**Detailed Facilitation Notes for Agenda**

**Guiding Coalition Meeting: Working With Challenging Individuals**

**Agenda Item 1: Review Norms and Assign Meeting Roles—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for More Best Practice Meeting Routines.

**Agenda Item 2: Community Building—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for More Best Practice Meeting Routines.

**Agenda Item 3: After Action Review—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for More Best Practice Meeting Routines.

**Agenda Item 4: Working With Challenging Individuals—Facilitation Notes**

* Ask the recorder to draw a T-chart on the chart pad. The two columns will be called “Remarks” and “Our Team’s Response.”
* Invite team members to brainstorm remarks that are typical of resistors and other challenging individuals (e.g., “Whose idea was this?!”)—ask the Recorder to list these on the left side of the T-chart.
* When the page is filled, ask the team to come up with a leadership response to each remark (e.g., for the objection above: “The Guiding Coalition used the ideas we got from our teams!” or “Glad you asked! This is straight from the research on student engagement. Would you like to hear about it?”). Using humor that is not sarcastic will become a useful skill for team members to deflect naysayers’ comments.
* Once the team feels that the most common objections have been listed and dealt with, take a few minutes to role play. Ask team members to pair up and take turns each being the resistor, and the responding teacher leader, using the responses just brainstormed. If the team has an odd number of teacher leaders, join the extra team member as partner. Although role playing may feel weird at first to some team members, it is a very powerful way to practice new kinds of responses before being confronted by and using them with a strong, negative persona.
* Once the role play is completed, ask the team if they discovered other or better responses to the negative remarks, or if additional teacher objections/complaints and team responses have come to mind. Ask the recorder to capture these additional ideas.
* Next, distribute the Pyramid of Interventions for Professional Behavior handout and invite discussion. Like the RTI pyramid, the graphic reinforces the critical importance of the pyramid’s base—the everyday routines and procedures that guiding coalition (GC) members have begun to put in place in their team collaborations. These set expectations for professional behavior and also serve a preventive function against potential dysfunctional behavior.
* Next, distribute the STATE handout. Ask each GC member to take a moment to think of and write down a recent situation involving an issue with a teammate. Then, either with the same partner as before or a new one, role play the three-step conversation.

**Agenda Item 5: Tool Kit—Facilitation Notes**

* Team members can add today’s new tools to their Tool Kit lists.
	+ Team responses for our united front
	+ Courageous Conversation steps

**Agenda Item 6: Evaluate Norms—Facilitation Notes**

* Please see detailed facilitation notes in Ancillary Materials for Getting Started.

*Resist the temptation to skip this item!*