Accelerator

Berkeley Group

East Thames Management Programme

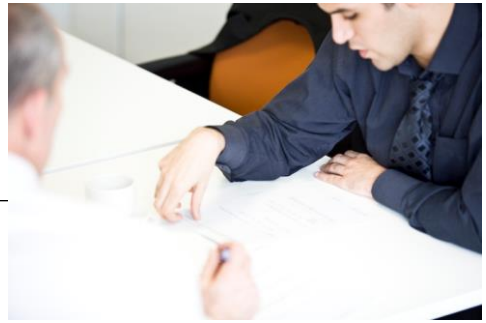
Helping You to Manage Well

Module 2: Developing the Team

DEVELOPING THE TEAM: OBJECTIVES

By the end of the workshop participants will:

- Have the ability to assess and appreciate the needs of others in order to help them reach their potential
- Be able to flex and adapt their own leadership / management style to match the needs of their team
- Apply ways to motivate others through a balance of supportive & directive styles
- Know how to build trusting relationships with team members



AGENDA

Effective teams

•*Understanding what makes an effective and high performing team*

Understanding how people are different

- *Exploring motivation and differences in personality*

LUNCH 12.30-1.30 pm

Leadership styles

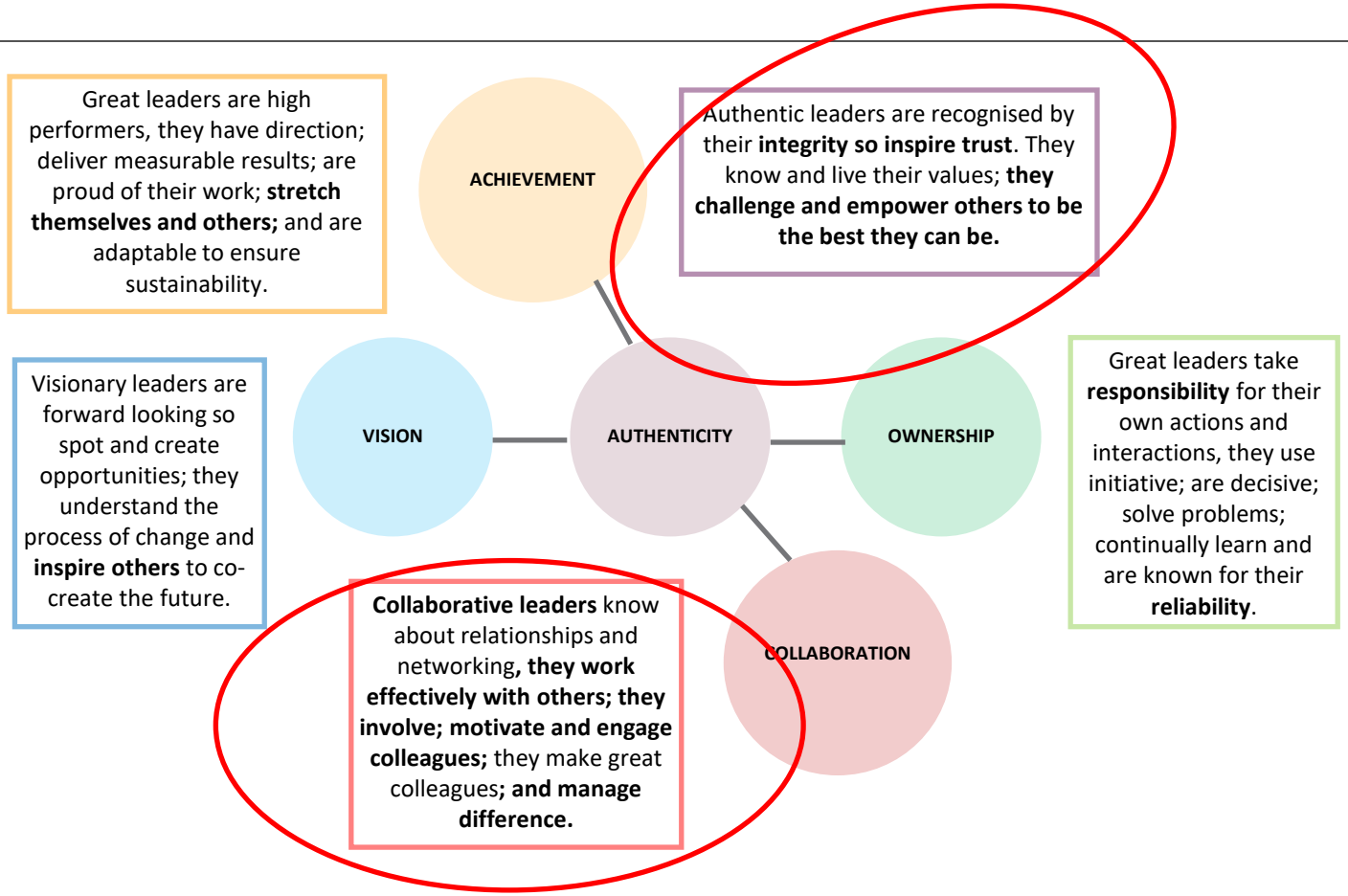
- *How to flex your leadership style to suit the different needs of your team*

Coaching for Growth

- *Working with a model to develop coaching skills*

CLOSE 4.30pm

How we define great leadership



2019 Research

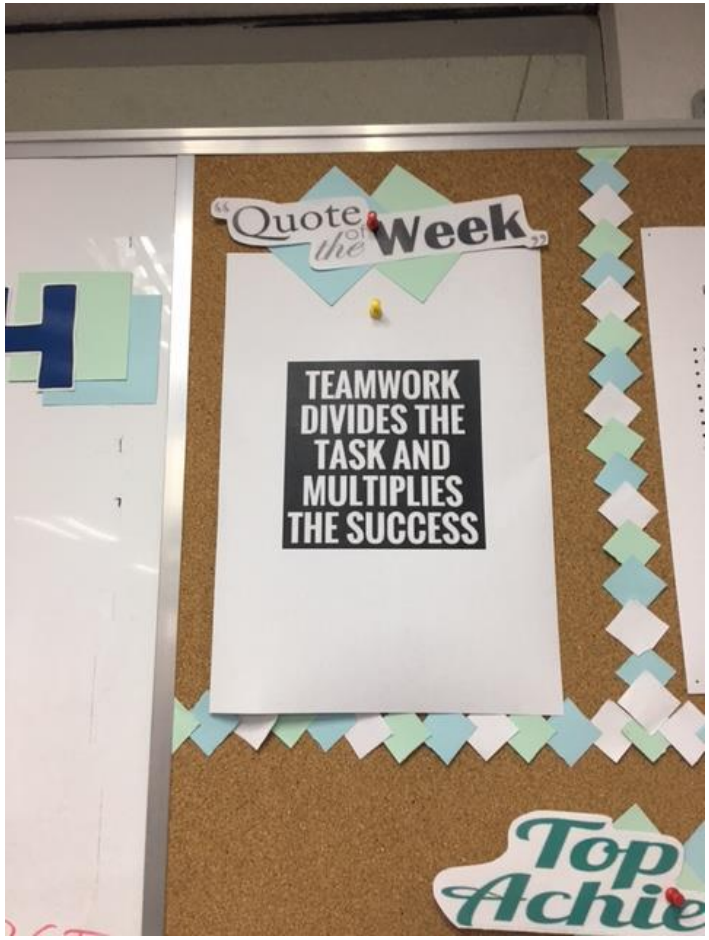
Almost half of UK workers have quit a job due to a poor relationship with their manager, according to Totaljobs.

A quarter of respondents had nightmares about their boss!

TEAMWORK

Why is teamwork important?
How would you recognise a *High Performing Team*?
What can happen to make a team unsuccessful?

TEAM CLICHES!



TEAM STAGES

Forming
•Team members meet each other
•Team members learn about the task
•All team members learn what their roles will be
Storming
•Team members learn how to work together
•Team members learn about other member's abilities
•Leader focuses the team
Norming
•Team starts to work and act together
•Roles evolve into helping the team succeed
•Team members are more likely to express opinions
Performing
•Team members work hard toward goal
•Members are flexible and help each other
•Leader's role is blurred - everyone is focused

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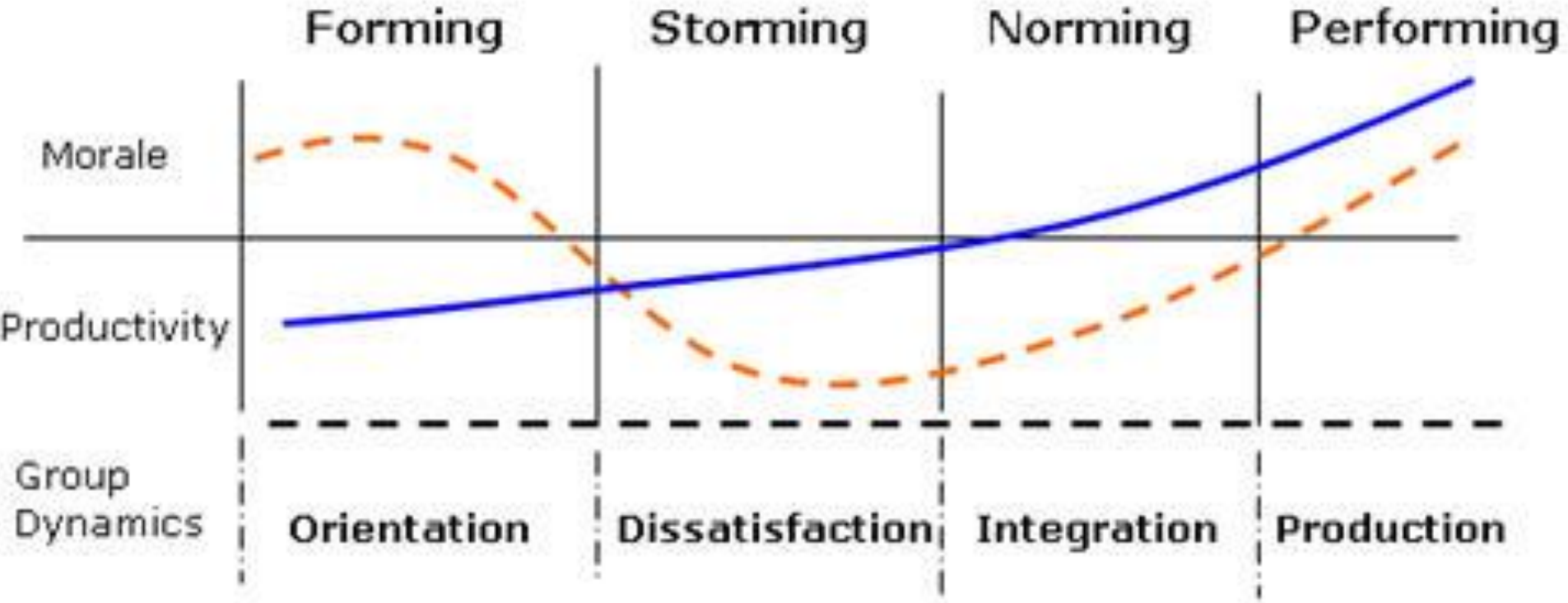
Stages of Team Development



Adopted from: Blanchard Training and Development, Inc., 1998

HELPING THE TEAM DEVELOP (P5-6)

Task Behaviours improve Productivity

Maintenance Behaviours improve Morale

HIGH PERFORMING TEAMS

Purpose
Empowerment
Relationships & Communication
Flexibility
Optimal performance
Recognition & appreciation
Morale

TASK: Assess your own “Team” using PERFORM

√ X ?

The Team Charter

- What is the team to accomplish?
- Why is it important?
- How the team will accomplish it and behave throughout

- **Team Purpose**
- **Critical Success Factors**
- **Team Values/Norms**

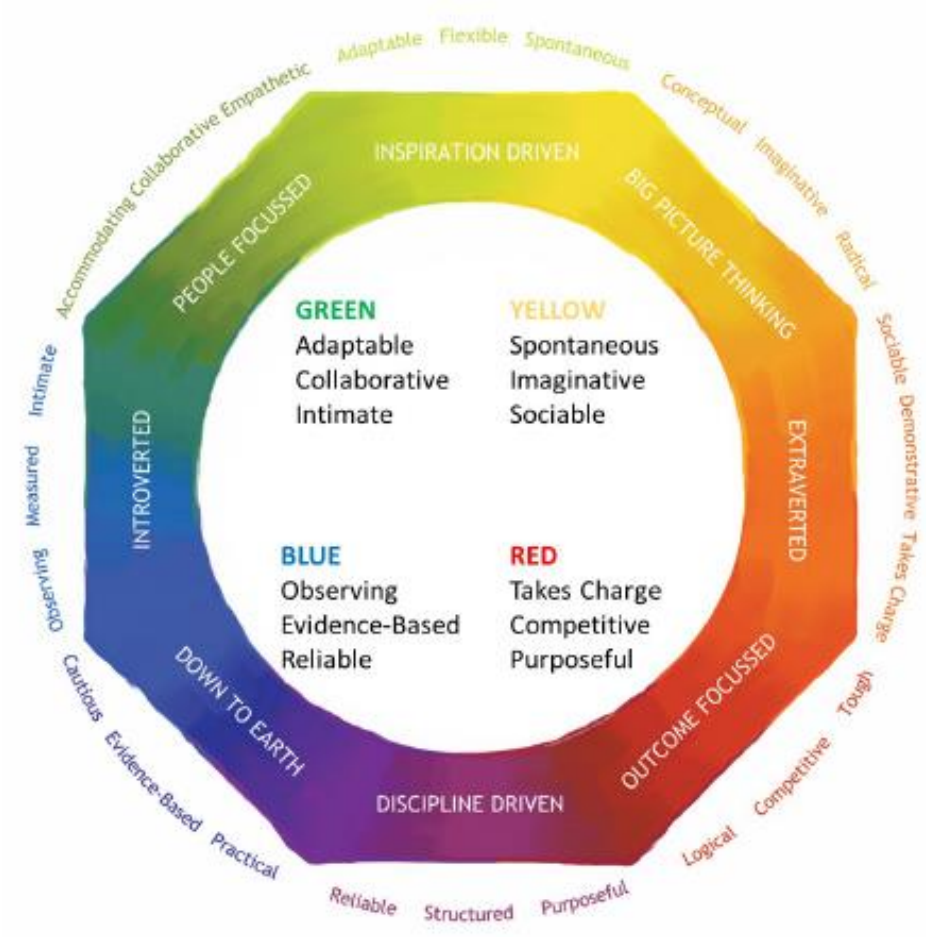
HOW ARE WE DIFFERENT?

- Background/gender/culture
- Capability /Competence
- Motivation & energy
- Learning Style
- **Personality & preferences**
- Etc…

INTRODUCTION TO LUMINA

Let’s play cards!

THE LUMINA MODEL



24 Qualities

Structured

Tough

Sociable

Competitive

Imaginative

Practical

Radical

Purposeful

Collaborative

Demonstrative

Evidence-Based

Measured

Conceptual

Empathetic

Reliable

Logical

Flexible

Intimate

Accommodating

Takes Charge

Cautious

Observing

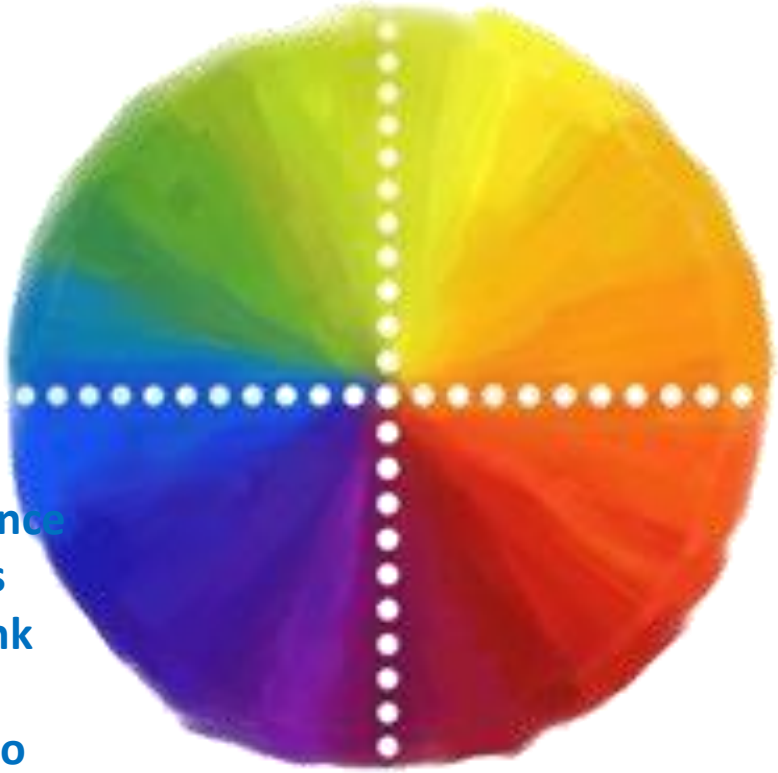
Spontaneous

Adaptable

Flexing your communication

- Keep things low key rather than a hard sell
- Talk about people and feelings to show you care
- Listen with empathy and reassure if needed
- Seek harmony and agreement

- Be positive and enthusiastic
- Ask questions to engage them and build the conversation
- Encourage ideas
- Be open and demonstrate your flexibility



- Provide facts and evidence
- Give detailed responses
- Allow them time to think and respond
- Ask probing questions to fully understand and respond to any concerns

- Appear confident and get to the point
- Focus on the task
- Be logical as well as describing what's in it for them
- Talk in terms of actions and outcomes

THE THREE PERSONAS

Your preferred behaviour – Qualities that feel 'natural' for you to express

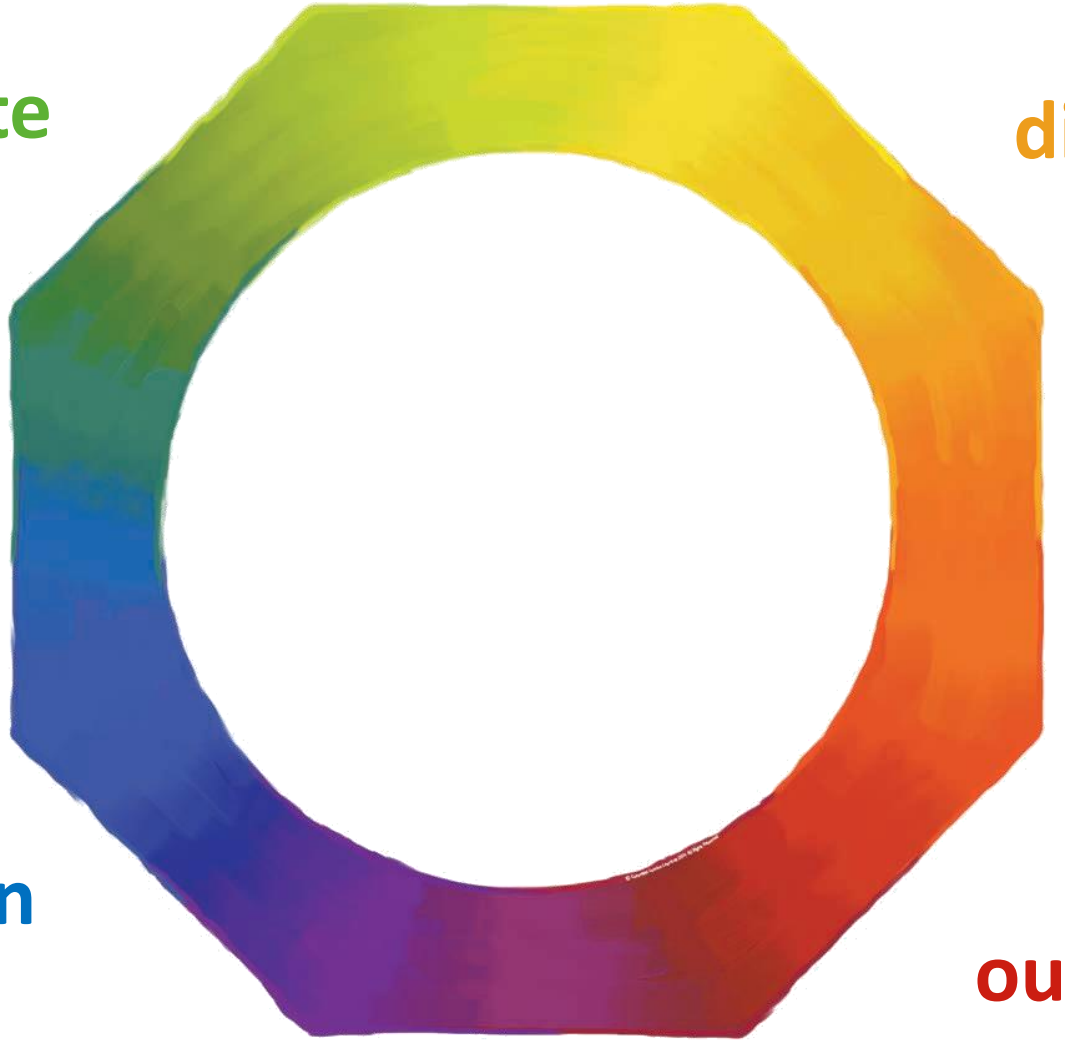
These are the behaviours that you make a conscious effort to use – Qualities you use when you take perceived expectations into account

Your behaviour when you start to draw on a Quality too much – others may consider you are using 'more than enough' of the Quality

LUMINA INTENTIONS: TO HELP DEVELOP THE TEAM

Listen, collaborate

Think differently



Put a plan in place

Speak our minds

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Motivation

JOB WANTS & NEEDS

What do employees say is most important in their job

…Rank from #1 - #10 in order of importance

GALLUP SURVEY – WHAT DO EMPLOYEES SAY?

	FACTORS	MY RANKING	TEAM RANKING
1	Interesting work		
2	Full appreciation of work done		
3	Friendships & interpersonal relationships		
4	Good salary/package		
5	Development & growth within organisation		
6	Feeling of being involved in things		
7	Good job title		
8	Regular stretch and challenge		
9	Job Security		
10	Good working conditions		

HERZBERG'S THEORY

Hygiene Factors

Job Dissatisfaction

Pay
Status
Security
Working Conditions
Fringe Benefits
Policies & Admin Practices
Interpersonal Relationships

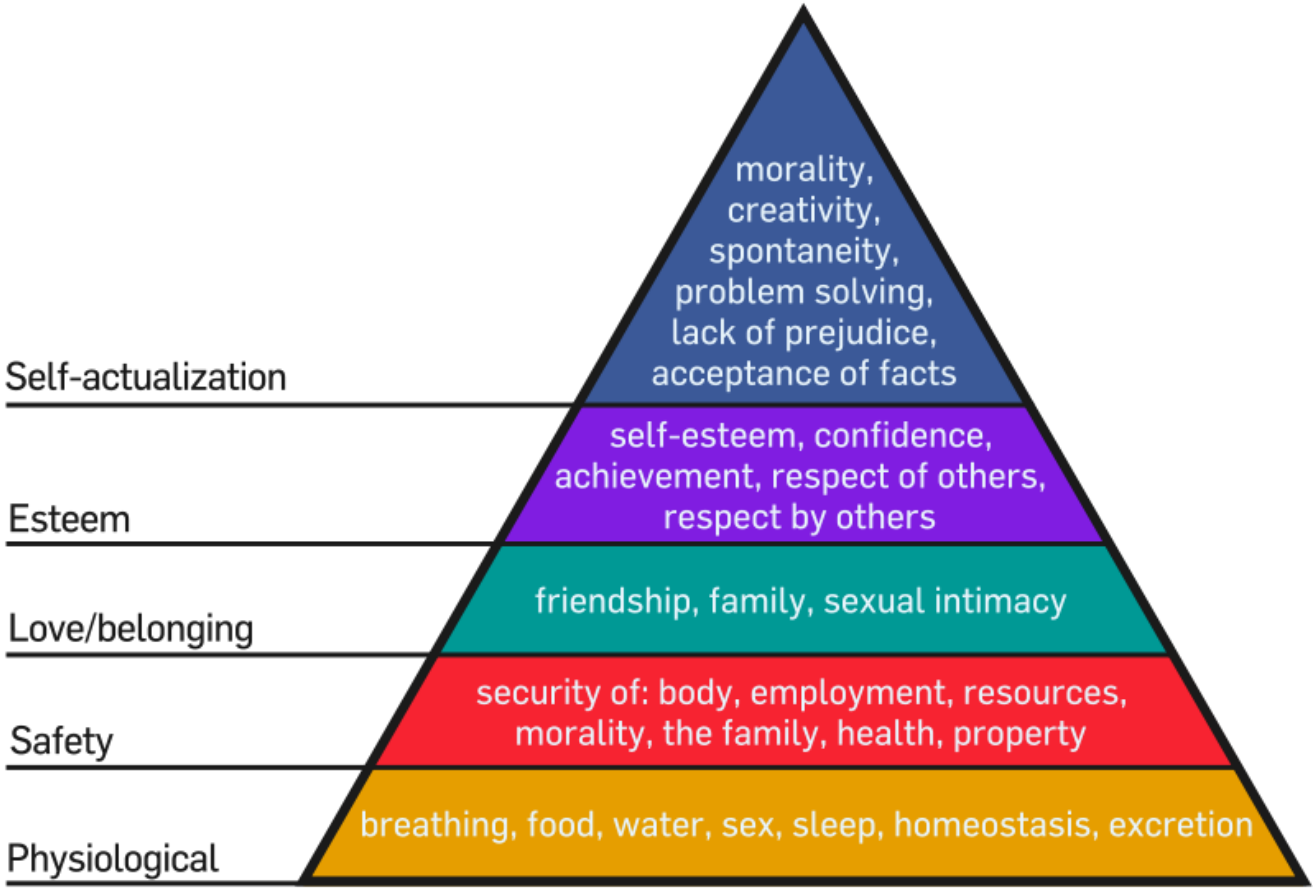
Motivator Factors

Job Satisfaction

Meaningful Work
Challenging Work
Recognition for Accomplishments
Feeling of Achievement
Increased Responsibility
Opportunities for Growth
The Job Itself

What is the most commonly mentioned motivation theory?

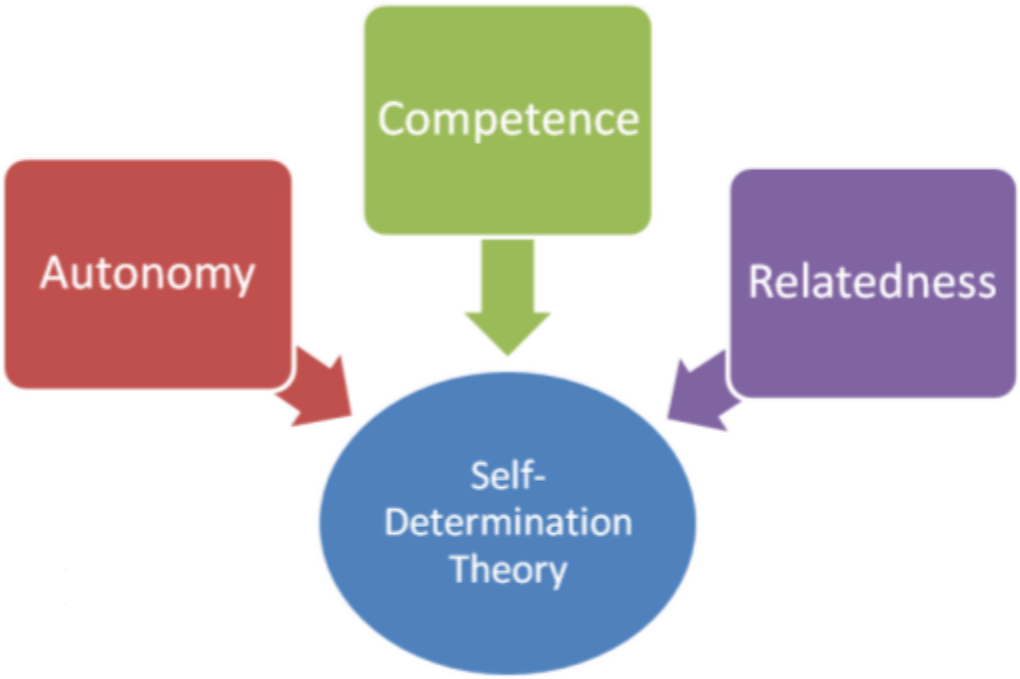
Motivation – Maslow's Hierarchy of Needs



Abraham Maslow, 1943 Human Theory of Motivation (Wikipedia 2011)

Motivation: Self Determination Theory

Deci and Ryan:



THE GALLUP Q12

1	Do I know what is expected of me?
2	Do I have the materials and equipment to do my job?
3	At work, do I have the opportunity to do ‘what I do best’ every day?
4	In the last 7 days, have I received recognition or praise for doing good work?
5	Does my supervisor, or someone at work seem to care about me as a person?
6	Is there someone at work who encourages my development?
7	At work, does my opinion seem to count?
8	Does the mission or purpose of the company make me feel my job is important?
9	Are my fellow employees committed to doing quality work?
10	Do I have a ‘best friend at work?
11	In the last 6 months has someone talked to me about my progress?
12	In the last year have I had opportunities to ‘learn & grow’?

www.gallup.com

SIX LEADERSHIP STYLES

	The leader's modus operandi	The style in a phrase
Commanding	Demands immediate compliance	"Do what I tell you."
Visionary	Mobilizes people toward a vision	"Come with me."
Affiliative	Creates harmony and builds emotional bonds	"People come first."
Democratic	Forges consensus through participa-tion	"What do you think?"
Pacesetting	Sets high stand-ards for perfor-mance	"Do as I do, now."
Coaching	Develops people for the future	"Try this."

The leader *chooses* the style to use depending on the situation and individual

SUPPORTING INDIVIDUAL DEVELOPMENT

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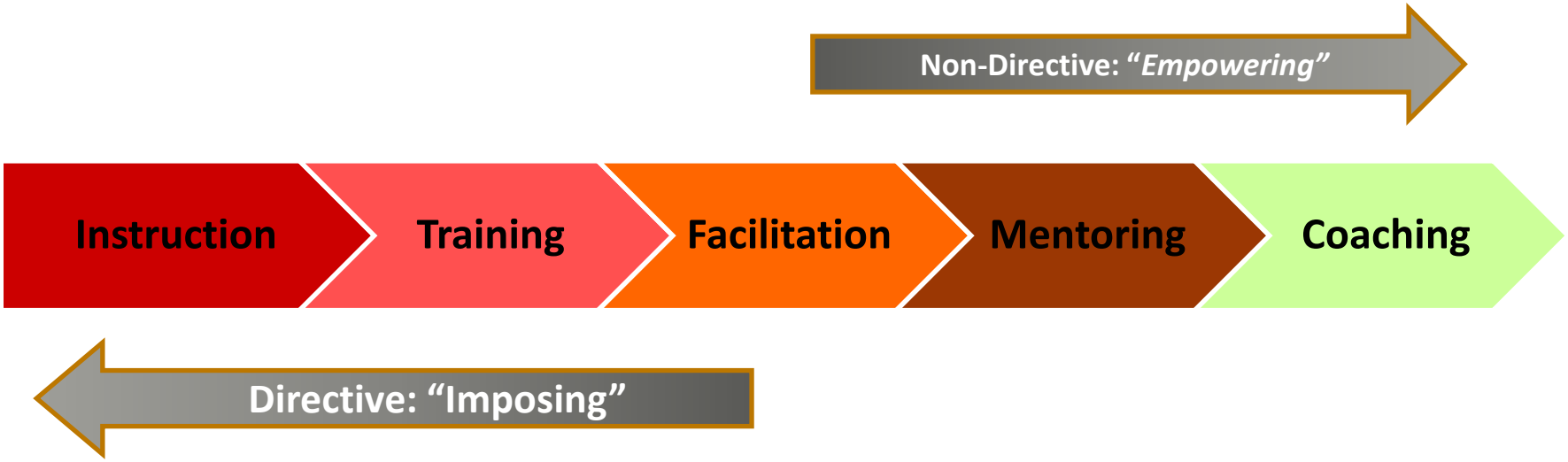
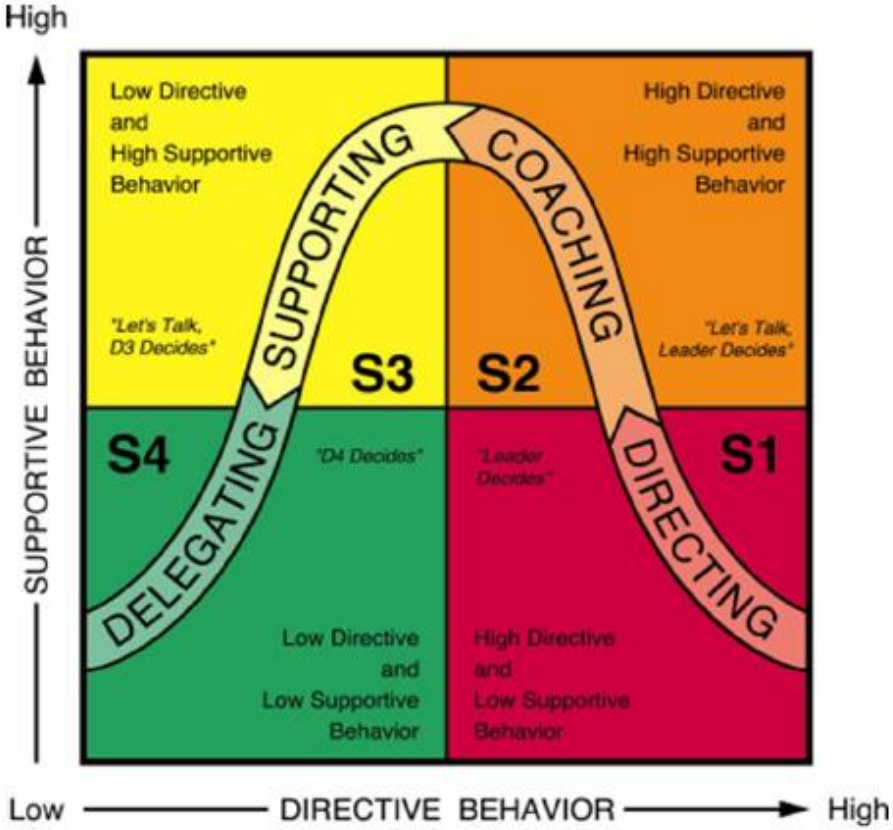
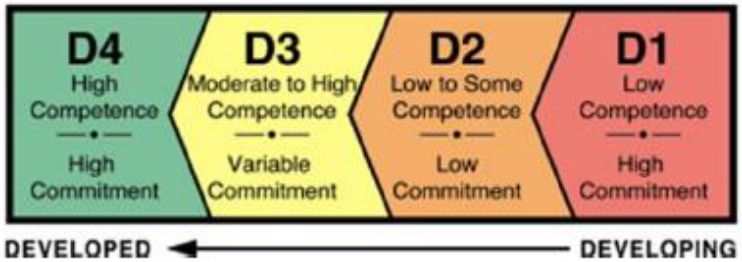
Directive versus Non-Directive approaches



SITUATIONAL LEADERSHIP





DEVELOPMENT LEVELS

I can do this task, but I am not always confident I can do what is required, OR I may not be motivated to do it.	I am learning this task – I have made some mistakes, I am aware of my limitations, I may be frustrated.
Moderate to High Competence / Variable Commitment **D3**	Low to some competence / Low Commitment **D2**
I am able to do this task very well – I enjoy it.	I am completely new to this task, I want to learn and I am optimistic that I will be able to do a good job.
High Competence / High Commitment **D4**	Low Competence / High Commitment **D1**

DEVELOPMENT LEVEL CHARACTERISTICS

D4	D3	D2	D1
Justifiably confident	Self critical	Overwhelmed	Hopeful
Consistently competent	Cautious	Confused	Inexperienced
Inspired/ Inspires others	Doubtful	Demotivated	Curious
Expert	Capable	Demoralised	New/unskilled
Autonomous	Contributing	Frustrated	Optimistic
Self Assured	Insecure	Disillusioned	Excited
Accomplished	Tentative/unsure	Discouraged	Eager
Self-reliant / self-directed	Bored/Apathetic	Flashes of competence	Enthusiastic

LEADERSHIP STYLES

S4	S3	S2	S1
Allowing / trusting	Asking / listening	Exploring / asking	Defining
Confirming	Reassuring	Explaining / clarifying	Planning / prioritising
Empowering	Facilitating self-reliant problem solving	Redirecting	Orienting
Affirming	Collaborating	Sharing feedback	Teaching, showing and telling how
Acknowledging	Encouraging feedback	Encouraging	Checking / monitoring
Challenging	Appreciating	Praising	Giving feedback

COACHING DEFINITION

'Coaching is unlocking a person's potential to maximise their own performance.

It is helping them to learn rather than teaching them.'

Timothy Gallwey

WHAT TO DO WHEN COACHING….

… you listen to content & feeling, summarising to help build understanding

… you *ask questions* which provoke reflection and move the person forward in their thinking

…you observe their tone of voice and behaviours

EMPATHIC/RELATIONAL LISTENING EXERCISE

- Get into your pairs and decide who will talk/listen first
- Talker – talk for 2 minutes about something you feel strongly about/have a real connection with (so that you can talk about facts *and* feelings)
- Listener – after the 2 mins, summarise back:
  - Factual content (briefly)
  - Emotions/feelings expressed: position with "It sounds to me like you feel…" or "What I'm sensing is that you feel…."
- Talker to evaluate the accuracy of the listener's interpretation
- Swap roles and repeat

THE GROW MODEL

Goal

Objective
Agree the coaching goal
Get an understanding of what good would look like
"What would you like to achieve here?"

Reality

Objective
Explore and understand the current situation
"What is going on right now?"
"How do you think you are doing?"

Option

Objective
Allow them to generate different ideas and options
"What are the different ways you could approach the situation / issue?"
"If you could do anything what would you do?"
"If you could start again from scratch what would you do?"

Will

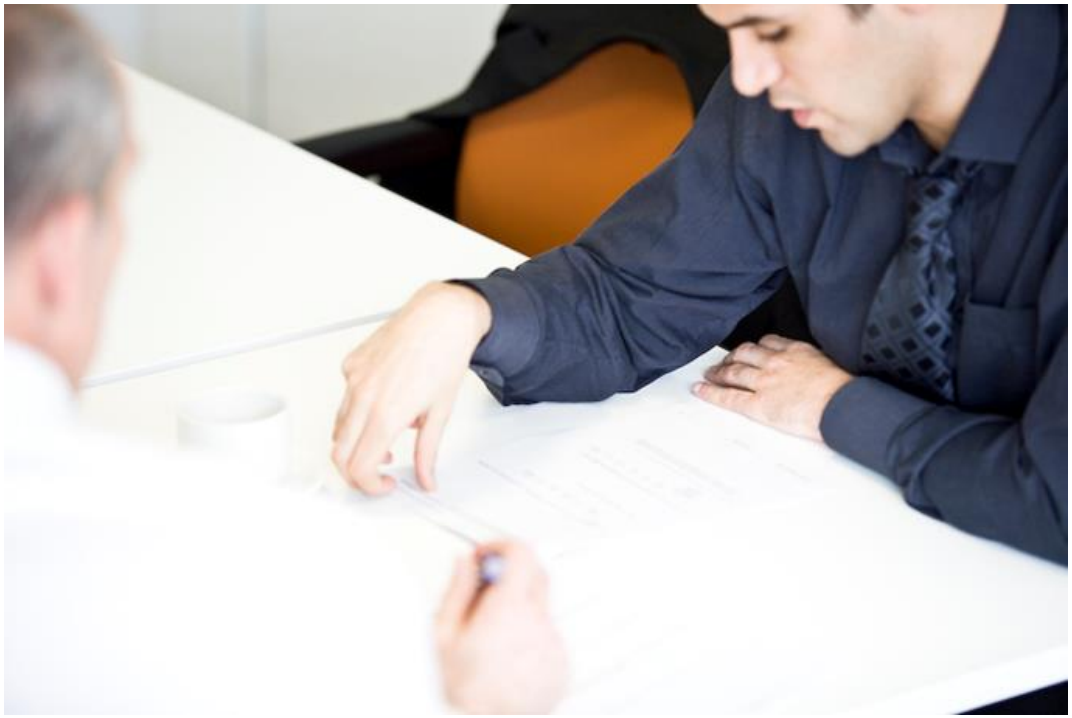
Objective
Clarify what they will do next and by when
"Which of these options are you going to put into practice?"
"Who do you need to communicate this to?"
"When are you going to start?"
"What support do you need to succeed / do this?"

COACHING PRACTICE

- **Your Topic for a coaching conversation:**

  How to put the ideas and insights from "Developing The Team" into practice after today
- **Groups of 2: take turns to be Coach/Coachee**
- **[Observer role to give feedback on how well the coach:]**
  - Listened
  - Tuned in to body language and emotions
  - Used the GROW questions appropriately
- **Take 5 minutes of personal preparation time to prepare for when you will be the coach**

Self Reflection & Action Planning



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