

# Leo Advancement Sessions

## *Working in Teams*



### **Instructor Guide**

*Session Time: 90 minutes*



## USING THE INSTRUCTOR GUIDE

The Instructor Guide is designed to support the instructor, providing a training overview for each session of the curriculum, complete with facilitation notes and requirements for delivery. Helpful hints and guidelines are included in the Instructor Guide such as recommended speaking notes, step-by-step instructions for interactive activities, recommendations for timing of each session, and samples of handouts used in each session.

The Instructor Guide (IG) is designed to provide the instructor with all the direction necessary to deliver the training content with the intended message and according to the intended approach. Descriptions of the basic sections of the IG and examples of content follow.

### **Session Background**

Gives a brief overview of the session

### **Session Objectives**

States the objectives of the session

### **Session Preparation**

States the equipment, materials, and suggested room setup needed for the session

### **Session Timeline**

Provides a session sequence with suggested times

## SESSION CONTENT (INTRODUCTION, MODULES, CONCLUSION)

This part of the Instructor Guide is a step-by-step tool you will want to follow to ensure that all objectives are met, that all the content is examined in an effective manner, that activities are correctly conducted and debriefed, and that timelines are met.

Below are examples of **directives**. A directive begins with a command word followed by text. Directives usually suggest what you want to say or ask and what responses you may expect from the participants. Some common command words are: *State, Show, Ask, and Transition*. You are **NOT** expected to repeat the text in a directive word-for-word. It is better when you put things into your own words. Rather, it is meant to make sure you have what you need to convey the message fully.

***State***

It seems that some of us question the idea of this academic effort. We do not see its immediate need or even its usefulness in the long run.

***Ask***

Is it possible that as adults we have become more selective about our learning?

Below is an example of an **instructor note**. Instructor notes are meant to provide you with background information or with suggestions on delivering or facilitating a specific part of the session. Instructor notes also remind you to refer participants to their Participant Manuals or to make sure that specific material is covered.

*Allow participants a few minutes to read through the list of characteristics and select the ones that are adult related. They can work individually or in pairs. They may want to read the entire list first before deciding.*

*After 3-4 minutes go over the answers.*

## SESSION BACKGROUND

A team is a group of people working toward a common goal. We are all members of Leo clubs, and as such are part of a team. To achieve their goal, teams – and your Leo club members - must work well together. Studies have shown that teams that work well together share common characteristics. Additionally, there is one characteristic, psychological safety, that is by far the most important when it comes to predicting team effectiveness.

This session allows participants to discuss characteristics of effective teams and learn how to foster psychological safety within their own team.

## SESSION OBJECTIVES

At the end of this session, participants will be able to:

- Identify five characteristics of effective teams
- Define psychological safety and its benefits
- Incorporate the attributes of psychological safety when working on a team

## SESSION PREPARATION

### MATERIALS

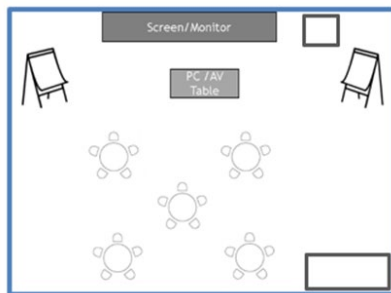
- Instructor Guide
- Participant Manual
- PowerPoint slides

### EQUIPMENT

- Computer
- Projector and screen

### SUGGESTED ROOM SETUP

Due to the interactive and discussion-based nature of the sessions, the below seating arrangement is suggested.



### ACTION ICONS



**Refer to  
Participant  
Manual**

## SESSION TIMELINE

<i>Component</i>	<i>Overview of Instruction</i>	<i>Materials</i>
<b>INTRODUCTION</b> <i>(20 minutes)</i>	<b>Activity:</b> Find Your Name Snowball Fight <b>Presentation:</b> Session Overview	PowerPoint Participant Manual
<b>MODULE 1:</b> <i>Characteristics of an Effective Team (22 minutes)</i>	<b>Presentation/Discussion:</b> Team Characteristics	PowerPoint Participant Manual
<b>MODULE 2:</b> <i>Fostering a Safe Team Environment (45 minutes)</i>	<b>Presentation/Discussion:</b> Definition and Benefits of Psychological Safety <b>Activity:</b> Story Around the Circle	PowerPoint Participant Manual
<b>CONCLUSION</b> <i>(3 minutes)</i>	<b>Presentation:</b> Review Objectives	PowerPoint
<b><i>Total Time: 90 minutes</i></b>		

# INTRODUCTION

*Total Time: 20 minutes*

## ACTIVITY: FIND YOUR NAME SNOWBALL FIGHT (18 MINUTES)

*Show*

| *Display Slide 1: Session Title*



*Ask*

Who here has experienced a snowball fight? Raise your hand.

| *Depending on the part of the world your participants are from you may see more or less hands.*

*State*

For those of you who have, I think you can agree that it is great fun! For those of you who haven't, you're in for a treat. Today we are going to start off this session with a snowball fight!

*Show*

| *Display Slide 2: Activity: Snowball Fight!*





## State

You may be asking what a snowball fight has to do with working in teams. Usually everyone is out for themselves in a snowball fight! But this is going to be a unique snowball fight. In the end you will see how it relates to teamwork.



### Activity Instructions

*Refer participants to page 1 in their participant manual.*

*Instruct participants to legibly write their first and last name in large letters on the front of page 1 and then remove the page from the participant manual. Then, they should also remove page 2, which is blank.*

*Next, they should crumple up each page into a tight ball. These are their two snowballs (one with their name and one blank).*

*Once everyone has created their two snowballs, they should form teams of approximately 30 participants. (Alternate approach: Depending on the size of the group, just divide the room in half to make 2 teams or in quarters to make 4 teams. There can be up to 40 people on a team if needed). It could take up to 5 minutes for teams to get situated.*

- If you are in a large ballroom, have the teams spread out into different areas of the room.*
- If you are in a classroom with 20-40 participants, the entire class can be the team and the entire classroom area can be used. If there is more than 40 people, split into two teams, and have each team go to opposite sides of the room.*

*After the teams are gathered in their own area, the snowball fight can begin. Advise them to stay in their area and keep their snowballs contained, so they do not get them mixed up with another team. Encourage them to gently toss their snowballs. They should continue the snowball fight by picking up snowballs near them and tossing them again until time is up.*

*Call time after 1-2 minutes.*

*When time is up, tell them they have 2 minutes to find the snowball with their name. They CANNOT help each other. When searching for their own snowball, if they unwrap a snowball that is not theirs, or is blank, they should crumple it back up tightly and add it back to the pile.*

*Call time after 2 minutes.*

*By a raise of hands, ask who has found their own snowball. It is unlikely that very many people will find their own snowball.*

*Next, tell the participants if they did not find their snowball, they have 2 more minutes to find it, but this time they can work together as a team. This means they can help each other. If they open a snowball that is not theirs, they should find who it belongs to and give it to them. Most likely more people will find their own snowball in less than 2 minutes.*

*Call time after 2 minutes. By a raise of hands, ask who has found their own snowball. There should be many hands raised.*

*Have them return to their seats. Encourage them to recycle their snowballs!*

### *Ask*

So, how did a snowball fight relate to working in teams?

*Allow a few participants to respond.*

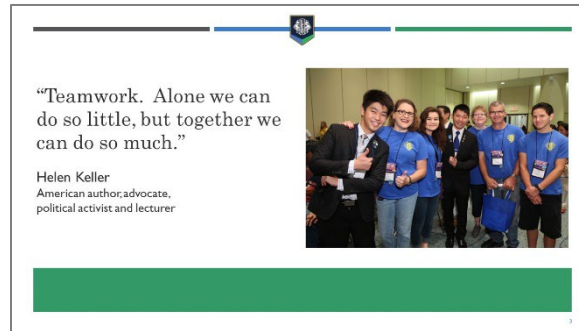
*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

*Responses may include:*

- *Working together accomplished the goal much faster than working alone*
- *Helping one another is more effective in accomplishing a goal*
- *Individually, you may eventually find your snowball, but working together makes it a whole lot faster and easier!*

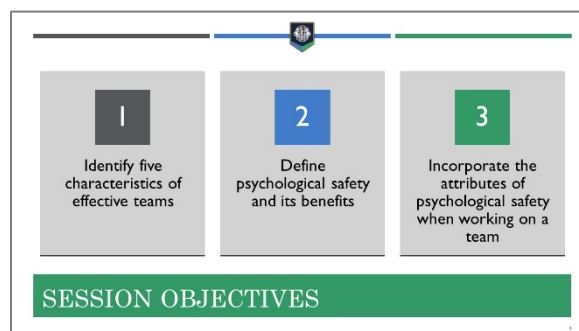
*Moral of the activity:*

*There are moments where people hide information from others and distance themselves from other team members. Having this kind of mindset can disrupt growth within the team and even individually. Learning to work and care for others is essential for a team to succeed.*

**PRESENTATION: SESSION OVERVIEW (2 MINUTES)****Show****| Display Slide 3: Helen Keller Quote****State**

You were unable to find your own snowball in the first round because you were focusing too much on your individual snowballs. Whereas, in just a short amount of time, more of you were able to find your snowball in the second round because of the power of teamwork and sharing with each other. As this quote states, *"Teamwork. Alone we can do so little, but together we can do so much."*

A team is a group of people working toward a common goal. We are all members of Leo clubs, and as such are part of a team. Within each club, committees and service projects require the formation of smaller teams. Some teams are permanent, and some are temporary to achieve a short-term goal.

**Show****| Display Slide 4: Session Objectives**

***State***

To achieve their goal, teams – and your Leo clubs - must work well together. Studies have shown that teams that work well together share common characteristics. Additionally, there is one characteristic, psychological safety, that is by far the most important when it comes to predicting team effectiveness.

By the end of this session, you will be able to:

- Identify five characteristics of effective teams
- Define psychological safety and its benefits
- Incorporate the attributes of psychological safety when working on a team

***Transition***

Let's begin by considering the characteristics of effective teams.

## MODULE 1: Characteristics of an Effective Team

*Total Time: 22 minutes*

### PRESENTATION/DISCUSSION: TEAM CHARACTERISTICS (22 MINUTES)

#### *Show*

| *Display Slide 5: What Makes an Effective Team?*



#### *State*

Think about a time when you were on a team that worked well together.

What was it that made it an effective team? Were there certain characteristics? Was it the experience of the people on the team or was it the way the team interacted? Take a moment and chat with those around you about what makes an effective team.



*Refer participants to page 3 in their participant manual to take notes.*

*Have participants turn to those around them and discuss the questions. If they are in a classroom, they can speak to those at their table.*

*Allow 5 minutes for discussion.*

*Ask for 2-3 participants to share. (3 minutes)*

**State**

Back in 2012 Google asked a similar question. *What makes an effective team?* Specifically, Google wanted to know why some teams excelled while others fell behind. Like many organizations, Google executives believed that building the best teams meant assembling the best people. It makes sense, right? The best engineers, plus people with MBAs and PhDs, and there you have it, the perfect team! But they soon found out that was not the case.

**Show****| Display Slide 6: Project Aristotle**

They called it Project Aristotle...Google's quest to answer the question "*What makes an effective team at Google?*" They recruited statisticians, organizational psychologists, sociologists, engineers, and researchers to help solve the question. They spent three years studying 180 Google teams, conducting 200-plus interviews, and analyzing over 250 different team attributes. Unfortunately, they found no clear pattern of characteristics that could be plugged into a dream-team template.

Since no clear patterns emerged to support Google's initial theory that the best people make the best teams, they started considering some intangibles. An article about Project Aristotle in *The New York Times* describes these intangibles as "group norms" - the traditions, behavioral standards and unwritten rules that govern how teams function when they are together. Norms can be unspoken or openly acknowledged, but their influence is often profound. That is when a clearer picture began to emerge.

**Show****| Display Slide 7: Characteristics of Effective Teams****State**

The researchers found that what really mattered was less about *who* is on the team, and more about *how* the team worked together. The following characteristics are in order of importance:

- **Psychological safety:** Team members feel safe to take risks and be vulnerable in front of each other
- **Dependability:** Team members get things done on time and meet a high level of excellence
- **Structure and clarity:** Team members have clear roles, plans, and goals
- **Meaning:** Work is personally important to team members
- **Impact:** Team members think their work matters and creates change



*Refer participants to pages 4-5 in their participant manual for more details.*

*By a raise of hands, you might ask if any of the small discussion groups earlier came up with some of these same characteristics when thinking about their effective teams.*

***State***

In addition to communicating the study results, the Google researchers wanted to empower leaders and employees within Google to understand the dynamics of their own teams and offer tips for improving. So, they developed a team effectiveness discussion guide around these five effectiveness pillars.



***Refer participants to page 6-7 in their Participant Manual.***

***Ask participants to take a couple minutes to review the guide.***

***Ask***

How can this guide be useful for teams within your Leo club, district, or multiple district?



***Refer participants to page 8 in their participant manual to take notes.***

***Have participants turn to those around them and discuss the questions. If they are in a classroom, they can speak to those at their table.***

***Allow 5 minutes for discussion.***

***Ask for 2-3 participants to share. (3 minutes)***

***Transition***

As you begin to think about the teams within your Leo Club, the discussion guide can help you to focus in on ways to improve team effectiveness. However, there is one characteristic that stands out as one to focus on most.



## MODULE 2: Fostering a Safe Team Environment

*Total Time: 45 minutes*

### PRESENTATION: DEFINITION AND BENEFITS OF PSYCHOLOGICAL SAFETY (20 MINUTES)

#### *State*

Of the five key characteristics of effective teams that researchers identified, psychological safety was by far the most important.

It was found that teams with high levels of psychological safety were rated effective twice as often. People on those teams were less likely to leave the organization, were more likely to embrace diverse ideas from team members and felt safer to be creative.

#### *Show*

| *Display Slide 8: Psychological Safety Definition*



#### *State*

Organizational behavioral scientist Dr. Amy Edmondson, Professor of Leadership at Harvard Business School, first introduced the concept of “team psychological safety” in 1999 and defined it as “a shared belief held by members of a team that the team is safe for interpersonal risk taking.”

This means that the team has a culture in which:

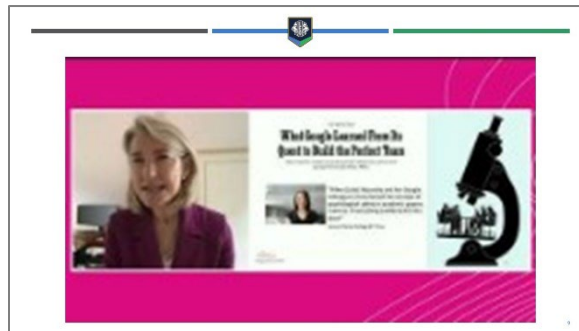
- Team members are comfortable admitting mistakes or bringing up difficult topics
- The team learns from these errors together
- The team creates a safe environment where members openly share ideas with “a sense of confidence that the team will not embarrass, reject, or punish someone for speaking up”
- Teams become stronger, have increased engagement and morale, and have the data they need for better decision-making and innovation

**State**

The findings at Google reinforced her research and the importance of psychological safety that Professor Edmondson introduced more than a decade before. It brought the concept back to the forefront in recent years. Let's hear from Professor Edmondson on the topic.

**Show**

| ***Display Slide 9: Professor Amy Edmondson***



<https://youtu.be/DXgMV0Gmf08>

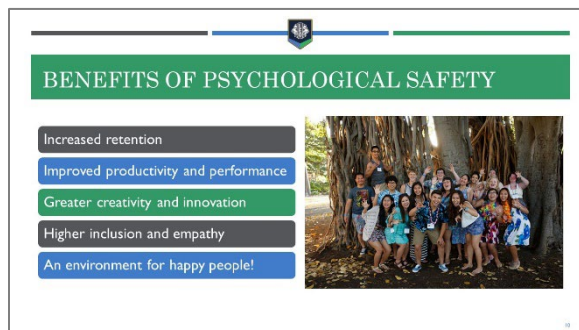
*The video is 2:21 minutes long.*



*Refer participants to page 9 in their participant manual for a transcript of the video.*

**Show**

| ***Display Slide 10: Benefits of Psychological Safety***



## *State*

By taking time to dig in, really pay attention, and intentionally foster a psychologically safe environment, you might find some areas of improvement that could really impact your team for the better. Here are five proven benefits of maintaining a psychologically safe environment:

- Increased retention – keep members longer
- Improved productivity and performance
- Greater creativity and innovation
- Higher inclusion and empathy
- An environment for happy people!

It sounds like the benefits of psychological safety are very much worth the efforts of maintaining a psychologically safe environment.



***Refer participants to pages 10-11 of their participant manual for detailed information.***

## *Ask*

So, how can the study at Google that supports a concept developed by a professor at Harvard apply to teams within our Leo clubs? Or...is it only relevant in the workplace?

***Allow 1-2 participants to respond.***

***If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.***

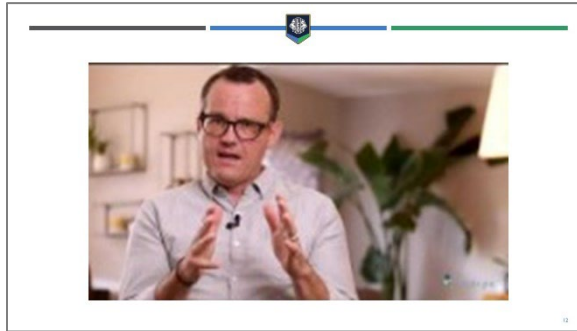
***They should indicate that psychological safety within teams is not just for workplace teams, it is for all teams, wherever they may be. For any team to be effective, they can incorporate the attributes of psychological safety.***

## *State*

Let's hear some additional words on the topic of psychological safety from Phil Boissiere, a cognitive performance expert, executive leadership coach, author, and psychotherapist based in the San Francisco Bay Area. Here is his explanation of psychological safety and his advice to leaders.

**Show**

| *Display Slide 11: Phil Boissiere*



| <https://youtu.be/0AurgIDbrJ4>

*The video is 2:01 minutes long.*



*Refer participants to page 12 in their participant manual for a transcript of the video.*

**State**

Now I would like you to think about a current team you are on within your Leo club. It could be a committee team or a service project team. How effective is that team? Do you feel that people on the team have a sense of psychological safety?

| *Encourage them to write their thoughts at the bottom of page 12.*



If you are not sure, a good place to start could be to have the team complete the “Psychological Safety – Team Survey” found on **page 13** of your Participant Manual when you return home. This can give you some instant feedback about where your team is when it comes to psychological safety. This, along with the Team Effectiveness Discussion Guide previously discussed, is a good way to begin fostering a highly effective team!

**State**

Let’s say you’ve given your team the “Psychological Safety – Team Survey” and you’ve found that there’s some work you need to do to foster a psychologically safe environment for your team.

Charles Duhigg, a journalist and author of “Smarter Faster Better” who spent time working with the Project Aristotle team, states that for a team to achieve psychological safety, there are two key factors that matter most:

- **Equality in conversational turn-taking**, or when everyone takes turns and speaks roughly the same amount during a meeting; and

- **Ostentatious listening**, or when members of a team demonstrate they are actively listening by repeating what has just been said and making eye contact.

Increasing these two factors when trying to foster a psychologically safe team is another thing you can do to increase your success.

## ACTIVITY: STORY AROUND THE CIRCLE (25 MINUTES)

### Show

| *Display Slide 12: Activity: Story Around the Circle*



### State

Let's see the impact that these two factors have on a team. In the following activity you will create a story as a team. The story can be about anything. One person will start with the phrase, "Once upon a time a Leo..." From there, each person on the team will take a turn and contribute a piece of the story. You must listen closely to make the story flow and be creative. You may encourage one another and be open to any ideas that are shared.



### Activity Instructions

*Refer participants to page 14 of their participant manual for detailed instructions.*

*Review the following steps:*

1. *Form teams of 8-10 people.\**
2. *Stand or sit in a circle.*
3. *Select a person to start with the phrase, "Once upon a time a Leo..."*
4. *The person to the right of the first person will continue the story by adding 1-2 sentences. The story should make sense as it progresses.*

5. *Continue in order around the circle until everyone on the team gets a turn to contribute 1-2 sentences to the story.*
6. *The last person must conclude the story in 1-2 sentences.*

*\*If they are in a classroom setting at tables with 5-6 people, this can be their team. In this case, the story should go around the circle two times before it concludes.*

*It could take larger groups five or more minutes to form their small groups and get started. Encourage them to start as soon as they are able.*

*Call time after 10 minutes or when most teams appear to be finished.*

*Debrief the activity by asking for volunteers to answer the following questions. (10 minutes)*

- *How did this activity demonstrate equality in conversational turn-taking and ostentatious listening?*
- *How did everyone having an equal opportunity to share allow for psychological safety?*
- *What would have happened if a member of the team didn't contribute to the story?*

*In this activity, everyone on the team had an equal opportunity to speak and have a say in how the story developed. Each team member was valued. In order to add to the story, each team member had to listen closely and choose a logical next step to keep the story moving forward. If each member did not contribute a piece to the story, the story would not have been the same. Without their piece the story may have gone in a different direction and the end result would have been different.*

*When members of a team do not feel they have equal opportunity to share and be heard, their ideas are not shared. Everyone's ideas together result in the way forward. Without a psychologically safe environment, the one idea that may be needed to complete the story, or be the key to solving the problem, may go unheard which may result in an unsuccessful outcome.*

## *State*



In addition to the two factors that Charles Duhigg shared on how to foster psychological safety on your team, Google published some additional considerations. Please review the content on **pages 15-16** in your participant manual for additional ideas on how to foster psychological safety.

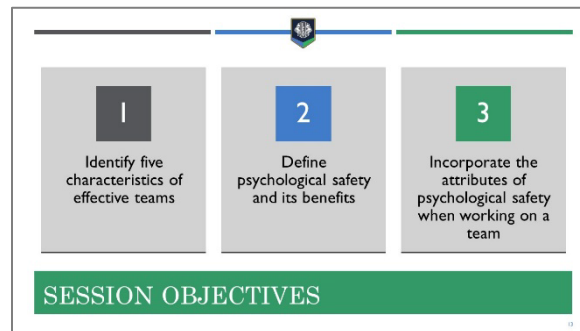
# CONCLUSION

*Total Time: 3 minutes*

## PRESENTATION/DISCUSSION: REVIEW OBJECTIVES (3 MINUTES)

*Show*

| *Display Slide 13: Session Objectives*



*State*

Today we spent some time discussing characteristics of effective teams and the importance of psychological safety.

*Take a couple minutes to review the objectives by asking the following questions:*

*Who can/would like to share the five characteristics of effective teams that Google uncovered?*

- *Psychological safety*
- *Dependability*
- *Structure and clarity*
- *Meaning*
- *Impact*

*Who can/would like to share the definition of psychological safety and its benefits?*

- *Definition: “a shared belief held by members of a team that the team is safe for interpersonal risk taking.”*
- *Benefits: Increased retention, Improved productivity and performance, Greater creativity and innovation, Higher inclusion and empathy, An environment for happy people!*

*What are some ways you can incorporate the attributes of psychological safety when working in teams?*

- *Encourage equality in conversational turn-taking, and ostentatious listening (Charles Duhigg)*

- ***Demonstrate engagement, show understanding, be inclusive, show confidence and conviction (Google)***

### ***State***

Though Google was striving to find what made an effective team within *their* organization, what they found has ramifications for every team, no matter if it's in the corporate world or our Leo clubs around the world. In order to achieve their goals and have the greatest impact, teams must work well together. You now have some tools to take back to your Leo clubs to increase their success of being highly effective in anything they strive to achieve!