

Project Leadership

Prepared by Dr. Ehab Mahmoud



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Lecture 6 Team Structure and Development

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Prepared by
Dr. Ehab Mahmoud

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Chapter

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Learning Outcomes

1. Why teamwork?
2. Leadership and team building.
3. What Makes a Team Successful?
4. Team Structure.
5. Common Team Roles.
6. Team Development.
7. Needs and the Team.
8. Summary and Conclusion.

Why Teamwork?



Why Teamwork?

- Teamwork is like photomosaicic



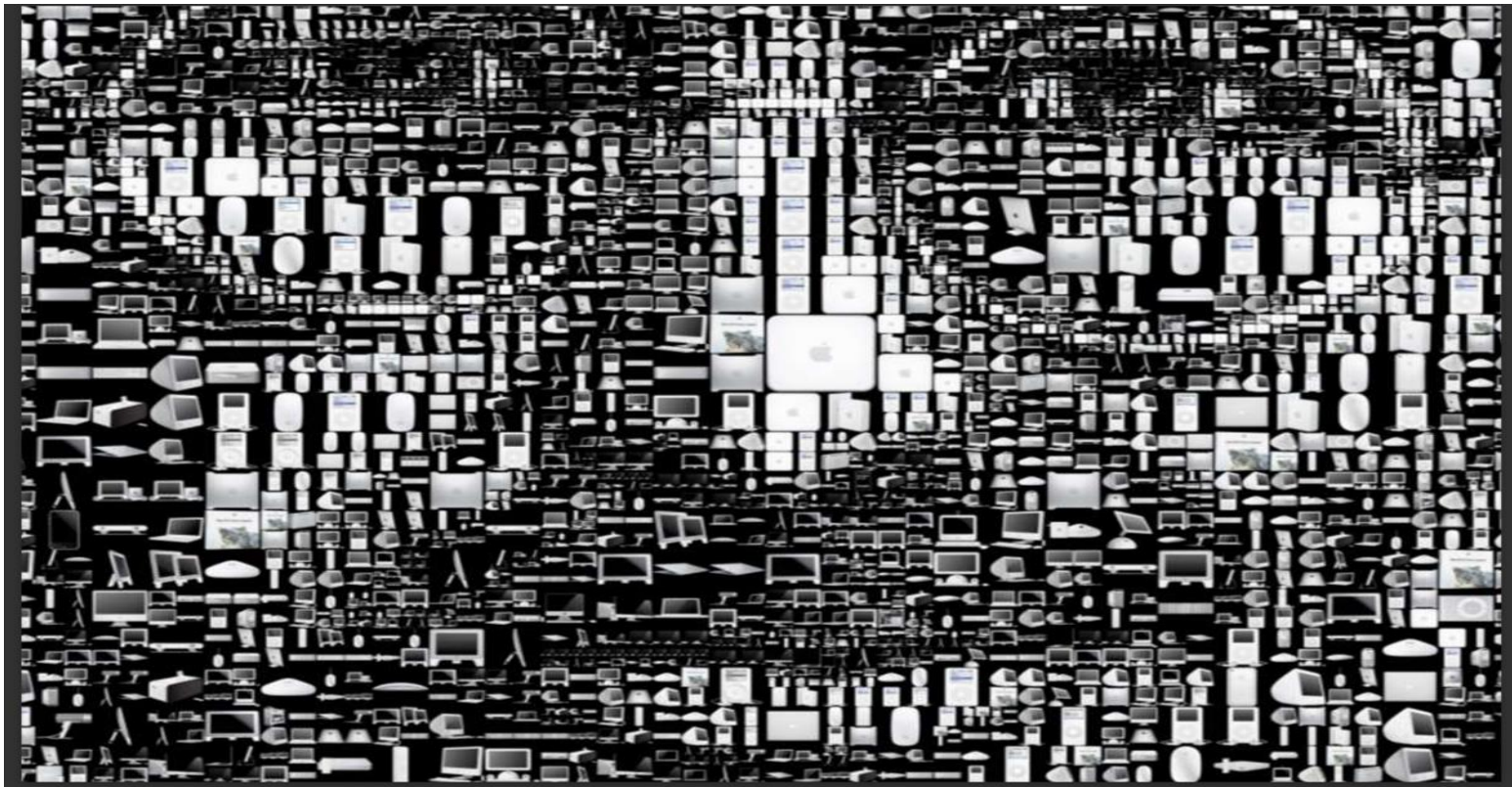
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What is a Team?

A team is an organized group of people who work together to achieve a common goal, they are committed to work together to complete a well defined work.



Types of Teams

Formal - structured to perform specific tasks.

Informal - emerge naturally in response to organizational or member interests.



What is Teamwork?

The Process of Working Collaboratively With A Group Of People In Order To Achieve A Goal.

Teamwork represents a set of values :

- ❖ Encourages behaviors such as listening & responding to view points of others, giving benefit of doubt to others.
- ❖ Providing support to those who need it.
- ❖ Recognizing the interests & achievements of others.
- ❖ Also promote performance as individuals and the performance of the entire organization.

Why To Build a Successful Team?

The ability to build teams is a valuable leadership quality.

- Problem solving.
- Data gathering.
- Diagnosis.
- Decision-making.
- Planning.
- To set team goals and priorities.
- To analyze or allocate the work performed.
- Combined strengths.
- Evaluation.



Why Leaders Need to Encourage and Prioritize Team Building?

- **Leaders** need to be working towards developing great teams, the ability to build teams is a valuable leadership quality.
- When group interaction is necessary to job performance, **team building** can be used to **foster team spirit, cooperation and commitment to group success.**

Leadership and Team Building

- Leadership focuses on “people” aspect of management and is based on the assumption that organizational effectiveness significantly depends on their motivation, effort and abilities.
- The human relations movement, the important role of employee motivation and group norms is the key of organizational success.
- This led to the recognition of leadership effectiveness as an important determinant of organizational effectiveness.
- It is the manager in his leadership role who has to stimulate and inspire the employees to contribute willingly and cooperatively to the optimum achievement of organizational goals.

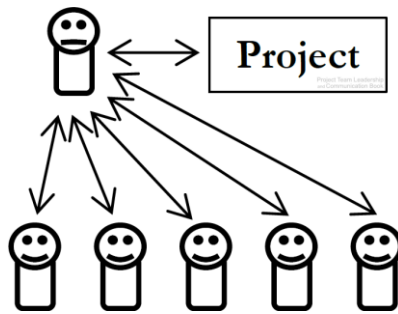
Leadership and Team Building

- In this context, team members support one another.
- They offer suggestions and give feedback to other members.
- They may disagree but work to resolve differences and reach consensus. Each and every member of the team trust and support other members.
- Anyone who acts as a model to others is often called a “leader”.
- Leadership is an attribute of that person who is an ideal for the other members of the group.

What Makes a Team Successful?

- **Successful teams include one or more ‘ingredients’:**
- **Complimentary skillsets**
 - Some overlap, but intentional, effective diversity of skills.
- **Common purpose and goals**
 - All team members are aware of why their project is important.
- **Good planning**
 - Plans are laid-out ahead of time, and all team members can rely on each other to follow them.
- **Effective leadership**
 - Strong leaders that match the culture of the team and project.
- **Appropriate motivators**
 - Motivators that match the culture of the team as well as the individuals on it.
- **‘Chemistry’**
 - Chemistry is hard to define, but you’ll know it when you see it.

Common Team Structures



1-Top-Down Teams

- ‘Classic’ team structure.
- Team members’ **attachment is to the ‘boss’**, who is primarily responsible for the success of the project (and can be singularly responsible for its failure).
- **Not necessarily an authoritarian style of leadership.**

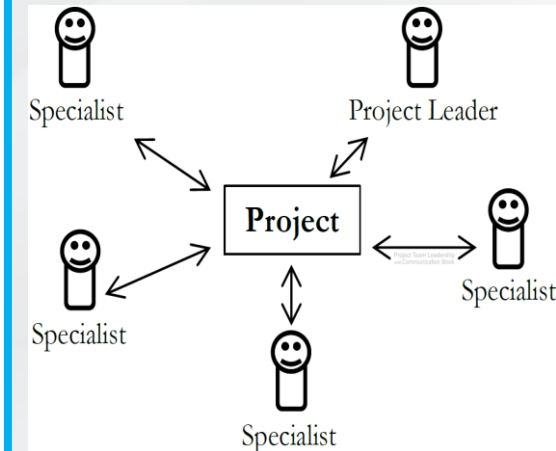
- **Why this structure?**

Inexperienced team, extremely tight deadline, or organizational/ external pressures.

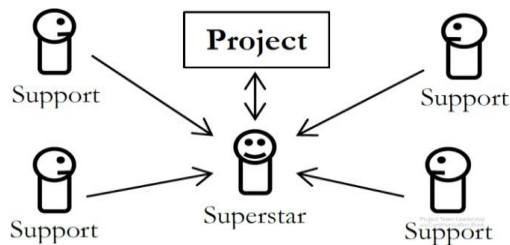
Common Team Structures

2- Interdisciplinary Teams

- Characterized by **equal status of each team member**, who are each concerned with the success of the project.
- Each team member has one or more specialties/skillsets.
- Decisions are often made at the group level.
- Leader is an equal with organizational/communication skillsets.
“**equality of members**”.



Common Team Structures

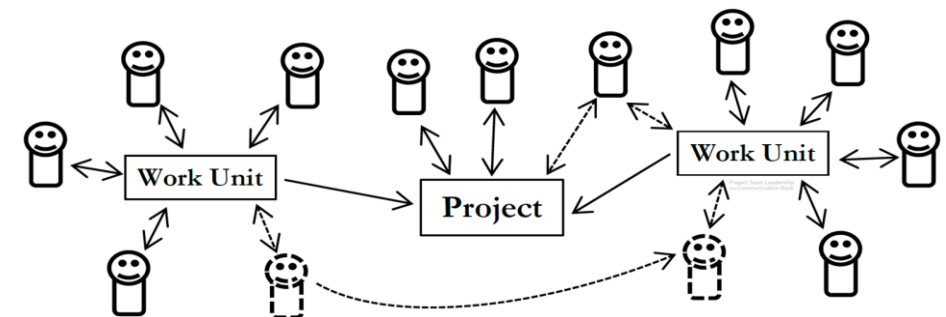


3- Superstar-Support Teams

- Like a surgical team: one member performs the most prominent work.
- Other team members perform supportive functions.
- ‘Superstar’ must acknowledge importance of other team members

4- Large and Variable-Structure Teams

- Teams can **vary in size, structure, and stability**.
- Difficult to organize and track efficiently.
- Moving or adding team members efficiently is also difficult.



Common Team Roles

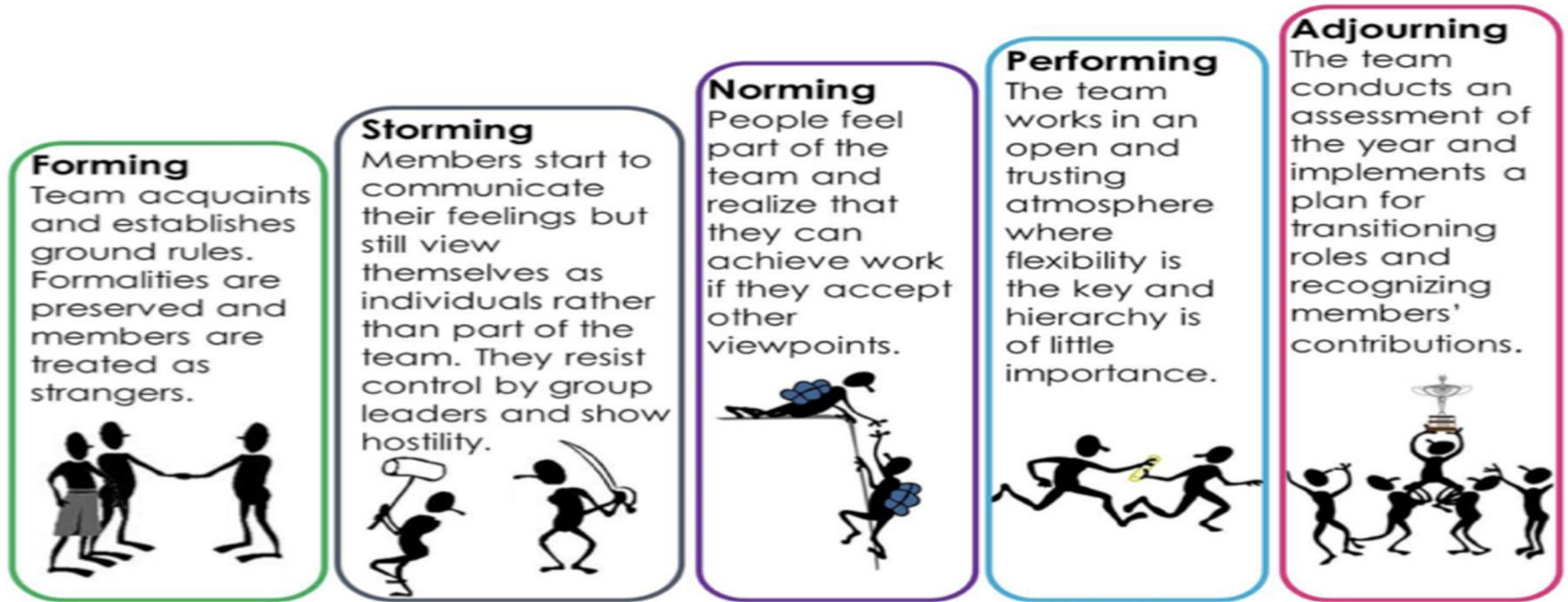
- **Leader** – guides the team towards the goal
 - Primary competencies: leadership, prioritization, and communication
- **Information Manager** – takes ownership of the documentation and data
 - Primary competencies: elicitation, organization, and reporting
- **Externally-Facing** – intermediary between project team and external stakeholders
 - Primary competencies: perception, communication, and negotiation
- **Problem-Solver** – finds and works through difficult problems
 - Primary competencies: evaluation, research, and implementation
- **Specialist** – a ‘subject matter expert’ “SME’s” “technical specialist” In one or more subject areas
 - Primary competencies: evaluation, anticipation, and articulation

Team Development Stages

Dr. Bruce Tuckman articulates 4 stages which teams must pass as they develop:

- **Forming** – the team comes together, and the project gains little benefit from the ‘team’ - productivity is similar to each working independently
- **Storming** – clashes and disagreements begin as the team tries to determine leadership and ‘rules’ for how they will work together. Productivity may drop
- **Norming** – ‘storming’ is lessening and the ‘rules,’ or ‘norms’ for the group are rapidly developing. Productivity begins to increase, the group starts to identify as a team
- **Performing** – The team reaches increasing efficiency, gaining the efficiencies of working together rather than separate. The team now focuses externally on the work at hand

TUCKMAN'S STAGES OF GROUP DEVELOPMENT



The **forming-storming-norming-performing** model of group development was first proposed by **Bruce Tuckman** in 1965,^[1] who said that these phases are all necessary and inevitable in order for the team to grow, face up to challenges, tackle problems, find solutions, plan work, and deliver results.

Team Needs



- Similar to **Maslow's hierarchy of needs**, teams have basic needs
 - Needs at the bottom (such as trust) must be satisfied before those higher-up can be addressed

Building Trust

- The **foundation**, the most vital to operate as a team.
- It **takes time**, requiring consistently positive interactions.
- Deeper trust requires **vulnerability** (difficult for many).
- Needs to be maintained, rebuilt after damage.
- Leader must create and protect the ‘environment of trust’.
 - Take the lead in expressing trust-building vulnerability.
 - Seek and prevent trust-breaking actions such as bullying.
- Team-based personality tests and team-building activities are designed to build trust.



Managing Conflict

- **Conflict isn't bad** – healthy debate means engaged, passionate team members and better decisions.
- Appropriate **conflict requires rules**, or norms to be clear to all involved. Examples:
 - Focus on the primary decision to be made (not secondary debates)
 - Avoid rhetoric, name-calling, or non-contributing statements, which erode trust
 - Agree to reach *consensus*, with all parties pledging to support the outcome
- **Trust is the foundation** of healthy conflict and debate.
- There are numerous conflict resolution tools and techniques.

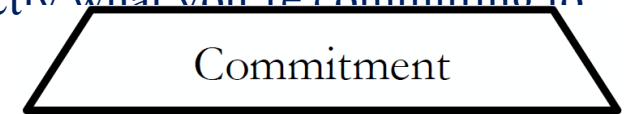
Managing Conflict

- **A- Confronting / Problem Solving**
- **B-Compromising**
- **C-Withdrawal / Avoidance**
- **D- Smoothing / Accommodating**
- **E- Collaborating**
- **F- Forcing**

Managed Conflict

Achieving Commitment

- Commitment **requires clarity** – to commit to something, it must be clear exactly ~~what you're committing to~~
- Each party or entity must commit to multiple others



Leader ☐ Team

Team ☐ Leader

Individual ☐ The Work They're Assigned

Leader ☐ Project

Team ☐ Project

Individual ☐ Team

Team ☐ Being a Good Team

- Leaders set the example, so an uncommitted leader can destroy a project / team.
- Teams must have a good structure, trust each other, and manage conflict properly.
- Individuals can fail to commit for multiple reasons (not motivated, personal issues, etc.)

Achieving Commitment

❑ Commitment requires:

- Leadership by example: the leader must show commitment to the project and team first
- Trust and conflict management
- Clear prioritization of multiple commitments
- A healthy team and project; commitment requires fundamental issues to be solved
- Good team structure

❑ Strategies to gain commitment include:

- Communicating expectations clearly
- Seeking factors affecting noncommittal parties.
- Assigning leadership or ownership
- Recognizing achievement (a primary motivator)
- Engaging the creativity of individuals (another motivator)

Embracing Accountability

- Accountability is a readiness to **accept responsibility** for work or results.
- Each team member is accountable to:
 - The leader – the most common and natural type of accountability.
 - Themselves – also known as self-discipline.
 - Their fellow team members – often the strongest with the most ‘paths’ of accountability.
- Accountability requires the ability to *commit*, as well as other’s ability to *trust* their word and actions.
- **A great tool is the ‘RASCI’ accountability matrix.**

The ‘RASCI’ Accountability Matrix

- An accountability matrix is a tool for effectively assigning and communicating levels of accountability for project tasks of functions
- **Each task or function must have at least one “A” as well as other letters:**
 - **“R” – Responsible.** The party who is to complete the task or action.
 - **“A” – Accountable.** This party is ultimately answerable for the task or action’s completion.
 - **“S” – Support.** Similar to “R” but a secondary resource who may be called in if needed.
 - **“C” – Consulted.** A specialist or expert who may be called upon to provide vital input.
 - **“I” – Informed.** This party must be informed if the task/function is completed, behind schedule. Often the party who completes dependent tasks later in the timeline.

	Project Manager	Project Sponsor	Engineers	Tester 1
Responsibility X	A	I	R	
Activity 1	A	S		
Responsibility Y	C	R		A
Activity 2	R, A			C
Task Alpha	A	R	S	

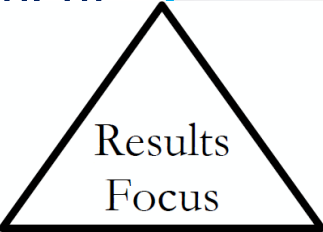
Activity – Building a ‘RASCI’ Accountability Matrix

- Using the grid below, **add the letters “R,” “A,” “S,” “C,” or “I”** to denote the typical level of accountability each person has to each task.
- Add at least **two new tasks** and add the letters as appropriate.

	Real Estate Salesperson	Property Owner	Tenant	Property Manager	Contractor
Find Property					
Find Tenant					
Pay Rent					
Maintain Property					

Focusing on Results

- A results-focused team has solved issues related to trust, conflict, and commitment – it's ready and willing to focus on the work at hand
- **Leadership and the team have new focuses:**
 - **Clarity and priority** – because the team working so well, it's important that each team member knows what they're working towards.
 - **Visibility** – understanding the bigger picture is more valuable for a team that is making decisions quickly and effectively
 - **Process** – creating and documenting process can make the team even more efficient



Results
Focus

Summary and Conclusions

- Team success comes from many factors, such as effective leadership, good planning, and established goals
- The structure and roles of a team are affected both by their work and the organization to which they belong. Additionally, structures and roles affect how teams complete their work
- As teams mature, they progress through ‘forming,’ ‘storming,’ ‘norming,’ and ‘performing’ stages
- Teams must meet core needs such as building trust and effectively managing conflict before they can commit, become accountable, and achieve results effectively.
- Various tools and techniques are available for teams, such as various conflict management techniques (compromise, forcing, etc.) and the ‘RASCI’ accountability matrix.

Self-assessment



- 1- Classify features of basic team structures?
- 2- Differentiate stages of team development by examining team actions?
- 3- Propose strategies for building trust and commitment in a project team environment?

Self-assessment Activity – Trust and Commitment

Consider each of the following commitment relationships:

Leader ↔ Team

Leader ↔ Individual

Team ↔ Individual

- What could each party do to **build trust** with the other?
- What could they do to **reduce** or **break trust**?
- For a successful project, **what commitments** must each party make?
- What **factors** are important in those commitments?

4.10 Chapter Tool: Evaluating Your Team's Maturity

The concepts covered in this chapter lend themselves to evaluating a team, from its developmental stages through whether its needs are properly fulfilled. But have you ever considered the *maturity* of your team? While not scientific, the evaluation below can help you, the team leader, and team members reflect on your team's overall maturity.



Team Development Maturity Evaluation

On a piece of paper, quickly and honestly answer each of the questions below. Once you've completed all of the questions, "score" your answers based on the information from page 143 and consider what the results may mean regarding your team's developmental maturity. This test can be taken by either the leader or a team member, and, if they're honest with themselves, they should get similar results.

1. My team:

- (a) Has little or no distinct identity when compared to others in the organization
- (b) Feels it's a team but struggles at times with identity
- (c) Draws strength from its strong sense of identity and purpose

2. Regarding goals:

- (a) Each team member doesn't seem to connect their individual objectives with those of other team members
 - (b) Team members understand that a group effort is needed to succeed at some types of work
 - (c) The team knows what its goals are and benefits from sharing a strong common purpose in achieving them
3. The majority of time:
- (a) The team seems to have very little self-awareness
 - (b) A good portion of the team is aware of problems or needs it's facing
 - (c) The team is aware of and capitalizes on its strengths and actively works towards improving its weaknesses
4. Individuals on the team:
- (a) Work more-or-less independently—the only defined role is the team leader's
 - (b) Don't have written roles, but are aware of and capitalize on each other's specialties
 - (c) Have multiple, formally-defined roles and understand why each is important
5. Regarding team "rules":
- (a) There are no "rules" set by the team—each individual behaves as they feel they should
 - (b) The team recognizes that "rules" are important, but is still in the process of defining them
 - (c) Each team member is aware and in support of what is appropriate for the team—the "rules" are well known by all
6. As it relates to team members' view of each other:
- (a) Team members don't seem to trust each other at all
 - (b) Team members trust each other in a professional setting as colleagues
 - (c) It's obvious that each team member trusts both the leader and each other interpersonally as well as professionally

7. Regarding conflict, my team:

- (a) Avoids conflict at all cost because once it starts, it's hard for the team to remain productive
- (b) Gets uncomfortable at times because of conflict, but prioritizes resolving things quickly
- (c) Values and encourages metered, fair debate, even if it risks conflict

8. When trying to make a decision:

- (a) After some unproductive debate, the team leader generally has the final say—the “winning” party feels superior to the “losing” party
- (b) Disagreeing parties can usually compromise; if not, one party cedes to the other because it's not as important to them
- (c) Team members prefer to collaborate and work through the problem-solving process—if one party doesn't agree with a decision, they still support it wholeheartedly

9. The team leader:

- (a) Seems primarily committed to their own success; a successful project may be a part of this
- (b) Is fully committed to and has taken ownership of the success of the project even if it may not help their career
- (c) Regularly demonstrates commitment to the success of individual team members, and knows a successful project will help everyone involved

10. Within most projects:

- (a) Priorities and team structure seem to change daily, and team members are often unsure what they should commit to
- (b) Though difficulties do happen, team members have a good idea of what's important and are obviously committed to the project's success
- (c) The team actively seeks and obtains clarity, commits to its work, and follows the commitment to completion with little supervision

11. Team members seem primarily accountable to:

- (a) The leader or boss
- (b) Themselves—they're very self-motivated
- (c) Their fellow team members

12. The team achieves:

- (a) Less or about what the team members would achieve independently
- (b) A good amount because team members recognize who is best suited for each task and pass them off to each other
- (c) A surprising amount because the team works, makes decisions, and delivers in ways that astound those around them

Team Development Maturity Evaluation Results

How did your team do? You've most likely noticed that for each question, “a” represented the most immature team, “c” the most mature, and “b” somewhere in between. Notes for each question:

1. Self-identification as a team is an important part of growing more productive (basic types of teams are listed on page 114).
2. Common purpose and goals are a key to successful teams (page 112).
3. Self-awareness is vital if a team is going to improve itself (several influencers of team structure are listed on page 118).
4. Team roles are important, and formally defining them shows that the team is thinking about its future (page 119).
5. Team “rules,” also known as norms, are defined as a team develops. In Tuckman's model, they don't exist yet in “forming,” they are debated in “storming,” and are finalized in “norming” (page 123).
6. Trust is the most basic of team needs. Interpersonal trust is the most advanced form (page 125).
7. Managed conflict is an important team need and debate is a valuable tool (page 126).
8. Decision making can often be a source of conflict. Some conflict resolution techniques, such as collaboration, are generally considered as consistently better solutions (several techniques are listed

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- starting on page 128).
9. The most mature team leader is committed to the project and to the team, not just to themselves (page 130).
 10. Commitment, one of the basic team needs, requires *clarity* so that the team and all its members know what they're committing to (page 131).
 11. Larger accountability structures (to peers rather than to leaders, for example) capitalize the concept of teams (page 135).
 12. Results are the ultimate measure of a team. A mature team is more than the sum of its parts (page 138).

Key Terms

Accountability: A readiness to accept responsibility. Accountability usually involves another person or group, such as the leader or fellow team members (page 135).

Accountability Matrix: A table containing responsibilities on one axis and roles on the other, with indication of level of accountability in their intersections. An example is the "RASCI" (page 136).

Collaboration: A *conflict* resolution technique in which all parties work together to find a mutually-satisfactory resolution (page 129).

Commitment: The act of dedicating efforts or loyalty to a leader, team, project, or course of action. This requires clarity of what is being committed to (page 130).

Compromise: A *conflict* resolution technique in which each party makes concessions to the other (page 128).

Conflict: A disagreement between individuals or groups. Within a project, conflict isn't necessarily bad, but should be properly managed (page 126).

Consensus: An agreement within a team. Note that all individuals may not *fully* agree, but should still support the decision made by the team (page 127).

Forcing: A *conflict* resolution technique in which one party or someone in authority asserts a decision to end the debate or conflict (page 130).

Forming: The first stage in Tuckman's team development model in which team members come together for the first time (page 123).

Interdisciplinary Team: A group of people with varied skills or expertise who work together to accomplish project objectives (page 115).

Norming: The third stage in Tuckman's team development model in which "rules" are finally established and attention is turned to the work at hand (page 123).

Performing: The fourth and last stage in Tuckman's team development model. The team has established itself and is fully focused on completing its objectives (page 123).

Problem Solving: Confronting a problem via a process that includes defining, analyzing, solving, and confirming the solution to the problem. Considered an optimal *conflict* resolution technique (page 128).

Results: The achievement of goals and objectives and the eventual outcome of productive work. The focus of a mature team (page 138).



Thank You

