



# Facilitative Leadership: Beyond Management

State Directors' Meeting  
New Orleans, LA  
April 10, 2008

Mary Ann Corley,  
CALPRO Director  
American Institutes for Research



4/3/2008



# Objectives

**By the end of this session, participants will**

- **Differentiate between effective management and quality leadership, and the roles and responsibilities of state adult education staff that fall under each dimension;**
- **Identify tasks/responsibilities of adult education leaders along the four functions of**
  - *Shaping the instructional environment*
  - *Using data to inform decisions*
  - *Assuming a distributive style of leadership; and*
  - *Functioning as a change agent.*
- **Identify five decision-making models and determine which to apply to specific situations;**
- **Begin to draft a personal plan to incorporate more leadership skills into their daily practice.**



# Agenda

- **Welcome, Introductions, Objectives, Agenda**
- **Brief presentation on management v. leadership**
- **Discussion/activity on how this relates to roles/responsibilities of state directors and professional staff**
- **Using article on the administrator as instructional leader, identify tasks of the state directors and state staff as they relate to the functions of**
  - *Shaping the instructional environment*
  - *Using data to inform decisions*
  - *Assuming a distributive style of leadership;*
  - *Functioning as a change agent.*
- **Using scenarios, determine appropriate models of decision-making to resolve issues/meet challenges**



## Significant Social and Economic Forces...

...are **challenging** the way  
we **lead** and **manage** our  
organizations and communities.



## Some of those forces

- **Changing Workforce**
- **Decentralized & Leaner Organizations**
- **Increased Competition**
- **Increasing Customer Expectations**
- **Increasing Complexity**
- **Expanding Government Regulation**



# HOW DO YOU DEFINE LEADERSHIP?



# Definitions

- **Manage** *v., to bring about or succeed in accomplishing; contrive.*
- **Lead** *v., to go before or with to show the way; conduct or escort.*

*Random House Webster's College Dictionary,  
1995 edition*



## Gardner on Management

- **Presiding over processes by which the organization functions.**
- **Allocating resources prudently.**
- **Making the best possible use of people.**

*- On Leadership,  
John Gardner*



# Management v. Leadership

- **Management:**
  - Focuses on controlling complex processes
- **Leadership:**
  - Challenges existing ways of doing things and setting new direction for the organization.



# Managers v. Leaders

| <b>The Manager</b>                 | <b>The Leader</b>          |
|------------------------------------|----------------------------|
| •Administers                       | •Innovates                 |
| •Maintains                         | •Develops                  |
| •Focuses on systems and structures | •Focuses on people         |
| •Relies on control                 | •Inspires trust            |
| •Asks how and when                 | •Asks what and why         |
| •Has eye on the bottom line        | •Has eye on the horizon    |
| •Accepts the status quo            | •Challenges the status quo |
| •Does things right                 | •Does the right thing      |



# Leadership

***Leadership isn't the private reserve of a few charismatic men and women. It's a process ordinary people use when they're bringing the best forth from themselves and others. Liberate the leader in everyone and extraordinary things happen.***

**-James Kouzes & Barry Posner  
*The Leadership Challenge***



## **5 Things Leaders Must Do** *Fortune Magazine*

- 1. Help a group establish some sensible direction.**
- 2. Get all relevant partners aligned with the direction.**
- 3. Create conditions that energize and inspire people.**
- 4. Allocate capital and other resources well.**
- 5. Passionately love what they do.**



# Leaders v. Managers

## Self-reflection exercise and discussion

- Consider the tasks that take up most of your time. Which are management tasks and which are leadership tasks?
- Which of your tasks contain an element of both management and leadership?



## The Essence of Leadership

***A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others.***

***He/she does not set out to be a leader, but becomes one by the quality of his/her actions and the integrity of his/her intent.***

***In the end, leaders are much like eagles...they don't flock; you find them one at a time.***

**- Anonymous**





## Quotable Quote

***“The world will not belong to managers or those who make the numbers dance, or those who are conversant with all the businessese and jargon we use to sound smart. The world will belong to passionate, driven ‘leaders’—people who not only have an enormous amount of energy, but who can energize those whom they lead.”***

**-Jack Welch, Former  
Chairman & CEO  
General Electric**



**Level 5**

**LEVEL 5 EXECUTIVE**

Builds enduring greatness through a paradoxical blend of personal humility and professional will.

**Level 4**

**EFFECTIVE LEADER**

Catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.

**Level 3**

**COMPETENT MANAGER**

Organizes people and resources toward the effective and efficient pursuit of pre-determined objectives.

**Level 2**


**CONTRIBUTING TEAM MEMBER**

Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.

**Level 1**

**HIGHLY CAPABLE INDIVIDUAL**

Makes productive contributions through talent, knowledge, skills, and good work habits.



***“Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company.***

***“It’s not that Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious—but their ambition is first and foremost for the institution, not themselves.”***

***- Jim Collins, Good to Great***



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## Instructional Leadership . . .

...the organizational glue that keeps things on track.

-Elmore, 2002

### Leaders must

- Make it clear that change is not optional;
- Model learning;
- Be open to new ideas;
- Have knowledge that allows them to coach teachers;
- Be willing to be driven by results.



## Goals of the Instructional Leader

1. **Shape the instructional environment**
2. **Use data to inform decisions**
3. **Assume a style of distributed leadership**
4. **Function as a change agent**



# Group Activity

- **In your small groups, read the article on the *Administrator as Instructional Leader*. (10 mins.)**
- **Select one team member to be a recorder and one to be a reporter.**
- **Then, pretend you are grooming a new staff person in your office to be an instructional leader. What specific strategies would you suggest to him/her under each of the four goals listed in the article? (20 mins.)**
- **After 30 minutes, be prepared to share your strategies with the total group.**



# Facilitative Leadership

## Collaborative Problem Solving and Decision-Making

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# Dimensions of Success

- **Results:**
  - Accomplishment of tasks
  - Achievement of goals
- **Process:**
  - How work gets done
  - How work is designed & managed
  - How work is monitored & evaluated
- **Relationships:**
  - How people relate to each other and the organization
  - How people feel about their involvement and contribution



# Leaders' Roles in Facilitating Others to Achieve their Goals...

**COACH**: Guides others toward self-awareness & improved performance

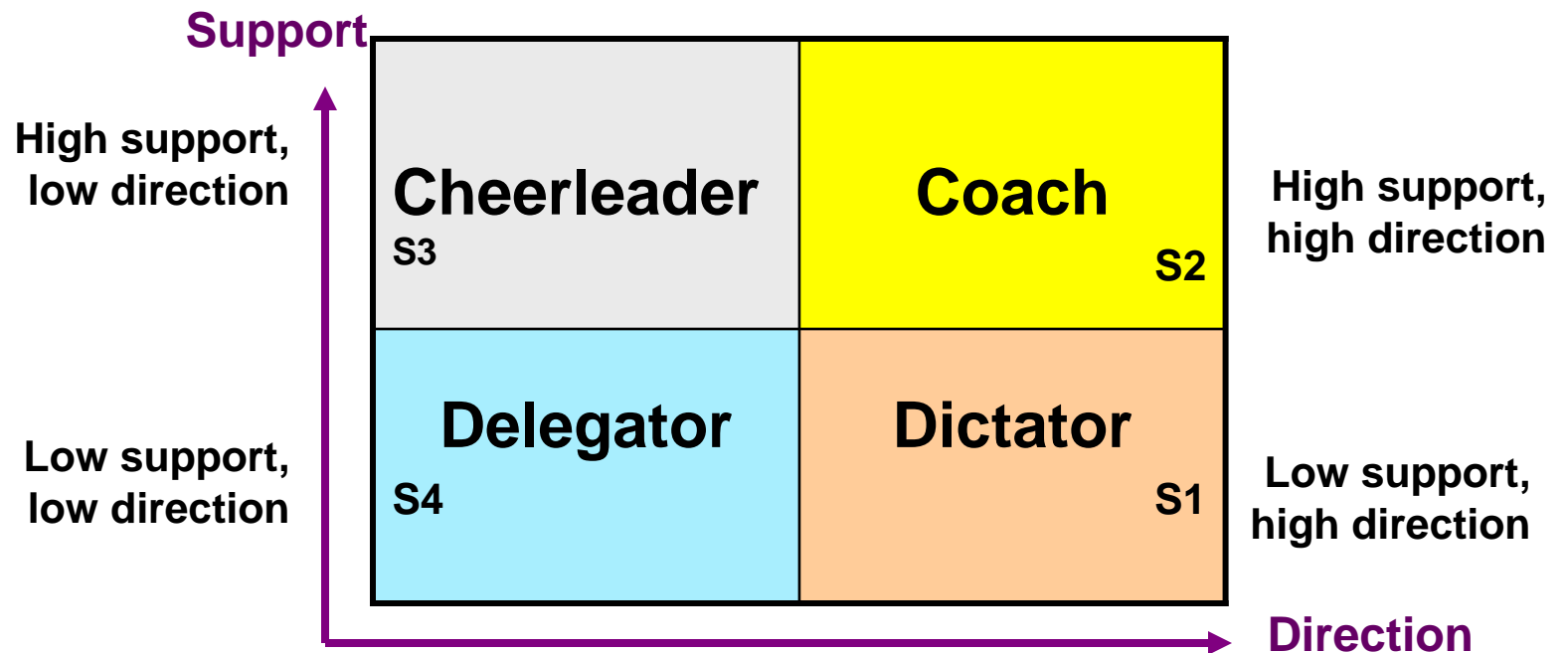
**TEAM LEADER**:  
Manages the process by which a team accomplishes tasks

**CHANGE AGENT**:  
Encourages continuous improvement of organizational systems



# Situational Leadership

## Appropriate Leadership Styles





# The Leader's Dilemma

Increasing staff involvement requires *sharing*

- more information,
- decision-making authority, and
- responsibility

without losing control.



## Factors to Consider in Delegating Decision-making to Others

- **Stakeholder Buy-in**
- **Time Available**
- **Importance of Decision**
- **Information Needed**
- **Capability**
- **Building Teamwork**



# Methods of Decision-Making

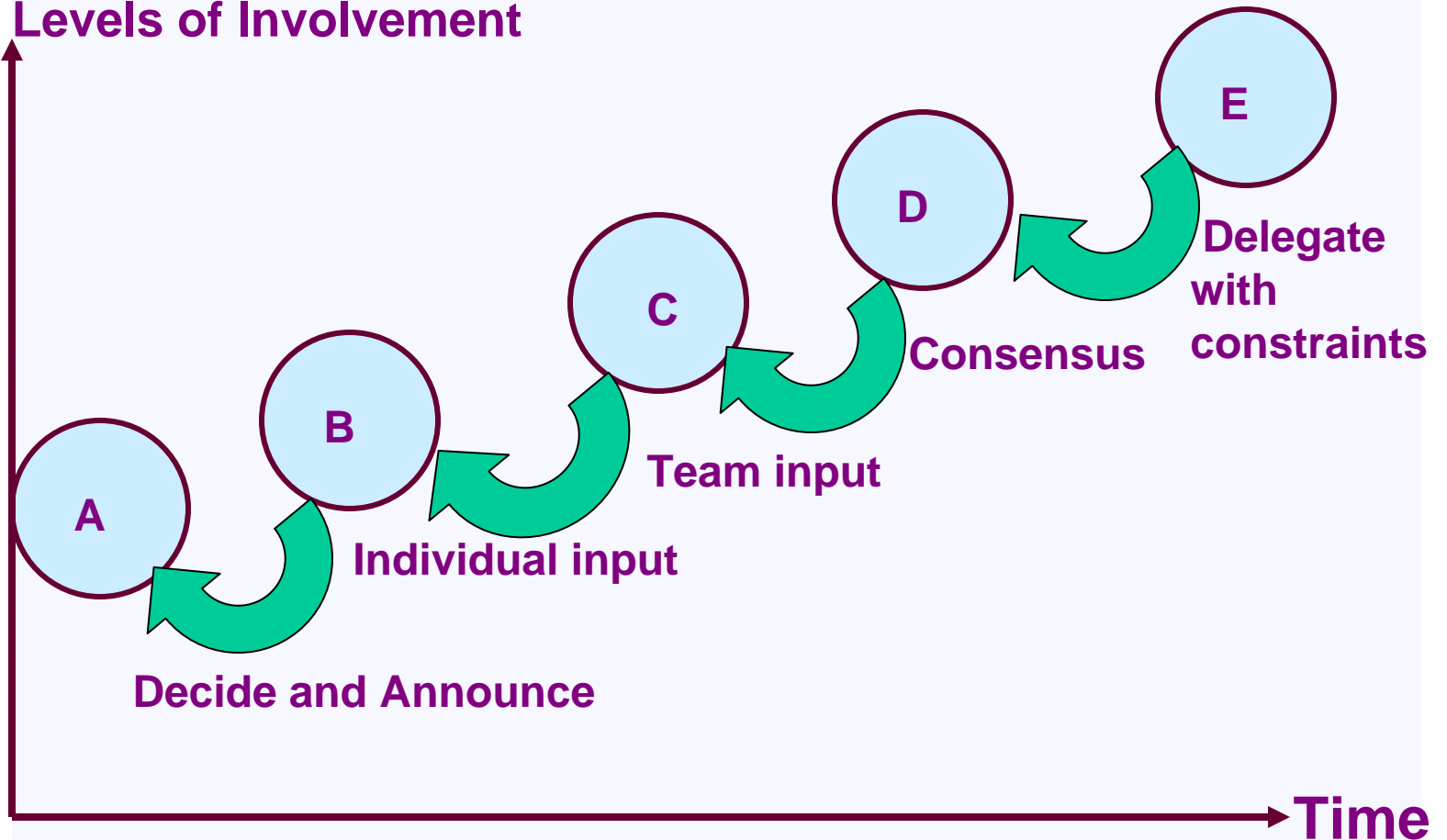
1. **Decide and Announce**
2. **Gather Input from Individuals and Decide**
3. **Gather Input from the Team and Decide**
4. **Consensus**
5. **Delegate with Constraints**



# Facilitative Leadership

Achieving Maximum Appropriate Staff Involvement

Levels of Involvement





# Systemic Change: The Administrator's Role

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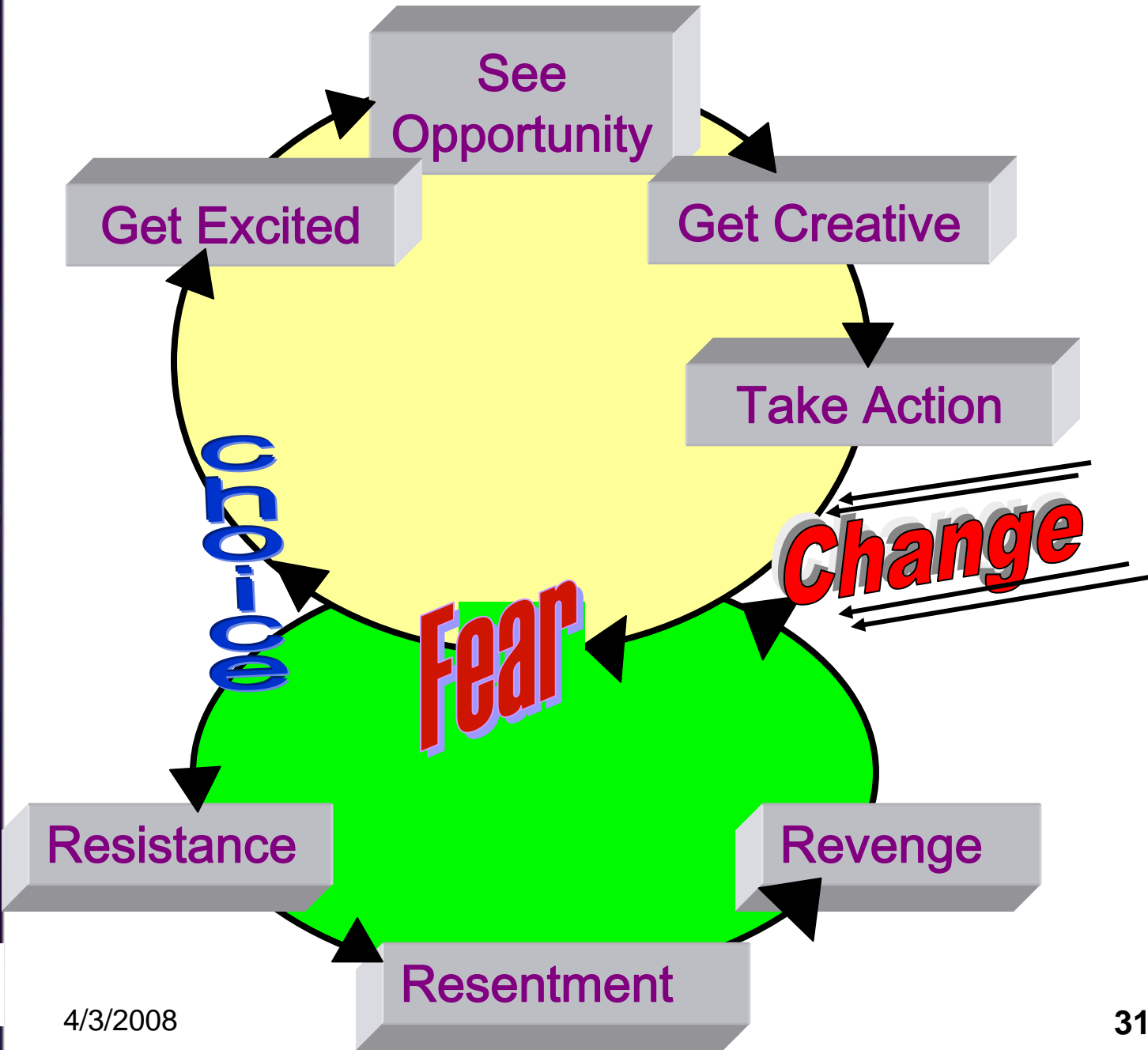
**TRANSITION**

**Maintenance of old System**

**New Infrastructure**

*Chaos*  
*Creativity*

William Bridges



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# The Change Process

Factors that allow us to accept change:

- There is a *compelling* reason to do so (e.g., to keep a job);
- We have a sense of *ownership* of the change;
- Our *leaders* model that they are *serious* about supporting the change;
- We have a picture of *what the change will look like* for them.
- We have organizational *support* for lasting systemic change.



## Points to Keep in Mind About Change

- Change is a **process**, not an event;
- Change is rooted in a **shared vision** of the **need** to change;
- Change is both a **top-down and bottom-up process**; it is defined at multiple levels within a system;
- Work at change involves ensuring that people at different levels within the system **understand their roles and responsibilities**;
- **Shared**, as well as **unique**, actions are expected of those at each level; and
- Equal attention must be given to the process of **planning, implementing, and evaluating** actions and outcomes.



# Stages of Change

- **Maintenance of the old system**
- **Awareness of new possibilities**
- **Exploration of those new possibilities**
- **Transition to some of those possibilities or changes**
- **Emergence of a new infrastructure**
- **Predominance of the new system**



## Critical Elements for Successfully Implementing Educational Changes

1. **Clearly stated vision/mission/goals/objectives**
2. **Stakeholder support**
3. **Collaborative networks, both internal and external**
4. **Continuous and meaningful professional development for all staff members**
5. **Administrative support**
6. **Policy alignment**



*“A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say, ‘We did this ourselves.’ ”*

**-Lao-Tse  
The Way of Life  
(6th Century BC)**

Thank You

