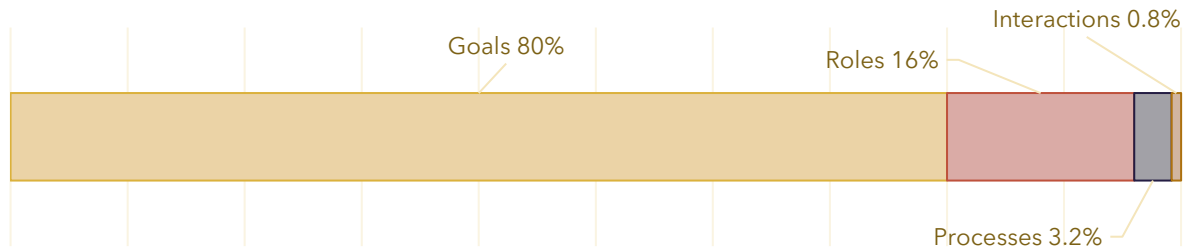




## TOOL GRPI DIAGNOSIS FOR TEAM EFFECTIVENESS



### OVERVIEW

When teams run into conflict, folks are quick to point the finger at another person in the group as the one to blame. Organizational scholar, Richard Beckhart found that when interpersonal conflict came up, team relationships were rarely the root cause. Rather, 80% of conflict came back to having unclear team goals. After that, creating clearer roles and processes often solved the issue. Beckhart tagged this model GRPI, which stands for:

- Goals
- Roles
- Process
- Interpersonal Relationships

This toolkit guides you through how to use GRPI to assess team performance and adjust for success.

### WHEN TO USE

GRPI can be used as a preventive measure during the design or planning of a project. In this way GRPI provides a roadmap, guiding a group to establish a clear goal, then assigning roles, and ways of working together or processes, while also attending to building trust and relationships. Used this way, GRPI can help head off conflict before it starts.

Alternatively, GRPI can be a diagnostic tool to learn why a team may be experiencing tension.



## HOW TO USE

### *Understand the GRPI Model*

Begin by understanding how each element of GRPI contributes to an effective team.

#### **Goals**

Goals are what the group wants to achieve. This marks the starting point of GRPI because, without it, team members will go in two or more different directions depending on where they think they're headed. A goal tells the group what will be true if they're successful. It can provide a motivator that helps keep the group focused. It can also clarify what you are *not* working on.

Collaborative groups can sometimes come together around a topic or problem, like childcare, but lack a goal. For example, you could have a group of folks who are all interested in childcare, but who have different goals. One might have the goal of making sure childcare supports the emotional and intellectual development of youth. Another might have the goal of ensuring all families can access safe, reliable childcare regardless of their income. Both are interested in childcare but have very different ideas of what the group should do.

#### **Roles**

Roles establish the responsibilities each person will take on to get to their goal. Sometimes collaborative groups will have one or two staff members who serve in a backbone role or coordinate the group. If that staff member assumes they'll host the meetings, but everyone will share responsibility for acting, this may conflict with participant assumptions that they'll come and give advice, but staff should be the ones to act. Other times, groups need to



assign roles based on the different strengths of the group. Some may be better at fundraising while others can organize community members. Get clear on who's in what role and how they contribute to the larger goal.

## Processes

Processes include how the group makes decisions and communicates. If one person assumes that the person who started the group will make decisions while another assumes that members share decision-making power, conflict will raise its ugly head. Similarly, most of a group might use a platform like Google Docs. If two people don't have access, this can lead to folks feeling out of the loop and not having the same information. This leads to miscommunication, which can lead to hurt feelings.

## Interpersonal Relationships

As you read through the previous sections, it's apparent just how many chances there are for different assumptions to be made if the goals, roles, and processes aren't clear. Without knowing the individual players in any of the above scenarios it's easy to see how disagreements could arise. This doesn't mean anyone is bad or ill-intentioned, it just means things weren't clear. Having trusting relationships is the last ingredient in the model because while it's important, many other things can prevent conflict from occurring before you start diagnosing relationships.

### *Diagnose the Dynamics*

When a group isn't working well, it's important to be sensitive to dynamics before assessing them. Sometimes, when a group has low trust it can be helpful to do an anonymous survey and bring the results back to a group. When bringing the results to the group, make sure to create a culture of learning that supports to be curious, rather than looking for a villain. Here's an assessment from Michael Brim, Ram Charan, Dale Lake, Hirtaka Takeuchi, and Noel M. Tichy.



# GRPI Assessment

Michael Brim, Ram Charan, Dale Lake, Hirtaka Takeuchi, and Noel M. Tichy

**Rate your team:**

1 = To no extent  
5 = To a great extent

**Goals:**

Goals are clear and people are committed to them. 1 2 3 4 5

**Roles:**

The work is organized in a way which clearly leads to accomplishing the team’s goals. 1 2 3 4 5

There is maximum use of the different resources of individuals on the team. 1 2 3 4 5

Everybody is clear on their responsibilities and jobs. 1 2 3 4 5

The leadership is shared. 1 2 3 4 5

**Process:**

Decisions are based on who has the expertise and best information, not on hierarchy or authority. 1 2 3 4 5

Conflict on the team is confronted openly and constructively. 1 2 3 4 5

**Interpersonal Relationships:**

There is trust and openness in communication and relationships. 1 2 3 4 5

Time is taken to examine our process (how we relate to each other, communicate, handle conflict, etc.) to improve the way we work. 1 2 3 4 5

Flexibility, sensitivity to the needs of others, and creativity is encouraged. 1 2 3 4 5



After presenting the results, ask the group to reflect:

- What does the data make you *think*?
- What does the data make you *feel*?
- What does that data make you *wonder*?

These open-ended questions invite participants to engage with the results with curiosity rather than judgment. They may make it safe for folks to name areas that could be improved in the root cause areas before trying to address interpersonal relationships.

Alternatively, it may be useful to gather qualitative data instead. You could ask a group to each report:

1. What is the goal of the group?
2. What are our different roles?
3. How does the group make decisions?
4. What are the formal and informal rules of how the group works?

You can then pull out areas where folks answered similarly and differently. Areas of similarity can be uplifted as sources of strength for the team. Areas where there was a lack of agreement indicate that the group needs to establish more clarity.

Finish by identifying action steps the group can take to establish greater clarity. You can ask:

- What will it take to build stronger goals?
- What will it take to build clearer roles?
- What will it take to build effective processes?
- What will it take to build trusting relationships?

For some additional resources, try out [Turn the Curve](#) or [Line-of-Sight](#) for establishing your goal, a [RACI chart](#) for role clarity, or [fist-to-five](#) for decision-making.

## COMMUNITY LEARNING MODEL

### *Culture of Collaboration*

Strengthen the capacities that support collaborative work such as facilitative leadership, communication, information sharing and shared accountability. These elements strengthen the ability to move through the stages of the Community Learning Model.



GRPI Diagnosis for Effective Teams is a tool for the Culture of Collaboration phase of the Community Learning Model. To learn more about tools for dialogue and the other areas of the Community Learning Model, visit [civiccanopy.org/clm](http://civiccanopy.org/clm).