Enter in CHAT a definition of the word TEAM.
A team is more than a group of people striving to achieve a common goal.

Enter in CHAT:
examples of people striving to achieve a common goal where group performance equals the sum of individual performances:

- Marathon runners
- Swimmers, skiers, runners, gymnasts
- Bowlers
- Assembly line workers
- ...

intelliVen
A team is a group of people **WORKING TOGETHER**
to achieve a common goal

The group performance of a team is **GREATER** than
the sum of individual performances.

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
History of Teams
Kurt Lewin studied Group Dynamics in the ’40s

- 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

- Action Research
- Unfreeze-Change-Refreeze
- T-Groups
Jack R. Gibb (‘40s, ‘50s) found concern over four 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 in the 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)

Successful teams progress through dealing with a series of seven issues: orientation, trust, goal, commitment, implementation, performance, and renewal.

Each requires boundaries that free the team up to deal with the next issue.

Drexler /Sibbet™
Team Performance Model
Patrick Lencione: The Five Dysfunctions of a Team in 2000s

The Five Dysfunctions of a Team

- Inattention to Results
- Avoidance of Accountability
- Lack of Commitment
- Fear of Conflict
- Absence of Trust

What comes with the dysfunction:

- Status Quo
- Low Standards
- Ambiguity
- Artificial Harmony
- Invulnerability
How many squares do you see?

- Breakout into individual rooms.
- Quickly count how many squares are in the figure and leave the breakout room.
- Share your answer in a private CHAT to Host.
- Break out again as a team and return when you have a final answer.
- Discuss what you learn from this exercise.
Points illustrated by the box-counting exercise
(see correct answer and key points in the appendix)

• Groups:
  o Drive to better results than individuals
  o Achieve better results by exchanging, sharing, and pooling ideas
  o Teams are more effective than individuals.

• Those (individuals and groups) who use a rigorous or structured approach (e.g., counting boxes by 1x1s, 2x2, etc.) will have better results sooner
The, Forming, Storming, Norming, and Performing model of group development was first put forward by Bruce Tuckman ‘Developmental sequence in small groups’; 1965

• 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.
  o Even long-standing teams go through these cycles many times as they react to changing circumstances
  o 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.

Note: Originally a summary of existing literature; its longevity indicates Tuckman got it right.
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.
Some things teams can do to improve performance:

• Work *ON*, not just *IN*, the team; read about team frameworks and use one to talk to members about where the team is now and how things are going and what can be done to improve performance.

• Be interested in 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 hosting brown-bag sessions to further work on and understand these frameworks.
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
  o It is lonely at the top
  o Pitfalls of going it alone…and from drinking your own Kool-Aid
  o Don’t be defensive; aggressively seek pushback

• Conscience Use of Self
  o What Matters to You
  o Know Your Strengths, Know Your Weaknesses
  o Your Leadership Needs and Style (affiliation, achievement, power)

• Blind spots
  o Getting too much input and being overwhelmed, paralyzed, or otherwise stuck...at some point you need to ACT
  o Getting bad input
  o Living too long with mistakes
Top leaders learn to spend more time **on**, not just **in**, their business with growth in scale and complexity.

- Vast majority of leader time is, and should be, 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**.
Trust Exercise

Personal Histories

**Purpose:** To (gently) set the stage for vulnerability-based trust by giving all a chance to demonstrate vulnerability in a low-risk way.

**Instructions:**
Each person tells the group (in less than a minute):

- Where you grew up
- How many siblings you have and where you fall in the sibling order
- What was the most difficult or important challenge of your childhood

Upon completion, each person says one thing they found out that they didn’t already know.
Trust Exercise

Strengths and Weaknesses

Purpose: To give team members practice and comfort in being vulnerable in front of one another.

Instructions:
Take five minutes to prepare.

Go around the table, and each person list two things:

• One that you are definitely good at.

• One that you think you’re good at but sometimes aren’t positive or wonder if others see it that way.

Go around the other way for each person to list one thing that you:

• Are afraid you might not be as strong as you “ought” to be given your role and responsibilities.

• Are definitely not very good at, and it would be good if you were given your role.
Practice Case: A Leader in Action

- Draw a stick figure of a leader in action.

- Break into: Four mixed groups of participants.

- 15': In leaderless group:
  - 5': Share individual stick-figures of a leader in action.
  - 5': Develop a consensus drawing to share with the full group.
  - 2': Reflect on how your team got as far as it did by this time.
  - 3': Share your consolidated drawing.

- 10': Discuss

OBJECTIVES
Experience:
- Working in a team with no leader.
- Sharing points of view with a group.
- Working in a group to consolidate points of view.
- Learn to manage time to complete tasks in a breakout session.
Discussion

• What is common across figures?

• What is different?

• Any overall observations?

• What did you notice in your group as you produced a consolidated figure?
  o Did any group start by organizing a way to complete the assignment?
  o Did any group not get through the assignment?

• What evidence of leadership was demonstrated?

• How do you now feel about your choice to participate as you did?
The Leader’s Job

Set Direction

Align Resources

Motivate Action
There are many ways to lead.

**SERGEANT:** follow me

**HERDER:** get along

**ICON:** team carries leader

**HERO:** leader carries team

**TEACHER:** come along

**LEAGUE:** team of leaders

**DISCUSSION:** How do most people decide how to lead?
Dancing Guy
Leader responsibilities

The top person, at every stage of evolution, is expected to:

- Set direction, align resources, and motivate action. Said another way, the CEO’s job is to: develop, hold, nurture, communicate, and drive to achieve a vision.
- Keep the mission, long-term vision, and operating status, relative to performance plans, goals, and objectives, clear and visible to stakeholders inside and outside the organization.
- Manage, nurture, and productively employ relationships with outside stakeholders including board members, investors, lenders, partners, donors, advisers, suppliers, community leaders, recruits, and employee families.
- Take care of and deploy organization assets (e.g. people, money, knowledge, data, methods, intellectual property, equipment, etc.) in order to maximize the assets’ contributions to achieve the best possible results.
- Find and develop opportunities for step-function increases in growth, performance, and impact such as new markets, new partnerships, new products, acquisitions, new methods, new systems, new resources, etc.
- Identify and drive what is most important to change next.
- Do what absolutely has to be done that no one else can possibly do, whether it is to resolve critical operating issues, sweep floors, or plug-in the coffee pot!
Everybody wins.

Leaders of any size organization (20 to 200,000) who get a small group (3 to 7) of strong players all pulling hard in the same direction for an extended period can accomplish nearly anything!
Align Leaders for Success

3-7 top execs aligned to accomplish objectives as a cohesive unit:

- with established relationships
- with desire, drive, capacity, and competence
- with complementary skills and compatible orientations
- with instinct and innate drive to work with each other
- who give credit for success to everyone else
- who are driven to grow and empower others over time
Congratulations! You are the new CEO brought in by one of the world’s most prestigious investment firms to work with the management team of a 23-year old, $15M, 100-person company with 23% EBITDA margins. Your explicit mission is to work with the in-place team over the next five years to:

- Turn the incoming COO (who brought the opportunity to purchase the firm to market) into a top-notch CEO.
- Double revenue.
- Increase profitability to mid-30%.
- Pay down $30M in debt.
- Sell for a 3-4X return on their $20M investment.

There is no room for error…everything must go well.

5-days after taking the helm of the organization:

- Its venerable 36-year old CTO, who is the person around whom the firm has been built over the past 12 years, comes into your office at the point of tears.
- She says that it may be best for her to move on because the new 34-year old COO (who created the opportunity for a change in ownership) is inserting himself in work matters that everyone knows are her purview.
- The new COO (an engineer with an MBA from Dartmouth and 10 years experience in management consulting) is not the least bit technical.
- She says what he is doing is embarrassing, disempowering, and that she may just not be needed in the new era.

You cannot afford to lose the CTO. What do you do?
Practice Case
Overrun CTO

• 10’:
  • Form fishbowl group to work in the role of CEO to come up with a definitive answer to “What do you do?” in that moment, then and now; not later.
  
  • Others observe.

• 5’: Observers: Discuss what you saw and offer suggestions.
Possibilities:

- Comfort the CTO; express sympathy.
- Meet separately with the COO and CTO to draw them each out and then decide what to do.
- Bring the COO in and meet with them both now.
- Meet with both later.
- Gather more information.
- Tell the COO to shape up.
- Tell the CTO that you really need her.
- Tell the CTO to buck-up and go fight for what she knows is right.
- Tell the COO and CTO more clearly what you expect from each of them.
Problem with possibilities:

• Leaves the onus for a solution with the leader.

• Temptation is for leader to drive, broker, or otherwise provide a solution as it makes her/him feel powerful, useful, and important.

• COO and CTO may become dependent upon the leader from then on.
Alternate approach:

• Offer a tissue, but do not mention tears; tears suggest the situation is serious and involves anger.

• Ask the CTO:
  o If she has expressed her concerns directly to the COO. Likely she has not.
  o If she thinks she will run into a similar circumstance in any future role.
  o How she thinks an executive she admires would handle the situation.

Explain that she is likely to run into a similar circumstance again and will be a better executive going forward if she learns now how to deal with it powerfully...starting by discussing it with the COO directly and stating what she observes and what she wants.

• When she leaves your office, get word to the COO that it is imperative he hear-out the CTO and work out clear roles and responsibilities between them (e.g., using a RACI chart).

• Follow-up with each separately and both together to be sure they have sorted out who is responsible for what and that they are working well together. Waste time with them together.

• Invite them both to share their experience with others in the organization to use it as a learning opportunity for all.
Role of the leader

Q: What is the role of a leader?

A: A leader sets direction, aligns resources, and motivates action. Another way to say it is that a leader develops, holds, nurtures, communicates, and drives to achieve a vision. Towards that end a leader:

- Monitors and communicates a consolidated view of progress towards achieving the vision.

- Manages the resources of the organization for optimum long-term growth and performance.

- Communicates what is to be done by whom; provides resources and incentives needed to be successful.
Q: What characterizes a high-functioning core leadership team?

A: All the leaders in a successful organization’s Core Leadership Team are very good at different important things; they enjoy working together; they all want to accomplish the same thing and give credit for any success to everyone else.
Conclusion

• **CHOOSE** how to be as a leader.

• Different styles work best given:
  o Mission
  o Resources (people, time, money, space, etc.)
  o Risk
  o Preferences

• *Consistency and predictability* add to the odds of success.
Tips for aligning your organization’s leadership team.

• Assert (rather than facilitate to) a vision.

• Decide:
  o What kind of leader to be.
  o Core competencies needed in top team.
  o Who to count on for what and enlist core leadership team.

• Cultivate leadership team relationships.

• Establish and drive governance process.

• Arrange and promote incentives.
Thank you.
Points of this exercise

• **Groups:**
  - Drive to better results than individuals
  - Achieve better results by exchanging, sharing, and pooling ideas
  - Teams are more effective than individuals.

• **Those (individuals and groups) who use a rigorous or structured approach (e.g., counting boxes by 1x1s, 2x2, etc.) will have better results sooner**
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24 - 1X1s
11 - 2X2s
4 - 3X3s
1 - 4X4
40 squares in total

- 24 1x1s
- 11 2x2s
- 4 3x3s
- 1 4x4