LEADERSHIP IN SCHOOLS

Say:

In this module, we will be discussing leadership in schools. More specifically, we will be covering the behaviors that enable effective leadership, and how these behaviors can be used in your school.

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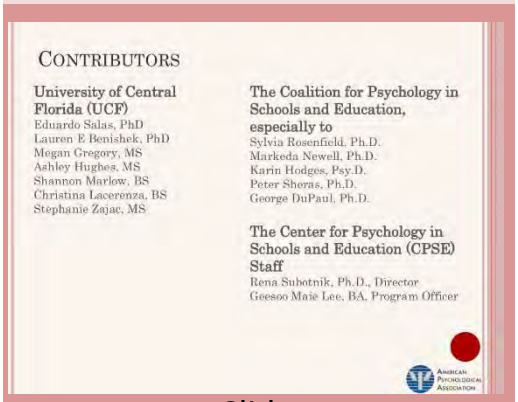
CONTRIBUTORS

Say:

Authors of Teach TEAMWORK are listed on this slide.



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A REAL VIGNETTE

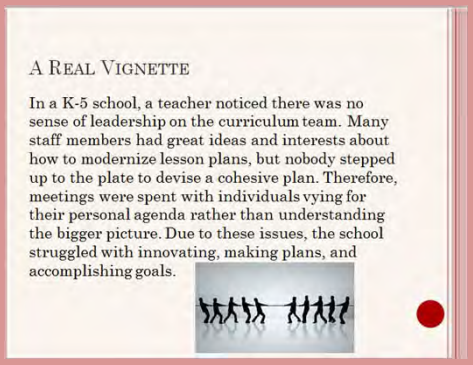
Say:

The following vignette has been adapted from an interview with a real teacher. As you listen to the story, consider whether you have been in a similar situation before.

In a K through 5 school, a teacher noticed that there was no sense of leadership on the curriculum team. Many staff members had great ideas and interests, but nobody stepped up to the plate to devise a cohesive plan. Therefore, meetings were spent with individuals vying for their personal agenda rather than understanding the bigger picture. Due to these issues, the school struggled with innovating, making plans, and accomplishing goals.

Does this situation resonate with you? Do you have any notable experiences with good or poor leadership? If you are completing this module with a partner or group, please pause the module and take a few moments to share your experiences with each other.

The goal of this module is to explain the importance of leadership, and to teach all team members to be effective leaders.



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Note to Instructors: The purpose of this slide is to engage the participants, so allow them to respond to the vignette and share their own teamwork failure/success stories. This vignette has been adapted from an interview with a real teacher who talked about experiencing a similar situation. Participants may be better drawn in if they are aware of this fact. If you choose to give time to sharing of stories then be cognizant of the time you have to get through all the material. Don't allow the conversation to go on too long but try to get everyone engaged.

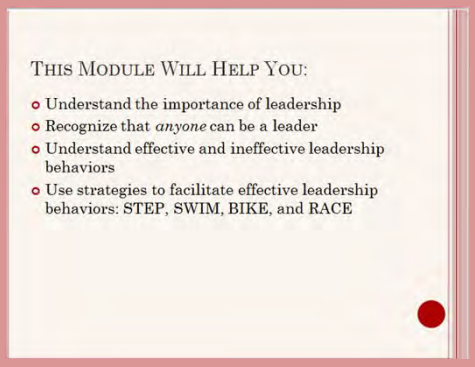
THIS MODULE WILL HELP YOU

Say:

The purpose of this module is to help you understand the importance of leadership, to recognize that *anyone* can be a leader, to understand effective and ineffective leadership behaviors, and to use strategies to facilitate effective leadership behaviors.

The strategies we will discuss are: STEP, SWIM, BIKE, and RACE. Later in the module, each of these acronyms will be defined and explained.

During this module, you will have the chance to draw upon your own experience as a leader, as well as your experiences being led by others. There will be lecture portions, brief videos, and activities that are all geared towards enhancing your understanding of leadership in schools.



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PART I

LEADERSHIP

Say:

In this first section of the module, we will learn about the elements in strong leadership, the effect of solid leadership on teams, and different kinds of leaders.

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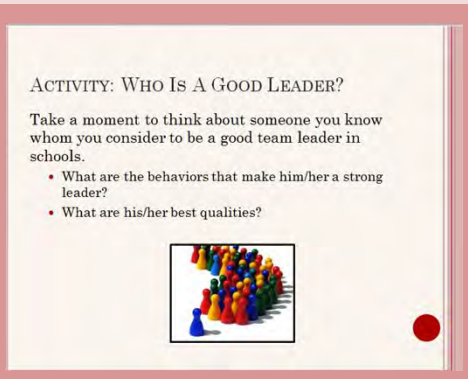
ACTIVITY: WHO IS A GOOD LEADER?

Say:

Let's start with a warm-up activity. Take a moment to think about someone you've known who you consider to be a good team leader in schools. Imagine that leader for a moment.

Please write down three things that you think makes this person a strong leader. Be sure to include specific behaviors that the leader exhibits that you think are effective. We will pause shortly for you to complete this activity.

If you are completing this module with a partner or group, please pause the module and take a few moments to share your lists with each other.



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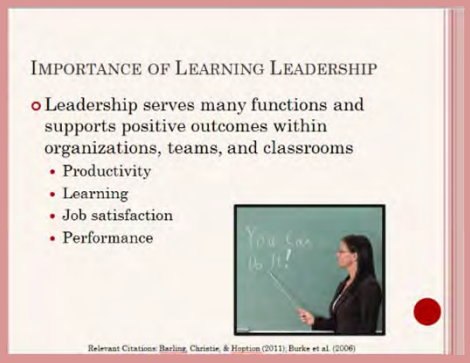
Note to Instructors: If you are completing this training in a group, use this time to facilitate an activity about everyone's experiences with leadership but be aware of the time you have available. Do not let the activity go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

Importance of Learning Leadership

Say:

Leadership is the key to successful team performance. In fact, some have asserted that it is the *most* critical factor. For example, teams with effective leadership demonstrate better outcomes such as increased productivity, increased learning, employee job satisfaction, and better performance.

The aim of this module is to strengthen your leadership skills and enhance your professional experience in schools.



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WHAT IS LEADERSHIP?

Say:

If you are not a leader in your school teams, you may be asking yourself why you should be participating in this leadership training. When we think of leaders, we often think of someone who is appointed or in charge. However, leadership is defined as carrying out the necessary behaviors in order to help the team accomplish their goals. Therefore, *anyone* can be a leader. You yourself will likely be called upon to lead at some point. Thus, the overarching purpose of this module is to teach you about the specific behaviors that will empower you to be able to lead a team of your peers.

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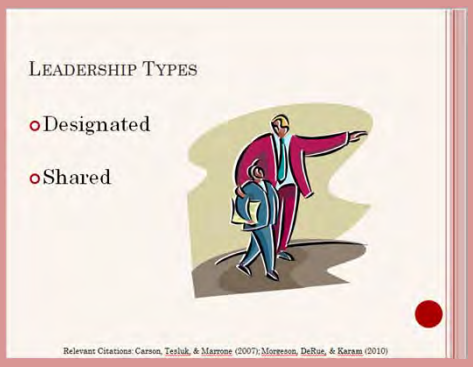
LEADERSHIP TYPES

Say:

Leadership can take on a variety of different forms. This includes designated leadership and shared leadership. We will define and discuss each of these types separately so that you understand both concepts.



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DESIGNATED LEADER

Say:

As previously stated, we typically view teams as having one elected or designated leader who is responsible for important decisions and delegates tasks. This designated leader's position as team leader is not usually ambiguous; everyone knows who he or she is. The designated leader most often comes into the leadership position through a formal appointment by team members or other stakeholders.

For example, President Obama is the formal leader of the United States, with his immediate teams consisting of staff and cabinet.

Perhaps you can name various leaders under the formally appointed principal in your school and identify some of the teams and the formally designated leaders of those teams.

Slide

SHARED LEADERSHIP

Say:

Another type of leadership is shared leadership. In shared leadership, leadership behaviors are demonstrated by more than one member at a time throughout the team lifecycle or performance. Team members "lead one another toward the achievement of collective goals." As shared leadership is incredibly important for educational settings, we will be emphasizing a shared leadership approach throughout this module. In this way, even if you are not a formal leader of a team, you can realize this module's importance for your work.

When teams adopt a shared leadership style based on the situation and the team needs, the role of the leader shifts among team members who possess the knowledge and skills most relevant to the current task and can take over leadership functions; however, anyone can demonstrate leadership behaviors such as speaking up and requesting follow-up on the status of project goals. In this way, the team member or members with the greatest expertise manage the task at hand. This is why it is important for all team members to have strong leadership skills, even if they are not the designated leader. An example of shared leadership is as follows: A teacher may be the leader of an IEP team when the current team task is to design a curriculum for a special needs student. However, when the IEP team's focus turns to establishing a mental health care regimen for the student, a Psychologist may adopt the role of team leader because of his or her expertise. It is important to keep in mind that the appropriateness for each of these types of leadership for your team depends on your team's purpose and its members. There is no leadership type that works best across all situations and for all teams; therefore, sometimes shared leadership will be the best solution while at other times, designated leadership may be better. You can also have both a designated leader *and* shared leadership on the same team.

Slide

Note to Instructors: An optional additional idea for an example includes a situation in which a team member initiates a debrief for team members who weren't able to attend a meeting. The quote is from Pearce, Manz, and Sims, 2009

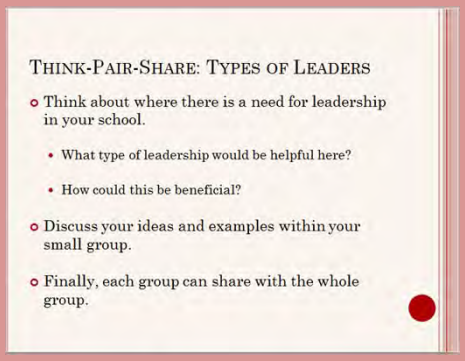
THINK-PAIR-SHARE: TYPES OF LEADERS

Say:

This activity can be completed with a partner, small group, or on your own.

Think about where there is a need for leadership in your school. When doing this, consider what type of leadership would be helpful here, and how this could be beneficial.

If you have a partner or group, please pause the module to discuss your ideas and examples with each other. If your small group is part of a larger group, then take some time to discuss your group's ideas with the larger group.



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Note to Instructors: If you are completing this training in a group, use this time to hold a discussion about everyone's experiences with leadership but be aware of the time you have available. Do not let the discussion go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

Developing skills for effective leadership

Say:

We will now begin part 2: Developing skills for effective leadership. In this part, we will be covering effective and ineffective leadership behaviors.

Slide

Note to Instructors: If you would like to take a break, this is an excellent time to do so. Otherwise, feel free to continue on.

Part 1: Review and discussion

Say:

First, we will review some concepts from part 1. Each question will be read aloud, followed by a pause for you to answer, and then the answer will be provided. Check your answers to measure your understanding.

1. What is the definition of leadership?

2. What are the two types of leadership?

3. Who can be a leader of a team or in a school?

Slide

Potential answers to the Questions:

1. Carrying out necessary behaviors in order to help the team accomplish their goals.
2. Designated and shared leadership
3. Anyone.

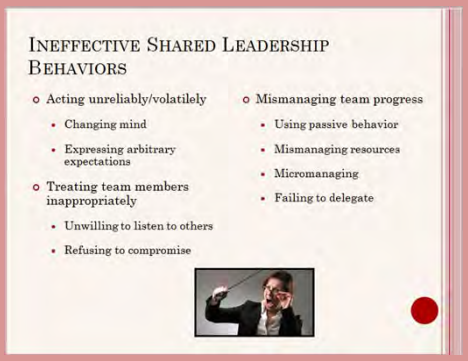
Ineffective shared leadership behaviors

Say:

Some ineffective shared leadership behaviors include acting unreliably or volatilely- such as frequently changing one's mind or having arbitrary expectations, treating team members inappropriately by being unwilling to listen to others or refusing to compromise, and mismanaging team progress by using passive behavior, mismanaging resources, micromanaging, and failing to delegate.

The behaviors listed here are common human behaviors. We have likely all used them and have all seen them used, regardless of the consequence for team contexts. One way to think about these behaviors is to acknowledge that while these behaviors are human, they can be destructive to a team. In a shared leadership context, if a team member or leader is demonstrating these behaviors, it is particularly easy to see how this negatively impacts teamwork and team progress toward goals. These are behaviors to avoid, especially when one is in a leadership position.

Think about the behaviors listed, and see if there is one that you would like to erase from your repertoire for the week. Which would it be?



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Examples of effective leaderships in schools

Say:

Our next goal is to develop some skills that would be helpful in generating more effective leadership behaviors.

Please take a moment to think about a time when you have seen colleagues in leadership positions engage in effective leadership behaviors. We will pause for a brief moment for you to think.

If you have a partner or group, please pause the module to share your examples.

The picture on this slide came from an article which read: “Mr. Lynch is a model of service to others and their families, no matter their role in the school. Teacher, student, parent, custodian, bus driver, volunteer are all equal players at the Mitchell School. Mr. Lynch exudes patience, fairness, generosity and excellence…And the evidence of that mutual respect sits on Lynch’s desk, a little bag of biscotti, baked for him by a retired cafeteria worker who still drops off treats for her former boss.” Part of Mr. Lynch’s effectiveness and ability to inspire others came from his emphasis on viewing everyone as a team player who had an important role to play in leading school activities. In doing so, high-quality relationships were developed and everyone at the school benefited.

Slide

Note to Instructors: If you are completing this training in a group, use this time to hold a discussion about everyone’s experiences with effective leadership but be aware of the time you have available. Do not let the discussion go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

To read more on this story, see http://www.tauntongazette.com/news/x372820917/Banner-day-Brian-Lynch-of-Mitchell-Elementary-School-in-Bridgewater-named-Massachusetts-Principal-of-the-Year#ixzz2TTLRn3Qp

EFFECTIVE LEADERSHIP BEHAVIORS

Say:

Now we will discuss the skills that should be developed to become an effective leader.

Four behaviors effective leaders engage in are: monitoring the team, establishing shared expectations and goals, pooling resources, and embracing team members' perspectives. These behaviors will be defined and described in this section.

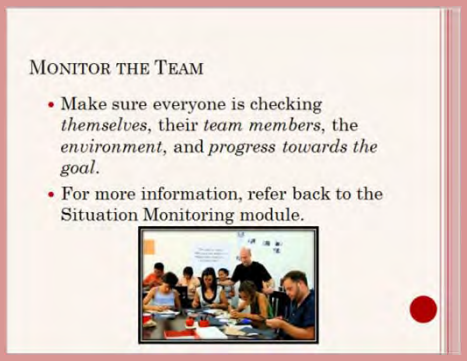
Slide

MONITOR THE TEAM

Say:

One effective leadership behavior is monitoring the team. Monitoring the team includes making sure everyone is checking themselves, their team members, the environment, and progress towards goals.

If you participated in the Situation Monitoring module, you will recognize some of this content. For more information, refer to that module.



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Establish shared expectations and goals

Say:

Having established shared expectations, goals, and norms is critical for the future success of the group. In order to have these shared expectations, the team must work to clarify team responsibilities, determine team standards and regulations, and establish challenging but attainable team goals during the early stages of formation and throughout the teamworking process. Clarifying team responsibilities entails making sure everyone is on the same page about what the team as a whole is responsible for, and what each individual team member is responsible for. For example, at the beginning of a meeting, one might state the following: "Mr. Hodges will cover all psychological aspects of the report; Mr. Rosenfield will complete the academic aspects of the report, noting student academic progress; Mr. Newell will complete a summary of special services and leadership experiences in school. We have our time keeper. Can someone else serve as our note taker each week?" Setting standards and regulations involves agreeing upon rules and norms of the team. For example, the leader might attempt to get the team to come to consensus by stating the following: "This meeting will be weekly at 2pm. Can we all agree to be on time? We have 45 minutes per week to discuss 3 students each week, so we will have to keep each student review to 15 minutes. Is there someone who is great with time and can keep an eye on their watch for us during the meeting? A timekeeper? Great. Should we agree to limit side conversations and turn off phones for these meetings? Okay, perfect. Also, I'd like everyone to have a backup staff member available to cover them for this meeting in case of emergencies so that we can move forward each week. Just let the team know this or next week who your backup will be for this meeting in case of emergencies. Because of the nature of the school setting, we all get pulled away sometimes, so we need to have backups in place." Finally, establishing challenging yet attainable team goals is important. For example, one might state: "Our team needs to complete 3 student reviews per week. Let's make sure these reports are understandable to all parents, including parents who are non-native English speakers. Does anyone have any ideas for strengthening the readability of those reports?

Think of a team in your school of which you are a member or leader. Have these things been addressed in your team?

Slide

Pool resources

Say:

Another effective leadership behavior is pooling resources. When leadership is shared, this is everyone's responsibility. Some types of resources that can be pooled include equipment (such as office supplies or media equipment) and knowledge (such as expertise and information). This system works best when team members are aware of what resources are available to be shared.

For example, Ms. Smith may announce in a meeting that she has recently acquired a DVD player in her classroom, and she is happy to loan it out to the rest of the 4th grade team. As an example of knowledge resources, Mr. Jones may make it known that he is attending a regional workshop on legislative changes impacting the way IEPs are conducted, and that he is willing to be a resource when team members have questions about this topic.

Take a moment to think of one creative way that you have, or a leader you've worked with has, managed limited resources in your school. How did team members pool resources to deal with this issue?

If you are working with a partner or a group, please pause the module for a few moments to share your responses.

Slide

Note to Instructors: If you are completing this training in a group, use this time to hold a discussion about everyone's experiences with limited resources but be aware of the time you have available. Do not let the discussion go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

EMBRACE ALL TEAM MEMBERS' PERSPECTIVES

Say:
Embracing all team members' perspectives is another effective leadership behavior. This involves demonstrating respect for team members' opinions, and addressing team needs and concerns. Additionally, embracing perspectives involves answering any questions that team members have, and offering support for their tasks. If you participated in the mutual support module, some of this will sound familiar. Feel free to refer to that module for more information.

The following statement, demonstrates how a leader can embrace all team members' perspectives : "How does everyone think we should divide work for these student reports? Everyone seems to be in favor of individually working on one section per person, but Mr. Gonzalez has suggested we work in pairs. We haven't considered this before, but he makes a good point in suggesting that this might enable a wider perspective on each individual student's performance in each of these areas. Let's reconsider how we're dividing this work. What does everyone think of this alternative approach?"

Take a moment to think about a team member who embraced the perspective of you or another team member. If you are working with a partner or a group, pause to share your experience.

[brief pause]

Slide

Note to Instructors: If you are completing this training in a group, use this time to hold a discussion about everyone's experiences with embracing perspectives but be aware of the time you have available. Do not let the discussion go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

BRIEF REVIEW

Say:
Let's review the four effective leadership behaviors that were just discussed.

Number one. It is essential that leaders monitor the team and team performance to make sure the team is on track towards its goals.

Number two. Leaders need to help the team reflect on past activities and plan for the future. This includes establishing expectations for behavior and setting challenging but attainable goals. Good leaders set standards for behavior and clearly communicate what they expect of each team member.

Number three. Leaders need to pool resources. Team members should be up front about the knowledge or equipment they have and are willing to share. If teams do not have the proper materials and expertise, then even the most talented group of individuals can fail.

Number four. Effective leaders not only assist the team in achieving its goals, but also create a climate that allows teamwork to flourish. This is done by embracing diverse team member perspectives.

Take a moment and ask yourself: Which of these skills is my strongest? Which of these skills can I improve upon the most?

[brief pause]

Slide

Note to Instructors: If you are completing this training in a group, use this time to allow trainees to reflect on these questions but be aware of the time you have available. Do not let this go too long if you have a limited amount of time.

LEADERSHIP STRATEGIES

Say:
We will now begin part 3: Leadership strategies. In this section, we will be covering leadership strategies that can be used within teams.

If you would like to take a break, this is an excellent time to do so. Otherwise, feel free to continue on.

Slide

LEADERSHIP STRATEGIES

Say:
To help you remember these leadership strategies, keep in mind that leadership is a journey: STEP up to your SWIM, BIKE, and RACE- your leadership triathlon. In this section, we will define and describe each of these acronyms.

Slide

Monitor the team: use STEP

Say:
If you participated in the situation monitoring module, you may remember STEP. Take a moment to discuss the STEPs aloud.

[brief pause]

As you may recall from section 2, one of the effective leadership behaviors involves monitoring the team. STEP is a strategy to help you do this.

The STEPs include:

S is for Self: Monitoring yourself and your contributions is critical. You are a key player on the team and are in charge of how you contribute to the team. Be aware of your abilities and how you can best help out the team.

T is for Team Members: Cross-monitor your teammates. Be aware of others and how you can help them if they are struggling. Also, they may be able to help you if you need it!

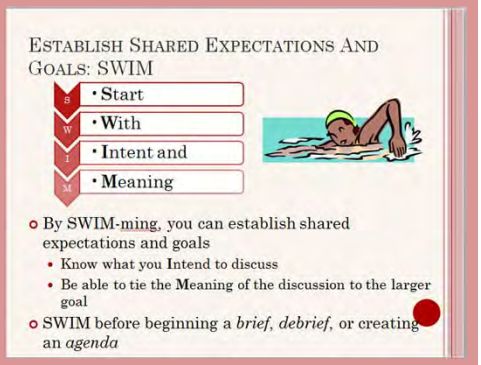
E is for Environment: Context matters. Pay attention to your surroundings and how this may impact the team.

P is for Progress: It is crucial for you to monitor your team's progress to ensure you are staying on track with your goals.

Slide

ESTABLISH SHARED EXPECTATIONS AND GOALS: SWIM

Say:
Another effective leadership behavior includes establishing shared expectations and goals. You can do this by SWIM-ing. This stands for : Start With knowing what you Intend to discuss, and be able to tie the Meaning of the discussion to the larger goal. SWIM is a helpful framework for briefs, debriefs, and creating an agenda.



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Briefs are planning meeting. Teams use briefs before an activity occurs in order to talk about team goals and team member contributions. During a brief, it is important to discuss team goals, individual member roles and responsibilities, resources, and workload issues. Briefs are useful because they get everybody on the same page prior to working, which positively impacts team member coordination. Planning allows for clarification of task assignments and members roles to ensure that each portion of the task is completed and no time is wasted by duplicated efforts. Briefs are an excellent way to establish shared expectations and goals, and using the SWIM acronym can help you frame your brief.

Debriefs are team meetings to discuss events after the team has begun or completed a task. They are used as opportunities to exchange information and provide feedback. Debriefs are most useful when discussing progress towards team goals and when mistakes occur. Through the use of constructive feedback, debriefs can improve technical and teamwork skills. Before beginning a debrief, SWIM to remember what you intend to discuss, and what this means for the team.

Agendas are a helpful way to ensure that one is SWIM-ming, and can facilitate the creation of shared expectations and goals. We will discuss agendas next.

Establishing Shared Expectations and Goals: Agendas

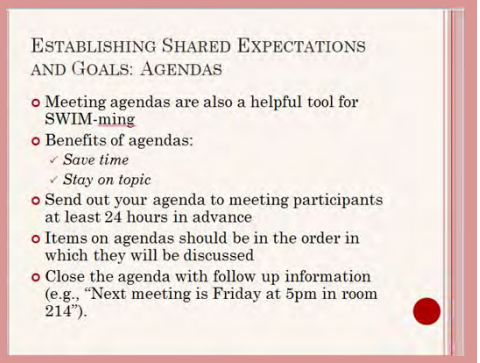
Say:
Let's go over how to craft an agenda by SWIM-ing.

Meeting agendas are a helpful tool to ensure that the team has shared expectations and goals. Benefits of agendas include saving time and staying on topic.

If possible, send your agenda to meeting participants at least 24 hours in advance. This way, all team members have a chance to review and will have a shared expectation about what will be covered during the meeting.

Items or topics on the agenda should be in the order in which they will be discussed during the meeting. This will reduce confusion during the meeting and makes it easier for people to follow along.

Make sure to close the agenda with follow up information. For example, end with information on the next meeting. Say, "Next meeting is Friday at 5pm in room 214."



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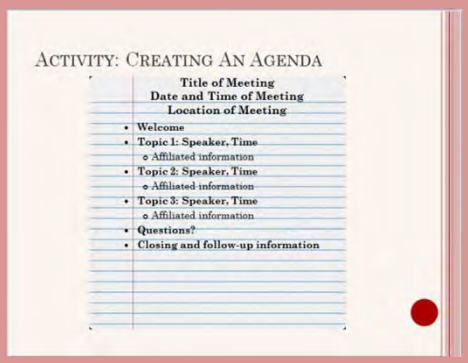
Activity: creating an agenda

Say:
Let's apply the information that we just learned to an activity.

Think about a meeting that you will be participating in over the next week or so. What is the goal of this meeting? Who is involved? What topics will be discussed? What will the action items be? Think about the answers to these questions and use the template on the screen to create an agenda for this meeting. Feel free to use your computer or a pen and paper for this activity.

Be sure that your agenda includes: a meeting title, date and time, location, a welcome message, a list of topics with affiliated information, a spot indicating that questions will be answered, and closing and follow-up information.

Please pause the module until you have completed your agenda.



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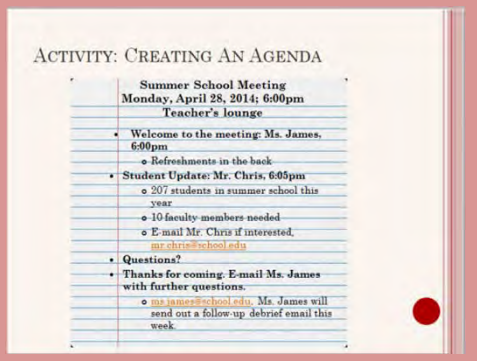
Note to Instructors: If you are completing this training in a group, use this time to facilitate an activity about creating an agenda but be aware of the time you have available. Do not let the activity go too long if you have a limited amount of time.

ACTIVITY: CREATING AN AGENDA

Say:
Here is an example of what your agenda might look like. This agenda was created for an informational meeting about summer school. This agenda lists the name, location, date, and time of the meeting. It describes the key talking points with important details parsed out. Follow up information is included at the end.

[brief pause to allow participants to read the agenda]



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POOL RESOURCES: BIKE

Say:
As a reminder, another effective leadership behavior is pooling resources. Use BIKE to help you achieve this.

Everyone on your team is a resource and can bring unique contributions to the team. In order to make sure that your team is pooling resources, remember to BIKE! That is, bring in your knowledge and expertise. This will help your team to identify what resources each team member will bring to the table and identify what things are needed. Leaders may ask questions such as "What are everyone's skills and unique knowledge?" or "What tangible items do we need to accomplish our goals?"

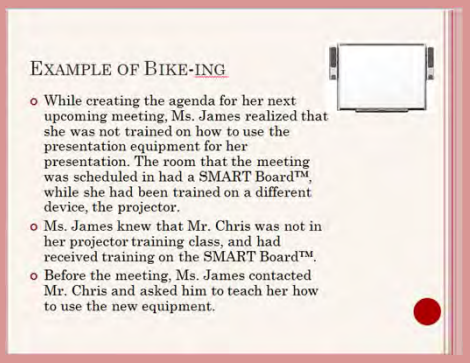
Slide

EXAMPLE OF BIKE-ING

Say:
Here is an example of applying the BIKE strategy to a real-life situation.

While creating the agenda for her next upcoming meeting, Ms. James realized that she was not trained on how to use the presentation equipment for her presentation. The room that the meeting was scheduled in had a SMART Board™, while she had been trained on a different device, the projector.
Ms. James knew that Mr. Chris was not in her projector training class, and received training on the SMART Board™.
Before the meeting, Ms. James contacted Mr. Chris and asked him to teach her how to use the new equipment.

In this scenario, Ms. James was able to learn how to use the required equipment, and was able to do so because Mr. Chris had previously made her aware of his SMART Board™ expertise.



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EMBRACE TEAM MEMBERS' PERSPECTIVES: RACE

Say:
It is important to embrace team members' perspectives. One key part of this involves encouraging input or feedback from other members. This involves encouraging all team members to speak up during meetings. This is helpful for encouraging those who may be reluctant to express their opinions. This can be done by making eye contact with each member and providing brief periods of silence to encourage people to speak up. This can benefit the group by allowing concerns to be voiced, giving everyone a chance to contribute, and allowing everyone to take ownership of their work.
Encourage all team members to speak up during meetings by **RACE**-ing:

- **R**espect all viewpoints
- **A**ddress questions and concerns
- **C**onsider all perspectives
- **E**ye contact with each team member

There are many benefits of embracing perspectives. First, it allows concerns to be voiced. It also allows all team members to contribute. Lastly, doing so ensures that all team members will take ownership of the work.

Slide

THINK-PAIR-SHARE: BRAINSTORMING

Say:
We will now engage in a brief role play exercise. To begin, please form teams of 4-5 individuals. Assign each team member a separate role from the list provided.
If you are completing this module on your own, think about how you can use these strategies on a team and respond by writing down answers to the following questions:

- *Which of these strategies does your team already do well?*
- *Which of these strategies can your team use the most?*

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Note to instructor: Divide the whole session into groups of three to four people (or a group size that is appropriate for the amount of people in the session).

1. Ask participants to conduct this think-small group-share-activity.
2. Finally, have each group share with everyone in the training session.

REFERENCES

Say:

If you would like more information on any of the topics covered in this module, please refer to the papers included on this slide.

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