



*High Adventure, High Performance,
and Optimal Effectiveness in a world of
Change, Ambiguity and Continuous Whitewater.*

Staff Manual for The Whitewater Experience



–Adapted from Warren Bennis

Staff Guide and Special Information

Welcome to the “STAFF”

We at Whitewater Strategies recognize that the WhiteWater Teams seminar is a unique experience for each participant. That’s exactly what we desire and plan for it to be. The same is true as we develop a Staff to lead, manage, guide, and “be” a high performing team itself.

There is no “Staff Manual”. No text to guide your every word. No outline or rules -- except for those found in the WWT participants manual. We rely on each other. On our combined knowledge of open systems, of teamwork, of human behavior, of learning. We share the work, the roles, the discussions. We must create our own processes, expectations, measures, and “model” the type of high performance we expect each participant team to discover.

We have to build our team ahead of the participant teams and help them build their teams. We have to learn to help the teams help themselves, to clarify the what without telling them how, to encourage risk taking and growth, to see and challenge their “boxes” and help them see the space “outside of the box”. We have to do what leaders do in real companies -- we have to lead learning.

There are some things we ask you to do which will assist you in preparing for your role:

- * Review your WWT participants manual -- ESPECIALLY the learnings you recorded in your learning journal.
- * Read and study the LEARNING section. Remember this is key to growth of individuals and teams.
- * Look over the “detailed” agenda and staff preplanning.
- * Read and study the information in this guide about process observation.
- * Get some good rest before you come. It’s a tougher week than what you thought when you were a participant and thought the staff was just window dressing.

That’s it for now. Get ready and get set for an exciting and growing week!!!!

STAFF PREPLANNING

- ❖ Staff Meeting -- Monday 5:00 pm – 8:00 pm
 - * Meeting Room Set-up
 - ▶ Welcome Sign
 - ▶ Arrange tables, distribute notebooks and name tags, feedback sheets
 - ▶ Do introductory flipcharts
 - * Seven Core Processes
 - * Systems Model
 - * Workshop Objectives
 - * Learning Mode
 - * Accountability
 - * Team Assignments & Locations Criteria for Learning Organization Team Composition
 - Energy Producers and Energy Users
 - Boys and Girls – gender
 - Levels of hierarchy
 - Company split out
 - Function diversity (Engineer, Sales, etc.)
 - Age distribution
 - Ethnic diversity
 - * Wrap & label Feedback Box
 - Review participants and company rosters
 - Assign participants to teams and suites
 - Review daily schedules & make assignments
 - Staff/facilitation roles & responsibilities
 - ▶ Review kickoff activities
 - * Introductions - staff & participants
 - * Workshop purpose & objectives
 - * Seven Core Processes
 - * Systems overview
 - * Notebook contents
 - * Feedback Box
 - * Workshop format
 - * Learning Process & Models
 - * Learning organizations & products
 - * Product Purchase Guidelines
 - * Company assignments & location
 - * Introduce Purposing
 - ◆ Discuss Team Photographs
 - ◆ Logistics & other issues

DETAILED AGENDA

Introduction – Tuesday 8:30 am – 9:30 am

THE JOURNEY

Participants and Staff

SYSTEMS AND PROCESSES

Systems Thinking

The Shifts

Learning Approach

Whitewater Learning Cycle

Transitioning

System Accountability

Personal Learning Journals

In-House Workshops

LEARNING

The Quest

Learning Values

Leaders and the Learning Process

Task 1 – Tuesday - 9:30 am - 12:30 pm

PURPOSING PROCESSES

Revisiting and Using Mission, Vision, Values

A Purposeful System

Growth Values – Teaming Skills

Task 2 – Tuesday - 1:30 pm - 4:30 pm

TECHNICAL PRODUCING PROCESSES

Identifying the Steps

Design Principles

Task 3 – Tuesday 5:30 pm – Wednesday 8:30 am

CONTROL PROCESSES

Assignment Unknown

Problem Solving/Decision Making

Task 4 – Wednesday 9:30am - 12:30 pm

INDIVIDUAL VITALITY

Identifying and Satisfying Individual Needs

Individual Vitality and the Four

Basic Work Perceptions

Task 5 – Wednesday 1:30pm - 4:30 pm

SOCIAL & ORGANIZATIONAL I

Social Processes

Team Growth Stages

Building a Plan

Individual/Team Growth Questionnaire

Cog's Ladder

Task 6 – Wednesday 5:30 pm - Thursday 8:30 am

ENVIRONMENTAL PROCESSES

Environmental Fit

Feedback Processes

Environmental Systems

Task 7 – Thursday 8:30am - 12:30 pm

SOCIAL & ORGANIZATIONAL II

Understanding Managerial and Leadership

Functions

Organizational Models

Task 8 – Thursday 12:30 pm - 4:30 pm

FEEDBACK PROCESSES

Team Development Grid

How to Learn from your Own Experience

Johari Window

Task 9 – Thursday 5:30pm - Friday 9:30 am

SYSTEMS THEORY

Key Personal Learnings

Systems Thinking

Glossary

How to be a PROCESS OBSERVER

Can a small group of people successfully sit down together, calmly and effectively discuss problems of mutual concern, and come up with workable solutions to the problems? The answer, of course, is that they can but this skill and ability is not automatically built in to the group. The group must build the skills and develop the processes to become effective.

Most of us could become more effective group members, however it is most difficult to be an active participant in a group and at the same time analyze what is going on in the group. In fact, it is extremely difficult to analyze your own role in a group, how others perceive you, how you effect the group, or to assess your own understanding and use of group skills.

Since the effectiveness of the group is directly tied to the effectiveness of the group's members we need to have a process, a way to look in the mirror and take a close look at both the group dynamics and our own performance in the group.

A "process observer" can help provide this mirror. This observer could be a person outside your group who can meet with you to listen, look, feel and analyze the group processes as your team works together. Then provide the members with feedback on the effective use of their team processes. Or, you could take a "time out" from your role as a member of the team and become a process observer yourself. This will force you to become aware of the process and let you analyze the ways in which a group functions.

General Guidelines for the Observer

- * Do not try to observe too many things at one time. It is easy to observe a group and try to watch all the processes taking place and end up with no in-depth analysis of any one specific aspect of group behavior. Try to focus on a few aspects of group behavior at one time and then you can move on to other aspects. Limit your observations so you can do a thorough job.

- * Assume that group members already understand and possess good team skills. It is critical not to come to the team as the "expert" who will "analyze and solve" their poor processes. Try to understand the processes they are using, identify the positive skills being displayed and build on these by reminding them of what they already know through your feedback.

- * Always look for what the group is doing right; what is good; and what is being accomplished. In giving groups or individuals feedback, stress the positive. Point out what the group is doing well. Focus on successes and reinforce the positive.
- * Provide your feedback to the group or individual in the form of questions. Remember, you are not in charge of the group and are not responsible for the group. The group has asked for feedback and your responsibility is to provide this feedback about process, not to assume responsibility for the group.
- * Remain neutral with respect to the task or direction of the group. You should not participate in any controversy that is taking place in the group. Particularly, do not focus on the content of the group, but on the process of how the group is working on the content. For example, you might say "I wonder if all the members understood the purpose of the meeting," rather than "The meeting would have been more efficient if you had changed your topic and discussed something else." You might make a comment such as, "I wonder if the group realizes you discussed grading, scheduling, and advisor meetings in the space of the last eight minutes." Your comment should urge the group to consider whether eight minutes was too much or too little time to devote to these issues, not to have them discuss whether those were the appropriate issues to be talking about.

The purpose of asking questions is to allow the group to analyze its own behavior. If one or two members are dominating, you might ask, "Is everyone getting an equal chance to participate?" Having the group deal with the question of participation is far better than your telling the group that one or two individuals dominated. Try to draw the group out and get their comments.

- Try to provide the participants with some feedback that they can see. You might use a chart, a graph, some kind of display. This is far more effective than your just telling them. Leave the group with something tangible. If nothing else, leave the group with a written record of your questions.

Examples and Tools for Process Observation

Below are various forms of observations which can be made to help the group evaluate the effectiveness of their processes. The text in *italics* show ways which the observations can be provided to the group.

I. Open Communications

As a process observer you may listen and record the type and content of communications used within the group.

OBSERVATION:

- ◆ "That's not on the agenda"
- ◆ "I see no point in talking about that again"
- ◆ "It'll never work"
- ◆ "You would not say that if you understood the problem"
- ◆ "Wait until you have been around as long as I have"

RESPONSE:

Here are some comments I picked up (write the list above on a flip-chart). Are they evidence you were staying with your agenda or was there a tendency to not have everyone fully express themselves? How do you feel? Do you feel you have open communication? What are some things your group can do that would increase open communication?

II. Private Agenda

You may listen for and note the similarities or differences between the group's stated agenda and the agendas you observe from individuals.

OBSERVATION:

<u>Group Agenda</u>	<u>Individual Agenda</u>
◆ Develop Specs for new truck	◆ Make sure we don't get Brand-X
◆ Present information to Mgmt.	◆ Get a trip to the Manufacturing Plant
◆ Meet our Schedule	◆ Get done in time for lunch

RESPONSE:

I have listed the stated agenda and the private agendas I felt were expressed. If I am correct, how do you deal with this issue?

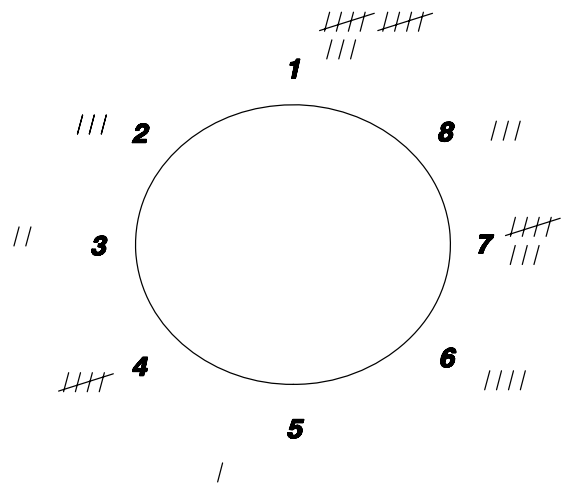
III. Who does the talking

Observe the group for a few minutes. Record the length of the observation and the number of times each person talks.

Start Time _____ End Time _____

RESPONSE:

(Show the group the chart) "Considering what you were doing, is this the involvement you would like?"



IV. Interruptions

You may identify the interruptions which keep the group from staying together on the issues.

OBSERVATION:

- ◆ Phone call.
- ◆ Two members left the meeting to make phone calls.
- ◆ Two left to get cokes.
- ◆ One left to find a report.
- ◆ One left to give material to secretary.
- ◆ A manager came in to talk with one member.

RESPONSE:

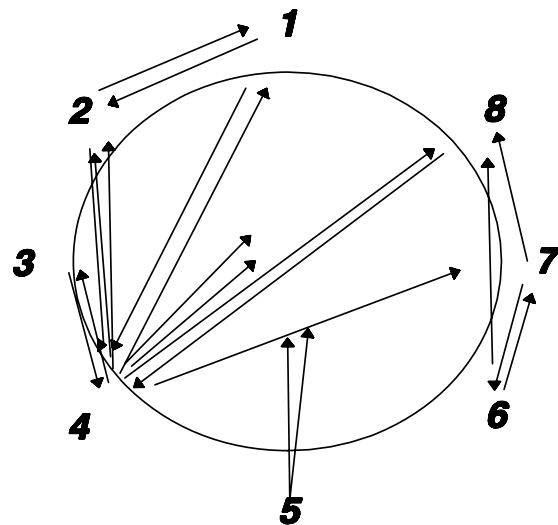
Do you feel the interruptions hurt the group progress? How do you each feel about the interruptions and what might you do to improve or better control them?

V. Group Interaction

Start Time _____ Stop Time _____

Observe the group for a few minutes. Record the length of the observation.

In this case draw an arrow from the person who is speaking to the person he is talking to. If comments are directed to the group as a whole, draw the arrow to the center.



RESPONSE:

(Show the chart)

This shows interaction for a 5 minute period, however, it is typical of the entire meeting. What conclusion do you draw from the interaction?

VI. Successes

Focusing on positive actions and reactions within the group is a way of recognizing and reinforcing the teams processes and growth.

OBSERVATIONS:

- ◆ A person was always complimented for a new idea as evidenced by: "That's good!" "Why didn't I think of that?" "You're right!" "Good!"
- ◆ Everyone seemed to feel a responsibility for the group.
- ◆ All members had a clear idea of the agenda and most conversation was on the topic.
- ◆ During the controversy you dealt with issues not personalities.
- ◆ You came to closure on every item. When decisions were postponed, it was clear they were being postponed.

RESPONSE:

These are the things I feel helped make your meeting successful. How do you feel about my observations?

Feedback to Individuals

Unless the group is very sophisticated and the individuals secure, feedback is usually better given to the group as a whole. Individuals may get defensive, be offended, feel "put down" or "on the spot" and this may not be very effective. However, you have to be the judge of when you may or need to be specific and direct with persons in the group in order for the group to be effective. Following are some tips for when you use individual feedback:

- * Always describe what you observed or perceived rather than pass judgement. You want to avoid putting anyone on the defensive. Rather than saying, "*I really felt that you were extremely hard on the group,*" you might say, "*I sensed that others grew very angry with you when...*" Tell the person how you think others felt, not that he was hard on others. Clarify that you are giving "your" reaction or perception to what took place and you realize that you may not be totally accurate. You cannot be a judge of what a person meant or of his feelings when he made a statement but you can identify the actions and reactions you observed.
- * Be sensitive to the needs of the person who is receiving the feedback. How secure do you feel he is? Is he accepted within the group? Has he ever received this type of feedback before. Remember not to get emotionally involved in the discussions. Do not give feedback to relieve your own tensions. You are there to help the group with their processes, not to relieve your own tensions or frustrations.
- * Wait until a you are asked for comments rather than bombarding a person with your observations. To receive feedback effectively, the person must open the door for himself. And once he has opened it, if the feedback overloads his system, he may begin to close it again. Be sensitive to facial expressions and other non-verbal clues. He may be telling you he wants you to stop and if you begin to pick up these clues, stop. Do not tell any more than he really wants to hear. Drop it.
- * Check with the participant to see if your feedback is understood. Get the participant to verbalize what he heard. You might ask him, "Could you tell me what you understood me to say?" Or, "Could you restate the point I've tried to make?"
- * Allow plenty of time for feedback.
Don't schedule just enough time to "give" your feedback, allow time to understand the issues together. Don't worry that the conversation must be continuous, moments of silence are fine. They allow the participants to think about things, ask questions, clarify the issues, and really seek understanding.
- * Give feedback about those things that can be changed.
For example, noting that the individual's personality or his way of addressing people is less than perfect will not alter their behavior. Only deal with behaviors you can specifically describe and that the person can take action on. Be realistic. Ask yourself if you could improve your performance based on the feedback you are about to give.

About Coaching

Adapted from Mark Milleman

What Coaches Do (Their Activities):

- ❖ The Interrupt the present in order to:
 - ▶ Reinforce and recognize
 - Keeps the vision and mission in the forefront
 - Knows, recognizes and reinforces the critical success factors
 - Gives credit where credit is due
 - Keeps attention on the game and the players, not the scorecard.
 - ▶ Distinguish and differentiate
 - Which are the Trees, Where is the forest, Where are we?
 - Clarifies behaviors and activities which support or fail to support the purpose.
 - Gets specific, doesn't generalize.
 - Helps the employee to see the differences and to differentiate themselves.
 - Listen to the language used
 - ▶ Stays in touch
 - Recognizes accomplishment
 - Available to people, aware of concerns
 - Stay's connected with people over time
- ❖ Continuously learn, change and adapt.
 - ▶ They take themselves on as a leader and challenge who they are and what they do.
 - ▶ Continually reinvent how they operate as a Coach/Leader.
- ❖ Lines Out and Lets go
 - ▶ The don't do for others what they can do for themselves
 - ▶ Clarifies boundaries and responsibilities

What Coaches Are (Their characteristics):

- ▶ Envision how they, the company and the world might be.
- ▶ See greater potential in people than the people do.
- ▶ Caring -- Nurturing -- Supporting -- Loving
- ▶ Fully Committed to the other person's success

Things Coaches Remember:

- ▶ The journey to reinvent myself as a leader (coach) and my company is not as scary as they say -- it's worse.
- ▶ What I have to listen to is more important than what I have to say.
- ▶ People don't care how much I know until they know how much I care.

Quotes worth remembering:

*" It's hard work
to make improvements
without changing anything"*

Mikhail Gorbachev

Best is the enemy of Better

Anonymous

*It's got to be the going—
not the "gettin' there"
that's good*

Harry Chapin

*"All People Dream...
but not equally.*

*They who dream by night
in the dusty recesses of their minds
wake in the day to find that it is vanity.*

*But the dreamers of the day are dangerous,
for they act their dreams with open eyes,
to make it possible."*

T. E. Lawrence

What follows are a series of notes, charts, etc from past sessions. There are duplicates and all the thoughts are not finished – they are here for your input and to eventually sort themselves out.

Introduction Notes

- ❖ Introductions - staff & participants
 - ▶ Name Game
 - With adjective
 - Just first name
- ❖ Experiencing the Week
 - ▶ The Quote
 - If you tell me – I will forget – if you show me – I will remember – if you involve me – I will understand.
 - This training will be very different in that respect
 - ▶ This is not a lecture, not task oriented- It is an experience for you.
 - ▶ Living the process
 - ▶ Live the process of the week.
 - ▶ Don't try to apply everything to “work” right now – live it and then you will be able to apply it next week. Leave baggage at the door!!!
 - ▶ Experience the 4-days for what they are worth for yourself-we're not here to convince you of the process.
 - Personal learning can be very significant and intense. A change to know yourself and how you impact other on a team.
- ❖ 7-Core Process
 - ▶ Each element interdependent;
 - ▶ Dynamic
 - ▶ Have to be maintained in balance for an organization/team to be effective.
 - ▶ Workshop focus for the next 5-days and how they interact with each other
 - ▶ Which will be “sold” through a group presentation in a “market place” where the other teams are competing as well? This process continues for the whole week.
- ❖ Open Systems Model
 - ▶ Raw Mat'l In
 - ▶ Labels same as 7-core
 - ▶ 7 Core/Systems Model can define a team, organization, family, etc.
 - ▶ Balance to maintain process and purpose
- ❖ Workshop purpose & objectives
- ❖ Learning Organizations
 - ▶ This week will be about the 7-Core processes
- ❖ Environment
 - ▶ We live in a competitive world

- ▶ Schools are learning organizations with their grading system
- ▶ WWT will be no different
- ▶ Reynolds/Russia/Alcoa = \$\$\$
- ❖ Joining a team
 - ▶ You will join a team whose purpose is to “market” your learnings based on each of the elements of how an organization can achieve “high-performance”. Each of you are a learning organization. Your team needs to become clear about what you are and want.
 - ▶ Your team will have the opportunity to “live” these principles and concepts.
 - ▶ Integration
 - ▶ As your team works through the information, you’ll integrate the “important” things into the team products.
- ❖ The Market
 - ▶ Guidelines
- ❖ Learning Cycle
 - ▶ Experience: observing; watching/seeing; behavior, acting; reading
 - ▶ Discussing: an extension of sharing; gets into recalling happenings and discussing why; evaluating the “subject”, with candid, frank, in-depth discussions
 - ▶ Adapting: flows from discussion. Its changing/modifying the actions and behaviors based on the discussion and evaluation.
 - ▶ Apply: Do it!!! Test it to see if it met the things you set out for.
- ❖ Housekeeping Stuff
 - ▶ Process of Modules
 - ▶ Processing in teams
 - ▶ Marketing
 - ▶ Journals
 - ▶ Schedules
 - ▶ By this clock on the wall
 - ▶ Late nights (work it with teams and families)
 - ▶ Agendas
 - ▶ Lunches
 - ▶ Room Assignments
 - ▶ Bathroom/okes/phone messages/snacks/special requests
 - ▶ Teams
- ❖ Wrap-up Discussions
 - ▶ What was your process? You had one – what was it – was it different than how you saw others dealing with it?
 - ▶ We will see this during the week – you have a process – your team members have their processes – you must create a “Team Process”
 - ▶ Doing something different
 - ▶ Example – tying your shoes – did you know people do it differently???
 - ▶ Never were really alone, always someone stepping in to help and assist. That what this week will be
 - ▶ What did you (organizations) learn from this exercise

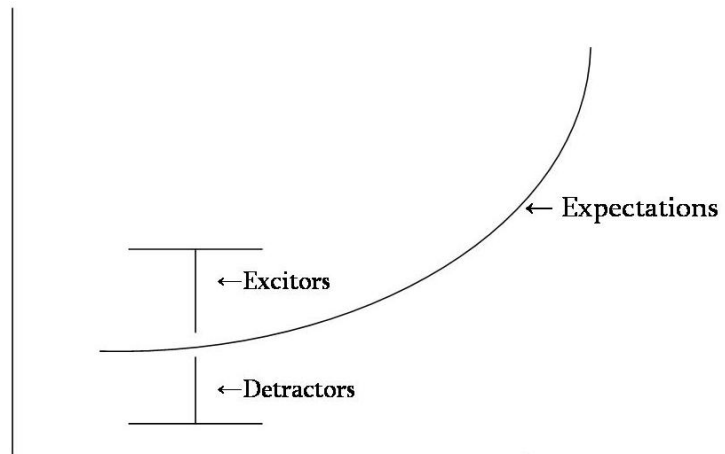
- ❖ Deming on Goals
 - Goals and budgets are destructive and limiting
 - The only goal is “Continuous Improvement”
 - Decide on a daily, weekly, monthly basis, how and what to improve
 - Must have a strong vision of the future. If we focus on being better than we were yesterday, we will go farther in a month or a year than we would ever have projected a goal to achieve.
- ❖ Story of the Eagles
 - When eagles plan to raise you, they build a very strong nest of twigs, thorn brush, etc. Then they line it with down, material scraps, anything to make it very soft.
 - The eggs are deposited in the soft nest and carefully watched over by both the parents. After hatching, they are nurtured by both parents until they are ready to learn to fly.
 - The young bird is then placed on the back of the father eagle and the father flies off. The young bird is then allowed to test his wings with the security of the father’s assistance. In time, the father will drop suddenly and the young eagle will flap furiously but the father will again move to catch the young.
 - While the father is teaching the young eagle to fly, the mother is removing some of the softness from the nest. When the eagles return and rest for the night, the nest is not as comfortable for the young eagle. He is restless and is moved out of his “comfort zone”. With time, the young eagle gains the skill to fly independently, while the nest no longer feels safe and comfortable and he moves off to build his own nest. The parents return to refurbish the nest for their own comfort.
 - (It was also noted that in some cases the young bird are pushed off the cliff and flutter downward to be rescued by the parents before they fail. This continues until they are successful.)
- ❖ Personal Growth
 - ▶ Changing Habits
 - Principle of 7 for physical habits (must do the new way 7 times before it becomes a new habit)
 - Principle of 21 for behavioral habits (must demonstrate new behavior 21 times before it is a new behavior)
 - ▶ “Insanity is doing the same thing and expecting it to make a difference”
 - ▶ You don’t learn by playing it safe. You learn by taking risks, trying, failing, succeeding....
 - ▶ TOOL – Positive Bombardment
- ❖ Steps in Accepting Change
 - ▶ Denial
 - ▶ Anger
 - ▶ Anger
 - ▶ Bargaining
 - ▶ Depression
 - ▶ Acceptance
 - People can start at any stage and generally progress through all the stages. They might even start with acceptance and as they meet resistance from others revert

through the other stages. The key to helping people through the cycle is to recognize and accept where they are, not where you want them to be, and provide them the support to move on to another level.

- ▶ Walt Disney – “The more you are like yourself, the less you are like anyone else, which makes you unique”
- ▶ Sister Ramona – “The better you understand yourself as you are, the better you will understand others are they are. This is the first principle of leadership, starting where others are rather than where you want them to be.”
- ❖ On group sizes
 - ▶ For sharing information only – a group can be as large as necessary
 - ▶ For discussion – groups of 12 to 15 are okay
 - ▶ For decision making – 8 or less
- ❖ Facilitation
 - The role of the facilitator is to CLARIFY , not to solve issues for the team
 - People must be allowed to create their own processes.
 - ◆ Don’t say, “Here’s our model for ‘Conflict Resolution’, Say “We have conflict, how do we handle it?”
- ❖ On “Teams”
 - Control is never an option in any organization. The team must control its processes or someone else will
 - Individual difference must be seen as bringing strengths to the team. In fact, different backgrounds and experiences being real strength.
 - ◆ This was seen in the strength brought to each team by the cultural differences of the Native Americans from Jan Juan Mine who were on each team. They provided a quiet leadership in interpersonal areas which the teams may have missed otherwise.
 - I must feel that my view is valued by the group
 - I must be able hear something different – to try it on – to be really open to something from someone else.
 - Team members don’t just focus on their “common ground” (the places they all agree) but must build a “common understanding” which includes where they agree and where they disagree.
 - Team members must be able to say:
 - ◆ “I may be wrong” “ I may not have it all” “I may not agree but I must hear all differences”
 - Differences as well as agreements must be clarified
 - People cannot choose who is on their team, therefore they must
 - ◆ Celebrate differences
 - ◆ Build on strengths – Build broader experience base.
 - Teams need to learn differences between voting and consensus. Polling is a tool for assessing where everyone is in a discussion but is not used to make a decision.
 - Your team is only as strong as its members are mature. Note reading: “The Human Process of Continuous Growth.” Each time an individual experiences a significant change; he needs to mature within this situation or group. The group also goes through maturing stages.
- ❖ Interesting Quotations
 - Enthusiasm without knowledge is like running in the dark.

- When the paradigm shifts – everyone goes back to zero.
- Do you have trouble hearing? No, I have trouble listening.
- Destination is the Journey.
- I have lived in this world just long enough to look more closely the second time around, at things I was most certain of the first time around.
- The way to insure winning is to invent your own rules.
- ❖ Theory Input to Address Team Accountability
 - External Feedback is important for growth
 - Teams organization can be successful and be out of business
 - External requirements may change
 - Requirements differ between customers
 - Highly competitive environments make it difficult to build and sustain High Performance Team
 - Consumer/customer should drive outputs, Teams need to adapt. Best is the enemy of better.
 - Missions endure – goals can create bondage, the only goal is **CONTINUOUS IMPROVEMENT**
- ❖ Emotional Trust Bank Account – Refer to S. Covey – “7 Habits of Highly Successful People”
- ❖ Need to balance – **SEFL-CONFIDENCE** with **HUMILITY AND VULNERABILITY**
- ❖ Parking Lot Evaluations – **CHECK IT OUT!!!!**
- ❖ Customer Satisfaction Model

(lines not shown would depict level of activity)



- ❖ New ideas encounter violent opposition from mediocre minds.
- ❖ The journey is the destination.

- ❖ Aircraft Carrier – Facilitation Concept
 - When bringing an Aircraft Carrier into port, you do not steer or pull the ship. Rather, tugboats “bump” the ship to the right direction. This requires:
 - ◆ Good communication
 - ◆ Common understanding of purpose and direction
 - ◆ Trust – otherwise the “bumps” annoy or anger the person

- ❖ Experiential Cycles
 - This model has clarified some of the aspects of “experience” Pfeiffer and Jones does not lead you to the details of this and frequently omits the present product, provide feedback, and clarification portions.
 - “A dramatic elaboration of something I do in about this much space” (1/4 of a page vs. a full page).
 - “I would argue that there might need to be more skill development in the next one: Sustaining and Renewing High Performance Teams.”
 - This is unique in that the staff is developed too, in parallel.

- ❖ Redefining Competition:
 - Theodore Roszak: “The joy of this quest is not in triumph over others, but in the search for qualities we share with them and for our uniqueness, which raises us above all competition.

- ❖ On Paradigms
 - William Wordsworth: The glory of the dream face, the prison-house closes in after childhood, and custom lies on us “heavy as frost.”

- ❖ On Life as a Process
 - Marilyn Ferguson: The importance of process in another discovery. Goals and endpoints matter less. Learning is more urgent than storing information. Caring is better than keeping. Means are ends. The journey is the destination.

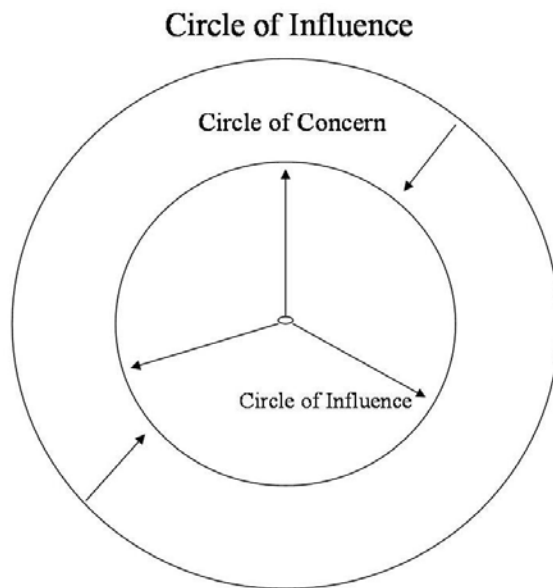
- ❖ Workshop Objectives:
 - ▶ Experience the dynamics of a high performance team.
 - ▶ Understand your impact on others
 - ▶ Understand the dynamics of situational Leadership and the changing roles
 - ▶ Head knowledge to heart knowledge. Commitment to success of “business” and member’s is deeply felt.

- ❖ Staff Learning Goals:
 - ▶ Learn about WWT Process from a staff prospective
 - ▶ Learn detail of staff organizing, learning, etc.
 - ▶ Grow facilitators in WWT process – internal facilitators development process
 - ▶ How to integrate the WWS process into organization – match training and re-design. How to put WWT into overall strategy

- ❖ Staff Scoring Principles:
 - ▶ All must accept it
 - ▶ High performance teams embrace the feedback – “loving the enemy”

- ▶ Feedback must be qualitative and quantitative
- ▶ Discriminate levels of performance
- ▶ Staff/leaders must maintain control because of their maturity level (where most organizations fail with teams)
- ▶ Asking for it implies accepting the responsibilities for it and being able to demonstrate that
- ▶ Avoidance behavior is their attempt to grow-up. If we shirk that – we fail them as leaders
- ▶ Either way, teams are going to blame – leaders must maintain the up end. (Tues-hell day) instead of Friday when teams/workshop fails.
- ❖ Feedback may be tough 😊
 - ▶ Note: not wanting/resisting scores is “coping out”/avoiding – avoiding the pain that will gain them maturity.
- ❖ Optional Staff Wrap-up Questions
 - ▶ What did you as staff learn from yesterday – today?
 - ▶ What critical elements can you identify that have taken place? ...for this workshop to work?
 - ▶ What are the key feelings/fears that you need to overcome to more effectively facilitate this workshop?
 - ▶ Name your WALL?





❖ **Workshop Objectives**

- ▶ Understand key concepts for increasing performance
- ▶ Experience being a high performance team
- ▶ Understand how your actions impact others
- ▶ Experience giving and receiving feedback
- ▶ Take head knowledge – transfer it to the heart and plan to use it back home

❖ **Outline for Each Process**

- ▶ Frame up/kickoff process
- ▶ Review purchase guidelines (first process)
- ▶ Learning products delivered
- ▶ Purchasing/tallying
- ▶ Debrief/key learnings – tie to team products and learnings
- ▶ Learnings journal
- ▶ Frame next product
- ▶ Identify return time

❖ **Photo Matrix**

- ▶ 4 teams (prints and slides)
- ▶ airport
- ▶ hotel – check in, signs, meeting rooms, surrounding area
- ▶ shots of teams in their meeting rooms
- ▶ individual shots (2 each)
- ▶ staff – individuals, staff meeting room and in large meeting room
- ▶ horizon
- ▶ exercise/recreation
- ▶ dining
- ▶ presentations

❖ Materials

- ▶ markers – colored and extra black – for all rooms
- ▶ masking tape, drafting tape, scotch tape
- ▶ scissors
- ▶ white out
- ▶ post-it notes, large and small
- ▶ box for feedback
- ▶ feedback slips
- ▶ name tags
- ▶ portable computer
- ▶ stapler
- ▶ 3-hole punch
- ▶ pencils, pens, paper

❖ Critical Learnings – Overall

- ▶ No pain, no gain
- ▶ The 7 key elements of open systems are not linear but interdependent
- ▶ Frustration and chaos bring new order
- ▶ Don't do it for them, but be there for them
- ▶ Empowerment requires both patience and impatience
- ▶ Accountability to the larger whole external environment is essential
- ▶ There are no final answers
- ▶ Integration of opposites
- ▶ It's a living process that's continuous
- ▶ It takes both your head and your heart to understand
- ▶ Growth values are where it is
- ▶ Doing what's right is not always popular

❖ Re-entry

- ▶ Be a model, not just a talker about the experience
- ▶ When you share your experience with others, start with how you feel, then share what you did and the content
- ▶ When sharing with family, spouse and friends find out how they have been first

PURPOSING PROCESS

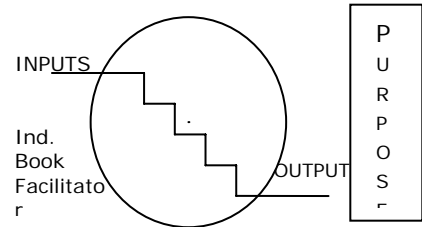
- ❖ Theory
 - ▶ Defines who we are
 - “why they exist” for themselves
 - Realizing we have demands and expectations of them to be a learning team that markets their experience and learnings.
 - When do you know when you got there, what’s it look like?
 - Ground rules, norms, individual goals/purpose/needs, get to know each other.
 - Don’t make the mistake of thinking you know each other.
 - ▶ Gives focus/direction setting
 - Foundation, the “roadmap” of a team, it’s the common, shared mission
 - What can happen when the goal or path is different?
 - ▶ Create Interdependency
 - Golfing: is it a team? No, individual scores
 - Football: is it a team? Purposing creates that interdependency, win a game, and have to play as a team. Team scores.
 - Red Skins in 1993/94, if they had one vision-goal that was shared by all, why did they lose? Did they lose their “common vision”
- ❖ Expectations
 - Team name
 - Logo
 - Ground rules
 - Mission
 - Market to other organizations your product, your learnings, and your experience, something they can take with them.
 - You have two hours, be back @ 3:30 to share what is different and unique about your team.
- ❖ Other things
 - ▶ Flow of book
 - Read first couple of tabs, this information may be helpful
 - Laid out the same for each section
 - Journals to capture the personal journey
 - ▶ Feedback slips...
 - ▶ Learn and apply from the experience, maybe go back to the learning cycle
 - ▶ In the book
 - “Everything you need to know is in the book – we will be around to help – clarify – support, but not give answers.
 - ▶ Key learnings
- ❖ Staff Briefing on Team Visits/Presentations
 - ▶ Presentations
 - Un-creative, boring, flipchart dependant, single presenters.
 - ▶ Visits

- Looking for the mismatches, step in – we’re listening and can step in for the places missed. “Box canyons-bad.....”
 - Look for where everyone is sitting; maybe draw a picture of where everyone is located – control, power of the pen..., loners, quiet....
 - Understanding our roles – continue to support
 - Don’t’ give-in to their struggle – no answers. Learning happens with struggle.
- ❖ Key Purposing Points
- ▶ Living process
 - ▶ Real and unique
 - ▶ It’s a process, not a document
 - ▶ It guides/directs effort (back drop)
 - ▶ It’s not the statement nicely framed and hung that counts
 - ▶ It’s ownership to purpose that’s important. That’s achieved through involvement of all.
 - ▶ Keeps us focused
 - ▶ Before purpose comes distinct competencies and central values
 - ▶ Interdependence of seven processes
 - ▶ Individual purpose builds common visions
 - ▶ It’s not the document that counts, it’s the living process
 - ▶ Purposing needs to be a living, breathing focus
 - ▶ Without purpose there is little meaning to what we do
 - ▶ Purposes evolve and grow based on the other
 - ▶ Purposes/missions are real and unique
 - ▶ They guide and direct effort
 - ▶ Ownership and commitment to purpose comes through the process of total involvement

TECHNICAL PRODUCING PROCESS

❖ Theory

- ▶ Take “inputs” transform them into “output, an example to use is a marker or pen
- ▶ It’s the A-Z steps to get “it”
- ▶ Whether it’s a “hard” product or “soft” product there is a producing process.
- ▶ Tie this to your learning team: Soft engineering project or training; hard pen, aluminum, M&M’s



❖ Last time (purposing)

- ▶ “How” did you get through? What steps did you use to come out with a product? Does it need to be revised? Build from what you just did in the last module. (Note: this can be the toughest for a team to develop)
- ▶ Strategy (operating principles) and Workflow
- ▶ Old style vs. Now in this organization.

❖ Expectations

- ▶ What it takes for your team to meet its mission for the week
- ▶ Your team can develop your own producing process,
- ▶ Your product should be something that defines how your team works.

❖ Other things

- Whole idea of being a team is to produce a product or service that is of high value to external customers
- Pen vs. Team learnings, baking a cake is a good example
- Is your process working
- Re-emphasize the agenda

❖ Key Learnings

- All people have to understand fully to participate
- 8-Step Process, etc. Process of How. It’s not What/Here and Now, not back home
- A way of getting organized
- It’s the conversion process (i.e. mfg. information)
- Content vs. Process
- It’s a conscious examination – we can reinvent how
- Tie design principles into technical producing process
-

❖ Visits

- ▶ Looking for the mismatches, step in – we’re listening and can step in for the places missed. “Box canyons – bad...”
- ▶ Probably looking for answers in the book, lots of reading...
- ▶ Understanding our roles – continue to support
- ▶ Don’t give-in to their struggle – no answers. Learning happens with the struggle.
- ▶ Push it back to them

CONTROL PROCESSES

- ❖ Theory
 - ▶ Over time
 - Dark Ages, to Middle Ages to current may be a way to compare
 - Like the caveman: right by might – beat ‘em up
 - 1600’s – 1800’s: by petitions in front of a judge or something
 - 2000’s: more democratic, what is right not who is right
 - ▶ Open-Systems Model
 - Decision making and p.s. will happen, unconsciously or planned for
 - Not something companies are used to doing. We generally have a boss who tells us what to do, when to do it, etc. Technology can and is done every day – the social side of the business is not....
 - ▶ VEN Diagram
 - Ability to hear different views
 - Embrace the differences and build on them
 - ? Question for WWS/Staff discussion: explain the box of goodies to go through
 - **PICTURE THAT IS KINDA LIKE A VEN DIAGRAM**
- ❖ Expectations
 - Individual: Spend a minimum of 15 minutes
 - Team: 45 minutes
 - Then call us
- ❖ Other things
 - No flipcharts if staff agrees
- ❖ Staff Briefing on Team Visits
 - Process for debriefing scores
 - Usually get into – it’s a well defined task
- ❖ Effective Decisions = Quality Thinking X Acceptance
 - $ED=(QT)(A)$
 - If Quality Thinking = 95% (Expert) but
 - Acceptance = 50% Then the
 - Effectiveness of the Decision is only 47.5%

 - If Quality Thinking by the group is only 70% and
 - Acceptance = 100% since the group worked together, then
 - Effectiveness of the Decision is 70%
- ❖ Control Key Learnings
 - To control or not to control is not the question

- Control is not an option. The team must control its processes or someone else will.
- The degree of autonomy correlates with the degree of internal and self control.
- Acts of leadership are forms of control (leadership can be “others” or “self” directed)
- System order cannot exist without controls
- Customer service does not mean customer control
- In a changing (turbulent) environment, the team with clear direction will be in control.
- Control implies having: INFORMATION, KNOWLEDGE, SKILLS, and ABILITIES
- New forms of control come out of chaos. Self knowledge provides self control.
- The source of power and control is information.
- You cannot have control without accountability

INDIVIDUAL VITALITY

- ❖ Theory
 - ▶ Circle of Concerns vs. Circle of Influence/Control
 - Moving from Concern → Control/Influence involves sharing, trust, owning the accountability “my own feelings and actions”
 - It is a translation process, just like any other
 - ▶ A skit is appropriate
 - ? What does it look like to you
 - What happens to your behavior if your needs are not being met?
- ❖ Expectations
- ❖ Other things
 - ▶ Thought: Being a real person is ok, but often times we are taught very young that it is not ok to show emotions, like being mad.
 - ▶ Feedback, etc. Is a chance for clarifying, not defensive and not justifying, it’s just where I’m at.
- ❖ Key Learnings
 - Help your team members work through the issues
 - It’s hard!!! Emotional level is high and can be draining
 - Be real and be mature!!!
 - You are only as good as you are real
 - Individual needs are similar, you’re unique
 - I am responsible for getting “my” needs met
 - Needs change as we grow
 - Answers lie inside, not outside
 - Individual differences are essential for high performance teams
 - Blaming others is avoidance behavior
 - Common ground is not as important as common understanding
- ❖ Staff Briefing on Team Visits
 - ▶ Marketing
 - 2-3 adjectives; “meat, need more sizzle”
 - Maybe during “marketing”, do on key learning for the team
 - Tie-learning from “marketing” to learnings and back to the 7-Core processes.
 - May become questioning the value of the market place
 - Start thinking of the HEAD → HEART stuff within the staff
 - Are they being real?
 - Tell: limited only by imagination, be creative, etc.
 - ▶ Visits
 - Teams may be “looking for the answer”, it’s not in the book –it’s in the room
 - Apply tasks here – it’s ok to discuss, to plant, to apply it here! Just to gain understanding and draw relationships, as long as their not solving world hunger!
 - 20 minutes is not really enough time to really explore this

- Laughing, smoking, and carrying on is really not unusual, but it can be a sign of avoidance to the task. Individual needs are very personal and can easily be avoided
- Day 2: can be too soon for any major interventions. Balance this, since we don't want to take away any of the pain – that can detract from their growth
- ▶ Staff
 - Begin questioning staff if we are role-modeling the behaviors we want the team to model.
 - Be Real!!! With self and staff team and organization
 - Are we doing the Processes in our team – do it!!!
 - New ideas are very fragile
 - Tough feedback can begin with the teams
 - Start kicking them out the box, their comfort zone

SOCIAL & ORGANIZATIONAL I

TEAM GROWTH PROCESSES

- ❖ Theory
 - ▶ High-Performance Teams
 - Plan for growth
 - Use energy to grow
 - Plan for success
 - Successes don't just happen
 - ▶ Growth Cycle
 - Model
 - Read / use example in the book
 - WWT Model
 - Dependency
 - ◆ Relying heavily on instructions/members
 - ◆ Looking for right/wrong answers
 - ◆ Polite conversations/facades
 - ◆ Feel like team & members have no control
 - Counter dependency
 - ◆ feeling comfortable with team
 - ◆ challenging instruction/system/members
 - ◆ blaming someone else for issues (rebellious, angry, frustrations with whoever is in control, issues with authority figures, not here @plant, @home thus avoiding here, kicking the dog)
 - ◆ feeling tapped out, burned out
 - ◆ Note-It's normal, embrace this – you're growing up as a team
 - Inter-dependency
 - ◆ Synergy, as a team, as an organization, truly a whole with the outside
 - ◆ Recognizing – can't do it alone, accepting outside help
 - ◆ Fighting goes away
 - ◆ Accept outside environment for what it is and move on
 - ◆ Become responsible and accountable for their mission and themselves in a new way.
 - ◆ “We are together as a whole system; but unique and separate”; “Ying-yang” – it's the balance
- ❖ Expectations
 - Go through questionnaire and call the staff for answer-key
 - Discuss the differences within your team and address the problem areas

- Develop a product that will market your learnings and experience that will help other teams benefit from your team
- ❖ Other things
 - ▶ Human beings vs. Human doings
 - Brain at the gate; 8 hours-n-the-shower; give you 8 and hit the gate
- ❖ Key Learnings
- ❖ Staff Briefing on Team Visits
 - ▶ Marketing
 - Maybe 2-3 adjectives and 1 that would really help the team improve, “If your team did _____ this...”
 - ▶ Others
 - Some controlling, some mothering, us/them, acting like you know it all, avoiding, ego driven, reactive
 - Supporting, encouraging, straight feedback

ENVIRONMENTAL PRECESSES

- ❖ Theory
 - ▶ External not Internal Feedback
 - Giving feedback is listening/processing/grow from it (which can mean accepting/rejecting)
 - Being open to hearing new and different things
 - ▶ Real World Examples
 - Berlin Wall with Russia and effects on Alco, Rod Mill, EPA, and RRC, etc. Minolta/garbage in the environment
 - ▶ Staff will be around at 15 minute intervals as shown to give our environmental feedback
 - Process for external feedback, “more of...less of.....maintain”

- ❖ Environmental Process – Key Learnings
 - ▶ You can control the team but you can’t control the environment.
 - ▶ Customers are fickle, what they like this time may be different next time.
 - ▶ And the customer demands may be different.
 - ▶ What you offer the environment, may change the environment.
 - ▶ With the rapid changes, teams have to receive, recognize, and process feedback quickly to survive.
 - ▶ Organizations not in harmony with the environment won’t survive
 - ▶ Everyone in the organization must be connected to the external environment
 - ▶ Constant feedback is needed to keep up with rapid changes in the environment
 - ▶ You can control team activities, but you can’t control the environment
 - ▶ Teams/organizations need to adapt to their environment, or they’ll die
 - ▶ Environmental feedback is brutal, direct and lacks mercy
 - ▶ We don’t get to choose all of our stakeholders

- ❖ Defensiveness Levels
 - ▶ Level 1 – Attacking
 - ▶ Level 2 – Denial
 - ▶ Level 3 – Yes..But...
 - ▶ Level 4 – I understand, let me explain why I did....
 - ▶ Level 5 – Listen/Quiet – but mentally shut off person – No response – But did not try to understand.
 - ▶ Level 6 - ?.....

- ❖ What you resist – persists
- ❖ Customer demands often are conflicting, often even from the same customer
- ❖ Some stakeholders will determine you success or demise

❖ SOCIAL & ORGANIZATIONAL II ROLES AND RESPONSIBILITIES

Theory

- ▶ History
 - Past management functions
- ▶ Control
 - Is what hold the parts together, keeps the technical and social systems functioning
- ▶ How do you maintain order in your team
- ❖ Expectations
 - ▶ Share learnings/experience
- ❖ Other Things
 - Human Beings vs. Human Doings: We can be controlled (human doing) or Be in control (human beings). Thinking comes before Doing – if we don't do the thinking, I believe we give up the control, Not choosing to 'think' means someone else will.
 - Past history: WWT questions: “#2: A strategy that identifies needed changes to make your team's control process more effective both here and there at the plant!, #5: develop a listing of 'criteria'”
 - Go back to learning model

FEEDBACK PROCESSES

- ❖ Theory
 - ▶ Supporting feedback: takes time to be able to give and receive, construction, sincere, specific, accurate, it's a gift
 - ▶ Easy to avoid – because if not done in a supporting way, history tells us it is painful. High-performance teams thrive on it.
 - ▶ Develop a process (3+ for every –'s) – Needed to grow
 - ▶ Johari window
 - ▶ Personal responsibility, also depends on individual maturity else words are just that, words.
 - ▶ Swallow it whole? No way! Go back to the learning model!
 - ▶ Expectations
- ❖ Other things
 - ▶ Edward Moses: Watching his own videos of high hurdles, giving his own feedback
- ❖ Key Learnings
- ❖ Staff Briefing on Team Visits
 - ▶ Teams and individuals have to be ready for it. That's why this section is last. The feedback today will be much different from Monday's.
- ❖ Key Learnings Feedback
 - ▶ Feedback is at the heart of growth
 - ▶ Feedback is essential to growth
 - ▶ Feedback is necessary to maintain trust
 - ▶ Feedback is better heard when solicited
 - ▶ Caring and support is at the core of hearing direct and straight feedback
 - ▶ Feedback should be descriptive, not judgmental
 - ▶ “Praise improves a person's hearing.”
 - ▶ We know we need it, but mostly avoid it
 - ▶ Timing is important
 - ▶ Each person's truth is truth
 - ▶ What you resist, persists Feedback is at the heart of growth
 - ▶ Feedback is essential to growth
 - ▶ Feedback is necessary to maintain trust
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 - ▶ Timing is important
 - ▶ Each person's truth is truth
 - ▶ Feedback is essential for growth!!!

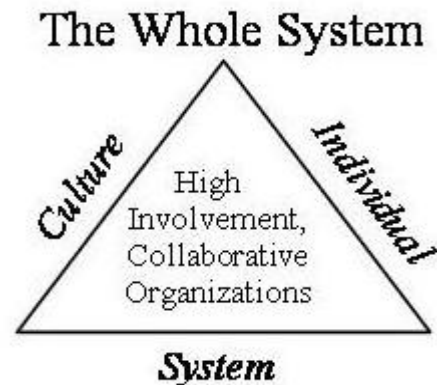
- ▶ Honesty is Adherence to Truth – Truth is the discovery of reality. Make sure you are honest with the person by looking past perceptions, checking it out, and discovering reality.
- ▶ Ask for CLARIFICATION – not DETAIL
- ▶ Contracting – Agree with the person on what is expected, how I can help, and what we will do when the expectations are met, or not met.
- ▶ Sender must send well – Receiver must receive well.
- ▶ Instead of saying – “You made me feel...” use “When this happened, I felt...” The other person is responsible for their actions not my feelings and I am responsible for my actions, not their feelings about my actions.
- ▶ Protect the self – then focus on who and what you’re trying to help.
- ▶ Self Esteem principle – “I Am Lovable and Capable”
- ▶ Your weaknesses are your strengths overused
- ▶ Is the communication difficulty how it’s being said or what is being said. We must separate it out and look for reality.
- ▶ FEAR – False Expectations Appearing Real.

SYSTEMS THEORY

- ❖ Theory
 - ▶ Shows the “Journey” of the week
 - ▶ In some ways describes the 7-Core processes of what your team learned
 - ▶ Makes good use of all available resources – people, equipment, facilities, money
 - ▶ Only limited by your imagination

❖ Systems Theory

- ❖ Theory
 - ▶ Define the “System”



- It is important to define this well.
 - Breaking down systems into their smaller systems, subsystems have to exist with the rest of the systems.
- In organizations, we put the radiator, coolers, engines – for themselves, and not for the purpose. Ex: engineering engineer products; production produce; maintenance maintains. SILOS
- ▶ Some examples:
 - Eggs effect on the body
 - Car example using different systems: A?C, electrical, brakes, wheels, bolt system (metric vs. English)
 - American Mfg. best technology in the world, out produce anyone in the world.....but Japan????
 - Gm with fenders or rather using spare parts based on inventory to design a car around that whereas Japan/Germany have been designing the car from the ground up based on the customer needs and fit. Remember the commercial with the guy sitting in the care and the car being built around him.
- ▶ 7-Core & Open Systems Model
 - It's the fit that counts, just like in the car example
 - 7-Core

- 50'-60's: if you can produce it you can probably see anything, GM saying "What's good for the company has got to be good for the country"
- 90's: how does it fit in the global economy? GM is no longer the only car manufacturer
- ❖ Expectations
 - 7-Core processes apply to your team, as a learning organization, but it also applies to the larger organization
- ❖ Other Things
- ❖ Key Learnings
 - ▶ Parts are just parts unless it fits
 - ▶ You design fit to achieve purpose
 - ▶ Open systems is a complete system
 - ▶ Integration of parts if more important then having excellence in one
 - ▶ Sub-systems should enhance the whole
 - ▶ "Everything" is connected to everything else
 - ▶ One part affects the whole. Making one change has multiple impacts
 - ▶ Must address all parts of the system, cause imbalance in the system
 - ▶ The system begins with me and moves outward
 - ▶ Systems that are balanced to fit with their environment survive Parts are not always just parts
 - ▶ Everything is connected to everything else
 - ▶ There are no final answers
 - ▶ Every new solution creates new problems
 - ▶ Obvious solutions do more harm than good
 - ▶ Don't make rules you can't enforce
 - ▶ Sub-systems are more stable than their larger system
 - ▶ It is the adaptable system, not the well adapted, that survives
 - ▶ It takes both your head and heart to understand whole systems
 - ▶ Change comes from the heart first and then the head
 - ▶ Feedback processes provide system stability and adaptability
 - ▶ Nature knows best
 - ▶ You put a good performer in a bad system and the system wins almost every time
 - ▶ Loose-open systems are better then tight-closed ones
 - ▶ Bad boundaries make for bad information flow
 - ▶ One part affects the whole. Making one change has multiple impacts
 - ▶ Changing one part of the systems without the other parts never works
 - ▶ Nothing grows forever
 - ▶ Our mission in life is to integrate opposites
- ❖ Staff Briefing on Team Visits
 - ▶ Marketing
 - 2-3 adjectives; "meat, need more sizzle"
 - ▶ Interventions:
 - Apply tasks here – it's ok to discuss, to plant, and apply it here! Just to gain understanding and draw relationships. As long as their not solving world hunger

- ❖ Systems Theory
 - ▶ Producing Delivery
 - ▶ Purchasing and Tallied
 - ▶ Feedback:
 - Two to four terms to describe
 - Each team can ask two questions to another team
 - ▶ Lecturette/debriefing
 - ▶ Learning journal
 - ▶ Kick-off and frame next process Individual needs
- ❖ Systems Theory – Key Principles and/or Adages
 - ▶ Everything is connected to everything else (dividing a house in half does not give you two smaller houses) (PRINCIPLE)
 - ▶ There are no final answers
 - ▶ Every solution creates new problems
 - ▶ Don't try to control the workforce, just change the work rules/design
 - ▶ Nothing grows forever
 - ▶ Obvious solutions do more harm than good
 - ▶ Don't make rules that can't be enforced
 - ▶ Competition is often cooperation in disguise
 - ▶ Sub-systems are more stable than their larger systems (PRINCIPLE)
 - ▶ Bad Boundaries make for poor performance
 - ▶ One part of a system has an effect on the whole systems (PRINCIPLE)
- ❖ Systems Theory
 - ▶ Producing Delivery
 - ▶ Purchasing and Tallied
 - ▶ Feedback:
 - Two to four terms to describe
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 -

- ❖ The seven core processes are NOT linear. They are interacting.
 - ❖ You can go through all seven in twenty minutes.
 - ❖ All seven processes need to be present and in balance and you never reach that perfect balance – continually improving.
 - ❖ Processes are our own methods and not someone else's – not canned program with success formulas that never work.
 - ❖ The seven core processes make a whole and complete organization and each process is a subsystem with its unique parts – i.e. environment.
 - ❖ Nothing is easy. It takes hard work to create and sustain high performance teams.
 - ❖ The workshop results are not easy to demonstrate.
 - ❖ You need both head and heart to be whole. Without one or the other, you're incomplete.
 - ❖ The team core processes are for well designed whole teams, not functions, task groups, disciplines, specialty teams, etc.
 - ❖ Team processes are continually evolving. What you use today may not be what you use tomorrow.
 - ❖ Teams need vehicles for inevitable and periodic re-vitalization.
 - ❖ Traditional training programs or change efforts don't work when they only provide answers or the recipes (i.e. some TQM efforts).
 - ❖ It's in the struggle that the growth and learning comes.
- ❖

CLOSING COMMENTS

- ❖ Re-Entry
 - ▶ What/How to share
 - Ex: dentist: from a kid with brother – frightening
 - Evangelist: preaching the word
 - ▶ “I”: discussing my experience; someone else may be completely different – allow them that experience
- ❖ Do you really believe we must change to survive?
 - ▶ If we don’t change the results will not improve
 - ▶ If we don’t improve; will we survive?
 - ▶ These skills are for life; perhaps for some a more satisfying way to work

❖ Personal Notes

- ❖ Size
 - ▶ Size allows for people to hide. Provides for a dysfunctional team
 - ▶ When in doubt, go smaller – 5 is good!
 - ▶ Individuals will hide
- ❖ Facilitations
 - ▶ More facilitation at beginning, less towards the end. Sometimes spending the whole time if needed or if dependent (shutting down or something)
 - ▶ Maintain “marketing philosophy
 - ▶ Staff size of about 7 ok. Not all rookeys – some strong ones too! Balance!
 - ▶ Learning journals
- ❖ Out of the Box
 - ▶ Always be willing to do something different each time – it’s not a cookbook, do it out of order, do team member turnovers, etc.
 - ▶ Ex: Team member turnover at start of one of the day for about ½ hour with 5 minutes of sharing experience
 - ▶ Ex: Identify social interaction: GAIL list them and categorize them. Social community: all have 4 elements Indian tribe, school, church, family, town
 - ▶ Staff
 - ▶ Organization
 - Maybe let them share at some point if comfortable, start at purposing may help.
 - It’s important to do it: respond and document either in team or in group.
- ❖ Feedback Debrief
 - ▶ It’s usually never as bad as we think it’s going to be.
 - ▶ Starting out the first time can be stiff, uncomfortable, and difficult (use crossing arms and hands example).
 - ▶ Teams over time will learn to look forward to feedback sessions.

