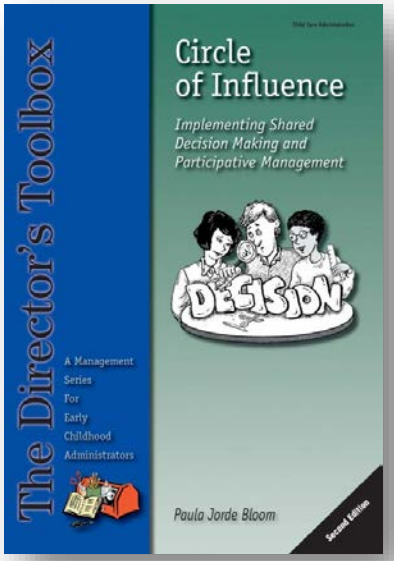
McCormick Center
FOR EARLY CHILDHOOD LEADERSHIP
AT NATIONAL LOUIS UNIVERSITY



Circle of Influence

Implementing Shared Decision Making and Participative Management

JILL BELLA, Ed.D. | Director of Professional Learning

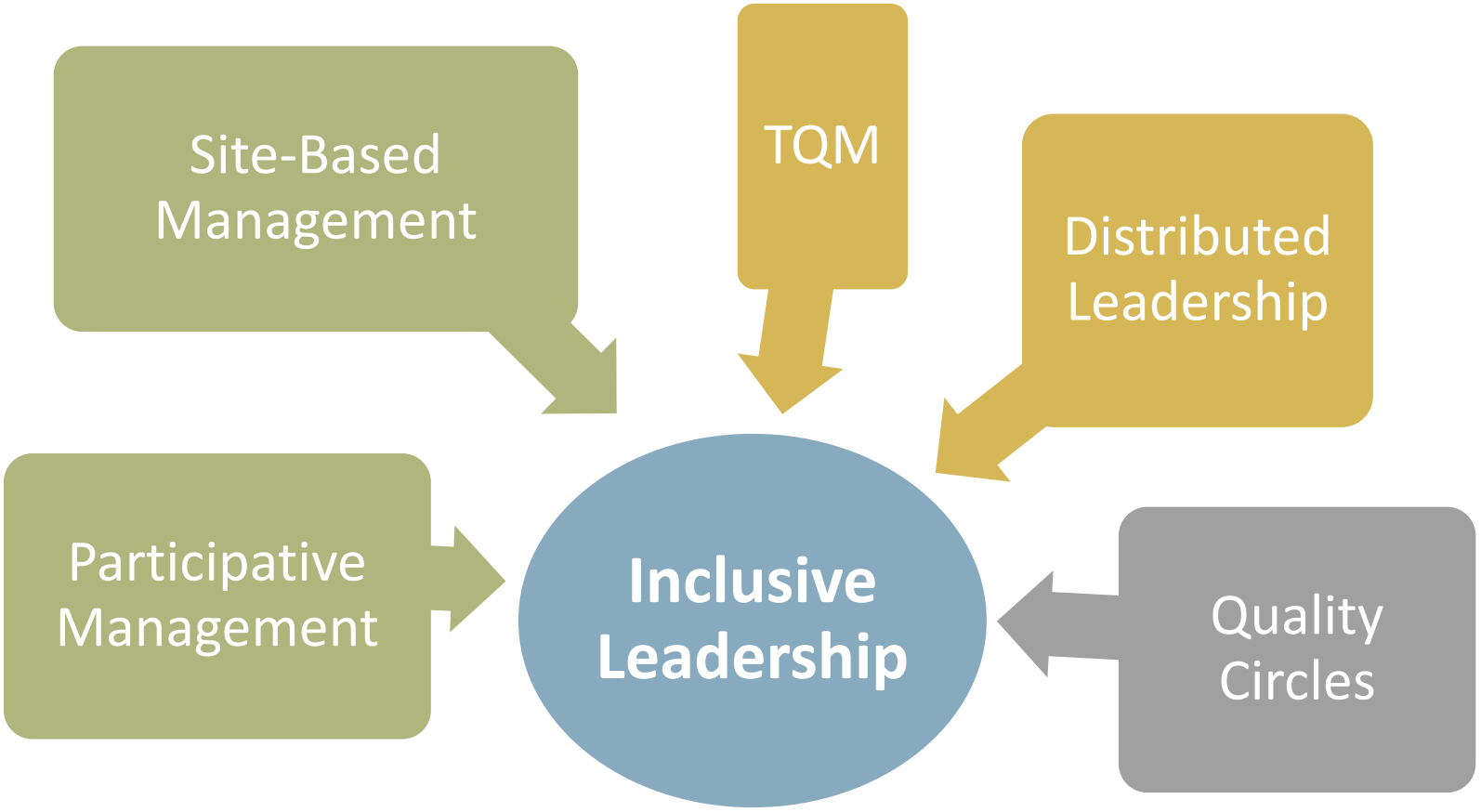
Goals

- Understand the principles underlying inclusive leadership
- Become aware of the decision-making style best suited for the situation
- Understand the advantages and disadvantages of different levels of participation
- Learn how to apply decision-making criteria to group decisions

Agenda

- ❑ What is Inclusive Leadership and Why is it Important?
- ❑ Looking Within
- ❑ A Framework for Shared Decision Making
- ❑ The Decision-Making Process
- ❑ Inclusive Leadership—Getting Started

What is Inclusive Leadership?

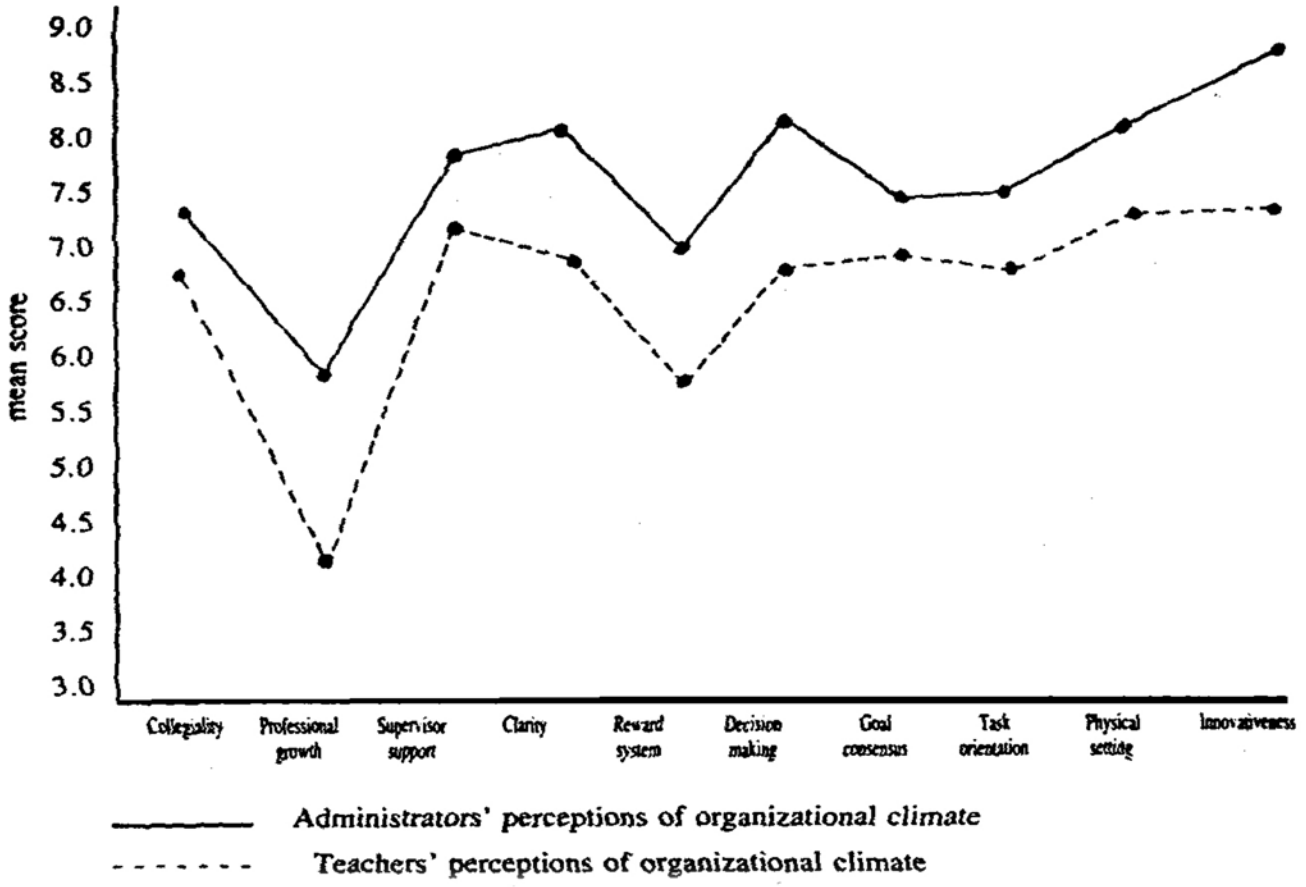


I start with the premise that the function of leadership is to produce more **leaders,** not more followers.

- Ralph Nader

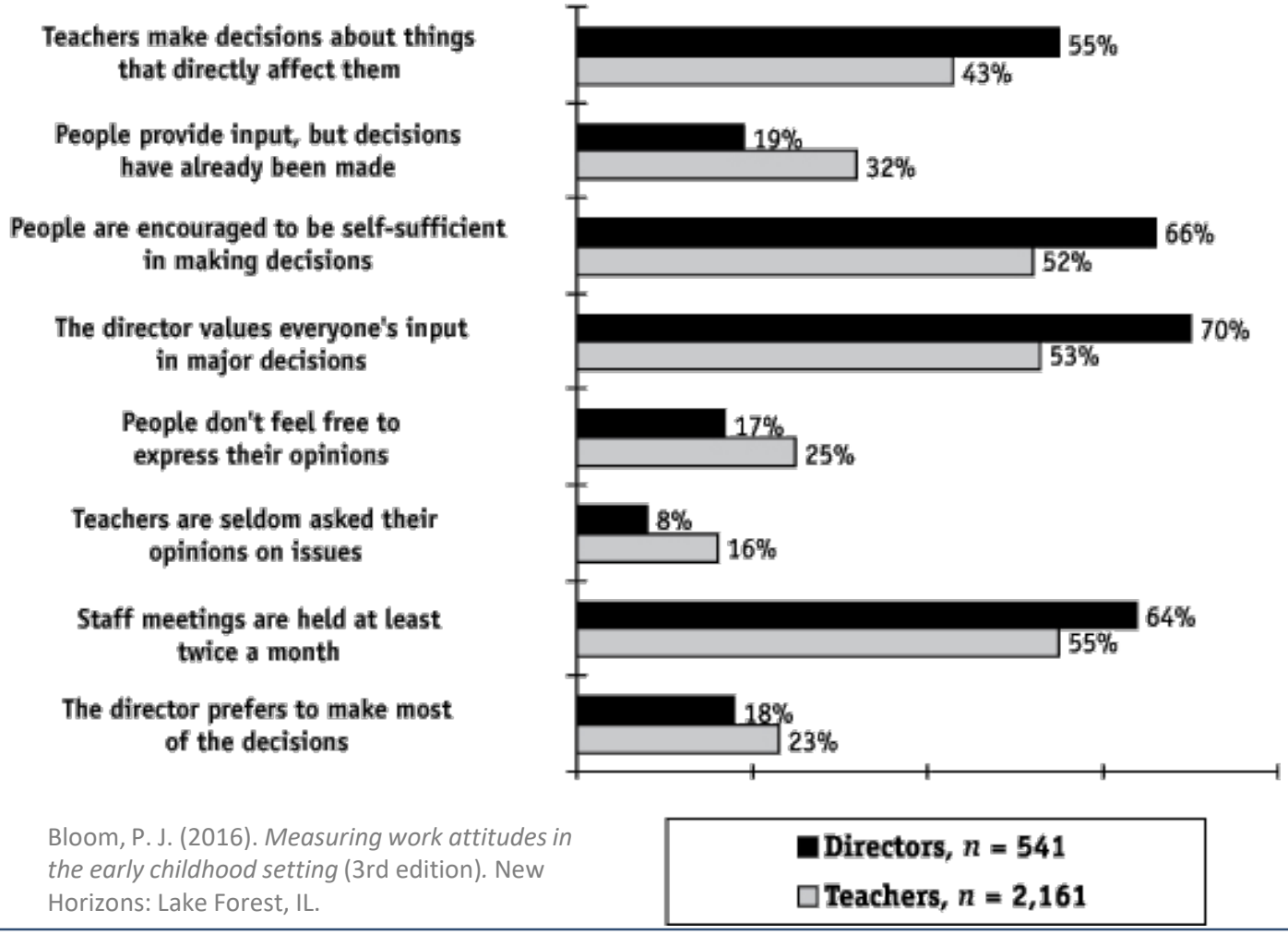
The best decision I ever made was…

Perception of Organizational Climate



Bloom, P. J. (2016). *Measuring work attitudes in the early childhood setting* (3rd edition). New Horizons: Lake Forest, IL.

Director and Teacher Responses

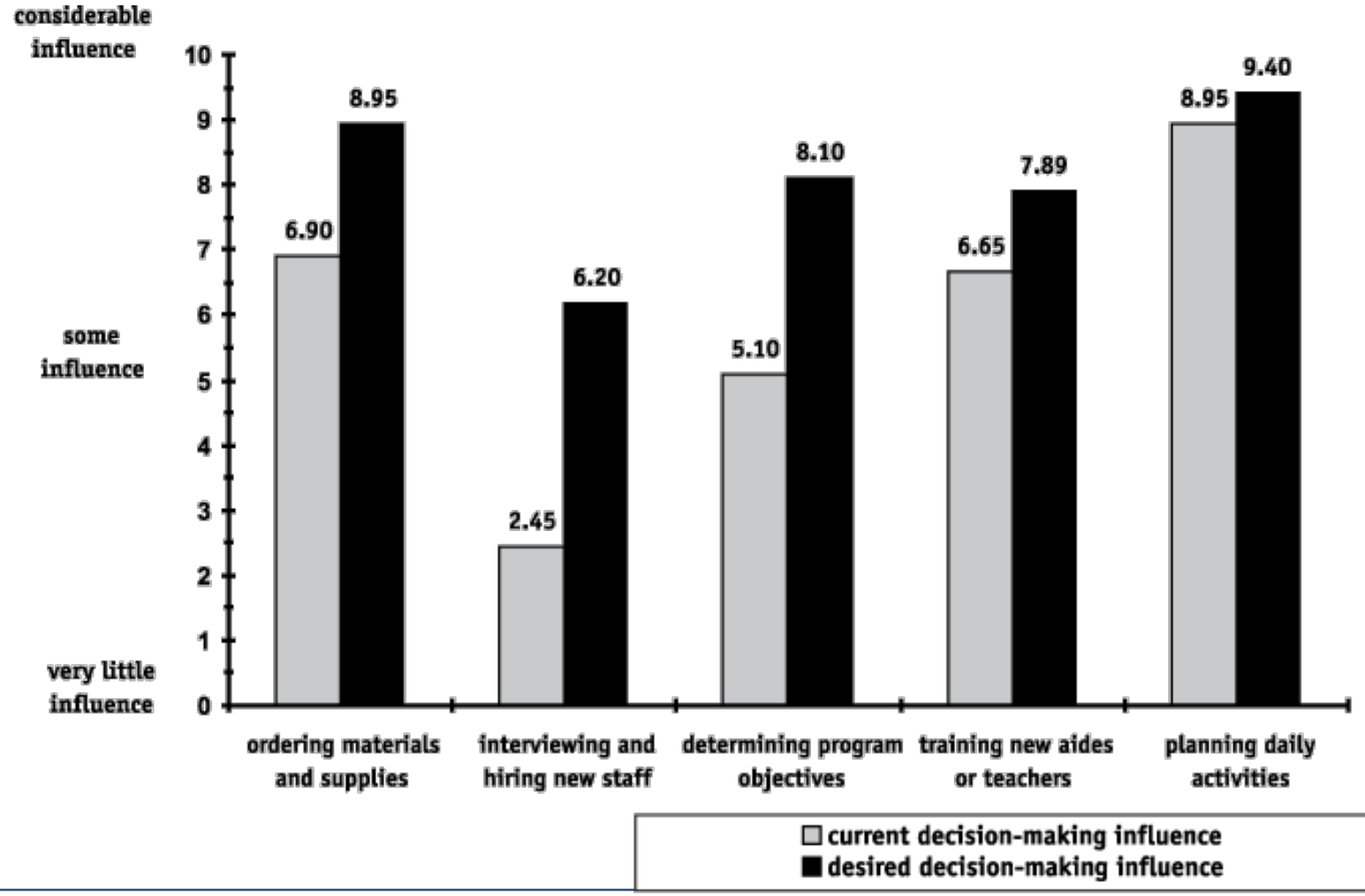


Bloom, P. J. (2016). *Measuring work attitudes in the early childhood setting* (3rd edition). New Horizons: Lake Forest, IL.

People's **perceptions** of events
may be more important
than [facts]
because individuals
act according to
their **interpretation** of events.

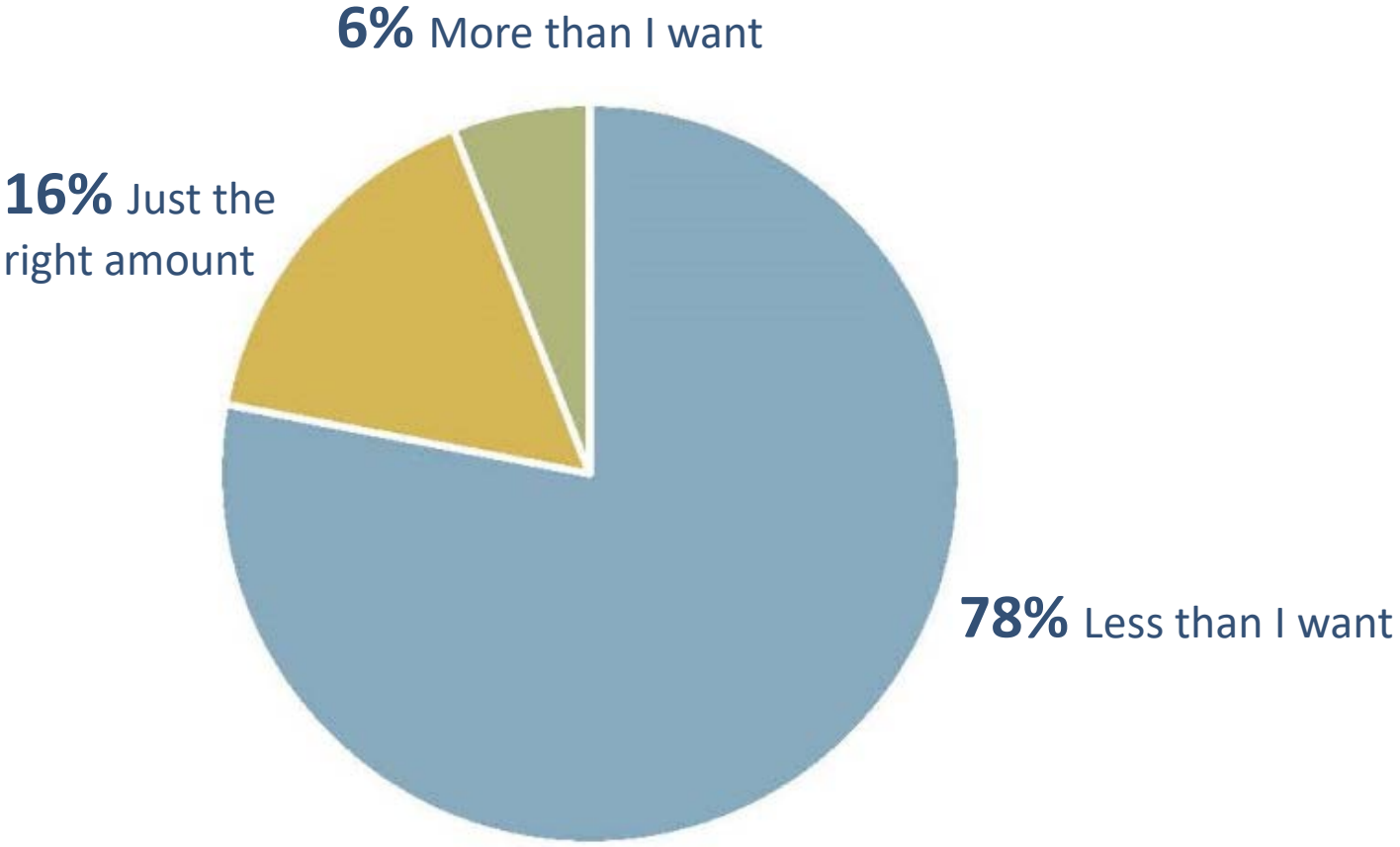
-Paula Jorde Bloom

Teacher Perceptions of Current vs Desired Decision Making Influence



Bloom, P. J. (2016). *Measuring work attitudes in the early childhood setting* (3rd edition). New Horizons: Lake Forest, IL.

Teachers' Perception of Their Decision-Making Influence (N=2,161)



Bloom, P. J. (2016). Measuring work attitudes in the early childhood setting (3rd edition). McCormick Center for Early Childhood Leadership: Wheeling, IL

There is no **reality,**
only **perception.**

- Phil McGraw

3

Principles of Collaboration

1

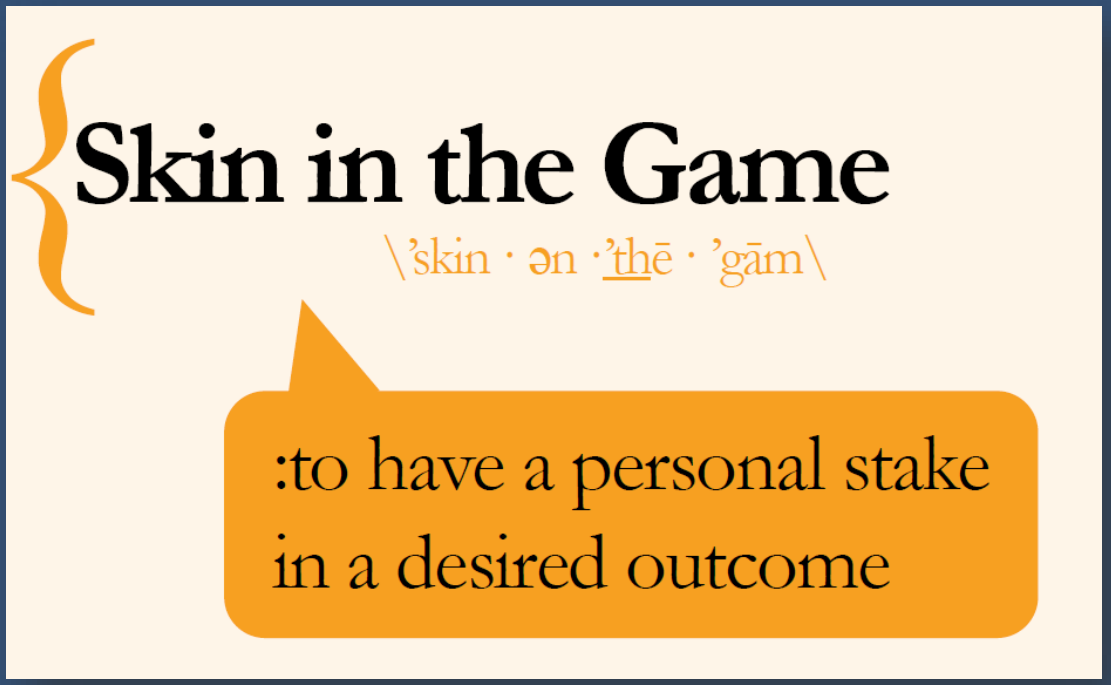
The whole is greater than the sum of its parts.

2

People have a right
to be involved
in making decisions
that affect their lives.

3

People involved in making decisions have a greater stake in carrying those decisions out.



Encourage sharing **opinions**

Embedded

Time to hear perspectives

Time to reach **consensus**

Is Collaboration **Valued?**

Invite those with diverse opinions

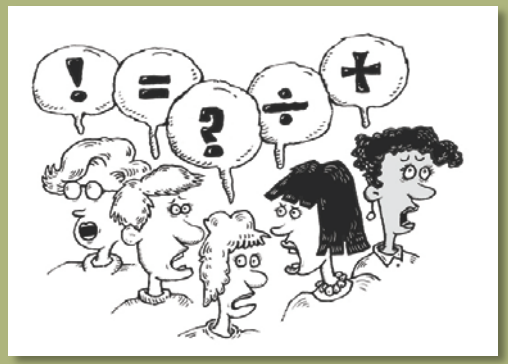
Decision-making policies

Use language that reflects **openness**

Performance appraisal reflects inclusive leadership

None of us
is as smart as
all of us.

-Peter Grazier



4,000 lbs

18,000 lbs

(syn·er·gy)

the interaction or cooperation of two or more *organizations*, *substances*, or *other agents* to produce a combined effect *greater than the sum* of their separate effects.

The term synergy comes from the Greek word synergia συνέργια *from synergos,* συνεργός, *meaning* ***"working together"***

Problem Solving Orientation

VALUE SYSTEM

Either/Or

Both/And

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

TYPE OF OUTCOME EXPECTED

Either/Or

Both/And

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

ATTITUDE TOWARD WINNING

Either/Or	Both/And
"To the victor go the spoils"	*"Your success is my success"*

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

ATTITUDE TOWARD LOSING

Either/Or	Both/And
"Someone has to lose."	*"If someone loses, everyone loses"*

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

ATTITUDE TOWARD MINORITY OPINIONS

Either/Or

"Get with the program!"

Both/And

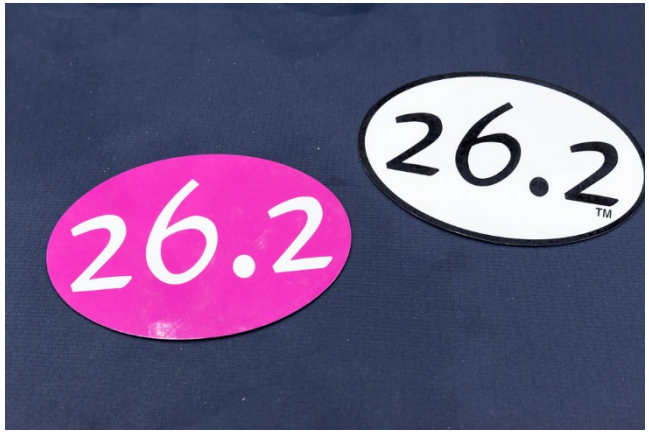
Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

HOW LONG IT TAKES

Either/Or

Both/And



Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

WHEN TO USE IT

Either/Or

Expedience > Durability

Both/And

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Problem Solving Orientation

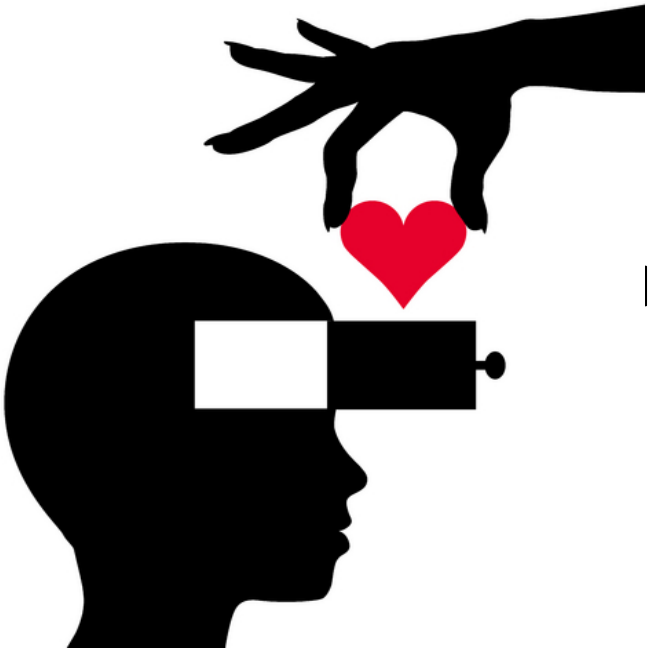
UNDERLYING PHILOSOPHY

Either/Or

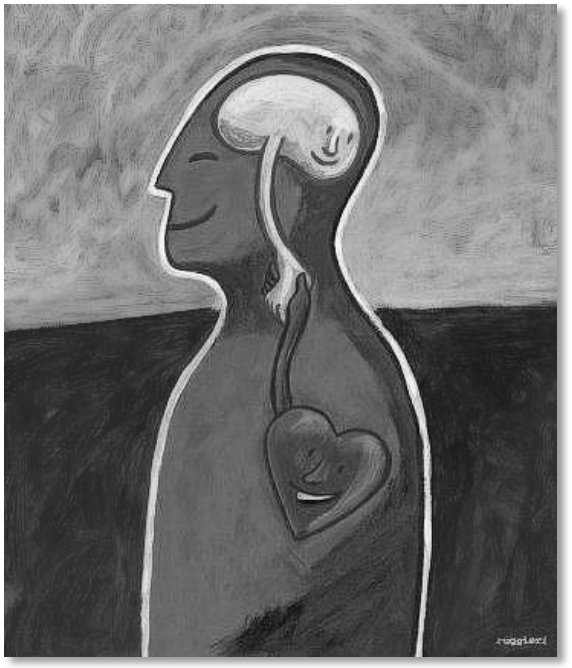
Both/And

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

Inclusive Leadership



Involves the **head** and the **heart**



Agenda

- ✓ What is Inclusive Leadership and Why is it Important?
- ❑ Looking Within
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- ❑ Inclusive Leadership—Getting Started

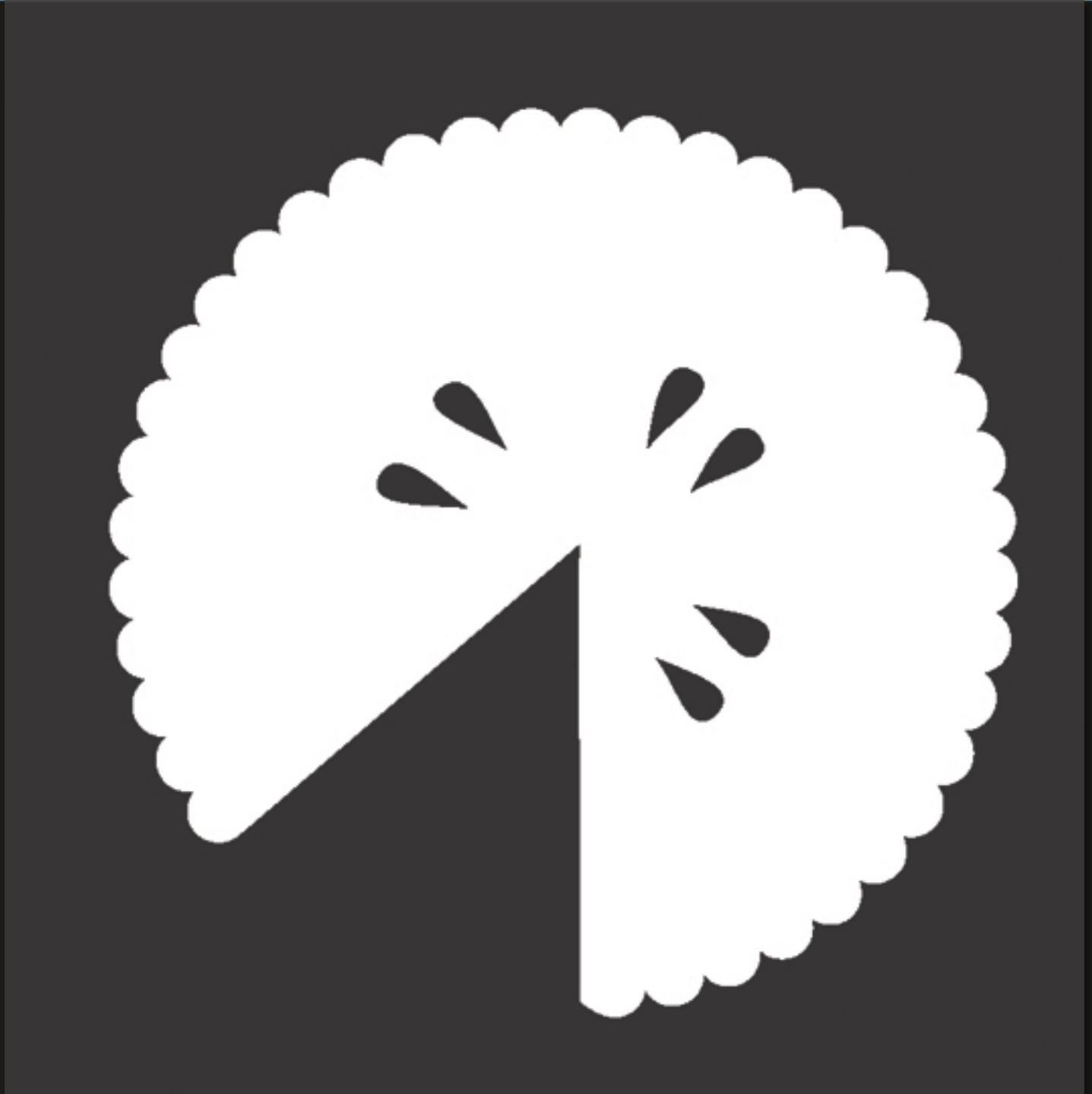
Decision-Making Style

Decision-Making Style

Think about the way you typically make decisions that have program-wide implications (for example, hiring a new teacher, expanding program options, adjusting program hours, modifying program philosophy, or planning a center-wide social event). Read each of the statements below and choose ***three*** that are most typical for you for these types of decisions.

1. As director, I have the big picture, so I usually make most of the important decisions pertaining to program operations.
2. I like to bring issues to my staff and get 100% agreement before we proceed.
3. I present my ideas to my staff and get their input before I make a final decision on important issues.
4. I bring issues before my staff and take a vote. I implement the majority decision.
5. I defer to my staff's expertise and let them form a committee to decide on important issues.
6. I ask a few of my most experienced staff to make key decisions regarding the program.
7. I don't think it is necessary for everyone to agree 100% on a course of action, but I like to get general agreement from my staff on an issue before proceeding.
8. I weigh all the pros and cons of an issue, make a decision, and then "sell" it to my staff.
9. I make a tentative decision on an issue pertaining to the program and test the reactions of several teachers before making my final decision.
10. I don't want to burden my staff with extra work, so I typically make most program-wide decisions myself.
11. I appoint ad hoc committees for making different program-wide issues.
12. I set up an advisory group of teachers to provide feedback to me on different issues before I make my final decision.

From: Bloom, P. J. (2011). *Circle of influence: Implementing shared decision making and participative management* (2nd ed.) Lake Forest, IL: New Horizons. Reprinted with permission.



Values that Support Inclusive Leadership

DIRECTORS BELIEVE THAT…

- teachers and support staff are responsible, motivated, and trustworthy and that each has something to contribute
- teachers and support staff have information, skills, and creative talents that, when shared, will increase decision quality
- open expression of ideas and feelings is healthy and suppression of thoughts and beliefs reduces the quality of decisions

Adapted from Wood, C.J. (1984). Participatory Decision Making: Why Doesn't it Seem to Work? Educational Forum, *49*(1), 59.

Values that Support Inclusive Leadership

DIRECTORS BELIEVE THAT…

- conflict is not something to be avoided, but is a potential source of information rather than a threat or a challenge
- influence in the organization should be based upon expertise rather than role designation

Adapted from Wood, C.J. (1984). Participatory Decision Making: Why Doesn't it Seem to Work? Educational Forum, *49*(1), 59.

My Work Style

My Work Style

For each situation described below, select the response (a or b) that best describes you.

1. In a *typical* week
   a. I complete my work within 40 hours.
   b. I work 40 hours plus many evenings and weekends.

2. In a typical week I spend *most* of my time
   a. planning, training staff, and evaluating the program.
   b. answering the phone, attending meetings, and resolving personnel problems.

3. When I'm on *vacation*, my time off is
   a. only occasionally interrupted by center emergencies.
   b. frequently interrupted by calls, e-mails, and texts from staff about routine problems.

4. When I delegate a task to a staff member,
   a. I explain the result expected and allow the individual to "do her thing."
   b. I spell out how to complete the task, step by step.

5. After I've delegated a task,
   a. I have the individual provide periodic progress reports.
   b. I check once or twice a day to see how it's going.

6. When a staff member is floundering with a delegated task,
   a. I offer to provide whatever assistance is needed.
   b. I take the job back and do it myself.

7. When a staff member does an acceptable but not exceptional job on a delegated task,
   a. I accept the work and point out how it could be improved next time.
   b. I do it over myself.

8. When a staff member suggests a change in my way of doing a task,
   a. I assess the pros and cons of each approach.
   b. I become defensive and show why my way is best.

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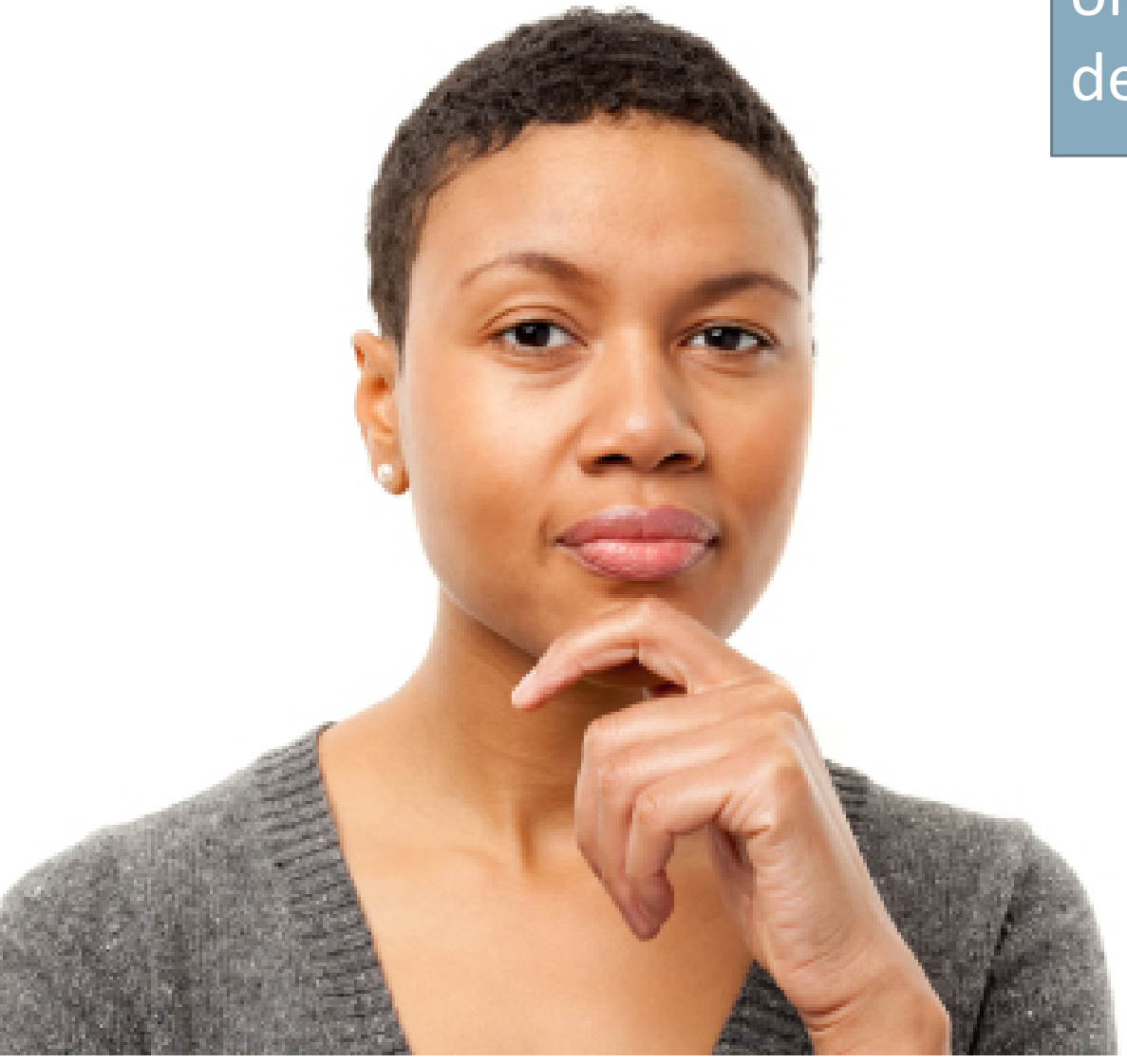

No one has enough interest, knowledge, or skill to make the decision.

Benefits of Delegation

- Stretches staff and provides job **enrichment**
- Makes staff a more **integral** part of the program's operation
- Builds a more unified team spirit
- Forces directors to be more **organized**

Bloom, P.J. (2011). *Circle of Influence: Implementing Shared Decision Making and Participative Management* (2nd ed.). Lake Forest, IL: New Horizons. Reprinted with permission for McCormick Center for Early Childhood Leadership training only.

If you perform a task
that someone else can do,
you keep yourself from a task that only you can do.

- Source Unknown

Agenda

- ✓ What is Inclusive Leadership and Why is it Important?
- ✓ Looking Within
- ❑ A Framework for Shared Decision Making
- ❑ The Decision-Making Process
- ❑ Inclusive Leadership—Getting Started

Framework Questions

- Who are the stakeholders?
- What are the different types of decisions to be made?
- What are the possible levels of participants?
- What are the external constraints?

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Framework for Shared Decision Making

STAKEHOLDERS

- Governing or advisory board
- Owner of the center
- Administrative staff
- Teaching staff
- Support staff
- Family members
- Community partners

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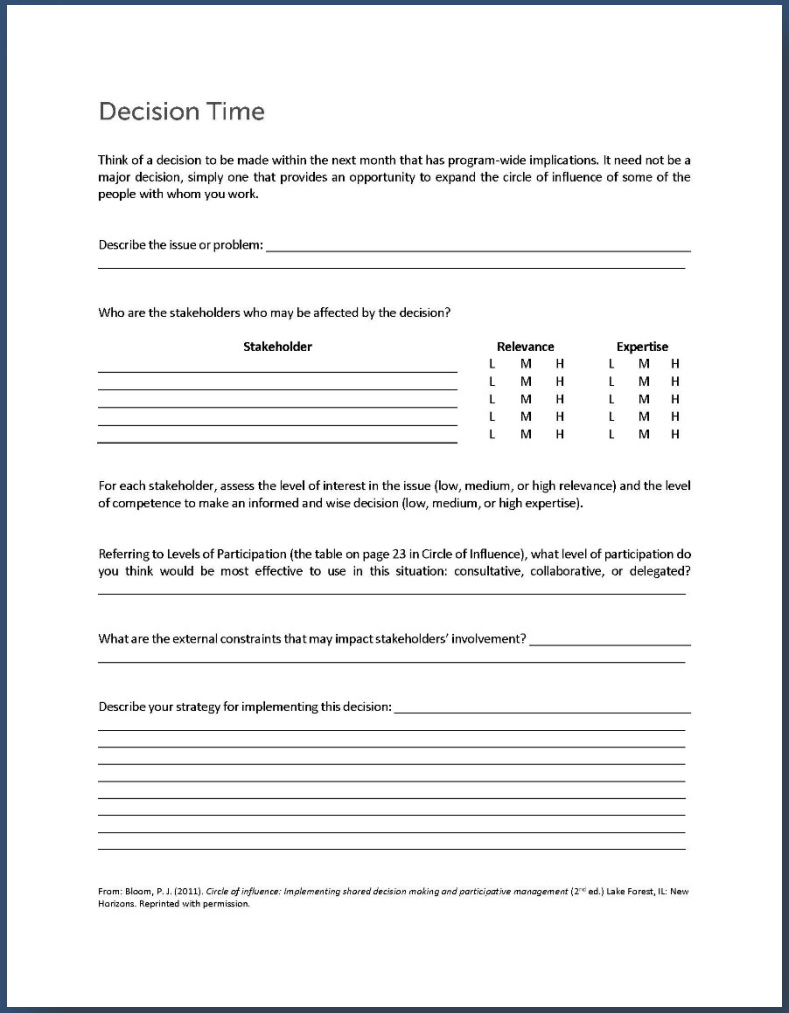
Framework for Shared Decision Making

TYPES OF DECISIONS

- Staff supervision and professional development
- Instructional practices and scheduling
- Enrollment and grouping
- Fiscal policies and practices
- Human resources allocation
- Center-wide goals and educational objectives
- Family relations
- Community relations
- Facilities management
- Evaluation practices

Bloom, P.J. (2011). *Circle of Influence: Implementing Shared Decision Making and Participative Management* (2nd ed.). Lake Forest, IL: New Horizons. Reprinted with permission for McCormick Center for Early Childhood Leadership training only.

Decision-Making—Getting Started



Decision Time

Think of a decision to be made within the next month that has program-wide implications. It need not be a major decision, simply one that provides an opportunity to expand the circle of influence of some of the people with whom you work.

Describe the issue or problem: _____

_____

Who are the stakeholders who may be affected by the decision?

Stakeholder	Relevance			Expertise		
_____	L	M	H	L	M	H
_____	L	M	H	L	M	H
_____	L	M	H	L	M	H
_____	L	M	H	L	M	H
_____	L	M	H	L	M	H

For each stakeholder, assess the level of interest in the issue (low, medium, or high relevance) and the level of competence to make an informed and wise decision (low, medium, or high expertise).

Referring to Levels of Participation (the table on page 23 in Circle of Influence), what level of participation do you think would be most effective to use in this situation: consultative, collaborative, or delegated?

_____

What are the external constraints that may impact stakeholders' involvement? _____

_____

Describe your strategy for implementing this decision: _____

_____

_____

_____

_____

_____

_____

_____

_____

From: Bloom, P. J. (2011). *Circle of influence: Implementing shared decision making and participative management* (2nd ed.) Lake Forest, IL: New Horizons. Reprinted with permission.

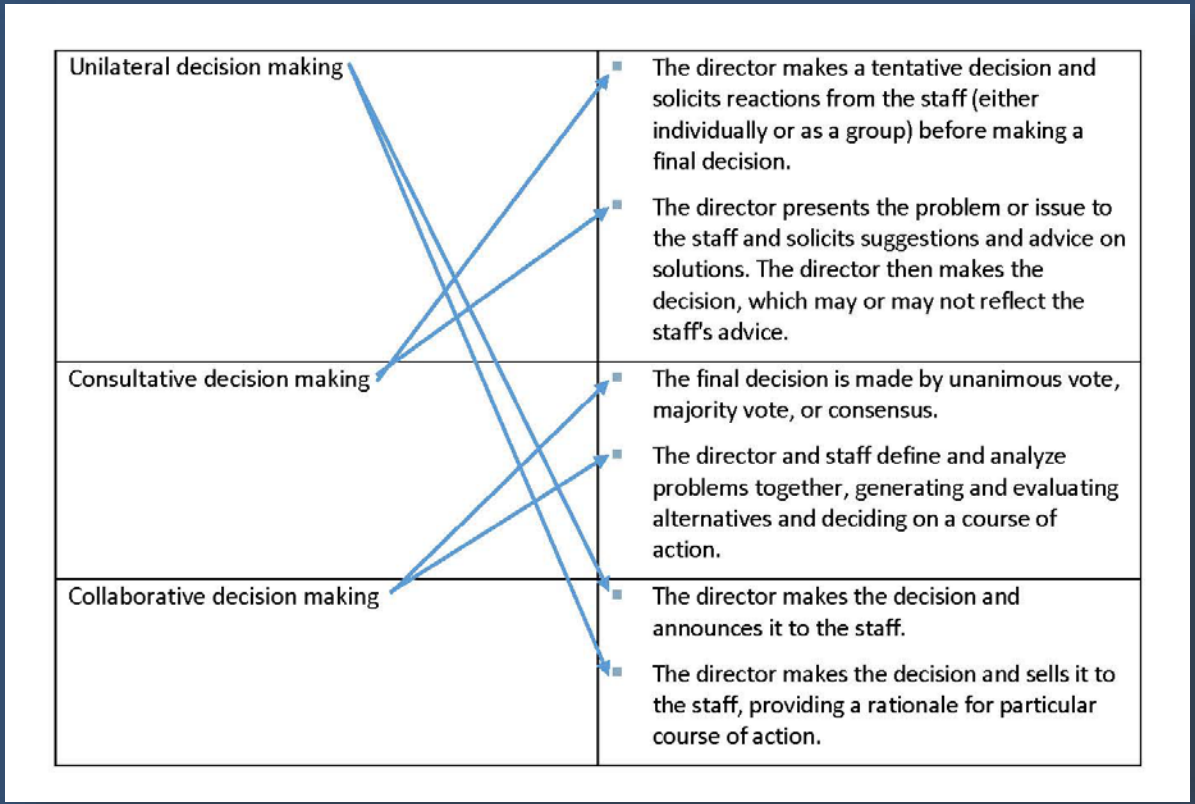
Mixed, Now Match

- Review the terms on Handout p11 and match the correct descriptions for each term

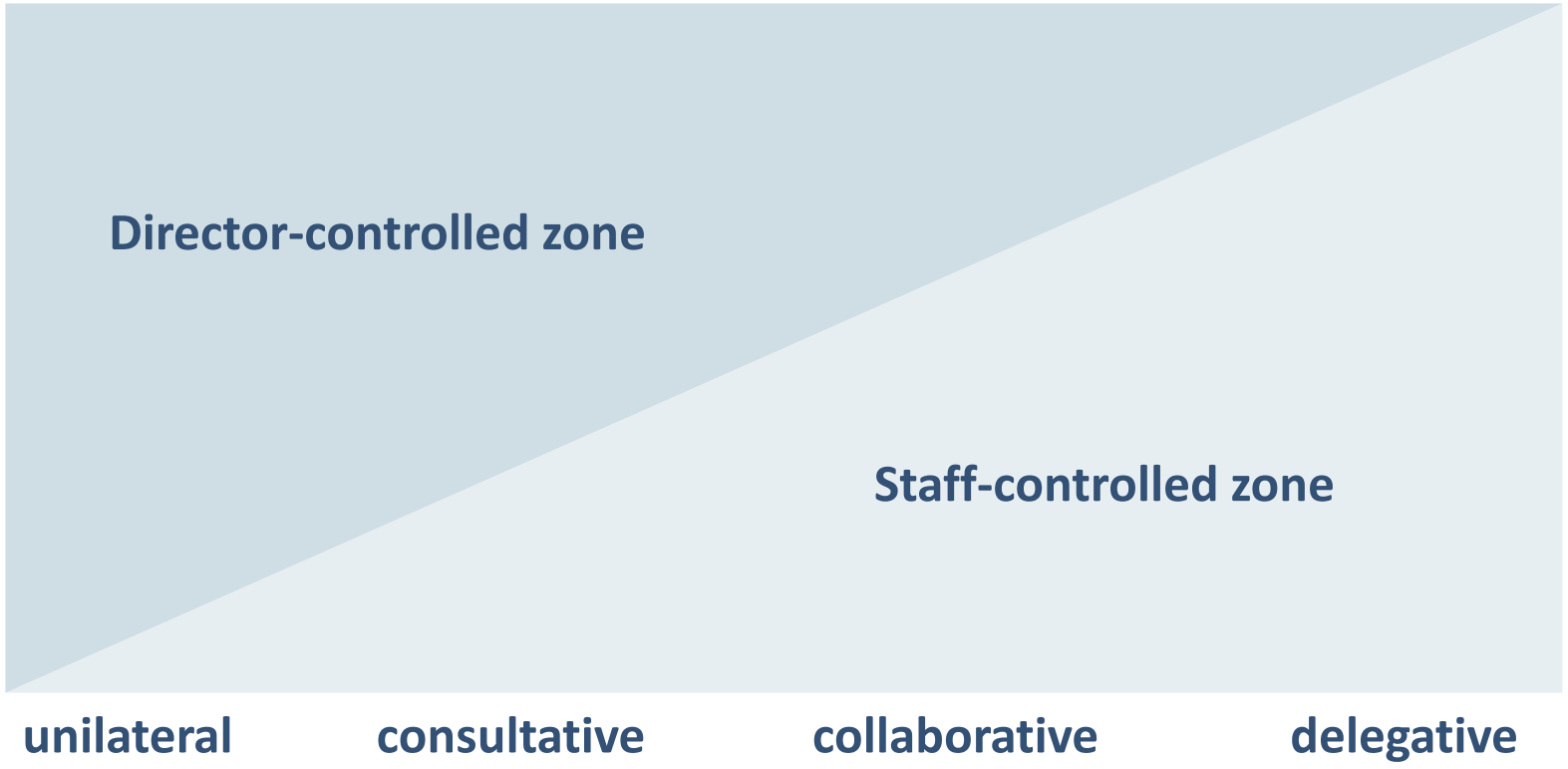
Unilateral decision making	▪ The director makes a tentative decision and solicits reactions from the staff (either individually or as a group) before making a final decision. ▪ The director presents the problem or issue to the staff and solicits suggestions and advice on solutions. The director then makes the decision, which may or may not reflect the staff's advice.
Consultative decision making	▪ The final decision is made by unanimous vote, majority vote, or consensus. ▪ The director and staff define and analyze problems together, generating and evaluating alternatives and deciding on a course of action.
Collaborative decision making	▪ The director makes the decision and announces it to the staff. ▪ The director makes the decision and sells it to the staff, providing a rationale for particular course of action.

Mixed, Now Match

- Review the terms in your handout and match the correct descriptions for each term



Zone of Control



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Decoding Your Work Style

- Refer back to the Decision-Making Style, Handout p6, and use the following table to code your responses

Preferred Decision Making Style

Statement	Style
1 8 10	Unilateral
3 9 12	Consultative
2 4 7	Collaborative
5 6 11	Delegated

Framework for Shared Decision Making

EXTERNAL CONSTRAINTS (Handout p9)

- Time
- Resources
- Mandates
- Staff stability

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Agenda

- ✓ What is Inclusive Leadership and Why is it Important?
- ✓ Looking Within
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- ❑ Inclusive Leadership—Getting Started

Decision Making Model:
Who should be involved in making decisions?

Test of Relevance

Low ——— High

Test of Expertise

Low ——— High

Degree of Stakeholder Interest and Expertise

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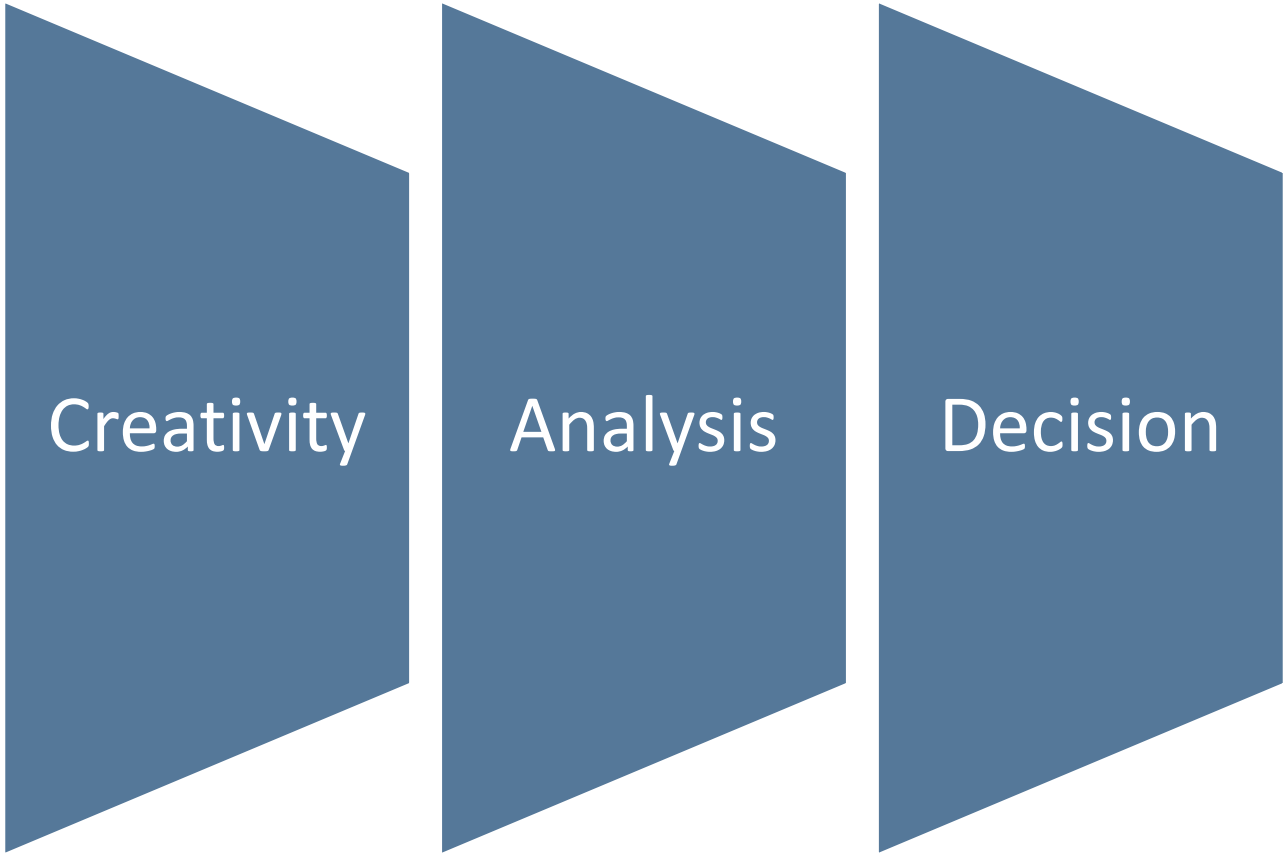
Three Phases of Making a Decision by Consensus



Consensus: What it Is and Isn't

- a decision by unanimous vote
- all team members are able to paraphrase the issue to show they understand it
- the final decision is everyone's first choice
- all team members have a chance to voice their opinions on the issue
- all team members share the final decision
- there are no differences of opinion
- all team members agree to take responsibility for implementing the decision

Consensus: What it Is and Isn't

- ❑ a decision by unanimous vote
- ☑ all team members are able to paraphrase the issue to show they understand it
- ❑ the final decision is everyone's first choice
- ☑ all team members have a chance to voice their opinions on the issue
- ☑ all team members share the final decision
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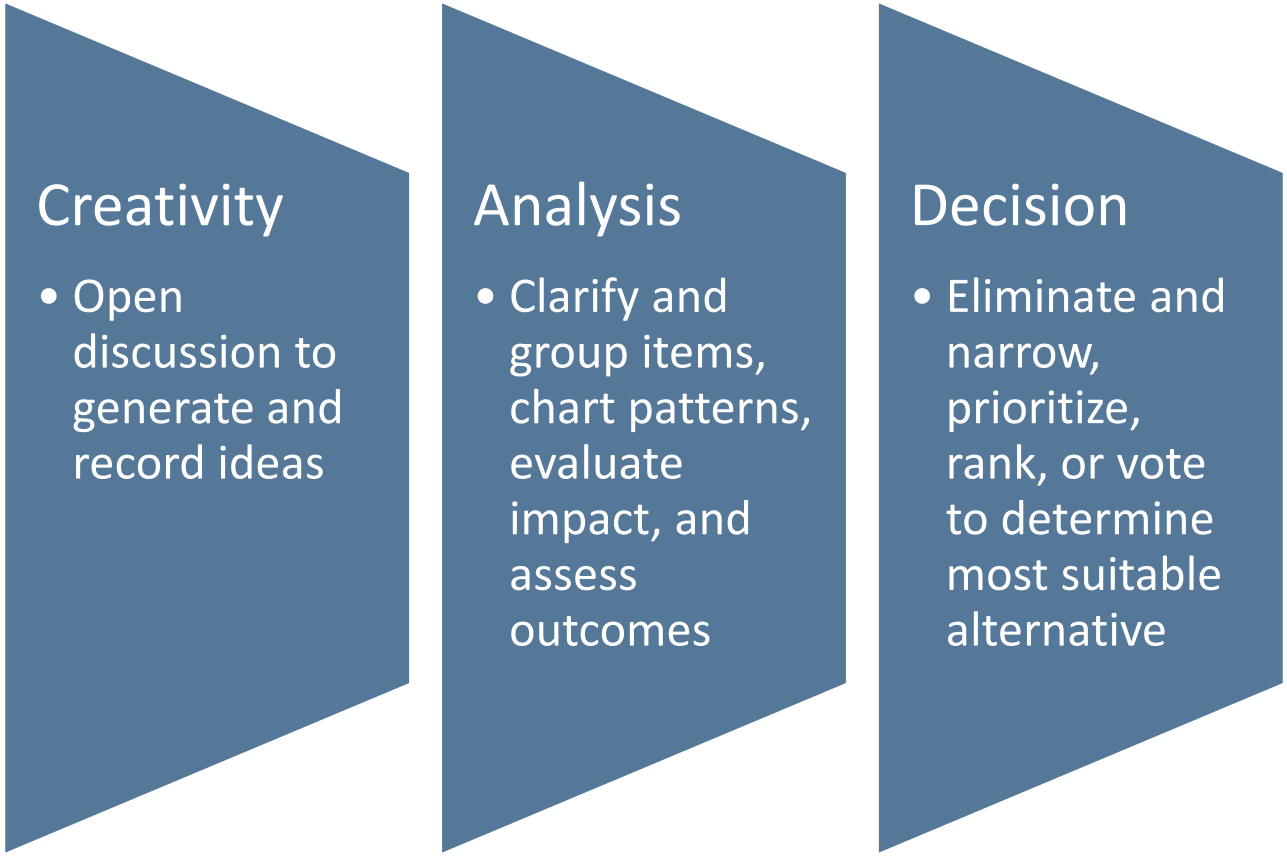
- ☑ all team members agree to take responsibility for implementing the decision

Three Phases of Making a Decision by Consensus



Consensus Building Strategy: Five Finger Voting

- No way, let's think of an alternative

- Don't agree, not my choice, but I can live with it

- Okay with me, willing to support

- Agree, good solution, support

- Total agreement, best solution, complete support

Consensus does not mean
that the final decision
is everyone's first choice.
It does mean that you are
willing to **live** with the decision,
however, and
will not **sabotage** it.

–Source unknown

Effects of Different Decision Rules on Participation

- Person in charge decides without group discussion
- Person in charge decides after group discussion
- Majority vote
- Unanimous agreement

Kaner, S. (2014). Facilitator's Guide to Participatory Decision-Making (3rd ed.). San Francisco, CA: Jossey-Bass.

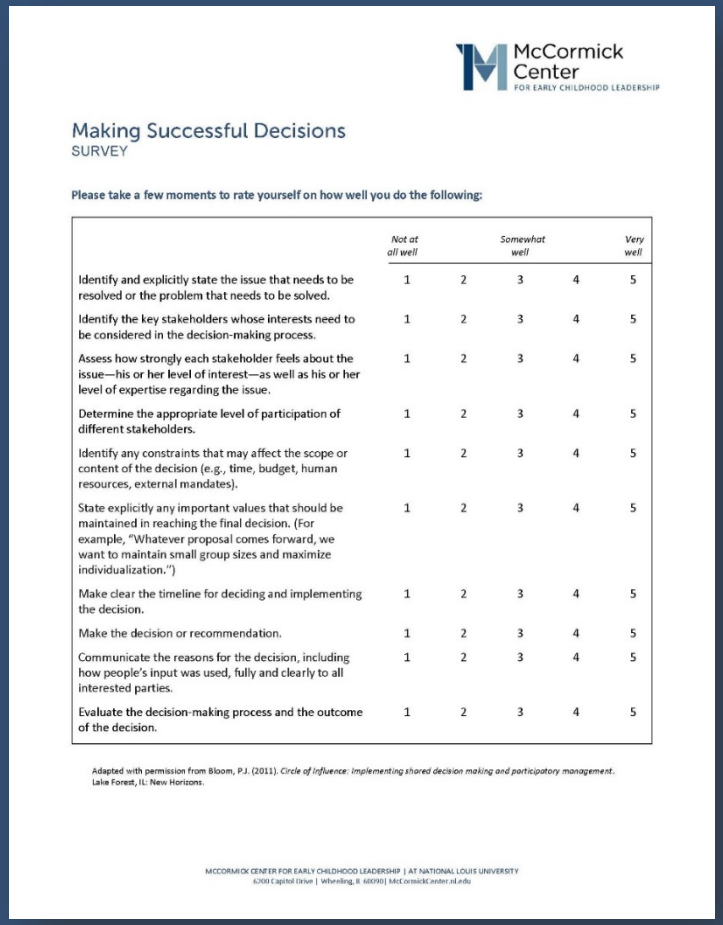
You need to create an environment
in which **no one** is afraid
to tell the emperor he has no clothes.

–Bill Fromm

Agenda

- ✓ What is Inclusive Leadership and Why is it Important?
- ✓ Looking Within
- ✓ A Framework for Shared Decision Making
- ✓ The Decision-Making Process
- ❑ Inclusive Leadership—Getting Started

Making Successful Decisions



McCormick Center
FOR EARLY CHILDHOOD LEADERSHIP

Making Successful Decisions
SURVEY

Please take a few moments to rate yourself on how well you do the following:

	Not at all well		*Somewhat well*		*Very well*
Identify and explicitly state the issue that needs to be resolved or the problem that needs to be solved.	1	2	3	4	5
Identify the key stakeholders whose interests need to be considered in the decision-making process.	1	2	3	4	5
Assess how strongly each stakeholder feels about the issue—his or her level of interest—as well as his or her level of expertise regarding the issue.	1	2	3	4	5
Determine the appropriate level of participation of different stakeholders.	1	2	3	4	5
Identify any constraints that may affect the scope or content of the decision (e.g., time, budget, human resources, external mandates).	1	2	3	4	5
State explicitly any important values that should be maintained in reaching the final decision. (For example, "Whatever proposal comes forward, we want to maintain small group sizes and maximize individualization.")	1	2	3	4	5
Make clear the timeline for deciding and implementing the decision.	1	2	3	4	5
Make the decision or recommendation.	1	2	3	4	5
Communicate the reasons for the decision, including how people's input was used, fully and clearly to all interested parties.	1	2	3	4	5
Evaluate the decision-making process and the outcome of the decision.	1	2	3	4	5

Adapted with permission from Bloom, P.J. (2011). *Circle of Influence: Implementing shared decision making and participatory management.* Lake Forest, IL: New Horizons.

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Steps for Making Successful Decisions

1. Identify issue to be resolved
2. Identify key stakeholders
3. Assess level of relevance and expertise
4. Determine best level of stakeholder participation
5. Identify constraints
6. State any important values to be maintained
7. Make timeline clear
8. Make the decision or recommendation
9. Share reason for decision and how input used
10. Evaluate the process and outcome of decision

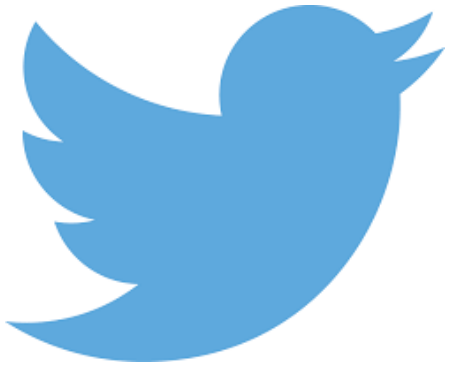
The Inclusive Early Childhood Leader…

- supports the development of many leaders through an intentional, distributed leadership approach
- embeds routines of collaboration, shared decision-making, and appreciation in organizational life.

When a leader's work is done,
the people say,
we did it ourselves.

-Lao-tzu

What did you learn about decision making?



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