

Build the Team: Coaching the Team TeaTeTTeam

2015 National Order of the Arrow Conference

Session Length: 50 Minutes

Through this session, you will:

**Explain** The presenters will explain the importance of Communication, Listening, Servant Leadership, Team Development and Responsibilities of the Leader and Team Member

 **Demonstrate** The presenters will demonstrate Communication, Listening and Responsibilities

**Guide** Guests will demonstrate stages of Team Development and Responsibilities of the Leader and Team Member

**Enable** The guests will develop and apply appropriate styles of leadership to different stages of team development

This session will help the \*\*Lodge/Chapter/Section\*\* with the Journey to Excellence Requirement(s): All requirements relating to Finance, Membership and Participation, Program, Lodge and Unit Service, Council Support and Leadership Governance

The theme of NOAC 2015 is “It Starts With Us”. This session will relay this theme in the following ways:

* All presentations will focus on the importance of recognizing the stages of team development and applying the appropriate style of leadership and the importance of each member of the lodge.

**SESSION NARRATIVE**

**Coaching the Team 50 Minutes**

***Effective Listening***: To effectively coach a team, the leader must effectively communicate and listen to the members of the team. Listening is a skill which must be learned for effective leadership.

**TRAINER INSTRUCTIONS**

**Learning Objectives**

* Become aware of how we listen.
* Explore good listening as a communication skill.
* Practice the skills of active and empathetic listening.
* Examine the relationship between listening skills and the receiving and giving of feedback.

**Materials Needed**

* Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages
* Note Cards: On each card, write one of the following assignments:

— Interrupt the speaker.

— Give the speaker advice before he or she is done speaking.

— Give the speaker a blank look.

— Be bored.

**Presentation Procedure**

**PowerPoint:** “Seek first to understand, then to be understood.”—Stephen Covey

**Speaker/Listener Role-Play**

* Two presenters, one as a *speaker* and the other a *listener,* will demonstrate common behaviors adversely affecting effective listening:

The speaker will talk for a minute to the listener about a recent trip or vacation for each of the following responses

* For each response category, the listener will respond with the following common behaviors:

— Interrupt the speaker.

— Give the speaker advice before he or she is done.

— Give the speaker a blank look.

— Be bored.

**Discussion of the Role-Play**

* Ask the guests what they just witnessed. How did the reactions of the listener affect the speaker?
* Ask: “What *is* listening?”
* Ask: “Why is listening such an important part of learning?”

Listening is an essential part of communication, yet we take it for granted. We don’t teach it in our schools. There are courses in writing and in public speaking, but seldom does a course focus on the skill of listening. By making ourselves aware of the importance of listening and the ways in which we do it, all of us can more effectively use listening as a tool for learning and for leadership.

***Why Is Listening a Key Skill of Leadership?***

* Listening is a critical element of communication and a primary means for connecting with other people.
* Sharing ideas and experiences with one another creates a pool of familiarity among us. From that grows trust, understanding, and an awareness of strengths and skills—the building blocks of friendships and teamwork. Listening can be especially powerful when young people are involved.
* Many young people find it unusual to have adults truly pay attention to them. Having people listen to them with care and understanding can be very meaningful for young people and also for the adults.
* Listening provides the means to make decisions and solve problems.

***Two Parts of Effective Listening:* Active *and* Empathetic**

* *Active listening* reflects what a person is saying to confirm comprehension.

“What I understand you to be saying is this. . . .” By rephrasing the information and bouncing it back to the speaker, the listener confirms that the message has been correctly received. Listeners doing this are not making value judgments. They are simply making sure they are hearing what the speakers have to say, and they are letting the speakers know that their messages are getting through.

* *Empathetic listening* is a sincere attempt by a listener to understand in depth what a speaker is saying.

Empathetic listeners pay attention to more than just the words they hear. They also take care to notice a speaker’s body language, tone of voice, and emotional sense and consider them part of the message package the speaker is sending.

Empathetic listening requires listeners to

— Put themselves in the speaker’s place.

— Imagine things from the speaker’s point of view.

— Try to understand how the speaker feels.

Effective listening is active *and* empathetic.

**Exercise in Effective Listening**

1. One presenter will be the speaker; while another will be the listener.

2. The speaker will talk about something he enjoys such as a hobby, a sport, or a family activity.

3. The listener will try out different listening styles.

— Pay close attention and acknowledge a speaker’s message simply by saying,” I got it.” Offer no further feedback or judgment.

— Pay close attention and respond by rephrasing the message.

— Rephrase the message, and also share any deeper understanding of the speaker’s feelings. The listener should take into consideration the speaker’s body language, tone of voice, facial expressions, and other spoken and silent signals that will help enhance understanding.

**Monitoring Our Listening Level**

How do we respond when we are hearing something we don’t want to hear? When a speaker is angry? When we are tired or hungry?

A key to effective listening is being aware of our current situation, energy level, and interest. If we are upset about something, it may affect how we listen. Being drowsy will definitely affect our attention span. Are you chilly, too hot, late for another appointment?

Being aware of our own state of hearing awareness can help us adjust to better grasp the message of a speaker. It may be a matter of focusing more on what is being said. Often, though, it may require calling a time-out so that you can put on a sweater, have a bite to eat, take care of distracting matters, or let your emotions cool. Then you can get back together with the speaker under conditions that are more conducive to good listening.

Of course, we cannot tailor every listening situation to be ideal. We often find ourselves in situations with others that make communication difficult. However, good listening skills are powerful tools for calming adversarial situations and finding solutions to problems.

**Role-Play—Listening in Adversarial Situations**

One presenter will play the role of a Scout who is angry about the way others in his unit are treating him.

Another presenter plays the part of the Senior Patrol Leader.

1. As the “Scout” expresses his or her complaints and frustrations, the “Senior Patrol Leader” uses the skills of good listening to acknowledge that the message is being received.

“I got it,” is an appropriate response. So is, “This is what I hear you saying . . . .”

Encourage the Scout to keep talking, but offer no judgment or feedback.

It is very likely that the Scout will focus on the negative, complaining about what he or she doesn’t like. That’s fine, it is often the way people who are upset express themselves.

2. The Senior Patrol Leader says, “I hear what you don’t want. Now tell me what you do want.”

Encourage the Scout to keep talking, but focus now on positive aspects of the situation rather than negative ones.

**Discussion Points—Listening in Adversarial Situations**

* Speakers respond to how others listen to them. Acknowledge but don’t immediately judge their complaints (“I got it . . .”). If there is no enabling by a listener, complaints will seem smaller and ultimately more manageable.
* By taking a negative and flipping it around to a positive, a listener can also structure a more productive framework for finding solutions. (“I hear what you *don’t* want. Now tell me what you *do* want.”)
* A conversation cast in a positive light naturally involves more empathy and support. Body language of listeners and speakers becomes more open, and chances for resolution are greatly enhanced.

“Listeners should always strive to create a positive present as opposed to a negative past.”

**Giving and Receiving Feedback**

Receiving feedback can sometimes be difficult. However, by using effective listening skills, a feedback situation may be turned into a positive experience.

From time to time, all of us find ourselves giving and receiving feedback. It is a basic part of team development, of leadership, and of friendships.

For feedback to be helpful, both parties must use the skills of effective listening.

Tips on Giving Feedback

1. Consider your motives. Feedback should always be helpful; otherwise, there is no reason to offer it.

2. Find out if the other people involved are open to receiving feedback. Listen carefully, then rephrase what they say to be sure you understand them.

3. Deal only with behavior that can be changed.

4. Deal with specifics, not generalities.

5. Describe the behavior; do not evaluate it.

6. Let the other person know the impact the behavior has on you.

7. Use an “I” statement to accept responsibility for your own perceptions and emotions.

8. To make sure the recipients of feedback have understood your message in the way you intended it, ask them to rephrase what they heard you say.

**You can give caring feedback without a good technique, but the slickest technique in the world will not hide a lack of caring.**

Tips on Receiving Feedback

1. Seek out feedback. It will nearly always provide you with information that will in some way help you improve your performance.

2. Listen carefully. Receiving feedback requires a heightened awareness of yourself and the person offering the feedback.

3. Listen actively. Restate the feedback in your own words so that the speaker knows that the message you are receiving is the same as the one the speaker intended to send.

4. Listen empathetically. Put feedback in its proper context by observing the speaker’s body language, tone of voice, and emotions. Consider the speaker’s reasons for offering feedback.

5. Notice how you are feeling when someone offers you feedback. Becoming angry or defensive can cloud your ability to listen effectively.

**Summary**

* “Effective listening” is a skill that each of us can learn and can constantly improve upon.
* “Listening” plays a vital role in forming relationships, developing teams, and finding solutions.
* The best listening is both *active* and *empathetic.*
* “Listening” can be a tool for turning a negative situation into a positive one.
* “Listening well” is an important part of both receiving and giving feedback.

***Servant Leadership***: An effective team leader should utilize the concepts of Servant Leadership to ensure the success of the team.

**TRAINER INSTRUCTIONS**

**Learning Objectives**

* + Understand the concept of servant leadership.
* Recognize that leaders and teams form strong, important bonds that affect their outputs.
* Know the responsibilities of the leader to the team and the team to its leader.

**Materials Needed**

Key points of the session presented as PowerPoint slides or notes on a flip chart or whiteboard. Two flip charts or boards are needed for sections 4 and 5.

**Delivery Method**

A Presenter leads this discussion, with a second presenter acting as scribe to record learner responses on a flip chart or whiteboard to expedite the process. Key ideas can be reinforced with PowerPoint images.

**Presentation Procedure**

**Introduction**

In 1970, Robert Greenleaf introduced the term “*servant leadership*.” He wrote an essay titled *The Servant as Leader* that was later expanded into a book. That book is a very influential management text that launched the servant leadership movement.

However, the concept is thousands of years old and stems, at least partly, from religious teachings on leadership. The term “*servant leadership*” is now widely used.

**Ask:** What does the term servant leadership mean to you?

Answers should include the following points:

* + The most effective leaders put those whom they lead first (others-first leadership).
* Good leaders see themselves as serving those they lead, enabling their success.
* They are always looking for ways to make the team’s experience better, to help them learn new skills and succeed in reaching goals, and to take on as much responsibility as they are able.

**Ask:** What are the advantages for a leader who uses others-first leadership?

Answers should include the following points:

* I can share responsibilities.
* I won’t have to work as hard.
* I can see others succeed.
* I won’t have to yell.
* Team members grow.

**Ask:** As a team member, what would it be like to have a leader who uses others first leadership? Answers should include the following points:

* I have more freedom.
* I would get to do more.
* I would have more responsibilities.
* I would learn more and grow.

Provide the following additional information.

Servant leadership encourages leaders to serve others while staying focused on achieving results in line with the organization’s values. It differs from other leadership approaches by abandoning the all-too-common top-down hierarchical style, and instead emphasizes collaboration, trust, empathy, and the ethical use of power. At heart, the individual is a servant first, making the conscious decision to lead; his or her drive is to lead because he or she wants to serve better, not because he or she desires increased power. The objective is to enhance the growth of individuals in the organization and increase teamwork and personal involvement for all. Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment. Above all, it is a selfless, egoless style of leadership where “others first” is paramount. It is truly character-based leadership.

**The Psychological Bond**

* People choose groups and organizations to join and work with that fit their psychological needs.
* They form bonds and develop expectations of how these groups and organizations should behave toward them.
* Organizations and leaders foster expectations by:

—The kinds of work they do

—Value systems, ideologies, benefits, and services

—The attitudes they take toward members (fairness, trust, and respect)

**Mutual Obligations**

Both the leader and the organization operate most effectively when they understand each other’s responsibilities. The leader-group bond may be put in jeopardy if either does not fulfill these responsibilities. Instructor Note: In the following sections, two flip charts or whiteboards are needed—one for leader responsibilities and the other for team responsibilities. Assign half of the participants to list some leader responsibilities and the other half of the participants to list some team member responsibilities (NOTE: may further divide into smaller groups depending upon the number of participants). After five minutes, ask each group to provide their top one or two responsibilities. Two Presenters can record the responses.

**Basic Leader Responsibilities**

* The outputs of the team:

—The leader is the one who provides direction and resources to the team.

Problem solving:

—Making good plans with clearly explained logic

—Putting plans into effect, including delegating parts of the plans to team members

* Leadership of the team:

—Engaging the judgments and commitments of team members

—Setting context about the why and how of the team actions and where they fit into the big picture and goals of the larger organization

—Clearly defining assignments

—Explaining and applying operating limits

—Obtaining continuing advice from team members about how to improve processes

* Stewardship:

—Providing a safe, secure, and healthy work environment

—Setting the example

—Coaching team members

—Recognizing and rewarding team members

—Improving processes and working methods

—Managing the resources used by the team

**Basic Team Member Responsibilities**

* Working effectively:

—Working safely

—Applying judgment and discretion when completing assignments

—Making solid work plans and being flexible when completing them

—Providing continuing advice to the team and leader on ways to improve

—Keeping the leader informed about the progress of the assignments

* Working within the limits of:

—Effective use and stewardship of resources

—The assignment details

—The big picture and the intentions of the assignments

—The policies, ethics, procedures, methods, and processes set by the group or its organization

**Conclusion**

Servant leadership is not easy. Often it is easier just to give orders, and yell a bit if necessary. This might work in the short run, especially in emergency situations, but *servant leadership* builds robust teams that perform for the long run. Remember that a servant leader enables the success of those he or she leads.

NOTE: Session 3 will include a group discussion as to the interrelationship between the concepts of the Five Dysfunctions of a Team and the session topics.

***The Leading Edge/The Teaching Edge***: To properly coach the team, the leader must recognize the stages of team development, and apply the appropriate leadership style.

**TRAINER INSTRUCTIONS**

**Learning Objectives**

■ Describe the four leadership behaviors included in the Leading EDGE, and explain which behavior is most appropriate for each stage of team development.

■ Describe the four skills instruction behaviors included in the Teaching EDGE, and explain which behavior is most appropriate for each stage of skills development.

**Materials Needed**

■ Overhead projector and transparencies or posters illustrating the four stages of team development

■ Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages

**Presentation Procedure**

Effective leaders usually have more than one leadership style. A key to good leadership is to match the style of leadership to the people and the situation. A tool for choosing the right leadership style is the *Leading EDGE*.

The letters EDGE stand for

■ Explain

■ Demonstrate

■ Guide

■ Enable

The Leading EDGE acronym describes the behavior of a leader as the team moves through the stages of development. During our prior session, during the presentation on Stages of Team Development, we talked about the four stages teams go through—Forming, Storming, Norming, and Performing. A team responds best to leadership tailored to the stage the team is experiencing at the moment. To provide an appropriate style of leadership, the leader must assess the level of enthusiasm and skill exhibited by the team with respect to a particular task.

**Explain, Demonstrate, Guide, or Enable?**

Let’s review the four stages of team development and see what kind of leadership works best for each stage.

***Forming (High Enthusiasm, Low Skills)***

If the team is in the Forming stage, the members will likely exhibit high enthusiasm and motivation for doing something new, though their skills and productivity are low. What style of leadership would you use for a team that is at the Forming stage?

(Draw out responses from participants and discuss.)

An effective leader of a team that is forming will do lots of careful explaining to help the team understand exactly what the leader expects them to do.

***Storming (Low Enthusiasm, Low Skills)***

A team that is in the Storming stage will likely exhibit less enthusiasm and motivation for doing something new. Their skills and productivity are still low. What style of leadership would you use for a team that is at the Storming stage?

(Draw out responses from participants and discuss.)

An effective leader will continue to make things clear by demonstrating to the team how to succeed.

***Norming (Rising Enthusiasm, Growing Skills)***

If the team is in the Norming stage, the members will likely exhibit increasing enthusiasm and motivation for doing something new. Their skills and productivity are developing as well.

What style of leadership would you use for a team that is at the Norming stage? (Draw out responses from participants and discuss.) Leaders of teams in the Norming stage can find success by giving team members lots of freedom to act on their own, but being ready to provide guidance (coaching) when a little help is needed.

***Performing (High Enthusiasm, High Skills)***

If the team is in the Performing stage, the members will likely exhibit high enthusiasm and motivation for doing something new, and their skills and productivity are high as well. What style of leadership would you use for a team that is at the Performing stage? (Draw out responses from participants and discuss.) A leader enables team members to make decisions on their own and to keep progressing toward completion of the task. To enable the team to make decisions and move ahead on their own, the leader must provide access to relevant information and necessary resources.

***Regression (Going Backward)***

As it develops, a team does not always move smoothly from one stage to the next. It also does not always move forward, and will sometimes find itself back at an earlier stage of development.

Leaders should be aware that when an experienced team starts to learn a new skill or sets out toward a new goal, the team will be back in the Forming stage. A team that runs into unanticipated roadblocks along the way also may slip backward one or two stages. Any time new members join or existing members leave, a team may temporarily move backward through the stages of development as it adjusts to each new situation.

Together, the stages of team development and The Leading EDGE™ provide a framework for matching each stage of team development with an appropriate leadership behavior.

**Graphical Representation As a PowerPoint during the presentation**



When serving as a team leader, it is necessary to identify the current stage of team development by assessing the team’s level of enthusiasm and skill, and select an appropriate leadership style to use.

**Transition to the Teaching EDGE™**

The ability of a team to succeed at a particular task often depends upon the need for team members to individually or collectively learn new skills. It is the leader’s responsibility to provide skills instruction when the need is recognized. The leader may serve as instructor if he or she has mastered the requisite skills, or arrange for an instructor. A learner responds best to skills instruction tailored to the stage of skills development the individual is experiencing at the moment. To provide an appropriate style of skills instruction, the instructor must assess the level of enthusiasm and skill demonstrated by the learner.

A powerful tool for choosing the right instruction style is the Teaching EDGE™. Once again, the letters EDGE stand for

■ Explain

■ Demonstrate

■ Guide

■ Enable

The Teaching EDGE™ acronym is used to describe the behavior of an instructor as a learner goes through the stages of learning a skill.

**Stages of Skill Development**

Just as teams experience stages of development with respect to the completion of a particular task, individuals go through the same stages when learning a skill. Forming. The learner begins with low skill but high enthusiasm. He or she is excited about the possibilities but does not yet know how to perform the skill. Storming. As the learner works at the skill, he or she may become discouraged. The skill level is still low, but because he or she now knows how difficult this will be, enthusiasm can fade. Norming. With work, a person will make advances in learning how to do something. The skill level will rise and so will enthusiasm. Performing. When the learner has mastered a skill, their enthusiasm will be high. He or she will have made the skill their own and will know it so well that they can teach it to others. Ask the group: *Why would it be helpful for an instructor to know the skill development* *stage of learners?* (The idea that you want to draw out is that when you know the learner’s stage of skill development, you can adjust your teaching methods to match that person’s needs.)

**Explain, Demonstrate, Guide, or Enable?**

Let’s review the four stages of skill development and see what kind of instruction works best for each stage. (While reviewing the material below, ask participants to complete the following table with respect to the four stages of skills development and the corresponding Teaching EDGE™ behaviors.)

**Graphical Representation as a PowerPoint during the presentation**



***Forming (Low Skill, High Enthusiasm)***

A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful explaining—telling the learner exactly what to do and how to do it. Explaining is important because it clarifies the subject for the learner and the instructor.

***Storming (Low Skill, Low Enthusiasm)***

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his or her enthusiasm and motivation are low. Skills are still low, too. An instructor must demonstrate the new skill to the learner, clearly showing what to do and how to do it. Demonstrating is important because it allows learners to see as well as hear how something is done. They can follow the process from beginning to end.

***Norming (Increasing Skill, Growing Enthusiasm)***

As a learner keeps at it, their level of skill will rise. He or she realizes they are making progress, and so motivation and enthusiasm will rise, too. An instructor will need to guide the person—giving more freedom to figure out things on his or her own, supporting them with encouragement, and helping the learner move closer to the goal. Guiding is important because it allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill.

***Performing (High Skill, High Enthusiasm)***

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he or she can act independently and be very productive. An instructor will need to enable the person—offer plenty of freedom to make decisions on their own and to keep moving ahead. Enabling is important because it allows learners to use skills themselves. It also encourages repetition—an important aspect of mastering a skill.

**Summary**

* A team responds best to leadership tailored to the stage the team is experiencing at the moment.
* The Leading EDGE™ acronym describes the behavior of a leader as the team moves through the stages of development.
* A learner responds best to skill instruction tailored to the stage of skill development the individual is experiencing at the moment.
* The Teaching EDGE™ acronym describes the behavior of a skills instructor as the learner moves through the stages of development.

**TRAINER PREPARATION**

What qualifications should the trainer have to perform this session?

A commitment to work as a team in developing, practicing and presenting the material

Appendix Resources:

* Wood Badge Syllabus
* *The Revised and Expanded Book of Raccoon Circles,* Dr. Jim Cain and Dr. Tom Smith
* *The Servant,* James C. Hunter
* *The One Minute Manager Builds High Performance Teams,* Ken Blanchard