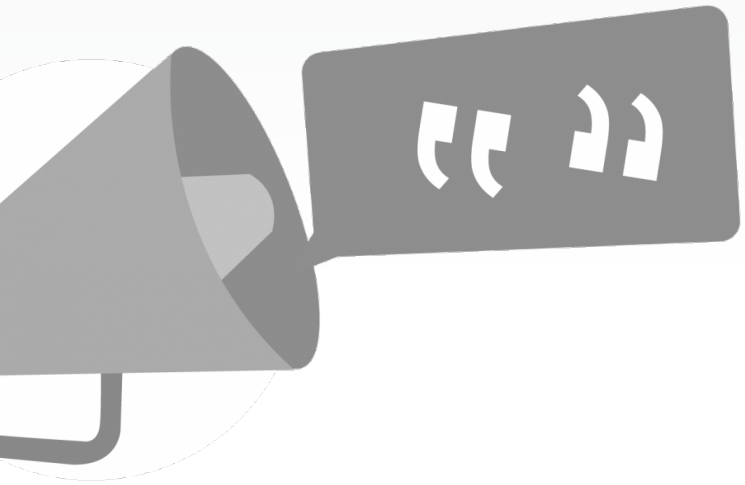
Building Team Spirit Among Educational Staff

KA1 ERASMUS+ COURSES FOR TEACHERS AND TRAINERS

1 - 4 October 2018

ESMOVIA
Training and Mobility

Main Objective



Acquire skills and knowledge to **create solid** and **productive teams**, overcoming the barriers of interpersonal relationships and getting the best out of each person.

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Contents

1. Describe the team-building process and roles in team
2. Demonstrate effective communication skills
3. Identify the role of team leader
4. Acquire effective motivation tools
5. Explore strengths and potential of well-structured and balanced team

Building Team Spirit Among Educational Staff
TEAM BUILDING

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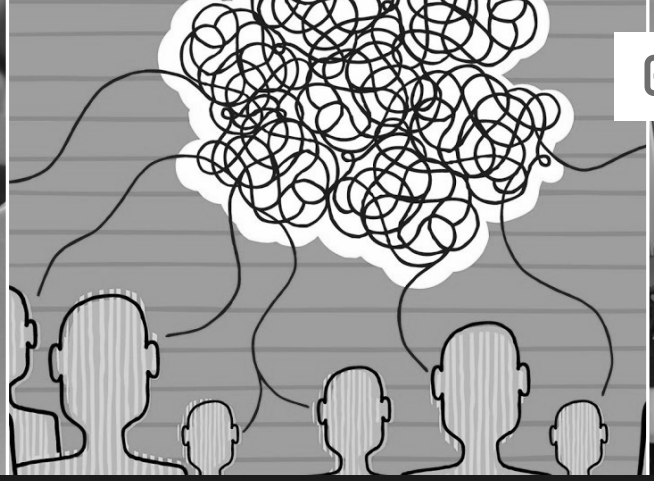
Contents

1. Phases of group development
2. Group Dynamics
3. Team structure: Roles, Objectives and Decision making
4. Limits and obstacles in team work
5. Individual value of each team member



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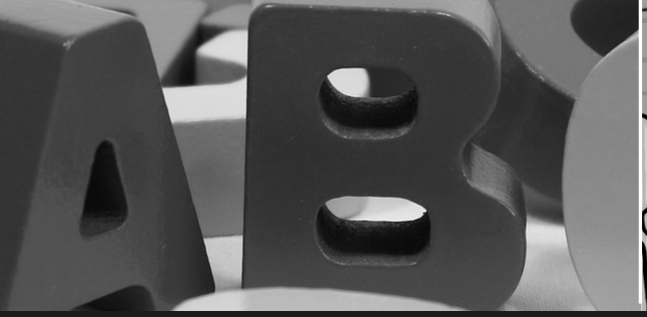
Icebreaker

Have you identified many things in common? Which ones? How important is to do it?

If we did this activity with you and other professionals in your school, could it be useful? What is the advantage of having good relationships with the people we are working with?

Has your first impression of some people in the group been confirmed? What impressions have been confirmed and which have not? How do first impressions or prejudices/stereotypes affect the way we relate to others?



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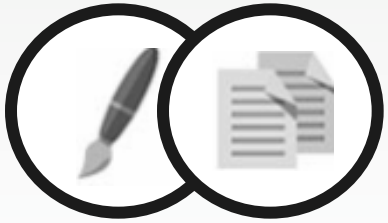


Differences between Work Group and Work Team

Work Group vs. Work Team

Work Group

"Set of people composed of one or more persons in charge and their direct collaborators, framed in an organizational structure, which assumes some functions or objectives, and performs a series of tasks oriented to the fulfillment of these objectives".

Team Work

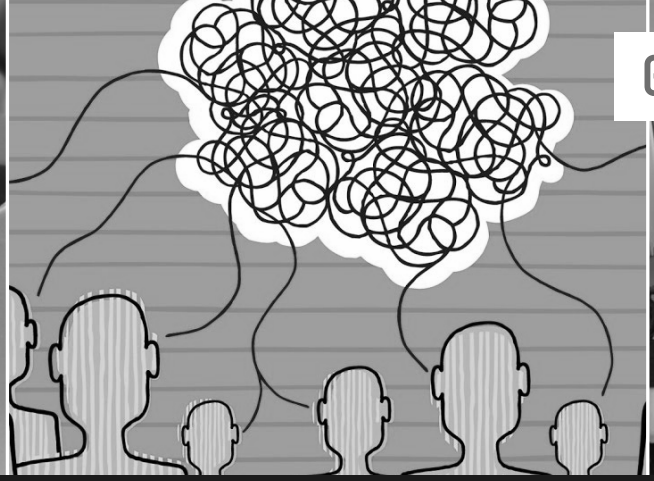
“Any cohesive work group, composed of people with complementary skills and knowledge, committed to a common purpose, objectives and approach, for what they feel mutually responsible”.

Work Group vs. Work Team

Group Work	Team Work
• They have not necessarily the same goal.	• They develop commitment to the same goal.
• They can be homo/ heterogeneous in respect of their abilities.	• It is small and it incorporates skills and abilities that its complement each other.
• They may or not collaborate with the task.	• They collaborate with each other.

Work Group vs. Work Team

Group Work	Team Work
• Sometimes they meet their own needs instead of the group's.	• They provide the needs of the group first and then the personal needs.
• Responsibility is primarily individual.	• Responsibility is collective.
• Synergy is neutral (or negative).	• Synergy is positive.



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Phases of development of a group

1. How does the performance of a team work develop over time?

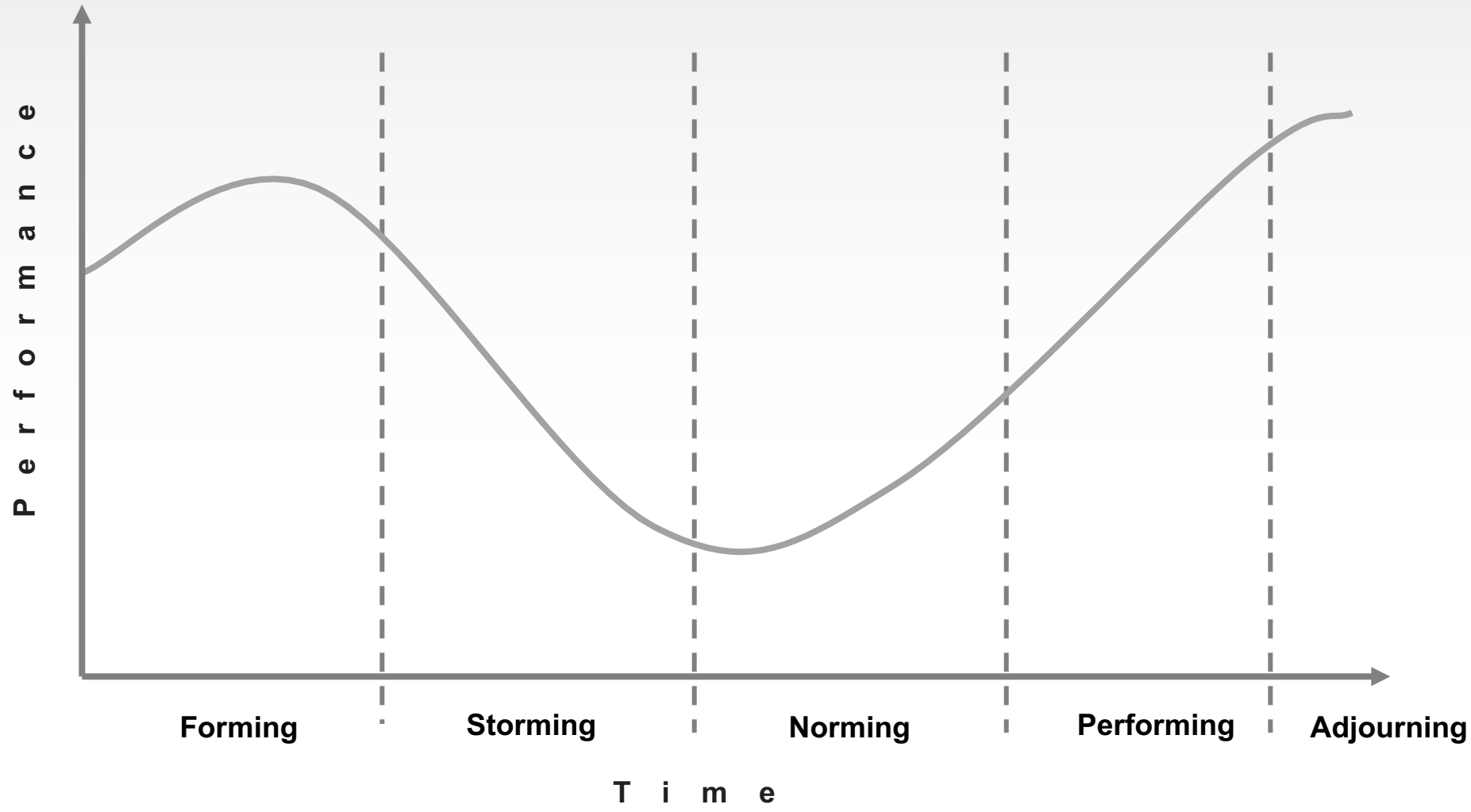
2. What are the phases through which a group passes to be a team?

What is the typical development of a Team Work?

The model **Forming – Storming – Norming – Performing** (1965) describes the typical evolution of a group in a team.

A **group** is **transformed** into a **team** by necessarily going through these phases and **developing** importants **skills** for the success of the team.

Tuckman's Model



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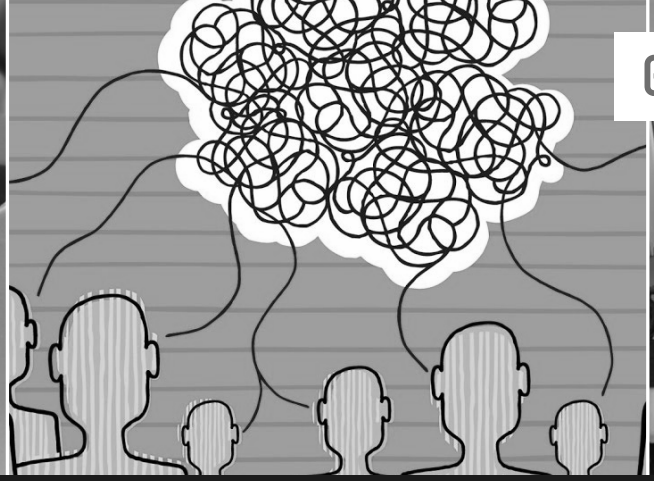
Tuckman's Model

	SENTIMENTS	BEHAVIOUR
FORMING	1. Expectation - satisfaction 2. Insecurity, need to be accepted 3. Anxiety about the work to be done	1. Define the task and decide how it will be done 2. Avoid disputes and conflicts 3. Individual actions
STORMING	1. Resistance to the task. 2. Doubts about the team and the chances of success. 3. Tensions and stress	1. Discussions, expression of differences of opinion 2. Formation of alliances 3. Competitive behavior

Tuckman's Model

	SENTIMENTS	BEHAVIOUR
NORMING	1. Confidence building 2. Acceptance of group membership 3. Confort Comfort, feeling that everything is going to work well	1. Adaptation and mutual acceptance 2. Agree objectives, norms, values, methods of work, taboos, etc.
PERFORMING	1. Trust and security 2. Satisfaction with the group process	1. Effectiveness 2. Mutual support and collaboration 3. Autonomy and competence of the team



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Wedding dress

Building Team Spirit Among Educational Staff
COMMUNICATION

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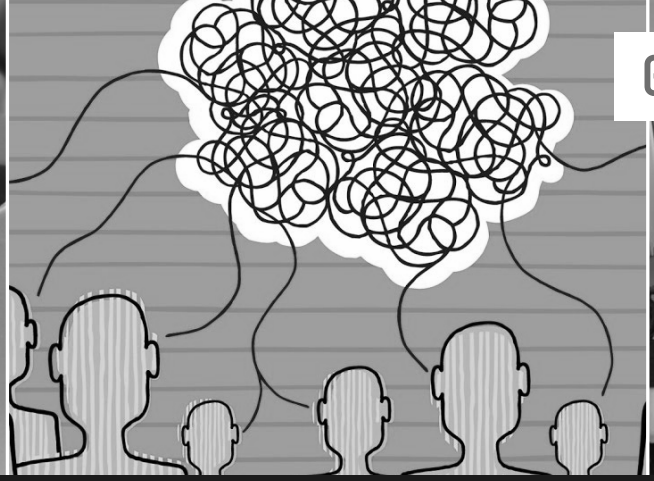
Contents

1. Different communication styles
2. Verbal and Nonverbal communication
3. Active listening
4. Rephrasing to reach out
5. Practical activities. Group work



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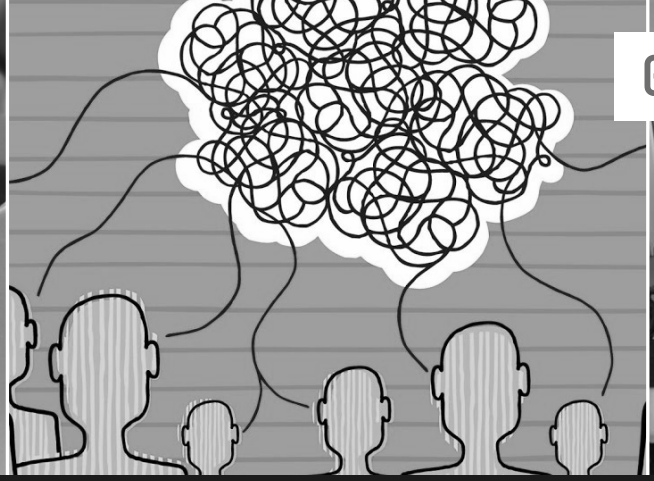
Choose the Quote You Prefer



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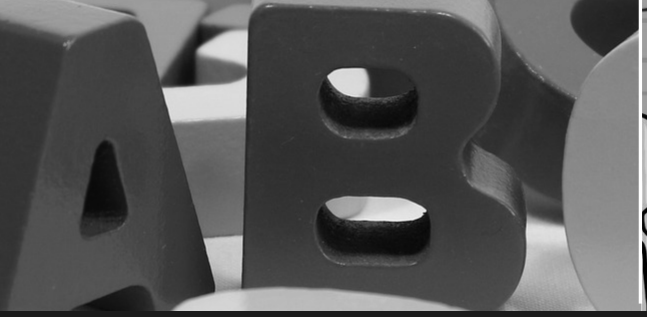
RolePlaying: Communication styles

To build the character you can think about:

- How does that person act?
- What does he/she say?
- How does he/she move?
- What gestures, words, verbs, expressions does he/she use most often?
- What body language does he/she usually assume?



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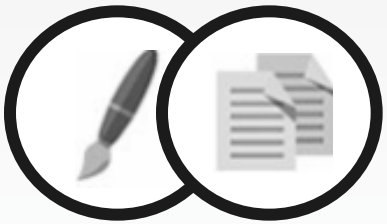

Communication Styles

Understanding Your Communication Style

Good communication skills require a high level of **self-awareness**.

Understanding **your personal style** of communicating help you to create good and lasting impressions on others.

By becoming more aware of how others perceive you, **you can adapt** more readily to their styles of communicating.

Instead, you can **make another person more comfortable** with you by **selecting and emphasizing** certain behaviors that fit within your personality and resonate with another.

There are 3 basic communication styles

PASSIVE	You put the rights of others before your own, minimizing your own self worth.
AGGRESSIVE	You stand up for your rights but violate the rights of others.
ASSERTIVE	You stand up for your rights while maintaining respect for the rights of others.

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Elements of basic communication styles

Characteristics

PASSIVE	AGGRESSIVE	ASSERTIVE
• Indirect • Always agrees • Doesn't speak up • Hesitant	• Achieves goals, often at others' expense • Domineering, bullying • Patronizing superiority, sarcastic	• Non-judgmental • Observes behavior rather than labeling it • Trusts self and others • Self-aware • Open, flexible, versatile • Playful, sense of humor • Proactive, initiating

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Elements of basic communication styles

Confrontation and Problem Solving

PASSIVE	AGGRESSIVE	ASSERTIVE
• Avoids, ignores, leaves, postpones	• Must win arguments, threatens, attacks	• Negotiates, compromises
• Agrees externally, while disagreeing internally	• Operates from win/lose position	• Confronts problems at the time they happen
• Expends energy to avoid conflicts that are anxiety provoking		• Doesn't let negative feelings build up
• Spends too much time asking for advice, supervision		
• Agrees too often		

Elements of basic communication styles

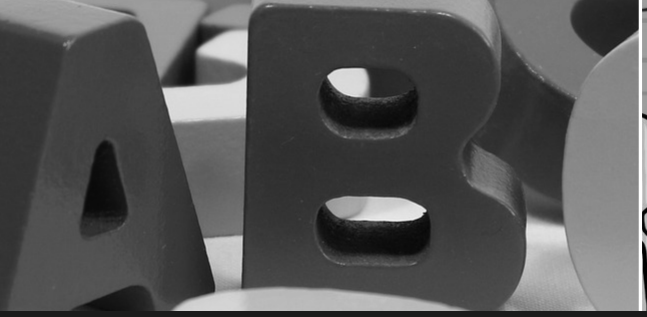
Effects

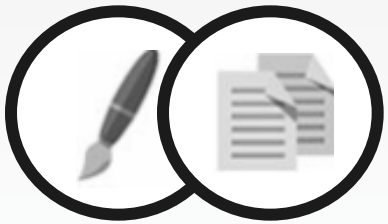
PASSIVE	AGGRESSIVE	ASSERTIVE
• Gives up being him or herself	• Provokes alienation from others, ill health	• Increased self-esteem and self-confidence
• Builds dependency relationships	• Wastes time and energy oversupervising others	• Increased self-esteem of others
• Doesn't know where he or she stands	• Pays high price in human relationships	• Feels motivated and understood
• Slowly loses self esteem	• Fosters resistance, defiance, sabotaging, forming alliances, lying, etc.	• Others know where they stand
• Promotes others' causes		

Understanding Your Communication Style

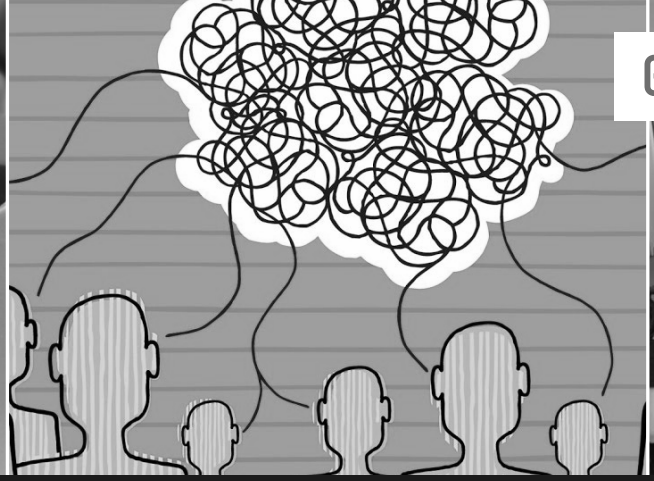
Clearly, the **assertive style** is the one to strive for. Keep in mind that very few people are all one or another style. In fact, the passiveness and aggressiveness are essential at certain times such as:

PASSIVE	AGGRESSIVE
• when an issue is minor; • when the problems caused by the conflict are greater than the conflict itself; • when emotions are running high and it makes sense to take a break in order to regain perspective; • when your power is much lower than the other part.	• when a decision has to be made quickly; • during emergencies; • when you know you're right and that fact is crucial; • stimulating creativity by designing competitions destined for use in training or to increase productivity.





Nonverbal Communication



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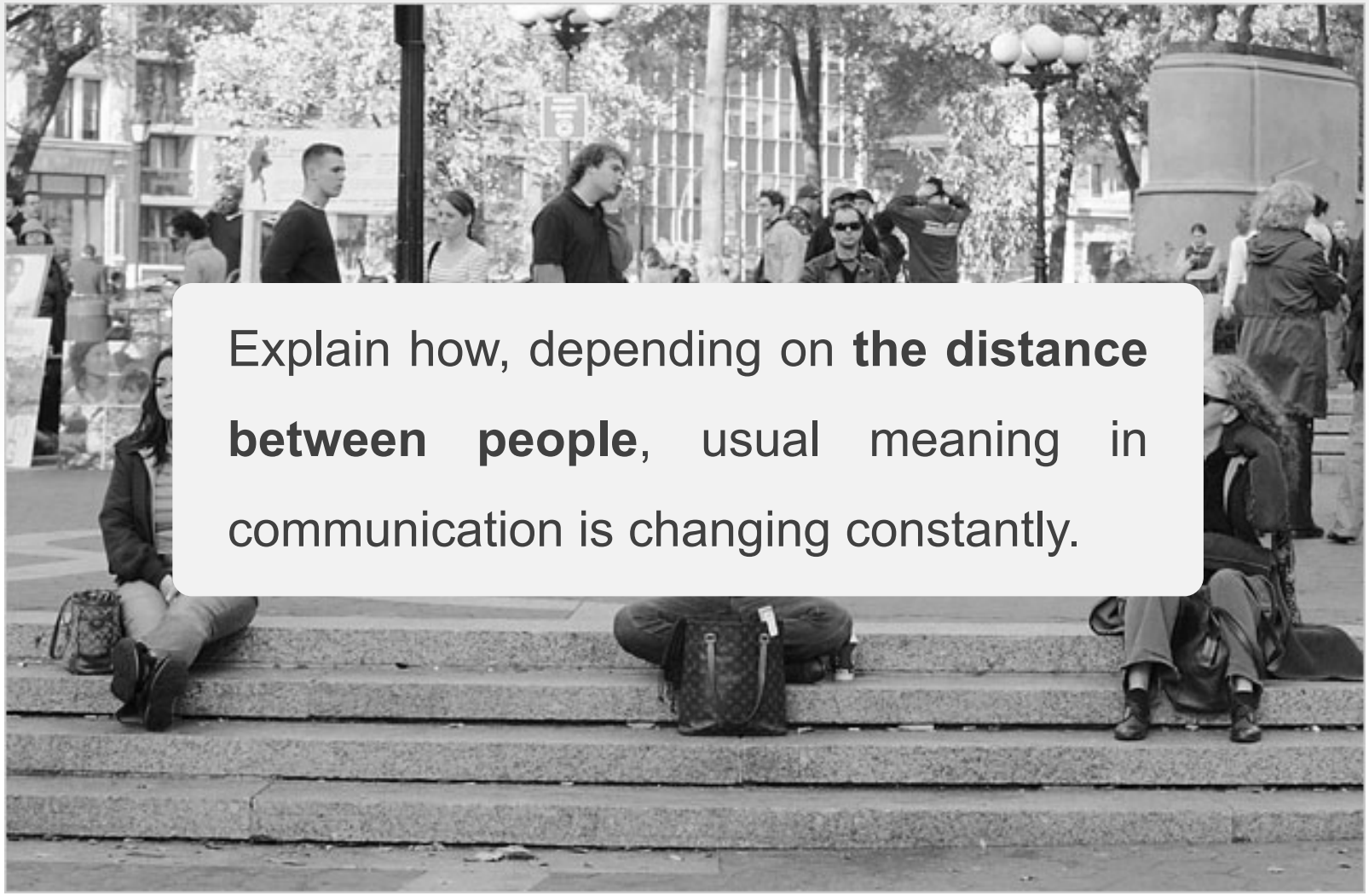
Proxemics

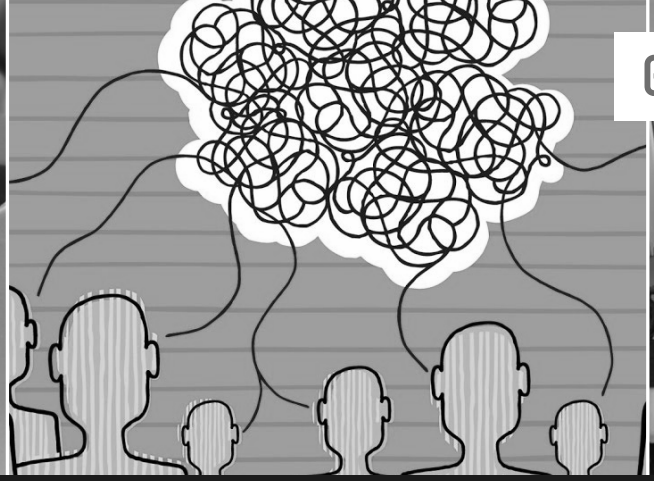
What does Proxémics mean?



Explain how, depending on **the distance between people**, usual meaning in communication is changing constantly.

Communication Space

SPACE	DISTANCE	USUAL MEANING
INTIMATE	Physical Contact 45 cm.	Sexual: high level of involvement
PERSONAL	45 cm. - 120 cm.	Affective: Personal Relationship
SOCIAL	120 cm. - 350 cm.	Social: more formal
PUBLIC	> 350 cm.	Communication with Groups



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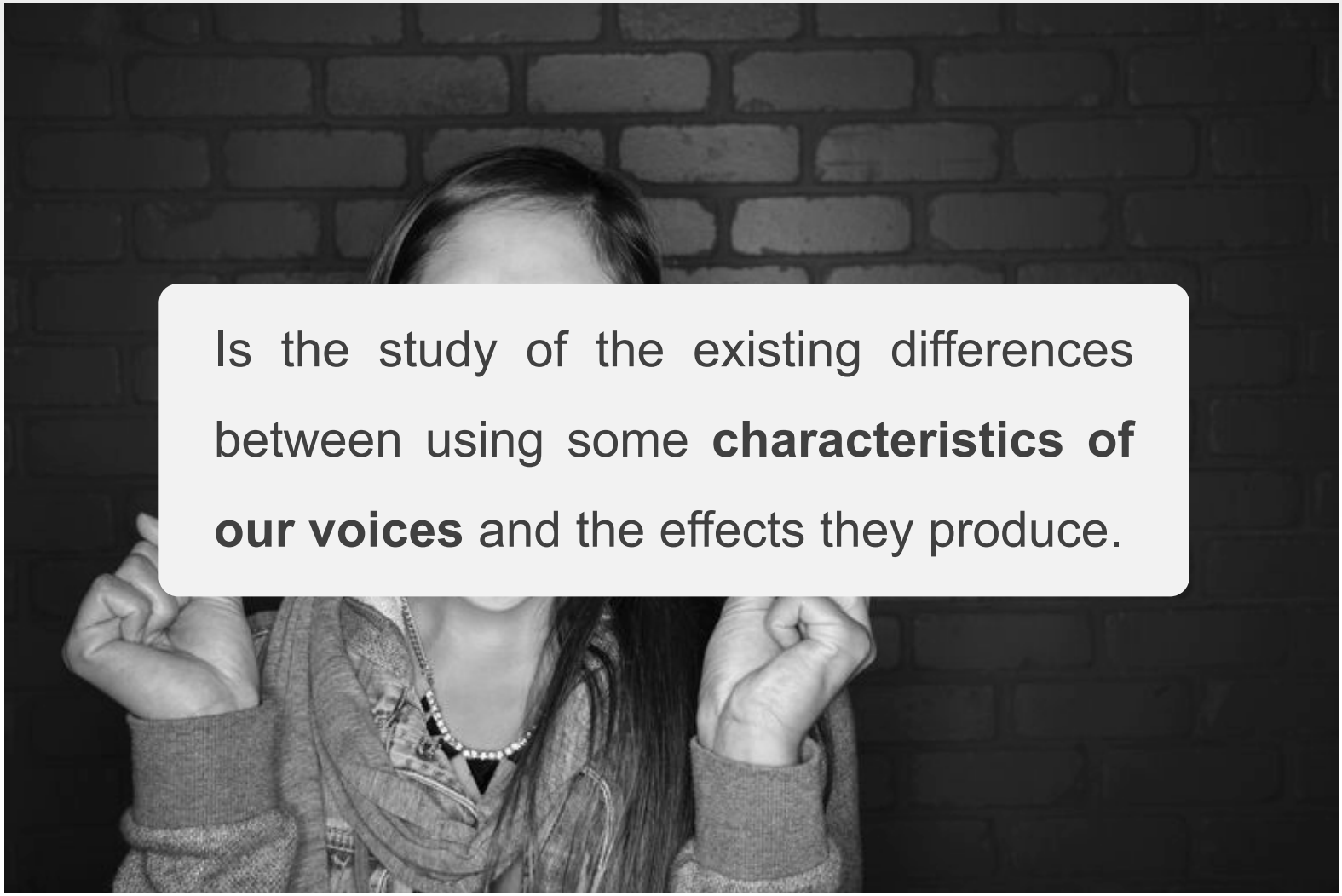
Paralinguistic

What does Paralinguistic mean?



Is the study of the existing differences between using some **characteristics of our voices** and the effects they produce.

Paralinguistic... What accompanies the words.

Speed

Volume

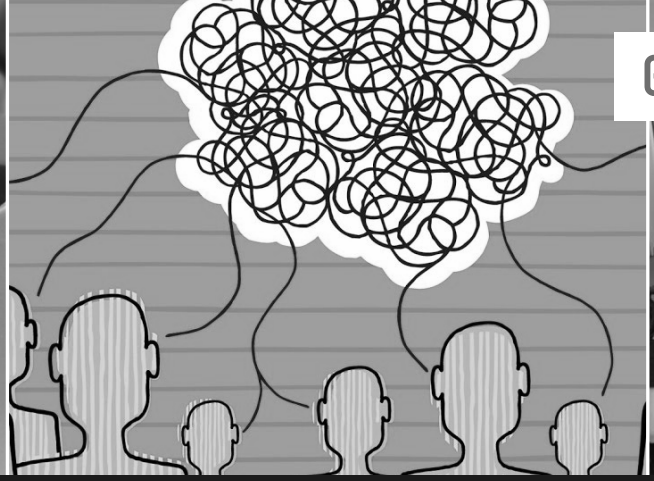
Intonation

Vocalization

Captures attention and interest

Influnces the comprehention

Transmits self-confindence



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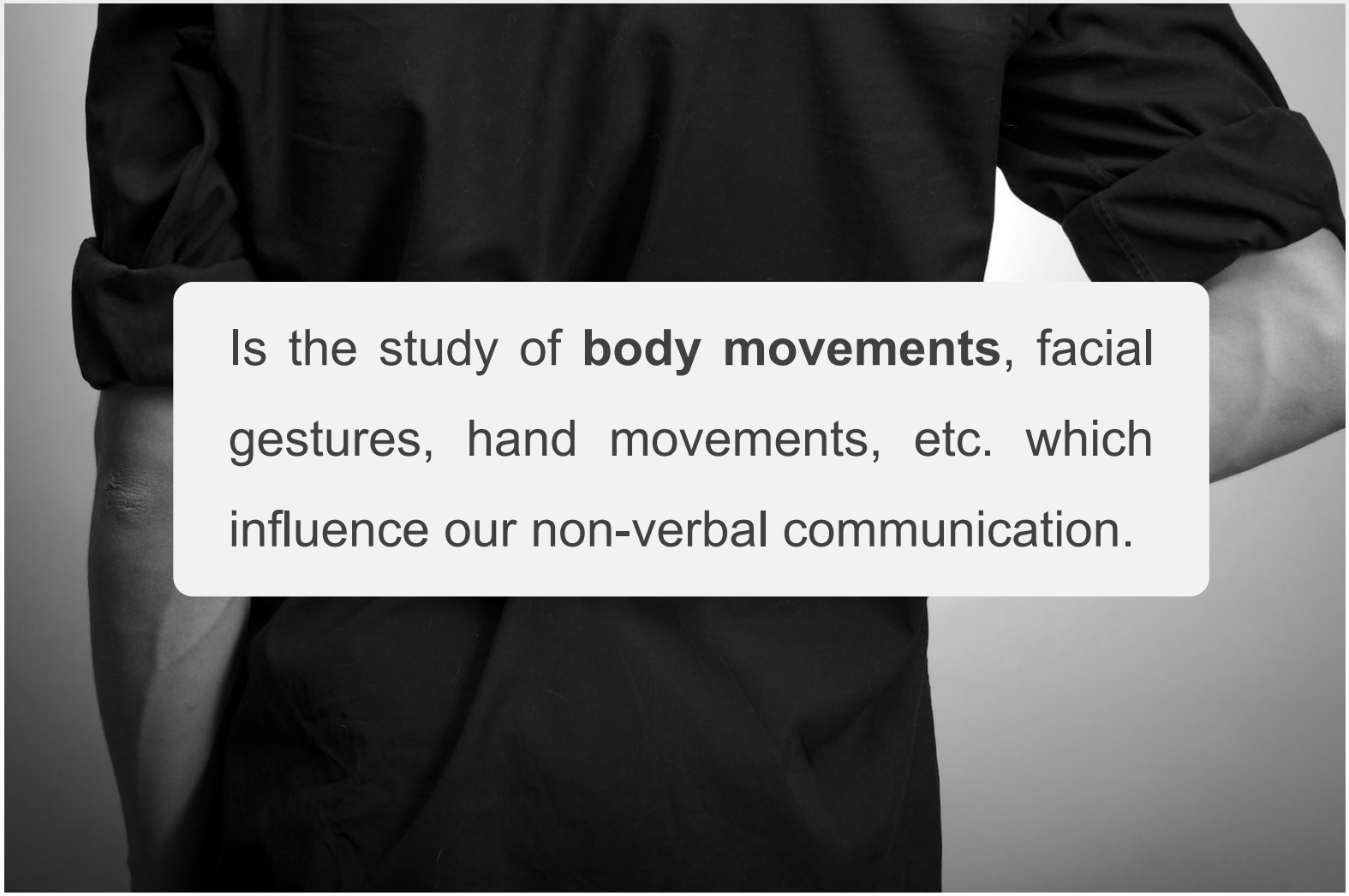
Kinesis

What does Kinesis mean?



Is the study of **body movements**, facial gestures, hand movements, etc. which influence our non-verbal communication.

Kinesis

Gaze

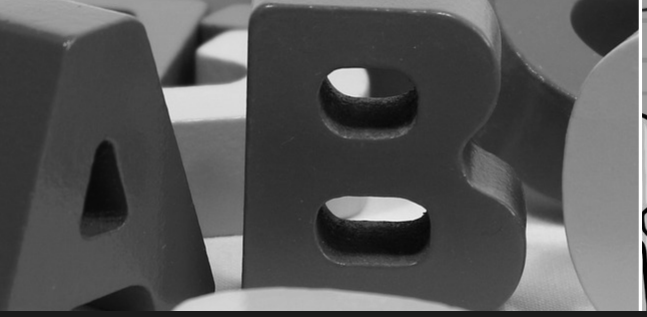
Posture

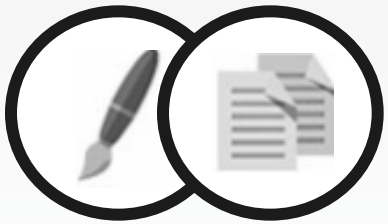
Gestures

Gaze: Attention, Self-Confidence

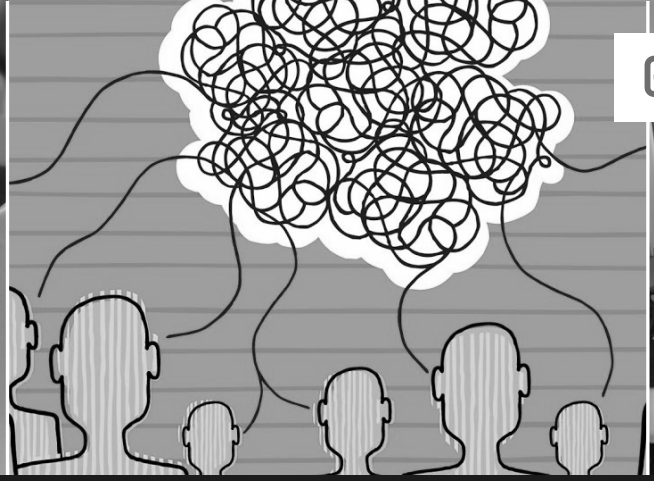
Posture: Security, Self-Esteem

Gesture: Ease, Persuasion





Verbal Communication



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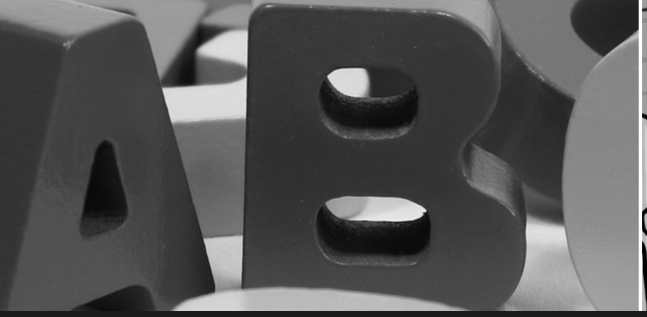
The Important Story



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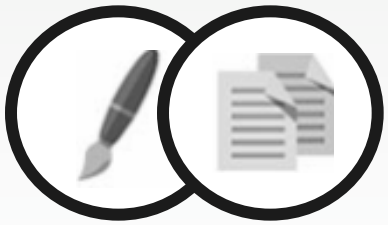
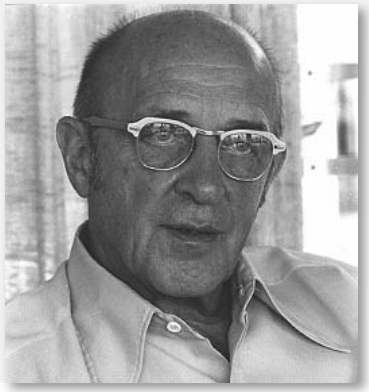


Active Listening

Active listening

BEGINNING: *"Therapy focused on the client"*

Carl Rogers (1957)



PURPOSE:

- Create a open, sympathetic and receptive communicative climate.
- Show empathy - Put yourself in the other's place.
- Smooth situations of stress, tension or conflict.

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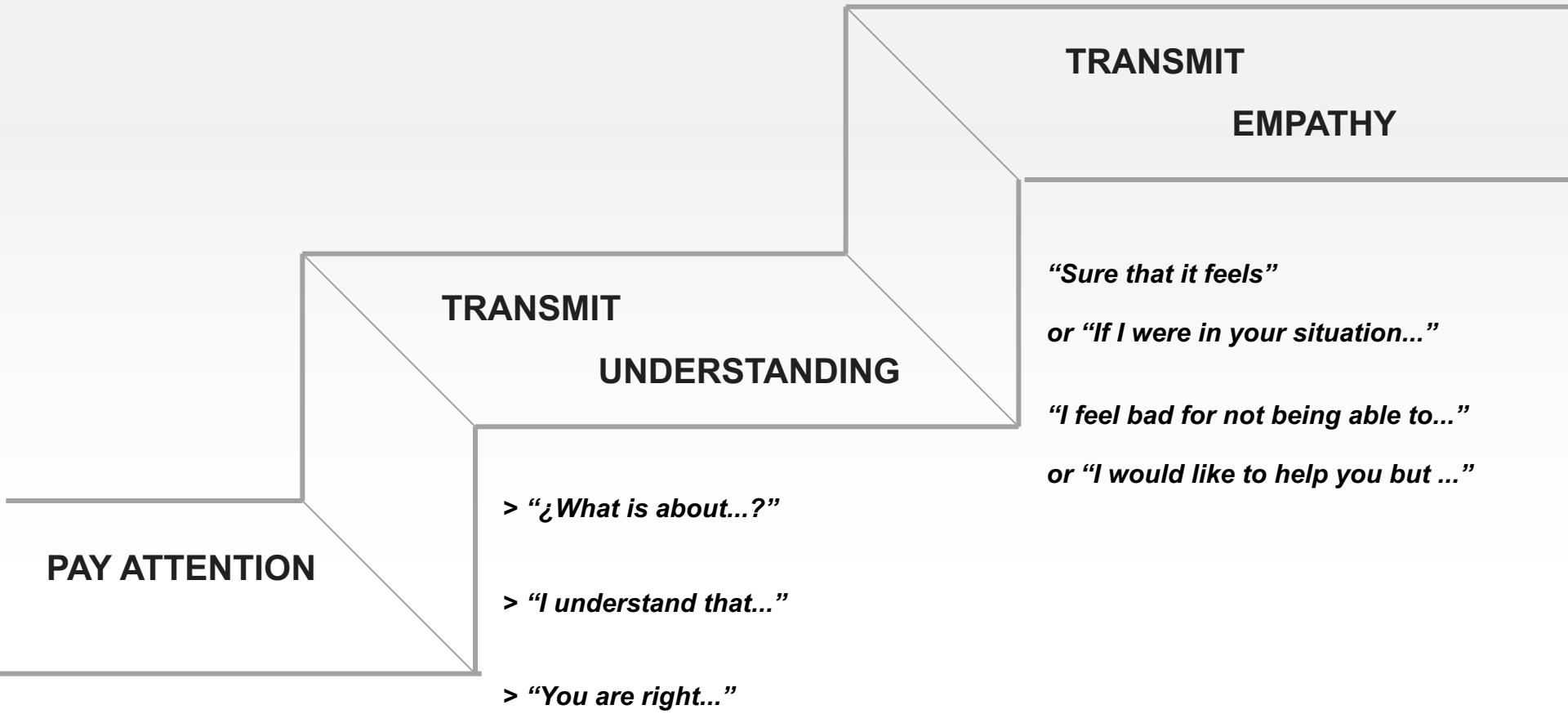
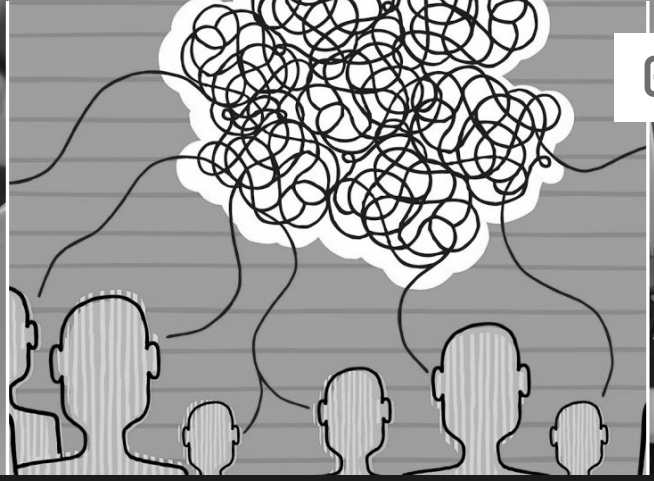
Escucha Activa

"The opportunity that others listen to our opinions and preferences makes us **feel treated with respect and dignity**".

Investigation on procedural justice, Lind y Tyler (1988)

The 3 Stages of Active Listening





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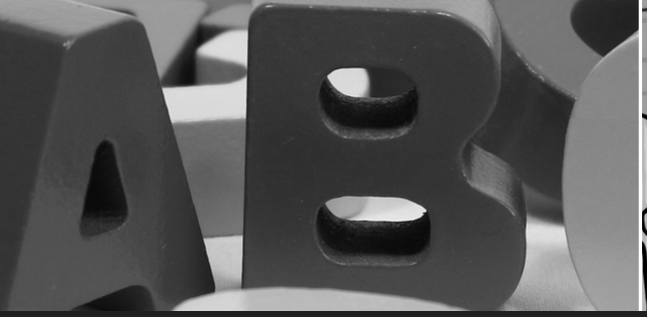
Feedback Balls



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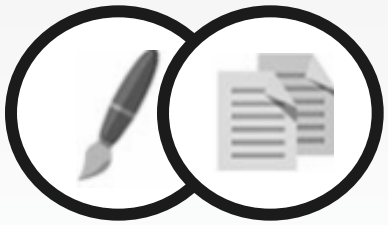

Feedback

What is Feedback?

Inform people of their **performance levels**

and indicate them how they can improve.

Why is it important?

- To make sure people fulfills the expectations.
- To keep people **in line with** the goals and guidelines.
- To promote **lifelong improvement**.
- To **motivate** and **encourage...**
- …

Why is it important?

The feedback tells people if they are **working well**, if they have to improve their work, make changes or ask for help.

4 Feedback Levels

4. Involve the person in the Feedback.

3. Inform the person of their performance.

2. Criticize the behaviour in a negative way.

1. Criticize the person in a negative way.

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What are the basic guidelines for giving feedback?

SHORT

- Less is more.
- Focus on the essential.

CONCISE

- Specific, descriptive and concrete.
- Focus on behaviours.

CONSTRUCTIVE

- It should encourage the individual.
- Conveying trust.

Building Team Spirit Among Educational Staff
TEAM LEADER

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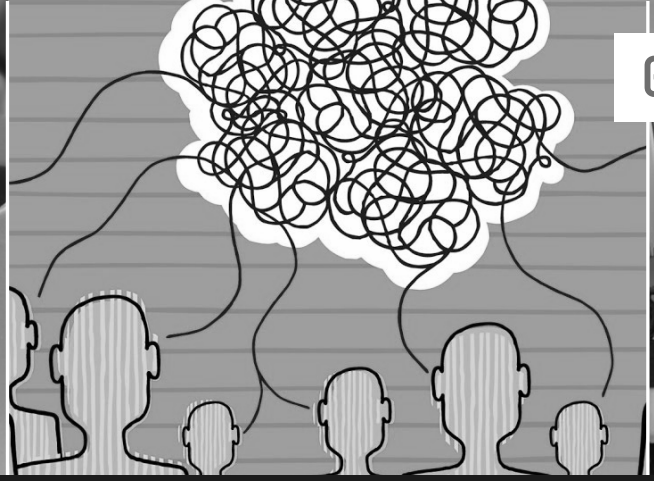
Contents

1. Team leader as a group mediator
2. Boundaries in team leading
3. Different leading approaches
4. Practical activities. Group work



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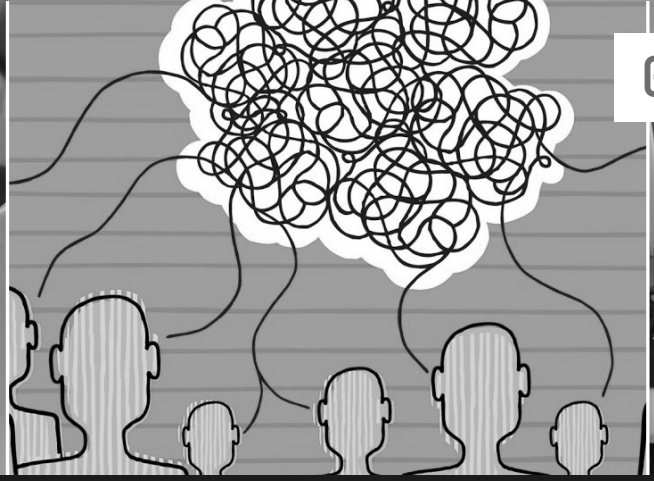
Leader and follower



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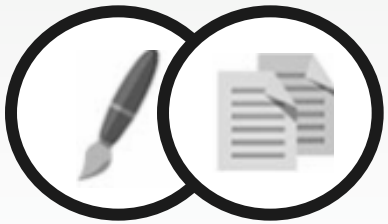
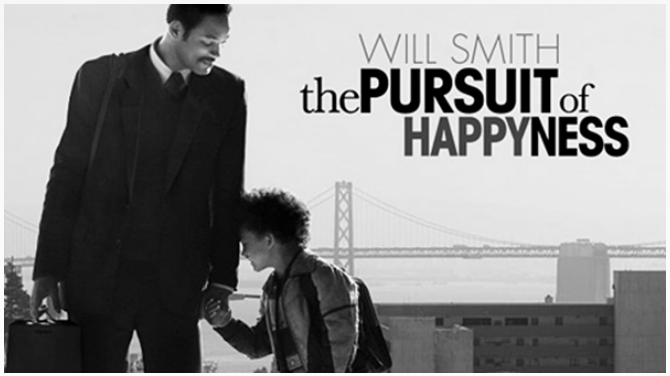
Leadership vs. Self-Leadership



Leadership vs. Self-Leadership

Self-Leadership vs. Leadership

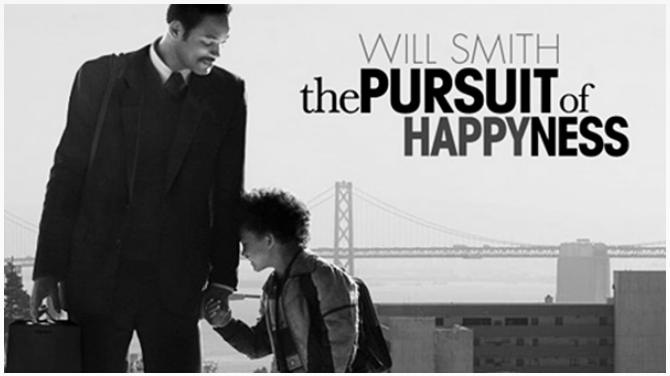
Self-Leadership



Leadership

Self-Leadership vs. Leadership

Self-Leadership



What do you understand by self-leadership?

Lead your own life and decide what you want to happen in your life.

How does self-leadership manifest itself in people?

Set goals, have dreams, projects, etc. and go for them.

What are the advantages of self-leadership for people?

Satisfaction of living your own life.

Self-Leadership vs. Leadership

What do you understand by leadership?

Encourage a group of people to achieve goals.

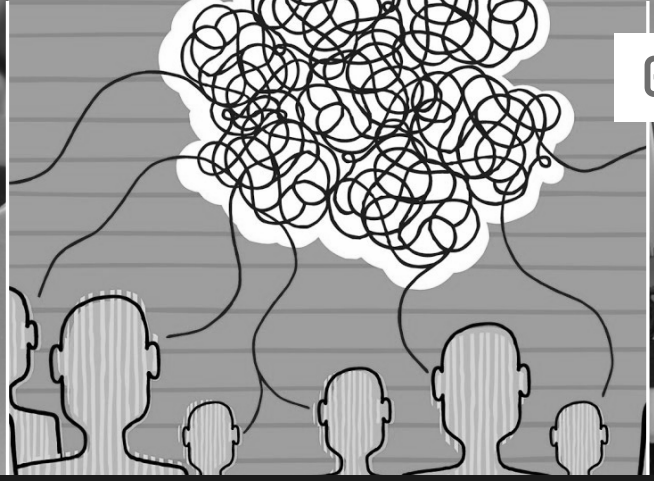
How does leadership manifest itself in people?

Set goals and work together motivating, helping, inspiring, etc.

What are the advantages of leadership for people?

Achieve meaningful goals together.

Leadership



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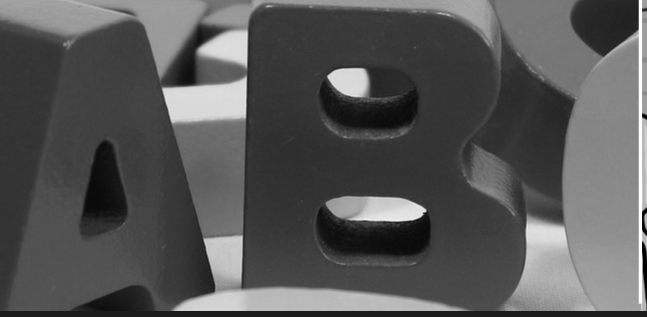
3 strengths / 3 points to improve



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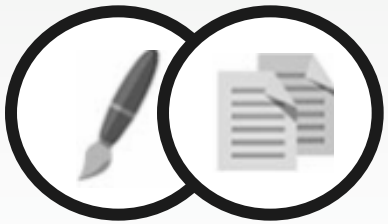


Self-knowledge to Team Work

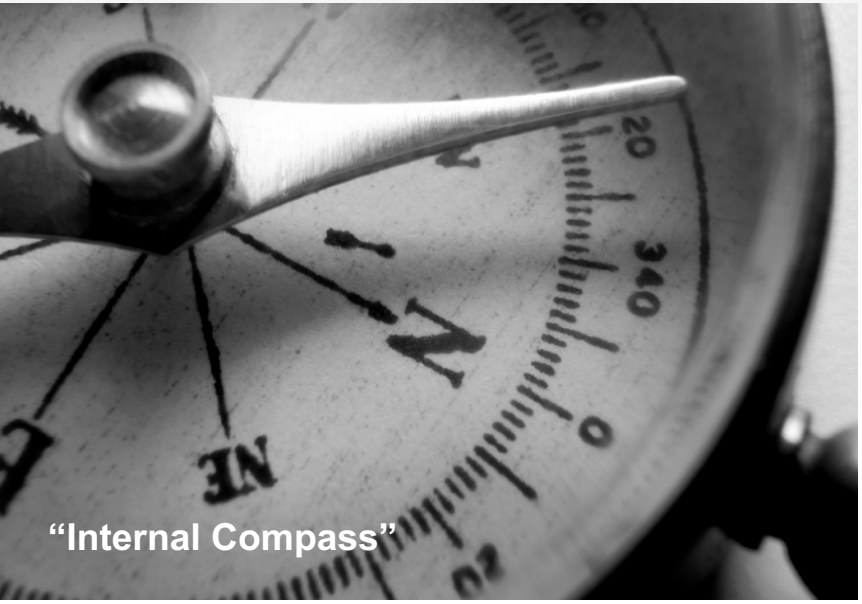
Self-knowledge is the beginning of self-improvement.

Baltasar Gracián

What is Self-Knowledge

- **Sincere knowledge** of our likes, preferences, goals, desires, dreams, needs, circumstances, ability to discipline, skills, etc.
- **Realistic knowledge** of our possibilities: strengths, weaknesses, real and imaginary limits, opportunities, etc.
- **Awareness of our personal wealth,** that is not included in the employment contract, but is equally important to do quality work.

Self-Knowledge



What is Self-Knowledge for?

“Internal Compass”

It helps us make decisions and move forward on our way.

Teacher Superpowers?

“You are Teacher and also...?

Mother

Father

Psychologist

Peacemaker

Intervertebral disk

Social animator

Caregiver

Teacher Superpowers?

EXTRA ROLE

Voluntary conduct that facilitates the effective functioning of a professional.

It includes those functions and tasks that any professional performs and do not appear in any official document.

It involve behaviors and actions that are essential and important for effectiveness in the work.

The formal role can only be played well by exercising extra roles.

Extra Role in other professions

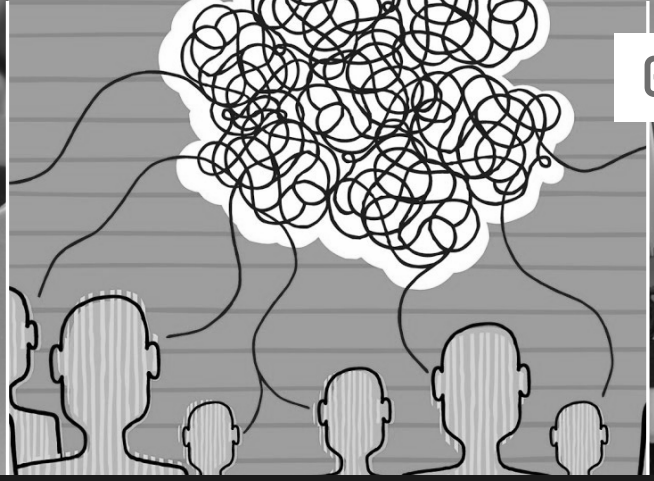
EXTRA ROLE

Doctor - “Friend”

Police - “Helper”

Waiter - “Psychologist”

Hairdresser - “Counselor”



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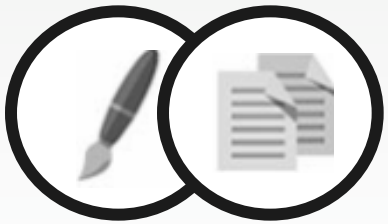
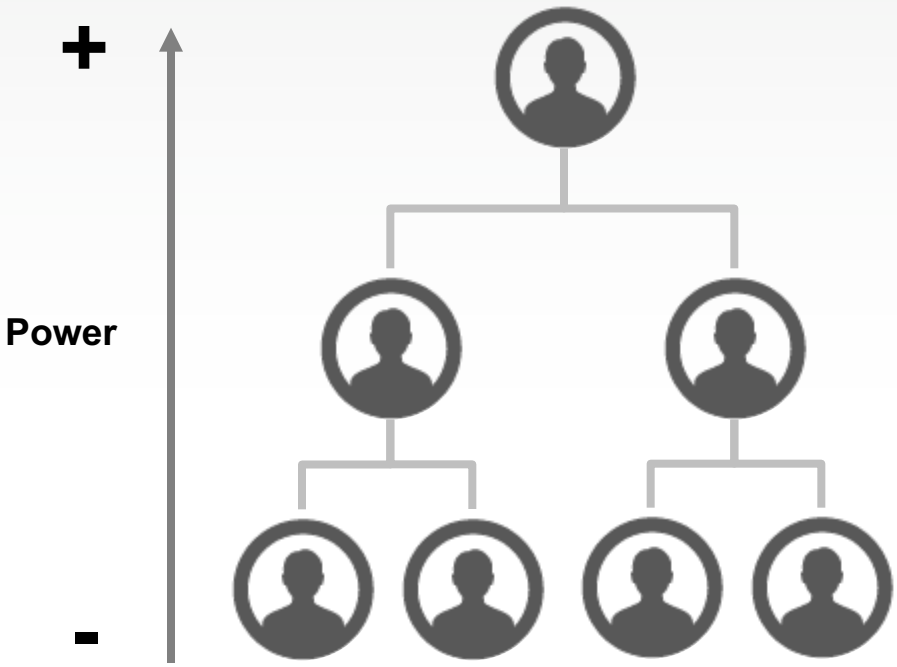
Paper Tower



Leader vs. Boss

Leadership Concept

Leader vs. Boss

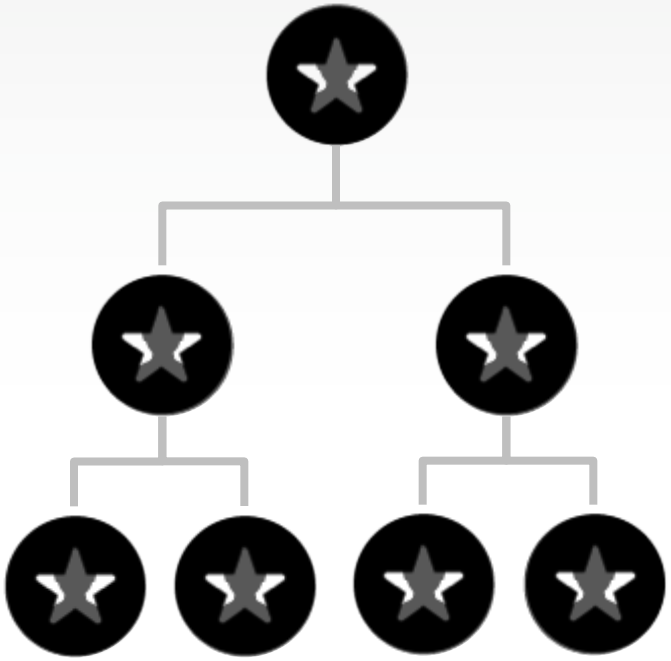


POWER - DIRECTION

- Formal and operational power.
- One commands and the other obeys.
- Gets the cooperation of others because can force it.

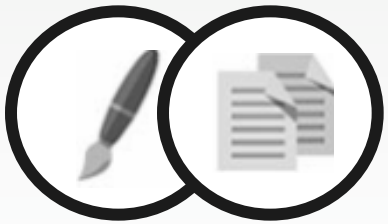
Does being able to command other people make us leaders?

Leader vs. Boss



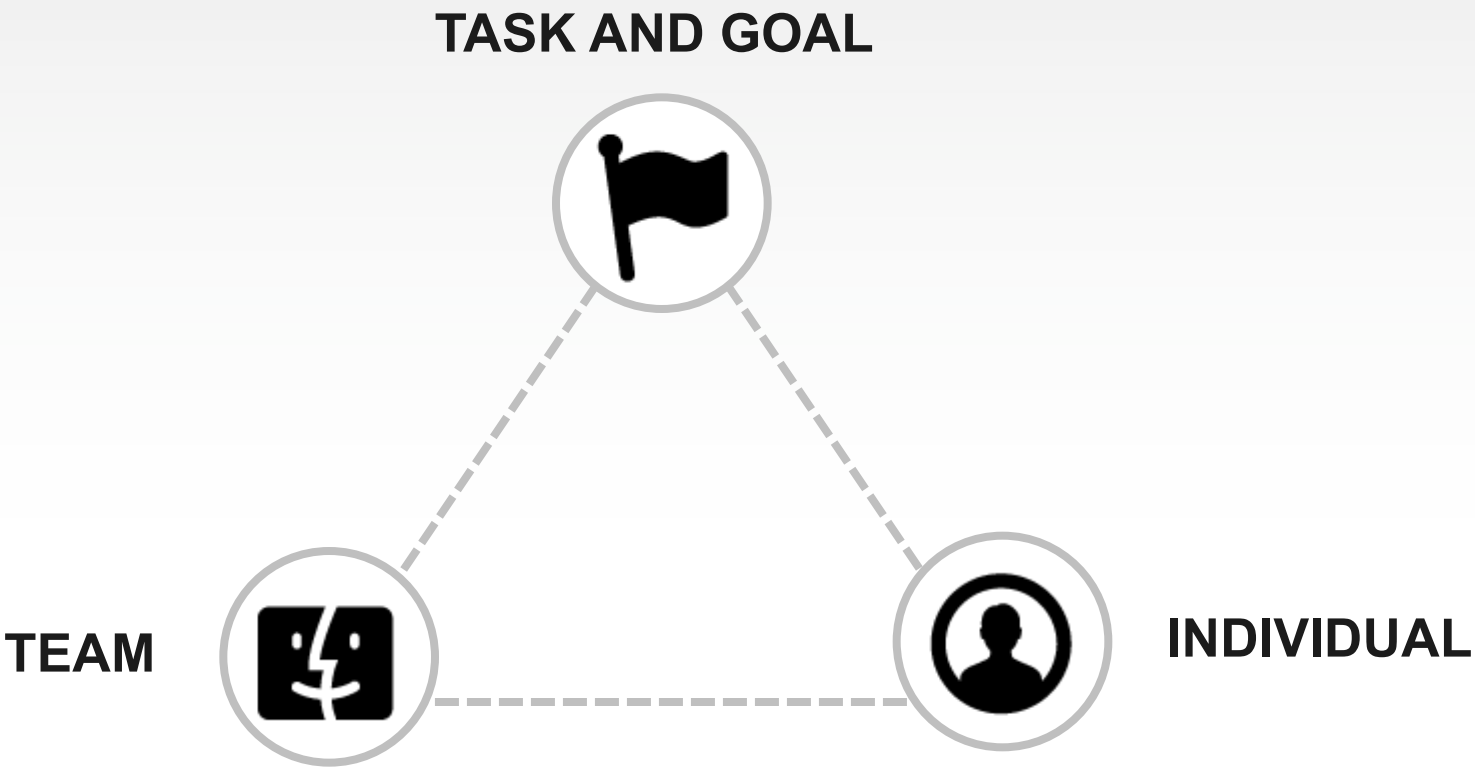
AUTHORITY - LEADERSHIP

- Technical and personal authority.
- One persuades and the other accepts voluntarily.
- Gets the cooperation of others because others want.



Leader Functions in a Team Work

What are the functions of the leader?



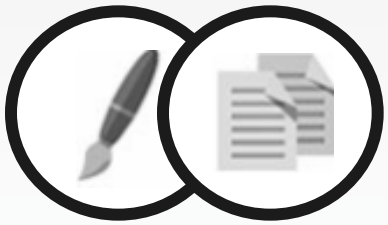
Modelo de John Adair

What are the functions of the leader?

TASK AND GOAL Define and achieve tasks and goals, quality and productivity.

INDIVIDUAL Develop abilities - harness the potential of the individual, meet needs.

TEAM Encourage coordination and facilitate cohesion, create team.



Different leading approaches

3 Leading Approaches

AUTHORITARIAN

DEMOCRATIC

LAISSEZ-FAIRE

Direct

Consultation

Joint Decision

Delegate

No others' Influence

Moderate Influence of others

Highly Influenced by others

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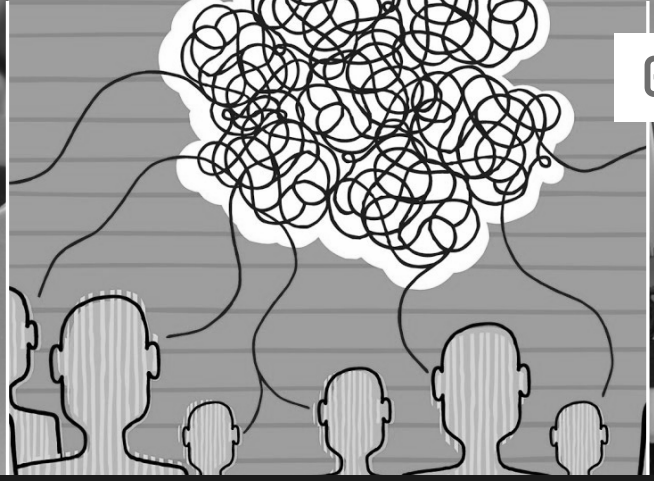
Situational Leadership for Organizational Health

"... to the top"			Motivate and bring out the best in others	Model organizational values
"Keep climbing"	Center the team on the task	Results orientation	Clarify goals and consequences	Search for different perspectives
"1st step"	Make decisions based on facts	Solve problems effectively	Positive attitude towards "mistakes"	
BASELINE	Facilitate group collaboration	Show interest in people	Lead the desired changes	Provide a critical perspective



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Hurry Up

Building Team Spirit Among Educational Staff
MOTIVATION

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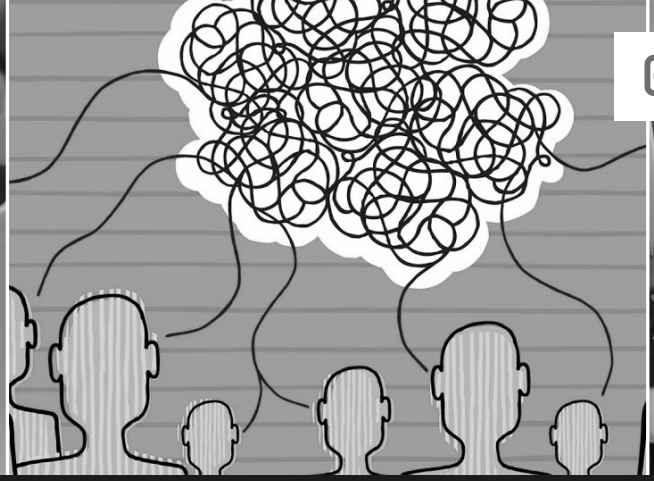
Contents

1. Triggers and Inhibitors of motivation
2. Progress as a process
3. Self and group motivation
4. Practical activity. Group work
5. Self-evaluation



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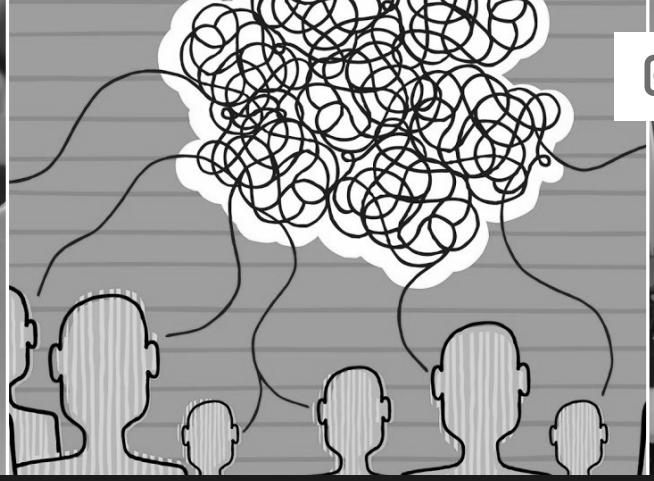
Pass the ball



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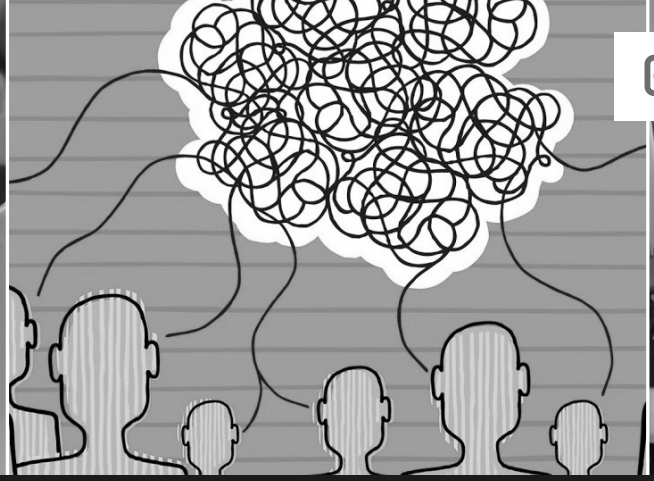
Flying Egg



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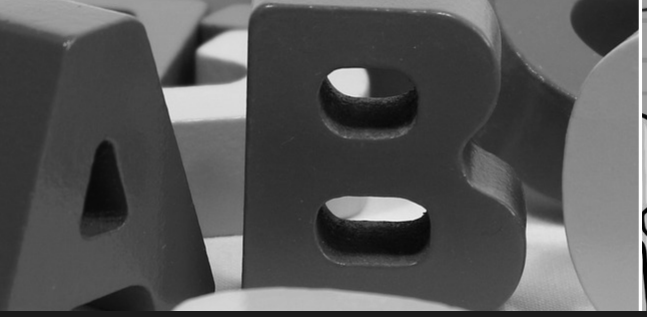
?

Wash your hands



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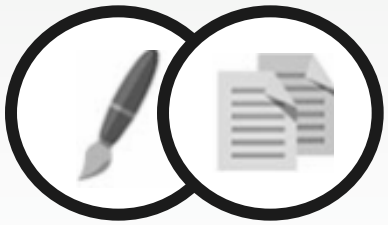


How To Influence People

... Having people doing something, they need to know...

What do they have to do?

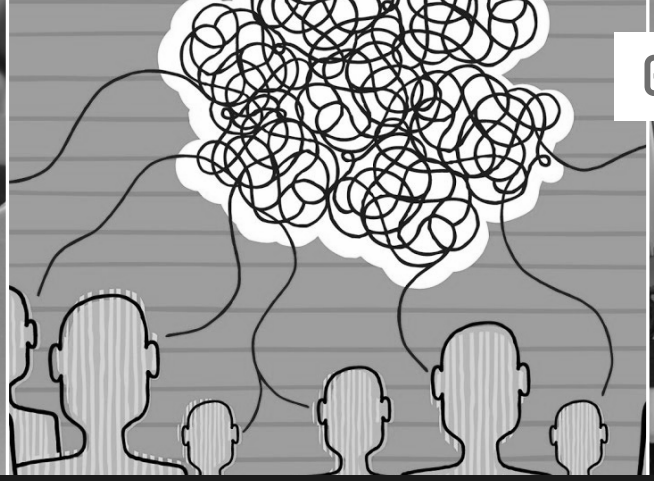
WHAT

How do they proceed?

HOW

WHY

Why does this have to be done (this way)?



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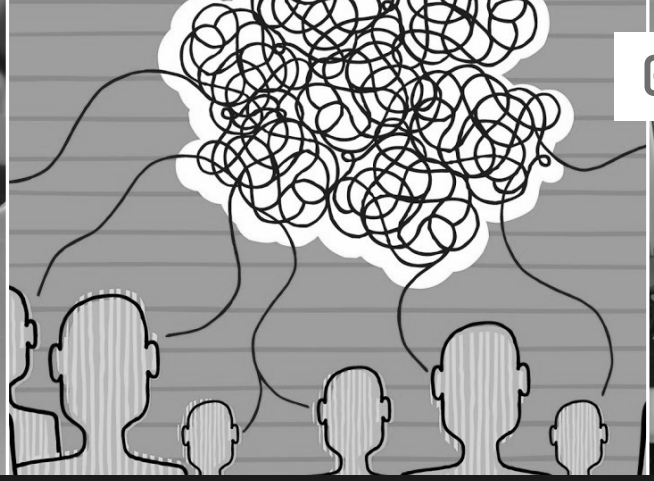
?

Chess



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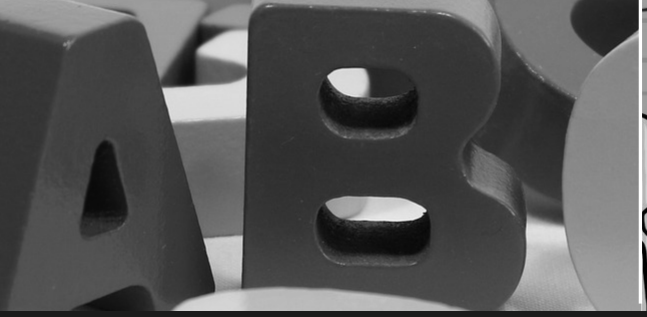
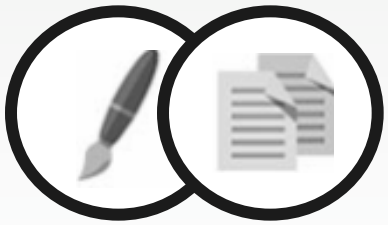
Every Kid needs a champion





Highlights from Rita Pearson

Highlights from Rita Pearson

Education is done through the human connection, through interpersonal relationships, rather than through educational reforms.

Students do not learn from teachers they do not like.

Try to understand first, before being understood.

Teachers must learn to apologize.

Teaching and learning must be seen from the perspective of joy: teaching and enjoying.

Teachers have been chosen to make a difference.

Building Team Spirit Among Educational Staff

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