

THE STAFF AS A TEAM

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The focus of this morning's session is "The Staff as a Team." We want to talk just a bit about how we've been operating as a team, what our experience is at that. I wish you had equal time to share with us what your experiences have been in operating as a team. But since we don't have time for that right now, we want to share with you our learnings about what it has meant to work as a team and to do the thing we call Training, Inc.

I have to admit that one of the most rewarding things about teaching at T.I., and I think you will find this to be true, is the activity of working together on it as a team. The old adage that five minds are better than one is true. That has been borne out time and time again in our experience in Training, Inc. What we find is that any time we sit around a table like this great creativity comes -- when we focus our minds on a particular task or a particular issue -- whether it is what a particular student needs, or what the class as a whole needs. Great things come when you can focus in on what your vision is for that group, what's blocking that vision, what's keeping that from happening, and what your practical proposals are to make that come off. That's basically how we operate as a team, and the kinds of plans and proposals we come up with are always better than what any one of us individually worrying over it could come up with.

I remember when we first began Training, Inc., we were in DuPage County far from the college. We had started off with a model that wouldn't work. We were given half-days for eight weeks and told to create typists and so on. We tried our best with that, but not for very long. It was clear that was not enough time. There were four of us on the staff and the college said do what you need to do, write the proposal and figure out what's needed. So we decided to have a coordinator of curriculum, a coordinator of administrative tasks, a coordinator of job development and something else. We created four people with four coordinator titles. We did that because we were clear that it was a team effort, there weren't any bosses in this thing, and everyone's wisdom counted. Everyone had great wisdom to bring. So it was not that somebody would be dictating to somebody else on a different level what needed to happen at any given point. We decided to sit around the table and use a consensus method to determine what needed to happen at any given point. At that time, just as now, everything was new; there was always room for creativity in those kinds of decisions.

After I had written a letter to the college saying we would have these coordinators, they replied: that's fine if you want to operate that way, but we want to know the name of one person who's

head will roll when things don't go right. They were right. There needs to be someone whose name is identified as the first among equals, who is responsible and can be held accountable. You can see in our attempt to have everyone named coordinator that we are very serious about this.

You are part of a five-person team, but you are part of a larger team, which you are going to find even more exciting. There is a team of five in Chicago already, a team of five in Oak Brook, there is another program like this that's working on the best way to do it and experimenting with the curriculum in a team of four on the West Side, and now the Indianapolis team of five is about to come into being. All of which is to say that there are 25 or 26 of us engaged in the task of deciding how best to do this thing. We're always experimenting with new curriculum, new ideas, and fresh new insights in terms of what's going to work the best so that the people who come to us for training have their needs met in the thirteen weeks that we have with them. So you're a part of a larger team, and from time to time that larger team will meet and we'll get a chance to share with one another where we've experimented, and what we have done that is different and new, exciting and working.

Training, Inc. has been going on now for six years, and what I've just described has been the dynamic that has gotten it to where it is. That is, it has evolved out of those team efforts. The first four years it was in Oak Brook, and there were just four of us in that team. But we began day one of the first year with the Mountain View Accounting Packet, the Snow Country Typing Packets and the Lester Hill Corporation. So some of those things we knew we wanted to do right away, in terms of the office simulation dynamic, and we watch all the time for something new as things are published that might do a better job than any of those. We have not found many. So we continue to use those.

During the first 4 years, in Oak Brook, and then with the addition of the program in Chicago, we have constantly dialogued about what will best serve the needs of the students in 13 weeks to make them job-ready. We are continuing to refine the curriculum, continuing to evaluate at the end of each 13 week module. There have been 26 quarters since the program began. That means we've done 26 of those evaluations where we looked back over the 13 weeks and the journey of that particular class and individuals within that class. We do an individual evaluation of each student and then an evaluation of the program as a whole. We have a chance to look back both from the perspective of the whole group's needs and the individual's needs and say to ourselves what the business community is calling for that's new. That's how we added data entry. As we read articles and talked to people in business we found out that 1 out of every 3 white-collar jobs uses a keyboard because the computer technology is getting such that you can afford it and it's just everywhere. Our "hand

method" of running the Lester Hill corporation was quickly becoming outdated. We had to move to that kind of equipment. We're working on how we're going to move into that by the end of this year. But it was keeping our ear to the ground relative to what business needed and raising the question of how we adapt our model and what we need to do that's different in order to meet the demands business is putting on us relative to what it takes to get a job and be competitive in the market we're facing in the 80's.

We've also stood present to the educational needs of each group. Sometimes two-thirds of the class in Oak Brook did not have high school diplomas or GED's. That's one of the prerequisites of our program downtown -- but you will find that whenever a counselor thinks someone has the reading and math levels to do this program, they'll send them whether they have a high school diploma or not. We usually interview them on the basis of our testing and screening, and whether it seems they could accomplish the objectives of the course -- the packet work and that kind of thing. So we've looked at the educational needs and have found as time has gone on that there has been increasing need for work in basic math and English, reading and spelling. We didn't spend as much time on reading, spelling and math at the beginning of the program as we find ourselves needing to now in order to deal with some of those deficiencies. You can teach someone to run the 10-key calculator by touch. You can teach everyone to do that. That's one easy victory for every student. But whether that decimal is in the right place or not is where the students have a problem. In the last class, during Lester Hill, someone sold a towel for nine thousand dollars. That's a dramatic illustration of putting the decimal in the wrong place. That mistake went through the whole system. For a while it was just about to make us go bankrupt. It's important to know in simple calculations or in running tapes on anything if you're in the ballpark or not, if you're dealing in hundreds or thousands or tens of thousands or whatever it might be. The need to go back over and brush up on that decimal place is important in the business community and in business math.

That evaluation every 13 weeks has been a matter of looking all over again at the whole curriculum. What's needed, what do we need to do more of, where do we need to do some research? Sometimes that research takes the form of research that we can do as staff, sometimes it takes the form of bringing people in from business who can talk to us about a particular need and how best to meet it. So the staff has from the beginning been larger than a team of 4 or 5 because it has always had an advisory group from business. That's not always been a formalized thing. For instance, on this data entry curriculum, we have a lot

of questions. I have been teaching at T.I. for six years; I am not familiar with what's been happening in data entry. So we had a data entry task force meeting about a week ago: a group of personnel people who use data entry and some who were trainers in d.e. came together and talked about what was needed and what they'd looked for in their prospective employees. It's important to have that kind of dialogue with business all the time to be sure that we're getting people ready for the job market that is there. In this particular case, it is the job market of the 80's that we're concerned about.

The evaluation dynamic is one that we do quarterly, weekly and daily. It takes a lot of time, it takes a lot of effort. We spend a lot of lunchtimes talking, not always formally, not always in structured conversation, but you find yourself just wanting to talk about a particular class and its journey or all the people or individuals in that class because no two are alike. And when breakthroughs happen with individual students everyone needs to know about them and needs to be able to celebrate. It's those kinds of victories with individuals and with the group as a whole that keep you going when the going gets rough.

Our last class was tough. It was hard to do. We tried things, like that reading I just did. I read that with every bit of drama, histrionics, everything I could. Then I started on the conversation and they just wouldn't talk. They were just staring angrily at me as if to say, now what's next? One time you do something like that and everybody is alive and says "yeah" and talks. And the next time it might be like a bomb. When those times happen it's not advisable to give up on that particular piece of curriculum, or the profound effect that it could have. It's a time when you need to come back together and talk about the subtle things you saw going on in the group when that happened.

It's the little victories, the getting together and saying have you seen the way Jackie is dressed today -- that is a real breakthrough for her. -- That's the first time she's put makeup on -- that motivates the staff. We had a 45 year old lady in the last class whose name was Martha. She's bowlegged, always wore pants, never wore makeup. She was in an automobile accident and her legs were not set probably; she didn't receive the kind of medical care she needed. Her legs were crushed in this accident, and she just went home. Her family stood her up in the middle of the room and said, "walk Martha." You do what you need to do. Anyhow she had lived with her bowlegs and dressed to cover them up. All of a sudden one day she came in with makeup and a dress on and looked like a million dollars. I suppose there wasn't one of us who didn't mention to her that she looked like a million dollars, really great. She stayed that way throughout the rest of the class. You have to be watching. We had one young man who finally wore a suit. He got it out of layaway, he wore it, and no

one said anything. He said, 'hey, haven't you noticed?' You don't want to let anything like that get by unnoticed, whether it's a change in dress or a new suit. It signifies some breakthrough, some shift in their imagination that you're educating. They're signalling their decision to be employable.

Our goals remain fairly constant: we're out to see that every person is guided into employability by the end of the 13 weeks, but our strategies and tactics for doing that vary tremendously. They are only limited by our own imagination.

One issue that pops up in every class is punctuality and attendance. We set the context the first day that this is like the probationary period on a job. The next 90 days is their probationary period on this job at Training, Inc. The reference they create for themselves will be given when employers call. Many times prospective employers will call and the first category they ask for is 'somebody who is dependable and can type.' We tell the students that when we're asked that question of dependability, we get the attendance record and look back across the weeks for that person and say, well, this person is dependable. Many of the students have some of the same skills. So attendance is an area in which they need to strive to create a fine record for themselves, one of which they can be proud. It's one thing to say you recognize the need for that and will do your best to get here every day. It's another thing to act that out for thirteen weeks, especially if it has not been a value for you in the past. Sometimes as many as 11 people are late the first three weeks. You start class at 9 o'clock sharp and have a lot of empty chairs. You know that you have an issue that goes beyond any individual. It seems to be an issue with the whole group. Or they go on their break and stay a little longer than the time allotted. It's 10:03 by the time they get to typing. And you know you have an issue to address there. When we sit down and decide to move on that, then all of your creativity is needed in determining how to do it. We have very direct tactics and we have very indirect tactics. Sometimes we feel like we need a hundred of those spread over the 13 weeks in order to deal with this issue. Here are some of the direct things that we've done: We lock the door at 9:00, and open it again at 9:30. They have a cup of coffee some place for 30 minutes to weigh up how they are going to make it on time. They are not paid for that time, and that makes it very serious. It also provokes a lot of anger. But there's always a context given before it happens about its importance and why we're doing it. We usually don't do it for more than a week. But it's a week of dramatization, so they have a way to know we're very serious about this thing of punctuality.

We invite guest speakers to talk to the class. We try to invite people whom we could tell what this particular class needs to hear about the importance of punctuality and attendance. They need to hear this not only in order to get a job, but in order to keep a job and get promotions. One of the speakers must have said 25 different ways, if she said it once, how important that one issue was at her bank. And those students heard that in a way that was new for them. It's helpful to have someone in personnel who can come in and put the emphasis where you have decided as a team it needs to be.

We bought three new clocks last quarter. After all these years, I still don't know how many clocks we need. But because we couldn't get the students out of the lounge on time, and they'd use the excuse that they didn't know what time it was, that doesn't need to be a problem. We put a clock on the front desk, a clock in the lounge, there's a clock in almost every room. The decision there, again, was to remind them of the seriousness of being on time. And it's not related to whether or not you have a watch on.

At three minutes after 9:00 we mark the attendance sheet with a little "T" after the name of everyone who is not there. When they do sign in it is obvious to them that we notice they are late. Getting there before that mark gets on the sheet becomes quite an issue for them.

We might call them at 2 minutes after 9:00 if they are not there to find out why, especially early in the program. We go through a workshop on problem solving that has them look at all the alternatives never letting them fall victim to circumstances, always keeping the perspective of what you would do on the job when this occurs. On childcare problems, we brainstorm all the possibilities and alternatives that might be there because it's so important for their maintain a job once they get it. We never let them use the excuse that this is only a training program, but remind them that this is preparation and transition into a job. All the issues and problems that surface now are going to surface on the job to keep them from being successful.

And then we've done more subtle, nice things. We've rewarded those who came early. From 8:30 to 9:00 we might have coffee and donuts in the student lounge; that gets to be a bit expensive but again you do it for a short period of time and at 5 minutes to 9:00 the coffee and donuts disappear. If you didn't come early, you didn't have a chance to participate in that early morning socializing. We wouldn't do that sort of reward or incentive kind of thing often. Or one week we decided that whatever else we did, and whatever our agenda was for teaching that particular subject, the first 5 minutes of every class was going to be something that nobody would want to miss. In typing it was a demonstration of something new, the machine could do what they had never seen before. It was something that struck quickly, was exciting and they talked

about it. Nobody wanted to be late, to miss that happening. It was a way to symbolize the importance of every minute in the hour. We got so carried away one time that two of us stood at the front desk and as people walked in after nine o'clock we sang "you're late, you're late" -- that song out of Alice in Wonderland -- and they were embarrassed -- not us. You could hear this singing all over the office. One student who has a job came by and I asked if punctuality was a problem in her office and she said it is. I asked how they deal with it. She said there's a buzzer at the door that they turn on at 9:00 and if you walk in the door after that, it buzzes very loudly. Everyone in the office looks up to see who is coming in. That's not very subtle. It's a little like singing you're late when they come in the door.

You can't do enough things to dramatize the importance of that one issue. But that's just one issue. There are many issues like that. With all those tactics, there will always be a need for new ones. (Like calling particular people at 7:00 a.m. to wake them up, if that is their block.) We've thought about writing a book on excuses used by people who are late or wouldn't come on time and it's hilarious. One lady couldn't come in because her cat jumped up on the shelf and knocked off something which hit her on the head -- just unbelievable stuff. They are the kind of things that happen to all of us and just have to be dealt with seriously.

We decided to do a lecture before we locked the door one time. The staff member assigned drew a picture of a classroom with desks and a head here and there, and lots of desks without heads. Then she drew a clock showing 9 o'clock, not after nine o'clock. She put this on the board and did an art form conversation on what they noticed. She even talked about putting balloons on chairs of the people who were not there at 9 o'clock. Once again we were trying to get them to reflect on what it means to start at 9:00 and how they need to be serious about it.

You are only limited by your imagination. That's what you're doing, you're educating their imagination. So they sort of anticipate that almost anything can happen. We have many ways of injecting that creativity. You're always watching the mood of the group, and planning intentional interruptions that allow them to make new relationships or that will occasion a shift in the mood as that might be needed. You have to decide what you want to have happen. Maybe it's time for a little anger to surface. But maybe it's time for them to laugh at the situation, and take a new relationship to it. That's the kind of thing you're listening for and watching for as a staff. Someone asked if that means you wait till you meet with the team and decide what to do as a group. Being a team, making decisions about what might be most helpful is sort of like saying we need to do something and we think it's a little

short talk -- 15 minutes tomorrow, and you're assigned to come up with it. We don't all sit there and plot over it. We just say it's needed and one of us will take it on to do. You've all decided it's needed. You would create it and it doesn't take away your individual creativity at all. Anything you do in your own classroom to deal with the subject is going to be helpful, too. You will want to share those kinds of things with one another. It's really a matter of bringing everyone's focus and attention to the issue, and it has to be a real concern.

Frequently, you find yourself growing hostile toward someone who's not doing what they're capable of whether it be in dress, attitude, style or whatever. You want to take drastic measures after you have said something 15 times. So it's helpful to meet as a group to get that anger about an individual out and then decide corporately what the best relationship and stance to that person is going to be. Otherwise, five people beat them up, and they leave. We have found that if we can discern what it is that is irritating us so, or bothering us so (and this is important because it will be an irritant wherever that person goes, and; therefore, is blocking their employability), then we can say what the most helpful relationship to that student might be. And that is very helpful. You get some distance that is badly needed, so that you don't act out of your most immediate response, which might be very destructive. You might decide that is what you need to do. But you might decide that only one of you needs to do it.

We had a student who wanted to be a receptionist, but dressed inappropriately -- wore shoes that look like houseslippers, died her hair in an unbecoming way and never wore a skirt. We knew that if she went out looking for a job looking like that, no office would hire her as a receptionist. She needed to get that word directly, and yet she didn't need to get it five different times or different ways. So we decided one of us would have the conversation to say no office is going to hire you as a receptionist looking like you look. She needed that kind of direct address because it was time to go look for the job and she still hadn't heard that. So we did it that way, and she disappeared for two days. The person who had talked with her didn't know what was going to happen. Two days later she came back. She had been sewing at home for two days, had made a navy suit (a darker color because she is a big woman), and she was ready to go look for a job. She had done her hair differently, too. But you didn't know. You decided what was needed in order for her to be realistic about her possibilities and what she was going to need in order to be able to get a job. You had to get it said, and you decided how you would do it and then you just hoped that her response would be yes to that, and it was. On the other side of that there was a deep appreciation because she knew that you only said that because you wanted her to get a job. It's clear by the end of the program that you're only

there for that reason so they are very receptive to what you say. One of you can make a point on behalf of the whole group and the rest of you support this person when she does it.

One of the things in our brochure that we stand behind is that every student at T.I. wins or is enabled to win. That doesn't mean that you never have a student who needs to be dismissed from the program even though our retention rate is extremely high. We had a very angry and hostile young man in the last class. He interrupted classes with his negative style, he wasn't sure that he ought to be there, wasn't sure what he wanted to do, and that's common -- not having a clear vision of the future. But this young man was a problem to the group as a whole. His negativity was almost more than the group could tolerate around the table in every session. We had a conversation with him in which one of the alternatives was to leave the program. That young man was in the program for a month before we decided to offer him that alternative. It's not an easy decision to make and is done with great deliberation. It's done after your staff agrees that that's the best thing for the student and for the whole group. That's where you appreciate the collegiality, the team dynamic, when you have to make those kinds of decisions. I was so angry at him one day that I could have said "go," but I waited until I could talk to the staff and some of them reminded me of new elements in his journey that I hadn't seen. The gift is that not all of you will give up on the same student at the same time. That being the case, to weigh those things up as a group and move on them corporately is a great, great gift. That's one of the reasons we have 97% retention. We don't act on impulse where the students are concerned.

Most educators will tell you that a certain percent of every group is going to fail. We have found that everyone who goes through that 13 weeks is a winner. We teach them that they are going to win by building in the winning. During the first week we teach them how to use the ten-key calculator by touch. Almost everyone can do that and can be victorious in it. It's just a small key board, we've got an excellent text and they almost can't miss. Every student gets a chance to do the 10-key calculator and at the end of the first week, you pronounce the victory -- "everyone here is doing the calculator by touch." This comes at a time when the typewriter keyboard seems overwhelming and impossible to learn. They've got that kind of fear of the typewriter, but they are winning with the calculator. And then they don't care so much that they might fail with the typewriter. They know they can do this.

You find in the early part of the course that many of the students say they want to be an accounting clerk. They start the first hour of the first day keeping the accounting records of

a company. They are led step by step through the process so that nobody gets left out, and you see to it that you have them all on board and winning with that packet. Then they know if they doubt their ability to become a typist that they can be an accounting clerk, and math is making sense. They have a great desire to know the basic math. It obviously is going to be needed in the accounting clerk work.

In office procedures they win at the beginning with filing. They do actual filing in a simulated packet, and again they are enabled to win. They build confidence through the kind of achievement built into the course. I think you will find this is the case in all of the subjects. You can claim those victories as they happen and have some very excited students all along the way.

Two people from Indianapolis came to visit who were looking at funding a similar program there. One of them was asked by a friend meeting with us from the business community here in Chicago, to describe her CETA program in Indianapolis. She said that they had funded a clerical skills program and were very pleased that it graduated 55% of those who enrolled and fifty percent of those got jobs. (25% had jobs!) I wondered what she was so pleased about. The reason, she said, only 55% completed the course is that they are dropped if they are not serious, if they are not motivated, or if they don't do the work well. "We don't keep them in the illusion that they can get a job if they don't have the motivation for it." I found a way to say to her that when we take on 36 students we decide they are the ones we have on our hands. Then whether or not they are motivated is our task. We are not asking at the start that they love the business community, or that they be serious about their career in business, or motivated enough to get there everyday on time. We see that as our task. Many of them are very motivated when they come. They need employment and they want to work in an office. There's a certain amount of glamour to that. But that motivation doesn't sustain them for 13 weeks. I think the reason you have dropouts or have these people dismissing students is that they haven't found ways to sustain that motivation and create the kind of new motivation that's needed. Students need reminders so that they can win and see it through to the end. We're very proud and boast that we do see almost everyone all the way through to successful completion not only in the program, but into a job that they can handle.

What you are out to occasion is that they understand themselves as capable office workers, that they see it as something they can do and that they see the business world as a very human community. Not something to be feared, but something they can enter into.

Those are the kinds of images the students are building as they go through the thirteen weeks. One of the keys to having that happen is that we as a staff see ourselves as role models. That's not easy because we're on stage at every minute. If you don't believe that, you just make a mistake -- and see how many people tell you about it. Our Business English instructor every now and then makes a mistake. You are grateful the students recognize it. Or once an instructor answered the phone "hello" and forgot where she was and everyone went ooohh no. Just forget for a minute that they are watching everything you do (how you conduct yourself or how you relate to each other as a team, or how you do any of the things you are demonstrating to them) and watch how quickly they will call you to account.

The way we dress, the way we organize our desks and our work space, how we talk, how we relate to other people, the way we answer the telephone, and the way we operate as a team, all of these ways we are on stage all the time. Our students often say they would like to be a nurse or a social worker -- they want to be one of the few professions they have come into contact with. They have seen role models in that profession. They want to work at public aid because the people there are professional people in professional positions and ones they are familiar with. You represent a whole new kind of possibility. You are the business professional style they can aspire to become like.

The fact that we are always on stage is a truth, not a choice. How we use humor, and what our body language says, or how our desks look, you realize that people can see all of that. It's critical if you are trying to teach organizational skills that you embody organizational skills and demonstrate how much more you can get done, and how much more effective you can be. The way we react in a crisis is what they are going to try to do. Once two students got angry with each other and had an argument in the elevator on the way to lunch. They got out in the lobby fighting, and the security guard called the police. One student reported this and said, "you've got to come quick." I went to the lobby and the guard said he would leave them in my custody. So I took them upstairs, where one of the students said one of them had a weapon. I took them in my office and asked if one of them had a weapon. One of the girls said she had a linoleum cutter in her purse, and obviously hadn't intended using it. She said she had it because she lived in a very dangerous neighborhood and was afraid to walk home at night, but didn't pull it out in that fight. Well, the students were excited, and it was a volatile situation. Those 2 students remained to the end of the program and went on to fine jobs. The students were all watching how we would deal with them. There are other times when they want you to do something quickly, and you have to decide what your approach is going to be and what

style would be best for them to see. Never belittle their concern, but be conscious of the best style for that.

In order to do and be all those things I've just gone over we have found it is critical to hang our personal problems on the door knob outside the classroom. The last thing our students, who come with all kinds of problems themselves, need is for us to walk in in a bad mood, or bring our personal problems to class. Then we cannot do what is needed when their needs arise. All of that is to say that we are key in holding up the new possibility these students are going to have as they enter the business world. The task that we take on ourselves is educating their imagination. That's why -- I'll have to give you some of the students comments at the end of the program -- students talk about new possibilities that have been opened up, and a lot of that comes from the way they have been treated, and the honoring they experience in the classroom setting. They will become a team in the classroom. They'll hold each other accountable. They call each other at night. They help in personal issues. They tutor one another. In job search, they will pass job opportunities on to each other in the desire to help each other and to win as a group.

Lester Hill is one of the best illustrations of teamwork that they will know. It's a simulated company. They learn how to get a job done as a team. Once a student who was in the warehouse department said, "I quit. I won't be here for the rest of this." The human relations factor in the simulation is just incredible. At that point we talked with the manager of the department and did a little problem solving. He outlined the job and we talked about how to capitalize on the strengths and weaknesses of every member of the group. He was asking one student to do the typing who had poor typing skills. He had asked May to draw lines and she was poor at that. The manager thought it was impossible to get the task done with that team of people. But if you recognized the weaknesses within it and built on the strengths of the team, it wasn't impossible. So he went back, planned on the basis of strengths, and they had a great victory. That has to be the case in every one of those departments. That's a learning they will take with them everywhere they go. If the task is important, then getting it done the best you can is important, too. We all bring different gifts to the situation. So that kind of thinking is always going on.

Some have asked if your individual creativity is hampered when you decide to participate in a team like that. I would say a resounding no. In a team effort, it is all enhanced. When you do something creative, and exercise your individual freedom you know it's on target.

When we describe the needs of a particular class, we raise questions like how do I need to present this information; do we need to do more demonstrations, what kind of contextual short courses would be helpful here? It's the wisdom of all five of us that helped me see how best to teach typing and office procedures. That kind of teaching and thinking about what you are going to do is a 24-hour job. You think on the bus on the way to work. "We talked about that last night -- what am I going to do to address that?" Some say you need to close off what goes on during the 8-hour day, and forget it. But you don't do that when you're working with human beings who need what you have to offer. Their needs don't stop. You'll find yourself brooding at lunch-time, etc. All of this is to say you'll have a lot of fun teaching together. When we started 401 North Wabash, at the end of the first day of class when we opened in the Sun Times Building, we had champagne. We'd made it through the first day. We had a birthday celebration last night for one of our staff and fixed a nice dinner. We made sure that she was reminded of the gift she is to the group. Each of us said something to recognize the unique contributions she has made to the group. Too bad birthdays only come once a year. Things like that give you the motivation to keep on giving your creativity.

After graduation, we usually find a way to celebrate as a staff. When we're tense, tired, before we do evaluations, we celebrate together. On Friday nights we usually meet a bit longer, from 4:00 to 5:00 and always have some refreshment to look forward to. What I'm saying in all of this is you will have to decide how to take care of yourselves because you're embarking on a very difficult task. That's probably getting a little bit clear. You have to decide and redecide, and celebration is one great way to keep going. We had a man from Peoples Gas visit who asked how you deal with teacher burnout. "How often do you have to do that?" I don't remember what I said, but we don't have much of it because we pay attention to taking care of ourselves and we don't all lose our vision of what we're about at the same time. Probably one of you will always be able to remember your vision and state what's needed.

One other suggestion, if you get bogged down and creativity seems limited, you might study something. You might bring in something objective, like Boulding or someone else to keep yourselves going. Then we'll be sharing as a larger group in inservice days, and you represent fresh new thinking and approaches. We couldn't be more pleased to welcome you with your background and fresh creative insights and we're delighted to have you aboard.

Team Conversation

1/17/85

Judith Anne Ross
Rachel Poland

Dolores Johnson

(Conversation led by MAtk)

Team

Think of some great teams that you've been a part of - or heard of.

Track team

Haberbeck & Haberbeck (Stewart)

YWCA

Rocke

Marketing Dept.

This team - Bev, Linda

Vacation Church School

Family

ICAD development team

Our Board

Thinking about those - how do you know that those are
teams

Win

Keep going

Full together

Send in substitutes

Every member fully engaged

Every one is committed to goals of the team

Laugh together / cry together

* Task to do

Recognizes all the uniquenesses/gifts of each member

Support

Not everyone on team has a position of being in the news

Some in the news - some others make it happen

Teams go beyond what is on the field

Other team qualities that make a team work

Working with what you have

Having the whole picture of the task

Accept the whole team

Commitment

Engagement

Winning

Oriental

Individual life qualities

What is required of individuals to be a part of the team

Willing to give 100% - whatever is necessary

Caring

Desire to be a part of the team as it is

Hang in - striving for a vision of what can be

Willingness to put all the cards on the table -
till it like it is

Willingness to sometime compromise individual plans/needs
for sake of team as it is engaged in accomplishing

Goals

Trust

Risk / Courage

Trust that other members will carry out their role in
most

Uniqueness of T.I. staff as a team

Case - for one another; for trainees

Reflection

Corporate reflection

Artform

Comprehensiveness

No one is finished till it is all done

Ways we've cared for staff as a team

Cards / gifts / phone calls

Before / after pictures

Scrapbooks

Celebrations

Weekly staff reflections

Decor

Always ate lunch together

In-service with others

In-service with JTPA

Dr. John

Best possible instruction we can

Truck stock of pop

Make job easier for 1 another by sending a class that
had a good experience to neph class

What is going to be required of us as we launch #40.
How are we going to care for the team

Reliability

Support each other - Being here when the task is
overwhelming

Sharing the concerns about the trainer

Alertness to what needs to be done - You've got to
pay attention

Celebration, Fun, Bubbles

Communicate - One Minute

Volunteer assistant - Constant

On going study packet to incorporate into staff meetings

Name

The Mighty Four for the Forty
Super Bowl 40 with 4
The Super Four & more