

**Activity 2—Welcome****Materials:****Activity Time:** 45 minutes**Slide Time:** 2 minutes**PW Page:** 2**Start/Stop Time:****Slide:** 6**In This Session****1. Introduce the session outcomes.**

In this session, we are going to help you, as a team leader,

- *develop a new high performance teams mindset*
- *understand the focus of high performance teams*
- *learn and practice the team leadership skillset*

These high performance teams concepts will be interwoven through the entire experience. We will also take some time to explore challenges and needs of virtual teams. And we will give you plenty of opportunities to practice the skills necessary for being a successful and effective team leader.

- Remind participants that they can find this information on page 2 in their workbook.

2. Remind participants about their personal learning goal for the day.

During the team introductions, we asked you to think about why attending this session might be important to you and asked you to share one personal learning goal with your team.

It's clear from studies on effective learning that the most important outcomes are yours. We hope that by the end of the session today, we will have succeeded in helping you achieve your personal learning goal.

3. Transition to the next slide—Your Materials.

What about Teams?

What is your definition of a team?	What has changed with today's teams?
What do we know/believe about teams?	What are the biggest obstacles for today's teams?

Activity 2—Welcome**Materials:****Activity Time:** 45 minutes**Slide Time:** 10 minutes**PW Page:** 3**Start/Stop Time:****Slide:** 8**What about Teams?****1. Introduce What about Teams? activity.**

So, let's jump in. What about teams? In your workbook on page 3 are several questions about teams. With your table group, I'd like you to discuss the four questions and record your ideas, and then we will debrief each one.

- Option—To save time, assign one question per table team.
 - *What is your definition of a team?*
 - *What has changed with today's teams?*
 - *What do we know/believe about teams or leading a team?*
 - *What are the biggest obstacles for today's teams?*

2. Conduct group discussion.

- Allow nine minutes for group discussion.

3. Begin the debrief of the first question: *What is your definition of a team?*

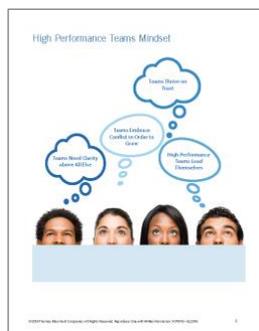
- Ask participants (or the first table team) to share their definition of a team. Ask the large group whether they agree with the definition or if they would add or change anything.
- Allow time for sharing. Thank participants for sharing their ideas.

4. Transition to the next slide—What Is a Team?**Facilitation Tip**

This activity sets up the need for team leaders to make a shift in their mindset in order to successfully move their teams through the development stages and reach the highest levels of team performance.

Facilitation Tip

Optional—An alternative for this activity is to ask participants to write down their answers on sticky notes and then place them on prepared flip charts labeled with each of the four questions. Read out the highlights during the debrief for each question, beginning with the definition of a team.



Activity 4—High Performance Teams Mindset

Materials:

Activity Time: 5 minutes

Slide Time: 5 minutes



PW Page: 5

Start/Stop Time:

(Build) Slide: 17

High Performance Teams Mindset

1. Remind participants of the High Performance Teams Mindset.

Who can tell me what a mindset is?

- Solicit responses, such as
 - *A set of beliefs*
 - *A way of thinking about something*

A mindset is foundational. A mindset gives a cognitive perspective that can help define how we look at a topic or seek to change an assumption we might have.

2. Share the first mindset.

Thinking back to your LAUNCH assignments and the Discover Team Leadership module, can anyone please remind the group of the first mindset of high performance teams?

- Click and reveal the first mindset.
 - *Teams Need Clarity above All Else*

The biggest truth that our research uncovered is that clarity and alignment are critical factors for team success. Without a shared or common purpose and clear goals, the team will not get very far. Clarity on why and how the team is working together sets the foundation for progressing on their goals.

3. Share the second mindset.

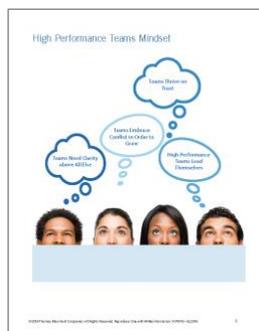
Who would be willing to remind the group of the second mindset of high performance teams?

- Click and reveal the second mindset.
 - *Teams Embrace Conflict in Order to Grow*

Conflict is inevitable. For teams to be resilient and innovative, they must be willing to roll up their sleeves and tussle, and keep everyone engaged in active debate on the tough subjects in order to find the best creative solutions.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.



Activity 4—High Performance Teams Mindset

Materials:

Activity Time: 5 minutes

Slide Time: 5 minutes



PW Page: 5

Start/Stop Time:

(Build) Slide: 17

High Performance Teams Mindset, continued

4. Share the third mindset.

Who would be willing to remind the group of the third mindset of high performance teams?

- Click and reveal the third mindset.
 - *Teams Thrive on Trust*

The ability to trust one another and trust in the power of the team is as important to the success of the team as clarity is. Good teams know what they are doing—clarity—and believe in each other enough to do it—trust.

5. Share the fourth mindset.

And finally, who would be willing to share the fourth mindset of high performance teams?

- Click and reveal the fourth mindset.
 - *High Performance Teams Lead Themselves*

As the team grows in their ability to work collaboratively as a strong unit, team members will share leadership with the team leader and other team members.

So, does this last belief mean that the team leader is no longer needed?

- Allow for comments.

This belief doesn't mean there is no leader. It means members are less reliant on the direction of the team leader.

6. Explore which mindset beliefs resonate with learners.

We are going to take a break in just a minute, but before we do, think about these four beliefs for a moment. Which of them resonate with you? Why?

- Solicit and acknowledge responses.

7. Transition to the next slide—Stretch Break.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.



Activity 5—Team Stages

Materials:

Activity Time: 25 minutes

Slide Time: 2 minutes



PW Page: 7

Start/Stop Time:

(Build) Slide: 23

Productivity

1. Share the definition of productivity.

- Refer to workbook page 7.
- Ask for a volunteer to read the definition of productivity.
 - *Productivity is the quality and quantity of work accomplished in relation to the team's purpose and goals*

What stands out for you in this definition?

I'd like you to pay attention to a few key words in this definition. You may want to underline these in your workbook. Productivity is in relation to purpose and goals. Is the team successful in accomplishing its team purpose and team goals?

2. Point out the elements of optimal productivity.

What does optimal productivity depend on? As we review these, fill in the blanks in your workbook.

- Ask participants to provide the missing words.

Optimal productivity depends on

- *Clear goals and measurable results*
- *Technical knowledge and skills*
- *The team's ability to collaborate and achieve results*
- *Team problem solving and decision making practices*

- Allow a minute for participants to fill in the answers.

3. Transition to the next slide—Morale.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.



Activity 9—Observing Team Dynamics

Materials:

Activity Time: 10 minutes

Slide Time: 30 seconds



PW Page: 14

Start/Stop Time:

Slide: 37

Observing Team Dynamics

1. Introduce Observing Team Dynamics.

- Refer to workbook page 14.

As a team leader, one question you might ask yourself is: How will I know what the team needs?

The answer is pretty simple. Team leaders need to pay attention to what's happening within the team. This is necessary not only for diagnosing team stage but also for understanding the dynamics happening between team members.

2. Set up reflections on observing team dynamics.

In a moment, we are going to watch a short video to learn more about this topic. But first, I'd like you to reflect on the importance of paying attention to team dynamics.

- *How would observing team dynamics benefit you as the team leader?*
- *How would it benefit the team?*

Don't answer—just reflect. We will come back to this in just a few minutes.

- Allow just a moment for individual reflections.

3. Transition to the next slide—*Team Dynamics Video*.



Activity 15—Communicate during Conflict—Part 1

Materials:

Activity Time: 15 minutes

Slide Time: 3 minutes



PW Page: 26

Start/Stop Time:

Slide: 67

The Virtual Team Part 1 Video

1. Introduce *The Virtual Team Part 1* video.

We are going to switch gears for a few minutes and take a look at the other team for Morgan Products, the Marketing Team. If you need a reminder about who is on this team, go back and look on workbook page 15.

This is an established team that has worked together on many projects in the past. But they have a new assignment.

Remember, two members are in Los Angeles, and two team members are located across the globe in Germany as they also work with the Design Team, so this team will hold their team meetings virtually using video conferencing.

As you watch the video, try to determine which team stage they are in. Also take note of challenges or considerations they have as a virtual team.

2. Show *The Virtual Team Part 1* video. (1:56 min)

- Use the video to practice diagnosing the team stage and identifying challenges of virtual teams.

3. Transition to the next slide—What Did You Notice?



Activity 15—Communicate during Conflict—Part 1

Materials:

Activity Time: 15 minutes

Slide Time: 5 minutes



PW Page: 26

Start/Stop Time:

Slide: 68

What Did You Notice?

1. Identify team stage.

- Refer to workbook page 26.

What is the team stage?

- Solicit and acknowledge responses, such as
 - *This team is at T2*

Why do you think so?

- Solicit and acknowledge responses, such as
 - *Some team members are clearly frustrated*
 - *There is a lack of clarity about goals, responsibilities, and process*

2. Debrief the problems being surfaced.

What problems did you see being surfaced with this team?

- Solicit responses, such as
 - *A team member, Teresa, showed up late for the meeting*
 - *The team could not see Teresa, since she was in a car and not on a web camera*
 - *Issues from the previous sock campaign project resurfaced*
 - *Limited marketing budget; have funds for only one ad campaign*
 - *The ad campaign has to work in every market*
 - *Team members were unsure of roles and goals, especially with two members on two teams concurrently*
 - *Because team members are split into two teams, there are issues with silo work and gaps in communication*
 - *The crossover between the work that Teresa and Rintaro are doing with the Design Team seems to conflict with standard Marketing processes, which are causing Kemi to react negatively (about naming a shoe before the shoe is designed)*



Activity 15—Communicate during Conflict—Part 1

Materials:

Activity Time: 15 minutes

Slide Time: 5 minutes

PW Page: 26

Start/Stop Time:

Slide: 68



What Did You Notice? continued

3. Debrief other considerations for virtual teams.

Which other considerations does this virtual team face?

- Solicit responses, such as
 - *Team members are working from different time zones in München and Los Angeles*
 - *Since they are working virtually, they may have technical issues, such as not being able to see Teresa*
 - *They have some gaps in communication*

4. Explore what this team needs.

What does this team need?

- *This team needs to go back to T1 and get aligned*
- *This team needs to address the conflict they are having*

5. Transition to the next slide—Lunch Break.

Terrific work in observing what's happening with this virtual team! We will check back in with Jackie's marketing team later.



Activity 16—Communicate during Conflict—Part 2

Materials:

Activity Time: 65 minutes

Slide Time: 1 minute



PW Page: 28

Start/Stop Time:

Slide: 72

Conversational Capacity

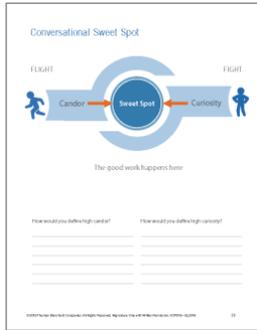
1. Introduce Conversational Capacity.

- Refer to workbook page 28.
- Share the definition of conversational capacity.
 - *Conversational capacity is the ability to have constructive, learning-focused dialogue about difficult subjects*

Having a high level of conversational capacity is important when issues require new thinking, are important, and are difficult.

It requires that the team put decision quality and team outcomes ahead of being right or feeling comfortable.

2. Transition to the next slide—Conversational Sweet Spot.

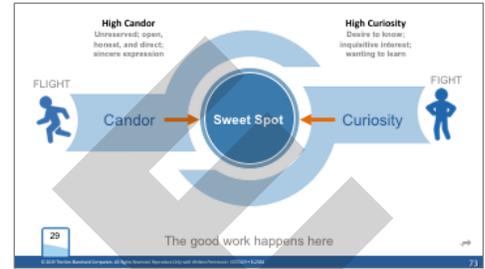


Activity 16—Communicate during Conflict—Part 2

Materials:

Activity Time: 65 minutes

Slide Time: 3 minutes



PW Page: 29

Start/Stop Time:

(Build) Slide: 73

Conversational Sweet Spot

1. Review the conversational sweet spot.

- Refer to workbook page 29.

Remember, in a flight response, candor is low—people don’t speak up or address issues. In a fight response, curiosity is low—people don’t want to hear ideas from others.

- Click to advance the build sequence.

But when candor and curiosity are high, difficult subjects can be discussed in what is called the conversational sweet spot. This is where dialogue is balanced—it’s both direct (high candor) and open (high curiosity). Using high candor and high curiosity will move people away from the fight-or-flight poles toward the sweet spot.

2. Explore the definition of high candor.

How would you define high candor? What are some words you would use?

- Solicit and acknowledge responses.
- Click and share the definition of high candor.
 - *Unreserved; open, honest, and direct; sincere expression*

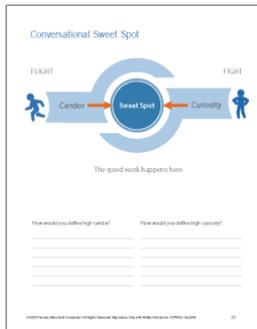
3. Explore the definition of high curiosity.

How would you define high curiosity? What are some words you would use?

- Solicit and acknowledge responses.
- Click and share the definition of high curiosity.
 - *Desire to know; inquisitive interest; wanting to learn*
- Ask participants to record the definitions at the bottom of workbook page 29.

Facilitation Tip
This slide contains slide builds. Click to advance as you review the content.

Facilitation Tip
“Sweet spot” is a term from acoustical engineering that describes when the mix is just right and the sound is in harmony. Sometimes there is too much treble and not enough bass, or vice versa. The sweet spot is the place in the room where the sound is perfectly balanced.

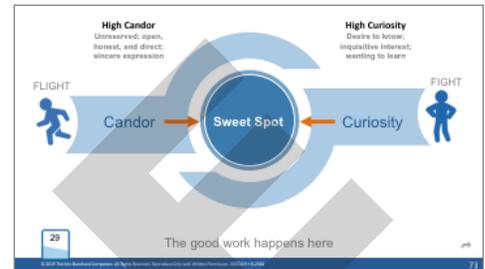


Activity 16—Communicate during Conflict—Part 2

Materials:

Activity Time: 65 minutes

Slide Time: 3 minutes



PW Page: 29

Start/Stop Time:

(Build) Slide: 73

Conversational Sweet Spot, continued

4. Summarize sweet spot.

- Click to advance the build.

The sweet spot is where the good work happens. It's where well-informed decisions are made—which, by the way, are easy when talking about routine or comfortable issues.

But it's when a team has high conversational capacity that they can live in the sweet spot and do good work, even when faced with difficult subjects or challenging circumstances.

5. Transition to the next slide—Out of the Sweet Spot.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.

**Activity 19**—Team Stage 3—
Integration**Materials:****Activity Time:** 6 minutes**Slide Time:** 2 minutes**PW Page:** 42**Start/Stop Time:****Slide:** 94***The Working Team Video*****1. Introduce *The Working Team* video.**

The Design Team is going into their next meeting. Let's see what happens next.

As you watch this video, look for clues on how the team is behaving. Pay attention to the team dynamics.

2. Show *The Working Team* video. (1:27 min)

- Use the video to practice diagnosing the team stage and identifying team dynamics.

3. Transition to the next slide—What Did You Notice?



Activity 19—Team Stage 3— Integration

Materials:

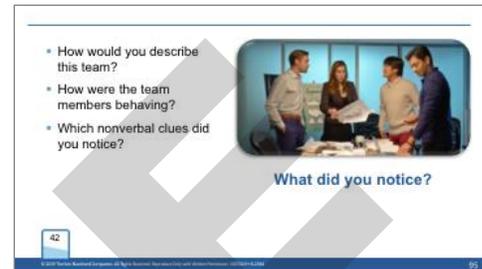
Activity Time: 6 minutes

Slide Time: 2 minutes

PW Page: 42

Start/Stop Time:

Slide: 95



What Did You Notice?

1. Debrief productivity and morale levels.

- Refer to workbook page 42.

What are the team's productivity and morale levels?

- Solicit responses, such as
 - *Productivity was moderate*
 - *Morale was moderate*

How would you describe this team?

- Solicit responses, such as
 - *The team seems productive; getting work done*
 - *They are functional as a team*
 - *Trust is shaky in themselves and in the ideas of others*
 - *Team cohesion seems fragile*

How were team members behaving? How were they communicating?

- Solicit responses, such as
 - *Team members are polite and courteous to each other*
 - *Team cohesion seems fragile*
 - *Rintaro was noncommittal; he was second-guessing himself*
 - *They avoided conflict; no one wanted to rock the boat*

Facilitation Tip

Optionally, have participants individually answer the three questions on workbook page 42, then share highlights with the entire group.



Activity 19—Team Stage 3— Integration

Materials:

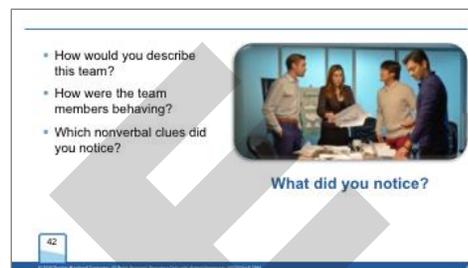
Activity Time: 6 minutes

Slide Time: 2 minutes

PW Page: 42

Start/Stop Time:

Slide: 95



What Did You Notice? continued

2. Debrief nonverbal clues.

Which nonverbal clues did you notice?

- Solicit responses, such as
 - *The team had good energy; everyone was standing up*
 - *Team members showed up early*
 - *Rintaro looked back and forth between his teammates, afraid to disagree with either of them*
 - *Teresa was glued to her phone and the ringing annoyed Amrit*
 - *Amrit's facial expression gave away his resistance to Teresa's idea about adding the logo to the shoe*

3. Transition to the next slide—Team Stage 3—Integration.

- Confirm the team stage as T3—Integration.

At T3, performance may be consistent but not exemplary. The team needs to trust in themselves as a unit and in their ability to excel.



Activity 20—Build Team Cohesion

Materials:

Activity Time: 20 minutes

Slide Time: 5 minutes



PW Page: 45

Start/Stop Time:

(Build) Slide: 101

Trust and Support Each Other

1. Introduce Trust and Support Each Other.

The next action that T3 teams need to focus on is trusting and supporting each other. We are going to do a fun and fast activity on trust in the team context.

2. Set up the trust flip-chart activity.

- Divide participants into four new groups and assign each group to a flip chart. Two groups will focus on the behaviors that build trust and two groups will focus on the behaviors that erode trust.
- Click to advance the build and give this instruction to the two Build Trust groups:
 - *For the Build Trust groups, please label your flip chart as Build Trust. Then, as a team, I'd like you to brainstorm and list which behaviors you believe build trust in the team context.*
- Click to advance the build and give this instruction to the two Erode Trust groups:
 - *For the Erode Trust groups, please label your flip chart with Erode Trust. Then, I'd like you to brainstorm and list which behaviors you believe erode trust.*

You will need to work fast, as you will only have three minutes to brainstorm and record your ideas.

- Allow 3 minutes for recording answers.
- Allow participants to return to their seats.

Facilitation Tip
This slide contains slide builds. Click to advance as you review the content.

Facilitation Tip
Allow groups to organically find an open flip chart.
Option: Prepare flip charts labeled with Erode Trust (two) and Build Trust (two).

**Activity 20—Build Team Cohesion****Materials:****Activity Time:** 20 minutes**Slide Time:** 5 minutes**PW Page:** 45**Start/Stop Time:****(Build) Slide:** 101**Trust and Support Each Other, continued****3. Debrief the activity.**

- Refer participants to workbook page 45.
- Ask for a spokesperson from each team to share their ideas with the large group. Remind participants to record the highlights in their workbook at the top of page 45.

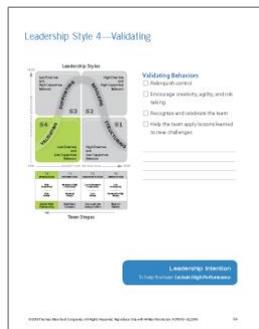
What is the impact of high or low trust in supporting each other? What actions might you take to improve both?

What can you, as the team leader, do to reinforce building trust?

- Solicit and acknowledge responses.

4. Transition to the next slide—Hold Each Other Accountable.**Facilitation Tip**

This slide contains slide builds. Click to advance as you review the content.



Activity 24—Leadership Style 4—Validating

Materials:

Activity Time: 8 minutes

Slide Time: 1 minute



PW Page: 54

Start/Stop Time:

Slide: 118

Validating Behaviors

1. Discuss S4—Validating Behaviors.

Which of these leadership behaviors do you need more clarity on?

- Provide clarity as needed.
 - *Relinquish control: Provide the team with greater autonomy*
 - *Encourage creativity, agility, and risk taking: Set higher standards and explore new ideas*
 - *Recognize and celebrate the team: Praise and show appreciation*
 - *Help the team apply lessons learned to new challenges: Discuss what was learned and what to do differently next time*

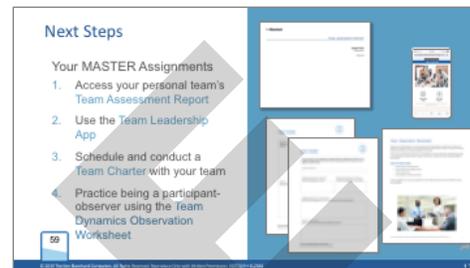
2. Explore what Thomas should do.

In your workbook on page 54, check any Validating leadership behaviors that you think Thomas should use to demonstrate S4 with his team.

3. Remind participants of the leadership intention.

Remember that the intention of the S4 leader is to help the T4 team sustain high performance.

4. Transition to the next slide—*The High Performance Team Video*.

**Activity 29—Wrap-up****Materials:****Activity Time:** 10 minutes**Slide Time:** 1 minute**PW Page:** 59**Start/Stop Time:****(Build) Slide:** 125**Next Steps****1. Introduce Next Steps.**

As we begin to wrap things up today, we hope that you will make a commitment to specific actions that will put what you've learned into practical application. To that end, you have resources available, including videos, tools, and, of course, the team action plan that you just identified. And you have the following assignments.

2. Click and explain MASTER Assignments.

- Refer to workbook page 59.

Here are your MASTER Assignments that we want you to complete within the next two weeks.

1. Go back to your learning portal on Blanchard Exchange and access your personal team's **Team Assessment Report** and review the results. This report will be generated once three respondents have submitted the Team Assessment questionnaire (it will incorporate more than three respondents' data). Remember that you can use your annotated sample report as a reference to help you find areas to develop and identify actions for your team.
2. Use the **Team Leadership App** to diagnose your team's stage of development and to reinforce your knowledge and understanding of the Team Leadership Model.

Facilitation Tip

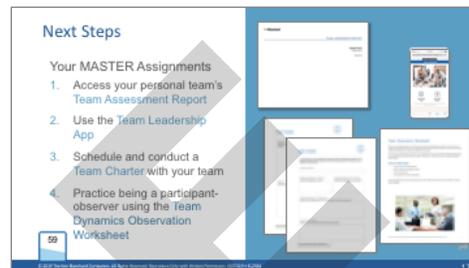
This slide contains slide builds. Click to advance as you review the content.

Facilitation Tip

Note—If LAUNCH was provided through Blanchard Exchange, participants should go back to their learning portal to the MASTER section and download the Team Charter Worksheet Word document and the Team Dynamics Observation Worksheet iPDF.

Facilitation Tip

Remind participants that the videos from the program will be available for viewing from their learning portal on Blanchard Exchange.

**Activity 29—Wrap-up****Materials:****Activity Time:** 10 minutes**Slide Time:** 1 minute**PW Page:** 59**Start/Stop Time:****(Build) Slide:** 125**Next Steps, continued**

3. Schedule and conduct a Team Charter session with your team using the **Team Charter Worksheet** to get aligned on your team purpose, goals, roles, and norms. These expanded worksheets are found on Blanchard Exchange in the MASTER section of your learning portal.
4. Practice your participant-observer skills using the **Team Dynamics Observation Worksheet**. Again, you can download this interactive worksheet from your learning portal. Then, provide feedback about what you observed with a process check during your next team meeting.

3. Transition to the next slide—What Does It Look Like Poster? Revisited.