World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

WAGGGS

Leadership Resources

Leading Teams

WAGGGS Leadership Resources

Leading Teams

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Leading Teams

1. INTRODUCTION TO LEADING TEAMS

WAGGGS' Mission is, 'to enable girls and young women develop their fullest potential as responsible citizens of the world'. This can be achieved by engaging and empowering girls and young women with the right skills, attitude and outlook, to take initiative for positive social change.

While we celebrate individual achievement, our key strengths lie in our numbers, our presence across the globe, and the togetherness and synergy we achieve as a large global organization.

We recognise that by working with and through people we achieve a wider reach and greater impact. Hence the inclusion of, 'Leading Teams' as one of the eight modules of the WAGGGS Leadership Development Programme.

The effectiveness of all organizations is largely determined by the way in which the various tasks and activities are defined and shared out among those who are involved. More often than not, most individuals working within organizations are members of small teams who have specific responsibilities to ensure the achievement of defined tasks.

The whole ethos of Girl Guiding and Girl Scouting is based on the principle of small teams (patrols) working within an agreed democratic framework to plan, carry out and review activities. This principle was one of the fundamental building blocks of Scouting and Guiding put in place by the Founder.

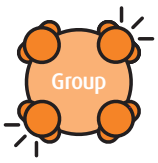
To a Learning Organization like WAGGGS, optimising the learning within the patrols (groups), or rather, the different patrols (groups), and networks to which the individual belongs, is essential for the further development of both the individual, the contexts, and therefore the whole organization.

Though there is no universal agreement on the magic team number, it is widely agreed that the best size for an effective group is five to eight individuals; whereas larger teams tend towards *social loafing*[1]. The patrol system which organises Girl Guides and Girl Scouts in small groups of five to twelve, is in line with this optimal team size.

It may sound self-contradictory to entitle this module 'Leading Teams' when we claim that an effective team manages. Nevertheless, as a team member it is good to know the fundamental principles of team work in order to contribute to the continued improvement of your team, with or without a formal team leader.

TEAM:	**Together** **Each** **Achieve** **More**

GO TO **Group Exercise 1A**



GETTING EXPECTATIONS - "MERRY GO ROUND"

[1] *Ringelmann Effect by Maximilien Ringelmann*

Leading Teams

1. INTRODUCTION TO LEADING TEAMS (Contd)

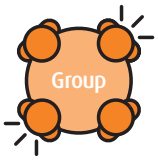
Teamwork through the patrol system

Girl Guiding/Girl Scouting encourages teamwork through the Patrol System founded by Baden-Powell. He defined the patrol as a "small natural group of six to eight under the leadership of one of themselves where each individual has an indispensable part to play".

The Patrol System encourages the formation of friendship, self-expression, and the development of joint and individual responsibility. The Movement has a vital role to play in a divided world by instilling a spirit of cooperation in the young, a key to a more peaceful world. It also provides an important early example of democracy in action.

Girl Guiding/Girl Scouting: A Challenging Movement. (1997)

GO TO **Group Exercise 1B**



THE CHOCOLATE SWAMP

Learning Log

2. TEAM DEFINITIONS AND CHARACTERISTICS

Before we begin to explore the ways in which teams work, it is necessary to understand what we mean by the word "team".

GO TO **Individual Exercise 2.1**

WHAT'S THE DIFFERENCE BETWEEN A GROUP AND A TEAM?

and then consider the discussion topics below. This first group of tasks is designed to clarify some important definitions.

GROUP AND TEAM BEHAVIOUR

You may have identified a number of differences between a group and a team; it is relatively simple to define what we mean by a group:

A group is any number of people who:

- Interact with one another
- Are psychologically aware of one another
- Perceive themselves to be part of a group

'Organizational Psychology', E.H Schein (1980)

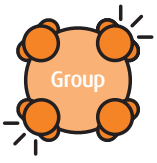
Therefore, a team is a particular kind of group, one which has some, added distinctive characteristics which make it a special group.

The characteristics of a team are:

- It has a clear purpose (goals or specific aims)
- It expects results
- It has a leader (or shares the leadership)
- It has an identity
- It operates within a set of "norms", values and beliefs

Give examples of groups you know, and examples of when they act as groups and as teams.

GO TO **Group Exercise 2A**



GROUP IDENTITY

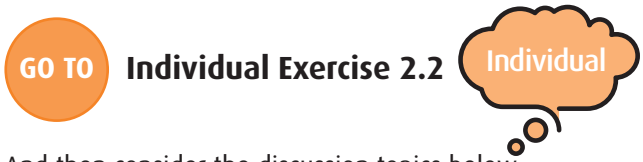
Leading Teams

2. TEAM DEFINITIONS AND CHARACTERISTICS (Contd)

> *"The Patrol is the character school for the individual. To the Patrol Leader it gives practise in responsibility and in the qualities of leadership. To the Scouts it gives subordination of self to the interests of the whole, the elements of self-denial and self-control involved in the team spirit of cooperation and good comradeship."*
>
> Aids to Scoutmastership - Robert Baden-Powell

In the Girl Guiding/Girl Scouting world, we use different types of teams. The concept of teams is introduced through the patrol system.

Most of us have belonged to a team at some stage in our lives. This next task is designed to help identify the characteristics of an effective team, as opposed to a team which did not function well.



And then consider the discussion topics below.

You can also do the **Activity 1 "Identifying Groups"** from the WAGGGS resource pack Our Rights Our Responsibilities: The Right to Work Together.

DISCUSSION: EXCELLENT LEADERSHIP

You might have included some of the following characteristics in your list.

An effective team:

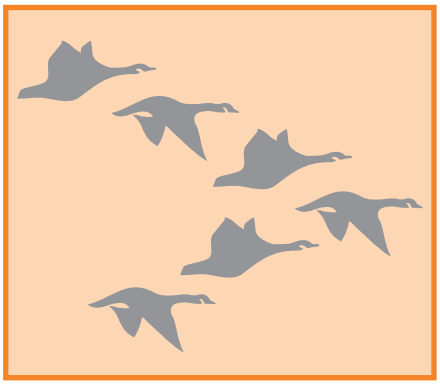
- Has a high success rate
- Has a clear purpose
- Has a strong identity
- Agrees and communicates clear, challenging objectives
- Has a leader who operates a flexible leadership style
- Uses all its members effectively (plays to their strengths)
- Communicates openly and often
- Achieves a balance between task and process
- Creates and operates in a climate of trust
- Learns from experience
- Celebrates success
- Has the right person doing the right jobs
- Shares values and beliefs

Leading Teams

2. TEAM DEFINITIONS AND CHARACTERISTICS (Contd)

Learning Log

3. TEAM ROLES



LESSONS FROM GEESE[2]

1. As each bird flaps its wings, it creates 'uplift' for the bird following. By flying in a 'V' formation, the whole flock adds 71% greater flying range than if the bird flew alone.
   - **Lesson**: People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the thrust of one another.
2. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone, and quickly gets back into formation to take advantage of the 'lifting power' of the bird immediately in front.
   - **Lesson**: We should stay in formation with those who are headed where we want to go and be willing to accept their help.
3. When the lead goose gets tired, it rotates back into the formation and another goose flies at the lead position.
   - **Lesson**: It pays to take turns doing the hard tasks and share leadership – we are interdependent.
4. The geese in formation honk from behind to encourage those up front to keep up their speed.
   - **Lesson**: We need to make sure our honking from behind is encouraging – and not aggravating.
5. When a goose gets sick or wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again or dies. Then they launch out on their own, with another formation or catch up with the flock.
   - **Lesson**: We should stand by each other through both tough and easy times.

There are all kinds of reasons for creating teams, and all kinds of different teams exist in the workplace. There are semi-permanent teams such as a Board of Directors or Trustees, a Senior Management Team, operations or production teams, etc. There are also teams which are more temporary because of the scope of their work. These include project teams, working parties, ad hoc committees, etc. The management structure of Girl Guiding/Girl Scouting around the world is based on the patrol system as a basic cultural element of the movement. It is regarded by many as a role model for team organizations.

A team is more efficient than a group or number of people when the outcome is bigger than the sum of the inputs from each individual, 'when 2 + 2 equals more than 5'.

Working in teams seems to produce the best results in certain kinds of situations, such as:

- Problems or tasks which have many different facets, or which require different skills, information and knowledge
- Decisions which require judgment rather than factual analysis
- Sharing and building on different ideas before reaching a decision

The use of teams may be less productive for:

- Simple, routine tasks or problems
- Problems that have a 'correct' solution
- Problems where it is difficult to demonstrate the solution to other team members
- Problems that require more subtle, logical reasoning.

[2] *Milton Olson or 1972 by Dr Robert McLeish of Baltimore*

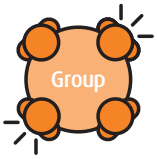
Leading Teams

3. TEAM ROLES (Contd)

The use of teams not only has implications for the way decisions are made, but also for their implementation. People are more likely to carry out a decision if they have been involved in the process of making it. This relates to the team processes, which need to be balanced against the achievement of the team's 'task'.

In an effective team, you are likely to have 'the right person doing the right job at the right moment'. The composition of a team and the way in which individual members work together is crucial to making the team successful in achieving its objectives. The best teams consist of individuals who each bring their different strengths to the work of the team.

GO TO **Group Exercise 3A**



TEAM WORK SESSION: THE PYRAMID

3.1 BELBIN'S TEAM ROLES

Meredith Belbin's work on teams has identified nine different roles, that need to be present in a team to be successful. He examined the different ways in which team members contributed to the overall performance of successful teams and identified nine team types whose presence made a crucial difference to team performance.

You can

GO TO **Individual Exercise 3**

'DIFFERENT WAYS WITH PAPER' (from the WAGGGS resource pack Our Rights Our Responsibilities – The Right to Work Together) to identify diversity within groups.

Key to understanding and applying Belbin's model are the following points:

- No single team role is more important or valuable than another. They are all of equal value. Belbin's model asserts that each role must be present within the team in order for the team to operate most effectively.
- Most people will have two, sometimes three, preferred roles. This means that they can 'fill in' with a secondary or tertiary role if it is missing from the rest of the team roles, or if there is another person with the same best team role.
- We are all capable of changing our roles, depending on the type of team, the nature of the task, our own experience level, etc.
- Understanding our own team role preferences will yield insights into maximising our own performance in teams. It will also assist our understanding of why team members prefer to work in specific ways that might be quite different from the way in which we prefer to work.

Leading Teams

3. TEAM ROLES (Contd)

The nine Belbin roles are as follows:

THE COORDINATOR

"Is everyone clear about what we're going to do?"

They can bring a group of people together as a team to achieve a common goal. Though not the smartest, they can identify talent, command respect and get the best from their team.

THE IMPLEMENTOR

"It's all here in the plan"

Implementers are practical, disciplined people who focus on getting the job done. They do not have personal agendas and are loyal to the organization.

THE SHAPER

"Go! Go! Go!"

Shapers are insistent extroverts who constantly challenge others. They do not let the team rest on their laurels, which constantly improves the team's performance, but they contribution is rarely acknowledged, as they are viewed as arrogant and foul-mouthed.

THE PLANT

"If only they'd ask me, I know what the answer is"

They are called plants because they provide the seeds for an entire tree to grow! They are creative engines chugging with new ideas, which are not limited by practicality.

THE RESOURCE INVESTIGATOR

"I've got all the right contacts and will get on to it right away"

They are not the ones with original ideas, but can pick others ideas, develop it further and present it well. They are the lynchpin or the face of the team within and outside the organization, with their strong networking and negotiating skills.

THE SPECIALIST

"My research shows that..."

Focused on the task in which they have specialist skills and knowledge.

THE TEAM WORKER

"How are you feeling today?"

They are the most supportive and sociable members who are focused on the team members and the environment within the group. They are like liquid glue... flexible in adapting to different situations and keeping the group together.

THE COMPLETER FINISHER

"How much time have we got?"

They follow through the task to completion, with looking into finer details with a fine tooth comb and meet targets.

THE MONITOR EVALUATOR

"Yes, but...."

They are the serious-minded critical thinkers, who weigh the merits and demerits of all the options. Though they seem to apply 'brakes' on progress, their analytical skills pay in the end and hence they have the last say in most discussions.

Leading Teams

3. TEAM ROLES (Contd)

You may discover your own team role preferences by visiting Belbin's website at **www.belbin.co.uk** and completing the on-line questionnaire. There is also a special version for 14 to 23 year old people.

You can print a version and do it yourself for free.

When you have undertaken the Belbin team role audit, you will find it useful to share the results with your team. As a team, you may wish to consider the following questions:

- Is a significant role missing or unfilled?
- Are there too many of one type? If so, what effect does this have?
- How could we achieve more balance within the team?
- Which team members are more likely to find change difficult?
- Which team members will initiate or support change?
- Which team members do we need to ensure participate in the team's activities?
- Could any difficulties in working with other team members be the result of being conflicting team types?
- What kind of actions could be used to encourage people to try new ways of doing things together?
- What new insights have we gained about one another as a result

GO TO **Individual Exercise 3.1**

PATROL MODELS

Learning Log

4. TEAM DEVELOPMENT

Teams have a special life of their own; they are constantly growing and changing in response to factors. For example, factors such as external pressures, changing relationships within the team, changing membership of the team, and the personal growth and development of individual team members can affect them. In fact, a team is often likely to be a group intending to be a team.

There are a number of models to describe group life that may be applied to team development. Randall and Southgate identified four phases in the team progression of a 'creative group' where there is interaction between task and people:

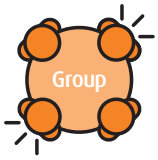
- Nurturing
- Energising
- Peak
- Relaxing

The **nurturing phase** draws people together and helps them feel emotionally safe and bonded. At the same time, early, preparatory aspects of the group task and the organizational issues that allow the group to continue its life and work, are attended to. The nurturing phase is about creating a safe and effective container for the work of the group, and leadership is primarily focused on those concerns.

In the **energizing phase**, interaction intensifies as the group engages in its primary task. A degree of healthy conflict may arise as different views experiences and skills are expressed. Leadership concerns are with the requirements of the task at hand, with containing and guiding the increasing levels of emotional, physical and intellectual energy that are being expressed.

The **peak** in the creative group occurs at points of accomplishment, those moments when the emotional task and organizational energy of the group comes together and the main purpose at hand is achieved. These are moments of utter mutual spontaneity.

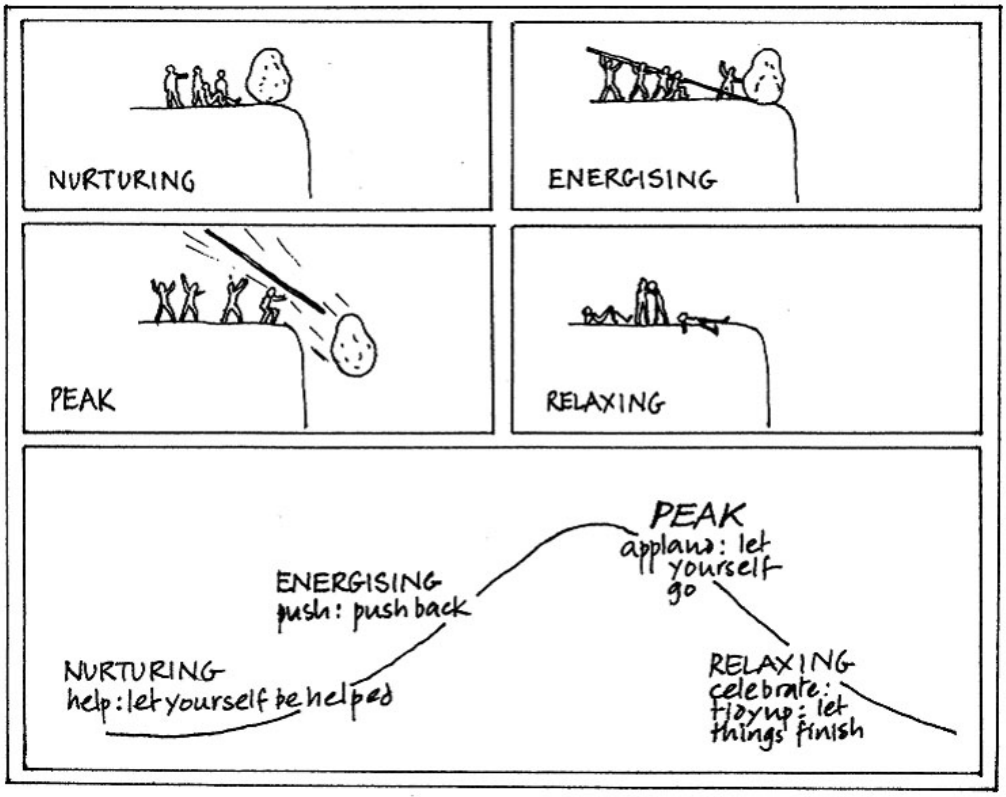
In the **relaxing phase**, members attend to those issues that will complete the emotional, task and organizational work of the group. Emotionally, the group needs to wind down, to celebrate achievements, to react and learn.

GO TO **Group Exercise 4A** 

THE JIGSAW PUZZLE

Leading Teams

4. TEAM DEVELOPMENT (Contd)



Randall and Southgate Co-operative Community Dynamics .... or your meetings needn't be so appalling. London, 1980

The most commonly quoted model of group life is that of Bruce Tuckman[3] who identified five stages of team development:

- Forming
- Storming
- Norming
- Performing
- Mourning

which are characterised as follows:

Forming

During this first stage team members may still operate as a collection of individuals. Each person will want to impress their own personality on the team while its purpose, composition and organization are being established. Individuals will be trying to find out about each other's attitudes and abilities and also about the aims and norms of the team. They will be cautious about introducing new ideas and will respect the established line, not wishing to appear radical or unacceptable to the team. Objectives may be unclear and there may not yet be an acknowledged leader.

In this stage the leading focus will most often be on the facts, the task and the qualifications rather than on the group members' personality.

[3] "Development sequences in small groups", Psychological Bulletin - Bruce Wayne Tuckman (1965)

Leading Teams

4. TEAM DEVELOPMENT (Contd)

Storming

This stage often involves overt or covert conflict between team members. It can involve challenges and changes to the original objectives, procedures and rules. This can be beneficial if more realistic targets emerge and trust develops among team members. There may, however, be disagreement and conflict within the team over several issues. Some members may identify with one viewpoint whilst others will support an opposite view, causing a split within the team. Team members will compete against each other, instead of collaborating on a project. Conflict may also arise over the leadership of the team.

The leading focus will therefore be on both the task performance and the group dynamics.

Norming

It's at this stage that the team realises that it can complete the task. People begin to settle in, agreements are reached and trust begins to develop. Members think of themselves as part of a team and identify with it. New standards, ways of working and ground rules evolve and are accepted as being necessary for the team to carry out its work harmoniously. There is an open exchange of ideas and perspectives and members are willing to listen to and accept the views of others.

The main leading task is to cheer and appraise the group on its achievements, with less focus on the main task which the group itself is able to manage.

Performing

By this stage the team will have resolved both the task and the relationship issues of being a team. Team members will play to each other's strengths and there will be a flexible and functional structure of inter-related roles. Interpersonal problems will have been reconciled and the team will channel all its energies into the achievement of the task. There will be a high level of creativity, solutions to problems will emerge, and there will be significant evidence of interdependence in the sharing of skills and experience.

Leading is done by everyone in the group, including celebrating the successes.

Mourning

This is the point of dispersal for the team. The task has been completed and team members will have mixed feelings about the team's breaking up. On the one hand, they will feel positive about the success of the enterprise and enriched by working in a dynamic way with a group of individuals who have become close working colleagues. On the other hand, they will experience a sense of loss as group members disperse to move on to other projects.

GO TO **Individual Exercise 4.1**

TO UNDERSTAND DIFFERENT LEADERSHIP STYLES IN THE DIFFERENT PHASES OF TEAM DEVELOPMENT

GO TO **Individual Exercise 4.2**

LEADERSHIP STYLES IN THE DIFFERENT PHASES – PERSONAL EXPERIENCE

Leading Teams

4. TEAM DEVELOPMENT (Contd)

Realising my team experiences: THE STAR PATROL

When I was eight years old I was invited to form a club, sponsored by a cereal company. I enjoyed chairing the club meetings and preparing the activities, but I did not realise that I was a leader.

Two years later I became a Girl Guide and joined a patrol with other girls. Another patrol was established at the same time, with girls who were already friends. My patrol was formed of different girls from different schools and ages, but our patrol leader was a good shaper and after some time we began winning the competitions still without realising why.

Four years later again, I was asked to lead the patrol at a camp. The patrol was extended with girls from other patrols who were missing a patrol leader at camp. The diversity was big – and we had a marvellous camp together. After the camp, some of these girls changed patrol and the Star Patrol was a happy group of diverse girls.

The patrol had older girls and they started chairing the patrol meetings in turn, using their own special competencies to arrange exciting and learning activities. We all enjoyed them.

Now, almost 40 years later, most of the Star Patrol are still in Guiding, our families know each other, our children are best friends. Now I realise, that because of the diversity and our acceptance of each other, we grew to form a team.

I realised when I started teaching and training team skills to adults outside Guiding and Scouting – when reflecting on the conditions for groups and teams, and the steps of the life of a team – that I had the model inside my own backpack of experiences from my Girl Guiding life.

Trainer, Europe

Learning Log

Leading Teams

5. CONDITIONS FOR A TEAM

As mentioned earlier, a team should have a clear purpose, identity and operate within a set of norms. So when a new team is being formed, all members should discuss, agree on and continuously be aware of some conditions for the team. These conditions can be easily remembered by using the below 8 R's and a jigsaw puzzle:

Right Direction / Purpose		Vision and mission, aims and objectives Why does the team exist? (see also section 6.0)
Room / Framing		What shapes the group: rooms, place, number of team members, working period, responsibilities etc? And also what is outside the frames of the team – what is not regarded as elements of the team?
Resources		Economy, time, materials, mental resources, people, supporters, etc.
Responsibilities		Who are your stakeholders, their attitudes, and how do you keep them informed?
Roles		Which roles are formal within the group, and which are informal (see also section 3.0)
Rules		Which supreme rules are not negotiable for the team? Which rules should be for the group members? Terms and conditions?
Routines		How is the carrying out of team tasks planned and delegated among the team members? Is it according to their specific competencies and responsibilities?
Relations		What is the engagement and atmosphere within the team. How would you like it to be? How can you prevent conflicts, failures and resigning of team members?

All together they form the conditions that any team need.

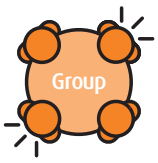
Team work is essential to the success of all organizations, including our Associations!

"We are very much like bricks in a wall - we each have our place, if one brick gets rotten or slips out of place, it begins to throw undue stress on others, cracks appear, and the wall totters"

Lord Robert Baden-Powell

Leading Teams

5. CONDITIONS FOR A TEAM (Contd)

GO TO **Group Exercise 5A** 

TEAM CONDITIONS

ON YOUR GROUP'S 8RS AS FAR AS POSSIBLE

Which of the bricks /elements are mostly related to carrying out the task of the group, and which are more related to the social life of the group?

Discuss at what stage of a team's life the different elements should be definite.

5.1 The Common Conditions of the Team

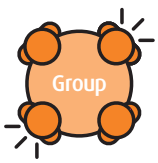
When shaping a team, team members learn both individually and in the group. During the stages of team development, mutual understanding should improve.

To be an effective team, everybody in the team should increase their personal competences.

Know/experience → **Acknowledge: Understand/perceive** → **Accept**

each of the following

- herself (strengths, resources, competencies, weaknesses, values)
- other team members (strengths, competencies, resources, roles, relations)
- vision, mission, values, and direction
- rules
- language and terminology

GO TO **Group Exercise 5B** 

THE LIVING PUZZLE

Learning Log

6. LIVING TEAMS

A team purpose provides a unifying and motivating reason for everything the team is trying to do. All too often, the purpose is not explicitly considered and agreed upon by the team, and people waste energy performing tasks, which lie outside the context of the team's purpose.

WHAT ARE YOU DOING?

A man walking passed by a building site, fenced by a very tall and solid fence. Loud noises came through the air from inside the fence, and the man became curious. After some searching he found a tiny hole in the fence. He looked through the hole and saw three men sitting beside big piles of stone. Each working man had a hammer with which he cut the stones into shapes.

One of the three men was whistling while he worked, another was sighing and breathing heavily, and the third man worked constantly with little changes in his body and face.

"What are you doing?" the man outside observing shouted to the workmen.

The first man to answer was the constantly working one. He looked up and said: *"I am earning my living decently"*, and then he continued working.

"What about the others?" the man outside shouted.

The sighing man stopped, looked up with a grin on his face: *"Isn't it obvious? I am cutting stones!"*

The observer then asked once more: *"What about the musician – what is he doing?"* The two workers stopped the whistling man and pointed to the fence: "*He wants to know what you are doing."*

With a big smile on his face, the whistling man answered: *"I am building a cathedral!"*

What are your reasons for doing your tasks?

6. LIVING TEAMS (Contd)

6.1 Communicating Team Purpose

In coming together for the first time, team members need to ask the following question:

- ***What do we need to achieve? OR***
- ***Why are we here together?***

and receive a clear answer.

Sometimes, team goals are set from another part of the organization (e.g. the Board of Directors); however, it is essential to involve team members in the identification and negotiation of team goals. The team leader needs to be able to set the team's goals and objectives within the context of the organization's strategic and operational objectives in such a way that every member of the team can understand how their activities contribute to the achievement of the organization's goals.

GO TO **Individual Exercise 6.1**

THE PURPOSE OF YOUR GIRL GUIDING/ GIRL SCOUTING

An excellent leader will always find it worthwhile to encourage goal setting by negotiation since:

- Team members will be generally more capable of devising the best way of doing things, and
- If people are involved in the defining of their goals, they are more likely to be committed to their achievement

Furthermore, ***imposed*** goals:

- Limit debate
- Discourage creativity
- Minimise certainty
- Limit participation
- Create conflicts
- Limit commitment
- Can be useful in a crisis
- Weaken trust
- Limit communications

On the other hand, ***negotiated*** goals:

- Encourage responsibility
- Reflect management priorities
- Expand individual influence
- Inspire or challenge
- Value people
- Increase personal autonomy
- Provide learning opportunities
- Increase personal fullfilment

The team purpose is the reason for its being. Members need to know for what purpose the team has been formed. What is its specific aim?

Leading Teams

6. LIVING TEAMS (Contd)

The team purpose or vision should express the following parameters:

Clarity	The goals and purpose of the team have to be clearly established, this can take a great deal of time and discussion.
Motivating value	The purpose must be something that the team members believe in and are prepared to work to achieve. It must be able to answer the "What's in it for me?" question.
Attainability	The team purpose must be something which the team can manage. There's no point in setting unrealistic goals, because they de-motivate people.
Shared ness	It is essential for all team members to understand and share the team's purpose, otherwise they are likely to work ineffectively, at cross purposes, or be unable to reconcile conflicts.
Future potential	The purpose must contain an element of further development for the future. There is little use in having a team goal which is fixed, and unalterable. This is because people change, organizations change, circumstances change, and the nature of the work itself changes. The team's purpose needs to be reviewed regularly to make sure it is still relevant to meet the needs of new and emerging situations and developments.

Finally, when the team purposes are based on the team values, they will always be the most motivating thing for the team members to fulfil.

According to Etienne Wenger, the purpose of a group has to deliver both **MEANING and IDENTITY** to each team member – she has to take OWNERSHIP of the tasks.

VOLUNTEER TEAMS AND BUSINESS TEAMS

Compare different groups and teams that you know in your work or business life, and sports and leisure activities.

What are the similarities, differences and challenges regarding the team purposes of these groups?

Leading Teams

6. LIVING TEAMS (Contd)

6.2 Team Results

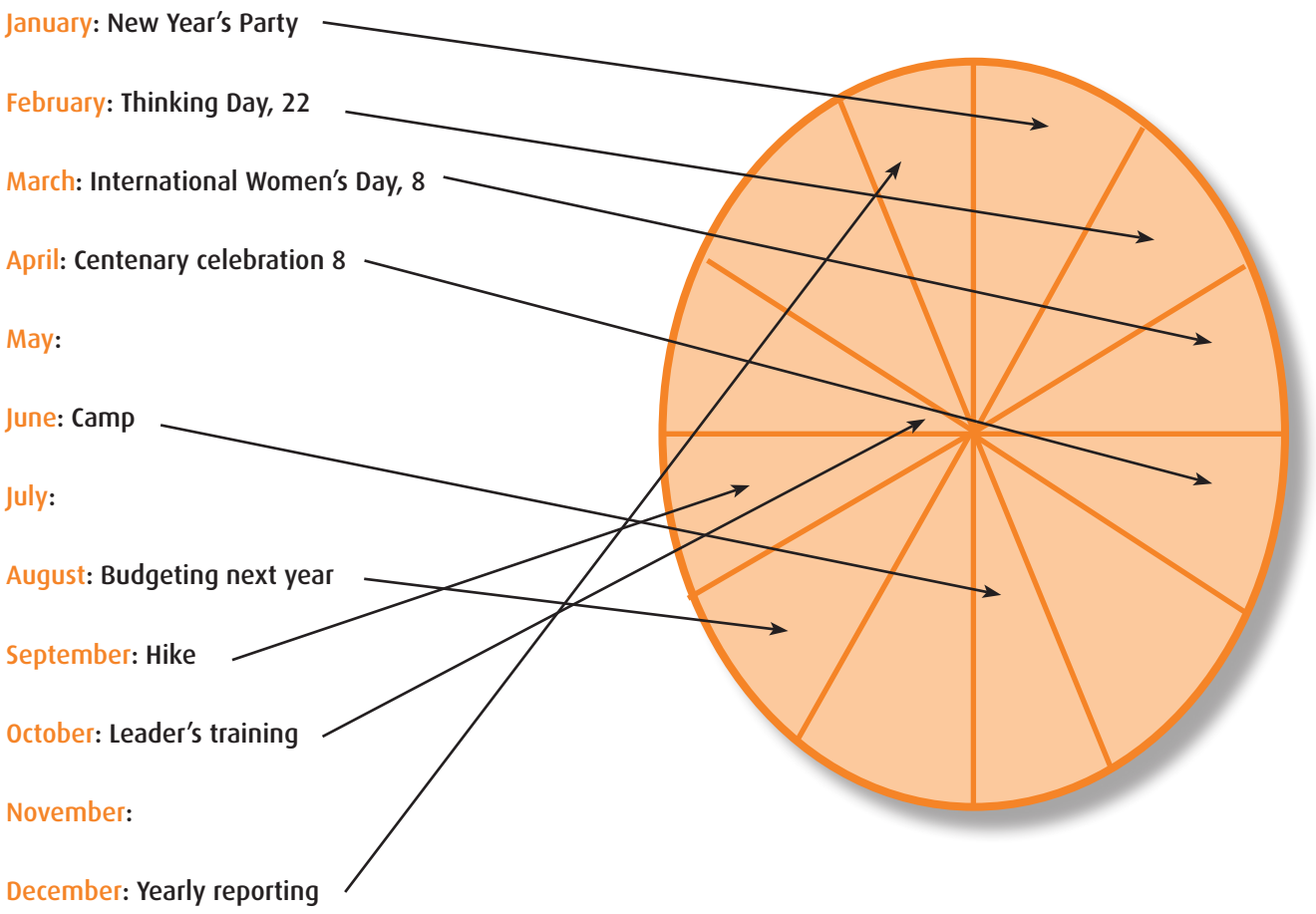
In the same way that teams need to know and understand why they have been formed, they also need to know what specific results they are expected to achieve in their progress.

The team results should be described according to the SMART rules:

- Specific
- Measurable
- Attractive and achievable
- Relevant and realistic
- Time set

This is also mentioned in the Team Conditions section and is covered in more detail in the Setting Directions module.

To keep on track and to make the team planning easier, it can be useful to note all frequently appearing tasks in a Task Wheel. This is an example from a leader team in a Girl Guide/Girl Scout unit:



6.3 Setting Objectives

In order for everyone in the team to feel confident about what they are trying to achieve, it is essential that there are clear objectives, which are understood and agreed by everyone.

The objectives should be answering questions regarding the EFFECT of the task such as describing a project[4]:

WHY?
- Needs and wishes satisfied by the project
- Motivation and interests of participants
- Main objectives of the project
- Project funding options
- Relationship between participants' objectives and institutional objectives

WHO? – FOR WHOM? – WITH WHOM?
- Identification of project partners or target groups
- Their roles and relationships in the project
- Their views on the project
- Strengths and weaknesses in these relationships and views

WHERE?
- Social context of the project and situation of participants

WHAT?
- The main project activities – spontaneous, organised and institutional
- Social, economic, cultural, political and educational dimensions
- The project's impact on these dimensions

WHEN?
- What period is being focused on (past, present, future)?
- Short, medium or long-term?
- Background of participants in relation to the project

HOW?
- How was it done? Organization and participation process
- Techniques and instruments used
- Input of participants' experience, theories, other projects, etc.

	Question	Answer
Vision	What would it be like? When?	In ..... there is.....
Mission	Why should we...?	To achieve .....
Objective	What are we doing when?	We should.... by (time)
Aim	How will each stakeholder benefit?	... will .....
Stakeholder	Who will benefit?	(stakeholders are the people and groups involved in the project)

[4] *Source: Project Management T-Kit (http://www.training-youth.net)*

Leading Teams

6.4 Developing the Team's Identity

In order to enable a team to operate at maximum effectiveness, and to function as a cohesive and co-ordinated unit, it is essential to have the following foundations in place:

- A team identity
- A set of team values and beliefs which are owned by all members of the team
- A team agreement (the visible expression of the team's values and beliefs)

All teams need clear identities to work effectively. Having a clear identity ensures:

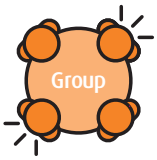
- High levels of self belief
- Inner confidence
- Cohesion
- Clear communication within and beyond the team
- Adaptation to new attitudes and behaviours

GO TO **Individual Exercise 6.2**

THE TEAM IDENTITY

Continue

GO TO **Group Exercise 6A**



THE TEAM IDENTITY

OUR TEAM AND THE OTHERS

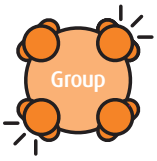
When a team has developed an identity that is unique, this also means that some individuals and other groups are outside this team.

Discuss the benefits and challenges of team identity.

You can compare a Girl Guide/Girl Scout patrol, a sports team performing, and a corporate team. Are the attitudes similar?

How can international events minimize the less positive sides of team identity?

GO TO **Group Exercise 6B**



HUMAN TIC TAC TOE

6.5 Team Values and Beliefs

Within organizations, the team is the midway point between the organization and the individual, where one person's contribution will combine with others to produce results. This is especially true in the area of values, attitudes and beliefs. Most organizations today claim to 'own' a set of values, which are expressed either directly or indirectly in mission statements and visions. Everyone in the organization, individually and in teams will be expected to reflect the values in the ways in which activities and tasks are executed.

You will remember that the values that underpin vision and mission of WAGGGS are:

- Honesty
- Loyalty
- Responsibility
- Respect, tolerance, responsibility
- Optimism, positivity
- Consideration
- Spiritual belief, morals, ethics, self-awareness

These values derive from the original 'Law' as defined by the Founder and represent the essence of GG/GS today. WAGGGS uses the patrol system to make girls and young women experts on team experience and leading teams.

Within the team, there is the challenge of maintaining a balance between personal autonomy, and the respect for diversity, with the team's 'rules' which are necessary to enable the team to perform.

In striking this balance, it helps if we consider three separate strands of responsibility:

Individual responsibility: *Those things for which each individual person can be held accountable*

Inter-responsibility: *Those things which each team member will do in support of the others*

Team responsibility: *The outputs which the team wishes to ensure, will always be completed*

Team values, attitudes and beliefs may be:

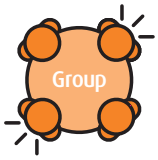
Unformed *Assumed or inferred but not official*

Formed but unused *'The charter on the wall'. Few people refer to the principles enshrined; they are seen as part of the organization's history (or folklore!). For example, patrols have customs, special terms, phrases and traditions that may seem strange to new-comers.*

An aspiring model *Values act as a benchmark for decisions and choices on an everyday basis.*

People are empowered and encouraged to refer to the standards for individual and team performance.

GO TO **Group Exercise 6C**



THE TEAM'S VALUES AND BELIEFS

Leading Teams

6. LIVING TEAMS (Contd)

DISCUSSION EXCELLENT LEADERSHIP

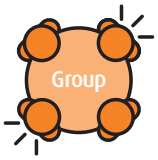
If you have used this exercise as a basis for team discussion, you may have found that it exposed a need to effect some fundamental changes in the way your team functions.

Changing basic attitudes, values and beliefs poses one of the greatest challenges for a team leader and you will need to:

- Build in the time to work through the issues
- Practise effective communication skills, especially those of active listening
- Be prepared to manage potential conflict within the team
- Respect the diversity of the team
- Analyse the key functions within the team
- Work to create and communicate a new vision for the team
- Champion the team to those outside it
- Maintain and promote a positive mental attitude and celebrate team success

or

GO TO **Group Exercise 6D**



THE VALUABLE TEAM

Leading Teams

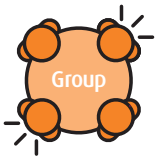
6.6 The Team Contract

When a team comes together for the first time, it is important that it agrees how it is going to work together. If everyone is involved in establishing the ways of working, they are much more likely to abide by them.

These are the basic ground rules for most teams:

- Demonstrate openness and honesty
- Focus on results
- Eliminate 'fantasy' (rumours and assumptions)
- Respect others' opinions
- Live in the present, but also look to the future
- Be constructive with feedback
- Be willing to take risks
- Tolerate, and learn from, mistakes
- Be an active team-player
- Communicate facts and opinions
- Be responsible for working towards goals
- Be receptive (active listening)

GO TO **Group Exercise 6E**



THE TEAM CONTRACT

Learning Log

Leading Teams

7. TEAM'S PROGRESS ASSESSMENT

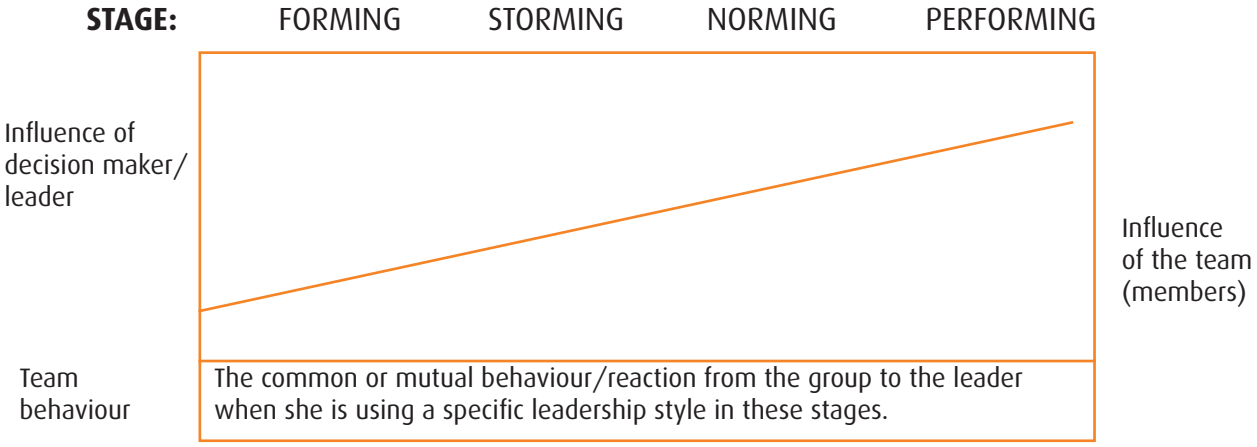
This needs to be carried out from time to time during the life of any team; during times of transition and uncertainty it is even more crucial.

Regular review enables the leader to ensure that both task and process issues are being met.

The Management Skills Module suggests some tools that are useful for leading teams.

The table below can be used for noting signs of different development stages of a team in order to prepare changes in reaction and behaviour:

(For situational Leadership Styles, read the Understanding Leadership Module)



The below chart gives some examples of team behaviour in relation to leadership styles during the four stages

Stage	Forming	Storming	Norming	Performing
Team behaviour or common team activity	Curiosity - getting to know each other - eager to start started - sometimes shy - obedient to leader	Confusion - internal competition - power testing - not much listening	Sorting out conflicts - agreeing on norms and codes of conduct - roles formed - task skilled - needing appreciation	Co-operating -self-guided
Leadership style needed	TELLING - instructing	SELLING - co-working	PARTICIPATING - democratic and motivating	DELEGATING - leading self - leading individuals in a group

GO TO **Individual Exercise 7.1**

Individual

TEAM STATUS ASSESSMENT

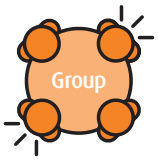
In the Management Skills Module you will find group exercise 6A: Meeting and team efficiency, which can be used to assess the perception of your team's efficiency among the team members.

Trouble shooting your team: If you think the team could improve in either the social or the task dimension, a way to find the best solution is to think through the stages of the team. Which stage are we at and how do we get to where we want to be?

Leading Teams

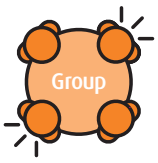
7. 7EAM'S PROGRESS ASSESSMENT (Contd)

You can also think through the 8 R-bricks – for each of them, are they up to date, accepted and alive? If not, this is probably a good brick to discuss with the group to get back on track.

GO TO **Group Exercise 7A** 

PROBLEM SOLVING "ANTI GRENADE"

Or

GO TO **Group Exercise 7B** 

TOXIC WASTE DUMP

TEAM, GROUP OR PATROL?

In Girl Guiding/Girl Scouting the patrols can be set differently:

- Individuals can wish to join a certain group
  Example: Participants at a training, they have chosen because of interest in the topic, and because of previous testimonials about a good atmosphere
- The patrol can be grouped because of mutual age, interest, ability etc.
  Example: A Brownie pack, a rugby team, a school class
- The group can be set on purpose, regarding specific and complementary competences, i.e. according to Belbin's team roles – or in order to fulfil criteria about diversity
  Example: WAGGGS World Board, a planning team for a training

Discuss how you think the different shaped groups could develop their team identity, motivation and efficiency, and how the way the group is formed impacts on its development.

How different can team members be, and still form a team?

How can a multinational group work separately and still form a team?

How can a female team be diverse?

Exchange experiences from your own life.

Learning Log

8. CONFLICT TRANSFORMATION

This section does not provide the tools to manage conflict. For that, see the **Communications Module**.
In this module there is

- Conflict definition
- Opportunities (Positive aspects of conflict)
- Negative aspects of conflict
- Conflict types – address individual, team and organizational conflict
- Analysis of conflict – Suggestion to use conflict mapping tool

8.1 What is a Conflict?

"A perceived divergence of interest, or a belief that the parties' current aspirations (goals) cannot be achieved simultaneously" In other words:

"A belief, not necessarily a fact, that if you get what you want, I cannot get what I want".

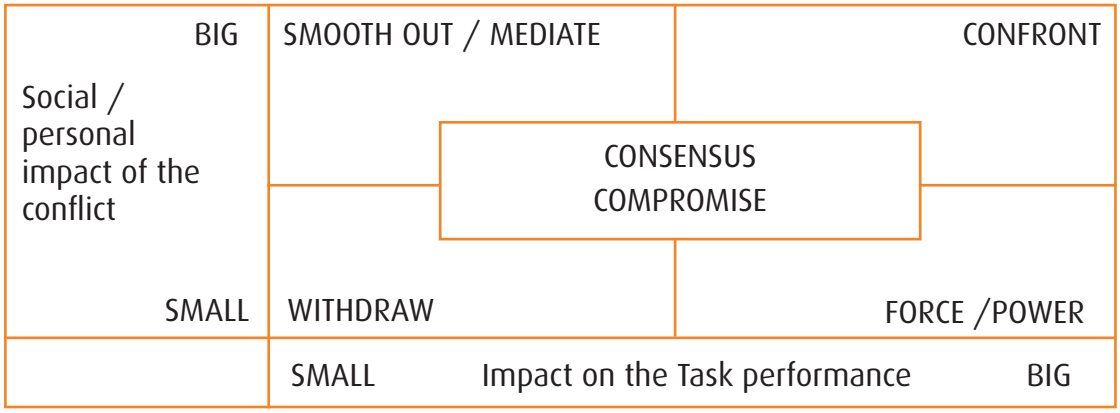
From these definitions we can see that there are two primary reasons for conflict:

- There are different interests
- There are the same interests, which are in conflict

Conflict can be positive when:

- It is a symptom of discontent, which is then addressed
- It produces change for the better
- It produces gains, innovations and new ideas
- It fosters unity and understanding
- It brings about behaviour changes

Connection between importance and reaction could be illustrated as below:

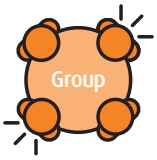


[5] *"Social Conflict: Escalation, Stalemate and Settlement", Dean G. Pruitt & Jeffrey Z. Rubin, (New York: Random House, 1986)*

The above diagram shows a suggested course of actions to different conflict situations. For example, if a conflict arises where the relationships between people is large and the task or issue of confict is small, it is best to smooth out the problem and mediate the situation. On the other hand, if the relationship between the people involved in the conflict is smaller than the importance of the task, the person in charge should force the issue to her opinion to resolve the confict. However, in all conflict situations, if a consensus/compromise can be reached, this should be the first choice.

Leading Teams

8. CONFLICT TRANSFORMATION (Contd)

GO TO **Group Exercise 8A** 

IS IT A 'GO' OR 'NO GO'?

Learning Log

APPENDIX 1
INDIVIDUAL EXERCISES

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 2.1

THE DIFFERENCE BETWEEN A GROUP AND TEAM

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To understand the difference between a group and team.

METHOD

List the characteristics of a group.

List the characteristics of a team.
You can add the characteristics of

- a family
- a school class
- a population
- an effective group
- a 'community of practice' /working group
- a group of colleagues
- a club or interest group
- a female group
- a mixed gender group
- a male group
- a group of equal aged people
- an intergenerational group
- a group of same national origin
- a cross-cultural group

to compare and describe in detail the differences.

MATERIAL

Pens and paper for individual use.
Space for discussion.

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 2.2
THE CHARACTERISTICS OF AN EFFECTIVE TEAM	
INDIVIDUAL WORK	GROUP WORK

OBJECTIVE

- To understand the characteristics of an effective team.

METHOD

Identify a team in which you are (or were) a member, which you consider is (or was) effective. Why was it so good? List 10 reasons for it being a top team.

MATERIAL

Pens and paper for individual use.
Space for discussion.

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 3.1

PATROL MODELS

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To reflect on the diversity of different groups and patrols, and the impact of different individuals within these groups.
- Practise knowledge about Belbin's team roles.

METHOD

1. Think of different groups and patrols where you have been a group member through your life till now (work, school, family, friends, Girl Guiding/Girl Scouting, neighbourhood, sports teams etc.) Note them in a table as below.

2. When looking at each group, consider which Belbin role you played in that group, and which other Belbin's roles were present and also which are missing.

3. Consider the efficiency and task of this group, and compare this with the roles played. Are there any patterns between diversity, roles, and the performance of of this group? If so, note your reflections and your learning from this group.

If you can think of many groups, make a bigger table for yourself.

MATERIAL

Pens and paper for individual use.

Group (period)	Belbin role names	My role(s)	Other roles represented	My remarks for the group
	Coordinator			
	Completer finisher			
	Implementer			
	Shaper			
	Plant			
	Resource investigator			
	Specialist			
	Team Worker			
	Monitor Evaluator			

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE — Exercise 4.1

LEADERSHIP STYLES IN DIFFERENT PHASES

INDIVIDUAL WORK — **GROUP WORK**

OBJECTIVE

- Understand different leadership behaviour and styles in different phases of team development.

METHOD

Describe the preferred leadership behaviour you would recommend in each of these five stages:

- Forming
- Storming
- Norming
- Performing
- Mourning

State the balance needed between leadership support and appraisal in the different stages.

FORMING	STORMING	NORMING	PERFORMING	MOURNING

MATERIAL

A table (above) for each participant.
Pens.
Space for discussion

Leading Teams

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 4.2

LEADERSHIP STYLES IN DIFFERENT PHASES - PERSONAL EXPERIENCE

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To understand own experiences with different leadership behaviours / styles in different phases of team development.

METHOD

Reflect on Tuckman's model of team life and then complete the following review as a member of a team to which you belong or have belonged. Use specific examples and incidents to complete your review.

MATERIAL

A table like the one below for each participant.

Pens.

Space for discussion.

Phase	What was it like during this stage?	How did you act – and react?
Forming		
Storming		
Norming		
Performing		
Mourning		

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 6.1

THE PURPOSE OF GIRL GUIDING/GIRL SCOUTING

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To reflect on the development of strategies, operational objectives and activities within an organization.

METHOD

1. What are your reasons for being a Girl Guide/Girl Scout leader? Write your answer in the table below.
2. Which objectives do you have for your future Girl Guiding/Girl Scouting, within the next 1, 5 and 10 years? Note in the table.
3. How would you describe your mission as a Girl Guide/Girl Scout leader?
4. Which values do your objectives and mission relate to?
5. What is your dream – your vision – for your Girl Guiding /Girl Scouting career?
6. Repeat the questions 1 – 4, for your local unit, your national association, and WAGGGS.
7. Find similarities and differences in the answers on different levels.
8. Walk and talk about your reflections with leaders from other units, associations, or regions of the world.

MATERIAL

Pen and paper.

	My own	My local unit	My Association	WAGGGS
Reasons				
Objectives				
Mission				
Vision				
Values				
Remarks				

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 6.2
TEAM IDENTITY	
INDIVIDUAL WORK	GROUP WORK

OBJECTIVE

- To understand team identity.

METHOD

- Think of one of the patrols or teams in Girl Guiding/Girl Scouting of which you have been a member. How would you describe that patrol or team's identity?
- How did you relate to the patrol/team and the leader?
- What impact did your time in that patrol have on your life since then?

MATERIAL

Pen and paper.

Leading Teams

APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

LEADING TEAMS MODULE	Exercise 7.1
TEAM STATUS ASSESSMENT	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

- To use your own team experiences to develop team leading skills by observation of a the team.

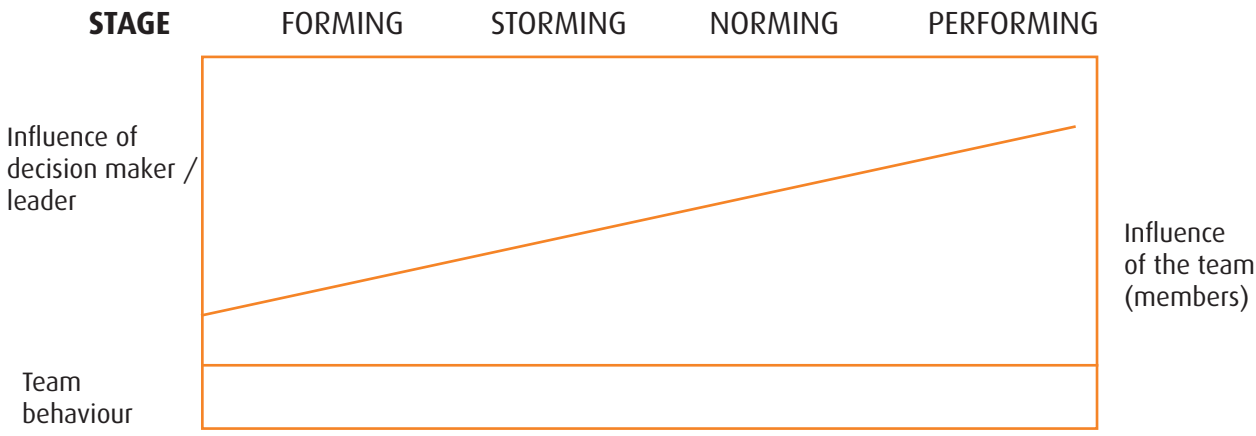
METHOD

- Think of one of the patrols or teams in Girl Guiding/Girl Scouting of which you have been a member. How would you describe that patrol or team using the team stages in specific situations?

MATERIAL

Table handout, see below.

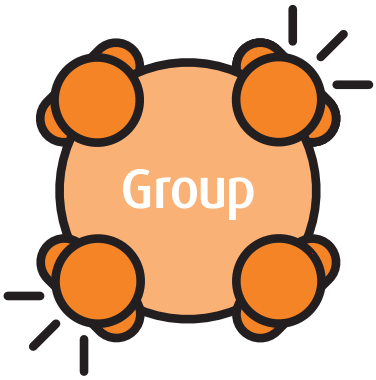
GROUP/PATROL: Situation:



Leadership style needed

Remarks

APPENDIX 2
GROUP EXERCISES



APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 1A

GETTING EXPECTATIONS - 'MERRY GO ROUND'

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To establish the expectations (relating to the programme team, the other participants, etc) and concerns of the participants

METHOD

The participants are divided into five groups. Each group asks for a volunteer to be the recorder (scribe). Five flip-chart sheets are put in different places of the room in a circle; on each flip-chart paper one of the following is written:

1-Expectations relating to the programme
2-Expectations from the team
3-Expectations from the participants
4-Concerns
5-White-spot (to be filled out by participants for expectations of other things not mentioned)

Each group starts with one of the sheets, for five minutes everybody speaks out about the topic and the recorder (scribe) reports the things expressed.

After five minutes, the groups are asked to change in a clockwise direction. The recorders remain in the original group and briefly explain what the other groups said.

This continues until all the groups have visited all the flip-chart sheets. Then the sheets are hung on the wall. In the next three minutes, the participants read the sheets (the team is also expected to do so), and the recorders also write their ideas under different topics.

The expectations are kept on the wall during the training. After returning to the plenary setting, one of the team members gives feedback on the expectations and the concerns. This can also be done before presenting the programme or at the beginning of the second morning session depending on the flow.

MATERIALS

5-10 Board markers in different colours, five flip-chart sheets, paper tape or sticky tack.

TIME

Approx. 35 mins.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 1B

THE CHOCOLATE SWAMP

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- to experience how leadership appears and evolves within a group
- to observe how groups compete
- to observe how individuals impact and learn from each other

METHOD

The participants should be in groups of approx. six persons.

Two or three leaders act as alligators and observers of the game.

The whole group is supposed to cross the 'swamp'. It is an open space of 10m length. The swamp is contaminated. The only way to cross is to step on the secure 'chocolate footprints'.

In the swamp there are 'alligators' that love to steal the footprints and eat them, if they are not taken care of.

Observe how leadership, team work and learning evolves within the groups and between the competing groups.

MATERIALS

Cut out cardboard footprints – one for each participant – or paper plates. To make it a bit more difficult you can use square wood poles 30cm long or house bricks.

TIME

20 minutes.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 2A

GROUP IDENTITY

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To discover what team members have in common, and what defines the uniqueness of the group.

TARGET GROUP

A bigger group, divided into teams or patrols.

METHOD

Team or patrol members introduce themselves to each other within the patrol.

After the introduction the patrol is asked to find

- at least three things they all have in common and that they expect will be unique in the bigger group (i.e. all wear white socks, all have a sister with a name starting with M etc.)
- a name that is representative for their patrol
- a 'calling sign' to gather the patrol

Return to plenary and ask each patrol to introduce the significances and the name.

If some of the three significant factors are not unique for a patrol, they should find another.

This exercise can be extended so that before saying the patrol name, the other patrols can suggest a name for the patrol that is about to be introduced. This can show how groups and individuals regard themselves differently from the way they are perceived externally.

TIME

30 minutes

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 3A

TEAM WORK SESSION - 'THE PYRAMID'

INDIVIDUAL WORK	GROUP WORK

OBJECTIVE

- To explore the team work process
- To understand the different possible roles in a team and their impact in common work
- To make participants aware of the importance of effective teamwork in a networking project

METHOD

Different steps to be followed:

1. Presentation of the process/ stages in group dynamic: forming, storming, norming, performing (see T-Kit on organizational management, p.47).

2. Brainstorming on the different roles that people could play in a team (leaders, supporters, experts, outsiders, observers, followers, 'killers' of ideas, jokers, etc.).

3. Then the participants experience a cooperative game: 'the pyramid'. This game should be played as follows:

   Create three groups of ten people (eight players + two observers). Every group should go to a different room and receive a sheet with the description of the game 'the pyramid' (see below) as well as 10 plastic glasses, four pieces of rope and a piece of elastic. For each group of 10, two circles are drawn on the floor, a big circle and another smaller inside the centre of the previous circle. Instructions are given to not enter the circle. Participants have to organize themselves with the material to make a pyramid with the glasses inside the smaller circle. They have a time pressure: 20 mins.

4. After the game, each group has a debriefing together with members of the team, to try to identify the different roles each played in their groups.

5. Collective debriefing on what has happened, bringing out the main conclusions.

6. Presentation of a model for effective team work : The Product-Procedure-People-triangle (see T-Kit 3: Project Management, Council of Europe and European Commission, November 2000, p.77).

The session has followed the same structure, only the game has changed (see down "Saving Konstancin").

MATERIALS

Plastic glasses, several pieces of string, 1 piece of elastic (to tie back hair) per group

TIME

Approx. 1 hour 30 mins.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 3A

TEAM WORK SESSION - 'THE PYRAMID' (contd)

INDIVIDUAL WORK	GROUP WORK

Sheet: The pyramid game

A part of your land has been affected by an awful, unknown virus which pollutes the land as well the air directly above the polluted area.

The only thing possible to do so far is to mark and isolate the polluted area (the outer circle). It has been stopped and it will not go further outside the circle.

The only thing which can help to diminish the virus inside the polluted area is a pyramid of cups (special anti-viruses ones), which has to be built in the core of the polluted area (inner circle). Your group has been designated this task, so please:

1. Build the pyramid of ten cups into the inner circle (the cups cannot be removed from the circle)
2. You cannot step into the circle or even lean over/put your hand over the polluted area. It is very polluted! If you do so, you have to go to hospital and cannot participate in task solving for one minute.
3. You can only use cups and material provided for this.
4. You can communicate freely.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 3B

TEAM ROLE SWOT

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To consider the strengths, competences, and challenges of a specific team role.
- To monitor the necessity and usefulness of a diverse group.

METHOD

Read through the descriptions of the different Belbin's team roles.

For each role, discuss and note your perspectives on the

- strengths
- weaknesses /challenges
- opportunities
- threats
- possible complementary buddy team roles within the group.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 4A

THE JIGSAW PUZZLE

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- to stimulate participants to acquire and use a simple metaphor or paradigm for the characteristics of effective teams and organizations
- to demonstrate the value of group effort

METHOD

Display pieces of a jigsaw puzzle to the group. Ask them to list all the ways in which the jigsaw is similar to the composition and operation of a highly-performing team.

Some of the many possibilities include:

1. There are boundaries /frames (the straight-edged pieces).
2. Each piece plays a specific role in the solution.
3. Pieces are highly interconnected when teamwork occurs.
4. Each piece is unique in its nature (similar to the individual differences among people).
5. The solution is a fragile one (easily broken).
6. The whole is greater (better) than the sum of its parts.
7. Some pieces are central, some are peripheral.
8. There are natural groupings (e.g. by colour or design). Pieces need someone to move them.
9. Rapid solution is aided by someone with an overall vision.

DISCUSSION QUESTIONS

1. Are you surprised by the number of similarities?
2. What are the ways in which you can use this metaphor?
3. What actions and guidelines does this point towards?

TIP

This exercise has a more powerful message if you distribute actual puzzle pieces (or a simple puzzle) to each team member, and let them experience the process of constructing it.

MATERIALS

A transparency of jigsaw puzzle pieces or large pre-cut puzzle pieces.

Leading Teams

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 5A

TEAM CONDITIONS

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To create and agree on a team set of conditions for the group.

METHOD

Take time to discuss and agree of a team set of conditions.

You can use different exercises and tools for each of the 'R-bricks' below:

(Read chapter 5: Team conditions before working with this exercise)

Right Direction / Purpose		
Room / Framing		
Resources		
Responsibilities		
Roles		
Rules		
Routines		
Relations		

Leading Teams

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 5B

THE LIVING PUZZLE

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

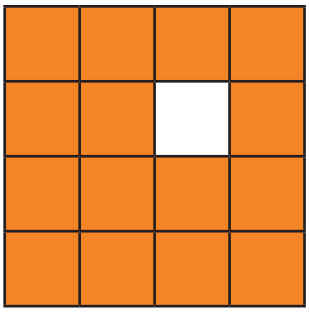
- To develop conditions for your team.

METHOD

- Give each person a coloured sticker on her back, so that she does not know the colour herself.
- Put chairs close to each other, so that there is one more chair than people, and they form a square.
- Ask everybody to stand on a chair each – one chair is empty.
- Ask the group to form rows of the same colour.

RULES

- Only one person can stand on a chair.
- Moving can only be directly from the sides of the empty chair.
- Example: 15 people. Four colours each with four stickers



MATERIAL

Chairs, so that there is one more than the number of participants.
Stickers in as many colours as you want groups and as many stickers per colour as members in each of the groups.
Space for the game.

Leading Teams

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 6A

THE TEAM IDENTITY

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To develop an identity for your team.

METHOD

- What are the distinctive features, which give your team its unique identity?
- Write down your ideas here.

Draw or create a metaphor that illustrates your group identity.

MATERIAL

Pens and paper.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 6B

HUMAN TIC TAC TOE (NOUGHTS AND CROSSES)

INDIVIDUAL WORK | **GROUP WORK**

Divide players evenly into two teams (you need a minimum of six people, three in each team and arrange nine chairs in the centre of a room or playing area in a noughts and crosses / tic tac toe formation as shown below. You could, if you want, draw out the grid lines instead of or as well as using chairs.

Number each player (1,2,3,4, ... etc) so that they have an opponent in the opposite team. If you have an odd number either get a player to double up on a number or get another leader to join in to make up the numbers.

Call out three numbers. These players then have to run to the chairs and, as in noughts and crosses, as a team creates a straight line of three. The first team to do so sitting down wins the round. It's also useful to stipulate that each team cannot make a line using the chairs nearest to them, i.e. they can use one chair from the chairs closest to them, but not all three!

Play it the first time; then give each team the time to consult each other and have a strategy...

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 6C
THE TEAM'S VALUES AND A BELIEFS	
INDIVIDUAL WORK	**GROUP WORK**

OBJECTIVE

- To understand the values and beliefs of the team

METHOD

- Fill out the questionnaire as a group.

MATERIAL

The table from the next page, to be given to each group.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 6C/a

THE TEAM'S VALUES AND BELIEFS - HANDOUT

INDIVIDUAL WORK | **GROUP WORK**

What do you think are the values, attitudes and beliefs, which underpin your team?

Where do they come from? Who agreed them? How long ago?

To what extent are they "owned" by the team?

To what extent do they represent a "living standard" against which to measure individual and team behaviours and performance?

To what extent do team members take?

- Individual responsibility
- Inter-responsibility
- Team responsibility

What specific actions could you take to promote positive values, attitudes and beliefs within your team?

To what extent are you confident that the values, attitudes and beliefs of your team align with the fundamental values of Girl Guiding/Girl Scouting?

Leading Teams

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 6D

THE VAUABLE TEAM

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To define and describe mutual values within a team, with the basis in personal values.

METHOD

1. Ask each team member to write her three to five main values on separate sticky notes, one word per paper.

   As a leader of the exercise, you may add some words that could be values, but provocative ones, i.e. 'competition', 'team feeling', 'more fun than work' etc.

2. All value papers should be placed on the floor or on a wall, visible to everyone.

3. Ask everyone to pick three words she finds important for group life. They can be words she wrote herself, but they could also be others' words.

   All papers that are not picked up should be taken away.

5. All participants walk around holding their three value papers so that they are visible to others. They can exchange papers, but everybody has to end with three papers.

5. Those who have similar words, get together and form sentences that include the words, describing the values of the team.

6. Finally the 'values sentence' can be written on a flipchart adding drawings or illustrations if desired.

   All the flipcharts are collected in a 'values gallery'.

7. In the plenary, the values are explained and discussed.

8. The team decides on its final team values as a consensus decision.

MATERIAL

Coloured papers/sticky notes
Flipchart paper
Pens

TIME

At least an hour.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 6E

THE TEAM CONTRACT

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To discuss and agree a Code of Conduct for the team
- To think of possible conflicts within the team in advance

METHOD

Hand out the papers, which are the next two pages.

Ask every team member to mark the statements she agrees with.

For all sentences, ask her to think of experiences and examples including the situations mentioned: i.e. give an example of a relationship that could be sensitive within a team.

When all statements are marked, the team should discuss the choices and decide on a selection of statements that the whole team agrees with.

The wording of the statements can be changed during this process to make them relevant for the team.

MATERIAL

Handout

TIME

One hour.

LEADING TEAMS MODULE	Exercise 6E/a

THE TEAM CONTRACT - HANDOUT 1

INDIVIDUAL WORK | **GROUP WORK**

Personal evaluation

Below are some statements that you may agree or disagree with.
Start by marking each sentence individually in the column "Me".

	Sentence	Me	Team
1	A team member should express all her thoughts and feelings		
2	A team member should always give clear feedback when she is asked for it		
3	Sometimes it is better to withdraw from a discussion rather than fight		
4	A team member should stick to her own opinion whatever the other team members do		
5	It is always possible to get to an agreement		
6	Conflicts must not get personal or emotional		
7	A team member can get 'too nice'		
8	Solidarity is the most important		
9	Conflicts can be exciting, creative, and fun		
10	Mutual evaluation only creates conflicts		
11	If a team member is asked to do something she does not wish to do, she should do it anyway		
12	A team member must never support somebody outside the team against another team member		
13	It is impossible to have a good relationship with everybody in a team		
14	There are fewer conflicts with reliable people		
15	There are fewer conflicts if the team members do not meet in private		
16	A team member should always support a consensus decision		
17	Understanding is more important than agreement		
18	Some team members simply never settle down		
19	Conflicts are totally unproductive		
20	You should be careful if you agree too quickly and too easily		
21	The team should develop rules and norms about how to deal with conflict		
22	The team leader has to handle all conflicts arising within the team		

When you have completed marking all 22 statements, prioritise the five most important (to you) that you would not be willing to change your mind about.

LEADING TEAMS MODULE	Exercise 6E/b

THE TEAM CONTRACT - HANDOUT 2

INDIVIDUAL WORK	GROUP WORK

Team discussion

1. Discuss the individual choices and find those that everyone agrees on (consensus).
2. You can consider reformulating or making slight changes to the statements to achieve consensus.
3. If you disagree, discuss your experiences and narratives that enlighten the opinion;

   the discussion is more important than the result.
4. Finally, the team decides on five statements that you would not change, and that you all agree on.

These statements could form the TEAM CODE OF CONDUCT.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 7A

PROBLEM SOLVING "ANTI GRENADE"

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To make the group work together as a team
- To encourage interaction among participants to solve a problem
- To have fun

METHOD

Leaders are divided into groups of five to seven members.

They compete to construct an 'anti grenade' that will protect a raw egg from breaking.

They are given a kit of materials and 30 minutes to complete the exercise.

After they have constructed their anti-grenade, it must be tested. This is done by throwing the anti-grenade a distance of four metres without breaking the egg inside. If they want to test it before the competition any material destroyed will not be replaced.

After the construction, the teams should be taken to the 'test site' so the competition can take place.

MATERIAL

For each team:
An egg (uncooked in shell)
2 balloons
A pair of scissors
A ruler
4 index cards
4 elastic bands
10 straws
6 paper clips
2 polystyrene cups
10 cm sticky tape
2 A4 paper
1m string

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 7B

TOXIC WASTE DUMP

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To provide an opportunity for planning and experiencing teamwork
- To provide a live forum for analysing planning prerequisites, processes, and consequences
- To focus the team's attention on how members work together to achieve objectives

METHOD

Ask the participants to identify the characteristics of highly effective teams.

Explain that effective teams pay close attention to both the task and the process (i.e. how they work together to achieve the objective).

Establish an open space for the group with a 2.5 m diameter circle marked off with rope.

Distribute the instruction sheet (next page) to each person, and start the clock running.

Enforce the rules very strictly.

DISCUSSION QUESTIONS

Was your team successful? By what measures?
What did your team do that helped it succeed?
What did your team members do that caused it problems?
What did you learn from this exercise that you can apply on the job?

MATERIAL

Instruction sheet for each participant, 2 coffee cans, enough popcorn kernels to fill one can about halfway, 6-8 pieces of 2. 2 m rope, a large sheet of plastic, 15m rope, bicycle inner tube, a stopwatch.

TIP

Select a larger (green) can as the safe can; a smaller (red) can as the toxic one.

NOTE TO LEARN LEADERS

Most groups achieve this (after discussion and planning) by folding over the tyre tube into a smaller circle, tying three to five short ropes to various sides of it, and stretching it to fit over (and grab) the toxic can. By co-ordinating their efforts, one member slides around the circle with his or her rope to become the controller of the dumping process while the others hold the can suspended above the safe can. Through delicate manoeuvres they can accomplish the task.
The plastic sheet underneath the circle and cans makes cleanup much easier when they spill.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 7B

TOXIC WASTE DUMP (contd)

INDIVIDUAL WORK	GROUP WORK

Instruction sheet – TOXIC WASTE DUMP

Setting:

A can of highly toxic popcorn has contaminated a circle approximately 8 feet in diameter. The toxic area extends to the ceiling. If the poisonous popcorn is not transferred to a safe container for decontamination, the toxic popcorn will contaminate and destroy the population of the entire city. The popcorn is estimated to have a safe life of exactly 30 minutes before it explodes. Obviously, there is insufficient time to contact authorities and evacuate the city. Therefore, the lives of thousands of people are in your hands.

Inside the circle you will find two cans. One (unsafe) container is about half full of the toxic popcorn. The other (safe) container is available for decontamination.

Team goal

You must find a way to safely transfer the toxic popcorn from the unsafe container to the safe container, using only the materials provided to you. For your group, this includes a piece of rope (each approximately 15m/7½ feet long) for each person, and a bicycle inner tube.

Rules

1. NO member may cross the plane of the circle with any part of the body. If this occurs, they must be taken to the hospital immediately (removed from play) and they may not participate in any form from then on. The group is responsible for the safety of all its members.

2. NO member may sacrifice herself to aid in the transfer of the popcorn.

3. No spills are allowed, or the popcorn will explode.

4. Members may ONLY use the materials provided. However, they can be used in any way desired.

5. The popcorn will not spread its toxicity to the safe can, the ropes, the tube, or the instruction-giver. The members have NO protection inside the imaginary cylinder created by the 8-foot diameter circle.

6. The safe container may move anywhere in or outside of the circle. The unsafe container must stay inside the circle, and not be moved more than one foot (30cm) from its centre.

7. Remember, the popcorn must be transferred within 30 minutes, or there will be a tremendous disaster.

APPENDIX 2 - GROUP ACTIVITIES (Contd)

LEADING TEAMS MODULE	Exercise 8A

IS IT A 'GO' OR 'NO GO'

INDIVIDUAL WORK | **GROUP WORK**

OBJECTIVE

- To help a facilitator discover whether there is true consensus among team members

METHOD

This procedure helps to combat one of the greatest dangers in team decision making: the false assumption that a consensus has been reached because 'no one spoke up'. You need to know whether the team supports ('go') or does not support ('no go') a proposal before proceeding with it.

Before the exercise, create signal cards that can be used to send nonverbal messages from members to you. One options is to obtain poster boards that are, for example, red on one side and green on the other. Otherwise, make sure that everyone has a green card and a red card. Yellow or white cards can be used for a neutral signal (see below). Cut them up into squares.

At the beginning of the exercise, distribute the cards to each participant.

Ask them to display a coloured card – either continuously or periodically in response to direct questions. The green cards should be displayed when they agree with an emerging conclusion (pr pace of discussion).

The red cards should be shown when they are opposed to a proposed action or are dissatisfied with the pace or direction of discussion. You may want to provide additional cards for other signals – such as white for neutrality or yellow for uncertainty.

SUPPLEMENTARY IDEAS

You can make yellow cards for each participant to make them show when they are unsure, need explanation or waiting for more information.

You might also consider creating sets of Olympic-style judging cards (e.g. 10, 9 , 8, ...) for each member. Then in response to a question that probes for the degree of agreement or support, you can obtain a quick assessment of the potency of their feelings.

Or you can create cards in white, red, yellow, green, blue, and black to make participants show their present thinking (hat) mode, referring to de Bono's thinking hats. (See more in the WLDP Management Skills module, section 9)

DISCUSSIONS QUESTIONS

What is the meaning of consensus?
How important is it to discover what others are thinking and feeling?
What responsibility do we have for soliciting this information? For acting on it?

MATERIAL

An adequate supply of signal cards.

APPENDIX 3
BIBLIOGRAPHY

APPENDIX 3 - BIBLIOGRAPHY (Contd)

Dr. Raymond Meredith Belbin (born 1926) is a British researcher and management theorist, best known for his work on management teams. He is currently a Visiting Professor and Honorary Fellow of Henley Management College in the UK.

He took both his first and second degrees at Cambridge University. His first appointment after his doctorate was as a research fellow at Cranfield College (now Cranfield School of Management at Cranfield University). His early research focussed mainly on older workers in industry. He returned to Cambridge and joined the Industrial Training Research Unit and it was while he was there, in the late 1960s, that he was invited to carry out research at what was then called the Administrative Staff College at Henley-on-Thames. The work which formed the basis of his 1981 classic took several years and, after publication, it was some time before its real importance was recognised. In 1988, Belbin established, with his son Nigel, Belbin Associates to publish and promote his research.

Belbin's 1981 book Management Teams presented conclusions from his work studying how members of teams interacted during business games run at Henley Management College. Amongst his key conclusions was the proposition that an effective team has members that cover nine key roles in managing the team and how it carries out its work. This may be separate from the role each team member has in carrying out the work of the team.

While Belbin's model has become world famous and is taught as a standard part of much management training, there are possible criticisms of both the model itself and the way it is sometimes used.

The research which identified these roles was conducted on established executives studying at the Administrative Staff College at Henley (now re-named Henley Management College); they were selected for the prestigious course by their firms who had identified them as high-fliers expected to go on to senior management. The sample was therefore already highly selective. Belbin himself points out in his book that many people that might otherwise have made excellent managers might have de-selected themselves from attending the programme.

The exercises given consisted of a game designed to simulate business decision-making with an emphasis on generating profit in a fictitious company, and a version of Monopoly specially adapted to remove the chance elements and enable groups to play in teams against other teams. While Belbin draws on examples from real organizations, the development of the model is based on the behaviour of subjects in the artificial environment of the business school exercise.

Some people teach that all nine roles must be present for a team to function well. Belbin himself acknowledges that some teams consisting of one Shaper and a group of "yes" men perform well, especially where predictability was high. His book identifies a number of combinations that performed well in the exercises, especially where the teams were aware of "missing" roles within their ranks.

Some people attempt to match Belbin's roles with Carl Jung's eight personality types, with the nine types of the Enneagram of Personality or another personality type classification. Belbin is at pains to point out that the team roles are not personality types. He regards them as clusters of characteristics, of which psychological preference is but one dimension.

Maximilien Ringelmann (1861-1931) was a French agricultural engineer that asked people alone and in groups pull on a rope attached to a strain gauge to measure the pull force. Surprisingly, the sum of the individual pulls did not equal the total of the group pulls. Three people pulled at only 2.5 times the average individual performance, and 8 pulled at less than a fourfold performance. The group result was much less than the sum of individual efforts. This violates the notion that group effort and a sense of team participation leads to increased effort.

Ringelmann noticed that, as you added more and more people to a group pulling on a rope, the total force exerted by the group rose, but the average force exerted by each group member declined. The Ringelmann Effect thus describes the inverse relationship between the size of a team and the magnitude of group member's individual contribution to the accomplishment of the task.

Edgar H. Schein (born 1928), a professor at the MIT Sloan School of Management has had a notable mark on the field of organizational development in many areas, including career development, group process consultation, and organizational culture. He is generally credited with inventing the term corporate culture. He is the recipient of the Lifetime Achievement Award in Workplace Learning and Performance of the American Society of Training Directors in 2000.

Bruce Wayne Tuckman (born 1938) is an American psychologist who published in1965 a short article - Developmental sequence in small groups. In 1977, he added the fifth stage: adjourning (Stages of Small Group Development Revisited).

APPENDIX 3 - BIBLIOGRAPHY (Contd)

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