

Supplemental Attachment 7

La Academia Organization Assessment – February 2017

The Group Management Questionnaire (GMQ) – Academia

Antonia Alonso, February 2017

What is the GMQ?

The Group Management Questionnaire (GMQ) is based on 72 positive statements of best practices, within the following eight different categories, proven to be essential to high performing teams and organizations: **Goals/Purpose/Direction; Climate; Conflict; Rewards/Recognition/Appreciation; Communication; Meeting Design; Leadership & Supervision.** The primary value of the GMQ is the opportunity to address very specific issues that inhibit high performance within a team/organization. There is no expectation of perfection. The hope is a group/organization uses the specified best practices *most of the time-as consistently as possible*. The diagnostic nature of the GMQ allows its use as a resource for concrete next steps toward improvement of organizational practices in each of the above-mentioned categories.

A total of 30 leaders, faculty and staff combined at La Academia responded to each of the GMQ statements identifying whether, *on an average*, they believed the statements reflected how the organization operated. On questions that referred specifically to *the leader/supervisor*, they were to respond to the statement with the Head of School in mind, Dr. Mark Phelps.

Each of the eight categories within the GMQ contain nine statements of related best practices essential to effective functioning of intact teams & effective leaders/managers. Our consultancies almost thirty -year use of the GMQ suggests that categories with an average score of 3.0 or below indicate areas deserving urgent attention, with the individual item analyses shining a light on some of the more specific critical areas of concern. Scores between 4.0 – 6 require attention, while scores of 7 and above suggest the need for less attention at this time.

In addition, there is a column for each category that contains the number of statements, out of nine possible per category, that each individual believed, in general, were reflective of the behaviors within the organization & reflective of their immediate leader/supervisor. Unlike the average, this allows for the analyst to take into consideration any scores that singularly, or in clusters, may have affected the average or stand out in relation to one another.

Also indicated are the individual item numbers of the best practices from the questionnaire that may be considered strengths (50% or more of the respondents believed the practice *is done*, or areas of development 60% or less of the respondents believed the practice *was not done*).

Summary of the Group Management Questionnaire (GMQ) - La Academia Antonia Alonso, February 2017

Using Metrics to Build La Academia's Team

The GMQ is a diagnostic that is used to view the perceptions of individuals within a team/organization in relation to other members within the team/organization, yet also points out distinct areas that can be improved overall to help the team/organization become higher performing. Ideally, after establishing a baseline, a leader, with his/her team, decides which specific behaviors are most important to improve on, and creates a plan to work toward their improvement.

In April 2017, the leadership, staff and faculty of La Academia were presented the results of the organizational assessment, which included the outcomes of the GMQ. In May 2017, there was a follow-up training, initiated by the Interim Head, where members from across the institution were divided into clusters of 3. They were asked to make 2-3 initial recommendations of *some things* that could be done immediately as a group/school to increase effectiveness & performance, trust and morale.

In September 2017, former and new leadership, staff and faculty came together, once again, for a second training to continue to collaboratively identify and problem solve issues identified in the February assessment, and make new commitments for the 2017-2018SY.

In December 2017, members across the institution will take the GMQ assessment once again to measure the degree to which the organizations effectiveness has improved. This is in itself a motivating factor which will build trust if the group is able to view its members, and leadership, as invested and held accountable during the process, while working toward recognized shared goals.

Overview of Strengths

With a GMQ score of 6.6, it was clear La Academia's strength lied in its Climate. What this meant was that despite its many leadership and management challenges throughout the years, amongst the faculty and staff, there continued to be a clear sense of cohesion and camaraderie within the group. Members supported, and were open and trusting of one another. An environment of learning and growth clearly existed among team members and people felt heard. There seemed to be a high degree of commitment to the work of the team.

Overview of Areas of Opportunities

The themes in the areas of development concerned the *need for metrics*: such things as behaviorally defined values, the use of feedback as data for performance, measuring the productivity of meetings –all were potential sources of conflict. Below were some implications of the results of this GMQ:

1. An agreed upon set of **Core Values** can be complementary to an organizations vision and mission. Identifying them and then measuring them periodically in terms of whether they are built into the daily life of the organization creates important system-wide accountability. In addition, the visioning process had to be a shared one for this group, allowing for a more collaborative climate to be exemplified in a shared picture of the future.
2. **Conflict** exists naturally in any group and the capacity to engage skillfully in it increases trust & accountability within any group. An average score of 5.0 in the **Conflict** category indicated a lack of skill among the group, and its leader, that enabled behavior that was not conducive to its team being high

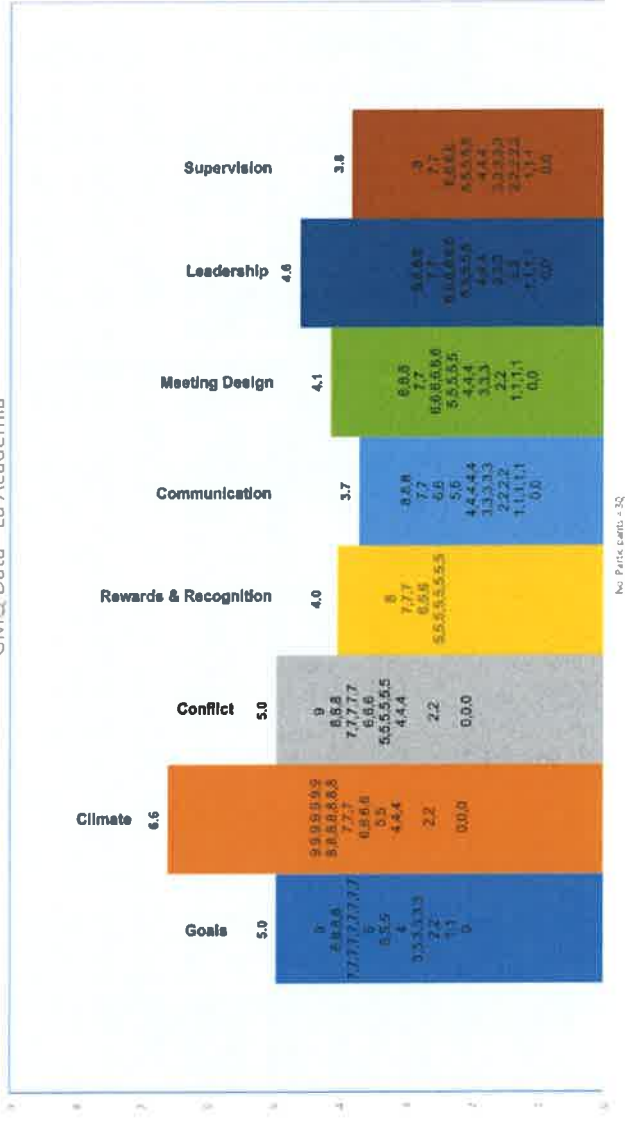
performing. This is not unusual, as organizations and people are not frequently trained in the area of conflict, therefore problems are less likely to be dealt with up front. This necessitates the use of objective data or feedback, whether in the form of regular meeting evaluations or other kinds of surveys. Evidenced based data gathering would lay the groundwork for feedback processes to be easily subsumed into the culture of the organization. Dealing with conflict would then hopefully be viewed as contributing to the team's trust and development.

3. **Supervision** was not perceived as valued, or rewarded, by La Academia – as less than 50% agreed the practice of *Supervision is valued in this organization. We know this because supervisors are provided the time and incentive to do it well* is not done. It is important not only to measure performance, ensure accountability, develop individuals' skills and interests, but, also to reward the practice & responsibility of supervising. A performance management program that incorporates regular feedback processes, and is based on developing individuals, as well as relationships between those individuals and their supervisors, is essential to establishing real accountability and TRUST and ensure engagement and retention of La Academia's employees.
4. **Meetings** Meeting Design was also a lower scoring category in the school's results. Given the multiple ways of designing meetings, teachers expressed frustration to be required to attend meetings/professional development in which the contributions of those attending were often minimal at best, and where meaningful actions engaged by the participants were few-especially with busy teacher work schedules. Worse yet was the feeling that outcomes had been predetermined and people were increasingly out of the loop in relation to decisions that had a direct impact on their lives.
5. **Communication** was the lowest scoring category in La Academia's 2017 assessment. This score was explained in the interviews and qualitative data which confirmed that as the school continued to face challenges, leadership became:
 - a) Less, not more, communicative
 - b) increasingly autocratic
 - c) increasingly isolated and less accessible
 - d) more impatient and less tolerant
 - e) less inclusive and less collaborative

affecting morale, performance and productivity at the time.

Again, the GMQ provides a rather accurate view of the behaviors in each of the eight categories of management presented. The fact that each item is so incisive allows for specific remedies to be identified. In addition, the pattern of activity relating to any one category and how business is conducted in relation to it, within the school team, can be rather easily revealed. Thus, it will have value not only as a diagnostic tool moving forward, but also as a monitoring and benchmarking tool for developing La Academia's management, while supporting its strategy for teacher engagement and retention.

GMIQ Data - La Academia



No. Participants = 32

Opportunities (50%)>15	9,41,65	27,51,59	4,20,28 36,44,60	5,21,29 37,45,61 69	6,14,22 30,38,62 70	15,23,55 63,71	16,24,32 64,72
Strengths (60%)<18	17,25,49	3,11	52,68	53	54	31,39	0

Group Management Questionnaire (GMIQ) for Academia Antonia Alonso February 2017, Mark Phelps, Head of School

GMQ FACTORS & QUESTIONS

1

Goals-Purpose and Direction

2

Team Climate

3

Conflict

4

Rewards, Appreciation and Recognition

5

Communications

6

Group Process and Meeting Design

7

Leadership

8

Supervision/Performance Management

Factor 1 – Goals-Purpose and Direction

These are reflected in the mission of the Team and both the vision and long-term direction that the Team has determined for its future. The review of Team goals to determine measured progress occurs regularly. Additionally, it is necessary to provide a measure of whether or not agreed upon Team values are being reflected in the members' actual behavior.

1. The goals of this group are clear and understood by all its members.
9. Values agreed to by the group are periodically measured against the actual behaviors used by members within the group.
17. The group or Team goals are specific and measurable.
25. There is a high degree of participation and, thus, ownership in the group's goals.
33. There is a high degree of commitment to the completion of the goals of the group.
41. Progress toward group goals is evaluated on a regular basis.
49. The goals of the group are a reflection of the values and the vision of the group.
57. The mission of the group is perceived as dynamic and open to the changing needs of the workplace.
65. The visioning process of this group creates a shared picture of the future; its direction and priorities.

Factor 2 – Team Climate

Members feel open, supported and trusting of each other. Both ideas and feelings can easily be shared and feedback among the individual members is natural and to be expected. Individuals feel heard and feel that their contributions are valued. As a result, members feel a strong commitment to each other and to the success of the Team.

2. People in this group are committed to working collaboratively with the other members of the group.
10. Individuals feel free to express both what they feel and think within the group.
18. There is a sense of camaraderie and spirit within the group.
26. Individuals feel free to give honest feedback to other group members regarding what they do well and areas of needed improvement.
34. People in the group feel heard by one another.

42. Supporting and helping one another are valued as essential behaviors of all members of the Team.
50. Humor is used positively rather than as a put down that minimizes others.
58. There is a high level of trust among the members of the group.
66. Most often mistakes are treated as sources of learning rather than as signs of failure with blame attached.

Factor 3 – Conflict

Members don't hide from it; rather, they address conflict when it occurs in a timely manner. Attempts are made to actively reframe the conflicting issues and lend objectivity to the process by gathering relevant data. A belief is maintained among Team members that conflict can and will be resolved fairly and equitably. Proactive communication occurs with each other individually and directly to work issues through before raising it in the group or depending on others to intervene. Behaviors that undermine honest and open communication are clearly labeled as unacceptable (i.e. gossip and back-stabbing).

3. It appears that we have the skills and resources within this group to deal with difficult interpersonal issues.
11. When conflict arises, the group is willing to deal with it in a timely manner.
19. Providing feedback is often seen as an essential part of conflict resolution.
27. Most of the group members believe that conflict can be a constructive and necessary aspect of ongoing group development.
35. Differences in style and background are perceived as valuable assets during conflict situations.
43. When conflict arises among group members, there is the belief that a fair resolution will be reached.
51. Seeking data is often a means of creating an objective reality base in conflict situations.
59. A key norm in the group is 'dealing' with difficult feedback or information up front rather than letting it fester.
67. During conflict the group is often able to break old patterns and reframe the situation to move to resolution.

Factor 4 – Rewards, Appreciation and Recognition

There exists a system of rewards that is perceived as fairly distributed within the Team and based on clearly established performance measures. Individuals feel appreciated for their effort and recognized for their achievements. Accomplishments are celebrated at both an individual and a Team level.

4. The people in this Team are rewarded appropriately for the work they do.
12. Individuals feel affirmed and appreciated for their efforts and contributions.
20. People feel appreciated because all group members are informed of the accomplishments of one another.
28. Both group and individual accomplishments are recognized and celebrated as a natural part of the life of the group.
36. Rewards are clearly related to the accomplishment of individual goals.
44. Rewards are perceived as being fairly distributed among group members.
52. People in the group tend to feel appreciated for the work they do rather than taken for granted.
60. Opportunities for advancement and special perks are seen as open to those qualified.
68. Simple signs of appreciation and acknowledgement, such as “thank yours” are common.

Factor 5 – Communications

Information is accessible to Team members and flows easily through the group. Issues are acknowledged and addressed in a timely fashion. A sense of candor and openness characterizes most communication within the Team. People feel heard and feedback is a natural part of the communication process. The feedback loop is a normal, rather than extraordinary, part of doing business.

5. Communications/information is openly shared and accessible to all members of this group.
13. Members of the group receive necessary information when they need it.
21. Lines of communication and information are clear within the group.
29. Leaders of the organization respond to the concerns and questions of individual group members in a timely manner.
37. Individuals temporarily absent from the group are informed and kept up to date.
45. Communication between this and other groups is effective.
53. Written communication is clear and used appropriately (not too much, not too little).
61. Lines of communication are open and fluid, with information and feedback being continually solicited and used.
69. When people have problems with another individual they communicate directly with that person rather than taking their concern underground.

Factor 6 – Group Process and Meeting Design

Meetings have well-communicated agendas and “design strategies” that allow full participation of those in attendance. Both task/product and process/maintenance aspects of the meeting are able to be addressed. Aberrant behaviors would not dominate and each agenda item would reflect a creative strategy designed to attack the issue at hand in a unique manner. Additionally, proper pre- and post-meeting work would occur and the monitoring of follow-up activities would insure accountability. The meetings themselves, including the behavior of the leader, would be routinely evaluated so corrective actions would help in their continuous improvement.⁶ Individual opinions are solicited regarding the building of meeting agendas for the group.

6. Individual opinions are solicited, regarding the building of meeting agendas for the group.
14. Agendas are communicated prior to any meeting with the group.
22. There is consistent monitoring and follow-up of commitments made during meetings of the group.
30. Meetings are evaluated and the information is used to improve the design and functioning of future meetings.
38. Meetings are “designed” effectively in advance of the session so participant resources are well utilized and time is used effectively.
46. People involved in meetings believe they contribute to the success of the meeting.
54. Having humor, fun and celebration in meetings is natural and occurs frequently.
62. The group has the ability to adjust meeting agendas to address the changing priorities of the group.
70. Meetings of the group are rarely boring since each agenda item is treated as a unique event and carries with it an appropriate strategy.

Factor 7 – Leadership

Leadership establishes with Team members clear roles that reflect agreed upon individual and Team goals. There is provided clear lines of authority and responsibility for both the Team as a whole and individual members of the Team. Whenever possible, it is essential to provide members of the Team with the ability to influence decisions that eventually will affect them. In addition, an effort is made to share leadership responsibilities through the effective delegation of challenging work as well as through the functional work of the Team itself.

7. When possible, leadership responsibilities are shared among the members of this workgroup.
15. The leader or facilitator of the group actively solicits feedback regarding his or her performance in that role.
23. The roles and authority of the various group members are clear.
31. The leader has the ability to assess the different needs of individuals within the group and to intervene appropriately in a constructive and supportive manner based on this information.
39. The leader is a skilled facilitator with the ability to move the group forward and create changes as needed.
47. Group members believe they have the opportunity to influence both the tone and direction of the group.
55. Members of the group believe they have the ability to influence those decisions which impact them.
63. Individuals given positions of leadership are supported in clarifying their roles, authority and expected levels of responsibility.
71. Leaders are seen diagnosing individuals, their group or the larger system to make changes necessary for organizational effectiveness.

Factor 8 – Supervision/Performance Management

There exists regular, data based feedback for the Team (constituent feedback) and for individual members based on agreed-upon goals and measurable performance outcomes. Included in this process is a measure of the Team and its members against the values that the group itself established as guiding principles (see Goals). Finally, a coaching approach is prevalent as regular reviews are conducted with a focus on the individual needs and development of each member.

8. Individuals within the group receive periodic feedback from their supervisor.

16. Supervision is valued in this organization; we know this because supervisors are provided with the time and incentive to do it well.
24. Individuals are provided the time and encouragement necessary to develop new skills and professional interests.
32. Individuals receive in-depth evaluations of their performance which are based upon mutually established goals and measurable outcomes.
40. Work delegated to individuals challenges them and readies them for greater responsibility.
48. Performance reviews are based on self reports, data from people influenced by the individual, and observations and experiences of the supervisor.
56. Supervisors take the time to support and coach individuals.
64. Supervision is developmentally focused; there are opportunities for professional and personal growth.
72. Periodically supervisors are reviewed by their direct reports, peers, and bosses in relation to their supervisory effectiveness.