Iceberg Theory
of Leadership & Teamwork

- Leadership & Teamwork can be thought of as analogous to an iceberg.

- There is a part that is observable above the surface.

- And there is usually a much bigger part that can't be seen – it is below the surface

- Above the surface is leadership style and team management techniques.

- These can change to fit the situation.

- Below the surface is character.

- This rarely changes

- It is "the changeless core" around which change can happen.

Purpose Statement

The overall purpose
of the "Group Dynamics" sessions
is to explore a number of concepts
that can help you operate more effectively
in some of your work-related groups.

Learning Outcomes

After fully participating in these sessions, you will be able to:

1) Describe 5 or 6 concepts that relate to leadership & teamwork;

2) Apply those concepts to groups that you are involved in;

3) List and describe qualities & values that you would like to have as a leader and as a team member, and hold yourself accountable to that list

The Learning Process of the Sessions

Assignment = Applying concepts at 'work'

"Collecting Evidence" of Concepts in Activities

Activities to Demonstrate and/or Practice

Explanation of Concepts (throughout)

Overview of Assignment

Learn & practice concepts here at LDC

Look for evidence of concepts here at LDC

Go back home … go back to work

Look for evidence of concepts in the groups you are involved in at work, and also apply concepts in group(s)

Write about the interface between these concepts and your leadership and group/team experiences at work
– i.e. How you applied the concept in a group situation.

Leadership, Group Dynamics and Culture-Building

or ...

"Creating a Culture"

◆ Leadership can be seen as a form of culture-building.

◆ The main purpose of learning about group dynamics is to create a better culture.

- O'Toole (1995) defines a culture as ...

- "... a system of beliefs and actions that characterize a particular group".

- "Culture is the unique whole – the shared ideas, customs, assumptions, expectations, philosophy, traditions, mores, and values – that determine how a group of people will behave."

Some Quotations from:
<u>Tuesdays with Morrie</u>, by Mitch Albom (1997)

- ◆ "Well, for one thing, the culture that we have does not make people feel good about themselves. … you have to be strong enough to say if the culture doesn't work, don't buy it. Create your own".

- "Here's what I mean by building your own culture ... I don't mean you disregard every rule in your community. I don't go around naked, for example. I don't run through red lights. The little things I can obey. But the big things – how we think, what we value – those you must choose for yourself".

- "You have to work hard at creating your own culture".

Three Key Questions:

- **What kind of culture** do you want to create?

- **What role** do leaders and other group members play in creating the culture of the group?

- **How** ... do you create that culture?

Ideal Self- Image ("ISI")

- Your ISI is a description of a best possible version of yourself

- -- a picture of you fulfilling your chosen potential

- -- a positive mental vision of the person you would like to be

- Take some time to reflect upon the kind of person that you would like to be.
- Select 4 or 5 words or short phrases to describe your Ideal Self-Image.
- … a mental image of you operating at your highest level.

- Examples <u>could</u> include words such as: respect, integrity, persevering, helpful, etc.

- So … the words you use would help answer questions such:
- Who am I when I am operating at the peak of my powers?
- Who am I when I am most "being me" (in a positive sense)
- What kind of person do I want to be?

  – Note: You may be sharing this information with someone else (if you choose to).

Steve's Eskimo Roll Vignette

- April, 2004
- "Who do I want to be when I am learning and practicing these skills?'
- I wrote:
  – Open to learning
  – Keen to develop new skills
  – Patient and persevering
  – Positive.

- We can DECIDE who we want to be (within limits).

- We can PLAN to be that person (with supports).

- Let's look at our ISI list again, and add
- 2 or 3 more words or short phrases to describe who we want to be as leaders .. .
- We'll call this our "Leadership ISI"

Ideal Self- Image ("ISI")

- Your ISI is a description of a best possible version of yourself

- -- a picture of you fulfilling your chosen potential

- -- a positive mental vision of the person you would like to be

- Take some time to reflect upon the kind of person that you would like to be.
- Select 4 or 5 words or short phrases to describe your Ideal Self-Image.
- … a mental image of you operating at your highest level.
- Focus on words pertaining to group dynamics
- Examples <u>could</u> include words such as: respect, integrity, persevering, helpful, etc.

- So … the words you use would help answer questions such:
- Who am I when I am operating at the peak of my powers?
- Who am I when I am most "being me" (in a positive sense)
- What kind of person do I want to be?
- What kind of group member do I want to be?
  - Note: You may be sharing this information with someone else (if you choose to).

Steve's Eskimo Roll Vignette

- April, 2007

- "Who do I want to be when I am learning and practicing these skills?'

- I wrote:
  - Open to learning
  - Keen to develop new skills
  - Patient and persevering
  - Positive.

- We can DECIDE who we want to be (within limits).

- We can PLAN to be that person (with supports).

Process & Participant Observer

A distinction can be made between the

Content

and the

Process

by which a group discussion is being conducted

Process Observer

… a person who has the ability (and willingness) to be aware of how the group is TREATING each other, and how they are making DECISIONS.

Two Functional Analogies:

"Helicoptering"

The Process Observer "helicopters" above the group and looks carefully at all the important dynamics – what is going well, how the group members treat each other, and what is hampering the effectiveness of the group.

2nd analogy

"Fishbowling"

The group process takes place in a "fishbowl" (the group members
Are the "fish"). The Process Observer keenly watches what goes
on in the group – the content & the process.

Participant-Observer

… a person who is BOTH a Process Observer and a participant in the group that he/she is observing.

This involves one skill-set above a Process Observer because, as a participant, you also have a stake in the outcome of the group's content & process

A Participant-Observer also has to figure out (assess) how he/she is helping and/or hindering the effectiveness of the group

Participant-Observer
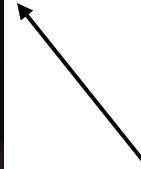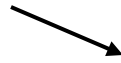
Participant-Observer

The goal (in both cases – Process Observer & Participant-Observer)
is to use observation, analysis and skills to improve the ways in which
The group is functioning …

To enhance the group's effectiveness in the short- and long-term.

12 Characteristics of an Effective Group

Adapted from:

G. Parker (1996)

Team Players and Teamwork.

Clear Purpose

The vision/goal/task has been defined & is accepted by the team.

Informality

The climate is comfortable & relaxed …
No obvious signs of tension or boredom

Participation

Lots of discussion … Everyone is encouraged to participate

Listening

Members use effective listening techniques – e.g. questioning, paraphrasing & summarizing

Civilized Disagreement

The team is comfortable with disagreement … seeks it, does not avoid it

Consensus Decisions

The goal is substantial, but not necessarily unanimous agreement …open discussion of everybody's ideas … avoid compromise or voting

Open Communication

All members feel free to express their feelings on the task and on how the group is treating each other

Clear Roles & Assignments

Clear assignments are made, accepted & carried out … Work is fairly distributed

Shared Leadership

Leadership roles shift from time-to-time depending on circumstances, Needs & skills … Formal leader is a role-model for good teamwork

External Relations

Team spends time developing key relationships outside the group … offers resources, builds credibility

Style Diversity

A broad spectrum of team-player types … members with different styles, different perspectives … these differences are sought … used for creativity

Self-Assessment

Team has a healthy habit of examining its functioning (task & process) … It looks at what's going well, and what could be improved

Distributed Actions Theory of Leadership

Adapted from Johnson & Johnson
Joining Together (1994)

✳ Leadership = the performance of actions that help the group to:

✳ Complete its task(s), and

✳ Maintain effective working relationships.

* Two basic types of leadership actions:
  * Task-leadership
  * Maintenance-leadership

★ Task-leadership actions include:
  ✱ asking for, summarizing, coordinating info
  ✱ Providing the group with structure and direction
  ✱ Providing the group with energy & motivation
  ✱ Making decisions

★ "Getting the job done"

★ However …

✸ Problem if … task completed, but the group members no longer want to work together (or with you).

✸ Therefore … we must pay attention to maintaining good working relationships while also focusing on the task.

✸ "Keeping the group strong"

* Maintenance-leadership actions include:
  * Encouraging others to participate
  * Relieving tension when it's too stressful
  * Facilitating communication among members
  * Evaluating the emotional climate of the group (at the time)
  * Discussing how the group's work can be improved (both its task and maintenance work)

Two Important Implications:

- ☀ Implication #1:

- ☀ Leadership is found in specific actions

- ☀ Any group member can learn these actions

- ☀ Any group member can become the "leader" of the group at the particular time that they provide the group with the "right action at the right time".

- ☀ Therefore the leadership is DISTRIBUTED (shared throughout the group)

* Implication #2:

* One major leadership skill is the ability to diagnose what action the group needs right now … and then figure out WHO can provide that in the group.

Leisure Development Course (LDC), 2012
Assignment for "Group Dynamics" Sessions
Presented by Steve Musson

A number of concepts are presented in the "Group Dynamics" sessions. These concepts will be identified and explained by the instructor.

You will chose two (2) of these concepts.

For each (of the 2) concepts that you chose, you will write the following:

Title of Concept → use the same wording as is used in the presentation
Section 1: Concept Summary→ 4 to 10 sentences to clearly explain the main points of the concept.
Section 2: Teamwork or Leadership Vignette → 12 – 20 sentences to clearly describe a "vignette" (a short, true story) that both relates to your work in recreation, and relates to the concept described in Section 1 above. It should involve either some instance of teamwork and/or leadership. It should describe you (or someone else) applying the concept within a group context. Optional = You can also give me a brief overview of your job if that is necessary for me to understand the context. You can use an extra 5 to 6 sentences for this.
Section 3: The Concept in the Vignette → 4 to 10 sentences to clearly show evidence of the concept "coming alive" (becoming manifest) in the vignette. In other words, you are analyzing and describing the concept (or some key aspect of the concept) that is being demonstrated in the vignette.
Section 4: A Learning Point → 3 to 7 sentences describing something that you learned (or re-learned) as a result of using the concept to analyze the vignette. You could also talk about how this learning or insight may help you become more effective in your work in groups in the near future.

Please use a different vignette for each concept (i.e. not the same vignette for both concepts). The vignettes should occur between mid-June (of this year) and the week before the assignment due date.

Please use the exact Section Numbering & Wording in your assignment i.e.:
"Title of Concept"
"Section 1: Concept Summary"
"Section 2: Teamwork or Leadership Vignette"
"Section 3: The Concept in the Vignette"
"Section 4: A Learning Point"

When you use the exact Section Numbering & Wording (as described above), it is easier for the marker (me) to see where the required information is located.