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?

- Site-Based Management
- Participative Management
- TQM
- Distributed Leadership
- Quality Circles
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

- Administrators’ perceptions of organizational climate
- Teachers’ perceptions of organizational climate

Director and Teacher Responses

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

![Bar chart showing current vs desired decision-making influence in various areas of early childhood setting](chart.png)

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

6% More than I want

16% Just the right amount

78% Less than I want

McCormick Center for Early Childhood Leadership: Wheeling, IL
There is no reality, only perception.
- Phil McGraw
Principles of Collaboration
The whole is greater than the sum of its parts.
People have a right to be involved in making decisions that affect their lives.
People involved in making decisions have a greater stake in carrying those decisions out.

Skin in the Game

:to have a personal stake in a desired outcome
Is Collaboration Valued?

- Encourage sharing opinions
- Embedded
- Time to reach consensus
- Time to hear perspectives
- 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
(synergy)

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

Problem Solving Orientation

TYPE OF OUTCOME EXPECTED

Either/Or

Both/And

Problem Solving Orientation

ATTITUDE TOWARD WINNING

Either/Or

“To the victor go the spoils”

Both/And

“Your success is my success”

Problem Solving Orientation

ATITUDE TOWARD LOSING

Either/Or

“Someone has to lose.”

Both/And

“If someone loses, everyone loses”

Problem Solving Orientation

ATTITUDE TOWARD MINORITY OPINIONS

Either/Or  Both/And

“Get with the program!”

Problem Solving Orientation

HOW LONG IT TAKES

Either/Or

Both/And

Problem Solving Orientation

WHEN TO USE IT

Either/Or

Expedience > Durability

Both/And

UNDERLYING PHILOSOPHY

Either/Or

Both/And

Inclusive Leadership

Involves the **head** and the **heart**
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
Decision-Making Style

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

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

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

My Work Style

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

1. In a typical week
   a. Complete my work within 40 hours.
   b. Work 40 hours plus many evenings and weekends.

2. In a typical week, I spend a lot of time
   a. Planning, training staff, and evaluating the program.
   b. Answering the phone, attending meetings, and resolving personnel problems.

3. When a person vacates, my first thought is
   a. Only occasionally interrupted by center emergencies.
   b. Frequently interrupted by calls, e-mails, and texts from staff about routine problems.

4. When a delegate a task to a staff member,
   a. Clarify the result expected and allow the individual to “do her thing.”
   b. I tell them 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 struggling 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 don't cover 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. Become defensive and show why my way is best.

No one can make decisions as well as I can. No one can make decisions as fast as me. When I make decisions myself, I know I will get the best results. 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

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

- Source Unknown
Agenda

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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?

Framework for Shared Decision Making

STAKEHOLDERS

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

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

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?

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Relevance</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L  M  H</td>
<td>L  M  H</td>
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<td>L  M  H</td>
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<td></td>
<td>L  M  H</td>
<td>L  M  H</td>
</tr>
</tbody>
</table>

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:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Mixed, Now Match

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

<table>
<thead>
<tr>
<th>Decision Making Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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

<table>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Zone of Control

Decoding Your Work Style

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8 10</td>
<td>Unilateral</td>
</tr>
<tr>
<td>3 9 12</td>
<td>Consultative</td>
</tr>
<tr>
<td>2 4 7</td>
<td>Collaborative</td>
</tr>
<tr>
<td>5 6 11</td>
<td>Delegated</td>
</tr>
</tbody>
</table>
EXTERNAL CONSTRAINTS (Handout p9)

- Time
- Resources
- Mandates
- Staff stability

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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

<table>
<thead>
<tr>
<th>INTEREST</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>LL Unilateral</td>
<td>LH Consultative</td>
</tr>
<tr>
<td>High</td>
<td>HL Consultative</td>
<td>HH Delegated/Collaborative</td>
</tr>
</tbody>
</table>

Three Phases of Making a Decision by Consensus

Creativity

Analysis

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
- there are no differences of opinion
- all team members agree to take responsibility for implementing the decision
Consensus: What it Is and Isn’t

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Three Phases of Making a Decision by Consensus

**Creativity**
- Open discussion to generate and record ideas

**Analysis**
- Clarify and group items, chart patterns, evaluate impact, and assess outcomes

**Decision**
- Eliminate and narrow, prioritize, rank, or vote to determine most suitable alternative
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

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

–Bill Fromm
Agenda

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Making Successful Decisions

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all well</th>
<th>Somewhat well</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explicitly state the issue that needs to be resolved or the problem that needs to be solved.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Identify the key stakeholders whose interests need to be considered in the decision-making process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Determine the appropriate level of participation of different stakeholders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Identify any constraints that may affect the scope or content of the decision (e.g., time, budget, human resources, external mandates).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>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.”)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Make clear the timeline for deciding and implementing the decision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Make the decision or recommendation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Communicate the reasons for the decision, including how people’s input was used, fully and clearly to all interested parties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Evaluate the decision-making process and the outcome of the decision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>


MCCORMICK CENTER FOR EARLY CHILDHOOD LEADERSHIP | AT NATIONAL LOUIS UNIVERSITY
McCormickCenter.nl.edu | 6200 Capitol Drive | Wheeling, IL 60090
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?

Share it!  
#ece #leaders  
@MCECL  
@JillMBella