

MANAGEMENT TO LEADERSHIP TO HIGH PERFORMANCE



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Management to Leadership to High-Performance

Management, Leadership, High-Performance Teams

A one stop shop of everything you need to know to be a great Manager, an effective Leader
and how to build a High-Performance Team

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Chapter 1. Management

Learning to be a good manager takes time and is a constant learning process. Becoming a manager is difficult, albeit rewarding; it is a continuous learning and self-development journey. Some people fail, which is not surprising given the difficulty of the transition, others become disorientated and some confused. The training provided here is aimed at avoiding these pitfalls and making you successful.

Most people facing their first management position feel terrified. While moving into a management position is a huge accomplishment, it's also the beginning of a huge challenge. One of the first things you will learn is that the position is more stressful than you anticipated. The skills and methods you used as a worker, and a team member are completely different meaning that you will discover there is a large gap between your current capabilities and the requirements of the new position. If your promotion means you are now managing previous work mates and friends, then you are in for a rude surprise. Your new team members will soon react to you differently, subtly reminding you that you are no longer a friend. Your team members may also be more reluctant to express opinions or new ideas or won't be willing to share information with you. It's important to remember that you need to separate what you say as a manager from what you said as a friend.

In your previous jobs, success depended primarily on your job knowledge, skills, and actions. As a manager, you are responsible for managing a whole team of people and for creating a team plan, something for which your career as a worker almost certainly hasn't prepared you for.

As you work your way through this training, a new mindset and a new identity will emerge. You will take on board new ways of thinking and working and discover new ways of measuring success and how to derive increased enjoyment from your work. One of your immediate concerns is to ensure that things are running smoothly which is a challenging task, requiring you to keep many different balls in the air. Indeed, the complexity of maintaining the status quo will initially take most of your energy, for this reason the training starts from your first day as a new manager and continues from there.

1 - First Management Position

Becoming a manager for the first time is a significant life and professional event. It is also a daunting experience taking on your first management position and having a degree of natural anxiety is expected. However, somehow you have earned the position of manager, a senior manager has appointed you to the position, and they have faith that you can do it.

Despite any misgivings you may have, they can see that you possess the attributes the position demands, like your personal qualities, strengths, and the requisite skills. It is worth reflecting on what these things are as they will boost your self-confidence. As a new manager, you may feel that you need to have answers to everything, don't fall into this trap; ask your team members for help; it is the right thing to do and shows your humility.

If they haven't already, you should expect your manager to explain their expectations of your position. These are vital to know as it is these that your performance will be judged on. Whatever the reasons are that got you the job, you are expected to deliver, so make sure you are very clear about what that is.

You may have gained your management position at a new company meaning that it is a more difficult way to start as you may not know how the business works, and you won't know the culture (the way people behave and speak). Take your time; there is no rush.

Things to do in your first month

1. Honeymoon period.

You are not expected to perform miracles or deliver much in your first month; sometimes known as the honeymoon period, which, for senior managers, can last as long as three months or the first 100 days. For junior managers, you can relax a bit for the first month. This is because it is accepted that it takes time for you to understand your new position, its requirements, and people's expectations of you.

2. Have a plan.

The most successful managers have a clear plan of what that first month, two months, and three months will look like. You cannot manage anything successfully if you don't have a plan covering your work and that of your team. Talking with your team and your business stakeholders is a way of finding out what's currently working, what isn't, what the current priorities are and identifying potential issues and solutions.

3. Get to know your team.

Stepping into a management position for the first time isn't just a change of task; it's a fundamental shift in thinking and approach to work. To be successful, you must transition from getting the job done to get the work done through other people. This requires a new level of self-awareness, a different range of skills, and a new perspective that redefines success. Meet your staff, explain a little about your background, but only a little, a couple of sentences, people aren't interested in what you have done. Talk mainly about them, ask what their job is, what they do, ask what their top 3 issues are.

Always avoid any discussion about personalities, that is, people as causes of problems. Always bring any conversations about people back to focus on work processes and functions as potential issues, but never the people. You can make your judgements about people later. For now, observe how people behave, how they talk, whether they are positive or negative in their views, what seems to bother them, and what they like and dislike about the team and the company.

For the first few weeks, spend 50% of your time listening and 50% doing. Listen to the needs of others, ask about things like: Do they have the tools they need to do their jobs, have they been trained? Do they understand their roles and responsibilities? Do they have performance goals, do they enjoy teamwork? Don't change anything; listen and observe. Record your notes about issues, things you might change, improvements that can be made and especially things that might boost staff morale.

4. Start doing check-Ins.

When you first start, set up one-on-one meetings with each team member to discuss their role, goals, and any work challenges, they may currently be facing. Also, try to join team lunches and Friday after-work drinks to get to know everyone in a more relaxed environment. The better you know your team, the better you're able to determine how they work.

5. Meet your peers.

That is, managers who are on the same organisational level as you. Introduce yourself, have a two-sentence description of your work experience ready to tell them, ask them what their job is, what they expect from you and if they have any issues with your team. Finally, give them a copy of the organisation chart and ask them if it is correct or add their teams.

6. Learn as much as possible.

First off, make it your mission to learn everything you can. Investigate if your organisation offers formal supervisor, project management or management training, and take advantage of it if they do. Review team member personnel files and past performance reviews.

Do not make many, if indeed any, changes after you arrive; resist this temptation, and instead, take plenty of time to understand your organisation and team fully. Make lots of notes for review later, don't rely on your memory. Use a pad and pen, not a laptop or tablet. (You remember more by writing than typing). Understand the business structure, get a copy of the company's organisational chart, or, if need be, create your own, including your position and team.

7. Change your focus.

A critical mindset to adopt is that you are now a manager and not a team member or work mate; you must think about controlling, planning, and organising against just doing. This shift can be difficult at first, but it's crucial as it is tied to your team's performance. This means, if your team fails, you fail. And if they succeed? You can take credit, but you must share it with the rest of the team, or they won't be willing to do a great job for you again.

8. Be on model behaviour.

You are now a role model for your team members and others to copy. You must set a good example with everything you do and say. Team members will only do their best at work if they see you are doing the same. This means meeting commitments, meeting deadlines, doing what you say and keeping your personal thoughts to yourself.

9. Manage upwards.

Being the boss doesn't mean you can ignore your manager. It's more important than ever to keep them in the loop since you'll be reporting the progress of an entire team of people. It's also essential to ensure that the goals you outline for your team are tied to your manager's priorities. Ask to set up regular meetings to discuss your goals, progress, issues, and how they relate to the organisation. You can only impress your boss with your team's progress if you're moving in the right direction. Ask your boss about being a mentor for you or if they can recommend someone who can.

Things to do in your first six months

1. Focus on relationships.

It is very important to build trust, influence, and agree on mutual expectations with everyone you work with. The best way to do this is by establishing productive personal relationships. Simply focusing only on one-on-one relationships with team members is not enough to guarantee success.

2. Focus on team building.

During their first six months, new managers tend to fail to recognise and address their team-building responsibilities. You may be tempted to exclusively focus on your team member relationships only as against a view of the team. Individual team member performance is one thing; team performance is quite another. Working with your team to solve problems, make decisions, set direction, and review progress are just some of the things you need to do.

"When new managers focus solely on one-on-one relationships, they neglect a fundamental aspect of effective leadership: harnessing the collective power of the group to improve individual performance and commitment. By shaping team culture, the teams' norms and values, a manager can unleash the problem-solving abilities of the diverse talents that make up the team." Source: Linda A. Hill, *Becoming A Manager*, 1992.

3. Pay attention to detail.

"Micro-managing and paying attention to detail are not the same thing. Paying attention to detail is what good managers must do to ensure that work is done correctly. It involves assigning work, allowing staff to do it their way, and ensuring it gets done according to agreed standards.

- Checking-in during team members work progress to see if assistance is needed and to ensure that work will be completed on time is not micromanaging; it is paying attention to detail.
- Hold staff accountable for quality work and deadlines but give them the freedom to determine how to do their job. Tell them what you want, but not how to do it.
- Encourage team members to try new ideas.
- Allocate enough time and create reasonable deadlines that allow for innovation and creativity to take place. Check on progress using your Weekly Check-Ins and as an opportunity to offer help and resources; this should also be a learning opportunity for you." Source: Eric J. Romero.

4. Delegate.

Doing all the work by yourself is no longer the goal. Productive managers drive team results by delegating tasks to their team members (team members or subordinates are known as direct reports). It's not possible to do all the work yourself anymore. If you try to, your team members will stagnate, and productivity will slow. Plus, delegating shows trust in your team.

5. Shift your skillset.

Many new managers struggle because they rely too much on technical skills that aren't as necessary in a manager position. So, shift your mindset and your skillset and work on managing others.

- Continue with your team member Weekly Check-Ins.
- Develop team member skills by assigning challenging tasks.
- Provide constant and consistent feedback.

Traps most new managers fall into

1. Relying on the same skills that got you promoted.

It's easy to assume that the skills that made you a good mobile phone salesperson will make you a good mobile phone sales manager; however, this is not the case. Thinking that you can rely on your existing job knowledge and technical skills only to succeed as a manager is a mistake. You must take the time to develop good management and people skills; these are more important than your technical skills. While having knowledge (being a subject matter expert) is important, management requires an entirely different skill set. This is the most common mistake first-time managers make, not focussing on managing their team members or peers. Most people are promoted to the position of manager based on their previous excellent performance - but aren't given adequate management training.

2. Not managing upwards, downwards, and sideways.

As the name suggests, this means managing in three directions. Before you were a manager, you only had to concern yourself with satisfying your manager's needs - managing upwards. Now that you have staff, you also need to concern yourself with their needs - managing downwards. And because you have other managers as peers, you need to manage sideways. Managing upwards means satisfying your manager's needs, responding to your manager's directions, and prioritising completing your manager's work requests ahead of your own. Be careful of the following:

- Failing to speak regularly with your manager.
- Approaching your manager with a problem when you have not considered how the problem may be solved.
- Giving your manager a nasty surprise. (The no-surprises rule.)
- Doing anything that requires your manager to defend you.

Managing downwards means giving direction to your team members, allocating tasks to them, prioritising their jobs, and responding to their needs ahead of your own. Managing sideways means being attentive to the needs of your peers.

3. Not asking for help.

Not asking for help from your manager, team members, or indeed others is a mistake. Some new managers falsely believe that as a new manager, they should have all the answers and that if they don't, they are weak. Experienced managers know that no one has all the answers all the time. Knowledge, skills, and experience are only gained over time; it is easier to learn on the job if you can draw on the support and assistance of others.

Another reason new managers don't ask for help is that they believe it may damage or dilute their relationships with others. Sharing the fact that you don't know something, admitting to a mistake is in some new managers minds a risk that the information shared will be used against them. Take your manager as an example; as a new manager, you can develop a good, strong relationship with them simply by admitting your mistakes and by asking for help and advice.

4. Micromanaging.

Many people confuse micro-management with attention to detail. Micro-managing has a negative connotation, and for a good reason. When a manager assigns work, tells capable team members exactly how to do it, monitors the work excessively, and takes over when the work is not done exactly as they wanted – that is micromanaging. The result is that team members never learn how to do their job or

utilise their skills and creativity. Micromanaging discourages team members who will quickly lose interest, feeling that they have no sense of ownership in their work.

Micromanaging tells your team members that you do not trust them to do the job. When you constantly step in or second-guess their decisions, you're telling them that you know better than they do. Make sure to give your team members some latitude and let go of your desire to control every outcome.

5. Being an autocrat.

A new manager can feel pressured by their team members to be a strong manager and get results. It is a mistake to push your team too hard by being unreasonable or demanding instead of supporting them. If you focus on being there for your team and giving them the guidance and support, they need, they will perform better.

6. Not establishing crystal clear objectives.

Which is a better objective?

Example 1: Increase sales.

Example 2: Increase sales by 20% and generate 10% more revenue.

Example 1: Reduce the number of default loans.

Example 2: Reduce the number of default loans by 10%.

Other considerations

1. Managers do and do not wield significant authority.

New managers often believe that their new position gives them more authority and, with that, the freedom and autonomy to do what they like. They find that they are now a part of a network of similar people, who are making relentless and often conflicting demands on them and instead of feeling free, they feel constrained.

The people who present the most difficulties don't fall under your control – peer managers, outside suppliers or managers in another business unit. A common mistake is ignoring these relationships, focussing too much on team members only. When you finally accept your network role, you can feel overwhelmed by its demands.

2. Authority flows from the manager's position.

New managers do have some authority despite the interdependencies that constrain them; the secret is how to best use it. The biggest mistake is becoming an autocrat, believing that doing this will get better and faster results which you will not. The best way forward is by realising that your new team members are the secret to your success. Just telling a team member to do something does not make it happen - in fact, the more talented the team member, the less likely they are to follow your orders. Fairly quickly, the realisation comes that the source of your power is not your formal authority. Authority emerges only as you establish credibility with team members, peers, and your manager.

New managers need to demonstrate their management competence over and above everything else. This can be a problem because many new managers believe their technical knowledge and competence is the most important thing they have to offer, and they rely on it far too much.

3. Managers must control their team members.

Because of insecurity in their new role, most new managers can become too controlling to get compliance from their team members. They fear that their team members will walk all over them if they don't establish control early on. To gain this control, they often rely too much on their formal authority.

Even if they achieve some measure of compliance, whether through formal authority or authority earned over time, compliance does not equal commitment, and if team members are not committed, they won't be happy or produce good work. Sharing your power with their team members is the right approach. In this way, you command more influence that allows your people to take the initiative.

Summary

1. **Honeymoon period.** - You are not expected to perform miracles or deliver much in your first month.
2. **Have a plan.** - The most successful managers have a clear plan of what that first month, two months, and three months will look like.
3. **Get to know your team.** - To be successful, you must transition from getting the job done to get the work done through other people. This requires a new level of self-awareness, a different range of skills, and a new perspective that redefines success. Meet your staff, explain a little about your background, but only a little, a couple of sentences, people aren't interested in what you have done. Talk mainly about them, ask what their job is, what they do, ask what their top 3 issues are.
4. **Start doing check-ins.** - When you first start, set up one-on-one meetings with each team member to discuss their role, goals, and any challenges, they may currently be facing.
5. **Learn as much as possible.** - First off, make it your mission to learn everything you can. Review team member personnel files and past performance reviews.
6. **Change your focus.** - A critical mindset to adopt is that you are now a manager and not a team member; you must think about controlling, planning, and organising against just doing.
7. **Be on model behaviour.** - You are now a role model for your team members and others to copy. You must set a good example with everything you do.
8. **Manage upwards.** - Being the boss doesn't mean you can ignore your manager. It's more important than ever to keep them in the loop since you'll be reporting the progress of an entire team of people.
9. **Focus on relationships.** - It is very important to build trust, influence, and agree on mutual expectations with everyone you work with.
10. **Focus on team building.** - During your first six months, you may tend to fail to recognise and address your team-building responsibilities. You may be tempted to exclusively focus on your team member relationships only as against a view of the team. Individual team member performance is one thing; team performance is quite another. Working with your team to solve problems, make decisions, set direction, and review progress are just some of the things you need to do.
11. **Pay attention to detail.** - Micromanaging and paying attention to detail is not the same. Paying attention to detail is what good managers must do to ensure that work is done correctly. It involves assigning work, allowing staff to do it their way, and ensuring it gets done according to agreed standards.
12. **Delegate.** - Doing all the work by yourself is no longer the goal. Productive managers drive team results by delegating tasks to their team members.
13. **Relying on the same skills that got you promoted.** - It's easy to assume that the skills that made you a good mobile phone salesperson will make you a good mobile phone sales manager; however, this is not the case. Thinking that you can rely on your existing job knowledge and technical skills only to succeed as a manager is a mistake. You must take the time to develop good management and people

skills; these are more important than your technical skills. While having knowledge (being a subject matter expert) is important, management requires an entirely different skill set.

14. **Being an autocrat.** - A new manager can feel pressured by their team members to be a strong manager and get results. It is a mistake to push your team too hard by being unreasonable or demanding instead of supporting them. If you focus on being there for your team and giving them the guidance and support, they need, they will perform better.

2 - Planning and Time Management

Planning and time management is the process of organizing and planning how to divide your time between specific tasks. It enables you to work smarter, not harder - so that you get more done in less time, especially when your time is tight, and pressures or stresses are high. Good planning and time management enables you to complete more in a shorter period, makes you more productive and efficient, lowers your stress and anxiety, and helps you procrastinate less and produce a higher quality of work, getting more of your important work done in a day.

Make a task list

This stops you from feeling overwhelmed by the amount of work you must do. It stops you from missing deadlines or forgetting something important. A task list is a prioritized list of all the tasks you need to carry out, it lists everything you have to do, with the most critical tasks at the top and the least important at the bottom. This means all your tasks are written down in one place, so you don't forget anything.

A task list is essential if you're going to control your workload; using a task list effectively, you'll be much better organized and more reliable, and you will experience less stress. Prioritizing means spending your time on high-value or the most critical tasks first; helping you to meet your deadlines making you more productive and a better manager.

- Write down all the tasks that you need to complete. Break down larger tasks into smaller steps or sub-tasks. (Ideally, these should take no longer than 1-2 hours to complete each.)
- Run through all the tasks and allocate a priority. (Use High, Medium, and Low or Mandatory, Highly Desirable, Nice to have) based on when the task is due.
- If too many tasks have a high priority, run through the list again and demote the less important ones. Once you have done this, rewrite the list in priority order again.

Always spend 30 minutes at the end of the day organizing tasks on your list for the next day. It is fastest to use a simple pad and pen to make your list; otherwise, use a word processor, spreadsheet, scheduling, or teamwork software.

Use for small projects

Task lists can help you get and stay on top of important projects and piles of tasks or decisions. When working on a project, there are many tasks to do and many people to do them - staying on top of this can seem daunting.

For a project, structure your list by team member, writing out tasks and deadlines for every person on the project. As you write out your tasks, check your team task list to see what's due that day. Task lists are for when you have a small number of tasks (say 10- 20) that you need to complete. When you have more extensive tasks lists, you need to move to a task scheduling App like MS Project, designed to manage larger and more complex task lists and projects.

Create a daily schedule—and stick with it

Don't start your day without a task list. Putting everything on paper will prevent you from lying awake at night tossing and turning over the tasks running through your head. Instead, your subconscious goes to work on your plans while you are asleep, which means you can wake up in the morning with new insights for the workday. If you can't do it the day before, make sure you write out your task list first thing in the morning. You'll find that the time you spend creating a task list (a clear plan) is nothing compared to the time you'll lose jumping between tasks when you lack such a plan.

Prioritize wisely

As you organize your task list, prioritization is critical for successful time management at work. Start by eliminating tasks that you shouldn't be performing in the first place. Then identify the three or four most important tasks and do those first—that way, you make sure you finish the essentials. Evaluate your task list and make sure you have organized it based on the importance of a task rather than its urgency. Important responsibilities support the achievement of your goals, whereas urgent responsibilities require immediate attention and are associated with the achievement of someone else's goals. We tend to let the urgent dominate when we should focus on activities that support our business goals.

Group similar tasks together

Save yourself time and mental energy by completing all of one type of task before moving on to the next. For example, create separate chunks of time for answering emails, making phone calls, filing, and so on. Don't answer emails and messages as they come in, as doing so is a distraction - which is an inefficient use of time. Turn off your phone and email notifications to eliminate the temptation to check at unappointed times.

Multi-task a maximum of three tasks

When working alone, aim to focus on the task at hand and no more than two other tasks or projects simultaneously. You will need to keep some time available for when team members come to see you. It can be tempting to multi-task more than three tasks at a time, but you're just shooting yourself in the foot when you attempt to do so. You lose time and decrease productivity when switching tasks.

Learn to say no

You cannot manage your work if you can't say No. Only you know how much work you must do and how much time you have available. Declining a request to focus on more important tasks is exactly what you should be doing. And if you take on a task that is going nowhere, consider letting it go. Rather than doing a lot of tasks that yield little or no value, complete fewer tasks that create more value. Use the 80/20 rule—80% of your output comes from 20% of your inputs and focus on those tasks that produce the most value. Finally, if you can't say no, delegate it.

Actions

1. Start your day with a clear intention of what you want to do.
2. Set specific goals (What needs to be done.)
3. Focus on high-value tasks.
4. Make a task list.
5. Prioritize and regularly review your task list.
6. Plan for tomorrow and use deadlines.
7. Keep a weekly and monthly calendar.
8. Try to minimize interruptions, but at the same time allow for distractions.
9. Aim not to multi-task.
10. Review your day at the end of your day.

Summary

1. **Make a task list.** - This stops you from feeling overwhelmed by the amount of work you must do. It stops you from missing deadlines or forgetting something important. Always spend 30 minutes at the end of the day organizing tasks on your list for the next day.
2. **Use for small projects.** - Task lists can help you get and stay on top of important projects and piles of tasks or decisions. When working on a project, there are many tasks to do and many people to do them - staying on top of this can seem daunting.

3. **Create a daily schedule—and stick with it.** - You'll find that the time you spend creating a clear plan is nothing compared to the time you'll lose jumping between tasks when you lack such a plan.
4. **Prioritize wisely.** - As you organize your task list, prioritization is critical for successful time management at work. Start by eliminating tasks that you shouldn't be performing in the first place. Then identify the three or four most important tasks and do those first.
5. **Group similar tasks together.** - Save yourself time and mental energy by completing all of one type of task before moving on to the next.
6. **Multi-task a maximum of three tasks.** - When working alone, aim to focus on the task at hand and no more than two other tasks or projects simultaneously.
7. **Learn to say no.** - You cannot manage your work if you can't say No. Only you know how much work you must do and how much time you have available. Declining a request to focus on more important tasks is exactly what you should be doing.

You know that one client is keen on your product and is ready to buy, so you prioritize them with a "High" – this is a prospect that's worth focusing on. Conversely, you know that another prospect is playing you off against several competitors, meaning that you'll make less profit, and that there's a reasonable chance that you won't get the business. You prioritize this person with a "Low". You should focus most of your attention on better prospects.

3 - Communication

Excellent communication ability is essential for success in any role, but there are skills and techniques that, as a manager, you need to use more so than when you were a worker. These are communicating with team members and communicating with people outside your team. Active listening is essential if you are to be an excellent communicator. But unfortunately, when you are a manager, it can be easy to think that you know all the answers and that listening is less critical because you've thought of a solution already – that, of course, would be a huge mistake.

The best form of communication is when it is transparent and open, creating a framework of honesty, directness, and frankness, characterized by sharing of experiences, trust and a willingness to embrace conflict and collaborative problem-solving. It engages team members to discover newer or improved ways of reaching goals and prevents groupthink whilst spurring innovation.

Communication is the basis of all healthy relationships, including the one between a team member and a manager. For example, team members whose managers hold regular meetings with them are almost three times as likely to be engaged as team members whose managers do not hold regular meetings with them. Engagement is highest among team members who have some form (face to face, phone or digital) of daily communication with their managers. And when team members attempt to contact their manager, engaged team members report their manager returns their calls or messages within 24 hours.

Team members need to be encouraged to accept critical feedback and provide constructive input to others. Feedback should answer questions, provide solutions, or help strengthen the task or project at hand. You cannot have a high-performance team without strong relationships and genuine communication. The two traits are closely linked.

These traits are essential for high performance teams because without honest communication and the strength of the relationships that follow, it becomes near impossible to fix problems with performance. Strong and open relationships allow team members to talk honestly about successes and failures, areas for improvements and without fear of animosity. Open communication requires a free flow of information, a shared agreement that no subject is off-limits, and frequent and respectful interactions among team members and other individuals in the organization.

Genuine conversations

Genuine conversations are conversations about performance, with the intent of helping team members to improve. It takes time and much effort to develop an environment of mutual trust and respect that creates a safe environment for genuine conversations. This can be a daunting process for some, but once you are comfortable with genuine conversations, you will never regret it helped by shifting your perception to a view that the conversation is about caring for your team member and helping them to improve, the process becomes second nature. The ability to have genuine conversations is what builds strong relationships, and the stronger your relationships the more open communication becomes. This is important as high-performance teams seek more outside connections which enhances their creativity and innovation satisfying their need for fresh perspectives and information.

How to become a good communicator

Being a good manager means being an excellent communicator, ensuring that the right message reaches the right person in the right way at the right time. Communication is not a one-way interaction; it is two-way, like listening. Just doing the talking does not help; you need to concentrate on listening as well, which takes mental effort.

Actions

1. First, actively listen to what the other person is saying. (Focus hard on the words they are saying, do not interrupt or frame an answer in your mind until they have finished speaking.)
2. Rehearsing in your head the message you want to tell.
3. Putting yourself in the other person's shoes, how will they interpret the message?
4. Is the message clear, concise, and unlikely to be misinterpreted?
5. If it is misinterpreted, how will you back out?
6. Often if someone has a difficult thing to say to you, they will disguise it, it will not be obvious, or they will not be concise; you need to be on the lookout for this.
7. If the message (such as an employee's termination) is sensitive or unpleasant, prepare a bulleted script for yourself to follow and stick to it.
8. Be frank, direct, open, and honest; the other person will pick this up and be reassured by it. It's a matter of not what you have to say but rather how you say it.
9. Check that your messages have been received by asking the team member to playback to you their understanding of what you have said.
10. Look directly at the other person that is, into their eyes. To do this and maintain a stare, look just above the bridge of their nose, between their eyes. This allows you to maintain a direct look for as long as you want. To the other person, it appears as if you are looking directly into their eyes. This is an especially effective tactic for negotiations, and when delivering bad news, it gives you the upper hand.

Summary

1. **Active listening.** - Is essential if you are to be an excellent communicator. But unfortunately, when you are a manager, it can be easy to think that you know all the answers and that listening is less critical because you've thought of a solution already – that, of course, would be a huge mistake.
2. **Become a good communicator.** - Being a good manager means being an excellent communicator, ensuring that the right message reaches the right person in the right way at the right time.
3. **Be frank, direct, open, and honest.** - The other person will pick this up and be reassured by it. It's a matter of not what you have to say but rather how you say it.

4 - Team Meetings

No one likes meetings; one of your challenges is to get team members to 'want to come' along to your meetings because they have real value. If you do not already hold one, a weekly team meeting is essential for managing and developing your team. The meeting needs to be an important event in your diary, ideally not to be missed or rescheduled. The best time of day is just before lunch as this allows for an open-ended finish time, which encourages team members to focus more to finish quickly. Aside from being an essential general management practice, this meeting must focus team members on matters such as staff, performance, productivity, customer satisfaction, service, and quality.

Meeting standing agenda

A 'standing agenda' is an agenda that contains the same topics each week. A sample is shown below to which you can add your own topics. The standing agenda also acts as a template that team members should use for their own weekly staff meetings (if the team members have their own teams.) This facilitates consistency of approach and dissemination of the same information to all staff. (This makes for transparency of information except for where a matter is commercial in confidence).

Standing Agenda

Date.

Attendees.

Previous Minutes.

Review actions from previous minutes.

Day to day management items.

Items that you regularly discuss or have been added for this meeting.

Staffing.

Poor performing staff, recruitment activities, current and planned training initiatives.

Customer Satisfaction.

Discuss any favourable or unfavourable customer comments.

Projects/Strategic initiatives.

Update on projects performance (schedule, cost, delivery). Limit to projects that are running behind schedule.

Managed Services (Outsourcing contracts) review.

Issues, disputes, financial and outstanding matters with external providers.

Other Business.

Around the table, open discussion on any subject.

Managers Notepad.

Managers new work items.

Minutes.

Minutes are a formal record of the 'Actions' to be undertaken; discussions are not recorded. Minute's format is usually Action/Owner/Due date.

Decision Register

Decision registers record decisions that otherwise tend to get lost and forgotten in the minutes. Each decision should have a home somewhere else, such as in team rules or policies. The minute-taker ensures that decisions are passed on to an appropriate Decision Owner for recording elsewhere.

Tips for a good meeting

Make up a handout of the 'Tips for a good meeting' shown below. Discuss the handout and make a point of noticing each team members reaction. Try to identify early adopters (they look pleased with the news and accept change) and those who may need more individual persuasion (they look surprised or concerned, are resistive to change).

- Try to meet in the same room each week.
- Try standing up instead of sitting; it makes for faster meetings.
- Have presentation/video/communication facilities checked to ensure they are working before each meeting?
- Have a rotating chairperson to allow each team member the opportunity to gain experience with this skill.
- Have the last person who arrives take the minutes as arriving late is unprofessional. Minutes should only contain action items and should be issued no later than the following day after the meeting.
- Absent or remote team members to attend by video or phone.
- No war stories, no discussions about similar experiences that don't add value.
- Hold the meeting early in the day, just before lunch. This allows for an open-ended finish time. As the team becomes more focused, the meetings will get shorter.

Actions

1. If you do not already have a weekly team meeting, you need to establish one.
2. Do a meeting invite and issue the agenda.
3. Make up a Handout of the 'Tips for a good meeting' and discuss with the team.

Summary

1. **Weekly team meeting.** - Is essential for managing your team. This meeting is also crucial for the team-building process. The meeting needs to be an important event in your diary, ideally not to be missed or rescheduled. Aside from being an essential general management practice, this meeting must focus team members on matters such as staff, performance, productivity, customer satisfaction, service, and quality.
2. **Meeting standing agenda.** - Add your management items to this agenda as required. The agenda is a standing agenda – meaning that it contains the same topics each week.
3. **Decision Register.** - Decision registers record decisions that otherwise tend to get lost and forgotten in the minutes. Each decision should have a home somewhere else, such as in team rules or policies. The minute-taker ensures that decisions are passed on to an appropriate Decision Owner for recording elsewhere.
4. **Tips for a good meeting.** - Make up a handout of the 'Tips for a good meeting'. Discuss the handout and make a point of noticing each team members reaction.

5 - Performance Goals

Team members cannot be inspired if they don't know what they're working toward and don't have explicit goals. Performance goals are individual work goals based on the team members position and their position accountabilities. Team members must care about achieving their goals, whether because they stand to gain extrinsic rewards, like recognition, pay, and promotions, or intrinsic rewards, such as satisfaction and a sense of meaning.

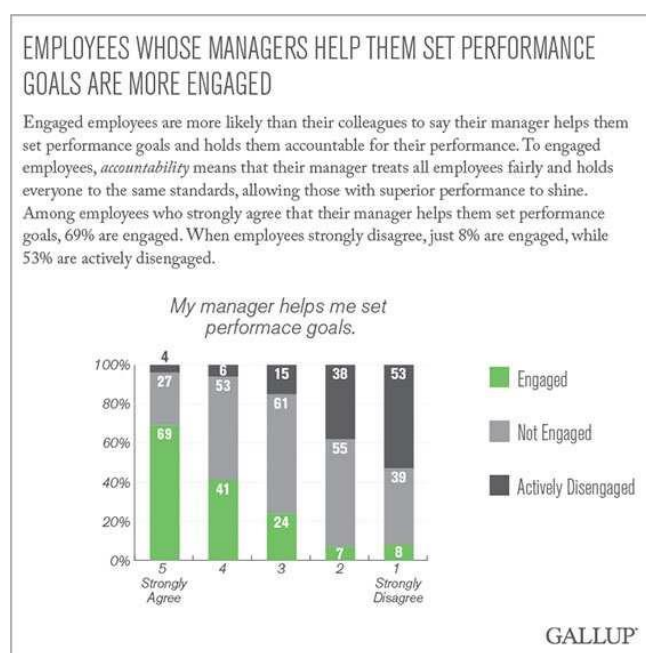
As team members are motivated to pursue individual initiatives with your support, there should be an expectation that they will deliver excellence and be more passionate. Goals should be stretch goals creating an internal drive to accomplish the difficult.

Performance goals need to

- Work towards achieving your strategic goals by being clear with reasoning to allow team members to easily understand how and why their goals are necessary and how they fit in.
- Relate to the position responsibilities.
- Support achievement of improved team performance.
- Act as individual Key Performance Indicators (KPIs).
- Be measurable so that a goals achievement is easily identifiable.
- Have beginning and endpoints, so team members can work to reach the finish line.

Examples

- Improve communication skills over the next quarter.
- Implement new quality assurance methods within three months.
- Increase team productivity by 30% over the next 12 months.
- Support, manage and achieve change targets within the allocated time when it occurs.
- Increase your team's staff retention rate to 80% over the next 12 months.
- Clear all high-priority work requests within two months.
- Meet monthly budget revenue targets.



Actions

1. Have copies of the organization vision, your own strategic needs, and each team members position responsibilities.
2. Using these documents, identify the team member goals, aiming for goals that support your business and management goals. Try to make them challenging by making them outside of the team members ordinary knowledge and comfort zone.
3. Ensure that each goal is measurable.
4. Complete your performance goals documentation and schedule a meeting with each team member to discuss.
5. Do not assume that the team member always knows how to accomplish their goals. Be prepared to discuss approaches with them but only if a team member raises the question of 'how'.

Summary

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2. **Performance goals need to.** - Work towards achieving your strategic goals by being clear with reasoning to allow team members to easily understand how and why their goals are necessary and how they fit in. Relate to the position responsibilities. Support achievement of improved team performance. Be measurable so that a goals achievement is easily identifiable.

6 - Delegation

Delegation is defined as shifting authority and responsibility for specific functions, tasks, or decisions from one person (usually a manager) to another person – a team member. It provides autonomy and training to team members and allows you to load share your work as there's only so much that you can achieve working on your own. You can achieve much more using your team; that's why it's so important to delegate and do it well.

Delegating the right tasks to the right team members can be tough. Delegating, or giving authority, responsibility, and decision-making control to a team member or a team, is a behaviour of good managers with - follow through to ensure completion and recognition.

To start with, you need to identify what tasks you will delegate and to who. This means that you need to understand what your team is all about; you need individual performance goals. Only then will you think about your team's skills, experience, and competencies and start matching people to tasks that help you and your team members goals.

When delegating, you must explain your reasonings' for delegating a task to a team member; just telling someone that you trust them without giving them all the details of what a task requires sends mixed signals. Show team members that you trust them to do what's right by sharing all relevant information with them. You must also provide feedback to the team member in the form of a constructive observation (not a criticism) or praise. This will make the process of delegating in the future easier.

Some managers resent the idea that a team member may get the credit for completing a task or a project. In contrast, a good manager does their utmost to make certain that team members always receive credit and publicly appraises them accordingly. They also load up their team members with a heavy workload as this makes the team member perform at their best (busy people achieve more).

When you're deciding how to delegate work, ask yourself the following questions.

- Do I need to monitor this task?
- Will this work help the team member develop their skills, and will it employ their strengths?
- Do I have time to teach the team member how to do the task?
- Do I expect tasks of this nature to reoccur?

Benefits of delegation

- It frees up your time so you can achieve more. By delegating, you will free yourself to focus on more critical projects and tasks; you will also help grow and develop your team members.
- If you keep saying, "I'll just do it myself", your work will pile up and make you less efficient. Successful managers know delegating increases everyone's productivity.
- When done correctly, team members are motivated, feel involved, and grow professionally.
- When team members challenge their skill sets, their productivity increases.
- When a manager uses delegation to develop their team members, they are better placed to know who has the skills and strengths to take on other tasks.
- When team members collaborate on a project, this allows for ideas being shared, for people to have a voice and for team ideas to grow.

What prevents good delegation?

Managers who are stressed and are in constant firefighting mode, that is, they go from crisis to crisis, will almost certainly fail to delegate as firefighting is reactive and not proactive. Managers won't delegate due to the following.

- Ego: If I do it, it will be better.
- Time: It will take too long to explain what's required.
- Accountability: Am I accountable if it goes wrong?
- Skills Gaps: My team members don't possess the necessary skills.
- Authority Threat: Delegation reduces my authority.
- Fear: The assigned task will not be carried out accurately, or the team member will fail.
- Trust: I don't trust my team enough.

Actions

1. What is the goal? What is the final objective and what results are needed to achieve it? What parts can be delegated?
2. Who is the right person for the task? Who has the right skills to do the work? How might this task help them develop? Will the task use their strengths?
3. Delegate. Have a conversation with the team member.
 - Give an overview of the task. Include the importance of the task, the resources available, and why you have chosen the team member.
 - Describe the details of the new responsibility. Define the scope of the role and set performance standards and intended results. Set clear expectations but do not say how the task should be completed.
 - Have a conversation. Solicit questions, reactions, and ask for suggestions.
 - Listen to the team members comments. Make sure they understand what is expected of them.
 - Share how this impacts the team. Help establish priorities and relieve some of the pressure by getting someone else to share some of the team members routine tasks for the duration of the work. Make sure to notify others who are affected by the team member's new task.
 - Be encouraging. Express confidence in the team members ability.
 - Establish checkpoints, results, deadlines, and ways to monitor progress. The entire discussion should be a collaborative process.
4. Stay in touch. Keep in contact with the team member and observe the checkpoints you agreed to at the outset. Remember, delegating means letting go.
5. Recognize and reward. Acknowledge the team member for successful completion of the task. Source: Google. Project Oxygen.

Summary

1. **Delegation.** - Is defined as shifting authority and responsibility for specific functions, tasks, or decisions from one person (usually a manager) to another person – a team member. It provides autonomy and training to team members and allows you to load share your work as there's only so much that you can achieve working on your own. You can achieve much more using your team; that's why it's so important to delegate and do it well.
2. **Benefits of delegation.** - It frees up your time so you can achieve more. By delegating, you will free yourself to focus on more critical projects and tasks; you will also help grow and develop your team members. If you keep saying, "I'll just do it myself", your work will pile up and make you less efficient. Successful managers know delegating increases everyone's productivity. When done correctly, team members are motivated, feel involved, and grow professionally. When team members challenge their skill sets, their productivity increases.

3. **What prevents good delegation?** Managers who are stressed and are in constant firefighting mode, that is, they go from crisis to crisis, will almost certainly fail to delegate as firefighting is reactive and not proactive.
4. **Managers who won't delegate due to the following.** Ego: If I do it, it will be better. Time: It will take too long to explain what's required. Accountability: Am I accountable if it goes wrong? Skills Gaps: My team members don't possess the necessary skills.

7 - Motivation

Managers who actively support and motivate their team members feel closer to them. By showing a sincere interest in your team members, you build trust and inspire others to achieve higher performance. A good team is not just a healthy team, but it is a team where team members are supported, motivated, and recognised for their achievements. A good manager understands that every time they speak to a team member, they can appraise and provide feedback. Everyone needs to receive positive feedback to know that they are important, are a contributor, team player and believe they are receiving an honest assessment of their performance.

Team members fall into two motivation categories

- Self-motivated. These are self-motivated team members who have a set of internal personal and professional drivers that motivate them. These are usually your star performers, which you are always at risk of losing if you do not provide them with appropriate autonomy, feedback, and empowerment to do their job.
- Non-self-motivated. Some team members need external motivation. These team members do not possess these same drivers as their self-motivated colleagues and require you to actively motivate them.

The role of the manager

Good managers communicate high expectations to team members, inspiring them through motivation to become committed to and a part of the organisation's shared vision. They also encourage team members to be creative and innovative and to challenge their beliefs and those of the manager and the organisation. Exceptional managers are curious about the inner motivations of their team members because it's the key to higher performance. Does your team member enjoy meeting new people? Mastering new skills? Bonding with a team? Working in the background? How much do you know about your team members?

1. Set High standards.

The standards that you set for yourself are one of your biggest motivation tools. Working to the best of your abilities shows team members what you expect from them. They will only work as hard as you do, that is, to the standard that you are setting. That's why a motivational manager will always push themselves to reach a higher standard. This simple act inspires others to do the same. Team members follow the lead, which creates highly motivated and productive teams.

2. Communicate often.

Feedback is crucial to your team members motivation levels. Your team members need to know what they're doing well and what they could improve on. They need feedback and recognition of their efforts and successes. Unfortunately, 69% of managers don't feel comfortable talking to their team members, meaning they are disconnected from their team. This leads to them avoiding opportunities for communication, much like not listening; failing to communicate leads to team members disengaging. They feel like their manager does not care, which means they don't care either.

Motivational managers go in the opposite direction. They often communicate and with confidence. They articulate clearly, which helps their team members to understand the direction they need to go in. Providing direction is an essential team member motivation tool at your disposal. Use your feedback sessions to ensure your team members know what you need from them.

3. Listen to team members.

Every team member needs to know and feel that their manager listens to what they are saying and respects their ideas. They want to be confident that some action may be taken based upon what they have said. Despite this, many managers don't listen to their team members. They may ask questions, but they do not hear the answers, believing that their ideas are the only ones that matter.

This tells team members that their opinions and ideas have little value and is a great way to demotivate them. This results in missing out on many great ideas and suggestions.

4. How to quickly demotivate people.

- Do not give feedback or recognition.
- Micromanage.
- Make decisions without consulting team members.
- Allow team members to miss commitments without a negative consequence.
- Not making allowance for personal factors and their effects on work.

How to deal with the fear of failure

There is a significant and insidious cause of failure, and that's our self-defeating thoughts brought on by fear of not meeting expectations. You can see it in a team members eye when you give them a task that they do not feel confident about. They have learned that failure, not meeting what's expected, can have negative consequences or, in extreme cases, be punished.

These consequences can be humiliation, no further work allocation of the type just tried, no promotion or not being given a second chance to take on something new. Only negative, resounding thoughts about their lack of ability and possibly their job being at risk resounds in their head.

Fear of failure is probably one of the main reasons we prefer to numb ourselves through inaction rather than move forward. Sometimes we are so afraid of letting ourselves down or letting others down or disappointing them that the opinions of others dominate us to the point of paralysis. Other times it is a deep-seated feeling of unworthiness that makes us question our abilities.

Succeeding or failing is not the issue; what is the issue is 'having a go'. When used with people you are getting to know or to whom you are giving a complex task that they have no experience or knowledge of, the following technique works well. It is the 'hand' technique.

Hand Technique.

It works like this; explain the task, what you think the outcome may look like and then deliberately place your hand about 10 centimetres above your desk and say, "what's important here is having a go. I don't care if you only achieve this much (then raise your hand a bit higher) or achieve this much; what I care about is you agree to have a go at this task please, I am not interested in what you achieve."

The hand technique is very good at removing anxiety about their ability to do the task and your expectation of the outcome.

Finish up by saying, "please come back at any time if you need help." Tell them it's your job to help. This technique is remarkably successful, especially as people get to know you and what you expect of them. Just having a go, giving it a try is what it's all about and most people succeed the first time.

Motivation and troubled team members

For managing team members that are.

- Troubled.
- Underperforming have dropped the ball.
- Not engaging in change like their colleagues.

At some stage in our careers, this tends to happen to us all; most of the time, however, we pull out of it on our own. Team members under one of these three conditions usually have underlying personal or professional problems. Here is a technique for handling these situations.

Call the team member in and have a conversation as follows.

"Come in, please sit down; I have something to say to you, and I would appreciate you hearing me out before you make any comment. I have noticed that you are unhappy, and that is bothering me greatly. You are dissatisfied with work just now, and I can see that your morale is low. I don't know the cause, but my approach to situations like this is that I am the cause; the problem is me. I have failed to sufficiently support and motivate you in some way, perhaps the work I have asked you to do is not challenging enough, or I have been unable to adequately explain what it is I would like you to undertake.

You don't have to make any comment about this just now unless you want to. I would prefer you didn't, but instead, come back and see me tomorrow and let me know what you think. Tomorrow I want to talk about what I can do, let's talk about training, a new job, different work, let's talk about how you see things, what your needs are. If the issue is a personal one, let's talk about that. Whatever happens, please accept that the real problem as I see it is that I am failing to support you in some way."

Let's catch up at 10.00a tomorrow morning."

Digesting what you have said.

Next, the team member concerned digests that you see the problem as being you; this is a surprise to them. However, it nearly always allows them to come back and be very open and honest about what is really troubling them, be it a personal or professional issue. This creates a context for an honest conversation about what is troubling them - the usual causes being.

- Their job role is a square peg in a round hole; their current job does not match their job aspirations or use their strengths.
- They are not handling change well - they see their peers doing well, which is creating anxiety for them as they don't think they can change.
- There is a personal problem.
- They are having difficulty understanding what it is you want from them.

Follow-up meeting.

At the beginning of the follow-up meeting, start by saying that you have been thinking about the next catch-up, and you believe the issue could be one of the four causes outlined. Then pass the conversation over to them. You need to correct whatever the issue is; you can't brush it aside. So, the approach is that you are the problem, not the team member. As a manager, you are responsible for the health and well-being of your team members; this includes their job satisfaction and morale.

Actions

1. Give effective recognition for a job well done by doing it in front of others. Be sparing in your praise; recognition must be deserved.
2. Look for opportunities to improve communication between team members by highlighting someone's strengths and by underpinning any shortcomings.
3. Every time you speak with one of your team members, it is an opportunity to provide feedback on their performance and offer support and motivation. Everyone needs to receive positive feedback so that they understand that they are important, are a contributor a team player and believe they receive an honest assessment of their performance.
4. Comment on a recent email or report you received.

5. Comment on customer feedback you received that concerns their area.
6. A comment that you think things are going well.
7. Equally, make 'observations', not criticisms about things you don't like. ("I noticed that last email you sent me was very long.")
8. Implement programs to recognise the performance and efforts of all team members. (E.g., Employee of the month).
9. When you give someone a difficult task or one outside of their skillset, remove the fear of failure by telling them that what you expect is that they 'have a go,' not what they achieve, and offer to help.
10. Accept mistakes, but not when the same one is made three times.

Summary

1. **Managers who motivate.** - Actively support their team members and feel closer to them. By showing a sincere interest in your team members, you build trust and inspire others to achieve higher performance. A good team is not just a healthy team, but it is a team where team members are supported, motivated, and recognised for their achievements. A good manager understands that every time they speak to a team member, they can appraise and provide feedback. Everyone needs to receive positive feedback to know that they are important, are a contributor, team player and believe they are receiving an honest assessment of their performance.
2. **Team members fall into two motivation categories.** - Self-motivated. These are self-motivated team members who have a set of internal personal and professional drivers that motivate them. These are usually your star performers, which you are always at risk of losing if you do not provide them with appropriate autonomy, feedback, and empowerment to do their job. Non-self-motivated. Some team members need external motivation. These team members do not possess these same drivers as their self-motivated colleagues and require you to actively motivate them.
3. **The role of the manager.** - Good managers communicate high expectations to team members, inspiring them through motivation to become committed to and a part of the organisation's shared vision. They also encourage team members to be creative and innovative and to challenge their beliefs and those of the manager and the organisation. Good managers: - Set High standards. Communicate often. Listen to team members.
4. **How to quickly demotivate people.** - Do not give feedback or recognition. Micro-manage. Make decisions without consulting team members. Allow team members to miss commitments without a negative consequence.
5. **How to deal with the fear of failure.** - There is a significant and insidious cause of failure, and that's our self-defeating thoughts brought on by fear of not meeting expectations. For a team member, the consequences can be humiliation, no further work allocation of the type just tried, no promotion or not being given a second chance to take on something new. Only negative, resounding thoughts about their lack of ability and possibly their job being at risk resounds in their head.
6. **Motivation and troubled team members.** - For managing team members that are troubled, underperforming has dropped the ball or are not engaging in change like their colleagues.

8 - Managing Discipline

As unpleasant as it is, eventually, one day, you will need to discipline a team member about their behaviour, language, appearance, or many other things. Discipline is different to giving feedback because it doesn't always relate to a team members work. For example, you can provide feedback on how someone answers the phone but handling problems with timekeeping or personal grooming needs a different approach.

Managing discipline means setting minimum acceptable standards of behaviour as laid out in policies and guidelines. It is all about following a fair and reasonable process to deal with poor performance or misconduct. A disciplinary process needs to be carefully carried out as a team member may lose their job. Disciplinary actions usually result due to underperformance.

What is underperformance?

Team member underperformance describes a team members unsatisfactory performance, behaviour, attitude, or misconduct that is inconsistent with or contrary to organisational expectations, policies, or procedures.

Underperformance can be exhibited in numerous ways (behaviour, language, appearance) and can range in severity. Accordingly, the approach taken when handling underperformance can vary and must be determined on a case-by-case basis. For example, if a salesperson were underperforming, you would need to prove that targets were set, that they were communicated, and that performance has fallen short of the mark. Common types of underperformances.

- Attitude problems (rudeness, arrogance) and non-compliance. Disregard for organisational policies, procedures, rules, and regulations.
- Unsatisfactory work performance. A failure to achieve performance standards required of a job.
- Unacceptable relations with other team members. Behaviour is hostile or inappropriate, use of offensive language, being dishonest, intimidating other team members, and harassment.

Establish clear rules for team members

- Having clear, documented employment policies is imperative; team members need to know what is expected of them, what is acceptable and unacceptable.
- Presentation and dress codes are a common problem, especially when your team members are younger. Be clear about what is acceptable.
- Behaviour rules include how everyone integrates, how customers are treated and appropriate use of language. Put in writing what is acceptable.
- Productivity and work ethic involves how much you expect a team member to do and specific duties and standards for a job, including laziness and tardiness.
- Mobile phone usage deserves noting on its own. Be specific about what is acceptable usage and what is unacceptable.
- Illegal behaviour, such as theft, illicit drug use, intoxication, or violence, is grounds for immediate termination, whether you use a progressive discipline process or not.

Don't assume people know that they should sweep the floors if there's no work to do. Don't assume they know they can't turn up to work late every day. Document it all and have them read it, have them sign the document so that you have proof that they have understood what is expected of them.

Progressive disciplinary process

Discipline methods are based on achieving a goal or standard, and that not meeting it puts disciplinary actions into effect. You can approach that in a punitive or rehabilitative way. It comes down to what you think will work best for your business and what you are comfortable doing.

Progressive discipline is when you increase the severity of your actions when someone fails to correct an issue. It's a common approach because it protects employers from legal action. This generally takes a punitive approach, but it can also be rehabilitative. Training and performance improvement actions are less about fixating on the problem and using the threat of termination as an outcome but are more about viewing the team member as valuable and worth investing in.

- Step 1 - Verbal warning. A meeting is held with the team member, the unacceptable behaviour is outlined, and a verbal warning is given.
- Step 2 - Written warning. If the behaviour continues, then a second meeting is held. The team member is provided with a written description of the unacceptable behaviour and what they are to stop doing. The written warning also describes what will happen next if the behaviour does not change. This warning is signed by the manager and the team member concerned. A copy is given to the team member, and a copy is placed onto their HR file. You may choose to issue more than one written warning before moving to the next step.
- Step 3 - Performance Management Plan. If the unacceptable behaviour continues you may move straight to the next step. This is a rehabilitative approach. A Performance Management Plan (PMP) is documented with things the team member must do. This time, however, the actions are about training, learning, and education against changes in behaviour. The plan also includes check-in points, measurable goals, and steps to help the team member achieve the goals.
- Step 4 - Final warning. Another meeting is held, and the team member is told all the instances that the unacceptable behaviour has occurred, including verbal and written warnings. The manager informs the team member that this is now a final warning, and if changes do not happen as outlined in the last document provided, the team member's employment will be terminated. At this meeting, a third party, usually a Human Resource representative is present to witness the meeting; this is essential.
- Step 5 - Termination. If the problem continues, the team member is invited to a meeting with the manager and the third-party witness. The team member is informed that as their behaviour has not sufficiently changed that their employment is being terminated.

Summary

1. **Managing discipline.** - Eventually, one day, you will need to discipline a team member about their behaviour, language, appearance, or many other things. Discipline is different to giving feedback because it doesn't always relate to a team members work. Managing discipline means setting minimum acceptable standards of behaviour as laid out in policies and guidelines.
2. **What is underperformance?** Team member underperformance describes a team members unsatisfactory performance, behaviour, attitude, or misconduct that is inconsistent with or contrary to organisational expectations, policies, or procedures.
3. **Establish clear rules for team members.** - Having clear, documented employment policies is imperative; team members need to know what is expected of them, acceptable and unacceptable.
4. **Presentation and dress codes** are a common problem, especially when your team members are younger. Be clear about what is acceptable. Behaviour rules include how everyone integrates, how customers are treated and appropriate use of language. Put in writing what is acceptable.
5. **Progressive disciplinary process.** -Discipline methods are based on achieving a goal or standard, and that not meeting it puts disciplinary actions into effect. You can approach that in a punitive or

rehabilitative way. It comes down to what you think will work best for your business and are comfortable doing.

9 - Terminating Employment

There will come a time when you need to remove a team member for unacceptable performance or behaviour; this is a difficult thing to do; it is an unpleasant thing to do, but it is something you need to be prepared for.

When you do need to remove a team member, it is sometimes easier than you may think because the person concerned often recognises that they are not keeping up with or performing like their colleagues. Sometimes they may be having trouble adapting to a changing environment. It is usually a relief for these people when they are removed from their current situation as it relieves anxiety and stress. But it is not always a relief; in fact, it can be a shock.

Approach - Do you want to become a professional?

Do you want to become a professional? It is a valuable technique for managing people out by telling a team member that you expect them to act professionally and then asking them if they want to become a professional and describing what that entails to make an informed decision. If they say Yes, you give them a second chance, document the discussion, and copy them and Human Resources. If it doesn't work out, you may need to provide them with one final opportunity; else, you have what you need to terminate their employment. Being a professional means subscribing to professional standards, for example.

- Having a professional attitude. Being upwardly supportive. Not participating in secret or negative conversations. Arriving at work on time and staying until the day's work is complete. Putting in extra time when required.
- Demonstrating professional maturity. Producing quality work. Acknowledging mistakes without shifting blame. Owning up to issues and presenting solutions. Being predictive about problems, acting before they occur to avoid them.
- Managing time and workspace. Maintaining a diary for appointments and deadlines, regularly checking to stay on schedule with meetings and tasks. Using smart email management techniques. Organising a workspace so that it's clean and files are organised.
- Practising leadership skills. Making presentations, being a business liaison contact, joining a professional society. Being up to date with industry changes by attending seminars and reading professional publications.
- Communicating professionally. Being aware of body language, eye contact and a handshake. Speaking clearly and practising active listening.

You can decide on your definition of professional standards and use that to manage your team and to manage someone out. This gives you specific criteria against which you can assess the team member and explain your reasoning for letting them go.

The people you don't want

These team members are not comfortable with the concept of being a professional. They are usually the cowboys who ignore instructions and things like process and do as they please. Then there are terrorists; they actively look for situations they can make worse for the pure warped pleasure of it. As a word of caution, you need to ask yourself, "Do some people behave in a certain way because of the current workplace culture?" If you suspect this might be the case, you need to assume that they can change. Only you can judge. Then there are team members who are just plain lazy and disinterested no matter what the culture. Don't waste your time with these people; manage them out as fast as you can.

1. Unprofessional.

Some people are not interested in becoming a professional; they choose not to change their behaviours. There is no room for this attitude in your team. Team members need to decide upfront if they are interested in being developed into professionals. Personal biases and prejudices, for example, cannot be part of a professional persona, nor is there room for personal issues.

2. Job perks.

These people are more interested in the job's perks than they are in the job. These people, believing they are highly valuable, come to you demanding or strongly suggesting at least that it's in everyone's best interest to expand their remuneration package. They want to receive more flexible working hours, paid overtime, a personal use Uber account, to bring their dog to work, want company paid life insurance, and the list goes on. What is good about these people is they declare their real agenda to you, which makes them easily identified as people you don't want. The best team members are in it for the job, work, and experience, not just perks.

"If you have people in your team who, despite coaching and conversations, still cannot see the positives in their role (no matter how much potential they show or how long they've been in your organization), remove them. It's time to move on. Similarly, employees should avoid negative colleagues." Andrew May. *Performance Coach*.

3. Hostage takers.

A staff member that holds you hostage: These are team members who, due to their many years of service, are the only team members left with specific business knowledge making them a highly valuable resource, and they know it. Steps need to be taken in these situations to document what they know (which is extremely difficult) and train others. Often team members of this type believe that they are indispensable and, therefore, can do as they please. They ignore management directions, carry out unauthorised work, are often lazy and even go as far as to turn up for work when it suits them.

Discuss with these team members what your expectations are and what specific behaviour of theirs is unprofessional and that there is no room for them in your team. Then document the discussion and copy them and Human Resources as part of a potential 'Performance Management plan' to manage them out. Be warned that often, these team members call your bluff, believing you won't do it.

Actions

No matter how sound the reasoning, terminating a team members employment is an unpleasant experience; try following these points.

1. Write out in bullet point form the professionalism points the team member is not meeting, that is, the reasons for letting them go.
2. Write a bullet point script that you will follow as your discussion points. This makes the conversation easier to execute, keeps you on point and not distracted from the duty you need to perform.
3. Sample script.
4. We are meeting today to discuss your ongoing unacceptable performance.
5. I am not happy with your performance as it is not meeting the professional standards, I have outlined to you.
6. Specifically, these are the professional standards you are not meeting.
7. This is a first (or final) warning that you need to meet these standards or terminate your employment.
8. This discussion today will be documented, and a copy will be sent to yourself and Human Resources.
9. We will meet again in two weeks to discuss the situation then or; I am terminating your employment as of now and require you to collect your personal belongings and leave the premises. A final salary payment will be paid to you within x days.

10. Do not answer any questions if you have terminated their employment.
11. Do discuss questions only if you are giving a warning.
12. Stick to your bullet point script, remembering that it is not a negotiation.
13. Do not accept interruptions or questions; if this happens, reply that you will discuss questions when you have finished.

Always have a Human Resource or another third-party present to witness the discussion; they do not participate in the discussion; they only listen.

Summary

1. **Approach.** - Do you want to become a professional? It is a valuable technique for managing people out by asking them if they want to become a professional and describing what that entails to make an informed decision. If they say Yes, you give them a second chance, document the discussion, and copy them and Human Resources. If it doesn't work out, you may need to provide them with one final opportunity; else, you have what you need to terminate their employment. Being a professional means subscribing to professional standards, for example.
2. **The people you don't want.** - These team members are not comfortable with the concept of being a professional. They are usually the cowboys who ignore instructions and process and do as they please. Don't waste your time with these people; manage them out as fast as you can. Look for: - Unprofessional team members, team members just after the jobs perks and look for hostage takers.

Chapter 2. Leadership

If you're the type of person who believes in leaving a team and work environment better off than how you found it, finding better ways to do things and are not content with the status quo, then you will be highly compatible with the High-Performance Leadership style, which:

- Transitions you from High-Performance management to High-Performance Leadership.
- Leans more towards leadership than management.
- Implements preliminary High-Performance Team building steps.

High-Performance Leadership is a step up from High-Performance Management, it represents the very latest in leadership thinking. It is a progressive style, distinguishable from management by being focussed on people, teams, and their leadership. Under this style, leadership and management are similarly defined as transposable concepts that are not just integral; they are the same and inseparable. Together, leading (visionary) and managing (activity-orientation) form a high-performance framework necessary for building high-performance teams. High-Performance Leadership transitions the High-Performance manager into the realm of leadership.

High-Performance Leadership is the 'walk' stage of management (crawl, walk, run). It is intended for managers who have a minimum of 5 – 10 years' experience. High-Performance Leadership is designed to manage constant, unplanned, high-risk change whilst at the same time resulting in greater productivity and lower stress levels.

Being a high-performance leader means becoming a role model who sets high targets and expectations. It means team members will look for strong values, courage, and a sense of ethics, that they will seek to emulate. To succeed with this style; you need to be stable and emotionally mature - not blowing off steam or having different attitudes on a weekly basis. You must be a manager who walks the talk, cares about, and develops your team members and be someone who over time builds loyalty. You must be aware that what you do and say matters, that your words and actions strongly influence your team members thoughts, feelings, and actions.

High-performance leadership is all about creating a safe workplace to have conversations and freely voice ideas. It is a process that changes and transforms individuals. In other words, it is the ability to get people to want to change, improve, and be led. It involves assessing team members motives and strengths, satisfying their needs, and valuing them. It places team members; first, it creates high levels of mutual trust, accountability, and collaboration. Open communication is a crucial feature, as is the concept of shared leadership. High-performance leadership behaviours influence team members and inspire them to perform beyond their perceived capabilities and achieve unexpected or remarkable results. It gives team members autonomy over specific jobs, as well as the authority to make decisions. This induces a positive change in the team members attitudes and the organisation, transforming team member expectations, aspirations, perceptions, and values into something better.

High-performance leadership is where a manager works with their team to identify change, create a direction to guide the change through a shared vision. High-performance leadership behaviours influence team members and inspire them to perform beyond their perceived capabilities and achieve unexpected or remarkable results. It gives team members autonomy over specific jobs, as well as the authority to make decisions. This induces a positive change in the team members attitudes and the organisation, transforming team member expectations, aspirations, perceptions, and values are into something better.

1 - Goals

The purpose of this step is to help you determine personal and professional goals that you want to achieve. Review the two lists below and select the goals that you want to achieve, add your own as required.

1. Personal goals.

- To have a better career.
- To reduce my stress levels despite working harder.
- To have a better work/life balance.
- To increase my job satisfaction level.
- To become a true professional.
- Attainment of something rare - the building of a high-performance team.
- Working with people who are loyal, supportive, and trustworthy.
- Professional development, acquiring new skills, knowledge, and leadership behaviours, and over time becoming increasingly better at whatever is being done.
- The ability to stand out and overachieve in comparison to others.
- Being respected and being liked.
- Wanting a promotion.
- To improve job satisfaction.

2. Professional goals.

- To upskill management competency and capability.
- To move away from a Traditional or High-Performance management style.
- To prepare for a future leadership position.
- To address management or departmental issues.
- To prepare for a major strategic business initiative.
- To manage increasing workloads.
- To do more with fewer resources.
- To have a faster start-up/reaction time to new and unplanned business needs.
- Staying motivated.
- Improving team member engagement.
- Establishing a team's purpose.
- Dealing with a lack of preparation to successfully lead.
- Addressing a lack of confidence.
- To stop micromanaging.
- Dealing with the pressure to succeed immediately.
- Communicating objectives to a team.
- Managing team talent.
- Leveraging team norms to drive performance.
- Mastering team conflict.
- Managing difficult team members.
- Letting someone go.
- Delivering bad news.
- Dealing with culture issues.

- Empowering team members.
- Engaging introverts.
- Fostering collaboration.
- Solving work performance and productivity issues.
- Fostering an environment of trust through recognition and feedback.

Measures

Next, looking at the list of goals you have prepared, against each goal, write down a measure that you can use as evidence that the goal has been achieved. Here are some example goals with measures:

- Lack of preparation to successfully lead. (Feeling more confident about managing and understanding my team.)
- Lack of promotion. (Received a promotion, increased responsibilities and managing more staff.)
- Need a better work/life balance. (Now have more personal time and getting to the gym more often.)
- An enjoyable lifestyle because of higher remuneration. (Increased remuneration, added a new hobby.)
- Developing managerial effectiveness. (Greater respect for myself, the team is working better together, productivity has increased.)
- Team member engagement. (Good and regular team member relations, improved retention, loyalty and performance.)
- Micro-managing. (Have stopped micro-managing.)
- Leverage team norms to drive performance. (Team has direction.)
- Master team conflict. (Less conflict occurring, and conflict management is in place.)

Actions

1. Create a list of personal and professional goals.
2. Against each goal assign a measure as evidence that it has been achieved.
3. Make an entry in your calendar to review progress in three months' time.
4. Add the list of goals and measures to your High-Performance Leadership document.

Summary

1. **Review goals.** - The purpose of this step is to help you determine personal and professional goals that can be achieved because of becoming a high-performance manager. Review the lists below and make a list of the goals that you particularly want to achieve.
2. **Personal goals.** - To have a better career. To reduce my stress levels despite working harder. To have a better work/life balance. To increase my job satisfaction level. To become a true professional. Attainment of something rare - the building of a high-performance team.
3. **Professional goals.** To upskill your management competency and capability. To move away from a Traditional or High-Performance management style. To prepare yourself for a future leadership position. To address management or departmental issues. To prepare for a major strategic business initiative. To manage increasing workloads.
4. **Measures.** - Looking at the list of goals you have prepared, against each goal, write down a measure that you can use as evidence that the goal has been achieved. Lack of preparation to successfully lead. (Feeling more confident about managing and understanding my team.) Lack of promotion. (Received a promotion, increased responsibilities and managing more staff.)

2 - Psychological Safety

This step involves making changes to the way your team members behave, how they communicate and how they operate. It comprises understanding what psychological safety is, its introduction to the team, how it changes behaviours and team member communication and the role of team rules.

Professor Amy Edmondson coined the term 'Psychological Safety' in 1999 (Professor of Leadership and Management at the Harvard Business School) as a "shared belief held by members of a team that the team is safe for interpersonal risk-taking". It was identified as a critical factor in team learning and High-Performance Team development and performance. An all-inclusive and understanding environment is a breeding ground for new ideas where team members feel they can put forward risky or innovative concepts because they know they will be taken seriously. Hostile business environments lead to the stagnation of creativity, poor work ethics, dogmatic policies, and low retention.

The concept of Psychological Safety is particularly relevant in the modern business world, which counts on teams to innovate and perform in a chaotic environment. Team members who have no sense of Psychological Safety are unlikely to collaborate efficiently and effectively, and productivity will be hampered as a result. An atmosphere of Psychological Safety means that people are content and able to admit and discuss mistakes; a healthy, positive learning and high-performance environment is created.

Research confirms that higher levels of Psychological Safety led to more effective team learning and, in turn, higher team performance. Professor Edmondson demonstrated that in an environment of Psychological Safety, a cycle of learning is created; team members are more likely to ask questions and speak up to express issues and concerns, leading to the quicker identification of problems and search for solutions.

"When the workplace feels challenging but not threatening, team members Oxytocin levels increase in their brains eliciting trust and trust-making behaviour. This is a huge factor in team success." Source: Laura Delizonna, HBR.

Over time, this cycle leads to improved team performance. "In an internal study by Google (Project Aristotle), researchers concluded from quantitative and qualitative data that psychological safety had the biggest positive impact on team performance and was four times more significant than other factors such as individual performance, structure, and clarity, or meaning. It turns out that it matters much less who is on a team, and much more how those people interact" Source: Google 2015. Simply put, psychological safety is much the same as trust.

In a workplace that can be volatile, uncertain, complex, and ambiguous - creating and maintaining a psychologically safe environment must become a managerial priority for those who want to keep up in the global competitive race.

If you create this sense of psychological safety within your team, you will see higher levels of engagement, increased motivation, more learning and development opportunities, and substantially better performance. You create an environment where team members are energised because they feel they can speak their minds, be truthful and take risks.

Team Communication

"We are all reluctant to engage in behaviours that could negatively influence how others perceive our competence, awareness, and positivity. Although this kind of self-protection is a natural strategy in the workplace, it is detrimental to effective teamwork. On the flip side, the safer team members feel with one another, the more likely they are to admit mistakes, to partner, and to take on new roles." Source: Google 2015.

Psychological safety is a workplace, an environment where team members feel a sense of inclusion which creates conditions that enable individuals to speak their mind, take moderate risks and stick their necks out without fear of having it cut off. These types of behaviour lead to market breakthroughs without fear of judgment or reprisal and facilitate effective collaboration and creativity. In simple terms, psychological safety supports a belief that you won't be punished when you make a mistake or make an honest comment.

"A team must have a culture of trust, cohesion, and psychological safety if it is to succeed. The absence of psychological safety can result in problems and conflict being hidden and going unreported, as team members don't feel that they can speak up. A team's ability to take risks, something that is particularly important for some kinds of teams (such as those with an objective to innovate), relies particularly on team members' need for psychological safety being met. It is only after a level of trust and inclusion is established that a team can engage in constructive conflict—essential if a team hopes to be honest and bold and hold each other accountable to their commitment to the team's objectives." Source: Deloitte Insights.

"It's not about being nice to each other or reducing performance standards, but rather about creating a culture of openness where teammates can share learnings, be direct, take risks, admitting you "screwed up" and be willing to ask for help when you're in over your head. Unsurprisingly, in Google's top performing teams' people feel safe to speak up, collaborate and experiment together." Source: Google 2015.

"There's no team without trust" Paul Santagata, Head of Industry at Google.

"The research is now abundantly clear that psychological safety is a powerful differentiator of effective teams. The best teams are the ones that have trust and belief in each other," says Google's Tom Brannan. "Team members who don't feel safe will keep their problems to themselves and be unwilling to share information. This lack of openness may slow a business down, preventing it from responding as agilely as it might, as collaboration and communication become impaired, and individuals are reluctant to share the problems and opportunities they see. At its worst, senior managers can be left unaware of problems until they become so serious that an external regulator or government body is forced to step in." Source: Deloitte Insights.

To innovate together, team members need to feel they can talk openly and candidly to each other without fear of judgement or reprisals. Such climates are described as "psychologically safe" environments. The belief that the team is safe for interpersonal risk taking. That one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.

Team rules

The establishment of clear ground rules gives a team its cultural and psychologically safe baseline. It is a fundamental step in team development. In the case of a new team, rules also help remove the inevitable confusion and anxiety that usually exists as new team members get to know each other.

Establishing team rules is a simple way to negotiate and establish team behaviours and practices, both in general and temporarily say for a project. Team rules increase psychological safety and reduce potential conflict among team members by:

- Aligning relationships on appropriate and inappropriate behaviours.
- Making team values explicit.
- Creating a cultural baseline.
- Not assigning blame.
- Allowing legitimate measures in case of non-compliance.
- Preventing a sense of inequity and injustice to develop within the team.

Team rules are a behavioural framework, an agreement a team makes around the behaviours it will or will not accept. It includes team behaviours and values, decision-making rules, coordinating and communicating, framing expectations such as no assignment of blame in case of failure, dealing with issues, accepting diversity, taking risks, asking for help, mutual support, and accepting diversity appreciation. For example, if you agree upon honesty as a behaviour in a team rules framework, you prioritise being honest above most other things. If everyone agrees with each other that the team will be 'supportive', then it's much easier to reward supportive behaviour. At the same time, if someone in the team isn't being supportive, it's much easier for anyone to say, "we said we were going to be supportive, and I felt you weren't when you did XYZ". This removes the personal attack and is much easier to manage and deliver.

When everybody in the team feels safe to speak up about mistakes or issues, the team will learn faster and move quicker to higher levels of performance.

Summary

1. **Psychological Safety.** – A shared belief held by members of a team that the team is safe for interpersonal risk-taking. An atmosphere of Psychological Safety means that people are content and able to admit and discuss mistakes; a healthy, positive learning and high-performance environment is created. Arrange a team Workshop to introduce Psychological Safety as a team practice.
2. **Team Communication.** - We are all reluctant to engage in behaviours that could negatively influence how others perceive our competence, awareness, and positivity. Psychological safety is a workplace, an environment where team members feel a sense of inclusion which creates conditions that enable individuals to speak their mind, take moderate risks and stick their necks out without fear of having it cut off.
3. **Team rules.** - The establishment of clear ground rules gives a team its cultural baseline. It is a fundamental step in team development. Establishing team rules is a simple way to negotiate and establish team behaviours and practices, both in general and temporarily say for a project. Team rules increase psychological safety and reduce potential conflict among team members by. Establishing team rules is a simple way to negotiate and establish team behaviours and practices, both in general and temporarily say for a project. Team rules are a behavioural framework, an agreement a team makes around the behaviours it will or will not accept.

| Psychological Safety Workshop | 1.45 hours |
|--|------------|
| <p>Create a workshop handout.</p> <ol style="list-style-type: none"> 1. Copy the notes from the psychological safety step and use as a Handout. 2. There is nothing wrong with using the notes verbatim. | |
| <p>Open the workshop</p> <ol style="list-style-type: none"> 1. Open the workshop by suggesting that the team considers introducing psychological safety as a team practice, in line with high-performance standards. 2. Have the team read the Handout. 3. Using the notes from this step, produce a workshop Handout | 5 minutes |
| <p>Psychological safety.</p> <ol style="list-style-type: none"> 1. Briefly explain what psychological safety is, and that changing the way the team communicates and what rules it sets are the ways it is achieved. 2. In simple terms, psychological safety supports a belief that you won't be punished when you make a mistake or speak your mind. It promotes openness and honesty. 3. The absence of psychological safety can result in problems and conflict being hidden and going unreported, as team members don't feel that they can speak up. | 10 minutes |
| <p>Team communication.</p> <ol style="list-style-type: none"> 1. Introduce this element by announcing what your expectations are: <ul style="list-style-type: none"> • That team members can freely express their opinions, ideas, and thoughts without fear of humiliation. • That team members should feel energised because they can speak their minds, be truthful, take risks, innovate, and learn from outside ideas. • That the team adopt a shared belief that the team is safe for interpersonal risk-taking. • Creation of a workplace where team members feel a sense of inclusion which enables team members to take moderate risks and stick their necks out without fear of having it cut off. • An environment without fear of judgment or reprisal. | 30 minutes |

| | |
|---|-------------------|
| <p>Create team rules.</p> <ol style="list-style-type: none"> 1. Why have team rules? <ul style="list-style-type: none"> • The establishment of clear ground rules gives a team its cultural baseline. • Team rules are a behavioural framework, an agreement a team makes around the behaviours it will or will not accept. It includes topics such as team behaviours and values, decision-making rules, how to coordinate and communicate, how to frame expectations such as no assignment of blame in case of failure, how to deal with issues, accepting diversity, taking risks, asking for help, mutual support, and appreciation. • Establishing team rules is a simple way to negotiate and establish team behaviours and practices, both in general and temporarily say for a project. 2. Break the team into two or more groups and ask each group to answer these two questions: <ul style="list-style-type: none"> • What is acceptable, what are the behaviours we want to abide by in our team? - What is IN. <ul style="list-style-type: none"> e.g., Be on time, have no meetings on Friday, be open to new ideas, complete work as agreed, inform on progress. • What is unacceptable, what are the behaviours we do not want in our team? - What is OUT. <ul style="list-style-type: none"> e.g., Being disengaged, a one-fits-all solution, being late, applying procedures blindly, doing it right the first-time, last-minute changes. 3. Next, share the results, allowing each group to present and share their answers. <p>Finally, consolidate what is IN and what is OUT: - creating a first draft of the team rules. Continue discussing until a final list of rules is agreed upon. End the meeting with an agreement that everyone is mutually accountable to each other for obeying the rules and when the team rules come into effect.</p> 4. Examples of team rules: <ul style="list-style-type: none"> • Neglecting your family is unacceptable. • We actively support our staff. • Everyone has a voice. • If it's not written down, it doesn't exist. • Problems are fixed once. • Be prepared to present evidence. • Always conduct yourself professionally. | <p>45 minutes</p> |
|---|-------------------|

| | |
|---|------------|
| <ul style="list-style-type: none"> • Ensure that our work standards comply with industry standards. • Asking for and offering help is expected. • Failure is ok; having a go is what's important. • Management submissions are restricted to half a page. • Our team is non-hierarchical, and we are non-competitive. • It's not what you say, but how you say it. • Sometimes it's ok to ask for forgiveness rather than permission. • Add the team rules to the High-Performance Leadership document. | |
| <p>Summarize the workshop</p> <p>5. Expectations going forward.</p> <ul style="list-style-type: none"> • You won't be punished when you make a mistake or speak your mind. • We do not want problems or conflicts to be hidden or going unreported. Everyone must feel that they can speak up. • We want to create an all-inclusive and understanding workplace that is a breeding ground for new ideas where team members feel they can put forward risky or innovative concepts because they know they will be taken seriously. • We want team members to feel a sense of inclusion which creates conditions that enable individuals to stick their necks out without fear of having it cut off. • Our aim should be to create a culture of openness where teammates can share learnings, be direct, take risks, admitting you "screwed up" and be willing to ask for help when you're in over your head. • We want team rules because it is a simple way to describe team behaviours and practices, both in general and temporarily say for a project. Team rules increase psychological safety and reduce potential conflict. | 15 minutes |
| <p>Close the workshop.</p> <p>6. Ask for any questions or if anything needs to be clarified.</p> <p>7. Arrange for a copy of the team rules to be made accessible to everyone.</p> <p>8. State that the new practices are applicable from now.</p> | 10 minutes |

3 - Team Meetings

This step shows you how to run high-performance team meetings, their format, their protocols, the concept of shared leadership and how to tell if your meetings are being effective. High-performance leadership means holding meetings that team members want to attend because they are productive, and efficiently make use of the team members' time. Every meeting is focused, timely, and necessary, and is used to solve problems, make decisions, disseminate information, and enhance team member skills. These things make for a much better meeting experience.

The high-performance team meeting forms a crucial part of the team-building process.

One of the most common complaints voiced by members of low-performing teams is that too much time is spent in meetings. The real issue is not the time but the content of meetings. High-Performance meetings on the other hand address only those topics that need the team's collective, cross-boundary expertise, such as corporate strategy, enterprise-resource allocation, or how to capture synergies across business units. They need to steer clear of anything that can be handled by individual businesses or functions, not only to use the team's time well but to also foster a sense of purpose.

How to run a high-performance team meeting

High-Performance meetings are one's people want to attend because they stick to specific content and are largely unstructured, meaning that they do not use a formal Agenda or Minutes. (A High-Performance team does not need to minute or track an individual's actions as accepting an action is the same as making a commitment; therefore, there is no need for follow up.) Contributions need to be focussed on specific content, for example this content suits most situations:

- Corporate strategy.
- Enterprise-resource allocation.
- Business unit synergies.
- Customer satisfaction pains and gains.
- Staff satisfaction levels.
- Service Delivery.
- Strategic initiatives such as major projects.
- Resolution of disagreements.

1. Meeting format.

- Each team member talks in turn to their items but only from a perspective of telling the other team members things they 'need to know'.
- Questions are then asked, answers are given and discussed by all.
- Finally, actions are agreed and are noted by the team member who has taken the action.
- Then the next team member talks until everyone except the manager has had a turn.
- The last action is by the manager, who delegates tasks they have previously noted down - recording to whom and when the task was given but not when it is due.
- Unless a task must be given to a specific team member, the manager asks for volunteers to take on a task. (High-performance team members do not just action or take on tasks that relate to their management discipline or field or expertise, rather they take on any task. Doing this extends their management abilities, their subject matter knowledge and helps them to understand the management

accountabilities of their peers. It also goes a long way towards preparing them for more generalised management roles and future leadership positions.)

- Team members understand that the managers tasks have a high priority and are to be actioned asap.

2. Meeting protocols.

- Encourage quiet or introverted team members to give an opinion.
- Ensure team members do not speak over or interrupt others.
- Expect that team members will be truthful.
- Encourage views on the team's effectiveness.
- Encourage team members to critique each other's ideas and comments, rather than criticise the individual. (This is the approach of never criticising a team member but rather critiquing an idea, comment, process, or method they are using or are proposing. This is best done during meetings where ideas are being flown around by team members by having them comment on the relevance and likely success or failure of an idea.)
- When a negative event (problem, error, or failure) occurs, blame is never assigned to an individual, rather an autopsy of the event is discussed/carried out to work out how it happened and more importantly, how to avoid it happening again. The same applies to successes, there should be a discussion/autopsy about the actions that led to the success along with follow-up steps on how to repeat those actions in the future. e.g., By updating a process document.

3. Shared leadership.

Shared leadership is when the manager shares their decision-making rights with all team members by promoting the interests of the team members and by practicing social equality. Sharing leadership calls for a great deal of personal initiative from individual team members and is a vital quality of high-performance leadership. Shared leadership invigorates the team members to deliver exceptional outcomes in the workplace and achieve synergies in their results by working collaboratively with all team members.

During the meeting the manager remains as silent as possible, allowing the team members to jointly make decisions and agree actions thereby sharing the team leadership. Another aspect of shared leadership is when the team leadership role is taken up by various team members, according to need at the time. An example of this is the leadership of a major or strategic activity where one team member is a subject matter expert and will lead the team (including the manager) much as a project manager would.

4. How to tell if your meetings are working.

If your meetings are working well, and a collective consciousness is developing, then team members will exhibit several defining characteristics.

- There is a sense of real energy being released during the meeting.
- Everyone on the team talks and listens in roughly equal measure, keeping contributions short and sweet.
- Team members face one another, and their conversations and gestures are energetic.
- Team members connect directly with one another, not just with the manager.
- Team members carry on back-channel or side conversations within the team.
- Team members periodically break, go exploring outside the team, and bring information back.

5. Meeting tips.

- Do not wait for all team members to arrive before starting the meeting, always start exactly on time.
- Do not allow war stories or discussions that don't add value.

- Ban the use of laptops, they are distracting and severely limit the amount of information that the laptop user takes in. Multiple studies have proven that manual note taking is far more effective in terms of remembering and analysing new information compared to the laptop user due to different cognitive processes being used between the two.
- For a short, sharp meeting, consider standing rather than sitting. Psychologically this makes team members more focussed and more spartan with their involvement and saves considerable time. This approach works equally well for face to face and virtual meetings.

6. Decision register.

An optional decision register can be used to record decisions which otherwise may get lost or forgotten. Another option is to take the approach that every decision has an 'owner', and it is the owner's accountability to ensure that appropriate documentation is updated, and that communication of the decision is carried out.

"Shared leadership sustains high performance in teams."

Source: Qualities of High-Performance Teams–Katzenbach and Smith -August 4, 2018

Summary

1. **High-performance meetings.** - One of the most common complaints voiced by members of low-performing teams is that too much time is spent in meetings. The real issue is not the time but the content of meetings. High-performance meetings address only those topics that need the team's collective, cross-boundary expertise, such as corporate strategy or enterprise-resource allocation.
2. **How to run a high-performance team meeting.** - High-performance meetings are one's people want to attend because they stick to specific content and are largely unstructured, meaning that they do not use a formal Agenda or Minutes. (A High-performance team does not need to minute an individual's actions as accepting an action is the same as making a commitment.)
3. **Meeting format.** - Each team member talks in turn to their content items but only from a perspective of telling the other team members things they 'need' to know. Questions are then asked, answers are given and discussed by all. Finally, actions are agreed and are noted by the team member who has taken the action. Then the next team member talks until everyone except the manager has had a turn.
4. **Meeting protocols.** - Quiet or introverted team members are to be encouraged to give an opinion. Ensure team members do not speak over or interrupt others. Expect that team members will be truthful. Encourage views on the team's effectiveness. Encourage team members to critique each other's ideas and comments, rather than criticise the individual. (This is the approach of never criticising a team member but instead critiquing an underlying process.
5. **Shared Leadership.** - Shared leadership is when the manager shares their decision-making rights with all team members by promoting the interests of the team members and by practicing social equality. Sharing leadership calls for a great deal of personal initiative from individual team members and is vital quality of a high-performance leadership. Shared leadership invigorates the team members to deliver exceptional outcomes in the workplace and achieve synergies in their results by working collaboratively with all team members.
6. **How to tell if your meetings are working.** - If your meetings are working well, and a collective consciousness is developing, then team members will exhibit several defining characteristics. There is a sense of real energy being released during the meeting. Everyone on the team talks and listens in roughly equal measure, keeping contributions short and sweet.

7. **Meeting tips.** - Do not wait for all team members to arrive before starting the meeting, always start exactly on time. Do not allow war stories or discussions that don't add value. Ban the use of laptops, they are distracting and severely limit the amount of information that the laptop user takes in. Multiple studies have proven that manual note taking is far more effective
8. **Decision Register.** - An optional decision register can be used to record decisions which otherwise may get lost or forgotten. Another option is to take the approach that every decision has an 'owner' and it is the owners accountability to ensure that appropriate documentation is updated and that communication of the decision is carried out.

| Team Meetings Workshop | 1.0 hour |
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| <p>Arrange a team workshop.</p> | |
| <p>Create a workshop handout.</p> <ol style="list-style-type: none"> 1. Copy the notes from the Team Meetings step and use as a Handout. 2. There is nothing wrong with using the notes verbatim. | |
| <p>Open Workshop</p> <ol style="list-style-type: none"> 3. Open the workshop by advising that you are proposing to change the format of the team meetings, in line with high-performance standards. 4. Have the team read the Handout. | |
| <p>New Standing Agenda.</p> <ol style="list-style-type: none"> 5. Discuss the suggested content of the new standing agenda. Modify it as required but aim to retain the key elements: <ul style="list-style-type: none"> • Corporate strategy. • Enterprise-resource allocation. • Business unit synergies. • Customer satisfaction pains and gains. • Staff satisfaction pains and gains. • Service Delivery. • Strategic initiatives/major projects. • Resolution of disagreements. | |
| <p>Meeting format.</p> <ol style="list-style-type: none"> 6. Advise the team that the format of the meeting has changed. Each team member will now talk in turn to the agenda content, questions will be asked and answered, actions will be noted and then the next person will talk. | |

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| <p>Meeting protocols.</p> <ol style="list-style-type: none"> 7. Advise the team that all team members are expected to voice opinions, that interruptions are unprofessional and therefore are to be avoided, blame for a failure will never be assigned, rather an autopsy of both negative and positive events will be carried out in its place. 8. Advise the team that the meeting will start exactly on time, war stories that don't add value are not permitted and that a pen and paper is to be used in place of laptops. | |
| <p>Shared Leadership.</p> <ol style="list-style-type: none"> 9. Advise the team that your expectation is now that the team will share leadership by having the team collaboratively agree on all decisions. 10. During the meeting you, as manager will aim to remain as silent as is reasonably possible, allowing the team members instead to jointly make decisions and agree actions - thereby sharing the team leadership. | |
| <p>Decision Register.</p> <ol style="list-style-type: none"> 11. Advise that for important decisions a Decision Register can be used to record decisions which otherwise may get lost or forgotten. 12. Decisions need to be recorded elsewhere for practical purposes. | |
| <p>Close the workshop.</p> <ol style="list-style-type: none"> 13. Ask for any questions or if anything needs to be clarified. 14. Arrange for a copy of the team rules to be made accessible to everyone. 15. State that the new practices are applicable from now. | |

4 - Team Member Engagement

Team member engagement is the degree to which a team member feels connected to their job. Engaged team members are far more productive than disengaged team members. (Disengaged team members feel no real connection to their jobs and tend to do the bare minimum.) The objective is to have a team of highly engaged team members, and that is what this step is all about. Team member engagement is accomplished by giving feedback, providing autonomy and empowerment, by doing Weekly Check-Ins and Quarterly Mentoring.

Engaged team members produce superior results, are more productive, loyal and stay at an organisation longer, and team member engagement links to better business outcomes. Based on over 50 years of team member engagement research, Gallup has shown that engaged team members produce better business outcomes than others - across industry, company size and nationality, and in good economic times and bad.

- Engaged team members are highly involved in and enthusiastic about their work and workplace. They are psychological "owners" who drive high performance and innovation and move the organisation forward.
- Non-engaged team members are psychologically unattached to their work and their company because their engagement needs are not being met; they're putting in time but not energy or passion - into their work.
- Actively disengaged team members are unhappy at work; they are resentful that their needs aren't being met and act out their unhappiness accordingly. Every day, these team members potentially undermine what their engaged co-workers accomplish.

Gallup research has shown that engagement creates a positive feedback loop. People who are engaged are more successful, and success helps people engage in their work. Strengths-oriented teams improve engagement and team cohesion; thus, they have less turnover -creating conditions that will enhance the likelihood of success. Researchers have developed various definitions of team member engagement; they have also created categories to describe and distinguish its differing levels.

Although the concepts of team member engagement and job satisfaction are somewhat interrelated, they are not synonymous. Job satisfaction has more to do with whether the team member is personally happy than with whether the team member is actively involved in advancing organizational goals. Team member engagement is the emotional commitment the team member has to the organization and its goals.

Team members' emotional commitment means engaged team members care about their work and their organisation, identify with its vision and purpose, use discretionary effort, and are enthusiastic about it. They are committed to their work and workplace. Their level of psychological investment is a measure of the strength and mental and emotional connection they feel toward their workplace. This means an engaged supervisor works overtime when needed, and an engaged clerk keeps the store clean.

Engaged employees lead to better business outcomes. In fact, according to Towers Perrin research, companies with engaged team members have 6% higher net profit margins, and according to Kenexa research, engaged companies have five times higher shareholder returns over five years.

Engaged and disengaged team members

Gallup distinguishes between employees who are "actively engaged" (loyal and productive), "not engaged" (average performers) and "actively disengaged" (ROAD warriors, or "retired on active duty").

Disengaged team members feel no real connection to their jobs and tend to do the bare minimum. Disengagement can show in several ways, a 9-to-5 clock mentality or a tendency to seal oneself off from other team members. It becomes most noticeable when someone who's ordinarily outgoing and enthusiastic seems to fall by the wayside and has nothing positive to contribute. They may resent their jobs, tend to gripe to co-workers and drag down office morale.

Researchers at Kenexa High Performance Institute looked at 840,000 responses on team member engagement from companies in the U.S. and Britain and found that after two years in a job, 57 percent of the respondents were disengaged.

Engaged team members are highly focused and intensely involved in their work. They are enthusiastic with a sense of urgency. Engaged behaviour is persistent, proactive, and adaptive in ways that expand the job roles as necessary. Engaged team members go beyond job descriptions in, for example, service delivery or innovation, they feel focused with a sense of urgency and concentrate on how they approach what they do, satisfied team members, in contrast, feel pleasant, content, and gratified.

Team members who receive daily feedback from their managers are 3 x more likely to be fully engaged. Higher levels of engagement affect business outcomes such as. 41% lower absenteeism, 24% lower turnover, 17% higher productivity, 21% higher profitability.

Engagement levels are significantly influenced by the team members manager (through job assignments, trust, recognition, day-to-day communications, and so on.)

Effect on productivity

Most managers understand that team member engagement directly affects an organisation's profitability. According to Gallup, just 33 per cent of American workers are engaged by their jobs. Fifty-two per cent say they're "just showing up," and 17 per cent describe themselves as "actively disengaged" therefore, most managers have a lot of work to do to unlock the full potential of their teams.

Engagement can be affected by social cohesion, feeling supported by one's manager, information sharing, a team vision, communication, and trust. Team members want to feel valued and respected; they want to know that their work is meaningful, and their ideas are heard. Highly engaged team members are more productive and committed to the organisations in which they work.

"Team member engagement has emerged as a critical driver of business success in today's competitive marketplace. High levels of engagement promote retention of talent, foster customer loyalty and improve organizational performance and stakeholder value." Source: SHRM.

The role of managers

"Google manager research revealed that one of the most important behaviours of their best managers was that they were effective coaches. This is seen in other professions, as well. For example, in sports, many former athletes can tell stories about how a coach changed their life by identifying strengths, unlocking their potential, and encouraging them to persevere. Managers can be effective coaches by focussing on the individual needs of each team member. It is also important for managers to be able to flex their coaching styles - for example, the needs of individual team members may require them to be a "teaching" coach where the manager passes along an expertise to achieve something, or a "facilitating coach" where the manager asks questions and listens instead of telling or giving answers." Source: Google Project Oxygen.

- "Have regular 1:1s with your team members and be fully present and focused on the team member.
- Be aware of your mindset and that of the team member.

- Practice active listening and ask open-ended questions to facilitate the team member's insight (questions that start with "what" and "how" encourage expansive thinking).
- Provide specific and timely feedback.
- Balance positive (motivational) and negative (constructive) feedback and understand the unique strengths and development areas of each team member." Source: Google Project Oxygen.

Team member engagement increases dramatically when the daily experiences of team members include positive relationships with their manager. Team members want relationships, particularly with a manager who can coach them to the next level. Managers drive team member engagement. Between regular meetings, weekly check-ins and touch bases, managers see the full spectrum of work their team is working on. The manager is the one who sets expectations, highlights opportunities, improves collaboration, and often distributes the workload. This can only happen successfully when the manager is involved in and engaged with their team.

People want purpose and meaning from their jobs. They want to be recognised for what they are good at and what makes them unique. This is what drives employee engagement.

"One of the critical high-performance leadership functions is team member engagement, this is because your most valuable assets are your team members. Disengaged team members feel miserable while at work, and that misery follows them home, compounding their stress and negatively affecting their overall well-being. Team member engagement should be a manager's primary role responsibility."

Source: SHRM

If you have the materials and equipment you need to do your job right; you'll care more about the fate of your organisation. You are naturally inclined toward success at some things, and by adding skills, knowledge, and practice, you'll be much better at them. High-performance managers need to build genuine relationships with their team members. The best managers understand that each team member is different, that each has various successes and challenges. Knowing their team members as people first, these managers accommodate their team members uniqueness while managing them toward high performance.

- High-performance managers try to get to know their team members and help them feel comfortable talking about any subject, work-related or not. They trust trained team members to take authority over decisions in their assigned jobs. High-performance leadership is designed to give team members room to be creative, look to the future, and find new, creative solutions to old problems. Team members on the leadership track will also be prepared to become high-performance managers through mentorship and training.
- How much of your time do you spend working on your team member relationships? Building strong professional relationships and an environment of trust and respect takes time and effort, but it pays huge dividends in performance.

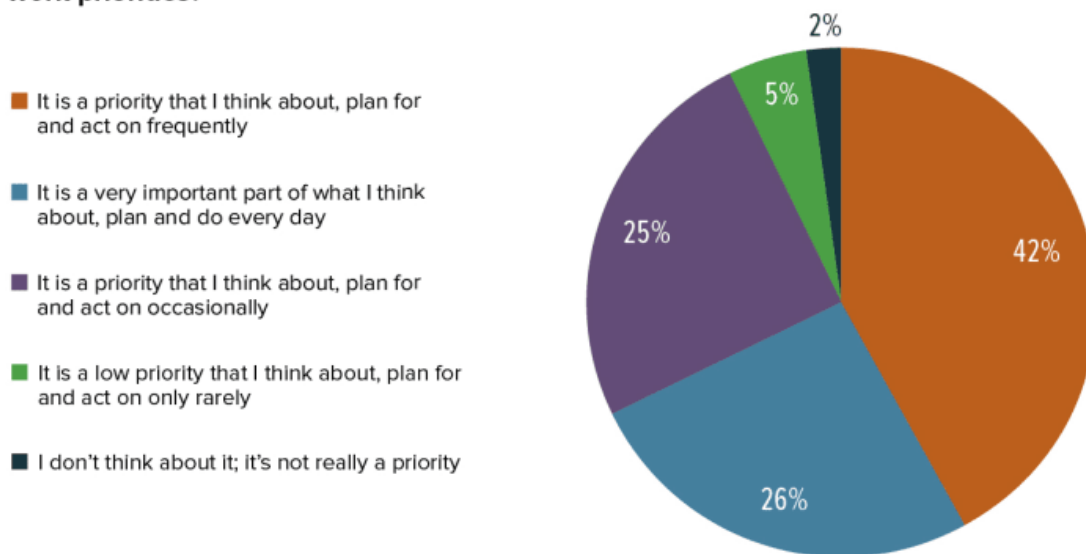
Most managers don't know how to make their team member conversations meaningful, so sometimes their actions may be interpreted as micromanaging without providing the right tools and direction.

- The goal of engagement is the professional and personal growth and development of the team member.
- People who are engaged are more successful, and success helps people engage in their work.

But mere transactions between managers and team members are not enough to maximise engagement. Team members need communication from their manager about their roles and responsibilities and what happens outside of work. An effective workplace is psychologically safe enough to experiment in, question, share information, and support one another - but none of this can happen if team members do not feel engaged.

Middle managers play a crucial role in team member engagement, creating a respectful and trusting relationship with their direct reports, communicating organisational values, and setting expectations for the organisation's day-to-day business. Studies show that people leave managers, not companies, and ensuring managers actively participate in and managing team member engagement is essential. According to a 2017 Dale Carnegie study, "Just 26% of managers surveyed say that team member engagement is a very important part of what they think about, plan, and do every day. Another 42% say they work on it frequently, and the rest only occasionally, rarely or never."

Which of the following statements best describes how engaging your employees fits into your work priorities?



Source: Dale Carnegie Research Institute, *Employee Engagement: It's Time to Go 'All-In'* (2017).

Engagement replaces annual performance appraisals

The key reason for dropping annual appraisals is that engagement more closely follows the natural cycle of work. When rapid innovation is a source of competitive advantage, as it is now in many companies and industries, that means future needs are continually changing. Because organisations won't necessarily want employees to keep doing the same things, it doesn't make sense to hang on to a system built mainly to assess and hold people accountable for past or current practices.

As Susan Peters, GE's head of human resources has pointed out, businesses no longer have clear annual cycles. Instead, projects are short-term and tend to change along the way, so employees' goals and tasks can't be plotted out a year in advance with much accuracy. In the words of one Deloitte manager: "The conversations are more holistic. They're about goals and strengths, not just about past performance." Trust people, not policies. Reward candour and throw away the standard playbook.

While team members need to be held accountable for their results, most people perform best when given tools to succeed and coaching to improve performance. Companies that have reengineered their performance review processes and have eliminated ratings, have found substantial improvements in engagement and performance as a result.

Shifting away from annual performance appraisals toward a process of continuous coaching and development (Weekly check-ins and Quarterly coaching) requires a new role for managers. Ideally, conversations between

managers and team members occur when projects finish, milestones are reached, challenges pop up, and so forth, allowing people to solve problems in current performance while also developing skills for the future. At most companies, managers take the lead in setting near-term goals, and employees drive career conversations throughout the year.

Deloitte implemented a more informal “check-in” process that takes place throughout the year, with employees receiving feedback on what they’re working on at any given moment. Managers were giving people instant feedback, tying it to individuals’ goals.

Regular conversations about performance and development change the focus to building the workforce your organisation needs to be competitive today and years from now. Business researcher Josh Bersin estimates that about 70% of multinational companies are moving toward this model, even if they haven't arrived quite yet.

Moving away from the traditional focus on individual accountability (the annual appraisal) makes it easier to foster and evaluate teamwork especially given that the move toward team-based work often conflicted with individual appraisals and rewards. Now that the labour market has tightened and keeping good people is once again critical, many companies have been trying to eliminate "dissatisfiers" that drive team members away. Naturally, annual reviews are on that list since the process is widely reviled, and the focus on numerical ratings interferes with people's learning. Replacing this system with feedback delivered right after client engagements and project completions helps managers do better coaching and allows subordinates to process and apply the advice more effectively.

Engagement promotes feedback

A key reason team members feel disengaged is because of a lack of a manager's feedback. Team members are usually eager to share feedback with their managers and do so in the hopes of driving positive change in their workplace. However, team members feel that all too often, their feedback goes unheard and does not result in meaningful change. The bottom line? Managers aren't listening, and team members are taking notice.

Team members want to share feedback to improve the workplace.

- Most team members (78 per cent) say they're eager to take company surveys, and more than a third (38 per cent) say company surveys are the preferred method for sharing feedback.
- And yet, 50 per cent of respondents said they received no surveys from their manager in the past year.

Failure to act leads to employee dissatisfaction.

- Nearly half of respondents (45 per cent) and 40 per cent of executives don't believe their feedback leads to meaningful change.
- Forty-one per cent of all poll respondents, and 53 per cent of Millennials, say they are looking for a new job.

Employers lack the tools to analyse the data and drive change.

- Ninety-eight per cent of respondents say they always, usually, or sometimes provide responses to open-ended survey questions.
- When companies receive thousands of team members responses, it invites the question, what's being done with the data?

- These are the most time-consuming parts of surveys for team members to complete and are challenging for HR leaders to analyse, especially at an enterprise scale. Yet, the responses to these open-ended questions have the greatest potential to reveal insights that can drive meaningful change.

Engagement means giving autonomy and empowerment

Team members who do not have autonomy or empowerment require external motivation, whereas team members who do possess autonomy and empowerment do not. Autonomy and empowerment are critical attributes of high-performing teams; without them, you have frustrated team members who are constantly reminded that they're not trusted to make even small decisions let alone the bigger ones; this saps motivation and leads to resentment.

1. Worst scenario.

Do your team members make decisions on their own? Or do you have the final say on every or most decisions? If you fall into the latter, you're hindering your team's ability to get results. If every decision must go through you, this slows workflow often with your team's work grinding to a halt. Furthermore, not allowing team members to make decisions demonstrates a lack of trust. You're telling them that you doubt their abilities to make the right choices.

2. Strengths-based autonomy and empowerment.

Providing autonomy and empowerment means understanding the strengths and skills that each team member has. For example, it means recognising that somebody in the team may understand risk analysis better than you. As a result, they're best placed to make decisions related to project risk, and it follows that you should implement this line of thinking throughout the team. If somebody has the skills needed to make decisions, allow them to do so. This extra accountability acts as a motivator and confidence builder. You're letting people do the jobs you pay them to do, which always leads to better results.

You will never have achieved high-performance leadership if you do not give up some control. As your team formation changes due to the introduction of high-performance practices, then according to the Tuckman model of team development, team behaviour is at first leadership determined. However, as it reaches the high-performance stage, behaviour is self-determined, and leadership is increasingly shared. Managers must be willing to relinquish power as the team seeks to exercise self-determination; otherwise, their strengths and skills are squandered, and they become disempowered and disengaged.

Engagement means having an open-door policy

There are only three reasons to have your office door closed:

- To tell team members to keep away from you, which you never want to do.
- To do urgent work to the extent that you cannot handle an interruption.
- To have a private conversation.
- I consider options 2 and 3 as the only valid options, and I am somewhat averse to option 3, as there should be no need for private conversations in a high-performance work environment.

Leaving your office door open always is a way of publicly and privately stating that you want people to approach you, give you unsolicited feedback or drop in for a chat. You must always be approachable; any barrier you put up is a roadblock to communicating with you; a closed-door also is a way of telling team members that they are less than you, that is, they do not command the same value as you.

Even an open-door policy is no guarantee that team members and others will come to see you; many will not come due to various reasons such as shyness, busyness, intimidation of your office and so on.

You can't be passive about promoting communication — an open-door policy is literally the least you can do.

Your office is a barrier, with the typical office layout involving your desk being in the middle of your office and a chair close to the doorway for guests. Your chair is a seat of power between the wall and the desk. This layout creates a physical barrier between you and your team members. A person's office is often viewed as personal or even hostile territory, creating a psychological aversion to crossing through the door. The office setup supports lines of authority which usually flows downwards from the manager to the team member and not freely back.

You need to consider how you use your office:

- When feasible, I positioned my desk sideways, or so it faced a wall; this way, any team member or guest that entered to talk with me was sitting in front of me with no barriers in-between.
- If you can, have a separate side table, immediately move to it as someone enters, inviting them to join you there.
- If you do not have a side table, push your chair backwards and towards the end of your desk, removing yourself from the centre of power.
- Do not use oversized executive style chairs (despite their imposing look, they are usually the most uncomfortable and harmful for your back); instead, use a simple, small, typist chair – they are designed for comfort, are great for your back and promote good posture, plus they are on wheels and are quick and easy to move.
- A typist chair also sends out a loud message that you do not see yourself as the 'big boss'; instead, you are just like whoever has come to see you – you are on their level.

Engagement means being in contact with remote team members

Consider communication with team members who work remotely; the best way to keep in touch is about having frequent face time meetings (and six-monthly in-person meetings). When managers understand the importance of their relationship with their remote team members, they begin to individualise their approach to helping these team members achieve higher performance and encourage collaboration and teamwork.

High-performance managers need to understand that remote team members' expectations are different from office workers' expectations, especially if remote team members feel isolated, which can result in as much as a 21% drop in performance. High-performance managers can't manage the modern remote workforce using a traditional management approach. Here are three ways to defeat isolation and increase engagement.

1. Defeat negative misperceptions of remote team members.

A negative misperception of remote team members is that they are less productive and collaborative than office employees. High-performance managers recognise that most remote team members are mostly 25% more productive than their in-office colleagues.

2. Know your team members.

High-performance managers need to take the time to understand their remote team members, especially how they prefer to communicate and to discover how they think and respond to specific kinds of workplace situations.

3. How to manage remote team members

- Identify your remote team members strengths (natural talents), so you know how they work best.
- Who do they prefer to work with most often?
- Which of their working partnerships produces the best results?

Most important of all, however, is that in general remote team members require a higher level of trust with their manager, the best way to do this is to.

- Make sure the remote team member understands your expectations of them and their work. Set clear expectations indicating your attention to, understanding of and respect for their job role.
- Provide support, equipment, and information. It is extremely frustrating when held back by inadequate resources and support. You must ensure that remote team members have the materials, equipment, and information they need to do their job. Connect remote team members to colleagues doing similar work and ensure that remote team members are a part of team meetings to foster a sense of connectedness and belonging.

Engagement practice 1 - Weekly check-ins

Weekly check-in sessions are a vital part of the team member-manager relationship. It's where team members get individualised attention, and the manager can provide mentoring. It provides you with a management tool to develop your team members to their fullest potential. This is a free-form meeting for all the pressing work issues, ideas and frustrations that do not fit neatly into status reports, email, and other less personal and intimate mechanisms. It means weekly status or progress reports can be dispensed with.

Regular Check-Ins help you stay in the loop, alerting you to potential problems at an early stage so that you can step, correct, or influence events before things go out of control. A general aim is to understand each other's work and personal situation and out of work stresses and obligations. The overall objective is to build a supportive and trusted relationship and discuss and influence your team members toward improved 'work performance' with positive outcomes. It is also the opportunity to:

- Motivate team members to continue a behaviour that increases their effectiveness.
- Stop a behaviour that reduces their effectiveness, especially if it turns them into a problem team member.

Giving this kind of feedback consistently and well establishes and strengthens trust. The more trust and rapport you can build, the more readily your team members will accept and act on future feedback, creating a pattern of learning and growth. It is important to have genuine conversations about performance, with the intent of getting a team member to improve, whatever their role or level of responsibility. All feedback is an opportunity to improve.

Engagement practice 2 - Quarterly mentoring

Weekly check-ins are focused on current events, whereas the quarterly mentoring session is concentrated on a team member long term professional development. The objective is to learn what drives your team members, how they want to grow professionally and how you can help.

When held consistently, such meetings further enhance the building of trust and allow team members to benefit from shared context; this also boosts team member engagement and productivity. Your aim is to understand the team members strengths and the direction they hope to go in so that you can facilitate their personal and professional growth.

Mentoring is a management skill with high potential. People never forget their most impactful mentors. New team members will see managers as the kind of person they want to be like. Mentoring is a key competency, and managers who take mentoring seriously do indeed have a profound impact.

The mentoring session nurtures the alignment between team members aspirations and organisational imperatives. They transfer their knowledge and expertise from you to the team member. Typically, you will have been in an organisation or profession longer and have greater authority within the organisation or profession than does the team member. The combination of expertise and position enables you to have a significant impact.

Mentoring helps businesses attract and retain talent and enhance organisational commitment among team members who seek developmental opportunities. Turnover decreases and development accelerates. The team member benefits in numerous ways: gaining access to management opportunities, career mobility, better rewards and higher compensation, increased adaptability when facing new situations, improved professional identity, greater professional competence, increased career satisfaction, greater acceptance within their organisation, and decreased job stress and role conflict. Studies have shown that mentors are more satisfied with their jobs and committed to their organisations than those who do not mentor.

Summary

1. **Feedback** - provide feedback, actively listen to team members, and give positive recognition, especially when taking on a leadership role.
2. **Autonomy and Empowerment** - provide team members with complete autonomy over their work and empower them to make decisions. Give them the amount of authority they need to complete the task without checking back with you on every detail.
3. **Open Door policy** - have an open-door policy making yourself 100% available to team members.
4. Remote team members – have regular check-ins with them and get to know their preferred working style.
5. **Weekly Check-In meetings** - start weekly team member check-ins, have a standing agenda focussing on current activities and issues. Establish an environment where team members are comfortable expressing their ideas.
6. **Quarterly Mentoring sessions** - start these to discuss team members professional development needs. Assign leadership roles to high-performing team members.

| Weekly Check-Ins Process | 1.0 hour |
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| <p>Set up the meeting.</p> <ol style="list-style-type: none"> 1. Define the purpose of the meeting as a weekly catch-up to create a good working relationship, discuss work issues, performance, and any assistance they might need. 2. Discuss work activities, any issues and anything that you can do to help, plus any tools and training that the team member may need. | |
| <p>Get to know your team member.</p> <ul style="list-style-type: none"> • The purpose here is to get to know your team member better and build the foundation of your relationship; this means listening more and talking less. Below are sample questions that can be used at a first meeting. <p>Personal.</p> <ul style="list-style-type: none"> • What are your interests outside of work? • Tell me a little about yourself. Your past work experiences. The type of training you've completed. • Is there anything I can tell you about me? • Don't forget to answer these questions yourself. | 15 minutes |
| <p>Get an understanding of their current workload.</p> <ol style="list-style-type: none"> 3. Ask the following types of questions. <ul style="list-style-type: none"> • What are your top 3 work issues? • What are your training needs? • If they brought up an issue last week and you advised them how to manage it, ask them they went. • Ask about projects, tasks they are currently involved with. • Ask what skills they feel are both used underused? • What are your strengths, the things you are naturally best at? (Strengths are not skillsets) • What motivates you? • How do you like to be recognised? • How do you like to be managed? (e.g., more structure, more autonomy, working alone, wanting to be part of a team. | 30 minutes |

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| <p>Close the meeting.</p> <ol style="list-style-type: none"> 4. These are the things you are committing to between now and the next time we meet? 5. Please ask for help as needed between now and the next time we meet? 6. Is there anything we didn't cover that you'd like to discuss next time? 7. I will follow up on ____ as discussed. 8. Don't also forget to offer informal, in-the-moment feedback on how they are doing, such as saying, "I think you're doing a great job." This way, they can always be confident in their performance and feel comfortable in seeking feedback. | <p>15 minutes</p> |
| <p>If you are doing team-building training.</p> <ol style="list-style-type: none"> 9. At your Check-In sessions, you should impress on each team member how important it is to adopt, practice and make permanent new team building behaviours. It is strongly recommended that you repeat this message every time. Ask about team dynamics: how the team is working together, what the working relationships are like. | |
| <p>Make the session a priority.</p> <ol style="list-style-type: none"> 10. Try to diary at least an hour with each team member once per week or fortnightly for more experienced team members. Remember that cancelling a session is the same as saying, "I am not interested in you". | |

| Quarterly Mentoring Session | 1.0 hour |
|--|------------|
| <p data-bbox="86 159 400 192">Set up the first meeting.</p> <ol data-bbox="137 219 1070 757" style="list-style-type: none"> 1. As a kick-starter to your first session, ask the team member what their number one issue is. This helps break the ice, introduces your interest in work issues and the team members opinion. You can then explain why the sessions are being held to explore and develop their professional development aspirations and needs. Here are sample questions you can use at a first meeting: <ul data-bbox="185 450 1062 757" style="list-style-type: none"> • Where do you see yourself in two years' time? • What are two new skills you would like to learn? • How are you progressing towards your goals? • What progress have you made on your goals over this last quarter? • How confident and aligned do you feel with where the company is going? | 20 minutes |
| <p data-bbox="86 792 624 826">Ask performance and progress questions.</p> <ol data-bbox="137 853 1070 1375" style="list-style-type: none"> 2. It's important to understand how team members feel they are progressing. Do they feel a sense of achievement? Ask questions like. <ul data-bbox="185 927 1062 1375" style="list-style-type: none"> • How do you feel about your performance? • Do you like working with anyone in particular? (Pairing of strengths) • Do you enjoy working on projects? • What has energised you in your role say over the last quarter? • What has challenged you over the last quarter? • What has gone well for you over the last quarter? • What's one new managerial thing you learned or observed recently? • Do you feel confident in how you and the team are progressing? | 20 minutes |
| <p data-bbox="86 1413 363 1447">Ask "how I can help".</p> <ol data-bbox="137 1464 1070 1756" style="list-style-type: none"> 3. You have a role, a management responsibility to help develop your team members achieve their work goals. Ask questions like. <ul data-bbox="185 1543 1062 1756" style="list-style-type: none"> • Do you want me to give you more work that will further develop your strengths? • What about acquiring new skills? • Is this the time for you to start a conversation about management or team building training? | 15 minutes |

| | |
|--|------------|
| <p>Close the meeting.</p> <ul style="list-style-type: none">• Close the meeting with positive remarks by acknowledging the team member for something they have recently done well.• Before wrapping up the meeting, don't forget to reaffirm the value they bring.• Review any actions that you mutually agreed on, stating that you will convert them into a Development Plan.• Ensure you action the plan to give the team member every opportunity to reach their goals. | 10 minutes |
| <p>Schedule the next meeting for three months' time.</p> | |

5 - Interpersonal Skills

This step comprises six interpersonal skills that are essential to high-performance leadership. Interpersonal skills are often not taught to many managers and especially to those in the engineering and technical professions. High-performance leadership means having skills which support engagement, psychological safety, open communication, and conflict management. Here are the basic inter-personal skills that every manager needs:

How to increase respect

High-performance managers know that respect isn't an entitlement linked to a job title, rather it is earned. To increase team members, trust in you, act as follows.

- Lead by example. Demonstrate the qualities and characteristics you expect from the team members you manage. It is essential to exhibit the traits you want team members to adopt, such as honesty, creativity, being forthright, and industriousness.
- Be humble. No one cares about where you went to school or past successes. Egotists are boring and turn people off, they need to get over themselves and do it quickly. Avoid conversations that entail self-promotion; they are obvious and do damage to your reputation.
- Know when to initiate communication and respond. In a team setting, allowing team members to speak without interruption means you are being professional and respectful. Communicating respectfully means using your time and someone else's time wisely, asking clear questions, and responding fully to any questions you've been asked.
- Show commitment every single day. Get into the trenches with your team members and get your hands dirty as often as you can. Work longer and harder than they do. Get out of your office and visit their workplaces. Talk to them, get to know their names so you can address them personally, ask them how things are going, ask what their top three issues are and follow-up.
- Share your expectations. Team members want to know what your expectations are of them; that way, they can work to meet or exceed them.
- Help people succeed and advance. Help team members gain exposure and give them opportunities for development and advancement. Be a mentor, focus on those team members who are bright, hardworking, dedicated, reliable and creative, and have skill sets that you don't or those who show potential. Mentor team members by delegating them work that uses their strengths and initiate support programs that allow them to learn a new skill or certification.
- Compromise. This is not a weakness; in fact, nothing could be further from the truth. A manager who can compromise comes across as caring and someone who puts others before themselves and who appreciates understanding a differing point of view.

How to build trust

The definition of trust is confidence in one another's reliability, commitment, and dependability. Do not underestimate the importance of trust in being a high-performance manager. The moment team members start to doubt you, or each other, is the moment that "all is lost." This is another reason why psychological safety is so critical as it ensures that team members feel comfortable enough to express their point of view, resulting in a collaborative environment that doesn't punish them for expressing ideas.

Think about how to build trust and commitment in a team -- first, you must model trust by delivering on your commitments and building trust through individualization. To build trust, the approach is to strike a balance between appearing as warm and competent so that you come across as credible and human. Team members are generally aware of your background, namely, the credentials that gained you your current position. With

credibility established, it's now time to demonstrate some vulnerability and show that you are indeed a fallible human being. The combination of competence and warmth makes you seem more trustworthy.

Trust means being transparent to be open and honest in the way you speak and act. To encourage these qualities in your team, you must demonstrate them yourself. Transparent leadership means you have nothing to hide, this builds trust with your team members. Team members know what direction you're leading them in and what your intentions are, therefore, you need to be honest about the risks and potential issues attached to each task or project. Share the full scale of risks, issues and challenges and encourage team members to come up with their own ideas. Listen to the ideas they contribute and over time, you'll develop their trust. Trust and commitment mean team members will collaborate effectively on difficult projects:

- Commitment is the flip side of trust. (You give me a commitment; I trust you will do it).
- To earn trust, you must demonstrate trust.
- Trust means making yourself vulnerable.
- Trust must be accompanied by accountability.
- Trust someone until such time as you have evidence that you can't.
- Set your expectations of someone based on trust.
- Learn to trust your intuition. (If something doesn't sound or feel right it probably isn't).

Counsellors often employ one of three tactics when meeting a new client, they spill their coffee, drop their pad, or embarrass themselves somehow to show they are fallible. By making yourself vulnerable, it is possible to build trust quickly. You must demonstrate your credibility first before you exhibit vulnerability; otherwise, it doesn't work.

At your next team member check-in, embarrass yourself slightly; forget where you put your pad, spill your coffee, or simply drop your pen and have a hard time finding it. When you do this, make the comment "It's a dreadful thing to be human", showing that you just like everyone else.

Sometimes we accidentally say or do the wrong thing and can lose the trust we have built up; here is a quick solution for recovering lost trust:

- Act quickly.
- Be candid.
- Accept responsibility.
- Apologise.
- Outline a remedy.
- Don't blame.

How to use your body language

A great deal of our communication happens through nonverbal cues such as body language, facial expressions, and eye contact. So, you need to think about these as a form of communication. Your everyday body language is often what determines whether people like you or not, and when someone has made up their mind about you it's all but impossible to change, therefore, body language must be made to work for you. Here are some body language tips:

- When you're listening to someone. You should be actively listening and be paying attention to their body language. You should also be conscious of your own to ensure you're sending appropriate cues to others.
- A firm handshake. A firm handshake makes an essential first impression. A firm grip displays confidence and establishes you as someone to be taken seriously.
- Not meeting someone's eyes. A failure to look a team member directly in the eyes makes you seem shifty and untrustworthy. But too much eye contact can put some people off. If you want to hold someone's gaze, look at the point just above their nose between their eyes. To the other person, it appears as if you are looking directly into their eyes, and you can maintain the gaze for as long as you want. (A good negotiation tactic).
- Fussy hand gestures. Your hands can be used to enhance words. But don't fuss as this can make you look nervous, distracted, bored or rude.
- Crossing your arms. This says you are on the defensive, it's a sign of disinterest, being closed off and unapproachable.
- Nodding too much. You can't be taken seriously if you nod too much. Even when agreeing with what's being said, nodding can be off-putting. It is, however, a very good active listening cue, but you need to be subtle.

"If you struggle to meet new people or join in the conversation at social gatherings, it might be that your body language is sending the message for others to stay away. Here is how to improve your body language to appear more approachable:

- Smile. Although it is possible to overdo smiling, generally it is better to smile versus frown. Try to find things that genuinely make you happy or laugh and your smile will come across as natural rather than forced.
- Be accessible. If you are constantly on your phone or buried in a newspaper, people will feel like they are interrupting you. Make sure that you are accessible and open to communication from others.
- Avoid blocks. In the same vein, make sure that you aren't using objects to shield yourself from team members. At a party, hold your drink at your side instead of close to your chest. Keeping objects between you and others makes you appear guarded and closed.
- Keep your head up. It is hard for others to know how to approach you if your head is constantly down; they need to see your face to feel like you want to get to know them. Keep your head level when walking, meeting people, and during social situations.
- Use eye contact. When you do end up talking with someone, be sure to maintain eye contact. A good rule is about 60% of the time you should be looking in the other person's eyes. Avoiding eye contact makes you appear untrustworthy or disinterested. If direct eye contact feels hard, try looking at the spot between their eyes. They won't be able to tell the difference.
- Angle forwards. Watch your feet, your legs, and your body; you should be angling toward the team member you are talking to, not away. Any body language that makes you look like you are ready to "bolt for the door" means the team member will feel like you are just not interested.
- Avoid nervous habits. Even though you might be nervous, avoid the habits that go along with the feeling. Stop touching your face or playing with your hair. Don't fidget with your pen or the change in your pocket. Keep your hands relaxed at your sides or use them to gesture when making conversation.
- Mirror the other person. Use this technique sparingly when appropriate. If you are in conversation with another person, mirror their body language to make them feel more comfortable; make some of

the same movements as they do. Don't overdo this strategy or it will become obvious what you are doing.

- Nod during conversations. When listening to team members, nod to show that you are paying attention and that you are interested. Doing so reinforces for the team members that you want to be involved in the conversation. One way to take the focus off yourself during a conversation is to plan to share what you've heard with someone else afterward. This will cause you to stay focused, ask questions, and summarize to make sure you understand.
- Be Positive. Beyond body language, always be positive. Say nice things about team members instead of mean things. Approach team members and include those who seem to be left out. Be a positive person and you will attract other positive people to you.” Source: Arlin Cuncic, VeryWell Mind, 2020.

How to use persuasion

Persuasion is an art, not a science. We all know someone who can get us to do anything, an ability we all crave. Having had a career in Change Management, I have had to, on many occasions, convince people and teams of wholesale and often dramatic changes that need to be made. Over the years, based on pure experience and trial and error, I arrived at a set of principles that have always worked well for me and can work well for you.

As a Change Manager I had to learn how to persuade people to do things they both did and absolutely did not want to do, these were changes in techniques, behaviours and even the knowledge they used. The strongest influencer I found is a reasoned argument or pitch that is based on facts or experience (your experience is hard to argue with, if you have credibility people will accept what your experience has to say). But I also learned that there were other factors that were also important like my use of language (not what I said but how I said it, the tone of my voice and the emphasis and pauses I used). I was lucky to have had six years doing talk back radio, which taught me how to use my voice to great effect and how to use it to persuade and influence listeners.

Mastering effective influencing skills or the art of persuasion increases your self-esteem gained through self-expression and being persuasive is an important professional skill of high-performance leadership.

To get your own manager to have confidence in your ideas and career potential, you need to persuade them. No matter how much you want them to understand your work's depth, knowledge, and expertise, your managers are not studying for a test. By shifting your focus from educating to influencing, you can build the credibility you need to get where you're trying to go.

A high-performance leadership activity is the ability to easily persuade people to do things they either don't want to, have an unreasonable fear of, or think they will fail at. The key to persuasion is motivation, when delegating a task consider for example, telling the team member that if you were doing the task this is how you would do it. Below are equally effective different methods to motivate team members and others, consider each and find the method that best suits you or mix and match from each to form your own method.

1. Use motivation.

- Telling a team member that if you were doing the task this is how you would do it.
- Telling them that you are not interested in the outcome of the task but only that they have a go.
- Talking about what they'll lose if they don't do the task.
- Drawing on their past actions as examples of their ability to do the task.
- Telling them that nearly everyone is doing it or soon will be.
- Asking for a 100 when you only want 10.

- Talking about the counterargument before they do, that is, the pros and cons of doing the task.

2. Use positivity.

- Make your words powerful. Your pitch needs to be full of words that elicit a response. You can do this easily by framing your statements around key phrases. For example, "car accident" is a phrase that makes you think of many different types of vehicle collisions. But if you're trying to persuade someone to buy car insurance, you won't say that there are thousands of car accidents each day. Instead, you'll say that there are thousands of car-related deaths every day.
- Dress up, but don't talk down. Nice clothes go a long way in helping you maintain confidence, even if no one is around to see you. Be careful, though, that being well-dressed can result in you looking better than people who are above you.
- Focus on the future. Speaking in a future tense establishes confidence best done by using the word will. Phrases like "We will" and "Then we'll do this" will get the team member used to the idea that this will happen.
- Speak their language. Finishing a team members sentence is bad. This is because you're inserting your own "speak" into their independent thoughts. So instead, listen closely to how the person talks and watch how they carry themselves.
- Be a master of timing. This goes along with getting to know the team member you're pitching to. Study them and find out the best time to talk to them. For example, some busy people are swamped during the beginning of the week and check out mentally on Friday. This means that Thursday may be the best time to approach a team member you need to persuade.
- Repeat what they say. Prove that you are listening to and acknowledging the thoughts and feelings of the team member you're talking to. You can affirm their stance by simply saying, "If I'm understanding you correctly, you're saying that you find this important because of XY and Z. I understand that and think AB and C."
- Preferred communication. Study the team member and determine how they prefer to communicate. Simply asking them if they like to talk on the phone instead of email goes a long way, just as long as you give them some options.
- Individual thinking vs. Group thinking. To quickly identify if someone thinks better individually or in a group, ask: Do you prefer studying by yourself or in a group? Then ask, how do you like to relax – by reading a book by yourself or meeting friends?
- Auditory vs. Visual thinking. Does the team member think primarily in words or images? For example, draw them a picture or just explain. Auditory thinkers will tend to use verbs such hear, listen, explain. Visual thinkers are much more likely to describe a situation using see, look, watch.

3. Use Roger Dooley's adaptation method.

- Talk about needs they didn't know they had.
- Share a story.
- Learn to adapt to their personalities.
- Establish common ground with your manager and team members
- Use a personal note.
- Be upfront with your request.
- Use guilt to your advantage.
- Use the right words.
- Focus on what the manager and team members will gain.

- Remind them they can always say no.

4. Use Robert Cialdini's six principles of persuasion.

- Reciprocity. A common social norm, reciprocity, involves our obligation to return favours done by others. Thus, when I do something for you, you feel compelled to do something for me.
- Authority. Something as simple as informing your audience of your credentials before you speak, for example, increases the odds you will persuade the audience.
- Social proof. Manager and team members are more likely to say yes when they see others doing the same thing - social proof is not all bad.
- Consistency. If you ask your manager and team members to state their priorities and goals and then align your proposals with that in mind, you make it harder for them to say no.
- Scarcity. Have you noticed that Amazon tells people there are only a certain number of products left? That's scarcity at play. You want what is in short supply. This desire increases as you anticipate the regret you might have if you miss out by not acting fast enough. So, if you want somebody to want what you have, you must make that object scarce, even if that object is yourself.

5. Use Dale Carnegie (the persuasion guru) method.

- The only way to get the best of an argument is to avoid one.
- Show respect for the other person's opinions. Never say, "You're wrong."
- If you are wrong, admit it quickly and emphatically.
- Begin in a friendly way.
- Get the other person saying "yes, yes" immediately.
- Let the other person do a great deal of the talking.
- Let the other person feel that the idea is his or hers.
- Try honestly to see things from the other person's point of view.
- Be sympathetic with the other person's ideas and desires.
- Appeal to the nobler motives.
- Dramatize your ideas.
- Throwdown a challenge.

6. Use my 7 principles of persuasion.

Over the years, based on experience and trial and error, I arrived at this set of principles that have always worked well for me, here they are:

- Use clear language. If you can't explain your point of view to a 10-year-old, such that they can explain it to another adult, then it's too complicated. The art of persuasion lies in simplifying something down to its core and speaking slowly, constantly pausing every 30 seconds.
- Base your argument on facts or your experience. Base your argument on facts or your experience, this makes it easy to explain your reasoning for things which is critical.
- Match the other person's voice and body language with your own. The way they talk (softly, loudly) even body language should be matched effectively. If they like to talk with their hands, that means their ideal form of communication is active, so it is helpful for you to do the same.

- Express your opinion reluctantly and use persuasive words. You want the other person to believe in you. You have all the answers, but how did you get there? Talk about what you used to believe and what you believe in now; by doing this, you control the conversation and convince the other person that this will work for them. Use the five most persuasive words in the English language: You, Because, Free, Instantly, and New.
- Get your timing right and be persistent. Everyone can be persuaded, given your timing and context is right. Keep selling your message, do not let up. The person who keeps asking for what they want, and keeps demonstrating value, is ultimately the most persuasive.
- Pay genuine compliments. Compliment people sincerely and often for things they aren't typically complimented for; it's the easiest thing you can do to persuade others.
- Be honest and energetic. Sometimes the most effective way to persuade somebody is by telling them the truth about something, especially if others are reluctant. Some people drain our energy, while others increase it. The most persuasive people know how to transfer their energy to others; they know how to motivate. Sometimes all it takes is eye contact, laughter, excitement in verbal responses, or active listening.

Use this shortlist.

The next time you feel you need to persuade a manager or team member or delegate a difficult task, prepare what you are going to say and how you are going to say it by remembering these points:

- Clear language and speak slowly.
- Use facts or your experience.
- Match the other person's voice.
- Express your opinion reluctantly.
- Get your timing right.
- Pay genuine compliments.
- Be honest and energetic.

How to develop charisma

Charisma was once believed to be an innate personality trait, a gift that certain individuals possess that gives them the capacity to do extraordinary things. Thinking was that it could not be learned, you either have it, or you don't, however this is not true. When a high-performance leader displays gusto and alacrity, is curious and always upbeat, this makes them charismatic. Doing these four things puts forward a positive attitude which infects team members thinking and feelings and can extend to the whole workplace. By communicating high expectations to team members and exhibiting confidence in their abilities to meet the expectations, this in turn increases your charisma.

In workplaces where the manager has charisma there is energy, a vibe, electricity, or vibrations in the air.

Being viewed as charismatic is a powerful management tool, it encourages team members to trust in your ideology and your beliefs. It brings about unquestioning acceptance and affection of you as a leader, it promotes team member obedience and emotional involvement with your goals helping to create a shared vision of the future.

1. You can become charismatic by.

- Demonstrating gusto (showing great energy, enthusiasm and enjoyment when taking part in an activity)
- Demonstrating alacrity (doing an activity with speed and eagerness).

- Being curious.
- Being positive and upbeat.
- Communicating high expectations.
- Showing confidence in team member abilities.
- Using active listening.
- Sparingly giving praise.
- Taking responsibility for when things go wrong.
- Providing constructive criticism to team members.
- Your whiteboard is always covered in something new.
- You can test if your charisma is working by:
 - Team members feel energised, motivated, feel good after speaking with or just being near you.
 - Your speech or presence creates a sense of positivity in others.
 - A team member runs to your office.

How to increase your emotional intelligence (EI)

Emotional Intelligence is the ability to identify, assess, and control the emotions of yourself and others. It is the ability to be able to identify and express feelings, perceive and evaluate others' emotions and use emotions to facilitate thinking. It is extremely difficult to be a good communicator, to inspire others, coach, be a role model, and know yourself if you aren't emotionally intelligent. Daniel Goleman, the author of 'Emotional Intelligence,' researched people from 181 different job roles from 121 companies and discovered that 67 percent of the competencies deemed essential for effective performance were 'emotional' competencies. We learn, develop, and practice our emotional intelligence skills through real experiences.

"Emotional intelligence is how well a manager connects to their team members and is an often-overlooked management skill. Psychology Today defines emotional intelligence as the ability to spot and manage your own emotions while still understanding others' feelings. In the past, the ability to empathize with team members wasn't seen as a prerequisite to being a good manager. Progressive management styles have since realized that a team members mental well-being is as important as their physical well-being. "Managers who display emotional intelligence also display high levels of self-awareness, a trait that helps them to understand how their emotions impact those around them. They also show self-regulation. The human mind can handle several emotions at once but separating one from another is a skill not many have. This trait makes a manager able to handle challenging situations more confidently." Source: Top 15 Management Skills, Lifehack.org.

All these trait's stem from empathy, and that's a skill that you can practice. Listening and talking with your team members can help you to develop a deep compassion for their individual conditions. Moreover, research has found that emotional intelligence is very important for effective, progressive leadership. "Emotional Intelligence involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide ones' thinking and actions." Source: Emotions and Interpersonal communication, Open.lib.

High-performance managers can easily make a difference by taking decisions according to team members emotions. Inspirational, motivation and individualized consideration are components of high-performance leadership correlated with the ability to monitor emotions and the ability to manage emotions. So, it is important to improve emotional intelligence to be an effective High-Performance Manager. Findings suggest that managers higher on EI are more likely to achieve business outcomes and be considered as effective leaders by their team members.

High-performance managers make use of EI as follows.

- Not being afraid of expressing feelings clearly and directly. Letting their feelings lead to positive choices that benefit the whole team.
- Having thoughts that are not dominated by negative emotions like fear, worry, hopelessness, and victimization. Instead of asking "why me?" they develop self-awareness by asking, "Why does this issue keep coming up over and over?"
- By being great at communicating not just through words, but by being able to listen intently and read body language.
- Balancing emotions and decisions with reason, logic, and reality. Assessing a situation from all angles before making a final call.
- Not being motivated by power, wealth, status, fame, or approval. Instead by being humble and acting with moral authority.
- Do not internalize failure. Rather speaking about the good, the bad, and the ugly openly, because everything is a learning opportunity.
- Probing team members emotions in any given situation to understand what they're feeling and why. This is key for understanding how to appropriately respond, rather than just impulsively reacting.

To develop or improve your EI, this is what you need to do.

- Become more self-aware by paying attention to how your emotions are affecting your decisions and actions. Pay attention to managing strong emotions such as excitement, anger, frustration, and distress.
- Improve your social skills by being 'curious', start a conversation by asking benign questions like: "That's an amazing tie, where did you get it?", "Those are fabulous shoes, where did you buy them?"
- Focus on being more empathetic by using active listening to look for 'emotional' cues and words.
- Work on motivating yourself to do things you don't like such as starting difficult tasks as early as possible. It's most often a lack of confidence and self-doubt that stops you from doing such things. Breaking a difficult task into smaller chunks and just doing a bit at a time builds confidence and lessens your resistance.
- Have empathy, meaning that you understand and share in the emotions of others. This communication skill is important in both team and one-on-one settings. In both cases, you will need to understand team members emotions and select an appropriate response. For example, if a team member is angry, empathy can help you diffuse their emotion. At the same time, being able to understand when a team member is feeling positive and enthusiastic can help you get support for your ideas and projects. Put yourself in your team members shoes. People are drawn to empathy, it's an attractive quality to have in building successful relationships at work. Empathy is something any manager can develop. It is all about thinking of other people's circumstances, understanding their current state of mental health, and knowing that their emotions are every bit as real as your own. This helps you develop perspective and opens you up to helping others.
- Manage your emotions better than most. Reasonable people, the ones who maintain control over their emotions are the people who can sustain psychologically safe workplaces. In these settings, productivity is high and top performers flock to these organizations and rarely leave them. Self-control is a skill high-performance managers must learn so they can be present, calm, and focused during times of stress.
- Respond instead of reacting. So often we react when faced with an emotionally charged situation. We get defensive or act out in fear about something that triggers us. High-EI managers understand the

root cause of their negative emotions and reactions, in this way they can respond, not react, with confidence and self-control. By modelling an appropriate and effective response rather than let emotions get the best of them, managers with EI set the example for others to follow as a cultural trait.

- Being open to feedback. High-performance managers ask peers and respected team members, "How am I doing?" then they listen to the feedback so they can become more self-aware. The key is acting on the feedback you receive. This shows team members you are listening to what they have to say. This sets the tone that if they come to you with issues, questions, or concerns, they will be heard and taken seriously.

Summary

1. **How to increase respect.** - High-performance managers know that respect isn't an entitlement linked to a job title, rather it is earned.
2. **How to build trust.** - Trust means being transparent to be open and honest in the way you speak and act. To encourage these qualities in your team, you must demonstrate them yourself. Transparent leadership means you have nothing to hide, this builds trust with your team members.
3. **How to use your body language.** - A great deal of our communication happens through nonverbal cues such as body language, facial expressions, and eye contact. So, you need to think about it as a form of communication. Your everyday body language is often what determines whether people like you or not, and when someone has made up their mind about you it's all but impossible to change, therefore, body language must be made to work for you.
4. **How to use persuasion.** - Persuasion is an art, not a science. We all know someone who can get us to do anything, an ability we all crave. Having had a career in Change Management, I have had to, on many occasions, convince people and teams of wholesale and often dramatic changes that need to be made. A high-performance leadership activity is the ability to easily persuade people to do things they either don't want to, have an unreasonable fear of, or think they will fail at. The key to persuasion is motivation, when delegating a task consider for example, telling the team member that if you were doing the task this is how you would do it.
5. **How to develop charisma.** - Charisma was once believed to be an innate personality trait, a gift that certain individuals possess that gives them the capacity to do extraordinary things. Thinking was that it could not be learned, you either have it, or you don't, however this is not true. When a high-performance leader displays gusto and alacrity, is curious and always upbeat, this makes them charismatic. Doing these four things puts forward a positive attitude which infects team members thinking and feelings and can extend to the whole workplace. By communicating high expectations to team members and exhibiting confidence in their abilities to meet the expectations, this in turn increases your charisma.
6. **How to increase your emotional intelligence (EI).** - Emotional Intelligence is the ability to identify, assess, and control the emotions of yourself and others. It is the ability to be able to identify and express feelings, perceive and evaluate others' emotions and use emotions to facilitate thinking.

6 - Leadership Style

This step shows you how to understand your current management style and how to develop a high-performance leadership style to change the way you think, feel, speak, and act. A leadership style tells people how you will react in each situation. A high-performance leader cares about and develops their team, you are a role model for your team members who will aim to emulate your style, a style that should ideally radiate positivity, charisma, emotion, and an energy that infects your workplace for the better.

Your leadership style needs to have a significant impact on the way you and your team operate, the right leadership style promotes team member engagement and makes your team members feel more comfortable approaching you with questions, suggestions, and ideas. When you have a leadership style that fits your personality, your objectives, your team, and your business, not only can you focus more on exercising your strengths and achieving your goals but doing so becomes far easier.

High-Performance Leadership Style

A high-performance leadership style is a description of the way you think and act. It tells people what they should expect from you in any given situation. It is a personalised statement based on the work persona you want to project. It has characteristics consistent with the Team, Coaching, Servant, and Transformational styles and is comprised of four elements: - personality, strengths, Traditional and Transformational behaviours which are inexorably linked to each other. High-performance leaders develop teamwork, they know they need to spend time with their teams, talk to them, and understand them and what they care for individually. Developed by Russell Futch and defined in the 'High-Performance Leadership and Teams Model' - 2018.

A high-performance leadership style motivates others to do more than they thought possible. Managers and leaders using this style set challenging expectations for team members, and typically teams achieve higher performance outcomes. Team members are managed as individuals, identifying, and developing their strengths. High-performance leaders are supportive, provide mentoring and are role models who are respected and trusted.

Advantages of the High-Performance Leadership Style:

- It is excellent for change management and growth.
- It builds and manages High-Performance Teams.
- It suits a leadership position.
- It significantly boosts self-confidence

Disadvantages of the High-Performance Leadership Style:

- Implementing the Transformational qualities can be time consuming.
- It does not work well without a strong change element or vision.
- Can result in too much risk-taking and overlooking short-term requirements.

How do you currently rate?

Imagine that your team members are completing the survey below – how do you think you would rate? “Each statement is based on one of the ten behaviours of successful managers at Google. Your answers to these questions are a reflection or mirror of your current management style.

1. I would recommend my manager to others.
2. My manager assigns stretch opportunities to help me develop in my career.
3. My manager communicates clear goals for our team.
4. My manager gives me actionable feedback on a regular basis.
5. My manager provides the autonomy I need to do my job (i.e., does not "micro-manage" by getting involved in detail that should be handled at other levels).
6. My manager consistently shows consideration for me as a person.

7. My manager keeps the team focused on priorities, even when it's difficult (e.g., declining or deprioritizing other projects).
8. My manager regularly shares relevant information from their manager and senior leadership.
9. My manager has had a meaningful discussion with me about my career development in the past six months.
10. My manager has the technical expertise (e.g., technical judgment in Tech, selling in Sales, accounting in Finance) required to effectively manage me.
11. The actions of my manager show they value the perspective I bring to the team, even if it is different from their own.
12. My manager makes tough decisions effectively (e.g., decisions involving multiple teams, competing priorities).
13. My manager effectively collaborates across boundaries (e.g., team, organizational). Source: Google Project Oxygen.

Your current Management Style dictates things like:

- How successful you are and how much you achieve.
- Your stress levels.
- If you are admired and respected.
- If your team members want to be like you.
- How you respond in a crisis.
- How you relate to your team members.
- Always being on time.
- Never being late for meetings.
- Arriving early for work.
- Staying back late.
- How you give presentations.
- How you run a meeting.
- Your approach to mentoring and counselling.
- How your email is managed.
- If you are aggressive or assertive.
- Being controlling.
- Being an authoritarian.
- Being organised.

By default, your current management style is simply a copy of your first or a previous manager, which you typically copy for better or for worse. Most often it is the latter, as the style will almost certainly be a Traditional style, meaning it has more negative consequences than positive.

Create a High-Performance Leadership Style

To develop a high-performance leadership style, the secret is to minimize your current negative management style behaviours and maximize high-performance leadership behaviours in their place. To be successful the high-performance leadership behaviours need to be dominant. It is important to create a style that suits you and gets the best out of your team members, because how you manage them can make or break you and your business. The style you choose to adopt will influence not only how your team maintains itself, but also how it performs to reach its goals. You need to keep in mind that when creating a new leadership style, it is not how you perceive your style to be, but how others will perceive and react to it that is important.

As a high-performance leader you want to get the best out of your team, you want to be able to motivate and encourage team members to get them to perform tasks willingly, efficiently, and effectively. A great leadership style will achieve what you want, empowering your team members and creating higher job satisfaction. As much as ability, skills and innate intelligence have an impact on how well a team works, how high their self-esteem is can have an even bigger one - you can have the best team in the world but if your leadership style is poor, it will impact your team's performance, in fact it will reflect it.

Create a High-Performance Leadership Style

1. Examine the current management style paragraph you have produced and highlight the aspects that:
 - You like – they are positive, they achieve a good outcome.
 - Do not like - they are negative, they are things that do not work for you, they produce bad outcomes.
2. Next, look at the high-performance leadership behaviours listed below, select those that are 'most important' to you, the ones you want to adopt. (Don't worry about how you will adopt these new behaviours, simply identify those that you want.)

High-performance leadership behaviours

- More considerate towards the needs and development of team members.
 - Develop team members to successively higher levels of potential.
 - Practise 'management by walking around'.
 - Expect higher performance outcomes.
 - Implement team engagement.
 - Create an environment of psychological safety.
 - Establish open communication.
 - Am fair and reasonable, open, and honest.
 - Respected, ethical, and trusted.
 - Accept individual differences.
 - Build self-organising, high-performance teams.
 - Inspire, am caring.
 - Actively listens.
 - Shares information.
 - Manages conflict.
 - Promotes innovation.
 - Have charisma.
 - Use emotional intelligence.
 - Is a good influencer and is collaborative?
 - Empower team members and do not micromanage.
 - Am supportive, providing tools, training, and advice.
 - Have an open-door policy.
 - Set more challenging expectations.
 - Create a culture of clear accountability.
 - Take team members outside of their comfort zones.
3. Next answer each of the following questions by ticking off behaviours that you have selected.
 - As a manager, what do I want to spend most of my time doing?
 - How do I want my team members to describe me?
 4. Using the behaviours list you have created, construct a series of sentences that describe how you want to lead.
 5. Next merge the sentences into a couple of paragraphs.

6. Finally, aim to construct one paragraph that describes a new leadership style. Keep reworking the paragraph until you arrive at something you feel comfortable with.
7. What you have now is a description of a new high-performance leadership style that you want to transition to. The trick now is to reduce what you have down to one or two or three sentences, something that you can easily memorise and recite. It may take several iterations to do this but keep at it until you have a description that best describes how you want to lead and be described by others.
8. Now reflect on what you have created, read it out aloud many times. What is your level of comfort with this description? This new style is all about how others will perceive and react to you, it is not just about how you see yourself. It can help if you think of the new leadership style as your 60 second elevator pitch of who you are, what you do and how you do it.

Example of a high-performance leadership style

"I am an enthusiastic CIO who is open and honest, fair and reasonable, someone who mentors, motivates, empowers and provides feedback. I develop my people to achieve more than they thought possible and to become professional in their chosen field."

This can be described as:

- An enthusiastic CIO - I am optimistic, inspire teamwork, organise, plan, delegate and set goals.
- Open and honest - I am approachable, always available, truthful, receptive to new ideas and ways of thinking.
- Fair and reasonable - I consider both sides of a debate or argument and aim to make a decision that is best suited to the majority view or organisational aspirations.
- Mentors, motivates, empowers, provides feedback - I mentor, motivate, and believe in team engagement and psychological safety.
- I expect to work with professionals.

Limiting your leadership style to one or two or three sentences is important as it is easier to remember and recite. Reciting your new leadership style over and over, makes it become almost second nature, i.e., a habit. As this new style becomes more integrated into your daily thinking, it moves from your conscious awareness level into your subconscious awareness where it operates on "automatic pilot", executing without any conscious effort and with a sense of confidence and calm. This is how it fundamentally changes the way you think, speak and act.

Practicing your High-Performance Leadership Style

The secret to getting your new leadership style to take root and change the way you think, feel, speak and act is repetition and the timing of the repetition. As with learning anything new, repetition is the key as it psychologically changes your subconscious which in turn influences how your conscious mind works. It will take a few weeks for your new way of thinking, speaking, and acting to kick in, but it will happen, and you will change. Perseverance is required. Continually practising and reciting to yourself will influence the way you lead. Here are the best times to practice reciting your new leadership style:

1. In the shower.
2. On your way to and from work.
3. Before you do your emails.
4. Before you have a 1:1 conversation.

5. On your way to a meeting or waiting for one to start.
6. During meetings before you speak.
7. Before giving a presentation.

As a suggestion, whilst you are practising, pause for a moment before you speak each time, use the pause to recite to yourself your new leadership style. There is no rule that says we must immediately blurt out a response or answer to someone. Pausing also makes you look and sound more statesmanlike, people will notice it and respect and admire it. Then, speak slowly, aiming to match your words and tone with your new style.

You can test if your new style is working by noticing people's reactions to your conversations and the observations and comments you are making. Look at team members faces and eyes for a facial reaction and listen to their words in response to what you have said. If you are doing well, when asked to come and see you, team members will run to your office - in a positive way.

Important things to consider

- Your leadership style is contagious, the central finding of EI research is that emotions are contagious, attitude and energy 'infect' a workplace for better or worse. Accordingly, your team members will emulate your leadership style and they will in turn be influenced by it. I was often described as having 'energy' that radiated and infected everyone around me, it was only because even in the face of adversity, my leadership style made me remain positive and confident and as a result so did my team members making them feel supported and also confident.
- Team members will copy the pace you set, the sense of urgency you create, even your work habits like arrival and departure times. They will copy your behaviours, your ways of thinking, the way you delegate, how you deliver on commitments and the trust you give.
- The right leadership style promotes team member engagement and makes your team members feel more comfortable approaching you with questions, suggestions, and ideas.
- When you create a leadership style that fits your personality, your team, and your business, you can focus on exercising your strengths.
- Your leadership style directly affects your confidence, performance, productivity, and respect. It improves your team's morale and retention. Engaged team members are motivated and supported making them more productive. Disengaged team members are more likely to be unsupported, causing frustration and disruption.

Summary

1. **Rate your current management style.** - Imagine that your team members are completing the survey questions provided – how do you think you would rate?
2. **Your leadership style dictates things like.** - How successful you are and how much you achieve, your stress levels, if you are admired and respected.
3. **Develop a High-Performance Leadership style.** - To develop a high-performance leadership style, the secret is to minimize your current negative management style behaviours and maximize high-performance leadership behaviours in their place. To be successful the high-performance leadership behaviours need to be the most dominant. It is important to create a style that suits you and gets the best out of your team, because how you manage them can make or break you and your business.
4. **Practicing your High-Performance Leadership style.** - The secret to getting your new leadership style to take root and change the way you think, feel, speak and act is repetition and the timing of the repetition. As with learning anything new, repetition is the key as it psychologically changes your subconscious which in turn influences how your conscious mind works. It will take a few weeks for your new way of thinking, speaking, and acting to kick in, but it will happen, and you will change. Perseverance is required. Continually practising and reciting to yourself will influence the way you manage. Here are the best times to practice reciting your new leadership style.

5. **Important things to remember.** - Your leadership style is contagious, team members will also copy the pace you set, the sense of urgency you create, even your work habits like arrival and departure times. The right leadership style promotes team member engagement and makes your team members feel more comfortable approaching you with questions, suggestions, and ideas. When you create a leadership style that fits your personality, your team, and your business, you can focus on exercising your strengths.

Chapter 3. High-Performance Team

“If you can achieve the status of a High-Performance Team, business success is basically guaranteed.” Leading Teams.

High-performance team members don't really want to come to work and do something that ordinary teams accomplish; they want to do something extraordinary, something that says that they are personally capable and competent. High-Performance Team Building introduces the final steps to build a high-performance team. Having completed the High-Performance Leadership training, you have started to engage with your team more effectively, and team members are exhibiting new behaviours. These two factors should be giving you confidence that acting in accordance with your new management style means you are ready to complete the building of a high-performance team.

High-Performance Teams is the 'run' stage of management. It is intended for managers with at least 10 years' management experience. High-Performance Teams like its counterpart High-Performance Leadership, is designed to manage constant, often unplanned, high-risk change.

The basics of team effectiveness were identified by J. Richard Hackman, a pioneer in the field of organizational behaviour who began studying teams in the 1970s. In more than 40 years of research, he uncovered a ground-breaking insight: What matters most to collaboration is not the personalities, attitudes, or behavioural styles of team members. Instead, what teams need to thrive are certain “enabling conditions - a compelling team vision, a strong structure, a supportive context and a shared mindset.” Today these requirements demand more attention than ever, which is why high-performance leadership training is a precursor to High-Performance Team building.

Striving to create a high-performance team is one of the few remaining competitive advantages available to any organization looking for a powerful point of differentiation. High-performance teams avoid wasting time talking about the wrong issues and revisiting the same topics repeatedly because of lack of buy-in. They also make higher quality decisions and accomplish more in less time, using less resources and with less distraction and frustration and rarely leave organizations where they feel valued. Successful teamwork is not about mastering subtle, sophisticated theories, but rather about embracing common sense behaviours with uncommon levels of discipline and persistence. Ironically, teams succeed because they are exceedingly human. By acknowledging the imperfections of their humanity, members of high-performance teams overcome the natural tendencies that make teamwork so elusive.

Changing the team culture

“To build a high-performance team, the secret is to start with changing behaviours, not mindsets. It is much easier to ‘act your way into new thinking’ than to ‘think your way into new actions’. Recurring and consistent performance results from behaviour change that leads to lasting changes in the way people feel, think, and believe in the long run.” Source: Katzenbach and Smith, *The Wisdom of Teams*, 1993.

It is for this reason that the team building steps are all about changing behaviours and developing a team that is clearly differentiated from other teams by:

- Being consistently aware of broader organisational aspirations and needs.
- Focussing on issues such as customer and staff satisfaction, knowing how to do more with less and how to have faster start-up/reaction times.
- Knowing their jobs, goals, and competitors better than any team did decades ago.
- Supporting and motivating all around them with equal measure.
- Being expert resource managers and having highly developed time management skills.
- Having superior people leadership skills.

The members of a high-performance team must have mutual trust, share a strong bond, respect for each other, cooperate and support each other for the realization of their superordinate goals. Everyone on the team must value each other, with team members building trust by making commitments and honouring them.

Performance orientation or personal initiative is the primary focus of high-performance teams. Each team member works towards delivering their best by demonstrating exceptional performance at work which in turn helps in the realisation of a team vision and organisational goals. Team members are autonomous and are empowered to take individual initiatives within pre-defined team rules.

Rarely can you create a new team from scratch (other than for projects), since the norm is that you inherit a team upon which you can build or change. Teams respond positively to training that recognises their value, provides feedback on performance, is supportive and from which they achieve significant job satisfaction. High-performance team membership is for most team members a life changing experience that is never forgotten, it is exceptionally rewarding and personally satisfying and is a great achievement. The fact of the matter is everyone wants to enjoy their work, be valued, and recognised as an individual and a contributor – High-Performance Team Building allows team members to become who they really want to be.

1 - Team Discussion

It is recommended that rather than just impose team training on your team that instead you invite them to join you in attaining high-performance, that is, throw out a challenge to see if the team feels they can achieve it. You can explain at the outset that high-performance process has already commenced with the introduction of Psychological Safety and Team Engagement. These behaviour changes should have resulted in team members feeling more confident about you as their manager and more confident about themselves.

What is a High-Performance Team?

A high-performance team can be defined as a group of people with specific roles, skills, and complementary strengths, aligned with and committed to a team vision. The team practices open communication, high levels of collaboration, interpersonal skills, and a personalised high-performance leadership style. The team is innovative, produces superior results and is regarded as tight knit. These characteristics enable any team member to surmount any barriers in achieving the team's goals.

Over the past 20 years, organisations have been restructuring themselves to make better use of high-performance teams. More and more organisations are moving away from Traditional/Contemporary hierarchical work-based structures and toward flat, self-managing team-based approaches. These teams offer many new benefits, including increased business knowledge, team member empowerment, more effective work practices and far better use of team member talents, skills, and capabilities. They employ formal problem solving and decision making; they are more creative and innovative and use improved work practices.

High-performance teams are an evolution of Traditional and Contemporary teams having a higher sense of who they are, why they exist and how they operate. There is a strong commitment towards the objectives or mutual purpose, which defines the existence of a team. In a high-performance team, each team member plays the role of a partner in achieving outstanding and measurable outcomes.

Due to its initial success, many organisations attempted to copy the high-performance team's model. However, most of these attempts failed because there was a lack of understanding about the underlying dynamics that create them. With this failure, high-performance teams fell out of general favour by 1995, and the term high-performance began to be used in a promotional context rather than a performance-based one.

Recently, some private and government sector organisations have placed a new focus on high-performance teams, as further studies and understandings have identified the key processes and team dynamics necessary to create all-around high-performance teams.

Within the high-performance team, people are highly skilled and can interchange their roles. Also, leadership within the team is not vested in a single individual. Instead, the leadership role is taken up by various team members according to the need at that moment in time. High-performance teams have robust methods of resolving conflict efficiently so that conflict does not become a roadblock to achieving the team's goals. There is a sense of clear focus and intense energy within a high-performance team. Collectively, the team has its own consciousness, indicating shared norms and values within the team. The team feels a strong sense of accountability for achieving their goals. Team members display high levels of mutual trust towards each other." Source: Wikipedia.

High-performance teams comprise a group of highly talented and motivated individual professionals aiming to achieve a team vision. Ordinary teams do not leverage business resources or use their best talent, whereas high-performance teams do, assuring the highest levels of performance and productivity. Such teams drive business excellence, grow profits, and achieve business outcomes due to cohesiveness, single-mindedness, and a collective consciousness.

High-performance teams are critical in helping organizations thrive and survive in today's intensely competitive business landscape. But building them is an art and not a science. Firstly, a manager must be trained in High-Performance or Transformational Management, creating the conditions necessary to develop a high-performance team. Secondly, a full assessment of a team's capabilities, identifying its strengths, understanding its roles, and determining how to exploit its diversity is necessary. Thirdly, a team can then be trained on high-performance producing a team that collaborates well and complements each other with differing talents, skills, and attributes to create a holistic team solely focused on business strategy and objectives.

High-performance teams are driven by the need to be more competitive and by changes in business technology. Team members have complementary skills. In a high-performance team, the manager acts as the role model who aligns commitment with a team vision and individual performance goals. There are clearly defined roles and responsibilities, and behaviours and team members are fully empowered and held accountable.

There are six high-performance team training steps with training being carried out in fortnightly Workshops.

- Step 1. Team Discussion.
- Step 2. Team Evaluation.
- Step 3. Team Vision.
- Step 4. Open Communication.
- Step 5. Mutual Accountability.
- Step 6. Effective Work Practices.

Benefits

There are substantial benefits from completing high-performance team building training. Team members should expect more expansive career opportunities, comradery, and being the best in their chosen field. The team will over time become increasingly better at whatever is being done and will develop abilities to overachieve in comparison to other teams. They should expect a significant increase in job satisfaction flowing from a greater sense of achievement.

For the organization, high-performing teams bring knowledge and independence with greater flexibility. Teams are more motivated to innovate and take risks. The organization can become an employer of choice, with higher staff loyalty, increased competitiveness, profits, ability to rapidly expand markets and having a team focused on business needs.

Employees who work in high-performing teams are more engaged, and there's no feelings of being disheartened because they're carrying team members who aren't pulling their weight. Everyone is pulling in the same direction, and this allows team members to enjoy their jobs, which is half the battle in any career. Team members create a team vision with shared values, they share complementary skill sets and carry out work that capitalizes on their individual strengths. The team manager undergoes the same training accepting that managers also need to change and that some control must be given up as the team becomes self-managing. Here are some additional advantages:

- Renewed inspiration and self-motivation to achieve team goals.

- A working environment where every team member can speak their mind and be fully listened to, even on sensitive issues.
- A team who can dissolve sources of conflict before they become damaging issues.
- The eradication of a blame culture - now everyone takes responsibility for effective teamwork.
- Effective communication at all levels with the ability to give and receive constructive feedback
- The creation of a highly productive environment with every team member working together on shared objectives.
- A team fully motivated to achieve success, with passion and pride in their work.
- Substantially improved job satisfaction.

Summary

1. **Team discussion.** - It is recommended that rather than just impose team training on your team that instead you invite them to join you in attempting to reach high-performance team status, that is, throw out a challenge to see if the team feels they can achieve it.
2. **Schedule a two-hour team Workshop to discuss High-Performance Team building.** - Explain what has been achieved to date. Explain to the team that Psychological Safety and Team Engagement are precursors to building a high-performance team and that these have now been successfully implemented. Explain the advantages of achieving high-performance team status. Agree a list of goals to be achieved. Explain the high-performance team training steps. Briefly explain that training is carried out in fortnightly Workshops with either yourself or a facilitator as the training lead. Then briefly describe that the High-Performance Team training involves six steps:
 - Step 1. Team Discussion.
 - Step 2. Team Evaluation.
 - Step 3. Team Vision.
 - Step 4. Open Communication.
 - Step 5. Mutual Accountability.
 - Step 6. Effective Work Practices.
3. **Decision to go with high-performance building.** - Ask the team what they think about all this, have a team discussion, aim to address any fears or misgivings team members may have, but most of all be reassuring, stating that they have already completed the groundwork, that they are all capable of making the grade and that you have faith that they can do it. Ask each team member one by one, “are you prepared to give it a go?”. If you get a negative or unsure response (which is rare) try to address it there and then, otherwise state that you will speak with that team member outside the meeting.
4. **Appoint a team training secretary.** – The training secretaries’ job is to schedule workshops, make meeting room arrangements and to prepare Handouts. Workshops are best held fortnightly as this gives team members time to absorb new learnings and to start to put them into practice.

Consider the Stockdale Paradox: You must maintain unwavering faith that you will prevail in the end, regardless of the difficulties, and at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be.

| Team Discussion Workshop | 2.0 hours |
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| <p>Create a workshop handout.</p> <ol style="list-style-type: none"> 1. Create a copy of the notes on ‘What is a High-Performance Team’ and use as a Handout. | |
| <p>Arrange a team workshop.</p> <ol style="list-style-type: none"> 2. Schedule a 2.0-hour team workshop to discuss High-Performance Team building training. | |
| <p>Open the workshop</p> <ol style="list-style-type: none"> 3. Open the workshop by suggesting that the team considers becoming a high-performance team, in line with high-performance standards. 4. Have the team read the Handout. | 10 minutes |
| <p>Explain what has been achieved to date.</p> <ol style="list-style-type: none"> 5. Explain to the team that Psychological Safety and Team Engagement are precursors to building a high-performance team and that these have now been successfully implemented. | 15 minutes |
| <p>Explain the benefits for the team members and the organization.</p> <ol style="list-style-type: none"> 6. There are substantial benefits from completing high-performance team building training. Team members should expect more expansive career opportunities, comradery, and being the best in their chosen field. The team will over time become increasingly better at whatever is being done and will develop abilities to overachieve in comparison to other teams. They should expect a significant increase in job satisfaction flowing from a greater sense of achievement. 7. For the organization, high-performing teams bring knowledge and independence with greater flexibility. 8. Teams are more motivated to innovate and take risks. The organization can become an employer of choice, with higher staff loyalty, increased competitiveness, profits, ability to rapidly expand markets and having a team focused on business needs. | 15 minutes |

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| <p>Achieving high-performance – what does it mean?</p> <p>9. Employees who work in high-performing teams are more engaged, and there's no feelings of being disheartened because they're carrying team members who aren't pulling their weight. Everyone is pulling in the same direction, and this allows team members to enjoy their jobs, which is half the battle in any career. Team members create a team vision with shared values, they share complementary skill sets and carry out work that capitalizes on their individual strengths. The team manager undergoes the same training accepting that managers also need to change and that some control must be given up as the team becomes self-managing. Here are some additional advantages to talk about:</p> <ul style="list-style-type: none"> • Renewed inspiration and self-motivation to achieve team goals. • A working environment where every team member can speak their mind and be fully listened to, even on sensitive issues. • A team who can dissolve sources of conflict before they become damaging issues. • The eradication of a blame culture - now everyone takes responsibility for effective teamwork. • Effective communication at all levels with the ability to give and receive constructive feedback • The creation of a highly productive environment with every team member working together on shared objectives. • A team fully motivated to achieve success, with passion and pride in their work. • Substantially improved job satisfaction. | <p>15 minutes</p> |
| <p>Agree a list of goals to be achieved.</p> <p>10. Open this part of the workshop by talking about recent problems your team has faced. Talk about what went wrong but focus more on best practices for the future. Next refer to the Professional Goals you set for yourself that relate to the team, then ask team members to make note of the things that prevent them from doing quality work, as well as the things that make doing quality work easier. Discuss what the roadblocks to excellence are and encourage everyone to contribute ideas about how to remove them. Next ask team members to come up with their own goals for wanting to move to high-performance. Create one shared goal list and against each goal assign a 'measure', something that will act as evidence that the goal has been achieved.</p> | <p>40 minutes</p> |

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| <p>Explain the high-performance team training steps.</p> <p>11. Briefly explain that training is carried out in fortnightly workshops with yourself as the training facilitator. Then briefly describe that the High-Performance Team training involves these six steps:</p> <p>Step 1. Team Discussion.</p> <ul style="list-style-type: none"> • This step to discuss high-performance, benefits and advantages and team goals. <p>Step 2. Team Evaluation.</p> <ul style="list-style-type: none"> • A set of five questionnaires (evaluation tables) covering different team member characteristics, abilities and strengths are completed by each team member for presentation to the whole team. This educates everyone on each team members value and contributions to the team allowing team members to better understand each other and the teams' capabilities. <p>Step 3. Team Vision.</p> <ul style="list-style-type: none"> • Most teams exist with little understanding of why they exist, what their actual purpose is in terms of how they contribute to the larger organization. Therefore, a team needs to define a meaningful, measurable team vision, something that acts as a target and gives direction to all the team's activities. This step asks team members to create a common team goal that supports the organizational vision, describes what the team is aiming to achieve and how they will achieve it. <p>Step 4. Open Communication.</p> <ul style="list-style-type: none"> • Open communication means practising mutually beneficial honest communication which is a higher form of communication-based on listening, trust, and mutual respect. It extends to sharing fears and seeking counselling from fellow team members. It is a transparent and open communication framework based on directness, and frankness, characterized by sharing of experiences, trust and a willingness to embrace conflict resolution and collaborative problem-solving. It engages team members to discover newer, improved ways of reaching goals and prevents groupthink whilst spurning innovation. <p>Step 5. Mutual Accountability.</p> <ul style="list-style-type: none"> • Mutual accountability is when all team members equally share in the teams' outcomes, the collective responsibility of the team towards generating results, achieving success, or suffering a failure. This irrespective of whether a single team member was responsible. Mutual accountability | <p>20 minutes</p> |
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| <p>implies an implicit acknowledgement of the joint accountability of all team members towards the team vision or some other initiative such as a project, in addition to individual obligations. An important measure is how accountable team members are to each other, meaning that team members accept that everyone's successes or failures fall on all their shoulders.</p> <p>Step 6. Effective Work Practices.</p> <ul style="list-style-type: none"> This step introduces a set of work practices common to high-performance teams. The practices include email, decision making, problem solving, process and intranet, timeboxing, motivation and workload Management. | |
| <p>Decision to go with high-performance training. (10 minutes)</p> <p>12. Ask the team what they think about all this, have a team discussion, aim to address any fears or misgivings team members may have, but most of all be reassuring, stating that they have already completed the groundwork, that they are all capable of making the grade and that you have faith that they can do it. Ask each team member one by one, "are you prepared to give it a go?". If you get a negative or unsure response (which is rare) try to address it there and then, otherwise state that you will speak with that team member outside the meeting.</p> | 10 minutes |
| <p>Appoint a team training secretary. (5 minutes)</p> <p>13. This team members job is to schedule workshops, make meeting room arrangements and to prepare Handouts. Workshops are best held fortnightly as this gives team members time to absorb new learnings and to start to put them into practice.</p> | 5 minutes |
| <p>Close the workshop.</p> <p>14. Ask for any questions or if anything needs to be clarified.</p> <p>15. Arrange for a copy of the team rules to be made accessible to everyone.</p> | 10 minutes |

2 - Team Member Evaluation

This step carries out an in-depth evaluation of each team member to ascertain the value they bring to the team, their training needs and how to best manage them. Team member evaluation looks at a team members position, their strengths, working styles, diversity, skills, and team roles. All of these are considered so you can better manage and produce a cohesive team. Evaluating your team members (by doing an honest assessment of them) is the most critical step you will take. Jim Collins from Good to Great described this decision process as “selecting the right people to put on your bus”.

Team members complete a set of five questionnaires, you then complete a Team Evaluation Table – amalgamating the team member responses and then adding to these a set of follow-up Management Actions. Next, team composition, assigning work based on strengths, strength’s partnerships, talent sharing and talent hoarding and identifying underperforming team members and how to improve them are all considered. Finally, a Questionnaire workshop is held where team members present their Questionnaire responses to the whole team. The evaluation allows you to better understand your team members as individuals, it allows the team members to do the same and it describes what each team member brings to the team and what the team is capable of.

Being a high-performance leader means managing a team of enthusiastic professionals as against just a good team. To be truly successful you need to have a genuine willingness to learn about and know your team. As a manager in an organisation who wants to develop teamwork, especially high-performance teamwork, you must have a good understanding of what makes your people tick, evaluating them, spending time with them, talking to them, in this way you come to accept who they are, understand what they care for individually, what their work needs are and how you can satisfy them to achieve highest possible performance.

Teams are made of individuals who must be managed as individuals.

When team members clearly know things such as their roles and responsibilities and what their mutual strengths are and how they support the team, they have a better understanding of how they contribute to the success and results of the team. This produces greater job satisfaction, commitment, and productivity. It reduces conflicts and disputes over ownership, it helps avoid mistakes being made, it makes it clear who the team decision makers are and whom to speak to about specific items, problems, or issues.

There is no interest in learning about a team members weakness - it serves no purpose; it distracts from the main game of understanding strengths. The goal is not to have a team comprised of individuals who are well-rounded but rather a team comprised of individuals performing considering their strengths.

Team member evaluation process

1. Distribute to your team members the five Questionnaires covering the different team member characteristics.
 1. Position Attributes.
 2. Strengths.
 3. Diversity.
 4. Working Style.
 5. Belbin Team Roles.
2. Collect the completed Questionnaires, review each one and adds any comments.

3. Then complete the Team Evaluation Table, amalgamating all the team member responses, providing a team view. Then prepare a list of Management Actions.
4. Next you hold a review session with each team member to discuss their Questionnaire responses and your Team Evaluation Table. Finally discuss the Management Actions you have listed.
5. The review session concludes with you asking each team member the following questions.
 - What gives them energy and what drains their energy.
 - Are their strengths being utilized.
 - How can they best contribute to the team?
 - Do they feel accountable for the entire team's success, not just their own?
 - Do they have the energy to persevere if the going gets tough?
 - Are they good role models?
 - Do they feel that everyone in the team pulls their weight?

When you ask these questions, team members often realize how they've allowed themselves to be held hostage by individual stars who are not real team players, how they've become overly inclusive to avoid conflict, or how they've been saddled with team members who once were good enough but now don't make the grade. Be prepared to discuss these types of issues.

6. After the review session, the team member prepares an updated version of the Questionnaire responses in preparation for presentation to the team and you prepare an updated version of the Team Evaluation Table.
7. A team Questionnaires Workshop is then arranged for team members to present and discuss their Questionnaire results. This allows team members to be clear as to who has what responsibilities, accountabilities, roles, skills and so on. This helps the team to better understand each other, what everyone brings to the team, its professional makeup, its capabilities, and potential.

Questionnaires

Questionnaire 1 – Position Attributes.

This questionnaire captures basic team member position information. Each team member needs to be very clear about exactly what their position entails as other team members need to know this.

Questionnaire 2 – Strengths.

This questionnaire captures each team members strengths, their natural way of thinking, feeling, or behaving, that is their natural talents, the things they are just good at. Unlike skills, strengths are not learned (although training may be used to enhance them). Team member strengths provide the ability to deliver consistent, near-perfect performance in a specific task, simply by using innate talents. Strengths when multiplied by the investment in time spent practicing and developing them, result in a personal and unique knowledge base.

A team's awareness of their mutual strengths is more important than the specific composition of those strengths. In other words – a team member just knowing their strengths, as well as the strengths of the other team members, leads to higher engagement and performance. When team members value each other's strengths, they more effectively relate to one another and avoid potential conflicts. Understanding each other's strengths, boosts group cohesion and creates positive dialogue. When you have people in roles that fit

their strengths and talents, their energy and passion can fuel their own great performance and inspire the same from their colleagues. Team members who know and use their strengths are better performers; they require little if any external motivation. Once each team member's strengths are aimed at the same purpose and the team is aligned on the same goals, this is where true excellence and success happens.

Team members must be able to:

- Name and understand the individual strengths of everyone on the team.
- See a clear connection between each other's strengths and behaviour, see the link between strengths and success.
- Form partnerships that encourage their mutual strengths development.
- Use their knowledge of each other's strengths to plan, strategize, analyse, and direct their actions.
- Understand that excellence is not achieved in isolation. Excellence is created through the merging of team member differing strengths.
- Encourage collaboration among team members who have complementary strengths.

In one study of 65,672 employees, Gallup found that those who received strengths feedback had turnover rates that were 14.9% lower than for employees who received no feedback (controlling for job type and tenure). A study of 530 work units with productivity data found that teams with managers who received strengths feedback showed 12.5% greater productivity post-intervention than teams with managers who received no feedback. And in a study of 469 business units ranging from retail stores to large manufacturing facilities, Gallup found that units with managers who received strengths feedback showed 8.9% greater profitability post-intervention relative to units in which the manager received no feedback.

Questionnaire 3 – Diversity.

Diversity is the level of difference or heterogeneity within the team, it is an important differentiator between successful and unsuccessful teams. It provides teams with access to the different capabilities and points of view a successful team requires. Diversity in knowledge, views, and perspectives, as well as in age, gender, and race, help teams be more creative and avoid groupthink.

Diversity within a team operates at several levels. The first and the most visible type of diversity is the different roles within the team, the specialization. In a Traditional hierarchical organization, the most senior member of the team will lead it, parcelling out tasks according to each team members' position in the team's hierarchy. In high-performance teams, however, team roles must be complementary and are rarely dictated by position titles. Instead, they are dynamically divided and assigned based on the skills and capabilities each person brings to the team and their fit with the team's needs at the time. Tasks are also assigned to stretch a team member by taking them outside of their comfort zone.

A second, deeper level of diversity is based on identity (or demographics), such as gender, age, and ethnicity. Diversity of identity gives a team the ability to tap into different viewpoints and lived experiences—tacit knowledge that can greatly enhance effectiveness in working with a diverse set of stakeholders (both internal and external) that a team must typically deal with.

The third level is cognitive diversity. This refers to the diverse ways that individuals can approach and think about problems. In business, cognitive diversity is often tied to the business area or discipline in which a person has the most experience. A team of accountants, for example, is likely to frame all problems as accounting problems and assume accounting solutions. A cognitively diverse team of accountants, engineers,

anthropologists, and skilled tradespeople will be forced to develop a multidisciplinary understanding of what the problem is, and will likely come up with a superior, and multidisciplinary, solution. A diverse team should ideally draw on a broad range of stakeholder groups, including a mix of capabilities, disciplines, personalities, risk appetites, and cognitive styles; that is, it should have role, identity, and cognitive diversity.

The fourth level of diversity is leadership. This refers to team member supervisory, project management, management, general management, and leadership experience. Such experience is of high value to a team, as team members high in leadership can mentor other team members and quickly take on shared leadership responsibilities.

Too much of the same is dangerous and prohibitive to high performance. A team full of people with the same backgrounds and experiences has limits on the types of tasks a team can take on. Recruit for diversity and create a culture that allows diversity to be appreciated and celebrated.

Questionnaire 4 - Working Style.

We often work with people who have very different working styles which are made up of particular attributes — think extroverts, decision makers and cautious introverts. A person's working style is significant in that it can bring about a normalization of behaviours within a team, this is especially true for the manager. For example, if most people are extroverts, especially the manager, a team may default to large meetings and more collaborative sessions. Working styles cover more than just introverts and extroverts, they demonstrate mental attitude and how that attitude infects other team members for better or for worse. Team members therefore need to understand each other's dominant working style.

Questionnaire 5 - Belbin Team Roles.

Belbin's team roles are another way of understanding a team members position in the team and the contribution they make. They are an effective way to assess the relative strengths and weaknesses of a team and help the team members to understand ways in which they could improve performance. Developed by Meredith Belbin in 1981, following nine years of study, it has become one of the most accessible and widely used tools to support team building. The roles are a guide only to each team members dominant role in the team. Matching each team member to a Belbin role shows how well balanced the team is.

Questionnaire 1 – Position Attributes

To be completed by each team member.

| Position Attributes | |
|-----------------------|---|
| Name: | Team members name. |
| Title: | Position title such as Infrastructure Manager, Sales Manager. |
| Second in charge: | When the team member manages their own team, this is the name of the staff member who is second in charge. This may be identified as 'next in-line' - succession planning. |
| Responsibilities: | List your shared Responsibilities, that is things that that you share with other team members. Shared responsibilities are things such as server monitoring, capacity management, desktop repair, router installations, loan approvals, customer accounts maintenance, sales. |
| Accountabilities: | List the names of your Accountabilities, that is the things that apply only to you. Accountabilities are not shared; they can only apply to one person. An accountable team member is the owner of an item, they are the person who has decision making authority about the item, they are the person who has the final say about it. Accountabilities examples are things such as, staff retention, back-ups, managed services contracts, loan approvals over a certain amount or customer refunds. Accountabilities include being the owner of processes, how-to guidelines, other documentation, applications, and systems for which you are the decision-maker. |
| Complimentary skills: | List the skills (things you have learnt) that make you stand out from your other team members, that is, what makes you unique in the team. Examples – Excel, Scheduling, Server builds, Router configuration, writing Scripts, developing Presentations, Call center operator, Mobile sales, Customer service. Also list industry specific knowledge (including industry standards). E.g.: ITIL, BAA. |
| Training: | List the training courses this position should undertake, and against each indicate if you have completed it. |

Questionnaire 2 – Strengths

To be completed by each team member.

| Strengths | |
|-------------------|---|
| Name: | Team members name. |
| Title: | Position title such as Infrastructure Manager, Sales Manager. |
| Strengths: | <p>List your strengths, that is your natural talents, things that you are just naturally good at. These are things that you have basically received no training in. Take your time to self-reflect and consider what you do best. Strengths are not skills. Skills are learned, involving specific techniques and knowledge. Examples of strengths are, leading, planning, scheduling, organizing, presenting, writing, technology, giving presentations, being sociable, creativity, courage, persistence, teamwork, training, teaching, and motivating people.</p> |
| CliftonStrengths: | <p>Cliftonstrengths are four types of very specific strengths. Read the four types and list the one or more, that apply to you.</p> <ol style="list-style-type: none"> 1. Analytical. People talented in the Analytical theme search for reasons and causes. They can think about all the factors that might affect a situation. "Prove it. Show me why what you are claiming is true." In the face of this kind of questioning, some will find that their brilliant theories wither and die. For you, this is precisely the point. 2. Achiever. Every team has goals to achieve, work to accomplish and tasks to complete. These are people that make things happen, they can take an idea and make it a reality and they'll work tirelessly to accomplish the goal. They work hard and possess a great deal of stamina; they take immense satisfaction in being busy and productive. 3. Activator. Every team needs to communicate, both inside and outside the team, effective communication is essential to the team achieving its goals. These people take charge, speak up and make sure others are heard, they sell the teams ideas and persuade others. These people show team members how to reach a much broader audience and convince others to aid in accomplishing the teams' goals. These people make things happen by turning thoughts into action, they want to do things now, rather than simply talk about them. 4. Adaptability. Every team is nothing more than a group of unique individuals. A team's power comes from each person being empowered to use their distinctive talents and appreciate others'. High-performing |

| | |
|--|--|
| | <p>teams rely on people with strong Relationship Building themes to bring individuals together and make the team greater than the sum of its parts. These people unite the team and galvanize it to achieve shared success. They are the bond that hold the team together. They prefer to go with the flow, and they tend to be "now" people who take things as they come and discover the future one day at a time.</p> <p>Copyright © 2018 Gallup, Inc. All rights reserved.</p> |
|--|--|

Questionnaire 3 – Diversity

To be completed by each team member.

| Diversity | |
|---------------------------------------|--|
| Name: | Team members name. |
| Title: | Position title such as Infrastructure Manager, Sales Manager. |
| Age: (Diversity of identity) | Enter your age. |
| Gender: (Diversity of identity) | Enter your gender. |
| LGBTQIA: (Diversity of identity) | Enter your identity. (Straight, Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Asexual.) |
| Roles: (Diversity of specialization) | List the roles you carryout, record each role by its title, such as Change Advisory Board chair, Business Liaison Officer, Security Officer, Disaster Recovery Coordinator, Loan Quality Checker, Floor Fire Warden. |
| Ethnicity: (Diversity of background) | Enter your ethnic background. |
| Cognitive: (Diversity of thinking) | Enter any unique thinking styles. E.g.: Philosophic, religious, logical, rational, formal. Also enter any business areas or disciplines in which you have the most experience. |
| Leadership: (Diversity of experience) | Enter your supervisory, project management, management, general management, and leadership experience by entering position titles previously held. |

Questionnaire 4 - Working Style

To be completed by each team member.

| Working Style | ✓ if applicable. |
|---|------------------|
| Team member name: | |
| Attitude: I possess a 'give it a go' approach to work. | |
| Gets things done: I am someone who gets a job done, and despite how busy I am I will complete it in the agreed timeframe. | |
| I possess gusto: I show great energy, enthusiasm, and enjoyment that is experienced by me taking part in an activity. | |
| I possess alacrity: I perform all tasks with speed and eagerness. I am curious and I am a good listener. | |
| Emails. I only send an email when its important, I only copy people who 'need to know'. | |
| I respect meeting protocols: I turn up on time and abide by meeting rules. | |
| Outlook: I am driven and career-oriented and exude positivity and care about others. | |
| Extrovert: I am talkative, sociable, action-oriented, enthusiastic, friendly, higher risk taker with an outgoing personality. | |
| Introvert: I am focused, observant, a lower risk-taker, I carry out a more detailed analysis of available information than my extrovert partners, I bring a conservatism and balance to decision making. | |
| Extraordinary: I pull my sleeves up when the going gets tough, I am self-motivated, and process driven. | |
| I ignore my job description: Well, not completely, but I think and act outside my job description or fixed roles. When I encounter situations that require action, I act irrespective of my role or position. | |
| Eccentric: I am someone with a somewhat unusual personality, someone who is very comfortable in their own skin. I may seem odd at first, but pleasantly so. I tend to be very creative; a good debater and I make an excellent team member. | |
| Appraise others in public: I effortlessly appraise my fellow team members and I do it publicly. | |
| Self-motivated: I come to work firstly for its enjoyment, to satisfy my passion and secondly for pay. I am often possessed of an overwhelming need to be successful and work hard to achieve it. | |
| Process driven: Off my own back I work to make process better. | |
| Senior Management potential: I think about others first, I believe I am no better than anyone else, I am personable, non-judgmental and hold myself accountable. | |

Questionnaire 5 - Belbin Team Roles

To be completed by each team member.

| Belbin Team Roles | ✓ if applicable. |
|---|------------------|
| Team members name. | Name here. |
| Shaper. Challenging, thrives on pressure, has the drive and courage to overcome obstacles. Enjoys directing attention to the setting of priorities and objectives to shape the way team effort is applied. | |
| Implementer. Disciplined, reliable, conservative, and efficient. Turns ideas into practical solutions and procedures. | |
| Completer-Finisher. Painstaking conscientious, anxious. Searches out errors and omissions. Delivers on time. Makes sure a sense of urgency is maintained and that the job in hand is completed effectively and efficiently. | |
| Co-ordinator. Mature, confident, a good chairperson. Clarifies goals promotes decision making, delegates well. Will recognise the team's strengths and weaknesses ensuring that they play to everyone's strengths and makes the most of the team's resources. | |
| Team Worker. Co-operative, mild, perceptive, and diplomatic. Listens, builds, averts friction. Supports others by improving communication between members, highlights and builds on others' strengths and underpinning of any shortcomings. | |
| Resource Investigator. Extrovert, enthusiastic, communicative. Explores opportunities, develops contacts. Relishes exploring investigating and reporting on resources, ideas or developments outside the group and is good at dealing with external forces and negotiation. | |
| Plant. Creative, imaginative, unorthodox. Solves difficult problems. | |
| Monitor-Evaluator. Sober, strategic, and discerning. Sees all options and judges accurately. Is an analyser of problems and evaluator of ideas and suggestions. | |
| Specialist. Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply - puts forward ideas or new methods or applications and looks for possible breakthroughs to problems. | |

Team Evaluation Table

1. Collect all five Questionnaires from each team member, review each one and mark up with any comments.
2. Next, complete the Team Evaluation Table shown below. This amalgamates all the team member Questionnaire responses into one table so that you can see a team view.
 - For each team member assign a ✓ or a X against each item.
 - Use a ✓ when the answer is YES, or the item applies to the team member.
 - Use a X when the answer is NO, or this item does not apply to the team member.
3. When you have completed the Team Evaluation Table, take some time to reflect on what the information in the table is telling you about your team members and your team. For each team member, write out what Management Actions you need to take.

Team Evaluation Table.

Manager to complete based on Questionnaire responses.

| Team Evaluation Table | Initials | Initials | Initials | Initials | Initials | Initials |
|--|----------|----------|----------|----------|----------|----------|
| High-Performance Leadership Outcomes | | | | | | |
| Is responding well to Engagement practices (Weekly Check-Ins and Quarterly Mentoring.) | ✓ | X | | | | |
| Is responding well to Psychological Safety (Team Communication, Speaking their mind and Team Rules.) | | | | | | |
| Position Attributes | | | | | | |
| Is a candidate for extra roles? | | | | | | |
| Position accountabilities are complete, and correct? | | | | | | |
| Has a strong, complimentary skillset. | | | | | | |
| Needs formal skills training. (Arrange formal training for skills the team member already has.) | | | | | | |
| Diversity | | | | | | |
| Brings a lot of diversity to the team. | | | | | | |
| Has good Role Diversity? (Has multiple roles.) | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Has good Identity Diversity (Sexual preference) | | | | | | |
| Has Ethnic Diversity? (Background) | | | | | | |
| Has good Cognitive Diversity? (Thinking styles, business areas or disciplines experience.) | | | | | | |
| Has good Leadership Diversity. (Management experience.) | | | | | | |
| Strengths | | | | | | |
| Has good a good strengths profile. | | | | | | |
| Strengths are or are not being fully used? | | | | | | |
| Can match this team member to other team members based on shared strengths. | | | | | | |
| Need to delegate work to capitalize on their strengths. | | | | | | |
| Has good CliftonStrengths that can be capitalized on. (Analytical, Achiever, Activator, Adaptability.) | | | | | | |
| Working Style | | | | | | |
| Possesses a 'give it a go' attitude? | | | | | | |
| Gets things done? | | | | | | |
| Possesses Gusto. (Shows great energy, enthusiasm, and enjoyment that is experienced by me taking part in an activity.) | | | | | | |
| Possesses Alacrity. (Performs all tasks with speed and eagerness.) | | | | | | |
| Emails. (Only sends on a need-to-know basis.) | | | | | | |
| Respects Meeting Protocols. Turns up on time and abides by meeting rules. | | | | | | |
| Outlook. (Is driven and career-oriented and exude positivity and care about others.) | | | | | | |
| Is an Extrovert. (Talkative, sociable, action-oriented, enthusiastic, friendly, higher risk taker with an outgoing personality.) | | | | | | |
| Is an Introvert. (Focused, observant, a lower risk-taker. Carries out a more detailed analysis of available information than extrovert partners, brings a | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| conservatism and balance to decision making.) | | | | | | |
| Extraordinary. (Pulls sleeves up when the going gets tough, appraises others in public, self-motivated and process driven.) | | | | | | |
| Ignores Job Description. (Thinks and acts outside job description or fixed roles.) | | | | | | |
| Is Eccentric. (Someone with a somewhat unusual personality, someone who is very comfortable in their own skin, tends to be very creative; a good debater and makes an excellent team member.) | | | | | | |
| Is Self-Motivated. (Comes to work firstly for its enjoyment, to satisfy a passion and secondly for pay.) | | | | | | |
| Is Process Driven. (Works to make process better.) | | | | | | |
| Is Senior Management potential. (Thinks about others first, believes is no better than anyone else, is personable, non-judgmental and holds themselves accountable.) | | | | | | |
| Is Unprofessional. (Is not interested in becoming a professional.) | | | | | | |
| Belbin Team Roles | | | | | | |
| Shaper. (Challenging, thrives on pressure.) | | | | | | |
| Implementer. (Disciplined, reliable, conservative.) | | | | | | |
| Completer- Finisher. (Painstaking conscientious, anxious.) | | | | | | |
| Co-Ordinator. (Mature, confident, a good chairperson.) | | | | | | |
| Team Worker. (Co-operative, mild, perceptive.) | | | | | | |
| Resource Investigator. (Extrovert, enthusiastic, communicative.) | | | | | | |
| Plant. (Creative, imaginative, unorthodox.) | | | | | | |
| Monitor-Evaluator. (Sober, strategic, and discerning.) | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Specialist. (Single-minded, self-starting, dedicated.) | | | | | | |
| General Management | | | | | | |
| Needs more encouragement. | | | | | | |
| Needs more autonomy and empowerment. | | | | | | |
| Requires firmer standards and instructions. | | | | | | |
| Needs more task structure, that is more explanation of how to do a job. | | | | | | |
| Needs more motivation. | | | | | | |

Management actions - putting the results into practice

1. Team composition.

Team composition is the starting point. The team needs to be kept small, but not too small and it's important that the structure of the organization doesn't dictate the team's membership. A small top team, fewer than six, is likely to result in poorer decisions because of a lack of diversity, and slower decision making because of a lack of bandwidth. A small team also hampers succession planning, as there are fewer people to choose from and arguably more internal competition. Research also suggests that the team's effectiveness starts to diminish if there are more than ten people on it - sub-teams start to form, encouraging divisive behaviour. Although a congenial, 'here for the team' face is presented in team meetings, outside of them there will likely be much more manoeuvring. Bigger teams also undermine ownership of group decisions, as there isn't time for everyone to be heard. A good management team size is six to eight.

Based on your team members roles and strengths, place team members in positions that help the team achieve quality success and your own goals. Analysis of the Questionnaires and the Team Evaluation Table is sometimes more qualitative than quantifiable, any decisions you make are best based upon what your gut (intuition) tells you - this is in fact the best way to decide your responses.

Jim Collins (Good to Great) writes: "We expected that good-to-great leaders would begin by setting a new vision and strategy. We found instead that they first got the right people on the bus, the wrong people off the bus, and the right people in the right seats - and then they figured out where to drive it. The old adage 'People are your most important asset' turns out to be wrong. People are not your most important asset. The right people are."

2. Assigning work based on strengths.

This is perhaps the most important action you can take, that is, assigning work based on team member strengths. High-performing team members can successfully juggle multiple assignments. When assigning work to a team member or the team, it's important to be clear about the expected deliverables and due dates. This enables the team to accurately prioritize their workload, do the necessary planning, and execute the work efficiently. A strengths-based approach to managing is also the single best method of improving the team member-manager relationship.

High-performance managers do not command; they inspire and encourage by tapping into the strengths, knowledge, and skills of their team members, managing them to make commitments to achieve results. Managing your team as individuals according to their strengths is the secret of high-performance leadership and teams. When you have team members in roles that fit their strengths and passion, this

fuels performance and inspires the same from their colleagues. A strengths-based team culture is one in which team members learn their roles faster, produce significantly better work, stay with their company longer and are more engaged. Adding team member engagement and psychological safety to strengths is the recipe for high-performance success.

Give team members the opportunity to do what they do best, based on their inherent strengths, their natural talents. When team members are aware of each other's strengths, they are better at understanding how each other thinks, feels, and acts. This awareness helps the team navigate issues and realize how they can work best together to accomplish goals and achieve objectives. Strengths-oriented team members know their talents and those of their co-workers, which helps them perform at increasingly higher levels.

In case of ordinary teams, the scope of the job for each team member is narrowly defined and importance is given to specialised skills or competencies. But the members of high-performance teams have multiple and complementary skills with a focus on broader goals which affect team and organisational growth. It means that each team member knows what their role is. This helps them focus on what they need to do to bring the team closer to its larger goal. The second is that it makes it easier for you to assign work. It's about knowing what a team member is best at doing and giving them a job that aligns with their strengths. Indefinitely, it's the manager's job to provide the team member with work that fits their needs rather than giving them work that drains them.

Knowing team member strengths also gives managers an advantage in working with their team members. Those insights can help managers and team members achieve greater performance, more success, and higher engagement levels.

The ability to respond to changing priorities is an essential quality teams need to possess, but constantly changing course due to a lack of planning is wasteful, exhausting and makes it near impossible to keep up. When planning is sufficiently advanced or mature then changing organizational needs can be prioritized effectively, with teams able to function proactively, making reactivity the exception rather than the rule. Along with assigning work effectively, fostering a proactive approach will enable your team to consistently manage their work and deliver on their accountabilities. When managers help team members grow and develop through their strengths, they are more than twice as likely to have fully engaged team members. The most powerful benefit a manager can provide to team members is to place them in jobs that allow them to use the best of their natural talents, adding skills and knowledge to develop and apply their strengths, allowing them to professionally grow within their position.

3. Forming strength's partnerships.

Create opportunities for two team members who have the same strengths to work on tasks and projects together so that they can each do what they do best. As the pairs find better ways to work together, their insights about partnerships lead to enhanced trust and relationships across the whole team.

4. Sharing and hoarding talent.

One sure way to improve teamwork is to encourage talent sharing. Talent sharing, is about proactively moving star performers to new positions, or giving them additional roles. At minimum it means delegating challenging tasks that take the team member outside of their comfort zone and having mentoring conversations about their growth and development. The most effective way to do talent sharing is to change the management position of a team member, giving them a management job that they have no prior experience or knowledge of. If you really have star talent and want to retain them, change their management positions at least every 12 to 24 months.

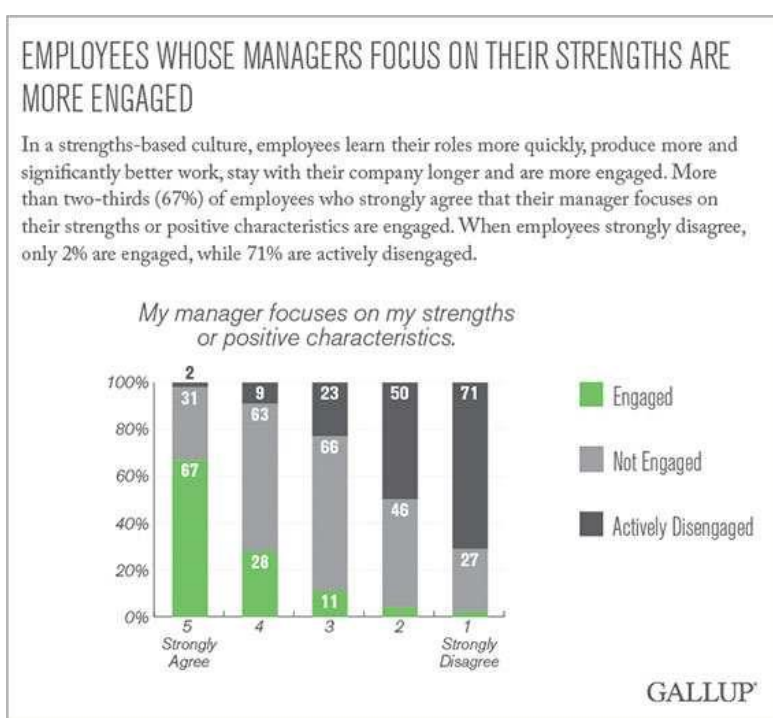
Talent hoarding is when your star performers are being left without developmental opportunities because they are consistently resourced to the same people or projects. The personal priorities of some managers keep the best talent working for them, and when your best team members believe that the only way up is out, you have a serious retention issue on your hands.

5. Identifying underperforming team members and improve them.

A high performing team is only due to its team members. All team members need to equally pull their weight to accomplish the goals that are set. A poor performer can hurt the team dynamics and eventually bring loss to a business. If you have team members who you believe are not or will not make the grade - act immediately by reassigning them or managing them out. There are a few ways to identify poor performance and fix it:

- Assess a team members performance after the implementation of Psychological Safety (Team Communications, Speaking their mind and Team Rules.) and then use Engagement practices (Weekly Check-Ins and Quarterly Mentoring.) to manage them.
- Assess each team members performance through work reports, performance metrics, records, and your own experience with the team member to know where there is the weak point.
- Interact with the team member to know where they are lagging and give advice on how they can improve by giving feedback.
- Keep a record of the progress of the tasks they perform. If the numbers do not meet the standards set, instruct, and guide them to accomplish it.
- Encourage team members to push their limits to meet their goals.
- Take team member concerns and issues into consideration.
- Provide extra training sessions and knowledge if required that will improve team member performance.

You should also consider if a team members performance is poor due to the team culture that existed before high-performance leadership practices were introduced. If you suspect that this is the case, it is recommended that wait until the high-performance team training is completed and then assess their performance after.



6. Management actions.

Looking at the Team Evaluation Table, decide on what management actions you need to take. Make a note against each team member for discussion. Example management actions:

- Change the team composition.
- Create opportunities for two team members who have the same strengths to work on a task or project together so that they can each do what they do best.
- Use a strengths-based approach to help set and manage your expectations.
- Ensure that all team members know and appreciate their unique strengths and contributions.
- Plan projects around the collective strengths of your team.
- Provide work that fits each team members needs rather than giving them work that drains them.
- Act on talent sharing and talent hoarding.
- Identify underperforming team members and create an action plan.
- Recognise that team members have individual differences in terms of needs and desires, accept that these differences (e.g., some team members require more encouragement, some more autonomy, others firmer standards, and still others more task structure) effect the tasks that you delegate.
- Understand each team members preferred working style as this is an area to focus on in terms of achieving high engagement and job satisfaction.
- Requires firmer standards and directions as to how to do work.
- Needs more encouragement and motivation.
- Needs more autonomy and empowerment.

Team Member Review

1. Next hold a review session with each team member to discuss the team members Questionnaire responses and your Team Evaluation Table entries. Also discuss the Management Actions you are proposing to take.
2. To conclude the review session, ask each team member the following questions.
 - What gives them energy and what drains their energy.
 - Are their strengths being utilized.
 - How can they best contribute to the team?
 - Do they feel accountable for the entire team's success, not just their own?
 - Do they have the energy to persevere if the going gets tough?
 - Are they good role models?
 - Do they feel that everyone in the team pulls their weight?

When you ask these questions, team members often realize how they've allowed themselves to be held hostage by team members who are not real team players, how they've become overly inclusive to

avoid conflict, or how they've been saddled with team members who once were good enough but now don't make the grade. Be prepared to discuss these types of issues.

3. After the review session, have each team member prepare an updated version of their Questionnaire responses as applicable in preparation for presentation to the team and then you should prepare an updated version of the Team Evaluation Table as required.
4. Arrange a team Questionnaires Workshop for team members to present and discuss their Questionnaire responses. This allows team members to be clear as to who has what responsibilities, accountabilities, roles, skills and so on. This helps the team to better understand each other, what everyone brings to the team, its professional makeup, its capabilities, and its potential.

Summary

1. **Team member evaluation.** - Being a high-performance leader means managing a team of enthusiastic professionals as against just a good team. To be truly successful you need to have a genuine willingness to learn about and know your team. As a manager in an organisation who wants to develop teamwork, especially high-performance teamwork, you must have a good understanding of what makes your people tick, evaluating them, spending time with them, talking to them, in this way you come to accept who they are, understand what they care for individually, what their work needs are and how you can satisfy them to achieve highest possible performance.
2. **Team member evaluation process.** - The manager distributes five team member Questionnaires covering different team member characteristics. Position Attributes, Strengths, Diversity, Working Style, and Belbin Team Roles. The manager collects the completed Questionnaires, reviews each one and adds any comments. The manager then completes the Team Evaluation Table, amalgamating all the team member responses, providing a team view. A list of Management Actions is also produced.
3. **Review session.** - Next the manager holds a review session with each team member to discuss the team members Questionnaire responses and the managers Team Evaluation Table.
4. **Management Actions.** - Are discussed with the team member.
5. **Management actions** - putting the results into practice. - Team composition, assigning work based on strengths. Forming strength's partnerships, Sharing, and hoarding talent. Identifying underperforming team members and improve them.
6. **Team Member Review.** - A review session with each team member to discuss the team members Questionnaire responses and your Team Evaluation Table entries. Also discussed are the Management Actions you are proposing to take.
7. **Questionnaires Workshop.** - Is now arranged for team members to present and discuss their Questionnaire responses.

3 - Team Vision

A clear team vision is essential for several reasons.

- It's crucial to the success of a team. One highly-rated manager at Google explained that “having a compelling, shared team vision is crucial to the success of your team, as it allows all of you to stay focused and move forward in the same direction. Conversely, not having a vision can dramatically hurt your team through lack of focus and a commensurate lack of momentum.”
- Team members need to know where they're going. A clear team vision means that everyone on the team knows where they're going, if they're on track, and what success looks like.
- It helps teams decide what to work on. A clear team vision helps teams make trade-offs and prioritize. Managers should tie back to the team vision when communicating decisions.

Ordinary teams respond to a mandate from outside their team making them entirely internally focused, their managers are the ones who usually provide clarity and direction to their team members. In an ordinary team the manager is the backbone of the team, and functions as the support system for teamwork and collaboration. In a ship analogy, leaders are the people with their eyes on the horizon, managers are the ones reading the map. As a manager of an ordinary team, you are the one plotting the course and showing your team members how you're going to get there. However, this does not apply to high-performance teams where the whole team would be reading the map and determining the team's direction.

Most teams exist with little understanding of why they exist, what their actual purpose is in terms of how they contribute to the larger organization. Therefore, a team needs to define a meaningful, measurable team vision, something that acts as a target and gives direction to all the team's activities. Such a goal needs to consider likely changes in the organisation's business environment, competitors' movements, and the future behaviours of consumers, combined with the team's aspirations. It needs to answer the question of why the team exists. High-performance teams define their own team vision, just one of the key things that differentiate them from ordinary teams. People can't work at their highest standard if they are unsure of what they are working towards. Organisations with truly high performing teams have a crystal-clear purpose at an organisational level as well as by department and even down to the individual.

When you look at the defining characteristics of a high-performing team they always have a clear team vision (where they're going) and purpose (clarity on why they exist).

A team is made up of individuals with individual motivations, a team vision unifies these varying agendas giving the team a single, shared purpose. This is one of the key steps in creating high-performing teams. It's about taking a group of talented people and turning them into a team that works for each other and the organization. The team members become individually and jointly accountable for the achievement of the team vision, they accept mutual accountability for the team outcomes, whether success or failures. (One for all, all for one).

Creating a team vision is important as it acts as a target to direct and motivate team members and their staff. It gives direction to all actions and acts as a measure of success after a task is completed. Creating a team vision as a team, aside from creating the goal itself, has several important team building aspects, they are:

- Everyone on the team knowing the team vision becomes committed to it and has a stake in it. When each team member and their staff buy into the team vision and how their specific role contributes to it, productivity goes up.
- If team members understand and believe in the team vision, the team achieves better results as it gives team members extra motivation to push that little bit more when dealing with difficult situations. They'll also put their own interests aside to achieve the organization's goals.
- A good team vision stimulates teams on both the emotional and intellectual levels. It challenges and excites them, which inspires them to work towards it.

Creating the team vision

When the team sets a clear team vision, it communicates what role each team members plays in achieving this objective. When the goal the team is aiming to reach is not defined, it leads to confusion and wasted effort and time.

The team vision needs to be strong enough to inspire, and it needs to be realistic enough so team members believe it can be achieved. A compelling team vision describes 'This is what we'll achieve, and this is how we'll achieve it'. The team vision is the reason the team exists, its own vision, mission, goals, or aspirations. It provides a purpose for the team members to rally around, and shapes both the team's strategy and tactics. A clear team vision provides team members with an anchor for their commitment to the team. Consequently, it should be framed in such a way that encourages team member buy-in. It has long been accepted that an effective team vision must be clear and challenging but achievable. Recent thinking also highlights the importance of the team vision being ethically aligned, as the workforce is becoming increasingly purpose driven.

A team should understand and be able to articulate the team vision, they should frequently refer to it, define it vigorously with stakeholders and explore its implications. It is important to make the team vision short, meaningful, and memorable to reinforce its importance.

Most organizations have a vision statement which is the corporate objective. The vision is usually set by a Chief Executive Officer - the team vision is a kind of subset of the organizational vision. The team vision should clearly state what a department, business unit or team does to help the organization achieve the vision, it should highlight the work goals which inherently imply their reason for the team's existence. The measure of the team vision is that all work contributes to the team vision achievement. Here are some examples of organizational vision statements linked to team visions.

- Alphabet Vision: "Organize the world's information and make it universally accessible and useful."
A team within Alphabet could have a team vision of "We provide quality and timely information."
- Southwest Airlines Vision: "Dedication to the highest quality of customer service delivered with a sense of warmth, friendliness, individual pride, and company spirit."
A team team vision could be "Our friendly and supportive customer service will exceed your expectations."
- IKEA: "Offer a wide range of well-designed, functional home furnishing products at prices so low that as many people as possible will be able to afford them."
A department within IKEA might have a team vision statement of "We build low-cost home furnishings that you will love."

Only 40% of team members strongly agree that the vision or purpose of their company makes them feel their job is important. This means that most team members are at least a little unsure about how their work fits into the big picture. So, when big changes are required, many team members lack motivation. This is not the case however when the whole team has created the team's vision and how it relates to the organization.

The team vision creation process is psychologically important in that the team is agreeing on shared values and targets. They are giving meaning to their existence, and this has a significant and positive impact on job satisfaction and personal feelings of being a contributor, not just a worker. The team vision exercise allows the team to work together, sharing honest views, feelings, and opinions that they may not otherwise share. This is because the conversation around setting a team vision allows team members to express what they like about the team, what do not like and what they are prepared to let go.

The best team visions merge organizational and team aspirations into one. The team vision must be a goal the whole team will embrace and work towards in everything they do. Here is the process to create a team vision:

Summary

1. **A clear team vision is essential for several reasons.** - It's crucial to the success of a team. Team members need to know where they're going. A clear team vision means that everyone on the team knows where they're going, if they're on track, and what success looks like. It helps teams decide what to work on. A clear team vision helps teams make trade-offs and prioritize. Managers should tie back to the team vision when communicating decisions.
2. **Team vision.** - Ordinary teams respond to a mandate from outside their team making them entirely internally focused, their managers are the ones who usually provide clarity and direction to their team members. In an ordinary team the manager is the backbone of the team, and functions as the support system for teamwork and collaboration. In a ship analogy, leaders are the people with their eyes on the horizon, managers are the ones reading the map. As a manager of an ordinary team, you are the one plotting the course and showing your team members how you're going to get there. However, this does not apply to high-performance teams where the whole team would be reading the map and determining the team's direction.
3. **Creating the team vision.** - When the team sets a clear team vision, it communicates what role each team members plays in achieving this objective. When the vision the team is aiming to reach is not defined, it leads to confusion and wasted effort and time. The team vision needs to be strong enough to inspire, and it needs to be realistic enough so team members believe it can be achieved. A compelling team vision describes 'This is what we'll achieve, and this is how we'll achieve it'. The team vision is the reason the team exists, its own vision, mission, goals, or aspirations. It provides a purpose for the team members to rally around, and shapes both the team's strategy and tactics. A clear team vision provides team members with an anchor for their commitment to the team. Consequently, it should be framed in such a way that encourages team member buy-in. It has long been accepted that an effective team vision must be clear and challenging but achievable. Recent thinking also highlights the importance of the team vision being ethically aligned, as the workforce is becoming increasingly purpose driven.

| | |
|--|-------------------|
| <h2>Team Vision</h2> | <p>2.0 hours</p> |
| <p>Arrange a team workshop.</p> | |
| <p>Create a workshop Handout.</p> <ol style="list-style-type: none"> 1. Copy the notes from the Team Vision step and use as Handout. 2. Obtain a copy of the organizations vision statement and add it to a Handout. | |
| <p>Start workshop.</p> <ol style="list-style-type: none"> 3. Start the workshop by having the team read the two Handouts. | <p>10 minutes</p> |
| <p>Team discussion.</p> <ol style="list-style-type: none"> 4. Now have a team discussion answering the following questions. Record the answers on a whiteboard or poster sheet. <ul style="list-style-type: none"> • What is the purpose of our team? • What would happen if our team did not exist? • What does the team produce? • What value does the team bring? • What are our core values, what do we believe in? • What do we want to achieve, what is our mission? • How will we realize our mission, what is our strategy? • How do we plan to accomplish our strategies, what are our goals? | <p>30 minutes</p> |
| <p>Team vision keywords.</p> <ol style="list-style-type: none"> 5. From the answers given, create a list of keywords that best answer the questions. | <p>15 minutes</p> |

| | |
|---|-------------------|
| <p>Create team vision statement.</p> <p>6. Using the keywords, create a one or two sentence team vision. (Any longer and it will lose its effectiveness.)</p> <p>7. Now test the team vision by asking:</p> <ul style="list-style-type: none"> • Does the team vision merge team and organizational aspirations? • Can it be measured? • How will staff feel about the team vision? • How will the team vision be communicated to customers, stakeholders, and staff? | <p>30 minutes</p> |
| <p>8. Revise the team vision as required until all team members agree. Here are some examples of good, measurable team visions:</p> <ul style="list-style-type: none"> • “Our objective is to transform IT into an agile and responsive customer-focused team, delivering quality solutions which meet the strategic needs of our business, in a timely and efficient manner.” – Colonial Mutual Life. • “We are best when we fix the things you hate.” - Anonymous. | <p>30 minutes</p> |
| <p>Agree on what the team vision means.</p> <ul style="list-style-type: none"> • That all work is aligned with achieving the team vision. • Work is only undertaken if it aligns with the team vision. • The success of a task or project is achievement of the team vision. | <p>15 minutes</p> |
| <p>Close the workshop.</p> <p>9. Ask for any questions or if anything needs to be clarified.</p> <p>10. Arrange for a copy of the Team Vision to be made accessible to everyone.</p> | <p>10 minutes</p> |

4 - Open Communication

Open communication introduces the practice of mutually beneficial honest communication which is a higher form of communication-based on active listening, trust, and mutual respect. This doesn't just refer to discussions, meetings, and keeping team members apprised on important matters but also to sharing fears and seeking counselling from team members. It means building trust by establishing a friendly, supportive rapport with team members and by showing concern. This step discusses open communication, genuine conversations, active listening, conflict management and how to be a good communicator.

High-performance leadership indulges in communication that is based on a transparent and open communication framework of honesty, directness, and frankness, characterized by sharing of experiences, trust and a willingness to embrace conflict and collaborative problem-solving. It engages team members to discover newer or improved ways of reaching goals and prevents groupthink whilst spurning innovation. Communication is the basis of all healthy relationships, including the one between a team member and a manager. For example, team members whose managers hold regular meetings with them are almost three times as likely to be engaged as team members whose managers do not hold regular meetings with them. Engagement is highest among team members who have some form (face to face, phone or digital) of daily communication with their managers. And when team members attempt to contact their manager, engaged team members report their manager returns their calls or messages within 24 hours.

Team members need to be encouraged to accept critical feedback and provide constructive input to others. Feedback should answer questions, provide solutions, or help strengthen the task or project at hand. You cannot have a high-performance team without strong relationships and genuine communication. The two traits are closely linked.

These traits are essential for high performance teams because without honest communication and the strength of the relationships that follow, it becomes near impossible to fix problems with performance. Strong and open relationships allow team members to talk honestly about successes and failures, areas for improvements and without fear of animosity. Open communication requires a free flow of information, a shared agreement that no subject is off-limits, and frequent and respectful interactions among team members and other individuals in the organization.

Genuine conversations

High-performance leadership calls for genuine conversations which are conversations about performance, with the intent of helping team members to improve. It takes time and much effort to develop an environment of mutual trust and respect that creates a safe environment for genuine conversations. This can be a daunting process for some, but once you are comfortable with genuine conversations, you will never regret it helped by shifting your perception to a view that the conversation is about caring for your team member and helping them to improve, the process becomes second nature. The ability to have genuine conversations is what builds strong relationships, and the stronger your relationships the more open communication becomes. This is important as high-performance teams seek more outside connections which enhances their creativity and innovation satisfying their need for fresh perspectives and information.

There is no such thing as a high-performance team without strong relationships and genuine communication. The two attributes are closely linked. The ability to have genuine conversations is what builds strong relationships, and the stronger your relationships the more genuine your communications will become.

Listening

There are various types of listening with Active Listening being the most superior.

1. Competitive.

This type of listening is when people (sometimes aggressively) push their own views or opinions rather than listen to someone else's. When we listen this way, we are mainly waiting to jump in and say

something or point out a flaw in what the other person is saying. We are pretending that we are listening when we are thinking about and formulating our thoughts and ideas and are just waiting for an opportunity to blurt them out. Unfortunately, there are two significant downsides here, the first is that we fail to take in what the other person is saying, having closed our minds, and the second is that when we interrupt, it is nearly always the case that the most important thing the other person is about to say, gets cut off.

2. Passive.

With this type of listening, we are genuinely interested in what the other person is trying to say. We are listening intently, not responding or being involved, understanding the points that the other person is trying to make. We may agree with what is being said, but we are doing so in a passive manner rather than in a competitive one.

3. Active.

This is the most superior form of listening, active listening means paying close attention to who you're communicating with by engaging with them, asking questions, rephrasing, and providing feedback on what is being said. Practicing active listening builds respect with the other person. Active listening requires you to fully concentrate, understand, respond to and then remember what is being said to you. You need to make a conscious effort to hear and understand the complete message being spoken, rather than just passively hearing the message of the speaker.

When you actively listen, you understand what the other person is saying. It requires listening to what the other person says before interrupting and sharing your thoughts. When you actively listen, you paraphrase what the other person is speaking as a way of playing it back to them to show that you have heard them, restating what the other person has said shows that you are actively engaged.

You also don't miss critical information (which you always miss when you interrupt), it helps build trust and connections, identify, and solve problems and it increases your knowledge and understanding of the subject matter being listened to. You can also understand more by being non-judgmental, giving your undivided attention and using silences effectively.

Active listening means not engaging in unhelpful listening habits such as:

- Not showing respect for the speaker.
- Not hearing underlying meaning.
- Rushing the other person.
- Becoming distracted.
- Forgetting what was said in the past.
- Asking about unimportant details.
- Focusing too much on details and missing the big picture.
- Ignoring what you don't understand.
- Only pretending to pay attention.

How to practice active listening

1. Shut down your internal dialogue while listening. Avoid daydreaming. It is impossible to attentively listen to someone else and your inner voice at the same time. Be open, neutral, and withhold judgment while listening. Be patient while you listen. We can listen much faster than others can speak.

2. Don't interrupt while the other person is speaking. Likewise, do not prepare your reply while the other person speaks; the last thing that he or she says may change the meaning of what has already been said. If you have trouble listening without interruption, try using the index finger of one hand to draw a letter L (for listen) on the palm of your other hand.
3. If you believe you already know what a team member is thinking, then you're not ready to have a conversation, instead, adopt a learning mindset, knowing (for a fact) that there is something new to learn and that you don't have all the facts.
4. Make eye contact while the other person speaks. If you find this difficult, look at the space between a person's eyes just above the top of their nose; to them, it appears that you are looking directly into their eyes.
5. Use brief verbal affirmations like "I see," "I know," "Sure," "Thank you," or "I understand".
6. Paraphrase what has been said, rather than offering unsolicited advice or opinions. For example, you might start this off by saying, "In other words, what you are saying is...".
7. Watch non-verbal behaviour to pick up on any hidden meanings. For example, facial expressions, tone of voice, and other behaviours can sometimes tell you more than words alone.
8. Show interest by asking questions to clarify what is said. Ask open-ended questions to encourage the speaker. Avoid closed yes-or-no questions that tend to shut down the conversation.
9. Avoid distractions like holding or looking at a cell phone.

Conflict management

Conflict thwarts many things but especially open communication, but when conflict is managed correctly it becomes a higher, more sophisticated form of communication. Conflict is unavoidable, but a clash of ideas can be the beginning of innovative thinking. Conflict is not necessarily destructive; when managed properly, conflict can result in significant benefits for a team. This is done by having team members focus on deriving value from their differences which results in arriving at better decisions, innovation, and creativity. Conflicts are opportunities that can shift team members focus from the points of variations to new possibilities and synergies.

“Conflict is inevitable ... in fact, to achieve synergistic solutions, a variety of ideas and approaches are needed. These are the ingredients for conflict. Conflict needs to be managed constructively and professionally as when appropriately harnessed it is a very positive thing. Did you know that a clash of ideas can be the beginning of innovative thinking whilst being overly dominant with your ideas; is being selfish and diminishes creative thinking. You must learn how to settle and decide between competing ideas by using both conflict and competitive thinking to your advantage.” Susan Gerke, IBM, Leadership Development.

One of the central differences between an ordinary team and a high-performance team is the capability to handle conflict in a constructive way. Any conflicts that surface must be depersonalized and dealt with early, either between individuals or among the collective team. Instead of viewing conflict as a negative, a high-performance leader understands that conflict fosters a deeper understanding of task issues and views it as a strength of the collective group. Diverse views help improve thinking, learning, problem-solving, decision-making, generating ideas and overall performance. Embrace conflict, don't avoid it. High-performance managers recognize that conflict is a natural consequence of healthy collaboration.

With psychological safety in place, healthy conflict will thrive and become an essential element that does not allow groupthink to take root which only serves to kill off innovation and creativity. If the team does not have diversity of thought or individuals do not feel safe to dissent, productivity will also be stunted and the status quo will be maintained, making real progress and higher performance impossible.

“Being able to question things in a constructive way will make the outcome stronger and more inclusive.”
Rebecca Baumgartner, Ogletree Deakins

High-performance managers do not allow grudges to build up and destroy team morale, they also replace blame with curiosity and autopsy. If team members sense that blame or criticism is being assigned, this leads to defensiveness and then to disengagement. High-performance leadership is about having team members settling and deciding between competing ideas noting that no team can progress until all team members believe they have a voice that is heard. Conflict arises from differences, and when individuals come together in teams, their differences in power, values and attitudes contribute to the creation of conflict.

Says Keith Ferrazzi, CEO of Consulting firm Ferrazzi Greenlight. "Ideas do not progress when conversations are too polite, people are not challenged, ideas are not questioned. A lack of candour will inevitably diminish decision making, creating a hierarchical culture where people only speak their minds in private." The firm studied 50 large companies and found the highest-performing teams were the most forthright.

To avoid the negative consequences that can result from disagreements, hold over resolution of issues and disagreements until your next team meeting, where the whole team can be involved. At the next team meeting have the team members with opposing views debate their cases in front of the whole team, have them answer any clarifying questions. Ask the team members to actively listen to the debate and to look out for new opportunities. Resolve the conflict using a decision-making process or use a majority vote. Where a decision-making process is called for, proceed as follows:

1. Identify the issue and decision needed. Clearly define the nature and type of the decision that needs to be made. This first step is very important.
2. Gather relevant information. Collect pertinent information relating to the decision and its outcomes. Think about what information is needed, the best sources of that information, and how to get it.
3. Identify alternatives. As you collect information, identify the possible paths of action or alternatives. You can also use your imagination and additional information to construct new alternatives. In this step, list all possible options.
4. Weigh the evidence. Consider each option and think through what is required to carry it out. Next, evaluate whether the need identified in 2 would be met or resolved using each option. As you go through this complex process, some options will begin to stand out, those are the ones that seem to have the best chance of achieving your goal. Prioritise the alternatives based upon your value system and chance of achieving them.
5. Choose among alternatives. Once you have considered all the evidence, you can select the best alternative that seems to fit best with the desired goal. You may even choose a combination of other options and merge them together to form the best alternative.
6. Act. Now do the planning to implement the chosen alternative.
7. Review your decision & its consequences. Finally consider the results and outcomes of your decision and evaluate whether it has resolved the need you identified in 2. If not, you might want to gather more detailed information or explore additional alternatives.

"In surveys of European and American executives, fully 85 per cent of them acknowledged that they had issues or concerns at work that they were afraid to raise. Afraid of the conflict that would provoke, afraid to get embroiled in arguments that they did not know how to manage and felt that they were bound to lose. So how do we develop the skills that we need? Because it does take skill and practice, too. If we aren't going to be afraid of conflict, we have to see it as thinking, and then we have to get really good at it". Margaret Heffernan.

Communication is not a one-person show and high-performance leadership means being an excellent communicator, ensuring that the right message reaches the right person in the right way at the right time. Here are tips on being a good communicator:

1. Before speaking, consider.

1. Rehearsing in your head the message you want to tell.
2. Putting yourself in the other person's shoes, how will they interpret the message?
3. Is the message clear, concise, and unlikely to be misinterpreted?
4. If it is misinterpreted, how can you rephrase it?
5. Practice active listening, that is, concentrate on what you are hearing. What is it the other person is trying to tell you?
6. Often if someone has a difficult thing to say to you, they will disguise it, not be clear or concise, be on the lookout for this.
7. If the message (such as an employee's termination) is sensitive or unpleasant, prepare a bulleted script for yourself to follow and stick to it.
8. Be frank, direct, open, and honest; the other person will pick this up and be reassured by it. It's a matter of not what you have to say, but rather how you say it.
9. Check that your messages have been received by asking the team member to playback to you their understanding of what you have said.
10. Look directly at the team member in the eyes. To do this and maintain a stare, look just above the bridge of their nose, between their eyes. This allows you to maintain a direct look for as long as you want. To the team member it appears as if you are looking directly into their eyes. This is an especially effective tactic for negotiations and when delivering bad news, it gives you the upper hand.

Summary

1. **Open communication.** - Means practising mutually beneficial honest communication which is a higher form of communication-based on listening, trust, and mutual respect. This doesn't just refer to discussions, meetings, and keeping team members apprised on important matters but also to sharing fears and seeking counselling from team members. It means building trust by actively listening to whom you are speaking by establishing a friendly, supportive rapport and by showing concern. This step discusses open communication, genuine conversations, active listening, and conflict management.
2. **Genuine conversations.** - High-performance leadership calls for genuine conversations which are conversations about performance, with the intent of helping team members to improve. It takes time and effort to develop an environment of mutual trust and respect that creates a safe environment for genuine conversations. This can be a daunting process for some, but once you are comfortable with genuine conversations, you will never regret it helped by shifting your perception to a view that the conversation is about caring for your team member and helping them to improve, the process becomes second nature. The ability to have genuine conversations is what builds strong relationships, and the stronger your relationships the more genuine your communication will become.
3. **Active listening.** - This is the most superior form of listening, active listening means paying close attention to who you're communicating with by engaging with them, asking questions, rephrasing, and providing feedback on what is being said. Practicing active listening builds respect with the other person. Active listening requires you to fully concentrate, understand, respond to, and then remember what is being said to you. You need to make a conscious effort to hear and understand the complete message being spoken, rather than just passively hearing the message of the speaker.

4. **How to practice active listening.** - Shut down your internal dialogue while listening. Don't interrupt, make eye contact, use brief verbal affirmations, paraphrase, watch for non-verbal behaviour, show interest, and avoid distractions.
5. **Conflict management.** - Conflict thwarts many things but especially open communication, but when conflict is managed correctly it becomes a higher, more sophisticated form of communication. Conflict is unavoidable, but a clash of ideas can be the beginning of innovative thinking. Conflict is not necessarily destructive; when managed properly, conflict can result in significant benefits for a team. This is done by having team members focus on deriving value from their differences which results in arriving at better decisions. innovation and creativity. Conflicts are opportunities than can shift team members focus from the points of variations to new possibilities and synergies.
6. **Use a formal problem-solving approach.** - Identify the issue and decision needed, gather relevant information, identify alternatives, weigh the evidence, prioritise the alternatives, choose among alternatives, act, review your decision & its consequences. Finally consider the results and outcomes of your decision and evaluate whether it has resolved
7. **How to be a good communicator.** - Communication is not a one-person show and high-performance leadership means being an excellent communicator, ensuring that the right message reaches the right person in the right way at the right time. Before speaking, consider: - Rehearsing in your head the message you want to tell, putting yourself in the other person's shoes, how will they interpret the message? is the message clear, concise, and unlikely to be misinterpreted?

| Open Communication | 2.0 hours |
|---|------------|
| Arrange a team workshop. | |
| <p>Create a handout.</p> <ol style="list-style-type: none"> 1. Use the notes from this step as a Handout. | |
| <p>Discuss open communication.</p> <ol style="list-style-type: none"> 2. Discuss what Open Communication means and how it looks in practice. 3. Open communication is based on a transparent communication framework of honesty, directness, and frankness, characterized by sharing of experiences, trust and a willingness to embrace conflict and collaborative problem-solving. Team members need to be encouraged to accept critical feedback and provide constructive input to others. | 15 minutes |
| <p>Discuss genuine conversation.</p> <ol style="list-style-type: none"> 4. Discuss what a Genuine Conversation is and how it relates to the team members. 5. Genuine conversations are conversations about performance, with the intent of helping team members to improve. It takes time and much effort to develop an environment of mutual trust and respect that creates a safe environment for genuine conversations. | 15 minutes |
| <p>Discuss Active Listening.</p> <ol style="list-style-type: none"> 6. Discuss the practice of Active Listening and how it needs to become a normalised behaviour. 7. Active listening means paying close attention to who you're communicating with by engaging with them, asking questions, rephrasing, and providing feedback on what is being said. Active listening builds respect with the other person but requires you to fully concentrate, understand, respond to and then remember what is being said. | 20 minutes |
| <p>Discuss Conflict Management.</p> <ol style="list-style-type: none"> 8. Discuss how conflicts will be managed and how they can be used in a positive way. 9. Conflict thwarts many things but especially open communication, but when conflict is managed correctly it becomes a higher, more sophisticated form of communication. Conflict is unavoidable, but a clash of ideas can be the beginning of innovative thinking. Conflict is not necessarily destructive; when managed properly, conflict can result in significant benefits for a team. | 20 minutes |

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| <p>Discuss Good Communication.</p> <ol style="list-style-type: none">10. Discuss how to be a good communicator.11. Consider rehearsing in your head the message you want to tell and putting yourself in the other person's shoes, thinking about how they will interpret the message. Making sure that the message clear, concise, and unlikely to be misinterpreted? | <p>20 minutes</p> |
| <p>Close the workshop.</p> <ol style="list-style-type: none">12. Ask for any questions or if anything needs to be clarified.13. Arrange for a copy of the team rules to be made accessible to everyone. | <p>10 minutes</p> |

5 - Mutual Accountability

Mutual accountability is another foundation stone of an effective team. It means that team members accept that they are accountable 'to each other', which guarantees better performance and teamwork. Mutual accountability is a process by which two or more people agree to be held responsible for the commitments that they have voluntarily made to each other.

The objective is to get the team to think "team performance first" and "individual success second". As a result, individuals become focused on creating a memorable collective performance rather than thinking simply about personal achievements. All team members are expected to volunteer their time and effort to assist for the sake of the common good. Accordingly, team members need to take a constructive interest and participate in all team activities as and when required and hold themselves and each other accountable for delivering the specific actions, attitudes, and behaviours that team success requires.

The mutual accountability attribute reinforces everyone's role in sharing knowledge, ideas, experiences, and perspectives to make the team a better performing unit. Mutual accountability brings about increased effectiveness in working together. Team members recognise that collective performance is dependent on the effective collaboration of themselves with other team members resulting in increased collaborative efforts. Rather than working and thinking individually and trying to protect their own space, a team-high in mutual accountability has team members who are regularly asking themselves and each other, "how can we better work together to get the most out of each other and the whole team?"

Mutual accountability means team members equally share in the teams' outcomes, when the collective responsibility of the team works towards generating collective results, achieving success, or suffering a failure. This is irrespective of whether a single team member was responsible for a success or a failure. Mutual accountability implies an implicit acknowledgement of the joint accountability of all team members towards achieving the team vision or some other initiative such as a task or a project, in addition to their individual obligations in their specific roles. An important measure is how accountable team members are to each other, meaning that team members accept that everyone's successes or failures fall on all their shoulders.

Mutual accountability guarantees better performance and excellence in teamwork. If one team member fails, delivers a poor project outcome, for example, then all team members are equally accountable for that outcome, not just the team member concerned. Successes are similarly shared. Each team members work activities belong to the whole team; everyone owns them. Accordingly, all team members need to take a constructive interest and participate when and where they can in all the team's activities, not just the more obvious shared activities such as a project involving several teams members. When a team member asks for help, all other team members automatically give it, and with a priority, higher than their own work priorities. (All for one and one for all applies.)

This creates a supportive environment within the team and the performance of the team improves in the presence of this type of mutual support and cohesion. The team should feel a sense of individual and collective accountability for success or failure of tasks or projects, the approach taken and the work-products that form their part of it. Progress should be measured against specific goals and individuals should be clear on individual and joint responsibilities. There should be a sense that 'only the team can succeed or fail'. (All for one, one for all.)

"Members of groups using the team discipline hold themselves individually and mutually accountable. With groups applying the team discipline, it is very difficult (if not impossible) for any one member to fail – only the team can succeed or fail. Team members are not easy on one another in this respect. Yet, they are extremely flexible and adaptable in helping each other to contribute to the fullest extent possible and to develop new skill levels in the process. Indeed, mutual accountability for shared purpose and goals may be the hallmark of the team discipline." (Katzenbach and Smith. The Discipline of Teams)

Rather than simply being individually accountable for personal roles and goals, a team works best when all team members firstly take responsibility for the overall team vision. This is followed by each team member holding themselves and each other, accountable for delivering the specific actions, attitudes, and behaviours that the team requires.

As a result of this specific thinking style there are some interesting changes in team leadership. Even though there might be a titular leader, everyone on the team starts to take responsibility for “leading the team”. In this sense, the leadership is concerned with ensuring that everyone wants to provide honest, open, critical and performance focused feedback that is designed on moving the performance of the team forward.

Summary

1. **Mutual accountability.** - Is when all team members equally share in the teams’ outcomes, the collective responsibility of the team towards generating results, achieving success, or suffering a failure. This irrespective of whether a single team member was responsible. Mutual accountability implies an implicit acknowledgement of the joint accountability of all team members towards the team vision or some other initiative such as a project, in addition to their individual obligations in their specific roles. An important measure is how accountable team members are to each other, meaning that team members accept that everyone’s successes or failures fall on all their shoulders.
2. **Actions.** - Rather than simply being individually accountable for personal roles and goals, a team works best when all team members firstly take responsibility for the overall team goal. Secondly, each team member holds themselves and then each other, accountable for delivering the specific actions, attitudes, and behaviours that the team requires of each team member. Gather the team together, a workshop works best. Use these notes as a handout for everyone to read first. If you can break the team into two groups and have each group answer these questions. Have each group present its results and as a team discuss them and what they mean in practice. The next question for the team is “Is this something the whole team is prepared to accept?” How does this look in practice?

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| Mutual Accountability | 2.0 hours |
| Arrange a team workshop. | |
| Create a Handout. <ol style="list-style-type: none"> 1. Use the notes from this step to create a handout. | |
| Open the workshop. <ol style="list-style-type: none"> 2. Open the workshop by having everyone read the handout. | |
| Create two groups. <ol style="list-style-type: none"> 3. If you can, break the team into two groups and have each group answer these questions: <ul style="list-style-type: none"> • As a team are we committed to the team vision? • Do we accept the consequences of trying to achieve the team vision? • Beyond the team vision, (such as projects and other initiatives) are we willing to put team performance first and individual success or failure second? | 20 minutes |
| Present results. <ol style="list-style-type: none"> 4. Have each group present its results and as a team discuss them and what they mean in practice. It takes some mindset adjusting to begin with, but eventually all team members on the team need to think “team performance first, individual success or failure second.” The pride for the individual team members becomes refocused primarily towards being involved in creating a memorable collective performance, rather than thinking simply about personal achievements. | 20 minutes |

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| <p>Accepting Mutual Accountability.</p> <ol style="list-style-type: none"> 5. The next question for the team is “Is this something the whole team is prepared to accept?” 6. However junior or senior, however involved in the performance, the mutual accountability characteristic really does ensure that everyone is sharing knowledge, ideas, experiences, and perspectives with a view to making the team a better performing whole. 7. Another useful characteristic of a team high in mutual accountability is the effectiveness of working together. The individual team members recognize where collective performance is dependent on the effective collaboration of themselves with others on the team and as a result, collaborative efforts are typically just that. Rather than being individual team members trying to protect their own space, the team high in mutual accountability can be characterized by individual team members regularly asking themselves and each other, “How can we work together to get the most out of each other?” | <p>30 minutes</p> |
| <p>Change in language.</p> <ol style="list-style-type: none"> 8. Team members need to adopt ‘collective’ language when discussing team matters, with regular references to “OUR targets”, or “How we’re performing”, or “The implications of this for US is”. This isn’t just wordplay, the language results directly from the fact that everyone is united towards the same goal and recognizes that collectively they can achieve some great things. This deliberate change in language is a powerful change agent and motivator. | <p>5 minutes</p> |
| <p>Recognizing success.</p> <ol style="list-style-type: none"> 9. Celebrating successes as a team is critical, and not just shared successes but individual ones as well. Celebrating releases oxytocin, a brain hormone that promotes bonding and trust, it also acts a well-deserved reward for the hard work that has been put in. | <p>10 minutes</p> |

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| <p>Addressing failure.</p> <ol style="list-style-type: none"> 10. When a task or project fails to deliver or meet its expectations, there is to be no assigning of blame, that is not giving “how we got here” any attention, but rather accepting that “as a team, we are here”. This applies to shared failures and individual ones as well. 11. In place of blame, an autopsy is carried out as to what the factors were made the activity unsuccessful. Likewise, an autopsy is performed on why a task or project was successful. Autopsies allow the team to self-correct, to change work practices, processes, and behaviours. 12. The outcome of an autopsy is the updating of work practices (such as a process) with the findings. 13. An autopsy can be a 30-minute team discussion or a more formal investigation, either way the autopsy itself needs an appointed owner to drive it and to manage its outcomes. | <p>20 minutes</p> |
| <p>Close the workshop.</p> <ol style="list-style-type: none"> 14. Ask for any questions or if anything needs to be clarified. 15. Arrange for a copy of the team rules to be made accessible to everyone. | <p>10 minutes</p> |

6 - Effective Work Practices

A high-performance team can only produce consistently high output and quality when team members share a set of effective work practices. The best of these include email, decision making, intuition, process, and intranet, timeboxing, creativity, innovation, and workload management.

Effective work practices are the actions that glue a team together and are another contributor to high performance. They are the actions, large or small, that teams undertake regularly and consistently (habits or rituals) or occasionally. They can also be unspoken norms (intangible) that team members default to both consciously and unconsciously to regulate their behaviour. In many cases, a team's practices might be unremarkable, but as a whole and applied consistently by all team members, their influence on the way that the team performs is significant.

Successful teams develop work practices that allow them to effectively interact with their environment, including collaboration with other teams. The work practices are effective because they are active, compelling, forceful, practical, and potent. They might involve for example, regularly showcasing work to other teams, giving team members the opportunity to spend time with and learn from other teams or building stakeholder confidence with regular communication of risks, issues, and progress. This step calls for a 2-hour Workshop.

Intangible work practices

These are observed as a team's 'collective consciousness' in action. Émile Durkheim (1858–1917) defined collective consciousness as "the totality of beliefs and sentiments common to average citizens of the same society" the same applies to members of a high-performing team. Team members instinctively know what to say, what to do and how to do it – these are an example of intangible work practices.

When a team can crack this aspect of teamwork and successfully integrate various aspects of its functioning, it paves the way for a far better team performance than a team that struggles to find mutually acceptable methods to move the team work forward. For example, better work approaches can ensure better planning and scheduling of activities, quicker decisions, rapid response to customers, meeting deadlines and so on.

While successful teams have effective work practices, there are no objective rights or wrongs when it comes to what these practices are. A practice that is effective and enables success for one team might not be appropriate for another. For example, a regular sales conference call at 8 a.m. on Monday might help a team organize itself at the start of a busy week but could disenfranchise team members who have family responsibilities such as school drop-off. Similarly, a daily stand-up meeting can be effective for a cycling team (or a project team) preparing to head off for the day but might cause problems for a leadership team dealing with significant business travel. Even for similar types of teams, a practice that is effective for one team may not suit the working styles or cultural preferences of individuals in another.

Tangible work practices

Tangible work practices are work approaches, procedures, and processes that ensure the team accomplishes tasks efficiently and effectively. They give the team a common performance base. Using effective work practices are another determinant for realising superior performance providing work approach clarity. Here are seven, highly effective work practices:

1. Email

High-performance teams recognize that most email they receive is simply noise, often because of this realization they agree on a method for handling emails.

Procedure.

1. Open your Inbox.
2. Now decide within 10 seconds what needs to be done with each email by using the 'Delete, Delegate, Deal with or Decision required' approach. This is an excellent method for quickly getting through large amounts of email, especially if done in a scheduled, fixed block of time. (Timeboxing it for example is perfect).
3. Next decide 'Where to file it' (if not deleting it), for example create an email folder called 'Wait' for when you're waiting on someone. You can also create a folder called 'Weekly Meeting' and move emails there that can wait to be answered or addressed at that meeting.
4. For emails that contain important business information that you want to preserve create a folder called 'Business memory'. Periodically delegate a task to have the information appropriately dispersed and recorded.
5. Every day aim to leave the office with an inbox of five or less emails.
6. Stop replying to some emails, only answer the important ones. Once team members understand that you will not automatically respond to every email, they will either come and see you or ring you if it's that important.
7. Move on to the next email.

"One CEO on this topic told her staff not to send emails requiring her to make a decision about something - in order to make a decision she would probably need to ask clarifying questions leading to even more messages in her Inbox. She told her staff to ring her or make an appointment to see her instead." The Age Newspaper.

2. Decision Making

Decision-making is one of the most important things a team must do. It plays a very important part in the planning process because when team members plan, they decide what goals they will pursue, what resources they will use, and who will perform each task. A good decision-maker chooses actions that give the best outcome for the team. Team members enter the decision-making process with an open mind and do not let their own biases sway them, they make decisions rationally, after researching alternatives and understanding the consequences. Decision making is the process of making choices by gathering information, assessing alternatives, and deciding on which way to go. Using a decision-making process helps a team make more deliberate, carefully thought-out decisions by organizing relevant information and defining alternatives. Here is the best Decision-Making procedure:

1. Identify the decision.

Ordinary teams can suffer indecision or, worse, ignorance of what the problem requiring their decisive attention is, causing a problem to fester, increasing its damage and influence on the team. High-performance teams define the issue and the decision that must be made as quickly as possible or immediately as soon as it is realised that a decision is required. They define the problem as specifically as possible, knowing that if they are too broad in its definition, then the decision is going to swing wide and likely miss its mark.

2. Gather relevant information.

Consider what the relevant information you need is to make a well-informed decision? That includes establishing where to gather the best information.

Look at the decision from as many angles as possible. Get input from your team and those who will be affected by the decision. Also, seek guidance from outside sources, whether that be online, or from other people who have experience and skill solving similar problems.

3. Identify alternatives.

As you collect information, identify the possible paths of action or alternatives. You can also use your imagination and additional information to construct new alternatives. List all possible options. As you research, you'll likely have many avenues in which to address the problem, you want to have as many alternatives as possible. Think of this as a fact-gathering mission. List all the decisions that meet the criteria of the research you've done.

4. Weigh the evidence.

Consider each option and think through what is required to carry it out. Next, evaluate whether the need identified would be met or resolved using each option. What does your intuition say? Think about what acting on that decision would look like for you and your team. Run each alternative through your head. See how they play out. Then list them in order of priority to get a sense of which one you favour.

5. Choose among alternatives.

Once you have considered all the evidence, you can select the best alternative that seems to fit best with the desired goal. You can merge options together to form the best alternative. It's time for a decision.

6. Act.

Now do the planning to implement the chosen alternative. The compass of your gut will be pointing towards one decision. Implement it. Whatever you do, don't implement your decision blindly. Watch what happens at the onset carefully, as you'll want to collect data and results to review later.

7. Review your decision and its consequences.

Finally consider the results and outcomes of your decision and evaluate whether it has resolved the need you identified. If not, you might want to gather more detailed information or explore additional alternatives.

Look at the results of your decision. Did the decision go as you proposed it would? Evaluate whether you made the right choices throughout the previous decision-making steps. If your decision proved ineffectual, then maybe you didn't clearly define the problem.

High-performing teams have the freedom and flexibility to make decisions in real-time rather than waiting for management approval. While some decisions may need to be rolled back upon review, team members who work in specific areas of the company on a daily basis are the best equipped to make processes more efficient and allowing them to do so will help the team pivot faster and perform better. - Laura Spawn, Virtual Vocations, Inc.

3. Intuition - trusting your gut

The old saying "trust your gut" refers to trusting your feelings, your intuition. The expression means to trust your inner voice; the "gut reaction" or "gut feeling" is more profound than your conscious mind. Gut feeling is intuition, which can be a valuable tool in some circumstances. It seems gut feelings do mean something, and they can often help you make good decisions if you know how they work. Trusting your gut takes practice to get good at it. When people talk about having great intuition or being good decision-makers, it's because they've worked at honing their gut feeling skills.

1. What is your Gut?

Your brain is delicately linked to other body parts through your nervous system and through chemical signals such as hormones and neurotransmitters. Some neuroscientists assert that the mind is this intertwined system of brain and body. This, then, helps explain why intuitive feelings are frequently accompanied by physical reactions.

You may sometimes get an unusual feeling in the stomach, other times in the throat, and other times on the skin. The sensation can be like looking at a great piece of art for the first time or a feeling that seems deeper and wiser than the surface-level conscious mind. Intuitive decision-making or 'gut instinct' is your ability to instantly get an understanding of something without needing to consider other people's opinions about it or take time to think it over. It is your inner feeling about something.

Gut feelings arise within your body, and it's hard to explain to others the exact source or meaning of them. Intuitions are personal, and no one else can understand the full extent of your gut feeling. You have to deal with it alone. Trusting your gut or intuition is an act of trusting yourself.

2. How does a gut feel work?

Gut feelings or intuitions come from patterns we've identified in our past experiences. Your subconscious mind continuously processes information that you are not consciously aware of, not only when you're asleep but also when you're awake. This helps explain the "aha" moments you experience when you see, feel, hear, or learn something that you already knew. The revelation of the obvious occurs when your conscious mind finally learns something that your subconscious mind had already known.

Gut feelings or intuitions occur when your brain makes a substantial match or mismatch between past experiences and current experiences. What we are noticing are patterns based on past experiences, we store these patterns and associated information as long-term memory, and then retrieve the information when we see these patterns again in our everyday experience. These patterns we can envisage as rows of data being populated in a never-ending spreadsheet. In the left-hand columns are the patterns, the bits of information that we notice across similar situations. And in the right-hand columns are other various bits of information - outcomes, expectancies, reasonable goals, and expected actions, things that we have learned to associate with those patterns. The next time we detect one of these patterns (or something similar), our brain finds it in the spreadsheet and delivers the corresponding outcome information to us.

Current research suggests that a brain is a predictive machine constantly comparing new experiences and against previously stored earlier experiences and, as a result, can predict what will happen next. If you have enough experience in a particular field, the mind's intuitions or information are more reliable. Gut feelings or intuitions, therefore, improve with experience, especially breadth and depth. Being experienced in your field allows you to rely on your gut feelings more. If you have years of experience under your belt or you've performed extensive research to deal with a problem, the solution will automatically materialize before you. You don't have to question how you came to a particular conclusion; you just know. You have enough facts, and you know what is right, so don't overthink it: trust your gut.

Bruce Henderson, the founder of the Boston Consulting Group, may have put it best when, in 1977, he called intuition "the subconscious integration of all the experiences, conditioning, and knowledge of a lifetime, including the cultural and emotional biases of that lifetime."

3. Experience improves your gut feelings

To use and trust your gut feelings, you need practice. Our gut feelings are only as good as the patterns we draw them from. So, you need to have had sufficient experience noticing and changing patterns in order to have built up a spreadsheet that is accurate and extensive. A poker player with years of experience and an amount of trial and error will have built up patterns as to what a winning hand looks like. When they peek at their cards and are struck by a feeling of joy, they would be wise to take that intuition seriously.

But while the quantity of practice is important for establishing patterns and therefore reliable intuitions, their quality is just as important. The best form of practice, the one that most reliably leads to accurate intuitions, is known as deliberate practice. Deliberate practice isn't just repetition, it involves constant refinement based on feedback. It means noticing your gut feelings, thinking about them and the situation that has prompted them.

Truly inspired decisions, however, seem to require an even more sophisticated mechanism: cross-indexing, the ability to see similar patterns in unconnected fields is what elevates a person's intuitive skills from good to brilliant. Obviously, the power of cross-indexing increases with the amount of material that can be cross-indexed. In general management, people with varied and diverse backgrounds are going to probably be more valuable and will learn faster because they'll recognize more patterns.

A survey that was conducted in May 2002 by executive search firm Christian & Timbers reveals that fully 45% of corporate executives now rely more on instinct than on facts and figures in running their businesses.

This means we're likely to have reliable gut feelings in certain situations and unreliable ones in others. Think of your gut feelings as a compass and the world as a vast land dotted with areas of high magnetic resonance. The compass is invaluable in certain areas and, corrupted by the magnetic field, misleading in others. One of the most important tasks of professionals is to draw a map for ourselves, so we know when to trust the compass and when to put it away.

4. Benefits of trusting your gut

When making business decisions.

- It's a way for you to make fast and effective decisions in unfamiliar, changing, and complex situations.
- You can align your decisions with your sense of purpose and core values.
- Intuitions help you retain energy otherwise spent trying to make decisions consciously.
- You make choices that utilize higher intelligence and deeper wisdom.
- You become more comfortable with trusting yourself intrinsically.
- Executives routinely rely on their intuitions to solve complex problems when logical methods won't do. In fact, the consensus is that the higher up on the corporate ladder you climb, the more you will need well-honed business instincts.

When you distrust someone.

- If you're looking for cues that someone is untruthful, you'll rarely find them in their conscious actions and their words. You can get cues from the vibes they're giving off and their body language – the latter of which can't be consciously picked up but will be by those deeper animal parts of your brain that evolved to quickly judge character under duress.
- Although lying – or bending the truth – seems to come naturally to some people, it's actually pretty difficult for most of us. The body often betrays the words it speaks by giving off micro-expressions revealing the underlying truth. When we spot these subtle cues, we don't always immediately know we've spotted them, but our gut does.
- Logic and systematic thinking aren't enough to tell you that the person is telling the truth. If you have a gut feeling that a person is deceptive or lying, there is a good chance that you are right.

When something feels right.

- Intuition isn't just useful for dealing with problems. It's highly useful for driving creativity and bringing a bit of magic to otherwise prosaic business procedures.
- You might interview a candidate who doesn't quite fit the bill for what you were looking for but just feels like a great fit for the team. Or you could be sizing up a purchase – new software or office space, for example – that might have a few flaws on paper but just feels right.

- More intangible things like brand design or marketing copy can be a mix of science and art; you'll often need to start work guided by data and then use creative imagination to come up with ideas that really sparkle. In cases like these, the gut can be the best guide to what works and what doesn't.
- Again, be ready to back yourself up with explanations if you're doing things that leave a paper trail or influence someone else.

Ralph S. Larsen, chair and CEO of Johnson & Johnson, explains the distinction: "Very often, people will do a brilliant job up through the middle management levels, where it's very heavily quantitative in terms of the decision-making. But then they reach senior management, where the problems get more complex and ambiguous, and we discover that their judgment or intuition is not what it should be. And when that happens, it's a problem; it's a big problem."

5. Why should you trust your gut?

In the age of analytical and rational thinking, intuition or gut feelings have fallen out of favour, but your emotional responses towards certain things are not something to be ignored.

It's difficult to imagine the owners or CEOs of prominent companies making important decisions purely based on their intuition. Big decisions usually must be made deliberately, carefully, and rationally. However, your emotions are not useless responses that must either be corrected by logic or ignored altogether. Your emotions are evaluations of what you've been thinking or experiencing. They're a crucial part of your information processing system.

But when relying only on a rational mind and logical data in decision making, you can be unintentionally blinkering yourself. Sometimes, you are so data-driven that you can't see the forest for the trees and fail to exercise wisdom and insight where it's really needed. If you're confused over which option to choose and cannot decide, the only way you can move forward is often to just trust your gut.

More than 40% of CEOs say they make decisions based on their gut feeling (or intuition) despite having access to troves of data, analytical tools, and experts at hand.

Problem-solving is a creative skill that we often get wrong. The issue is that as children, we were taught how to solve problems, to systematically break something down into bits or chunks, analyse them, look for things, patterns, themes, find options, think of solutions, evaluate, and select one.

Yet, when you have worked in a developing country as I have where schooling is mostly absent or basic at best, people are not taught a way to solve problems, yet they do it every day and more effectively than we do. Over the years, I have dealt with many problems. I have noticed that despite living in a first world country, we have been taught to make problems worse by the act of trying to fix them the way we have been taught.

Our brains do it to us. When our brains hear the word 'problem,' they automatically switch into problem-solving mode. This mode begins by reminding us that problems are largely negative or are something to be avoided, problems are bad. Our brain goes on to tell us that problems can have professional and personal repercussions. This is the frame of mind in which our problem-solving process begins, a negative state that kicks in different cognitive processes to a positive one. Hardly a good state of mind to start with.

Classic problem solving creates confusion and a lot of background noise generated by the commencing negative state and too many options, potential solutions, and often overriding thoughts about how to protect ourselves from adverse effects. To help matters along, we then produce high levels of anxiety and stress hormones that weaken the whole process. Now we are in a bad state, yet we have what could be a major problem to solve and possibly – rapidly.

The solution to nearly every problem is the solution that subconsciously comes first to mind. Its correct 90% of the time, because there is a very high probability that you already know the answer, or you instinctively know it. Your brain is good at remembering trivia and things that you have read, but otherwise forgotten about.

4. Process and intranet

You cannot have a high-performance team without it being supported by excellent process and process management. Team members need to accept the need for all work to be process-driven as this is essential for high-performance attainment. Process brings consistency, increased quality, cost-effectiveness, reduced task and project timeframes and fewer errors. It also locks down the operational environment and reduces the number of operational resources required (by reducing the incidence of rework). It provides repeatable consistent outcomes, reduces the incidence of failures which reduces cost. Process is necessary because it describes how things are done and then provides the focus for making them better.

Good process also releases team members (who manage staff) from many operational activities, decisions and tasks allowing them to focus more on strategic matters. The other benefits of process are increased productivity, improved compliance, measurability, better employee satisfaction, risk mitigation and lower costs due to reduced rework.

In a high-performance environment all work is described and supported by process, how-to guidelines, and other documentation. The high-performance team members work together to discover new work approaches and methods for attaining the best possible performance standards and benchmarks and memorize and implement these in process. They understand that ineffective processes and procedures prevent the team from being efficient.

1. Usual process problems.

- Multiple templates in use.
- Broken or incomplete processes in use.
- Poor staff training.
- No Document Management System.
- Work standards and compliance requirements not being met.
- Increased risk.
- Low staff satisfaction levels.
- Inconsistent work quality.
- Decreased productivity.

2. Process rules.

1. Rule 1, If it is not baselined then it does not exist. All process, how-to guidelines and other documentation must be formally documented and baselined (finalised, ready for use).
2. Rule 2, The use of baselined process, how-to guidelines and other documentation is mandatory.
3. Rule 3, Only baselined documents are held on the Intranet.

3. Capability Maturity Model (CMM) Level 2.

The use of a common documentation template and approach based on Capability Maturity Model Level 2 is the high-performance standard. The model describes a five-level evolutionary path of increasingly organized and systematically more mature processes.

1. Initial level: - processes are disorganized, even chaotic. Success is likely to depend on individual efforts, and is not considered to be repeatable, because processes would not be sufficiently defined and documented to allow them to be replicated.
2. Repeatable level: - basic project management techniques are established, and successes could be repeated, because the requisite processes would have been made established, defined, and documented.
3. Defined level: - an organization has developed its own standard software process through greater attention to documentation, standardization, and integration.
4. Managed level: - an organization monitors and controls its own processes through data collection and analysis.
5. Optimizing level: - processes are constantly being improved through monitoring feedback from current processes and introducing innovative processes to better serve the organization's needs.

One of the most significant benefits of using CMM level 2 is that a standard template is used for all process, how-to guidelines, and other documentation. The template has a common look and feel, includes completion instructions for the user and complies with documentation management principles.

Accordingly, all staff and especially new staff quickly learn how to use process and other documentation in the most optimum fashion. It brings a consistency of approach, improves project quality, reduces cost by reducing the need for rework, improves estimates, scheduling and business outcomes. Here is the best procedure:

1. **Audit all processes, record on a spreadsheet.**
 1. Processes in use.
 2. How-to guidelines or similar in use.
 3. Methodologies in use.
 4. Scripts in use.
 5. Technical processes in use.
 6. Project processes in use.
 7. Gating processes in use.
 8. Work management processes in use.
 9. Reporting processes in use.
 10. All other IT related documentation.
2. **Determine which process are.**
 1. Duplicated.
 2. Redundant, old, or dead.
 3. Ad-hoc, not formalised.
 4. Incomplete.
 5. Drafts.
 6. Not baselined. (Not finalised, not ready for use.)
 7. Candidates for automation. (Manual process that could be automated).
3. **Next, determine actions to be taken against each process.**
 1. Create a task list suitable for loading into a project schedule.
 2. Manage a project to bring all process up to date.

Intranet

It is not possible to have a high-performance team without a fully functioning and managed intranet. The intranet is the repository of the teams work practices and acts as the team's work memory or 'single source of truth'. Most intranets fall into disrepair, they become full of outdated processes and other working documents and often have an unfriendly user interface. For example, for process to work well it must be quick and easy to find, be based on a common template, be up to date and be the only version available.

1. Usual problems

- Multiple sources of documentation.
- Multiple versions of documentation.
- Lack of a full-time Intranet appointed owner.
- Lack of a Document Management System.
- Redundant process, how-to guidelines, and other documentation in use.

2. Audit all documentation stored on an intranet.

1. Processes in use.
2. Guidelines or similar in use.
3. Methodologies in use.
4. Scripts in use.
5. Technical processes in use.
6. Project processes in use.
7. Gating processes.
8. Work management processes.
9. Technical processes.
10. IT Policies.
11. IT Other.

3. Determine which documentation is:

1. Duplicated.
2. Redundant, old, or dead.
3. Ad-hoc, not formalised.
4. Incomplete.
5. Drafts.
6. Not baselined. (Not finalised, not ready for use.)
7. Candidates for automation. (Manual process that could be automated).

4. Determine actions to be taken against each document.

1. Create a task list suitable for loading into a project schedule.
2. Manage a project to bring all process up to date.

5. Timeboxing

Timeboxing is an effective time management technique to speed through work. Timeboxing focusses your attention on a task because mentally you know you only have a fixed amount of time to do it in, here are some examples:

1. Email.

1. Let's say you are doing your email.
2. Your goal is to do as many as you can.
3. You allocate 20 minutes to do it.
4. You look at the time and work out when 20 minutes will be up, and you may set an alarm.
5. You then get as many emails done as is possible in the time allowed.
6. When the time is up, you move on to a new task.
7. High-performance teams use Timeboxing - because it is great for doing annoying things or for when there is a stack of work to do and not a lot of time to do it in.

2. A Report.

1. Let's say you are writing a Business Case and are having trouble getting started.
2. Your goal is to make a start, do an outline.
3. You allocate just 30 minutes and do as much as you can in that time.
4. You produce an outline and maybe one or two paragraphs, but at least you have made a start.
5. Tomorrow, you will allocate an hour.

3. Projects.

Timeboxing is an excellent way of doing project planning. The schedule is divided into several separate time periods (timeboxes), with each part having its deliverables, deadline, and budget. Without timeboxing, projects usually work to a fixed scope, such that when some deliverables cannot be completed, either the deadline slips (to allow more time) or more people are involved (to do more at the same time). Usually, both happen, delivery is late, costs go up, and often quality suffers.

With timeboxing, the deadline is fixed, but the scope may be reduced. This focuses work on the most important deliverables. For this reason, timeboxing depends on the prioritisation of deliverables, to ensure that it is the project stakeholders who determine the important deliverables rather than software developers.

So, Timeboxing is simply fixing a set period of time to work on a task or group of tasks. Instead of working on a task until it's done, you commit to working on the task for a specific amount of time instead.

4. Meetings.

Timeboxing is also perfect for meetings such as project reviews or where you want to get through as much work as possible, in the time available. It also works for weekly team meetings.

"In time management, timeboxing allocates a fixed time, called a time box, to each planned activity. Several project management approaches use timeboxing. It is also used for individual use to address personal tasks in a smaller time frame. It often involves having deliverables and deadlines, which will improve the productivity of the user." Source: Wiki.

5. How to do Timeboxing

Have a watch, clock, phone, computer, anything that has a clock or timer. Select a task or something that you are having trouble getting the motivation to start.

1. Consider your goals. Take a few minutes to think about what you want to complete.
2. Set a time. How much time you set is going to depend largely on what your goals are.
3. Set a short time. 15 to 30 minutes maybe, that you know won't be too painful or difficult to commit to.

4. Set a longer time. An hour or maybe even two hours if you're feeling motivated, don't go too overboard and burn yourself out.
5. Execute and remember that practice makes perfect.

"Work expands to fill the time allotted for its completion." Parkinson's Law.

6. Workload management

A major mistake ordinary teams make is lack of team level planning, high-performance teams on the other hand build a macro view of all the team's work (this also supports their mutual accountability for all work). High-performance teams do not rely on individual team member plans, that is left to activity and project owners.

Individual team member plans do not take resource sharing into account, meaning that resource allocations and utilisation are often over or underutilised leading to poor delivery performance. Team member level planning also promotes team member success over the whole of the team's success. Relying on team member level planning is also wholly inefficient when multiple teams are involved (as is often the case) as intra team communication, process integration and handoffs are usually informal or at best poorly defined.

In most teams, it is common practice for team members to plan out their activities, usually by way of a task list with prioritised tasks. Best practice is to review this list daily, adding, deleting, finishing, and commenting on the tasks. Some people because of the way they plan or because of projects use scheduling software like MS-Project which allows a Work Breakdown Structure (WBS) to be used (Phases, Activities and Tasks). This method of planning provides for detailed plans, tracking, resource allocation and utilisation and better execution, meaning more tasks are delivered on time. Team members that manage their own teams usually find this method best for controlling their teams work as it is an easy way to see and manage all the work.

The same approach needs to apply to the team's work. Every team needs a Team Master Plan of the entire teams' work activities and tasks, that is all work being undertaken by all team members expressed in one place. Every team needs to plan out its activities, to know what its priorities are and how its resources can best be used. Scheduling software is perfect for this as it is designed to handle different types of work by different owners.

A Team Master Plan is simply a high-level Project Schedule in the form of a Gantt Chart. It needs to show just enough information about the whole teams work activities to allow for the planning, prioritising, and monitoring of all work. The team should regularly (weekly) review the Team Master Plan, reviewing priorities, resource allocations, ownership, due dates, and deliverables. A best practice Team Master Plan has for example a WBS consisting of a top-level of Project Names, Business Units or Departments with the next level of detail being Activities which lists Deliverables and Scarce Resources against them. Tasks are not shown on the Team Master Plan, these are only shown on detailed plans (tasks, non-scarce resources) managed by each team member or their team. Here is the best procedure:

1. Use scheduling software.

Use a scheduling package like MS-Project or a spreadsheet to produce a master plan Gantt Chart. Have each team member audit all of their work that is currently underway and that is planned for the next month and enter it onto the master plan. Critical information to capture is Work Type (e.g.: Project names, Activity names), Priority (1,2 or 3), Owner, Due Date and Deliverable. Ensure that.

- All work activities are present.

- Priorities are agreed.
- Due Dates can be met.
- Enough scarce and regular resources are available to meet the due dates.
- Then update the plan weekly.
- Hold a weekly review session.

2. Gating, Work Management, Work Classification and Metrics.

All high-performance teams' control and manage work using a Workload Management system consisting of Gating, Work Management, Work Classification and Metrics processes. Each team needs to implement their own Workload Management system as follows.

Gating.

Gating is the process of registering and accepting work. An essential element of the Gating process is the mandatory rule that 'all work is registered before work can commence'. The benefits of this are it stops work coming in through back door networks, it stops the business bypassing priority setting rules, all work is made visible and is accounted for, work is not lost, all work is trackable, and all work is charged to correct cost centres. Gating supports good resource management and helps to identify resource savings; it also facilitates accurate management reporting. Gating also improves staff morale by helping to bring order to areas that are often chaotic, have high rates of rework and are subject to backlogs.

Work management.

Work Management is the process of efficiently assigning work to resources, completing, and tracking the work through to completion and advising a customer interface when work is complete. The Work Management objectives are to ensure there are no work request backlogs, that work turnaround times are being met (e.g., OLAs and SLAs) and that customer satisfaction levels are not compromised. Having enough scarce, regular and skilled resources available helps achieve work completion times. Resource shortfalls cause work queues to become backed up with old, dead, and outstanding work requests that then result in poor service delivery and lower customer satisfaction levels. Priority 1 and 2 work requests tend to get resolved, but priority 3's do not, they become buried in backlogs. Priority 3 work requests by their nature often contain issues to do with business functionality, more so than urgent issues. This in turn affects the businesses' ability to be efficient and provide their own high levels of customer service.

Work classifications.

Work Classifications are used by a customer interface such as an IT Service Desk to classify and prioritise all work as it comes in and is registered. These classifications are then used by level 2 support or back office to manage incoming work according to its priority. Common work classifications across all support and back-office teams are the preferred standard, however, given that the resolution times for some support teams such as IT Infrastructure and IT Applications Development can vary significantly, different classifications may need to exist, otherwise one scheme should apply to everyone.

Metrics

Metrics refers to 'Performance', that is reports that focus on Work Management efficiency. Predefined performance metrics use incoming work counts, to track support and back-office team efficiencies. Metrics include such things as Completion times (Actual), Turnaround times (Duration), Queue sizes (Backlogs) and Inter- team transfers (Hold-ups).

7. Creativity and innovation

1. Creativity.

High-performance teams work at being creative and innovative by practicing four common behaviours.

1. They are intensely curious. Curiosity means being able to ask any and every question. Especially the why, where, and what about any subject. This curiosity encourages people to investigate and look for new, out there, ideas.
2. They connect the dots. Steve Jobs once said creativity is all about connecting the dots. Creative people know how to bounce an idea around and how to bounce ideas off each other until arriving at something new.
3. They ask the big questions. Only by asking big questions can you get big answers. They think well outside the square; they are not constrained by what has been done before.
4. They indulge in daydreaming. They use their imagination, particularly to think about ideas that may seem at first too wild for contemplation. Daydreaming lets loose the power of the mind, to indulge in fantasy and to be innovative.

“Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn’t really do it, they just saw something.” Steve Jobs. Apple.

Creativity is just about generating enough ideas to solve a problem or create something new.

We all have different skills, knowledge, and personal characteristics (Diversity). By utilising all these various aspects as a team, more ideas can be generated. As more ideas are generated, more creative solutions are generated, leading to better results.

Pick a subject and then brainstorm or better timebox the brainstorming it to get as many solutions and approaches that can be thought of some will be quite whacky, but these are often the important ones as they prompt ideas in others and can also relate to other ideas.

“Always include someone with the biggest imagination so they can give their input, try to bring together imaginative types with inventive types. Someone always had an idea before the things around you that you use every day without thinking about them were created. The ideas that come out of most brainstorming sessions are usually superficial, trivial, and not very original. They are rarely useful. The process, however, seems to make uncreative people feel that they are making innovative contributions and that others are listening to them.” Source: A Harvey Block.

2. Innovation.

One of the reasons high-performance teams are so successful at creativity and innovation is that they allow and foster different points of view, promoting healthy discussion (Open Communication). They do this through the careful and mature use of conflict. It works like this.

Imagine a meeting with all team members present and two team members are having a vigorous debate (high-performance teams do not argue, they vigorously debate), for example, if someone makes a statement or claim, they are expected to back it up with evidence or withdraw it.

The other team members who are listening to the exchange, have an important role to play. They need to carefully listen for words and comments that the two people debating are using and are skipping over. It is these words and comments that hold the clues to innovative ideas. Managed conflict spurs innovation. They also need to listen out for whacky ideas or comments, things that are a bit out there, as they too spur innovative ideas and thoughts in others. Finally, they must ask the people debating to

expand on an idea that they think might have merit. Innovation happens when you start at point A, expecting to only go to point D, but arrive at point Z.

Summary

1. **Effective Work Practices.** - Effective work practices are the actions that glue a team together and are another contributor to high performance. They are the actions, large or small, that teams undertake either regularly and consistently (habits or rituals) or occasionally. They can also be unspoken norms that team members default to both consciously and unconsciously to regulate their behaviour. In many cases, a team's practices might be unremarkable, but as a whole and applied consistently by all team members, their influence on the way that the team performs is significant.
2. **Intangible work practices.** - They can be observed as a team's 'collective consciousness' in action, defined as "the totality of beliefs and sentiments common to average citizens of the same society" the same applies to members of a high-performing team. Team members instinctively know what to say, what to do and how to do it – this is an example of intangible work practices. When a team can crack this aspect of teamwork and successfully integrate various aspects of its functioning, it paves the way for a far better team performance than a team where they struggle to find mutually acceptable methods to move the team work forward. For example, better work approaches can ensure better planning and scheduling of activities, quicker decisions, rapid response to customers, meeting deadlines and so on.
3. **Tangible work practices.** - Tangible work practices are certain work approaches, procedures, and processes to ensure that the team accomplishes tasks efficiently and effectively. They give the team a common performance base. Using effective work practices are another determinant for realising superior performance at work and they provide work approach clarity.
4. **Email.** - High-performance teams recognize that most email they receive is simply noise, often as a result of this realization they agree on a method for handling emails.
5. **Decision Making.** - Decision-making is one of the most important things a team must do. It plays a very important part in the planning process because when team members plan, they decide what goals they will pursue, what resources they will use, and who will perform each task. A good decision-maker chooses actions that give the best outcome for the team.
6. **Trusting your gut.** - The old saying "trust your gut" refers to trusting your feelings, your intuition. The expression means to trust your inner voice; the "gut reaction" or "gut feeling" is more profound than your conscious mind. Gut feeling is intuition, which can be a valuable tool in some circumstances. It seems gut feelings do mean something, and they can often help you make good decisions if you know how they work. Trusting your gut takes practice to get good at it. When people talk about having great intuition or being good decision-makers, it's because they've worked at honing their gut feeling skills.
7. **Process and intranet.** - You cannot have a high-performance team without it being supported by process and process management. Process brings consistency, increased quality, cost-effectiveness, reduced task and project timeframes and fewer errors. It also locks down the operational environment and reduces the number of operational resources required (by reducing the incidence of rework). It provides repeatable consistent outcomes, reduces the incidence of failures which reduces cost. Process is necessary because it describes how things are done and then provides the focus for making them better. It is not possible to have a high-performance team without a fully functioning and managed intranet. The intranet is the repository of the teams work practices and acts as the team's

work memory or 'single source of truth'. Most intranets fall into disrepair, they become full of outdated processes and other working documents and often have an unfriendly user interface.

8. **Timeboxing.** - Timeboxing is an effective time management technique to speed through work. Timeboxing focusses your attention on a task because mentally you know you only have a fixed amount of time to do it in, here are some examples.
9. **Workload management.** - A major mistake ordinary teams make is lack of team level planning, high-performance teams on the other hand build a macro view of all the team's work (this also supports their mutual accountability for all work). High-performance teams do not rely on individual team member plans, that is left to activity and project owners.
10. **Creativity and innovation.** -High-performance teams work at being creative and innovative by practicing four common behaviours. They are intensely curious, they connect the dots, they ask the big questions, and they indulge in daydreaming. One of the reasons high-performance teams are so successful at creativity and innovation is that they allow and foster different points of view, promoting healthy discussion (Open Communication). They do this through the careful and mature use of conflict.

| Effective Work Practices | 2.0 hours |
|--|------------|
| Arrange a team workshop. | |
| <p>Create a Handout.</p> <ol style="list-style-type: none"> 1. Based on the notes in this step. | |
| <p>Open the workshop.</p> <ol style="list-style-type: none"> 2. Open the workshop with everyone reading the handout. | 10 minutes |
| <p>Discuss each work practice answering these questions:</p> <ul style="list-style-type: none"> • Is this a practice the team wants to mutually adopt? • Is this a practice that is up to each team member to adopt or not? • Does the team want to modify the practice for mutual use? • Are there other work practices the team should consider or drop? | |
| <p>Email.</p> <ol style="list-style-type: none"> 3. Refer to the notes on email. 4. High-performance teams recognize that most email they receive is simply noise, often because of this realization they agree on a method for handling emails. 5. Use the Delete, Delegate, Deal with or Decision required' approach. | 10 minutes |
| <p>Decision making.</p> <ol style="list-style-type: none"> 6. Refer to the notes on decision making. 7. Decision-making is one of the most important things a team must do. It plays a very important part in the planning process because when team members plan, they decide what goals they will pursue, what resources they will use, and who will perform each task. A good decision-maker chooses actions that give the best outcome for the team. | 10 minutes |
| <p>Intuition.</p> <ol style="list-style-type: none"> 8. Refer to the notes on intuition (trusting your gut). 9. The old saying "trust your gut" refers to trusting your feelings, your intuition. The expression means to trust your inner voice; the "gut reaction" or "gut feeling" is more profound than your conscious mind. Gut feeling is intuition, which can be a valuable tool in some circumstances. | 10 minutes |

| | |
|--|-------------------|
| <p>Process and intranet.</p> <p>10. Refer to the notes on process and intranet.</p> <p>11. You cannot have a high-performance team without it being supported by excellent process and process management. Team members need to accept the need for all work to be process-driven as this is essential for high-performance attainment. Process brings consistency, increased quality, cost-effectiveness, reduced task and project timeframes and fewer errors. It also locks down the operational environment and reduces the number of operational resources required (by reducing the incidence of rework).</p> | <p>20 minutes</p> |
| <p>Timeboxing.</p> <p>12. Refer to notes on timeboxing.</p> <p>13. Timeboxing is an effective time management technique to speed through work. Timeboxing focusses your attention on a task because mentally you know you only have a fixed amount of time to do it in, here are some examples.</p> | <p>10 minutes</p> |
| <p>Workload management.</p> <p>14. Refer to the notes on workload management.</p> <p>15. A major mistake ordinary teams make is lack of team level planning, high-performance teams on the other hand build a macro view of all the team’s work (this also supports their mutual accountability for all work). High-performance teams do not rely on individual team member plans, that is left to activity and project owners.</p> | <p>15 minutes</p> |
| <p>Creativity and innovation.</p> <p>16. Refer to notes on creativity and innovation.</p> <p>17. High-performance teams work at being creative and innovative by practicing four common behaviours. They are intensely curious, they connect the dots, they ask the big questions, and they indulge in daydreaming. One of the reasons high-performance teams are so successful at creativity and innovation is that they allow and foster different points of view, promoting healthy discussion (Open Communication) and they manipulate conflicts into debates that can lead to new ideas and inspiration.</p> | <p>10 minutes</p> |

Close the workshop.

18. Ask for any questions or if anything needs to be clarified.
19. Arrange for a copy of the Work Practices outcomes be made accessible to everyone.

10 minutes

Chapter 4. Workplace Cultivation

1 - Team Development Process

Irrespective of the team type (Traditional, Contemporary or High-Performance) all teams follow a developmental process. The two best known and most widely recognized are the Tuckman team cycle and the Kubler-Ross change curve. Knowing how these developmental processes work helps to understand how teams form, their internal dynamics, and the role that the manager plays.

1. The Tuckman team cycle

The Tuckman team cycle is a view of change specific to new teams or new team members showing how new behaviours emerge. Bruce Tuckman first published his model of group dynamics in 1965 comprising the four stages: forming, storming, norming and performing.

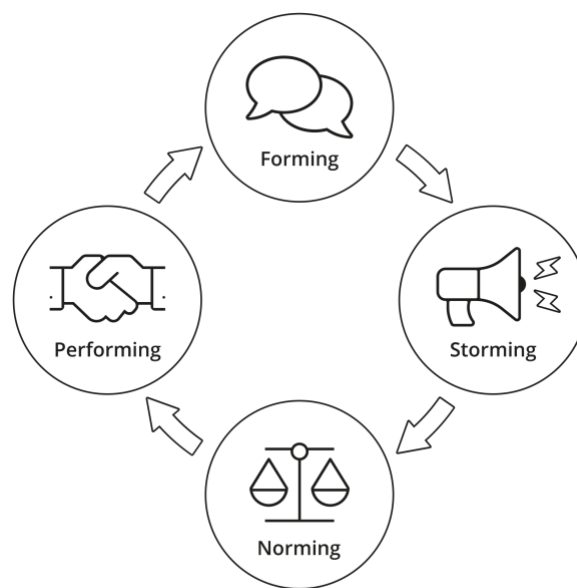


Figure 1, Tuckman's stages of team development.

Forming. The main difference between a random group of people and a team is the team's team vision. When individuals are first brought together, they do not have a team vision. They may be anxious about why they have been brought into this team; will be hesitant about their new environment, unsure of what they have in common with other team members and confused as to the purpose of a project or program. Typically, the individuals will indulge in some superficial questioning of colleagues to look for more information, common ground, and possible allegiances. Forming is successfully transitioned with completion of the Team Vision training step.

Storming. Different individuals will behave in very different ways during the storming stage with outbreaks of conflict being frequent between individuals or small sub-groups within the team. The more assertive individuals will try to impose some order by defining their own rules, resulting in leadership being challenged while a 'pecking order' is established. Assuming a team vision has been identified, very different views will arise as to how that goal should be achieved. Storming is reached and is successfully transitioned with completion of the Team Vision, Psychological Safety and Team Member Engagement training steps.

Norming. As the issues and conflicts of the storming stage are resolved, the team members start to settle down and concentrate on tasks and problems rather than personalities. An acceptance of shared values and behaviours develops with open communication that promotes constructive review and suggestions for alternatives. Team members are starting to become a cohesive unit, genuinely working as a team with its capabilities being greater than the sum of its parts. The norming stage is reached and accomplished with completion of the Team Vision and Psychological Safety training steps.

Performing. By this stage, the team is working as a focused unit. There is a collaboration between team members to solve problems with a visible change in mentality. There is a shared responsibility for the team vision, and individuals are confident enough to innovate and provide insights into problems. Team members demonstrate flexibility, with job titles becoming transparent and delegation of authority working efficiently.

All teams move through the stages of forming, storming, norming and performing, as with other teams. However, with the right training, a team uses the storming and norming phase effectively to define who they are and what their overall goal is, and how to interact together and resolve conflicts. Therefore, when a team reaches the performing phase, they have highly effective behaviours that allow them to overachieve in comparison to regular teams.

During High-Performance Team Building, the team reaches and accomplishes the performing stage with the completion of the Team Vision, Psychological Safety, Open Communication, Mutual Accountability and Effective Work Practices training steps.

2. The Kubler-Ross change curve

The Kubler-Ross Change Curve has been adopted into the world of organisational change from an unlikely source. Elisabeth Kubler-Ross was a Swiss psychiatrist who developed it in response to working with terminally ill patients.

The Kubler-Ross change curve works as a rough map to position employees on a change curve. Plus, it provides some simple steps for managing change and helping a team to move forward. One useful tool for leading change is the change curve. It provides a framework for mapping the emotions people are likely to be experiencing during different stages of the change management process.

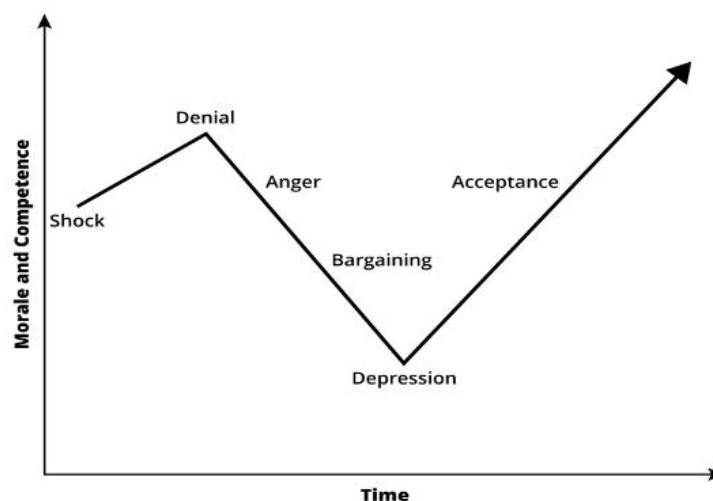


Figure 2, The Kubler-Ross change curve.

The stages of the Kubler-Ross curve. It is essential to understand that we do not always move along the stages step by step. People tend to move into stages in random order and may sometimes even return to a previous stage. Each stage can last for a different period, and someone can get stuck in a stage and not move on.

Shock. Surprise at the announcement of impending change. This can occur during the Team Discussion training step.

Denial. This stage is mostly short-lived. Team members may not be able to digest the fact that they are being asked to undergo a change. It can cause a reduction in productivity and a focus on the past. As manager, your role is to help employees understand why this is occurring and how it will be helpful. This stage requires communication with all questions answered. This can occur during and after the Team Discussion training step and can also show up in initial Team Member Engagement Weekly Check-Ins.

Anger. When reality sets in team members may begin to fear what lies ahead, turning into anger. This stage must be managed very carefully as some employees may tend to vent their anger. Open and honest communication and support should be the focus. Given time this will pass away and make way for acceptance. Expressions of anger usually turn up during Team Member Engagement Weekly Check-Ins. (Note, it is extremely rare for a team member to become angry at the prospect of becoming a high-performance team member.)

Bargaining. When team members and staff finally understand the change and realise how they must adapt, they may try to bargain their way out, so that little is compromised. People cannot be rushed into learning quickly or adapting to changes rapidly. Do not expect 100% productivity during this stage. Bargaining tends to turn up during the Team Vision training step and during initial Team Member Engagement Weekly Check-Ins.

Depression. This stage may not be a happy one for some team members. This stage results in low morale and enthusiasm. It is important to appreciate that this stage is not easy for everyone affected. Training has an important role to play here, the more that is provided, the better it enables everyone to move forward. This tends to turn up during the decision to move forward with a culture of Psychological Safety.

Acceptance. At this stage, people begin to accept change, accept the situation, and start moving forward. They accept and understand the need for the change. It's at this stage that benefits of the hard work put in by them so far start to materialise. The team is showing improvements now, and productivity begins to improve. It's now time to celebrate. This stage is reached and is successfully transitioned with the completion of the Team Vision, Open Communication, Mutual Accountability, Psychological Safety and Effective Work Practices training steps.

Dead car battery example

One of the best examples of the Kubler-Ross Change Curve is the Dead Car Battery example. The following example demonstrates the transition process from one stage to another. It's a chilly winter morning, and it is dark outdoors. There is a thin layer of frost on the ground, but you are late for work and hence must rush out to the car parked outside. As you place the key in the ignition and turn the car on, you realise that the battery is dead.

What follows is a clear demonstration of a version of the Kubler-Ross stages.

1. **Denial.** Your first reaction is of absolute shock and denial. You cannot believe this is happening to you when you are already running late, and you, therefore, try to start the car again and again.
2. **Anger.** Now that you realise the car cannot be started, you begin to feel angry and very mad at the situation.
3. **Bargaining.** Even knowing it won't help, you start asking the car to start, just for once. You promise it in your mind that you will keep it maintained and get the battery charged as soon as possible.

4. Depression. All the negative thoughts start rushing to your mind. You begin to feel depressed, sad, and hopeless. You fear your job will be taken away and see no way out of the situation.
5. Acceptance. Now you figure out what you should do next. You can catch a cab and decide to deal with the situation later.

Taking the change curve into consideration can significantly boost the chances of success of change because it addresses the critical thing that makes change happen people. If you can't bring people along for the ride, the efforts for managing change will fail.

The Tuckman and Kubler-Ross change models are the dominant two, the one that I have observed most often in practice is the Kubler-Ross curve. Each time you introduce something new, the team will move through or jump between these stages until a new skill or behaviour becomes the norm. As the rate of change increases, so will the speed of moving through the stages until the curve becomes normalised.

2 - Create a Supportive Environment

The workplace environment is the where the team operates, it is the social and physical context of its work that forms the team's ecosystem. Creating a supportive environment is one of the high-performance manager's most important responsibilities, for this reason it was covered early under Psychological Safety and Team Engagement. While it might be tempting to first focus on factors within the team as determinants of its effectiveness, the environment that a team operates within is the key to its success. The environment is the team's foundation, and shoddy foundations result in a poorly performing team.

It is particularly important that the team's environment be compatible with the team vision, and work practices, for example, some teams must navigate the tension between improving value for customers while also cutting costs. Similarly, a team focused on innovation must navigate the tension between prescriptive processes and creating new practices. A cross-functional team will also struggle if the performance metrics of team members are aligned to their home function and misaligned with the team's objective.

Having the right support is a vital condition that enables team effectiveness. This includes maintaining a reward system that reinforces good performance and celebration of success. Typical examples of support include an information system that provides access to the data needed for work, and an education system (such as an Intranet) that offers training, knowledge, and access to skills. Finally securing the material resources required to do the job, such as equipment, tools, utilities, and technological assistance is essential. While no team ever gets everything it wants, managers can head off a lot of problems by taking the time to get the essential pieces in place from the start.

It is up to the team manager to create the cultural environment in the first place and then to commit to holding team members accountable for maintaining its cultural elements. Regular feedback, especially for the first three months helps keep team members aligned and displays the managers commitment to the high-performance model. The manager needs to be on the lookout that agreed new behaviours and effective work practices are being consistently applied. The teams' activities need to be policed for at least the first three months, this requires the manager to commit to holding team members accountable for their successes and failures on the journey to high performance. Constant feedback is essential to keep the team aligned with everything it has learned. It also shows your commitment to a high-performance model.

3 - Maintain a High-Performance Culture

A high-performance culture is made up of two complimentary and inter-linked sides to how a high-performance team gets things done. The first is how teams behave, (what is the way we do things around here?) such as team members speaking their minds, practicing mutual accountability, and freely sharing of ideas. Behaviours are the strongest influence on culture. The second is the team mechanics, things like

common work practices, processes, systems, and use of a shared knowledgebase. When these two sides of the culture coin are in place - a high-performance culture will start to emerge.

It's one thing to get the right team composition. But only when people start working together does the character of the team itself begin to be revealed, shaped by team dynamics that enable it to achieve either great things or, more commonly, mediocrity.

The secret is to start with changing behaviours, not mindsets. It is much easier to 'act your way into new thinking' than to 'think your way into new actions'. Recurring and consistent performance results from behaviour change will lead to lasting changes in the way people feel, think, and believe in the long run. The following behaviours are required to establish a high-performance work culture and build a High-Performance Team.

- The first is alignment with the organizations vision, where there is a shared belief about what the organization is striving toward and the role of the team vision in getting there.
- The second is Psychological Safety, meaning an environment in which team members feel they can take risks and speak truthfully.
- The third is Team Member Engagement, where Weekly Check-Ins and Quarterly Mentoring takes place.
- The fourth is high-quality interaction, characterized by Commitment and Trust, Open Communication, a Team vision, Effective Work Practices, Mutual Accountability, Interpersonal Skills, and a willingness to embrace Conflict.

Once your team has a healthy culture, where team members feel valued and are all exhibiting productive behaviours, productivity, innovation, and an attitude of nothing is insurmountable - will fall into place.

4 - Maintain a High Workload

As we know, busy people do more and do it in less time. The secret to an ordinary team transitioning to high-performance is the application of a high workload in conjunction with the use of high-performance behaviours and effective work practices

Without a consistently high workload, a High-Performance Team will simply not perform as expected. Like Formula 1 cars, the fuel for High-Performance is a high workload.

As more work is processed and as more successes and fewer failures are realised, the team's confidence increases, and the ability to manage an ever-increasing workload result. Things start to change. Morale and job satisfaction go up, quality improves, fewer errors and failures occur, innovation emerges, and a feeling of being a contributor to business growth becomes tangible. The team is no-longer ordinary, and its members know it.

We know from our own experience that when we have a lot to do and are pushed for time, we focus on the essential elements of the task at hand. We often accept that having completed 80% of the work (80/20 principle) that this is usually enough to finish, and we then quickly move on to the next task. Take a well-planned and managed project as an example; 20% of the expended project effort can produce 80% of the project deliverables.

High-performance teams work this way. A high workload motivates a team member to identify and focus their efforts on the 20% of their workload that can produce 80% of their results, meaning greater efficiency and higher productivity. When the 80/20 approach to work and effective work practices are combined, this causes all of those involved to become more reliant on each other, more trusting, more committed, and mutually accountable for the whole of the team's workload. The higher the workload, the more these elements come into play, resulting in actual high-performance outcomes.

This approach enforces adherence to due process, facilitates true collaboration, gets more people involved with a task, when necessary, each of whom is committed to its success, and it forges closer work bonds and a prevailing attitude of 'all for one and one for all' (Mutual Accountability). As more work is undertaken, the new behaviours and effective work practices become normalised and new levels of performance emerge. Performance and productivity receive an added boost when multiple team members or whole teams are focused on the same activities which works exceptionally well for businesses that require more than one team to be involved with the same activity such as IT or Engineering.

5 - High-Performance Behaviours

In a high-performing team every team member works not only for themselves, but also for the betterment of their teammates and the team itself. The sum is greater than the individual parts. As manager you need to police adherence to new behaviours and effective work practices by being on the lookout for.

- Are team members freely speaking their minds?
- Are team members abiding by the team rules and pulling each other up when a rule is broken?
- Is the language team members are using giving you a clear insight into how mutually accountable the team is and how tolerant team members are being of each other? Is team language supporting 'Team performance first, Personal performance second'?
- Are you seeing people asking questions about how WE can perform better together, or is the focus simply on overcoming difficulties that "I'm" having, or issues that are stopping "me" doing "my" job?
- You'll know when you have a truly accountable team when they're happy to be rewarded collectively, because they know that ultimately the collective reward will be greater, because everyone has exploited the collective expertise around them. Teams lower in mutual accountability will always want to take an individual reward option, because the individual team players will always feel that they can control their own personal reward by just keeping their head down and playing the game by their own rules.
- The high-performing team reaches its team vision by fully utilising the expertise and skills of every team member by.
 - Collaborating – working together.
 - Innovating – finding ways to remove barriers.
 - Supporting – helping other team members solve issues or take advantage of opportunities.
 - Continually improving – not only learning from each other but willing and open to challenging each other to be better.
- Between regular team meetings, planned check-ins and spontaneous touch bases, managers will see the full spectrum of work that their team is accomplishing. In terms of teamwork, the manager is the one who is setting the expectations, highlighting opportunities to improve team collaboration, and oftentimes distributing the workload. This can only happen successfully when the manager chooses to remain involved in and engaged with their team that has the right team dynamics.

6 - Recognize and Reward Excellence

One manager described what she did when she first started leading people to manage change in the workplace:

"I started as a supervisor in our billing department. A lot of people in the company did not look at them as an important aspect of the company, but they really are. I went in and showed them how important they are and the role they have in the company. And within three to four months, I had employees come in my office to tell me what an impact that made."

How many of your team members show up for work believing they matter? Most team members would say that in the last seven days they have not received recognition or praise for doing good work. As a high-performance leader you absolutely must appraise and compliment your team members efforts and do it often.

If you are a manager starting with a demoralized team, it may take some time to uncover the source of that discouragement. You must show them that you respect them and that they matter. You must be able to identify and celebrate successes -- even if they are small at first. Even if nobody else believes in your team, you must -- encourage your team members, and do it often. These are all qualities of a high-performance manager.

Reward team members after a long project or big achievement, a great way to do this is to host a team lunch or dinner. It's important to demonstrate that you appreciate and value people's effort at the end of a major project. Offer employees a day off after a long project or big achievement. This gives them time to celebrate success and recharge for the next task. If a full day isn't possible, a half day or an extra-long lunch period can also be great rewards.

7 - Team Maturity Timeframe

A team reaches high-performance maturity at 3, 6 and 12-month stages. The reason for this is it takes time for new behaviours to become normalised and a new team culture to materialize. Another key factor influencing these timeframes is how well high-performance adherence is policed by you as the team's manager during the first three months after training is complete.

At the 3-month stage.

Look out for these five key indicators that new behaviours are becoming normalised:

1. The first is alignment with the team vision, where there is a shared belief about what the company is striving toward and the role of the team in helping it getting there.
2. The second is adherence to team rules.
3. The third is high-quality interaction during team meetings, characterised by trust, commitment, open communication, a willingness to embrace conflict and shared leadership.
4. The fourth is that the team is using common work practices.
5. The fifth is a strong sense of renewal, meaning an environment in which team members are energised because they feel they can take risks, speak their minds, innovate, and learn from people outside the team.

Next, as manager ensure that you:

- Have stuck to and normalised your new management style, that it is now daily practice.
- Are policing adherence to team rules, work practices and psychological safety.
- Running Weekly Check-Ins and have held your first Quarterly Mentoring sessions.
- Have determined that you have the right people on the team and have moved out any team members who are not making the grade.
- Have commenced Weekly Check-Ins and Quarterly Mentoring.
- Are celebrating team successes.

At the 6-month stage.

Look out for these seven key indicators that new behaviours continue to be normalised:

1. The team's focus and orientation are directed towards achieving business aspirations such as growth and market position.
2. They understand that it is a partnership where members actively work to ensure everyone's success.
3. The team members share fears and routinely ask for help.
4. Communication at all levels has advanced, only honest, timely and high-value information is being exchanged.
5. The team is training their staff on high-performance ways of working.
6. Meetings are now informative, shorter, more focussed, and team members more happily attend.
7. The team's capability and productivity are substantially higher than before.

At the 12-month stage.

The team exhibits the following eight characteristics:

1. The team members can interchange their positions.
2. Shared leadership in decision making is the norm.
3. Team loyalty is high.
4. Team members are mutually accountable to each other, the team shares successes and failures.
5. The team demonstrates high levels of collaboration and innovation, they are tight knit and feel a strong sense of accountability for achieving their goals.
6. The team has put in place a set of supportive processes.
7. There is a sense of clear focus and intense energy.
8. Collectively, the team has its own consciousness, indicating shared norms and values.

8 - Team Member/Staff Survey

A team member (and staff) survey is an important 'workplace culture' health check that needs careful consideration. It is an opportunity for yourself and your team members to understand the existing workplace culture. Doing the survey is one of the healthiest activities you can do, but do not undertake one if you feel you cannot guarantee an appropriate follow-through which could be a considerable amount of work.

The survey measures 'staff satisfaction' and 'staff attitudes' towards management and the workplace. Respondents need to be allowed the option to be anonymous. Think carefully about what you ask, if there is a matter you do not want to engage in, don't ask questions about it. Be advised that asking questions then failing to act on the responses is nothing short of disastrous.

Survey questions

It is strongly recommended that you use a third-party survey provider like 'Survey Monkey' to create, conduct, collate and present the results of the survey or you can do some of this work using 'Google Forms' which is free.

1. Survey steps.

1. Create the survey.
2. Conduct the survey.
3. Collate the results.
4. Determine what actions will be taken.
5. Chart and present the results.
6. Deliver on promises and monitor progress.
7. Provide monthly progress updates.

2. Reviewing the survey results.

1. Break down the results into Tasks and produce a Project Schedule.
2. Appoint a Survey project manager to manage the plan.
3. Determine what the top three issues are and prioritise their resolution.
4. Work out what needs to be done to address the remaining issues?
5. How will you manage the issues?
6. What actions are required to improve morale?
7. Do team members have the tools and knowledge they need to do their jobs?
8. Consider Emailing the survey results staff for management transparency.
9. Consider surveying the staff AFTER the team member survey.
10. Issue a monthly update on managements progress addressing the issues.

3. Staff survey instructions and statements.

Listed below, are some statements that could be used to describe your workplace. Please read each statement carefully and indicate the extent to which you 'agree' or disagree' that the statement applies at the present time by marking the appropriate response.

| | | Strongly Disagree | | | Strongly Agree | |
|---|--|-------------------|---|---|----------------|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | There is an effective flow of information in all directions (upward, downward, and sideways) | 1 | 2 | 3 | 4 | 5 |
| 2 | I often receive critical information too late | 1 | 2 | 3 | 4 | 5 |
| 3 | There are forums in this workplace where I can express my views and opinions | 1 | 2 | 3 | 4 | 5 |
| 4 | Our organization keeps us informed about current developments | 1 | 2 | 3 | 4 | 5 |
| 5 | There is good communication between departments within this organization | 1 | 2 | 3 | 4 | 5 |
| 6 | Changes in my work are well communicated to me | 1 | 2 | 3 | 4 | 5 |
| 7 | There is a team vision that the whole organization is working towards | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 8 | The goals of the organization are easy to understand and well communicated | 1 | 2 | 3 | 4 | 5 |
| 9 | I receive feedback on my performance in a timely and appropriate manner | 1 | 2 | 3 | 4 | 5 |
| 10 | I believe that I am rewarded fairly for the work I do | 1 | 2 | 3 | 4 | 5 |
| 11 | Our organization has an effective performance appraisal system in place | 1 | 2 | 3 | 4 | 5 |
| 12 | I have access to all required resources necessary to complete projects | 1 | 2 | 3 | 4 | 5 |
| 13 | I am clear of what my role is within this organization | 1 | 2 | 3 | 4 | 5 |
| 14 | Management sends a clear message that quality is important in this organization. | 1 | 2 | 3 | 4 | 5 |
| 15 | There are good linkages between departments, that allows the smooth coordination of activities | 1 | 2 | 3 | 4 | 5 |
| 16 | In my opinion, there is too much duplication of effort within this department | 1 | 2 | 3 | 4 | 5 |
| 17 | I am satisfied with the hours that I am currently working | 1 | 2 | 3 | 4 | 5 |
| 18 | I do not think that management will act on the information identified through this survey | 1 | 2 | 3 | 4 | 5 |
| 19 | My manager has a clear vision of where the team is going | 1 | 2 | 3 | 4 | 5 |
| 20 | People are treated with respect in this organization regardless of their level | 1 | 2 | 3 | 4 | 5 |
| 21 | My manager must tolerate substandard performance, to meet goals, budgets and quotas | 1 | 2 | 3 | 4 | 5 |
| 22 | I can approach my manager to discuss concerns and grievances | 1 | 2 | 3 | 4 | 5 |
| 23 | Management does not really know what problems staff are experiencing in their working lives | 1 | 2 | 3 | 4 | 5 |
| 24 | If I am dissatisfied with my manager's decisions on an issue, I feel free to go to someone higher in authority | 1 | 2 | 3 | 4 | 5 |
| 25 | It is difficult for me to gain access to the training that I need or want | 1 | 2 | 3 | 4 | 5 |
| 26 | When job or work processes change, there is appropriate training available | 1 | 2 | 3 | 4 | 5 |
| 27 | At times, I am anxious over the security of my job at this organization | 1 | 2 | 3 | 4 | 5 |
| 29 | I think that this company offers me long-term career opportunities | 1 | 2 | 3 | 4 | 5 |
| 30 | There is a clear career path within this organization | 1 | 2 | 3 | 4 | 5 |
| 31 | All available job opportunities within this organization are adequately advertised. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 32 | This organization allows me to adequately balance my work and family life | 1 | 2 | 3 | 4 | 5 |
| 33 | I enjoy working in a team environment | 1 | 2 | 3 | 4 | 5 |
| 34 | There is good cooperation between my team and other teams within the organization | 1 | 2 | 3 | 4 | 5 |
| 35 | My team needs to focus on fewer activities | 1 | 2 | 3 | 4 | 5 |
| 36 | We need to meet more often as a team | 1 | 2 | 3 | 4 | 5 |
| 37 | There is little planning in my team | 1 | 2 | 3 | 4 | 5 |
| 38 | All team members take equal responsibility | 1 | 2 | 3 | 4 | 5 |
| 39 | Those who are permanent staff are more committed to team performance than contractual employees. | 1 | 2 | 3 | 4 | 5 |
| 40 | My contribution at work is valued | 1 | 2 | 3 | 4 | 5 |
| 41 | My dissatisfaction with this job has led me to consider quitting | 1 | 2 | 3 | 4 | 5 |
| 42 | The morale amongst staff in this organization is low | 1 | 2 | 3 | 4 | 5 |

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