Several Essential Disciplines of Teams

Based on Research From HBR Articles by:
Katzenbach & Smith (1993)
Gatton & Erickson (2007)
Hackman & Coutu (2005)

**And Other Research by:**
Bristow (2000)
Sorenson (Ongoing)

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Teams Create Permeable Membranes

- Hierarchies tend to breed boundaries that calcify

- Teams tend to de-calcify boundaries

- Teams cross the boundaries created by disciplines, functions, units, programs, organizations and other silos.

- Teams create balance, duality (more than one way), and paradox

- Teams can upset the status quo and threaten power relationships

- Teams can increase the creation, flow, and application of knowledge

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Data  →  Information  →  Knowledge  →  Wisdom
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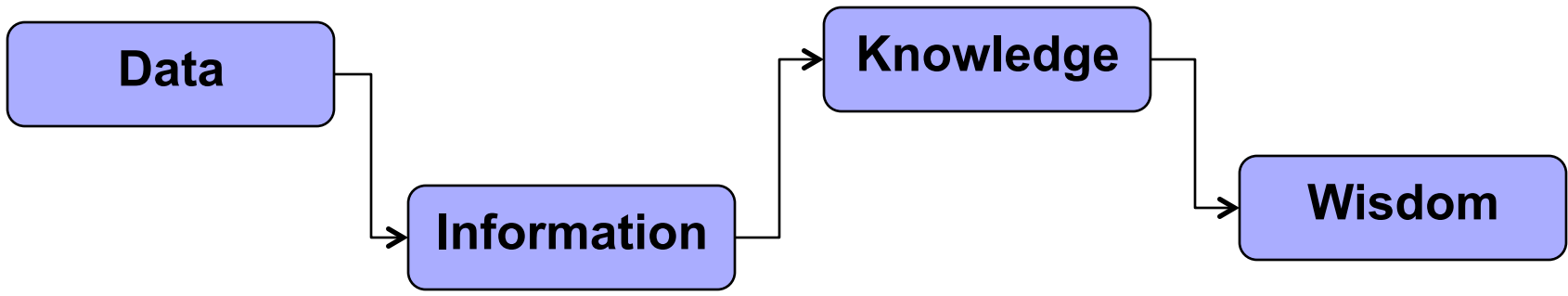
Characteristics of Knowledge Work:

- Non-Routine
- Non-Linear
- Non-Sequential
- Iterative

Roles for Knowledge Workers:

- Acquire Knowledge
- Apply Knowledge
- Create Knowledge
- Share Knowledge
- Leverage Knowledge
- Challenge Knowledge

(Bristow, 2000)

The Five Essential Discipline of Teams

Common Purpose:
- Connect to the Big Picture
- Commissioning & Chartering
- Receive Broad Direction Then Make Goals Specific
- Time & Effort

Common Goals:
- From Broad to Specific Goals
- Clear Measures
- Specific, Attainable Work Products & Deliverables
- To Achieve Results & Outcomes

Complimentary Skills (Competencies):
- Technical
- Functional
- Discipline
- Business
- Organizational
- Intellectual
- Thinking (SA-PS-DM-AP-AT+Iterationing)
- Social/EI/Interpersonal

The HOW:
- Agreement on & Commitment to Specific Approaches

Mutual Accountability:
- Faith & Trust
- Commitment

Creates Focus:
- Power to Concentrate & Contribute

Deliver Results

Leader Input:
- Listening
- Reflection
- Response

Based on Katzenbach & Smith, "The Discipline of Teams," HBR, 1993

"... teams will become the primary unit of performance in high performance organizations" (K&S, p.10)

Not All Groups are Teams

Working Group:
- Strong, Clearly Focused Leader
- Individual Accountability
- Group's Purpose Same as Broader Organizational Mission
- Individual Work Products
- Runs Efficient Meetings
- Measures Effectiveness Indirectly By Its Influence on Others
- Discusses, Decides, & Delegates

Team:
- Shared Leadership Roles
- Individual and Mutual Accountability
- Specific Team Purpose that the Team Itself Delivers
- Collective Work Products
- Encourages Open-Ended Discussion & Active Problem-Solving Meetings
- Measures Performance Directly by Assessing Collective Work Products
- Discussed, Decides, & Does Real Work Together

Based on Katzenbach & Smith, "The Discipline of Teams," HBR, 1993, P4

Building Team Performance

- Establish urgency, demanding performance standards, and direction

- Select members for skill & skill potential, not personality

- Pay particular attention to first meetings & actions. Initial impressions always mean a great deal.

- Set some clear rules of behavior (attendance, discussion, confidentiality, analytic approach, end-product orientation, constructive confrontation, contribution)

- Set & seize upon a few immediate performance-oriented tasks & goals

- Challenge the group regularly with fresh facts & information

- Spend lots of time together

- Exploit the power of positive feedback, recognition, & reward

Based on Katzenbach & Smith, "The Discipline of Teams," HBR, 1993, P5

Types of Teams

Recommend Things:
- Task Force
- Project
- Audit
- Quality
- Safety
- Etc.

Make/Do Things:
- Ongoing Operations
- Deliver Products/ Services
- Cost/Value Focus

Run Things (Governance):
- Boards
- Leadership Teams
- Top Teams
- Steering Teams

Based on Katzenbach & Smith, "The Discipline of Teams," HBR, 1993, P8&9

Use Teams in Balance with Perspective

We believe that teams will become the <u>primary unit of performance in high-performance organizations</u>. But that <u>does not mean </u>that teams will crowd out individual opportunity or formal hierarchy and process. Rather, teams will <u>enhance</u> existing structures without replacing them. A team opportunity exists anywhere hierarchy or organizational boundaries <u>inhibit</u> the skills and perspectives needed for optimal results. Thus, new-product innovation requires <u>preserving</u> functional excellence through structure while <u>eradicating</u> functional bias through teams. And frontline productivity requires <u>preserving</u> direction and guidance through hierarchy while <u>drawing</u> on energy and flexibility through self-managing teams.

We are convinced that every company faces <u>specific performance challenges </u>for which teams are the <u>most practical and powerful vehicle </u>at top management's disposal. The critical role for senior managers, therefore, is to worry about company performance and the kinds of teams that can deliver it. This means top management must <u>recognize a team's unique potential </u>to deliver results, <u>deploy</u> teams strategically when they are the best tool for the job, and <u>foster</u> the basic discipline of teams that will make them effective. By doing so, top management creates the kind of environment that <u>enables team as well as individual and organizational performance</u>.

Based on Katzenbach & Smith, "The Discipline of Teams," HBR, 1993, P10

Team Size

Katzenbach & Smith (Page 6):
- 2 to 25 people is the optimal size range
- This is a <u>pragmatic guide</u> rather than a hard rule
- Larger groups face <u>serious logistical issues</u> such as where to meet, getting common time to meet, how to manage input and participation, etc.

Gratton & Erickson (Pages 1,2,3):
- 100 or more people
- Major initiatives in <u>large</u>, <u>complex</u> organizations require <u>large</u>, <u>complex</u> teams
- Collaboration tends to decrease with size
- ". . . thoughtful, and sometimes significant investment in <u>capacity for collaboration</u> across the organization" is required to make these teams work.
- Working <u>virtually</u> (e.g. WebEx) across <u>time zones</u> and <u>cultures</u>

Hackman & Coutu (Pages 1 & 4):
- Less than 9 – Less than 6 – No Double Digits
- Difficulty in managing the <u>number of linkages</u> between members increases with size
- Potential for <u>wasting time</u> increases with size

Collaborative Conundrums

Conundrum = A paradoxical, insoluble, or difficult problem; a dilemma

- These teams are both <u>Crucial</u> to Success and <u>Corrosive</u> to the Status Quo – they lead to change (Power & Politics)

- These necessary characteristics – <u>Size</u>, <u>Diversity</u>, <u>Working Virtually</u>, <u>Specialization</u> – <u>can destroy</u> team effectiveness

- Large Sized Projects and Teams (<u>Necessary but difficult</u> to manage)

- <u>Virtual</u> Participation (Creates a whole different set of dynamics and requirements for success)

- Diversity (It is a challenge to get all the necessary <u>points of view</u> into the room)(And then to facilitate the deliberation)

- High Education Levels (Specialists, knowledge workers are <u>hard to lead & hard to integrate</u>)

- Complexity (When you reduce <u>complexity</u> to <u>simplicity</u> you depart from and distort <u>reality</u> and create a mirage)

Based on Gratton, Lynda and Tamara Erickson, "Eight Ways to Build Collaborative Teams," HBR, Nov 2007. P5

Eight Factors for Success with Teams

Senior Leader Support:
- Invest in signature relationship practices (e.g.: RBS Gogarburn)
- Model collaborative behavior (General Management , Whole Business Perspective & Skill, Use of Informal Networks)
- Create a "gift" culture (Coaching & Mentoring is "Real Work")

Focused HR Practices:
- Ensure collaboration – Train & coach for team work skills
- A Culture of "Holding the Space" for collaboration
- Support a strong sense of community

Right Team Leaders:
- Assign Team Leaders that are both task and relationship oriented

Team Formation & Structure:
- Building upon Heritage Relationships
- Understanding "role clarity" and "task ambiguity"

Based on Gratton, Lynda and Tamara Erickson, "Eight Ways to Build Collaborative Teams," HBR, Nov 2007, P6

An Interesting Paradox About Large Teams

Our research into team behavior at 15 multinational companies, however, reveals and interesting paradox: Although teams that are large, virtual, diverse, and composed of highly educated specialists are <u>increasingly crucial</u> with challenging projects, those same four characteristics <u>make it hard </u>for teams to get anything done. To put it another way, <u>the qualities required for success are the same qualities that undermine success</u>. Members of complex teams are <u>less likely</u>—absent other influences–to <u>share</u> knowledge freely, to <u>learn</u> from one another, to <u>shift</u> workloads flexibly to break up unexpected bottlenecks, to <u>help</u> one another complete jobs and meet deadlines, and to <u>share</u> resources—in other words, to collaborate. They are <u>less likely</u> to say that they <u>"sink or swim"</u> together, want one another to <u>succeed</u>, or view their goals as <u>compatible</u>.

Skills Required for Collaboration

- Appreciating others
- Being able to engage in purposeful conversations
- Productively and creatively resolving conflicts
- Program management
- Teamwork
- Emotional Intelligence
- Trust-based personal relations
- Networking

- Holding difficult conversations
- Coaching
- Corporate social responsibility
- Communicating the firm's strategy and shared values
- How to influence others effectively and build healthy partnerships

Based on Gratton, Lynda and Tamara Erickson, "Eight Ways to Build Collaborative Teams," HBR, Nov 2007, P7

Role Clarity & Task Ambiguity

Which is more important to promoting collaboration: a <u>clearly defined approach</u> toward achieving the goal, or <u>clearly specified roles</u> for individual team members? The <u>common assumption</u> is that carefully spelling out the approach is essential, but leaving the roles of individuals within the team vague will encourage people to share ideas and contribute in multiple dimensions.

Our research shows that **<u>the opposite is true</u>**: <u>Collaboration improves when the roles of individual team members are clearly defined and well understood</u>— when individuals feel that they can do a significant portion of their work <u>independently</u>. Without such clarity, team members are likely to waste too much energy negotiating roles or protecting turf, rather than focus on the task. In addition, team members are <u>more likely to want to collaborate if the path to achieving the team's goal is left somewhat ambiguous</u>. If a team perceives the task as one that requires <u>creativity</u>, where the approach is not yet well known or predefined, its member are more likely to <u>invest time and energy</u> in collaboration.

Based on Gratton, Lynda and Tamara Erickson, "Eight Ways to Build Collaborative Teams," HBR, Nov 2007, P9

Strengthening the Capacity for Collaboration

Strengthening your organization's capacity for collaboration requires a combination of long-term investments–in building relationships and trust, in developing a culture in which senior leaders are role models of cooperation—and smart near-term decisions about the ways teams are formed, roles are defined, and challenges and tasks are articulated. Practices and structures that may have worked well with small teams of people who were all in one location and knew one another are likely to lead to failure when teams grow more complex.

Most of the factors that impede collaboration today would have impeded collaboration at any time in history. Yesterday's teams, however, didn't require the same amount of members, diversity, long-distance cooperation, or expertise that teams now need to solve global business challenges. So the models for teams need to be realigned with the demands of the current business environment. Through careful attention to the factors we've described in this article, companies can assemble the breadth of expertise needed to solve complex business problems–without inducing the destructive behaviors that can accompany it.

Based on Gratton, Lynda and Tamara Erickson, "Eight Ways to Build Collaborative Teams," HBR, Nov 2007, P10

Necessary Basic Conditions

Teams Need:

- To Be Real (Membership Clarity):
  - Why is this person on the team? (Purpose, Role)
  - What is their contribution?

- A Clear, Compelling Direction:
  - What is the Business Case for Change?
  - People will resist change

- Enabling Structures:
  - Well designed tasks
  - Right mix of members
  - Clear, enforced behavioral norms

**Based on Hackman, Richard J. & Diane Coutu,
"Why Teams Don't Work," HBR, May 2005**

Teams Need:

Necessary Basic Conditions

- A Supportive Organization:
    - Rewards Systems
    - HR Systems
    - Information Systems

- Expert Coaching on Group Process:
    - Start Up
    - Midpoint Reviews
    - Reflection & Learning:
        - After Action Reviews
        - Lessons Learned

- Time:
    - It takes time for a team to jell and learn to work well together
    - Newness is a liability – Keep teams together! Fight turnover!

**Based on Hackman, Richard J. & Diane Coutu,
"Why Teams Don't Work," HBR, May 2005**

Teams Need:

- A "Deviant":
  - Designate and protect one
  - Multiple points of view are necessary
  - Someone needs to ask the tough questions

- Productive Conflict:
  - Contented Cows Don't Necessarily Give More Milk!
  - Conflict may be necessary and can be productive
  - Performing well is the first order of business
  - Harmony can come later

- Size – Avoid Double Digits

Based on Hackman, Richard J. & Diane Coutu,
"Why Teams Don't Work," HBR, May 2005

Team Leadership is Like Jazz Improvisation

I do think there is one thing leaders . . . can do to improve the chances that a team will become something special, and that is to embrace their own quirkiness. You shouldn't try to lead like Jeff Bezos, because you are not Jeff Bezos. Each leader brings to the task his or her own strengths and weaknesses. Exploit the daylights out of the stuff you're great at, and get help in the areas where you're not so good. Don't try to ape any leadership model or team, because there's no one right style for leading a team. There are many different ways to create the conditions for effectiveness, sustain them, and help teams take full advantage of them. The best team leaders are like jazz players, improvising constantly as they go along.

Hackman, Richard J. & Diane Coutu, "Why
Teams Don't Work," HBR, May 2005. Page 5

Coaching a Team on Group Process

. . . We found that coaching individual team members did not do all that much to help executive teams perform better.

For the team to reap the benefits of coaching, it must focus on group processes. And timing is everything. The team leader needs to know:

- How to run a launch meeting, so that members become oriented to and engaged with their tasks;
- How to help the team review at the midpoint what's functioning well – and what isn't – which can correct the team's performance strategy; and
- How to take a few minutes when the work is finished to reflect on what went well or poorly, which can help members make better use of their knowledge and experience the next time around.

Team coaching is about fostering better teamwork on the task, **not** about enhancing members' social interactions or interpersonal relationships.

Hackman, Richard J. & Diane Coutu, "Why Teams Don't Work," HBR, May 2005. Page 7

Teams Versus Individual Work

Many people act as if being a team player is the <u>ultimate measure</u> of one's worth, which <u>it clearly is not</u>. <u>There are many things individuals can do better on their own</u>, and they should not be penalized for it. Go back for a moment to that fourth-grade question about working together to build a house. The answer is probably that teamwork really does <u>take longer</u> or that the house may not get built at all. There are many cases where collaboration, particularly in truly creative endeavors, is a <u>hindrance rather than a help</u>. The challenge for a leader, then, is to <u>find a balance between individual autonomy and collective action</u>. Either extreme is bad, though we are generally more aware of the downside of individualism in organizations, and we forget that teams <u>can be just as destructive</u> by being so strong and controlling that individual voices and contributions and learning are lost.

Hackman, Richard J. & Diane Coutu, "Why Teams Don't Work," HBR, May 2005. Page 7

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