Leading for Team Building
Today We Are Going to Explore:

- A collaborative team-building process that can be used across settings
- The development of leadership purpose and how to build a common purpose within a team
- How to bring people on board with your vision and how to build a common vision
- How to develop leaders
• What is your greatest challenge in your personal leadership?
• What are the challenges that you see in your current role related to team-building?
• What are the strengths that you bring to those challenges?
Our Story
Why?

• Desire to build a shared understanding about leadership
• Young leadership team with limited experience around what it means to be a leader
• The development of a shared language/vocabulary around what it means to be a leader, both individually and collectively
• Collective learning around what it means to be a team, and how to develop peer coaching
• Desire to build a culture of courage, grace, wholeheartedness, gratitude and joy
PLANNING FOR LEADERSHIP DEVELOPMENT
Fundamental Skills Practice

- Provide plenty of opportunities to practice the leadership skills before going out to use those skills in the buildings.

- Understanding of the concepts in year three is much deeper than in year one. Spiraling.

- Calibrate around the skills that the team is learning (choosing one concept, practice, and debrief that practice as a team to deepen shared understanding and learning).

- Work on the concept of peer coaching instead of “fixing”
Moving a Culture Forward

LEADERSHIP TEAM FIRST
Identify a team that you are currently a member of.

What is the purpose of this team?

How is the team functioning? How are the relationships? Is there a culture of deep trust?

What is going well?

What could be going better?

What might be possible for this team if it was functioning at a higher level of excellence?

Share your example with a table partner.
Get to Know Your Team!
Put Structures in Place for Collaboration
Ways of “Being” in a Team Building Community

- A collaborative process of learning
- All members contribute equally and hold themselves accountable for continuous improvement
- Create an open, non-judgmental space
- Patient, knowing that development of a team grounded in trust and collaboration takes time
- Failure and conflict as growth opportunities
- No fixing
- Bravery in leadership as an expectation
“Doing” within a Team Building Community

• Develop Norms with plans for Accountability
• Write a three-year plan as a team
• Consider bringing in outside help
• Study and practice leadership strategies
• Study and practice coaching strategies
• Study and practice questioning strategies
• Address issues as they arise, build a culture of courage
Begin a Formalized Process
Collaborative Teaming Process

- Clarity of Purpose
- Group Commitments
- Shared Values
- Shared Language
- Internal Interactions
- External Connections
- Clear Roles and Responsibilities
Clarity of Purpose:

Why do we exist as a team?

What are the expected outcomes of our work together?

Collaboratively write a one sentence purpose statement based on your answers to these two questions.

The purpose of the ISD Special Services Leadership Team is to “create a space for others to perform” in order to advance the lives of students with special needs.
• **Purpose:**
  - The purpose of the ISD Special Services Leadership Team is to “create a space for others to perform” in order to advance the lives of students with special needs.

• **Accomplished Through:**
  - This purpose is accomplished through: developing leaders as coaches; goal planning and direction setting, provision of resources (professional development; time to collaborate), staff development, and permission to think creatively to meet the needs of each student.

• **As a team we will:**
  - As a team responsible for shaping the culture of the district, members seek to model compassion; creativity; courage; and a climate of risk taking; by building others up and teaching how to be comfortable with discomfort.
  - Utilize a problem solving structure; implement goals; evaluate progress.
GROUP COMMITMENTS:

• Ask each team member to write down what they need from the team and bring that to the meeting.
• Create a list of “needs.”
• Collaboratively develop a list of norms/commitments that meet each need. Keep in mind the following question:
  What do we expect from each other as team members?
• Decide how you will hold each other accountable to the commitments?
COMMITMENTS

• Stay Engaged
• Speak Your Truth
• Experience Discomfort
• Listen for Understanding
• No Fixing
• Take Risks
• Expect and Accept Non-Closure
DETERMINE HOW YOU WILL HANDLE THE FOLLOWING AS A TEAM:

**Decision Making**
- What is our decision-making model?
- What input will we get?
- How will we call out our model when making decisions?

**Disagreements**
- How do we call out disagreements amongst ourselves?
- What do we need from each other when we disagree?

**Communication**
- What are our commitments around how we build, maintain, and repair relationships?
- What communication norms will we hold to?
- How will we deal with failure?
- Conflict?
Which individual values are represented in the group?

What are the shared values that guide our work?

How will we operationalize our values within the organization?
DECIDE WHAT IS OK AND WHAT IS NOT OK, AND COMMUNICATE ABOUT IT
• What are the shared values within your organization?
• If I was to ask anyone on your team the following questions, how would they respond? How would you want them to respond?
  • What is sacred in your organization?
  • What is taboo?
• How do team members know what is ok and what is not ok within the organization?
  • What is sacred in your organization?
  • What is taboo?
SHARED LANGUAGE:

WHAT KEY TERMS WILL THE GROUP USE AS WE ENGAGE THE WORK?

WHAT DO THESE TERMS MEAN?

HOW WILL WE CLARIFY LANGUAGE THAT MIGHT BE UNCLEAR?
LANGUAGE BUILDERS:

• Daring Greatly
  • Leadership Manifesto
  • Engaged Feedback Checklist
• Essentialism
• Space
  • Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom. ~Viktor Frankl
• Courage
• Drama Triangle and staying out of it!
• Gratitude
• Joy!
What tools have you used to build common language within your organization?

What common language would you like to build in your system?
INTERNAL INTERACTIONS:

How will we organize ourselves to accomplish tasks?

How will we communicate as a team? Individually?

How will we deal with challenges, disappointments, & miscommunications?

How will we make decisions and implement them?

How will we support each other in our growth? How will we show grace?
IMPACTING VISION:

Purpose and Expectations
What you’re trying to do or achieve

Core Values
Deeply held beliefs and a sense of what’s important

Theory of Action
Ideas about how you achieve a desired outcome – if we do x, then y will happen
EXTERNAL CONNECTIONS:

- How will we exemplify our shared values in the larger organization and spread our vision?
- How will we provide leadership and support in the larger organization?
- How will we get feedback on our work? And how will we respond?
- In what ways will we connect our work in the community?
CLEAR ROLES AND RESPONSIBILITIES:

Why am I a member of this team?

Why are you a member of this team?

How can our individual strengths best be leveraged?

What will I do, what will you do, and where do our roles intersect?
Decide how you will develop and implement your department plan and have influence in your larger organization.

Three-Year Strategic Plan/Goals Document

Review and Revise
Increase Team Effectiveness and Reduce Drama
The Karpman Drama Triangle

Persecutor
- aggressive
- angry
- judgemental

Rescuer
- over-helpful
- self-sacrificing
- needs to be needed

Victim
- downtrodden
- helpless
- complains of unmet needs

Discounts others' value and integrity
- Discounts Self

Discounts others' ability to think for themselves
DDT: THE DREADED DRAMA TRIANGLE™
(KARPMAN DRAMA TRIANGLE)

Persecutor
- The Problem
- Dominates, Blames
- Tears Down

Victim
- Poor Me, Feels Powerless
- Dream Lost or Denied

Rescuer
- Poor You
- Pain Reliever
- Fears Not Being Needed

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Creator
- Owns Power to Choose & Respond
- Focuses on Outcomes
- “I Can Do It”

Challenger
- Calls Forth Learning & Growth
- Provokes/Evokes Action
- Conscious/Constructive
- Unconscious/Deconstructive
- “You can do it!”

Coach
- Supports & Assists
- Facilitates Clarity by Asking Questions
- “How will you do it?”
WHERE WILL YOU START?

Where do you see a need to work on team functioning within your system?

List two action steps that you will commit to within your personal leadership in the first two months of school as it relates to team building.
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