance of the relationship and the importance of the issue. These cues signal an effective choice in conflict management.
WORKSHEET 15 Managing Interpersonal Conflict

Recognition: Is it a Conflict?

1. Name the conflict. That is, what are the incompatible goals?

2. What are the key causes of the conflict? Remember, labeling people in negative ways and blaming them for the conflict can cloud your ability to identify root causes of a conflict.

3. What are the consequences of the conflict? How is the conflict affecting you, the other person, and your community?

Criteria: What Is a Well Managed Conflict in This Situation?

What signs or indicators will tell you that this conflict is well managed? Having the conflict “resolved” may be one sign. But also consider how you achieved the resolution and whether the consequences of that process are acceptable to you.

Strategies: How Will I Manage the Conflict?

Review the Conflict Styles Grid below. Then select your strategy for managing this conflict. Remember, your natural preference may not be the preferred style for the situation.

<table>
<thead>
<tr>
<th>RELATIONSHIP</th>
<th>ISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Accommodation</td>
<td>The relationship is more important to you than the issue</td>
</tr>
<tr>
<td>Compromise</td>
<td>Both the relationship and issue are important to you</td>
</tr>
<tr>
<td>Avoidance</td>
<td>Neither the issue nor the relationship are very important to you</td>
</tr>
<tr>
<td>Competition</td>
<td>The issue is more important to you than the relationship</td>
</tr>
</tbody>
</table>

1. Given the relationship and its importance, and the issue and its importance, the overall strategy I will use to manage this conflict is . . .

2. The first thing I will do in implementing this strategy is . . .
### WORKSHEET 16  Social Capital Map

<table>
<thead>
<tr>
<th>Group or Organization</th>
<th>Strength of Tie</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 17 Social Capital Analysis

1. What resources do your strong ties give you access to?

2. What resources do your weak ties give you access to?

3. Are there ties you want to strengthen? If so, how will you strengthen them?

4. Are there relevant groups with which you lack social capital (that is, they do not appear on your map)? How will you access the resources of these groups?

5. How can you leverage your ties to have access to more groups, organizations, and resources?
**WORKSHEET 18 Stakeholders Map**

List the desired outcome for your community project. Then list stakeholders who will be affected by the outcome, how they might respond, and why.

**Rank each stakeholder’s attitude toward the outcome by using the following scale:**

- Strongly Favor the Outcome: ++
- Favor the Outcome: +
- Neutral to the Outcome: 0
- Opposed to the Outcome: –
- Strongly Opposed to the Outcome: —
- Don’t Know: ?

**Rank each stakeholder’s power in the appropriate column by using this scale:**

- Very Powerful: VP
- Powerful: P
- Not Powerful: NP

**Desired Outcome:**

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Attitude</th>
<th>Objectives and Values Motivating Their Attitude</th>
<th>Stakeholders Power</th>
<th>Linkages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Initiation</td>
<td>Maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WORKSHEET 19  Power and Attitude Grid**

List each stakeholder you identified in your stakeholders analysis in the appropriate square, numbered 1 through 4, on the grid.

<table>
<thead>
<tr>
<th>ATTITUDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>POWER</td>
</tr>
<tr>
<td>1. Positive attitude with much power</td>
</tr>
<tr>
<td>3. Positive attitude with little power</td>
</tr>
</tbody>
</table>
WORKSHEET 20  Is a Coalition Necessary?

Answer the questions below to determine if a coalition is needed to accomplish your community project.

1. Is the purpose or goal defined clearly enough so that potential coalition members can
   a. Identify their self-interest in it?
   b. Focus their efforts on it?

2. Is the issue or opportunity too complex for a single organization to fully address?

3. Is there enough social capital in the community, especially with potential coalition members, to make a joint effort possible?

4. Is there already an existing coalition or some other group that could bring the resources together without creating another group in the community?
WORKSHEET 21  Potential Coalition Members

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Self-interest</th>
<th>What they gain</th>
<th>Resources represented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 22  What Is Our Purpose?

1. The purpose of this team is . . .

2. The goals we need to accomplish in order to achieve our purpose are . . .

3. Our indicators of success are:
   - Product (What we get done)
   - Process (How we get it done)
WORKSHEET 23  Talent Audit

Team Purpose:

Team Goals:

1.
2.
3.

<table>
<thead>
<tr>
<th>Knowledge, skills, and attributes the team needs</th>
<th>Team member names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>
**WORKSHEET 24 Who Decides**

List the kinds of decisions that your team typically makes in the left-hand column. In the center column, describe the way the team wants to make the decision (A = autocratic, IG = information gathering, C = consensus). In the right-hand column, name the person(s) responsible for the final decision.

<table>
<thead>
<tr>
<th>What Topics?</th>
<th>How Made? (A, IG, or C)</th>
<th>Final Decision Maker?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 25  Communication Ground Rules

Listed below are five positive aspects of communication that help teams be more effective. If there are other aspects that you think are particularly important for your team, please add them. For each aspect, write at least one ground rule that would support it and help make it happen in your team.

Aspect: Team members openly express their opinions during team meetings.
**Ground rule:** (Example: On important topics, each individual is specifically asked to give an opinion and to state it the same way he or she would outside of the meeting.)

Aspect: Team members listen to each other’s perspectives.
**Ground rule:** (Example: No side conversations when another team member is speaking.)

Aspect: Team members can bring bad news to this team.
**Ground rule:** (Example: Bad news about what the team is doing or not doing is shared during meetings, not in the parking lot.)

Aspect: The team does not have group members who consistently dominate the discussions.
**Ground rule:** (Example: Everyone is expected to speak at least twice during every meeting; no one can speak for more than five minutes at one time.)

Aspect: Team members safeguard confidential information.
**Ground rule:** (Example: What gets said in a team meeting stays in the meeting until the team agrees what gets shared outside the meeting and with whom.)

Aspect:
**Ground rule:**

Aspect:
**Ground rule:**

Aspect:
**Ground rule:**
WORKSHEET 26  Team Communication Climate

Use the following scale to respond to the numbered items below.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

1. Team members openly express their opinions on this team.

2. Team members take the time to listen to others’ perspectives.

3. Team members can bring bad news to this team.

4. This team does not have team members who dominate meetings.

5. Team members safeguard confidential information.

TOTAL SCORE

Add up your scores and circle the corresponding category below:

High = 20–25  My team has a supportive communication climate
Med. = 15–19  A solid score, but the team could create a more open communication climate
Low < 15  My team likely has a defensive climate

Scoring Guide

The communication climate of any team helps to determine its effectiveness. Teams with supportive environments encourage team member participation, free and open exchange of information, and constructive conflict resolution. Teams with defensive climates have team members that inappropriately share confidential information, make only guarded statements, and suffer from a lack of trust and reduced morale.
# WORKSHEET 27 Team Assessment Survey

Depending on the team you are rating, you may find that some of the items do not apply. In that case, you should rate the item as a 3. In general, new teams are likely to receive lower ratings than more experienced teams. Use the following scale to respond to the items:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Name and purpose of team:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have a clear understanding of our team’s purpose.</td>
</tr>
<tr>
<td>2.</td>
<td>I understand our team’s goals.</td>
</tr>
<tr>
<td>3.</td>
<td>I know the indicators of success for our team.</td>
</tr>
<tr>
<td>4.</td>
<td>Our team has the right number of people.</td>
</tr>
<tr>
<td>5.</td>
<td>Our team has the right mix of skills, experience, and connections.</td>
</tr>
<tr>
<td>6.</td>
<td>Team members have clear roles and responsibilities.</td>
</tr>
<tr>
<td>7.</td>
<td>Our team plans and manages meetings to make efficient use of time.</td>
</tr>
<tr>
<td>8.</td>
<td>Our team spends enough time working on team goals versus dealing with more reactive issues.</td>
</tr>
<tr>
<td>9.</td>
<td>Our team uses agreed-upon processes for making decisions.</td>
</tr>
<tr>
<td>10.</td>
<td>Our team makes sound and timely decisions.</td>
</tr>
<tr>
<td>11.</td>
<td>Team members communicate with each other openly and directly.</td>
</tr>
<tr>
<td>12.</td>
<td>Team members are good at safeguarding confidential information.</td>
</tr>
<tr>
<td>13.</td>
<td>Our team takes the time to learn from both successes and failures.</td>
</tr>
<tr>
<td>14.</td>
<td>Team members are passionate about our team’s purpose.</td>
</tr>
<tr>
<td>15.</td>
<td>I believe my fellow team members to be trustworthy.</td>
</tr>
<tr>
<td>16.</td>
<td>I believe our team has a high level of relevant knowledge, experience, and strong social connections.</td>
</tr>
<tr>
<td>17.</td>
<td>Team members are actively involved with team goal setting and decision making.</td>
</tr>
<tr>
<td>18.</td>
<td>Our team has the authority it needs to make important team decisions.</td>
</tr>
<tr>
<td>19.</td>
<td>Our team has the resources necessary to achieve the team’s goals.</td>
</tr>
<tr>
<td>20.</td>
<td>Our team has enough time to achieve results.</td>
</tr>
<tr>
<td>21.</td>
<td>Our team builds and executes plans to accomplish team goals.</td>
</tr>
<tr>
<td>22.</td>
<td>People are proud to be a part of this team.</td>
</tr>
<tr>
<td>23.</td>
<td>Our team works well together.</td>
</tr>
<tr>
<td>24.</td>
<td>The people on our team trust each other.</td>
</tr>
<tr>
<td>25.</td>
<td>Our team resolves conflict among team members in a timely manner.</td>
</tr>
<tr>
<td>26.</td>
<td>Team members back up the decisions made by the team.</td>
</tr>
<tr>
<td>27.</td>
<td>Our team adapts quickly to changing demands.</td>
</tr>
<tr>
<td>28.</td>
<td>Our team produces high quality work.</td>
</tr>
<tr>
<td>29.</td>
<td>Our team says on track and meets deadlines.</td>
</tr>
<tr>
<td>30.</td>
<td>Our team gets results.</td>
</tr>
</tbody>
</table>

Copyright © 2006, Blandin Foundation.
Published by Fieldstone Alliance, www.FieldstoneAlliance.org
May not be copied or altered except for use by organization or individual who purchased this book. May not be resold.
WORKSHEET 28 Feedback Report for Team Assessment Survey

An Overview of the Blandin Model of Community Team Building

The Blandin Community Leadership Program created its team building model to help community leaders understand the components a team needs to achieve the results desired. It is illustrated as a three-stage rocket delivering a payload of results.

The Blandin Model of Community Team Building

Stage 1
The first stage of a rocket determines what kind of payload the rocket can carry and whether it will even get off the ground. Similarly, the first stage of the Blandin Team Model is critical to team success.

Two components are necessary for a strong first stage: mission and talent. By mission we mean the team has a clear purpose, has set strategic objectives and benchmarks, and has developed methods to track progress. In other words, the team knows what it wants and has agreed on how it will know it when it has accomplished its mission. By talent we mean that the team members have clear roles and responsibilities, and that the team has the right number of people with the skills, experience, and connections it needs to succeed.

Stage 2
The second stage of a rocket provides additional lift to boost the payload high into the atmosphere. This stage includes two components: norms and buy-in. By norms we mean that the team sets agreed-upon rules for decision making, communication, meetings, work hand offs, and debriefings. By buy-in we mean that the team builds commitment through a compelling purpose and team members who are highly involved in goal setting and decision making.

In practice, Stage 2 includes setting the rules, or norms, for how team members will work together, and gaining the commitment of team members to the team’s mission. To work effectively, teams rules should cover decision making, communicating, and running meetings. Team members must also find ways to build commitment and buy-in to the team’s mission.

Stage 3
The third stage of the rocket provides the final boost to send the payload (results) soaring into orbit. Stage 3 includes two components: power and morale. By power we mean that the team has enough money, equipment, time, and authority to accomplish its mission. By morale we mean that the team has identified potential areas of conflict and developed effective ways to deal with it.

About this report
Each member of the team has completed a survey of the team’s performance. The results are compiled here for group discussion. The group scores are listed based on the three-stage model above. Your team goal is to find ways to improve mission, talent, norms, buy-in, power, and morale so that the team can improve its results. Following is an analysis of results for each of these components.

Stage 1: MISSION

Team Assessment Survey Items 1–3
1. I have a clear understanding of our team’s purpose. 
2. I understand our team’s goals. 
3. I know the indicators of success for our team. 

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>Number of team members who responded</th>
</tr>
</thead>
</table>

Score: Add up the total rankings for items 1–3 and divide by the number of team members who responded. This will give an average response for the group. Fill in this number as the team’s MISSION score.

**Team MISSION score:**

High = 12–15  The team has a clear sense of direction and there are good clear indicators for tracking progress towards team goals.

Med. = 11–9  A solid score, but there may be some confusion about the purpose, goals, or indicators of success.

Low < 9  The team may lack clarity about its purpose, goals, and indicators of success.

**Suggestions for Improvement**

- Develop a clear purpose for the team
- Identify the priorities and create goals as a team
- Develop and/or ensure that all team members understand the indicators of success for the team’s product and process
- Create a system for tracking progress against team goals
- Make the links between team accomplishments and the community change initiative clear

Notes:

---

Stage 1: TALENT

**Team Assessment Survey Items 4–6**

| 4. Our team has the right number of people. |  
| 5. Our team has the right mix of skills, experience, and connections. |  
| 6. Team members have clear roles and responsibilities. |  

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>Number of team members who responded</th>
</tr>
</thead>
</table>

Score: Add up the total rankings for items 4–6 and divide by the number of team members who responded. This will give an average response for the group. Fill in this number as the team’s talent score.

**Team TALENT score:**

High = 12–15  The team has the right number of people with the right skills, experience, and connections to accomplish the team’s goals.
Med. = 9–11  A solid score, but the team may not have the right number of people, has ill-defined roles, or lacks some critical skills, experience, or connections.

Low < 9  The team may lack the talent it needs to accomplish its goals. There may be too few people to adequately handle the workload or too many people involved in work or decision-making processes. Team members may lack clear roles.

Suggestions for Improvement

- Determine the skills and experience the team needs to accomplish its goals.
- Conduct a talent audit to determine whether the team has the required skills.
- Analyze workload to determine whether there are too few or too many team members. If workload is high, it may be that team members lack needed skills or experience or they lack the resources needed to get the work done.
- Ensure that individual team members have clear roles and responsibilities.

Notes:

Stage 2: NORMS

Team Assessment Survey Items 7–13

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Our team plans and manages meetings to make efficient use of time.</td>
<td></td>
</tr>
<tr>
<td>8. Our team spends enough time working on team goals versus dealing with more reactive issues.</td>
<td></td>
</tr>
<tr>
<td>9. Our team uses agreed-upon processes for making decisions.</td>
<td></td>
</tr>
<tr>
<td>10. Our team makes sound and timely decisions.</td>
<td></td>
</tr>
<tr>
<td>11. Team members communicate with each other openly and directly.</td>
<td></td>
</tr>
<tr>
<td>12. Team members are good at safeguarding confidential information.</td>
<td></td>
</tr>
<tr>
<td>13. Our team takes the time to learn from both successes and failures.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>Number of team members who responded</td>
<td></td>
</tr>
</tbody>
</table>

Score: Add up the total rankings for items 7–13 and divide by the number of team members who responded. This will give an average response for the group. Fill in this number as the team’s norms score.

Team NORMS score:

High = 28–35  The team has developed good processes for getting work done, looks for ways to work better, uses its time wisely, makes good decisions, and spends needed time on proactive issues.

Med. = 21–27  A solid score, but the team may be too reactive, may not use its time as wisely as it could, could make better decisions, or may be using inefficient work processes.
Low < 21 This team is not using efficient meeting management, has poor decision-making processes, is too reactive, and/or is not using time wisely. These lower scores may also be associated with newer teams.

Suggestions for Improvement
- Develop agreed upon processes for making team decisions
- Improve meeting management techniques
- Spend time in meetings addressing both proactive and reactive issues
- Set rules for confidentiality and team communication processes
- Use debriefings to identify root causes of problems and mistakes

Notes:

Stage 2: BUY-IN

Team Assessment Survey Items 14–17.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Team members are passionate about our team’s purpose.</td>
</tr>
<tr>
<td>15.</td>
<td>I believe my fellow team members to be trustworthy.</td>
</tr>
<tr>
<td>16.</td>
<td>I believe our team has a high level of relevant knowledge,</td>
</tr>
<tr>
<td></td>
<td>experience, and strong social connections.</td>
</tr>
<tr>
<td>17.</td>
<td>Team members are actively involved with team goal setting</td>
</tr>
<tr>
<td></td>
<td>and decision making.</td>
</tr>
</tbody>
</table>

TOTAL

Number of team members who responded

Score: Add up the total rankings for items 14–17 and divide by the number of team members who responded. This will give an average response for the group. Fill in this number as the team’s buy-in score.

Team BUY-IN score:

High = 16–20 There is a high level of buy-in to team goals and roles
Med. = 12–15 A solid score, but the level of buy-in to team goals and roles could be better
Low < 12 A low level of buy-in to team goals and roles

Suggestions for Improvement
- Team members should work together to build a compelling team purpose.
- Ensure that all team members agree with the team’s purpose and goals. Have a team meeting to review and possibly modify the team’s purpose and goals.
- Ensure that all team members are comfortable with their individual roles and responsibilities.
- The team may have to be more intentional about making sure all members have adequate opportunity to be involved and to contribute.
• Ensure that all team members understand how team accomplishments contribute to the community change initiative.

Notes:

Stage 3: POWER

Team Assessment Survey Items 18–21.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Our team has the authority it needs to make important team decisions.</td>
</tr>
<tr>
<td>19.</td>
<td>Our team has the resources necessary to achieve the team’s goals.</td>
</tr>
<tr>
<td>20.</td>
<td>Our team has enough time to achieve results.</td>
</tr>
<tr>
<td>21.</td>
<td>Our team builds and executes plans in order to accomplish team goals.</td>
</tr>
</tbody>
</table>

TOTAL

Number of team members who responded

Score: Add up the total rankings for items 18–21 and divide by the number of team members who responded. This will give an average response for the group. Fill this in as the team’s POWER score.

Team POWER score:

High = 16–20 The team has the necessary resources, money, and decision-making latitude and builds and executes action plans to accomplish its goals.

Med. = 12–15 A solid score, but the team may not have everything it needs or does not know how to create and carry out action plans.

Low < 12 The team does not have the resources it needs to accomplish its goals. It may not be doing any planning or acting in accordance with its plans.

Suggestions for Improvement:

• Do a stakeholders analysis (Tool 11) to find ways to increase decision-making latitude
• Devise ways to help the team get the resources it needs to accomplish its goals
• Revise timelines if the team needs more time to acquire the resources, money, time, or talent it needs to be successful
• Create team action plans (see Tool 6, page 68) Hold team members accountable for their action plan deliverables

Notes:

Stage 3: MORALE
### Team Assessment Survey Items 22–26.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>People are proud to be a part of this team.</td>
</tr>
<tr>
<td>23.</td>
<td>Our team works well together.</td>
</tr>
<tr>
<td>24.</td>
<td>The people on our team trust each other.</td>
</tr>
<tr>
<td>25.</td>
<td>Our team resolves conflict among team members in a timely manner.</td>
</tr>
<tr>
<td>26.</td>
<td>Team members back up the decisions made by the team.</td>
</tr>
</tbody>
</table>

**TOTAL**

Number of team members who responded

---

**Score:** Add up the total rankings for items 22–26 and divide by the number of team members who responded. This will give an average response for the group. Fill in this number as the team’s **MORALE** score.

**Team MORALE score:**

- **High = 20–25** The team has a high level of morale and uses effective methods for resolving internal conflict.
- **Med. = 15–19** A solid score, but team morale and conflict management could be better.
- **Low < 14** Team morale may be suffering. These lower scores could be due to poor internal communication, the use of poor conflict resolution techniques, or problems with one or more of the other team components.

**Suggestions for Improvement**

- Make sure everyone is encouraged to voice ideas in team meetings
- Ensure team members practice good listening skills (Tool 7, page 80) during team meetings
- Bring up, discuss, and resolve intrateam conflict as it occurs
- Confront problem behavior immediately and directly
- Ensure team members agree with and will back up team decisions
- Gather information about the other five team components to determine areas of dissatisfaction (poor morale is usually an indicator or result of trouble in other aspects of teamwork)
- Discuss areas of team dissatisfaction and develop and implement action plans to resolve these issues

**Notes:**

---

### Payload: RESULTS

**Team Assessment Survey Items 27–30.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Our team adapts quickly to changing demands.</td>
</tr>
<tr>
<td>28.</td>
<td>Our team produces high quality work</td>
</tr>
</tbody>
</table>
29. Our team says on track and meets deadlines.

30. Our team gets results.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Number of team members who responded

Score: Add up the total rankings for items 27–30 and divide by the number of team members who responded. This will give an average response for the group. Fill in this number as the team’s RESULTS score.

**Team RESULTS score:**

High = 16–20  This is a high performing team that accomplishes a great deal.

Med. = 12–15  A solid performing team, but it could have even more impact.

Low < 12  Team impact needs to be improved. These results could be because the team is new or may have problems in one or more components of the Blandin Team Model.

**Suggestions for Improvement**

- Determine whether a team is really necessary to accomplish your purpose and goals.
- Determine whether goals and objectives could be done more effectively by another team.
- Review the results of the Team Assessment Survey and identify low-scoring components. Devise plans for improving low scores.

**Notes:**
WORKSHEET 29 Volunteer Job Description

Job title:

Reports to:

Purpose:

Activities:

Indicators of success:

Qualifications:

Time commitment
  Length of commitment:

  Hours committed:

Other Notes: