

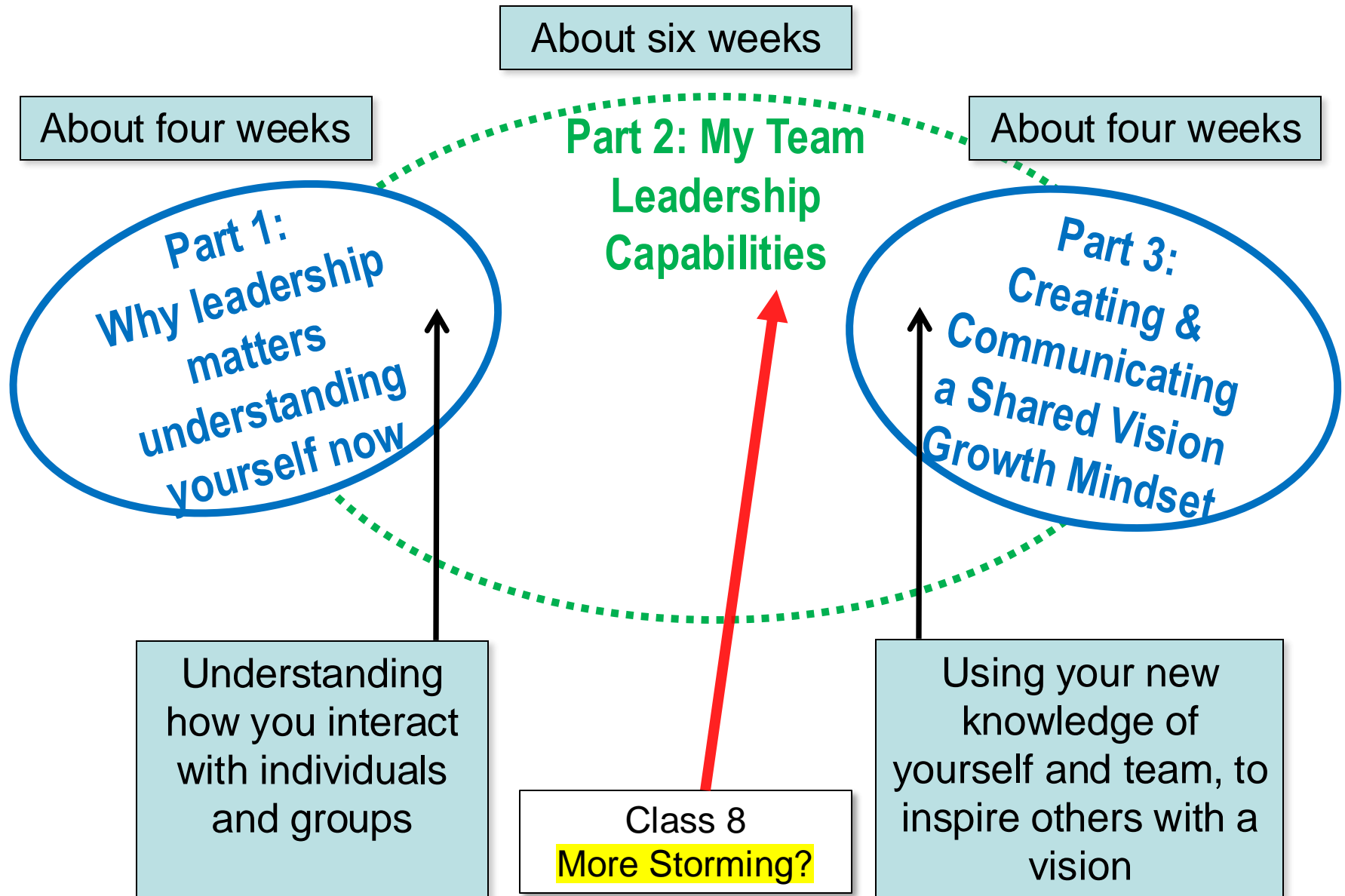
A photograph of four diverse individuals (two men and two women) standing outdoors in a grassy park area with trees in the background. They are all smiling and looking towards the camera. The person on the far left is a man with dark hair wearing a red t-shirt. The second person is a woman with dark 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 with a slight shadow effect. The word 'Personal' is on the top line, 'Development &' is on the second line, and 'Team Leadership' is on the third line. The letters 'T' and 'M' are stylized with large, colorful geometric shapes (yellow and orange for 'T', blue and red for 'M') behind them.

Personal Development & Team Leadership

Prof: Andrew PRIOR

Class 8: Morning-2-Dec-2024

Course structure



What we did last time?

- 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

Intention today

- Reflect on the red thread from last weeks class. What did we learn?
- Review group tasks and engagement scores
- The drivers of engagement
- Sustainable Development Goals (SDGs)
- Update on impact project and stakeholder map
- The four horses of the apocalypse and updating the group agreement and holding each other accountable for performance
- Designing a system/process for accountability
- Psychological safety
- Thinking out of the box and creativity
- Group tasks for next class
- Learning logs

Some Comments from Learning Logs

- The trust variable can be explained through an equation : $\text{Trust} = \text{Credibility} + \text{Reliability} + \text{Intimacy}$. We also learned about the feedback structure. We learned about the Osborn's method for 'ideative efficacy'.
- I will focus on creating clearer agreements and using creativity techniques to enhance collaboration and problem-solving. I'm feeling more comfortable now with my group.
- We are all saying our group has not enough cohesion but we do not express it enough, we should do a better feedback each time.
- Very helpful to start with a teambuilding exercise. Then we all kind of warmed up, and probably was easier for everyone to pay attention and contribute afterwards. You could give some additional brainstorming tools, like crazy 8, reverse brainstorm, word banking, etc., just publish as tools on moodle for groups to use if wanted/needed.
- I will ensure everyone's ideas are heard and avoid interrupting or talking over others.
- I will focus on researching practical solutions and preparing better for upcoming tasks to ensure we make significant progress in our project.
- Being 8 to work on the same complicated task is tricky. (try sub-group)
- Apply brainstorming techniques such as welcoming wild ideas and deferring judgment to enhance problem-solving sessions. * Apply the stakeholder mapping technique to identify and understand key stakeholders' roles, interests, and influence in projects or tasks.
- Use the SBI+NR method to give feedback when I have any
- I will try to get people in my group involved because I feel like the work is always done by 2 people max and I am feeling like I am exhausted.
- I plan to assert earlier the need for a synchronized effort, and I have to make my voice heard a bit more for some members.
- Make sure there is room for everyone to contribute to the group on the task. Be quiet for the first minutes of the task
- Next time I think our group should make a bigger effort at filling in the docs-document in class. This way our memory is fresh.
- We have a surprising dynamic group, the engagement for the majority is high. We are more to go for fully engaging the entire group.

Some Questions from Learning Logs

- What specific techniques can be used to enhance creativity and idea generation in team activities?
https://en.wikipedia.org/wiki/Creativity_techniques
- An explicit statement/description of the task/project would be nice. And what expected outcome or what to include in our project and presentation - easier to define and divide tasks. OK
- How do we encourage quieter team members to participate without putting pressure on them? Share that their contributions are valuable, ask questions and be prepared to listen deeply without interrupting
- How can we split the tasks in the most efficient way ? <https://www.atlassian.com/agile/kanban/boards>
- How can i act when I feel someone in the group disrespected me or their reactions are always aggressive? Be conscious that we react to our interpretation of reality (our perceptions, feelings, thoughts). Be curious about other's reactions, what is their interpretation of reality?
- What do you think you should improve about this course? The group project
- Is there an optimized technique to succeed in the "find the zebra" activity? Using visualization techniques, like post its that can be moved to challenge assumptions
- Could you introduce alternative feedback structures to the SBI-NR? <https://www.ccl.org/articles/leading-effectively-articles/review-time-how-to-give-different-types-of-feedback/>
- What are the best practices for involving stakeholders in the early stages of a project to gain their support? Contact them early to understand their interests (aspirations, needs, concerns and fears) Use ECAPE
- How can we manage conflicts inside of our groups because I feel like some tension is building up little by little. Talk about the tension. Give feedback <https://www.radicalcandor.com>
- Are we actually going to solve the pollution issue ? You will create a shared vision of a possible solution, without going into the details of how you will solve it
- I do not quite understand why the problem statement and stakeholder things are important to leadership and managements. Why are we doing that in this course? Because we need a practical case study to practice leadership
- Do you really take into account the comments and the questions and how does this change your lectures? Yes, it changes and improves every time
- What if we can not contact with our stakeholder? Generate ideas and find a way
- what are the stakeholders you think as a teacher is most efficient to work with ?

Task assignments for 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**
 - b) List of 50 ideas from brainstorm (out of the box ideas too)**
- 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**

Engagement Scores 31-Nov24

	Initial	Initial	Initial
Group	% Participation	Engagement Score (ES)	ES %
1. Diplomatic-Detour	86%	7.1	89%
2. Somewhat-diverse	100%	4.5	57%
3. 7th Spirit	29%	6.4	80%
4. Team-Diversity	100%	4.4	55%
5. Feel-Leading	63%	5.7	71%
6. Lead Zeplin	100%	4.6	57%
7. World-Finest	86%	6.2	77%
8. Organised-Team	43%	4.2	52%
Class	70%	5.3	66%

The drivers of engagement

People want purpose and meaning from their work. They want to be known for what they're good at.

These are the key drivers of employee engagement:



purpose



development



a caring manager



ongoing conversations



a focus on strengths

Team leadership is key for engagement

People want purpose and meaning from their work. They want to be known for what makes them unique. This is *what* drives employee engagement.

And they want relationships, particularly with a manager who can coach them to the next level. This is *who* drives employee engagement.

One of Gallup's biggest discoveries: The manager or team leader alone accounts for 70% of the variance in team engagement.



SUSTAINABLE DEVELOPMENT GOALS



<https://sdgs.un.org/goals>

Our class consists of two projects

1. Research project exploring the engagement of engineers in the TeamLead class (or any organization). How engaged are engineers in learning about team leadership? Does coaching the representative group have any impact on the learning group? Do the team coaches (Andrew and Thibaut) transfer any coaching skills to the representatives, and do they transfer any of these skills to their learning groups? Is there any ripple effect?
2. Impact project exploring important problems to solve for our local communities. Plastic pollution. How aware are we about the problem? What are the root causes? Who are the stakeholders and influencers? What vision and solutions are there taking into account of new digital sciences and technologies

Discuss in your group: Which sustainable development goals our projects contribute to?

Learning Group Impact Project

1. As a Learning group define a shared problem statement for the plastic pollution and explore the root causes to the problem
2. Contact your stakeholder to understand how they perceive the problem. Gather information. Did your problem statement change/evolve?
3. Generate ideas to solve the problem using the group collective creativity
4. Create a vision statement of what it looks and feels like if the problem was solved. This will include your problem statement, who is impacted by the problem and your solution concept
5. Create a shared vision with your stakeholder
6. What expectations and capabilities does your learning group and stakeholder have. Do you have any shared expectations? Any complementary capabilities?
7. What do you agree to do together?
8. Create a 1-page vision statement and share it with the other learning groups in class 13

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



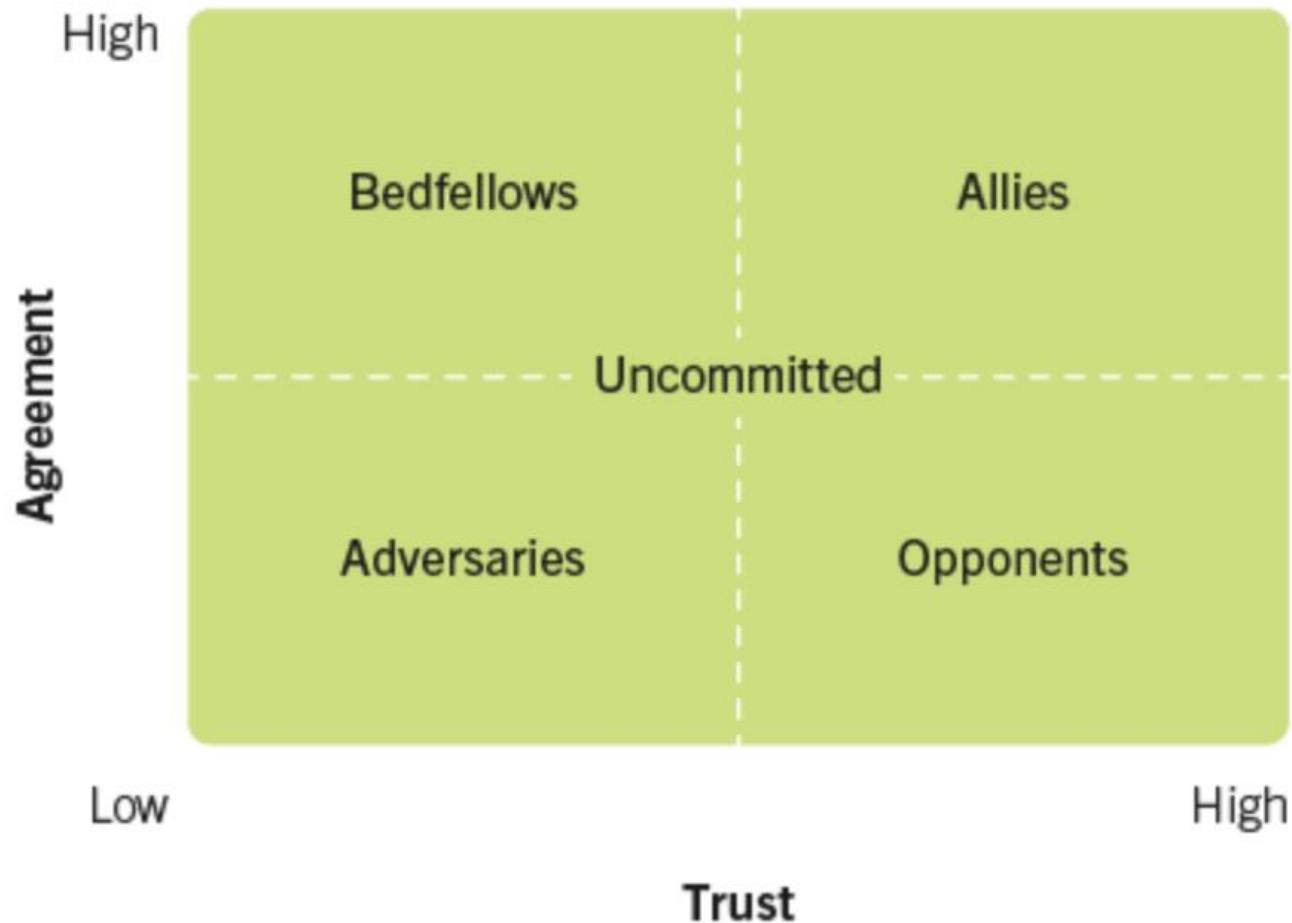
Learning Group 1-4

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>	Local communities (WINGS of the oceans or 0 dechets)
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>	Local businesses (fishermen, restaurants, safety guards)
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>	IUCN (international Union for Conservation of Nature)
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>	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	Ministry of the Environment, Energy and Sea
8	Organised-Team	Sander Bakke Mohamed Amine Khediri Zhen Ma Mohamed Ali Msadek Clement RICHARD Aida Teshome Teresa Linda Aström	Office of Tourisms and cleaning agencies (Nice...)

Mapping our stakeholders



Adapted from: Block, 2016

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

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 learning group, each group member chooses one of the 4 horseman behaviours and exaggerates it. The others need to guess which one it is.

In learning group 10' to prepare a mini “play” including one or more of the 4 horses. 2' to act out the scene in front of the class

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.



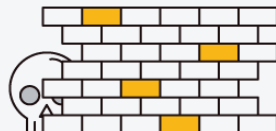
DEFENSIVENESS

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.



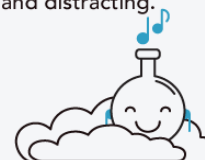
TAKE RESPONSIBILITY

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.



Now update your group agreement

What group behaviours are acceptable, and which are not acceptable for creating a learning team?

How do you decide on distributing tasks with your group?

How do you hold each other accountable to the agreement?

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>

Design a system or process for developing accountability in your learning group

How do you know there is lack of commitment with group members? What behavioural indicators can be observed?

What does the group do when a deadline or key deliverable is missed?

Who owns what deliverable? How do you know they own it?

How does the group decide what is good and poor performance? What criteria and standards are used?

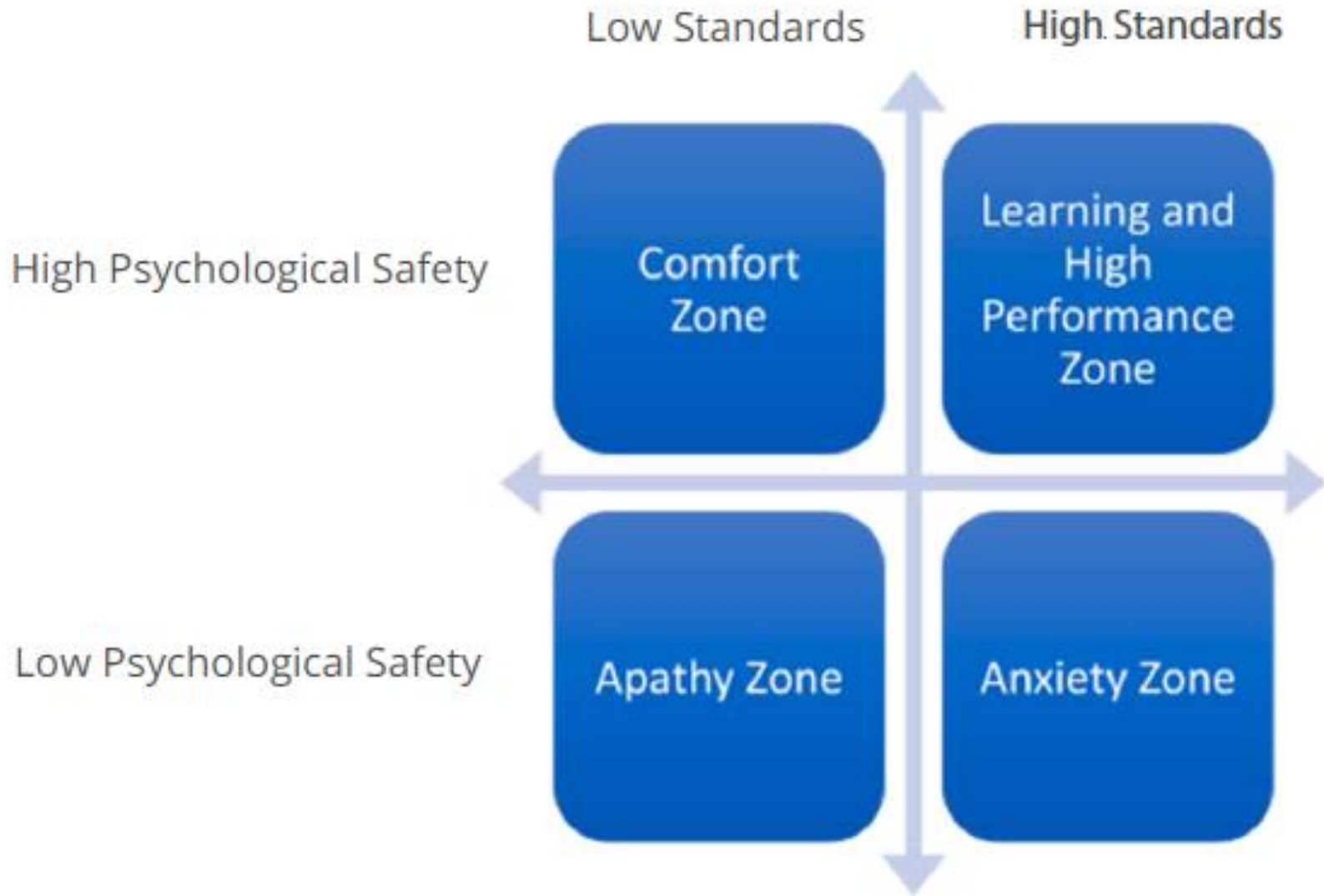
What is psychological safety?

Amy Edmondson (2014) defined it as “individuals’ perceptions about the consequences of interpersonal risks in their work environment. It consists of taken-for-granted beliefs about how others will respond when one puts oneself on the line, such as by asking a question, seeking feedback, reporting a mistake, or proposing a new idea.”

Two key characteristics of the psychological safety are highlighted in the literature:

1. It is experienced at a group level as opposed to an individual level. In a team, individual team members will tend to have similar perceptions of whether or not the team climate is psychologically safe.
2. The group experiences the impact of interpersonal dynamics immediately (Edmondson, 2019) as opposed to a time frame of future consequences.

How psychological safety relates to performance standards?



Psychological Safety and Trust

Psychological Safety	Trust
Is a group construct	Is an individual construct
Measure if it's OK to openly share concepts and make mistakes	Measures if another can be counted on to do what they say they will do
Measured by team members – they “know” if the environment is safe	Measured by an individual about the other
Gives you, as contributing team member, the benefit of the doubt	You give the other person the benefit of the doubt for getting things done

Psychological Safety Quiz

**See Learning Group
Moodle**

Searching and Selecting Solutions

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:

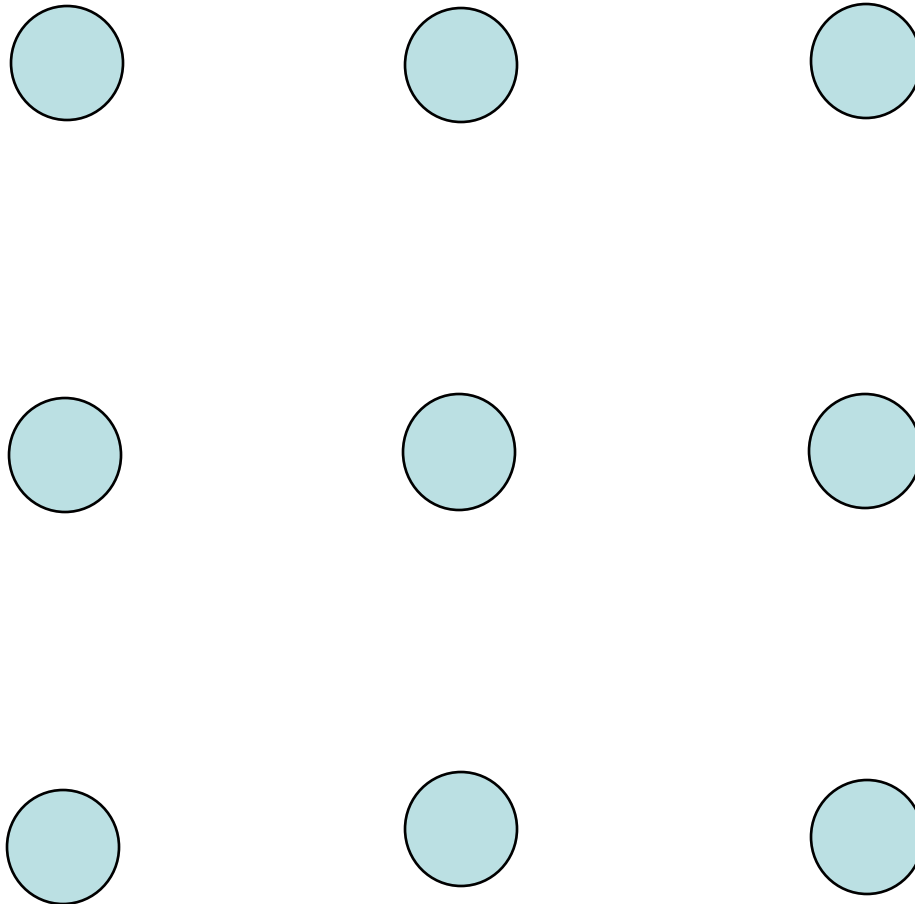
- ❖ reduce social inhibitions among group members, stimulate idea generation and increase overall creativity of the group.

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](#).

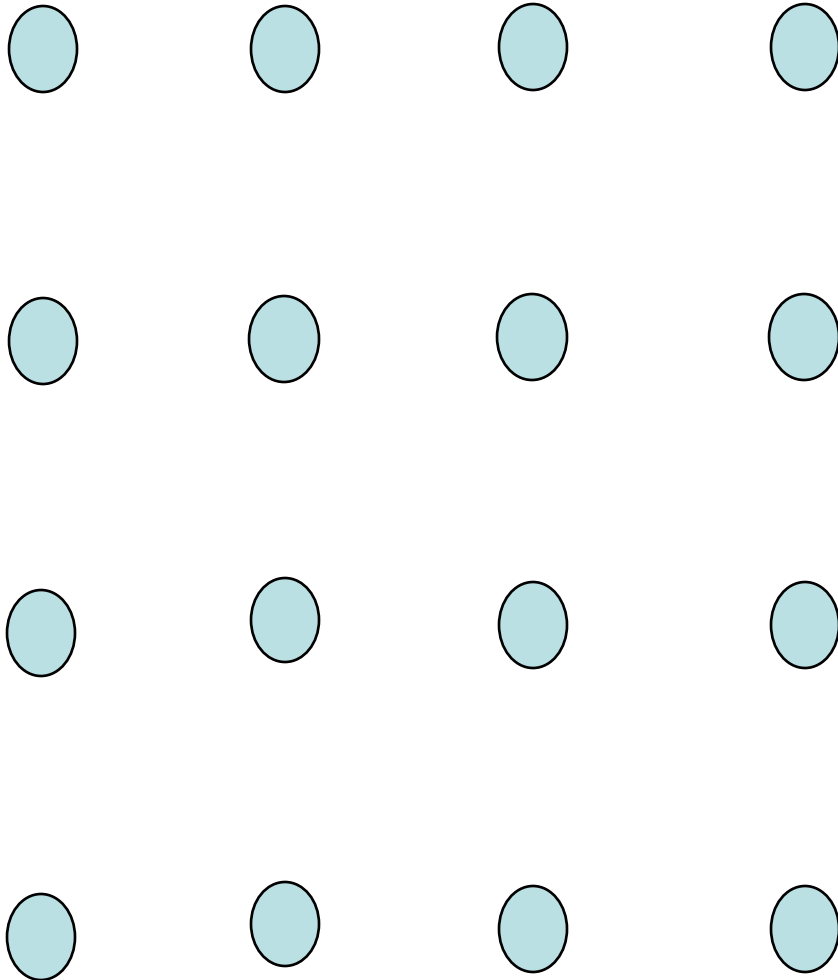
<https://en.wikipedia.org/wiki/Brainstorming>

Think-out of the box

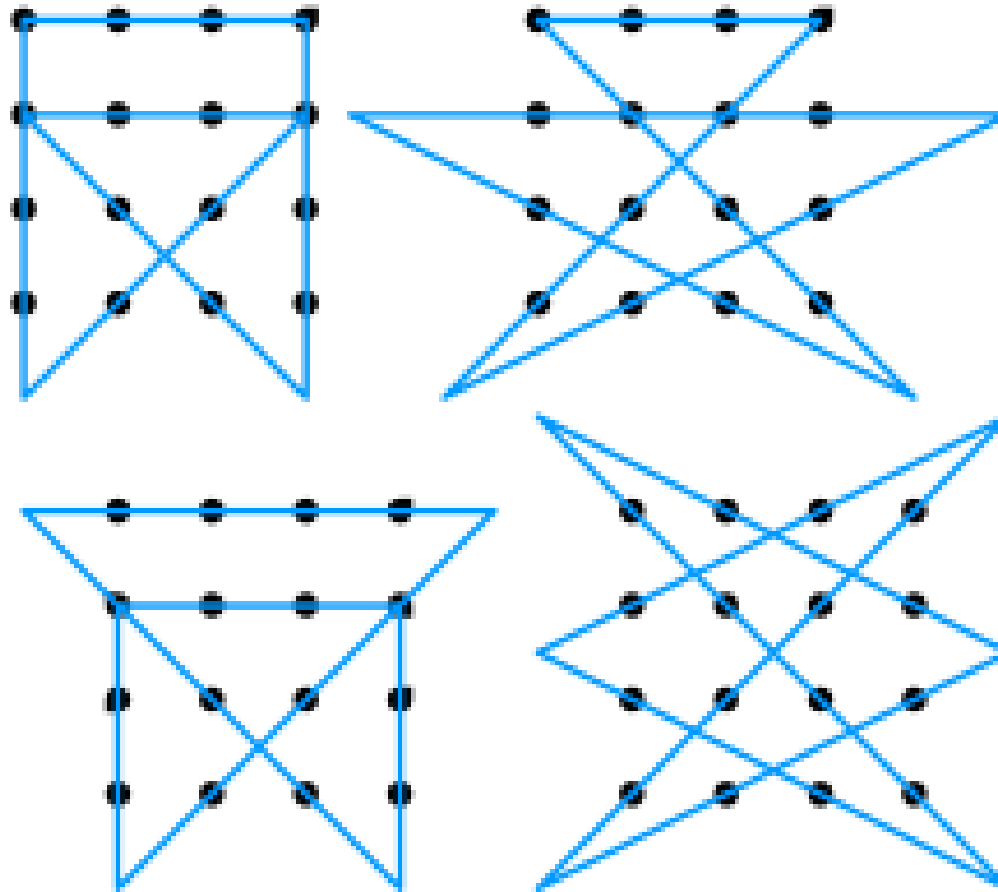


[https://en.wikipedia.org/wiki/Thinking_outside_the_box#
The Nine Dots Prize](https://en.wikipedia.org/wiki/Thinking_outside_the_box#The_Nine_Dots_Prize)

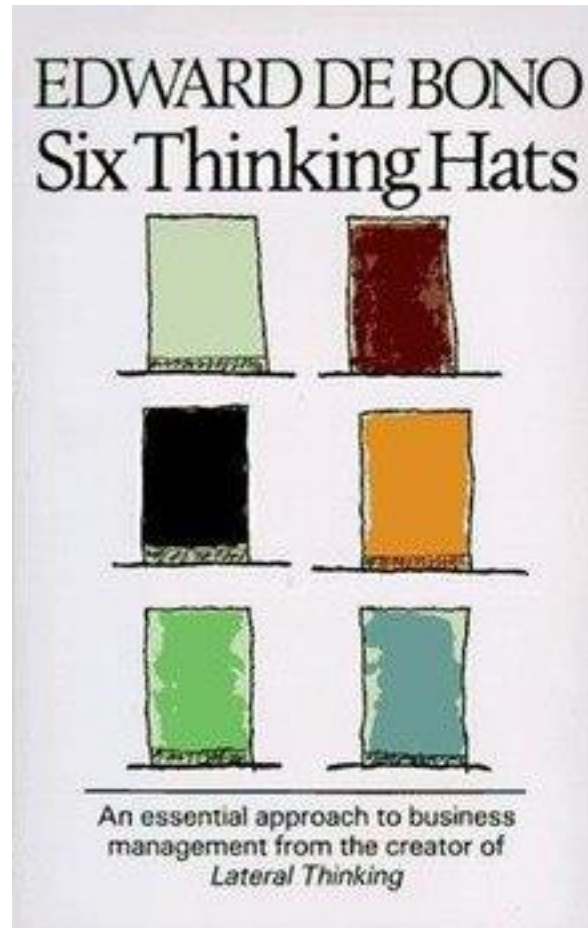
More complexity...



Think-out of the box



Other facilitation methods



https://en.wikipedia.org/wiki/Six_Thinking_Hats

Using
parallel
thinking to
solve root
causes of
problems

PROCESS



Blue Hat - Process

Thinking about thinking.
What thinking is needed?
Organizing the thinking.
Planning for action.

FACTS



White Hat - Facts

Information and data.
Neutral and objective.
What do I know?
What do I need to find out?
How will I get the information I need?

FEELINGS



Red Hat - Feelings

Intuition, hunches, gut instinct.
My feelings right now.
Feelings can change.
No reasons are given.

CREATIVITY



Green Hat - Creativity

Ideas, alternatives, possibilities.
Solutions to black hat problems.

BENEFITS



Yellow Hat - Benefits

Positives, plus points.
Why an idea is useful.
Logical reasons are given.

CAUTIONS



Black Hat - Cautions

Difficulties, weaknesses, dangers.
Spotting the risks.
Logical reasons are given.

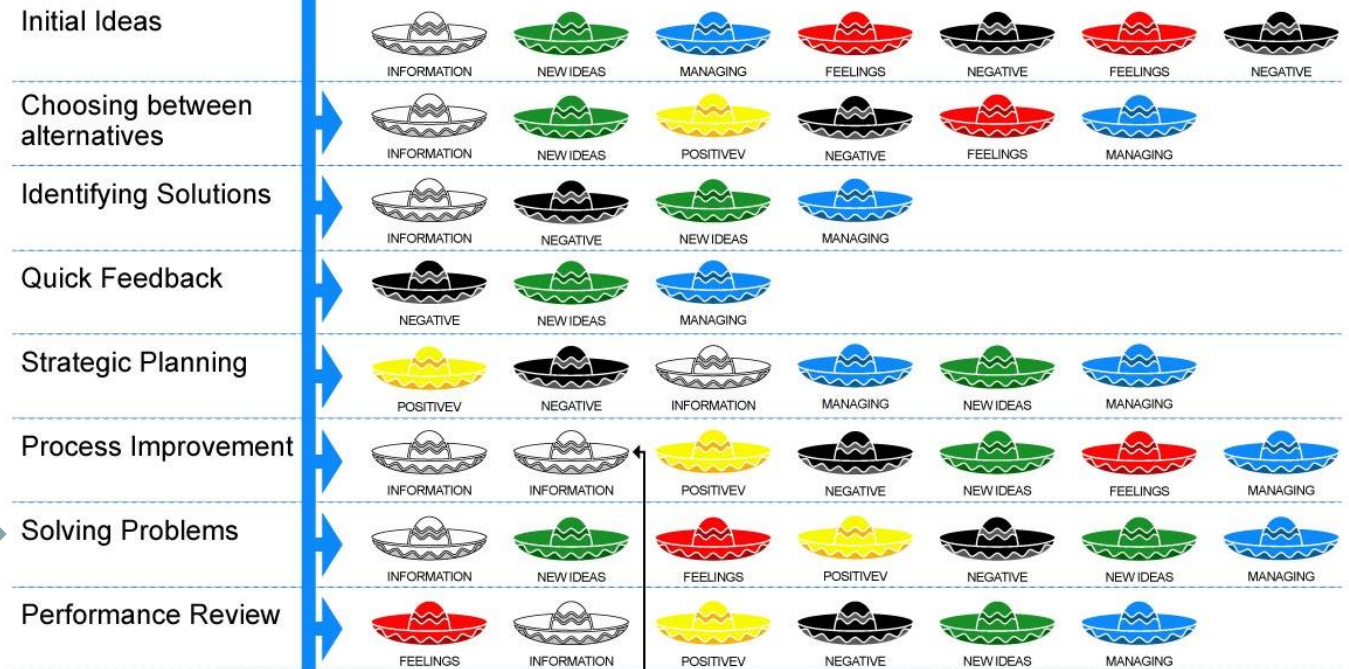
DE BONO SIX THINKING HATS

Hat Sequences and Strategies*



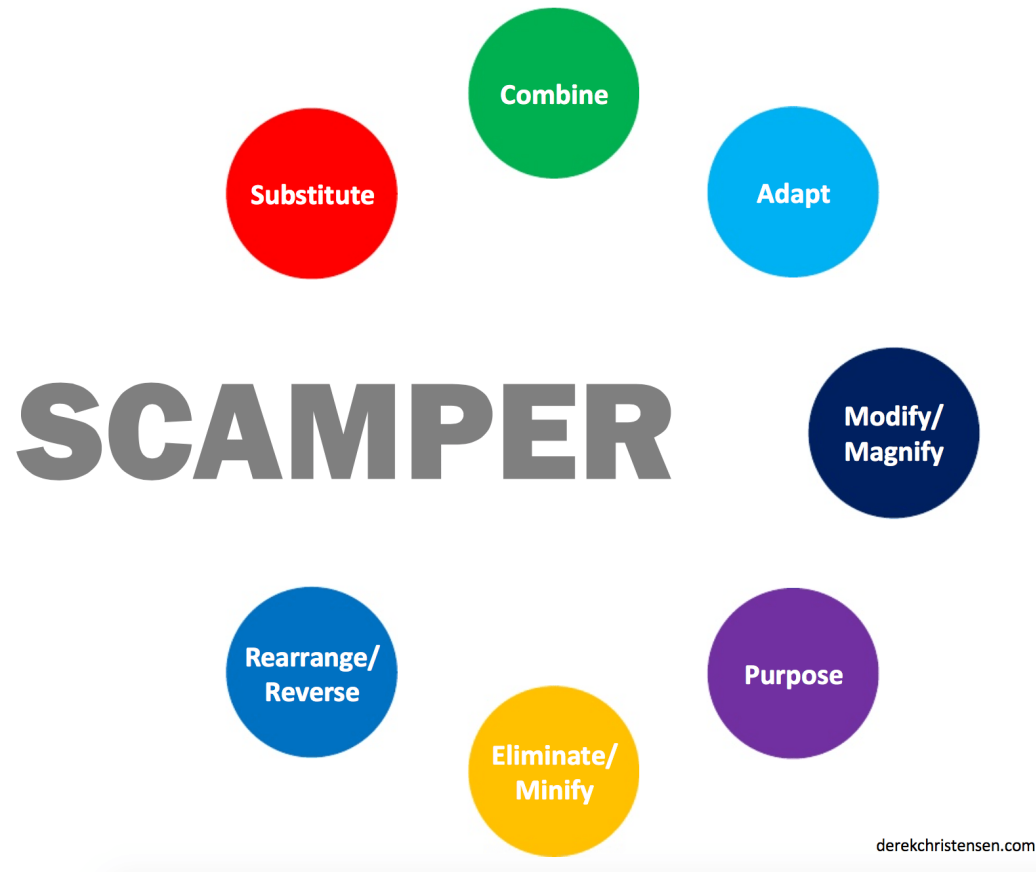
Using different sequences of the 6 hats

Today we use this sequence



This information stage aims to get inputs from outside the team

Using creativity techniques and provocation to generate new ideas



<https://en.wikipedia.org/wiki/SCAMPER>

Searching and Selecting Solutions

XXXX

XXXX

XXXX

[illegible]

Using your heart and intuition to choose



Using parallel thinking to solve problems (Edward de Bono)

Ideas Concepts	Advantages and benefits	Disadvantages, concerns, risks	Improvement ideas to deal with concerns and risk

Review the outcome?
Did all 4 groups have all 4 solutions

Reflection
What worked well and what didn't work so well?

Group tasks for next class:

1. Update your Groups Moodle/Google Doc
 - a) Group reflection after class – what did we learn? Update your group agreement with respect to “below the line” behaviors. How will you group develop mutual accountability for behaving in a way that develops the group into a team?
 - b) Be prepared to share your knowledge about your stakeholder and your shared vision with the other learning groups
 - c) Reflect on your group's engagement scores. What do you want the engagement to be at the end of the course in 2 months time? How will you reduce the gap?
 - d) How psychologically safe is your group? What does this mean for your group's performance?
2. As a Learning Group 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. Group of representatives ready to share their learning from the 4th coaching session

Learning Log

Reference materials

Engagement Survey Results

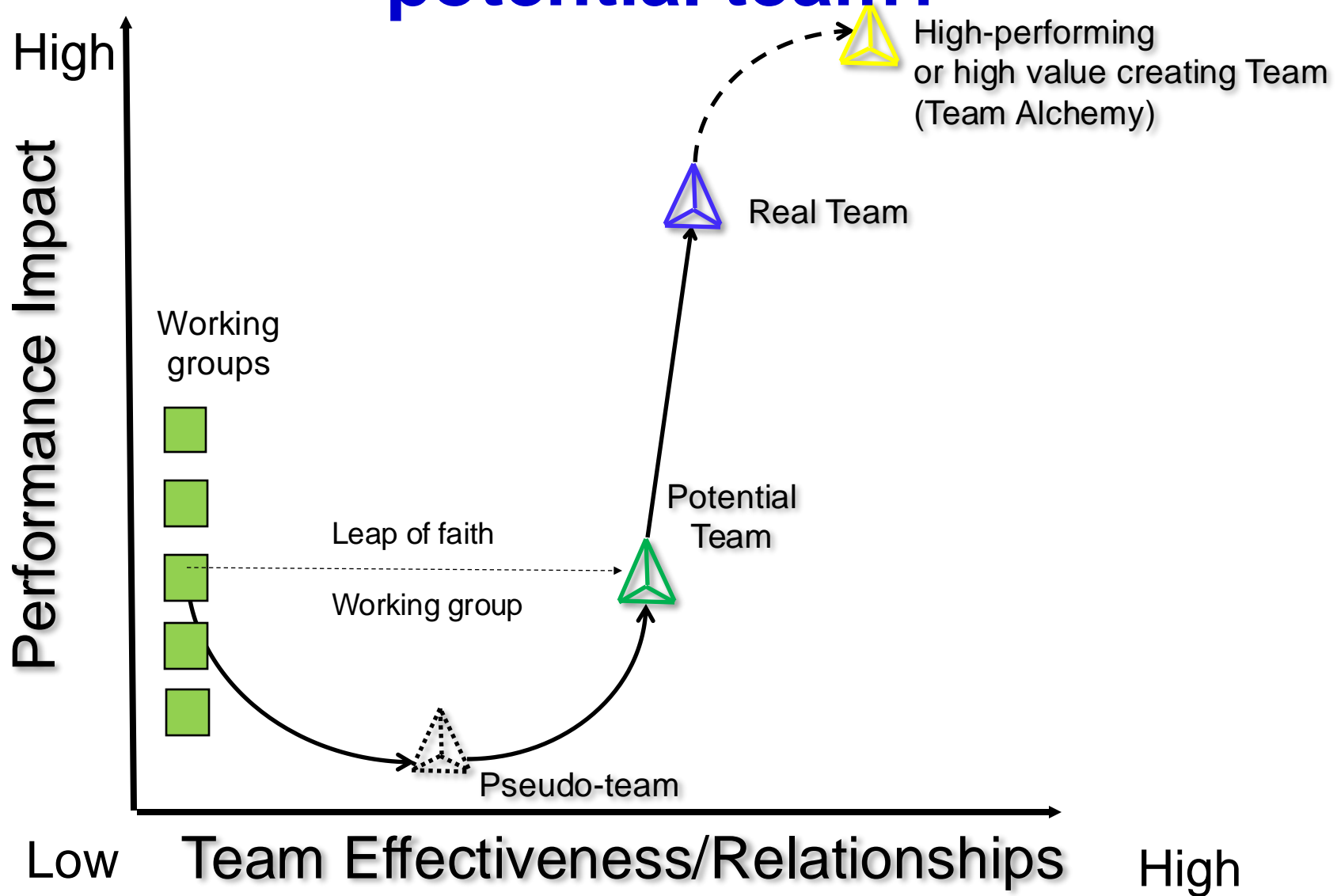
Group	Initial % Participation	Initial Engagement score	Initial %
1 The Girls	100%	5.9	74%
2 ELEV	100%	4.0	50%
3 MaViMaLu	100%	4.8	60%
4 Sugar Musketeers	80%	5.5	68%
Group of Reps	?	?	?

➤ **Reflect in your learning group, what is this data telling us about our group?**

The Rise Of Teams



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



Source: *'The Wisdom of Teams' 1993 - Katzenbach & Smith*

THE TRUST EQUATION



THEY KNOW
THEIR STUFF



THEY ALWAYS
DELIVER



I FEEL SAFE
WITH THEM

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

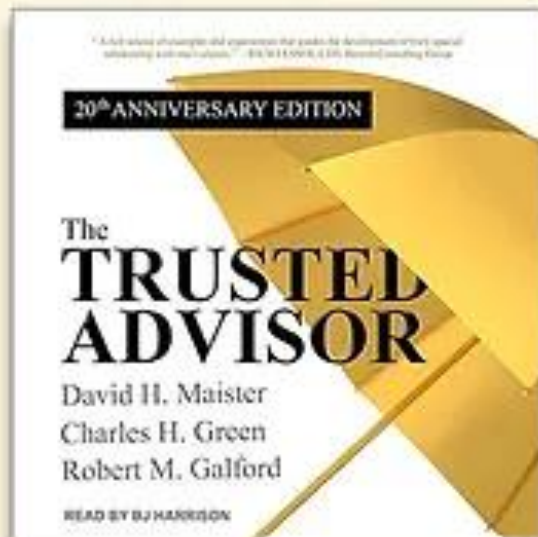
CREDIBILITY RELIABILITY INTIMACY

S

SELF-ORIENTATION

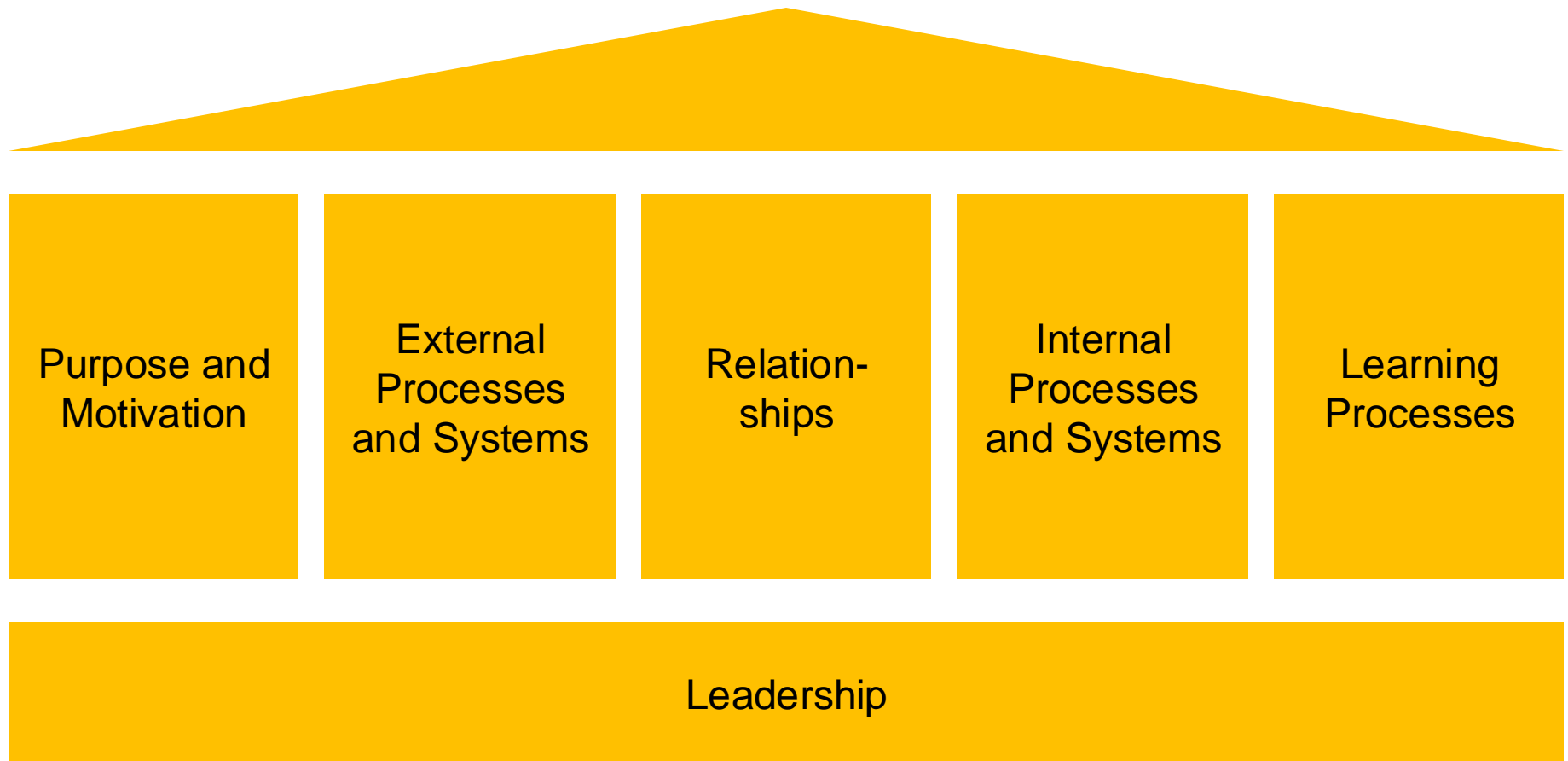


ARE THEY FOCUSED
ON MY INTERESTS
OR THEIRS

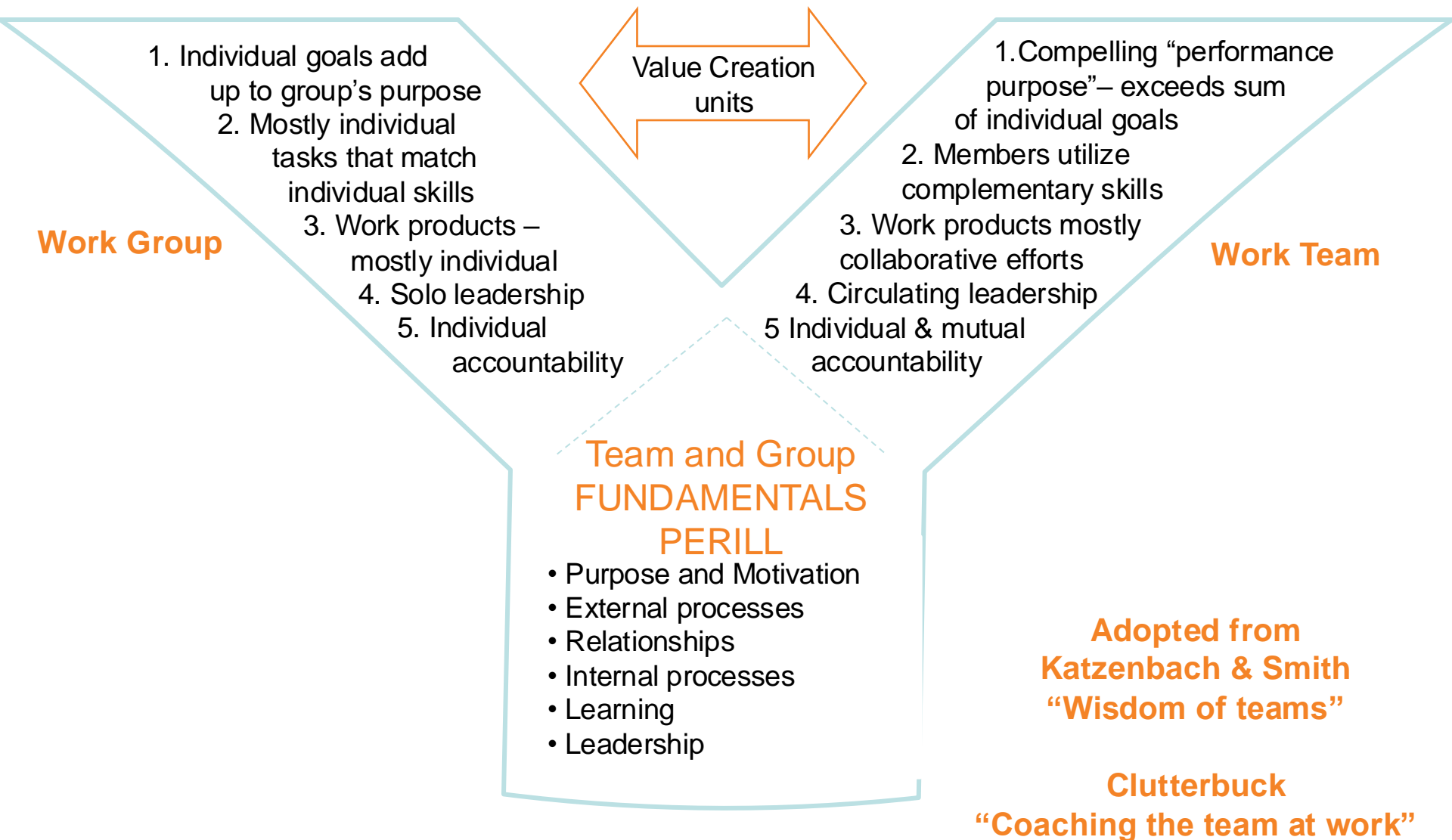


<https://trustedadvisor.com/why-trust-matters/understanding-trust/understanding-the-trust-equation>

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



The 'y' of team and group performance / value creation



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

