Kepemimpinan
dan Team Learning

Purnawan Junadi 2014

Learning through the fifth discipline

MENTAL MODEL

Visi Bersama

Pembelajaran individu

Berpikir Sistem

Pembelajaran tim

Keahlian Pribadi
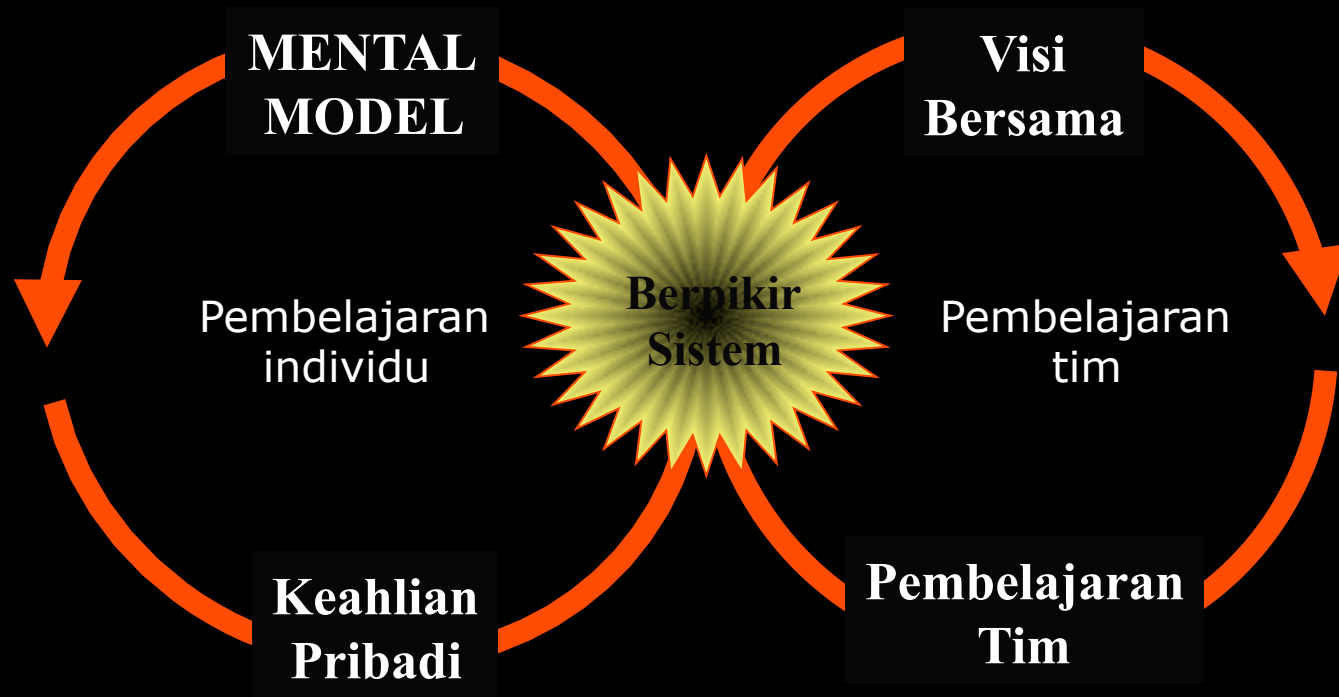
Pembelajaran Tim

KEPEMIMPINAN adalah

Ketrampilan *nurturing change* pada organisasi pembelajaran melalui:

1. Personal mastery
2. Mental models
3. <u>Team learning</u>
4. Systems thinking
5. Shared vision

25 th May 1961 Historic Speech

to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to earth.

On team learning

This decision demands a major national commitment of scientific and technical manpower, materiel and facilities, and the possibility of their diversion from other important activities where they are already thinly spread. It means a degree of dedication, organization and discipline which have not always characterized our research and development efforts. It means we cannot afford undue work stoppages, inflated costs of material or talent, wasteful interagency rivalries, or a high turnover of key personnel.

New objectives and new money cannot solve these problems. They could in fact, aggravate them further--unless every scientist, every engineer, every serviceman, every technician, contractor, and civil servant gives his personal pledge that this nation will move forward, with the full speed of freedom, in the exciting adventure of space.

TEAM

TOGETHER EVERYONE ACHIEVES MORE

WORKS!

THE JOHNS HOPKINS SCHOOL OF PUBLIC HEALTH / CENTER FOR COMMUNICATION PROGRAMS

Team Learning

- The process of aligning and developing the capacity of a team

- to create the results its members truly desire.

what is learning?

- We tend to think of learning in terms of the acquisition of information
- It is a transformation in living together,
- it is a transformation of doings in "a process of doing things together with others."
- (Maturana)

What is team learning?

- The process of aligning and developing the capacity of a team to create the results its members truly desire.

- Peter Senge
- The Fifth Discipline, p. 236

Why team Learning?

- the solutions to problems are not found in books or journals, nor in the mind of 'the expert'.

- They are found by team members themselves, who, through the process of Team Learning, identify the key questions to be addressed.

Dick McCann

2. Team Learning

- It is **team** learning, not individual learning, that adds to organizational learning.

- People need each other to achieve their objectives.

- Teams are the key learning group of organizations.

- Talented teams are made up of talented individuals.

- Team Learning is the building block for organizational learning.

Individual Learning

Team Learning

Organizational Learning

What makes a good team?

1. Insightful thinking about complex issues
2. Innovative and coordinated action
3. Clarity of roles of team members in other teams

1. Shared vision
2. People with different skills
   a. Managers
   b. Leaders
3. Ability to learn and work together

# When is a team not a team?

When it is a working group.

- A working group relies primarily on the sum total of the individual contributions of its members to boost performance

Jon Katzenbach, The Wisdom of Teams

What is the difference?

1. Teams require both individual and mutual accountability.

2. They rely more on group discussion, debate and decision rather than on sharing of information and best practices sharing
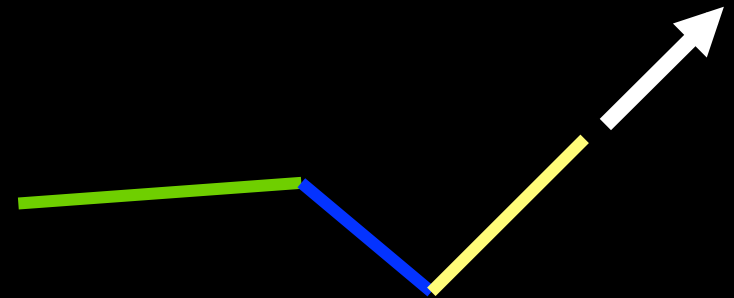
Component of team learning

Learning Review

Questioning

Communicating

Valuing Diversity
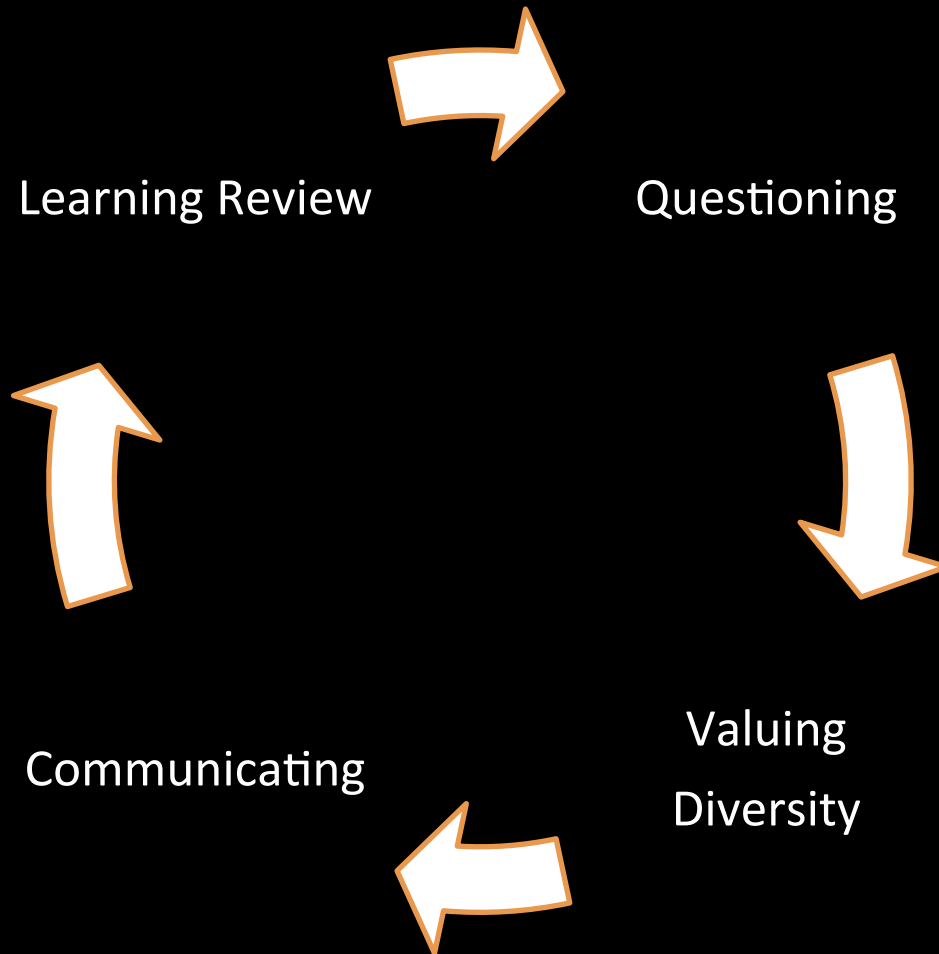
Dick McCann

Developing Team

- Phase 1 - Orientation
- Phase 2 - Dissatisfaction
- Phase 3 - Integration
- Phase 4 - Production

- Ken Blanchard, et.al., <u>The One Minute Manager Builds High Performing Teams</u>

Orientation

1. Moderate eagerness
2. High, often unrealistic expectations
3. Lack of clarity about purpose, norms, values, roles, goals, structure
4. Some testing of boundaries

Issues - Personal well-being, acceptance, trust

- Key step: share information
- We cannot mobilize people if they are not informed of what the issues are.
- People cannot make good decisions when they do not have key information.
- People feel almost feel compelled to act when they have key information

Dissatisfaction

1. Discrepancy between expectations and reality

2. Confusion and frustration around roles and goals.

3. Feelings of incompetence, confusion, low trust

Issues - Power, control, trust

- Key step: inspire people

1. Clarify expectations and standards

   a. Comparison with others

   b. Let problems do the teaching

2. Listen to everyone - "silent voices"

Integration

1. Increased clarity and commitment on roles, goals, tasks and structure

2. Growing trust, cohesion, harmony, respect

3. Understanding and valuing of differences

Issues - Sharing of control, conflict avoidance

- Key step: Nurture

1. Involved everyone from THE START! Not in the middle or the end

2. Minimize bureaucracies and formal rules

3. Breakdown boundaries

Production

1. Clear purpose, values and roles
2. Empowering team practices
3. Flexibility, high morale
4. Optimal productivity and high standards

Issues - New challenges, continued growth and learning

- Key step: let go
1. Build leadership at all levels.
2. Enable others to act
3. Provide people with tools then get out of the way!

Key task of leaders/managers

- A key task of leaders/managers is to guide the team into the different stages of team development.
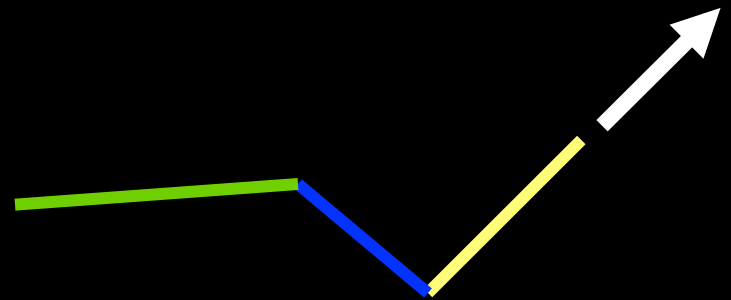
TAHAP-TAHAP PERKEMBANGAN TIM

Undevelopment

Experimenting

Consolidating

Mature

Concept taken www.leadership.com

Tahap Undevelopment

- Belum melibatkan belum terbuka.
- lebih sering terjadi antrian lontaran gagasan dan bukan diskusi.
- Kelemahan-kelemahan individu ditutup-tutupi.
- Kesalahan =kelemahan belum kesempatan untuk belajar.

Tahap Experimenting

- Tim Mulai bersungguh-sungguh meninjau ulang metode-metode operasional yang berlaku

- melakukan eksperimen dan uji coba

- berbagai masalah dihadapi dan dibahas secara lebih terbuka sebelum membuat suatu keputusan

- Lebh hidup, lebih mendengar, lebih terbuka

Tahap Consolidating

- mulai percaya diri, terbuka

- Aturan-aturan dan cara kerja yang kaku diubah dengan aturan baru yang disepakati bersama, agar tujuan dapat dicapai

- Adanya kejelaskan tujuan dari aktivitas/tugas, adanya penetapan sasaran, pengumpulan informasi yang dibutuhkan,
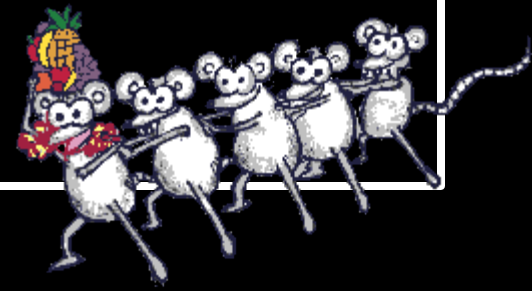
Tahap Mature

☀ **Fleksibilitas menjadi hal yang utama, karena setiap kebutuhan-kebutuhan memiliki prosedur kerja yang berbeda.**

☀ **Penggunaan energi dan kemampuan secara maksimal dari tiap anggota disebabkan karena adanya komitmen.**

☀ **Saling percaya, keterbukaan, kejujuran, kerja sama dan 'konfrontasi' maupun review berkala terhadap hasil kerja, menjadi gaya hidup tim.**
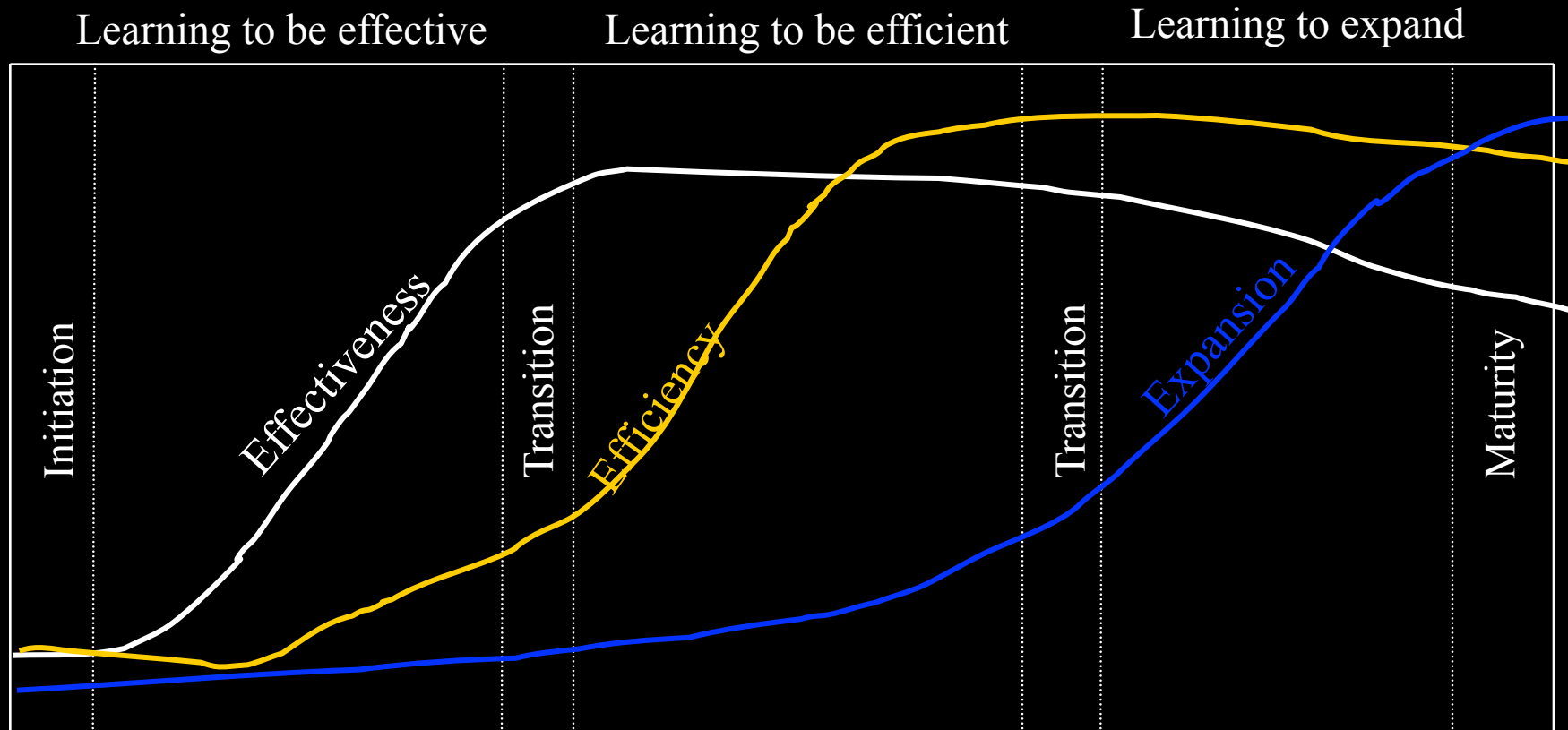
How to implement

We need to know:

1. Who constitute the team

2. What the team is trying to achieve

3. What the team needs to learn

4. The best learning process for the team

Stages of the learning process

- 1. Efficacy*/Effectiveness
- 2. Efficiency
- 3. Expansion

- David Korten, "Community and Rural Development: A Learning Process Approach"

- * additional term in epidemiology

Program learning curves - D. Korten

Learning to be effective   Learning to be efficient   Learning to expand

Initiation   Effectiveness   Transition   Efficiency   Transition   Expansion   Maturity

Why does each stage requires a new learning process?

- When we expand, we change the composition of the team. Conditions and resources also change.

Why does each stage requires a new learning process?

- The "best practices" of "special forces" or elite units in any army cannot be easily transferred to regular soldiers.

Change is always met with resistance

- Resistance to change is neither good nor bad.
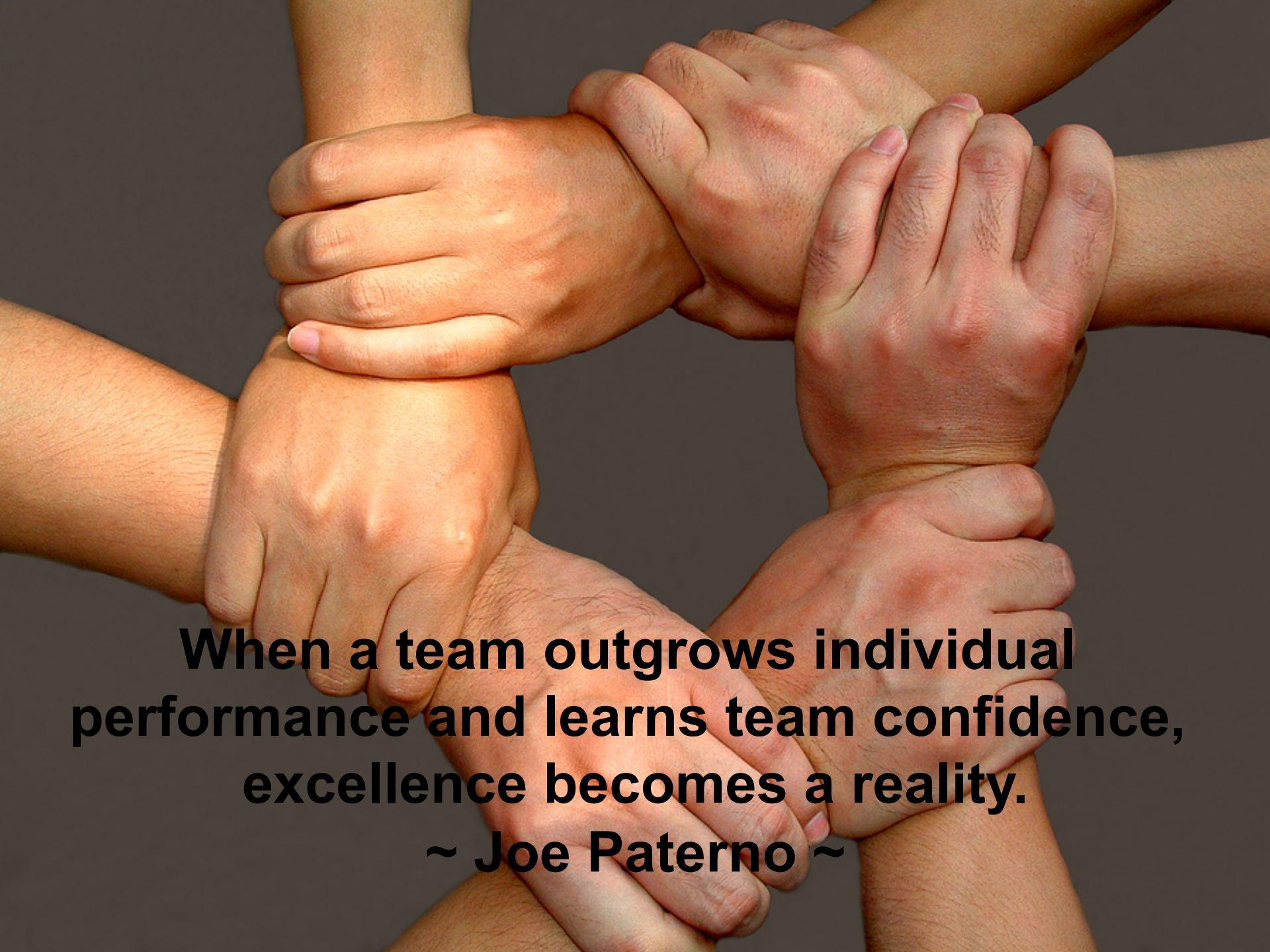
- It is always a signal for further inquiry.

To change

- **take risks**
- **seek responsibility**
- **be accountable for your actions.**

When a team outgrows individual performance and learns team confidence, excellence becomes a reality.
~ Joe Paterno ~