LEADERSHIP DEVELOPMENT PROGRAMME

5ᵀᴴ OCTOBER TO 4ᵀᴴ DECEMBER 2020

EFFECTIVE TEAMWORK

WORKBOOK 2

Week 1

WEBINAR 2- 14ᵗʰ OCTOBER 2020

One Health Leadership Programme

Contents

INTRODUCTION

This workbook provides a structured framework that enables programme participants to ensure Learning Objectives can be met within the context of the One Health, HORN Regional Network. This workbook can be completed before, during and after the Effective Teamwork Webinar.

HOW TO USE THIS WORKBOOK

Learning to manage and lead is a journey of self-discovery that should be constant and is intrinsically rewarding. There are many models that can help us to understand our approach and our choices as a manager. No one approach fits every situation and no one model has all the answers. Within each workbook you will find some key models and activities that will help you on your journey of self-discovery.

The content reflects much of what will be covered within the webinar and therefore will add to your experience and understanding if you are able to use this as prework in the first instance. Please bring each workbook along to the relevant session.

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Throughout the workbook you will see the following four visuals to guide your learning:

- Key Point

- Make Notes in Workbooks

- Complete an Activity

- Short section to read

LEARNING OBJECTIVES

By the end of this webinar you will be able to;

- Understand what good teamwork looks like within a Research environment
- Understand the cycle of team development
- Be aware of the steps needed to build effective teams
- Recognise contributions that come from individual members.

THE CHARACTERISTICS OF AN EFFECTIVE TEAM.

Have you ever wondered why some teams work extremely well together, while others seem to fall apart or actually hinder progress? Good teamwork, regardless of location, can radically impact on outcomes and the potential to maximise achievements for any organisation. Without effective teamwork we lose the potential to achieve synergy, where the sum total of the result is greater than all individual contributions jointly. Without teamwork we are also likely to lessen our ability to maintain momentum through change and challenge.

ACTIVITY ONE

Consider the most effective Research team that you have directly experienced.

What were the key characteristics of that team?
Have you worked within a team that that seemed less effective? What were the key characteristics of that team?

Teamwork is as much a science as it is an art;

What constitutes a research team might be described elsewhere as a research group, research centre, research unit or research institute. Regardless of the terminology used, the key characteristic of a research team is that it comprises a group of people working together in a committed way towards a common research goal. Pivotal to their success is the ability of the team manager. A manager who understands how teams work will pull the knowledge and experience of a diverse group of employees together to accomplish both short and long term goals. Knowing the elements for effective teamwork can help you to build and maintain high-performance research teams.

Five components of effective Teams.

1.   Commitment and Trust

All members of a high-impact team must be fully committed to achieving the team's mission and goals. Each member must devote a reasonable amount of time and energy to advancing the team's mission and must be able to trust that all other team members are doing the same. Mistrust stemming from unbalanced workloads can lead to petty political moves, such as high performers slacking off to close the gap between team member outputs.

2. Communication

Effective teams must have open lines of communication. Communication must be honest and flow between all team members equally. Team members who understand each other's unique communication styles, or who agree on a single style of communication from the outset, are more likely to move the team in a productive direction that everyone understands and supports. Team members must never be hesitant to communicate with other members about issues and concerns, as well as new ideas or personal observations.

3. Diversity of Capabilities

Teams that possess a wide range of professional competencies can be more fully equipped to meet a wide range of challenges. When building teams, take time to ensure that each team member possesses skills and strengths that complement the skills, strengths and

weaknesses of other team members. Bringing together people with common skill-sets can lead to a great deal of discussion with little subsequent action. Ensuring that each team member possesses a unique specialty allows team members to trust each other for certain aspects of performance, while understanding what their own contribution is expected to be.

4. Adaptability

Research teams must be flexible and adaptable to changing conditions. Team strategies, goals, tasks, workflows and even members can change over the life of the team. Team members should be able to rally together and meet new challenges head-on, rather than splintering into idealogical factions or banding together to resist change. Change is an unavoidable part of your agenda, and the most effective teams have the ability to roll with the punches and change the way they work when necessary.

5. Creative Freedom

All team members should feel free to think creatively--to try new things and fail without the fear of consequences. Team members must trust that others will listen openly to their ideas, they must be able to confidently and openly communicate their new ideas, they must be trusted enough in their area of expertise to lead the way in new initiatives and they must be adaptable enough to accommodate the changes inherent in bringing new ideas to realisation.
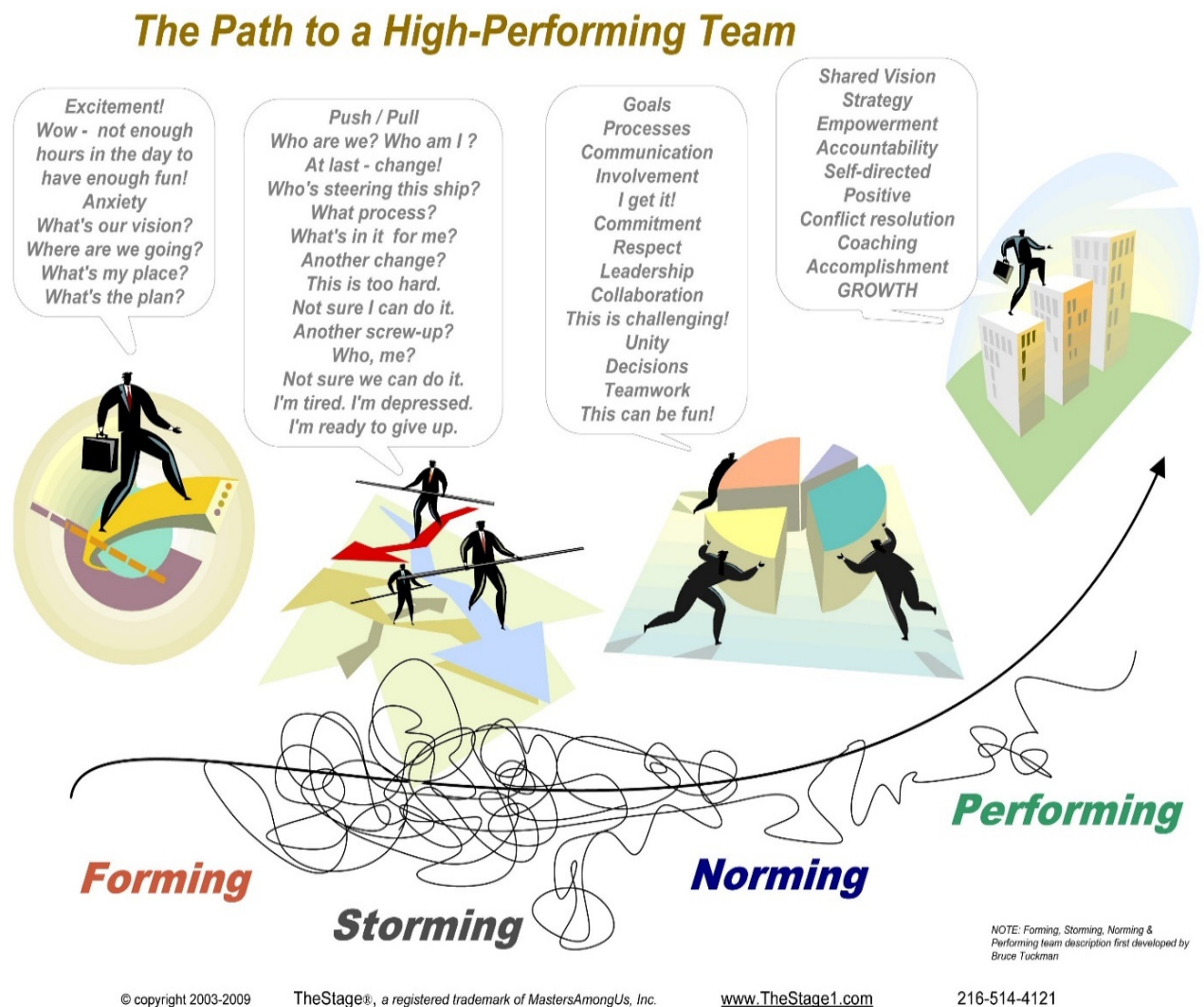

Which elements from these descriptors resonate with what you see within your research team? Can you identify examples to demonstrate?

TEAM DEVELOPMENT

Tuckman tells us that all teams follow a process of evolving into a fully cohesive and productive unit. This diagram illustrates that process.

The Path to a High-Performing Team

> Excitement!
> Wow - not enough hours in the day to have enough fun!
> Anxiety
> What's our vision?
> Where are we going?
> What's my place?
> What's the plan?

> Push / Pull
> Who are we? Who am I ?
> At last - change!
> Who's steering this ship?
> What process?
> What's in it for me?
> Another change?
> This is too hard.
> Not sure I can do it.
> Another screw-up?
> Who, me?
> Not sure we can do it.
> I'm tired. I'm depressed.
> I'm ready to give up.

> Goals
> Processes
> Communication
> Involvement
> I get it!
> Commitment
> Respect
> Leadership
> Collaboration
> This is challenging!
> Unity
> Decisions
> Teamwork
> This can be fun!

> Shared Vision
> Strategy
> Empowerment
> Accountability
> Self-directed
> Positive
> Conflict resolution
> Coaching
> Accomplishment
> GROWTH

Forming

Storming

Norming

Performing

NOTE: Forming, Storming, Norming & Performing team description first developed by Bruce Tuckman

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It is important to recognise that the way a team operates is not static. Any change within the team can have an affect and can move the team in either direction. Also that different people are likely to be operating at different stages.

ACTIVITY TWO

Forming? Storming? Norming? Performing?

Where do you see your team operating currently and why?

| Based on Tuckman's model what 3 things you can do to encourage your team towards 'performing'? |
| --- |
| **1.** |
| **2.** |
| **3.** |

ACTIVITY THREE

What underpins effective teams –Trust.

Covey tells us that underpinning all good team relationships is the need to trust. Building and maintaining a good team depends on good relationships. To help us understand how to establish trust in a professional setting Covey has introduced the concept of a Trust Bank. We all know how our regular bank account works. We make deposits, save up money, and when we need that money later, we withdraw it. An emotional bank account works in the same way, however the currency is trust.

What makes a successful bank account?
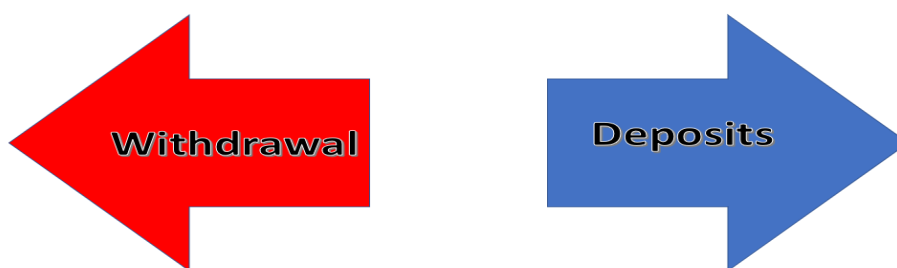
The quality of a relationship depends on which side you invest more

When your trust level is high, because you've made lots of deposits, communication is almost effortless. You can be yourself, and others understand and appreciate you. Then, when you make mistakes or offend someone unexpectedly, you draw on that reserve and the relationship still maintains a solid level of trust.

Conversely, when you are discourteous, disrespect others, interrupt others, speak sarcastically or ignore others, your emotional bank account becomes overdrawn because you have jeopardized the trust level. When the trust level is low, you have to be very careful of what you say; you tend to be more political.

The Professional Trust Bank

Withdrawals
- Breaking commitments
- Betraying promises
- Being unkind
- Talking behind the other person's back
- Being dishonest
- Being lazy
- Saying things you regret
- Not practicing what you preach
- Being late
- Blaming others
- What else?

Deposits
- Understanding the other person
- Listening intently and empathizing
- Caring and acting with kindness
- Keeping commitments
- Clarifying expectations
- Attending to the little things
- Smiling and hugging
- Showing personal integrity
- Apologising when we make a withdrawal
- What else?

Personal reflection. Consider:

- **Your own behaviours**
- **How healthy is your account with key colleagues?**
- **What you could do differently?**

How healthy is your trust bank with 2 members of your team. Identify for each what withdrawals and what deposits have you made over the last 6 months?

Person 1	Person 2

Covey identifies six ways to make deposits (or reduce withdrawals):

1) Understanding the Individual. This means listening intently to what the other person is saying and empathizing with how they may feel. It's important to care for others and act with kindness toward them.

2) Keeping Commitments. How do you feel when someone arrives right on time when you have a meeting? How about when people simply do what they say they will do? You build up an emotional reserve by keeping your commitments.

3) Clarifying Expectations. We are not mind readers, and yet we consistently expect others to know what we expect of them. Communicating our expectations can help create a higher level of trust. When we ask for what we want, and we get it, we can then trust a little more.

4) Attending to the Little Things. Don't you find that the little things tend to become the BIG things when they do not receive our attention? Doing the little things is how we honor and show respect for others. Small kindnesses, a smile, a little extra effort, a hug, doing something you didn't "have" to: these are the things that build trust.

5) Showing Personal Integrity. Integrity is the moral floor upon which trusting relationships are built. When we operate with sound moral character, it makes it so easy for others to trust us.

6) Apologizing When We Make a Withdrawal. We will make mistakes; it's part of life. But when you see you have violated a trust, sincerely apologizing is how we make a deposit to counteract the damage we have done.

Can you identify real opportunities to make your trust bank healthier with a colleague or any member of the team?

Who	What	How	When

BELBIN'S TEAM ROLES

The best-known model of individual differences in the team context is 'Belbin's Team Roles'. This model is based on an extensive study of the working habits of numerous diverse teams over many years and covers more aspects than thinking style alone. It looks at social style, dominance and some emotional characteristics.

Through rigorous performance tests Belbin was able to identify nine team roles. His research identified that;

- The most successful teams comprise a broad range of contributions from across all 9 roles
- each person is likely to have a dominant and a secondary preference
- people will often adapt to fill in any necessary gaps in function
- some people have more flexibility than others

The 9 roles are listed below with bullet-points underneath each one to described it.
please tick those bullet-points that you think apply to you, in this way you will get an idea of which role or roles you tend towards in your team.
It is also likely that as you read these descriptors you will identify the contributions of other team members.

(Later you may choose to share this model and consider some of the roles your team members take.)

_____

Implementer
   o Stable and controlled – a practical organiser
   o Turns ideas into manageable tasks
   o Not easily deflated or discouraged
   o Sudden change of plan may throw him/her
   o Needs stable structure and tried to create them
_____

Resource Investigator

   o Most immediately likeable – relaxed and sociable
   o Masses of outside contacts
   o A salesman, diplomat and a liaison officer; can be mistaken for the 'ideas person' but lacks the personal originality that distinguished the plant (see overleaf)
   o Preserves the team from stagnation and from losing touch with the outside world
Co-ordinator

- Clarifies group's objectives and seats agenda
- Stable, dominant, extrovert
- Presides over and co-ordinated; not necessarily brilliant, and it is rare for many of the good ideas to emanate from him/her
- Is dominant but in a relaxed, non-aggressive way
- Social leader

Sharper

- Anxious, dominant, extrovert
- Task leader; 'shapes' the teams' efforts
- Impulsive, impatient – easily frustrated
- Quick to challenge and quick to respond to challenged
- Sees team as an extension of his/her ego.

Plant or Creator

- High IQ
- Scatters seeds which others nourish
- Ideas person – originality and radical thinking
- Most likely to start researching for original approaches
- May be bas at taking criticism of his/her ideas – may be offended and sulk

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Monitor-Evaluator

- High IQ; stable introvert in a balanced team
- Serious, not exciting; measured, dispassionate analysis
- No original ideas but most likely to stop team from committing itself to a misguided project
- Best skills; assimilating, interpreting and evaluating large volumes of complex written materials
- Can lower groups morale by being a damper at the wrong time

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Team worker

- Most sensitive of the team; most aware of individual needs and worries
- Liable, popular smoother – cement of the team
- Loyal to them and builds on ideas
- Good listener, communicates freely and encourage others
- Does not like confrontation

Finisher

- Anxious, introvert
- Only at ease when has personally checked every detail
- Maintains permanent sense of urgency
- Self-control; character impatient and intolerant of more casual members of the team
- Can be bogged down in detail and might worry the group

_____

Specialist

- High degree of expertise in own field
- Introvert
- Narrowly focused on his/her own knowledge and/or skill base; not interested in people or in a broader team issue
- Can be a bit of a 'law unto him/herself'
- Adds significantly to the capability of the team

ACTIVITY FOUR

Reflect and describe any insights brought about by this in relation to;

Your own role and contribution?
The performance or behaviours that you observe within your team?
Are any of the roles more significant within research for any reason?

1. **Be consistent.**

This is the first rule because it applies to most of the others. Before your management approach can be effective, it must be consistent. You must reward the same behaviours every time they appear, discourage the same behaviours when they appear and treat every member of your team with an equal, level-headed view.

2. Focus on clarity, accuracy and thoroughness in communication.

How you communicate to your team can dictate your eventual success. When relaying instructions, recapping meetings or just giving updates, strive for the clarity, accuracy and thoroughness of your communication. This applies for in-person communications, email or a phone call. Clarity, accuracy and thoroughness are the best way to avoid miscommunication and keep your team on the same page.

3. Set the goal of working as a team.

If you want your team members to work together, have them work for something together. Setting goals just one individual encourages team members to remain isolated. Instead, give everyone a unified focus and purpose, to inspire them together.

4. Publicly reward and recognise hard work.

When a member of your team does something exceptional, recognise it, ideally in front of the group; it will make the intended recipient feel good and show the rest of the team that hard work is rewarded. The only caveat goes back to rule one: Be consistent in your rewards so you won't be seen as playing favourites.

5. Be the example.

As the manager and leader, you should set an example in terms of your behavior. If you show up late, your team will be less punctual. If you lose your temper easily, others may not try to keep their emotions in check. Strive to be your own ideal of the perfect worker, especially in front of the team.

6. Never go with 'one-size-fits-all.'

Your team is comprised of individuals with unique preferences, strengths, weaknesses and ideas. Value difference, in experience, in approach and in skills and encourage all members to do the same. Never use the exact same approach to motivate, encourage or develop all of them. Focus on individuals and customise your approach to fit each one.

7. Remain as transparent as possible.

Transparency shows your integrity as a leader and builds trust with the individual members of your team. If you lie about something, or withhold information, you could jeopardize your relationships and the respect you command as a leader.

8. Encourage all opinions and ideas.

The more people you have actively participating in discussions and attempting to make improvements to the organization, the better. Never chastise a team member for voicing an opinion respectfully, even if it goes against your original vision or isn't well thought out. Cutting someone down for voicing an opinion builds resentment and discourages people from sharing their own new thoughts.

9. Help people enjoy work.

Whenever possible, make work fun! You can make the workday more enjoyable with such new elements as surprise lunch outings, a dedicated break room or even just casual conversations with your workers. Help your people enjoy their work, and they'll do their best work for you.

10. Listen and ask questions.

If someone doesn't agree with you or doesn't like your management style, don't silence that person, listen. And ask questions of your entire team: *What do you think of this? How do you feel about that?* This open dialogue makes it easier to proactively identify problems and work out together how to resolve them.

REFLECTION AND ACTION.

Kolb's Experiential Learning Cycle shows the value of further reflection in order to apply the learning within real situations and therefore encourages continuous improvement. This concept can be used to help assimilate your learning for each theme and concept.
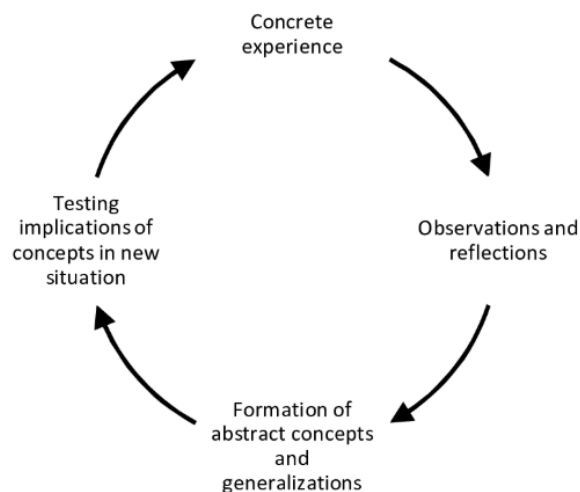
Concrete experience: a new experience or situation is encountered, or a reinterpretation of existing experience

Observations and reflections: of particular importance are any inconsistencies between experience and understanding

Formation of abstract concepts and generalizations: reflection gives rise to a new idea, or modification of an existing abstract concept – meaning an individual has learnt from their experience

Testing implications of concepts in new situations: the learner applies their new knowledge/idea/s to the world around them to see what manifests in reality

REFLECTION AND ACTION PLANNING

ACTIVITY FIVE

Using Kolb's Experiential Learning Cycle use the boxes below to describe your experience of completing the Effective Teamwork module:

Concrete experience:
Observation and reflections:
Formulation of abstract concepts and generalisations:
Testing implications of concepts in new situations:

Having taken this step you will be able to reflect on the new experience and the cycle continues.

THANK YOU.

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REFERENCE/ FURTHER READING

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