Ways to Enhance Team Functioning and Effectiveness

- Why?
- Challenges
- Leadership Roles
- Team Member Roles
- Support Best Practices



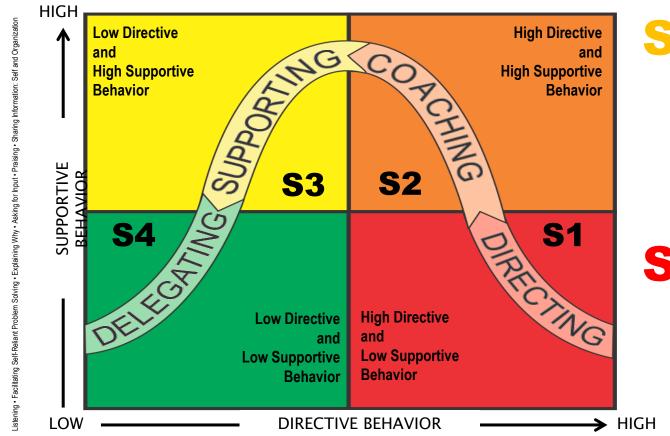
The SLII® Model – Matching Leadership Styles to Development Level

S3

Asking/listening
Reassuring
Facilitating self-reliant
problem solving
Collaborating
Encouraging feedback
Appreciating

S4

Allowing/trusting Confirming Empowering Affirming Acknowledging Challenging



S2

Exploring/asking
Explaining/clarifying
Redirecting
Sharing feedback
Encouraging
Praising

S1

Defining
Planning/prioritizing
Orienting
Teaching/showing and
telling how
Checking/monitoring
Giving feedback

Goal Setting • Action Planning • Showing How • Establishing Timelines • Clarifying Roles • Evaluating Work • Identifying Priorities





Benefits of Enhanced Team Functioning

- 1. Benefits must be and perceived to be worth the costs e.g. time, effort, risks.
- 2. Optimal support to others because everyone is competent and committed to do their part share their assets.
- 3. Team members grow and develop to be more diversified giving stronger 'bench strength'.
- 4. Shared ownership for preventing and solving problems.
- 5. Reduced team member conflict.
- 6. Increased team member fulfillment, meaning, purpose and heart.
- 7. The team emerges to be more than the sum of its parts.



Relating:		_	
	Your Name	to	Their Name

Emotional Self-Regulation Relationship Self-assessment

You seldom tell this	You seldom ask for feedback - little information about how you relate to this person is requested. You generally do not appear to appreciate constructive criticism. You get 'hurt' or withdrawn, angry, powerful or defensive with constructive criticism.			You acc	feedback. cept ctive n but do erally	When appropriate, you usuall ask for feedback and you war to know how this person experiences you. You readily express appreciation to this person for their feedback. Yo do not get powerful or withdra when given negative constructive feedback. When appropriate, you usually change you behaviour based on feedback.			
person how you feel or think about relationship		So	metimes			Often			
issues or their behaviour. This person usually doesn't know how you									
experience them. You tend not to express opinions on 'sensitive' relationship issues.	2	1	4	5	6	7	8	9	
es Feedback		2							
f-Disclosure) Sometimes		3							
You frequently tell		4							
others how you feel and think about them, their behaviour and/or other relationship		5							
issues.		6							
Often		7							
You usually tell this person how you feel or		8							
think about relationship issues or their behaviour. This person usually knows your		9							



Relating:		_	
	Your Name	to	Their Name

Emotional Self-Regulation Relationship Self-assessment

		► A:	sks fo	r Feedl	oack	_					•
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Asks for Feedback

What I know about how others value me and/or my contributions/views.

What I don't know about how others value me and/or my contributions/views.

What others know about how I value them and/or their contributions/views.

Open, Authentic, Constructively Controntive & Cooperative Relating

Relating from a
False Sense of Self.
Lack of Personal
Awareness.

Gives Feedback (Self Disclosure) (We both know what each other values, feels & thinks) (They know/I don't know)

What others don't know about how I value them and/or their contributions/views.

Role Play, Guarded, Artificial Relating

(I know/ They don't know) Strangers with the Illusion of Trust and Respect

(Neither of us know each other)

UNCONSCIOUS



LEADERS DEVELOP MINDFUL MATURITY & EMOTIONAL SELF-REGULATION **SKILLS**

• "I am so mature that I can show my Vulnerabilities" and • "I also respectfully assert myself" and

• "I change my

views based on

good feedback"

Leader Builds Team Member **Trust**

- The respectful relationship facilitates trust.
- Communications are useful, truthful, timely and respectful.
 - e.g. Leader
- admits I'm wrong when I'm wrong
 - apologizes
- shares feelings as appropriate
- asks for opinions and listens

Leader and Team **Member's Authentic Relationship**

 Team member therefore gives honest feedback to leader and positively responds to constructive feedback

 Both therefore influence service delivery

Team Member CCC

Team Member **Gets and** Stays

- committed

- competent
- & caring

Optimal Care & Support

for **Individuals** Supported



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^{* 20%} Behavioural Management, 30% Building Relationships, 50% Role Model what you want & need from others.

RELATIONSHIP AWARENESS:		TO	
	Your name		Other's name

Plan for Action	Relating Authentically/Open Discussion and Feedback
Benefits	 2. 3.
Challenges to Change	
Planned Changes	



Ways That Team Functioning Can Be Enhanced

- You the manager, director or supervisor together with each team member complete their development level for each responsibility and listen to what your staff needs from you.
- Catch team member being good publicly and privately.
- When mistakes are made the only first question that should be asked "If you could have a 'do over' - what would you do differently now?
- Complete your own D1 D4 and ask your director for their help be known as a developer and developing.
- First be effective, then be efficient.



- Create opportunities for team members to build relationships with each other - at their pace - introverts and extroverts.
- Facilitate team meetings
 - the team's agenda
 - most important items first e.g. problem solving
 - facilitate decision making not just discussions
- Teach the power of intention and belief
 - seeing is believing
 - we see things not as they are but how we are



- respect the laws of cognitive bias and remember every team member is directed by these laws:
 - memory is terrible
 - default program is always to use existing files of data: we resist change
 - the brain wants its processing to be simple and quick
 - once emotionally hijacked, all brains function as if in dream state
 - use it or lose it



- Resolve team members conflicts and personnel issues asap (e.g. the EAP referral).
- Effective team leaders communicate on the funnel principle
- Only do for team members what they can not or will not do at the time, after your instruction and motivation and only if it's timely (i.e. must do it now).

