LEADING A TEAM

RESOURCES

MOBILIZING OTHERS

LEARNING GOALS

INSPIRE

PERSUADE

COMMUNICATE

OTHER RELEVANT COMPETENCES

LEARING THROUGH EXPERIENCE

WORKING WITH OTHERS

VALUING IDEAS

1. Leading a Team

1.1. Overview

This module helps students to be motivated and enthusiastic about their goals. It also helps to develop effective communication skills including also persuasion, leadership and negotiation. Communicating one's strategy with the team is essential because staff needs to know where the organization is going in order to move along with it.

1.2. EntreComp Competence – Mobilising Others

This module fosters the competence *'Mobilising others'*, which refers to inspiring, engaging and getting others on board. It includes the demonstration of effective communication, persuasion, negotiation and leadership. Other competences touched are *'learning through experience', 'working with others', 'valuing ideas'*.

1.3. Learning Goals

1. **Inspire:** students learn how to inspire and how they get inspired. Students should be able to motivate others and they should also know how to boost their own motivation. What is more, they should work on the abilities of communicating effectively with others, lead and persuade them when necessary. Thus, students will experience team leadership situations and experiment with their role as a leader.
2. **Persuade:** students can persuade others by providing arguments and evidence. Students should be able to explain what it means to be motivated, which strategies of leadership boost motivation of team members and which behaviours are considered good communication skills. They should also know leadership styles, their strengths and weaknesses and contexts in which a given style is best when it comes to teamwork.
3. **Communicate:** student can communicate their ideas to others. Students should be able to imagine themselves motivated and efficient at work and other spheres of life. They should imagine themselves as leaders communicating effectively some goals to be achieved by their teams.

1.4. Teaching / Learning Methods

This module mainly includes communicative methods, as discussions, brainstorming, and role-playing.

-   **Brainstorming:** educator brainstorms with students what it means to be motivated, what types of motivation we have and how those types influence the way we do tasks.

- **Discussions:** students and the educator discuss leadership styles (e.g. autocratic, democratic and laissez-faire styles) and they spot their strengths and weaknesses; they also think about their own favourite styles.
- **Role-plays:** students role-play some communicative situations they may encounter in real life and show some possible solutions to problems caused by miscommunication (for instance, they role-play a meeting of a car dealer with two clients – one wearing a suit and the other being an elderly lady with a young grandson. The dealer thinks that the man wearing suit is a richer customer and he totally ignores the grandma that turns out to be interested in buying her grandson a safe and luxurious car – here the problem of judging by appearance is seen and not listening to the customer, etc.)
- **Negotiation exercises** like e.g. *heart transplantation.* In this exercise, students divide into groups of six. One student of each group plays the role of a doctor, while all the others are "spokespersons" of given patients, waiting for a new heart. Spokesperson include the following roles: priest, young mother, scientist who is about to discover medication against cancer, two year old child, and breadwinner of huge family. Each spokesperson should try to convince that his/her case deserves the heart. The surgeon should decide who gets the heart. After the decision has been made, the surgeon talks to the other surgeons (from the other groups) and they compare their decisions. Finally, they should negotiate who they want to operate on.

1.5. Activity

This module is a highly experiential leadership development program, which allows students to explore who they are, how effective their team leadership style is and what happens below the surface of team dynamics. The program is set in six steps applied to a semester student project.

Step 1: Translate Strategic Goals into Actionable Initiatives

As students transition from strategic planning to implementation, their first task is to get specific about the work that needs to be done. Practically speaking, this means going through the process of translating the strategic goals articulated in their plan into specific initiatives that the team will undertake. Breaking down their long-term goals into timely, digestible, and definable segments will help create a detailed roadmap that aligns the day-to-day activities of the team with the overarching mandates of the strategy. Thus, in Step 1 students will learn how to translate their long-term strategic goals into initiatives the team will undertake in a given time frame (e.g. one semester) as part of the implementation process.

Step 2: Create a Blueprint for Change

Step 2 helps students consider their entire set of strategic initiatives to ensure that their scope, length, and required effort are realistic and appropriately sequenced. During this step,

students should consider how the different initiatives will affect each other, as one phase of constructing change may need to be completed or a milestone reached before another step can be taken. Also, they shall reflect on how initiatives affect different parts of the team.

Step 3: Mobilize the Team

Students will learn how to mobilize their team to support and accomplish implementation goals in Step 3. For the purpose of mobilizing the team, it is useful to focus on two key elements for success: 1) communicating a compelling case for the change required, and 2) aligning individual staff member's performance goals to your organization's strategic priorities.

Step 4: Align Resources to Support Implementation

For all teams, living into a strategy requires taking a hard look at how to allocate resources and the changes needed given agreed goals. Thus, in addition to staff time, implementing one's strategy likely will require shifting resources or acquiring new resources to support strategic goals. Step 4 will help students allocate resources.

Step 5: Monitor Progress

Teams that are effective at strategic implementation have strong processes in place for systematically measuring and evaluating progress towards their goals. Step 5 explores processes that can help students ensure they stay focused on executing the defined strategies, while learning and adjusting as they go.

The following questions help reflect on ones' progress:

- Are you on/off track in terms of our implementation timeline?
- If you are off-track, determine why:
    - Did you underestimate the challenges involved in making progress on a particular issue?
    - Did you have the right staff involved in the process?
    - Did those who were responsible have enough capacity to make expected progress?
    - Did this initiative get de-prioritized due to more pressing concerns?
- What, if any, changes have occurred internally or externally that are affecting strategy execution? What speed bumps are being encountered and how should you course correct?
- Was your timeline realistic? Do you need to update the timeline given according to the changing conditions?
- Do your priorities have sufficient resources?

Step 6: Revisit Your Strategy and Repeat the Process

Teams that are most effective at implementation revisit their strategic plans, viewing their strategies as anchors, not constraints, to what they can achieve. They are continually revisiting their strategic plans. Creating a calendar to help students stay on top of this important cycle may help to start thinking about the flow of activities. Step 6 discusses when students should consider repeating the steps.

1.6. Role of the Educator

The role of the educator is a facilitator, a partner, a mentor. The educator may help students by preparing some communication problems to be discussed and solved, some features of a given leadership style and students should for instance decide which features go to a given type.

1.7. Contents

This module concentrates on the following topics:
- Introduction to **Leadership**: Definition, leadership skills, forms of leadership, co-ordination and relationship management
- Introduction to **Strategy**: Definition, strategic options, tools and systems to develop a strategy, mechanisms for strategy implementation

1.8. Evaluation

The evaluation can follow traditional assessment methods, but should consider the quality of in class discussions and the degree of student reflection in the role plays and negotiation exercises.

Output-based evaluation:

- presentation by the students on the 5 STEPS: format, innovativeness, relevance, success of activity, weighted 60%
- participation in role plays and negotiation exercises, weighted 30%
- individual reflection one-pager (DIN-A4 page), weighted 10%

1.9. Implementation/Integration, Extent, ECTS

This module foresees a student project where students work in teams over one semester. It is recommended to be a stand-alone module, but can also be integrated into existing courses if they align with the overall aim of this module (working in teams, mobilizing others, working on a strategy together, 5 steps, etc.). For this module, at least 5 ECTS points can be accredited.

1.10. References

Seltzer, J.B. (2014). "What is Resource Mobilization. Health Communication Capacity Collaborative. Management Sciences for Health. Retrieved September 3, 2020 at https://healthcommcapacity.org/resource-mobilization-important/

Lucch, M., Bianco, Mônica de Fátima, & Lourencao, Paulo Tadeu de Mello (2011). Work in multidisciplinary teams: a study about mobilization of knowledge and learning in an organization of complex products. Brazilian Administration Review, 8 (2), 305-328.