



# Handout:

## Signs of Function and Dysfunction

MODULE 1 - The role of a team coach

The following indicators are just some of the signs to look for...

	Dysfunction	High function
<b>Purpose and motivation</b>	<ul style="list-style-type: none"> <li>• Purpose too vague/ People interpret it in different ways</li> <li>• Purpose not endorsed from above / inadequate direction from above</li> <li>• Little or no connection with people's strongly-held values (so low energy for achieving it) / Conflicts with other strongly held values</li> <li>• Conflict about priorities between goals</li> <li>• Personal agendas predominate over the collective agenda</li> <li>• Low individual and collective resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone understands and is motivated by the team purpose</li> <li>• The team purpose has close personal meaning for team members</li> <li>• People put aside their own priorities to help others achieve the team purpose</li> <li>• There is high energy both for the work itself and how the team carries it out</li> <li>• Setbacks are seen as minor roadblocks rather than calamities</li> </ul>

## Module 1 - Signs of Function and Dysfunction

	Dysfunction	High function
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Conflict is not addressed/ is denied</li> <li>• Lack of psychological safety</li> <li>• People feel undervalued / unsupported</li> <li>• Cliques and sub-groups have hidden conflict</li> <li>• Lack of willingness to share responsibility for collective performance (blame)</li> <li>• Communication problems (relational)</li> </ul>	<ul style="list-style-type: none"> <li>• People are able to admit mistakes and speak up</li> <li>• People feel listened to</li> <li>• People take time for each other</li> <li>• Everyone takes responsibility for their own and each other's performance, learning and well-being</li> </ul>
<b>Internal processes, systems and structures</b>	<ul style="list-style-type: none"> <li>• Recurring quality problems</li> <li>• Lack of clarity about tasks and roles</li> <li>• Inadequate systems of review</li> <li>• Lack of clarity about what constitutes good (high) performance in this context</li> <li>• Unclear decision-making processes</li> <li>• Communication problems (systemic)</li> </ul>	<ul style="list-style-type: none"> <li>• There is a robust process for making decisions and checking whether they were good decisions</li> <li>• There are clear accountabilities</li> <li>• There are strong processes to ensure everyone is aligned in what they are doing and why</li> <li>• Communications is more horizontal than vertical</li> </ul>

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	Dysfunction	High function
<b>External processes, systems and structures</b>	<ul style="list-style-type: none"> <li>• Reputational issues</li> <li>• Lack of key resources</li> <li>• Operating within a political environment</li> <li>• Failure to establish clear expectations with stakeholders</li> <li>• Environmental / market change leads to nasty surprises</li> </ul>	<ul style="list-style-type: none"> <li>• The team listens to its stakeholders</li> <li>• Stakeholders are supportive of the team and its purpose</li> <li>• The team is adequately resourced for its task</li> <li>• The team has powerful antennae on what is happening in its external environment</li> </ul>
<b>Learning processes</b>	<ul style="list-style-type: none"> <li>• “Too busy syndrome” (no time for reflection)</li> <li>• Individual and collective learning insufficiently valued</li> <li>• Lack of sources of external perspective and/or ideas</li> <li>• Low learning maturity</li> <li>• Resistance to change</li> <li>• Mistakes are repeated (not learned from)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is on the regular team agenda</li> <li>• People support each other’s learning</li> <li>• People share learning</li> <li>• People are open to supportive feedback</li> <li>• Change is welcomed</li> <li>• Experimentation thrives and mistakes are seen as key to the learning process</li> </ul>

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	Dysfunction	High function
<b>Leadership processes</b>	<ul style="list-style-type: none"> <li>• Leader's style is command and control</li> <li>• People are reluctant to take on responsibilities</li> <li>• Responsibility and authority disconnected</li> <li>• Delegation is non-consensual</li> <li>• Micro-management</li> </ul>	<ul style="list-style-type: none"> <li>• Leader's style is empowering and inclusive</li> <li>• People are encouraged to take charge of tasks without asking for permission</li> <li>• The leader enables people to manage themselves rather than manage them</li> <li>• The team regular discusses how to distribute responsibility and authority</li> </ul>