

BUILDING EFFECTIVE TEAMS

Learning Guide



Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading, this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

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Building Effective Teams Learning Guide

What is the purpose of this learning guide?

This learning guide is aimed at managers and supporters in Scouting. The purpose of this learning guide is to build on the information given in the video **Building Effective Teams**. As well as providing extra details of some of the models outlined in the video, it also seeks to help you reflect on how to apply them in your Scouting role.

The total learning time for this resource is approximately 30 minutes.

How to complete this learning guide

Before completing this learning guide, you should watch the video **Building Effective Teams**.

Read through the chapters in this learning guide for a more detailed explanation of some of the models outlined in the video and complete the tasks to help you reflect on how to apply them to your role in Scouting. If you are unsure of a theory or task, revisit the video and discuss it with your Training Adviser or line manager. Then go back and complete the learning guide.

While using the workbook you will see the following symbol:



Task: activities, discussions or reflections for learners to undertake

Throughout this learning guide you will be undertaking practical activities, making notes and reflecting on relevant examples from your Scouting experiences. We hope that the video and learning guide will provide you with useful knowledge to aid you in your role in Scouting.

What resources do I need to accompany this learning guide?

- **Building Effective Teams** (video)
- **Personality Types Questionnaire**

Associated reading

Further resources are available from the Member Resources section of **scouts.org.uk**

Additional resources:

- Enabling Change – **video and learning guide**
- Dealing With Difficult Situations – **video and learning guide**
- Planning For Growth - **video and learning guide**
- Keeping, Developing and Managing Volunteers - **video and learning guide**

Teams and Roles

Belbin's model

Belbin's model of team roles describes different characteristics of members within a team, all of which contribute different qualities and are necessary to achieve balance. Understanding the different roles that people assume can help you as a manager/supporter to identify their strengths and weaknesses. This, in turn, can help you to appropriately support and develop individuals, as well as improve the team's overall performance. Balancing your team with the right people in this way will help you to carry out your role more effectively.

Below is a brief summary of the key characteristics of each of the different Belbin roles.

Action Oriented Roles

The Implementer:

- practical organiser
- turns ideas into practical tasks and plans
- methodical, trustworthy, efficient
- well organised and disciplined
- can be conservative, inflexible or resistant to change

The Shaper:

- outgoing
- dominant
- task focused
- works with drive and passion
- can be oversensitive, irritable and impatient

The Completer-Finisher:

- checks details
- monitors deadlines
- chases others
- important role but not always popular



People Oriented Roles

The Coordinator:

- presides over team
- coordinates work
- good judge of people and things
- talks and listens well
- works through others

The Resource-Investigator:

- extrovert
- sociable and relaxed
- provides new contacts, ideas and developments
- needs team to pick up their ideas

The Team Worker:

- supportive to others
- listens and encourages
- understands individuals' needs
- likable and popular
- not competitive



Thought Oriented Roles

The Monitor-Evaluator:

- intelligent
- analytic
- dependable
- dissects ideas and arguments
- can be aloof from team
- needed for quality control

The Plant:

- creative
- innovative
- comes up with new ideas and approaches
- often introverted
- tends to ignore given parameters and constraints
- ideas can be impractical at times

The Specialist:

- expert in their area
- provides specialised skills/knowledge
- works to maintain professional status
- commits themselves fully to their field of expertise
- can be preoccupied with technicalities at the expense of the bigger picture





Task: Team roles

Based on the different team roles above, which role or roles within a team do you naturally assume?

Think about a team you are a part of in Scouting. Which role or roles does each member of your team naturally assume?

Teams tend to work best when there are a range of roles in the team who can complement the other members. It is important to recognise an individual's contribution to a team as well as accept their allowable weaknesses to ensure that teams work together in the most effective way.

Personality Types

This personality type model draws on ideas from William Marston and Evan Carmichael. It provides a simple method for understanding people's behaviour and how to communicate with different personality types - represented by four colours.



The four quadrants of the model define different perceived behaviour traits which are each represented by a separate colour. Personality types in the top two quadrants tend to be task focused whereas those in the bottom two are more people focused. Personality types in the right-hand two quadrants tend to be extrovert, characterised by speaking first then thinking, whereas those in the left-hand two tend to be introvert, thinking first then speaking.

Clearly, personalities and behaviours in the real world are more complex than this. However, this tool with just four types provides a quick and simple way to try and understand some of the personality traits of others we meet and work with based on their behaviours. This can allow us to adapt how we communicate with them to achieve a more effective working relationship.

Most people do not portray a single behaviour trait all the time. The perceived traits they display may vary with the environment they are in. It is not unusual for someone to display different traits in a work environment to those they display at home or in a social situation. Most experienced people have learnt to adapt their behaviours and work outside their natural dominant traits. However, they often regress to their natural behaviour when stressed or tired.



Task: Personality types

Complete the Personality Types Questionnaire (Appendix 1) to identify your main personality type and record your result below:

Reflecting on a team you are a part of in Scouting, write in the boxes below the members of your team according to which personality type they represent.

Blue

Red

Green

Yellow

Focus on one member of your team with a different personality type to your own. Identify three ways you can communicate more effectively with them to improve your working relationship.

1.
2.
3.

Team Dynamics

One of the key models used to discuss team dynamics was developed by Bruce Tuckman, who identified four main stages of group development: forming, storming, norming and performing. He explained that every team will progress through these four stages, all of which are necessary in order for the team to grow and evolve.

However, these stages are not linear and the team may go back to a previous stage, or may never even reach a later stage. This is dependent on a large number of factors, such as the members of the team or dynamics within the team, which have potential to delay or prevent progression. Your role as a leader is to be aware of this process and to facilitate it happening.

The table below outlines the team feelings, behaviours and activities that are typical characteristics of each stage.

Stage	Feelings	Behaviours and activities
	<ul style="list-style-type: none"> ■ excitement and enthusiasm ■ pride ■ suspicion 	<ul style="list-style-type: none"> ■ defining the task ■ determining team behaviours ■ decisions on information to be gathered ■ discussions of issues ahead ■ discussion of non-relevant problems ■ complaints
	<ul style="list-style-type: none"> ■ doubt ■ fear ■ helplessness ■ irritation ■ resistance ■ sharp fluctuations in attitude 	<ul style="list-style-type: none"> ■ giving up ■ arguing among members ■ defensiveness and competition ■ questioning team objective ■ establishing unrealistic objectives ■ a perceived 'pecking order'

	<ul style="list-style-type: none"> ■ increasing confidence ■ relief that things are happening ■ demotivation as reality hits home 	<ul style="list-style-type: none"> ■ informed and open discussion ■ resolution seeking ■ team building activities ■ delegation of tasks ■ discussing team's dynamics ■ re-addressing team ground rules
	<ul style="list-style-type: none"> ■ acceptance of membership in the team ■ insights into persona and group processes ■ satisfaction or even amazement at team's progress ■ relief and belief that things will work out 	<ul style="list-style-type: none"> ■ express criticism constructively ■ constructive self-change ■ ability to anticipate, prevent and work through group problems ■ close identification with the team



Task: Team dynamics

For a team you are working with, which stage of group development do you think you are currently working at? Think about the different feelings and behaviours people in your team might be experiencing. What can you do, as a manager or supporter to facilitate the process and help your team get to the performing stage?

Effective Meetings

Holding and taking part in meetings is an essential part of being an effective manager or supporter in Scouting. Effective meetings allow people to communicate, share opinions, make joint decisions and agree upon actions to move forward.

Whether it is a formal Executive Committee meeting or a more informal team meeting, there are some simple tips that can be followed to help ensure that your meetings are as effective as possible

Top tips

Based on the above, bear in mind the following top tips when planning and holding meetings in order to make them effective:

- prepare an agenda and circulate it before the meeting, asking for input from those attending.
 - follow the agenda in the meeting. Try to ensure that everyone present has a chance to contribute, facilitating the involvement of quieter attendees if necessary.
 - ensure that all agreed actions are noted and that somebody is assigned to the task, if possible accompanied by a time frame for completion.
 - after the meeting, circulate the minutes. Ensure that there is an opportunity for input from the attendees, and that everyone agrees on the conclusions reached.
 - ensure all actions agreed are followed up and their progress is checked.
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You have now completed the independent learning guide for 'Building Effective Teams.'

For more information on building effective teams and other training resources for managers and supporters in Scouting, please visit **scouts.org.uk**

Appendix 1: Personality Types Questionnaire

Below are ten situations and four possible options have been given for each one. Think about each situation and decide which option is closest to what you would most likely do or feel.

Write the corresponding letter (B, G, R or Y) in the right-hand box against each situation.

Situation	Options	Answer (B, G, R or Y)
In a restaurant, waiting for the waiter who doesn't seem to come...	<p>I show how impatient I feel (R)</p> <p>I take this opportunity to talk with my neighbours (Y)</p> <p>I think this is not right, they should be more efficient (B)</p> <p>I think they are busy and so I wait (G)</p>	
At work on the day before going on holiday...	<p>I take all necessary steps so that my colleagues won't have any problems when I am gone (G)</p> <p>I give some last orders to my people (R)</p> <p>I won't leave until everything is in perfect order (B)</p> <p>As soon as I am done, I call my friends to tell them I am coming (Y)</p>	
When hearing good news about a Scouting project I am running...	<p>First I check the information before taking any further steps (B)</p> <p>I immediately start to kick off the next stage of the project (R)</p> <p>I enjoy the news and continue what I am doing (G)</p> <p>I show my joy and tell the good news to all my colleagues (Y)</p>	
On the train...	<p>I enjoy listening to and watching the people around me (Y)</p> <p>I quietly read a book (G)</p> <p>I get on with some work (R)</p> <p>I pay attention so as not to miss my station (B)</p>	
In a cafe, when I have been waiting for a colleague for half an hour...	<p>It upsets me, I hate to waste my time (R)</p> <p>I find it poor behaviour, they should have told me that they would be late (B)</p> <p>I start to worry why they are late (G)</p> <p>I try to spend my time nicely chatting on the phone to friends (Y)</p>	

Situation	Options	Answer (B, G, R or Y)
Thinking about a very important meeting tomorrow...	<p>I appreciate feeling supported by my team, it gives me strength and courage (G)</p> <p>I think it will go ok, anyway if anything happen I will improvise (Y)</p> <p>I prepare everything down to the smallest details, so that there is no reason it won't work (B)</p> <p>I am certain it will be all right (R)</p>	
This morning the alarm clock failed to go off...	<p>It is not so bad, anyway I enjoy being in bed (Y)</p> <p>I feel embarrassed to be late. Thank goodness I could reach someone to tell them that I would be late (G)</p> <p>There is nothing worse for getting me in a bad mood (R)</p> <p>I hate to be late, I am worried about my appointments (B)</p>	
Opening my e-mails this morning, I find bad news relating to one of my projects...	<p>First I need to analyse the situation before taking any further action (B)</p> <p>I am very upset! They should have told me about this before! (R)</p> <p>I am very worried, I hope it is not too bad (G)</p> <p>It's not the end of the world, there are worse things in life (Y)</p>	
When I am on sick leave from work...	<p>To have to stay home alone, to get better, how boring! (Y)</p> <p>I think there are worse things in life so I take the time to rest (G)</p> <p>I am never on sick leave! (R)</p> <p>I follow the doctor's instructions to the letter (B)</p>	
When travelling with friends and arriving in my hotel room...	<p>First, I go to meet my friends in the lounge (Y)</p> <p>First, I empty my suitcase and place my clothes in the wardrobe (B)</p> <p>First I look at the room to see if it suits me (R)</p> <p>I take time to relax before doing anything (G)</p>	

The Results

Count up how many times you answered B, G, R and Y and put the totals in the boxes below. Most people are a mix of different colours but one will tend to stand out above the others.

B	
G	
R	
Y	

Below is a brief summary of each of the four personality types and some ideas of how best to communicate with each of them.

Blue

Personality traits:

Blue personalities are very detail-oriented, analytical and logical thinkers. They like to be systematic in their approach to decision making and prefer to follow rules and processes. Blue personalities are organised and have good time management skills. They prefer to take their time when making decisions and like to have all the facts presented in a logical structure before they come to a conclusion.

How to communicate with them:

Be well prepared, factual and logical in your approach. Ensure you have lots of details available and are prepared to answer lots of questions. Try to avoid giving them vague ideas or personal opinions as they prefer to deal with facts and figures. Give them time to respond and listen to what they have to say.

Green

Personality traits:

Green personalities are patient, friendly and relaxed. They are easy to get along with and their behaviour is about trying to achieve harmony and stability. They are sociable and like to focus on the relationships between people. They do not like conflict and are much slower paced, more democratic in their approach to decision making.

How to communicate with them:

Be friendly and show genuine interest in them. It is important to them to develop trust so be sociable and informal before talking about business. Be sure to explain ideas fully and give them the opportunity to express their opinions by asking open questions. Do not try to dominate the discussion or push them to make decisions quickly without giving them time to weigh up the information for themselves.

Red

Personality traits:

Red personalities are competitive, strong leaders who need to be in control. Their behaviours are based on achieving their own objectives and goals and focussing on task achievement rather than people aspects. They often take risks, acting with purpose and confidence to dominate situations.

How to communicate with them:

Make sure you stick to the point; don't be vague or waffle. Reds value their time so will get impatient if you waste it with off topic, irrelevant or personal questions. Give them the facts, talk about results and outcomes and avoid too much detail. Reds are highly competitive, natural leaders and they will not like it if others take control. They are fast paced thinkers, which makes them great to bounce ideas off.

Yellow

Personality traits:

Yellow personalities are friendly, imaginative and expressive. Their behaviour is about socialising, networking and influencing to achieve what they need. They want to be everyone's friend and like to be very informal, optimistic and animated. They are fast paced thinkers with strong imaginations and lots of energy.

How to communicate with them:

When communicating with a yellow personality it is important to socialise before getting to business. They don't like it when you are too impersonal or appear to be detached or aloof. Be enthusiastic and energetic when discussing ideas and try not to be too task-focused or get hung up on the details of a particular project. Ensure you are sociable with them and acknowledge their ideas and contributions.