

Youth Club Young Volunteer Handbook

Skill Development



Self Awareness and Team Roles

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Youth Club Young Volunteer Skill Development
Self awareness & team roles

Training Plan

Aim: To introduce participants to basic team and group functions

Learning Outcomes: By the end of the session the participants will:

- have a basic understanding of what a team is
- have an understanding of what makes an effective team
- have an understanding of what role they play within a team

Time: 90 mins

Group size: 4 – 6

Venue: Medium sized room with chairs

- Materials:**
- Flip chart paper & marker pens
 - Workers notes
 - Belbin handouts
- Heads, hands, Hearts handout
 - A4 paper
 - Biro

TIME	WHAT	WITH
5 mins	Introduction: Outline what's happening this evening and briefly go over ground rules about listening and respect.	
10 mins	<p>Disappearing island exercise – group work exercise</p> <p>Lay 2 or more (depending on size of the group) pieces of flip chart paper on the floor and ask the whole team to stand on the paper. Explain that no part of any person, shoe or clothing should touch the floor outside the paper. This rule should be vigorously enforced. When the team complete this task (as they will easily no doubt) explain that the task was too easy for such a fabulous team and that it needs to be more challenging. Remove or fold part of the paper and ask the team to repeat the task. Keep repeating the task with the “island” getting smaller and smaller each time. Finally produce a piece of A4 and suggest that a well functioning team ought to be able to balance on it with a little thought! (it is possible!)</p> <p>Please be aware that this exercise needs to be altered if any of the young people have certain physical disabilities.</p>	<p>Flip chart paper</p> <p>Sheet of A4 paper</p>
5 mins	<p>Group discussion: what is a team?</p> <p>Ask the group to come up with a definition and write it on a piece of flip chart paper which can be displayed on the wall</p> <p>Mostly the definitions should be along the lines of: “A group of people with a goal” or “A group of people who work well together”. Often the difference between a group and a team is that teams are seen to have a sense of purpose.</p>	<p>Flip chart paper, pens and blue tac</p>

TIME	WHAT	WITH
10 mins	<p>Split into 2 groups and ask them to discuss what the features of an effective team – get them to think about the exercise at the beginning of the session – if they were successful why was this? If they were unsuccessful how would it have been better? Give them paper and pens to write down their points – alternatively ask the group to think of an effective team that they know of (eg sports, social or work teams) and ask why they consider them to be effective and what makes them effective (5 mins).</p> <p>Take it in turn for each group to shout out a point about effective teams and come up with a combined list – keep going until all the points have been exhausted</p> <p>The list should contain the themes of: co-operation, teamwork, listening, effective communication, trust and leadership.</p>	<p>Paper and pens</p> <p>Flip chart</p>
10 mins	<p>Ask each person to spend a couple of minutes considering for themselves what they can contribute to a team – stress that everybody has something to contribute.</p> <p>Ask each person in turn to tell the group what their contribution is – stress that the contribution should be positive e.g. I can make people laugh! My positive attitude. I'm a very creative person etc... (workers may need to help out here with observations from the exercise at the start of the session if people get stuck or are too embarrassed).</p>	
20 mins	<p>Theory input: in most teams the individuals fall into one of 4 categories: Thinkers, leaders, do-ers or socialisers (people motivated)</p> <p>Ask the group to stand up and put themselves into groups: Thinkers, leaders, do-ers and socialisers together</p> <p>Ask each group to stand in turn and the others to sit. Go through the theory for each to see if they recognise themselves:</p> <p>Do-ers: 2 types of people</p> <ol style="list-style-type: none"> 1. Well-organized and predictable. Takes basic ideas and makes them work in practice. Can be slow. 2. Reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. Can worry too much and not trust others. <p>Thinkers: 3 types of people</p> <ol style="list-style-type: none"> 1. Sees the big picture. Thinks carefully and accurately about things. May lack energy or ability to inspire others. 2. Solves difficult problems with original and creative ideas. Can be poor communicator and may ignore the details. 	<p>Worker's notes</p>

TIME	WHAT	WITH
	<p>3. Has expert knowledge/skills in key areas and will solve many problems here. Can be disinterested in all other areas.</p> <p>Leaders: 2 types of people</p> <ol style="list-style-type: none"> 1. Respected leaders who help everyone focus on their task. Can be seen as excessively controlling. 2. Lots of energy and action, challenging others to move forwards. Can be insensitive. <p>Socialisers: 2 types of people</p> <ol style="list-style-type: none"> 1. Explores new ideas and possibilities with energy and with others. Good networker. Can be too optimistic and lose energy after the initial flush. 2. Cares for individuals and the team. Good listener and works to resolve social problems. Can have problems making difficult decisions. <p>Ask the groups whether they think they agree with what has been said about their group – do they agree? Would anyone like to change groups?</p> <p>Explain this is a theory by Meredith Belbin and that it is not exclusive and that most people take on different roles at different times, in different groups and at different points in their life. Give out Belbin handout for info and go through. Discuss any salient points. If time, talk about how you could motivate each of these different types of people.</p>	<p>Belbin's handout</p>
20 mins	<p>For a different perspective, use the hands, hearts and heads theory. Give out the handout and ask each young person to read through (helping if needed) and deciding which they think they are (5 mins).</p> <p>Ask all the 'Heads' people to go to one place, all the 'Hands' to another and all the 'Hearts' to a third. Ask them to identify what about their way of doing things, may irritate the other two groups (5 mins).</p> <p>Get feedback from each group. Stress that understanding and appreciating the differences between ways of thinking about things will make their teams work better!</p>	<p>Workers Notes</p> <p>Heads, Hands, Hearts Handout</p>
5 mins	<p>Go around and ask each person for something that they have learnt or something that they will take away from the session</p> <p>Thank group – bye!</p>	

Team roles workshop

Workers theory and background research

What is a team?

People often search for a definition of team when something is happening that is causing confusion in their own workplace. We've spent a lot of time on this one and done quite a bit of research. Of all the ideas out there regarding the definition of team, most fall within one of two definitions:

- A group of people with a goal.
- A group of people who work well together.

We have found that which definition of team is used by an individual will depend upon their situation. A team leader is likely to go with the first whilst a team member is more likely to go with the second.

Definition of team building

This is a fairly general term that is used in a number of different ways. It can cover either what you are trying to achieve and how you are trying to achieve it - or both! The following cover most of the options:

- Team building is developing working relationships.
- Team building is improving the performance of the team.
- Team building is outdoor activities that challenge the individuals within the team.
- Team building is about improving motivation, communication, support and trust within a team.
- The definition that we prefer is:
- Improving team performance by developing team-working skills by using any appropriate method.

It is a fairly general definition but encompasses all of the normal definitions

Team roles:

"A tendency to behave, contribute and inter-relate with others in a particular way."

John Adair (b.1934) is one of Britain's foremost authorities on leadership in organisations.

Before Adair, and arguably still today, people associated leadership with the so called 'Great Man Theory'.

One charismatic individual who used his or her personal power and rhetoric to mobilise a group.

Adair approached leadership from a more practical and simple angle; by describing what leaders have to do and the actions they need to take.

His model was figuratively based on three overlapping circles representing:

1. Achieve the task.
 2. Build and maintain the team.
 3. Develop the individual.
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1. The task needs a team because one person alone cannot accomplish it.
 2. If the team needs are not met the task will suffer and the individuals will not be satisfied.
 3. If the individual needs are not met the team will suffer and performance of the task will be impaired.

Motivating Your Team

The eight rules for motivating people:

1. Be motivated yourself.
2. Select motivated people.
3. Treat each person as an individual.
4. Set realistic but challenging targets.
5. Understand that progress itself motivates.
6. Create a motivating environment.
7. Provide relevant rewards.
8. Recognise success.

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Belbin's handout

Overall	Belbin roles	Description
Doing / acting	Implementer	Well-organised and predictable. Takes basic ideas and makes them work in practice. Can be slow.
	Shaper	Lots of energy and action, challenging others to move forwards. Can be insensitive.
	Completer/Finisher	Reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. Can worry too much and not trust others.
Thinking / problem-solving	Plant	Solves difficult problems with original and creative ideas. Can be poor communicator and may ignore the details.
	Monitor/Evaluator	Sees the big picture. Thinks carefully and accurately about things. May lack energy or ability to inspire others.
	Specialist	Has expert knowledge/skills in key areas and will solve many problems here. Can be disinterested in all other areas.
People / feelings	Coordinator	Respected leader who helps everyone focus on their task. Can be seen as excessively controlling.
	Team worker	Cares for individuals and the team. Good listener and works to resolve social problems. Can have problems making difficult decisions.
	Resource/investigator	Explores new ideas and possibilities with energy and with others. Good networker. Can be too optimistic and lose energy after the initial flush.

Another way of dividing them is:

Overall	Belbin role
Leading	Coordinator
	Shaper
Doing	Implementer
	Completer/finisher
Thinking	Monitor/Evaluator
	Plant
	Specialist
Socializing	Resource/investigator
	Team Worker

Head, hands, heart handout

We are all influenced by a combination of preferences for thinking (head), doing (hands) and feeling (heart). 'Head, heart and hands' is easier to remember than 'cognitive, affective and behavioural' although it means the same thing.

Head

People who are ruled by their heads prefer to think before acting and are driven more by cognitive logic than by emotion. They prefer rational ideas and structure. Pure intellect is held as the sharpest skill and any problem is simply a case of insufficient data or understanding.

Head people learn by thinking. They typically theorize first about something and then try it out later, with a 'think-try-think' approach. When something happens that they did not expect, they are surprised and immediately start to work out what happened.

They use logical language and expect the world around them to be rational and behave in predictable ways.

The disdain of action

Thinkers may look down on doers as unintelligent or lacking the wisdom of forethought.

Putting ideas into action may be feared, as it can threaten the clean and rational idea, obstructing it with messy reality.

The fear of emotion

Cognitive people may have a low threshold of emotional overload and hence fear emotion. They may also have high control needs and fear the loss of control that emotion brings.

Paradoxically, they may get angry when faced with emotional approaches.

Hands

People who are driven by the hands prefer to do things and then worry later about whether it was the right thing to do. At least they have got into action and have found out practically what works and what does not work.

Those whose response to a problem is to leap into action typically believe that the only understanding worth having is gained through direct experience. Rather than think-try-think, they will try-think-try.

They use physical language and expect the world to behave sensibly.

Distain for the egg-heads

Doers tend to view thinkers as impractical time-wasters who do not understand the 'real world'. They may be seen as ivory-tower academics who just like to play with unrealistic theories. This may be seen in pejorative comments such as 'That's just a theory'.

Irritation with the softies

Action-oriented people may see those who pay attention to feelings as being soft-headed and weak-willed. Doing the job is considered the real issue and such sidelines as motivation are seen as a wasteful distraction.

Heart

Those who are ruled by the heart think first about their feelings and the feelings of other people. They learn by experiencing and seeing how they feel about their experiences. Before acting, they may internally rehearse a situation to predict how things will feel.

They use affective language and expect people to be considerate with one another.

Wariness of the Ice-people

People who focus first on feelings may well see Head people as cold and distant, viewing decisions that neglect emotions as dangerously inadequate.

They may also fear the cognitively-focused as being potentially Machiavellian or psychopathic, or at least emotionally inadequate and lacking in people skills.

Sympathy for the Blockheads

Action-oriented people may be seen as bulls in the china-shop of human feelings, treading on toes without realising what they are doing. Such people are perhaps to be pitied or helped.

If the doer is seen as being deliberately inconsiderate and bullying then they may find themselves being ferociously attacked back by the vengeful feeler.

So what?

Watch and listen to people to find their preferences, then talk to those preferences. For Head people, talk about the ideas and the theories and the bigger picture. For Hands people, talk about what has been done and how things really work in practice. For Heart people talk about how people feel and the implications for society.

For more information on Heads, Hands and Hearts, go to:

www.changingminds.org/explanations/preferences/head_hands_heart.htm