PLAN FOR TODAY

1. Set the Context
   - Your team-oriented concerns & interests
   - Considering your role
2. Difference between “team” & “teamwork”
3. Some “universal” practices
4. Debrief and Summary
MANAGING INDIVIDUALS AND TEAMS TO ACHIEVE GOALS
START WITH THE END (GOAL) IN MIND

1. Determine, clarify, better understand your goals.
2. Identify all of the factors that affect the outcome of your goals, including all of the individuals/teams, that affect the goals.
3. Take responsibility for influencing these factors.
START WITH THE END IN MIND

Take a few minutes in groups of two or three to:

1. identify an important goal or **outcome** for your lab,

2. identify all of the factors that affect the outcome of your goals, including **all of the individuals/teams**, that affect the goals
EXAMPLE

Accounting Manager: “I can’t get people to submit their information on time.”
Me: “What information?”
AM: “The information I need for the report.”
Me: “What report?”
AM: “The report I need to get to my managers before the 5th of the month.”
Me: “So, one of your key goals is to complete a report by the 5th of every month?”
AM: “Yes”

Goal: To complete a report?
How about: To supply decision makers with timely and accurate information needed to make effective decisions?
THEN, THINK ABOUT YOUR ROLE IN ACHIEVING THAT END (GOAL)

Manager

An employee who works with and through other employees to achieve organizational goals.

- Rules, procedures
- Structure
- Culture

Manager

Performance Mgt

Other Employees

Goal
YOUR PERSPECTIVE IS CRITICAL

1. Serve the needs of the employees (Q12).
2. How you perceive the employees matters.

Stanley McChrystal: “Listen, learn... then lead”
March 2011, Ted Talk

Attribution Bias
Manager makes sure that employees work with and through other employees to meet organization goals.

1. Expectations are clear
2. Necessary materials and equipment are supplied
3. Employees have opportunities to do things that fit their talents
4. Employees receive recognition for doing good work
5. A "caring" attitude is felt
6. Employees are encouraged to development
7. Employee opinions are sought/heard
8. Employees' importance toward achieving the company mission is communicated
9. A "team" committed to doing quality work exists
10. Friendships develop
11. Employees' progress is communicated
12. Opportunities for learning and grow exist.

which help produce

Positive performance-oriented outcomes – e.g., Profit, Productivity, Customer Satisfaction, Retention
A Team

One way to assign responsibility for a goal, or structure work associated with a goal (Note: The other option is to assign responsibility for the goal to an individual or responsibility for sub-goals to individuals)

Teamwork
Esprit de corps

A cultural value or core value that can be encouraged regardless of how work is structured or responsibility assigned.
“THE ENDURANCE ENTERS THE WEDDELL SEA’S PACK ICE —’A GIGANTIC AND INTERMINABLE JIGSAW PUZZLE,’ WROTE EXPLORER ERNEST SHACKLETON. A VETERAN OF AN EARLIER ANTARCTIC ADVENTURE, HE HOPE D TO LEAD AN EXPEDITION ACROSS ANTARCTICA ON FOOT.”

December 7, 1914
MEN WANTED

for hazardous journey, small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful, honor and recognition in case of success.

Ernest Shackleton 4 Burlington st.

MEN—Neat-appearing young men of pleasing personality, between ages of 21 and 40 to work...
A Team

One way to assign responsibility for a goal, or structure work associated with a goal (Note: The other option is to assign responsibility for the goal to an individual or responsibility for sub-goals to individuals).

Teamwork

Esprit de corps

A cultural value or core value that can be encouraged regardless of how work is structured or responsibility assigned.
LET AN INDIVIDUAL'S OR TEAM'S READINESS DRIVE YOUR ACTION

1. First, discover what the team is “ready for” (empathy: Roman Krznaric 2:55-5:45)
2. Then, take action.

Activity: Matching your actions to a team’s “stage of development”.

University of Idaho
“Anything we’re trying to make happen as a leader involves other people, and the fact is, most people don’t have to follow us. They don’t have to believe in our great ideas, buy our great products, or do what we want them to do. Even when we have authority...our power doesn’t go very far without others believing that what we want them to do is in their best interests. How do we know what’s truly in someone else’s interests?”

Become the other person: See through their eyes, think with their mind.

Empathy is the most powerful leadership tool – Ginny Whitelaw.
SOME UNIVERSAL PRACTICES

• “Purposing” versus “Telling”
• Developing Cohesiveness
• Managing Meetings

Dirty Dozen, Ocean’s Eleven or The Italian Job, not Apollo 13
PURPOSING EXAMPLE FROM PROJECT MANAGEMENT

1. What is wrong with the existing **situation**?
2. How will things be better **when done**?
3. What are the **performance criteria**?
4. What is the **scope** of the assignment?
5. What are other **constraints**?
6. Who is the **sponsor**?
7. Who is the **project manager**?
8. What **authority** is being given?

A different example from Simon Sinek’s Ted Talk, **September 2009**
BENEFITS OF PURPOSING

Helps build a common or shared understanding of:

- why we are here.
- what we want to accomplish.

Helps establish members’ interest or commitment to the team.

Helps team members’ read each others’ minds and the minds of the manager.
SOME UNIVERSAL PRACTICES

- “Purposing” versus “Telling”
- Developing Cohesiveness
- Managing Meetings
DEVELOPING COHESIVENESS

member proximity

team size

member interaction

competition

Related Concept: **Cooperation**

e.g., Lessons from *Lord of the Flies* & World War I Trenches (*All Quiet on the Western Front*)

Stability/Rules & Interaction
SOME UNIVERSAL PRACTICES

- “Purposing” versus “Telling”
- Developing Cohesiveness
- Managing Meetings
MANAGING MEETINGS

• Don’t waste their time
  • Hold meeting if benefits outweigh costs
  • Start and end on time
• Use an agenda; distribute in advance
• Make sure that everyone’s behavior is “visible”
• Clearly communicate the purpose and ground rules
• Bring chocolate
• Hold back your opinion if you are seeking input
• Assign or play needed roles
• Block the “blocker” roles
• Press for closure
• Summarize main points
SOME UNIVERSAL PRACTICES

- “Purposing” versus “Telling”
- Developing Cohesiveness
- Managing Meetings
Team Effectiveness

should be measured by three outcomes

i.e.

goal completion, social relationships intact, individuals benefited
Q12: MEASURE OF YOUR EFFECTIVENESS

Correlated with retention, productivity, profitability and customer satisfaction.

Q01. I know what is expected of me at work.
Q02. I have the materials and equipment I need to do my work right.
Q03. At work, I have the opportunity to do what I do best every day.
Q04. In the last seven days, I have received recognition or praise for doing good work.
Q05. My supervisor, or someone at work, seems to care about me as a person.
Q06. There is someone at work who encourages my development.
Q07. At work, my opinions seem to count.
Q08. The mission or purpose of my company makes me feel my job is important.
Q09. My associates or fellow employees are committed to doing quality work.
Q10. I have a best friend at work.
Q11. In the last six months, someone at work has talked to me about my progress.
Q12. This last year, I have had opportunities at work to learn and grow.

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Marshmallow Challenge

Build a tall, freestanding tower with an intact marshmallow on top, using:

- 20 sticks of spaghetti
- 1 yard of tape
- 1 yard of string
- 1 marshmallow
- 18 minutes time
Delivering Discipline Effectively

**Reprimand**
1. Identify specific inappropriate behavior; give example; say: “This behavior must stop.”
2. Describe impact or effect of the behavior
3. Ask questions and explore remedies

**Redirect**
1. Describe expected behavior.
2. As if they will comply.
3. Be supportive (e.g., help overcome obstacles).

**Reward**
1. Identify valued rewards.
2. Link rewards to improvement in a timely fashion.