

Increasing activism of women transport workers

Stage 3

Component	Title	Timing
One	Leadership	120 minutes
Two	Motivating women to act	120 minutes
Three	Strategic vision for women in your union	120 minutes
Four	Strategic planning	120 minutes
Five	Stages of team building	90 minutes
Six	Comprehensive campaigns	120 minutes

Facilitator notes

Audience

Women and men holding union leadership positions, who are looking to develop and implement a targeted women's strategy. Participants should have some level of responsibility in their union.

Facilitator role

The facilitator's role is to encourage participants to develop their strategic planning skills in leading campaigns to win change and mobilise more women transport workers through union activities. This programme covers: campaigning and leadership. The focus is upon knowledge rather than skills. For skill development and follow-up, participants should contact their **regional office** or **ITF women's department**.

Participants should have access to the ITF materials:

- **ITF women transport workers making a difference**
- **Winning a better deal for women – Maritime women's best practice guide**
- **ITF 42nd Congress proceedings Mexico City**
- **ITF strategic campaign manual**

- **ITF women's handbook**
- **Organising precarious transport workers booklet**
- **ITF organising manual.**

Outcomes

- **Knowledge of the four frames of leadership.**
- **Greater understanding of key elements of a strategic plan.**
- **Deeper understanding of teams and motivation.**
- **Understanding the need for a vision and how to develop one.**
- **Knowledge of comprehensive campaigning techniques.**
- **Practical understanding of SWOT and SMART concepts.**

Pre-course work - facilitator

There is a significant amount of material in the three PowerPoint presentations in these components. It is important that the facilitator makes time for adequate preparation in advance of the course to read and understand the documents. Being familiar with these documents, as well as the subject matter, will enable the facilitator to co-ordinate the most productive discussions with participants by highlighting the relevant key points, as well as understanding the aspects that apply to participants' unions.

For some of the components flipchart paper will be required. **Component 5** will require a selection of coloured pens.

Component 1: leadership

Talk through the **PowerPoint presentation 1** on leadership, using the notes pages contained within the presentation. When you reach slide 7, pause the presentation and give out **Activity 1**. Ask each participant to complete the questionnaire individually to assess their leadership qualities.

Once this is completed, give out **Activity 2** and ask them to score their answers and total these up. The outcome should be that each participant has an understanding of whether they have a structural, humanist, political or symbolic style to their leadership.

After this, complete the rest of **PowerPoint presentation 1** from slides 8 to 14, which will start to explain these styles in more depth. Finally, at slide 14, split the participants into small groups and ask them to discuss and agree answers to the following questions:

- 1 Are these descriptions true of your styles of leadership?**
- 2 When have you seen your styles be most effective?**
- 3 When do you run into trouble with your leadership styles?**
- 4 How might you benefit from working with leaders from other frames? What might the challenges be?**

Ask each group to appoint someone to summarise the key points of the discussion for the plenary group. Afterwards distribute **Handout 1** to participants. Ask them to read through the handout and then hold a plenary discussion around the four frames and their inherent assumptions, as detailed.

Conclusion for facilitator

Discuss with participants that it is the responsibility of each individual to develop their own qualities and styles of leadership. The strongest leaders develop the styles of multiple perspectives either through personal development or by building leadership style diversity into the team. Participants should consider which is the best approach for them to employ.

Handout 1

Structural leaders emphasise rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. For them, a good leader is someone who thinks clearly, makes good decisions, has good analytic skills and can design structures and systems that get the job done.

Humanist leaders emphasise the importance of people. They agree with the view that the central task of management is to develop coaching, participation and motivation and teamwork. To them, a good leader is a facilitator and participative manager who supports and empowers others.

Political leaders believe that managers and leaders live in a world of competing interests and scarce resources. The central task of management is to mobilise the resources needed to advocate and fight for the organisation's goals and objectives. Political leaders emphasise the importance of building a power base: allies, networks and coalitions. To them, a good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

Symbolic leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organisational mission. To them, a good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

Frame	Most useful when
Structural	Goals and information are clear Strong technology and information systems are in place Low conflict Low uncertainty; stable authority
Human resource	People are or want to be involved in decisions Morale is low or going down Resources are relatively plentiful or are increasing Low or moderate conflict and uncertainty
Political	Resources are scarce or declining There are conflicts about goals or values Power distribution is diffuse or changing
Symbolic	Goals and information are unclear or ambiguous Weak technology and information systems High cultural diversity

Assumptions of the Four Perspectives

Structural perspective

- Organisations exist primarily to accomplish established goals.
- For any organisation, there is a structure appropriate to the goals, the environment, the technology, and the participants.
- Organisations work most effectively when environmental turbulence and the personal preferences of participants are considered by norms of reality.
- Specialisation permits a higher level of individual expertise and performance.
- Coordination and control are accomplished best through the exercise of authority and impersonal rules.
- Organisational problems usually reflect an inappropriate structure and can be resolved through redesign and reorganisation.

Humanist perspective

- Organisations exist to serve human needs (and humans do not exist to serve organisational needs).
- Organisations and people need each other.
- Organisations need the ideas, energy, and talent that people provide, while people need the careers, salaries, and work opportunities that organisations provide.
- When there is a fit between the individual and the organisation, both benefit: Humans are able to do meaningful and satisfying work while providing the resources the organisation needs to accomplish its mission.

Political perspective

- Most of the important decisions in organisation involve the allocation of scarce resources.
- Organisations are coalitions composed of a number of individuals and interest groups (for example, hierarchical levels, departments, professional groups, cultural groups). Individuals and interest groups differ in their values, preference, beliefs, information, and perceptions of reality. Such differences are usually enduring and change slowly, if at all.
- Organisational goals and decisions emerge from ongoing processes of bargaining, negotiating, and jockeying for position among individuals and groups.

- Because of scarce resources and enduring differences, power and conflict are central features of organisational life.

Symbolic perspective

- What is most important about any event is not what happens but the meaning of what happens.
- The meaning of an event is determined not simply by what happened but by the ways that humans interpret what happened.
- Many of the most significant events and processes in organisation are substantially ambiguous or uncertain. It is often difficult or impossible to know what happened or what will happen next.
- Ambiguity and uncertainty undermine rational approaches to analysis, problem solving and decision making
- When faced with uncertainty and ambiguity, humans create symbols to reduce the ambiguity, resolve confusion, increase predictability and provide direction. Events themselves may remain illogical, random, fluid, and meaningless but human symbols make them seem otherwise.

From Bolman & Deal, Reframing Organisations, 1997.

Component 2: Motivating women to act

The facilitator's role is to introduce this session and split participants into two groups. Give the first group **Handout 2** and the second group **Handout 3**. Give them both a sheet of flipchart paper and ask each group to summarise the theory and note how the model can be reflected against women's union activism. Ask both groups to report back their findings to the plenary.

Encourage participants to share their own experiences of what motivated them to join and get involved with the union. The facilitator should make the point that these stories are a good way of identifying what would motivate other women transport workers. However, it is important not to just test this on workers they know; participants should understand the importance of continually talking to women transport workers to test issues for campaigning and organising around as well as to inspire them to get involved.

The facilitator should split the participants into pairs. If participants include men, try and pair men with men and women with women. Ask them to answer the following questions and feedback the responses to the group:

- 1 What motivated you to join the union?
- 2 What motivated you to get involved in union activity?
- 3 Why did it motivate you?
- 4 Did others get involved?
- 5 What motivated others to get involved?

Possible answers include:

- 1 My family have always been members of the union; to change something; my co-worker asked me; I needed help at work or unity is strength.
- 2 My family have always been active; the union was active on an issue I was interested in; someone asked me to get involved or supported me.
- 3 I felt strongly about it; I understood that the union needed more numbers to help us win something; I felt the union was relevant to me and my colleagues.
- 4 Yes/No.
- 5 A colleague asked me; I felt strongly about the issue or I could see the impact the proposal was going to have.

Note to facilitators, if you have men and women participants, draw out the differences and similarities in their responses.

Now return participants to the plenary group, ask them to think about their union and answer these questions:

- 6 What could your union do to motivate more workers to join or get involved in union activity?
- 7 What could your union do to motivate women transport workers to join or get involved in the union?
- 8 What strategies could your union deploy to encourage a greater level of involvement from women transport workers?

Possible answers:

- 1 Encourage activists to speak to all members or potential members asking them to join and/or get involved; offer training and support to members to become more involved; hold events and activities to educate on specific issues and encourage members to become more involved; undertake campaigns and use these as recruitment opportunities; feedback progress on campaigns and initiatives to activists.
- 2 More women involved in the union at all levels; offer more support and training to women to get involved with the union; ensure more women's issues are discussed and develop a better understanding of how women's concerns can be used in negotiations with management; more campaigns being run to improve women workers lives; campaign for better pay and conditions and better access to jobs for women members; provide a safe place for women to talk to women; hold more women's meetings, talk to women members to explore their issues; give women small and specific tasks to achieve and build up the level of the tasks to build confidence; ensure the opportunities are accessible to women (timing and location of events/activities).
- 3 Implement detailed plans to increase membership and activity; set targets; employ more women; find more women leaders (role-models) and campaign on issues that affect women.

Note for facilitator: This activity should enable participants to explore some of the things that motivated them and their colleagues to join or get involved with the union. It also will enable them to explore what their union could do to motivate more workers to join/get involved and also specifically identify anything they could focus on to motivate more women workers to join/get involved. This could provide some useful actions to take back to their union and participants might share ideas of what has already worked well in their unions.

The facilitator should point out that many people don't join the union or get involved simply because nobody has asked them to join. Each time you speak to women who are not members, it is an opportunity to find out what motivates them and encourage them to join. Each time you talk with members it provides an opportunity to encourage activism. **Also refer to the fact that women are motivated by many of the same things as men: job security, job satisfaction, pay etc – there can be additional motivators for women but it's not all gender specific.**

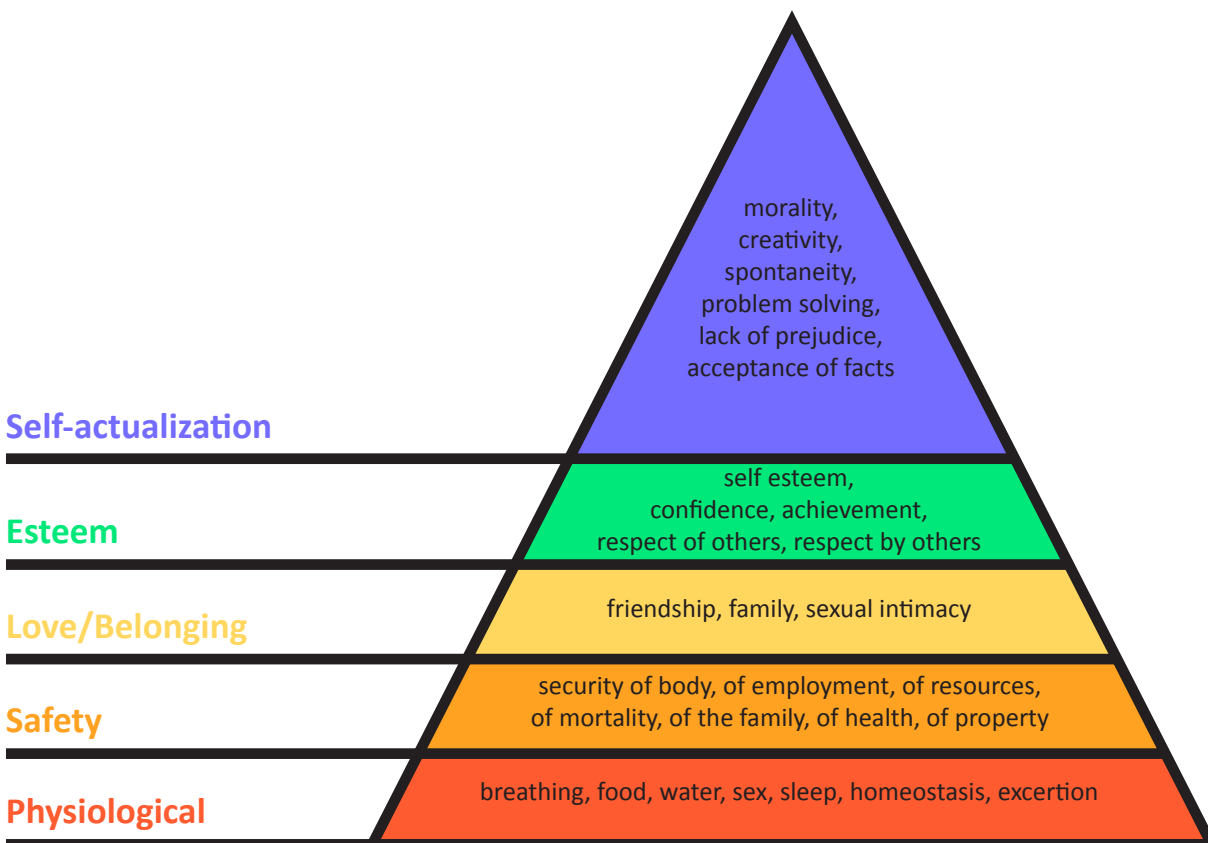
Handout 2

Motivation

We must look at:

- What motivates women?
- Why do women get involved in unions?
- What keeps them involved?

Abraham Maslow's, Hierarchy of need, 1954

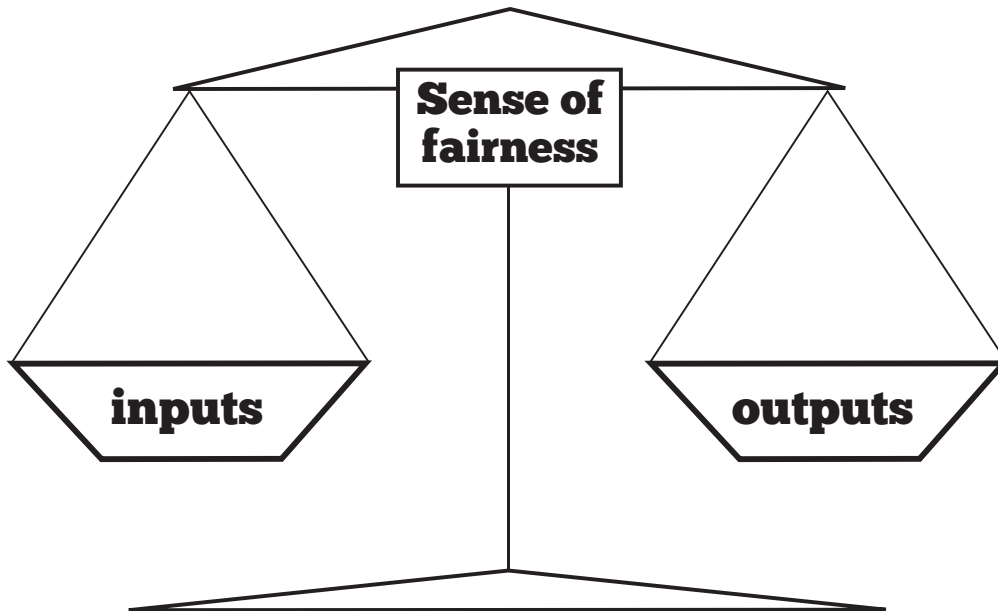


The first four layers of the pyramid are what Maslow called “deficiency needs”: the individual does not feel anything if they are met, but feels anxious if they are not met. Maslow’s theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. The deficiency needs are: physiological, safety needs, love/belonging, and esteem needs.

Though the deficiency needs may be seen as “basic”, and can be met and neutralised (they stop being motivators in one’s life), the self-actualisation layer contains “growth needs” ie they are enduring motivations or drivers of behaviour.

Handout 3

Motivation



John Stacey Adams – Theory of equity, 1963

Adams called personal efforts and rewards and other similar 'give and take' issues at work respectively 'inputs' and 'outputs'.

- **Inputs are what we give to or put into our work.**
- **Outputs are everything we take out in return.**
- **These terms help show that what people put into their work includes many factors besides working hours, and that what people get from their work includes many things aside from money.**
- **Adams pointed to the reference points – the people with whom we compare our own situation – as being very important.**
- **He says; we want a fair balance between what we put into our work and what we get out of it. But how do we decide what is fair?**
- **The answer is that we compare ourselves to others: to what they put in and get out**
- **This means that Adams' theory does not look at just comparing our inputs and outputs – it also looks at a comparison between us and other people.**
- **People lose motivation when they feel they are not being treated fairly by comparison to others in a similar position.**

Whichever model you chose, as a leader you should:

- **Try to increase the motivators for your team and diminish the things which de-motivate your team**
- **Give recognition & praise**
- **Give opportunities for development**
- **Give support**
- **Distribute the interesting tasks**
- **Be fair**

Component 3:

strategic vision for women in your union

Talk participants through the **PowerPoint presentation 2** on strategic planning.

Read through **Handout 4** with the plenary group then divide participants into four small groups. Give each group a sheet of flipchart paper and – using what you have previously outlined about developing a great vision – ask each group to define the least effective vision they can think of for women transport workers.

When they have finished, give each group the vision defined by one of the other groups and ask them to critique it by coming up with 3 bullet points to demonstrate what makes the vision so ineffective.

Each small group should then share the vision they were asked to critique with the plenary group, along with their bullet points.

The facilitator should then be able to draw out what would make a strong vision for women transport workers based on their experience of working on a poor vision. Facilitators can remind participants that great leaders have a vision that they are able to communicate to their followers and motivate them to share that vision and also act. Eleanor Roosevelt envisioned a world of equal opportunity for women and minorities. John F Kennedy famously dreamed of putting a man on the moon. Developing a vision is not easy but will ensure that those on the course start to think of the impact they can have to build the strength of their union and the movement.

Afterwards, split the participants into pairs and ask them to use the **Activity 3** and the previous discussion to develop their own vision for women transport workers in their union and share this with their partner. Ask them to try to communicate their vision in a sentence, like they would in everyday conversation, and think about how they would achieve that vision in their union.

The facilitator should then ask a number of participants to feedback their vision to the group and the first step they will take to win commitment to the vision from women activists and union leaders. They might like to invite participants to share ideas; based upon those they have observed developing a particularly strong vision and first steps during this session.

Handout 4

A vision is a picture of your organisation's desired future expressed in a way that resonates with all members of the organisation. The vision is shared with members, employees, employers, and candidates for employment and creates shared meaning about what your organisation wants to become.

The vision is the motivating purpose behind your entire plan.

It's tempting to skip this step and view the real core of strategic planning as defining a plan and creating action steps for executing the plan. However, the real challenge that unions face often isn't the lack of a good plan – but difficulty motivating members to participate in the plan!

Values consist of opinions about what is right, fair, or just. They describe the ideas that matter most to people, the things that they will make sacrifices for in order to obtain them. Beliefs are the basic assumptions on which we base decisions. They include our assumptions about people, power, what makes things happen, etc. Together values (what is important) and beliefs (what is) determine the goals towards which the organisation should be directed, and by which its success and worth should be measured.

Draw up a vision you can actually use in day-to-day conversations. Union leaders and activists are called upon to define the union every day, in interactions with new employees, members and potential members, community allies, media and elected officials. In today's hostile environment, it is vital that we develop new ways of talking about our organisation, our values and ourselves. Consider for your vision a campaign that is relevant to you and your union and that you would like to work on for the rest of this week. It could be one of the **ITF campaigns**...and your union's role in it.

Elements to consider:

- **Who we are.**
- **Why we exist (purpose).**
- **Who we serve (members but also other stakeholders).**
- **How we accomplish our goals (key strategies and core competencies).**
- **What results (products, services, changes).**
- **Guiding principles (values, beliefs, culture).**

Determining your vision is an early component in organisational strategic planning.

These are the fundamentals necessary for a vision that excites and motivates people to follow the leader. The vision must:

- **Clearly set organisational direction and purpose.**
- **Inspire loyalty and caring through the involvement of all employees.**

- **Display and reflect the unique strengths, culture, values, beliefs and direction of the organisation.**
- **Inspire enthusiasm, belief, commitment and excitement in union members.**
- **Help workers believe that they are part of something bigger than themselves and their daily work.**
- **Be regularly communicated and shared.**
- **Challenge people to outdo themselves, to stretch and reach.**

The articulated and shared vision provides a picture of the organisation that you are trying to create in the future. The vision becomes the rallying cry for your desired future. Normally, the vision ranges in length from a couple of words to several pages. A shorter vision is more memorable. When a vision stretches on for pages and even paragraphs, it is usually because the organisation is also expressing how it plans to reach or create the vision.

Component 4: Strategic planning

Remind participants of the key points from **PowerPoint presentation 2** from the previous component on strategic planning.

The facilitator should ask the participants to develop a strategic plan for women transport workers in their union, to achieve the vision they have devised in the previous component on strategic vision. Distribute **Handout 5** and give participants reading time.

Once they have read the handout and questions about it have been answered, split the participants into three groups. Ask each group to undertake a SWOT (strengths/weaknesses; opportunities/ threats) analysis on adopting and implementing a strategic plan for women transport workers. Each group should focus upon one of the following:

- 1 Women workers
- 2 Leadership
- 3 Women activists

Task each group with appointing a spokesperson and reporting back to the plenary group.

Next, return to **Handout 5** and summarise each heading with participants then ask them to work individually and use **Activity 4** to action plan the tasks that will achieve their organisation's goal. Please remind them that their tasks should be SMART (specific/ measurable/ agreed/ realistic/ time-bound). Once they have completed the action plan, the facilitator should then ask a number of participants to share their plan with the group. The facilitator may choose to invite participants to share who have been observed developing a particularly strong plan.

The facilitator should emphasise that the action plan is only a mechanism to deliver the organisation's objectives. As leaders they must oversee the implementation of the plan including:

- **That everyone understands it and is working towards the same goal.**
- **That tasks are assigned to people and are monitored.**
- **Tasks and progress on the plan are reviewed regularly.**

Handout 5

Strategic planning clarifies the overall purpose and desired result of an organisation and defines how those results will be achieved. For unions, it is a systematic method for making decisions about the union's future and a process for engaging all decision-makers in the union in understanding what is required for the future.

Substantive definition: A systematic method for making decisions about a union's future.

Process definition: A systematic method for engaging all decision-makers in the union in understanding what is required for the future.

Too often unions simply react to management and government initiatives or seek short-term objectives. Most unions do some planning mostly around a schedule dictated by their regular duties: handling grievances, contract negotiations, regular union meetings, elections, political lobbying, organising, and participating in labour bodies, conventions and various other activities which are all part of the regular demands of union life.

Strategic planning means looking beyond these important activities and analysing your situation to develop long-range goals; then working out the specific steps to get from where you currently are to where you would like to be. Strategic planning charts a course:

- **To organise what we have**
- **To acquire what we need**
- **To get what we want**

Strategic planning is a core leadership skill. It requires you to ask and answer questions important to the organisation. It enables you to set goals and forces you to set priorities. The process of strategic planning provides both a framework for decision-making and a basis for measuring performance. Strategic planning is purposeful and it sets direction for the union, its members and the community that it seeks to influence.

5 steps for strategic planning:

- 1 Mission/vision/values/objectives**
Covered in the previous component.
- 2 Assessing the current environment**
(strengths/weaknesses; opportunities/threats)

Crucial to your planning process is an environmental analysis assessing the external and internal environment within which your union operates. This type of analysis used in strategic planning is called a SWOT (strengths/weakness; opportunities/threats) analysis. It helps to:

- **Isolate key issues to resolve.**

- **Focus activity into areas where you are strong and where the greatest opportunities lie.**
- **Consider factors from an internal as well as external point of view.**
- **Support a comprehensive, thoughtful, and strategic approach to information that may have an impact on the identified goals.**
- **Help elicit information from different points of view. The more perspectives involved the more useful the information.**
- **Identify barriers to success.**
- **Develop priorities for action.**

It is important to not only look at what exists today but also examine change dynamics – as this is a snapshot in a moving picture.

3 Developing priorities and goals.

Setting priorities is about making choices – putting first things first. You can't do everything yourself and too often new goals are simply added to existing projects, with members becoming demoralised by the failure to prioritise. Goal setting is a vital step in carrying out your union's mission. Goals should be specific achievements you wish to accomplish and should relate to your priorities.

Some can be short-term goals and others long-term goals. Short-term goals are the immediate steps to start the union moving towards its mission. It is often things that must be accomplished over the next few months. Long-term goals will indicate where you would like to be, in relation to your mission, in the months and years ahead. Your goals will depend on where you are now and what is realistic to accomplish in a certain period of time, such as within a year. Think broadly, but start with the basics. You can always add more goals later. Below are points to remember:

- **State the goal as specifically as possible.**
- **If trying to change individual behaviour, performance-oriented goals are more useful.**
- **Goals must be attainable or they will guarantee frustration.**
- **Goals represent hopes – people want to observe results.**
- **Goals must be clear to those who are affected by them.**
- **Goals must be acceptable to those affected.**
- **Because you cannot always determine clear, acceptable and attainable goals in advance, you must be able to modify your goals.**

4 Action plan

Most strategic planning approaches include a reference to “SMART” goals, objectives, and action plans – in other words, they should be:

- S**pecific Spell out the goal clearly.
- M**easurable So you know whether or not you have succeeded.

- A**greed Everyone in agreement.
- R**ealistic Achievable and moves you in a direction you want to go.

- T**ime-bound Specifies the amount of time needed and a clear deadline.

5 Evaluate

Don't overlook the evaluation. If an action didn't work, find out why. The advantage of a written action plan is that you have a clearly stated action and performance expectation to evaluate and consider.

Does the strategy need to change? If the action worked, publicise your victories, and show the progress you are making toward your goal. Find ways to recognise the work of volunteers.

Good plans do not fail but they often get re-evaluated. Do not be afraid to change your plans to reflect your developing knowledge, changes in circumstances or increased threats. Has the environment changed? Are there new opportunities that have opened that you can now take advantage of? Are there new threats on the horizon? Are you continuing to involve new people in your union or are you returning to the same people continually?

Component 5: stages of team building

The facilitator should lead a plenary discussion by asking participants to think about (and describe) teams they have led or been members of.

Distribute **Handout 6** and allow participants sufficient time to read through it. Meanwhile, write the four stages of team building on the whiteboard/flipchart and when they have finished reading, ask the participants to think about one of the teams they have led or been a member of. Ask them to think about the stage that this team was at and seek volunteers to explain this to the plenary group. Ask participants to answer a specific question about how they believe gender can impact on teams. This could be especially interesting if there are women and men participating in the course.

Split participants into small groups. Task each group with working together, for a maximum of 15 minutes, to design a new union logo for the National Union of Transport Workers (fictional union).

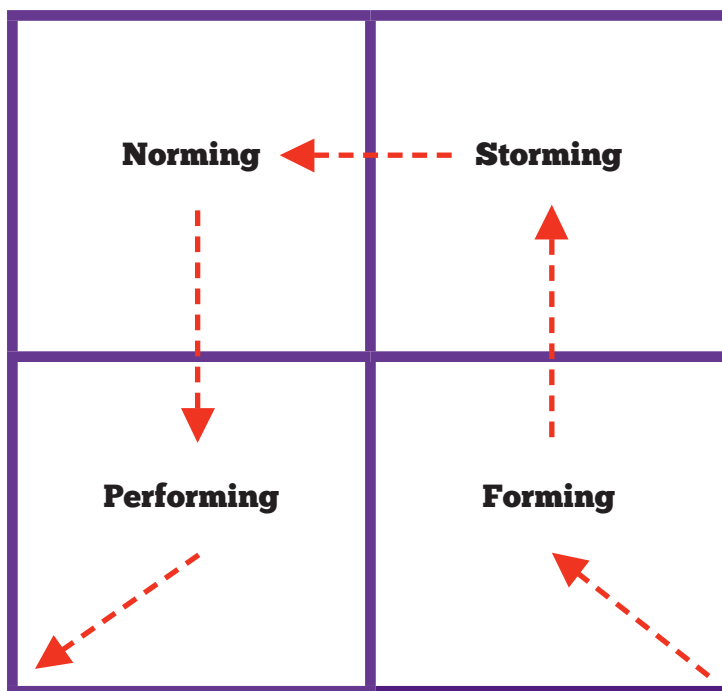
When they finish ask them to reflect the performance of their group against the 4 stages of development described in **Handout 6**.

Handout 6

Bruce Tuckman's 'Forming Storming' Team

You can't expect a new team to perform well when it first comes together. Team formation takes time, and teams often go through recognisable stages as they change from being collections of strangers to becoming united groups with common goals.

Psychologist Bruce Tuckman first came up with the memorable phrase "forming, storming, norming, and performing" in his 1965 article, "Developmental sequence in small groups." He used it to describe the path that most teams follow on their way to high performance. When you understand it, you can help your new team become effective more quickly.



Stage 1- **Forming**: directing

In this stage, most team members are positive and polite. Some are anxious, as they haven't fully understood what work the team will do. Others are simply excited about the task ahead. As leader, you play a dominant role at this stage, because team members' roles and responsibilities aren't clear. This stage can last for some time, as people start to work together, and as they make an effort to get to know their new colleagues.

A leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. A leader directs.

Stage 2 - **Storming**: coaching

Next, the team moves into the storming phase, where people start to push against the boundaries established in the forming stage. Some may question the worth of the team's goal, and they may resist taking on tasks. This is the stage where many teams fail. Storming often starts where there is a conflict between team members' natural working styles. People may work in different ways for all sorts of reasons but if differing working styles cause unforeseen problems they may become frustrated. Storming can also happen in other situations. For example, team members may challenge your authority or jockey for position as their roles

are clarified. Or, if you haven't defined clearly how the team will work, people may feel overwhelmed by their workload or uncomfortable with the approach you're using. Team members who stick with the task at hand may experience stress, particularly as they don't have the support of established processes, or strong relationships with their colleagues. ***The leader needs to encourage the team to make decisions as team members establish positions within the team. A leader may need to resolve conflicts and remind the team of their purpose. A leader coaches.***

Stage 3 - **Norming**: supporting

Gradually, the team moves into the norming stage. This is when people start to resolve their differences, appreciate colleagues' strengths, and respect your authority as a leader. Now that your team members know one another better, they may socialise together, and they are able to ask each other for help and provide constructive feedback. People develop a stronger commitment to the team goal, and you start to see good progress towards it.

There is often a prolonged overlap between storming and norming, because, as new tasks come up, the team may lapse back into behaviour from the storming stage. ***As the team is beginning to come together the leader should be supportive and help to establish working methods for the task.***

Stage 4 - **Performing**: delegating

The team reaches the performing stage when hard work leads, without friction, to the achievement of the team's goal. The structures and processes that you have set up support this well. As leader, you can delegate much of your work, intervene only when asked and you can concentrate on developing team members. It feels easy to be part of the team at this stage, and people who join or leave won't disrupt performance. ***The main function of the leader is one of monitoring to check that things are going as well as they should: the work is getting done.***

Teams

Unions exist because as individuals we are weak, but when we are united we are strong. So, if we are acting as individual activists we are weak, but acting as part of a team makes us stronger. Here are some things to consider when building your team:

Starting a team

What do you want? People who will work with you to help improve the workplace conditions/help promote the union's causes.

Where should you start? With anyone who seems to be interested.

- **Identify sympathetic members**
- **Talk to them**
- **See who they might be able to bring in**
- **Give them something to do**

Keeping it going

Think about what makes being in a team worthwhile – support, achieving objectives, developing self and others and ensure that team members continue to get this from the team.

Team development

There are four key stages in team development:

- 1. Forming:** Selection of team members, team members test each other, team members are unsure of how to act, usually listening rather than speaking.
- 2. Storming:** Conflict, challenge among possible leaders, resistance to each other/forming the team [pecking order established during this stage].
- 3. Norming:** Leadership agreed, the team comes together, standards are established and roles are agreed and established [this is not usually a creative period].
- 4. Performing:** Team works together, clarity of purpose, team working is successful – success breeds better teamwork – which breeds more success.

Conclusion

As a team leader, your aim is to help your people perform well, as quickly as possible. To do this, you'll need to change your approach at each stage. Follow the steps below to ensure that you're doing the right thing at the right time:

- 1** Identify the stage of team development that your team is at from the descriptions above.
- 2** Now consider what you need to do to move towards the performing stage. The chart, above, will help you understand your role, and think about how you can move the team forward.
- 3** Schedule regular reviews of where your team is, and adjust your behaviour and leadership approach appropriately.

Component 6: comprehensive campaigns

Talk participants through the **PowerPoint presentation 3** on comprehensive campaigns.

Afterwards split the participants into small groups. Ask each group to agree upon a target for a comprehensive campaign for women transport workers. Ask them to consider what would need to be done in respect of the air war, ground war and internal campaign.

Ask them to agree someone to report back to the plenary. Take the reports back in the plenary group and assess how the participants have taken on the ideas in the presentation.

End of components.