

Leading Effective Teams



Certification Training



Knowledge Sharing



Continuous Learning



Mission Assistance

Date: 28 September 2016
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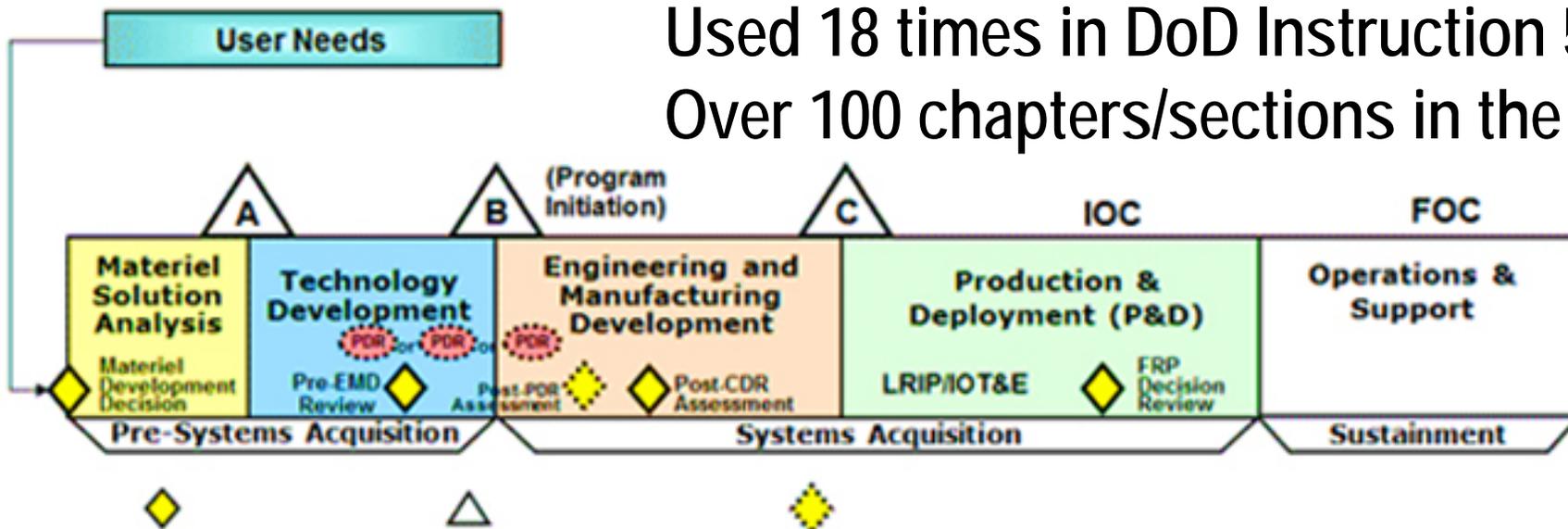
- Definition
- Characteristics of a good/bad team
- The Tuckman Model (Stages in team development)
- Know yourself / Know your teammates
- Helpful Tools
- Conflict Mgt
- Change leadership
- Empowerment
- Decision Making Tools

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Team building and leading effective teams is critical to achieving our best acquisition outcomes.

DoD Directive 5000.01 requires the Department's acquisition community implement the concepts of Integrated Product and Process Development (IPPD) and Integrated Product Teams (IPTs) as extensively as possible, so as to simultaneously integrate all essential acquisition activities . . .

Used 18 times in DoD Instruction 5000.02
Over 100 chapters/sections in the DAG



A number of persons associated together in work or activity.

"Individually, we are one drop. Together, we are an ocean." - Satoro



A group of people with different skills and different tasks, who work together on a common project, service, or goal, with a meshing of functions and mutual support.

A group of people with a full set of complementary skills required to complete a task, job, or project.



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What makes for a successful team?

What makes for a successful team?

- 1. Clear Goals
- 2. Defined Roles
- 3. Open and Clear Communication
- 4. Effective Decision Making
- 5. Balanced Participation
- 6. Valued Diversity
- 7. Managed Conflict
- 8. Positive Atmosphere
- 9. Cooperative Relationships
- 10. Participative Leadership

Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

What makes a good team member?

What makes a good team member?

- Works for consensus on decisions
- Shares openly and authentically with others
- Trusts, supports, and has genuine concern for others
- “Owns” problems rather than blaming others
- Attempts to hear from other’s points of view
- Encourages the development of other team members
- Respects and is tolerant of individual differences
- Acknowledges and works through conflict openly
- Open to new ideas and suggestions from others
- Encourages feedback on own behavior
- Understands and is committed to team objectives

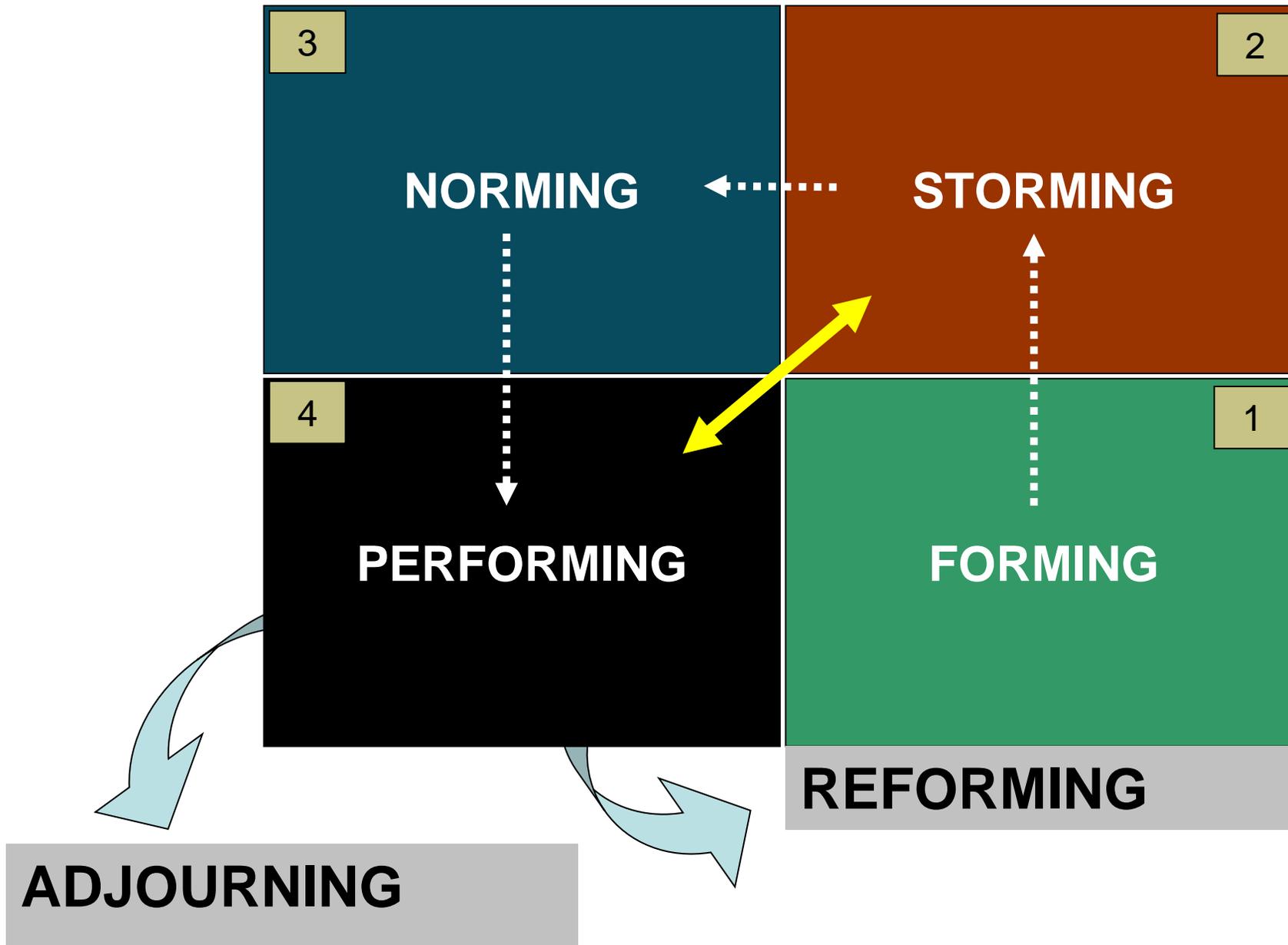
In order to insure that the importance of team selection is fully understood, the following quotation from one former team chief is utilized (interviews with other team chiefs have confirmed the observation):

I sincerely believe that our team could have done a better job with only half the people we had, provided that we had known in advance which half to start with.

1972 Army Pamphlet

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The Nature of Teams

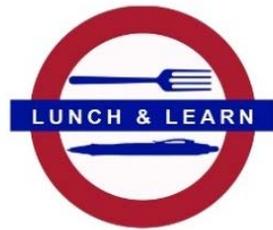


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- Individuals become oriented to team
 - Interpersonal relationships - goals - norms examined
 - Communication networks begin
 - Team structure loosely defined

-
- Conflict arises around interpersonal issues.
 - Authority and leadership tested.
 - Some power is asserted.
 - Lots of energy generated here.

- Establish goals, role relationships, and norms.
- Sense of togetherness and trust begins.

Performing



- Team works toward task accomplishment.
- Decisions are made and learning takes place.

- The activity is over and the team is no longer needed.
- Celebrate success.
- Sensitivity to people's vulnerabilities

-
- Process starts all over again.
 - Cocoon phase.
 - Sticking with the process is key.

Degree of empowerment

Performing	Take Action	Act and report	Follow guidelines
Norming	Act and report	Follow guidelines	Get approval before acting
Storming	Follow guidelines	Follow guidelines	Do not handle this
Forming	Follow guidelines	Get approval before acting	Do not handle this
	NOT CRITICAL	CRITICAL	VERY CRITICAL

Task Importance

To be a team, you must have...

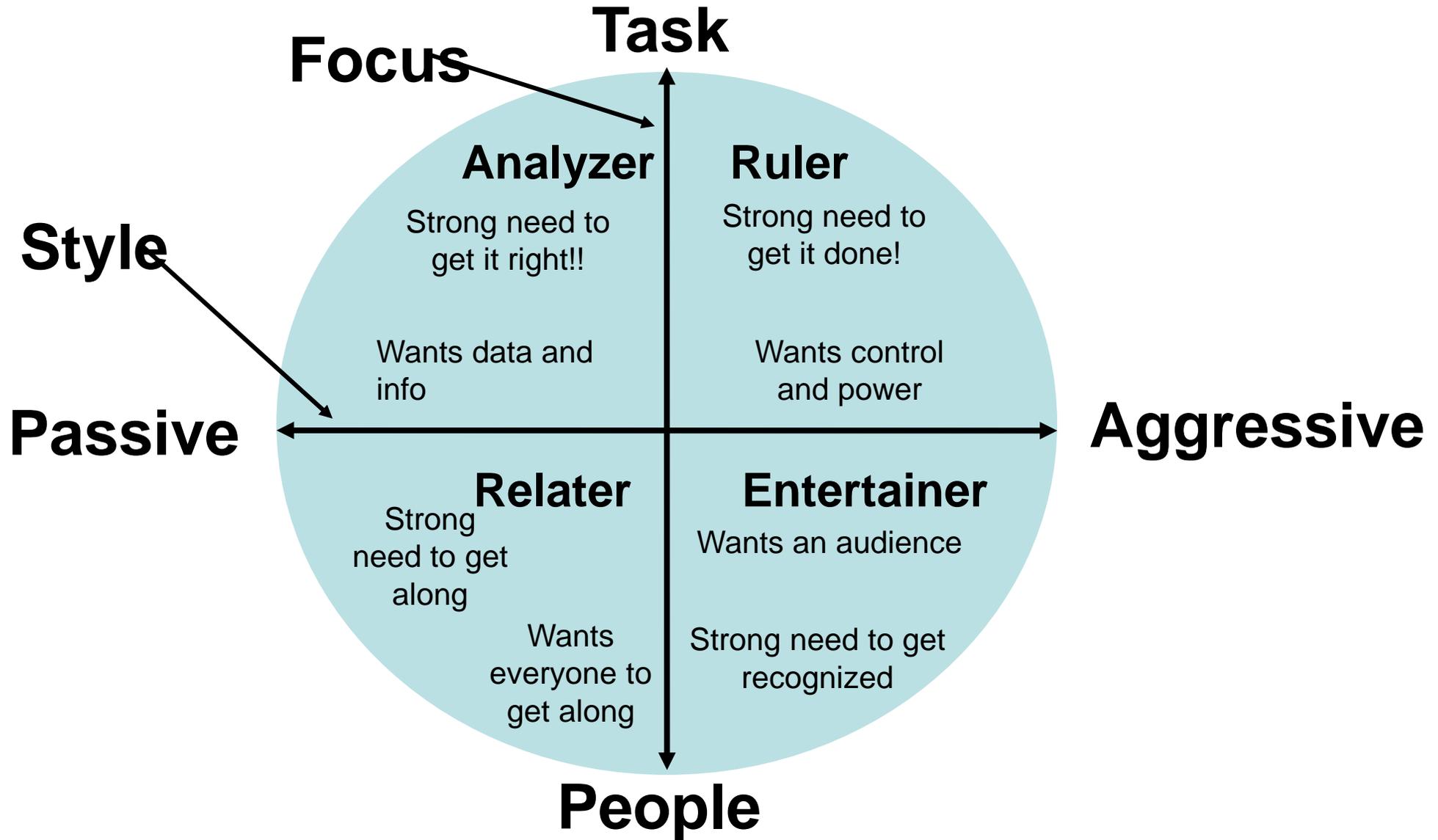
- Common purpose, shared goals
- Shared outcomes (risk and rewards)
- Specific roles for each member
- Interdependency (must collaborate to accomplish goals)
- Structure and rules

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- Implement *team discipline*.
- Clarify roles and responsibilities.
- Understand and use group dynamics.
- Use effective and consistent team processes for meetings, analysis, and problem solving.
- Must communicate-positive feedback.

-
- Lead the activities of the team, focus on improvement
 - Conduct regular communications to facilitate management and improvement
 - Coordinate resources
 - Track and follow up on activities

- Manage team conflict
- Create a collaborative environment for team members
- Help generate ideas
- Maintain the focus of team discussions
- Clarify and communicate meeting expectations
- Enable agreement through consensus



PA-PT Model

Extraverts:

- Have high energy
- Talk more than listen
- Think out loud
- Act, then think
- Like to be around people a lot
- Prefer a public role
- Can get easily distracted
- Prefer to do lots of things at once
- Are outgoing & enthusiastic

E

Introverts:

- Have quiet energy
- Listen more than talk
- Think quietly inside their heads
- Think, then act
- Feel comfortable being alone
- Prefer to work "behind-the-scenes"
- Have good powers of concentration
- Prefer to focus on one thing at a time
- Are self-contained and reserved

I

Sensors:

- Focus on details & specifics
- Admire practical solutions
- Notice details & remember facts
- Are pragmatic - see "what is"
- Live in the here-and-now
- Trust actual experience
- Like to use established skills
- Like step-by-step instructions
- Work at a steady pace

S

Intuitives:

- Focus on the big picture & possibilities
- Admire creative ideas
- Notice anything new or different
- Are inventive - see "what could be"
- Think about future implications
- Trust their gut instincts
- Prefer to learn new skills
- Like to figure things out for themselves
- Work in bursts of energy

N

Feelers:

- Decide based on their feelings
- Appear warm and friendly
- Are convinced by how they feel
- Are diplomatic and tactful
- Value harmony and compassion
- Take many things personally
- Are quick to compliment others
- Are motivated by appreciation
- Avoid arguments and conflicts

F

Thinkers:

- Make decisions objectively
- Appear cool and reserved
- Are convinced by rational arguments
- Are honest and direct
- Value honesty and fairness
- Take few things personally
- Are good at seeing flaws
- Are motivated by achievement
- Argue or debate issues for fun

T

Perceivers:

- Like to keep their options open
- Are playful and casual
- Are less aware of time, may run late
- Prefer to start projects
- Play first, work later
- Have difficulty making some decisions
- Question the need for many rules
- Like to keep plans flexible
- Want the freedom to be spontaneous

P

Judgers:

- Like to have things settled
- Take responsibilities seriously
- Pay attention to time, usually prompt
- Prefer to finish projects
- Work first, play later
- Seek closure
- See the need for most rules
- Like to make & stick with plans
- Find comfort in schedules

J

Extraversion and Introversion: Where we draw our energy from

Sensing and iNtuition: How we gather information

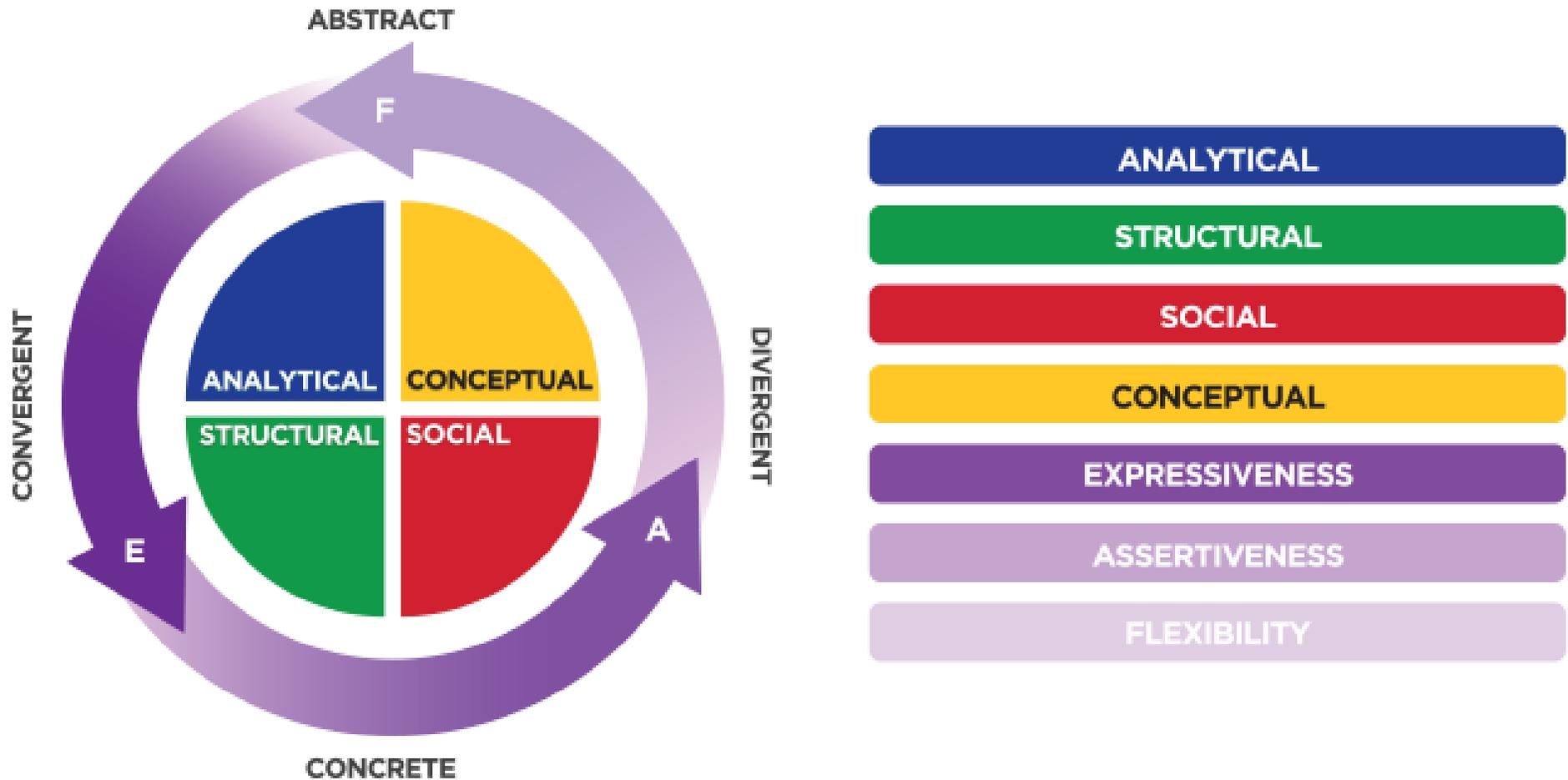
Thinking and Feeling: How we process the information

Judging and Perceiving: How we implement the information (structure)

<p>ENFJ Teacher</p> <p>Smooth talking charmers. Very inspiring & motivational. Often clergy. People leaders & persuaders. Great salespeople. Very relationship-oriented. Like to motivate groups.</p>	<p>INFJ Counselor</p> <p>Work is to inspire others to achieve great things. Great visionaries of human possibilities. Serious academicians. Often professors or offer themselves to a religious order.</p>	<p>INTJ Mastermind</p> <p>If they say they are going to do something, they do it. Likely to be corporate leaders, scientists. Believe everything has room for improvement. Superior planners and visionaries of systems.</p>	<p>ENTJ Field Marshall</p> <p>Very leadership-oriented. Likely to be top executives, business persons. Big on reducing inefficiency, ineffectiveness. Take charge people. Can be over-willing to less outgoing types.</p>
<p>ENFP Champion</p> <p>Second only to ESFPs for fun. Want best filled with excitement and romance. Very enthusiastic and creative. Often teachers, artists, writers. Great need for diversity and change.</p>	<p>INFP Healer</p> <p>Noble sentiments aiding society. Different from ESFPs, they try to tackle long-term problems. Often psychologists or counselors. Want to save the whales and rainforests.</p>	<p>INTP Architect</p> <p>Deepest analysts of problems to be solved. Often physicists, scientists. Most aloof of types. Critical thinkers.</p>	<p>ENTP Inventor</p> <p>Want one exciting challenge after another. Love to problem solve. Good at analysis, consider themselves full of ingenuity and ideas. Often involved in complex, systems analysis, design.</p>
<p>ESFP Performer</p> <p>Number one in fun and enthusiasm. Always invite ESFPs to your party. The most generous of all types. Warm, friendly, vibrant people. Excellent at customer service.</p>	<p>ISFP Composer</p> <p>Quietly harmonious with word. Very observing, benevolent. Inclined toward work with people in need. Work to solve problems of the immediate such as homeless, stopping hunger.</p>	<p>ISTP Operator</p> <p>Ready to try anything once. Flashed with the rush of life. Seek excitement. A love of tools and the utility they offer. Inclined toward mechanical devices, can take apart & reassemble anything.</p>	<p>ESTP Promoter</p> <p>Excitement seekers. Never feel more alive than when taking risks. Great negotiators on the front end. Excellent promotional & entrepreneurial capabilities if someone else follows through.</p>
<p>ESFJ Provider</p> <p>Hosts & hostesses. Graciousness of this type makes them excellent at entertaining, coordinating. May be teachers, nurses. Very conscious of appearances, should/shouldn'ts.</p>	<p>ISFJ Protector</p> <p>A high sense of duty. Upholders of family tradition. Often found in traditional helping professions including nursing, elementary education, etc.</p>	<p>ISTJ Inspector</p> <p>Does of what should be done. Masters at completing practical details and adding finishing touches. Get-it-done people. Superb administrators. Duty bound & organized, often military.</p>	<p>ESTJ Supervisor</p> <p>Administrators, workers, pillars of strength in community. Loyal mates, parents, employees. Often promoted to management positions. Dependable, consistent, straightforward.</p>

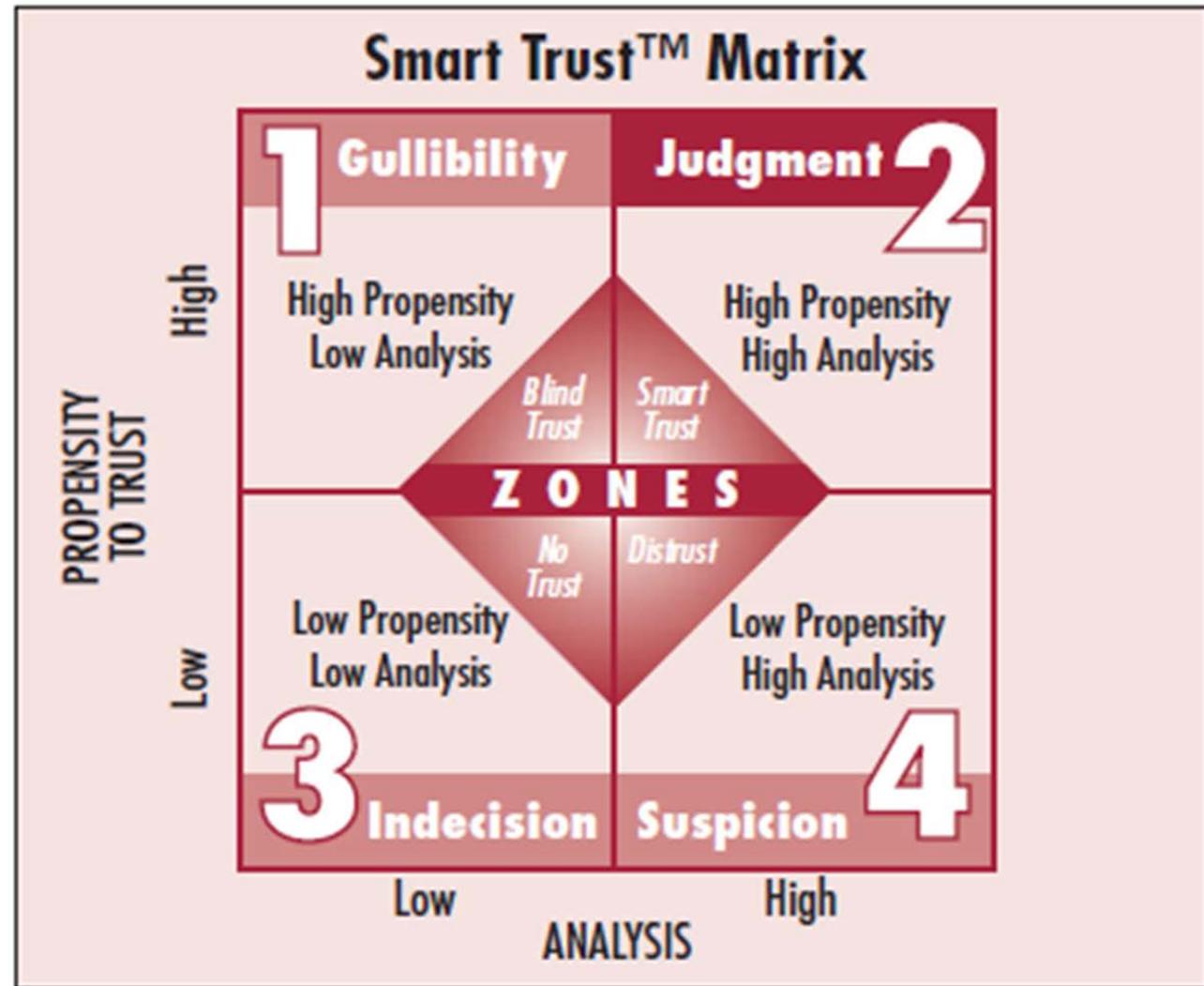


Knowing your preference allows you to practice being able to perform counter to your preference



Emergenetics is rooted in the concept that who you are today is the emergence of your behavior, genetic makeup and life experiences.

Knowing where you fall on the Smart Trust Matrix allows you to practice operating in the other zones.



Remember the characteristics of a good team member?
Credibility can be a tremendous enabler.

Character	Competence
<ul style="list-style-type: none">• Integrity Walk the talk, courage to act with values, beliefs• Intent Motives, agendas, resulting behavior	<ul style="list-style-type: none">• Capabilities Talents, attitude, skills, knowledge that inspire confidence• Results Track record, performance, getting right things done
<p><i>Foundational elements that make you believable to yourself and to others.</i></p>	

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- Purpose
- Objective(s)
- Membership
- Roles and Responsibilities
- Deliverables
- Timeline
- Measures of Success
- Rules of Engagement

Team Charter

Team Name: (Your Team Name Here)		Senior Stakeholder: (Who is the principle leader being supported by this effort)	
Project Name:		Period of Performance:	
		Start Date:	Completion Date:
Team Purpose: (Why are you here) Example: <i>To develop a smart business strategy to acquire contract support to support various test ranges that meet the vision and mission goals as stated below:</i>			
Vision: (At a high level, define in one sentence what you're trying to achieve)			
Mission: (How will you achieve your vision and why is it important) <i>This mission statement relates to the vision above:</i>			
Project Description: (Capture the essential performance requirements of your project or acquisition such as in the example below)			

Set up Team “Rules”

- Get the team to suggest the rules of engagement for meetings.
- Get team to decide what they will do when/if someone violates a rule.
- Use the team rules to keep the team on track.

- Start on time and end on time.
- Stay on agenda; keep discussion focused.
- One speaker at a time; no "side" conversations
- Listen and allow others to express their point of view--don't interrupt.
- Treat each other with dignity and respect: No personal attacks or "cheap shots".
- Value each person's contributions -- All ideas are worth consideration.
- No one dominates the meeting. Invite and encourage full participation.
- There are no dumb questions; speak up.
- Negotiate differences of opinion.
- Meet one-on-one to resolve conflict between two parties.
- Leave egos at the door.
- No "hidden agendas"; surface all issues and negotiate differences.
- Rank does not mean right and all members have equal voice.
- Strive to reach group consensus.
- No cell phones or tablets unless needed for meeting activities.
- Address rule violators with a request for change

RACI Chart



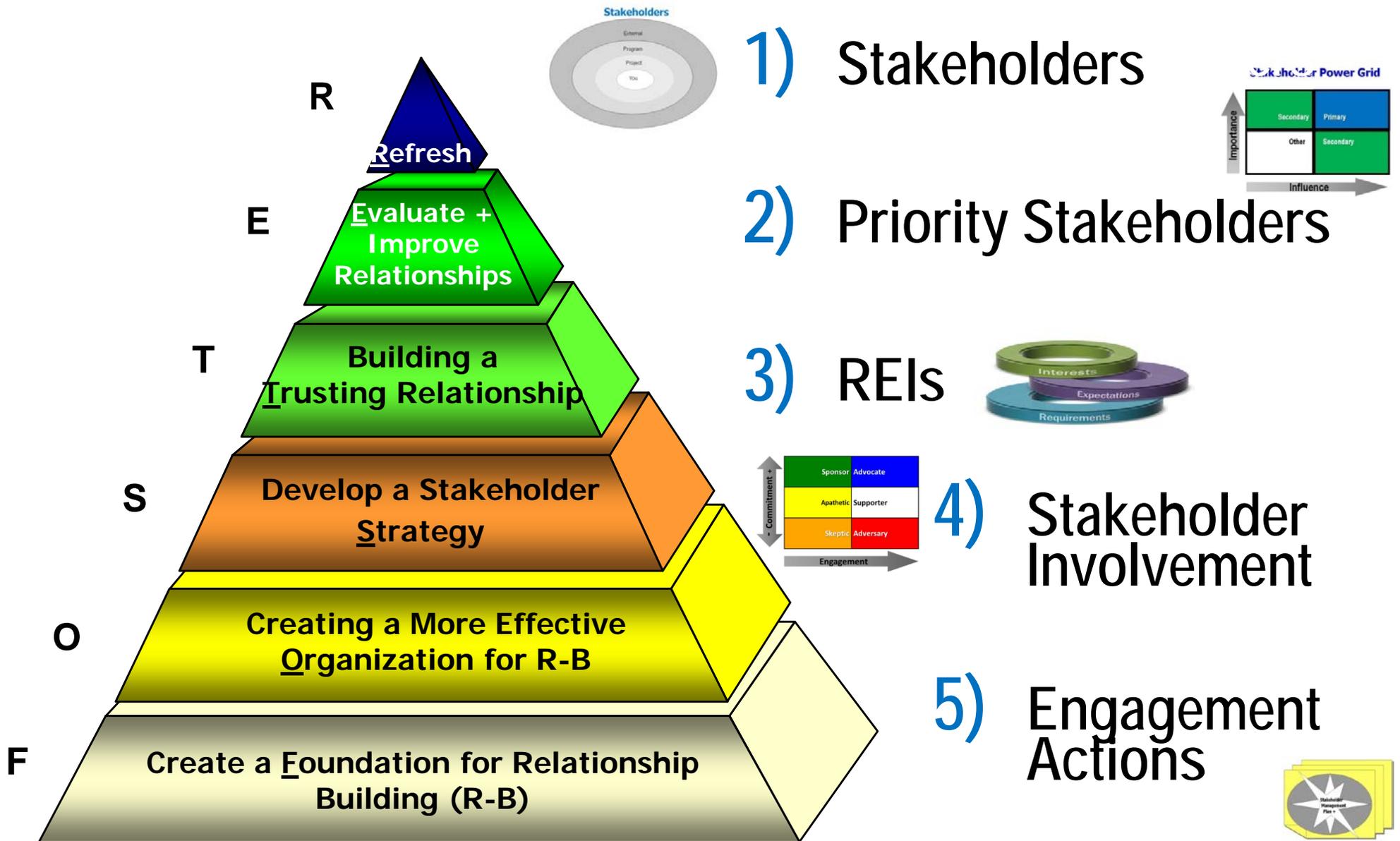
R = Responsible – *The person who performs the action/task.*

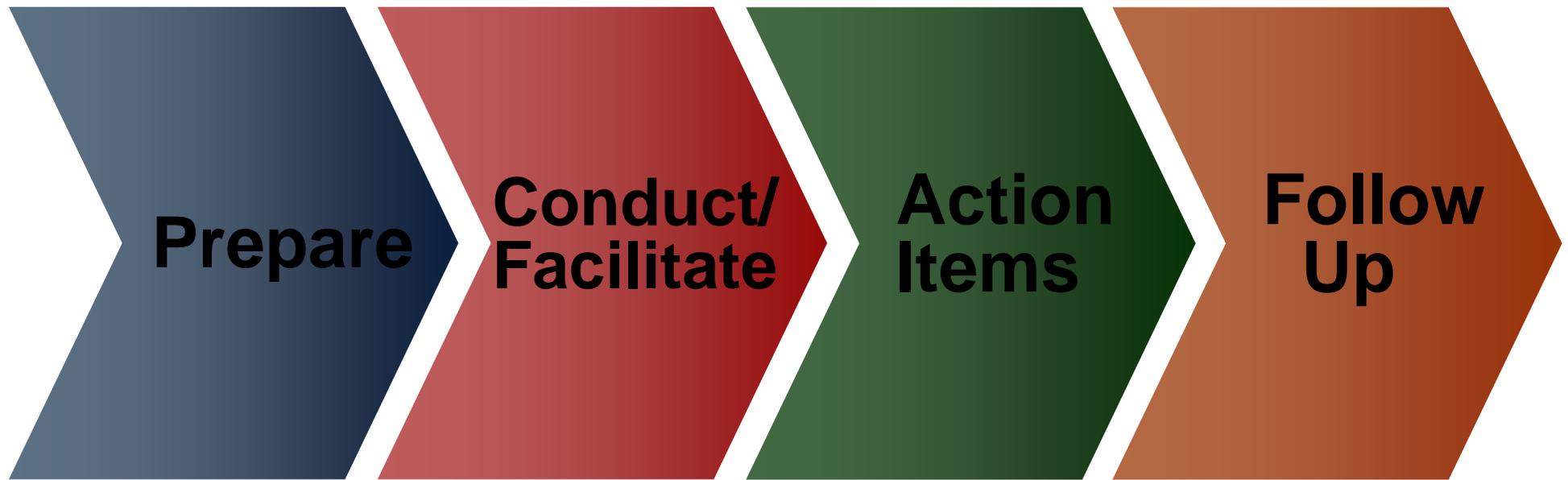
A = Accountable – *The person who is held accountable that the action/task is completed.*

C = Consulted – *The person(s) who is consulted before performing the action/task.*

I = Informed – *The person(s) who is informed after performing the action/task.*

Step	Action/Task	Responsible	Accountable	Consulted	Informed
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					





MAS: Mindless Acceptance Syndrome

An involuntary reflex in which a person accepts a meeting invitation without even thinking why.

A common illness among office workers worldwide.

David Grady
How to save the world (or at least yourself)
from bad meetings

Agenda

- Purpose / goal
- Desired outcomes
- Date
- Place
- Start / Stop Times
- Action Items



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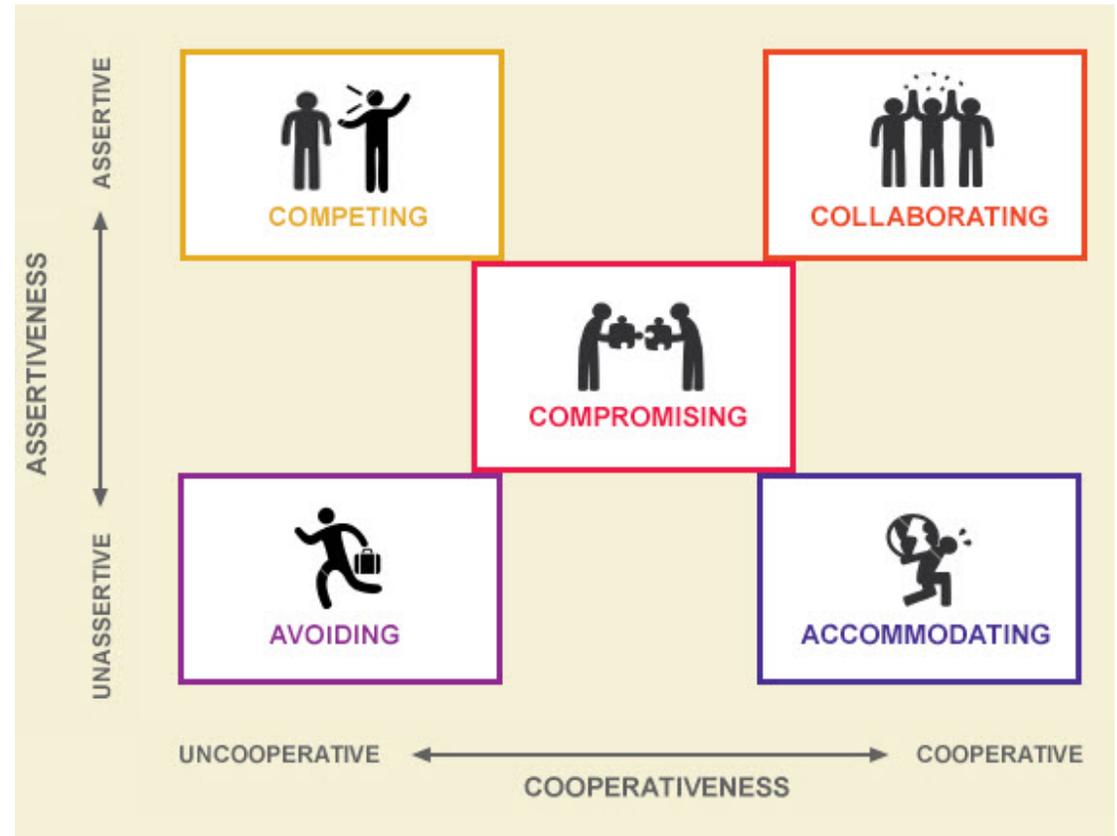
When you hear the word
“Conflict”
what thoughts/images come to mind?

When you hear the word
“Conflict”
what thoughts/images come to mind?

Positive
or
Negative

- Conflict is very normal in team interaction.
- Some feel good argument = good product.
- Some very uncomfortable with conflict
- Conflict itself is not a problem
- How it is managed is crucial.
- What can be done?

The Thomas-Kilmann Conflict Mode Instrument (TKI®) tool assesses an individual's typical behavior in conflict situations and describes it along two dimensions: assertiveness and cooperativeness. It provides detailed information about how that individual can effectively use five different conflict-handling modes, or styles.



- Generate ideas.
- Narrow down ideas.
- Move to a decision.

**A house divided against itself
cannot stand**

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When you hear the word change what thoughts/images come to mind?

危機



Dangerous



Opportunity



- They fear change will bring more danger than opportunity
- They are obstinate or stubborn
- They do not understand the need for change, or do not have full information
- They do not know about the change
- They haven't been involved in planning and implementing the change

- An online self-assessment to evaluate your tolerance for ambiguity.
- Go to the web site below and take the 16 question self-assessment.



http://highered.mheducation.com/sites/0073381225/student_view0/chapter14/self-assessment_14_2.html

Four Transition States of the Change Process

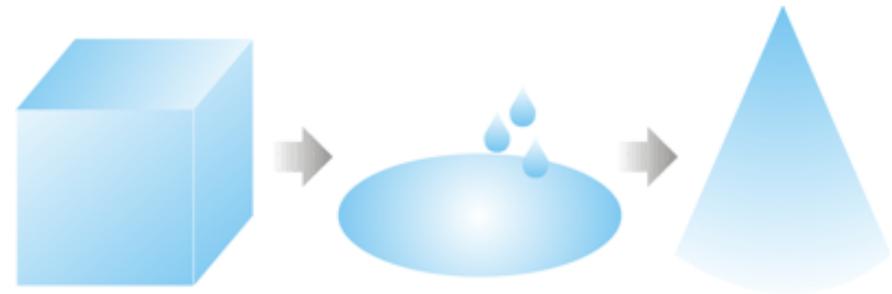
- Denial--People refuse to apply new information to their new situation
- Resistance--People may accept changes as unavoidable, but build obstacles to ward it off or vigorously defend the status quo
- Exploration--People begin the process of looking toward the future
- Commitment--People are ready to identify with new goals and are clearly focused on how to reach them



- Unfreezing

- Changing

- Refreezing



1. Establish a Sense of Urgency
2. Form a Powerful Guiding Coalition (Stakeholders)
3. Create a Vision
4. Communicate the Vision
5. Empower Others to Act on the Vision
6. Plan For and Create Short-Term Wins
7. Consolidate Improvements & Produce Still More Change
8. Institutionalize New Approaches

UNFREEZING

- Establish a Sense of Urgency
- Form a Powerful Guiding Coalition (Stakeholders)
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- Communicate the Vision

CHANGING

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REFREEZING

- Institutionalize New Approaches

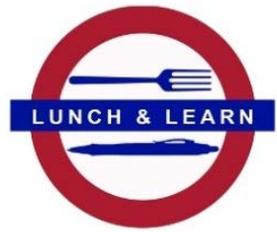
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Having responsibility and authority to take actions and make decisions in pursuit of the organization's goals.

-
- Capability
 - Authority
 - Direction
 - Responsibility
 - Freedom
 - Resources
 - Information
 - Accountability
 - Support
 - Trust

- It's absolute
- It's a goal or business strategy
- It's easy to accomplish
- Empowered teams = Effective teams
- Everyone wants to be empowered

Key Points from “Giving Leadership Away”



- Establish common goals
- Allow people to do their jobs
- Agree on levels of responsibility
- Hold individuals accountable
- Keep team focused on goals

“...in organizations, it is *powerlessness* that “corrupts,” not power. When people feel powerless, they behave in petty, territorial ways. They become rules-minded, and they are over-controlling, because they’re trying to grab hold of some little piece of the world that they *do* control and then over-manage it to death. (One way to reassert control is to resist everyone else’s new ideas.)”

**Give a man a fish
and you feed him for a day.
Teach a man to fish
and you feed him for a lifetime.**

1. What are the first steps an organization must take to empower its employees?
2. What are some specific benefits an organization can realize from empowering its employees?
3. In what ways do the leaders act differently in empowered organizations?
4. In what ways do employees act differently in empowered organizations?
5. How does the relationship between the organization and its customers change in an empowered organization?

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- **Decision Making Tools**

- Brainstorming
- Round Robin
- Written Response
- Combine
- Categorize
- Evaluation Matrix
- NGT
- Both/And
- Straw Poll
- Negative Vote
- Multivoting
- Multivoting Variant
- Affinity Diagram

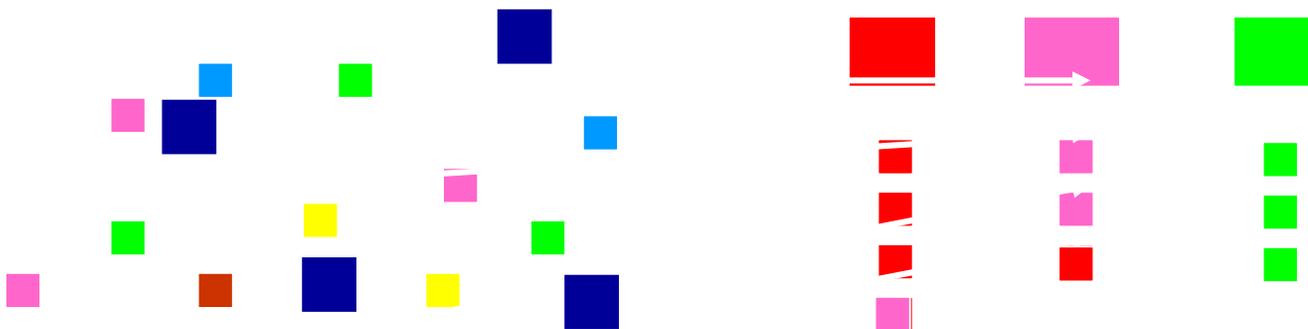
Work to avoid Groupthink.

An effective brainstorming session...

- Develops highly creative solutions to a problem
- Invites the experience of the group into play
- Unlocks innovation
- Brings team members together

Rules:

- Start with one. Find another. Put it there.
- No discussion of why.
- Short clarification of what the sticky means is OK.
- Resolve conflicts with duplicate stickies.
- Question very large groups.
- It's over when movement stops.

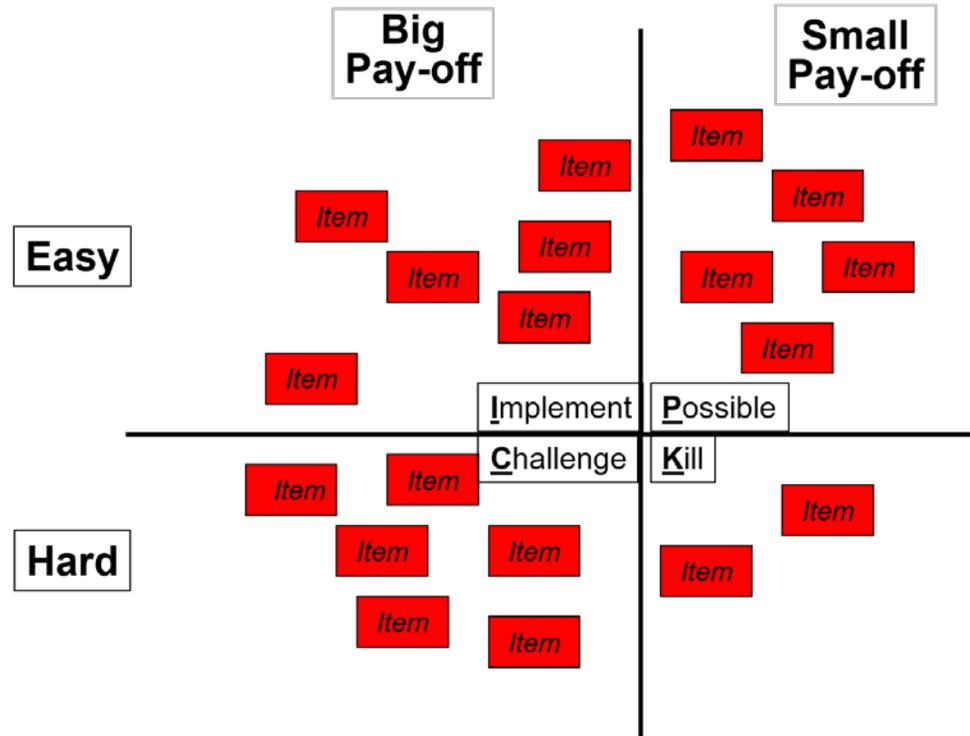


- Single Voting
- Multi-Voting
- Sign-Up Voting
- Nominal Group Technique (NGT)
- Idea Ranking/Weighting

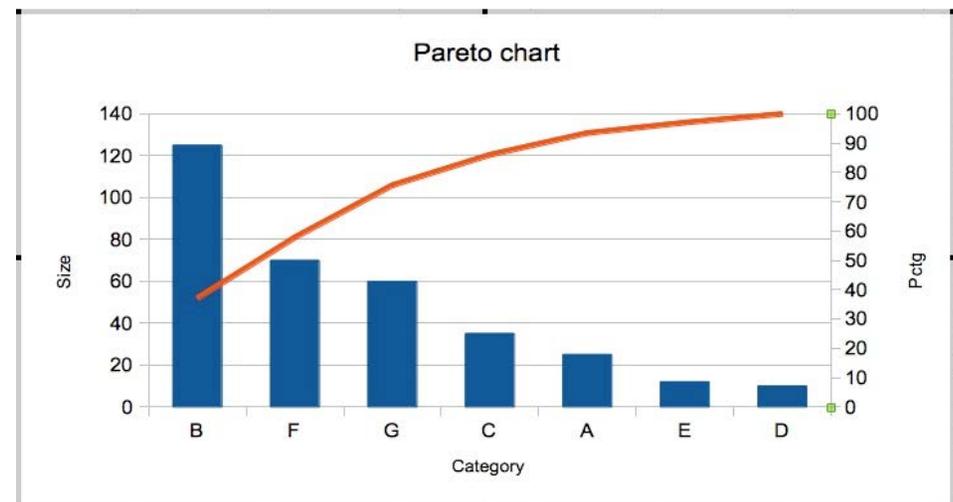


The result is a short list identifying what is important to the team.

- Pick Chart



- Pareto Analysis



- **What makes a successful team?**
 - Have a sense of purpose or common clear goals.
 - Identify resources and use them.
 - Have respect for one another.
 - Differences of opinion are encouraged and freely discussed.
 - The ability to build on each others' ideas.
 - Decision making by consensus.
- **What makes a good team member?**
 - Support the team leader
 - Ensure that all viewpoints are explored
 - Provide open, honest and accurate information
 - Act in a positive and constructive manner
 - Provide appropriate feedback
 - Accept ownership for team decisions

In today's volatile, uncertain, complex and ambiguous (VUCA) environment, organizations succeed or fail by creating wholes that are greater than the sum of their parts.

Intense competition, rampant unpredictability, and a constant need for innovation are giving rise to even greater interdependence and thus demand even greater levels of collaboration and communication than ever before.

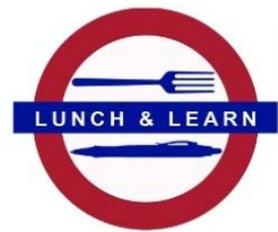
- Team

- Carefully designed, static groups of individuals
- Ample time to practice interacting successfully and efficiently
- Bounded, static collections of individuals.
- Often physically located in the same place while practicing or performing together.
- They've developed trust and know each other's roles.
- Advocating stable boundaries, well-designed tasks

- **Teaming**

- Verb, a dynamic activity, not a bounded, static entity
- Coordinating and collaborating without the benefit of stable team structures, teamwork on the fly
- Any new team has an associated virtual meeting space and document repository.
- Constant shifting nature of work means that many teams disband almost as soon as they've formed.
- Skills and the flexibility to act in moments of potential collaboration when and where they appear
- Ability to move on, ready for the next such moments
- Develop/use new capabilities for sharing crucial knowledge quickly

A Parable to Remember



One day while eating at a restaurant with his wife a man came up and said, "Your Plumb! You flew jet fighters in Vietnam from the aircraft carrier Kitty Hawk. You were shot down!"

"How in the world did you know that?" asked Plumb. "I packed your parachute," the man replied. Charles Plumb in surprise and gratitude had to catch his breath.

The man then shook his hand and said, "I guess it worked!" Plumb assured him it had and said, "if your chute hadn't worked, I wouldn't be here today."

That night Plumb could not sleep. He said, "I kept pondering what he might have looked like in a Navy uniform – a Dixie cup hat, a bib in the back, and bell bottom trousers. I wonder how many times I might have seen him and not even said good morning, how are you or anything because, you see, I was a fighter pilot and he was just a sailor."

Plumb thought a lot about that man who had packed his parachute and the hours he spent at a wooden table at the bottom of the ship carefully packing his and others chutes. He held in his hands the chute; the fate of someone he did not even know.

Charles Plumb is now a motivational speaker telling this story to hundreds. He always ask his audiences after telling it, "Who's packing your parachute?"

In our life many people have a hand in our parachutes. Are we taking the time to acknowledge them, thank them, reward them? It is very easy to overlook the work of many. When an athletic team has won a championship do you ever hear them thank the trainer, the cook, the bus driver? Do they take the time to reward them too? It takes a lot of people to create a championship team.



QUESTIONS?

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- Classroom
 - ACQ 450 Leading in the Acquisition Environment
 - ACQ 451 Integrated Acquisition for Decision Makers
 - ACQ 452 Forging Stakeholder Relationships
 - ACQ 453 Leader as Coach
- Workshops
 - WSD 003 Leading Project Teams Workshop
 - WSD 004 Myers Briggs Type Indicator (MBTI) Workshop
 - WSD 005 Crucial Conversations®
 - WSD 006 Leading at the Speed of Trust
 - WSD 007 Strength Deployment Inventory® Workshop
 - WSD 009 Influencer
 - WSD 011 Critical Thinking for Decision Makers and Teams
 - WSD 014 Introduction to Critical Thinking: Six Thinking Hats Workshop
 - WSD 016 Polarity Management
 - WSE 002 Problem Solving Techniques for Quality Improvement (PSTQ)
 - WSM 007 Stakeholder Management
- ALDW Acquisition Leadership Development Workshop



- Continuous Learning Modules
 - CLM 014 IPT Management and Leadership
 - CLM 051 Time Management
 - HBS 303 Leading Team with Emotional Intelligence
 - HBS 304 Managing Difficult Conversations
 - HBS 310 Influencing and Motivating Others
 - HBS 405 Change Management
 - HBS 409 Decision Making
 - HBS 410 Delegating
 - HBS 414 Diversity
 - HBS 421 Innovation and Creativity
 - HBS 424 Leading and Motivating
 - HBS 427 Meeting Management
 - HBS 440 Team Leadership
 - HBS 441 Team Management
 - HBS 442 Time Management
 - HBS 443 Virtual Teams
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- Leadership and Management Tools and Resources
<https://acc.dau.mil/CommunityBrowser.aspx?id=527456&lang=en-US>
 - Program Managers e-Tool Kit <https://pmtoolkit.dau.mil/>



Pre-Course	Day 1	Day 2
	Stakeholder Relationships Power Grid and REI	Stakeholder Relationships Action Plan cont.
Stakeholder Relationships F-O	Stakeholder Relationships Involvement Matrix	Stakeholder Relationships Evaluation Plan
Stakeholder Relationships Identifying Stakeholders	Stakeholder Relationships Action Plan	Communication Plan

	Day 1	Day 2
0800-0900	Admin/Introductions	Critical Thinking Case Study
0900-1000	What is Leadership?	
1000-1100	MBTI	Building Trust
1100-1200		
1200-1300	Lunch	Lunch
1300-1400	Dealing with Conflict	Declaring an Extraordinary Future
1400-1500		
1500-1630		

	Day 1	Day 2	Day 3	Day 4
0800	Leadership Interviews	Admin/Intros	Trusting Relationships	Stakeholder Strategy (Action Plans)
0830		Leadership		
0900		Critical Thinking	Forging Stakeholder Relationships	
1000		360 Evaluations	Foundation/Organization (SWOT)	
1100		Leadership Differences		
1200		Lunch	Lunch	Lunch
1300		High Performing Teams	Stakeholder Strategy (IER)	Stakeholder Strategy (Measuring)
1400		Dealing With Conflict		Communication Plan
1430		Effective Communications	Stakeholder Strategy (Action Plans)	

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction	Recognizing People's Differences	Building Trust	Building Trusting Relationships	Review and Evaluate SMP
What is Leadership?	Leading in Different Environments	Forging Stakeholder Relationships	Stakeholder Strategy (Action Strategy)	Review and Evaluate Comm. Plan
Critical Thinking	Lunch	Foundation and Organization	Lunch	
Lunch	Communication Strategies	Lunch	Stakeholder Strategy (Measuring)	
Problem Solving Tools	Dealing With Conflict	Stakeholder Strategy (IER)	Communication Plan	
Recognizing Leadership Differences				



DAU Resources



MODULE	DESCRIPTION	DURATION	TAILORABLE	STAND ALONE	COST*
What is Leadership	Compare and contrast your desired and demonstrated leadership effectiveness and discuss the concepts of Leadership and Management as they apply to the acquisition environment	1 - 1.5 hr	Y	Y	N
Critical Thinking	Identify critical thinking skills for leading up, down, and across. Includes case study.	3 hr	Y	Y	N
Critical Thinking	Identify critical thinking skills for leading up, down, and across. No case study.	1 hr	Y	Y	N
Problem Solving Tools	Apply 3 different problem solving tools to leadership challenge(s)	1 - 1.5 hr	Y	Y	N
Recognizing Leadership Differences	Determine your personality preferences (i.e., temperaments) to build on your strengths and challenges	2 hr	Y	Y	N
Recognizing People's Differences	Analyze the preferences of others to determine appropriate strategies for leading a diversity of individuals	1 - 1.5 hr	Y	N (linked to Recognizing Leadership Differences)	N
360 Feedback and Development Plan	Use of Leadership Mirror (DDI) instrument to determine self and others' perceptions and develop a personal action plan. Does not include 1-1 counseling/feedback.	1 hr	Y	Y	N
Leading in Different Environments	Determine crucial factors to consider in responding to various acquisition leadership environments	2 hr	Y	N (linked to Recognizing Leadership Differences)	N
Communication Strategies	Determine more effective ways for communicating with peers, bosses, and subordinates.	3 hr	Y	Y	N
Dealing with Conflict	Compare and contrast different methods for dealing with conflict amongst team members, peers, and bosses.	1 - 1.5 hr	Y	Y	N
Building Trust	Analyze the methods available to promote personal relationship experiences that build trust	2 - 4 hr	Y	Y	N
Forging Stakeholder Relationships	Understand a model for identifying your primary stakeholders and developing a strategy for building relationships with them resulting in improved outcomes	1 hr	Y	Y	N
Stakeholder Management Plan	Targeted to a particular customer to identify and develop a stakeholder management plan(s) for a specific program/project/effort/function.	8 - 16 hr	Y	Y	N
Stakeholder Communication Plan	Targeted to a particular customer to develop a stakeholder action/communication plan	2 - 4 hr	Y	N (linked to Stakeholder Management Plan)	N
Declaring an Extraordinary Future	Working backwards from the possible future vice forward to the predictable future	2 hr	Y	Y	N
Coaching in a Changing Environment	A leadership skill that optimizes reflective and effective learning and performance	2 - 4 hr	Y	Y	N
Mentoring	Key elements in a mentoring program and the associated skills	2-4 hr	Y	Y	N
Leadership Development Courses					
WSD 004	Myers Briggs Type Indicator Seminar	8 hr	N	Y	Y survey instrument
WSD 005	Crucial Conversations	16 hr	N	Y	Y course materials
WSD 006	Leading at the Speed of Trust	16 hr	N	Y	Y course materials
WSD 007	Strength Deployment Inventory	4 hr	N	Y	Y survey instrument
WSD 009	Influencer	16 hr	N	Y	Y course materials
WSD 010	360 Survey	4 hr	N	Y	Y survey instrument
WSD 011	Critical Thinking for Decision Makers and Teams	4 hr	N	Y	
WSD 012	Mount Everest Leadership and Team Simulation	4 hr	N	Y	Y course materials
WSD 013	Crucial Accountability	8 hr	N	Y	Y course materials
WSM 004	Program Management through the Looking Glass	21 hrs	N	Y	Y course materials
WSD 014	Introduction to Critical Thinking: Six Thinking Hats Workshop	7 hr	N	Y	Y course materials