

Leadership Training Student User Guide

Definitions of a team and a team leader

In order to have a team you need a team leader. A simple but true definition for a team leader is:

**A Leader is a person
who others will follow**

The performance and success of a team and the performance of the team members is often directly related to the leadership behavior demonstrated by the team leader. There are several definitions for a team, the following is very straight forward:

A **Team** is a small group of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

Jon R. Katzenbach, *Wisdom of Teams, Creating the High-Performance Organization*

As a leader your behavior, actions, and the way you work with others is observed by your team members. Therefore, a quality leadership style is highly critical to the overall success of your team. (Go to Appendix C, page 12, to learn more about the importance of a team leader). This training course will provide you with a series of skills and technics to help you deliver the right kind of leadership that fits you and is effective with your team.

Getting Started

This training program is to be used to help you build or build on your foundation as a leader of a group with a specific goal in mind. See .As you review the content you may find that your immediate needs are in one area and therefore you should focus your studies on that area of learning. Or, you may want to go through the entire set of lessons.

The training content has been designed so that you can do it all, or you can do only the lessons you need to develop or refine a specific skill set, or you can work on one or a few skills at a time and then come back for more when you have more time. This flexibility is one of the features of the design of this training course.

The best way to start your training program is to read through this guide, the Student User Guide. It will give you a sense of how the training is organized and structured. After you have read the guide login to the training program (instructions are on the bottom of page 3) and click on Module 1. Watch the introductory video; this will take less than three minutes. Next we suggest you review the Module 1, Lesson 1 video and training materials. At the completion of

these efforts you will have a strong understanding of the materials, the training approach, the time to complete one lesson and you will have learned quite a bit on how to start forming a project team.

If you choose to work on specific skills we have created a Skills and Lessons Cross Reference Chart to help you determine which lessons and skills to work. The chart is in Appendix A, page 8.

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The Goal of the Leadership Training Program

As the team leader it is your job to manage the tasks and to “lead” the team in achieving the team goals. Although sometimes it is necessary, most of the time you do not manage the team members, you guide them and help them to jointly make decisions. You and your team will act together to define the team goal(s), to establish tasks and each individual’s role in the team, and to build a plan to achieve the goals.

Typically a team is asked to complete a task; such as, set up and run a fund raising activity or develop a plan for a community event. How that gets done is up to the team to determine. This means that the team leader will gather the team together and solicit input. The team will develop plans and schedules. Sounds simple, but it can be challenging. Through the lessons in this training program you will learn how to organize your team, set goals, run meetings, diffuse contentious issues and many other skills necessary to deliver a successful project.

Objective of the Leadership Training program

Leadership is no longer a skill required at the top of an organization, distributing leadership at every level of the organization will develop each person’s autonomy, engagement and fulfillment. By empowering the volunteer leaders, through a quality training program they will become more comfortable in their role; therefore, happier, more satisfied, more confident and as a result more efficient.

The objective is to create a way for the volunteer leaders from the Pennsylvania Southeast Conference (PSEC) churches, churches from other denominations and non-profit organizations in the PSEC local communities to practice the basic disciplines of team building and project leadership. Utilizing the training program and materials will help you, the volunteer leader, be better prepared for the leadership job(s) you have accepted. The lessons will be presented in small digestible pieces, and are available when you can devote the time, anytime you want.

Each module of the training program exposes you to new ideas on attitudes, attributes and skills that will enhance your ability to involve others in decision-making, galvanize people with their energy and enthusiasm so that they give their best, help you be approachable and available, and show you how to create an environment where everyone feels they are being listened to and respected.

Student User Guide

A link to this Student User Guide is on the Home Page. You do not need to log-in to the application to access the Student User Guide. It will provide information on how to use the product and get the most out of your efforts.

Accessing the Leadership Training program

Access instructions and passwords to the Leadership Training are provided to your local non-profit organization. They will give you the access instructions and the access key (sometimes called password). The basic instructions are:

Logging in to the application

1. Get the access key from your organization’s leadership.
2. Click on <https://essentialshift.expertlearning.net/>
3. Scroll down to the registration instructions and complete the form.

- a. You will be asked to enter your username. At this time enter a name you would like for your own user name.
- b. Next to the word Password you click on "[Click to enter text](#)". A blank box will appear. Enter the password you would like to use.
- c. NOTE: be sure to copy both of these words and keep them in a safe place. You will need them the next time you log in.

Logging in to a Module

1. There are 4 training modules:
 - a. Module 1: Effectively Engaging a Project Team
 - b. Module 2: Effectively Running a Project Meeting.
 - c. Module 3: Listening Fully, Responding Intentionally
 - d. Module 4: From Conflict to Conversation
2. Select one of the modules by scrolling to the blue box that says "Enter here". Click on the box. The first time you select a module you will be asked to complete the enrollment page. You will need to have your access key to complete this form

Our Story

There is a brief story, called "Our Story", describing the genesis of this training program. You may find it interesting. Find the blue box that says "Our Story. How this classroom came to be".

1. Click on [Read More Here](#).

Navigating the screens

The Home screen

The home screen serves several functions.

1. Access to the modules and lessons
2. Registration instructions
3. Access to "Our Story"
4. Student User Guide
5. Navigation frame.

The Training Module screen

Each training module has 4 components.

1. Module introductory video
2. Lesson 1 and topic video
3. Lesson 2 and topic video
4. Lesson 3 and topic video

The first time you try to enter one of the training modules you must:

1. Log-into the training application. You will go to the home screen, scroll to the module you wish to access, then click on the [Enter Here](#) button.
2. You will be taken to an Enrollment Page.
3. Scroll down to [Self-enrollment \(Student\)](#).
4. Click on the box with [Click to enter text](#).
5. A box will appear. Enter the enrollment code provided to you by your organization's appointed training administrator.
6. Click on [Enroll Me](#).

Leader's Guide and Other Guides

Included in each lesson is a Leader's Guide. Click on the listing and the guide will be presented for your review. Please read each Leader's Guide as they contain much enriching information.

Most lessons will also contain worksheets and other guides appropriate to the lesson. These worksheets will contain valuable information and practice exercises to help you learn the skill being taught. Click on the guide or worksheet of choice. You will be directed to that document.

Return to the lesson after completing a quiz

Several lessons contain a quiz. When you complete a quiz you can return to the main menu by clicking on the Lesson in the Navigation frame in the right hand side of your screen.

Activity completion

To the right of each activity in a module there is a small box. Place the cursor in the box and click on it. This will put a check mark in the box to record that the exercise is completed.

Navigation Frame on each page

This frame is found on the right side of each screen. It is a guide to all screens that you have accessed or have rights to visit. It is a shortcut method for navigating the training screens.

How to use the training materials

Introductory videos

Videos will give you a brief overview of the module content and help to set your expectations. View the lesson video, this will provide detail on the current lesson and help provide some background as you proceed to the Leader's Guide and other documents contained in the lesson.

NOTE: some phones will not support our videos and hence make it difficult to observe the video lessons on your cell phone.

Leader's Guide

Upon completion of each lesson video you should read the Leader's Guide.

Worksheets

You should also plan time to review the worksheets provided in each lesson to help you practice the skills taught in the lesson. NOTE: by taking this course you are trying to learn new skills and change some habits that may interfere with good team leadership. This takes time and practice. Many of the worksheets will ask you to do some exercises multiple times over several days. Deliberate action on your part will help you learn and retain new skills.

Quizzes.

Most lessons have a quiz to help you understand what you have learned and possibly highlight lessons you have need for additional review. These quizzes are optional and the results are provided to you.

Badges

Badges are online certificates that celebrate your accomplishment. . It is a formal way to acknowledge successful completion of all the activities in a module. Earned badges will automatically appear in your Dashboard

How to earn badges and what they are. For example: How do you earn a badge for Module 2?

1. There is a frame on the right side of the Module screen. This chart tells you which activities you need to do to complete the Module.
2. As you complete the required activities, click the checkbox to the right of each activity.
3. Once all required activities have been checked off, your Badge of Completion will display in your Dashboard.

Videos

There are many videos presented throughout the lessons. Operation of these videos is the same as any other videos you may watch on your computer.

1. Click on the arrow in the center of the video, this will start the video.
2. Adjust the volume to your comfort level.
3. In the bottom right corner there is a square. Click on the square and the video will expand to full screen.
 - a. There are two ways to return the picture to the original size.
 - i. Press the escape key and the video will reduce to the original size.
 - ii. In the bottom right corner there is another square. Click on the square and the video will reduce to the original size
 - b. You can operate the computer's sound volume and other computer functions when the video is in the original size.
 - c. You can operate the Lesson features when the video is in the original size.
 - d. You can operate sound, stop/pause, start, and video settings when the video is in original size and when it is in expanded screen size.
4. Video settings. In the bottom, right side of the video screen there is a gear icon. Click on this icon. You are given 3 options:
 - a. Speed. This allows you to speed up the video or slow it down. This affects the sound speeds as well.
 - b. Subtitles. If you are hard of hearing or in a very noisy environment you may select to have closed captions on. This may be done from within the settings area by clicking on the Subtitles option or by clicking on the CC option on the main video screen.
 - c. Picture Quality. You may adjust the quality of the picture to match the capabilities of your monitor. The default is 720 p which is in the HD range of options.

Getting the most out of these lessons

Throughout this series of lessons we are trying to help you create changes in your personal behavior. THIS IS HARD. Research has shown that individuals, no matter how motivated, do not easily make changes in their behavior. AND, once the change is made it is very hard to maintain that change.

For these reasons we ask that you determine which changes are the most important to you. Then practice, practice, practice! You may find that after a short period of time after you learned a new skill you will need to practice again to maintain the skill ... even after you have successfully used the skill.

You do not have to learn everything at once. Each skill can stand on its own and owning that skill will help you improve your leadership. Learning more skills and compounding them in your contact with your team will make you feel much more secure in your leadership of an effective

team. Remember, more than anything else, the effectiveness of a team is a reflection of the skills of the leader.

We hope that you will enjoy the lessons, but mostly, we pray that you and your team have fun while successfully completing your tasks.

Appendix A: Skills and Lessons Cross Reference Chart

		Module 1			Module 2			Module 3			Module 4		
		Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3
Forming a Team		●											
	Calling the team together (Team Forming)	●	●	●									
	a. Create a positive climate	●	●		●								
	b. Build trust	●			●						●	●	
	c. Set goals			●		●							
	d. Set clear expectations			●		●	●			●	●		
	e. Make decisions			●		●	●						
	Build a team												
	a. Show empathy and understanding							●	●	●	●	●	
	b. Display enthusiasm & positivity	●						●					
	d. Create safety, help others feel valued and listened to	●						●	●	●	●	●	
	Create a shared vision		●										
	Listening							●			●	●	
	Craft goals and define action steps			●									
	Speak about difficult topics				●						●	●	
	Handle conflict effectively										●	●	●
	Resolve disagreements										●	●	
	Manage skillful dialogue							●	●	●	●		
Running a meeting													

		Module 1			Module 2			Module 3			Module 4		
		Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3
	Develop a meeting agenda					●							
	Create a positive climate	●	●		●								
	Set clear expectations			●		●	●			●	●		
	Facilitate a meeting					●							
	Meeting minutes												
	a. Meeting purpose and attendees					●							
	b. Discussion and decisions					●	●						
	c. Commitments, actions and due dates					●	●						
	d. New ideas for future actions					●							
	Set goals			●			●						
	Create action plan			●			●						
	Handle conflict				●						●	●	
	Handle issues				●						●	●	
	a. Handle differences of opinion							●	●	●	●	●	
	Ask good questions								●				
	Speak about difficult topics				●						●		
Communicating Effectively	Listening							●					●
	Communicating								●	●	●	●	
	Create conditions so that team members feel safe							●	●	●	●		●
	Respond with intention								●	●			
	Ask good questions								●		●		
	Help others feel their opinions are valued								●	●	●	●	
	Demonstrate courage in discussions and actions								●	●	●	●	
	Engage others	●	●					●	●	●			
	Demonstrate a "learner mindset" (open to learning from others)				●			●	●	●	●	●	●
	Be aware of your influence and your presence				●			●				●	●

		Module 1			Module 2			Module 3			Module 4		
		Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3	Lesson 1	Lesson 2	Lesson 3
	Be supportive and at the same time allow team members to "work things out"							●	●	●			
	Show empathy and understanding												
Handle Conflict	Understand and use constructive approaches during conflict situations												
	Handle issues				●								
	a. Handle differences of opinion											●	
	Ask good questions												
	Speak about difficult topics				●								
	Show empathy and understanding							●	●	●	●	●	
	Manage skillful dialogue										●	●	
	Create conditions so that team members feel safe							●	●				●
	Respond with intention								●	●			
	Help others feel their opinions are valued								●	●	●	●	
	Demonstrate courage in discussions and actions									●	●	●	
	Engage others	●	●					●	●	●			

Appendix B: Group Effectiveness

In his book, Process Consultation: Its Role in Organizational Development, MIT's Edgar Schein has identified several variables to measure group effectiveness:

1. **Goals:** Does the project team know what needs to be accomplished and when? Do team members know what the organization is trying to achieve?
2. **Participation:** Do team members have an opportunity to contribute in team meetings? In team meetings are all team members listened to?
3. **Feelings:** Members' feelings can play an important role in the effectiveness of the team. Can team members express their feelings? If they do, do they get empathetic responses?
4. **Diagnosis of team problems:** When process problems arise, are causes addressed, rather than symptoms?
5. **Leadership:** Does the team depend too much on a single person? Do team members other than the leader feel free to volunteer to meet group needs?
6. **Decisions:** Is consensus sought and tested? Are deviations appreciated? Once made, are decisions fully supported by the team?
7. **Trust:** Do team members trust one another? Can they express negative reactions without fearing reprisal?
8. **Creativity:** Does the team seek new and better ways to do things? Are individuals changing and growing? Since more effective groups produce better outcomes, both quantitatively and qualitatively, it is obvious that making groups more effective is very important. A particularly good way is to monitor and measure their effectiveness in the various aspects of group activity.

Appendix C: The impact of a Leaders belief in the team and its objectives

The strength of the leader's belief in the team performance objective is incredibly powerful.

In summary, the successful team leader: believes in the team's ability, believes in the team's performance objective, lets these beliefs show, takes the lead in needed actions, and allows others to express their feeling as long as their behavior works toward overcoming the struggle. The team leader and the team members will find that a successful team will eventually assume many of the "manager" functions as the team evolves.

Conviction at the top of the project drives down through the entire team, motivating and energizing the leader and the team members. As a result, leaders with the belief in their project and the ability to convey this belief, do not need remarkable leadership qualities, or even extensive training. They simply need to *believe in their purpose and their people* and understand the concepts of a progressive culture model !!

Once you have conveyed your commitment and belief you will find it much easier to perform the steps required for good team leadership. The roles and questions below are a guide for leaders to evaluate their performance.

Role or Task
1. Know individual members and their skills and resources
2. Understand the characteristics and needs of the team
3. Get and give information where needed
4. The team builds and documents the team vision, mission and strategic plans
5. Plan, schedule, organize, and set goals as a team
6. Use the team as a resource, asking for advice, help, and support
7. Lead and guide the team in its work, or some part of it
8. Represent the team (or member) to others
9. Coach for individual team member needs
10. Set an example for others in and outside the team
11. Produce results as a team and as a member
12. Evaluate team performance, needs, progress, and problems
13. Work with and/or lead the team to resolve team problems, identify issues and make decisions

Source: Mel Hensey, Collective Excellence Building Effective Teams, American Society of Civil Engineers, 1992

Finally, the team leader must constantly review his or her own performance in several basic principles to assure that his or her performance encourages continued team growth.

Appendix D: Questions that a leader should be asked as he/she performs self-reflection

- 1 Have I adopted a team or a working group approach? Do I:
 - a Make all important decisions?
 - b Make all work assignments?
 - c Make all evaluations of individuals?
 - d Ensure work is conducted primarily on the basis of individual accountability?
 - e Do I do any “real work” beyond decision-making, delegating, and agenda setting?

- 2 Am I striving for the right balance between action and patience within the team? Do I:
 - a Promote constructive conflict and resolution?
 - b Use distance and perspective to keep the team’s actions and directions relevant?
 - c Intimidate anyone on the team?
 - d Constantly challenge the team to sharpen its common purpose, goals, and approach?
 - e Inspire trust in people by acting in concert with the team’s purpose and the team?
 - f Create opportunities for others, sometimes at my expense?

- 3 Am I able to articulate a team purpose and act to promote and share responsibility for it? Do I:
 - a Think about and describe my assignment in individual or hierarchical versus team terms?
 - b Identify and act to remove barriers to team performance?
 - c Blame individuals for failure to perform, either within or beyond the team?
 - d Excuse away performance shortfalls by pointing to “uncontrollable” outside forces?

Jon R. Katzenbach, Wisdom of Teams, Creating the High-Performance Organization