Module 3C: Outline & Manual

Teamwork

Contents

Module Description

This session is about building and leading an effective team, including developing an environment that supports staff and the instructional needs of teachers. The workshop focuses on the importance of the trainees reflecting on the concepts of building and leading a team, and the environment in which that occurs, by brainstorming and giving their thoughts first. Then some answers to the question are given by the instructor so that comparisons may be made and a full definition of each concept emerges. At the end, we look at the differences between empowerment and delegation, teacher development, and characteristics of adult learners. Patrick Lencioni has written a book, "The Five Dysfunctions of a team." His model has been adapted to help us understand the need for teamwork and why it is difficult to achieve.

Pre-Work

- Shuffle identical newspapers or magazines for teams

Materials

- Chart paper and markers
- Shuffled newspapers or magazines
- Copy paper
- Pencils or pens for participants
- Handouts
    - o *Developmental Comparisons Introduction Activity*
    - o *Individual Early Childhood Beliefs Survey*
    - o *4 Square Activity*
    - o *Pre- and Post-Assessment Evaluations*

Learning Outcomes

Candidates who actively participate in this session will be able to…
Identify and understand:
- Basic human needs
- Impediments to teamwork
- Ways to overcome the impediments to teamwork
- Difference between empowerment and delegation
- Importance of staff and teacher development
- Importance for leadership to be conscious of the working environment
- Importance for leadership to be cognizant of adult learning strategies

Training Agenda

Total Content Time: 2.0 hours
Total Session Time: 3.0 hours

Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start (*not included in total course time*)
Welcome, Session & Group Introductions	20 minutes
Basic Human Needs and Defining Teamwork	15 minutes
Impediments to Teamwork	25 minutes
Activity and Overcoming Teamwork Impediments	40 minutes
Empowerment and Delegation	10 minutes
Teacher Development and Work Environment	20 minutes
Session Closing & Post-Assessment	15 minutes (*not included in total course time*)
Individualized Q&A	15 minutes following course completion (*not included in total course time*)

Training Manual
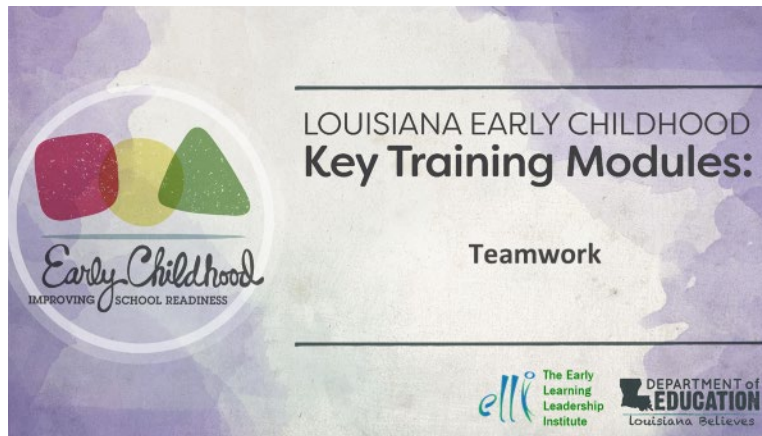
*Distribute the Pre-Assessment Evaluation as participants enter the training.*
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*
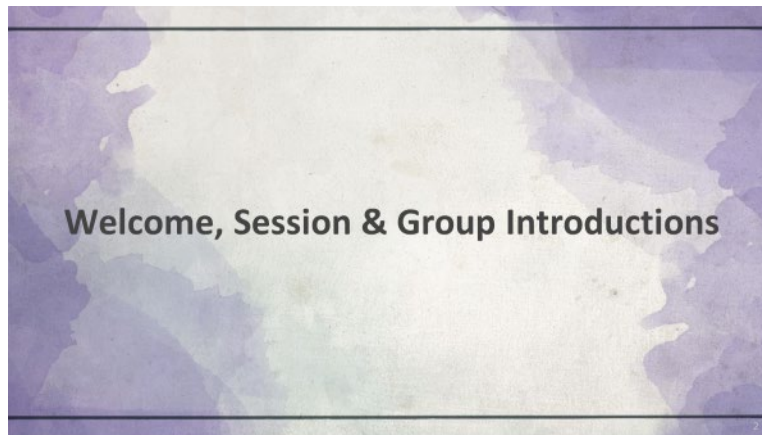
Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I/we appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.
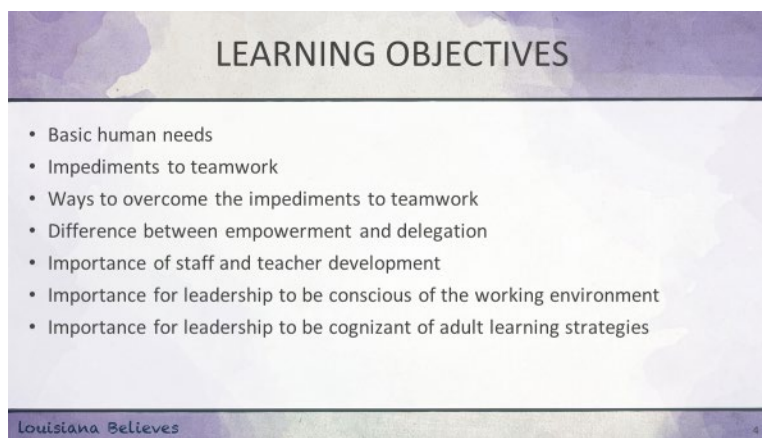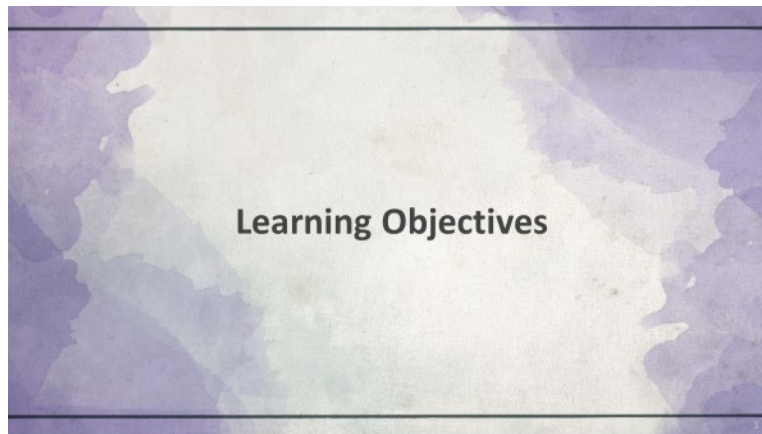
Read each learning objective aloud.

Candidates who actively participate in this session will be able to identify and understand:

- **Basic human needs,**
- **Impediments to teamwork,**
- **Ways to overcome the impediments to teamwork,**
- **Difference between empowerment and delegation,**
- **Importance of staff and teacher development,**
- **Importance for leadership to be conscious of the working environment,** and
- **Importance for leadership to be cognizant of adult learning strategies**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.

Human Needs and Teamwork
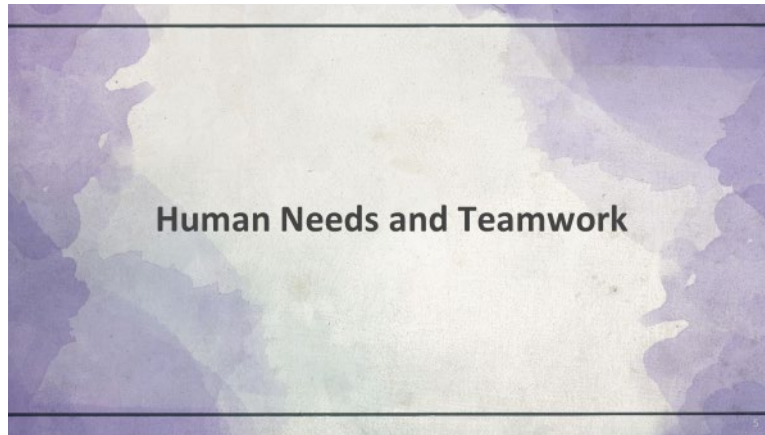
What are basic human needs and who do they relate to teamwork?

Basic Human Needs

Basic human needs are:
- To feel welcome – friendliness
- To feel comfortable
- To be understood
- To receive help and assistance
- To be treated fairly
- To be offered options and alternatives

Basic human needs are:
- **To feel welcome – friendliness,**
- **To feel comfortable,**
- **To be understood,**
- **To receive help and assistance,**
- **To be treated fairly,** and
- **To be offered options and alternatives.**

Encourage participants to share examples of their experiences that relate to these basic human needs.
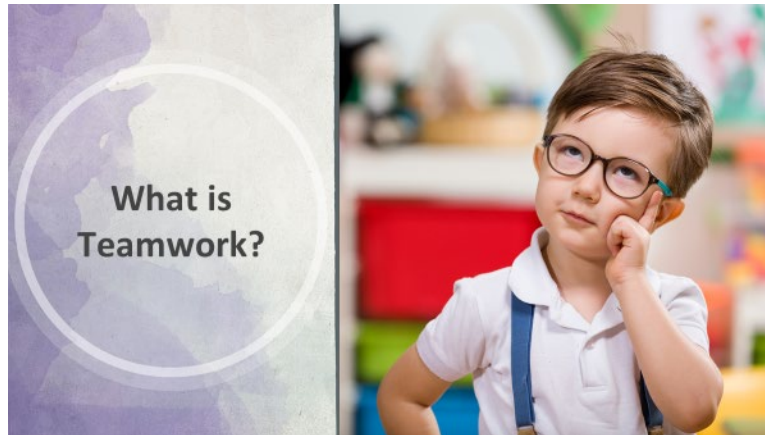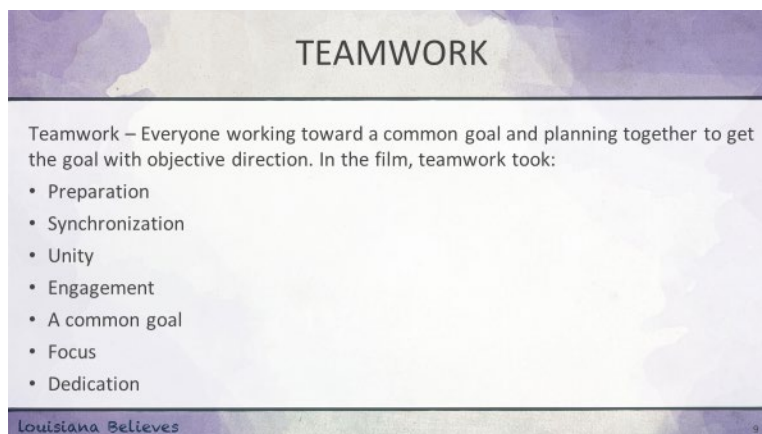
What is teamwork? *Have participants brainstorm answers and write them down on chart paper.*
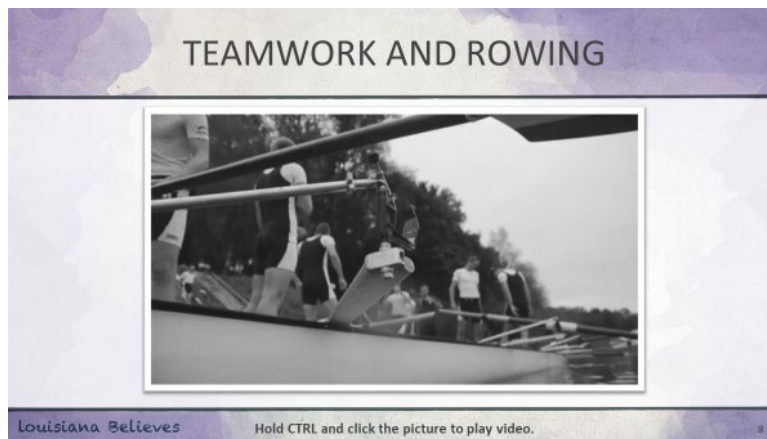
Play the video linked on the slide. (Duration: 2:24)

*Video link: https://www.youtube.com/watch?v=y0FtXhSu0J0&feature=youtu.be*

*Expand to full screen view so all participants can easily view the content.*

Teamwork is everyone working toward a common goal and planning together to get the goal with objective direction.

In the film, teamwork took:
- **Preparation,**
- **Synchronization,**
- **Unity,**
- **Engagement,**
- **A common goal,**
- **Focus,** and
- **Dedication.**

Are There Impediments to Teamwork?
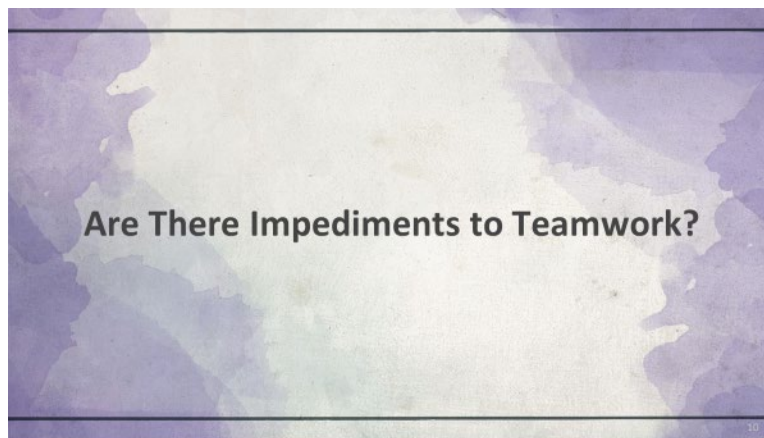
What are some **impediments to teamwork**? *Have participants brainstorm answers and write them down on chart paper.*
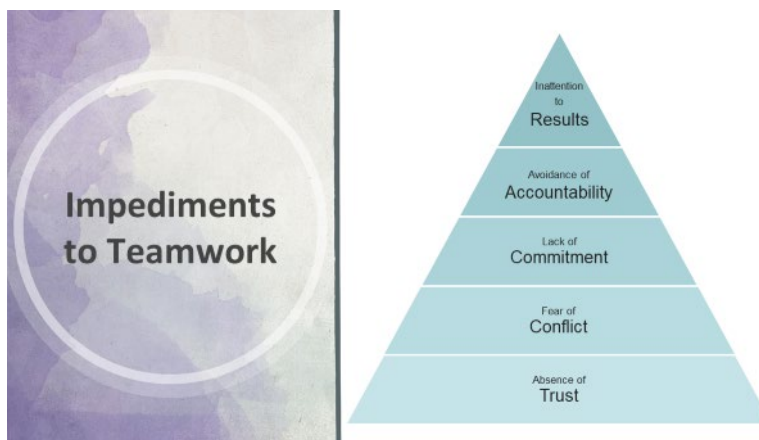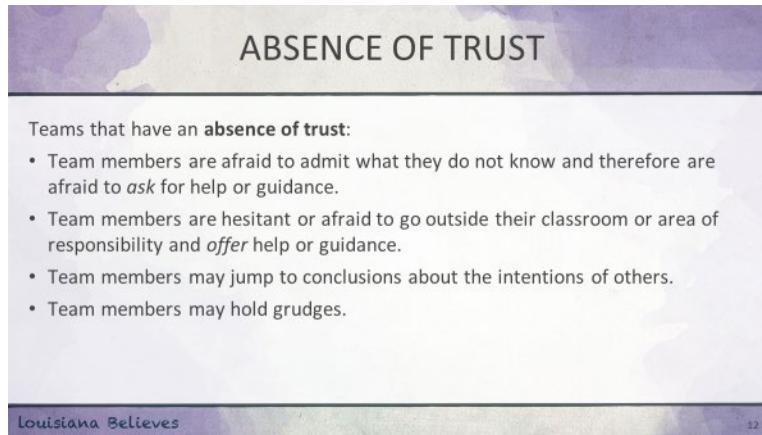

Patrick Lencioni, is his book *The Five Dysfunctions of a Team*, identifies impediments to teamwork. In his book, he has designed a pyramid to help us understand the dysfunctions. The Lencioni Pyramid is divided into five layers.

Characteristics of pyramids are that all underlying layers must be supported sufficiently before further construction can take place. The bottom layer of the pyramid is the largest, and, therefore, the most important. In order for a team to function effectively, it is important that all dysfunctions are dealt with one by one from the bottom to the top for progress to occur.

1. **Absence of Trust**
2. **Fear of Conflict**

3. **Lack of Commitment**
4. **Avoidance of Accountability**
5. **Inattention to Results**

What is the implication for any team if there is an **absence of trust**? *Have participants brainstorm answers and write them down on chart paper.*

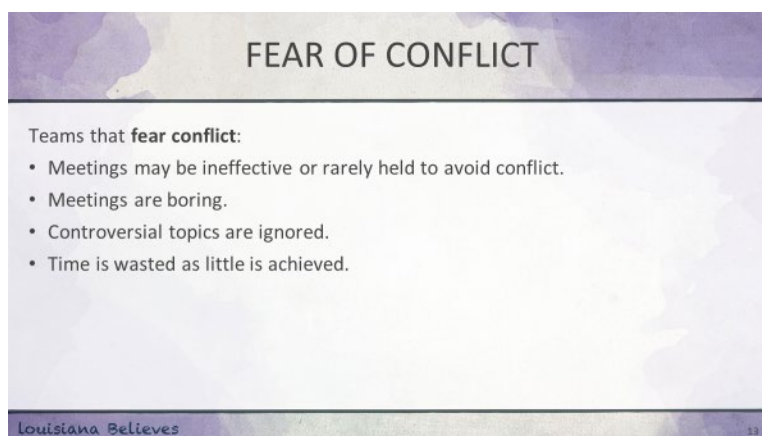**In teams that have an absence of trust:**
- **Team members are afraid to admit what they do not know and therefore are afraid to ask for help or guidance.**
- **Team members are hesitant or afraid to go outside their classroom or area of responsibility and offer help or guidance.**
- **Team members may jump to conclusions about the intentions of others.**
- **Team members may hold grudges.**

What are the implications for any team if there is a **fear of conflict**? *Have participants brainstorm answers and write them down on chart paper.*

In teams that fear conflict:
- **Meetings may be ineffective or rarely held to avoid conflict.**
- **Meetings are boring.**

- **Controversial topics are ignored.**
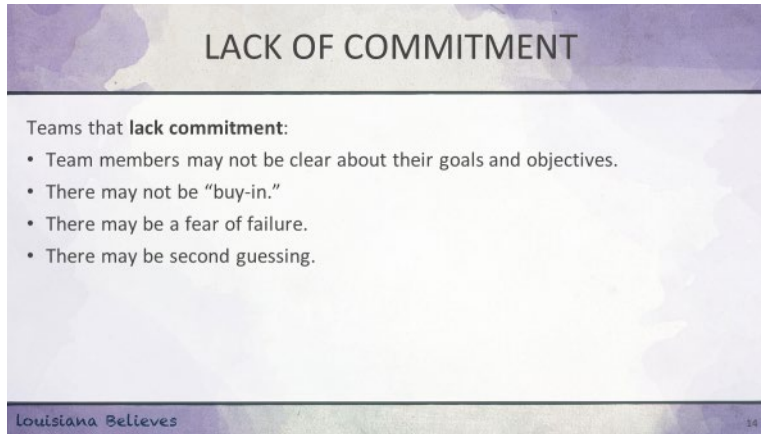- **Time is wasted as little is achieved.**
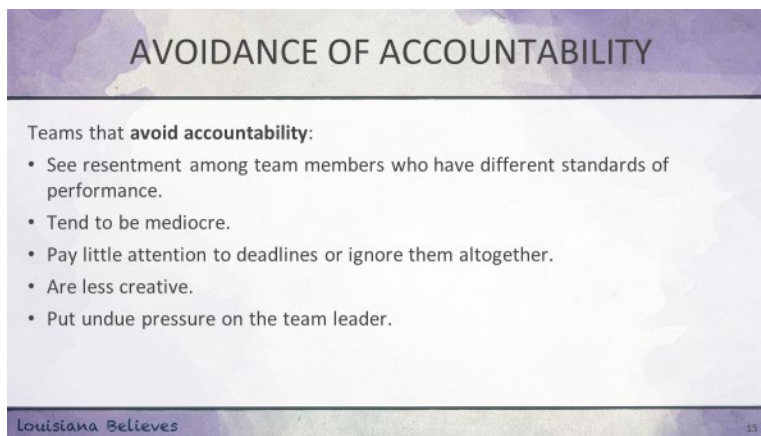
LACK OF COMMITMENT

Teams that **lack commitment**:
- Team members may not be clear about their goals and objectives.
- There may not be "buy-in."
- There may be a fear of failure.
- There may be second guessing.

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What are the implications for the team if there is a **lack of commitment**? *Have participants brainstorm answers and write them down on chart paper.*

In teams that lack commitment:
- **Team members may not be clear about their goals and objectives.**
- **There may not be "buy-in."**
- **There may be a fear of failure.**
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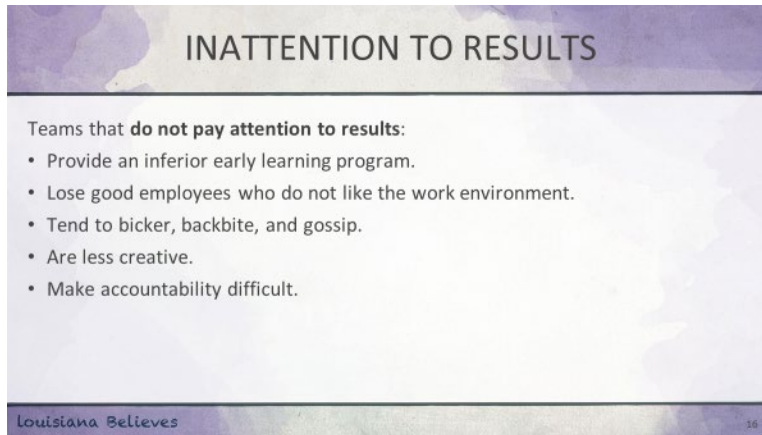## AVOIDANCE OF ACCOUNTABILITY

Teams that **avoid accountability**:
- See resentment among team members who have different standards of performance.
- Tend to be mediocre.
- Pay little attention to deadlines or ignore them altogether.
- Are less creative.
- Put undue pressure on the team leader.

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If there is no **accountability**, what are the implications for the team? *Have participants brainstorm answers and write them down on chart paper.*

Teams that avoid accountability:
- **See resentment among team members who have different standards of performance.**
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- **Pay little attention to deadlines or ignore them altogether.**
- **Are less creative.**
- **Put undue pressure on the team leader.**

INATTENTION TO RESULTS

Teams that **do not pay attention to results**:
- Provide an inferior early learning program.
- Lose good employees who do not like the work environment.
- Tend to bicker, backbite, and gossip.
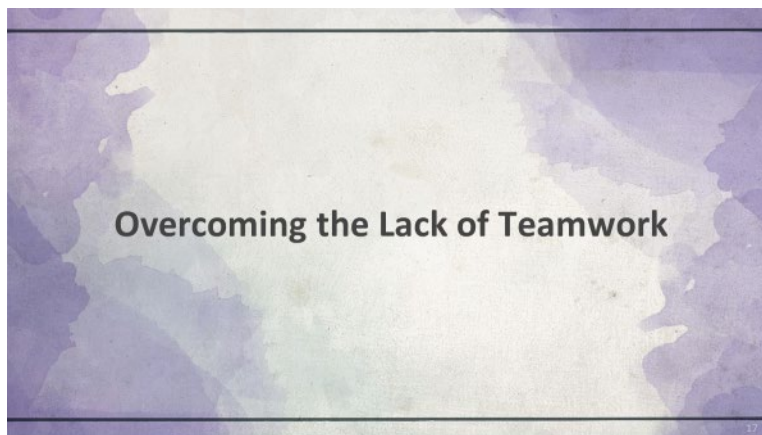- Are less creative.
- Make accountability difficult.

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What are the implications for the team is there is **inattention to results**? *Have participants brainstorm answers and write them down on chart paper.*

Teams that do not pay attention to results:
- **Provide an inferior early learning program.**
- **Lose good employees who do not like the work environment.**
- **Tend to bicker, backbite, and gossip.**
- **Are less creative.**
- **Make accountability difficult.**

Dysfunctional teams may not understand the mission of the organization, without this understanding, they don't define their goals or establish clear benchmarks for success. They don't pay attention to results.

Overcoming the Lack of Teamwork

Trainer Note: This is an activity in which participants put a newspaper in numerical or page order after it has been shuffled. The purpose is for participants to learn to cooperate with each other, have fun, and reinforce communication skills. Do not give any suggestions or advice before or during the activity – let team members figure things out for themselves.

If possible, use an identical newspaper for each group. A possible variation is using pages from an old book or magazine, with the page numbers cut off. If you use any other materials, make sure the number of pages given to each team is equal.

Divide into groups of three to six people. **Each group will receive a shuffled newspaper**. The **objective of the activity is to sort and reorganize the newspaper in numerical or page order**.
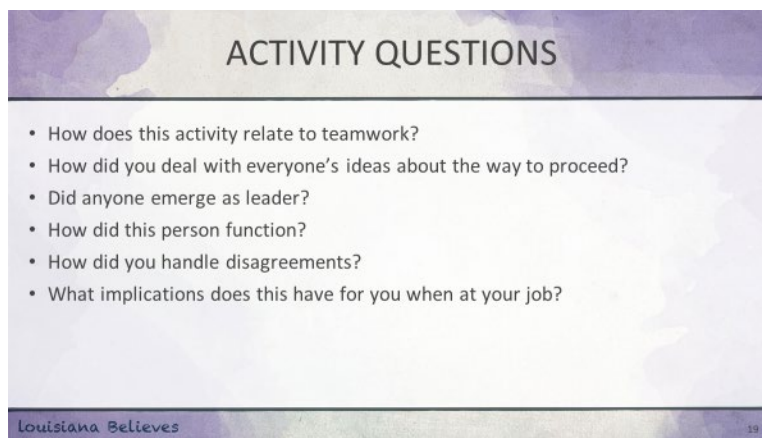
After participants complete the activity, ask the questions below.

- **How does this activity relate to teamwork?**
- **How did you deal with everyone's ideas about the way to proceed?**
- **Did anyone emerge as leader?**
- **How did this person function?**
- **How did you handle disagreements?**
- **What implications does this have for you when at your job?**

Leadership and environment help create teamwork and involve various types of communication and positive social interactions with staff and between staff.

Disengaged employees mean lost opportunity. Just a smile can stimulate the brain and release endorphins that make us feel good.

What are the characteristics of teams that trust each other? *Encourage participants to brainstorm answers and write them down on chart paper.*
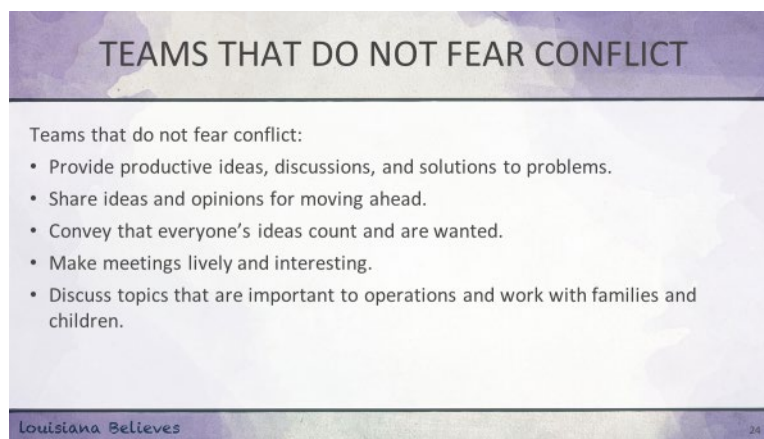

Teams with trust:

- **Admit weaknesses and mistakes and take responsibility.**
- **Ask for help.**
- **Address controversial topics.**
- **Accept questions and input from others.**
- **Take risks in giving feedback and in offering assistance.**
- **Share ideas.**
- **Focus on appropriate tasks.**
- **Are able and willing to apologize if necessary.**
- **Look forward to opportunities to work as a group including at staff meetings and other events.**

Teams That Do Not Fear Conflict

What are the characteristics of teams that do not fear conflict?

What are the characteristics of teams that do not fear conflict? *Encourage participants to brainstorm answers and write them down on chart paper.*

TEAMS THAT DO NOT FEAR CONFLICT

Teams that do not fear conflict:
- Provide productive ideas, discussions, and solutions to problems.
- Share ideas and opinions for moving ahead.
- Convey that everyone's ideas count and are wanted.
- Make meetings lively and interesting.
- Discuss topics that are important to operations and work with families and children.

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Teams that do not fear conflict:
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- **Discuss topics that are important to operations and work with families and children.**

Teams That Are Committed

What are the characteristics of teams that are committed?

What are the characteristics of teams that are committed? *Encourage participants to brainstorm answers and write them down on chart paper.*

Teams that are committed:
- **Are clear about their goals and priorities.**
- **Have "buy-in."**
- **Give consideration to everyone's ideas. This helps create "buy-in" when consensus is met.**
- **Learn from mistakes and willing to change direction when needed.**
- **Understand the course of actions taken. This does not mean they totally agree, but have a framework about the reason for the action and helps eliminate grumbling.**
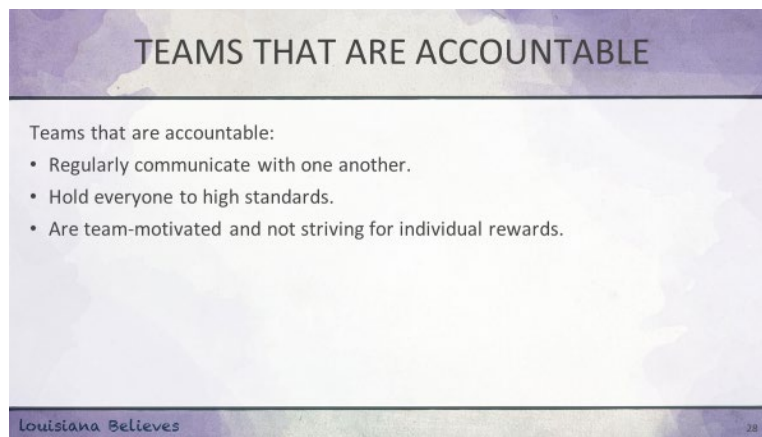- **Honor deadlines.**
- **Acknowledge and celebrate results.**

Teams That Are Accountable

What are the characteristics of teams that are accountable?

What are the characteristics of teams that are accountable? *Encourage participants to brainstorm answers and write them down on chart paper.*

TEAMS THAT ARE ACCOUNTABLE

Teams that are accountable:
- Regularly communicate with one another.
- Hold everyone to high standards.
- Are team-motivated and not striving for individual rewards.
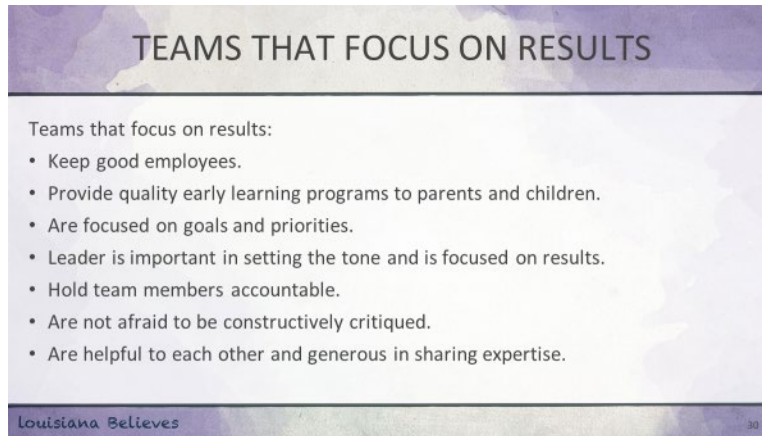
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Teams that are accountable:
- **Regularly communicate with one another.**
- **Hold everyone to high standards.**
- **Are team motivated and not striving for individual rewards.**

Teams That Focus on Results

What are the characteristics of teams that focus on results?

What are the characteristics of teams that focus on results? *Encourage participants to brainstorm answers and write them down on chart paper.*
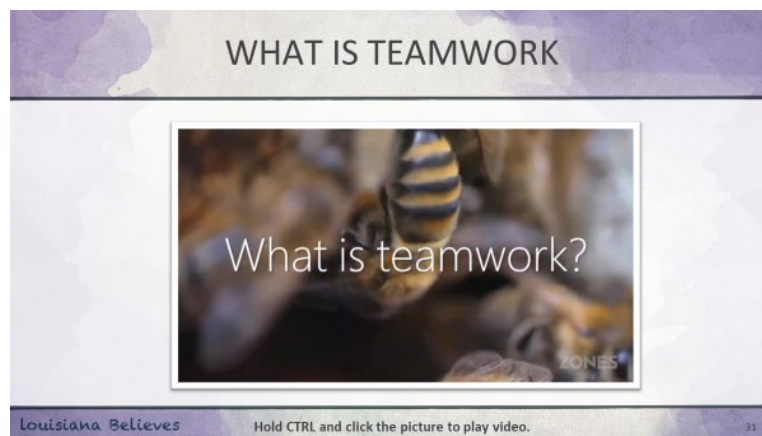
Teams that focus on results:
- **Keep good employees.**
- **Provide quality early learning programs to parents and children.**
- **Are focused on goals and priorities.**
- **Leader is important in setting the tone and is focused on results.**
- **Hold team members accountable.**
- **Are not afraid to be constructively critiqued.**
- **Are helpful to each other and generous in sharing expertise.**

Play the video linked on the slide. (Duration: 1:07)

Video link: https://youtu.be/iFwVSLfQj1M

Expand to full screen view so all participants can easily view the content.

WHAT IS TEAMWORK

Key takeaways from the video:
- Working as one
- Standing strong
- Pulling your own weight
- Moving forward
- Working in synchronicity
- Having each other's backs
- Trusting your peers
- Being able to deliver
- Staying on track
- Pulling together to achieve one goal

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Key takeaways from the video:
- **Working as one,**
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- **Moving forward,**
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- **Trusting your peers,**
- **Being able to deliver,**
- **Staying on track,** and
- **Pulling together to achieve one goal.**

What Have We Learned?
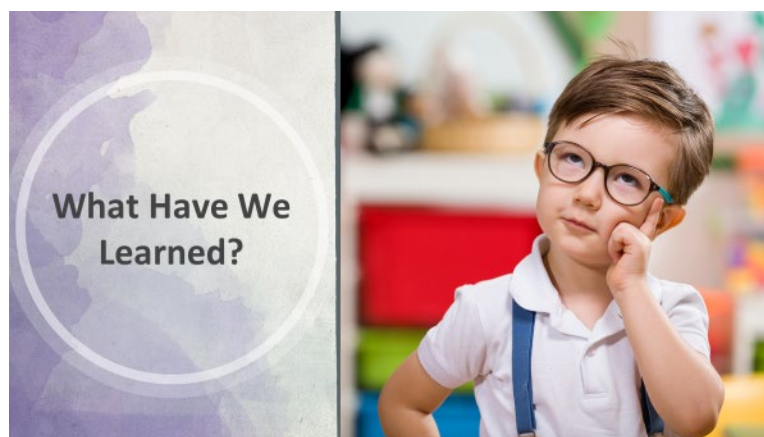
Discuss the Indicators of Effective Teamwork by Margie Carter pre-training reading assignment. Highlights of the assignment include:
- *Clear communication,*
- *Respectful interaction and demonstration of trust,*
- *Suggests using conflicts to discover and negotiate different* ***perspectives****,*
- *Encourages building on everyone's strengths and ideas, and*
- *Focus on reliability and responsibility.*

When we discuss effective teamwork, we need the following:

- Clear communication – we need to develop, distribute, and role play clear communication guidelines.
- Respectful interactions and demonstration of trust – we need to identify elements that relate to respect and trust. Carter gives us the following suggestions to determine what are respectful interactions by completing the following phrases:
  - "A person who shows me respect is thoughtful about…"
  - "A person I give respect to knows how to…"
  - "I feel trusted by someone when they…"
  - "I will trust someone after they…"
- Ability to use conflict to discover and negotiate different perspectives – willingness to explore different values and play with different communication styles.
- Ability to build on the ideas and strengths of staff – willingness to solicit ideas from staff and use them as a foundation to create collaboration.
- Ability to acknowledge that reliability and responsibility are key – they are ultimate behaviors that indicate whether clear communications, respect, trust negotiating different perspectives and building on each other's strengths are alive and well and reflecting good teamwork in a program.

Discuss the Who's Responsible for Making Your Team Work? By Roger Neugebauer pre-training reading assignment. Highlights of the assignment include the following.

Team task roles:
- *Initiating,*
- *Information gathering,*
- *Opinion seeking and giving,*
- *Clarifying,*
- *Elaborating,*
- *Energizing,*
- *Summarizing, and*
- *Consensus testing.*

Team maintenance roles:
- *Encouraging,*
- *Harmonizing,*
- *Compromising,*
- *Gatekeeping,*
- *Observing, and*
- *Standard setting.*

Team task roles are:
- Initiating – someone needs to get the ball rolling.
- Information gathering – meaning identification of the problem, goals, and maybe some possible solutions.
- Opinion seeking and giving – sorting out facts and opinions.
- Clarifying – ensuring that everyone understands.
- Elaborating – helping considering all possibilities.
- Energizing – prodding the team into action.
- Summarizing – reviewing the points that have been covered leading to team decision points.
- Consensus testing – is the team reading to make a decision.

Team maintenance roles are:
- Encouraging – giving full attention and consideration to the contributions of others.
- Harmonizing – mediating differences and working to reduce destructive disagreement.
- Compromising – willingness to promote agreement.
- Gatekeeping – allowing everyone an opportunity to be heard.
- Observing – providing feedback to the team.
- Standard setting – keeping acceptable standards present that will govern team performance; this role often falls to the team leader.

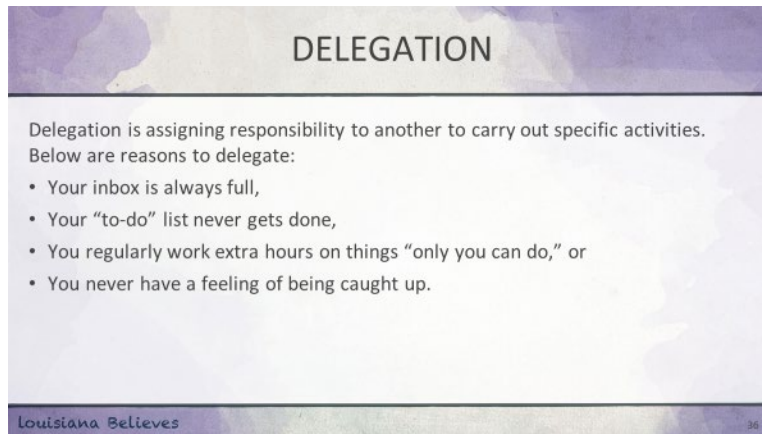There is a difference between **empowerment and delegation.**

Empowerment is allowing staff to take action and make decisions within the sphere of their responsibilities. It means that there is trust and understanding that the actions and decisions of the staff member are in line with the mission of the organization.

When classroom teachers are empowered, there is a trust that they will perform their duties to the best of their ability on a daily basis and adhere to the policies and procedures of the organization.

Empowering employees improves job satisfaction and helps you to solve problems faster. Empowerment does not mean that there are no standards, nor does it mean that the organizational culture is "do your own thing."

The four essential components of empowerment are:
- Authority – employees need the latitude to take initiative to solve problems.
- Resources – employees must be given the means to carry out the authority they have been given.
- Information – employees required accurate and timely information to make good decisions.
- Accountability – to fail to hold employees accountable is damaging to the organization and does not promote growth in the employee.

DELEGATION

Delegation is assigning responsibility to another to carry out specific activities. Below are reasons to delegate:

- Your inbox is always full,
- Your "to-do" list never gets done,
- You regularly work extra hours on things "only you can do," or
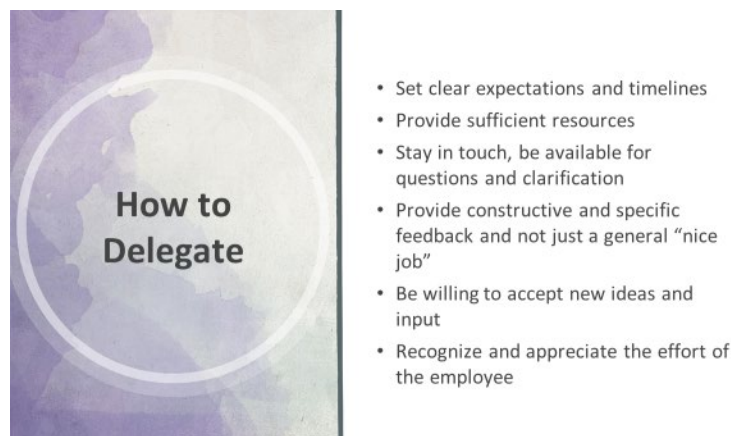- You never have a feeling of being caught up.

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- **Your inbox is always full,**
- **Your "to-do" list never gets done,**
- **You regularly work extra hours on things "only you can do," or**
- **You never have a feeling or being caught up.**

Encourage participants to brainstorm additional reasons to delegate.

How to Delegate

- Set clear expectations and timelines
- Provide sufficient resources
- Stay in touch, be available for questions and clarification
- Provide constructive and specific feedback and not just a general "nice job"
- Be willing to accept new ideas and input
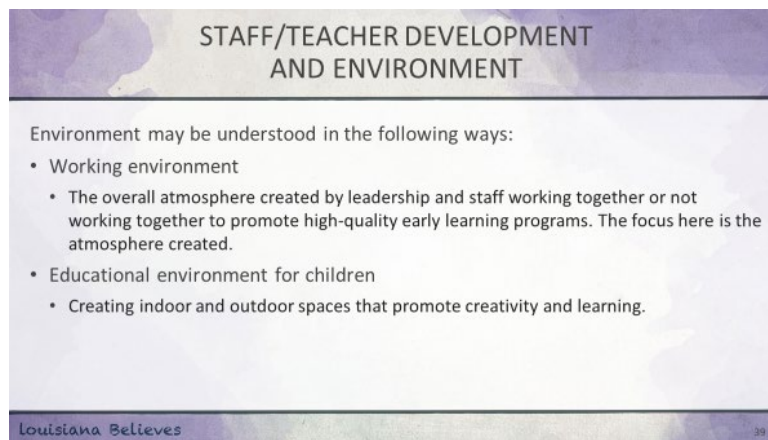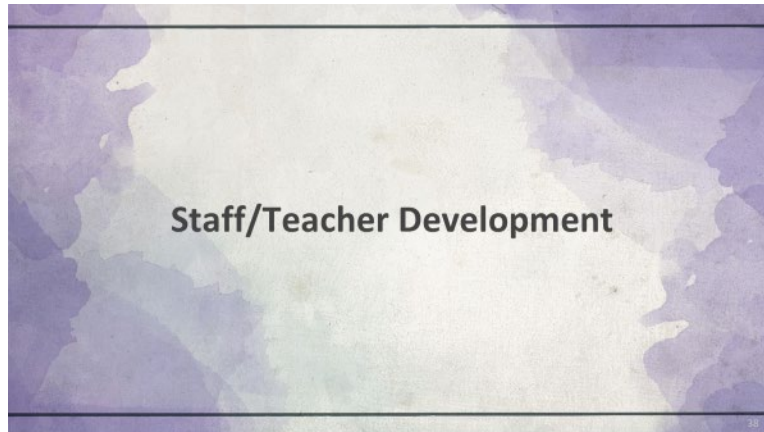- Recognize and appreciate the effort of the employee

How to delegate:
- **Set clear expectations and timelines.**
- **Provide sufficient resources.**
- **Stay in touch, be available for questions and clarification.**
- **Provide constructive and specific feedback and not just a general "nice job."**
- **Be willing to accept new ideas and input,** and
- **Recognize and appreciate the effort of the employee.**

Staff/Teacher Development

STAFF/TEACHER DEVELOPMENT AND ENVIRONMENT

Environment may be understood in the following ways:

- Working environment
  - The overall atmosphere created by leadership and staff working together or not working together to promote high-quality early learning programs. The focus here is the atmosphere created.
- Educational environment for children
  - Creating indoor and outdoor spaces that promote creativity and learning.

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What is your definition of a working environment? *Pause for participant responses.*

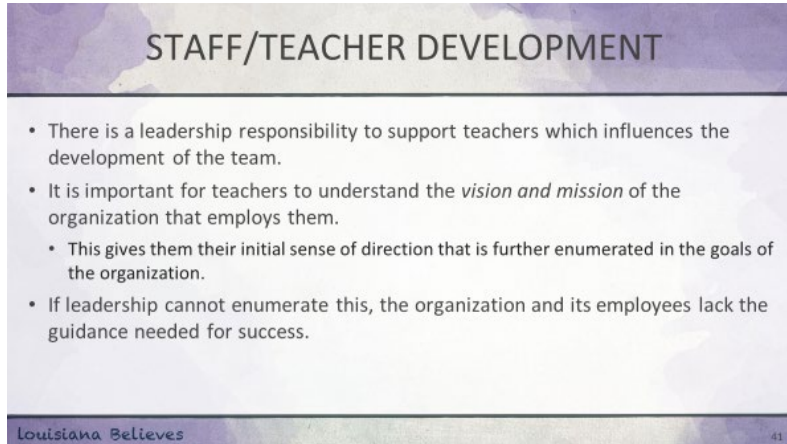**Environment may be understood in the following ways.**

Working environment – the overall atmosphere created by leadership and staff working together or not working together to promote high-quality early learning programs. The focus here is the atmosphere created.

Educational environment for children – creating indoor and outdoor spaces that promote creativity and learning.

Staff/Teacher Development

How do you support teachers so that they are effective in their job?

How are teachers supported so that they are effective in their job? *Pause for participant responses and write down their answers on a chart.*
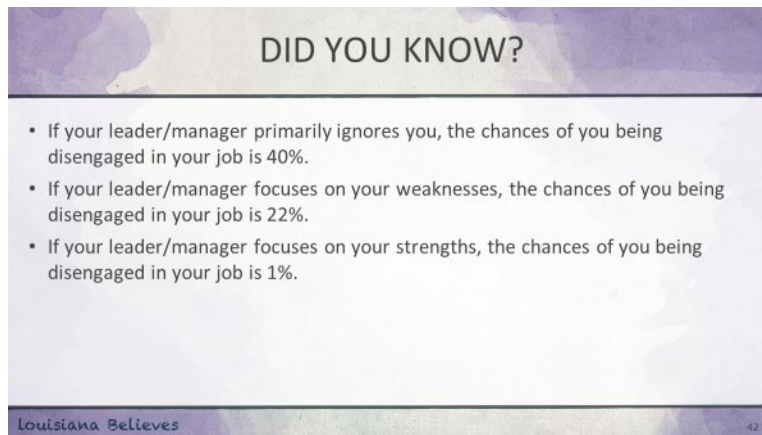

There is a leadership responsibility to support teachers which influences the development of the team.

It is important for teachers to understand the *vision and mission* of the organization that employs them. This gives them their initial sense of direction that is further enumerated in the goals of the organization.

If leadership cannot enumerate this, the organization and its employees lack the guidance needed for success.
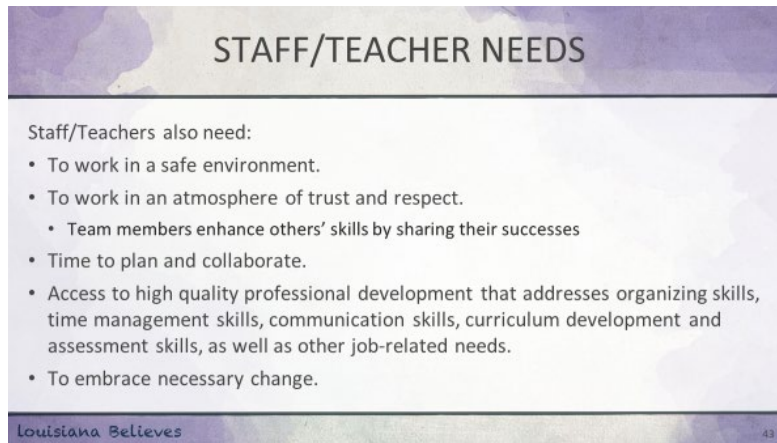

Did you know:
- **If your leader/manager primarily ignores you, the chances of you being disengaged in your job is 40%.**
- **If your leader/manager focuses on your weaknesses, the chances of you being disengaged in your job is 22%.**
- **If your leader/manager focuses on your strengths, the chances of you being disengaged in your job is 1%.**

Staff/Teachers also need:
- **To work in a safe environment.**
- **To work in an atmosphere of trust and respect.**
  - **Team members enhance others' skills by sharing their successes.**
- **Time to plan and collaborate.**
- **Access to high quality professional development that addresses organizing skills, time management skills, communication skills, curriculum development and assessment skills, as well as other job-related needs.**
- **To embrace necessary change.**
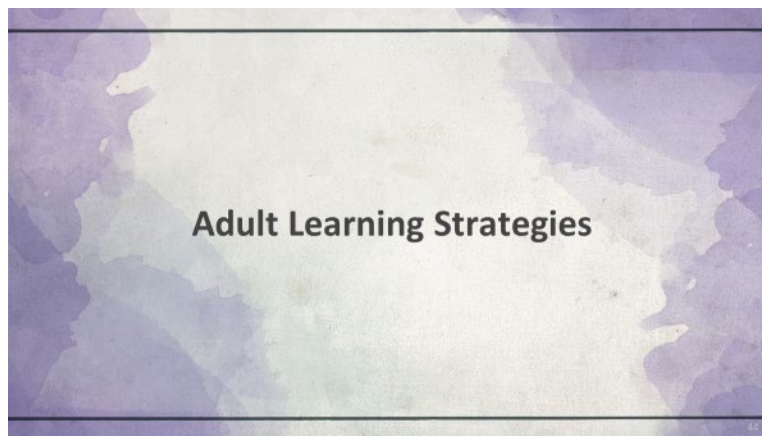
When working with staff, leaders need to be cognizant of **adult learning strategies**. There are some general characteristics contributed to adult learners that should be received.

Have participants brainstorm what makes an adult learner receptive to training classes and how adults learn best. Track responses on chart paper and compare to the characteristics listed on the next slides.

ADULT LEARNING STRATEGIES

Some general characteristics of adult learners:
- The purpose of their learning/training needs to be explained.
- They bring a variety of experiences which should be utilized in their learning.
- They tend to be practical, dislike theory, want information that is applicable to what they are doing – relevance is important.
- They are results oriented – may disengage in the learning process if they do not see where they will benefit.

Louisiana Believes   45

Some general characteristics of adult learners:
- **The purpose of their learning/training needs to be explained.**
- **They bring a variety of experiences which should be utilized in their learning.**
- **They tend to be practical, dislike theory, want information that is applicable to what they are doing – relevance is important.**
- **They are results oriented – may disengage in the learning process if they do not see where they will benefit.**

ADULT LEARNING STRATEGIES

- They process new information through discussion with others – like to work with others to learn collaboratively.
- They use personal experiences as a resource – using similarities and differences between past experiences and present situations facilitates the transfer of learning.
- They need to be both challenged and supported as they enhance their skills and acquire new strategies.
- They do not like having their time wasted.

Louisiana Believes   46

- **They process new information through discussion with others – like to work with others to learn collaboratively.**
- **They use personal experiences as a resource – using similarities and differences between past experiences and present situations facilitates the transfer of learning.**
- **They need to be both challenged and supported as they enhance their skills and acquire new strategies.**
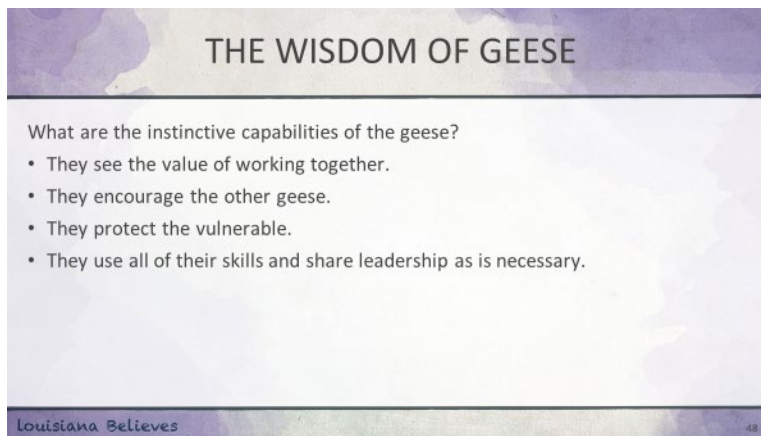- **They do not like having their time wasted.**

The point to remember is that it may take time for changes to occur. Learning takes time and needs reinforcement

Play the video linked to the slide. (Duration: 2:08)
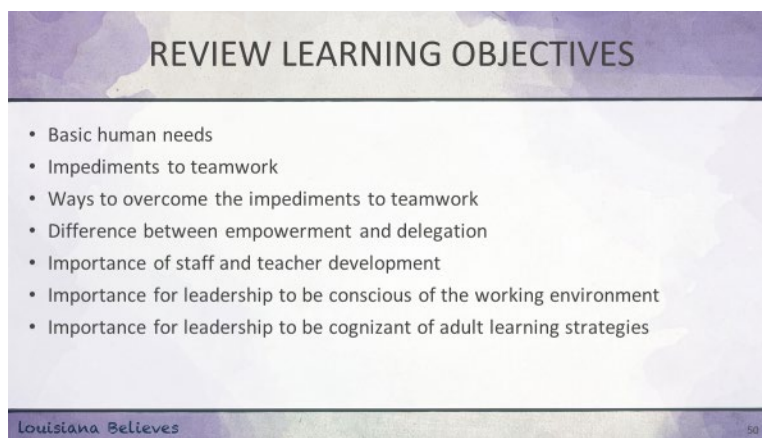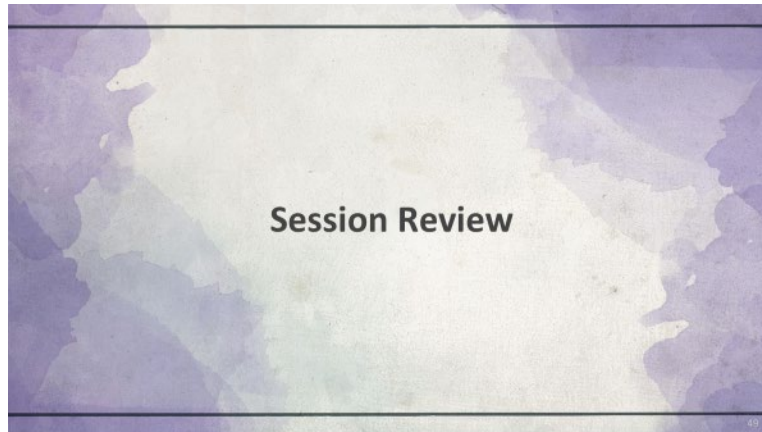
Video link: https://youtu.be/5rOg4WfNDfM

Expand to full screen view so all participants can easily view the content.

What are the instinctive capabilities of the geese?
- **They see the value of working together.**
- **They encourage the other geese.**
- **They protect the vulnerable.**
- **They use all of their skills and share leadership as is necessary.**

Session Review

REVIEW LEARNING OBJECTIVES

- Basic human needs
- Impediments to teamwork
- Ways to overcome the impediments to teamwork
- Difference between empowerment and delegation
- Importance of staff and teacher development
- Importance for leadership to be conscious of the working environment
- Importance for leadership to be cognizant of adult learning strategies

Louisiana Believes

Explain that for each phrase, they will show a "thumbs up" if they think we covered the objective, a "thumbs down" if we did not cover the objective, and a "sideways thumb" if we partially covered the objective.

Review Learning Objectives.

- **Basic human needs,**
- **Impediments to teamwork,**
- **Ways to overcome the impediments to teamwork,**
- **Difference between empowerment and delegation,**
- **Importance of staff and teacher development,**
- **Importance for leadership to be conscious of the working environment,** and
- **Importance for leadership to be cognizant of adult learning strategies.**

Open the floor for participants' comments and questions.
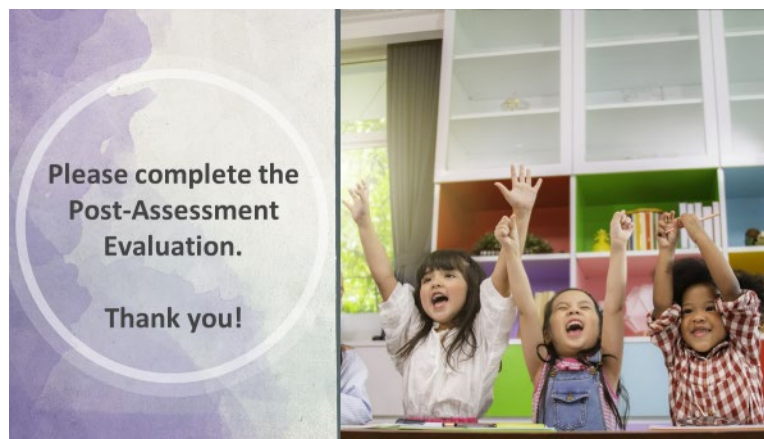
That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.
Post-Assessment Evaluation Guidance
- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*