
THE LEADER'S GUIDE

A resource for
leaders, members,
trainers and
consultants intent on
developing
TeamWisdom in
themselves, their
teams and clients.

Christopher M. Avery, Ph.D.

A Supplement to Avery's Book

TEAMWORK IS AN INDIVIDUAL SKILL

*GETTING YOUR WORK DONE
WHEN SHARING RESPONSIBILITY*

\$22.95

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SECTION 1. GETTING STARTED

What is *The Leader's Guide*?

This **Leader's Guide** is a resource from Christopher M. Avery and Partnerwerks designed to support anyone wishing to develop productive and responsible relationships at work. It is not a stand-alone tool. Rather it supplements the book **Teamwork Is an Individual Skill: Getting Your Work Done When Sharing Responsibility** (Berrett-Koehler, \$18.95). That's right, you probably can't get much value from this Guide unless you have a copy of the book which is widely available at bookstores, from the publisher Berrett-Koehler (www.bkpub.com), or from Partnerwerks (www.partnerwerks.com).

The value I intend to offer you through this guide is clarity of organization and focus. The Guide can quickly direct you to the most useful sections and exercises in **Teamwork Is an Individual Skill** based on your team development needs and situation. That can save you time and help you develop clarity about what to do to build your team. This guide can also help you review the material in **Teamwork Is an Individual Skill** from different points of view since the guide is organized around the team development roles of manager, leader, member, trainer, and consultant.

How to Use *The Leader's Guide*

The Guide is designed to be easy and simple to use. I hope you will let me know whether that's true for you (see Section 6 for my invitation to offer improvement ideas, upgrade advice and requests). To put the Guide to use immediately, first clarify what you want to learn by assessing your situation. The next segment in Section 1 is designed to help you do that quickly. Then, turn to the appropriate section of the Guide based on what you most want to learn. That section will provide strategies for using various chapters, sections and exercises in **Teamwork Is an Individual Skill** to develop your team. All chapter and page references in this Guide refer to chapters and pages in the book **Teamwork Is an Individual Skill** unless they explicitly refer to something else such as another page or section in this Guide. To avoid confusion, the Guide is chunked into sections rather than chapters.

Don't expect the Guide to be a step-by-step how-to resource for all training, consulting, or team leadership situations. Instead, consider it to be a friendly offer of TeamWisdom support based on my experience as you apply your own

skills as a manager, leader, consultant, coach, trainer, training designer, or team member.

Remember teamwork is 5% know-how and 95% practice. Reading **Teamwork Is an Individual Skill** and this Guide will provide information about teamwork. Applying the principles and learning how they work for you will grant you TeamWisdom!

Which Sections Will Be Most Useful?

This segment will help you discover which other sections of the Guide will be most useful right away. It's simple and will take just a minute. A brief assessment helps you determine your role in relation to the team situation that you wish to improve.

First things first, I define a team as *a group of individuals successfully stepping up to the opportunity of shared responsibility*. So, to determine which sections will be most helpful to you, first identify the shared responsibility, then identify the group you hope will rise to that responsibility, and finally, determine your role in relationship to the group. Use the worksheet here to do that.

Note: An important difference between TeamWisdom and most other team-development philosophies is that defining a team depends as much—or more—on defining the “task” that must be accomplished as on identifying the people who must work together. Why? Please think about it and then read page 15 in **Teamwork Is an Individual Skill** if you are not sure, but I'll give you this hint: The task is *the* reason for the team.

Assessment

1. The specific “task” or “shared responsibility” to which I want a group to step up is:

2. The group I intend will step up to this responsibility is best described as:

3. My role in relationship to this group is (select one):

Manager

Assigned Leader (such as team lead)

Member

Trainer

Consultant

Now, turn to the section in this Guide that corresponds to your role in relation to the team. Feel free also to borrow from other sections since leadership in the best teams is always fluid and anyone can provide needed leadership at any time. That means your role can temporarily change and that's why other sections might be helpful to you.

SECTION 2. MANAGERS AND ASSIGNED LEADERS

If you are the manager or assigned leader of a group you can use this section to develop your own leadership potential and then to develop the team you serve. I hope you will spend some time with the first topic and segment before moving to the second. Why? Because that's likely where your greatest opportunity lies.

Developing Your Leadership Potential

Assumptions

Your Accountability. You are probably accountable within your chain of command for the performance of a group (even if the members do not directly report to you). This group might include a project team, a task force, a department, a function, or another type of staff.

Your Intention. You wish to develop in yourself the personal qualities, mindsets, and habits of a successful team leader. You intend that people desire to be on your team, and, that they willingly work together to accomplish a shared responsibility.

Your Concerns. Typical concerns of someone in your position include:

- Developing and communicating a vision and direction
- Demonstrating principled behavior
- Behaving congruently and providing a consistent message
- Being participative and inclusive
- Treating people with respect
- Getting things done through commitment rather than control

Information and Exercises to Consider

I wish every manager and assigned leader completely understood the difference between “accountability” and “responsibility” and demonstrated that understanding in her communication and actions. So the first information I ask you to consider is pages 9-14 on responsibility and accountability.

_____ Completed. What did you learn and how will you demonstrate it?

The definition and description of TeamWisdom on page 25 will help you decide whether you truly desire to lead from a position of responsibility as well as accountability.

_____ Completed. What did you learn and how will you practice this learning?

Then, consider the information on page 30 and 31 about responsibility and do the exercises listed there. If you don't do the exercises with a team, then imagine how your team would respond if they were to tell you the truth. To be a successful leader you probably will feel and act responsible for more than you are accountable for.

_____ Completed. What became clear for you and how will you demonstrate it?

Next, consciously consider your intentions by reading the information on pages 48-49 and doing the exercises there. So many would-be leaders commit self-sabotage because their true intentions are not in line with their stated purposes.

_____ Completed. What did you learn and how will you demonstrate it?

Pages 51 and 52 will help you turn your examined intentions into a sense of purpose. People enjoy following someone who is "on" purpose and who conveys a sense of mission.

_____ Completed. What did you learn and how will you practice this learning?

It may surprise you that the best leaders always have dual goals. The information and exercises on pages 156-158 will point you toward valuing both the accomplishment of the task as well as enhancing the experience and commitment of the people.

_____ Completed. What did you learn and how will you demonstrate it?

All of Chapter 4, *Trusting Just Right*, should receive your ongoing attention. Consider especially the dynamic between your trust of others and your own ability to respond, which is the topic beginning on page 113.

_____ Completed. What did you learn and how will you practice this learning?

Please read and absorb the information on page 62 about how it will serve you to learn of and protect other's interests.

_____ Completed. What became clear for you and how will you demonstrate it?

Please also read and absorb the information on page 71 about distinguishing criticism from feedback.

_____ Completed. What did you learn and how will you demonstrate it?

When all of these requests I'm making of you as a leader seem overwhelming, please read the information beginning on page 40 about learning from upsets. TeamWisdom is a practice, not a diploma.

_____ Completed. What did you learn and how will you demonstrate it?

You will not get far without having to lead yourself and a team through disagreement, contention and conflict. Otherwise, why would teamwork and leadership be needed? Check out the information on page 68 to improve your leadership under duress.

_____ Completed. What did you learn and how will you practice this learning?

To make decisions and move forwardly rapidly, review pages 98-103 on consensus.

_____ Completed. What became clear for you and how will you demonstrate it?

Finally, begin a lifelong curiosity about collaboration and collaborative management (which is what team leadership is) by attending to all of Chapter 5.

_____ Completed. What did you learn and how will you demonstrate it?

Developing the Team You Serve

Assumptions

Your Accountability. You are accountable for the performance of a group (even if the members do not directly report to you). This group might be a project team, a process team, a task force, a department, a function, or some other type of staff.

Your Intention. You wish to inspire folks to come together around goals that they call their own and take action that moves the group forward together.

Your Concerns. Typical concerns of someone in your position include:

- Where to start
- Demonstrating leadership versus management
- Managing motivation
- Setting direction
- Building and managing trust
- Handling dissent and conflict
- Developing consensus
- Developing or altering team norms
- Empowerment
- Voluntary commitment

Information and Exercises to Consider

If you have not already done so, please return to the previous segment *Developing Your Leadership Potential* and review the information and exercises offered there. Why? Because your own characteristics, mind sets and habits are more important in determining successful leadership than are the specific things you do to develop your team. In other words, what you demonstrate speaks louder than what you say.

_____ Completed. What did you learn and how will you demonstrate it?

Next, it is helpful for you to understand how to get things done when you are not in control (because you really aren't anyway, even when you think you are).

When you think about it, the things you can actually control are pretty limited, so most everything else gets done through relationship and communication. Pages 14-19 will help you understand this. These pages will also introduce you to the five conversations that occur when any team gets built. When someone in your role applies these five conversations, I call that using the Team Orientation Process.

_____ Completed. What did you learn and how will you practice this learning?

Chapter 3 will help you point your team toward a shared purpose, the greatest predictor I know for teamwork.

_____ Completed. What became clear for you and how will you demonstrate it?

Teams don't stay built, so the information and exercises beginning on page 107 will help you learn how to reorient any team any time.

_____ Completed. What did you learn and how will you demonstrate it?

Masters of motivation know that the power lies not in finding the right carrots or sticks, but in learning what already motivates other people and helping them to get whatever it is—even if you can't promise it. Information and exercises starting on page 57 will support you in doing this.

_____ Completed. What did you learn and how will you practice this learning?

Lastly, please learn how using the “common enemy” approach to building a team is easy and cheap and will backfire on you. It’s on page 104 along with what to do instead.

_____ Completed. What became clear for you and how will you demonstrate it?

SECTION 3. TEAM MEMBERS

If you are a team member please use this section to develop your own TeamWisdom in order to become a more productive and responsible partner and teammate, or, to influence how others team with you.

Becoming a Better Partner and Teammate

Assumptions

Your Accountability: You are individually accountable within a chain of command for a post, operation or result. You also *feel* responsible in some way for a larger shared result. It's likely that you can achieve your own accountability more effectively by sharing responsibility for this larger result.

Your Intention: You wish to be powerful in a team, collaboration or partnership by applying the universal and natural laws of relationship in order to get things done together.

Your Concerns: Typically, someone in your position exhibits these concerns:

- Relying on others over whom you have no direct control
- Not being left holding the bag.
- Telling your truth with compassion
- Getting your needs met
- Making it through rough spots successfully
- Building common goals

Information and Exercises to Consider

I applaud your interest in developing your TeamWisdom (see page 25 for a definition of TeamWisdom) and point you to all of Chapter 1--all of the information and all of the exercises. Chapter 1 will help you understand what being a better teammate means and what is required of you. The exercises will help you begin to internalize this information in your thought patterns.

_____ Completed. What became clear for you and how will you demonstrate it?

Next, it might be helpful if you had a “fail-safe” model for conducting yourself in a team, partnership or collaboration. I consider the three keys described on pages 159-173 to be such a model for me and my company, and, a helpful guide.

_____ Completed. What did you learn and how will you demonstrate it?

I assume you have internalized the information about personal responsibility. If not, please review the information and exercises on pages 9-14 and then pages 30-31. When you’ve done that, then turn to page 141 to learn how great teammates engage in such large “games” that they naturally need and value all potential partners.

_____ Completed. What did you learn and how will you practice this learning?

The dual focus on task and people revealed on pages 156-157 will help you maintain proper balance in all your team relationships. And, while on that track, consider the information on pages 144-145 about how to treat whatever someone tells you as true for them even if it is not true for you. Then, see if you can view diversity as a functional rather than a moral issue. Page 146-148 will tell you how.

_____ Completed. What became clear for you and how will you demonstrate it?

Read, re-read and do all the exercises in Chapter 4 about how to trust just right.

_____ Completed. What did you learn and how will you demonstrate it?

Page 59 will help you see how it is always in your best interest to be helpful to others.

_____ Completed. What did you learn and how will you practice this learning?

Finally, you'll be an excellent teammate when you can provide useful feedback without criticizing. Learn how on page 71-72.

_____ Completed. What became clear for you and how will you demonstrate it?

Getting Others to Better Team With You

Assumptions

Your Accountability. You have an individual accountability and it's likely you can achieve your own accountability more effectively by sharing responsibility for a team result with others.

Your Intention: Influencing TeamWisdom in a person or group on whom you rely to get your work done.

Your Concerns: Typically, someone in your situation thinks they are a good teammate and partner, and are concerned about:

Getting others to be responsible

Behaviors of others, including perhaps an assigned leader

Leading from the playing field

Influence without control

Motivating peers

Getting others to make and keep agreements

Getting others to care for the team.

Information and Exercises to Consider

First and foremost, consider the information and exercises promoted in the above segment called *Becoming a Better Partner and Teammate*. Many times when you think the problem is really about “them,” there is something more for you to learn and change about yourself, so give that material one more close look.

_____ Completed. What did you learn and how will you demonstrate it?

Next, consider all of the information and exercises in Chapter 2, *Creating Powerful Partnerships*. That chapter contains the best information to help you get others to team better with you.

_____ Completed. What did you learn and how will you practice this learning?

Then, learn to take an active role in asserting your partnership with others (and asserting their partnership with you. You can do this by studying how your silence is really consent (page 32) and how to use your sense of provocability (page 34) to influence cooperation.

_____ Completed. What became clear for you and how will you demonstrate it?

Turn to page 37 to learn how to deal with your judgements about other people. Then go to page 89 and discover how you don't necessarily have to like someone to have a successful collaboration or partnership.

_____ Completed. What did you learn and how will you demonstrate it?

SECTION 4. TRAINERS

Designing TeamWisdom Learning Experiences

Assumptions

Your Accountability. You are accountable to design and deliver an educational experience to develop team skills in others.

Your Intention: Be effective in developing other's TeamWisdom mindsets, skills and results.

Your Concerns. Typically, people in your position have the following concerns:

1. Inspiring others to operate from a place of personal responsibility for productive relationships
2. Modeling TeamWisdom behaviors
3. Applying effective TeamWisdom experiences and exercises
4. Transferring TeamWisdom knowledge into application

Information and Exercises to Consider

I have had the most success when teaching TeamWisdom when I model TeamWisdom behaviors, and, when I create a *context* of TeamWisdom in the learning environment. I'm convinced participants learn more from the *context* than they do from the *content*. Thus, who you are and how you lead an educational experience is more important than what you train. So start by reviewing the sections for developing TeamWisdom in yourself as a leader and as a teammate. Then, get clear about your intentions for your training (page 48-50).

_____ Completed. What became clear for you and how will you demonstrate it?

The way I set context is by (1.) rapidly orienting the class to our collective task (learn TeamWisdom), (2.) having participants develop their own meaningful outcomes, and (3.) creating some class agreements including agreeing to responsibility (see Chapter 1).

_____ Completed. What did you learn and how will you demonstrate it?

You should probably have a definition of TeamWisdom which is available on page 25.

_____ Completed. What did you learn and how will you practice this learning?

I'm also a firm believer that people change out of enlightened self-interest, so offering people one or more rationales for developing their TeamWisdom will answer the "Why?" questions in their minds. The information in the *Introduction* will provide you with plenty of "why's."

_____ Completed. What became clear for you and how will you demonstrate it?

People in team skills trainings always want to know how to trust "just right," so you can create an entire module out of Chapter 4.

_____ Completed. What did you learn and how will you demonstrate it?

On pages 14-19 you'll find the five conversations that every "built" team has had. More detail is available on pages 85-96. I've found that people appreciate being offered a model for how to start-up a team. In fact, every seminar I've done in the last ten years has involved practicing this Team Orientation Process™.

_____ Completed. What did you learn and how will you practice this learning?

There are lots of individual tips around which you can create modules and exercises. One I'll call your attention to is the need for teams to celebrate successes (page 67). Please build celebration into your training, but not just for false excitement. Celebrate progress toward what people are there to learn.

_____ Completed. What became clear for you and how will you demonstrate it?

SECTION 5. CONSULTANTS

Coaching a Leader

Assumptions

Your Accountability. You have a contract with a client to coach a team leader to achieve greater performance.

Your Intention. Help a leader develop TeamWisdom.

Your Concerns. Typically, someone in this position has the following concerns:

Challenges to your competence or your “right” to coach.

Helping the leader learn about him/herself

Helping the leader take action on his/her learning

Help the leader retain commitment to action/changes

Where to start

When are you done?

Information and Exercises to Consider

I can't coach unless I completely understand my client's intentions. My job is to discover what he wants to learn and help him uncover his own blocks to achieving his intentions. So, I recommend that you start with the material about intentions on pages 48-50. And if you need to “steer” your client toward meaningful intentions, you might consider the definition of TeamWisdom on page 25.

_____ Completed. What did you learn and how will you demonstrate it?

Then put yourself in your client's shoes. Section 2 in this guide is all about developing TeamWisdom in yourself as a leader. It should provide plenty of perspective for you to understand the situation from the leader's point of view.

_____ Completed. What did you learn and how will you practice this learning?

I've found that leading is greatly simplified once a leader has done the truly difficult work of pointing a team in the direction of a specific task, purpose, assignment or mission. Chapter 3, *Collaborating On Purpose* will provide information about what this means and how to do it.

_____ Completed. What became clear for you and how will you demonstrate it?

Many leaders understand only a savage and primitive approach to building a team which is to unify a group against the threat of a common enemy (page 104). There are severe limitations to this approach so you might point your client to alternatives. Also see the information about how to speak of one's competitors on pages 149-151.

_____ Completed. What did you learn and how will you demonstrate it?

Leaders often appreciate having a "formula" for launching a team. You can offer them Partnerwerks Team Orientation Process introduced on pages 14-19 and detailed on pages 85-96.

_____ Completed. What did you learn and how will you practice this learning?

TeamWisdom masters know that the more people celebrate success, the more success they experience. Please coach your client to intend forward progress, recognize forward progress of all types, and acknowledge and celebrate forward progress in ways that compound it. The information on page 67 will help.

_____ Completed. What became clear for you and how will you demonstrate it?

Challenge your client to develop the most collaborative mindset imaginable. See all the information in Chapter 5 *The Collaborative Mindset*.

_____ Completed. What did you learn and how will you demonstrate it?

Coaching a Team

Assumptions

Your Accountability. You have a contract with an entire team to support them in achieving greater performance.

Your Intention. Team expresses confidence that they have energy and direction toward a shared responsibility as well as an environment of trust.

Your Concerns. Typically, someone in this role exhibits the following concerns:

Using a repeatable, valid teambuilding process

Selecting an effective intervention for the situation

That the team will operate after you are gone

That the team will never come together

Knowing when a team is built

Information and Exercises to Consider

Pardon my directness, but, how do you know when a team is built? It's okay to be process-oriented, and, you'll get far better results as a builder of teams if you have an end in mind. See the information on page 93 concerning when a team is built.

_____ Completed. What did you learn and how will you demonstrate it?

As a teambuilding consultant you have an important, albeit temporary, leadership role in this group. Please review the information in Section 2 of this Guide about building a team from the perspective of a leader.

_____ Completed. What did you learn and how will you practice this learning?

Ninety percent of the teambuilding I've done in the last ten years has involved the use of the Team Orientation Process. Please read about the five conversations that every team must have on pages 14-19. Then equip yourself with more detail on pages 85-96.

_____ Completed. What became clear for you and how will you demonstrate it?

Every successful team consultant demonstrates incredible faith in the process. Read this bonus Tip about faith as a TeamWisdom rudiment and do the brief exercise that follows.

FAITH: A TEAMWISDOM RUDIMENT

More often than not, a group of people who clearly share responsibility for a task will successfully self-organize and accomplish that task, usually quite well and with satisfaction. I'd call this a fundamental principle of TeamWisdom. Why?

Because I've seen TeamWisdom masters lead with and bet on this principle time after time after time. Such masters operate with a rudimentary faith that teamwork will naturally evolve within groups when a few other basic conditions are present. Those other basic conditions include (1) clear, shared responsibility, and (2) the belief that they can successfully address the task.

Faith is one of the most powerful tools in my team building arsenal. It is also present in every facilitator ever selected to facilitate Partnerwerks seminars or other services. In fact it has to be, doesn't it?! I call it faith because the principle is not physical certainty but a metaphysical probability. There is plenty of room for doubt. I have fretted hundreds of times about whether a group with whom I've worked would develop into a team!

There is a self-fulfilling prophecy here. Those who don't demonstrate TeamWisdom obviously don't believe this principle and also obviously don't demonstrate such faith. These folks often thwart a group's evolution to teamwork through their non-belief combined variously with their high need for control ("I'm right"), authority ("Who's in charge here?"), or independence ("What's my assignment?").

If you recognize in yourself a lack of faith and want to develop it, here's how. The best way I know to develop any rudiment is through understanding and practice. First, develop your own understanding about how groups evolve into teams by studying the phases of team productivity and the role of participation in creating both commitment and synergy. You can do this by attending team trainings that have a solid theoretical foundation such as Being Powerful in Any Team or through reading and researching (the TeamWisdom Tips archive at www.partnerwerks.com is a valuable resource for that). Specifically, I recommend studying how Partnerwerks Team Orientation Process helps a group get clear and confident about its shared responsibility. Then, put your understanding into practice by showing a little faith in a small group with a clear short-term task. Develop your faith incrementally by practicing the rudiment with increasingly larger tasks, groups and time horizons. This will make you a powerful team builder.

Get started with this 5-Minute TeamWisdom Stretch.

Examine your default posture when you are in task groups that lack a clear authority structure. Do you first fear that the group will fail? Or, do you anticipate that everything necessary will emerge successfully within the group?

_____ Completed. What did you learn and how will you demonstrate it?

Extra Tip for Consultants and Coaches

Finally, here is another extra tip just for consultants. I've learned that every relationship operates simultaneously in the context of the past, present and future. Now we would like to always operate in the present because the present is the only true point of power. However, sometimes it is necessary to clarify future outcomes with a group in order to get everyone headed in the same direction. It is also often necessary to attend to the past to clean up or clear up relationship messes and breaches. You'll know whether to work in the past, present or future by observing what's in the way of the group's ability to be in the present. It might be a lack of future orientation or an inability to let go of a past transgression or perception of transgression within the group.

_____ Completed. What did you learn and how will you practice this learning?

Coaching a Member

Assumptions

Your Accountability. You have a contract with an individual team member to help her better support and be supported by a team.

Your Desires. Help an individual demonstrate TeamWisdom.

Your Concerns. Typically, someone in your role demonstrates the following concerns:

Having her identify what she truly wants for herself

Helping the team member to take responsibility

Developing her abilities to assess her situation, take action, evaluate and correct

Choosing homework for her

Information and Exercises to Consider

First, I recommend you familiarize yourself with Section 3 of this *Guide Team Members*. There you may find information, exercises, and even homework that will be helpful to you and your client.

_____ Completed. What did you learn and how will you practice this learning?

Next, not tht it is my job to tell you how to coach, but I've found applying the TeamWisdom Theory of Relativity on page 144 helpful to establishing rapport with my coaching clients.

_____ Completed. What became clear for you and how will you demonstrate it?

Use the definition of TeamWisdom on pages 25-26 to orient your client to what they may want to learn or to what is expected of them.

_____ Completed. What did you learn and how will you demonstrate it?

Helping your client discover and examine his true intentions, both conscious and unconscious, is one of the best services a coach can provide a client. The information on pages 48-50 will help you and your client consider his intentions.

_____ Completed. What did you learn and how will you practice this learning?

The *Conclusion* starting on page 175 offers a challenge and roadmap for demonstrating TeamWisdom. Use it to challenge and guide your client.

_____ Completed. What became clear for you and how will you demonstrate it?

Finally, the information beginning on page 40 will help you frame upsets that your client may experience as opportunities to learn.

_____ Completed. What did you learn and how will you demonstrate it?

SECTION 6. IMPROVE *THE LEADER'S GUIDE*

With your help, we can continuously improve this Guide so that all users can benefit from each user's experience. To offer your experience and assistance, please send an email to cavery@partnerwerks.com responding to the following query, or, jot your ideas below and fax to 830.995.4853 along with your contact information. Updated versions will be posted to the web.

After using or considering how to use this Leader Guide, what specific upgrades and improvements do you recommend and why?

SECTION 7. MORE TEAMWISDOM RESOURCES

Thank you for using, reading, or just perusing this Guide to this point. I appreciate your interest in responsible and productive relationships at work and your support for TeamWisdom. In turn, I want to support you by reminding you of many resources available to you.

Speaking. Make an introduction and I will send you an autographed copy of **Teamwork Is an Individual Skill: Getting Your Work Done When Sharing Responsibility** as a thank you for your help. Partnerwerks would love to know and develop a relationship with those in your company or associations who engage speakers for business meetings and conferences, or, who select curricula and programs for Leadership Development initiatives. If you refer us to them we will send them a personal note along with a high quality information package about our programs. We will also invite them to receive TeamWisdom Tips, then we will leave them alone—no hard sell, no telemarketing, no spamming.

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