# Developing a Culture of Vision and Leadership

January 25 2017
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Intuyu Consulting | Empowering 21st Century Learning

# Intentions of this Session

- To have the begun to inquire into the **role of being an effective leader** of your school

- To **explore and discuss various 'leadership lenses' and contexts and how you can lead change and grow** your team

- To outline a process for **creating an action plan** for your Team Goals

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Be **open**, **honest** and **participate**

**Try the ideas on**

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# Clock Buddies

# Today's Session

Leader / Manager?

Leadership Lenses and Cultural Contexts

Developing an Action Plan

# What does being a Leader mean to you?

# What does being a Leader mean to others?

Leaders are people who do the right thing; managers are people who do things right – *Professor Warren G. Bennis*

Leadership is the art of getting someone else to do something you want done because he wants to do it – *Dwight D. Eisenhower*

**Leadership is a choice**. This is apparently controversial, but more than any other element I can track, leadership occurs when someone decides it's important that they lead. The challenge, then, is in **making the choice to lead** – *Seth Godin*

# Core Purpose

**What do you think is the core purpose of being a Leader at your school?**

# Distinguishing being an Effective Leader

**Inquiry: What do you spend your time on?**

**Management / Administration**

**versus**

**Leadership**

**Does this allow you to fulfil the core purposes of being a leader?**

# Debriefing Leadership

**What are your perceptions around leadership in your school?**

| Now | Causes | Actions | Future |
|-----|--------|---------|--------|
|     |        |         |        |

# Look through different lenses to build up a picture



University of Melbourne Research

Social Intelligence

Tribal Leadership

Transformational Leadership

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# Today's Session

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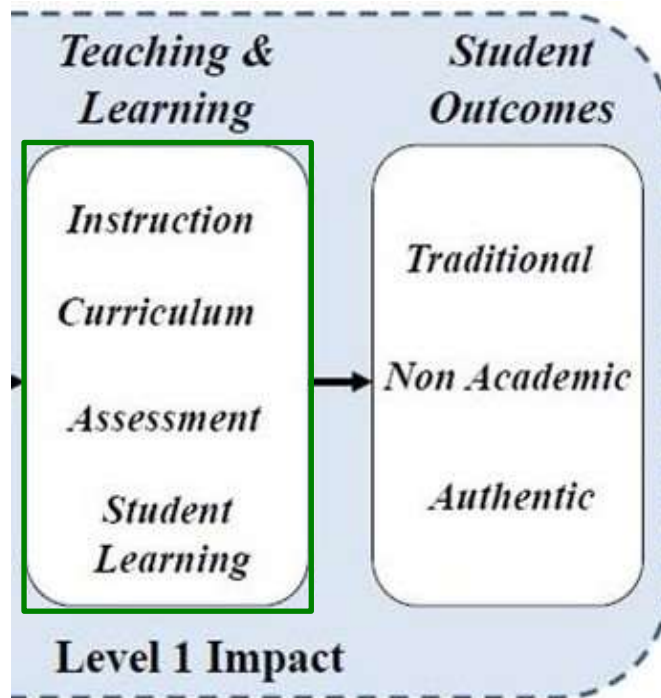
Developing an Action Plan

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# Lens #1: University of Melbourne Research

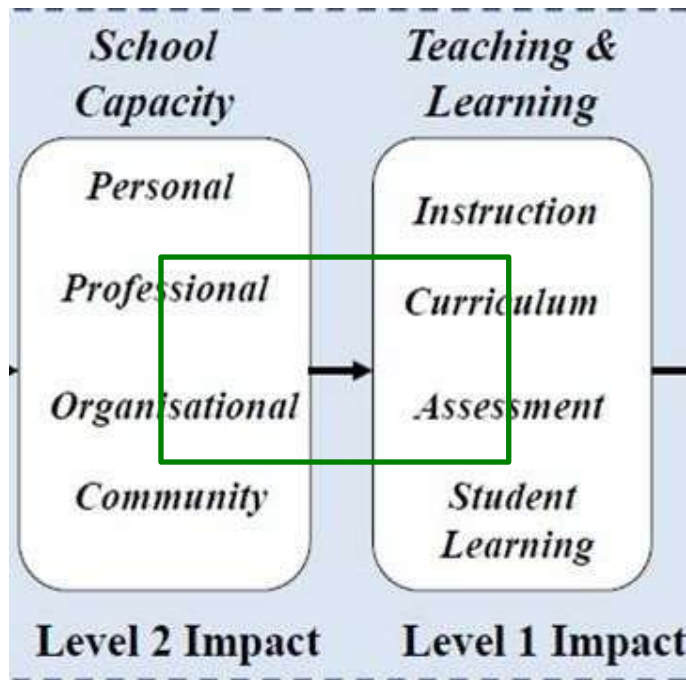Drysdale and Gurr: Australian Successful School Leadership Model
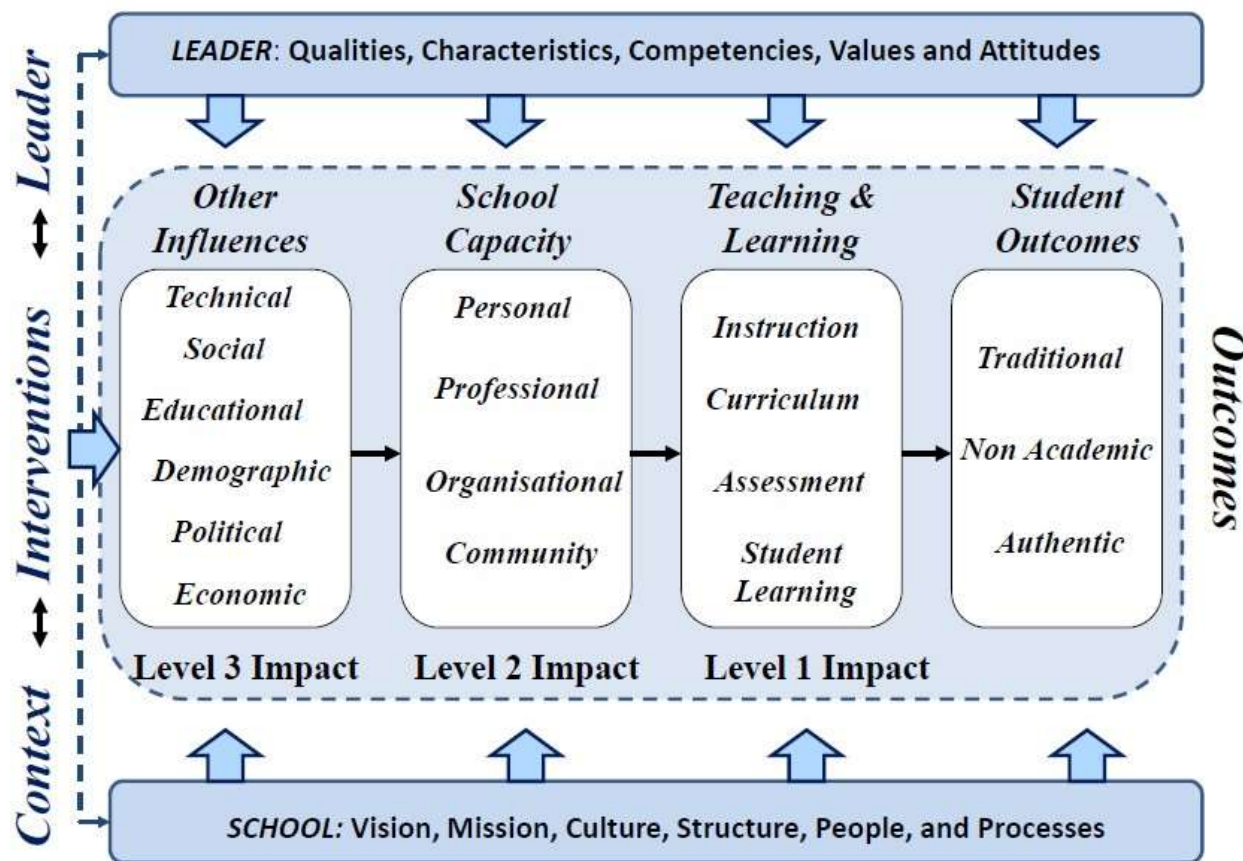
Teachers have a Direct Impact on Student Outcomes



What do you think **Teachers need** to be able to cause an <u>effective</u> impact on student outcomes?

*A Model of Successful School Leadership from the International Successful School Principalship Project (2015)*

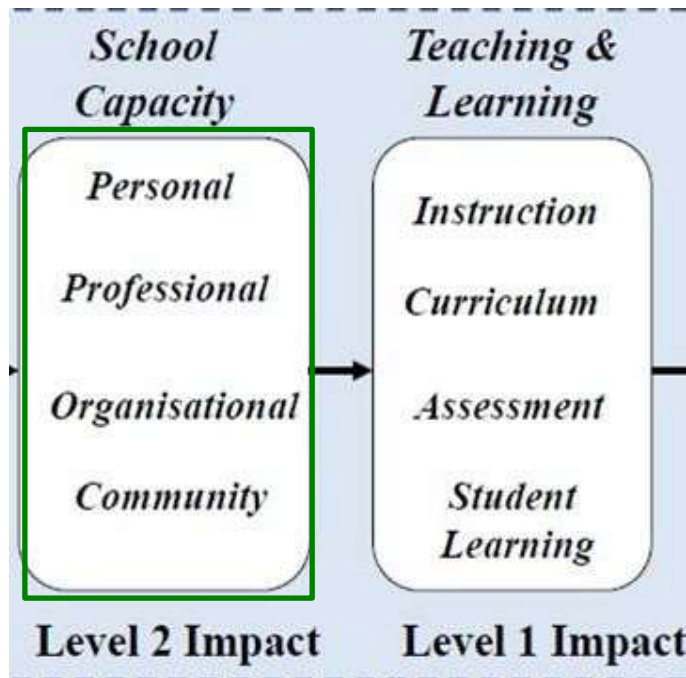# University of Melbourne Research

Middle Leaders have a Secondary Impact on Student Outcomes



What then do you think **Middle Leaders need to provide** teachers to enable them to be effective?

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# University of Melbourne Research

Senior Leaders have a Tertiary Impact on Student Outcomes



What then do you think **Senior Leadership need to provide** Middle Leaders to enable them to be effective?

*A Model of Successful School Leadership from the International Successful School Principalship Project (2015)*

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# University of Melbourne Research



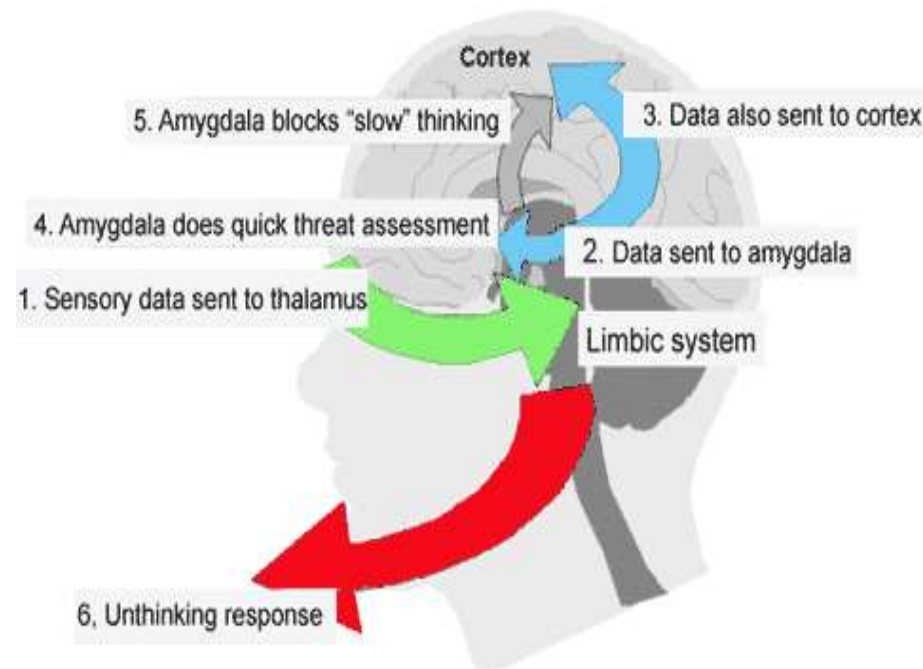Drysdale and Gurr: Australian Successful School Leadership Model
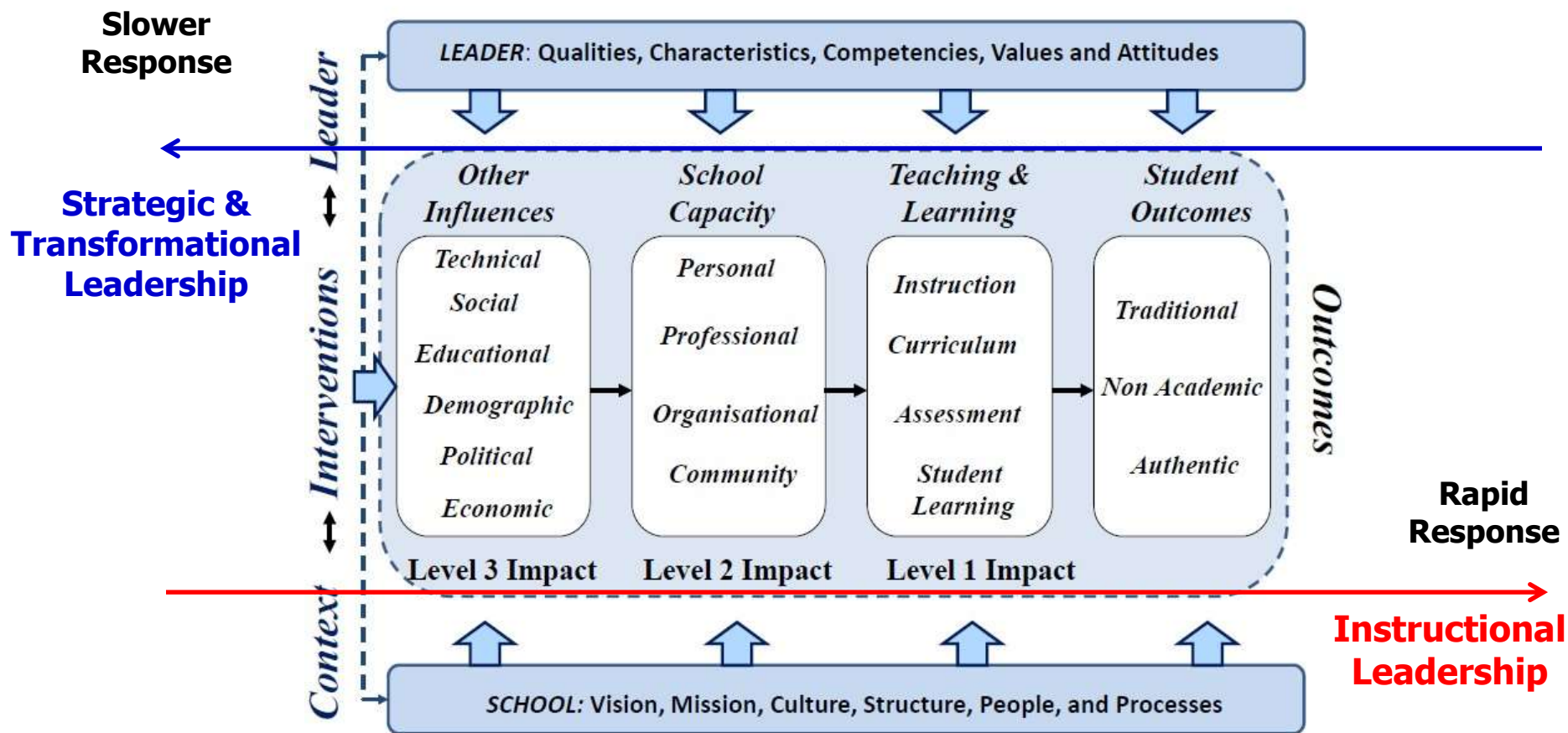
What insights did you gain from that lens?

# Lens #2 Social Intelligence

## Humans have evolved to be social creatures

- Brain designed for survival

- Neo-Cortex and Pre-frontal cortex is the source of our cognitive, rational and learning aspects

- However, when we feel threatened (even if it is a perceived threat rather than real one) then the emotional part of our brain (amygdala) will hijack our brain and fixate our attention on the perceived threat

Cortex

5. Amygdala blocks "slow" thinking

3. Data also sent to cortex

4. Amygdala does quick threat assessment

2. Data sent to amygdala

1. Sensory data sent to thalamus

Limbic system

6, Unthinking response
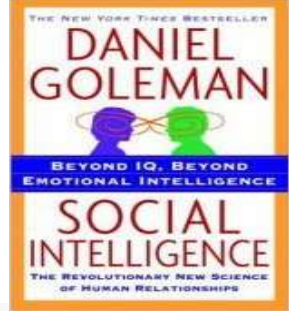
# Lens #2 Social Intelligence
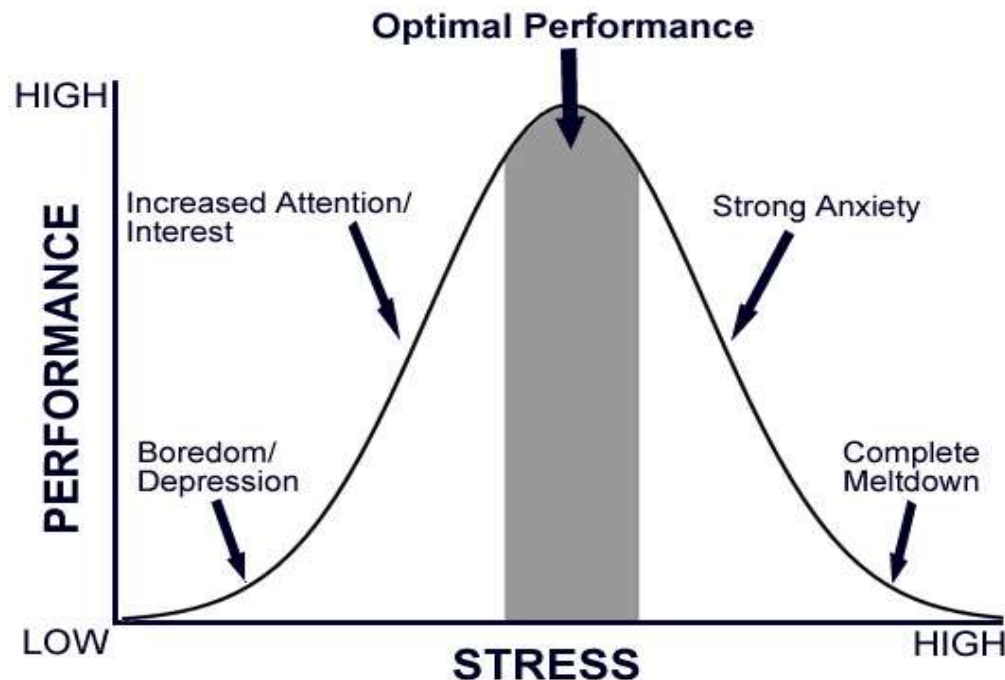
What could be some of the perceived threats in a school?



- Misbehaving or disengaged students in class
- Lack of control over decisions
- Overwhelm
- Anything that challenges your confidence or competence

# Lens #2 Social Intelligence

Peak performance occurs when our belief about our ability matches the task's difficulty and the demand on us.
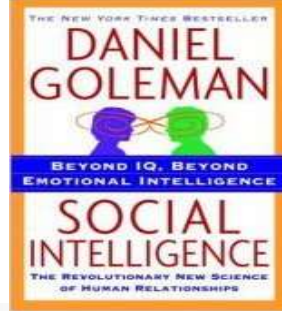
# Lens #2 Social Intelligence

One role of leadership (and teachers) is to create the narrative and environment for optimal performance

- Human brain is peppered with mirror neurons which pick up what another is doing, feeling, etc.

- Allows emotions to flow between people instantly and allows for rapport (non-verbal synchronicity or a flow state)

- Leaders are senders of emotion and can direct transmissions to others

# Lens #2 Social Intelligence

## Impact of Leadership Style on School Climate

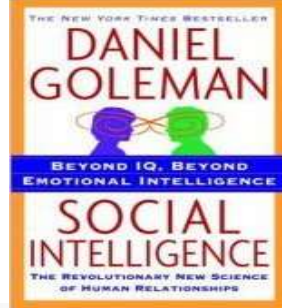| | Visionary | Coaching | Affiliative | Democratic | Pacesetting | Commanding |
|---|---|---|---|---|---|---|
| **The leader's modus operandi** | Mobilise people towards a vision | Develops people for the future | Creates harmony and builds emotional bonds | Forges consensus through participation | Sets high standards for performance | Demands immediate compliance |
| **The style in a phrase** | "Come with me" | "Try this" | "People come first" | "What do you think?" | "Do as I do now" | "Do what I tell you" |
| **Underlying E.I. competencies** | Self-Confidence, Empathy, Change Catalyst | Developing others, empathy, self-awareness | Empathy, Building relationships, communication | Collaboration, team leadership, communication | Conscientiousness, drive to achieve, initiative | Drive to achieve, initiative, self-control |
| **When the style works best** | When changes require a new vision, or when a clear direction is needed | To help a person improve performance or develop long-term strengths | To heal rifts in a team or to motivate people during stressful circumstances | To build buy-in or consensus, or to get input from valuable team members | To get quick results from a highly motivated & competent team | In a crisis, to kick-start a turnaround, or with problem team members |
| **Overall Impact on Climate** | Most strongly positive | Positive | Positive | Positive | Negative | Negative |

# Sharing– Social Intelligence

## Six Styles of Leadership
D. Goleman (2000) Leadership That Gets Results



- Coaching
- Affiliative
- Democratic
- Commanding
- Pacesetting
- Visionary

What insights do you have from this lens?

What leadership styles do you currently use and what you could develop your capacity in?

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# Lens #3 – Dealing with Cultural Barriers

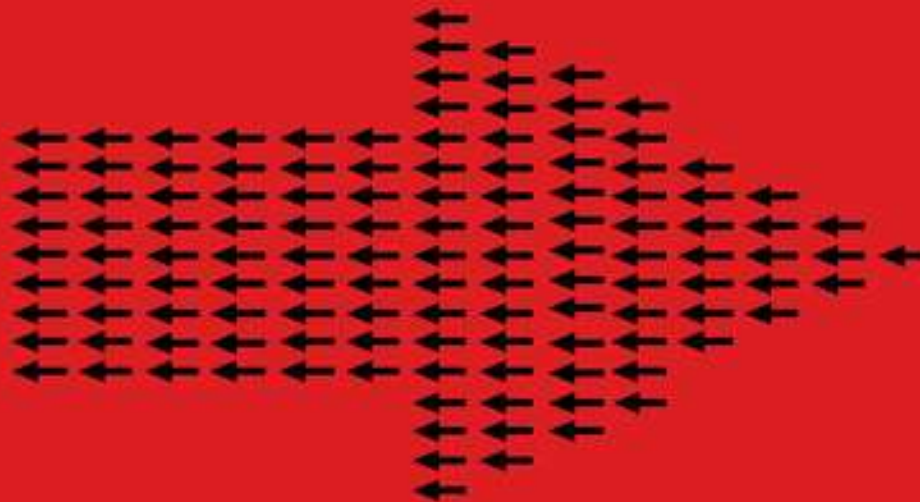## Range of **unconscious cultural constraints** exist

It is in the language used in school,

- the structures the school has in place,

- the habitual practices within the school

- the underlying teacher and student beliefs and practices,

- the way the school is organised (or not),

- the things the school values in its actions

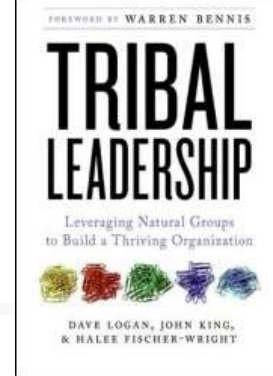# Lens #3 - Cultural Influences



Culture eats strategy for breakfast

# Lens #3: Tribal Leadership



## THE 5 STAGES OF TRIBAL CULTURE

| RELATIONSHIP TO PEOPLE | | BEHAVIOR | % OF ORGS |
|---|---|---|---|
| **Team** | STAGE 5 — "LIFE IS GREAT" | **Innocent Wonderment** — the language revolves around infinite potential and how the group is going to make history - not to beat a competitor, but because doing so will make a global impact. this group is in competition with what's possible, not with another tribe | 2% |
| **Stable Partnership** | STAGE 4 — "WE'RE GREAT" | **Tribal Pride** — people are fully themselves, & everyone seems happy, inspired, & genuine; the culture emphasizes shared core values and interdependent strategies; a 'we're great' tribe always has an adversary, & the bigger the foe, the more powerful the tribe | 22% |
| **Personal Domination** | STAGE 3 — "I'M GREAT (AND YOU'RE NOT)" | **Lone Warrior** — knowledge is power, so people hoard it; they have to win, and winning is personal; the mood is one of wanting help and support, yet being continually disappointed that others "don't have their ambition or skill" | 49% |
| **Separate** | STAGE 2 — "*MY* LIFE SUCKS" | **Apathetic Victim** — people are passively antagonistic; seen it all before and watched it fail; quietly sarcastic and resigned; judging, yet never interested enough to spark any passion | 25% |
| **Alienated** | STAGE 1 — "<ALL> LIFE SUCKS" | **Undermining** — people are despairingly hostile, banding together to get ahead in a violent and unfair world | 2% |

from Tribal Leadership, Logan, King & Fischer-Wright, 2008, HarperCollins

# Lens #3: Tribal Leadership

## **Leaders do two things**

1. **Listen** for which culture exists in their tribes

2. **Upgrade** those tribes using specific leverage points

- Great leaders **speak** and are able to **hear all 5 tribal languages**

- People **can only hear one level above or below** their own level
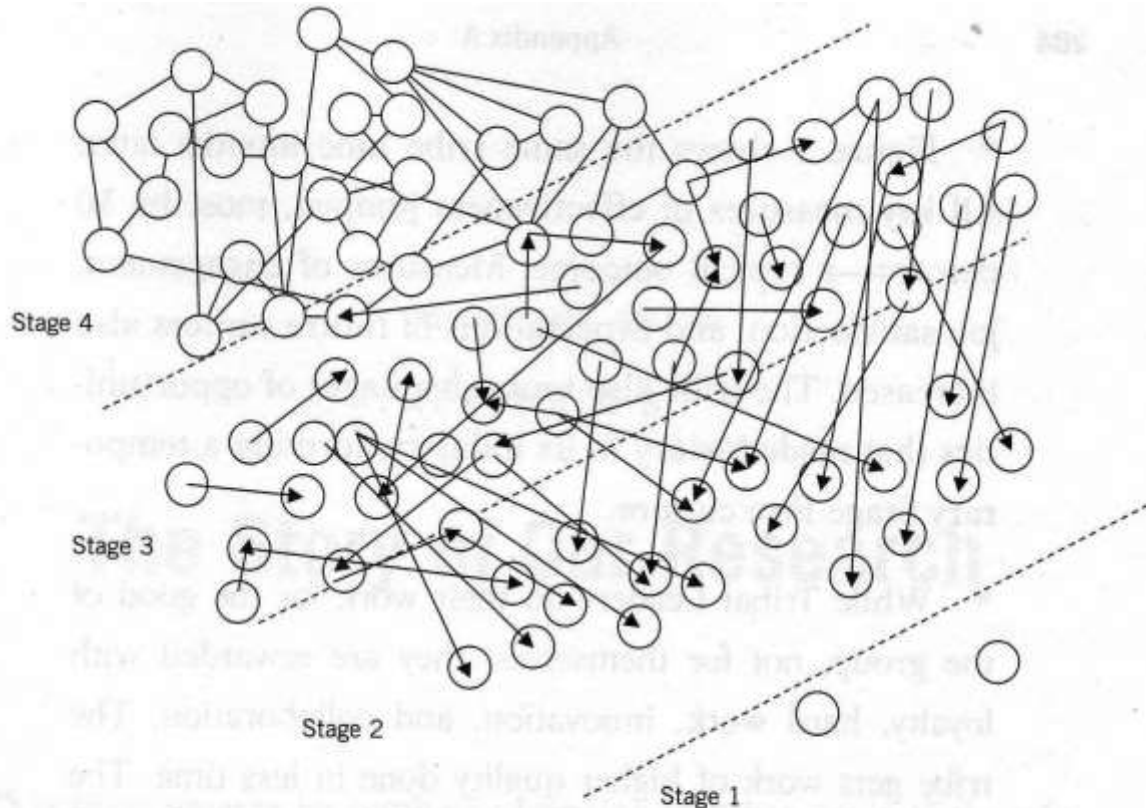
# Lens #3: Quick Assessment



FIGURE 2: AN ACTUAL TRIBE BEFORE TRIBAL LEADERSHIP.

What do you notice is the current dominant cultural conversation in the school?

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# Lens #4: Transformational Leadership

According to the idea of **transformational leadership** an effective leader is a person who does the following:

1. Creates an inspiring vision of the future

2. Motivates and inspires people to engage with that vision

3. Manages delivery of the vision

4. Coaches and grows a team, so that it is more effective at achieving the vision

Leadership brings together the skills needed to do these things

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# Leaders within schools are Agents of Change

# Kotter's 8 Step Change Model



Creating Urgency

Forming Coalition

**Creating a Climate for Change**

Anchoring Changes

**Implementing and Sustaining Change**

Consolidating Improvements

Creating the Change Vision

Creating short Term Wins

Communicating the Change Vision

Empower Team Members

**Engaging and Enabling the Organisation**

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School structures are generally designed to **resist change**



THE GREATEST
ENEMY OF
GREAT
IS 'GOOD'.

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# Today's Session

**Leader / Manager?**

**Leadership Lenses and Cultural Contexts**

**Developing an Action Plan**

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# Most Leadership Texts say the same thing

**Leaders**

1. Lead people in an inclusive way that makes each person feel valued and part of something bigger - vision, values, and context

2. Are strategic planners and provide role clarity, standards of behaviour, build trust, and address conflict / errant behaviour

3. Manage and grows the capacity of the team to achieve the common goal – collaboration, feedback, framework of working together, resources, etc

**Four Steps**

1. **Create an inspiring vision of the future**

2. **Motivate and inspire people to engage with that vision**

3. **Manages delivery of the vision**

4. **Coaches and grows a team, so that it is more effective at achieving the vision**

# Outline for Leadership Action Plans

1. Develop a vision for your team aligned with the school vision

   - We are deeply passionate about …
   - We want to be known for …

2. Develop a Narrative for Urgency (Case for Action)

3. Assess the strengths and areas of development for each member of your team and identify a potential guiding coalition

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# Outline for Leadership Action Plans

For each School Goal from the Annual Implementation Plan

4.  Brainstorm and identify actions within your area of responsibility to achieve that goal, potential required resources, milestones, and evidence of progress

5.  Map the actions and milestones logistically across the year to determine what actions you could take

6.  Identify any potential obstacles and challenges to achieving the goal, potential solutions, and potential areas to develop capacity in the team

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# Benefits of this Approach

- Allows for a vision to be transferred practically through the school (visionary leadership)

- Middle leaders and teachers are developing their capacity to think and plan strategically

- Allows for a coaching leadership style because senior leaders coach middle leaders on THEIR team plan

- Provides direction and certainty for the year for the team (and thus creates an affiliative, democratic and developmental mindset and culture)

**Sharing:** what did you learn today that you can put into action now?
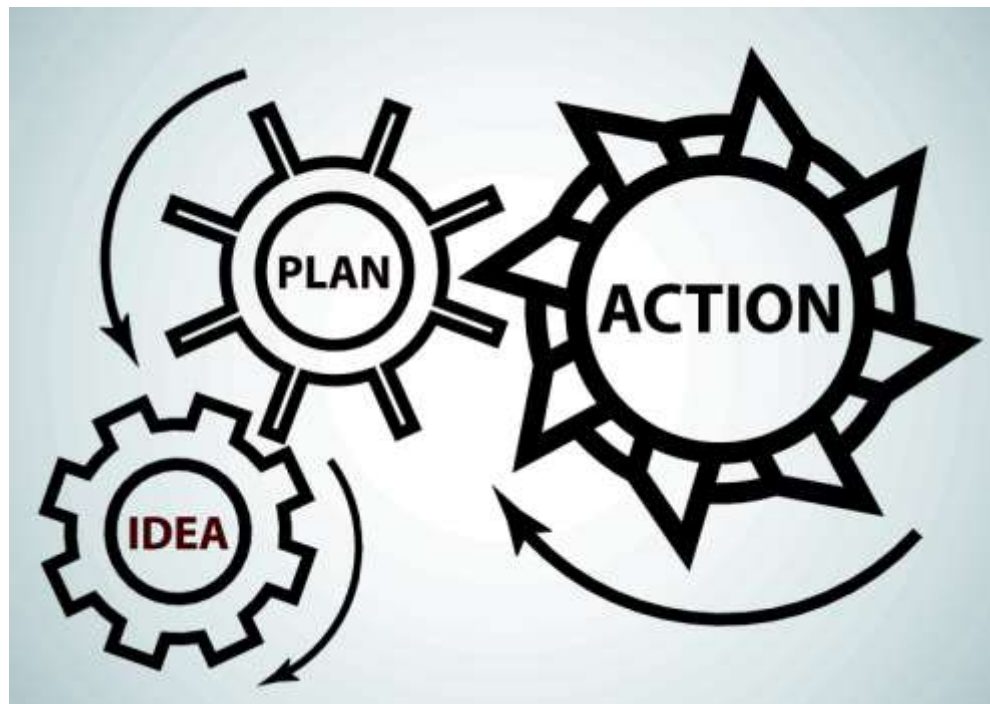
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