FINAL REPORT OF THE

TEAMWORK QUALITY ACTION TEAM

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INTRODUCTION

In February 1992, the Teamwork Quality Action Team (QAT) was formed to address three items in the OPPT Action Plan developed by Mark Greenwood. These Action Items were:

1. How to devise an "incentive structure" for OPPT managers to support inter-divisional teams.

2. How to provide effective feedback from Work Group chairs to OPPT managers on the quality of their unit's contribution.

3. How to sort out conflicts among priorities in the branches to assure that the Office's agenda is achieved.

Volunteer QAT participants were solicited from all OPPT divisions. The goal was to include representatives from each division, and to have membership composed of staff from different organizational levels below the Division Director level.

The QAT had representatives from all divisions at one time or another and included two Branch Chiefs, three Section Chiefs, and staff from a various of specialty areas. All QAT members had been team members on numerous cross-divisional teams, some had functioned as team leaders and some had been line managers of team members. Thus, a variety of experience and points of view was represented.

MISSION, DEFINITION OF TEAMWORK, AND VISION

Mission

The Teamwork QAT clarified and stated its mission as:

To improve the effectiveness of cross-divisional teams.

To carry out this mission, the QAT decided to examine the concept and practice of teamwork in OPPT and to identify problems that impede the effectiveness of cross-divisional teams. In this way, the QAT expanded the scope of the original assignment from the OPPT Action Plan.

The purpose of improving teamwork in OPPT is to improve the productivity of the Office as a whole, the quality of OPPT projects, and the processes by which work is accomplished The focus is on improving products and decisions by improving <u>how</u> work gets done rather than on the results of the work. A core premise of Total Quality Management is that if you improve the processes by which work is accomplished, results are automatically improved in terms of quality, efficiency, and productivity.

Definition of Teamwork

The first task was to define the concept of teamwork. The working definition that the QAT used was:

Teamwork: Work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole.

With this definition in mind, the QAT decided how teamwork could apply to cross-divisional teams in OPPT. Further, although not specifically addressed by the QAT, many of the principles described in this report should also apply to teams which include representatives from offices outside of OPPT, such as the Office of Compliance Monitoring (OCM), the Office of General Counsel (OGC). From this definition, a vision of teamwork was created.

Vision of Teamwork in OPPT

The Teamwork QAT's vision for cross-divisional teamwork is of active involvement at every level within OPPT in making teams successful. This means that:

Senior Managers create organizational systems and make decisions that enable teams to function effectively, and remove organizational obstacles to the functioning of teams. They set an example for the rest of OPPT by modeling teamwork among themselves and in their interactions with staff.

Line Managers view teams as customers of their division/branch/section. They understand and support the goals of the team, provide guidance to team members, help solve team problems, and take steps to make sure that products provided to the team are high quality and meet the needs of the group.

Team Leaders practice good leadership and project management skills. They interact effectively with management and staff at all levels. They communicate with the team suppliers about the quality of input to the team and keep the team focused on the team's mission and goals.

Team Members are focused on helping the team meet team goals through a commitment to providing high quality work products, practicing effective team skills, contributing to the planning and functioning of the team, and communicating effectively with their line manager about team issues, progress, and status. Team members take ownership of the team's mission, goals, and work projects, and do whatever is necessary to make the team successful.

All managers and staff involved in a team are responsible and accountable for the success of the cross-divisional teams.

The findings and recommendations of the Teamwork QAT are intended to make this vision a reality in OPPT.

METHODOLOGY

The QAT used a variety of sources to gather information about teamwork and about the problems impeding teamwork in OPPT cross-divisional teams. They are as follows:

1. **Observations of QAT members.** Because of the representation of different divisions and organizational levels within the QAT membership, the perceptions and observations of QAT members were considered a reliable source of information. However, additional data were collected to confirm these perceptions.

2. **The Functional Study of the Office of Toxic Substances, November 1991.** This study, compiled by Stonnell Associates, Inc., provided information about problems related to cross-divisional teamwork.

3. **Surveys of OPPT staff and management.** Specific surveys were as follows:

   - **Firedrill survey** - A subset of branch chiefs was asked to keep "firedrill" logs to determine the impact of high priority, unexpected projects on OPPT staff.

   - **Time Utilization Survey** - All OPPT branch chiefs and section chiefs were asked to estimate the percentage of time that they were engaged in activities related to five different job areas. The goal was to determine how much time was spent supporting the activities of cross-divisional teams and to determine the obstacles to spending more time in this area.

   - **OPPT Workgroup Survey** - This survey of OPPT managers and team leaders was initiated to determine how many workgroups exist in OPPT.

4. **Focus groups.** Focus groups were conducted with:

   - **Line managers** - These groups included branch chiefs and sections chiefs who supervise workgroup leaders and/or members.

   - **Team leaders** - These groups were made up of individuals who lead cross-divisional project teams in different program areas.

5. **Individual Interviews.** Interviews were conducted with:

   - **Division Directors** - All but two Division Directors were interviewed.

   - **Team members** - QAT members interviewed co-workers who were members of cross-divisional teams.

Analyses of data obtained through these sources are included in Appendix B.

LITERATURE REVIEW

The QAT searched the available literature to learn how other organizations practice teamwork. As one would expect, the concept of teamwork is not new. While many groups attempt to practice "good team skills," few understand what teamwork means and, therefore, how to successfully implement it.

Over the past twenty years, various public and private sector groups have incorporated the team ethic in their organizations. Their collective experience is similar: teamwork, as advocated in the literature, entails a sharing of power between management and staff[1] and a commitment to a management style that fosters cooperation between management and staff.

In recent years, corporate investment in teams has increased in hopes of regaining economic competitiveness. Many view this change as a shift in paradigms from the top-down form of management to that of the team concept. Labor Secretary Robert B. Reich has written

> In this paradigm, entrepreneurship isn't the sole province of the company's founder or its top managers. Rather, it is a capability and attitude that is diffused throughout the company. Experimentation and development go on all the time as the company searches for new ways to capture and build on the knowledge already accumulated by its workers.[2]

This thinking posits that frontline workers best know the production processes and that they are the most capable of recommending changes to these processes to improve quality. Some companies even delegate personnel matters such as hiring, firing, and awards to teams. Overall, the private sector is trying to become more competitive, resulting in organizations with less management oversight and more direct responsibility and accountability for products produced by teams.

According to the literature, teamwork does not mean that management cedes all power of decision-making to staff. What changes are the roles of the manager and staff member While still overseeing the work of employees, supervisors must also become advisors, coaches, and facilitators.[3] Managers must open the lines of communication in both directions as well as give performance feedback whenever possible.[4] Despite this increased ability to influence decision-makers, staff must accept that final decisions rest with management and that, as staff members, they share with management in both the successes and failures of their organization's efforts.

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[1]John Hoerr, "The Payoff from Teamwork," *Business Week*, July 10, 1989.

[2]Chris Lee, "Beyond Teamwork," *Training*, June 1990, p. 26.

[3]"Beyond Teamwork."

[4]Edgar H. Schein, "Corporate Teams and Totems," *Across the Board: The Conference Board Magazine* May 1989.

FINDINGS

The QAT discovered both positive teamwork practices and problem areas in OPPT. Because the mission of the QAT was to improve teamwork, the findings listed in this report outline the problems only.

The different program areas in OPPT have established their own processes for accomplishing work. Some program area teams demonstrate better teamwork than others. Therefore, the findings listed in this report may apply more to some program areas than others. When a finding only applies to certain programs, it is stated that way. When the finding is stated as a general finding, it points out problem areas in OPPT as a whole, but the problem may vary in degree from program to program.

ORGANIZATION OF THE FINDINGS

The findings are organized by four major roles related to cross-divisional teams. These four team-related roles are defined for the purpose of this report as follows:

1. **Organizational Systems.** This refers to the overall management policies, practices, and processes of OPPT. This category refers to areas which are under the control of the Office Director, the Deputy Office Director, division directors, and deputy division directors.

2. **Line Managers.** Line managers are generally not members of a team, but have an impact on the day-to-day operations of teams. They directly supervise the team leader or a team member and may be a section chief, branch chief, deputy division director, or a division director depending on their role in relation to a particular team.

3. **Team Leaders.** Team leader refers to the individual who is charged with leading any type of cross-divisional team. This includes project work teams, quality action teams, budget workgroups, etc. It does not include individual section chiefs in their role of managing a section.

4. **Team Members.** Team members are the participants on cross-divisional teams. OPPT staff and management may fulfill the role of team member on teams.

TEAMWORK QAT FINDINGS RELATED TO THE ORGANIZATION AND ORGANIZATIONAL SYSTEMS

1. **No collective sense of responsibility or accountability exists for the success of a team's effort.** Management and staff seem to accept little personal responsibility for helping teams succeed.

   Whether or not a cross-divisional team succeeds has little impact on the support divisions' managers. The sense of responsibility seems to end with the technical contribution to the team; the contributions which would help the team as a whole succeed are not viewed as part of the job.

   No structure or work process exists to help support divisions gain ownership over the performance of the team. They generally have no input into decisions about team goals, strategies, and activities. They get little or no feedback about how well the team is doing or about whether the team met its objectives. Support divisions are much less visible than the lead division when issues are brought to the attention of upper management.

   Without a sense of responsibility from other divisions, the burden for getting the team to succeed rests squarely on the team leader and the lead division. This approach is contrary to teamwork.

2. **OPPT's performance evaluation, promotion, and rewards systems place little or no emphasis on supporting inter-divisional team efforts.** Individual effort and work are the basis of ratings in the performance standards and in Office awards. Individuals seem to be promoted based on their technical work only, and not on how well they work as a team member, or on how well they are able to promote teamwork in others.

   There are no clear benefits to managers for supporting teams. No rewards exist for managers who are good team players. They may actually find themselves penalized because their attention to teamwork caused them to fall short in their divisional responsibilities.

   Evaluations and rewards are given vertically in the organization, rather than horizontally. There is no system to evaluate whether or not a manager or team member has been supportive in helping a team reach its goals.

3. **Teams are not viewed as important customers by OPPT staff or management.** When managers and teams meet, teams are nearly always considered the supplier while the managers are the customer. Managers do not take the extra step of identifying what teams need and then taking the steps to supply that need. Managers often do not provide the direction, guidance, and resources needed for the team to be successful.

4. **Office priorities are not clearly communicated or disseminated.** Lacking such direction, individuals at all levels within OPPT base their own activities on their perceptions of what the Office priorities are.

   The way division management sets priorities tends to be according to the programmatic or the division agenda. This sets up competition between divisions instead of cooperation within the Office. The result is "turf battles" and managers competing with one another.

5. **Office priorities change throughout the year, but there is no office-level coordination of changing priorities.** When a new project or activity needs to be performed, each division adjusts their own priorities largely based on projects for which they are accountable. Resources will generally be pulled from another division's project, and not from a project which their own division is leading. By six months into the year, divisions are operating according to different priorities than originally planned. This causes major problems when working on cross-divisional projects.

6. **There are over 350 workgroups in OPPT.** While some workgroups may be well managed, there is no system in place to manage this many teams efficiently.

   There is no office-wide system to charter new teams, set goals for new teams, track existing teams, evaluate each team's performance, administer team and individual rewards for teamwork, or to note completion of the team's work. One result is overlapping activities between teams. While two teams may have different goals, some of their activities may be the same. Without an office-wide tracking system, there is no way to coordinate efforts and share information.

   Many teams have become "never-ending workgroups." Sometimes teams just stop meeting, but are never formally disbanded. Some workgroups have long periods of inactivity and then suddenly become very active again. This contributes to the difficulty in knowing what staff are working on and how much time is committed to different projects.

   With so many teams and no team management system, it is very difficult for managers to set up new teams, understand the purpose, goals, and strategies of teams, evaluate the level of commitment needed by the team, select appropriate team members, and support, provide guidance, and assist in problem solving with teams.

7. **Organizational processes and procedures have not been established to facilitate cross-divisional teamwork.** OPPT teams that are viewed as successful have well-established and understood intra- and inter-divisional processes. The Existing Chemicals Program appears to lack processes and deadlines that TRI and the New Chemical Program have that promote a clear sense of purpose and teamwork. Team members and team leaders in these two programs have a good understanding of their role on the team and what is expected of them. Many of the same line managers and team members

support all three of these programs, so the difference cannot be attributed to the people involved.

Branches and programs within branches that have established processes for quality control work better than those that do not. Some review each product before it is submitted to a team. This seems to result in a higher quality product than those which have no review process and those where managers sign-off without actually reviewing the document.

Division Directors disagree about the appropriate role of a team in OPPT. Some think that the role of a team is to provide technical input, gather data and formulate options and that all judgement and decisionmaking should be left to upper management. Others feel that teams should be empowered to make more decisions. They should still present the options, but that they should also provide a recommendation. This disagreement sends mixed messages to teams.

Ongoing training in team skills is lacking in OPPT. Staff at all levels need to continually develop their knowledge and skills to work effectively in teams.

8. **The administrative support systems for teams are unsatisfactory.** Team leaders spend a great deal of time finding meeting space, preparing meeting materials, setting up the meeting room, and obtaining equipment. Secretarial support is often not available.

9. **The matrix management system used in OPPT is not understood or practiced.** Most of the people interviewed provided a different explanation of how the OPPT system of matrix management works. Some admitted that they didn't know how it worked. Without this basic general understanding, the matrix management system is considered by many to be ineffective.

   This creates problems in how well people function in teams. For example, line managers plan and manage their functional areas. They are not always able to plan for resources they will contribute to teams. Requests for team members are viewed as a request to take resources away from the functional work of the division. Managers and staff, while committing to participate in a project, do so unhappily, thereby inhibiting teamwork.

10. **The Office Director, Deputy Office Director, and Division Directors do not function as a team.** They often make decisions independently of one another, even when other divisions will be impacted. Pulling resources from another division's project is one example. An adequate forum for discussing office-wide issues and problems does not exist. Leadership in team decision making is lacking.

There is no method or procedure in place to resolve differences on issues between divisions. As a result, problems are often ignored or left alone. Failure to resolve important issues undermines the team process for upper management and for all OPPT cross-divisional teams.

Trust among Division Directors is low. Most feel that they need to protect their own division's interests and position rather than considering the good of the Office.

There is also the perception that some Division Directors are working on Mark's priorities and some are working on Joe Carra's priorities rather than all divisions working according to the Office's priorities. Integration of these perceived differences in priorities does not take place. The result is that teams and team members are unable to resolve differences in priorities among projects.

Lack of teamwork among upper management presents a poor foundation and model of teamwork for the rest of OPPT.

11. **The culture in OPPT is adverse to teamwork.** People are rewarded through informal as well as formal ways for putting their own interests ahead of the interests of the team and of OPPT. Team spirit and cooperation, and subordinating personal prominence for the good of the whole are not valued or rewarded.

Emphasis is not placed on running teams well. Team leaders who demonstrate good interpersonal skills are often passed over for promotions because they are viewed as "not tough enough" for management positions. Team leaders who lack good team skills continue to run new teams without additional training, coaching, or guidance to help them develop these skills.

At all levels, respect for one's peers is lacking. Little or no credit is given to peers. Competition is much more prevalent than cooperation and support for others.

TEAMWORK QAT FINDINGS
RELATED TO LINE MANAGERS

1. **Teams are not viewed as customers of the branches.** Line managers are not involved in finding out what the team needs or in taking steps to supply what is needed. Frequently, products submitted to the team are poor in quality, do not meet the needs of the team, and are turned in late. Quality control at the line manager level is lacking in many cases. Some branches have processes to review the technical quality of the product before it is submitted. Other branches consider the absence of complaints as an indication that the product was adequate. In general, line managers do not ask for or receive feedback from team leaders about the quality of their branch's contribution to the team. Poor quality work from a branch means that the team leader has to spend a lot of time making up for the deficiency.

2. **Communication between line managers, team leaders, and team members is inadequate in some program areas.** Line managers frequently do not know the goals or purpose of cross-divisional teams or what their staff is working on to support that team. Often, discussions between line managers and team members only occur if the team member perceives a problem. Otherwise, there is "non-communication by mutual consent," meaning that the staff member is trusted to handle the work for the team on their own.

   Some branches have an internal system to track staff activities on teams. Others rely primarily on discussions between section chiefs and staff. Branch Chiefs rely on section chiefs for information about cross-divisional teams. Division Directors rely on branch chiefs to brief them on team activity. Therefore, the communication between the Section Chief and the staff on teams is the primary source of information for most of OPPT management.

   Little communication and coordination occurs between line managers and team leaders on team goals and purpose, what is needed from the branch, project schedules and deadlines, major issues, and obstacles.

   Line managers usually do not communicate and coordinate with other line managers involved in the team.

3. **Line managers are unclear about OPPT priorities and the priority of different teams.** Line managers and staff are constantly making decisions about where to spend resources and time. In the absence of clearly communicated Office priorities, the criteria for making these decisions vary greatly among the branches and divisions. In lead divisions for projects, the branch and division priorities are with the project. In support divisions, team participation on these projects is often a lower priority than projects for

which the division will be held accountable. Therefore, branches and divisions participating on the same team have different perceptions about the importance of the team project in relation to other programs and projects within OPPT.

4. **There is a lack of understanding and agreement about the role that line managers should play in supporting cross-divisional teams.** In general, line managers do not view supporting teams as their primary role. Functional responsibilities are considered more important because they are the basis of performance evaluations and rewards.

   Line managers do not feel a sense of responsibility for the success of cross-divisional teams unless they are the lead division. They feel accountable for the work product submitted by their branch, but not for whether or not the team's goals are accomplished.

   Line managers are not sure how to support teams. Many are concerned that too much involvement in the team would be micro-managing the staff. Managers are unsure about how to support the team without micro-managing. Because of this, many line managers do not monitor the status of teams on a regular basis. Many managers lack the skills necessary to support teams (e.g., coaching, team problem solving, group facilitation). Line managers do not always provide strong direction when the team has a new or inexperienced team leader.

5. **A number of obstacles make it difficult for line managers to support cross-divisional teams.** Many of the obstacles faced by line managers are systems obstacles which are described in the organizational systems section of this report. However, a few stand out as particularly relevant to the issue of line manager support of teams.

   Unless they are leading a project, line managers have no real incentives to support teams. But they do have disincentives. Most line managers are rewarded for what their division or branch accomplishes, not for what is accomplished by other lead divisions. Therefore, if they send a good staff person to participate on a team, they have lost that person's time to work on a project that they are accountable for in the division. So, supporting the team can have a negative impact on the manager's own performance evaluation. The line managers who support projects, unlike their counterparts in the lead division, get no credit for supporting the team.

   Performing technical work interferes with the amount of time a branch or section chief spends managing and supporting teams. Section Chiefs, on average, spend the same amount of time doing technical work as they do managing staff on workgroup projects. Branch Chiefs spend less time doing technical work than section chiefs, but they also spend less time managing staff on workgroup projects.

Managers are overloaded. The responsibilities involved in performing technical work, performing administrative tasks, managing staff on numerous workgroups, performing other management responsibilities and numerous other tasks make it difficult to support teams.

There are so many cross-divisional and inter-agency teams that it is difficult for line managers to keep track of staff activities on each. Many branches have regular meetings to discuss staff activities, but there are too many projects to be able to get a good handle on all of the teams.

TEAMWORK QAT FINDINGS
RELATED TO TEAM LEADERS

1. **Team leaders often do not establish the goals of the project.** Lack of clear goals makes it very difficult to manage a project and develop a cohesive team. Team leaders need to keep the team focused on goals throughout the process to provide direction for team activities. Most teams do not spend much time upfront agreeing on ground rules, a mission, and goals. This results in a lack of direction and focus for the project, meetings without clear goals, wasted effort, and a high level of frustration for all members.

   Teams need to have clear goals against which to evaluate their work. OPPT teams generally do not evaluate their work, their work process, or the quality of interactions between team members, the leader, and line managers for the purpose of improvement.

2. **Team leaders have the responsibility for the project, but no organizational authority.** For example, team leaders have little control over who is assigned to their teams. Divisions select staff to participate on teams and the team leader generally has no input into this decision. Yet they are responsible for getting these team members to perform.

   Team leaders have no managerial authority with team members. Team leaders do not evaluate the member's performance or give input to the line manager for use in performance appraisals. Team leaders are not comfortable discussing a team member's performance with that person's line manager.

3. **The abilities and leadership skills of team leaders vary greatly.** Whether or not a team functions well is largely dependent on how good the team leader is in managing the project and in interpersonal skills. Team members who have confidence in the leader are much more committed to the team than when confidence in the leader is lacking.

   Many team leaders have little or no training in leadership and management skills, project management skills, meetings management, interpersonal skills, etc. Ongoing training is required to continue improving skills in these areas.

4. **Frequently, team leaders have too many other responsibilities.** In addition to team leadership responsibilities, leaders are often members of other workgroups and have additional functional responsibilities. They are frequently spread too thin. For example, RM "pool" managers have a full workload in their specialty area in addition to their project management responsibilities.

5. **Communication between the team leader, team members, line managers, and upper management is inadequate.** Team leaders don't always keep team members, line managers, and others updated on the status of the project. They don't check in with team members often enough between meetings to find out the status of tasks or potential problems.

   There is no communication between the team leader and the line manager on the quality of work submitted by that branch.

   Team leaders often do not receive information about Office priorities that affects the team.

   Team leaders find it difficult to meet with division directors on a casual basis to get feedback, ideas or guidance. They have to get on his/her calendar or relay information through other layers of management.

   Team leaders don't always elevate problems to their manager soon enough, which leads to ongoing conflicts and frustration which can have a negative impact on the team.

TEAMWORK QAT FINDINGS
RELATED TO TEAM MEMBERS

1. **Team members' time is overbooked.** Their time is spread among many tasks. Often, team members agree (or their manager assigns them) to participate on a project without knowing how much time they'll need to spend on that project and on other team-related activities. This creates a situation in which they are unable to spend enough time on any one team or project.

2. **Team members lack information on or do not always agree with team goals and their responsibilities on the teams.** They are frequently not involved in discussions about team mission and goals with line managers, upper management, or the team leader. Team members do not always have a clear sense of what the team is supposed to accomplish.

   One result is confusion about what role team members should play and what they need to do to contribute to the team. Team members may come to a meeting to represent themselves, their science, their division, the "public interest," or some other interest There is no clear sense of which role is appropriate.

3. **Decisions which affect the team are often made without adequate involvement of the team members.** Team members often do not have an opportunity to contribute their views on team issues. This leads to a lack of ownership for team decisions and products

4. **Team members often lack enthusiasm for team efforts.** On many occasions, they have been told to report to a team without being given a choice to participate. Many are reluctant to express their views and interests or to challenge positions taken by other team members. Rather than focusing on helping the team meet its goals, team members are usually only focused on their part of the project work.

   In some programs, team members rarely see the results of their efforts. Teams and individual members receive little or no feedback about whether the objectives of the project were accomplished.

5. **Work as a team member is not valued in the Office culture.** Contributions to the team process and function are as important as the technical contribution. Yet, team member's performance on teams is not a factor in performance appraisals and evaluations. Generally, the team leader gets the credit (and blame) for team projects Members do not get to "share the spotlight." There is generally no team or team member recognition for completed projects. There are few rewards for being a good team player.

SUMMARY OF RECOMMENDATIONS

These recommendations are intended to address issues in all of the findings categories: organizational systems, line managers, team leaders, and team members. Many of the recommendations cut across these categories and propose solutions to problems that are described in a number of the findings.

The QAT organized these recommendations into five clusters. The clusters are sequenced in an order in which they might be ideally implemented. Each cluster of recommendations is a building block for the clusters that follow. If resource constraints limit implementation of all of these recommendations, several could still be implemented and would help improve teamwork within OPPT. The rationale for the sequencing is as follows:

1. **Office Priorities.** A common understanding among management and staff of the Office priorities is the foundation for the QAT's recommendations. Upper management, line managers, team leaders, and team members need to know what the priorities are in order to make decisions about which projects to work on, when to form teams, and how to allocate resources. When management and staff are operating according to the same priorities, Office and individual activities can be coordinated to meet Office objectives.

2. **Team Coordination and Control.** Once Office priorities are understood, teams can carry out the work of the Office. A management system is needed to charter new teams, to make sure that all teams are performing work that is important to the Office, to monitor for efficiency, productivity, and potential problems, to allocate necessary resources, and to disband teams when appropriate.

3. **Customer Service.** The recommendations listed under the team coordination and control cluster are intended to make sure that teams are working on the right projects and following an efficient group process for accomplishing the work. The next step is to make sure that the quality of work performed on the projects meets the needs of the team and of the Office. These recommendation involve changing the way that teams are viewed within OPPT. Teams are the customers of the divisions, branches and sections. The role of these organizational units is to meet the needs of the teams because it is the teams who are accomplishing the work of the Office. Branches and sections need processes to insure that they are meeting the needs of their customers.

4. **Individual Performance.** Once the organizational issues related to teamwork have been addressed through the clusters listed above, focus should turn to individual contributions to teams and to making teams succeed within the Office. By resolving organizational issues first, organizational barriers to individual performance are removed. Individuals can now be held accountable for their own performance as related to teamwork in OPPT

5. **Cultural Issues.** Recommendations included in this cluster are not part of the cluster sequencing for implementation. Rather, these recommendations are intended to be implemented concurrently with the other clusters.

I. Office Priorities

In addition to setting Office priorities on an annual basis, the Office Director, the Deputy Office Director, and the division directors should meet quarterly to review priorities and to make adjustments as needed.

The priority order of specific programs and projects needs to be reviewed. Resource allocations need to be adjusted and agreed to by all divisions so that staff who are working on cross-divisional teams all have the same perception of the importance of a project.

These priority review meetings will assist the office in maintaining one set of priorities, rather than having different priorities in each division. This review process should also have the effect of reducing the number of work teams. When a project becomes a low priority, the program steering committees (described in the Team Coordination and Control section on p. 19) will know to disband or deactivate a team. In addition, some "firedrills" may be eliminated, thus reducing staff work load.

The QAT did not develop specific implementation plans for this recommendation or the communications mechanism recommendation that follows. The QAT decided that these recommendations should focus more on the need for these mechanisms in the Office and the benefits that might accrue from developing them.

Create a mechanism for communicating Office-wide priorities and for informing staff of changes in priorities as needed.

OPPT should establish a central repository in OPME for written information on priorities and policies. They should inform all staff of its existence and provide easy access to it.

For further clarification on the priority and policy statements, or to receive guidance on how priority shifts impact specific projects, teams or team leaders can meet with the steering committee.

Keeping all staff updated on the latest version of priority and policy statements will enable project teams and individuals to better plan their work in line with the Office priorities.

Develop a strategy for handling "firedrills" within OPPT and within organizational units.

Unplanned, significant projects (e.g., glycol ethers) should be incorporated into the Office's priority-setting process. The Office Director, the Deputy Office Director, and the division directors should meet to agree on the priority of the project, which organizational unit will handle the request, and on areas from which to shift resources. The relevant steering committees should have input into these decisions.

Short-term, quick turn-around requests should be routed directly to the appropriate branch or division. Each division or branch should appoint a person to serve as the "fire chief" for the

group. Part of this person's time for the year would be allocated to handling these firedrills. In general, the fire chief should try to put out the "fire" him/herself, without asking for assistance from staff who are engaged in team projects.

This strategy for handling firedrills will help staff at all levels to know the Office priorities, know which projects are most important to the Office's mission, and enable them to plan their time accordingly. The problem of staff overload will be eased.

A more detailed implementation proposal can be found on page A-2.

II. Team Coordination and Control

Establish a steering committee for each program area to coordinate and oversee implementation of the annual operating plan.

These steering committees, composed of mid-level managers and other key staff would be responsible for developing an action plan for implementing the annual operating plan, chartering teams to carry out the projects, monitoring progress of teams, and taking action to solve any problems, providing guidance and feedback to team leaders and members, reviewing and updating the program action plan, and providing regular updates to upper management, and participating in evaluations of teams.

The Existing Chemicals Coordinating Group's role and authority could be expanded to become the steering committee for the Existing Chemicals program. In other programs, the budget workgroups or standing decisional teams (e.g., the New Chemicals Focus Group) could possibly become steering committees.

Establishing steering committees to coordinate and oversee programs and teams will facilitate communication and teamwork among managers. It will create an atmosphere of interdependence and responsibility for the success of teams and for the program as a whole.

The Office Director, the Deputy Office Director, and the division directors should serve as the OPPT Steering Committee. This committee would serve a number of roles: 1) to coordinate all activities that do not fall within specific program areas (e.g, the QATs); 2) to coordinate cross-programmatic issues and teams; and 3) to serve as an "appeals board" or advisory group for the program-specific steering committees when issues cannot be resolved at that level.

The steering committees need to work as a team and set the example for their specific programs as well as the Office overall. Decisions within these groups must be made by consensus. All members of the team should be held accountable and responsible for the decisions made by the steering committee.

A more detailed implementation proposal can be found on page A-3.

Create a standard process that is followed in chartering OPPT teams.

New teams should go through an upfront chartering process that creates buy-in from management, the team leader, and team members. To charter teams, program steering committees decide when a new team is needed, decide the purpose, goals, and end product of the team, determine the team's staffing and have the new team added to the work team database (described on p. 21). The team meets and establishes a project action plan that outlines goals, tasks, team member responsible for each task, key issues, and a project schedule with milestones. The steering committee approves the project action plan and meets with the team to provide guidance for revisions. The steering committee may seek upper management approval for the plan at their discretion.

When team objectives have been met, the team is evaluated, "de-chartered," and removed from the database of active work teams.

This chartering process would apply to all long-term work teams in all programs and to short-term teams as appropriate.

A standard procedure to charter teams will decrease the number of new teams that are created because duplication of team efforts will be avoided. The effectiveness and efficiency of all new teams will increase because there will be management and team buy-in to the goals and action plans for each team. Team members will be selected more carefully so that the needs of the team can be met and so that team members will have the time to meet commitments made to the team.

A more detailed implementation proposal can be found on page A-5.

Reduce the number of work teams that currently exist in OPPT.

Duplicate work teams need to be identified and existing teams need to be prioritized according to the Office priorities. Teams that are duplicates or that are working on low-priority assignments need to be "de-chartered" by the steering committees.

By reducing the number of teams, the overall work load of staff members will be reduced allowing them to devote more time to high priority projects. Line managers will be better able to keep track of a smaller number of team projects and the activities of their own staff, and manage the customer service programs (described in the Customer Service section on p. 22)

A more detailed implementation proposal can be found on page A-14.

Maintain the database of OPPT work teams that was created by the Teamwork QAT and make the information available to OPPT staff and management.

OPME should be assigned the responsibility of entering newly-chartered work teams into the database of active OPPT teams and removing "de-chartered" teams. To make the database as useful as possible, OPME should determine the needs of customers of this database to determine their information needs. The database could be redesigned to provide needed information about teams.

Maintaining a database of OPPT teams has many potential uses. For example, the Front Office could use it to determine which branch should handle a "firedrill." Information from it could be included in the Annual Report to Congress. For the purpose of facilitating teamwork, the database would be used by the steering committees to monitor teams under their programs and to determine staffing for new projects (e.g., which staff are already booked).

See page B-4 for more information on the workteam database.

Establish a pilot standing team in one or more programs areas.

There are a number of benefits to having standing teams. For example, team members understand their role on the team, continuity of projects is insured by assigning it to a clearly identified team, and it provides a means to give technical divisions and staff a sense of ownership.

A number of drawbacks and possible problems were also identified in establishing standing teams. For example, every issue is unique, requiring a different set of specialized skills. A standing team may not provide enough flexibility to respond to the requirements of the issue.

Although complete consensus was not reached on this recommendation, the QAT proposes establishing a standing team in one or more program areas. The standing team would consist of a core set of staff members (4-5) who work on a set number of projects. Experts may need to be called in occasionally to address specific issues, but would not be expected to devote 100 percent of their time to these projects.

By creating a pilot standing team, management would be able to evaluate whether the benefits outweigh the drawbacks, and would provide opportunities to solve any problems that interfere with the success of the team. After a period of time, management can decide whether to expand the concept of standing teams within the program and to other program areas, or to continue forming new teams for each case.

A more detailed implementation proposal can be found on page A-15.

III. Customer Service

Each organizational unit (branch or section) should establish a customer service program.

A process would be developed by each unit to obtain feedback from cross-divisional teams on the quality of their product and its usefulness to the team. Branches or sections would have a routine process for using that feedback to evaluate and continuously improve the quality of their product.

A customer service program would serve as a mechanism for creating a customer/supplier relationship between cross-divisional teams and divisions/branches/sections. It helps to clarify the role of line managers in supporting teams and increases the communication between team members, team leaders, and line managers. This program needs to focus more on whether the product meets the needs of the customer and not so much on the quality of the analysis.

A more detailed implementation proposal can be found on page A-17.

Institute a Customer Product Feedback Survey to be used for products submitted to teams. It would be an instrumental part of the customer service program.

Each time a team member submits a work product to the work team, they should attach a Customer Product Feedback Survey. After soliciting comments from the team, the team leader completes the survey and sends it to the team member and the team member's branch chief. The survey focuses on the branch product, not on the performance of the team member. The branch chief and division management use the results of the survey as part of the customer service program, to make improvements to the quality of the products of the branch, to evaluate the team member's contribution to the team, and to evaluate the organization's contributions to OPPT.

A Customer Product Feedback Survey would provide teams with an opportunity to evaluate products received for their use and review and will provide section/branch/division management with information that they can use to improve quality and evaluate team contributions. It would serve as a vehicle for communication between teams and management and allow team leaders to discuss products instead of team member performance. The feedback is meant to focus on continuous improvement and is not equivalent to a "peer review" of the product or analysis.

A more detailed implementation proposal can be found on page A-17 with information on the customer service program.

IV. Individual Performance

Create and distribute a list of Teamwork Guidelines which outline the role of team members, team leaders, line managers, and senior management in support of cross-divisional teamwork.

These guidelines could be shared with new employees as part of an orientation into OPPT, distributed to current staff to clarify the role that they play in relation to teams, as a basis for training staff in team skills, and as the criteria for a teamwork award.

The Teamwork Guidelines are important in clarifying the roles and responsibilities of all levels of staff, creating a shared vision of what behaviors support teamwork, and in changing the culture of OPPT so that it is more supportive of teamwork.

A more detailed implementation proposal can be found on page A-20.

Include teamwork responsibilities in performance standards for all OPPT staff.

Accountability for teamwork activities can be tied to the performance appraisal process by incorporating a teamwork standard into individual plans. A teamwork standard should be included in all OPPT performance agreements, from team member to office director plans. This concept is not entirely new for managers. Fiscal Year 1993 performance agreements for supervisors and managers now must include standards for teambuilding as one of the critical job elements.

Including teamwork in performance standards is one way to focus management and staff on the importance of teamwork, and to provide incentives to supporting cross-divisional teams. For team leaders and team members, incorporating teamwork in the performance standard ensures that they will get some recognition for their contributions, but also gives them some incentive to more actively support the team and its efforts.

A more detailed implementation proposal can be found on page A-25.

Create a Teamwork Excellence Award for team members, team leaders, and line managers to individuals who have demonstrated outstanding support of teams.

This award could be given as a major award at the annual awards ceremony and/or as an on-the-spot award similar to the one outlined in the OPPT awards policy. All staff should be eligible to nominate individuals to receive an award - team leaders, team members, and managers. The criteria for nominating and making awards would be the Teamwork Guidelines.

A Teamwork Excellence Award is a vehicle for recognizing individual contributions to a team and a way to provide incentives for good teamwork. By allowing team leaders and team members to nominate individuals, the awards system will be perceived as more equitable - team participants often have more information about who was helpful to the team than managers who weren't involved in the team.

A more detailed implementation proposal can be found on page A-28.

Enhance OPPT staff and management training to accentuate teamwork.

Emphasis is needed on training all staff and management about their roles and responsibilities related to cross-divisional teams, ongoing team leader training, and teamwork skills for team members.

In coordination with the Training QAT and the Human Resources Team in OPME, the Teamwork QAT recommends the following:

- Require all team leaders to participate in the OPPT Workgroup Management course.
- Institutionalize the OPPT Workgroup Leaders Development Plan and require team leaders to participate in ongoing training according to their own development plan.
- Develop a specialized training course for branch chiefs and section chiefs that emphasizes how to plan, track, and allocate resources in a matrix management system.
- Create a training course for team members that teaches good team skills.

Emphasizing teamwork in training will encourage both behavior and cultural changes that will create an environment in OPPT which is more supportive teamwork.

A more detailed implementation proposal can be found on page A-29.

V. Cultural Issues

Many of the recommendations already listed will serve to create a culture change in OPPT. Additional recommendations include:

- The Office Director and Deputy Office Director must make teamwork a central value of OPPT's culture and create the environment to support teamwork. These values must also apply to OPPT teams which include participation from other EPA offices.

- The division directors must work as a team and set the example for the rest of OPPT. They need to act as the OPPT Steering Committee on cross-programmatic issues and to make decisions by consensus.

- Promote and hire new managers who have good team skills. To successfully manage in a team environment, managers must be adept at leading teams and in the skills needed to support teams (e.g., coaching, team problem-solving, facilitating). These qualities should be considered as important as technical skills when filling management positions.

- Eliminate use of the term "lead" division and replace it with coordinating division. Change "support" division to contributing division. These terms more accurately reflect the team concept in accomplishing the work of the office.

- During regular staff meetings, managers should reinforce the importance of teamwork. This can be done by sharing the status of teams on which staff members are participating, recognizing staff contribution to teams and making statements about the importance of helping cross-divisional teams succeed. Negative comments about other divisions should be turned into problem-solving opportunities.

IMPLEMENTATION STRATEGY

An implementation plan for each specific recommendation is outlined in Appendix A. However, in order to avoid disruptions in activities already ongoing within the Office, an implementation strategy is needed to coordinate and oversee the implementation of the recommendations from all of the QATs.

The Office Director and Deputy Office Director need to take the lead in approving and overseeing implementation of these recommendations. A strategy needs to include time lines for implementing specific recommendations, methods for gathering data about the status of implementation within the branches and program areas, and processes for evaluating the success of each recommendation in solving teamwork problems. Implementation support could be provided in several ways:

- An implementation team of approximately ten people could be formed to plan, coordinate, and oversee implementation. This team would need to consist of members from upper and middle management, team leaders, and team members. Members should be chosen from different divisions and programs.

- Representatives from the original QATs could serve as the implementation team The group would also include the Office Director and Deputy Office Director as well as a few division directors.

The individuals selected for the team need to have a good general understanding of the various programs within OPPT. In addition, members must be receptive to new ideas, have good interpersonal skills, and be able to work in a constructive manner with individuals throughout the office. Overall, team members should have skills that complement those of others on the team.

Initially, the implementation team would need to prioritize, coordinate, and monitor implementation of recommendations from all of the QATs. The team would first need to logically sequence the various recommendations. After completing this task, the group would need to establish timeline goals for implementing these changes.

To support any of these options, OPME could monitor the status of implementing specific recommendations in the branches and program areas.

CONCLUSION

The findings and recommendations included in this report are intended to make the vision of teamwork in OPPT a reality. The QAT took a broad approach to examining teamwork in OPPT so that action items specified in the OPPT Action Plan would be part of a larger strategy for improving the effectiveness of cross-divisional teams in OPPT.

Through the implementation of these recommendations, the QAT envisions a working environment within OPPT in which:

Senior Managers create organizational systems and make decisions that enable teams to function effectively, and remove organizational obstacles to the functioning of teams. They set an example for the rest of OPPT by modeling team work among themselves and in their interactions with staff.

Line Managers view teams as customers of their division/branch/section. They understand and support the goals of the team, provide guidance to team members, help solve team problems, and take steps to make sure that products provided to the team are high quality and meet the needs of the group.

Team Leaders practice good leadership and project management skills. They interact effectively with management and staff at all levels. They communicate with the team suppliers about the quality of input to the team and keep the team focused on the team's mission and goals.

Team Members are focused on helping the team meet team goals through a commitment to providing high quality work products, practicing effective team skills, contributing to the planning and functioning of the team, and communicating effectively with their line manager about team issues, progress, and status. Team members take ownership of the team's mission, goals, and work projects, and do whatever is necessary to make the team successful.

Most importantly, the QAT stresses that managers and staff at all levels within OPPT should be held responsible and accountable for the success of cross-divisional teams within the Office.

APPENDIX A

Recommendation: Develop a strategy for handling "firedrills" within OPPT and within organizational units.

Narrative:

Priority projects are often pushed aside by line managers and team members to accommodate short-term requests from senior management. At the same time, no acknowledgements are made that priority projects may be delayed as a result of these short-term "firedrills." As a result, staff time is often overbooked from these workload surges.

Firedrills generally fall into two categories: 1) unplanned projects that require a significant amount of resources to complete; and 2) unplanned short-term, quick turn-around projects. To accommodate the first type of firedrill, the QAT recommends that the request for action be sent to the program specific steering committee (described on p. A-3). The committee will determine how the request fits in with the ongoing projects under its supervision and how/if to adjust resources to meet the need.

For the shorter-term firedrills, the QAT recommends that each branch or division could designate a "fire chief." The person in this position would be primarily a "doer" rather than a "coordinator." In other words, rather than passing along the assignment to another staff person. the fire chief would try to handle the firedrill alone. This role could be handled on a rotational basis or by a person who wants to handle items of a generalist nature. If the chief cannot handle the request, the chief's line manager would need to provide assistance.

Possible Benefits:

- Reduces workload surges on team members and managers
- Encourages the fire chief to take ownership for a project

Steps to Implementation:

- Refer all long-term firedrills to the program specific steering committees for possible incorporation into the specific program plan.
- Each division or branch (as appropriate) should select a fire chief for FY93.
- A critical job element should be included in the fire chief's performance agreement to handle these duties.
- Division directors and branch chiefs assign their firedrills to the fire chief. If the chief cannot handle the crisis, the line manager provides assistance in resolving the issue.

Recommendation: Establish a steering committee for each program area to coordinate and oversee implementation of the annual operating plan.

Narrative:

In order to better manage resources and monitor the status of workgroups within program areas, steering committees should be established for each program area (e.g., New Chemicals, Existing Chemicals, TRI, Lead, Asbestos, PCBs, etc.). For those issues that are cross-programmatic in nature or do not fit within a specific program area, the Office Director, the Deputy Office Director, and the division directors would serve as the OPPT Steering Committee. This committee would function similarly to the program-specific committees but would also serve as an "appeals board" or advisory group for the program steering committee when issues cannot be resolved at the program level.

Membership on the program specific committees should be limited to the manager (branch chief or section chief) of each organizational unit with a significant role in the program area covered by the committee. The appropriate level of management participation may vary from program to program and unit to unit.

These committees would be chartered to handle a number of responsibilities within the given program area. Primarily, these responsibilities would include: 1) implementing the annual operating plan in that program area, 2) chartering workgroups to carryout program-specific projects and dechartering teams that have completed their assignments or that are of a low priority according to the program plan, 3) monitoring the progress of teams and taking appropriate actions to address problems or issues that arise from these groups, 4) providing regular updates to the OPPT Steering Committee on program accomplishments, and 5) allocating resources within the program to achieve program goals.

Among the first action items for these steering committees, the Teamwork QAT recommends that each program steering committee analyze the list of workgroups currently in the OPPT workteam database (see Appendix B) to determine which groups within the respective program area are no longer in existence, are inactive, or are of low priority. These teams should be disbanded in order to immediately free up resources which can be reallocated to higher priority projects.

Possible Benefits:

- Improves communication and teamwork among line managers who have key roles in supporting teams in each of the OPPT program areas

- Develops greater sense of responsibility among line managers for commitments made to program goals

- As line managers develop a more direct sense of responsibility for the success of teams, they will start viewing the teams as customers of the branches

- Creates a mechanism for more clearly communicating program-specific priorities

- Should result in more thorough planning and allocation of resources, resulting in more realistic workload assignments and, hopefully, overall reduction in staff workloads

Steps to Implementation:

- The Office Director needs to announce the formation of these steering committees and the program areas they will serve.

- The Office Director, the Deputy Office Director, and the division directors should select the members for each of these committees.

- Each steering committee should be chartered by the Office Director along with the Deputy Office Director and the division directors.

- Each steering committee should develop an action plan for carrying out the committee charter.

Recommendation: Create a standard procedure that is followed in chartering teams.[1]

Narrative:

Creating a new team should be viewed by OPPT as a major undertaking. Although the decision to form a team may come from senior management or be based on the operating plan, the program specific steering committees should have the responsibility to charter new teams and de-charter ones that are no longer necessary for accomplishing the program's objectives.

When new teams are chartered, team members need to understand what OPPT management -- their primary customer -- wants accomplished. In some cases, management sets the goal upfront, while in others the team takes a crack at establishing the goal. In either case, it is critical to get buy-in from team members and middle and senior management, since all will be crucial in helping the team succeed.

Once the goal is established, the team needs to develop a project action plan (see attached model). The plan should include key milestones to be accomplished with a rough timeline for completing these aspects of the project. The project action plan should be approved by the program specific steering committee.

While management is clearly a customer of the team, so too are teams customers of management. In order for teams to succeed, managers, particularly middle management, must view themselves as "suppliers" to teams. Managers supply the team with the resources (including guidance and moral support) to help the team reach its goal.

Teams should develop status reports (see attached model) for the program-specific steering committee on a regular basis. These reports would serve to provide information on accomplishments achieved, any revisions to the original action plan, and requests for guidance/additional support from middle management. These periodic reports should also include an evaluation of how the team is functioning: what's working well and what isn't working so well.

At the end of a project, the team completes a self-evaluation (see sample questions attached). This evaluation has many uses including passing new tools to other teams, institutionalizing accomplishments, and providing information to line managers in the evaluation of team performance for appraisals. This final evaluation also serves as a de-briefing for the program steering committee.

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[1]The Teamwork QAT envisions that this formal chartering process would only apply to projects that are expected to last longer than 4 months in duration. PMN-specific teams in the New Chemicals Program, for example, would not be expected to be chartered. Other teams within the New Chemicals Program (e.g., PMN Rule Amendments workgroup) would be expected to undergo this chartering process.

Possible Benefits:

- Increases management and staff responsibility and accountability for the success of team efforts
- Fosters the development of customer-supplier relationships between OPPT management and work teams
- Should help reduce the number of workgroups within OPPT by giving management an opportunity to continually evaluate resource allocations across program priorities
- Develops processes and procedures to facilitate cross-divisional teamwork
- Provides opportunities for communication between line managers, team leaders, and team members
- Clearly outlines a role for line managers in supporting cross-divisional teams
- Establishes project goals and creates buy-in from management and the team on the project's mission and goals
- Outlines the responsibilities of a team member on a work team and provides opportunities for the team member to agree on the team goals and their individual responsibilities to the team

Steps to Implementation:

1. At the start of each new team, the program-specific steering committee "charters" the team and determines its staffing.
2. The team develops a project action plan (see attached model) that includes the team's goal, who is responsible for doing each task, important issues to be addressed, and the team's schedule with key milestones.
3. The team and the program steering committee reach consensus on the project action plan.
4. On a regular basis, teams submit project status reports (see attached model) to the program steering committee.
5. Once the team's goal is achieved, the team is officially "de-chartered" by the steering committee. The team documents its accomplishments and any new processes developed that may increase efficiencies for the program or Office. This dechartering includes removing the team from the workteam database (see Appendix B, p. B-4).

PROJECT ACTION PLAN

DATE: **REVISION NUMBER:**

1. WORKGROUP NAME:

2. GOAL STATEMENT:

This should describe the goal of the workgroup, including any expected outputs or outcomes. The goal should clearly support the mission and goals of the office. A goal statement is usually an overarching broad vision and is usually one sentence. The goal statement may include strategies for achieving the goal if a specific strategy has been specified by upper management (e.g., the goal is to reduce or eliminate the risk to human health caused by the use of lead solder in plumbing applications by (the strategy of) writing a regulation.)

3. BACKGROUND AND PROBLEM DESCRIPTION:

This section will generally provide information to answer the questions:

- What is the issue or problem the workgroup is addressing?
- Where/how did the problem originate?
- Why is this issue a problem? Why is there a need for a solution?
- What has been done to date on this issue/problem?
- Why is there a need for this workgroup?
- Are there any regulatory requirements or mandates that the workgroup is responding to?

This section can also include any guidance from upper management to the workgroup

4. **LIMITS ON SCOPE OF WORKGROUP:** (if any)

- What restrictions are there?
- What should the workgroup look at/not consider? (e.g., the workgroup will look at lead solder in plumbing applications, not other uses of lead solder.)

5. **KEY ISSUES:** (if known)

6. **POSSIBLE OPTIONS OR STRATEGIES:** (if known or specified)

a) Describe strategies given to the workgroup by management and/or selected by the workgroup to achieve the goal and the rationale for selection.

b) If relevant, describe other strategies considered but not selected.

7. **WORKGROUP MEMBERSHIP:**

- Who are the workgroup members, and what Offices/Divisions/Branches do they represent?

  Workgroup Chair: (Name/Office/Division/Branch)

  Workgroup Members: (Name/Office/Division/Branch)

- Are there any groups not represented that should be?

8. **EXTERNAL INVOLVEMENT AND COMMUNICATIONS:**

- What other federal, state, or local agencies will be involved with this project, and in what capacity?
- What other organizations (e.g., industry, environmental groups, etc.) will be involved, and in what capacity or how?

9. PROJECTED ACTIVITIES AND ANALYSES:

What activities and analyses need to be done to implement each strategy selected? In what areas? From what sources? To address what issues or requirements? Who is responsible for doing each of these? With EPA or contract personnel? How will the assumptions used in each analysis be determined and coordinated/standardized?

What is the level of detail expected/needed for each analysis/activity (e.g., screening or hazard and exposure assessments to support dioxin in pulp and paper sludge regulatory activities)?

What will the product be used for?

How much detail/effort is needed to support the decision the information is to be used for (to avoid a situation where someone produces a product/document which is either too detailed, has more information than needed and so wastes time, or frustrates the decision maker because there is not enough information - e.g., PMN v. Section 6)?

List of products/outputs from workgroup:

e.g.: Hazard assessment
Exposure assessment
Risk assessment
Regulation

10. SCHEDULES:

a) **Project Timeline:** What is the proposed schedule for completing the project and each of the activities? What are the major milestones, outputs, and decision points? What is the deadline for completing the project (mandatory by regulation, set by upper management, negotiable, proposed by group)?

b) **Meeting Schedule:** What is the proposed meeting schedule for the workgroup?

c) **Status Reports and Briefings:** What is the proposed schedule and format for status reports to upper management (written, oral, etc.)?

11. RESOURCES:

- What is the level of effort and resources needed to produce the outputs at the level of detail needed?
- What resources will be required to complete this project?
- Estimate of EPA personnel resources
- Estimate of contractor $
- Availability of resources

12. RECORDKEEPING

- What are the recordkeeping requirements and plan? (e.g., will meeting summaries be kept? Will members keep phone logs of conversations? Where will these records be kept? Docket?)
- Is there a need to set up a workgroup library? How will it operate (how will workgroup members be advised what is in it, and how will they get copies)?

WORKGROUP STATUS REPORTS

Workgroup status reports should generally follow the format below or at least cover all the relevant issues and address the questions under each heading.

WORKGROUP REPORT #___: WORKGROUP NAME
Covering Period from Date to Date
Office and Report Date

1. Introduction

a. Indicate the workgroup meetings covered by this report, and any pertinent introductory information.

b. Key Issues: List here or, if the list is very long, attach the complete list of issues the workgroup is addressing as Attachment A to every workgroup report. Group related issues if they fall into categories, and number issues. A question format for stating issues is preferred. If new issues have emerged since a previous report, add to issues list under appropriate category, and mark with asterisk or indicate: New Issue.

2. Issues Resolved

For each issue resolved since the last workgroup report, indicate:

- Statement of Issue: What the issue is, preferably in the form of a question. (Place an asterisk in front of new issues.)

- Alternatives Considered: The alternatives considered, who eliminated any of them, and why.

- Approach Selected or Resolution of Issue: How the issue was resolved, including (1) the decision made, and (2) the decision-making process used:

3. **Unresolved Issues Under Discussion**

For each issue under discussion (excluding those note yet addressed), indicate:

- Statement of Issue: What the issue is, preferably in the form a question.

- Status: Indicate the different offices' positions toward the issue, and why it remains unresolved. Indicate if the lead program has established a process for resolving the issue within the workgroup, or whether to elevate the issue for resolution. If the lack of resolution relates to the inadequacy of available data, indicate what data are needed, and the time and resources required to obtain them.

4. **Status of Technical and Analytic Support Work**

a. Status of Studies/Analyses: Indicate the status of principal studies and analyses supporting the rule-making.

b. Sufficiency of Studies: Are the current studies sufficient in terms of quality and scope to meet project needs? If not, indicate what further studies are needed to support the project.

c. Timeliness of Studies: Are the studies on schedule, and if not, what are the implications?

5. **Operation of the Workgroup**

a. Participation: Is participation in the workgroup sufficient to address important issues and other aspects of the project? (Attach list showing office representation by meeting date, if pertinent.) Does the workgroup need additional participation from any party, whether a current member of not?

b. Anticipated Delays: Do you anticipate any delays from the originally proposed schedule, and if so, for what reason? Will anticipated delays cause the Agency or office problems with any deadlines, and if so, can delay be avoided?

c. Significant Changes: Are there any other significant changes since the project started that will affect workgroup operation?

SAMPLE QUESTIONS FOR TEAM EVALUATIONS

- What factors/influences contributed to the team's success?
- What factors/influences hampered the team's progress?
- What aspects of the project best exemplify a "team effort"?
- How might the team have run more smoothly?
- What new innovations, process or otherwise, did the team develop in order to improve the final team product?
- What recommendations would the team make to improve the review/decision-making process?
- How might management have been more supportive of the team?

Recommendation: Reduce the number of work teams that currently exist in OPPT.

Narrative:

In order to validate comments raised by OPPT staff and managers that they are overloaded, the Teamwork QAT enlisted Stonnell Associates to survey the Office to determine how many workgroups existed within OPPT. The results show that there are over 350 workgroups within OPPT, a number that on the surface seems to be incredibly high and mostly unmanageable.

In order to reduce the burden of OPPT staff and managers, the Teamwork QAT recommends that the Office commit to reducing the number of work teams within OPPT. Those teams that are duplicates or that are working on low-priority projects need to be disbanded in order to free up resources (or at least staff and management time) to devote to higher-priority assignments within the various program areas.

Possible Benefits:

- Reduces the number of staff and management commitments to individual projects
- Frees up resources for reallocation to higher priority projects
- Creates a more manageable number of workteams for the program steering committees
- Gives management a better understanding of projects staff are working on

Steps to Implementation:

- After formation and chartering of the program steering committees, these committees will evaluate the current list of OPPT workteams by categorizing existing workteams into low, medium, and high priority projects.
- Those workteams that are of low priority, are duplicates, or no longer exist will be deleted from the workteam database and the workteam will be disbanded.
- On a regular (perhaps quarterly) basis, the steering committees should compare existing workteams against the annual program plan and make adjustments as necessary.
- After a workteam has fulfilled its mission, the workteam will be disbanded and deleted from the workteam database.

Recommendation: Establish a pilot standing team in one or more areas.

Narrative:

Some private sector organizations have introduced the concept of a standing team in their work environments. Rather than forming a new team for each new issue that develops, a working team is created to handle several issues. A team may be created to work on research and development initiatives or ways to improve management systems. The teams manage their own resources and time allocation based on guidance received from management.

The Teamwork QAT proposes that OPPT adopt this concept on a pilot basis within a number of program areas. The standing team would consist of a core group of 4-5 individuals (e.g., project manager, technical integrator, hazard integrator, chemical engineer, and exposure assessor) who would be assigned to work on 3-4 issues/chemical projects over the course of the year. In general, these individuals would spend most of their time working on these projects (perhaps 70-80 percent of their time). In instances where specialized expertise is required, others would be called in on a temporary basis to provide this support. However, these additional individuals would not become part of the standing team.

There was considerable debate among members of the QAT regarding which program areas would most benefit from this type of approach. Some felt that the concept may not even work. However, almost all of the QAT members agreed that OPPT might benefit from trying this concept on a limited basis for one year to document the possible benefits and disadvantages from establishing standing teams on a more permanent basis.

In selecting members for this team, some considerations are necessary. The team should not be "stacked" to create the "Dream Team." On the other hand, the team should consist of individuals who are willing to test the concept out and give it a fair chance of succeeding. More specific criteria should be created by the individual program steering committees based on the needs and circumstances as identified by those groups.

Possible Benefits:

- Insures the continuity of projects by assigning them to a clearly identified team that meets on a regular basis
- Provides a means of quick development and concentration of skills that are needed to complete projects
- Provides a mechanism for technical divisions and staffs to gain a sense of ownership for projects that could contribute to strengthening teamwork

- Eliminates the delays caused by having to establish working relationships among team members for each new project

- Establishes a system for management to identify the number of ongoing projects in the program area as well as a means of determining staff workload

- Motivates technical staff on the team by giving them the opportunity to develop skills beyond their area of technical expertise

Possible Drawbacks:

- Every issue that OPPT handles is unique which makes it difficult for standing teams to handle the diversity.

- May not provide flexibility to respond to the requirements of the issue

- May be difficult to implement in areas where units work on issues in more than one program area (i.e., existing chemicals and new chemicals)

Steps to Implementation:

- Each of the program specific steering committees needs to determine whether resources are available to test out this concept

- In areas willing to participate in the pilot, the program steering committees identify the projects the team will work on and develop the criteria for selecting individuals for the team.

- Following this, the committees should solicit volunteers for the team. The program steering committees should select the team based on the identified criteria and charter the team.

- On a periodic basis, the standing team should discuss its progress with the steering committee and recommend modifications to the standing team concept for that program area.

- At the end of one year, the team and the steering committee should evaluate the team's accomplishments and determine whether to expand this concept to the overall program.

- Results of the evaluation should be shared with the OPPT Steering Committee.

Recommendations:

1) Each organizational unit (branch or section) should establish a customer service program.
2) Institute a Customer Product Feedback Survey to be used for products submitted to teams.

Narrative:

Some branches and sections now view their contribution to cross-divisional teams as primarily a matter of assigning staff to teams as requested. The line managers and their units do not view the teams as customers of the branches or sections. This view can result in two problems: 1) it leaves the staff person assigned to the team largely without support from management; and 2) it does not establish any means for the branch or section to evaluate and improve the products it submits to teams. Simply telling line managers and their units to start viewing the teams as customers is not enough to address this issue. Support for teams will become a reality only when each organizational unit establishes a routine process for evaluating and improving the products that they supply to teams.

Units could routinely meet to review and evaluate all the feedback from a program and make plans for improvement. Such meetings might be supplemented with the assignment of a staff person in the unit to take responsibility for organizing the review and improvement of the products to a program. Routine distribution of feedback from teams to all unit members, regular interviews with team leaders to discover needs, periodic revision of the unit's standard operating procedures, and other mechanisms could be developed to supplement these periodic assessments. The goal is for each unit to establish a clear and routine process that can make the customer support of teams a reality.

Most importantly, the QAT envisions a review that does not focus solely on the quality of the analysis. It is generally felt that the analytical work provided by the various organizational units is of high quality. Rather, this evaluation process should more closely scrutinize how the customer uses the analysis and what can be done to provide products that can be more readily assimilated into the team's final product without significant additional work by the team leader or other team members.

To supplement this process, the QAT developed a customer product feedback survey. This survey provides teams with a mechanism for evaluating the products received for their use and review. The information from these surveys could be used to help improve the products submitted by the organizational unit as well as to evaluate the team member and the organization's contribution to the workgroup.

Possible Benefits:

- Serves as a catalyst for re-inforcing customer-supplier relationships
- Provides a forum for discussion of contributions to the workgroup
- Opens a line of communication between the team leader and the line manager, while providing feedback to the team member on their contribution to the workgroup
- Provides an opportunity for organizations to continuously evaluate and improve the products they submit to teams
- Works towards improving the quality of the products submitted to teams

Steps to Implementation:

- Each branch or division should establish a small group consisting of line managers and team members to review the unit's existing standard operating procedures for preparing products submitted to teams.
- Following the collection and evaluation of these procedures, the group should solicit feedback from teams on their quality of their contributions.
- To aid in this data collection, with each new product submitted to the team, the team member should attach a copy of the product feedback survey.
- Team leaders should be instructed on:
  1. the purpose of the feedback survey
  2. how to involve the team in completing the survey
  3. how the survey will be used by the branch/section
- Within 2-3 weeks, the team should provide comments to the team leader who will summarize the responses and send the form back to the team member and the team member's line manager
- The branch or division should use this feedback to continuously improve their contributions to teams.

FEEDBACK TO DIVISION/BRANCH ON WORKGROUP CONTRIBUTION

TO: Work Group Leader:

FROM: Manager:
Division/Branch:

DATE:

SUBJECT: Name of Work Group:
Name of Product Submitted from Division/Branch:

==========

We want to make sure that we are meeting the needs of this Work Group. Please give us feedback about our Branch's contribution to the Work Group Project.

1. Did you receive this work product by the deadline? Y N
   If not, how did the delay affect the workgroup's progress?

   _____

   _____

   _____

2. Please rate the quality of the work product:

		Excellent				Poor
a.	Quality of content	1	2	3	4	5
b.	Quality of writing/presentation	1	2	3	4	5
c.	Meets the needs of the project	1	2	3	4	5

   d. Comments:

   _____

   _____

   _____

3. Status of Work Product: Check (x) one:
   _____ 1. Accepted in full for use in Work Group Project.
   _____ 2. Sections of Work Product will be used in Project.
   _____ 3. Returned to Work Group Member for changes.
   Due back to Work Group: (insert date)

4. Was more analysis done than the workgroup needed? Y N

Recommendation: Create and distribute a list of Teamwork Guidelines which outline the role of team members, team leaders, line managers, and upper management in support of cross-divisional teams.

Narrative:

During the QAT's data gathering activities, individuals throughout OPPT indicated that people within the Office did not understand or practice the "team approach" to doing work. Both staff and management suggested various training and educational opportunities to learn more about teamwork. As a basis for this training, the QAT developed Teamwork Guidelines that should be practiced throughout OPPT.

Possible Benefits:

- Outlines a role for line managers in supporting cross-divisional teams
- Fosters an understanding of management and staff responsibilities to teams
- Provides criteria for nominating and distributing awards to management and staff based on their teamwork efforts
- Provides criteria for evaluating teamwork performance standards

Steps to Implementation:

1. As a first step, distribute the attached Teamwork Guidelines to everyone in OPPT
2. Provide these Teamwork Guidelines to the Rewards and Recognition QAT as a basis for nominating individuals for the Teamwork Excellence Awards.
3. Provide these guidelines to the Human Resources Team for inclusion in the New Employee Orientation Manual.

TEAMWORK GUIDELINES FOR SENIOR MANAGEMENT

Role: Lead by example by working as a team and managing the office and divisions in a way that promotes cross-divisional teamwork.

- Recruit and promote into management individuals who are strong team players and have exceptional coaching and interpersonal skills.

- Reward and recognize instances of teamwork among team leaders, team members, and line managers, with particular emphasis on the role of line managers who help meet the needs of their customers on successful teams.

- Visibly and actively support workgroup managers, regardless of whether they are in your division.

- Even in the midst of a crunch or a "firedrill," reinforce the team approach for resolving issues; avoid the inclination to have only one person handle the crisis.

- Empower teams to take on a project's responsibility as their own. Give clear direction to the team leader.

- Hold line managers at all levels accountable for the success of teams.

- Analyze situations/systems that often produce "firedrills" for changes that may avoid them in the future.

TEAMWORK GUIDELINES FOR LINE MANAGERS

Role: Fully support and be responsible for the success of OPPT's cross-divisional teams.

- Recognize and reward your staff's performance on teams not only for their substantive expertise contributed to teams, but also for their demonstrated team skills in helping the group reach their goals.

- As a team is formed, work with your team members and the team to develop a common vision and goals for the team that all team members and managers share. Help to determine clearly the customer and supplier relationships, and underscore the value, importance, and responsibility of each.

- Through your team member, take an active interest in the team and its progress. Meet with the team leader and other line managers frequently to make sure the project as a whole is proceeding well, as well as the part of the work you are responsible for. Understand the needs of your customer (i.e., the team) upfront.

- Recognize, formally and informally, good teamwork of others, even if they don't work for you.

- Before a product from your group goes to the team, review it to make sure that it meets the needs of the customer. Develop a quality control system that assures a high quality product in terms of customer satisfaction.

- Don't constantly switch staff from one project to the next. Try to build continuity into the environment, where staff have some sense of certainty about what they will be working on.

- Serve as a coach, trainer, facilitator, delegator, educator, sounding board, and intermediary.

- Solicit input from team leaders regarding your team member's contributions to the project and overall teamwork.

TEAMWORK GUIDELINES FOR TEAM LEADERS

Role: Help accomplish OPPT's mission by successfully leading cross-divisional teams.

- Attend the workgroup manager training course. Review the training materials regularly to keep your skills sharp.

- When forming teams, make sure that representatives of all interested parties participate.

- Conduct productive meetings by distributing an agenda in advance, starting meetings on time, sticking to the agenda, and distributing meeting summaries. Review and put into practice the recommendations of the Meetings Management QAT on how effective meetings are conducted.

- Develop a workplan and schedule with input from team members.

- Keep management informed of project status.

- Notify management as soon as it becomes apparent that a significant issue or change in the workplan or schedule is likely to arise.

- If a team member regularly does not attend meetings or participate, encourage them to become more active.

- Guide workgroup discussions towards a workgroup consensus. Listen actively to your team members; ask open-ended questions to get their views and ideas.

- Consider planning fun events to celebrate achievement of milestones.

- Provide feedback to team members and their supervisors when team members make important contributions to the team.

TEAMWORK GUIDELINES FOR TEAM MEMBERS

Role: Help accomplish team objectives by making contributions both within and outside of one's area of expertise.

- Make sure that you, your team leader, and your line manager agree to the scope of your contribution and deadlines.

- Share responsibility with the team leader for getting work done. Volunteer to assist others on the workgroup if you can. Advocate the team objective to problem solving.

- Tell the team leader when you'll be out of the office for a few days or more.

- Try to attend all of the meetings where you have a contribution to make. Ask the team leader whether your presence is valuable.

- Assist the team in following the meeting agenda. If you have another agenda item, ask the team leader's permission to add it, or arrange for a separate meeting. Review the Meetings Management QAT's recommendations on how team members can help run effective meetings.

- Speak up at meetings to make sure your opinions and feelings are known. Try to be diplomatic. Be an active listener. Always consider the opinions of others and work to understand why they feel that way.

- Hold frequent, informal meetings with your "suppliers" and "customers" of information. These important conversations should not occur during meetings of the whole team.

- Recognize that your reports have many readers other than your supervisor. Put technical details in appendices. Make liberal use of abstracts.

- When you reissue reports, highlight changes from previous drafts.

Recommendation: Include teamwork responsibilities in performance standards for all OPPT staff.

Narrative:

Accountability for teamwork activities can be tied to the performance appraisal process by incorporating a teamwork standard into individual plans. At the direction of the Office of Human Resources Management, managers at all levels were required to include a standard on human resources in their FY93 performance agreement. This human resources standard includes provisions for supporting teamwork. The Teamwork QAT recommends extending this requirement to all members of OPPT.

Possible Benefits:

- Reinforces the customer-supplier relationship
- Gives importance in the performance appraisal process to contributions to teams
- Creates an incentive for line managers to support team activities

Steps to Implementation:

1. The Office Director should distribute a memo to all OPPT employees encouraging staff and management to include a standard on teamwork in each performance agreement (sample standards are attached).
2. At the most appropriate time (e.g., mid-year performance review), the standards should be incorporated into all performance plans.
3. Consider establishing a quality action team to develop mechanisms for evaluating the standard.
4. Use the customer feedback surveys as one means of assessing performance of management and staff.

Proposed Standards

Office Director/Deputy Office Director

CJE: Provides effective leadership, employee empowerment, customer satisfaction, and improved staff capability in support of the Office's team and teamwork activities. Encourages supervisors and managers to practice TQM principles to effectively accomplish teamwork goals.

Fully Successful Standard:

Promotes and encourages productive working relationships both inside and outside the Agency. Fosters employee development, cooperation, and team approaches to meeting organizational goals and resolving problems. Creates an organizational climate that encourages empowerment, prudent risk-taking and personal growth and development to ensure that customer needs and services are met. Enhances individual performance within the organization through the use of appropriate training opportunities, individual development plans, and development assignments.

Division Director/Deputy Division Director

CJE: Provides effective leadership, employee empowerment, customer satisfaction, and improved staff capability in support of the Office and Division's team and teamwork activities. Encourages supervisors and managers to practice TQM principles to effectively accomplish teamwork goals.

Fully Successful Standard:

Encourages teambuilding and cooperative work relationships. Encourages staff to act independently and to be prudent risk takers. Fosters cooperation and the team approach to meeting organizational goals and in resolving problems. Determines customer needs and services. Ensures that products developed by the organization meet the customer's needs and are delivered in a timely manner. Praises the quality and accomplishments resulting from teamwork and rewards accordingly. Seeks staff and upper management input to improve the quality with value-added efforts.

Branch Chief/Section Chief

CJE: Provides effective leadership, employee empowerment, customer satisfaction and improved staff capability in support of the Office, Division, and Branch's team and teamwork activities.

Fully Successful Standard:

Promotes opportunities to further organizational goals. Fosters cooperation and the team approach to meeting organizational goals and in resolving problems. Determines the customers needs and services. Ensures that products meet the customer's needs and are delivered in a timely manner. Praises the quality and accomplishments resulting from teamwork and rewards accordingly. Seeks staff and upper management input to improve quality with value-added efforts.

Team Leader

CJE: Using TQM principles in supporting the customer/supplier relationship, effectively lead all team activities.

Fully Successful Standard:

Foster cooperation and utilize the team approach to setting the workgroup's goals which includes team buy-in, and in resolving problems; evaluate the quality of a team member's contribution which includes timely products, and inform line managers about accomplishments resulting from teamwork; seek team input when making workgroup decisions.

Team Member

CJE: Actively participates as a full team member on an assigned team

Fully Successful Standard:

Demonstrates adequate level of involvement in each assigned team. Succeeds in presenting views of the branch and/or division management to the team. Determines customer needs for work products. Provides quality work products which meet customer needs. Ensures that work products are in a format which can be easily utilized by other team members Coordinates with other team members to ensure that products received meet project needs Attends and participates in team meetings. Meets team schedule for project assignments Informs management of team activities and progress. Informs management of outside developments that may affect team assignments.

Recommendation: Create a Teamwork Excellence Award for individual team members, team leaders, and line managers who have demonstrated outstanding support of teams.

Narrative:

Team members rarely see the results of their efforts. Teams and individual members receive little feedback about whether the objectives of the project were accomplished. Likewise, line managers have little incentive to support teamwork. Most line managers are evaluated based on their ability to achieve the division's objectives rather than on their ability to serve as coaches, advisors, facilitators, and mentors.

There is a perception that awards tend to be given out according to political considerations instead of according to performance on teams. Many feel that high level managers in lead divisions tend to receive recognition even if they had little personal involvement with the project. More consideration is given to making certain that divisions and offices are represented rather than high quality performance on the team.

Possible Benefits:

- Provides recognition for contributions to teams
- Creates incentives for managers and staff to support team efforts

Steps to Implementation:

- Information describing the various awards available in OPPT should be prepared and distributed to all staff.
- The OD/OPPT should announce which OPPT awards may be nominated by staff other than line managers.
- Senior management and line managers should establish criteria for nominating individuals for awards. The Teamwork Guidelines may be a good starting off point for developing these criteria.
- A committee should be chartered, such as the OPPT Human Resources Panel, to review award nominations.
- Implementation should occur in consultation with the Rewards and Recognition QAT

Recommendation: Enhance OPPT staff and management training to accentuate teamwork.

Narrative:

Training should be enhanced in three major areas: 1) roles of staff and management with respect to teams; 2) team leader training; and 3) skills training for team members. In light of the limited resource dollars available within OPPT, the QAT recommends that the Human Resources Team in OPME concentrate on four specific areas:

- Continuation of the OPPT Workgroup Management Course
- Development of training on team skills for team members
- Institutionalization of the OPPT Workgroup Leaders Development Plan
- Development of training for line managers in resource management in a matrix management system

Overall, training needs to be expanded to include all key team leaders, team members, and management. In particular, the workgroup leader training course should be expanded to include all program areas within the Office.

The team skills training could include some of the following elements: time management; managing or participating in multiple projects; consensus building; dealing effectively with people with different points of view; and communication skills. This skills training should be on-going and periodic refresher courses may be warranted.

The resource management training for line managers will help develop a consistent approach for planning and implementing team staffing in a matrix organization. This training will help line managers deal more effectively with priorities, fire drills, and staff overload.

In addition, branches and divisions may want to consider setting up routine "Introductions to What Our Branch Does" seminars. This cross-training will allow team members to better understand what their colleagues do as well as provide opportunities for branches and divisions to find out what their customers do with the products they submit to teams.

Possible Benefits:

- Re-inforces the teamwork that results from the implementation of the other recommendations already described
- Creates an environment within the Office that is more supportive of teamwork
- Increases opportunities for evaluating the customer-supplier relationship
- Develops teamwork skills for all OPPT staff

Steps to Implementation:

- In light of the various competing needs and requests for training, the QAT recommends that this recommendation be referred to the OPME Human Resources Team.

APPENDIX B

Results of Branch Chiefs Firedrill Survey

BACKGROUND

The Teamwork QAT tried to determine whether "firedrills" had an impact on teamwork in OPPT. The QAT selected one Branch Chief from each of the divisions to participate in the study. Each participant was asked to collect data on two types of firedrills: 1) unexpected high priority items (not in the operating plan) that required a quick turnaround and 2) unexpected high priority items of a longer term nature. Based on discussions with many staff and managers within the Office, the QAT believed that firedrills may be pulling people away from their workgroup work to complete short-term, fast action projects.

STUDY DESIGN

The QAT asked the participants to record data on a daily basis in the following areas:

Source of Request e.g., Office Director, Division Director

Type of Request e.g., management, administrative, technical

Time Demands e.g., turnaround personal hours, staff hours

What Suffered e.g., general management, specific project, availability to staff, morale, personal life

RESULTS

Only 4 of the original 7 participants provided data. Of the four active respondents, only 2 provided adequate data outlining their experiences during the four-week period. Thus, there is a question as to whether this was a representative sample providing good data.

Based on the data provided, firedrills do not appear to be a big problem in the Office. In fact, the Branch Chiefs who responded seem to have accounted for firedrills in their Branch work plans. From the limited data, it appears that although "firefighting" time is not formally built-in to the budget and operating plan, it is somehow accounted for in the final product

CONCLUSION

The problems associated with firedrills seem to be more of a process or planning issue There are no standardized work flow charts or workplans. In addition, firedrills tend to result when the Office does not communicate priorities to staff.

Results of Time Utilization Survey

BACKGROUND

The Teamwork QAT enlisted Stonnell Associates to asked OPPT Branch and Section Chiefs to the percentage of time they spent in FY92 on each of the following types of activities: 1) doing technical work on projects; 2) divisional/branch administrative work, 3) managing staff on workgroup projects, 4) managing staff on other (non-workgroup) projects, and 5) other meetings/other work.

RESULTS

Section Chiefs

Section chiefs spend an almost equal percentage of their time, on average, doing technical work themselves as managing staff on work group projects. The remainder of section chiefs' time tends to be equally divided between administrative duties, managing staff on work other than workgroup projects, and attending meetings or doing other types of work.

Branch Chiefs

Branch chiefs spend an almost equal amount of time on each of the five activities, reporting a slightly higher percentage of time (24 percent) spent managing workgroup activities and a slightly lower (17 percent) of time spent on other types of meetings and work. They reported spending about 20 percent of their time on technical work, administrative duties, and managing staff on non-workgroup projects.

CONCLUSION

A number of conclusions can be drawn from these results. Most significantly, section chiefs and branch chiefs are spending considerable amounts of time doing technical work This observation could lead one to believe that staff are working on more projects than they can handle. In addition, these results suggest that the Office needs to reprioritize the projects "on its plate" and may want to discontinue certain projects in order for section chiefs and branch chiefs to perform their management functions as well as to lighten the workload on OPPT staff

WORKGROUPS IN OPPT

BACKGROUND

The Teamwork QAT enlisted Stonnell Associates to develop a database of information on workgroups in OPPT. This information was needed to uncover the "base line" of matrix management and utilization of teams in OPPT. Information sought included the number of teams, how the lead is distributed among OPPT divisions, and the number of people in each division who are involved in teams. Using this information, the QAT was better able to develop recommendations for improving the general understanding and functioning of OPPT's matrix system.

DESCRIPTION OF THE DATABASE

Criteria

To qualify for entry in the database, a workgroup had to meet these conditions:

1. Membership crosses Branch lines; that is, not all members work for the same line manager, or if they do, the project is not solely for that Branch

2. The group will be meeting for more than two months

3. The work done is a **project,** in the sense that members play different roles and provide different expertise

4. The group is active and current (though activity may be slight)

The information gathered on workgroups that met these criteria was entered into a database with the following fields:

PURPOSE:	Reason for existence of the workgroup
TYPE:	e.g., regulatory, RM1, RM2, QAT,
LEAD GROUP:	Division or office assigned lead responsibility
STARTUP DATE:	Month and year of formation
END DATE:	Termination date
MEETING FREQUENCY:	Meeting frequency
MEETING LENGTH:	Duration of meetings
NOTES:	Miscellaneous additional information
MEMBER:	Name, division and branch of OPPT members
FUNCTION:	Role of member (e.g., chair, general participant, technical expert, etc.

Developing the Database

Once criteria were set, Stonnell Associates obtained lists of known workgroups from those Branch Chiefs and others who (from interviews during the Management Study of OPPT performed in 1991-92) were known to have such information. These preliminary lists were corrected and expanded upon by spot checking with selected individuals known to be on a workgroup, or to be in some way knowledgeable about the workgroup. This information was entered into the database to form the first draft of a master list of OPPT workgroups. The list was further refined through a written survey sent to all known workgroup chairs; where a workgroup chair was not known, the survey form was sent to a known member of the workgroup. The survey requested correction of listed information, designation of potential duplicate entries, and the addition of valid workgroups not already listed.

This survey was quite successful. More than 70 percent of forms sent were returned. The information received from the survey was used to correct and expand the database to its current state.

LIMITATIONS OF THE DATABASE

1. **Exclusion of New Chemicals Projects.** The New Chemicals Program currently reviews more than 2,000 PMN submissions each year. It was decided to set the criteria for inclusion in the database to exclude most of these cases from the database in order to avoid swamping out information on the other projects in OPPT. While this facilitates analysis of these other workgroups, it should be noted that the database seriously underestimates the involvement of CCD as project lead group, and may also under-represent some divisions' involvement in workgroups in general.

2. **Duplication.** Despite extensive efforts at quality control, some duplications remain in the database, although the number is probably lower than 15 percent.

3. **Workgroups not reported.** The method of obtaining names of workgroups to enter relied on voluntary reporting and broad-based sampling. It is likely that most of the high-priority workgroups were reported, but an unknown number were not entered.

4. **Incomplete data on listed workgroups.** Only 86 of the 381 workgroups listed are thought to be complete in all data fields. Most have the lead group, chair, and purpose entered, and some members. Many lack information on startup date, meeting frequency and duration, and functions of the members.

5. **Inaccurate survey data.** The plan for this database did not allow for the quality-control procedures that would rigorously prevent such errors. The extent of such possible errors is unknown.

6. **Data entry.** Stonnell Associates provided quality-control checking of data entry to minimize this type of error.

FINDINGS

1. **OPPT Workers Are on a Large Number of Workgroups.** The database contains entries for 381 workgroups (Table 1). After deleting duplicates and adding those that should be listed, the number may be about 300; it could be even larger.

2. **The Lead is Not Evenly Shared Among Divisions.** Before construction of the database, it was assumed that certain divisions served as lead in more workgroups than other divisions, but it was not known to what extent this assumption was true. The following numbers were extracted from the database:

Division	Workgroup Leads (division personnel count in brackets)	
	Number	Number per division member
CCD	36 [54]	0.67
ETD	23 [69]	0.33
OPME	6 [21]	0.29
EAD	13 [46]	0.13
ECAD	15 [61]	0.23
IMD	10 [83]	0.12
EED	8 [73]	0.11
HERD	5 [70]	0.07
Total	116	

Again, it should be noted that the lead role of CCD is under-represented because of the exclusion of PMN-specific workgroups (for all of which CCD serves as lead) from the database.

3. **All Divisions are Heavily Represented in Workgroups.** Although the lead is not shared equally, the representation on workgroups appears to be more uniform among the divisions:

Division	Memberships on Workgroups	
	Number	Number per division person
ETD	229	3.3
HERD	220	3.1
EED	208	2.9
EAD	129	2.8
OPME	39	1.9
CCD	94	1.7
ECAD	106	1.7
IMD	101	1.2
Total	1126	

4. **Individuals Differ Greatly in Workgroup Participation.** The attached bar graph shows the distribution of memberships in workgroups among OPPT workers. It gives independent confirmation of the importance of teams in OPPT, since more than 80 percent of all personnel are involved with at least one workgroup. The median is 2 workgroups per person (excluding participation in PMN workgroups).

CONCLUSIONS

The database of workgroups in OPPT described in this report provides ample evidence of the central role of teams in the organization of work in OPPT. While this was previously known only "intuitively", we can now quantify the involvement, and note the differences across divisions. Those divisions that are less heavily involved in cross-divisional teams should nonetheless realize that such teams are very important to OPPT as a whole, and should be fully supportive of team principles.

Another "intuitive" observation is the differences in "lead role" among the divisions. Even though OPPT management has attempted to distribute the lead more evenly among divisions than had been done in the past, there still exist marked differences in this respect The data compiled here suggest these differences between division lead may be greater than is generally assumed. While it is possible that some of the problems OPPT is experiencing in implementing teamwork stem from this imbalance in lead role among divisions, there is insufficient information from this study to confirm that conclusion.

Although incomplete, the workgroup database has many potential uses for OPPT

1. **Workgroup Chartering Tool**

   - Workgroups entered into database as part of chartering system
   - "Sunset" dates entered at time of chartering (for withdrawing charter at some specified time, e.g., by deleting it from system unless it is renewed)

2. **Resource-management Tool**

   - Eliminate duplication of work group effort
   - Evaluate workload in making new assignments
   - Evaluate training needs
   - Budget planning aid (determine FTE committed to specific projects in each program area)

3. **Project/priority management Tool**

   - Establish base-line for scope of work in OPPT
   - Use as aid in setting and tracking changes in priorities
   - Use as aid in measuring progress and accomplishment against stated purposes

4. **Higher-Management Tool**

- Characterize how OPPT functions as a matrix
- Continually monitor and balance the divisional lead across the matrix

5. **Communications Tool**

- Available on LAN, all OPPT staff could use as source of information on purpose, accomplishments, and makeup of workgroups
- Periodic summary reports could be generated and distributed to highlight changes in direction and priorities

In the course of gathering information for the workgroup database, many potential users of the database were identified. Following TQM principles, the next logical steps in further developing this database would be to 1) identify <u>all</u> potential customers; 2) learn the true needs of these customers, and 3) design the database so that it meets customer needs.

Table 1
List of OPPT Workgroups
(as of November 19, 1992)

;group	Type
1,2-Dichloroethane (RM2)	RM2
112 List of Source Categories	Intra-agency
2-Nitropropane Work Group (RM2)	RM2
313 Listing of 16 CAA HAPS Work Group (Title III)	Title III
5(h)(4) Exemptions Work Group	
8 (e) FYI Database Work Group	
Acetone 313 Delisting Work Group (Title III)	Title III
Acrylamide Work Group (RM2)	Post RM2
Acrylates Limited Dermal Bioassay Protocol	
Acrylic/Modacrylic Fibers Production (MACT Standards)	Intra-agency
Acrylonitrile Work Group (RM2)	RM2
Aerosol Paints (RM1)	RM1
Agency Contracts Work Group	
AHERA Interpretive Guidance Work Group	Interoffice/Reg
AHERA Rule Amendment Work Group	Interoffice WG-
Air Quality Modeling Guid	Intra-agency
Air Toxics Work Group	Intra-agency
Alkali Metal Nitrates SNUR Work Group (Existing Chemicals)	Existing Chemic
;onium Sulfate Petition (SARA 313)	Title III
;g Profiles (PMN)	
Analysis of Metals Work Group	Intra-agency
Aqueous Solvents (CFC subs) Tech Integr	Program Develop
Architectural & Industrial Maintenance (AIM) Coatings	Regulatory
Aromatic Amine Work Group	Regulation Deve
Aryl Phosphates Work Group	Interoffice
Asbestos Ban & Phaseout Remand Work Group	Intra-agency
Asbestos Design & Development Initiatives Work Group	Interagency
Asbestos in Buildings Work Group	Intra-agency
Asbestos NESHAPS	Intra-agency
Asbestos Research	
Asbestos Worker Protection Rule Work Group	Existing Chemicals
ASHAA Loan & Grant Work Group	
Atlas of Dermal Lesions	
B Policy Work Group	Policy Formulation
Barium Sulfate 313 Delisting Work Group (Title III)	Title III
Batch SNURS Work Group	New Chemicals
Benzidine Dyes (RM2) Work Group	RM2
Bioremediation Action Com	
Bioremediation Work Group	Intra-agency
Biotech HA/Construct Analysis/Field Tests	
ch Information Systems	Program Develop

Workgroup	Type
Biotechnology Monitoring Guidelines Work Group	
Biotechnology Risk Assessment	
Biotechnology Rule Work Group	Regulatory
Brominated Flame Retardants Work Group	Test Rule
BSAC Support	
Budget SubQAT	subQAT
Budget Work Group A	Budget
Budget Work Group B	Budget
Budget Work Group C	Operating Plan
Budget Work Group D	Budget
Budget Work Group E	
Budget Work Group G	Administrative
Butyl Benzyl Pthalate 313 Dels. Work Group (Title III)	Title III
CAA Risk Management Plan Work Group (Title III)	
CAAA HF Report to Congress (Title III)	
CAIR Support Work Group (Existing Chemicals)	Existing Chemicals
Cancer Risk Assessment Guideline Revision	Inter-office
Carbamates (Pesticide Mfg/Formulating) RCRA Listings	Intra-agency
Carcinogen Mixture Databases	
Carpet Testing	Pollution Prevention
Centralized Waste Treatment Effluent Guideline Work Group	Intra-agency
CERCLA Listing Work Group	Intra-agency
CERCLA RQ Work Group	Intra-agency
CFC and Substitutes - Coordinate Hazard and Review	
CFC Technical Integrator	
CFC Terpenes Work Group	
CFCs Nonessential Products Work Group	Intra-agency
CFCs Phase-Out Work Group	Intra-agency
CFCs Refrigerant Recycling Rule	Intra-agency
CFCs Safe Alternatives Work Group	Intra-agency
Chemical Accidents Prevention Work Group	Intra-agency
Chemical Evaluation Committee	Inter-agency
Chemical Expansion TRI List Work Group (Title III)	Title III
Chemical Selection Work Group	Inter-agency
Chemicals-in-Progress Bulletin Work Group	Single-purpose
Chloranil Work Group (RM2)	Post RM2
Chlorinated Alphatics (Pesticide Formulating) RCRA Listings	Intra-agency
Chlorinated Paraffins Work Group (RM2)	RM2
Chloroethane Work Group (RM2)	RM2
Class V Well Work Group	
Closure/Post-Closure & Financial Assurance Rules	Intra-agency
Communciations QAT- Obstacles subgroup	
Communications QAT	QAT
Communications QAT - Systems Subgroup	QAT
Communications QAT- Inform Subgroup	
Computer Search Systems for Mixture Databases	

Workgroup	Type
ɔuterized System for Ranking Chemical Mixtures for Cancer	
mer Demand Study/OW P2 Work Group	Intra-agency
Consumer Products & Toxics Committee	Inter-agency
Consumer Sector Information Work Group	Existing Chemicals
Cont Technology for VOC Sources	Intra-agency
Contaminated Media Cluster	Intra-agency
Contaminated Sediment Strategy Work Group	Intra-agency
Correction Action Rule	Intra-agency
Criteria for Petitions	Intra-agency
Data Sets (Acute Toxicity Matrix)	
Data Transfer QAT	Interbranch
Degreasing Operations (MACT Standards) Work Group	Intra-agency
Developmental Neurotox Guidelines	
Developmental Toxicity/Reproductive Endpoint Rule	Test Rule
DFE Printing Industry Project Task Force	Project Task Force
DGBE Work Group (RM1)	RM1
Dilorane Work Group (RM1)	RM1
Dioxin Test Rule	
Dioxin-in-Sludge	Beyond RM2
Dioxin/Furan Work Group (RM1)	Test Rule
Dioxins Work Group	
Disperse Blue 79 (RM1)	RM1
Cleaning NESHAPS	Intra-agency
Administrative Issues	QAT
Eco Risk Guidelines	
Ecological Valuation Work Group (Existing Chemicals)	Existing Chemicals
EED Travel QAT	QAT
Effluent Guidelines for Disposal Wells	Intra-agency
Effluent Guidelines for Organics, Plastics	Intra-agency
Effluent Guidelines for Pharmaceuticals	Intra-agency
Endangered Species Work Group - New Chemicals	Technical
Endangered Species/ExisCh	Technical
Energy Impact Assessment	
Environmental Equity Work Group (Title III)	
Environmental Hazard Communication Work Group	Intra/Interagency
Environmental Indicators Work Group	
Environmental Monitoring Management Council QA Work Group	Intra/Interagency
EPA Coordination with ATSDR (110) (SARA) (CERCLA 104)	Mandated by law
EPA Formaldehyde Work Group	Intra-agency
EPA Test Guidelines for Oncogenicity (Dermal)	
EPA/USGS Coordinating Committee	Inter-agency
EPCRA Compliance Audit Program (CAP)	Inter-office
EPCRA Section 313 Form R Corrections Work Group	Policy Development
EPCRA Section 313 Steering Committee	
RA Section 313 Trade Secret Claim Review Work Group	
CRA Title III Implementation Work Group	

Workgroup	Type
Evaluation Feasibility of Less Than 2 Species/2 Sexes in Existing Chemicals Workload Assignments	Existing Chemic
Expert System for Predicting Carcinogenic Activity of Chemic	
Feasibility of National Laboratory Accreditation Ad Hoc Pan.	Intra-agency
Federal Asbestos Task Force	Inter-agency
Fifra Biotechnology	
Fish Consumption Rates Work Group	
Formaldehyde Work Group	Technical
FOSTA Work Group	
Fuels/Fuel Additives Registration Work Group	
GENETOX	
Genetox Dominant Lethal Work Group	
Genetox L5178y Work Group	
Genetox Salmonella Work Group	
Genetox SCE Work Group	
Geographic Specific Use of TSCA	
GLP Revision Work Group	Inter-office
Glycol Ether 313 List Mod. Work Group (Title III)	Title III
Great Lakes Initiative	Intra-agency
Green Lights Program	Intra-agency
Hazardous Organic NESHAPS	Intra-agency
HDI Final Rule	
HF Study Work Group	Intra-agency
Human Resources Panel	OPPT
Human Resources Panel - Grapevine/Communication Subcommittee	OPPT
Human Resources Panel - Professional Development Subcommmitt	OPPT
Human Resources Panel - Work Environment Subcommittee	OPPT
Hydrazine Work Group (RM2)	RM2
Hydrochloric Acid 313 List Mod. Work Group (Title III)	Title III
IMD Cross-Divisional Communcation	
IMD QAT for Information Management	
Import/Export-Basel Conve	Intra-agency
Incinerators/Boilers/Industrial Furnances	Intra-agency
Indian Coordinators Work Group	
Indoor Air Cluster Work Group	
Indoor Air Quality Committee	Intra-agency
Indoor Air Source Characterization Project	Intra-agency
Indoor Air Use Cluster Development Work Group (Existing Ch.)	Existing Chemicals
Information Disclosure Work Group (Existing Chemicals)	Existing Chemicals
Information Management QAT	QAT
Information Management QAT - Data Base Inventory Subgroup	QAT Subgroup
Information Management QAT - Information Access Subgroup	QAT Subgroup
Information Management QAT - Records Management Subgroup	QAT Subgroup
Integrated Iron and Steel Manufacturing (MACT Standards)	Intra-agency
Integrated National Report (Title III)	
Interagency Fire Combustion Toxicity Work Group	Inter-agency

Workgroup	Type
gency Pharmacokinetics Work Group	Inter-agency
or Architectural Coating Work Group (Existing Chem.)	Existing Chemicals
International Paper Conference Work Group (Existing Chem.)	Pollution Prevention
Interpretive Guidance	Program Development
Intra-Agency Lead (Pb) Work Group	Intra-agency
IRAG (FDA, CPSC Inter Regulatory Agency Work Group)	Inter-agency
IRIS I Work Group	Test Rule
ITC Semi Annual List Review	
LAN Work Group (CBI)	
Land Disposal Restriction	Intra-agency
Lead (Pb) FOSTTA Work Group	Information Exchange
Lead (Pb) in Drinking Water Work Group	
Lead Battery Recycling Work Group	Existing Chemicals
Lead Cluster Evaluation & Planning Group	Inter-agency
Lead Cluster Urban Lead Group	Program Development
Lead Encapsulants Work Group (RM1)	RM1
Lead in Brass Fittings Work Group	Existing Chemicals
Lead in Used Oil Work Group (Existing Chemicals)	Existing Chemicals
Lead Paints (Non-Residential) (RM2)	RM2
Lead Pigments Work Group	RM2
Lead SNUR Work Group (Existing Chemicals)	
Lead Solder in Water Work Group (Existing Chemicals)	Existing Chemicals
Solder Work Group (RM2)	RM2
Strategy Coordination Group	Program Development
Lead-Based Paint Work Group (RM2)	
Liners/Leakers Detection	Intra-agency
Liquids in Landfills Rule	Intra-agency
List of Substances/Petitions Work Group	Intra-agency
Listing/Delisting Petitions (SARA)	
Locational Accuracy Work Group	
Machinery Manufacturing and Rebuilding Effluent Guidelines	Intra-agency
Major Sources of Hazardous Pollutants (112 g)	
MAP Revision Work Group	Interoffice
MBT/RM1 Work Group (Existing Chemicals)	Existing Chemicals
Mentoring QAT	QAT
Mercury Work Group (RM1)	RM1
Microcosm Workshop and Report	
Monitoring & Quality Assurance Subcommittee of P & TSRC	
Municipal Sludge Disposal	Intra-agency
Mutagenicity Risk Assessment Guidelines	
NESHAP for Manufacture of Elastomers and Other Polyumers	
Neurotox Guidelines Revisions	
New Chemicals Exposure Limits (NCELS) Work Group	Intraoffice-OPP
New Chemicals Focus Team	New Chemicals
Chemicals Initiatives Work Group	
New Chemicals Pollution Prevention Work Group	Intra-office

Workgroup	Type
New Regional Lead (Pb) Training Centers Work Group	
Nitrosamines in Rubber (RM1)	
NMP in Paintstripping (RM2)	RM2
NMP Work Group	
NOX/VOC Study	Intra-agency
OECD SIDS	
ONE Committee (OSHA, NIOSH & EPA)	Inter-agency
OPP Mutagenicity Guidelines Revision	
OPP Peer Review Work Group	Inter-office
OPPT Biotechnology Work Group	
OPPT Formaldehyde Work Group	
OPPT Industrial Toxics Report Work Group	
OPPT Locational Access Work Group	
OPPT Pilot Career Development Workshop	
OPPT Sediments Work Group	
OPPT Structure Activity Team (SAT)	Regulatory Development
OPPT Transition Work Group	Work Group
OPPT University of Michigan Pollution Prevention Center	Advisory Committee
OPPTS Congressional - "Hill Activities Group"	Inter-office
OPTS Biotechnology Policy Issues: Coordinate Responses	
OPTS Research Com/Eco Fate/Biotech	
OSW Pigment Hazardous Waste and Listing Work Group	Intra-agency
OSWER Section 302 Technical Support: Explosives, Flammables,	
Paint Stripper Users (MACT Standards) Work Group	Intra-agency
Paint Wastes RCRA Listings Work Group	Intra-agency
Paints, Coatings & Adhesives (MATC Standards)	Intra-agency
Paper and Other Webs (Coating) (MACT Standards)	Intra-agency
Part 158 Exposure Guidelines	
Pb-Call	Interagency
PCB Disposal Amendments (aka Mega PCB Amendments and include	
PCB Disposal Rule Work Group (Existing Chemicals)	Existing Chemicals
PCB Exemptions	
PCB Permits Work Group (Existing Chemicals)	Existing Chemicals
PCB Program State Enhancement	
PERC Drycleaning Work Group	Existing Chemicals
Persistent Bioaccumulators Rule Work Group	Test Rule
Pesticide Formulating Effluent Guidelines Work Group	Intra-agency
Pesticide Manufacturing Effluent Guidelines Work Group	Intra-agency
Pesticides & Toxic Substances Research Committee	
Pesticides Inert Work Group	Inter-agency
Petroleum Refinery Cluster Work Group	Intra-agency
Pharmaceuticals Production (MACT Standards) Work Group	Intra-agency
Pharmaceuticals Production Effluent Guidelines Work Group	Intra-agency
Pharmacokinetics Work Group	
Phase II Drinking Water Regs Work Group	
Phosphates Category 313 List Work Group (Title III)	Title III

Workgroup	Type
hogypsum Work Group (RM2)	RM2
horic Acid Production Waste (RM2)	Post RM2
Planning/Budgeting Process & Information Requirements QAT	QAT
Plywood/Particleboard Manufacturing (MACT Standards)	Intra-agency
PMN LOREX Rule Work Group	
PMN Polymer Exemption	
PMN Risk Assessment	
PMN Rule Amendments Work Group	Regulatory Development
PMN Technical Guidance Manual Work Group (New Chemicals)	New Chemicals
Pollution Prevention Act - EPCRA Form R Amendments	
Pollution Prevention Sector Strategies - Consumer	
Pollution Prevention Sector Strategies - Energy/Transportati	
Pollution Prevention Work Group	
Polyacrylamide (RM1)	RM1
Polystrene Production (MACT Standards) Work Group	Intra-agency
Printing and Publishing (coating)(MACT Standards) Work Group	Intra-agency
Printing Industry Pilot	
Printing Industry Use Cluster Work Group (Existing Chem.)	Existing Chemicals
Prioritization of TRI Chemicals/Ranking Aka TRI Chemical	Regulation Development
Proposal of National Hazardous Air Pollutant Emission	
Proposed Agency Policy on Efficient Water Use	
Pulp & Paper Mill Sludge Proposed Rule Work Group	Rulemaking
and Paper Production (MACT Standards) Work Group	Intra-agency
and Paper Products Effluent Guidelines Work Group	Intra-agency
QAAPS Air Modeling Guidelines Work Group	Intra-agency
QAT Chairs	Information sharing
Reauthorization Work Group	Intra-agency
Reclassification of PCB Transformers & PCB Contaminated	
Red Border Review: Exemption of Perchloroethylene (PERC)	
Refractory Ceramic Fibers (RM2)	RM2
Regional Lead (Pb) Work Group	
Register of Lists Work Group (RoL)	Inter-agency
Reinforced Plastic Composite Production (MACT Standards)	Intra-agency
Reinforced Plastic Composite Products Work Group	Intra/Inter-agency
Reinstate Mixture/Derived Rule	
Relatively New Employees Work Group	Subgroup of QAT
Reproductive Tox Risk Assessment Guidelines	
Resolution of High Priority Guideline Differences	
Revision of Biennial Reporting	
Revisions Policy Work Group	
Rewards and Recognition QAT	Planning
Risk Assessment Forum	
Risk Assessment QAT	QAT
k Assessments Methods Work Group	Intra-agency
Communication	Intra-agency
Risk Reference Dose Work Group	Intra-agency

Workgroup	Type
RM1 Contracting Support	
RM2 Checklist Work Group	Short-term
Rubber Chemicals Production (MACT Standards) Work Group	Intra-agency
SAR - Hazardous Waste Manifest NPRM	
SAR - List of Hazardous Air Pollutants (HAP)	Regulation Development
SAR - Pentachlorophenol Toxicity Designation	
SAR - Procurement Guideline for Fiberboard Containing	
SAR - Section 404 (b) (1) Guidelines - Clean Water Act	
SAR for Non-Cancer Endpoints	
SARA 313 Petitions Review Work Group	
Science Advisory Committee	Intra-agency
Screening Work Group (Existing Chemicals)	
Secretarial Advisory Committee - Federal	Intra-agency
Section 313 Listing/Delisting Criteria (SARA)	
Section 4 Integration of Reviews	
Section 4 Policy & Procedures QAT	QAT
Section II Performance Reviews	
SemiCarbazides/RM1 Work Group	Existing Chemicals
SNAP Rule Work Group	Intra-agency
Sodium Cyanide Work Group (RM2)	Post RM2
Solvents II RCRA Listings	Intra-agency
Solvents III Work Group (RCRA Listings)	Intra-agency
Staff Training & Dev. QAT - Career/Professional Development	QAT Subgroup
Staff Training & Dev. QAT - Support Staff Skill Enhancement	QAT Subgroup
Staff Training and Development QAT	QAT
Standards for Lead Paint Encapsulants	Intra/Interagency
Storel/ODES/BIOS Modernization Project	Intra-agency
Styrene Butadiene Rubber & Latex Production (MACT Standards)	Intra-agency
Substantiation Subgroup	Subgroup
Sulfuric Acid 313 List Mod. Work Group (Title III)	Title III
Survival & Competition of rDNA Bacteria in Soil & Water	
TC Rule	Intra-agency
Teamwork QAT	QAT
Teamwork QAT - Matrix Management Subgroup	QAT Subgroup
Teamwork QAT - Team Skills Subgroup	QAT Subgroup
Teamwork QAT - Triangle Subgroup	QAT Subgroup
Technical Committee Reviewing All Cancer Risk Assessment	
Technology Transfer	
Terpenes (CFC subs) Tech Integrator	
Terpenes/RM1 Work Group	RM1
Test Guideline Harmonization Work Group	
Test Rules Engineering Support	
Test Standards QAT	
Title III Implementation Work Group	
Title III Pollution Prevention Rule & Guidance Work Group	Rule Development
Title III Steering Committee (SARA)	

Workgroup	Type
Pollutants Lesser Quantities (112 a) Release Indicators Work Group	Intra-agency
Toxics and Consumer Products Committee (TAC)	Interagency
TRI Chemical Expansion Work Group	
TRI Chemicals Work Group	Test Rule
TRI Data Use Conference Work Group	
TRI Facility Expansion Work Group	Priority Rule
TRI Petitions Work Group	
Triagency/Superfund Applied Research Committee	Inter-agency
TSCA CBI Access	QAT
US-Mexico Work Group	
Use Cluster Work Group	Policy/Technical
Used Oil Work Group	Intra-agency
Washington State Indoor Air Study	Intra-agency
Wet Weight/Dry Weight	
Wood Furniture Manufacturing (MACT Standards)	Intra-agency
Wood Furniture Manufacturing (NESHAPS)	Intra-agency

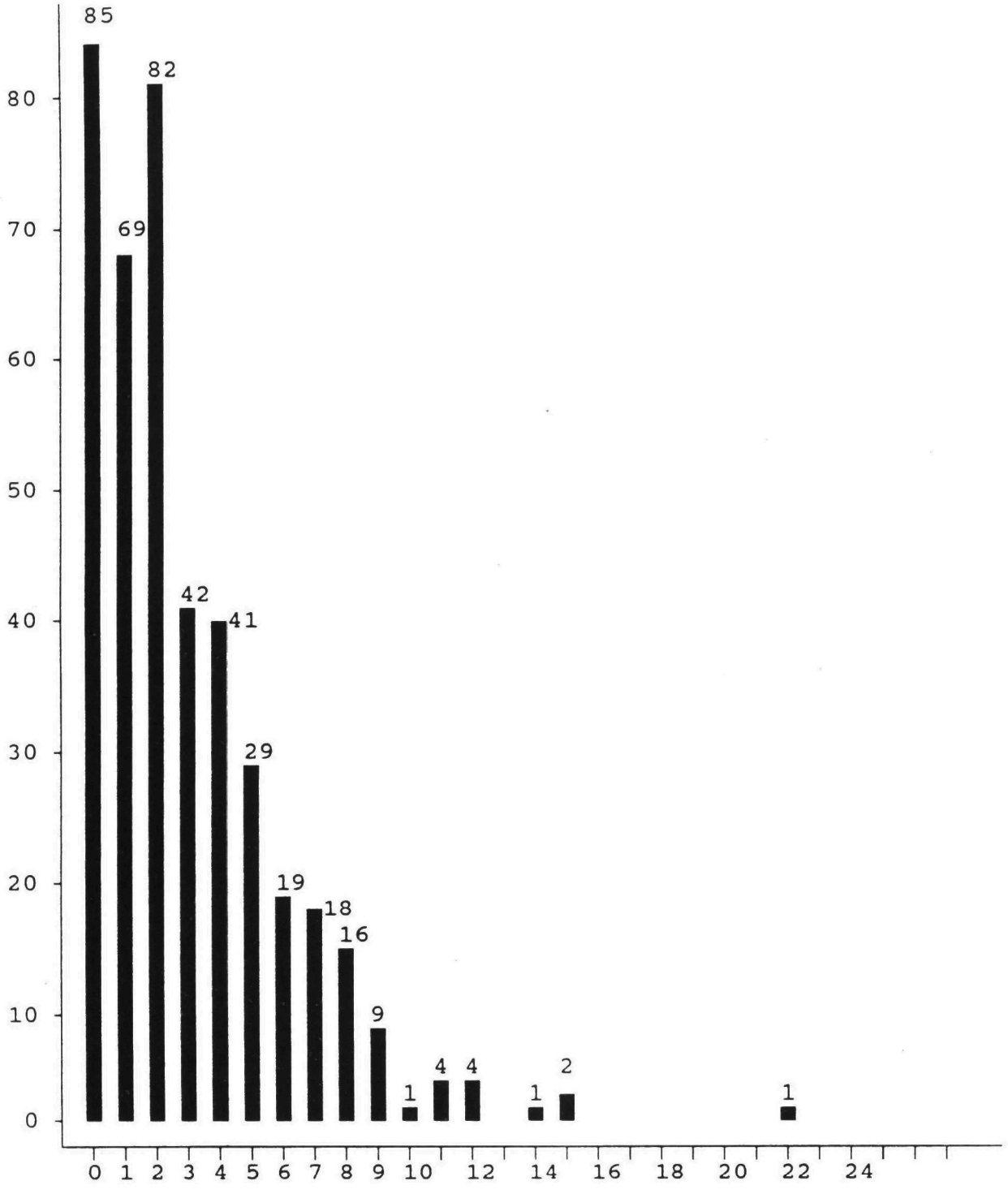

Figure 1: Number of OPPT staff (vertical axis) who are on a given number of teams (horizontal axis).

APPENDIX C

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TEAMWORK QAT MEMBERS

Rose Allison	Chemical Control Division
John Bowser	Chemical Control Division
Ethel Brandt	Chemical Screening and Risk Assessment Division
Frank Caesar	Information Management Division
Randy Cramer	Chemical Management Division
Mary Fox	Chemical Control Division
Gail Froiman	Economics, Exposure and Technology Division
Ted Jones	Chemical Screening and Risk Assessment Division
Bob Jordan	Chemical Management Division
Rick Keigwin	Chemical Control Division
Bob McNally, Chair	Chemical Control Division
Edna Pleasants	Information Management Division
Brad Schultz	Chemical Management Division
Hank Topper	Environmental Assistance Division

Contract Support Provided by:

Ruth Carstens	Stonnell Associates
Suzi Power	Stonnell Associates
Ron Brand	Science Applications International Corporation

SUMMARY OF RECOMMENDATIONS

Estimated Resource Implications

At the request of the Division Directors, the Teamwork QAT has attempted to estimate the FTE and extramural resources needed to implement the various recommendations proposed by the QAT. The estimates provided can best be described as "bounding estimates" and may actually overstate the resource commitments needed to implement the recommendations.

I. Office Priorities

In addition to setting Office priorities on an annual basis, the Office Director and Division Directors should meet quarterly to review priorities and to make adjustments as needed.

> The QAT estimates that this activity could take approximately 100 hours per year. This calculation is based on the following considerations: OD, DOD, Director of OPME, and DD's (11 people) meet for at least 2 hours for 4 times per year to discuss priorities.

Create a mechanism for communicating office-wide priorities and for informing staff of changes in priorities as needed.

> The QAT estimates that this activity could take approximately 100 hours to develop. Following its development, the cost should be less than 20 hours per year which would include writing a quarterly message to managers and staff.

Develop a strategy for handling "firedrills" within OPPT and within organizational units.

> Difficult to estimate without getting a good handle on how many firedrills occur.

II. Team Coordination and Control

Establish a Steering Committee for each program area to coordinate and oversee implementation of the annual operating plan.

> The QAT estimates that this activity would take approximately 9000 hours per year. This assumes that 6 steering committees are created consisting of 9 members each and that members work at least 3 hours per week on program management activities for the steering committee.

Create a standard process that is followed in chartering OPPT teams.

> Before estimating that FTE resources this activity would entail, the Office needs to determine how many teams are formed each fiscal year. The QAT assumes that the chartering process would add little time to that already spent on project management.

Reduce the number of work teams that currently exist in OPPT.

> This activity would be done by the program steering committees described above. Costs associated with this activity are included with those for the program steering committees.

Maintain the data base of OPPT work teams that was created by the Teamwork QAT and make the information available to OPPT staff and management.

> Actual day-to-day maintenance of the system should be minimal. However, the database will need to be updated to more accurately reflect today's picture of the number of workgroups within the office as well as completing the various data fields in the database. Stonnell Associates used approximately 150 hours to develop the original version of the database. Approximate FTE resources could be as high as 200 hours to complete these tasks. Maintenance costs in future years should be minimal. Extramural resources may be necessary if maintenance cannot be handled in-house.

Establish a pilot standing team in one or more programs areas.

> Assuming that 1 team was formed composed of 6 members and that each member spent at least half of their time on projects assigned to the standing team, this activity could consume 6000 hours per year.

III. Customer Service

Each organizational unit (branch or section) should establish a customer service program.

> Assumption: Only branches established these customer service units. There are 24 branches. If each unit consisted of 4 members which met 15 times per year (more in the beginning as the program was being developed), the total cost could be about 4500 hours per year. This assumes the members spent 3 hours preparing for and attending meetings associated with this activity.

Institute a Customer Product Feedback Survey to be used for products submitted to teams. It would be an instrumental part of the quality assurance program in the branches.

> The survey has already been developed. The amount of time estimated to complete the survey should be less than 2 hours which includes dissemination to the team and compilation of responses. Assuming there are 5 major projects submitted to each team and 350 workgroups in the Office, this activity could consume 3500 hours per year.

IV. Performance-Based Systems

Create and distribute a list of Teamwork Guidelines which outline the role of team members, team leaders, line managers, and upper management in support cross-divisional teamwork.

> These guidelines have already been developed and need only to be distributed to staff. FTE costs would be minimal. Most costs would be for photoduplication.

Include teamwork responsibilities in performance standards for all OPPT staff.

> Sample standards have already been developed. Assuming 1 hour to incorporate the standard times approximately 500 people in the Office, this activity would account for a one-time cost of about 500 hours.

Create a Teamwork Excellence Award for team members, team leaders, and line managers to individuals who have demonstrated outstanding support of teams.

> A version of this award has already been created in cooperation with the Rewards and Recognition QAT. The FTE costs associated with this activity lie mainly in reviewing nominations.

Enhance OPPT staff and management training to accentuate teamwork.

> The QAT has recommended a number of training programs for staff that should be developed over time. Some of these programs are already in place, such as the the workgroup leader training program, while resources will need to be dedicated to developing new programs. This recommendation is the most intensive in terms of extramural dollars. Funding decisions should be made only after comparing and prioritizing the training needs identified by the other QATs.