Building an Effective Leadership and Management Team

Overview

• What is the difference between leadership and management?
• Why are leadership and management important?
• What is and why do we need effective leadership?
• What is and why do we need effective management?
• Principles of continuous quality improvement and key leadership/management skills.
• Leading and managing change: some tools and frameworks for success.
• Questions, issues, applications
“Great leaders move us. They ignite our passion and inspire the best in us.”

Goleman, Boyatzis & McKee, 2002

“Management is nothing more than motivating other people.”

Lee Iacocca, American Industrialist
What is the Difference Between Leadership and Management?
Leadership and Management: The Difference

Leadership is different from management, but not for the reason most people think...leadership and management are two distinctive and complementary systems of action.

John Kotter, 1990
What Leaders Really Do
Leadership and Management: The Difference

Most U.S. corporations (and schools) are overmanaged and underled...

**Management** is about coping with **complexity**...good management brings a degree of order and consistency to key dimensions like the quality and profitability of products.

**Leadership**, by contrast, is about coping with **change**...major changes are more and more necessary to service and compete effectively in this new environment. More change always demands more leadership.

John Kotter, 1990
*What Leaders Really Do*
Leadership and Management: The Difference

These two different functions – coping with complexity and coping with change – shape the characteristic activities of management and leadership. Each system of action involves deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people actually do their job. But each accomplishes these three tasks in different ways.

John Kotter, 1990
What Leaders Really Do
Leadership and Management: The Difference

Management manages complexity by:
- Planning and budgeting
- Organizing and staffing
- Controlling and problem-solving
- Produces predictability, order and consistency

Leadership leads change by:
- Setting a direction
- Aligning people
- Motivating and inspiring
- Produces useful dramatic change

John Kotter, 1990
What Leaders Really Do
Leadership and Management: The Difference

Leadership and management are two distinctive complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business (and school) environment.

John Kotter, 1990
*What Leaders Really Do*
Why are Leadership and Management Important?
Why are Leadership and Management Important?

In his research on leadership and motivation, William James of Harvard found that the average employee in an organization works at only 20 to 30 percent of his or her ability. However, when highly motivated, employees will work at 80 to 90 percent of their abilities (Hersey & Blanchard). The following is a figure from the Hersey and Blanchard publication:
Employee’s Performance

Figure 1. The potential influence of motivation on performance (Hersey & Blanchard)
Leadership and Management Affects Performance

...the culture of the organization and in particular the way people feel about the climate can account for nearly 30% of business performance...

Boyatzis & McKee, 2005
Resonant Leadership
Why are Leadership and Management Important?

Contemporary educational reform places a great premium upon the relationship between leadership and school improvement. Effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students (Leithwood & Jantzi, 2000).
Why are Leadership and Management Important?

The process of change required to move to the next levels of reform will be incredibly demanding. What is needed is not a few good leaders, but large numbers to make the extraordinary efforts required (Fullan, 2003).
Why are Leadership and Management Important?

Researchers suggest that successful leadership can play a highly significant – and frequently underestimated – role in improving student learning. The evidence justifies two important claims:

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school

2. Leadership effects are usually largest where and when they are needed most.

Leithwood, Seashore Louis, Anderson & Wahlstrom, 2004
Cited by James Spillane
Why are Leadership and Management Important?

McREL had found from their meta-analysis of 5,000 dissertations and studies:

- There is a relationship between both school and district leadership and student achievement; leadership matters.
- There are 21 leadership responsibilities each with a statistically significant effect on student achievement.

**NOTE**: Observe how often management qualities make a leadership list of responsibilities.
These 21 leadership responsibilities are:

- Affirmation
- Change agent
- Communication
- Contingent reward
- Culture
- Discipline
- Flexibility
- Focus
- Ideals and beliefs
- Input
- Intellectual stimulation
- Involvement with CIA
- Knowledge of CIA
- Monitor/evaluate
- Optimizer
- Order
- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

McREL, 2005
What is and Why do We Need Effective Leadership?
Thinking About Leadership

Activity

Think about effective leaders that you have known.

What qualities made them effective?
# A Look Back…
## Task-Behavior Dimensions

<table>
<thead>
<tr>
<th>Task Dimension</th>
<th>Behavioral Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting</td>
<td>Specifies the goals people are to accomplish.</td>
</tr>
<tr>
<td>Organizing</td>
<td>Organizes the work situation for people.</td>
</tr>
<tr>
<td>Setting Time Lines</td>
<td>Sets time lines for people.</td>
</tr>
<tr>
<td>Directing</td>
<td>Provides specific directions.</td>
</tr>
<tr>
<td>Controlling</td>
<td>Specifies and requires regular reporting on progress.</td>
</tr>
</tbody>
</table>

Hersey & Blanchard, Center for Leadership Studies
# A Look Back…
## Relationship-Behavior Dimensions

<table>
<thead>
<tr>
<th>Relationship Dimension</th>
<th>Behavioral Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving Support</td>
<td>Provides support and encouragement.</td>
</tr>
<tr>
<td>Communicating</td>
<td>Involves people in “give-and-take” discussions about work activities.</td>
</tr>
<tr>
<td>Facilitating Interactions</td>
<td>Facilitates people’s interactions with others.</td>
</tr>
<tr>
<td>Active Listening</td>
<td>Seeks out and listens to people’s opinions and concerns.</td>
</tr>
<tr>
<td>Providing Feedback</td>
<td>Provides feedback on people’s accomplishments.</td>
</tr>
</tbody>
</table>
“Leadership is influence – nothing more, nothing less”

~John C. Maxwell

*The 21 Irrefutable Laws of Leadership*
Effective Leadership

Effective leaders influence individuals and organizations. Leaders accept responsibility for achieving results and create the necessary environments that contribute to individual and organizational success.

McREL, 2005
Effective Leadership

**Leadership** is a **shared responsibility** for achieving collective/organizational goals regardless of positional or organizational authority; acknowledging that increasing levels of positional authority yield greater impact in an organization. Leadership is accomplishing together what individuals cannot accomplish alone.

*McREL, 2005*
Effective Leadership

Shared leadership implies shared responsibility and mutual accountability toward a common goals or goals of an organization. Shared leadership is not a “program” or a “model.” It is a condition that can be enabled and sustained through organizational authority.

McREL, 2005
Successful vs. Effective Leaders

- **ATTEMPTED LEADERSHIP** is any effort the administrator makes to influence superiors, associates, or subordinates.

- **SUCCESSFUL LEADERSHIP** is the ability to get others to behave as the administrator intended. The job gets done and the administrator’s needs are satisfied, but those of the other people are ignored.

- **EFFECTIVE LEADERSHIP** is the situation where people perform in accordance with the administrator’s intention and find this a path to the satisfaction of their needs.

  *Bass, 1990*
Successful vs. Effective Leaders cont...
Effective Leadership

Motivation and inspiration energize people, not by pushing them in the right direction but by satisfying basic human needs.

John Kotter,
*What Leaders Really Do*
Effective Leadership

The National College for School Leadership (NCSL, 2004) provide three defining characteristics of leadership:

- A sense of direction or **purpose**; wanting to achieve, sustain or change something
- Taking **action** without direct instruction to achieve this purpose
- **Persuading**, influencing, encouraging (and sometimes, instructing) other people to act in pursuit of this purpose
Effective Leadership

The Hay Group, in a 2000 study which compared the leadership characteristics of 100 highly successful leaders in business with 100 highly successful headteachers (principals) in England found 5 characteristics in common:

- Teamwork and developing others
- Drive and confidence
- Vision and accountability
- Influencing tactics and politics
- Thinking styles (i.e. the big picture).
Effective Leadership

Fullan (2002) has identified five actions and mind-sets that effective leaders combine:

- A strong sense of moral purpose
- An understanding of the dynamics of change
- An emotional intelligence as they build relationships
- A commitment to developing and sharing new knowledge, and
- A capacity for coherence making (enough coherence on the edge of chaos to still be creative).
Principles of Continuous Quality Improvement to Ponder:

- A shared vision and shared goals among faculty, staff, and administrators are critical for school success.
- Educational needs (not specific curriculum or instructional strategies) should be primarily defined by parents, community groups, students, and other stakeholders.
What is and Why Do We Need Effective Management?
Thinking About Management

Activity

Think about effective managers that you have known.

What qualities made them effective?
Effective Management

Breakdowns in a company’s (school’s) management system, not managers’ lack of ability or effort, are what cause a company’s underperformance. By management system, we’re referring to the integrated set of processes and tools that a company uses to develop its strategy, translate it into operational actions and monitor and improve the effectiveness of both...60-80% of companies fall short.

Robert S. Kaplan & David P. Norton, *Mastering the Management System*
Principles of Continuous Quality Improvement to Ponder:

- Quality problems are caused by poor systems and processes, not by staff.
- Staff (especially teachers) should be active in improving the overall school operation.
Effective Management

Effective managers, according to Hirschhorn and Gilmore, manage the new boundaries which have come from innovation and change. The new boundaries are more psychological than organizational and are enacted in a managers relationship with bosses, subordinates and peers. These are critical to good working relationships.

Larry Hirschhorn & Thomas Gilmore, The New Boundaries of the “Boundaryless” Organization
# Effective Management

## A managers guide to boundaries that matter

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Necessary Tensions</th>
<th>Characteristic Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Who is in charge of what?”</td>
<td>How to lead but remain open to criticism.</td>
<td>Trustful</td>
</tr>
<tr>
<td></td>
<td>How to follow but still challenge superiors</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rigid</td>
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<tr>
<td></td>
<td></td>
<td>Rebellious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passive</td>
</tr>
<tr>
<td>“Who does what?”</td>
<td>How to depend on others you don’t control.</td>
<td>Confident</td>
</tr>
<tr>
<td></td>
<td>How to specialize yet understand other people’s jobs.</td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anxious</td>
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<td></td>
<td></td>
<td>Incompetent</td>
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<tr>
<td></td>
<td></td>
<td>Ashamed</td>
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## Effective Management

**A managers guide to boundaries that matter**

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<tr>
<th>Key Questions</th>
<th>Necessary Tensions</th>
<th>Characteristic Feelings</th>
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<tbody>
<tr>
<td>“What’s in it for us?”</td>
<td>How to defend one’s interests without undermining the organization.</td>
<td>Empowered, Treated fairly, Powerless, Exploited</td>
</tr>
<tr>
<td></td>
<td>How to differentiate between win-win and win-lose situations.</td>
<td></td>
</tr>
<tr>
<td>“Who is – and isn’t – ‘us’?”</td>
<td>How to feel pride without devaluing others.</td>
<td>Proud, Loyal, Tolerant, Distrusting, Contemptuous</td>
</tr>
<tr>
<td></td>
<td>How to remain loyal without undermining outsiders.</td>
<td></td>
</tr>
</tbody>
</table>

**Characteristic Feelings**

- Empowered
- Treated fairly
- Powerless
- Exploited
- Proud
- Loyal
- Tolerant
- Distrusting
- Contemptuous
Effective Management

The most important development in building understanding of effective management is Gallop’s recent work and book *12: The Elements of Great Managing*. Based on decades of Gallup research and millions of dollars investment, it includes interviews with more than 10 million managers and employees, spanning 114 countries and conducted in 14 languages.
The 12 Elements of Great Managing

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.

The Gallup Organization, 2006
The 12 Elements of Great Managing

7. At work my opinions seem to count.
8. The mission of purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work as talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

The Gallup Organization, 2006
Effective Management

Four Dimensions of Employee Engagement

A key variable of highly productive workplaces is the managers ability to effectively meet a core set of employee’s emotional requirements. Work units that meet these conditions of engagement perform at a much higher level than units than don’t. Each element impacts performance.
Effective Management

45

Opportunities to learn and grow
Progress in last six months

Best friend
Coworkers committed to quality
Mission/Purpose of company
My opinions count

Encourages development
Supervisor/Someone at work cares
Recognition last seven days
Do what I do best every day

Materials and equipment
I know what is expected of me at work

Principle of Continuous Quality Improvement to Ponder:

- Quality (and productivity) can be improved with the existing resources
Activity

How would you used the Gallup pyramid to improve quality and productivity?
Principles of Continuous Quality Improvement and Key Leadership/Management Skills
What Are Some Key Leadership and Management Skills?

A Closer Look...
Some Key Leadership and Management Skills…

The practices below can be thought of as the “basics” of successful leadership and management. Rarely are such practices sufficient for leaders aiming to significantly improve student learning in their schools. But without them, not much would happen. Three sets of practices make up this basic core or successful leadership practices:

1. Setting Direction
2. Developing People
3. Redesigning the Organization

Spillane (2006)
Some Key Leadership and Management Skills

Setting Directions

- Leadership practices included in Setting Directions account for the largest proportion of a leader’s impact.
- This set of practices is aimed at helping one’s colleagues develop shared understandings about the organization.
- This set of practices is also aimed at the activities and goals that can undergird a sense of purpose of vision. People are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

Principle of Continuous Quality Improvement to Ponder:

- Decision making should rely on factual information
Some Key Leadership and Management Skills

Developing People

- The contribution of this set of practices to leaders’/managers’ effects is substantial.
- While they do contribute significantly to members’ work-related motivations, they are not the only conditions to do so. They do not contribute to the capacities members often need in order to productively move in those directions.
- Such capacities and motivations are influenced by the direct experiences of organizational members with those in leadership roles, as well as the organizational context within which people work.

Principle of Continuous Quality Improvement to Ponder:

- Collaboration is necessary for an effective school
  (Remember: People support what they help to create)
Some Key Leadership and Management Skills

Redesigning the Organization

- Successful educational leaders/managers develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students.
- Specific practices typically associated with this set of basics include:
  - strengthening district and school cultures
  - modifying organizational structures/roles
  - building collaborative processes
- The purpose behind the redesign of organizational cultures and structures is to facilitate the work of organizational members and that the malleability of structures should match the changing nature of the school’s improvement.

How leadership influences student learning.
Principles of Continuous Quality Improvement to Ponder:

- A school should strive to make continuous changes to improve education
- Improving education requires a long-term commitment
Some Key Leadership and Management Skills

Many people understand the **WHAT** of leadership/management
- Direction (mission, vision, and goals)
- Planning
- Implementation
- Influence and control...
Some Key Leadership and Management Skills

...but few truly understand the **HOW** of leadership/management

- Passion for our moral purpose
- Inspiring others
- Guiding motivation and commitment
- Attention to employment engagement
Some Key Leadership and Management Skills

IQ vs. EI

<table>
<thead>
<tr>
<th>IQ</th>
<th>EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain-Based</td>
<td>Brain-Based</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Emotions</td>
</tr>
<tr>
<td>Thoughts</td>
<td>Behavioral</td>
</tr>
<tr>
<td>The <em>What</em></td>
<td>The <em>How</em></td>
</tr>
</tbody>
</table>
Great Leadership and Management Begins with the EI Competencies

- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence
- Empathy
- Organisational Awareness
- Service Orientation
- Inspirational Leadership
- Influence
- Developing Others
- Change Catalyst
- Conflict Management
- Teamwork and Collaboration

Goleman, Boyatzis & McKee (2006)
What We Know About Great Leaders

- They have emotional intelligence
- They use many different approaches
- They are complete: Mind, Body, Heart, and Spirit
- They create resonance, not dissonance

*Boyatzis & McKee (2005)*
What We Know About Great Leaders

Great leaders are awake, aware, and attuned to themselves, to others, and to the world around them. They commit to their beliefs, stand strong in their values, and live full, passionate lives. Great leaders are emotionally intelligent and they are *mindful*: they seek to live in full consciousness of self, others, nature, and society. Great leaders face the uncertainty of today’s world with *hope*: they inspire through clarity of vision, optimism, and a profound belief in their—and their people’s—ability to turn dreams into reality. Great leaders face sacrifice, difficulties, and challenges, as well as opportunities, with empathy and *compassion* for the people they lead and those they serve.

*Boyatzis & McKee (2005)*
Resonance is contagious
...so is dissonance

- The human brain has an ‘open loop’ system
- We are ‘wired’ to pick up subtle clues from one another and ultimately feelings and moods

Boyatzis & McKee (2005)
Why Are We Drawn To Resonant Leaders?

Why?
- They manage their emotions well and read individuals and groups accurately.
- They consciously attune to people, focus them on a common cause, and build a sense of community.
- They create a climate that enables people to tap into a passion, energy, and desire to work together in a positive direction.
- They are optimistic and realistic at the same time.

Boyatzis & McKee (2005)
Recap on Continuous Quality Improvement Principles Emphasized:

- A shared vision and shared goals among faculty, staff, and administrators are critical for school success.
- Educational needs (not specific curriculum or instructional strategies) should be primarily defined by parents, community groups, students, and other stakeholders.
- Improving education requires a long-term commitment.
- A school should strive to make continuous changes to improve education.
- Staff (effective teachers) should be active in improving the overall school operation.
- Collaboration is necessary for an effective school.
- Decision-making should rely on factual information.
- Quality problems are caused by poor systems and processes, not by staff.
- Quality can be improved with the existing resources.

*Detert & Seashore Louis (2001)*
Leading and Managing Change: Some Tools and Frameworks for Success
To improve is to change; to be perfect is to change often.

~ Winston Churchill

Change is non-linear, loaded with uncertainty, and sometimes perverse.

~ Michael Fullan

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

~ Machiavelli, The Prince
Change Tools

See handout materials:
1. The complexity of change (p. 9)
2. Assumptions about change (p. 8)
Change Tools

Eight complex lessons from *Change Forces: The Sequel*

1. Moral purpose is complex and problematic
2. Theories of change and theories of education need each other
3. Conflict and diversity are our friends
4. Understanding the meaning of operating on the edge of chaos
5. Emotional intelligence is anxiety provoking and anxiety containing
6. Collaborative cultures are anxiety provoking and anxiety containing
7. Attack incoherence: Connectedness and knowledge creation are critical
8. There is no single solution: Craft your own theories and actions by being a critical consumer
Change Tools: School Change

Change Factors → Change Processes → Results

- Purpose & Passion
- Professional learning communities
- Leadership
- Focus on teaching & Learning
- Links to external standards
- Parent & community engagement

A set of coherence making strategies

Improved student learning
Culture is the most powerful sources of leverage for bringing about change in school – or any organization for that matter.

Change Tools

Key Strands of Managing Change

Change Process → Culture of School

Managing Change

Teacher Development ← School/Outside
Change Tools

Implementation Dip
Change Tools

Technical vs. Adaptive Change

- **Technical Problems** – Problems that we can solve through the knowledge of experts or senior authorities. They are complex but we know how to fix them (ex. broken arm)

- **Adaptive Problems** – Problems that require leadership that experts cannot solve. These solutions do not be in technical answers but in people themselves. (ex. you see someone rollerblading without elbow pads).

  *Ronald Heifetz*
## Change Tools

<table>
<thead>
<tr>
<th>First-order Change</th>
<th>Second-order Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>An extension of the past?</td>
<td>A break from the past?</td>
</tr>
<tr>
<td>Consistent with prevailing</td>
<td>Inconsistent with prevailing</td>
</tr>
<tr>
<td>organizational norms?</td>
<td>organizational norms?</td>
</tr>
<tr>
<td>Congruent with personal values?</td>
<td>Incongruent with personal values?</td>
</tr>
<tr>
<td>Easily learned using existing</td>
<td>Requiring new knowledge &amp; skills?</td>
</tr>
<tr>
<td>knowledge &amp; skills?</td>
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</tbody>
</table>

*Scott Peck*
Change as a Journey

Change is Imminent
- Resources
- People
- Attitudes

A Catalyst Starts the Change
Mandated Change versus Desire to Change

Momentum Begins
Some forward movement and stumbling

Implementation Dip
Unknown territory with unexpected obstacles

Renewed Momentum
Focus returns to the vision and solutions

Some Success
Solutions work!

The Change Becomes Part of Life

Where are you now?

What do people need?

Adapted from: Tools for Change Workshops, R. Champion, National Staff Development Council, 1993
Butterfly Effects

- Small initiatives taken by schools which have a disproportionate effect as a catalyst for school improvement.
- If significant number of butterflies flap their wings in somewhere like the Amazon forests that will effect a change of climate.
- All schools are capable of making their own collection of butterflies from their own staff and community, which when shared can make a vital difference to the culture of the school, and the drive toward school improvement.

T. Brighouse, Birmingham, UK
Leading Change

“Leading meaningful change in education takes courage, commitment, and political savvy”

Ronald Heifetz and Martin Linsky
Leadership on the Line
Resistance and Leadership: People In Groups

- 8% will be innovators.
- 17% will be leaders.
- 29% will be early adopters.
- 29% will be late adopters.
- 17% will be resisters.

(E. Rodgers)
Eight Common Change Mistakes

1. Allowing too much complacency.
2. Failing to create a powerful guiding coalition.
3. Underestimating the power of vision.
4. Undercommunicating the vision.
5. Permitting obstacles to block the new vision.
6. Failing to create short-term wins.
7. Declaring victory too soon.
8. Neglecting to anchor changes firmly in the culture.

Kotter, 1996
Change is difficult!

One of the most damaging myths that aspiring school administrators often learn is that the change process, if managed well, will proceed smoothly. That myth amounts to little more than a cruel hoax, an illusion that encourages educators to view problems and conflict as evidence of mistakes or a mismanaged process rather than as the inevitable byproducts of serious reform.

*DuFour & Eaker (1998)*
Leading and Managing Change

Activity
Go back to slide “change as a journey.” Describe the most difficult change issues(s) that you face in your current management/leadership role and how you can support each other in addressing them.
Leading and Managing Change: Framework

What do successful leaders do?

- **SET DIRECTION** (vision, customers, future)
- **DEMONSTRATE PERSONAL CHARACTER** (habits, integrity, trust, analytical thinking)
- **MOBILIZE INDIVIDUAL COMMITMENT** (engage others, share power)
- **ENGENDER ORGANIZATIONAL CAPABILITY** (build teams, manage change)

*Ulrich, Zenger, Smallwood, Results-Based Leadership*
How the Closed-Loop Management System Links Strategy and Operation

Managing Complex Change:
Every time you change something, you have something to change.

Vision → Skills → Incentives → Resources → Action Plan → Change
Vision → Skills → Incentives → Resources → Action Plan → Confusion
Vision → Incentives → Resources → Action Plan → Anxiety
Vision → Skills → Incentives → Resources → Action Plan → Gradual Change
Vision → Skills → Incentives → Resources → Action Plan → Frustration
Vision → Skills → Incentives → Resources → Action Plan → False Starts
Leading and Managing Change: Framework

Eight Steps to Transforming Your Organization

1. Establishing a Sense of Urgency
2. Forming a Powerful Guiding Coalition
3. Creating a Vision
4. Communicating the Vision
5. Empowering Others to Act on the Vision
6. Planning for and Creating Short-Term Wins
7. Consolidating Improvements and Producing Still More Change
8. Institutionalizing New Approaches

John Kotter, 1995

Leading Change-Why Transformation Efforts Fail
Leading and Managing Change: Framework

Five Habits of Mind for Change Leadership

1. What is the problem we are trying to solve, or the obstacle we are trying to overcome, and what does it have to do with improving teaching and learning?

2. What are our strategies for solving this problem, and how and why do we think implementation of these strategies will cause the change that’s needed—what’s our “theory of action?”

3. Who (teachers, parents, students, community needs to understand what, in order to “own the problem” and support the strategies we’re implementing?
Leading and Managing Change: Framework

Five Habits of Mind for Change Leadership

4. Who is accountable for what for implementation of this strategy to be successful, and what do they need to be effective?

5. What evidence (observable changes in short-term outcomes or behaviors) will we track that will tell us whether or strategies are working?

Tony Wagner, Co-Director
Changes Leadership Group,
Harvard GSE, 2008
Leading and Managing Change

Activity

Go back to your discussion of the most difficult change issue(s) that you face in your current management/leadership role and how you could apply any of the frameworks to assist you in addressing them. Take any aspect of any framework – you need not use them all.
Leading and Managing Change

What standards were to the 1990’s, leadership is to the future. This shift depicts awareness that standards strategies by themselves are not powerful enough to accomplish large-scale sustainable reform.

Michael Fullen

Leadership and Sustainability, 2005
Leading and Managing Change

“In three years every product my company makes will be obsolete. The only question is whether we’ll make them obsolete or somebody else will.”

Bill Gates, Business@the Speed of Thought
Leading and Managing Change

If you take any hundred or so books on change, the message all boils down to one word: motivation. If one’s theory of action does not motivate people to put in the effort – individually and collectively – that is necessary to get results, improvement is not possible.

Michael Fullan, 2006
Change Theory
Leading and Managing Change

“You must maintain unwavering faith that you can and will prevail in the end, regardless of difficulties, and at the same time have the discipline to confront the most brutal fact of your current reality.”

“The Stockdale Paradox”
from Jim Collins, 2001

Good to Great
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