

# THE 21<sup>ST</sup> CENTURY KID!

global citizen · creative  
active · mission-driven  
civically-engaged · fun  
musical · artistic  
planner · leader · brave  
connected · visionary · active · mission-driven  
empathetic · caring · global citizen · creative  
connected · visionary · active · mission-driven  
knowledge-hungry · global  
independent · thinker  
experiential  
inventor · writer  
investigator · dreamer · action-oriented · happy  
inspired · inspirational · original · creative  
friendly · flexible · collaborator · civically-engaged · fun  
musical · artistic · connected  
planner · leader · brave green · ethical · positive  
constructive · optimistic · collaborator · innovator  
empathetic · caring · global citizen · creative  
connected · visionary · active · mission-driven



Peter H. Reynolds 2008

## Building an Exceptional Team Environment

January 23<sup>rd</sup> 2012

*Dr Adrian Bertolini*



**Intuyu**  
Consulting

Empowering  
21st Century  
Learning



## Learning Intentions of Today

- To have the staff engaged in an inquiry into **the meanings of the five Franciscan values** as an access to having them **consistently be powerful self-expressions** of these values
- To have the staff get to know their new team members and to **create a covenant for exceptional teamwork** given by the Franciscan values
- To **honestly assess and begin to develop** team strategies and skills that will lead to a exceptional team environment



## What **YOUR** job is today

- ❖ Be **open**, **honest** and **participate**
- ❖ As you inquire, discuss, debate, create, design, formulate ... stand in the perspective that the aim of this is to create **an exceptional team that works "in the zone"**
- ❖ For some of you this may be **confronting**, ... or **exciting** ... or you may **know it all already**.
- ❖ Give up any distracting thoughts and opinions as they arise and work together to build your year as a team.





# Today's Workshop

A High Performance Culture is Driven by Values

These Values are Supported and Enhanced by Team Structures

To Succeed over Time needs Strategies and Development of Skills



## Session One

### Learning Intention:

To have the staff engaged in an inquiry into **the meanings of the five Franciscan values** as an access to having them **consistently be powerful self-expressions** of these values

### Success Criteria:

- To have created **agreed upon meanings** for each of the 5 Franciscan Values
- To have created **statements about what it would look like** to be operating authentically from those values
- To have **begun to design structures** to have the 5 Franciscan values flourishing and ingrained in the way that staff operate



## Some things to think about

- Culturally - You are **ALWAYS** building something
  - Some times it is **intentional**, mostly it is **unconscious**
- It is in the **language** you use,
  - the **structures** you have in place,
    - the **habitual practices**,
      - the way **you relate** to each other,
        - the **type of complaints** you have,
          - the way you **organise** yourself (or not),
            - the things **you love doing** and the things you **avoid**.

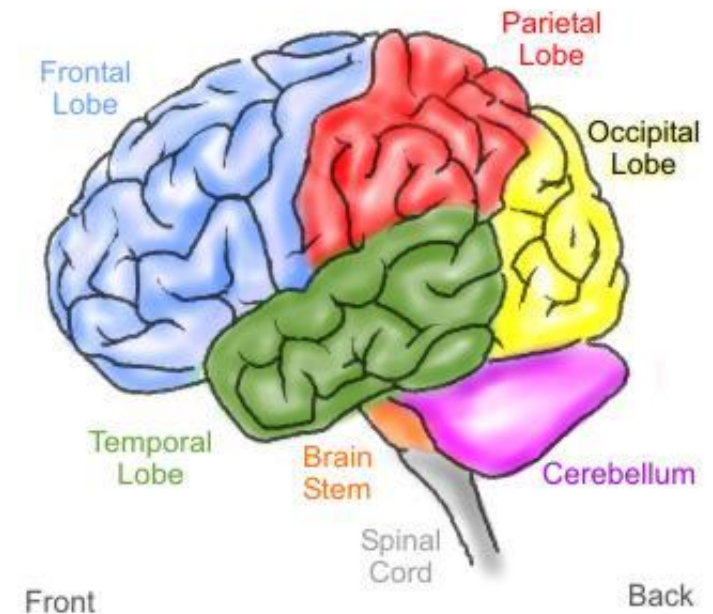
**None of this is bad or wrong.**

# Design of Brain



- To ensure the survival of the body
- To take shortcuts to save energy usage
- **To make what is conscious – unconscious** so as to save energy usage
- To only keep that which is used (rituals embed knowledge and abilities). **Use it or lose it.**

Regions of the Human Brain





## Some things to think about

Real performance comes with being intentional in **what** and **how** you build your learning culture.

It takes a **real commitment and focus on values** and setting up **structures and habits** to make those values ingrained in the group.

### ***Ingrained (adj):***

- *firmly fixed; deep-rooted;*
- *settled or confirmed in a habit, practice, feeling, or the like*



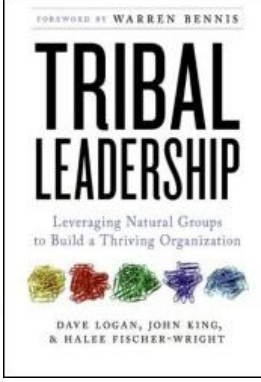


# Why are Values and Culture so important?

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## **David Logan Tribal Leadership**





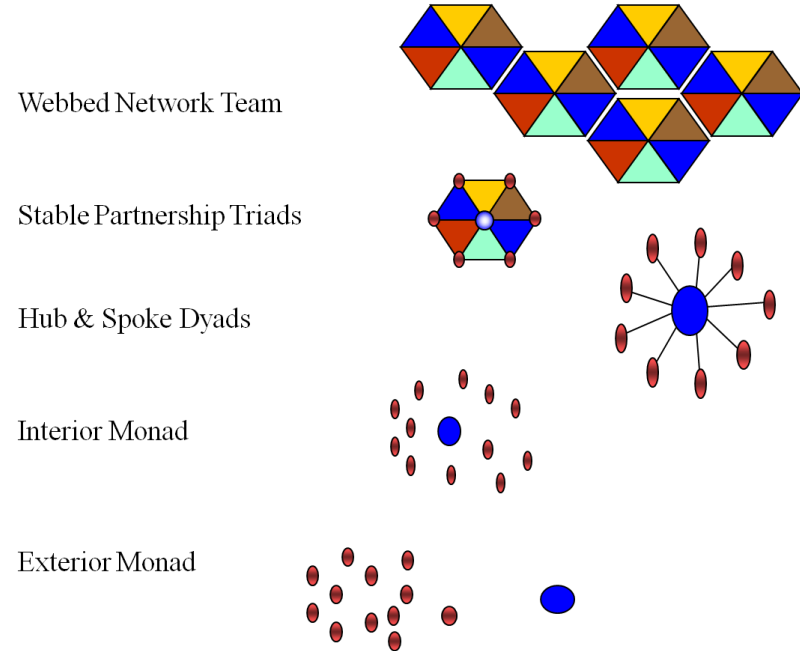
# Tribal Leadership - overview

## Tribal Leadership

Stage	Relationship to Values	Behavior	Tribe's Language
5	Vital	Innocent Wonderment	"Life is great"
4	Important	Tribal Pride	"We're great"
3	Useful	Lone Warriors	"I'm great"
2	Ineffective	Apathetic Victims	"My life sucks"
1	Undermining	Despairing Hostility	"Life sucks"

From *Tribal Leadership*, Logan, King & Fischer-Wright, 2008, HarperCollins

## Cultural Anatomy



From *Tribal Leadership*, Logan, King & Fischer-Wright, 2008, HarperCollins

# TRIBAL LEADERSHIP

Leveraging Natural Groups to Build a Thriving Organization



DAVE LOGAN, JOHN KING, & HALEE FISCHER-WRIGHT

# Tribal Leadership - overview

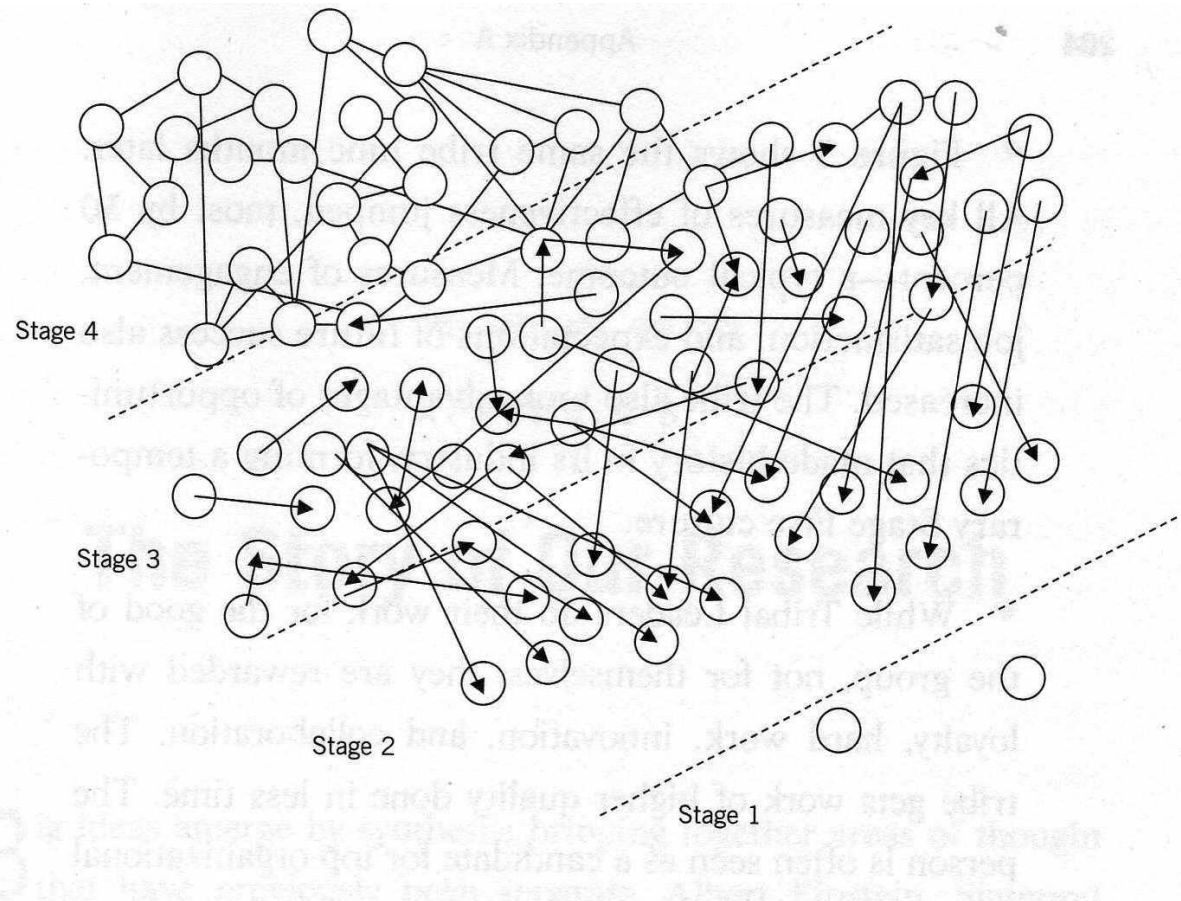
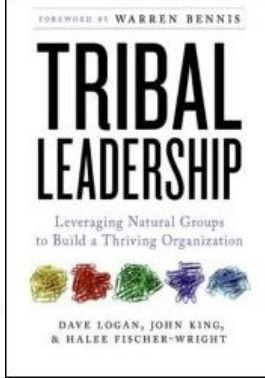


FIGURE 2: AN ACTUAL TRIBE BEFORE TRIBAL LEADERSHIP.



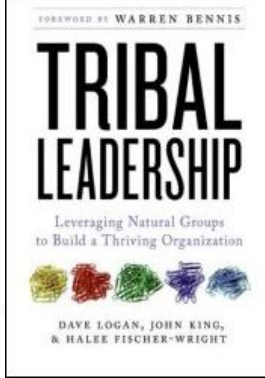
# Tribal Leadership - overview



- Each cultural stage has its own way of speaking, types of behaviour and structures of relationships
- Leaders do two things
  - 1. Listen** for which culture exists in their tribes
  - 2. Upgrade** those tribes using specific leverage points
- Great leaders **speak** and are able to **hear all 5** tribal languages
- People **can only hear one level above or below** their own level



# Tribal Leadership - overview



## Stage Two

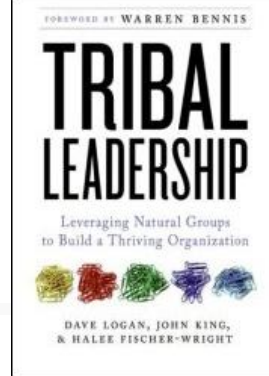
- Person is **separate from others**, but unlike Stage 1, they are surrounded by people who seem to have some power that they lack.
- Language expresses “my life sucks” but also communicates the view that **others’ lives seem to be working**. When people at this stage cluster together, their behaviour is characteristic of **being apathetic victims**

## Leverage Points

- Encourage them to **establish two-person relationships**, preferably with people in Stage 3 (those who are eager to mentor mini-me’s!)
- In one-on-one sessions show them how **their efforts do make an impact**, show them they are competent, point out abilities.
- Assign them **work they can do well in a short time** (no nagging or excessive follow up!)



# Tribal Leadership - overview



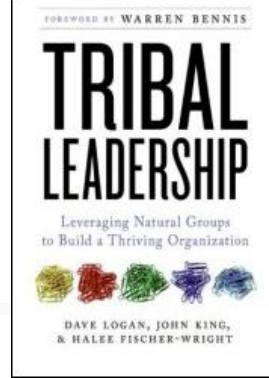
## Stage Three

- Person is connected to others in a series of two-person relationships
- Language expresses “I’m great” (and “you’re not” in the unsaid)
- When people at this stage cluster together, **they attempt to outperform one another** (on an individual basis) and put one another down.

## Leverage Points

- Encourage them to form three person **relationships based around core values, overlapping self-interests, or specific opportunities** where each can contribute.
- Encourage them to **work on projects bigger than they can handle** alone

# Tribal Leadership - overview

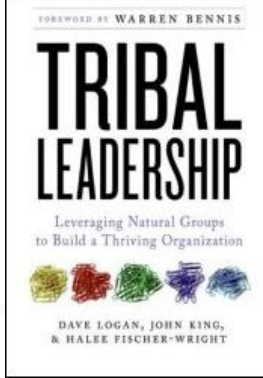


## Leverage Points (continued)

- Point out that their success has come through their own efforts, but the **next level of success needs a totally different style** (i.e. current style insufficient to move forward)
- Describe role models (ideally within school or people they respect) that exhibit Stage 4 behaviour (they focus on 'we', networking, etc)
- When person complains **they don't have enough time and others aren't as good** (2 biggest gripes at Stage 3) show them they have crafted their life so no one can contribute
- Tell stories how you went from stage 3 to stage 4
- Encourage them to **work through transparency** and that they should **over-communicate** (rather than hide info)
- Coach that there is more leverage in wisdom rather than information



# Tribal Leadership - overview



## Stage Four

- Person forms **networks in which they build values-based relationships** between others
- Language expresses “we’re great” and in the unsaid, “they’re not”
- When people cluster together they radiate **tribal pride**

## Leverage Points

- Stabilise them at Stage 4 by ensuring that their **relationships are based on values, advantages and opportunity**
- Encourage them to **explore team core values, sense of a noble cause, outcomes that inspire the team, team assets, and then who would do what.**
- Encourage them to pick projects that are more of a stretch and require working more in partnership to accomplish bigger results





## Five Franciscan Values

So a Level 4 tribe is built upon values. XXX has 5 Franciscan Values at its core

**Respect, Shared Responsibility, Reverencing  
Creation, Contemplation, Joy**

We actually want to explore what they mean.

*What do they **authentically** look like when they are **ingrained** in the way the school operates, and what could get in the way.*



# Respect



## **Noun:**

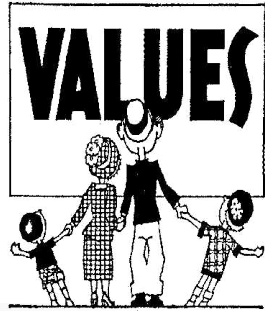
- esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability
- an attitude of deference, admiration, or esteem; regard

## **Verb:**

- to have an attitude of esteem towards; show or have respect for:
- to show consideration for; treat courteously or kindly



# Respect



**Respect is about having high regard for the worth of another, their opinions, their abilities, their ideas, and who they are. You admire the other person.**

- What would it take to have high regard and authentically admire and respect the worth of ALL the individuals you interact with?  
Q'n: What opinion / belief would you have to give up?
- What does teaching look like when respect is ingrained?
- What does teamwork look like when respect is ingrained?
- What would it NOT look like - what is currently happening that is counter to respect?



## Five Franciscan Values (in Teams)

### **With each value:**

Look up dictionaries and discuss, debate and come up with a powerful meaning that inspires the team.

### **Answer the following questions**

- What would it take to (insert meaning of value) with ALL the individuals you interact with? What opinion / belief would we have to give up?
- What does teaching look like when that value is ingrained?
- What does teamwork look like when that value is ingrained?
- What would it NOT look like - what is currently happening that is counter this value?
- What structures would allow for this value to become ingrained?



# Sharing of Values

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# Today's Workshop

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## Session Two

### Learning Intention:

To have the staff get to know their new team members and to **create a covenant for exceptional teamwork** given by the Franciscan values

### Success Criteria:

- To have **created a covenant** for the Year Level Team
- To have **begun to create a deep relationship with one another**, chosen **roles**, created **responsibilities**, etc from which your team will operate throughout the year.



## Building an Exceptional Team

***Covenant(n): an agreement, usually formal, between two or more persons **to do** or **not do** something specified.***

We are interested in supporting you to build an exceptional team environment –

*one that you love working in, and supports and empowers both students and parents.*

- What could be agreements you could create to allow for operating as an exceptional team?
- What would stop it occurring?





# Five Dysfunctions of a Team





# Building an Exceptional Team

## 4 Keys to Building an Exceptional Team

- **Establishing solid routines, procedures, and roles:** this keeps the team running smoothly
- **Respect is the Foundation:** everyone is honoured
- **Relationship is at the Heart:** every one experiences being cared for
- **Responsibility is the Ultimate Goal:** everyone has a part to play and experiences THEY MATTER.



# Reminder about Stage 4 Tribe

## Stage Four

- Person forms networks in which they build values-based relationships between others
- When people cluster together they radiate tribal pride

## Leverage Points

- **Relationships are based on values, advantages and opportunity**
- **Encourage them to explore team core values, sense of a noble cause, outcomes that inspire the team, team assets, and then who would do what.**
- **Encourage them to pick projects that are more of a stretch and require working more in partnership to accomplish bigger results**



# Building an Exceptional Team

**You will now meet in your Year Level Teams for 1 Hour**

**Your task is to:**

- Begin to get **deeply related and connected** to one another. Who are you? Acknowledge your dark and light sides. Are there any of the 5 team dysfunctions you are good at? Do you have a weakness in your self-expression of any of the 5 Franciscan values?
- **Create a covenant** that will form the basis from which your team will operate. It must address the following:
  - A **vision** for who your team is and what you are out to cause.
  - **Outcomes** the team is committed to causing by the end of the year. What are your **team foci and group norms / expectations** inside the vision. It must inspire all of you.
  - **Roles and Responsibilities** of each team member.



# Sharing of Team Covenants

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# Today's Workshop

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## Session Three

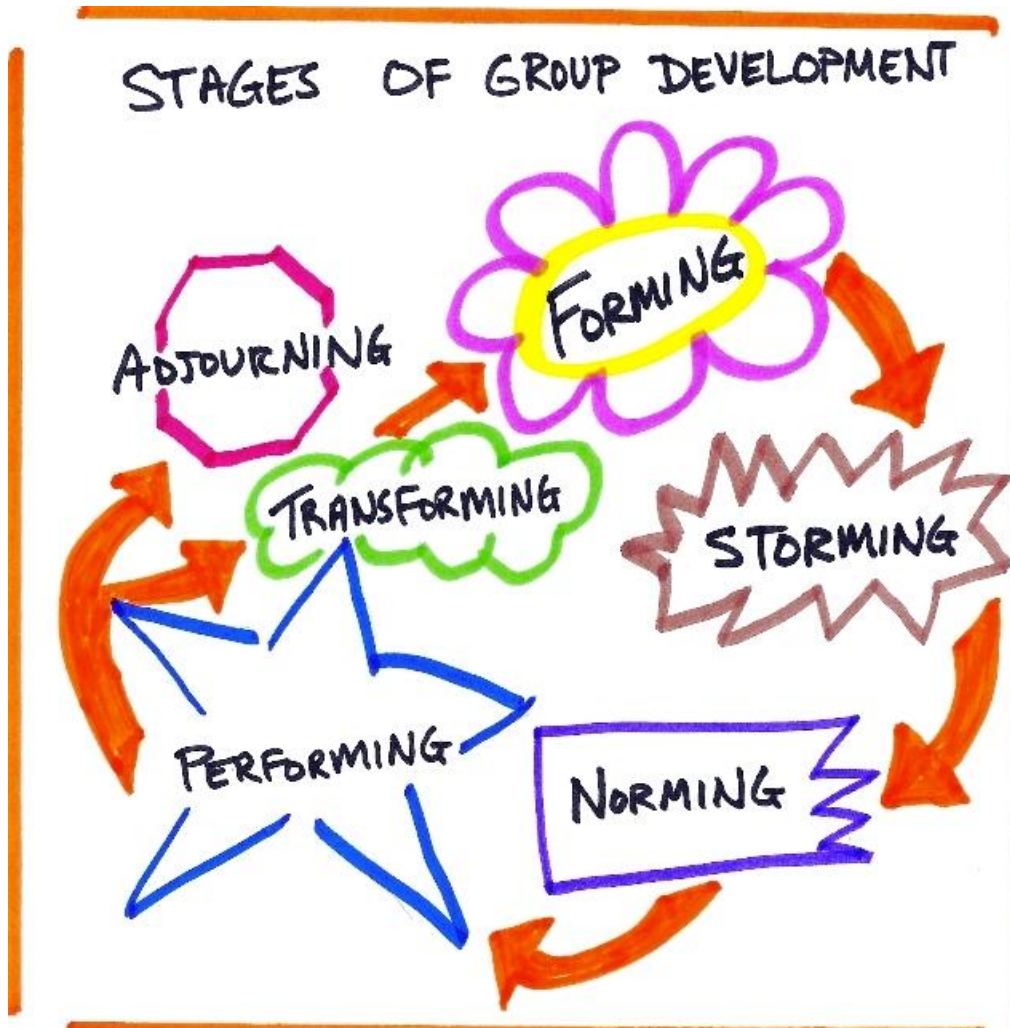
### **Learning Intention:**

To **honestly assess and begin to develop** team strategies and skills that will lead to a exceptional team environment

### **Success Criteria:**

- To have **honestly assessed the strengths & weaknesses** in the team
- To have **begun to create ideas / approaches / structures / strategies** to develop each other and the team's abilities to deliver on the team covenant and 5 Franciscan values
- To have **begun to explore resource requirements and make requests** to support and empower the team covenant.

# Tuckman's Stages of Team Development





# Forming



## FORMING

The initial period where individuals focus on coming together, being accepted, and avoiding conflict. During this time, they observe each other, gather information about other team members, and assess the task at hand. This is a comfortable stage, though the focus on avoiding conflict doesn't allow for much progress.

# Storming



## STORMING

From leaders to assistants, team members chaotically compete for their positions and the work it entails. Amid the power struggles, cliques will form among individuals searching for structure within the organization. Some will realize they want to remain in the comfort of the first stage, while others will see that conflict is necessary to address the real issues.

# Norming



## NORMING

The norming stage evolves into a more orderly phase, as consensus is reached on how the group will operate and responsibilities are clearly delegated. Having gone through disagreements, members understand and support each other, for the greater good of the team. A select few may continue to resist the pressure to change for fear that the group will break up.

# Performing



## PERFORMING

Once the group finds its footing, it's able to meet goals more autonomously, without direct instruction from the leader. Roles will shift according to need, but all members will be task-oriented and agree on the changes. It's important to note that although ideal, not all teams reach this stage of interdependence and flexibility.



# Building an Exceptional Team

## In your Year Level Teams

We would like you to explore (honestly) what could be some of the barriers to your working as your covenant states?

- What **strengths** do you each have? What **skills** do you bring to the team?
- What are your **weaknesses**? What do you need to be developed in through the year?
- What **strategies** can you as a team devise to deliver the most exceptional learning for your students and each other through the year? It could be a project you take on.
- What **resources** would you need?
- Are there **any requests** that you think there are to make of other teams or leadership?



# Sharing of Team Strategies and Project



## Completing Quote



*"One of the most difficult lessons to master as we struggle to create effective change is to learn not to label something as bad just because it is different from what we want."*

Dr. William Glasser

**Go out and make  
mistakes and learn**