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# Project Leadership and Communications

Web version  
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# Definition of a Team

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## A Team is:

... a *small number* of people with *complementary skills* who are *committed* to a *common purpose, performance goals,* and *approach* for which they *hold themselves mutually accountable*

# Typical team stages

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- Forming (becoming a group, introductions, basics)
- Norming (establishing ground rules and working habits)
- “Storming”(on task, agreeing and disagreeing)
- Performing (Output: delivering the briefing, show, project, etc.)

# Stage 1: Infancy (“Forming”)

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- polite, superficial, tentative interactions
- first attempts to define goals
- leadership emerges
- member roles emerge
- feelings of insecurity, anxiety, excitement

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*Do I want to be included with these people?*

*Will they include me, accept me as I am?*

*At what price; am I willing to pay it?*

# Stage 2: Adolescence (“Storming”)

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- conflict emerges re: roles, priorities, leadership
- ideas are criticized
- competition
  
- feelings of resentment, hostility, withdrawal

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*How can I regain my individuality & influence?*

*Who's leading this team?*

*How?*

# Stage 3: Adulthood (“Norming”)

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- agreement on rules
- compromise & collaboration
- sharing information
- differences are accepted
- a “we” feeling emerges

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*How close & personal can we be?*

*Can we trust each other?*

# Stage 4: “Performing”

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- group members work towards achieving their goals
- decision-making
- problem-solving

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*We can accomplish a lot by working together*

*This group feels unique and special*

# Stage 5: “Transforming”

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- termination of duties
- regret
- heightened emotions
- disintegration

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*What is the future of this team?*

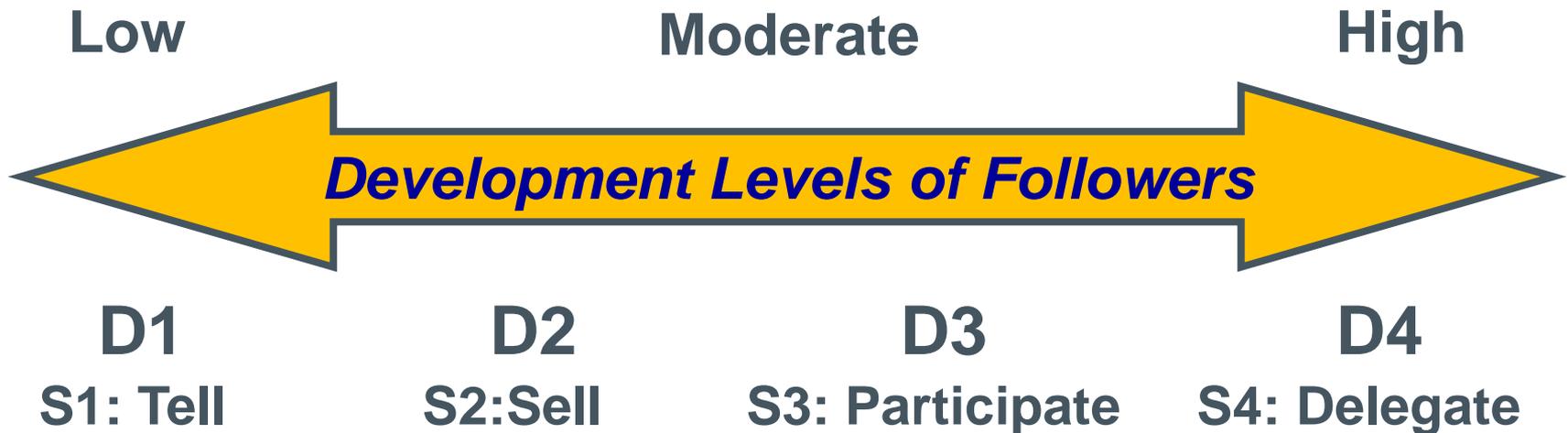
*Can we establish a new purpose or structure, or do we disengage?*

# Situational Leadership Model

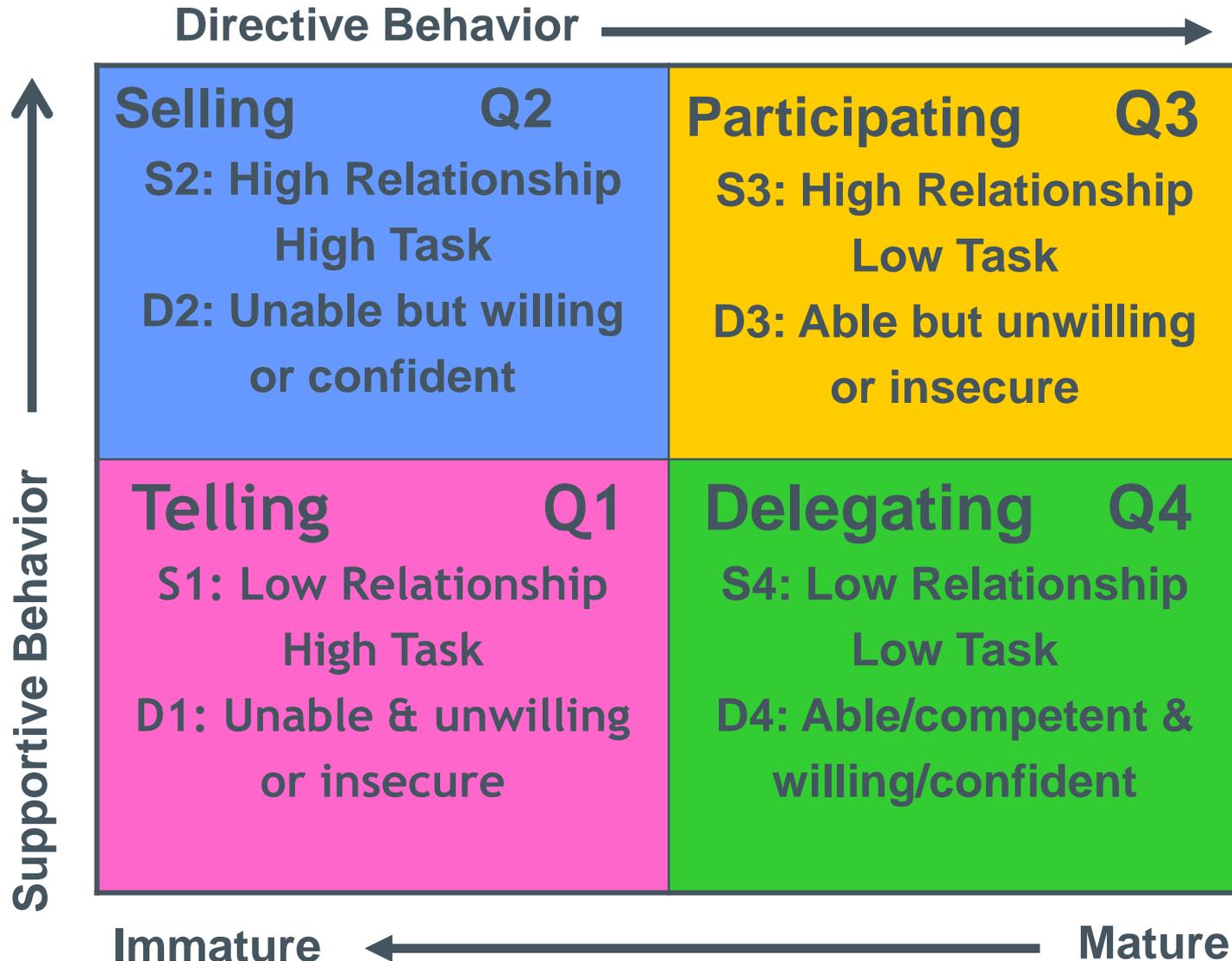
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## 4 Development Levels

- D1: Low competence, High commitment
- D2: Some competence, Low commitment
- D3: High competence, Variable commitment
- D4: High competence, High commitment



# Situational Leadership Model



# Diversity or Similarity: What's Best?

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- Research suggests that teams in which members are more similar perform best when the tasks, problems and challenges they face are
  - Straightforward
  - Predictable or similar to those previously experienced
  - Covered by agreements, procedures or protocols about how the team should act or respond
- Under these circumstances, teams of SIMILAR folk perform best.
- Why?

# Similar teams

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- Because team time is used in
  - doing the job (**performing**), with very little time taken up in
  - getting to know each other (**forming**)
  - working through issues of power (**storming**) or
  - deciding roles, goals, rules and methods (**norming**).
- Teams where members are similar are more *efficient*, and, in situations like those described above, more effective.

# Diverse teams

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- **When the tasks, problems and challenges faced by the team are**
  - Complex or ambiguous
  - Unpredictable
  - Unlike those previously experienced by team members
  - Not covered by existing protocols, i.e. the best way to respond is not yet known, not clear
  
- ***then teams of diverse folk generally perform best.***

# Value of leadership

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- In both team types, performance depends on leadership.
- The risks and the time needed before the members really *click* can be minimised through effective leadership.
- This leadership may come from
  - a designated or formal leader (as is traditional in sport and business organisations) or
  - may be shared amongst members in a *leaderful team* (as is common in teams of elite professionals, women and some cultures)

# What can be achieved?

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Tools and techniques are available to help team leaders and members

- Understand and Predict
  - their style, behaviour and emotions when working with others
  - others' style, behaviour and emotions when working with others
  - their 'default' leadership style
  - their reaction to stress and change
- Manage the way they and others approach problems and make decisions
- Get the best from each other
- Negotiate effective ways of working together.

# Belbin Team Roles

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- Meredith Belbin, British researcher, studied the membership of effective teams for over 20 years
- Found that different team roles relate to individual differences in:
  - Intelligence
  - Dominance
  - Extroversion/Introversion
  - Stability/Anxiety
- 8 key team roles and predictable behaviours (in teams) - their *contributions and allowable weaknesses*.
- An understanding of each person's *team role* can help organisations put teams together in ways that increase the chances of success

# Typical problems

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- More than one shaper and no strong chair
  - arguments over direction
- Several plants and specialists, but no shapers or completer-finishers
  - interesting discussions but nothing gets implemented

# Team Relationships: FIRO-B<sup>a</sup>®

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- In the 1950's Will Schutz developed the *Fundamental Interpersonal Relationships Orientation-Behaviour* inventory
- to aid selection and optimise teamwork in the US navy
- The Firo-B® identifies a person's psychological/emotional needs and natural tendencies around those needs. It identifies patterns of interpersonal behaviour and expectation based on the degree to which a person **needs** and **expresses** them

# Team Relationships: FIRO-B<sup>a</sup>®

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The FIRO-B® provides information about three fundamental dimensions of interpersonal needs:

➤ **INCLUSION**

*is about recognition, belonging, participation, contact with others, and how you relate to groups*

➤ **CONTROL**

*concerns influence, leadership, responsibility, and decision making*

➤ **AFFECTION**

*is about closeness, warmth, sensitivity, openness, and how you relate to others*

# Team Relationships: FIRO-B<sup>a</sup>®

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- The FIRO-B® also indicates your preferences as to
  - the extent to which you **express** each need
  - the extent to which you **want** each dimension from others others
- By comparing profiles, team members can identify likely areas of ‘fit’ and ‘friction’ or potential misunderstanding or frustration.
- Overlaps, gaps and differences in team member profiles have a significant impact on the team’s experience of and progress through the stages of team development

# MBTI® Key Concepts

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What is MBTI® and how can you use it?

- world's most widely-used personality assessment tool
- works across cultures
- MBTI® describes preferences -- not abilities, skills, or intelligence
- All people use all dimensions
- But we favour some “poles” over others; they feel more “natural”

# MBTI® 's 4 Dimensions

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*Where do you get & use your energy?*

**E**xtraversion  
*You focus on the outside world, getting energy through interacting with people and/or doing things*

or

**I**ntroversion  
*You focus on your inner world, getting energy through reflecting on information, ideas, and/or concepts*

*How do you gather information?*

**S**ensing  
*You notice and trust facts, details, and the present reality*

or

**I**Ntuition  
*You attend to and trust interrelationships, theories, and future possibilities*

*How do you make decisions?*

**T**hinking  
*You make decisions using logical, objective analysis*

or

**F**eeling  
*You make decisions in a personal values-oriented way*

*How do you relate to the outside world?*

**J**udging  
*You tend to be organized and orderly, making decisions quickly*

or

**P**erceiving  
*You tend to be flexible and adaptable, keeping your options open as long as possible*

# MBTI® 's 16 Types

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<b>ISTJ</b>	<b>ISFJ</b>	<b>INFJ</b>	<b>INTJ</b>
<b>ISTP</b>	<b>ISFP</b>	<b>INFP</b>	<b>INTP</b>
<b>ESTP</b>	<b>ESFP</b>	<b>ENFP</b>	<b>ENTP</b>
<b>ESTJ</b>	<b>ESFJ</b>	<b>ENFJ</b>	<b>ENTJ</b>

## Wrap-up

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Working in a team is a continual challenge that offers important opportunities to learn & reflect

- To be a successful, reflective team player, we must:
- understand ourselves & our behaviour towards others
- understand others & their behaviour towards us
- know when to compensate for the failings of others

# More on difference in teams

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- In these teams the members do not share assumptions or blind-spots
- their differences cause *creative friction* between them.
- They are more effective at
  - dealing with changing and uncertain circumstances,
  - solving complex or ambiguous problems
  - producing better quality decisions for action.
- While such teams *may* take more time forming, storming and norming, and so take longer to solve problems or make decisions (performing), they are not likely to make disastrous decisions through groupthink.

# Making Use of Difference

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- **The more leaders and members understand about themselves and the ways in which others differ, the more likely it is that:**
  - they will move quickly and easily through the stages of team development , instead of getting stuck trying to change each other!
  - the friction between folk will spark creativity rather than just conflict!

# Team Type: MBTI®

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Extensively used and researched over the past 30 years, the MBTI® is a reliable way of developing individuals and teams by understanding how people differ in their preferred ways of:

- Energising themselves and using their energy
- Gathering Information
- Making decisions
- Approaching work and life (style)

# Team Type: MBTI®

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People are often surprised at the insight they get into themselves and others after completing an MBTI® team workshop. It is useful in helping team members:

- Understand, value and include each other
- Play to each others' strengths - rather than tearing each other down
- Communicate more effectively
- Minimise damaging conflict
- Change their problem solving approach to be more efficient AND effective
- Run better team meetings
- Make better quality decisions

# Team Type: MBTI-Step II®

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- The Expanded version of the MBTI (MBTI-Step II®) is especially useful in coaching and developing management and professional teams (and in coaching individual managers and leaders).
- It provides a report on 20 subscales of the four standard MBTI® preferences, with specific insights and guidelines on using and developing type effectively, managing change, conflict management and stress management.
- The MBTI-Step II® is particularly useful for teams in which members have 'done' the MBTI® previously but need to find the 'edge' for further development or a new angle for tackling interpersonal or team dynamic problems.