



Leading High-Performing Project Teams



Flight Simulations
for Leaders™

Davis & Dean

Training beyond anything you've ever done . . .

**Knowledge—
plus skills**

**Theory—
plus practice**

**Technical—
plus human side**

**Details—
plus big picture**

**Process—
plus results**

**Work—
not a game**

**Seasoned experts
as instructors**

**Manage 5 months—
in three days**

Davis & Dean

Global Work Renaissance

Work changes have outdated most management skills . . .

The world of work is being so dramatically redefined by enterprise and government that our present skills of managing and leading are mostly ineffective, and often counterproductive. What worked in the past no longer does. Something very basic has changed.

We work now in a world of information and knowledge . . .

You and everyone else are gaining unlimited access to unlimited information. We are all learning to apply our new knowledge, and we are seeking the freedom to innovate. We expect work of meaning and purpose that makes full use of our creativity and imagination, that unleashes the human spirit at work. The working world and the nature of organizations are being transformed. We are all caught up in the changes.

New leadership skills beyond the old are required . . .

We can change with the times or be left out. Those who choose to change will need new skills that few managers and leaders now have. These skills must be learned, and can only be learned by actual experience and practice. That takes time.

You can experience new ways to learn . . .

The time needed to learn these new skills can be accelerated and made risk-free in *Davis&Dean's "Flight" Simulations for Leaders™*. These workplace simulations are specifically designed for managers and leaders who decide to sharpen their competitive edge and stay in the game. That's our only business.

What is a “Flight” Simulation for Leaders like?

You’ll experience all the stages of learning . . .

In a ***Davis&Dean “Flight” Simulation for Leaders***, all stages of learning are experienced, from the *Bliss* of not knowing a skill exists, to the early *Frustration* of not having the skill, through the *Awkwardness* of trying a skill for the first time, and advancing to the *Natural* behaviors of the truly skilled. Continuing on, multiple skills are *Integrated* into new skill sets, which may then either *Align* with personal belief systems or engender new beliefs.

You’ll learn by doing it yourself . . .

A ***Davis&Dean “Flight” Simulation for Leaders*** is a personal experience in which fully involved participants do the learning themselves, while being coached and guided by experts. Your learning is not directed simply at the acquisition of knowledge, but towards practicing and using relevant new leadership skills.

You’ll work in a leaderful team . . .

In a workshop, up to six teams of three to five participants are immersed in realistic long-term workplace situations. Teams make everyday decisions, plus they deal with dilemmas and unplanned events that must be resolved within specified times, budgets, and other parameters. Each team’s progress unfolds differently depending upon the decisions they make using their existing and newly learned skills and knowledge.

It’s real work, not a game . . .

These simulations authentically replicate the workplace, although they are more focused, risk-free, and performed in compressed time. Success in a simulation, just as at work, is achieved not by manipulation, but by consistently applying good leadership and management practices, effective people skills, an integrated strategy, and the targeted functional skills being learned.

Your guide is an expert . . .

Davis&Dean Guides (instructors) must meet very high standards, including professional or advanced education supplemented by years of significant and applicable experience. In addition, they must successfully complete our comprehensive and demanding certification process before guiding ***Davis&Dean “Flight” Simulations for Leaders***. A Guide’s certification is reviewed regularly.

Leading High Performing Teams

Participants in this fast-paced, highly engaging workshop tell us they have two breakthrough insights, and both insights explode myths they previously believed.

Old myth: Leaders are born, not made.

New research: The skills of leadership can be acquired.

Participants formally compare what they do at work with the 5 Practices of Exemplary Leaders. These practices have been researched with thousands of leaders around the world by James Kouzes and Barry Posner, and are reported in their book, *The Leadership Challenge*. Invariably, participants have a great Aha! They each find that they have and express every one of the five practices to some degree. They are convinced they can be leaders! They learn how to improve their leadership skills by (a) knowing what these skills are, and (b) practicing these skills until they are ingrained habits.

Old myth: A team is composed of a leader and followers.

New research: The best performing teams are made entirely of leaders.

Our research finds that the most effective teams are not made up of one leader and a number of followers. The best teams are composed entirely of leaders! We call them leaderful teams. This second Aha! hits participants as they discover the 8 Dimensions of High Performing Teams, researched worldwide by Carl Larson and Frank LaFasto and reported in their book, *Teamwork*.

With these two myths replaced by current research findings, the way is cleared for participants to freely practice their growing skills in leading and working in teams, two of the most essential skills for success in today's world of knowledge work.

By the end of the two days, participants have convincingly demonstrated to themselves that they are competent leaders and they have successfully served as members of a high performance team.

There is no quicker or more effective way to learn these two practical and critical skills than to be immersed in this workshop.

In this powerful 2-day workshop, you will learn . . .

- ▲ The 5 Practices of Exemplary Leaders (from Kouzes and Posner)
- ▲ The 8 Dimensions of High Performing Teams (from Larson and LaFasto)
- ▲ How these are interwoven and interdependent
- ▲ To apply them in combination
- ▲ To become naturally skilled by practicing
- ▲ To see yourself as a leader
- ▲ To see yourself as an effective team member

5 Practices of Exemplary Leaders

- ▲ Challengi
- ▲ Inspiring a
- ▲ Enabling C
- ▲ Modeling
- ▲ Encouragi

Participants learn to become leaders by (1) identifying these 5 skills and (2) improving their own skills through practice.

Source: James M. Kouzes and Barry Z. Posner, *Leadership Practices Inventory*

Early in the workshop, participants complete a survey known as the Leadership Practices Inventory (LPI), developed by Kouzes and Posner and administered to more than 100,000 leaders worldwide.

We discuss the results of the LPI survey with participants, post their scores (no names) on a wall chart to focus attention on collective strong and weak points, and work out ways to improve their leadership practices during the next two days.

At the end of the two-day workshop, participants complete the LPI survey a second time so they can measure their improvement.

When they return to their jobs, they take a third copy of the survey with them so they can measure themselves in their actual work environment three to six months after completing the workshop.

8 Dimensions of High Performing Teams

- ▲ Clear, elevated
- ▲ Results-driven
- ▲ Competent
- ▲ Unified commitment
- ▲ Collaborative
- ▲ Standards
- ▲ External support
- ▲ Principled

These 8 dimensions focus the participant team on a goal of peak performance. Achievements are charted and regularly reinforced.

Source: Carl Larson and Frank LaFasto, *Teamwork*

Participants also determine the extent to which they practice and apply the 8 Dimensions of High Performing Teams. These 8 dimensions are based on research with extraordinarily high performing teams—mountain climbing teams, heart surgery teams, championship sports teams, breakthrough product development teams, highly-trained high-risk military teams, and others.

As the workshop progresses, participants observe their own behavior and that of their teammates to continuously assess their demonstration of the 8 dimensions. These assessments are posted on wall charts in the team's work area for quick reference.

In the case study are hundreds of problems, dilemmas, and opportunities to practice these 8 dimensions of high performing teams.

Leadership Skills

- Challenging
- Inspiring a
- Enabling O
- Modeling t
- Encouragin

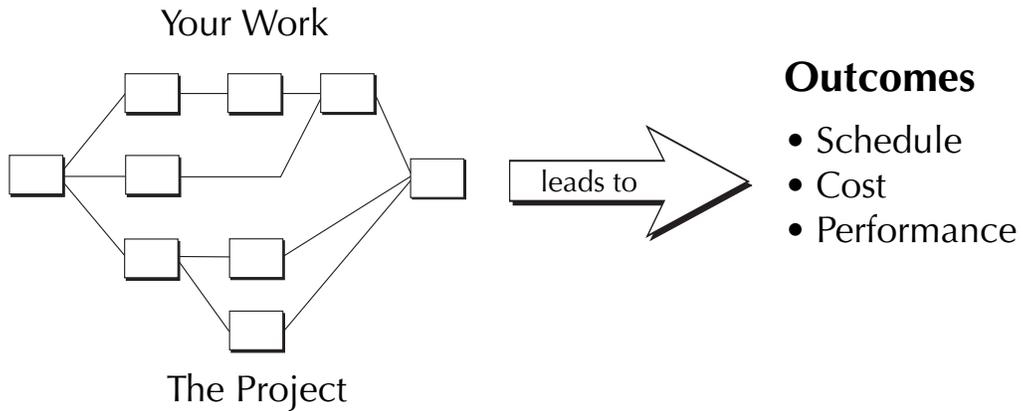
Teamwork Skills

- goal
- structure
- n members
- ment
- imate
- excellence
- t & recognition
- ership

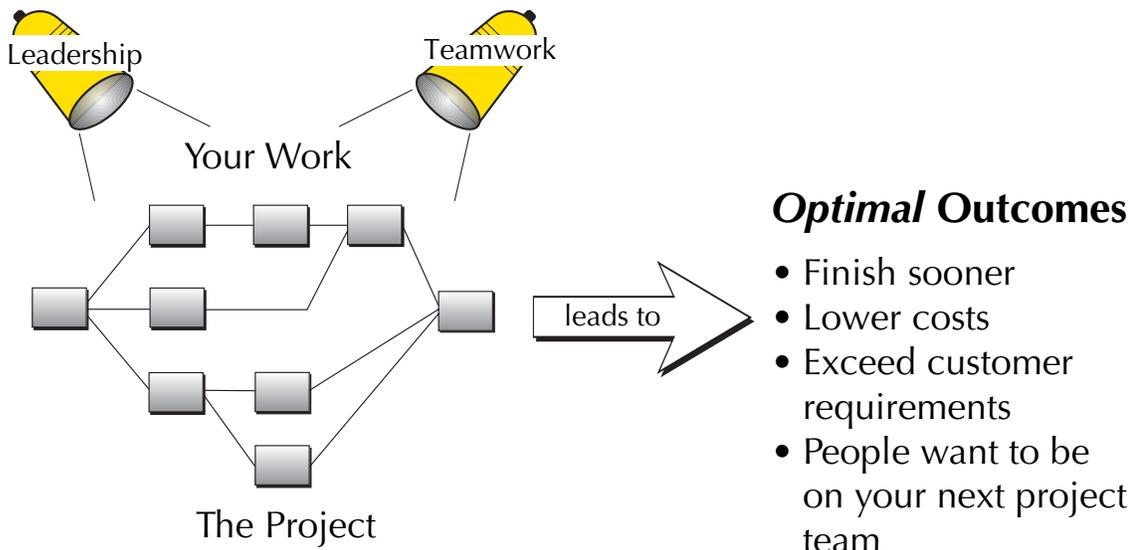
These 13 skills of leadership and teamwork are interconnected and interdependent. Only two include any technical skills, and all are skills of personal relationship!

**Leadership skills relate closely to teamwork skills.
They are all *relationship skills*.**

Work Will Get Done (Management)



Work Gets Done Better With *Relationship Skills* (Leadership and Teamwork)



The Case Story

One of the most engaging ways to learn is to participate in an unfolding story. In this workshop, participants are asked to lead a newly formed employee team in their company. To succeed, they must consistently and successfully apply the 5 practices of exemplary leaders and the 8 dimensions of high performing teams, both to the team they are leading and to themselves.

Because nearly all work is now done in teams, participants in this workshop also work in teams. And because nearly all team work is in the form of a project—with an identified start, a defined finish, specific tasks to accomplish, an approved budget, and specified deliverables—participant teams also work a classroom project, and must complete the assigned tasks on schedule, within budget, and meet or exceed customer expectations.

Participant teams accomplish all of this in an environment of good relationships—paying attention to their skills as leaders and as members of a high performing team.

Lincoln Miller, Chairman of Miller Global and outspoken critic of business leadership, hit hard with some straight talk to a gathering of global business leaders he hosted last week.

Citing *“an abysmal lack of leadership by those in leadership positions,”* Miller pointed to business leaders’ safety-seeking rather than risk-taking, to their focus on stock options and personal gain rather than the well-being of the company, and to their lack of creative initiatives, products, and solutions to insure company longevity.

“Look at the failures of most business initiatives in the last ten years,” Miller went on. *“Whether it be e-commerce, dot.coms, enterprise systems, TQM, or mergers, the capital losses and human costs are colossal. They are also unforgivable, and responsibility must be laid squarely at the feet of company leadership in every corner and at every level of the organization.”*

It was almost a relief when Dr. Miller turned the podium over to the fiery and controversial management guru, Tom Peters. But Peters simply picked up the ball and kept running. After blasting the timidity of today’s leaders and hammering away at the misguided directions in which they have taken their organizations Peters said, *“The job of a leader is not to create followers; it is to create more leaders.”* He explained further that he did not mean a leader should simply develop his or her replacement, but that a good leader creates a complete organization filled with leaders.

Two of Miller Global’s top internal organization consultants also spoke at the conference. Sarita Freire built on what Miller and Peters said, adding that the new view of leadership takes place

in a setting of “whole systems.” At the same time, she said, *“We must recognize that wherever an organization has carefully attended to producing leaders, these systems are self-organizing. The challenge is to find or develop leaders whose vision for the organization is clear and elevating, and who can create an environment that allows for, and takes advantage of, these self-organizing systems. Such systems are likely to be networks of peers, rather than hierarchies,”* she explained. Freire also pointed out that self-organizing systems are common in nature, and that although they are not externally controlled, they are decidedly not out-of-control.

Dr. Juan Lopez warned the conference that it is a fatal mistake to rely on technology to run their organizations. *“While it is an attractive and compelling dream to think that you can operate by webcasts and video conferences, train by e-learning and CBT, and manage clients by on-line CRM systems, we have to remember that leadership is a human undertaking in a human enterprise,”* Lopez said. *“In the last two or three decades we have energetically denied that humans respond best in an environment of good human relationships. Trust cannot develop when people cannot breathe the same air in the same room, and organizations are nothing more than networks of trust. We have to get real about our humanness.”*

As the conference came to a close, Miller announced the creation of the first of possibly many Quality Improvement Teams at Miller Global. *“We have to rid ourselves of the notion that quality programs failed in the 1990’s,”* he said. *“The truth is that they were never seriously tried. We are going to take QIT’s seriously. I have asked Juan Lopez to consult with a small team of employees and associates of Miller Global to organize a Quality Improvement Team. They will be called the Miller Improvement Team and meet together one day a week. I have also asked Sarita Freire if she will consider being the top-management sponsor of the QIT/MIT.”*

The conference broke into industry groups set of final concurrent sessions in which could address questions to their

**Sales-To-Date Up
From Last Year!**

The Case Story

Participants are assigned to lead a quality improvement project team. To succeed, they must consistently apply all the skills of leading a high performing team.



Memorandum

January 1

To: Sponsors, Prototype Miller Improvement Team (MIT)

From: M. S. Caine, Division Manager

Here at Miller Global, we have renewed our commitment to eliminating non-value-added work, particularly in the staff service areas where the effort is a step or two removed from our customers.

In our division today, fewer than 3 out of 10 employees can claim any kind of direct influence on external customer satisfaction. Five years from now, we'd like that to be 8 out of 10.

We are now one of the best companies in our industry, and yet I am frankly worried about our ability to survive unless we make core changes. Our competitors are aggressive in giving customers what they want, and are doing it faster and with fewer employees.

Clearly, we are planning fundamental changes in how we accomplish work and how the division is structured. You can expect our pyramidal hierarchy to evolve into a flatter, more horizontal organization, and even into federal-style network.

To change will require serious efforts to educate our entire work force. As you know, we have for many years conducted "training" courses in basic management skills. It has been pointed out to me that this "training" has not had measurable effect on the company's style of managing nor on its results.

Beginning with this assignment, I'd like you to try something new: I want to encourage you to *actually put into practice the relationship concepts of leadership and teamwork that you've learned!* See if you can coach and mentor instead of control. See if you can facilitate the MIT's success by giving *them* the initiative and decision-making power.

I think you will make two discoveries as you do this: that you are better leaders than you think you are, and that the best teams are made up entirely of leaders!

David & Dean

Page 2

This is your assignment: Lead the Division's new prototype Quality Improvement Team, which they call the Miller Improvement Team. The original 5 members of this first-ever improvement team have met together four times already for a full day each time. I was with them much of that time. Together we developed a work plan for the next five months, which you will see.

The first job of the Miller Improvement Team is to form themselves into a team and work through an actual process improvement. Also, we decided to do a second job simultaneously: to research and write procedures for forming MITs company wide. I know the five current people can't do it all, so I'm willing to cover the costs for up to a total of 10 people. The additional 5 people have been invited and will be at work in the second week.

The commitment of this entire team is that they will stick together for at least 10 more weeks (your first 10 weeks). After that, you can change their status or remove them from the team as you judge necessary. They are free to leave the team at any time their other work requires.

At the end of the project, we'll report our results and make recommendations to Miller Global's senior strategic managers. Two things must be completed by then: (1) the prototype MIT will have been formed, educated, selected a process, defined its impact on customers, identified and analyzed potential improvements, and actually have improved the process; and (2) other team members will have researched QITs in general and written results and procedures that can be followed for forming MITs company wide. In view of the unknowns, it is difficult to establish a firm budget. However, the MIT and I have targeted a total cost of \$75,000.

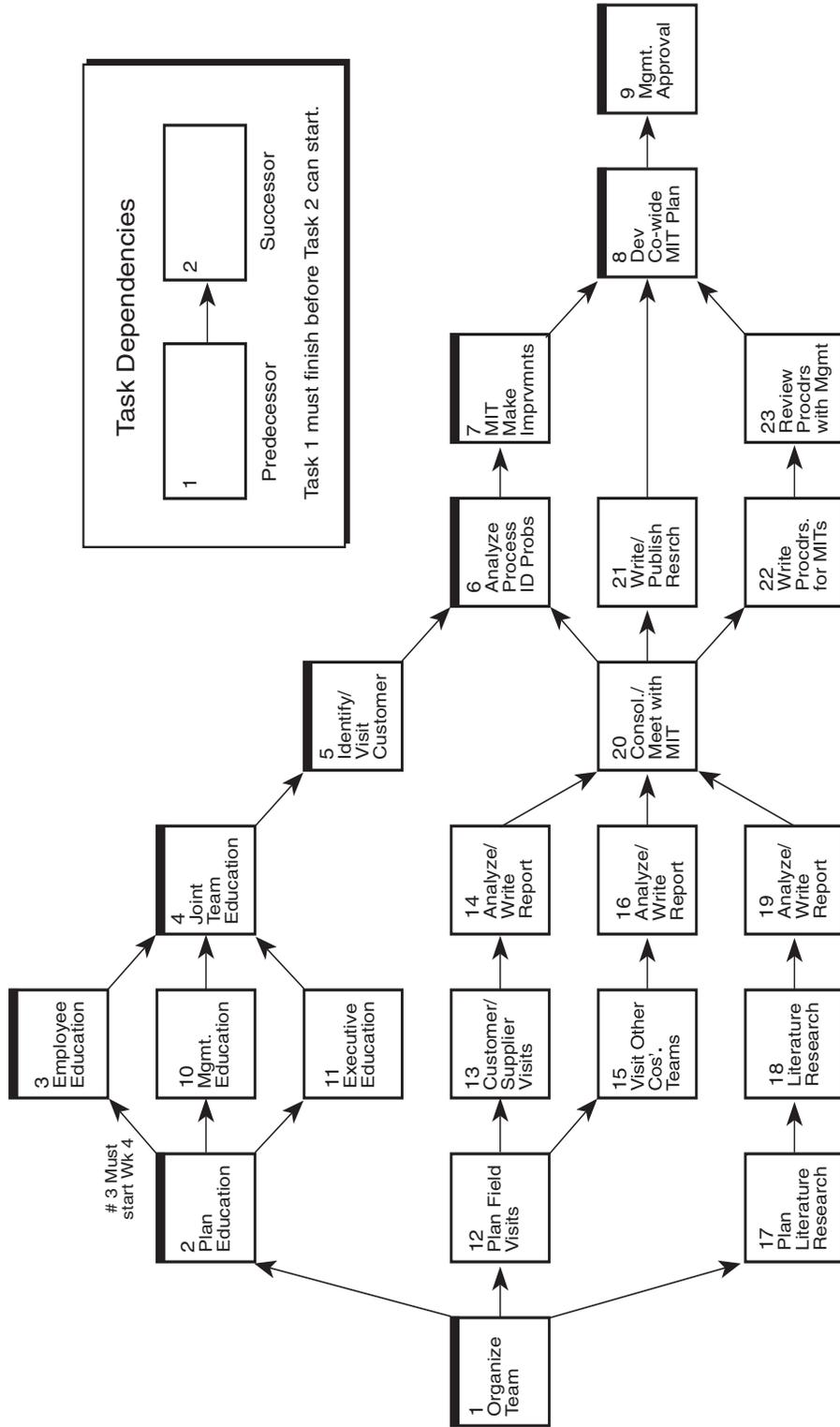
I know you will want professional advice from time to time, and I have asked a true expert and wonderful human being to help. During last year's trip to review Miller Global's South American divisions, I met Dr. Juan Lopez, who has played a significant role in changing the style of leadership and organization in our operations in Chile, Argentina, and Venezuela. Juan is a remarkable man, highly educated and a certificated executive coach. He prefers to stay out of the hierarchy, so you will not report to him, although I hope you will incorporate his suggestions whenever possible. You'll enjoy working with him as he will enjoy coaching you. Take advantage of his knowledge and experience: Juan has been through this many times before.

I will call our first formal status review meeting about four weeks from now, but please also let me know regularly how things are progressing, especially if I can facilitate the effort in any way.

Diana & Dean

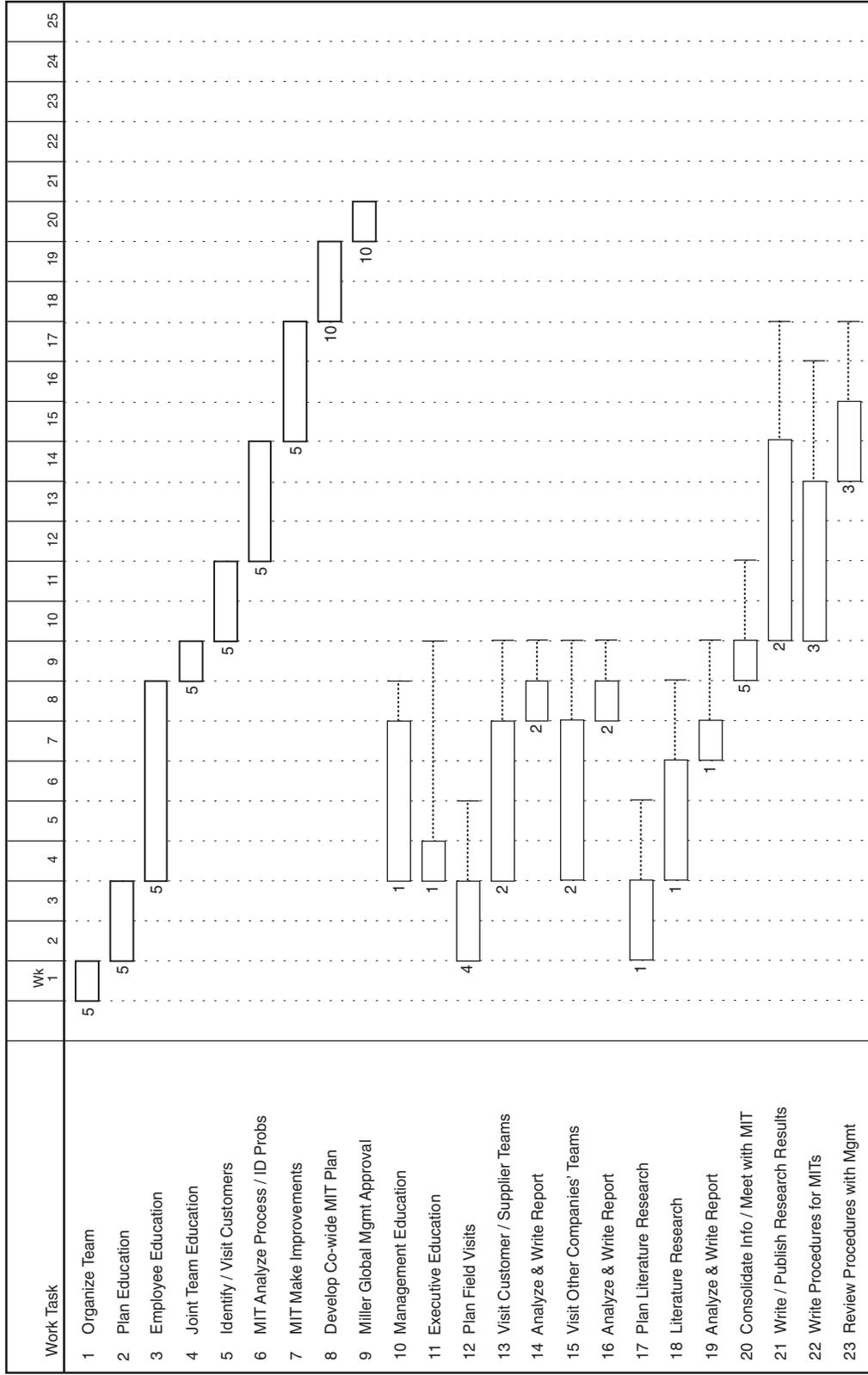
Work Flow – Network Diagram

Miller Improvement Team



Work Schedule – Bar Chart

Miller Improvement Team



The Participant Team Interacts with a Virtual Team



Team interactions are synergistic and interdependent—

Success of one team

Depends on and

Contributes to

Success of the other team.

Virtual People

To accomplish the work assigned in the Case, participants have access to a project team of ten virtual (simulated) team members, who have volunteered for this project along with five other volunteers, who may be available if needed.

Notice that all have names, skill sets, and histories; have varied interests at work and at home; have specific personality types (in the same proportion as in the general population); reflect the aging of the work force; and have been with the company for varying lengths of time.

Personality types (Myers-Briggs Type Indicators) and ages are not disclosed to participant teams, although simulated education opportunities are available for the project team that will result in discovery and definition of personality types.

Virtual Peoples' Characteristics

Virtual (simulated) people in the project have unique . . .

- ▲ names
- ▲ experiences
- ▲ mixes of skills
- ▲ moods
- ▲ maturity levels
- ▲ learning abilities
- ▲ personalities
- ▲ productivity variances
- ▲ capabilities to change
- . . . and other human attributes.

The people can be . . .

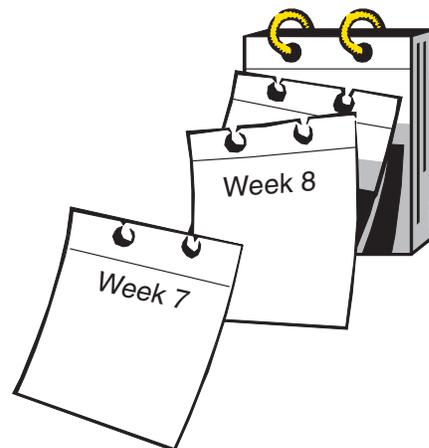
- ▲ selected
- ▲ hired
- ▲ assigned
- ▲ coached
- ▲ trained
- ▲ promoted
- ▲ transferred
- ▲ counselled

The human element is very realistic!

Leading a High Performing Team

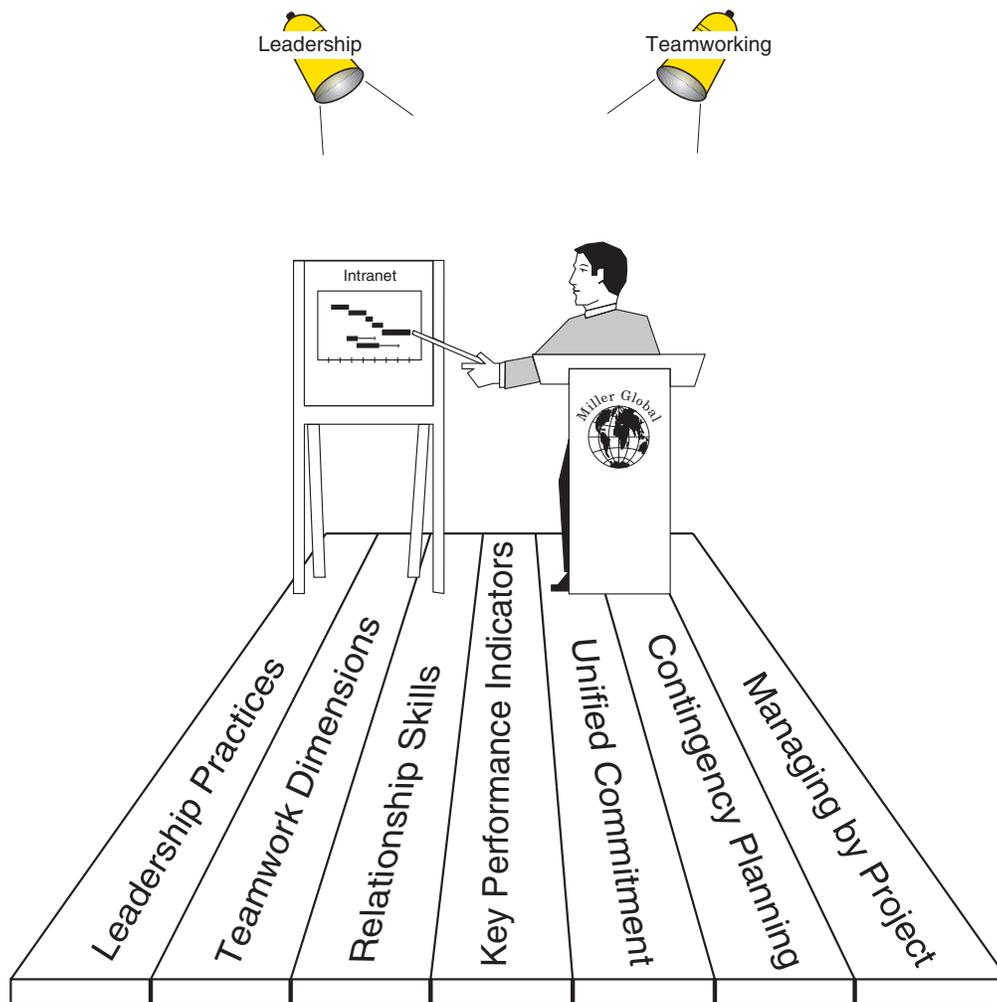
In their 20-week project . . .

1. Participant teams review their strategies
2. Make strategic and current decisions
3. Apply decisions to their Project
4. Work project for one week (simulated)
5. Read and analyze feedback on monitor
6. Respond interactively to situations and dilemmas
7. Print weekly management summary reports
8. Track progress control charts (KPIs)
9. Review and analyze short and long term results
10. Make next round of decisions
11. Continue for 20 weeks, or until project completes



Skills Integration

Not only do participants learn leadership and teamworking skills, they also combine these with many other important skills of leading and managing.



By the end of the workshop, all the elements of Leading High Performing Teams are integrated into a dynamic whole. You have a new set of skills!

Application of Learning

To enhance learning, participants . . .

- ▲ become intensely involved in directing the unfolding case story
- ▲ make regular evaluative reports to the class
- ▲ take “people” risks they rarely take on the job

To enhance transfer of learning to their jobs, participants . . .

- ▲ continually relate the case story to their own work
- ▲ find ways to apply the principles learned
- ▲ plan and commit to how they will lead and participate in high performance teams—
 - next week
 - in the long term

David & Dean

Our Learning

What we learned about ourselves as leaders . . .

What we learned about ourselves as team members . . .

Learning is summarized by the participants and the workshop guide. Participants, after reflecting, make detailed reports of their learning and make commitments to apply the skills they have learned.

What we'll apply next week . . .

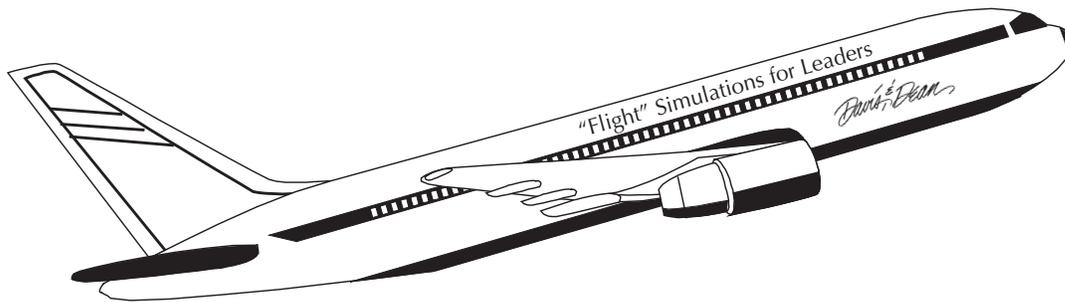
What we'll apply in the long term . . .

David & Dean

Why do “Flight” Simulations for Leaders work?

Compressed experience methods have been used in flight simulators for many years. These methods give airplane pilots risk-free experience in a short time so they can learn and integrate new skills.

Davis&Dean “Flight” Simulations for Leaders are much the same, replicating management and leadership situations so new skills can be focused on, practiced, and learned quickly.



- ▲ You learn by doing
- ▲ Energized classroom insures full participation
- ▲ Telescoped time dimension allows rapid learning
- ▲ Risks are taken without fear of failure or repercussion
- ▲ Attention is focused on skills to be learned and applied
- ▲ Decisions are followed by immediate, continuous feedback
- ▲ High transfer of learning results from accurate mirror of the workplace
- ▲ Intensity and emotion lead to long term internalizing of the experience

Time is short, but . . .

What if . . . there were a fast, effective way to learn the new, complex skills required of today's successful leaders?

What if . . . in a classroom, you could immerse yourself in a relevant, realistic re-creation of your workplace, accurately reflect the complexity of your job, inundate yourself in the dozens of simultaneous, multi-dimensioned dilemmas that leaders face, and add the urgency and intensity of a collapsing time-line?

What if . . . you could learn to quickly assess a situation, integrate all the data available to you, forge a team decision, see results instantly, and get continuous, timely performance feedback?

What if . . . you could lock in your learning with actual reinforced experience, and capture how it feels to successfully apply your new skills with the confidence of an accomplished leader?

What if . . . it could be done in two or three days?

That's what we **guarantee** with ***Davis&Dean "Flight" Simulations for Leaders***, and what we do for the world's most progressive companies on six continents.

These unique, computer-based workplace simulations are designed to seize your attention and give you the best value-added education there is: skills you can take to work that will change forever how you live and lead.

***Workplace Simulations from
Davis&Dean***

Davis&Dean offers many other “*Flight*” Simulations for Leaders™.
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