WE-05PD Concurrent Session  2:00-3:15pm

Building and Leading Effective Teams

Damita Goods, DBA
BUILDING AND LEADING EFFECTIVE TEAMS

TSMSS CONFERENCE

Dr. Damita L. Goods, DBA, MBA - Content Contributor

Contributions/Positions:
- My professional background includes a variety of various academic and leadership positions such as: Associate Vice President, Campus Dean and Faculty. In Corporate America environment the following positions have been held: Sr. Training Developer, Training Consultant, Learning and Performance Manager/Supervisor, Instructional Designer/Facilitator. While in these roles, there were plenty of opportunities to focus on Effective Communication and Team Building skills.

I currently hold a DBA in Management & Human Resources from Argosy University, and working to finalize an EdD in Organizational Leadership with Grand Canyon University.

WORKSHOP AGENDA

• Learning Objectives
• Introductions
• Essential Management Skills
• Mastering Core Business Skills
LEARNING OBJECTIVES

After this workshop, you will be able to:
• Build and lead an effective team
• Use essential management skills
• Master core business skills in a flexible modular
• Improve your ability to influence and motivate others

LEARNING OBJECTIVES

• Develop and use coaching strategies
• Identify coaching strategies for all team members
• Manage oneself and lead others

INTRODUCTIONS

Icebreaker
ESSENTIAL MANAGEMENT SKILLS

- Engaging
- Open and informal communication
- Interpersonal skills
- Value teamwork and collaboration
- Customer focused and quality conscious
- Engage and empower their teams

ESSENTIAL MANAGEMENT SKILLS

- Have team meetings
- Receptive to change and recommendations from team members
- Involved in improving team processes and capabilities
- Maintains accountability for results
- Mediate interpersonal and inter-team conflicts

CORE BUSINESS SKILLS

- Identifying the core business functions
- Integrating the new and seasoned leaders
- Launching the team
- Operational reviews for cohesiveness and effectiveness
- Obtaining feedback
- Debriefing after completion of projects
- Evaluate the team's performance
WHAT IS AN EFFECTIVE TEAM?

• Diverse
• Established leadership
• Geographically dispersed in some organizations
• Strong teams – right mix and good relationships
• Supportive – resources & foster teamwork
• Shared mindset – sharing knowledge to establish effective collaboration

(Cardinal, 2015)

EVALUATE YOUR CURRENT TEAM

USING A SCALE OF 1 TO 3
1 (LOWEST) AND 3 (HIGHEST)

• Output
  Are your customers satisfied with the quality and delivery of your team’s service?

• Collaboration
  Does your team dynamics allow the team to work well together?

• Effectiveness
  Does the team have a common goal?
  Do you have the right number of people on the team?
  Do the team have clear acceptable conduct norms?

(Hass & Mortensen, 2016)

BUILDING YOUR TEAM

Is an effective team large?

• Large teams experience communication problems, fragmentation, and limited accountability
• Impacts collaboration by limiting the information shared with other team members, press others to conform, and shift blame to others, for example.
BUILDING TEAM COMPETENCIES

- Skills
- Knowledge
- Traits
- Motives

LEGGETT (2007)

TEAM LEADERSHIP

- From your current team’s evaluation, what type of leadership style is needed?

WHAT ARE LEADERSHIP STYLES?

SIX STYLES LEADERSHIP

- Coercive Leadership – Do what I tell you?
- Pace-setting Leadership – Do as I do?
- Authoritative Leadership – Come with me
- Affiliative Leadership – People comes first
- Democratic Leadership – What do you think?
- Coaching Leadership – Try it!

(Hebborn et al.)
WHAT'S YOUR STYLE?

Take 10 minutes to complete the Leadership Style Assessment.

Beside each statement, circle the number that best represents how you feel about the statement by using the following scoring system:

- Almost Always True — 5
- Frequently True — 4
- Occasionally True — 3
- Seldom True — 2
- Almost Never True — 1


LEADERSHIP ESSENTIALS

- Inspires
- High integrity and honesty
- Solves problems
- Analyzes issues
- Drives results

LEADERSHIP ESSENTIALS

- How can your leadership style impact your team’s ability to collaborate?
- How can your leadership style impact your team’s communication?
- With teams being more complex, how do you manage a team that is diverse, virtual and geographically dispersed?
- How can you use your leadership style to decrease large team vulnerabilities?
LEADERSHIP INFLUENCE AND PERSUASION

Influence and Persuasion are not the same.
Influence ability to affect one's thinking even without speaking.
Persuasion is deliberate and uses reasoning to get someone to do something.

6 FACTORS OF PERSUASION THAT INFLUENCE

1. Authority – credible expert
2. Likeable – trusted
3. Reciprocity – owe one
4. Consistency – consistent
5. Scarcity – scarce commodity
6. Consensus – popular choices

www.youtube.com/watch?v=cFdCzN7RYbw&list=UU8IMseLCZx2BZe3thxHXnog&index=1&feature=plcp
(Kendrick, 2012)

HOW LEADERS CAN INFLUENCE

• Visibility
• Manners
• Gaze
• Space
• Voice
• Gestures
• Touch
• Smile
• Speed
• Communication

(HR Today)
COACHING STRATEGY FOR TEAM COMPETENCY

• Coaching starts with the leaders understanding why you are coaching and what actions need to be taken.
• Coaching focuses on team learning and growth.
• Purpose is to increase effectiveness, broaden thinking, identify strengths, and set and achieve challenging goals.

(Frankovilga, 2010)

LEADERSHIP COACHING STRATEGIES

• Building the relationship
• Providing assessment
• Challenging thinking and assumptions
• Supporting and encouraging
• Driving results

(Frankovilga, 2010)

DEVELOPING YOUR STRATEGY
YOUR COACHING PLAN

1. What is the purpose of coaching? What is your focus?
2. What is your role and contribution in the process?
3. What is the flow of communication? What is team structure?
4. Is a learning environment created? Is the team engaged?
5. What is your relationship and level of influence on the team?

MANAGING ONESELF

Self-awareness requires…
• Reflecting on what was learned to prevent repeating the same mistake.

Self-managing requires ……
• Controlling ones emotions and adapting to change
• Reducing ones stress
• Self-awareness is leadership development

LEADING OTHERS

• Value ideas
• Establish team values
• Awareness of team morale
• Facilitate and have clear communication
• Encourage trust and cooperation
• Act as a harmonizing agent by resolving minor disputes quickly
• Delegate tasks
• Listen
• Build consensus
USING WHAT YOU HAVE LEARNED TO INFLUENCE AND MOTIVATE OTHERS

Using what you have learned today about your leadership style, how you influence and motivate your team, what are your barriers to developing or maintaining an effective team?

LEADING AND EFFECTIVE TEAM CLOSING THOUGHT

“Leadership is not exerting power over others or exhorting them to follow you. Rather, it results from your example of empowering others to step up and lead. Leaders do that by learning to lead themselves, becoming self-aware and behaving authentically.” (Bell, 2011)

RESOURCES


RESOURCES


Leadership Style Survey

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True — 5
- Frequently True — 4
- Occasionally True — 3
- Seldom True — 2
- Almost Never True — 1

Be honest about your choices as there are no right or wrong answers — it is only for your own self-assessment.

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<td>1.</td>
<td>I always retain the final decision making authority within my department or team.</td>
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<td>2.</td>
<td>I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.</td>
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<td>3.</td>
<td>My employees and I always vote whenever a major decision has to be made.</td>
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<td>4.</td>
<td>I do not consider suggestions made by my employees, as I do not have the time for them.</td>
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<td>5.</td>
<td>I ask for employee ideas and input on upcoming plans and projects.</td>
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<td>6.</td>
<td>For a major decision to pass in my department, it must have the approval of each individual or the majority.</td>
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<td>7.</td>
<td>I tell my employees what has to be done and how to do it.</td>
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<td>8.</td>
<td>When things go wrong and I need to create a strategy to keep a</td>
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<td>When a project or process running on schedule, I call a meeting to get my employee's advice.</td>
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<td>9.</td>
<td>To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.</td>
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<td>10.</td>
<td>When someone makes a mistake, I tell them not to ever do that again and make a note of it.</td>
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<td>11.</td>
<td>I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision-making process.</td>
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<td>12.</td>
<td>I allow my employees to determine what needs to be done and how to do it.</td>
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<td>13.</td>
<td>New hires are not allowed to make any decisions unless it is approved by me first.</td>
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<td>14.</td>
<td>I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.</td>
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<td>15.</td>
<td>My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.</td>
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<td>16.</td>
<td>When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.</td>
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<td>I allow my employees to set priorities with my guidance.</td>
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<td>I delegate tasks in order to implement a new procedure or process.</td>
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<td>19.</td>
<td>I closely monitor my employees to ensure they are performing correctly.</td>
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<td>20.</td>
<td>When there are differences in role expectations, I work with them to resolve the differences.</td>
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<td>21.</td>
<td>Each individual is responsible for defining his or her job.</td>
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<td>22.</td>
<td>I like the power that my leadership position holds over subordinates.</td>
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<td>23.</td>
<td>I like to use my leadership power to help subordinates grow.</td>
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In the table below, enter the score of each item on the above questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

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This questionnaire is to help you assess what leadership style you normally operate out of. The lowest score possible for any stage is 10 (Almost never) while the highest score possible for any stage is 50 (Almost always).

The highest of the three scores in the columns above indicate what style of leadership you normally use — Authoritarian, Participative, or Delegative. If your highest score is 40 or more, it is a strong indicator of your normal style.

The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode.

If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except if you score high in both the participative and the delegative then you are probably a delegative leader.

If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate out of, or you are a new leader and are trying to feel out the correct style for yourself.