Personal Development & Team Leadership

Prof: Andrew PRIOR

Class 12: Morning-13-Jan-2025

Course structure

About six weeks

About four weeks

About four weeks

Part 2: My Team Leadership Capabilities

Part 1: Why leadership matters understanding yourself now

Part 3: Creating & Communicating a Shared Vision Growth Mindset

Understanding how you interact with individuals and groups

Class 12

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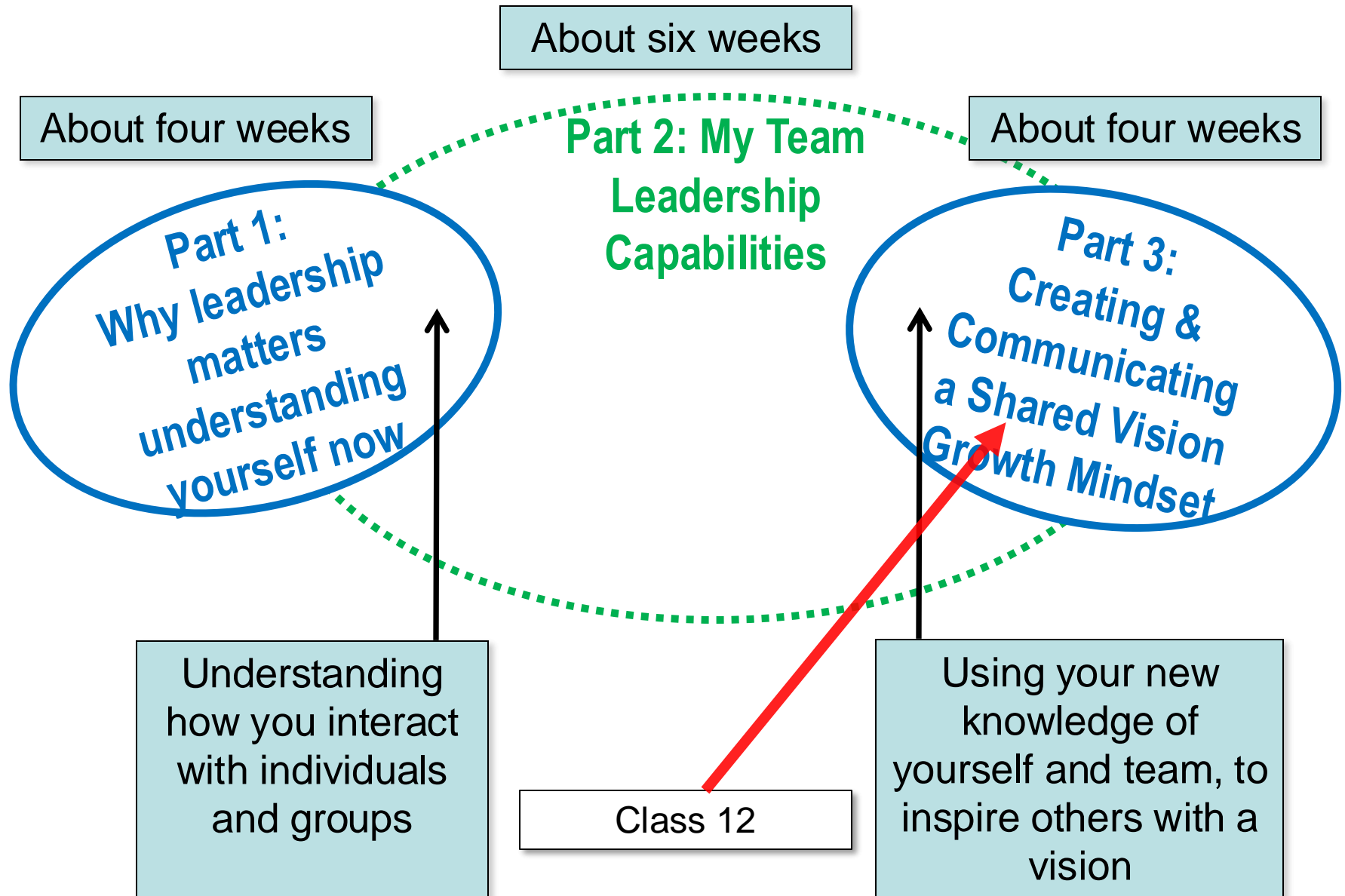
What we did last time?

➢ **Reflect on the red thread from last weeks class. What did we learn? Update from representatives from coaching.**

➢ **Group tasks from last time (Strengths autobiography & PERILL)**

➢ **Presenting the Impact project GRPXPO x 2**

➢ **Are we in PERILL? Exploring your team reports, the good, bad and the intriguing**

➢ **Strengths biography – analysing and sharing what the data makes you more aware of in terms of your motivations, values, strengths and skills**

➢ **Review group tasks**

➢ **Group tasks for next class**

➢ **Captain's logs**

Intention today

- Reflect on the red thread from last weeks class. What did we learn? Update from representatives from coaching.
- Group tasks from last time (its autobiography & PERILL)
- Visit from Robin MacAskill, Director Engineering, Motorola Solutions
  - What is leadership and its role in business
  - Values alignment and relevance
- Group activity
  - Are we in PERILL? Exploring your team reports, the good, bad and the intriguing
  - Stakeholders and seeing human systems
  - Strengths biography – Your leadership behaviors and character strengths
- Review group tasks
- Group tasks for next class
- Captain's logs

Groups interested in PERILL diagnostic

Group	Interested	Doing	Reports Done
1. Diplomatic-Detour	Yes	8/8	Updated on Moodle
2. Somewhat-diverse	Yes	8/8	Same on Moodle
3. 7th Spirit	Yes	7/7	Updated on Moodle
4. Team-Diversity	Yes	7/8	
5. Feel-Leading	Yes	6/8	
6. Lead Zeplin	Yes	6/7	
7. World-Finest	Yes	7/7	
8. Organised-Team	Yes	6/6	Updated on Moodle
Group of representatives	**?**	**9/9**	sent via WhatsApp

Some Comments from Captain's Logs 1/3

➢ I think we all maybe understand our stakeholder and objectives even better after working on the poster, and discussing amongst ourselves what to write and so on. The results form the PERILL on the strongest and weakest points were quite intuitive I guess, about what I would have thought. However I saw the variance on many points were quite large, which is something to reflect on and talk about in our group.

➢ Very interesting listening to all the other groups, about their stakeholder and objectives and what they've done.

➢ Key lessons learned included the value of clear planning, effective communication, and fostering psychological safety in teams. Students recognized that smaller, well-organized groups tend to perform better and that failure can serve as a foundation for growth. Aligning shared values and offering constructive feedback were seen as essential for building cohesive and productive teams.

➢ It was very nice to see how other people see this problem of plastic pollution. We all think differently and it is good to know their opinion and solution on the subject.

➢ It is important to seek for a common goal in order to go further in a project, same here with the stakeholders.

➢ Its nice to get out from our comfort zone and work with other groups, we should do that more often. Today's session was very nice and productive , the group mixing and everything , it was very dynamic, we should do that more often.

➢ Having the insight and view of other teams is good in order to upgrade our posters.

➢ In the end, after reading and understanding all the different presentations, we came to the conclusion that no single solution solved all of the problems of our stakeholders, however, the combination of several of them may be an actually feasible and may constitute a good solution.

➢ I think it is not totally clear what we have to do for each class, for example, during the holidays several groups did the poster online with canva and made the presentations that we were supposed to do today, but in the end we only had to had taken notes on how to do them today.

➢ I think that people are more invested when we do littles activities that does not necessary have a link with our project. When we have to talk about the project, people seem kind of bored.

➢ all the groups had relatively similar solutions but they were complementary. for example, our team's solution was to gather and recycle fishing nets and other plastics in the sea, but we hadn't thought of how exactly we would collect the plastics, and that was answered by the AI robot from another group. we noticed that a lot of groups had similar ideas about spreading awareness

➢ i would make sure to clarify with the professor if we understood assignments properly because i spent time making 2 presentations (one about our stakeholder and he other about how the future would look if the pollution problem was fixed) but we ended up not presenting them in class.

Some Comments from Captain's Logs 2/3

➢ When working in a big group, start with giving everyone a task or something specific to work on so that no one gets lost and just stops working.

➢ It's nice to let people express their creativity! I like it when we get an opportunity to show what we're good at other than just coding, like when we did the little plays or when we draw stuff

➢ I liked this session it was more fun and dynamic, the mixing the teams up is very good and efficient I think to get to know what others are doing and to get everybody involved. I learned that is very good to get feedback from others, it helped me to have a different perspective about the work we did as a group. Also, I think it was good to represent the group in front of others.

➢ In my team we forgot to add our common goal on the poster.

➢ It is very difficult to solve a problem for big organizations, especially when they do not respond.

➢ For the "homeworks" it would be helpful to have a post on Moodle or something. It is quite easy to forget them when they are only at the end of the slides.

➢ The GRPXPO was great for seeing how others groups have attacked the problem. It was interesting to see their solutions, and also how we could include that in our own solution.

➢ Being more serious in the project because I now understand much more

➢ It was a really interesting technique, even if it's a bit long. The mixing part especially was really efficient I think, and the comments were really interesting and helpful.

➢ We learned how feedback can make our work better. Sharing ideas and hearing different opinions gave us new ways to improve our posters. Accepting feedbacks from other people.

➢ 1. Collaboration is Key: • Working in teams allowed for diverse perspectives, making the ideas richer and more robust. 2. Constructive Feedback Enhances Quality: • Receiving and giving feedback helped identify blind spots and improve the overall project outcomes. 3. Clear Communication Matters: • The effectiveness of the posters relied on clarity and simplicity, reinforcing the importance of good design and presentation skills. 4. Evaluation Builds Critical Thinking: • Scoring other teams' ideas encouraged analytical thinking and fair judgment. 5. Teamwork Across Teams: • The "team of teams" format demonstrated how collaboration extends beyond individual groups to achieve a collective goal.

➢ how to structure the ideas better visually. a visual element is important.

➢ The vision we are presented with is very Europeocentric and I think there is a lack of diversity from the resources of what we learned.

Some Comments from Captain's Logs 3/3

➢ I would appreciate more specific and constructive feedback during exercises.

➢ It was interesting to see others groups idea and how they work inside their group, their core values, strengths, etc.

➢ I did learn that we all are different and we are here to learn from each other

➢ I learned that it is easy to get tunnel visioned on a project, and getting outside input can be very valuable to develop an idea. Seek outside council when developing an idea.

➢ I think I got a better grasp of stakeholders and different aspects of the task of both our own and others.

➢ I am happy with this approach in learning and would like things to continue like this.

➢ That most stakeholders actually have similar interests, needs and fears. And it seems like most stakeholders barely answer.

➢ I learned that it is hard to represent our stakeholder and to identify what's missing on others

➢ From this activity, I learned how to collaborate effectively in a group to create a poster, analyze and evaluate others' work critically, and provide constructive feedback using clear criteria, enhancing both my teamwork and evaluation skills.

➢ I would love to go deeper into how you can integrate different teams to find an integrated solution.

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Some Questions from Captain's Logs (1/3)

- **Is the communication the only factor that could improve the PERILL survey score?** While communication is a crucial factor in improving PERILL survey scores by enhancing clarity and understanding within a team, it's not the only factor. Leadership, sense of purpose, engagement, trust, psychological safety, clear roles, team cohesion, good processes inside and outside the team and learning all play significant roles in boosting overall team effectiveness.

- **Is PERILL a good tool for every team ?** Yes, the PERILL survey can be a highly effective tool for most teams, as it initiates critical discussions about strengths and areas for development, fostering a better understanding of team dynamics. However, its effectiveness can depend on the specific needs and context of the team.

- **What kind of solution should we bring to our stakeholders?** When crafting a solution for stakeholders, aim for one that not only meets the strategic needs of the organizations but also inspires by clearly aligning with broader goals (substantiable development goals for example) and demonstrating potential impact once the innovation is successful locally and it can be scaled up for global impact. This approach will resonate well with both internal teams and key external stakeholders, driving engagement and support.

- **How did the process of creating and reviewing the posters help your team better understand both your dynamics and your proposed solution to plastic pollution?** Creating and reviewing the posters likely helped clarify the team's understanding of the dynamics and the proposed solution to plastic pollution by visually mapping out ideas and perspectives. This process can enhance communication and ensure alignment among all representatives involved. I believe these participative processes like GRPEXPO are critical for engagement of teams of teams and complex stakeholder networks

- **I would like to know if what we are going to do next, for our project ? What's the finality ?** Considering your project's focus on solutions for plastic pollution, a great next step could be engaging with TechForward, the incubator founded by Edhec, Eurecom, and IMT. This opportunity could provide valuable resources and support to further develop and potentially implement your group's solution concepts within the community. You can find more information here: https://www.edhec.edu/fr/tech-forward. Eqch student will also create a 2' vision video about their team's vision

- **What are the plans for the next sessions?** We will talk with Robin MacAskill about the importance of aligning purpose and values to get the maximum of engagement for teams. The idea of self organising teams and making sure that you feel authentic at work so that you can be yourself with full energy and creativity. Co-create a a class with the teams and professor. Prepare to make a 2' video about your leadership vision. Summarise learning from our journey together

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Some Questions from Captain's Logs (2/3)

- Is there any "rules" for what the posters we made should include. Because now we put up the things we thought were useful, but my gutfeelings says there are some standards that should be followed. Indeed, while creativity is encouraged, your posters should adhere to a few key standards to ensure effectiveness: they should clearly outline the problem, propose a feasible solution, and include evidence or data supporting your approach. This structure helps maintain clarity and focus, aligning with the educational goals and facilitating better understanding and discussion among viewers.

- How can I help maintain motivation in long-term projects? What are practical ways to apply the PERILL model outside the classroom? To sustain motivation in long-term projects, it's beneficial to apply the PERILL model by aligning your project's purpose with personal and team motivations, regularly updating stakeholders through effective external processes, and nurturing strong relationships. Enhance internal processes through strategic planning and prioritization, commit to continuous learning, and exhibit leadership qualities that inspire and guide your team. Each element will help maintain focus and drive across all aspects of the project, creating value for everyone involved.

- How rating by the other members of the different group can affect our work? Agreeing on standards of behaviour and performance before peer evaluations can significantly impact your work by ensuring that all group members have a clear and consistent understanding of the criteria against which they are being assessed. This alignment helps maintain objectivity and fairness in evaluations, potentially increasing motivation and improving the overall quality of group output.

- Some of my answers and comments where hi-lighted looking at all questions and suggestions, it must be a lot of work getting through all of this. Yes it is, but worth it.

- How should we handle non responsive stakeholders? To engage non-responsive stakeholders, adopt a communication approach akin to journalism by using compelling headlines, relevant data, and diverse media formats to capture attention. Additionally, leverage your network to facilitate connections and clearly articulate the benefits to them if they respond. Highlighting what's in it for them can help make your communications more persuasive and encourage active engagement.

- Can this course really impact the plastic pollution ? can we change the mind of some stakeholders ? Yes, this course can impact plastic pollution by raising awareness among students and the broader Eurecom community, serving as a catalyst for change. By educating and engaging, we can indeed influence the perspectives and behaviours of stakeholders, motivating them to adopt more sustainable practices.

Some Questions from Captain's Logs (3/3)

- What's the best way to integrate teams and to engage them to find a solution for bigger problems? The best way to integrate teams and engage them in solving complex problems is by clearly defining a shared purpose and aligning on common values. Additionally, actively engaging with external stakeholders can enrich the process by broadening perspectives and deepening the team's understanding and commitment, creating more meaning and a stronger sense of purpose for everyone involved. Ensure all elements of the PERILL model are aligned, and exhibit effective leadership behaviors and qua

- I am not sure if the problem we approached was the best one as it was evident that not we were not completly engaged. Maybe letting us choosing the problem would be better?lities to guide and inspire your team throughout the pr

- ocess. Good point, I will take this into account for next cohort

- I found poster is a very important thing because you need to present your idea using a medium. If you have a nice idea but a bad poster, it will hinder other's feelings and impressions about your idea. But if our energy is limited, which one is more important and has a higher priority? Balancing the quality of your ideas with the effectiveness of your presentation is key. While a compelling idea is crucial, the way you present it—such as through a well-designed poster—significantly influences how it's received. Prioritize creating a clear, visually appealing presentation to ensure your innovative ideas are properly understood and appreciated.

Group tasks for class:

1. Group reflection after class in Moodle.

   a) From the GRPXPO exercise update the Google doc with your team's inspiring vision of a future where the plastic pollution problem is solved for all key stakeholders

   b) How motivated are you as a team to do something about this problem in the world. What's in it for you, your family, your community…

   c) Integrate the insights from your PERILL team report => what's your team development plan if you were to continue as a team to solve problems

   d) Analyzing feedback from one story and looking for patterns

2. Individual assignment - Apple's recruitment campaign

3. Group of representatives ready to share their learning from the 6th team coaching session with their groups

Robin MacAskill

Engineering Director - Systems Integration International
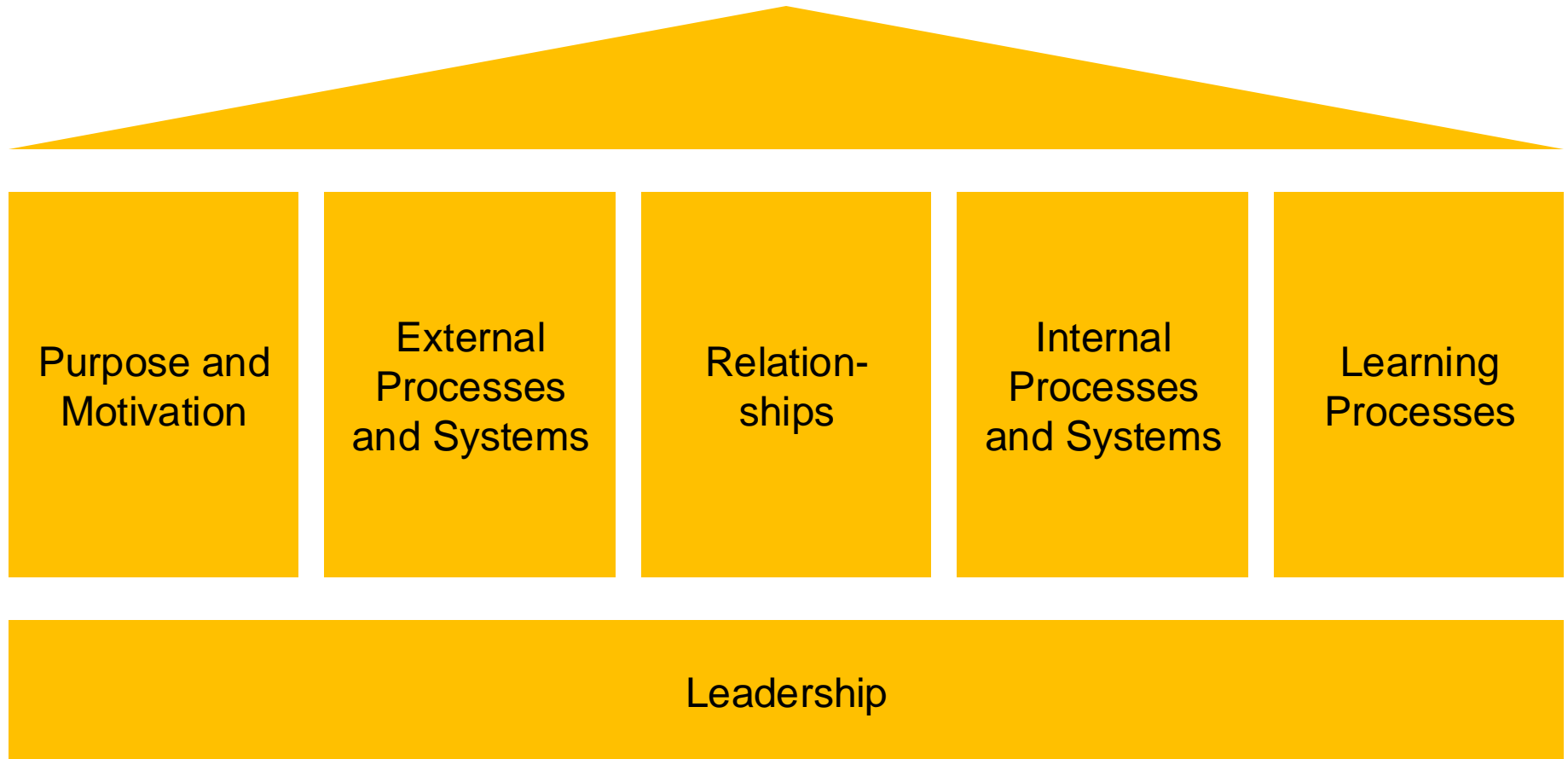
The team deploy mission critical communications systems across the International region that perform in the harshest conditions and are proven to maintain connection and communicate with clarity when our customers it.

**Leading a team Project Engineers
Located across 25 countries
Europe, Middle East, Africa, Asia and ANZ**

Matrix organisation - using teaming approach.

PERILL: 6 factors that interact to drive or hinder performance or high value creating teams

Purpose and Motivation	External Processes and Systems	Relation-ships	Internal Processes and Systems	Learning Processes

Leadership

Source: Clutterbuck, 2019

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When the pillars are aligned

| Leadership Qualities & Behaviours	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning Processes
Purpose & Motivation	LQB	Alignment of values between the team and its key stakeholders	Working enthusiastically together towards shared goals	Clarity of priorities; putting collective priorities before persona	Actively seeking ways to leverage and expand team strengths
Externally facing processes		LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationships			LQB	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
Internally facing processes				LQB	Culture of continuous process improvement
Learning Processes					LQB

When the pillars are not aligned

Leadership Qualities & Behaviours	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning Processes
Purpose & Motivation	LQB				
Externally facing processes	Stakeholders unclear what you stand for	LQB			
Relationships	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB		
Internally facing processes	Duplication and waste of effort	Quality issues not acknowledged or addressed	People avoid "interfering" in each other's territory. Large "elephants in the room"	LQB	
Learning Processes	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

The PERILL model in full

Leadership Qualities & Behaviours LBQ	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning Processes
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Stakeholder mapping
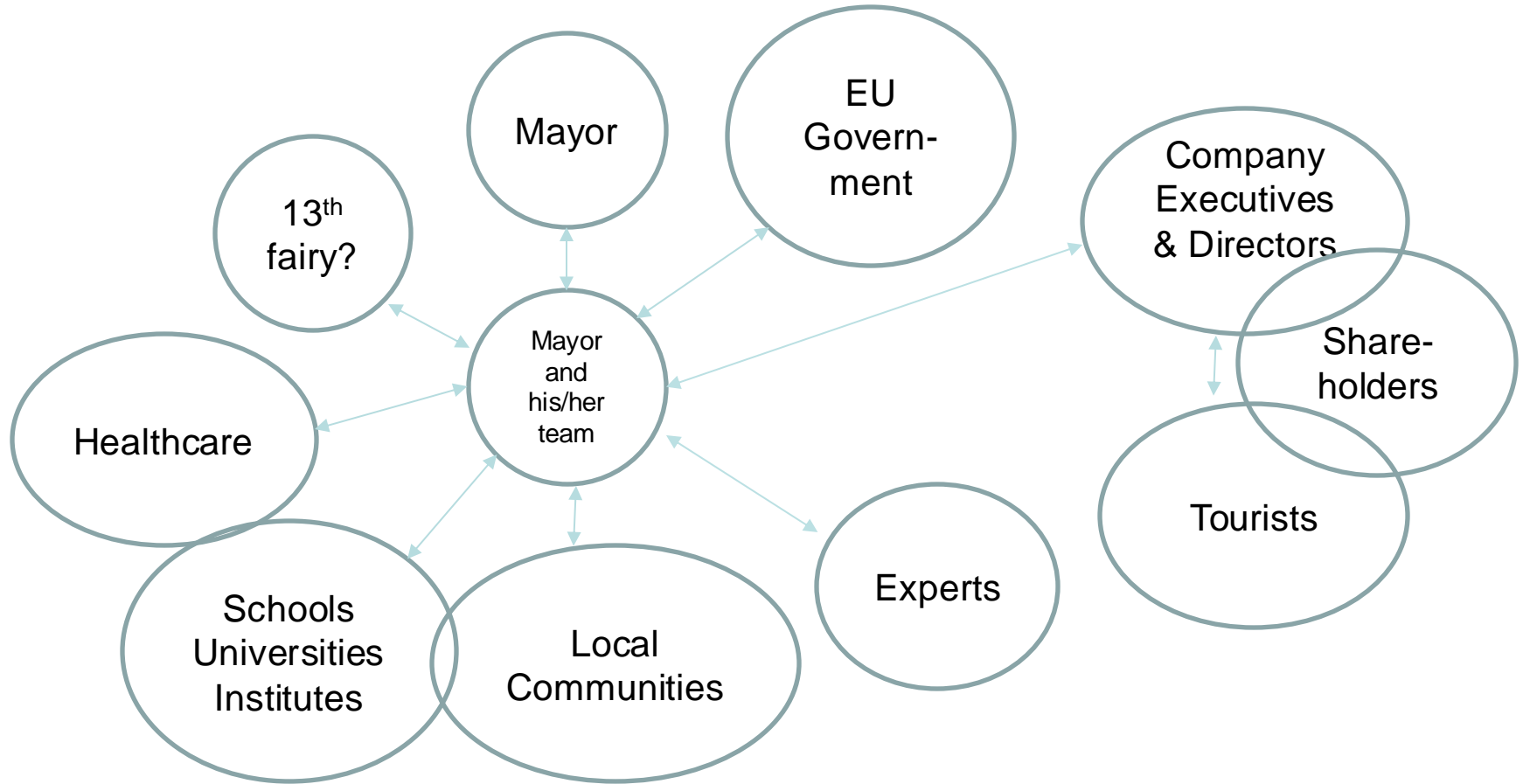
Exercise 1: Analyzing feedback from one story (or several)

I Accomplishment	II Identity, Values, Motivation, Skills	III Personal Insights
Impact project: How I called out everyone on the team for the sloppy work we were doing	**Skill**: I speak up without fear when others won't **Identity**: I see myself as brave	- This is a skill I've practiced and learned over time, especially on my debate team and at home - I want to keep cultivating my courage as a leader
Impact project: How I helped us come together	**Value**: I value good working relationships **Motivation**: I thrive when people are working well together	- It's easy for me to "step up" and lead when needed in small group situations
Impact project: How I directly confronted addressing conflict	**Skill**: I can confidently mediate conflicts **Identity**: I see myself as a peacekeeper	- I've comfortably mediated conflict among others throughout my life

Group Tasks for next class:

1. **Group reflection after class in Moodle.**
   a) Update the Google doc with your team's insights from the meeting with Robin MacAskill
   b) Imagine you are together as a group/team for another 6-9 months and you have received a substantial research grant
   c) Create a 6-9 months team development plan based on your PERILL report which aligns with the development plans of the individual team members

2. **Individual assignment 1 - Building your vision speech: who we are**

3. **Individual assignment 2 - The Science of Character**

4. **Group of representatives create a class 13 plan to share with the professor and class.**

Captains Log

# Reference materials for next time

Mindfulness Activity

- ??

Learning Group 1-4

Group #	Learning Group Name	Members names	Stakeholders with respect to the plastic pollution problem
1	Diplomatic-Detour	Sarra Gharsallah Noam Benazouz Mohamed-Khalil Kiri Mohamed-Dhia Mediouni Xiyao Zhou Ayman Fatich Josef Korkosh	Local communities (WINGS of the oceans or 0 dechets)
2	Some-what-diverse	Brice Robert Amandine Dilvy Mathieu Henry Nathan Matelat Anders Furdal Wold Aleš Zapadlo Cannelle PEIXOTO Oda Kristin Gripenberg	Local businesses (fishermen, restaurants, safety guards)
3	7th Spirit	Emma Jolivet Mohamed anis Belhadef Emna Bouguerra Sanda Dhouib Mohamed Douiri Manon Galtier Sofiane Karaouni	IUCN (international Union for Convervation of Nature)
4	Team-Diversity	Rim FAROUDY Ugo CECCONI Álvaro DE CASTRO Lucas DELHOMMEAU Kristian HÅLAND Vojtěch HAŠPL Alireza MOTAMEDIAN, Inka VIITA	WWF

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	Waste Management Companies in France
6	Lead Zeplin	Herman Østengen Efaz AHAMAN ULLAH Alex Argese Aurelien Brun Ana Martinez Gonzalez Njål Svensen Jonas Thalmeier	University of Nice
7	World-Finest	Louise Labbé GHOFRANE BAROUNI Annie Claesson Shyni HETTIARACHCHI Tarek Saade Lilian VARINOT Juan David Zapata Cruz	Ministery of the Environment, Energy and Sea
8	Organised-Team	Sander Bakke Mohamed Amine Khediri Zhen Ma Mohamed Ali Msadek Clement RICHARD Aida Teshome Teressa Linda Aström	Office of Tourisms and cleaning agencies (Nice...)

Mapping our stakeholders
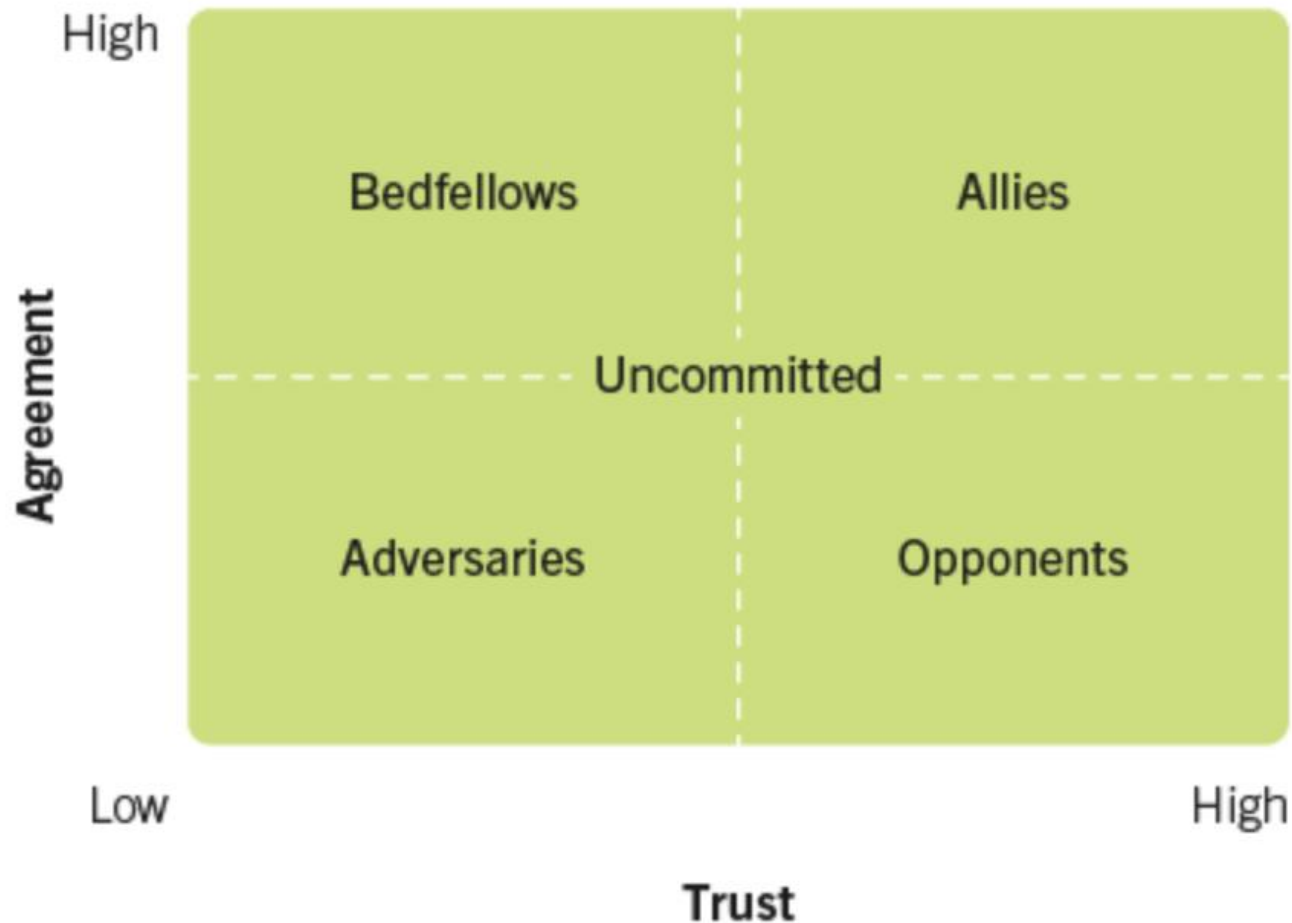
Adapted from: Block, 2016

HERO

SEEKS
TEMPORARY
RELIEF

"Poor you"
"I can help"
"It'll be okay"
"Let me take over"

VILLAIN

BLAMES
SELF OR
OTHERS

"It's my fault"
"You're wrong"
"Who's to blame?"
"THEY won't let us"

RIGHT

BLAME

DRAMA TRIANGLE

FEAR

VICTIM

IS AT
THE EFFECT OF

"I don't have enough time"
"There's nothing I can do"
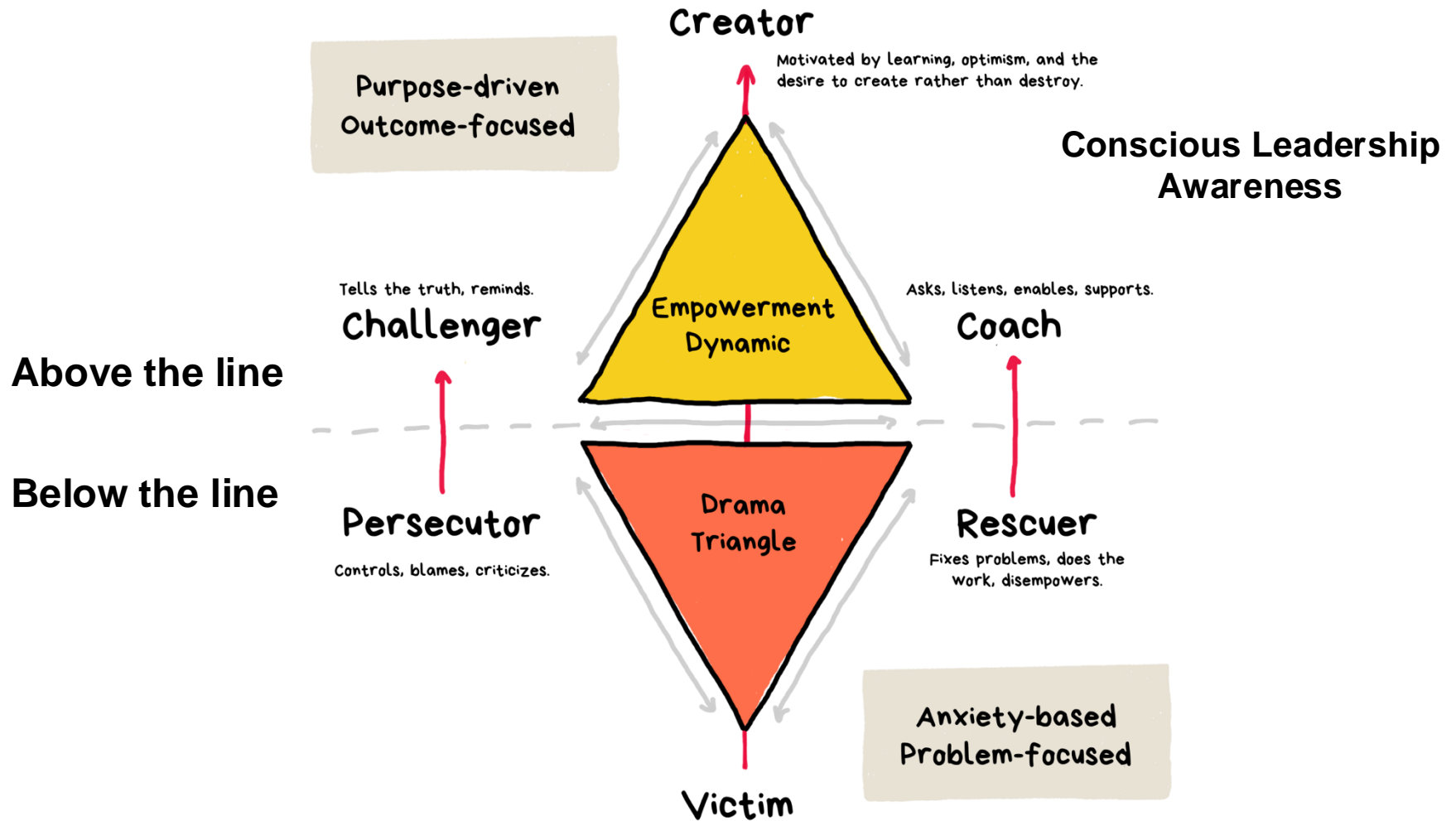"It's too hard"
"I have to"

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www.bringthedonuts.com

Experiment

* Set-up the 3 bases of the triangle using A4 papers

* Each member of the group talks about an issue.

* 2' each to talk about it

* Others observe and ask:

"Then what happens.."

"Can you exaggerate the drama.."

Stephen B. Karpman's
The Drama Triangle
and its antidote, David Emerald's Empowerment Dynamic

Creator

Motivated by learning, optimism, and the desire to create rather than destroy.

Purpose-driven
Outcome-focused

Conscious Leadership Awareness

Tells the truth, reminds.
Challenger

Empowerment Dynamic

Asks, listens, enables, supports.
Coach

Above the line

Below the line

Persecutor

Drama Triangle

Rescuer

Controls, blames, criticizes.

Fixes problems, does the work, disempowers.

Anxiety-based
Problem-focused

Victim

DONNA LICHAW

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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