Leading in a Restorative Community

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Above the Line: **WHAT** has to be done – System Infrastructure

- Strategy
- Policies & Procedures
- RP Systems Processes Skills

Management – execution
Leadership - influence

Below the Line: **HOW** it has to be done – Human Infrastructure

- Vision
- Values
- Relationships Connections
- Communication Information
- Identity Beliefs

Head - rational
Heart - emotional

Thorsborne and Blood. 2013
<table>
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<th>Management</th>
<th>Leadership</th>
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<td>Planning &amp; budgeting</td>
<td>Establishing direction</td>
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<td>Organising and staffing</td>
<td>Aligning people</td>
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<td>Controlling and problem solving</td>
<td>Motivating and inspiring</td>
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<td>Producing a degree of predictability and order</td>
<td>Producing new directions</td>
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J.P. Kotter:
A Force for Change: How Leadership Differs From Management

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Communication and information

- Access to information
- Open and honest communication
- Briefing, explanation, asking, feedback
- Transparency
- Minimises rumour and gossip

“Information is like oxygen”

Zuieback, 2012
Relationships and Connections

- Development of trust
- Relationship at the core of organisational culture
- This value modeled first with staff
- Leadership must be “relational”
- Not just between two people, but between faculties, teams, departments connecting all parts of the system, horizontal and vertical
Identity and beliefs

- Our actions are driven by our values and beliefs about who we are.

- The school/organisation has to decide who it wants to be, what it wants to be known for (vision).

- The school/organisation has to decide what is important to model and teach, what it stands for (values).
Changing culture

Primary factors

- What leaders pay attention to, measure and control on a regular basis
- How leaders react to critical incidents and org. crises
- Observed criteria by which leaders allocate scarce resources
- Deliberate role modeling, teaching and coaching by leaders
- Observed criteria by which leaders allocate rewards and status
- Observed criteria by which leaders recruit, select, promote, retire and excommunicate org members

Secondary factors

- Organisational design and structure
- Organisational rites and rituals
- Design of physical space, facades and buildings
- Stories, legends and myths about people and events
- Formal statements of organisational philosophy and values

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www.sonomaleadership.com 2005
Four Prototypes of Leadership (after Baumrind)

- Authoritarian Leadership
- Authoritative Leadership
- Uninvolved/Neglectful Leadership
- Permissive Leadership

Demandingness/control vs. Responsiveness/support
Cold and demanding
TELLING

Cold and undemanding
IGNORING

Warm and demanding
ASKING

Warm and undemanding
ANSWERING

Maurie Abraham, 2014
Jansen and Matla, 2011
Making a case for change

Putting an implementation team together

Creating a vision for the future

Communicating the vision to capture hearts and minds

Removing obstacles and empowering action

Generating short-term wins

Maintaining the gains

Keeping the pressure on

Implementing and Embedding change

Getting ready For change

Overcoming inertia and getting the ball rolling
Practices of Exemplary Leaders

• Modeling the Way
• Inspiring a Shared Vision
• Challenging the Process
• Enabling Others to Act
• Encouraging the Heart

Kouzes and Posner, 1985, 1995
Modeling the Way

Occurs when leaders establish principles concerning the way people should be treated and goals should be pursued. These leaders create standards of excellence that set an example for others to follow.
Inspiring a Shared Vision

Occurs when leaders help others envision the future by creating and communicating an ideal and unique image of what the organization can become.
Challenging the Process

Occurs when leaders look for innovative ways to improve the organization by experimenting and taking risks.

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Enabling Others to Act

Occurs when leaders foster collaboration and spirited teams by strengthening others, making each person feel capable and powerful.
Encouraging the Heart

Occurs when leaders recognize contributions that individuals make and celebrate accomplishments.
Blueprint for productive workplace relationships

• Create a climate where open and honest dialogue is encouraged, engagement is valued and it’s OK to talk about how you feel

• Acknowledge and validate negative feelings

• Discourage behaviours which damage individuals and relationships

• Create relationship-nurturing policies, practices and structures and design work so that people are engaged in mutually enjoyable and interesting work. Adopt “people and relationships” as a core value. Do more of first three.

Adapted from Vick Kelly, 2007
An emotionally healthy workplace

- A strong sense of purpose and ownership
- A strong alignment between values and behaviours – ‘walking the talk’ - integrity, loyalty
- Staff believe in the credibility of the management team
- A strong feelings of trust, enthusiasm, pride
- An open culture where problems can be discussed respectfully – conversations are robust and it’s OK to disagree
- Staff want to come to work, and go the extra mile, and have fun
- Conflict is handled respectfully –and is often the catalyst for improvement.
- Strong sense of responsibility and accountability

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