

20-20 MDS®

Developing Teams-2



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TIME	CONTENT	NOTES
9.00	Intro & activity Overview Recap Level A workshop: Performance appraisal effectiveness Team learning and results focus Boundary management	<i>Activity:</i> Major positives experienced in workplace team situations? Major challenges experienced? <i>Activity:</i> Goals for program? <i>Activity:</i> Stage of team life? Current Teambuilding Effectiveness aspects your team is strong at/needs to develop? <i>Activity:</i> Ways in which to appraise performance? <i>Activity:</i> Ways to orchestrate team learning? <i>Activity:</i> Ways to manage team boundaries?
10.45	BREAK	
11.00	MTR-i Team dynamics Self-directed teams	<i>Activity:</i> Identify & discuss the roles you prefer to play and roles you are required to play <i>Activity:</i> Teams describe the team role contribution to a team mission of each team role. <i>Activity:</i> Identify potential team complexes <i>Activity:</i> <i>Challenges of self-directed teams?</i>
12.45	Lunch	
1.45	Managing dispersed/remote teams Developing and sustaining team effectiveness Case studies	<i>Activity:</i> Ideas for developing team effectiveness and sustaining performance at performing+stage <i>Activity:</i> Case studies
3.15	Break	
3.30 5.00	Case study feedback, debrief Summary Applications Finish	Ideas for workplace projects

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WELCOME the group.

EXPLAIN that the approach in this Level B elective workshop will to hold a detailed discussion about team processes (and the competencies of effective teams in particular) and to look at a range of prevailing best-practice thinking around teams and teamwork including the Management Team Roles model which looks at a number of very specific ideas as it relates to team behaviour and action. We will also be looking at the idea of self-directed teams+as well as remote teams+(both of which are popular in many modern day organisations. In so doing, we hope to engage in considerable idea sharing for implementing positive team management processes.

Discussion ...

- “ What are some of the major **positives** you have experienced in workplace teams in the last 12 months?
- “ What are some of the major **challenges** you have experienced in workplace teams in the last 12 months?



ACTIVITY


Form groups of 3-5 and discuss:


- “ ***The major positives you have experienced in workplace team situations in the last 12 months?***
- “ ***The major challenges you have experienced in workplace team situations in the last 12 months?***

Have each group appoint a spokesperson to present a summary of their positives and challenges to the rest of the group.

Developing Teams-2
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- ~ Recap key points from Teams1 workshop
- ~ Team Effectiveness Profile
 - . Performance and appraisal effectiveness
 - . Team learning and results
 - . Boundary management
- ~ Management Team Roles Model (and the MTR-i)
- ~ Team dynamics
- ~ Self-directed work teams
- ~ Managing remote teams
- ~ Sustaining team effectiveness
- ~ Case study
- ~ Application





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This is an OVERVIEW of today's program ...

First, we'll briefly recap and reinforce the key points from the Level A Effective Teamwork workshop, particularly the first four aspects of the Team Effectiveness Profile we explored in that class.

Next, we'll complete our look at the final three aspects of the Profile:

- ~ Team Performance and appraisal effectiveness
- ~ Team learning and results
- ~ Team Boundary management

We'll then look more closely at the various team roles (which we introduced in the Level A workshop) and at how they complement each other and can contribute to effective team performance. Using the Management Team Roles Indicator (MTR-i) will also help to improve our team building and management ability.

Using the MTR-i as a reference we'll also be able to identify some common team dynamics that can affect performance positively and negatively.

We'll then look at the challenges and opportunities of self-directed teams and how to manage remote or dispersed teams.

We then want to share experiences and ideas about how to SUSTAIN team performance and effectiveness before exploring some group case studies.

And finally we'll look at how we might APPLY this learning in our work teams.

What are your goals and expectations for this session in terms of gaining ideas for post workshop action learning projects?



Activity

As a first step to developing your own team leadership and participation skills, take a moment to reflect on what you would like to take away from this session, in terms of ideas and as it particularly relates to post-workshop action learning projects that you would like to undertake. Write down some key areas in which you would like to develop and apply your team skills in your workbook.

Ask participants to form groups of three (different groups to the introductory activity) to share some of (they don't have to disclose any points they don't wish to) their ideas and possible projects. Ask groups to then share any general ideas and discuss.

Facilitator note: *You may identify some possible project areas for the entire class that this workshop will introduce, such as identifying team roles for team members, the concept of balancing teams, assessing the applicability of becoming more self-directed as a team etc.*

Recap of Developing Teams-1

Four aspects of the Team Effectiveness Profile ...

- “ **Developing vision & directional focus**
- “ **Aligning values**
- “ **Clarifying roles and competencies**
- “ **Determining ground rules**



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6

Here we simply recap the first four of seven team effectiveness competencies that were looked at in detail in the level A workshop.

In summary, these competencies relate to the need for effective teams to have:

- “ A clear vision about where they are going (with the team pointing in the same general direction)
- “ A clear idea of both personal, team and organisational values (and the extent to which they are understood and aligned as much as possible)
- “ Roles clarified for every member (and individual competencies, skills and experience know to all)
- “ Well developed ground-rules for working together well (developed as collaboratively as possible).

So as to refresh our memory a little more, let's look at each of these in a little more detail

Developing vision and directional focus

How well do you and the team understand your purpose and direction and how effectively is this knowledge used to set an appropriate course to reach relevant targets or goals?



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Team members have to understand why they have been brought together . what is it they are supposed to achieve together and contribute individually? Ideally, team members will be given the chance to shape the team's mission and/or vision so that they can have a sense of ownership and direct responsibility.

Regardless of whether the vision is shaped by the team or simply adopted, the vision and purpose must be clear. Tangible objectives and goals are necessary . vague aspirations or ideas do not make for a productive team effort. Again, the more the team members can be involved in establishing these objectives and goals, the better . together people will often aspire to higher goals than they could individually.

Creating and sharing a vision and directional focus shouldn't be a fluffy exercise . it should not only inspire but inform and establish real objectives and goals for the team to pursue together with a clear and shared understanding.

Most of us will be familiar with SMART goals and the SMART acronym applies when establishing a vision and focus for a team too:

- Specific . tangible and clear expectations, not vague or broad-brush
- Measurable . capable of being evaluated for progress and completion
- Action-oriented . not theoretical or abstract, but requiring specific action
- Realistic . achievable and grounded in the real world
- Time framed . to be accomplished within a specified period.

ACTIVITY

In groups of 3 or 4, take a moment to share the vision or mission of a work group you are part of. [Check with participants – are there some good examples? Did some find they were unclear about or unable to articulate their group's mission and direction?]