Personal Development & Team Leadership

Prof: Andrew PRIOR

Class 6: Afternoon-18-Nov-2024

Course structure

About six weeks

About four weeks

About four weeks

Part 1:
Why leadership matters understanding yourself now

Part 2:
My Team Leadership capabilities:

Part 3:
Creating a Communicating a Shared Vision Growth Mindset

Understanding how you interact with individuals and groups

Class 6

Using your new knowledge of yourself and team, to inspire others with a vision
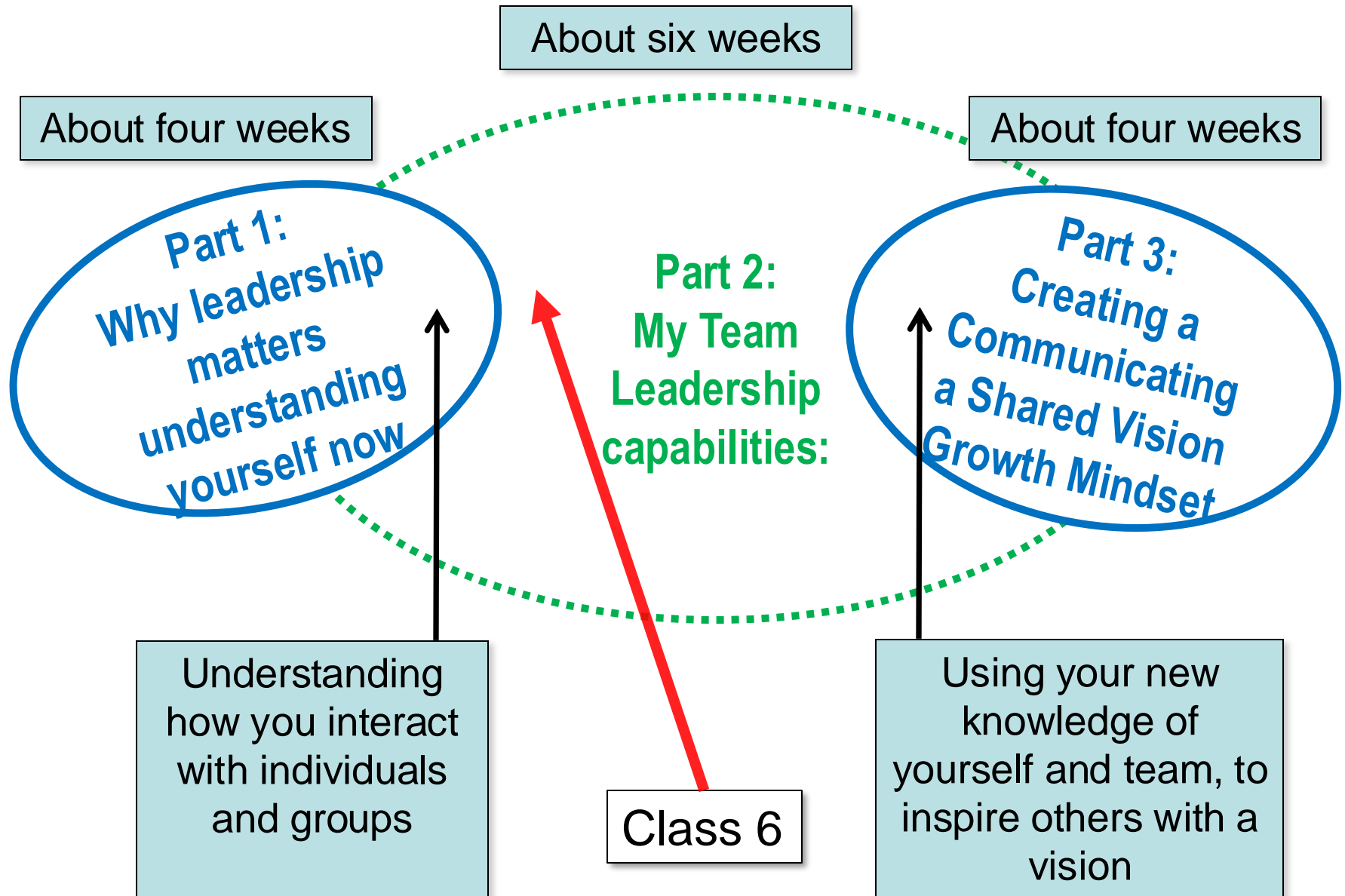
What we did last time?

➢ **Review group tasks from last week**

➢ **Learning Groups working towards a shared goal**

➢ **Teambuilding exercise => Helium bar, where the bar is a metaphor for our TeamLead project**

➢ **Team member competencies: Empathy and Integrity**

➢ **Using personalities preferences in groups related to problem statement**

    ❑ **to gather information IS, ES, IN, EN,**

    ❑ **to make decisions IF, EF, IT, ET (article on system 1 and system 2 Kahneman)**

➢ **Working towards effective groups: feedback**

➢ **Learning Log**

Agenda today

- Difference between groups and teams
- What is the difference between a leader and leadership?
- The four horses of the apocalypse according to Gottman
- Importance of an agreement that creates shared understanding
- Update on our experiment, from groups to teams. Ripple down effect from coaching Group of Reps to Learning Groups
- Team agreement, behaviors for keeping on track
- Team building activity – Subarctic survival
- Group review of outcome
- Group reflection. What's working? What's not?
- Stakeholders? Who and What are they? (Learning Group and Rep Group activities)
- Tasks to complete before next
- Learning Log

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Some Comments from Learning Logs

➢ Example activities such as the helium bar are useful for better understanding group dynamics. More activities like this can be very useful also for the softness of the lessons

➢ Maybe learn to speak up when I see something isn't done right

➢ Almost everyone in the group has useful comments or insights in some of the group discussions, though not everyone wants to take part.

➢ Make sure people pay attention. This is a big problem in our group

➢ I think the class would be even better with more time allocated for each activity, allowing us to dive deeper and fully understand the concepts.

➢ I enjoyed going outside for the Helium Bar activity, so incorporating more outdoor exercises would add variety and keep us engaged.

➢ I learned the importance of having a team leader during that types of exercise, and that cohesion can leads us to realize objectives that we cannot manage to do without

➢ The Helium bar activity is way harder than it seems and it need some concentration and cohesion to succeed it.

➢ Keep trying to challenge myself with expressing my thoughts and feelings.

➢ I think that the first part of the class was a bit slow. I did not get much out of it. The second part of the class was more interesting and I like that we focused a lot on how the team works together and that we had time to identify weaknesses and strengths.

➢ listen more and try to be more in coordination with others

➢ practice more active listening in group discussions, ensuring I fully understand others' perspectives before responding - define specific objectives and expectations at the start of any team project

➢ I'll try not judge/blame someone before i try to understand them.

➢ I also think that the group project goals are not clear enough, i feel like we do ativities each others but do not have a real long term project to work on together.

➢ We need to work together in order to achieve a task, everyone must contribute otherwise we can't complete the goal (just like the helium bar).

➢ in a group, it's important to balance your desire to be heard and your responsibility to listen to others

➢ Most group work is like the helium bar exercise: everyone needs to work equally and pull their weight for the work to be done efficiently.

➢ A group effort and a team effort is different. Observing gives a lot of feedback about why a group can be dysfunctional or successful.

➢ Easier to see things from an outside perspective (observer in the Helium Bar activity). For the rest of the team it was very difficult to see what the actual problem was, but for me that was standing on the outside it was much easier to see

➢ I think we should discuss what each of our ambitions are for the course (within the group). I think this will help us become more coordinated.

➢ Reflect and plan in group. Group project is not clear enough we don't know were we are going

➢ Maybe not super fair that the team leaders have extra class.

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Some Questions from Learning Logs

- Does a natural leader needs to be in the right place in the right time to be a group leader?
- Can you be perfectly at the center between two different behavioural styles? or does it work like MBTI personalities?
- What is the limit where we have to say something is wrong ? Because if we do it too much we do not go forward
- What specific strategies can we use to improve communication and reduce misunderstandings in group projects?
- How we can get along and work together if we really have different characters ??
- Can every behavioral styles lead a team ?
- Based on the group exercises it was easy to identify that communication is the key to success in most situations.
- How do you spot a persons behavioral style? What are the key things you are looking for?
- What can I do not to collide with people with different personalities in a team?
- I don't really understand the final goal of this group work. Also i would like to know how the midterm exam will be.
- What are more activities we can do outside the class as a group?
- Couldn't everyone from the group benefit from the coaching, wouldn't it be fairer ?
- Is the midterm during the class hours? Is there any particular way we should prepare for the midterm?
- When doing self improvement, is writing your insights and newly gained wisdom down important? I feel like the answer is yes, but I am not to sure.
- What are the leaders going to be learning from you and Thibaut. What are some more details about the leadership research you are conducting?
- Do you have any tips on how to help really shy introverts to bond with quite extroverted people
- Why are the categories so restrictive ? I feel like a multifaceted person, I can have a bit of everything?
- why in Susan Cain's video I felt she divided the world into two completely different groups, extroverts and introverts?
- Is it really difficult to treat with someone that is the opposite behavioral style?
- Is the class teaching about team interaction or team engagement?
- For the project, I am not yet sure if the groups need to find their own project theme, like problem statement,
- I was in the middle of to behavioural types, does this mean I choose according to the situation or that I just have a mix of the behaviours?
- as an analyst, how can I involve in a team?
- What would be a good ratio of different personalities to have in a group in order for the group to work seamlessly.
- Which parallels can be drawn between the MBTI and the test we conducted today? And why was my result different with regard to the primary and auxillary functions?
- How to choose team leader in professional environment - we cannot always pick the most ideal person (or he doesnt want to), so how should the selection process should be done?

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Group process around last weeks comments & questions from learning logs

➢ **Groups 3, 6 and 7 to share this time**

Free personality tests (used in research)

➢ **Free Big 5 personality test (used at MIT) https://drj.virtualave.net/IPIP/index.html**

➢ **https://principlesyou.com**

Task assignments for class:

1. Update group 'coat of arms' group in M/Google doc (ready to make 2' presentation to class next week)

2. Read from Moodle:

   a. Gallup state-of-the-global-workplace-2023 report (see your country)

   b. Read The importance of contracting and agreements

   c. Link to the book "The Wisdom of Teams: Creating the High-Performance Organization"

3. Give feedback to each other in the Learning Group

4. Share in your learning group Google Doc in Moodle the reflections from the "Helium Bar" and the Behavioral Styles "Start Stop and Continue"

5. Gather more information about your shared problem and root cause. Which organizations have a stake in this problem?

6. Group of representatives send Andrew their preferred date for the first team coaching session by end of today.

7. Midterm exam => 16th December

Learning Group 1-4

Group #	Learning Group Name	Members names	Group culture, level of Diversity, Mother tongue, culture, MBTI, gender
1	Diplomatic-Detour	Sarra Gharsallah Noam Benazouz Mohamed-Khalil Kiri Mohamed-Dhia Mediouni Xiyao Zhou Ayman Fatich Josef Korkosh	
2	Some-what-diverse	Brice Robert Amandine Dilvy Mathieu Henry Nathan Matelat Anders Furdal Wold Aleš Zapadlo Cannelle PEIXOTO Oda Kristin Gripenberg	
3	7th Spirit	Emma Jolivet Mohamed anis Belhadef Emna Bouguerra Sanda Dhouib Mohamed Douiri Manon Galtier Sofiane Karaouni	
4	Team-Diversity	Rim FAROUDY Ugo CECCONI Álvaro DE CASTRO Lucas DELHOMMEAU Kristian HÅLAND Vojtěch HAŠPL Alireza MOTAMEDIAN, Inka VIITA	

Learning Group 5-8

Group #	Learning Group Name	Members names	Group culture, level of Diversity, Mother tongue, culture, MBTI, gender
5	Feel-Leading	Jeanne Goncalves Simon AUTECHAUD Alexandre Bonan Tuomas Rahkola Jiacheng Wang Xinyu Yang Yoann Eusebi Souha LABIDI	
6	Lead Zeplin	Herman Østengen Efaz AHAMAN ULLAH Alex Argese Aurelien Brun Ana Martinez Gonzalez Njål Svensen Jonas Thalmeier	
7	World-Finest	Louise Labbé GHOFRANE BAROUNI Annie Claesson Shyni HETTIARACHCHI Tarek Saade Lilian VARINOT Juan David Zapata Cruz	
8	Organised-Team	Sander Bakke Mohamed Amine Khediri Zhen Ma Mohamed Ali Msadek Clement RICHARD Aida Teshome Teressa Linda Aström	

Coat of arms

Look at Moodle
Google Docs for each Learning Group

Is there a sense of group identity forming, who are we as a learning group

Update from Rep group?

- 1st co-coaching of representatives group
- What do the Group of representatives want to share with their Learning Groups?
  - What's it like to be a representative of your Learning Group and be part of a new group representing the whole class?
  - New insights
  - New ideas or experiments emerging
  - New actions

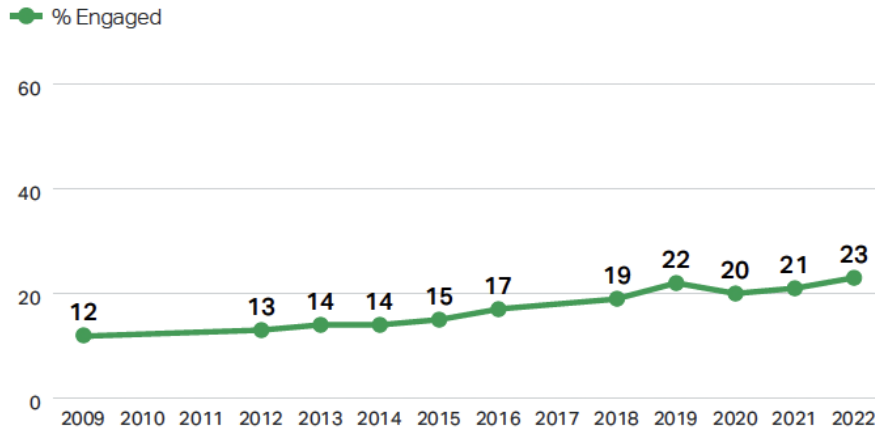# Our common purpose, shared objectives and project for TeamLead

➢ **Developing leadership in engineering schools to increase engagement**

➢ **Exploring plastic pollution problem in France mediterranean, create solutions and vision**

➢ **The purpose of the representative group is to <u>learn team leadership skills</u> with the co-coaches, and <u>share with their learning groups</u> using a ripple down effect**

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Making an experiment - research

- Problem: Low engagement in workplace. Read Gallup study in Moodle (also education institutions)
- Hypothesis: Working in functional groups and teams improves motivation, engagement and quality of learning and development in organisations
- Representatives from each group form a group
- The Representative group is accompanied by co-coaches (Andrew and Thibault) over 6 weeks, 1 hour per week between classes
- The purpose of the representative group is to learn team leadership skills from the co-coaches, experience being a team and share their learning with their groups

1 The percentage of employees thriving at work reached a record high in 2022.
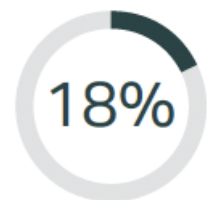
Employee Engagement

─●─ % Engaged

| | 12 | | | 13 | 14 | 14 | 15 | 17 | | 19 | 22 | 20 | 21 | 23 |

2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

2 The majority of the world's employees are "quiet quitting."

23%

Thriving at work
(Engaged)

59%

Quiet quitting
(Not engaged)

18%

Loud quitting
(Actively disengaged)

Reference: Gallup state-of-the-global-workplace-2023
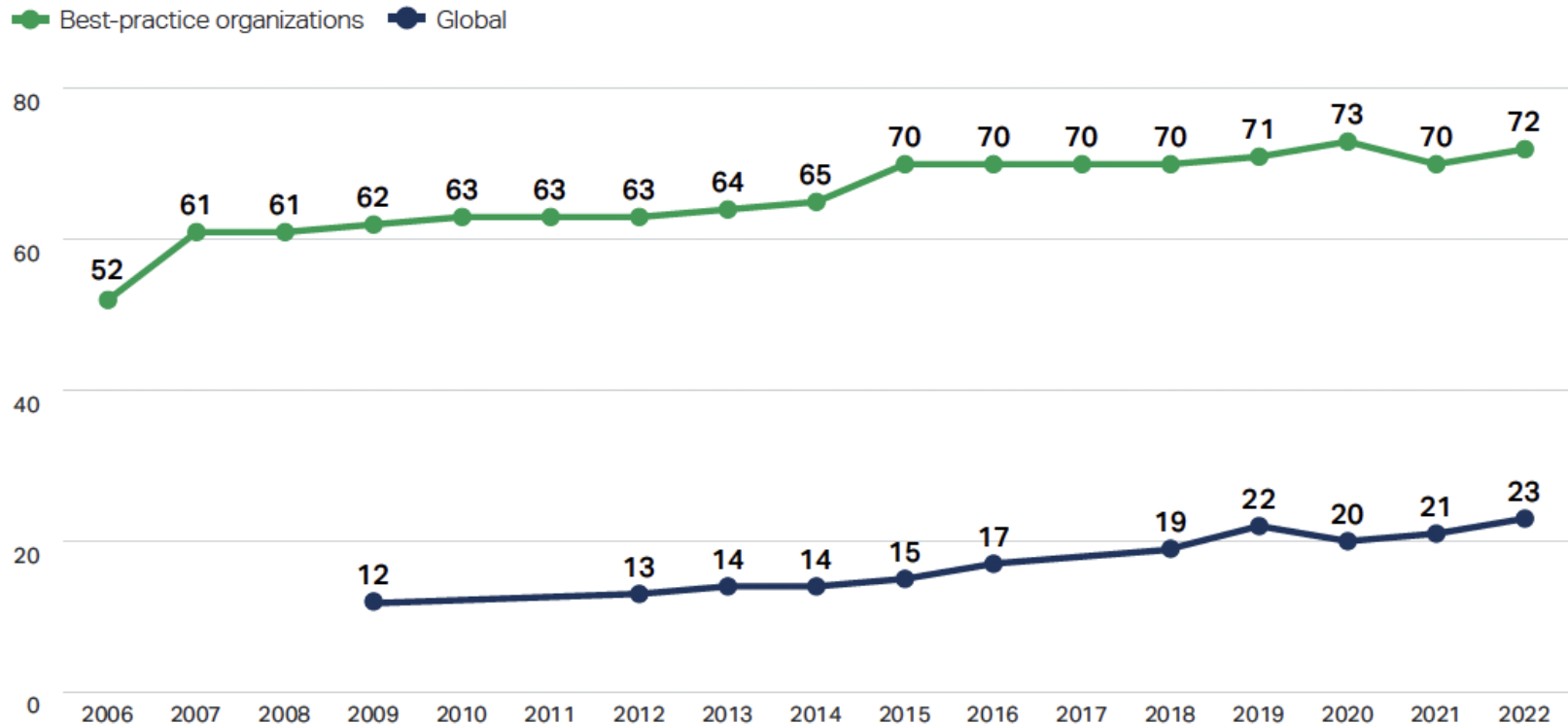
Best Practice organisations have higher employment engagement scores that others. What about engineering schools?

Employee Engagement Trends

% Engaged

Best-practice organizations   Global

Percentages for best-practice organizations are average percentages of engaged employees across annual Gallup Exceptional Workplace Award winners; percentages reflect the year that Gallup collected the winners' engagement data — not the year that Gallup named the award winners.

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Leadership research project

Research approach and methodology

- ➢ **Quantitative: engagement surveys, psychological safety, # completed assignments, % learning logs, PERILL team reports**
- ➢ **Qualitative: Comments and questions from participants during course, evolution, quality of the completed assignments**
- ➢ **Coaching of Representative Group and ripple down effect on Learning Groups**

Data analysis, what is the data telling us?

- – **Difference between initial and final engagement surveys => Participants more/less engaged**
  - • **Representative Group**
  - • **Learning Groups**
- – **Coach observations during team coaching process of Representative Group**
  - • **PERILL surveys on what is working**
  - • **Quality of individual and group development plans**

Findings and results

- – **Patterns, connections and insights. Key moments in the process, 'When gave direct feedback "you are in passive mode, do something"**

Philosophy, conclusions and improvements

- – **Good functioning learning groups and teams do impact engagement**
- – **Coaching for all learning groups**
- – **Action learning project involving faculty, participants and coaches**

Engagement Survey

- ## Anonymous

- ## Answer survey via Learning Group Moodle

  Student engagement is the collective level of intellectual and emotional commitment that students have towards their work, group and class. It is measured empirically by asking students to indicate the extent to which they praise their group to others; perform beyond what is expected of them; persist in the adversity; and perfect what they do.

  1 = Absolutely disagree

  2 = Strongly disagree

  3 = Moderately disagree

  4 = Slightly disagree

  5 = Slightly agree

  6 = Moderately agree

  7 =Strongly agree

  8 = Absolutely agree

- ## Six questions

  - I tell others how great this group is to work for whenever I have the chance (1 - 8)
  - My commitments to this group remains unwavering even when conditions become difficult (1 - 8)
  - I willingly perform above and beyond what is expected of me in my group and TeamLead class (1 - 8)
  - The way I feel about this group motivates me to do everything I can do to make this group and class successful (1 - 8)
  - I continuously seek to improve the way I do things for this group and class (1 - 8)
  - I am motivated to find new and innovative ways of doing things in this group and class (1 - 8)

Qualities of "Horizontal" Leadership

1. Courage with Confronting and making interventions in the process. Stop things that are not working. Start the journey of exploration into the unknown

2. Steering and guiding the creativity, innovation, change and development processes, taking a step together, a continuous process

3. Coaching the learning process; make people see with fresh eyes, open up their hearts and will to change

4. Inspiring with a vision of a better life and world

Horizontal Leadership Qualities Assessment
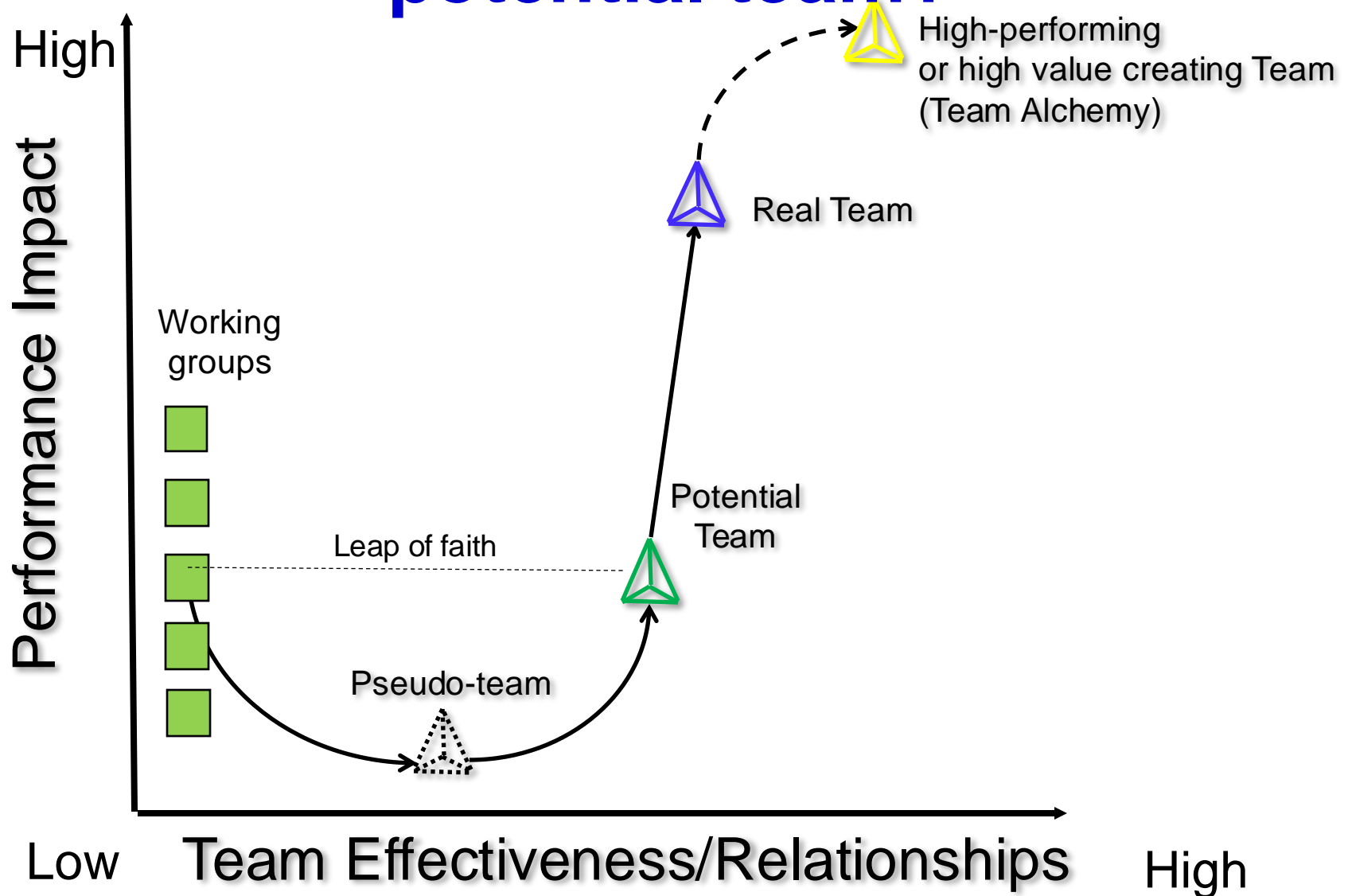

Steering and guiding

Courage with Confronting

Inspiring with a vision

Coaching for learning
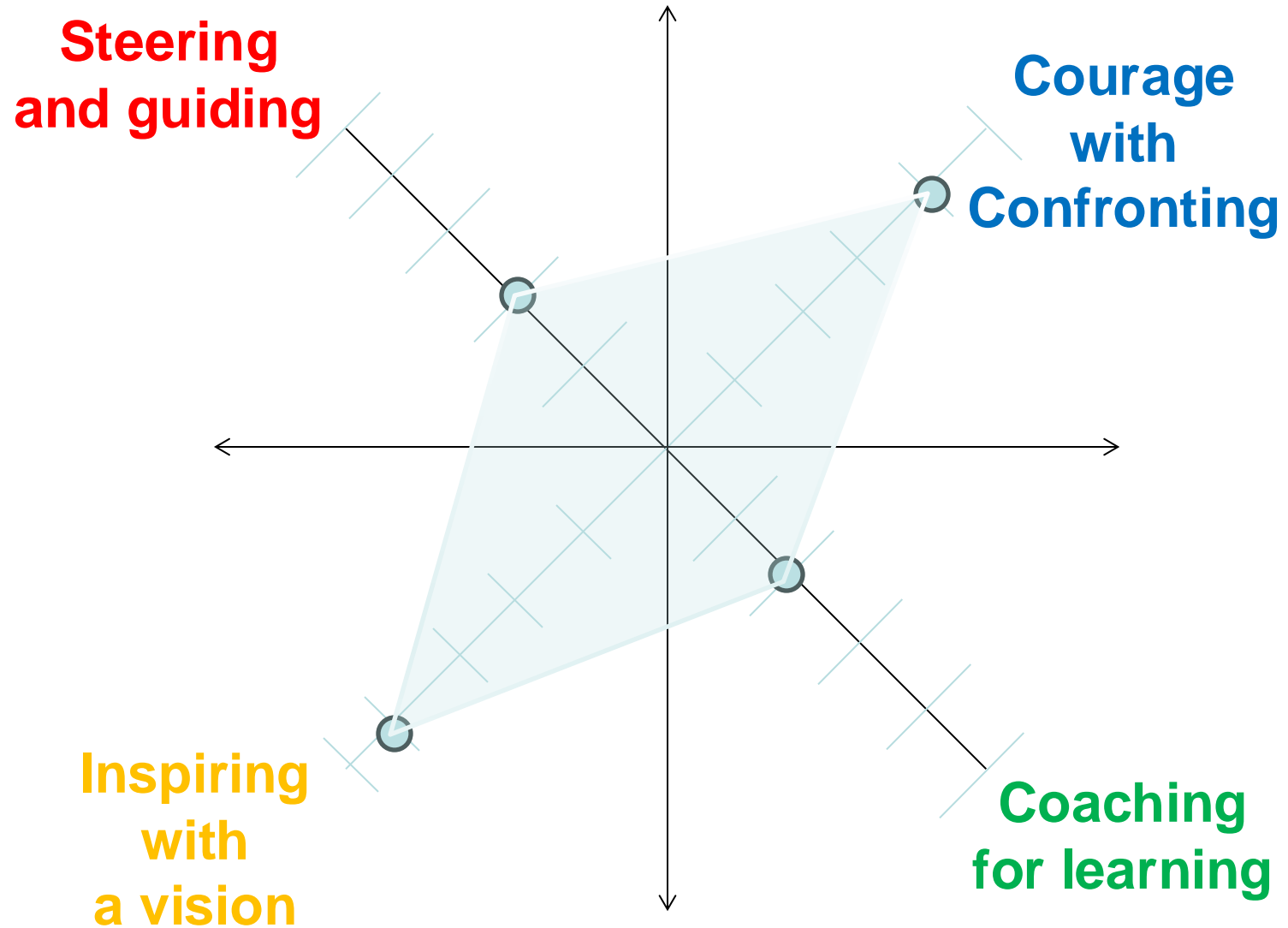
The Rise Of Teams

Are We working in a group or in a potential team?

Source: 'The Wisdom of Teams' 1993 - Katzanbach & Smith

The Postmortem Review
Your Learning Google Doc

➢ **At the end of every team exercise, class or team project, it is important to conduct a postmortem review capturing lessons learned (both positive and negative) and providing former team members with feedback that will contribute to improving their future work.**

➢ **Postmortem reviews are defined by Dingsøyr (2005) as "a collective learning activity which can be organised for projects either when they end a phase (e.g. a class) or are terminated (e.g. end of course). The main motivation is to reflect on what happened in the project in order to improve future practice—for the individuals that have participated in the class, course, project and for the organization as a whole. The physical outcome of a meeting is a postmortem report (your google doc).**
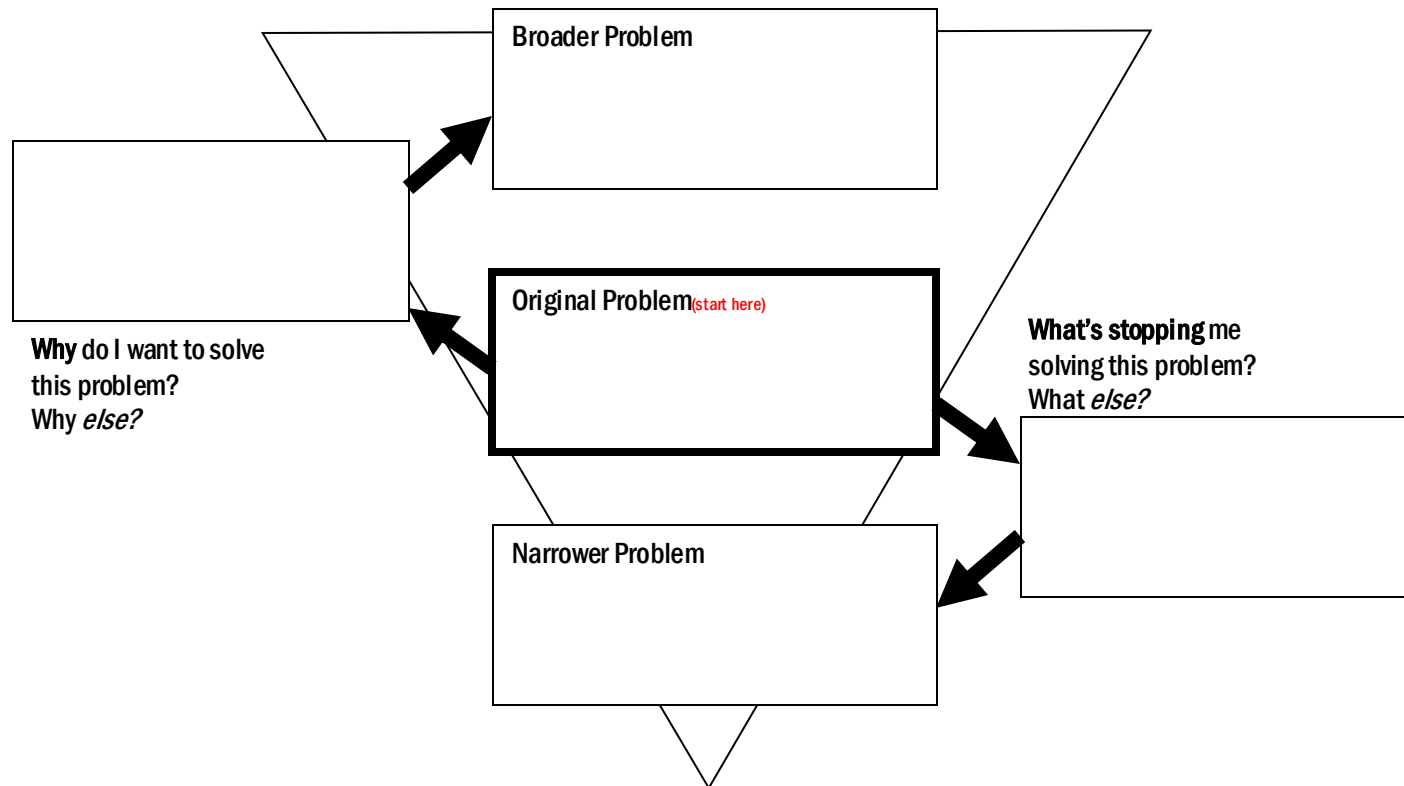
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The Postmortem Review - Case Studies

At **Microsoft**, engineering teams are known to spend up to six months producing extensive postmortem reports that often exceed 100 pages in length. Such reports contain detailed information regarding "what worked well in the last project, what did not work well, and what the group should do to improve in the next project" (Dingsøyr, 2005).

Pixar conducts postmortem reviews after every major project to summarize what worked, what did not, and what the company could do better in the future.

As stated by Pixar cofounder **Ed Catmull in his 2014 bestseller Creativity Inc**: "In general, people are resistant to self-assessment. Companies are bad at it, too. Looking inward, to them, often boils down to this: 'We are successful, so what we are doing must be correct.' Or the converse: 'We failed, so what we did was wrong.' This is shallow. Do not be cowed into missing this opportunity."

Problem definition technique: What Is The Problem? Reframing the original problem gives new insights

Broader Problem

Why do I want to solve this problem? Why *else?*

Original Problem (start here)

What's stopping me solving this problem? What *else?*

Narrower Problem

(NB: procedure may be repeated to broaden or narrow the problem to more levels)
The aim of this sheet is to get you to think about what your problem is, and at which level you are going to try and solve it

Group/Team Agreement Activity

In your group discuss what behaviours you want below and above the line. How will you create a shared understanding and outcome in the group/team? Who is responsible for their behaviours and who is accountable for the group becoming a team?

The antidotes
5 to 1 ratio
Social capital

Accountability	Responsibility

SHARED OUTCOME

SHARED UNDERSTANDING

Curiosity	Compassion	Courage	Mindfulness

Above the line

The 4 horses
- Criticism
- Contempt
- Defensiveness
- Stonewalling

Excuses	Blame	Denial	Avoidance

Below the line

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Model: Shared Outcome (Turner, T. 2014)

A team activity to learn about each others' behavior

Subarctic Survival Exercise

Items	Step 1 Your Individual Ranking	Step 2 The Group's Ranking	Step 3 Survival Expert's Ranking
A magnetic compass			
A 4 liter can of maple syrup			
A sleeping bag per person (arctic type down filled with liner)			
A bottle of water purification tablets			
A 6 meter x 6 meter piece of heavy duty canvas			
13 wood matches in a metal screw top, waterproof container			
75 meters of 6.5 mm braided nylon rope, 23 kg. test			
An operating 4 battery flashlight			
3 pairs of snowshoes			
A 75 cl bottle of Bacardi rum (151 proof)			
Safety razor shaving kit with mirror			
A wind-up alarm clock			
A hand axe			
One aircraft inner tube for a 36 cm wheel (punctured)			
A book entitled *Northern Star Navigation*			

Canadian Para-Rescue Service

Survival

- https://www.youtube.com/watch?v=vtap2a7t3Fs

- https://www.youtube.com/watch?v=WL9cE3xOpxk

Team Review:

- **What was the outcome?**
- **Did we survive as a group?**

Team Reflection (Retro):

- What worked well?
- What do we want to improve next time?

Then, give each other feedback in the group setting

Feedback structure

S — Describe the SITUATION where the observed behavior occurred

B — Describe the person's BEHAVIOR; physical, observable action, words, tone

I — Share with the person the IMPACT of their behavior on you & others present

https://www.ccl.org/articles/leading-effectively-articles/closing-the-gap-between-intent-vs-impact-sbii/
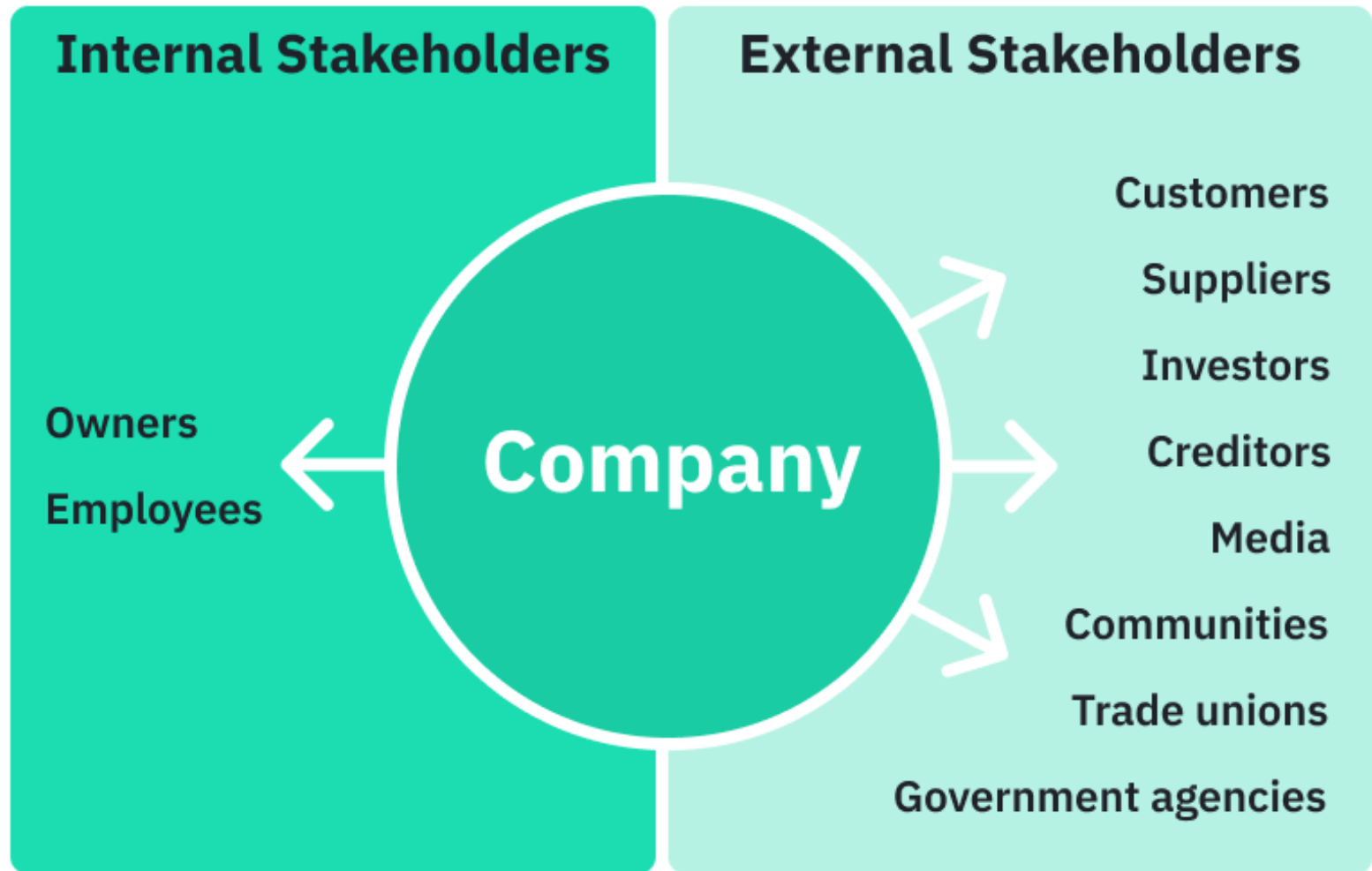
Feedback structure

N — Redefine as something you <u>NEED</u>

R — Make a <u>REQUEST</u> to the other person to do something differently to change the impact

Types of Stakeholders

Internal Stakeholders

Owners

Employees

Company

External Stakeholders

Customers

Suppliers

Investors

Creditors

Media

Communities

Trade unions

Government agencies
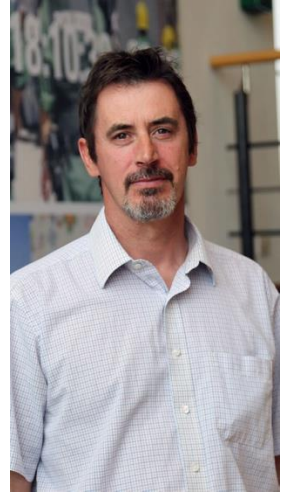
Stakeholders and influencers for your project

- Who is impacted by your project?
- Who has the power to influence your project positively or negatively?

Visit from Robin MacAskill, Director Engineering, Motorola Solutions on 9th December

Education:

BSc Hons Communications and Electronic Engineering (2.1): Napier University Edinburgh, Scotland

Early Career (1988 - 1997):

Began in the engineering field, gaining foundational skills in design, software development, and testing, building upon your engineering degree.

Transitioned to the telecommunications industry, focused on technical roles and taking on leadership responsibilities within a team.

Mid-Career (1997 - 2012):

Moved into project management, taking on key responsibilities for large-scale projects. Leveraged technical knowledge in a practical and customer-facing setting.

Progressed to managing teams and leading the development of complex systems, leadership and team development skills. Engineering background provided a strong foundation for leadership roles.

Gained experience leading large-scale projects with diverse technical requirements.

Expanded leadership responsibilities to manage teams across multiple regions, ability to adapt to different environments and cultures.

Later Career (2012 - Present):

Continued to lead large, complex projects, successfully managed multi-million dollar initiatives and customer relationships.

Took on leadership roles in fast-paced environments, driving the implementation of large-scale technology projects.

Understanding of complex technical systems proved invaluable.

Continued to grow in leadership roles, managing teams across multiple regions and directing large-scale international operations.

Key Takeaways:

Career path - consistent growth in leadership and responsibility, from individual contributor to leading teams and directing large-scale operations.

Demonstrated ability to adapt to different environments and challenges, moving from technical roles to project management and leadership. 38

Leveraged engineering background to succeed in various roles, including project management, leadership, and strategic planning.

Personal User Manual :

The personal user manual is a short document that explains someone's personal values and work style with the goal of shortening the learning curve for new employees and avoiding unnecessary misunderstandings.

Personal User Manual :

Personality or character-based strengths: ENFP, High Openness to experience, Mid Conscientiousness, High Extraversion, High Agreeableness, Mid Neuroticism	**Your goals and aspirations:** Increase Life Enhancing Leadership engagement in engineering schools and high impact (People, Prosperity, Planet) organizations
Values or principles: Love, Respect, Freedom, Truth, Adventure	**What excellence looks like to you:** As a leader being mindful at all moments and manifesting higher Self (character strengths)
What motivates or inspires you: Transforming self, others and the bigger system. New experiences, being in nature with minimal human impact	**Your vision of a great team or team member:** Open, actively listening, asking questions, summarizing for shared understanding and outcomes, challenging, supporting, accountable
Areas of expertise and problems you love solving: Transformational Leadership, creativity, innovation and change. Problems related to climate change, environmental pollution, biodiversity loss, inequity	**Conditions that bring out your best work:** Psychological Safe environment, non directed, autonomy, mastery and clear sense of purpose
Your work or leadership style: Collaborative, participative, influencing, strategic, exploring, architecting new systems/processes, coaching and championing change	**Your pet peeves and what upsets or annoys you:** Any sense of injustice and use of power to coerce or manipulate others. Not listening. No empathy, disrespect, win-loose mentality, apathy, freeloading team members
What others might misunderstand about you: I do appreciate beauty and excellence.	**What causes you stress:** Given a task and I don't have the capabilities or time to develop them. Too much details and short deadlines
How you prefer to communicate and be communicated with: Informal, friendly, empathetic, appraising, aligning on the problem, exploring solutions	**How to gain, keep, or lose your trust:** Gain => Integrity Do what you say and Empathy. Lose => Always excuses, blaming, hiding
How others can help or support your work: Checking in => how can I help you? What do you need?	**Areas of interest or projects you would love to join:** Anything to do with Sustainable Development Goals SDGs, Life Enhancing Leadership
How and/or when you like to help others: Providing coaching and mentoring to leaders, their teams and organizations	**Hobbies or creative talents:** Alpinism, hiking, tennis, snorkeling, travelling to different countries and learning about their cultures, looking at art and architecture
Meaningful quotes: Carl Jung: "Until you make the unconscious conscious, it will direct your life and you will call it fate."	**Something you do outside of work:** Snorkeling with my wife

https://www.linkedin.com/pulse/20140106124338-35894743-what-if-you-had-to-write-a-user-manual-about-your-leadership-style and https://www.linkedin.com/pulse/leaders-need-user-manuals-what-i-learned-writing-mine-abby-falik/ /

Group Tasks for next class:

1. Update your Groups Moodle/Google Doc
    a) Group reflection after class – what did we learn?
    b) 'Group / team agreement
    c) Personal User Manual for each group member
2. Complete engagement survey in Moodle
3. Complete subarctic survival excel in Moodle
4. Look at SBI – NR tool for feedback
5. Find out about your stakeholder, who are they, contact details, gather information
6. Group of representatives ready to share their learning from the 2nd coaching session

Learning Log

Leading or facilitating the team's work? 1/3

- **Leadership may be:**
  - ➤ **Formal authority**
    – assigned to that role by the organization
  - ➤ **Assumed authority**
    – assumed by an individual, with tacit agreement (=passive response) by the team
  - ➤ **Agreed authority**
    – suggested by the team, and agreed by the individual, often because of some specific technical or other skill of the individual

Leading or facilitating the team's work? 2/3

- **Facilitation:**
  - ➤ **What is facilitation?**
    "**The act of making something easier.** In group work, the *facilitator* works with a group of people to help them have a *conversation*, come to *agreement*, or *plan* for the future. In general the facilitator acts as a trusted and _neutral_ outside voice, making decisions about the _process_ the group goes through but *allowing the group to focus on and control the _content_* of the discussion. The facilitator is a *gentle guide*, making it *easier* for the group to have that discussion." (source: ICA)

Leading or facilitating the team's work? 2/3

- **Facilitation:**
  - ➢ **Who chooses the facilitator?**
    - ✓ **Often the group, usually for that day or that meeting, and on a rotating basis**
    - ✓ **Sometimes by the organization**
  - ➢ **What does a facilitator do:**
    - ✓ **Identifies the needs & expectations of the group**
    - ✓ **Treats people equally, stays neutral**
    - ✓ **Creates an open & trusting atmosphere**
    - ✓ **Helps keep things on track towards outcome**
    - ✓ **Listens carefully, make participants the center of attention, promotes dialogue**
    - ✓ **Takes careful notes of what the group decides**

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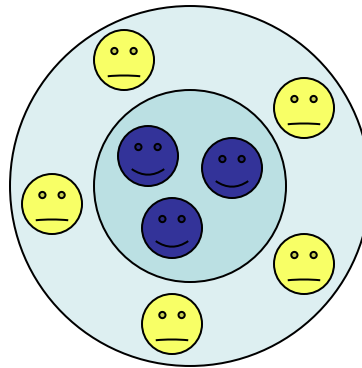# THE INNER AND OUTER CIRCLE OF GROUPS

In most meetings an inner circle will dominate most of the free discussion.
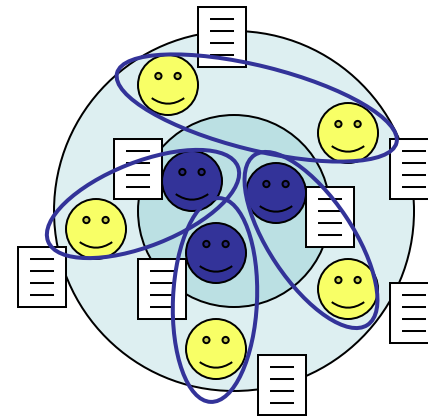
In the centre:

Boss, expert, extravert, people who think by talking and like to talk, people who know each other well

Outside:

Junior, introvert (do their best thinking in inner world, in quiet), people (who feel they are) in wrong meeting, maybe newcomers

O Own thinking list
P Pair's thoughts
E Explaining to group

The easiest way to break this structure is to use the first steps in the OPERA-process: