



THE NATIONAL JUDICIAL COLLEGE

*Making the world a more just place
by educating and inspiring its judiciary*



TEAMWORK AND LEADERSHIP

DIVIDER 5

Professor Kelly Tait

OBJECTIVES:

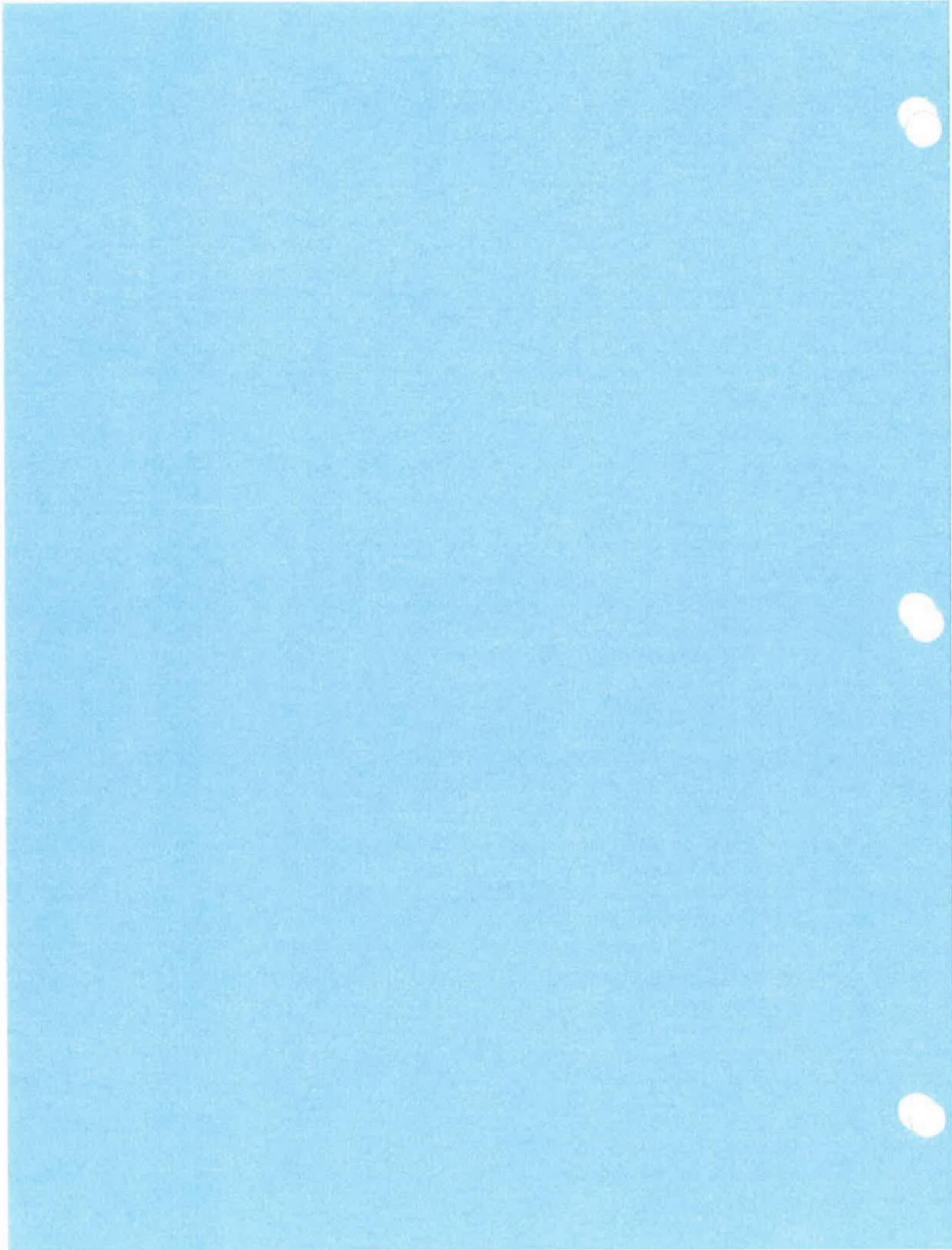
After this session, you will be able to:

1. Identify basic principles of small group dynamics;
2. Explain the stages of Tuckman’s Group Development Model: Forming, Storming, Norming, and Performing;
3. Discuss the importance of the social sensitivity of group members and the amount and distribution of communication between members to the success of a team; and
4. Plan how to apply what you learn about group dynamics and exemplary leadership to sharing information about climate science with your colleagues.

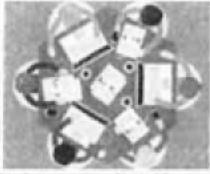
REQUIRED READING:

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Teamwork and Leadership



Professor Kelly Tait
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Overview:

- ✓ Foundations: small group dynamics
- ✓ **Framework** ~ Tuckman Model:
 - Forming, Storming, Norming, Performing
- ✓ Leadership practices for effective teams

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Leaders...Leadership/Teams...Teamwork

- ✓ **Small Groups:** Three or more people connected through a common purpose, mutual influence, and a shared identity
- ✓ Requires both **task-focus** (accomplishing goals) and **relational-focus** (socio-emotional aspects)
- ✓ More complex nature of group interaction

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What's Different about Groups?

- ✓ More people = more resources

- ✓ More people = _____

- ✓ More people = _____

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Aspects of Small Group Dynamics

- ✓ People tend to synchronize with the leader
- ✓ Time counts: zero-history vs continuing groups
 - Changing one member changes the group
- ✓ There are group and individual goals
- ✓ Norms—explicit and implicit rules of behavior—can have a huge impact on group performance

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A Framework

- ✓ Useful tool for understanding **what leadership behaviors are most likely to be needed**
- ✓ Psychologist Bruce Tuckman's **Group Development Model** (1965-current)
- ✓ Stages groups tend to go through as they develop, especially groups that are successful
- ✓ Not always experienced in order

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Tuckman's **Group Development Model**

1. Forming:

Cautious, polite,
anxious, eager

2. Storming:

Resistance, conflict,
competition

4. Performing:

Getting things
done, fluid, **supportive**

3. Norming:

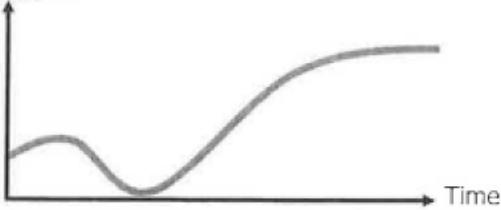
Resolving differences,
commitment, group ID



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General Performance Based on Phase

Performance



Phase: Forming Storming Norming Performing

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1. Forming



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Overlay of Situational Leadership

1. Forming ~ As a Leader:

Provide Guidance and Direction

✓ Clarity about the work of the group

- Vision, "big picture," objectives
- Group expectations, groundrules
- Individual responsibilities + how fit
 - Help see how personal goals/talents fit
- Success criteria + permission to fail

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1. Forming ~ As a Leader:

Provide Guidance and Direction (cont'd)

✓ Focus on building relationships

- Facilitate introductions, sense of belonging
 - Importance of including personal aspects
- Set foundations for trust
- Help build rapport
- Encourage collegiality

} Model the way

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2. Storming



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2. Storming *exploring?*

- ✓ Conflict emerges: people trying out roles, negotiating where fit in group
- ✓ High emotions, competition, resistance
- ✓ Moving toward group norms
- ✓ Conflict is inevitable and necessary - can be positive and productive
 - Don't want to get stuck here, though

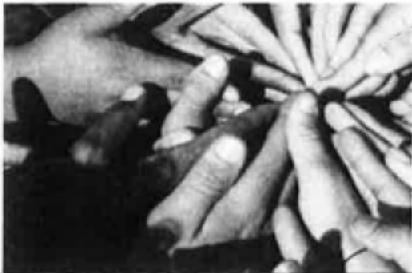
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2. Storming ~ As a Leader: Coaching Approach

- ✓ Identify issues, facilitate their resolution
- ✓ Evaluate/adapt groundrules for interaction
- ✓ Build trust by honoring commitments
- ✓ Request and encourage feedback
- ✓ Point out bright spots and small wins
- ✓ Others

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3. Norming



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3. Norming

- ✓ Clarity; more confidence, less anxiety; engaged and supportive; developing cohesion
- ✓ **Leader:**
 - Facilitate learning opportunities, feedback
 - Recognize individual, group accomplishments
 - Monitor energy of group
 - Empower team members

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4. Performing



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4. Performing

- ✓ Motivation, agreement, consensus; consistent performance; interdependence; self-direction
- ✓ **Leader:**
 - Guide from the side
 - Delegate
 - Encourage collective decision-making
 - Celebrate successes

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Numerous Intersections:

The 5 Practices Group Development Model

- ✓ Model the Way
 - ✓ Inspire a Shared Vision
 - ✓ Challenge the Process
 - ✓ Enable Others to Act
 - ✓ Encourage the Heart
1. **Forming** 2. **Storming**
- 
4. **Performing** 3. **Norming**

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Collective Intelligence: The ability of a group to perform a wide variety of tasks

- ✓ **Group composition** ("bottom-up" aspects)
 - e.g., members' skills, diversity, and intelligence
- ✓ **Group interaction** ("top-down" aspects)
 - e.g., communication, structures, processes, and norms

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Factors that Explain Group Performance

- ✓ NOT mostly IQ of groups members
- ✓ Rather, success correlated with:
 - #1** Average social sensitivity of group members
 - #2** How much communication and how equally activity is distributed between members

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"... [T]he individual skills most critical for collective intelligence are those that enhance the ability of group members to collaborate effectively or that enrich the collaboration by bringing a sufficient diversity of perspectives."

~ Wooley et al. 2015

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Psychological Safety

Confidence they won't be rejected, embarrassed, or punished for speaking up. **Includes:**

- ✓ Fairly equivalent participation
- ✓ High average sensitivity to cues about feelings
- ✓ Interpersonal trust, respect

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Effective Small Groups

- ✓ Structure and clarity
- ✓ Meaningful work: purpose and impact
- ✓ Dependability: follow-through
- ✓ High Social Sensitivity
 - Psychological safety
- ✓ Equal participation



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Leadership Approaches to Group Facilitation

Kelly Tait - University of Nevada, Reno

Leadership Approach The best facilitators use a combination of being in the lead and stepping back depending on what the goals are, where the group is in the process, what the group dynamics are, and how much time there is.

Use a More Directive Style:

In General: When time is limited and tasks are explicit

In Particular: When starting and stopping
When eliciting resources
When getting back on track
When dealing with problems

Use a More Nondirective Style:

In General: When you need varied input: perspectives, experiences, knowledge, ideas
When you want high levels of participation
When building cohesiveness in the group
When in-depth discussion is appropriate

In Particular: For the idea-generation portion of problem solving

⇒ How to avoid becoming the hub of the wheel:

- Do not respond to every statement
- Redirect questions to group members when possible
- Remember the power of silence with positive nonverbal behaviors
- Assign jobs to group members
- Don't always sit in a position of power

Getting Started

Know these things before you facilitate a group experience, and consider sharing them with your group:

- The purpose / rationale for meeting and/or the group
- An overview of the process
- Clarification of your role; for instance, if you will:
 - Act as timekeeper: starting, time cues during, stopping
 - Keep the group on task when a report-back is assigned
 - Encourage participation by all
 - Deal with problems

General Strategies for Keeping Group Meetings Constructive

Kelly Tait

1. Be sure the purpose for the meeting is clear to everyone; if they might doubt the need for their presence at the meeting, be sure that is clear, as well.
2. Create an agenda that is sent out in advance of a meeting. Include responsibilities for specific group members (e.g., if someone is supposed to report on something).
3. Emphasize the group members' *active* role – you all as a group are responsible for achieving outcomes.
4. Set some ground rules up front; have the group members contribute to the ground rules for more buy-in.
Possibilities: start/end on time, respect others' opinions, everyone gets an equal chance to participate, keep group apprised of progress/delays
5. Remember that the socio-emotional aspects are key to productive groups, too. Group members will be happier and accomplish more when both group and individual needs are being met. This means building in a reasonable amount of time for people to get to know each other at early meetings, and building some time to touch base personally in on-going groups.
6. Do not give your opinion early in discussions; it can shut down other ideas.
7. Use a structured approach to turn-taking when time is limited or you have particularly quiet and/or particularly participative or judgmental group members.
Start with a period of silent generation of ideas followed by a round robin:
"Take a few minutes to jot down some ideas about _____"
"Now I'd like each group member to start by sharing one idea."
8. Use paraphrasing and redirection to keep one person from monopolizing the discussion or to get back on topic. It shows you understand, that you acknowledge the contribution, and that it's time to move on:
"John has made some good points about _____. Who has other ideas to add?"
9. When people might get defensive, use "I" language – describe your reactions to reduce defensiveness:
"The way I see it ..." "From my point of view ..." "I feel..."
10. When there are problems, return to common ground and/or acknowledge others' positive intent: "We all agree that _____." "I know you really care about _____."
11. If there is a specific task to be completed, summarize what the group has accomplished and what still needs to be done at key points in the meeting.
12. Speak your intent up front when you need to intervene, e.g., "I want to make sure we accomplish what we need to in the time available."
13. Acknowledge individual and group accomplishments.
14. Provide closure to meetings - what's been accomplished, what comes next, thanks for participating, etc. Distribute minutes so these are in writing, too.

Group Leadership Resources

Compiled by Kelly Tait

1. Bryant, Adam. “**How to Build a Successful Team**,” *The New York Times: Business* <https://www.nytimes.com/guides/business/manage-a-successful-team>
2. Bryant, Adam. “**How to Run a More Effective Meeting**,” *The New York Times: Business* <https://www.nytimes.com/guides/business/how-to-run-an-effective-meeting>
3. Edmondson, Amy. “**Building a Psychologically Safe Workplace**.” (2014) TEDxHGSE TED.com <https://www.youtube.com/watch?v=LhoLuui9gX8>
4. Google, “**Guides: Practices, research, and tools from Google to improve your people processes**,” re:Work at Google. <https://rework.withgoogle.com/guides/> Includes numerous excellent free resources, such as: --“**Team Effectiveness Discussion Guide**.” Free tool to help teams determine their own needs (available as PDF or as a Google Doc) <https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/help-teams-determine-their-needs/> and “**Manager Actions for Psychological Safety**.” <https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/foster-psychological-safety/>
5. Harvard Business Review “**Estimate the Cost of a Meeting with This Calculator**,” January 11, 2016, <https://hbr.org/2016/01/estimate-the-cost-of-a-meeting-with-this-calculator>
6. Heffernan, Margaret. “**Forget the Pecking Order at Work**” TEDWomen 2015. https://www.ted.com/talks/margaret_heffernan_forget_the_pecking_order_at_work?language=en
7. Madden, Debbie. “**The Four Stages of Building a Great Team – and the One Where Things Usually Go Wrong**,” *Inc. Magazine*. (2019, May 19). <https://www.inc.com/debbie-madden/the-4-stages-of-building-a-great-team-and-1-where-things-usually-go-wrong.html>
8. Tuckman, B. W., & Jensen, M. A. C. (1977). “**Stages of Small-Group Development Revisited**.” *Group and Organizational Studies*, 2 (4): 419-427.
9. University of Minnesota. “**Group Member Roles**” from *Communication in the Real World*, last accessed 6/4/2021. <https://open.lib.umn.edu/communication/chapter/14-2-group-member-roles/>
10. Watkins, M. D. “**Leading the Team You Inherit**” *Harvard Business Review*, June, 2016. <https://hbr.org/2016/06/leading-the-team-you-inherit>
11. Woolley, A. W., Aggarwal, I., & Malone, T. W. (2015). **Collective intelligence and group performance**. *Current Directions in Psychological Science*, (2015) 24, 420-424. doi:10.1177/0963721415599543.

SELECTED ELEMENTS OF GROUP DYNAMICS

Gordon I. Zimmerman, Ph.D.

The “Zero History” Group

- No previous interaction between a particular mix of people in a group setting
- Typical in conference and educational settings
- Requires leadership to get people with “no collective history” to merge into a cooperative and productive unit
- Zero history groups quickly develop a group culture that affects future meetings

The “Task” and “Maintenance” Dimensions

- Task (content): “what the group is supposed to discuss, decide, or do”
- Maintenance (process): “how the group stays and works together as a social unit”
- Every group operates simultaneously at both levels
- Leader must pay attention to both dimensions

Group vs. Individual Goals

- Group: “what the members collectively want to achieve”
- Individual: “what each member wants, openly or privately”
- Individual goals may complement group goals, but sometimes are contradictory

Group Norms

- The “rules” that govern the behavior of group members
- May be explicit (“we always start on time”) or implicit (“we should not engage in personal attacks of our professional colleagues”)
- Group maintenance is easier when norms are clear and mutually agreed upon

Status

- Status: “The perceived or assigned importance of a person relative to others in the group”
- In organizations and professions, status is earned, granted and observed in formal titles, rank, authority, privileges, deferential treatment, etc....
- In educational or seminar groups, personal status develops based on actual behavior and how it is evaluated by others
- Status differences, real or perceived, affect group interaction and performance, usually in negative ways

Roles

- Role: “the real or perceived special functions and activities of a group member”
- Observed and defined by actual communication behavior
- Roles are either task-oriented, maintenance-oriented, or unproductive
- Task: Leader, recording secretary, resource person, summarizer, etc.
- Maintenance: Mediator, facilitator, harmonizer, etc.
- Unproductive: Grouch, naysayer, criticizer, monopolizer, etc.
- Some role definition is inevitable; specialized behavior helps a group function better
- Roles are often dynamic; perception of roles and their evolution is an important leadership task

Networks

- Network: “Assigned or perceived communication channels by which group members can talk to one another”
- Ideal small group network: all-channel (everyone has free and open access to everyone else)
- Inhibited network: wheel (all comments directed to the “hub,” the leader, who channels and filters all interaction)

Communication Repertoires

- Repertoire: “The sum or inventory of communication skills and tasks that a person can perform competently”
- Repertoire examples:
 - provide an oral summary
 - write a group report
 - disagree with someone...with tact and respect
 - fluently express a position on an issue
 - provide technical information in simple, clear language
 - ask relevant questions
 - accurately paraphrase another’s comment
 - use appropriate and tactful humor
 - show understanding and empathy
 - monitor (control) personal nonverbal behavior
 - soothe hurt feelings
 - provide genuine praise, encouragement, reinforcement
 - persuade others toward a point-of-view
- Group dynamics and productivity are affected by the quantity and quality of each member’s communication repertoire, especially the leader’s.

Group Dynamics: Observable and spontaneous patterns of interaction between group members which affect individual group movement through their agenda and predict group outcomes

- Each group communication event is:
 - unique
 - in process (dynamic)
 - a collection of interdependent behaviors
 - dependent on group composition
 - affected by leadership strategies

SOLUTIONS FOR “PROBLEM” GROUP MEMBERS

Gordon I. Zimmerman, Ph.D.

Most of the time, most group members participate constructively. Many discussion leaders have reported, “It was a great group. I didn’t have to do much to keep it going.” But sometimes “problem members” affect group productivity. The discussion leader is ultimately responsible for managing them.

The Monopolizer/Authority

- Talks frequently; comments are often lengthy; is “knowledgeable” on every topic; dominates the discussion; speaks with finality (“I have spoken - you have just heard the correct answer.”)
- Show appreciation of monopolizer’s input, but interrupt when his or her comments are too long. Actively seek comments from others: “Let’s make sure everyone has a chance to comment on this.”
- Speak privately with monopolizer: “I’m concerned that some people aren’t talking very much. Will you help me get some of them involved?”
- If problem becomes acute, ask program directors to intervene.

The Silent Member

- Virtually no voluntary comments on any issue; little input when asked directly to contribute
- Watch for nonverbal cues. If this person appears to be alert and interested, don’t be too concerned. Occasionally, pose a question to the silent member. If input still does not occur, leave him or her alone. Don’t put this person on the spot to provide ideas that aren’t spontaneous.
- Consider a special assignment to involve the silent person: “I’ve asked Bill to tell us about...” Reinforce contributions when they do occur.
- Talk privately with this person: “I’ve noticed that you haven’t talked much. That’s OK, but I want to make sure that you have a chance to comment if you want to.”
- Do not play amateur psychologist. People learn and participate in different ways. It is not your role to discover hidden problems and motives, or to imply by your inquiry that reticence is inappropriate in this setting.

The Chronic Interrupter

- Cuts in frequently while others are in mid-sentence
- Reaffirm rules: “Let’s permit people to finish their comments.”
- Interrupt the interrupter: “Just a moment, John. I don’t think Sue was finished.”

The Grouch/Critic

- Consistently displays foul mood; nonverbal displays show negative feelings; may be bluntly critical of others’ comments
- If this person violates the group norm of no personal attacks, defend the victim and reaffirm the ground rule.
- Talk privately with the grouch. Describe what you are seeing. Indicate its effect on the group. Ask if your perceptions are accurate and see if there is a reason for the behavior. Help the grouch if you can, but affirm strongly that you cannot let him or her dampen group interest.

The (tasteless) Joke Teller

- This person’s version of humor is offensive or, at best, insensitive; may use stereotypes of gender, race or ethnicity; may have tasteless sexual connotations
- Tactfully but firmly indicate that such stories are not appropriate for this setting (though other assertive group members may do this for you).
- Talk privately with joke teller, reminding him of the need for every member’s comfort with this group learning setting.
- If one or more members are clearly offended, talk with them and reassure them that you will not tolerate such messages in the future.

Side Conversationalists

- Frequent one-to-one discussion while others are talking
- Intervene: “I’m having trouble hearing; let’s have one person talk at a time.”
- At the next meeting, sit in the chair of one of the side conversationalists.

The War Story Teller

- “I had a case once...” or “Let me tell you about a problem I had...”
- Remind the group of the need to make comments brief so everyone can participate.
- Seek the key point of the story: “Why did you do it that way?” or “Let’s talk about the principle that example illustrates.”

The Debaters

- Extended argument between two people
- Intervene; paraphrase each side and then move to others. “So Bob is saying that...while Susan claims that... What do the rest of you think about this issue?”

POTENTIAL PROBLEMS – GROUP EFFECTIVENESS

For each situation, identify one strategy that you would use.

1. Group perceives no clear task, no articulated direction or goal
2. One or more group members disagree with task or goal
3. An interesting side discussion diverts the group from the agenda
4. Group bogs down on one aspect of the task or agenda
5. Major disagreement/argument prevents group consensus
6. Strong group member takes over leadership functions
7. Members with similar duties, jurisdictions focus the discussion on common problems, excluding members with different professional situations or tasks
8. Group member makes discussion a forum for personal interests (problem, pet program, conditions in home court, etc.)
9. Group spends time “zapping the instructor,” focusing not on information or issue but rather on the shortcomings of the faculty person and his or her course intent
10. Group fatigue; dull, lifeless discussion

RESPONDING TO MEMBER COMMENTS

A discussion leader's style is often determined by the way she or he responds to member comments. These responses may become habitual and predictable. They are quick and spontaneous, but it is possible to plan some responses to typical member comments.

In the examples below, what would you say in response?

1. During an especially interesting and participative discussion segment, a group member says, "Look, we could probably talk about this all day. I think we should move on to something else."
2. An outspoken and somewhat argumentative person, in response to a previous comment, "I can't believe what I just heard. You know, you must either be awfully new in this business or just poorly informed."
3. During a coffee break, one of your group members says to you, confidentially, "Judge Zimmerman really seems to be dominating things; he's talking all the time. We were wondering if you would intervene to quiet him down so the rest of us can have a chance to talk."
4. An apparently impatient group member interrupts the person talking, looks at you and says, "We aren't covering the materials that I thought we had agreed to cover. Since you're the leader, will you get us back on track?"
5. A cooperative but sometimes verbose group member says, "I just finished a case on this very point. It might be useful for me to review it and then we could discuss its implications. Would that be all right?"
6. A popular, assertive group member says, "That last program was a total waste of time; we knew more about the subject than the lecturer. It just wasn't relevant. I think we should discuss ways of forcing the administration to take our input seriously and develop more meaningful programs."



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TRANSFORMATIONAL LEADERSHIP

DIVIDER 6

Professor Yvonne Stedham

OBJECTIVES:

After this session, you will be able to:

1. Describe the five transformational leadership practices;
2. Assess your own leadership practices; and
3. Design a plan to develop your transformational leadership practices.

REQUIRED READING:

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