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OUTLINE OF THE BOOK
"CREATING THE HIGH PERFORMANCE TEAM"

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TEAM BUILDING

COURT ADMINISTRATION DIVISION

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TEAM

The team approach must become a management philosophy, permeating the entire work culture rather than an approach that is unusual or out of the ordinary.

WHAT IS A HIGH-PERFORMANCE TEAM

Synergism and High Performance Team

Team - A group who channels their energies toward a common purpose and to accomplish what none of them singly would accomplish.

Synergism - The simultaneous actions of separate entities which together have greater total effect than the sum of their individual efforts.

Eight attributes of the high-performing team

1. Participative leadership - creating an interdependency
2. Shared responsibility - team members feel as responsible
3. Aligned on purpose - sense of common purpose
4. High communications - trust; open and honest
5. Future focused - opportunity for growth
6. Focused on task - keeping meetings focused on results
7. Creative talents - individual talents and creativity
8. Rapid response - identifying and acting on opportunities

Three Phases of Team Development

Phase 1 - Collection of individuals - Phase 1 teams tend to be individual - centered, have individual goals rather than group goals, do not share responsibility, avoid changes, and do not deal with conflict.

Phase 2 - In the second development phase work units begin forming groups. Members develop a group identity, define their roles, clarify their purpose. However, group tends to be leader centered; the leader provides direction, assigns tasks, reviews performance and is the primary focus of communication.

Phase 3 - The final phase, and DIFFICULT to attain is that of an actual high-performance team. A team is able to focus energy, respond rapidly to opportunities, and share both responsibilities and rewards. Teams are purpose-centered; members not only understand the purpose but are committed to it.

I. Participative Leadership: Creating Interdependency

To create a high-performance team requires you to go one step beyond - moving people to being interdependent.

John H. Zenger - In Leadership: Management's Better Half

Defines leadership: "Leaders . . . provide visionary inspiration, motivation and direction. Leadership generates an emotional connection between the leader and the led."

When developing a team you want to create the feeling of interdependence which gives a person the sense of community that can develop between members of a team.

To motivate employees a leader needs to shift toward a participative style of manager versus the strict authoritative styles. The participative leader allows for upward and lateral communication that invokes personal power. People put energy into a project because they want to not because they have to.

Authoritative managers use communication that is downward, in the form of a mandate. People learn to get back at the system by putting in their time but not their energy.

In most instances, leaders who ultimately get power and control are served by doing just the opposite. Effective leaders tend to empower their people, to free them up and to serve them.

II. Shared Responsibility: Whose Job Is It?

Responsibility is important to the success of a team. Each person must be responsible for their work as it fits into the overall purpose. Have you ever been in a situation where you felt absolutely no responsibility. What was your energy level? Apathy, lack of concern for anyone other than themselves. Probably stressed, frustrated, and inefficient.

It is necessary to encourage and promote shared responsibility. Several methods are as follows:

1. Give assignments which require unit members to work together in cooperation to complete a task.
2. Create opportunities for unit members to assist each other in completing tasks.
3. Help unit members to see the unique abilities in each other and to recognize each others limitations.
4. Create a reward system which gives members a greater stake in what the work unit as a whole achieves rather than in what they achieve individually.

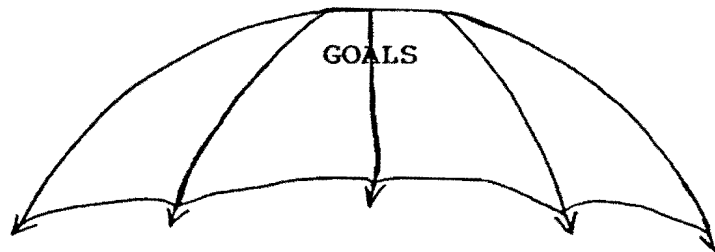
III. Aligned On Purpose: Common Sense of Purpose

A key requirement of high-performance teams is that all members share in the same purpose.

Purpose vs Goal

Goals provide the structure to the purpose.

PURPOSE



Purpose serves at least four important functions of a high performance team in most organizations.

1. Reference from which to set goals and make plans - context for decision making
2. Provides for a unit of measurement of progress
3. Provides a focus for collaboration and shared responsibility
4. Motivator for excellence and high performance

To be aligned on purpose means the group members are committed to the direction and outcome of the group.

This does not mean that everyone is in total agreement with the purpose. It does mean that the group will set aside differences in pursuit of a common purpose.

Developing a Purpose Statement

1. Ask input from team members
2. Incubate the input
3. Write a draft purpose statement and submit it to team members
4. Discuss the draft statement with team members
5. Write a final purpose statement with consensus of the team members
6. Solicit statements of commitment from team members.

IV. High Communication: Trust

Permission, Protection, Potency

Permission - People need to be given permission to assert themselves to take the first step. It needs to be clear to them to share the responsibility.

Protection - People need to feel safe in asserting themselves.

Potency - People also need to feel that sharing a problem will make a difference. Potency here means some action is taken to deal with and resolve the problem.

You want to use communication encouraging behavior when building your team. Six behavior modes that encourage communication.

a. Description - "I see it this way." "How do you see it?" is opening the communication process.

b. Equality - "We're in this together." I am glad we have different viewpoints. Since we are on the same team we have a better chance of covering every angle.

c. Openness - "What do you see as the key issue here?" Let's hear your idea. You're right. That's a better idea.

d. Problem - Orientation, "You know the opportunity, and I'm sure you have the answer."

e. Positive Intent - "Can we go back and focus on our common objective for a moment." Behavior that encourages communication.

f. Empathy - Empathy reflects feelings and respect for the worth of the other person.

V. Focused on the Future: Opportunity for Growth

"The best way to predict the future is to create it."
Peter Drucker

You've looked at some methods to stimulate energy in your work place. This does not mean your staff will want to go along with you. There are two reasons teams become

stuck; one, past experience dictates what a group believes, and two, the team has commonly held beliefs and behavior patterns that hinder high performance.

A. Learned Apathy

"We tried that before, and it didn't work." Also referred to as "no commitment," "wheel spinning," "giving up," "going in circles," or getting "bogged down."

Learned apathy can take on a life of its own, meaning that if people believe they are stuck. Allowing the belief system to go unchallenged is a real danger to any team.

B. Getting Unstuck

1. Recognize - Before you can stop learned apathy, you need to be aware it is occurring. Listen for statements that keep a group stuck.

2. Describe - Once you observe learned apathy, describe to the group what is occurring.

3. Challenge - Once the group is aware of what they have said and describe the consequences, challenge them. Get them to think about why it didn't work or won't work and ask them to give you ideas on making it work or what is required for changes.

C. Norms

Norms can be positive and negative. They allow people to know what is expected, they help maintain order, they eliminate having to rethink every action and provide a sense of security.

However, they maybe negative. They are resistant to change, they may get in the way of peak performance, and they may be engaged in negative norms unthinkingly.

You want to identify both types of norms. One, to take ownership for your own culture, second, raise your awareness of road blocks to high productive teams. Once this is accomplished you must enroll the team spirit. This means creating consequences.

Balance of Consequences

"Wish style" of management will not bring about desired changes. When you expect a group to change, it is necessary to look at the consequences for doing so from the team members perspective.

- What are the positive consequences for doing the desired behavior?

- What are the negative consequences for doing the desired behavior?

- What are the positive consequences for doing the undesired behavior?

- What are the negative consequences for doing the undesired behavior.

Consequences that are personal, immediate and certain are stronger than those that are organizational, delayed and gambled.

Options For Changing Consequences

1. create more positive consequences for the desired behavior

2. remove negative consequences for the desired behavior

3. remove the positive consequences for the undesired behavior

4. increase the negative consequences for the undesired behavior

VI. Focused on Task: Keeping meetings focused on results

- Do members come to meetings prepared?
- Do members participate in meetings?
- Do members stay on track?

Meetings are the responsibility of both the leader and the members of the team.

- Making sure the team knows the purpose of the meeting.

- Creating an environment in which people will participate.

- Dealing effectively with team members when they go off task.

- Establishing positive expectations for team-member behavior.

Purpose - Share the objective of the meeting and, when appropriate, how it fits into the teams common purpose.

Process - Tells them the process will follow.

Payoff - Share how the team will benefit from the meeting. This could include either how the organization will benefit, or how the members will benefit.

Keeping the Team on Task

- Restate specific objectives of the meeting
- Ask task-related questions
- Express your feelings about staying on task
- Ignore off-task remarks - don't reinforce
- Reinforce on-task remarks
- Make summarizing statements when someone starts to wander

VII. Creative Talents: Individual Talents and Creativity

- Do your team members balance idea generation and idea evaluation?
- Is creativity, as well as immediate results, rewarded?
- Does your team think innovatively?

The purpose of this section is not to teach you to be creative, but rather to help you understand what often gets in the way of creativity and how to overcome those barriers.

Limit Thinking

Habits
Self-criticism
Emotions
Patterns of thinking

Limit Participation

Norms and rules
Criticism of others
Intimidation
Combining idea generation with idea evaluation

Creativity is the process of breaking old connections and making useful new connections.

Killer Phrases

Recognize -

- "That's too radical"
- "It's contrary to policy"
- "We must follow the rules"
- "That's not our area"
- "I'm not creative, etc., etc."

Describe

Describe what you hear occurring - avoid defensiveness

Challenge

Remain open and challenge the group to stay creative.

Creative Problem Definition

1. Look at the problem as given
2. Analyze - What is the problem? Whose problem is it? What has been tried?
3. Spark creativity - Use questions to start the team thinking.
4. Generate alternative lists.
5. Definition that best reflects the nature of the problem.
6. Last - continue the problem-solving process.

Guidelines for effective Brainstorming

1. Go for Quantity
2. Limit Time
3. Free Wheeling
4. Write it Down - Capture all ideas as they occur
5. Be Childlike - Children have the wonderful ability to express imagination.
6. Use Humor - It indicates the joyous, spontaneous connection of thoughts to form a pattern.

VIII. Rapid Response:

Are most decisions in your group achieved through consensus?

Is the group bogged down in analytical problem - solving process?

Is there a clear decision - making strategy and process?

"Opportunity - something more people would recognize if it didn't come disguised as hard work."

High-performance teams are opportunistic.

Opportunity Mapping consist of seven steps:

1. State the desired outcome - what you want to accomplish.
2. Search for data - investigate what is being done.
3. Identify characteristics - identify qualities or characteristics you present that allow you to accomplish results.
4. "Com-Pair" characteristics - prioritize
5. Rate existing performance - current performance.
6. Graph opportunities - plot your score
7. Create an Action Plan - what action-
Who? What? How? Where? When?

MAKING IT WORK

You have reviewed the eight attributes of high-performance teams.

1. Participative Leadership - create interdependency by empowering, freeing up, and serving others.
2. Shared responsibility - establishing an environment in which all team members feel responsible.
3. Aligned on Purpose - having a sense of common purpose as to why the team exists and the function it serves.
4. High Communication - creating a climate of trust and open, honest communication.
5. Future Focused - seeing change as an opportunity for growth.
6. Focused on Task - keeping meetings focused on results and sharing responsibility.
7. Creative Talents - removing barriers to creativity and applying individual talents and skills creatively.
8. Rapid Response - identifying and acting on opportunities.

Five Capacities Required for Leadership

1. The capacity to understand the context of one's own actions.
2. The capacity to do something rather than just to be someone.
3. The capacity to take initiative, a feeling that it is always "my turn" a sense of personal responsibility for change, a belief in the possibility of a change before it has actually happened.
4. The capacity to encourage and enhance supportive relationships among people facilitate group decision making and sharing of responsibility.
5. The capacity to educate, to intervene to modify what people want as well as what institutions will accept.

High performance teams recognize and acknowledge each others strengths.