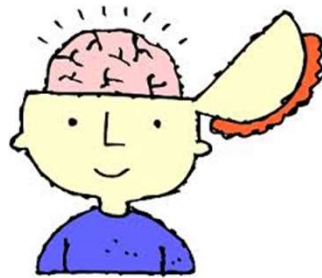
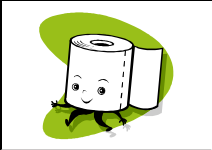




Leadership

Part 2

Creating a healthy leadership team



Need to Knows..



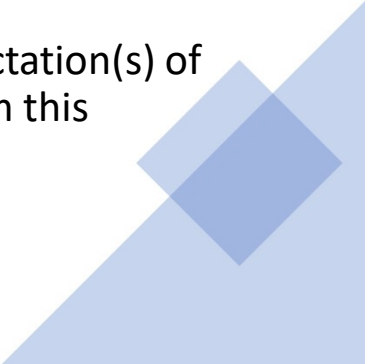
Day 1

Who are you as a learner and a leader?

- Assessed confidence and self-awareness
- Communication
- Honesty
- Identified strengths and weaknesses in your leadership responsibilities



WELCOME! And DO
NOW!

- Introduce yourself to your tablemates...
 - On a scale of 1 (lowest) to 5 (highest), where do you rate:
 - Your relationship with your Superintendent?
 - Your relationship with your executive board?
 - Your relationship with your membership?
 - The level of engagement of your membership with your local?
 - Share with your tablemates your response to the following question:
 - What are your members' expectation(s) of you after you return home from this conference?
- 

What are the responsibilities of a leader?

Responsibility of new leader

1. Understand Your Mission

2. Analyze Risks

3. Identify Power Players

4. Review Your Organization

5. Audit Internal Systems

6. Challenge Your Findings

7. Stay Curious

**Members AND your leadership team
need to learn who you are and how
you will operate as a leader in your
role.**



Novices and Experts



Think about your current job...

- How did you feel when you were a novice just learning that skill?
- How did you feel after you mastered that skill?
- How did you move from novice to expert?





NOVICES

- Work with isolated bits of information
- Go “by the book”; are mechanical
- Complete task step-by-step
- Are unsure, need support
- Can do it as long as everything goes right

EXPERTS

- See the “big picture”
- Recognize patterns
- Experiment; innovate; are interpretive, artistic
- Integrate elements smoothly
- Are confident, independent
- Make on-the-spot adjustments
- Are able to work their way out of difficulties (use fix-up strategies)



Learning

is the process by which a novice becomes an expert in a particular domain.

Learning

occurs primarily through opportunities to make connections to prior knowledge and experiences.



...the distance
between the actual
developmental level
and the level of
potential development
under guidance...

Vygotsky - 1978

NOVICE

Current
level of
knowledge

**ZONE
OF
PROXIMAL
DEVELOPMENT**

EXPERT

Needed
expertise
to
achieve
goal

The *zone* is the area within which the student cannot proceed alone, but can proceed when guided by a teacher or an “expert peer.”

Rosenshine & Meister, 1992

NOVICE

Current
level of
knowledge

**ZONE
OF
PROXIMAL
DEVELOPMENT**

EXPERT

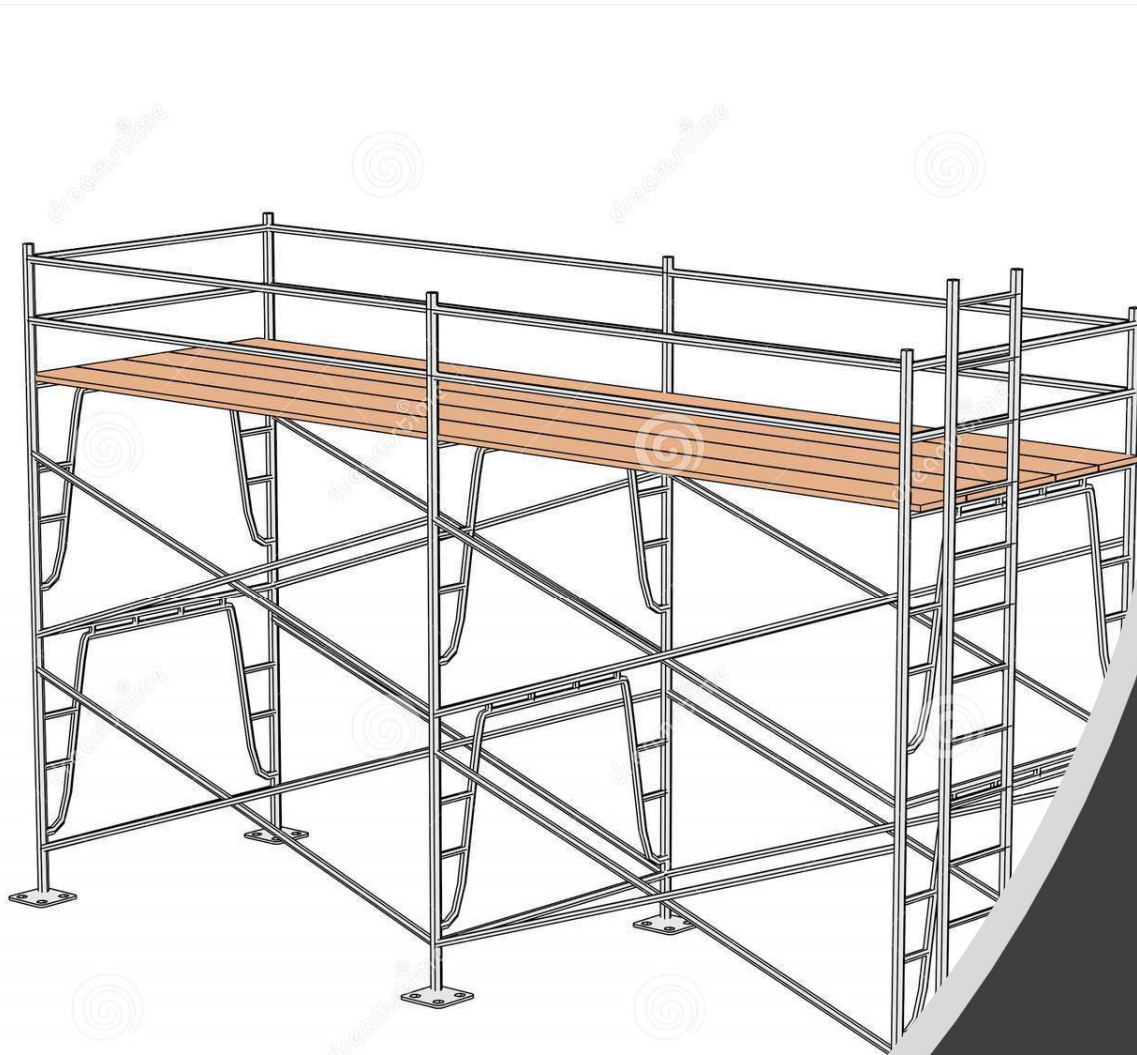
Needed
expertise
to
achieve
goal

How will you bridge your “gap”?



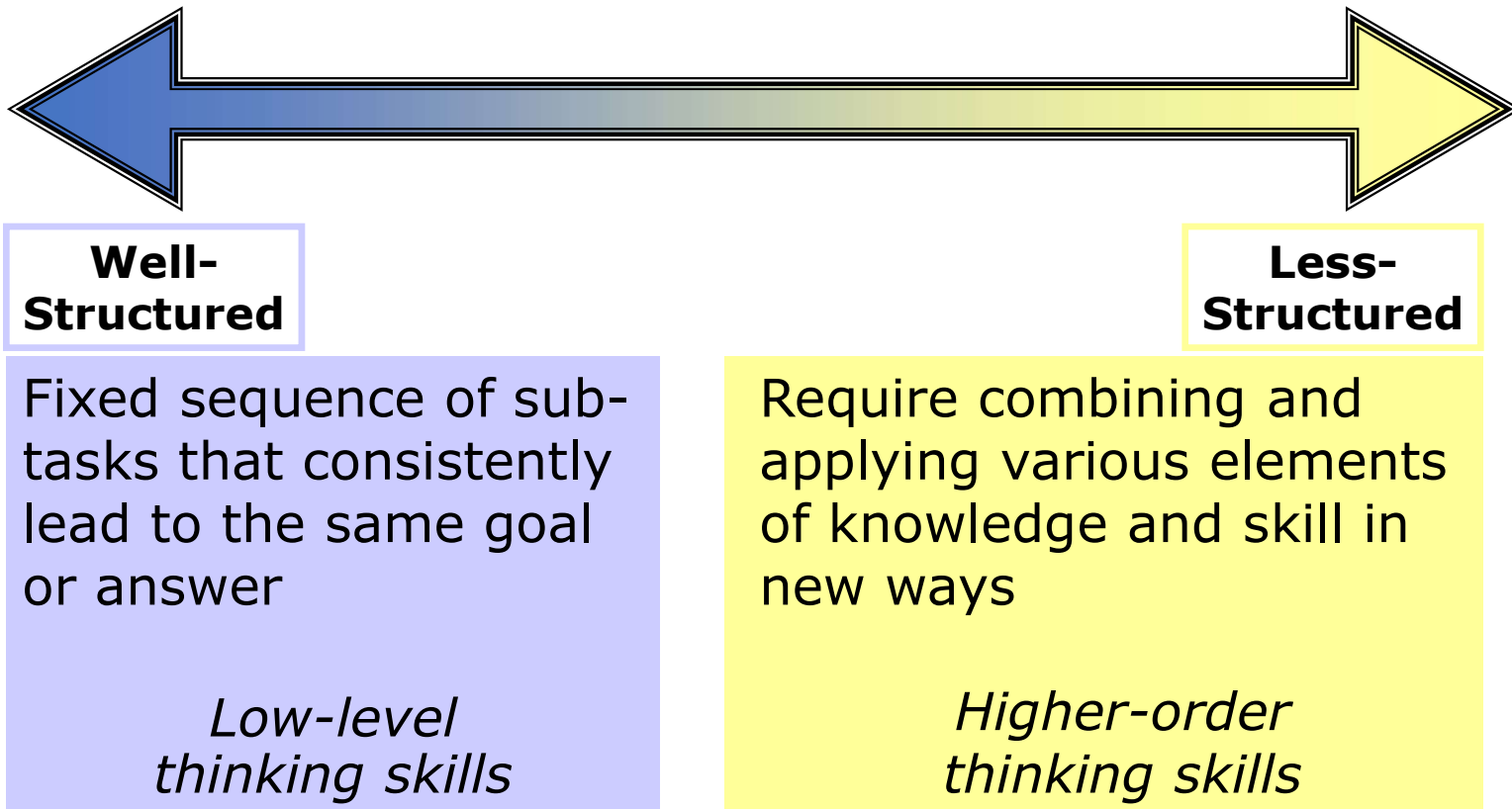


Scaffolding



What does it mean to scaffold student (team member) learning?

Learning Task Continuum





**WELL-STRUCTURED
TASKS**

**LESS-STRUCTURED
TASKS**

**Table Talk: What are some of exec board,
president or committee tasks and where would
they fall?**

Scaffolding

- **What is the purpose of a scaffold?**
- **What would happen if workers tried to build this cathedral without scaffolding?**
- **How does scaffolding relate to you and your executive team?**



How will you scaffold
your leadership team?

- [Rookie mistakes leaders make](#)
- What is a Team?





Team Carousel

- Find the article “[What is a Team?](#)” in the leadership section
- Take 5-10 minutes to read/scan:
 - Define team
 - Define group
 - Similarities of teams and groups
 - Differences between teams and groups
- Count off in 4's
- Groups into each corner – confer and post
- 3 minutes in each corner
- Review

Comparisons

Similarities

Two or more than two persons.

Interaction of members.

Face to face relationship.

Focus on the achievement of an objective.

Leader

Sharing of information and resources

Differences

- There is only one head in a group. A team can have more than one head.
- The group members do not share responsibility, but team members share the responsibility.
- The group focuses on achieving the individual goals. Conversely, the team members focus on achieving the team goals.
- The group produces individual work products. As opposed to, the team who produces collective work products.
- The process of a group is to discuss the problem, then decide and finally delegate the tasks to individual members. On the other hand, a team discusses the problem, then decide the way of solving it and finally do it collectively.
- The group members are independent. Unlike a group, the team members are interdependent.

Teams vs Groups...

Team

plays a very vital role in the life of the members

motivates the members for working creatively and actively participating in the team tasks.

stimulates the members to work for/with one another in an achieving an objective.

Group

helps the members in developing a sense of conformity between the members and respect the group values.

increases their resistance to change.

the power of a group is always more than an individual

Building an Effective Team

- Bruce W. Tuckman's work can be explained using the graphic found in your binder.
- Setting boundaries



Committee Member Roles

Staff and their unions

- Convey to the Health and Safety Committee concerns regarding the health of staff and students as well as building conditions, i.e. classrooms, office.
- Address issues related to specific classroom hazards. This might include the use of chemicals in a science class or the proper handling of toxic art supplies.
- Explore ways to integrate school environmental health issues into course curricula.

School nurses

- Record, monitor and report to the Health and Safety Committee asthma and allergy-related issues in children.
- Provide input and suggestions regarding health and safety issues and possible solutions.
- Report to the committee health issues in children relevant to school building conditions or other school environmental health factors.

Be sure to include:

BOCES, Food Service Staff,
School Secretary, Counseling
Staff, Therapists, Students

Facility managers and custodians

- Inform committee of health and safety issues that arise including those related to building conditions, excessive mold/moisture, inadequate ventilation, pest control/problems, or construction/renovation projects and resource challenges.
- Propose or implement ideas to increase the use of green cleaning products, safer chemicals and better equipment.

Parents

- Participation in school Health and Safety Committees provides parents with the opportunity to act as an advocate for change on their children's behalf.
- Involvement helps educate them about important school environmental health issues.
- Fostering relationships with school parent-teacher associations (PTAs) is an excellent way to encourage the involvement of parents.



You have the “Team”

- We will focus on the Executive team – which are your elected or appointed members
- They come to the table with different motivations.



Motivation Pantomime

Directions:

- Choose a motivating card. Group by like terms
- Take 5 minutes to design a pantomime for your motivator. Everyone participates!!
- Present to the large group. Large group will “guess” your group’s motivator.

Review
leadership
team,
leadership,
next steps...


- Need constitution
- Green delegation of duties
- Take 5 minutes...review your constitution/contract and write down
 - leadership vacancies you have
 - committee vacancies you have
- Stand/sit activity

Picking your team using “BALM”

You are a new leadership team. Every committee chair from the previous leadership team has resigned. As a group, using the constitution at your table:

1. Select the top 4 committees that need chairs and members appointed ASAP
2. **B**reak down the broader goals of that committee into specific, individual tasks, and then rank each task in terms of importance.
3. **A**nalyze and list the competencies required to perform each task.
4. **L**ist the competencies of each potential team member (see folder)
5. **M**atch individuals to task competencies

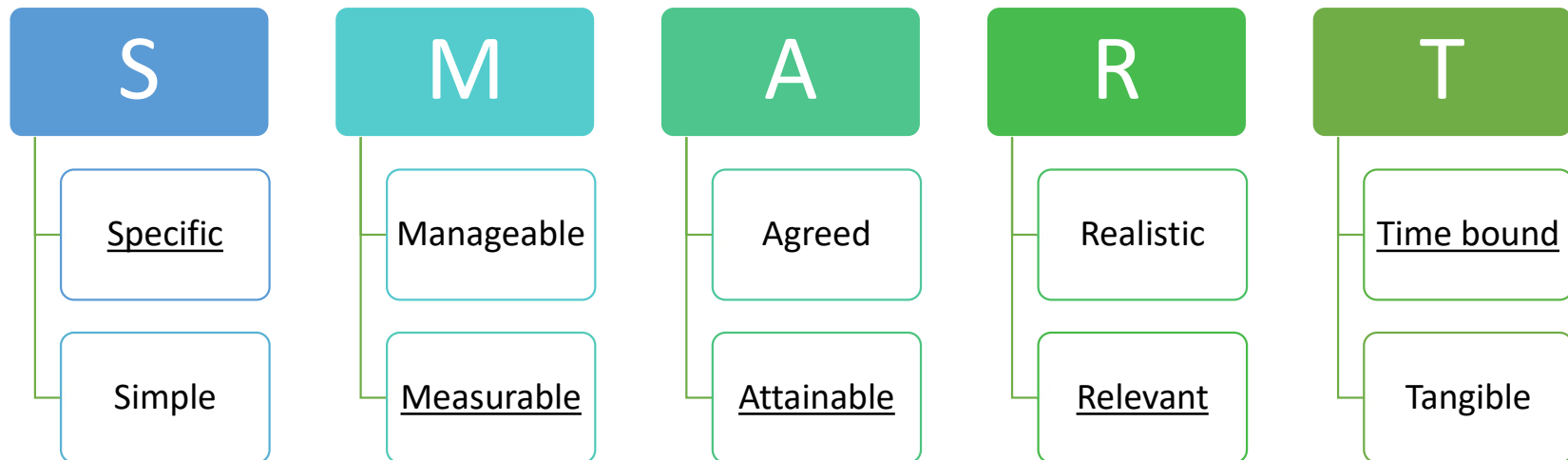
Post on wall.



Consider the Generational Issues

- Regroup by age groups identified around the room.
- Take 5 minutes generating a list of life focus and personal needs that might influence your involvement in union work.
- Go back to your “Pooh Corners” team.
 - Think about your team members from a generational perspective.
 - What changes might you make (you may have to assign perceived ages to the “members”)

Goal-Setting...





Committees

Review the goals created.

- Are they SMART goals?
- How could different generations be on the team to achieve these goals. (ZOOM is not the answer).
- How are different personality types addressed?
- Have you considered your leadership and learning styles?
- Have you considered others learning styles?
- What else?



Committees

- Group or team?
- How will you select members?
- I know....nobody wants to join.
- Let's brainstorm based on what we did today

Bringing it all together...

- Leadership and learning
- Constitution/contract
- Mapping membership
- Mapping time
- Meetings
- Delegating
- Finances/Fiduciary responsibility

NEXT STEPS....



1. Understand Your Mission

2. Analyze Risks

3. Identify Power Players

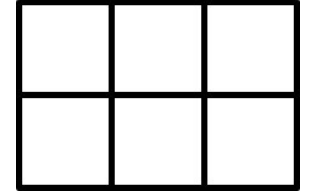
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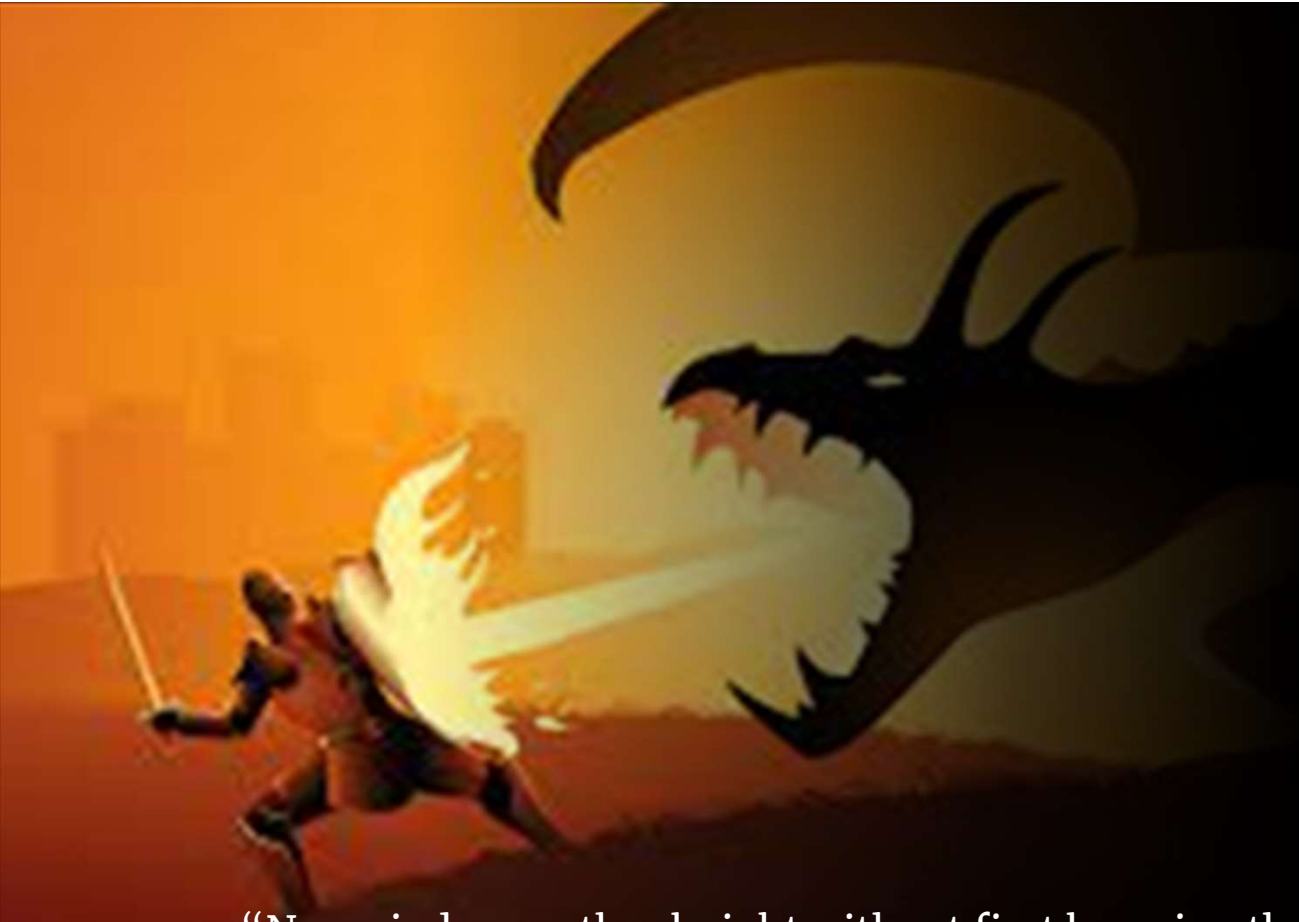
Give One Get One



Directions:

- Fold your paper into 6 squares
- Pick three squares and in each one write down one “a-ha” or take-away from today’s session.
- When music stops, partner up with person closest to you and share one of your squares. If you don’t already have that take-away write it down in one of your blank spaces. Repeat 2 more times.





Plus/Delta

- Please leave feedback by the castle door...

“Never judge another knight without first knowing the strength and cunning of the dragons he fights.”