
Leadership Academy: High-Performing Teams

Transcript

>>Andrea Falzarano: Welcome to the ASHA Leadership Academy webinar, "High Performing Teams". This webinar content is appropriate for entry in emerging leaders. I am Andrea Falzarano, Director of Association Governance Operations at the ASHA national office. We planned today's webinar to help audiologists and speech language pathologists feel confident leading teams at work, in the community and as a volunteer at the state and national level. Each of you should have a copy of the handout which includes speaker information and slides. If you do not have the handout please pause the webinar now and access a copy from our website. You will need a copy for interactive sections of this presentation. At this time I would like to welcome our presenters, Kevin Nourse and Alice Waagen. Dr. Kevin Nourse is an executive coach organization development consultant and facilitator with nearly 20 years of progressive experience in both for-profit and non-profit organizations. He is a professional certified coach through the International Coach Federation and has extensive experience coaching leaders in the areas of emotional intelligence, career planning and transition, influence, risk taking and strategic thinking. Dr. Alice Waagen is a business consultant who teaches management skills to business leaders. Alice has conducted hundreds of workshops and training classes at many of the country's top Fortune 500 companies, non-profit organizations and government agencies in the Washington, D.C. area. In just the last 5 years more than 132 leaders from 26 regional organizations have graduated from her unique leadership development workshop series. Now let's begin. Over to you Kevin.

>>Kevin Nourse: Thank you Andrea. Well we want to welcome everyone to the Leadership Academy webinar on high performing teams. We're happy to have you all participate in the webinar where we'll be exploring tools and techniques associated with sustaining team performance. So our hope is after the webinar you'll have some practical tools that you can use immediately. I would like to review our disclosure statements. I am Kevin Nourse. I am the Principal of Nourse Leadership Strategies and I'm an independent contractor. I am being financially compensated by ASHA for the leadership academy webinars and I do not have any non-financial interests with ASHA. My colleague, Alice Waggen is a subcontractor to Nourse Leadership Strategies. She is also an independent contractor financially compensated by ASHA for the Leadership Academy webinars and without any non-financial interests with ASHA. And I should say at this point that we've got two audiences for our webinar. We've got participants in the classroom we'll be interacting with and we have those that are

listening to the recorded audio with the webinar. For those that are listening to the recording throughout the webinar we'll be using certain reflective questions to engage

the group and conceivably deepen your learning. So we would invite you at that point to hit the pause button, capture some notes or some thoughts on your handout or in your journal and then when you're ready to resume just hit the replay button and join us. So with that I'll toss it to my colleague, Alice to give us the roadmap where we're headed today.

>>Alice Waagen: Well thank you Kevin. I likewise want to welcome everyone today to this webinar. I feel it's a very critical topic and we'll talk a little bit more about that in a minute. But what are we going to be doing today? We're going to talk about the fundamentals of building and maintaining high performing teams. As my graphic illustrates we're going to be doing sort of a high flyover of these topics. These topics have got a lot of weight and meat to them. But we're going to basically focus on three key areas. First we're going to give us a definition of key concepts but then we're going to talk about stages of team development, the role of the team leader and how it needs to evolve over time and lastly what are the components of an effective team. As Kevin mentioned our goal in this webinar today is for you to leave with some very sound, practical, easy to use tools that you can use to evaluate current teams you're working on to make them more effective and also to use to plan future team efforts for success. So Kevin you want to talk to us about what is a high performing team?

>>Kevin Nourse: Sounds good Alice. You know if you Google teams on the Internet you'll find you know millions of hits. So a lot has been written about teams. There's a lot of definitions out there. But we've constructed this definition based on our experiences and just a review of what we found. And I won't read it to you but there's some points I do want to make associated with what is a high performing team. What we think about you know the size of the team generally it's a relatively small group typically 8 to 10 or 8 to 12. And what's really key is the idea of a shared vision. So in essence it's ultimately what unites a team is the sense of shared vision about what everybody's working toward. The other part of that is that you've got team members that have varying and unique skills and talents. Because if everybody had the same skills in essence there would be no value added of having a team in the first place. The third key element highlighted would be the idea of creating outcomes that far exceed that of any one individual. In other words, the contributions of the overall team is larger than the individuals which makes a huge difference. And then also you know the point about mutual accountability what we know is that beyond just traditional work groups with boss, managing team, teams really embody this idea of mutual accountability. So there's interactions dynamically between team members. And accountability doesn't come just from the team leader but it's shared throughout the team so that it reinforces kind of the key vision and the key elements of how the team functions. Alice, anything you want to underscore in our definition?

>>Alice Waagen: Yes, well that last point, mutual accountability is I think so important. You know a high performing team does what we call they self-correct. So you know they're working along and everyone's doing what they need to do and then one member starts to not be performing, not showing up and not doing the work. You know a non-

high performing team is like well let's get the leader to go talk to them. A high performing team has mutual accountability. The members would gather around and say what's up, how are we going to fix this? And I think that's one hallmark of a really good high performing team.

>>Kevin Nourse: That's great. That's a good reinforcement. You know and I think many times we're brought into work with teams to help them resume and regain their performance. One of the first questions we ask is: Is it really a team? So as team diagnosticians we work with teams around that. And ultimately I think we go back typically with teams to ask these questions is it a work group or is it truly a team? Because becoming a high performing team takes work. It's not something that just happens automatically. So at this point Alice I think you're going to just do a bit of lit review in terms of some of the emerging research?

>>Alice Waagen: Absolutely. But first of all let's just pause a minute about the criticality of this topic especially as a topic for the Leadership Academy. I can't envision a leader, a successful leader who isn't really good at pulling together teams and getting teams to work well together and to be productive. No matter where we are whether it's the professional world or whether it's our volunteer world so much of what needs to happen can't be done by a single individual. It has to be done with people working together with various forms of direction from a leader. And so to me if anybody wants to advance in the world of leadership this is definitely a stop on the road and one to continually hone your skills in. Being a valuable team member and a valuable team leader is I think essential to advancing one's leadership. Now we always like to start these webinars by just touching on some current research and some evidence-based research supporting some of the theories and practices that we'll be presenting today. I just want to highlight a few of them. The first article here I was very fascinated to read, "Essentials for a Great Team, Trust, Diversity, Communication and Joy". I love the way they added that. This is put out in the "Journal of the American Board of Family Medicine". So it's research based in the health care system. And I think the four things that they itemize here especially the trust is really critical for a high performing team. The next article, "Enhancing the Effectiveness of Work Groups and Teams" the authors there did a real deep dive in over 50 years of psychological research looking for what contributes to effectiveness in teams. Anyway I could go on; there's great articles here. So those of you who are listening to this webinar if you want to dive more into these topics these are great articles. As well as we have a bibliography in the back that you can advance your learning on this area. Kevin I think we're ready to do a little bit of reflection on teams.

>>Kevin Nourse: That's right. So our first question, reflection question that we'd like to pose to you is the idea of what are your biggest challenges associated with working in a team? So thinking about past teams that you've been a member of or current teams what do you see the big challenge is? For those of you listening to the recording now would be a good time to hit the pause button and take a moment to reflect in your

journal. And those in the classroom we'd love to see what thoughts you have. Alice what do you notice in terms of some of the teams you're working with and their challenges, your clients?

>>ALICE WAAGEN: Yeah. You know I think one of the most challenging issue with teamwork is having when the members have different workloads and priorities beyond the work on the team. You know sometimes that can get to be a tense situation if half of the team is under a huge crunch you know heavy deadlines, high priority work and the other half isn't. If they don't negotiate how to manage that up front be very, very clear and negotiate maybe the ones who are in a slack period can take more of the work you know coming up for a while. Or maybe the ones that are really overloaded can have a mini sabbatical from the team. If they don't talk about these things what happens is a lot of resentment builds and then we get into all kinds of issues from there. So that's one that I see that frequently hits work teams.

>>Kevin Nourse: That's great. You know I recall and some of the stories we've heard from audiologists and speech language pathologists in past leadership development programs for many of our participants it's been the challenges for example of working on interdisciplinary teams in their workplace and the idea of navigating different disciplines who have different kind of philosophies and perspectives in terms of working with patients or clients and reconciling that. And especially around conflict and how do you navigate conflict in a team context with people that think very differently in some cases about what's the right way to support a patient or a family, that kind of thing. So let's take a look at some of our classroom participants some of the ideas that they shared. Ned points out making sure everyone has a shared goal which is really such a core definition of what it means to be a team. And then the challenges. How do you know people really do share that in terms of surfacing those differences. Marilyn points out making sure that all team members are heard. You've got some people that may be more quiet or introverted and others more extroverted. So how do you manage that dynamic when certain people may dominate a conversation? And I think that gets back to making sure everybody has a place at the table and the ability to speak and be heard. Anything you noticed Alice in our participants' observations?

>>Alice Waagen: Well, you know communication comes up a number of times. And I think that is again, one of the issues of being really planful and conscious and intentional about communication and putting issues out there I think is really important.

>>Kevin Nourse: Great. Well I think at this point you're going to take it and start us down the path of stages of team development.

>>Alice Waagen: Yes, I certainly am. This is the first of the models, the tools we're going to be sharing with you. And some of you, many of you on the webinar may have already heard of this at one point or another. There was a researcher by the name of Bruce Tuckman and he put together this model for team development. Basically said

that over the life of a team there's different phases or stages that the team will go through: forming, storming, norming, performing and adjourning. This is not a new model. He really published a paper in 1965 documenting the first four stages, phases and then added the last phase in 1977. Now why is it still around I mean some of you might be asking? Well it's based -- it's very simple to begin with. The mnemonic device of everything rhyming I think helps people to remember. But it's very real world; it's very observable. It is a behavior-based tool whereby watching your team observing behavior, observing what people are saying you really can place where they are in this model. And in that way take actions and behaviors to guide the growth of the team. So let's start by looking at this in a little bit more detail. I'm going to describe these first two phases. Phase one or stage one I should say is the forming stage. The team has just gotten together, brand new team. People may not know each other or know each other just in a superficial way. And so in the forming stage people are sharing information, talking back and forth and conversing trying to really understand each other better. They're trying to learn about each other you know who is this person sitting across from me, are they warm and friendly, do they feel a little bit reserved to me? What are some issues people are bringing to the team? It's a very pleasant phase in the sense that people are just trying to get to know each other. Most of the times conflict is avoided and serious issues are avoided because we're really just trying to get to know each other and to get forming. Now after a while though we're going to be moving into our storming phase. And storming is just as the name implies people are expressing their opinions, their values and their beliefs. In forming you kind of got to know who they were but we want to know what's going on in their head, what's going on in their heart, what are they bringing to the team. And so there is confrontation and there is controversy as these issues come out. Now before we get into the remaining phases I will point out there is a positive and a negative side to each of these stages. And if we're in a stage too long that negative can kind of come up and overwhelm. So stage one, getting to know each other is incredibly important; team needs to spend time here. If the team stays there too long it gets stuck. Conflict doesn't come to the table and we kind of -- our learning gets stuck in a way and we don't really bond and move forward. In the storming phase if the arguments and controversy pursues sometimes the conflict can step over a line and get a little bit too personal and can really damage interpersonal relations. So spending time to meet the stage's purpose makes sense. Spending too much time it's a process of what we call getting stuck and we'll talk a little bit later how to unstick a team that may be stuck in a phase too long. Kevin anything you want to add to our first two stages?

>>Kevin Nourse: I would just underscore the importance of storming. Because really what is happening it becomes a power struggle; who's got power, who's losing power. But also it's that stage that we're still stuck in our own silos, our own agendas. And of course the key for a high performing team is to transcend that so we're holding a more universal or team agenda. But it's in that storming stage that those dynamics come to the surface and can be painful for some people. But again, good teams work through them; they've got processes that we'll talk about. So let's talk about the next three stages of development specifically. So now that we have stormed, the idea is moving

into a stage of development where we're consciously talking about what we've learned and how we're going to really function together. And so it's during this stage that we actually articulate key processes, clarify objectives, clarify goals, clarify the roles on the team and what individuals are doing and also clarity of purpose is revisiting why are we here together and a roadmap to achieve these results. I'm working with a team in a large medical center, a senior executive team where they formulated a team charter to identify important ground rules for example for how meetings are to be handled or how they're going to navigate conflict. You know what are going to be some operating norms and rules because then we can observe whether those rules have happened or not. We then move into the performing stage of development. This is that sweet spot that we all long for and it takes work to get there. But you'll find in the performing stage that interactions become very fluid and dynamic. Issues come up; they're easily resolved. And so whereas in earlier stages we may get stuck, generally in performing issues are dealt with in a real-time basis and the team is producing. You can see that so it's not just we're stuck in our process but we're very fluid in our process which means the outcomes of the team we're able to achieve some real leverage and take advantage of the advantages of the diversity of the team to produce some really solid outputs. We then think about really the final stage. You know some teams don't go through this because they're an ongoing team. In other words they don't end. But there are instances when teams do come to an end. And it's funny because I think all of us have been on teams that we were sad to see it end because it was such a wonderful dynamic and productive. In this case the team is feeling these feelings, the emotions of an ending and the sadness and loss that goes with this. The best example I can think of you know I did my doctoral research in New Orleans and I interviewed people in organizations that went through Hurricane Katrina to look at those that really thrived and how managers thrived. And in many of the institutions particularly in health care settings these teams were basically living together on the property of their employer because they really couldn't go home. So they formed almost quasi family teams, family systems to support them and also help their organizations reopen. And I remember hearing these stories in my interviews about how hard it was to end it and it was a painful experience. But because they brought these teams together they functioned really well. They were incredibly resilient because they had the support of each other. But when it came to an end it was really hard for them because of all they had been through basically in the battle trenches together. So let me stop and pause and just see if my colleague, Alice what would you add to these final three stages?

>>Alice Waagen: Well there's a couple of sort of rules that go with Tuckman's model. Rule number one, a healthy team goes through all of these phases. Although as you mentioned Kevin, stage five may be optional. But teams that try to accelerate and say oh, we're really good we're just going to skip storming and move on; generally in the performing they'll trip over things that should have surfaced earlier. So you have to go through all of these stages to really be high performing. Now how much time you spend in them can vary tremendously depending on the team. I've seen teams reconvene over an issue and you know within a 1-hour meeting they've worked their way up to

performing. I've seen teams that have taken 6 months to get to performing and beyond. The other issue is whenever the team changes in any way a new member is added or someone leaves, you really have to start over. So team membership changes makes the team start over. But in my experience where I've seen this happen and again a savvy team will move through it quicker is on volunteer boards, you know boards usually have -- board positions have tenure. So whether it's a 2 or 3-year tenure whenever that tenure comes up the team changes completely. Or some of the members drop off and others are added and again the board has to go back and go through all these phases or stages again. Alright, any other thoughts on our stages model Kevin?

>>Kevin Nourse: No, I think we're good to go to our next reflection question.

>> Alice Waagen: Alright. So once again let me set the stage for the reflection and then we'll ask those of you listening to the recording to hit pause and spend some time with this question. So what I would like you to do, everyone, is think of a team you're currently leading or serving on as a member. Now, get -- this is a real fresh memory for you, a current team. You may be leading it or you may be a member of. What stage of development is the team in now? And how do you know that, as I mentioned before, Tuckman's model is observable? So what are you observing of the team members' behavior that you base this on? So sort of play back some recent meetings. What are you observing, what stage do you think that would mean that your team is on?

So again, those of you on the recording, press pause and give some thought to this. Sort of use the model. Those who are live with us today, if you could go ahead and just share your experiences, that would be great.

Kevin, can you think of a team you're working with that you could figure out where on Tuckman's model they are presently?

>> Kevin Nourse: Yeah, I've got a client here in Southern California Medical Center. I'm working with the CEO and his Executive Team. And I started last fall and we made really good progress with a team of 7 folks plus him.

We got to some level of -- new level of performance. He then -- a couple of his team members left so basically we're hitting the reset button. We'll try to salvage some of the work and the agreements that they came up with before and the team vision. But we have to revisit it. Because it really is a new team with some very different players on the team.

So exactly, we go back to Square One in terms of building relationships and revisiting again team purpose, team vision, things like that.

How about you?

>> Alice Waagen: Well, I was just going to comment, you are so right. Because that's the gasoline that drives the engine, so to speak, is the purpose, the vision. We'll talk a bit more about that shortly. And new members may not have that coming into it. So I

think that's really again being conscious and thoughtful and intentional, take them back to the beginning and walk them through it.

Mandy shares with us a very important example here. She's a member of the Patient Satisfaction Team. The team was at a performing stage. Made lots of positive change in a short period of time, increasing patient satisfaction. However, had staff turnover. And are currently back to the storming stage.

Yeah, a great illustration, Mandy, of exactly what I was speaking of. It just drives you crazy. You get to performing, everything is great, you add new members, you got to backtrack.

Nan mentions, we had a change in the team leader, a change in the role of the assistant, a new staff member, 3 new interns. Yes, you're back at the beginning, reforming and building relationships. Yes, that much change, just start over, back at forming.

Melissa's experience, added directors to our Leadership Team, 4/6 of us have been working together as a Leadership Team so adding two more members has put us back into the forming stage. And you know, Melissa, the good thing -- I'm so happy you're acknowledging that. When you have 6 and then you have 2 new people and 4 old, if you're not careful, you get little mini coalitions going. Where the 4 existing team members want to continue on as high performing and not looking to bring those 2 new ones into the fold. That can get to be a problem.

Marilyn says, on an IPP team, planning an interdisciplinary workshop. This is our second time working together. I've noticed that this year's planning has been easier and more efficient. I think it's because we have better interprofessional understanding. There is more of a relationship -- yes, that's a good point. So even though you're coming back a second time, you can capitalize on the groundwork you did the first time. You still have to go back to forming and storming but it's probably going to be easier and shorter in those phases than if everybody was brand-new.

Well, thank you our live group out here gave four really great examples of how this process works. And it's why I do think Tuckman's model has been around forever and will be forever. Because it's evergreen, it's based on human behavior and observation. And it can help you so well to really observe and plan to move the team as rapidly as it makes sense to get it to high performing.

So Kevin, I think we are -- you are going to take us to the start of the role of the team leader.

>> Kevin Nourse: That's right. So now that we have a sense of the stages that teams go through and how important it is to diagnose where you're at and how to move toward performing or sustained performance, let's think about those of you who may play the role of a team leader.

You play a really important role as team lead in terms of your behavior and how it impacts the teams functioning. So the idea is how can you as a leader establish and sustain high performance? Well, it really boils down to three strategies.

For you to pay attention to team behaviors, certainly your own experience is important. But what do you observe in what's happening with others? And identifying -- formulating some strategies to intervene if in fact you all are not in a high performing stage. And then the idea is reflecting on the impact.

So it's as much an art as it is a science in terms of team intervention because every group is so dynamic associated with that.

So that's the larger frame in terms of your role. Let's look at a little bit more in terms of specifics, depending on the stage that you're in.

So Alice and I are going to explore these, trade off in terms of our conversation now.

So we start at the forming stage. And if you think about when you've been on a team, generally speaking, people feel pretty tentative. They are excited. But they are a little arms length because not sure who is on the team, why are they here, what's my role, is it a safe place? They are asking these questions. So effective team leaders at that stage can really reinforce the purpose and objectives for why are we here. So everybody is really leaning on the role of the team lead.

When you're in that role in this specific stage, it's really important you provide a bit of the backbone for the team. Because at this stage they are fairly dependent on you.

We then move into the storming stage. And again, as Alice suggested, the power struggles, you have conflict that potentially could be destructive. So your job at that point as team lead is to surface and mediate the conflicts. In essence, I call it normalize conflict so that people feel okay about surfacing differences of opinion, raising concerns, giving people a voice. And also an important role for you as a team lead is to sustain optimism. Because I've intervened with teams where people get a little bit disillusioned about, you know, the team and it's ability to get anything done. But again, as a team leader, reinforcing this is a normal part of what we need to go through. And we will get through it. And we will achieve our team vision for what we intended to achieve here.

We then move into the norming stage. And again, the key there is articulating and negotiating agreements. So as a team lead perhaps that's a great place to step in and facilitate a conversation around the idea of where have we been? What are we learned? And what's going to help us get to that next level?

So it's about giving more and more of the team a voice. So you might think about it in terms of as we advance these stages, you're pulling back a bit as the team lead and letting the team step up. So maybe somebody else could facilitate this conversation. It doesn't have to be you.

So again, it's paying attention to your own perhaps need for control. And also stepping back so that you can let the team step up, which is on the path becoming more of a self-managed team.

Alice, I think you're going to take the final two stages and any other comments on the first three?

>> Alice Waagen: Yes, I will definitely do both of those. You know, I think I could say in the performing stage what a team leader needs to do is basically step away. You know, we have here monitor and sustain performance. But in reality what happens in a high performing team is leadership is very fluid. Depending on what's on the table and what's being discussed, leadership may shift from one member to the other.

In fact, oftentimes people say if you videotaped a high performing team and later said, pick out who the leader is, you couldn't do it. Because one minute it's one person stepping up to say, I think we should be doing this. And then they are passing the baton to somebody else. It's really a lovely thing to witness.

An analogy somebody shared with me once was an emergency room. You know when a patient is brought in in crisis, depending on the initial assessment, one health care professional or another is going to take over and start barking orders, depending on their specialty and their area of expertise as to what's going on. That's really what we have in the performing stage.

And then lastly, in the adjourning stage, again, it's the wrapup. It's really -- what I love to see in the adjourning stage is the lessons learned activity is really taking a trip down Memory Lane and saying, where did we work well together? Where could we have done things differently? Can we record this? Can we share this? And can we make sure to take it into whatever future teams that we'll be working on?

So if I could summarize this by putting it into a single verb, forming, the leader is directive. And really functioning is more of a directive leader style. Storming, they are directive but with facilitation. Norming, facilitating. Performing, monitoring. And then a little bit of facilitation at the end.

So what you should see a visual image is the leader stepping further and further away from a leader role possibly positioning him or herself as a fellow team member and equal team member.

Now, why is this important? When I have worked with teams that are in trouble, normally what I do find -- one of the issues I find is a team leader who is not adapting and adjusting as the team grows. And instead is sticking in many cases in a more directive role.

I worked with a senior team once that was really stuck in forming because the CEO could not do that stepback role that I am describing. And I was doing some team

observations. And then one month when I went back, the CEO was on vacation. And what a difference it made.

The team was literally moving quickly to being high performing, collaborative and supportive of each other. That with this -- the CEO's presence, they were in a let's sit and wait until he tells us what to do next role. It was very, very glaring. So again, the leadership -- the team lead, no matter who is from the beginning chartered to running this has got to understand this pulling back method or the team will get stuck way back in forming and/or storming sometimes and never get to the high performing.

Kevin, has that been your experience?

>> Kevin Nourse: Yeah, very much so. I find that I have to become kind of the boss whisperer to the team lead oftentimes just to suggest that, yeah, it's kind of whispering in their ear. Or I have negotiated sometimes with teams with the executive in charge of the team to kind of real-time hit the pause button while we're in the meeting and ask the boss, how do you think it's going, what are you noticing? And it's a real-time way to surface untested assumptions. Because I think in more traditional environments, many times participants on a team just assume that most of the functions of the team are going to fall to the boss. So the boss is scratching their head trying to figure out, well, why don't these people step up.

So it becomes this interesting thing of untested assumptions. And I think a lot of times as a diagnostician and interventionist on a team my job is to surface those untested assumptions and saying, does this really work for you? And yes, I think your experience is consistent with mine around that.

>> Alice Waagen: Yeah. Very good point. Okay. And so we have another reflection that I will walk people through. And again, let me set the stage and then I'll ask those of you on the recording to put the pause and make some notes.

Once again I'm going to ask you to reflect on a team that you are currently a member of. How effective is the team leader in helping to sustain performance of the team? If you were leading the team, what actions would you take to regain or sustain high performance? This is a little bit different from before. I want you to come into this reflection as a team member. And do a little bit of assessment of what you think the team leader is doing on a positive way to help the team along. And then if you were that person, what would you be doing the same or differently?

So again, those on the recording please pause. And those who are live with us today, if you could share your experiences with us on being a team member and observing a team leader.

Kevin, other examples you want to share with us of what a team leader is doing that helps?

>> Kevin Nourse: Yeah, I think one of the biggest ones is -- it goes back to the storming stage. But an overall dynamic on a lot of teams. And I think we have even heard this from participants in programs in the past but how the fear of conflict can prevent a team from raising tough issues.

So I recall working -- again, it was a different medical center, I worked with a senior executive and her team of directors. And so I coached her in advance to be able to model risk taking. The idea of teams do better when they can talk or discuss undiscussables, you know, things that are helping in front of us, it's the elephant dancing in the living room that we all pretend not to see.

So I had to work with my executive sponsor to help her get to a place to be able to surface untested assumptions. For example, the willingness to ask the group, are there things that I'm doing that are getting in your way in terms of how you all function as a team.

Or for her to volunteer some of her doubts about certain issues that made her a little bit vulnerable. But it often becomes in many cases the reason you're in a leadership role is because your job is to guide the team and help them move forward. And sometimes that involves tipping your cards a bit and being a little vulnerable. Because in fact, if you want people to be vulnerable on the team, you may have to model it.

How about you, any thoughts?

>> Alice Waagen: Well, you know one team in particular I was a member of. And it was a volunteer situation. And we were in the storming phase. And the one thing I valued so much about the person who was leading at the time was two things. No. 1, he was very adept at using humor to diffuse when it got a little bit too tough. Not humor in a degrading way. But humor to lighten the mood, pull people back from the edge.

And the other thing I thought he did that was extremely useful was in storming and even norming, he never ended the meeting without putting things into closure. So if there was a disagreement and people were dug into their sides and we were running out of time, he would go ahead and summarize where we were and where we pick up next time. Because one of the dangers, again, in storming or in a conflict situation is saying -- where emotions are heightened and people are locked up and say, meeting over, and just let it hang out there. So I think those are two techniques that I thought were very, very useful.

Let's see what our teammates have shared with us. Melissa mentions, one team I am a member of suffers because the team leader does everything. Other roles aren't clearly defined and there's a little delegation. That's forming. And you won't get anywhere unless that person can learn to delegate and step aside.

Mandy mentioned, I am on one team at the fabulous -- does a great job of getting input from all members and selecting members who are interested and active with the team. When new members join she does a great job of integrating them, receiving -- the

mission and values as a team. And then she's also on a team where the team leader is micromanaging it, yeah, that's tough.

Marilyn's IPP team, wonderfully effective members, all involved disciplines are represented. Our team would be more effective if we had more time to devote to this project. Yeah, the meetings are held at times that work well for the leader but don't always work well -- yeah, that's tough when you have a nascent team that you know could be great if you were able to spend just a little bit more time.

Delegating most of the tasks and overloading the team -- yeah. Nad's point, you can overdelegate. That's a dump and run leader. Which is a different issue.

Wonderful. Well, thank you, everybody, for sharing these great real life examples. I think these real life examples makes these models really come to life for us.

So our third area, components, Kevin, I think you're going to start us off with this.

>> Kevin Nourse: That's right. So a third layer -- so we talked about the stages of teams and how you can use that to diagnose if you're not performing, where are you. Secondly we started to think about all other dynamics in terms of team leaders and how your role can influence the functioning of a team.

Third would be thinking about the components of effective teams. So what are some of the core components that really play an instrumental role in helping move a team into performing and sustaining it. So we've got a list here and a couple of things I wanted to point out with the first few.

Specifics -- we talked about purpose and goals. And that was clear. Because that was - the core definition of a team implies a shared sense of purpose and really clear outcomes or goals. Secondly, though, I think just as important is this idea of roles and role definition. And I think it's interesting because Marilyn and Mandy I believe pointed out that on a team where the team leader is doing everything, to me this is what is at play. Having not defined the role, team leader overfunctions. People basically learn to become passive because the assumption is the team leader is doing it all. And oftentimes you interview the team leader and they are wondering, why don't these people step up? It's an interesting untested assumption. But roles, really deciding who is doing what, for example, who is taking minutes, who is going to follow up with other teams, who is going to capture ideas on the flip chart, that kind of thing. Or even roles around decision making. And that's related to the third point of key processes. Communication, conflict resolution. That comes up a significant -- with significant frequency in teams that I work with, which is talking about how we'll resolve conflict.

In other words, for example, some teams I've worked with decide whoever -- two members who are in conflict, they need to go off and try to resolve it themselves before they engage the team leader. And that's going to be important work that's done offline. It doesn't take valuable team time. But it's really defining what those processes are.

The other thing that trips up teams a lot is decision making. Is the team lead going to own the decision completely? Or will the team lead ask for input from below or the teams members? Or even is it going to be true consensus where everybody will have a voice in it, which it may take a long time to do that but that's a great way to do it if you need unanimous or a larger base of support for an idea.

So those are three really key ones. Alice, do you want to speak to the others?

>> Alice Waagen: Absolutely. Relationships. Oftentimes when I'm called in -- or I'll get a call from a client that says, I need you to do a team building. The team isn't working well. And so can we go off for a day and do something together. And I'm like, okay. If, indeed, the problems on the team are that they lack trust, they are not holding each other accountable, that their relationships are not well formed, those types of activities will help. But if, on the other hand, one of these other elements is out of sync, not only will that not help, it will drive people crazy to lose the time to that activity.

So what do I mean by relationships? As you can imagine with the talk we did on the stages of team development, if there isn't a good level of trust, people are not going to want to openly engage in conflict. They are not going to want to negotiate decisions. And they are not going to be looking for a win-win solution.

So we need to have good, strong working relationships for a team to be effective. Now, as people sometimes say to me, well, I don't really like that person on my team. I'm like, you don't need to necessarily like them. But you have to be able to trust them and to trust their point of view and their intentions going into it. So that's what we mean by team relationships. How well do the members work with each other?

Now, our fourth area of concern or focus is external to the team. How strong are the relations with other teams in the organization or surrounding the organization? Or members or customers or whatever. If a team is very well performing but they are not also looking externally, their work may not work out as well.

What I like to challenge teams in this arena is where are the cross impacts? Where is the work you're doing going to impact others in a way that if you're not relating to them well could derail the work of the team?

Our fifth area, again, sort of common sense resources. The team can be really clear on goals and roles and all of these things but have inadequate time. Or budgetary dollars, if need be. Or not an equal priority to the work. Then that's going to get in the way.

And lastly, appropriate leadership. We have talked about that already so I need not go into it again. But I will share with you how do I use this page very simply? I take the components column and when I'm working with a team that needs to be enhanced, needs to move into high performance, I do this as almost a checklist.

I will either observe or interview the members. Are they in agreement as to what the purpose and goal is? Are they in agreement and mutually understand what the different roles are? And so on down the line.

What I find is that teams that are more short term, they are chartered to do a specific task that goes for a month or two or three generally don't have too much of an issue with these. Where I start to see these getting out of sync is with teams that have been together a very long time.

Some of the examples we've shared with you on this webinar, a team that's been going for years. And every time there's been membership change, nobody has really gone back and reset, what is the purpose and the vision of this group? Or a team member who has a very strong role leaves. And the person coming in doesn't have that skill set. So they morph into doing something else on the team. Meanwhile, the person who has left, that role is not being served and so on down the line.

So I think a healthy thing for any team member or team lead to do is to pull this list out as a checklist and do a little assessment. You know, how are we on these 7 different components? Are we where we need to be? Or do we need to go in and fix some of them?

Kevin, what's your experience in using a tool like this?

>> Kevin Nourse: Well, you know, one way to think about these elements and generally you'll find -- and this is true in a lot of the literature. You can think of it in terms of some of these components being more structural and others being more interpersonal or personal. So it's usually a balance of both. Or task and process.

But I find that there are interrelationships between these. For example, if the team doesn't have enough resources to achieve it's work, then perhaps we have to go back to purpose and goals and maybe narrow the scope of the team and how it functions. So you can find a lot of these things do have their interdynamics because teams can be kind of complex as it relates to that.

So you know, the kind of leadership you have is going to have bearing on relationships and trust. Because if we can't trust the team lead, then that's going to probably infuse the relationships with everybody else that could get in the way of it or start to form factions or cliques with the team.

So yeah, this is I think a really good basic list to start from. And the idea of starting to observe and even ask the team.

I've even seen to some extent you can use this in a team meeting and say, how are we doing on these things? And is it an inclusive process? How well do you think we are functioning with these different components? What needs to get better for us to really move forward and sustain our performance? Yeah, so it's a really good working list.

>> Alice Waagen: That's an interesting observation, Kevin, and one I had not thought of, the interdependency of some of these. And you're right, some of them are almost showstoppers. Where if the leadership isn't as effective as some examples our folks have shared with us in the chat, it kind of trumps everything else.

If there is -- if the relationships have been broken at some point or another where there's extremely low trust, it doesn't really matter how sound the processes, roles and purpose are, people are not going to want to move forward. They are going to pull in and to mix our models here pretty much stay way at the beginning at forming and not get involved with each other.

So you're right, it's a very good observation and I like the issue of doing an audit, a report card. Where does everybody feel the team is on these components? And how much in alignment -- if half the team says their roles are very clear and half say they are not, that's a different story. Now, if they all say they are not clear, that's not as bad a problem because then you just start at the beginning and redefine roles.

But yeah, interesting, interesting discussion here.

Well, Kevin, I think you're going to take us into our next reflection of the day.

>> Kevin Nourse: Okay. So this is a chance to take this framework of team components and throw it against the team that you're currently on. So think about one you're currently leading or if you're a member of a team, which of the components do you think are working well? And which do you think your hypothesis is that we could get to the next level if we address this because this is may be a gap area for us, we are not functioning well and our processes are not well defined or interactions or whatever. But take a moment and think about a team and see what you come up with.

For those of you listening to the recording, now would be a good time to hit the pause button so you can reflect on a team and maybe the handout or in your journal. When you're ready to resume, just hit the replay button.

So anything you find typically deficient, Alice, with clients you work with with these components?

>> Alice Waagen: Well, as I mentioned earlier, I think long-running teams, ones that have been together for a number of years, I find both the purpose and goals and the roles area can get really so to speak out of whack. Because people bring to a team their expertise, their experience, whatever. If they leave the team, it's very rare they are going to be replaced with an identical unit. So the new person comes in and switches a role around a little bit or brings their own interpretation of the purpose and goal. And if that's not corrected or realigned, it can get -- things can get out of sync pretty quickly.

>> Kevin Nourse: Uh-huh. Yeah, you know, what stands out for me, I'm working with -- well last year I worked with a team at a medical center. And related to relationships, and one components of that was camaraderie. And this leadership team realized that they

really didn't know each other beyond their work. And their intention was to once a quarter do some planning but then go out to dinner together. Because a lot of magic happens I think in those interpersonal relationships when you break bread together.

So the idea is how can we bring in more fun and camaraderie into our team? And you know, we often think that's not productive or whatever. But to me that's often a great place to go. Because I find that it enhances fluidity in the relationship so that even when there's conflict, if there's fluidity and trust, it's not a big deal. I come to you. We discuss it. We move on. It doesn't have to be a belabored dramatic point that can really drag down the team. So I think that to me is really huge.

So let's take a look at some of what our team has shared here, our participants, in terms of some of their sharings. And we'll get some chat here in a minute.

Anything you want to underscore Alice before we go to the classroom and see what our participants share?

>> Alice Waagen: Well, I want to key off of your example and I think that's so telling. In the world of work where we tend to focus much, much more -- this is my editorial statement, much, much more on task than on the interpersonal side. What's the next thing on the list? What do we have to get done? What's our task for the day? And what happens then is we have relationships that I would call -- they are rather fragile. There's not a strong basis. It's kind of like, I'm a terrible gardener and sometimes when I plant things they grow up and then they don't have enough roots and they fall over. So it's sort of the same analogy there.

But taking the time to do those sharing things. Just go out for dinner and ban all business talk. Nobody can say business or they have to pay for the dinner or something like that. And get people to open up I think is just so important. Because that then becomes the basis, the foundation, that when things get rough, people are willing to give more of each other.

>>Kevin Nourse: Yeah.

>> Alice Waagen: Yeah.

>> Kevin Nourse: So a couple of thoughts. Nad, you point out that purpose and goals among the team leads that aren't shared with the team members. Boy, talk about a disconnect. That is not sustainable. So that's a really good perspective of how do we build alignment. I guess that's a really important term in teams.

But Marilyn, purpose and goals are fine. Processes are a little bit more bumpy. Which, Marilyn, I have experienced quite often, I think it's really common.

And then also reinforce the comment about relationship building through social interactions. Yeah, we're not machines. We're human. And human needs interaction in building and sustaining relationships.

So excellent. So really some really good ideas. And Mandy believes clarifying roles and responsibilities would be useful in one of my teams. Mandy, a really easy way to do that I've seen is have everybody on the team write down what they think are what are the key roles on this team and/or who is doing that. And everybody without discussing it writes it down and then passes it to the right and keep passing it to the right. So it's a really quick way to gather data about a team on any topic. It could be, what is our goal for this team? Everybody write what they think it is down and just pass it around the room. And you would be amazed at what you discover. So that's a good one.

So I think we're probably close to the end of our time, Alice, do you want to tie us together here?

>> Alice Waagen: I would be happy to. So we have gone down the road today to provide you with some useful tools to work with your teams. No. 1, what stage are they in? Are they stuck? If they are, what can you do to help them out?

Our team leaders, how are they adjusting as the team grows and evolves? And lastly, where are you with those critical team components?

As always, we like to end with giving you a glimpse of what to do after this if you want to continue your learning about teams. You know, do some reflection on a peak performing team that you were part of. Why was it? What happens? Are there lessons learned you can carry to a new team?

Share the ideas you've gained today with somebody you're on a team with. See if together your heads together might come up with ways to move the team forward.

And notice the stage of team development for teams you are on. Reflect on components that may be missing. Use these tools to further your teams.

And with that I would like to pass the mic back to Andrea to wrap for today.

>> Andrea Falzarano: Thank you, Kevin and Alice, and thank you, everyone for joining us. This webinar is part of a series in ASHA's Leadership Academy. For more information including information on continuing education credits, visit www.ASHA.org and search Leadership Academy. We also encourage you to join the ASHA community focused on leadership topics. Go to ASHA.org and search Leadership Academy. You will find a link to the online community on this page. This concludes the ASHA Leadership Academy webinar on high performing teams. Goodbye from the ASHA national office.

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