situation by including the useful perspectives of unsupportive stakehold-ers in problem resolution. Keep the issue of nonsupportive stakeholders on the public agenda, so that organizational interventions can be considered and implemented to reduce their resistance.

MANAGEMENT SERVICES FOR TEAMS

Five groundwork activities are critical in supporting the development of effective teams (Ehlen, 1994): (1) develop vision alignment; (2) build shared accountability; (3) provide individual, as well as team, develop-ment; (4) support mutual influence; and (5) build task autonomy.

Develop Vision Alignment

Efforts to implement teams must be clearly tied to the organization's strate-gies. Without this connection, staff can make up their own reasons. What-ever the reason for implementing teams, it should be stated clearly and in practical terms. Vision is a tool used to inspire people to go the extra mile, to correct misperceptions, and the obstacles they present. A clear vision also assists management and clinical leaders to articulate what is exciting or challenging about working in the organization.

Build Shared Accountability

The team itself has accountability for its own experience. Teams are made up of diverse people with unique skills, interests, and beliefs. However, some groups mistakenly believe that individual differences must be for-saken in the face of the team's decision. This erroneous belief leads to dys-functional team behaviors such as "groupthink," in which people withhold their true opinions because of perceived peer pressure (Harvey, 1988). High-performing teams use the unique contributions of individuals to achieve shared goals. This spirit of collaboration permits members to con-structively confront the differences among them.

One method of retaining individual differences while working on a team is the team accountability contract found at the end of this chapter. This

BOX **5-3**

Objectives of a "Train-the-Trainer" Program

At the end of the train-the-trainer workshop(s), participants will be able to do the following:

1. Describe the components of a systems approach to leadership development.
2. Apply concepts of behavioral learning to selected workshops for leadership training.
3. Define a shared leadership development program that can be implemented in the participants' home organization.

WORDS*of* WISDOM

If I can do it, you can too!

tool assists members in expressing their feelings and making decisions as a team. This exercise has additional benefit in that it clearly places accountability for the team's dynamics in the hands of team members. Team members discuss what a particular accountability statement means to them. They then have the actual experience of retaining their identity to move the group to completion of its work. This experience reinforces belief in the team's capability to make key decisions jointly.

Provide Individual, as Well as Team, Development

Team potential can be developed at every level so that each individual has the maximum capability to contribute. This can be achieved through informal coaching and facilitation and strengthened by formal team development programs. The development of peer communications can also be strengthened when a "train the trainer" approach is used to carry learning to all parts of the system. Once organizations have completed shared leadership training, there is often a need to provide additional workshops as new people are hired or for additional groups of staff. In this workshop, the trainer assists the organization in developing modules of shared leadership workshops, using a train-the-trainer methodology (see Box 5-3).

Multidisciplinary groups of staff members, educators, and managers work with the trainer to develop a systematic approach to a leadership program, which is owned and implemented by the organization. Internal trainers are taught principles of behavioral learning, a systems approach to leadership development, and the rationale underlying selected workshops. In this instance, a core group of trainers is developed in just-in-time and behavioral learning methodologies. After they have completed a core program of shared leadership skill development, they are assisted in the development of modules, which they then teach to various teams. As internal trainers provide this training for new team roles, they become expert themselves in the shared leadership skills, which is an added benefit to team development. In addition, there is considerable cost savings to the or-

ganization. Expensive training programs can be limited to a core group, followed by a fluid and dynamic team of internal trainers who take the training across the system.

Support Mutual Influence

One of the first steps in building influence is to encourage team members to disagree with a person holding a leadership role in the organization. This experience can be a cathartic experience for individuals, as they experience the validation of shared decision making as a part of their actual work experience. We have heard individuals repeatedly tell stories of a particular moment in time when they became "true believers." Never underestimate the power of a positive (or negative) cathartic moment. Consider these comments made by an operating room nurse in an organization implementing a team-based system:

"I have been at this hospital for over 20 years, and I have seen a lot of things come and go. When I first heard about this project, I was pretty skeptical. Words are fine but you don't know what it's really like to work here. Anyway, when we were able to confront the V.P. of Patient Care Services about how poorly the downsizing was going and how it was affecting our teams … I was amazed! Not only did he sit and listen but he actually asked our advice. He asked the staff's opinion! He even implemented some of our suggestions. From then on, I knew we were really going to change. That is when I got committed. Now no one can convince me any differently."

Build Task Autonomy

Encourage teams to consult their own experts. You might provide names, but it is up to the team to engage such people, insist on their support, and request specific information. In the beginning, teams may be wary of approaching people who hold positions of influence in the organization, such as the hospital attorney or the director of case management. Remember that the quality of the team's decisions are only as good as their information.

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Creating a Team Player Culture

- Promote only team players
- Top executives model team player role
- 360-degree appraisals
- Define team player competencies
- Hiring evaluates for team competencies

FOCUS

When Should Managers Intervene?

Managers should intervene quickly when:

- *Negative politics are at play (e.g., manipulation).*
- *The team is adrift.*
- *The grapevine communicates negative individual behaviors.*
- *The team is stuck in bureaucratic gridlock.*

BOX **5-4**

Example from the Field

The vice president of a large hospital surrounded herself with people like herself who were experts at PERT charts and the linear thinking that accompanies their application. Unfortunately, it took forever for anything to get done because of the time spent in analysis, and there was little tolerance for divergent thinking. Teams kept such thoughts to themselves. The "how to be" manager continually performs a "mirror test," asking "Am I the person that I want to be? Am I modeling successful behaviors?"

Intervene only when all efforts to engage the expert have proven unsuccessful. You know that you are dealing with a different problem altogether when this happens.

BECOMING A "HOW TO BE" LEADER

Past knowledge of people and systems is of little help to the manager interested in creating a new behavioral context for work. Instead, the source of wisdom comes from one's own self-observations and the purposeful modeling of expected new behaviors. It is not news that managers are expected to be role models; however, the focal point has changed. The emphasis is no longer on teaching people how to *do* but how to *be*. The "how to be" manager inspires followers, is respected for results, is highly visible, and sets clear behavioral examples of leadership. These leaders see their role not as rank or privilege but as a responsibility to the caregiver. They ask "What needs to be done?" rather than "What do I want?" This question is accompanied by clear definitions of what constitutes both results and poor performance.

The like or dislike of people or personalities is no longer an issue, because such leaders recognize that complex health care organizations demand diversity in leadership if performance is to be strong (Box 5-4).

Health care organizations hold a preoccupation with leadership, as well as with the ambivalence with which it is viewed. The yearning for decisive leaders and the apprehension that they might upset the balance between power and autonomy have made us more adept at demanding leadership than truly embracing it.

THE SPECIAL CASE OF EXECUTIVE TEAMS

Top management teams perceive, interpret, and act on their environments in a manner different from the management team as a whole. The interpretive dynamics of executive teams must be understood and evaluated in times of drastic change. The dynamics of top teams are instrumental in how they experience the environment and how those perceptions are

translated into strategic and operational actions. The degree of confidence executive teams have in their organization's strategic direction is a significant trust factor that emerges in times of change. Managers' behaviors, including patience, tolerance for the slowness or speed of change, response to errors, and willingness to trust, are all influenced by this certainty about organizational direction. To make matters worse, members of the team may not have the same level of comfort or discomfort. Four factors can influence the level of certainty executive teams have with the organizational direction of a team-based system:

1. *Amount of environmental volatility.* Turbulence creates anxiety stemming from uncertainty about the future in general or one's own career in particular. Excessive anxiety diminishes tolerance for any additional instability.

2. *Comfort with consensus.* If the executive team is not cohesive in the first place, they cannot pull together to face their collective environmental challenges and almost certainly will have trouble being united in support of change. When executive teams are together, they produce better coordinated actions, which in turn contribute to their own sense of certainty and self-effectiveness.

3. *Degree of satisfaction with the executive team.* Is there a strong team orientation, or do members operate as independent contractors of functional departments? Do interactions reflect patterns of trust, respect for each other's contributions, and collaboration in the pursuit of organizational goals? If the answer is no, the change to team-based systems will be fraught with difficulties in team dynamics because of inadequate role models. Also, lack of respect for the team by executive team members contributes to uncertainty because of inability to trust the team's decisions.

4. *Degree of knowledge about the health care environment.* Formal information and mental models shape executive action. How accurate is your executive team's perception of the health care environment? The accuracy of these perceptions affects the degree of confidence executives

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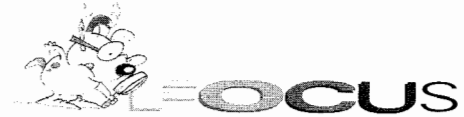
A Checklist for the "How to Be" Manager

- Do your words and behavior consistently express belief that people are the greatest asset?
- Do you build diverse leaders and disperse the leadership of clones?
- Are you intolerant of poor performance?
- Do you know how to mobilize people with a clear sense of direction and the opportunity to find meaning in work?
- Can you listen to people and learn what they value?
- Do your values include a healthy sense of community?
- Are you able to rejoice in the strengths of associates?
- Can you tolerate not being popular but being right?

WORDS of WISDOM

*It is no joke—leaders must be able to be taken seriously.*

have in feeling that they understand what is going on and are confident that they can act effectively to respond to challenges. If perceptions are inaccurate, executive teams will struggle with the business case for moving to team-based systems.

Executive teams are well advised to take the time to retreat together and explore some of the following questions *before* the implementation of a team-based system:

- What is the biggest mistake that we made in the last 12 months? How did this happen?
- What does that mistake demonstrate about our team character, dynamics, and performance?
- What were the main criticisms leveled at you by your boss, your colleagues, your staff members, or your customers the last time your work as a team was examined?
- What is your greatest strength as a manager? What is your biggest problem?
- Can you think of any reason why this executive team might improve?
- When was the last time this executive team sat down and analyzed its own job performance?
- Is your team realistic? Can you face up to your problems? Can you admit to shortcomings? Do you recognize when you, not the staff, are the problem? Can you admit mistakes?
- When things go wrong, do you blame each other, circumstances, or bad luck?
- Do you like being members of this particular team of people?
- Does membership in this executive team contribute to your success in this organization?
- What do you intend to do with the information that you have learned from each other today?

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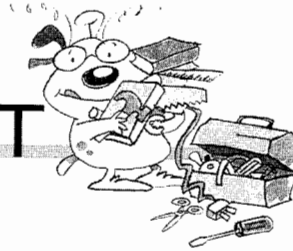
TOOLA: Setting Group Guidelines: An Accountability Contract

Instructions: With your work group, review these guidelines. Delete any that are not appropriate. Adapt any to fit your needs, or write new ones. When the group reaches consensus, each member signs the agreement.

1. We will be as open as possible but honor the right of privacy.
2. What is discussed in our group will remain confidential.
3. We will respect differences. We will not discount others' ideas.
4. We will be supportive rather than judgmental.
5. We will give feedback directly and openly, and it will be given in a timely fashion. We will provide information that is specific and focused on the task and process and not personalities.
6. Within our group, we have the resources needed to solve any problem that arises. This means that we will all be contributors, sharing our unique perspective.

7. We are each responsible for what we get from this group experience. We will ask for what we need from our facilitator and the other group members.
8. We will try to get better acquainted with each other so we can identify ways in which we can develop professionally.
9. We will use our time well, be on time for work, and end our meetings promptly.
10. When members miss a meeting, we will share the responsibility to fill them in.
11. We will keep our focus on our goals, avoiding personality conflicts, hidden agendas, and getting sidetracked. We will acknowledge problems and deal with them.
12. We will not make phone calls or interrupt the group.

Group signatures: