

LEADERSHIP TEAM DYNAMICS

FACILITATOR'S GUIDE



WORKING AS AN EFFECTIVE LEADERSHIP TEAM FACILITATOR'S GUIDE

TRAINING OBJECTIVES

As a result of this training, participants will be able to:

- **Appreciate the importance of teamwork in leading strong locals.**
- **Examine what their leadership team is doing well and what it needs to work on as a team.**
- **Learn a theory about teams and how to make them strong and high-functioning.**
- **Develop ways to strengthen and improve group dynamics in their local's leadership team.**

TIME: 90 MIN/1.5 HRS

TECHNIQUES: Large & Small Group Discussion

MATERIALS: Flip chart and markers
HANDOUT #1: "Characteristics of Effective Teams"
HANDOUT #2: "Stages of Group Development"
EXERCISE: "Team Building –Where Are We?"

In Advance:

- PREPARE THE FOLLOWING FLIPCHARTS:
 - “Introductions”
 - Objectives”
 - “Dream Team”
 - “I Want to Scream Team”
 - “Both/Neither”
 - “Team Development Theory”
 - “Team Exercise”

- Post “Dream Team,” “I Want to Scream Team,” and “Both/Neither” flipcharts on opposite sides of the room, and put markers nearby.

FACILITATOR’S GUIDE:

1. Begin by introducing yourselves as facilitators and welcome participants. Tell them this workshop is about working as an effective team. If the group is not too large, ask them to introduce themselves following the instructions on the flipchart.

INTRODUCTIONS:

- Name
- Local or Chapter
- Where you are from
- What job you do

2. Ask the following questions as a primer for the discussion:

ASK: “What is a team?” and take several answers.

POSSIBLE RESPONSE: *A team is two or more people who coordinate their activities to accomplish a common goal.*

OTHER QUESTIONS TO ASK:

“Is your Executive Board a team? Why?”

“How many of you think your Executive Board is working well as a team? How many of you think you could use some work in this area?”

3. Go over the objectives for the workshop, which are up on a **prepared flipchart**.

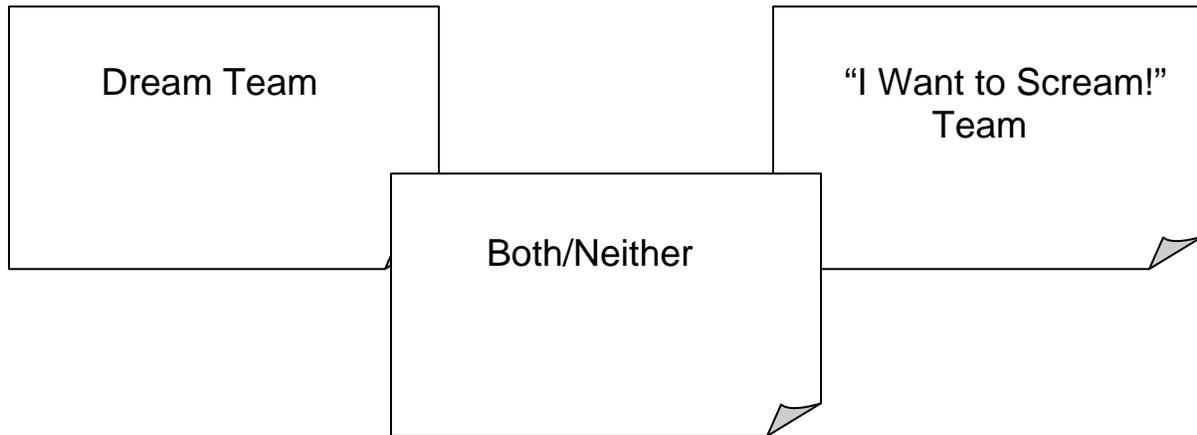
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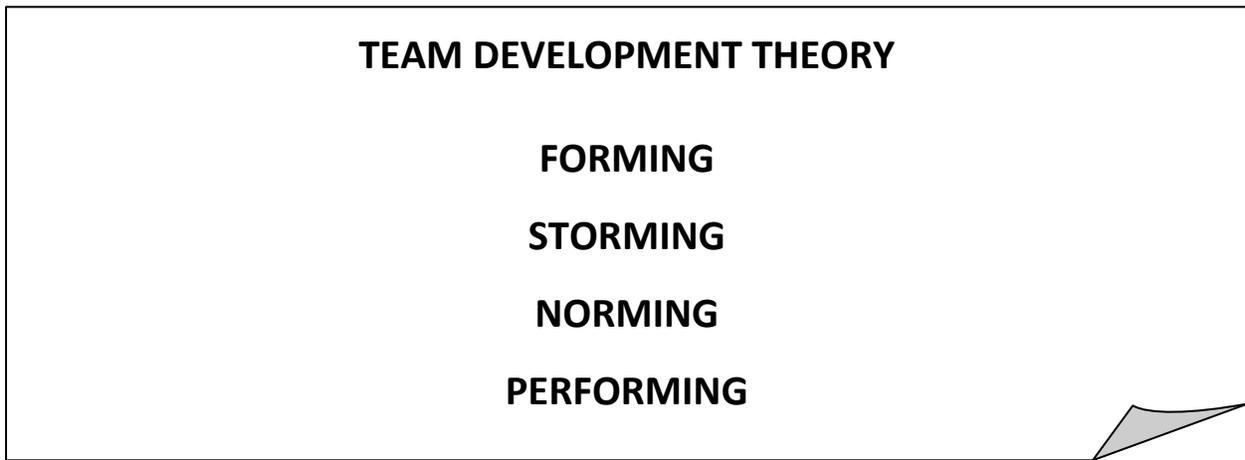
4. Tell them we’re going to talk about what makes a team effective – what helps it work. **Ask** them to think about the teams they have been on in the past – whether it was a sports or bowling team, a committee, or their union leadership team.

5. Tell them if they have ever been on a DREAM TEAM, go to the wall with the “DREAM TEAM” flipchart on it. If they have ever been on an “I WANT TO SCREAM TEAM”, go to that flipchart. And if they have been on either kind of teams or neither, go to that flipchart.



6. Tell folks they have 5-10 minutes to discuss and flipchart what made their teams “DREAM TEAMS,” or “I WANT TO SCREAM” teams (what were the characteristics of each). For those who have been on both or neither, ask them to discuss and flipchart characteristics of teams they have been on, whether good or bad.
7. Ask a spokesperson from each group to share a few of the main highlights of their discussion.
8. Summarize by telling them that most of us have been on “DREAM TEAMS” and “I WANT TO SCREAM TEAMS,” and most of us have also been on middle-of-the-road, mediocre teams. We’re going to try to help each team in the room begin to move more towards the dream team description.
9. Bring the DREAM TEAM **flipchart** to the front of the room. Ask if anyone can think of other characteristics of highly effective teams that we should add to the list. Flipchart responses.

10. Distribute **HANDOUT#1: CHARACTERISTICS OF AN EFFECTIVE TEAM** and briefly review by asking, “Do you see any characteristics of effective teams on this list that we didn’t capture on our flipchart?”
Flipchart responses.
11. Share a theory about teams with participants. Refer to the **prepared flipchart.**



TALKING POINTS ABOUT THIS THEORY:

- This is a theory about teams. It's called the Forming–Storming–Norming–Performing model.
 - The idea is that in order to grow and be successful facing challenges and delivering results – all teams go through these four phases: forming, storming, norming and performing.
 - Sometimes they go through them in order. Sometimes they bounce around, and sometimes they get stuck in one of the phases. Sometimes teams cycle through all of these phases several times.
12. Refer to each stage on the **flipchart** and ask: “**What do you think this one means?**” Take responses, and write them on flipchart. Fill in a few blanks if they missed anything, using the notes below. Then move on to the next one using the same process: ask what they think it means, and then fill in some blanks.

TALKING POINTS FOR THE STAGES OF TEAM DEVELOPMENT

<p>FORMING:</p> <ul style="list-style-type: none"> • First stage of team building. • Team members get to know each other and make new friends. • Team meets and learns about opportunities and challenges, agrees to goals and begins to tackle the tasks. • Team members are usually on best behavior. 	<p>STORMING: (DEBATING / FIGHTING)</p> <ul style="list-style-type: none"> • Different ideas compete for consideration. • Team debates what problems they're supposed to solve, how they'll work independently and together. • Debating / fighting / sometimes people "act out" or "check out" • Some teams resolve storming quickly, while others get stuck here. • This phase is necessary for the team to grow. • To get out of it, the team has to focus on tolerance of each team member and their differences.
<p>NORMING: (JELLING)</p> <ul style="list-style-type: none"> • Team members adjust their behavior to each other • Team members begin to trust each other. • Motivation increases as the team gets more acquainted with what they're doing as a team. • NOTE: if the team gets TOO stuck in norming, though, they can begin to "groupthink" – agreeing on everything instead of letting individuals disagree and • have creative new ideas. 	<p>PERFORMING:</p> <ul style="list-style-type: none"> • These are high performing teams. • They get work done smoothly and effectively. • Team members are knowledgeable and motivated. • People are allowed to disagree and debate, and it's handled respectfully.

NOTE: Some teams will go through these cycles many times as they react to changing circumstances. Many teams bounce around.

[You do NOT have to cover every bullet point.]

13. Distribute the **HANDOUT#2: STAGES OF GROUP DEVELOPMENT** so they can refer to it later.
14. **ASK** participants to group themselves by local or chapter, and distribute the **EXERCISE: TEAM BUILDING-WHERE ARE WE?** and blank flipchart paper and markers.
15. Review the instructions on the **EXERCISE** and ask each local to record their answers on a flipchart page that looks like this:

TEAM EXERCISE: LOCAL / CHAPTER # _____

- What stage we are in as a team:
- What our Executive Board does well **as a team**:
- Things we need to work on as a team:
- One step we can take to improve our team's performance:

16. Emphasize that we are talking about improvements in their **teamwork**, not improvements in their local or chapter. We are looking for answers like “deal with conflict openly” not “get stewards at every location.” They should look at the list of characteristics of highly effective teams on the flipchart and on the handout to see how they measure up, and identify ways to improve their teamwork.
17. After **10-15 minutes**, have participants report out their work and share posted thoughts with the entire group. Post flipcharts on the wall.
18. Tell participants that on their handout, **HANDOUT#2: STAGES OF GROUP DEVELOPMENT** there are tips on how to move from one stage to another if they are in a tough stage.
19. Congratulate participants for having the courage to talk honestly and wrestle with challenges they have on their teams.

20. Close by thanking them for their participation and adjourn!
21. Distribute and ask participants to complete the **WORKSHOP EVALUATION FORM** before leaving.

SUMMARY POINTS:

- You are the leadership of your local union. It is critical that you function as a TEAM if you want to have a strong and successful local union.
- We've all seen the good, the bad and the ugly on teams. We also know that teams go through stages.
- That's why it's important to take your flipchart work home with you and periodically hold discussions among board members about how you can improve the effectiveness of your team.
- To meet your immense responsibilities as union leaders it is essential that your relationship be built on trust and confidence in one another.

HANDOUT#1: CHARACTERISTICS OF EFFECTIVE TEAMS



- ✦ Clear sense of purpose and goals
- ✦ Team gets things done
- ✦ Individuals understand their responsibilities/carry their own weight
- ✦ Members experience a sense of belonging to the team
- ✦ High levels of trust among team members
- ✦ Comfortable atmosphere; team members care for each other
- ✦ Conflict is dealt with openly
- ✦ Everyone participates in discussions
- ✦ Group is not dominated by a few individuals
- ✦ People are free in expressing feelings and ideas
- ✦ People listen to each other
- ✦ Decisions are made when there is general agreement

HANDOUT#2: THE STAGES OF GROUP DEVELOPMENT

One aspect of group dynamics that is similar to human behavior is that groups grow through distinctive stages of development.

Local Union Executive Boards often underestimate how important it is to address underlying group dynamics because they are so focused on accomplishing specific tasks. If a team works well together, it can accomplish more. Knowing what to expect at each stage of development will help Executive Boards handle the challenges at each stage.

<p>1 FORMING </p> <p>This is comparable to infancy. The team first comes together and becomes aware of itself as a group</p> <p>Team members are excited and proud of being chosen. They might also feel a little anxiety and uncertainty about where they will fit in the team. They spend time exploring relationships and engaging in polite conversation.</p>	<p>2 STORMING </p> <p>This is comparable to adolescence, when team members recognize some of the difficulties of their task.</p> <p>Team members become more anxious about their ability to succeed. They might form factions and argue even when they agree. Tensions rise.</p>
<p>3 NORMING </p> <p>This is comparable to adulthood, and the group starts to jell.</p> <p>Team members start to believe in the team and avoid conflict to better achieve team goals. Team meetings are friendlier and more cooperative.</p>	<p>4 PERFORMING </p> <p>Teams are in top form and relationships are settled</p> <p>Team members freely share ideas, opinions and feelings and work through group problems. Members are closely attached to the team, creating a fun and productive environment.</p>

HANDOUT#3: WORKING THROUGH THE STAGES

- Stages are sequential and developmental. Each stage is lived by all groups that develop into functioning groups.
 - Certain stages are more or less pleasant. But each must be lived through.
 - If teams have “unfinished business” and did not resolve the group dynamic and task activities of that stage, they will sooner or later return to it

- Teams will spend a different amount of time in each stage

- Groups may recycle to a previous stage. They might return to “forming” if:
 - There is a change in the composition of the group
 - There a change in the group’s leader
 - The team tackles a brand new project

- The team’s goal is to reach and stay at the performing stage; team leaders should always be aware of the stage of development their team is at.

EXECUTIVE BOARDS SHOULD ASK THEMSELVES

1. What group dynamics characterize our team?
2. What stage do these characteristics describe?
3. What steps should our team take to move to the next stage?

HANDOUT#4: HOW TO MOVE THROUGH THE STAGES OF GROUP DEVELOPMENT

<p>1 FORMING </p> <p style="text-align: center;">THINGS TO DO @ THE FORMING STAGE:</p> <ul style="list-style-type: none"> ▪ Help members get to know each other ▪ Identify clear direction and purpose <ul style="list-style-type: none"> ○ Involve members in developing plans, clarifying roles, and establishing ways of working together ○ Provide the information the team needs to get started <p style="text-align: center;">BE A MORE DIRECTIVE</p>	<p>2 STORMING </p> <p style="text-align: center;">THINGS TO DO @ THE STORMING STAGE:</p> <p>Resolve issues of power and authority</p> <ul style="list-style-type: none"> ○ Develop and implement agreements about how decisions are made ○ Encourage members to take on more responsibilities ○ Decide on a work roles <p style="text-align: center;">BE MORE COACH-LIKE COMMISERATE AND NEGOTIATE</p>
<p>3 NORMING </p> <p style="text-align: center;">THINGS TO DO @ NORMING STAGE</p> <ul style="list-style-type: none"> • Fully utilize team members' skills, knowledge and experience • Encourage members to work collaboratively • Develop norms that determine how members will behave. Negotiate roles and processes to accomplish task. <p style="text-align: center;">BE FACILITATIVE, SUPPORTIVE; DO NOT INTERFERE WITH PROGRESS</p>	<p>4 PERFORMING </p> <p style="text-align: center;">THINGS TO DO @ THE PERFORMING STAGE</p> <ul style="list-style-type: none"> • Increase intensity about task completion • Share decision making • Help the team understand how to manage change • Represent and advocate for the team with other groups and individuals • Monitor work progress and celebrate achievements <p style="text-align: center;">RECOGNIZE ACHIEVEMENT</p>

EXERCISE:

TEAMBUILDING – WHERE ARE WE?

AS A GROUP, DISCUSS THE FOLLOWING QUESTIONS. MAKE SURE EVERYONE HAS A CHANCE TO SPEAK. RECORD YOUR ANSWERS ON THE FLIPCHART.

1. What stage do we think our team is in now? (Forming, storming, norming, or performing – refer to handout).
2. What does our group do well as a team? List. (Refer to handout, “Characteristics of an Effective Team, for ideas).
3. What do we need to do better or differently as a team? List. (Again, refer to the handout on effective teams).
4. What is one specific step we can take to improve our team’s performance?

CHOOSE A SPOKESPERSON TO SHARE WITH THE LARGER GROUP.

WORKSHOP EVALUATION FORM



WORKSHOP: _____

DATE: _____

1. WHAT WERE THE TWO MOST IMPORTANT THINGS YOU LEARNED IN THIS WORKSHOP?

2. WHAT DID YOU LIKE LEAST ABOUT THIS WORKSHOP?

3. AS A RESULT OF THE WORKSHOP, WHAT WILL BE YOU DIFFERENTLY IN YOUR UNION WORK?

4. PLEASE RATE THE COMPONENTS OF THIS WORKSHOP:

Content/Exercises:	Excellent	Very Good	Good	Adequate	Poor
Presenters:	Excellent	Very Good	Good	Adequate	Poor
Handouts/Materials:	Excellent	Very Good	Good	Adequate	Poor
Overall:	Excellent	Very Good	Good	Adequate	Poor

5. OVERALL IMPRESSIONS OR COMMENTS: