

Building Effective Teams Facilitator Guide

Leader Professional Development
United States Army
Center for Army Leadership



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Introduction

WHO IS CAL

The Center for Army Leadership (CAL) is the Army's designated action agent for Leader Development and Leadership in the areas of research, assessment, doctrine, initiative management, and quality assurance to sustain excellence in the Army's core competency of growing leaders.

INTENT OF THE LEADER PROFESSIONAL DEVELOPMENT KITS

Leadership is the unifying and multiplying element of combat power (ADP 6-0). Leader development programs are a proven method organizations can use to ensure regular improvement and refinement of critical leadership skills. In 2022, CAL began the design and development of a collection of ready-made Leader Professional Development (LPD) kits that you can use to deliver professional development sessions. These LPD sessions are designed to address topics of need; educate you on the Army Leadership Requirements Model (ADP 6-22); generate group discussion by asking thought-provoking questions; help you identify gaps in your unit, team, or organization; and determine actions leaders can take to improve the gaps.

It takes a lot of effort to create slides and briefing materials. Knowing that every Soldier's time is valuable, CAL created a pre-packaged set of materials (slides, facilitator guide, etc.) with everything you need to conduct an LPD. Now you can focus on learning and presenting the materials. Use this LPD kit as an opportunity to have a leader development discussion with others. The intent isn't for you to lecture for an entire session or read slides verbatim. Instead, think about the content, put it in the context of your unit, and get your audience talking about how to improve as Army leaders and a team.

CONTACT DETAILS

If you have any questions about the LPD kits or have suggestions for additional topics, please contact CAL at usarmy.leavenworth.tradoc.mbx.cal@army.mil.

You can also connect with CAL in the following ways:

- On the web: <https://cal.army.mil/>
- On Facebook: <https://www.facebook.com/USArmyCAL>
- On Instagram: <https://www.instagram.com/usarmycal>
- On Twitter: <https://twitter.com/USArmyCAL>
- On YouTube: <https://www.youtube.com/@USArmyCAL>

You can find the materials for this LPD, as well as others, at the CAL website at <https://cal.army.mil>.

Overview

PURPOSE OF THIS SESSION

The goal of this session is to provide Army leaders an overview of the characteristics of effective teams and how to mitigate dysfunctional team behaviors.

The specific learning objectives for this session include:

- Identify the characteristics of effective teams.
- Discuss the role of leaders in fostering effective teams.
- Discuss strategies to mitigate unhealthy and dysfunctional team behaviors.

TARGET AUDIENCE

The target audience for this LPD session encompasses all Army leaders.

The optimal facilitator-to-learners ratio for this LPD session is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, those organizing the session should consider having multiple facilitators.

NOTE: If the anticipated audience is greater than 50 participants, some features of this Facilitator Guide will have to be adapted. For example, instead of conducting whole group discussions, you may need to split the audience into smaller groups to ensure everyone has an opportunity to contribute. To facilitate group discussions, the allotted time may also need to be increased.

RECOMMENDED MATERIALS

The following table lists recommended materials and equipment for facilitating this session. While these are recommended, not all of the listed equipment is required. For example, if you deliver the session out in the field and do not have access to a computer, monitor, or projector, you can still facilitate the session using just this facilitator guide and participant packets.

Materials	Quantity
Quick Start Guide	1 per facilitator
This Facilitator Guide	1 per facilitator
Participant Packet <ul style="list-style-type: none"> • Building Effective Teams Handout • After Action Review Form 	1 per participant
PowerPoint Slides	1 per facilitator
PC Computer or Laptop	1 per facilitator
Monitor or Projector and A/V cables	1 per room
Screen (if projecting)	1 per room
Chart Paper and Markers or White Board and Dry Erase Markers	1 per room

Documents can be accessed on the CAL website here: <https://cal.army.mil>

AGENDA

The session is designed to be presented in a 47-minute block of time. Later in this guide, you will see the suggested timing for each individual slide, from which the below duration times were calculated.

Segments	Duration
Session Opening	2.5 minutes
Characteristics of Effective Teams	7.5 minutes
The Role of Leaders	8.5 minutes
Strategies to Build Effective Teams	25.5 minutes
Session Closing	3 minutes
Total Duration	47 minutes







PREPARING FOR YOUR LPD SESSION

This facilitator guide aims to provide all of the information necessary to lead a successful session and discussion on this topic. To that aim, here are steps that you should take before the session.

1. Read through this facilitator guide and review the PowerPoint slides. Make sure you feel comfortable speaking to the key points and leading the discussion(s). Based on the audience, prepare to modify discussion questions to ensure they are meaningful and apply to your specific unit/organization. The more you can get the audience discussing how they can improve the organization by applying the material, the better.
2. Be prepared to include personal experiences related to the topic or familiarize yourself with examples you can reference throughout the session. Real-life examples help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs. Feel free to add short video clips or other materials you think the audience would find engaging.
3. Familiarize yourself with the suggested timing of slides and discussion activities.
4. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20 participants.
5. Invite the commanding officer or organization director to speak at the beginning of the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.
6. Review the additional resources so you can direct the audience to the appropriate information. Share the resources electronically via email before the session. Print participant packets ahead of the session.

HOW TO USE THIS GUIDE

The facilitator guide contains PowerPoint slides embedded with facilitation notes and discussion questions to guide you through the session. The facilitation notes include icon cues that are designed to provide visual references for you as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.

Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested amount of time to spend on each slide.
	Key Points	This icon indicates the key points that should be covered. Although you should not read the key points verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
	Discussion	This icon indicates that a discussion should be facilitated.
	Activity	This icon indicates that an activity should be facilitated.
	Resources	This icon indicates when any resource (handout, case study, example, article, etc.) should be used.

How to Facilitate This LPD Session

This section provides you with details on how to facilitate each slide in the session.

OPENING SEGMENT – SLIDE 1



1 minute

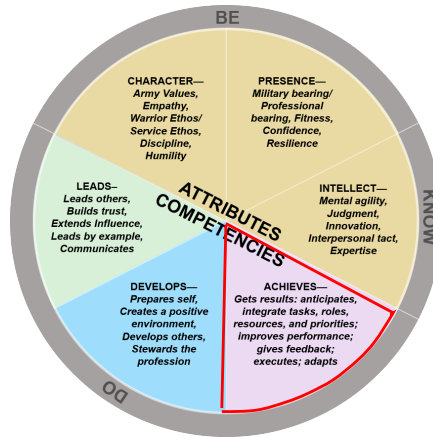


- Welcome participants to this session on building effective teams. This session is part of the Leader Professional Development series designed to address and generate discussion about various topics of importance and determine actions you can take to improve your organizations.
- Point out that the Army relies on effective teams to perform tasks, achieve objectives, and accomplish missions. As leaders, it's your responsibility to build and maintain teams that operate effectively. It requires hard work, patience, and interpersonal skills, but it's a worthwhile investment. High-functioning teams complete missions more effectively than those lacking trust and cohesion.
- Explain that in this session, you'll learn about the characteristics of effective teams and techniques for diagnosing and mitigating dysfunctional team behaviors.

ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



Army Leadership Requirements Model (LRM)



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- This LPD session focuses on the following competency:
 - Gets results
- Learn more about the LRM by reviewing:
 - ADP 6-22
 - Describes what right looks like for all leaders
 - FM 6-22
 - Teaches you how to develop as a leader



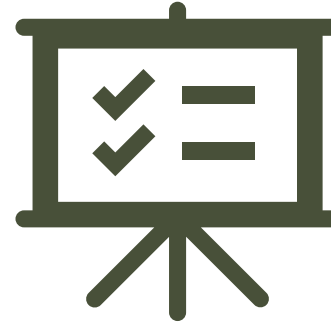
1 minute



- Explain that it's important that everyone be familiar with the Army Leadership Requirements Model (LRM), which lays out the core set of requirements of what the Army expects all leaders to be, to know, and to do. By understanding these expectations, you will be better prepared to deal with a range and variety of situations. Soldiers who regularly and successfully apply these expectations have better-trained units, command climates, and leaders who possess the necessary skills to win the fight. The Leadership Requirements Model can be found in ADP 6-22 and FM 6-22, which you should also take some time to check out if you haven't already. ADP 6-22 describes what right looks like for all leaders, and FM 6-22 tells you how to develop as a leader.
- Point out that this leader professional development session ties directly to the Gets Results competency under the Achieves section of the model. The ultimate purpose of leaders is to accomplish the mission. The way leaders are able to do so is by building cohesive teams that operate on mutual trust to perform collective tasks.

SESSION OBJECTIVES – SLIDE 3**Session Objectives**

- Identify the characteristics of effective teams.
- Discuss the role of leaders in fostering effective teams.
- Discuss strategies to mitigate unhealthy and dysfunctional team behaviors.



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3



30 seconds



- Explain that by the end of this session, you will be able to:
 - Identify the characteristics of effective teams.
 - Discuss the role of leaders in fostering effective teams.
 - Discuss strategies to mitigate unhealthy and dysfunctional team behaviors.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experiences.

WHAT MAKES TEAMS EFFECTIVE? – SLIDE 4

30 seconds



- Explain that we will begin with a brief overview of the key characteristics of effective teams.

CHARACTERISTICS OF EFFECTIVE TEAMS – SLIDE 5



Characteristics of Effective Teams

Cooperation Communication

Effective Teams

Competence Self-Correction



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2 minutes



- Explain that teams with the following characteristics are more capable of meeting their goals and experience less conflict:
 - **Cooperation:** In effective teams, team members believe in their ability to succeed. They believe the team will achieve greater success by working together to achieve goals rather than through competition. In addition, new team members are integrated into the team quickly.
 - **Communication:** In effective teams, the leader and team members communicate frequently and clearly with each other. Team members have a good rapport with one another and regularly share information to help them succeed.
 - **Competence:** Effective teams display competence by demonstrating technical expertise and meeting team goals and expectations. Competent team members are able to adapt to changing circumstances and are willing to learn new skills or approaches as needed.
 - **Self-correction:** Team members admit and learn from individual and group mistakes. They use this information to adapt and adjust their course of action to become even more effective. Team members develop goals and tasks to help everyone succeed and get ahead. They can resolve interpersonal conflict on their own without needing to escalate it to the team leader.



- Refer participants to the Characteristics of Effective Teams section of the Building Effective Teams Handout for a summary of the four characteristics we just covered.

DISCUSSION – SLIDE 6

**Discussion**

- Think about the teams within your unit/organization in terms of the four characteristics we discussed on the previous slide. What sets apart the more effective teams from the less effective teams?

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5 minutes

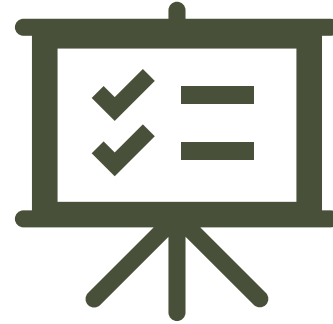


- Ask participants:
 - Think about the teams within your unit/organization in terms of the four characteristics we discussed on the previous slide. What sets apart the more effective teams from the less effective teams?

Answers will vary.

THE LEADER'S ROLE – SLIDE 7**Session Objectives**

- Identify the characteristics of effective teams.
- Discuss the role of leaders in fostering effective teams.
- Discuss strategies to mitigate unhealthy and dysfunctional team behaviors.



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30 seconds



- Explain that in this next section, we will explore the role of leaders in building effective teams.

THE ROLE OF LEADERS IN BUILDING EFFECTIVE TEAMS – SLIDE 8



The Role of Leaders in Building Effective Teams

- Setting clear goals and expectations
- Encouraging open communication
- Building trust and respect
- Fostering collaboration
- Providing guidance and support
- Managing conflicts
- Recognizing and rewarding success
- Encouraging continuous improvement

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3 minutes



- Explain that leaders play a crucial role in building effective teams by:
 - **Setting clear goals and expectations:** Leaders communicate the teams' objectives and defines each team member's role and responsibilities. Leaders should be as specific as possible, using clear language to describe what they expect from the team and what the team needs to achieve.
 - **Encouraging open communication:** Leaders create a supportive environment where team members feel comfortable sharing their thoughts, opinions, and ideas. They engage in active listening and welcome input.
 - **Building trust and respect:** Leaders establish trust and respect among team members by demonstrating integrity, fairness, and a willingness to listen. Leaders who want trust and respect will model the behavior they want to see in the team.
 - **Fostering collaboration:** Leaders encourage and facilitate collaboration by promoting teamwork, cooperation, and a shared sense of purpose. Collaboration is critical in creating a sense of belonging in teams.
 - **Providing guidance and support:** Leaders provide direction and support to help team members overcome challenges and reach their goals. Leaders should provide coaching and mentoring to their team members.
 - **Managing conflicts:** Leaders help resolve conflicts effectively and efficiently to maintain a positive and productive team environment. Leaders address conflict head on by identifying the root cause, collaborating on a solution, and following up after the conflict has been resolved.
 - **Recognizing and rewarding success:** Leaders celebrate team accomplishments and recognize individual contributions to the team's success.
 - **Encouraging continuous improvement:** Leaders foster a culture of continuous improvement by encouraging feedback and making adjustments to enhance team performance.

DISCUSSION – SLIDE 9



Discussion



- What can we do as an organization, or what can *you* do, to increase the effectiveness of your teams?

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5 minutes



- Ask participants:
 - What can we do as an organization, or what can *you* do, to increase the effectiveness of your teams?

Answers will vary.

MITIGATING DYSFUNCTIONAL TEAM BEHAVIORS – SLIDE 10

30 seconds



- Explain that when teams are not functioning at their best, it can cause unhealthy conflict, reduce productivity, create re-work, and take the focus off of results and high performance. Therefore, in the last portion of this session, we will focus on the signs and symptoms of a dysfunctional team and how to mitigate dysfunctional team behaviors.

SIGNS AND SYMPTOMS OF DYSFUNCTIONAL TEAMS – SLIDE 11



Signs and Symptoms of Dysfunctional Teams

Lack of Trust

Lack of
Accountability

Lack of
Commitment

Lack of Internal
Support



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30 seconds



- Explain that just like with characteristics of an effective team, it's important for leaders to be able to recognize the four major signs and symptoms of dysfunctional teams – lack of trust, lack of accountability, lack of commitment, and lack of internal support – and how to mitigate them. We will address each one in detail on the following slides.

LACK OF TRUST – SLIDE 12**Lack of Trust**

- Team members show a lack of trust by:
 - Concealing their weaknesses and mistakes.
 - Failing to provide help or support to peers.
 - Failing to go above and beyond performance expectations.
 - Having conflicts with team members and/or the team leader.
 - Hoarding resources.



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1.5 minutes



- Explain that a lack of trust can have a significant negative impact on team cohesion. When team members don't trust one another—or they don't trust the leader—they'll show it by:
 - Concealing weaknesses and mistakes.
 - Failing to provide help or support to peers.
 - Failing to go above and beyond performance expectations.
 - Having conflicts with team members and/or the team leader.
 - Hoarding resources.
- Point out that when team members demonstrate these actions, some team members might believe their peers are acting more out of self-interest. They believe they are better off trying to achieve their goals on their own without cooperating with teammates.

MITIGATING A LACK OF TRUST – SLIDE 13



Mitigating a Lack of Trust

Encourage information sharing.

Ensure fairness.

Be supportive.



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4 minutes



- Explain that leaders can mitigate a lack of trust by adopting the following practices:
 - **Encourage information sharing:** Communicate instructions and expectations clearly to the whole team. Try to avoid giving more information to one team member than another. You want to prevent information from becoming a leveraging tool.
 - **Ensure fairness:** Learn the individual needs and capabilities of each team member and give out work assignments, opportunities, and advancement based on performance and abilities, not unrelated factors. Ensure team members are provided the resources needed to improve their skills and abilities so that they can grow personally and professionally. Share rewards for successes with the whole team.
 - **Be supportive:** Encourage questions, criticisms, and concerns to be expressed freely. Ensure team members' needs are being met.



- Ask participants:
 - Tell us about a time when you saw one of these strategies in action. How did it help?

Answers will vary.

LACK OF ACCOUNTABILITY – SLIDE 14**Lack of Accountability**

- Team members show a lack of accountability by:
 - Failing to seek out new responsibilities or take on new tasks.
 - Making mistakes on routine or easy tasks.
 - Making excuses for their performance.
 - Failing to suggest changes or improvements.

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1 minute



- Explain that without accountability, a team lacks direction, motivation, and faces increased risks of errors and mistakes. When team members don't feel that they're being held accountable for their actions or performance, they'll show it by:
 - Failing to seek out new responsibilities or take on new tasks.
 - Making mistakes on routine or easy tasks.
 - Making excuses for their performance.
 - Failing to suggest changes or improvements.

MITIGATING A LACK OF ACCOUNTABILITY – SLIDE 15



Mitigating a Lack of Accountability

```

graph TD
    A[Encourage team responsibility.] --> B[Set team goals.]
    B --> C[Assess and correct.]
    C --> A
  
```

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5.5 minutes



- Explain that leaders can mitigate a lack of accountability in the following ways.
 - **Encourage team responsibility:** You should hold the team accountable for mistakes. Encourage team members to work together to fill in weak spots and solve problems by:
 - Holding individuals responsible for their successes and failures if it was clearly their sole responsibility.
 - Holding the team responsible for mistakes if all team members contributed to the mistake.
 - Empowering team members to take initiative.
 - Rewarding all team members for group successes.
 - **Set team goals:** You should set specific, team-based goals with clear guidance on how team members contribute to those goals. Establish expectations for team members' individual performance and teamwork by:
 - Differentiating between team goals and individual goals when communicating expectations.
 - Setting a standard for evaluating goals individually or as a team.
 - **Assess and correct:** You should create a climate where team members can speak openly and admit to mistakes without fear. Hold members accountable by:
 - Calling out problems that arise from a lack of collaboration or teamwork.
 - Encouraging team members to self-correct.



- Ask participants:
 - Tell us about a time when you saw one of these strategies in action. How did it help?

Answers will vary.

LACK OF COMMITMENT – SLIDE 16**Lack of Commitment**

- Team members show a lack of commitment by:
 - Failing to go above and beyond.
 - Questioning underlying reasons for an action or decision.
 - Failing to contribute to the team.



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1 minute



- Explain that the Army's mission requires a high level of commitment from its personnel. Without that commitment, the mission may not be executed effectively. When team members lack commitment to the team and the team mission, they show it by:
 - Failing to go above and beyond.
 - Questioning the underlying reasons for an action or decision.
 - Failing to contribute to the team.

MITIGATING A LACK OF COMMITMENT – SLIDE 17



Mitigating a Lack of Commitment

Set milestones.

Reiterate goals.

Reward cooperation.

Give responsibility.



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5.5 minutes



- Explain that leaders can mitigate a lack of commitment by taking the following actions:
 - **Set milestones:** Setting milestones and deadlines lets team members know what they need to do to achieve a goal and the timeline for doing so. It will decrease confusion of what their role is on the team. Milestones provide structure and keep members on track. They also allow leaders to evaluate progress.
 - **Reiterate goals:** By repeating goals to the members, you reinforce the mission's importance and clarify expectations. You want to explain why members should take pride in their work and cooperate to achieve goals. It's important to remind them of their purpose in the overall mission.
 - **Reward cooperation:** Reward cooperation and acknowledge that teamwork is part of performance appraisals. Doing so encourages team members to interact with one another to accomplish goals and generate a sense of belonging.
 - **Give responsibility:** Give individual team members more responsibility so that they recognize the value of supporting the team and contributing to the overall goal. This gives team members valuable experience and opportunities to develop their leadership skills.



- Ask participants:
 - Tell us about a time when you saw one of these strategies in action. How did it help?

Answers will vary.

LACK OF INTERNAL SUPPORT – SLIDE 18**Lack of Internal Support**

- Teams that lack internal support show it by:
 - Lacking faith in their abilities.
 - Relying heavily on their leader to make decisions and resolve conflict.



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1 minute



- Explain that teams that lack internal support have members who don't feel empowered, encouraged, or capable enough to make decisions or take action. This lack of internal support weakens efforts to achieve mission objectives and unit morale. Teams that lack internal support show it by:
 - Lacking faith in their abilities.
 - Relying heavily on their leaders to make decisions and resolve conflict.

MITIGATING A LACK OF INTERNAL SUPPORT – SLIDE 19



Mitigating a Lack of Internal Support

Solicit feedback.

Solicit feedback on how to revise team goals and strategy.



Assign appropriate roles.

Match team member roles with their skills.

Provide more information.

This allows members to think and act more independently.

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5 minutes



- Explain that you can mitigate the lack of internal support using the following techniques:
 - **Solicit feedback:** Solicit feedback on how to revise team goals and strategy. By soliciting feedback, you can help determine why team members are uncomfortable making decisions, which can lead to a need for increased internal support, and help them see the role they play in the mission. Team members will also feel more ownership over the team mission if their input is requested.
 - **Assign appropriate roles:** Match team member roles with their skills. You want to give them opportunities to succeed so that they gain confidence in their abilities.
 - **Provide more information:** Providing more information about the mission and how to complete it allows team members to think and act more independently when it comes to planning and evaluating strategies to achieve goals.



- Ask participants:
 - Tell us about a time when you saw one of these strategies in action. How did it help?

Answers will vary.



- Refer participants to the Diagnosing Team Dysfunctions section of the Building Effective Teams Handout for a summary of the strategies we covered in this section.

WANT TO LEARN MORE? – SLIDE 20



Want to Learn More?

<https://cal.army.mil>

**Doctrine**

Provides leader expectations

- ADP 6-22
 - Paragraphs 6-62 through 6-72
 - Paragraph 9-16
 - Paragraphs 9-25 through 9-28
- FM 6-22
 - Paragraphs 1-17 through 1-19
 - Paragraph 4-105
- ATP 6-22.6
 - Chapter 1

**Self-paced Online Lessons**

Provide additional content and real-world examples/scenarios

- Fostering Team Unity

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1 minute



- Point out that, given the time constraints, we weren't able to cover everything in detail. To learn more about how to build effective teams, go to the CAL site and check out these resources.

AFTER ACTION REVIEW – SLIDE 21**After Action Review**

- Complete the AAR form in your Participant Packet and return it to the facilitator.
 - The form allows you to provide feedback about this session.
 - Your feedback will be used to improve future deliveries of this session.

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1 minute



- At the end of the session, tell participants to complete the AAR form in their Participant Packet (also on the next page for your reference) and to return it to you before they leave.



- Tell participants that:
 - The form allows them to provide feedback about the session.
 - Their feedback will be used to improve future deliveries of the session.

Building Effective Teams After Action Review Form

Purpose

The purpose of this After Action Review (AAR) is to help the your organization improve its Leader Professional Development (LPD) program. Your feedback will help identify areas of this session that went well and areas that could be improved.

Session Goals

The goal of this session was to provide Army leaders an overview of the characteristics of effective teams and how to mitigate dysfunctional team behaviors.

After you participate in this session, it is expected that you will be able to:

- Identify the characteristics of effective teams.
- Discuss the role of leaders in fostering effective teams.
- Discuss strategies to mitigate unhealthy and dysfunctional team behaviors.

Your Feedback

Answer the following question below:

Question	Your Feedback
<p>Were the goals of this session met? If not, explain why.</p>	
<p>What went well during this session?</p>	
<p>Are there any areas in which the session could be improved? If so, please specify.</p>	

LET'S CONNECT – SLIDE 22

**Let's Connect**

- On the web: cal.army.mil
- On Facebook: [USArmyCAL](https://www.facebook.com/USArmyCAL)
- On Instagram: [@usarmycal](https://www.instagram.com/usarmycal)
- On Twitter: [@USArmyCAL](https://twitter.com/USArmyCAL)
- On YouTube: [@USArmyCAL](https://www.youtube.com/@USArmyCAL)

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1 minute



- Display this slide while participants are completing their After Action Review.
-