

# Ways to Enhance Team Functioning and Effectiveness

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

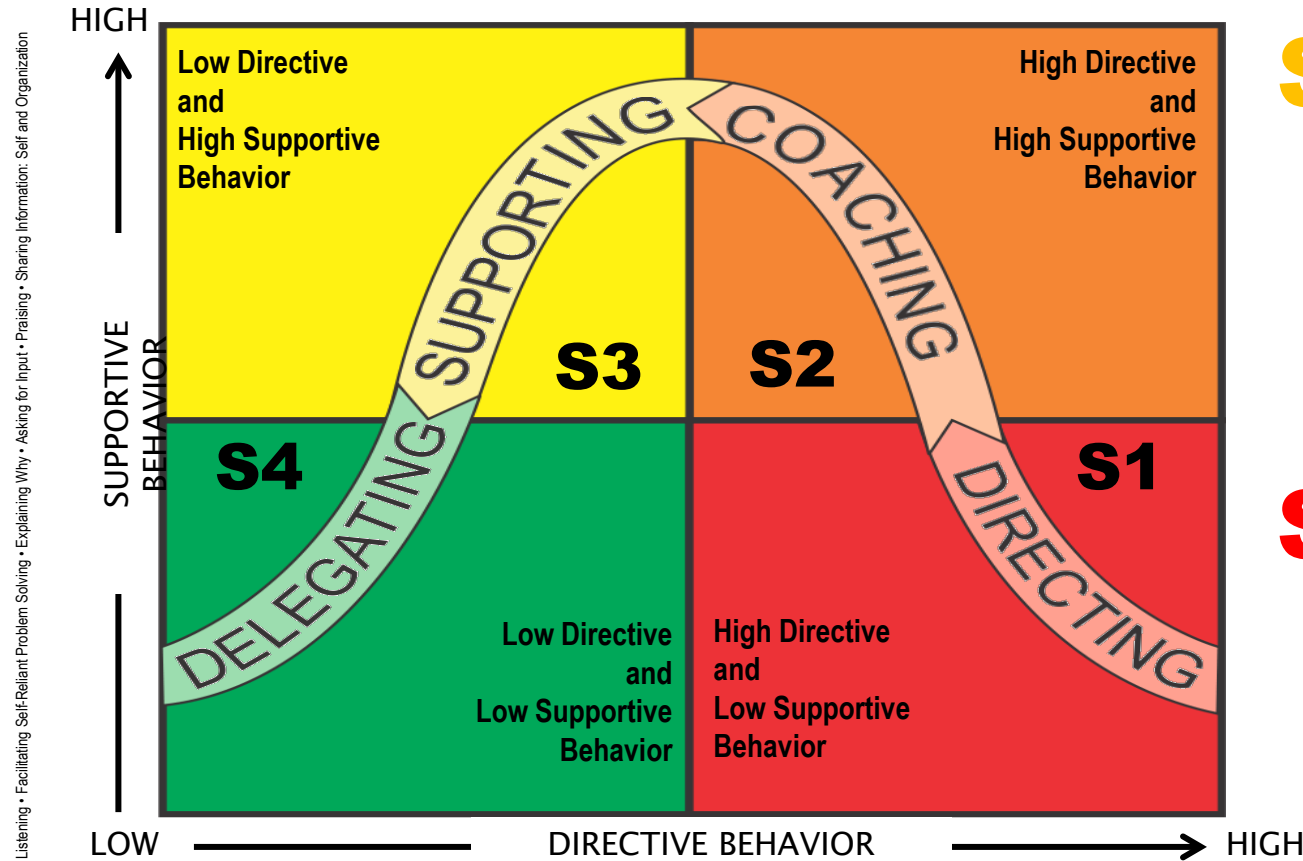
# The SLII® Model – Matching Leadership Styles to Development Level

## S3

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

## S4

Allowing/trusting  
Confirming  
Empowering  
Affirming  
Acknowledging  
Challenging

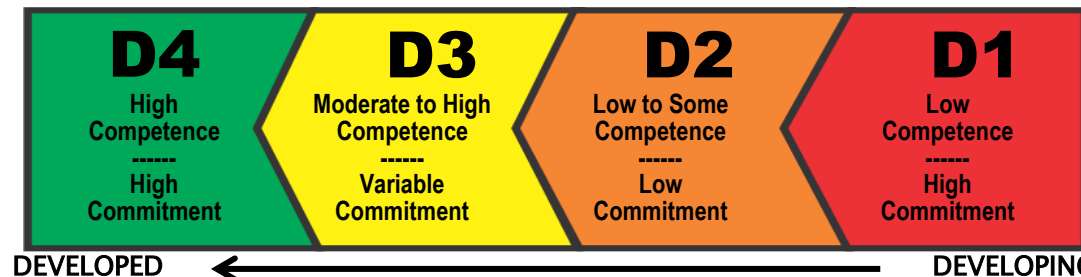


## S2

Exploring/asking  
Explaining/clarifying  
Redirecting  
Sharing feedback  
Encouraging  
Praising

## S1

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



# 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.

## Emotional Self-Regulation Relationship Self-assessment

—————> Asks for Feedback <—————

You seldom tell this person how you feel or think about relationship issues or their behaviour. This person usually doesn't know how you experience them. You tend not to express opinions on 'sensitive' relationship issues.

**Gives Feedback (Self-Disclosure)**

Sometimes

You frequently tell others how you feel and think about them, their behaviour and/or other relationship issues.

Often

You usually tell this person how you feel or think about relationship issues or their behaviour. This person usually knows your opinions on sensitive relationship issues.

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 You get 'hurt' or withdrawn, angry, powerful or defensive with constructive criticism.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 frequently ask for feedback. You accept constructive criticism but do not generally encourage it.

When appropriate, you usually ask for feedback and you want to know how this person experiences you. You readily express appreciation to this person for their feedback. You do not get powerful or withdrawn when given negative constructive feedback. When appropriate, you usually change your behaviour based on feedback.

	Sometimes				Often				
	2	3	4	5	6	7	8	9	
_____		1							
_____		2							
_____		3							
_____		4							
_____		5							
_____		6							
_____		7							
_____		8							
_____		9							

# Emotional Self-Regulation Relationship Self-assessment

—————> Asks for Feedback <—————

You seldom tell this person how you feel or think about relationship issues or their behaviour. This person usually doesn't know how you experience them. You tend not to express opinions on 'sensitive' relationship issues.

**Gives Feedback (Self-Disclosure)**

Sometimes

You frequently tell others how you feel and think about them, their behaviour and/or other relationship issues.

Often

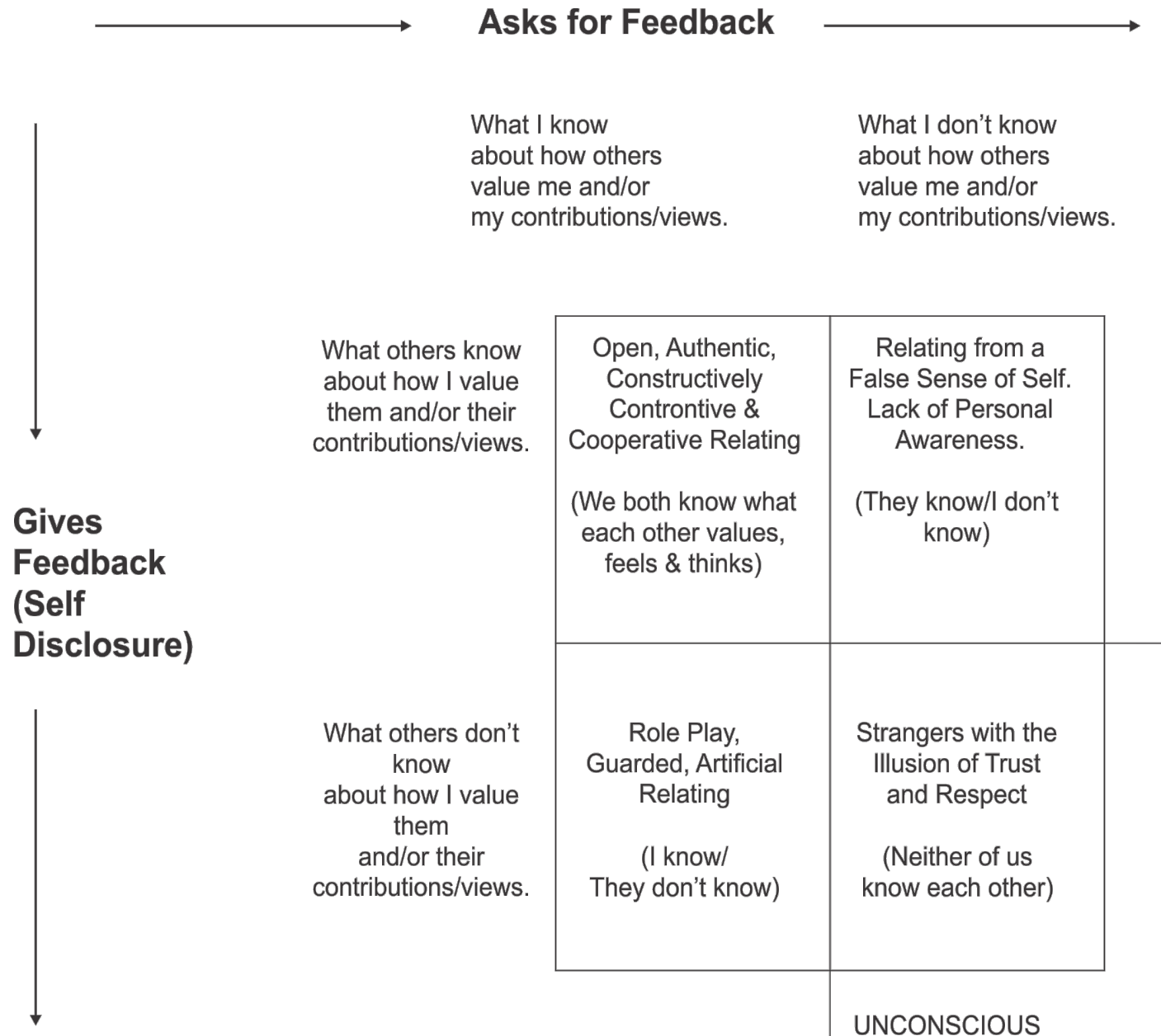
You usually tell this person how you feel or think about relationship issues or their behaviour. This person usually knows your opinions on sensitive relationship issues.

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.

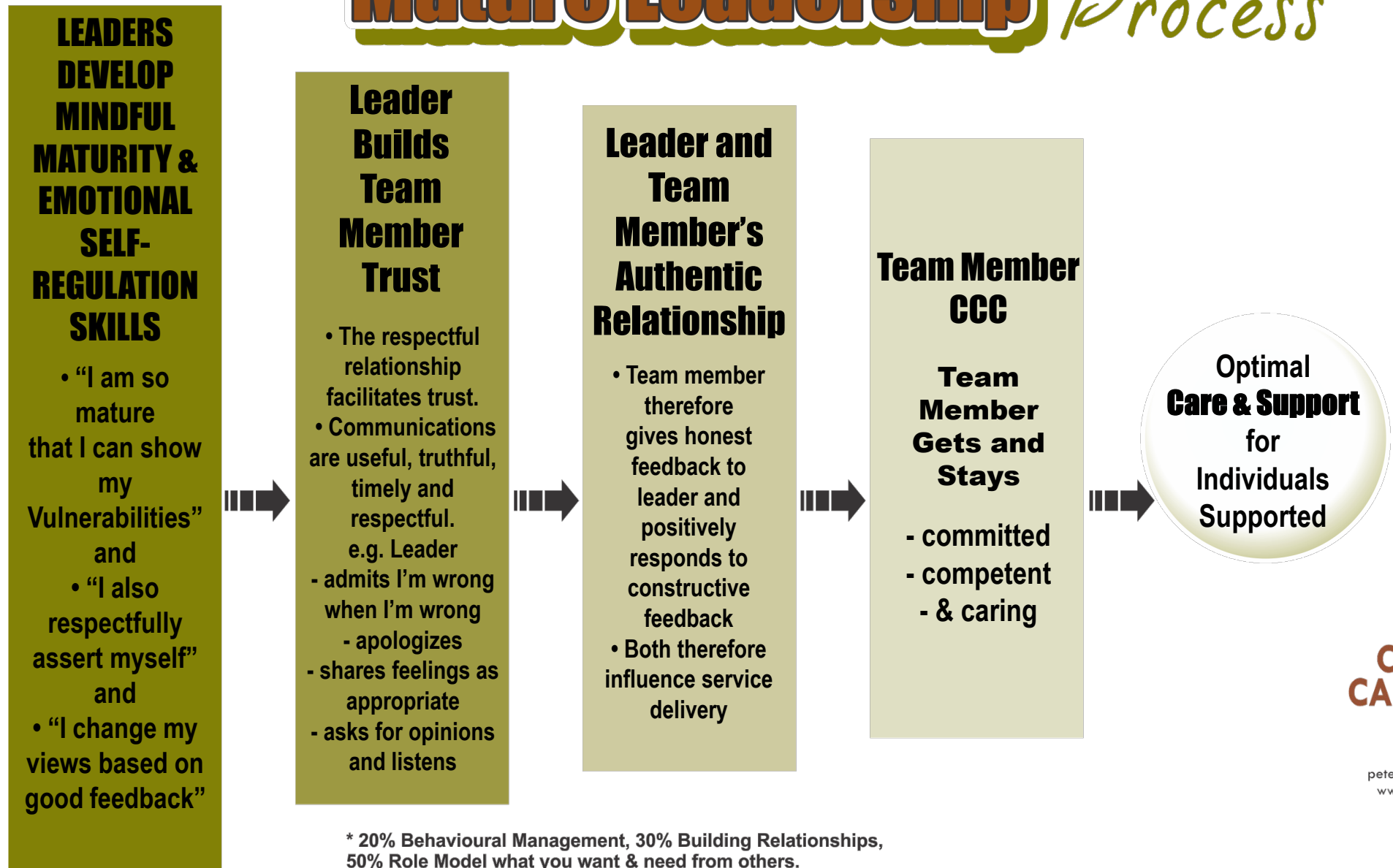
You frequently ask for feedback. You accept constructive criticism but do not generally encourage it.

When appropriate, you usually ask for feedback and you want to know how this person experiences you. You readily express appreciation to this person for their feedback. You do not get powerful or withdrawn when given negative constructive feedback. When appropriate, you usually change your behaviour based on feedback.

	Sometimes	Often
	2	3
1		
2		
3		
4		
5		
6		
7		
8		
9		



# The Mindful & Emotionally Mature Leadership Process



RELATIONSHIP AWARENESS: \_\_\_\_\_ TO \_\_\_\_\_  
 Your name Other's name

Plan for Action	Relating Authentically/Open Discussion and Feedback
Benefits	1. 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).