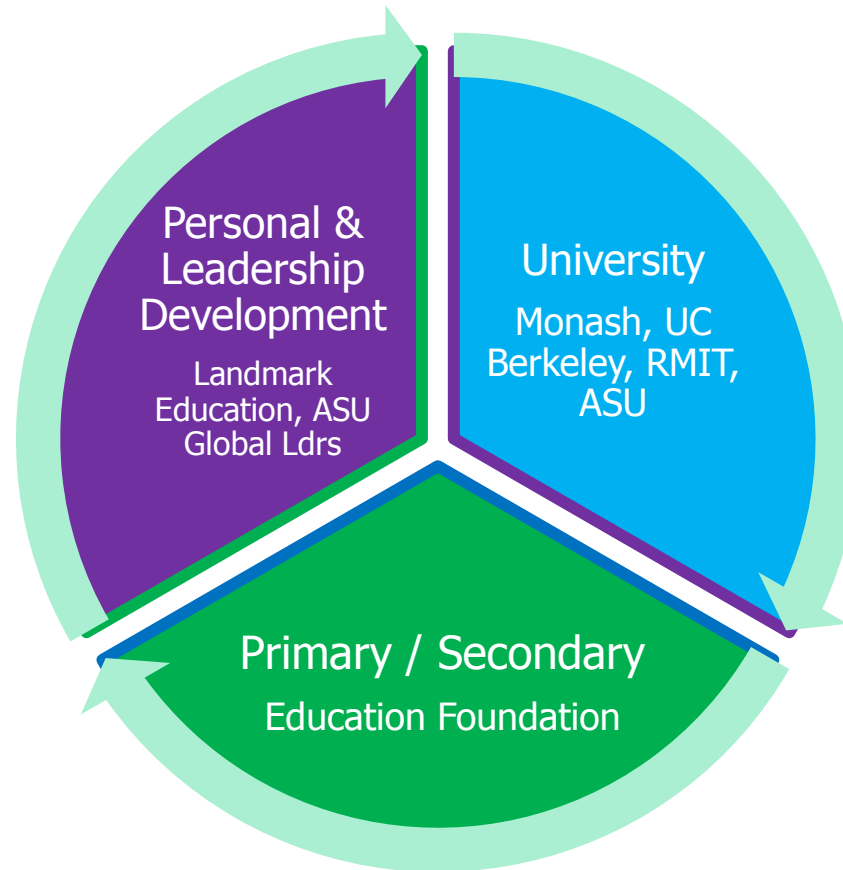Permission granted to use for non-commercial, educational purposes. "21st Century Kid" © 2008, Peter H. Reynolds. For more info, visit www.fablevision.com and www.thinkfinity.org

A Culture of Leadership

January 30th 2012

Dr Adrian Bertolini

Intuyu Consulting | Empowering 21st Century Learning

Introduction – Intuyu Consulting

Learning Intention for Today

To have begun to develop the POL team to be "*leaders of learning*" at XXXX

Success Criteria

- To have identified the **current dominant cultural** conversation within the school

- To have the begun to explore the role of **being a leader** within XXXXX

- To have discussed some of the **possible future directions and focuses** for the team to work upon throughout 2012

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What today is *NOT*

"Yet another external PD person telling you what to do"

My job is to open up a **series of discussions**
     so you can **begin** to create
        your **own answers** and future directions.

I will be providing you
     with a **range of different points of view**
        and **things to think** about
        so you can **start to create** your roles.

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What **YOUR** job is today

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

- As you inquire, discuss, debate, create, design, formulate … stand in the perspective that the aim of this is to create **a team that builds an exceptional and effective school environment**

- As the range of **viewpoints and ideas** are presented **Try** them on, **Think** about them, **Discuss** them & **Learn** what you Learn!

Today's Workshop

Getting Clear about the Now

A High Performance Culture is Driven by Values

Building the Future: addressing the barriers, causes and culture that currently dominate

Learning Intention:

To explore the disconnection between what is currently happening at XXX and what the POL teams vision is.

Success Criteria:

- To have **distinguished the core purposes** of schools and their POL teams

- To have identified the percentage of time spent on **administrative tasks vs leadership tasks**.

- To have **discussed** what could be **some of the sources** to the current situation.

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Inquiry: What is the core purpose of a school?

Inquiry: What is the core purpose of the POL team then?

Getting Clear about the Now

Inquiry: What do you spend your time on?

Administration **versus** **Leadership**

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

Inquiry: What are some of the causes as to why things are the way they are? What are some of the barriers to delivering the core purposes?

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What this points to

- There is a **disconnection** between the actions that the POL team currently take and what you know deliver the core purpose of your job and the school's purpose

- **Confronting the reality** of the current circumstance is critical to moving forward

- Identifying some of the **possible sources** of why the current situation exists is critical to moving forward.

- There are **some sources that are not so obvious**

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Learning Intention:

To have the POL engaged in an inquiry into **the importance of building a Level 4 school culture** is to performance.

Success Criteria:

- To have distinguished the **five stages of Tribal Leadership**

- To have **identified** XXXX's **core values**

- To have **explored the relationship (or lack of)** between these values and the Planning Improvement feedback from the PD in 2011
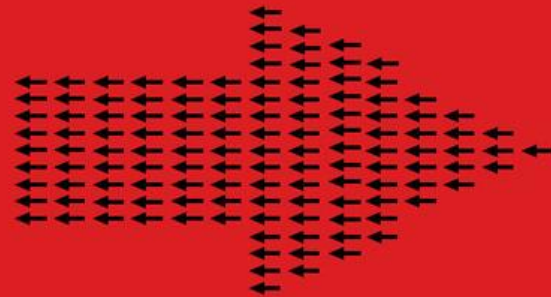
Quite often when a school goes to work on improving their effectiveness they implement this or that program

Some things to think about

- Culturally - You are ALWAYS building something
  - Some times it is **intentional,** mostly it is **unconscious**

- It is in the language you use,
  - the structures you have in place,
    - the habitual practices,
      - the way you relate to each other,
        - the type of complaints you have,
          - the way you organise yourself (or not),
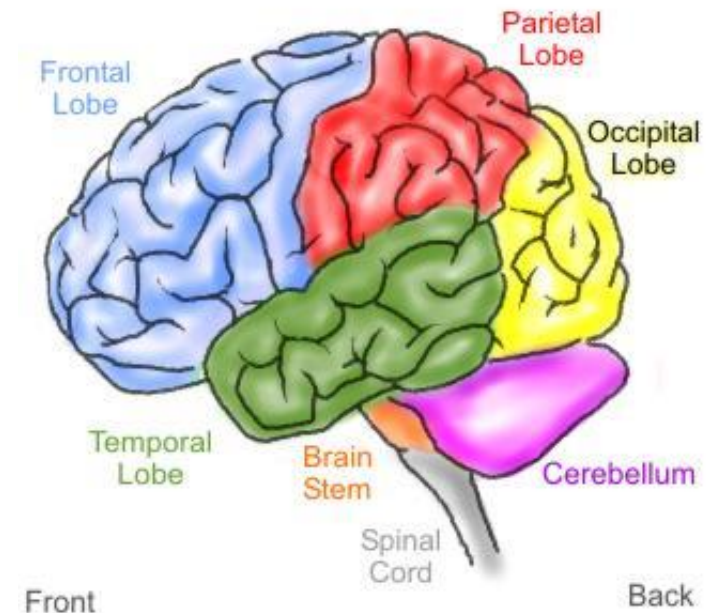   - the things you love doing and the things you avoid.

None of this is bad or wrong.

Design of Brain

- To ensure the survival of the body

- To take shortcuts to save energy usage

- **To make what is conscious – unconscious** so as to save energy usage

- To only keep that which is used (rituals embed knowledge and abilities). **Use it or lose it.**

Regions of the Human Brain

Frontal Lobe
Parietal Lobe
Occipital Lobe
Temporal Lobe
Brain Stem
Spinal Cord
Cerebellum

Front   Back

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Some things to think about

Real performance comes with being intentional in **what** and **how** you build your learning culture.

It takes a real commitment and focus on values and setting up structures and habits to make those values ingrained in the group.
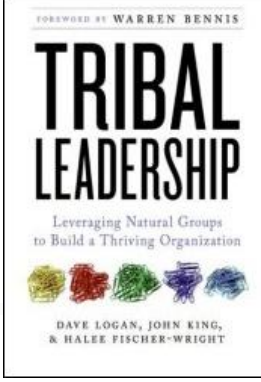
Ingrained (adj):

- *firmly fixed; deep-rooted;*
- *settled or confirmed in a habit, practice, feeling, or the like*

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Why are Values and Culture so important?

David Logan
Tribal Leadership

Tribal Leadership - overview

Tribal Leadership

Stage	Relationship to Values	Behavior	Tribe's Language
5	Vital	Innocent Wonderment	"Life is great"
4	Important	Tribal Pride	"We're great"
3	Useful	Lone Warriors	"I'm great"
2	Ineffective	Apathetic Victims	"My life sucks"
1	Undermining	Despairing Hostility	"Life sucks"

From *Tribal Leadership*, Logan, King & Fischer-Wright, 2008, HarperCollins

Cultural Anatomy
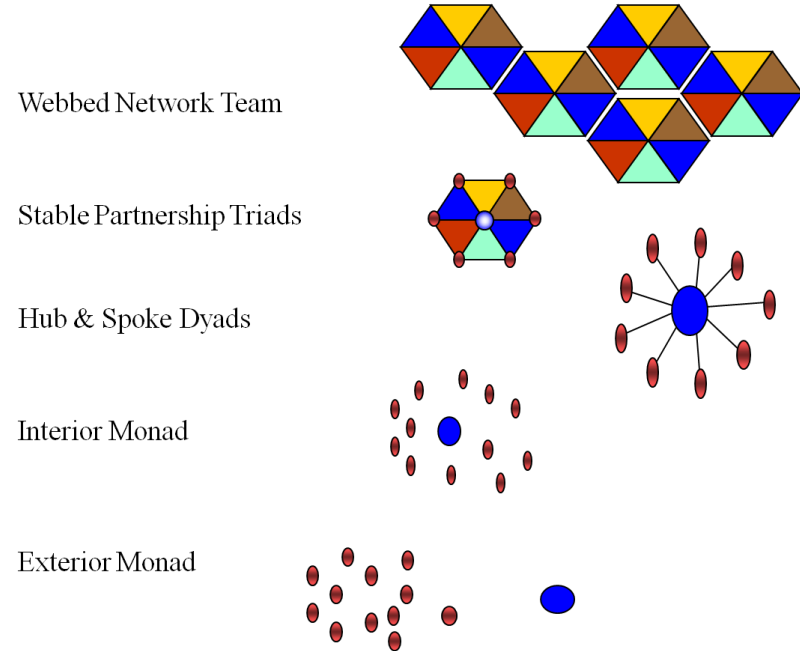
Webbed Network Team

Stable Partnership Triads

Hub & Spoke Dyads

Interior Monad

Exterior Monad

From *Tribal Leadership*, Logan, King & Fischer-Wright, 2008, HarperCollins

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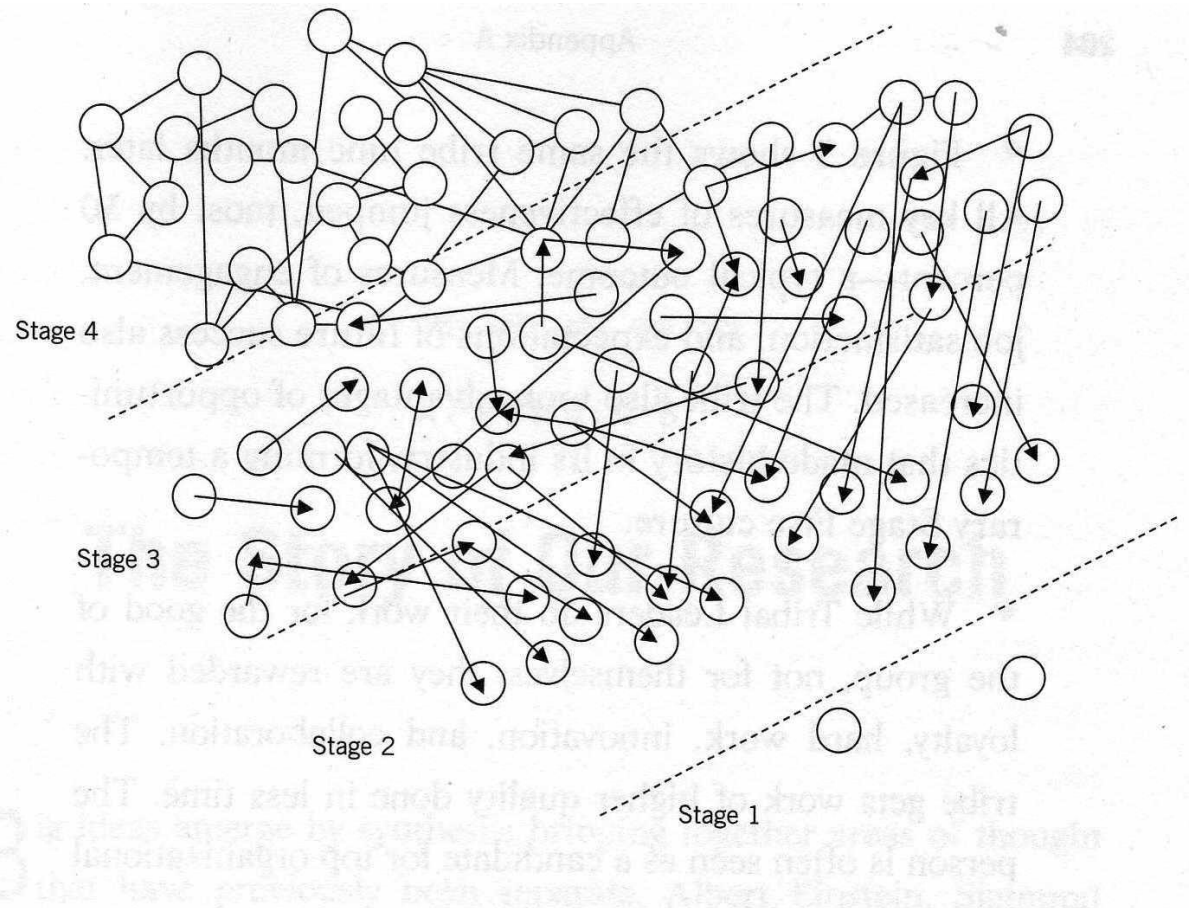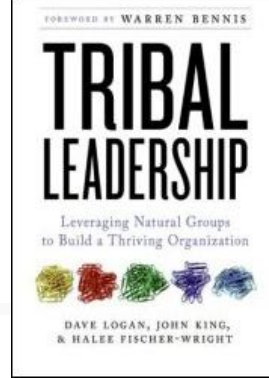
Tribal Leadership - overview

FIGURE 2: AN ACTUAL TRIBE BEFORE TRIBAL LEADERSHIP.

Tribal Leadership - overview

- Each cultural stage has its own way of speaking, types of behaviour and structures of relationships

- 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

Tribal Leadership - overview
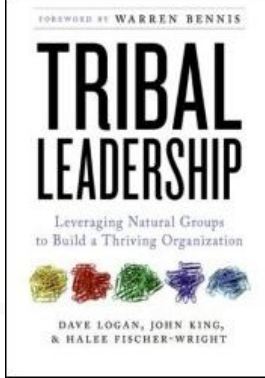
Stage Two

- Person is **separate from others**, but unlike Stage 1, they are surrounded by people who seem to have some power that they lack.

- Language expresses "my life sucks" but also communicates the view that **others' lives seem to be working**. When people at this stage cluster together, their behaviour is characteristic of **being apathetic victims**

Leverage Points

- Encourage them to **establish two-person relationships**, preferably with people in Stage 3 (those who are eager to mentor mini-me's!)

- In one-on-one sessions show them how **their efforts do make an impact**, show them they are competent, point out abilities.

- Assign them **work they can do well in a short time** (no nagging or excessive follow up!)

Tribal Leadership - overview
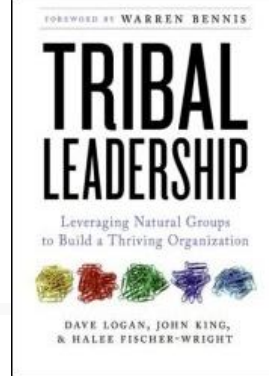
Stage Three

- Person is connected to others in a series of two-person relationships

- Language expresses "I'm great" (and "you're not" in the unsaid)

- When people at this stage cluster together, **they attempt to outperform one another** (on an individual basis) and put one another down.

Leverage Points

- Encourage them to form three person **relationships based around core values, overlapping self-interests, or specific opportunities** where each can contribute.

- Encourage them to **work on projects bigger than they can handle** alone

Tribal Leadership - overview
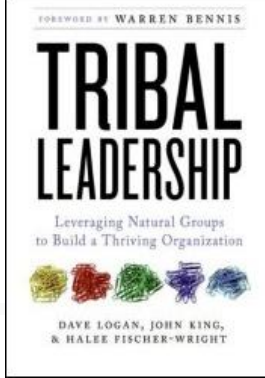
Leverage Points (continued)

- Point out that their success has come through their own efforts, but the **next level of success needs a totally different style** (i.e. current style insufficient to move forward)

- Describe role models (ideally within school or people they respect) that exhibit Stage 4 behaviour (they focus on 'we', networking, etc)

- When person complains **they don't have enough time and others aren't as good** (2 biggest gripes at Stage 3) show them they have crafted their life so no one can contribute

- Tell stories how you went from stage 3 to stage 4

- Encourage them to **work through transparency** and that they should **over-communicate** (rather than hide info)

- Coach that there is more leverage in wisdom rather than information
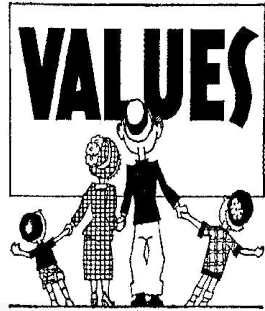
Tribal Leadership - overview
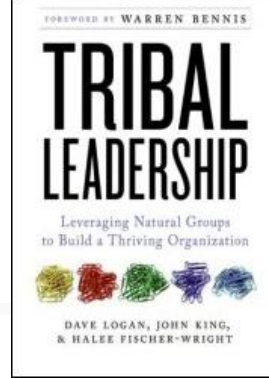
Stage Four

- Person forms **networks in which they build values-based relationships** between others

- Language expresses "we're great" and in the unsaid, "they're not"

- When people cluster together they radiate **tribal pride**

Leverage Points

- Stabilise them at Stage 4 by ensuring that their **relationships are based on values, advantages and opportunity**

- Encourage them to **explore team core values, sense of a noble cause, outcomes that inspire the team, team assets, and then who would do what.**

- Encourage them to pick projects that are more of a stretch and require working more in partnership to accomplish bigger results

So a Level 4 tribe is built upon values.

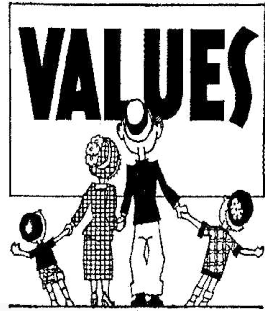**Inquiry: What are the school's core values?**

We actually want to explore what they mean.

*What do they **authentically** look like when they are **ingrained** in the way the school operates, and what could get in the way.*

Respect

Noun:

- esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability

- an attitude of deference, admiration, or esteem; regard

Verb:

- to have an attitude of esteem towards; show or have respect for:

- to show consideration for; treat courteously or kindly

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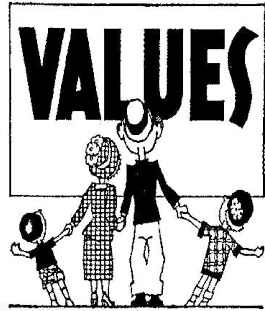
Respect

Respect is about having high regard for the worth of another, their opinions, their abilities, their ideas, and who they are. You admire the other person.

- What would it take to have high regard and authentically admire and respect the worth of ALL the individuals you interact with? Q'n: What opinion / belief would you have to give up?

- What does teaching look like when respect is ingrained?

- What does teamwork look like when respect is ingrained?

- What would it NOT look like - what is currently happening that is counter to respect?

Examining the SIF Data

What cultural tribal level does the following imply?

We Should do More of:

1	more real listening to inform action
2	more year level meetings to drive consistency
3	more sharing of good practice
4	team building, relationships, personal attitudes
5	more inter domain work,
6	professional learning for middle learning
7	clear policy behavioural &educational expectations
8	develop 21st C learning
9	facilities that cater for teaching /learning purposes
10	buiding collaboration b/w parents & school
	more learning beyond classroom

Examining the SIF Data

What cultural tribal level does the following imply?

We Should do Less of:

less tradition/monon
less negativity/complaining
less mediocrity re assessment
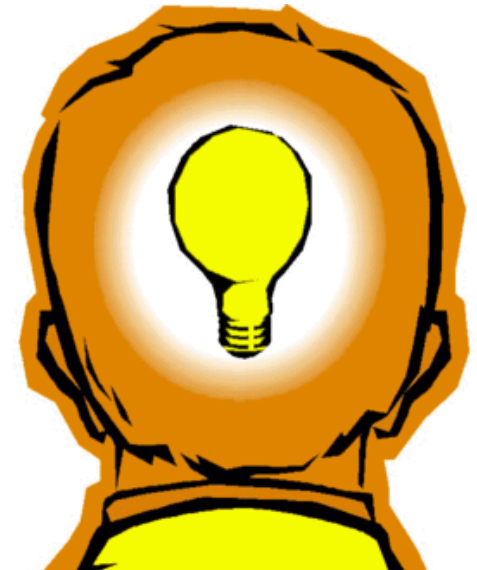less collapsing re behaviour that undermines profession

Sharing

What do you now notice is the current dominant cultural conversation of XXX?

What do you now see are the role and responsibilities of the POL Team?

Today's Workshop

Getting Clear about the Now

A High Performance Culture is Driven by Values

Building the Future: addressing the barriers, causes and culture that currently dominate

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Session Three

Learning Intention:

To have the POL team discuss some of the **possible future directions and focuses** for the team to work upon throughout 2012
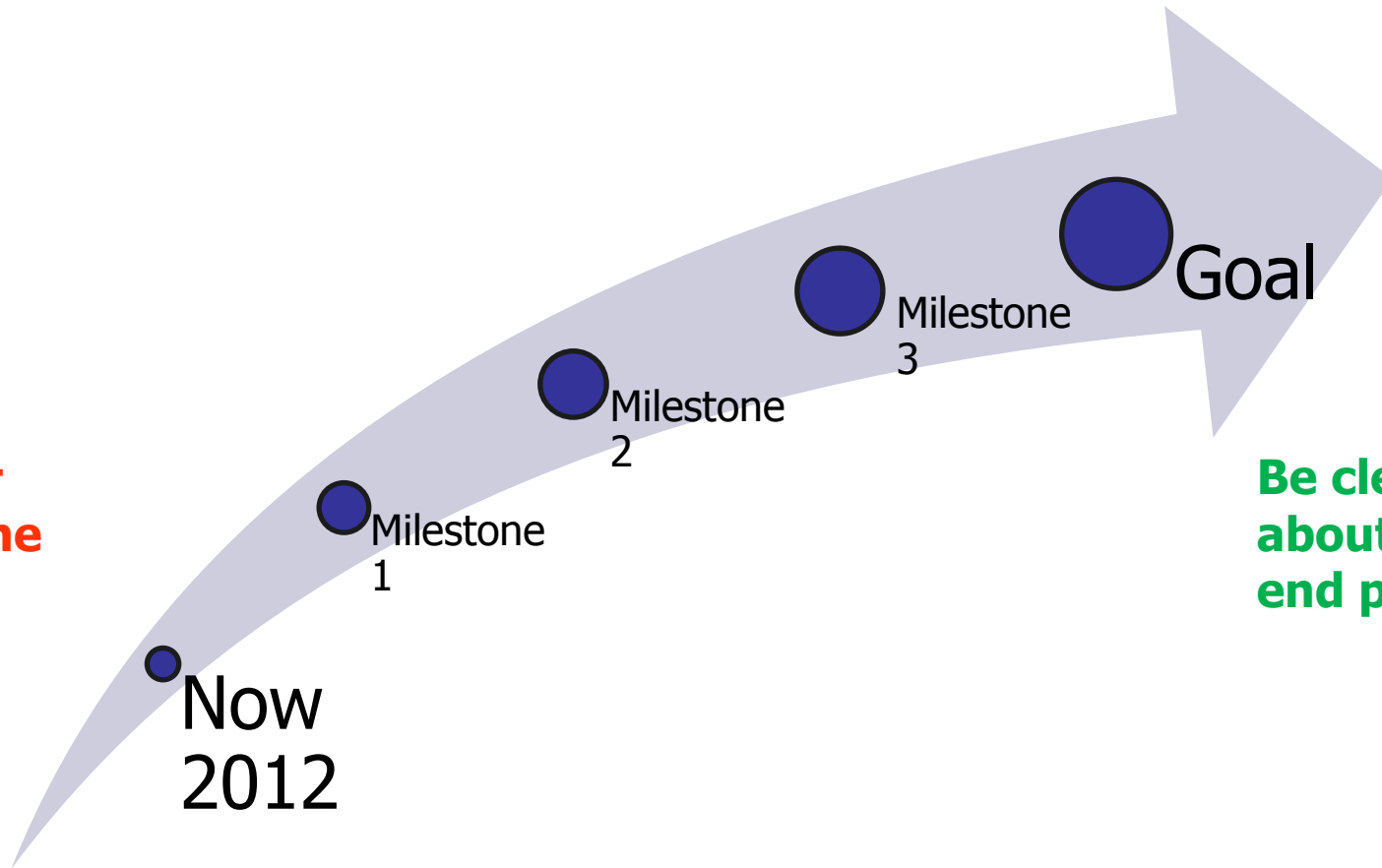
Success Criteria:

To have started to **speculate and create a list of actions** that will address the sources and barriers for the current situation.

Path to the Future of XXXX

Be clear about the starting point

Be clear about the end point

Goal

Milestone 3

Milestone 2

Milestone 1

Now 2012

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Creating Actions and Building Capacities

Knowing some of the sources of the current situation

Knowing some of the current barriers

Take the information from your SIF Data (Ideal School, More / Less, Priorities) and **start to speculate** as to what could be:

- **Actions** that can be taken

- **Capacities** that need to be built

- **Structures** that can be put into place

  - Also consider what actions / structures / habits can be **stopped.**

Creating Actions and Building Capacities

Some places to look:

- Are the **school values core** to the way staff operate and function?

- Are the **right people in the right seats**?

    - Do people need to be guided or tightly managed?

    - Do they know the difference between a job and a responsibility?

- Do any **current structures hamper or empower** the core purpose of the school?

- Are teams exhibiting any of the **5 major dysfunctions** of a team?

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Five Dysfunctions of a Team

- Inattention to Results
- Absence of Trust
- Fear of Conflict
- Lack of Commitment
- Avoidance of Accountability

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Stephen M.R. Covey
Relationship Trust

Exemplary High Schools Report

HOW HIGH SCHOOLS BECOME EXEMPLARY

2009 Report from Harvard University

WAYS THAT LEADERSHIP RAISES
ACHIEVEMENT AND NARROWS GAPS
BY IMPROVING INSTRUCTION
IN 15 PUBLIC HIGH SCHOOLS

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Exemplary High Schools Report: findings

Small but expanding alliances of leaders in these high schools undertook the following *five steps to becoming exemplary*. They:

1. Accepted their responsibility to lead the change process.

2. Declared the purposes of the work in mission statements that focused on a few key ideas and priorities that stakeholders could understand and embrace.

3. Designed strategies, plans, capacity, and incentives for broadly inclusive adult learning.

4. Developed and refined quality standards for judging teacher and student work.

5. Skilfully and relentlessly implemented plans, monitored quality, and provided appropriate supports and incentives.

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Steps to a Culture of Discipline

1. Build a culture around the idea of freedom and responsibility, within a framework

2. Fill that culture with self-disciplined people with rigorous thinking who are willing to go to extreme lengths to fulfill their responsibilities.

3. Don't confuse a culture of discipline with a tyrannical disciplinarian

4. Adhere with great consistency to the Hedgehog Concept, exercising a fanatical focus on the intersection of the three circles. Equally important, create a "stop doing" list and systemically unplug anything extraneous.
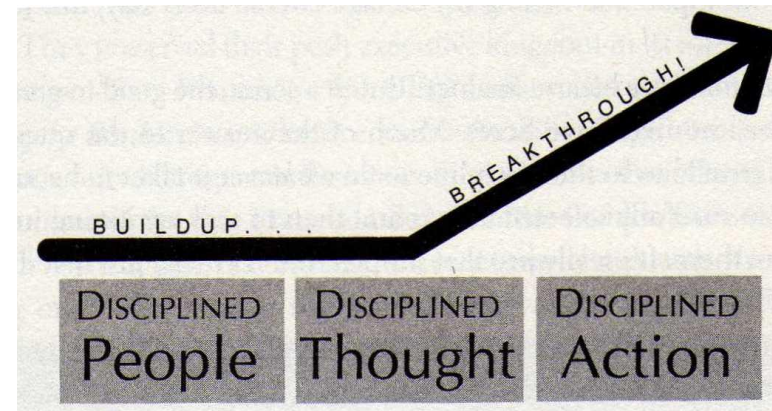
Completing Quote

"One of the most difficult lessons to master as we struggle to create effective change is to learn not to label something as bad just because it is different from what we want."

Dr. William Glasser

Go out and make mistakes and learn