

# L.E.A.D.ing Teams

## Objectives

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

## Advance Preparation

1. Review materials and PowerPoint

## Materials Needed

1. Copies of Team Leader: Identifying desirable characteristics of leaders (see attached)
2. Flip chart
3. Markers
4. Tools to group participants
5. Handout on "Team Leader Idol Search"

## Time Needed

1 hour and half

## Interest Approach

### Team Leader: Identifying Desirable Characteristics of Leaders (20 min.)

#### Purpose:

1. To identify the desirable characteristics of effective team leaders

#### Group Size:

To facilitate dialogue works best with small groups of 4 or 5, but can also work with larger groups.

#### Instructions:

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 Talent Search sheet. 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

- Open the lesson/discussion with the reading of Daniel Webster's quote about association and the attainment of objects. (slide 2)
- Review objectives for the lesson (slide 3)

- Have the participants complete the Team Leader Idol activity. (slide 4)
- After the completion of the activity use the discussion questions to talk with participants about being a team leader. (slide 5)
- Show the model of the ten essentials of teamwork (slide 6)
- Have participants absorb the components, as they will be the basis of the lesson for the next 5 slides.
- 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.
- 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)
- There are two key dimensions to teams, one is the task and one is the social. Slide 12 introduces these two concepts.
- 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)
- The second dimension is the social. This refers back to the relationship orientation of employees and the maintenance of these relationships. (slide 14)
- 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)
- 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."
- The next set of slides provides the content for being a team leader.
- Slide 19 is action oriented and provides some helpful hints for a team leader.
- 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)
- 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)
- 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)
- 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)
- 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)

- 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)
- 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.

## **ATTACHMENT 1 TEAM LEADER IDOL SEARCH**

### Goals:

1. To identify the desirable characteristics of an effective team leader.

### Process:

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## Common Characteristics of Effective Team Leaders

- Coaching skills
- Confidence
- Consistency between word and deed
- Creativity
- Empathic listening skills
- Having a vision
- Inspiring
- Long-term focus
- Maintaining a balance between individual needs and team needs
- Realism
- Self-esteem
- Sense of priorities
- Service mentality
- Sincerity
- Technical expertise
- Trust
- Willingness to share responsibility
- Willingness to share credits

# LEADING TEAMS EVALUATION

Your help is needed in providing vital feedback on the **SEAL Curriculum** you have just completed. Please take a moment to complete this survey.

For each of the topics listed below, in the LEFT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING before the **SEAL Curriculum**. Then, in the RIGHT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING after the **SEAL Curriculum**.

<b>LEVEL OF UNDERSTANDING</b>									
Poor 1	Average 2			Good 3			Excellent 4		
Level of Understanding	<i>BEFORE</i> the Program				<i>AFTER</i> the Program				
Understand the ten essentials of teamwork	1	2	3	4	1	2	3	4	
Understand the steps of the L.E.A.D. Model	1	2	3	4	1	2	3	4	

**Intentions.** For the following behaviors, check the box that describes what you plan to do as a result of the **SEAL Curriculum**.

Behavior Change	Yes	No
Will you devise a strategy for implementing the L.E.A.D. model with your organization?	<input type="checkbox"/>	<input type="checkbox"/>

**Satisfaction.** Check the box for the statement that best describes your thoughts concerning the program.

Satisfaction	Strongly Disagree	Disagree	Agree	Strongly Agree
The subject matter was timely for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speakers were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information was practical to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can go and use the information I learned today in my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, this was a very educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What is the most significant thing you will apply (feel free to list more than one)?**

**Do you feel like what you learned provides you the ability to lead more effectively? (Circle the best answer)**

YES

NO

- Please explain your answer or provide an example.

**Please provide any additional information on the back.**

*Thank you very much for your time!!!*