
**OKLAHOMA STATEWIDE DRUG
COURT TRAINING
PROVIDED BY THE CENTER FOR
COURT INNOVATION**

**Team Transition:
Improving the Selection,
Orientation and
Integration of New Drug
Court Team Members**

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Handouts

LISTENING SELF-ASSESSMENT

- ✓ Indicate with a check how you feel you are presently performing in each skill area. Choose one.

Skill Areas:	Having Difficulty	Need Development	Skillful
Listening for Facts			
Listening for Feelings			
Paraphrasing			
Expressing My Feelings			
Asking Open-ended Questions			
Being Open- minded			
Not Interrupting			
Willing to Confront Conflict			
Remembering Information			
Not Completing Other's Sentences			
Not Giving Advice			
Making Eye Contact			
Observing Body Language			
Comfortable with Silence			
Other-Person Focused			
Taking Notes for Retention			
Not Getting Defensive			
Establishing Trust			
Encouraging Feedback			
Not Evaluating or Judging			
Not Mentally Rehearsing Next Statement			

Learning Style Assessment

Respectful <input type="checkbox"/>	Accurate <input type="checkbox"/>	Realistic <input type="checkbox"/>	Insightful <input type="checkbox"/>
Harmonious <input type="checkbox"/>	Inventive <input type="checkbox"/>	Responsible <input type="checkbox"/>	Active <input type="checkbox"/>
Responsive <input type="checkbox"/>	Logical <input type="checkbox"/>	Productive <input type="checkbox"/>	Creative <input type="checkbox"/>
Unique <input type="checkbox"/>	Curious <input type="checkbox"/>	Practical <input type="checkbox"/>	Competitive <input type="checkbox"/>
Tender <input type="checkbox"/>	Concerned <input type="checkbox"/>	Determined <input type="checkbox"/>	Daring <input type="checkbox"/>
Inspirational <input type="checkbox"/>	Complex <input type="checkbox"/>	Procedural <input type="checkbox"/>	Impulsive <input type="checkbox"/>
Vivacious <input type="checkbox"/>	Philosophical <input type="checkbox"/>	Orderly <input type="checkbox"/>	Exciting <input type="checkbox"/>
Consensus <input type="checkbox"/>	Objective <input type="checkbox"/>	Efficient <input type="checkbox"/>	Original <input type="checkbox"/>
Nurturing <input type="checkbox"/>	Dependable <input type="checkbox"/>	Decisive <input type="checkbox"/>	Intuitive <input type="checkbox"/>
Supportive <input type="checkbox"/>	Informed <input type="checkbox"/>	Productive <input type="checkbox"/>	Unique <input type="checkbox"/>
Make a Contribution <input type="checkbox"/>	Acquire Knowledge <input type="checkbox"/>	Solve Problems <input type="checkbox"/>	Create Processes <input type="checkbox"/>
Caring <input type="checkbox"/>	Studious <input type="checkbox"/>	Down-to-Earth <input type="checkbox"/>	Innovative <input type="checkbox"/>
Focus on Relationships <input type="checkbox"/>	Focus on Facts <input type="checkbox"/>	Focus on Goals <input type="checkbox"/>	Focus on Ideas <input type="checkbox"/>
Work Relationships Should support Feelings <input type="checkbox"/>	Work Relationships should be based on facts <input type="checkbox"/>	Work Relationships should be businesslike <input type="checkbox"/>	Work Relationships should support ideas <input type="checkbox"/>
Prefer to address Needs <input type="checkbox"/>	Prefer written evidence <input type="checkbox"/>	Prefer facts over personal feelings <input type="checkbox"/>	Prefer time to discuss ideas <input type="checkbox"/>
Like informality <input type="checkbox"/>	Like systematic Approaches <input type="checkbox"/>	Like well-organized ideas <input type="checkbox"/>	Like Brainstorming <input type="checkbox"/>
Prefer a relaxed Pace <input type="checkbox"/>	Prefer time to Analyze Ideas <input type="checkbox"/>	Prefer a fast pace with a focus on Conclusions <input type="checkbox"/>	Prefer entertaining & fast pace <input type="checkbox"/>
			

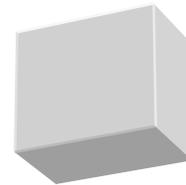
Instructions for Learning Style Assessment: *Examine each horizontal row of words. Think about which word most adequately describes you and which word least adequately describes you. Rank order the horizontal list of words utilizing a scale of 1-4. 4 represents the word that most closely describes you, 3 represents the word that next most closely describes you, 2 next most closely and 1 represents the word that least closely describes you. Each horizontal line must have a 1, 2, 3, and 4.*

Scoring the Learning Style Assessment: *When you have completed ranking each horizontal line, add the like columns vertically. Record the vertical column totals in the box to the right of each column's symbol. The highest score represents your preference and so on in descending order. The lowest score represents your least favorite learning preference.*

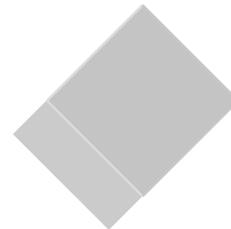
Total Score
TYPE 1



Total Score for
TYPE 2



Total Score for
TYPE 3



Total Score for
TYPE 4



Interpreting the Results of the Learning Style Assessment

Style Type One

At Work: People with this preference have a strong desire to influence others. They believe in leading meaningful and significant lives. They are often found in the helping professions or in communication, education and the arts. They seek harmony in their environment and relationships. They respond to encouragement rather than competition.

As Learners: They perceive information abstractly and process it reflectively. They value insightful thinking and excel at viewing experiences from many different perspectives. They are thoughtful and value people and culture. They enjoy observing others and absorb the environment around them. **Their favorite question is why?** Their strength as learners is to provide ideas and innovation. They will seek to bring harmony into the training environment. They sort through information by attempting to bring harmony between the information they are receiving and their values. They believe that learning should enhance the ability to know oneself. They see knowledge as enhancing personal meaning and relationships.

Strategies for working with a Type One: Utilize the discussion method as an instructional strategy. Work at answering the question why? The Type One trainee would respond to activities which help them connect the information in the training session with things they know or understand. Remember that the Type One learner is impacted by interactions between the trainer, the group, and the individual. The trainer works to motivate and engage the Type One learner.

The Type Two

At Work: These people are conceptual and independent thinkers. They are drawn to careers that pose a challenge and thrive on developing models and exploring ideas. They enjoy building systems and must maintain a feeling of innovation to be satisfied. They enjoy the process of creating, but not necessarily the process of maintaining what they have created.

As Learners: Type Two learners seek knowledge and understanding. They are analytical, global and conceptual. They perceive information concretely and process it reflectively. They form theories and concepts and integrate their observations into what is known. They think sequentially, critique information and collect data. They thrive on compiling facts into coherent theories. They tackle problems with rationality and logic. They exercise authority through persuasion, by knowing the important facts. The Type two learner is impatient with routine, and must respect those who supervise them. They believe that diligence and organization are critical to success. **Their favorite question is what?** They are characterized by their strength in creating concepts and models. They function by thinking things through and seek intellectual recognition.

Strategies for working with a Type Two: Provide them with data and information. Allow them to identify the "big picture." The type two learner is wonderful in group projects where information must be categorized, and concepts or models developed. They thrive on achieving insight when others can't see the forest for the trees. It is important that when working with type two's that the trainer be credible and knowledgeable in the topic being presented. Remember to keep the content mentally stimulating.

The Type Three

At Work: The Type Three learner is loyal, dependable, and prepared. They have a strong sense of what is right and wrong in life. They perceive information concretely and process it actively. They integrate theory and practice. They are pragmatic, "if something works, use it!" They are organized, sensible, and concrete. They thrive on plans and timelines. Type three learners like for things to begin and end on time. They are often impatient with other learning types who seem to value punctuality less.

As Learners: They do not stand on ceremony, but prefer to get right to the point. They are not tolerant of fuzzy thinking, but value strategic thinking. They tend to be physical in their orientation and usually participate in and enjoy physical activities. In a training environment, they are task-oriented and ensure that group projects are completed on time. They are attentive to details, respect authority, and follow rules and regulations. **Their favorite question is how does this work?** They value productivity and competence. They believe that learning should be geared to competence and usefulness. They seek practical applications for what they learn. They like hand-on projects and activities.

Strategies for working with a Type 3 Learner: Type threes are usually fairly easy to spot in a training environment, they are the trainee's who are always on time! To manage the type three trainees, make sure classes, projects, and breaks start and end on time. The type three sees this behavior as a basic element of respect. Nothing will irritate the type three more than a classroom that is not run efficiently. Training a type three involves the practical application of ideas. They enjoy factual data gathered from hand-on experience. Information should be presented in a no-nonsense, skills-based fashion. They prefer learning activities to more passive types of information transfer, but may be impatient with fellow group members with styles that are more abstract. They can sometimes be seen as bossy and inflexible.

The Type Four

At Work: A type four learner is witty, charming, and spontaneous. Variety and excitement in the workplace stimulate them. They are restless with jobs that are routine and structured, preferring careers that allow more independence and freedom. They perceive information concretely and process it actively. They learn by trial and error. They are enthusiastic about new things, are adaptable, and even thrive on change. They often reach accurate conclusions in the absence of logical justification. They are risk-takers, trouble-shooters, and competitors. **Their favorite question is what if?** They thrive on crisis and challenge, and are action-oriented.

As Learners: They prefer to be given information or an assignment and let loose to do it. They enjoy self-discovery. Self-administered inventories and questionnaires designed to provide insight might be an effective strategy with the type four learner. They enjoy learning environments that are fun and exercises that are stimulating. They value action, getting things done, and prefer to function by acting and testing experiences. Their goal in learning is to bring action to ideas.

Strategies for Teaching a Type 4 Learner: The key to keeping the type four learner engaged is action. Keep the program moving. Allow them opportunities to move, test out ideas, and maintain activity. They will prefer small group work, exercises, or activities to more traditional lecture formats. They enjoy tackling problems and looking for patterns. They are visionary; appeal to their vision to get them involved in the learning environment.

Team Role Self-Assessment

In My Team Roles I See Myself As Able To	Most Of The Time	Some Of The Time	Need To Improve
<ol style="list-style-type: none"> 1. Sense the attitudes and feelings of others and myself. 2. Develop team commitment in other members of a group. 3. Tolerate differences of views and opinion. 4. Find creative solutions to problems and conflicts. 5. Complete work assignments and understand expectations. 6. Face mistakes, accept responsibility, and move on. 7. Be flexible 8. Identify and analyze group problems 9. Bring out the best efforts in others and show appreciation 10. Seek help from others in a group 11. Evaluate myself and others constructively and fairly 			

How would you capitalize on your strengths?
 What could you do to improve in your areas of weakness?

RATE YOUR TEAM

Whether a leader or participant, you can determine how well your team works by evaluating the following “dimensions.” After each item, circle the number that most accurately describes that dimension of your team. The higher your total, the more likely you already are having effective, productive teams. The lower your score, the more likely you will want to plan to institute improvement measures in your teams.

Team Dimension	1 This is a problem area for us	2 We do “Okay” with this, but could definitely improve	3 This is one of our strengths
1. Making Decisions – Making decisions in a way that ensures both quality work and acceptance by participants is essential if a team is to be effective. Each of us wants to feel that we influence the decisions made in our teams. The more closely a decision reflects a consensus of the group, the stronger the support and the commitment on the part of individual participants			
2. Working Together – A group that works well together in teams focuses on the task or agenda at hand and works to maintain adequate trust involvement and support among its members. To function effectively a group must take care of its people as well as its agenda.			
3. Organization and Procedures – Groups that work effectively have a clearly understood organization and procedures so participants know what to expect in terms of their groups’ operation. But it is essential that the organization and procedures be flexible enough to deal with changing situations and information.			
4. Goals – The goals for teams are clearly understood and accepted by individual participants. What is to be accomplished by each team is clearly established, and the overall goals and purpose for the teams are identified and articulated for the entire group.			
5. Participant Resources – An effective group makes the best possible use of the ideas, suggestions, and strengths of individual participants. Their contributions will be invited and encouraged by the way the team is managed. Members feel as if they are in essential part of the process – which they are.			
6. Communication – Groups that work well together maintain effective communication between both individuals and subgroups. Effective communication includes careful listening and thoughtful, clear self-expression. It means shared responsibility for being sure that information and meaning are exchanged fully and with understanding.			
7. Leadership – Leadership in teams that work is a shared responsibility. The person who is the designated leader recognizes and carries out his or her tasks. Individual participants look to themselves as contributing to the leadership of the team.			

<p>8. Conflict, Disagreements, Feelings – Effective groups regard conflict or disagreement and the expression of feeling as an opportunity to improve the team rather than something to be avoided. As a result, the team conflict will be handled constructively to clarify positions or feelings so these become new information available to the group as it works.</p>			
<p>9. Process – In effective teams, participants are aware of and pay attention to process, because it is an ongoing source of how well they are working together. This means paying attention to their immediate experience in teams, and periodically evaluating the effectiveness of their team “process” terms.</p>			

Conflict Diagnostic Quiz

Circle the appropriate response to each item below. Judge items on the basis of your overall evaluation; for example, if you believe the statements in the item are “**mostly true**”, circle **T**.

T	F	People are in harmony because of their fundamental humanity. Conflict, therefore, represents an unnatural disruption of the human condition.
T	F	Conflicts typically result in the termination or manipulation of communication. Conflicts, therefore, represent deviant forms of communication.
T	F	People who develop competitive skills tend to feel more in control of their lives and are typically better adjusted psychologically and physically healthier than those who develop cooperative skills.
T	F	One of the major responsibilities of any organization or institution is to establish an environment that will result in preventing conflicts from happening.
T	F	While conflicts may arise from time to time despite our best efforts to prevent them, skillful use of communication will enable us to solve them.
T	F	Conflicts occur most often because people fail to understand each other - often because they have not tried hard enough to understand each other.
T	F	Compared to cooperation, competition has been demonstrated to be better in increasing creativity.
T	F	Studies show that competitive scientists tend to publish more, competitive business people tend to have higher salaries and competitive students tend to have higher grade point averages.

T	F	Because conflict is so disruptive, and because it interferes with efforts to establish and sustain effective communication, it must be seen as a major impediment to human innovation, invention, experimentation and curiosity.
T	F	The presence of conflicts within a social structure – i.e., within families, the community, and institution, a society, is evidence of the deterioration of that social structure.
T	F	To say that conflicts are “inevitable” is as wrong as saying that nuclear destruction is inevitable. Nothing is inevitable as long as humans have the rationality and the will to shape events and their own behavior.

Tips to Help Multi-Disciplinary Teams Prepare for Discussions

1. Have you conducted an adequate assessment of the team's strengths and weaknesses regarding decision making, problem solving, and conflict management?
2. Did you prepare the group for the discussion, (i.e., write a memo, placing the item on an agenda, bringing up a point for discussion in the next meeting, etc.)?
3. Do you understand the prevalent points of view of team members?
4. Have you gathered relevant program specific information to support your problem statement (frequency of issue, local data, anecdotal examples, etc.)?
5. Have you prepared for your discussion (data, research, bulleted points, visual aids, etc.)?
6. Have you provided team members with articles or research reviews in advance to support your issue as preparatory material for the meeting?
7. As you participate in the discussion, are you scanning the room, looking for facial expressions, eye contact, body posture, groupings, etc.)?
8. Are you calm (professional tone, volume, pitches, etc.)?
9. Is your body language open and relaxed but professional?
10. Are you prepared to understand and respond effectively to differing points of view?
11. Are you prepared to negotiate issues through small progressive steps?
12. Have you prepared potential team based solutions to the issue you have raised?
13. Have you presented the potential solutions in a manner that the team can understand and discuss?