



This course supports the assessment for Leading Teams. The course covers 5 competencies and represents 3 competency units.

Introduction

Overview

This course helps you maximize your effectiveness in teamwork. You will learn about team development, team roles, power and influence, performance strategy, and decision-making.

Getting Started

Welcome to the Leading Teams Course. In this course you will study five topics.

Within these topics, you will be asked to read text and external articles, watch videos, and complete review problems. Competency will be demonstrated by the successful completion of a performance assessment. To help you track your progress in the course, view the Pacing Guide located in the Preparing for Success Section in the study plan. Note: We recommend you wait to take the pre-assessment until after you have learned the content in this course. If you feel you already have a solid background in the content, discuss the timing of the pre-assessment with your mentor.

Note: You must sign up for a team in order to complete the team presentation component of Task 2. You are required to sign up prior to the month you intend to work on this component of the course. In order to sign up for a team, go to Cohort Offerings in your Study Plan and sign up for the “REQUIRED—C205 Team Assignment Collaboration.” You may choose your start date when you sign up. You will then receive your team information the weekend before your start date.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 3007.1.1: Team Development**
The graduate selects an appropriate team structure for a project and proposes strategies for team development.
- **Competency 3007.1.2: Team Roles and Interactions**
The graduate examines the roles and interactions of group and team members.
- **Competency 3007.1.3: Power and Influence**
The graduate determines how power and influence can be used to achieve team objectives.



- **Competency 3007.1.4: Improving Team Performance**

The graduate analyzes team performance and proposes strategies to improve team effectiveness.

- **Competency 3007.1.5: Decision-Making**

The graduate applies decision-making techniques to find creative solutions and solve problems.

Course Instructor Assistance

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

FranklinCovey

Throughout this course you will access content provided by FranklinCovey (FC). The content consists of short interactive activities, online learning modules, and videos. Your WGU login credentials will allow you to access the FC content by just clicking the provided links.

Other Resources

You will use the following learning resources for this course.

WGU Library Articles



This course utilizes resources via the WGU Library, with articles available for you to open and download. For instructions on how to access WGU Library articles, see the [Accessing WGU Library Articles](#) page.

The following WGU Library articles will be used in this course:

- [Bartelt, Valerie; Dennis, Alan; Yuan, Lingyao; Barlow, Jordan. Group Decision & Negotiation. Sep2013, Vol. 22 Issue 5, p873-896. 24p.](#)
- [Belbin Associates \(2011\). Team roles in a nutshell.](#)
- [Belbin Associates \(2012\). Team role summary descriptions.](#)
- [Benne, K. \(2007\). Functional Roles of Group Members. Group Facilitation: A Research & Applications Journal, 830-35.](#)
- [Coutu, D., & Beschloss, M. \(2009\). Why teams don't work. Harvard Business Review, 87\(5\), 98-105.](#)
- [Ferrazzi, K. \(2012\). Candor, criticism, teamwork. Harvard Business Review, 90\(1/2\), 40.](#)
- [Frigotto, M.; Rossi, Alessandro \(2012\). Diversity and communication in teams: Improving problem-solving or creating confusion. Group Decision & Negotiation. Nov2012, Vol. 21 Issue 6, p791-820. 30p](#)
- [Gitlow, H. \(2006\). Creating win-win solutions for team conflicts. Journal For Quality & Participation, 29\(3\), 20-26.](#)
- [Guttman, H. M. \(2008\). Accepting feedback. Leadership Excellence, 25\(10\), 13.](#)
- [Hagemann, B., & Stroope, S. \(2012\). Conflict management. Training & Development, 66 \(7\), 58-61.](#)
- [Johnson, R. \(2013\). Solving team dysfunction. Supply House Times, 55\(12\), 49-50.](#)
- [Katzenbach, J. R., & Smith, D. K. \(2005\). The discipline of teams. Harvard Business Review, 83\(7/8\), 162-171.](#)
- [Korsgaard, M. J. \(1995\). Building commitment, attachment, and trust in strategic decision-making teams: The role of procedural justice. Academy of Management Journal, 38\(1\), 60-84.](#)
- [Lencioni, Patrick \(2006\). Team dysfunction. Leadership Excellence, Dec2006, Vol. 23, Issue 12, 6.](#)
- [McChesney, C., Covey, S., & Huling, J. \(2012\). The Four Disciplines of Execution. Franklin Covey, West Valley City, UT.](#)
- [Newton, J., Horner, R. H., Todd, A. W., Algozzine, R. F., & Algozzine, K. M. \(2012\). A pilot study of a problem-solving model for team decision making. Education & Treatment Of Children \(West Virginia University Press\), 35\(1\), 25-49.](#)
- [Pentland, A. S. \(2012\). The New science of building great teams. Harvard Business Review, 90\(4\), 60-70.](#)
- [Piasecki, Bruce \(2013\). Why teams matter more than ever. Public Management, Nov2013, Vol. 95, Issue 10, 12-15.](#)
- [Raven, B. H. \(2008\). The bases of power and the power/interaction model of interpersonal influence. Analyses of Social Issues & Public Policy, 8\(1\), 1-22.](#)
- [Sidle, Stuart D. \(2007\). Do teams who agree to disagree make better decisions? Academy of Management Perspectives. May 2007, Vol. 21 Issue 2, p74-75.](#)
- [Siebdrat, F., Hoegl, M., & Ernst, H. \(2009\). How to manage virtual teams. MIT Sloan Management Review, 50\(4\), 63-68.](#)



- [Tam, David A. \(2012\) The challenge of innovation and the high-performance team. *Health Environments Research and Design Journal \(HERD\)*, Spring 2012, Vol. 5, Issue 3, 66-73.](#)
- [Tuckman, B. W. \(1965\). Developmental sequence in small groups. *Psychological Bulletin*, 63\(6\), 384-399.](#)
- [Uzzi, B., & Dunlap, S. \(2005\). How to build your network. *Harvard Business Review*, 83 \(12\), 53-60.](#)

Topics and Pacing

The Topics and Pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1

- Preparing for Success
- Team Development

Week 2

- Power and Influence

Week 3

- Team Roles and Interactions
- Conflict Management

Week 4

- Improving Team Performance

Week 5

- Decision Making

Week 6

- Final Steps

?Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Team Development

Team development is the process by which individuals or a workgroup evolve into a cooperative team. The difference lies in relative dependency: While a *group* can be a simple aggregate of independent individuals, a *team* is comprised of individuals that are interdependent, focused on



a shared goal, and mutually accountable for performance outcomes.

Team Development

The team development process includes both initial formation and ongoing evolution. Initial formation determines team structure and selection, while evolution depicts team dynamics as they progress over time.

This topic addresses the following competency:

- **Competency 3007.1.1: Team Development**

The graduate selects an appropriate team structure for a project and proposes strategies for team development.

This topic highlights the following objectives:

- Describe practices that build trust among team members.
- Select an appropriate team/workgroup structure for a current project.
- Describe ways to capitalize on a particular team member's strengths.
- Describe different types of team structures.
- Describe differences between virtual and resident teams, including the advantages and disadvantages.
- Compare the definition of *team* with the definition of *workgroup*.
- Identify the purpose of a given team.
- Explain how teams form and change.

Read: Task 2

For details about this performance assessment, see the "Assessment" tab in this course.

Take notes as you read the library articles and view the FranklinCovey content to help you write your Task 2 response as well as prepare your presentation.

Read: The Discipline of Teams

This activity introduces the concept of teams. When you have completed this activity, you should be able to define *team* and differentiate teams from workgroups.

As you complete the listed material below, pay attention to the following key points:

- teams vs. workgroups
- definition of team
- selecting a team
- types of teams

Access and read the following article:

- [The Discipline of Teams](#)



After reading this article, ask yourself the following questions:

- What is a team?
- How does a team differ from a workgroup?
- What are some different types of teams?

Read: Developmental Sequence in Small Groups

This activity introduces Tuckman's classic model of small-group development. When you have completed this activity, you should be able to explain how teams form and change.

As you complete the listed material below, pay attention to the following key points:

- forming
- storming
- norming
- performing

Access the [WGU Library E-Reserves](#) and read the following article (pages 395–398):

- Developmental Sequence in Small Groups

After reading this article, ask yourself the following questions:

- What are the four stages of small-group development?
- How does this sequence play out in a real-world group from your own experience?

Read: Why Teams Don't Work

Structure is a key component of team success. This activity addresses some of the challenges of teamwork and suggests strategies for maximizing effectiveness. When you have completed this activity, you should be able to describe different types of team structures and suggest an appropriate structure for a given project.

As you complete the listed material below, pay attention to the following key points:

- challenges of teamwork
- structuring for team success

Use the WGU Library to access and read the following article:

- [Why Teams Don't Work](#)

After reading this article, ask yourself the following questions:

- What are some inherent challenges in teamwork?
- How can team structure help mitigate those challenges?

Read: Virtual Teams



Virtual teams leverage communication technology to efficiently assemble the talents of dispersed members. When you have completed this activity, you should be able to differentiate between virtual and resident teams and describe the advantages and disadvantages of virtual teams.

As you complete the listed material below, pay attention to the following key points:

- pros and cons of dispersed teams
- performance of dispersed versus co-located teams
- strategies for managing dispersion

Access and read the following article:

- [How to Manage Virtual Teams](#)

After reading this article, ask yourself the following questions:

- How does a virtual team differ from a resident team?
- What are some advantages and disadvantages of virtual teamwork?
- What are some strategies for leading virtual teams?

Complete: The Leadership Quotient

The Leadership Quotient is an assessment that measures your leadership capabilities against the 4 Imperatives of Great Leaders.

- Download and read [Your Leadership Quotient](#). This document provides an overview of the Leadership Quotient, how to fill it out, and how to interpret the results.
- To access the Leadership Quotient, click on [The 4 Imperatives of Great Leaders](#) link.
- Once the new page opens, click the Resources folder located on the bottom of the page.
- Click on the LQ icon on the far right.
- Read step 1 – 4 that describe the process of registering and gaining access to the LQ.

View: The 4 Imperatives of Great Leaders

Stephen Covey proposes a “whole-person” model and emphasizes four leadership imperatives.

As you complete the listed material below, pay attention to the following key points:

- inspiring trust
- clarifying purpose
- aligning systems
- unleashing talent

Access and complete the following activity from FranklinCovey:



- View [The 4 Imperatives of Great Leaders](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- What are FranklinCovey's 4 imperatives?
- Consider an excellent leader from your own experience. Through what practices did that leader execute these four imperatives?

View: Organizational Trust

This activity further explicates the concept of trust. When you have completed it, you should be able to describe practices that build trust among team members.

As you complete the listed material below, pay attention to the following key points:

- building trusting relationships
- leveraging trust within teams
- aligning systems and processes

Access and view the following videos produced by FranklinCovey:

- [Organizational Trust](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- Why is trust critical to team success?
- Describe some practices that build trust among team members.

View: Land One at a Time and Clarifying Your Team's Purpose and Strategy

This activity further explicates the concept of purpose. When you have completed this activity, you should be able to identify team purpose.

As you complete the listed material below, pay attention to the following key points:

- setting a few key priorities
- creating team strategy
- aligning individuals and teams with organizational objectives

Access and view the following videos produced by FranklinCovey:

- [Land One at a Time](#)
- [Clarifying Your Team's Purpose and Strategy](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- Why is prioritizing critical to team success?
- What are some strategies for clarifying the purpose of a team?



View: Contribution, Unleashing Your Team's Talent, and Light the Fire

This activity further explicates the concept of individual talent. When you have completed it, you should be able to describe ways to capitalize on team members strengths.

As you complete the listed material below, pay attention to the following key points:

- linking individual contributions and team purpose
- leveraging individual abilities for team success
- coaching and confidence building

Access and view the following videos produced by FranklinCovey:

- [Contribution: Define Your Own Great Purpose at Work](#)
- [Unleashing Your Team's Talent](#)
- [Light the Fire](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- How can a team leverage individual talents for team and organizational success?
- What are some effective coaching strategies?

Step One: Meet with Your Team

The first step in the team development is to e-mail your team members and determine a time to meet. This initial team meeting should be conducted by phone using one of the options below.

Phone Call: Your team may want to schedule one phone call to begin this team assessment. The following are a number of free services that can be used to set up your first conference call:

- [Yugma](#)
- [FreeConferencePro](#)
- [Voip-sol](#)
- [FreeConferenceCall](#)
- [NoCostConference](#)

Step Two: What Should Be Included in the First Team Meeting?

As part of this initial team meeting, you will want to start by introducing each member of the team and getting to know each other. In addition to getting to know your team, you will also be required to complete the following documents:

Team Charter: This will be submitted in Taskstream, and is required to complete as part of Task 2. Download the [Team Charter](#) document. The contract *must* be submitted to leadingteams@wgu.edu for review and approval by the course instructors. This should be completed by Sunday of the first week of the team exercise.

When developing your team charter, make sure to focus on the following areas:



- the role of each team member
- three team goals
- timeline
- decision-making policy
- communication plan
- conflict management strategy

Assignment Designation Form: For details about this performance assessment, see the Assessment tab in this course.

This form is available in Taskstream and must be submitted by each student in Taskstream as part of the requirements for Task 2. This form will be used to determine which sections of the presentation each student developed. Each student must choose at least one section from the list of topics in the task instructions in Taskstream. Once assignments are created, students must complete their assigned section. If changes occur, a new form must be filled out and distributed to the entire team.

Power and Influence

Power is latent potential to influence others behavior or thoughts. *Influence* is the exercise of that potential. It is a fine distinction, but this nuance lies at the heart of leadership.

Power and Influence

Power is often associated with hierarchical authority. Indeed, *position power*—which wields legitimacy, coercion, and reward—can be highly influential. *Personal power*, however, is essential for leadership. Followers voluntarily permit influence out of regard for the leader's expertise or character.

This topic addresses the following competency:

- **Competency 3007.1.3: Power and Influence**
The graduate determines how power and influence can be used to achieve team objectives.

This topic highlights the following objectives:

- Describe how power sources are used in teams.
- Recommend a strategy for using influence (internal/external) to change team members' perceptions.
- Recommend practices to overcome objections and gain buy-in from others.
- Describe practices for soliciting and communicating individual feedback.

Read: The Bases of Power

French and Ravens model of power bases is a fundamental concept in management and leadership studies. This activity defines power and influence and introduces the six types of personal and positional power. Upon its completion, you should be able to describe the sources of power and how they might be used to influence teams.



As you complete the listed material below, pay attention to the following key points:

- definition of power and influence
- positional and personal bases of power
- six types of power

Access and read pages 1–10 of the following article:

- [The Bases of Power and the Power/Interaction Model of Interpersonal Influence](#)

After reading the article, ask yourself the following questions:

- What is the difference between power and influence?
- What are the differences between positional and personal power?
- What are French and Ravens three *positional* power bases and three *personal* power bases?
- Choose an effective leader from your own experience. What types of power did that leader employ to overcome objections and gain buy-in from others?

View: Self-Trust and Circle of Influence

Stephen Covey suggests that influence is developed through trust. This activity addresses how teams and team members can develop credibility, act with integrity, and build influential relationships. After completing this activity, you should be able to recommend strategies for influencing perceptions, overcoming objections, and gaining buy-in from others.

As you complete the listed material below, pay attention to the following key points:

- credibility and trust
- acting with integrity
- building relationships of influence
- focusing energy
- expanding team influence

Access and review the following programs:

- [Self-Trust: Increasing your Credibility and Influence at Work](#)
- [Circle of Influence](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- How do credibility, integrity, and trust foster relationships of influence?
- How can teams expand their circle of influence?

View: Blind Spots

Stephen Covey introduces the concept of feedback, emphasizing the importance of candor and respect.



As you complete the listed material below, pay attention to the following key points:

- communicating with candor and respect
- giving and receiving effective feedback

Access and view the following video:

- [Blind Spots](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- Why is giving and receiving feedback important?
- How can leaders and team members respectfully communicate candid feedback?

Read: Accepting Feedback and Candor, Criticism, Teamwork

Effective feedback and response are outcomes of a candid team culture. After completing this activity, you should be able to describe practices for soliciting and communicating constructive feedback.

As you complete the listed material below, pay attention to the following key points:

- soliciting and communicating constructive feedback
- creating a team culture of candor

Access and read the following articles:

- [Candor, Criticism, Teamwork](#)
- [Accepting Feedback](#)

After reading the articles, ask yourself the following questions:

- What are some practices for effectively soliciting and communicating feedback?
- How can teams foster a culture of candor?

Complete: Task 1

For details about this performance assessment, see the Assessment tab in this course.

Complete the following task in Taskstream:

- Leading Teams: Task 1

Team Roles and Interactions

As interdependent individuals, team members interact regularly and adopt functional roles as they pursue their shared goal. Team interactions intensify as dynamics move from initial formation to role definition, process normalization, and cooperative productivity. Conflict



management is a key skill in navigating these interactions.

Team Roles and Interactions

A *role* is a set of normative behaviors attached to a position or person. In teams, individual members adopt roles, either by explicit structural design or through implicit emergent processes. *Interactions* are communicative processes, both verbal and nonverbal, by which a team works together.

This topic addresses the following competency:

- **Competency 3007.1.2: Team Roles and Interactions**

The graduate examines the roles and interactions of group and team members.

This topic highlights the following objectives:

- Describe common roles and responsibilities within teams.
- Describe how diversity contributes to team cohesion, creativity, and effectiveness.
- Describe methods to encourage team synergy.
- Explain how effective networking behaviors influence teams.
- Explain how communication practices impact teams.

Read: Team Roles in a Nutshell and Team Role Summary Descriptions

This activity introduces team role categories. When you have completed it, you should be able to identify common team roles and evaluate their strengths and weaknesses.

As you complete the listed material below, pay attention to the following key points:

- common team roles
- allowable weaknesses

Access and read the following articles:

- [Team Roles in a Nutshell](#)
- [Team Role Summary Descriptions](#)
- [Functional Roles of Group Members](#)

After reading these articles, ask yourself the following questions:

- What are some common team roles?
- What roles do you naturally adopt when working with a team?
- Do you agree with Belbin's concept of allowable weaknesses?

View: The Diversity Advantage and Mauritius

Diversity can be a challenge, but it can also reap rich rewards. After completing this activity, you should be able to describe how diversity contributes to team cohesion, creativity, and effectiveness.



As you complete the listed material below, pay attention to the following key points:

- communication and collaboration
- creativity and innovation
- leveraging diversity

Access and review the following programs:

- [The Diversity Advantage: Leveraging Differences at Work for Great Results](#)
- [Mauritius: Build a Great Team by Leveraging Diversity](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- In what ways might a team be diverse?
- What are some of the benefits and challenges of diversity?

View: The Nature of Synergy

This activity suggests some ways teams create synergy through creativity and diversity. When you have completed it, you should be able to describe methods to encourage team synergy.

As you complete the listed material below, pay attention to the following key points:

- definition of synergy
- nurturing a climate of creativity
- leveraging diversity

Access and review the following programs:

- [The Nature of Synergy](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- What is synergy?
- Through what practices can teams foster synergy?

Read: How to Build Your Network

Effective networking benefits teams through information sharing and alliances. After completing this activity, you should be able to explain how effective networking behaviors influence teams.

As you complete the listed material below, pay attention to the following key points:

- definition of networking
- brokers
- personal networking strategies
- how individual networking benefits teams



Access and read the following article:

- [How to Build Your Network](#)

After reading this article, ask yourself the following questions:

- How does effective networking benefit teams?
- What are your personal networking strategies?
- Who among your colleagues and friends might be considered networking brokers?

Read: The New Science of Building Great Teams

This activity emphasizes the importance of effective team communication. When you have completed it, you should be able to explain how communication practices impact teams.

As you complete the listed material below, pay attention to the following key points:

- importance of communication practices
- energy, engagement, and exploration
- mapping communication

Access and read the following article:

- [The New Science of Building Great Teams](#)

After reading this article, ask yourself the following questions:

- What is the importance of communication in teamwork?
- What communication practices are common to high-functioning teams?
- From your personal experience, what does a basic communication map of a team or small group look like?

Conflict Management

Conflict occurs when incompatible actions or ideas clash. Although often construed as a negative construct, conflict is a natural and potentially healthy team interaction: clashing ideas can stimulate deeper discussion and highly creative solutions. Traditional management theory championed *conflict resolution*, the reduction or elimination of conflict. Contemporary best practices, however, emphasize *conflict management*, techniques for maximizing the positive outcomes of conflict.

This topic addresses the following competency:

- **Competency 3007.1.2: Team Roles and Interactions**
The graduate examines the roles and interactions of group and team members.

This topic highlights the following objectives:



- Apply an appropriate conflict management technique to a given team scenario.
- Describe effective listening and responding skills.
- Explain the conflict resolution coaching process.
- Identify practices for productive confrontations with a team member.

View: The Speed of Trust and Win-Win Thinking

Stephen Covey suggests that people are conditioned to respond competitively, rather than cooperatively, to others' needs. This activity introduces collaboration as a strategy for conflict management.

As you complete the listed material below, pay attention to the following key points:

- eliminating unhealthy competition
- mutually beneficial relationships
- collaboration
- creating a win-win culture

Access and view the following videos produced by FranklinCovey:

- [Win-Win Thinking: Create Mutually Beneficial Relationships](#)
- [The Speed of Trust](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- How can competition be healthy and unhealthy to teams?
- How can collaboration create a win-win culture?

Read: Creating Win-Win Solutions for Team Conflicts

Collaboration through conflict is a key characteristic of effective teams. After completing this activity, you should be able to identify potential sources of conflict within teams, explain the coaching process, and apply an appropriate conflict-management technique to a given team scenario.

As you complete the listed material below, pay attention to the following key points:

- coaching teams through conflict
- conflict management techniques

Access and read the following article:

- [Creating Win-Win Solutions for Team Conflicts](#)

After reading this article, ask yourself the following questions:

- What are some potential sources of conflict within teams?
- What are some leadership practices for coaching a team through conflict?



- Identify a team from your own experience. To what degree was the team successful in collaborating through conflict?

View: Empathetic Listening, Malice in Dallas, and Street Hawkers

This activity introduces the concept of empathetic listening and productive confrontation. Two brief case studies illustrate positive outcomes of conflict.

As you complete the listed material below, pay attention to the following key points:

- empathetic listening
- respecting the viewpoints of others
- responding to others' needs
- productive conflict and win-win solutions

Access and view the following videos produced by FranklinCovey:

- [Empathetic Listening](#)
- [Malice in Dallas](#)
- [Street Hawkers](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- How would I describe the practice of empathetic listening?
- How do respect and responsiveness foster win-win solutions?

Read: Conflict Management

This activity suggests some strategies for coaching teams through conflict. When you have completed it, you should be able to describe effective listening and responding skills and identify practices for productive confrontation.

As you complete the listed material below, pay attention to the following key points:

- responding to conflict
- techniques for productive confrontations

Access and read the following article:

- [Conflict Management](#)

After reading the article, ask yourself the following questions:

- How should team members and leaders respond to conflict?
- What are some practices that foster productive confrontations?

Improving Team Performance



A definitional distinction between *team* and *group* is that team members are interdependent and mutually accountable for performance outcomes, whereas that is not necessarily true of group members. For teams, then, performance assessment, evaluative reflection, and responsive strategy are requisite to success.

Improving Team Performance

The performance-improvement process requires assessment, reflection, and strategy. Assessment methods utilize both quantitative metrics and qualitative feedback. Teams reflect on such data to develop new strategies; refine processes; and align individual, team, and organizational objectives. Iterative use of this improvement process maximizes team performance over time, allowing teams to both hone internal processes and respond to external information.

This topic addresses the following competency:

- **Competency 3007.1.4: Improving Team Performance**
The graduate analyzes team performance and proposes strategies to improve team effectiveness.

This topic highlights the following objectives:

- Describe common obstacles to initiating a team strategy.
- Describe how to plan and implement a team strategy.
- Recommend a strategy to assess and improve team performance based on a given scenario.
- Describe the differences between evaluating team performance and evaluating individual performance.
- Explain how to align team goals to organizational goals.
- Explain how win-win agreements among team members improve team effectiveness.
- Explain how metrics can improve team performance.
- Describe the role of accountability within teams.
- Describe how ownership-based consensus helps teams.

Attend Webinar: Removing Obstacles

Effective teams learn how to overcome barriers that would keep them from accomplishing the goal while providing members with opportunity for growth and personal enrichment.

As you complete the listed material below, pay attention to the following key points:

- win-win scenarios
- seek to understand
- synergize
- renewal

View the following webinar training:



- [7-Habits Signature: The 7-Habits Jump Start: 4-7](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- What are the last four habits described in this presentation? Explain your understanding of each and its applicability to a team/work-group environment.
- Why are these habits considered a public victory once they have been mastered?
- Explain what is meant by the term *interdependence*.
- What is the difference between responding autobiographically and empathic listening?

Read: Resolving Team Dysfunction

Behavior that undermines the stability of the team impedes its ability to reach its goals. Resolving these behaviors requires personal and mutual accountability and commitment.

As you complete the listed material below, pay attention to the following key points:

- barriers
- goals
- trust
- commitment
- accountability

Access and read the following articles:

- [Solving Team Dysfunction](#)
- [Team Dysfunction](#)

After reading these articles, ask yourself the following questions:

- What is the first requirement necessary for helping bring a team out of dysfunction?
- What are the five dysfunctions of a team, and how can they be overcome?

Read: High-Performance Teams

Occasionally, a team emerges that outperforms all reasonable expectations as well as other similarly situated teams.

As you complete the listed material below, pay attention to the following key points:

- focus
- leverage
- engagement
- accountability

Access and read the following article and view the videos:

- [The Four Disciplines of Execution](#)



- [WIG Session: Create an Accountability System](#)
- [Win-Win Agreements: Steps to Effective Performance Management](#)

After reading the article and watching the video, ask yourself the following questions:

- What are the four disciplines of execution, and how are they relevant?
- What is the difference between LAG and LEAD measures, and how are they critical in the process of execution?
- What is the scoreboard, and how is it relevant to the team WIG sessions?
- How did win-win agreements among FedEx team members improve team effectiveness?

Access and read the following article and view the video:

- [The Challenge of Innovation and the High-Performance Team](#)
- [Everest: Reaching the Summit as a Team](#)

After reading the case study and watching the video, ask yourself the following questions:

- What are some of the key elements that contributed to the success of the construction project?
- Although the authors define the case study team as a high-performance team, were the attributes of a high-performance team present? If so, what attributes? If not, what attribute or attributes are missing?
- What are key elements of the team that enabled the Mt. Everest expedition to succeed?
- If the expedition had been organized as a workgroup, would the outcome have been the same? Think about the differences between a team and a workgroup, and be specific in your response.

Read: Team Building

Team members must realize they do not know all the answers, nor can the team succeed without all members actively engaged.

As you complete the listed material below, pay attention to the following key points:

- intervention
- honesty
- ownership

Use the WGU Library to access and read the following article:

- [Why Teams Matter More Than Ever](#)

After reading the article, ask yourself the following questions:

- Do all teams need a captain/leader? Why or why not? And, does this apply to all



situations?

- List two or three times when an informal group with whom you worked, engaged in clear team building.

Decision Making

At first glance, decision making seems a simple thing, a dichotomous choice between Thing A and Thing B. Look a bit deeper, however, and it is clear that decision making pervades every aspect of team dynamics. Teams do decide which action is best, of course, but they must also ask and answer more complex questions: Which external data is important and what does it mean? Who will lead? By what process will decisions be made?

Decision Making

Team decision making is the process of identifying relevant issues and cooperatively attaining solutions. While decision making takes many forms, the process is generally modeled as three phases:

1. Identification and interpretation of the issue
2. Search and development of options
3. Evaluation and decision selection

This topic addresses the following competency:

- **Competency 3007.1.5: Decision-Making**

The graduate applies decision-making techniques to find creative solutions and solve problems.

This topic highlights the following objectives:

- Apply decision-making strategies to a real-work scenario.
- Describe how data informs team decisions.
- Describe various decision-making strategies.
- Describe strategies to minimize decision-making problems.

Read / View: Business Decision Making

The long-term success of business requires formulating, implementing, and monitoring strategic policies and processes. Effective, efficient, and responsible business decision making requires resolve and commitment.

As you complete the listed material below, pay attention to the following key points:

- motivation
- decision-making models
- process
- implicit motives
- strategies
- market share



Access and view the following video:

Note: View the video in full screen at 720p for best results.

After viewing this video, ask yourself the following questions:

- If you were to interject this scenario into a team environment, what decision-making models would be more appropriate?
- How motivated would a team or group member be if he or she received a response like the one received by the caveman who attempted to send the stick?
- Are there underlying motives—either implicit or explicit—in your answers to the above questions?

Access and view the following video:

- [Your Money-Making Model](#)

After viewing this video, ask yourself the following questions:

- What are the building blocks for running a successful business?
- What strategies were implemented to enable this business to gain market share?

Use the WGU Library to access and read the following articles:

- [Building Commitment, Attachment, and Trust in Strategic Decision-Making Teams: The Role of Procedural Justice](#)
- [Do Teams Who Agree to Disagree Make Better Decisions?](#)

After reading the articles, ask yourself the following questions:

- Is it true that consensus is the enemy of creativity and innovation when team members acquiesce to keep meetings shorter and more pleasant? Why or why not? And, if this is true, what are the implications on team performance?

Read / View: Team Problem Solving

Problem solving within teams requires a creative approach for identifying solutions within a structured, facilitated process. Methodologies differ, but the attitude and willingness of team members is critical to the success or failure of the process.

As you complete the listed material below, pay attention to the following key points:

- uncertainty
- group problem solving
- subjectivity
- judgment



- communication

Access and review the following videos produced by FranklinCovey:

- [Mauritius: Build a Great Team by Leveraging Diversity](#)
- [Preventive Policing: Prevent Crises Before They Arise](#)

After viewing the FranklinCovey content, ask yourself the following questions:

- How can pre-judging situations hamper a team from reaching its goal?
- What elements portrayed in this video are relevant to teams and workgroups? How are they relevant?

Use the WGU Library to access and read the "Discussion and Conclusions" section of the following article:

- [Diversity and Communication in Teams: Improving Problem-Solving or Creating Confusion?](#)

After reading the "Discussion and Conclusions" section of this research paper, ask yourself the following questions:

- Why are teams not always effective in tackling problem solving in organizations? What are some of the contributing factors?

Use the WGU Library to access and read the following article:

- [A Pilot Study of a Problem-Solving Model for Team Decision Making](#)

After reading this article, ask yourself the following questions:

- The team-initiated problem-solving model contains six components; what are they? Can the model be effective if a component is skipped? Why or why not?

Complete: Task 2

For details about this performance assessment, see the Assessment tab in this course.

Complete the following task in Taskstream:

- Leading Teams: Task 2 Parts B and C.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to



complete the assessment associated with this course. If you have not already been directed to complete, schedule and complete the assessment now.