



# **Four-Phase Process for Using Global Supply Teams**

# Phase One: Plan

**Assess Organizational  
Readiness** 1



**Select Appropriate  
Tasks** 2



- Are we a team-oriented organization?
- Do we have executive commitment to teaming, including the support of functional managers?
- Does our culture support team interaction?
- Do employees have team-based skills?
- Can we commit adequate resources to support teaming?



If no, consider other organizational options until ready

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- Use teams for assignments that directly support business and/or corporate objectives
  - Use teams for major decisions that require buy-in from different functional groups or locations
  - Use teams for complex or large-scale projects that no single function or location can manage
  - Use teams when the benefit of using teams clearly outweighs the cost of using teams

# Phase One: Plan

**Form Teams**

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**Evaluate Additional  
Preparation Issues**

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- Determine functional representation and appropriate team size given the assigned task
- Identify qualified members and team leaders
- Establish formal member roles
- Determine if member commitment is part-time or full-time
- Establish core versus as-needed members
- Assess need for supplier or customer involvement

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- Establish reporting linkages to executive leadership
  - Link team performance to organizational reward and recognition system
  - Identify and make available required resources
  - Clarify executive management performance expectations
  - Identify team authority levels
  - Create a team charter detailing mission, tasks, broad objectives, etc.



# Segmenting Work Teams

<b>Task Duration</b>	<b>Finite</b>	Support a specific project or task in addition to regular job responsibilities	Support a specific project or task as a full-time team member
	<b>Continuous</b>	Continuous support of team assignments in addition to regular responsibilities	Continuous support of team assignments as a full-time team member
		<b>Part Time</b>	<b>Full Time</b>
<b>Member Commitment</b>			



# Resource Categories

## **Job-Related Information**

The information and data required to support team analysis and performance

## **Materials and Supplies**

The routine materials and supplies required to support team activities

## **Required Help from Others**

The services and assistance needed from others external to the team but within the organization

## **Time Availability**

The amount of time that members can commit to team activities

## **Executive Management Commitment**

The overall support that executive management exhibits toward work teams and teaming

## **Tools and Equipment**

The specific tools, equipment, and technology required to support team efforts

## **Budgetary Support**

The financial resources, not including salaries, required to support a team's task

## **Team Member Task Preparation**

The personal preparation and experience of team members as it relates to the team's assignment

## **Work Environment**

The physical aspects of the team's work environment

## **Customer and Supplier Participation**

The support that critical customers and suppliers provide when involvement is beneficial

Adapted from Peters and O'Connors, "Situational Constraints and Work Outcomes: The Influence of a Frequently Overlooked Construct," *Academy of Management Review*, 5:391-397, 1980.



# Work Team Authority Dimensions

## **Scheduling Authority**

Ability of a team to schedule its meeting without others approving the decision.

## **Selection Authority**

Ability of a team to select its leader(s) and/or new team members as required to complete assigned tasks.

## **Internal Authority**

Ability of a team to control internal activities, such as allocating budget and material resources to support team activities, determining team performance goals and objectives, making timing decisions regarding the completion of specific activities, and requesting non-team members to support assignments as required.

## **External Decision-Making Authority**

Ability of a team to make decisions that bind or commit an organization. This is conceptually the highest authority dimension because it allows a team to operate independently of external managers.

Adapted from Monczka and Trent, "Cross-Functional Sourcing Team Effectiveness," Center for Advanced Purchasing Studies (Tempe, AZ), 1993, p. 68.

# Phase Two: Perform

**Establish Team-Based  
Performance Goals** 5



**Promote Member Effort  
and Commitment** 6



**Facilitate Internal  
Team Interaction** 7

- Executive leadership establishes broad targets and objectives
- Team members establish specific goals and milestones that are objective and measurable

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- Motivate members by assigning a meaningful and challenging task
  - Provide key resources that support the team's assignment
  - Hold teams and individual members accountable for achieving measurable goals
  - Involve suppliers and customers as required
  - Provide visible executive support to the process
  - Provide teams with decision-making authority
  - Evaluate and reward team and member performance
  - Minimize external time conflicts for individual members

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- Develop shared team performance norms and performance strategies
  - Manage internal conflict and the dynamics of group interaction
  - Understand how to reach consensus on major decisions and issues
  - Provide third-party facilitation support if required

# Phase Three: Evaluate

**Assess Progress  
Toward Stated Goals** 8

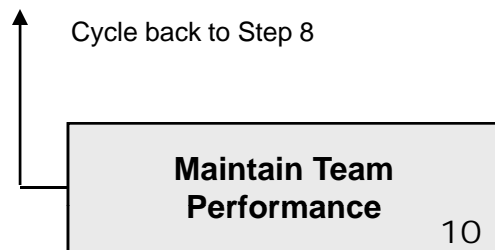


**Provide Feedback and  
Rewards** 9

- Hold teams and team members accountable for achieving quantified goals and reaching milestones
  - Measure and report progress to executive sponsors and clients on a regular basis
  - Self-assess the quality of internal interaction and progress toward stated goals
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- Provide timely feedback to members, executive sponsors, and internal/external customers and clients
  - Include participation as part of an individual's formal performance evaluation
  - Make rewards available for superior effort and performance, including public recognition, cash bonuses, non monetary rewards, and performance merit raises



# Phase Four: Maintain



- Continue to evaluate performance and hold members accountable for goal attainment
- Take corrective action as required to maintain effectiveness and intensity, including rotating members and leaders, shifting team tasks and assignments, upwardly migrating performance expectations, and/or intervening to address interaction problems
- Disband non-performing teams or teams whose assignments are complete
- Generate lessons learned and share learning with teams across locations

# Work Team Planning Guide

	Yes	No
<b>Identify Appropriate Team Assignments</b>		
Do assignments justify the use of teams?	<input type="checkbox"/>	<input type="checkbox"/>
Has the proper team model been identified? (See Figure 2)	<input type="checkbox"/>	<input type="checkbox"/>
Does executive and functional management support the use of a team for the assignment?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Form Work Team and Select Qualified Members and Leader</b>		
Have core versus as-needed members been identified?	<input type="checkbox"/>	<input type="checkbox"/>
Do selected members have the proper skills, time, and commitment to support the work team?	<input type="checkbox"/>	<input type="checkbox"/>
Have team sponsors identified and selected a qualified team leader?	<input type="checkbox"/>	<input type="checkbox"/>
Are customers or suppliers part of the team if required?	<input type="checkbox"/>	<input type="checkbox"/>
Do members understand their formal team roles?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Determine Member Training Requirements</b>		
Have team member training requirements been assessed?	<input type="checkbox"/>	<input type="checkbox"/>
Is required training available on a timely basis?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Identify Resource Requirements</b>		
Are resources provided or available to support the team's task? (See Figure 3)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Determine Team Authority Levels</b>		
Have team authority levels for the team been determined? (See Figure 4)	<input type="checkbox"/>	<input type="checkbox"/>
Have team authority levels been communicated across the organization?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Establish Team Performance Goals</b>		
Has the team established objective performance goals that align with organizational expectations?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Determine How to Measure and Reward Participation and Performance</b>		
Are approaches and systems in place that objectively assess team performance and member contribution?	<input type="checkbox"/>	<input type="checkbox"/>
Do reporting linkages exist to team or executive sponsors?	<input type="checkbox"/>	<input type="checkbox"/>
Is team performance effectively linked to performance reward systems?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Develop Team Charters</b>		
Has a formal charter been developed that details team mission, tasks, broad objectives etc?	<input type="checkbox"/>	<input type="checkbox"/>
Has the charter been communicated across the organization?	<input type="checkbox"/>	<input type="checkbox"/>