Discussion leader's guide

We're on the same team
Remember?

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87-89 rue des Rosiers, 92500 Rueil Malmaison, France
Tel: 33-01 47 08 12 12 Fax : 33-01 47 08 01 58
email: Formavision@easy.net.fr
http://www.formavision.com
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INTRODUCTION

Perhaps because the organisational world is changing so often and so radically, it’s rare in the training world for a training video to achieve the position of true “classic”. It requires a truly rare blend of timeless message, compelling instruction and memorable entertainment value, not to mention a story that illuminates without being dogmatic or moralistic.

In Customer Service training, there is "Remember Me" which simply and effectively allows viewers to put themselves into the shoes of the customer. And there is also "We're on the Same Team, Remember?" which has given generations of viewers an engaging view of customer service from a unique team perspective. The video shows how a well-meaning, hard-working organisation loses a critical sale due to a combination of errors and miscommunications. Over the years, this video has been used in countless training sessions on teamwork, listening skills, communication, empowerment and customer service.

The revised edition updates the timeless message, that we're all part of team success, or failure, each and every day in a hundred small ways. For those viewers familiar with the earlier version, you’ll find the same compelling instruction now updated for our team conscious organisational times. For those who may be seeing the video for the first time, you’re in for a rare treat: a universal training message that has special significance for today's viewers, whether part of "formal" teams or not.

SYNOPSIS OF THE VIDEO

We see a telephone system as we hear SynTek Systems’ outgoing voicemail message proclaiming that "our quality is matched only by our service”.

George Cooper sits in the Syntek lounge with Jennifer, the receptionist. His beeper goes off, reminding him of a big sales appointment, the first full-scale installation of the company's new R-90 system for Harper Technologies. Jennifer wishes him luck. Meanwhile, Carol Mason, George's team leader, and Bill Davis, a Senior Executive, discuss the company's dismal profit picture, and pin their hopes on George Cooper and the fledgling sale to Harper's.
George's sales interview with Frank Harper and his Operations Manager, Kim Stevens, goes remarkably well. Harper and Stevens seem to think the new R-90 is just right for their operation, and plans are made for them to visit SynTek for a demonstration. George leaves the meeting confidently, a little too confidently, as it turns out...

When Stevens returns to her office, she finds her assistant, Jim Sloan, frustrated over an incorrect delivery of sensors from Syntek Systems. When Sloan calls SynTek to correct the problem, he is greeted first by Janet who won't help Sloan because it's "not my department". Next Sloan has to deal with Ed Whitney who, while acknowledging the error, won't take responsibility for some rush delivery charges. Sloan's message on Janet's voicemail is overlooked as she deals with other customer service problems.

Returning form his sales call, George visits Evie, a plan supervisor, to ask her to set up the upcoming demo. Due to lack of information from George, and her own disinterest, Evie doesn't really register the importance of the demo for the team, or the organisation.

Later that afternoon, George and Carol go over the specifics of the planned presentation to Harper. George mentions that he needs some process specifications scanned in, and Carol promises to see to it "personally".

The next day, George realises he hasn't called Harper to schedule the demo. When he gets Kim Stevens on the phone, she complains to him about the unresolved sensor delivery problem, and George, blaming the problem on "that idiot in shipping", promises to look into it. Anxious to schedule the demonstration, George is less than polite, managing to offend Jackie, Harper's secretary.

Later, while Jackie is having dinner at a restaurant, she inadvertently eavesdrops on a disgruntled employee (Whitney) talking disparagingly about his own organisation. She becomes intrigued when she hears the name of the organisation "SynTek Systems".

On the day of the demonstration, Harper and Stevens puzzle over the discordant treatment they have received from SynTek, but agree to be objective regarding the demo. Unfortunately, George is called away suddenly by Mr Davis and Carol must meet Harper and Stevens and initiate the demonstration alone.
When an emergency call comes in from Jim Sloan for Kim Stevens, it goes through a variety of team members, none of whom is willing to take responsibility for finding her and relaying the message. George is finally reunited with Carol, Harper and Stevens in time to learn that the demo has not gone well due to the fact that Evie has delegated it to a less-experienced worker.

They all return to the office, where George is about to make his final presentation to Harper and Stevens. Just then, Sarah realises she never followed through on relaying Jim Sloan's emergency message. Harper and Stevens quickly return to their plan without completing George's presentation. The final insult comes when Harper and Stevens pull into the parking lot at Harper Technologies only to find a delivery truck blocking their parking space - the truck is from SynTek Systems.

Back in the lounge, George, Carol and Sarah are commiserating when Jennifer comes in. Carol holds up the fax announcing that SynTek has lost the sale to Harper’s. Jennifer is surprised; she thought it was going so well. She asks "What went wrong?" George answers for all of them, "I don't know; I just don't know." But a replay of the series of miscommunications, blunders and foul-ups effectively answers the question.

BACKGROUND

Who's responsible for winning customers and keeping them satisfied? Obviously, all sales, marketing and customer service personnel are at the forefront of this effort. But for them and your organisation to succeed, they need the full support of all other employees, as well.

Everyone is responsible for your organisation's success. But do all employees acknowledge this crucial responsibility? Do they inject a spirit of teamwork and co-operation into everything they do? Does a genuine service attitude pervade all of their interactions, with customers and with each other?
We're on the Same Team, Remember? Raises a host of issues on what it really takes to be a team player. In this compelling and realistic case study, your viewers will see how employees from several departments within an organisation:

- Don’t pull together
- Perceive their jobs from a limited, personal perspective.
- Adhere rigidly to formal job descriptions and policies.
- Don’t follow through on promises.
- Misplace priorities.
- Misuse their authority as team leaders and team members.
- Lose sight of the customer’s point of view and the needs of their colleagues.
- Fair to serve the overall good of their organisation.

As a result of these and other mistakes, the firm lets the biggest sale of the year slip away, leaving its top representative asking himself, "What went wrong?"

WE'RE ON THE SAME TEAM REMEMBER? is a powerful consciousness-raising video that is must viewing for every member of your organisation. Rather than furnishing pat answers, the video challenges viewers to come up with their own solutions. All viewers will see the vital roles they play in their immediate work team or department, but also as members of your organisation’s team. Ultimately, by seeing themselves as members of the customer’s team as well, viewers will understand their responsibility for ensuring the satisfaction of all your organisation's customers.

WE'RE ON THE SAME TEAM REMEMBER? is ideal both as a provocative discussion starter and as an effective training vehicle in workshops and seminars on a variety of topics:
• In your programs on teamwork and team building, it can help everyone in your organisation realise the importance of organisational commitment, mutual support and co-operation aimed at serving the customer.

• In sales meetings and workshops for customer service personnel, you can impress upon your representatives the need for careful co-ordination and clear communication with support people and all who come in contact with customers and prospects.

• In staff meetings and programs on internal customer service, department heads can use the video to highlight the importance of effective communication, teamwork and mutual respect, both within the department and with other departments.

• In sessions on empowerment and TQM, your audience will recognise their responsibility to act flexibly, take initiative, devise creative solutions and "do a little extra" to satisfy customers and to meet the demands of each unique situation.

• In motivation and employee orientation programs, you can demonstrate how each job fits into the big picture, contributing to healthy customer relations and to the value of the service or product.

• In sessions on communication, your viewers can analyse what caused the numerous communication breakdowns shown in the video. From this discussion they can develop strategies for communicating effectively with colleagues and customers.
In today’s ferociously competitive marketplace, satisfied customers and organisational success require a total team effort. WE'RE ON THE SAME TEAM REMEMBER? will remind everyone in your organisation of the critical role each one of them plays in this effort. Recognising this, they'll perform with:

- More motivation and pride
- Higher productivity
- Better teamwork
- Less interpersonal and interdepartmental conflict
- A renewed dedication to customers, to quality and to the success of your organisation
CAST OF CHARACTERS

ORGANIZATIONAL CHART

SYNTEK SYSTEMS

Bill Davis
Executive VP

Carol Mason
Senior Account Rep

Janet Monroe
Accounts Receivable

George Cooper
Account Rep

Sarah Hanley
Sales Assistant

Jennifer Carson
Receptionist

Ed Whitney
Shipping Supervisor

Evie Johnston
Plant Supervisor

Jake Kairns
Driver
SUGGESTED TRAINING DESIGNS

The following Training Designs suggest ways for you and your program's participants to get the most out of WE'RE ON THE SAME TEAM REMEMBER?. Two Training Designs are included, for sessions ranging from one to three hours. All Training Designs are intended for team leaders and team members alike.

Training Design 1 is 57 minutes long. It is ideal for a lunch hour or other condensed training session. Its purpose is to help participants better understand that each one of them is responsible for helping the organisation succeed and for serving its customers.

Training Design 2 is 2 hours and 35 minutes long. It provides participants with analysis, discussion exercises and worksheets to guide them in developing specific plans for helping the organisation succeed and service its customers. In this training design, it is suggested that the video be shown and discussed in three parts. Each part highlights the events of a different day in the life of an organisation's efforts to make a sale. Showing the video on part at a time, instead of straight through, enables participants to assess the impact of each day's events on the sale and to predict what consequences may follow.

Choose the Training Design that best meets the needs of your group, the time available and your overall training objectives. Feel free to customise whichever Training Design you select, using whatever discussion questions or exercises best suit your purposes.

Whichever Training Design you use, it is recommended that you preview the video two or three times before showing it to your audience. It features a sizeable cast of characters and a fast moving story line.

On your first viewing, focus primarily on the video's overall messages and ultimate outcome.

On your second viewing, pay particular attention to individual characters and specific incidents. How does each character and incident affect the outcome? To assist you during this viewing, you may want to refer to the Cast of Characters on page 8 of this guide.

A third preview may also be valuable. This time, you may want to stop the video after each incident and customise the discussion and activities included in the Guide's Training Designs to your own purposes and objectives.
OBJECTIVES

After watching the video and taking part in the Training Design, participants will be able to:

- Recognise each team member’s responsibility for helping the organisation succeed.
- Recognise each team member’s responsibility for ensuring the satisfaction of the organisation’s customers.
- Understand the importance of taking initiative, using creativity, acting flexibly and “doing a little extra” to serve customers and help the organisation succeed.
- Understand the importance of working together effectively with other departments and work teams.
- Identify ways of improving service to internal customers.
- Understand the importance of treating not just all colleagues but all members of the customer’s team with respect.
- Understand the importance of following through on promises to colleagues and customers.
- Recognise each team member’s responsibility for the organisation’s public image.
- Recognise when it is appropriate to challenge a team leader.

TRAINING DESIGN 1

1. Welcome the group and tell them that this is a session about how everyone in the organisation is responsible for helping the organisation succeed and for serving its customers (1 minute)

2. Ask participants to briefly identify their work team or department. Then tell the group that during this session we’ll be taking a broad view of how we see ourselves as team members. That is, we’ll be looking at ourselves not only as members of our immediate work teams, but as members of our organisation’s team and, ultimately, as members of our customers' teams.

3. Introduce the video WE’RE ON THE SAME TEAM REMEMBER? Explain that the video focuses on an organisation’s efforts to make a sale to a major customer. Clarify that the video doesn’t spell out solutions. Instead it challenges us to evaluate what we observe and to develop our own solutions. Show the video (20 minutes)
4. Ask participants why they think the organisation lost the sale. As participants identify contributing factors, list these on a flip chart or chalkboard. Some of these factors might include:

- Viewing jobs too narrowly
- Viewing formal authority too narrowly
- Using organisation policy too rigidly
- Communicating poorly
- Failing to follow through on promises
- People focusing only on their own problems instead of trying to solve the problems of internal and external customers
- Departments acting like isolated islands instead of working together interdependently
- Disloyalty
- Treating colleagues or members of the customer's team with disrespect
- Poor leadership (failing to pitch in when necessary or abusing authority)

(8 minutes)

5. Have participants relate the above discussion to their own teams
(8 minutes)

6. Have participants discuss what steps they or their teams could take to do a better job of:
- Helping the organisation succeed
- Serving the organisation’s customers

List their suggestions and plans on a flip chart of chalkboard (15 minutes)

7. Thank participants for attending. Remind them that each one of them is responsible for helping the organisation succeed and for serving its customers. Encourage participants to follow through on their suggestions and plans for doing the best possible job in carrying out this responsibility. If possible, schedule a follow-up session to monitor how participants are progressing with their plans (1 minute)

TRAINING DESIGN 2

NOTE: In this Training Design, it is suggested that the video be shown and discussed in three parts. Each part highlights the events of a different day in the life of an organisation’s efforts to make a sale. Showing the video one part at a time, instead of straight through, enables participants to assess the impact of each day’s events on the sale and to predict what consequences may follow.
1. Welcome the group and tell them that this is a session about how everyone in the organisation is responsible for helping the organisation succeed and for serving its customers. Have participants complete Exercise A (8 minutes)

2. Introduce the video and explain that the video focuses on an organisation’s efforts to make a sale to a major customer. Clarify that the video doesn’t spell out solutions. Instead, it challenges us to evaluate what we observe and to develop our own solutions. Tell participants that the video consists of three segments, each highlighting the events of a different day in the life of the sale. Explain that these segments will be shown and discussed one at a time. Start the video. Stop the video when the title "a few days later" appears on the screen. (9 minutes)

3. Get participants' reactions to what they have seen so far. Specifically have them discuss:
   • What problems do you see?
   • What’s going OK in this organisation?
   • In what ways are different people either helping or hindering what their organisation is trying to accomplish?
   • Whom do you identify with? Why?
   • In real life, would any one of the problems you’ve seen be serious enough to prevent a sale?

During this discussion, refer the group to the cast of characters to clarify the relationships between the characters. As participants identify problems and other pertinent issues, list these on a flip chart or chalkboard. Conclude this discussion by taking a poll of participants: Based on what they’ve just seen, do they think the organisation will make the sale? Why or why not? (10 minutes)

4. Have participants discuss Janet's attitude towards her organisation's customers. Ask participants if they've encountered any "Janets" when they've been customers. How do they feel as a customer when an employee says "that's not my department" or "that's not my job", or puts organisation policy ahead of serving customers? (5 minutes)

5. Have participants complete Exercise B (10 minutes)

6. Have participants discuss how Whitney handled Sloan’s call. Ask participants how they feel as a customer when an employee claims that he or she lacks authority to solve a problem, or when they get shuttled from one department to another. (5 minutes)

7. Have participants complete Exercise C (10 minutes)
8. Have participants discuss the exchange in the plant between George and Evie. Specifically, how would they rate Evie's attitude to serving colleagues? Conversely, how would they rate George's attitude and performance here? Ask participants to discuss instances when they have been poorly or well served by colleagues in other departments, and how this impacted their team. (10 minutes)

9. Have participants complete exercise D (15 minutes)

10. Tell participants that now we're going to see how things are progressing in the organisation a few days later. Start the video again. Stop the video when the title "the following week" appears on the screen (3 minutes)

11. Take a poll of participants. Based on what they've just seen, do they think the organisation will make the sale? Why or why not? Ask any participants who have changed their minds since the first poll to explain why. As participants identify problems and other pertinent issues, list these on a flip chart or chalkboard. (5 minutes)

12. Have participants assess George's performance under pressure. Specifically, in what ways were his attitudes toward his customer and his colleague (Whitney) similar or different? How might George's attitudes and performance here affect his chances of making the sale? (5 minutes)

13. Have participants discuss why it's important to: a) treat everyone on our organisation's team with respect and b) treat everyone on the customer's team with respect. (5 minutes)

14. Ask participants what attitude Whitney revealed in the restaurant. Broaden this to a discussion of who bears responsibility for our organisation's public image. During this discussion, emphasise that: All teams and organisations have problems that need to be debated and resolved - internally, with all team members working toward a common goal. This process of conflict resolution and constant improvement is undermined when the team's or organisation's problems are aired in public. (5 minutes)

15. Tell the participants that now we're going to view the final portion of the video, which takes place the following week. Here we'll find out the ultimate verdict: Did the organisation make the sale or not? Start the video again and run to completion (9 minutes).
16. Ask participants why they think the organisation lost the sale. As participants identify problems and other pertinent issues, list these on a flip chart or chalkboard. During this discussion, draw out how everyone’s roles in the organisation were interrelated. Specifically, have participants discuss:

- Davis’ leadership style
- Carol’s and Janet’s unwillingness to challenge Davis
- The receptionist’s attitude and performance
- Sarah’s mistake(s)
- The van driver’s attitude and performance (25 minutes)

17. Guide this discussion to a consensus that everyone in the organisation - regardless of job title or rank in the organisation’s hierarchy - shares a crucial responsibility:

- Helping the organisation succeed
- Serving the organisation’s customers (15 minutes)

18. Thank participants for attending. Remind them that each one of them is responsible for helping the organisation succeed and for serving its customers. Encourage participants to develop a personal ‘action plan’ for doing the best possible job in carrying out this responsibility. If possible, schedule a follow-up session to monitor how participants are progressing with their plans. (1 minute)
EXERCISE A: Viewing Team Membership Broadly

1. Explain to participants that, as members of an organisation, we’re individuals with individual work needs, but we’re also part of a series of overlapping circles of interrelated teams with their own needs. Then have the participants turn to Worksheet A in their Participants Workbooks.

2. Have the participants list in the blanks provided four discrete Task Functions they fulfil in their job (examples might be: bookkeeping, scheduling shipments, filing reports, etc.) Now, ask participants to look at the Chart on Worksheet A showing a series of interlocking circles representing the following needs:

- Team Member’s individual work needs
- Team needs
- Organisation’s needs
- Customer’s needs

Notice that some of the circles overlap indicating a commonality of needs.

3. Ask participants to place at the appropriate place on the chart four marks corresponding to the four Task Functions they’ve identified (i.e. "ordering stationary" may fulfil Individual and Team needs but do little to fulfil Customer needs). On the other hand, "answering customer questions" may fulfil a customer’s need for information, but not meet any formally expressed Team or Organisational need.

4. Have the participants reflect upon the following questions:

* How many of the four dots fall in multiple circles?

* How close are the dots to the centre (indicating meeting the needs of all)?

* What can we learn about our own effectiveness by questioning whose needs are being met by our various Task Functions on a day-to-day basis?
WORKSHEET A:
Performing beyond my job description

Directions: As members of an organisation, we're individuals with individual work needs, but we're also part of a series of overlapping circles of interrelated teams with their own needs. List in the blanks provided four discrete Task Functions you fulfil in your job. (Examples might be: bookkeeping, scheduling shipments, filing reports, etc.)

1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________

Now, place at the appropriate place on the chart four marks corresponding to the four Task Functions you’ve identified.
EXERCISE B: Getting beyond job descriptions

1. (TRAINING DESIGN 2) Have participants complete Worksheet B, then discuss their responses.

2. During this discussion, bring out the following points:

* It’s not enough to simply draw a circle around our job and say, "That’s all I do." It’s our responsibility to regularly go beyond "what we do" if that’s what it takes to serve the customer or help our team succeed.

* It’s worth repeating: Our team isn’t just our department or work group. We’re all part of our organisation’s team and the customer’s team.

* Customers don’t care what department we’re in; customers simply see us as representatives of our organisation. Customers expect a united team effort from us to serve them and to help solve their problems.

* A key element of empowerment and quality is taking initiative, using creativity, acting flexibly and "doing a little extra" to serve customers, help colleagues and handle situations as they arise.
WORKSHEET B:
Getting beyond my job description

1. When have I or other team members performed beyond our job descriptions to help:

Our immediate work team:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

A colleague outside of our immediate work team:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

A customer:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. How did I or other team members take initiative, use creativity or act flexibly to "do a little extra" in these situations?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
EXERCISE C: Expanding Authority to Serve Customers

1. Have participants complete Worksheet C, then discuss their responses.

2. During this discussion, bring out the following points:

* Teamwork often requires working together with other departments to solve customer problems and achieve organisational goals. This in turn requires knowing who does what in other departments in order to effectively handle situations as they arise.

* Whenever we are in direct contact with a customer, we are the point person for our organisation. This means we have the power and responsibility to do whatever we can to marshal our organisation's resources toward resolving the customer's problem.

* To customers, we sound as if we're "passing the buck" if we tell them "that's not my job" or "I'm not authorised to do that". Customers resent having their time wasted by being shuttled around from department to department. Whenever possible, we should work out a solution with our colleagues on the customer's behalf, then get back to the customer. Otherwise, we should follow through by making sure that our colleagues resolved the situation to the customer's satisfaction.
WORKSHEET C:
Expanding authority to serve customers

1. When has a customer asked me to do something that I wasn't authorised to do?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. How did I deal with these situations? To what degree did I take the initiative, use creativity, act flexibly or "do a little extra" to serve the customer?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. If similar situations arise again, in what ways could I take initiative, use creativity, act flexibly or "do a little extra" to serve the customer?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
EXERCISE D : Following Policy Responsibility

1. Have participants complete Worksheet D then discuss their responses.

2. During this discussion, bring out the following points:

   * Just as with job descriptions, and authority, it’s a mistake to view our organisation's policies in a rigid or limited way. Our organisation's policies should never be used to drive a wedge between us and our organisation's customers.

   * We're all responsible for taking initiative, using creativity, acting flexibly and "doing a little extra" to serve customers without violating our organisation's policies.

   * A key element of empowerment and quality is deciding when to do things "strictly by the book" and when to act more flexibly to meet the unique needs of a situation or a customer.
WORKSHEET D:
Following Policy Responsibly

1. When have our organisation's policies prevented me from serving customers in ways that they wanted?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. In what ways could I have taken initiative, used creativity, acted flexibly or "done a little extra" to serve customers better without violating our organisation's policies?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. How can I continue to take initiative, use creativity, act flexibly or "do a little extra" to serve customers in the future?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
EXERCISE E: Serving my internal customers

1. Have participants form subgroups and work together to complete Worksheet E. Then re-form the group.

2. Ask participants to discuss their responses to Question 2 on Worksheet E.

   * Why do they regard serving internal customers as a hassle, or as an essential part of their jobs, or somewhere in between?
   * What would it take for them to place a higher priority on serving internal customers?

3. Ask participants to discuss their responses to Question 3 on Worksheet E. Have them assess how their service to internal customers impacts:

   * Your organisation's ability to serve its external customers?
   * Your organisation's success in achieving its other goals?

4. Ask participants to discuss their responses to Question 4 on Worksheet E.
WORKSHEET E:
Serving my internal customers

1. Who are some of my internal customers (other departments within the organisation whom I serve as part of my job?)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. On a scale of 1 to 10, to what degree do I regard serving internal customers as an essential part of my job or as a hassle that takes time and energy away from my actual job?
(1= complete hassle; 10= absolutely essential part of my job)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. On a scale of 1 to 10, 10 being best, how do I rate my performance in serving my internal customers?
__________________________________________________________________________

4. What steps could I take to improve the service I give my internal customers?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
EXERCISE F: Working with "difficult departments"

1. Have participants form subgroups and work together to complete Worksheet F. Then re-form the group and have participants discuss their responses.

2. During this discussion, bring out the following points:

* All departments, teams and individuals in our organisation work interdependently. None of us operates as an isolated island.

* We all share a common mission - helping our organisation succeed and serving customers. We all play a vital role in carrying out this mission. No department, team or individual plays a more or less important role than anyone else.

* To work together effectively in order to serve customers and to help the organisation succeed, each of us needs to:

* see where we all fit in the big picture

* understand the unique pressures and problems that other work groups and departments face instead of focusing only on our own pressures and problems.

* do whatever we can to work together effectively with all work groups and departments.
WORKSHEET F:
Working with "difficult departments"

1. What is a "difficult department" for our team - some other team or work group that frequently creates problems for our team or inhibits what our team is trying to accomplish for the organisation and for customers?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. In what ways does this department or group create problems for our team?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. What steps could our team take to work together more effectively with this department or group?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
EXERCISE G:
Challenging Team Leaders

1. Have participants form subgroups and work together to complete Worksheet G. Then re-form the group and have participants discuss their responses.

2. During this discussion, emphasise that we are all responsible for standing up to any team member, including the leader, when that person is acting in a way that is detrimental to:

* serving customers
* achieving team or organisational goals
WORKSHEET G:
Challenging my team leader

1. What current or past behaviours or policies of my team leader have been detrimental to serving customers or achieving team/organisational goals?

   Behaviours
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   Policies
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. In what ways could I effectively challenge my team leader to achieve a positive change in these behaviours or policies?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
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