

# The Main Idea's **HANDOUT** to use with the PD ideas for *The Art of Coaching Teams*

## For Activity 2: Self-Assessment of Team Leader Skills

Chapter	Team Leader Skill	Rating 1-5 (5=high)
Chapter 1	I know the indicators of an effective team.	
Chapter 2	I know who I am as a leader and what kind of leader I hope to be.	
Chapter 3	I know what to do to build trust in a team.	
Chapter 4	I know how to help the team define a clear purpose that will positively impact students.	
Chapter 5	I know how to establish living norms that guide team behavior.	
Chapter 6	I know how to develop the emotional intelligence of my team. I help everyone get along and deal with stress.	
Chapter 7	I know how to facilitate effective communication in a team.	
Chapter 8	I know different ways to make decisions and how to help the team make decisions in ways that builds trust.	
Chapter 9	I know how to use my knowledge of adult learning to facilitate a team.	
Chapter 10	I know how to plan for productive meetings (choosing appropriate activities, protocols, etc.)	
Chapter 11	I know how to incorporate feedback when planning meetings and create a facilitator's agenda.	
Chapter 12	I know the difference between healthy and unhealthy conflict, how to cultivate healthy conflict, and how to address unhealthy conflict.	
Chapter 13	I know how to assess the conditions in which I'm leading my team so I can figure out where to best focus my energy.	

## For Activity 4: Who am I as a leader and who do I want to be?

Who am I as a leader?

Who do I want to be?

A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Who am I as a leader?' and the right circle is labeled 'Who do I want to be?'. Both circles contain horizontal lines for writing. The overlapping area in the center also contains horizontal lines for writing.

For Activity 5: To build trust, know and share the competencies of each team member

Team Member	Strength or Area of Expertise (to possibly share with the team)
1.	
2.	
3.	
4.	
5.	

For Activity 6: Develop a TEAM WORK PLAN to guide your planning of team meetings

Team Work Plan Template		
<i>District or School Goal 1:</i> _____		
<i>Team Goal 1:</i> _____		
Month	Strategic Actions	Benchmark Indicators
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

For Activity 7: Identifying what it looks like and sounds like when a team has strong Emotional Intelligence

Indicators of Strong Team Emotional Intelligence	What this looks or sounds like in a team (write a sentence starter or describe the associated behavior)
Team members paraphrase each other's ideas.	"So, you're saying that..."
Team members are aware of the frequency of their own contributions and monitor their verbal participation.	
Team members are aware when comments made bring up triggers for them.	
Team members are aware when they are having a difficult day and how this might impact the team.	
Team members express empathy for each other.	
Team members offer feedback in the moment on the group's <i>process</i> .	
Team members find things to be optimistic about.	
Team members note their appreciation for the contributions of others.	

For Activity 9: Becoming aware of our own listening skills (check off any that apply)

- Listening to find connections. Your mind thinks, "Oh, I remember when that happened to me, too!"
- Listening to find a story of your own to share, "I can tell her about that time I..."
- Listening to ask a probing question to keep the other person's reflective capacity.
- Listening to ask a clarifying question because you want more information.
- Listening but wanting to jump in and finish the speaker's sentence.
- Listening to find a point you agree or disagree with.       Listening but feeling impatient, wishing the person would stop talking.
- Listening to understand the other person's perspective.       Fake listening. Being bored and occasionally nodding and spacing out.