

Building Collaborative Teams

ASLI

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Presenter/Facilitator

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We are Glad that You Are Here. THANKS!



Suggestions

- Lean into the experience
- Gary's role is to encourage your learning and professional growth
- Honor Confidentiality

Suggestion and a Reminder

Push the envelope and practice new skills in a safe and supportive environment

Safety v. Comfort

In your group

Name

School

Role

Years at current location

One hope for ASLI

Describe your dream vacation-Elbow partner



Goals for Today

Norms of Collaboration

Working Agreements (Develop one)

Trust

Managing Conflict

Team Meeting Format (Select team roles and agenda format)

Team Assessment (Focus on growth)

Protocols (Give One/Get One, Concept Attainment & Structured Dialogue)

Goal for the Week

Team Planning Time

Team Planning Sheet

LG p. 59

Proposed Implementation Timeline

LG p. 60

Learning Lab



Making Informed Choices: The Dim Sum Trolley



Brain Rules by John Medina

“Plenty of studies show that the brain is incapable of multitasking when it comes to paying attention.”

-From Rule # 4

You will discover the need to “attend intently” in order to participate in activities that require the use of interpersonal communication techniques.

Building Resourcefulness (capacity)

We (Gary, Lexie and Bobbi Jo) facilitate with the belief that building assets - individual and group development-is more powerful than operating from a deficit model.

Effective Professional Development

Takes place in a supportive environment where you can practice new skills and solicit feedback from colleagues.



How we will work together...monitor room, mixing with others...

Learning Guide as a Resource

Please review briefly with a partner

When your are finished-please turn to
pages 59 & 60

New-to-You Partner

Describe a challenging collaborative experience

What made it so?

Just the facts, leave out names and places

Changing Perspectives

Describe a positive collaborative experience

What made it work?

BUILDING

Ongoing

A Developmental Process

COLLABORATIVE

Co-Labor

Interpersonal by Nature

TEAM

Grouping Colleagues

Can be messy

Requires re-visiting items
And re-calibrating our work

Tools to support you



Norms of Collaborative Work

LG page 1

Pausing

Paraphrasing

Posing Questions

Putting Ideas on the Table

Providing Data

Paying Attention to Self and Others

Presuming Positive Intentions

By Garmston and Wellman

Stephen Covey on Listening

“Most people do not listen with the intent to understand; they listen with the intent to reply. They're either speaking or preparing to speak. They're filtering everything through their own paradigms, reading their autobiography into other people's lives.”

The Big Three (P-P-P)

Pausing

Paraphrasing

Posing Questions

Modeling: Your Turn

How might focusing on building collaborative teams positively impact student performance?

Balancing Air Time with Ear Time



P-P-P

How much is P-P-P used in your collaborative work?

If utilized carefully, how might it impact your collaborative work?

When Discussing Ideas or Data
It is NOT about colleagues (personal)

Putting Ideas on the Table

Providing Data

Ideas and Data (elbow partner)

How much are data and
generating ideas a part of group
work in your setting?

Easier Said Than Done

Paying Attention to Self and
Others

Presuming Positive Intentions

Paying Attention to Self and
Others
Presuming Positive Intentions

What is your sense of how these
two norms guide the collaborative
work?

Panigkaq Agatha John-Shields

TWO major Themes (Norms in Rural Alaska)

- 1) Being Present
- 2) Becoming Aware

Dispositions of Leadership

Personal Presence (p.81)

Look at Things from Others' Points of View
(p. 67)

Silent Messages: Implicit Communication of Emotions and Attitudes-Mehrabian (1980)

Studies on nonverbal communication:

- 7% of any message is conveyed through **words**
- 38% through certain **vocal elements** (tone, loudness)
- 55% through **nonverbal elements** (facial expressions, gestures, posture, eye contact).

Non Verbal-Unconscious language that broadcasts feelings and intentions

- Facial expressions
- Gestures
- Eye contact (culturally appropriate)
- Touch
- Space

Discuss and then select one Norm for Today



Norms of Collaborative Work

LG page 1

Pausing

Paraphrasing

Posing Questions

Putting Ideas on the Table

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Presuming Positive Intentions

By Garmston and Wellman

An Important Distinction

Norms (Apply to all)

Working Agreements (Group Specific)



Leadership Team Working Agreements

SUPPORT EMOTIONAL SAFETY & TRUST

- **Honest Dialogue**
- **Safe Environment**

HONOR THE DECISION MAKING PROCESS

- **Broad Input**
- **Equal Voice**
- **Multiple Perspectives**
- **Discussion, Dialogue & Decisions**

COMMIT TO EFFECTIVE COMMUNICATION

- **Within Departments & Groups**
- **Between Departments & Groups**
- **Common Voice (talking points)**
- **Measured Responsiveness (Reflective, Appropriate, Timely)**

MODEL & ADDRESS PROFESSIONALISM

- **Confidentiality**
- **Positivity**

Working Agreements

LG pages 2-3

Considerations for creating

Likert scale for scheduled check-ins

Draft at the beginning of the year
(respects past work and invites
equal status)

Thoughts for Collaborative Teams

“The quality of an organization is a direct reflection on the quality of the conversations that people have within the organization.”

-Peter Senge

“Schools need ‘no fault’ conversations in order to help children.”

-James Comer

Four Options for Talking and Interacting

HOW we talk becomes more important when conversations are:

Complex
or
Difficult

Coaching

LG page 4

Uses Pausing, Paraphrasing and Posing Questions

Is not rushed

Keeps us out of trouble

Used Strategically

Calibrating Third Point

LG page 4

Not as personal

Mitigates emotion

The data is the focus of the conversation

Requires some physical adjustments such as proximity, placing the data, or a frozen gesture

Collaborating

LG page 4

Co-Planning or Co-Teaching

Mutual sharing of ideas, approaches, or solutions

Focus on inquiring into the ideas of others

Creating and maintaining equal status

Consulting

LG page 4

Ask permission

Discuss resources

Provide options

Build capacity

Guidance and teaching

Assistance and support

Consulting is used when a person lacks resources or experience***

Options for Interacting and Talking

LG page 4

Where is your team strong?

Where might you look to grow?

Suggestion: Record on LG p. 59

Learning Configurations

LG Page 5

What might our work look like?

Place on Agendas*

Learning Team Configurations

The Solo - An opportunity to read, write, reflect, plan, or problem-solve.

An Elbow Partner - This configuration is for a quick check-in with someone near you to compare thoughts, practice a skill, or analyze a problem or situation.

A New-to-You Partner - This configuration is for a chance to meet someone you do not know for a quick check-in and expand your circle of supportive colleagues.

More Learning Team Configurations

The Home Group-For comparing notes, creating draft documents, and using protocol with Collaborative Team members or a table group.

The Whole Group-The entire group working together.

Implications for your work in teams/groups

How might you incorporate some of
the ideas into your collaborative
team work?

Considerable evidence
indicates, that...

emotions direct cognition: they structure perception, direct attention, give preferential access to certain memories, and bias judgment in ways that help individuals respond productively to their environments (Oatley & Jenkins, 2006).

The Nature of Learning (2011)

Dumont, Instance and Benavides

Emotion and Cognition are
“inextricably intertwined”



Got Trust?



Vivian Robinson Relational Trust

“In schools with a higher level of trust, teachers experience a stronger sense of professional community and are more willing to innovate and take risks. In addition, students in high trust schools make more academic and social progress than students in otherwise similar low trust schools.”

(Student-Centered Leadership, p. 34)

Challenging work requires trust

Trust is the combination of:

- 1) Predictable Skills
- 2) Predictable Values

-Ron Heifetz

Trust

LG page 6

Solo Write then share with a
New to You.

Consider vertical alignment
(schools that share students)

New To You Partner

Take your Building A Collaborative Team Learning Guide

Find someone from another table team

Share with them one idea or tool from this morning you are considering implementing

Remember to use: Pause-Paraphrase-Pose (questions)

Dialogue and Discussion

LG p. 33 (table team pairs)

DOL p. 76-80

Article: *Fostering Smart Groups*

Both read first 4 paragraphs LG p.33

Partner One reads-8. The Path to Dialogue

Partner Two reads-9. The Path to Discussion

Please Read POMS (LG p. 24) before you begin

Data-Driven Dialogue, A Facilitator's Guide to Collaborative Inquiry

by Bruce Wellman & Laura Lipton, p. 41.

Dialogue	Discussion
Thinking holistically	Thinking analytically
Making connections	Making distinctions
Surfacing and inquiring into assumptions	Surfacing and inquiring into assumptions
Developing shared meaning	Developing agreement on action
Seeking understanding	Seeking decisions

Have a Dialogue as a Table Team and Record Using LG p. 36

What might be possible applications for your collaborative team?

Group Member Capabilities

LG Page 7

To set aside unproductive patterns of listening, responding, and inquiring.

To know when to self-assert and when to integrate.

To know and support the group's purpose, topics, processes, and development.

To know one's intentions and choose congruent behaviors.

Thinking about your collaborative team

Which capability if implemented might positively impact interactions and productivity?

Garmston: Group member capabilities are more impactful than the skill of a facilitator.

What's in a meeting?

Successful Meeting Standards

LG page 7

Address one process at a time

Address one topic at a time

Achieve interactive and balance participation

Respect cognitive conflict by eliciting disagreements and respecting other viewpoints

Have all understand and agree to meeting roles and responsibilities

Garmston and Wellman

Growing as Collaborative Team

Which Meeting Standard(s) if implemented might improve your work as a team?

Consider LG p. 59

Two Types of Conflict

Cognitive-ideas, information & data

Affective- emotional & personal

We can choose how to direct team
conflict

Lunch



Three Legged Stool

LG p. 8

Relationship

Process

Task



Attention to Relationship

Relationships grow when shared norms and values ensure psychological safety

Relationships grow when participation is balanced and contributions from all team members is encouraged

Attention to Process

Process aware groups develop shared tools and structures (Protocols and Processes)

Process aware groups structure learning-focused conversations: group members invite and sustain the thinking of others...

By pausing, paraphrasing and inquiring

Attention to Process

give full attention to others thorough appropriate eye contact

listen nonjudgmentally and listen without interrupting

balance advocacy for their own ideas with inquiry into the ideas of others

Attention to Task

(Use of agendas is essential to task completion)

Task designs are time and energy efficient

Complexity-number and dependency among tasks

Novelty

Task designs identify and clarify success criteria

New-to-you-partner

LG p. 9

Complete the Team Self-Evaluation by yourself

Select the two areas that if addressed could improve your team meetings

Share your results with your partner

Return to Table Team and share information

Protocols and Resources

LG p. 16-31

Review the protocols as a team

Identify several that might assist
you

Give One, Get One

LG p. 18

What specific steps might we take to improve our team performance?

Team Meeting Format

LG p. 11-15

Discuss and identify team roles

LG p. 11

Build an agenda for upcoming work

LG p. 12-15



High Performing Teams

Losada & Heaphy (2004)

Positive to Negative Ratios

Inquiry to Advocacy Ratios

Self to Others Ratios

Collective Intelligence

Wooley and Malone (2011)

Historically, group satisfaction, group cohesion, and group motivation were considered essential for groups to work effectively

None of these three areas correlated to the collective intelligence of a group

Collective Intelligence

Intelligence, or c factor, exists for groups of people

It does not strongly correlate with the individual intelligence of group members.

Specific Factors Making a Difference in Team Effectiveness

Positivity

Inquiry balanced with advocacy

Turn taking

Focus on others more than focus on self

Social sensitivity

Summary of High Performing Teams and Collective IQ

Losada 2004, Woolley & Malone 2010

Groups can handle more cognitively complex tasks when members have social sensitivity and turn-taking norms and they are more successful when there is more positivity than negativity, inquiry than advocacy and focus on others rather than self.

Concept Attainment Table Team chart paper/markers and gallery walk

- ✓ Examples
- ✓ Non Examples
- ✓ Attributes
- ✓ Generalization

by Jerome Bruner



Effective Collaborative Teams

Examples

Non-examples

Generalization:

Why work in collaborative teams?

- ❖ Support one another
- ❖ Reduce isolation
- ❖ Share resources and expertise
- ❖ Improve and refine ideas
- ❖ Innovate teaching practices
- ❖ Accelerate our learning

SCARF by David Rock

LG p. 38-46

DOL p. 74-76

Social neuroscience explores the biological explanations for how humans relate to one another.

Your Brain at Work (2009)

The SCARF Model

Status

Certainty

Autonomy

Relatedness

Fairness

The Domains of SCARF

DOL p. 75

Domain	Summary
Status	Our <u>perceived importance</u> to other people and where we rank
Certainty	Our <u>ability to predict the future</u> and know what is coming up
Autonomy	Our <u>sense of control</u> over situations or events and if we have choice
Relatedness	Our <u>feelings of safety</u> with others and whether someone is friend or foe
Fairness	Our <u>perception about exchanges</u> between people are fair and equitable

Jigsaw

LG p. 20

All members read pages 38 and stop at status on p. 40

Assign the five components of SCARF and each member reads their section

All members read the “wider implications” on p. 44

Please Share

Summarize and share two or three
key ideas from your section

And how they might apply to your
team

Structured Dialogue

LG p. 26

Please read the information and
discuss with your table team.

Sort and Elaborate

Individuals

1. Make 3 to 5 post-it notes from the Learning Guide What might our team implement?

Table Groups

2. When all are ready, one person places a note in the center of the table saying, **“This make sense to me because...”**
3. Another person places a note connecting to the first saying, **“This makes sense to me because...and it relates to the first one in these ways...”**
4. Repeat the pattern, or start a new pattern.

Reflect on the Process

- What are some ways the structured dialogue protocol helped your thinking about Building Collaborative Teams?
- Under what conditions might you use, or not use, this strategy with your colleagues at your school?

Developing a PLAN

LG p. 59 & p. 60

A few words about planning
strategically to use the materials in
the Learning Guide

Optional Readings that support Group Development

Dispositions of Leadership

Helping Groups (Capability Three) p. 82- 84

Cultivating Groups (Capability Four) p. 84-86

Closing-THANK YOU

