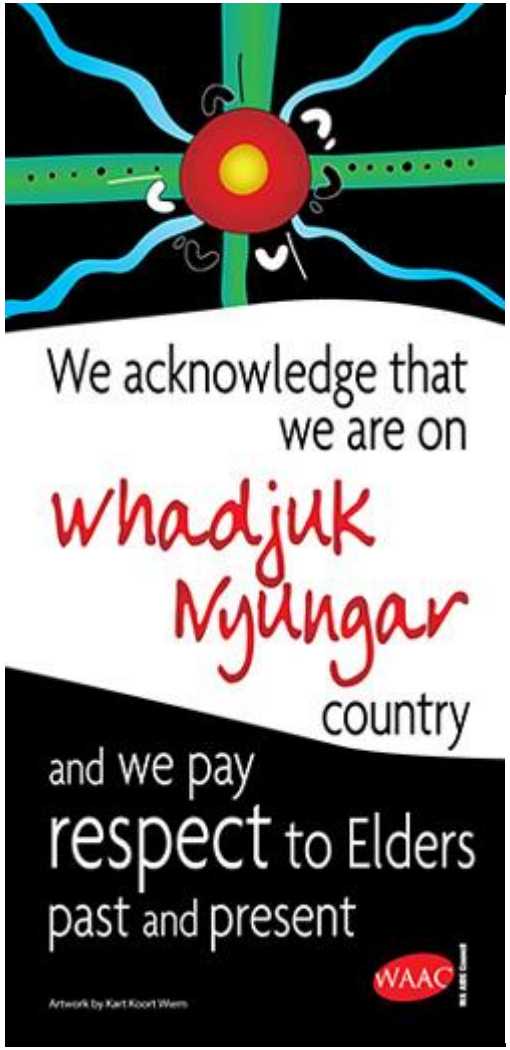
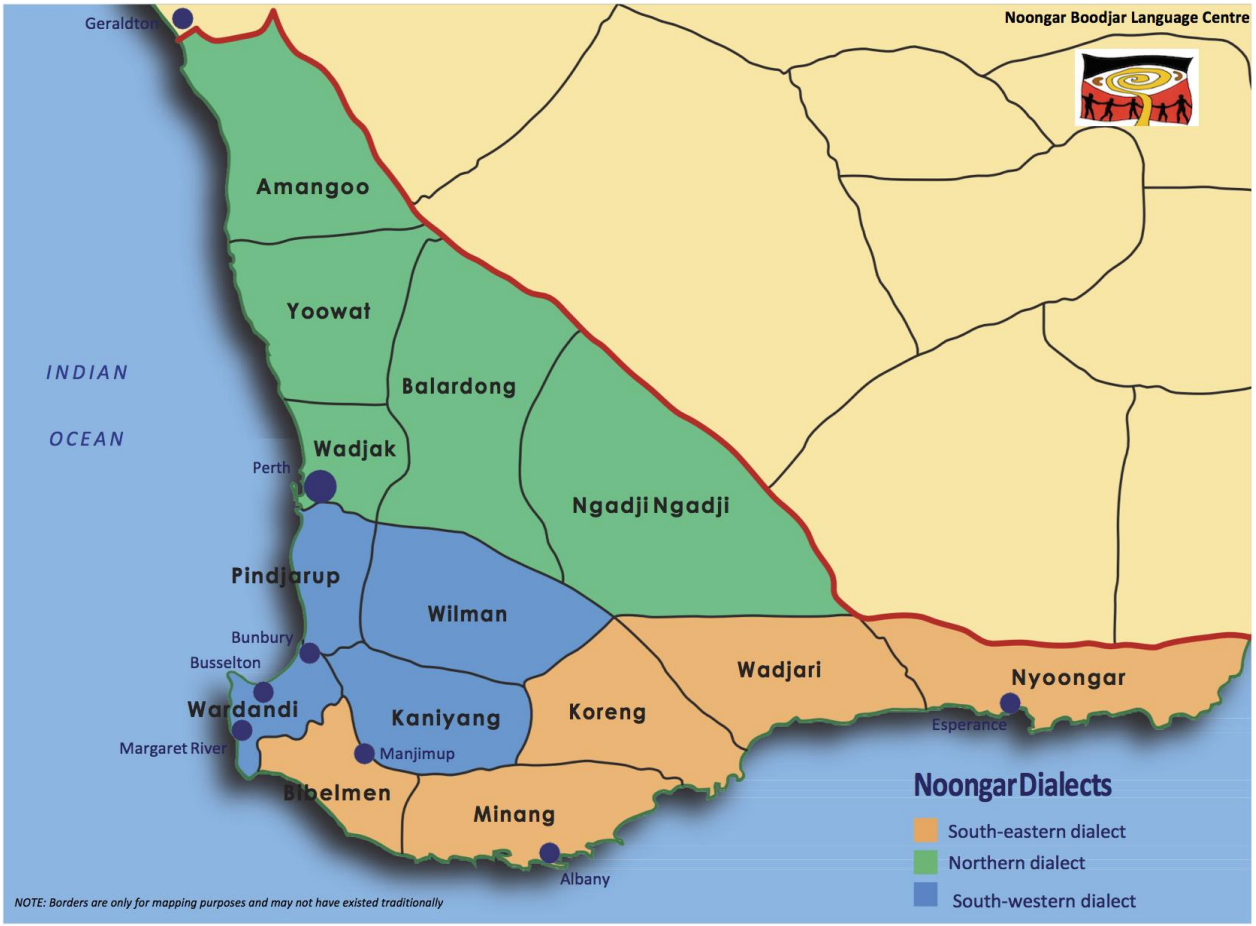
Fogarty EDvance

Advancing educational opportunities

FED Alumni Workshop
High Performing Teams
Wednesday 22 February 2023

Acknowledgement of Country





Workshop Objectives

- Understand the **definition and functionality of teams** and apply to their school teams and context
- Determine **how to develop psychological safety** in their teams as a foundation for **building a high performing team**
- Reflect on their leadership practices to effectively **build trust** in their teams
- Have clarity around having productive conflict and feel confident to **harness productive conflict**
- Identify their likelihood to harness **armoured versus courageous leadership,** and determine the impact of this on their staff in building trust
- Have extended their capacity as leaders to effectively manage staff by:
    - applying **leader-member exchange theory**, and
    - using the **situational leadership model**
- **Review a toolkit to create a tailored action plan** for addressing key high performing teams

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Link today's Agenda with SDD Masterclass (held last year):

SDD Masterclass
What will you do?

Two main sections of SDD:

1. Plan **strategically** based on high impact evidence-based interventions (ladder up the right wall)
2. **Execute** with excellence

Revision of Milestones plans:

- Who will you do the work?
- Project management Plan (MSTL 1)
- Milestones Timeline & Plan review process (2x term status updates + review meeting discipline)

High-Performing Teams Masterclass
How will you do it?

1. Work in school is best done collaboratively, often in key teams across the school
2. Psychological safety is critical and can be enhanced through the types of conversations that take place

Leaders are critical to set the conditions for high performing teams:

- How does psychological safety relate to team performance?
- What are the conditions for great conversations i.e. disciplined dialogue & discussion

What do you need to give yourself permission to do, feel, or not do in order to show up for this workshop?

For example:

- I will have the courage to share with honesty
- I will lean into growth AND/OR
- I will not be distracted from being present (phone calls, emails, etc)
- I will ensure I do not listen without really hearing

Write your answers on a sticky note

What is a team?

Think of the **best team** you have ever worked with…..

What was it you remember most about:

- the leader?
- The other team members?

The key features of a team:

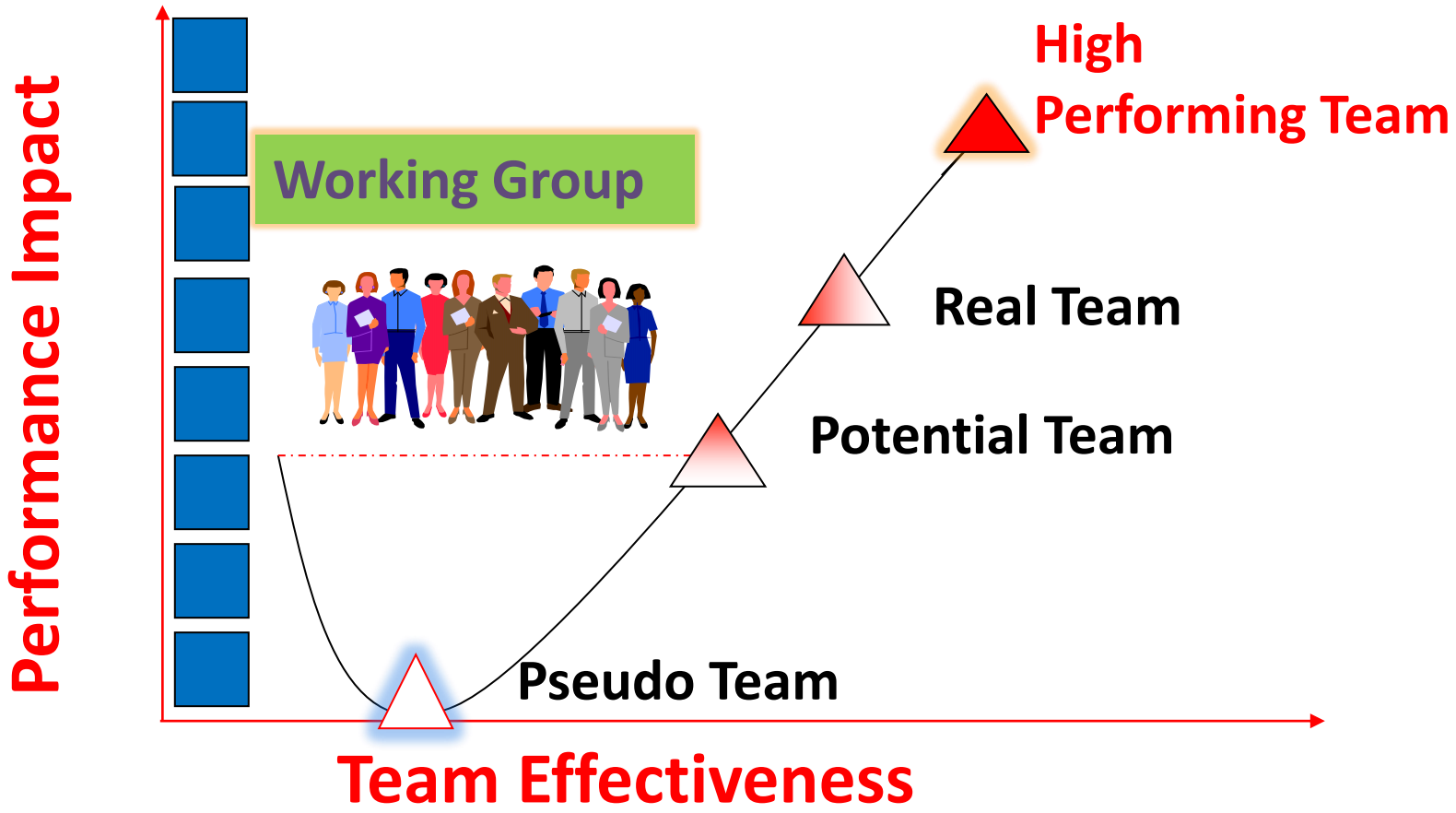
- Small number of people
- Complementary skills and ideas
- Commitment to a common purpose
- Clear performance goals
- Mutual accountability

Source: Katzenbach and Smith HBR The Wisdom of Teams

TEAM Definition:

*A team is a small number of people with **complementary skills** who are committed to a **common purpose**, set of **performance goals** and approach for which they hold themselves **mutually accountable***

Team performance curve:



Source: Katzenbach and Smith HBR The Wisdom of Teams

When teams form:

Activity:

- **Think** about how this model has played out in teams you have worked in (including your current team)
- **Tell a partner** your insights:
  Does knowing about the model change the way you view team formation?

5 Behaviours of a 'dysfunctional' team

Source: Patrick Lencioni, 2002

High Performing Teams and psychological safety:

Psychological Safety defined:

"Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes"

Amy Edmondson
Harvard Business School

Psychological Safety is NOT:

- Being nice
- Touchy Feely
- Abundant Consensus
- A license to whine
- Oversharing
- A guarantee that all your ideas will be applauded
- Freedom from conflict
- Permission to slack off

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How psychological safety relates to Performance Standards:

Amy Edmondson's Medical Research

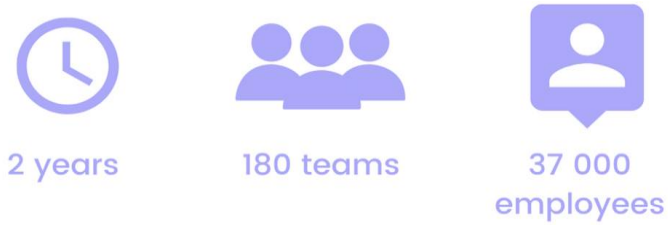
Original Research question:

"Do better hospital teams make fewer medication errors?"

Google's Project Aristotle research

"What is the make up of the 'perfect' team?"

"What makes teams successful?"



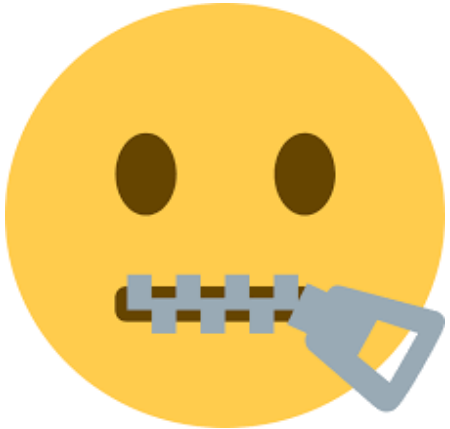
The Subtle Nature of Impression Management

No one wants to look…	So…
• **Ignorant**	- Don’t ask questions
• **Incompetent**	- Don’t admit weaknesses or mistakes
• **Intrusive**	- Don’t offer ideas
• **Negative**	- Don’t critique the status quo

The dangers of low psychological safety:

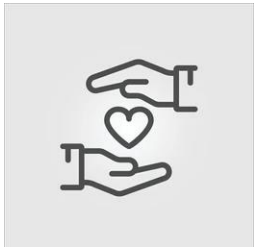
Avoidable Failure

Dangerous Silence



What is the visceral feeling you get when you are in a safe/unsafe work environment?

Activity:



A team were I felt **safe**….

A team where I **did not feel safe** …

The '*hallmarks*' of a leader/team where you felt safe to speak up…

Activity:

1. Think - of the behaviours, words and actions that led you to feel safe to speak up (the leader or within the team)

2. Pair - share your list with your partner

3. Share - team dialogue & discussion to come up with your **top 3**

Playback to the group

What is **armoured** leadership?

- Where a person leads from self-protection – this occurs when we are in fear, or self-protection and we assemble our armour piece by piece.

Some of the characteristics of armoured leadership are:

- Expecting and cultivating a **culture of perfectionism** – this does not exist
- Creating a **win/lose** power dynamic
- Being a **knower** and **being right**
- Hiding behind **cynicism or sarcasm**
- Leading with **compliance and control**
- **Rewarding exhaustion** as a status symbol

Brown, Brene (2018). *Dare to Lead.*

How does Armoured Leadership Play out?

Some thought processes that occur when we “armour up” include:

1. I am not …….. enough
2. If I am honest with them about what’s happening, they’ll think less of me or maybe use it against me
3. No way I am going to be honest about this. No one else does it. Why do I have to put myself out there?
4. Yeah, screw them. I don’t see them being honest about what scares them. And they’ve got plenty of issues
5. It’s actually their issues and shortcomings that make me act this way. This is their fault and they’re trying to blame me
6. In fact, now that I think about it, I am better than them.

Brown, Brene (2018). *Dare to Lead.*

What is **daring** leadership?

- Where a person leads with grounded confidence – this is ultimately about serving other people, not ourselves.

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; . . . who at best knows in the end the triumph of high achievement, and who at worst, if he fails, at least fails while daring greatly."

~THEODORE ROOSEVELT

Share with your team:

How does this quote resonate with you?

If you were to explain what this would look like at work, what example could you give?

Armoured vs. Daring Leadership

What is **daring** leadership?

Where a person leads with grounded confidence – this is ultimately about serving other people, not ourselves.

Some characteristics of daring leadership are:

- Modelling and encouraging healthy striving
- Practicing gratitude and celebrating milestones
- Setting boundaries
- Modelling clarity, kindness and hope
- Making contributions and taking risks
- Using power to, power with, power within

Brown, Brene (2018). *Dare to Lead.*

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Team Reflection – Armoured vs. Daring Leadership

Using the template and handout provided, reflect on which type of leadership your team often engages in:

1.	Being a Knower and Being Right	Being a Learner and Getting it Right
2.	Tapping out of Hard Conversations	Leaning into & Skilling up for Hard Conversations
3.	Using Shame & Blame to Manage	Leading with Empathy, Accountability and Learning
4.	Fostering a Scarcity-Driven Culture	Committing to and Modeling that “We are Enough”
5.	Professing Values	Practicing Values
6.	Driving a “Fitting in Culture”	Cultivating a Belonging Culture
7.	Leading for Compliance and Control	Leading for Commitment and Shared Purpose
8.	Leading Reactively	Leading Proactively and Strategically
9.	Resisting Change	Accepting and Embracing Change
10.	Getting owned by failures	Owning our failures
11.	Leadership is “Being Served by Others”	Understanding Leadership as “serving others”

Brown, Brene (2018). *Dare to Lead.*

Colin Powell - The Essence of Leadership

In triads, discuss **three key messages** that you learned from the pre-reading:

Creating the conditions for transformational change?

leadership

Creating the conditions for transformational change

Paul Browning says adaptation should feature in modern teaching

Establishing and maintaining trust

Rubric for assessing trust and transformational leadership practice

Admit mistakes	Never displays vulnerability nor admits his/her mistakes or accepts responsibility for poor decisions; blames others.	Rarely displays any form of vulnerability; acknowledges when a poor decision or mistake has been made but doesn't take any personal responsibility or act to resolve it.	On occasions displays vulnerability; accepts responsibility for his/her own errors and poor decisions but doesn't apologise; admonishes others for their mistakes and poor decisions.	Displays professional and personal vulnerability; admits mistakes or poor decisions; apologises publicly; is willing to accept responsibility for other's mistakes; actively rectifies mistakes.
Offering trust	Micro-manages staff; controls or interferes with staff members' decision-making responsibilities; ordering, directing, or commanding; feedback is primarily corrective, or limited, general.	Allows staff to perform their role to an extent, monitors and sometimes influences decisions and regularly checks on work; feedback is primarily in the form of advice.	Allows staff to perform their role and make decisions that affect their work with minimal interference; provides supportive feedback when asked.	Treats staff as professional colleagues by implicitly trusting them to perform their role; willingly provides mentoring and coaching when asked.
Active listening	Speaks far more than he/she listens; is easily distracted when a person is speaking; shows little interest; does not show empathy; is only keen to share his/her point of view.	Gives time for the other person to speak before he/she shares their point of view; can allow distractions to interrupt the conversation; demonstrates a level of understanding.	Balances listening with speaking; is not easily distracted; demonstrates that he/she has heard and understood what the person has said by summarising their main points.	Listens far more than he/she speaks without distraction; asks clarifying questions; demonstrates empathy; can articulate succinctly what the person is feeling and what they have actually said;
Affirmation	Never or rarely gives staff members affirmation or thanks.	Provides affirmation to staff members on occasions either publicly or privately for significant contributions and successes.	Regularly recognises contributions staff members have made and provides affirmation either publicly or privately.	Actively seeks ways to affirm and thank staff members either publicly or privately; affirms not just the significant contributions but also the little things staff do.
Decision making	Either makes decisions with no consultation or consideration of its impact or rarely is able to make a decision; doesn't communicate a decision nor provide justification or explanation for it.	Makes considered decisions; superficial consultation that works to enact an agenda; enacts the decisions.	Seeks staff input using consultative decision-making process; makes decisions and enacts them; communicates decisions to staff.	Values staff input and views; uses consultative or collaborative decision-making processes; makes timely and informed decisions and enacts them; communicates the justification for decisions.
Visibility	Rarely seen around the school; mainly confined to his/her office or is away from the school; does not regularly attend assemblies, chapel services, events, etc.; not accessible to staff.	On occasions can be seen around the school; attends assemblies, chapel services, etc.; on occasions attends school events; staff can make an appointment to see him/her.	Often seen around the school speaking with students, staff and parents; often attends assemblies, chapel services and other school events; accessible to staff.	Regularly seen on the grounds speaking with parents, staff and students modelling and reinforcing expectations; attends assemblies, chapel services and other events; is very accessible to staff.
Demeanor	Is unpredictable; prone to losing control of his/her emotions in different situations; primarily focused on his/her agenda rather than the staff member.	Responds emotively to different situations, expressing their feelings accordingly; displays concern for both him/herself and the staff member.	Is able to keep his/her emotions in check; shows a level of restraint in difficult or challenging situations; demonstrates respect for the staff member.	Is consistent and predictable, always remaining calm and level-headed no matter the situation; always respectful of the staff member.

Complete the trust rubric, and identify:

- Which two aspects of the rubric are a **strength** in your leadership?
- What two aspects of the rubric would you like to **work on further** in relation to your leadership?

Discuss in school teams:
What is the value of the rubric on trust?

5 Behaviours of a 'dysfunctional' team

Source: Patrick Lencioni, 2002

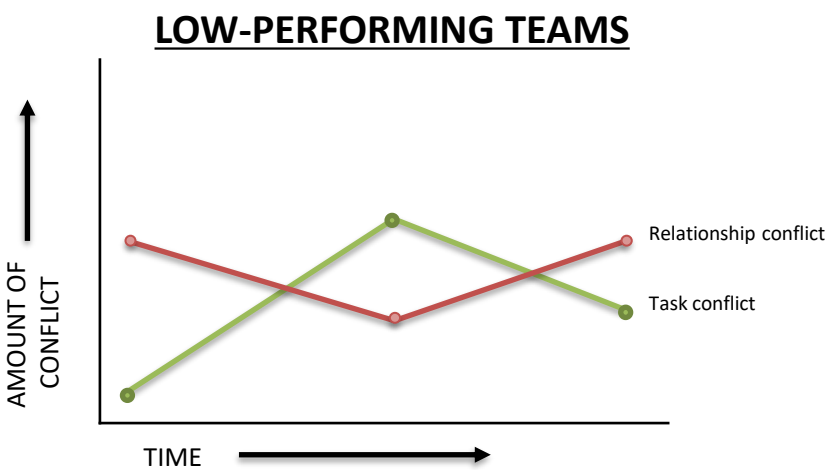
What is the role of conflict in HP Teams?
AKA the 'Good Fight' club

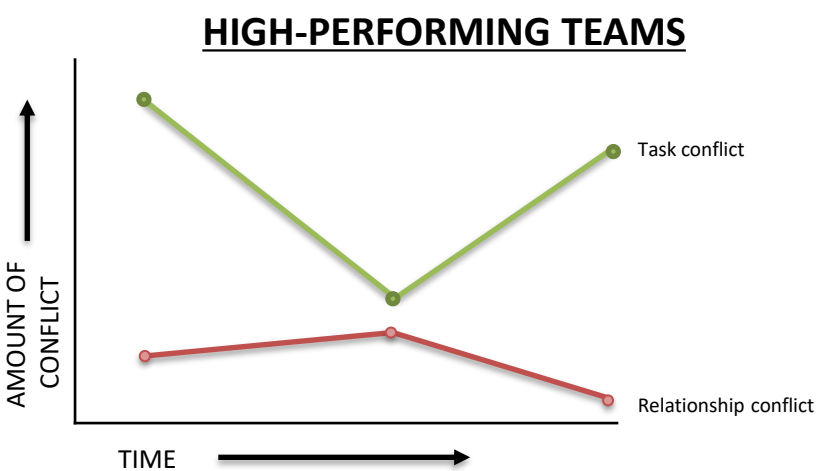
1. Types of conflict have different consequences (Jehn)

- **Relationship conflict:** Personal emotional clashes filled with friction and animosity
  The people involved have personal conflict i.e, who is 'right' or 'smart' 'competent' and can often become difficult and toxic
  Becomes an obstacle to moving forward

- **Task conflict:** Clashes about ideas and opinions
  Conflict is about the 'problem', 'challenge' or 'situation'
  Fosters new learning, problem solving, ways of thinking, insights or innovation

2. Team formation and types of conflict: (Grant)





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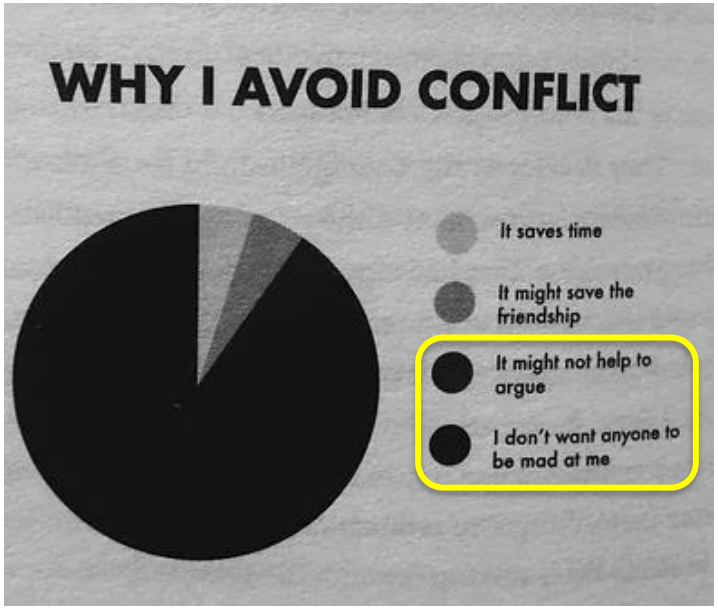
Other take aways from the research about conflict:

1. **Productive disagreement is a critical life skill** – one that many people don't develop
2. **Being able to have a 'good fight' doesn't just make us more civil; it also helps our creative muscles**
3. **"If we are not careful, what starts as a scuffle can turn into a brawl"**
   - Task conflict **can** turn into relationship conflict



Tools to build skills:

- **Norms of Collaboration**
  Dialogue or Discussion
  (or segueing between the two)
  Framing language
- **Working Agreements**
  team 'rules of engagement'
- **Clear conversations**

DID SOMEBODY SAY
FOOD?

Leader-Member Exchange Theory

Leader-Member Exchange Theory:

- LMX theory explains the effects of leadership on members, teams, and organizations.
- Leaders form strong trust, emotional, and respect-based relationships with some members of a team ***('in group')***, but not with others ***('out group')***.

IN Group

- given greater responsibilities
- more rewards
- more autonomy
- The relationship is less formal with the leader
- reciprocate through time and effort, and increased commitment.

OUT Group

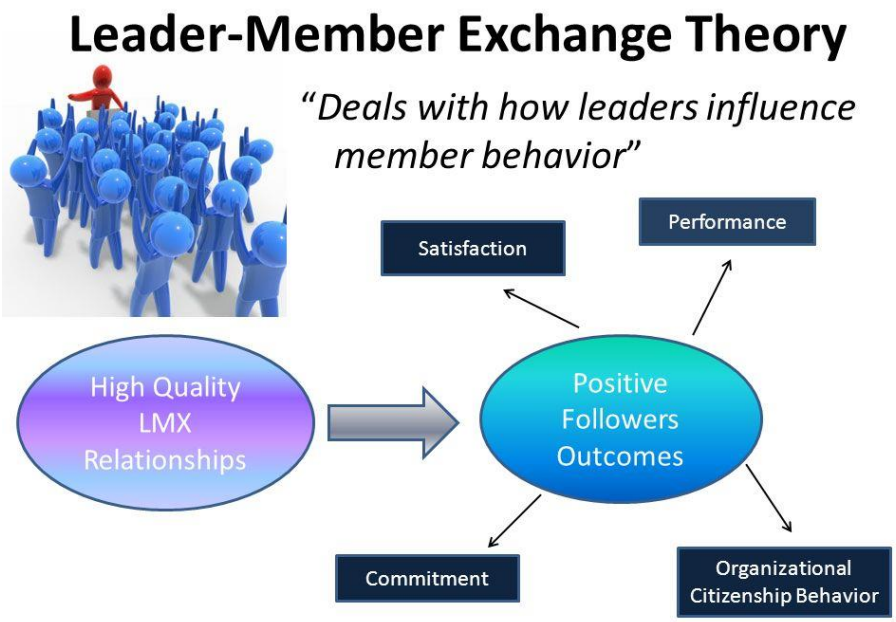
- have less autonomy
- the relationship with the leader is more formal
- The leader will provide support and assistance as it is their duty, but will not go beyond this.

LMX theory says that leaders need to invest in high quality relationships with as many staff as possible as this has important job consequences, such as higher productivity, job satisfaction, and motivation.

Activity:

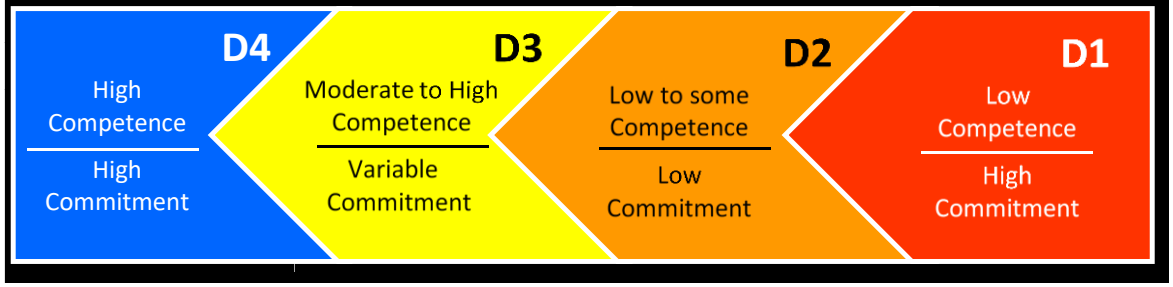
How could you reduce the 'out' group and increase the 'in' group?

What actions or strategies could you use going forward?



Four developmental levels

HIGH COMPETENCE HIGH COMMITMENT HIGHLY MATURE	MODERATE TO HIGH COMPETENCE VARIABLE COMMITMENT MODERATE TO HIGH MATURITY	SOME TO LOW COMPETENCE LOW COMMITMENT LOW TO MODERATE MATURITY	LOW COMPETENCE HIGH COMMITMENT LOW IMMATURE
D4 PEAK PERFORMER	D3 RELUCTANT CONTRIBUTOR	D2 DISILLUSIONED LEARNER	D1 ENTHUSIASTIC BEGINNER

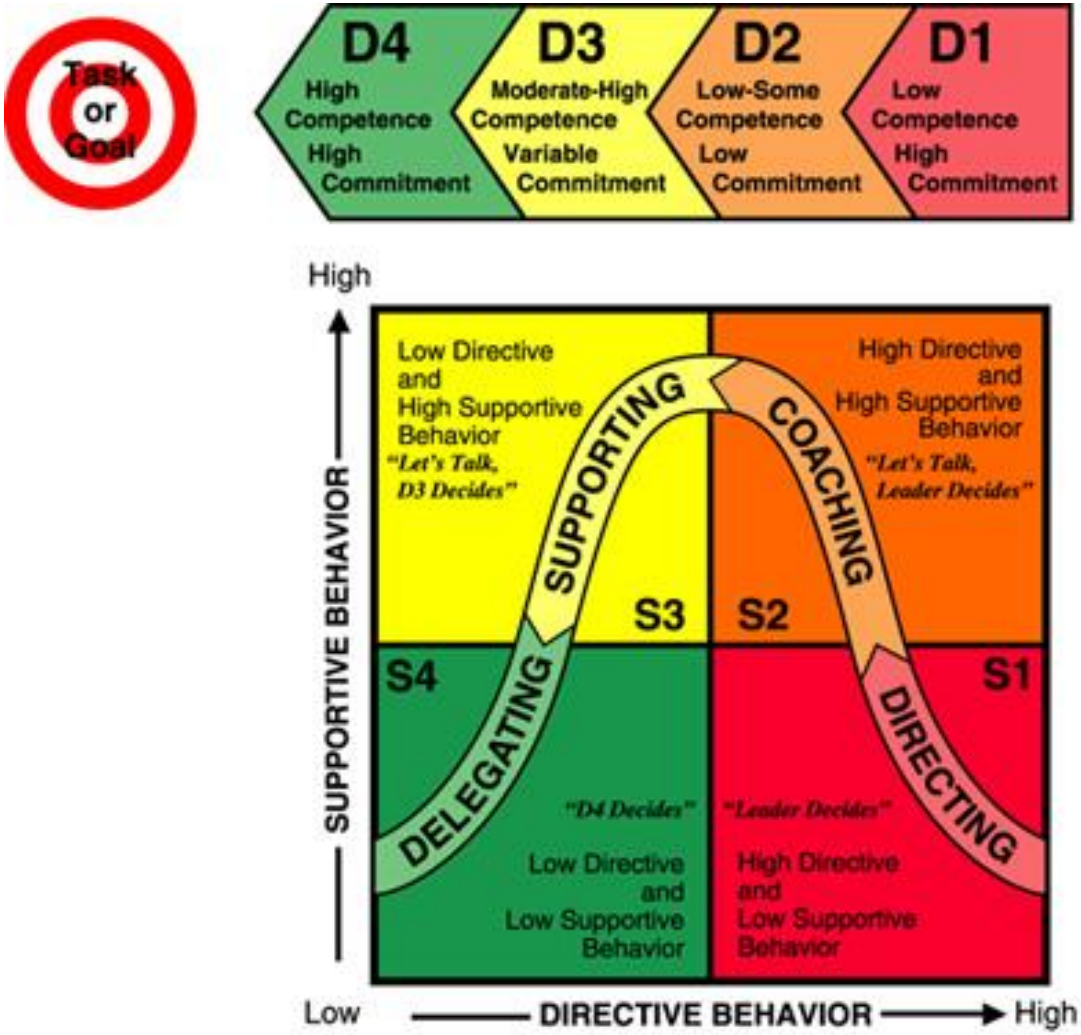


DEVELOPED ← **DEVELOPING**

Development Level of the Individual

Source: Hersey-Blanchard

Situational Leadership II Model



Choose an initiative that has stalled ***due to staff capacity/resourcing***.

- Complete (as a team) – ***Applying SLII tasks*** (exercise 1 & 2) with this task in mind, and the milestone/initiative owners that are working on this milestone
- Discuss the **differing approaches** you might adopt (exercise 2)

HIGH COMPETENCE HIGH COMMITMENT HIGHLY MATURE	MODERATE TO HIGH COMPETENCE VARIABLE COMMITMENT MODERATE TO HIGH MATURITY	SOME TO LOW COMPETENCE LOW COMMITMENT LOW TO MODERATE MATURITY	LOW COMPETENCE HIGH COMMITMENT LOW IMMATURE
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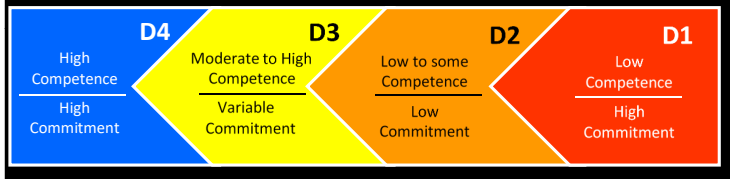

DEVELOPED ← DEVELOPING

Development Level of the Individual

Applying Situational Leadership: An Example

- Select one initiative in your plan that has stalled, write down the milestones relating to the initiative under Task/Milestone
- Rate each team member involved in the execution of the initiative on the developmental scale for each of the different milestones/tasks you identified below (i.e. put their initials in the relevant boxes).

Initiative: Implementation of whole school approach to Explicit Instruction

Task/Milestones	D4	D3	D2	D1
(a) Explicit instruction coaches identified, and PL provided	GW and TB		DH	SR
(b) Coaches and key staff implement EI in classes and observe/provide feedback to each other	GW and TB		DH	SR
(c) All staff to receive PL on Explicit Instruction	GW & TB	SR, DH		
(d) Gradual implementation supported with coaching	GW & TB	SR, DH		
(e) Embed engagement norms, TAPPLE and daily review	GW & TB SR, DH			

Key questions to consider:

- How does the **developmental level of each team member** impact on your leadership?
- Do **other leaders** within your team, who have a special responsibility, know how to manage people?
- How do you **build the skill and confidence** of your team members?
- How could this this apply to **supporting graduate teachers**?

Graphic Organiser – High Performing Teams

Activity	What Works Well	Even Better If…	Tool to Support Team
Stages of Team Development			
Psychological Safety – Think Pair Share			
Armoured vs. Daring Leadership Assessment			
Trust Rubric			
Applying Situational Leadership			

Impact of HPT on Performance:

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What will you do?

Two main sections of SDD:

1. Plan **strategically** based on high impact evidence-based interventions (ladder up the right wall)
2. **Execute** with excellence

Revision of Milestones plans:

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High-Performing Teams Masterclass
How will you do it?

1. Work in school is best done collaboratively, often in key teams across the school
2. Psychological safety is critical and can be enhanced through the types of conversations that take place

Leaders are critical to set the conditions for high performing teams:

- How does psychological safety relate to team performance?
- What are the conditions for great conversations i.e. disciplined dialogue & discussion

How will you ensure that your health is optimised so you can concentrate on improving school performance?

Alumni Schedule 2023 – Alumni-specific Workshops

Alumni workshops 2023:

OHI Masterclass	Thursday 18 May 2023 **(Term 2, Week 4)** ½ day workshop Content: OHI results debrief; McKinsey content & tools review; school planning
SDD Masterclass	Monday 28 August 2023 **(Term 3, Week 7)** Full day workshop Content: Strategic Planning – a run-through of all four SDD pages, operationalizing and executing the plan
Guaranteed and Viable Curriculum	Tuesday 21 November 2023 **(Term 4, Week 7)** Full day workshop Content: evidence-base for a guaranteed and viable curriculum, critical content in the curriculum, curriculum scope and sequence

Please fill out your feedback forms