METAPHORS THAT CAPTURE THE ESSENCE OF THE FOUR FRAMES

THE STRUCTURAL FRAME

a factory or a machine

THE HUMAN RESOURCE FRAME

a family

THE POLITICAL FRAME

a jungle

THE SYMBOLIC FRAME

a carnival, temple, or theater

CORE ASSUMPTIONS
OF THE
STRUCTURAL FRAME

1. Organisations exist to achieve established goals and objectives.

2. Organisations work best when rationality prevails over personal preferences and external pressures.

3. Structures must be designed to fit an organisation's circumstances (including its goals, technology, and environment).

4. Organisations increase efficiency and enhance performance through specialisation and division of labor.

5. Appropriate forms of coordination and control are essential to ensuring that individuals and units work together in the service of organisational goals.

6. Problems and performance gaps arise from structural deficiencies and can be remedied through restructuring.

STRUCTURAL LEADERSHIP RESPONSES

focus on
the design of
policies, procedures,
job descriptions,
organizational structures,
and other formal mechanisms
to clarify situations
and/or to solve problems.

There is a heavy emphasis
on tasks, facts,
logic, and rationality.

A Structural Leader ...

▶ relies on analytical
    skills.

▶ is a technical expert.

▶ pays attention to detail.

▶ is known for clear,
    logical thinking.

▶ is an analyst.

(Based on the ideas of Lee Bolman & Terry Deal in REFRAMING
ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997.)

CAUTION !

"The STRUCTURAL FRAME risks ignoring everything that falls outside the rational jurisdiction of procedures, policies, and organization charts. Structural thinking can overestimate the power of authority and underestimate the authority of power. Paradoxically, overreliance on structural assumptions and a narrow emphasis on rationality to often lead to an irrational neglect of human, political, and cultural variables that are crucial to organizational effectiveness."

Lee Bolman and Terrence Deal. REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997, p. 280.

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THE HUMAN RESOURCE FRAME

"The HUMAN RESOURCE FRAME, based particularly on ideas from psychology, sees an organization as much like an extended family, inhabited by individuals who have needs, feelings, prejudices, skills, and limitations. They have a great capacity to learn and sometimes an even greater capacity to defend old attitudes and beliefs. From a human resource perspective, the key challenge is to tailor organizations to people -- to find a way for individuals to get the job done while feeling good about what they are doing."

Lee Bolman and Terrence Deal. REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997, p. 14.

CORE ASSUMPTIONS
OF THE
HUMAN RESOURCE FRAME

1. Organisations exist to serve human needs rather than the reverse.

2. People and organisations need each other: organisations need ideas, energy, and talent; people need careers, salaries, and opportunities.

3. When the fit between individual and system is poor, one or both suffer: individuals will be exploited or will exploit the organisation -- or both will become victims.

4. A good fit benefits both: individuals find meaningful and satisfying work, and organisations get the talent and energy they need to succeed.

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HUMAN RESOURCE
LEADERSHIP RESPONSES

focus on
the empowerment of people,
understanding their
desires, concerns,
strengths, and limitations,
and providing them with
psychological support
when needed.

There is a heavy emphasis
on two-way communication,
openness, involvement, and
professional development.

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A Human Resource Leader ...

▶ relies on interpersonal skills.

▶ is a counselor.

▶ expresses concern for others.

▶ is known for being caring & supportive.

▶ is a humanist.

Based on the ideas of Lee Bolman & Terry Deal in REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997.

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Lee Bolman & Terry Deal
REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE,
AND LEADERSHIP, 1997.

CAUTION !

"Adherents of the HUMAN RESOURCE FRAME sometimes cling to a romanticized view of human nature in which everyone always hungers for growth and collaboration. Human resource enthusiasts can be too optimistic about integrating individual and organizational needs while neglecting the power of structure and the stubborn realities of conflict and scarcity."

PERSONAL REFLECTION ACTIVITIES

**The Superintendents' Academy
New York State Council of
School Superintendents**

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THE POLITICAL FRAME

The POLITICAL FRAME is "rooted particularly in the work of political scientists. It sees organizations as arenas, contests, or jungles. Different interests compete for power and scarce resources. Conflict is rampant because of enduring differences in needs, perspectives, and lifestyles among various individuals and groups. Bargaining, negotiation, coercion, and compromise are part of everyday life. Coalitions form around specific interests and change as issues come and go. Problems arise when power is concentrated in the wrong places or is so broadly dispersed that nothing gets done. Solutions arise from political skill and acumen -- as Machiavelli suggested centuries ago in THE PRINCE (1514)."

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CORE ASSUMPTIONS
OF THE
POLITICAL FRAME

1. Organizations are coalitions of various individuals and interest groups.

2. There are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality.

3. Most important decisions involve the allocation of scarce resources -- who gets what.

4. Scarce resources and enduring differences give conflict a central role in organizational dynamics and make power the most important resource.

5. Goals and decisions emerge from bargaining, negotiation, and jockeying for position among different stakeholders.

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POLITICAL LEADERSHIP RESPONSES

focus on
the competition
for power and scarce resources
and the management
of conflict
among individuals and/or groups.

There is a heavy emphasis
on bargaining,
negotiations,
compromise,
coalition building,
and, sometimes, coercion.

Based on the ideas of Lee Bolman and Terry Deal in
REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE,
AND LEADERSHIP, 1997.

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The Political Leader ...

▶ relies on political skills.

▶ is a negotiator.

▶ builds alliances.

▶ is known for being
   tough & assertive.

▶ is a politician.

(Based on the ideas of Lee Bolman & Terry Deal in REFRAMING
ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997.)

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PERSONAL REFLECTION ACTIVITIES
POLITICAL LEADERSHIP

* When someone criticises you for being a "politician" or making a decision on the basis of "politics," how do you feel ? What specifically causes you to feel that way ?

* How would you assess your overall *effectiveness* as a "politician ?" What specific definition do you have in your head when you think of the concept of "politician ?"

* When you think about the concept of "power," what specifically comes to mind ? Why ?

* What specific types of power do you routinely use ? What types of political power are routinely used against you ? How are you defining the term "power" for these purposes ?

* How do you respond to the notion that there always seems to be competition in organisations for scarce resources ? What exactly does "scarce resources" mean to you ?

* What exactly do you consider to be your greatest strengths as a political leader ? What has caused you to make that determination ?

* What exactly do you consider to be your greatest limitations as a political leader ? What has caused you to make that determination ?

* Think about the times that you, as a leader, have utilised bargaining, negotiations, compromise, and/or coalition building. What specifically do you think has led you to conclude that each of these four leadership responses was required ?

* What types of conflict have caused you the greatest professional problems in the past ? Why do you think that is the case ? What criteria are in your head that led you to that assessment ?

* In whom do you feel that you can confide, get advice from, and obtain psychological support in political matters ? How do you determine that someone is "worthy" of your trust in this area ?

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* What specifically in your own formal training to be a Superintendent provided you with skills and/or strategies required to be an effective political leader ? What exactly does "effective political leader" mean to you ?

* Using no more than one sentence for each, how would you summarise the political expectations that each of the following has for you::

        School Board ?   Administrative Staff ?

        Teachers ?   Community Leaders ?

        Parents ?   Students ?

Which of these groups' expectations do you find the most difficult to fulfill ? Why ? What is going on "in your mind" that causes you to reach that conclusion ?

CAUTION !

"The POLITICAL FRAME captures dynamics that other frames miss but has its own limits. A fixation on politics easily becomes a cynical self-fulfilling prophecy that reinforces conflict and mistrust while sacrificing opportunities for rational discourse, collaboration, and hope. Political is too often understood to mean amoral, scheming, and unconcerned about the common good."

THE SYMBOLIC FRAME

"The SYMBOLIC FRAME, drawing on social and cultural anthropology, treats organizations as tribes, theaters, or carnivals. It abandons the assumptions of rationality more prominent in the other frames. It sees organizations as cultures, propelled more by rituals, ceremonies, stories, heroes, and myths than by rules, policies, and managerial authority. Organization is also theater: actors play their roles in the organizational drama while audiences form impressions from what they see onstage. Problems arise when actors play their parts badly, when symbols lose their meaning, when ceremonies and rituals lose their potency. We rebuild the expressive or spiritual side of organizations through the use of symbol, myth, and magic."

Lee Bolman and Terrence Deal. REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997, pp. 14-15.

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CORE ASSUMPTIONS OF THE SYMBOLIC FRAME

1. What is most important about any event is not what happened but what it means.

2. Activity and meaning are loosely coupled: events have multiple meanings because people interpret experience differently.

3. Most of life is ambiguous or uncertain -- what happened, why it happened, or what will happen next are all puzzles.

4. High levels of ambiguity and uncertainty undercut rational analysis, problem solving, and decision making.

5. In the face of uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, provide direction, and anchor hope and faith.

6. Many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, rituals, ceremonies, and stories that help people find meaning, purpose, and passion.

SYMBOLIC LEADERSHIP RESPONSES

focus on
the development of
organizational meaning,
inspiring others, and
helping them to feel
a sense of commitment or
common purpose.
There is a heavy emphasis on
symbols, metaphors,
stories, rituals, and ceremonies
as well as on the shaping of
organizational norms
that will facilitate
the attainment of
an organization's mission.

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The Symbolic Leader ...

- relies on dramatic skills.

- is a motivator.

- displays charisma.

- is known for being imaginative & creative.

- is a visionary.

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METAPHORS THAT CAPTURE THE ESSENCE OF THE FOUR FRAMES

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a factory or a machine

THE HUMAN RESOURCE FRAME

a family

THE POLITICAL FRAME

a jungle

THE SYMBOLIC FRAME

a carnival, temple, or theater

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CAUTION !

"The SYMBOLIC FRAME offer powerful insights into fundamental issues of meaning and belief -- ideas that can bond people into a cohesive group pursuing a shared mission. But its concepts are also vague and elusive -- effectiveness depends greatly on the artistry of the user. Symbols are sometimes mere fluff or camouflage, the tools of scoundrels who seek to manipulate the unsuspecting, or awkward attempts that embarrass more than energize."

Lee Bolman and Terrence Deal. REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1997, p. 281.

SYMBOLIC LEADERSHIP

IS THE PROCESS

BY WHICH THOSE IN FORMAL

LEADERSHIP POSITIONS

CONVEY OR COMMUNICATE

IMPORTANT VALUES,

EXPECTATIONS, GOALS, AND/OR

PRIORITIES TO OTHERS BY

DELIBERATELY DOING OR

SAYING CERTAIN THINGS.

THE SYMBOLISM OF WORDS

DIRECTIONS: Think aout each term listed below. Indicate the emotional reaction that you have to each by selecting one of the following: S+ = strongly positive, + = positive, ? = neutral, - = negative, and S- = strongly negative.

TERMS	EMOTIONAL REACTION				
accountability	S+	+	?	-	S-
career education	S+	+	?	-	S-
community-based	S+	+	?	-	S-
consensus	S+	+	?	-	S-
gifted & talented	S+	+	?	-	S-
homogeneous	S+	+	?	-	S-
inclusion	S+	+	?	-	S-
integrated curriculum	S+	+	?	-	S-
outcome-based	S+	+	?	-	S-
parental involvement	S+	+	?	-	S-
racial diversity	S+	+	?	-	S-
seniority	S+	+	?	-	S-
shared decision-making	S+	+	?	-	S-
site-based management	S+	+	?	-	S-
special education	S+	+	?	-	S-
strategic	S+	+	?	-	S-
student-centered	S+	+	?	-	S-
team teaching	S+	+	?	-	S-
tenure	S+	+	?	-	S-
union-sponsored	S+	+	?	-	S-
other ?	S+	+	?	-	S-
other ?	S+	+	?	-	S-
other ?	S+	+	?	-	S-
other ?	S+	+	?	-	S-

IMPLICATIONS FOR SUPERINTENDENTS ??

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ASSUMPTIONS UNDERLYING THE SYMBOLIC FRAME

The symbolic frame seeks to interpret and illuminate the basic issues of meaning and faith that make symbols so powerful in every aspect of the human experience, including life in organizations. This frame presents a world that departs significantly from traditional canons of organizational theories: rationality, certainty, and linearity. It is based on the following unconventional assumptions about the nature of organizations and human behavior:

1.   What is important about any event is *not* what happened, but *what it means*.

2.   Events and meanings are loosely coupled: the same events can have very different meanings for different people because of differences in the schema that they use to interpret their experience.

3.   Many of the most significant events and processes in organizations are *ambiguous* or *uncertain* -- it is often difficult or impossible to know what happened, why it happened, or what will happen next.

4.   The greater the ambiguity and uncertainty, the harder it is to use rational approaches to analysis, problem solving, and decision making.

5.   Faced with uncertainty and ambiguity, human beings create *symbols* to resolve confusion, increase predictability, and provide direction.   (Events themselves may remain illogical, random, fluid, and meaningless, but human symbols make them seem otherwise.)

6.   Many organizational events and processes are important more for what they express than for what they produce: they are secular myths, rituals, ceremonies, and sagas that help people find meaning and order in their experience.

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SOME BASIC TOOLS USED BY SYMBOLIC LEADERS

• the words they use to name policies, processes, initiatives, programs, projects, task forces, etc.

• the time they personally spend on various tasks and issues

• the time they allocate to various issues in meetings that they call or conduct

• the questions they ask when informally talking with others

• the amount of money they allocate to various programs or projects

• the public explanations they give to justify important decisions

• the amount of time they take to make various kinds of decisions

• the processes they utilize to deal with various types of decisions

• the behavior they choose to praise and/or reward

• the behavior they choose to criticize and/or punish

• the criteria they use to hire and/or promote others

- the criteria they use to transfer, demote, and/or fire others

- the things they ask to see when visiting out in the field

- the people to whom they choose to talk or sit next to at social gatherings

- the people to whom they delegate important tasks

- the themes of speeches or presentations they give in public

- the stories and anecdotes they share with others

- the events they voluntarily choose to attend and how long they actually stay at those events

- the special events they initiate, the focus of those events, their intended audiences, and the types of publicity those events are given

- OTHER ?

- OTHER ?

- OTHER ?

- OTHER ?

- OTHER ?

ORGANIZATIONAL CULTURE

i s
the "pattern of basic assumptions --
invented, discovered, or developed
by a given group as it learns to cope
with its problems of
external adaptation and integration --
that has worked well enough
to be considered valid and,
therefore has to be taught to new
members as the correct way
to perceive, think, and feel
in relation to their problems."

AN ACADEMIC DEFINITION
(E.H. SCHEIN, 1985.)

i s
"the way we do things around here."

A COMMON-SENSE DEFINITION
(M. BOWER, 1966.)

- the criteria they use to transfer, demote, and/or fire others

- the things they ask to see when visiting out in the field

- the people to whom they choose to talk or sit next to at social gatherings

- the people to whom they delegate important tasks

- the themes of speeches or presentations they give in public

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- the special events they initiate, the focus of those events, their intended audiences, and the types of publicity those events are given

- OTHER ?

- OTHER ?

- OTHER ?

- OTHER ?

- OTHER ?

ORGANIZATIONAL NORMS

ARE

THE PERVASIVE

VALUES, BELIEFS, AND

ATTITUDES

HELD BY THE MAJORITY OF

PEOPLE

WORKING IN AN ORGANIZATION

THAT SIGNIFICANTLY IMPACT

THEIR WORK-RELATED

BEHAVIOR.

ORGANIZATIONAL TABOOS

ARE THOSE NORMS WITHIN AN

ORGANIZATION THAT ESTABLISH CLEAR

BOUNDARIES BETWEEN WHAT

BEHAVIOR IS ACCEPTABLE AND

PERMITTED AND WHAT BEHAVIOR IS

UNACCEPTABLE -- AND, THEREFORE,

NOT PERMITTED.

TABOOS REPRESENT THE VERY

HEART OF AN ORGANIZATIONAL

CULTURE'S BASIC SENSE OF

MEANING AND ORDER.

ORGANIZATIONAL TABOOS

TOPICS AND ITEMS ASSOCIATED WITH
TABOOS CREATE THE GREATEST
ANXIETIES IN THE MEMBERS OF A
CULTURE.

IN FACT, THERE OFTEN IS A FEAR THAT
JUST ACKNOWLEDGING THE EXISTENCE
OF A TABOO IS A TABOO IN ITSELF.

THIS RELUCTANCE TO IDENTIFY -- AND
TO EXAMINE -- ORGANIZATIONAL
TABOOS IS EXTREMELY LIMITING
BECAUSE ONE OF THE MOST POWERFUL
AND EFFECTIVE WAYS TO GAIN INSIGHT
INTO THE CULTURES OF ORGANIZATIONS
IS TO STUDY THEIR TABOOS.

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ORGANIZATIONAL TABOOS

Identify 10 taboos within your school
district.   Select the taboos that have
the greatest impact on your behavior
as   superintendent.

I. Thou shalt not   VI. Thou shalt not

II. Thou shalt not   VII. Thou shalt not

III. Thou shalt not   VIII. Thou shalt not

IV. Thou shalt not   IX. Thou shalt not

V. Thou shalt not   X. Thou shalt not

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ONE STRATEGY FOR IDENTIFYING KEY ORGANIZATIONAL NORMS

* Talk to people. Get their perceptions regarding such things as:

  -- how decisions are made and by whom.
  -- to what types of activities are fiscal resources allocated and how.
  -- what types of changes are supported and why.
  -- what types of changes are resisted and why.
  -- how changes are resisted.
  -- who influences whom and how.
  -- what types of behavior are valued/rewarded and why.
  -- what types of behavior are unacceptable / punished and why.

* Check out these perceptions by:

  -- verifying them with others.
  -- making your own observations about what and how things happen or do not happen in the organization.
  -- examining written policies and procedures.

* Look for discrepancies between:

  -- what is suppose to happen vs. what really happens.
  -- what people say that they think they should do vs. what they actually do.
  -- what the organizational rhetoric is vs. what the organizational reality is.

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*   Explore identified discrepancies. Do they
    represent isolated occurrences or do they
    reflect a pattern ?   If they form a pattern, what
    conclusions can be drawn from that pattern ?

*   Remain open to newly emerging information and
    the possibility of needing to draw new
    conclusions.

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HOW ORGANIZATIONAL NORMS CAN BE SHAPED

PRIMARY STRATEGIES:

◊ what leaders pay attention to, measure, and control.

◊ how leaders react to critical incidents and organizational crises.

◊ the behavior that leaders consciously model, teach, and coach.

◊ the criteria that leaders use to allocate rewards and status.

◊ the criteria that leaders use to recruit, select, promote, retire, and "excommunicate" others.

SECONDARY STRATEGIES:

◊ the organization's design and structure.

◊ the organization's operating routines and procedures.

◊ the design of physical space and buildings.

◊ the stories, legends, myths, and parables about important organizational events and people.

◊ the formal statements of organizational philosophy, creed, mission, goals, accomplishments, etc.

Edgar H. Schein, ORGANIZATIONAL CULTURE AND LEADERSHIP: A DYNAMIC VIEW 1985

A LEARNING ORGANIZATION

IS

"AN ORGANIZATION SKILLED

AT CREATING, AQUIRING, AND

TRANSFERRING KNOWLEDGE

AND

AT MODIFYING ITS BEHAVIOR

TO REFLECT

NEW KNOWLEDGE AND

INSIGHTS."

SHAPING NORMS TO SUPPORT A LEARNING ORGANIZATION

Identify some norms that might facili-
tate the development of a learning
organization and some concrete
things that a superintendent could do
to shape those organizational norms.

FACILITATING
NORMS

NORM-SHAPING
STRATEGIES

THE IMPORTANCE OF STORIES

"In successful organizations, people's sense of significance is rooted in shared stories, passed from person to person and generation to generation. 'Some say that community is based on blood ties, sometimes dictated by choice, sometimes by necessity. And while this is quite true, the immeasurably stronger gravitational field that holds a group together is their stories ... the common and simple ones they share with one another.' These stories are about people, events, triumphs, and tragedies. They transcend time and place." (p. 113.)

"Throughout history, people have relied on narrative to express deep spiritual messages hard to communicate any other way. Successful organizations are storied organizations. One does not have to belong to one of them for long or go very far to learn the lore. Many contemporary organizations regularly convene times for storytelling. Over time, layers of story accumulate to help people touch the dream world of corporate mythology. It has been suggested that 'a dream is a personal experience of that deep, dark ground that is the support of our conscious lives, and a myth is the society's dream. The myth is the public dream and the dream is the private myth.' Without story and myth, there is no public dream. Without shared dreams, organizations falter and perish. Individuals, groups, and organizations all need their own stories. Leaders must venture off the known and protected pathway to find their own private storehouse. Stories help them choose a direction and learn from their experiences. 'We tell stories to illuminate the paths we travel, and to share humor, courage, and wisdom in this liberation struggle.'" (pp. 142-143.)

ORGANIZATIONAL STORIES

Think of a story

(real or fictitious)

that conveys or reflects some

important organizational norm

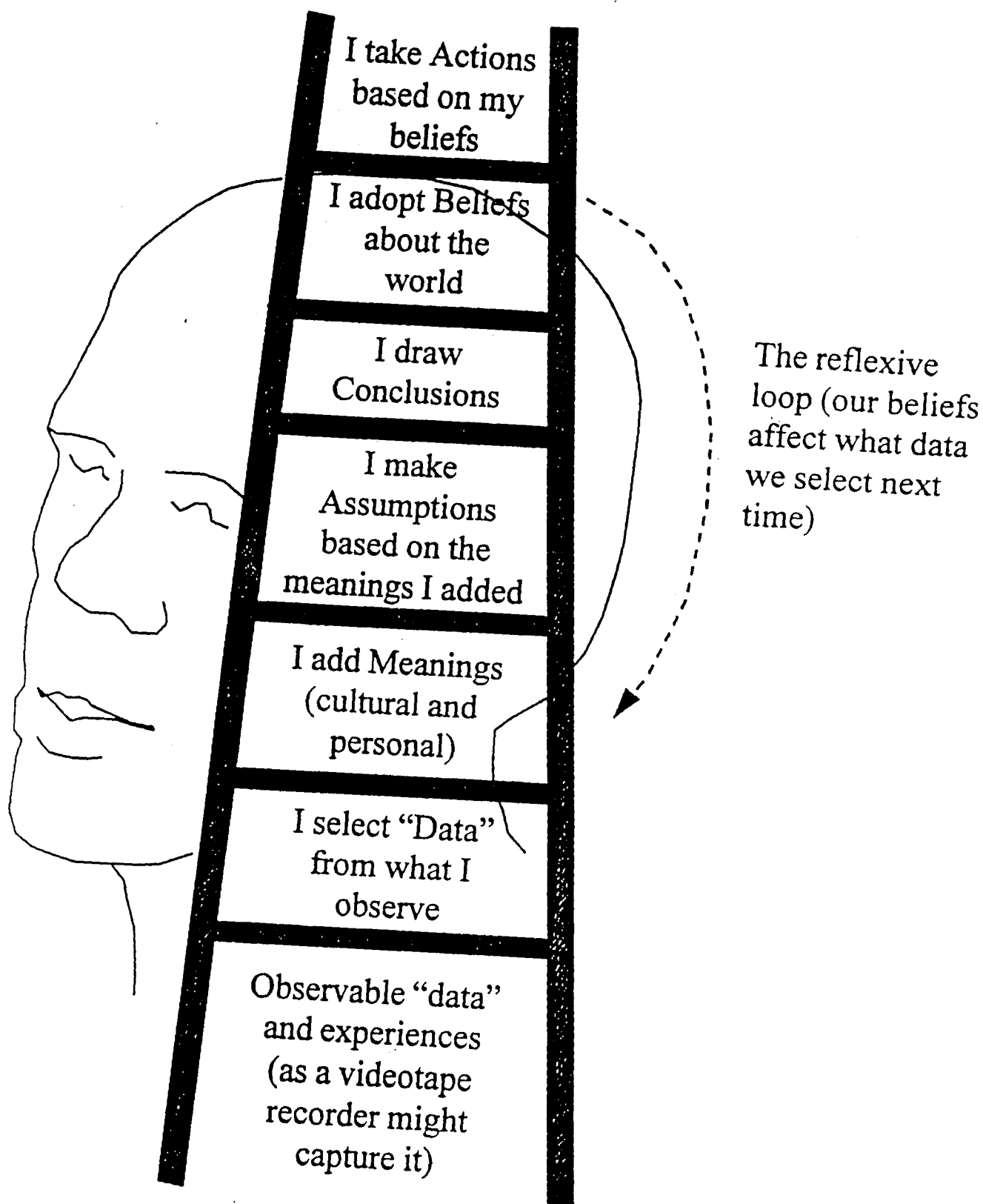or norms in your home districts.

Share your story

within your group.

Select one story per group to

share with everyone.

THE LADDER OF INFERENCE

SUGGESTS THAT

WE ALWAYS NEED

TO REMAIN OPEN TO THE

POSSIBILITY

THAT WHAT WE HAVE LEARNED

FROM OUR PREVIOUS EXPERIENCES

IS NOT NECESSARILY RIGHT

OR

THE ONLY WAY

TO LOOK AT THINGS !

The Ladder of Inference

I take Actions based on my beliefs

I adopt Beliefs about the world

I draw Conclusions

I make Assumptions based on the meanings I added

I add Meanings (cultural and personal)

I select "Data" from what I observe

Observable "data" and experiences (as a videotape recorder might capture it)

The reflexive loop (our beliefs affect what data we select next time)

Richard Ross, "The Ladder of Inference" in Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard Ross, and Bryan Smith. THE FIFTH DISCIPLINE FIELDBOOK: STRATEGIES AND TOOLS FOR BUILDING A LEARNING ORGANIZATION. New York: Doubleday, 1994.

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HOW DO YOU FEEL ABOUT ORGANIZATIONAL CHANGE ?

Think about the major organizational change efforts that you have observed, participated in, and/or led throughout your career. Circle the 5 adjectives that BEST reflect how you feel about organizational change as the result of these experiences.

challenging	irreverent
chaotic	manipulative
conflict-laden	messy
confusing	orderly
depressing	overwhelming
disjointed	painful
draining	predictable
effective	productive
efficient	redundant
essential	self-defeating
exciting	sequential
exhilarating	synergistic
frustrating	time-consuming
fun	tiring
gratifying	uncontrollable
ineffective	unpredictable
inefficient	unproductive
inevitable	valuable
inspiring	workable
interconnected	worthwhile
OTHER ?	OTHER ?
OTHER ?	OTHER ?

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THE COMPLEXITY OF ORGANIZATIONAL CHANGE IN SCHOOLS

TO ACCOMPLISH MOST SIGNIFICANT ORGANIZATIONAL CHANGES IN SCHOOLS, THE FOLLOWING INTERRELATED QUESTIONS EVENTUALLY MUST BE ADDRESSED :

- What are our priorities regarding the purposes of schooling ?
- What body of knowledge & skills are crucial for our students to learn ?
- What specific curriculum content will best serve as a vehicle for that body of knowledge & skills ?
- What specific instructional materials and technology will best convey that curriculum content ?
- How do students best learn that body of knowledge & skills ?
- What time allocations will best facilitate that learning ?
- What student grouping arrangements will best facilitate that learning ?
- What teaching strategies will best promote that learning?
- What professional development strategies/activities will best prepare the staff for what it needs to do to be successful in facilitating that learning ?
- What accountability measures/processes will best determine if the staff is successful ?
- What performance assessment standards/processes will best determine if the students are successful ?
- What individuals/roles will best provide the needed leadership for those various efforts ?
- What decision-making structure will best facilitate those various efforts ?
- What resource allocation system will best facilitate those various efforts ?
- What specific policies, procedures, and organizational roles will best support and contribute to the attainment of those various efforts ?
- What strategies will best involve all major stakeholders in these important decisions ?

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CREATING YOUR OWN CASE STUDY OF A MAJOR ORGANIZATIONAL CHANGE

What was the underlying intent (or intentions) of the change effort that you have selected ?

How would you briefly describe the strategy (or strategies) that was used to accomplish this change effort ?

How would you briefly explain how the interconnections among the various elements (i.e., the 16 elements previously introduced) helped and/or hindered the ultimate success of the change effort ?

What were the major lessons that you learned from this experience that will influence your future efforts to affect a significant organizational change ?

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CREATING YOUR OWN CASE STUDY OF A MAJOR ORGANIZATIONAL CHANGE

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- How would you briefly explain how the interconnections among the various elements (i.e., the 16 elements previously introduced) helped and/or hindered the ultimate success of the change effort ?

- What were the major lessons that you learned from this experience that will influence your future efforts to affect a significant organizational change ?

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THE BASIC LESSONS OF THE NEW PARADIGM OF ORGANIZATIONAL CHANGE

 # 1: YOU CAN'T MANDATE WHAT MATTERS.
(The more complex the change, the less it
can be forced.)

 # 2: CHANGE IS A JOURNEY; NOT A BLUEPRINT.
(Change is non-linear, loaded with
uncertainty and excitement, and
sometimes perverse.)

 # 3: PROBLEMS ARE OUR FRIENDS.
(Problems are inevitable and you can't
learn without them.)

 # 4: VISION AND STRATEGIC PLANNING COME LATER.
(Premature visions and planning blind.)

 # 5: INDIVIDUALISM AND COLLECTIVISM MUST HAVE EQUAL POWER.
(There are no one-sided solutions to
isolation and groupthink.)

 # 6: NEITHER CENTRALIZATION NOR DECENTRAL- IZATION WORKS.
(Both top-down and bottom-up strategies
are necessary.)

 # 7: CONNECTION WITH THE WIDER ENVIRONMENT IS CRITICAL FOR SUCCESS.
(The best organizations learn externally as
well as internally.)

 # 8: EVERY PERSON IS A CHANGE AGENT.
(Change is too important to leave to the
experts, personal mind set and mastery
is the ultimate protection.)

Michael Fullan. CHANGE FORCES: PROBING THE DEPTHS OF EDUCATIONAL REFORM. 1993.

THE IMPACT OF THE "NEW SCIENCE" ON LEADERSHIP

"My growing sensibility of a quantum universe has affected my organizational life in several ways. First, I try hard to discipline myself to remain aware of the whole and to resist my well-trained desire to analyze the parts to death. I look now for patterns of movement over time and focus on qualities like rhythm, flow, direction, and shape. Second, I know I am wasting time whenever I draw straight arrows between two variables in a cause and effect diagram, or position things as polarities, or create elaborate plans and timelines. Third, I no longer argue with anyone about what is real. Fourth, the time I formerly spent on detailed planning and analysis I now use to look at the structures that might facilitate relationships. I have come to expect that something useful occurs if I link up people, units, or tasks, even though I cannot determine precise outcomes. And last, I realize more and more that the universe will not cooperate with my desires for determination.

Those who have used music metaphors in describing leadership, particularly jazz metaphors, are on a quantum track. Improvisation is the saving skill. As leaders, we play a crucial role in selecting the melody, setting the tempo, establishing the key, and inviting the players. But that is all we can do. The music comes from something we cannot direct, from a unified whole created among the players -- a relational holism that transcends separateness. In the end, when it works, we sit back, amazed and grateful."

Margaret J. Wheatley, LEADERSHIP AND THE NEW SCIENCE -- LEARNING ABOUT ORGANIZATION FROM AN ORDERLY UNIVERSE, 1992.

MINIMIZING THE NEGATIVE IMPACT OF ORGANIZATIONAL CHANGE

CHANGE CAUSES PEOPLE TO FEEL INCOMPETENT, NEEDY, AND POWERLESS. Developing new skills, creating opportunities for involvement, and providing psychological support are essential.

CHANGE ALTERS THE CLARITY AND STABILITY OF ROLES AND RELATIONSHIPS, CREATING CONFUSION AND CHAOS. This requires attention to realigning and renegotiating formal patterns and policies.

CHANGE GENERATES CONFLICT AND CREATES WINNERS AND LOSERS. Avoiding or smoothing over those issues drives conflict underground. Managing change effectively requires the creation of arenas where issues can be surfaced and negotiated.

CHANGE CREATES LOSS OF MEANING AND PURPOSE. People form attachments to symbols and symbolic activities. When the attachments are severed, they experience difficulty in letting go. Existential wounds require symbolic healing. Transition rituals are needed to alleviate grief.

Lee E. Bolman and Terrence E. Deal, REFRAMING ORGANIZATIONS: ARTISTRY, CHOICE, AND LEADERSHIP, 1991.

YOU CANNOT

GET OUT OF A

PROBLEM

BY USING

THE SAME TYPE

OF THINKING

THAT GOT YOU INTO

IT !

ALBERT EINSTEIN

MESS MANAGEMENT

MESS = a system of interrelated
         problems.

You can never understand a MESS by breaking
     it apart into its component problems and
     analyzing them separately.   When you do
     that, you lose the ability to see the
     interrelationships among problems.   A MESS
     is much more than the sum of its individual
     parts.   It is the product of those
     interactions.   Since a MESS is a system, you
     need a complex, comprehensive, systems
     approach to deal with it.

"Managing a system requires focusing on the
     interaction among the parts; not on taking
     actions related to the individual parts."

Adapted from:
Russell L. Ackoff, Management
        in Small Doses, New York:
        John Wiley & Sons, 1986.

MOST PROBLEMS HAVE SOLUTIONS.
A MESS, BY DEFINITION, IS USUALLY UNSOLVABLE !

OFTEN, THE BEST YOU CAN DO WITH A MESS IS TO LIMIT ITS NEGATIVE IMPACT !

BASIC STRATEGY FOR DEALING WITH A MESS

1. See all of the component problems within the context of the whole situation.

2. Explain or understand the whole situation.

3. Disaggregate by explaining the role or function of the parts within the whole situation.

4. Restructure the whole situation by creating new interactions among the various components.

Russell L. Ackoff

A REAL MESS
by Stanley A. Schainker

Superintendent Peter Neil knew that he had a real mess on his hands — and it was a mess that seemed to have developed overnight.

Earlier in the week, at a public Board of Education meeting held on Monday night, a parent of a senior attending one of the two high schools in the district had demanded that a popular high school English teacher be fired for "forcing her daughter to study things that her family found morally offensive." She had gone to great lengths to get her daughter out of that particular teacher's class. The school's guidance department had refused this request, however, because the parent "did not have a valid reason that justified her request."

After some investigation the next day, the superintendent learned the following information:

- the teacher in question had recently admitted that he was gay.
- the mother was one of the founding members of a group called "FOR THE CHILDREN" — a group that was affiliated with Jerry Falwell's Moral Majority.
- FOR THE CHILDREN was running a slate of candidates for the School Board and was having difficulty generating interest in its slate. (The Board election was a month away.)
- the teacher had been using the same approach in his classroom for the past three years and it had previously been reviewed and approved by the high school curriculum committee.
- students were given the option to study three of the eight units in the elective course that focused on multi-cultural American literature. The Gay-Lesbian writers' unit was just one of the eight.
- the daughter had rank-ordered the eight units at the beginning of the year. She had listed the Gay-Lesbian unit as #3.
- the guidance counselor who had reviewed the parent's request to move the student and who had denied it justified her decision by saying that the girl had seven other options from which to choose and had not been required to study the Gay-Lesbian unit.

On Wednesday, one of the FOR THE CHILDREN School Board candidates held a press conference at which he quoted excerpts from some of the books on the suggested reading list that pertained to the unit on Gay-Lesbian writers. He labeled the material as "disgusting, pornographic, and totally inappropriate and offensive." The highlighted excerpts graphically described a variety of homosexual acts such as sodomy, group masturbation, pederasty, and men engaging in oral sex with other men. He went on to stress that this kind of thing happened when the superintendent and the School Board were afraid to do their jobs and urged the public to vote for him and his FOR THE CHILDREN colleagues "to prevent this from happening again!"

On Thursday, it came to light that the reading list contained over 300 selections for the unit in question and the excerpts came from only two of them. The teacher also admitted that he was surprised that the books contained those descriptions but that the total reading list was comprised of over 3,000 titles and that he could not be "expected to remember all of the details found in each one

of them." He also indicated that students could "pick and choose" from the list and were not required to read any particular selection. That same day, eight of the nine Board members — including four who were running for re-election — were quoted in the local newspaper as being vehemently opposed to this type of material. An editorial accompanying the article called for a Blue Ribbon Curriculum Review Committee "to take the important task of deciding whether or not instructional materials are congruent with community values out of the hands of teachers."

Superintendent Neil was relieved that today was Friday. Unfortunately, it had not prevented the telephone from ringing off the hook. The superintendent had received the following calls:

- the Board president had asked him to move quickly to personally get involved in this issue and to resolve the problem before it got even more out of hand.
- the principal and the chairperson of the School Leadership Team had both urged him to stay out of the issue and allow the site-based management system to "do what it was set up to do."
- three local ministers had demanded that he immediately discipline the teacher for "using unbelievably poor judgment."
- the president of the local teachers' association had reminded him of his previous statements about the importance of teachers having the professional flexibility of making instructional decisions that governed what happened in their classrooms.
- the chairs of each of the two high school Faculty Senates had informed him that teachers saw this issue as one of academic freedom and felt that there was "no reason for anyone to get involved in this matter as long as the teacher gave students choices and did not require them to read any particular selections."
- the head of the Budget Committee of the County Commissioners told the superintendent that the majority of her colleagues were "shocked" by the excerpts and warned him as a "friend" that unless he took some action to "close the loopholes," the District would have "serious problems with your budget come the Spring."
- the chair of the Community Multicultural Task Force had stressed that this issue had "opened up a real can of worms in town and illustrated why it was so important for the District to do a better job of teaching mutual respect for all groups of people."
- seven parents had called demanding that the teacher be fired for "trying to recruit students into the homosexual life style."
- two professors from local universities who had been volunteering to write a proposal to improve the Gifted program had told him that they could not continue to work with the district on the project if the "basic concept of academic freedom is not supported by the administration."

Peter Neil had a real MESS on his hands!

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KEY QUESTIONS

- WHAT ARE THE MAJOR ETHICAL DILEMMAS IN THIS SITUATION AND HOW WOULD YOU DEAL WITH THEM ?

- WHAT CAN THE SUPER-INTENDENT DO IN THIS SITUATION TO MANAGE THIS MESS AND MINIMIZE ITS NEGATIVE IMPACT ?

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REFLECTING ON ONE OF YOUR MESSES

Remembering that "a MESS is a system of interre-
    lated problems," identify a MESS with which
    you are dealing or have dealt as part of your
    professional responsibilities.   Use the space on
    this sheet to outline the situation.   Be sure to
    indicate how the major problems that comprise
    your MESS are interrelated.   You will have
    approximately 10 minutes to complete this task.