

Leadership Team Inventory Directions

1. **Complete survey.** Without conferring with colleagues, each individual should complete the survey, honestly rating the leadership team on each of the eleven Leadership Team Dimensions scales. For each dimension, each team member should use the space provided to briefly explain his or her reasoning and provide at least one specific example that evidences his or her point.
2. **Capture scores and make calculations.** Once every individual has completed the survey, the team should capture scores on the Scorecard, calculating range and mean for each dimension in the survey. Refrain from commenting on the scores while capturing and calculating.

3. Discussion of Results.

NORMS: No shame, no blame; everyone's perspective is true (it is their perspective)
Work to understand the perspective of others, not simply find flaws in their logic
Work to articulate your perspective, not win the debate
Speak your mind!

- a. Overall reactions to the survey
 - b. Select and discuss two or three "high-need" dimensions. Pay particular attention to those dimensions:
 - (1) for which there is an extremely wide range (suggesting significant disagreement or differing perspectives) and/or
 - (2) for which there is general agreement, but the agreement is toward the low side of the dimension (suggesting agreement on the need for growth).
5. **Making a Public Agreement.** In the last few minutes of the session, work to develop at least one public agreement that if you were to keep as a team would make you more effective. In addition, determine any necessary action steps to increase the productivity of the team.

LEADERSHIP TEAM INVENTORY*

DIMENSION #1: SHARED VISION AND TEAM OBJECTIVES									
1	2	3	4	5	6	7	8	9	10
Low					High				
*No shared sense of objectives for the team					*Agreed upon understanding of the team's purpose				
*Members of the team seem to work at cross-purposes					*Team maintains focus on group's understood purpose				
*Little clear and consistent focus of the team's work					*Shared vision is explicitly around improvement of learning and teaching				
					*Vision is informed by qualitative and quantitative data				

Rationale (Briefly explain your assessment of the team in this dimension):

Example (Briefly describe one specific scenario that exemplifies your rationale):

DIMENSION #2: COLLECTIVE SENSE OF URGENCY

1 2 3 4 5 6 7 8 9 10

Low

*Little share sense of urgency for the work of the team
*Team members are satisfied with the progress of the team

High

*Clear sense of shared ownership, responsibility and urgency for the work at hand
*Team collectively understands--at an intellectual and emotional level--the necessity to help bring about improvements

Rationale:

Example:

DIMENSION #3: STRATEGIC AND SYSTEMIC WORK

1 2 3 4 5 6 7 8 9 10

Low

- * Organizational symptoms tend to command attention from team
- * Team members tend to see and discuss issues from a single perspective
- * Team is overly quick to decide upon interventions and solutions
- * Team relies upon little or anecdotal data to inform its understanding of problem
- * Team tends to work on discrete problems without considering the connection among problems and the overall school goals

High

- * Team looks to understand the underlying problems that give rise to observable symptoms.
- * Team understands that school-wide reform requires collaboration, reflection, and critical inquiry as new ways of working throughout the school
- * The team develops improvement strategies using context, conditions, culture and competencies as inter-related arenas for change
- * The team uses various sources and forms of quality data to understand problems, make decisions, and evaluate the effectiveness of its initiatives
- * Team carefully considers the connection of each decision to improved teaching and learning in the classroom

Rationale:

Example:

DIMENSION #4: ACCOUNTABILITY

1 2 3 4 5 6 7 8 9 10

LOW

- * Work and discussions in team meetings are not directly connected to out-of-meeting work of individual team members
- * Team tends to assign work with little attention to whether those assigned possess requisite skills
- * Little sense of shared accountability among team members
- * Team tends to not set specific or explicit goals
- * There exist few or weak consequences for poor performance

High

- * Team members understand the connection between their role and the overall work of the team
- * Team feels accountable to provide necessary conditions and competencies to those to which it assigns tasks
- * Team members feel accountable to each other for their respective and collective work
- * Team has imposed upon itself demanding, specific, and measurable performance outcomes for long and short term
- * There are explicit consequences, collective and individual, for poor performance

Rationale:

Example:

DIMENSION #5: DISTRIBUTED LEADERSHIP

1 2 3 4 5 6 7 8 9 10

Low

- * Work of the team tends to get done consistently by a certain few
- * Leadership team tends to operate in command-and-control style
- * The rationale and decision-making process tend to be seen as mysterious and secretive

High

- * Work in the team is shared and distributed
- * Work tends to be given back to the people in the organization most qualified to implement decisions effectively
- * The team is transparent in its decision making and fosters ongoing communication with rest of school community
- * Team sees itself as responsible to help others learn how to work in this new way through modeling

Rationale:

Example:

DIMENSION #6: SPONSORSHIP

1 2 3 4 5 6 7 8 9 10

Low

*The principal either does not attend team meetings or his/her role within the team is unclear

High

* Principal is an active and constant member of the leadership team
*The principal demonstrates in words and actions that the work of the leadership team is highly valued
* The leadership team demonstrates collective sponsorship for all decisions and plans created by leadership team

Rationale:

Example:

DIMENSION #7: NORMS AND SHARED AGREEMENTS

1 2 3 4 5 6 7 8 9 10

LOW

- * The team has not explicitly discussed how it ought to operate or team members regularly break shared agreements
- *Rarely, if ever, are the workings of the group openly reflected
- *Team tends to continue to operate as it always has despite recognized weaknesses

HIGH

- * The team has collectively and openly developed norms of team process and expectations for team member behavior and participation
- *The team regularly pauses to examine and reflect upon how well it is upon doing—both in terms of desired outcomes and in terms of its process
- *Team continually strives to improve its effectiveness and productivity as a group
- * Team members take care to follow shared agreements and norms and to hold others accountable for doing the same

Rationale:

Example:

DIMENSION #8: TALENT & RESOURCES

1 2 3 4 5 6 7 8 9 10

Low

- * Team does not fully recognize and utilize the skills of each member of the team
- * There is little or no attention to team member development

High

- * The team proactively seeks to allow each member to contribute his or her best skills and assets to the team
- * Team members recognize and believe in the value and strength of each team member; they can identify specific skills and talents each member contributes
- * Opportunities are made available inside and outside the team to enable team members to develop competencies so to be more effective in their role
- * The principal, perhaps with others, attends to building the individual and collective skills of the leadership team members

Rationale:

Example:

DIMENSION #9: ACTIVE LISTENING/FULL PARTICIPATION

1 2 3 4 5 6 7 8 9 10

LOW

- * Participation in team meetings is unevenly distributed; some tend to dominate, actively
- * Discussions are so tightly controlled that few can fully participate
- * Dissenting and minority opinions are not expressed publicly
- * Team member contributions to discussions tend to not connect to previous comments
- * Team members are primarily concerned with convincing others of their opinions

High

- *Team operates such that each individual can and is expected to contribute some sit passively, only a few take responsibility for carrying on the work
- *Team meetings are characterized by ample discussion and widespread participation
- * Team meetings are run in a way that allows each individual to feel welcome and supported to actively participate
- * Disagreement is openly and respectfully expressed. Opposing perspectives are actively sought out so not to allow them to remain “under the surface”
- * Team members seek to understand each others’ perspectives through listening and inquiry-based questions

Rationale:

Example:

DIMENSION #10: USE OF TIME

1 2 3 4 5 6 7 8 9 10

Low

- * Team discussions ramble from topic to topic with frequent digressions
- * Agendas do not exist or are largely ignored
- * Meetings come to closure without a clear sense of what was accomplished and decided
- * Topics of conversation are not explicitly tied to the ongoing objectives of the team

High

- * Team is disciplined in the use of its meeting time
- * Team follows agendas, which help to guide and shape discussions
- * Teams operate with a clear sense of what each meeting and discussion is designed to produce
- * Discussions explicitly serve the team's primary objectives

Rationale:

Example:

DIMENSION #11: COMMUNICATION WITH SCHOOL

1 2 3 4 5 6 7 8 9 10

Low

- * Team lacks plan on how to elicit feedback from stakeholders
- * Team lacks plan on how to communicate team decisions and with school
- * People within school know little of the leadership team and its work

High

- * Team has transparent plan on how to elicit input and feedback from rest of school community
- * Team has and executes plan for disseminating decisions and information regarding improvement efforts
- * Schoolwide community understands the purpose of the leadership team

Rationale:

Example:

* This survey was highly influenced by the structure and substance of a similar instrument (the Team Effectiveness Survey) developed by the Ball Foundation.
<http://www.ballfoundation.org/ei/tools/teams/survey.html>

Survey Scorecard

Team Member	1. Shared Vision	2. Collective Urgency	3. Strategic and Systemic Work	4. Accountability	5. Distributed Leadership	6. Sponsorship	7. Norms & Agreements	8. Talents & Resources	9. Listening & Participation	10. Use of Time	11. Communication
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
Range (High – Low)											
Mean (Sum /Total # of respondents)											

