

## THE MAIN IDEA's PD ideas for TEAM LEADERS based on *The Art of Coaching Teams*

Below are professional learning suggestions for a group of team *leaders*. You can conduct these activities with this group as a team and then they can go back to their teams and turnkey some of these ideas and activities. \*\*\*See the **handout** that comes with this!!

1. Have the team leaders write or think on their own about a time they were a part of a team (not necessarily in a school) where things got done and everyone thrived. What was it about this team that made it so successful? Discuss this as a group. (Bonus idea: see the listening exercise in #9 below. Do that activity during this discussion!)

2. *The Art of Coaching Teams* covers many topics, only a few of which are addressed below. Consider having everyone do a **self-assessment** of where they are in their development as a team leader. They can use the 'Facilitator Core Competencies' with over 50 items in Appendix A or you use the chart below which corresponds to the 13 chapters in the book to have them evaluate themselves. Then they can follow up in the corresponding chapter with areas they need to improve (this is on the **handout** for team leaders):

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 build trust.	
Chapter 9	I know how to use my knowledge of adult learning to plan and facilitate a team meeting.	
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.	

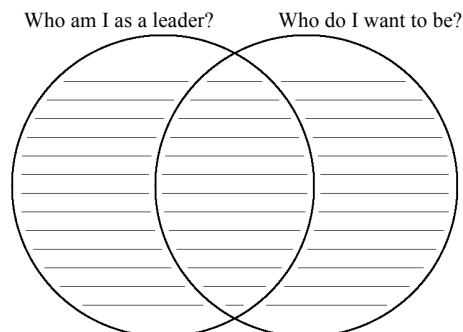
3. Aguilar writes that successful teams attend to **product, process, and learning**. As team leaders, sometimes we emphasize one more than the others. Discuss your understanding of these three elements with a partner and share which area you think you focus *most* on with your team, which you focus on the *least*, and how that might be impacting your team:

Product: A great team gets something *done* that is valuable, useful, and impacts the clients it serves.

Process: A great team's *collaboration* skills improve as a result of working together.

Learning: The *skills and knowledge* of team members increase as a result of being a member of this team.

4. If we want to develop ourselves as leaders of teams, we need to take some time to think about **who we are as leaders**, and what we think about leadership. Take some time individually to think about your *personality type* (are you more extroverted? Base decisions on information or intuition? See some Myers Briggs personality types); your *emotional intelligence*: self-awareness (ability to recognize our own feelings), self-management (how we respond to emotions), social awareness (ability to understand the emotions of others); and your *relationship management* (ability to manage conflict and form healthy relationships), as well as other aspects of your leadership style. Then use the Venn Diagram below to fill in the circles with who you are and who you want to be as a leader of a team. Discuss this with the group. (Note that the Venn Diagram below is on the **handout** for team leaders in a larger size.)



5. There is a lot to do to address the issue of **trust** on your team. Start with this one small activity. First, discuss Stephen Covey's definition of trust on p. 41: "the feeling of confidence we have in another's *character* and *competence*" (note the emphasis is mine). Discuss what this means. Next, to help the team develop confidence in each other's *competence*, it helps to first know what areas of expertise or strength each team member has. Have each team leader list their team members and try their best to fill out this chart. If they can't, they should commit to meeting individually with team members to learn more about them in the next few weeks. (This is also on the **handout** for team leaders.)

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

6. Rather than planning one meeting at a time as a team leader, think about creating a larger **Team Work Plan** to guide the planning for your team as described in Chapter 4. Look at the example below excerpted from the chapter and then use the blank template on the **handout** to map out your next month of team meetings based on a school goal and team goal. To do this, you will need to come up with the actions your team will engage in and the indicators you will use to assess success:

Team Work Plan Example		
<i>District or School Goal 1: 95% of students will make at least a 20% growth in reading on our school's reading assessment.</i>		
<i>Team SMARTE GOAL 1: To support this goal, we will use at least 20 reading strategies, 4 assessment tools, and analyze results.</i>		
Dates	Strategic Actions	Benchmark Indicators
September	<ul style="list-style-type: none"> <li>• Administer pre-assessments</li> <li>• Introduce 1<sup>st</sup> set of reading strategies</li> <li>• Analyze pre-assessments</li> <li>• Share student work from 1<sup>st</sup> unit, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-assessments analyzed</li> <li>• Student work analyzed</li> </ul>

7. In developing the **emotional intelligence (EI) of a team**, it's helpful if the leader knows the *indicators* of strong EI *and* what these indicators might look or sound like in practice. Have the leaders brainstorm sentence stems or short descriptions for each indicator. They can then model these sentences/behaviors with their team, or do this actual activity with them (the **handout** has a larger version):

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 process.	
Team members find things to be optimistic about.	
Team members note their appreciation for the contributions of others.	

8. To help the team practice **decision making** and further the goal of developing team EI, have the group look at the 12 ideas to build team EI on p.130 of the book. Then, using one of the decision-making strategies on p.6 of the summary (that you have chosen ahead of time) – either consensus, multi-voting, compromise, or majority voting – bring the group through a mock decision-making process to *choose 2 of those 12 EI strategies* the group thinks would be most effective in a team.

9. To help the group become more aware of the importance of **listening** in developing healthy group conversations, use the following self-assessment tool called "How Do I Listen?" during one part of today's meeting (I suggest to use this during the discussion in activity 1 above.) *After* the discussion, ask team members to think about *what kind of listening* they did (on the **handout**):

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

10. Have all team leaders bring in an agenda they wrote for an upcoming team meeting. At this meeting, have them individually write a '**facilitator's agenda**' (see p.8 of the summary) with much more detail (how to conduct each activity, anticipated obstacles, more specific time stamps, etc.) and with keeping the principles of adult learning in mind (see pp. 6-7 of the summary) Then in pairs have everyone give feedback on the level of detail in the new facilitator's agenda and how well it attends to the needs of adults.

11. Almost all team leaders experience some **resistance** or pushback on the teams they lead. Have one team leader at a time bring a dilemma about a resistant team member to this meeting. Then, use the **consultancy protocol** to discuss and get help with this resistance: ([www.nsrffharmony.org/system/files/protocols/consultancy\\_0.pdf](http://www.nsrffharmony.org/system/files/protocols/consultancy_0.pdf))

### Conclude the Meeting

Three ideas to conclude the meeting: 1) Perhaps you can assign someone as the Process Observer (see p. 3 of the summary) at the start of the meeting and then have this person share observations about the group's *process* now. 2) Ask for feedback on the meeting and your facilitation skills to use to improve the next meeting, or 3) Ask everyone to turn and talk and share *one* idea from today's meeting they plan to use with their own teams.