

Effective Educational Leadership is Not About Power: *The Art of Influence*



Introductions

- **MASA Participants**
- **Bruce Miles**



Goals for this Session



Goals

- ⦿ Review applied leadership research for Influence strategies
- ⦿ Consider a new leadership model to differentiate leadership
- ⦿ Review planning & decision-making tools for group influence
- ⦿ Review techniques for planning, leading, managing, supervising & communication
- ⦿ Evaluate this session

Good the Great in the Social Sector

- ⦿ Issue #2: Level 5 Leadership



Good the Great in the Social Sector

Getting Things Done Within a Diffuse Power Structure

- ⦿ **Page 9:** Nonprofit leaders do not usually have the full power of decision.
- ⦿ **Page 10:** *"There is the power of inclusion, the power of shared interests, and the power of coalition. Power is all around you to draw on, but it is rarely raw, rarely visible."* and *"...most nonbusiness leaders simply do not have the concentrated decision power of a CEO."*

Good the Great in the Social Sector

Getting Things Done Within a Diffuse Power Structure

- Page 13: "True leadership only exists if people follow when they have the freedom not to."



Influence Factors: Applied Leadership Research



Influence Factors: Applied Leadership Research

Leadership Issues

- How to challenge the status quo of the traditional competitive, individualistic organization
- How to inspire a clear, mutual vision of what the organization should and could be
- How to empower members through cooperative teamwork
- How to lead by example
- How to encourage the heart of the members to strive & persist

*Influence Factors:
Applied Leadership Research*

Master Leadership Challenges

- ⦿ Performing these five functions will help most leaders achieve goals
- ⦿ **Redefine the Map**
- ⦿ **Develop Followership**
- ⦿ **Teach & Learn**
- ⦿ **Build Community**
 - 1) **Culture**
 - 2) **Infrastructure**
 - 3) **Governance**
- ⦿ **Manage Paradox**

*Influence Factors:
Applied Leadership Research*

How Do Leaders Create Followers

- ⦿ **First: Create a feeling of significance - that their contributions matter.**
- ⦿ **Second: Create a feeling of community - a unity of purpose around work & others.**
- ⦿ **Third: Create excitement & challenge – that “edgy” feeling.**

*Influence Shadings:
Leader’s Window*

| | |
|---|--|
| Window 1 Developing “Coach” | Window 2 Facilitating “Mentor” |
| Window 3 Delegating “Laissez-faire” | Window 4 Directing “Authoritarian” |

Influence Groups:
Planning & Decision Making



Influence Groups:
Planning & Decision Making

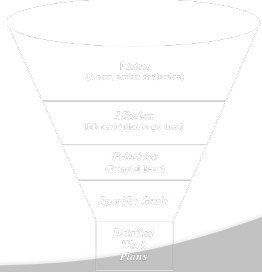
Why Teams Fail

Why managers say teams failed to meet expectations:

| | | |
|----------------------------|---------------------------|-----|
| Goals unclear | xxxxxxxxxxxxxxxxxxxxxxxxx | 55% |
| Changing objectives | xxxxxxxxxxxxxxxxxxxxxxxxx | 55% |
| Lack of accountability | xxxxxxxxxxxxxxxxxxxxxxxxx | 51% |
| Lack of management support | xxxxxxxxxxxxxxxxxxxxxxxxx | 49% |
| Lack of role clarity | xxxxxxxxxxxxxxxxxxxxxxxxx | 47% |
| Ineffective leadership | xxxxxxxxxxxxxxxxxxxxxxxxx | 45% |
| Low priority of team | xxxxxxxxxxxxx | 40% |
| No team-based pay | xxxxx | 30% |

Influence Groups:
Planning & Decision Making

Planning Funnel



**Influence Groups:
Planning & Decision Making**

Chainsaw Planning Step #1: Problem ID & Sorting

| | | |
|--|--|--|
| | | |
| | | |
| | | |

**Influence Groups:
Planning & Decision Making**

Chainsaw Planning Step #2: Develop Vision & Mission

Vision Statements Describe *New Destinations*.

A) An ideal organization
B) Ideal services
C) Ideal lives
D) Ideal products

Mission Statements are *Job Descriptions*.

- What an organization will do
- What services will be provided
- How lives will be changed
- What products will be delivered

**Influence Groups:
Planning & Decision Making**

Chainsaw Planning Step #2: Develop Vision & Mission

EXAMPLES:

Columbia Heights (MN) Public Schools
Achieve academic & co-curricular excellence, high student & staff morale, in partnership with our diverse community.

Sun Prairie (WI) Public Schools
We will work together with our community to maximize all students' learning by providing a community of learners an adaptable system that provides equitable opportunities for a diverse population.

Scotland (SD) Public Schools
We will provide excellent academics & co-curriculars that develop lifelong learning, high academic achievement, & productive citizens that are prepared to move on to the next level of education.

**Influence Groups:
Planning & Decision Making
Chainsaw Planning Step #3: Develop Priorities**

Chainsaw Planning®
Worksheet #3: Priorities

(Write your organization's new **Mission** here.)

(Write your organization's new **Mission** here.)

Step #3: Identify between 4 & 6 **Priorities**.

- 1)
- 2)
- 3)
- 4)
- 5) (Optional)
- 6) (Optional)

**Influence Groups:
Planning & Decision Making
Chainsaw Planning Step #4: Priorities to Goals**

Chainsaw Planning®
Worksheet #4A: Priorities to Goals

Priority #1
Goal
Goal
Goal

Priority #2
Goal
Goal
Goal

Priority #3
Goal
Goal
Goal

Priority #4
Goal
Goal
Goal

**Influence Groups:
Planning & Decision Making
Chainsaw Planning Step #5: Develop Workplans**

Chainsaw Planning® Worksheet 4B: Goal Workplan

Administration of the Problem (20-30 rubrics & factors, 5 minutes)

SMART Goal (specific, measurable, attainable, realistic, and timely)
(in 20 words or less, 5 minutes)

Objectives / Action Steps (10, 10 minutes)

| <small>Timeline (days per objective)</small> | <small>Resources (budget per objective)</small> | <small>Responsibility (owner per objective)</small> |
|--|---|---|
| 1) | 1) | 1) |
| 2) | 2) | 2) |
| 3) | 3) | 3) |
| 4) | 4) | 4) |

Evaluation Plan (Quantitative and/or Qualitative, 5 minutes)

Quantitative: _____

Qualitative: _____

Influence Through:
Delegation & Results



A black and white photograph of a person's hands holding a very tall, thick stack of papers or documents. The person's face is partially obscured by the top of the stack. The stack is held in front of a light-colored background.

*Project Management Skills
for Tough Times*

Faced with lower budgets, reduced staff, greater time constraints and growing ROI pressures, IT project managers need skills that will ensure increased productivity and project success rates.

Delegate, Mentor, Lead
The PM should focus on delegation, mentoring and leadership to bring out the best in their development team.

People Skills Paramount
PMs should put a primary focus on people skills including leadership, delegation, conflict resolution and negotiation.

Project Management Disciplines

- ◎ Stakeholder Management
- ◎ Risk Management
- ◎ Issues Management
- ◎ Resource Management
- ◎ Task Management
- ◎ Quality Management
- ◎ Project Change Control
- ◎ Project Team Management

Name: _____ Organization: _____ Topic: _____

Desired Project Outcome(s):

| Measure | Scope | Activities | Time Frame | Other Information |
|--------------------------|-------|------------|------------|-------------------|
| Subsidiary Measurement | | | | |
| Risk Measurement | | | | |
| Human Measurement | | | | |
| Resource Measurement | | | | |
| Task Measurement | | | | |
| Quality Measurement | | | | |
| Project Change Control | | | | |
| Project Team Measurement | | | | |

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Influence Groups:
Planning & Decision Making
Chainsaw Planning Step #6: My Job, Your Job

Worksheet: My Job, Your Job

| | Party: Role: | Party: Role: | Party: Role: | Party: Role: | Party: Role: | Party: Role: |
|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Priority 1: | | | | | | |
| Goal 1: | | | | | | |
| Priority 2: | | | | | | |
| Goal 2: | | | | | | |
| Priority 3: | | | | | | |
| Goal 3: | | | | | | |
| Priority 4: | | | | | | |
| Goal 4: | | | | | | |
| Priority 5: | | | | | | |
| Goal 5: | | | | | | |
| Priority 6: | | | | | | |
