



Building a Healthy Team

CLUB OFFICER TRAINING

TOASTMASTERS INTERNATIONAL

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PREPARE FOR TRAINING

Welcome to Club Officer Training. As a training facilitator, you are responsible for conveying the information that club officers need to fulfill their roles. Well-trained club officers are equipped to enhance club quality, develop and lead successful teams and thrive in the Distinguished Club Program. All of these abilities contribute to fulfill the club mission.

Club officers dedicate valuable time and provide a tremendous service to Toastmasters. It is important that they understand the importance of their roles and know how appreciated they are.

While many club officers will be content, and even enthusiastic, about their new responsibilities, others may feel uncertain and obligated. Attending the training and fulfilling their roles implies great commitment deserving of recognition.

As a training facilitator, it's important not to overwhelm club officers. Be sure to impart to them that support is close at hand. Their fellow club officers, district leaders, and the staff at World Headquarters are all available and eager to assist them.

Each session in the Club Officer Training consists of a facilitator guide and a PowerPoint presentation.

Facilitator Guide

This is a tool to guide the facilitator in teaching the session. Each session includes a corresponding facilitator guide. The facilitator should print him or herself a copy of the facilitator guide for each session.

PowerPoint Presentation

This is to be presented by the facilitator during the session. There is one presentation for each session. The facilitator downloads the presentation to his or her laptop before the training and makes sure to have a projector and screen available during the session. The PowerPoint slides correspond to instructions in the facilitator guide.

Facilitator Preparation

Before the training, review *From Speaker to Trainer* (Item 257A) for instructions about presenting, especially if you are new to facilitating training sessions.

Learn about the location where the training takes place. Determine the best way to set up the room, and confirm the equipment that is available there.

Communicate with participants well in advance. Make sure they know what to expect — where to go, what to bring, how long sessions last, and so on. Send reminders as the training date nears.

Visit the Virtual Brand Portal at www.toastmasters.org/vbp for templates to create professional-looking agendas, training invitations, name cards, and other material for the sessions.

USING THE FACILITATOR GUIDE

The facilitator guide is designed to be easy to use with detailed instructions. Nonetheless, be personable; it's okay to add your own anecdotes to the sessions and share what is unique in your district.

The facilitator guide of each session is organized the same way:

- The introduction begins with an explanation of the session.
- An overview lists the topics presented in the session.
- Objectives are what the club officers will be able to do as a result of attending the session.
- The materials you need to conduct the session are listed after the objectives.
- The length of time it should take you to conduct the session is suggested under the heading Duration.
- Beginning with the title of the first section, the guide presents a series of step-by-step instructions telling you exactly how to conduct the session.
- Throughout the guide, notes to the facilitator provide you with information to help you understand the purpose of the subsequent section or activity. By understanding what club officers are meant to learn, you can more easily guide discussions and answer questions.
- The outside margins provide space for you to take notes.

Verbs

To help the facilitator refer to the guide at a glance, a limited number of verbs are used to begin each of the numbered steps in the sessions:

1. **SHOW:** to present a visual aid
2. **PRESENT:** to impart knowledge pertinent to session objectives
3. **TELL:** to offer information not directly relevant to session objectives
4. **ASK:** to request actual answers from participants (At times, the question is followed by possible answers. Give participants an opportunity to offer answers; then share any that weren't covered.)
5. **INSTRUCT:** to tell participants to do something
6. **TIME:** to keep track of time
7. **WRITE:** to record ideas so they are visible to participants
8. **DISCUSS:** to facilitate a conversation among the group

Icons

The following icons appear in the margins throughout the facilitator guide to indicate specific actions the facilitator takes at that step:



Show a visual aid.



Ask questions.



Write on a flipchart.



Instruct participants to work in small groups.

10 minutes



Track time.

Bullet Points

Color-coded bullet points in the facilitator guide also help you stay on track:

- Session objectives and materials are listed in the overview of each session with yellow bullet points.
- Light blue bullet points indicate content-related information to share with participants.
- Questions are posed using navy blue bullet points.
 - At times, questions are followed by possible answers. Give participants an opportunity to offer answers; then share any that weren't covered.



Building a Healthy Team

Introduction

The purpose of this session is for the club leaders to establish a collaborative, cohesive, and comfortable club executive team.

Overview

First, club leaders assess their team relative to the five traits of a healthy team. Then they learn what the five traits are and create an action plan to improve their team's health. To conclude, club leaders work to establish the vulnerability-based trust required on their team and learn about their different behavioral styles.

In this session, the facilitator presents the following topics:

- Traits of a Healthy Team
- Building Trust

Objectives

After completing this session, club leaders will be able to:

- Identify the five traits of a healthy team
- Analyze their team's current state and use the analysis to develop a plan to improve
- Identify the behavioral styles of each team member
- Create a healthy team by building trust

Materials

- PowerPoint
- Participant Workbook
- Flipchart
- Markers

Time

- 1 hour

Introduction



1. SHOW the Introduction slide.



2. SHOW the Session Agenda slide.



3. PRESENT the session agenda:

- Traits of a Healthy Team
- Building Trust



4. SHOW the Session Objectives slide.

Session Objectives

- ▶ Identify the five traits of a healthy team
- ▶ Analyze your team's current state and develop a plan to improve
- ▶ Identify the behavioral styles of each team member
- ▶ Create a healthy team

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5. PRESENT the session objectives:

- After completing this session, you will be able to do the following:
 - Identify the five traits of a healthy team
 - Analyze your team's current state and use the analysis to develop a plan to improve
 - Identify the behavioral styles of each team member
 - Create a healthy team by building trust

Traits of a Healthy Team

(25 minutes)

NOTE TO FACILITATOR

As you present the Traits of a Healthy Team, use examples from your own experience to help club leaders understand each of the traits and how they are interconnected.



1. SHOW the Traits of a Healthy Team slide.



2. ASK

- What words or thoughts come to mind when I say “healthy team”?
- What can you accomplish when you have a healthy team?
- What words or thoughts come to mind when I say “unhealthy team”?
- What are some signs of an unhealthy team?



3. WRITE responses on the flipchart.

Page 2



4. INSTRUCT club leaders to take notes in the participant workbook.

5. PRESENT

- A well-functioning team is critical to club success and creating one is part of your responsibility as a club leader.

- The first step to creating a healthy team is to assess where your team is now.

Activity: Traits of a Healthy Team

1. SHOW the Activity: Traits of a Healthy Team slide.



2. INSTRUCT club leaders to spend five minutes completing the Team Assessment followed by the Team Assessment Score Sheet in the Traits of a Healthy Team section of the participant workbook.
3. TIME five minutes.
4. PRESENT
 - Each of the statements in the assessment corresponds to a particular trait of a healthy team.
 - There are five traits of a healthy team and they build on one another.



Page 3



5 minutes

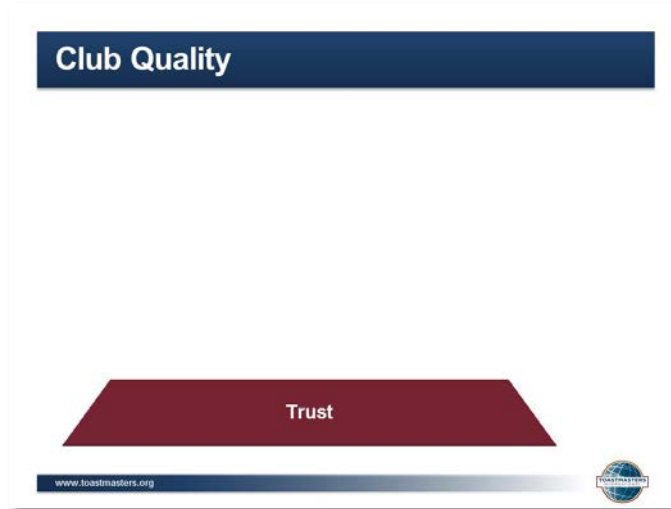
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5. TELL club leaders they may wish to take notes in Trait Descriptions in the Traits of a Healthy Team section of the participant workbook.



6. SHOW the Trait 1 slide.



7. PRESENT

- Trait 1 is Trust.
 - Teams need to develop vulnerability-based trust among members.
 - When trust is built, team members are comfortable acknowledging their own weaknesses and the strengths of others.
 - The best way for trust to be built is for the club president to set the example, so that the members feel comfortable following.

8. SHOW the Trait 2 slide.



9. PRESENT

- Trait 2 is Healthy Conflict.
 - There are two types of conflict: destructive and constructive.
 - Destructive conflict occurs when team members engage in actions and behaviors that result in increased antagonism instead of resolution.
 - Constructive conflict occurs when team members express disagreement without hostility and with a commitment to effective resolution.

NOTE TO FACILITATOR

Encourage club leaders to use personal examples, not club-related conflicts with the following questions.

In advance of this session, choose a few people in your district who would have positive and beneficial answers to the second question below. If not sure, allow club officers to volunteer.

10. ASK

- What is an example of destructive conflict that you have encountered?
- What is an example of constructive conflict that you have encountered?



11. PRESENT

- Healthy conflict refers to the team's ability to passionately disagree and have productive debates about issues of importance to the team.
- In order for healthy conflict to occur, all team members must trust one another to focus on the issue at hand and not let politics, pride, or competition interfere.
- Even though constructive conflict is preferable, when a team works through and recovers from an incident of destructive conflict, it builds confidence that the team can survive such an event.
- It is important to focus on listening to other people to hear what they are saying, not formulating your response.
- It helps for all team members to acknowledge that conflict is uncomfortable but the resulting decision will be stronger for it.
- When you do experience conflict on your team, focus on your core values to help you keep the conflict healthy.



12. ASK

- As a club leader, what can you do to encourage healthy conflict on your team?
 - Ensure that the necessary trust exists on the team.
 - Remind the team of the reasons why the issue being discussed matters.
 - If you feel that someone's opinion is not being heard, directly ask them to share it.
 - When team members engage in healthy conflict, praise them for it.

13. SHOW the Trait 3 slide.



14. PRESENT

- Trait 3 is Commitment.
 - There are two aspects to obtaining full commitment from team members: buy-in and clarity.
 - When all club executive members share their ideas and input on an issue, and feel that they have been heard, it is easier for them to buy in to the final decision, even if their idea isn't chosen.
 - It is vital that all members are clear about the final decision so they know what they've agreed to.
 - At the end of each executive committee meeting, ask the team for consensus on the final decisions made.
 - Communicate important decisions to the club executive team to help with the next trait.
 - When teams are able to engage in healthy conflict, members are better able to commit to team decisions.

15. ASK

- As a club leader, how else can you increase team commitment?
 - Make sure all club officers are clear about their responsibilities.
 - Have all club officers sign a document agreeing to their responsibilities.



- Complete the Club Success Plan and communicate it to all members of the club executive team.



16. SHOW the Trait 4 slide.



17. PRESENT

- Trait 4 is Accountability.
 - When team members are truly committed, it is much easier for the team to embrace accountability.
 - The appropriate behavior needs to be modeled by the team leader; in order for team members to feel comfortable holding each other accountable, they need to know that the leader will too.
 - By communicating team decisions, all team members know what has been agreed to and can hold each other accountable to it.

18. SHOW the Trait 5 slide.



19. PRESENT

- Trait 5 is Results.
 - In order for the team to be truly successful, the members need to eliminate self-interest and self-preservation.
 - The focus needs to be on the team results which build off of individual results.
 - All members need to be explicitly clear on what the team goals are and what they must do to accomplish them.

20. ASK

- What tools are available to help the club team focus on results?
 - The Club Success Plan
 - The Distinguished Performance Reports
 - Membership building programs

21. PRESENT

- Each statement in the team assessment corresponds to one of the traits discussed.

22. INSTRUCT club teams to spend five minutes completing Improvements in the Traits of a Healthy Team section of the participant workbook.



Page 7

5 minutes



23. TIME five minutes.

24. INSTRUCT club teams to share one way they will work to develop the traits of a healthy team.



Debrief: Traits of a Healthy Team

1. PRESENT

- The five traits of a healthy team are
 - Trust
 - Healthy Conflict
 - Commitment
 - Accountability
 - Results
- The first step to improving the health of your team is to build trust.
- The next section will explore this further.

Building Trust

(25 minutes)

1. SHOW the Building Trust slide.



2. ASK

- Why is trust so important to have on your team?
- What happens if trust does not exist on your team?

3. PRESENT

- Oftentimes, when you don't really know your teammates, it is harder to trust them.
- When this happens, you are more likely to commit the fundamental attribution error.
 - The fundamental attribution error refers to our tendency to interpret someone's behavior in a given situation with an undue emphasis on internal characteristics.
 - I may interpret someone's negative behavior as a sign of their poor character while I would explain my own similar negative behavior as a product of my environment.
 - For example, let's say Mackenzie is late to a club meeting.
 - I may think "She is so flaky. She obviously doesn't take this seriously."

- If I am running late, I might think “I’m late because traffic was awful!”



4. ASK

- How do you combat the fundamental attribution error?
 - Give someone the benefit of the doubt.
 - Get to know your team members better.
 - Let people be who they are without judgment.
 - Humanize your teammates.
 - Remember that disagreement with the actions someone has taken does not mean their intent was bad.



Activity: Building Trust

NOTE TO FACILITATOR

For the next activity, you will need to set the example as the facilitator by being willing to be vulnerable first. Answer the following three questions and share them with your club leaders:

Where did you grow up?

Do you have any pets?

What is one failure you experienced and what did you learn?

It is important to remember that you are setting the example, so choose your answers carefully.

1. SHOW the Activity: Building Trust slide.



2. TELL club leaders your answers to the three questions.
 - Where did you grow up?
 - Do you have any pets?
 - What is one failure you experienced and what did you learn?
3. INSTRUCT club leaders to arrange themselves in club teams.
4. INSTRUCT club teams to spend 5 minutes completing the Personal Histories Exercise in the Building Trust section of the participant workbook.
5. TIME 5 minutes.
6. PRESENT
 - The next stage in building trust in your team is to understand the different styles of your team members.
7. INSTRUCT club leaders to spend five minutes completing the Behavioral Style Assessment followed by the Behavioral Style Assessment Score Sheet in the Building Trust section of the participant workbook.
8. TIME ten minutes.
9. INSTRUCT club leaders to line up in D-I-S-C order (i.e., those with the dominating trait D first, then dominating trait I, etc.).



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5 minutes



Page 10



10 minutes

10. INSTRUCT club leaders within each category (D, I, S, and C) to arrange themselves by the number they tallied for that category, from highest to lowest.

11. INSTRUCT club leaders to resume their seats.



12. ASK

- What did you notice about the different categories during this activity?
 - D's were quick to get in line and may have argued about who was in the front
 - I's were talkative and may not have been fully attentive to the task
 - S's were amiable and may have wanted the instructions repeated
 - C's were methodical and may have wanted to know why they were at the end

13. PRESENT

- The DISC model is a means of analyzing the manner in which a person does things.
- By using the model, you can increase your understanding of each other and help your team to function more smoothly.
 - D is for dominance; a D focuses on how to handle problems
 - I is for influence; an I focuses on how to handle people
 - S is for steadiness; an S focuses on how to handle change
 - C is for compliance; a C focuses on how to handle rules and procedures

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14. INSTRUCT teams to read the Behavioral Style Descriptions in the Building Trust section of the participant workbook. Then answer the questions listed on the following page regarding the styles.

10 minutes



15. TIME 10 minutes.

16. PRESENT

- Because a well-rounded team benefits from several strengths, clubs should strive to build teams that include members with each behavioral style.

Debrief: Building Trust



1. PRESENT

- Building trust is one of the most crucial elements to your team's success.
- Leaders can set the example of being vulnerable to encourage other team members as well.
- As we discussed in the Traits of a Healthy Team section, there are times when conflict can and should occur.
 - When this happens, make sure that the conflict focuses on the issue being discussed.
 - You can always refer to your Club Success Plan to assist you in resolving the challenge.
- It is important to keep in mind that you are going to have different behaviors on your team and the way you interact and work together sets an example for all club members.
 - If you can't maintain respect for one another, the other members of your club won't feel the need to respect each other either.

Conclusion



1. SHOW the Conclusion slide.



2. PRESENT
 - As club leaders, it is your responsibility to ensure that your team works together effectively.
 - It is crucial that you work to build trust, engage in healthy conflict, obtain commitment, ensure accountability and achieve results.
 - Always keep in mind the different behavioral styles of team members when interacting.
 - You can use your Club Success Plan as a tool to create the ground rules that will guide your team through healthy conflict.
3. INSTRUCT club leaders to share one thing they learned from this session with someone from another club team.
4. INSTRUCT club officers to take the session evaluation.



Evaluation

	BEGINNER	INTERMEDIATE	ADVANCED
What level of knowledge of the topic did you have prior to this session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate to what degree you agree with the following statements about this session.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Overall, I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will use the content to strengthen my club.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Will you implement at least one idea from this session in the next 30 days?	<input type="checkbox"/>	<input type="checkbox"/>

Write your comments about the session.

Indicate to what degree you agree that the facilitator demonstrated the following:

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Solid knowledge of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

