Team Leadership Dr. Neal

- Globalization and the flattening of organizational structures means increasing team leadership
- Teams = Contemporary forms of facilitated collaboration
- Team-based-technology-enabled
- Lateral as opposed to vertical decision making
- Examining team processes and team outcomes
- Teams can result in
    - better decisions
    - better problem solving
    - greater innovation
    - greater creativity
- Need to support member involvement
- *Heterarchy* = dynamic and fluid power shifting in teams (Aime et al 2014)
- How do leader actions promote task and interpersonal development (actions necessary to ensure team effectiveness)
- Shared team leadership (team leadership capacity) – the leadership repertoire of the entire team
    - Greater effectiveness
    - Less conflict
    - More consensus
    - More trust
    - More cohesion
- Leader Mental Model = their cognitive map of what is going on in the team and how to address problems
- Team-based Problem Solving - Effective team leaders can diagnose correctly and choose the right treatment (course of action)
- Good team leaders are behaviourally flexible and able to meet diverse team needs
- Team effectiveness
    - Task performance
    - Team Outcomes
    - Team health/maintenance
- Successful teams
    - Compelling purpose?
        - clear elevating goal. Inspires and orients team members towards collective objective – fully engages their talents. Teams often fail because they let something else reaplce their goals (ego, personal agendas, power) Effective leaders keep the team focused on the goal (LaFasto and Larson 2001)
    - Results driven structure?

- ▪ Need individual performance assessment, clearly defined roles, clear outcomes
- Right people?
  - ▪ Competence matters. Need sufficient information, education and training. Includes interpersonal competence. Team work skills include
    - Openness
    - Supportiveness
    - Action orientation
    - Positive personal style
- Unified commitment?
  - ▪ Teams are not just a collection of individuals. Teams have to be carefully designed and developed. Successful teams have team spirit
- Collaborative climate?
  - ▪ Ability of team to work well together. Members stay problem focused, listen to and understand one another, safe to take risks, willing to compensate for one another. Team leaders must synchronize and co-ordinate individual contributions and guide team efforts.
- Norms of conduct clear?
  - ▪ Standards of excellence important for functioning. Should feel pressure to perform at highest standard. Standards must be clear and concrete. Make expectations clear. Review results, provide feedback, resolve performance issues, reward success, acknowledge superior performance
- Organizational support?
  - ▪ Wageman et al (2009) A supportive organizational context includes
    - material resources
    - rewards for excellence
    - education system to develop skills
    - information system to provide data needed to accomplish the task
- Leadership Competence?
  - ▪ Teach focused coaching. Performance indicators. Direct observation. Leadership decisions based on data gathering and analysis. Include feedback loops to recognize the dynamic and evolving nature of the team. Develop accurate mental model of team functioning.
- Team Leaders
  - *Cognitively* help team understand the problem
  - *Motivationally* helps team to set high standards and achieve them
  - *Affectively* helps team handle stress by providing clear goals and strategies
- Team developmental stages (Tuckman and Jensen 2010)

- forming
- storming
- norming
- performing
- adjourning
- Hackman (2012) Team Life-cycle
  - stage 1 motivational coaching (at start)
  - stage 2 consultative coaching (mid-point)
  - stage 3 educational coaching (at end)
- Team Types
  - Top management teams deal with power and influence
  - Task forces deal with problems, ideas and plans
  - Customer service teams deal with clients
  - Production teams deal with technology
  - Creative teams – need autonomy
  - Tactical or crisis teams – need clarity, clear roles and procedure
  - All teams need good communication system, good decision making and individual performance assessment (Larson and LaFasto 1989)
- Team Leadership Actions
  - *1. Task Leadership Actions*
    - Goal focusing
      - Clarifying gaining agreement
    - Structuring for results
      - Planning visioning organizing delegating, role clarification
    - Facilitating decision making
      - Informing, controlling coordinating, mediating, synthesizing, focusing on issues
    - Training skills
      - Educating, developing
    - Maintaining standards
      - Assessing performance, confronting poor performance
  - *2. Relational Leadership Actions*
    - Coaching
      - Coaching interpersonal skills
    - Collaborating
      - Including, involving
    - Managing conflict
      - Confrontation, avoiding groupthink, questioning ideas
    - Building commitment
      - Optimism, innovating, envisioning, socializing, rewarding, recognizing
    - Satisfying member needs
      - Trust, support, advocacy
    - Modeling
      - Fair consistent normative behaviours

- *3. External Environmental Leadership Actions*
  - Networking
    - Forming alliances, increasing influence, gathering data
  - Advocating
    - Representing team to environment
  - Negotiating
    - Upward to secure resources, support, recognition
  - Buffering
    - Protecting team members from distractions, overload
  - Assessing
    - Indicators of effectiveness surveys, evaluations,
  - Sharing
    - Relevant environmental information with team
- Leaders' Mental Model (Cognitive Map) of Team
  - Goal?
  - Problem?
  - Solution?

Task Problem?		Environment Problem?
	Team Goal?	
Relational Problem?		Corrective Action?