Fogarty EDvance

Advancing educational opportunities

Tools for building and maintaining high performing teams

Fogarty EDvance

Structures for successful meetings: **Develop standards**

1. Address one topic at a time

- There is a limit to what any individual or group can attend to in the moment
- Multi-topic conversations start when issues are linked or one idea stimulates an associated idea

Strategies:

- ***Relevancy check*** – ask how the comment connects to the topic being discussed
- ***Parking Lot*** – park related but other ideas or tasks on a flip chart to save for discussion/problem solving at another time

2. Use one process at a time

- Group processes are vehicles for collective thinking – people need to know **what** the process is, **how** it works and **why** it is being used
- Different processes are need to brainstorm, clarify, analyse, and evaluate

Strategies:

- ***PAG/PAU*** – Process As Given (PAG – instructions for the process) followed by check for understanding (PAU-Process As Understood)
- ***Stop & redirect*** – during the process where further clarification & direction is needed

3. Balance participation

- Groups need all people involved to plan, share information, problem solve, make decisions and define boundaries
- One person talking with others listening is not productive
- Participants construct meaning & develop ownership interacting with ideas, and each other

Strategies:

- ***Jot down ideas*** before sharing
- ***Pair:Share*** with partner
- ***Voting with your feet*** – move to the place in the room that represents your position – discuss why

4. Understand & agree on meeting roles

- All participants on the 'team' need to know their position and the responsibilities of all the other 'players'
- The most effective meetings 'flow' because everyone is clear and know what is expected – it's like a team executing a winning game plan
- Meeting success is influenced more by collaborative norms than the meeting facilitator – keeping everyone engaged and participating to contribute to the teams' work

Strategies:

- ***Facilitator*** – 3rd party
- ***Recorder*** – public note taking
- ***Key Role or Knowledge Authority*** – coordinates agenda before meeting & follows up afterwards (i.e. the 'Rover' in Plan Review Mtgs)
- ***Engaged participants*** – monitor own & others; seek & provide data; listening set asides; use 7 Norms of Collab.

5. Engage in cognitive conflict

- Meetings must be safe, but not necessarily comfortable
- Cognitive conflict or disagreements about substantive issues like goals, values and assumptions - tend to improve team effectiveness, lead to better decisions, increase commitment, cohesiveness, empathy and understanding
- **Productive or Cognitive, C-Conflict** occurs as teams examine, compare and reconcile these differences
- **Affective , A-Conflict** occurs when hostility, avoidance, cynicism or apathy result

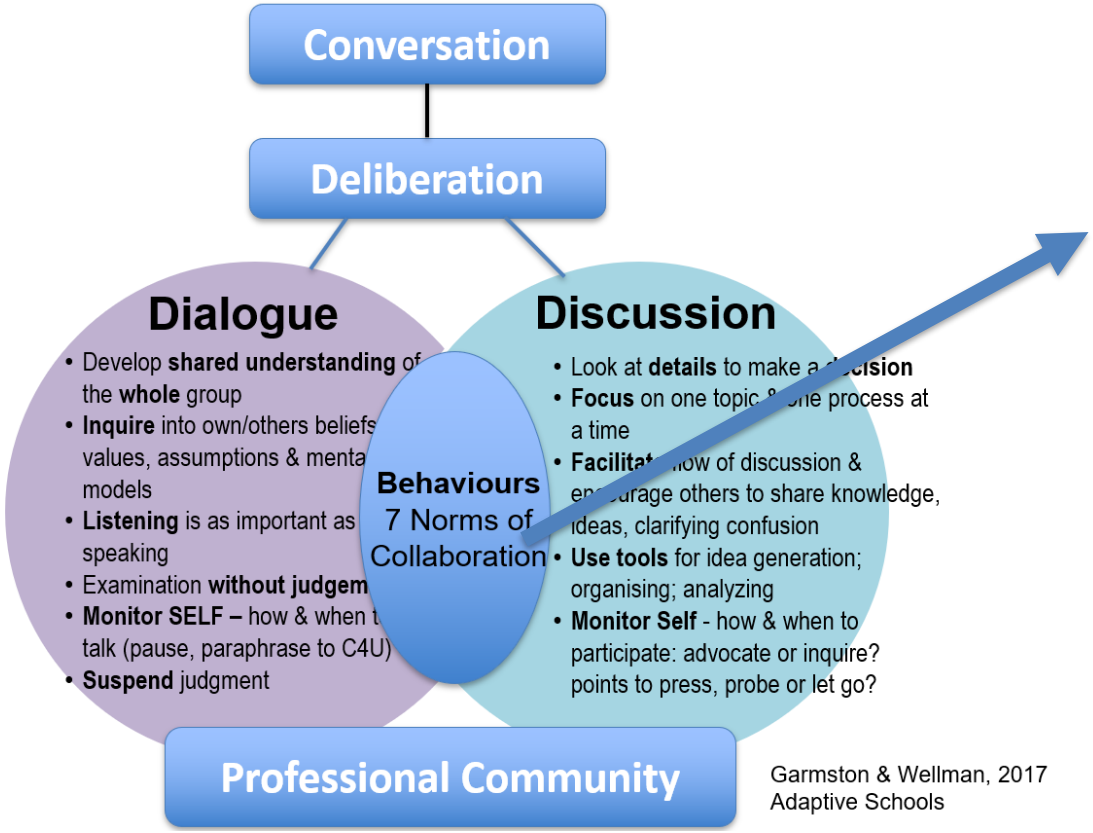
Strategies:

- ***7 Norms of collaboration*** – develop group member skills in an ongoing way by practicing the norms!

Garmston & Wellman, 2017
Adaptive Schools

An initiative of: Fogarty Foundation
Founding partners: Department of Education, CATHOLIC EDUCATION WESTERN AUSTRALIA

The 7 Norms of Collaboration



Garmston & Wellman, 2017
Adaptive Schools

- PAUSING
- PARAPHRASING
- POSING QUESTIONS
- PUTTING IDEAS ON THE TABLE
- PROVIDNG DATA
- PAYING ATTENTION (to self & others)
- PRESUMING POSITIVE INTENTIONS

An initiative of: Fogarty Foundation Founding partners: Department of Education CATHOLIC EDUCATION WESTERN AUSTRALIA

The iceberg

FROM

How teachers and leaders are behaving today

Observable behaviors

TO

How teachers and leaders need to behave to succeed in the aspiration

Underlying mindsets

FROM

What people are currently thinking / feeling that drives those behaviors

Not Allowed
Can't
Won't

TO

What people need to be thinking / feeling to behave in the new way

The influence model & why it works

Why it works
People mimic individuals and groups around them – sometimes consciously, sometimes unconsciously

Role modeling

"I see my leaders, colleagues, and staff behaving differently"

Fostering understanding and conviction

"I know what is expected of me – I agree with it, and it is meaningful"

Why it works
People seek congruence between their beliefs and actions – believing in the "why" inspires them to support the change

"I choose to change my mindset and behavior if …"

Why it works
You can teach an old dog new tricks – our brains remain elastic into adulthood

Developing talent and skills

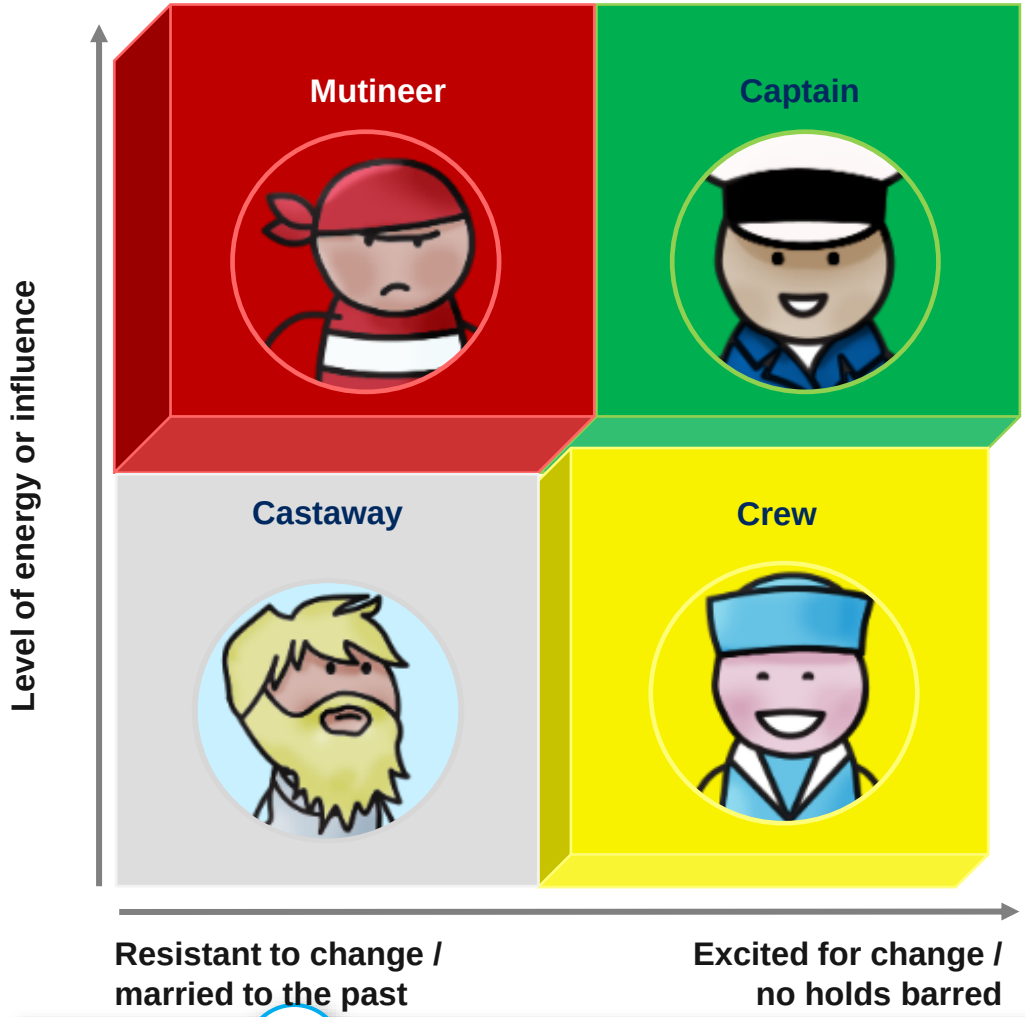
"I have the skills and opportunities to behave in the new way"

Reinforcement mechanisms

"Barriers are being removed and I'm being rewarded for making the changes I am being asked to make"

Why it works
Associations and consequences shape behaviour – though all too often organisations reinforce the wrong things

Each type of stakeholder should be treated differently



Action

Stretch
Challenge and develop your captains to shape and lead the program – by assigning them to pivotal leadership positions and engaging them as initiative leaders, mentors, and coaches

Task
Inform and train crew members to carry out the transformation by communicating aspirations, clarifying concrete steps, and teaching them the skills necessary to work on initiative teams with captains

Confront
Act quickly on mutineers by attempting to convert them with examples of real impact; if that doesn't work, re-deploy, fire, or assign to a non-critical project to minimize negative impact

Inform
Keep castaways informed of transformation progress, but otherwise do not engage or expend energy

The #1 regret of change leaders is not moving faster to neutralize people resistant to change

SOURCE: The Transformational Change service line

Energy Zones - The link between emotions and energy states

High

Negative

Positive

Low

'SURVIVAL' ZONE

Impatient
Irritable
Frustrated
Angry

Defensive
Fearful
Anxious
Worried

'PERFORMANCE' ZONE

Enthusiastic
Optimistic
Challenged
Absorbed

Flow
Alive
Passionate
Engaged

'BURNOUT' ZONE

Exhausted
Empty
Depressed
Sad

Hopeless
Depleted
Discouraged
Lost

'RECOVERY' ZONE

Relaxed
Peaceful
Relieved
Receptive

Grateful
Calm
Rested
Renewed

SOURCE: Adapted from The Energy Project

5 Behaviours of a 'dysfunctional' a team

Source: Patrick Lencioni, 2002

Trust Rubric

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.

Walking the Cube – Conversations Cube

Observing *Just the facts* “I observe” “I notice” “I see” “I hear”	**Thinking** *What are my thoughts, assumptions and judgements?* “What is important for me is” “I think/I believe” “I assume”
Wanting *What do I need from this conversation? This is not about stating the solution you need to solve the issue, rather the wishes, objectives and motivations that drive your actions.* **Making a request/the ask** “I would like” “It would help me if” “I need”	**Feeling** *How do I feel about this issue, concern, problem; what bodily sensations and emotions do I feel?* “I feel irritated” “I feel tense” “I feel glad”

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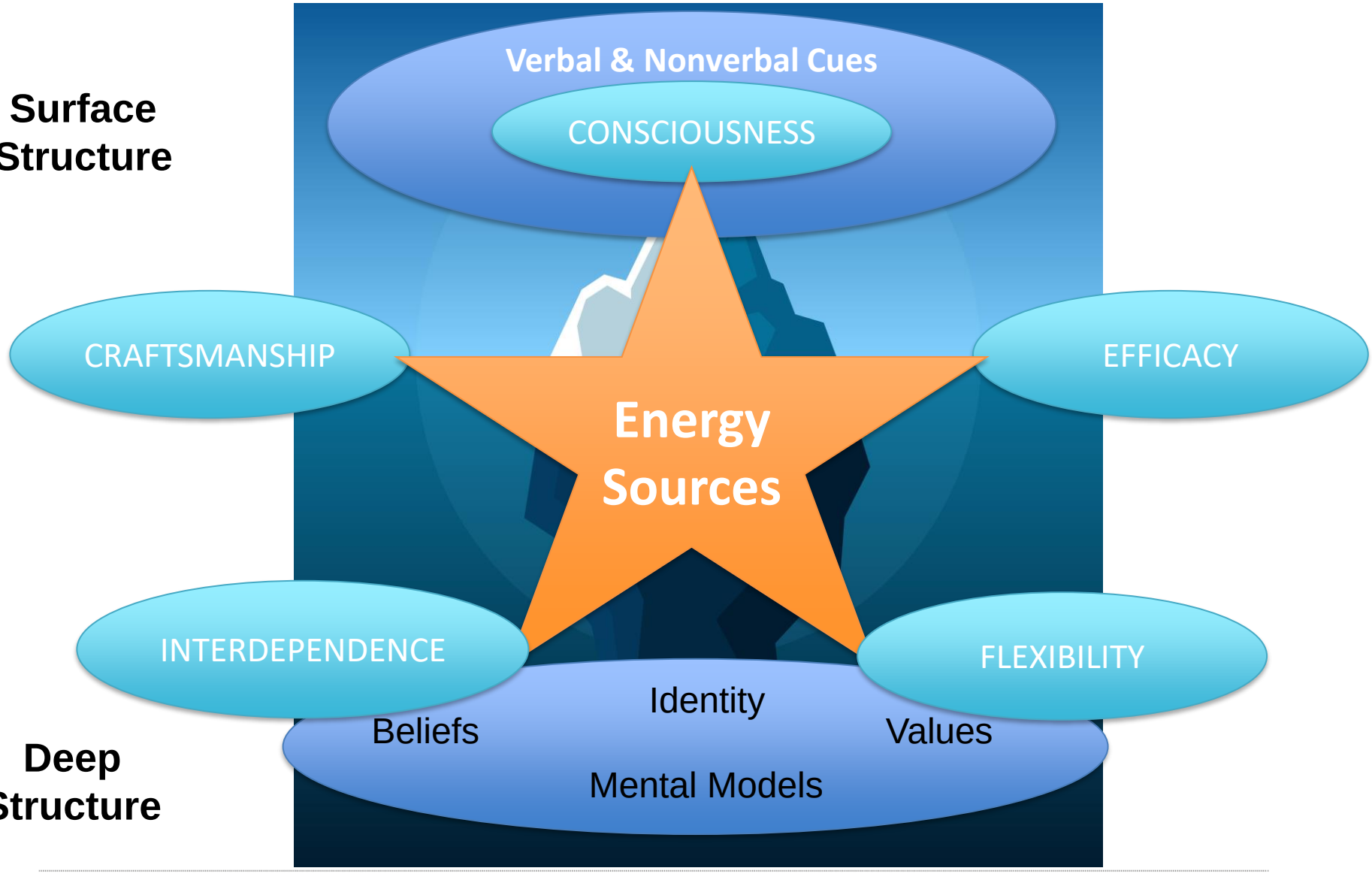
Symptoms when factors are missing

Positive mind shift and driving values (MISSING) Involvement and communication								=	Heart not in it
MISSING	Clear shared vision & goals	Capacity for change	Actionable steps & targets	Aligned structure & systems	Model the way	Reinforce change	Evaluate & improve	=	Do it later
Pressure for change	MISSING	Capacity for change	Actionable steps & targets	Aligned structure & systems	Model the way	Reinforce change	Evaluate & improve	=	Quick start, fizzles out
Pressure for change	Clear shared vision & goals	MISSING	Actionable steps & targets	Aligned structure & systems	Model the way	Reinforce change	Evaluate & improve	=	Anxiety, frustration
Pressure for change	Clear shared vision & goals	Capacity for change	MISSING	Aligned structure & systems	Model the way	Reinforce change	Evaluate & improve	=	Haphazard efforts false starts
Pressure for change	Clear shared vision & goals	Capacity for change	Actionable steps & targets	MISSING	Model the way	Reinforce change	Evaluate & improve	=	No traction
Pressure for change	Clear shared vision & goals	Capacity for change	Actionable steps & targets	Aligned structure & systems	MISSING	Reinforce change	Evaluate & improve	=	Cynicism & distrust
Pressure for change	Clear shared vision & goals	Capacity for change	Actionable steps & targets	Aligned structure & systems	Model the way	MISSING	Evaluate & improve	=	Go back to old ways
Pressure for change	Clear shared vision & goals	Capacity for change	Actionable steps & targets	Aligned structure & systems	Model the way	Reinforce change	MISSING	=	Skeptical & stagnate
Leadership change Team & Change Agents (MISSING)								=	Superficial

Cacioppe & McManus, 2011

5 Energy Sources



Source: Garmston & Wellman (2016), ***The Adaptive School***