

ENGAGEMENT & RETENTION: TEAM BUILDING IN TODAY'S WORKPLACES

Presented By:

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Benefits and Risk Consulting



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RECOMMENDED RESOURCES

Managing the risk of learning: Psychological safety in work teams

Amy C. Edmondson, Associate Professor, Harvard Business School

http://www.hbs.edu/faculty/Publication%20Files/02-062_0b5726a8-443d-4629-9e75-736679b870fc.pdf

What Google Learned From Its Quest to Build the Perfect Team

Charles Duhigg, New York Times

<https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=second-column-region®ion=top-news&WT.nav=top-news&r=2>



WHICH TEAM DO YOU WANT TO BE ON?

TEAM 1

Team 1 is composed of people who are all exceptionally smart and driven. Their meetings are orderly and stay focused on the tasks at hand. Individuals generally speak only when there's a topic in which they have expertise, at which point they explain what the team ought to do. The leader makes sure people stay on task and don't pursue tangents. There is no idle chitchat, and meetings tend to end early, so that people can get back to their desks.

TEAM 2

Team 2 is comprised of people with different backgrounds, drives, and levels of accomplishment in the organization. Teammates interject and provide their thoughts, whether or not they are experts on the subject. When a tangent is raised, it is often pursued by the entire team. Meetings typically start and end with personal chitchatting, and it's not uncommon for them to run long.



AGENDA

- **THE IMPORTANCE OF ENGAGEMENT**
- **ESSENTIAL TEAM ATTRIBUTES**
- **INCORPORATING THE ATTRIBUTES**



THE IMPORTANCE OF ENGAGEMENT

Employees who feel they belong to a supportive workplace community are more likely to:

Help coworkers through difficult times

Avoid personalizing frustrations in the workplace

Seek help when roadblocks are encountered or mistakes are made

Do well for the sake of doing well

Avoid judging others, and assume positive rather than negative intent



THE 3 LEVELS OF ENGAGEMENT



THE PROBLEM OF DISENGAGEMENT

Only 33% of employees are fully engaged in their jobs*

Disengagement can be individual or systemic

- Unhappy people usually aren't unhappy in isolation
- A dysfunctional team drags everyone down

The minute that an employee feels emotionally hurt or disrespected by a colleague or manager, the seed for disengagement is planted

* Gallup, "State of the American Workplace" 2017



MAKING THE BUSINESS CASE

WHEN COMPARED WITH BUSINESS UNITS IN THE BOTTOM QUARTILE OF ENGAGEMENT, THOSE IN THE TOP QUARTILE REALIZE **IMPROVEMENTS** IN THE FOLLOWING AREAS:



State of the American Workplace, Gallup, 2017



ENGAGEMENT FACTORS YOU INFLUENCE



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TEAM BUILDING CONSIDERATIONS

FUNDAMENTALS FOR ALL TEAMS

- Every team needs the right environment in order to thrive
 - Well functioning departments
 - Short-term task-oriented teams
 - Long-term project teams
- There are two things necessary to create the right environment any team

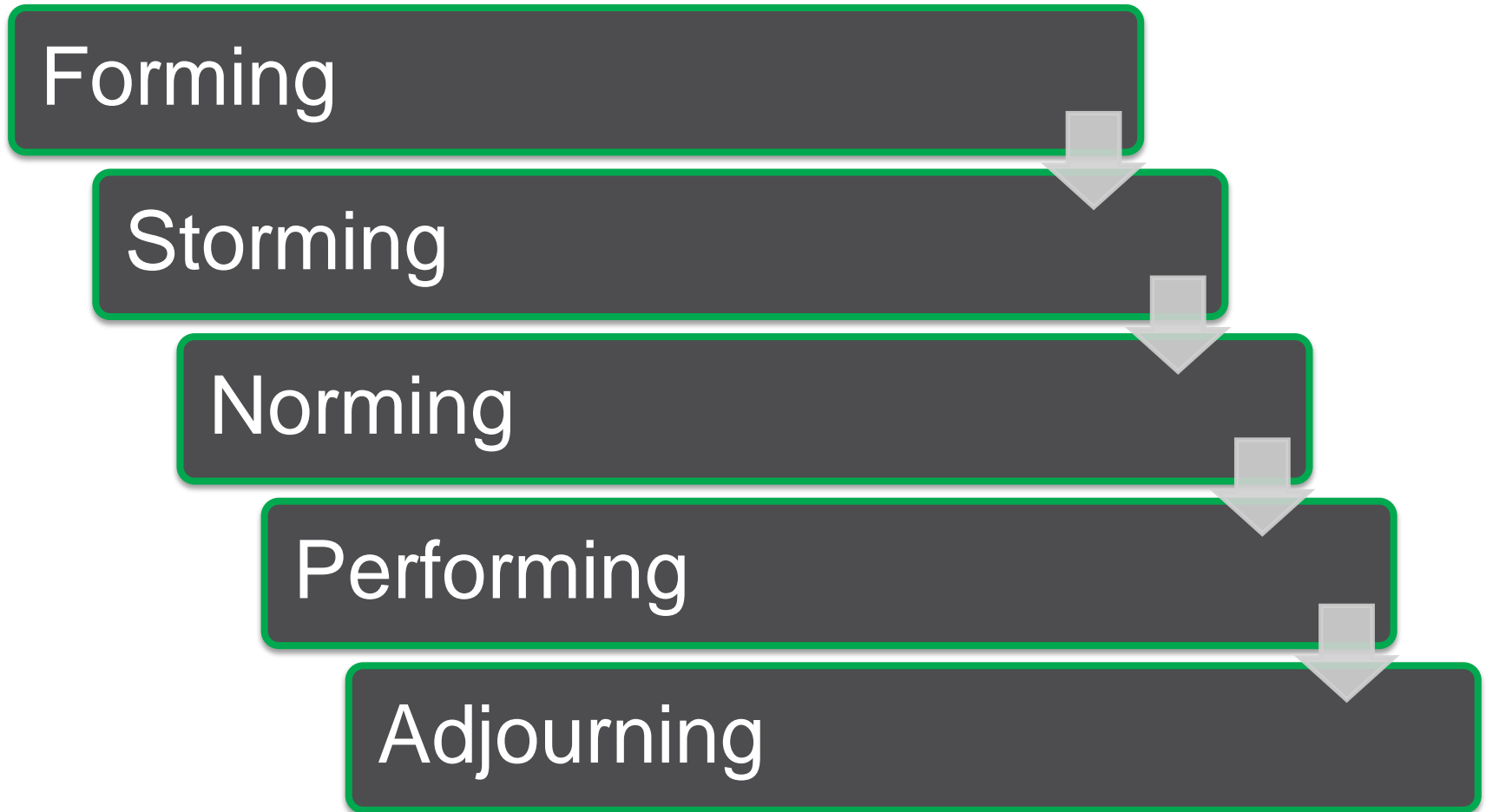
PROJECT-SPECIFIC TEAMS

- The team must have the right components
 - Internal commitment and support
 - Clearly defined goal(s)
 - Getting the right people on board
 - Assigning roles and responsibilities
 - Process for evaluating effectiveness



STAGES OF TEAM DEVELOPMENT*

The stages of project-specific team development
(Tuckman's Principals, 1965)



*See supplemental materials for project-oriented teams



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The right answer is Team 2



CREATING THE RIGHT ENVIRONMENT

Two core components

TRUST / PSYCHOLOGICAL SAFETY†

- A shared belief held by members of a team that the team is safe for interpersonal risk-taking
- A sense of confidence that the team will not embarrass, reject or punish someone for speaking up
- A team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves

* Google's Project Aristotle

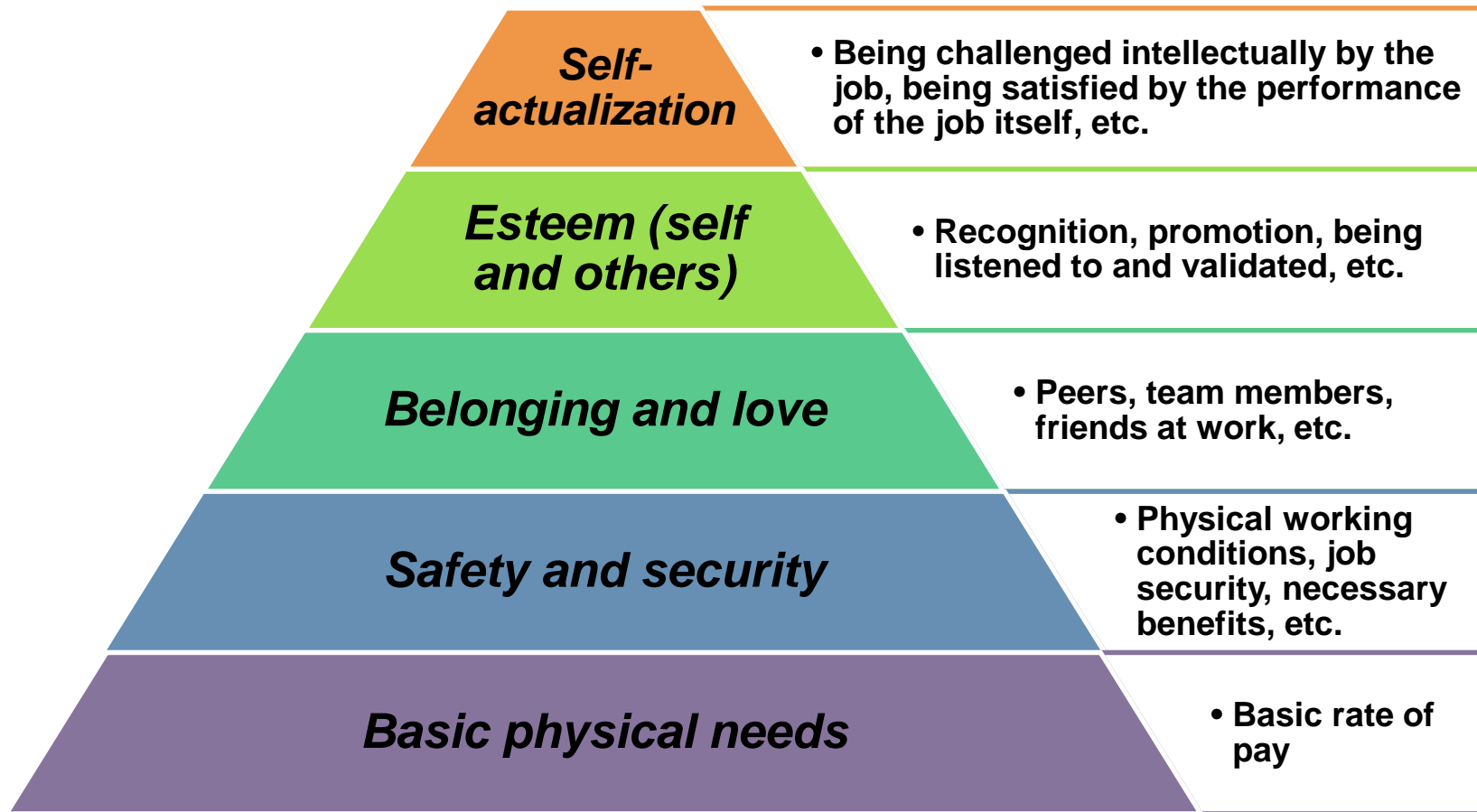
† Edmondson, A. "Psychological Safety and Learning Behavior in Work Teams." *Administrative Science Quarterly* 44, no. 4 (December 1999): 350–383.

COMMUNICATION

- **Actually** Listening
- Honesty
- Respect
- Curious, not critical
- “I” / “we” not “you”
- Conversational turn-taking



MASLOW'S HIERARCHY OF NEEDS



TRUST / PSYCHOLOGICAL SAFETY

All of us have an image we want others to see in us

- We want to be liked and respected by peers
- We want to appear competent and capable to those who evaluate us

We often avoid situations that could put our images at risk

- We may choose not to engage in interpersonal behaviors for which outcomes are uncertain
- Outcomes are uncertain when we don't know how our actions will be perceived, or when we think they may be viewed negatively



TRUST / PSYCHOLOGICAL SAFETY

There are four specific image risks that people face at work

Ignorance

Incompetence

Negativity

Disruption

In the absence of trust / psychological safety, people pursue personal goals, not cooperative goals



TRUST / PSYCHOLOGICAL SAFETY

Ignorance

- The fear that asking questions, seeking information, or asking for help will be perceived as ignorance

Incompetence

- The fear that disclosing / admitting a mistake, or trying something that might fail, will be perceived as incompetence

Negativity

- The fear that delivering critical assessments of a group or individual's performance will be seen as negative or insulting

Disruption

- The fear that asking for feedback or assistance will be perceived as an intrusion upon others' time and good will



AGENDA

- THE IMPORTANCE OF ENGAGEMENT
- ESSENTIAL TEAM ATTRIBUTES
- INCORPORATING THE ATTRIBUTES



LAYING THE GROUNDWORK

Team leaders should be responsible for:

Establishing
a culture of
trust /
psychological
safety

Structuring a
supportive
environment

Shaping the
team's goals



ESTABLISHING THE CULTURE

Accessibility

- Leaders must be:
 - Accessible to team members
 - Needs more than lip-service to having an “open door”
 - Requires actually making oneself available when team members need access, and finding constructive ways to provide assistance
 - Personally involved in helping achieve goals
- Commitment to accessibility will need to be:
 - Reiterated
 - Replicated
 - Recognized



ESTABLISHING THE CULTURE

Fallibility

Leaders can demonstrate tolerance of failure by:

Acknowledging their own mistakes, shortcomings, or inabilities

Owning the mistakes they make in real time

Taking interpersonal risks

Not punishing failures resulting from well-intentioned risks

Soliciting (and acting upon) feedback individually and from the group



ESTABLISHING THE CULTURE

Accountability

Psychological safety should not come at the expense of accountability.

- While purposeful failure should be encouraged, team members still need to complete tasks and produce results
- Successes should be celebrated
- Performance shortcomings should be promptly and directly addressed
 - Foundation should be factual
 - Focus should be on the future, not the past
 - Leader should never stand in condemnation



STRUCTURING A SUPPORTIVE ENVIRONMENT

Power

Leaders must:

Empower those in lower-status positions (or with less confidence) to speak-up

Minimize the domineering tendencies of high-power individuals, and don't let strong voices dominate



STRUCTURING A SUPPORTIVE ENVIRONMENT

Foundational Norms

Leaders should establish the mile markers by which the team will operate

- Regular meetings
- Individual feedback sessions
- Team strengths (and weaknesses) assessments
- Implementation practice opportunities wherein team can fail (or succeed) together without negative consequence



SHAPING THE TEAM'S GOALS

Imposing v. Participating

Teams must have goals. Leaders:

- May set goals unilaterally
- May translate them from other sources
- May facilitate development within the team itself

Goals will often be established by leader or outside the team, but the team will then determine

- The pathway to achieve the goals
- Any necessary revisions to the goals that may be uncovered

Leader must ensure that goals are SMART and translatable



THE RIGHT LEADERSHIP APPROACH

Managers may not be natural leaders, and may need training and other resources

Managers must be the leaders that each team member individually needs them to be

- Employees should be managed as **they** want to be managed
- This may be different than a manager's natural management style (or the way managers would want to be managed themselves)

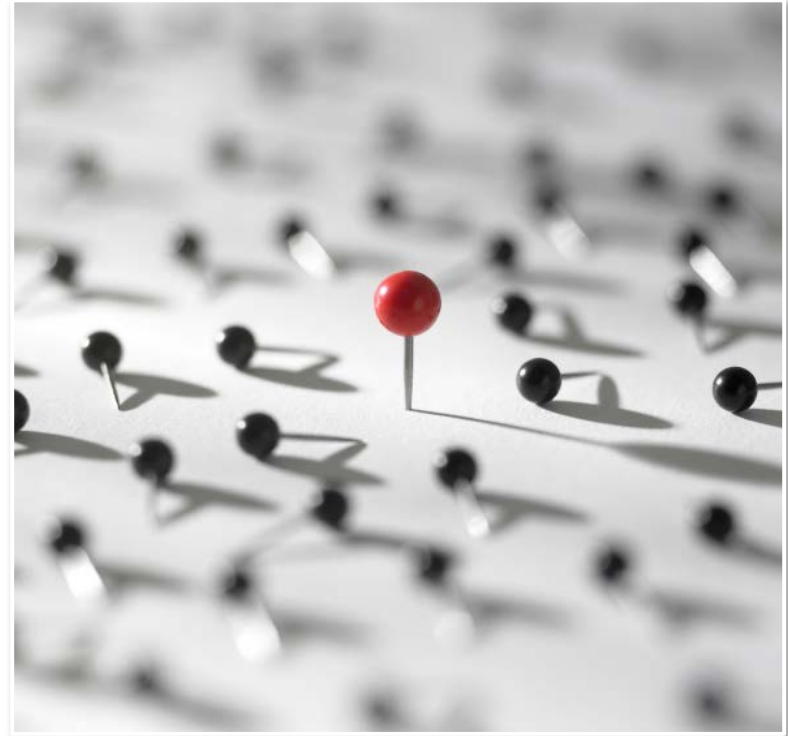
Requires that managers:

- Understand their natural leadership tendencies and behaviors
- Learn how to adapt or modify those natural tendencies and behaviors



COMMON TEAM DYSFUNCTIONS

- Lack of trust
- Poor communication/lack of healthy and relevant debate
- Lack of commitment
- Avoidance of accountability
- Ego/inattention to team results



OVERCOMING TEAM DYSFUNCTIONS

BUILDING TRUST

- Demonstrating vulnerability
- Demonstrating loyalty
- Keeping commitments

HONEST AND CLEAR COMMUNICATION

- Actively listening
- Purposely soliciting other views
- Respecting differences of opinion

MASTERING CONFLICT MANAGEMENT

- Keeping conflict in perspective
- Avoiding condemnation
- Role clarification

PRACTICING ACCOUNTABILITY

- Admitting mistakes
- Seeking and valuing honest feedback
- Challenging those who aren't contributing

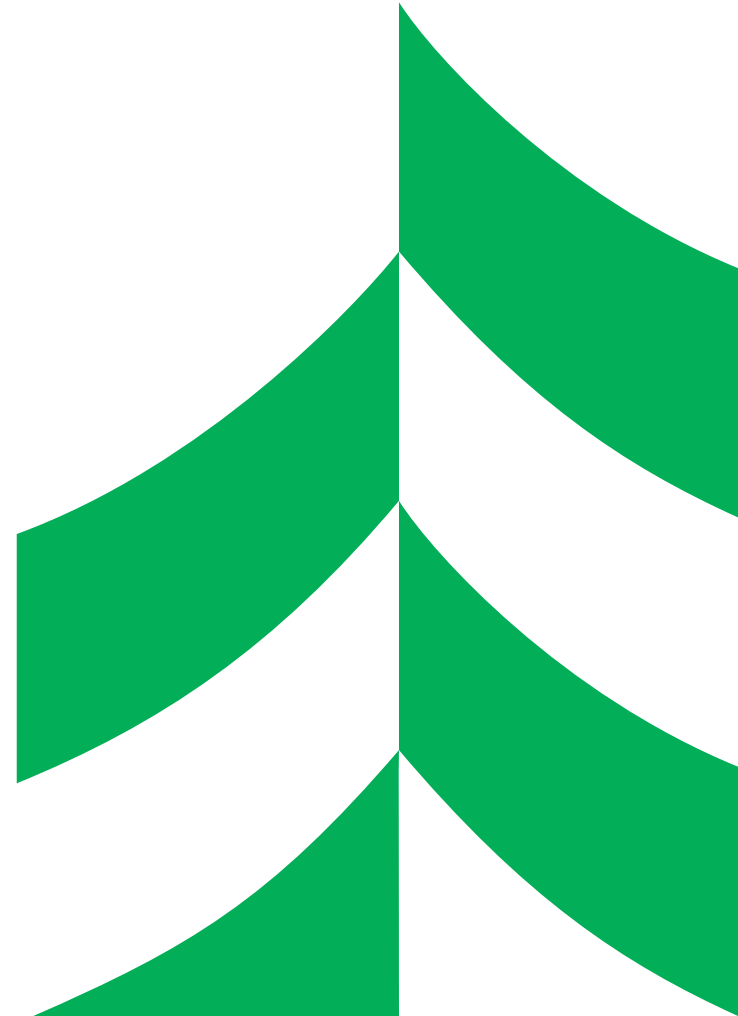


QUESTIONS

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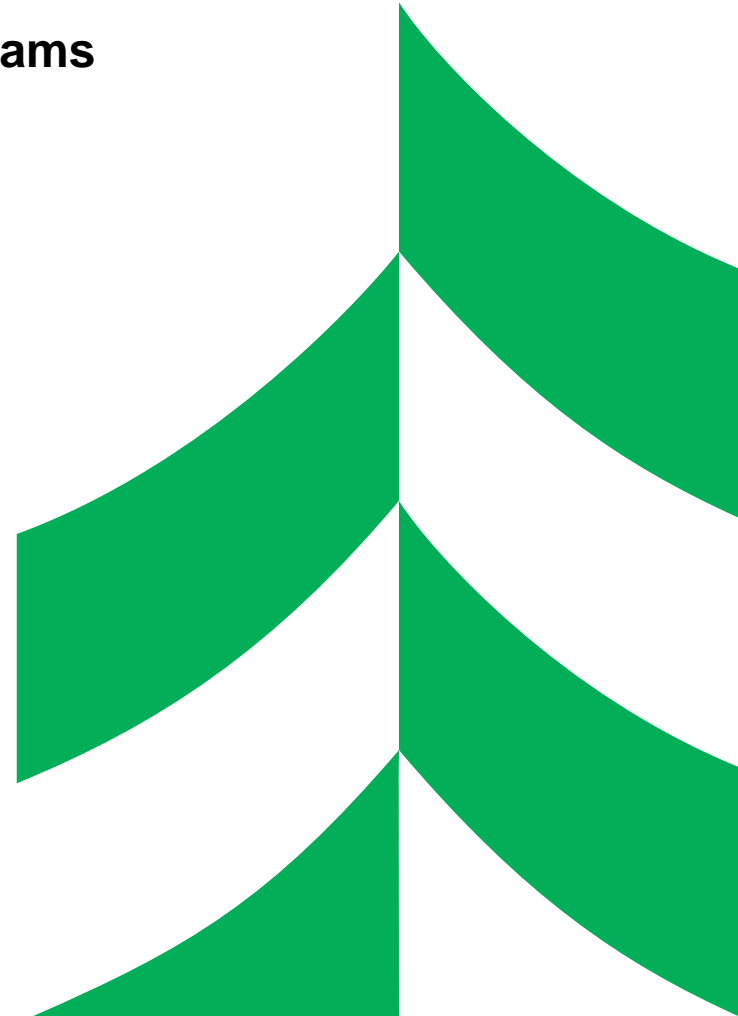
Supplemental materials for project-oriented teams

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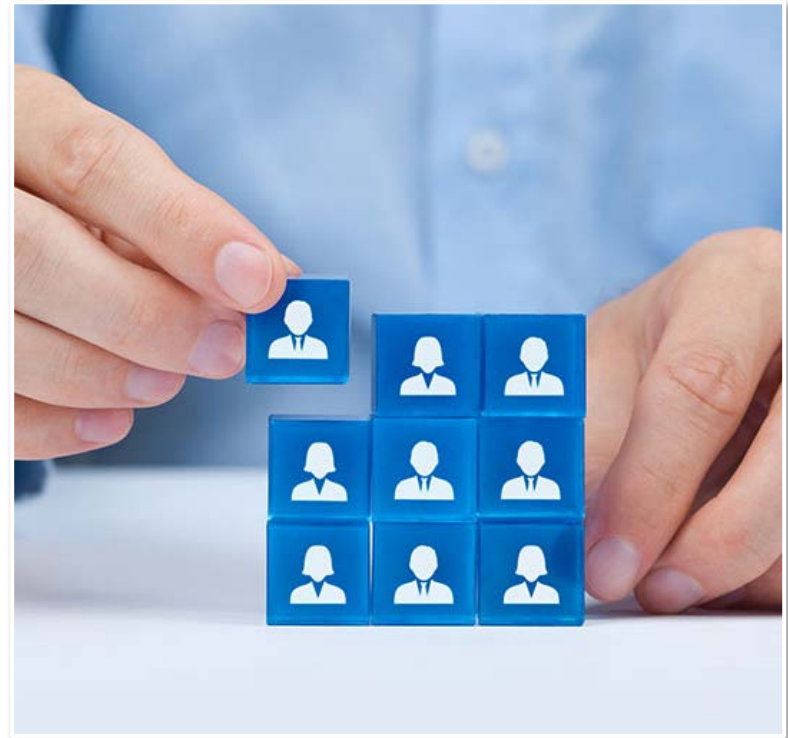
BUILDING THE TEAM



BUILDING THE TEAM

CONSIDERATIONS

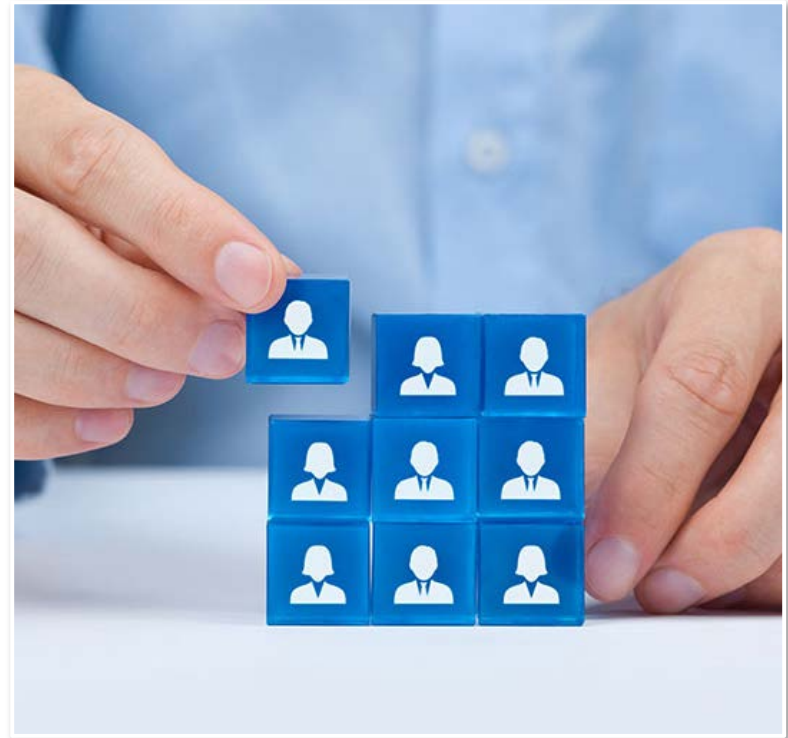
- Why is a team needed, rather than individual performer(s)?
 - Teams can be less efficient than individuals
- What does the team need to accomplish, and when does it need to be accomplished by?
 - For there to be any chance of success, goals must be clearly / objectively defined, and timelines must be established
 - The goals and timeline will determine team size, the specific roles that need to be filled, and who may be best (or available) to fill those roles



BUILDING THE TEAM

CONSIDERATIONS

- Will the goal(s) of the team result in change for others?
 - Who will be the biggest resistors, and will inclusion of any of them on the team turn them into advocates?
 - Who will be most respected by those impacted by the change?
- Are there any political considerations that might influence membership?



BUILDING THE TEAM

- What skills are needed?
 - Technical expertise
 - Interpersonal / communication skills
- What personality types are important?
 - Collaborators v. decision makers
 - Idea people v. application people
- How can the greatest diversity be achieved?
- How will participants be sourced?
 - Solicit participants
 - Designate participants



BUILDING THE TEAM

- It's possible to have too much of a good thing
 - Team size effects productivity and efficiency
 - Some experts believe groups of more than **12 are too large** and can become counterproductive
 - Having one large implementation or guiding team with **subcommittees** is a viable option when trying to capitalize on a number of resources
 - Each member of the team should:
 - Have a specific reason for being included
 - Have a role that is large enough to justify inclusion



BUILDING THE TEAM

- Delegating roles within team:
 - Team Leader
 - Team Facilitator
 - Team Member
 - Team Recorder
- Additional, natural roles may emerge such as:
 - Information seeker
 - Harmonizer



DISC

The foundation for the DISC model comes from the work of a Harvard psychologist named Dr. William Moulton Marston in the 1920's. He developed a theory that people tend to develop a self-concept based on one of four factors:

- Dominance
- Inducement/Inspiring
- Steadiness/Supportive
- Compliance/Cautious

Marston's theories form the basis on which DISC assessments and reports are built.



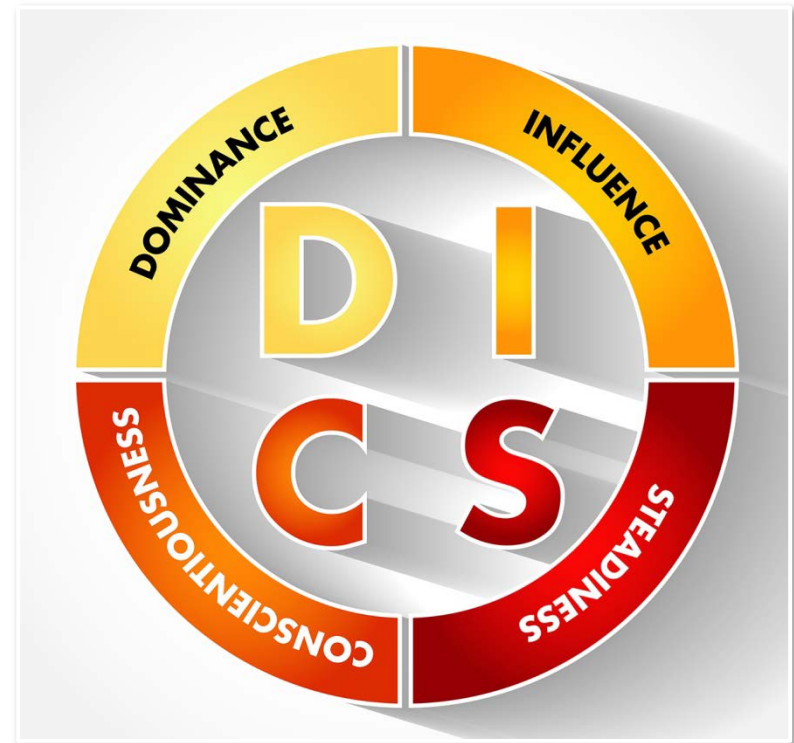
ROLES + DISC

Leader → Dominance

Facilitator → Inducement/Inspiring

Member → Steadiness/Supportive

Recorder → Compliance/Cautious



BUILDING THE TEAM – ROLES

TEAM LEADER

- Role model and “coach” for team
- Business Analyzer – focuses on ROI and alignment with organization
- Barrier buster
- Strong communicator
- Dominate personality

FACILITATOR

- Brings together necessary tools, information and resources
- Facilitates group efforts
- Customer advocate
- Inspiring Personality



BUILDING THE TEAM – ROLES

TEAM MEMBER

- Carries out tasks as promised
- Shares opinions and information; makes suggestions
- listens to other members
- Contributes without dominating
- Supportive personality

RECORDER

- Objectively and accurately records key points of team discussion and decisions
- Works best when role is combined with Team Facilitator
- Cautious personality



STAGES OF TEAM DEVELOPMENT

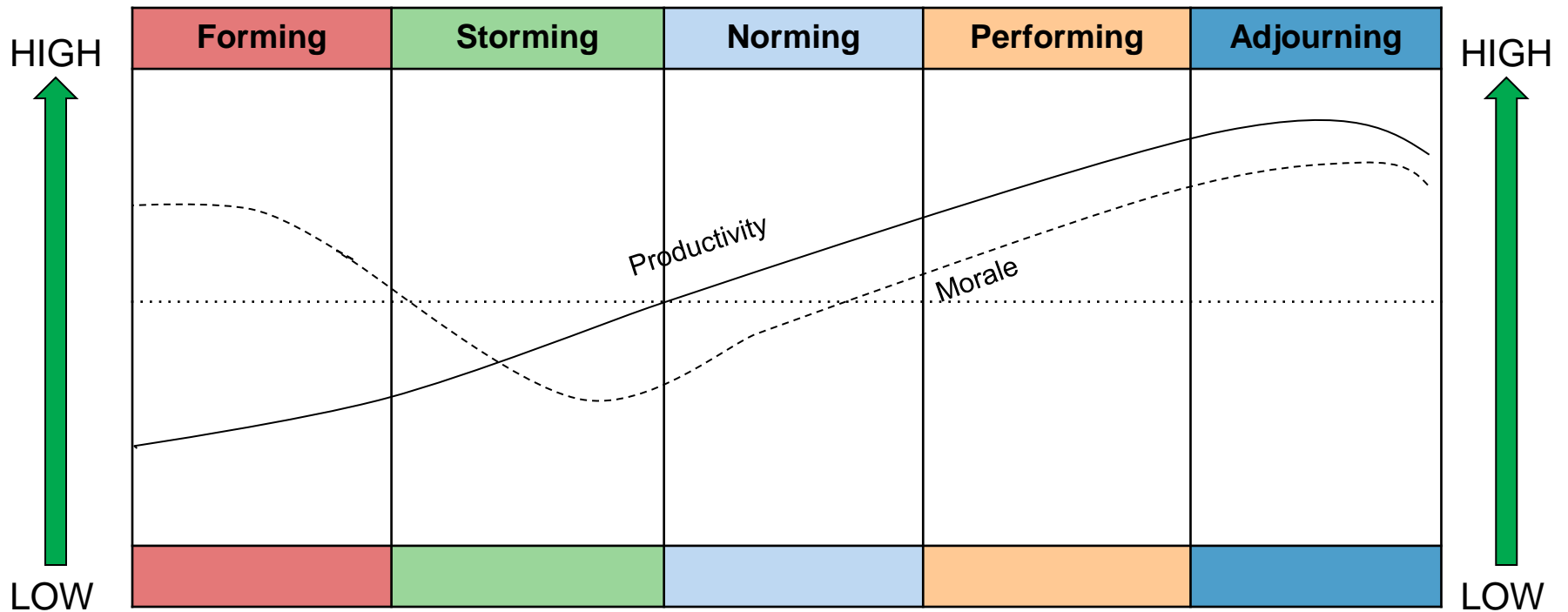


STAGES OF TEAM DEVELOPMENT

- Understanding the basics of team development will result in stronger leadership and higher performance
- Team development first studied formally in 1965
 - Known originally as the “Tuckman’s Principles”
 - Forming
 - Storming
 - Norming
 - Performing and
 - Adjourning



STAGES OF TEAM DEVELOPMENT



STAGE ONE: FORMING

CHARACTERISTICS

- Tentative, polite conforming behavior (good for cautious personalities)
- High expectations
- Lack of clarity about roles and responsibilities
- Dependence on leader for direction
- Testing of boundaries
- Low production
 - Confusion regarding roles and responsibilities and dependence on leader results in inefficiencies



STAGE ONE: FORMING

NEEDS AT THIS STAGE

- Understanding of team's purpose and values
- Agreement on goals, roles and manner of work
- Agreement on communication, decision-making and accountability
- Empowerment
 - Team must understand its scope of authority
- Establish team members' equal influence and value to the team
 - Icebreaker/Inclusion activities



FORMING – FOCUSING THE TEAM

- Fundamental questions must be answered:
 - *Why are we all here? (Mission)*
 - *What do we want to accomplish? (Goals)*
 - *What are the ground rules? (Values)*
 - *How will the work get done? (Processes)*
 - *How can each team member contribute? (Roles)*
 - *What resources do we need to achieve our goal?*
 - *When do we expect to accomplish our goal?*



FORMING – FOCUSING THE TEAM

TEAM OBJECTIVES OR ROADMAP

- Use Dominant behaviors (directing activities, setting goals, and solving problems) to help your team gain the clarity and direction they need to grow from a group of individuals to a high-performing team
- Have a document, which the team creates together, that sets forth the purpose of the team, its values, goals, processes, initiatives and the timeframe the team has to accomplish its objectives
 - For departmental/long-term teams have focused planning/goals
- Gives team members a clearer understanding of team purpose
- Helps to inform others of the team's work and purpose
- Members' involvement in creating team charter fosters commitment
- Relationship development



STAGE TWO: STORMING

CHARACTERISTICS

- Confusion and frustration about goals, individual roles and responsibilities
- Competition for control and decision-making authority
- Formation of coalitions
- Conflict often expressed through aggression or withdrawal
- Frustration due to feelings of incompetence or insecurities



STAGE TWO: STORMING

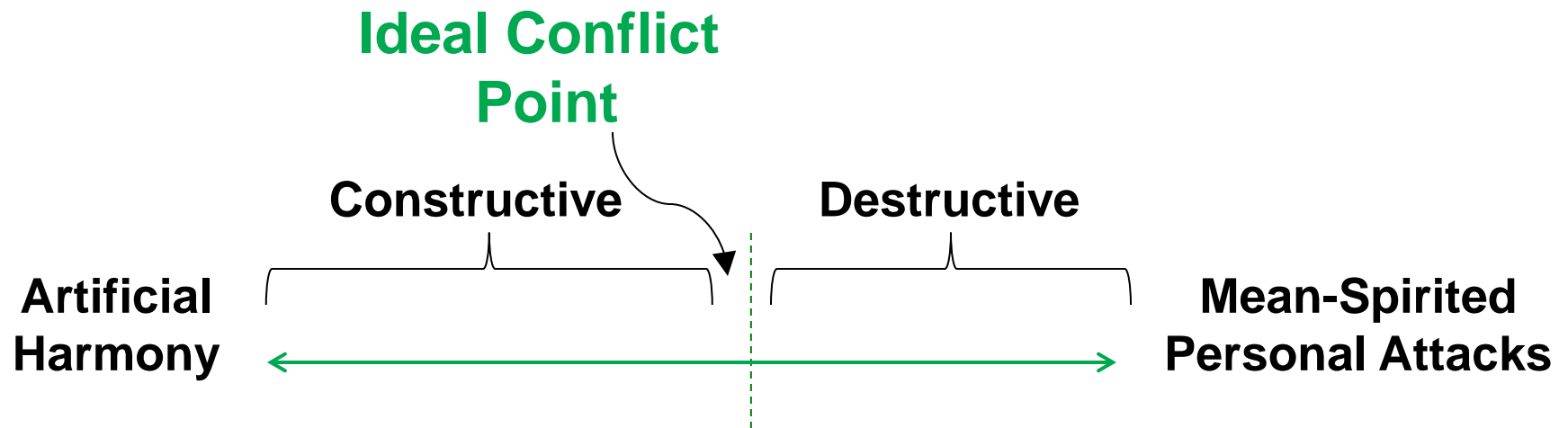
NEEDS AT THIS STAGE

- Use Cautious behaviors (asking thoughtful questions, carefully evaluating information, and developing processes) to guide your team on to the next stage of development
- Clarification of the big picture
 - Why is the team's work important; how does it fit in
- Review of the Team Charter including the team's purpose
- Development of task skills
- Encouragement (from leader; peer to peer)
- Development of conflict management skills
 - Open and honest communication
 - Appreciation of differences



STAGE TWO: STORMING

The Conflict Continuum



STAGE THREE: NORMING

CHARACTERISTICS

- Team identity or interdependence emerges
- Increased clarity and commitment to goals, tasks, roles, responsibilities and accountabilities
- Increased commitment to team values
- Greater efficiency of task accomplishment
- Growing trust, harmony and respect amongst team members
- Willingness to share control



STAGE THREE: NORMING

NEEDS AT THIS STAGE

- Encouragement to share different perspectives and explore disagreements
 - Fosters innovation - allows teams to come up with better solutions
- Encouragement of diversity of opinions
- Continued building of trusting relationships
- Increase of shared leadership
- Increase productivity
- Evaluation of team functioning



STAGE FOUR: PERFORMING

CHARACTERISTICS

- Relationships sustained by trust, respect and vulnerability
- Clear purpose, values, goals, roles and responsibilities
- Flexibility and shared leadership
 - Allows team to adapt/respond to new challenges
- Productivity, standards and morale are high
- Continuous improvement
- Appreciation of individual and team accomplishments
 - Use Inspiring behaviors (enthusiasm, cheerleading, and celebrating) to keep your team's energy up for the long haul



STAGE FOUR: PERFORMING

NEEDS AT THIS STAGE

- Empowerment (decision-making autonomy)
- Continuous improvement
- New challenges
- Recognition of individual contributions and team accomplishments



STAGE FOUR: PERFORMING EVALUATING TEAM PERFORMANCE

- Required for continuous improvement
- Helps team identify and overcome obstacles/challenges
- Acknowledge strengths as well as areas needing improvement
 - Team should agree on one or two areas of focus
- Record areas for team improvement (process v. product)
- Review/evaluate progress



PERFORMING CHARACTERISTICS TO MEASURE

- Are there changes occurring in the workplace?
 - How will people adapt to change?
 - Who are my best team players?
 - Who will pay attention to detail?
- Who are the most productive people in the department?
 - Is everyone equally motivated...or is individual attention needed?
 - Who can I rely on to get things done?
 - Is there any stress in the workplace...and how is it affecting people?



FIFTH (FINAL) STAGE: ADJOURNING

DISBAND

- The team's work has been completed
 - Another team or individual has taken over or
 - Team is forced to disband

RESTRUCTURE

- Requires repeating initial stages of team development

RENEW

- Healthy teams must be reflective to recognize and overcome past obstacles
- Review the original Team Charter
 - What parts does the team want to keep or throw out?
 - What will the team do different based on what you have learned?
 - What are the team's strengths and weaknesses?



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