Supervisory Best Practices: The Supervisor's Role in Creating a High Performance Team

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Agenda

- Management vs leadership
- 5 Characteristics of High Performance Teams
- Supervisor's reflection and assessment of the team
- What's a Supervisor to do?

Am I a Manager?

Am I a Leader?

Am I both? Integrating Leadership and Management

Management Functions

- Coping with complexity
- Order and consistency
- Procedures and policies
- Staffing (roles and responsibilities)
- Documentation
- Standardizing processes
- Fiscal viability
- Risk management
- *Facilitate high performance teams*

Leadership Functions

- Coping with change
- Adapting to shifting conditions, expectations and environments
- Anticipating changes
- Initiating changes
- Sharing a vision and communicating for buy in
- Address reactions to change
- *Facilitate high performance teams*

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Chat question: what characterizes a high performance team?

- If you sat in a meeting of a high performance team, what would you observe?

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5 Characteristics of High Performance Teams

Information based on "*The Five Dysfunctions of a Team* "
and "*Overcoming The Five Dysfunctions of a Team* "

Lencioni, Patrick M.; Okabayashi, Kensuke. (2012). The Five Dysfunctions of a Team. Hoboken, NJ: Wiley.

Lencioni, Patrick. Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators. San Francisco: Jossey-Bass, 2005.

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The 5 Characteristics of High Performance Teams

ATTEND TO
RESULTS

**ACCOUNTABILITY
TO SELF AND OTHER TEAM
MEMBERS**

STRONG COMMITMENT TO THE TEAM AND
MISSION OF THE ORGANIZATION

PRODUCTIVE AND RESPECTFUL CONFLICT

HONESTY AND TRUST

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What's a leader to do?
The 3 major powers of a leader: communicate for buy-in, intentional reinforcement and modeling

COMMUNICATING F0OR BUY-IN: Engaging and activating team members through imparting information, activating commitment and holding members accountable.

REINFORCEMENT: Specific and observable feedback.

Examples: "John, thanks for getting us started today- you raised a point about billing that is integral to solving our finance problem" or "Great team meeting today- everyone shared their reactions and suggestions about the policy on missing persons, we generated 3 new ideas through our discussion"

PRAISE: positive and morale building but often too general and non-specific.

Example: "You were a great team today". "Nice job everyone" "Good meeting" " Great ideas discussed"

Modeling: demonstrating the very behaviors you want supervisees to engage in. This is how you communicate values, ethical principles, how people are to be treated, what is expected, what quality services mean and the purpose and mission of the work.

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Communicating for Buy-in: avoiding the negative trap and activating team members.

- There's a reason for our performance expectations (imparting accurate information)
- The expectations align with our mission
- Your reactions, recommendations, concerns and needs are taken seriously.
- We're all accountable for the success of the organization.
- Change is inevitable: responding to concerns about the impact of changes on the team members sense of control, meaning and status
- Once a decision is made, we need to stand behind it and monitor the process
- The changes the organization is making is mostly positive, possible and supports are available.
- We recognize a number of negative realities (challenges, barriers)

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1. Trust as the foundation of high performance teams: Challenges

- We want to be invulnerable
- Therefore, we do not expose our weaknesses
- Thus, we are not honest

- It is impossible to build trust without honesty
- In many cases, we are almost conditioned to "keep our guard up"
- In our society exposing weakness is frowned upon
- Cultural/religious values influence trust

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How do you know if your team members trust each other and trust their supervisor?

- Admit weakness and mistakes

- Ask for help

- Accept questions and input about their areas of responsibility

- Give one another the benefit of the doubt before arriving to a negative conclusion

- Take risks in offering feedback and assistance

- Appreciate and tap into one another's skills and experiences

- Focus time and energy on important issues, not politics

- Offer and accept apologies without hesitation

- Look forward to meetings and other opportunities to work as a group

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What you will hear people say in high trust teams

- "I don't know the answer"

- "I need some help"

- "I didn't understand…"

- "Can someone help me with…"

- "I messed up"

- "I apologize for how I handled…. or said….."

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The Fragility of Trust

- If one member of the team, especially if it's the team leader, is unwilling or unable to be vulnerable, it can "infect" the entire team.

- This is the time for the very uncomfortable conversation with any team member who compromises the development of trust.

- If the supervisor doesn't trust the team: It's all over!

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Reflections on Trust

Ask yourself:

❑ Do our team members genuinely apologize when they act or say   things that is hurtful or damaging to the team?

❑ Do our team members openly admit when they make a mistake; need clarification when something is unclear; express their disagreements; avoid sarcasm or harsh criticism?

❑ Do we get to know each other as people (our personal lives, interests, family/work stresses, talents; important personal events etc.)?

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What's a team leader to do?

Simple answer, the leader goes first!

Examples of group norms and typically used by high performance teams

We agree to…..

▸ not interrupt one another.

▸ respect diverse points of view.

▸ judge ideas, but not people.

▸ strive for equal participation (e.g., equal talking time for everyone).

▸ promote creative problem solving and risk taking.

▸ tell people when we think their ideas are valuable.

▸ clarify decisions that have been made.

▸ start and end meetings on time.

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The Power of Reinforcement and Modeling to build trust

- Leader models vulnerability? "I screwed up last week when I told you about changing office assignments-it was premature- I'm really sorry if this cause confusion and upset."

- Leader follows through with completing tasks, organizing meetings, showing up when expected. This also strengthens accountability

- Leader doesn't display favoritism

- Leader reacts professionally and calmly to criticism from team members: open to hearing feedback- both negative and positive

- Leader reinforces honesty
  - " Joan, I really appreciate how you shared your doubts about being able to run the women's group on trauma?
  - " Joe, I know it took a lot to apologize about not following through with last weeks assignment. I also appreciate your commitment to making it right later today"

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B. Productive Conflict

- If trust is not present, people will not support and engage one another
  - Conflict is hidden: Artificial harmony
  - Hard to arrive at a consensus
  - Important decisions will not be made
  - People become angry and resentful
  - Energy directed towards workplace politics and sub-group alliances

Productive conflict works when….
- If it is ideologically based and intellectually honest
  - If it avoids personality-focused, mean-spirited attacks
  - It is focused on a sincere desire to solve a problem or improve performance
  - Differences are not taken personally

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Reflection: Productive Conflict

Ask yourself:

❑ Are we passionate and unguarded in our discussion of key issues where there is disagreement?

❑ Are our meetings interesting, compelling and energized?

❑ Do we discuss the most important and difficult issues and work to resolve them?

❑ Does the leader(s) create a safety so that conflicting perspectives are heard and discussed?

❑ Does the leader facilitate the expression of diverse opinions from all members of the team?

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What's a leader to do?

- ## MODEL productive conflict disagreements

  ◦ "Juanita, I want to make sure I understand your perspective, are you saying ………………… Yes. OK. I see what your getting at and it makes sense. I see it a bit differently. I'm concerned that your approach would be impractical in light of our current demands."

  ◦ "Darryl, I think your idea will conflict with the initiative we're starting net month and might bring us in the opposite direction of what we're trying to accomplish but I'm really glad you're sharing your ideas- that's how we will make the best decision. Thanks for your ideas, keep them coming."

- ## Reinforcement

  • "Today was quite a meeting. Lots of different ideas and disagreements. I just want to recognize how productive this has been and how respectful we have been to each other. Meg, you were very helpful in getting us started with a spirited debate about our pass policy. Lydia and Jose, you really disagreed in very strong ways but always respectful. That's what makes our team the very best!

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Facilitating productive conflict

◦ Listening and clarification (avoid misunderstandings)

◦ Ensure each perspective is listened to and understood.
" James, hold on a moment, I'm not sure we all heard what Samantha was
saying- Sam, were you suggesting we…………….?

◦ Setting parameters and limits (conflicts about impractical changes based on
billing, regulatory, licensing and certification requirements are unproductive)
"I appreciate all these different and diverse ideas and opinions but it is
important to recognize that there are practical limits to some ideas. For
example, reducing caseloads to 8 families per FPA is not feasible and makes
the organization unable to operate in light of our reimbursement rates."

3. Commitment is about buying in to the mission, aims and values of an organization

- ▶ When people don't have trust
- ▶ When people don't express their true beliefs and disagreements
- ▶ When people don't weigh in
- ▶ When people feel compelled to go along and hold back even when their ethical/moral values are challenged
- ▶ When people lack autonomy (little control over their work, lack of accomplishment, lack of influence, little professional development opportunities….

They don't buy-in
### Worse yet, they passively commit

Main Points about the Engagement and Commitment of the Workforce, especially under conditions of significant change*

- Change is inevitable but forces exist in organizations to maintain the status quo
- Understanding the human response to change enables leaders to engage the workforce in a way that is more likely to promote a successful change
- Engaging the workforce to support an innovation or a change in organizational expectations is not a nice thing…It is a critical thing

*Woodward, H. and Woodward, M.B. (1994). Navigating Through Change. NY: McGraw Hill.

A Common Reaction to Significant Change

"AGITA!"
Heartburn of
the soul

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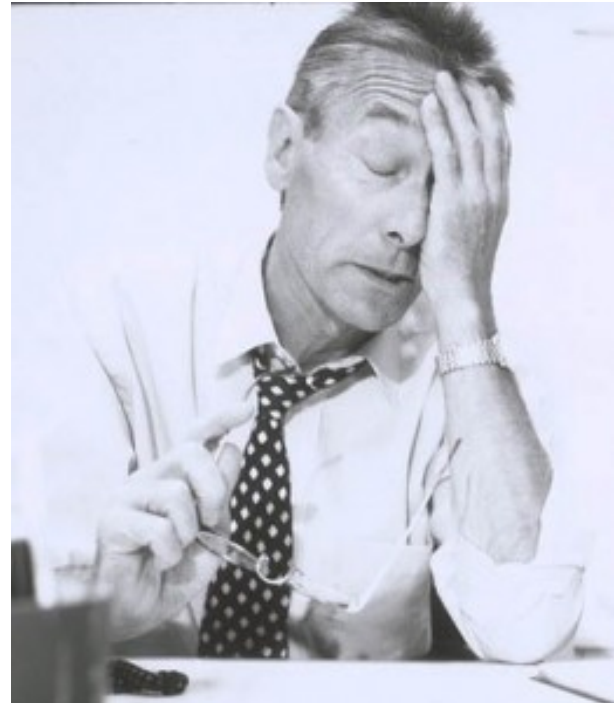
Why the "Agita?"

Staff are often concerned that a significant change will negatively affect………….

- The meaning they derive in their work (i.e., will the change in role, function, activities be satisfying and professionally rewarding?)

- Their control over their work life (unwanted demands on time, energy and autonomy)

- Their status in the organization (affect on authority and position in the organization)

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Commitment and the Consensus Seeking Pitfall

▶ Consensus is impossible in many situations

▶ Consensus unproductively delays decision making

▶ People can support a direction or decision they disagree with if they get a chance to be heard and are given a rationale for the decision.

The leader breaks the tie

Reflection: Commitment

- Ask yourself:
    - Do we know what each member of the team is working on and how they contribute to our collective efforts to promote trauma informed care?
    - Does each member have the safety and space to weigh in?
    - Do team members have the opportunity to enhance their skills and knowledge?
    - Do team members leave meetings feeling confident that each team member is completely committed to the purpose and goals of creating a quality organization even in the presence of initial disagreements and conflicting perspectives?
    - Team members end meetings with next step tasks that are clear and action oriented. No one leaves with nothing to do.
    - Does the supervisor model commitment by organizing meetings, setting an agenda, promoting action and moving the team to resolve differences and taking action towards a specific goal?

4. Avoidance of Accountability: the most common dysfunction

- Supervisors do this to avoid uncomfortable situations

- If the supervisor doesn't hold people accountable, the team members won't.

- This is really difficult in peer-to-peer situations.

- When there is little commitment and no buy-in, team members will not hold each other accountable.

- You need team members willing to call their peers on performance that they need to accomplish their goals or behaviors that might hurt the team

- The closer the team members are to each other, the greater the risk.

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Reflection: Avoidance of Accountability

Ask yourself:

- ◦ Do the team members respectfully hold each other accountable for contributing during meetings and following through with action steps?

- ◦ Are the team members deeply concerned about letting down their peers?

- ◦ Do team members often volunteer to work on areas that are key to achieving our aims?

- ◦ Do you, as a supervisor, hold people accountable for their behavior?

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Accountability: Having those hard conversations

- Accountability often involves addressing performance problems

- Addressing performance problems involves conversations that can be quite difficult

- Common difficulties includes responses such as avoidance(flight) or angry confrontation (fight)

- There are best practices in having conversations that hold people accountable in a respectful and effective manner.

Reflection: Attention to Results/Performance Indicators

Ask yourself:

❑ Do our team members willingly make sacrifices for the good of the project?

❑ Do we have a way of knowing how we are doing?

❑ Are we able to keep track of critically important outcomes?

❑ Do we keep track of our accomplishments and areas that have not been successful?

❑ Do we regularly review our goals and progress in a way that is specific and measurable?

❑ Do we express dissatisfaction with data that falls short of our expectations and goals?

❑ Do team members discuss areas of performance they are concerned about?

Critical Role of Performance Indicators

It's hard to...

- know how you're doing without data and information
- get others to change their behavior without data and information
- understand the parts of the system that need to change without data and information

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Instructions for the next exercise

- Please have a piece of paper and pen near by or use your electronic device to jot down your answers to a number of questions.

- The purpose if to guide you in reflecting on the current performance level of your team.

Instructions: Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

3= Usually   2= Sometimes   1= Rarely

___ 1. Team members are passionate and unguarded in their discussion of issues.

___ 2. Team members call out one another's deficiencies or unproductive behaviors.

___ 3. Team members know what their peers are working on and how they contribute to the collective good of the team.

___ 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.

___ 5. Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.

___ 6. Team members openly admit their weaknesses and mistakes.

___ 7. Team meetings are compelling, not boring.

___ 8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if they were in initial disagreement.

___ 9. Morale is significantly affected by the failure to achieve team goals.

___ 10. During team meetings, the most important—and difficult—issues are put on the table to be resolved.

___ 11. Team members are deeply concerned about the prospect of letting down their peers.

___ 12. Team members know about one another's personal lives and are comfortable discussing them.

___ 13. Team members end discussions with clear and specific resolutions and action plans.

___ 14. Team members challenge one another about their plans and approaches.

___ 15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

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Assess your perception of team dysfunctions

Combine your scores for the preceding statements as indicated below:

Dysfunction 1: Absence of Trust	Dysfunction 2: Fear of Conflict	Dysfunction 3: Lack of Commitment	Dysfunction 4: Avoidance of Accountability	Dysfunction 5: Inattention to Results
			Statement 2: _____	
Statement 4: _____	Statement 1: _____	Statement 3: _____	Statement 11: _____	Statement 5: _____
Statement 6: _____	Statement 7: _____	Statement 8: _____	Statement 14: _____	Statement 9: _____
Statement 12: _____	Statement 10: _____	Statement 13: _____		Statement 15: _____
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

A score of 8 or 9 is a probable indication that the dysfunction is not a problem for your team.

A score of 6 or 7 indicates that the dysfunction could be a problem.

A score of 3 to 5 is probably an indication that the dysfunction needs to be addressed.

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Poll Question or chat the letter that corresponds to your choice.

Based on your assessment of your team, what dysfunction are you most concerned about?

a) Absence of Trust

b) Fear of Conflict

c) Lack of Commitment

d) Avoidance of Accountability

e) Inattention to Results

Chat questions

- Were you surprised with the results?
- Any lessons learned by going through this process?

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Chat questions

Can you see away of using this tool with your team members?

How hard with that be?

A little scary for me, let me tell you!

Resources

Lencioni, Patrick M.; Okabayashi, Kensuke. (2012). The Five Dysfunctions of a Team. Hoboken, NJ: Wiley.

Lencioni, Patrick. Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers, and Facilitators. San Francisco: Jossey-Bass, 2005.

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Questions?