CUNA Management School

Building High Performing Teams

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We use data and a scientific approach to talent optimization to help individuals, teams, and organizations *achieve more*.

Leadership Development
Coaching/Consulting
Assessments/Diagnostics
Teambuilding/Team Development

ASPIRE TALENT
GROUP LLC

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Follow us for tips & resources!

https://www.linkedin.com/company/aspire-talent-group-llc/

Pleased to meet you!

Adjunct faculty, Wisconsin School of Business MBA Program, Strategic Management and Human Resources, Consultant for Center for Executive & Professional Development

HR, Training & leadership development professional, 30+ years experience helping leaders, teams, and organizations build skills and capabilities

Certified Professional in Talent Development, Senior Professional in Human Resources, Prosci-certified change management consultant, Predictive Index certified Talent Optimization Consultant

Experience in wide variety of industries including healthcare, financial services, manufacturing, insurance, nonprofit, professional services, and CREDIT UNIONS! (:

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QR Code Reader

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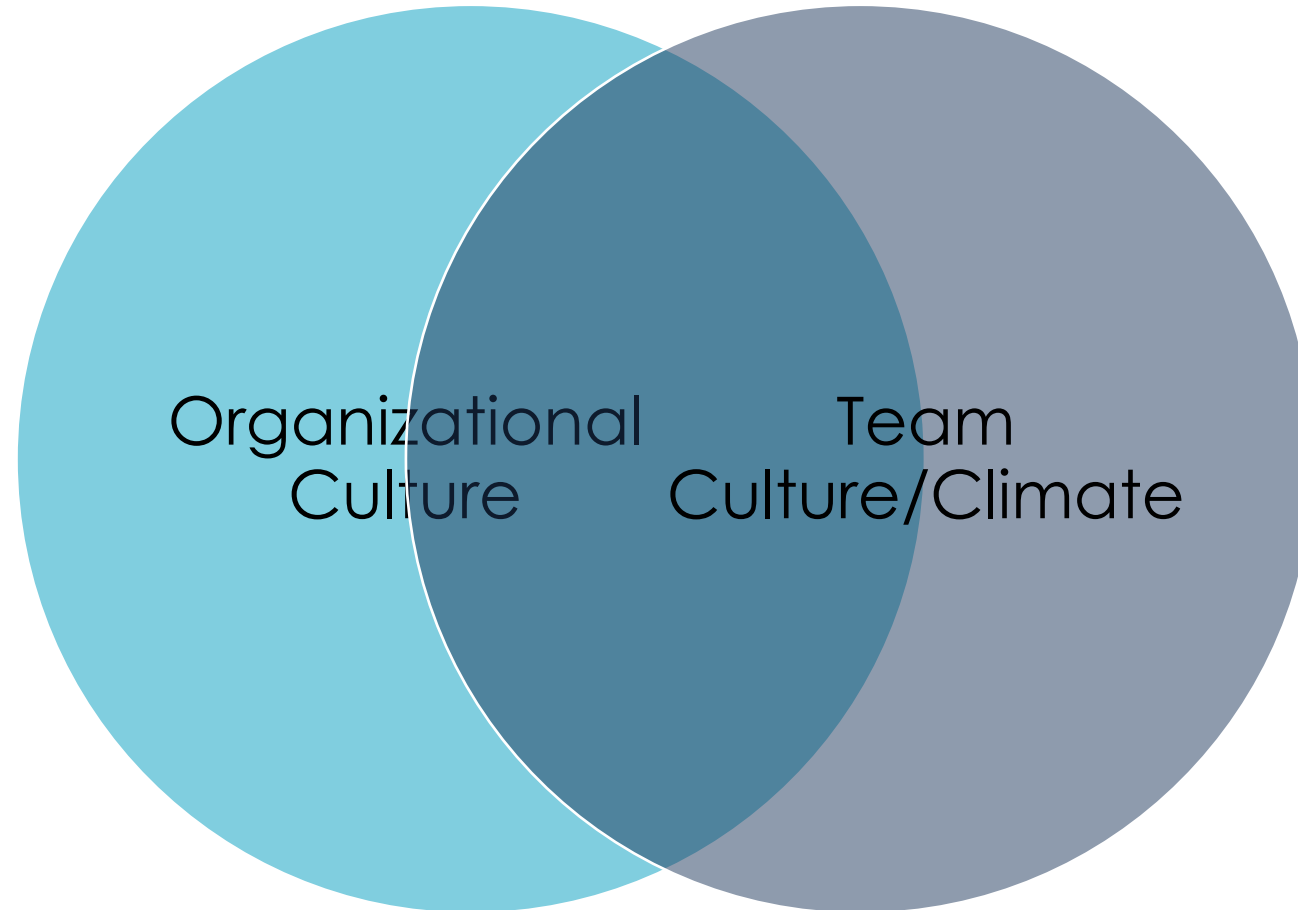
Text "ASPIRETALENT" to 22333

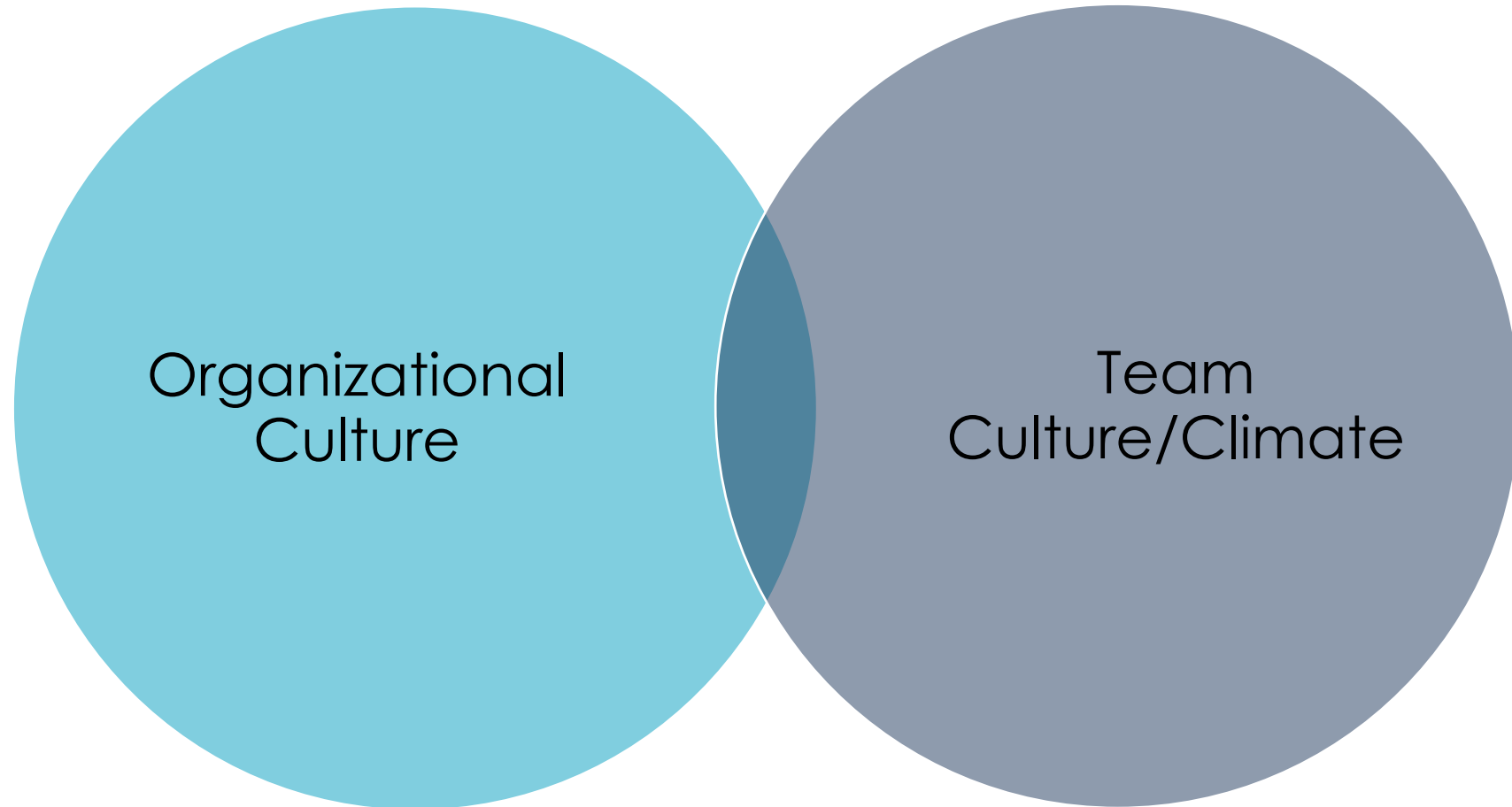Team Culture

Shared Beliefs, Norms, and Expectations

Cultural elements of team dynamics that shape how team members believe they should behave

Linking Organizational Culture to Team Culture

Organizational Culture

Team Culture/Climate

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Linking Organizational Culture to Team Culture

Organizational Culture

Team Culture/Climate

What is the link between team culture and team performance?

Building a positive team culture...

Team Culture & Dynamics

Dysfunctional culture, low performing

Positive team culture, high performing

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When I think of the current culture on my team, I'd say we...

Are highly cohesive and high performing

Are somewhat cohesive and somewhat performing

Are struggling a bit with cohesion and/or performance

Develop "Team Operating Principles"

- How do we want our team to be viewed by the organization? What do we want to be known for? How would we like to be described as a team?
- What daily behaviors will help us create that?
- What daily behaviors would serve as barriers to creating that?
- How will we hold each other accountable for operating by these principles?

Senior Team Makes it or Breaks It Summary:

What we want to be:

- United, aligned, operating from shared values
- Visible as role models for good teamwork and engagement
- Competent, knowledgeable, and credible—we instill confidence
- Supportive, genuine, trusted, and approachable
- Living the mission and vision, connecting it to our strategies for moving forward
- Respectful of each others opinions and the expertise of others in the organization
- Open to honest debate, candid conversations, and challenging each other
- In tune with the organization and how we're perceived
- Driving the business forward by bringing together all the pieces and creating alignment, building understanding.
- Clear and decisive (*group expressed interest in further exploring this one*)
- *Involved in the community, not just the credit union*
- *Evolving and embracing change, open to innovation, forward-thinking*
- *Leaders vs. managers— role models of inspiring leadership*

MAKES IT:	BREAKS IT:
• Take genuine interest in the people in the organization, i.e. greet in the hall, learn about interests of EE's, take time to meet new hires, make connections, make eye contact, learn names:	• Being too busy, i.e. not responding to emails, not greeting or making eye contact, not taking time to get to know the people in the organization
• Be conscious of our public persona, get out of our offices and walk around, visit branches and other areas.	• Lack of sincerity, going through the motions, not meaning it
• Invite input, follow up on it, acknowledge ideas coming from EE's	• Acting elitist, ignoring or showing frustration
• Celebrate successes, recognize contributions, share in the enthusiasm of our EE's, encourage dreams.	• Lack of awareness for what employees are dealing with, not tuned in to what is important in the organization, missing pieces
• Be sincere in our praise	• Not being cognizant of the impact our decisions have on both employees and members, i.e. are we making things more complicated?
• Read portal and business plan updates to stay current on what is happening in the organization	• Making judgments without a full understanding of the situation, issues, facts, perspectives
• Take steps to grow in our own knowledge	• Micro-managing—not trusting in the expertise of those around us or reporting to us
• Do what we say we will do, get results, build a strong track record of results	• Not capitalizing on the talents we have in the organization, not respecting each others talents
• When we make decisions, explain the why, be willing to adapt or change if new information comes to light, explain and connect to the big picture	• Allowing weaknesses on a team that are affecting the whole and not addressing it
• Effectively prioritize and re-prioritize when needed, make knowledgeable choices about what to pursue, what to put on hold	• Giving direction without the context, the why, not explaining ourselves or connecting to the big picture
• Be open and transparent about the	• Losing focus by trying to do everything, not prioritizing needs, changing priorities too frequently, i.e. knee jerk reactions to things
	• Not talking to each other—talking about each other—not being willing to address issues or have open, honest, candid conversations with each other
	• Jumping to conclusions about others intent, not demonstrating trust or assuming best intentions

The Stages of Team Development

Tuckman

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The Stages of Team Development

FORMING STORMING NORMING PERFORMING

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The Forming Stage

"Testing the waters"--individuals coming together as a new team, or existing teams that are gaining a significant number of new members

The Storming Stage

Clashing and lack of alignment—individual personalities and work styles can collide in tension and conflict

The Norming Phase

Reconciling differences, accepting roles, developing respect for different strengths, tolerance of differences
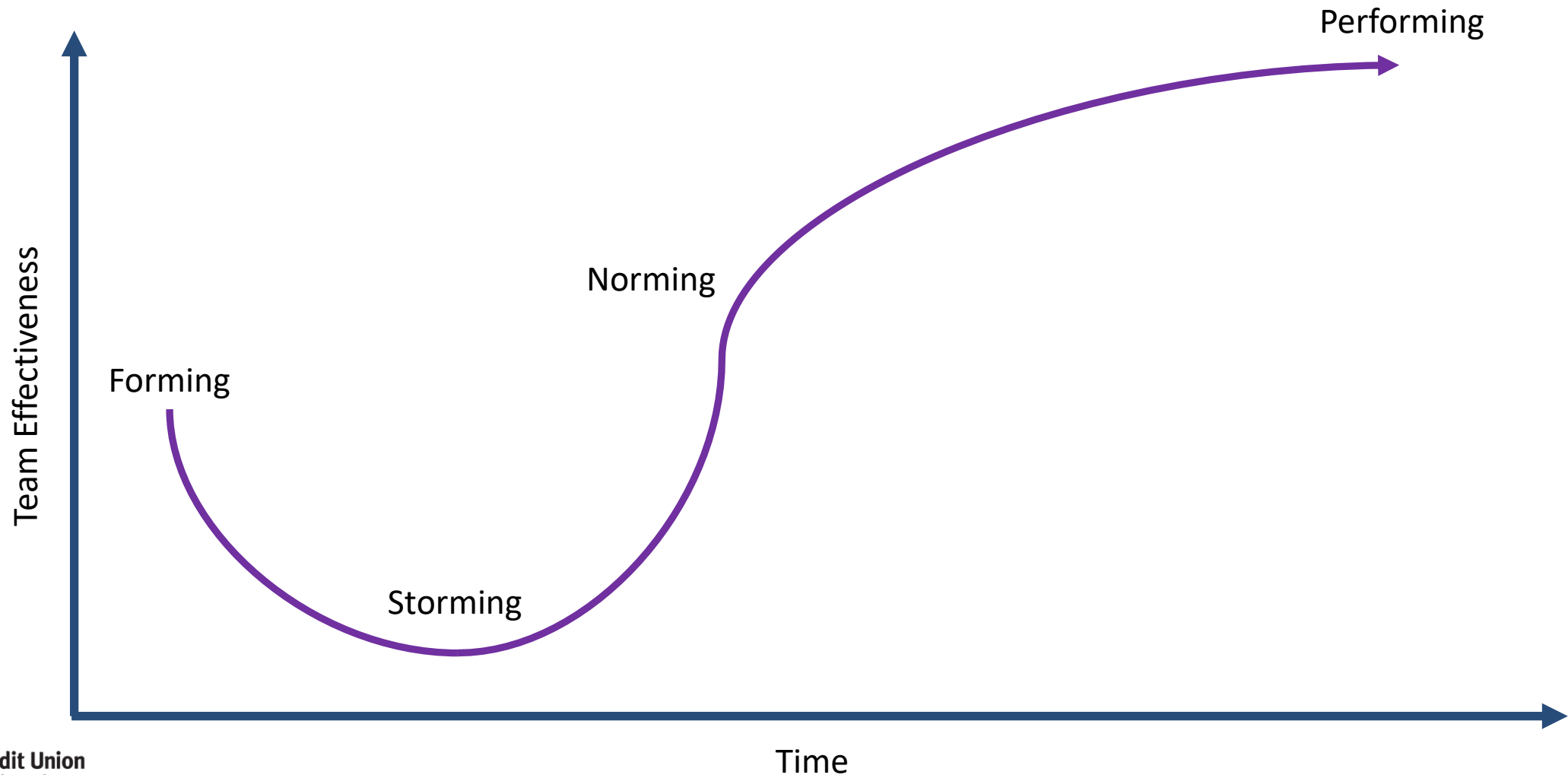
The Performing Stage

High team cohesion and performance– team consistently produces quality results and has a highly constructive culture

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The J Curve of Team Effectiveness

I'd say my team is in the following stage of team development

Forming

Storming

Norming

Performing

Lencioni's Five Behaviors of a Cohesive/High Performance Team

Trust one another

Creative conflict - engage in conflict around ideas (not people)

Demonstrate commitment

Hold one another accountable

Attention to achieving results

EFFECTIVE LEADERSHIP

Leading Self Before Leading Others…

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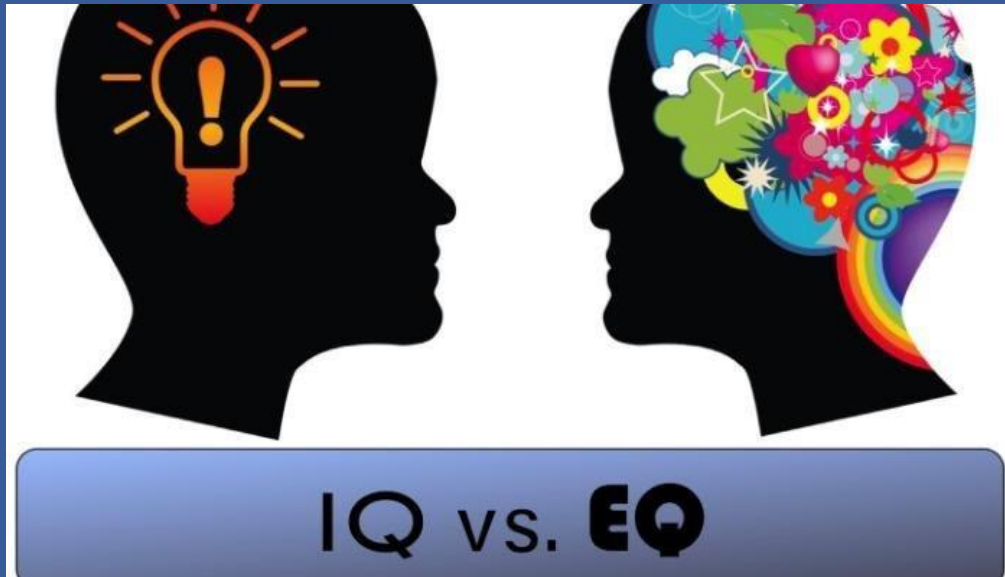
IQ vs. EQ

Emotional intelligence is the ability to recognize, understand, and influence your emotions and the emotions of those around you—a key skill for having difficult conversations

Interpersonal skills research says…

- Hard Skills = technical/role/business expertise and knowledge

- Numerous research studies have found "hard skills" contribute to approximately __15%__ to one's success, whereas ___85%___ of personal/professional success is due to interpersonal skills

Klaus, 2010; Maes, Weldy, & Icenogel, 1997; Mitchell et al., 2010; Nealy, 2005; Smith, 2007, Watts & Watts, 2008, as cited in John, 2009

Four Components of EI/EQ

Personal Competence

- Self Awareness
- Self Management

Social Competence

- Social Awareness
- Relationship Management

Self Awareness:
The Self Perception Illusion

Metacognition: "Thinking about your thinking"

Self awareness of your:

- Mental models
- Communication style needs and preferences
- Motivations
- Strengths and development opportunities
- Potential biases affecting your thinking and decision-making

The Brain Science

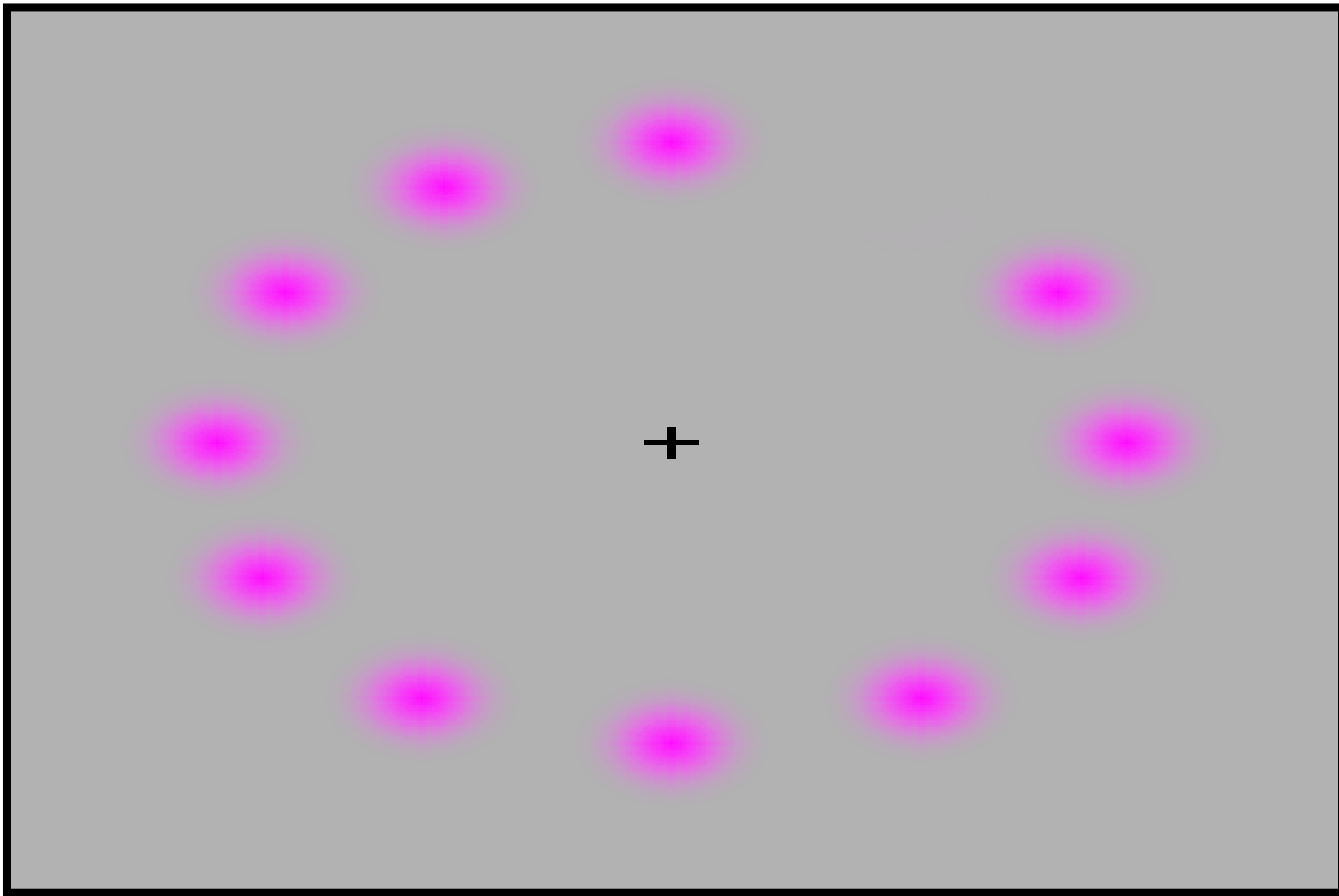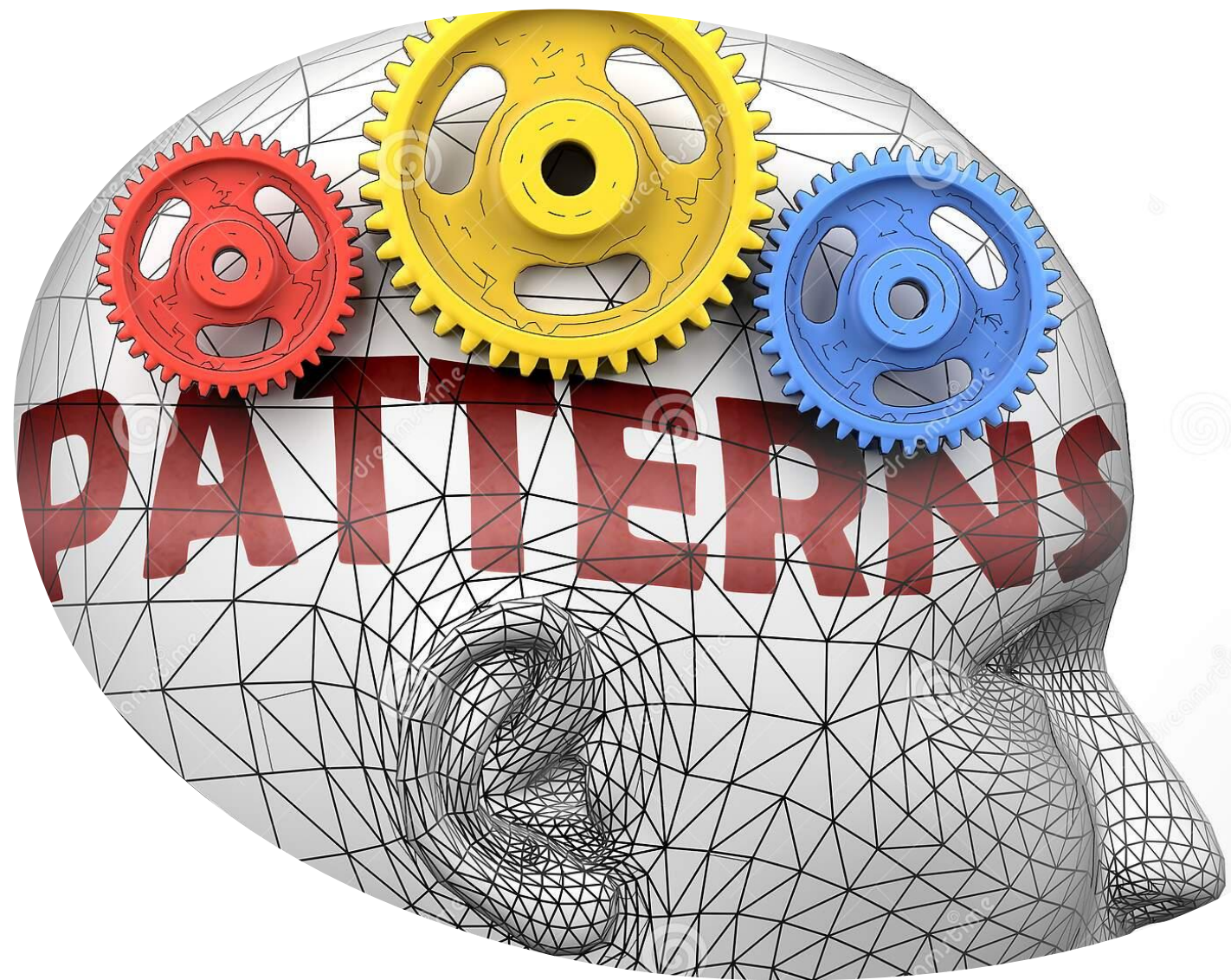We like to think of ourselves as logical, rationale creatures.

BUT...

We also know our brains "make stuff up!"

Blind spots, unconscious bias, seeing what our brains want us to see, screening out information that contradicts our prevailing view of the world, reinventing incoming information
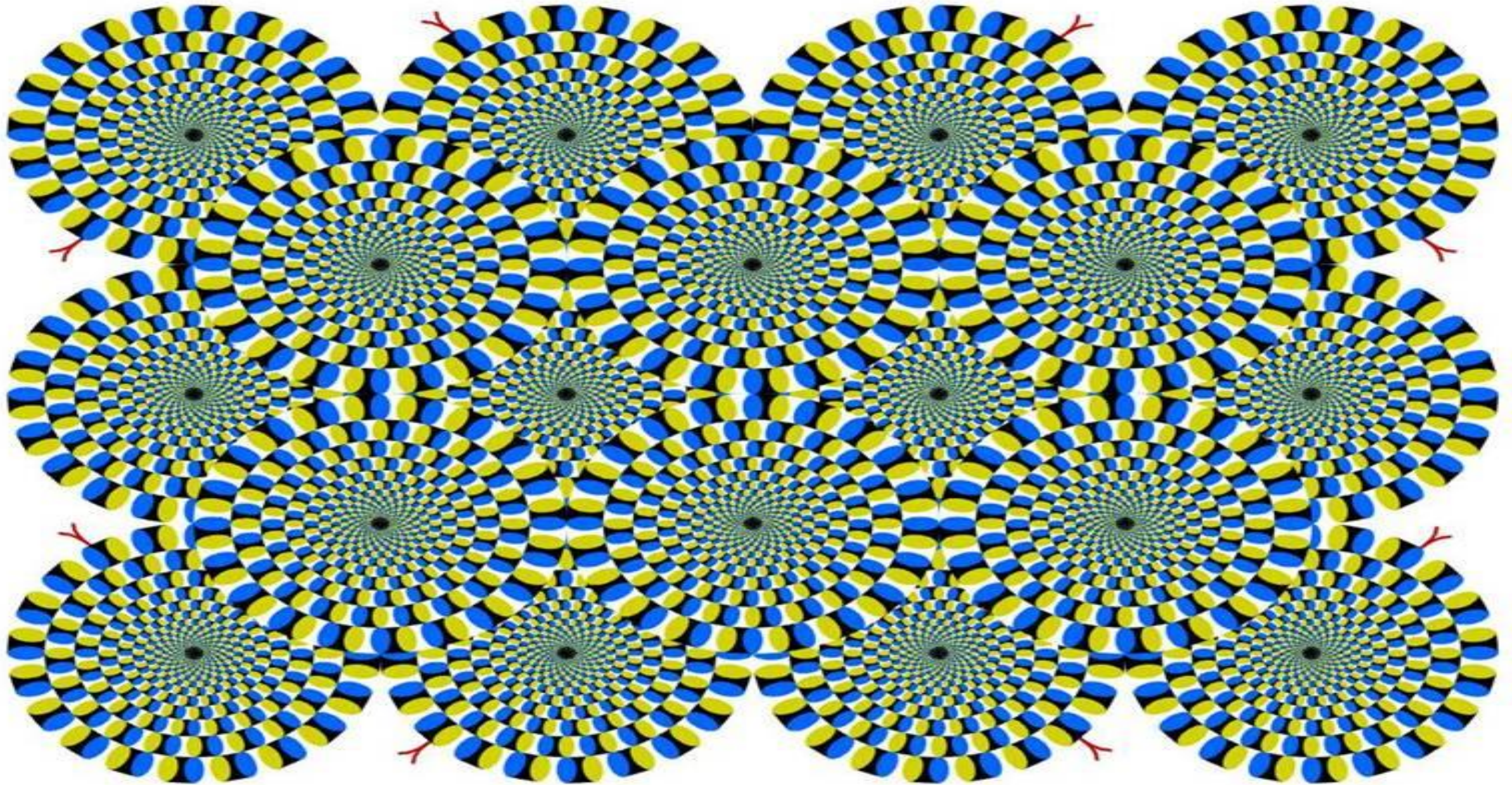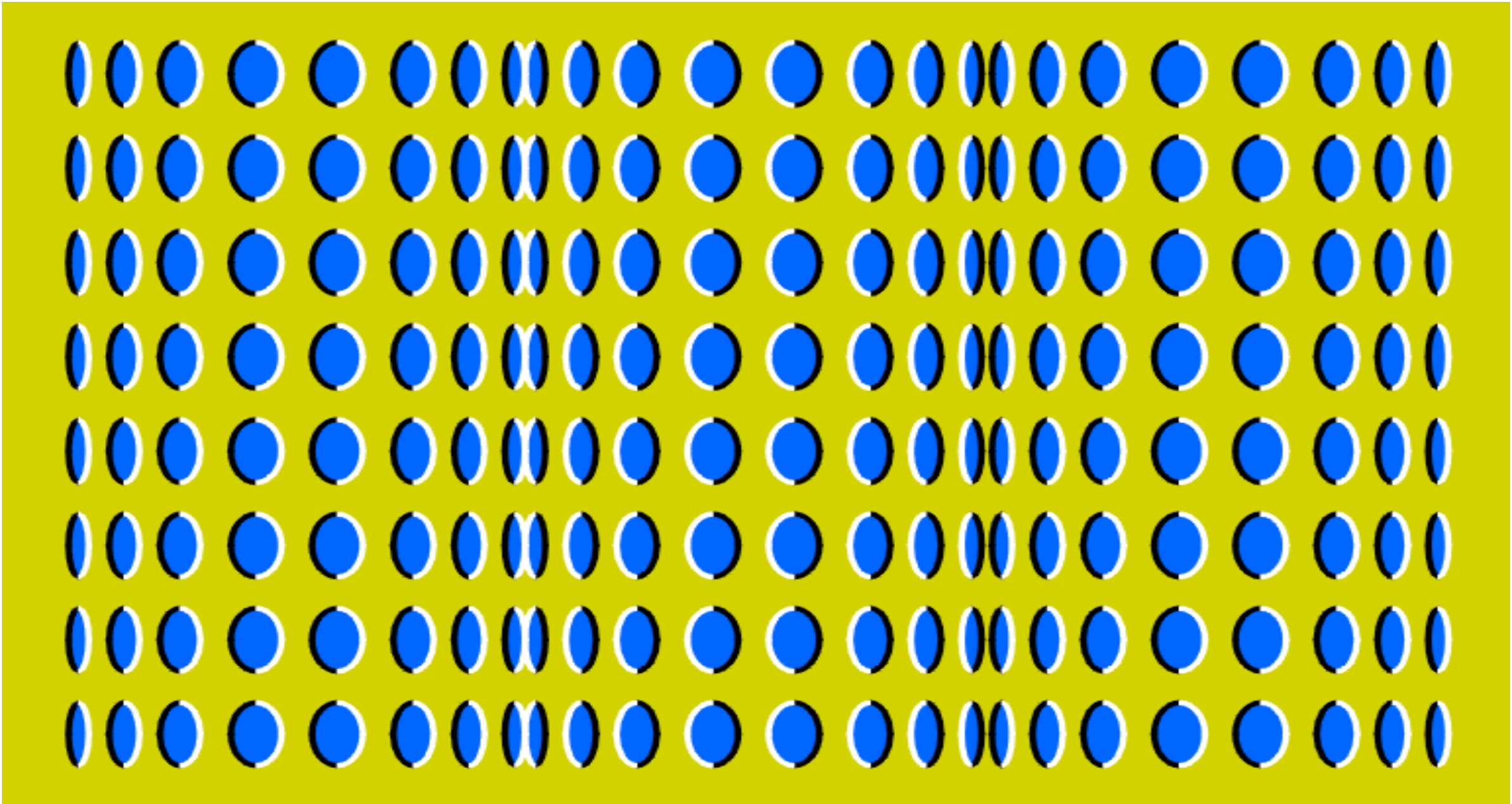
Patterns, triggers, and emotional habits, oh my!

# Self Management: Recognizing Our Patterns and Triggers

- Situations that cause us to respond with our emotional self rather than our rational self

- The first step in managing emotions is to *identify* the situations that trigger you
  - *Who are the people or what are the situations that tend to trigger me?*
  - *Do I notice any patterns in the situations that tend to trigger me?*
  - *How can I tell when I've been triggered, i.e. what somatic sensations do I experience?*

What else gets in our way?

- Average human attention span is 8 seconds, down from 12 seconds years ago

- We have approximately 50,000 thoughts per day, 80% of them are the same thoughts we had yesterday.

- 90% of them are negative/judgmental/critical of ourselves or others

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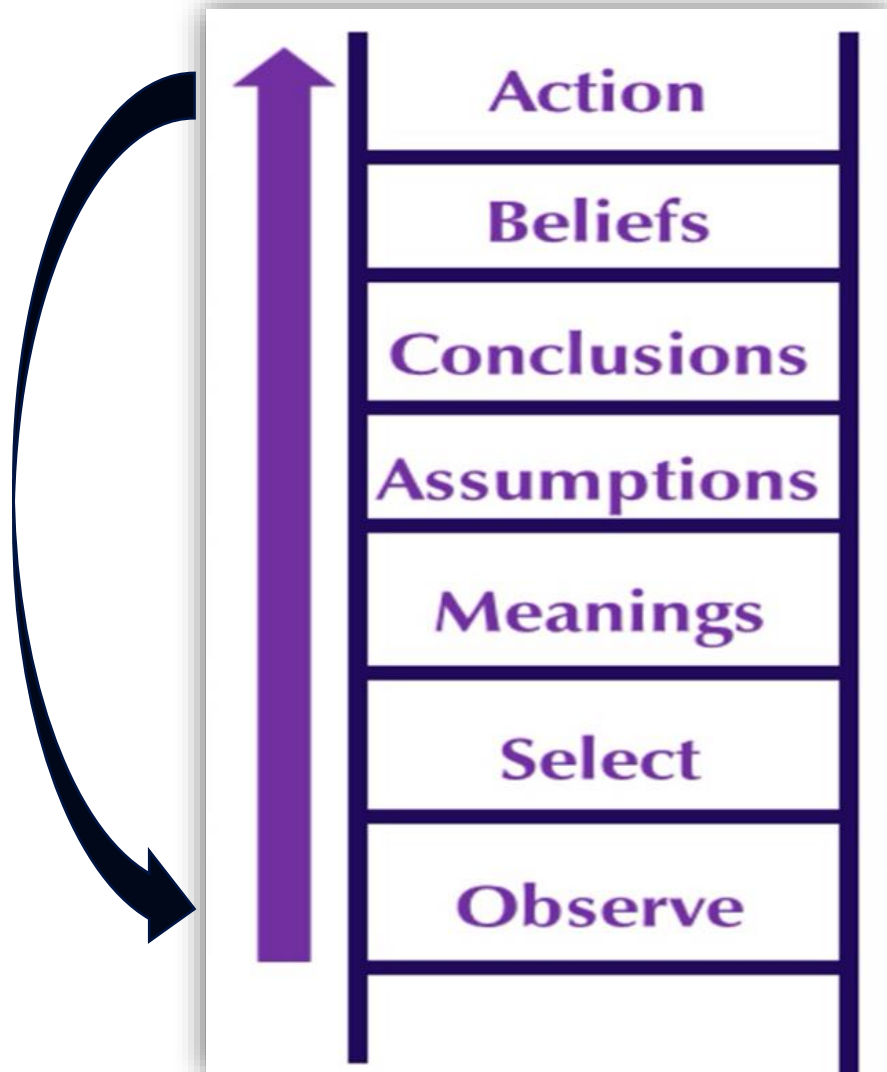
Action
I'll ignore John in the team meetings and pay attention to the other members and see how he likes that!

Beliefs
John thinks he could do a better job leading this project than I am so he is trying to undermine my leadership

Conclusions
John doesn't respect me and doesn't want to be on this team

Assumptions
John never pays attention to what I have to say and treats my ideas like they're not important
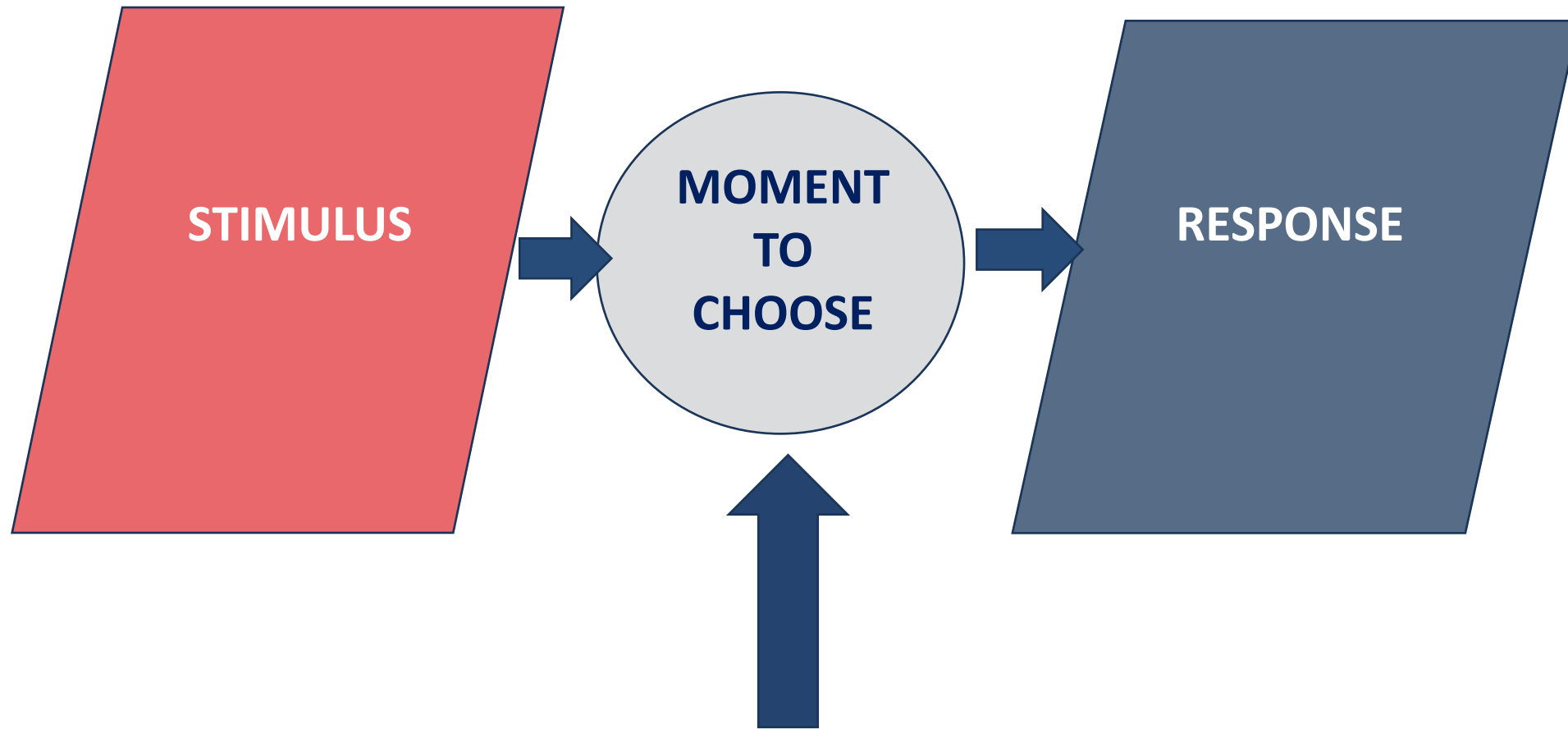
Meanings
John doesn't like my idea and isn't engaged in the team project

Select
John offered no ideas and didn't make eye contact with me or the rest of the team

Observe
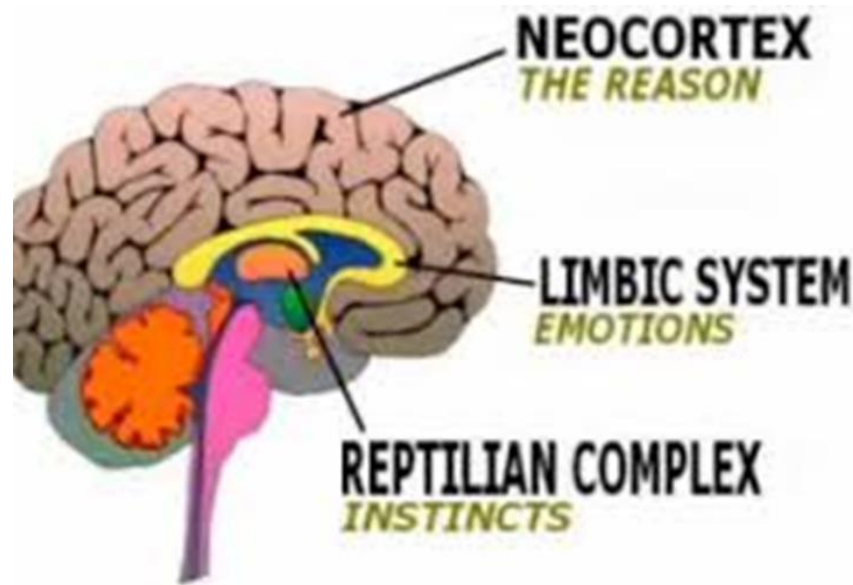When I was presenting my idea to the project team, John was looking at his phone and fidgeting in his seat

The Ladder of Inference

Chris Argyris

Self Management: Stop a Trigger in its Tracks

STIMULUS → MOMENT TO CHOOSE → RESPONSE

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What happens when we feel threatened?

NEOCORTEX
THE REASON

LIMBIC SYSTEM
EMOTIONS

REPTILIAN COMPLEX
INSTINCTS

Amygdala Hijack

- Stored sugar, fats, and adrenaline pour into bloodstream
- Heart rate and breathing increases to oxygenate the muscles
- Blood clotting mechanisms activated
- Digestion ceases to divert blood to muscles
- Perspiration and salivation increases, pupils dilate
- Our ability to apply reason and logic can drop by 75%
- It can take nearly 20 minutes to recover from an emotional encounter

Social Awareness

- Somatic markers + gut feelings (from insula and amygdala) - those messages and sensations that something feels right or off.

- Your ability to "read a room"

- Cues that provide us with information about
  - *Another person's communication style or preferences*
  - *How someone may be interpreting our message or feeling about our interaction*
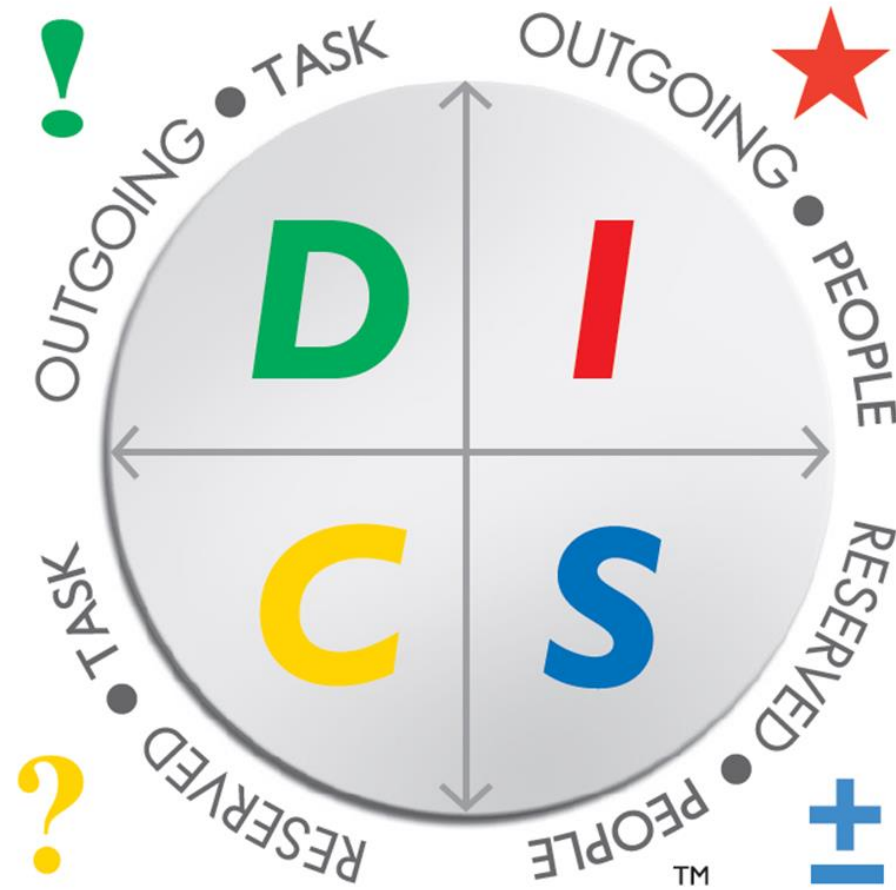
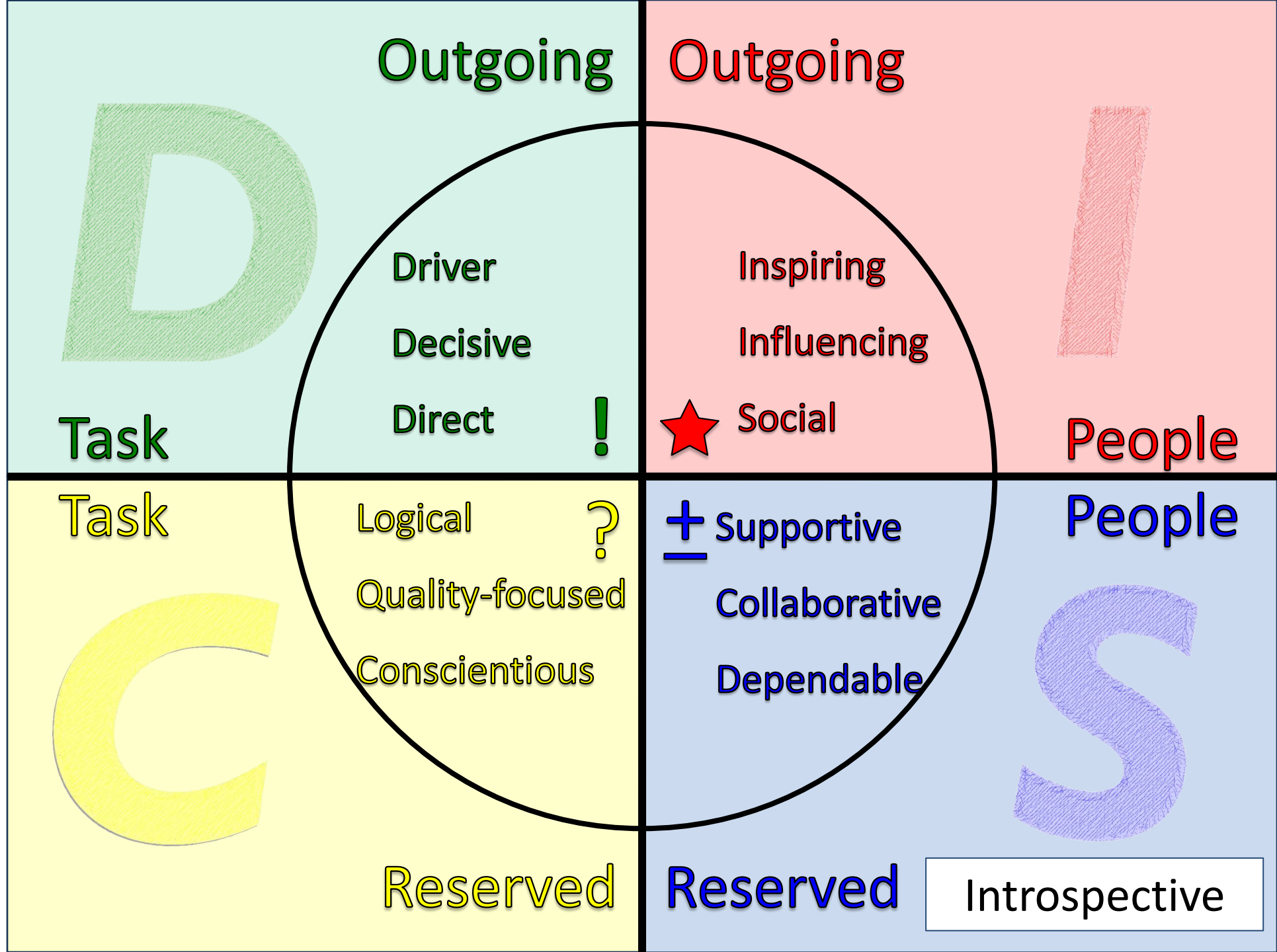# Relationship Management Skills...

Your ability to effectively navigate interpersonal relationships with those around you by:

- Being curious and interested in other viewpoints and opinions
- Being approachable--making it feel safe to speak honestly and openly communication
- Cultivating trust, authenticity
- Adapting to communication style preferences and needs

DISC Model of Human Behavior

Outgoing   Outgoing

D

Driver
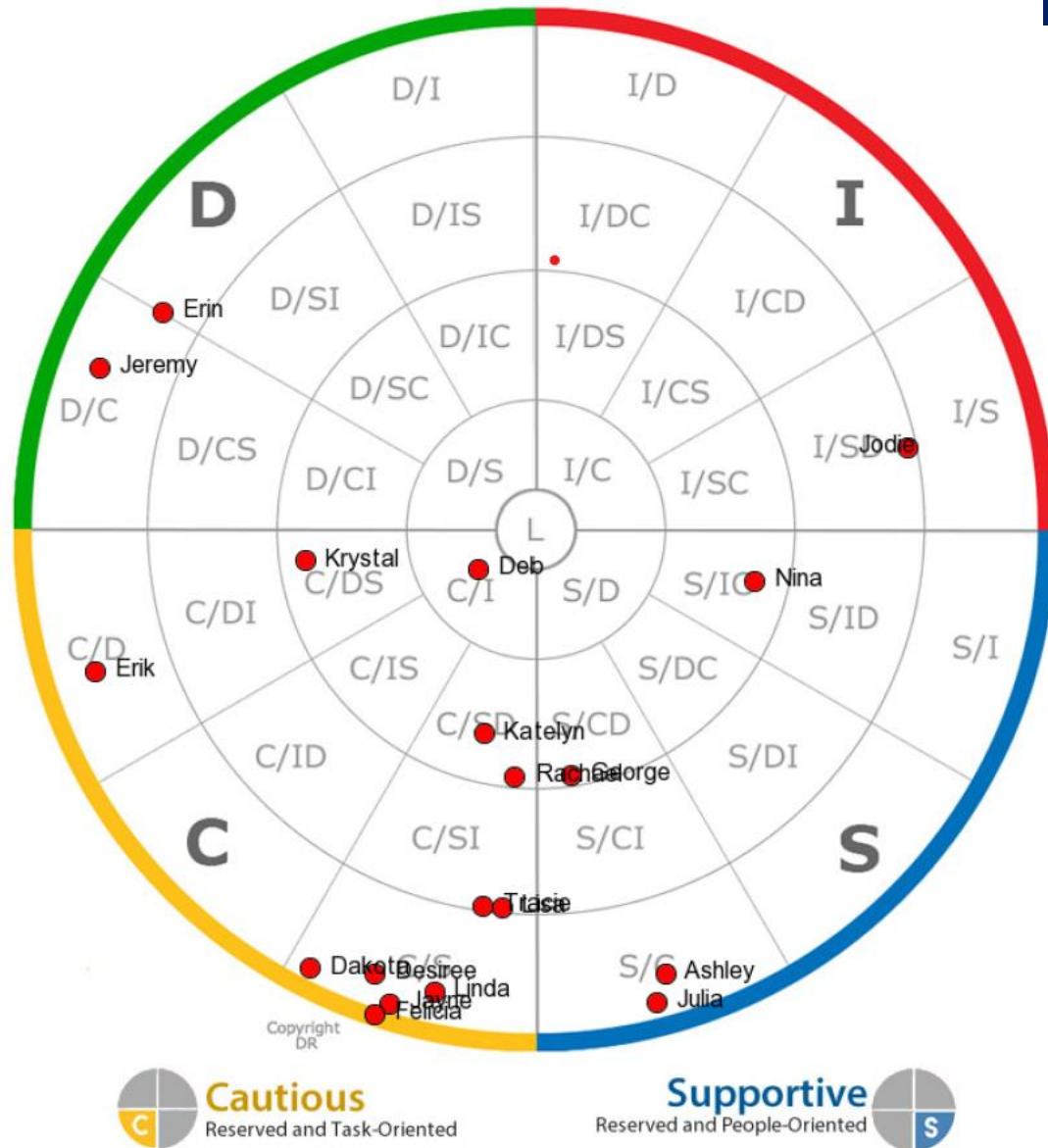
Decisive

Direct   **!**

Task

I

Inspiring

Influencing

★ Social

People

Task   **C**

Logical   **?**

Quality-focused

Conscientious

± Supportive

Collaborative

Dependable

People

S

Reserved   Reserved

Introspective

Discovery Report Team Chart

Insights into Your Team Styles

- What do you notice about your team based on seeing this team map?
- What characteristics are strongest on your overall team?
- What characteristics are represented to a lesser degree?
- How does it make a team stronger to have various characteristics, preferences, perspectives, and needs represented?

A Moment of Reflection:

My Relationships

- *Where are they now?*
- *Where do I want them to be?*
- *What am I willing to do to have that?*

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Four Components of EI/EQ

Personal Competence

- Self Awareness
- Self Management

Social Competence

- Social Awareness
- Relationship Management

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EQ Leadership Exercise

Reflect on a relationship habit you would like to change.

- What impact is this habit having on your life and relationships? How is it being perceived by others?
- What are the risks of not changing the habit? How is the habit serving as a barrier for you?
- What action can you take to form a **new** habit/behavior?
- How can you acknowledge/reward yourself when you demonstrate this new behavior with others?

Defining Trust

Trust is the degree to which one has confidence in the capabilities, integrity, and intent of another.

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"Trust is like the air we breathe. When it's present, no one really notices. When it's absent, everyone notices."

WARREN BUFFETT,
Investor, philanthropist

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The Importance of Trust:

Think of person you have high trust with. What words would you use to describe that relationship?

Think of person who you have low trust/no trust. What words would you use to describe that relationship?

What does communication look like with each of these people?

Build Trust by Creating Psychological Safety

- "Model the Way:" Demonstrate vulnerability and authenticity
  - *What are your thoughts on how this went?*
  - *What can I do differently next time?*
  - *How could I improve on X?*
- Recognize and appreciate others—"fill their cup"
- Encourage open and authentic discussion
  - *What are your thoughts on this?*
  - *How do you really feel about this/What do you really think about this?*
- Make it a regular practice to reflect and discuss strengths and opportunities with the team
- Conduct after action reviews on projects/initiatives
- Treat "failure" as an opportunity to learn and grow
- Address behaviors that are destructive or are obstacles to creating trust, i.e. criticism, finger-pointing, blaming, etc.—immediately!
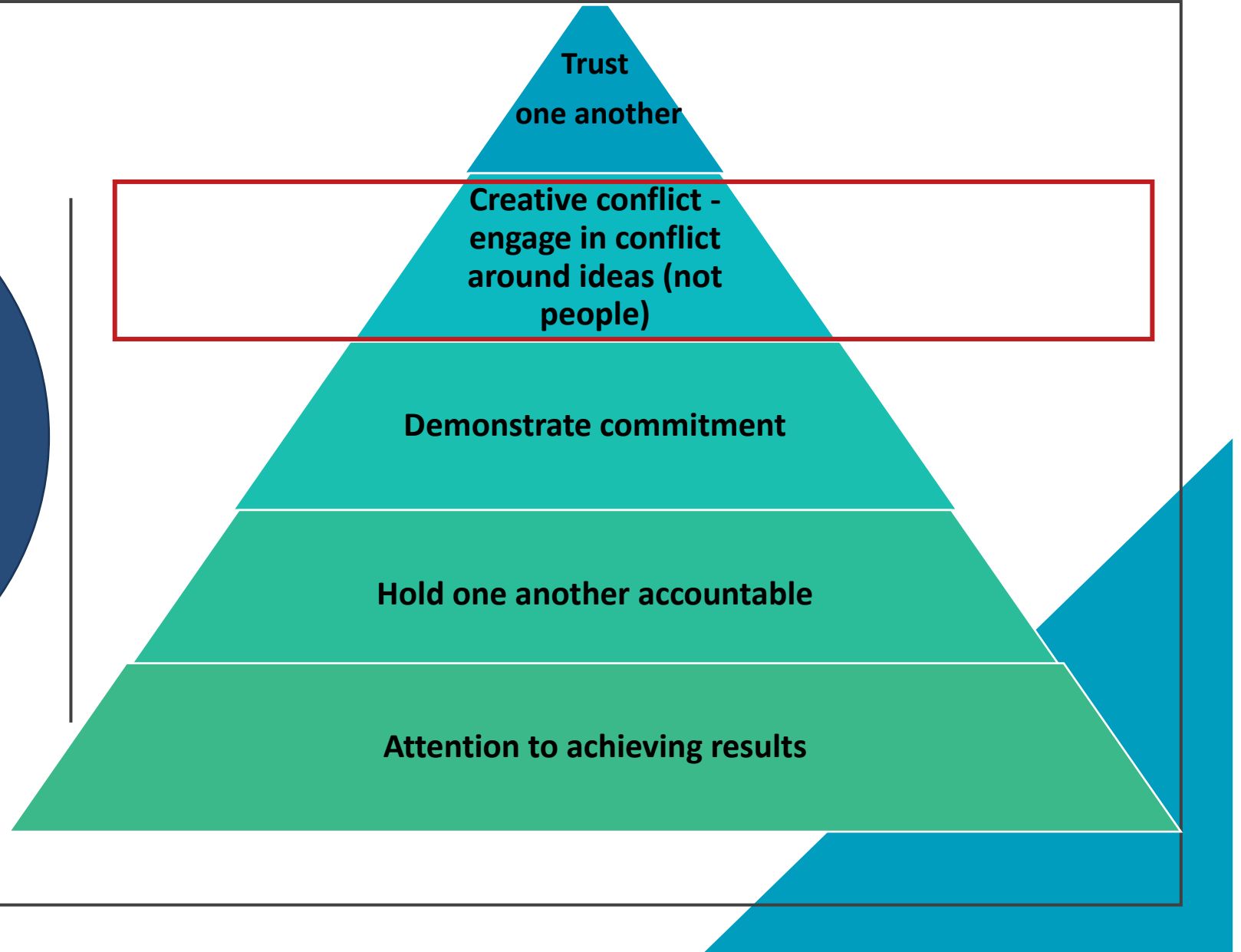
Common Causes of Workplace Tension:

Different Values

Different Personality Styles

Clash of Egos

Lack of Trust

Competing Goals

Different Needs

Different Communication Styles

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Research on Workplace Conflict

- Research shows that **60-80%** of all difficulties in organizations come from strained relationships, not from deficits in individual skills or motivation.

  - Daniel Dana, *Managing Differences: How to Build Better Relationships at Work and Home* (2005, 4th ed.);
  - Barbara J. Kreisman, *Insights into Employee Motivation, Commitment and Retention* (2002)

- **2/3** of both men and women say work has a significant impact on their stress level, and one in four has called in sick or taken a "mental health day" as a result of work stress.

  - American Psychological Association, 2004

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The most common cause of conflict on my team is…

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Conflict Continuum

Artificial
Harmony

Personal
Attacks

Destructive

Destructive

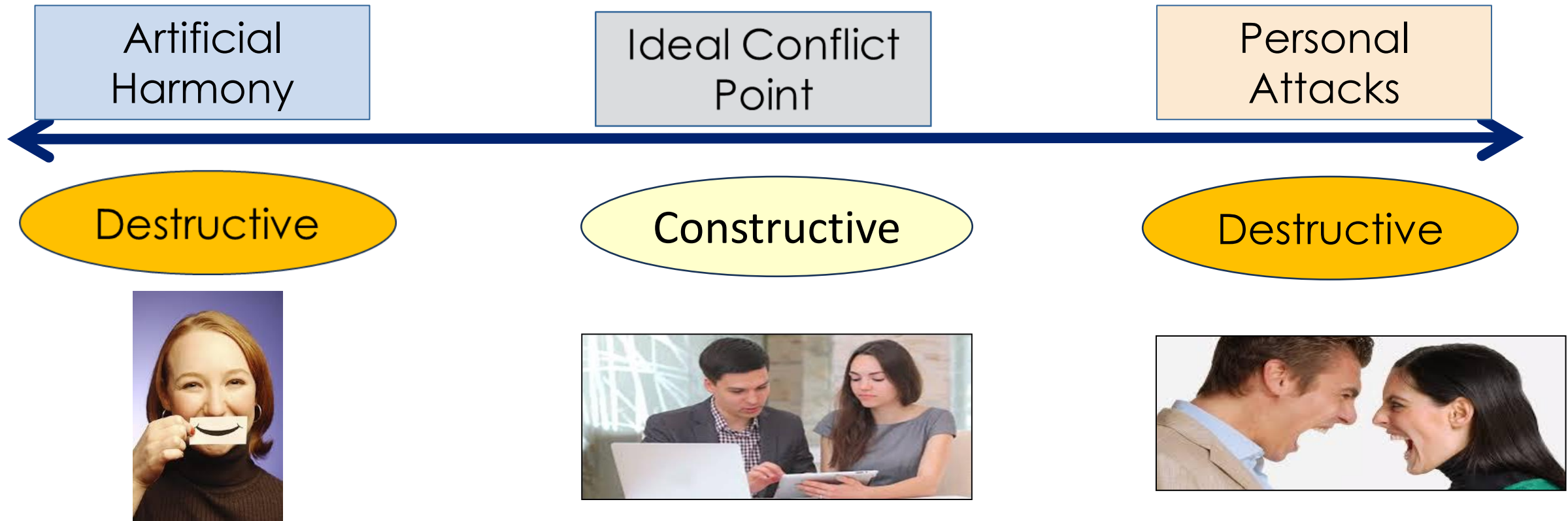**Credit Union National Association**
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Teams that avoid or fear conflict.....

- Play it safe, avoid meaningful dialogue where perspectives may differ
- Fail to tap into all the opinions and perspectives of team members.
- Pretend everything is rosy while often cultivating "backchannels" or "meetings after the meeting" where people discuss their true opinions.
- Waste time and energy with posturing and managing interpersonal risks, i.e. avoiding authenticity
- Create "cliques" or "camps" who often close their minds to the opinions and perspectives of those who differ
- Miss opportunities to discuss and resolve real issues that impact the team

Conflict Continuum

Artificial Harmony

Ideal Conflict Point
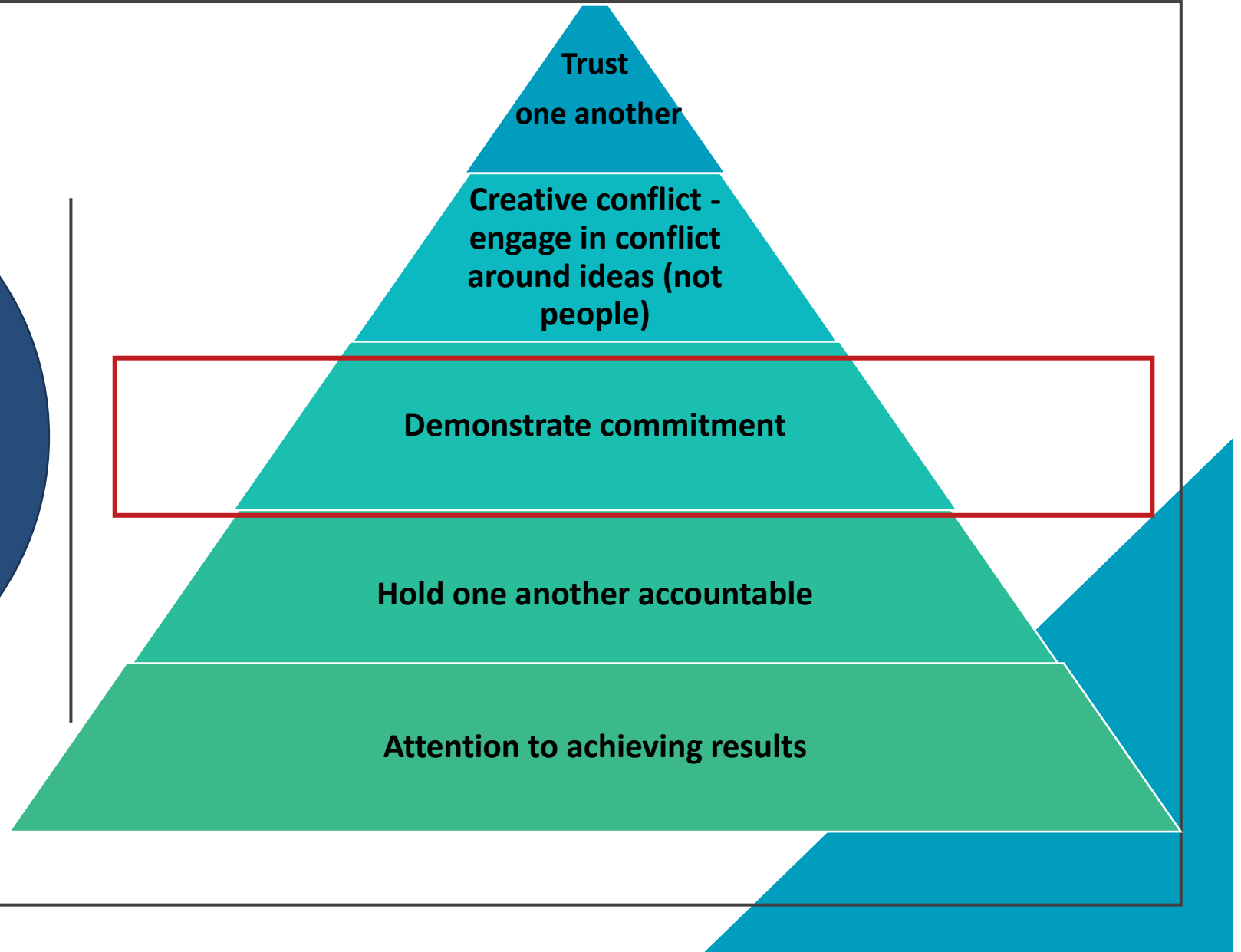
Personal Attacks

Destructive

Constructive

Destructive

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IYAD WYAD TYAG WYAG

"If you always do what you always did, then you always get what you always got"

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A team that commits.....

Creates clarity around direction and priorities.

Aligns the entire team around common objectives.

Develops an ability to learn from mistakes.

Communicates effectively, including giving & receiving feedback effectively
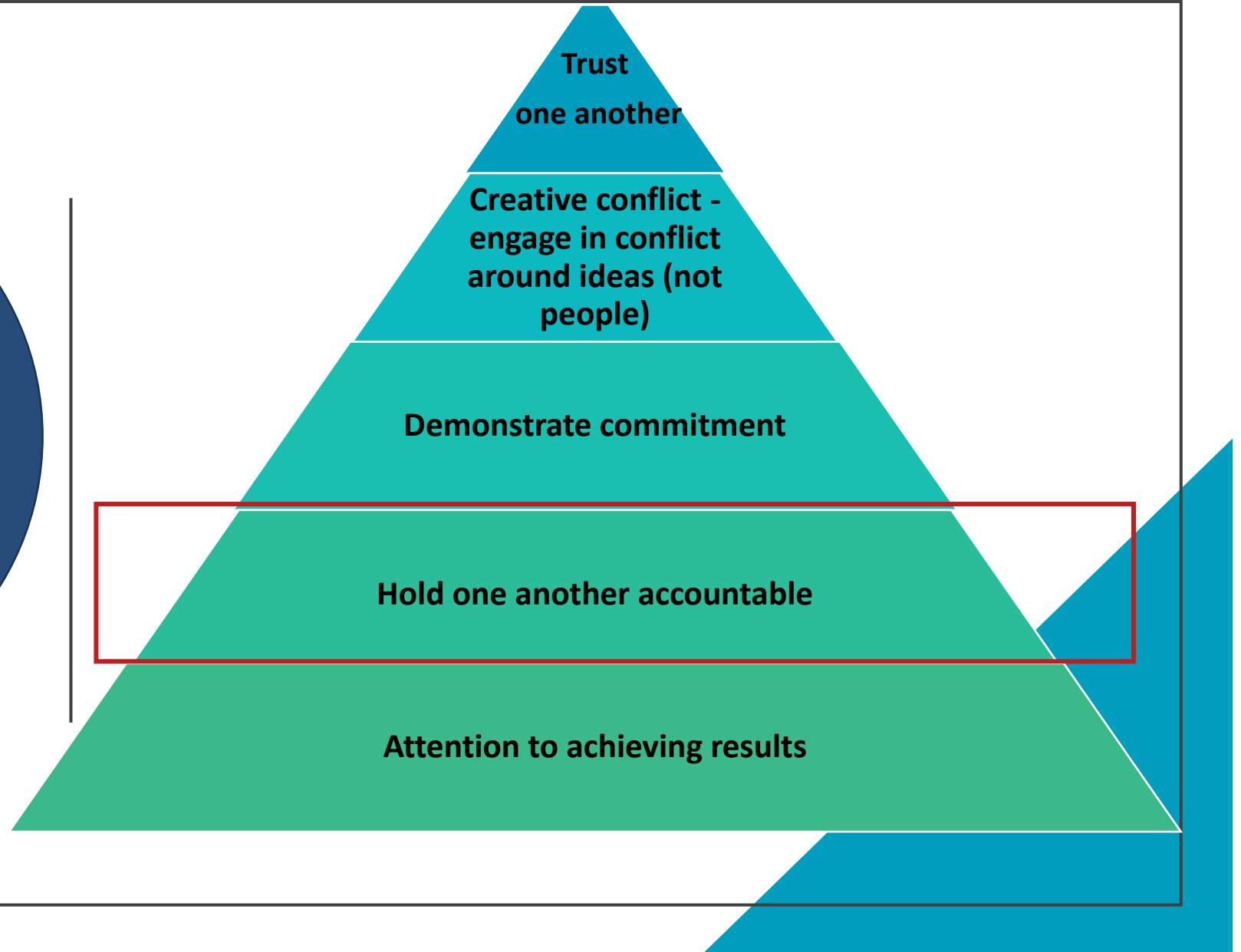
64
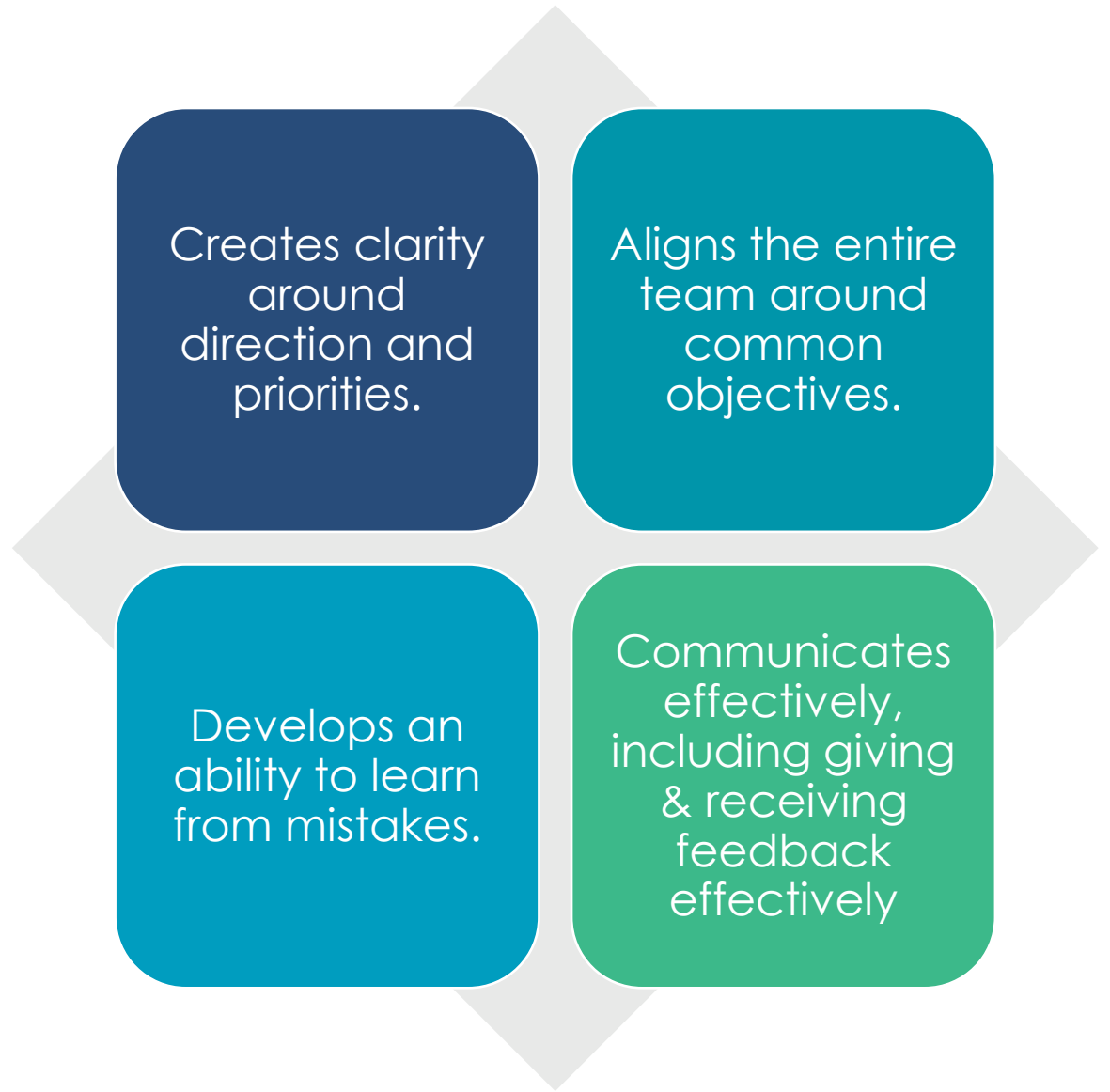
Common Mistakes When Delivering Difficult Feedback

- The feedback judges the individual person vs. their actions or "psychoanalyzes" the motives behind behavior
- The feedback is too vague and unspecific to know what to do with it
- Negative feedback gets "sugarcoated" and the real message is lost or unclear
- The feedback is exaggerated with generalities.
- The feedback goes on too long

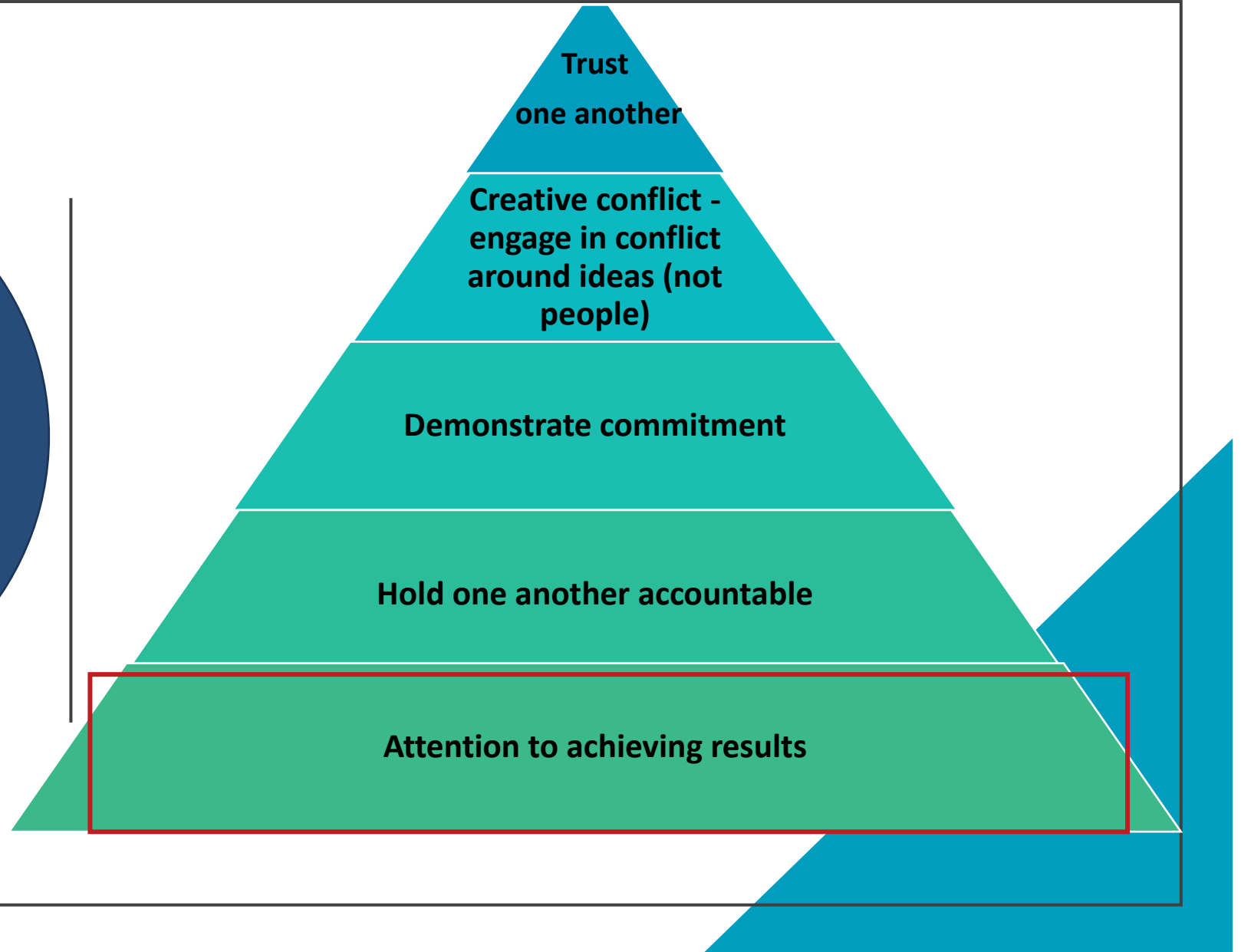Lencioni's Five Behaviors of a Cohesive/High Performance Team

Trust one another

Creative conflict - engage in conflict around ideas (not people)

Demonstrate commitment

Hold one another accountable

Attention to achieving results

A team that holds one another accountable….

- Has clear ownership of tasks and deliverables and identifies dropped balls quickly

- Doesn't blame, instead quickly assesses the situation and has open discussion about how to get back on track

- Establishes respect among team members who are held to the same high standards.

- Ensures that poor performers feel pressure to improve.

- Leverages peers/each other to drive performance vs. full burden of performance standards set by team leader

Lencioni's Five Behaviors of a Cohesive/High Performance Team

Trust one another

Creative conflict - engage in conflict around ideas (not people)

Demonstrate commitment

Hold one another accountable

Attention to achieving results

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A team focused on results.....

- Is highly productive, avoids distractions
- Achieves goals at a higher rate of success
- Retains achievement-oriented employees.

Strengths: What are we doing well as a team? Where are we most effective? What are our top strengths?	Weaknesses: What are we not doing as well? Where are we least effective? What are our biggest development areas as a team?
Opportunities: Where/what/how can we improve going forward? What opportunities to we have to strengthen ourselves as a team?	Threats: What are the implications/how will this be a barrier to our success if we don't make these improvements?

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Coaching
Performance

Coaching, done properly, can be a positive, skill-building, confidence-affirming process that is only occasionally and sparingly about correction

Coaching Is:

- An ongoing process, not a one-time event
- An art, not a science
- Both planned and unplanned, proactive and reactive
- A way to build confidence, set employees up for success
- A way to recognize, acknowledge, and celebrate great performance
- A way to build skills/develop others for future career growth
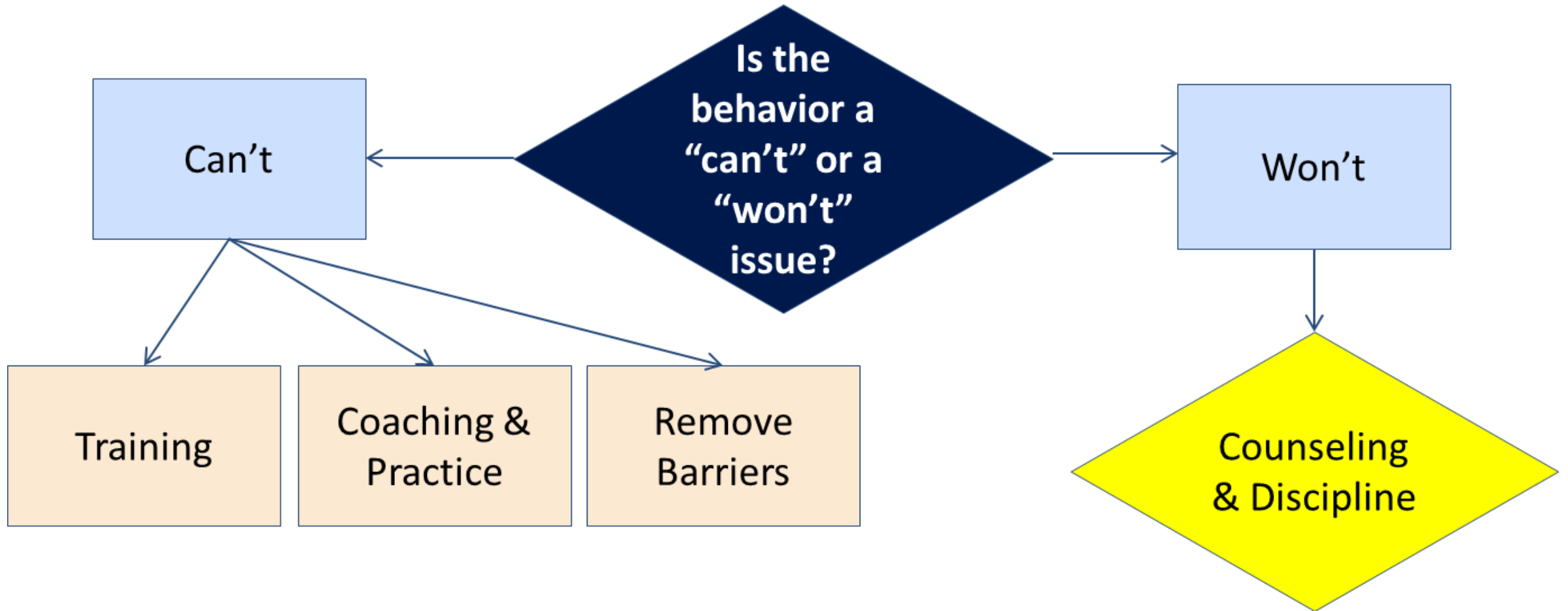- An essential skill for your leadership toolbox!

Coaching Positive Performance

- Recognize, reinforce, & reward positive performance, i.e. catch them doing something right!
- If you see it, say it! Praise the behaviors you want more of!
- "Fill their cup"

Leader Success Tip

First Question: Is it a "Can't Do" or a "Won't Do?"

Which performance challenge do you experience most often on your team?

Can't do situations

Won't do situations

Tools & Templates

Questions to Diagnose Performance Reflection

Clarifying Expectations:

Have you clearly communicated the desired level of performance and the current gap? How and when?

_____
_____
_____
_____
_____

Are there consequences for not meeting the desired level of performance? What are they? How would the employee know these consequences?

_____
_____
_____
_____
_____

What kind of coaching has already been provided? When?

_____
_____
_____
_____
_____

Understanding Skill Level:

What kind of training have they already received? When was this provided?

_____
_____
_____
_____
_____
_____

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Tools & Templates

Master List of Helpful Coaching Questions to Maximize Team Member Success

Effective coaching is about asking the right questions to help guide, support, and inspire, and motivate your team members! You don't need to use all the questions in this list—we suggest you review and select a few you think feel natural for you to use and begin practicing with them to see how they work for you and your team member.

Proactive Coaching Questions to Set Team Members Up for Success:

- How might you approach this?
- What are your thoughts on how this should be done?
- What would success look like to you?
- What do you feel are the benefits of moving in that direction?
- What risks need to be considered?
- What do you envision as key steps along the way?
- Who else do you feel should be involved in this?
- What might your ideal timeline look like?
- What's an appropriate deadline?
- What deliverables will be achieved when you finish?
- What's your first step? Next step? Final step?
- What resources do you need to support you in this?
- What will it look like when you have successfully done X...?
- What would you like to do differently?
- What would you like to see?
- Where do you see yourself?
- Where would you like to be?
- What is your desired outcome?
- What results do you want?
- What might be the undesirable or negative consequences of achieving this goal?
- What are the milestones we can track along the way?
- On a scale of 1 to 10, how excited or motivated are you to do this? Why?
- What would you rather have or do?
- How else could you address that problem/barrier?
- What can you do to influence this?
- What can I do to help you reach the end goal?

Questions to Check in on Progress:

- How do you think this is going?
- What is going well? What could be going better?

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Planting the Seed

- Asking permission to have the conversation
    - *Example: "I have something important I'd like to talk with you about. Is now a good time?"*

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Common Reactions to Receiving Difficult Feedback

- Hurt

- Denial

- Defensiveness and justification for our actions

- Attacking the messenger

- Explanations or rationalizations

- Criticizing the manner of feedback delivery

Softening the Message: Using "I" vs. "You" Statements

- An "I" statement focuses on how I see it or would like to see it rather than what they should or shouldn't do

  - *Example: Instead of "You shouldn't do your expense reports like that, they are too vague!" "I would like to see more detailed descriptions in this section of your expense reports"*

How to Find Our Courage for Having Difficult Conversations...

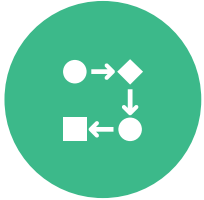# Managing Your Fear, Cultivating Courage & Candor

Holding it back or delaying the conversation can cause increased stress and anxiety

Leaving important feedback unsaid can cause resentment to build

We have a great deal of control over how a difficult conversations goes

We can fully manage our half of it!

We can anticipate and plan for the other half to increase the likelihood of having a respectful and constructive conversation

"There is no way out but through"— deep breath and dive in!

While the words we choose are important, our body language and intent matter too, and those are often easier to control

This is a skill we can grow and master!

Preparing for a Difficult Conversation

- I need to be candid with who about what?

- What is the specific change I need to happen?   What is the outcome I need from the conversation?

- The facts I currently have are X and the facts I need to get are y:

- The interpretations I am making (stories I am telling myself) are:

- The reactions I am expecting from the other person are:

- What are my personal communication style tendencies? (Think criteria profile)

- What are my mental models around this situation, i.e., the "shoulds and shouldn'ts," opinions, biases, and perspectives I'm bringing to the situation?

- The things that could trigger high emotion in me in this conversation are:

- I will manage any triggers by:

- If I were in the other parties' shoes, what would their perspective/opinion be?

- What do I know about the other parties' communication style preferences (criteria profile), *i.e., details and context, short but direct, etc.?*

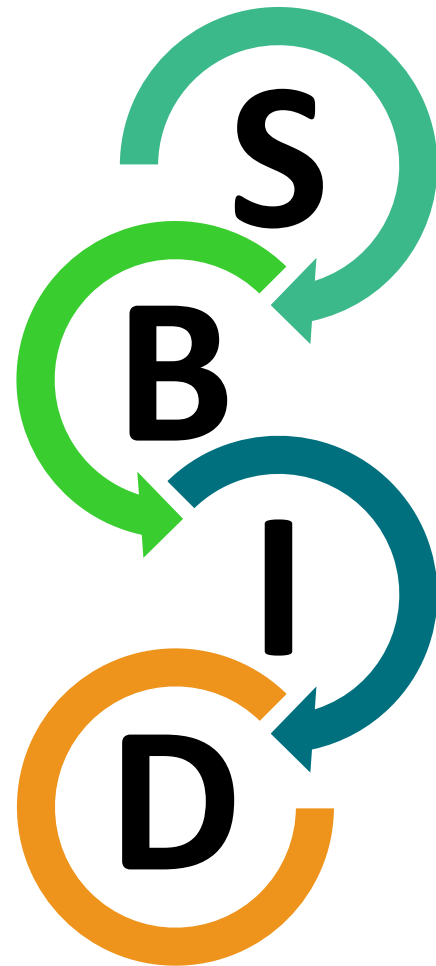- How can I create feelings of trust and safety in my approach?

RESOURCE:

Tools & Templates

I need to be candid with who about what?
What is the specific change I need to happen?   What is the outcome I need from the conversation?
The facts I currently have are:
The facts I need to get are:
The interpretations I am making are (or stories I'm telling myself about the situation, i.e. ladder of inference):
The reactions I am expecting from the other person are:
What are my personal communication style tendencies? How will they help/hinder me in the difficult conversation I need to have? How can I leverage, manage, and/or mitigate them?

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Leader
Success Tip

S **Situation**

B **Behavior**

I **Impact**

D **Desire**

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Association
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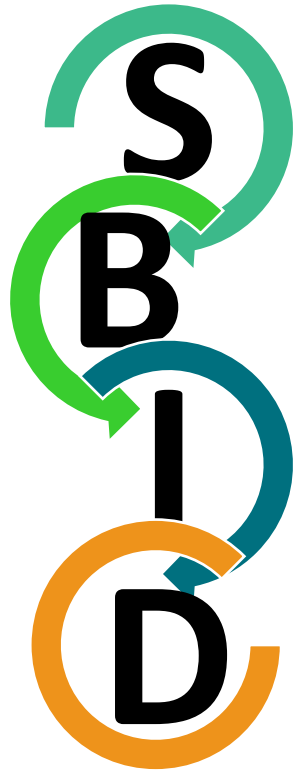
Begin with an opening high-level purpose and intent statement

- "I'd like to talk with you about our project team meetings so we can make sure they are as effective as possible (or get on the same page, come to agreement on next steps, figure out the best way forward, etc.) My intent is to ensure we are working together as effectively as possible and getting all possible great ideas on the table."

Describe the situation using facts (vs your interpretations)

- "As you know, our project team has weekly meetings and we invite all the stakeholders so we can gather input from all the areas involved."

Describe the behavior or issue

- "I've noticed it seems like you had your phone out during the last meeting, and we didn't hear your input on the project."

State the impact/consequences

- "It is an important project so I worry we may miss something if we don't get your thoughts as we move forward."

State desire, i.e. what you want to see more of (vs focusing only on what you want the person to stop)

- "I know you have some great experience and valuable input, so I feel you have a lot of offer this team. I'd love to see you participate with us and contribute your ideas when we discuss options and make decisions during each meeting."

Restate overall intent

- "Again, I just want to reiterate that my intent is to make sure we're working together as effectively as possible and getting all perspectives on the table to ensure we're considering everyone's needs."

Invite their perspective, ask questions

- "I'd love to hear your thoughts on this."
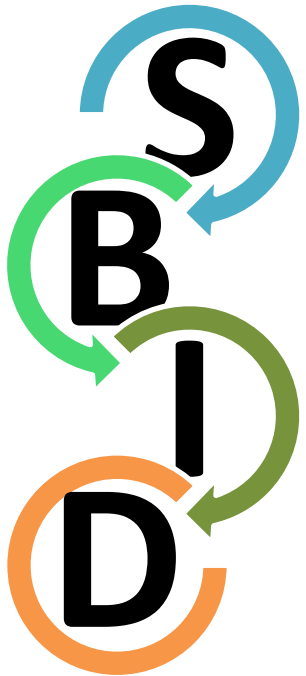
- Ask permission and express your good intent: "*Hey Joe, do you have a few minutes for me to chat with you about something important? I want to make you aware of something that is impacting the team as I know we all want to maintain good teamwork and work as effectively as we can together.*"

- **Situation:** "*Joe, as you know, we have a lot of work coming in right now and we're pretty short staffed, especially on Friday mornings when we have a lot of members coming in.*

- **Behavior:** "*I've noticed you've come in over an hour late the past four Friday mornings.*

- **Impact:** "*This means we end up struggling to give good service to our members, and we're seeing long backups in both the lobby and the drive up windows. I worry that this is not only impacting our member service scores, but it also seems to be causing extra stress for the team members that are here trying to serve our members while it is so busy.*

- **Desire:** "*Joe, I'd really like to know that we can count on you to be here with the team on time so we can ensure we are providing the great member experience we want to be known for, and that all team members are sharing in getting members served during these busy Friday mornings.*

- Reiterate your good intent: "*Again, Joe, I wanted to talk with you directly as I realize you may not be aware of the impact it is having and it means a lot to me that we continue work well together as a team and meet our commitments.*

- Invite their perspective: *Do you have thoughts on this or is there anything going on I could help with?*

RESOURCE:

Tools & Templates

TEMPLATE: Planning What to Say to Address a Difficult Conversation-Behavioral Issue

| |
|---|
| Begin with an opening high-level purpose and intent statement |
| Describe the situation using facts (vs your interpretations) |
| Describe the behavior or issue |
| State the impact/consequences |
| State what you want to see more of expressing confidence in them (vs focusing only on what you want the person to stop) |
| Restate overall intent |
| Invite their perspective, ask questions |

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So what do I do if they blow up at me?

- Pause, take a moment to choose a response vs. react
- Keep your voice and body language calm and neutral – "face of grace"
- Use "broken record" technique – focus on sharing your good intent to work well together and the desired behavior you would like to see
- Realize they may be in amygdala hijack– take a pause if needed

| Stimulus | ⟶ | Response |

| Stimulus | ⟶ | Moment to Choose | ⟶ | Response |
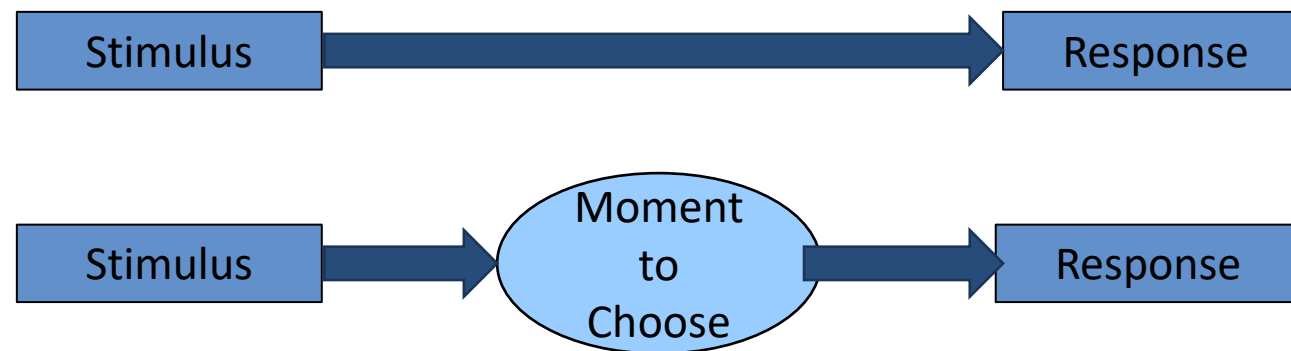
Coaching for Performance Development

- Humans are motivated by the sense of growth and development, and de-motivated when they have feelings of stagnation

- Growth and development is not just about title changes/promotions

- Everyone can benefit from having development goals

- How does your team member want to develop? What skills would they like to grow/develop?
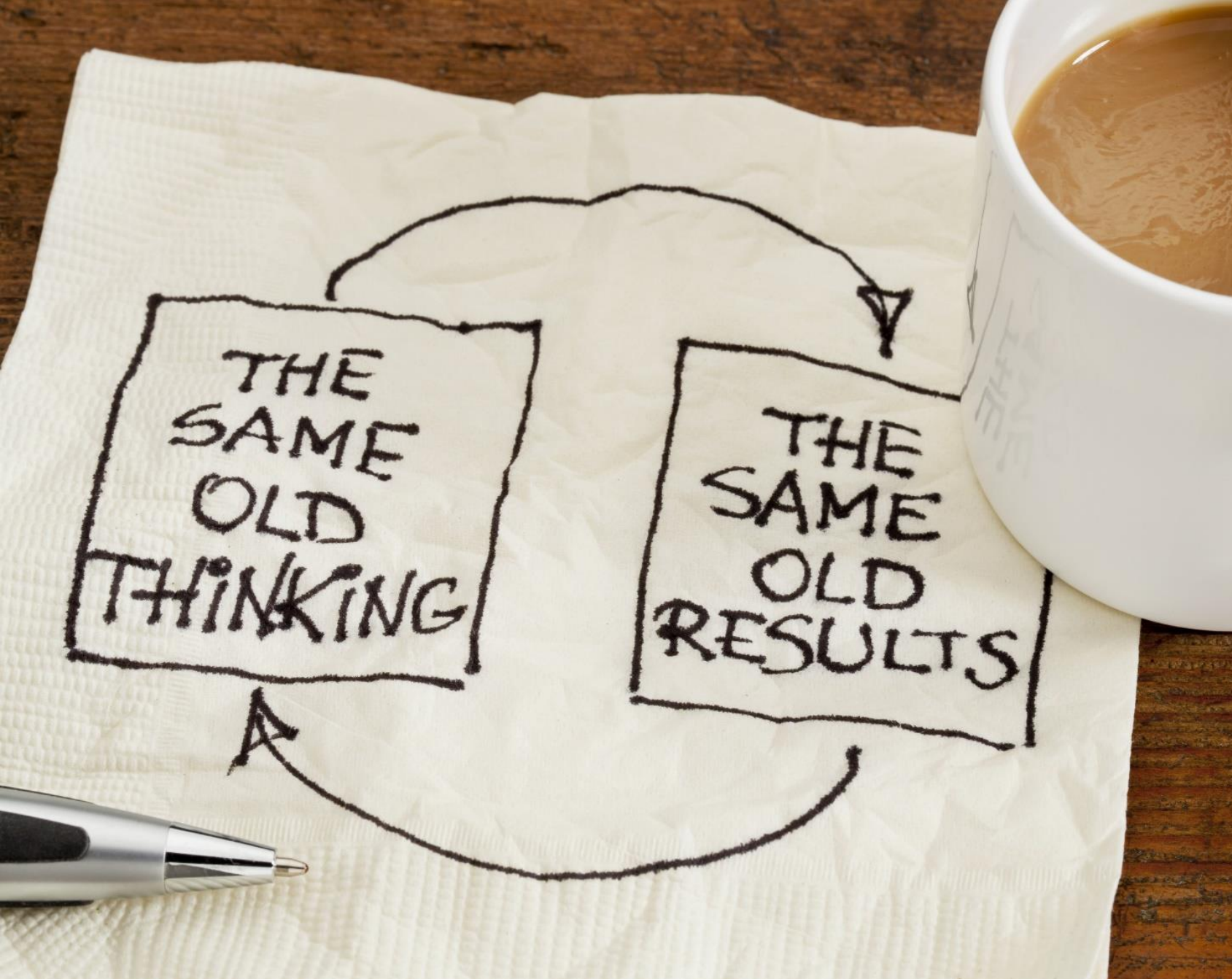
"The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."

Babe Ruth

Credit Union
National
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Knowledge Check

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CUNA Management School

Building High Performing Teams

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