

ELT Ireland 4th Annual Conference
17th/18th Feb 2018 Griffith College Dublin
Developing Outcomes in ELT

Teaching and new leadership

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Why develop leadership literacy?

- **Values.** Because new L'ship and progressive teaching share values on
 - People
 - Values
 - Methods
 - Learning and education
- **To join the dots** between classroom, staffroom, school, teaching and management
- **To make a difference in the world**

Starting points in new Leadership

1. **Getting things done through people** V Getting people to do things
Connectivity/shared purpose V Control/Coercion
2. **Unhook the activity of leadership, from the person of the leader**
→ Anyone can lead from anywhere in the organisation
→ The leader's job is to draw leadership out of others
3. **Leading through learning.**

Leadership and Teaching

A current problem in your workplace:

- One you have solved / is it a simple one?
- One you haven't solved / maybe insoluble?

The menu

- Lecturer, Teacher, Facilitator
- Brief history of leadership
- Challenges to leadership today
- Characteristics of new leadership
- Complexity – the new reality
- Difficulty v Mess – a breakthrough concept
- Learning to see the big picture

Facilitator

Teacher

Lecturer

Facilitator	Topic	Method	Relationship
Teacher	Topic	Method	?
Lecturer	Topic	?	?

Leader	Topic	Method	Conne- tion	Big Picture/ Purpose
Facilitator	Topic	Method	Relation -ship	?
Teacher	Topic	Method	?	?
Lecturer	Topic	?	?	?

Brief history of leadership - 1

- 1 **1930s Personal traits** 'Great Man' theories, hierarchy, military. Resilience, tenacity, communicator, integrity, emotional intelligence. **BUT** having traits does not add up to successful leadership
- 2 **1950s Competencies** Can do statements, (Can enable different views to meet, achieves results...) **BUT** Focuses on measurables; Excludes interactive subtle qualities; Retrospective
Competencies can be likened to Brighton Pier: Very fine in their own way, but not a good way of getting to France
- 3 **1960s Situational / Contingency model**

Brief history of leadership - 2

4.. 1980s Constant change, create a vision – “Never ending white water” Defining reality. Heroic Leadership. Charisma, vision, transformation. But dark sides of charisma - alienate colleagues, inability to build support team etc

Criticism of Stages 1 – 4 from many angles. Not least the gender perspective - Amanda Sinclair ...

5.. 1990s Engaging leadership - the way leadership is enacted ‘Post heroic.’ Genuine concern for others in human terms + profitability. Development / well being of others. Unite factions in point vision, Dispersed power, encourages questioning, learning, **Best predictor of performance by far**

Two particular views to mention

Servant Leadership 1960s: (Robert Greenleaf) serving people and planet instead of ego and power. The test of a leader....

Adaptive Leadership 1990s. (Ronald Heifetz:) Shift from: *follow the leader's vision* → help the community to *face its problems*.

Challenges to top down leadership

Problems facing top down leadership

1. Intelligence is only at the top. Feedback doesn't flow uphill
2. Not smart enough for complexity
3. Control doesn't seem to work in complex settings
4. Organisation is a system not a machine
5. Demand that l'ship serves people, not people serve l'ship

Challenges of complexity

1. Decisions are based on incomplete data
2. Cause and effect are disconnected
3. Every action has unintended consequences
4. The demand that study and work have significance
5. The need for leaders' self knowledge/personal maturity

Characteristics of 'Post Heroic' leadership

- 1 **Relationship, shared values**, transparency, trust replaces hierarchy, control and coercion
- 2 **Connectedness** allows intelligence to flow through the system
- 3 **Activity** of leadership unhooked from **person** of the leader
- 4 **Anyone can lead**, from anywhere in the organisation
- 5 **Getting things done through people** is Leadership activity
- 6 **Drawing leadership** out of everyone
- 7 **Facilitation and coaching** are leadership activities
- 8 Leadership is a **systems quality**
- 9 **No simple answers** – so how do you take people with you?
- 10 **Can see multiple perspectives** and hold paradox

Values and actions

People demand that their learning or **work has significance**.

People want to take their **values to work...**

When people are aligned to their purpose, when the gap between values and behaviours closes, what people experience is ... a stream of ease.

Roger Lewin

Connecting with ones dreams releases ones passion, energy, and excitement about life.

Daniel Goleman

Systems and Systems Thinking

1960's: Chaos theory

1970's: Complexity theory

1990's: Systems thinking

“A system is an integrated whole whose essential properties arise from the relationships between its parts....” Fritjof Capra

It is a product of ***interaction*** between parts. The interactions *weren't there before*. Although the parts were....

When a system is taken apart it loses its qualities.

You **can't take it apart** to see how it works, because then you haven't got the system anymore. **A classroom, family, a school**

Difficulty and Mess - (Russell Ackoff)

A Difficulty... Clear cut, definable. I can explain it. It's solvable with current thinking. I know what the answer may look like

Throwing a stone; +5% increase in literacy, building a bridge; change spark plug; building a wall to prevent flooded houses, creating targets

A Mess... Extensive, boundaryless, ambiguous. Everything is interconnected. No correct view. Hard to know where to start or what the concern really is. Resists change. No tidy fix

Throwing a bird; impact of the bridge; family therapy; +20% increase in literacy; reducing A&E waiting times: preventing flood: meeting targets

It's OK to be in a mess!

Note Ackoff's use of the word *mess*:

It's OK to be in a mess!

If you're alive, that's what you're in....!

People and their viewpoints are part of the mess,
The class you teach is a mess, so is your department!

But Mess is NOT the problem

The problem is: *We do not distinguish **mess** from **difficulty*** so we try to solve messes as if they were difficulties.

We like difficulties because they appeal to our need to **solve, fix, control**

What problems in your school evade solution?

Are they approached as difficulties or as messes?

A mess cannot be solved ...

You know you're dealing with a system when you solve one problem in isolation and find you have created further unintended problems further on, just outside the box

“... your daily life consists of solving problems arising from what you decided yesterday...” *Peter Checkland*

Identify a school or classroom problem you have 'solved' recently. What further problems will the solution create?

If a system improvement improves the parts *taken separately*, you can be fairly sure that the system itself *will not* be improved.

See the system – an ongoing inquiry

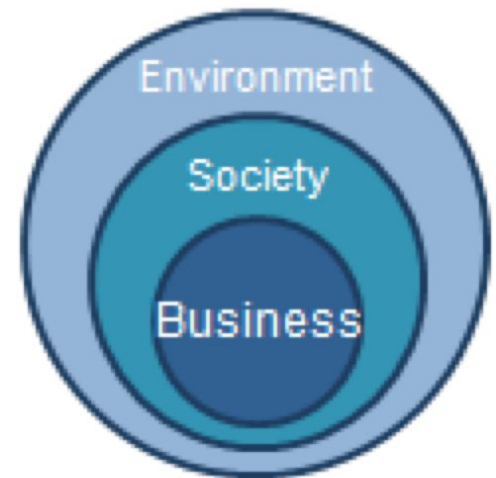
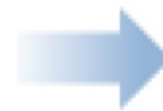
1. Look for **processes** rather than snapshots, interrelationships rather than linear cause and effect chains
2. Be explicit about your **own point of view**.
3. See it is **only another point of view**
4. Collect **all viewpoints** and lay side by side
5. Look for the **unintended consequences** of its operation
6. See the **whole system** in which change needs to take place
7. To bring about change, don't change people, **change the relationships** between them...
8. Draw **ALL the relevant stakeholders** into an open and constructive conversation
9. Results of an action appear **gradually** and in **unexpected** places
10. Traditional view: **Things are primary**, relationships secondary
Systems view: **Relationships are primary**, things secondary



Shareholder Value

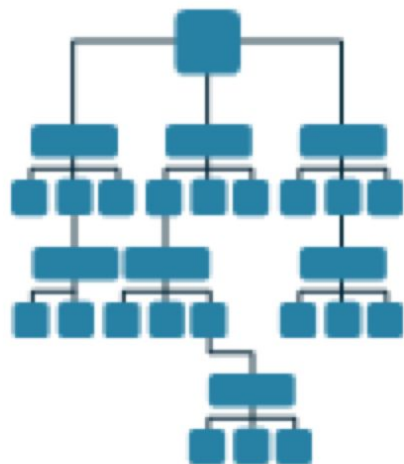


Shared Value

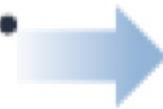
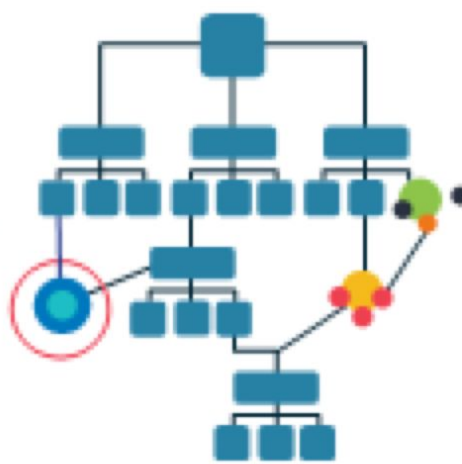


System Value

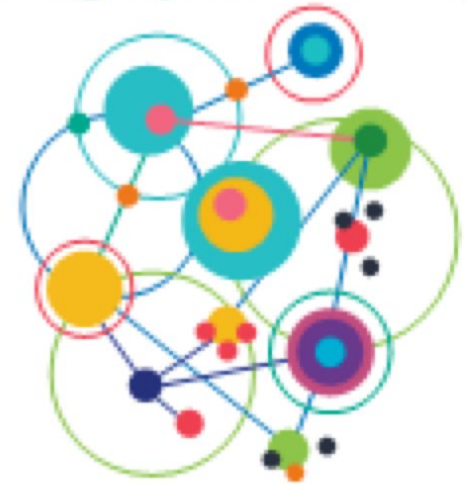
Business shaped by
Conventional Thinking



Business shaped by
Hybrid Thinking



Business shaped by
Living Systems Being



Conclusion?

I hope this might open up a new field for you....

Systems thinking

- In classroom
- In management
- Viewing the language
- Working with the problem v Solving the problem

Wider perspective

- We teachers are already leaders. We make a difference. We are VIPs. We must think bigger than teaching.
- Teaching and learning is part of a wider ethic that does not stop at the classroom wall

Politics of schools

- Stop waiting for school management to make the first move

Related reading

New leadership

Ronald Heifetz 2014 *Adaptive Leadership*

Daniel Goleman 2003 *The New Leaders*

Robert Greenleaf 1965 *Servant Leadership*

Leadership Development Framework

Bill Torbert 2004 *Action Inquiry: The Secret of Transforming Leadership*

Learning organisation /Systems thinking

Mike Pedler 1996 *The Learning Company*

Peter Senge *The Fifth Discipline, and Schools that Learn*

Fritjof Capra 1999 *The Web of Life* 2015 *The Systems View of Life*

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Thank you

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