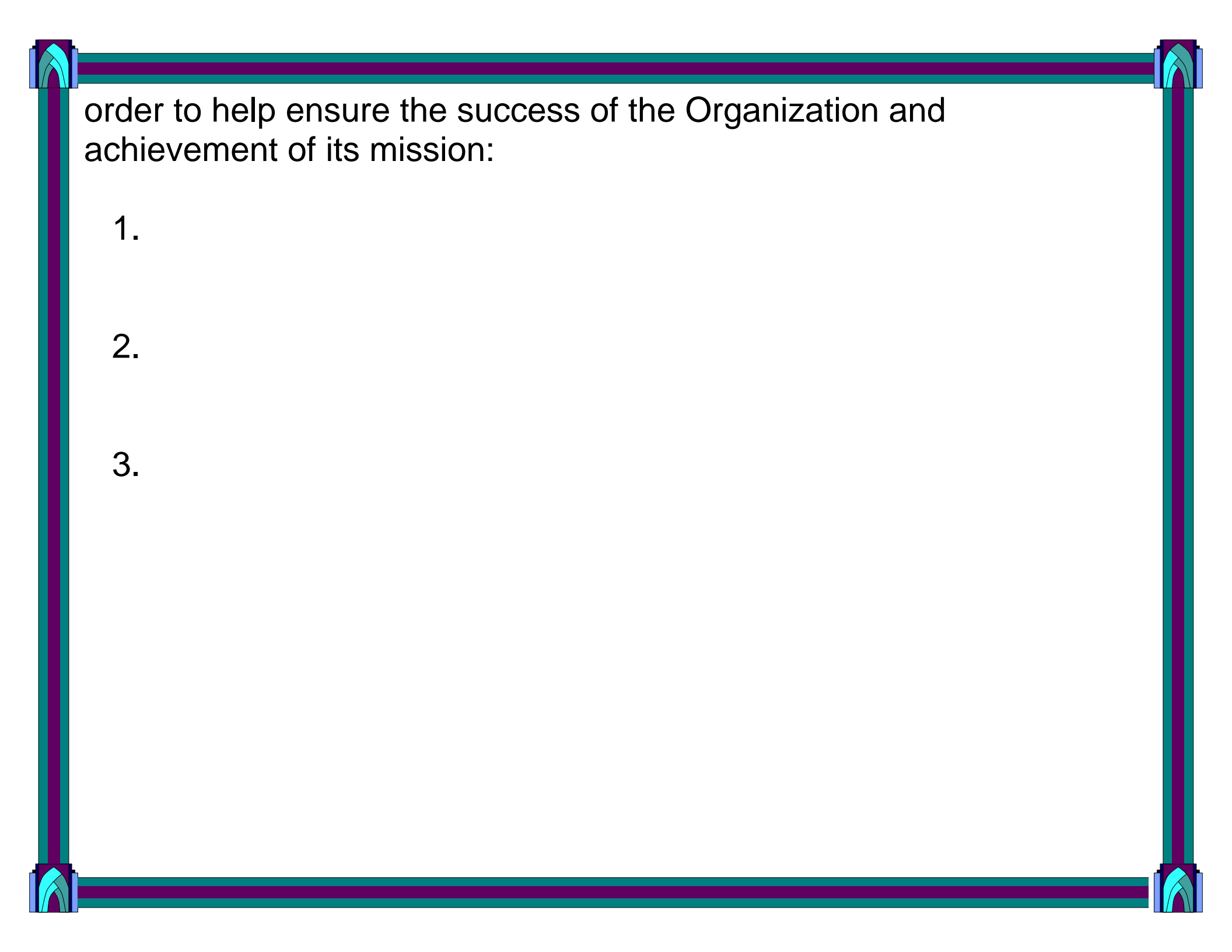❖ _____ ❖

(name of your organization)

Community Spirit Pledge

As members of the (name of your organization), we treat all members of our community equitably and as individuals. We understand that although our roles within the Organization may differ, we are united by a common purpose. This includes a commitment to the values of patient care, higher education, development of student and faculty scholars who (through education, scholarship, research, service, mentorship and leadership) will impact the health care needs of diverse populations, and advancement of the pharmacy profession. We celebrate the differences that individuals bring to our shared efforts through their diverse talents, job assignments, genders, races, national origins, ages, physical challenges, and sexual orientations. We give credit where credit is due, freely acknowledge the role others play in making our own achievements possible, are willing to assume our fair share of our organization's responsibilities, and recognize that only through the efforts of all members to contribute to the Organization's general welfare will success be possible.

Adapted: Academic Leader July 2007.

As an essential member of the (name of your organization) Community, the following are 3 things that I am committed to doing in

order to help ensure the success of the Organization and achievement of its mission:

1.

2.

3.

Successful Team Building and Problem Solving: Managing Conflict, Controlling Individualism and Avoiding Dysfunction for the "Good of the Order"
ICHP 2010 Annual Meeting
Doing My Best to Help My Organization and the People Within It Achieve the Best Results Possible

Key points:

1. Self-betrayal leads to self-deception and "the box".
2. When you are in the box, you can't focus on results.
3. Your influence and success will depend on being out of the box.
4. You get out of the box as you cease resisting other people.

Living the concepts:

5. Don't try to be perfect but do try to be better.
6. Don't use the vocabulary –"in the box"—with other people who don't already know it. Do use the principles in your own life.
7. Don't look for other people's boxes. Do look for your own.
8. Don't accuse other people of being in the box. Do try to stay out of the box yourself.
9. Don't give up on yourself when you discover you've been in the box. Do keep trying.
10. Don't deny you've been in the box when you have been. Do apologize, then just keep marching forward, trying to be more helpful to others in the future.
11. Don't focus on what others are doing wrong. Do focus on what you can do right to help.
12. Don't worry whether others are helping you. Do worry whether you are helping others.

SOURCE: The Arbinger Institute. Leadership and Self-Deception: Getting out of the Box. San Francisco, CA: Berrett-Koehler Publishers, Inc; 2002.

UNDERSTANDING AND OVERCOMING THE FIVE DYSFUNCTIONS OF TEAMS

1. Dysfunction 1: Absence of trust

Teams with an absence of trust:

- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Hesitate to offer help outside their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- Fail to recognize and tap into one another's skills and experiences
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Dread meetings and find reasons to avoid spending time together

Trusting teams:

- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

2. Dysfunction 2: Fear of Conflict

Teams that fear conflict:

- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to team success
- Fail to tap into all the opinions and perspectives of team members
- Waste time and energy with posturing and interpersonal risk management

Teams that engage in conflict:

- Have lively, interesting meetings
- Extract and exploit the ideas of all team members
- Solve real problems quickly
- Minimize politics
- Put critical topics on the table for discussion

3. Dysfunction 3: Lack of Commitment

Teams that fail to commit:
- Create ambiguity among the team about direction and priorities
- Watch windows of opportunity close due to excessive analysis and unnecessary delay
- Breed lack of confidence and fear of failure
- Revisit discussions and decisions again and again
- Encourage second-guessing among team members

Teams that commit:
- Create clarity around direction and priorities
- Align the entire team around common objectives
- Develop an ability to learn from mistakes
- Take advantage of opportunities before competitors do
- Move forward without hesitation
- Change direction without hesitation or guilt

4. Dysfunction 4: Avoidance of Accountability

Teams that avoid accountability:
- Create resentment among team members who have different standards of performance
- Encourage mediocrity
- Miss deadlines and key deliverables
- Place an undue burden on the team leader as the sole source of discipline

Teams that hold one another accountable:
- Ensure that poor performers feel pressure to improve
- Identify potential problems quickly by questioning one another's approaches without hesitation
- Establish respect among team members who are held to the same high standards
- Avoid excessive bureaucracy around performance management and corrective action

5. Dysfunction 5: Inattention to Results

Teams that are not focused on results:

- Stagnate/fail to grow
- Rarely defeat competitors
- Lose achievement-oriented employees
- Encourage team members to focus on their own careers and individual goals
- Is easily distracted

Teams that focus on collective results:

- Retain achievement-oriented employees
- Minimize individualistic behavior
- Enjoy success and suffer failure acutely
- Benefit from individuals who subjugate their own goals/interests for the good of the team
- Avoid distractions

SOURCE: Lencioni, P. The Five Dysfunctions of a Team. San Francisco, CA: Jossey-Bass; 2002.

COMPLEMENTARY PARTNERSHIPS

Talk with another individual at the workshop and write down five things this person does best. Next to that, write down three things you struggle to do well. Next, answer the questions below.

What this person does best	Your non-patterns
1.	1.
2.	2.
3.	3.
4.	
5.	

If you worked with this individual, how would what this person does best "fill in" for your non-patterns? (or, if you taught this individual)

If you worked with this individual, what could you do to more fully maximize this person's greatest talents? (or, if you taught this individual)

If you worked with this individual, what ideas would you have for being a better partner to this person? (or, if you taught this individual, how could you be a better teacher?)

"In a complementary partnership, the partnership is based on strengths...one person's greatest talents "fill in" the gaps or non-patterns of the other." The Gallup Organization

Successful Team Building and Problem Solving: Managing Conflict, Controlling Individualism and Avoiding Dysfunction for the "Good of the Order"
ICHP 2010 Annual Meeting
Workshop Personal Worksheet

Please answer the following questions truthfully:

1. I find myself "in the box" when the following situations occur in my work and/or personal life:

   a. _____

   b. _____

   c. _____

   d. _____

2. I need to recognize that I am "in the box" when I respond to situations in my work and/or personal life in the following manner:

   a. _____

   b. _____

   c. _____

   d. _____

3. I need to incorporate the following strategies to get myself "out of the box" to improve my relationships with my students, co-workers, family and friends:

   a. _____

   b. _____

   c. _____

   d. _____

4. Identify an individual (student, co-worker, family member, friend) who you have recently treated in such a manner to reflect your being "in the box" during your encounter and succeed in resolving and/or rectifying the situation.

"Before you are able to lead others, you must be able to lead yourself." The Arbinger Institute, 2002.

Successful Team Building and Problem Solving:
Managing Conflict, Controlling Individualism and Avoiding Dysfunction for the "Good of the Order"

Miriam A. Mobley Smith, PharmD
ICHP 2010 Annual Meeting
August 27, 2010

The speaker has no conflict to disclose.

1

Learning Objectives

- Describe the characteristics of a shared value system
- Explain how the concept of "self-deception" can influence personal and professional decision-making and relationships.
- Define the five dysfunctions of a team and how to avoid their influence.
- Describe how managing "differences" and "self" can improve communications and team skills.
- Evaluate examples of successful vs. unsuccessful conflict resolution.
- Identify best practice paradigms for conflict resolution within teaching and teamwork circumstances.
- Develop a personal roadmap to incorporate conflict resolution concepts and values into daily personal and professional encounters.

2

Program Overview

- Characteristics of Values
- Self-deception: avoiding the trap
- Group problem solving activities
- Break
- Successful team building
- Group problem solving activities
- Developing a shared mission
- Developing a personal roadmap

3

The preferred resolution for most people in conflict is for:

1. Others to change
2. You to change
3. No one to change
4. The situation to be ignored.

4

Introduction

- An infant learns to crawl
- Pushes herself backward around the house
- Cries, thrashes about, bangs her head
- She is stuck
- She pushes harder and harder
- Her problem worsens
- The problem can't be hers (BUT IT IS)
- She can't see how she's the problem
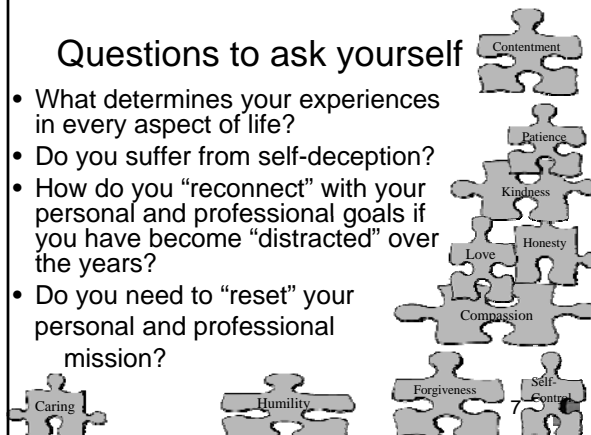- Nothing she can think of will be a solution

5

Participation is the key!!!

6

Questions to ask yourself

- What determines your experiences in every aspect of life?
- Do you suffer from self-deception?
- How do you "reconnect" with your personal and professional goals if you have become "distracted" over the years?
- Do you need to "reset" your personal and professional mission?

Contentment

Patience

Kindness

Honesty

Love

Compassion

Caring

Humility

Forgiveness

Self-Control

7

2 Minute Exercise

- On a piece of paper:
  - describe how you would like to be treated by your co-workers and/or students
  - Describe how you think your co-workers and/or students would like to be treated
  - Compare and contrast the differences in your answers

8

Principle:

If we exhibit positive behavioral and interpersonal principles, we encourage others to exhibit those principles as well.

9

"We can choose our actions but the consequences that result from our actions are based on how those actions are shaped by our principles."

The Arbinger Institute, 2002

10

You have the power to choose your own responses to whatever happens in life based upon your values and principles.

11

Characteristics of Values

- Self-chosen beliefs and ideals
- Internal and subjective: based on how one sees the world
- Influenced by upbringing, society and personal reflections

12

"Problems that are faced cannot be solved by the same level of thinking that was present when those problems were created."
Albert Einstein

13

"Almost every significant breakthrough in the field of scientific endeavor is first a break with tradition, with old ways of thinking, with old paradigms."
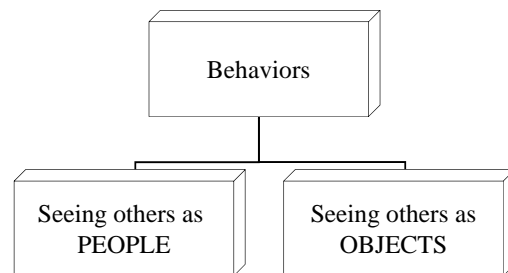
Thomas Kuhn

14

Looking at yourself first

- What is my **WAY OF BEING**?
  As a:
  - Person?
  - Teacher?
  - Co-worker?
  - Mentor?
  - Friend?
  - Spouse/Significant Other

15

Ways of Being

Behaviors

Seeing others as PEOPLE

Seeing others as OBJECTS

16

How do you see others?

- As PEOPLE?
  - Am I responsive to their reality?
  - Do they have cares, concerns, desires, passions, hopes, dreams, strengths, weaknesses just like I have?
  - Do I see them as real to me as I am to myself?

- As OBJECTS
  - Am I indifferent to them?
  - Am I resistant to their reality?
  - Am I deceived about their reality?
  - Are they less than I am—less real, less relevant, less important?
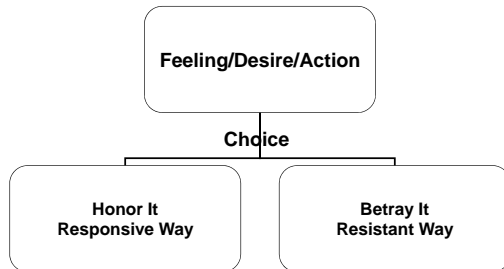 - Are they a means to an end for me?

17

Whatever you "do" on the surface, people will respond to who you are "being" when you are doing it.

The Arbinger Institute, 2002, 2006

18

Self-Betrayal & Self-Deception

Feeling/Desire/Action

Choice

Honor It Responsive Way

Betray It Resistant Way

19

Example

- Man on a business trip having to leave his wife and newborn son
  - Isolated from group
  - Worked from 7am-pm
  - Left out of decisions & congregate meals
  - Was chastised several times
  - Was he putting things at risk? What things?
  - What's the biggest problem?

20

Example

- Husband/wife awakened at 2:00am by their crying 4 month old child

21

Self-betrayal

1. An act contrary to what you feel you should do
2. When you betray yourself, you begin to see the world in a way that justifies your self-betrayal.
3. When you see a self-justifying world, your view of reality becomes distorted
4. So, when you betray yourself, you become deceived.

22

Once you betray the feeling….

How you start to see yourself
- A victim
- Hardworking
- Sensitive
- Important
- Good co-worker
- Good teacher
- I know what is right

How you start to see others
- Obstinate
- Inconsiderate
- Unappreciative
- Insensitive to my efforts
- Lousy co-worker
- Poor teacher
- Just doesn't get it

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When I betray myself I become self-deceived

- I inflate other people's faults
- I inflate my own virtues
- I inflate the value of things that justify my self-betrayal
- I blame others as I use their faults and weaknesses to justify my own behavior
- This leads to self-deception
- I look for allies (bring others with me)

24

Self-justifying image

- I see myself as the good person
- To justify how I feel about myself, I:
  - See others as less than myself
  - See others as insensitive to my efforts
  - See others as not putting as much effort into things as I do
  - May feel that my time is more valuable than others
  - Lose the concepts of humility, caring, kindness, patience, respect, selflessness, forgiveness, and love
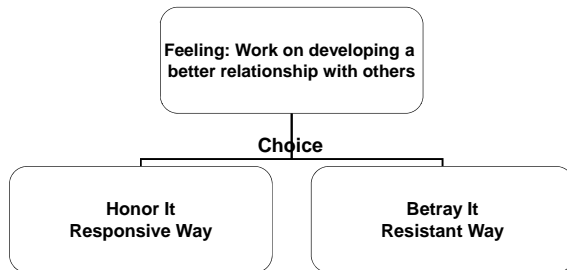
25

The "BOX"

- When you betray myself, you enter the "box" towards others
- Over time, certain "boxes" become characteristic of you, and you carry them with you wherever you go and whatever you do.
- By being in the box, I provoke others to be in the box.
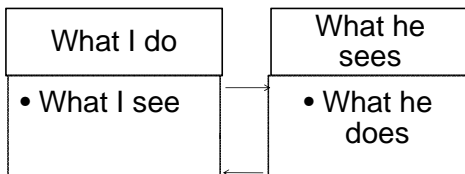
26

Self-Betrayal & Self-Deception

Feeling: Work on developing a better relationship with others

Choice

Honor It
Responsive Way

Betray It
Resistant Way

27

When you betray yourself will you be effective in changing the behaviors of others or leading others?

28

Collusion

What I do	What he sees
• What I see	• What he does

I'll mistreat you so you can blame your bad behavior on me if you'll mistreat me so I can blame my bad behavior on you. Contributes to mutual, ongoing provocation and justification. (two or more people in the box toward each other, mutually betraying themselves)

29

So, how do we get out of the "BOX"????

30

5

Exercise

- Each group will receive a scenario to discuss
- Determine the feeling
- Describe what will happen if the feeling is "honored" or "betrayed
- Decide what the impact would be on the team if it was "betrayed"
- Share the situation and your group's conclusions all attendees

31

BREAK

32

Exercise: Focus on You

- Listen to the instructions
- Complete the grid
- Discuss in your group
- Share some results with the entire attendee group

33

Exercise: Complementary Partnerships

- Listen to the instructions
- Complete the grid and the questions with another attendee
- Share some results with the entire attendee group

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Dialogue & Inquiry: Modes of Communication

Mode	Purpose/Motive	Openness to Learning	Desired End
Dictate	•Provide standards •Issue directives/orders •Assign work tasks •Clarify non-negotiables	Low	•Accomplish goals, tasks per standards/regulations •Do it the right [i.e., *my*] way!
Debate	•Raise opposing options •Clarify points •Influence, convince others •Demonstrate expertise	Moderate (within limits)	•Narrow options •Examine opposing views •Determine best option
Discuss	•Raise issues •Exchange ideas, views •Explore possibilities •Pose options/alternatives	High	•Explore multiple options •Include range of views •Determine best option(s)
Dialogue	•Understand self & others •Test inferences & assumptions •Share experiences •Determine current state	Highest	•Listen & inquire for understanding •Reflect on possibilities

35

Dialogue

- Is reserved for exchanges in which one is truly open and seeks to understand through listening, inquiry, and reflection
- Requires the highest degree of openness to learning and to many possible outcomes
- When less than fully open, consider dictating, debating, and/or discussing

36

Inquiry

- Goal: to understand
- Neutral, focused on listening
- Open questions
- Listen more than talk
- Keep your "head voice" quiet
- Listening is a singular activity!

37

How much of Me Do I Get to Be?

- What % of me do I get to be?
  - At home
  - At work
  - Elsewhere in my life
- If less than 100%...
  - What am I giving up? Why?
  - What are the benefits? Costs?
- How much of what I give up of myself is okay with me?
- If not 100% okay, what would it take to be fully me?

38

The Telescope and the Mirror

Our strongest reactions to others are often reserved for those who are most unlike us or who are so like us that they teach us about parts of ourselves we might prefer to remain hidden, even from ourselves. When we have immediate negative reactions to others without much interaction or data, we can look into ourselves (our mirrors), rather than judge them through our imaginary telescopes. Once we identify the part of ourselves we are seeing, we often find acceptance of others' annoying traits and behaviors. We can even learn to forgive and accept ourselves in the process.

Mac Bogart, 2005

39

Keys to Communicating Across Differences

- Question your assumptions
- Know and ask for what you want
- Seek first to understand before being understood (Covey, Stephen R. 1990. The Seven Habits of Highly Effective People. New York: Simon and Schuster)
- When you're sure you're right, take a deep breath, consider the remote possibility that there might be another valid point of view
- When you're sure you're wrong, take a deep breath, consider the remote possibility that you're right and go for it.
- Pick your battles carefully and go the distance.
- Clarify your intentions.
- Name your elephants.
- Check out your stories and scripts.
- When you react strongly to someone, put away the telescope, get out of the mirror, and get ready to learn something important about yourself

40

Setting your personal and professional roadmap

- Identify when you are "in the box" in certain situations
- Determine how to recognize that you are in the box
- Develop personal goals for yourself to keep you focused

41

Paradigm for Teaching

- Teachers and students are partners
- Teaching is caring for students
- Classroom is a sanctuary for learning
- Teachers are mentors and coaches

42

Teamwork is an action word

- Patience
- Kindness
- Contentment
- Humility
- Compassion
- Cooperation
- Trust

- Respectful
- Selflessness
- Forgiveness
- Honesty
- Caring
- Self-control
- Integrity

43

Paradigm for Team Members

- Team members are partners
- Team members care for each other
- Teamwork is a sanctuary for learning
- Team members are mentors and coaches for each other

44

"Before you are able to lead others, you must be able to lead yourself"

The Arbinger Institute, 2002

45

Exercise: Team Susceptibility to Dysfunction

- Individually rate the level of function/dysfunction in the team
- Average the resultant scores within your group
- Share your averages with all attendees and average the entire group scores
- Discuss the results

46

Five Dysfunctions of a Team

- Absence of trust among members
  - Unwillingness to be vulnerable
- Fear of conflict
  - Incapable of engaging in passionate debate
- Lack of commitment
  - Rarely buy in to decisions
- Avoidance of accountability
  - Hesitate to call their peers on actions/behaviors
- Inattention to details
  - Put individual needs ahead of the collective team goals

47

Exercise

- Each group will receive a scenario
- Determine which dysfunction(s) the team was afflicted with
- Propose strategies which would have prevented the dysfunction from occurring
- Share with entire attendee group

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8

Summary

- Recap today's activities
- Agree on shared mission
- Complete the personal information sheets
- Incorporate concepts/values into your daily life

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Summary

- Peace can settle all things
- You can achieve this peace through proactive application of principles
- It is your choice
- This choice can change everything in your life
- Thank you for your attention and participation!
- Good luck on your journey!

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