DEVELOPING YOUR TEAM - REFLECTION

I ask for what I desire as we begin this topic

I pray that my entire being become open to God's grace

I imagine these texts being addressed to me, and note my response

Grace:

QUESTIONS FOR REFLECTION

1. Questions
2. Questions
3. Questions

DEVELOPING YOUR TEAM - EXERCISE

MY EXPERIENCE OF PROFESSIONAL DEVELOPMENT

Connecting to personal experiences of development

Bring to mind previous working experiences where you were offered development opportunities and constant feedback and support, and others where you were not.
- How did this make you feel?
- What did the development consist of? (formal trainings, end-of-year assessments…)
- What impact did it have on you personally? On your team? On your career?
- What particular development and support did you wish to have back then?

Sharing our experience

Share the fruits of your reflection with a colleague, friend, partner

FROM REFLECTION TO ACTION

Reflection on Developing your team

Choose one team member that you wish to develop.
▪ Think about what work they should be doing and take notes about your understanding of their responsibility.
▪ Read their job description (if it exists). How adapted is their job description to their current responsibilities and your expectations?
▪ In your opinion, what do they need to develop in to do their job well? (think of competence and capacity)
▪ To which extent does your team member have an in-depth understanding of their job descriptions and roles?
▪ To which extent does the role assigned to them brings out their strengths?

Action

Based on the above insights, schedule a meeting with your team member to ask them how they understand their role and review together their job descriptions and professional goals based on their current context and development needs.

ADDITIONAL EXERCISES

1. Read the input for a set of helpful questions that can guide the discussion with your team members.

DEVELOPING YOUR TEAM - INPUT

INTRODUCTION

Our tendency to be high performers relying on personal achievement is probably what enabled us to get to a manager role. However, as work is more and more accomplished through teams, this pattern is being challenged. Leadership work involves bringing out optimal performance of each team member, and leveraging the gifts of the group to attain results greater than what individuals could on their own. In a highly complex and interdependent workplace, leaders are called to unlearn the individualistic skills that got them to where they are and provide development opportunities that allow others to grow.

Developing teams starts by acknowledging the necessity to succeed with others:
● A leaders' ability to develop a strong and cohesive team is vital for his own future
● Professional development offers serious competitive advantage to the organization.
● People need training and support to develop their skills
● Individual development opportunities are a significant driver of employee engagement.
● Team development increases members' loyalty and investment in the team.
● Team development helps people to operate at the highest level of efficiency and react responsively.

Succeeding in this task also relies on developing our skills at performance management and feedback and recognizing that team development is an ongoing task that is not limited to new recruits or traditional trainings or end-of-year appraisals.

MAIN IDEAS

Framing performance appraisal and development positively

In organizations where performance management is not part of the current culture, team members may feel threatened by appraisals or discussions related to their competencies: some can judge these negatively while others might not feel that they need any development.

Below are helpful considerations to get the most of these crucial discussions:
- When having an open discussion with team members about the kind of support and development that they believe they need to work effectively, use your emotional intelligence, active listening as well as good questions to communicate respectfully.
- Be frank and clear about your expectations.
- Gather specific information about what each team member need to be successful in their work (check below and refer to the handout)
- Approach performance discussions with eagerness and frame the intervention in a way that makes people feel excited and positive about developing themselves.
    o Viewing development discussions as unpleasant only make them more difficult. In this context, present stretch assignments and other opportunities as developmental rather than hard work or punishment.

- Involving team members in the discussions and giving them opportunities to volunteer and choose their own assignments will ease their concerns and energize them, especially if discussions are around their personal aspirations and goals.

Identifying needs and setting up a personalized development plan

While some development needs are general and applicable to the entire team, it is important to keep in mind that each team member is unique and brings to the team distinctive gifts and a specific skillset. They also operate from different levels of understanding and meaning-making and have different responsibilities and objectives. Hence, customizing the development approach is crucial for their performance.

1. Knowing how your team members work is important for you to identify gaps and be able to deliver the right development to the right people at the right time. (Refer to the handout for some insights on how you could do that)
2. After spending time to know your team members and collect data about their developmental needs, take some time to analyze the data you collected and identify trends.
   - What is the most relevant information?
   - How can you use it to create a specific training plan for each member?
3. Outlining a roadmap to advancement and setting action steps to move forward
   a. Developing specific developmental objectives (What, Why, by when)
      - Write down on paper the objectives or actions desired, for example: finish a certain number of transactions in a given time, build a professional report without a team-member's help
      - Specify why these tasks are important (purpose)
      - Include a deadline and the method of evaluation, which identifies clearly how a team member can be successful at a particular task.
   b. Establishing a development/training plan (How)
      - The plan needs to take into account the learning styles and context of each team member. (Refer to the paragraph below and handout to choose the best development opportunity)
   c. Following up on progress
      - With the plan in place, follow up by providing feedback and providing constant check-ins on progress and learning.

Several opportunities for team development

Once areas of development have been identified, selecting the right opportunity that will suit people's various learning preferences may be challenging. In this context, it helps to remember that developing your team is not limited to traditional training. While training is essential for team performance, it can often become a waste of time and money when it is not built around an accurate estimation of individuals developmental needs.

The 70:20:10 model (developed by Morgan McCall and the Centre for Creative Leadership) suggests that 70% of learning happens through experience (daily responsibilities, on-the job assignments,...); 20% through developmental conversations and relationships with others (meetings, mentoring, coaching…) leaving only 10 % through traditional training courses (classroom workshops).

You will find in the handout many opportunities for team members to learn new skills and develop capacity as well (through experiential learning, social learning and formal learning). Each suggestion can help your team members move forward, improve team cohesiveness and productivity and develop motivation and morale.

Some of the suggested tools involve an investment in resources, time, travel and other costs, however, many can be easily implemented given the current available resources. The ultimate purpose is to engage your team in continuous learning by mixing formal and informal methods to ensure development.

Some helpful considerations when developing team members:

- Development does not consist only of skills and behavioral change but also involves increasing team members' awareness of their meaning-making (beliefs, values,...) and stretching their capacity to handle complexity (vertical learning).
    - Refer to the GLP worksheet for more details on that.
    - You may also find the worksheets on Action Inquiry and Triple Loop Learning useful when having developmental discussions with team members.
    - Another helpful tool is the logical model of change (by Robert Dilts) which highlights the link between employees' results, their behaviors and their beliefs.

- Adapt your interventions:
    - Take into account people's individual learning styles when customizing your trainings and developmental interventions.
    - Remember that when giving feedback: some team members need a supportive tone while others need an assertive and firm intervention.
    - You may find it helpful to ask your team members how they learn best and what developmental interventions worked for them in the past. (do they learn best alone or in groups, in trainings or on the job,…)

- Look for what is working well:
    - Helping team members recognize their strengths and build on them is much more effective in raising performance than focusing on improving weaknesses (Gallup). Refer to the worksheet in Module 1 on leadership gifts and skills.

- When suggesting a development opportunity, frame it in a positive way and encourage team members to be intentional about the learning that it will carry:
    - Brief them about the goals of your discussion, training or outing,
    - Encourage them to take notes during and after the event,
    - Invite them to share with others what they learned,
    - Perform an after action review to evaluate the outings, training experiences or assignments…

- When discussing development goals, make sure to **clearly** articulate what team members need to work on. Be explicit and provide measurable behaviors with specific deadlines.

- Don't wait until end-of year performance evaluation time to provide your team members with feedback. Schedule informal conversations when team members have had enough time to learn and practice their new skill.

- Don't be afraid to let people go when they are ready to move to the next level, under the excuse that it might disrupt the team. Development is an ongoing process that will build the organization leadership pipeline.

EXPECTED LEARNINGS AND OUTCOMES

1. Understanding the importance of developing your team

2. Framing performance appraisal and development positively

3. Providing helpful practices and tools to identify team members' development needs and choose relevant development opportunities

DEVELOPING YOUR TEAM - HANDOUT

Getting to know your team members and identifying their developmental needs	
Knowing their job description	▪ Thinking about what work they should be doing ▪ Identifying the skills needed to do their job well ▪ Ensuring that they have an in-depth understanding of their job descriptions and roles ▪ Clarifying what is fully expected of them ▪ Make sure the role you assign to team members brings out their strengths ▪ Asking them how they understand their role ▪ Being ready to review these profiles and ensure they reflect what team members actually do ▪ Updating the job descriptions based on context and needs.
Seeing them in action	Management by Walking Around ▪ Observing where they do well and where they struggle. ▪ Try to be fair and straightforward. Be sensitive and do not do it secretly. ▪ You can confirm your observation by giving your team members specific time-bound tasks to give them a chance to demonstrate their skills. ▪ While doing so, make sure you do it supportively without setting people up for failure.
Meeting with them and asking the right questions to understand their developmental needs	For example: ▪ What do you see as the most important part of your role? ▪ What is the team's most urgent performance issue? ▪ What challenges do you deal with on a daily basis? ▪ What do you find most frustrating about your current responsibility? ▪ What areas of your job do you desire to know more about? ▪ Is there something you've always wanted to learn? ▪ What are your personal career goals? ▪ How do they align with the organization's objectives? ▪ Which personal skills and gifts do you desire to draw more on? What type of assignments and responsibilities will enable you to do so? ▪ What outcomes would you like to achieve by the end of this year? ▪ What knowledge, skills or training would support your performance?
Gathering data from colleagues, beneficiaries, clients or other stakeholders	▪ This could be done through a 360 feedback assessment or you can also approach them informally and in a sensitive way ▪ Explain the context and invite them to support their remarks with detailed examples. ▪ Using training needs assessment to identify the type of training that is right for each individual

Experimenting with Various Dimensions of Team Development

Each of the below suggestions is an opportunity to develop your team members. Which ones do you find most relevant to your context and team developmental needs? Which are you ready to experiment with?

❏ Providing training and development tools (built around the team's current biggest challenges and development needs: e.g communication, creativity, problem-solving, team-work…). For example:
- ▪ Organizing team building activities or planning development workshops to increase the team's emotional intelligence.
- ▪ Providing online Training and e-Learning.
- ▪ Signing people to external training courses or assessments.
- ▪ Partnering with external professionals and other stakeholders to gain industry insights and trends.
- ▪ Hosting internal summits or webinars where a team member can share expertise with the team.

❏ Managing the team formation process (Tuckman Model)
- ▪ Leaders are called to notice the dynamic of their group/team and interpret the stage of the process (Forming, Norming, Storming, Performing).
- ▪ They will be able to consult to the group accordingly and support team members development based on the team's development stage and needs. *Refer to the worksheet and handout on Teams for more details.*

❏ Formal talent management plans (identifying members with specific talents and supporting their development with a performance management tool, eg. Nine-Box Grid)

❏ Building a culture of performance management with ongoing and regular after action reviews and appraisals.

❏ Providing stretching on-the-job assignments to build upon team members' experience and grow their competencies for a future responsibility.

❏ Succession planning (ensuring that team members pass on their experience and knowledge to others before they transition to another responsibility)

❏ Cross-trainings (particularly useful to build a flexible team where members can step in and help one another in case of absence or illness)

❏ Giving team members a chance to take on temporary leadership and supervisory roles to see how they react.

❏ Observing people at work and giving regular feedback. (Refer to Giving Feedback)

❏ Coaching your team members. (Refer to the Coaching worksheet) and assigning mentors.

❏ Inviting team members to work in pairs or go on empathy walks with other colleagues as a way to broaden their perspectives (check Empathy walk worksheet in Practices and Exercises section)

- ❏ Scheduling regular one-on-one with team members to review progress.
    - ▪ Team development relies on regular check-ins that ensure accountability.
    - ▪ For this end, it may help to capture action commitments clearly in your meeting notes and get back to them next time you meet with your team members.
    - ▪ Beside keeping the team on track, these reviews help you share relevant information, celebrate success, provide honest feedback and customize future goals to fit team members learning style.

- ❏ Effective delegation:
    - ▪ Your team member's confidence grows with the trust you give them. Empower them to make decisions and contribute with additional responsibilities and make sure you are available to provide supervision and support. (Refer to Delegation worksheet in the Practices and Exercises section)

- ❏ Managing team discipline and addressing challenges in a timely way. This includes:
    - ▪ From the start, getting team members' commitment to recognize areas of weaknesses, especially in terms of internal dynamics and emotional intelligence, and assuming responsibility for their individual contribution.
    - ▪ Setting norms and collectively examining them from time to time
    - ▪ Viewing discipline issues in the workplace as an opportunity not only to momentarily correct behavior but also to develop team members.

- ❏ Capitalizing on heat experiences and crisis to strengthen their learning. Instead of immediately solving problems on their behalf (which only fosters dependence):
    - ▪ Help them get clear on the issue and redefine the problem by understanding the root causes
    - ▪ Invite them to brainstorm and suggest appropriate solutions
    - ▪ Challenge them to clarify beforehand how they will measure success and adapt accordingly.
    - ▪ Identify how you can best support them.

- ❏ Beside professional development, keeping an eye on your team member's personal development. This includes:
    - ▪ Paying attention to their health and habits, emotional and psychological wellbeing, personal growth and fulfillment. You can explore your team's wellbeing using the JD-R model. (Refer to the Resources section)
    - ▪ Allowing team members to reflect on their lives as a whole and set **personal** development goals.
    - ▪ Scheduling mindful interruptions when team members are less loaded (inspirational videos, articles, quotes, office book exchange…)

- ❏ Making development fun and part of the team culture:
    - ▪ Scheduling once a month an informal gathering where team members can share with the rest of the team something they learned recently.
    - ▪ Inviting people to note down key learning and insights gathered in a box or on a board that you can look back at and read from during team meetings.
    - ▪ Changing the Scenery
    - ▪ Volunteering together

DEVELOPING YOUR TEAM - RESOURCES

GENERAL LEADERSHIP RESOURCES

Title	Author	Publisher	Year	Link
Blended Learning for Leadership The CCL Approach	Ron Rabin	Center for Creative Leadership	2014	Link
70:20:10 - Finding the Best Mix in Training Methods	Mindtools			Link
Informal Learning: What is the 70:20:10 model?		Growth Engineering		Link
Developing Your Team: Improving Team Performance	Mindtools			Link
The 10 Key Coaching Best Practices to Develop Your Team Members	David Finkel	INC	2017	Link
4 Ways to Create a Learning Culture on Your Team	Tomas Chamorro-Premuzic and Josh Bersin	Harvard Business Review	2018	Link
How to Mentor Someone Who Doesn't Know What Their Career Goals Should Be	Tania Luna and Jordan Cohen	Harvard Business Review	2018	Link
Career and Personal Developmental Needs: Developing Employees to Maximize Performance	Mindtools			Link
5 Keys For Developing Talent In Your Organization	Drew Hansen	Forbes	2011	Link
5 Ways To Ensure That Team Members Develop Into Great Leaders	Scott Edinger	Forbes	2012	Link
Five Ways to Develop Your Team (video)	Ed Muzio	Youtube	2010	Link
Logical Levels of Change – Robert Dilts		Discovery in Action		Link

Title	Author	Publisher	Year	Link
Why You Should Let Employees Personalize Their Job Descriptions	Vivek Bapat	Harvard Business Review	2018	Link
How to Support Employees' Learning Goals While Getting Day-to-Day Stuff Done	Nick Gidwani	Harvard Business Review	2017	Link
Managers Aren't Doing Enough to Train Employees for the Future	David W. Ballard	Harvard Business Review	2017	Link
How Well Do You Develop Your People?		Mindtools		Link
The Nine-Box Grid for Talent Management		Mindtools		Link

Developing your team's wellbeing

Title	Author	Publisher	Year	Link
The JD-R Model.	Bakker and Demerouti	2006		
The JD-R Model - Analyzing and Improving Employee Well-Being		Mindtools		Link
Applying the Job Demands -Resources model: A 'how to' guide to measuring and tackling work engagement and burnout	Wilmar B. Schaufeli	Organizational Dynamics, Elsevier	2017	Link
Mindfulness hope and compassion a leader's roadmap to renewal	Annie McKee, Frances Johnston, Richard Massimilian	Ivey Business Journal	2006	Link
14 Employee Well-Being Initiatives That Will Boost Engagement And Productivity		Forbes	2017	Link
Five Ways to Wellbeing at Work Toolkit		Mental Health Foundation		Link
Show Employees You Care About Their Well-Being. Here are 5 Ways.	Heather R. Huhman	Entrepreneur	2016	Link

QUOTES

- "People are definitely a company's greatest asset. It doesn't make any difference whether the product is cars or cosmetics. A company is only as good as the people it keeps" - Mary Kay Ash

- "Your most precious possession is not your financial assets. Your most precious possession is the people you have working there, and what they carry around in their heads, and their ability to work together." - Robert Reich

- "Coming together is a beginning, staying together is progress, and working together is success" - Henry Ford

- "The greatest danger a team faces isn't that it won't become successful, but that it will, and then cease to improve." — Mark Sanborn

- "If you want to go fast, go alone. If you want to go far, go together." - African Proverb

- "What's worse than training your workers and losing them? Not training them and keeping them".– Zig Ziglar

- "You can buy your employees' time and muscle...but their hearts and minds come free." - Stephen Covey

- "Train people well enough so they can leave. Treat them well enough so they don't want to." - Richard Branson

- "Personally, I'm always ready to learn, although I don't always like being taught". —Winston Churchill

- "All that is valuable in human society depends upon the opportunity for development accorded the individual." - Albert Einstein

- "An organization's ability to learn, and translate that learning into action rapidly is the ultimate competitive advantage". - Jack Welch

- "It's play that makes people unafraid to fail and confident to try new things. It's play that helps us do serious things better because we enjoy them and feel a sense of joy in our achievements". - Jake Orlowitz

- "The only thing worse than training your employees and having them leave is not training them and having them stay." - Henry Ford

- "Where my reason, imagination or interest were not engaged, I would not or could not learn." - Winston Churchill

- "To help others develop, start with yourself! When the boss acts like a little god and tells everyone else they need to improve, that behavior can be copied at every level of management. Every level then points out how the level below it needs to change. The end result: No one gets much better." - Marshall Goldsmith