



OVERVIEW

MODULE 3 SAC WAY OF WORK

Objectives:

1. Recognize the value of diverse working and thinking styles of the group
2. Explore effective strategies of operating a successful SAC

Objective	Minutes	Content	Presentation Strategies
	5	1. Objectives	Present
1	15	2. Here's What I Think! What Do You Think?	Small Groups
1 & 2	10	3. Diversity & Teaming	Lecturette
1 & 2	20	4. Bridge Building Activity	Small Groups
1 & 2	10	5. Team Development	Lecturette Small Group Activity
2	30	6. Decision Making 5 types	Small Groups – Presentation, commercial or skit
2	30	7. Principles of SAC Operations (Jack Gant Principles)	Small Groups – Model activity with front table, facilitator at each table
2	30	8. Agenda Building & Meeting Management	Present Trainer Role Play
2	30	9. Problem Solving, Force Field Analysis - Topical problem solving (issue based) and interpersonal problem solving	Present Activity
1	5	10. Personal Story from Trainer – to leave on a high note (e.g. inspirational quote, story about a child who was assisted through a team effort, or your personal story)	Present
	2	11. Closing	Present

**Trainer Agenda
MODULE 3
SAC WAY OF WORK**

Objectives:

1. Recognize the value of diverse working and thinking styles of the group
2. Explore effective strategies of operating a successful SAC

Time	Who	Trainer Activities/Content	Participant Activities	Handouts/ Media
5 min.		<p>1. Module Objectives Go over objectives for Module 3, Transparency 1, Handout 1.</p>	Listen	<i>Chart, Transparency 1, Handout 1</i>
15 min.		<p>2. Here's What I Think! What Do You Think? In teams of no more than 5, randomly select a card and instruct the first person in each small group to finish the idea. Other members of each group follow suit and comment. Continue through each of the cards. Conduct a large group discussion on the following questions:</p> <p>a) Did everyone in your small group interpret the starter statements in the same way? b) What varied perceptions took place within your small group?</p> <p>This activity should lead into a discussion of diversity by showing how each individual brings a valuable different perspective, style and set of experiences to the group.</p>	<p>Complete starter statements</p> <p>Discuss</p>	<p><i>Set of 3x5 cards with one of the following phrases written on each card: 1. My vision for family involvement at my school is . . . , 2. To me the major benefit of the accountability movement is . . . , 3. A SAC needs to work as a team because . . .(See Trainer Resource Kit.)</i></p>

10 min.	<p>3. Diversity & Teaming School Improvement and Accountability is the first legislation that speaks to the value of teaming with the broader school community. Present the key points highlighted on Transparencies 2,3, & 4, Handout 2.</p> <p>Ask participants to complete the Personal Skills Checklist and Listening Skills Checklist to rate themselves on how they work as a team member, Handouts 3 & 4. Ask how they scored. Discuss.</p> <p>Present information on teaming and effective listening skills, Transparencies 5-9, Handouts 5-7.</p>	Listen	<i>Transparencies 2,3 & 4, Handout 2</i>
20 min.	<p>4. Bridge Building Activity Say, “Now we’ll have a chance to experience working as a team. With your small group, you will build a bridge. The bridge must be 2 feet long and strong enough to support the packet of handouts for the day.” Give the following directions:</p> <p>The group has 5 minutes to plan and 10 minutes to build. Group members can not touch the materials during the planning phase. The bridge must stand free of any outside support. Tell them to begin.</p> <p>Debriefing: Ask, “What new things were discovered about team members?” “Who led the planning?” “Team strengths during the planning, building?” “During the building phase, did any unforeseen circumstances/glitches occur?” “What did the team do?” “How did it feel?”</p>	Complete checklists Discuss Listen Small group activity	<i>Handouts 3 & 4</i> <i>Transparencies 5-9, Handouts 5-7</i> <i>For each team: 1 large bag of orange candy slices, 1 small bag of spice drop candies and 1 box of 250 toothpicks</i>
10 min.	<p>5. Team Development Groups of people go through a pattern of change and growth as they work in teams. How this growth or change occurs depends on many things:</p> <ul style="list-style-type: none"> • The goal of the group • The characteristics of the members 	Listen	

	<ul style="list-style-type: none"> • The style of the leader • The past history of the group together (parent/professional past history – how parents or professionals were previously treated by other professionals or parents will affect how the two relate now). <p>Whatever the factors, groups go through some predictable stages. If you understand what is happening, why it is happening, and how it is happening, you can learn to effectively manage your own behavior and facilitate growth and development of the team. Groups follow predictable developmental patterns; however, team development is a fluid process. Teams will move in and out of the developmental phases according to changes in membership or issues.</p> <p><i>Present four phases and characteristics of team development: Forming, Storming, Norming, Performing. (Transparencies 10 & 11, Handouts 8 & 9)</i></p> <p><u>Phase 1</u> – Forming (Grouping) Members of teams are polite but guarded in this phase. Trust has not yet developed, so team members will be reluctant to express what they really feel or think. Some participants may be intimidated by the positions of others in the group. In this stage, the group focuses more on tasks than on teamwork. Goals, procedures and norms are not quite clear. Each individual is attempting to define his or her role, status and contribution to the group. The group is usually dependent on a leader to provide direction. The team may appear to be effective, but this appearance comes from the history and attitudes that each participant brings to the new team.</p> <p><u>Phase 2</u> – Storming (rebellion and challenge) (Grouping) Once group members begin to feel comfortable with their roles, they seek to become more independent and exert more influence and control. This is a time of rebellion and competition for influence.</p>		<p><i>Transparencies 10 & 11, Handouts 8 & 9</i></p>
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	<p>Dynamics are more subtle:</p> <ul style="list-style-type: none"> • Members of the group try to block one another's initiatives. • Disagreements arise over procedures. • Members of the group often complain to one another and try to assert freedom from control. <p>Some teams get stuck here and never develop true teamwork. Teams must work through any control issues in order to continue development and effectiveness. Teams appear to make progress, but there is a fundamental weakness.</p> <p><u>Phase 3 – Norming</u> (what is acceptable for the group) (Growing) At this stage, the group begins to work together effectively. Group members develop a liking and appreciation for one another's talents and abilities. They begin to assume more individual responsibility for the success of the team. There is more support, energy, trust and openness within the group, which allows group members to feel involved. In this phase, the team is dealing with conflicts, learning to confront issues instead of people, and giving constructive feedback. This is a period of getting organized.</p> <p><u>Phase 4 – Performing</u> (getting down to work) At this stage, the team is now operating independently. Team members are motivated by achievement and self- accomplishments. Team members have built rapport. The individual skills of team members have been identified as important to the work of the team. Direct leadership is not critical as the team members focus on decision making and problem solving. By now, team members have a sense of closeness and are also open to others outside the team.</p> <p><i>Ask the participants to think of a group to which they belong. Using Handout 9, have them identify in which of the four developmental phases this group is currently operating and why they believe the group is in that phase. Have them turn to their neighbor to share their thoughts.</i></p>		<p><i>Handout 9</i></p>
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30 min.	<p>Briefly share communication stoppers and encouragers, Handouts 10 & 11, and how attitudes and behaviors of individuals contribute to or detract from team effectiveness.</p> <p>Share the Team Effectiveness Critique (Handout 12) which can help assess where they are as an effective school advisory council.</p> <p>6. Decision-Making Give each table a sheet with a description of a different method for making decisions, Handouts 13-17, Transparency 12. Ask each group to plan and present their method to the rest of the group through a presentation, commercial or skit.</p> <p>Discuss Consensus Levels and Ground Rules, Handouts 18 & 19.</p> <p>Briefly do the Decision-Making Exercise together, Handout 20, Transparency 13.</p>	<p>Small groups plan and present - presentation, commercial or skit</p> <p>Listen</p> <p>Give responses</p>	<p><i>Handouts 10 & 11</i></p> <p><i>Handout 12</i></p> <p><i>Handouts 13-17 Transparency 12</i></p> <p><i>Handouts 18 & 19</i></p> <p><i>Handout 20, Transparency 13</i></p>
30 min.	<p>7. Principles of SAC Operations Ask participants to take out their copies of the “Principles for Effective School Advisory Council Operation,” Handout 21. Ask each table facilitator (briefed ahead of time) to guide the group through a discussion about each principle. Groups should decide whether they agree, disagree, or need further discussion on each principle. Discuss items as time permits. Model the procedure with a table in front. Trainer should use Transparencies 14-16 to move groups along, allowing 3-4 minutes per item. When they have been through all 10 principles, stress the importance of operating principles or by-laws for a SAC. This is only a sample list, from which they might draw to create their own principles.</p>	<p>Discuss with table group</p> <p>Listen</p>	<p><i>Handout 21, Transparencies 14-16</i></p>
20 min.	<p>8. Agenda Building & Meeting Management Share options of having an agenda review committee to which items may be submitted through a box in a central location (Trainers may role play this option using props, such as an actual box with suggestions.), and a less formal method shown in the Handout 22, Transparencies 17-19, “Building a Detailed Agenda.”</p>	<p>Listen & watch</p>	<p><i>Handouts 22-24, Transparency 17-19, Role Play Set-Up</i></p>

30 min.	<p>Briefly discuss the process and the agenda format and sample, Handouts 23 & 24. Ask if anyone has another method they like. Point out that it is very helpful to have team roles at meetings, Handout 25. Discuss.</p> <p>9. Problem Solving, Force Field Analysis Mention that there are two types of problems/challenges - topical problems (issue based) and interpersonal (conflict resolution). Present a topical problem solving method, Force Field Analysis, Handout 26, Pages 1-3. Using a sample problem, go through the steps in small groups. Sample problem statement: “How can we operate more effectively as a SAC team?” (Transparency 20) Ask participants to share 1 or 2 of their “most promising strategies for problem solution.”</p> <p>Discuss the handling of interpersonal types of problems through specific leader and group behaviors, “Handling Problem Situations,” Handout 27</p> <p>Share the SAC Survival Checklist, Handout 28, and tell them this can be helpful when they want to make sure they are on track and “covering all the bases.”</p> <p><i>Now ask participants to take different color dot and place it on each of the charts/scales on the wall (as done previously) to see how much their awareness levels have changed. Draw their attention to the completed charts, and ask for comments on the results.</i></p>	<p>Discuss</p> <p>Listen</p> <p>Small group activity</p> <p>Share</p> <p>Review handout</p> <p>Listen</p> <p>Place dots on charts</p>	<p><i>Handout 25</i></p> <p><i>Transparency 20, Handout 26</i></p> <p><i>Chart Stands & Markers</i></p> <p><i>Handout 27</i></p> <p><i>Handout 28</i></p> <p><i>Charts (already on wall) and Dots (different from previous color)</i></p>
5 min.	<p>10. Personal Story Share a personal story, inspirational quote, or other inspirational story, for example, a story about a child who was assisted through a team effort - to end on a high note. Stress again the importance of their participation in this training.</p>	<p>Listen</p>	

2 min.		11. Closing Summarize the activities of the module. Ask for feedback.	Listen	
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