Successfully Managing the Group-Based Project

with

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Corporate Plumber

Corporate King of Kaizen

Section 1

Introduction

TRUMPF

To learn how to manage projects in a distributed environment

In a way that focuses on the skills required to successfully bring projects to closure

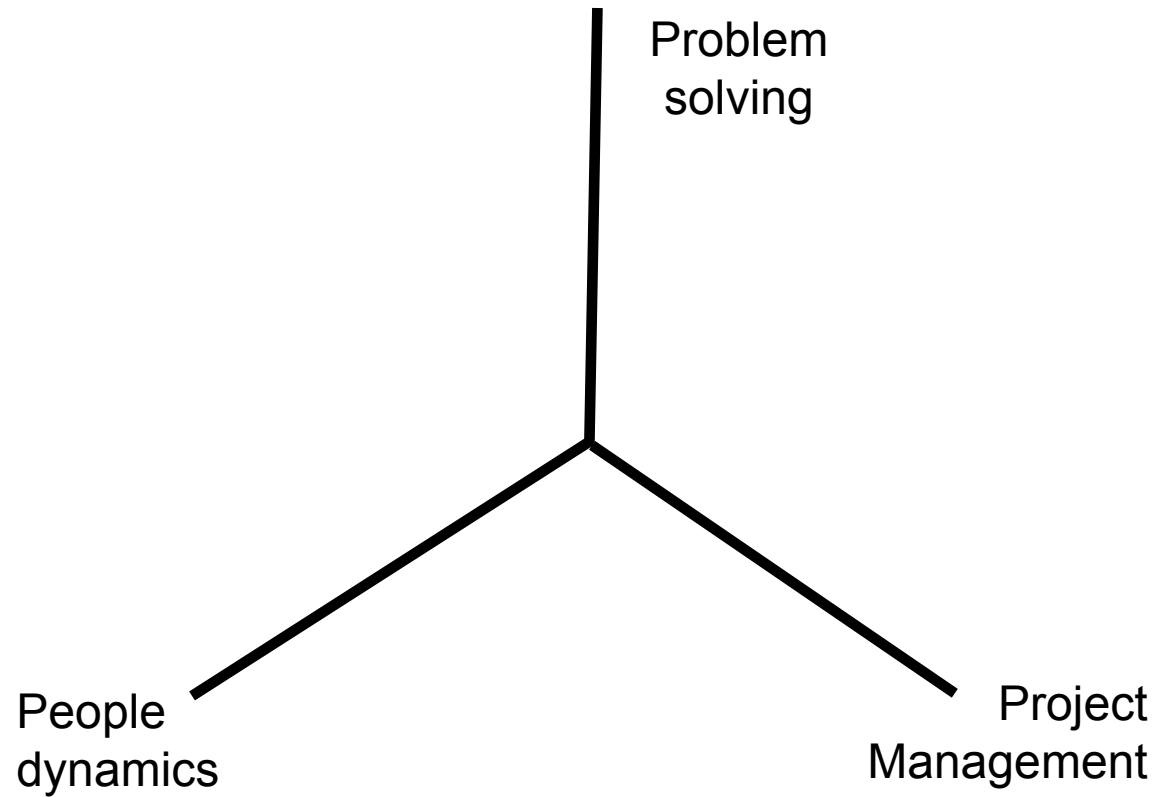So that personal capabilities and Trumpf bench strength is increased.
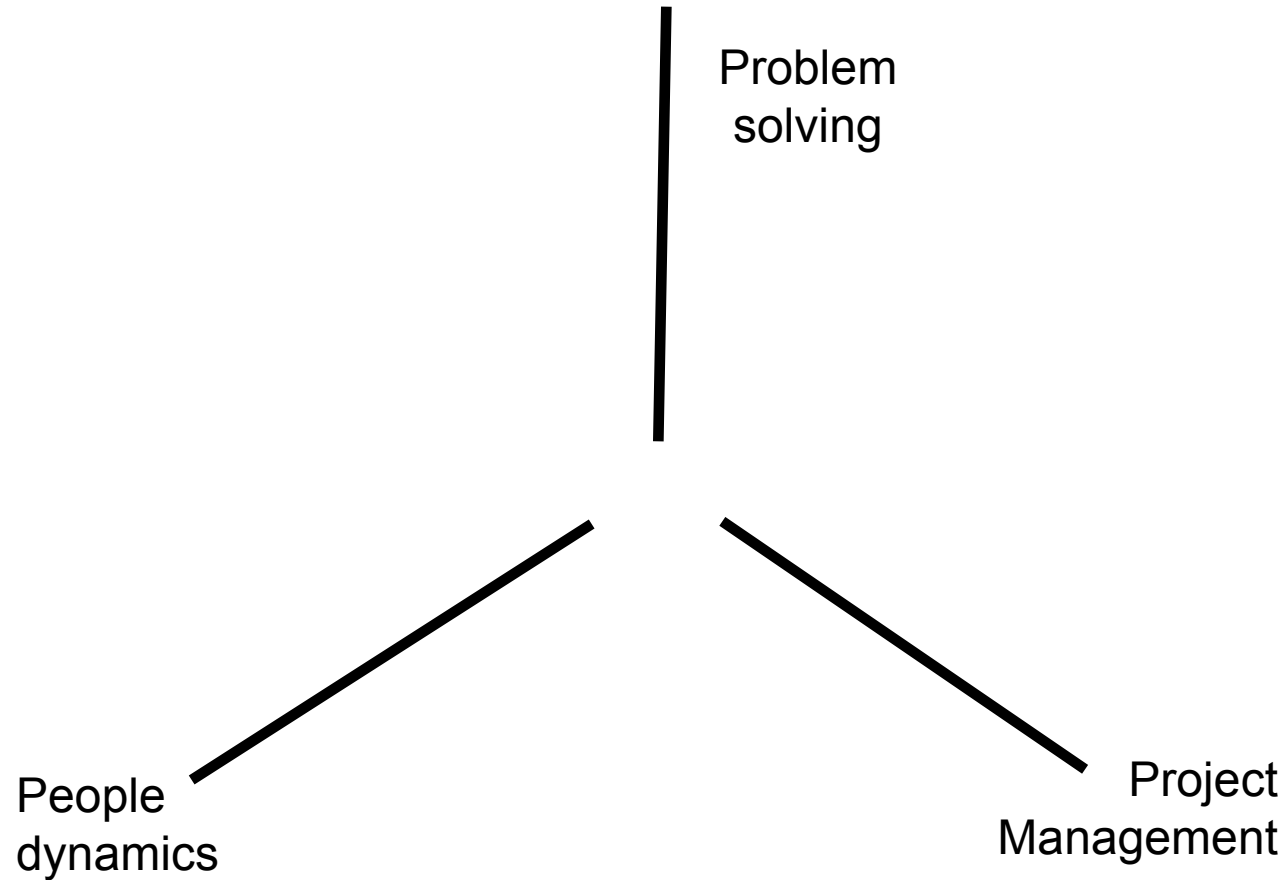
Orchestrating tasks

Orchestrating people

Outcomes of this Workshop

1. Behaving to bring the best out in groups
2. Navigating through the 5 stages of group development
3. Project management styles
4. Managing group dynamics in a virtual environment
5. Facilitating a group for results
6. Roles in an effective project

TRUMPF

Problem
solving

People
dynamics

Project
Management

Managing the Group-Based Project

TRUMPF

Problem
solving

People
dynamics

Project
Management

Before we start, what questions do you have about this development opportunity?

PURPOSEFUL ACTION

Walking there is no Road
The Road is made by Walking

It's time for the MINEFIELD!

Boom!

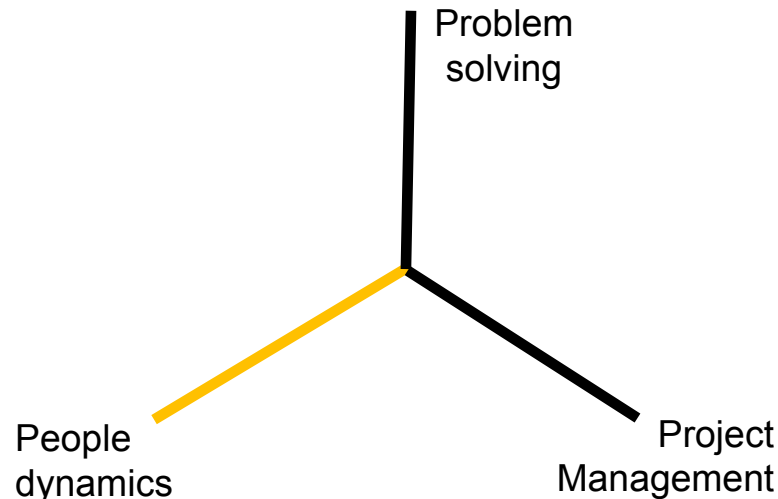*Managing the Group-Based Project*

TRUMPF
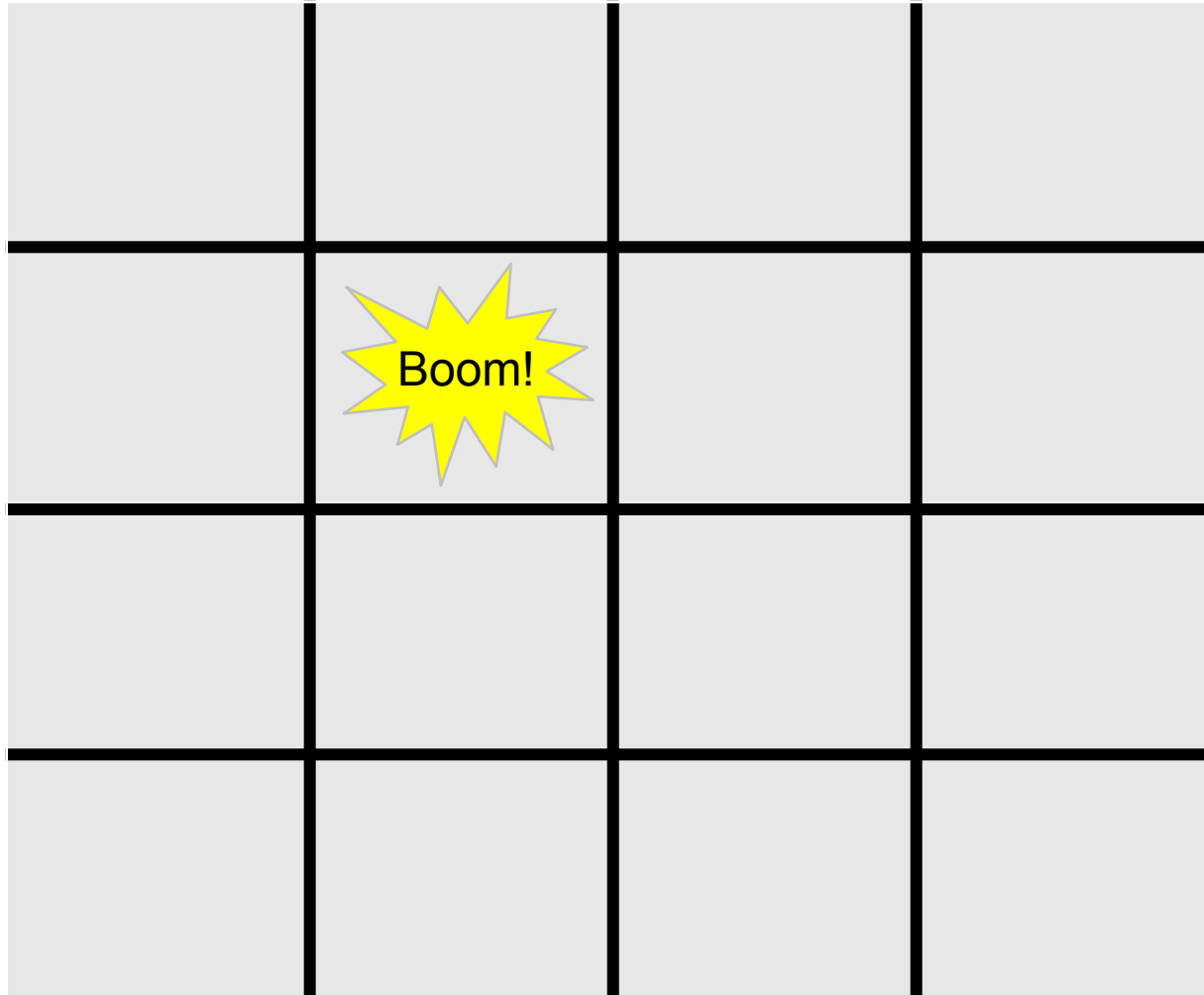
Section 2

To begin developing an appreciation of the linkage between my behaviors and the behaviors of other people

In a way that models the formation of a group

So that we become effective at taking a room of people and preparing them for a group-based process.

Problem solving

People dynamics

Project Management

TRUMPF

" Groups form at the intersection of individual purposes." -alden davis

Groups are unique and have a common experience

Groups are a collection of individual purposes

Groups are a collection of personalities with a dominant tone.

The gathering of individuals serves a purpose

Groups that satisfy the Individual purposes continue to exist

Groups have a location and a look
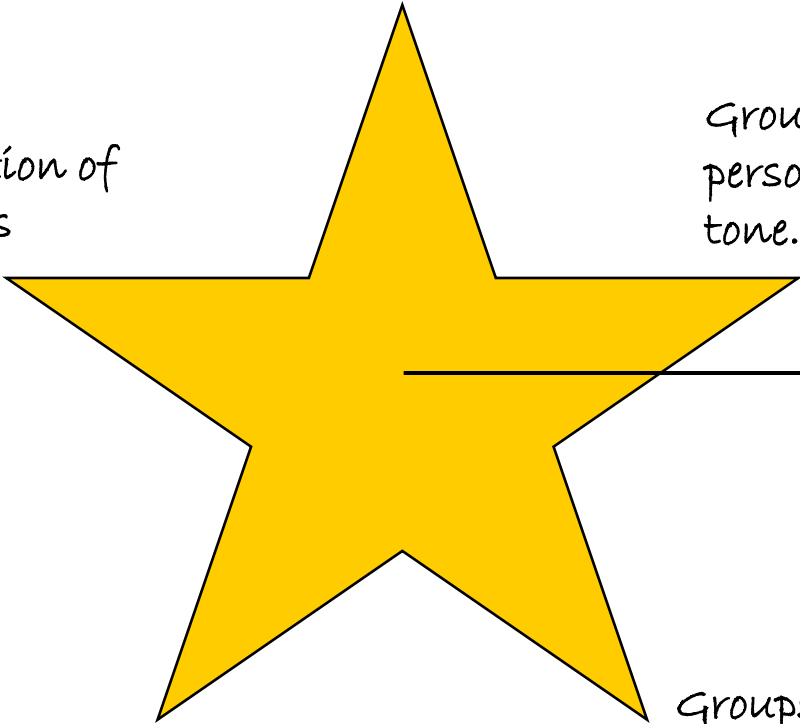
CAUTION:

In the work setting, what is the liability of a becoming a group? What is the implication for project implementation?

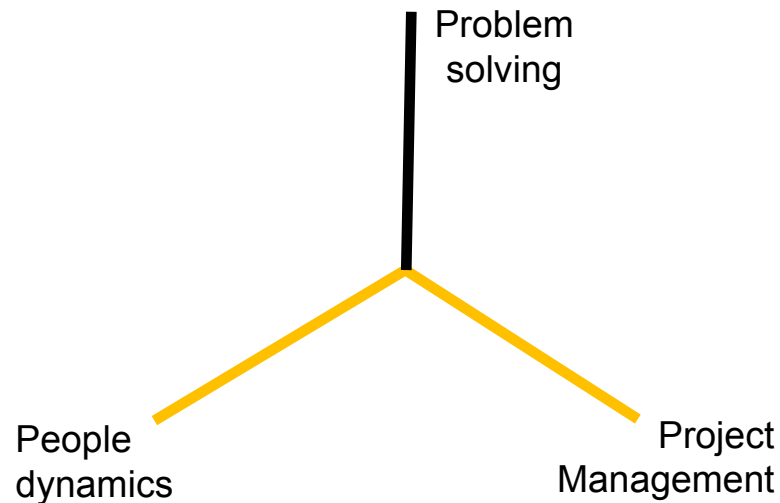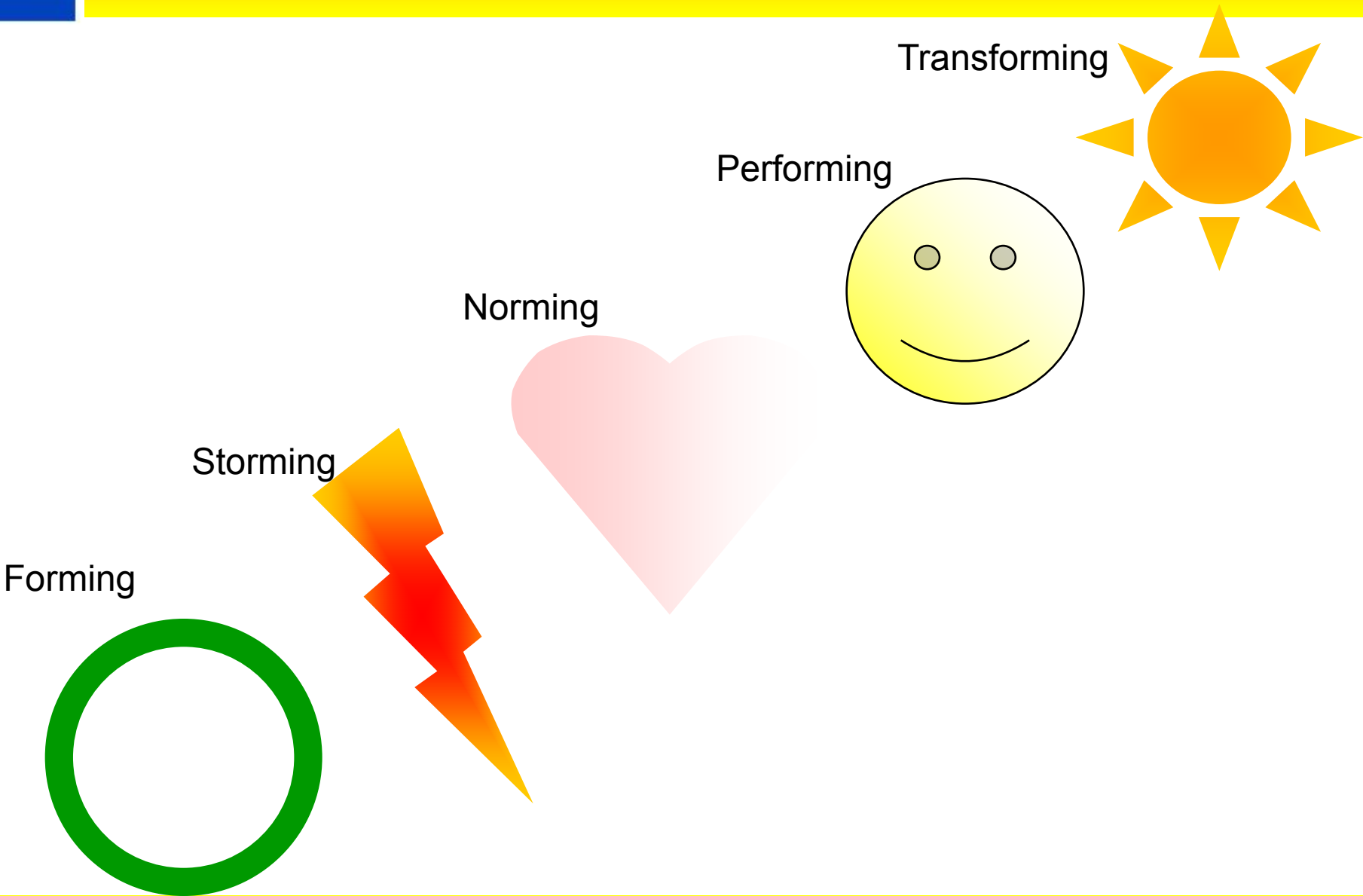What could we do to minimize these implications?

Conflict Begins

Section 3

To know that the evolution of a group is predictable

In a way that the 5 stages of group development can be anticipated and managed

So that you can help the group get to productive performance in an efficient way.

Problem solving

People dynamics

Project Management

TRUMPF

Transforming

Performing

Norming

Storming

Forming

TRUMPF

– Use the handout and discuss

Abilene Paradox

Stages of Group Development

Based on a review of many studies, it is suggested that most groups go through a five-stage developmental sequence: forming, storming, norming, performing and transforming. The way the group responds to tasks and relations shift from stage to stage. It is difficult to pinpoint the developmental stage of a group at any specific time. It is, however, important for a group lead to understand the developmental stages of groups because each stage can influence group effectiveness.

FORMING

In the forming stage, task behaviors focus on member's efforts to define goals and develop procedures for performing their tasks. Relation oriented behaviors deal with feeling out and resolving dependency issues among group members.

Group development in this stage involves getting acquainted and understanding the group lead and other roles. In this stage, individual members might: 1) Keep feelings to themselves until they know the situation; 2) Act more secure than they actually feel; 3) Feel confused and uncertain about what is expected of them; 4) Be nice and polite, certainly not hostile; 5) Try to size up the personal benefits relative to the personal costs of being involved in this group.

STORMING

Things get serious in the storming stage. Conflicts over task behaviors emerge with respect to the relative priorities over goals, who is to be responsible for what, and the task guidance and direction of the leader. Relations behaviors are a mixture of expressions of hostility and strong feelings. Competition and conflict is a dominant theme at this stage. Some members may withdraw or try to isolate themselves from the emotional tension. The key is to manage conflict in this stage, not to suppress it or withdraw from it. The group cannot effectively evolve if the leader and members go to either extreme. Suppressing conflict will likely create bitterness and resentment, which will last long after the member's attempts to express their differences and emotion; withdrawal can cause the group to fail more quickly.

NORMING

Task behaviors in the norming stage evolve into a sharing of information, acceptance of differences in opinions, and positive attempts to reach mutually agreeable or compromise decisions on the group goals and the rules by which the group will operate. Relations behaviors focus on empathy, concern and positive expressions of feelings leading to group cohesion. Cooperation within the group is a dominant theme at this stage. A sense of shared responsibility for the group develops. The specific impacts of norms –positive and negative- on group behaviors will be explored further in "group-think."

PERFORMING

This stage relates to how effectively and efficiently the group is able to perform its tasks. The roles of individual members are accepted and understood. The members usually understand when it is best for them to work independently of each other and when it is best to help each other in physically demanding tasks or decision making tasks. Groups differ after the norming stage. Some groups continue to learn and develop from their experiences and new inputs, thus continuing to improve their efficiency and effectiveness. Other groups – especially those that developed norms not fully supportive of efficiency and effectiveness, may perform only at the level needed for survival. A minimally adequate level of performance may be caused by excessive self-oriented group members, the development of norms that impact negatively on task effectiveness and efficiency, poor group leadership or other factors.

TRANSFORMING

The transforming stage involves the termination of task behaviors and disengagements from relations behaviors. Some groups, like a task force created to investigate and report on a specific problem within six months, have a well-defined point of closure. Other groups may go on indefinitely. Transforming for this type of group is more subtle and takes place when one or more key members move on to other positions or leaves the organization.

RANGE OF PROJECT MANAGER STYLES

DIRECTIVE	PARTICIPATIVE
Project manager (PM) directs, controls and polices the members and drives them to the decision. It is the PM's group and all members acknowledge the PM's' authority and responsibility for the group.	Group meetings are owned by the members including the PM. All members, with the PM's assistance, are responsible for the group's effectiveness.
The PM focuses attention on the task to be accomplished. The PM performs all the functions needed to arrive at the proper decision.	The group is responsible, with occasional and appropriate help from the PM, for reaching a decision that includes the participation of all and is the product of all. The PM is a servant and helper to the group.
The PM sets limits and uses rules of order to keep discussions under control.	Members of the group are encouraged and helped to take responsibility for its code of conduct, its task productivity, its assignment of tasks and its use of available time.
The PM believes that emotions are disruptive to objective, logical thinking and should be discouraged or suppressed.	Feelings, emotions and conflicts are recognized by the members and the leader as legitimate facts and situations that demand serious attention to achieve productivity within the group.
The PM handles a member's disruptive behavior by taking it offline away from the group.	The group believes that any problem within the group must be faced and solved by the group.
Individual needs are considered less important because the need to arrive at a task decision is all important in the eyes of the PM.	The members realize that needs and feelings of all members must be considered in order to build a productive team.

MANAGER BEHAVIORS IN DEVELOPMENTAL STAGES OF GROUPS

ING
p people get acquainted
Icebreakers   http://www.businessballs.com/teambuildinggames.htm
p group to define their own roles and what's expected of them
Who is the group lead?
Who will chart?
What members do?
p group set goals based on charter document and desired results from working
ether

MING
p group to manage conflict
Role negotiations
Effective listening
Conflict resolution
derstand that this is a normal stage for any group to experience and that most groups
st go through this discomfort before they work effectively together.

ING
ure that decision-making methods are effective
Avoid compromises leading to "Group Think" decisions
Encourage group to identify their norms

ORMING
nitor the group's norms to see if they allow the group to work efficiently or if they get
he way
p group to revise norms if necessary

SFORMING
ure that group had a ritual of adjournment
Celebration of some kind
Graduation

Section 4

To effectively manage seven key elements that impact group productivity

In a way that the project manager assumes accountability for group performance

So that groups can navigate their way through sand traps and mature into good problem solvers.

Problem solving

People dynamics

Project Management
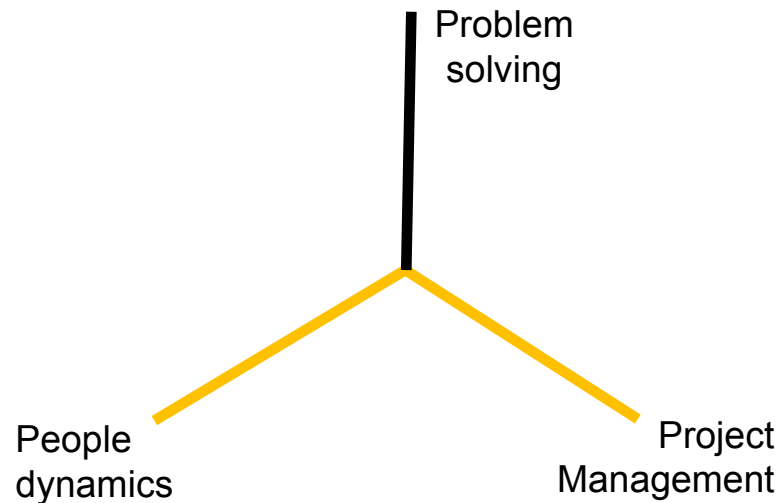
Visualization Exercise:

Picture a group of seven people solving problems in your business in a systematic, disciplined and efficient way. In great detail, describe

- Personality/mood of the group
- The room in which they are working
- The way they work
- The types of people in the group
- Their metrics of success

TRUMPF

Roles

Group size
Min. 2, Max 12

structural

Norms

Cohesiveness

- Roles negotiated by group
- Norms established by group
- Group identification established with a name, slogan
- Clear goals established and reviewed
- Group recognizes their progress
- Group celebrates success
- Members act responsibly

interpersonal

Goals

External Environment

Project Manager Style
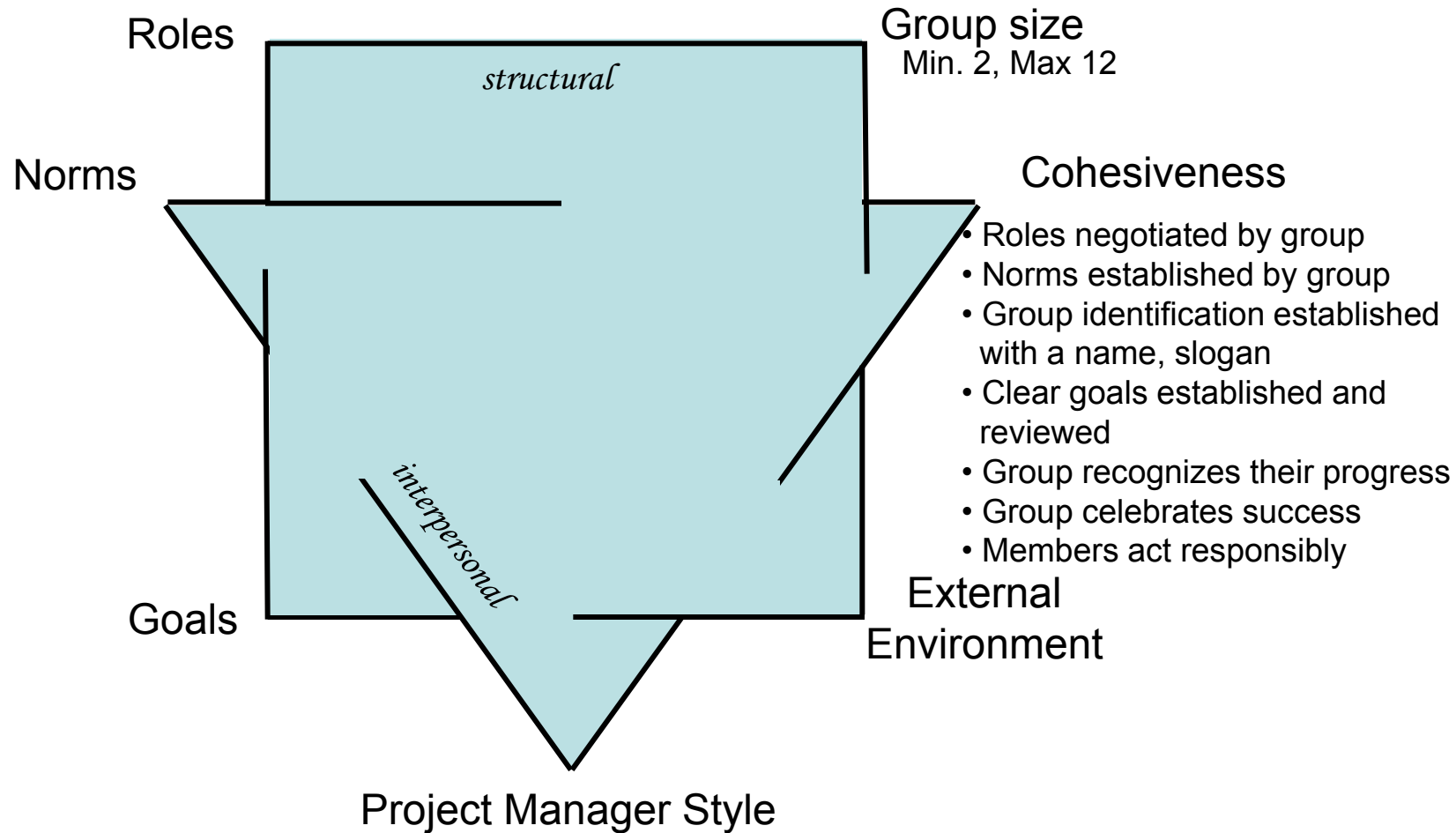
Section 5

To understand the elements of an effective change process

In a way that applies to the current situation

So that we are enabled to positively impact the changes we implement in the workplace.

Problem solving

People dynamics

Project Management

TRUMPF
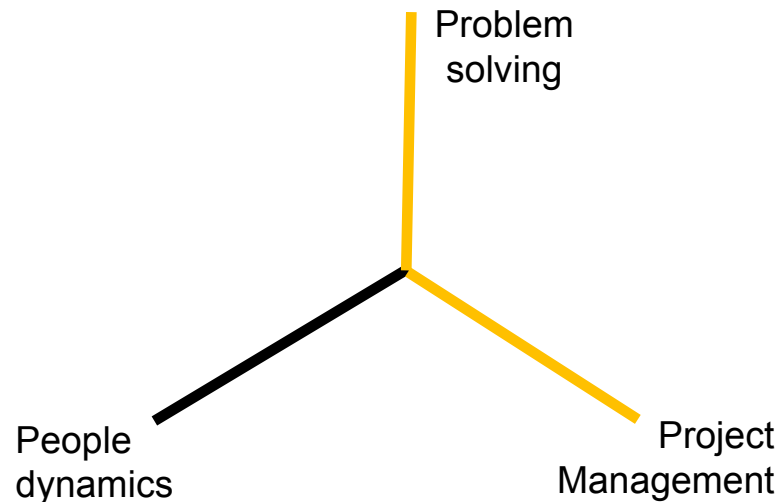
Years of experience are
    distilled into the
    following beliefs
    about what creates an
    excellent change
    process.
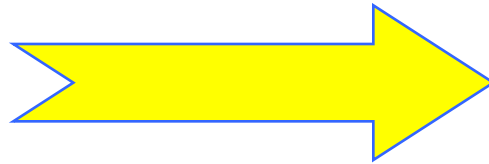
> **Transformation Process Excellence Beliefs**
>
> 1. Creation of personal meaning for "Why change?" is essential for moving forward.
> 2. Inclusive processes generate the spirit and will required to create lasting change.
> 3. Possibilities stay hidden until the past is released.
> 4. Shared beliefs, principles and power allow the simultaneous implementation of broad-based change to occur.
> 5. Rapid accumulation of other's experience through benchmarking and literature searches increases vision and accelerates implementation.
> 6. Procrastination, acquiescence, abdication, inaction, passive and permission are taboo words.
> 7. Collective, personal vision of end-state excellence creates a pull into the future.
>
> © A.B. Davis

TRUMPF

Core Work: Delivering results using a group-based, problem solving process

Accountable for:

1. Completing the project & implementation using a group based process
2. Quality of the results
3. Managing the group dynamics
4. Group productivity and effectiveness
5. Facilitating conversations

6. Initiating tasks
7. Providing needed information
8. Giving feedback on group performance
9. Clarifying goals
10. Getting decisions made

Responsive to:

1. Project charter
2. Group dynamics
3. Group needs
4. Organizational constraints

5. Following the agenda
6. Completing action items
7. Data driven, problem solving processes
8. Listening to project members

Creative Around:

Managing the project timeline, finding resources, solving interpersonal problems, keeping the group on task, making meetings worthwhile, group cohesion, encouraging participation, combining ideas, reality testing options, group learning, celebrating success

TRUMPF

Core Work: Invest personal skills and energy with other people to solving problems and implementing solutions.

Accountable for:
1. Participating in meetings
2. Completing assigned tasks
3. Contributing thoughts and ideas
4. Staying on track
5. Respecting and listening to others

6. Considering all ideas
7. Managing negative behaviors
8. Helping the group succeed
9. End results of the project

Responsive to:
1. The agenda and assignments
2. Project goals and objectives
3. Project Manager requests
4. Helping everyone be heard

5. Using problem solving tools

Creative Around:
Managing personal workload to deliver assigned tasks, helping set group norms, working through difficult group dynamics, keeping the group on task, solving problems

Core Work: Capture the conversation of the group and ensure all ideas have been accurately recorded to reflect the speaker's intent.

Accountable for:
1. Jotting down ideas quickly and accurately, using abbreviations generously
2. Using the words of the speaker and avoiding interpretations
3. Clarifying to ensure ideas get documented as intended
4. Being neat and organized
5. Capturing the flow of conversations in the meeting without filtering

Responsive to:
1. Equally representing all ideas presented
2. The pace of the conversation…not slowing the group down
3. Capturing ideas, not spelling accuracy
4. The Project Manager

Creative Around:
 Packaging the notes for ease of use and clarity, paraphrasing as required, asking people to repeat their statements, posting charts during sessions.

TRUMPF

Unfreeze

Change

1	2	3	4	5
★ Data has been received and examined and a decision is made to "Do Something" about it. Launch a project.	○ Take stock of current situation, key drivers, resources available and implications for how much change is possible.	▭ Scope-out what is possible and vision the end-state desired that would resolve the data examined in Step 1.	★ Decision to proceed with planning the project.	▭ Project planning, laying out all the steps and requirements necessary to bring the vision to life.

6	7	8	9	10
▭ Doing all the preparation activities, putting everything in place prior to "breaking ground."	★ Decision to begin implementation. "Begin the change."	▭ Implement the plans established in Step 5. Project management of the actual events.	○ Determine whether the desired vision is realized and if it is sustainable.	★ Decision to "close-out" the project.

Refreeze

decision	activity	inspection	transportation	delay	storage
★	▭	○	⇒	⬠	▽

TRUMPF

Level I: Master Plan

task	2019					2020	
	Aug	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**
Organize the group							
Current state & long-term impact on the business							
Desired end-state & long-term impact on business (described with metrics)							
Creation of solution set with down-select							
Implementation requirements							
Final presentation							

Level II: Implementation Requirements

task	2019					2020	
	Aug	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**
Change in philosophy/direction							
Change in infrastructure							
Change in workflows							
Change in people and skills							
Change in measurements and accountabilities							

So why do people oppose change?

- Fear of the unknown
  - Lack of information/understanding leaves a vacuum that is filled with rumor, speculation and insecurity
- Lack of benefits
  - The cost of the change is greater than the potential rewards to those affected by the change
- Loss of status and security
  - A person who sees a change as reducing their sphere of authority is not likely to support that change
- Disruption of the routine
  - There is little incentive to change when old behaviors have been successful
  - Its hard to listen clearly when routines are being challenged
- Conformity to norms and culture
  - The current patterns of behavior, physical rewards for status and core values are misaligned with the change proposed

People tend to change when:

1. They have participated in the decision to change
2. The rewards exceed the pain of not changing
3. They see others changing who are considered influencers
4. The environment is free from threat and judgment
5. They have the skills to be successful
6. They trust the motives of the people introducing the change
7. They have gathered data showing that the change can be successful
8. They have made a public commitment

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In a way that focuses on the skills required to successfully bring projects to closure

So that personal capabilities and Trumpf bench strength is increased.

Outcomes of this Workshop

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6. Roles in an effective project

Workshop Leader

Known by colleagues and friends as the "corporate plumber", Alden designs, orchestrates and leads large-scale institutional change, driving for systemic changes that increase value. 28 years in industry, 17yrs. with UTC, Alden focuses his attention on business turnarounds, collaborative labor-management relationships, leadership development and financially-based change processes using The ValueTree™. As a conference speaker and workshop leader, Alden has presented to numerous organizations including Boston University Technologies Conference, MIT Labor Dept., IRRA Conference, Machinist's Union Training Center, CT Quality Conference, and Springfield Area Council for Excellence. Pro bono work includes strategic planning and process improvements for UNA-USA, IAUP/UN Commission on Peace, Business Council for the United Nations, school districts of Portland, ME and Hartford, CT, UCONN School of Business, Univ. of Hartford, Univ.of Puerto Rico- Mayaguez, Hartford Chamber of Commerce, Habitat for Humanity and City of Hartford. Alden is degreed in Business and Engineering from Arizona State University, holds two patents and lives in Avon, CT.

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