

idenK

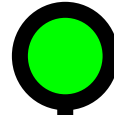
Team

Development:

Helping leaders transform  
the effectiveness of the groups  
they need to rely on

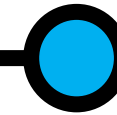
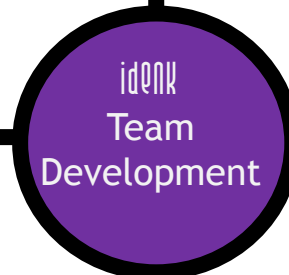
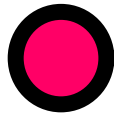
**Working on real and pressing problems**

Improving by doing



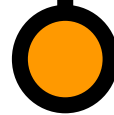
**Building self awareness**

With a range of assessments  
and exercises



**Learning together**

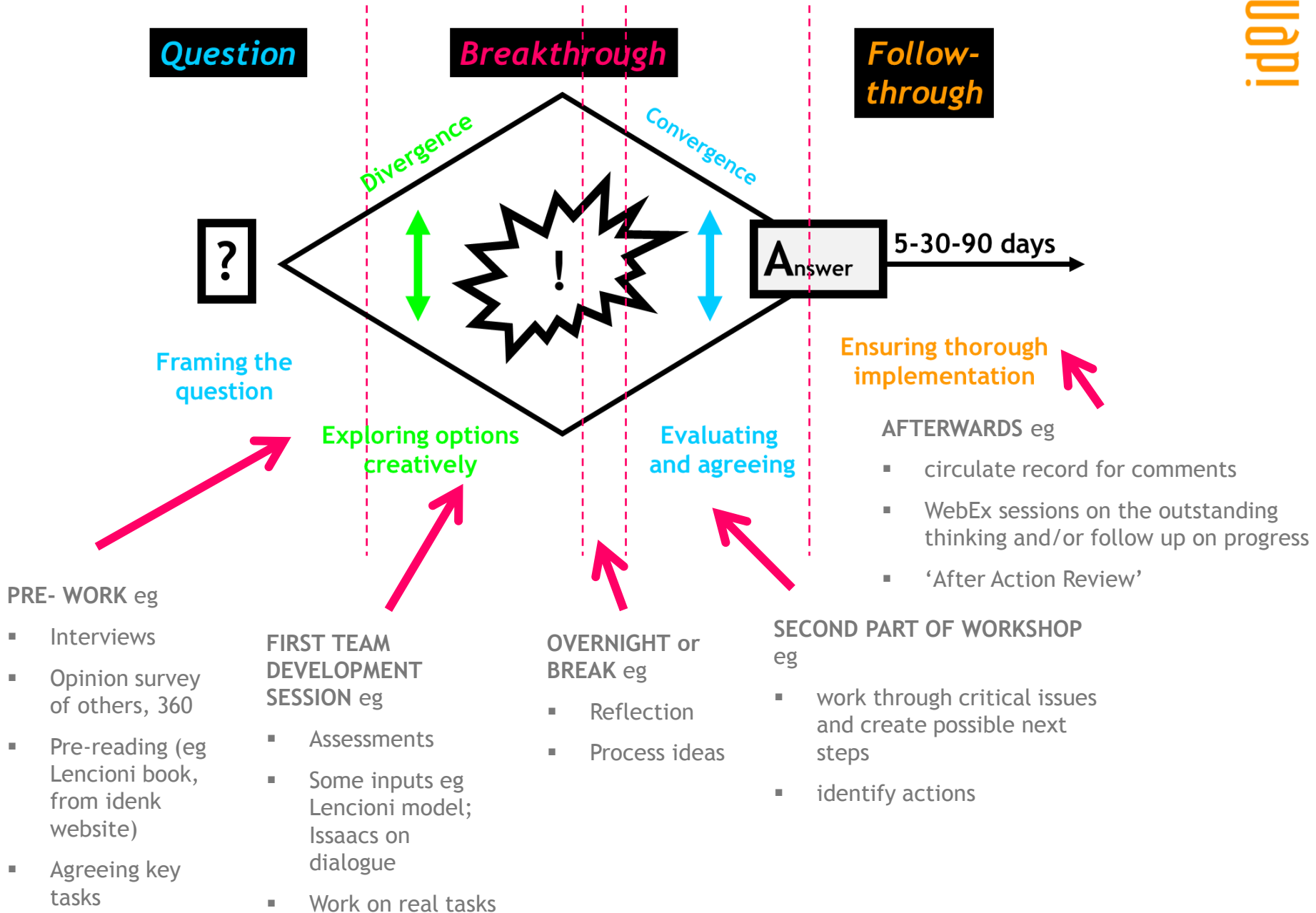
Theory  
Practice  
Reflection  
Action



**Difficult conversations**

Talking and working well together

# The process we find works best to achieve and sustain a breakthrough



**PRE- WORK** eg

- Interviews
- Opinion survey of others, 360
- Pre-reading (eg Lencioni book, from idenk website)
- Agreeing key tasks

**FIRST TEAM DEVELOPMENT SESSION** eg

- Assessments
- Some inputs eg Lencioni model; Issaacs on dialogue
- Work on real tasks

**OVERNIGHT or BREAK** eg

- Reflection
- Process ideas

**SECOND PART OF WORKSHOP** eg

- work through critical issues and create possible next steps
- identify actions

**Ensuring thorough implementation**

**AFTERWARDS** eg

- circulate record for comments
- WebEx sessions on the outstanding thinking and/or follow up on progress
- 'After Action Review'

# Some of the assessments we use in our team coaching work

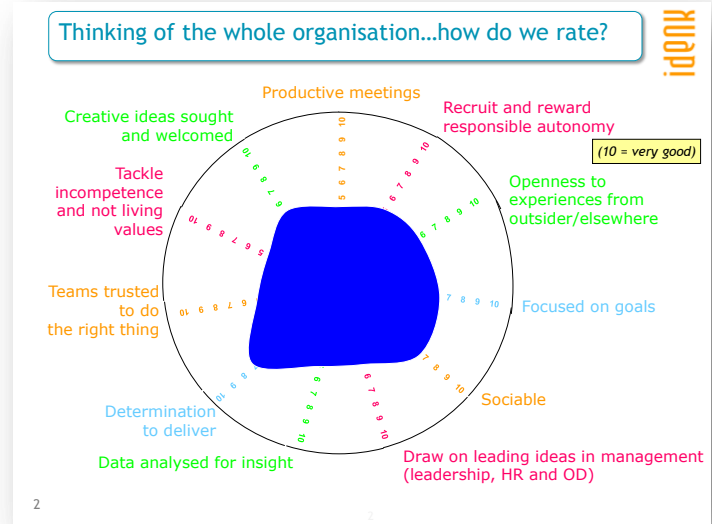
The Five Dysfunctions of a Team

**Instructions:** Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

3 = Usually  
2 = Sometimes  
1 = Rarely

1. Team members are passionate and unguarded in their discussion of issues.
2. Team members call out one another's deficiencies or unproductive behaviors.
3. Team members know what their peers are working on and how they contribute to the collective good of the team.
4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.
5. Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.
6. Team members openly admit their weaknesses and mistakes.
7. Team meetings are compelling, and not boring.
8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.
9. Morale is significantly affected by the failure to achieve team goals.
10. During team meetings, the most important—and difficult—issues are put on the table to be resolved.
11. Team members are deeply concerned about the prospect of letting down their peers.
12. Team members know about one another's personal lives and are comfortable discussing them.
13. Team members end discussions with clear and specific resolutions and calls to action.
14. Team members challenge one another about their plans and approaches.
15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

**The FIVE DYSFUNCTION of a TEAM**  
A Leadership Lesson  
PATRICK LENCIONI



1. Introduction and overview of the assessment tool.

2. A scale for 'Is a development need to work on' vs 'Is a strength to build on'.

3. A scale for 'Is a development need to work on' vs 'Is a strength to build on'.

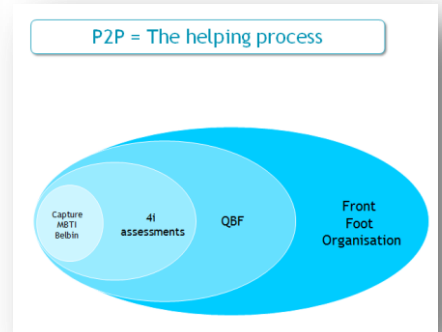
4. A scale for 'Is a development need to work on' vs 'Is a strength to build on'.

5. SECOND DOMAIN - ISSUES

6. THIRD DOMAIN - RELATIONSHIPS

7. FOURTH DOMAIN - OWNERSHIP

8. From rate to rank



# A few of the frameworks we present to challenge and inspire

## Facilitating the Creation of High Performing Teams



Diagram 1: The idonk 5 level values model



1. **Involving** staff (and sometime stakeholders) in describing the *desired values* of a team, organisation or system.
2. **Exploring** and understanding the *current values* in use - and honestly acknowledging any performance gaps or challenges in comparison to those aspired to.
3. **Articulating the desired** values/behaviours in various communication texts (cards, posters, leaflets, DVD etc).
4. **Modelling the desired** norms in leadership behaviours - supported by feedback, coaching.
5. **Reinforcing** through integration in recruitment, reward, appraisal, performance management policies



## Leading and living



# Some of the exercises we sometimes use to stimulate creative conversations and rehearse typical situations



## 6 Es of Evaluating Experiences and Experiments

- **Events:** What happened?
- **Emotions:** How did you feel about occurred?
- **Empathy:** How did others on your team react?
- **Explanations:** Why did you do what you did?
- **Everyday:** How was the game experience different from your everyday routines, if at all?
- **Employment:** How can you apply the lessons you learned in the game to your real-world work?



And various readings we offer  
to encourage and motivate...

idenk

The screenshot shows a web browser window displaying the idenk.co.uk blog. The browser's address bar shows the URL <http://www.idenk.co.uk/blog/?p=1177>. The browser's menu bar includes 'Edit', 'View', 'Favorites', 'Tools', and 'Help'. The browser's toolbar shows various icons for navigation and utility. The website's header features the idenk logo, the tagline 'BUSINESS ON THE FRONT FOOT', and two buttons: 'idenk.com Home' and 'idenk Blog Home'. The main content area displays a blog post titled 'Advanced Team Training?' dated June 27. The post includes a 'Personal productivity, Plan' tag and a 'No Comments' indicator. The post text discusses advanced driver lessons and cyclist training. The right sidebar contains an 'idenk Updates' section with a sign-up form, a 'Category' section with a list of categories and their counts, and an 'Archives' section with a list of months from February 2012 to April 2011. The Windows taskbar at the bottom shows various application icons and a system tray with a 100% battery indicator.

« Noble Purpose » Where do you put your attention? »

**JUN 27** **Advanced Team Training?** No Comments  
*Personal productivity, Plan*

As someone who travels by nearly all modes of transport and who has benefited from advanced driver lessons, I am taken by the potential for advanced cyclist training when I see some very scary bike work each day!

A small number of cyclists give the rest in Cambridge or London a bad name and generate less leeway for others from rageful drivers.

The same maybe true in teams. A few bits of bad behaviour undermine the efforts of the many.

I did three fun game based training sessions yesterday. These were to explore and emphasise the behaviours needed for great group work – ways of working that would help underpin that organisations stated values (nb they do indeed use their values in their recruitment and appraisal processes - so they are right up there at level 5 of our values model - but that is another story).

Anyhow this work got me thinking of about Advanced Team Training and how rarely that happens in a planned way.

What would you put in the curriculum?

I would include;

- Bill Isaacs dialogue skills, dilemma resolution and negotiation for handling conflict with lightness and tact
- John Heron's six ways of intervening
- Myers Briggs understanding of strengths and difference

...amongst many others to develop the disciplines for great team work and experience.

Tags: [behaviour](#), [values](#)

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**Category**

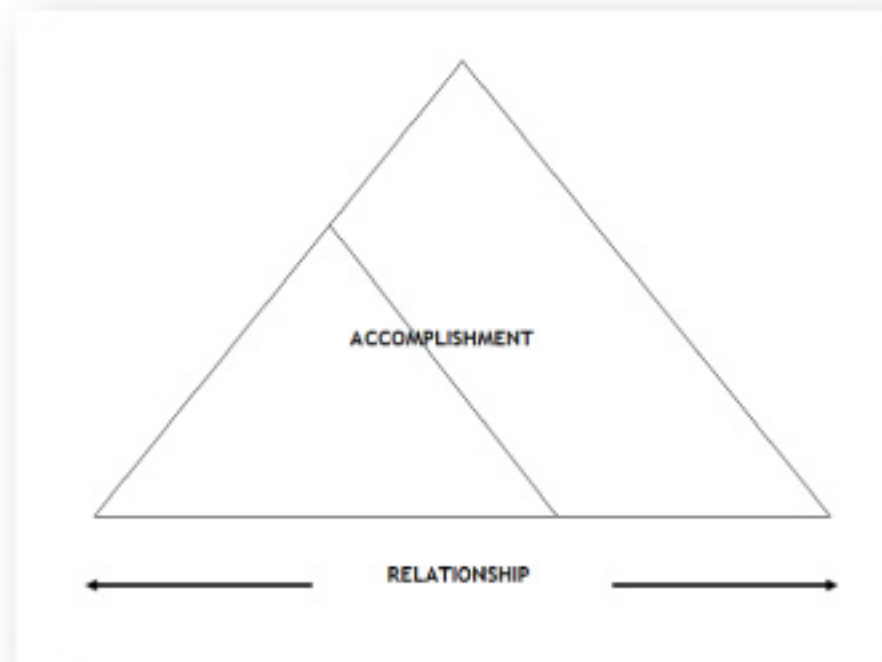
- Do (45)
- Facilitation (4)
- Front foot (3)
- Personal productivity (27)
- photos (12)
- Plan (21)
- Reflect (51)
- Think (45)
- Uncategorized (3)

**Archives**

- February 2012
- January 2012
- December 2011
- November 2011
- October 2011
- September 2011
- August 2011
- July 2011
- June 2011
- May 2011
- April 2011

So, **In summary:**  
Great results **by**  
Investing in productive relationships  
for great group work  
**and** ensuring attention to shared goals

Results



Relationships





# Phil Hadridge

Phil works with leaders and their staff in a range of sectors and settings so they achieve the best possible results.

As a team coach he helps groups agree the best possible answers to the questions they face - and follow these insights into action.

Using a range of assessments, Phil helps leaders diagnose the issues they wish to address and the interventions to invest in.

Phil is committed to getting, and keeping, teams on the front foot - so people relate well and perform brilliantly.



# Client quotes vouching for idenk team coaching

From work in sectors including commerce, charities, education and health - in the UK and abroad

“Many thanks for the meeting record and for the excellent facilitation. I certainly felt it was a wise investment to bring in idenk during a time of change. It was challenging but fun too, so the right balance was struck in my view. It definitely had a positive impact on the wider meeting also.”

“I found the last two days very useful and enjoyable - great facilitation.”

“Thanks for this quick and positive feedback. Uplifting and encouraging stuff.... as was the whole event itself. Thank you too for excellent facilitation. You showed a real understanding and empathy for our work, your audience, staff needs and how to get the most from this group. Your easy going and professional style, careful planning and facilitation and good humour and hard work were really appreciated by me and the many who I’ve been in touch with across the wider team since we finished yesterday afternoon. I hope we can continue to work together. With best wishes and looking forward to the report.”

“Was one of the very, very best of that sort of thing.”

“You might be interested (or at the very least entertained) to hear that when I got to the venue where he (a global CEO) had been all day - in a ‘learning environment’- all the people who were also at your workshop came up to tell me how much more meaningful, fun and productive the meeting you led was.”

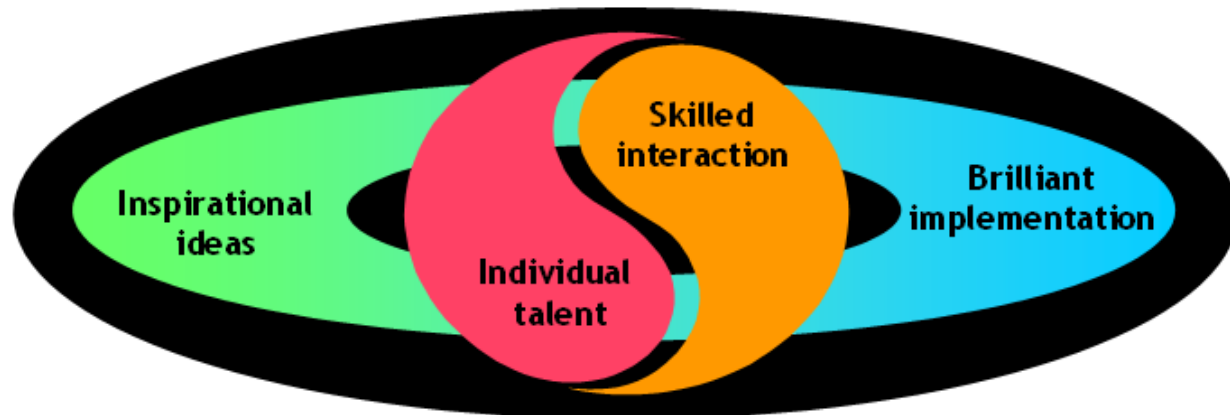
“The best management consultants I have come across.”



Four things leaders need to manage for high team effectiveness and top organisational performance:

***The inspiration-implementation cycle***

All organisations face the challenge of delivering results today while creating fresh ideas that make them successful in the future



***The individual-interaction balance***

People need to learn how to unlock their talents through building their own capabilities and improving the quality of how they work together