

Lessons Learned on our Leadership Journey

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Learning Targets

1. Explore a variety of facilitation protocols and problem solving, collaboration strategies.
2. Add some useful tools to your toolbox that you can immediately use.
3. Reflect on new learnings and how you could implement one of the strategies you learned or reviewed today.
4. Identify who your trusted collegial group is.

Leader Check - in Activity

MASE Leader Check-In

- Honors the whole - personal and professional
- Forces you to stop, think, and check-in with self
- Accountability to self and others



Collaborative Problem Solving



Brainstorm / Affinity Activity

What can using tools for facilitation help your teams be able to do/accomplish?

Directions:

- **Individually brainstorm your answer to the questions-one idea per post it (3-5 minutes)**
- **Stick them up on the flip chart paper**
- **As a group organize them into like categories**
- **Label the categories as a group**

The Work of Teams

As leaders we want our teams to...

Come to consensus-have a shared vision for the work

Be creative

Be data-driven

Solve complex problems

Be solution-oriented

Reduce barriers that get in the way of improvement

Gestalt: Solving Problems through listening and effective feedback.

- A) DEAL WITH THE ANGER
- B) TAKE TURNS TALKING
- C) PRACTICE LISTENING
- D) LISTEN TO FACTS & FEELINGS
- E) SEEK TO UNDERSTAND
- F) EXPRESS UNDERSTANDING



Gestalt Processing

1. **Introduction:** One individual introduces a problem or leadership challenge.
2. **Topic Presentation:** Problem owner outlines the situation for the group (uninterrupted)
3. **Q & A:** The group asks question and the problem owner answers
 - a. One person asks a question at a time
 - b. Each person is allotted a set amount of time (usually 1-2 minutes)
4. **Silence:** The group individual collect their thoughts and think of similar situations to share.

Gestalt Processing Continued...

5. **Experience Sharing:** The group shared experiences.
 - Each person share their experiences in a set amount of time (2-3 minutes)
 - Advice and opinion is not allowed
 - The Problem Owner can request additional clarification on anyone's experience.
6. **Presentation Wrap-Up:** The Problem Owner and the group state their take away value.

Sample Gestalt...

Problem: HS students are taking special ed courses in content areas taught by SE teachers and not those licensed in the content areas.

Clarifying Questions: How do co-taught classes and pull-out classes differ? Parents aware?, Do others share your concerns?, What does transcript say?, etc.

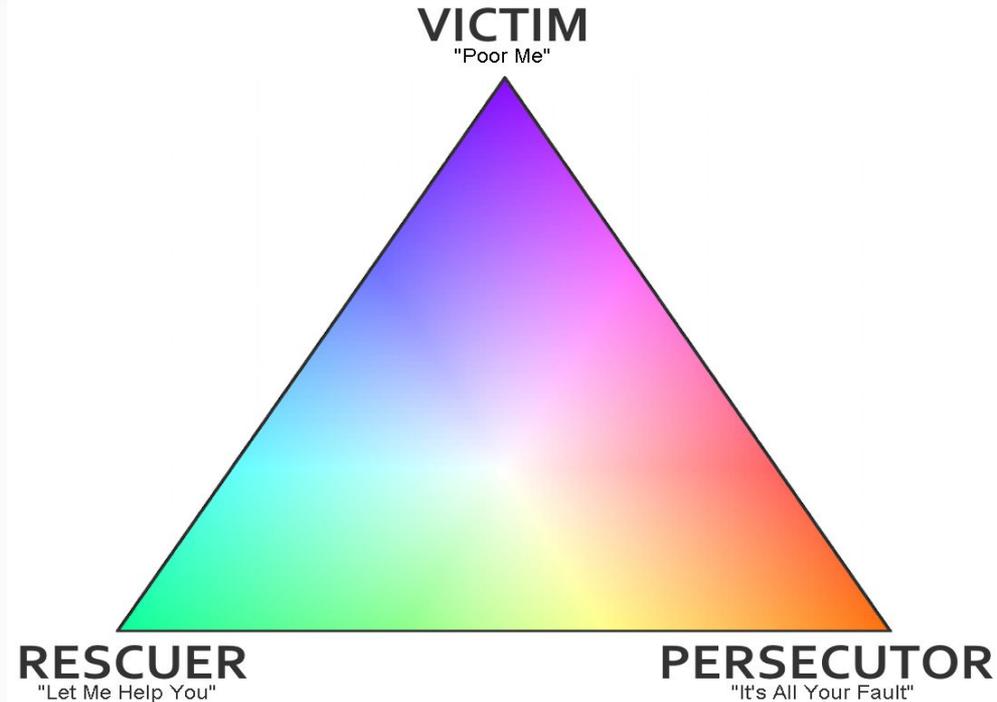
Stories: Group member shared a similar story where they eliminated those lower level classes. Another shared a story about students being excluded from advanced course.

Variations on the Gestalt Process (Step 5)

Walking in Their Shoes: Group members share...if I were in Problem Owners shoes....(if I was in your shoes, I would....)

I Wonder if: Group member have a discussion, with Problem Owner in the room with back turned to group. (I wonder if they thought of...Interesting...)

The Drama Triangle



Drama Triangle Roles

Victim:

- Blame and fault others, but not themselves
- Show up angry or pathetic, in response to perceived injustice.
- Sent out radio-like signal saying help me, rescue me, need me, be with me.



Drama Triangle Roles

Persecutor:

- Can be a person, circumstance, event, or thing.
- Persecutors become the target of the victims' need to blame something outside themselves for their problem.

Drama Triangle Roles

Rescuer:

- Hero of the story.
- Sees it as their role to help the helpless.
- They don't view victims as capable, so they act in their stead.



Drama Triangle Activity

Determine a real example with partner

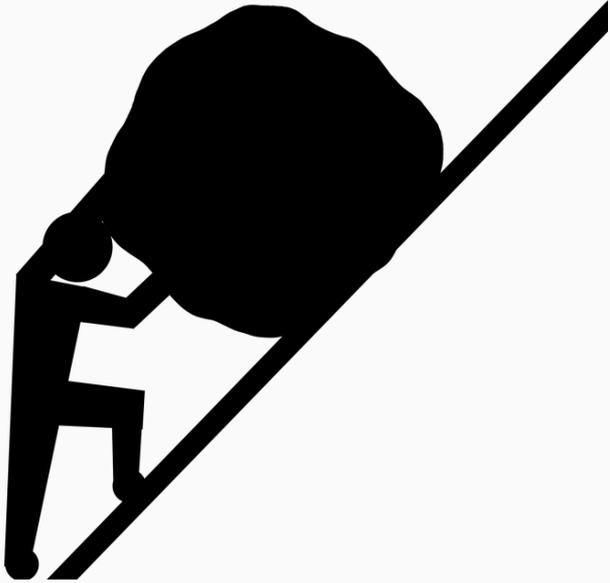
Share example with partner

Prepare to act it out and apply one of the seven strategies for breaking the triangle

Group reflection

[Drama Triangle](#)

Struggle to Solution



Overview of Problem Solving Process



How to Use the Theory in Action

Problem	Solution	Issue Category
Elem groups with large span of needs based on F & P	Create a flexible schedule across grade levels rather than grouping by grade.	Structure
Can't find resources including: where all special education presentations, PD, etc.	Create a shared folder on the drive or on Schoology where all training material are located.	Resource

Theory in Action™ – Solving Problems for Self and Organizations

Adapted from Robert Terry

“Dialogue and Solve Your Problems at the Highest Level Possible”

Vision	Noble Cause, Moral Imperative Desired Future
Mission	Clear Purpose, Focus
Power	Position, Responsibility, Role
Structure	The way we do things, Procedures
Resources	Time, Money, Energy, Information



Group Work

1. Review all concerns and label them with the Theory in Action they best align with - this will allow us to see where the issues are.
2. We are going to address concerns by working up on the Theory in Action grid.
3. If the solution is not working up, then we need come up with potential options.

Results...

Collaborative Approach to resolving staff issues and concerns vs. just the Director.

Agreed upon outcomes:

1. Google drive resource
2. Monthly staff newsletter
3. Flexible conference time



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