



Teaming: Enhance Your Team by Rethinking Your Orientation, Intention, and Motivation

The opportunities and challenges states and territories face are crosscutting and complex. They require teams that function and perform at high levels to implement and evaluate the requirements of the Child Care Development Fund (CCDF) found within the Code of Federal Regulations (45 C.F.R. pt. 98) and the Child Care and Development Block Grant (CCDBG) Act of 2014.

The CCDF Plan Preprint for FY 2019–2021 encourages teaming and partnerships for collaborative implementation. For example, Lead Agencies are required to demonstrate how they encourage public-private partnerships to leverage existing child care and early education service-delivery systems and to increase the supply and quality of child care services for children younger than age 13.

The teaming peer learning group (PLG) is for state and territory teams focused on CCDF priorities that are seeking to build or strengthen their performance. Up to six state and territory teams will be awarded participation in this PLG, which will be coordinated by the State Capacity Building Center (SCBC). The teams can be cross-sector or interagency in membership. The SCBC recommends a maximum of four to six people per team. One of those team members must be from the CCDF Lead Agency. Each team will be expected to designate one person as the coordinator to share information, remind members of meetings, and organize any work that needs to occur between webinars.



Overview

This PLG will focus on improving the function and performance of teams focused on CCDF priorities. The content includes critical aspects of team effectiveness, such as the following:

- ◆ Trust, identity, efficacy
- ◆ Participation, cooperation, collaboration
- ◆ Individual and mutual accountability
- ◆ Better decisions, more creative solutions, and higher productivity

Schedule

The teaming PLG will consist of an orientation kick-off meeting, three content and practice webinars, and an option for individual team consulting.

- ◆ Orientation and kick-off: November 28, 2018
- ◆ Webinar 1: December 12, 2018
- ◆ Webinar 2: January 16, 2019
- ◆ Webinar 3: February 13, 2019

Webinar Details

The purpose of this PLG is to build the capacity of teams in states and territories to help them improve their functioning and performance.

Kick-Off Webinar

This session will kick-off the forum to initiate participants to the process and content of the work. Additionally, this session will include opportunities to engage across states and territories in relationship and community building.

Learning Objectives

- ◆ Engage in activities that help us get to know each team and explore why we are here
- ◆ Establish expectations and norms for PLG culture
- ◆ Engage in team peer-to-peer community-building activities
- ◆ Develop a shared awareness of each webinar's content and timeline of the PLG
- ◆ Learn the principles and parameters for conversations between facilitators and teams
- ◆ Gain experience using Adobe Connect platform



Resources

Pentland, A. S. (2013). The new science of building great teams. In *HBR's 10 Must Reads on Teams* (pp. 1–20). Boston, MA: Harvard Business School Publishing Corporation.

Webinar 1

This session will use research on high-performing teams to help participants better understand their characteristics and discuss implications for group processes and joint work products.

Learning Objectives

- ◆ Collectively reflect on research and reading materials
- ◆ Examine collaboration toolkit and generate applications for use
- ◆ Participate in exploratory activities on the science of teams

Resources

Coutu, D. (2013). Why teams don't work: An interview with J. Richard Hackman. In *HBR's 10 Must Reads on Teams* (pp. 21–34). Boston, MA: Harvard Business School Publishing Corporation.

Duhigg, C. (2016, February 25). What Google learned from its quest to build the perfect team. *New York Times*. Retrieved from <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>

The Intersector Project. (2017). *The intersector toolkit: Tools for cross-sector collaboration*. Retrieved from <http://intersector.com/toolkit/>

Webinar 2

This webinar will focus on practical strategies for building collaborative teams that perform and deliver on behalf of states' and territories' early childhood systems.

Learning Objectives

- ◆ Increase knowledge and skills for building collaborative teams
- ◆ Learn about and apply appropriate amount of time and energy investments needed for high-performing teams
- ◆ Examine case studies from the research and their application
- ◆ Develop skills, strategies, and practices to integrate the core capabilities of high-performing teams

Resources

Amabile, T. M., & Kramer, S. J. (2013). The power of small wins. In *HBR's 10 Must Reads on Teams* (pp. 75–93). Boston, MA: Harvard Business School Publishing Corporation.

Coutu, D. (2013). Why teams don't work: An interview with J. Richard Hackman. In *HBR's 10 Must Reads on Teams* (pp. 21–34). Boston, MA: Harvard Business School Publishing Corporation.



- Duhigg, C. (2016, February 25). What Google learned from its quest to build the perfect team. *New York Times*. Retrieved from <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
- Gratton, L., & Erikson, T. J. (2013). Eight ways to build collaborative teams. In *HBR's 10 Must Reads on Teams* (pp. 55–74). Boston, MA: Harvard Business School Publishing Corporation.
- The Intersector Project. (2017). *The intersector toolkit: Tools for cross-sector collaboration*. Retrieved from <http://intersector.com/toolkit/>
- Katzenbach, J. R., & Smith, D. K. (2013). The discipline of teams. In *HBR's 10 Must Reads on Teams* (pp. 35–54). Boston, MA: Harvard Business School Publishing Corporation.

Webinar 3

This session will provide an opportunity for teams to integrate the research and science of high-functioning and high-performing teams by practicing the new content through reflective exercises and action planning.

Learning Objectives

- ◆ Compare and contrast “psychological safety” experiences within and across teams
- ◆ Develop and plan a strategy for engaging in new teaming practices focused on building group emotional intelligence
- ◆ Examine the use of the science of teams in taking action
- ◆ Explore ways to build and manage multicultural teams

Resources

- Brett, J., Behfar, K., & Kern, M. C. (2013). Managing multicultural teams. In *HBR's 10 Must Reads on Teams* (pp. 117–133). Boston, MA: Harvard Business School Publishing Corporation.
- Druskat, V. U., & Wolff, S. B. (2013). Building the emotional intelligence of groups. In *HBR's 10 Must Reads on Teams* (pp. 95–116). Boston, MA: Harvard Business School Publishing Corporation.
- Duhigg, C. (2016, February 25). What Google learned from its quest to build the perfect team. *New York Times*. Retrieved from <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
- Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J., III. (2013). How management teams can have a good fight. In *HBR's 10 Must Reads on Teams* (pp. 165–181). Boston, MA: Harvard Business School Publishing Corporation.
- Frisch, B. (2013). When teams can't decide. In *HBR's 10 Must Reads on Teams* (pp. 135–147). Boston, MA: Harvard Business School Publishing Corporation.
- The Intersector Project. (2017). *The intersector toolkit: Tools for cross-sector collaboration*. Retrieved from <http://intersector.com/toolkit/>



Consultation Component (optional)

Teams will be matched with consultants for content-based conversations. These conversations will be informed by the following definition of consultation:

Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.¹

¹ National Association for the Education of Young Children & National Association of Child Care Resource & Referral Agencies. (2011). Consultation. In *Early Childhood Education Professional Development: Training and Technical Assistance Glossary* (p. 12). Washington, DC, and Arlington, VA: Authors.

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