



CAREER COMPASS

Steer Your Career. Accelerate Our Mission.

**Virtual Collaboration
Leader
Workbook**

8 October 2020

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Objective: To provide leaders, who have unique responsibilities, with information and recommendations on how to create and foster a productive virtual work environment. To do this successfully will require trust and effective leader communication across NAVFAC.

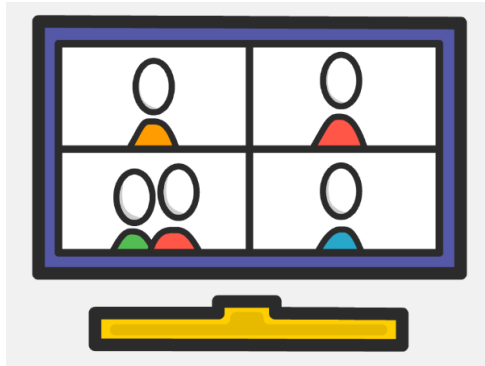
Participants will be able to...

- **Identify** best practices for leading collaboration
- **Understand** the roles and responsibilities of leaders and the available virtual environment tools
- **Build** skills for effective virtual collaboration following the 70/20/10 learning model

So that...

- You can help the team thrive in a virtual environment.
- You can lead the team to success through collaboration.

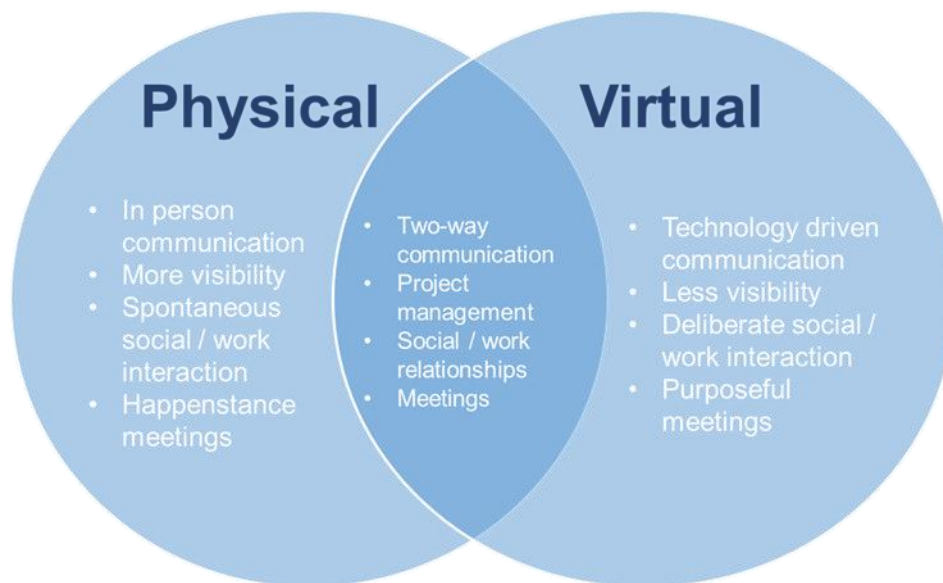
What is Leading Collaboration?



The action of guiding others to accomplish a goal, project, or mission..

My notes on collaboration:

<i>Leading the Team</i>	
<i>Collaborating with Other Leaders</i>	



Pros/Cons of Virtual Work for Leaders

Pros	Cons
Technology	Technology
Flexibility	Physically dispersed (regionally/globally)
Possible access to more talent	Reduced non-verbal communication
Creativity of product development	Multiple time zones / work schedules
Reduction in costs (i.e. travel/overhead)	Different cultural norms/expectations
Improved work-life balance	Increased (non-verbal) language barriers
Increased regional/global representation	May have to work more hours to achieve the same final product
Reduction in stress level	Increase in stress level

My notes:			
1.		1.	
2.		2.	
3.		3.	

Reflection



Consider as a leader...

1) *How do I continually motivate the team?*

2) *How will I better support and guide the team if I become a better collaborator?*

3) *How will my improved collaboration skills help me lead—in my community, in my command, at NAVFAC, and for the Navy?*

Expectations for Leaders

Poll: What is a key difference between you leading a virtual team and you being a member of a virtual team?

- A. Absolutely nothing.
- B. My focus shifts from what is good for me to what is good for the team.
- C. My objective becomes to ensuring the team has what it needs to be successful.
- D. My communication style must change

As a leader, I...

Act with integrity

Communicate goals and objectives

Check in on the team

Provide clear standards

Respect schedules

Recognize contributions

My notes...

Keys for Leader Success In Virtual Environments

Communication

- Effective
- Honest
- Frequent
- Descriptive
- Transparent

***Communication** is the imparting or exchanging of information or news, ideas, or feelings.*

Trust

- Integrity
- Mutual
- Inclusive
- Safe

***Trust** is the firm belief in the reliability, truth, ability, or strength of someone or something.*

Habits for Leaders in Virtual Environments

SHARE:

- **S**peak with the team and provide reports, progress, or updates regularly
- **H**old trust in the team
- **A**ppreciate the team's work
- **R**espect working hours
- **E**xamine emails and messages carefully

Meetings

Poll: What is your #1 challenge when leading a team meeting remotely?

- A. Attendees who are multi-tasking and /or not paying attention
- B. Attendees who are unprepared
- C. Attendees who dominate discussions and do not allow other teammates to participate
- D. Attendees who do not value the team's time (no-shows or chronically late)
- E. All of the above



What can leaders do before, during, and after virtual meetings to increase collaboration?

Before Meetings:

During Meetings:

After Meetings:

Meetings

Before meetings:

- Free your mind from previous meetings or tasks and be present for the upcoming meeting
- Communicate expectations for the meeting, including ground rules and/or expected outcomes of the discussion
- Share the agenda in advance with the team to give members time to prepare comments
- Read and prepare your own comments and questions on the agenda in advance
- Be sensitive to time zone differences, calendar constraints, technological interruptions, familial interruptions, and more

During meetings:

- Be physically and mentally present throughout the meeting
- Begin by sharing the agenda, goal, ground rules, and protocol for the meeting
- Model collaborative behavior by checking in on each participant throughout the meeting
- Be aware of any non-verbal communication happening on screen or over the phone
- Reiterate key points being stated throughout the meeting
- Communicate next steps

After meetings:

- Carry out any commitments you make and communicate the results
- Seek meeting feedback from the team
- Make notes for how to improve future meetings

Case Study

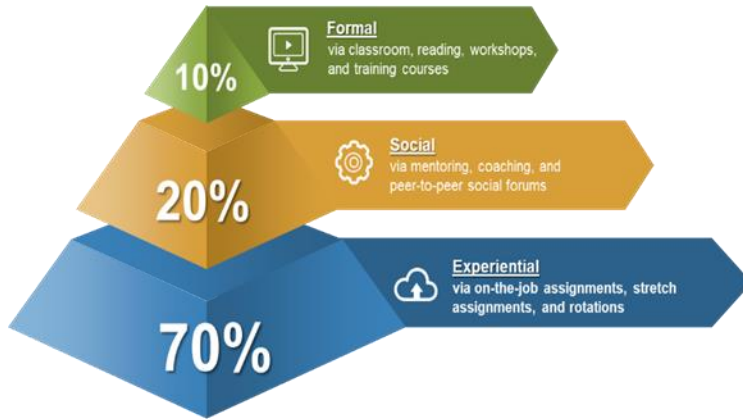


Chris leads a design project with 12 engineers who are in multiple locations for a new high-tech building in San Diego, CA. He’s a bit frustrated by the team’s mediocre enthusiasm and resistance to change. As a retired Naval officer, Chris prefers morning meetings. He gathers and distributes meeting materials early, identifies the topics for discussion and even crafts the detailed agenda (which is always distributed before the meeting -- even if only by an hour). Chris knows what he and the team should do and believes he leads well. A team member recently shared that Chris does not deal well with change himself.

What recommendations would you give Chris for what he could do as a leader before, during and/or after meetings?

<u>Before</u>	<u>During</u>	<u>After</u>

70/20/10 Adult Learning Model



A central component of NAVFAC's workforce development system is the [70/20/10 Learning and Development Model](#), a framework outlining how different types of learning methods should be leveraged to optimize employee learning and development. This model suggests that approximately 70% of an employee's development should occur through experiential assignments, 20%

should occur through social activities, and roughly 10% of development should occur through formal training methods.

Experiential Learning. Experiential learning refers to self-directed employee development activities facilitated through experiences, projects, and tasks which typically occur as part of the employees' regular duties or development program. Experiential learning involves engaging in self-directed activities that build knowledge, skills, and competencies. Examples of experiential learning activities include special project assignments, rotational assignments, and on-the-job training.

Social Learning. Social learning refers to cooperative employee development activities facilitated by relationships among colleagues. These relationships may be with peers, more junior employees, or with more senior employees and are generally developed outside of a formal classroom setting. Social learning involves communicating with colleagues to learn and share knowledge that can be used to build skills and competencies. Examples of social learning activities include coaching or mentoring activities, discussing podcasts and webinars with peers, working with accountability partners, and shadowing skilled performers.

Formal Learning. Formal learning refers to expert-led employee development activities that take place in designated learning environments, such as classrooms, web-based courses, and workshops. Formal learning involves participating in formal educational and training opportunities in a student-role. Examples of formal learning activities include participating in a student-role of classroom instruction and reading expert-created materials on topics related to individuals' developmental needs.

70/20/10 Adult Learning Model

	70	20	10
A	Observe your behavior during meetings and interactions with the team, and with fellow leaders to see where you are doing well & where you can improve.	Set up a conversation with other leaders to learn what they are doing to be collaborative in a virtual working environment.	<u>Video: How to Effectively Lead a Remote Team</u>
B	Send meeting agendas in advance of meetings and collect ideas from the team to include.	Share lessons learned from today with fellow leaders.	<u>Video: Leading a Virtual Team</u>
C	Test virtual collaboration tools, such as shared documents, with the team.	Set up a virtual lunch or coffee break with the team.	<u>Reading: How to Keep your Remote Team Motivated</u>
D	Observe the team's behavior during work and meetings to find gaps in collaboration and use tools from today to seal the gaps.	Talk to leaders outside your community or place of employment to see what is working for them.	<u>Reading: Questions New Virtual Leaders Should Ask Themselves</u>
E	Highlight the achievements of the team and individuals in a 1:1 setting and publicly.	Talk with supervisors about ways to improve contributions virtually and ask the supervisors to hold team members accountable to new habits.	<u>Reading: Virtual Teams, MIT</u>

**The United States Government does not endorse any links provided but recognize that they may be of use.*

Applying



Write down an activity that you are going to do per working environment / relationship to apply what you have learned here today and to improve your skills of leading collaboration in a virtual environment.

Activities:	
70% -	
20% -	
10% -	

Relationship Application:	
70% -	
20% -	
10% -	

Improvements Planned:

More reading:

- <https://www.float.com/blog/how-to-boost-cross-collaboration-in-your-remote-team/>
- <https://www.cio.com/article/3276452/how-to-lead-a-virtual-team-5-keys-for-success.html>
- <https://hbr.org/2013/06/making-virtual-teams-work-ten>

Reflections

Let us return to the purpose that we set at the beginning of this session. Look at your notes again—if you get better at leading collaboration in a virtual environment, how will that help you and your community?

What is the #1 take away you learned today?

Which tips will translate and work well with the team? Why?

Contact Information

BD17 Contact Information: Write to us! We are always seeking to improve our learning and development products and encourage your feedback. Please email us with your suggestions and we will incorporate them into future work. Additionally, we are available to answer any questions about the content you may have and provide additional resources to support your learning endeavors.

- NAVFACHQTotalForceDevelopment@navy.mil

Development Resources

Career Compass Resource Center: An online source of information that provides NAVFAC civilian employees access to professional growth and development opportunities.

- <https://www.navfac.navy.mil/ccrc>

Career Compass Catalog: an online tool which provides you with information to help you take ownership of your professional development. It identifies options to assist in planning and creating a successful career path within NAVFAC.

- https://www.navfac.navy.mil/jobs/workforce-development/ccrc/emp_resources/ccc.html

Employee Competency Assessment: Complete an online survey to assess yourself – from awareness to expert – on 20 non-technical competencies identified in the WFD Continuum and Section Two of the Community Management Framework (CMF). The assessment takes 10 to 15 minutes to complete.

- https://www.navfac.navy.mil/jobs/workforce-development/career-compass/Employee_WFD_Resources/Employee_Comp_Assessment.html

Individual Development Plan: a tool for NAVFAC employees to define career goals and identify development opportunities as a part of career planning. Creating an IDP is the third, and most significant, step associated with participating in Career Compass, a career development program for NAVFAC civilian employees.

- https://www.navfac.navy.mil/jobs/workforce-development/career-compass/Employee_WFD_Resources/IDP_Process.html