Active and Intentional Advising

Presented by: Carly Rice
Learning Outcomes

- Identify the 5 Dysfunctions of a Team (Lencioni, 2010)
- Identify the 4 types of situational leadership (Hersey, Blanchard, and Johnson, 2001)
- Apply the 4 types of situational leadership to each of the 5 dysfunctions when advising a student organization
5 Dysfunctions of a Team

(Lencioni, 2010)
Absence of Trust

- What do teams/groups who lack trust look like?
- Conceal weaknesses and mistakes
- Don’t provide constructive feedback
- Hold grudges
Fear of Conflict

- What do teams/groups who fear conflict look like?
- Have boring meetings
- Ignore controversial topics that are crucial for success
- Don’t tap into perspectives or opinions of all team members
Lack of Commitment

- What do teams/groups that lack commitment look like?
- Ambiguous priorities
- Have lack of confidence and fear of failure
- Revisits discussions multiple times
Avoidance of Accountability

- What does a team/group that avoids accountability look like?
- When standards of performance differ among the team, resentment can grow
- Encourages mediocrity
- Misses deadlines
Inattention to Results

- What does a team/group that doesn’t pay attention to results look like?
- Fails to grow
- Achievement oriented members are checked out
- Easily distracted
- Individual goals vs. team goals
Pair/Share

- How do you see these dysfunctions manifest in the groups you work with?
Situational Leadership Model

(Hersey, Blanchard, and Johnson, 2001)
What is Active Advising?
Situational Leadership Model

- Based on analyzing:
  - Ability
  - Willingness
You have a weekly program and students have divided the responsibilities among themselves. Two weeks in a row, a few students do not show up for their shifts. Each student claims that it was someone else’s responsibility to show up for the weeks they missed.

What dysfunctions might be present in this group?

What advising strategies could be used with these students to address the issues?
Case Studies

- A group of orientation leaders ranging from incoming sophomores to incoming seniors is beginning orientation season with a training.

- At the training, the students are starting to break up into cliques and start gossiping about one another resulting in conflict within the group.

- What dysfunctions might be present in this group?

- What advising strategies could be used with these students to address the issues?
Case Studies

- Your students are tasked with planning a week of events for the university. Each student is assigned a different day of the week to program. The students do not communicate with each other through the planning process resulting in inconsistent marketing, low-attendance at events, and the programming lacked cohesion.

- What dysfunctions might be present in this group?

- What advising strategies could be used with these students to address the issues?
Application!

- Split up into 5 groups
- Each group will be assigned a dysfunction of a team
- As a group, answer the following questions on your giant post it:
  - What are ways your dysfunction manifests itself in a group of students?
  - What are strategies to combat the dysfunction?
  - What challenges do you face as an advisor with the dysfunction?
Questions?

Any questions?
Contact Information

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References


### The FIVE Dysfunctions of a Team by Patrick Lencioni

<table>
<thead>
<tr>
<th>Dysfunctions and ways to Overcome each one</th>
<th>Members of dysfunctional teams …</th>
<th>Members of trusting teams …</th>
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<tbody>
<tr>
<td>1. <strong>Stagnates/fails to grow</strong></td>
<td>• Rarely defeats competitors</td>
<td>• Retains achievement-oriented employees</td>
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<td>2. <strong>Loses achievement-oriented employees</strong></td>
<td>• Encourages team members to focus on their own careers and individual goals</td>
<td>• Minimizes individualistic behavior</td>
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<td>3. <strong>Encourages second-guessing among team members</strong></td>
<td>• Creates resentment among team members who have different standards of performance</td>
<td>• Takes advantage of opportunities before competitors do</td>
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<td>4. <strong>Have boring meetings</strong></td>
<td>• Creates ambiguity among the team about direction and priorities</td>
<td>• Have lively, interesting meetings</td>
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<td>5. <strong>Absence of Trust</strong></td>
<td>• Conceal their weaknesses and mistakes from one another</td>
<td>• Admit weaknesses and mistakes</td>
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<td>6. <strong>Fear of Conflict</strong></td>
<td>• Hold grudges</td>
<td>• Ask for help</td>
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<td>7. <strong>Lack of Commitment</strong></td>
<td>• Dread meetings and find reasons to avoid spending time together</td>
<td>• Accept questions and input about their areas of responsibility</td>
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<td>8. <strong>Avoidance of Accountability</strong></td>
<td>• Have boring meetings</td>
<td>• Give one another the benefit of the doubt before arriving at a negative conclusion.</td>
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<td>9. <strong>Inattention to Results</strong></td>
<td>• Create environments where back-channel politics and personal attacks thrive</td>
<td>• Take risks in offering feedback and assistance</td>
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#### Dysfunctions of distrust:
- Public declaration of results
- Results-Based rewards
- Setting the tone for a focus on results from the leader

#### Ways to Overcome Dysfunctions:
- Cascading Messaging
- Deadlines
- Contingency and Worst-case scenario analysis
- Low-risk exposure therapy
- Ability of leader to not place too high of a premium on consensus or certainty

#### Dysfunctions of distrust:
- Personal Histories Exercise
- Team Effectiveness Exercise
- Personality and Behavioral Preference Profiles
- 360-Degree Feedback
- Experiential Team Exercises
- Demonstration of vulnerability first by leader

#### Ways to Overcome Dysfunctions:
- Mining for conflict
- Real-Time Permission
- Personality style and Behavioral Preference tools
- Demonstration of restraint by leader when people engage in conflict

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- Publication of goals and standards
- Simple and regular progress reviews
- Team rewards
- Ability of leader to allow the team to serve as the first and primary accountability mechanism

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