



Great Public Schools for Every Student

Organizing and Developing a Leadership Team

Leader demonstrates an understanding of core conditions of successful leadership teams.

Key Method

The leader builds and refines core conditions of successful leadership teams by developing a shared purpose, clarifying team roles and responsibilities, and creating shared norms and coordination practices.

Method Components

The leader understands that engaging in collective action involves researching a variety of methods for organizing. Effective leaders create teams to work with them and to lead with them.

What is leadership?

Leaders are those who take responsibility for enabling others to achieve purpose in the face of uncertainty (Ganz, 2010).

What is organizing?

Organizing is leadership that enables people to turn the resources they have into the power they need to make the change they want. The five key practices of organizing are telling stories, building relationships, structuring teams, strategizing, and acting. As leaders, we can use these key practices to enable educators to act together to accomplish shared goals toward creating the measurable change we seek (Ganz).

Why do organizing teams matter?

Leadership teams offer a structural model for working together that fosters interdependent leadership. Team structures create strategic capacity—the ability to strategize creatively together in ways that produce more vibrant, engaging strategy than any individual could create alone. Good teams meet goals, engage others, learn and improve, and coordinate (Ganz).

Key elements of a successful and strong team include the following:

● **Diverse people:** A highly effective team includes people of different economic backgrounds, races, ethnicities, political ideologies, skills, and opinions.

● **Common purpose:** Successful teams develop a brief statement that includes the identity of the team, what they aim to do together, and how they plan to do it.

● **Boundaries:** Highly effective teams have 4–8 members who are fully committed to being on the team and consistently commit time and effort.

● **Clear roles:** Interdependent teamwork includes making decisions together, coordinating work together, communicating well, and helping each other accomplish collective goals.

● **Ground rules:** Teams with explicit, shared expectations, community agreements, and ground rules for managing responsibilities are more likely to achieve their goals (Ganz).

How do you measure a team's effectiveness?

Three criteria for measuring your team's effectiveness are action, capacity, and learning.

- Action: The work of your team is suited to the goals you need to meet to accomplish your larger objectives.
- Capacity: The team engages others outside itself.
- Learning: The team's work supports individual growth and learning.

Supporting Research

Ganz, M. (2010). "Leading Change: Leadership, Organization, and Social Movements." In N. Nohria & R. Khurana (Eds.), *the Handbook of Leadership Theory and Practice* (pp. 1-45. Danvers: Harvard Business School Press.

<http://marshallganz.usmblogs.com/files/2012/08/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

Sinnott, S. and Gibbs P. (2014). *Organizing: People, Power, Change*. Originally Adapted from the work of Dr. Marshall Ganz of Harvard University and resources from the Leading Change Network and the New Organizing Institute, 30–40.

https://www.aclunc.org/docs/organizers_handbook.pdf

National Education Association. *NEA Leadership Competencies Guide*. Washington, DC: 2015.

https://www.nea.org/assets/docs/CompetencyGuide_2015.pdf.

Rationale: The competencies are designed to prepare NEA members to lead relevant and thriving education associations and define for our association what leaders should know and be able to do in the areas of professional practice, organizing, advocacy, communications, business, governance, and leadership.

Resources

Building relationships and identifying leaders

The Teacher Leadership Competencies

http://www.nbpts.org/sites/default/files/teacher_leadership_competencies_final.pdf

Pages 47–55 of Leadership, Organizing, and Action

https://projects.iq.harvard.edu/files/ganzorganizing/files/seed_organizing_manual_final_2015_ok_coaching_appendix.pdf

Leading Change: Leadership, Organization, and Social Movements

<http://marshallganz.usmblogs.com/files/2012/08/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

The Practice of Social Movement Leadership

<https://mobilizingideas.wordpress.com/2017/06/23/the-practice-of-social-movement-leadership/>

The Organizers Handbook

<http://d3n8a8pro7vhmx.cloudfront.net/themes/52e6e37401925b6f9f000002/attachments/original/1423171411/Organizers-1423171411>

Simon Sinek: How great leaders inspire action

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Debriefing

Effective Debriefing Tools and Techniques

<https://onlineteachingandlearning.wikispaces.com/file/view/Processing+Effective+Debriefing+Tools.pdf>

Conducting a Successful Debrief for Evaluation in Organization Development

<https://instituteod.com/conducting-successful-debrief-evaluation-organization-development/>

Debriefing Techniques

<http://www.supportrealteachers.org/debriefing-techniques.html>

Cognitive Coaching

http://www.mnlowincidenceprojects.org/documents/coachingInitiative/asd_coachingInitiativesPacket_cognitiveQuestions

Creating support materials[\[DW1\]](#)

Photo essays

<http://time.com/3958729/matt-black-geography-of-poverty/>

<https://digital-photography-school.com/5-tips-for-creating-a-photo-essay-with-a-purpose/>

<http://www.apogeephoto.com/how-to-create-a-photo-essay/>

<http://help.apple.com/photos/mac/1.2/#/pht6e157c5f>

<http://www.nea.org/tools/lessons/62912.htm>

Video

<https://support.apple.com/imovie>

<https://support.microsoft.com/en-us/help/14019>

<https://prezi.com/h7uvljlvpixe/how-to-do-a-windows-moviemaker-movie/>

[DW1]Original subhead is not parallel with others. Also, unclear how “how-to resources” is related to other items in this list.

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient score for each component in Part 2.

Part 1. Overview Questions

500 word limit

Please do the following:

- Describe the history of your worksite and/or local affiliate. Include information on leadership, involvement among members, relationships with key stakeholders, successes, and accomplishments.
- Describe political, economic/financial, cultural, or other factors that are creating challenges or opportunities for your worksite and/or local affiliate.
- Describe the urgent challenge facing your community, worksite, and/or local affiliate.
 - **Passing:** Responses completely address all questions using personal examples and supporting evidence that clearly detail the history and climate of the leader’s worksite and/or local affiliate. Leader includes information on leadership, involvement among members, relationships with key stakeholders, successes, and accomplishments. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

Artifact 1

(500-word limit)

Work together with educators from your worksite and/or local affiliate with whom you would like to build a stronger relationship. Consider: early career educators, educators with whom you believe you may share values that can motivate others to act for change, and educators who have a great interest in bringing change. Develop a shared team purpose that identifies the following:

- Whom your team serves: Who is your constituency? What are the people like and what are their interests? What will engage them?
- Interests and objectives: What are the interests and objectives that are unique to your team? What is your team

trying to achieve?

- Specific activities: What are the kinds of activities that your team could engage in to fulfill its purpose in serving this community?

Artifact 2

Establish community agreements and expectations arranged in the following chart under two categories, Always Do and Never Do. List at least two points for each category.

| Community Agreements and Expectations | Always Do | Never Do |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
| <p>Discussion and decision making:</p> <p>How we will discuss options and reach decisions as a team to ensure vigorous input and debate?</p> | | |
| <p>Meeting management:</p> <p>How will we manage meetings to respect each other's time?</p> | | |
| <p>Accountability:</p> <p>How will we delegate responsibilities for actions and activities?</p> <p>How will we follow through on commitments?</p> <p>How will we "self correct" when shared ground rules are not followed?</p> | | |

Artifact 3

For your leadership team, identify all roles, responsibilities, personal characteristics relevant to each role, and the team member's name, related skills, talents, and experiences (use the chart format below). Consider the goal of your leadership team, as the goal will determine the different roles and guide the work that you need to accomplish.

| Role | Responsibilities | What are the characteristics of a person who would fit this role? | Team member name | Team member's related skills, talents, and experiences |
|------|------------------|-------------------------------------------------------------------|------------------|--------------------------------------------------------|
| | | | | |

Artifact 4:

(500-word limit)

Write an analysis of your team’s shared strategic, motivational goal and address the following:

- What concrete solutions could your team create in the world that would begin to solve the challenges your community faces?
- What is your team’s strategic, motivational goal? How is this goal concrete and meaningful? On which shared values is this based, and how will your team turn those values into action?
- How will this goal build off of your constituency’s strengths, experience, and resources
- How will this goal require distributed leadership/organizing?
How will you integrate local action with broader regional or national purpose?

Artifact 5

Create a photo essay (can be a slideshow or document of 12–20 photos) documenting your team’s progress on creating a shared purpose and motivational goal. Examples of photos include pictures of people, events, significant places, and/or charts created at meetings. (For example, document brainstorming ideas, team conversations, community agreements, and group work.) Caption each photo.

| null | Proficient | Basic | Developing |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Artifact 1: Shared Team Purpose | <p>Shared purpose statement explicitly includes the following information: the team’s constituency, interests and objective, and specific activities the team could engage in to fulfill its purpose.</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p> | <p>Shared purpose statement includes most of the following information: the team’s constituency, interests and objective, and specific activities the team could engage in to fulfill its purpose.</p> <p>Grammar, spelling, and sentence structure allow for clear communication.</p> | <p>Shared purpose statement includes some but not all of the following information: the team’s constituency, interests and objective, and specific activities the team could engage in to fulfill its purpose.</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication.</p> |
| Artifact 2: Community Agreements | <p>Chart includes community agreements and expectations for the following: Discussion and Decision Making, Meeting Management, and Accountability.</p> <p>Grammar, spelling, and sentence structure enhance clear communication.</p> <p>Data is organized and easy to follow. Information is</p> | <p>Chart includes some community agreements and expectations for the following: Discussion and Decision Making, Meeting Management, and Accountability.</p> <p>Grammar, spelling, and sentence structure allow for clear communication.</p> <p>Data is organized. Some information may be missing.</p> | <p>Chart does not have clear community agreements or expectations for the following: Discussion and Decision Making, Meeting Management, and Accountability.</p> <p>Grammar, spelling, and sentence structure may inhibit clear communication.</p> <p>Data is unorganized, and information is incomplete.</p> |

Artifact 3:
Leadership Team
Roles

easy to find.

Chart includes the following information: Identification of roles, responsibilities, and personal characteristics relevant to this role, as well as the team member's name and related skills, talents, and experiences.

Grammar, spelling, and sentence structure enhance clear communication.

Data is organized and easy to follow. Information is easy to find.

Chart includes some of the following information: Identification of roles, responsibilities, and personal characteristics relevant to this role, as well as the team member's name and related skills, talents, and experiences.

Grammar, spelling, and sentence structure allow for clear communication.

Data is organized. Some information may be missing.

Chart is missing some or all of the following information:

Identification of roles, responsibilities, and personal characteristics relevant to this role, as well as the team member's name and related skills, talents, and experiences.

Grammar, spelling, and sentence structure may inhibit clear communication.

Data is unorganized, and

Artifact 4: Analysis

Explicitly reflects on the team's shared strategic, motivational goal and addresses the following: Concrete solutions; how this goal is concrete and meaningful; shared values; how the solution will build off of the constituency's strengths, experiences, and resources; distributed leadership/organizing; and integration of local action with broader regional or national purpose.

Grammar, spelling, and sentence structure enhance clear communication.

Reflects on the team's shared strategic, motivational goal and addresses the following: Concrete solutions; how this goal is concrete and meaningful; shared values; how the solution will build off of the constituency's strengths, experiences, and resources; distributed leadership/organizing; and integration of local action with broader regional or national purpose.

Details are not clear and specific.

Grammar, spelling, and sentence structure allow for clear communication.

Reflects on some aspects of but not all of the team's shared strategic, motivational goal and addresses some of the following: Concrete solutions; how this goal is concrete and meaningful; shared values; how the solution will build off of the constituency's strengths, experiences, and resources; distributed leadership/organizing; and integration of local action with broader regional or national purpose.

Details are not clear and specific.

Grammar, spelling, and sentence structure allow for clear communication.

Artifact 5:
Photo Essay

Photo essay's captions enhance viewing. Photo essay is submitted as a slideshow or document with 12–20 photos.

Photo essay lacks clear captions. Photo essay is submitted as a slideshow or document of less than 12–20 photos.

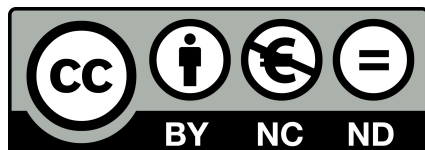
Photo essay lacks clear captions. Photo essay is submitted as a slideshow or document of less than 12 photos.

Reflection

300 word limit

Write a reflection using specific details from your experience. Address the following:

- What next steps will the team take to ensure that everyone is responsible for strategizing, ongoing learning, and identifying and growing new leaders and resources?
 - How will you maintain relationships with those on your team?
 - How will you correct ground-rule violations so that the rules remain active and legitimate?
 - How will you apply the skills learned here to your teaching practices?
 - What specific skills, resources, and responsibilities do you need covered to accomplish your strategic goal?
- **Passing:** Reflection thoughtfully describes next steps to ensure strategizing, ongoing learning, identifying and growing new leaders and resources, maintaining relationships, correcting ground-rule violations, application of skills, and additional skills, resources, and responsibilities needed. The leader uses specific details from experiences. Writing is organized and easy to understand.



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