



## Management Development Program

### **Module 4 Developing Your Team**

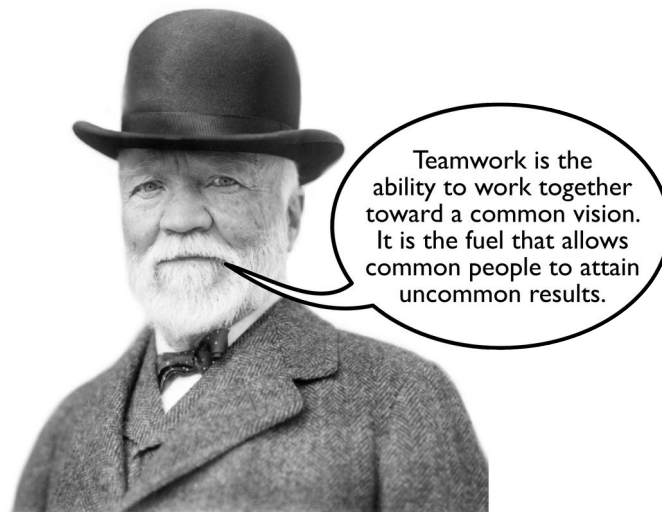
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## 4.1 Teamwork



Andrew Carnegie, 1835 - 1919  
American industrialist and philanthropist  
4th richest man of all time

When we talk about developing your team, we have to consider two aspects:

1. Developing the individuals within your team
2. Developing the relationship between those individuals

When we do both of these things, we get the best people, organised in the most effective way.

Research at the University of Central Florida in 2008 showed that team training can account for nearly 20% - one fifth - of a team's performance. This is separate to factors such as the skill level of team members, the effectiveness of processes, the team manager and the level of team morale.

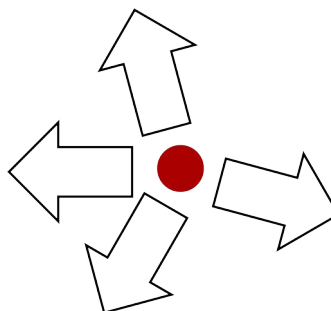
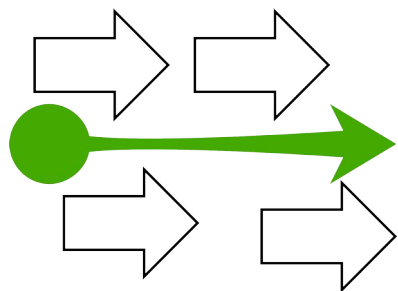
Being the best manager that you can be means that your team will operate effectively and you can focus on all the things that you would do if only you had the time.

Developing your staff means that they have the right skills to handle whatever comes their way, whether you're there to supervise or not.

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Developing your staff as a team then adds another 20% onto what you've already achieved.

Average people working together ... .. will outperform superstars pulling in different directions.



Developing your team therefore means developing your team members to perform to the best of their individual abilities, and then bringing them together as a team. A team has some elements that individuals do not.

#### 4.1.1 Team building

In small groups, discuss some individual attributes for people you would want in your team. These might be skills, experiences, qualifications, anything that you might look for when interviewing.

Make a list of some of these valuable attributes.

Next, consider bringing a group of people with these attributes together into a team. What else do you need them to do which they were not doing as individuals?

Make a list of the attributes which enable these individuals to work effectively with each other within a team.

Finally, come up with some ways that you can test for these 'team working' attributes, and how you can develop these attributes within an established team.

Individual attributes	Team attributes	Evidence	Development ideas

You can't focus on your internal or external customers because you don't have the time to talk to every customer, therefore if you think that your customers should be your focus then you're implicitly being selective in which ones you give your time to, which is a form of bias. You will tend to 'cherry pick', and you will fail to treat all customers equally and fairly.

Your staff are, as a team, able to talk to and engage with every customer. Your staff are able to identify needs, suggest new solutions to problems, increase member value, build loyalty and deliver great customer service.



You just need to inspire them to want to do that – and of course, give them the development that will enable them to do it in the right way.

### **Knowing your Team**

How well do you know your team? After all, how can you develop your team if you don't know where they are now?

If we don't base development on an assessment of current capabilities, we end up with what we call 'sheep dip' training, where everyone goes through the same training, regardless of whether they need it or not.

The measure of success of sheep dip training is that a person has sat in a room while someone else talked at them. Whether that person can now perform their job is irrelevant.

That's not good enough for us. We need to base our training on what we want people to actually do.

Knowledge is not enough in itself. That knowledge needs to turn into the right actions.

One of the reasons that large companies deliver sheep dip training is that it's too complicated and costly to assess all staff and tailor learning for them. Actually, it's neither complicated nor costly, when 'learning' is the aim rather than 'training'.

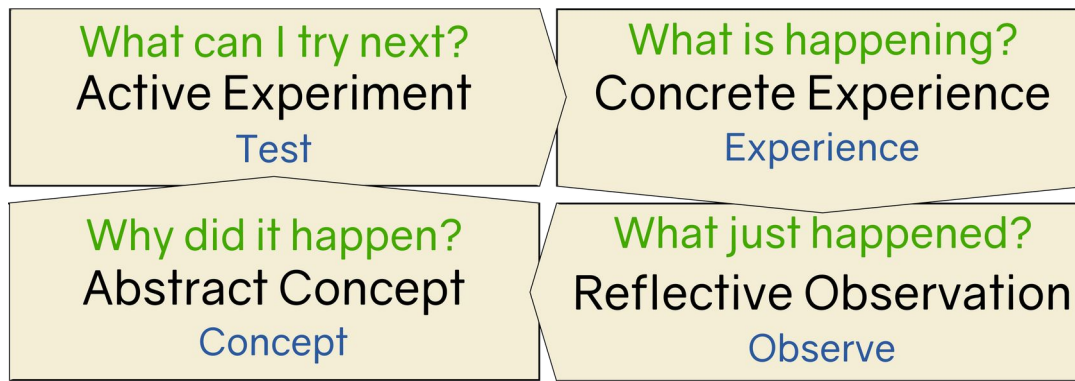
But first, we need to know the team. In the last module, we found out something about each other:

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I've BEEN IN MOST PRISONS IN THE UK	PLAYED DRUMS IN A PUNK BAND	DID KUNG FU FOR 5 YEARS	Once got stuck in a lift with David Blunkett + his dog - scared of dogs + claustrophobic
I have had several fictional stories published in women's magazines	<del>My</del> The man who became my husband auditioned for me.	I have played Santa Claus for a restaurant on Xmas Day	I can play + will be playing saxophone @ my sisters wedding
BEEN ON TV	Stars in their eyes Regional Finalist	I APPEARED ON SOCCER - AM	COMPLETE A RUBIX CUBE
I once went down the Thames on a RNLI lifeboat filming a promotional video about saving lives.	Serious classical piano player	SILVER MEDAL IN JUDO - COUNTY CHAMPION	LAST MILK TOOTH FELL OUT AT 16 YEARS OLD!
I WAS A NATIONAL WRESTLING CHAMPION	I WAS MARY IN SCHOOL NATIVITY	BEEN ON AMERICAN TV.	MET THE QUEEN MUM

We realised that, while all these facts are interesting, perhaps even surprising and fascinating, they don't really predict how someone will perform a task as part of their job.

We need a more accurate assessment method, so we came up with the idea of a competency assessment which allows us to see the capabilities of a team across a range of task areas. Delegation is the easiest and most reliable way to assess capabilities.



Experiential Learning Theory was developed by David Kolb in the 1980s. We now know from more recent neuroscience research that this isn't only a model for how we learn, it is a model for how we experience life, form memories, seek out new experiences and refine our actions in pursuit of our goals. Our ongoing experience of life is a stream of new information being compared to existing information, categorised, stored and refined. Our nervous systems are built to be self learning. In other words, we are constantly learning, we cannot stop it.

As a manager, your primary concern isn't to get people to learn, it's to influence *what* they learn.

#### 4.1.1 Delegation for learning and capability assessment

Working in pairs, think about a task that you might delegate.

If you focus only on the task then the task might be achieved but nothing has changed. The person you delegated to hasn't developed any new capability as a result and you don't realise the benefit of your time that you invested in delegating the task rather than doing it yourself – again.

Consider what you can add to turn any simple delegated activity into a learning opportunity.

How can you then assess ongoing capability development in that area?

Complete the table below for your example delegated task.

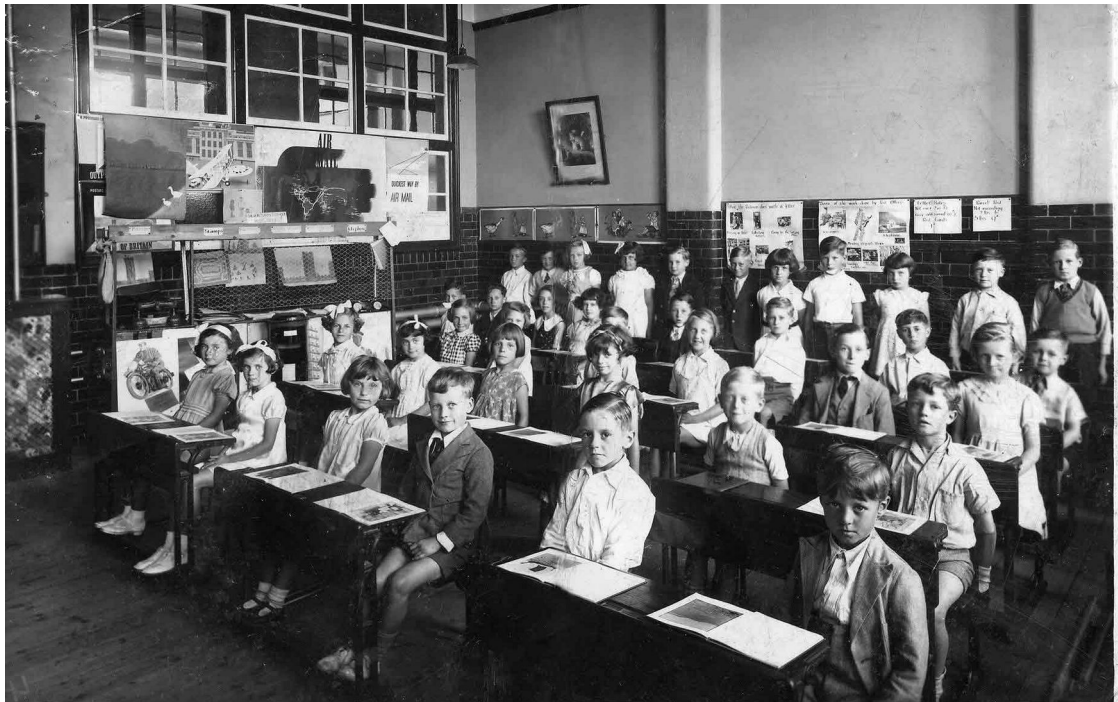
Delegate	Learning	Capability
<div> <p>Authority Information Result</p> </div>		



## 4.2 Learning

How do you train someone to play football, or swim, or dance?

Do you sit them in a classroom and lecture them on the theory of it?



*This is what many people imagine when they think of 'learning'*

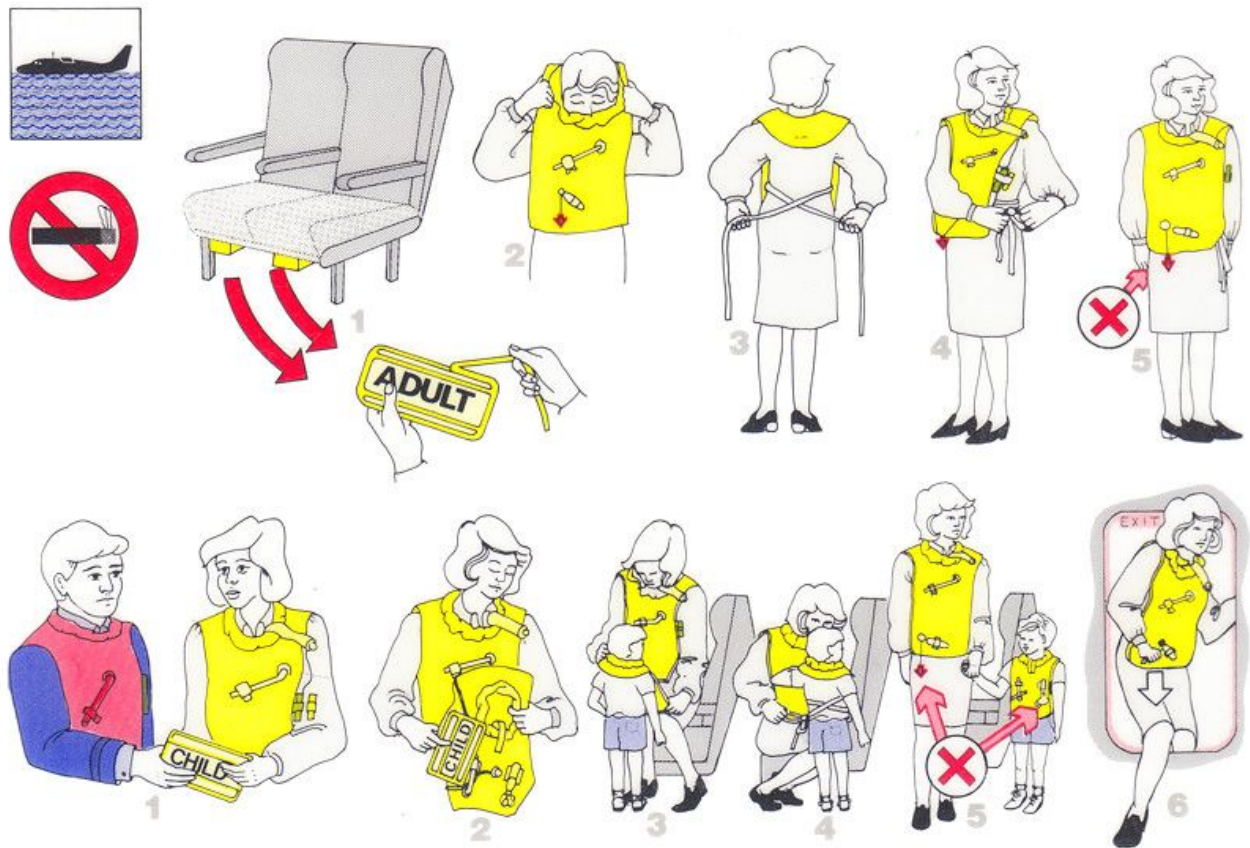
What if we get them to role play?



*At least these students aren't going to drown if they make a mistake.*



Maybe we could show them some pictures of other people doing it?



Thankfully, learning technologies have moved on quite a bit since our school experiences, and certainly from the days when students had to use a tablet and stylus...



*Tablet computing, then and now.*

Most importantly, we have developed our ability to:

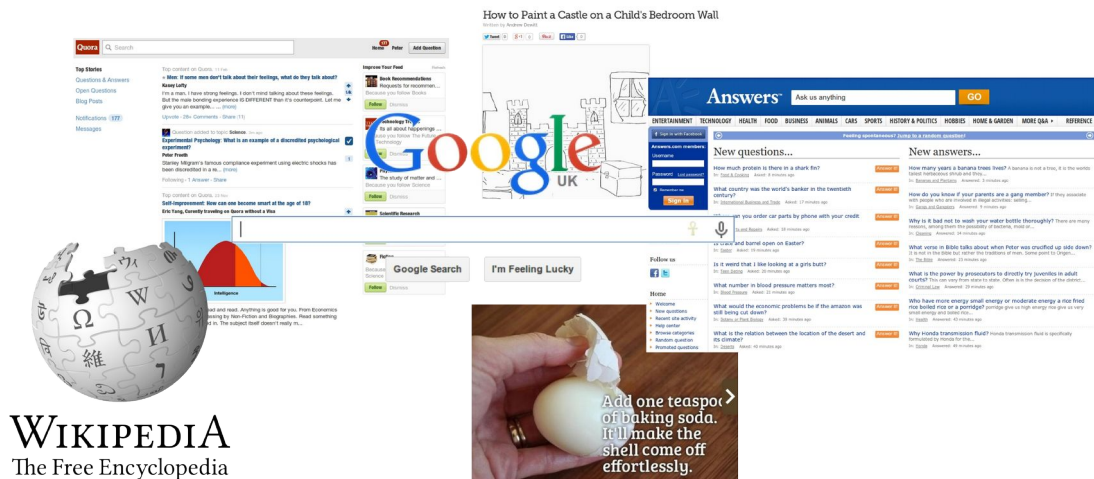
- Deliver learning as and when it is needed rather than when the training is scheduled
- Deliver learning at the level it's needed, rather than being a 'sheep dip'
- Create learning experiences which underpin the behaviours we want to encourage
- Connect learning to motivation and reward for each individual

We live in the 'Google generation', where people don't want to read instruction manuals, they want software and gadgets to be intuitive and easy to use. If we get stuck, we want to ask Google for a simple answer, not have to wade through user guides to get the information we need.

Whether we want a recipe for a cake, instructions for fixing the car, suggestions for getting red wine stains out of carpet or tips for managing a team, the Internet has thousands of pages of answers for us.

Knowing which is the right answer has now become the challenge, so people have turned to social media for answers; firstly to knowledge-specific discussion forums and secondly to social media sites such as Facebook and LinkedIn.

What this evolution has shown, if nothing else, is that learning is driven by relationships and trust.



### 4.2.1 Learning methods

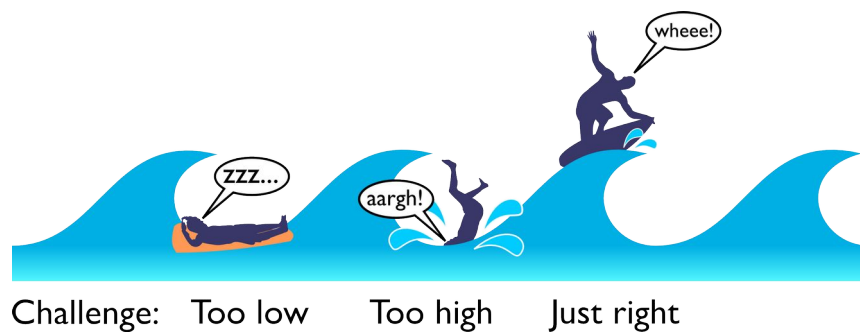
What learning methods are available to you as a manager? It often seems easy to send people on training courses, but when you have a specific learning need that has been identified through a remedial or developmental objective, it is unlikely that you'll find an off-the-shelf training course that's a perfect fit for that objective.

In small groups, come up with ten learning methods that you can use for developing your team. For every learning method you identify that isn't duplicated by other groups, your team gets one point. The team with the most points wins a prize.

1
2
3
4
5
6
7
8
9
10

## 4.3 Motivation

Earlier in this program, we talked about the connection between motivation and performance, and we saw that there was also a connection between motivation, challenge and learning:



When your team are motivated with achievable challenges which enable them to learn and grow in their roles, they will perform better and feel more valued. Since we have (allegedly) put man on the moon, we might say that every challenge is achievable, given the right feedback.

Fast paced sales environments such as call centres often use very short term incentives to motivate staff, for example the first person to sell ten insurance policies wins a holiday voucher. Whilst the effect that this has on the team is complex, it does achieve its primary objective of increasing sales.

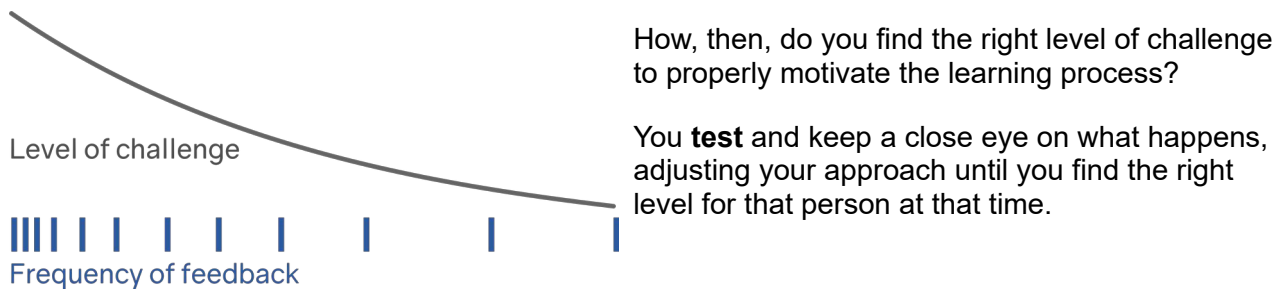
A large engineering company wanted to make all of its staff feel that they were part of the success of projects, so it introduced a bonus scheme. If the company delivered its customer projects on time and to budget, each employee would get a £1,000 bonus.

At the end of the year, the company was significantly late and over budget with most of its projects – as usual. Logically, that would mean that the staff wouldn't be paid their bonus. Instead, the managers (who wanted their bonus too) decided that they should pay the bonus because staff had worked hard and had come to expect the bonus. The cost to the company was £250,000.

It's important to understand that these kinds of bonuses can act in two ways; either as an incentive or as a reward. An incentive comes before the task, a reward comes afterwards.

Bonuses, vouchers, treats and nights out work to motivate staff when you want them to temporarily perform over and above their normal duties. You are rewarding them for discretionary effort.

Giving rewards for activities which are within a person's normal role profile is dangerous, and often leads to demotivation.



Bonuses do not work when all you want your staff to do is what you already pay them for; their normal duties. If they are not meeting the requirements of their role profile, that is a performance management issue.

Treats only work as long term rewards for performing well against targets *when those targets are met* because people will do more of what you reward them for. When you reward people for trying their best, that's what they'll do – or at least, that's what it will look like they're doing, but there will always be a long list of reasons as to why they didn't quite succeed.

The problem with the company that paid everyone the £1,000 bonus is that staff and managers had come to expect it. Everyone knew that the targets were totally unachievable, but staff would be disappointed if they didn't receive the bonus for 'trying their best', which of course, they didn't.

The only thing that works reliably to motivate staff to perform their normal duties is:

- Hire staff who are well matched to the actual requirements of the job
- Set clear and unambiguous performance targets
- Give staff responsibility for those targets
- Hold staff accountable for those targets
- Set and deliver long term rewards for compliance
- Set and deliver consequences for non-compliance (including disciplinary proceedings)
- Use short-term rewards only when you want short-term results

## 4.4 Increasing motivation

Here are some suggestions for things that you can easily put in place to increase motivation

What?	How?
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Belonging	Team meetings, mutual support, shared learning, share success
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Equality	Fair assessment, remove bias, transparency for promotions, rotation of tasks and delegation
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Feedback	Give developmental feedback that enables people to succeed
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Recognition	Give appropriate recognition for achievements
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Ownership	Give staff a sense of ownership of their job or area of responsibility and delegate Authority with AIR
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Fun	Learning is in itself rewarding because it incorporates novelty and personal growth. We love new experiences and to feel as if we are improving ourselves.
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### 4.4.1 Motivating your team

Let's assume that your team are inherently motivated, and instead of you having to come up with ways to motivate them, you simply have to avoid the things that demotivate them.

What events or factors have you observed having a *demotivational* effect on your team?

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Let's compare two different approaches to learning and see what happens.

#### 4.4.2 Learning 1

Take three sheets of paper and screw them into balls. You now have 5 minutes to learn to juggle.

#### 4.4.3 Learning 2

Take one sheet of paper and make a paper airplane. You have 5 minutes.

We'll then have a competition and the creator of the best plane will win a prize.

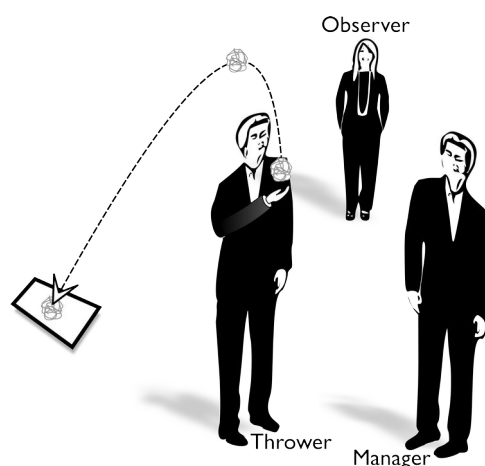
The person responsible for the worst plane will pay a penalty.

### 4.5 Feedback

You experienced giving feedback as opposed to instruction in an exercise in an earlier module of this program.

Feedback is a vital part of learning. It helps you to see that your training is effective, and it helps you learners to understand where they are in relation to the overall learning journey.

Without feedback, we cannot know if our actions have achieved the results we intended. If we have to rely on someone else to tell us if we have succeeded or failed then that person becomes a judge, and their subjective feedback will be biased, and learning cannot take place.



If you are giving your team instructions instead of feedback, they won't learn how to perform the task, they will only learn how to please you. Maybe you think that's a good thing. It definitely isn't, because it means that to give instructions, you have to be there, watching, every day.

If you ever want to take a holiday, or a day off, or focus on your own development and career then you have to give minimal feedback to encourage self-correction.

As you learned in the exercise, you can't give feedback unless you can objectively measure.

## 4.6 What Makes an Effective Team?

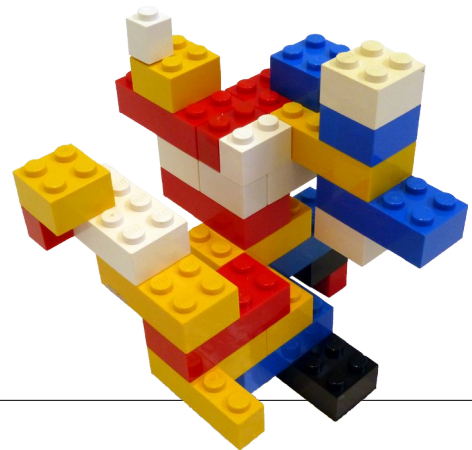


*If you could get all the people in the organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time.*

*Patrick Lencioni, author of The Five Dysfunctions of a Team*

### 4.6.1 Are you an effective team?

Were you part of an effective team for the building exercise in module 1?



Purpose	Members share an understanding of the team's purpose and goals
Priorities	Members know what needs to be done next, by whom, and by when
Roles	Members know and respect their own and their colleague's roles and skills
Decisions	Authority and decision making lines are clearly understood
Conflict	Conflict is dealt with openly and is important for effective decision making
Individuality	Members feel their unique personalities are appreciated and well utilised
Rules	Rules for working together are set and maintained by all members
Effectiveness	Members are able to work in a way which feels efficient and productive
Success	Members know when the team succeeds and share in this equally
Learning	Feedback and development are provided and used by the team

Internal research conducted by Google into what makes a high performing team found one important common factor; psychological safety.

#### **4.6.2 Team safety**

Is your team a safe place to work?

How would you know?

### 4.6.3 Building an effective team

Work in a group of two or three for this exercise. Have a look at the characteristics of an effective team again. In each of the categories, come up with one practical, simple, short term action that you can put into practice to help your team become more effective.

Purpose
Priorities
Roles
Decisions
Conflict
Individuality
Rules
Effectiveness
Success
Learning

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## 4.7 Team Safety

One of the most important indicators that people feel safe in a team is conflict.

Open conflict takes the form of team members disagreeing with each other in order to achieve the best results. Conflict is not the same as confrontation.

When people feel unsafe, conflict and confrontation merge together, disagreements are taken personally, people withdraw from debates and only superficial agreement is achieved. In meetings, actions are agreed but never followed up. People would rather say that they agree and avoid confrontation than share their true feelings, opinions or concerns. An unsafe team might produce lots of ideas but little measurable action. Risks are not explored at the start of a project because team members fear being labelled as 'negative'. Team members who allow a project to fail can think "I told you so", which affirms their individual position, but does nothing to support the team or the organisation. The individual 'wins' at the expense of everyone else's survival.

In response to the first question in exercise 4.7.2, you probably said that your team is a safe place to work. Whatever your response to the second question, the reality is probably closer to "because I like to see myself as a nice manager who wouldn't be nasty to anyone." Your ideal self image is not necessarily reflected in the culture of your team. Your intention is not a measure.

When people know that they are safe, valued and equal in a team, they can disagree with each other whilst still having respect for each other's positions.

How do your team members develop this sense of respect and trust? Simply, by watching you.

When the manager hears every opinion, encourages debate and conflict, follows up on actions, recognises commitment and rewards openness, the team follow. When the manager consistently demonstrates these behaviours, they begin to transform into a leader. However, this is not a leadership development program, it is a management development program. Having said that, as a manager, you cannot avoid being a role model for your team. It is therefore your duty and obligation to set an example for how they should treat each other.

Instead of a leader, you could be a dictator. By suppressing conflict and debate, you would be in control of every decision. If your team fails, it's because they didn't follow your instructions.

The downside of being a dictator is that you have to be right about every decision you make, and perfect in every communication, and present on every day. If anything goes wrong, you're the only person who can take the blame. However, if you're a dictator, you'll likely find a scapegoat instead.

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Google's team performance analysis, named Project Aristotle, studied 180 Google teams, conducted over 200 interviews and analysed over 250 different team attributes. The fifth factor was the most consistent and important, as the other four will arise naturally when the fifth is in place.

The five key factors for team performance were found to be:

1. Dependability

Team members get things done on time and meet expectations.

2. Structure and clarity

High-performing teams have clear goals, and have well-defined roles within the group.

3. Meaning

The work has personal significance to each member.

4. Impact

The group believes their work is purposeful and positively impacts the greater good.

5. Psychological Safety

Google found that teams with psychologically safe environments had employees who were less likely to leave, more likely to harness the power of diversity, and ultimately, who were more successful.

#### 4.7.1 Team snapshot

Rate your team against the five factors above:

	Poor	Developing	OK	Good	Excellent
1. Dependability					
2. Structure and clarity					
3. Meaning					
4. Impact					
5. Psychological Safety					



## 4.8 Coaching

Coaching is becoming a popular management tool. Some companies employ external coaches to supplement the existing management structure, whilst others train managers in coaching methods so that they can have a greater range of skills of improving individual and team performance.

Many people think that when they have a 'helpful' conversation with someone, that means that they're coaching. This is not the case. Coaching has a specific purpose and direction, a helpful conversation generally does not – or rather its purpose is most likely to be 'to help', and that is not the purpose of coaching.

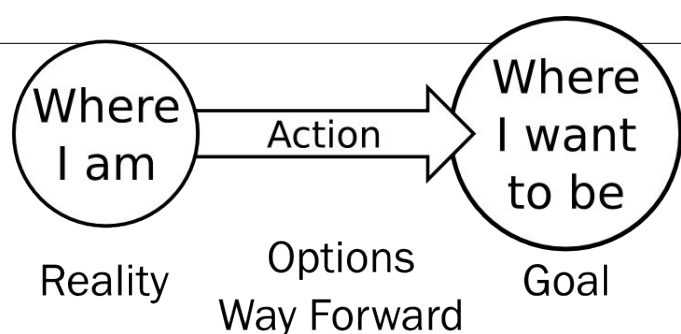
Because coaching takes place in a conversation, many people think that it is a 'soft' approach, like counselling. Again, this is not the case. Coaching is goal oriented and the conversation can be very tough going, especially on a client who is being evasive about why they haven't achieved a goal that they committed to.

The driving force for the coaching relationship is the client themselves. The client sets the goal, the client explains their current situation, the coach provides a framework within which the client can explore potential courses of action and then make a decision.

There are many popular coaching models which give you a simple framework for coaching someone, and one of the most popular is the GROW model:

Goal	Your goal or objective
Reality	Where you are right now, the current situation, the resources that are available and any current obstacles
Options	Different ways of achieving the goal, including the option to 'do nothing' and revise the goal
Way forward	A commitment to one of those options, with measurement and review agreed with the coach

You could summarise GROW as being a structured exploration of a goal, covering where you want to be, where you are right now and how to overcome any obstacles and achieve your goal.



You can see that GROW fits with the idea of planning a journey by starting with the destination, then comparing that to the starting point, then generating a number of possible routes and finally committing to one route as a way forward.

The same principles apply to the five coaching conversations. Some managers have said that they don't like being restricted by the format. As a manager, you can talk to your staff any time you like, for as long as you like, about anything you like!

The purpose of a structured conversation is that it gets you to talk on a regular basis about things you would never normally talk about when you're rushing from one reactive task to the next.

If you have any experience of counselling or coaching then you'll know that one of the most valuable aspects of the conversation is its structure.

Some common limitations of an unstructured conversation include:

- Tendency to take the objective at face value without fully exploring it
- Possibility that the client is not completely honest about their current situation
- Possibility that the client is not completely aware of their current situation
- Failure to fully explore all options
- Tendency to rule out options too quickly because there seems to be an obvious solution
- All of these lead to superficial commitment to action and failure to move forwards

Think of coaching as if you're planning a journey:

- Do you head off in a general direction without proper preparation?
- Do you make sure you have everything you need?
- Do you plan for detours, or just hope for the best?
- If you get lost, do you tell yourself that you're enjoying the scenery so it doesn't matter?
- Do you expect to just find your way by luck?

If your journey is important, you'll plan it. Why would your life and career deserve any less?

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## 4.9 The Five Coaching Conversations

Consider what you have learned about:

- Creating a team as a safe space
- Conflict
- Feedback
- Learning

What does this tell you about the Five Coaching Conversations?

You have been given example questions and conversation starters for each of the conversations.

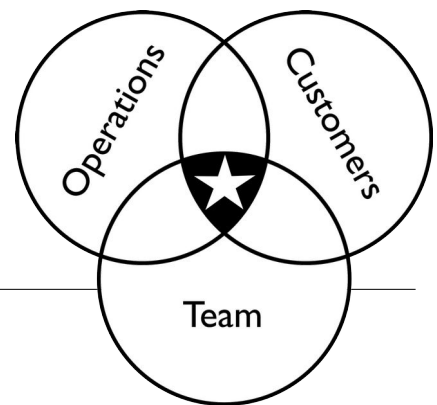
- Are they the only questions that you should ask?
- How do you know where to take the conversation?

Before the introduction of the Five Coaching Conversations, BACP had no common, consistent management practices and staff therefore had no consistent expectations for their performance, recognition and development.

Some managers think that this doesn't matter as long as the organisation functions and people do their jobs. The annual staff survey says otherwise. The Five Coaching Conversations framework was introduced specifically as a result of staff feedback. Absence, sickness and turnover at BACP are at higher levels than they should be, given the nature of the work that staff are engaged in.

The Five Coaching Conversations are therefore not a time consuming, box ticking exercise that you have to make time for. They are the primary way that you build a relationship with your team that enables you to manage more effectively, build a team who feel safe and deliver consistently high performance and develop yourself in your management career. As a career development tool, you have a duty to your staff to give them fair and equal development opportunities, and that means taking the coaching conversations seriously – or at least as seriously as you expect your manager to.

In module 1, we talked about the time conflict between team, operations and customers. We also have to consider the conflict between your dual role, as a technician and as a manager. Being a technician is easy. It's probably interesting and distracting. However, it isolates you from your team, and they are the people who can make your life much, much easier.



### 4.9.1 The 'why' of the Five Coaching Conversations

In small groups, look through the list of the Five Coaching Conversations.

1	Climate review
2	Strengths and talents
3	Opportunities for growth
4	Learning and development
5	Innovation and continuous improvements
6	(Open discussion and review)

1. What seems to be the purpose behind the overall structure?
  2. Some people have said that conversations 2, 3 and 4 are too similar and could be merged into one conversation. What bias does this reveal?
  3. Where are the opportunities for a manager to set an example for their team to follow?
  4. In the table above, write your ideas for the essential purpose of each of the conversations, and why it is separate from the others.
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## 4.10 Summary

### 4.10.1 Conclusions

We'll split the group into two teams.

You have 20 minutes to put together a 15 minute (maximum) presentation.

Your presentation should include:

1. A demonstration of the wrong way to conduct a 'coaching conversation'
2. A demonstration of one possible right way to conduct a 'coaching conversation'
3. A summary of what makes an effective team with some simple tips for managers to put into practice

Your team will be scored out of a possible 100 points, as follows:

Maximum 25 points - Understanding of key learning points

Maximum 25 points - Demonstration of how to apply the theories discussed

Maximum 25 points - Understanding of financial and business impact

Maximum 25 points – Demonstration of effective teamwork

Your team's score will add to your individual assessment score.

## 4.11 Assignment

We're now past the half way point of the Management Development Program following our summer break.

Delegation and performance management are not 'tick box' exercises that you tried once just so that you could write an assignment. They are the critical working practices of an effective manager. The program and the assignments helped you to get started, and it's up to you to implement the principles every day and to refine your practice through experience.

Your assignment is simply to write a 600-ish word response to the following questions:

### Part 1 – Team culture

1. Look at the five factors of an effective team that were identified by Google. Discuss them with your team, explore to what extent you each feel these factors exist in your team and write a short summary of what you found. You might use your ratings in exercise 4.7.1.
2. How did you know that your team's feedback was honest, as opposed to 'playing along'?
3. Consider the team that you are a member of. How could your manager better develop those five factors within the team?

### Part 2 – Coaching conversations

At some point over the next month, you will experience one of the five coaching conversations, from both perspectives, as a reviewer/manager and as a reviewee.

1. Do you feel that your approach to the process is getting the most out of the opportunity to spend time with your team members? Why?
2. What might you do differently as a reviewer? Why?
3. What could your manager do better in your own discussions?

Email your assignment by the due date show in the schedule to [peter@genius.coach](mailto:peter@genius.coach)

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