## **Contents**

<u>Intro</u>	<u>Introduction</u>				
<u>Sect</u>	<u>ion 1</u>	: The theoretical school			
1.	Purpo	se, process, payoff	8		
		Purpose	8		
	b.	Process	10		
	c.	Payoff	10		
2.	<u>Defini</u>	ng your values, vision, and mission	12		
	a.	Your Mission	13		
	b.	Your Values	14		
	c.	Your Vision	17		
3.	Creati	ng your teaching model	19		
	a.	What outcomes do you want from your teachers?	19		
	b.	What do your teachers need to do?	20		
		What skills do they need to do it?	22		
4.	<u>Produ</u>	ct integration	25		
	a.	Defining products with the operational side	25		
	b.	Setting class capacity	30		
	C.	Skill application to the curriculum	33		
	d.	Core competencies for the products	39		
5.	. Integrating the staff into the business		40		
	a.	Core duties	40		
	b.	Core competencies	42		
	c.	Peripheral duties	47		
	d.	Sales support	54		
	e.	Service support	59		
	f.	Professional development	61		
	g.	Custodial duties	63		
	h.	Team participation	64		
<u>Sect</u>	<u>ion 2</u>	: the acquisition and development of human capit	<u>al</u>		
1.	Recru		67		
		Advertising for teachers	67		
	b.	Projecting and managing need	70		
	c.	The Recruitment funnel	73		
	d.	3rd party recruiters or lead generators	<b>78</b>		
	e.	Interviewing	81		
	f.	<u>Pre-engagement</u>	87		
2.	<u>Onboa</u>	arding	91		
	a.	Parts of onboarding	92		
	b.	<u>Induction</u>	93		
	c.	Training	96		

	d.	Onboarding orientation	98
	e.	Individual vs. Cohort onboarding	106
	f.	Mentoring and early-stage support	108
	g.	Assessing your onboarding	109
	h.	Pre-engagement onboarding	111
	i.	But is it worth it?	112
3.	<u>Obser</u>	vations and feedback	114
	a.	Build trust	114
	b.	<u>Feedback</u>	115
	c.	Giving positive feedback	120
	d.	Manager observations	127
	e.	<u>Peer observations</u>	129
	f.	Other managers/Department observations	131
4.	The pr	obation period	132
	a.	The 2-month length	132
	b.	A skills-based approach to probation	134
	c.	Evaluating teachers for fit	137
	d.		138
5.	<u>Coach</u>	ing and Professional Development	141
	a.	In-role professional development	141
	b.	What exactly is training?	141
	c.	Models for training	143
	d.	Advancement development	147
	e.	Coaching	149
	f.	What if you don't have a good skill base in the organization?	150
6.	Developing a Community		152
	a.	<u></u>	153
	b.	<u>Creating a culture – with intention</u>	156
	c.	Team building	171
	d.	How is a community assessed?	173
	e.	Competition in the community	174
	f.	Inviting customers into the community	174
7.	Employee Retention		176
		Build an empathetic organization	176
	b.	<u>Development of skills</u>	179
	c.	Advancement paths	181
	d.	Communication and contribution	183
	e.	Set up your team for change	185
	f.	Marking milestones	188
8.		parding	189
		<u>Voluntary departures</u>	189
	b.	Involuntary departures	190
	c.	Notice periods	192
	d.	Exit Interviews	193
	e.	Should they be allowed to return?	194

## Section 3: the administration of the school and the leadership of the team

1.	<u>Team</u>	<u>Formation</u>	196
	a.	<u>Defining the team</u>	196
	b.	What kinds of teams do we have?	197
	c.	Who leads a team?	197
	d.	<u>Tuckman's model</u>	198
	e.	How do we manage these stages?	207
	f.	<u>Diagnosing ineffectiveness</u>	208
	g.	<u>Relationships</u>	213
	h.	<u>Leaders</u>	215
	i.	<u>Purpose</u>	217
2.	<b>Engag</b>	ing the Team	220
	a.	Relationships with you	222
	b.	Herzberg's theory of motivation	223
	C.	McGregor's X and Y	226
	d.	Maslow's hierarchy of needs	229
	e.	Engaging part-time or short-term staff	232
	f.	Who is responsible for disengagement?	232
3.	Confli	ct Management	234
	a.	The emotional hijack	235
	b.	When does conflict happen?	236
	C.	<u>Defining the type of conflict</u>	236
	d.	Addressing conflict through communication	240
	e.	Avoiding conflict in the first place	249
	f.	Problems vs. Dilemmas.	249
4.	Motivating the Team		254
	a.	<u>Rewards</u>	254
	b.	Designing a motivational activity	256
	c.	Competition	257
	d.	<u>Team games</u>	260
	e.	Leveling up	262
	f.	Rolling out the motivational activity	263
5.	<u>Utilizi</u> ı	ng Teachers for Other Work and Projects	268
	a.	Defining what is primary and peripheral to their jobs	268
	b.	Highlight costs and consequences	269
	c.	Who should be doing these projects?	269
	d.	Delegated and developmental tasks	270
	e.	<u>Team-member initiatives</u>	272
	f.	Teachers being used outside of your team	275
6.	Custor	mer Engagement	278
	a.	What role does the teacher have in engaging the customer?	278
	b.	Primary customers vs. secondary customers	279
	C.	The customer relationship	280

	d. Handling complaints	282	
	e. Potential-customer engagement	289	
	f. <u>Referrals</u>	293	
7. <u>As</u>	ssessing Performance	295	
	a. Why assess performance?	295	
	b. What are the standards of assessment?	300	
	c. Recording the results of a performance review	300	
	d. The review delivery	303	
	e. Professional development plans (PDPs)	306	
	f. Rewards and incentives for performance	309	
	g. Managing poor performance	314	
8. <u>Scl</u>	<u>heduling</u>	318	
	a. Customer availability and preference	318	
	b. The importance of block scheduling	318	
	c. Schedule-keeping and communication	320	
	d. <u>Annual calendars</u>	321	
	e. Maximizing production	321	
9. <u>M</u>	<u>eetings</u>	325	
	a. Meeting purpose	325	
	b. Meeting agendas	326	
	c. Meeting timing	327	
	d. Meeting roles	328	
	e. Managing meetings	329	
	f. Communication strategies	330	
10. <u>Int</u>	ter-departmental Cooperation	332	
	a. Operational oversight	332	
	b. <u>Support roles</u>	336	
11. <u>M</u> a	anaging Especially Large Teams	344	
	a. <u>Direct vs. Performance management</u>	344	
	b. <u>Delegation</u>	345	
	c. Pods and teams within teams	345	
	d. <u>Splitting your team</u>	347	
Conclusion			