

Teams of Leaders

Building Adaptive, High-Performing Interagency Teams

Volume 1

Handbook



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Executive Summary

The purpose of applying the Teams of Leaders (ToL) approach is to establish a culture of shared trust, intensive collaboration, and networked expertise among horizontal (peer) and vertical (hierarchical) high-performing leader-teams. These three components together facilitate a continuous collaborative environment, leader-team building, and shared trust, which enable Joint, Interagency, Intergovernmental, and Multinational (JIIM) operations to make and execute decisions while rapidly sharing what they have learned.

ToL is an approach for rapidly building and effectively employing cross-boundary teams that are highly competent both in making and executing decisions and in learning and adapting together. The ToL approach helps the team gain common understanding of the situation and requirements and reach a higher level of performance faster.

ToL is different than hierarchical teams found in military units and organizations. They consist of leaders from different organizations brought together to effectively leverage the expertise, experience, and resources of their entire organization. In Leader Teams, the members most often have no authority over one another, come from different cultures and levels of experience, and may even have separate agendas. They usually have extensive contact lists within their parent organization and supporting agencies and work by influencing and co-opting others through strong relationships and mutual benefit. The ToL approach provides a deliberate methodology for forming, launching, operating, and sustaining nested leader teams and developing their capacity to work at higher performance levels. ToL is a set of practical thinking drills and organizing tools that can be learned in a day. The ToL approach applies and balances three key elements—information management, knowledge management, and leader team qualities—to boost team communication and collaboration. The shared competence includes intuition-based sense-making and decision-making skills and habits, a disciplined method for learning and adapting, and expert improvisation under stress. The value of teams of leaders increases in proportion to the diversity of team members, so that the approach is especially valuable to inter-agency and coalition teams.

ToL is an emergent capability originally developed for training and educating Battalion and Brigade commanders to overcome preconceived bias and develop a greater sense of situational awareness. Pilots in the 10th Mountain Division, I Corps (Stryker Brigade Combat Teams), and European Command provide compelling evidence that the approach will prove a major force multiplier at every echelon. For more information on the ToL approach, contact Battle Command Knowledge System Operations at 913-684-6387/6792.

Table of Contents

Section 1: ToL Handbook Overview	1
<i>Chapter 1.1: The Structure of the Handbook.....</i>	<i>2</i>
<i>Chapter 1.2: Introduction to the ToL Approach</i>	<i>5</i>
<i>Chapter 1.3: Introduction to the Section Stories.....</i>	<i>12</i>
Section 2: Develop High-Performing Leader Teams	13
<i>Chapter 2.1: Why High-Performing Leader Teams?</i>	<i>14</i>
<i>Chapter 2.2: Developing Qualities of High Performance</i>	<i>20</i>
<i>Chapter 2.3: Hasty Team Launch</i>	<i>27</i>
<i>Chapter 2.4: Selecting Your Leader Team Exercises.....</i>	<i>31</i>
Section 3: Collaborate.....	46
<i>Chapter 3.1: Basic Principles and Model</i>	<i>48</i>
<i>Chapter 3.2: Leader Team Launch Process.....</i>	<i>55</i>
<i>Chapter 3.3: Virtual Team Room</i>	<i>68</i>
<i>Chapter 3.4: Consensus Building.....</i>	<i>75</i>
<i>Chapter 3.5: Intercultural Differences.....</i>	<i>78</i>
Section 4: Communicate.....	80
<i>Chapter 4.1: Common Team Communication Tools</i>	<i>82</i>
<i>Chapter 4.2: Process for Choosing Communication Tools.....</i>	<i>84</i>
<i>Chapter 4.3: Facilitating Virtual Meetings.....</i>	<i>91</i>
<i>Chapter 4.4: Evaluating Available Technologies</i>	<i>95</i>
<i>Chapter 4.5: ToL Communication and Information Services</i>	<i>101</i>
Section 5: Leader Team Exercises.....	109
<i>Chapter 5.1: Building Team Expertise.....</i>	<i>111</i>
<i>Chapter 5.2: Developing Leader Team Exercises</i>	<i>117</i>
<i>Chapter 5.3: LTX Facilitation and Coaching Techniques.....</i>	<i>121</i>
<i>Chapter 5.4: Leader Team Exercise Toolkit.....</i>	<i>129</i>
<i>Chapter 5.5: Creating Vignettes.....</i>	<i>140</i>
Section 6: Context and Contacts.....	146
<i>Chapter 6.1: Hierarchies, Networks, and Nested Teams.....</i>	<i>147</i>
Handbook Appendices.....	155
<i>Appendix A: Table of Acronyms.....</i>	<i>155</i>
<i>Appendix B: References (by Section)</i>	<i>156</i>

Table of Figures

Figure 1.1: Teams of Leaders, the Next Multiplier	6
Figure 1.2: ToL – Reaching for High-Performance	8
Figure 1.3: ToL – Team Development Lifecycle.....	10
Figure 2.1: LTXs in Stage of Development	42
Figure 3.1: Virtual Leader Team Model	48
Figure 3.2: Flow of Purpose.....	49
Figure 3.3: Team Development Lifecycle.....	54
Figure 3.4: Leader Team Launch Steps and Exercises	57
Figure 3.5: Virtual Team Assessment.....	59
Figure 3.6: Example of Draft Mission.....	61
Figure 3.7: Frame Timeline Format	62
Figure 3.8: Example of Set Objectives.....	63
Figure 3.9: Example of Team Network Table.....	64
Figure 3.10: Example of Team-Task Relationship Matrix.....	65
Figure 3.11: Linking Agreements.....	65
Figure 3.12: Example of Operating Agreements.....	67
Figure 3.13: Team Room with “Walls” Concept Design	69
Figure 3.14: Example of Tailored Team Room	70
Figure 3.15: Cross-Boundary Provincial Reconstruction Team.....	75
Figure 3.16: Developing Cultural Intelligence	79
Figure 4.1: Summary of Chart Categories	85
Chart 1: Regular Team Activities	86
Chart 2: Team Work Process	87
Chart 3: Collaboration Factors.....	88
Chart 4: Common Types of Information.....	89
Chart 5: Tool Capabilities	90
Figure 4.2: ToL Wheel of Information Services.....	102
Figure 4.3: Individual and Organization Services.....	104
Figure 4.4: Team and Community-Oriented Services	105
Figure 5.1: The Road to Expertise	112
Figure 5.2: Coaching for Deep Smarts	115
Figure 5.3: LTX Development Process	117
Figure 5.4: Rapid Planning Exercise.....	129
Figure 5.5: LTX Options Range in Complexity	140
Figure 6.1: Four Ages of Organization.....	147
Figure 6.2: Nested Teams of Leaders	149
Figure 6.3: Nested Teams	151
Figure 6.4: Scale in Army Structure Reference Model	152
Figure 6.5: Curve of Purpose for Team Processes	153
Figure 6.6: Iraqi Transition Team Network.....	154

Section 1:

ToL Handbook Overview

Chapter 1.1: The Structure of the Handbook

Chapter 1.2: Introduction to the Teams of Leaders Approach

Chapter 1.3: Section Stories

Pull out Section 2 if you need something brief and useful to get started immediately.

If you want to learn more about any of these specific topics, please see:

- What are “Teams of Leaders”, see Chapter 1.
- What makes a team “high performing”, see Chapter 1.
- What is different about the “Teams of Leaders” approach, see Chapter 1.
- Start developing qualities of high-performance, see Chapter 2.2.
- Quickly launching a team, see Chapter 2.3.
- Facilitate a virtual meeting, see Chapter 2.4.
- Launch a virtual team, see Chapter 3.2.
- Start with the big picture, see Chapter 6.1.
- Read a Brigade Combat Team story at the beginning of Section 5.
- Read a JIIM story at the beginning of Section 3.
- Pick communication tools for virtual working, see Chapter 4.2.
- Check out a toolkit of leader team exercises in Chapter 5.3.
- Develop your own leader team exercises, see Chapter 5.4.
- Get an overview of information services, see Chapter 4.4.
- Design a virtual team room, see Chapter 3.3.
- Make contact with ToL support, see Chapter 6.2.

Chapter 1.1:

The Structure of the Handbook

The ToL Handbook assists leader teams in developing shared vision, trust, competence, and confidence through better collaboration, virtually-enabled communication, and deliberate development of high performance.

New technology and new practices make possible previously unattainable levels of team performance. This capability is based on today's ever-improving technologies for communication and collaboration over distance and time. To achieve these benefits, teams need to combine new technologies with new knowledge, attitudes, changed behaviors, and virtual skills.

The handbook helps leader teams choose and use the communication technologies most appropriate to the task at hand, successfully collaborate both face-to-face and virtually, and develop as high-performing leader teams.

Section 1: ToL Handbook Overview

This first section provides an overview of why teams of leaders are necessary and how they become a powerful multiplier of organizational capability. It also introduces the stories told at the beginning of each section.

Section 2: Develop High-Performing Leader Teams

This section provides a short, standalone, pull-it-out-and-use-it summary of key points and practices in the ToL Handbook.

The purpose of *Section 2: Develop High-Performing Leader Teams* is to provide a quick description of why ToLs are critical and what they mean to organizations. It offers a handful of concise "how-to modules" that get you started developing the four qualities intrinsic to ToLs, helps you kick-start a team, and provides tips and techniques for running better virtual meetings.

In this section, we clearly set out the four qualities—shared vision, trust, competence, and confidence. Then we provide a brief approach to developing the four key qualities based on Dr. Brown's work. This description also serves as a map to where additional help can be found in the handbook.

For teams that need to come together very fast and act very quickly—what we call "hasty teams"—we offer an abbreviated method to "launch" them. These teams must respond to unforeseen circumstances and typically have very short life spans. Here we also provide an approach to improving virtual meetings adaptable to any team.

These and all the exercises in Sections 3-5 will improve with experience and eventually be replaced with better examples through feedback from the field.

Section 3: Collaborate

The purpose of *Section 3: Collaborate* is to provide a method for more permanent (not hasty) teams to form and collaborate quickly, easily, and effectively. We focus on the start-up and launch phases, and lay out a five-step process. Both the hasty approach in Section 2 and the one presented here rely on the same well-tested team model.

This section is intended to meet the needs of leaders responsible for launching and sustaining teams of other leaders. Generally speaking, members of these teams have significant expertise in different areas and must undertake complex missions together. Sometimes these leaders come from different units, organizations, and agencies; often, they come from different countries, cultures, and include people from a variety of sectors with different native languages. In all cases, these leaders manage or are otherwise responsible for other people and results.

Use this section when starting a new team, when undertaking a major change in the team (new leadership, reorganization, or phase change), when initiating a significant new activity, and/or when your team requires course correction. You will know how to quickly launch teams that adapt and sustain as events unfold.

Section 4: Communicate

The purpose of *Section 4: Communicate* is to help teams select communication tools for building strong, effective, high performance through new collaborative practices. It provides guidance on existing communication tools and how to use them to their fullest potential for team collaboration.

Effective communication among members is vital to successful teams. Here, you will learn how to effectively engage all team members—whether face-to-face or virtual—in service of accomplishing your mission. You also will learn communication skills that can empower everyone on your team to adapt in rapidly changing environments.

Intended for leaders and members of teams, this section is particularly geared to situations where people are not all face-to-face. Often members of such teams live and work in different time zones. Although this poses challenges, it does not mean the team will be ineffective or even necessarily less effective than its face-to-face counterpart. On the contrary, such teams often are more successful than in-person teams when they use the tools, methods, and techniques catalogued in this handbook.

As stated above, teams do not have to be geographically distributed to take advantage of the new technologies and behaviors that enable high performance. The challenge for face-to-face teams is to overcome inertia in learning and practicing new behaviors. Virtual teams have no choice.

Section 5: Leader Team Exercises

The purpose of *Section 5: Leader Team Exercises (LTX)* is to provide methods for teams to develop shared competence and expertise. Rooted in traditional training practices, these provide starting points for a new focus on the four key qualities of shared vision, trust, competence, and confidence.

Through practicing the exercises and by working together, a team better understands its situation and can anticipate, adapt, act, and sustain high performance as events unfold.

Use this section when you want to develop expertise and operate at higher levels of performance, including those teams whose members are themselves leaders. We specifically direct this handbook to middle and senior echelon teams expected to show these high levels of performance.

Section 6: Context and Contacts

The final section provides a larger context of organizational transformation for the emergence of teams of leaders today. Networks and hierarchies come together in new organizational configurations that nest teams of leaders within one another. At the very end of the section, you will find resources and contacts for further information about ToL.

Chapter 1.2:

Introduction to the ToL Approach

“Teams of Leaders” are the way to lead in the 21st century.

Until recently, teams were simple. Each team had a single leader and meetings took place face-to-face. Then, in a few short decades, new communication and collaboration capabilities—combined with a sharp up-tick in the complexity of global relationships—changed all that. Now teams cross boundaries of all kind—distance, time-zone, level, function, organization, and culture. And instead of a single person being in charge, members of teams are themselves also leaders.

Nowhere is this more evident than in military organizations. Suddenly, our senior leaders find themselves working in teams comprising other leaders. Command-and-control is no longer the only model for leadership.

Today’s leaders join teams whose members cross organizational lines, bringing together people with vastly different expertise. In high-performing teams like these, everyone’s a leader.

*These new **virtual** teams work across boundaries of space, time, and organization supported by technology.*

Those leading “Teams of Leaders” require new skills, knowledge, and attitudes that build on their face-to-face experiences.

These new capabilities enable a system-wide improvement in teams at every level, in every function, and in every organization. This handbook aims to enable such 21st-century leaders. Even traditional collocated teams benefit from the new technologies and techniques of working more effectively.

The compound effect of newly-enabled, high-performing virtual leader teams is a force multiplier.

A. Teams of Leaders as a Force Multiplier

The foundation for this *Teams of Leaders (ToL) Handbook* comes from the work of LTG (Ret) Frederic J. (Rick) Brown, Ph.D. FJ Brown² recognized early that the new technologies of communication, collaboration, and knowledge management would make significantly higher levels of team performance feasible and necessary. Toward that end, he developed a three-part model for teams of leaders (Figure 1.1).

- Enhanced communication powered by information technology
- Greater collaboration made possible by knowledge management tools

- High-performing leader teams enabled by anywhere, any-time communication and collaboration supporting team building to high performance

Figure 1.1: Teams of Leaders, the Next Multiplier³



In a key paper co-authored with Zeb Bradford, FJ Brown describes the basic premise of such teams:⁴

“Leader teams can function grouped or distributed globally connected by the Internet, unclassified or secure. With omnipresent communications at every level, rarely, if ever, are decisions taken alone by individuals. Teams make decisions. Teams of peers—and in a military organization, hierarchical teams such as the chain of command—decide.

“The purpose of now-maturing knowledge management (KM) is to complement information management (IM) to move from communication and information to knowledge-based collaboration and actionable understanding.

“Action capability will become IM times KM not IM plus KM. A multiplier effect of increasing social sharing or collaboration among leaders expands the impact of shared actionable understanding achieved through net-centric operations.

“Expanded collaboration intensifies development of leader teams, many of whom become high-performing, which is another performance multiplier. The interacting combination of communication (IM), collaboration (KM), and high-performing leader teams (HPLT) is what we describe as Teams of Leaders (ToL). The combination seems sufficiently powerful that ToL can be considered a new joint force multiplier.”

B. Everyday High-Performing Leader Teams

As the concept of teams has evolved, it now includes the implicit assumptions that we will experience:

- Increased knowledge acquisition
- Deeper commitment
- Higher performance
- Greater innovation with increasingly less need for formal leadership⁵. Though few will argue against this assumption, many remain perplexed by understanding the true complexities of group dynamics and how to ensure high performance.

The “State of Teams,” a 2007 study conducted by the Center for Creative Leadership, asserts that most work groups are being pushed to evolve (formally or informally) toward a team philosophy. However, the study indicates most teams are not functioning at optimal levels and that team members and leaders struggle in the areas of communication, collaboration, and coaching, all significant determinants of success.

Today’s typical teams perform well enough, which is to say they get the job done. But it is often a painful process with members having differing views of the mission and unclear understandings of their goals and responsibilities. Frequently, different cultural backgrounds, life experiences, and poor communication skills lead to misunderstanding among team members.

It’s no wonder. For generations, people have worked in face-to-face teams, lived near their places of employment. Suddenly, many of us are working in geographically dispersed teams with members who may rarely meet in-person and who come from different organizations.

The Teams of Leaders Handbook aims to address the gaps that working virtually introduces and help propel people to extraordinary performance made possible with new communication-collaboration capabilities (see Figure 1.2).

In this handbook, we assert that virtual team members **can**:

- Agree on and share a common vision and purpose
- Build and deepen shared trust
- Develop shared competencies and expertise
- Over time, generate shared confidence in high performance in response to both routine activities and the demands that crisis introduces.

Figure 1.2: ToL – Reaching for High-Performance⁶



To do this, teams must agree to common standards and behave according to shared norms. They must effectively use communication tools and keep shared work organized and accessible to all members. And, they must adopt new collaborative behaviors.

*Virtual teams are teams **plus**. They have all the challenges of normal teams **and** they must adapt to the challenges and differences that come when working with technology that shrinks space and extends time.*

Some of the challenges that these new kinds of teams must confront include:

- How easy it is for people to lose touch without daily face-to-face interaction
- Time-shifting, meaning extra long “days” and blurred “weekend” and “vacation” boundaries
- Frequent misunderstandings when there are no established communication norms
- The delicacy of maintaining trust without benefit of informal socializing
- The overhead that comes with having to learn new tools
- The fact that no blueprint exists for leading in this new way
- The need to invent new leadership skills on the fly
- The difficulties presented by trying to remain aware of the larger picture by looking up, across, down, and out in the team’s network of relationships when you can’t literally “see” the organization

The *ToL Handbook* is for all teams, but it particularly addresses the needs of teams that are, or are going, virtual. Whether face-to-face or distributed, teams will achieve higher levels of performance using the new collaboration technologies, behaviors, and work processes.

Be aware of the risk of not learning new behaviors. “Good enough” teaming will not work virtually—and it won’t work in the complex boundary-crossing world in which we have to operate. It is too easy to be dysfunctional.

This handbook aims to serve leader teams striving for new heights of excellence and innovative performance.

C. High-Performing Leader Teams Cross Boundaries

Today’s leader teams routinely cross many boundaries. This, above all, drives virtual leader teams to continuously solve problems in service of a common purpose. As Bradford and Brown write:⁷

“Collaboration that is KM-enabled – peer and hierarchical – functions bottom-up as well as top-down. The extent of each is increasingly determined not by IM (science) but by cross cultural willingness and ability to collaborate (art). From increased collaboration can come shared skills, knowledge and attitudes that develop team leadership.

“Leader teams may consist of peers – leaders grouped in a unit staff or leaders who are action officers in various Departments or Agencies. These may be parts of the U.S. Government working a common problem such as HIV/AIDS in Africa or Platoon Leaders in a Rifle Company.

“Other leader teams are hierarchical – the chain of command such as Brigade Commander to Battalion Commander to Company Commander or COCOM Commander to CJTF Commander to BCT Commander or various chains of functional support or joint chains of coordination. Leader teams cross Service, joint, interagency, intergovernmental and multinational (JIIM) jurisdictions.

“Now, most teams cross multiple cultures. So leader teams are everywhere; now linked by IM and collaborating through KM practices and tools, [they] generate shared knowledge and actionable understanding.”

How do leader teams achieve high performance? Through his own experience and having tested these ideas in “countless conversations,” FJ Brown has identified four qualities of high-performing leader teams:

- Shared **vision**
- Shared **trust**
- Shared **competence**
- Shared **confidence**

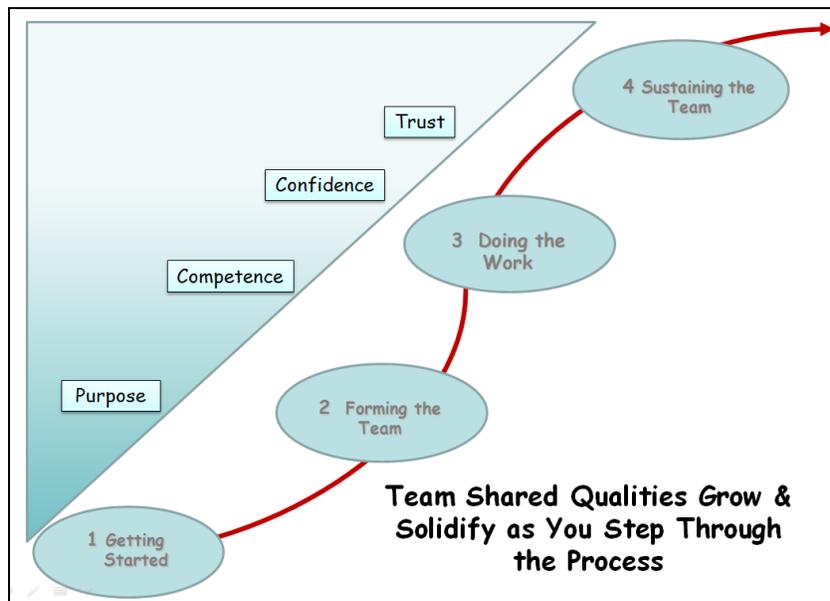
What is both new and essential for these teams is the *shared* nature of these qualities. In his view, these qualities must be developed in the new anytime, any-place, technologically-enabled context—and continuously improved.

“As [teams] collaborate they may, and hopefully will, create the shared skills knowledge and attitudes of team leadership. Aided by team-building tools provided by KM, the leader teams develop shared trust, shared vision (or leader team mission), shared competence (in mission tasks), and they share confidence (in ability to accomplish the mission). When these four [qualities] are shared by each member of the leader team, that leader team becomes high performing – at least in assigned mission performance and hopefully in broadening areas of responsibilities.

The synergy of these three components helps improve communication and collaboration among team members, which enables the rapid generation of shared purpose/vision, trust, and competence. As the team develops actionable understanding, it performs successfully, which in turn develops confidence, which acts as an accelerant generating high performance. Teams of leaders are adept at achieving higher performance through building relationships, global collaboration, leveraging technologies, and quickly overcoming the obstacles imposed by traditional hierarchical structures that cause many teams to struggle.

“It’s all about collaboration, collaboration, collaboration! Think ToL – it enables one to move beyond past constrictions of time and space and cultural reticence to collaborate in seriously addressing a new and necessary framework for cross-cultural decision-making.”⁸

Figure 1.3: ToL – Team Development Lifecycle



Stages of a High-Performing Leader-Team

Stage 1. Getting started are things we do to prepare a leader-team.

They include identifying the initial mission and specific leader-team members and conducting an initial meeting. If this is a pre-existing leader-team, this stage may be

omitted or reduced. The checklist provides specific questions, considerations, and actions that you can use to coach the grouped or virtual leader-team through this stage.

Stage 2. Forming the grouped or virtual leader-team.

These are activities we perform to develop initial shared understanding of the leader-team mission and purpose, the skill sets everyone brings to the table, and the efforts required to develop shared skill sets. In this stage we clarify and build consensus regarding team purpose, understand the impact of various boundaries crossed by leader-team members, and build situational understanding of the environment in which we will operate.

Stage 3. Doing the work.

In this stage the leader-team performs the mission(s) it is assigned. Throughout this stage, the team can apply the LTX concept to identify and clarify purpose, adjust team requirements, and build the shared four team qualities in the context of the operational situation. Sharing, sharing, and sharing!

Stage 4. Sustaining the team.

As the team becomes high performing, many events or activities can reduce effectiveness, such as changing situations, loss of leader-team members, adding team members, changes in technology, etc. This section of the checklist provides tips and techniques for dealing with turbulence and maintaining high performance and to build higher and higher levels of performance!

Teams of leaders naturally move through these stages, but to achieve high performance more rapidly, the team requires an accelerator that facilitates discussion, understanding, and development of the shared qualities. Increased confidence is a powerful accelerator.

Chapter 1.3:

Introduction to the Section Stories

We introduce each section of the handbook (except the first two sections) with a story that illustrates the section's central theme. Here are summaries of the four stories we develop.

Section 3: Office of Defense Collaboration (ODC) JIIM Team

Our JIIM story focuses on a recent grassroots effort by a group of seasoned ODC team members. ODC teams already are applying ToL principles independently and out of necessity in Croatia, Ukraine, Latvia, Poland, and other European Command (EUCOM) countries. They invented multiple workarounds, key to ToLs, in communicating and collaborating with team members.

Described by the EUCOM Commander as “my Brigade Combat Team” equivalents, the ODC are the cutting-edge action agencies within the country teams. This improved collaboration has demonstrated the potential to transform NATO and frontline defense acquisition policy when Cold War-era policies and procedures proved obsolete.

Section 4: Transition Teams

The mission of Transition Teams is to advise the security forces of Iraq and Afghanistan (and other locations as needed) on how to conduct independent counterinsurgency operations and secure their countries. Transition Teams do this by training, advising, and assisting their Host Nation counterparts. Due to their unique challenges and dynamic nature, effective team building is critical.

Section 5: Brigade Combat Team (BCT) Story

Our BCT story comes from the 3BCT/10th MTN Division as it forms and prepares for deployment to Afghanistan. This story focuses on the techniques used by the BCT Commander, his staff, and external agencies to develop and employ an advanced learning methodology designed to develop the shared vision, trust, competency, and confidence needed to function as a high-performing leader team. Using LTXs, the BCT pioneers initial ToL approaches that focus on building situational understanding and adaptive leader skills.

Section 2: Develop High-Performing Leader Teams

Chapter 2.1: Why High-Performing Leader Teams

Chapter 2.2: Developing Qualities of High Performance

Chapter 2.3: Hasty Team Launch

Chapter 2.4: Facilitating Virtual Meetings

Chapter 2.5: Selecting Your Leader Team Exercises

Section 2: Develop High-Performing Leader Teams is a brief introduction to the purpose, qualities, and practice of ToL that can stand on its own. It offers an explanation of the idea, a quick team launch process, a guide to facilitating virtual meetings, and a succinct approach to developing the key qualities of high-performance with pointers to other sections of the handbook.

Chapter 2.1:

Why High-Performing Leader Teams?

The escalating complexity of the situations in which today's teams operate requires better teaming capabilities. See the challenge, promise, and qualities of high performance through FJ Brown's eyes:⁹

"The challenge to improved performance of any combination of individuals is developing the team core competencies more broadly across other existing teams of leaders, across various hierarchical chains of coordination, and throughout various peer staff teams or other less structured associations of leaders addressing common problems.

As sharing expands, there is the promise of increasingly high performing teams operating across JJIM organizational combinations generating larger groups of interacting collaborating teams. This becomes a spiral of increasing excellence.

*The desired end state is **high-performing leader teams (HPLTs)** proliferating in increasing numbers of high performing units, organizations or other associations that may develop to accomplish complex, unpredictable missions.*

The overarching focus of all this sharing goodness is the specific vision (purpose) for which the team, or the association of various teams, has been formed.

The Internet Protocol (www) compresses distance such that when enabled with social networking software, peer or hierarchical teams of leaders can confer "across the table" globally, routinely. The physical location of decision makers and staff at any level, particularly the operational (regional) level, becomes irrelevant."

A. Developing the Four Qualities of Team Leadership

The goal of team leadership is high performance. In our view, the way to achieve higher performance is by developing the four key ToL qualities—shared vision, trust, competence, and confidence. FJ Brown writes about the meaning of the four qualities:

"Each individual leader (and leader team), be they hierarchical or peer, possesses unique vision, trust, competence and confidence. These factors exist both for each individual and collectively in a leader team. The challenge is sharing these [qualities] across existing teams of leaders, across various hierarchical chains of command, or functional support, or peer staff teams. Another key is how to accomplish sharing for leader teams that are either physically grouped or virtual or a combination of the two."

Shared Vision/Purpose

Whether called mission, vision, or purpose, the shared issue is: "What are we – the leader team (physical or virtual or mixed) assembled to do? To

what extent do we all agree just what the mission or vision or purpose is?" The more the four qualities are in fact shared by everyone in the group, the more likely it will be a higher performing team for execution of the vision (purpose).

Sharing is not unlimited; it is focused on the explicit vision (purpose) established. Hopefully the range of overlap will expand to include both explicit and implicit tasks associated with the vision (purpose) including expected and unexpected branches and sequels. Expansion should occur particularly as the shared confidence of the leader team develops in becoming high performing.

Shared Trust

"Shared trust is most important for it establishes the basic ingredient of sharing, of collaboration. For Army leader teams, trust is solidly grounded in the shared values of Loyalty, Duty, Honor and Integrity. The Soldier's Creed, "I will never leave a fallen comrade," epitomizes shared trust. With trust, the other [qualities] come more easily. So the challenge to developing high performance is to create intense collaboration ...within the members of the leader team then across various leader teams within the unit or organization.

Shared Competence

Are we proficient in important individual and collective tasks? Similarly there is a competence check – do I, do we, all have the competencies necessary to accomplish the tasks assigned? In a task-based Army, disciplined to perform to standard, accustomed to competency-based promotion and other reward, shared competency in those tasks required to be performed for successful mission performance is a basic, routine expectation.

Shared competence means that task competence required to realize the vision (purpose) or mission is not only possessed by each member of the team but also that the team is competent, as a team. If there are team tasks associated with mission performance, each member of the high performing team is competent in the team tasks. Not all tasks; just those team tasks required to realize or accomplish the assigned vision (purpose) or mission.

Shared Confidence

Finally, are we confident we can accomplish what is expected? If not, it is tough for the average leader team to be inspired to exceptional success, whatever the task. Shared [qualities] of team leadership to be learned by both physically grouped leader teams and virtual leader teams brought together by combinations of communication (with information technology) and collaboration (with knowledge management).

Confidence is the product of shared trust working as a team to execute a fully understood, agreed vision (purpose) with a wholly competent leader team. It is a team "can do" approach routinely looking for better ways to accomplish the tasks assigned. Each member of the leader team and the

team as a whole have the attributes of winners. They are assured, accepting of risk, seeking “workarounds”, sharing pride of past accomplishment and working together to continue to “win”. The whole (leader team performance) is much more than the sum of the parts (individual leader team member performance).

B. Everyday Workarounds and Network Solutions

For most of us, the core practices of ToLs are familiar, everyday behaviors. In the midst of change, most situations require two very simple approaches that appear to be natural reflexes among high-performing leaders: When the formal systems in which they work don't offer quick paths toward solving problems, they know how to do workarounds and they know how to use their personal networks—their rolodexes. Both innovation and adaptation are examples of workarounds. Solutions come from initiative, expertise, and relationships.

One way in which people use innovative approaches to keeping others informed throughout the organization is by thoughtful use of who receives email messages. Clearly, not everyone needs to be on the “To:” line of every email. Thus, leaders often CC people whom they want to keep informed, and some also use BCC. Absent are good organizational principles and agreements on how to use To, CC, and BCC; it's important for everyone to remember that anything in email can go anywhere. *[We will expand on this concept in an updated version.]*

Workarounds and networks of relationships are essential to ToLs.

Success breeds success. As people work through problems together, they clarify their shared vision of what they are doing and develop trust. Trust allows people to share their relationships, their contacts, and greatly multiply their team's network of resources. Here's FJ Brown on the importance of relationships:

“Building and then sharing rolodexes [of contacts] becomes increasingly important by drawing on various interpersonal associations that created the functionally-oriented Rolodexes in the first place. Often, effective collaboration starts by sharing Rolodexes each to assist the other in responding to requirements.

You know who knows or who has an associate who knows who to contact ‘in person’. I may be able to short circuit the cognitive hierarchy by going directly from data to understanding, coached by THE expert whom I can contact through a mutual contact. Accelerated conversion of data and information to shared knowledge and shared understanding by expert intervention is a likely breakthrough.

Intensive collaboration sharing data and information generates shared knowledge and actionable understanding—shared up and down, right and left whatever the organizational framework. More is better particularly when it is bottom up informing and influencing traditional top-down decision making within JJIM bureaucracies.”

C. Building Relationships

The social processes the team uses in carrying out the work will enhance a member's capacity to work together independently in the future. The transforming process has chain reaction characteristics; professional and social relationships based on universal trust and confidences expand rapidly and freely, and lead to the emergence of high performance.

Through the ToL approach, the team improves trust as members build relationships and see firsthand the skills and work ethic each member brings to the team (competence). Likewise the group develops team competencies as they learn to work together and accomplish a sum greater than the individual members could achieve. As the leader-team works together it performs successfully, which in turn develops confidence and acts as an accelerant generating even higher performance.

Teams of leaders are adept at building relationships, global collaboration, working with new technologies, and overcoming obstacles imposed by traditional hierarchy—they thrive on workarounds. The ToL methodology is not an exercise or training; it is a way of thinking, understanding, and acting. This approach helps a team of leaders develop the knowledge, skills, and attitudes required to support the high-priority issues facing the team, and it enables them to identify and overcome obstacles that can prevent them from accomplishing the mission.

Characteristics of High Performing

Teams:

1. Team effectiveness and teamwork
2. Team adaptability and decision-making
3. Shared cognition
4. Shared vision
5. Team attitudes/
Trust/confidence

D. Research Underscores Four Qualities

Studies¹⁰ show that high-performing expert teams are able to combine their individual technical expertise and coordinate their actions in ways that make performance seem fluid.

The team as a whole creates a synergy greater than its parts¹¹.

Such teams have the ability to solve problems quickly and accurately, understanding their purpose, environments, and cultures both internally and externally. They seem to hold shared mental models of their tasks, situations, teammates, and equipment¹², all of which contribute to promoting implicit coordination. And, they tend to have deep understanding of the target domain. Declarative and procedural knowledge coalesce into strategic knowledge allowing them to make new predictions. To be effective, members of these teams must be able to flexibly apply existing knowledge structures and invent new procedures and workarounds.

Researchers in the field of expertise (meaning how expertise develops) argue that mindful processing and absorption are critical to adaptation and thus to high-performing teams.

Finally, high-performing teams “think, do, and feel”¹³. Members must display critical knowledge (cognitions), skills (behaviors), abilities (making decisions, assessments, and judgments), and attitudes (feelings). Task skills are those that members must understand and acquire for actual work performance. Teamwork skills are the behavioral and attitudinal responses that members need in order to function effectively as parts of an interdependent team¹⁴.

“The implication for the creation of expert teams is that it is not sufficient that members be technical experts—they must also be experts in the social interactions that lead to adaptive coordinated action (i.e., teamwork) within the context of the technical expertise.”¹⁵

E. Do Teams Work?

Generically speaking, the belief that working in “teams” makes us more creative and productive is widely held by organizational leaders who are quick to assume such teams are the best way to get results. However, research shows that teams underperform despite the additional resources (Coutu, 2009). Richard Hackman, (Hackman, 2002, p 31) in his book *Leading Teams*¹⁶, outlines five conditions that must exist for teams to be successful:

- *An understanding of who is on the team*
- *Compelling direction or purpose*
- *Enabling structure*
- *Organization support*
- *Expert team coaching*

Hackman suggests the failure to ensure these conditions requires us to rethink the importance of teams in organizations. However, teams can achieve high performance if they have a structured team process approach. The more accurate statement is that organizations need to not rethink the role of the team, but the process of teaming and how to develop them. Providing a supportive context to enable high performance is often an afterthought in many organizations. “We spend millions on individual and collective training” said one U.S. Army Major General. “We assume we develop teams well, and the truth is we do develop our hierarchical unit teams well. But those teams are from our same culture, training background, and wear the same uniform and share a common language. Where we don’t do as well is when we are forced to team across organizational, service, interagency, or multinational boundaries.”

Technology and the global Internet allow us virtual and continuous connectivity but do not solve the problems Hackman describes. The ability to stay connected to an ever-larger network is outpacing traditional work processes and social norms. Today, with the explosion of readily available mobile devices, this trend is more likely to grow. Generation X and Y are well ahead of the baby boomers in their acceptance and application of collaborative technologies, but often lack the relationship building skills necessary to work effectively in diverse teams.

According to Hackman, teams underperform when the basic conditions are not in place. Currently the military lacks the doctrine and supporting structure for developing high performing JIIM teams. While it does address 'teaming' in general for homogeneous and hierarchical teams, it provides little if any 'how to' approach to form and launch a diverse team of leaders, guide them through their work, or sustaining the team as membership, missions, and environments fluctuate. Current military doctrine, let alone that of most industries, does not address ways to build the skills, knowledge, and abilities required for effective high-performing teams. Nowhere does doctrine address teams of leaders.

Chapter 2.2:

Developing Qualities of High Performance

This chapter provides an introduction to developing the four qualities of high performance—shared trust, vision, competence, and confidence. It is based on FJ Brown’s foundational IDA study, specifically his Appendix J on the “SKA of Team Leadership.”¹⁷ There, he focuses special attention on the qualities of trust and vision, which are the most critical of the four factors, and are hardest to develop.

Qualities of trust and vision are especially difficult to develop in a virtual environment. Most difficult, perhaps, are all the real-world variations of teams with both virtual and collocated members. This is especially true of multi-level leader teams that are likely to be distributed in small face-to-face groups that themselves have some members working virtually.

In the excerpts below from FJ Brown’s work, we find:

- A place to start with specific approaches to developing trust and vision, and
- A contextual map of where to find more details on developing the four qualities and how to use IM and KM in the *ToL Handbook*.

In this abridged version of Brown, we have liberally inserted formatting, added comments that point to other parts of the handbook, and made a few word substitutions.¹⁸

For the qualities of high performance, FJ Brown lays out a program with four aspects:

1. *How to develop the shared [qualities] in general.*
2. *How to increase the degree of sharing, whatever it may be initially.*
3. *How to measure the improvement in [quality] sharing that occurs as high performance is sought.*
4. *How to accomplish [quality] sharing for leader teams grouped either physically or virtually, or in some combination of the two.*

For the critical qualities of trust and vision, the first three aspects are laid out and annotated with book cross-references to other places in the handbook where they are supported. For all qualities, the discussion of the impact of the new IM and KM tools follows at the end of the FJ Brown excerpt.

A. Shared Trust

Trust, according to FM 6-0 Mission Command¹⁹ is the cornerstone of leadership. It is essential to successful mission command.

In a mission “rock drill,” leaders talk through various “what ifs” associated with a specific mission assigned at a CTC [Combat Training Center] or developed within the unit. The leaders present either unexpected success or failure to engender knowledge and understanding of how the unit will react to the unexpected. As team members begin to understand that shared expectation becomes agreed action, shared trust develops.

To improve shared trust, increase the uncertainty, complexity or ambiguity of the situations presented and draw out each member to indicate his/her approach to resolving the now-more complex issue. Facilitate the discussion to develop specific responses/solutions that are clearly acceptable to all. As these common solutions develop, use each in a common context to push for a broader range of unanimous agreement by “what if, what then” discussions that expand the initial agreed-upon solution.

The MOP [Measure of Performance] is the degree of increase in shared agreement. That increased range of agreed action, subsequently reflected in actual decisions, is a measure of expanded trust.

The same rationale and sequence of actions applies to each of the alternatives suggested below to increase shared trust among individuals within the leader team and between leader teams.

To develop specific assessment quantification, use the Virtual Team Assessment in Chapter 3.2, Step 1 (Figure 3.5). There, you will find statements for team members to rate on a scale that specifically call out trust, purpose, and relationships. You can use the assessment as a pre-post measure of change brought about by the relationship-building exercises.

A starting point for developing trust is to establish a set of “Operating Agreements” (See Chapter 3.2, Step 5: Agree on How We Will Work Together, Exercise 7), then use discussion of the agreements to explore how well the team adheres to them over time.

The Team Calibration Exercise and Leader’s Intent Exercise outlined in Chapter 5.3 are effective ways to improve communication skills, understanding rationale for decisions and establishing expectations. These exercises provide insight into how others view the battlefield and what they expect from their team members.

Make Increasingly Difficult Mission Situations

To address increasingly difficult mission situations where leader teams are required to develop shared solutions, develop exercises designed for the leader team. Through discussion, team members develop solutions and a shared understanding of the limits of response. It becomes clear what area of action all team members support, and through multiple iterations, it becomes evident which areas of action address increasingly tougher mission situations, which lead to expanding the area of common action. With it, trust among team members expands; and the team’s comfort zone is stretched.

To increase the freedom of action permitted to subordinates, broaden each leader team member’s range of authorized action without further direction or guidance regardless of whether there are effective communications links. This indirectly increases shared trust between leader teams and also among individual members of the leader team.

An effective way to do this is by using Exercise 5: Team-Task Relationship Matrix (Chapter 3.2, Step 3). You can employ your current tasks in mission execution or training as the basis for setting up short-term internal and external sub-teams to build relationships and expand leadership models while getting team work done.

Create the Unexpected

Alternatively, during structured tactical LTXs, cut communications at a critical moment and require team members to act without explicit direction, having to provide a vital decision or action that would contribute to the leader team's success. At the end of the exercise, conduct an After Action Review/ Battle Command Review (AAR/BCR) and address shared trust within the leader team or between leader teams. Structure the AAR/BCR to discuss shared trust— its presence or absence, as well as examples of each and their importance to the tactical outcome. Design the situations and cues to stress shared trust within the hierarchical or peer leader team. Measures can be described (or prescribed) for OC or mentor use in the AAR or BCR.

Each of the above exercises can be applied within tactical units as well as organizations by drawing on soldiers' familiarity with tactical applications and then translating those trust development processes to organizational issues. This is routinely done now with Generating Forces' campaign plans and use of operation order formats for non-tactical purposes. These exercises can also be shaped within current training exercises supported by existing virtual and constructive simulation at various home station battle simulation centers or exported from CTCs with existing IT/KM. Measures now are commonly built into "Tips for the Trainer."

For more on the standard AAR process and a more detailed Decision-Making Critique to adapt as FJ Brown suggests above, see Section 5. The typical train-to-task leader team exercises in Section 5 all need to be shaped and modified to focus specifically on the qualities of trust (above) and vision (below) when used to support the development of these qualities. Later versions of the handbook will have new and revised versions of the Section 5 Exercise Toolkit that stress the ToL "art" of leadership and the development of relationships, especially as enabled by the new generation of communication-collaboration tools.

B. Shared Vision

At the tactical level, BCT and below, shared vision can be expressed as the unit mission. At higher levels, distinctions can be made between mission and vision. For example, the mission is a formal statement included in an operation order; it is wholly directive in nature. A vision can be much less formal and may vary greatly during the period covered—hours, days, weeks, months. The level of detail and direction also can vary greatly. Army leader teams (chains of command) can practice mission command "...subordinate leaders at all echelons exercising disciplined initiative within the commander's intent" or detail command "...imposing order and certainty on the battlefield."²⁰ There are notable differences in characteristics and the processes of execution, yet there is a time and circumstance for each.

Whether mission or vision, the shared [quality] issue is "what are we—the leader team— assembled to do? To what extent do we all agree on what the mission or vision is?"

Getting purpose right and clarified, and doing it again when circumstances change, are central to the virtual leader team launch process described in Chapter 3.2. See particularly, Step 2: Clarifying Purpose – Why and What.

The Rapid Planning Exercise and Team Calibration exercise in Section 5 provide more formal and structured learning if time permits. The act of building a scenario (hasty vignette) together is an excellent way to develop shared trust.

Expressed and Implied Tasks

Developing a shared vision through open discussion within the leader team or between leader teams can be done in two ways.

In the first approach begin by asking people to state the specific expressed tasks. Then ask them to state what the implied tasks are? What are the requirements associated with the implied tasks? Develop areas of agreement on requirements of implied tasks and expand those areas. From there, develop a shared restatement of the mission or vision. To this point, the process is similar to that of a commander's operation order brief-back to his or her senior commander. This process is fully understood and supported in the Army Training System.

Now shift from mission in a tactical chain of command to a statement of vision between separate commands within the Army, perhaps collocated on one large military post. Where there is agreement on expressed or several implied tasks, execute them to get started, agreeing that disagreements will be revisited as the team proceeds.

If there are clear disagreements as the team discusses implied tasks, make a list of the details of each disagreement and then ask what must be done or agreed to in order to reconcile these differences? At this point, multiple concerned chains of command or chains of functional support can be informed of sticking points to be resolved and for endorsement of those tasks already being executed.

Two exercises in Chapter 3.2 focus on purpose, and the special need in virtual leader teams to make all work explicit, particularly the more tacit and implied tasks. You also can use Exercise 2: Draft Mission, Exercise 3: Frame Timeline, and Exercise 4: Set Objectives in an iterative fashion to flesh out the overlap of fully shared vision. The Rapid Planning Exercise is a more formal, identification and analysis of the mission and its associated tasks.

Final vs. Intermediate Objectives

A second approach to develop a shared vision could be to address final versus intermediate objectives rather than expressed versus implied tasks. What is the vision's final objective? Then, what are the intermediate objectives? Where there is clear agreement among all leader team members, break the larger mission or vision into smaller tasks. Establish a common denominator of consensus that can then be expanded by "what if" and "what then" issues presented by the discussion leader.

Both approaches have been addressed well for years by various combinations of negotiating theory and situational role player practice in a JIIM context going back to CTC training for missions in Bosnia, Afghanistan and Iraq. The preparation involved command and staff — a leader team — with various approaches for leader coaching or mentoring and was highly effective. Similar exercises are envisaged for unit preparation on the

ARFORGEN Road to Deployment—fully supported by IT/KM today for leader team members both physically grouped and linked in a virtual environment.

Develop MOP by observing the sharing process. As increasingly detailed discussion occurs and specific areas of initial agreement and disagreement become obvious as intensive collaboration generates a shared understanding of the mission.

The flow of purpose (see Chapter 3.2, Figure 3.2) closely tracks the sequence of progressive clarification from vision to mission to objectives, tasks, and results (deliverables). By further “unpacking” the purpose, the team deepens its original intent and shared vision in a progressive feedback loop. For an example of the difficulty involved in teams working across chains of command, and how collaboration tools might help, see the Iraqi Transition Team example in Figure 6.5 (Section 6: Context and Contacts).

C. Shared Competence

The U.S. Army is a competency-based force. Proficiency is well prescribed by task, condition, and standard, and fully supported by both training and personnel actions. Where new skills may be required in operations, the CTC training and learning system works and is fully institutionalized. It is now being effectively expanded to distributed, high-density troop locations as part of the Army Plan to train and equip Soldiers.

Shared competence means not only that the task competence required to realize the vision or mission is possessed by each team member, but also that the team is competent as a team. On a high performing team, each member is competent in the team tasks; not all tasks, just those required to realize the vision or accomplish the assigned mission.

Processes to assess competency and remedial programs to address inadequacies are fully understood across all leader levels. Uniform measures are understood and practiced. Appropriate exercises exist. IT and KM support shared competence. For the U.S. Army, shared competence is a non-issue; however, in JIIM organizations it is a significant problem.

Competence is assumed in the Army context but cannot be assumed in any leader team with non-Army partners. This is an increasingly frequent situation facing today’s military leader teams operating in a cross-JIIM, cross-civilian world.

To support task competence more broadly, we include a selected set of standard leader team exercises and supporting tips and techniques in Section 5. These exercises are directed to competence, but may be modified to emphasize the qualities of vision and/ or trust, to strengthen and weave more relationships, and to develop the art of high performance. Experience will improve this section of the handbook in upcoming versions.

Complexity and change keep accelerating, and few leader teams have all the skills and knowledge needed for mission success within the core group. Map your immediate network of core, extended, and external team members using Exercise 5: Identify the Team Network (Step 3 in Chapter 3.2). Develop more extensive team-centered network maps as an evolving shared rolodex (contacts).

The exercises in Section 5 provide deliberate and structured learning methodologies for building competence. Each exercise offers a different approach and can be used to reinforce another exercise. Varying the exercises will keep the team members interested and engaged. Building a scenario as a team increases the shared understanding and helps identify gaps in competencies at both the individual and team level.

D. Shared Confidence

Confidence grows once a team has developed shared trust and is working together to execute an understood, agreed-upon vision or mission. Confidence engenders a “can do” approach resulting in routinely looking for better ways to accomplish tasks. Team members are self-assured, comfortable taking risks, creative in solving problems, share pride in their accomplishments, and work together to continue to win. The whole (leader team performance) is greater than the sum of its parts (leader team member performance).

Confidence best comes from success. If possible, define the vision or mission so that success is practically ensured. Focus initially on the easy, the certain, so that the chemistry of shared confidence can begin within the leader team. If success is avoiding failure, then shape modest expectations to avoid failure.

Sufficient exercises exist to help shape the learning experience and stimulate success. ALL [Adaptive Leader Learners] or various eTDGs [Electronic Tactical Decision Games] can be fine-tuned to lesser degrees of difficulty. Missions can be narrowed and/or resources (time, combat multipliers) increased so success is more likely. If the team is unsuccessful, make the challenge easier and then increase the difficulty as the team’s performance improves.

Measures are primarily subjective—the look in the eye, confident responses to questions, and general certainty of the leader team’s response within the scope of its responsibilities— but survey instruments can also measure shared confidence.

E. Adaptive Use of IT/KM Tools

The path from theory to practice has yet to be fully traveled for establishing and drawing on best practices for generating shared [qualities] across various combinations of virtual and grouped leader teams. The observations that follow suggest directions for needed research.

Collocated Teams

It is easiest to develop intensive collaboration among physically grouped [collocated] individual members of a leader team. They are in the same environment and influenced by reacting as a group to stimuli (LTX, etc.) presented to each. The full reaction, the “body language,” is evident as the various team leadership development techniques described above occur. Consensus as to the pace of [quality] development and subsequent development actions can follow. Cultural empathy is supported as all of the

senses of social interaction are shared. This is the highly successful standard environment of the CTCs.

Virtual Teams

Next easiest would seem to be full virtual—all leader team members are separated as the team is developed. Connectivity can be synchronous (traditional VTCs, You-Tube-like online video; or grouped Instant Messaging (IM) responding to common LTX stimuli presented by PowerPoint slide); or asynchronous (responding to group-developed stimuli as in current BCKS practice, Companycommand.mil). The various combinations seem to work as they have been practiced in the evolving ARFORGEN Road to Deployment. Reach-back and reach-forward draw on various combinations of virtual presentations, as do virtual Right-Seat Rides where the context is provided by the deployed part of the distributed leader team.

Mixed Collocated – Virtual Teams

More problematic is the combination of grouped and virtual—a split leader team where some members interact across a table and others are in separate virtual locations. The key to this situation will be the power of the LTX in drawing each individual into the vignette or other content that is provided to stimulate [quality] development. The more completely the situation presented can immerse each individual, the less relevant is the physical or virtual location of each. Their minds all move to common ground. This combination of grouped and virtual has been common practice for years in unit collective task training with the CCTT [Close Combat Tactical Trainer] drawing on virtual simulation employed with various other components of the virtual tactical training infrastructure.

There is clearly work to be done but there are strong, relevant, ongoing IT/KM precedents.

To address the adaptive use of IT/KM tools, the *ToL Handbook* is infused with the new reality of virtual working relationships threading through the still-persisting world of face-to-face encounters. In particular, *Section 3: Collaborate* focuses on the people-aspects of working together, as the annotations of the four qualities above indicate. Three chapters in particular cast leader teams in the new light of 21st century technologies. First is a chapter (3.1) on the basic principles and model underlying virtual leader teams, followed by a launch process (3.2), and the use of a virtual team room (3.3).

Section 4: Communicate is about the tools of communication and collaboration that support the newly-possible, high-performing leader team of the 21st century. The first chapter (4.1) briefly describes common communication tools, the second (4.2) how to choose among them, the third (4.3) how to evaluate available technologies, and the last (4.4) how to understand the broader array of communication and information services.

Chapter 2.3:

Hasty Team Launch

Teams under extreme time pressure have very little time to plan. To get small-scale teams off the ground quickly, we offer a simple method. This process clarifies purpose and builds trust.

A. Choose a Type of Launch

Small “hasty,” teams can move very rapidly (e.g., in 90 minutes) through an abbreviated set of exercises derived from a more comprehensive launch process.

For leader teams with a day or more to spend on planning, we provide a larger set of exercises and multi-team approach in *Section 3: Collaborate*. The five-step process described results in a comprehensive launch that covers all the major team elements in a “learning-while-doing work” event. Whether a team uses the “hasty” approach in this section or the longer one in Section 3, teams can expand or compress the number of exercises, spending more or less time on them, depending on changing circumstances and particular situations.

We provide seven exercises in Chapter 3.2 that you can adapt for use in the abbreviated launch process described here. We recommend going through the exercises in the order that we number them but this is a guideline, not a rule. Pick and choose as situations demand; skip some, condense others. Make sure you address the four elements common to all teams (see Chapter 3.1):

- People
- Purpose
- Links
- Time

Next, we provide a list of key communication tools. For a more deliberate and broader tool selection process, see *Section 4: Communicate*.

B. Shortcut to Four Key Team Communication Tools

If you don’t have time to go through a tool selection process, or just want the basic tools, or are part of a “Hasty Team,” we recommend these four key enabling technologies:

- Email;
- Audio conferencing, or conference calling, ideally with a permanent number to simplify the dial-in process;
- Screen sharing through a web conferencing technology such as Adobe Connect; and

- A shared repository, ideally a team room that you can tailor and configure inside an enterprise knowledge management system such as SharePoint.

You will need the first three tools that we recommend for the virtual hasty team launch .

For regular meetings, use conference calls with screen sharing of team documents stored in the online room. Screen sharing provides a continuous point of reference for the group, just as a whiteboard, projection screen, flip chart, or podium does in a face-to-face meeting. By sharing information online from the team room, you provide real-time education for how to handle content and use the team room capabilities. It's typical for teams to share technology tips on these calls, just as you do when face-to-face.



- It is advisable to send attachments via email as backup when screen sharing from team rooms. It's not uncommon for someone on the call not to be able to get online.
- If you're not online or near a computer during the call, download and print materials ahead of time.
- If you do email documents, pay careful attention to facilitation so that everyone can follow along with their own copies (e.g., "We're on slide 6").

All of the basic tools have greater functionality than we mention here. You can create multiple team mailing lists in email; you can record conference calls; you can chat, add video, and use the audio capability of Adobe Connect. Two of the basic tools are for same-time use—conference calls and screen sharing; while the other two, email and the team room, are for any-time use. You need both.

C. "Hasty Team" Launch

When teams have to gel swiftly in very unpredictable circumstances, simplicity is the best approach.

Issues change suddenly when teams comprise leaders and members from multiple cultures and organizations who come and go on an irregular basis. These teams must rethink their strategies and tactics on the spot. Because of unusual time pressures, they can't devote a lot of time to team development and planning. We recommend that these teams use a simple six-step sequence that they can complete in as little as fifteen minutes of discussion or as long as an hour-and-a-half.

The example we provide here is for a 90-minute launch. The reason for this is that any conference call lasting longer than that results in losing people's attention. Here are the six steps:

1. Prepare for the Meeting

If the team is physically distributed at all and/or will be doing much of its work virtually, we recommend that you convene a conference call supported by screen sharing rather

than hold a face-to-face meeting. You will save travel time and allow everyone to work from their own offices. This keeps people close to where they have their most important information. It also immediately establishes basic communication connections and flushes out problems sooner rather than later.

- Prepare for the call by drafting a timed-out agenda and pulling together a set of slides as described below based on an associated launch exercise.
- Prior to the call, set up an online team room, or, at the very least, a team repository where everyone can post shared documents such as the launch slides (see *Section 4: Communicate* for how to set up minimal repositories and more complete team room capabilities).
- Set up and request that everyone log into a web meeting, such as Adobe Connect, and have slides ready for each part of the agenda.
- For backup, or certainly if a repository is not yet available, send everyone the deck of launch slides via email. Ask one person on the team to serve as note-taker during the call.

2. Start the Meeting

Use the first five minutes for a roll call, being sure to welcome everyone and explain what you're going to do. Show a slide with the meeting agenda as you speak. Ask someone to take notes while the meeting is going on and commit to sending the notes out at the close of the meeting. NB: Even if you have a face-to-face meeting, use the same process.

Spend the next 15 minutes on introductions, making sure that everyone speaks. Ask them to answer simple questions: who are they, what organization they represent, and what unique skills they bring. While they're speaking, share a slide that has everyone's names and home organizations on it, along with their contact information. Remind everyone to say their names each time they speak. "This is Rick speaking," for example.

Do a quick discussion of how virtual the team is (use the Virtuality Checklist in Step 1 in Chapter 3.2). The more boundary-crossing factors involved, the greater the virtual challenge. Often, this immediately creates the shared belief that the team needs to do things differently from face-to-face groups.

3. Agree on What You Need to Do

Move on to the next agenda item, clarifying the mission. Using a slide that shows the mission, engage a conversation around people's perception of it (Exercise 2).

- Ensure that there is a clear target, an overall result that indicates mission success.
- Suggest that people think about high-level objectives and deliverables as the conversation goes on about the mission.

Spend about 15 minutes on this exercise, making notes on your hard-copy of the mission slide as people speak. Unless you're really adept with the technology, don't try to rewrite the mission statement on the call. You can do that later.

Before moving on to the next step, make sure everyone has spoken. The quietest people often have the best things to say.

Advance to the next slide labeled “Time Frame” (Exercise 3) and spend the next five minutes talking about what you know about when results are expected, including any interim deliverables, significant milestones, and deadlines. Use the discussion of overall purpose and timing to add any other important context-setting information.

To make purpose concrete, move on to objectives and deliverables at the next level of broad detail (Exercise 4). Fill in as much information as you can before the meeting, then use the next 10 minutes to refine it. Otherwise, use the time to brainstorm the top three to five objectives and their concrete deliverables. Don’t worry about getting this exactly right. You can revisit it later.

4. Discuss Whom to Involve

Spend the next section of the call discussing whom you need to involve to accomplish the mission. Use the “Identify the Team Network” form (Exercise 5) and take about 15 minutes to fill it in. Place people according to how essential they are to accomplishing the mission (core team, extended team, external network). Be sure to include all stakeholders. Then spend another 10 minutes discussing who will take responsibility for keeping stakeholders involved.

5. Discuss Operating Agreements and Technology

Move to the “Operating Agreements” slide (Exercise 7) and facilitate a 20-minute conversation around how you will work together. Talk about each person’s communication preferences. For example, some live on email, some prefer communicating via text message, some regard the phone as their lifeline. Discuss any cultural sensitivity that might arise from this particular team working together.

Review what technology is available to the team as a whole. Ask one person to take responsibility for making sure everyone can get on the same network. Next, show how you’ve set up your online team room or simple repository and demonstrate how to post information, like the forms you’ve just completed, to the site.

6. Conclude with an AAR

Spend the last 10 minutes in a rapid After Action Review of the meeting, calling for comments on specific areas for improvement during the next one—along with what went particularly well during this one (see *Section 5: Leader Team Exercises* for more on doing an AAR). Remind the note taker to send out the meeting notes now. Make sure that everyone “checks out” at the end of the call (e.g., “This is Mike at six o’clock, no further issues, thanks, out”). No silent departures!

Chapter 2.4:

Selecting Your Leader Team Exercises

This chapter introduces leader team exercises that are more completely described in Section 5. It offers a quick way to select among some options that can be used to strengthen the key team qualities as part of ongoing operations and/or training.

A. Introduction to Leader Team Exercises

Leader Team Exercises (LTXs) are simulations of incidents that might occur in reality. They present group dilemmas with high levels of uncertainty and time pressure. Use them to develop shared vision, trust, competence, and confidence by building relationships and solving problems.

LTXs provide experiential learning by means of practice to develop the abilities for rapid situational understanding and decision-making.

There is no substitute for real experience, but it takes time. Fortunately, we can supplement experience with preparation and accelerate learning.

A properly designed and delivered LTX allows team members to:

- Build situational understanding together;
- Consider and select courses of action;
- Think about second and third orders of effects; and
- Practice communicating relevant information and decisions.

A well-designed LTX is:

- Execution-based learning (rather than simple planning);
- Focused on preparation of teams of leaders both vertically (up and down the echelons) and horizontally (across functions);
- Built to incorporate Joint/Combined/NGO-PVO teams; and
- Able to stimulate rapid preparation of high-performing leader teams.

B. What Is a Leader Team Exercise?

LTXs provide a simple, adaptable, and effective method of repeatedly challenging a leader with fluid situations that include limitations in time and information. Known by many names—digital stories²¹, judgment exercises, decision games, case studies, and others—these activities are logical steps in blending the skills and tactics taught in conventional courses and lessons-learned from the newest body of human factors and advanced learning methodologies.

While there are many types and levels of complexity to LTXs, here we focus on simple exercises that teams can build on their own. There are two principal types of LTXs:

1. **Determine and Understand the Leader-Team's Situation and Requirements.**
 - This step helps share knowledge and experience and create an operational concept.
2. **Practice by Thinking (Talking) Through the Situation.**
 - This step helps justify the concept and build mental models.
3. **Review Your Shared Actions and Decisions.**
 - This step helps cross-level new-knowledge and actions and establishes operating agreements.

You can create either one with simple text and images. LTXs are versatile tools that engage the user and build shared understanding.

LTXs are simple so keep them simple. Their characteristics include:

- **Role-Playing**, where you put a player in the role of a leader of a given unit with certain resources and a particular scenario.
- **Limited Information**, meaning that players will not have as much information about the scenario as they might like. This is as important a feature of the LTX as uncertainty, confusion, and complications are basic characteristics of tactical decision-making.
- **Limited Time**, whereby players must make a decision within a certain time frame since this, too, is a feature of tactical decision-making.
- **Face a Dilemma**, which means that players must cope with a situation that requires making some sort of decision or be asked to solve a problem. Despite these limitations, the players must come up with a workable solution.
- **Review (AAR)**, whereby the players analyze or discuss the situation and their solutions as a means of drawing out lesson from the experience.

LTXs are not canned scenarios. They are ways of thinking about problems. What you experience when you conduct the exercises depends on the skillful integration of key concepts, theory, realistic problems, and techniques, as well as your team's ability to collaborate. You raise awareness and understanding by both building and playing out the exercise. The idea is to build as many mental models as possible and consider as many divergent issues and solutions as appropriate to help develop, first, your individual knowledge skills and abilities, and, second, the shared vision (purpose), trust, competence and confidence in your team of leaders.

These exercises can help your leader team:

- See the big picture.
- Change perspectives to see a new leverage point in complex situations.
- Look for interdependencies.
- Consider how mental models create potential solutions in the future.
- Develop team peripheral vision needed to see complex cause-and-effect relationships.
- Find where unanticipated consequences emerge.
- Focus on structure and process, not blame.
- Maintain a level of tension and controversy without trying to resolve it too quickly.

The exercises are meant to promote awareness of these ways of thinking, seeing, and interacting with both your team and the world. They are best used in the context of the mission, operation, or task at hand. As mentioned above, they always are most effective when coached and facilitated.

The exercises create a safe environment in which the team members can explore possibilities, test their own beliefs, and risk being wrong.

- Basically role-playing activities, these exercises, when carried out as decision games, can incorporate three-dimensional animation or terrain models or even mock-ups of real structures or settings (such as a meeting or conference). Keep in mind also: you can develop exercises quickly (in minutes) and build core team skills, knowledge, and attributes.
- You can build more detailed and difficult LTXs to combine situations and create common context.
- You need different LTXs at different phases of the teaming process.
- Building the LTX as a team deepens the experience and quickens the development of the key qualities of high performance.

By requiring multiple solutions to the situation and the ability to communicate them with clear instructions, leaders gain precious experience and skills in decision-making. Because the purpose of an LTX is to build breadth of experience in decision-making and communication, it is important to employ this process frequently at the lowest levels. Like After-Action Reviews, experience with the common exercises at each echelon deepens the ability to lead in larger-scale, more complex situations. By developing an LTX together:

- The team improves its common understanding of the situation, mission, and desired outcomes, creating what Dr. Brown refers to as shared **vision**.
- Team members learn from one another and create people-to-people connections, in Dr. Brown's terms, shared **trust**.
- The team builds individual and group decision-making skills, Dr. Brown's shared **competence**.

- Understanding how each team member comes to understand how and why one another reasons the way they do and makes the decisions they do— shared **confidence**.

The LTX can be used at each stage in the leader-team’s development. Remember, the LTX is simply a methodology that is used by the team to improve shared understanding (purpose/vision), shared trust, and shared competence, which in turn leads to improved shared confidence. As you repeat the LTX process to improve understanding and develop trust, leader-team competencies will improve, which in turn increases confidence and will impact performance and willingness to tackle more difficult situations.

To begin any LTX, ask a few basic questions. Get everyone’s input and then check on levels of agreement. Always try to find something everyone agrees upon initially and build from there.

When disagreement occurs, find out why. Coach the team to suspend judgment until they have heard the disaffected member’s position. (This rule is, “Seek first to understand others.”) Ask questions that identify the specific issues in the disagreement.

C. Scenarios for Developing High-Performing Leader Team Competencies

Teams of leaders face the unique challenge of having to become effective in very short time frames while working across complex boundaries in situations that don’t necessarily afford face-to-face contact. This means that, in addition to having to negotiate multiple government functions, cultures, and hierarchical imperatives, they also must be adept with new technologies, many of whose features challenge these leaders’ natural capabilities.

To develop such high-performing leader teams requires exercises that go beyond traditional “train to task” models. Rather, these exercises develop the “art” of ToL. This advanced learning methodology develops critical thinking and reasoning skills and promotes adaptive behaviors, not conditioned responses. Exercises, such as those outlined here, focus on developing ToL qualities of shared vision, trust, competence and competence. They help the team develop understanding with respect to the purpose, situation, conditions, and decisions as well as how to work around obstacles. While not new, these exercises couple current practices with improved technology that supports collaboration across organizational boundaries, time zones, and geographies.

We offer these scenarios for quick starts. Use the longer exercises discussed in Section 5 when time permits. Using the technique of facilitated discussion, team members gain insights by accelerating a process that normally transpires over a long period of time and becomes evident through real world interactions. Supplementing real world experiences with these LTXs allows effective teams to establish themselves and reach the high performing competencies addressed in this handbook.

You can use these discussions as centerpieces for ToL workshops. By varying the scenarios and varying the techniques, you help maintain participant interest, deepen learning, and develop the four key ToL qualities: shared vision, trust, competency and confidence.

ToL LTXs are flexible, informal team development tools that:

- You can use at various times during the day—at dinner, during PT, while waiting to conduct a briefing, during a meeting;
- Last for only a few minutes or longer as time permits;
- Combine with pre-developed scenarios/vignettes/stories as well as those generated by the team;
- You can conduct one-on-one or team discussions, virtually or collocated;
- Any team member or the team as a whole can initiate; and
- Improve the way we look at “workarounds” to solve problems.

Overview. The ToL LTX process comprises three steps. Team competencies develop primarily through discussion of short vignettes and the analysis of the mission/task and development of options and considerations by the team as a group. The three steps are:

1. Determine the Team Learning Required

- Shared vision (purpose and understanding)
- Shared trust and team competency
- Shared team situational awareness

2. Select a Scenario

- Identify a scenario that supports the learning objective.
- Choose a pre-developed story from the story library.
- Generate your own story. NB: If you generate a story, have one person start and each member add to the story. Record the story on a whiteboard or digital medium so you don't lose track of the details.

3. Discuss the Scenario

- Using the scenario, guide your team discussion toward your selected objective (shared vision, trust, competence, or confidence).

In the following pages, we offer suggestions on how to apply these three steps specifically to developing each of the key qualities. This is not to imply they are developed separately, in fact they can be combined in any one of the discussions using the questions provide below.

Develop Shared Vision

Shared Vision exists when members of the team have a common understanding of:

- The overall mission
- Goals and sub-goals of the mission
- Strategies for reaching the goals
- Team members' strengths and weaknesses
- Values and preferences of the team as a whole and the individual members

- The roles each member will play
- The big picture, i.e. how this particular mission contributes to a larger purpose

Benefits of Shared Vision: It's widely known that teams with shared vision have better coordination and less conflict than teams without.²² Members of such teams tend to be better able to predict one another's behaviors and act quickly in the face of changing circumstances. Leaders of these teams are more confident in giving their members more responsibility, which in turn increases the team's ability to adapt. ToLs comprise members from many backgrounds, organizations, cultures, and agencies, each bringing his or her own skills, biases, and agendas. It is easy to see, then, how this can result in members not having common vision. Through the ToL LTX process, team members can identify where differences exist and come to a common understanding more rapidly.

Getting Started with the ToL Process to Develop Shared Vision

This initial discussion focuses on gaining clear understanding of the mission/task at hand.

To begin the exercise, share the vignette you've chosen with the team and prompt a discussion with any or all of these questions. Make sure that each team member shares what they would do given the scenario and explains why they would do that:

- What is important about this mission/task and why?
- What team and or mission goals need to be considered and why?
- What strategies should the team consider to reach these goals and why?
- Which team members should be responsible for what and why?
- Whom should the team collaborate with?
- Who needs to be co-opted/recruited into the mission and what does the team have to offer them?
- What are the higher HQ (commander) preferences or what guidance do they offer?
- What would the team expect in the way of resources from our higher HQ and why?
- What workarounds might the team use to deal with this situation?"

Once the initial conversation is complete, use the next period of time to compare and contrast what members have said. Then engage a conversation around "what if's" that extend the vignette in different ways. It's best to manage the conversation such that people's responses are short and specific with prompts such as these:

- How would the team recognize this new situation if it occurs?
- What would be some cues or indicators?
- How would this new development affect the overall mission?
- In this new situation whose roles would change? And to what?
- What could the team do to prevent this new situation from occurring?
- Would the team need to develop workarounds for this situation?

Develop Shared Trust

Among the meanings associated with trust is the expectation that a person has a high level of integrity and is highly dependable. People are willing to put themselves at risk because of their confidence that the other person will do what they expect.

Rapid development of trust is important because team members typically:

- Have different backgrounds and experiences;
- Must quickly work together as one team;
- Have little experience or exposure with one another; and
- May make assumptions about one another's experiences or competencies and establish false expectations that could erode team effectiveness.

People tend to initially develop trust by superficial factors such as rank, position, résumés, or combat patches, which can lead to assumptions about a person's prior experiences and or qualification. These assumptions can incorrectly influence trust as they may not be accurate. However, direct experience with one another over time allows team members to develop more informed, deeper levels of trust.

ToL LTXs offer a process for developing deeper levels of trust more quickly by discussing prior experiences in a context common to the team. This development of trust combined with building on small successes, results in improved confidence across the team which, in turn, adds to more trust and confidence.

Getting Started with the ToL Process to Develop Shared Trust

Again, with the vignette in hand, begin a conversation about team members' prior experiences in similar situations. It is advisable to begin by sharing your own experiences in comparable situations. Avoid hypothesizing what you might have done and instead discussing why you did what you did. The "why" provides insights into your skills and your thinking process, both of which contribute to developing trust. It is equally important to be straightforward with the team about areas where you have no experience.

Have the team members share prior experiences to similar situations with prompts such as:

- What similar situation have you been in and how did you handle it?
- How could you apply that experience to this one?
- What help would you expect from your team members in a situation like this and why?
- What skills or knowledge do you think we need for this situation that our team does not have?
- What would concern you in regard to this team's ability to deal with this situation and why?
- What workarounds would we use to deal with this situation?

As with the previous exercise, be sure to compare and contrast team members' experiences and consider alternatives.

Develop Shared Competence

Competence is evident when people perform their work at or above standard. Individuals and teams, as a whole, have competencies; it's important to ask whether the team has the competencies necessary to accomplish the mission. Shared competence means the team collectively is competent.

Rapid development of competence is important because:

- Team members rely on one another to round out team expertise;
- The sum of a team's skills is greater than the separate parts;
- Complexity and change keep accelerating, which means that few teams have all the skills and knowledge needed within the core group;
- Confidence builds as the team demonstrates competence.

While in the context of the Army, people are assumed to be competent but we cannot automatically assume the same to be true in teams with non-Army partners. This situation is increasingly commonplace when military leader teams operate in a cross-cultural world. To support task competence development more broadly, we include a selected set of standard leader team exercises and supporting tips and techniques in *Section 5: Leader Team Exercises*.

ToL LTXs offer processes for identifying team and individual competencies, or lack thereof, and for developing the needed competencies more quickly. Combined with building trust and vision in other discussions, team confidence grows, mutually reinforcing the other qualities as well.

Getting Started with the ToL Process to Develop Competence

As with the previous exercises, introduce the chosen vignette, focusing the discussion this time around the skills needed to accomplish the mission and whether those skills are resident in the team. This serves as a gap analysis, building trust as honest conversation reveals the team's strengths and areas for improvement. As recommended above, encourage discussion of the reasons behind people's answers, which provide insights into the skills, knowledge, and abilities that help develop competence. As per the previous exercises, prompt discussions with these kinds of questions:

- What skills or knowledge do we need to successfully deal with this situation?
- Have you ever been in a similar situation?
- If yes, what did you do and why?
- What skills did you need to be successful? If there was no success, what would your experience tell you are the skills we would need and why?
- Who on the team possesses those skills?
- Who on the team is best suited to provide those skills?
- How would we develop those skills?
- Would we need any specific workarounds to deal with our lack of competency in this situation?
- With whom should we collaborate?

- Who needs to be co-opted/recruited into the mission and what do we have to offer them?

Complete the exercises by comparing and contrasting team member competencies, considering alternative scenarios and workarounds.

ToL Vignette Library

The ToL Library of scenarios is designed as a starting point for creating conversation and collaboration among your team members. It is unlikely that the scenarios, as written, will satisfy your team's missions and conditions perfectly. We recommend adapting these scenarios to fit your team's needs. Each serves to develop shared vision, trust, and competence.

When you are comfortable using these scenarios, start building your own. By building the scenarios together as a team, you will develop an even deeper sense of purpose, trust and confidence in one another.

Seven Sample Scenarios

Hazardous Material Spill

A freight train has derailed on the edge of town during rush hour, spewing lethal chemicals into the air. Amid the toxic cyanide fumes are scores of victims in various states of distress. The disaster has caused a huge traffic jam and the HAZMAT team is trapped miles away.

Our mission is to isolate the area, assume control of the scene, and designate locations for other first responders to set up triage and staging areas.

Medical Emergency

On a host nation Forward Operating Base (FOB), a host nation officer is eating at the brigade dining facility with his superior officer after returning from a patrol. The officer begins to complain of a shortness of breath and light-headedness. After requesting a drink to ease the symptoms, the officer's condition quickly becomes worse to the point at which he collapses. Less than 50 yards away is the host nation Brigade Medical Station with host nation medics. These medics have been trained by a Transition Team Medical Advisor. The host nation superior officer at the table does not request help from the medics because his cultural norm is that only medics (or a doctor) of appropriate rank and authority is allowed to treat the Brigade officer. Instead, the superior officer sends a runner to get the Brigade medic located on the other side of the FOB. Since there are only two senior Brigade medics, it is not uncommon for them not to be in the Bde medical office at that time of day. Several minutes go by and the officer with the problem begins to turn blue in the face from a lack of oxygen. His condition deteriorates quickly.

Gender Issues

Your team is in Iraq and has separated into different functional elements. One element consists of a female 1st lieutenant, a male SGT, and two soldiers along with an interpreter. This team is assisting a host nation provincial government element to establish itself in a remote area. One day, the 1st LT is leading a conversation and asking how your team could help the government element get up-to-speed. After some conversation, the host nation official asks your 1st LT to get him fuel and water. The 1st LT explains it is not her mission to do these types of things for the host nations, rather to

illustrate how to do them correctly. Frustrated by this, the host nation official says that if she isn't going to get him the fuel and water, she should get out of his office.

ODC Challenge

Your ODC Team (substitute your team here) has been asked to assist in the procedures to deploy a U.S. Army National Guard Air Traffic Control Team (30 people) through the country of Latvia (substitute your country) prior to its deployment into Iraq. The National Guard unit from Minnesota has been involved in the Partnership for Peace program with Latvia for five years and has conducted multi-national training with Latvia in both the U.S. and Latvia. The Latvian government is providing a 10-person team to augment the U.S. force in Iraq. The NG Adjutant general wants his troops to deploy through Latvia and conduct 10 days of training with the Latvian government before the combined force is deployed to Iraq. Complications about who should initiate the request and who approves the request have surfaced. Involved are members of the State National Guard office, the National Guard Bureau, the State Department, Central Command (CENTCOM), and EUCOM. Your mission is to identify the procedures and the Points of Contact to deploy the U.S. NG unit through Latvia prior to deployment to Iraq.

Interpreter Troubles

Your Transition Team (substitute your team here) is near Karbala and you are advising an Iraqi brigade of predominantly Shiite. Your team has a U.S.-hired DoD contract interpreter. You have noticed that he has become very comfortable with the host nation Bde leadership. During a recent meeting between your team and the Bde leadership, the interpreter begins holding independent conversations with the host nation Bde commander as well as answering questions posed to your team by the Bde commander without your input. When it becomes obvious that the interpreter is attempting to answer questions without the team's input, the team leader stops the conversation and takes the interpreter aside privately to ask what he has been talking about and why he has not been translating the conversation. The interpreter states that he knows the answers to the questions and that he finds it easier for him to just answer the questions rather than going through the translation process. Furthermore, he says, the previous team chief had allowed him to do this on several previous occasions.

Bomb in the Stadium

A bomb has just exploded inside a packed football stadium. Bodies are everywhere and there is a fire at the south end of the stadium. The crowd is in chaos. As the incident commander, you must establish ambulance and triage areas. The fire department has detected radiation and believes it might have been a dirty bomb.

Like other real-life experiences, each exercise, when developed and played, adds to the collective reservoir of experience in the specific community.

LTXs are designed to:

- Be played out in a relatively short period of time;
- Expose participants to realistic decision-making challenges;
- Increase participants' comfort level with time pressure and uncertainty;
- Provide experiences to draw on when facing similar situations;
- Improve participants' pattern recognition skills; and

- Provide practice communicating effectively.²³

We recommend that new teams or those that are reorienting undertake four to seven exercises that operational teams carry them out once or twice a month. Here are the four steps to developing the exercises.

D. Selecting a Leader Team Exercise

Here we offer seven basic types of LTXs and a means of selecting among them. See *Section 5: Leader Team Exercises* for the detailed how-to's of the exercises briefly described here.

- Chalk Talks
- Team Calibration
- Pre-Mortems
- Vignettes
- Decision-Making Critiques
- Leader Intent
- After Action Review

Some exercises are best suited for developing the team during early stages of development; others are best suited to sharpening situational understanding and honing critical reasoning skills most needed during execution or the “performing stage” of team development. This sampling of the full range of exercises is designed to be quick to build and then execute.

Whenever possible, build the scenario as a team. This process improves common understanding of the team purpose and the situation in which you have to work. At the same time, it builds the knowledge, skills and abilities needed to operate effectively.

The LTXs discussed here are most effective during the stages of team development shown below. However, all the exercises serve to improve shared understanding and the development of core competencies, useful at any stage of development. See Chapter 3.1 for more on the life cycle and team development process.

Figure 2.1: LTXs in Stage of Development

	Getting Started	Forming the Team	Doing the Work	Checking	Sustaining
Rock Drill/Chalk talk	X	X			
Team Calibration Exercise		X	X		
PreMortem		X	X	X	
Vignettes		X	X	X	
Decision Making Critique			X	X	X
Leader's Intent Exercise			X	X	
After Action Review					X
Key: X – The LTX is well suited for this phase					
X- The LTX can be used during this phase with modifications					

E. Types of LTXs

Chalk Talk

A Chalk Talk is a conversation on a specific topic of particular relevance to the team. The goal of a Chalk Talk Exercise is to improve the team's capabilities in the target area.

For example, a Chalk Talk on the Army's Recognitional Planning Model²⁴, coupled with numerous field observations of actual planning events, supports the LTX development process itself.

Use Chalk Talks to:

- Streamline and accelerate planning in general.

- Gain involvement from the most experienced people, especially senior leaders, in the planning process so that the leader's intent drives planning and execution.
- Provide a model based on the cognitive processes actually seen in natural settings (time constraints, uncertainty, high stress, and shifting goals), which helps the Army implement intuitive decision-making as described in the new Field Manual 6-0: "Command and Control."
- Better capture the benefits of planning for planners and executors.
- Emphasize war gaming.

Team Calibration Exercise²⁵

The Team Calibration Exercise provides participants with insight into how others view the battlefield, marketplace, or other situational context. It helps participants understand the subtle cues and environmental factors that affect others' actions and decisions.

Use Team Calibration to:

- Help participants understand the importance of maintaining good situation awareness.
- Improve participants' ability to gain and maintain situation awareness.

Pre-Mortem²⁶

The Pre-Mortem enables constructive criticism of plans. When you critique your own plans, you might hope that you won't find any flaws that can't be fixed. In a team setting, people are often resistant to criticizing the ideas of others. The Pre-Mortem provides a format that supports a productive critique of a plan, leveraging input from all team members, before the plan is put into place.

Use Pre-Mortem to:

- Critically evaluate your plans or courses of action before executing them.
- Construct stronger plans and courses of action than you otherwise would have without this kind of analysis.

Vignettes²⁷

Vignettes are low-fidelity, context-rich, written descriptions that require participants to respond to a dilemma under friction (time pressure, uncertainty, ill-defined goals, and/or ambiguous or conflicting information). The purpose of using vignette-based training is to provide participants with the opportunity to deliberately practice assessing and responding to a situation in order to improve decision-making skills.

Use Vignettes to:

- Expose people to realistic decision-making or judgment challenges.
- Increase participants' comfort level with time pressure and uncertainty.
- Provide experiences to draw on when facing similar situations.
- Improve people's pattern recognition skills.

- Provide practice in communicating effectively.

Decision-Making Critiques²⁸

The Decision-Making Critique is an instructional technique that provides participants with the opportunity to reflect on what did or did not go well during a training exercise or real situation. The team uses reflection to increase its learning. This debriefing tool can deepen the learning initiated by standard AARs.

Use Decision-Making Critiques to:

- Gain further insight into team members' thought processes and rationales.
- Deepen understanding of why your team members made the decisions they did and where they struggled.
- Identify the difficult decisions they made.
- Highlight future training points for novices.
- Point out the strengths and weaknesses in your plan.

Leader's Intent Exercise²⁹

The goal of the Leader's Intent Exercise is to improve leaders' skills in communicating the rationale underlying a particular order or plan of action for a discrete mission/event. This exercise improves the team's understanding of the purpose and key tasks required for the mission. Beyond a checklist of what to say, the exercise focuses on providing direct feedback to enable participants to gauge how people interpret their orders.

Use Leader's Intent Exercise to:

- Illustrate the possible ambiguity in commander's intent statements.
- Become better at issuing clear and concise intent statements.

After Action Review

AARs help provide leaders' and units' feedback on mission and task performance. AARs identify how to correct deficiencies, sustain strengths, and focus on performance of specific mission essential tasks. Key is the spirit in which AARs are given. The environment and climate surrounding an AAR must be one in which the team openly and honestly discuss what actually transpired in sufficient detail and clarity that not only will everyone understand what did and did not occur and why, but most importantly will have a strong desire to learn from the opportunity and practice the task again.

F. How to Alter an LTX³⁰

[This can be filled out further, if necessary.]

- Start with a problem, not a solution;
- Reverse scenarios;
- Continuations;
- Level of Uncertainty;
- Change some variables;

- Time
- Resources
- Mission
- Participants

Section 3: Collaborate

Chapter 3.1: Basic Principles and Model

Chapter 3.2: Leader Team Launch Process

Chapter 3.3: Virtual Team Room

Chapter 3.4: Consensus Building

Chapter 3.5: Intercultural Differences

Story: Office of Defense Collaboration (ODC) JIIM Team

Our first cross-agency story concerns a Latvian ODC team. Its job was to help route a U.S. Army National Guard unit through Latvia to train Latvian Forces for Air Traffic Controller missions prior to deployment to Iraq as part of a multinational force.

Finding the right agency to initiate and track the paperwork and make decisions became an enormous challenge. The people on the ODC team were certain the process had been carried out before but could not find the right points of contact to initiate action. Using their virtual rolodexes, a small group of team members, National Guard Liaison Officers (known as LNOs), and agency operatives found the right process and the proper decision-making authorities. Although the ODC team found a successful workaround, theirs was hardly a smooth, high-performing team action. Some of the challenges they encountered included these questions:

- Who had done this precise action before and how could they conduct a Peer-Assist?
- Who could they coordinate with for the routing?
- Who was in charge of each different part of the execution (EUCOM, National Guard Bureau, State Department, others)?
- What paperwork was required? Who was supposed to initiate and approve that paperwork?
- Who were the experts who knew the system and how could they locate them?
- What workarounds could they use and should those workarounds become the new Standard Operating Procedure (SOP)?
- How could they capture their story so they could share it with others?

The ODCs in Croatia, Ukraine, Latvia, and Poland focused mostly on workarounds and leveraging personal relationships (their rolodexes) to complete the missions. The rolodex allowed them to expand their personal reach into a larger social network and build connections and relationships that would serve them both for this purpose and for those in the future. Using a few simple communication tools and collaborative processes, these seemingly isolated cells tied themselves together to perform at a higher level than they could as individual teams.

Whether by improving the flow of the ODC team member leave requests, coordinating the training and deployment of U.S. and coalition partners, or managing the sale of F-16 fighters, these exemplary ODC teams backed into using the ToL principles. Their workarounds paralleled the methodologies and tools—communicate, collaborate, and develop high performing teams—recommended here. This handbook is intended for, among others, future ODC teams as well as newly-forming teams, and those that need to refocus. Regardless of their missions, any team ultimately will save time and effort by building shared vision, trust, competency, and confidence.

Chapter 3.1:

Basic Principles and Model

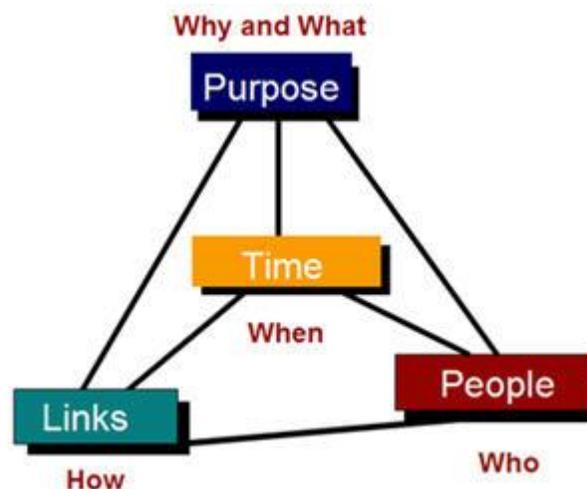
In this section, we focus on launching Teams of Leaders. This serves the practical need for teams that need to get going quickly and effectively, particularly when using new communication technologies (see *Section 4: Communicate*).

Here, you also find the key aspects common to good teamwork, recast in the context of virtual working. Depending on your team's specific needs, you can assess which exercises from the Launch Process Toolkit will serve you best.

We also offer a simple model for high-performing ToL—Purpose, People, Links, and Time—that provides the foundation for the team launch process presented here (see Figure 3.1).³¹

Underlying principles enable longer-term, higher performance, and greater adaptability in a rapidly-changing world.

Figure 3.1: Virtual Leader Team Model



A. Virtual Leader Team Model

A leader team is a team where some, if not all, members of the leader's immediate team themselves lead teams.

Leader teams have always existed but now a new type of small group has emerged in the Information Age. *Virtual* leader teams cross boundaries of space, time, and organization using technology to communicate and collaborate.

Timeless team principles are joined by new dictums related to the step-change in boundary-crossing interactions made possible by new technologies and behaviors.

Virtual teams connecting people over distance need to make things more explicit than is typical for face-to-face teams. This leads to higher awareness and ability to act from shared mental models of the team's world. But, even mainly face-to-face teams can be wired and connected and thus able to achieve higher levels of capability when they follow the guidelines of virtual teaming.

Teams are made up of **people** who **link** to achieve a shared **purpose** over **time**. Leader teams stretch purpose over multiple teams and, at higher echelons, across large-scale organizations. For all such networked organizations, at small scales and large: "Purpose is the glue, trust is the grease."³²

Purpose

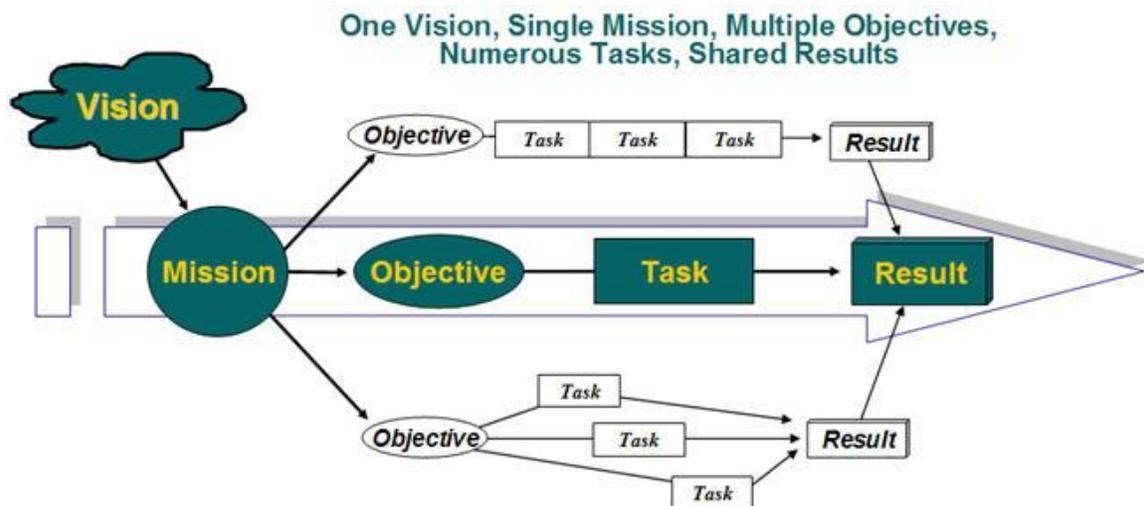
Objectives

Tasks

Results

Collaboration begins with purpose: "Why are we doing this?" Getting people to understand their shared purpose is itself a team-building process. Understanding deepens when people articulate objectives, tasks, and deliverables. Greater common understanding provides the practical roadmap to achieving the overall mission.

Figure 3.2: Flow of Purpose



We use "purpose" as the umbrella term for all aspects of the "why" and "what" of a team's work. Figure 3.2 shows the flow of purpose from vision to results.

- For a collaborative team, the **objectives** or sub-mission goals stated at the beginning need to be framed in cooperative rather than competitive terms.
- A set of interdependent **tasks** defines a shared work process to realize objectives.
- Tasks, which make purpose practical, connect desires at the beginning with concrete **results** at the end. When a team finishes, it has its real outcomes (or deliverables). This final expression of purpose translates into measurable outputs of joint effort.

These three elements—cooperative objectives (do), interdependent tasks (doing), and concrete results (done)—enable teams of leaders to maintain focus and productivity.

Purpose and its breakdown into objectives and tasks are relative to the level of the leader team and the size of the organization they are part of. For higher-echelon leader teams, mission is at the organizational level, objectives and tasks are defined for a function or major unit, and the results relate to the whole organization. As purpose cascades down a hierarchy, one level's objectives become the next levels' missions, creating the network of purposes driving the organization as a whole.

People

Members

Leaders

Networks

A team's purpose suggests the knowledge, skills, and attitudes needed in the mix of members.

The people and purpose aspect of teams each help define the other.

For example, in a new team, a few people may start by sketching out a purpose. Then, it pulls in a few more people with needed knowledge, who in turn further shape the purpose. Team membership fills out as the initial plan for going from objectives to results makes clear what competencies are needed. However, in today's complex world, no team is likely to have all the capabilities it needs and will depend upon its networks of connections for added expertise.

- Independent **members**, the people and groups who make up leader teams, must act with a significant degree of autonomy and self-reliance to execute the mission with flexibility and adaptability.
- In cross-boundary work, shared **leadership** is the norm. While team leadership tends to be informal and personal, it also tends to be widespread.
- The diversity of required expertise means that members share leadership at different points in the process. Interrelated **networks** of leader teams connect up, down, and across organizations to get their work done. Leader teams must be particularly aware of the larger context in which they operate.

Within the larger organization, teams and sub-units are, in network language, "nodes." Sub-units are linked to other sub-units to carry out the work of the overall mission. At very senior levels, organizations of thousands may be considered a single node in the large-scale network, like a brigade as the Army's "unit of deployment." At an organizational level, then, the network model is: Purpose, **Nodes**, Links, and Time.

Links**Media****Interactions****Relationships**

What gives virtual leader teams such distinction is their “links.” In an historical moment, there is an explosion of new forms of communication that have dramatically reshaped the organizational landscape of possibilities.

Links provide access to vast amounts of information and unprecedented possibilities for interaction. “Links,” as we use the term here, comprise three key aspects of communication and collaboration.

- First, people need the actual physical connections—wires, phones, computers, and the like—that make it possible to communicate at all, the prerequisite for interaction. Multiple **media** are moving teams from the ordinary to the extraordinary as technology sweeps through organizations.
- Back-and-forth communication—via activities and behaviors—constitute the actual process of work. New connections make new types of boundary-crossing **interactions** possible. It is here, at the boundaries of interaction, that virtual teams are truly different.
- Through interactions near and far, people develop trusting **relationships**, the invisible bonds (and baffles) of life. People’s patterns of behavior mark the outlines of relationships that persist and feed back into subsequent interactions.

Leader teams need to consider both their own requirements and capabilities for working virtually, and the larger tool set and behavioral change needed for the organization as a whole. Like people, functional units and organizations develop relationships and have reputations as trustworthy – or not.

Time**Calendar****Projects****Phases**

In a 24-hour, always-on, anytime-anywhere world, everyone on a team experiences time in three different ways. Our sense of “real” calendar time morphs by the minute as new technologies become available. Teams also have their internal clocks driven by their work and their own life cycles.

- Collaboration requires parallel work and mutually agreed-upon dates in real-world time. In practice, this means a need to coordinate **calendars** to have conversations and execute work, to synch up.
- Teams also track **projects** as they carry out their activities, creating little bubbles of time with their own beginnings, milestones, and endings. Projects tracked in online repositories or team rooms (we recommend the latter as best practice) ensure collaborative feedback and learning.

- Teams have their own living **phases** of their own development, growth, and change over time. The most successful teams adapt and change to meet the special challenges each phase brings.

At large scales, teams of leaders have a parallel need to manage the overall organizational timeframe.

It is especially important to recognize where you are an organization's current life cycle, acknowledging when the inevitable real-world shocks and mission changes initiate new life cycles. Here, past experience is not necessarily a good guide for senior leaders as the speed of change accelerates.

B. Four Team Factors and Qualities of High Performance

The four qualities in Brown's model of high-performing leader teams (HPLT) and how to develop them are the focus of this handbook.³³ They are:

- Shared Vision
- Shared Trust
- Shared Competence
- Shared Confidence

Leader teams that attend to the elements of the Purpose-People-Links-Time factors are well-positioned to extend their capabilities to become high-performing as they naturally develop the four key qualities.

Purpose – Vision

A vision of the desired future sparks shared purpose. It may start with one person, or even externally, but the team's process of turning a mission purpose into doable objectives, tasks, and results leads to a deeply-held **shared vision**. This is the first key factor for high-performing leader teams.

Links – Trust

As important as positive relationships and high trust are for all teams, they are even more important in virtual ones. The lack of daily face-to-face time, offering opportunities to quickly clear things up, can heighten misunderstandings. For many distributed teams, **shared trust** has to substitute for hierarchical and bureaucratic controls.

People – Competence

Teams expect competence from their members, the professional knowledge, skills, and attitudes that goes with a job. More important, however, is their **shared competence** as a team. It is the team's competence as a whole that ensures its success, not the sum of the individual competencies of its members. Competence runs up the chain of responsibility as well, expectations of competent functions and organizations from senior leader teams.

Time – Confidence

Over time, team members develop **shared confidence** in the team's capability to carry out its purpose. As with teams, organizations often reach real high performance in response to crisis, functioning successfully with integrity and competence that reverberates in all leader teams throughout the whole network.

C. Life Cycle – Process

Teaming is a process of continuous development. For new teams, there is a well-known pattern of development:³⁴ *Forming, storming, norming, performing, checking* (added by quality methodology), and *adjourning*.

The team development model follows a more generally known “S-curve” (so-named because of its shape) pattern of development processes. Many processes map to this curve including, for example, the “diffusion of innovation” theory³⁵ and most product development processes.

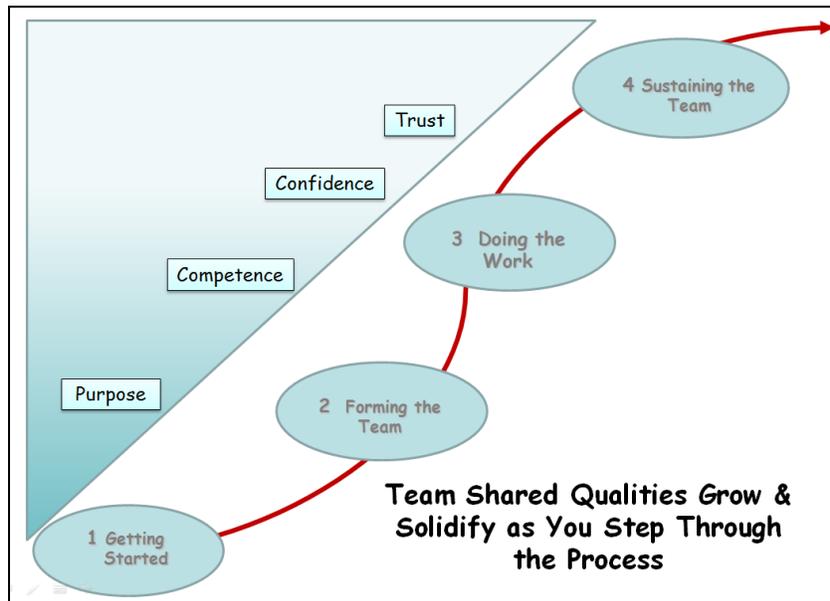
We divide the “S” development process into five general phases (see Figure 3.3). For a new team,

- The **start-up** period, which may be long or short, is followed by
- A (usually quick and often stressful) **launch** phase when the team gets its act together and forms its work plan and roles.
- This leads to the **perform** phase when the bulk of the work takes place.
- As the work approaches its conclusion, a period of **testing** and stress occurs before the final phase, when
- The team **concludes** its work or completes a cycle of developmental process.

For ongoing teams and organizations, new periods of S-shaped-change may follow from:

- Significant changes in leadership and membership;
- An important change of mission, goals, and outcomes;
- Initiation of a larger organizational change process;
- An unpredictable external event that triggers change; or
- A far-sighted awareness of powerful underlying forces and the deliberate initiation of a change process “to get ahead of the curve.”

Figure 3.3: Team Development Lifecycle



In this handbook, we focus on the critical second stage of team development. Whether start-up is many times longer than a new team's life, or shockingly brief, all teams and new organizations face a relatively short phase of "getting down to work."

This "elbow" in the S-curve is where purpose is clarified, priorities established, leadership and responsibilities articulated, and operating agreements are set whether implicitly or explicitly. This is often an emotionally-charged period as people work out how to meet shared responsibilities with others they often are just getting to know.

Since the launch process presented here touches on all the common aspects of teams and is designed to be modular, the lessons learned will apply throughout the life cycle. It also provides a framework and tools to address basic processes of ongoing leader teams that exist in the organization's permanent structure.

Chapter 3.2:

Leader Team Launch Process

The launch period is the critical “storming-norming” phase of team development that determines likely success or failure.

However, the forming-storming-norming sequence is based on generations of teams working face-to-face. Newer research on virtual and “far-flung” teams, as well as numerous team stories, indicates that they often reverse forming and storming—they “storm to form.” The early discord among members who don’t know one another frequently takes place first, providing the grist for team formation.

We advise leaders to encourage early “storming” as it can reduce the time required for “forming.”

For “hasty teams,” people brought together to do something with, in effect, no start-up or formation period, this storming to “form and norm” is inescapable. Such teams step directly into a launch, and may only have a few hours to do so. For these teams, we have an abbreviated process laid out in Chapter 2.2.

In *Section 4: Communicate* we describe the value of a tailored team room to teams that aspire to high performance, and its necessity under largely virtual conditions. When a launch process takes place “in” a virtual team room over time, the room becomes customized, shaped, and personalized by the team as its online “home.” How to tailor a team room, and workarounds, are detailed in Chapter 3.3.

Story: BCKS Launch of ToL Initiative

This is the story of the Battle Command Knowledge System (BCKS) launch of its Teams of Leaders (ToL) initiative. It begins with a multi-team launch session whose purpose is to reenergize the BCKS team of teams and to initiate a new project. The BCKS ToL story continues and focuses on the collaborative efforts of a handful of individuals spread across the county from Kansas to Massachusetts. Using the launch process, virtual meeting tools, and a robust team room, this team wrote the first draft of this handbook in just six weeks’ time.

Several years after the BCKS began, the organization embarked on a new project that could prove quite important to the Army and, it believed, to the whole of Government: Teams of Leaders.

In April 2008, the BCKS leadership decided to hold a deliberate team launch that would take place over a few days. By devoting intensive time to planning, the leaders believed they would not only help the ToL team get started on the new initiative, but would also help the larger BCKS “team of teams” refocus, reenergize, and learn to collaborate better. Some results from the launch workshops are contained in the sample worksheets in Chapter 3.2.

For help in planning and facilitating the launch, the BCKS program manager contacted teaming experts Jessica Lipnack and Jeff Stamps of NetAge, Inc. (As time went on, they became part of the ToL team and co-authored this handbook.)

Several months after the BCKS team-of-teams launch, the ToL Handbook kickoff took place virtually, with members dialing in from their home locations. A week later, the BCKS team hosted the launch event away from the main office so as to minimize distractions and allow team members to focus solely on creating the topics, framework, and sources for the handbook. During the launch, the team focused on its mission, laying out specific goals, timelines, and deliverables—the result being this handbook.

With members of the team in three states and two time zones, they set up a virtual team room and a virtual conference room to avoid constant travel. For its twice-weekly meetings, the team established a persistent Adobe Connect site through Defense Knowledge Online (DKO) and placed a link to it on the front page of the team room.

The external ToL network included LTG (ret) Brown, colleagues from industry, friends attending the Army's Command and General Staff Officer's Course (CGSC), other Combined Arms Center professionals, and leaders in European Command. This extended network proved invaluable for research and for review of the initial drafts of the handbook.

- After the launch, the ToL team met twice weekly using the Adobe Connect site for screen sharing and a phone bridge for voice.
- During these meetings, the team reviewed and modified material, allowing everyone to participate and collaborate on all sections of the handbook.
- Because the collaboration facilities were web based, team members could participate regardless of where they were. They also used their team site to keep them organized, for version control, and to collect reference material.
- The team used the front page of the team room to hang links to the most important documents, to highlight announcements and upcoming events, and to display a picture of each team member. This enabled the team to remain focused on the most important aspect of every team... the people (see Figure 3.14 for a picture of our team room, and us).

Less than six weeks after the ToL team launched, they completed a rough draft of this handbook, and hosted a review board for input and further guidance from their network. With their help, the first coordinating draft of the ToL Handbook was completed two weeks later.

A. Introduction

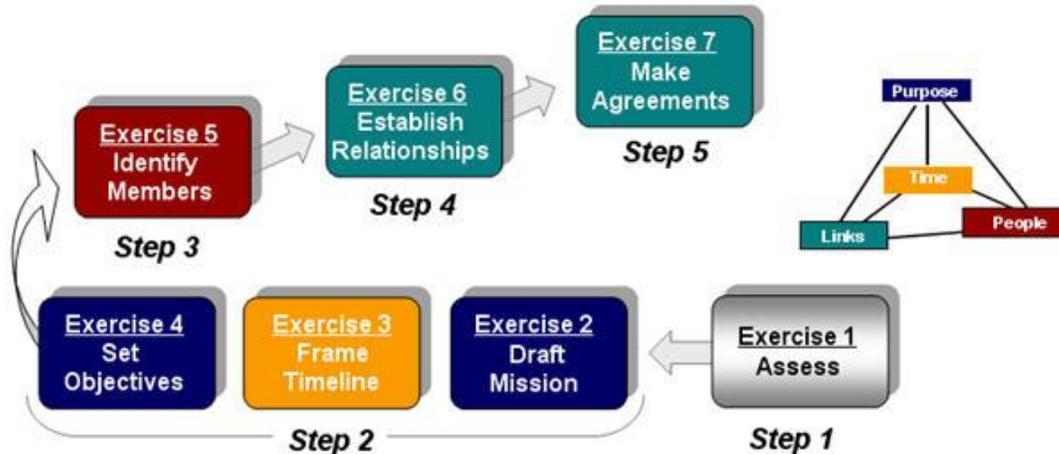
The Leader Team Launch is designed as a five-step, multi-team process. Generally speaking, “teams of teams” are groups of 15-40 that require more time for launch than a small team where a hasty process may be sufficient. While still quick, this five-step sequence results in a more complete framework for all aspects of teamwork.

The team-of-teams launch saves considerable time down the road because it carefully articulates areas that typically result in delays. This process also results in people knowing one another better. By going through this process at the beginning, people already experience working closely before they have to execute the bulk of their work together.

Seven exercises track the flow of the launch process (see Figure 3.4). Each exercise is keyed to the virtual team model (People, Purpose, Links, and Time) and has its own set of associated concepts and behaviors. The content of the launch exercises are the

team's own work. This is learning by doing, and the products of the exercises directly help the team become more efficient and effective.

Figure 3.4: Leader Team Launch Steps and Exercises



Step 1: Prepare for launch

- You can conduct the launch sequence face-to-face,
- In a distributed mode with small groups in different locations, or
- As a completely virtual process.

Preparing and planning the launch are the first shared activities for the team. Regardless of how you plan to meet—whether face-to-face or virtually or with a combination of the two, you're likely to hold your planning meetings for the launch using conference calls and email. You can use these sessions to practice your virtual meeting skills (see Chapter 2.3).

Each section of the launch has three parts: (a) a general session that explains and sets up the exercise; (b) a breakout where the team works on the exercise; and (c) a report-back, which also takes place in general session.

- If your event is face-to-face, hold it in a large room that has tables, flip charts, a computer-screen projection system, and online access so that you can go to the virtual team room.
- Ideally, breakout sessions take place in smaller (physical) rooms also equipped with screen projection and online access.

You can get through this process in a day but it's preferable to spend a day-and-a-half. The overnight allows time for people to socialize and reflect on the first day's work.

Use the same setup when small groups are in several physical locations. While you conduct plenary sessions and feedback virtually, breakouts take place face-to-face in the small, local groups. You need to equip the breakouts in the same way that you do for the all face-to-face meetings. To structure an all-virtual launch, schedule several 60-90-minute sessions over several days or a week.

Events distributed in time and space require great attention to the supporting communication tools providing both real-time and over-time capabilities.

Gather Information and Virtuality Check

Prior to the launch workshop, you as a leader need to gather key information that the team will work on. First, get the names, titles, emails, and phone numbers for everyone whom you know to be on the team at this point. Post this information to the team room or repository.

Next, collect all available information about the team's mission, sponsors, and any other supporting documents. You will use this during the launch workshop, so post it as well to the team room. This information will begin to tell you how virtual the group is, and what the work-at-distance challenge is likely to be.

As part of the first preparation call, you can use the simple set of questions of the **Virtuality Checklist**:

- How many locations are your members in?
- How many countries?
- How many time zones?
- How many languages do you speak?
- How many cultures?
- How many disciplines are represented on your team?
- How many different job titles?
- How many functions do you come from?
- How many different internal organizations?
- How many external organizations (if external members are part of team)?

Once the team discusses these questions, everyone can see the current state of the team's virtual challenge. As your team develops, add questions relevant to your specific situation and take the quiz again later in the process. Be sure to ask the more open-ended question: How concerned are you about working virtually? Draw out anyone who seems hesitant or skeptical that this can work. These are signals that others also may be cautious and you need to talk about this openly.

Exercise 1: Virtual Team Assessment

The more you know about the team, the easier it is to highlight those areas where the team can improve and those where it can truly excel.

Use the **Virtual Team Assessment** (Figure 3.5) to guide how much time you spend on the exercises geared to it. Use this assessment at any point in the team's development—at the beginning to set a baseline, later to evaluate progress, and at any point as a diagnostic tool when the team is stuck or veers off course.

Remember: Team strengths are just as important as weaknesses. Excellence in some areas automatically improves weaker areas.

Figure 3.5: Virtual Team Assessment

Purpose	Links
<input type="checkbox"/> 1. Everyone has same picture of overall purpose	<input type="checkbox"/> 13. A variety of media are available and accessible
<input type="checkbox"/> 2. Team discusses, agrees, and reviews clear, simple goals	<input type="checkbox"/> 14. Team knows how to use collaboration tools consistently and creatively
<input type="checkbox"/> 3. Everyone follows same process for doing similar work	<input type="checkbox"/> 15. Team has collaboratively established and actively applied operating agreements
<input type="checkbox"/> 4. Team looks for ways to interconnect and improve work processes	<input type="checkbox"/> 16. Team actively implements strategy for engagement across organization boundaries
<input type="checkbox"/> 5. Everyone understands the deliverables	<input type="checkbox"/> 17. Team members build "social capital" through multiple connections
<input type="checkbox"/> 6. Team develops and reviews measures and milestones for deliverables	<input type="checkbox"/> 18. Team has high level of trust
People	Time
<input type="checkbox"/> 9. People have the freedom and flexibility to do their work	<input type="checkbox"/> 19. Team has clear milestones and schedules of dates
<input type="checkbox"/> 8. Team continuously clarifies roles, responsibilities, and competencies needed	<input type="checkbox"/> 20. People are aware of ongoing key team dates and cultural calendar
<input type="checkbox"/> 9. Leadership widely distributed and shifts as needed	<input type="checkbox"/> 21. Task timelines are collaboratively established
<input type="checkbox"/> 10. Individuals are encouraged to lead and to follow as appropriate	<input type="checkbox"/> 22. Team is able to adapt to rapidly changing conditions
<input type="checkbox"/> 11. Key system interdependencies are clearly articulated	<input type="checkbox"/> 23. Team has clear view of its life cycle and current phase
<input type="checkbox"/> 12. People are encouraged to talk across levels	<input type="checkbox"/> 24. People discuss team processes and suggestions for improvements

The assessment instrument steps through the Purpose-People-Links-Time model with a series of questions that cover key aspects of being a team and working virtually. Paired questions address both work-related and behavioral aspects.

This assessment can serve simply as a guide for discussion, or can serve as a rating device for diagnostics and benchmarking. If you choose to rate each question, use this scale where 1 means "strongly disagree" and 5 means "strongly agree." You can do this as a manual exercise by everyone, or you can set it up in a team room or elsewhere as an online poll that is automatically scored and compared.

In areas where the team scores itself as weak, make sure the agenda includes exercises that focus on that aspect. Use the operating agreements (Exercise 7) to support new behaviors. Use high-scoring areas to deepen capability and build team confidence. Compare an initial benchmark assessment with a six-week reassessment to see if progress on collaborative working has been made.

Plan Launch Event

Planning for the actual launch session (or sessions) takes time. Estimate the equivalent of at least one person-day for preparation. Preparation requires:

- Determining when the launch will take place (coordinating calendars),

- Drafting and reviewing the agenda (including as many people as possible in establishing agenda items),
- Setting up the online workspace (which will require coordination with IT),
- Making contact with participants and sponsors, and
- Choosing whether to conduct it face-to-face or virtually.

There are advantages to each approach. If face-to-face, you need to reserve a space, make sure it's set up with online access, and attend to all the other issues that in-person meetings require. If virtual, you need to make sure everyone has access to telephone lines and the network where the team room resides and has downloaded any client necessary to run the screen-sharing web conference. In many cases, you will have a mix of face-to-face and virtual participants, so you'll need to set up the physical space with online access.

For the agenda, begin by choosing which development exercises best suit the team's situation. Use the Virtual Team Assessment as your guide. Choose the exercises that address the team's improvement areas and at least one that works on the team's strength. You can include all the exercises but you will also benefit from selecting just a few.

- Once you've chosen your exercises, sequence them.
- Next, draft your agenda. Leave time for open-ended conversation.
- You can compress or extend sections on the spot depending on time available.

The launch is a high-energy event where everyone participates in collaboratively developing the plan (steps and the associated exercises are shown in Figure 3.4). The leader describes the purpose of each section then coaches the team through the exercise.

Step 2: Clarify Purpose – Why and What

When people come from different organizations with different authority structures and different long-term goals, they can interpret their shared mission differently. The first step is for the teams to work on their mission statements then refine them into objectives and deliverables. This critical activity enables the teams to gain agreement and clarity on what they need to do.

For a team-of-teams launch, the mission of the top team needs to be given, and a purpose for each of the subgroups that is both distinct and interrelated. Otherwise, this purpose step needs to be run by the top team itself as part of the launch preparation (Step 1). In it, they define the overall vision and mission, and setup preliminary missions for each sub-organization. This is the starting point in the multi-team launch.

Exercise 2: Draft Mission Statement

Begin with a simple exercise (Figure 3.6) that engages each team emotionally in thinking about its mission. Here the team uses its imagination to come up with a nickname and/or develop a graphical element that depicts what it's doing. The exercise helps the team develop *esprit de corps* and thus begin building trust.

Figure 3.6: Example of Draft Mission

Take a few minutes to discuss your team's name. Does it accurately reflect what you're doing? Then take a few minutes to be imaginative and come up with a nickname. Record them both.

Team Name:	Teams of Leaders Development Team (ToL-D)
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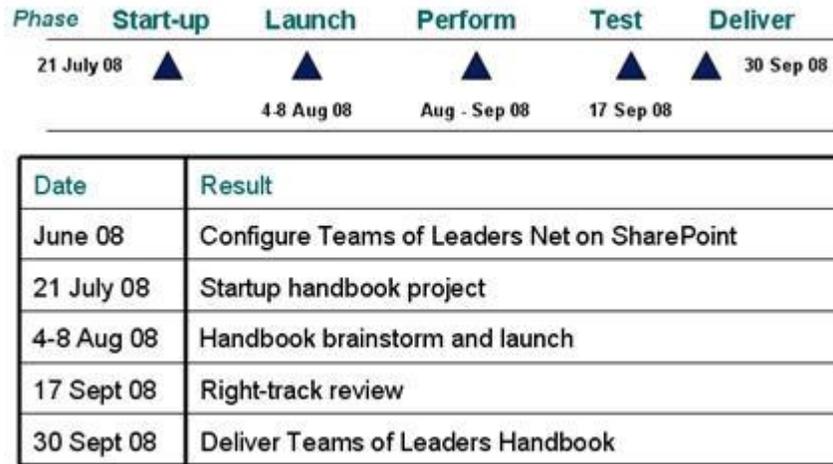
Ask everyone to quickly write down their view of the team's mission. Then discuss what people have written. This is an easy way to determine how clear the purpose is. Record the results of the dialogue for further exploration at a later meeting.

Team Purpose:	Develop, integrate and field a dynamic knowledge enabling capability to support high-performing teams.
----------------------	--

Next, the team works on its mission statement. Ask everyone to write down their view of the mission, then use a round-robin during which they read them to one another. Invite discussion while projecting the official mission statement on the screen. Keep the conversation going about how interpretations of purpose differ. Close this exercise with “good enough” agreement around the stated mission and decide how further clarification will take place, if necessary.

Exercise 3: Frame Timeline

Sometimes a mission comes with very clear deadlines, other times not. This exercise makes the overall timeframe clear and indicates when to expect predictable moments of turbulence. The initial rocky moments generally occur just as the team launch takes place, the second after it's done the bulk of its work and is testing results. Carry out this exercise (Figure 3.7) with the team as a whole, inserting all known dates. Return to this framework as you do the “Set Objectives” exercise.

Figure 3.7: Frame Timeline Format**Exercise 4: Set Objectives**

In the next exercise (Figure 3.8), you break down the mission into high-level objectives and outcomes.

You can do this exercise in the same way as the previous one, taking a few minutes for everyone to write down what they regard as the objectives, then discuss them, or you can move people into smaller groups to talk about objectives. If your meeting is virtual, have the small teams call into separate conference lines. Instruct the groups to list no fewer than three and no more than seven high-level objectives, each of which has a clear, measurable result. Also ask them to estimate the rough timeframe for each objective, using the “Frame Timeline” exercise as guidance.

For a nested hierarchy (see Chapter 6.1), there is a parallel hierarchy of interconnected purposes. For example, each organization’s mission is an objective for the team at the next higher level, until, at the top of the chain, it becomes the overall organizational mission. Leader teams of larger organizations need to consider whether to stimulate the development of nested purposes throughout their chains of responsibility.

Figure 3.8: Example of Set Objectives

Top Goals/Objectives (3 min, 7 max)	Results	Time frame
Design ToL –D team room around Netage team space methodology	ToL-D team room on CSC server for testing	March – April 08
Establish Teams of Leaders Network on CombinedArmsCenter.army.mil	Opens ToL Net up to all of CAC for more extensive testing	June – Sept 08
Create Team Room Wizard	Allows any individual to build a team room in 20 minutes or less	July – October 08
Write Teams of Leaders Handbook	A simple to use handbook to help teams become high performing using communication, collaboration and advanced learning	July – September 08
Pilot Handbook and methodology in EUCOM	Draw feedback and guidance from ODC teams / grassroots ToL experts	October 08
Develop pilot feedback process	Web-enabled feedback mechanism	Ready for EUCOM pilots, November 08
Develop marketing plan	Marketing plan, demos, and collateral	Tied to product roll-out in Winter 09

Step 3: Identify People – Who’s Involved?

Each team within the team of leaders involves three rings of people who have different relationships to the work. First are the people on the inner, core team who have principal responsibility for the effort. These are the most “full-time” members. Around them is a group who are less involved but still vital to the team’s purpose—sponsors, key influencers, and those from other organizations whose help you need to be effective. Finally, there are people who are external to the effort but whose input is important—customers, suppliers, and partners.

Exercise 5: Identify the Team Network

In this exercise (Figure 3.9), the team completes the roster of who’s involved, according to their proximity to the central effort. Each column contains useful information, so encourage them to complete all of it. People play *roles* on the team that are different from their official *positions*. By indicating their home organizations, members become familiar with the wide diversity of the team and how complex their challenge really is as well as how many agendas they must keep in mind. Location and time zone are also important as they indicate how difficult it is for people to “meet” in real time.

Figure 3.9: Example of Team Network Table

Name	Team Role	Position Title	Organization	Location	Time Zone
Core Team					
Michelle Hannah	Project Leader	Project Leader, ToL	BCKS	FLVN	CST
Mike Prevou	Project Architect	Chief, KND	BCKS	FLV	CST
Holly Baxter	Handbook Author	Chief Knowledge Scientist	SKS	Dayton, OH	EST
Jessica Lignack	Handbook Co-Leader	Consultant	NetAge	Boston, Mass	EST
Jeff Stamps	Handbook Co-Leader	Consultant	NetAge	Boston, Mass	EST
Bob Veitch	Training Developer	Trailing Development	BCKS	FLVN	CST
John Kessler	IT Lead	SharePoint Guru	BCKS	FLVN	CST
Extended Team					
Rick Morris	Senior Mentor	Program Manager	BCKS		
Anna Cianciollo	Handbook Author	Consultant	ARI	Champagne, IL	EST
Linda Pierce	Handbook Reviewer	Consultant	ARI		
External Network					
MAJ Brad Hilton	Pilot Lead	EUCOM Lead, ToL	EUCOM	Stuttgart, Germany	
Rick Brown, LTG (RET)	Project Champion	Consultant	EUCOM	All over the world	?

Step 4: Establish Who's Doing What

Exercise 6: Team-Task Relationship Matrix

Without benefit of bumping into one another in the hall, teams of people working in different locations can easily lose track of who's responsible for what. This exercise (Figure 3.10) makes explicit which activities team members are involved in and clarifies internal group leadership and responsibility.

To complete this exercise, you need the results of two previous exercises: "Set Objectives" (Exercise 4) and "Team Table" (Exercise 5). Using the template, list objectives down the left column; list members across the top. Then engage a conversation about who needs to participate in each objective. Then discuss who will lead each piece of work. Circle the leader or leaders for each objective. When finished, review the template horizontally, making sure that not everyone is involved in everything, and vertically, looking at individual work load and considering, for example, whether the same person should be leading too many objectives. If there are no marks under someone's name, consider whether you really need that person on the team.

Figure 3.10: Example of Team-Task Relationship Matrix

Goals	Core Team					Extended Team				External Network
	MH	MP	HB	J&J	JK	RM	AC	LP		
Design ToL -D team room around Netage team space methodology	(L)	M		M	(L)					
Establish Teams of Leaders Network on CombinedArmsCenter.ar mv.mil	M	M			(L)					
Create Team Room Wizard	M				(L)					
Write Teams of Leaders Handbook	M	M	M	(L)		M	M	M		
Pilot Handbook and methodology in EUCOM	M	M				(L)				(L) Brad Hilton and Dr. Rick Brown
Develop pilot feedback process	(L)	M	M							Hilton, Brown

Step 5: Agree on How We Will Work Together

To be effective, the team needs to commit to shared ways of working and interacting. This is particularly important for teams that lack the familiarity of daily face-to-face and for those coming from diverse organizations and cultures. By agreeing to certain common behaviors, you can codify a set of operating principles that address many areas where such teams can go astray.

Figure 3.11: Linking Agreements



Because your team may exist “between organizations,” you may not have traditional rules and regulations to apply to every situation. This is particularly true in the JIIM environment, where rules from participating organizations may even conflict. Thus, your team may have to “invent” new approaches that are consistent with the general thrust of the participating organizations’ procedures.

For a comprehensive approach to links, you consider the means of communication (media), the processes of interactions, and the behaviors that express relationships (see Figure 3.11). Each of these areas suggest grounds for team agreements.

- Since your team is dependent on technology, you need **agreements around collaboration tools**. Establishing an agreement for the use of each tool will serve your team well.

- The need for **agreements around the work process**, such as expectations around deadlines and reviews, is shaped by the purpose.
- Finally, there is a need, in a virtual environment, for more explicit **agreements around behaviors**, such as updating availability or what the “rules” are for conference call attendance.

Successful teams, not just virtual ones, continuously define new operating agreements and improve their existing ones.

To get this far, a team already has used a variety of collaboration tools, and has perhaps already consulted *Section 4: Communicate*. However, it may be well worth the team’s time to go through the tool selection process described there in light of the deeper shared understanding of the purpose, the work involved, and the network of people to be engaged.

Exercise 7: Operating Agreements

This exercise (Figure 3.12) creates a set of “starter” agreements that the team can modify as it develops. Have the team create an agreement around each of these categories:

- Regular con calls. Weekly? Other frequency?
- Between meeting expectations
- Team room (or repository)
- Responsiveness
- Availability
- Email

Your selection of tools suggests areas operating agreements are likely to be needed. If you’ve completed the Virtual Team Assessment (Exercise 1), you can use the results to guide making agreements. Work first on those areas where the scores are low; then reward yourselves by making an agreement around an area where the team excels.

Figure 3.12: Example of Operating Agreements

Category	Agreement	Notes
Weekly Con Calls	Meetings will begin within two minutes of start time; members encouraged to log in to <u>SameTime</u> or NetMeeting five minutes early. No status reporting; hot topics only	Core members to attend; let someone know if you cannot attend. Note taking, facilitation will rotate.
Between Meetings	Update task progress in Team Room prior to meetings; alert Team Leader to hot agenda topics	Proposed for 1 month trial at April 15 meeting
Team Room	All project materials posted to team room including working documents, meeting agendas, meeting notes, online discussions	We'll monitor use on a weekly basis for first month then reassess to see what's working, what's not
Responsiveness	Requests for information expected to be answered within 24 hours except weekends and holidays--no weekend work	We'll review this in a month to see if it's working; need to post world calendar with holidays
Availability	Everyone to post their whereabouts on a daily basis, forward phones to mobile if traveling	
Email	Only for 1:1 communication -- period!	Reassess every week to see if this is practical

Consider making an agreement about *reviewing* and *renewing* the agreements when new people join the team.

The final plenary of the launch session is a reflection and way-ahead session. Your task as leader here is to provide and elicit overall summaries of the event, review the online location of all materials completed at the session, and go over the agenda, from start to finish, explaining how each step contributes to the team's ability to begin moving quickly. Review next steps and upcoming checkpoints. Then open the session up to feedback on the launch event itself guided by these basic AAR questions (see Chapter 5.3 for detailed instructions):

- What did we set out to do?
- Did we do it, and how well?
- What did we learn and what do we need to do better?

Chapter 3.3:

Virtual Team Room

Teams need a place “to live.” Small groups need privacy—to meet, to prepare work products, and to rehearse. They also need a place to develop their identity as a team, to socialize new members into the group, and to support leadership.

Historically, such places have been physical ones. Today, they are increasingly virtual places. Even face-to-face teams may be scattered in different offices, with no place to call home. Online team rooms, however, are flexible, cheap, and accessible 24/7. A virtual team room:

- Creates a sense of place for distributed teams
- Fosters team sense of “we”
- Makes work visible
- Captures results in context
- Supports interactions before, during, and after meetings
- Provides current snapshots of team progress

By solving the problem of “place.” you provide the key to unlocking the potential for teams to acquire, develop, and sustain knowledge with shared memory. For millennia, new communication media have improved the ability to *push* information. With digital media, “push” is suddenly paralleled by dramatic new capability to *pull*—seeking and finding the information you need when you need it.

In the “pull” model, particularly where people are both readers and writers, it is vital that everyone share common views of how to handle information. What do you post? Where do you post it? When do you post? How do you collaboratively work on it?

Research consistently shows that successful virtual teams must have, at minimum, a repository for common work materials.

A. “Tailored” Team Rooms

While online team rooms are now standard offerings from software vendors, “tailored” team rooms go beyond simple repositories. They combine technology and methodology to create online workspaces for high-performance leader teams.

Tailored rooms are full of structures and content that ideally sits inside the organization-wide, knowledge management system. The powerful combination of online team spaces, real-time collaboration tools, and KM offers the potential to reach levels of performance unattainable by conventional face-to-face teams.

- With embedded principles, practices, and tools, teams produce results faster.

- Such spaces eliminate the “blank page” problem that plagues most teams using collaboration tools for the first time: How do we even begin?
- The structure of the team room and ease of navigation improve the operating efficiency of teams.
- Improving collaboration among the right people at the right time – regardless of location, results in increased innovation.
- Team knowledge is shared across the enterprise.
- Team membership can extend to people outside the organization, making it easy to collaborate with partners, customers, external experts, and suppliers.
- Integrated meeting support ensures productive sessions that capture output in team rooms and make it available to the knowledge management system.

Good virtual team rooms are semi-structured. They have capabilities that all teams need, and they have the flexibility for the team to shape the environment to their particular work and personality.

The team model described in Chapter 3.1 (Purpose, People, Links, and Time) provides a simple, tested approach to structuring online rooms.

- All teams need to make purpose visible, both at the high-level of mission statements and the finer detail of goals, tasks, and results.
- All teams need to be aware of their core and extended members and information about them.
- Teams can work more effectively if they actively decide what media they will use, how they will engage in interactions, and what relationships they want to cultivate both internally and externally.
- And, teams need to keep track of their progress over time, maintaining accurate calendars, project schedules, and phases of team life.

Figure 3.13: Team Room with “Walls” Concept Design

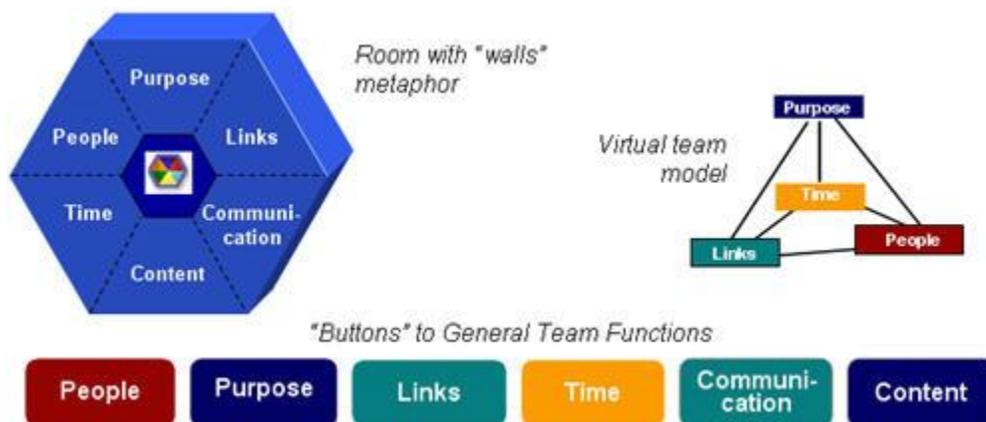


Figure 3.13 shows a concept design for a team room with the six common capabilities. We recommend visualizing these aspects of team work—People, Purpose, Links, and Time—as four themed “walls” of the team room. These are the places where you put associated information. We also recommend two additional “walls” for general use:

- A fifth devoted to meetings and other communication-related information; and
- A sixth for arranging all the content the team generates. This serves the same function as a repository on a shared drive, the fallback that many teams use for their knowledge management.

For a new team, these six general categories provide an out-of-the-box starter design that accommodates start-up and launch phases. Some teams also start with standard areas shaped by their functions or their particular organizations. Over time, teams naturally develop additional categories of knowledge related to their specific missions and work processes. Because online team rooms are so flexible, it is costless to “add walls” to your room. Figure 3.14 shows an example from BCKS tailored in SharePoint.

With a common team room design:

- New members to get up to speed quickly;
- People who are members of multiple teams find their way around different team rooms; and
- Executives and program managers with cross-team responsibilities can efficiently review information about each team’s progress without having to learn a new layout for each room.

Figure 3.14: Example of Tailored Team Room

Task ID	Task	Due Date	Status	Assigned To
3.1	1st Draft of Handbook	9/12/2008	Completed	Michelle Hannah Jeff Taccetta

B. Launching with a Team Room

Using a team room during the launch process has two benefits. First, it supports the preparation, conduct, and follow-through of the launch process itself. Second, the information developed during the launch process configures and personalizes the team room for use. The structure of the launch exercise worksheets become templates for creating room-based online tools.

In the team room, you in effect can “walk inside” your plan. Many of the displays and dashboards on the walls reflect an underlying planning framework that touches all the bases of being a team.

By using Purpose-People-Links-Time to organize the architecture of the team space, you make the principles concrete and useful.

Purpose

Most teams and, particularly, virtual teams, find the processes of developing, modifying, and clearly displaying purpose as essential as they are difficult. The “Mission” (Exercise 2) helps a team to set up its overall purpose, providing a high-level view of the “what” and “why.” Purpose is further articulated by setting objectives, clarifying results, and identifying the required tasks to accomplish the work (Exercise 4). Beyond these simple tools, team rooms also can incorporate more extensive task tracking, workflow, and project management capabilities.

People

Most team space applications provide a team roster of names; others only offer a list of participant/user names. With such limited information, people find it difficult to get to know one another and to learn how their team relates to the rest of the organization. The Team Network Table (Exercise 5) displays information about people’s home organizations, their physical locations, time zones, roles, and email addresses. The Team Role field of the Table is not just informational, but demonstrates how these methodology-enriched tools encourage good team practices as the team engages in discussion and negotiation about each member’s specific role. Many teams also include member profiles, pictures, and other materials related to people, teams, and organizations in this area.

Links

It is a constant challenge for teams to develop and maintain connections and relationships. The Links Wall displays and organizes a team’s relationships and agreements. It makes visible the relationships that you need to establish in order to work together, including leader and follower relationships. The Team-Task Relationship Matrix (Exercise 6) displays the connection between the people and the work. It also provides a view of the team’s internal leadership. On this wall the team develops and displays Operating Agreements (Exercise 7) that help to create a sense of trust among team members. Access to collaboration technologies and threaded discussions are associated with the Communication Wall where meetings are held.

Time

Time is essential to human organizations. For all but the simplest of teams, shared management of time and work is critical. Face-to-face teams can quickly share ideas, correct misunderstandings, and work through problems together on the fly. Virtual teams, however, need to be much more explicit when specifying goals, tracking tasks, and accounting for results. The Time Wall allows virtual teams to store schedules, post calendars, display Gantt charts, and chart progress. Initial information is generated by Frame Timeline (Exercise 3). Best-practice suggests that you post holiday and vacation schedules, and, for cross-cultural and multi-national teams, a composite calendar of significant dates. Add local time (GMT) clocks for team members so people are aware of biological clocks (see format of Exercise 5).

Communicate

One of the most important uses of the team room is as a place to meet. Here, teams combine the information display and capture capabilities delivered by the any-time, any-place virtual room with real-time meeting capabilities provided by a conference call joined with a screen sharing tool (see *Section 4: Communicate*). For online sessions, the team “gathers” at the Communication Wall where you post the agenda, background documents, and minutes. People return here to review past meeting results and get information about future meetings. This area also houses the team’s online (threaded, over-time) discussions.

Content

On the Content wall, the team organizes its knowledge base according to the logic of its work so that members, reviewers, and observers know immediately where to go to access the team’s unique knowledge. Most online teams post their work in a folder hierarchy that reflects the complexity of their mission. The organization of folders is often (or should be) directly related to the work underway. Documents referenced in other parts of the team room should link to the original posted here. The rule is, “Store once, link often.”

Team Learning

Use this area to bring new members of the team up to speed. This section can contain any type of files; from important documents to operating agreements to training modules.

C. Team Room Workarounds

A tailored team room, such as the BCKS implementation on SharePoint (Figure 3.14), is ideal but it’s not always a real option. However, the concepts underlying it are straightforward and can be applied to any platform.

The simplest way to construct a tailored online room is with a set of folders and documents on a shared disk drive or a website.

Inside the team folder, post six folders, one for each “wall.” As the team develops other major categories, add another top-level folder.

Put the exercise tools from the Launch Process into the appropriate wall folder—Purpose, People, Links, Time, Communication, and Content. For example, the Team

Table (Exercise 4) goes in the People folder, along with pictures, profiles, and other people-related information. Documents related to the exercises can be rendered as text, presentations, or spreadsheets. Set up the Content folder to reflect the team's objectives and deliverables.

For the ultimate in simplicity, you can even use a memory stick as a team's room, setting it up with a 6-part folder structure as described above.

Many collaboration systems go beyond a simple repository and offer many functional "parts" that you can combine into a semi-structured room to support teams. Start again with the overall six-wall design. For each area, consider how you can express the associated exercise formats with your system's options. For example, many systems allow you to build a table, which you can use to establish the Team Table as an interactive tool built into the People Wall.

D. Managing the Team's Knowledge

At the organizational level, team rooms are best when they seamlessly integrate into the overall knowledge management system (see ToL Information Services Wheel in *Section 4: Communicate*). Virtual team rooms support knowledge sharing at three levels, by:

- Team members, who use their team rooms on a daily basis;
- Team leaders and facilitators, who are responsible for setting up, launching, and sustaining teams; and
- Leader teams, who run large organizations, and are concerned with the consistency and effectiveness of multiple nested teams within a program, function, organization, or across organizations.

Teams generate and are stewards of an organization's "how-to" knowledge, most of which is tacit. In face-to-face environments, tacit information is easily, if not usually obviously, shared. In virtual environments, you need to work to make much tacit information explicit and available for sharing across a distributed team. When you use a virtual room on a routine basis, it becomes:

- A center for team communication,
- Home to key work products, and
- It naturally captures much tacit operational knowledge without additional effort.

Your knowledge is not only organized and stored, but is also in the context of how, why, and when a real team creates or uses it.

Typically, people move in and out of teams and they often move on to other positions. Positions evolve when those occupying them change by virtue of how they carry out their responsibilities, when their managers redefine them, and/or when management creates or eliminates positions. Regardless of how particular positions evolve, people eventually leave, taking intimate knowledge with them.

How do people learn new jobs? How fast? How well? How will they shape their positions, and adapt to major organizational changes? And how will they leave the

knowledge they accumulated in a job behind? A team room directly supports knowledge retention and learning in at least two major ways:

- ***Incoming people.*** You can quickly bring new team members up to speed. It enables existing employees and contractors to move among positions, learning new roles in the context of a new team. New people are introduced to the team's social and task knowledge and bring new knowledge with them to add to the room. They begin to shape the job as they learn the job's shape.
- ***Outgoing people.*** People "exiting" a room and leaving a team role have embedded their best practice in the record and current state of the team. People leaving their current job-position have embedded information about multiple role responsibilities in multiple team rooms.

Team rooms are core technology for enabling a large-scale organization to improve its intelligence over time and across a changing population of people.

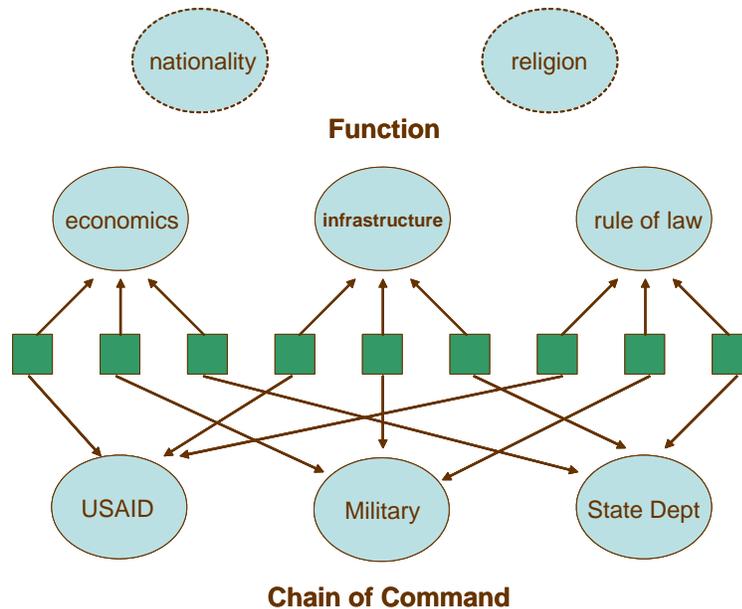
Chapter 3.4:

Consensus Building

A. The Complicated Nature of Leader Teams³⁶

A particular challenge to developing HPLTs is the fact that these teams usually cross organizational lines. Even though team members share a common collective task, the members do not share reporting structures. Unity of effort is expected in the context of multiple chains of command. Coming from different organizations (sometimes even different countries), team members generally use different terminology, take different approaches to work, and sometimes have different values. Additionally, as leaders, each team member has his or her own set of short-range goals. Achieving these goals should contribute to the overall performance of the team, but this occurs only if there is shared situational understanding and integrated use of scarce team resources among the leaders.

Figure 3.15: Cross-Boundary Provincial Reconstruction Team



The multi-categorization of the members of a Provincial Reconstruction Team (PRT), is illustrated in Figure 3.15. PRT members are members both of their parent organizations (e.g., the Army, State Department, USAID, etc.) and of functional sub-teams such as economics and governance. In leader teams such as these, coordinated planning can seem more like a negotiation than collaborative work! Using negotiation as a metaphor for describing leader team functioning may in fact be useful for developing HPLTs.

B. Consensus Building as Leader Team Functioning

Consensus building is a form of negotiation that is sometimes called collaborative problem solving. In consensus building, everyone involved must agree to the solution. In contrast to other forms of negotiation, consensus building vests decision making authority in the *collective* rather than in a ranking individual. In this sense, decision making in consensus building and in cross-organizational leader teams are directly analogous.

Successful consensus building requires negotiators to uncover their common interests in order to reach innovative, adaptive, and collaborative solutions. Although the prospect of reaching unanimous agreement may seem daunting, using consensus building increases the likelihood that a collective decision will be implemented as planned without obstruction or conflicting lines of operation.

Besides the decision-making process itself, there are several parallels between consensus building and HPLTs. First, the intangible outcomes of consensus building, including the development of a common team identity, facilitate long-term cooperation. Second, consensus building has already been used successfully in civilian leader-team contexts, including water resource management, labor negotiation, and urban planning. Third, and finally, recent research suggests that leaders of HPLTs in stability, security, transition, and reconstruction operations implicitly use a consensus building approach to making collaborative decisions with other agencies.

C. General Guidelines for Consensus Building

Fortunately, because consensus building is not a new concept, there are several guidelines for conducting the process effectively. These guidelines relate to setting the right conditions and solving problems in real time.

To set the right conditions:

1. Identify and include all stakeholder representatives in the leader team.

Especially when leader teams involve host nation counterparts, some stakeholders may not be obvious or even assigned to the team. The process of identifying these people builds knowledge about the scale and complexity of the leader team's collective task.

2. Determine your own and others' readiness to collaborate.

In cross-organizational leader teams, it may often seem easiest to go it alone. If feasible alternatives exist to working together, they will be adopted. It is necessary to determine how to reward taking on the challenge of working together.

3. Clearly define the roles and responsibilities of each team member.

Taking the time to define roles and responsibilities reveals gaps in the shared understanding of what the leader team is organized to do.

4. Distinguish between values, interests, and positions.

Values and positions are immovable and set the stage for competitive, win-lose work environments when resources are scarce. Interests are more

likely to be common and can be associated with multiple approaches to solving a problem.

5. Build personal relationships.

Personal relationships foster mutual understanding and trust and may reveal common interests.

To solve problems in real time:

1. Avoid attributing motivation to negative or unexpected behaviors.

When a negative or unexpected behavior by a teammate has unclear causes, we tend to fill the gaps with assumptions. Fill the gap instead with exploration.

2. Define all problems as shared.

The problems of leader-team members *are* shared, so talking about them in that way is a reminder of what everyone is at the table for.

3. Bring hidden agendas out into the open.

Agendas may not be hidden on purpose and may be coaxed out by a trusted peer. Invite deeper investigation of the “why” behind the positions of your teammates in order to uncover interests.

4. Clarify unwieldy goals in real time.

When it becomes unclear what the purpose of the team interaction is, don't hesitate to pause and clarify. Chances are, you're not the only one who's uncertain.

5. Know when to break up.

Sometimes taking a break from a heated discussion is the best thing to cool tempers and consider alternatives in a non-threatening setting. Don't leave issues unresolved, but know when to work on them.

6. Avoid in- and out-group formations.

Especially for cross-organizational teams, in- and out-group formations are a danger. When arguments occur, avoid backing others from your own organization just for the sake of showing solidarity. Show team solidarity by mediating instead.

Chapter 3.5:

Intercultural Differences

[This is a chapter placeholder for dealing with cross-cultural differences and leveraging the potential of greater innovation and adaptability inherent in diversity. More in updated handbook drafts.]

Cultural intelligence (CQ) is the ability to interact effectively with people from different cultural backgrounds.

Developing cultural intelligence is key to building teams when members come from or interact with differing organizational, functional, religious, regional or national cultures.³⁷

“Actionable” cultural awareness, sometimes called cultural intelligence or CQ, is the ability to interact effectively with people from different cultural backgrounds. The “culturally-intelligent” leader team:

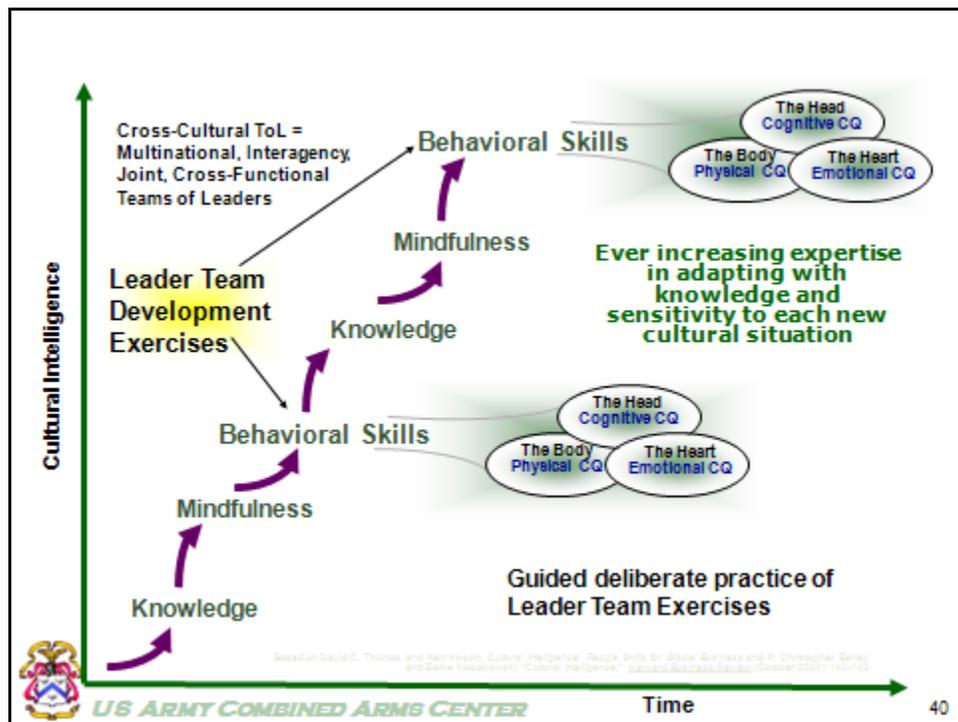
- Must understand culture and the fundamental principles of cross-cultural interactions. This means knowing clearly what “culture” means, how cultures vary, and how culture affects behavior;
- Needs to practice “mindfulness,” meaning the ability to pay attention in a reflective and creative way to cues in the cross-cultural situations encountered; and
- Develops behavioral skills and becomes competent across a wide range of situations.

These skills involve choosing the appropriate behavior from a well-developed repertoire of behaviors that are appropriate to different intercultural situations.

As we see in Figure 3.16, the process of becoming culturally intelligent involves a cycle or repetition in which each new challenge builds upon the previous one until cultural intelligence ultimately is achieved. A major advantage of this approach is that one acquires general CQ while acquiring growing competence in a specific one. This makes each new cultural challenge easier to face because of what has been learned from the previous ones.”

Raising CQ is not a linear process but rather one that requires experiential learning that can take considerable time. The learning curve can, however, be greatly accelerated through leader-team development exercises. This requires a base level of knowledge, the acquisition of new knowledge, gaining alternative perspectives through mindfulness, and the accommodation and assimilation of this knowledge into behavioral skills.

Figure 3.16: Developing Cultural Intelligence



As stated above, the process is iterative and can be thought of as a series of “S curves” as shown in this slide.

Behavioral skills build most rapidly and effectively through coached vicarious experience, with digital stories and decision games/judgment exercises serving as powerful tools for developing actionable, leader-team cultural awareness.

Skilled behavior ensures that the head, the body, and the heart—the three sources of cultural intelligence—work together effectively:

- The head (mind) comprehends the cultural landscape;
- The body makes (manifests) behaviors, including body language, suitable to people from different cultures; and
- The heart keeps high motivation despite inevitable setbacks that come about through perceived hostility or incomprehension.

Section 4: Communicate

Chapter 4.1: Common Team Communication Tools

Chapter 4.2: Process for Choosing Communication Tools

Chapter 4.3: Facilitating Virtual Meetings

Chapter 4.4: Evaluating Available Technologies

Chapter 4.5: ToL Communication and Information Services

Story: Transition Teams

The mission of Transition Teams is to advise the security forces of Iraq and Afghanistan (and other locations as needed) on how to conduct independent counterinsurgency operations and secure their countries. Transition Teams do this by training, advising, and assisting their Host Nation counterparts. Due to their unique challenges and dynamic nature, effective team building is critical.

After interviewing hundreds of Transition Team members, and encountering both highly ineffective and highly effective Team Chiefs, we noticed this: The key to their effectiveness revolved around the team chief and his/her ability to build relationships.

The *ineffective* behaviors we observed in Team Chiefs include:

- Not making contact with team members until arrival at the training site and failing to see the benefits of doing so in advance.
- Assigning duties purely based on rank.
- Relying completely on cadre for training.
- Waiting until team was in country and/or failing to ever socialize with them.
- Exhibiting very rigid and uncomfortable feelings when “outside of their lanes.”
- Waiting for others to set the conditions for the chief to succeed.
- Knowing very little about each member and marginalizing their contributions.
- Failing to solicit opinions of anyone else on the team.

The *effective* behaviors we observed in Team Chiefs include:

- Establishing contact with team members immediately.
- Meeting individually with team members to assess strengths and weaknesses.
- Developing team by introducing confidence-building tasks.
- Socializing frequently while still allowing for “alone time.”
- Maintaining an adaptable stance in the face of changing conditions.
- Setting the conditions for the team’s success.

- Knowing personnel strengths and weaknesses and being familiar with them personally.
- When time allowed, considering input and recommendations before making final decisions.

Chapter 4.1:

Common Team Communication Tools

Teams naturally use a mix of tools to collaborate. These tools support interaction among people in a small group, specifically in leader teams from two to a few dozen members. These teams are of “personal size,” where everyone can know everyone else.

A. Common Team Communication Tools

The tools are roughly grouped, with face-to-face standing alone as a unique “medium” for team communication and interaction. This is the baseline of the familiar “same time, same place” communication of face-to-face. All the other technologies allow *any* place communication but are distinguished as to same time (synchronous) and any time (asynchronous).

Phone and email are the dialogue twins, the latter *same* time while the former is *any* time. The three conferencing tools relate to *same*-time communication, while the computer-based memory group relates to *any*-time capabilities. (The shading in the five charts in the next chapter reflects these clusters of tools.)

Face-to-Face (Same time, same place)

Meeting face-to-face is the standard way teams interact. Its strength is that it enables the full spectrum of human interaction. Its weakness is that it’s difficult for everyone to be in the same place at the same time. Its limitation, which has only become apparent recently, is that it is not suited to capturing and retrieving shared memory, knowledge, and learning, which is best handled with the aid of technology.

Phone (Same time dialogue)

The telephone was the first new real-time human interaction technology since the invention of speech. Principally a medium for dialogue, the phone remains essential to teams. Today, phones are in a spurt of rapid development. In just a few short years, mobile phones have become a part of life for nearly everyone. And as smart phones continue to improve, they integrate more seamlessly with other technologies.

Email (Any time dialogue)

While email is today’s dominant tool for team collaboration – and, when the only tool in use, a terrible fit for that purpose – it is almost ubiquitous. Email has become the baseline tool for communication in the network age. Besides its great strength in individual communication, it is a backup for almost all the other media. It can also be a one-way delivery vehicle for very large numbers of people.

Common Team Communication Tools

- ◆ Face-to-face
- ◆ Email
- ◆ Phone

- ◆ Audio Conferencing
- ◆ Video Conferencing
- ◆ Screen Sharing

- ◆ Document Repository
- ◆ Discussion Threads
- ◆ Virtual Team Room

Audio Conferencing (Same time)

Audio conferencing is the new standard for same-time conversations of small groups who can't meet face-to-face. You can use a phone "bridge" for larger groups, but once you have more than about a dozen people on a call, it's difficult to have meaningful feedback and even know who's speaking. The technology work around for audio conferences for (very) small groups of people is the speaker function of a phone.

Video Conferencing (Same time)

Until very recently, video conferencing has been a very high-end communication medium with large bandwidth requirements. It is typically used with limited numbers of people who connect in very small groups from only a few locations. This has been a principal medium for senior leaders but its limitations—the need for people to travel to the video conferencing facility and its poor ability to integrate other technologies for sharing and storing information—render it not very good for daily teamwork. However, in the past few years, narrow bandwidth personal video using web cams has become more available for small teams and as the technology advances, we are likely to see greater use of video conferencing when paired with other technologies.

Screen Sharing (Same time)

Screen sharing enables a number of people to see a screen or application, including a "whiteboard" function, running on a computer at the same time. You can share screens virtually by web conferencing or by using an LCD/video projector in a face-to-face setting. Besides the ability to share a wide range of information, it focuses people's attention on a common point of reference.

Document Repository (Any time)

Every team needs a shared repository for documents and other work products. The ability to store and retrieve information and knowledge from any place at any time is core to team work today. A repository can be as simple as a shared drive online or a memory stick of folders and files that you pass around. Or it can be as comprehensive as a tailored team room (see below).

Discussion Threads (Any time)

Discussion threads, which have been in use for 40 years, were the original any-time group collaboration tool of the Internet. They allow focused conversations over an extended time among, essentially, unlimited numbers of people. On a large-scale, this technology supports professional forums and communities of practice. On a small-scale, teams can develop, discuss, and track a range of topics—from big ideas to bug fixes.

Team Room (Any time)

An online team room provides a common home for people who function as a unit. It serves as a flexible repository and may have discussion capabilities. Rooms have a menu of optional functions, such as calendars and lists. "Tailored" team rooms are configured to support elements common to all teams (see *Booklet 2: Collaborate* for more on team factors and tailoring a team room). Since they are relatively permanent, such rooms accumulate knowledge and dynamically reflect a team's "personality."

[NOTE: The initial set of media described here is subject to updating and change as an expert panel is convened to review the tool list and the charts in Chapter 4.2.]

Chapter 4.2:

Process for Choosing Communication Tools

We live in a time of rapidly changing communication options that directly affects teams.

The increase in interactive media extends the same-time/same-place limits of a face-to-face working group to any time, any place.

This change is so rapid that details about and recommendations for the use any particular technology is likely to be dated within months.

This chapter focuses on basic capabilities for team interaction that are generally available in late 2008. We review common types of collaboration technologies in Chapter 4.1, and follow here with a process for selecting the most appropriate tools for different team purposes.

A. Overview of the Four-Step Process

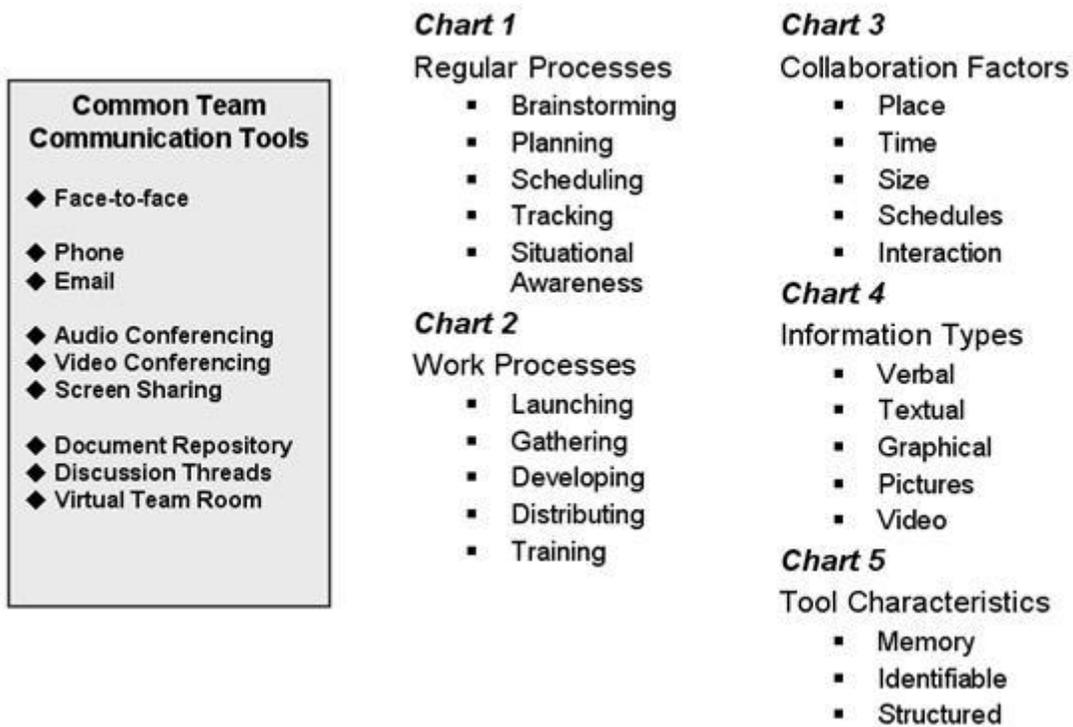
In the following pages, you will find a four-step method for choosing technology that best supports your team. You begin the process with the questions: “What do we need to do?” All choices flow from the answer. (See *Section 3: Collaborate* for a method to clarify purpose and objectives.) Following the process of selection, Chapter 4.3 addresses the assessment of what’s available to you, how to address any possible gaps, and offers some workarounds for meeting your needs.

- First (Step 1), you consider two aspects of your work – typical team processes (planning, brainstorming, tracking, etc.) and work processes your mission/objectives might require (gathering information, developing your “product,” distributing it, and the like).
- Next (Step 2), you consider your situation relative to specific collaboration factors (location, time zone, size of group, etc.).
- After that (Step 3), you match the content of the kind of information you need to communicate with technology (audio, text, graphics, etc.).
- Finally (Step 4), you select the most appropriate tools for their inherent capabilities relative to what you need to do (including whether it’s good for recording, whether authorship is easily identifiable, and whether it supports structured or unstructured data).

When you know what you’re doing, you can select the proper tools to for execution. Regardless of your specific mission, all teams need to plan, gather information, produce, schedule, brainstorm, and track progress. Most teams also develop something (a product or a service), distribute results, and many train themselves and others. Different communication tools support different team processes.

Figure 4.1 summarizes the categories of tool factors that structure the five charts in the selection process.³⁸ Each chart rates the factor for the nine common team collaboration tools described earlier. For each tool, we rate its effectiveness in carrying out activities, or its capabilities in the category, as: Excellent, Good, Poor, or None.

Figure 4.1: Summary of Chart Categories



[A BCKS panel will be convened to review the categories and the evaluations made of tool effectiveness in each category. These five charts have placeholder judgments.]

Of greater concern is a better representation of security issues associated with collaborative tools and processes, both within and most especially across JIIM organizations. We will plug this hole in an early update of the circulating draft.]

Step 1: What Do We Need To Do?

Teams enter Step 1 for two general reasons: (a) to select tools to support regular, everyday communication for collaboration; and, (b) to select tools for a particular event or situation, or to support specific work processes required by the mission itself. In both cases, it is likely that a mix of tools will be most desirable.

Support Regular Team Activities (Chart 1)

We recommend that you first choose tools to support your most common activities. In **Chart 1** we list five common things teams do together: brainstorm, plan, schedule, track (monitoring progress), and maintaining awareness of the team's whole context.

Until recently, teams carried out all their activities in person. To achieve similar capability when you're not face-to-face, you need a mix of tools.

Chart 1: Regular Team Activities

Tools	Brainstorm	Plan	Schedule	Track	Awareness
Face-to-Face	Excellent	Excellent	Excellent	Good	Excellent
Phone	Poor	Good	Excellent	Poor	Good-Excel
Email	Poor	Poor	Good	Poor	Good-Poor
Audio Conf	Good	Good	Excellent	Poor	Good-Excel
Video Conf	Good	Good	Excellent	Poor	Good-Excel
Screen Share	Excellent	Excellent	Excellent	Good	Excellent
Repository	Poor	Poor	Poor	Poor	Poor
Discussion	Good	Poor-Good	Good	Good	Good
Team Room	Poor	Excellent	Excellent	Excellent	Excellent

Rating: Excellent = 3, Good = 2, Poor = 1, or None = 0 NOTE: These are judgments only.

While audio alone is not a perfect medium for brainstorming, it is quite good when combined with screen sharing to display information and collect thoughts. Over time, media such as threaded discussions, and especially online team rooms, supplement real-time interaction. Online discussion forums keep a running record of the team's communication and work that anyone can access at any time, which makes it a very good medium for brainstorming. Combined with good virtual behavior (see *Section 3: Collaborate*), you can gain shared situational awareness similar, if not exceeding, that achievable by a face-to-face team. These capabilities also allow a team to be much more efficient and effective over time than face-to-face interaction alone provides. As you consider each activity, circle the medium that you regard as ideal for supporting it.

Support Team Work Processes (Chart 2)

You also need to choose tools that support team work processes and help in accomplishing specific objectives. Depending on where you are in the team lifecycle, you may also need different tools from those used for regular team interactions as described in **Chart 2**.

The period when a new team launches or kicks off a new phase, project, or initiative, is usually an intense one. Quickly, you have to form and plan, which often leads to storming, which we describe in the "Leader Team Launch Process" in *Booklet 2: Collaborate*. Later, when you're carrying out the plan, you'll need both real-time and over-time capabilities. A repository or team room is key to developing any team product, such as creating this handbook. As indicated above, screen sharing aids any real-time process. And, email, of course, is indispensable as an underlying weave of conversation to support these processes over time.

Chart 2: Team Work Process

Tools	Launch	Gather	Develop	Distribute	Train
Face-to-Face	Excellent	Good	Good	Good	Good
Phone	Poor	Poor	Poor	Poor	Poor
Email	Poor	Poor	Poor	Good-Excel	Poor
Audio Conf	Poor	Poor	Poor	Good-Poor	Good-Poor
Video Conf	Good-Poor	Poor	Poor	Poor	Good
Screen Share	Good-Excel	Good	Good-Excel	Poor	Good-Excel
Repository	Poor	Good-Poor	Good	Good-Excel	Poor
Discussion	Good-Poor	Good-Excel	Good-Poor	Poor	Good
Team Room	Good-Excel	Excellent	Good	Excellent	Excellent

Rating: Excellent = 3, Good = 2, Poor = 1, or None = 0 NOTE: These are judgments only.

Choose the media that best support the work processes in which you're engaged. To complete this step, highlight the "excellent" and "good" boxes in those columns of **Charts 1 and 2**.

Step 2: What Are the Collaboration Factors?

Although we don't typically regard it as a communication medium, face-to-face is the "tool" for in-person team interactions. However, even teams that sit together are not always, or even very often, in the same place at the same time. Indeed, if such teams have not adopted collaborative tools and behaviors, they will be at a significant disadvantage in today's fast-paced, plugged-in world.

Collaboration Factors (Chart 3)

To collaborate effectively, you need to be clear on the circumstances in which you're working together. Are you all in the same place? Are you all in the same time zone? Are there just a few people collaborating or many? Do you need to schedule communication or can you use the tool at will? Use **Chart 3** to identify your team's situation then note the mix of tools that best support them.

In this set of media supporting people-to-people interaction, face-to-face is the **same place** situation, the collocated team, or a team collocating for a meeting or other event. All the other tools support the **any place** situation, which is at the heart of what is new about teams today. A rating of **both** signifies that whether distributed or collocated, a team can, or should, make use of this capability.

Chart 3: Collaboration Factors

Tools	Place	Time	Group Size	Scheduled	Interaction
Face-to-Face	Same	Same	2-25	Both	Excellent
Phone	Any	Same	2-3	Both	Good-Excel
Email	Both	Any	1-1, 1-Many	Unscheduled	Good-Poor
Audio Conf	Any	Same	Few-Many	Both	Good-Excel
Video Conf	Any	Same	Few	Scheduled	Good-Excel
Screen Share	Both	Same	Unlimited	Both	Good
Repository	Both	Any	Unlimited	Unscheduled	Poor
Discussion	Both	Any	Unlimited	Both	Good
Team Room	Both	Any	Unlimited	Unscheduled	Poor

Place: Same = collocated, Any = distributed, Both can be used in either case
Time: Same = synchronous, Any = asynchronous
Rating: Excellent = 3, Good = 2, Poor = 1, or None = 0 NOTE: These are judgments only.

Closely related to place is time in the new world of virtual teams. Most **same-time** tools carry some practical limit as to how many people can use them simultaneously. Memory-based **any-time** tools (such as repositories, threaded discussions, and team rooms) support groups of unlimited size over unlimited time. It is the digitally-based memory capability that most dramatically reshapes space and time for teams.

Other tool factors concern whether they require advance scheduling or lend themselves to unscheduled use. They vary in their ability to support and encourage interaction, with face-to-face serving as the high bar to reach by distributed teams.

Depending on the collaborative factors most prominent for your team, select media that best addresses them. Highlight at least one same-time and one any-time tool that is most important (to you) given the relevant collaboration factors of place, time, size, schedule, and interaction.

Step 3: What Form of Information Do You Need to Communicate?

Some tools lend themselves better than others in conveying different types of information and have different behaviors that influence their use in specific collaboration activities.

Common Types of Information (Chart 4)

Every time you communicate, you use a type of information via some tool as laid out in **Chart 4**.

If you simply use words, you communicate verbally either in real-time or over-time. If you present information in this written form, you're using text. The charts here appear in graphical form. The photos on your computer are in picture form; YouTube is video form.

Chart 4: Common Types of Information

Tools	Audio	Text	Graphics	Pictures	Video
Face-to-Face	Excellent	Excellent	Excellent	Excellent	Excellent
Phone	Excellent	None	None	None	None
Email	None	Excellent	Poor	Poor	None
Audio Conf	Excellent	None	None	None	None
Video Conf	Excellent	Poor	Poor	Poor	Excellent
Screen Share	None	Excellent	Excellent	Excellent	Excellent
Repository	Excellent	Excellent	Excellent	Excellent	Excellent
Discussion	Poor	Excellent	Poor	Poor	Poor
Team Room	Excellent	Excellent	Excellent	Excellent	Excellent

Rating: Excellent = 3, Good = 2, Poor = 1, or None = 0. NOTE: These are judgments only.

If the content of what you communicate is highly emotional, that too lends better to some tools than others. Tools tend to be either quite good at carrying an information type, or unable to at all.

Are you working principally with text? With graphics? Depending on what type of material you're presenting, highlight the medium that is ideally suited to it. In the case of memory-based tools, they are mostly rated excellent because of their ability to store a wide range of file types

Tool Capabilities (Chart 5)

Finally, tools differ in their ability for you to store information (memory), to identify authorship (identifiable), and in regard to how structured their use is, as in **Chart 5**.

Most tools have some ability to record (memory) and you'll want to make use of it. Where appropriate, record voice, video, and screen sharing for members who miss same-time meetings and for archiving (as necessary). While recordings are useful for short-term memory, like voicemail, they lack the search function and flexibility of purely digital tools, like email, repositories, discussions, and team rooms. It is these digital memory tools that provide knowledge-management-based collaboration capabilities and the significant increase in everyday team performance.

Chart 5: Tool Capabilities

Tools	Memory	Identifiable	Structured
Face-to-Face	No	Excellent	Unstructured
Phone	Recordable	Excellent	Unstructured
Email	Excellent	Excellent	Semi-structured
Audio Conf	Recordable	Good to Poor	Unstructured
Video Conf	Recordable	Good	Unstructured
Screen Share	Recordable	Yes or no	Both
Repository	Excellent	Excellent or none	Un- to semi-
Discussion	Excellent	Excellent or none	Structured
Team Room	Excellent	Excellent	Semi-structured

Memory: Recordable only rated as Poor, while native digital is rated Excellent
 Rating: Excellent = 3, Good = 2, Poor = 1, or None = 0 NOTE: These are judgments only.

In some media, identifying the “author” is easy, i.e. you know who’s talking if you’re all face-to-face. Online, identity can be anonymous—and perhaps desirable depending on the situation. While most real-time media are free-form, requiring learning very little in the way of their structure, most memory-based tools are, or can be, structured, which means learning them is a bit more difficult.

Make note of these factors and be thoughtful about choosing the media that are most appropriate for your circumstances. Highlight the “excellent” and “good” choices of the media types you need.

Step 4: Select Most Appropriate Mix of Tools

You entered Step 1 to select a palette of tools to support your distributed work processes, or to support a particular event, initiative, or activity. The tools you need, and why you need them, should now be clear. However, this step is art, not science, and the team may struggle to put the list together as it balances what it thinks is available with what it thinks it needs.

A key factor to consider in this step is personal preferences and cognitive styles of team members. In addition, individual challenges such as hearing and visual impairment should be considered in terms of how they would be helped, or limited, by a particular technology.

Most likely, not all the desired tools are available to you in a given situation. Even if they are, you will need other means to provide the backup and redundancy so vital to virtual work. The next chapter addresses tool availability and workarounds.

Chapter 4.3:

Facilitating Virtual Meetings

All teams have meetings—sometimes frequently, sometimes too frequently. Here purpose and the tasks that make it up are clarified, people's accountabilities discussed, and trust is continuously being developed or undermined as team dynamics unfold. Meetings count.

Virtual meetings are the principal mode by which teams communicate when they are not all located in the same place. For those in the same general location, they often find it more efficient to schedule a conference call and screen-sharing session than it is to take time traveling to another building, even if it's only a short walk away.

A. Current Level of Competence

Given the great amount of time teams spend in virtual meetings, there's an urgent need to improve them:

- Research indicates that leaders tend to be overconfident about the effectiveness of their virtual meetings.
- People have a tendency to fall into the technology trap, ignoring the sociology required for working virtually. One such example is that people think that by using a technology like Adobe Connect they've ensured that they will have a good virtual meeting. And, when they do use such tools, they fall back into using only the slide-presenting aspects, ignoring other features that address some deficits introduced when people are not face-to-face such as chat, polling, whiteboards, and screen sharing (beyond slides).
- Finally, teams often lack good processes for communicating the results of face-to-face meetings to remote members who could not attend. They tend to make assumptions that the information communicated has more context than it does.

Do a quick mental check of your own experiences leading such calls. If you see room for improvement, we recommend building your virtual meeting capability—both the sociology and the technology.

B. What's the Same, What's Different

A virtual meeting is both the same and very different from a face-to-face meeting. In the latter, participation is evident to all attending. In a virtual one, it's easier to forget about those who are quiet. Lacking visual cues—head nods when done speaking, hand gestures, smiles, frowns, and people shifting uncomfortably in their seats when they disagree—people talk over one another, ignore contributions from introverts, overlook objections, neglect to accommodate cultural differences, and generally miss out on invaluable interaction that comes from the subtleties of communication.

C. Wise Virtual Meetings

A handful of “rules,” if observed, can make virtual meetings even more effective and efficient than face-to-face meetings.

1. Everyone attends the meeting in the same way.

According to the landmark Harvard Business Review article—“Can Absence Make a Team Grow Stronger?”—the most successful virtual meetings take place when *everyone* is virtual.³⁹ Even when the majority of people are in the same location, it works better when everyone dials in. This puts people in close proximity to their information, comfortable at their own desks, and participating with the same advantages and challenges. But, if you have the opportunity to meet face-to-face, surround it with as much social face time as possible. Extensive research indicates that dense social networks build trust.

2. Use screen sharing with a conference call.

For example, use a screen sharing (web conferencing) technology like Adobe Connect. This is mandatory. Otherwise, people lose focus. The Harvard Business Review article found that four out of five successful “far-flung teams” used the combination of conference calls, screen sharing, and an online repository or team room as their key enabling technologies.

3. Have a timed-out agenda for the meeting.

Without one, you waste the precious resource of real-time communication. A good agenda ensures that the meeting is for an important purpose. It also guides you in knowing how long to spend on each item. As noted above, avoid meetings that are longer than 90 minutes due to inevitable attention lag after that length of time. Once the team is in synch, you can set the agenda in real-time; as trust grows, this becomes easier.

4. Rotate new roles.

Facilitator, note-taker, and telephone buddies are critical skills everyone learns. The facilitator is the person who leads the call, makes sure you follow the agenda, and encourages participation by frequent prompting and polling. Though the team leader often takes this role, many successful virtual teams rotate facilitation. This allows people to learn the skills and share the burden of running meetings. Facilitators contribute less to the actual “work” of the meeting because their primary job is to ensure that everyone else participates.

The note-taker is the person who literally takes notes during the meeting and posts them as soon as possible. This person is responsible for reporting and synthesizing the key aspects of the meeting such that anyone who couldn’t attend can follow the conversation. Instead of listing bullets, the note-taker learns to write in short, clear, accurate sentences. For example:

“The next item on the agenda was the review session on September 16, 2008. Jenni suggested we invite the CG’s chief of staff. Karol suggested we emphasize the possibility of his attending virtually. We then decided to hold the whole review virtually because of possible scheduling conflicts.”

Tips for note taking:

- Keep the notes to a page if possible.
- Always date the notes.
- List the names of those attending and those invited who could not attend.
- Include the agenda.
- One highly successful virtual team keeps track of Decisions, Due Outs (responsibilities with due dates), and Parking Lot (for discussion at a later time).
- Edit the notes immediately after the call when the information is still fresh.
- When you schedule the meeting, remember that you'll need at least another hour after the meeting to complete this task so, as note-taker, block out that time as well.

The telephone buddies are the people who agree to phone those who are attending remotely during the meeting breaks. This way, those who are not physically present continue the dialogue with those in the room. It's a small gesture to accommodate the need to continuously build relationships.

5. Begin each meeting by getting “voices in the room.”

At the start of the call, project the “face clock”—where a picture of each person on the call appears at a different hour—on the screen. Using this “virtual conference table” makes facilitation easier and encourages people to announce their names each time they speak, for example, “This is Michelle at 3 o'clock.” Reinforce this behavior at least until everyone agrees that they can recognize one another's voices.

Remember: the first time a new person joins the call, the team needs to revert to self-identification each time they speak. Pose an unexpected trust-building question (e.g., “What did you have for breakfast?”) to ensure that everyone speaks at the start of the meeting. Use early moments of a meeting to celebrate achievements, opening the session on a positive note.

6. Send read-aheads, avoid status reporting, and spend most of your time resolving conflict and making decisions.

Do everything you can outside the meeting, including bringing yourself up-to-date on project status. Status reports are sometimes necessary but they are not the best use of same-time conference calls. It's hard to resolve differences and make complex decisions so use the precious real-time for that. Thus, use the meeting to generate heat: Discuss, disagree, decide.

7. Check-in with everyone periodically during the meeting.

One successful team uses a process whereby they stop the meeting every 10-15 minutes and call on people by name to elicit questions, comments, and concerns. Although the team reports that this technique was “rough and choppy” the first few times, with practice, it became part of the culture.

8. Check-out around clock.

At the close of the meeting, make sure everyone participates in a brief AAR. This allows all to reflect on what they've done together and to say goodbye, both simple trust-building practices.

In the event that some people are face-to-face while others are virtual, here are a few reminders:

- Make sure that those who are face-to-face talk into the microphone.
- Don't engage in any purely face-to-face team-building activities, e.g., no ropes courses, because there is no way remote members can participate.
- *Discourage* audible side conversation but *encourage* the use of chat during meetings to keep back-channels open and to allow trust-building to continue, much as it would when people are face-to-face, nodding approval and indicating differences of opinion.

Chapter 4.4:

Evaluating Available Technologies

In a perfect world, communicating with team members would be seamless and flawless, but we don't live in a perfect world. In fact, as Robert Burns wrote, "the best laid schemes o' mice and men often go awry!" Even if great tools are available, it is vital that teams plan on communication technologies failing or members that can't get access and develop workarounds for these inevitable situations.

[This chapter does not currently address security issues that face many leader teams, particularly JIIM teams, using this technology. We will quickly upgrade the security content as experience accumulates.]

A. Assess Current Tools Available

In the previous chapter, the charts help you identify which tools are best in which situations, the tools your team needs, and why you need them. So, check your list developed throughout the communication tool selection process, and consider what's available to all of you, some of you, or none of you.

We highly recommend that every team have four key communication capabilities: email, audio conferencing, screen sharing, and online team room.

Email accounts today are as common as phone numbers, so we won't address them here. But are the other required tools available to you? Video Conferencing is ideal for communicating verbally across distances because it allows the team to see the body language as well as hear the inflection in the speaker's voice. Many video conferencing systems also allow presenters to share or display a presentation. But your team may not have video conferencing available to it, or is too large to make effective use of it. What combination of tools will make up for not having the full spectrum of human conversational cues?

B. Same-Time Conferencing Systems

First, find a way to meet when members are in different locations and focus attention in same-time meetings (sometimes called real-time, and, more technically, synchronous). This means at minimum audio conferencing, but better when screen sharing is also used.

There are many web conferencing tools on the market today that combine audio, video, and screen sharing. Some examples in a very long list of possibilities are Adobe Acrobat Connect, Centra, GoToMeeting, Lotus SameTime, and Microsoft Office Live Meeting.

Three Web Conferencing Services are available to DoD employees free of charge:

- Anyone with a .mil email address can set up a free Adobe Connect session through www.Harmonieweb.org. All DoD employees have access to a persistent Adobe Acrobat Connect room through DCO located through the Defense Knowledge Online portal.

- Similarly, all DoD employees can set up persistent IBM SameTime Web conferencing through DKO's E-Collab Center.
- Finally, all Army Reserve Soldiers can schedule free Centra Live sessions through the 84th Training Command's Web based training portal and Virtual University.

A good web conferencing capability enables individuals, teams, and organizations to communicate and collaborate through online personal meeting rooms—like having your own conference room down the hall. The applications listed above typically provide:

- Live online meetings,
- On-demand presentations, and
- Rapidly created training to deliver anytime anywhere.

With full audio, this collaboration capability is the next best thing to an in-person meeting or training session.

Using web conferencing capabilities, soldiers can share their desktops, brainstorm on a whiteboard, chat, and video conference. The interface is web based, so soldiers around the world can jump in with just a click—no scheduling, registration, or plug-in downloads required.

Web conferencing tools remove common barriers by giving users instant, hassle-free access to online meetings and presentations. They reduce travel costs, save time, and increase productivity.

One notable disadvantage to web conferencing is that it requires significant bandwidth to operate using the voice and camera features, often making those options impractical or unreliable. The workaround, and often the preference, is an audio conference with web screen sharing.

C. Virtual Team Services

We highly advise your team to set up an online room, a secure place to store documents, keep track of tasks and timelines, and to meet virtually. As with the web conferencing software listed above, many vendors offer some type of virtual team space. Also like the web conferencing products, DoD and DA employees have access to several virtual team services free of charge. These virtual team spaces have many features, typically including:

- Document/File Management
- Calendar
- Tasks
- Secure Rooms/Sites
- Email Notification
- Member Management
- Document Security

- Customizable Themes
- Advanced Features

Three technologies that support customized team spaces are available to DoD Employees. They are:

- IBM Lotus Quickr solution (formally QuickPlace),
- Microsoft's SharePoint, and
- The Army's AKO sites.

The following is a brief description of some advantages and disadvantages of each of these services.

1. IBM Lotus' Quickr

IBM's team collaboration software helps you access and interact with the people, information, and project materials you need to get your work done. Lotus Quickr has a rich set of features such as content libraries to share everyday working files, team discussion forums, blogs to facilitate communications, and wikis that lets a group author and edit content in place together⁴⁰. (Army access to Quickr is referenced in this note.⁴¹)

Some advantages of Quickr include:

- Quick startup (you can create a QuickPlace/Quickr in a few minutes)
- Perfect for small-medium size teams
- Real-time editing capabilities including Microsoft Office documents;
- Various templates for specific functions like Blog, Wiki, Project Management
- Currently uses AKO Single Sign-on⁴²

Some Disadvantages of Quicker include:

- Limited variety in themes to choose from
- Limited features (calendar and tasks)
- Not ideal for large portals
- Limited integration with Microsoft products versus IBM products

2. Windows SharePoint Services (WSS)

Windows SharePoint is the basic part of Microsoft's SharePoint platform. It offers collaboration and document management functionality by means of web portals, a centralized repository for shared documents, and browser-based management and administration.

Native to the SharePoint environment is the capability for users to create workspaces, wikis, blogs, threaded discussions, and team sites to suit their collaborative needs. It also allows creation of Document libraries, which are collections of files that can be shared for collaborative editing. SharePoint provides access control and revision control for documents in a library. (Army access to SharePoint services referenced in this note.⁴³)

Using the combined collaboration features of Windows SharePoint Services and Microsoft Office SharePoint Server (MOSS) 2007, units can create, manage and build their own SharePoint site(s) and increase discoverability throughout the organization. MOSS 2007 helps units improve efficiency and reduce duplication of efforts by providing a platform for sharing information and working together in teams, communities, and people-driven processes.

Anyone with a .mil email address can set up SharePoint sites free of charge. This is the best option for teams with members on different networks, in different government agencies and in different locations.

Some advantages of SharePoint include:

- Integrates well with Microsoft products, i.e. [Microsoft Outlook](#)
- Modular web parts to build customized workspaces
- Ideal for large organizational portals

Some disadvantages of SharePoint are:

- Needs a developer to assist in start-up
- Currently awaiting AKO Single Sign-on⁴⁴
- Not ideal for small-medium-size teams

3. Army Knowledge Online (AKO) Sites⁴⁵

AKO lets you create a set of linked components, including a group, a knowledge center, and a homepage that can be branded. You can create an Organizational Site, a Community Site or a Team Site. (Key Army links are in this note.⁴⁶) Branding your site allows you to change the colors and logo of the portal when viewing your site, but you will still be able to use any of the channels (e.g. discussion forums, knowledge center) available in AKO.

By default, an Organizational Site is designed to allow an official Army organization to disseminate information to all AKO users. Organizational Sites are listed hierarchically under Organizational Sites on the Site Map page, and they are accessible to all users.

An AKO Community Site—also known as a Community of Practice or Community of Interest—is an area where users can collaborate on shared interests. Users can participate in discussion forums, learn about upcoming events, download the latest documents, and much more. Community Sites are often open to all members, but users who opt to join the Community Site will receive more information (such as notifications when new posts are added to a forum) than the casual user.

A Team Site allows a working group composed of geographically dispersed team members to coordinate and to collaborate. Team members can upload and download documents, participate in discussions, view announcements, and view or modify the team's calendar of events.

Some advantages of AKO Sites:

- Any AKO user can create an AKO Site using instructions located on the AKO home page
- Integrates with existing AKO groups

- Integrates with AKO Folders⁴⁷
- Customizable Web Modules for various functions

Disadvantages of AKO Sites:

- Limited customization outside of presets
- Multiple page refreshes
- Lacking in features compared to other tools available
- Collaboration on documents using AKO knowledge repositories is somewhat tedious

D. Identify Gap

Hopefully, email is not an issue, although it can be complicated when security issues are concerned.

The need for audio conferencing and screen sharing capabilities can sometimes be met together through a good web conferencing tool such as Adobe Connect or Centra Live. But adding the voice and camera features requires significant band width (and typically additional camera and microphone equipment), often making those options impractical or unreliable.

As for shared memory, a persistent team room on a shared network, such as AKO or SharePoint, is ideal but perhaps all your team members can't get to the "conference room." Some very basic questions to ask yourself and your team to identify the gaps in your team's communication assets are:

- Can everyone connect to the internet?
- Is the available bandwidth limited or robust?
- Is everyone on the same network (AKO, an installation or ship's network)?
- Is everyone working on PCs? Or are some team members using Macs?

E. Develop Necessary Workarounds and Backup Methods

Once the gaps are identified, look to fill them. Here are a few examples:

If some team members are using Mac computers, set up your web conferencing sessions through Adobe Acrobat Connect Professional (through HarmonieWeb) because the previous version of Acrobat Connect is not compatible with Macs.

Are some team members limited by bandwidth? Don't rely on a web conferencing service for audio and video. Establish a phone bridge or conference call for audio, turn off the camera function (or freeze the camera on a good shot of the speaker) and use the web conferencing just for screen sharing.

Are some team members limited by Internet access restrictions? Instead of screen sharing, all participants can view the same presentation through your persistent team site. Or, you can send the presentation via email and just talk through your phone bridge. When this occurs, it is very important to regularly tell the participants which slide, page or line they should be looking at. Also, refer to the tips in Chapter 2.3 regarding hosting virtual meetings.

Instead of establishing a team site, if all team members are located in the same building or field location, the team can share a thumb drive. If the team members are all on the same network, you can share a public folder.

Chapter 4.5:

ToL Communication and Information Services

A. Why Is Communication Important?

To paraphrase the great American football coach, Vince Lombardi, "Communication isn't everything. It's the only thing."

There's good reason that military strategies aim to disrupt enemy communication before anything else. Communication means coordination and lack of communication means disruption.⁴⁸

Without communication, you are not able to function as an individual, much less a team. Everything you do on a team involves communication.

What is a meeting but a time to share ideas, brainstorm, make decisions, and provide updates and insight to colleagues and leaders? Briefings are a way to communicate progress and results. Every action and interaction reflects some form of communication.

There are many ways for communication to fail.

- Have you ever talked to a person and not gotten a word in edgewise?
- Have you been on the receiving end of a one-way teleconference or VTC?
- Have you left a virtual meeting frustrated because you couldn't hear the people on the other end?
- Have you left a meeting more confused than when it started because you never got a chance to ask questions?
- Have you ever felt like meetings were a waste of time?
- Have you travelled a long distance to work with team members for only a few hours because working virtually is just too painful or ineffective?

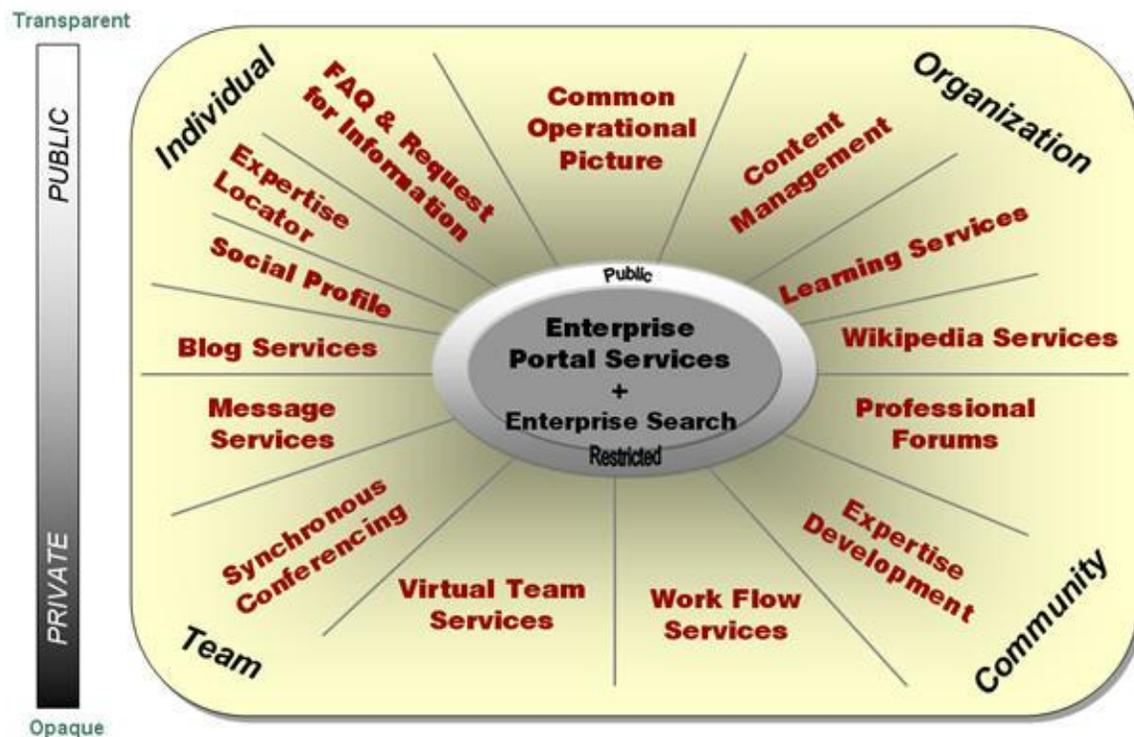
One-way conversation, no matter the reason, is a communication failure.

Successful communication requires both good tools and good collaborative behaviors. This section focuses mainly on the tools for communication, but the rest of the handbook focuses more directly on the behavioral side and helps a team develop the shared qualities of high-performing leader teams.

B. The Wheel of Information Services

In today's networked, distributed organizations, everyone benefits from wise use of the great array of available information services. These services are based on a rapidly-changing set of underlying information technologies that will continue to evolve and improve. Some of these services are well-developed, some are in embryonic form or not widely available, some are not available across organizations. But each reflects a knowledge capability made possible by technology. And there are always workarounds that you can figure out once you know the capability you want and why you need it.

Figure 4.2: ToL Wheel of Information Services



The **Teams of Leaders Wheel of Information Services** (Figure 4.2) comprises four zones where people need to collaborate, ranging from the individual to the organization as a whole.

- Certain services address the needs of **individuals**, such as Frequently Asked Questions (FAQs) and information requests, expertise locators, social profiles, and blogging;
- Others address needs of **teams**, such as same-time conferencing and virtual team capabilities;
- Still others serve **organizations**, such as content management, learning, Wikipedia, and enterprise portals that provide a common operational picture;
- Finally are information services that address the needs of **communities**, such as work flow, professional forums, and expertise development.

In this section, we primarily focus on the services that are most important for teams, explain the nine current collaboration technologies supporting them, and how to choose among them. However, leader teams, particularly senior ones, also make organizational choices.

Leader teams must go beyond their own needs and consider the information needs of the whole organization or network for which they bear responsibility.

While no organization has the complete wheel available, most organizations have a number of these services—and most aspire to have as complete an offering as represented here.

At the center of the wheel are enterprise portals and enterprise search.

- **Portals** are the doorways in to the knowledge services. There may be many doorways into the same knowledge, and there can be both public and private doors. The portals orient users to the larger landscape available online, categorizing information in useful and intuitive ways. Likewise, **search** is the key function without which people cannot easily locate information. The desired end state is that we can search not only our area, but across the entire domain.

Organization Services

- **Common Operational Picture**, typically housed on an internal website, contains information, messages, and images important to everyone in the organization. Here you find alerts, news, announcements, geographic maps, organizational maps, and status charts tailored to the organization. An example of a common operational picture is an organizations digital dashboard.
- **Content Management Services** are well-represented by Knowledge Centers on AKO, the Warrior Knowledge Base hosted by BCKS and the Center for Army Lessons Learned library. Content management services are libraries where we can store information and knowledge. One example of a content management platform used in many services is Microsoft SharePoint.
- **Learning Services** serve the purposes of lifelong learning, continuing education, and professional development. In the Army, many are offered through various components of the CAC.
- **Wikipedia Services** enable communities to create shared dictionaries, glossaries, and encyclopedias. A good example is the “Intellipedia” developed at the CIA.

Figure 4.3: Individual and Organization Services



Individual Services

- **Request for Information Services** include FAQ and other request-based services such as those provided by specialty libraries and librarians.
- **Expertise Locator Services** provide e-Rolodex capabilities for sharing contacts and finding subject matter experts. An individual can search for subject matter experts through BCKS's professional forums and through SharePoint's MySites.
- **Social Profile Services** extend the old enterprise directory to a far richer and complete Facebook-like capability where people can build profiles, develop social relationships, and connect to communities of affiliation. An example is SharePoint's "My Site" function.
- **Blog Services** enable both personal and group blogs, and include "how to do a blog" training, as well as links to related blogs, an example being the CAC Blog Library.

Figure 4.4: Team and Community-Oriented Services



Community Services

- **Professional Forum Services** are a well-developed area of collaboration among large numbers of people functioning in communities of practice. Large professional communities have many small subgroups discussing niche topics within greater conversational themes. Army examples are numerous with some communities focused by profession, such as Warfighter Forums, and some focused on level of responsibility, such as Company Command. BCKS provides Forum Services for the Army.
- **Expertise Development Services** capture, develop, and maintain libraries of leader and leader-team exercises, digital stories, judgment exercises, and decision games. The goal is a comprehensive library of Leader Team Exercises that can serve as a leader's tool box for professional development. A leader should be able to cross reference exercises according to geography, mission, organization, etc. These exercises can be created by any leader team and added to the library to benefit other leader teams.
- **Work Flow Tools and Services** support basic publishing, work flow, and management services for organizations, communities, and teams. Many of these services are available for small-scale team use in online team rooms. Microsoft Project provides robust project management tools, but SharePoint web parts provide similar capabilities on a more limited scale.

Team Services

- **Message Services** include the basic communication infrastructure capabilities of voice, voicemail, and email, and newer options like instant

messaging. These are powerful dialogue tools especially for the smallest unit of interaction, “teams of two.” Once-simple technologies are now going mobile and integrating with other technologies into multi-channel devices like smart phones. Messaging, whether instant, via voice, or via text, is essential for teams of all kinds.

- **Synchronous Conferencing Services** support “same time” interactions and have three basic forms—audio, video, and screen sharing. Some applications include all three, such as Adobe Connect, while others excel in one or another area. Audio conferencing and screen sharing are essential to virtual team collaboration.
- **Virtual Team Services** focus on providing a variety of asynchronous communication tools supporting “any time” interaction, often bundling synchronous and other information services for targeted team use. Simple team repositories, threaded discussions (the small-group version of the big professional forums), and tailored team rooms combine with knowledge, stories, and methods in support of virtual work. An example is the ToL Team Room built inside a SharePoint environment by BCKS, the facility that supported the development of this handbook by a distributed team.

C. Push-Pull-Prod with a Mix of Information Services

In today’s fast paced environment we must take advantage of multiple ways to discover and acquire the knowledge we need for important decisions and actions. It is vital that we employ a triad of techniques to remain competitive.

None of us has time to “search” for everything we need when we need it so we use technology to help. An effective method for doing this is called push-pull-prod⁴⁹. A good knowledge management system provides all three.

A good team room technology allows a “team of teams” to employ all three approaches to communication.

- For *push*, you can set alerts for changes in content areas and discussions, or announcements made on the home page.
- For *pull*, the team room is a repository of all the team’s shared information about itself, its work, and often the work itself (if it is an information product).
- *Prod* technology is currently in its infancy for teams, but prodding comprises much of what team meetings and messaging are all about. Here good virtual collaboration behaviors are the prod.

Push

Push happens when you receive something (e.g., a piece of information) that someone else thinks you need because of your role or position, for example, a weekly email with reports attached or enclosed is an example of a *push*. This is the traditional method by which hierarchy-bureaucracy communicates. The headquarters of the organization pushes safety messages or updates to policies, changes to personnel, and a host of other “official” communication.

A standing request also can *push* information, when, for example, someone says, “send me those reports every week,” or when you set a subscription or an alert (“post the reports here and I will be alerted they are available and will look at them when I have time”). You can set the alert yourself or you can have it set for you when you join a group or community. Push also happens when you subscribe to the news, weather, or a hot topic in your community of practice.

Subscriptions and alerts make you aware of information or knowledge about a topic you know or suspect you will need to know based on some previously determined requirement (like a buying habit or a job). A common current practice is to have an Rich Site Summary (RSS) feed, which delivers a short summary of information directly to your email or team site. The summary provides enough information for you to use and make decisions about whether to learn more.

In a *push* system, once the need is determined and set (by you or someone else), you are done. You do not perform any further action to get the artifact; it pushes to you automatically. You can use this with almost any of the services, setting alerts on content databases, forum discussions, or social profile changes.

Prod

A *prod* happens when an information system makes suggestions to you based on prior behavior, i.e. people who buy “Tide” also buy “Cling-Free.” Another example is “people who read Dan Brown’s books also like Michael Creighton,” so “click here,” the prod says, to buy Creighton’s new book. Unlike push, you must take action (click) if you want the information or artifact.

Spam email prods you to click and buy the product. Prod is becoming very sophisticated in the market-driven parts of the net, such as Google advertising placements keyed to your search terms. A new generation of prod tools is emerging with the next generation of the web, often called the semantic web, which will enable vastly more information to be assembled, distilled, and related to you.

Pull

A *pull* happens when you deliberately go to get something you need or want from a site or a source. You initiate the search and you spend the time analyzing and selecting. Going to the library, buying a book online, or finding a document in a database are a few examples. Generally, pulling is an inefficient process and robust search engines and data management tools improve our ability to either search or browse for the artifacts we seek.

Team rooms dramatically simplify pulling for team members, because everything is in one place organized in a meaningful context.

Pull is now often combined with one or more of the other approaches. Amazon.com, for example, is masterful at combining *pull* and *prod*. You want a book (pull), so you go to Amazon and you get it. While you are buying this book, Amazon suggests other books with the words, “people who like this book also choose these books.” They are prodding you to buy. When they send you an email announcing a new book in a genre you recently purchased, they also are prodding. Personal KM is akin to a tailored knowledge capability such as Amazon.com.

iGoogle and Facebook are platforms of user-generated content (sometimes called Web 2.0 technologies) that apply all three: *push*, *pull*, and *prod*. The objective is a system that knows you and your job and personal interests and can *push* and *prod* you when new knowledge, tools, and applications are available. It is well organized so that when you choose to search and pull, you can do it quickly and efficiently. Personal KM with push-pull-prod built in extends your desktop and the small area around your desk to the entire world.

Knowledge Delivery via Push-Pull-Prod

The design philosophy of your KM system, small-scale or large, dictates how actionable knowledge is delivered.

The first choice is the method of delivery—when users want the knowledge (the pull approach) or when you want them to have it (the push approach). You can make both options available to every user without adding much complexity to the system itself. The push system can simply deliver the final content from the pull-based system. The third option is to prod them.

Be aware that how information is filtered can be an issue of the push system:

- Filters may not be consistent with users' needs, so a good guide here is to make the filtering categories explicit so users can improve them.
- Some filtering tools use intelligent agents to learn from each user's habits; but users may consider this a violation of privacy.
- It's even possible, if the system is not powerful enough, that the filter may filter *out* useful, possibly critically needed, content.

Another decision is how much information to deliver: all or selected parts? *Selective* delivery of content is the only way push mechanisms can effectively move content through a KM system; otherwise recipients experience overload and tune out, i.e. delete.

You also should consider when to deliver knowledge: as needed, as created, or as acquired ("just in time"). A middle path is not an option, but anecdotal evidence (for example, a customer study by Lotus) suggests that just-in-time delivery is more valuable than just-in-case. Certainly, just-in-case systems have their problems: Information, not knowledge, is delivered; users become inured to the flow of irrelevant information and simply ignore it; and users pursue interesting threads not applicable or useful to their work.

Section 5: Leader Team Exercises

- Chapter 5.1: *Building Leader Team Expertise*
Chapter 5.2: *Developing Leader Team Exercises*
Chapter 5.3: *LTX Facilitation and Coaching Techniques*
Chapter 5.4: *Leader Team Exercise Toolkit*
Chapter 5.5: *Creating Vignettes*

“Leaders must possess the interpersonal skills necessary to develop and sustain high-performance combined arms teams, as well as work with other services and nations during mission accomplishment. Complex, ambiguous operating environments demand leaders with fine-tuned conceptual skills for rapid information filtering, analysis and decision making. These teams may routinely deploy as part of a coalition to locations with immature transportation and logistics infrastructures and uncertain political situations—conditions requiring high levels of innovation and cultural awareness.”

Colonel Jon H. Moilanen
and Lieutenant Colonel Donald M. Craig⁵⁰

Story: BCT/10th MTN Division

In 2004, COL John Nicholson, the Brigade Combat Team (BCT) Commander for the 3 BCT 10th MTN Division, stood up one of the first modular BCTs as part of the Army Transformation. Nicholson’s brigade would be built from a cadre of seasoned veterans augmented by young leaders and new soldiers assigned to Ft Drum. COL Nicholson’s challenge was to establish the BCT and make it ready for deployment to Afghanistan within 18 months with the possibility of being diverted to Iraq.

COL Nicholson quickly understood he needed a new methodology to develop the adaptive and high-performing leader-teams required in this fast-changing and unpredictable environment. The Brigade Commander’s goal was simple: “Create a learning organization that can rapidly understand and adapt faster than the enemy.”

To develop the shared vision, trust, competency and confidence needed to function as a high-performing leader team, the BCT used a set of Leader Team Development Exercises that would:

- Be Operation Enduring Freedom (OEF) relevant;
- Involve tactical decision-making from Battalion Commander to Squad Leader;

- Exercise vertical and horizontal teams concurrently to achieve a “double-knit” effect;
- Require minimal overhead, run on off-the-shelf products, and provide quick vignettes that put leaders “in the moment.”

The strategy behind the exercises was meant to:

- Develop a foundation of knowledge and trust within the team;
- Incorporate active learning and reflection;
- Encourage outside-the-box thinking;
- Provide follow-on exercises to periodically reinforce and build upon rapid tactical decision-making skills;
- Build familiarity with ambiguity in situations;
- Appeal to a variety of learning styles and audiences; and
- Allow for portability and modification and require low overhead.

Over a period of months, the BCT leaders, with assistance from supporting agencies, developed and used a set of leader team development exercises and built a web-based collaborative network (SpartanNet). The BCT Team of Leaders simultaneously built and conducted seminars, training sessions, and LTXs to develop situational understanding, shared vision and trust, and competence in rapid tactical decision-making skills.

The exercises described in this section are characteristic of the methodology used by the 3/10 BCT. These exercises are designed to fill the gap between individual skills and collective training. These exercises develop the “art” of ToL. They do not train task, conditions and standards. This advanced learning methodology develops critical thinking and reasoning skills and promotes adaptive behavior, not a conditioned response. These exercises are about understanding the purpose, situation, conditions and decisions—working around the obstacles that typically get in the way of efficient team performance. The ToL exercises outlined here are not new. However, they are a recognition of some current practices coupled with improved technology that allows us to collaborate across organizational boundaries, time, and geography.

Key to these exercises is the coaching from senior leaders both inside and out of the BCT, and the facilitation of the exercises by skilled leaders. We discuss both these principles at length in this section.

Chapter 5.1:

Building Team Expertise

It takes more than a group of experts to make an effective team. We have countless examples of teams comprising highly-skilled experts that fail as teams, sometimes with disastrous effects.

As a result of the complex nature of the post-911 environment and advances in technology, the challenge of creating and sustaining high-performing leader teams has risen to the forefront. While the military has demonstrated proficiency in individual and collective training, it lacks understanding in regard to the creation, development and management of expert teams. The exception to this may be in the special operations forces.

A. The Road to Expertise

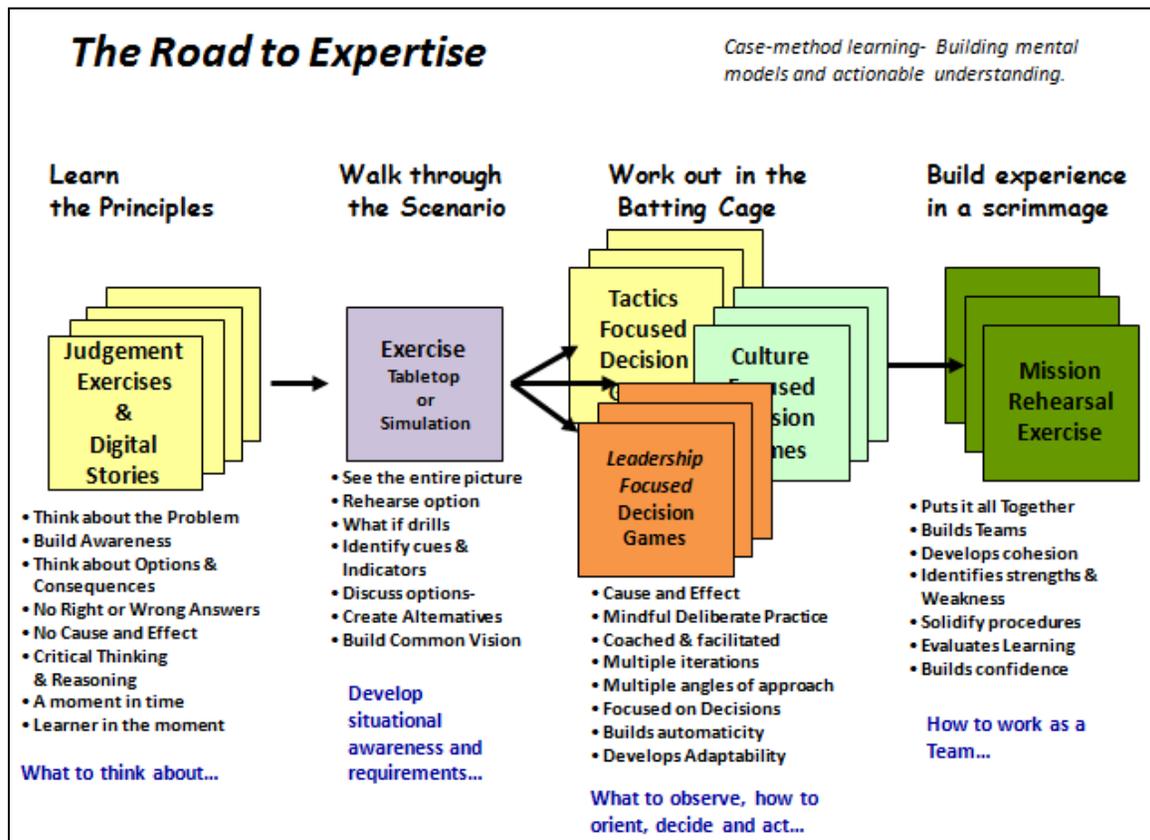
Expertise comes in many forms. For this handbook, we are most interested in developing the team's expertise, the ability of a set of individual team members to perform missions and to adapt, coordinate, and cooperate as a group. This is more about "art" than science and the measure of performance is in improved team performance not the ability to accomplish specific tasks under contrived conditions.

We're defining team expertise as the ability to produce sustainable and repeatable team functions at a superior or near-optimum level of performance.

Expertise develops with acquisition of knowledge, skills, attitudes, abilities and experience. It can take years, even decades to manifest, yet through deliberate practice and under the mentorship of a seasoned coach, we can shave years off this process by employing advanced learning methodologies. The challenge is to create near-realistic experiences that simulate complex situations that require working as a group, considering alternatives and making and decisions ahead of time. Through practice, we build mental models on which we can anchor our future behavior.

The **road to expertise**,⁵¹ as outlined in this section (see Figure 5.1), uses a series of exercises. First, we explore understanding the situation and developing a mission framework (clarification exercises). Then we build and provide instructions for conducting team development exercises that deepen understanding and broaden thinking (vignettes) by placing our team "in the moment." A "batting cage" of exercises helps us look at decisions and the cues that lead to action (decision games). The final stage, which pulls together what we've learned, allows us to rehearse probable, as well as possible, events. This process provides immediate and focused feedback and time to reflect on alternatives—what should have happened and what we would do differently the next time. As we progress along this road, we develop a shared vision and purpose toward our mission, shared trust in our team mates, identify individual and team competencies, and, finally, through the successful execution of these discussions and exercises we build confidence. The repetition and variance in types of exercises deepens learning and accounts for differences in learning styles.

Figure 5.1: The Road to Expertise



Dr. Mike Prevou and Dr. Rick Morris, 2006

The process outlined in this handbook is *an* approach to improving team performance, not *the* approach. It is not new, but it does break the traditional method of task, conditions, and standards training. We are attempting to develop adaptability not automaticity. To achieve the benefit of the recommendations offered here requires investment in time early on in a team's formation. In our experience, that investment is repaid many times over during execution. The LTXs described in this booklet are not intended as last minute war games or "what if" drills but rather as team developmental processes that should be practiced often as would any other battle drill.

The frequency of exercises will vary by team and its responsibilities. However, there is much evidence to show that effective learning begins after four to seven iterations of the exercises. Therefore we suggest that a new team or a team that needs a course adjustment conduct approximately that number of exercises in its early phases and then sustain the exercises once or twice a month.

The exercises outlined here cover a range of complexity. You can tailor some in minutes and conduct them in less than an hour while others require hours to develop and a similar amount of time to play and debrief. You can develop and use all of them with little or no outside support. They can be as simple as a verbal description of a situation or a written situation to a more complex video, graphical presentation, or animation. These are by no means the only exercises possible, but these have proven effective with teams ranging from small units to interagency teams. Regardless, these exercises provide good starting points for leader teams that want to move to higher levels of performance.

A warning: These exercises are context specific. They are not intended as cookie-cutter, one-size-fits-all activities. To be effective, you must tailor them to the specific situation and environment. Indeed, the act of tailoring with the team is itself a team development exercise.

Most importantly, team members must communicate effectively and use the available collaboration tools to create a common understanding of their situation and purpose.

- To this point, see *Section 4: Communicate*, which sets the ground work for building a strong, effective high performing team. There you find a four-step process for selecting appropriate collaboration tools for your specific purposes.
- In *Section 3: Collaborate*, you find through a five-step method to launch or begin collaborating at a significantly higher level.

Here in *Section 5: Exercises*, you learn how to develop Teams of Leaders qualities that enable the team to excel in difficult conditions.

B. Improve Team Collaboration

The LTX will help develop team collaboration in two ways. First, the increase the dialogue between team members around a specific situation or mission will improve situational understanding and shared purpose. They open a conversation to get team members to establish what they agree on (example: we all need water) then to discuss the “how.” Different cultures, agencies, and organizations, while appearing to work together, often have different agendas and goals.

Secondly, as small successes are realized, either through the exercises or in actual situations, confidence will grow and collaboration will increase. When the disparate members of the team realize they can accomplish their goals while others accomplish theirs, they will be more likely to support the team’s purpose and vision.

This collaboration is usually built bottom-up and reinforces the trust developed by the team members. Use of the tools outlined in Section 4 and the team launch in Section 3 enables collaboration. [*Specific references to the collaboration enablers will go here in V1.3*]

C. How We Make Decisions

There are two principal ways in which we make decisions, each of which has different effects on boosting the performance and confidence of teams. Understanding how we make decisions can help us develop trust and competencies. As part of each exercise’s After Action Review, the team should discuss how it made decisions during the exercise and with what information. This insight establishes expectations and builds a framework for things to consider during live events.

Analytical Decision-Making

Most of us are familiar and comfortable with the concept of making a well-reasoned decision based on carefully gathered facts balanced with values and weighed against expected outcomes. Through methodical analysis, we gain certainty that we have arrived at the best possible decision.

This analytical decision-making model should work well if:

- The facts are not variable,
- The decision-making environment holds constant,
- There are no time constraints, and
- Human factors are limited to our personal values.

The essential factors in analytical decision-making are careful analysis and reasoning power. However, life isn't always so simple (if ever).

Intuitive Decision-Making

If you are able to make a decision in 20-30 seconds given a certain scenario, chances are you are applying your knowledge and experience, which means you have developed the skill of *intuitive* decision-making.

Experience is the essential factor in intuitive decision-making. It allows recognition of similarities to previous situations. A pattern of typical cause and effect develops to allow you to make a decision that does not require analysis or reason to act.

The more experience gained in applying a variety of patterns, the more likely you'll know what to do. As Gary Klein writes:

Once we recognize a pattern, we gain a sense of situation: We know what cues are going to be important and need to be monitored. We know what types of goals we should be able to accomplish. We have a sense of what to expect next. And the patterns include routines for responding – action scripts. If we see a situation as typical then we can recognize the typical ways to react.⁵²

In a given situation, activities experienced generate cues that help us recognize patterns stored in our brains. When we experience a situation, we take in the surrounding environment while our brain searches for familiar patterns with which to associate it. If we have no familiar patterns, we often anchor to unassociated patterns -- or we sometimes freeze. If we associate it with many mental models, then our actions can be quick and decisive in typical settings; *and* quick to recognize atypical circumstances and starting to work adaptations. Coached deliberate practice helps us build the mental models that generate our orders and action.

This kind of decision-making, based on intuition, is the act of reaching a conclusion that emphasizes pattern recognition based on knowledge, judgment, experience, education, intelligence, boldness, perception, and character. This approach focuses on assessment of the situation as opposed to comparison of multiple options. FM 6-0 Mission Command, now includes intuition as a critical component of decision-making and highlights “skilled judgment”⁵³ as a means to form an estimate based on available information and experience.

Intuition is the way leaders translate their experiences into judgments and decisions.

We make the vast majority (over 90 percent) of decisions—especially those that are difficult and those made during execution phases—using patterns.

In leader teams, we take the process of individual intuitive decision-making and bring it out in the group. By using the leader team exercises, we learn to collaborate quickly and bring the entire team's experience to bear in developing a common operational picture, which in turn helps us recognize the cues and select patterns. Our orders and actions are driven by our shared understanding and the common framework we develop together through exercises. These shared mental models allow us to act more rapidly and adapt more quickly as we assess available information and execute against it.

D. Coaching HPLT Development and Operations

In this section, we differentiate two key leader roles: coach and facilitator. Both are critical to leader team development but it's important to understand which role you're playing at any particular point.

Coaching vs. Facilitating LTX Development

Coaching is a method of directing, instructing, and training a person or group with the aim of developing specific skills. There are many ways to coach, many different types of coaching and many methods by which coaching takes place.

The term **facilitation** is used broadly to describe any activity that makes tasks for others easier. Some exercises are best facilitated by an internal team member as an outside facilitator may disrupt cohesiveness.

- Coaches may facilitate but facilitators do not generally coach.
- All exercises require facilitation (that may be provided internally or externally).

Some of the exercises *also* require coaching.

A Model of Master Coaching

Coaching makes difficult-to-express tacit knowledge and easier-to-access explicit knowledge more available by reflecting vicarious experiences in games and stories.

Figure 5.2: Coaching for Deep Smarts



Deep Smart: How to Cultivate and Transfer Enduring business Wisdom, Leonard and Swap, 2005

In building and applying “muscular” (strong) intuition, interactive teaching—the process by which tacit knowledge becomes explicit—helps to explain cues, patterns, mental models, and actions scripts. But “deep” expertise often defies description and has to be conveyed through expert coaching both in actual operations and synthetic situations (such as decision games), a tacit-to-tacit form of knowledge exchange (see Figure 5.2).

You can express tacit knowledge and make it explicit through several channels:

- Guided Experience
- Guided Practice
- Guided Observation
- Guided Problem-Solving
- Guided Experimentation

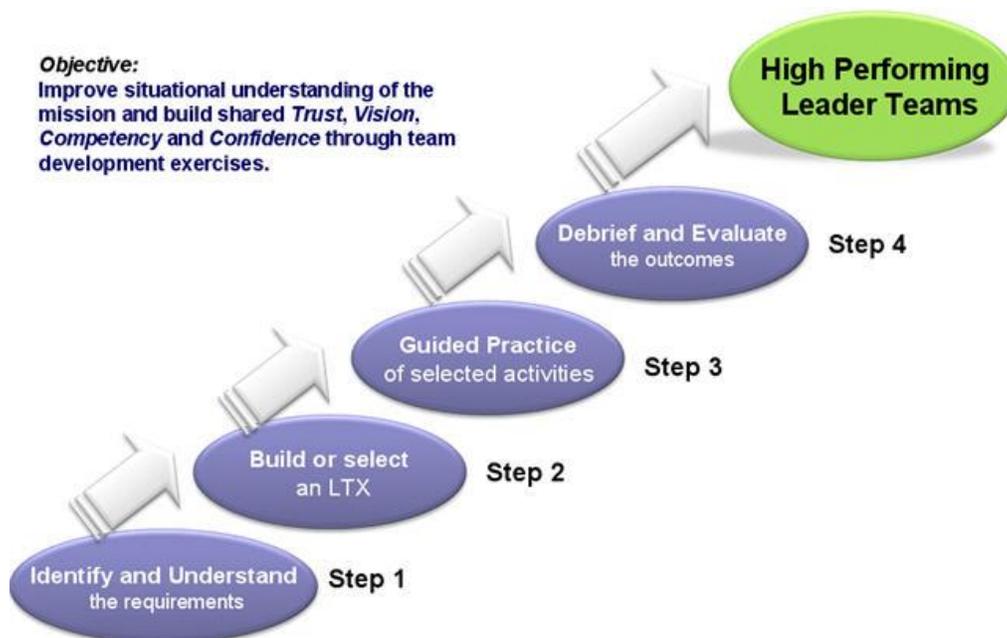
[More details on this section will be added in subsequent versions.]

Chapter 5.2: Developing Leader Team Exercises

When time permits, the team can build its own LTXs. The model represented below is best suited for the vignette-based exercise but can work with any exercise listed in this handbook. We describe each step below and include specific exercises to help your team work through each phase of exercise development. The “Leader Team Exercise Toolkit” in Chapter 5.4 of this handbook contains step-by-step “how-to” for each type of exercise.

This model may be particularly helpful when conducting structured chain of command workshops. The steps in this model help develop the qualities of HPLTs through improved collaboration and team communications. These exercises should stress not only the situations the team will encounter and should consider, but also the workarounds. These workarounds connect across organizations, cultures, functions, and hierarchy levels as well as across ethnic, religious, national boundaries.

Figure 5.3: LTX Development Process



Developing LTX requires four steps (Figure 5.3):

1. Understand and identify requirements.
2. Select or build exercises.
3. Practice selected activities with guidance.
4. Debrief the outcomes.

This model is not intended as a structured framework to teach task, condition, and standards. It is a flexible framework that facilitates and enables team collaboration and communications through facilitated dialogue and discussion.

Step 1: Understand and Identify Requirements

The first step involves understanding where you are in the team building process and the team's purpose in relation to its mission and environment. You should conduct this step: (1) at the establishment of the leader team; or (2) at the identification of a mission. It is best to perform this step prior to executing hot missions that will require you to perform at a particularly high level.

Section 3: Collaborate describes a process to help a team understand its purpose and mission, roles, and responsibilities. The Leader Team Launch Process, described there, is an excellent team development exercise at early stages and helps clarify why the teams exists and who does what. After your team clearly understands why it exists, you should begin to focus on the mission.

- Use a team launch exercise for either a general understanding of the team purpose or for a specific mission. The exercise can be done quickly for a “hasty team” (see Chapter 2.2) or more deliberately in a five-step Team Launch Process in Chapter 3.2.
- A “Rapid Planning Exercise” is the most appropriate exercise for gaining clarity of a mission or for when a new problem set is presented. Think of this as a hasty mission analysis.

The objective for this step is to gain clear understanding and agreement of the team's purpose and the mission requirements. This is a synthesis of what is learned in the Team Launch process and the Rapid Planning Exercise.

Some things to consider before beginning:

- Size of the group;
- Amount of time available;
- Geographic location of team members; and
- Ability to connect them to the exercise.

Step 2: Select or Build Leader Team Exercises

Sometimes it will be necessary to build a LTX from scratch (using vignettes) and sometimes you will be able to select your exercises from templates. To make the exercise most effective, your team will need to develop its content and context.

Many of the exercises in the Chapter 5.2 LTX Toolkit use a series of questions and answers to help you think through a problem or mission and to develop courses of actions, considerations, and contingencies. Given the outcomes of *Step 1: Understand and Identify*, you may select different exercises to get at different parts of the mission and to account for different conditions.

Each exercise must be tailored for the leader team's use. They are designed for a wide range of situations and team missions. Investing the time to tailor the exercise will pay benefits in both the building and playing of the exercise.

Virtual leader teams are particular pioneers in the new world of networked organizations. Creating new exercises provides the double stimulus of the development process of innovation and the practice and refinement of the exercise. Some of these will become LTX models for generations to come.

Step 3: Guided Practice of Selected Activities

As noted in Chapters 5.1 and 5.3, coaching and facilitation are must-haves for developing high-performing teams. Coaching can come from an external source or an internal source. While facilitation of an exercise may be performed by a team member, the expertise to guide and coach the team in the art of the possible is usually left to an experienced mentor or senior team leader with proven successful experience.

Coaching and facilitation should include building the exercise together when appropriate, not just playing out the scenario.

The act of building the scenario together helps deepen a common understanding of the mission area, environment, culture and situation far beyond the act of participating in the execution. Building an exercise is an excellent tool for “storming” through team development.

Guided practice goes beyond even deliberate practice.⁵⁴ To attain expert performance and avoid becoming stuck at a plateau requires that you continuously increase the challenges and difficulty level of the situations the teams must face. These activities (we are using the LTX to get at the activities) must be guided by a coach⁵⁵ and specifically are designed to challenge the team just beyond its current level of performance, “stretching” their capabilities through multiple iterations of the LTX.

In addition, the higher performance standards and multiple iterations cause the team to make mistakes. These mistakes enable the team to continuously refine their visions of how they see their task and its solutions. Confronting mistakes helps them generate options, cues, and workarounds. These mechanisms increase the expert team’s ability to monitor and control processes in actual situations.⁵⁶

A key challenge is to avoid arresting development, “good enough” performance, and instead acquire the relationship building and cognitive skills to support continued learning and team improvement. As opposed to a stair-stepping approach in development, we are looking for a new and higher learning curve.

Without guided, deliberate practice, the team is likely to stagnate and prematurely automate what it’s learned. Guided practice adds the experience and skill of a coach to help the learners reflect on performance, see mistakes, consider new alternatives, and develop new mental models. As Leonard and Swap write, “Practice anchors know-how in the brain but practice without reflection can lead to anchoring the wrong skills. Deliberate practice can produce the wrong results if you don’t know what you are to reflect on. Deliberate practice under the guidance of a coach makes the process more accurate and efficient.”⁵⁷

A coach can identify cues, alternatives, considerations, and activities that the learner may not have thought of; direct practice that will fill gaps in the

distribution of experience; provide constructive feedback; and offer expertise and relevant stories.

The objective of this step is to have developed a shared understanding of the operational environment and the conditions in which you must operate, to understand the competencies brought to bear by team members and to develop a new level of trust and confidence in the team members and their knowledge, skills, abilities, and attitudes.

Step 4: Debriefing the Outcomes

We learn from feedback. If it is worth building and conducting the exercise, it is worth assessing the results and providing feedback. With continuous improvement as the goal, evaluating how you did in the exercise is mandatory. In addition, research shows that leaders are often more optimistic about the results of a mission or plan than they should be. This over-optimism often stems from:

- Pressures to generate ambitious plans and schedules,
- The tendency by others to regard the identification of risks as a threat; and
- Finding yourself stuck in a cycle of escalating commitments that in turn cause you to justify that you are in fact on the right path.⁵⁸

In this step, you debrief each participant to understand what happened, what was supposed to happen, and what they think should happen next time.

People learn best when they have specific feedback, indicating what they should have done as well as understanding the effects of their decisions and actions. In our view and that of many in industry, the best method for evaluating an exercise is the AAR.

While we also provide a fundamental structure for the AAR (in the LTX Toolkit), we include below a link to the full AAR materials, “US Army TC 25-20—A Leaders Guide to After Action Reviews.”⁵⁹

The Decision Making Critique (DMC), also in the toolkit, is another excellent exercise that provides participants the opportunity to reflect on what did or did not go well during an exercise or real situation. Use this type of reflection to increase the team’s learning from the experience. This debriefing tool can improve and deepen the learning initiated by standard AARs.⁶⁰

Chapter 5.3:

LTX Facilitation and Coaching Techniques

All the exercises benefit from both facilitation and coaching, as we point out in Chapter 5.1. There we focused more on coaching; here we provide more detail on facilitation. Remember these exercises can occur anywhere and at any time—in the office, in the chow hall, in the field, collocated or virtual or any combination. The facilitator plays the honest broker and exercise focused on the learning objective.

A. The Facilitator Role

The Facilitator's Responsibilities

- **Prepare for the Exercise:** The facilitator must have a thorough knowledge of the scenario being presented and be prepared to address a variety of possible decisions made by the players or the facilitator must help the team develop the exercise together.
- **Select Delivery Platform:** For example, text, verbal, map exercise, solid terrain model, computer generated animation, terrain or situational photographs, topographical map, or sketch map, video/audio, computer simulation. Also determine how to reach each team member. Are some geographically dispersed? If so a web based conferencing tool as outlined in Section 4 may be required. Delivery on a web based platform may vary and should be rehearsed.
- **Orient the Players:** Orient the group to the platform and explain the meaning of all props. Answer questions the players may have about the platform layout. Don't get into the situation yet. The facilitator should answer questions about the platform layout and functions which the players would reasonably have knowledge of, but the facilitator should not eliminate all uncertainties. "Sorry, I don't know the answer to that" is a reasonable answer to many questions. Having the players find the answers reinforces learning.

LTX Setup

- **Describe the Scenario:** Provide information on terrain, weather, people, culture, general situation, and overall strategy set by the organization/commander/government or other higher headquarters guidance. Go from general to specific. It is important to model good briefing procedures. For example: if the LTX is a brigade Combat Team level problem, describe the division situation, then the brigade situation, and then the battalion and company situations (two degrees of separation is sufficient). Put the players in the decision-makers role. Do not pre-identify who will be in the hot seat. Tell the players what resources they have available. Give the players enough information to make the necessary decisions for the given situation, but don't make their decision for them.
- **Cue the Dilemma:** The last event described should be the event that puts the finishing touches on the dilemma; it needs to be the thing that makes clear that a decision and must be made and action taken.

- **Set Time Limit” Rule:** Time compression creates stress.
- **Choose Player(s) to Present Solutions:** Generally, it is better to select a player to present solutions than to ask for volunteers. Players should not feel like they can escape the challenge by simply not volunteering. They should feel like they have as much chance as anybody else does, since this adds to the stress. The facilitator should attempt to identify players who try to make excuses or actively try to avoid presenting a solution and ensure their involvement.

B. Conduct the Exercise

- **Enforce the “Time Limit” Rule:** A steady reminder, “you have two minutes remaining...you have 30 seconds...” not only keeps them working but increases the stress level.
- **Enforce the “Decisions as Instructions” Rule:** Assign other players roles as the recipients of instructions or communications. Players must simulate giving their instructions either face-to-face or over the radio or in writing if this is how the team usually communicates). Do not allow “I would have done this...” statements. Encourage the use of the briefing checklist format (different organizations use different means) when communicating their decisions and giving instructions.
- **Avoid the Easy out:** When learners are stressed and challenged, they often exhibit that stress in different ways. Some become hostile and try to bully their way through a situation. Do not let players use the out “I would not have let it get to this point”. A simple answer is “we cannot always control all the circumstances so here we are, this is the situation, how will you deal with it?” Later in the discussion you can talk about actions that would help avoid the situation all together.

Peel the Onion: Coaching the team through the exercises should be graded. That is the level of questioning becomes increasing difficult and the get at higher levels of cognitive skills.

- **Level 1 questioning** (deals with situational awareness)
- **Level 2 questioning** (deals with developing options)
- **Level 3 questioning** (deals with contingency planning)

Conduct a Review

- **Question the Thought Process:** One of the most important things the coach/facilitator does is probe the player's thought process to get the player to explain their rationale.
- **Draw-out Lessons:** Finally, the facilitator should summarize the lessons that the session has illustrated. Use the DMC/AAR format to increase player familiarity with that tool.

C. Traits of Good Facilitators

Enthusiastic Delivery

This is perhaps the most important trait. If the facilitator is enthusiastic about the subject, enjoys LTX, and believes in the value of LTX as a learning tool, their feelings will be contagious to the players.

Prepared Technically and Tactically Knowledgeable

To lead the discussion and provide a useful review, the facilitator must know the subject matter. This skill is especially important since there is no single correct “textbook” solution to these problems. The facilitator should be familiar with the particular scenario and be able to discuss it intelligently. Usually, the best way to gain that familiarity is to have designed the scenario or to have played it.

Facilitators should not have a “correct” answer to the problem in mind. There should, in fact, be no real right answer. By the facilitator endorsing one solution over another, we run the risk of inadvertently giving the players a “textbook” solution to a problem. This may lead the player into thinking that given a similar situation; certain tactics are the only possible solution for that particular scenario. The facilitator needs to remember that we are not teaching tactics but rather a critical thinking and decision making process. The facilitator needs to reinforce the timely decision-making, not tactics, so the players will gain ownership in the process. While recognizing that there may be several right answers that could actually work on the ground, facilitators must be able to identify plans that would obviously fail or are not safe or tactically sound. Preparing discussion points for common solutions and for obviously unsound or unsafe solutions is recommended.

Adapt to the Unexpected

Since there is no “textbook” solution to an LTX, the facilitator must be able to maintain his/her own situational awareness in order to adapt to unexpected changes. No two teams (even using the same LTX) will turn out remotely the same. Players will invariably come up with unexpected questions or solutions. The discussion will present unexpected opportunities to provide impromptu lessons about key tactical concepts. The facilitator must be able to adapt quickly to unforeseen circumstances resulting from player developed plans or contingencies. The facilitator must be prepared to provide additional inputs (either constraints or additional objectives) if necessary to involve these additional resources.

Other Traits of Good Facilitation

- **Keep It Interesting:** The facilitator keeps the session interesting by keeping the discussion moving briskly, by involving as many of the players as possible, and by making relevant and useful points. Without trivializing the subject matter, it is generally a good idea to “leave them wanting more.” In other words, not to beat each point to death but to break off discussion before the saturation point. A good sign is when the players are still debating as they leave the LTX.
- **Don’t Dominate the Discussion:** A good facilitator does not lecture, but has the ability to help the players recognize the lessons themselves, facilitating learning rather than trying to impart it. In general, the less talking the facilitator must do the better the session is going.

- **Review Without Being Critical:** Offering constructive criticism is essential. While there may be no absolute right or wrong answers, some solutions have more merit than others and the facilitator must be able to make those judgments. At the same time, the facilitator should offer reviews in ways that do not embarrass any player in front of the group. A blend of candor and tact is required.
- **Manage the Group:** This means the ability to get as many people involved in the discussion as possible. The facilitator should prevent individuals from dominating the discussion. This is especially important when the group consists of widely different experience levels. It is important to set a tone of open candor, regardless of seniority.

For good facilitation, consider these ideas:

- “Timeouts” may be essential, at times, to keep the group focused on the learning objectives. This technique should not be frequently used. The facilitator should clarify the situation and resume action as quickly as possible.
- LTX are time compressed scenarios. Provide frequent “time tags” to keep the clock ticking. It is a good practice to tell the players how much time you want to have elapsed after any significant movement of resources.
- Control the movement and addition of resources in the exercise. This is your learning event, if you let the players start moving or adding resources at their discretion you can easily lose the ability to achieve your training objective(s).
- Be prepared to mitigate “adlibs” from role players that divert the game from its intended training objective. Some players get very involved in their subordinate roles and may provide unsolicited inputs.
- Be prepared for some to get defensive. Different people react in different ways when faced with difficult challenges and stress. Stay neutral and diffuse the situation. Don’t let learners “wish away” the problem. Emphasis “it is what it is, how will you deal with it?” There will be time to deal with contingency planning to prevent situations later.

D. Facilitation Techniques

The Art of Asking Questions

- **Active Listening:** It is important that a facilitator knows when to ask questions, how to ask and answer questions, and how to defer questions or bounce them off the rest of the group. In essence the facilitator must combine appropriate questions with active listening.
- **Socratic Teaching Method:** The Socratic method of teaching is an effective technique to consider when delivering LTX. This method is effective because one of the most important things the facilitator does is probe the player's thought process in order to get the player to explain their rationale. The *Webster's Dictionary* defines Socratic as: “...a method of systematic doubt and questioning of another to elicit a clear expression of something supposed to be implicitly known by all rational beings.”

- **Avoid Leading Questions:** This will cause the player to believe there is a “textbook” answer you are looking for. Examples of questions to avoid:
 - "Wouldn't this have been a more effective course of action?" Suggested change: "Did you evaluate any other alternatives?"
 - "Do you really think that will work?" Suggested change: "On a scale of 1 to 10, what do you think is your probability of success? Explain?"
 - "So by using stubbornness, you really think you can get the Sheik to do what you are asking?" Suggested change: "What would you do if the Sheik asks for X as token of your sincerity before he commits to an action?"
 - "Don't you think that village really needs a school for girls?" Suggested change: "What information did you use in choosing where you would build the school for girls?" or "Are there any cultural issues with regards to a school for girls that we should be aware of?"
- **It's About Decision-Making:** Remember that LTXs are exercises in reasoning, thinking, and decision-making, not an academic test on choosing a predetermined “correct” solution from a list of alternatives. Your questions should help the players focus on their thinking and decision-making thought process. They should help the players clarify what information inputs are consciously and subconsciously important to them and how that information was used in the decision-making process.
- **Understanding How We Make Decisions As a Team:** An excellent line of questioning after an LTX is explore *how* the leader or team went about the decision. Questions that get at the process are valuable to help a team understand and refine their processes and create standard operating agreements.
- **Build Team Qualities:** While decision-making skills are important, the underlying goal of all the LTXs are to develop shared vision/purpose, trust, competence and confidence among and across the team. At the end of any exercise you should revisit these four qualities. The measure of effectiveness for the exercises is not whether you make a good decision, but how confident are you in your team to act properly. Properly, that is, in accordance with the team's vision of the mission, the ability to find innovative solutions, adapt to the situation and collaborate with other team members.

E. Facilitator's Template for a Leader Team Exercise

Use this format to build a vignette. While this information may be shared with selected leaders, these *should not be shared with team members* until after the exercise. Sharing them early can create a bias and limit critical thinking about the situation.

Title: Descriptive Title

Short Description

This can be used as a drill to improve a PRT members skills at conducting a meeting with local Shiite leaders and developing the skills and confidence to negotiate successfully.

Author(s):

Include names of developers along with agency/unit contact information. There is a twofold purpose for this. One is to give contact info if people have questions on the LTX the other is to give credit where it's due.

Target Audience:

Should include general level for which LTX is suitable. This does not have to be position-specific, but could be. Generally this will address the type of Team. For example: *Provincial Reconstruction Team, Military Transition Team (Iraqi Army)*. This helps provide context.

Exercise Objective:

Start with the ToL (learning) objective. The ToL objective will focus the type of questions you ask and the direction you take a scenario. The ToL objective should be to improve:

- Shared vision (purpose and understanding)
- Shared trust
- Shared team competency

Then identify an exercise leaning objective. The exercise needs to be stated as an objective, i.e., what do you want the exercise to accomplish. Should not just be just a topic, such as “Negotiating with local leaders” or “Initial meeting to size-up the situation.”

For example:

- Team members should improve situational understanding of how to conduct a typical meeting with a local Shiite leader.
- Team members should be able to apply the six core principles of negotiations.
- Team members should be able to verbally communicate their position (demands or requirements) to the appropriate individuals.

Three to four learning objectives per exercise is sufficient. Too many will make the exercise too long and complicated. Use multiple exercises to get at additional objectives.

The objectives are often developed of a result of an event, told as a story to illustrate a problem.

Resources Required:

What do you need to successfully conduct the exercise? This list helps you stay organized and makes the LTX repeatable by other teams.

- White board
- Butcher paper
- Pens
- Maps
- Photos
- Computer and projector

Resources Referenced:

This section would include a listing of all resources referred to during the exercise. For example:

- After Action Review: Meeting with Sheik Abdula (date/time group)
- PRT training guide: conducting meetings
- Personal interview with COL John Brown, USAF

Providing this information helps create context and assures learning is aligned across teams and organizations.

F. Scenario Information to be Shared with Team Members

This section is a description of the scenario with all the necessary information for the team to accomplish the training objective. This should be delivered in the same format as it would be if the team was being briefed on an upcoming assignment. Use a Briefing Checklist format (General Situation, Actors, Mission, Execution plan [concept for execution], Questions/Concerns).

Learning to deal with ambiguity is always a goal of these exercises. Avoid being too detailed or attempting to cover every possible element in this scenario. Care should be taken to limit the information given to members, since it is rare in real life that 100% accurate information is available to decision makers when needed. Part of what is learned here is what questions to ask and what information to seek to fill in gaps in our knowledge of the situation.

- The first sentence of this briefing should tell the players what role they are in. For example: *Our Team has just been assigned the PRT in Karbala.*
- Start with a general situation and get more specific as you develop the scenario. The entire situation briefing should take no more than 3-5 minutes.
- The last sentence in the briefing to team members should cue them that an action is required or a decision needs to be made. For example: *We have three minutes to assess the situation and prepare any directions to the team that you think are necessary.*

This initial briefing can be delivered verbally, in text or by using an animated digital story or video with a combination of verbal/text to outline the requirements.

Additional Facilitator-Only Information

Facilitate “Murphy’s Law” Situations:

These can be used as “what ifs” at any time during the scenario to raise the stress level of the leader.

For example:

- The Sheik fails to show up and sends a deputy or representative.
- The Sheik makes a demand for U.S. Forces to disarm a rival local militia before he will talk.

Facilitator's Notes:

The Facilitator's Notes should provide the person facilitating the LTX enough detailed information so they can effectively prepare for various decisions and actions taken by the decision maker. The Facilitator's Notes should also prepare the facilitator to lead a DMC or an AAR of the exercise given various exercise outcomes.

The first sentence of these notes should describe the intent of the LTX. For example: *This LTX should focus on the single meeting with Sheik Abdula and the need to negotiate terms for his villages support to identify terrorist (Al Qaida) in return for U.S. support to development projects that will improve living conditions in the local area*

Coach Critical Thinking and Reasoning Skills:

Develop a list of branching questions to "peel the onion" and extend the situation into different directions. These become if-then type of statements and are used to develop different options and perspectives on the situation and the outcomes. If this happens, then what is our response? If-Then drills are particularly good for developing a teams' common understanding of the situation and confidence in the likelihood of a successful outcome.

For example: If Sheik Abdula tries to avoid the subject of Al Qaida operating in and around his village, how do respond?

If the Sheik tell you that he has struck a deal with the local Militia to patrol the village and that U.S. assistance is not needed, then what do you do?

These differ from the Murphy questions in that they are not always bad turns of events but branches to a course of action that may not have been considered. The coaches role is to get the team to consider the new situation, identify the cues and indicators of a change to the original situation (awareness), then think through new courses of action, second and third order effects and develop ways to avoid or shape the situation if possible (adaptability).

Review the LTX:

A Coach can use the Team Calibration Exercise, the DMC or the AAR to further develop critical thinking and reasoning skills.

Remember, LTXs shouldn't have a single solution. Keep the focus of the coaching on what was done and why.

Chapter 5.4:

Leader Team Exercise Toolkit

[The exercises within the chapter are packaged with a page break for facilitate modular use.]

A. Rapid Planning Exercise⁶¹

The Rapid Planning Exercise leverages intuition and resembles a mission analysis of a mission or situation relevance to the team. The goal of a Rapid Planning Exercise is to improve the team's capabilities to understand the mission purpose and options available. A secondary outcome will be to develop the ability of the team to generate rapid options and work through the "what-if" drills. This exercise can be conducted in as little as a couple of hours or as long as a full day.

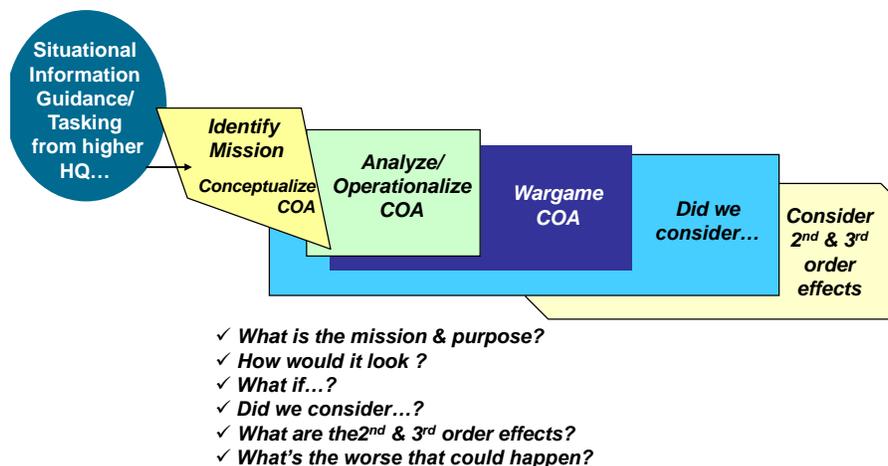
The Rapid Planning Exercise is based on the Army's Recognition Planning Model⁶².

Use Rapid Planning Exercise to:

- Streamline and accelerate planning in general.
- Gain involvement from the most experienced people, especially senior leaders, in the planning process so that the leader's intent drives planning and execution.
- Provide a model based on the cognitive processes actually seen in natural settings (time constraints, uncertainty, high stress, and shifting goals), which helps the Army implement intuitive decision-making as described in the new Field Manual 6-0: "Command and Control."
- Better capture the benefits of planning for planners and executors.
- Emphasize war gaming (course of action vetting).

The Rapid Planning Exercise is conducted in five phases:

Figure 5.4: Rapid Planning Exercise



Klein Associates, Gary Klein with 3/10 MTN - 2005

To start the Rapid Planning Exercise.

Begin with a statement of the situation and mission and any guidance provided by your higher headquarters. This situation can be a real situation or a fictitious scenario. If you are creating a simulated scenario, you can use the vignette format below. Don't include too much information. By keeping it brief and leaving gaps you generate questions and develop the reasoning skills of the team.

Develop critical information requirements.

What do you need to know? What decisions do you think you will need to make? During the COA war game you can answer the question how will I find answers to my critical information requirements.

Next conceptualize how you might see your team conducting the mission.

At first this should be general details. Add more as you go. Often the coach or a team leader will start by describing the COA. Other members will then add to the vision. Have a method for capturing the ideas. Butcher chart or white board allows you to sketch out steps or concepts. Virtual white board or even bullets on a PowerPoint will work if your conducting the exercise virtually. One approach is to ask what would this operation/mission/task look like if we executed it perfectly? The goal is to see the operation unfolding. Hold the what if drills till later.

Now that you have a COA, assess its feasibility and address different assets and resources available.

Add in details. This is a group effort. Much of what you do here is ask questions (like: how will we know when X has occurred?). From the questions you develop the details as to what cues and indicators you should look for as a sign of positive or negative) outcomes. This is where the COA is more fully developed. Highlight issues but don't attempt to solve them all here as it will get your team off track. In this phase you should at a minimum consider:

- The mission
- The bigger picture
- The operational environment (this includes culture)
- Time and timing
- Geography
- The adversary (this could be an enemy, the weather, starvation, disease...)
- Assets available to you and your team
- Contingency plans

Next, war game the COA by asking what if...occurs? This allows you to consider branches and sequels and apply the consideration of the eight items above to those what if scenarios. Don't forget to plan for success as well as changes. In this phase you will fully develop the decisions you may need to make, when you'll need to make them, the consequences and who should the decision be delegated to. Everyone on the team should get a turn at developing a what if. As a team you should address the actions and

orders that will be taken if that situation occurs and how you would recognize that situation.

- In the next phase the team should consider second and third order effects. If we do X here what happens later? We can win the immediate battle or accomplish the immediate mission but lose the bigger war. Ask your team how does the effect of our action impact the bigger picture. Have someone from outside the team provide thoughts on second and third order effects.
- In the last phase ask your team, what's the worst that could happen? Be honest and objective. If you can truly identify the worse outcomes, then you can then seek to identify the signs or indicators of this outcome and develop contingency plans to either deal with a degrading situation or avoid it all together. A use full approach is after identifying the worst case scenario is to ask. What could we have done to prevent or avoid this situation?

This exercise is NOT intended to be used as a replacement for a deliberate decision making process. It is intended to rapidly exercise the thinking skills needed to plan and act decisively. Developing the ability to work through missions/situations rapidly builds common understanding and visualization skills, helps identify and strengthen competencies in team members, and builds trust and confidence in the team's ability to identify, decide, and act.

One drawback in this exercise could lead to insufficient, inadequate, or poor courses of action, is participants who do not have sufficient experience. A senior coach who can facilitate the exercise is desired. If the exercise is being facilitated from within the team the team member should step out of the participant role and facilitate.

This exercise can be used a core exercise while other exercises listed below can be used along with this exercise to reinforce specific phases.

B. Team Calibration Exercise

Situational Awareness refers to an individual's and a team's understanding of the environment—what people see and perceive around them—based on intelligence reports, threat assessment, orders from HHQ, adjacent unit actions, etc.

Good Situational Awareness provides the basis for sound decision-making. If a person's view of the world is inaccurate, their decisions will likely result in a suboptimal outcome. The same is true for teams: if they to establish and maintain a common understanding of the dynamic battlefield or any complex context, they will not be able to execute the Course of Action smoothly and accomplish the mission.

The Team Calibration Exercise provides participants with insight into how others view the battlefield. It helps participants understand the subtle cues and environmental factors that affect others' actions and decisions. In an exercise or real situation, a team member may stop and ask the following questions of other members individually:

Step 1: What is the immediate goal of your squad (platoon, company, or larger organization)?

How well was the commander's intent understood and remembered? Often, team members only report the big goal (e.g., win the war, take the city) and fail to report the immediate sub-goals (e.g., take the radio tower, suppress the sniper). Ask the team to explain its rationale, and whether differing goals are in line with the commander's intent.

Step 2: What are you doing to support this goal?

Team members must understand both the goal and what they are supposed to be doing to support it. You may find conflicts between Questions 1 and 2, i.e., understanding what the goal is and actually executing to achieve that goal. Discuss why goals and actions are not in alignment and how to correct that in the future.

Step 3: What are you concerned about?

This question also could be phrased, “What are some factors that could hinder your unit from achieving your goal?” Either question helps uncover how participants are interpreting events on the battlefield. You may find some participants are worried about their ability to achieve the immediate goal (e.g., “I’m worried the sniper will get me before I can get him”) whereas other team members may express a broader range of concerns (e.g., “there’s another sniper in another building,” “civilian casualties,” or “am I doing my job right?”). Ask how differing concerns are affecting execution, both for individuals and for the team.

Step 4: What is the current threat location, size, and intention?

Use this question as a reality check on how each person has assessed the battlefield. This can help participants understand the importance of maintaining a “big picture” view and avoid tunnel vision. Help the team understand how they can improve communication and situation awareness.

Step 5: What do you think the situation will look like in 20 minutes (1 hour, 24 hours, i.e., insert appropriate time period) and why?

Facilitate a discussion about how different pictures of the future battlefield are affecting current execution. This can lead to tweaking the plan or gathering lessons learned for the next exercise.

C. Pre-mortems

The Pre-Mortem is an exercise that enables constructive criticism of plans. It provides a format that supports productive critique and elicits input from all team members.

With a Pre-Mortem, the group tries to anticipate weaknesses in a plan through mental simulation. After it develops the plan, the team spends a few minutes trying to determine where the plan is likely to fall apart. The intent is to uncover critical flaws and areas of concern that are otherwise ignored. After this, the group can try to find ways to counter the weaknesses or prepare for them. Just because a plan has weaknesses doesn’t mean it is a bad plan. But failing to anticipate the weaknesses can be a sign of a bad planner.

As a byproduct of using the Pre-Mortem exercise, team members become better at mentally simulating how a plan or project is likely to play out. This skill enables people to produce a better plan the first time around and avoid pitfalls they might otherwise encounter.

How do I conduct a Pre-Mortem?

The Pre-Mortem exercise is used after a course of action has been presented. The team leader or any other team member can facilitate the exercise.

Step 1: Present the Plan

Start with a participant's plan to solve a dilemma posed in a vignette. The instructor asks the group to envision the end result, after the plan has been implemented. In this example, however, the plan implementation results in a total failure. Ask the group to consider what might have led to cause failure.

Sample dialogue: *OK, I want you all to picture our situation after we carry out this plan. The mission is over, but it was a complete catastrophe. The result could not have been worse. Thinking about the plan that has just been presented and the known and suspected circumstances, what could have caused this? You may also want to ask, "Where did the plan (or execution) begin to unravel?"*

Then the facilitator (you) asks the group to spend five minutes independently writing down all the things they believe could happen that would result in failure.

Step 2: Compare Lists of Failure Points

When each member is done make the list, go around the room asking each person to state one item from his/her list. As an item is revealed, record it on a whiteboard. If the statement is lengthy, suggest a shorter, paraphrased statement. Next ask if anyone else has the same item on their lists. If so, tally the number of responses for that item. This process continues until every member of the group lists every item on their lists. During this step the group should refrain from discussing or judging any of the items (e.g., "No, I can't see that happening"). At the end of the step, you should have a list of the group's concerns with the plan.

Step 3: Discussion and Learning

You can do several things at this point. The group has now been exposed to many concerns and potential plan flaws. You can lead a discussion of the items that concern the group most concerned. You may also choose to revisit the plan and ask the group how it to modify it to account for the newly-discovered concerns.

It is important not to conclude the exercise with just the list. While the group now has shared awareness of different potential failure areas, it is important to take it a step further. Engage a conversation regarding:

- Different potential failure conditions,
- What can be done to prevent those conditions from arising, or
- How to better prepare to deal with them if they do arise.

D. Vignettes

What Is a Vignette?

Vignettes are low-fidelity, context-rich, written descriptions that ask team members to respond to a dilemma under friction (time pressure, uncertainty, ill-defined goals, ambiguous or conflicting information).

The purpose of using vignette-based training is to provide the opportunity for participants to deliberately practice assessing and responding to a situation to improve decision-making skills.

Not only do vignettes allow participants to become more comfortable in uncertain conditions, but they also afford the opportunity to improve pattern recognition skills and

provide practice in communicating with others under difficult circumstances.⁶³ Additionally, vignette-based training provides an experiential basis for participants to learn from one another's responses and to receive direct feedback from an experienced facilitator or coach.⁶⁴

There are two types of vignettes. The first are very short scenarios designed to put the team "in the moment" and can be explained verbally or in writing in a couple minutes. The second are longer and more developed stories which are constructed with a specific learning objective in mind. The first are well suited for improving situational awareness and developing options while the later is more useful in building decision making skills and competence in a specific domain.

E. Decision-Making Critique (DMC)

The DMC provides participants an opportunity to reflect on what went well and not so well during the exercise, using the reflection to increase their learning. It is a debriefing tool that can improve the standard AAR. You can use the DMC within a vignette as well as before, after, or in place of existing AARs following other training opportunities (e.g., high-fidelity simulations, field exercises).

The DMC consists of a series of questions designed to elicit the critical decisions made during the exercise and identify the cues, assessments, and uncertainties surrounding those decisions.

These questions are starting points for you to generate participant thinking and discussion about decision-making. Change the order of questions. Vary the wording. Ask your own questions. The more you practice the DMC, the better discussion you will generate. Remember that this tool is flexible. Adapt it to the particular scenario or exercise you are debriefing.

How Does the DMC Differ from an AAR?

- It digs deeper into what assumptions lie behind decisions.
- It focuses on "How did you come to that conclusion?" vs. a lecture on tactics.
- Participants do most of the talking.
- Its purpose is to have participants learn from one another's plans, strengths, weaknesses, and responses.
- It complements rather than replaces the AAR.

What Are the DMC Questions?

Start with these questions:

- **What were the tough decisions you faced?**

Alternate wording: What was challenging about coming up with a course of action?

Purpose: Get a sense of what the participant struggled with, where s/he paused, and where he/she felt pressure to come up with a solution. Identify the most difficult decisions, because these are typically where the most learning happens.

- **Why was it difficult?**

Alternate wording: What are common mistakes or errors that could have happened?

Purpose: This question gets at the nature of the dilemma. What made it so hard? Were there uncertainties, ambiguities, high-risks, unfamiliarity with the situation, trade-offs, or negative consequences of certain actions? Seek answers that are thorough and specific.

- **Where might a novice struggle?**

Alternate wording: Where would someone who was new to the situation have difficulties?

Purpose: This question gets at differences between experts and novices. Knowing where novices might struggle helps pinpoint key training areas for those new to the situation.

- **Why did you choose that course of action?**

Alternate wording: To what cues or information were you paying attention?

Purpose: To get at what situational factors shaped the participants' assessment and course of action. This is a key question in which participants can learn how others viewed the world:

- What factors stood out for them?
- How did they use their assessment to make a decision?
- How did they interpret the situation?

- **What one piece of missing information would have helped you the most?**

Alternate wording: If I could magically give you any piece of information, what would you want to know?

Purpose: Participants will rarely have all the information they need to make a decision. This question aims to understand what information the participant feels is most important and why. It also illustrates what the participant is most worried about.

- **What course of action did you rule out?**

Alternate wording: What did you think about and then decide wouldn't work?

Purpose: This question shows the reasoning behind the decision by illustrating what actions were contemplated and then ruled out. This helps the participant, team, and leader assess whether the participant overlooked key information, based a course of action on faulty data, or over-emphasized other information.

- **Why didn't you choose the other courses of action?**

Alternate wording: How was this course of action flawed?

Purpose: This is a follow-up to the previous question. Use this to understand what made the other actions unsuitable.

Use General Discussion Questions

- **What were your plan/course of action's biggest strengths and weaknesses?**

Purpose: Knowing the strengths of the unit in a scenario helps participants recognize and leverage their strengths in the future. Knowing the weaknesses makes them aware of and help them deal with vulnerabilities in the future.

- **What would you do differently if you were in this situation again?**

Alternate wording: What would you pay more attention to in the future?

Purpose: This question focuses participants on what they learned. What aspects of their plans would they keep? What would they change? Why?

- **What were some important lessons learned from this exercise?**

Alternate wording: What stands out to you as something important that you learned today?

Purpose: This is a wrap-up question that summarizes the entire exercise. These are the lessons that participants will take away with them. Direct participants to be specific with their answers. Ask several participants for their perceptions. Don't be afraid of adding your own summary and assessment to the discussion.

Additional Questions

- **Where did your assessment of the situation change and why?**

Purpose: This question may be more applicable in exercises where the scenario plays out over time. However, sometimes a participant will change their assessment after learning from their fellow participants. Understanding where the assessment changed sheds light on what they were paying attention to and what that meant to them.

- **What did you think the other forces were thinking?**

Purpose: This question is helpful if other forces are used in the situation. If you can think like the people in need of help, you may be able to be more effective in offering aid. This question can help the participant member understand differing points-of-view.

Tips for Using the DMC

- Adapt the DMC for your own use—feel free to change the wording or order of the questions based on how the situation is flowing.
- Not all questions apply to every exercise. Don't feel like you have to ask them all. Remember the overall goal: to get people to think about and talk about the decisions they faced.
- Try to keep everyone involved by putting different members on the hot seat.
- Don't stay on one topic so long that the participants lose interest.

- Don't be afraid to ask questions that you don't know the answers to. You are trying to get people to talk about the things that may seem different to them. You don't want to make participants feel as if you have the right answer and are just quizzing them to see if they do.
- Listen for statements that open the door for more discussion (example: "What I need from him is. . . I just assumed that they knew that. . . I don't know where I would find that out. . .").
- You want to stimulate team members to ask questions of themselves and one another about what they should have known or seen.
- Don't get side-tracked into discussion of what was the best course of action.

F. Leader's Intent Exercise

The goal of the Leader's Intent Exercise is to improve leaders' skills at communicating their rationale underlying particular orders or plans of action. Administer this exercise in coordination with a vignette or a real mission.

Select one participant at a time to role-play the leader and communicate his/her orders and intent. The instructor then identifies a plausible, but unexpected, event that will interfere with that plan.

The person playing the role of the leader then writes down how s/he expects all of the subordinates to react. At the same time, the subordinates write down how they would actually react, based on the intent provided by the leader.

Next, compare the two interpretations. Typically everyone is surprised by the different interpretations of intent.

This exercise improves Leader's Intent statements, not by providing a list of what to say, but rather by providing direct feedback to enable the participants to find out how people interpret their purpose.

How do I coach this exercise?

1. Start with the vignette you have created. The coach describes the situation and asks for a volunteer to identify "a" solution.
2. Identify a solution that one of the participants developed but did not describe. That person is the Exercise Leader for this session.
3. Assign multiple roles (e.g., participants then take on assignments such as Quick Reaction Force commander, Deputy Commander PRT, Transition Team leader, medical support personnel etc.), or assume your actual role if this is a situation your team would face.
4. Have the Exercise Leader describe his/her solution, and issue his/her order and intent.
5. The coach generates a continuation to the scenario that is consistent with the original Vignette and the solution, but is not expected. For example, "enemy combatants launch a weak and unsuccessful attack on a local national police station wounding two guards out front. The attackers depart quickly after the host nationals respond. The host national police chief asks you for immediate medical support."

6. The Exercise Leader writes down how he/she expects each one of his/her elements to react based on the intent statement.
7. Simultaneously, the people playing each of the elements or roles write down how they think they are supposed to react.
8. When everyone is done, the answers are compared. The person playing each role says what he/she would do, and the Exercise Leader reads what s/he expected them to do. If there is a match, great. If they don't match, they discuss why they assumed he/she wanted the reaction they gave, and what he/she needed to say if he/she wanted them to react as expected.
9. If the coach or participant feels daring he/she can try to identify general themes—what is causing confusion here?

Identifying the similarities and differences in each team members' approach will clarify expectations, identify competencies, and build confidence across the team as the understanding and expectations grow closer together.

G. After-Action Review⁶⁵

Ingredients of a Successful AAR

Team learning occurs through the AAR process. Leaders do not give AARs, although that language is often used. An AAR is a professional discussion of a past event and focused on performance standards that enable teams and leaders to discover for themselves what happened, why it happened, and how to sustain strengths and improve weaknesses uncovered during the event under review. In other words, the team examines the past event to see how it could do things better the next time. It is not a purely negative process; pointing out a strength is often more important to future success than focusing entirely on weaknesses.

How do I facilitate this event?

The challenge for the coach/facilitator of an AAR is to foster a spirit of self-analysis in both leader and team. The leaders must be willing to learn from the Team members who took part in the event. The Team must open their ears and their minds in the same way. An AAR must be a candid discussion by all on what they saw, did, or were told to do. It is up to the coach/facilitator of the AAR to facilitate discussion. The AAR process actually begins well before the exercise or the conduct of an actual operation. For instance, for a training event, the AAR facilitator must know the training objectives and standards before the first person begins training.

This spirit of self analysis does not exist in some cultures making the AAR difficult to use. If the culture in which you are working is not open to self analysis and constructive criticism, the vignettes or Pre Mortems may be better techniques.

Types of AARs

There are two types of AARs—informal and formal.

The informal AAR is usually for small teams, crews, squads, and platoons. Informal does not mean less important. An informal AAR requires fewer training aids or facilities. This informal AAR is a professional discussion and not a critique. It must achieve the same level of self-awareness and discussion as would a formal AAR with a group or team.

The formal AAR requires more resources and involves the planning, coordination, and preparation of supporting training aids, the AAR site, support personnel, and a coach/facilitator.

Conducting the AAR

Presenting a professional, effective AAR means rehearsing. Unlike a critique where time is controlled by the material presented, the AAR is controlled more by the intercommunication of those involved in the exercise, which can be a problem if the team does not want to discuss the issues presented. The AAR coach/facilitator must be able to ask leading open-ended questions to obtain explanations and not settle for a yes or no answer.

The facilitator asks questions and having the facts of what happened will greatly enhance the quality of the AAR. The AAR should be able to answer the following questions:

- What was planned?
- What were the goals/objectives of the task/mission/exercise? (Ask the team members to identify their missions and objectives before they ask the team leaders.)
- What were the expected barriers? (Ask the team what problems it thought it would face or what assumptions, if any, were used in formulating the plan.)
- Did the team conduct risk assessment before the mission? (This third step is critical because it ties the answers about objectives to the possible roadblocks to those objectives.)
- What really happened? (Ask leading questions to elicit a discussion of what happened. Be equally adept at listening in order to turn negative results into positive lessons learned.)
- Why did it happen? (Discuss both success and failure. To sustain success, the team needs to know what it is doing well. Concentrate on identifying what was wrong versus who was wrong.)
- What can we do to fix it? (Identify problems and provide fixes as well as identify who will make those fixes.)

Summary

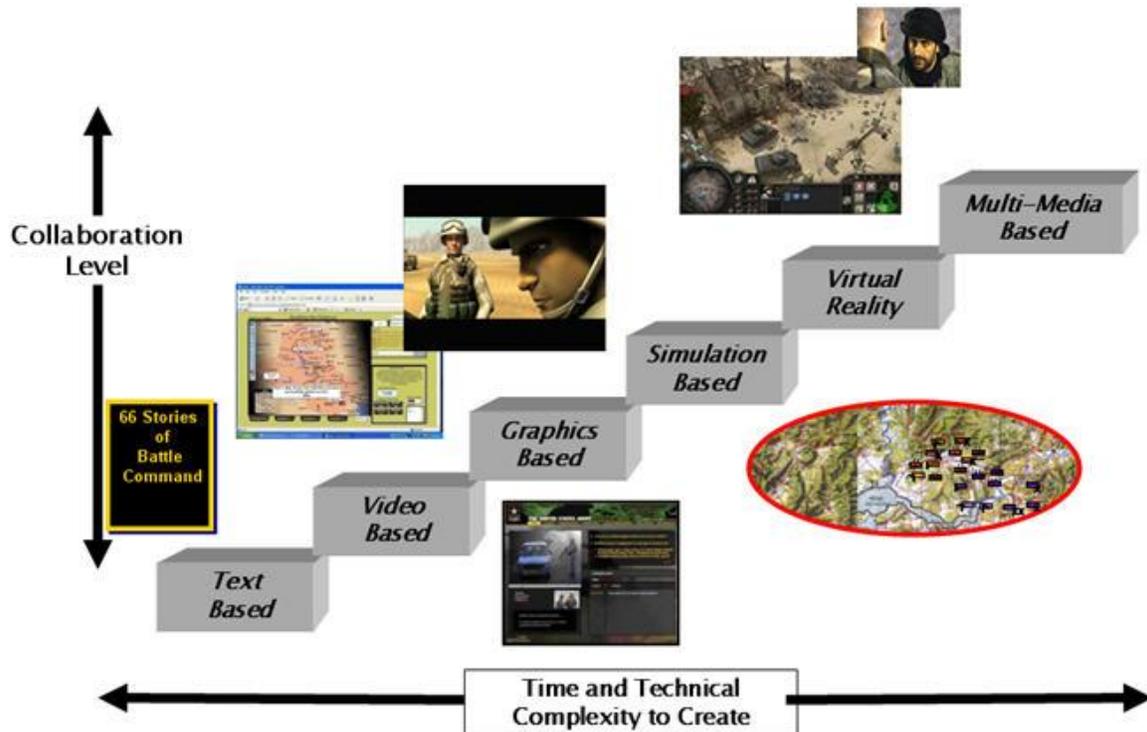
A good AAR process takes time, teamwork, and rehearsals. The AAR coach/facilitator and team must establish and build trust. Trust is developed by working together during exercises and operations. The AAR has been around for a long time. Those that understand it know it will help the team to improve. The AAR process (formal or informal) is the best means to see ourselves and make corrections where they are needed. For a more detailed look at the AAR procedures, see TC 25-20 Leaders Guide to the After Action Review.

Chapter 5.5: Creating Vignettes

Once you understand how to develop a text-based exercise, you learn to create more complex and more engaging exercises using animation, simulations, and virtual reality. The level of collaboration also increases as the medium becomes more involving. Eventually you can create a library of exercises from user inputs. Ultimately, you can reuse exercises and tailored them to fit the learning objectives of the particular team.

Vignettes can be developed in a range of media to serve leader team exercises. More complex techniques enable more sophisticated collaboration training, but take longer and cost more (see Figure 5.4). In the list of exercises in the LTX toolbox, vignettes are described for the simplest presentation. Here we begin to look at more complex versions.

Figure 5.5: LTX Options Range in Complexity⁶⁶



There are many different names used to describe vignette-based training, including Tactical Decision Games, Judgment Exercises, Decision Games, Leader Challenges, and/or Decision-Making Exercises. All these vignette-based approaches involve a situation that requires participants to make pressured assessments and decisions.

Vignette-based training in no way attempts to replace real-life training, but it does try to increase the rate of skill development by providing situations that require participants to decipher important cues and factors. This, in turn improves their ability to recognize patterns in their decision-making⁶⁷ by putting the participants in the “hot seat” and

through discussion and feedback with the team and an experienced facilitator or coach⁶⁸.

Research has found that narrative serves as a bridge between tacit and explicit knowledge, allowing tacit knowledge to be demonstrated and learned⁶⁹. A facilitator skilled in the use of vignettes or stories creates a conducive environment for tacit knowledge transfer. Because they allow the transfer of complex ideas in a basic, yet memorable form, stories are powerful methods for eliciting and enabling the transfer of tacit knowledge⁷⁰.

Vignettes are designed to:⁷¹

- Play out in a relatively short period of time;
- Expose participants to realistic decision-making or judgment challenges;
- Increase participants' comfort level with time pressure and uncertainty;
- Provide experiences to draw on when facing similar situations;
- Improve participants' pattern recognition skills; and
- Provide practice for communicating effectively.

A. How do Vignettes Work?

Vignettes are relatively simple. A team member plays an envisioned leadership role with a specific situation, assets, threats, and mission. The role-playing leader faces a dilemma with no clear right or wrong answer, is allotted limited information (the fog of war), and limited time. The "leader" has to make a judgment or decision. The key to the vignette is not the story or decision itself, but rather the facilitation and coaching after the role-play that illuminates people's cognitive processes and allows for a vetting of ideas.

B. Designing Good Vignettes

As with writing any story, there is single way to create a vignette. Research shows that all good vignettes share certain core components.⁷² The use of metaphors (i.e. something is like something else) and stories ignite new perspectives⁷³ and develop the team's ability to quickly assess a situation and think through considerations and solutions.

These components include:

- Title
 - Naming the vignette makes it easier to remember and reference.
- General Situation
 - Background information provides a brief history of the situation, including the information you would actually have going into the circumstances, not a full Road to War.
 - Include a brief synopsis of the operations order (not a full OPORD).
 - Or, include the mission statement and commander's intent.
 - Describe the general, friendly, and enemy situations here.
 - Paint the picture: what, who, when, where, why, and how.

- Rules of Engagement
 - Rules of Engagement may be specific or general, depending on what the vignette requires.
 - Rules should be realistic, which in some cases means they are ambiguous or contradictory within the context of the situation set forth by the vignette.
- Specific Situation

The Specific Situation describes what is happening right now, about which the role-player must make a decision. It should include:

 - The participant’s role in the vignette—company commander, platoon leader, etc.
 - A description of the environment—current time of day, temperature, weather conditions, terrain, etc.
 - Organic assets available to the participant and their current strength, composition, morale, and so forth.
 - Other resources available—civilians, supporting fires, interpreters, etc.
 - The current scene, or what the participant can see, hear, or smell in-the-moment—smoke is billowing in from the west, the streets are clear, gunfire seems to be coming from the intersection, a Spot Report, a radio request, etc.
 - The Specific Situation should culminate in a dilemma that requires the participant to make a decision and/or assessment.
- Requirement
 - The Requirement instructs the role-player to do something about the situation—e.g., determine what actions to take and with whom to communicate.
 - The Requirement should include a time limit for the plan of action.
 - Participants may be required to write action plans, orders, develop COA, etc.
- Visual Representation

Depending on the nature of the vignette, the visual representation may be a map, diagram, other graphic, video clip, or digital story. The visual representation should present information in addition to what is provided in the text. Note: It is possible that a video clip or digital story could take the place of text, but it is still important to make a participant pay attention to the visual environment and not call out all the cues and factors.

C. Characteristics of a Good Vignette

If you have been successful in creating a vignette, you should be able to answer all of the following questions affirmatively.⁷⁴

- Does the vignette have a learning objective?

What do we want the user to learn? This is usually developed first but is rarely expressed to the user until after they have run through the vignette. Providing the learning objective up front can cause a biased response. The objectives can be twofold as mentioned earlier in the handbook. First, what is the ToL objective? Shared vision/purpose, shared trust, shared competences? Second are the specific competency objectives: Improving how we communicate, understanding how we deal with X type of situation, identifying options for a given situation. These two types of objectives should be nested and are often achieved by using a different question set.

- Does the vignette tell a story?

The most important quality of a vignette is that it is interesting and compelling, an action story that grips participants emotionally. *Caution:* Vignette developers can get caught up in the details of the vignette. It's a good idea to ask a few people whose opinion you value if they think the vignette tells a good story before using it with role-playing participants. Ask them for specific suggestions for how to make it even more engaging. The best way to ensure your vignette is good is to try it out with a test audience and make final adjustments.

- Does the vignette go from general to specific?

A good vignette usually starts out with general characteristics of the environment: e.g., the culture, enemy, friendly forces, assets available, and time. As it progresses, and especially as it reaches the echelon of the participant, it should get into specifics.

- Is there a good level of pressure?

A good vignette puts participants in a crunch, making them feel as if they are truly pressured. If "sit and wait" is an acceptable answer to the dilemma posed by the vignette, there is not enough pressure. Add chaos, emergencies, or enemy action to increase the pressure. Conversely, if there is only time for a knee-jerk response to the dilemma, it is unrealistic for participants to think out a detailed response. For example, if the vignette places a platoon leader out in the open being directly fired upon by an enemy soldier 50 meters away, the obvious response is to drop and return fire. This is too much time pressure to create a situation where complex decision-making can be practiced.

- Does the vignette contain uncertainty?

The right level of uncertainty is critical in a vignette. If everything is known—exact enemy and friendly locations, sizes, capabilities, resources, intents, and every square meter of terrain—you have an unrealistic *and* simple vignette that will produce little variation in responses. The real battlefield is fraught with uncertainty. A good amount of uncertainty enhances a vignette and allows for multiple interpretations of the situation. The vignette should not tell participants everything about the situation; it should leave some unknowns.

However, a vignette with so much uncertainty that no decision can be made at all is not instructive. To test the uncertainty level, ask colleagues to participate in the vignette and assess whether it contains too much or too little uncertainty.

- Are there multiple acceptable courses of action?

The most common error in creating a vignette, especially when it is based on one's own personal experiences, is to create it with a specific "right answer" in mind. This virtually guarantees an unsuccessful vignette—a leading vignette that has only one acceptable answer. As you review your vignette, ask yourself whether you had one answer in mind when developing it. If so, change the characteristics of the situation to make it more complex. Also, have colleagues evaluate the vignette to see whether they can think of more than one acceptable answer. A good vignette will leave a participant thinking, "What a mess I'm in!"

- Does the vignette force a tough decision?

Just as there should be multiple *acceptable* courses of action, there should also be no perfect course of action. The participant should feel like s/he is on the hot seat where s/he must do something, but is not at all clear *what* to do or perhaps *how* to do it. A good vignette forces a participant to make a tough decision. At the end of a vignette session, participants should come out with improved situational understanding and a range of options, but not a shared vision of one right answer.

D. Design Tips⁷⁵

- Start With a Problem, Not With a Solution

It is better to start with a question or problem and allow players to create solutions rather than start with a specific solution and work backward to create a scenario to support it. In the latter case, the scenario usually turns out to be obvious and contrived almost like a leading question for which there is one obvious "right" answer.

- Reverse scenarios

After you have designed a vignette, create another one by using the same scenario from the enemy (or other) point of view. This technique can be extremely useful in getting players to try to "get inside the enemy's (or someone else's) head."

- Continuations

After you have designed a vignette, take one solution and apply it to the scenario to create the next problem: "Okay, you started to execute your plan and then this happened. Now what do you do?" Sometimes it can be instructional to play out a situation through several moves.

- Change some variables

Try changing the scenario from daylight to darkness, from combat to peacekeeping, from desert to forest. Change the enemy force from a

platoon to a company. Change some of the time-distance factors and see how that changes the dynamics of the problem. Add nongovernmental organizations, local politics, rivalries and tribal conflicts.

- Special operations

Special operations, like hostage rescues, etc., which generally require a lot of very detailed planning information, are consequently difficult to design. It can be done but it usually requires such a detailed scenario that it can run the risk of becoming difficult to role-play. The same is true to a lesser extent for any deliberate operation. Vignettes are best suited for hasty situations. For deliberate situations, a conventional planning exercise may be better.

- Scenarios seem to work best from the platoon to the battalion level

At lower levels, scenarios and maps tend to require much more detail. At higher levels, decision cycles tend to be longer and the scenario often must describe a situation developing over a longer period of time with more factors to consider. Again, this is not to say that vignettes below platoon level and above battalion level will not work; they may just require a little more care in setting up the scenario properly.

E. Evaluate the outcomes

- Does the vignette tell a story?
- Does the vignette go from general to specific?
- Is there a good level of time pressure?
- Does the vignette contain uncertainty?
- Are there multiple acceptable courses of action?
- Does the vignette force a tough decision?

Section 6: Context and Contacts

Chapter 6.1: Hierarchies, Networks, and Nested Teams

Chapter 6.1: Hierarchies, Networks, and Nested Teams

Leader teams are becoming more networked, yet are part of hierarchies, often multiple different hierarchies. There is need for all forms of organization.

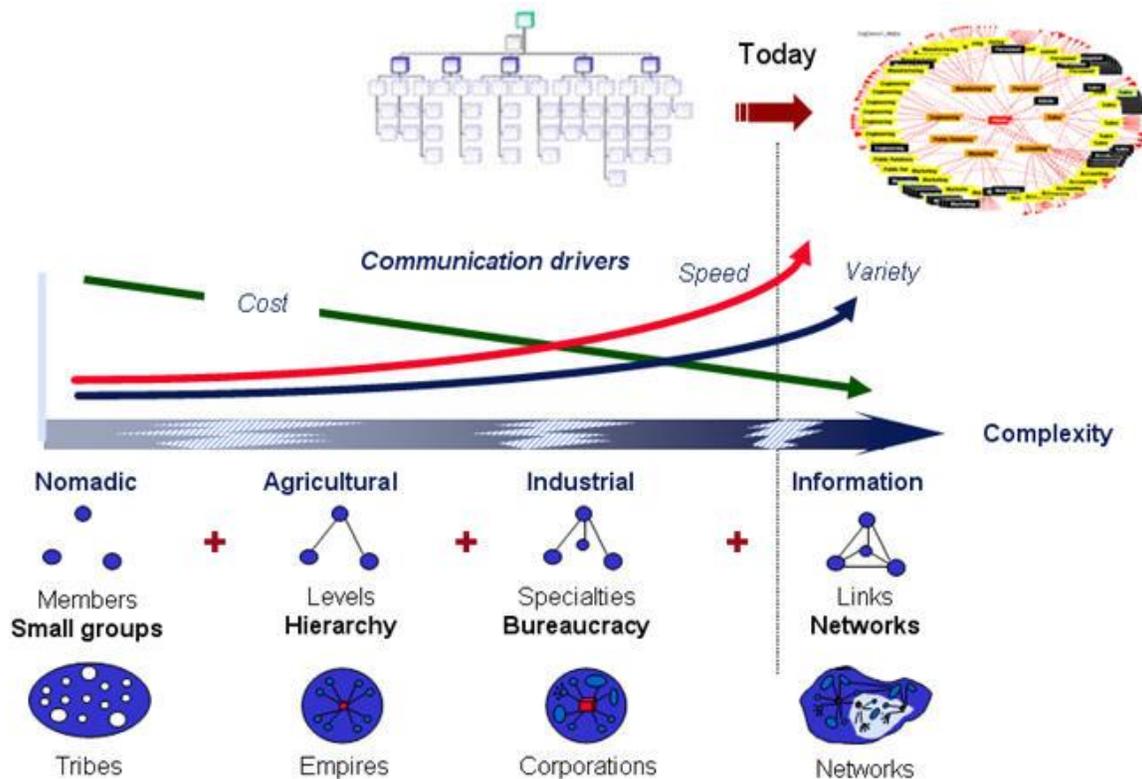
A. From Small Groups to Networks

Teams of leaders have entered the 21st century as the Information Age is breaking into its growth phase and transforming organizations.

Four Ages of Organization

Each great age of civilization—nomadic, agricultural, industrial, and, now in ascendance, information—has its signature form of organization: small groups, hierarchy, bureaucracy, and networks respectively (Figure 6.1).

Figure 6.1: Four Ages of Organization⁷⁶



NetAge diagram developed with Shell Oil Co, 1998

- Small groups of groups are the original human organization. We all inherently know how to team—face-to-face is in our cultural genes.

- With agriculture came levels of hierarchy and the birth of large human organizations as cities, armies, and governments arose.
- Industrialism brought specialization and management of very-large-scale complexity through bureaucracy, the dominant form of the past few hundred years and today's "conventional" form.
- Now the technology that is driving global civilization into its fourth great age of development has gone mainstream and is nearly ubiquitous. Network effects are direct, immediate, and compelling at all organizational scales.

These organizing forms are cumulative—small groups are the components of hierarchy that is further articulated by bureaucracy and now massively interconnected by networks. Today, all these forms are evolving and coming together in emerging networks, the signature form of organization in the Information Age.

Networks are the common model for describing all forms of organization, from small-scale groups of people to mega-scale networks of relationships.

The best way to simplify how all these forms fit together is to recognize hierarchy-bureaucracy as a special-case type of network. In a hierarchy, each node (person, job, position) has a single (direct, "solid-line" reporting) link. This hierarchy of interrelated positions is a *tree network*. Like any tree, it functions as a classification system, in this case as a taxonomy of jobs that chunks the organization's internal world.

Once people are plugged into a position, they are linked to other people-in-positions through an unlimited number of organizational relationships. Organizations are networked vertically and horizontally; e.g., through matrix reports, multiple team memberships, process flows, and information flows.

People also bring their social connections and make new ones in the course of their work. The social network of person-to-person relationships constitutes a great network of resources available to any team willing to share connections.

These two great networks together constitute today's organizations:

- An informal social network of people embedded in
- A formal organizational network of positions.

There is a rapid thickening of the 21st century networked organization through multiplying relationships that include and improve the infrastructure and guidance provided by the hierarchy-bureaucracy.

This is the Age of Relationships, and ToL is about the creation, development, and sustainment of relationships that give rise to the qualities of shared vision, trust, competence, and confidence.

Both organizational and social networks are necessary for HPLTs.

- Organizational networks are vertically and horizontally connected by multiple links of formal reporting, process, and information relationships. These are position-to-position connections that persist regardless of job-holder.

- Simultaneously, the organization is permeated internally and externally by a thick network of informal social relationships. These are people-to-people connections that move and change with the job-holder.

B. Nested Networks of Leader Teams

We formally define a leader team as a “team of teams” where (some) members of a leader’s immediate team are themselves team leaders. This three-level executive team structure applies to all echelons in organizations three or more levels deep.

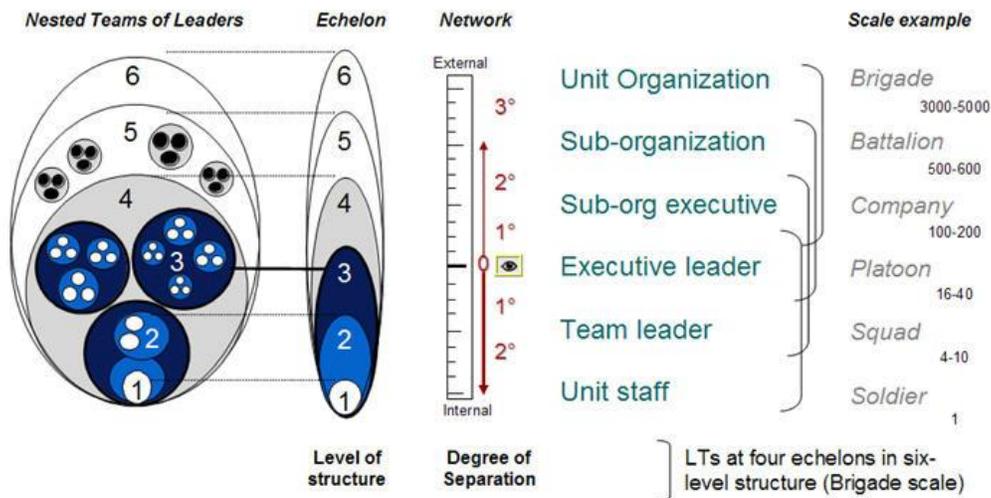
In network terms, small teams of people are directly linked with one degree of separation. Teams of teams are networks of two degrees of separation.

Leader teams also apply to small cross-boundary groups where multiple organizations are represented and members are expected to leverage their home organization’s resources on behalf of the team’s purpose. Finally, in all teams of professionals, members are expected to lead when their expertise is called upon.

Networked teams are not leaderless; they are leader-full.

This handbook addresses leadership in small teams with attention to the new twist of virtual working, and the even newer topic of virtual leader teams of teams.

Figure 6.2: Nested Teams of Leaders⁷⁷



New team capabilities are not just about new teams, or special action teams, or project teams. Teams are also fundamental to formal organizational structure. All executive leaders lead teams of leaders. In many cases, leaders may not recognize their inherent team leadership role, and miss the fundamental changes taking place in how teams can function and perform.

The focus of this *ToL Handbook* is on the small-scale of a team of teams development. It applies directly to the members and leaders of teams at the front-line of action, where the vast bulk of the organization lives.

However, in organizations of four or more levels, more senior leader teams direct activities of more junior leader teams in a “nested” structure (see Figure 6.2). With organizations of 100-200 and more people, you get into a situation where everyone doesn’t, or can’t, know everyone else.

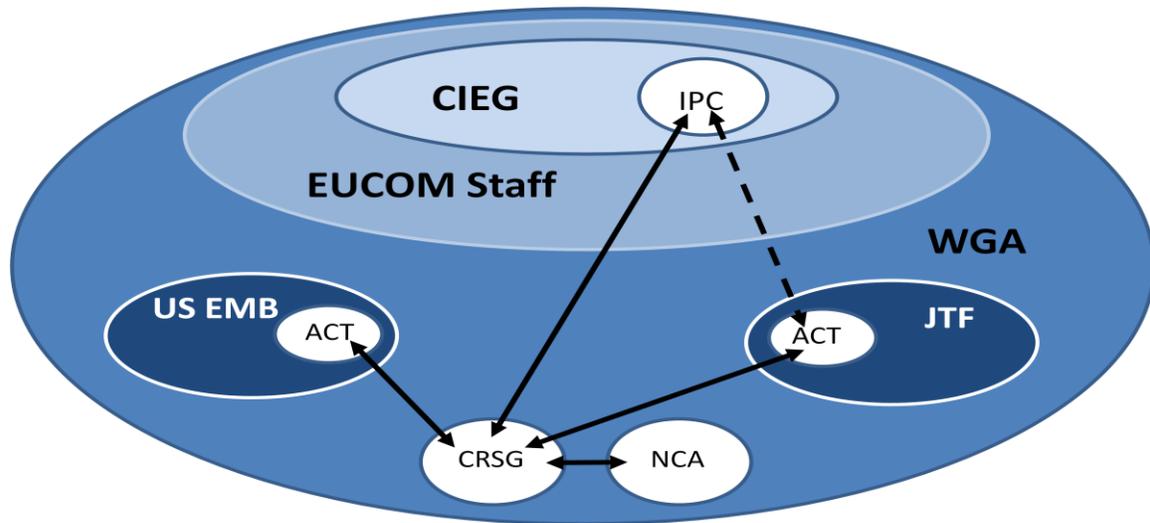
Leader teams must work both at the individual and small scales of their working group, and at the large scales of the organization they represent and lead.

Leader teams responsible for large organizations need to consider how to launch initiatives (*Section 3*), how to choose collaboration technologies (*Section 4*), and what leader-team exercises to use (*Section 5*) for the organization as a whole. In addition, high-level leader teams need to think about the range of individual, community, and organizationally-oriented information services that support searching for expertise, professional communities, and knowledge needs across the organization.

Nested teams are a fundamental operational building block for a learning organization. (Peter Senge, the 5th Discipline). Teams are where work gets done in organizations. When we talk of teams of leaders, we are talking about groups of action-oriented decision makers from multiple disciplines, functions, or organizations that come together to accomplish a specific purpose but are generally not tied together by some hierarchical structure. They are networked. Not hierarchical and they participate and contribute to the team because it is mutually beneficial to them and the organization they represent. The members of a team of leaders has the authority to reach back to their organization and generate action. They must have the proper authority to represent and act. They are not note takers and conduits to an organization. Teams of leaders make things happen.

The need for well defined operating procedures, team responsibilities, and the procedures for using the IM/KM tools to collaborate and communicate effectively cannot be understated. Most of the problems in achieving early high performance between the interagency teams and EUCOM staff counterparts were related to a lack of operating procedures, processes, and a clear understanding of responsibilities. Early application of the ToL methodology at the upper levels of EUCOM would have had a positive effect. Application of the ToL methodology during S/CRS training and again during the in-processing to EUCOM could have provided the techniques required to address these issues in the early stages of the exercise/operation.

Figure 6.3: Nested Teams



Working Vertically

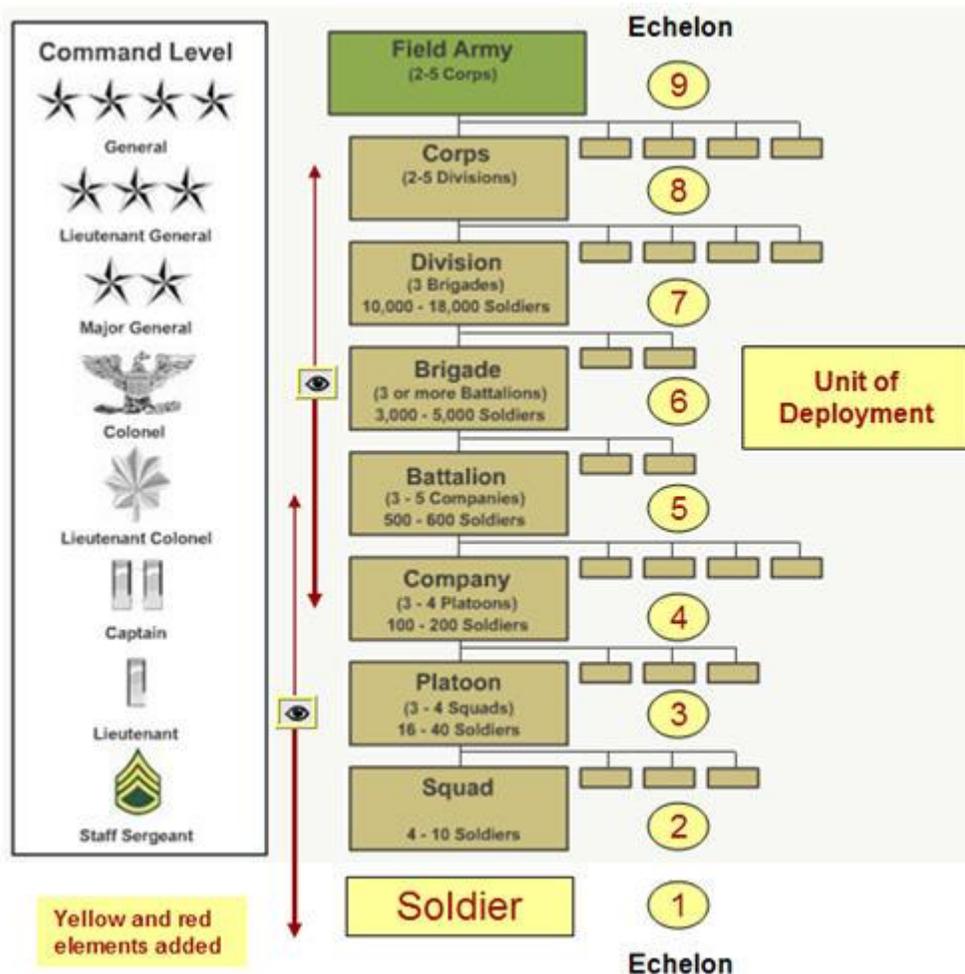
Most people in teams work in a reporting hierarchy for a boss (their direct or “solid-line” reporting relationship). But many people also do their primary work in other teams for leaders other than their direct superior, or may work on teams with members from many different organizations with no common chain of command. Indeed, many people find themselves on multiple teams, sometimes 10-20 teams or more, with all these variations of membership.

Hierarchies are the infrastructure of organizational networks.

Chains of command—formal reporting structures—are by nature networks of interlocked leader teams.

Recognized or not, teams reside throughout the hierarchy. The Army chain of command for a combat force is an example of a formal hierarchy (Figure 6.4). This multi-level structure can stand for any large-scale organization, and it gives us a clear sense of scale. Leader teams are responsible for organizations of different sizes at different levels.

While many reject the value of “the hierarchy” today, networks are naturally hierarchical: they are multi-level structures of small networked groups within networked groups within groups of networks. The concept of “vertical” and “horizontal” (see below) relationships threads the new network structure through traditional hierarchies of positions.

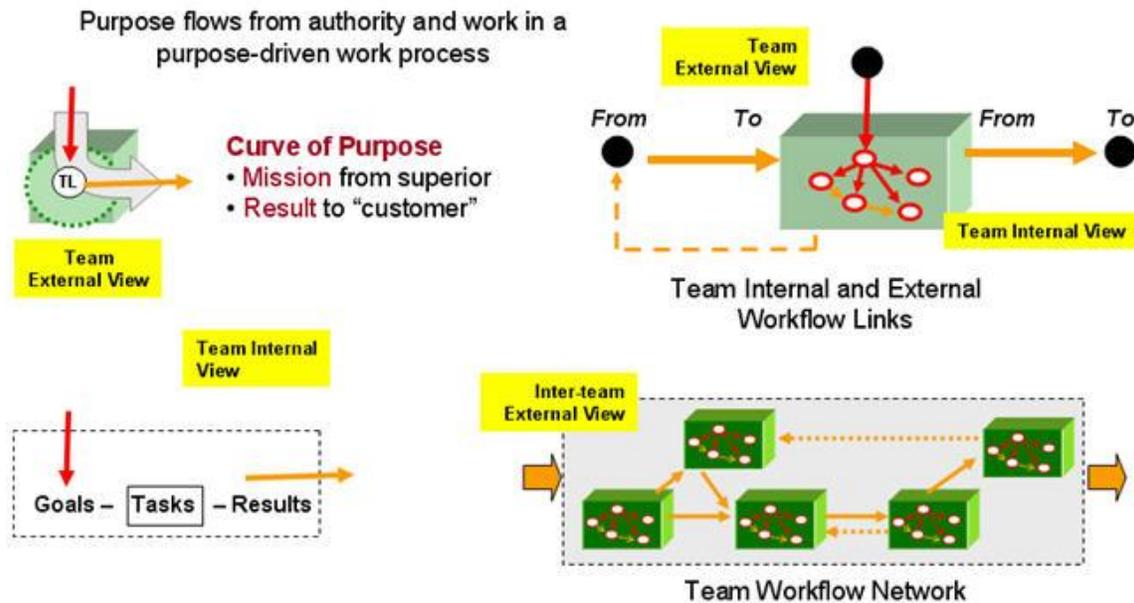
Figure 6.4: Scale in Army Structure Reference Model⁷⁸

Most leader teams are a small group of staff groups, a structure that may exist at any echelon; for example, in teams with high-ranking staff (e.g., subordinate generals on a general's staff). This handbook addresses the additional viewpoint of senior leader teams who must, by virtue of the level of their responsibility, think about organizational development and performance.

Some critical leader teams comprise people with positions in different nested reporting chains who work together on common objectives. Cross-boundary teams must deal with the inevitable tensions between separate organizational purposes and the shared team mission. Yet, for all the difficulties in cross-organizational leader teams, the network available for support is much larger and more diverse than for any single-organization leader team.

Working Horizontally

Teams are the basic working unit of organizations, the creator of its practical knowledge, and repository of its how-to-do-it techniques.

Figure 6.5: Curve of Purpose for Team Processes

Teams generally function as operating or support units. Work flows horizontally from one operating team to another in input-output chains that lead to organizational outcomes. For these teams, their purpose has two parents: the mission directed from a vertically-linked executive sponsor; and the result produced in the horizontally-linked workflow from "suppliers" to "customers," from inputs to outputs (Figure 6.5).

Complex multi-level organization networks are often confusing and frustrating since we cannot easily see more than a few levels or "degrees of separation" away. People we interact with directly are one degree of separation away – such as a boss, a team member, a friend. A leader team has two degrees of separation from the top leader down two staff levels—like friends of friends (indicated by the two-directional red arrows on Figures 6.2 and 6.4).

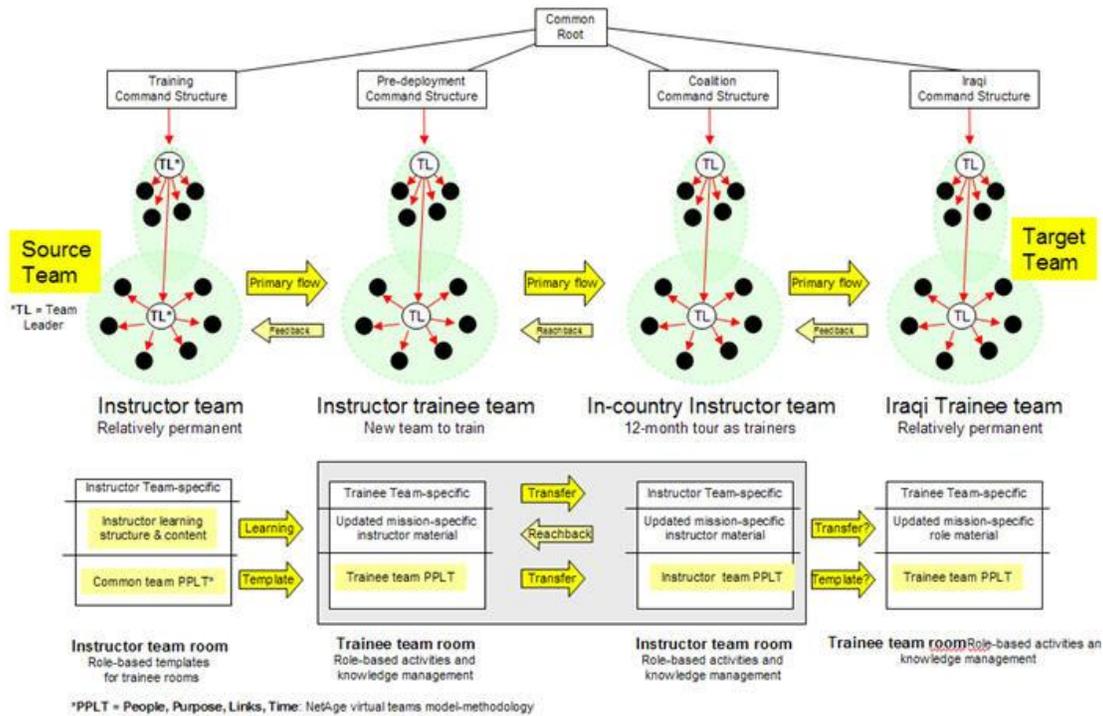
Beyond two or three degrees of relationship, it is very difficult to see the true shape of organizations and the configuration of even their formal connections. Many levels deep or many degrees of separation away, people and their roles become invisible.

In the complex networked organizations now emerging, it becomes increasingly important to map the people, position, team, organization, and cross-organization networks.

"Organizational awareness" in the work environment will become the complement to "situational awareness" of the physical environment, enabling leader teams to make local decisions informed by in a shared global context.

Leader teams need to look up, down, and across to understand their responsibilities, possibilities, and vulnerabilities. All the complexity of teams of teams is reflected in Transition Teams; for example, units sent to train Iraqi forces. The leader-team network comprises multiple teams from different chains of command that work together as part of a coordinated workflow from specialist instructors to Iraqi trainees (Figure 6.6).

Figure 6.6: Iraqi Transition Team Network



Interrelated teams typically lose valuable knowledge in the handoffs across the work flow. Here persisting computer-based collaboration tools are very useful, particularly “tailored” team rooms (see *Section 3: Collaborate*).

A related example of the impact of leader team development in BCTs comes from LTG James Dubik, Commanding General, Multi-National Security Transition Command Iraq (MNSTC-I), commenting on Stryker BCTs:

"The training methodology for the Stryker Brigade Combat Teams and the approach we take in leader development in these SBCTs is noticeable in theater. Everyone who visits them recognized 'there is something different' about them and the way they operate. If I'm around, I say 'it's the leaders' and 'the fact that soldiers are treated as potential leaders not followers,' and 'they train leaders as members of multiple leader-teams.'⁷⁹

Handbook Appendices

Appendix A: Table of Acronyms

Acronyms	Definition
AAR	After Action Review
AKO	Army Knowledge Online
ALL	Adaptive Learner Leader
B2C2WG	Boards, Bureaus, Centers, Cells, and Working Groups
BCKS	Battle Command Knowledge System
BCR	Battle Command Review
BCT	Brigade Combat Team
CAC-K	Combined Arms Center – Knowledge
CCTT	Close Combat Tactical Trainer
CK	Cultural Intelligence
CoP	Community of Practice
DA	Department of the Army
DKO	Defense Knowledge Online
DMC	Decision Making Critique
DoD	Department of Defense
eTDG	Electronic Tactical Decision Game
EUCOM	European Command
FAQ	Frequently Asked Questions
FOB	Forward Operating Base
HAZMAT	Hazardous Material
HPLT	High performing leader team
IM	Information management
JIIM	Joint, Interagency, Intergovernmental, Multinational
KM	Knowledge management
LTX	Leader Team Exercises
MOSS	Microsoft Office SharePoint Server
ODC	Office of Defense Collaboration
OPT	Operational Planning Team
PRT	Provincial Reconstruction Team
RSS	Rich Site Summary
SOP	Standard Operating Procedure
ToL	Teams of Leaders
VTC	Video teleconference

Appendix B: References

(by Section)

¹ Email from FJ Brown to the handbook authors, September 27, 2008.

Section 1

² As he prefers to be known.

³ Figure based on FJ Brown.

⁴ Excerpted from Bradford & Brown, (May 2007). "Teams of Leaders: The Next Multiplier," Landpower Essay.

⁵ Katzenbach & Smith, 1993, excerpted from CCL Study.

⁶ Based on a figure from the NetAge, Inc. Teamnet training materials delivered to BCKS.

⁷ Bradford & Brown, Landpower op. cit

⁸ Bradford & Brown, Landpower op. cit.

Section 2

⁹ The following material is excerpted from FJ Brown's foundational study for the Institute for Defense Analysis entitled "Building High-Performing Commander Leader Teams."

¹⁰ from Cambridge Handbook on KM.

¹¹ Sales et al 2004.

¹² cannon-Bowers, Sales & Converse 1993, Orasanu & Sales 1993.

¹³ Sales & Cannon-Bower, 2001.

¹⁴ Morgan et al 1986.

¹⁵ Salas et al Cambridge Hb 441.

¹⁶ Hackman, J.R. 2002, Leading Teams: Setting the stage for great performance, HBSP, Boston MA.

¹⁷ Op. cit. FJ Brown, IDA study, Appendix J.

¹⁸ Substituted [qualities] for "SKAs" and "leader teams" for CLTs

¹⁹ U.S. Army Field Manual: FM 6-0: Mission Command: Command and Control of Army Forces, page 2-10. Headquarters, Department of the Army, August 2003

²⁰ FM 6-0 Mission Command pp. 1-16,17

²¹ "Digital stories are the combination of narrative, visuals, and audio in a short vignette that communicates a particular message, such as one's values, knowledge, or visions for the future." (Denning, 2005; Freidus & Hlubinka, 2002).

²² Pierce, L Ph.D. (2008). Scenario Training for Adaptive Leaders, initial draft concept. U.S. Army Research Institute.

²³ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the

U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306).
Fairborn, OH: Klein Associates

²⁴ Schmitt and Klein, 1999

²⁵ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates

²⁶ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates

²⁷ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates

²⁸ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates

²⁹ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates

³⁰ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). Capturing and transferring tacit knowledge for the battle command knowledge system (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates

Section 3

³¹ Model used in this chapter based on work of Lipnack, J. & Stamps, J. *The Age of the Network* (1994) and *Virtual Teams* (1997, 2000).

³² Lipnack & Stamps, *Virtual Teams* (Wily, 1997, 2000)

³³ FJ Brown original ref in IDA study

³⁴ First identified by Dr. Bruce Tuckman, a professor of psychology at Ohio State University.

³⁵ Developed by the late Dr. Everett Rogers.

³⁶ The material in Chapter 3.4 provided by Anna T. Cianciolo.

³⁷ Based on material from Dr. Rick Morris of BCKS.

Section 4

³⁸ Our thinking was greatly helped by a taxonomy developed for tools important to collaboration. We have changed the list of tools, the categories, and all the rankings, which are up for ongoing modification as experience dictates and technologies change. For the original taxonomy, see Bolstad, C. A., & Endsley, M. R. (2003). Tools for supporting team collaboration. Presented at the Human Factors and Ergonomics 47th Annual Meeting, Denver, Colorado. Paper prepared through collaborative participation in the Advanced Decision Architectures Consortium sponsored

by the U.S. Army Research Laboratory under the Collaborative Technology Alliance Program, Cooperative Agreement DAAD19-01-2-0009.

³⁹ Full citation for HBR article, and url

⁴⁰ Source [IBM](#)

⁴¹ [Quickplace Home](#), [Registration](#), [Listing of Active Quickplaces](#), [Quickplace FAQs](#)

⁴² [AKO Single Sign-on](#)

⁴³ [Sharepoint Support](#), [Listing of Active Sharepoints](#), [SharePoint Services vs. SharePoint Server](#).
Introduction to a SharePoint Site at <http://office.microsoft.com/en-us/help/HA012262281033.aspx>

⁴⁴ [AKO Single Sign-on](#) status?

⁴⁵ Source [Army Knowledge Online](#)

⁴⁶ [AKO Home](#), [Listing of AKO Organizational Sites - Acquisition](#), [Listing of AKO Organizational Sites - Army Command](#), [Listing of Community Sites](#), [Listing of Team Sites](#), [Training and Tutorials](#), [Administrators](#), [AKO Team C4ISR Folders](#)

⁴⁷ [AKO Folders](#)

⁴⁸ Gray, Dave. Communication Nation.

⁴⁹ Ref Mike Prevou.

⁵⁰ U.S. Army, *Military Review*, May-June 2000, pg. 13.

Section 5

⁵¹ Prevou, M. May 2005, modified August 2008.

⁵² From Klein, G., Ph.D., (2003). *Intuition at Work: Why Developing Gut Instincts Will Make You Better at What You Do*. New York et al: Doubleday, pages 12-13.

⁵³ U.S. Army Field Manual: FM 6-0: Mission Command: Command and Control of Army Forces, Chapter 2. Headquarters, Department of the Army, August 2003.

⁵⁴ Ericsson, 1998.

⁵⁵ Leonard & Swap, 2005.

⁵⁶ Ericsson, 1998, 2001.

⁵⁷ Leonard & Swap, 2005.

⁵⁸ Klein, G. & Baxter, H. C. (2004). *Making decisions about risk* [Presentation to Germantown, MD DOE Project Management Career Development Program, National Nuclear Security Administration. Prepared under: PO NA-54 O4GTN026 (Systematic Management Services). Fairborn, OH: Klein Associates.

⁵⁹ link to pdf file for AAR

⁶⁰ Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a). *Capturing and transferring tacit knowledge for the battle command knowledge system* (Final Technical Report prepared for the U.S. Army and Booz Allen Hamilton under Subcontract #82059nbs21, Prime #GS-35F-0306). Fairborn, OH: Klein Associates.

⁶¹ Prevou, M. 2008 adapted from Schmitt and Klein (1999) and Baxter, H. C., Ross, K. G., & Stevens, L. M. (2005a) as used with 10th MTN Division in 2004.

⁶² Schmitt and Klein, 1999

⁶³ Phillips et al., 2001

⁶⁴ Peluso et al., 2004; Phillips et al., 2001; Schmitt, 1994, 1996; W. Smith et al., 1999

⁶⁵ Note: AAR information an abridged version of an original article that appeared in Center for Army Lessons Learned publication *News from the Front*, May-June 2006, titled "The Art of the After Action Review," by CSM (USA, Ret) Jack Hardwick, CSM Mentor, Joint Readiness Training Center Operations Group.

⁶⁶ Prevou, M. (2005). Strategic Knowledge Solutions, Inc. IP.

⁶⁷ Klein, G. (2003); Philips et al., (2001).

⁶⁸ (Harris-Thompson et al., 2004)

⁶⁹ (Linde, 2001)

⁷⁰ (G. Klein, 1998; E. A. Smith, 2001)

⁷¹ (Snowden, 2000)

⁷² Peluso, et al., 2004

⁷³ Cianciolo, Morris, Prevou, & Pstoka (2007); Prevou & Wikoff (2001)

⁷⁴ These questions are based on the work of John Schmitt.

⁷⁵ These tips are based on the work of John Schmitt.

Section 6

⁷⁶ Lipnack, J & Stamps, J. NetAge, Inc. diagram developed with Shell Oil Company (U.S.) in 1998 after *The Age of the Network* (Wiley, 1994).

⁷⁷ Lipnack, J & Stamps, J. *Age of the Network* and *Virtual Teams*.

⁷⁸ Army operational unit diagram at <http://www.army.mil/institution/organization/unitsandcommands/oud/>

⁷⁹ Email to Dr. Rick Morris, Battle Command Knowledge System, 21 March 2008.