SEL Foundations and Self-Awareness:
An Introspective Approach to Teamwork, Responsibility & Leadership

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The Forum is committed to changing the odds that all children and youth are ready for college, work and life.

We connect leaders to ideas, services and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources.

We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.
Helps leadership groups build broader partnerships, set bigger goals, use data better and implement bolder strategies.

Builds quality improvement systems for afterschool providers.

Supports state and local policy leaders.

Mobilizes action by and for young people.

Works to expand economic mobility and close the opportunity gap in America.
Agenda

• Welcome
• Group Norms and Warm Up
• Objectives and Overview
• Personal and Social Identities
• Teamwork, Responsibility, and Leadership
• Personality/Communication Styles
• Taking It In, Taking it Back
• Closing Reflection
Heart Agreements

In order to
Safe.....I Need....
Learn....I Need.....
Engaged.....I Need
Do You Love Your Neighbor?
Agenda Review

- Welcome ✓
- Group Norms and Warm Up ✓
- Objectives and Overview
- Personal and Social Identities
- Teamwork, Responsibility, and Leadership
- Personality/Communication Styles
- Taking It In, Taking it Back
- Closing Reflection

#rb21
Parking Lot

all youth ready for college work and life
Workshop Objectives

• Understand the framework for SEL including the Social Cluster
• Understand the concept of identity and intersectionality
• Explore how identity and intersectionality apply to themselves as individuals and as youth workers/staff
• Identify individual communication and personality styles and their impact in a team setting
• Utilize skills to understand how personal communication styles and identities influence relationships and group dynamics
• Assess readiness to implement teamwork facilitation and cultivating responsibility/leadership with young people.
Housekeeping

• Materials
• Bathroom location
• Take care of yourself (eat, drink, stretch, step out of the room, etc.)
• Please silence your cell phone
Staff Practices and Youth Experiences for Social Emotional Learning

Essentials for an SEL Framework

Foundations and Self-Awareness

Social
- Fostering Teamwork
- Promoting Responsibility and Leadership

Emotional
- Emotion Coaching
- Scaffolding Learning
- Growth Mindset

Cognitive
- Furthering Learning
- Supporting Youth Interests
- Supporting Plans & Goals

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Weikart Pyramid of Youth Program Quality

- **Engagement**
  - Planning
  - Choice
  - Reflection

- **Interaction**
  - Belonging
  - Collaboration
  - Leadership
  - Adult Partners

- **Supportive Environment**
  - Warm Welcome
  - Active Engagement
  - Encouragement
  - Session Flow
  - Skill-Building
  - Reframing Conflict

- **Safe Environment**
  - Emotional Safety
  - Healthy Environment
  - Emergency Preparedness
  - Accommodating Environment
  - Nourishment

Youth Voice in Governance Professional Learning Community

- **Furthering Learning**
  - Supporting Youth Interest
  - Supporting Plans & Goals
- **Engaging Environment**

- **Fostering Teamwork**
  - Promoting Responsibility & Leadership
  - Cultivating Empathy
- **Interactive Environment**

- **Emotion Coaching**
  - Scaffolding Learning
  - Fostering Growth Mindset
- **Supportive Environment**

- **Creating Safe Spaces**
- **Safe Space**

# all youth ready for college work and life
SEL Foundations and Self-Awareness: An Introspective Approach to Teamwork, Responsibility & Leadership
SEL Foundations and Self-Awareness: An **Introspective** Approach to Teamwork, Responsibility & Leadership
Quick Write

• Thinking about **who you are to yourself and to others in the world**, complete this sentence on your paper:

  \[ \text{I am...} \]

• Try to use as many descriptors as possible—no need to censor yourself!
• You have 60 seconds...

  \[ \text{GO!} \]
Identity and Intersectionality

Identity

the qualities, beliefs, personality, appearance, etc. of an individual
Identity and Intersectionality

**Identity**
the qualities, beliefs, personality, appearance, etc. of an individual

**Social Identity**
An individual’s sense of self based on membership to a social group or groups and the feelings and significance this membership invokes
Identity and Intersectionality

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the qualities, beliefs, personality, appearance, etc. of an individual

Social Identity
An individual’s sense of self based on membership to a social group or groups and the feelings and significance this membership invokes

Personal Identity
An individual’s developed and ever-evolving sense of self based on both controllable and incontrollable aspects of their life (e.g. skin color, birth place, hobbies, career).
Identity
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Social Identity
An individual’s sense of self based on membership to a social group or groups and the feelings and significance this membership invokes

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Intersectionality
“used to refer to the complex and cumulative way that the effects of different forms of discrimination (such as racism, sexism, and classism) combine, overlap, and yes, intersect—especially in the experiences of marginalized people or groups.” (merriam-webster.com)
Identities: Personal and Social

Commonly referred to identity categories:
• Race
• Ethnicity
• Gender
• Sex
• Religious belief/spirituality
• Sexual orientation
• Socioeconomic status
• Age
• Physical/mental ability
• Personality
• Career
• Family Role
• Core Values
• Hobby
• Style
• Consumer
• Community Role
• Voter Status
• Political Party/Ideas
• Education level
• Body size/shape
• Emotional Capacity
• Mindset (resilient)
• Urban/Rural/Suburban
• Region—Midwest, East, South, Etc.

..... and what else?
Who Am I: Social and Personal Identities

• Complete the reflection to the level of your comfort.
• This is for yourself. You do not need to share it if you do not wish to.
Who Am I: Debrief
An Introspective Approach to Teamwork, Responsibility & Leadership

SEL Foundations and Self-Awareness:

green_jacket_10110205
Searching for the “I” in Teams

- **Read** the scenario.
- **Plan** how you will help solve the upcoming task
- **You may not** read the other person’s scenario.
- **Spread out** around the room so that conversations don’t interfere with each other.
Searching for the “I” in Teams: Reflection

**Debrief** in your small group with the following prompts:

- Share your role description and backstory.
- What was your experience like on this team?
- What did it feel like to work together in this group?
- How did you feel in your role? How did understanding the backstory help you tap into the character?
- Do you see yourself in any of these roles and how might that behavior influence the groups you are apart of?
- What are some things that kept occurring in your group?
- What interventions were needed to move the group along?
- What behaviors impeded the group’s progress?
- How were decisions made?
- How have your social identities shown up in your team behaviors?
Why Foundations & Self Awareness of Teamwork & Responsibility/Leadership Is Important – SEL Challenge

Effective teamwork and cultivated responsibility/leadership roles occur when individuals are invested and prepared to manage challenges that arise in various team social settings.

When awareness and understanding regarding personal identity and strengths, communication and leadership styles and group dynamics are increased, identified and explored, techniques to leverage facilitation skills will be enhanced, producing quality youth programming.
The 5 Dysfunctions of a Team: A Leadership Fable (Patrick Lencioni)

<table>
<thead>
<tr>
<th>Dysfunction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of Trust</td>
<td>unwilling to be vulnerable</td>
</tr>
<tr>
<td>Fear of Conflict</td>
<td>seeking artificial harmony</td>
</tr>
<tr>
<td>Avoidance of Accountability</td>
<td>ducking actions to call out counterproductive behaviors</td>
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<tr>
<td>Lack of Commitment</td>
<td>lack of confidence with the group</td>
</tr>
<tr>
<td>Inattention to Results</td>
<td>focused on personal results, status &amp; ego before team results</td>
</tr>
<tr>
<td>The 5 Dysfunctions of a Team: A Leadership Fable (Patrick Lencioni)</td>
<td>Preparing Youth to Thrive: Promising Practices for Social &amp; Emotional Learning (SEL Challenge)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Absence of Trust:</strong> unwilling to be vulnerable</td>
<td><strong>Trust &amp; Cohesion:</strong> develop cohesion and trusting relationships and a sense of group identity and purpose</td>
</tr>
<tr>
<td><strong>Fear of Conflict:</strong> seeking artificial harmony</td>
<td><strong>Collaboration:</strong> work together towards shared goals, practice effective communication skills, individual contributions are valued and affirmed</td>
</tr>
<tr>
<td><strong>Avoidance of Accountability:</strong> ducking actions to call out counterproductive behaviors</td>
<td><strong>Team Challenge:</strong> manage challenges to create and maintain effective working relationships (handling miscommunication, obstructive behavior and conflict over goals and methods)</td>
</tr>
<tr>
<td><strong>Lack of Commitment:</strong> lack of confidence with the group</td>
<td><strong>Roles:</strong> take on roles and obligations within activities (often times initiate the roles-leadership)</td>
</tr>
<tr>
<td><strong>Inattention to Results:</strong> focused on personal results, status &amp; ego before team results</td>
<td><strong>Demands:</strong> encounter difficult demands (requirements and obligations, understand that actions in response to these demands will impact self, peers or others)</td>
</tr>
</tbody>
</table>
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Personality Compass
Personality Compass

Adapted from The Personality Compass: A New Way to Understand People by Diane Turner and Thelma Greco, 1998
Cardinal Group Debrief

- Reflect on your individual journey. Are you a pure direction or are you more a combination of two directions?

- Discuss the benefits of the characteristics of your cardinal direction in a team setting and for communication purposes.

- What are the limitations of your direction?

- What should other directions know about your direction to work effectively in teams and communicate effectively?

- What can you learn from the characteristics of other cardinal directions? Are there specific tasks in your work-day in which other direction styles will strengthen your team?
Full-Group Debrief

Adapted from The Personality Compass: A New Way to Understand People by Diane Turner and Thelma Greco, 1998
Think about everything you’ve explored today

• Individual communication and personality styles
• Identity and intersectionality
• How personality traits and identities influence relationships and group dynamics
To assess your readiness, what about your own experiences draws a connection to the needs of young people?

• How does your awareness of your “self” play a part in how you will work with young people or lead others who work with young people?

• What type of interventions need to occur either with yourself or in the spaces and places you work to make sure the awareness of identity is influencing decisions?

• List one or two ideas that will help you take back the foundations and self-awareness concepts to your setting.
Parking Lot Review
Campfire Reflection

• **YELLOW**: Something you feel went well today, or how your identity shined in the group.

• **ORANGE**: Something you learned, explored, or discovered that will help you moving forward.

• **RED**: Something you realized about identity, personality, and/or teamwork that no longer serves you.
Thank you!

• Lingering Questions
• Evaluations
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