

Course: **Leading High Performance Teams**

Designer: Harry Koolen

Target Audience: Leaders of Coverage Teams in the Bank's Asia-Pacific Region (APAC) Financial Institutions Group (FIG)

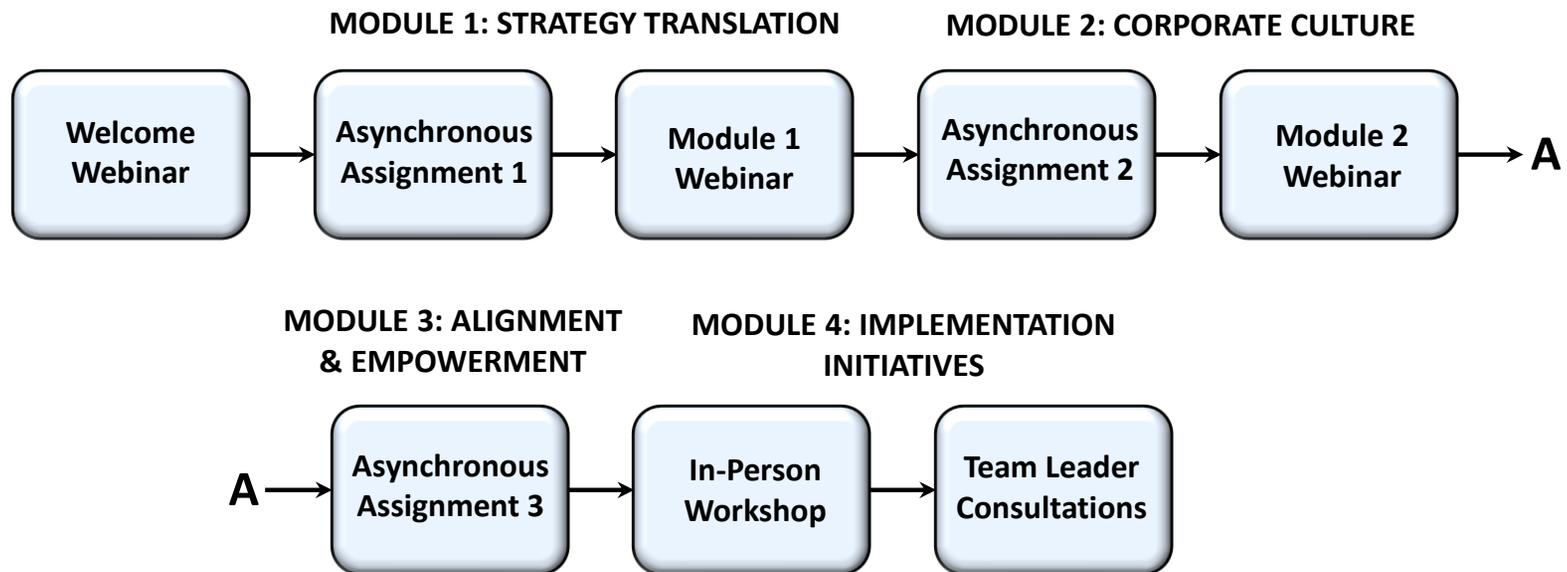
Expected Number of Participants: 11

INTRODUCTION

Course Overview & Architecture

This is a custom-designed blended course focusing on a core set of internal team leadership issues and internal APAC FIG branding and organizational alignment challenges. The course has been designed around four modules.

Leading High Performance Teams: Course Architecture



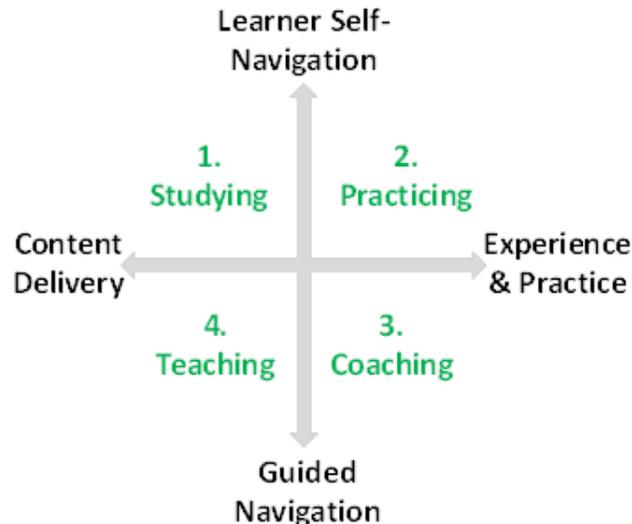
Profile of the Participants

APAC FIG is organized into 11 teams with responsibility for business origination and client relationship management (functionally referred to as “Coverage”). FIG group management is based in Hong Kong and the Coverage teams are located in 11 regional markets extending from Mumbai to Tokyo. The Team Leaders are experienced bankers with between 10 and 25 years in the business. Individual Coverage team sizes range widely across the APAC region, with some teams as small as two bankers (including the Team Leader) and others as large as ten members. Most of the Team Leaders have had little or no formal team leadership or sales performance management training.

FOUNDATIONAL MODELS OF THE COURSE

Two blended learning models have been used in the course design process. Instructors involved in the delivery of the course should be familiar with these models, since the models reflect important design assumptions and inform the course’s intended instructional strategies

1. The Learning Ecology Model



The model should be viewed as a matrix, with the four quadrants representing complementary modes and methods of instruction and learning for a blended course of instruction. Illustrated at opposite ends of the x-axis are different modes and methods for the delivery of instructional content, from factual information on the left-end to practice-oriented learner experiences on the right-end. Opposite ends of the y-axis reflect whether the instructor (bottom-end) or the learner (top-end) controls the learning process. While it is not necessary to include all four quadrants of the Learning Ecology Matrix in each course module, as the course progresses from module to module it is designed to eventually incorporate all four quadrants of the Matrix.

Source: Wenger, M. S. & Ferguson, C. (2006). A Learning Ecology Model for Blended Learning from Sun Microsystems. In C. J. Bonk and C. R. Graham, *The Handbook of Blended Learning: Global Perspectives, Local Designs*. San Francisco: Pfeiffer, Inc., 76-91.

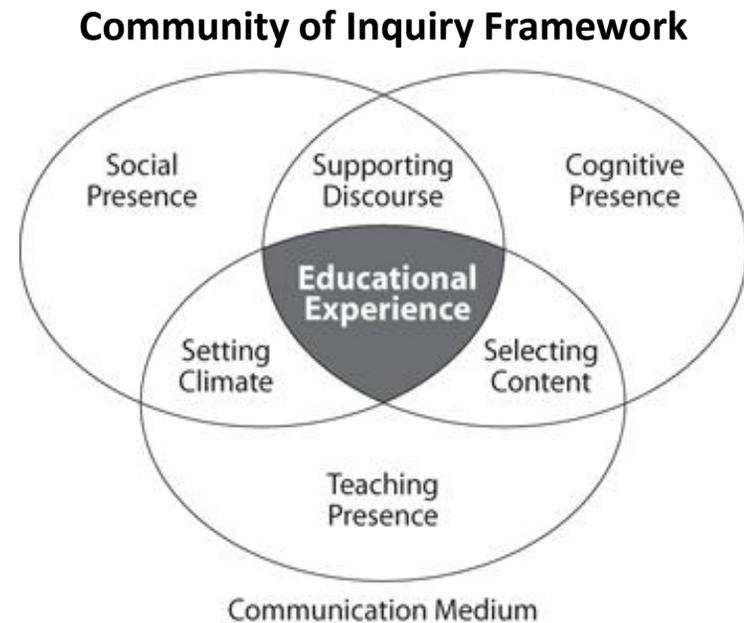
2. The Community of Inquiry Framework

The Community of Inquiry (Col) framework is a process model of online learning [Swann, et al, 2009, p. 4]. The model is grounded in two core processes that significantly inform the course's instructional strategies: inquiry (applying scientific method to practical problem solving) and collaboration. Indeed, the model is predicated upon the development of a collaborative "community of learners" comprised of the course participants.

From an instructional perspective, the most important features of the model are its three core elements:

- ▶ **Social Presence** – The degree to which participants in a computer-mediated segments of the course identify with their classmates (the "community") and communicate in an open manner to build group trust and commitment, and interact within the group around common intellectual activities.
- ▶ **Cognitive Presence** – The extent to which participants are able to construct and confirm meaning through sustained reflection and discourse. This occurs when participants first encounter a triggering event (for example, the assignments or exercises in the course modules) and then proceed through a process of exploration (searching for relevant information), integration (where ideas begin to crystalize), and resolution (narrowing down and testing possible solutions) [Garrison, Anderson, and Archer, 2000]. Note that these four phases of "practical inquiry" are not strictly iterative and that, under the instructor's guidance, participants often revert back to an earlier stage to re-think their assumptions and conclusions. The one step backwards, two steps forward process of achieving cognitive presence should be encouraged by the instructor whenever it is deemed necessary. [see Swann, et al, 2009, pp. 7-8].
- ▶ **Teaching Presence** – The design, facilitation, and direction of cognitive and social processes for the purpose realizing personally meaningful and educationally worthwhile learning outcomes [Garrison, Anderson, and Archer, 2000].

As the graphic depicts, the educational experience of the course participants is achieved at the intersection of these three core elements of the framework.



The objective of using the Col framework to guide instructional design is to provide course participants with a dynamic, collaborative, constructive learning experience. The design and organization of authentic learning activities that establish presence in each of the three core elements of the framework is essential. In the asynchronous components of each course module, it is vital to make expectations with regard to discourse and collaboration absolutely clear [Swann, et al, 2009, p. 13].

Sources: Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. See also Swann, Karen, Garrison, D. R., and Richardson, J. C. (2009). A Constructivist Approach to Online Learning: The Community of Inquiry Framework. In Payne, C. R. (ed.), *Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks*. Hershey, PA: IGI Global, 43-57.

COURSE PROCEDURES

Welcome Webinar

PURPOSE OF THE WELCOME WEBINAR	
<i>Learning Objectives</i>	After completing the Welcome Webinar, participants will be able to describe the course's structure, main topic areas, work flow, and instructor expectations regarding participation in both synchronous and asynchronous course events.
WELCOME WEBINAR PROCEDURE	
<i>Transition from previous module</i>	This is the first event in the course.
<i>Topics to be covered in this module</i>	Instructor introduction; participant introductions; course structure, process, and time table; review of main themes and topics to be covered in the course; instructor expectations for learner participation in synchronous and asynchronous course events.
<i>Length of the Welcome Webinar</i>	30 minutes

Module 1: Strategy Translation

PURPOSE OF THE MODULE	
<i>Learning Objectives</i>	<p>After completing the module, participants will be able to:</p> <ul style="list-style-type: none"> • Describe their roles in the FIG strategy implementation process • Define the concept of strategy translation and create practical examples of how to apply the concept to key performance goals in the FIG strategy • Embed strategy translation activities into their daily and weekly team management routines • Provide examples of how to close the knowing-doing gap in their team communications • Develop coaching strategies for members of their teams using the Six Levels of Coaching model
<i>How the module's Learning Objectives relate to the broader objectives of the course</i>	<p>Since strategy translation lies at the heart of performance management, it is the first core topic to be covered in the course. It is important for the instructor to link strategy translation to each of the remaining core topics in subsequent modules so that participants do not think about the activity of strategy translation in a vacuum.</p>
<i>Length of the module & time frame for delivery</i>	<p>Asynchronous Assignment 1 should be sent to participants immediately upon completion of the Welcome Webinar. Participants will have two weeks to complete their assignments and submit them to the instructor. The one-hour Module 1 Webinar will be held one week after the Assignment 1 submission deadline.</p>
MODULE PROCEDURE	
<i>Transition from previous module</i>	<p>The Welcome Webinar covered the course process and instructor expectations for learner participation and asynchronous work assignments. Module 1 now begins the process of introducing the substantive content of the course.</p>
<i>Topics to be covered in this module</i>	<ul style="list-style-type: none"> • The concept of strategy translation, defined and illustrated • The concept of the knowing-doing gap and how it relates to “moments of truth” and trade-off decisions faced by FIG team members in their normal work routines • Six Levels of Performance Coaching and how to develop individualized coaching strategies for FIG team members

Module 1: Strategy Translation (continued)

	Online Delivery Components		In-Person Delivery Components	How You will Stimulate Discourse to Create Social & Cognitive Presence		Relevant Quadrant(s) from the Learning Ecology Model
	Asynchronous	Synchronous		Without Instructor Facilitation	With Instructor Facilitation	
MODULE PROCEDURE (continued)						
<i>Instructional strategy & activities</i>	Assignment 1	Webinar covering survey results; feedback on participant assignments; live break-out exercises	N/A	Require participants to comment on colleagues' assignment posts	Open chat / Q&A; polling, and break-out exercises during webinar	Quad. 1 – Studying Quad. 2 – Practicing Quad. 4 - Teaching
<i>Tools, resources & material to be used</i>	Recorded lecture Survey Monkey; PDF articles	Webinar platform such as WebEx or Adobe Connect with polling features	N/A	LMS; Wiki	Webinar platform such as WebEx or Adobe Connect	N/A
<i>Participant reflection strategy</i>	Self-directed assignments related to lecture, video and articles	Live break-out exercises	N/A	N/A	Live break-out exercises	N/A
<i>Transition to the next module</i>	Review topics agenda for Module 2 and describe Asynchronous Assignment 2					
ASSESSMENT						
<i>Assessment strategies and instruments</i>	Create a rubric for each Assignment 1 exercises	<ul style="list-style-type: none"> • Participation rubric • Polling quiz 	N/A			

Module 2: Corporate Culture

PURPOSE OF THE MODULE	
<i>Learning Objectives</i>	<p>After completing the module, participants will be able to:</p> <ul style="list-style-type: none"> • Describe Edgar Schein’s model of corporate culture • Identify the expressed values and underlying assumptions that are currently most influential in the current APAC FIG culture • Describe the primary embedding mechanisms for changing corporate culture • Develop initiatives for nurturing cultural values and assumptions that are most supportive of FIG’s strategic business goals • Develop initiatives for nurturing cultural values and assumptions that are most supportive of building high performance attitudes among FIG bankers
<i>How the module’s Learning Objectives relate to the broader objectives of the course</i>	<p>APAC CIB (Corporate & Investment Banking) has historically been a product-driven culture, with product groups wielding disproportionate power in the organization. As a result of this, the current FIG culture is inconsistent with the Group’s performance goals. Core values and underlying assumptions about the roles of FIG Coverage bankers in the business origination process and the value FIG bankers add to APAC CIB in relation to product specialists have to change in order to be more supportive of FIG strategy. The roles of FIG Team Leaders are crucial in this process of culture change.</p>
<i>Length of the module & time frame for delivery</i>	<p>Asynchronous Assignment 2 should be sent to participants immediately upon completion of the Module 1 Webinar. Participants will have two weeks to complete their assignments and submit them to the instructor. The one-hour Module 2 Webinar will be held one week after the Assignment 2 submission deadline.</p>
MODULE PROCEDURE	
<i>Transition from previous module</i>	<p>Strategy translation focused not only on clarifying the strategic priorities of FIG, but also on helping FIG bankers understand what they should be doing that is most consistent with their roles in achieving their team’s performance goals. However, without a supporting cultural environment, the FIG strategy will not be sustainable.</p>
<i>Topics to be covered in this module</i>	<ul style="list-style-type: none"> • Edgar Schein’s model of corporate culture • Primary and secondary cultural embedding mechanisms • The roles of FIG Team Leaders in nurturing FIG culture

Module 2: Corporate Culture (continued)

	Online Delivery Components		In-Person Delivery Components	How You will Stimulate Discourse to Create Social & Cognitive Presence		Relevant Quadrant(s) from the Learning Ecology Model
	Asynchronous	Synchronous		Without Instructor Facilitation	With Instructor Facilitation	
MODULE PROCEDURE (continued)						
<i>Instructional strategy & activities</i>	Assignment 2	Webinar covering feedback on participant assignments; live break-out exercises	N/A	Require participants to comment on colleagues' assignment posts	Open chat / Q&A; polling, and break-out exercises during webinar	Quad. 1 – Studying Quad. 2 – Practicing Quad. 4 - Teaching
<i>Tools, resources & material to be used</i>	Recorded lecture; PDF articles	Webinar platform such as WebEx or Adobe Connect with polling features	N/A	LMS; Wiki	Webinar platform such as WebEx or Adobe Connect	N/A
<i>Participant reflection strategy</i>	Self-directed assignments related to lecture and articles	Live break-out exercises	N/A	N/A	Live break-out exercises	N/A
<i>Transition to the next module</i>	Form teams (3 participants per team). Review topics agenda for Module 3 and describe Asynchronous Assignment 3					
ASSESSMENT						
<i>Assessment strategies and instruments</i>	Create a rubric for each Assignment 2 exercises	<ul style="list-style-type: none"> • Participation rubric • Polling quiz 	N/A			

Module 3: Alignment & Empowerment

PURPOSE OF THE MODULE	
<i>Learning Objectives</i>	<p>After completing the module, participants will be able to:</p> <ul style="list-style-type: none"> • Identify the underlying reasons why FIG Coverage and CIB product groups are out of alignment in terms of business priorities, key regional clients, and assumptions about their respective roles in the business origination process • Describe and apply the Maister et al. and Covey models of trust and apply the models to previously defined coaching strategies for team members • Develop individual and collective initiatives for closing the alignment gap between FIG Coverage and CIB product groups • Integrate internal networking strategies into previously defined coaching strategies for team members • Develop initiatives for promoting more relational collaboration across APAC FIG teams • Using sources of intrinsic motivation, develop initiatives for empowering FIG bankers
<i>How the module's Learning Objectives relate to the broader objectives of the course</i>	<p>Initiatives related to improving alignment and increasing FIG banker empowerment round out the action steps that should be crafted during the course. The instructor should have Team Leaders determine how they will integrate these action steps into their daily and weekly team leadership routines, along with initiatives defined in previous course modules.</p>
<i>Length of the module & time frame for delivery</i>	<p>Asynchronous Assignment 3 should be sent to participants immediately upon completion of the Module 2 Webinar. Participants will have two weeks to complete their assignments and submit them to the instructor. The In-Person Workshop will be held one week after the Assignment 3 submission deadline.</p>
MODULE PROCEDURE	
<i>Transition from previous module</i>	<p>Strategy translation, a supportive culture, and organizational alignment are necessary, but not sufficient conditions for creating high performance teams in FIG Coverage. FIG bankers must also feel empowered to carry out their roles in the business origination process in a challenging, but supportive environment.</p>
<i>Topics to be covered in this module</i>	<ul style="list-style-type: none"> • Organizational alignment between FIG Coverage and product groups • Roles of FIG bankers and product specialists in the business origination process • Models of personal trust • Six channels of organizational influence • Transactional and relational networking • Sources of empowerment for FIG bankers • Challenges of working in virtual teams

Module 3: Alignment & Empowerment (continued)

	Online Delivery Components		In-Person Delivery Components	How You will Stimulate Discourse to Create Social & Cognitive Presence		Relevant Quadrant(s) from the Learning Ecology Model
	Asynchronous	Synchronous		Without Instructor Facilitation	With Instructor Facilitation	
MODULE PROCEDURE (continued)						
<i>Instructional strategy & activities</i>	Assignment 3	None	N/A	Require participants to comment on other teams' assignment posts	None	Quad. 1 – Studying Quad. 2 – Practicing
<i>Tools, resources & material to be used</i>	Recorded lecture; YouTube video; Influence Survey; PDF articles	N/A	N/A	LMS; Wiki	N/A	N/A
<i>Participant reflection strategy</i>	Self-directed assignments related to lecture and articles	N/A	N/A	Collaborative preparation of prework assignments	None	N/A
<i>Transition to the next module</i>	Post topics agenda for the In-Person Workshop					
ASSESSMENT						
<i>Assessment strategies and instruments</i>	Create a rubric for each Assignment 3 exercises	N/A	N/A			

Module 4: In-Person Workshop

PURPOSE OF THE MODULE	
<i>Learning Objectives</i>	<p>After completing the module, participants will be able to:</p> <ul style="list-style-type: none"> • Apply the Adaptable Leader framework to team coaching and personal networking activities • Assess the intrinsic motivational and social needs of individual members of their teams • Re-configure their personal sales management systems and routines to focus them more effectively on FIG's strategic performance priorities • Describe the joint initiatives to be undertaken by the entire "Community of Inquiry" as a result of the collaborative learning experience
<i>How the module's Learning Objectives relate to the broader objectives of the course</i>	<p>This is the capstone event in the course. Using the "flipped classroom" principle, no new content will be introduced in the workshop. Rather, the workshop will be devoted to summarizing and refining the main initiatives developed during the previous course modules. One of the key objectives for the instructor here is to make certain that the participants are clear on how and when to use the diagnostic and productivity tools introduced during the course. Reference should be made to the module-by-module rubric and quiz results.</p>
<i>Length of the module & time frame for delivery</i>	<p>The In-Person Workshop will be one full day in length [8:30 am to 5:30 pm]. Individual face-to-face Team Leader consultations with the course instructor will take place starting the day after the workshop and will last 90 minutes each.</p>
MODULE PROCEDURE	
<i>Transition from previous module</i>	<p>Since there was no webinar in Module 3, the instructor should provide feedback on the Asynchronous Assignment 3 postings and selectively draw upon the background readings during the workshop's open discussions.</p>
<i>Topics to be covered in this module</i>	<ul style="list-style-type: none"> • Interpretation of the results of the Adaptable Leader surveys [MBTI and FIRO-B instruments] • Review and refinement of action steps formulated during previous course modules • Joint initiatives to be undertaken by all FIG Team Leaders

Module 4: In-Person Workshop (continued)

	Online Delivery Components		In-Person Delivery Components	How You will Stimulate Discourse to Create Social & Cognitive Presence		Relevant Quadrant(s) from the Learning Ecology Model
	Asynchronous	Synchronous		Without Instructor Facilitation	With Instructor Facilitation	
MODULE PROCEDURE (continued)						
<i>Instructional strategy & activities</i>	Assignment 3 [included workshop prework assignments]	None	N/A	Team-based prework assignments	None	Quad. 1 – Studying Quad. 2 – Practicing Quad. 3 - Coaching Quad. 4 – Teaching
<i>Tools, resources & material to be used</i>	Recorded lecture; Adaptable Leader survey; PDF articles	N/A	N/A	Classroom resources [flipcharts; digital camera]	Leading classroom discussions; processing results of breakout exercises	N/A
<i>Participant reflection strategy</i>	Team-based assignments related to lecture, articles and prework assignments	None	Workshop	None	Workshop break-out exercises	N/A
<i>Transition to the next module</i>	Distribute and explain guidelines for the individual Team Leader consultations with the course instructor					
ASSESSMENT						
<i>Assessment strategies and instruments</i>	Create a rubric for each prework exercise	N/A	<ul style="list-style-type: none"> • Participation rubric • One-on-One consultation rubric 			

RESOURCES:

Asynchronous Assignment 1 (Strategy Translation)

Michael Watkins, "How Managers become Leaders". *Harvard Business Review*, June 2012.

Mendonca and Matt Miller, "Crafting a Message that Sticks". *McKinsey Quarterly*, November 2007.

Roger L. Martin, "The Execution Trap". *Harvard Business Review*, July-August 2012.

David K. Hurst, "Closing Implementation Gaps". A review of *The Art of Action: How Leaders Close the Gaps Between Plans, Actions and Results*, by Stephen Bungay. *Strategy & Business*, 23 August 2011. <http://www.strategy-business.com/article/11312a>

David J. Collis and Michael G. Rukstad, excerpt from "Can You Say what Your Strategy Is?" *Harvard Business Review*, April 2008.

Jeffrey Pfeffer and Robert Sutton, "Knowing What to Do is not Enough: Turning Knowledge into Action." *California Management Review* (42:1), Fall 1999. See also: *The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action*. Boston, MA: Harvard Business School Press, 2000.

Jan Carlzon, *Moments of Truth*. NY: Harper Books, 1989.

Asynchronous Assignment 2 (Corporate Culture)

Edgar H. Schein, *The Corporate Culture Survival Guide*. San Francisco: Josey-Bass Publishers, 1999.

C. A. Bartlett and S. Ghoshal. "Matrix Management: Not a Structure, A Frame of Mind". *Harvard Business Review*, July-August 1990.

Norhayati Zakaria, Andrea Amelinckx and David Wilemon, "Knowledge-Sharing Culture for Global Virtual Teams" *Creativity & Innovation Management*, 13:1 (March 2004).

David A. Aaker , "Marketing in a Silo World: The New CMO Challenge". *California Management Review*, November, 2008.

Asynchronous Assignment 3 (Alignment & Empowerment)

Video: Daniel Pink, "Drive: The surprising truth about what motivates us". Available at: <http://www.youtube.com/watch?v=u6XAPnuFjJc>.

David Rock, "Managing with the Brain in Mind". *Strategy & Business*, 27 August 2009. <http://www.strategy-business.com/article/09306>

G. Richard Shell and Mario Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*. New York: Penguin Books, 2007. [source for the Six Channels of Influence Survey]

Stephen M. R. Covey, *The Speed of Trust*. NY: Free Press, 2006.

David Maister, C. H. Green, and R. M. Galford, *The Trusted Advisor*. NY: Touchstone Books, 2000.

Rob Cross, Thomas H. Davenport, and Susan Cantrell: "The Social Side of Performance", *Sloan Management Review* (45:1, Fall 2003)

Workshop Prework

David Ulrich and Norm Smallwood, *Leadership Brand*. Boston, MA: Harvard Business School Press, 2007.

Charles Duhigg, *Habit: Why We Do What We Do in Life and Business*. NY: Random House, 2012.

Susan K. Gerke and Linda V. Berens, *Quick Guide to Interaction Styles and Working Remotely: Strategies for Leading and Working in Virtual Teams*. Huntington Beach, CA: Telos Publications, 2003.

Dave Ulrich and Norm Smallwood, *Leadership Brand: Developing Customer-Focused Leaders to Drive Performance and Build Lasting Value*. Boston: Harvard Business School Press, 2007.

The following publications from CPP (Consulting Psychology Press), Palo Alto, CA:

Eugene R. Schnell and Allen L. Hammer, *Introduction to the FIRO-B Instrument in Organizations* (2004)

Linda K. Kirby, E. Kendall, and N. J. Barger, *Type and Culture* (2007)

Sandra Krebs Hirsh and J. A. G. Kise, *Introduction to Type and Coaching* (2000)

Sandra Krebs Hirsh and J. M. Kummerow, *Introduction to Type in Organizations* (1998)