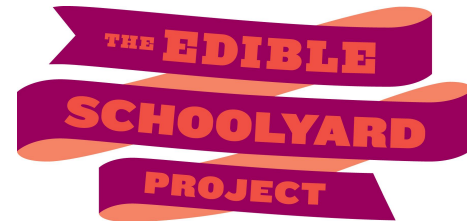


Organizational Development

**The Edible Schoolyard
Academy**



Workplace Culture & How we work

Warm Up

1

If I came to visit your workplace, what would particularly strike me?

How would I characterize how people interact at your organization?

What is a “workplace culture”?

Let's begin by defining culture together

Shift culture from being...

1. Implicit
2. An essence

To

1. Explicit
2. A result

Mission & Strategy is the Metric

In every decision, our mission and our specific objectives are our key consideration.

Professionalism

While our style as individuals and as team might be easy going, our attitude towards our work is extremely professional - we seek to maintain the highest standards of quality and depth delivery, productivity and effectiveness.

We Have Fun

We bring positivity, joy and laughter to our work with each other. We get our jobs done and we do great work, and we have an incredible amount of fun doing it. We also respect the power of the reset button.

We Work Collaboratively

We aim to have transparency and openness. Every team member is able and encouraged to weigh in and contribute to ideas and decisions. The team respects decisions, regardless of initial personal views, and endeavors to implement them with excellence.

We are all Students

We approach our work with humility and the recognition that sometimes failure is the best teacher. We value curiosity, experimentation, and messy thinking.

Cherish Feedback & Offer it Responsibly

We believe in iterative learning and professional growth. When we give feedback, we do so constructively and kindly.

Respect & Kindness

Our intention is to respect and to care for each other and our community. We are thoughtful and aware of how we impact others. We seek to avoid pretentiousness, meanness, pettiness and disrespect on our team.

We are Committed to Developing our Cultural Humility

Individually and organizationally, we explore the impact of culture and identity on the schooling experience, examine the influence of race, power, and privilege on the educational process, and seek culturally responsive pedagogy and practices to ensure access for all students, especially those historically underserved by the educational system. We engage families as collaborators in this process and aim to create physical and emotional spaces that reflect and celebrate the diversity of our community.

We Celebrate the Power of Food

Food connects people, places, ideas, and the natural world. We recognize the richness of food in its complexity and seek to learn about our own and others' relationships to food with curiosity and an open mind. We believe food sustains body and spirit. We champion food that supports the wellbeing of farmers, communities, and the planet.

Building culture

1. Define and align
2. Decision making supports it
3. Management and supervisors model it
4. Staff get aligned feedback
5. Processes/systems are designed and institutionalized to support it

Norms of Collaboration

Reflection

1

Discussion Questions

What aspects of your culture enable you to create?

What are norms of collaboration

Norm: Something that is usual, typical, or standard

Collaboration: Action of working with someone to produce or create something

Creating Norms of Collaboration

In creating norms of collaboration, what are some questions to consider?

- Who is speaking? Who isn't?
- Who is being heard?
- Who is presenting ideas?
- And whose ideas are being put into action?
- Who has a seat at the table?
- How often is input invited?

Pausing

Pausing is based on “wait time” research indicating higher-level thinking takes three to five seconds and the time changes quality of thinking. Four kinds of pausing allow this processing. The first is after a question is asked. The second is after someone speaks. A third type is under the control of the speaker. “Give me a moment and I will answer.” The fourth type of pause is a collective pause formally structured by the group. Some pauses are decided by the group and some initiated individually.

Paraphrasing

A paraphrase can be used effectively with a question. First paraphrase, and then ask a question. Practice this skill and notice what happens to the dynamics of the conversation. Paraphrasing aligns the parties and create a safe environment for thinking. Levels of paraphrasing may include any of the following: clarify speaker statement; summarize what was said; or shifting what was said to include an overarching purpose.

Putting Ideas on the Table

“Here is an idea for consideration,” or “I am putting this idea on the table.” It is equally important to know when to remove an idea from the table. Use signal words such as “I think this idea is blocking our thinking and I want to remove it from the table.” When ideas are “owned” by individuals, other group members’ responses tend to reflect their feelings toward the speaker, and may not be specific to the ideas presented.

Paying Attention to Self and Others

Meaningful dialogue and discussion is facilitated when each group member is conscious of oneself and others. This consciousness includes being aware of your own and others posture, gesture, and other non-verbals. Paying attention to self and others could include the amount of talking, the amount of silence, or responding to others' information delivery or language style.

Presuming Positive Intent

Assuming that others' intentions are positive encourages honest conversations about important matters. Positive presuppositions reduce the possibility of the listener perceiving threats and challenges in a paraphrase or question. Group members can signal this by saying: "Presuming positive intent, I'm thinking that..." Our emotional processors are sensitive to signals for positive intentions, and can engage our higher-level thinking and openness to new ideas as a result.

Acknowledge the difference between intent and impact

We have noticed that overwhelmingly, when someone does or says something that causes harm, or supports the values of systemic power, it is not their intention to do so. We also have seen that a person denying the harm they have caused because they were well intended often causes more harm. The ask is that we each do the work to acknowledge that our intent and the impact of our actions are two different things, and to take responsibility for any negative impact we have. (This can be as simple as ~~ap~~ologizing.)

**No one knows
everything,
together we
know a lot**

In any conversation, especially ones about systemic power (be it race, class, gender, etc.), we know that each person is coming to the conversation with different levels of lived experience and embodied expertise. We also believe that each person has something to contribute to the conversation. This agreement asks that we all practice being humble, and look for what we have to learn from each person in the room. It also means we all have a responsibility to share what we know, as well as our questions, so that others may learn from us.

Probing for Specificity

Human brains are not always designed for specificity. We often form quick generalizations from fragments of information. These quick judgments based on assumptions can cause difficulties in communication. Five areas contributing to overuse of generalizations are vague nouns and pronouns, vague action words and comparators, rule words and universal quantifiers. Probing action asks members to remove the generalization and cite the exact data.

Pursuing a Balance Between Advocacy and Inquiry

Try to spend equal amounts of time and energy advocating for one's own ideas and inquiring into the ideas of others. Creating a balance of advocacy and inquiry requires both emotional and cognitive resources. This balance is most necessary at the exact point when many group members are least likely to want to inquire into the ideas of others. It is at the moment of greatest disagreement that this norm makes the biggest difference for productive communication.

Staff Meetings

Top Line Agenda Information

ESY All Staff Meeting

Scribe: Hana

Facilitator: Geoff

Timekeeper: Nick

Date: 05/24/17

Time: 3:00 PM

Place: Kitchen

Cultural Principle of the week:

We are committed to developing our cultural humility

Norm of the week: Pausing

Norm keeper: Esther

Agenda

Opening (13 Minutes)

- Mini Check-in (~15 sec per person)
- Appreciations
- Actions follow-up
- What's on your plate? (~30 sec per person)
- Calendar Review (2 min)
- Add items to Agenda

Quick Check In (10 Minutes)

- Quick Items, no discussion just updates

Hot Take (25 minutes)

- This agenda item is open for discussion and collaboration

Closing (5 minutes)

- [Norm](#) keeper report out (2 min)
- Review of actions (1 min)
- Next week's [cultural principle](#) (1 min)
 - Professionalism
- Close Meeting

Notes:

Staff Meetings

- All staff meetings
- Garden staff meetings
- Kitchen staff meetings
- Management meetings

All meetings...

- Have an agenda
- Have a staff person taking notes (saved on a shared server)
- Have an agenda item for action follow-up
- Have a staff person compile issues/actions/decisions after the meeting

Goals

- Provide support
- Be on the same page
- **NO SURPRISES!**
- Feedback
- Goal Setting

1:1's

Practical Program Tools

Community Engagement and Volunteers

**What does community
mean to you?**

How ESY engages their community

- **Presence at school events**
 - Welcome fair, Fall Festival, Harvest to home give away
- **Plant Sale - Fundraising events**
- **Monthly Public Tours**
- **Open Door Policy**
- **Family Nights Out or FNO**

Family Nights Out



Volunteer Management

Recruitment

Warm Up

1

What have you found effective for volunteer recruitment?

How We Engage Volunteers

- **Garden & Kitchen Classes:** set-up, clean up, working with kids, leading a table
- **Wednesday Weeders**
- **FNO:** classes, outreach, community outreach
- **One - on - one mentoring**
- **Fundraising:** they cultivate donors and are donors themselves

Internships and Youth Empowerment

- IWE's
- High School Interns
- Partner Interns

Training

Volunteer Orientation

Training at the Edible Schoolyard:

- Paint a picture of a great volunteer
- Offer a basic/introductory tour of the space
- Go over expectations and policies
- Distribute Volunteer Handbooks

Internal Agenda

Time	Item	Lead
10 minutes	Introduction, Ice Breaker	Jason
10 minutes	History/Organizational Overview	Hana
5 minutes	Change for this year	Jason
15 minutes	Expectation/Handbook/ Scheduling	Hana
40 minutes	ESY Culture Principles	Griselda
5 minutes	Volunteer/ESY staff communication	Griselda
5 minutes	Questions/Closing	Hana

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5 minutes	Questions/Closing	Hana

Volunteer Orientation

Ongoing training:

- Posted guidelines and reminders
- ESY teachers make time to chat with volunteers before and after class
- Three-week check-ins with new volunteers
- Iterative, real-time feedback from them
- Clear protocol for handling issues with volunteers

Retention

Volunteer Retention

- **Clearly and frankly describe the experience and role of the volunteer from the start**
- **Say “yes”**
- **Value time of volunteers as highly or more highly than your own**
- **Practice gratitude:**
 - Culture of “thank you”
 - Seasonal thank you cards
 - End-of-school-year volunteer appreciation dinner
 - Raffles at events
- **Make every effort to keep valued volunteers happy**

**PRACTICING
GRATITUDE**
