

References

Sample Team Disability Index



Team Disability Index

Team Learning and Performance

From Teaching Smart People How to Learn: by C. Argyris

Most companies not only have tremendous difficulty addressing learning dilemmas; they aren't even aware that it exists. The reason: they misunderstand what learning is and how to bring it about. As a result, they tend to make two mistakes in their efforts to accelerate their learning.

First, most people define learning too narrowly as mere “problem solving,” so they focus on identifying and correcting errors in the external environment. Solving problems is important. But if learning is to persist, leaders managers and employees must also look inward. They need to reflect critically on their own behavior, identify the ways they often inadvertently contribute to the organization's problems, and then change how they act. In particular, they must learn how the very way they go about defining and solving problems can be a source of problems in its own right.

Put simply, because many professionals are almost always successful at what they do, they rarely experience failure. And because they have rarely failed, they have never learned how to learn from failure. So whenever their learning strategies go wrong, they become defensive, screen out criticism, and put the “blame” on anyone and everyone but themselves. In short, their ability to learn shuts down precisely at the moment they need it the most.

The propensity among professionals to behave defensively helps shed light on the **second** mistake that companies make about learning. The common assumption is that getting people to learn is largely a matter of motivation. When people have the right attitudes and commitment, learning automatically follows. So companies focus on creating new organizational structures—compensation programs, performance reviews, corporate cultures, and the like—that are designed to create motivated and committed employees. But effective systemic learning is not simply a function of how people feel. It is a reflection of how they think—that is, the cognitive rules or reasoning they use to design and implement their actions. Think of these rules as a kind of “master program” stored in the brain, governing all behavior. = **Our Models**

Defensive reasoning can block learning even when the individual commitment to it is high, just as a computer program with hidden bugs can produce results exactly the opposite of what its designers had planned. Companies can learn how to resolve the learning dilemma. What it takes is to make the ways managers and employees reason about their behavior a focus of organizational learning and continuous improvement programs. Teaching people how to reason about their behavior in new and more effective ways breaks down the defenses that block learning.

What do you think about these statements?

Are you and your team “**DISABLED?**”



Team Disability Index

The Team Effectiveness Profile – Discover your teams' capacity for success!

This profile identifies symptoms of structural disabilities in individuals, teams and entire organizations.

A structural disability can be caused by the dysfunctional arrangement of face to face team interactions, the product of which prevents effective performance.

In simple terms, it is the inability to have effective conversations even when the issues are complex and the stakes are high. Any organization that wants to navigate the complexity of the world going forward must have a very high conversation competency especially in those conversations that are “Tough” to have.

You will review 20 symptoms of team disabilities. You will have scoring choices from 1 – Least like our Team to 5 – Most like our Team. An ideal outcome from this index would be a Team conversation identifying What's needed to shift these disabilities to Team Enablers. If these types of issues are undiscussable, then you are underperforming. Any one of these disabilities will negatively impact your time, your energy and your Bottom Line. Count on it!



References

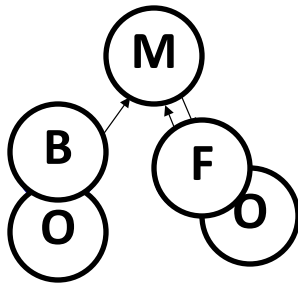
Action Archetypes



Structural Dynamics – Action Archetypes

from Kantor 4 Player Model

Action Archetype: *Covert Opposition*



Key Sequence:
Move - Follow/Oppose.
Move - Bystander/Oppose

Options for Action:

1. Clean Bystand

- Help the team see the structure and how it impacts their ability to produce results.
- Legitimize the opposition, and ask people to feel free to oppose in the interest of providing creative input.

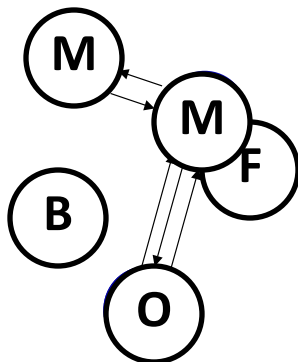
2. Shift Opposition from destruction to creative

- Teach movers how to receive opposition as creative input.
- Establish ground rules which encourage opposers to speak up.
- Explore underlying mental models about conflict.

Description:

Someone makes a move, and people publicly, overtly follow or bystand. Underneath their overt behaviors, people are actually skeptical of or against what is being proposed. However, there is very little, if any, open, clear opposition. Covertly, off-line, back in their area, people are at best skeptical of and, at worst, resistant to the mover's initiative. All the while, the mover believes that his move is supported by the team.

Action Archetype: *Empowerment Paradox*



Key Sequence:
Move, Move / Follow,
Oppose-Move-Oppose
With Bystander disabled

Options for Action:

1. Bystand

- Let leaders you notice them saying they want empowerment but see them not letting go.
- Help the team make clear choices about what they really want.
- Help them learn new behaviors which support rather undermine the goal they select.

2. Establish organizational and business process and structures which match the espoused power distribution system.

- Explore underlying models which both help and hinder the team's ability to achieve desired results.

Description:

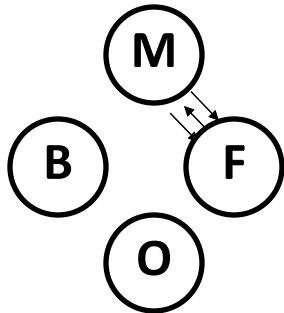
The formal leaders makes a move, telling a subordinate to take charge of "X", to be empowered. However, the leader is worried about the subordinates ability to execute "X" effectively. Therefore, the leader's move contains an inherent contradiction; it is a paradoxical command. Responding to the formal leader, the subordinate takes initiative and makes a move, which, also paradoxically, is contextually a follow of the leader's move. Already, the subordinate's move, and the leaders stated intention, are unintentionally structurally undermined; they both contain internal contradictions. The leader is frustrated because her goal of empowerment wasn't achieved, and the subordinate is frustrated because he feels that the leader has betrayed the organization's espoused values.



Structural Dynamics – Action Archetypes

from Kantor 4 Player Model

Action Archetype: *Courteous Compliance*



Key Sequence:
Move - Follow

With Bystander disabled

Options for Action:

1. Deepen the Inquiry

- If Leaders: Ask, "What about this do people like?"

2. Bystand

- Name what is happening.
- Point out what the group is doing and the potential traps.
- Say: "I've noticed that no one has opposed the direction of this conversation for some time. Has anyone else noticed?"

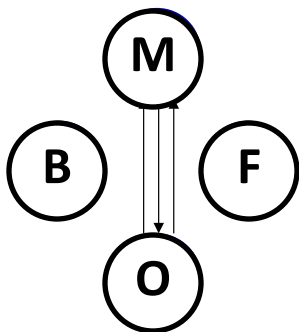
3. Alternatives

- Strengthen the creative opposers and bystanders. Ask: "Does anyone see things differently?"

Description:

Someone makes a move and the rest of the team dutifully, courteously follows. The conversation is characterized by polite, rational conversation with very little controversy or pushback. Also, no one points out to the group that they continually operate within the nine dots that they are handed. Often, the person making the initial move is the formal leader of the team. The courteous compliance structure is particularly characteristic of teams in the forming stage of team development. It is also characteristic of traditional, hierarchical cultures in which pushing back on the formal leader is not customary.

Action Archetype: *Point - Counterpoint*



Key Sequence:
Move - Oppose

With Bystander disabled

Options for Action:

1. Bystand

- Point out the structure and the impact it is having.
- Encourage the group to bystand itself: "What are we doing?"
- Encourage silent bystanders - people who see but can't say what they see.

2. Draw out Followers

- "I know some of you support Ted. I'd like to hear your thinking."

3. Go Beyond "Win - Lose"

- Point out that over-emphasis on win-lose mental models is not productive. Suggest alternatives.

Description:

A point-counter point structure is exactly as the name suggests. Someone makes a move, and then the next behavior opposes that move. The next behavior is a new move, followed by an opposition, etc. Teamwork becomes something of a behavioral tennis match, each person lobbing their opinions with no resolution. The point-counter point structure is particularly characteristic of teams in the forming stages of team development.

