

# An Overview of High-Performance Teams: Characteristics, Implementation, Leadership, Learning, and Coaching

As the world becomes more volatile, uncertain, complex, and ambiguous, it is clear to educators that the approach to teaching, learning, and leading in our schools must change if students are going to be prepared for the future world of work. To that end, the question then is, “How do we begin to make the necessary changes so that students are truly future-ready?” Research on high-performing teams indicates that *the team approach is key to rapid systemic change*. High-performing teams that respond quickly and effectively may be just what is needed to help a traditionally slow-to-change institution become more agile, effective, and future-ready. The following overview of characteristics, implementation, leadership and learning in high-performance teams applies to all organizations, not just those in the field of education.

Dr. David Clutterbuck, a renowned expert on high-performance teams and team coaching, argued in a recent video that the faster things change, the more we must focus on teams and their impact rather than solely on the individual leader. In *Coaching the Team at Work*, Clutterbuck explains that teams are powerful because they “...provide the bridges between individuals and the organization...between the need to make localized decisions and customize, and the requirement to adhere to large-scale plans and strategies” (Clutterbuck, 2020, p. xii). Furthermore, teams help meet people’s need for making social connections and they create an environment where effort, risk, and reward are a collective experience. Teams give us a shared identity where our ideas, our purpose, our stories matter. In teams we connect, converse, support, recognize, and make change (p. xiii).

It is important to recognize, however, that a team of high performing people does not necessarily yield a high-performing team. Rather, *it is teamwork driven by learning behaviors that makes high-performing teams effective*. High-performing individuals who don’t operate well together are often ineffective in making positive organizational change. In fact, in 2011 when Google’s Project Aristotle asked the

question “What makes a team effective at Google?” researchers eventually determined that there were five characteristics of effective teams, none of which had to do with seniority, tenure, or the individual performance of team members. Team effectiveness had everything to do with the team’s level of psychological safety, dependability, structure, clarity, and meaning and impact (“Understand Team Effectiveness”, n.d.).

This document is an overview of topics related to high-performance teams rather than a deep study on the subject. In truth, high-performance teams and the implementation of their work is complex and requires continuous support from knowledgeable coaches.

This overview will explore the following topics:

Part 1: Characteristics and Guidelines (p.1)

- a. Psychological Safety
- b. Structure and Clarity
- c. Dependability
- d. Meaning and Impact
- e. General Guidelines

Part 2: Implementation (p. 20)

Part 3: Leadership (p. 28)

Part 4: Change and Learning (p. 32)

Part 5: Coaching High Performance Teams (p. 36)

- a. Importance of Coaching
- b. Effective Coaching
- c. Resolving Conflict

## Part 1: The Characteristics of a High-Performance Team

Most teams are not high-performance teams. Jon Katzenbach (1994), an expert on teaming, provides a working **definition of a team**: “A small number of people with complementary skills, who are committed to a common purpose, performance goals, and approach, for which they hold themselves mutually accountable.” Yet, research shows that “...while people spend more than half of their time working in teams, significant gaps exist between what people want and what they are experiencing in terms of clarity, accountability, and leadership practices” (Diehl, et. al., 2019, p.2). These gaps are due to the following circumstances within teams:

- There is inadequate planning, lack of resources, ineffective shared leadership, and poor training (Diehl et. al., 2019, p.1).
- The level of accountability, trust, and support is lacking.
- Sharing opposing viewpoints and disagreements are not recognized as part of the team process.

To understand what makes a high-performing team, it is also important to **distinguish teams from groups**. Too often, members of groups give higher priority to their own needs and goals than they do to the goals or purpose of the group. In an effective team, the opposite is true: members of a team are willing to subordinate some or all their goals in favor of the goals and purpose of the team (Clutterbuck, 2020).

In fact, **teamwork** in high-performing teams is identified as not working in a team or on a team, but rather working as a team (Clutterbuck, 2020, p.48). A deeper exploration of the characteristics of high-performance teams may help team members avoid some of the challenges that create dysfunction and halt the progress of a team’s important work.

Psychological safety is the foundation of high-performing teams.		
Main Ideas	Overview	Additional Resources
<p><b>Psychological safety</b> allows for creativity, vulnerability, risk-taking, and the freedom to speak one’s mind. Without</p>	<ul style="list-style-type: none"> <li>• <b>Psychological safety</b> is “a shared belief held by members of a team that the team is safe for interpersonal risk taking” (Edmonson, 1999). When psychological safety is present in the way a team interacts the members of the team feel safe to be vulnerable and take risks with the ideas they contribute and the actions they take as members of the team. One researcher defines it as “the belief that you won’t be punished when you make a mistake” (Delizonna, 2017). At its core, psychological safety is a blend of trust, respect for team members’ competence, and genuine care and concern for others on the team.</li> <li>• <b>How does a team create psychological safety?</b></li> </ul>	<p><a href="#">High-Performing Teams Need Psychological Safety. Here's How to Create it.</a></p> <p><a href="#">Foster Psychological Safety in Teams</a></p>

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<p><i>psychological safety, the progress of a team is severely halted.</i></p>	<ul style="list-style-type: none"> <li>○ Fostering psychological safety is not solely the role of team leaders, but they certainly influence its presence within a team. Amy Edmonson (2020), an expert in psychological safety in teams, offers three suggestions for things team members and team leaders can do to <b>build a sense of psychological safety</b>: <ul style="list-style-type: none"> <li>▪ “Frame the work as a learning problem, not an execution problem.</li> <li>▪ Acknowledge your own fallibility.</li> <li>▪ Model curiosity and ask lots of questions.”</li> </ul> </li> <li>○ Further suggestions for <b>creating psychological safety</b> in a team include the following (Delizonna, 2017): <ul style="list-style-type: none"> <li>▪ Approach conflict in the team as a collaborator rather than an adversary.</li> <li>▪ Be respectful in all communication recognizing that everyone we speak to on the team wants to feel appreciated and competent.</li> <li>▪ Anticipate team member’s reactions and plan positive countermoves, especially when engaging in difficult conversations.</li> <li>▪ Replace blame with curiosity to defuse defensive responses and maintain an open mind.</li> <li>▪ Seek feedback on delivery of information. This conveys humility and models fallibility.</li> </ul> </li> <li>● <b>Why does psychological safety matter so much in team performance?</b> <ul style="list-style-type: none"> <li>○ Psychological safety allows members of a team to be <b>creative and take risks without the fear of retaliation or petty criticism</b>. When the freedom to be creative and take risks is present, it leads to break throughs in problem-solving and quick and efficient responses to needs.</li> </ul> </li> </ul>	<p><a href="#">What Google Learned From Its Quest to Build the Perfect Team</a></p> <p><a href="#">The Importance of Psychological Safety: Amy Edmonson Video</a></p> <p><a href="#">Building a Psychologically Safe Workplace: Amy Edmondson TEDxHGSE Video</a></p> <p><a href="#">Amy C. Edmondson.com Psychological Safety</a></p> <p><a href="#">Manager Actions for Psychological Safety from Re: Work by Google</a> (scroll down for the pdf or Google Doc)</p>

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	<ul style="list-style-type: none"> <li>○ Psychological safety must <b>be a group construct that characterizes the team</b>, not just the individuals on the team. All team members need to buy-in to the power of interpersonal trust and mutual respect as both allow them to simply be themselves as they work with their team.</li> <li>○ The Aristotle Project from Google revealed that “getting people to open up about their struggles was critical to discussing a group’s norms...<b>psychological safety and emotional conversations [are] related</b>. The behaviors that create psychological safety — conversational turn-taking and empathy — are part of the same unwritten rules we often turn to, as individuals, when we need to establish a bond. And those human bonds matter as much at work as anywhere else. In fact, they sometimes matter more” (Duhigg, 2016).</li> <li>● <b>What are other benefits of psychological safety?</b> <ul style="list-style-type: none"> <li>○ It is important to note that “Team psychological safety is <b>not the same as group cohesiveness</b>, as research has shown that cohesiveness can reduce willingness to disagree and challenge others' views...implying a lack of interpersonal risk taking” (Edmonson, 1999).           <ul style="list-style-type: none"> <li>▪ Cohesiveness promotes sameness, where team members are more likely to go along with an idea simply to avoid conflict or disagreement.</li> <li>▪ When there is true psychological safety, <b>team members expect that their ideas will be challenged, and they welcome it as part of the team’s process for making decisions.</b></li> </ul> </li> <li>○ In "High-Performing Teams Need Psychological Safety," the author Laura Delizonna (2017) notes, “When the workplace feels challenging but not threatening, teams can</li> </ul> </li> </ul>	

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	<p>sustain the broaden-and-build mode. <b>Oxytocin levels in our brains rise, eliciting trust and trust-making behavior.</b> This is a huge factor in team success” (para. 4).</p> <ul style="list-style-type: none"> <li>○ <b>Psychological safety promotes learning behaviors</b> in high-performance teams by alleviating concerns about being embarrassed or judged harshly when one makes a mistake or suggests an idea. If team members are concerned about being seen as incompetent, they may not be willing to mention errors or seek feedback, both of which are critical learning behaviors. However, if they feel respected, they will take the risk to speak up, ask for help, and make suggestions.</li> <li>● <b>How does a team determine its level of psychological safety?</b> <ul style="list-style-type: none"> <li>○ Consider <b>asking the following questions in a survey</b> and reviewing the team’s responses:           <ul style="list-style-type: none"> <li>▪ If you make a mistake on this team, is it often held against you?</li> <li>▪ Are members of this team able to bring up problems and tough issues?</li> <li>▪ Do people on this team sometimes reject others for being different or thinking differently?</li> <li>▪ Is it safe to take a risk on this team?</li> <li>▪ Is it difficult to ask other members of this team for help?</li> <li>▪ Do you ever feel like members of this team would deliberately act in a way that undermines your efforts?</li> <li>▪ Do you feel like your unique skills and talents are valued and utilized on this team? (“Understand Team Effectiveness,” n.d.)</li> </ul> </li> </ul> <p>Discuss adjustments team members can make in how they communicate and interact with each other that will help to build psychological safety.</p> </li> </ul>	

Structure and clarity are reflected in the way the team operates.		
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<p><b>Structure and clarity</b> extend beyond just having clear roles on a team. They are also about identifying the team's purpose and defining clear goals and clear plans to reach those goals and realize the purpose. Establishing clear patterns of communication are critical to the structure and clarity of the team.</p>	<ul style="list-style-type: none"> <li>• <b>How does a team establish structure and clarity?</b> <ul style="list-style-type: none"> <li>○ Structure and clarity in high-performance teams rely on the establishment of clear roles among team members. But that is only part of the picture. <b>The purpose of the team must be clear</b>, and the team must <b>establish an effective process for making decisions through clear communication practices and feedback loops</b>.</li> <li>○ The very first meetings of a high-performance team should focus not only on establishing psychological safety and identifying team members' roles, including designating the team leader, but also on creating the team goals that meet the team's purpose. <b>The best teams spend a great deal of time exploring and defining their purpose</b>. Then comes the plan to achieve that purpose, which must become something that belongs to the team collectively and individually.           <ul style="list-style-type: none"> <li>▪ These teams then transform their common purpose into specific performance goals that are meaningful, measurable, and clearly related to the purpose of the team.</li> <li>▪ It is critical that the specific performance goals relate directly to the teams' overall purpose; if not, the teams' efforts are thwarted and the performance of the team will be mediocre at best (Katzenbach &amp; Smith, 2005, p. 10).</li> </ul> </li> <li>○ Teams with effective structure and clarity engage in the following practices as they work together:           <ul style="list-style-type: none"> <li>▪ They regularly communicate the team goals.</li> <li>▪ They ensure that the team members understand the plan for achieving the goals and their individual roles in that effort, and they adjust as needed.</li> <li>▪ They make certain the team meetings have a clear agenda.</li> </ul> </li> </ul> </li> </ul>	<p><a href="#">Set Goals with OKRs from Google</a></p> <p><a href="#">How to Lead with Clarity of Purpose, Plan, and Responsibility</a></p> <p><a href="#">Clarity - The Key to a High Performing Team</a></p> <p><a href="#">3 Crucial Steps to Create Role Clarity Within Your Team</a></p>

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	<ul style="list-style-type: none"> <li>▪ They have a designated leader for the team but have flexibility with leadership as some parts of the team’s plan may call for a different team member to take the lead because of that person’s expertise and experience (Katzenbach and Smith, 2005).</li> <li>▪ They use strategies and systems to organize the team’s work such as Objectives and Key Results (OKRs) (“Understand Effective Teams,” n.d.).</li> <li>▪ They have a clear and effective decision-making process in place.</li> </ul> <ul style="list-style-type: none"> <li>• <b>What does the decision-making process look like when structure and clarity are applied?</b> <ul style="list-style-type: none"> <li>○ The team’s effective decision-making process will include the following qualities and practices:           <ul style="list-style-type: none"> <li>▪ <b>Trust</b> is a foundational part of the team’s structure, development, and process. Members of the team trust each other deeply and they feel free to express their feelings and ideas safely.</li> <li>▪ <b>Communication</b> is appropriately frequent, formalized, structured, and open. Different types of meetings, different tasks, different routines are all part of the effective communication patterns for high-performance teams. For example, the team may need regular formal meetings with agendas to get started and make some important decisions or assign tasks for individual members to complete before the next meeting. At other times, the team may need impromptu meetings to discuss something pressing, to make some adjustments to their plan and to report on their task progress.</li> <li>▪ <b>Coordination</b> concerns a common understanding about team members’ contributions as they relate to the team’s goals and priorities.</li> <li>▪ <b>Balance</b> requires that each team member gives the full benefit of their knowledge and experience. However, team members with strong personalities</li> </ul> </li> </ul> </li> </ul>	

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	<p>need to be cautious in how they interact with their team and avoid taking over or dismissing the ideas or views of others.</p> <ul style="list-style-type: none"> <li>▪ <b>Mutual support</b> is demonstrated through a cooperative rather than a competitive frame of mind where team members focus on assisting each other and developing each other's ideas.               <ul style="list-style-type: none"> <li>• Mutual support works best when team members focus on success and see failures as learning experiences.</li> <li>• A key to mutual support is the ability to play to people's strengths and values in work assignments. This means that team members must operate with a strong sense of self-awareness and know what energizes them. They also need to be aware of what energizes the other members of the team and trust that team members will support each other as needed.</li> </ul> </li> <li>▪ <b>Conflict resolution</b> entails recognizing that in a team there is potential for conflict and the team needs to expect it and plan for how to address it. This approach requires a high level of respect and trust to execute effectively. Conflicts will happen, and they can be an effective means to move things forward or change directions as needs arise.</li> <li>▪ <b>Collaborative problem-solving</b> is critical to teamwork. Knowing when and how to solve problems as a team is an important part of the high-performance team experience.</li> <li>▪ <b>Collective effort</b> is the hallmark of structure and clarity. The real work the team does is the result of a collective effort where everyone on the team, including the leader, contributes in meaningful and concrete ways to the team's product.</li> <li>▪ <b>Goal setting and performance management</b> are crucial to the team's work output. Goals must be clear from the start. The team leader can head up this</li> </ul>	



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	<p>task, but the whole team must provide input. Managing the performance requires a clear explanation of the expected performance and a feedback loop where team members give and receive feedback based on their performance.</p> <ul style="list-style-type: none"> <li>▪ <b>Planning and task coordination</b> are also vital to the high-performance team. This will require balance and focused effort to determine the plan for how to proceed. What tasks will need to be completed before the next can begin? Who is best suited for each task? What sequence of task completion makes the most sense for what the team is trying to accomplish?</li> </ul>	

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<p><i><b>Dependability</b> is reflected in a clarity about the roles and responsibilities of team members and the ways in which they contribute to the team.</i></p>	<ul style="list-style-type: none"> <li>• <b>What is dependability and how does a team create it?</b> <ul style="list-style-type: none"> <li>○ Knowing that we can count on our teammates to do what they said they would do is an important part of high-performance teams. Teams with high levels of dependability have team members who complete high-quality work on time. To encourage dependability, it is important that teams develop plans for their projects that are concrete, clear, and allow for transparency in every team member's contribution. (Some of the practices that create dependability are closely connected to developing psychological safety, structure, and clarity.)           <ul style="list-style-type: none"> <li>▪ To foster dependability, the team's <b>sense of purpose</b> must be clear. The team's collective goals align with their purpose and motivate them to work hard and work together. Everyone on the team understands the goals and knows what is expected of them.</li> <li>▪ <b>Clear roles</b> are also important. Everyone understands and is committed to the individual roles on the team, especially when those roles evolve as the team's work progresses. The team's collective effort to reach their performance goals reflect their understanding of their roles (Clutterbuck, 2020).</li> </ul> </li> <li>○ When someone doesn't follow through with a commitment, the team holds that person accountable in a supportive way by asking questions rather than making accusations. Asking questions such as the following will help the team member feel supported, rather than criticized and will encourage that team member to finish the work.           <ul style="list-style-type: none"> <li>▪ How can we help you?</li> <li>▪ What challenges are you facing in completing this task?</li> <li>▪ What resources do you need to finish this task?</li> </ul> </li> </ul> </li> </ul>	<p><a href="#">Team Effectiveness Discussion Guide from Re: Work by Google</a> (scroll down for the guide)</p> <p><a href="#">How to Ensure Dependability in High-Performing Teams</a></p> <p><a href="#">Dependability: Keys to Team Performance</a></p> <p><a href="#">Conscientiousness: This Personality Trait Predicts Success</a></p> <p><a href="#">Are you a team player? Quiz from Psychology Today</a></p>

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	<ul style="list-style-type: none"> <li>• <b>What behaviors promote dependability on a team?</b> <ul style="list-style-type: none"> <li>○ Team members develop more dependability in the collective team effort as they practice <b>conscientious behaviors</b>. Even if team members struggle with some conscientious behaviors, understanding their importance and striving to employ them will increase the sense of dependability of the team. Note the following conscientious behaviors:           <ul style="list-style-type: none"> <li>▪ Being organized,</li> <li>▪ Showing up at the designated time,</li> <li>▪ Planning ahead,</li> <li>▪ Following through with tasks and commitments,</li> <li>▪ Working hard even when the work is challenging,</li> <li>▪ Controlling impulses.</li> </ul> </li> <li>○ <b>High-performance teams with strong dependability</b> consistently maintain and evolve “a climate that encourages and achieves a level of effective collaboration that meets or exceeds stakeholder expectations” (Clutterbuck, 2020, p. 68). Team members achieve high levels of dependability when the team has the following practices in place:           <ul style="list-style-type: none"> <li>▪ A positive and safe working climate.</li> <li>▪ Solid communication practices.</li> <li>▪ Shared goals that take precedence over their individual goals.</li> <li>▪ A constructive approach to conflict (Richards et. al., 2012).</li> <li>▪ A proactive rather than reactive response to challenges.</li> <li>▪ Pre-planned for likely hurdles, so the team is not sidetracked by them.</li> <li>▪ A nimble response in meeting the needs in their organization.</li> <li>▪ A clear focus on their purpose instead of being distracted by emergencies (Stewart Leadership, n.d., p. 2).</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ <b>Dependability thrives</b> in a team when the following practices are in place.           <ul style="list-style-type: none"> <li>▪ <b>Establishing a common vocabulary</b> will define the team behaviors and norms the team hopes to foster in the school or organization. The efforts and dependability of team members are supported through positive norms about sharing the workload and giving team tasks priority.</li> <li>▪ <b>Creating a forum to discuss the team's dynamics</b> will allow for team members to talk about subtle issues in safe, reflective, and constructive ways. Pausing regularly to ask, "How are we doing as a team? What do we need to do better? How can we help each other be successful and reach our goals?" is a meaningful way to empower team members to increase their level of dependability. <b>Evaluating the team's level of cohesion</b>, or sticking together, should be part of this conversation. Cohesion consists of three elements:               <ul style="list-style-type: none"> <li>• how well the team members get along,</li> <li>• how committed they are to the team's task, and</li> <li>• how proud they are to be part of the group (Mullen &amp; Copper, 1994).</li> </ul> </li> <li>▪ <b>Inviting leaders to model and seek continuous improvement</b> will not only help the team feel supported, but also put into practice the team's common vocabulary. In effect, the team is looping in their supervisor and asking for external support, which is important for the team's success ("Understand Effective Teams," n.d.).</li> <li>▪ <b>Being accountable to each other</b> both individually and collectively is really about the sincere promises that team members make to themselves and to the members of their team to follow through on their contributions to the team's</li> </ul> </li> </ul>	

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	<p style="text-align: center;">effort. Accountability is based on trust and commitment (Katzenbach and Smith, 2005).</p> <ul style="list-style-type: none"> <li>○ At the heart of dependability is the concept of being a team player. <b>Team players</b> exhibit the following characteristics:           <ul style="list-style-type: none"> <li>▪ They pick up a team colleague's overload.</li> <li>▪ They welcome and build upon other people's ideas.</li> <li>▪ They mentor their colleagues.</li> <li>▪ They share the recognition for the team's accomplishments.</li> <li>▪ They subordinate their own priorities to those of the team.</li> <li>▪ They prefer to work alongside their teammates.</li> <li>▪ They consult with their teammates and others frequently.</li> <li>▪ They prefer to make decisions by consensus.</li> <li>▪ They adjust their pace to match that of the team.</li> <li>▪ They feel pride in the accomplishments of the team (Clutterbuck, 2020, p. 51).</li> </ul> </li> </ul>	

Meaning and impact motivate members of high-performance teams.		
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<p><i>Team members are motivated when they <b>find meaning</b> in their work and when they <b>see the impact</b> their work is making on their organization.</i></p>	<ul style="list-style-type: none"> <li>• <b>Meaning in high-performing teams is deeply connected to purpose and motivation.</b> Work that is personally significant to individual team members, motivates and sustains their passion for what they are trying to accomplish.</li> <li>• If team members don't have a clear reason for doing something, their efforts may seem futile. Knowing the “<b>why</b>” <b>behind work is a powerful motivation</b> to keep at it, even when the work is challenging.</li> <li>• <b>A clear reason for existing and a clear direction can both energize and ignite the imaginations of team members.</b> High-performing teams embrace values that they are passionate about and that are aligned with that of the stakeholders. When team members selflessly work together toward shared goals while leveraging and developing each other's strengths, a team is considered high performing (Clutterbuck, 2020).</li> <li>• Some team behaviors that help to promote meaning for the team include the following:             <ul style="list-style-type: none"> <li>○ Making regular time for team members to provide <b>authentic positive feedback</b> to one another,</li> <li>○ Recognizing teammate's outstanding work and <b>offering help</b> when they need it, and</li> <li>○ <b>Expressing gratitude</b> for others on the team who are helpful.</li> </ul> </li> <li>• The positive impact that a team's work can potentially render motivates the team to persevere through setbacks and challenges to realize their goals. Where <b>meaning provides a personal, internal motivation, impact is driven by potential external outcomes</b> that are a direct result of the team's work.</li> <li>• When administrators or managers are choosing people for a team, it is important to sincerely</li> </ul>	<p><a href="#">Motivating Employees Through a Deeper Sense of Purpose</a></p> <p><a href="#">KPMG Purpose, an example of purpose culture</a></p> <p><a href="#">Putting Purpose to Work: A study of purpose in the workplace</a></p>

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	<p>convey that the need for this team is urgent and that their work will have a significant impact. <b>High-performance teams “need to believe that the team has urgent and worthwhile purposes...</b>the more urgent and meaningful the rationale, the more likely it is that the team will live up to its performance potential” (Katzenbach &amp; Smith, 2005, p. 5).</p> <ul style="list-style-type: none"> <li>• Dr. David Clutterbuck (2020) identifies the following factors in his PERRIL Model that affect the team’s ability to have a real and sustaining impact: <ul style="list-style-type: none"> <li>○ <b>Externally facing systems and processes:</b> The way the team interacts with external stakeholders can affect the team’s level of success, especially in terms of the team’s management of conflicting expectations or its ability to glean resources.</li> <li>○ <b>Relationships within the team:</b> Trust, respect, and concern for each other will strengthen a team’s level of collaboration and performance. High-performing teams have strong collaborative relationships with each other.</li> <li>○ <b>Learning and development:</b> High-performance teams take an active role in supporting team members’ development as they work together to develop a culture of continuous improvement with the aim of having a positive impact on their organization.</li> <li>○ <b>Performance Measurement:</b> Katzenbach and Smith (2005) also suggest that the team measures their own performance by assessing what they have produced collectively. This requires an honest assessment of progress, genuine feedback, and a level of humility.</li> </ul> </li> <li>• To have the greatest impact, high-performance teams engage in the following actions: <ul style="list-style-type: none"> <li>○ Co-create a <b>clear vision</b> that indicates how the work of each team member contributes directly to the team’s goals.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ <b>Reflect regularly</b> on the team's work and the impact it is having on the organization and those it serves.</li> <li>○ Employ an <b>evaluation method that invites regular feedback</b> from those impacted by the team's work.</li> </ul>	



**Research identifies general guidelines for creating and sustaining high-performing teams.**

Main Ideas	Overview	Additional Resources
<p><i>Several experts in the development and coaching of high-performance teams and cite <b>lists of characteristics and practices to guide the creation of teams.</b> The types of people who are good candidates for high-performing teams generally have <b>a set of skills and personality traits that will complement the team.</b></i></p>	<ul style="list-style-type: none"> <li>• Experts in developing high-performing teams provide several lists of characteristics and practices of high-performing teams. Several of these lists are in the Resources section of this table and some of the highlights of these lists are included below.</li> <li>• <b>What are some things to keep in mind when forming teams?</b> <ul style="list-style-type: none"> <li>○ <b>High-performing teams are generally not larger than ten members.</b> Larger teams usually produce only “superficial missions and well-meaning intentions that cannot be translated into concrete objectives” and meetings quickly become frustrating and feel like chores (Clutterbuck, 2020, p.10).</li> <li>○ <b>Team members must be mature.</b> They need to be self-aware and able to look through an objective lens where they can consider their own values and beliefs as well as those of others. Adults who only follow their personal ideas are not good candidates for teams. Consider the following questions when forming teams:           <ul style="list-style-type: none"> <li>▪ How close to each other in personal maturity are the candidates for this team?</li> <li>▪ What will be or what is the impact of their level of maturity on how they work together?</li> <li>▪ Is the team’s collective level of maturity commensurate with the purpose of the team? (Clutterbuck, 2020, p. 56)</li> </ul> </li> <li>○ <b>A diverse team’s ability to achieve its goals is directly affected by the resources available to the team</b> such as time, money, space, and the organization’s historical narrative. When there is a lack of any of these resources, the efforts of a team are stalled.</li> <li>○ <b>Teams need to be fluid enough to welcome new members.</b> The original team</li> </ul> </li> </ul>	<p><a href="#">PERILL Model - Beyond Team Coaching: Coaching Teams of Teams</a></p> <p><a href="#">15 Characteristics of High-Performance Teams</a></p> <p><a href="#">Characteristics of a High-Performing Team</a></p> <p><a href="#">5 Things High-Performing Teams Do Differently</a></p> <p><a href="#">Top 4 Characteristics of High-Performing Teams</a></p>

**Research identifies general guidelines for creating and sustaining high-performing teams.**

Main Ideas	Overview	Additional Resources
	<p>members cannot be so set on maintaining the original team that they cannot welcome anyone new to participate. Inevitably, the members of the team will change over the course of time. Effective high-performing teams adjust to these changes and continue to welcome new team members as needed.</p> <ul style="list-style-type: none"> <li>• <b>What specific skills do team members need to work best in a high-performance team?</b> <ul style="list-style-type: none"> <li>○ Teams must also <b>develop a mix of complementary skills</b> that are necessary to do the team's job. It is important to note that members of the team who have some of the following skills will develop them further as the high-performing team proceeds:</li> <li>○ <b>Technical or functional expertise</b> <ul style="list-style-type: none"> <li>▪ Team members need to not only be diverse in life and experience, but also bring with them technical skills and knowledge that contribute to the purpose of the team.</li> </ul> </li> <li>○ <b>Problem-solving and decision-making skills</b> <ul style="list-style-type: none"> <li>▪ Teams need to be able to identify the problems they face and the opportunities they encounter to move forward.</li> <li>▪ In some organizations, the problems are easy to identify. Sometimes the causes of those problems are also evident, but the solutions to those problems can be difficult to realize because of a lack of resources. For example, employees may be over worked and lack the mental and physical capacity to accomplish the necessary workload properly, or they lack necessary funding to sustain the team's effort over time.</li> <li>▪ Also, high levels of commitment and passion can be thwarted by guilt at not being able to address a problem because it is systemic or extends beyond the reach of the team. These are real circumstances that must be considered and</li> </ul> </li> </ul> </li> </ul>	

**Research identifies general guidelines for creating and sustaining high-performing teams.**

Main Ideas	Overview	Additional Resources
	<p>addressed for teams to achieve a high-performance level.</p> <ul style="list-style-type: none"> <li>○ <b>Interpersonal skills</b> <ul style="list-style-type: none"> <li>▪ One of the founding principles of high-performing teams is that they are built on trust and communication.</li> <li>▪ Research published in the <i>Harvard Business Review</i> suggests that individuals on high-performing teams find effective ways to build strong, authentic relationships with one another (Friedman, 2021, p. 2).</li> <li>▪ Creating a culture where team members can authentically connect with each other and build trusting relationships is key to creating high-performing teams.</li> <li>▪ According to Katzenbach and Smith (2005), “Common understanding and purpose cannot arise without effective communication and constructive conflict” and both rely on interpersonal skills (p.14).</li> </ul> </li> <li>○ <b>Skills can be developed.</b> While it is easy to overemphasize specific skills needed or to simply choose people in certain positions when gathering a team, <b>skills can be developed as the team works together.</b> In fact, “teams are powerful vehicles for developing the skills needed to meet the team’s performance challenge. Accordingly, team member selection ought to ride as much on skill potential as on skills already proven” (Katzenbach &amp; Smith, 2005, p.14). The potential to develop the needed skills that a team candidate possesses is as important as the skills he or she already has.</li> <li>● <b>What are the stages of team development?</b> <ul style="list-style-type: none"> <li>○ Dr. Bruce Tuckman, a psychologist and researcher whose work focused on group</li> </ul> </li> </ul>	

Research identifies general guidelines for creating and sustaining high-performing teams.		
Main Ideas	Overview	Additional Resources
	<p>dynamics, developed a list of four stages that people undergo as they form a team. While other researchers have given the stages different names and varied descriptions, the stages are generally consistent across most teams. High-performance teams are no exception. The stages Tuckman identified are as follows:</p> <ul style="list-style-type: none"> <li>▪ <b>Stage 1:</b> In this stage, as the team is forming, individuals get to know each other and learn about what it is they are to accomplish with their work as a team. This is the stage where the seeds of psychological safety are established, where team members learn to trust each other by engaging in trust-building behaviors.</li> <li>▪ <b>Stage 2:</b> This stage is typically a bit rocky in that team members may challenge each other or the team leader as they are figuring out how to work together. This is the stage where team members learn to manage conflict, listen to each other, focus on their collective goals, and work through their challenges as a team.</li> <li>▪ <b>Stage 3:</b> This is where the team really begins to develop. The members of the team establish norms that everyone is comfortable with. They celebrate each other's differences, skills, and strengths and recognize the potential contributions of each member of the team. The leader begins to act as a coach and leads by example in sustaining and maintaining the psychological safety of the group.</li> <li>▪ <b>Stage 4:</b> The team is fully functioning at this point in the journey. The team members have strong working relationships and open communication with one another. They can disagree and challenge each other in respectful and constructive ways. The leader continues to coach the team as they all share the work.</li> </ul>	

Research identifies general guidelines for creating and sustaining high-performing teams.

Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>▪ <b>Stage 5:</b> Rikards and Moger (1999) extend Tuckman’s model of team development with respect to high-performance teams “outperforming” what an average team might do. The high-performing team exceeds expectations.</li> </ul>	

## Part 2: Implementation and High-Performance Teams

Implementation is critical to meeting a team’s goals and achieving its purpose (Metz, et. al., 2020). It is not a one-time event or something that gets done in a weekend. Rather, **implementation is a process, a set of specified activities or tasks that require multiple decisions, actions, course corrections, and adjustments** to change the very situations, conditions, structures, or processes necessary to fully implement what a team set out to accomplish in the first place.

There is limited research on implementation in the field of education. Often, implementing initiatives or strategies deeply is difficult in districts and schools. A research-based program that worked at one district or school has the potential to work at another if the implementation process is led by a high-performance team that follows the science of implementation. Too often, however, new programs that sounded great to begin with fall flat because there isn’t enough of a commitment among educators, nor is there a change in beliefs or mindsets to follow through, even when there are enough resources and training in place to support the effort for the long haul.

Implementation is complex, and quality implementation is key to enacting real change. The consequences of not implementing effective research-based practices directly impacts students. Indeed, “...in schools, the slow rate of transfer has high-stakes implications. The longer educators wait, the more difficult it is to close achievement gaps. To better ensure success for all students, it is incumbent upon educators to take what is known from educational research and find ways to apply it meaningfully in the context of their school environments” (Donohoo & Katz, 2019, p. 6). Quality implementation in schools is truly about doing what needs to be done for long enough to figure out how it will positively impact students.

The following section first defines quality implementation and then explores the behaviors and practices that characterize effective implementation that can be sustained. This discussion is followed by an exploration of the stages of implementation: exploration, installation, initial implementation, full implementation, and sustainability.

Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
<i>Implementation research has identified specific stages of implementation. Note, again, that this is a <b>complex process</b></i>	<ul style="list-style-type: none"> <li>• <b>Once a team is formed, how do they implement what they have set out to accomplish?</b> <ul style="list-style-type: none"> <li>○ The following six practices are important for quality implementation. As the team and organization proceed with the implementation, they regularly monitor their level of efficiency with each of these practices.                             <ul style="list-style-type: none"> <li>▪ Develop and communicate a shared vision of the intended change.</li> </ul> </li> </ul> </li> </ul>	<a href="#">Developing and Sustaining High-Performance Work Teams</a>

<b>Implementation is critical to making and sustaining change.</b>		
Main Ideas	Overview	Additional Resources
<p><b><i>and trained coaches are essential for successful implementation of the work of the team.</i></b></p>	<ul style="list-style-type: none"> <li>▪ Establish an action plan and provide resources.</li> <li>▪ Invest in professional learning.</li> <li>▪ Monitor progress throughout implementation.</li> <li>▪ Provide continuous assistance.</li> <li>▪ Create a context of supportive change.</li> </ul> <p>○ The National Implementation Research Network (NIRN) studies the science of implementation. Their research shows “<b>achieving intended outcomes through implementing a well-constructed, well-defined, well-researched program can be expected to take 2 to 4 years</b>” (“Active Implementation Hub, n.d.). As such, specific practices and behaviors that characterize quality implementation are necessary for embracing and utilizing new ways of doing things and creating real change in organizations.</p> <ul style="list-style-type: none"> <li>▪ Donohoo and Katz (2019) define <b>quality implementation</b> “...as a process through which the evidence-based promises of improvement-oriented interventions get realized in practice. The process involves a critical mass of people in any given organization doing their best to apply and experiment with <i>what’s supposed to work</i>, assessing impact relative to the intended outcomes, learning about what worked and what did not work and why within respective contexts, and then making the necessary modifications accordingly” (p. 4).</li> </ul> <p>○ Donohoo and Katz (2019) argue that enacting quality implementation requires the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Accounting for complex contextual factors.</b> Something that worked in one</li> </ul>	<p><a href="#">High-Performing Teams Start with a Culture of Shared Values</a></p> <p><a href="#">Three Lessons on High-Performing Teams from TED Talks</a></p> <p><a href="#">Managers: The Secret Sauce to Building High-Performing Teams</a></p> <p><a href="#">Implementing Strategies Rubric from Kamm Solutions</a></p> <p><a href="#">Implementation Stages from NIRN</a></p> <p><a href="#">A Practice Guide to Supporting Implementation</a></p> <p><a href="#">Voices from the Field: Implementation Stages video</a></p>

Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
	<p>place may not automatically work somewhere else. There are factors in the context of the school, the classroom, the community, the staff and more that must be considered as they affect the nature of the educators' beliefs about their own ability to create real change.</p> <ul style="list-style-type: none"> <li>▪ <b>Transformational shifts in educators' beliefs.</b> Recognizing and accepting that there are better ways to do things and making new research-based practices a permanent part of one's classroom requires a shift in beliefs. Specifically, a commonly held misguided belief in educators is that they lack the collective capability to have any greater impact on their students than that of their students' homes and communities, especially when students face the challenges of poverty.</li> <li>▪ <b>Collective efficacy as belief.</b> Educators must believe that they have the skills and abilities to put into the place the practices that really work. When collective efficacy is lacking—the educators don't believe they can make an impact or they have low expectations of their students—the results are poor, which only discourages practitioners from continuing to try. When it is present, it can have a significant impact on student achievement. Bandura (1988) argues “unless people believe they can produce desired effects by their actions they have little incentive to act” (p. 52).</li> <li>▪ <b>Collective efficacy as motivation.</b> When teams of people set goals to meet their purpose, they are motivated to act, work harder, reflect on their success, and revise their strategies to achieve their goals. The stronger the team's belief in their ability to have an impact for good, the better their effort and the more challenging their goals. Goals are important to creating optimal conditions for</li> </ul>	<p><a href="#">Voices from the Field: Installation Stage 2 video</a></p> <p><a href="#">Voices from the Field - Initial Implementation - Video 2</a></p> <p><a href="#">Voices from the Field: Sustainability 4</a></p> <p><a href="#">Implementation Science for Educators Podcast (Sustainability)</a></p> <p><a href="#">How Important are Relationships for Successful Implementation? Podcast</a></p> <p><a href="#">Competencies for Implementation Support Practice from NIRN</a></p> <p><a href="#">Implementation Teams from NIRN</a></p>



Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
	<p>productive patterns of behavior that lead to quality implementation. This entails motivating a critical mass of educators to experiment with what is supposed to work, assess its impact, learn about what did and didn't work, and make necessary changes to move forward toward success. It also involves creating a culture of high expectations for all students.</p> <ul style="list-style-type: none"> <li>▪ <b>Collective efficacy driving learning behaviors.</b> Change occurs because a belief in collective efficacy affects the behavior of the individuals working to implement the new practice or program. Specifically, when collective efficacy is present               <ul style="list-style-type: none"> <li>• Teams find ways to exercise some level of control even when their environment presents few opportunities and many challenges to progress,</li> <li>• Teams embrace motivational investments where they set goals and make plans because they see that what they do matters and they believe in its positive impact for their students, and</li> <li>• Teams recognize that their beliefs in their efficacy shape the experience in positive ways as self-fulfilling prophecies are realized—they believe their students will be successful and they are, regardless of any life circumstances that might be barriers to academic achievement.</li> </ul> </li> <li>○ NIRN suggests that the high-performance team tasked to lead the implementation process <b>engages in the following functions</b> as it moves through the stages of implementation:</li> </ul>	<p><a href="#">Publications &amp; Resources for Implementation from NIRN</a></p>

Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>▪ Increasing collaboration and readiness</li> <li>▪ Analyzing the strengths and needs of the organization</li> <li>▪ Selecting innovations based on identified needs and root causes</li> <li>▪ Installing and sustaining the implementation drivers (e.g., coaching, training, data systems)</li> <li>▪ Assessing and reporting on fidelity, capacity, and outcomes</li> <li>▪ Ensuring equity in implementation</li> <li>▪ Utilizing system change best practices</li> <li>▪ Building linkages with external stakeholders and partners</li> <li>▪ Promoting sustainability and problem-solving</li> </ul> <p>○ NIRN notes that there are <b>four functional stages of Implementation: Exploration, Installation, Initial Implementation, and Full Implementation</b>. The stages don't simply begin and end in sequence. Rather, they blend as the activities of one stage are still occurring when a new stage begins or as circumstances demand that the implementation team circle back to a previous stage to address a need that the data reveals. Data drives all the implementation stages.</p> <ul style="list-style-type: none"> <li>▪ <b>Exploration:</b> The goal of this stage is to for the team to <b>determine which practice or program is the best fit for addressing the identified needs</b> of the students, school, organization, etc. It is important to incorporate the perspectives and concerns of students, staff, families, and the community and to make certain that implementing the selected practice or program is actually feasible for the school or organization.</li> <li>▪ During the exploration stage <b>high-performing teams must engage in key activities:</b></li> </ul>	

Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>• Examining the requirements for implementation</li> <li>• Exploring the potential barriers to implementation</li> <li>• Inviting a diverse group of stakeholders to the conversation</li> <li>• Identifying champions of the work the team has set out to do</li> <li>• Identifying potential programs or practices that address the needs the team is working to meet</li> <li>• Exploring how potential programs will affect the existing practices, curricula, programs, school culture, etc.</li> <li>• Drafting a communication plan to provide clarity and ensure a thorough understanding of potential changes and their impact on stakeholders</li> </ul> <p>▪ <b>Installation:</b> At this stage of implementation, the team is in their performing stage and functioning well together. The team has identified the practice or program they want to implement, and <b>now comes the time to develop the infrastructure and processes to sustain that practice or program.</b> Some questions that the team needs to answer to sustain the identified practice or program include the following:</p> <ul style="list-style-type: none"> <li>• What employee or client competencies will need to be strengthened?</li> <li>• What resources, both financial and human, are needed for support?</li> <li>• What barriers might exist?</li> <li>• What data will inform the decisions we make? How will we collect that data?</li> <li>• By what process will the team make those decisions?</li> </ul>	

Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>• What policies and procedures need to be in place to ensure that we implement this practice or program equitably?</li> <li>▪ During the Installation stage, it is important to provide frequent coaching and training for team members to develop the knowledge, skills, and abilities needed to successfully carry out the identified practice and program. Also vital to the installation stage are technical support and a review of the communication protocols through seeking the feedback of the diverse group of stakeholders, especially those most likely to be impacted by the new practice or program.</li> <li>▪ <b>Initial Implementation:</b> At this point in the process, a group in the organization is using the identified practice or program. <b>The team should evaluate the infrastructure to determine if any adjustments should be made and communicate regularly with the those using the new practice or program.</b> Note that this is by far the most fragile stage in implementation and the point where implementation can fall apart if the team lacks the high-performance skillset. Initial implementation can be awkward and full of stops and starts as individuals are learning a new practice or program. Employees should remain steadfast and intentional in their efforts to adapt, and the team should seek regular feedback from them</li> <li>▪ During the initial implementation stage, <b>the team’s focus is to problem-solve.</b> Some of the following behaviors characterized this stage:             <ul style="list-style-type: none"> <li>• Providing intensive coaching and support to individuals who are using the new practice or program</li> <li>• Developing and engaging in strategies that promote rapid-cycle</li> </ul> </li> </ul>	

Implementation is critical to making and sustaining change.		
Main Ideas	Overview	Additional Resources
	<p>problem solving and continuous improvement</p> <ul style="list-style-type: none"> <li>• Reviewing data to assess the quality of the implementation, identify problems and solutions, and make rapid informed decisions</li> <li>• Removing barriers and developing systemic solutions quickly to avoid their recurrence</li> <li>• Examining how bias and other forms of discrimination are impacting the outcomes at all levels of the implementation process</li> <li>• Engaging in feedback loops and communicating the progress of the implementation to the diverse group of stakeholders</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>Full Implementation:</b> This stage occurs as <b>employees are implementing the new practice or program and the impact is what the team hoped it would be.</b> The practice or program is the new way to work at the school or organization. The infrastructure and procedures at the organization support the new way of doing things and resources to support and sustain the changes are readily available.</li> <li>▪ <b>Sustainability:</b> Throughout the entire implementation <b>process, it is critical that both financial sustainability and programmatic sustainability are in place.</b> Financial sustainability "...includes funding for professional learning and administrative time" ("Active Implementation Hub", n.d.). Programmatic sustainability is defined by a sustainable infrastructure that is established, effective, and reliable. This includes providing ongoing coaching and training as well as fidelity measurements in making data-informed decisions. Sustainability asks the team focus on continuous improvement, support, and problem-solving and ensure that the policies and procedures in place maintain full implementation.</li> </ul>	

### Part 3: Leadership in High-Performance Teams

Leadership in high performing teams is critical to the success of the team. Katzenbach and Smith (2005) have noted that “most successful teams **shape their purposes in response to a demand or opportunity put in their path**, usually by higher management” (p.10). Sometimes, leaders from higher management will act as team leaders in a high-performance team. Other times, they will be the higher-management leaders to whom the team reports.

Katzenbach and Smith further note that although leaders in higher management are often responsible for clarifying the rationale and performance challenge for the team, it is also important that these leaders leave enough flexibility for the team to develop commitment around its own spin on that purpose, set of specific goals, timing, and approach (p.10).

Leadership: What does leadership look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
<p><i>Leadership in high-performance teams is critical to the success of the team as <b>team leaders ensure the team’s tasks, focus, and efforts align with its purpose.</b> Leadership in these teams is often characterized by flexibility, allowing others with specific strengths take the lead when necessary.</i></p>	<ul style="list-style-type: none"> <li>• <b>Team leaders must be mature leaders.</b> Human development research has indicated that leaders can be at different stages of adult development but that the last stage, Level 5 Leadership, characterizes the leader of a high-performance team and an effective leader in general (Kegan &amp; Lahey, 2016). When selecting team leaders, consider the following stages of leadership that reflect adult maturity: <ul style="list-style-type: none"> <li>○ Level 3 Leaders are dependent on others for their definition of themselves. They are faithful followers and often seek direction.</li> <li>○ Level 4 Leaders are “self-authoring”, or in other words, they depend on their own values to make decisions and judgement calls. They are solely their own authority.</li> <li>○ Level 5 Leaders are self-aware and able to take an objective perspective on their own values and the values of others (Laske, 2006). They lead to learn and are able to see from multiple frames of reference. They are problem-finding and interdependent.</li> </ul> </li> <li>• Not surprisingly, <b>team leaders are critical to the overall success of the team</b> and Level 5 leaders as described above are the most effective in the team setting. Research has indicated that there are several noteworthy behaviors of effective team leaders: <ul style="list-style-type: none"> <li>○ They align the team’s purpose with the vision and values of the organization.</li> </ul> </li> </ul>	<p><a href="#">Leadership Functions: Keys to Changing Team Dynamics</a></p> <p><a href="#">High-Performance Teams: What it Takes to Make Them Work</a></p> <p><a href="#">High-Performing Teams: A Timeless Leadership Topic</a></p> <p><a href="#">Today's Leaders Need Vulnerability, Not Bravado</a></p>

Leadership: What does leadership look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>○ They ensure that the team’s purpose is clear.</li> <li>○ They hold team members accountable for their behavior and commitment to the team.</li> <li>○ They expect and manage conflict within the team effectively.</li> <li>○ They recognize and reward the individual and collective accomplishments of the team.</li> <li>○ They set clear goals for the team.</li> <li>○ They demonstrate how the team’s success contributes to the organization or school.</li> <li>○ They track the progress of the team.</li> </ul> <ul style="list-style-type: none"> <li>● The team leader will help <b>generate sustainable improvements</b> within the function of the team as the leader focuses on helping the team in three areas:               <ul style="list-style-type: none"> <li>○ Accomplishing the task or tasks that lead the team closer to its goals,</li> <li>○ Managing the continuous and relevant learning of team members, and</li> <li>○ Managing the behavior of members of the team within the team itself and with any external stakeholders (Clutterbuck, 2020, p. xvi).</li> </ul> </li> <li>● High-performance teams are learning teams, and <b>the team leader is critical in creating a learning climate</b> for the team. Specifically, effective team leaders               <ul style="list-style-type: none"> <li>○ Encourage team members to teach and coach each other,</li> <li>○ Support team members as they participate in other types of learning so they can bring back new knowledge to the team,</li> <li>○ Share their own learning needs with the team, and</li> <li>○ Actively manage the balance between learning activities and task activities (Clutterbuck, 2020, p. 315).</li> </ul> </li> <li>● According to Dr. David Clutterbuck (2020), effective leaders create a secure coaching environment for their teams by being secure themselves. Some of the <b>characteristics of effective team leaders</b> include the following:</li> </ul>	<p><a href="#">How to Handle Employee Conflict on Your Team</a></p>

Leadership: What does leadership look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>○ They don't feel the need to control everything or demand perfection from the team they lead. Rather, they are trusting of others on the team and help to shoulder the responsibility when mistakes inevitably happen.</li> <li>○ They clearly care about the team members and the purpose of the team. They take time to interact personally with and get to know individuals on the team.</li> <li>○ They support the team in managing themselves instead of micromanaging everyone.</li> <li>○ They encourage the team to decide what the leader should know about the team's work and when and how to communicate that.</li> <li>○ They protect the team from outside distractions.</li> <li>○ They make certain that everyone on the team understands the team goals and aligns their individual work with those goals.</li> <li>○ They trust the team members to find the best way to achieve the goals.</li> <li>○ They embrace a growth mindset and encourage feedback from team members. They recognize that everyone on the team, including themselves, has more to learn.</li> </ul> <ul style="list-style-type: none"> <li>● Clutterbuck (2020) provides a series of statements that may help team leaders engage in a collective dialogue with team members to <b>determine where their team needs to improve</b> so that they become a high-performing team:             <ul style="list-style-type: none"> <li>○ "We have a clear and share understanding of what we are trying to achieve together.</li> <li>○ We have a clear and shared understanding of the priorities.</li> <li>○ We frequently put collective priorities ahead of individual priorities.</li> <li>○ We have confidence in each other's competence in their role.</li> <li>○ We have a strong store of goodwill towards each other.</li> <li>○ We have genuinely open dialogue about difficult topics.</li> <li>○ We have well understood norms of behavior to manage conflict.</li> <li>○ We challenge our assumptions regularly.</li> <li>○ We have a high degree of interdependency.</li> </ul> </li> </ul>	



Leadership: What does leadership look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>○ We are mutually accountable for the team's performance.</li> <li>○ We derive a sense of value from our collective achievements.</li> <li>○ We allow leadership to shift in line with individual expertise.</li> <li>○ We measure progress against collective goals.</li> <li>○ We take responsibility for both our own and each other's continuous development" (p. 34).</li> </ul>	

## Part 4: Change and Learning in High-Performing Teams

High-performing teams are capable of quick responses to needs that arise. They can change course effectively and productively by consistently engaging in learning behaviors, because change *is* learning (Hall & Hord, 2015). The change cycle of learning – change, improve, repeat – is how teams make and sustain real change. Even when the improvement isn't significant, teams still learn and that learning informs the cycle further.

Clutterbuck (2020) notes that the more comprehensive the working systems of an organization become, the less agile employees can be in how they respond to changing needs. In other words, **the complexity of systems**

**restricts the range of possible responses.** Clutterbuck explains that “When plans go wrong, as they will, a critical factor in performance is the speed the team shows in recognizing and reacting to the problem, and the resilience it demonstrates in dusting itself off and seeking a new way forward” (p. 39).

Flexibility is a hallmark of high-performance teams. As the environment changes and the skills, capabilities, and experience of the team evolve, the distribution of responsibilities among team members will likely change as well (Clutterbuck, 2020, p.41).

Learning: What do change and learning look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
<p><i>High-performance teams are valuable to schools and organizations because of their <b>change capability and resilience</b>. High-performance teams engage in <b>learning behaviors</b> that make them nimble and able to make timely</i></p>	<ul style="list-style-type: none"> <li>• <b>Change capability</b> in teams is defined as “how the team recognizes and responds to current and future change from outside and how its processes and behaviors support rather than hinder adaptation” (Clutterbuck, 2020, p. 46). High-performing teams expect needs to arise and engage learning behaviors to make the necessary changes.</li> <li>• <b>Change is a process, not an event.</b> Change happens when “people and organizations move as they gradually learn, come to understand, and become skilled and competent in the use of new ways” (Hall and Hord, 2015, p. 11). With change comes grief and discomfort at having to give up something familiar to try something new. Planning is part of the process of change as is data collection.</li> <li>• <b>Resilience</b> in teams is defined as “how the team responds to unpredicted change, especially when the change contains a degree of threat to the team’s status, function or reason for being” (p.</li> </ul>	<p><a href="#">Maintaining High Performance Teams During Change</a></p> <p><a href="#">7 Key Practices for Building Organizational Change Capability</a></p> <p><a href="#">Building Organizational Change Capability</a></p> <p><a href="#">5 Traits of Effective Learning Teams</a></p>

Learning: What do change and learning look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
<p><i>decisions in response to pressing needs.</i></p>	<p>46).</p> <ul style="list-style-type: none"> <li>• Change in a high-performance team that aligns with environments that are rapidly evolving follows this pattern:               <ul style="list-style-type: none"> <li>○ The team <b>anticipates multiple change options</b>.</li> <li>○ The team <b>identifies the positive potential for each change option</b>, even if some of the change options might be challenging. It's better to imagine the possibilities before the event occurs, not in the middle of it when the team is in shock or in a panic mode.</li> <li>○ The team <b>plans for a rapid shift</b> in how they operate or respond to a need.                   <ul style="list-style-type: none"> <li>▪ What resources will the team, school, or district need to respond effectively?</li> <li>▪ What knowledge or information will the team and everyone outside the team need?</li> <li>▪ What will help the team focus and move on quickly?</li> </ul> </li> <li>○ The team <b>makes the change quickly</b>. Experts note that even if the quick change didn't yield the intended outcome, it is important to avoid dwelling on what went wrong but rather learn the lessons that can be immediately applied to the next situation (Clutterbuck, 2020, p.47).</li> </ul> </li> <li>• Clutterbuck (2020) notes that high-performing teams <b>assign equal importance to learning and doing</b>. Teams tend to engage in four types of learning as they respond to change in their environment:</li> </ul>	<p><a href="#">Learning Teams 101</a></p> <p><a href="#">Understanding Team Learning Dynamics Over Time</a></p>

Learning: What do change and learning look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>○ <b>Learning related to team processes or tasks:</b> For example, how will the introduction of Chromebooks for all students impact engagement or instruction? How will the new guidelines for school safety change how we dismiss students at the end of the day?</li> <li>○ <b>Collective learning:</b> For example, how might we need to change the mindsets of the different team members so we can all be aligned in our purpose?</li> <li>○ <b>Individual learning:</b> For example, what skills or expertise could certain members of the team obtain to help the team complete designated tasks and move toward its goal?</li> <li>○ <b>Unlearning:</b> For example, what practices, processes, biases, and assumptions do team members need to let go of so the team can move forward?</li> </ul> <ul style="list-style-type: none"> <li>● A <b>learning team</b> is “a group of people with a common purpose who take active responsibility for developing each other and themselves” (Clutterbuck, 2020, p. 246). High-performance learning teams tend to engage in the following learning behaviors:             <ul style="list-style-type: none"> <li>○ <b>Common sense of purpose:</b> The learning goals and outcomes for purposeful and functional learning are clear and have defined outputs. The team understands what needs to be done to achieve the task. Clarity of goals helps the team know what they need to learn and why they need to learn it.</li> <li>○ <b>Common sense of priorities:</b> This is key for keeping the team focused on what is most important and why. This helps the team identify what learning needs take precedence over other learning.</li> </ul> </li> </ul>	

Learning: What do change and learning look like in high-performance teams?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>○ <b>Willingness to speak openly:</b> People share their knowledge and learning but are also willing to speak openly to create a genuine dialogue. Often, the longer a team works together, the less likely they are to give feedback to each other. However, giving each other honest feedback is critical and supports continuous learning.</li> <li>○ <b>Awareness of team members' strengths and weaknesses:</b> This awareness is important as team members develop, learn, teach, and help each other.</li> <li>○ <b>Valuing difference:</b> This behavior establishes mutual respect among teammates and helps them not only teach each other but also be teachable.</li> <li>○ <b>Willingness to share knowledge and expertise:</b> In a learning team the idea that knowledge is power is false. Knowledge is to be shared, never withheld, and used to assist the team to fulfill their purpose.</li> <li>○ <b>Understanding of how team members think:</b> Over time, team members start to really understand how their teammates think, which allows them to support each other over a wide range of tasks or decisions when needed.</li> <li>○ <b>Having trust in each other's ability and goodwill:</b> This stems from the practice of thinking the best of others and establishing a mutual confidence in team members' abilities.</li> <li>○ <b>Generating the buzz:</b> The most successful teams enjoy working with each other and enjoy learning from each other. Both are powerful motivations to learn and achieve tasks to meet goals (Clutterbuck, 2020, pp. 313-14).</li> </ul>	

## Part 5: Coaching High-Performing Teams

According to Dr. David Clutterbuck and Dr. Peter Hawkins, the essence of team coaching is “Partnering with an entire team in an on-going relationship, for the purpose of collectively raising awareness and building better connections in the team’s internal and external systems and enhancing the team’s capability to cope with current and future challenges” (Clutterbuck, 2020, p.87). Indeed, high-performing teams only become such under the guidance of trained and dedicated coaches who help the team co-create value alongside their stakeholders. The goal of an effective coach is to enable team coaching to happen even when the coach isn’t present.

In its most distilled form, an effective team coach combines coaching processes, approaches, and mindsets with systemic organizational understanding (Clutterbuck, 2020, p. 87). In practice, a coach helps the team improve their performance and the processes they employ to achieve that performance through both reflection and dialogue. While there isn’t a standard role definition for what a team coach does—mainly because teams vary so dramatically in their make-up, their needs, and their purpose—there are some consistent practices within the realm of coaching a high-performance team that work to propel the team forward in a meaningful way to ultimately realize their goals and purpose.

Why is it important to coach a high-performing team?		
Main Ideas	Overview	Additional Resources
<p><i>The purpose of team coaching is to <b>help the team improve performance and the processes the team identifies to achieve that performance.</b> By helping improve the team’s performance, the coach also helps to make things happen</i></p>	<ul style="list-style-type: none"> <li>The long-term goal of the coach is to help the team interface with internal and external environments and systems of an organization using <b>reflection and dialogue</b>. As a result of coaching, the members of the team can effectively <ul style="list-style-type: none"> <li>Align on a common purpose they have identified,</li> <li>Collaborate and learn within the diverse team,</li> <li>Develop collective leadership within the team,</li> <li>Achieve their performance objectives,</li> <li>Engage with their key stakeholder groups effectively,</li> <li>Transform the wider business, and</li> <li>Respond to identified needs within the organization quickly and effectively (Clutterbuck, 2020).</li> </ul> </li> <li>Team coaching is not team building, team facilitation, team retreats, or the coaching of individual</li> </ul>	<p><a href="#">What Are the Outcomes and Benefits of Coaching? Video</a></p> <p><a href="#">The Benefits of Team Coaching in The Workplace: How To Build Better Teams</a></p> <p><a href="#">What Are the Benefits of Team Coaching in the Workplace?</a></p>

Why is it important to coach a high-performing team?		
Main Ideas	Overview	Additional Resources
<p><i>faster and differently within the organization by regularly engaging in reflection and dialogue with the team.</i></p>	<p>members of a team. Rather, team coaching is about <b>improving performance, making things happen faster, and making things happen differently</b> (Clutterbuck, 2020). Note the following detail:</p> <ul style="list-style-type: none"> <li>○ <b>Improving performance.</b> High-performance teams tend to measure their performance mostly according to flexible and current measures along with a few permanent indicators. This flexibility in measuring performance is critical as high-performance teams spend time making sure they are asking the right questions at the right time so they can stay current with and respond to shifting needs. Clutterbuck (2020) suggests the following questions to consider in measuring performance: <ul style="list-style-type: none"> <li>▪ How do other people judge your performance?</li> <li>▪ What can you do to exert more control over how your performance is measured?" (p. 91).</li> </ul> </li> <li>○ <b>Making things happen faster.</b> With new teams the expectation is often to hit the ground running and coaching is critical as a new team is forming. In fact, it may be the only reliable way to make certain that a team develops as it should. Dr. Clutterbuck (2020) argues that without coaching, team development is stalled by failures in communication, by mistrust, and by the avoidance of asking the most important questions. A skilled coach will help the team avoid these pitfalls and, indeed, make things happen faster.</li> <li>○ <b>Making things happen differently.</b> Authentic change in the culture of a team occurs with sustained and thoughtful coaching. Clutterbuck (2020) has observed that "team coaching provides the wherewithal to understand the nature and impact of cultural change, to confront personal and team demons, to create and follow through pragmatic plans for making change happen, and to support people as they struggle with</li> </ul>	

Why is it important to coach a high-performing team?		
Main Ideas	Overview	Additional Resources
	<p>embedding new attitudes and behaviors” (p. 93)</p> <ul style="list-style-type: none"> <li>• Research has indicated that there are other benefits of team coaching, namely:               <ul style="list-style-type: none"> <li>○ Team coaching <b>reduces conflict</b> within the team and between teams within an organization (Kets de Vries, 2005).</li> <li>○ Team coaching <b>increases the efficiency of the process and systems</b> that a team uses to do their work. Team members feel free to ask why things are done the way they are and what needs to change. (Carr and Peters, 2012).</li> <li>○ Team coaching <b>increases innovation and creativity</b> in problem solving (Rousseau <i>et al</i>, 2013).</li> <li>○ Team coaching also has the added anecdotal benefit (Clutterbuck, 2020) of                   <ul style="list-style-type: none"> <li>▪ improving the communication between the team and external stakeholders,</li> <li>▪ retaining valued employees who continue to learn and grow in the organization, and</li> <li>▪ increasing the application of coaching strategies outside the team as team members use what they are learning to support others within the organization.</li> </ul> </li> </ul> </li> </ul>	



How are high-performing teams most effectively coached?		
Main Ideas	Overview	Additional Resources
<p><i>Coaching the high performing team is best accomplished with an external coach who <b>regularly engages in reflection and dialogue</b> with a team.</i></p>	<ul style="list-style-type: none"> <li>• In the early stages of a team, coaching is most effective when it focuses on the following:               <ul style="list-style-type: none"> <li>○ Clarifying the team’s collective purpose,</li> <li>○ Gaining a commitment from each member of the team,</li> <li>○ Establishing norms for how the team will work together,</li> <li>○ Identifying team boundaries,</li> <li>○ Designating roles and responsibilities on the team, and</li> <li>○ Building motivation and excitement for the work the team is about to do.</li> </ul> </li> <li>• The coach works to engage in reflection and dialogue with the team on a regular basis. The state of the social dynamics on a team can make or break it, and so it is important for the coach to help the team navigate these dynamics. Specifically, the coach helps the team understand and manage the social dynamics within the team in in two ways (Clutterbuck, 2020).               <ul style="list-style-type: none"> <li>○ <b>The coach introduces healthy doses of realism</b> into the team’s conversation when needed and appropriate. For example, the coach might ask “Is this the right question to be asking?” “Is this feedback helpful? How could it have been worded differently?” Or the coach might say, “This may not be a realistic way of seeing things. Have you considered this...?”</li> <li>○ <b>The coach sustains the curiosity of team members</b> about the task they are to accomplish, about each other, and about the environment in which they are working. The coach will help the team remember their meaning and purpose by asking, “Why does this work matter? Who will be impacted for good by what we are doing?”</li> </ul> </li> <li>• To be clear, <b>team coaching is not team building</b>. Team coaching, for example, will focus on learning processes that encompass activities that are clearly related to the work task rather than</li> </ul>	<p><a href="#">Team Coaching with the PERILL Model video from David Clutterbuck</a></p> <p><a href="#">3 Practical Ways to Create Reflection in Coaching</a></p> <p><a href="#">Beyond Team Coaching: Coaching Teams of Teams</a></p> <p><a href="#">Beyond Systemic Thinking in Coaching and Team Coaching</a></p> <p><a href="#">David Clutterbuck: Whole Team to Coach? Video</a></p> <p><a href="#">Three Questions for Meaningful Team Conversations</a></p>

How are high-performing teams most effectively coached?		
Main Ideas	Overview	Additional Resources
	<p>activities that are unrelated but may build relationships. Team coaching will naturally build relationships among team members as the team focuses on their task. Below are other examples of what team coaching looks like:</p> <ul style="list-style-type: none"> <li>○ In <b>reflective practices</b>, team coaches use questions such as “How do we learn together?” “How do we best accomplish our tasks together?”</li> <li>○ The <b>team purpose</b> will center on the effectiveness of the team’s ability to complete tasks and how well they collaborate in that effort.</li> <li>○ The <b>general focus</b> of the team will be both internal and external, not just internal as team building would suggest. The team will explore how their work on the team (internal) impacts their organization and their stakeholders (external).</li> <li>○ The <b>roles</b> of the team will focus on both task roles and learning roles. What is each team member supposed to accomplish and what does each team member need to learn to accomplish the task?</li> <li>○ The <b>learning conversation</b> is an open dialogue where the structure is generated from within the team rather than guided by a prescribed set of team-building questions or activities.</li> <li>○ The <b>timeline</b> for team coaching is generally over the length of the growth phase of the team. The interventions are small and frequent as they help the team collectively and individually adjust their systems and processes.</li> </ul>	

How are high-performing teams most effectively coached?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>• The benefits of team coaching are many, especially when the coach comes from outside the organization. <b>The external coach’s perspective will be fresh and objective.</b> To that end, an external coach is less likely to be part of the problem the team needs to resolve.</li> <li>• Effective coaches see that coaching is not something done to the team but rather with the team (Clutterbuck, 2020). <ul style="list-style-type: none"> <li>○ <b>They listen</b> to the team, and <b>they observe</b> their interactions.</li> <li>○ <b>They work with the team systems and processes</b> and make suggestions for ways that might improve them.</li> <li>○ They work with subgroups within the team.</li> <li>○ They <b>generate powerful questions</b> and encourage the team to also generate powerful questions.</li> <li>○ They model and help the team <b>develop the skill and habit of reflection.</b></li> <li>○ They guide the team in embracing a collective shift in their thinking and approach to their task.</li> <li>○ They help the team explore its identity and its narrative and that of the organization the team represents. They help the team manage its own collective identity.</li> <li>○ They support the team in developing psychological safety as team members work on</li> </ul> </li> </ul>	

How are high-performing teams most effectively coached?		
Main Ideas	Overview	Additional Resources
	<p>their collaborative and conflict management skills.</p> <ul style="list-style-type: none"> <li>○ <b>They provide feedback</b> that is mostly driven by helping the team generate its own feedback. More specifically, <ul style="list-style-type: none"> <li>▪ They are focused on solutions, not the problems the team faces or what caused them in the first place. They simply help the team move forward to determine solutions.</li> <li>▪ They build on the successes of the team and help the team to learn from its failures. If an approach or practice is working, they encourage the team to keep doing it. If the converse is true, they help the team adjust.</li> <li>▪ They help the team find or rethink resources. They may also identify skills that team members have that can be applied to help solve a problem.</li> <li>▪ They identify new perspectives. They aren't afraid to ask the team, "Are we looking at this the right way? Is there another way of seeing it?"</li> </ul> </li> <li>○ They help the team develop a culture of coaching that extends beyond the team itself.</li> <li>• Dr. David Clutterbuck has developed the <b>PERILL Model to evaluate the effectiveness of a team</b>. This evaluation not only provides valuable feedback for coaches and team members about the performance of their team, but it indicates targets for the coach and team to work toward. The categories of the PERILL Model are listed below: <ul style="list-style-type: none"> <li>○ <b>Purpose and Motivation.</b> Does the team have a high clarity regarding what it is trying to accomplish? <ul style="list-style-type: none"> <li>▪ Are the roles clear?</li> <li>▪ Are the goals clear?</li> </ul> </li> </ul> </li> </ul>	

How are high-performing teams most effectively coached?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>▪ Is there a high level of collective and individual energy?</li> <li>▪ Are team members willing to put their own priorities aside and focus on team priorities?</li> <li>▪ Does the team have the ability to review and change goals rapidly?</li> <li>▪ Does the team engage the stakeholders with the mission?</li> <li>▪ Does the team recover quickly from setbacks?</li> <li>▪ Does the team have a strong set of shared values?</li> </ul> <ul style="list-style-type: none"> <li>○ <b>External Processes, Systems, and Structures.</b> Has the team established effective processes, systems, and structures to interface with stakeholders and others outside the team? <ul style="list-style-type: none"> <li>▪ Does the team have a strong sense of potential threats and opportunities?</li> <li>▪ Does the team have a high reputation among the stakeholders?</li> <li>▪ Does the team have a clear grasp on the stakeholders' needs and aspirations?</li> <li>▪ Does the team have strong and effective communication with the stakeholders that includes listening and informing?</li> <li>▪ Does the team pay careful attention to the quality of their work and their communication about it?</li> </ul> </li> <li>○ <b>Relationships.</b> Is the team made up of the right people with the right skills for the job? <ul style="list-style-type: none"> <li>▪ Does the team have a balance and understanding of each other's complementary strengths and weaknesses?</li> <li>▪ Does the team engage in high levels of frequent, quality feedback?</li> <li>▪ Is positive conflict valued and encouraged in the team's interactions?</li> <li>▪ Do the team members support each other?</li> <li>▪ Does the team practice psychological safety?</li> </ul> </li> </ul>	

How are high-performing teams most effectively coached?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>▪ Does the team value diversity?</li> <li>○ <b>Internal Processes, Systems, and Structures.</b> Has the team established effective processes, systems, and structures to interface with one another?               <ul style="list-style-type: none"> <li>▪ Is the team made up of no more than 10 people?</li> <li>▪ Does the team have a strong decision-making process?</li> <li>▪ Does the team work to everyone's strengths?</li> <li>▪ Does the team pay strong attention to the quality of their work?</li> <li>▪ Are the roles on the team clear?</li> <li>▪ Is the team able to innovate rapidly?</li> </ul> </li> <li>○ <b>Learning Processes.</b> Does the team have a development plan for collective learning?               <ul style="list-style-type: none"> <li>▪ Does the team have a positive mindset regarding mistakes?</li> <li>▪ Are the team's learning objectives linked to the evolving environment?</li> <li>▪ Does the team regularly step back from their work and reflect?</li> <li>▪ Does the team practice feedback?</li> <li>▪ Does the team have a coaching and co-coaching mindset?</li> <li>▪ Does the team seek to be ahead of anticipated change?</li> </ul> </li> <li>○ <b>Leadership.</b> Is the team leader secure as a leader and empowering to the team members?               <ul style="list-style-type: none"> <li>▪ Does the leader provide moral direction?</li> <li>▪ Is the leader a role model for learning and for the team's norms and values?</li> <li>▪ Is leadership on the team distributed among team members?</li> </ul> </li> </ul>	

How does a coach address conflict to enhance the team's performance?		
Main Ideas	Overview	Additional Resources
<p><i>Conflict is an inevitable part of the teaming experience. How team members, leaders, and coaches address conflict will directly affect the overall success of the team.</i></p>	<ul style="list-style-type: none"> <li>• <b>Three types of conflict.</b> Researchers have identified three types of conflict that arise in teaming scenarios. They are relationship conflict, task conflict, and process conflict (Clutterbuck, 2020). These three types of conflict can affect the work of a team differently, but each can be resolved through the collective effort of team members, team leaders, and team coaches. The goal for high-performing teams is "...to maintain a delicate balance between having enough difference to maintain a reasonable high level of conflict of ideas, but not so much that the team descends into a relationship conflict" (p. 189).</li> <li>• <b>Relationship conflict.</b> As its name implies, this type of conflict has to do with clashing personalities, misunderstandings or imagined grievances, or other sorts of interpersonal problems that affect the relationships among team members. This type of conflict is consistently damaging to the performance of teams. Relationship conflicts increase stress levels, diminish creativity and clear thinking, and halt effective communication when team members withdraw, avoid certain topics, or behave less authentically. As a result, this type of conflict crushes psychological safety within a team. More specifically, relationship conflict damages team performance in the following ways: <ul style="list-style-type: none"> <li>○ Team members struggle to deal rationally with information.</li> <li>○ Team members stop listening to each other and dismiss ideas from people with whom they are in conflict.</li> <li>○ Team members divert energy away from productive work and rather spend it either discussing, resolving, or ignoring the conflict (Pelled, 1996).</li> </ul> </li> <li>• <b>Task conflict.</b> Unlike relationship conflict, task conflict can affect the team's performance in positive or negative ways. The simpler the task, the more negative the conflict feels that surrounds it. For example, if the task is perceived as relatively simple, then feedback regarding how to accomplish it can feel like micromanaging to team members, which diminishes trust and</li> </ul>	<p><a href="#">Put team conflict to work with these constructive tips</a></p> <p><a href="#">4 Types of Team Conflict and How To Resolve Each Effectively</a></p> <p><a href="#">Conflict management: how to use it to improve teamwork</a></p> <p><a href="#">Handling Conflict Productively: This technique can help diverse teams deal with conflict effectively</a></p> <p><a href="#">Resolving Conflict Situations</a></p>

How does a coach address conflict to enhance the team's performance?		
Main Ideas	Overview	Additional Resources
	<p>erodes relationships. In contrast, if the task is complicated, feedback regarding how to accomplish it is typically welcome from team members as it feels collaborative and creative. Specific benefits of task conflict include the following:</p> <ul style="list-style-type: none"> <li>○ The team avoids groupthink as they critically evaluate the best way to approach the task or solve a problem and ultimately make better decisions (Janis, 1982; Schwenk and Valacich, 1994).</li> <li>○ The team experiences increased creativity through conflict rather than consensus as conflict promotes innovation (Baron, 1991).</li> <li>○ The team has a more thorough understanding of the problem and the issues that surround it and, therefore, completes the task mor efficiently (Putnam, 1994).</li> </ul> <ul style="list-style-type: none"> <li>● <b>Resolving relationship conflict.</b> If teams struggle with ongoing and negative conflict, coaches can play a key role in helping the team resolve the conflict by using a series of structured questions to help the team members identify and talk through how they are feeling and what they would like to see change. <ul style="list-style-type: none"> <li>○ Regarding how team members feel, questions a coach might ask could include: <ul style="list-style-type: none"> <li>▪ How do you want to feel?</li> <li>▪ How do you actually feel?</li> <li>▪ What do you think is making you feel this way?</li> <li>▪ What solutions can you propose to help you feel the way you want to? (Clutterbuck, 2020, p.192)</li> </ul> </li> <li>○ Regarding the team goals, questions a coach might ask include the following: <ul style="list-style-type: none"> <li>▪ "What do we want to achieve and why?"</li> <li>▪ What's the benefit of what we are trying to do?</li> </ul> </li> </ul> </li> </ul>	



How does a coach address conflict to enhance the team's performance?		
Main Ideas	Overview	Additional Resources
	<ul style="list-style-type: none"> <li>▪ What are we trying <i>not</i> to do?</li> <li>▪ Whose goal is it? (Who owns the goal?)” (p. 192).</li> </ul> <ul style="list-style-type: none"> <li>• <b>Task conflict vs. relationship conflict.</b> It is important to note that task conflict and relationship conflict can sometimes spill into each other. Task conflict can affect the team member's relationships and vice versa. To resolve these conflicts, research suggests that the following efforts all yield productive results: <ul style="list-style-type: none"> <li>○ compromising willingly,</li> <li>○ taking turns with who is in charge of what,</li> <li>○ focusing on completing the task and not the relationship challenges, and</li> <li>○ handling individual conflict individually rather than looping in the whole team (Clutterbuck, 2020).</li> </ul> </li> <li>• <b>Process conflict</b> arises when there are conflicting ideas about how to allocate resources and responsibilities. Essentially, when teams are trying to determine who should do what in the collective effort to complete a task for which the team is responsible. This type of conflict is generally productive as it helps team members decide the best way to proceed using the strengths and talents of individual team members. Process conflict is problematic when teams lack morale or motivation—when no one is particularly happy to be part of the team, nor do they believe in the value of the work they are asked to do and, so, are less inclined to do it (Clutterbuck, 2020).</li> <li>• <b>Resolving process conflict.</b> Coaches, team leaders, and team members can act as mediators when teams are allocating resources and responsibilities, but only if the team seems to need some assistance doing so. When there is a lack of morale or motivation that is creating the process conflict, coaches and team leaders will need to help the team find their motivation and</li> </ul>	

How does a coach address conflict to enhance the team's performance?		
Main Ideas	Overview	Additional Resources
	<p>boost morale. In essence, coaches are helping the team not only discover why they lack the motivation and morale to move forward, but also how they can increase their motivation and improve their morale.</p> <ul style="list-style-type: none"> <li>○ Helping the team members discover, or remember, the purpose and potential impact of their work is a good place to start.</li> <li>○ Identifying and removing perceived or real obstacles to the team's impact is another starting point.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Conflict in effective teams.</b> High performing teams do well when they experience “low but increasing levels of process conflict, low levels of relationship conflict...and moderate levels of task conflict concentrated at the mid-point of a project” (Clutterbuck, 2020, p. 188). Not surprisingly, members of these same high-performing teams tend to also have high-levels of trust, shared values, respect for each other, and a willingness to discuss conflict openly. These are qualities that a coach can help a team strengthen as the team works to resolve negative conflicts.</li> </ul>	

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