2016 MSAN Institute
Equity Conversations: Building and Sustaining a Collaborative Culture

April 2016

Workshop Objective:

Participants will…

- Discuss ten strategies used by high performing teams to improve the productivity of meetings and influence equity outcomes
- Identify roles and responsibilities of multi-disciplinary teams,
- Create a personal action plan that enhances teamwork

Enduring Understanding:

Highly effective teams are essential for furthering equity-focused leadership and advancing cultural competence.

Guiding Question:

In what ways can develop and/or improve teams in order to serve students better?

Definitions

Team - A group of people who work together for a common goal

Collaboration - The act of willingly working with others in order to achieve a mutually agreed upon goal

Welcome/ Introductions

Activator

The Characteristics of Dysfunctional Teams

Ten Characteristics of Highly Effective Teams

Case Studies/Teamwork Scenarios

Personal Action Plan

Closing

Thank you for attending!

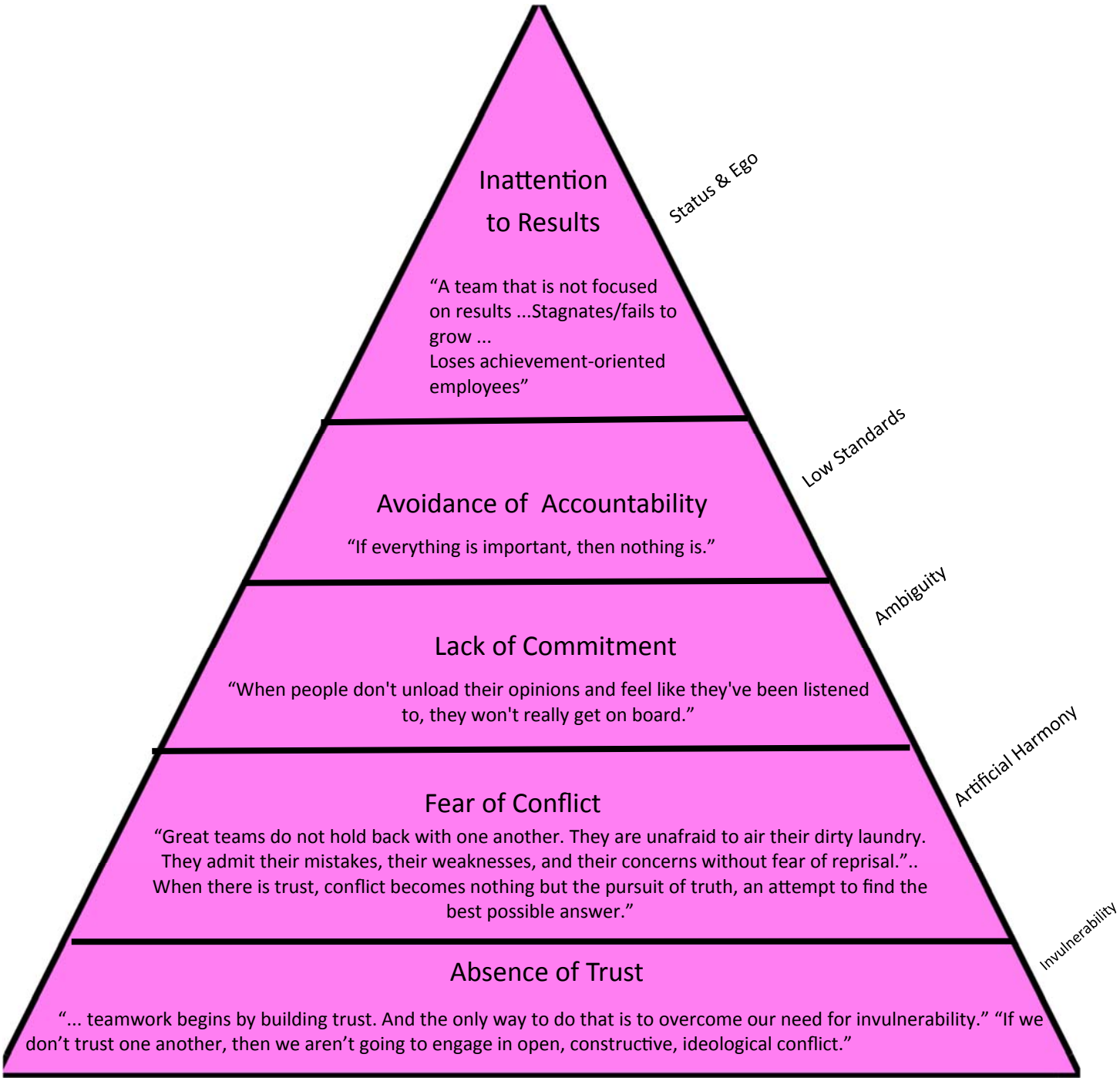
Notes

”Everyone is a leader”.

Dr. Alvin Crawley

What Gets in the Way: The Five Dysfunctions of a Team

"Not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare."



"The fact remains that teams, because they are made up of imperfect human beings, are inherently dysfunctional."

Lencioni, Patrick (2002). The Five Dysfunctions of a Team: A Leadership Fable

What are the 10 Characteristics of a Highly Effective Team?

Teams are the most important groups in organizations; their effectiveness usually determines the efficiency, productivity and creativity of the company. Without well functioning teams it is most difficult to be successful. *So what would that look like?*

Here are the 10 key elements necessary for a High Performance Team:

1. ***Purpose*** Members proudly share a sense of why the team exists and are interested in accomplishing its mission.
2. ***Priorities*** Members know what needs to be done next, by whom, and by when, in order to achieve team goals.
3. ***Roles*** Members know their roles for getting tasks done and when to allow a more capable member to do certain tasks.
4. ***Decisions*** Authority and decision making lines are clearly understood.
5. ***Conflict*** Conflict is dealt with openly and is considered important to decision making and personal growth.
6. ***Personal Traits*** Members feel their unique personalities and skills are appreciated and well utilized.
7. ***Risk*** Members are able to share risky ideas and feel supported by the team rather than be criticized or sniped at.
8. ***Effectiveness*** Members find team meetings efficient and productive and look forward to this time together.
9. ***Success*** Members know clearly when the team has met with success and share in this equally and proudly.
10. ***Training*** Opportunities for feedback and updating skills are provided and taken advantage of by team members.

The leadership of any team will determine the culture of its environment…with open communication, recognition, support, trust, and rapport, the team will thrive…
Working together to reach common goals provides a synergism towards high achievement!

CASE STUDY

Team Members:

Melvin: Principal of the school. Very much concerned about the image of the school, but has very little compassion for the students. Staff members love him, as he is extremely supportive of their work and has very little tolerance for classroom or school disruption of any kind. Students don't know him very well, as he is almost always in his office, but he does know the student in question as he has been the administrator that has suspended him twice.

Barbara: Knowledgeable about the special education program, but is often more concerned with getting a laugh from the group instead of sharing her true level of intelligence. As the lone African- American administrator at the school, she often feels as if her voice is minimized. She only knows Jose from the stories hears regarding his behavior, which she thinks are ridiculous. She consistently clashes with Wilson.

Jeffrey: A classroom teacher for more than 10 years, is often looked at not as a school leader, but for building dissention and animosity towards the administration. He is a strong teacher and very knowledgeable about the students being discussed. He knows the students family and also coaches a soccer team outside of school. He wishes Sheri was the principal and feels that Melvin is the cause of the majority of student problems in the school.

Sheri: The longest serving administrator on the team (23 years), she claims to have "seen it all" and often attacks problems today, the same way that she addressed them when she began teaching in 1981. Staff members appreciate and respect her institutional knowledge, but many teachers find her views to be outdated. She is not the administrator assigned to work with the Special Education Department, and thus, detests coming to meetings like this.

John: Department Chairperson for Special Education. Often times feels overwhelmed and isolated by his peers, as he is very concerned about the effort being put forth by the teachers, and lets his feelings be known. He will be facilitating this meeting.

Parents of Jose: Recent immigrants to the country that are very concerned with the academic and social success of their son. Selena, the mother, is a teacher assistant at the school and is pleased with the support her son is provided. Jose Sr. is concerned about the future of his son, since he, at least in his eyes, is in trouble at school so frequently.

Jose: A 9th grade student that has recently seen his grades dip dramatically, is often in Barbara's office for violations of the code of conduct (disruption, insubordination, defiance) and for skipping class. Most of his teachers recognize that he is more than academically capable. They are extremely concerned about his seemingly growing anger management issue. On three occasions, he has been suspended for fighting with other students, and once for striking a staff member. The school admits that more is possible for this student, but that it has not

provided sufficient structure to Jose to truly support him academically and socially. Specifically, they recognize that he needs assistance with anger management, but that he also is falling behind academically. He is missing a large number of assignments for his math and science class, and consistently does not complete homework. He is excelling in all non-academic areas, particularly chorus and family and consumer science, where he is part of a quilt making team.

Grades

Science- F
Math- F
English 9- D
World History- B+
Physical Education/ Health- A
Family and Consumer Science- A
Chorus- A

Disciplinary Record

Suspensions- 3 since January, all for fighting with other students.

In School Suspensions (ISS)- 4 times, of which 3 occurred since we returned from the Winter Break. Those three were for skipping class, classroom disruption, and missing detention without an excuse. The fourth one was for being verbally aggressive towards a staff member. He has spent a total of 8 days in ISS.

Discipline referrals- overall, Jose has 27 this year.

Skipping class- 7
Defiance towards staff- 6
Classroom disruption- 5
Fighting with a peer- 3
Forgery- 1
Vandalism-2
Skipping detention or other assigned discipline assignment-3

ASSIGNMENT

In your group of five role play how you think this pre-meeting would progress. Adopt the persona of one of the team members and walk through how a meeting to determine a possible action plan would play out. Be mindful of the brief descriptions of each person.

We are not looking for a solution, but to have them discuss the process. Although brief, what roadblocks did they see coming into play. How do the dynamics of the group disrupt the goal that is trying to be accomplished. What do you see as the greatest dysfunction of this team? What are its strengths? What qualities of the team need to be strengthened? How would you individually work to strengthen them? Do you see similarities in your place of work? How is your team or you working to address that?

Personal Action Plan

What do want to achieve as a team member?

What are my areas of strength?

What skills do I possess?

What will I do to achieve my goal?

What obstacles might that stand in the way?

What resources can address the obstacles?

What will it look like, sound like? feel like? when I achieve my goal?

The Roles and Responsibilities of Team Members

In the ideal team, everyone collaborates and everyone has a voice. The highly effective team willingly works to achieve an agreed upon goal.

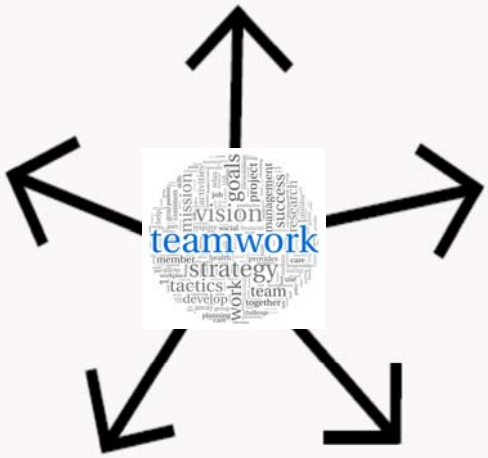
Roles of Team Members

Shared Responsibilities

Provide leadership in developing & implementing the goal
Establish the ways the groups will behave while together
Solve problems & eliminate barriers

Efficient Organization

Establishing meeting logistics; When? How often? Where? What will happen between meetings? Which roles for whom?



Personal Responsibility

Take risks
Lean into conflict
Agree to disagree & commit
Demonstrate high expectations
Set status and ego aside

Solving Issues

Identify needs, community & resources
Develop strategies for overcoming barriers
Make researched-based decisions
Establish communication with stakeholders
Evaluate and revise processes

Roles

Leader/ Focuser
Notetaker
Informer
Specialist
Mediator
Resource Investigator
Time Keeper
Wonderer

Stodden, Robert A. (2007)http://www.ncset.org/; Lencioni, Patrick (2002)