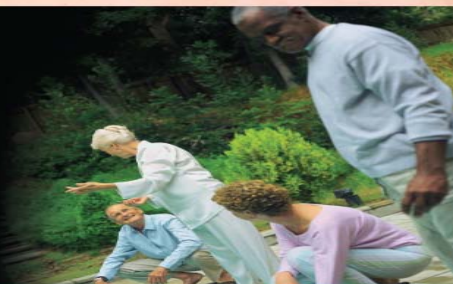


WISDOM WORKS



Leveraging Leadership: Strategies for Working with Self-directed Teams

June 15-17, 2006

Tracey T. Manning, Ph.D.
Center on Aging, University of Maryland

MetLife Foundation

TRAINING RATIONALE

One of the recommendations from Wisdom Works Phase I Final Reports was this: For greatest group achievement, programs need to develop teams through an intentional, interactive, and ongoing team-building process. Team building should include fostering teamwork values, as well as self-directed team skills.

As a direct result, Wisdom Works Phase II developed a triad team from each of the six grantees that included a key staff member, a key volunteer and a peer mentor. All six triads met together twice at the national office for specialized training designed to address the above recommendation. The training syllabus for the first session, an exercise for developing high-functioning teams, and selected resources and references for developing self-directed teams follow.

LEVERAGING LEADERSHIP: STRATEGIES FOR FOSTERING SELF-DIRECTED TEAMS

Workshop Objectives

Thursday, June 15:

- Differentiate functioning and impact of self-directed teams from other types of groups
- Explore team roles and team development process through experiential learning
- Analyze team case studies for obstacles to effective self-directed team functioning
- Identify and practice critical self-directed teamwork values and communication skills
- Define and describe constructive and nonproductive assumptions about leadership
- Recognize personal, organizational and societal obstacles to leadership initiative

Friday, June 16:

- Recognize characteristic personal patterns of task and relationship leadership behavior
- Analyze team/individual characteristics which influence leadership style effectiveness
- Identify characteristics of transformational leadership and their organizational impact
- Utilize a strengths-based approach to identify one's transformational leadership talents through comprehensive feedback and personal experience
- Apply transformational leadership learning to personal and team development

Friday evening, June 16:

- Present previously created role-plays on managing obstacles to self-directed team development through transformational leadership

Saturday, June 17:

- Review proposals to strengthen team recruitment, training, development, and functioning
- Identify additional training needs and potential resources
- Develop structure and process for working with chosen peer mentor

DEVELOPING HIGH-FUNCTIONING TEAMS

A. Exercise: Briefly describe the best team you ever worked on, specifically:

1. What was the project or task the team addressed?
2. How were the team members recruited/chosen/included?
3. What were the stages of development the team experienced?
4. How did team members relate towards each other?
5. How were goals and tasks decided upon and shared?
6. How was the team motivated to work towards the goal?
7. How did team members deal with potential/actual group conflict?
8. What were the outcomes of the team work?
9. What did team members mean to each other by the end of their work together?

B. Comparing and Contrasting Well-Functioning Teams. Discuss your “best team” in your small group.

1. What characteristics are common to ALL teams described by group members?
2. What impact do those characteristics have on group functioning? BE SPECIFIC.
3. What characteristics are true of some teams but not of others?
4. What’s the best explanation for why some teams differed from others? (e.g., the nature of their work together, team membership, work or volunteer teams).
5. What conclusions do you draw from this discussion? What are the implications for your work in developing teams?

D. (LATER, after studying situational and transformational leadership).

1. Identify a typical obstacle to the development or functioning of self-directed teams.
2. How might situational/transformational leadership overcome that obstacle to encourage the healthy development or functioning of a self-directed team?
3. Then create a 3-5 minute skit to illustrate that obstacle in action.

**PART I –
SITUATION:**

ROLES:

DIALOGUE (OR MAIN POINTS TO BE MADE IN DIALOGUE):

4. For Part II, take 3-5 minutes to illustrate how using situational or transformational leadership strengths could help overcome that obstacle and get the team on the path to high functioning and self-direction.

**PART II –
SITUATIONAL/TRANSFORMATIONAL LEADERSHIP STRENGTH TO BE USED:**

ROLES:

DIALOGUE (OR MAIN POINTS TO BE MADE IN DIALOGUE):

LEVERAGING LEADERSHIP THROUGH SELF-DIRECTED TEAMS - SELECTED RESOURCES AND REFERENCES

LEADERSHIP DESCRIPTIONS AND APPLICATIONS:

Astin, Helen and Leland, Carol (1991). *Women of influence, women of vision*. San Francisco, CA: Jossey-Bass Publishers.

Studying three generations of women leaders, the authors identify the necessity of vision, personal empowerment and collective action on fostering successful social change.

Bass, Bernard M. (1998). *Transformational leadership: Industrial, military and educational impact*.

Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Bass summarizes the extensive research indicating that transformational leadership has positive consequences for group members' productivity and morale in organizations of every type.

Bridges, William. (1991). *Managing transitions*. Reading, MA: Perseus Books.

Organizational changes often fail because leaders haven't considered or worked effectively with their group members' predictable reactions to endings, ambiguity and new beginnings.

Buckingham, M. & Clifton, D.O. (2001). *Now, discover your strengths*. New York: Free Press.

The authors use the considerable database of the Gallup Organization to demonstrate the productivity and satisfaction gains from developing and deploying individuals' strengths.

Collins, Jim. (2005). *Good to great and the social sectors: A monograph to accompany Good to Great*. Boulder, CO: Jim Collins.

A step-by-step analysis of why "business thinking" is not the leadership needed for the social sector, this monograph will challenge some of the current wisdom in aging service agencies.

Hersey, P., Blanchard, K. and Johnson, D. (2000). *Management of organizational behavior, 8th edition*. New York: Prentice-Hall.

In this updated version of their classic text, Hersey and Blanchard describe their situational leadership model along with other organizational issues.

Kotter, John P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Kotter highlights the critical steps to productive organizational change, including creating urgency, developing and communicating vision, and taking incremental steps to the goal.

Kouzes, James M. and Posner, Barry Z. (2002). *The leadership challenge, 3rd edition*. San Francisco, CA: Jossey-Bass.

Building on their “best practices” research in all types of organizations, the authors describe, illustrate and explain the impact of the core behaviors of a transformational leader.

Nanus, Burt and Dobbs, Stephen M. (1999). *Leaders who make a difference*. San Francisco, CA: Jossey-Bass Publishers.

Nanus and Dobbs describe the six competencies necessary for a not-for-profit leader, and provide strategies to lead internally and externally, with funders, government and community.

Raelin, Joseph A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone*. San Francisco, CA: Berrett-Koehler Publishing.

Believing that society needs communities where everyone shares leadership, Raelin offers practices to develop all into concurrent, collaborative, collective, and compassionate leaders.

Riggio, Ron & Orr, Sarah S., Eds. (2004). *Improving leadership in non-profit organizations*. San Francisco, CA: Jossey-Bass.

Serious help for anyone who’s ever wondered how to make it all work in a non-profit organization – mission, empowerment, and accountability.

Yukl, G. A. (1994). *Leadership in organizations (3rd ed.)*. Englewood Cliffs, NJ: Prentice Hall.

Yukl describes and critiques a range of leadership models, including task-relationship.

TEAM DEVELOPMENT AND FUNCTIONING

Ancona, D. G. & Caldwell, D. F. (1992). Bridging the boundary: External activity and performance in organizational teams. *Administrative Science Quarterly*, 37(4), 634-665.

External leaders of self-directed teams need to buffer the team from outside pressure, negotiate for outside resources and support, and represent the team to the larger organization.

Atwater, D.C. & Bass, B. M. (1994). Transformational leadership in teams. In B. M. Bass & B. Avolio, Eds., *Improving organizational effectiveness through transformational leadership*. New York: Sage Publications.

The authors describe the specific ways that transformational leadership can help develop teams, and identify how to work through individual, group, and organization obstacles to excellence.

Butler, J. K. Jr., Cantrell, R. S., & Flick, R. J. (1999). Transformational leadership behaviors, upward trust, and satisfaction in self-managed work teams. *Organizational Development Journal*, 17(1), 13-28.

Establishing credibility, helping team members gain trust in the leader and in each other, is an important way that transformational leadership builds effective team functioning and morale.

Cusack, S. A. & Thompson, W. J. A. (1999). *Leadership for older adults: Aging with purpose and passion*. Philadelphia, PA: Brunner/Mazel.

Fostering volunteer empowerment and self-efficacy through intense and continual staff support is a challenging but very important role for senior center staff members.

Druskat, V. U. & Wheeler, J. V. (2003). Managing from the boundary: The effective leadership of self-managing work teams. *Academy of Management Journal*, 46(4), 435-457.

External leaders who assist self-directed teams to develop the skills for successful decision-making foster team empowerment (i.e. autonomy, efficacy, and perceived impact).

Katzenbach, J. R. & Smith, D. K. (1993). *The wisdom of teams*. New York: HarperBusiness.

Though this classic book's examples are often outdated (e.g. Enron), the principles of team development the authors derived from studying high performing teams are still valid.

Larson, C.E. & LaFasto, F. M. J. (1989). *Teamwork: What must go right/what can go wrong*. New York: Sage Publications.

Another classic, where the authors tested team theory in the functioning of 32 real-life teams including sports, government, volunteers.

Manz, C. C. & Sims, J. P. (1987). *SuperLeadership: Leading others to lead themselves*. New York: Prentice-Hall.

To develop self-directed individuals and teams, leaders need to promote self-goal-setting, high performance expectations, self-reward and criticism, and group process self-monitoring.

Owen, H. (1997). *Creating top flight teams*. London: Kogan Page.

No teams have to function better than the Red Arrows, the UK's equivalent of the Blue Angels. Owen's year-long shadowing of their team-building reveals many lessons for volunteer teams.

OTHER RELEVANT RESOURCES

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

The classic overview of how general and domain-specific self-efficacy is developed and consequently influence performance, persistence and stress.

Czikszentmihayli, M. (1997). *Finding flow in everyday life*. New York: Basic Books.

In this application of his ground-breaking work, the author shows how to enhance engagement and functioning in professional and personal lives through doing more of what we enjoy.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

Research across achievement domains, including leadership, reveals significant implications of one's static vs growthful attitude, including challenge level, perseverance, openness to learning.

Hoyt, C. (2002). Women leaders: The role of stereotype activation and leadership self-efficacy. *Leadership Review*. <http://kli.research.claremontmckenna.edu/leadershipreview/2002fall>.

Women in non-traditional leadership roles with high leadership self-efficacy cope better with their own self-doubt (e.g. stereotype threat) and others' biased evaluation of their leadership.

Hoyt, C. L., Murphy, S. E., Halverson, S. K., & Watson, C. B. (2003). Group leadership: Efficacy and effectiveness. *Group Dynamics: Theory, Research, and Practice*, 7(4), 259-274.

In laboratory experiments, leaders with high leadership self-efficacy strengthened group members' individual and team performance by means of increasing their collective efficacy.

McCormick, M., Tanguma, J. & Lopez-Forment, A. S. (2002). Extending self-efficacy to leadership: A review and empirical test. *Journal of Leadership Education*, 1(2), 1- 15.

Leadership self-efficacy, predicted by previous leadership experiences, influenced taking leadership when opportunities arose. Despite comparable experience, women scored lower.

Northouse, Peter. (2003). *Leadership: Theory and practice, 3rd edition*. Thousand Oaks, CA: Sage.

Northouse provides a highly readable compendium of the major leadership models, including critical analyses, research, sample assessments, and case studies to aid in application.

Palmer, Parker J. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco, CA: Jossey Bass Publishers.

Palmer's challenging and inspiring small book invites the reader to discover the passions and values that would lead each to find the work that gives one's life meaning and social value.

This reading list selected and annotated by Tracey Manning, Ph.D., University of Maryland, College Park. For further information, please contact at tmanning@academy.umd.edu.