

# Developing and Sustaining Effective Action Teams

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# Agenda

- 12:30 Advantages of Teamwork
- 12:45 Factors Influencing Effective Team Functioning
- 1:15 Overcoming Challenges to Effective Team Functioning
- 1:45 Break
- 2:00 Team Leadership and Common Missteps
- 2:30 Taking Action
- 3:00 Questions and Answers / Evaluation
- 3:30 Adjourn

# Factors That Can Obstruct Effective Team Functioning

1. Individual Differences
2. Unclear Procedures / Norms
3. Poor Communication
4. Poor Planning
5. Ineffective Leadership

# Small Group Exercise

- Take about 5 minutes to discuss how your table's factor could negatively affect Action Team functioning.
- Write your answer down.
- Next, take about 5 minutes to create a scenario illustrating your point.

	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Score
<b>Contribute</b>					
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.	
Share Information	Does not relay any information to teammates.	Relays very little information--some relates to the topic.	Relays some basic information--most relates to the topic.	Relays a great deal of information--all relates to the topic.	
Be Punctual	Does not hand in any assignments.	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.	
<b>Take Responsibility</b>					
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.	
<b>Value Others' Viewpoints</b>					
Listen to Other Teammates	Is always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.	
Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.	
Make Fair Decisions	Usually wants to have things their way.	Often sides with friends instead of considering all views.	Usually considers all views.	Always helps team to reach a fair decision.	
				Total	

**Collaboration Rubric** \* Taken from <http://edweb.sdsu.edu/triton/tidepoolunit/Rubrics/collrubric.html>

	BEGINNING (1)	DEVELOPING (2)	ACCOMPLISHED (3)	EXEMPLARY (4)	Score
<b>CONTRIBUTE</b>					
RESEARCH & GATHER INFORMATION	DOES NOT COLLECT ANY INFORMATION THAT RELATES TO THE TOPIC.	COLLECTS VERY LITTLE INFORMATION-- SOME RELATES TO THE TOPIC.	COLLECTS SOME BASIC INFORMATION-- MOST RELATES TO THE TOPIC.	COLLECTS A GREAT DEAL OF INFORMATION-- ALL RELATES TO THE TOPIC .	
SHARE INFORMATION	DOES NOT RELAY ANY INFORMATION TO TEAMMATES.	RELAYS VERY LITTLE INFORMATION-- SOME RELATES TO THE TOPIC.	RELAYS SOME BASIC INFORMATION-- MOST RELATES TO THE TOPIC.	RELAYS A GREAT DEAL OF INFORMATION-- ALL RELATES TO THE TOPIC.	
BE PUNCTUAL	DOES NOT HAND IN ANY ASSIGNMENTS.	HANDS IN MOST ASSIGNMENTS LATE.	HANDS IN MOST ASSIGNMENTS ON TIME.	HANDS IN ALL ASSIGNMENTS ON TIME.	

<b>TAKE RESPONSIBILITY</b>					
FULFILL TEAM ROLE'S DUTIES	DOES NOT PERFORM ANY DUTIES OF ASSIGNED TEAM ROLE.	PERFORMS VERY LITTLE DUTIES.	PERFORMS NEARLY ALL DUTIES.	PERFORMS ALL DUTIES OF ASSIGNED TEAM ROLE.	
<b>VALUE OTHERS' VIEWPOINTS</b>					
LISTEN TO OTHER TEAMMATES	IS ALWAYS TALKING--NEVER ALLOWS ANYONE ELSE TO SPEAK.	USUALLY DOING MOST OF THE TALKING--RARELY ALLOWS OTHERS TO SPEAK.	LISTENS, BUT SOMETIMES TALKS TOO MUCH.	LISTENS AND SPEAKS A FAIR AMOUNT.	
COOPERATE WITH TEAMMATES	USUALLY ARGUES WITH TEAMMATES.	SOMETIMES ARGUES.	RARELY ARGUES.	NEVER ARGUES WITH TEAMMATES.	
MAKE FAIR DECISIONS	USUALLY WANTS TO HAVE THINGS THEIR WAY.	OFTEN SIDES WITH FRIENDS INSTEAD OF CONSIDERING ALL VIEWS.	USUALLY CONSIDERS ALL VIEWS.	ALWAYS HELPS TEAM TO REACH A FAIR DECISION.	
				TOTAL	

# Team Saboteurs

Source: Rubin, H. (2002) *Collaborative Leadership: Developing effective partnerships in communities and schools*, (p. 77).  
Thousand Oaks, CA: Corwin Press, Inc.

- **The Malicious Saboteur**

A prospective partner whose institutional affiliation is appropriate but who harbors – and acts upon – personal animus toward some central figure in the collaboration.

- **The Limelight Saboteur**

Someone who can't function as a co-equal within the partnership but who must be the one whose name, face and title are at the center of the collaboration's public image and internal discussion.

# Team Saboteurs

- **The Power Grabbing Saboteur**

Although sharing some common themes with the Limelight Saboteur, the prospective partner will not participate unless she/he controls the power to make decisions. This may stem from either arrogance, a personal need for power, a directive from his/her home institution establishing such power control as a prerequisite for participation, or distrust of the leadership provided by the convening collaborative leader.

- **The Lone Wolf Saboteur**

This person joined the collaboration with no institutional affiliation – perhaps because of his/her expertise, history of attachment to the convening issue, public visibility, or friendship with an influential partner – and weighs in on issues, discussions, and decisions with the same power, vote and influence as institutional representatives but without the same accountability, connection with practicality, or ability to contribute resources to the work of the collaboration.

# Team Saboteurs

- **The Ambivalent Saboteur**

This institutional partner is not fully committed to the mission or process of the collaboration, participates sporadically, and may send different representatives to the collaboration's meeting.

- **The Sloppy-Thinking or Distracted Saboteur**

This partner doesn't pay enough attention, reacts only to the immediate point under discussion (often with great passion that diverts discussion in unproductive directions), is seemingly always disconnected or distracted, doesn't know what's going on, is argumentative or makes recommendations devoid of context and with little bearing on the subject at hand, and often persists on redundantly returning discussion to the rudiments or controversies dealt with at the very beginning of the collaboration's life.

# Missteps in Team Leadership

- **Neglecting The Process To Get The Job Done**

When leaders focus on the process of collaboration and more on completing the project

- **Doing Too Much With Too Little**

When leaders do not have the skills, knowledge, resources or time to be effective in their role

- **Failing To Follow Through**

When leaders fail to modify plans or make other needed accommodations in order to achieve team goals

# Taking Action

1. What are 2 important things you have learned about team building and collaboration in this session?
2. How will you use this information to strengthen your Action Team for Partnerships?
3. With whom will you share this information when you return to your site?