

TEAMWORK



FOSTERING  
& SUSTAINING HIGH  
PERFORMANCE TEAMS







# SESSION FACILITATOR



## Sheryl White, Psy.D.

**Chief Learning and Engagement Officer  
Neighborhood House Association, San Diego, CA**

Dr. Sheryl White, a consulting psychologist and organization development practitioner, brings over 25 years of experience facilitating ethical, strategic, and critical decision-making; inspiring compassionate leadership; and fostering positive culture transformation for optimal performance and impact. Dr. White started her post-college career as a preschool teacher and assistant site supervisor on a military installation, and then transitioned to working as a rehabilitation counselor and consultant in the public and private sector. Prior

to spending 20 years as an organization development consultant, she served as the area manager of San Diego and El Centro, California for a subsidiary of Liberty Mutual and as an organization effectiveness specialist with the City of San Diego, California's second largest city government.

Since 1999, Dr. White has served as a leadership/executive coach and small group facilitator with the Center for Creative Leadership and a core adjunct professor at National University. She has provided leadership coaching to mid-level, senior and executive leaders from around the globe and across sectors from nonprofits, municipalities, education, and healthcare organizations to startups and Fortune 100/500 companies. In 2008, Dr. White joined the executive leadership team of the Neighborhood House Association one of San Diego county's largest multi-purpose human services agencies, where she currently serves as Senior Vice President and Chief Learning and Culture Officer. Since 2009, Dr. White has been the host of Leadership Matters, an Internet radio show and podcast that airs on Voice America's Business Channel.

Dr. White holds a bachelor's degree in psychology from Grambling State University, a master's degree in counseling from Louisiana Tech University, and a master's and Doctor of Psychology degree in culture and human behavior from Alliant International University in San Diego, CA. She has completed Approved Coach Specific Training (ACSTH) certified by the International Coach Federation (ICF) and is a recognized Board-Certified Coach (BCC) with the Center for Credentialing and Education, Inc. She is also a qualified mediator and provider of several organization, team, and individual assessments.

Dr. White is a member of Delta Sigma Theta Sorority, Inc. public service organization and serves on the San Diego Delta Foundation Board. Through the years she has served on several educational and community organization boards and has received countless awards for her service. A few of the awards she has received include the Women Who Mean Business Award from the San Diego Business Journal; Delta of the Year Award; Women of Distinction Honoree/Special Commendation from Women, Inc and San Diego City Council 4th District; Excellence, Compassion and Cooperation Award from the Municipal Employees Union; and Paving the Way Unity in the Community Award from ERGS. She is passionate about inspiring compassion and helping leaders worldwide develop workplace cultures that, while aiming to achieve optimal performance, still maintain a commitment to reduce suffering and increase joy for their employees and the communities/ marketplaces they serve.



## CORE VALUES

- How an organization is committed to behaving—guiding principles

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- Foundation to an organization's culture

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- What are your organization's CORE VALUES?

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- CHARACTER matters!

### Example

#### ALL KIDS ACADEMY HEAD START SAN DIEGO CORE VALUES

##### **Integrity**

All Kids Academy Head Start adheres to moral character and ethical principles of honesty and transparency, keeping true to the agency's mission.

##### **Commitment**

All Kids Academy Head Start is committed to closing the achievement gap and supporting the child's family from a holistic approach.

##### **Flexibility**

All Kids Academy Head Start is adaptable with the ever-changing climate of early childhood education and communities served, to ensure families receive the services needed.

##### **Purposefulness**

All Kids Academy Head Start is purposeful in the administration of the programs, understanding that our work is meaningful and can have positive impacts on a child and their family for a lifetime.





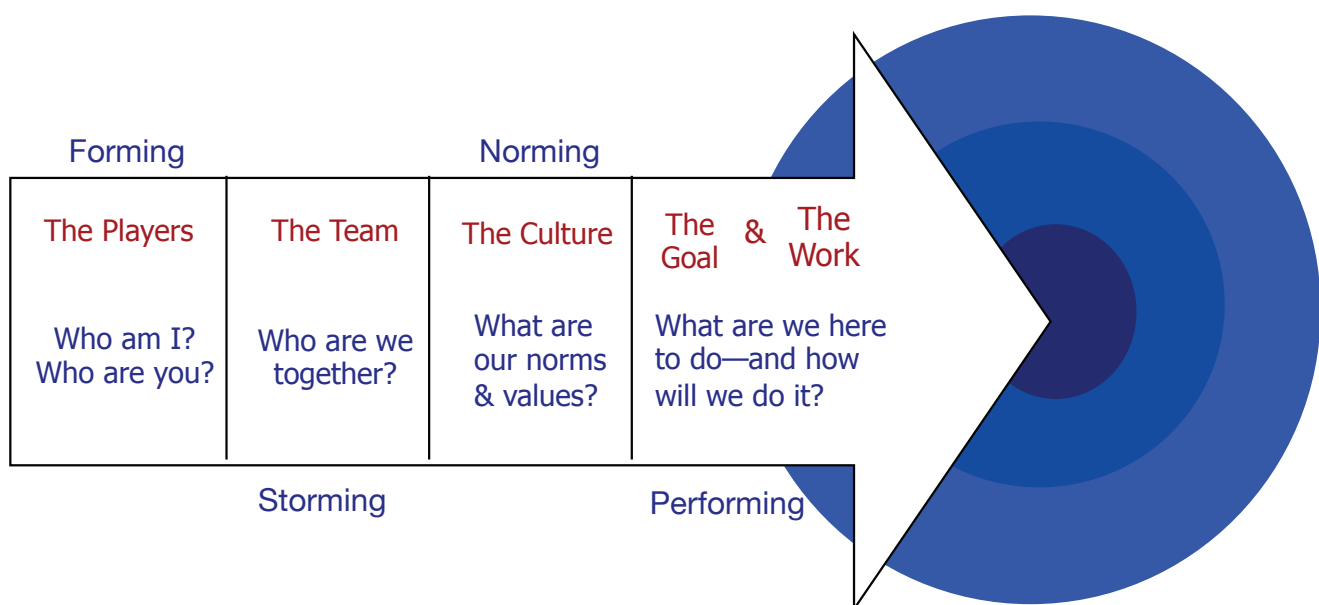


## TEAMS ARE GROUPS, BUT NOT ALL GROUPS ARE TEAMS.

Transitioning groups to teams requires:

- Shared goal
- Interdependence • Valuing team work • Accountability

## TEAM DEVELOPMENT STAGES AND PROCESS



## ORGANIZATION & TEAM EFFECTIVENESS

# CHARACTERISTICS OF A HIGH PERFORMING TEAM

- Clearly states its mission and goals
- Operates creatively
- Focuses on results
- Clarifies roles and responsibilities
- Is well organized
- Builds upon individual strengths
- Develops team climate
- Supports leadership and each other
- Resolves disagreements
- Communicates openly
- Makes objective decisions
- Evaluates its own effectiveness

## Notes

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## CHARACTERISTICS OF A HIGH PERFORMING TEAM

<b>OUTPUT</b>	Capacity to deliver goods/services
<b>OBJECTIVES</b>	Understood, shared, and felt to be worthwhile by the members
<b>SYNERGY</b>	Members receive energy and strength from one another
<b>STRUCTURE</b>	Mature teams have dealt with and solved thorny questions of control, leadership, etc.
<b>ATMOSPHERE</b>	Teams develops a distinguished ambiance of “teamness”
<b>RESULTS</b>	Members feel responsible for the output of the team and they act to clear difficulties standing in the way

### Notes

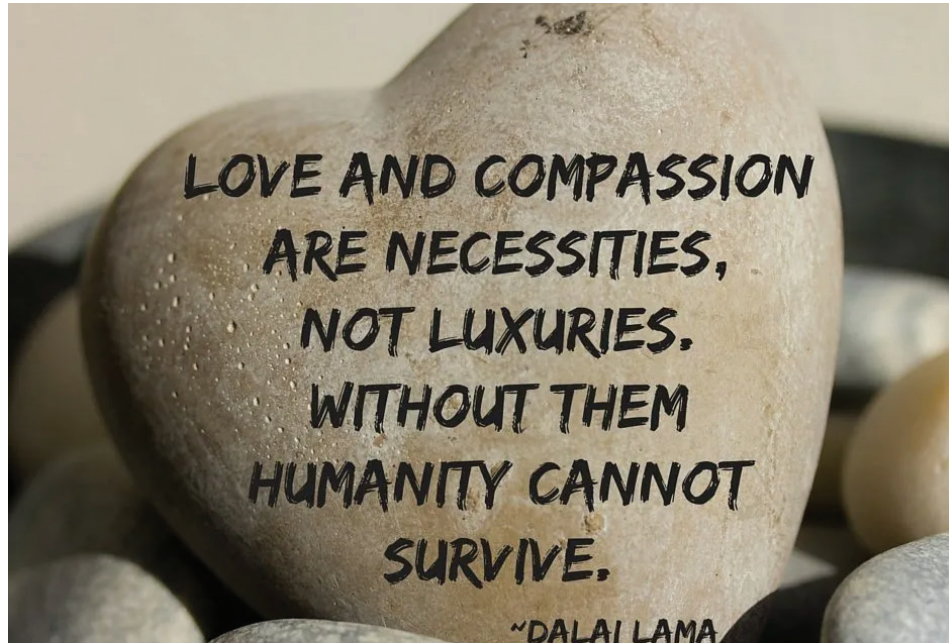
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## COMPASSION

The foundation of a high-quality team/workplace culture.

*Senior Leaders' Role and Guide to Co-Creating a High-Quality Workplace Culture.*  
Sheryl White, Psy.D. | 2022





## CARING behavior shows COMPASSION . . .

Seeks to meet the needs of team members in ways that decreases suffering and increases joy . . .

and results in a culture of greater trust, commitment, and foundation for optimal performance.

**COMPASSION—engaging in ways that demonstrate caring and wanting to:**



UNDERSTAND



FEEL



GET VALUES



HELP



## COMPASSION fosters high psychological safety where people feel cared about, valued, committed, and free to:

- Share thoughts and ideas
- Ask questions
- Give and receive feedback
- Admit mistakes

**“Leaders help co-create culture. Culture drives behavior. Behavior produces results.”**

*Urban Meyers*

*Senior Leaders’ Role and Guide to Co-Creating a High-Quality Workplace Culture.  
Sheryl White, Psy.D. | 2022*







*Building capacity for self-management,  
including emotional regulation . . .  
M.E.D.S.*



**Reduce  
PAIN POINTS**

**How might you reduce *your*  
SUFFERING and increase  
*your* JOY?**

**Increase JOY**

*Senior Leaders' Role and Guide  
to Co-Creating a High-Quality  
Workplace Culture. Sheryl  
White, Psy.D. | 2022*







## Reduce PAIN POINTS

[Direct/Indirect Reports |  
Supervisor | Peers |  
Program Participants]

How might you reduce *other's*  
SUFFERING and increase  
*other's* JOY?



*Senior Leaders' Role and Guide  
to Co-Creating a High-Quality  
Workplace Culture. Sheryl  
White, Psy.D. | 2022*

## Increase JOY

# CONSTRUCTIVELY MANAGING CONFLICT



Conflict refers to any situation in which people have incompatible perspectives, interests, goals, principles, or feelings.

## RESPONDING TO CONFLICT

TYPES OF RESPONSES	DEFINITION	SPECIFIC ACTION
<i>Active-Constructive</i>	<i>Through some effort on the individual's part, the conflict and tension have been reduced.</i>	<i>Perspective Taking Creating Solutions Calmly Expressing Emotions Reaching Out</i>
<i>Passive-Constructive</i>	<i>Although there has not been overt action by the individual, the conflict has been dampened or deescalated.</i>	<i>Reflective Thinking Delay Responding Adapting</i>
<i>Active-Destructive</i>	<i>Due to some action on the individual's part, the conflict has escalated.</i>	<i>Winning at all Costs Displaying Hostility Demeaning Others Retaliating</i>
<i>Passive-Destructive</i>	<i>Due to lack of effort or action, the individual causes conflict either to continue or to be resolved unsatisfactorily.</i>	<i>Avoiding Yielding Hiding Emotions Self-Criticizing</i>

Excerpt from *Managing Conflict Dynamics: A practical approach*, by S. Capobianco, M. Davis, L. Kraus  
Dr. Sheryl White is a certified Conflict Dynamics Profile Provider

## DESCRIPTIONS OF RESPONSES TO CONFLICT

**Perspective Taking:** Putting one's self in the other person's position and trying to understand that point of view.

**Creating Solutions:** Brainstorming with the other person, asking questions, and trying to create solutions to the problem.

**Calmly Expressing Emotions:** Talking politely, yet honestly with the other person and expressing one's thoughts and feelings.

**Reaching Out:** Reaching out to the other person, making the first move, and trying to make amends.

**Reflective Thinking:** Analyzing the situation, weighing the pros and cons, and thinking about the best response.

**Delay Responding:** Waiting things out, letting matters settle down, or taking a "time out" when emotions run high.

**Adapting:** Staying flexible, and trying to make the best of the situation.

**Winning at all Cost:** Arguing vigorously for your own position and trying to win at all cost.

**Displaying Anger:** Expressing anger, raising one's voice, and using harsh, angry words.

**Demeaning Others:** Laughing at the other person, ridiculing the other's idea, and using sarcasm.

**Retaliating:** Obstructing the other person, retaliating against the other and trying to get revenge.

**Avoiding:** Avoiding or ignoring the other person, and acting distant and aloof.

**Yielding:** Giving in to the other person in order to avoid further conflict.

**Hiding Emotions:** Concealing one's true emotions even though feelings upset.

**Self-Criticizing:** Replaying the incident over in one's mind, and criticizing one's self for not handling it better.

*Adapted from Managing Conflict Dynamics: A practical approach, by S. Capobianco, M. Davis, L. Kraus*



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# COLLABORATIVE PROBLEM-SOLVING MODEL

## EXPLORE OPTIONS



### Notes

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# DEESCALATING TENSION



Deal with emotions first, then problem solve.

Hear them out.

Express caring concern.

Ask questions to ensure you understand the facts, feelings, values, and what is wanted.

Take responsibility to do something kind/helpful. Demonstrate compassion: Respond in ways that confirm you understand, feel, get what's important to them, and want to be helpful.

# INTERACTION STYLES: EFFECTIVE LEADERSHIP! WHAT'S PERSONALITY GOT TO DO WITH IT?

## IN-CHARGE

### DRIVE

*Urgent Need to Accomplish  
Quick Decisions*

### TALENTS

*Provide resources,  
Articulate a vision,  
Lead others to a goal,  
Accomplish through people,  
Mentor, Execute actions,  
Mobilize resources,  
Supervise*

### APPEARANCE

*Energetic,  
Confident,  
Composed,  
In Control,  
Commanding,  
Sociable,  
Straightforward,  
Decisive*

### AIM

*Get an Achievable Result*

### COMMUNICATION STYLE

*Directing*



## CHART-THE-COURSE

### DRIVE

*Pressing Need to Anticipate  
Deliberate Decisions*

### TALENTS

*Monitor progress,  
Give guidance,  
Devise a plan,  
Illuminate,  
Foresee how people will respond,  
Figure out what needs to be done,  
Conceptualize an end result,  
Outline/plan agendas & logistics*

### APPEARANCE

*Quiet, Intense,  
Focused,  
Calm,  
Reserved,  
Private,  
Direct,  
Deliberate*

### AIM

*Get a Desired Result*

### COMMUNICATION STYLE

*Directing*







## GET-THINGS-GOING

### DRIVE

*Urgent Need to Involve  
Collaborative Decisions*

### TALENTS

*Facilitate,  
Brainstorm,  
Persuade,  
Catalyze and energize,  
Share insights,  
Explore Options,  
Discover new ways of seeing things,  
Make things easy*

### APPEARANCE

*Energetic, Animated,  
Expressive,  
Enthusiastic,  
Engaging,  
Gregarious,  
Persuasive,  
Consensual*

### AIM

*Get an Embraced Result*

### COMMUNICATION STYLE

*Informing*



## BEHIND-THE-SCENES

### DRIVE

*Pressing Need to Integrate  
Consultative Decisions*

### TALENTS

*Search for commonalities,  
Reconcile inconsistencies,  
Sustain efforts,  
Encourage participation,  
Clarify values,  
Produce high-quality results,  
Support others*

### APPEARANCE

*Quiet,  
Reflective,  
Agreeable,  
Unassuming,  
Accommodating,  
Friendly,  
Patient,  
Consultative*

### AIM

*Get the Best Result Possible*

### COMMUNICATION STYLE

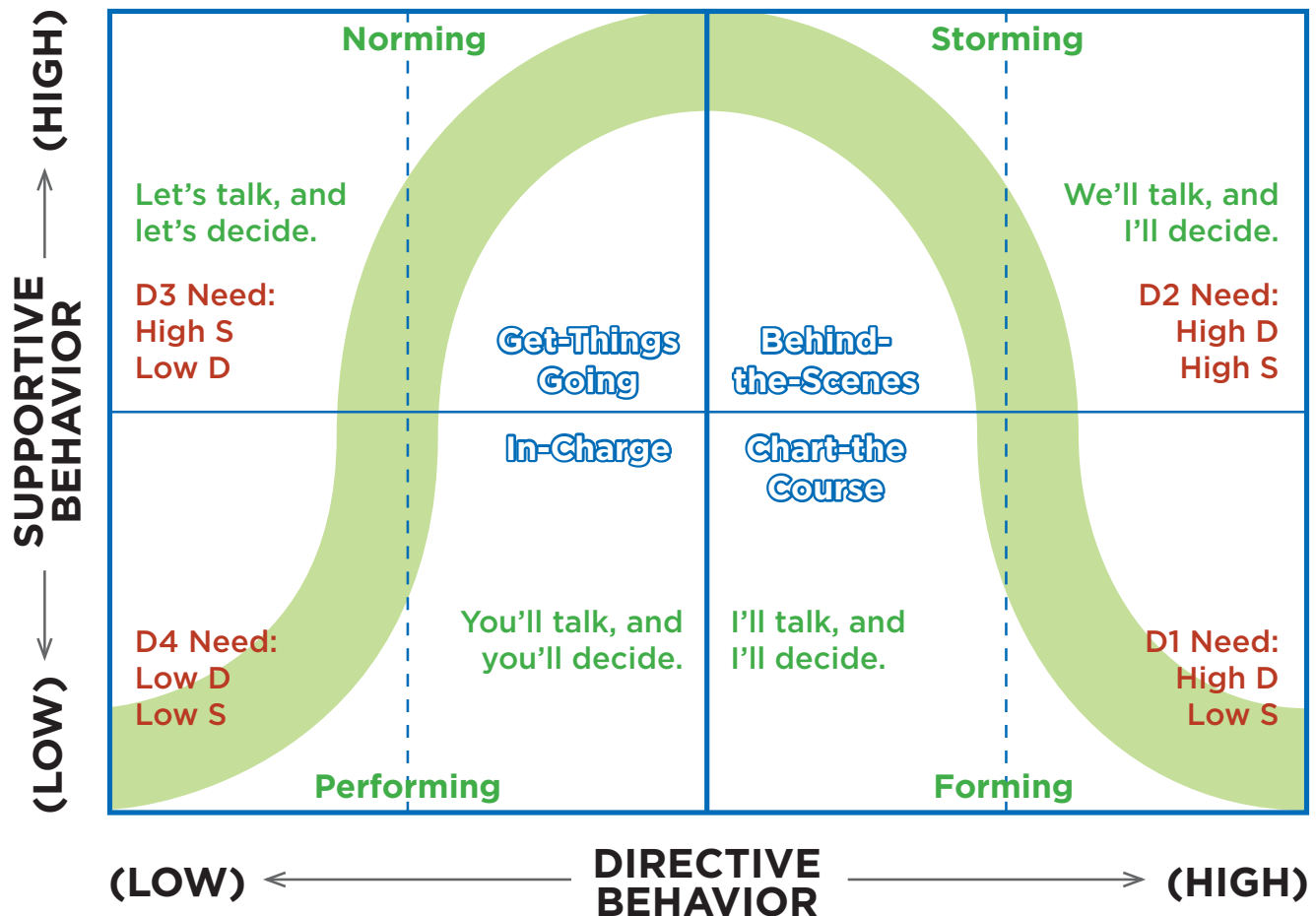
*Informing*



*Abstracted from Dr. Linda Beren's Temperament Research Institute (TRI) Facilitator's Guide  
Dr. Sheryl White is a licensed user of TRI materials and Facilitator's Guide.*



## Leadership Styles



<b>HIGH</b> High Competence High Commitment	<b>MODERATE</b> Moderate - High Competence Variable Commitment	<b>MODERATE</b> Low-to-Some Competence Low Commitment	<b>LOW</b> Low Competence High Commitment
D4	D3	D2	D1





# TEMPERAMENTS: SERVICE EXCELLENCE! WHAT'S PERSONALITY GOT TO DO WITH IT?

## CATALYST

**CORE NEEDS**  
*Meaning & Significance*  
*Unique Identity*

**VALUES**  
*Ethics & Morality, Authenticity,*  
*Idealized & Meaningful World,*  
*Self-Actualization, Unity, Cooperative Interaction*  
*Empathic Relationships*

**GIFTED ABILITIES**  
*Harmonizer or Advocate, Champion,*  
*Facilitate, Reveal, Counsel, Integrative Thinking,*  
*Interpretation, Diplomacy, Catalyst/Transformer,*  
*Mentor or Foreseer*

**BEHAVIORS**  
*Relationship Centered, Global Language,*  
*Metaphors, Credulous, Imagining, Inspiring,*  
*Enthusiastic, Empathic Enlightener, Praising,*  
*Involved, Idealistic, Personal, Creating Harmony*

**MOTTO**  
*To thine own self be true*



## STABILIZER

**CORE NEEDS**  
*Membership & Belonging*  
*Responsibility & Duty*

**VALUES**  
*Roles, Rules & Regulations,*  
*Continuity, Preservation of Social Groups,*  
*Security, Hierarchical, Usefulness,*  
*Group/Bonding Relationships*

**GIFTED ABILITIES**  
*Caretaker or Supporter, Rule Maker or Enforcer,*  
*Provide, Protect, Monitor, Sequential Thinking,*  
*Measurement, Logistics, Stabilizer/Traditionalist,*  
*Supervisor or Inspector*

**BEHAVIORS**  
*Authority Centered, Customary Language,*  
*Comparisons, Fatalistic, Standardizing,*  
*Dependable, Cautious/Careful, Supportive,*  
*Custodian, Appraising, Steadfast, Economical,*  
*Structured, Sustaining Policies/Procedures*

**MOTTO**  
*Early to bed, early to rise*



**FUTURE**

**PAST**



## THEORIST

### CORE NEEDS

*Mastery & Self-Control  
Knowledge & Competence*

### VALUES

*Concepts & Ideas  
Progress/Improvement,  
Ultimate Truths or Theories, Expertise, Scientific  
Inquiry, Logical Consistency, Expert Relationships*

### GIFTED ABILITIES

*Engineer or Inventor, Systemizer, Categorize,  
Design, Marshal, Differential Thinking, Analysis,  
Strategy, Theorist/Visionary, Mobilizer or Director*

### BEHAVIORS

*Knowledge Centered, Precise Language,  
Conditionals, Skeptical, Inventing, Reasoning,  
Calm, Purposeful, Improver, Critiquing,  
Oblivious, Theoretical, Objective,  
Forming Hypothesis*

### MOTTO

*Be excellent in all things*



## IMPROVISER

### CORE NEEDS

*Freedom to Act – Now  
Ability to Make an Impact*

### VALUES

*Excitement & Stimulation,  
Aesthetics, Immediate Adventure,  
Action, Performance with Skill, Variety,  
Fraternal Relationships*

### GIFTED ABILITIES

*Producer or Presenter, Crisis Manager, Perform,  
Adapt, Troubleshoot, Contextual Thinking,  
Variation, Tactics, Improviser/Negotiator,  
Operator or Executor*

### BEHAVIORS

*Impact Centered, Colorful Language, Anecdotes,  
Cynical, Improvising, Risk-Taking, Fast-Reacting,  
Bold Venturer, Reciprocating, Restless,  
Epicurean, Spontaneous, Seizing Opportunities*

### MOTTO

*Seize the day*







INFINITE

PRESENT

*Abstracted from Dr. Linda Beren's Temperament Research Institute (TRI) Facilitator's Guide  
Dr. Sheryl White is a licensed user of TRI materials and Facilitator's Guide.*



## Other Implications

<i>Temperament</i>	<i>Anticipated Strengths</i>	<i>Potential Blind Spots</i>	<i>Overcoming Resistance*</i>
<b>IMPROVISER</b> 	<i>Action-oriented</i> <i>Expeditor</i>	<i>Moving too fast</i> <i>Future impacts</i>	<i>Communicate Relevance</i>
<b>STABILIZER</b> 	<i>Sees potential pitfalls</i> <i>Logistics</i>	<i>May be slow to see signs, accept and communicate change</i>	<i>Honor and build upon past and "reference points"</i>
<b>THEORIST</b> 	<i>Understanding Strategy</i> <i>Conceptualizing</i>	<i>Connecting to the here &amp; now and implementers</i>	<i>Provide logical options that fit needs now &amp; in future</i>
<b>CATALYST</b> 	<i>Sees Possibilities</i> <i>Inspiring</i> <i>Empathic insights</i>	<i>Missing/underestimating details &amp; challenges</i>	<i>Communicate meaning and significance</i>

\* For all types to help overcome resistance to change:

- Communicate Vision – Forewarn
- Empathize
- Involve

## Comparisons for Understanding and Relating

	CATALYST	THEORIST	STABILIZER	IMPROVISER
NEED	Unique Identity	Competence	Belonging	Freedom
INTERACT THROUGH	Recognition	Knowledge	Service	Impact
STYLE	Nurturing	Competitive	Nurturing	Competitive
COMMUNICATES WITH	Metaphors Universals	Conditionals Precise Definitions	Comparatives Measurements	Anecdotes Questions
LANGUAGE	Dramatic	Scholarly	Factual	Colorful
AT WORK, PROMOTES	Growth	Efficiency	Structure	Opportunity
CAREER FOCUS	Ideas and Causes Context and People	Ideas and Models Systems and Strategies	People---Caretaking/Services Data---Monitoring Objects---Manufacturing	People---Impacting Data---Manipulation Objects---Promoting
WORKPLACE STRENGTHS	Promoting/Training Sees Possibilities, Empathic Insights, Inspiring	Designing/Planning Understanding Strategy, Conceptualizing	Administering/Serviceing Sees potential pitfalls, Logistics, Consistency, Reliable	Producing/Performing Action-oriented, Expeditor, Troubleshooting
POTENTIAL BLIND SPOT	Missing/underestimating details and challenges	Connecting to the here/now & implementers	May be slow to see signs, accept, and communicate need to change	Moving too fast, future impacts
LEADS BY	Giving Praise	Developing Strategies	Giving Cautions	Taking Action
<b>AS EDUCATORS . . .</b>				
<b>INSTRUCTIONAL STYLE</b>	Group Participation Discussion	Lecture Socratic Questions	Lecture/Group Activities Workbook/Structured Learning	Activity Learn by Doing
<b>EMPHASIS</b>	Learner Centered	Content Centered	Role Centered	Project Centered
<b>EVALUATION CRITERIA</b>	Quality Interaction	Shared and Generated Knowledge	Achievement of Results	Active Involvement
<b>AS LEARNERS . . .</b>	Relationship Centered	Knowledge Centered	Authority Centered	Impact Centered
<b>FOCUS</b>	Growth	Competence	Usefulness	Relevance
<b>STYLE</b>	Who Make It Their Own	Why Understand the Logic	What and How Apply, Practice, Improve	When and How Put It to Use
<b>FEEDBACK</b>	Highly Personalized Feedback	Expert Feedback	Corrective Feedback	Immediate Feedback
BEST ENVIRONMENT	Expressive Personal	Innovative Intellectual	Organized Secure	Stimulating Varied
STRESSORS	Insincerity Betrayal Lack of Integrity	Powerlessness Incompetence Lack of Knowledge	Abandonment Insubordination Lack of belonging	Constraint Boredom Lack of Impact
WHEN STRESSED <b>BECOMES</b>	Disassociates Phony, Fake	Obsesses Mindless	Complains Sick, Tired, Sorry, Worried	Retaliates Reckless
ANTIDOTES FOR STRESS	Affirmation and Nurturing from self and others New Quests	Reconfirmation of Competence A New Project	Appreciation and Inclusion in News and Activities New Membership	Recognition and Finding New Options New Activities
AT PLAY	Fantasy Empathetic Relationships	Skill Improvement Work as Play	Observances Reward/Ritual	Excitement Life as Play

Abstracted from *Understanding Yourself and Others: An Introduction to Temperament*, by Dr. Linda Bernens. Presented by Dr. Sheryl White, a licensed provider of Temperament Research Institute instructional materials.





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