

Lecture Title: Challenges in implementing teamwork



Lecturer: Dr Ian Mifsud

Date: 8th November 2022

**AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS**

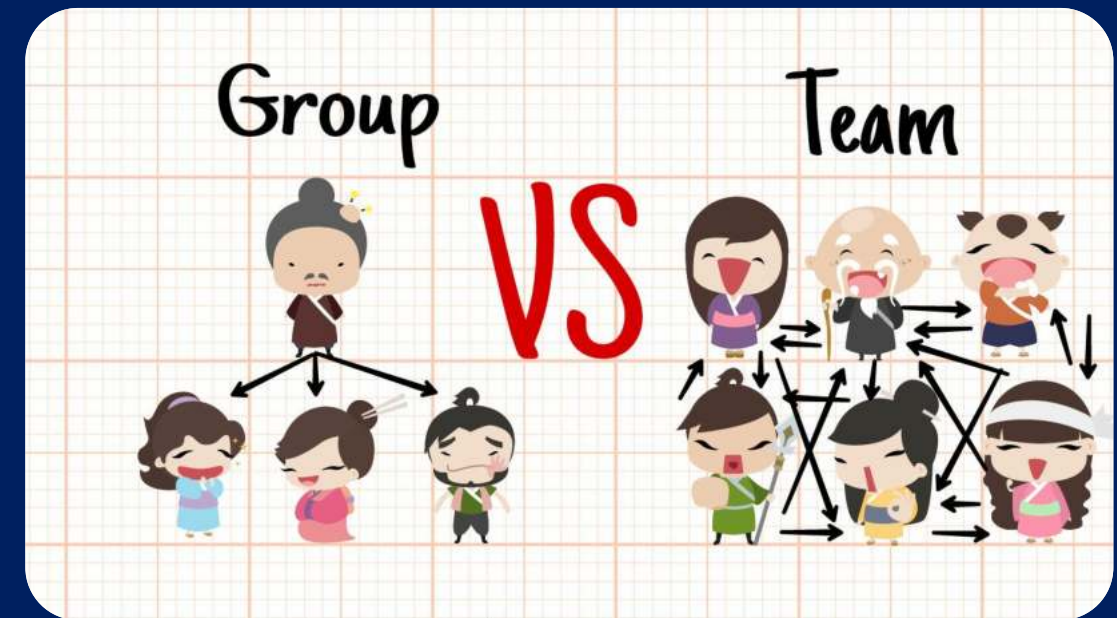
Session Overview

- Group vs Team
- Teamwork – Elements, Benefits & Frailty
- Coffee Break
- Collaboration & Collegiality
- Networking & Power
- Assignment



Group vs Team

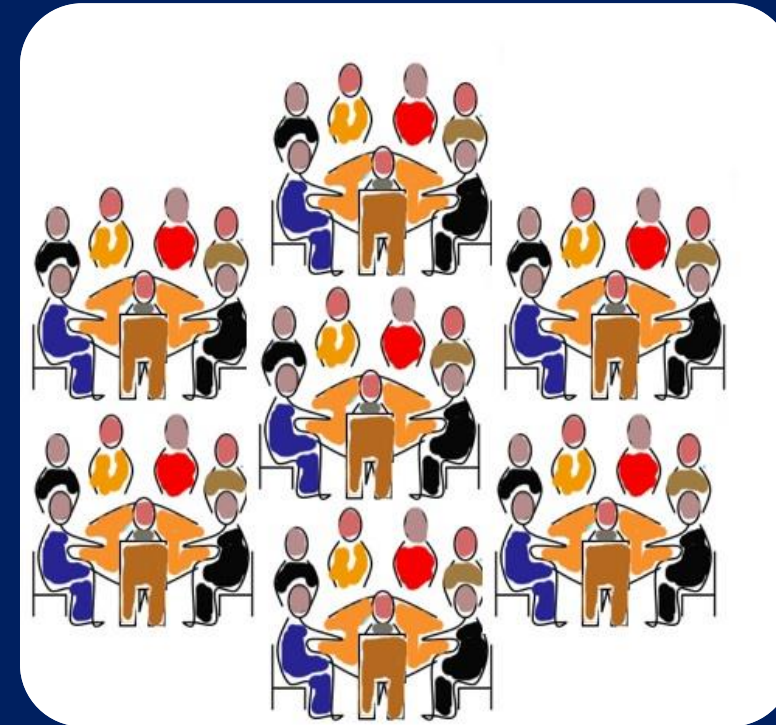
- Although the term 'group' and 'team' are used interchangeably, a distinction can be made. Summarising:
 - A **group** is two or more members with a **clear leader** who **perform independent jobs** with **individual accountability**, evaluation and rewards.
 - A **team** is a small number of members with **shared leadership** who **perform interdependent jobs** with **both individual and group accountability**, evaluation and rewards.



Lussier, R. N. (2003) Management Fundamentals: Concepts, Applications, Skill Development, 2nd Edition. Canada: Thomson Learning.

Group vs Team

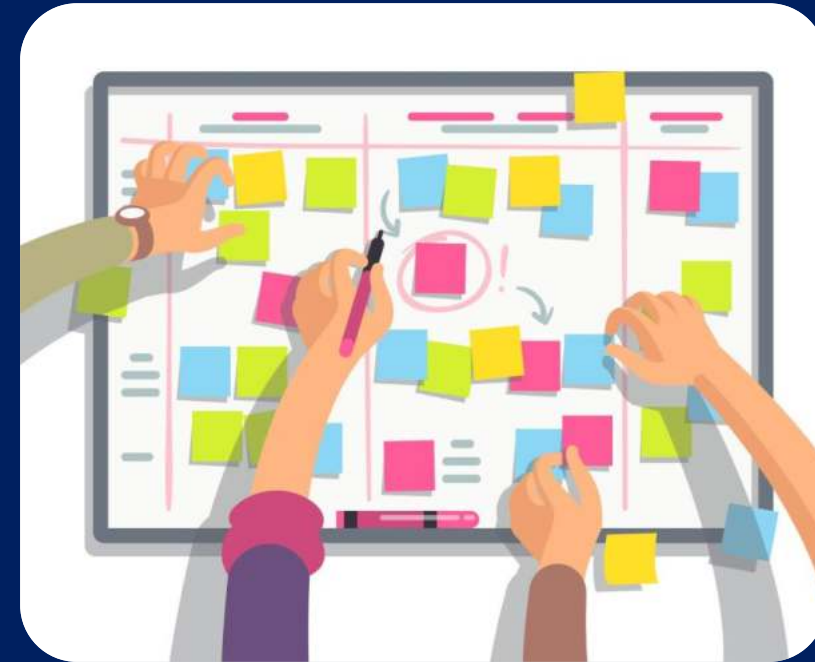
- Although different functions may require different organisational arrangements, **teams are more productive than groups.**
- **Size of the department/group matters** – 20 or more members may require breaking the group into two or three teams.
- For a group **to function as a team, members need training in group process skills so they can make decisions and handle conflict.**



Lussier, R. N. (2003) Management Fundamentals: Concepts, Applications, Skill Development, 2nd Edition. Canada: Thomson Learning.

Group vs Team

- The **management functions** are handled differently in groups and teams. ... [Going] from a group to a team [requires:]
- Planning – ... **empower[ed]** ... **members to set objectives, develop plans and make decisions.**
- Organising and Staffing – **Jobs are more interchangeable and are assigned by the members as they perform dependent parts of the entire process.**



Lussier, R. N. (2003) Management Fundamentals: Concepts, Applications, Skill Development, 2nd Edition. Canada: Thomson Learning.

Group vs Team

- The **management functions** are handled differently in groups and teams. ... [Going] from a group to a team [requires:]
- **Leading** – **In teams, leadership is shared.** ... most teams do identify a specific person as a leader, but the **leader shares this responsibility.**
- **Controlling** - ... members are **responsible for monitoring progress, taking corrective action, performing quality**



Lussier, R. N. (2003) Management Fundamentals: Concepts, Applications, Skill Development, 2nd Edition. Canada: Thomson Learning.



Group vs Team

- Handling **Problem Members**.

Some of the problem members ... are the following:

- **Silent** – ... [A]ll group members should participate. ... the **rotation method** ... is **less threatening** than directly calling on [silent members].
- **Talker** – [I]f [talkers] dominate the discussion others do not get to participate. ... slow talkers down, not to shut them up. ... **gently interrupt the talker and present ... [other] ideas**.
- **Wanderer** – Wanderers distract the group from the agenda items ... [In] keeping the group on track [, be] kind, **thank the member for the contribution, then throw a question ... to get ... back on track**.



IMAGE SOURCE:

https://www.tmaworld.com/wp-content/uploads/2019/07/shutterstock_649743262_0.jpg

Lussier, R. N. (2003) Management Fundamentals: Concepts, Applications, Skill Development, 2nd Edition. Canada: Thomson Learning.

Group vs Team

- Handling **Problem Members**.

Some of the problem members ... are the following:

- **Bored** – *The bored person may be preoccupied with other issues ... [or] may also feel superior. **Assign the bored member a task ... Call on [them]; bring them into the group.** If ... allow[ed] ... things may get worse and others may decide not to participate either.*
- **Arguer** - *... [T]he arguer likes to be the centre of attention. ... They turn things into a win-lose situation ... **Do not get into an argument with arguers** ... bring others into the discussion. ... resolve conflict, but not in an argumentative way.*



IMAGE SOURCE:

<https://static.independent.co.uk/s3fs-public/thumbnails/image/2017/04/10/13/colleagues-arguing.jpg?width=1200>

Lussier, R. N. (2003) Management Fundamentals: Concepts, Applications, Skill Development, 2nd Edition. Canada: Thomson Learning.

Teamwork – Elements, Benefits & Frailty |

- Teamwork can be defined as **the ability to work with others through cooperation and communication to accomplish a common goal** (Baker, Salas, King, Battles & Barach, 2005; Ballangrund et al., 2017).
- For teamwork to be effective, members must **understand the team's purpose, work toward that purpose, and be both independent of and dependent on other members to accomplish the task** (Baker et al., 2005).
- Strom, Strom, and More (1999) also call attention to the **critical role of communication** for teamwork success.



IMAGE SOURCE:

<https://www.proofhub.com/wp-content/uploads/2019/01/How-to-Improve-Teamwork-and-Collaboration-Skills0A.jpeg>

Teamwork – Elements, Benefits & Frailty II

- **Teamwork also brings benefits to schools.** Different forms of teacher teamwork are associated with **greater impact on students, readiness to teach, teacher commitment, teacher entrepreneurial behaviour, and higher student achievement in math and reading** (Ronfeldt, Farmer, McQueen & Grissom, 2015; Shapira-Lischshinky & Aziel, 2010; Tschida, Smith & Fogarty, 2015; van Dam, Schipper & Runhaar, 2010).
- Teamwork not only deters teachers from working in isolation, **it also improves pedagogical practices and advances student acumen and achievement** (Achinstein, 2002; Datnow, 2011; Vangrieken, Dochy, Raes & Kyndt, 2015).



IMAGE SOURCE:

<https://www.motivosity.com/static/22ffc6d261cd2010f7a874ebbc727924/667df/Blog-hero-The-Importance-Of-Teamwork-In-The-Workplace.jpg>



Teamwork – Elements, Benefits & Frailty III

- ... schools must offer a **climate of trust, honesty, and respect** to foster effective teamwork. An environment of open **communication** and a **shared sense of purpose and values** also contribute to successful teamwork (Kutsyuruba, 2011; Vangrieken et al., 2015).
- Furthermore, **effective teams are flexible and regard the expertise** of individual contributors. The **work is not imposed** from the top down, but emerges from the effort of the entire group instead (Duyar, Gumus & Bellibas, 2013; Vangrieken et al., 2015).



IMAGE SOURCE:
<http://www.canadianacademyofdentistry.ca/wp-content/uploads/2015/11/team-work-in-education-jpg>



Teamwork – Elements, Benefits & Frailty IV

- It is not surprising at all to see **teachers or administrators ... do things on their own**, thereby overloading themselves with responsibilities, **becoming ineffective and even eventually ill**.
- It is **quite common that a group of people** brought together to form a team like teachers and the school administrators **do not really get along**.
- This usually **results in the failure to achieve organizational goals**.



IMAGE SOURCE:

<https://cdnb.artstation.com/p/assets/images/images/003/757/427/large/elena-lagutina-air-balloon-frame8.jpg?1477170037>

Gombakomba, J., Oyedele, V., Chikwature W., Oyedele O. (2017) *Facts and Fallacies on Teamwork between School Administrators and Teachers in Secondary Schools in Mutasa District of Manicaland Province, Zimbabwe*. In *International Journal of English, Literature and Social Science (IJELS)*. Vol-2, Issue-3, May – Jun, 2017. Accessed on 05/11/22 from: <https://www.researchgate.net/publication/326914363>

Teamwork – Elements, Benefits & Frailty V

- *Leonard and Leonard (2003) point out that **teacher collaboration is unlikely to develop in a toxic school culture.***
- *A **hostile environment** and other **stressors** in the teaching profession—such as **low salaries, lack of support** from the administration, and **poor communication of expectations** — have led to worldwide rising attrition rates (Buchanan, Prescott, Schuck, Aubusson & Burke, 2013; Kutsyuruba, 2011; Skaalvik & Skaalvik, 2017).*



IMAGE SOURCE:

<https://trainingindustry.com/content/uploads/2021/03/Cures-for-a-Toxic-Workplace-4.1.21-1536x864.jpg>



Teamwork – Elements, Benefits & Frailty V

- A **toxic workplace** can also be one that:
 - *pays poorly,*
 - *does not recognize or reward exceptional performance,*
 - *prioritizes customers over employees,*
 - *fails to allow internal mobility,*
 - *denies employees a voice,*
 - *violates trust or*
 - *prevents its employees from unplugging by constantly blurring the line between work and life.*
- ... **too often, these problems start at the top.**



Forbes

IMAGE SOURCE:

<https://www.tanveernaseer.com/wp-content/uploads/2011/10/Employee-wearing-gas-mask.jpg>



Teamwork – Elements, Benefits & Frailty VI

- The processes of building **effective teamwork** and improving as a group can be quite **complex**, often involving what Achinstein (2002) refers to as **micropolitics**.
- Micropolitics is the use of **power struggles within an organization as individuals or groups set out to attain specific ambitions or objectives** (Achinstein, 2002). Coups, quibbles, and contention can create conflict.



IMAGE SOURCE:

<https://www.greenbiz.com/sites/default/files/2021-05/chessboard-sstock.jpeg>

POLEGA, M; AMORIM NETO, RC; BRILOWSKI, R; BAKER, K. (2019) *Principals and among teachers: an exploratory study*. In *Revista @mbienteeducação*. São Paulo: Universidade Cidade de São Paulo, v. 12, n. 2, p. 12-32 mai/ago 2019. Accessed on 05/11/22 from: <file:///C:/Users/ian.mifsud/Downloads/admin,+Gerente+da+revista,+a01.pdf>

Teamwork – Elements, Benefits & Frailty VII

- ... a **failure to think** pragmatically about the delineation **of tasks** and the complicated nature **of relationships** — as well as a miscommunication **of goals** — can **lead to lack of trust and breakdown in the process** (Bennett & Gadlin, 2012; Datnow, 2011; Frederick, 2008; Zaccaro, Rittman & Marks, 2001).



IMAGE SOURCE: <https://images.squarespace-cdn.com/content/v1/56129238e4b0147725b34ab8/1511285810135-0DDABOM4N872ONUI5CEM/image-asset.jpeg?format=1500w>

POLEGA, M; AMORIM NETO, RC; BRILOWSKI, R; BAKER, K. (2019) *Principals and among teachers: an exploratory study*. In *Revista @mbienteeducação*. São Paulo: Universidade Cidade de São Paulo, v. 12, n. 2, p. 12-32 mai/ago 2019. Accessed on 05/11/22 from: <file:///C:/Users/ian.mifsud/Downloads/admin,+Gerente+da+revista,+a01.pdf>

Group Discussion



From your Experience:

- Think of when you formed part of a Team ...
- What makes you define such group as a Team?
- What may be learnt from that team?

Coffee Break ... we reconvene at ...



**AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS**

Collaboration & Collegiality

- One characteristic of successful schools is their ability to organise around and to **effectively use collaborative cultures**.
- The [collaborative] cultures are the backbone of dynamic learning communities that **bring leadership and learning together**.
- Despite [this,] ... teachers ... are [often] thought of as a collection of ... individual practices.
- “competence in any organisation can rarely be traced to a single individual. **Organisational competence typical resides in the relationships, norms, memories, habits, and collective skills of a network of people**” (Wilkins, 1989: 41)



IMAGE SOURCE:
<https://images.hiverhq.com/blog/wp-content/uploads/2019/07/tr:pr-true/Isometric-Teamwork-Illustration.jpg>

Wilkins, A. L. (1989) *Developing Corporate Character: How Successfully Change and Organisation without Destroying It*. San Francisco: Jossey-Bass.

Sergiovanni, T. J. (2006) *The Principalship – A Reflective Practice Perspective*, 5th Edition. Boston: Pearson.

Collaboration & Collegiality

- When collaborative cultures work, **everyone is part of a role that defines his or her obligations** and everyone is part of a reciprocal role relationship that spells out **mutual obligations**.
- ... seeds for ... **communities of practice** ...
- Communities of practice bubble up as a result of felt **needs of teachers to cooperate**.
- **Collaborative cultures are more deliberate**, having been initiated and supported by leaders from above.
- When communities are working right, the two come together as one, **creating a strong bond of people committed to working together toward goals and purposes that they share**.



IMAGE SOURCE:
<https://integrallife.com/wp-content/uploads/2022/02/Interdependence-1600-2.jpg>



Collaboration & Collegiality

- ... [C]ollegiality is often confused with congeniality (Barth, 1986).
- **Congeniality** refers to the **friendly human relationships** that exist among teachers and is characterised by the loyalty, and easy conversation that result from the development of a closely knit group.
- **Collegiality** ... refers to the **high levels of collaboration** among teachers and between teachers and principal and is **characterised by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning.**



IMAGE SOURCE:
<https://ichef.bbci.co.uk/images/ic/1920x1080/p06h0pyt.jpg>



Collaboration & Collegiality

IV

- Designated leaders actions contributing to the development of ...**norms of collegiality** :
 - Clearly communicating **expectations for teacher cooperation**.
 - Providing a model for collegiality by **working first-hand with teachers** in improving the school.
 - **Rewarding and recognising** expressions of collegiality.
 - **Protecting teachers** willing to go against expected norms of privatism and isolation.



IMAGE SOURCE:
<https://www.arnestentoft.dk/wp-content/uploads/2019/09/Kollegial-Supervision-1.jpg>



Networking & Power

- Castells (2011) explains that “power relationships are the foundation of society, as institutions and norms are constructed to **fulfil the interests and values of those in power.** However, **wherever there is power, there is counterpower,** enacting the interests and values of those in subordinate positions in the social organization”.

(Castells, 2011, pp. 1-2)



IMAGE SOURCE:

https://img.freepik.com/premium-photo/man-s-hand-cuts-threads-puppeteer-puppet-with-scissors-concept-liberation-from-slavery-freedom-shadow-government-world-conspiracy-manipulation-control_99433-5995.jpg?w=900



Networking & Power

- *Power is the **relational capacity to impose an actor's will over another actor's will on the basis of the structural capacity of domination embedded in the institutions of society.***



Castells, M. (2011). A Network Theory of Power. International Journal of Communication, 5, 773–787. Retrieved December 31, 2019, from <https://ijoc.org/index.php/ijoc/article/view/1136/553>.

IMAGE SOURCE:

https://cdn.spark.app/media/wwwrallybrightcom/image/how_to_manage_a_dominating_personality_on_your_team.png



Networking & Power

- Attempt[ing] to determine **“The Source of Power” as a single entity ... could become an analytical dead-end ...**

Political decision making is said to be dependent on media, but the media constitute a plural ground — however biased in ideological and political terms — and the process of media politics is highly complex. As for the capitalist class, it does have some power, but not power over everyone or everything: It is highly dependent on both the autonomous dynamics of global markets and on the decisions of governments in terms of regulations and policies. Finally, governments themselves are connected in complex networks of imperfect global governance, conditioned by the pressures of business and interest groups, obliged to negotiate with the media that translate government actions for their citizenries, and periodically assailed by social movements and expressions of resistance that do not recede easily to the back rooms at the end of history.



IMAGE SOURCE:
<https://frontpageafricaonline.com/wp-content/uploads/2020/08/dead-end-1536x864.jpg>

Networking & Power

- *The most crucial forms of power follow the logic of **network-making power**. In a world of networks, the ability to exercise control over others depends on two basic mechanisms: (a) **the ability to constitute network(s)** and to program/reprogram the network(s) in terms of the goals assigned to the network; and (b) **the ability to connect** and ensure the cooperation of different networks by sharing common goals and combining resources while fending off competition from other networks by setting up strategic cooperation.*



IMAGE SOURCE:
https://st2.depositphotos.com/3643473/6206/i/600/depositphotos_62060665-stock-photo-people-connecting-cable.jpg



Networking & Power

- **Programmers** (who may constitute networks) and **Switchers** (who may connect networks) ... **are not single actors** (individuals, groups, classes, religious leaders, or political leaders), as **the exercise of power in the network society requires a complex set of joint action** that goes beyond alliances to become a new form of subject — **a networked subject.**

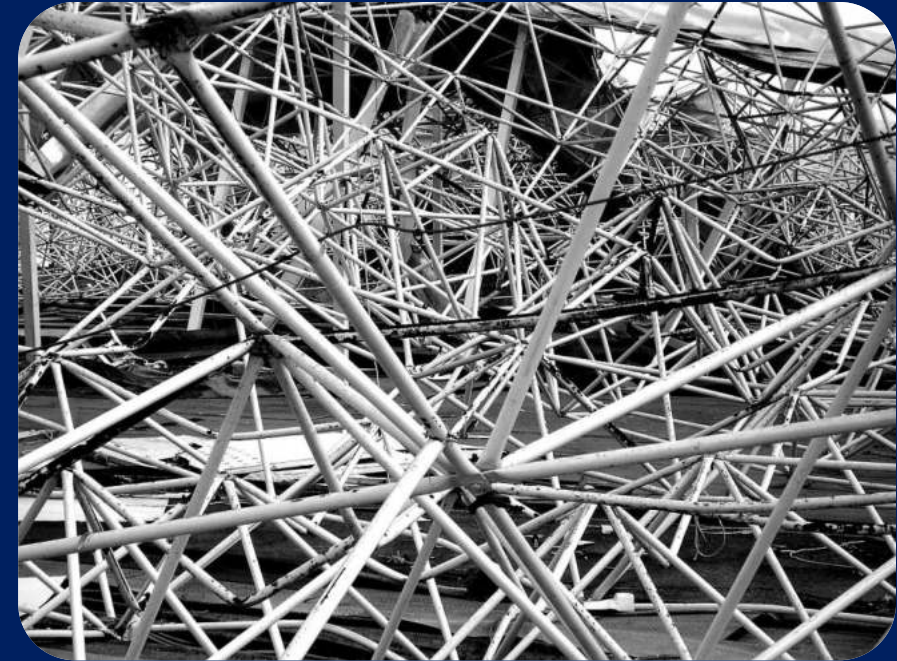


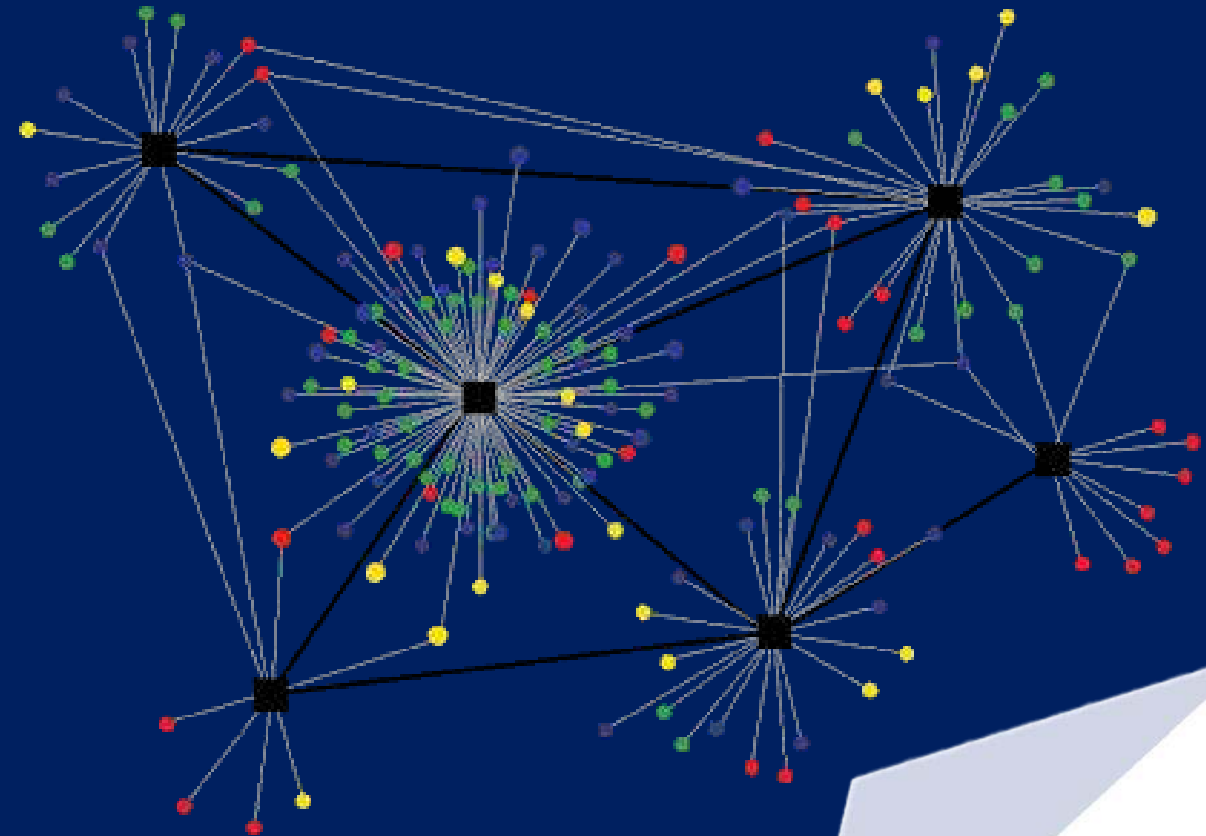
IMAGE SOURCE:

<https://supplychainbeyond.com/wp-content/uploads/2016/02/complexity-flickr-nerovivo.jpg>



Networking & Power

- **Power** in the network society *is exercised through networks.*
- *There are four different forms of power under these social and technological conditions:*
 - **Networking Power**
 - **Network Power**
 - **Networked Power**
 - **Network-making Power**



Castells, M. (2011). A Network Theory of Power. International Journal of Communication, 5, 773–787. Retrieved December 31, 2019, from <https://ijoc.org/index.php/ijoc/article/view/1136/553>.

IMAGE SOURCE: <https://theon.ca/wp-content/uploads/2019/01/hub-spoke.png>



Networking & Power

- *Networking Power*

*the power of the actors and organizations included in the **networks** that constitute the core of the global network society **over human collectives and individuals who are not included** in these global networks.*



Castells, M. (2011). A Network Theory of Power. International Journal of Communication, 5, 773–787. Retrieved December 31, 2019, from <https://ijoc.org/index.php/ijoc/article/view/1136/553>.

IMAGE SOURCE:
<https://medscicomunications.com/wp-content/uploads/2019/10/inclusion-exclusion.jpg>



Networking & Power

- **Network Power**

*the power resulting from the standards required to coordinate social interaction in the networks. In this case, **power is exercised** not by exclusion from the networks but **by the imposition of the rules of inclusion.***



Castells, M. (2011). A Network Theory of Power. International Journal of Communication, 5, 773–787. Retrieved December 31, 2019, from <https://ijoc.org/index.php/ijoc/article/view/1136/553>.

IMAGE SOURCE:
http://www.psoa.org.pk/article/44-Membership_Eligibility_Criteria



Networking & Power

- **Networked Power**

the power of social actors over other social actors in the network. The forms and processes of networked power are specific to each network.



IMAGE SOURCE:
<https://images.theconversation.com/files/115074/original/image-20160315-9272-tyw03h.jpg?ixlib=rb-1.1.0&q=45&auto=format&w=1200&h=1200.0&fit=crop>



Networking & Power

- **Network-making Power**

the **power to program specific networks** according to the interests and values of the programmers, and the **power to switch different networks** following the strategic alliances between the dominant actors of various networks.



IMAGE SOURCE:
<https://assets.new.siemens.com/siemens/assets/api/uuid:c762922c-5766-4134-9ddd-29aef785c5e6/width:2000/quality:high/point-operatin-system-teaser.jpg>



Networking & Power

XI

- These are **specific systems of interface that are formulated on a relatively stable basis** as a way to articulate the actual operating system of society **beyond the formal self-presentation of institutions and organisations.** ...
- It is precisely because **no unified power elite** is capable of keeping the programming and switching operations of all important networks under its control that **more subtle, complex, and negotiated systems of power enforcement** must be established.



IMAGE SOURCE:
<https://veemost.com/wp-content/uploads/2022/01/Solving-Multi-vendor-Network-Management-Complexity-with-OpenConfigs.jpg>



Networking & Power

XII

- **Counterpower** is exercised in the network society by fighting to **change the programs of specific networks** and by the effort to **disrupt the switches that reflect dominant interests and replace them with alternative switches** between networks. ...
- In the network society, power and counterpower aim fundamentally at influencing the neural networks in the human mind by **using mass communication networks and mass self-communication networks.**



IMAGE SOURCE:
https://www.constructionexec.com/assets/site_18/images/article/050620115332.jpg?width=1280



Networking & Power

- This means that **resistance to power is achieved through the same two mechanisms that constitute power** in the network society: the programs of the networks and the switches between networks.
- Thus, collective action from social movements, under their different forms, aims to **introduce new instructions and new codes** into the networks' programs.



IMAGE SOURCE:
https://www.constructionexec.com/assets/site_18/images/article/050620115332.jpg?width=1280



Networking & Power

- *Programmers and switchers are those actors and networks of actors who, because of their position in the social structure, hold **network-making power** — the paramount form of power in the network society.*



IMAGE SOURCE: <https://veritusgroup.com/wp-content/uploads/2016/07/connected-2016-Jul11-3.png>



Group Discussion



From your Experience:

- Elements that in your view may have fostered or hindered collegiality in your workplaces ...
- Reflect on ways you have exercised counterpower ...

Assignment

1,700 words on one of the themes below:

1. Leadership is a function that may be formally and informally distributed to support school effectiveness.
2. Purposeful leadership is sensitive to group dynamics and makes best use of teams to meaningfully involve the school's stakeholders.
3. Despite wide-reaching implications of power, educational communities may challenge social reproduction through a shared, value-laden mission.



IMAGE SOURCE:
<https://www.jobstreet.com.ph/career-resources/wp-content/uploads/sites/3/2022/04/Laptop-Specs-For-Work-From-Home.jpg>





Assignment

	5 marks	4 marks	3 marks	2 marks	0 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
Citations	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
	61 - 80 marks	41 - 60 marks	21 - 40 marks	01 - 20 marks	0 marks
Content	Excels in responding to the assignment question. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Assignment recognizes some complexity of the subject: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid assignment, responding appropriately to the question. Clearly states a central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment question. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment question. May be too vague or obvious to be developed effectively. Student may misunderstand sources.	Does not respond to the assignment question, lacks a central idea, and may neglect to use sources where necessary.



End of Lecture 3 – Any Questions? Thank you



**AWARD IN LEADERSHIP STYLES AND
MIDDLE LEADERSHIP FOR EDUCATORS**