

ENSEMBLE BUILDING



ENSEMBLES NEED LEADERSHIP

What qualities do they need you to model in order to inspire them to do their best work?

Inspiration

Motivation

Discipline

Connection

Heightened Awareness

Honest Feedback/Communication

Guidance

Problem Solving Skills

Trust

Good Listening

Strong Sense of Purpose

MANAGING YOUR EGO

- It is possible that what has worked with ensembles in the past, does not work with every group. You will need to assess each group to know how to calibrate your leadership role.
- Ask Yourself:
 - Am I taking too much control?
 - Am I talking too much and not listening enough?
 - Am I imposing my own discoveries at the expense of being open to the discoveries of others?
 - Am I not providing clear guidelines?
 - Am I not offering enough inspiration?



PLAN TIME TO:

Inspire

Do something FUN! Surprise them. Add new elements. Issue challenges. Subvert expectations. Routine is good for stability – but don't fall in a rut. Discover more. Take risks.

Communicate

Make sure to let THEM process their feelings through language. Ask more questions. You don't have to act on everything you hear – but remember what they tell you. Model good listening.

Allow them to vent

Venting is part of staying motivated. It is sometimes a healthy and a necessary release valve. Don't let it be the end of the conversation. Do not allow venting to include personal attacks. Try to reframe problems as challenges.



Build Connections

Try to identify things you have in common. Beyond details. The ways in which you see the world similarly.

See Value in one another

Make time to include praise part of your ritual

Articulate Expectations

Create Ensemble Rules. Review them. Discuss them when they are not being met.



ARCHETYPES WITHIN THE ENSEMBLE

The Black Hole

Always late, start side conversations, late off book, dishonest, excuses, victim mentality

Try to have open conversations about how their behavior affects the group.

Exercises that focus on teamwork, how one person affects the team.

Ask for their “help” with something.



The Controller

Shows up early, tries to control situations, physically tense, can become emotional if things don't go exactly as planned, Want rules and structure...enjoy rubrics, sometimes confrontational

Acknowledge their concerns – thank them for bringing them up.

Give positive Reinforcement

Be specific and give details when possible.

Try to help them relax and release control when possible, and celebrate those moments.



The Complainer

Always unsatisfied, excuses, blame, try to avoid assignments, pick things apart

Ask them to be specific with their feedback/criticism

Try to cast them in the role of problem solver

Try to redirect energy/connect back to mission



The Rebel

Observe what others are doing, closed off body language, asks premise challenging questions, resist instructions, suspicious, passive-aggressive.

Honest and supportive communication

Indirect Status Approach (empower them to be a “leader”)

Ask them to articulate their purpose for being in the ensemble. Have them justify their spot.



The Competitor

Preoccupied with winning/being best/doing better/comparing what they have with others, record/score keepers, take it hard when they are not acknowledged

Usually open to reason

Respond well to “special tasks” or challenges

Try to empower them to focus less individually and more on the success of the group or their partner.

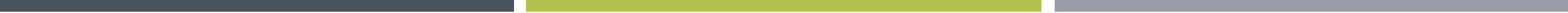


The Glue

Holding everything together, well-equipped to handle a variety of situations and personalities, able to put their needs aside for the group, tend to be mature and grounded

Empower them with positive praise

They are inclined to think of “the best for the group”, so you may need to advocate for them as individuals sometimes.



The Skeptic

Negative, last to volunteer, performance anxiety, quibble about particulars

Encourage risk-taking

Point out successes

Build trust



The Class Clown

Self-deprecating humor, mood swings, needs attention

Honest and supportive communication

Give them specific amounts of attention (I'll give you 5 minutes to do this, then we move on)

Encourage them to go beyond their first impulses.

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- **PLAY GAMES! HAVE FUN!**
 - Team building games are not just for the first day of class. Let it become part of your routine.
 - Assume the best, not the worst of the ensemble.
 - Try to stay out of the way of the group, if they get momentum.
 - Don't micromanage.
 - Trust your instincts and your intuition when choosing plans of action
 - Don't be too slow to address concerns
 - If you feel like the group is off track, redirect focus to the ensemble's **GOALS**
 - There's always something you can do!