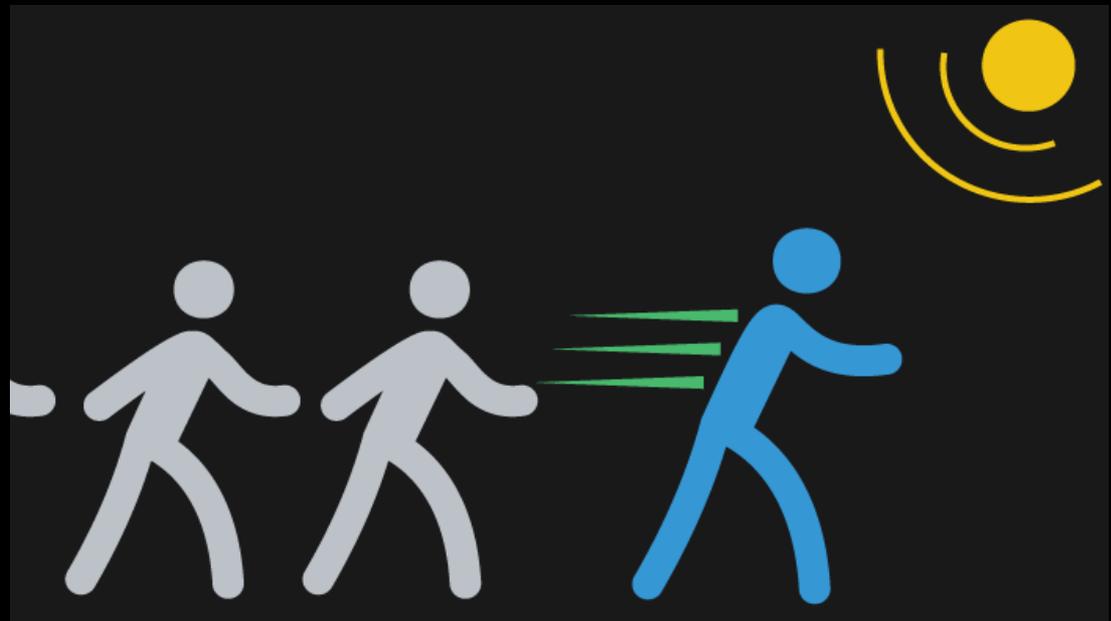


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Intelligent Strategies. Successful Ventures.



Theory and Practice of Teamwork

Welcome

- Review ground rules
 - Stay mentally and physically present
 - Everyone participates, no one dominates
 - One conversation at a time
- Say whatever you need to get into the room
- Share your stick-figure of a leader in action

Truth. It takes a team.

Action.

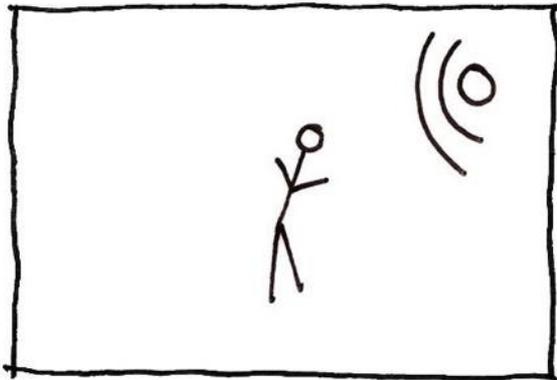
Get Aligned

Decide what kind of leader to be and collect followers.

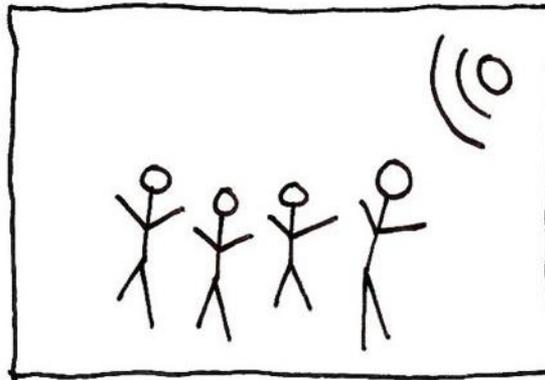


The Leader's Job

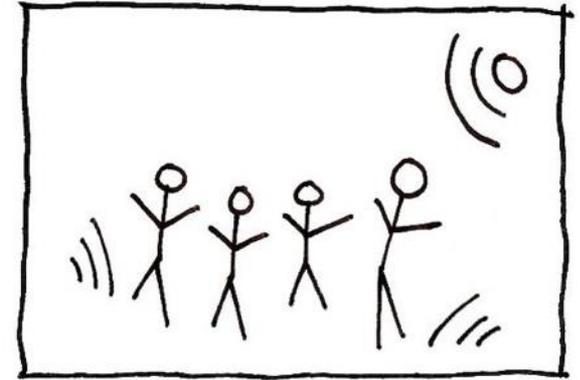
Set Direction



Align Resources



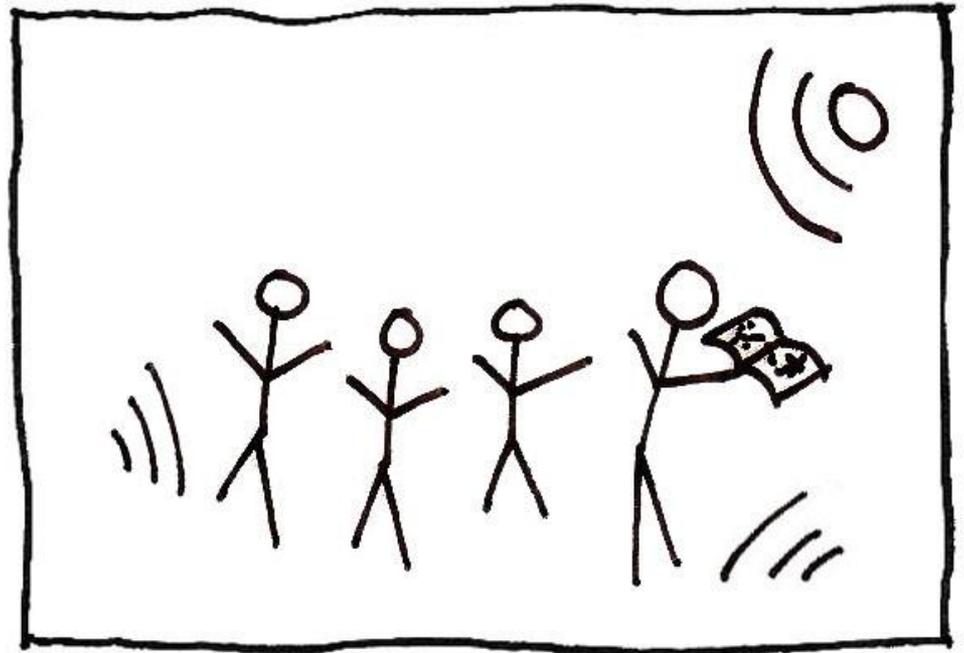
Motivate Action



The Leader's Job

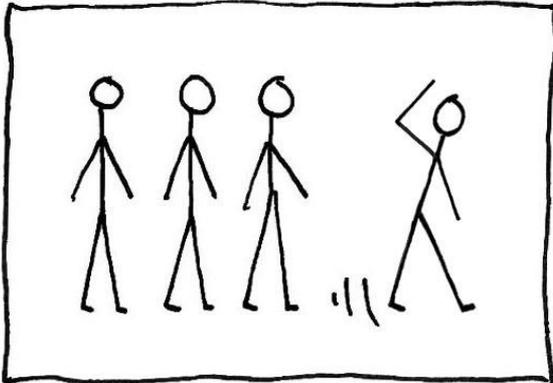
In other words,
a leader...

- develops
 - holds
 - nurtures
 - communicates and
 - drives to achieve
- ...a vision.

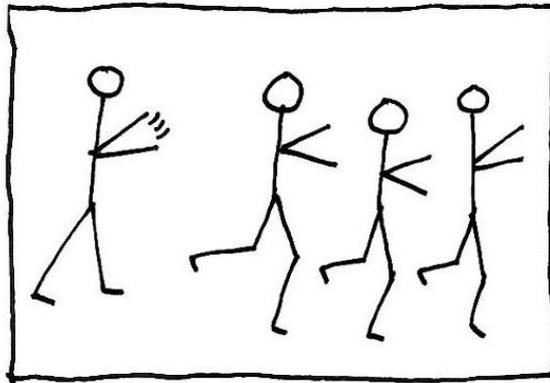


Decide what kind of leader to be.

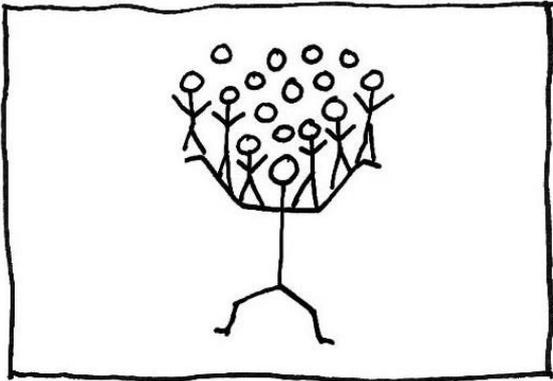
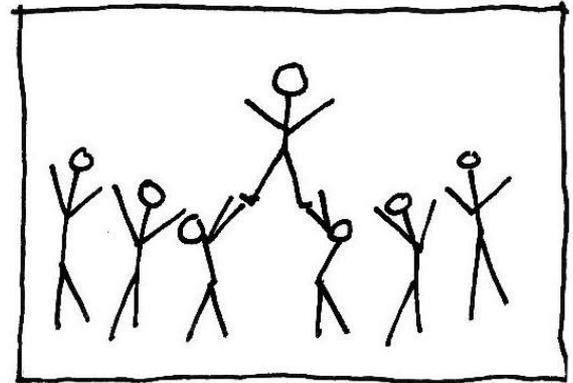
GENERAL: follow me



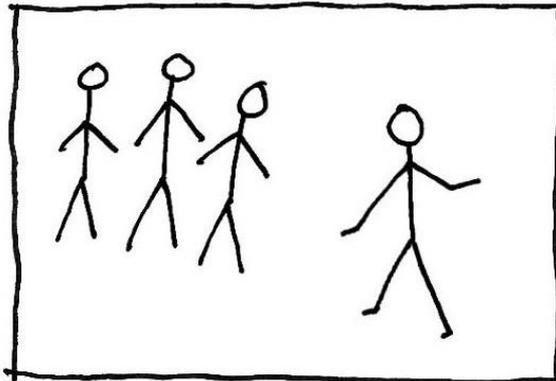
HERDER: get along



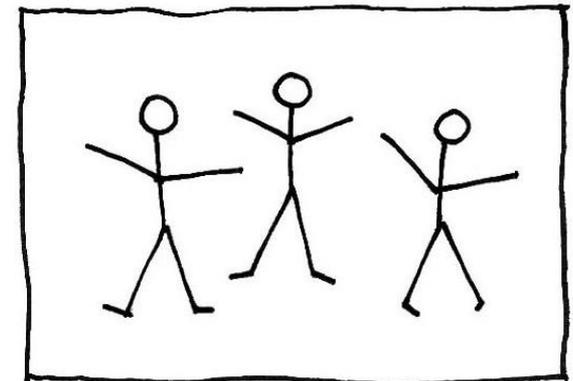
ICON: team carries leader



HERO: leader carries team



TEACHER: come along

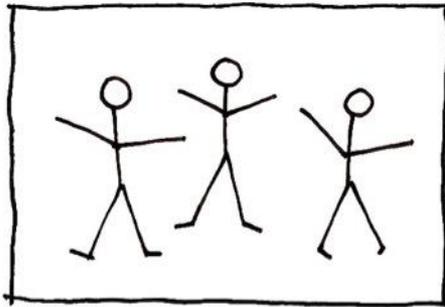


LEAGUE: team of leaders

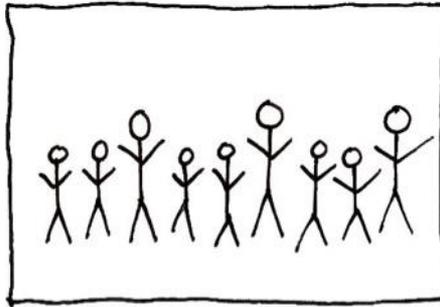
Consistency and predictability
add to the odds of success.

Different styles work best in
different circumstances given:
timing, talent, mission, etc.

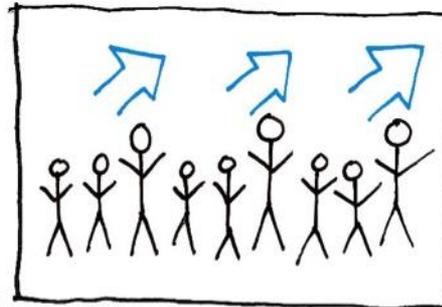
Align leaders for synergy.



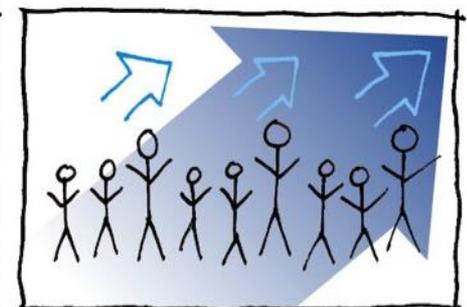
Team of leaders



Each leader has **aligned followers.**



Each leader's team is pulling in the **same direction.**



Team of aligned teams all pulling in the same direction creates **a force to be reckoned with.**

Align Leaders for Success



Discussion on teams.

A team is

- A group of people working together to achieve a common goal

- Marathon runners
- US Olympic swimmers, skiers, divers, gymnasts
- Bowlers
- Assembly line workers
- ...

$$\text{Group performance} \approx \sum \text{Individual performances}$$

A team is

A group of people
WORKING TOGETHER
to achieve a common goal

Group Performance >
 Σ Individual performances

A team is

A small number of people (~2 to 25) with **complementary skills** who are committed to a **common purpose**, **goals**, and **approach** for which they hold themselves **mutually accountable**. Katzenbach & Smith 1993: The Wisdom of Teams

Kurt Lewin studied Group Dynamics in the '40s



- Action Research
- Unfreeze-Change-Refreeze
- T-Groups

- Found families eat better when taught about nutrition and left to decide what to eat on their own than if they were told what to eat
- A group exists when people in it realize their fate depends on the fate of the group as a whole
 - A person who has learned to see how much their own fate depends on the fate of the entire group will be ready and eager to take over a fair share of responsibility for its welfare
 - If a group's task is such that members are dependent on each other for achievement, then a powerful dynamic is created

Jack R. Gibb ('40s, '50s) found concern over 4 key things influence the formative process of all groups -- and never go away

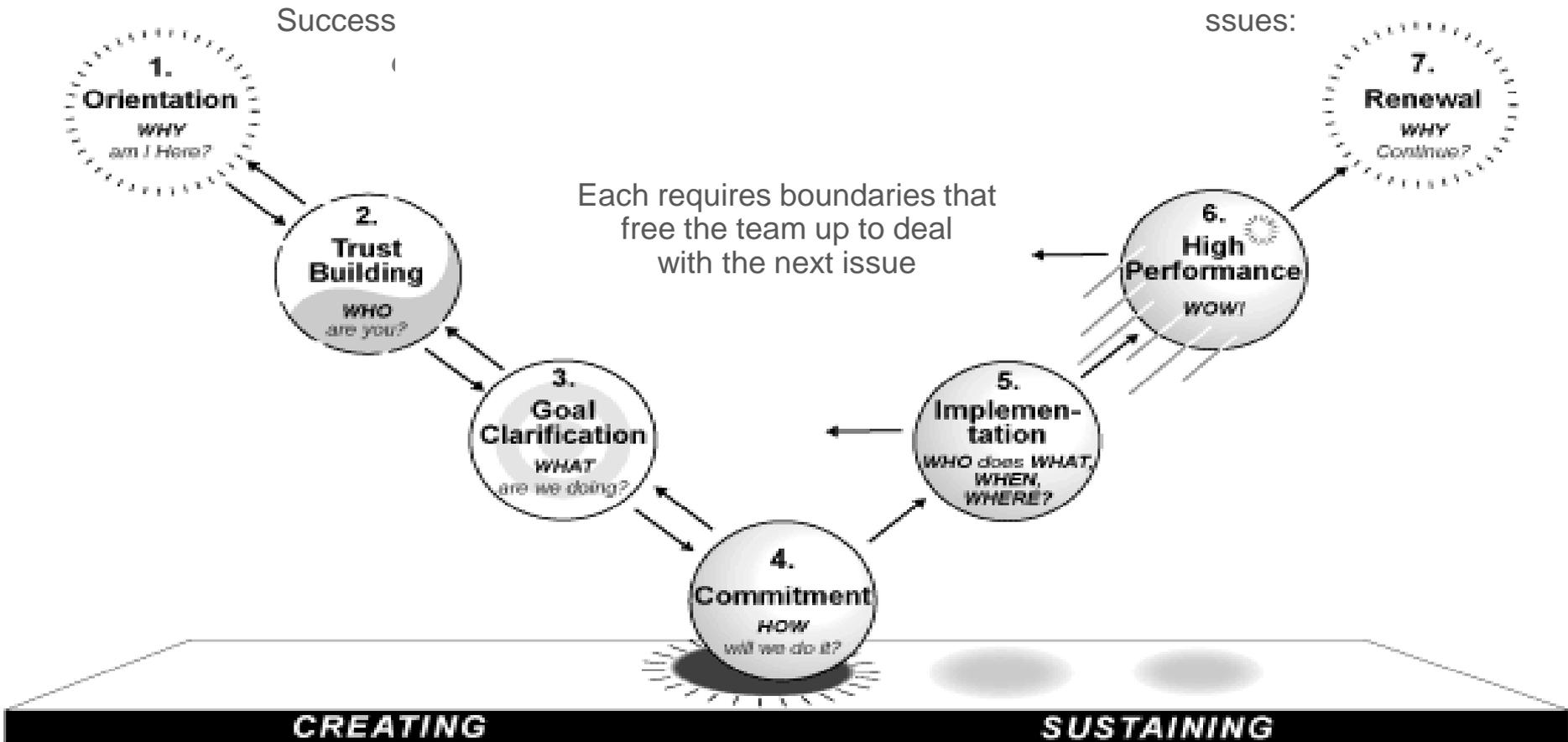
- *Acceptance* of self and others (membership)
- *Data flow* of perceptions, feelings, and ideas
- *Goal* setting, problem solving, decision making, and incentives
- *Control* over activities and their regulation, coordination, and sequence

Arthur Young (invented Bell Helicopter) developed Process Theory (early 30s) and said...

- The unifying theme across all science is not about forms and structure...
- It is about *process*
- We must appreciate the constant dance between:
 - *freedom and constraint*
 - order and disorder
 - entropy and negentropy
 - certainty and uncertainty

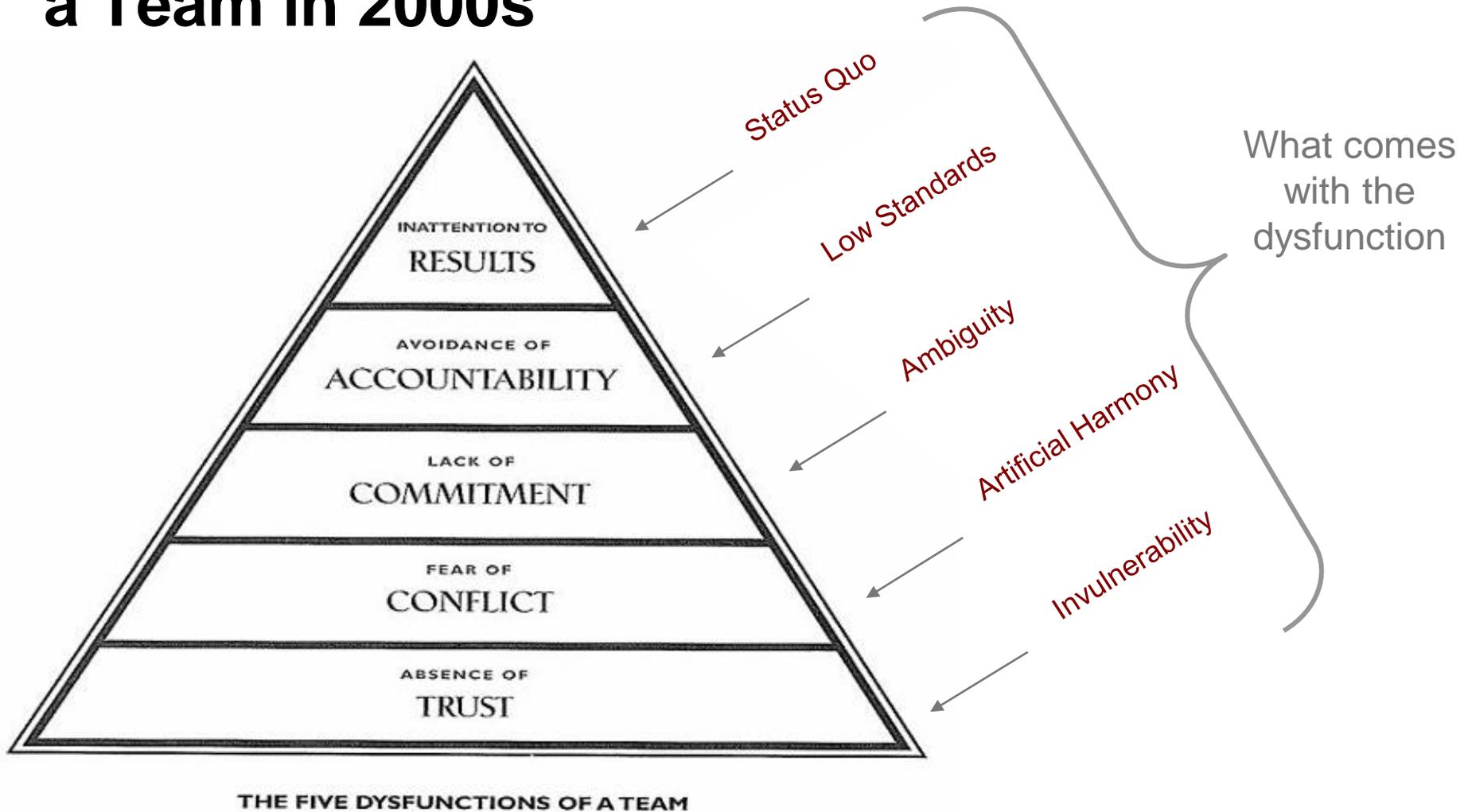
Gibb + Young => Drexler & Sibbet ('80s)

Drexler /Sibbet Team Performance™ Model



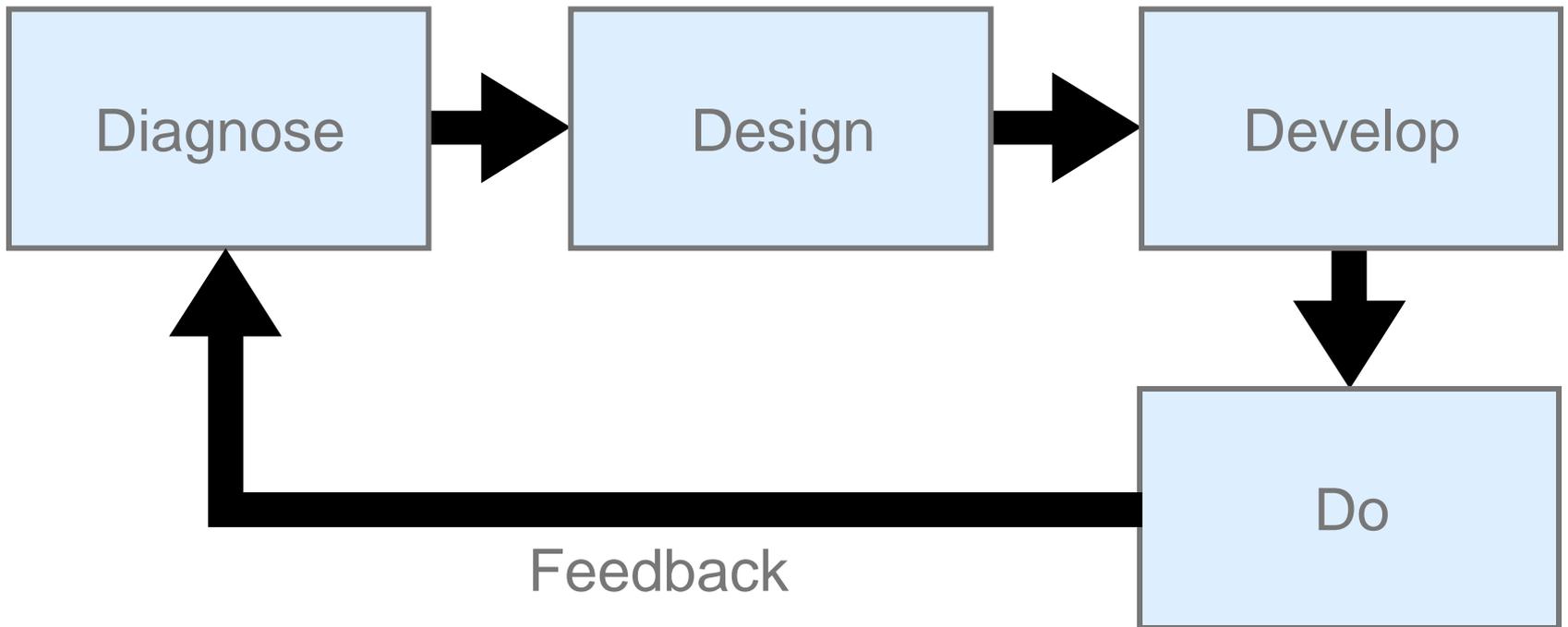
9.3 TP Model ©1995-2003 Allan Drexler & David Sibbet

Patrick Lencione—The Five Dysfunctions of a Team in 2000s

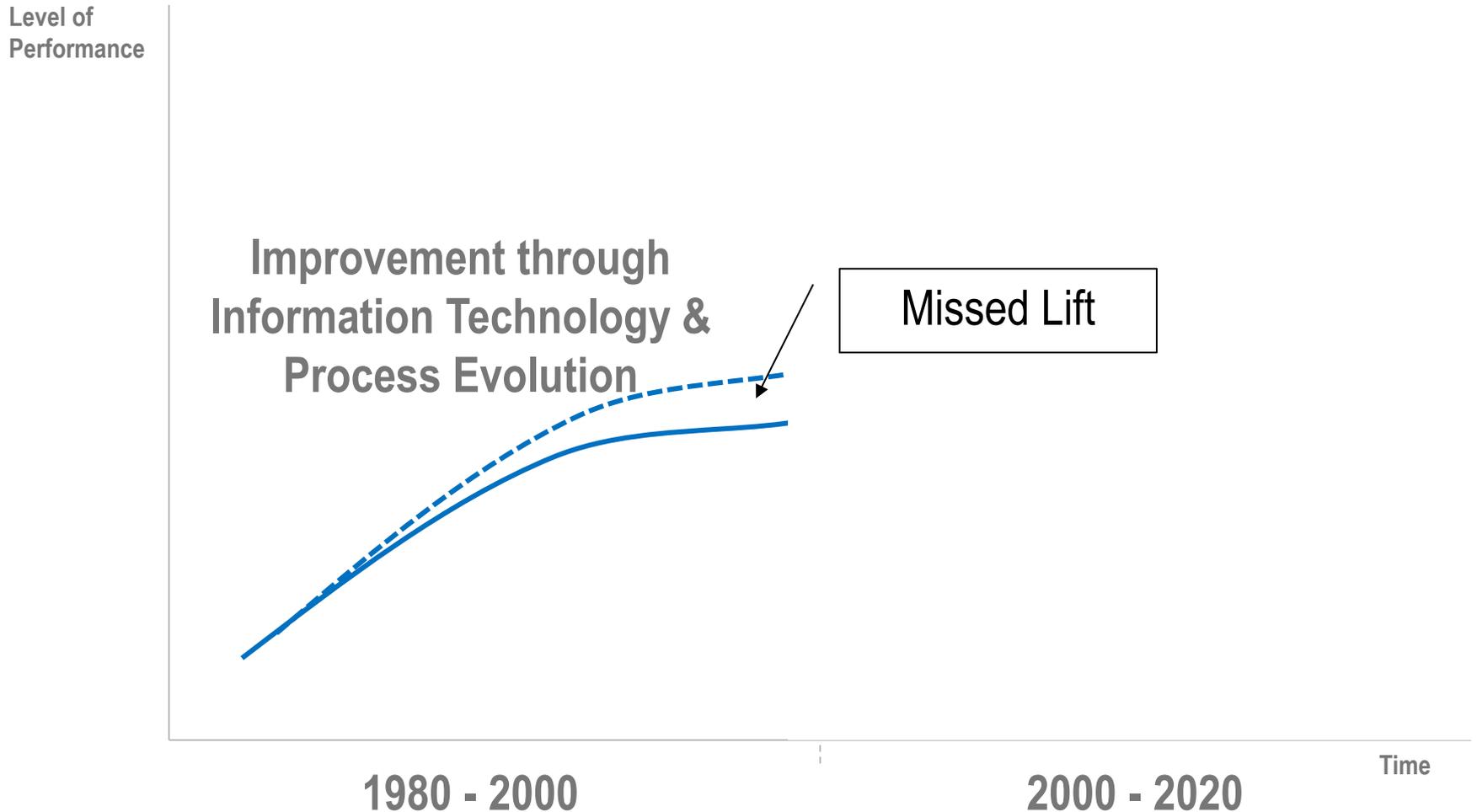


Organization Development Model

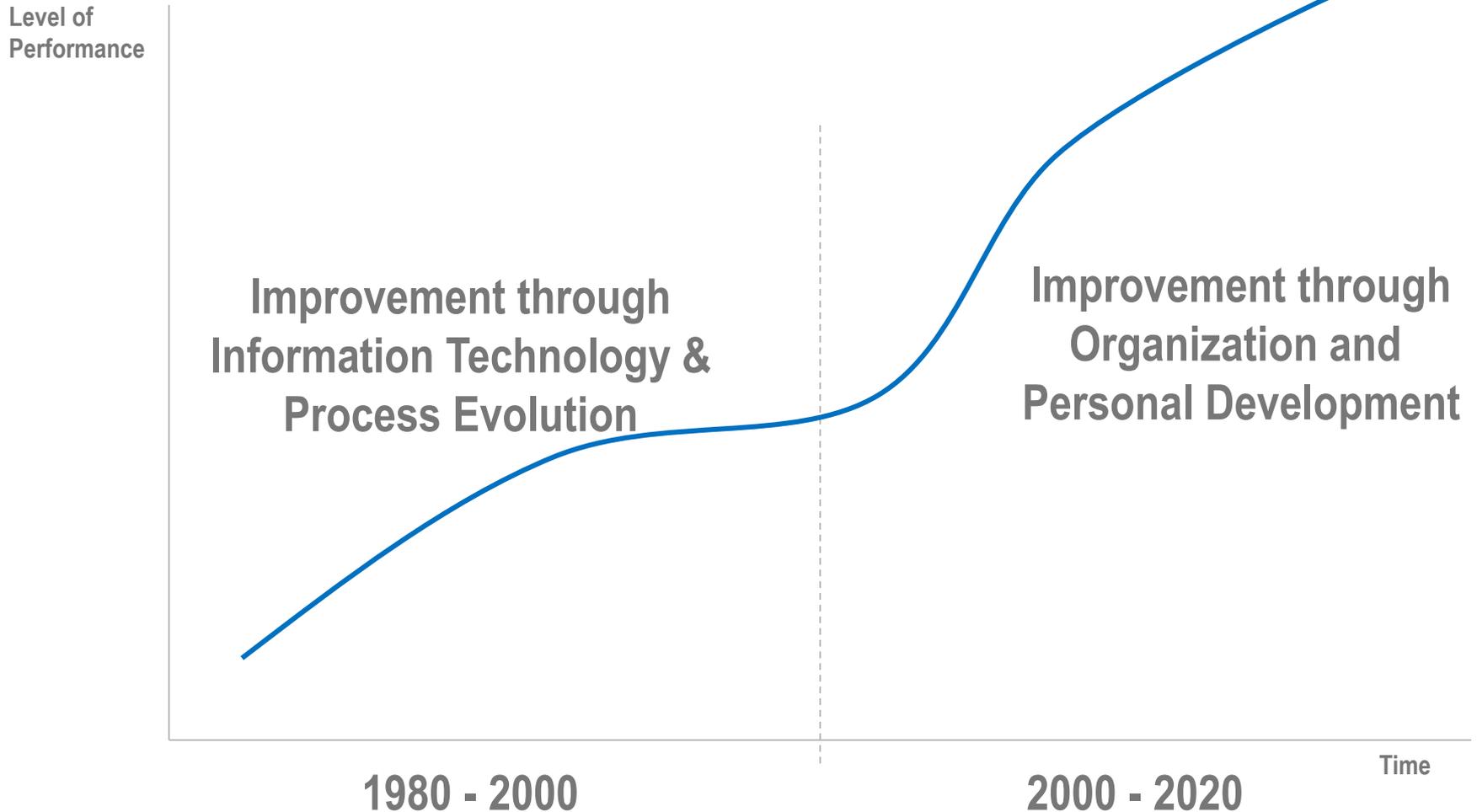
Most start to Develop and Do much too soon



Performance Lift Comes from Different Sources in Different Eras



Performance Lift Comes from Different Sources in Different Eras



There are some things we can do in light of this

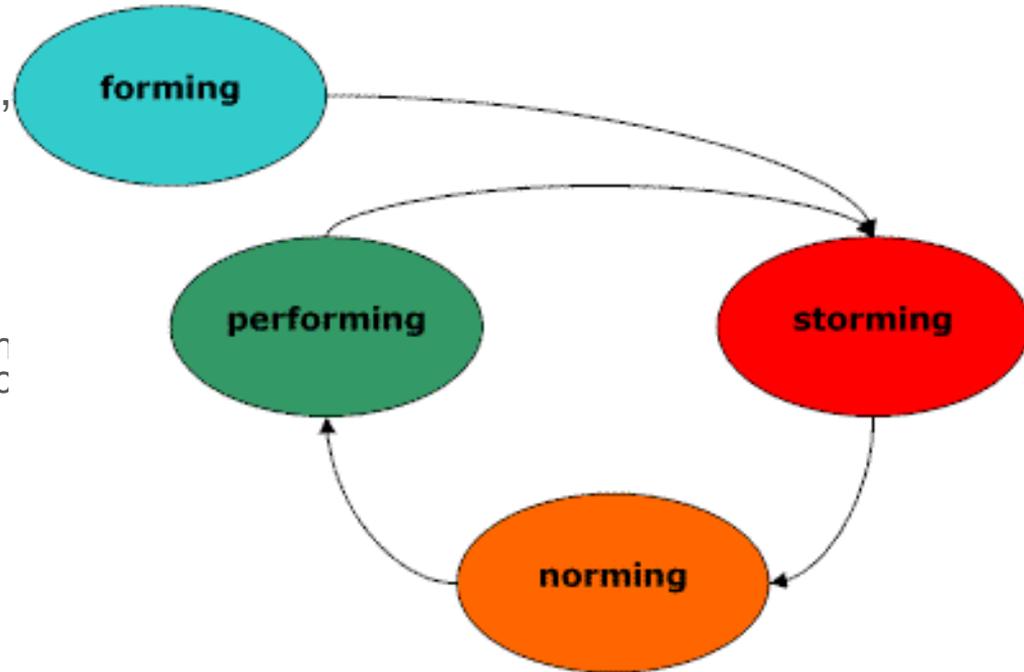
- Work **ON**, not just **IN**, your team; read up on these team frameworks and use one to talk to members about where you are and how it is going and what you can do to improve performance—*use the simple model on the next slide to get started...*
- Be interested in your team, its status, where it has been, where it is headed, and what might be wise to do next in order to improve performance
- Decide the relative importance of individual vs. team performance
- Compare notes with players on other teams to see what they have learned and how they broke through to higher levels of performance
- Consider attending a brown-bag session to further understand these frameworks

The, Forming, Storming, Norming, and Performing model of group development was first put forward by Bruce Tuckman;

'Developmental sequence in small groups'; 1965

A helpful starting point about possible stages or phases within different small groups

- Four stages are all necessary and inevitable in order for a team to grow, face up to challenges, tackle problems, find solutions, plan work, and deliver results.
- Even the most high-performing teams revert to earlier stages in certain circumstances.
 - Even long-standing teams go through these cycles many times as they react to changing circumstances
 - For example, a change in leadership may cause the team to revert to storming as new people challenge existing norms and dynamics of the team.



Originally a summary of existing literature; its longevity indicates Tuckman got it right.

While there may be debates around such approaches to stage theory, and around the need for a model that reflects the flux of groups, there does seem to be some truth in the assertion that small groups tend to follow a fairly predictable path.

Summary of the FSNP Model by stage

- **Forming--Members search for purpose and structure and wonder why they are here and how they fit in:**
 - The team meets and learns about the opportunity and challenges, and then agrees on goals and begins to tackle the tasks.
 - Members tend to behave quite independently. They may be motivated but are relatively uninformed of the issues and objectives of the team.
 - Members are usually on their best behavior but focused on themselves. Mature team members begin to model appropriate behavior.
 - Members get to know one another and make new friends. A good chance to see how each member works as an individual and how they respond to pressure.
 - Supervisors tend to need to be directive because group members are dependent on a leader
- **Storming—Members raise and resolve issues and conflicts**
 - Different ideas compete for consideration. Team addresses issues such as what problems they are to solve, how will members function independently and together and what leadership model they will accept. Team members open up to each other and confront each other's ideas and perspectives.
 - *Storming* issue can be resolved quickly or last forever. The maturity of some team members usually determines whether the team ever moves out of this stage. Immature team members act out to demonstrate how much they know and convince others that their ideas are correct. Some team focus on minutiae to evade real issues.
 - Necessary for growth; can be contentious, unpleasant and even painful to those averse to conflict. Emphasize tolerance of each other and their differences. Can become destructive and lower motivation if allowed to get out of control.
 - Supervisors tend to still need to be directive in their guidance of decision-making and professional behavior.
- **Norming—Members get clear and build trust**
 - Team members adjust their behavior to each other as they develop work habits that make teamwork seem more natural and fluid; agree on rules, values, behaviors, methods, tools and taboos. Motivation increases.
 - May lose their creativity if norming behaviors become too strong and begin to stifle healthy dissent and the team yields to group-think.
 - Supervisors tend to be participative more than in the earlier stages. The team members can be expected to take more responsibility for making decisions and for their professional behavior.
- **Performing—Members know what to do, do it, and do it well**
 - Members function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. Members are interdependent, motivated, knowledgeable, competent, autonomous and handle decision-making without supervision. Dissent is expected and allowed as long as it is channeled through means acceptable to the team.
 - Supervisors are almost always participative. The team will make most of the necessary decisions.

Discuss, debate points raised

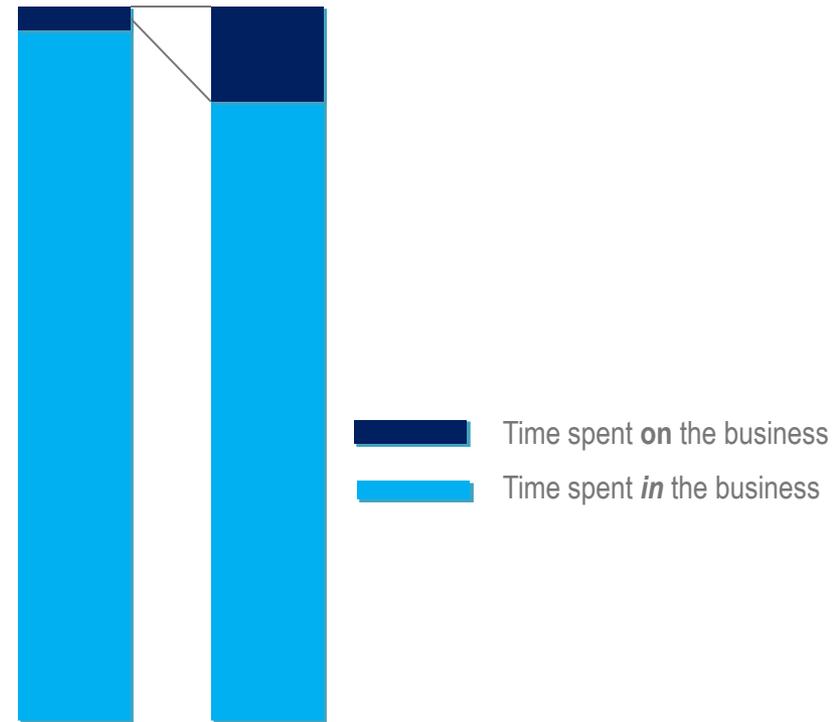
- If the leader surrounds herself with people like herself who she likes and who have common goals they all may be too tight to see things differently.
- Might the person marginal to that group be the one who sees things differently and who sparks insight and change
- What is the danger of Group-Think vs. Danger of Less Comfort?
- Why does every leader need a group of people that provide outside perspectives, even contrarian ones, that trigger “ahas” and growth?

Cross-Cutting topics

- **Oppositional Concepts**
 - It is lonely at the top
 - Pitfalls of going it alone...and from drinking your own Kool-Aid
 - Don't be defensive; aggressively seek pushback
- **Conscience Use of Self**
 - What Matters to You
 - Know Your Strengths, Know Your Weaknesses
 - Your Leadership Needs and Style (affiliation, achievement, power)
- **Blind spots**
 - Getting too much input and being overwhelmed, paralyzed, or otherwise stuck...at some point you need to ACT
 - Getting bad input
 - Living too long with mistakes

Leaders learn to work more **on**, not just **in**, their business with growth in scale and complexity

- Vast majority of leader time is on highly-leveraged **do**, **sell**, and **grow** activities
- With success, growth, and complexity small amounts of time move from getting work done to **building and managing systems to get work done**



Self awareness discussion.

Review Leadership Vision and Dangers of Automatic Pilot

- Even with the best vision and skills you may not get there from here if you are on automatic pilot
- Tune-in to yourself; data is everywhere; to lead well you need to know who you are, how you think, what you fear—the more you know about yourself, the more transparent you can be—weaknesses, strengths, how you are relative to others, extraverted, introverted, warm/aloof, etc.
- Tune-in to how others experience you—understanding, stressed, self-centered, cool, confrontational, avoidant; ask for feedback
- Knowledge of self, knowledge of how who you are affects others, how they experience you, what they see about you that you do not are all critical to leading well
- Most of this is accessible to you just by tuning-in, being observant, asking people questions

Self-Knowledge

Known to Self

Unknown to Self

Others' Knowledge

Known to Others

Unknown to Others

Self-Knowledge

Known to Self

Unknown to Self

Others' Knowledge

Known to Others

Unknown to Others

Known

Blind

Hidden

Unknown

Self-Knowledge

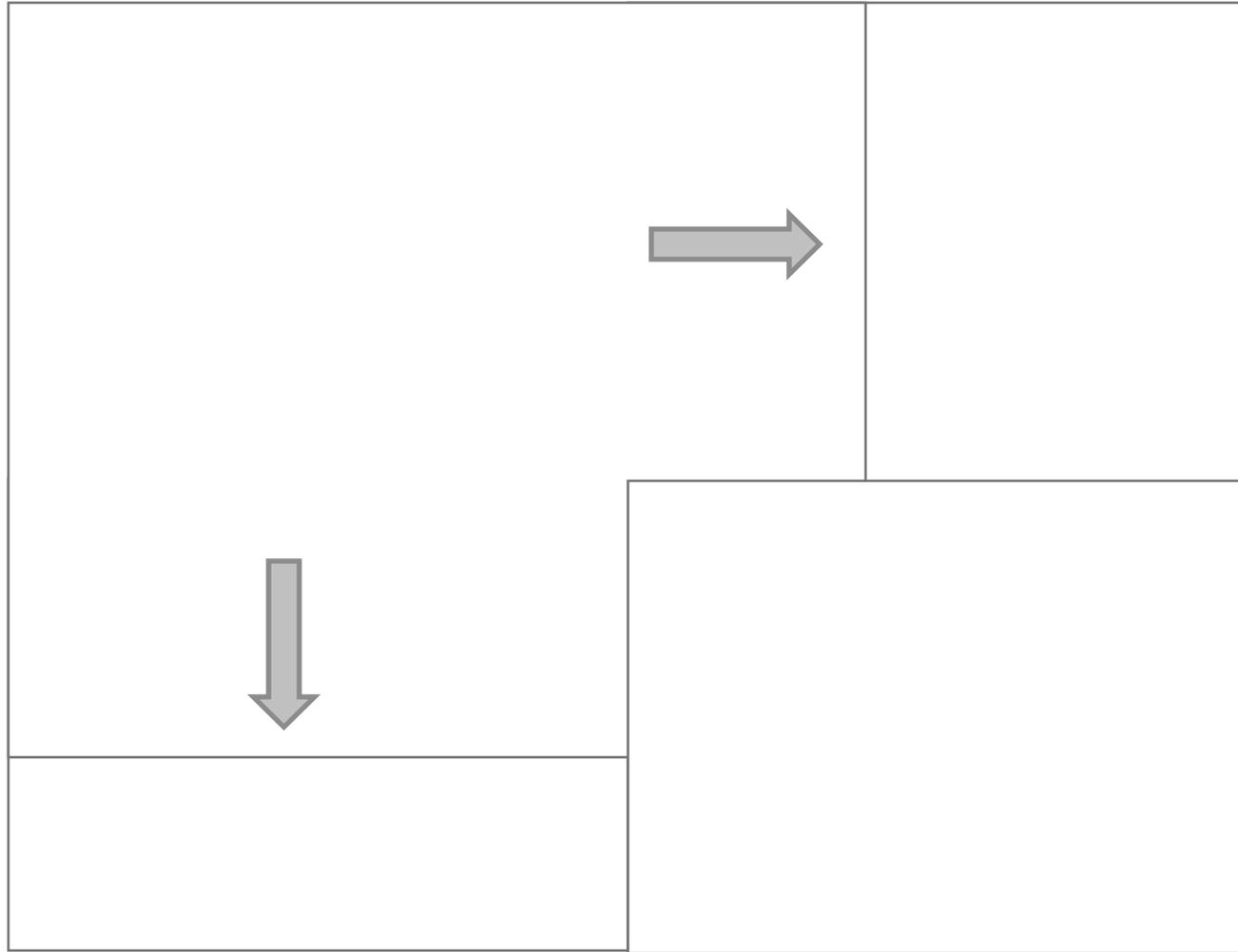
Known to Self

Unknown to Self

Others' Knowledge

Known to Others

Unknown to Others



Your JoHari window

- What did you notice from JoHari exercise?
 - Any surprises?
 - Anything reassuring?
- Are you motivated to do anything different in light of what you saw and from what we have covered so far?

Role clarity and best advice
group exercise.

Write your name at the top of a sheet of newsprint.

- Set up:
 - Under your name write the heading: **Good at:**
 - 1/3 from the top write: **What we count on from you:**
 - 1/2 way from the top write: **Best Advice:**
- Move to the sheet to your right and fill in each section for the person whose name is at the top of the sheet.
- When everyone has finished writing, repeat the previous step until each is standing at the page with their name on it.

Read-out for “Good at”

- Read carefully what is written under your name in the section: **Good at:**
 - What clarifying questions or comments do you have?
 - Do you agree that you are good at the things noted?
 - Are there other things you are good at that seem to be missing?
 - Are there things you are surprised to see listed?
- Each person in turn reads out-loud what is written for them and addresses the questions above;
- Discuss until clarity is achieved and then move on to the next person until everyone has gone.

Read out for: “Count on”

- Read carefully what is written under your name in the section **Count on**:
 - Any clarifying questions or comments?
 - Do you agree that listed items are your responsibility?
 - Is anything you are responsible for missing?
 - Do any of your items conflict with each other or with what is listed for others?
 - Are things listed consistent with what you are good at such that you can be successful doing them and such that your organization is getting highest-and-best use from you and your talents?
- Each person in turn reads out-loud what is written for them and addresses the questions above;
- Discuss until clarity is achieved and then move on to the next person until everyone has gone.

Read out for: “Best advice”

- Read carefully what is written in the section titled: **Best advice**
- For one item listed:
 - Ask for clarification or explanation about what is meant by what is written.
 - Work hard to draw out what others have to say.
 - Do not be defensive in any way. Repeat back what you hear to be sure you got it right. Iterate with the group until you are clear and until they know you are clear about what is being said and until all agree it is time to move on.
- Repeat the previous step for the next person in the group.
- When everyone has gone start again with the next item and repeat until all items have been covered for each person.

Reflect and wrap-up

- What do you notice in this exercise?
- Did you individually, or as a group, learn anything about the role of executives?

Summary

- A fundamental human need is to be known and understood by others.
- The first two steps help each group member to feel known and understood by those on their team which creates the opportunity for a rich flow of information between them.
- The third step builds on and takes advantage of the comfort established in the first two.
- The net result is a deep sense of closeness and connectedness which allows each member of the group to share openly with the others and to be aggressively interested in what others have to say to them.
- The net impact is to increase the group's ability to help each other fulfill their potential individually and collectively.

Thank you.

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