Leading Teams

Objectives
✓ Analyze the ten essentials of teamwork
✓ Review and evaluate the steps of the LEAD model
✓ Devise a strategy for implementing the LEAD model

Advance preparation
✓ Review the materials and PowerPoint presentation

Materials needed
✓ Copies of the Team Leader Idol Search worksheet and Common Characteristics of Effective Team Leaders (Attachments 1 and 2)
✓ Flip chart
✓ Markers
✓ Computer and projector
✓ CD with PowerPoint 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.

In communities, teamwork is the norm. Task forces, committees, boards, the PTA and other community-based organizations depend greatly on teams to accomplish organizational goals. Their missions and visions are too great for any individual to carry out alone.

Interest Approach (20 minutes)

This exercise helps identify the desirable characteristics of effective team leaders. Split the group into smaller groups of four or five people. There should be no more than five or six groups. Pass out Attachment 1 and make sure you have flip chart and markers for discussion.

1. Tell participants that they have decided to participate in the Team Leader Idol Search. Connect this to the TV show “American Idol.” To be a candidate, they must list what qualities make them a good leader.
2. Allow participants 5 to 10 minutes to complete the worksheet. Tell them to use the last 4 digits of the SS# as the “ID Number.”
3. Collect the worksheets and keep them separate for each group. Redistribute one group’s worksheets to a different group.
4. Each group has 3 minutes to select its 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. Hand out copies of Attachment 2 and discuss how the groups’ decisions compare with the master list.

Lesson

1. Open the lesson/discussion by reading 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 activity, use the discussion questions to talk with participants about being a team leader (slides 5-6).

5. Show the model of the ten essentials of teamwork (slide 7).

6. Allow participants to think about these components. The ten essentials are a framework for making a team successful and effective. These are concepts that the team leader should be familiar and comfortable with.

7. Discuss each essential, engaging the participants in the discussion. Ask questions about each essential, such as: “What experience have you had with this concept?” “Do you believe this is an essential component of teamwork?” (slides 8-12)

8. There are two key dimensions to teams; one is the task and one is the social (slide 13).

9. The task dimension refers to what has to be done. As we discussed in the background section, team members have tasks and assignments (slide 14).

10. The second dimension is the social. This refers to the relationships of team members and the maintenance of these relationships (slide 15).

11. Preserving the dignity of employees or team members is an important consideration for team leaders. Discuss with participants whether this 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 16-18)

12. The idea of working in a team might not be easy for some (slide 19). Review common myths about teams, working through each one. Point out that there are times when everyone believes it would just be easier to do things themselves. “Groupthink” happens when everyone abandons their own ideas for those of the group. An example is changing your mind “if everyone else says okay.”

13. The next set of slides provides the content for being a team leader.

14. Here are some hints for being a good team leader (slide 20).

15. The LEAD model is a good explanation of effective leadership (slide 21).

16. The LEAD model helps the leader set goals and objectives, involve other team members in decision making, address conflict by building consensus, and focus on both tasks and team relationships (slide 22).

17. The first step is to lead with a clear purpose. This sets the message for the team and gives members a sense of where the team has to go and what has to be accomplished. Having a clear purpose is motivational (slide 23).
18. One of the most difficult steps for some leaders is empowering others to participate. Usually this involves delegation of responsibility. Delegation means allowing team members the autonomy to complete assigned tasks, make decisions, and be creative. Have participants share stories, both good and bad, about times when: a) they delegated and the task went well; b) they delegated but then still controlled the task; and c) they did not delegate when they could have (slides 24-26).

19. Aiming for consensus is a technique for addressing conflict in a healthy manner. It is a way to allow all members to voice concerns or issues. However, it takes a great team leader to work through the process and not let one person or idea dominate. The end result of consensus building is that all team members agree to support a decision or course of action, even though they might not think it is the perfect solution (slide 27).

20. The team leader’s responsibility is to ensure that the goals and objectives are met. Sometimes the team leader must, in fact, direct the team’s work to maintain progress (slides 28).

21. To review, work through these questions with participants (slide 29).

**Application**

Ask participants to give thought to what they’ve learned about being a good leader and take these concepts to heart, in light of the kind of leader they indicated they were during the Team Leader Idol Search. Based on what they have learned in this lesson, participants should feel better prepared to take on the role of team leader in their communities, their workplaces and their families.

**Reference**