

Exploring Transformational Leadership to Build Capacity MAASA

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Your Learning Advocate

- Melissa Usiak, Ph.D.
 - Courage, Grace, Transparency
 - Relationships & Leadership Development
 - Critical Moment



LEARNING

Learning is a *permanent change in knowledge and behavior.*

~Intentional Interruptions

A Key Idea...

To Try...

Resources/
Quotes...

Protocols...

Count On Me....

- To provide relevant and current materials, resources, and examples
- To shape a positive learning environment
- To be open to your questions
- To model protocols that you can transfer to your own leadership

I'll Count On You...

- To examine your own leadership (skills, knowledge and dispositions)
- To identify strengths and areas of growth
- To build an understanding of how to harness leadership skills in others in order to engage and empower those you lead
- To seek application

What's the Impact?

- What happens in a group when a leader uses the “Count on me...you” phrases?

Agenda

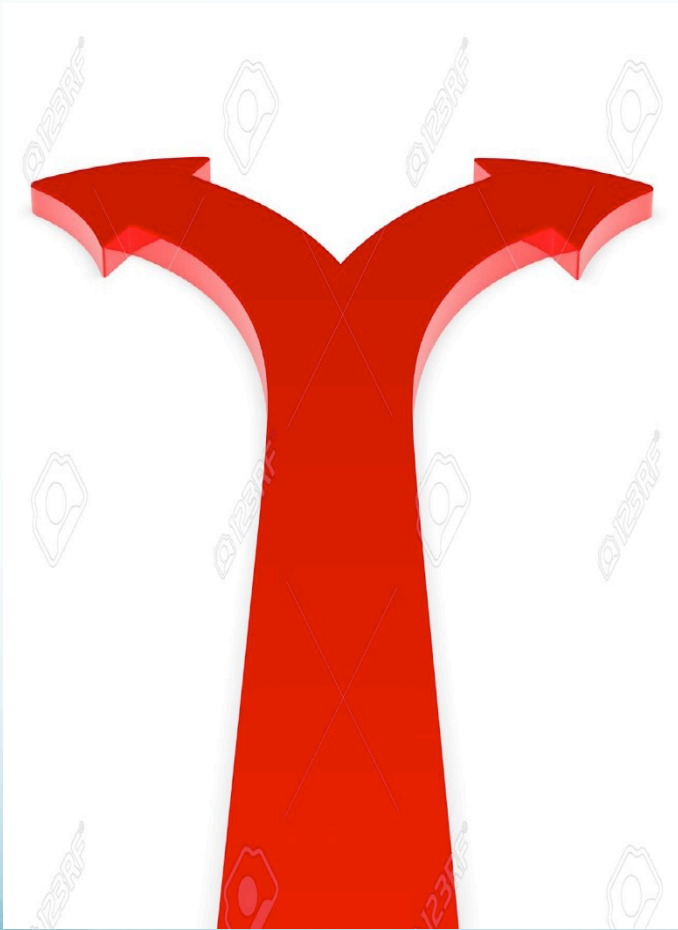
- Overview
- Transformational Leadership
- Relationships/Trust to Build Capacity
- Professional Learning vs. Professional Development
- Learning Tools

MAASE Strategic Priorities

- High Quality Student Evaluations
- Specially Designed Instruction
- Skilled Staff
- Program Evaluation

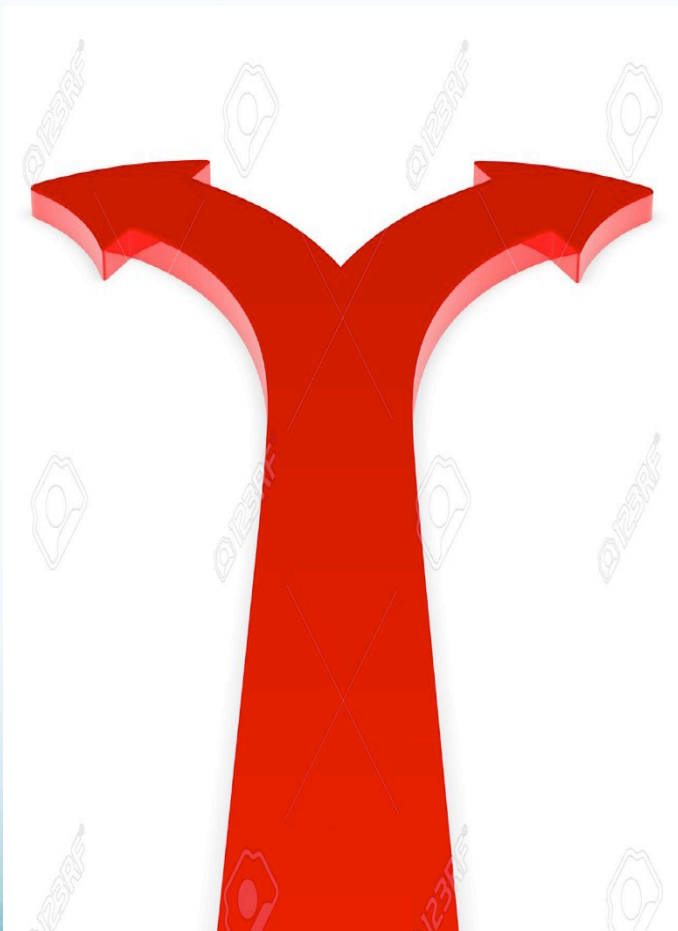


Compliance



Organizations focused
on true **COMMITMENT**
reach a level of
EXCELLENCE

Compliance vs. Commitment



Organizations focused on true COMMITMENT reach a level of EXCELLENCE

Organizations focused on COMPLIANCE never rise above MEDIOCRITY.

Heifetz & Linsky, Leadership On the Line

Since last we met...

*life has been like what movie,
book or song title?*

Who Are You As A Leader?

Kouzes & Posner

“Leadership Matters.....

.....and it matters *more*
in times of uncertainty
than in times of stability.”

---Kouzes & Posner

Kouzes and Posner

Over three decades of research

Over one million survey responses,

Thousands of interviews

Members of corporate, non-profit,
educational, governmental
organizations

The Number One Attribute

The one leadership criteria is rated as the most desired characteristic:

**Honesty / Trustworthiness /
Credibility**

Leadership, Generally Speaking

- ❑ Leaders are Born and So are You Myths
 - ❑ The Talent Myth
 - ❑ The Position Myth
 - ❑ The Strength Myth
 - ❑ The Self-Reliance Myth
 - ❑ The It-Comes-Naturally Myth

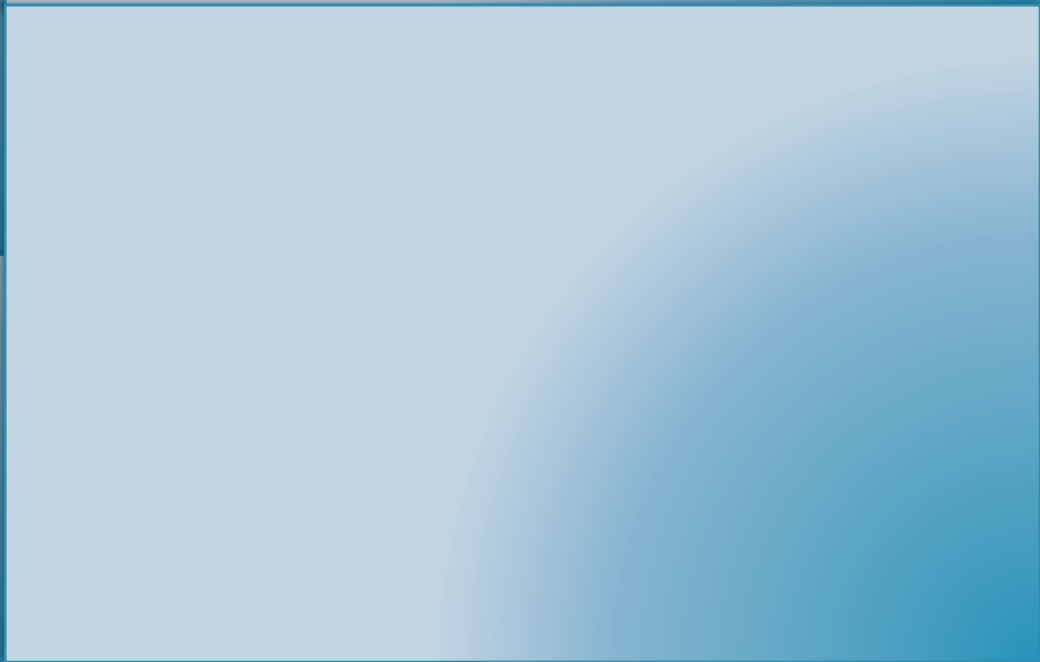
Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader
by Kouzes & Posner

Inspirational Leaders....

“...envision the future, and enlist others.

A deeply felt belief, along with
commitment and enthusiasm for it
brings the vision to life for all of us.”

---Kouzes and Posner



Transformational Leadership

Assess Yourself...

- Transformational Leadership Survey
- 6 Corners

Transformational Leadership Broad View

- Transformational leaders create something old be changing the basic political and cultural systems (Tichy & Ulrich, 1984).
- Transformational leadership accomplishes this by challenging and transforming individuals' emotions, values, ethics, standards, and long-term goals through the process of of charismatic and visionary leadership (Northouse, 2007).

Transformational Leadership Broad View

- Transformational leaders
- Transactional leaders make adjustments to the organizational mission, structures, and human resources based on an exchange of services.
- Laissez-Faire leaders delegate and practice under the premise of free-reign.

Leadership Continuum and Factors

Transformational
Leadership

Transactional
Leadership

Laissez-Faire
Leadership

Charisma

Rewards

Free Reign

Inspirational
Motivation

Constructive
Transactions

Delegative

Intellectual
Stimulation

Management
By Exception

Individualized
Consideration

Corrective
Transactions

Transformational Leadership in Education

- Provides the incentive for people to attempt improvements in their practices (Leithwood, 1992).
- Facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and a restructuring of their systems for goal accomplishment (Roberts, 1985).

Transformational Leaders...

- Help staff members develop and maintain a collaborative, professional school culture;
- Foster teacher development; and
- Help them solve problems together more effectively.

Transformational Leadership vs. Instructional Leadership

- Hattie argues for instructional leadership
 - Leaders who believe their major role is to evaluate their impact (effect size = .91)
 - Leaders who get everyone in the school working together to know and evaluate their impact (ES = .91)
 - Leaders who learn in an environment that privileges high-impact teaching and learning (ES = .84)
 - Leaders who are explicit with teacher and students about what success looks like (ES = .77)
 - Leaders who set appropriate levels of challenge and who never retreat to “just do your best” (ES = .57)

Transformational Leadership vs. Instructional Leadership

- Seven major mind frames inform high-impact instructional leadership
 1. Understand the need to focus on learning and the impact of teaching
 2. Believe their fundamental task is to evaluate the effect of everyone in their school on student learning.
 3. Believe that success and failure in student learning is about what they, as teachers and leaders, did or didn't do. They see themselves as change agents.
 4. See assessment as feedback on their impact.
 5. Understand the importance of dialogue and of listening to student and teacher voice.
 6. Set challenging targets for themselves and for teachers to maximize student outcomes.
 7. Welcome errors share what they've learned from their own errors, and create environments in which teachers and students can learn from errors without losing face.

A Key Idea...

To Try...

Resources/
Quotes...

Protocols...

BREAK

Trust & Relationships

[https://www.ted.com/talks/
simon_sinek_why_good_leaders_make_you_feel_safe](https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe)

“Trust is the connective tissue that holds improving schools together.”

~Anthony S. Bryk and Barbara Schneider, 2002

Trust is the On Ramp

THE FINAL WORD PROTOCOL

1. Each participant works independently to select two quotes from the article.
2. The first person read one of his/her sentences aloud and then has one minute to talk about why this sentence resonates with him/her. No one asks questions or makes comments while the presenting person has the floor. (1.5 minutes)
3. Going around the circle, each person shares brief thoughts (30 seconds per person) about the quote. (2-2.5 minutes total)
4. The person that began the round then has the “final word” to respond to what the rest of the group has said about his/her quote. (1 minute)

***Each cycle should take about 5 minutes ***

Trust in Schools

Bryk and Schneider (2003) found that relational trust was directly correlated to schools that demonstrated student learning improvements.

Trust deficits have serious consequences that worsen over time.

Relational Trust

- Is built through day-to-day social exchanges in a school community.
- Supports a moral imperative to take on the difficult work of school improvement.
- Facilitates accountability for shared standards while also allowing people to experience autonomy and mutual support for individual efforts.
- Reduces the vulnerability that staff members feel when asked to take on tasks connected to reform.
- Facilitates the safety needed to experiment with new practices.

Attributes That Build Trust

- Respect
- Competence in Core Role/
Responsibilities
- Personal Regard
- Personal Integrity

Strategies to Build Trust

- ✓ Ante up first and show you can be trusted
- ✓ Behave predictably and consistently
- ✓ Communicate clearly
- ✓ Treat promises seriously
- ✓ Be forthright and candid

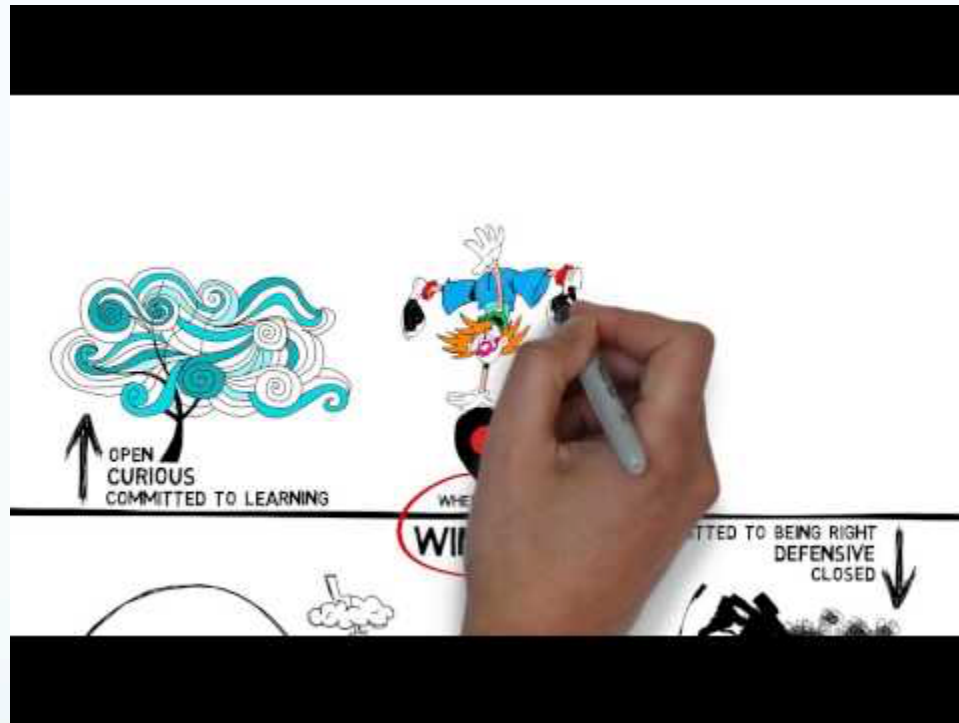
Actions to Build Trust

- ✓ Shared values, mission, values
- ✓ SWOT
- ✓ Journey Mapping

Inside – Outside Circles

- Form two inner circles facing outward.
- Form two outer circles facing inward.
- Find a partner. Each person shares two strategies you have used to build trust and relationships with your colleagues.
- Rotate 3 people to the right. Each person shares two strategies you have used to build trust and relationships with students/families.
- Rotate 5 people to the left. Each person share how the ideas of trust and relationships impact you and your work.

Above and Below the Line to Build Capacity



<https://www.youtube.com/watch?v=fLqzYDZAqCI>

4 BASIC HUMAN NEEDS FOR ENGAGEMENT

VIA RANDY CONLEY

THE NEED FOR

TRUST



AT THE HEART OF TAPPING PASSION & EFFORT OF PEOPLE



THE NEED TO FEEL A

SENSE OF WORTH

PEOPLE DERIVE TREMENDOUS SENSE OF WORTH FROM WORK

REWARDS & RECOGNITION

THE NEED TO HAVE

HOPE



LEADERS ARE DEALERS OF HOPE

FOSTER HOPE



THE NEED TO FEEL

COMPETENT

CHALLENGING WORK THAT HELPS PEOPLE GROW

Checking in

- Think of one word that describes the morning's learning.
- Rapid fire!

A Key Idea...

To Try...

Resources/
Quotes...

Protocols...

Lunch

Professional Learning to Build Capacity

Know the Why

[https://www.ted.com/talks/
simon_sinek_why_good_leaders_make_you_feel_safe](https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe)

Know the Why

4 Basic Human Needs for Engagement

- Trust
- Hope
- Sense of Worth
- Competent

Standards for Professional **Learning** by Learning Forward

- Learning Communities
- Leadership
- Resources
- Learning Designs
- Implementation
- Outcomes

I Am a Professional

Sentence-Phrase-Word

- Read the article “I am a Professional.”
- Select **one sentence**, **one phrase** and **one word** from the article that you felt were engaging, meaningful or provoking.
- Share at your tables.

So What Is a P.L.C.?

3 Big Ideas That Drive a PLC

- Clarity of Purpose
- Collaborative School Culture
- Focus on Results

Leaders...

- Work to provide every teacher and staff member with tools to learn and improve professionally by:
 - Providing time for reflection
 - Investing in teacher learning
 - Connecting P.D. to school learning goals
 - Provide opportunities for teachers to work, plan & think together
 - Recognize the need to continually improve principals' own professional practice

~What Principals Should Know and Be Able to Do

Leaders...

- Do focus on collective analyses of student learning that leads to:
 - Collective responsibility
 - Transparency about practice
 - Shared leadership
 - Experience powerful and effective P.D.
 - Staff retention

~How Do Principals Really Improve Schools?

Partner Talk and Walk

- How can current PLC practices be improved?
- What is a role I can take in this within my organization?

<https://www.youtube.com/watch?v=Ow0lr63y4Mw>

A Key Idea...

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Quotes...

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BREAK

Steps to Support Authentic PLCs

- Trust & Relationships
- Assess Stage of Group Development
- Norms/Working agreements/Count on Me-I'll Count on You
- Agendas
- Roles
- Planning – P.O.P.
- Assess/Reflect

Norms

- Set them as a group when possible
- Review them regularly
- Pause for revision as necessary
- Abide by them

Agendas

- Topic
- Outcomes
- Time
- Next steps
- Send early when you can

P.O.P. Plus

- Purpose
- Outcome
- Procedure(s)

- Plus...
 - Assess
 - Action Steps
 - Assess Again (follow-up)

Protocols and Resources

- *Groups at Work* by Lipton and Wellman
- *Teacher Teams* by Gregory and Kuzmich
- *Making Thinking Visible* by Ritchhart et al.
- *Protocols for Professional Learning* by Easton
- The Harmony Education Center

<http://www.nsrharmony.org/free-resources/protocols/a-z>

A Key Idea...

To Try...

Resources/
Quotes...

Protocols...

Stoplight

- Red: Something that I will STOP doing...
- Yellow: Something I will CONTINUE doing....
- Green: Something I feel excited about and will START doing...

Strategy Harvest

- Zoom in
- Four (6) Corners
- Since Last We Met
- Final Word
- Sentence-Word-Phrase
- Stoplight
- Inside-Outside Circles
- One Word for Learning
- Walk and Talk

Resources

- A special thank you to Dr. Nancy Colflesh and Dr. Debbie MacFalon for borrowed resources.
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Resources

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Resources

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