

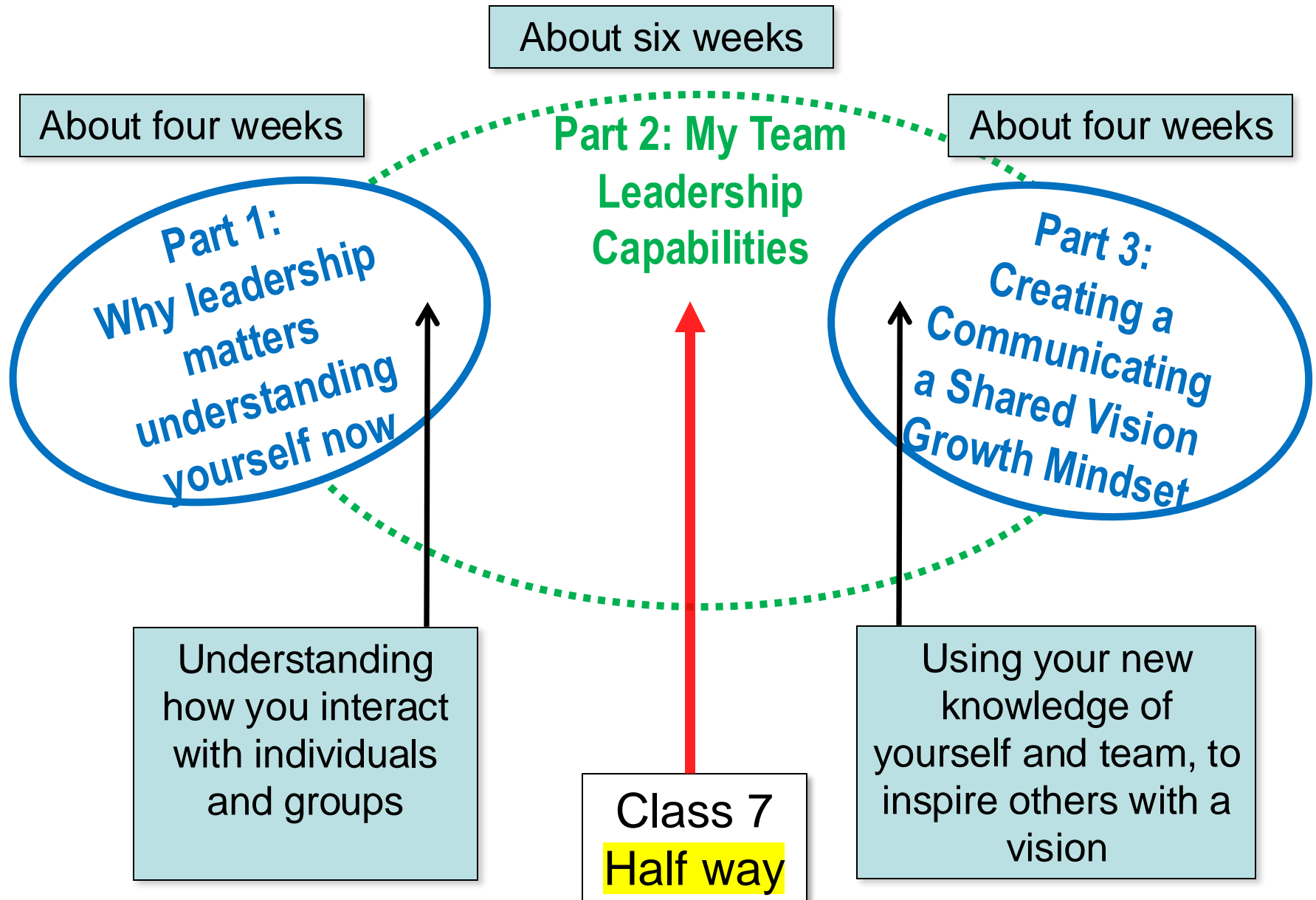
A photograph of four diverse individuals (two men and two women) standing outdoors in a grassy park area with trees in the background. They are all smiling and looking towards the camera. The person on the far left is a man with dark hair wearing a red t-shirt. The second person is a woman with dark hair wearing a dark blue t-shirt. The third person is a woman with a large, voluminous black afro hairstyle wearing a red t-shirt. The person on the far right is a man with a beard and short hair wearing a dark blue t-shirt. Overlaid on the image is the text 'Personal Development & Team Leadership' in a large, white, bold font. The letters 'T' and 'M' are stylized with large, colorful geometric shapes (yellow and orange for 'T', blue and pink for 'M') behind them.

# Personal Development & Team Leadership

Prof: Andrew PRIOR

***Class 7: Afternoon-25-Nov-2024***

# Course structure



# What we did last time?

- Difference between groups and teams
- Importance of an agreement that creates shared understanding
- Update on our experiment, problem of engagement, “leap of Faith” from groups to teams. Ripple down effect. Does coaching Group of Reps have any impact of the leadership skills of the Learning Groups?
- Team agreement, behaviors for keeping on track
- Team building activity – Subarctic survival
- Group review of outcome. Did we survive?
- Group reflection. What’s working? What’s not?
- SBI-NR feedback tool
- Stakeholders? Who and What are they? (Learning Group and Rep Group activities)
- Personal User Manual
- Tasks to complete before next
- Learning Log

# Intention today

- Recap, where are we on the journey and tasks?
- Update from Rep. group and coaching session
- Team building activity – Find the Zebra
- Group review of outcome
- Group reflection. What's working? What's not?
- Giving and receiving feedback
- ABC of team leadership: **A**lways **B**e **C**ontracting
- Identifying key stakeholders and mapping
- Creativity and idea generation
- Tasks to complete before next
- Learning Log



# Some Comments from Learning Logs

- It was fun the survival activity, but the beginning of the course was slow
- I often feel that the groups have no purpose and we do not have enough to talk to - when we were solving the survival problem, the group dynamic worked very well. However especially in the beginning there isn't really that much to do and talking just about the weekend is not really that interesting.
- Good communication and discussion can play an important role on the survival of a group.
- A bit more time for reflection and deeper discussions would enhance the learning experience
- I plan to approach teamwork with a more collaborative mindset, placing greater emphasis on open communication and shared accountability.
- Communicate more with my team , make more efforts to make everything better , I want to make more efforts into making our group , a team.
- I feel that for many of us it is hard to feel really implicated in the group since we don't have concrete work to do.
- It begins to be a little redundant, i feel that we just keeps on repeating things over and over, even if the activities can be fun i don't know what we are supposed to do in this course anymore.
- I hope my group and I will be able to create a good agreement which will help solve some issues we have. I'd like for us to become a team, so I plan to work towards that goal.
- For the captain log I feel like I respond every time the same and I'm wondering if it is Normal or not.
- I think the time for the agreement activity was really too short.
- I plan to improve my active listening skills during group discussions to better understand different perspectives before responding.
- I will create an environment that will help others to excel

# Some Questions from Learning Logs

- How can we ensure that quieter members feel empowered to contribute? Empower them by asking for their input, ideas, decisions
- What role does a supervisor play in enhancing team dynamics, and how do we decide when supervision is necessary? Supervisors coach the team coaches when they feel stuck
- What can we change in our everyday life to feel more as a team member Reflect on inertial future as a team member and ideal future. What is the gap? What behavior will you STOP, START, MAINTAIN
- Do you believe it is better to focus on enhancing your dominant behavior/strengths or prioritize developing weaker areas/behaviors? Strengths
- What additional team-building exercises could help us further improve communication and collaboration?
- What is the best way to switch from a group to a team? Trust each other
- What are the pillars of a high performance team. How to form one? How can we ensure that every group member feels equally valued since we have different personalities? See team coaching models from Lencioni, Hawkins and Clutterbuck
- What are the main skills for you as a coach inside a team ? Mindfulness, Active Listening, Questioning
- Could you please introduce us some team lead and management books or more YouTube channels
- How can I as a group leader increase engagement and curiosity surrounding the course work. Be engaged yourself
- Would you like to give us a document with instructions related to the midterm exams? Not really
- How to convince a team being calm and constructive? As a team leader be calm and constructive
- Why does the performance of the team decrease first on the journey from a Working Group to a proper Team? Because they think they are a team but they are a group which doesn't invest in improving
- Do introverts and extroverts actually exist? No-one is only an extrovert or introvert, unless you're insane I feel like there are some cases from both ends but I feel like 90% of people just fall into the middle space where they either act introvert or extrovert depending on the context.
- How to persuade someone when you really, really know that he is incorrect, but will not budge on his opinion? What is the best approach? Share what your own perceptions, feelings and thoughts respectfully
- How can I re-engage a partner that is not interested in a specific exercise? Ask them what they need to be engaged

# **Task assignments for 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. Read article “Building the Emotional Intelligence of Groups”**
- 6. Find out about your stakeholders, who are they, contact details, gather information**
- 7. Group of representatives ready to share their learning from the 2<sup>nd</sup> coaching session**

# 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



Above the line

The 4 horses

- Criticism
- Contempt
- Defensiveness
- Stonewalling

Below the line



# Personal User Manual :

<b>Personality or character-based strengths:</b> ENFP, High Openness to experience, Mid Conscientiousness, High Extraversion, High Agreeableness, Mid Neuroticism	<b>Your goals and aspirations:</b> Increase Life Enhancing Leadership engagement in engineering schools and high impact (People, Prosperity, Planet) organizations
<b>Values or principles:</b> Love, Respect, Freedom, Truth, Adventure	<b>What excellence looks like to you:</b> As a leader being mindful at all moments and manifesting higher Self (character strengths)
<b>What motivates or inspires you:</b> Transforming self, others and the bigger system. New experiences, being in nature with minimal human impact	<b>Your vision of a great team or team member:</b> Open, actively listening, asking questions, summarizing for shared understanding and outcomes, challenging, supporting, accountable
<b>Areas of expertise and problems you love solving:</b> Transformational Leadership, creativity, innovation and change. Problems related to climate change, environmental pollution, biodiversity loss, inequity	<b>Conditions that bring out your best work:</b> Psychological Safe environment, non directed, autonomy, mastery and clear sense of purpose
<b>Your work or leadership style:</b> Collaborative, participative, influencing, strategic, exploring, architecting new systems/processes, coaching and championing change	<b>Your pet peeves and what upsets or annoys you:</b> 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
<b>What others might misunderstand about you:</b> I do appreciate beauty and excellence.	<b>What causes you stress:</b> Given a task and I don't have the capabilities or time to develop them. Too much details and short deadlines
<b>How you prefer to communicate and be communicated with:</b> Informal, friendly, empathetic, appraising, aligning on the problem, exploring solutions	<b>How to gain, keep, or lose your trust:</b> Gain => Integrity Do what you say and Empathy. Lose => Always excuses, blaming, hiding
<b>How others can help or support your work:</b> Checking in => how can I help you? What do you need?	<b>Areas of interest or projects you would love to join:</b> Anything to do with Sustainable Development Goals SDGs, Life Enhancing Leadership
<b>How and/or when you like to help others:</b> Providing coaching and mentoring to leaders, their teams and organizations	<b>Hobbies or creative talents:</b> Alpinism, hiking, tennis, snorkeling, travelling to different countries and learning about their cultures, looking at art and architecture
<b>Meaningful quotes:</b> Carl Jung: "Until you make the unconscious conscious, it will direct your life and you will call it fate."	<b>Something you do outside of work:</b> Snorkeling with my wife

**A team building  
activity to learn more  
about ourselves, each  
other and the  
functioning of our  
group.**

**Who owns the Zebra?**  
**Team building activity**  
**40 minutes max!**  
**Instructions in Class Moodle**



# 10' Review Group Outcomes

Group	Answer	Time	Rank
			1
			2
			3
			3

## **20' Group Reflection (Retrospective):**

- What worked well (positive impact)?**
- What didn't work well (negative impact)?**
- What do we want to improve next time?**
- What did we learn as a group?**

**Give each other feedback in the group setting**



# Team Coaching Model

## Lencioni

### High Performing Team

- motivated, stable, performant
- focused on team results
- poor performers are managed
- same standard for everyone
- take ownership
- clear objectives and priorities
- buy-in from team
- highly engaged members
- have healthy team debates
- develop solutions together
- challenge poor behavior
- safe env to speak up
- ask for help
- leverage strengths



### Dysfunctional Team

- inadequate performance and results
- focused on own results, not the team
- high turnover rate
- missed deadlines and key deliverables
- lack of ownership
- ambiguous direction and priorities
- revisits discussion again and again
- half-hearted commitments
- avoid problems and people
- don't confront issues, behaviors
- hesitate to ask for help
- hold grudges
- conceal weaknesses

<https://www.amazon.com/-/es/Five-Dysfunctions-Team-Leadership-Anniversary/dp/0787960756>

# THE TRUST EQUATION



THEY KNOW  
THEIR STUFF



THEY ALWAYS  
DELIVER

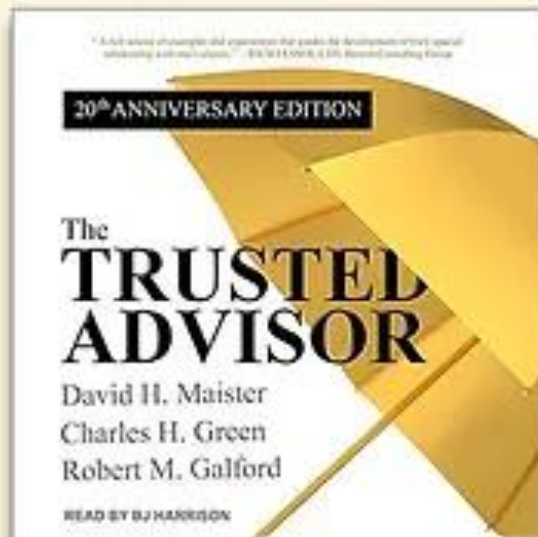


I FEEL SAFE  
WITH THEM

$$\text{TRUST} = \frac{\text{C} + \text{R} + \text{I}}{\text{S}}$$

CREDIBILITY      RELIABILITY      INTIMACY

S  
SELF-ORIENTATION



ARE THEY FOCUSED  
ON MY INTERESTS  
OR THEIRS

<https://trustedadvisor.com/why-trust-matters/understanding-trust/understanding-the-trust-equation>

# 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 NEED

R

Make a REQUEST to the other person to do something differently to change the impact

# Stakeholders and influencers mapping

## STAKEHOLDER MAPPING

① WHO IS THE TEAM?

② List INTERNAL Stakeholders (WITHIN THE ORGANISATION)

③ List EXTERNAL Stakeholders (OUTSIDE THE ORGANISATION)

## ON THE WALL - CREATE A MAP

AGREE ON DISTANCE/PROXIMITY TO THE TEAM RELATIONSHIP

TEAM PLACE AT THE CENTRE

DOTTED LINES --- LESS CONNECTED OR INDIRECT  
Straight LINES — CLOSELY CONNECTED  
THICKER FOR STRENGTH OF CONNECTION

ARROWS INDICATE DIRECTION OF INFLUENCE

← → ↔

MORE ARROWS FOR MORE INFLUENCE

⚡ Indicates conflict

⚡ - lightning means power

⊕ means pain

☁ cloud means pressure

## STEP BACK FROM THE MAP AND DISCUSS

WHAT ARE WE SEEING?  
OR LEARNING?

WHAT ARE THE CONVERSATIONS  
OUR KEY STAKEHOLDERS WOULD  
WANT US TO HAVE?

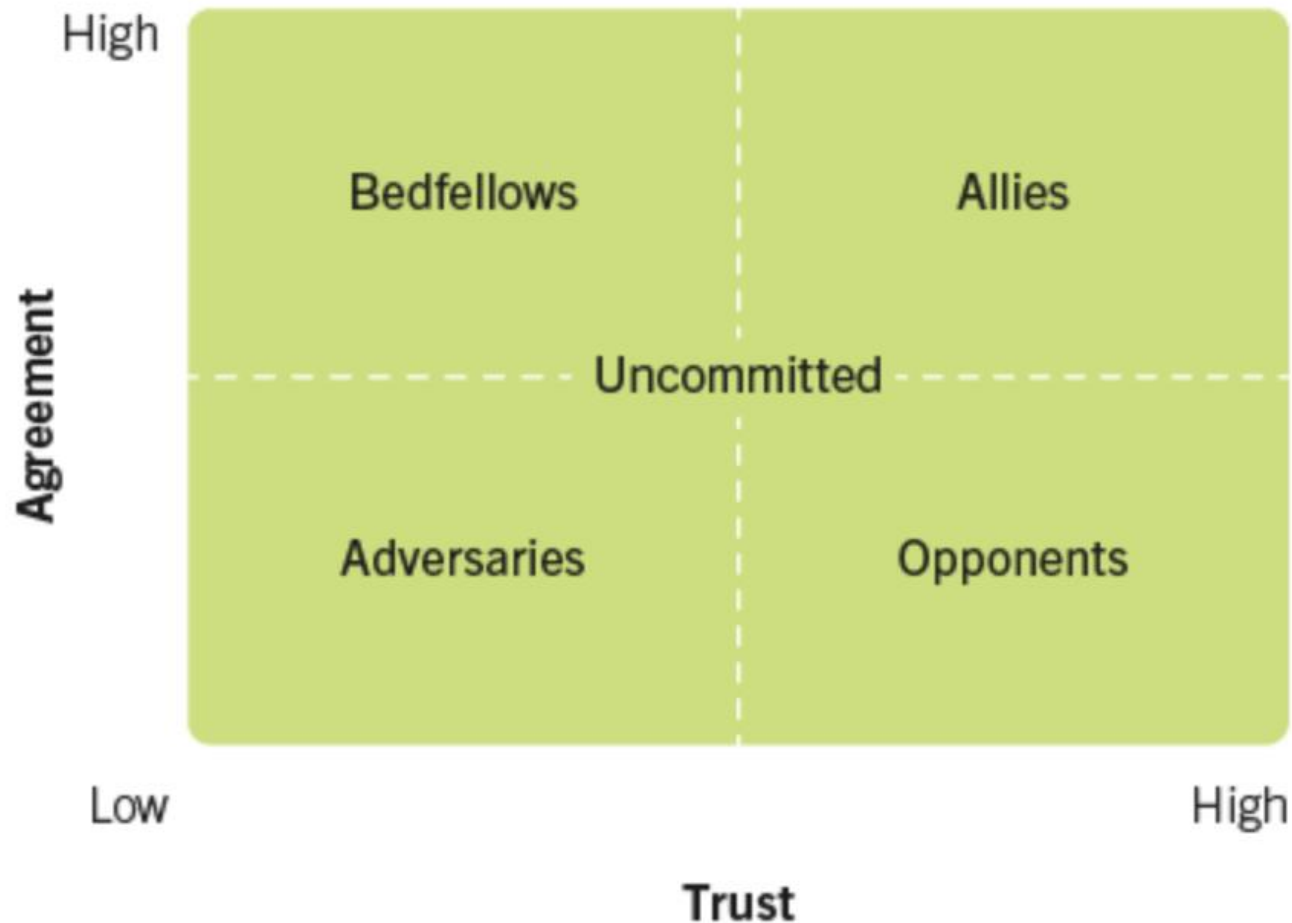
WHAT ARE THE MOST IMPORTANT  
CONVERSATIONS FOR OUR  
TEAM TO HAVE?



# Identify 8 stakeholders for your mapping



# Mapping our stakeholders



Adapted from: Block, 2016

# Learning Group 1-4

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

# 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 Teresa Linda Aström	

# Creativity techniques

**Osborn's method:** Osborn claimed that two principles contribute to "ideative efficacy," these being:

- Defer judgment
- Reach for quantity

Following these two principles were his four general rules of brainstorming, established with intention to: reduce social inhibitions among group members, stimulate idea generation and increase overall creativity of the group.

## Four rules

- 1. Go for quantity:** This rule is a way of enhancing divergent production, aiming at facilitation of problem solution through the maxim *quantity breeds quality*. The assumption is that the greater the number of ideas generated the bigger the chance of producing a radical and effective solution.
- 2. Withhold criticism:** In brainstorming, [criticism](#) of ideas generated should be put 'on hold'. Instead, participants should focus on extending or adding to ideas, reserving criticism for a later 'critical stage' of the process. By suspending judgment, participants will feel free to generate unusual ideas.
- 3. Welcome wild ideas:** To get a good long list of suggestions, wild ideas are encouraged. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking might give better solutions.
- 4. Combine and improve ideas:** As suggested by the slogan "1+1=3". It is believed to stimulate the building of ideas by a process of [association](#).



# **Group tasks for next class:**

- 1. Update your Groups Moodle/Google Doc**
  - a) Group reflection after class – what did we learn?  
Insights from “Find the Zebra” activity in Moodle,  
stakeholder mapping and using creativity techniques**
- 2. As a Learning Group contact and organize a meeting (in person or remotely) with your selected key stakeholder with the objective to gather information about how they perceive and feel about the problem and their thoughts/expectations on solving it**
- 3. Watch Lencioni video: Are you an ideal team player**
- 4. Read article How Pixar Fosters Collective Creativity**
- 5. Watch Amy Edmondson video on the importance of psychological safety**
- 6. Group of representatives ready to share their learning from the 3rd coaching session**

# Podcasts

**The Diary Of A CEO**

**<https://stevenbartlett.com/doac/>**

**The Diary Of A CEO Episodes**

**<https://www.youtube.com/playlist?list=PL22egh3ok4cP0T7UZRmP6TMLErZYWMN-I>**

**Yuval Noah Harari: An Urgent Warning They Hope You Ignore. More War Is Coming!**

**[https://www.youtube.com/watch?v=UzOJiqN\\_DpM](https://www.youtube.com/watch?v=UzOJiqN_DpM)**

**Your daily dose of optimism**

**<https://goodnews.eu/en/?cn-reloaded=1>**

# Learning Log

# Reference materials

# Four Horsemen of the Apocalypse





# Four Horsemen of the Apocalypse

1. Criticism (judging based on merits or faults)
2. Contempt (expression of disrespect)
3. Defensiveness (playing victim)
4. and Stonewalling (avoiding conflict)

<https://www.gottman.com/blog/the-four-horsemen-recognizing-criticism-contempt-defensiveness-and-stonewalling/>

# Four Horsemen Activity

In your you have been given one of the 4 horseman behaviours

10' to prepare a mini “play” of 2' to act out the behaviour of the horseman

Other groups observe and give feedback on what horseman they think it is.

# THE FOUR HORSEMEN

## AND HOW TO STOP THEM WITH THEIR ANTIDOTES

### CRITICISM

Verbally attacking personality or character.



### CONTEMPT

Attacking sense of self with an intent to insult or abuse.



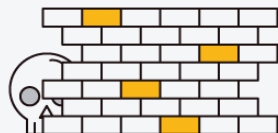
### DEFENSIVENESS

Victimizing yourself to ward off a perceived attack and reverse the blame.



### STONEWALLING

Withdrawing to avoid conflict and convey disapproval, distance, and separation.



### GENTLE START UP

Talk about your feelings using "I" statements and express a positive need.



### BUILD CULTURE OF APPRECIATION

Remind yourself of your partner's positive qualities and find gratitude for positive actions.



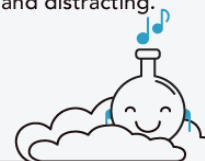
### TAKE RESPONSIBILITY

Accept your partner's perspective and offer an apology for any wrongdoing.



### PHYSIOLOGICAL SELF-SOOTHING

Take a break and spend that time doing something soothing and distracting.



# Mindfulness Activity

- ??

# **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

