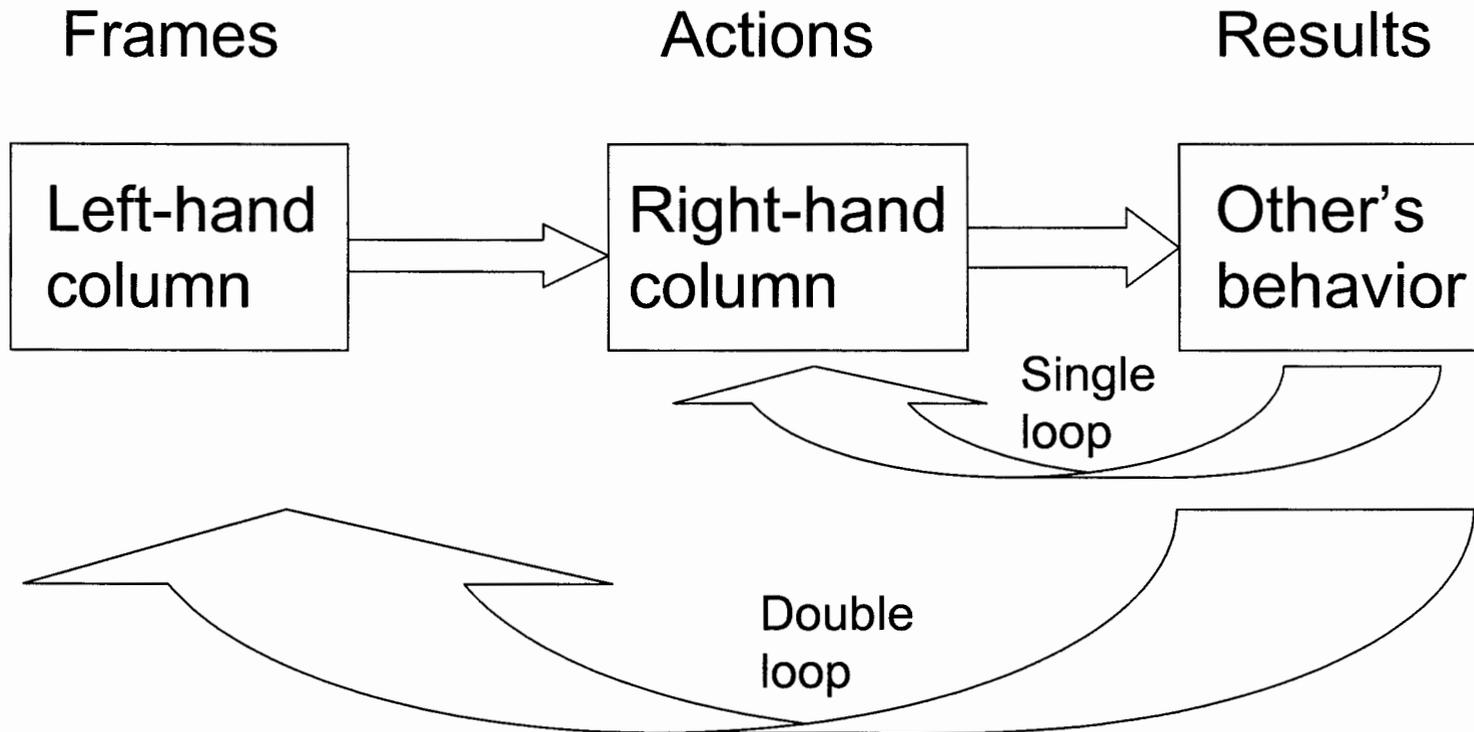
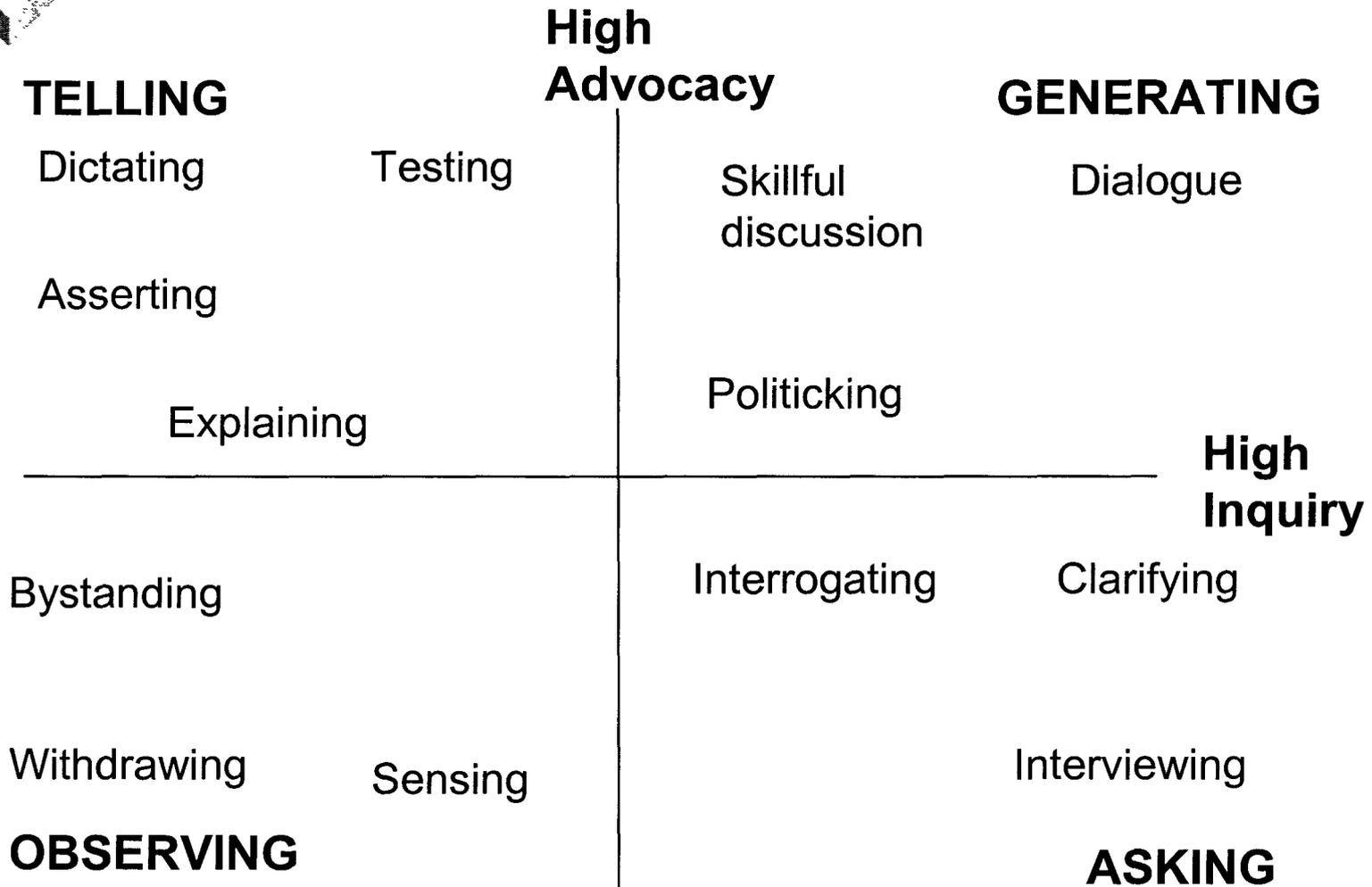


Single vs. Double Loop Learning



Advocacy and Inquiry



Evolution of Dialogue

Bill Isaacs



What Makes a “Good” Team?

Mostly
yes

Mostly
no

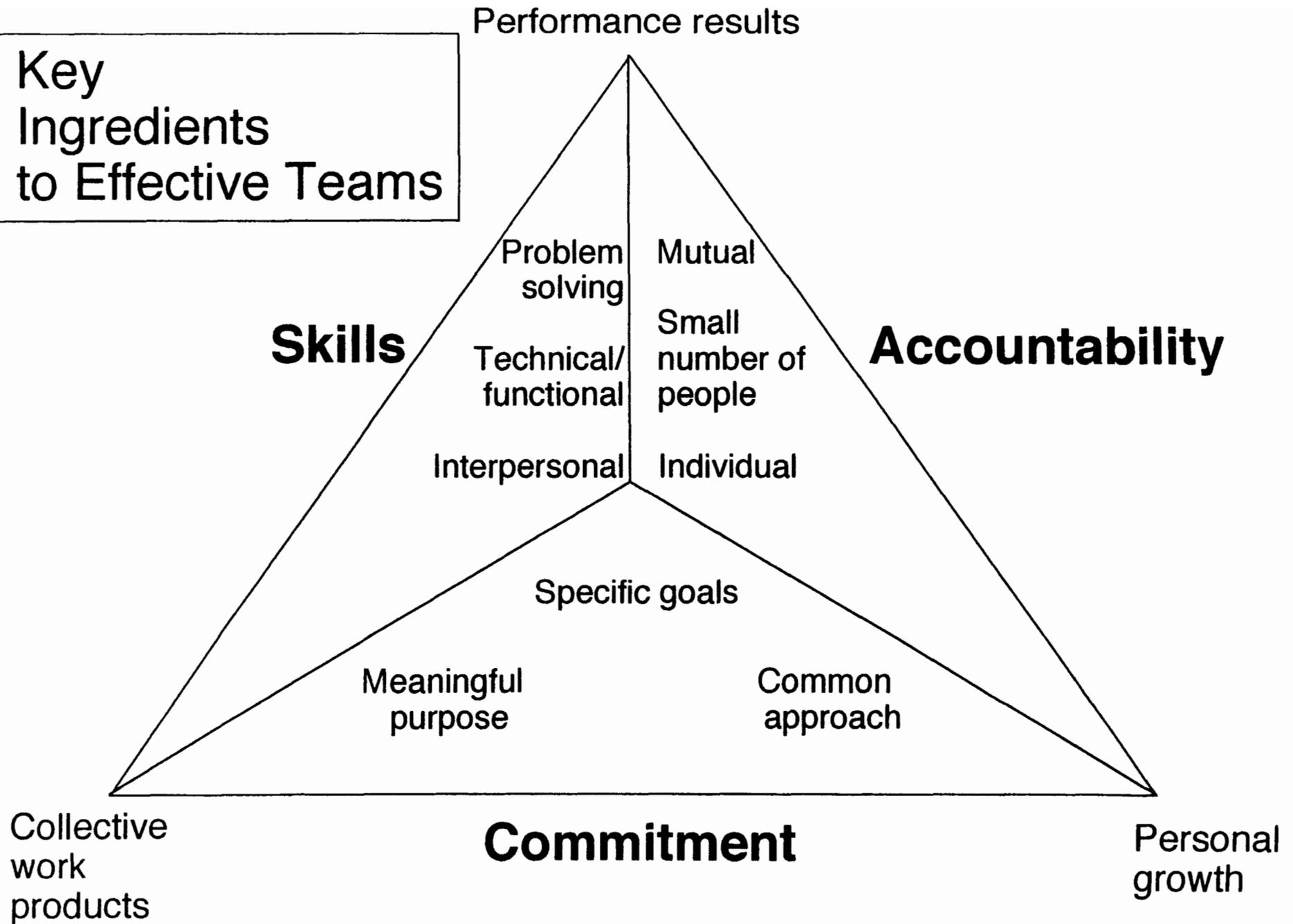
- | | | |
|--|-------|-------|
| There is competitiveness among members..... | _____ | _____ |
| Everyone sticks closely to the point..... | _____ | _____ |
| The team avoids conflict situations..... | _____ | _____ |
| Members rotate leadership functions..... | _____ | _____ |
| Each members gives and receives feedback on feelings | _____ | _____ |
| A detailed plan is suggested for each team meeting..... | _____ | _____ |
| Aggression is openly expressed..... | _____ | _____ |
| Informal subgroups develop spontaneously..... | _____ | _____ |
| Members freely express negative feelings..... | _____ | _____ |
| The overall goals of the team are explicitly stated..... | _____ | _____ |
| Information is freely shared among members..... | _____ | _____ |
| Members’ feelings are considered when tasks are..... | _____ | _____ |
| performed | | |

Team

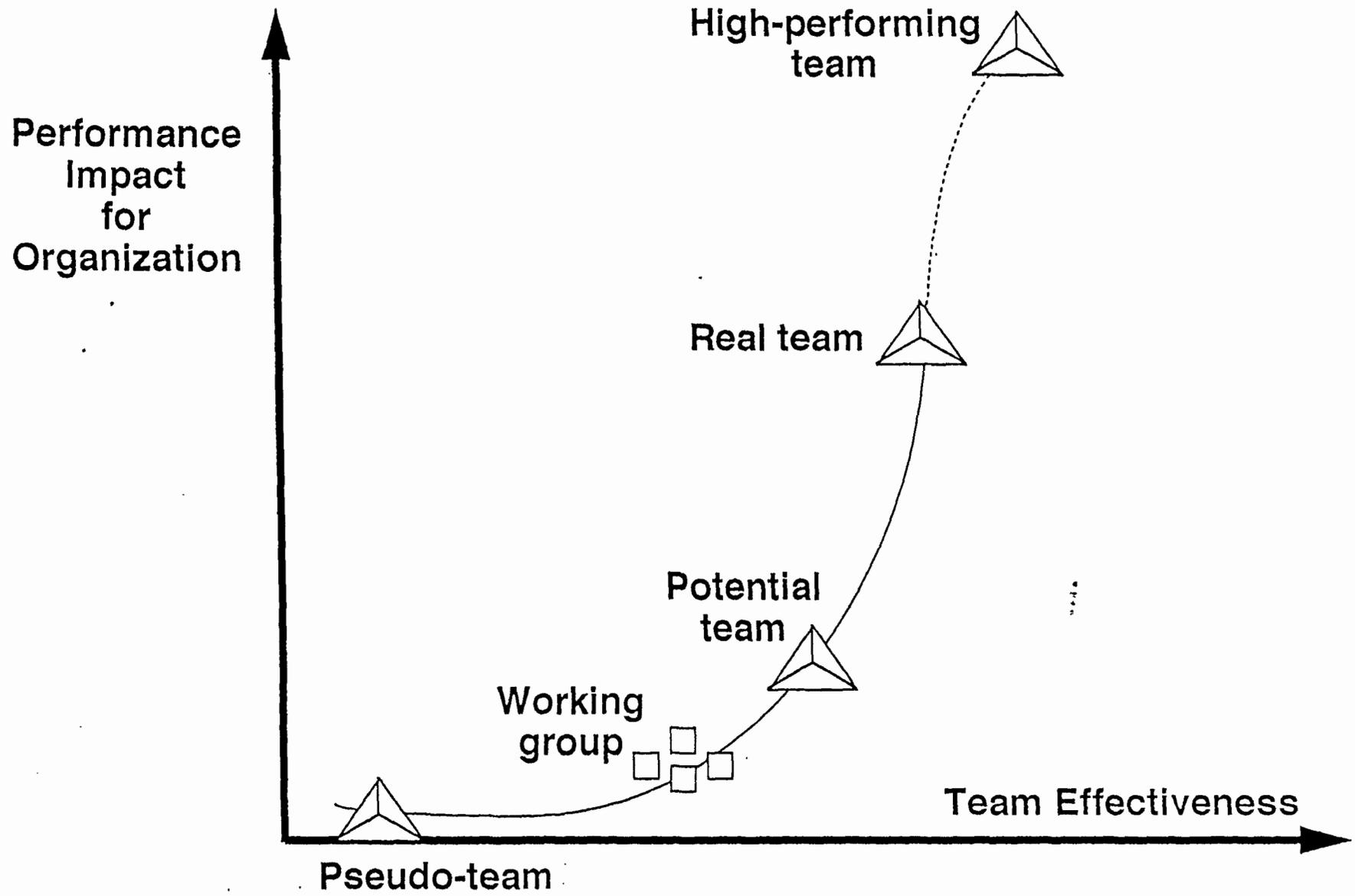
- ❖ A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable.

Katzenbach and Smith, *The Wisdom of Teams*

**Key
Ingredients
to Effective Teams**



The Team Performance Curve



Source: Katzenbach and Smith (1993) The Wisdom of Teams

The Team Performance Curve

- **Pseudo-Team**
 - Common purpose
 - Have a charter
 - No coordinated action
- **Working Groups**
 - No common purpose ... other than to complete the task at hand
 - Focus on individual performance
 - Incremental results
- **Potential Team**
 - Collaborative effort but no mutual accountability
 - Ineffective in overcoming barriers
 - Incremental results
- **Real Team**
 - Complementary skills
 - Commitment to team purpose & performance
 - Mutual accountability
 - Able to overcome barriers
 - Potential for step-change performance impact
- **High Performance Team**
 - Meets all conditions of real teams AND ...
 - Members deeply committed to one another's personal growth

Work Group Work Group Work Group

Task

Relationship

Emotional

Task

Relationship

Emotional

Task

Relationship

Emotional

The GRRRPI Model

G oal:	What is the team trying to accomplish?
R ole:	Who should be doing what to help this team reach its goals?
R esources:	Do we have the resources needed to meet team goals?
P rocedural:	How should we function?
I nterpersonal:	Feelings people should have toward each other.

The Sloan Leadership Model

❖ Catalyzing Action

- leadership is about change and action

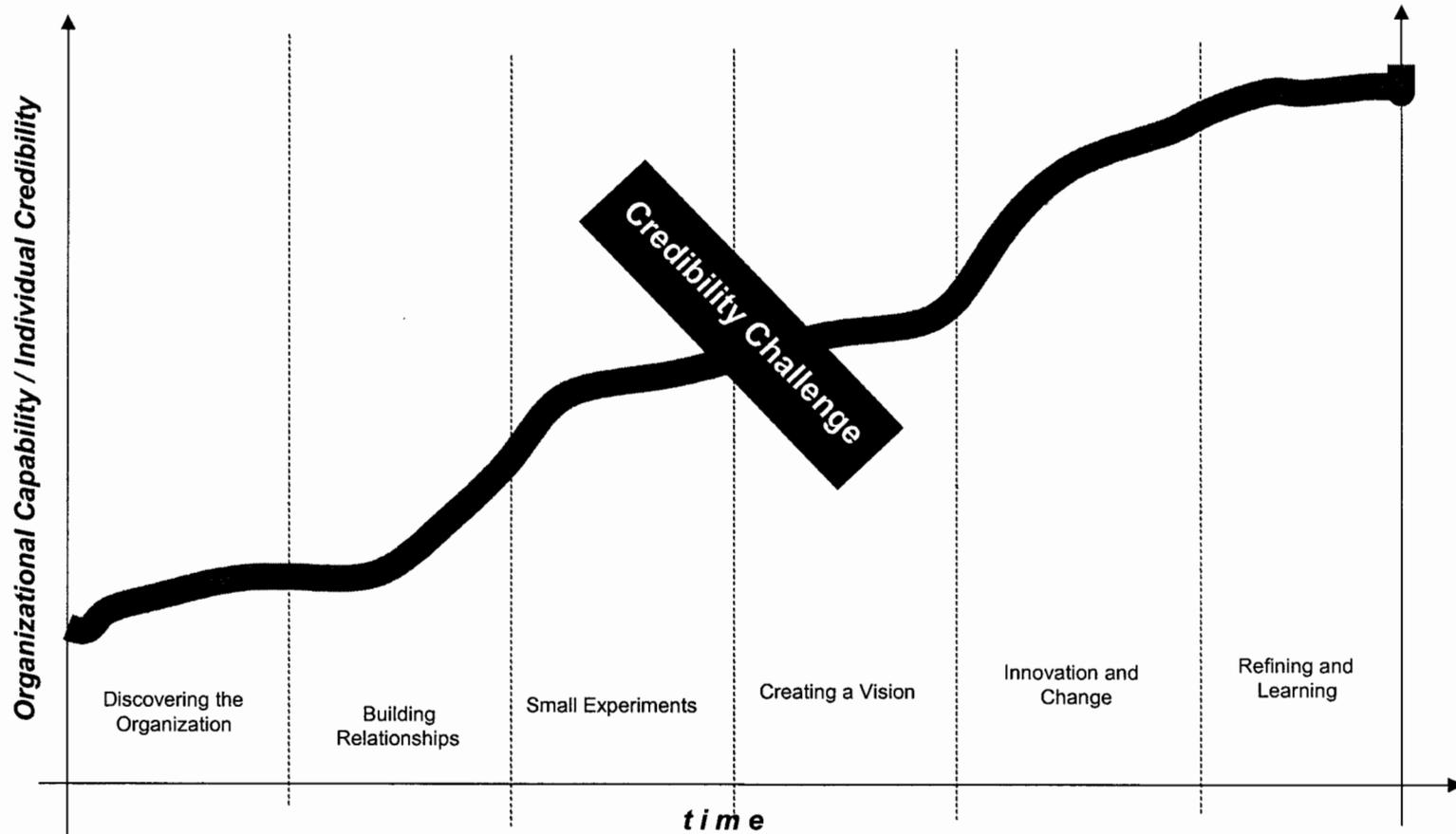
❖ Contingent on Context

- map the context and culture and adapt action to the situation, including your own style

❖ Change Signature

- credo (values, identity), credibility (integrity), competence (analytical, interpersonal, emotional), your style and mode of change

Catalyzing Action



Catalyzing Action

❖ **Discovering the Organization**

What diagnostic skills do I need? Can I use multiple perspectives?

❖ **Building Relationships**

What relationships are key? What to focus on (listening, influencing...?)

❖ **Improving Performance**

How can we structure key tasks? How can performance be improved?

❖ **Vision Creation**

Do I have a clear vision? How can I communicate the vision?

❖ **Innovation and Change**

What changes are needed? How can we overcome barriers to change?

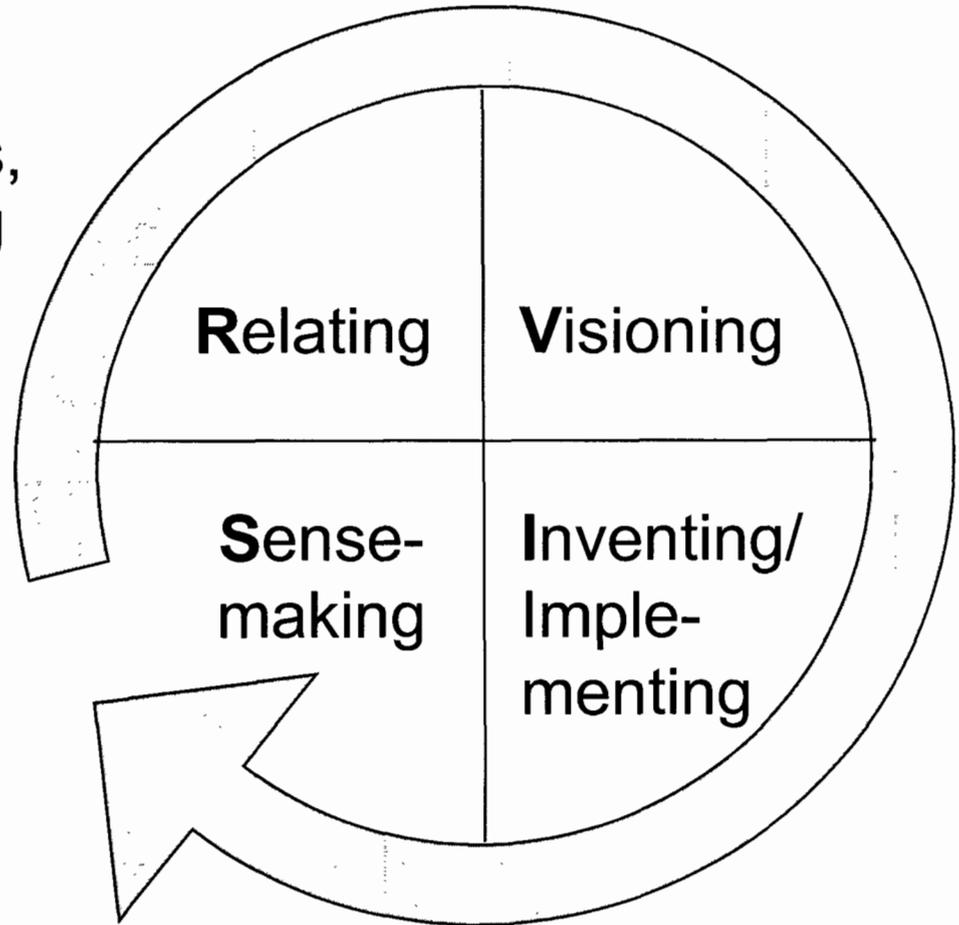
❖ **Learning**

What were the biggest surprises? What could I have done differently?

New Sloan Leadership Model

Action contingent on context and leadership style

- ❖ **Sensemaking** – gathering data from multiple sources, diagnosing, understanding
- ❖ **Relating** – networking relationships, listening, advocating
- ❖ **Visioning** – encouraging new hopes, goals, values, developing others
- ❖ **Inventing/Implementing** – experimenting, taking risks, learning, adjusting





The Vision Thing

- ❖ What does it mean to have a vision?
- ❖ Where does vision come from?
- ❖ What is so powerful about a vision?
- ❖ What are the characteristics of an effective vision?
- ❖ Exercise

Values Added

- ❖ Suppose you are the incoming manager of a business unit with hundreds of people
- ❖ In your first day, you call an “all hands” meeting; most attend
- ❖ What will you say about your values? (not your strategic vision but rather what you care about and how we should work together)
- ❖ Make a list of 3-10 values you want everyone to live by (and you will walk the talk)



Here's One Person's Response

Cynthia Danaher

General Manager, Medical Products
Group, Hewlett Packard Company

from Pete Wilson's Accounting class
(following a talk on accounting systems
by one of her reports)



Summer Team Goals & Norms

- ❖ What goals do you want as a team? What do you want to accomplish this summer?

- ❖ How do you want to work together? What is desired? What is unacceptable?

Exercises

- ❖ **Jeweler's Problem:** A woman buys a \$78 necklace at a jewelry store. She gives the jeweler a check for \$100. Because he does not have the \$22 change, he goes to another merchant next door. There he exchanges the woman's check for \$100 in cash. He returns and gives the woman the necklace and her change. Later the check bounces and he must repay the other merchant. He originally paid \$39 for the necklace. What is his net cash (out-of-pocket) loss?
- ❖ **Horsetrading Problem:** A man bought a horse for \$5000, and sold it for \$6000. He then bought back the same horse for \$7000 and sold it for \$8000. What is his total profit or loss?

Process Consultation (Ed Schein*)

Process Consultation Revisited: Building the Helping Relationship. Reading, MA: Addison-Wesley, 1999.

Ten Principles

1. Always try to be helpful.
2. Always stay in touch with the current reality.
3. Access your ignorance.
4. Everything you do is an intervention.
5. It is the client who owns the problem and the solution.
6. Go with the flow.
7. Timing is crucial
8. Be constructively opportunistic with confrontative interventions.
9. Everything is a source of data; errors are inevitable – learn from them.
10. When in doubt, share the problem.

Listening Skills

Putting yourself in someone else's shoes

❖ **Attending Behaviors**

- *Physical comfort*: “Would you like the air conditioner turned down?”
- *Body language*: relaxed and engaged posture, with absence of fidgets and distracting movements; facing person at appropriate distance
- *Eye contact*: direct eye contact periodically, while not staring
- *Voice tone*: engaging
- *Following the conversation*: stay with what has been said

❖ **Open Questions**: inviting people to talk in sentences and paragraphs: “What would you like to talk about today?” “Could you tell me a little more?” “Could you give me an example of Sue’s behavior that irritates you?”

❖ **Closed Questions**: inviting people to talk in words, or answer “yes” or “no”: “Did you get along with your boss?” “Do you agree with this proposal?”

Listening Skills

Putting yourself in someone else's shoes

- ❖ **Paraphrasing:** restating in your own words what you heard the other say, capturing the essence of the verbal content; often helps the person explore the situation in more depth
- ❖ **Reflecting feelings:** attending to the affective content: “I sense that you are really upset. Is that so?” “It seems as if my comment confused you...?” “You really are animated every time you talk about....”
- ❖ **Behavior Description:** observing particular behaviors that can add to the understanding of a situation: “You’re saying that you like working with Jill and, at the same time, you are nodding your head back and forth.”
- ❖ **Encouragers:** nodding, smiling; restating other’s words in your own words: “And then?” “Tell me more”; attentive silence
- ❖ **Summarizing:** pulling together the main themes over a period of time; crystallizing the essence of facts and feelings



Giving Feedback

Steps in proceeding

1. Describe the behavior
2. Describe its effects on you/others
3. Make statement(s) of your feelings about it
4. State preference of what you want done

Do's and Don'ts

- ❖ Make it about behavior, not personality
- ❖ State an observation, not an accusation or inference
- ❖ Describe a specific situation, not general info or an evaluation
- ❖ Give an “I” message, not a “you” message
- ❖ Deal with one problem of behavior, not several
- ❖ Address behavior as soon as possible, try not to delay
- ❖ Share information, rather than advice
- ❖ Ask and receive permission; gauge readiness for feedback
- ❖ Emphasize the positive; work from strengths to bring out the best



Giving Feedback

Important Things To Keep in Mind

- ❖ **Timeliness:** act as soon as possible after the event
- ❖ **Specificity:** address a particular behavior or reaction
- ❖ **Descriptiveness:** explain the consequences of the behavior on yourself and others
- ❖ **Responsibility:** give your own feedback, not that of others
- ❖ **Honesty:** be as simple and direct as possible; make sure the feedback is genuine; make sure there is no selfish or hidden agenda; avoid control struggles about other issues
- ❖ **Alignment with the recipient:** ask and receive permission before proceeding; try to gauge recipient's readiness to receive feedback; be sensitive to recipient's vulnerabilities and resources
- ❖ **Attitude:** emphasize the positive; bring out the best in the recipient

Receiving Feedback

❖ **Ask for Feedback:**

- Be specific about what you want, what you're working on, what would be helpful
- Asking shows that you value others' opinions and are serious about changing
- Find people who will be direct and honest with you

❖ **Listen/Think/Accept the Feedback Given:**

- Don't be defensive or rationalize
- Ask for examples and clarification
- Figure out what is valuable

❖ **Thank the Feedback Giver for the Feedback:**

- Recognize that it takes courage to give feedback
- Involve the feedback giver in the process:
 - ◆ ask for further questions
 - ◆ request specific help and support
 - ◆ involve the feedback giver in follow-up actions

❖ **Use What is Helpful, Discard What Isn't**



Directions for Practice Lab

- ❖ Time: 45 minutes total. 3 rounds of 10 minutes listening and 5 minutes feedback or 2 rounds of 15 minutes listening and 7 minutes feedback

- ❖ Form Listening Triads
 - one person is the Listener
 - one person is the Speaker
 - one person is the Observer/Coach and Timekeeper

- ❖ In Triads, Speaker talks about a current concern or important issue; Listener and Observer/Coach listen (10 min.)

Directions for Practice Lab

- ❖ Give and receive feedback by accentuating the positive and generating alternatives (5 min.)
 - First, the Listener comments about what s/he did well, what could be done differently
 - Second, the Speaker comments about what was most helpful and what was less helpful: for example, “I really appreciated your paraphrase about....”
 - Third, the Observer/Coach comments about what was effective and suggests ways that the effectiveness could increase; use behavioral description
 - When receiving feedback, inquire if you do not fully understand: for example, “Could you elaborate?” “When I said..., how did this affect you?”
 - The Coach, to encourage summarizing, can pose the question: “What are your main learnings from this exercise?”

Process Interventions (Schein, 1987)

- ❖ **Exploratory:** “Go on, tell me more.” “Can you describe the situation?” “What do you have in mind?” “What happened next?”
- ❖ **Diagnostic:** “How do you see the problem?” “What do you think is going on?” “What do you think caused this?” “Give me an example.” “What history led up to this?” “What did Joe do in response to what you did?”
- ❖ **Action Alternative:** “What have you tried to do?” “Have you considered either of these alternatives?” “What would be the advantages and disadvantages of...?”
- ❖ **Confrontative:** “You should try...” “Why don’t you do...?” “Define your goals more clearly.” “It sounds to me that you feel angry with this person, am I right?” “What is keeping you from solving this problem?”



Seeing and Hearing Yourself

- ❖ What are your goals for coming to LFM?
- ❖ Why do you have those goals (or pick one to unravel)?
- ❖ Why do you have those reasons for the goals?
- ❖ Try to ask “Why?” six times (this is hard!)

Leadership Self-Assessment

- ❖ Rate yourself on the 9 dimensions
- ❖ Does this fit you?
- ❖ Should other dimensions be added?
- ❖ What behaviors should you be developing and practicing?
- ❖ Write down three things you can do to develop your leadership skills. Be concrete (ladder of inference) with your action plan.
- ❖ For a more complete plan, see instructions.

Leadership Self-Assessment

Frequency

How frequently are you effective at... ?

Score

- ❖ Setting direction (developing vision, strategies, identity, purpose)
- ❖ Innovating (experimenting, risk taking, frame breaking, learning)
- ❖ Planning (setting goals, targets, schedules, milestones, budgets)
- ❖ Aligning people (communicating the vision, role modeling, symbolizing, empowering others, building consensus)
- ❖ Brokering (influencing upward, negotiating, using power/politics)
- ❖ Organizing (structuring, coordinating, allocating, staffing, delegating)
- ❖ Motivating (inspiring, energizing, recognizing, celebrating, team building)
- ❖ Controlling and problem solving (monitoring, appraising, rewarding)
- ❖ Mentoring (listening to subordinates, caring about others, developing people's capabilities, building the next set of leaders)

1=Almost Never; 2=Seldom; 3=Sometimes; 4=Usually; 5=Almost Always

Steps For A Development Plan

- ❖ Identify your strengths and up to 5 areas that need development. List each on a separate page. Prioritize them.
- ❖ Write an objective for each area of what you need to learn or change.
- ❖ Specify strategies to accomplish each objective, and the resources of people, materials, time, etc. Think of what worked for you before, but be willing to try new ways.
- ❖ Make a timeline for using each resource and strategy.
- ❖ Describe how you will find evidence of progress.
- ❖ Review your plan with others (VERY IMPORTANT!).

Sample Development Plan

Areas	Objectives	Resources/Strategies	Timeline	Evidence
Motivate others	Recognize my work team more often	Review ways I could recognize them	7/15	Make list of best ways
		Identify how often I currently recognize them	7/15	Keep tally for 1 week
		Set a goal of one positive comment per person each week	7/15	Keep track
		Take time in meetings to recognize individual and group	7/28	Make a place on the agenda
		Ask staff to do same	7/28	Same

Sample Development Plan

Areas	Objectives	Resources/Strategies	Timeline	Evidence

Summary and Next Steps

“A commitment to truth creates a moral imperative that forces you to acknowledge the data and to take the important first step of recognizing reality.” - M. K. Gandhi

- ❖ “Lead others; manage yourself”; diagnosis begins with self-understanding
- ❖ Skill-building opportunities: MBTI, EQ,...
- ❖ A dedication to practice (in both senses of the word)
- ❖ Act with integrity of purpose and principles
- ❖ Time for reflection
- ❖ Build a learning community; expand the capacities of others to lead and learn

Goals of the Universe Within

- ❖ To explore the limits of our ideas, our abilities, and our visions of the future
- ❖ To establish a learning organization of our own – one that will evolve over the course of the next 2 years & more
- ❖ To challenge conventional ideas about what it means to be a leader, a follower, a student, and a teacher
- ❖ More goals? _____
- ❖ _____

yes no
