

Circle of Influence: Implementing Shared Decision-Making and Participative Management

WEDNESDAY, DECEMBER 12, 2018 | 2:00 PM – 3:00 PM, EST | WEBINAR

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INTRODUCTION

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 AND WHY IS IT IMPORTANT?

What is Inclusive Leadership?

- Site-based Management
- Total Quality Management (TQM)
- Distributed Leadership
- Quality Circles
- Participative Management

I start with the premise that
the function of leadership is
to produce more _____
not more followers.
~ Ralph Nadar

The best decision I ever made was... _____

Reflecting on Decisions¹

- List two decisions you made last week in your role as director and indicate whom these decisions affect.

Decision	Who is affected?
_____	_____
_____	_____

- Describe a situation in which you made a decision with good intentions that was later misinterpreted by one or more teachers.

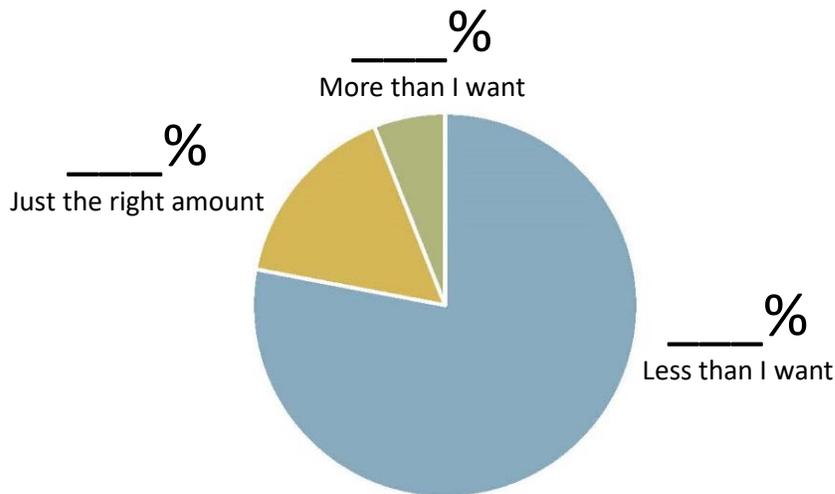
- On a scale of 0 (*no influence at all*) to 100 (*a great deal of influence*), how do you believe your teachers would rate:

- their current degree of decision-making influence _____
- their desired degree of decision-making influence _____

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

~ Paula Jorde Bloom

Teacher Perceptions of Decision-Making Influence²



“There is no reality, only _____.”

~ Phil McGraw

3 Principles of Collaboration¹

1. The whole is greater than the sum of its parts.
2. People have a right to be involved in making decisions that affect _____ lives.
3. People involved in making decisions have a greater stake in carrying out those decisions.

Is Collaboration Valued?¹

- Embedded
- Encourage sharing _____
- Time to reach _____
- Time to hear perspectives
- Invite those with diverse opinions
- Use language that reflects _____
- Decision making policies
- _____ reflects inclusive leadership

“_____ of us
Is as smart as
_____ of us.”

~ Peter Grazier

(syn • er • gy)

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

~ Google dictionary

Problem Solving Orientation³

Either/Or vs. Both/And

- Value system
- Type of outcome expected
- Attitude toward winning
- Attitude toward losing
- Attitude toward minority opinions
- How long it takes
- When to use it
- Underlying philosophy

Inclusive Leadership¹

Involves the _____ and the _____

LOOKING WITHIN

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.

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Values that Support Inclusive Leadership⁴

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

- 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

My Work Style⁵

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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Delegation is Risky Business

Benefits of Delegation¹

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

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

~ Unknown

A FRAMEWORK FOR SHARED DECISION MAKING

Framework Questions¹

- Who are the stakeholders?
- What are the types of decision to be made?
- What are the possible levels of participation?
- What are the external constraints?

Types of Decisions¹

- Staff supervision and professional development
- Instructional practices and scheduling
- Enrollment and grouping
- Fiscal policies and practices
- Human resource allocation
- Center-wide goals and educational objectives
- Family relations
- Community relations
- Facilities management
- Evaluation practices (child, staff, center)

Stakeholders¹

- Governing or advisory board
- Owner of the center
- Director other key administrators
- Teaching staff
- Support staff—cook, admin asst, bus driver
- Family members
- Children
- Community Partners

External Constraints¹

- Time
- Resources
- Mandates
- Staff stability

Decision Making – Getting Started¹

Think of a decision you need to make related to implementing your QIP and that has center-wide implications. This need not be a major decision; simply one that will provide an opportunity to expand the circle of influence of staff.

Describe the issue or problem: _____

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

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

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: _____

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Mixed, Now Match¹

Draw lines to the descriptions that match each of the three terms.

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.

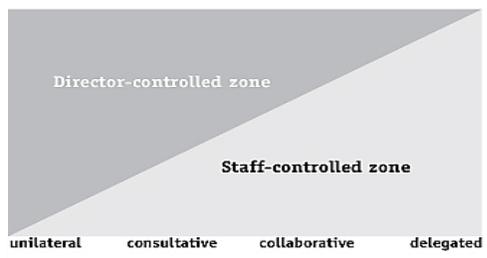
Consultative decision making

- 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.

Zone of Control¹



THE DECISION-MAKING PROCESS

Decision-Making Model: Who Should be Involved in Making Decisions?¹

Test of _____ (interest)

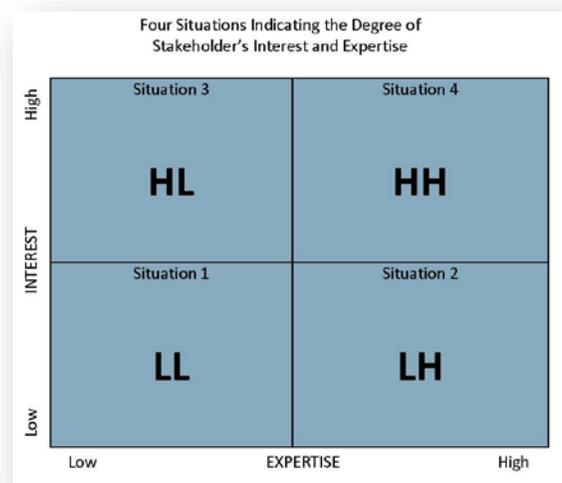
Low _____ High

Test of _____ (competence)

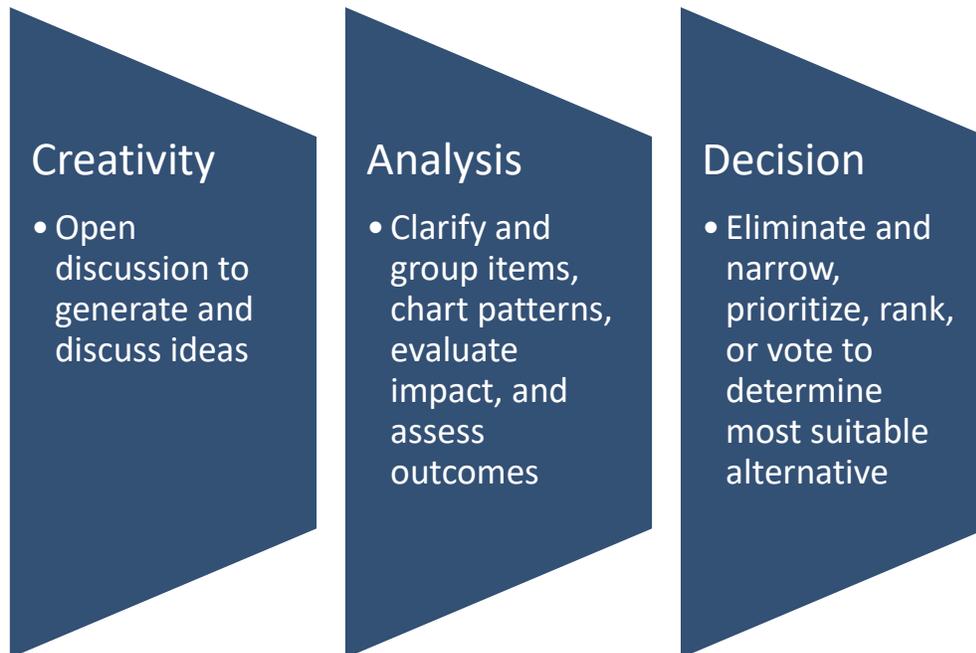
Low _____ High

Four Situations¹

- Situation 1 – Low interest, low expertise
- Situation 2 – Low interest, high expertise
- Situation 3 – High interest, low expertise
- Situation 4 – High interest, high expertise



Three Phases of Making Decisions By Consensus¹



What It Is, and What It Isn't: You Decide What Consensus Means...¹

- 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-Building Strategies¹

- **Finger voting.** Group members hold up fingers to indicate the level of their support.
 - **One finger:** No way, let's think of an alternative
 - **Two fingers:** Don't agree, not my choice, but I can live with it
 - **Three fingers:** Okay with me, willing to support
 - **Four fingers:** Agree, good solution, support
 - **Five fingers:** Total agreement, best solution, complete support

- **Negative voting.** When several solutions to a problem are proposed, ask individuals to indicate which options they could *not* live with. Eliminate those that are unacceptable, and focus on the choices with the *least* opposition.

- **Essential features.** Identify the elements of each proposal that the staff agree with. Use these as the basis for generating other agreements, combinations, or acceptable refinements of the original proposals.

- **Criteria matrix.** Develop a matrix of the agreed-upon criteria or necessary conditions that should be present in any decision being made (e.g., the solution should be family friendly, should not have any negative financial consequences on the program, etc.). List these criteria across the top, and list proposed alternatives down the side. Use the matrix as a checklist to see how well each alternative meets the agreed-upon criteria (yes/no or a numerical scale can be used). Then, see how each proposed solution adds up.

- **Plus-and-minus tally.** Write each alternative on a separate sheet of flip chart paper. Staff members can then discuss and list the positive (+) aspects of each proposal and the negative (-) aspects.

- **Rank order.** Have group members write each alternative on a separate slip of paper. Ask them to arrange their slips in order—from most desirable to least desirable. The slips of paper can then be collected and tallied.

- **Dot voting.** Alternatives generated from a group discussion are written on flip-chart paper and posted on the wall. Each staff member gets 5 to 8 dot stickers. They can use these dots to “vote” for the ideas listed, even placing more than one sticker next to an item they feel particularly strong about.

- **Straw voting.** This is a variation of dot sticker voting. Distribute five straws to everyone in the group. They can then use these to cast their vote for different ideas under consideration. Half-votes are permitted and it is permissible to cast more than one straw vote for an item.
- **1-2-6 problem solving.** Ask individuals to write down their solutions to a problem on separate slips of paper. Then have them pair up with another individual, share their ideas, and agree on a solution. Combine three pairs, share ideas, and generate a single solution. Ideas from the six-member groups are then shared to generate a solution by the entire group.
- **Pyramid process.** The pyramid process is a variation of the 1-2-6 problem solving technique. It is effective when a group has to come up with a single product, such as writing a mission statement. It is best done over several meetings so the group has time to reflect between meetings. At the first meeting, introduce the task and agree on the essential elements of the product (e.g., the mission statement must be fewer than 100 words and focus on children and families). Before the second meeting, have individuals write down phrases or ideas that they want captured in a mission statement. At the second meeting, group people in pairs and have them work on a statement (about 20 minutes). At a third meeting combine pairs; have the new foursomes develop a statement. At the final meeting share the products of the four-person groupings. Modify, revise, and agree upon a final product.

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Remember, consensus does not mean
that the final decision
is everyone's first choice.
It does mean that you are
willing to _____ with the decision,
however, and
will not _____ it.

- Source unknown

The Effects of Different Decision Rules on Participation³

- Person-in-Charge Decides *Without* Group Discussion
- Person-in-Charge Decides *After* Group Discussion
- Majority Vote
- Unanimous Agreement

“You need to create an environment
in which _____ is afraid
to tell the emperor he has no clothes.”

~ Bill Fromm

INCLUSIVE LEADERSHIP—GETTING STARTED

Steps for Making Successful Decisions¹

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

The Inclusive Early Childhood Director¹

- 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 the leader’s work is done, the people say,
‘we did it _____.’” ~ Lau-tzu

Making Successful Decisions

SURVEY

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

	Not at <i>all well</i>	2	Somewhat <i>well</i>	4	Very <i>well</i>
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

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References

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¹Bloom, P. J. (2011). *Circle of influence: Implementing shared decision making and participative management* (2nd ed.). Lake Forest, IL: New Horizons.

²Bloom, P.J. (2016). *Measuring work attitudes in the early childhood setting* (3rd edition). Wheeling, IL: McCormick Center for Early Childhood Leadership, National-Louis University.

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

⁴Wood, C.J. (1984). *Participatory decision making: Why doesn't it seem to work?* *Educational Forum*, 49(1), 59.

⁵Exchange Press (www.ChildCareExchange.com). My Work Style.