

# Leading Teams

## Objectives

- ✓ Analyze the ten essentials of teamwork.
- ✓ Review and evaluate the steps of the L.E.A.D. model.
- ✓ Devise a strategy for implementing the L.E.A.D. model.

## Advance Preparation

- ✓ Review materials and PowerPoint

## Materials Needed

- ✓ Copies of Team Leader Idol Instructions and Team Leader Idol Worksheet (Attachments 1 & 2)
- ✓ Flip chart
- ✓ Markers
- ✓ Tools to group participants
- ✓ Projection Device
- ✓ Power Point Presentation

## Time Needed

- ✓ 90 minutes

## BACKGROUND

The New Workplace is defined as a place where communication methods are more advanced, delivery systems are more efficient, and organizational goals are clear. People are engaged in tasks and completing assignments and in most cases get the opportunity to take turns in leadership roles. With that, being able to operate within a team atmosphere is important, but what becomes more important is being able to lead the team.

Rees (2001) sets forth a practical guide for leading work teams. However, the history of communities lends the natural inclination to complete goals and objectives using a team-based approach. Task forces, committees, boards, the PTA and other community-based organizations depend greatly on teams for the accomplishment of organizational goals. Their missions and visions are too great to be carried out alone. Being a team leader allows for inclusion in a wide variety of projects, which capitalize on the team approach.

## INTEREST APPROACH (20 min.)

The purpose of the interest approach exercise is to identify the desirable characteristics of effective team leaders. This activity works best when you split the group up into smaller groups of 4 or 5 people. Pass out attachment #2 and make sure you have flip chart and markers for discussion.

Listed below are the instructions for the activity.

1. Instruct participants that they have decided to participate in the Team Leader Idol Search. Connect this to American Idol... in order to be a candidate; they must list out what it is that makes them a viable candidate.
2. Hand out the Team Leader Idol (Attachment 2). Allow participants 5-10 minutes to complete. Tell them to use the last 4 digits of the SS# as the "ID Number."

3. Group participants in equal groups of 4 or 5 depending on attendance. There should be no more than 5 or 6 groups. Collect the talent search sheets and keep them separate for each group. Redistribute them to a new group.
4. Instruct the group they have 3 minutes to select their Team Leader Idol. Once the decision is made have teams announce who they chose based on the ID number. Allow the groups to explain why they believed this candidate to be the Team Leader Idol. Record responses on a flip chart.
5. Discuss and compare with master list attached.

## Lesson

1. Open the lesson/discussion with the reading of Daniel Webster's quote about association and the attainment of objects. (slide 2)
2. Review objectives for the lesson (slide 3)
3. Have the participants complete the Team Leader Idol activity. (slide 4)
4. After the completion of the activity use the discussion questions to talk with participants about being a team leader. (slide 5)
5. Show the model of the ten essentials of teamwork (slide 6)
6. Have participants absorb the components, as they will be the basis of the lesson for the next 5 slides.
7. The ten essentials provide a framework for what makes teams successful and effective. These are concepts that the team leader should be familiar and comfortable with.
8. Discuss each essential with the participants. Engage participants in a discussion. Ask questions on each, having them share experiences or if they believe the essential is a truth, etc. (slides 7-11)
9. There are two key dimensions to teams, one is the task and one is the social. Slide 12 introduces these two concepts.
10. The task dimension refers to what has to be done... as we discussed in the background section, employees have tasks and assignments. This connects to that concept. (slide 13)
11. The second dimension is the social. This refers back to the relationship orientation of employees and the maintenance of these relationships. (slide 14)
12. The preservation of dignity is an important consideration for team leaders. Discuss with participants the novelty of this concept and whether it is as easy as it sounds. Have them think of instances where a boss or someone else has not sought to preserve their dignity. How did they feel, what was the outcome? (slides 15-17)
13. The idea of a team might not be easy for some. Slide 18 reviews some of the most commonly held myths about Teams. Work through each of these. Point out that there are times when everyone believes, it would all just be easier if I did it myself. "Groupthink" refers to when everyone abandons their own ideas for those of the bigger group... for instance, "if everyone else says okay."
14. The next set of slides provides the content for being a team leader.
15. Slide 19 is action oriented and provides some helpful hints for a team leader.
16. The LEAD model is the main concept to be covered in this lesson. The model acronym is outlined, so that participants can see what it means. (slide 20)
17. The LEAD model has four main areas that it covers, it helps the leader set goals and objectives, involve other team members in decision making, addressing conflict with consensus and focus on both tasks and relationships of the team. (slide 21)

18. The first step is to lead with a clear purpose. This sets the message for the team, it provides a sense of where the team has to go, what has to be accomplished and is a motivational tool. (slide 22)
19. One of the most difficult steps for some is empowering others to participate. However, there are some helpful concepts that the team leader may keep in mind to assist in this step. Most of the ideas address issues of delegation. Actually allowing team members the autonomy to complete assigned tasks, make decisions, and be creative. Have participants share stories, both the good and the bad, a) when they have delegated and the task went well, b) they have delegated and then still controlled the task and c) when they have chosen to not delegate a task they could have. (slides 23 – 25)
20. Aiming for consensus is a technique for addressing conflict in a healthy manner. It provides a frame for allowing all members to bring forward concerns or issues, etc. However, it takes a great team leader to work through and not let one person or idea dominate the process. In the end a team decision has to be made as to what the best option is, regardless of the problem. (slide 26)
21. Lastly, directing the process is the overarching for ensuring that the goals and objectives are met. There are points in the process when the team leader must in fact lead and conduct checks to maintain progress. (slide 27)
22. The last slide is a brief review of objectives for participants. A quick reminder of what has been covered over the last 1 ½ hours. Take some time and work through these with participants.

### **Application**

In this case, the application piece of the lesson is taking to heart the kind of leader they indicated they were during the Team Leader Idol Search. In most cases, this concept of their leadership is an ideal. Based on the lesson and the do's and don'ts of team leadership, participants should feel better prepared to take on the role of team leader, not only in their communities, but their work and family.

### **Reference**

Rees, F. (2001). *How to lead work teams*. San Francisco, CA: Jossey-Bass.