

People leadership



Mobilise the power of the group, motivate, inspire, influence, build trust, resolve conflict, enable others

**All outcomes are
achieved through
People**



**“First Seek To
Understand & Then Be
Understood”**

Leadership....

process of building relationships

- Values emerging from leaders behaviour:
- Values others
- Mutual respect
- Trust
- Seeking 'win-win'



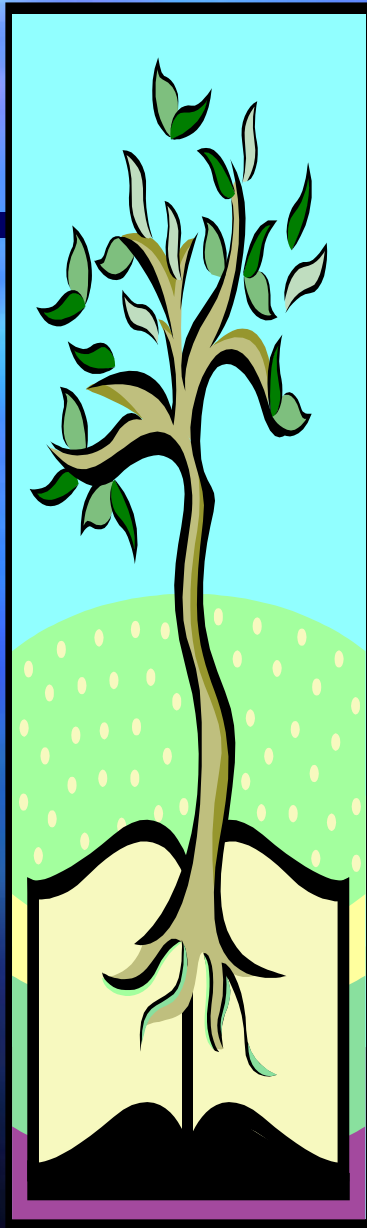
EMPOWERING !

Yourself and your people



Maximising Potential

- **Identify potential**
- **Nourish talents**
- **Provide growth opportunities**
- **Allocate roles**
- **Create groups**



Generating

Relationships

Options

Work satisfaction

Trust

Health

Individual Differences

- **People are unique**
- **Different stages of development**
- **Different sources of motivation**

**Leaders recognise differences
and apply different
approaches**



LEVERAGE

**Exercising
Influence**

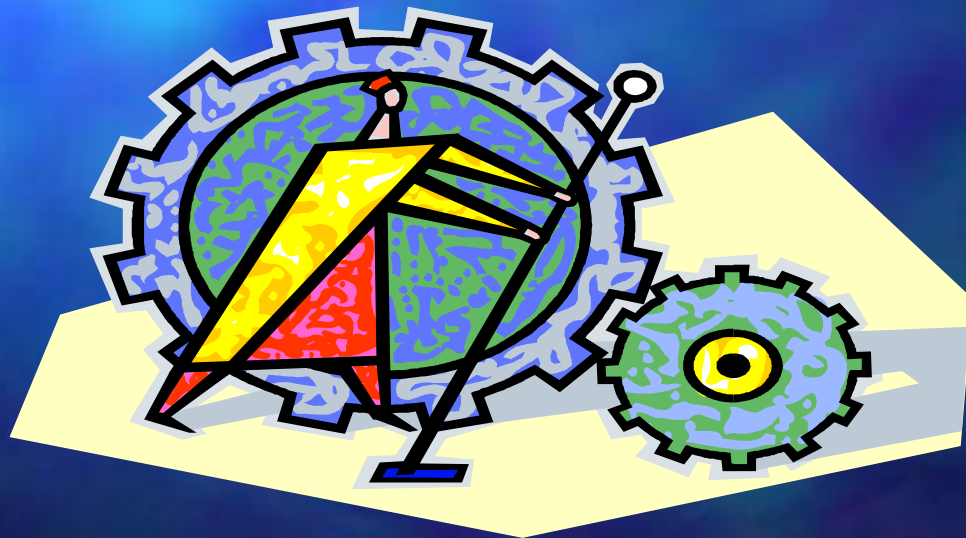
- Leverage
- Minimal Effort – Maximum Impact



ARCHIMEDIES

Give me a lever long enough
and a place to stand
and I will move the world

**Effective leaders continually
identify leverage points to
improve student learning
outcomes**



Leverage is improved by.....



Knowledge of self

Integrated leaders are:

self-aware - strengths...

centred – calm,
considered

Own their own shadow

INTEGRITY

- *Consistency between:*
- *Personal values*
- *Actions – Behaviours*

Sources of Influence

Read pages 4-5

Identify sources of influence that you may use if you were a leader



Use dualities of approach

- **In leading people also use dualities (two approaches)**

Bottom-Up



Top-Down

“Carrot & Stick”

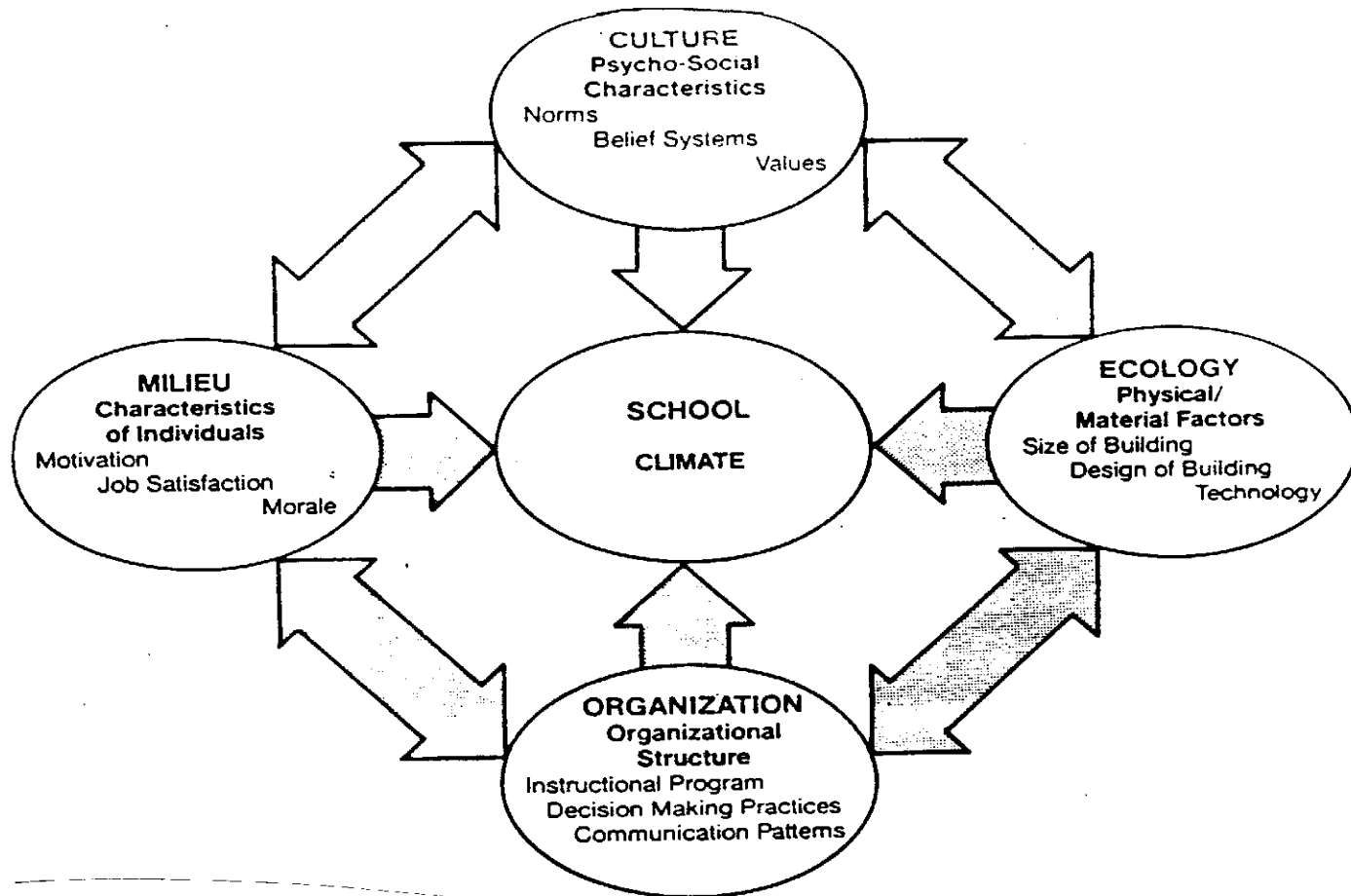




SYNERGY

**The Power Of
People Working
Together**

Climate and culture



Source: Owens 1996

CULTURE



“The Way We Do Things Around Here”

CULTURE: DEFINITIONS

- "symbols, ceremonies, and myths that communicate the underlying values and beliefs of that organisation to its employees" (Ouchi, 1981, p. 41).
- "norms that powerfully shape the behaviour of individuals and groups in organisation(s)" (Schwartz and Davis, 1981, p. 33).

- **"the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic take it for granted fashion an organization's view of itself and its environment" (Schein, 1985, p. 6).**
- **The term culture therefore incorporates the beliefs, values and norms of the organisation.**

ASPECTS OF SCHOOL CULTURE

■ 1. Beliefs

- those things which are held to be true.
- based on tacit assumptions such as human beings are basically good
- identifying tacit assumptions is very difficult.

■ 2. Values

- those things which are most important.
- Shared values are those things which the organisation believes to be most desirable.
- often espoused in mission statements and goals.
- there can be a gap between espoused and enacted values.

■ Norms

- unwritten rules of organisations.
- They delineate behaviours and actions which are acceptable and expected.
- enforced through the use of rewards and encouragement, imposition of sanctions, confrontation or isolation
- The symbols and rituals of the organisation communicate Norms (language, stories, myths, rituals, rites and ceremonies).

Types of school cultures

■ 1. Isolated culture

- Individuals working on their own.
- Professional autonomy is highly valued
- norms of non-interference prevail.

■ 2. "Balkanised" Culture

- common in secondary schools as a result of faculty structures.
- collaboration occurs within departmental groups,
- little collaboration occurs between departments to create a whole school culture.

■ Collaborative Culture

- coherence between and within subjects and year group
- a common approach to teaching and learning.

Strong cultures are created through:

- **1. shared values and consensus concerning the way things are done**
- **2. the principal acting as hero/ine, embodying core values**
- **3. distinctive rituals that embody widely shared beliefs**
- **4. employees acting as situational hero/ines**

-
- **5. rituals of acculturation and cultural renewal**
 - **6. significant rituals to celebrate and transform core values**
 - **7. balance between innovation and tradition and between autonomy and control and**
 - **8. widespread participation in cultural rituals (Deal, 1985).**

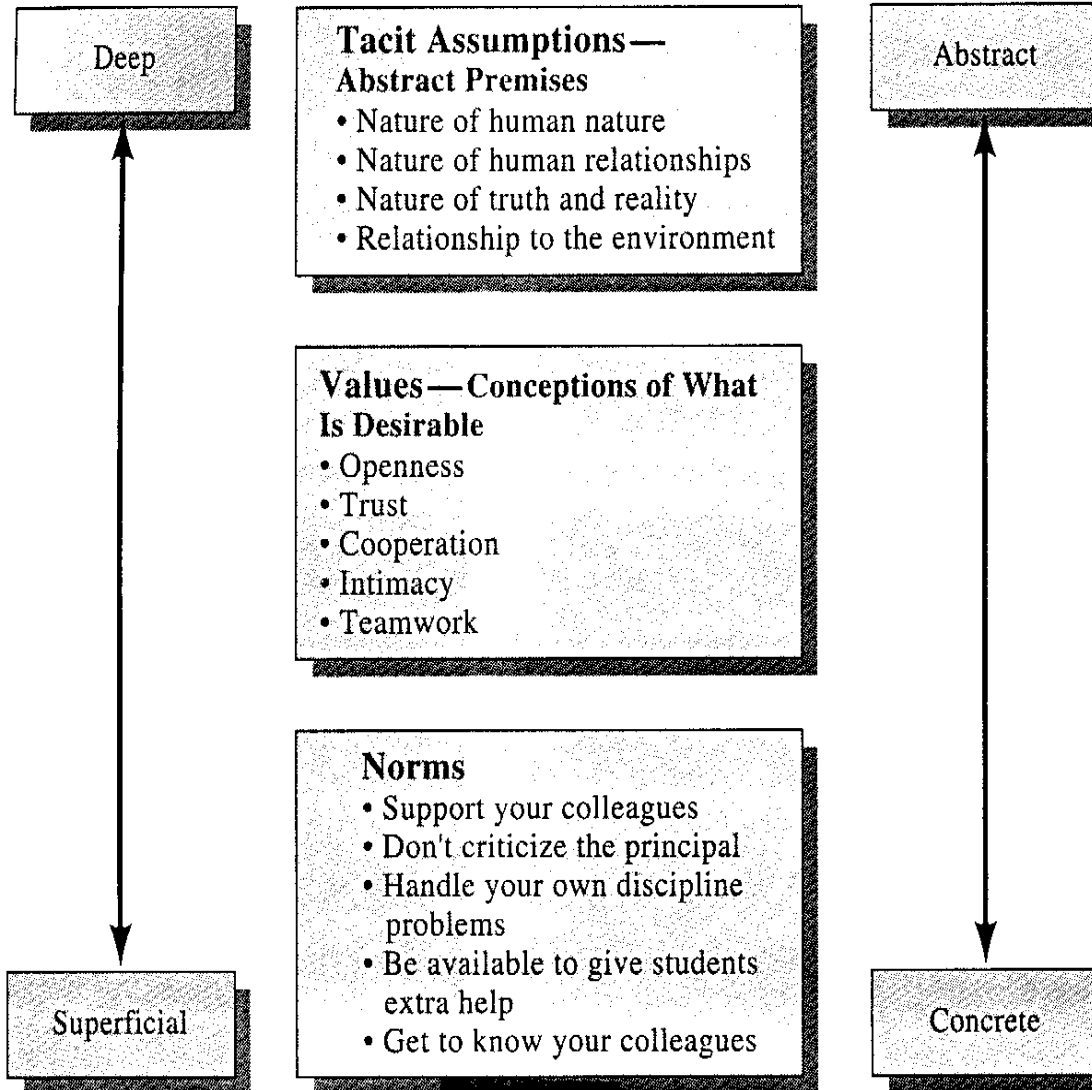
THE ROLE OF THE LEADER IN ACHIEVING COLLABORATIVE CULTURES

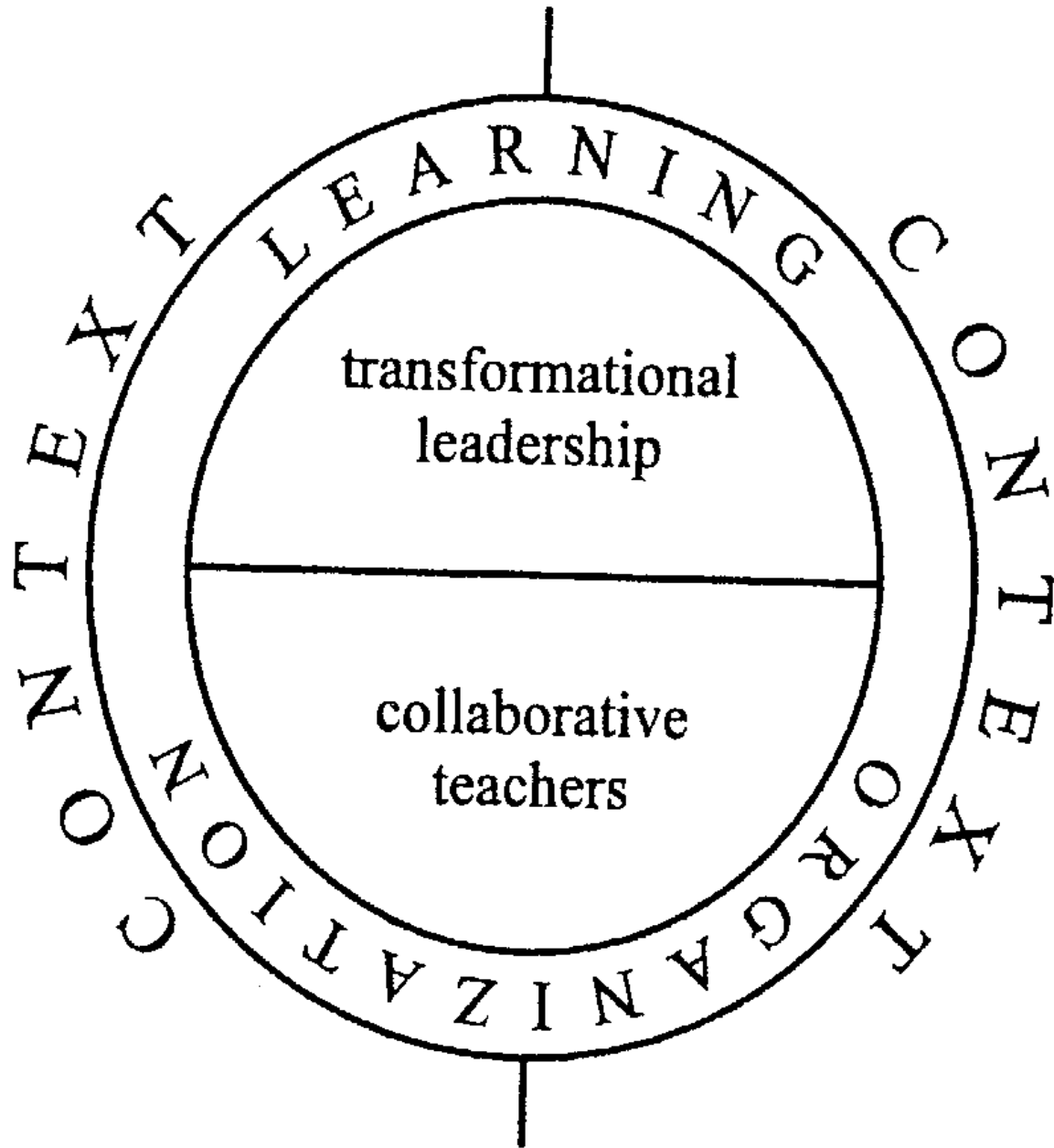
- School leaders can influence culture by:
 - 1. strengthening the school culture. Involve school staff in a process of goal setting, block competing priorities, orientate new staff to goals, establish collaborative decision making, create opportunities for collaboration e.g. planning/meeting time, staff selection and retention based on orientation to school goals;

- 2. using a variety of bureaucratic mechanisms to stimulate and reinforce cultural change.
- Eg. the allocation of financial resources, planning and scheduling, decision-making structures, staffing procedures, evaluation;
- 3. fostering staff development;

- 4. engaging in direct and frequent communication about cultural norms, values and beliefs;
- 5. sharing power and responsibility with others; establishing teams; and
- 6. using symbols to express cultural values. Celebrate and publicly recognise the work of staff and students e.g. private thank you notes
(Leithwood and Jantzi, 1990).

Levels of Culture





Source: van den Berg & Slegers, 1996

We are like all people

We are like some people

We are like no people

Adapted from Kluckhohn

Team building:

- **Is created.....
it does not just happen**
- **Takes time**
- **Goes through stages**

Stages of team formation:

- **Forming**
- **Storming**
- **Norming**
- **Performing**

Principles of Team Building

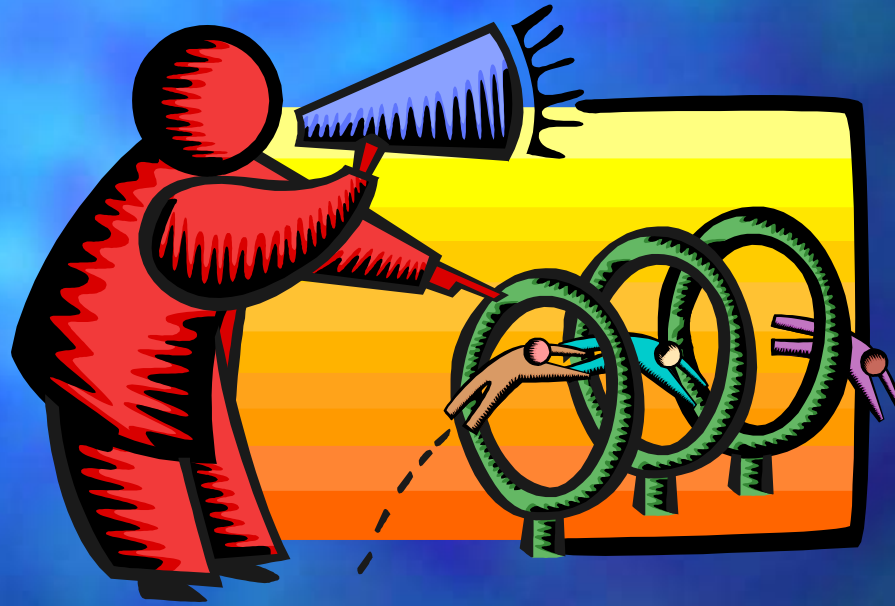
- Communication
- Understand self
- Understand others – appreciate differences
- Roles – complementary contributions
- Shared ideals – values, goals
- Commitment – to work together
- Outcomes – appreciate benefits for all

Teams share a sense of purpose

- Agreeable
- Acceptable
- Recognises difference
- Appreciates others contribution



Political Leadership



Get people to do things they don't want to do
– and like it.

Political Leadership



Gain support, recognise power sources,
exercise influence, strategic planning

Political Leadership

Identify sources of support

- **Build a critical mass**

Readiness:

- **Physical**
- **Psychological**

Vicarious satisfaction

- **Provide the means for others to gain satisfaction**

Choices within frameworks

- **All have identifiable choices**



Difficult People

Where Are They Coming
From ?

Dealing With Difficult People

Can't OR *Won't* OR *Incapable*

What Would It Take To Make A Change



“Look For Win-Win”

Covey



**“There is often a
greater risk in not
taking action”**

Anxiety

The Great *Indicator & Motivator*

Use Specific Information

- **Student Data**
- **Clinical Observation**
- **Teacher Initiated Comments**

~~Use~~ Process and
Policy in place of
Personality

BALANCE

LEARNING

WORK

HEALTH

LEISURE

RELATIONSHIPS