

# How to get the best from an organisation?



Bill Griffiths -September 2020

# Culture and leadership styles

Every body on the same page

Defining quality-do we know what success looks like?

TQM- total quality management (continuous improvement involving all)

Quality Assurance-data analysis, systematic checking

Quality control- hierarchy, middle managers delegated to, self inspection and audit

External inspection!

# Decide on high quality definition

So once we decide on quality and the success we work towards we can think about the behaviours most likely to achieve them.

‘Balkanisation’ is described by John West-Burnham and Michael Fullan as stuck, stagnant organisations. Balkanised culture is inward looking, defensive and does not like change.

Teams do not work well and the bosses do not like challenge.

# A culture to succeed

Statistical methods – 1950s and 60s Deming and Juran impact on industry

‘In search of excellence’ by Peters and Waterman – looked at systems of accreditation and standards

Success of industry in 70s and 80s based on customer satisfaction being everything.

Do messages from industry make sense in education and schools?



# Collegiality and collaboration

Once we know what is high quality education we need to know when we have achieved it or lost it!

Teamwork is key

Juran defines a systematic approach for an organisation :

1. Identify goals and policies for quality
2. Design and implement plans to meet the goals
3. Provide resources
4. Motivate



# To achieve improved quality

Awareness of need and opportunity to improve

Set goals

Create effective teams

Training

Project approach to solve problems

Identify successes and report

Celebrate and recognise success



Communicate results and effective solutions

Keep records of changes

Build a cycle of review

Successful leadership is not concerned just with a product – it is an ongoing process first

# Leadership styles

A Balkan leader – sees few problems and no solutions- bury the head in the sand (Ostrich). They are stuck and do not want change

The Autocrat- my way or the highway- wants to change and rule everything. Does not listen.

The Social Democrat- listens to everybody, is liked but can be indecisive





The Analyst- has very neat files! Knows data, handles systems and is precise. Does not always communicate or motivate.

The Director- very experienced, knows a lot, micro manages, listens and learns but is controlling.

The Team captain – inspires other with his skill, effort and determination but pushes everyone really hard. Can burn out and not be tactical in the long run

# The ideal style?

Is there one?

Maybe Facilitator /Director?

The context of the organisation is very important but sustainable leadership for improvement must develop teamwork.

Must be supportive of all colleagues

Must be goal driven and recognise need to change-themselves and the organisation

# Brief task

Attributes- write down 5 words that describe the best education leader you know.

Personal traits for example honesty

Pass your paper to someone else

# The tough message

We are paid for by taxes, we serve the public and society therefore we have to be judged

Value for money?

Effectiveness?

How high is quality of education?

Are academic outcomes and well being excellent?





# Accountability

Who holds us to account?

How do they measure the organisation?

Is the leader assessed?

We need to accept accountability but we also need to be well, feel positive and encouraged to succeed even more.

# Surviving well

Data alone can be dangerous

Ranking or league tables are damaging

Categorising success or failure is unfair

BUT

Success needs recognition and good approaches need sharing

# Targets and monitoring

You know your school or centre

So does the Mayor, the teachers, the parents and the kids

Do the opinions match? If not how do they differ?

Do you ask all the stakeholders about the quality of provision?

# Targets of customer satisfaction

Last year 80 % of parents like the school and would recommend- 20 % say behaviour is not very good.

Target for 2021? Action?

Focus groups and surveys- clear about holistic strengths and weaknesses not just reading and mathematics.



# Twins or triads

Two or three schools that share their findings, their actions and their targets. No shame no blame. This is not Balkanisation!

Heads walk around each other's schools

The deputy also joins in

All colleagues discuss lessons from process and input for improvement

# What other targets should a high quality organisation have?

Attendance

Behaviour

Academic

Happiness and well being

Teacher satisfaction

Special needs and challenging families support

# How do you feel about sharing about your school?

What score would your school get?

Share it with newspapers, the government, the Mayor, parents, inspectors?!

Be warned if your school drops!

Who should you share the data with ?

If your score is 99 your place is doing amazing so maybe you should let all the other area schools know so they can use some of your ideas?

# Happy and motivated staff

Do not say well done

Say well done for ..... It made a great improvement because you.....

Be specific with positive feedback

Say it in public and private

Celebrate small and big successes in staff meetings

Buy cakes





Involve them all in problem solving using  
management techniques

Have a Kaizen box- small things matter

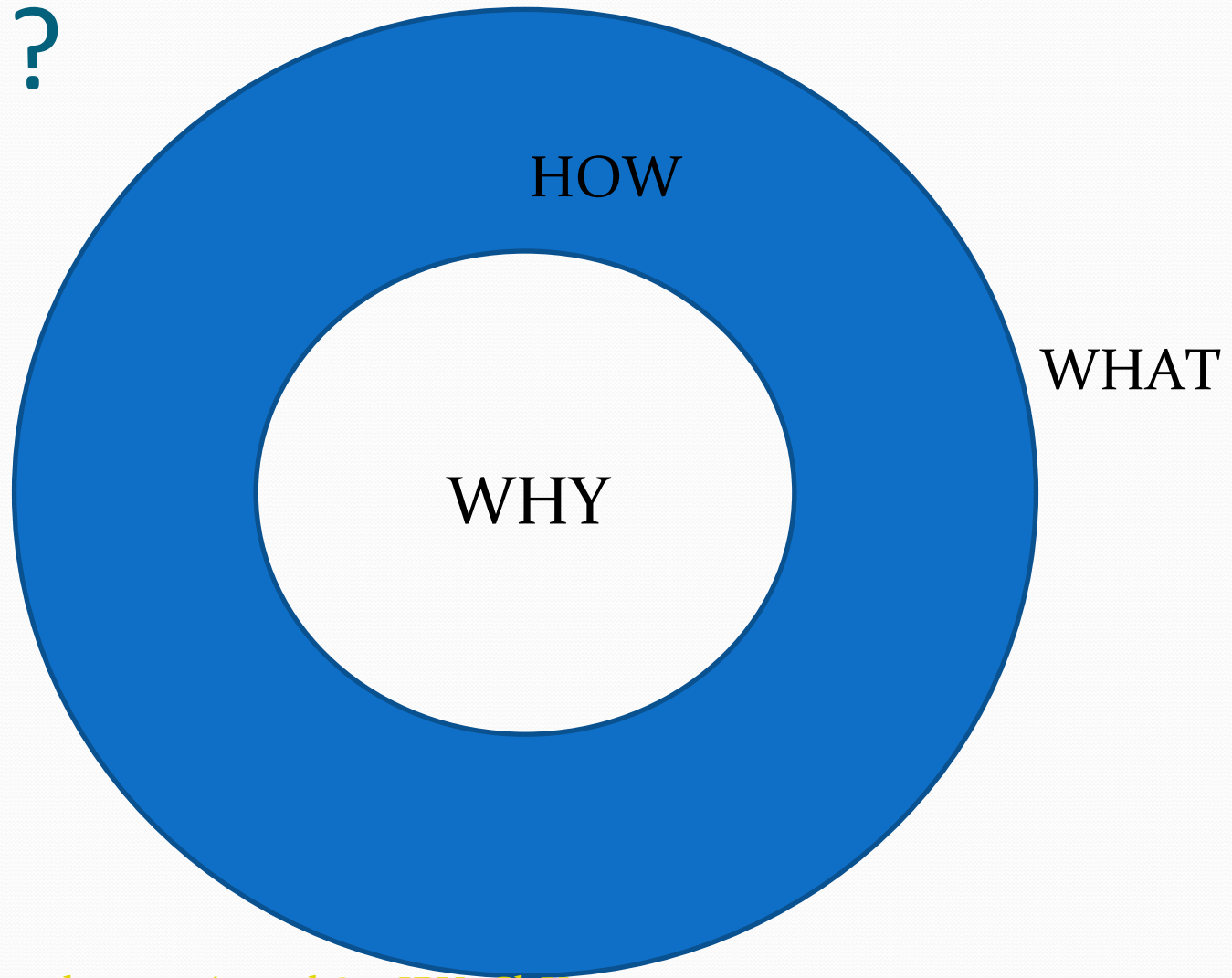
Review and appraise staff holistically

Provide personal training that listens to the teacher  
as well as whole school needs.

Listen to them

Be brave and principled as a leader

WHY ?



<https://www.youtube.com/watch?v=IPYeClXpx>

w

# UK lessons to think about

In UK morale has been damaged by inspection and schools feel threatened.

Performance linked to pay undermines teamwork and long term improvement

Targets mainly on test results for Maths and English have narrowed curriculum

More challenging situations for schools not understood by the bosses of headteachers

# Monitoring targets

Targets should be yearly and 3 year trend

Should be holistic and monitor across all

Should aggregate using algorithm for example

Maths + Finnish + all other subject

7 out of ten + 6 + 5 = 18 academic score

Parent satisfaction = 12 out of 20

Pupil well being inc attendance = 25 out of 30

Staff satisfaction = 15 out of 20

# Score each year

So this school scored 70 out of a 100. Good but why was parent satisfaction lower? Why might it be?

This is very simplistic but an annual review and ongoing review across the school will help ensure high quality.

Your thoughts? Discuss. 2 minutes



# Why change at all?

New normal? Has there ever been a normal?

Status Quo not an option

Change happens regardless of us so we must shape it

We can embrace change and see opportunities

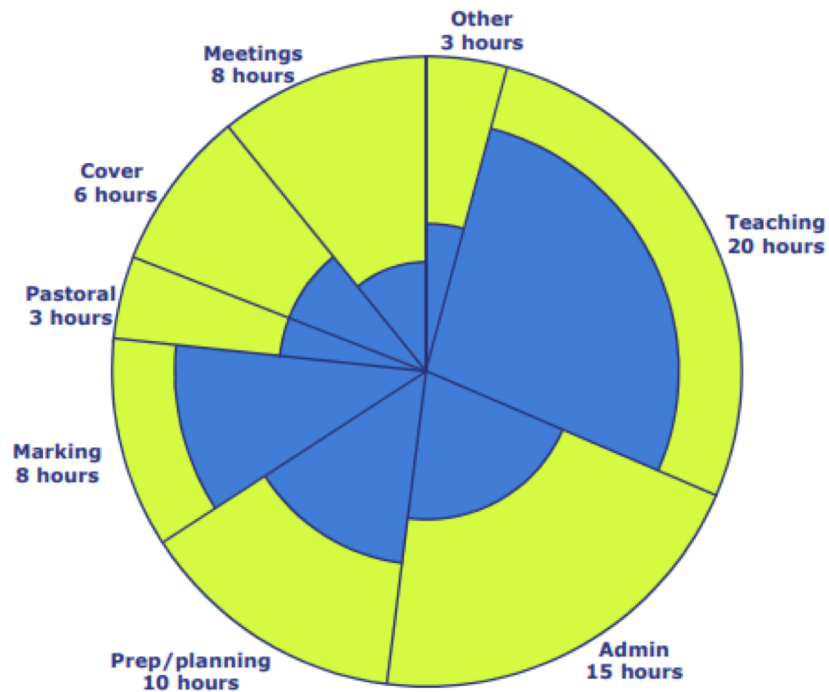
We can influence and innovate

Managing well and celebrating change keeps morale high

Good leaders change themselves, their own organisation and can influence the world

# Sample output of a "Week In the Life Of" (WILO)

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## Key observations

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## Opportunities

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## Issues

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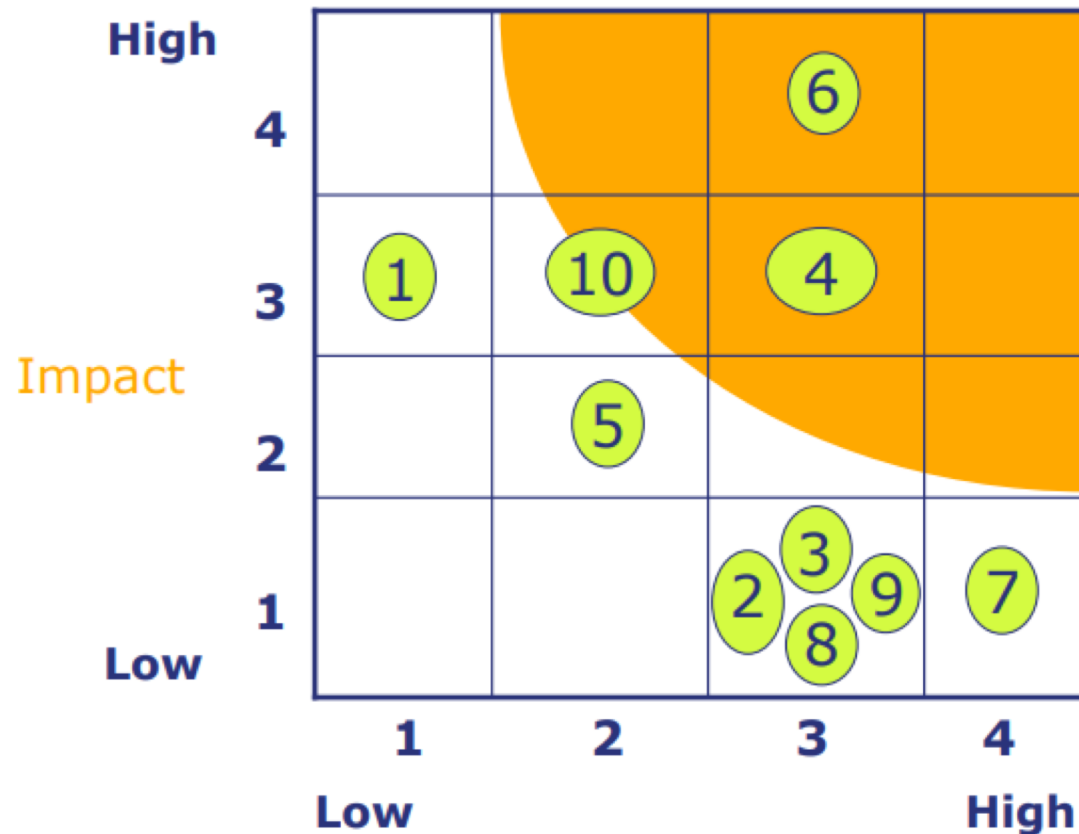
## DILO – sample of workload analysis template

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[illegible]

# Prioritisation matrix – school example

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Therefore higher priority options are:

- 6. Abandoning the lunch break
- 4. Shortening the lunch break
- 10. Providing lunch clubs

# School example

## **Issue**

Behaviour during lunch break – secondary school

## **Options**

1. Recruit and train additional staff to supervise
2. Segregate classes
3. Segregate year groups
4. Shorten lunch hour
5. Stagger lunch hour
6. Abandon lunch hour – have mini breaks
7. Allow pupils out of school
8. Lunch passes – allow pupils home
9. Shut school at lunch hour – keep pupils out
10. Provide lunch time clubs



# School example

	Do-ability score	Impact score
	1 - 4	1 - 4
1. Recruit and train additional staff	1	3
2. Segregate classes	3	1
3. Segregate year groups	3	1
4. Shorten lunch break	3	3
5. Stagger lunch break	2	2
6. Abandon lunch break	3	4
7. Allow pupils out of school	4	1
8. Allow pupils home with permission from parents	3	1
9. Close school at lunch	3	1
10. Provide lunch time clubs	2	3

# PSTB – Problem Solving/Team Building

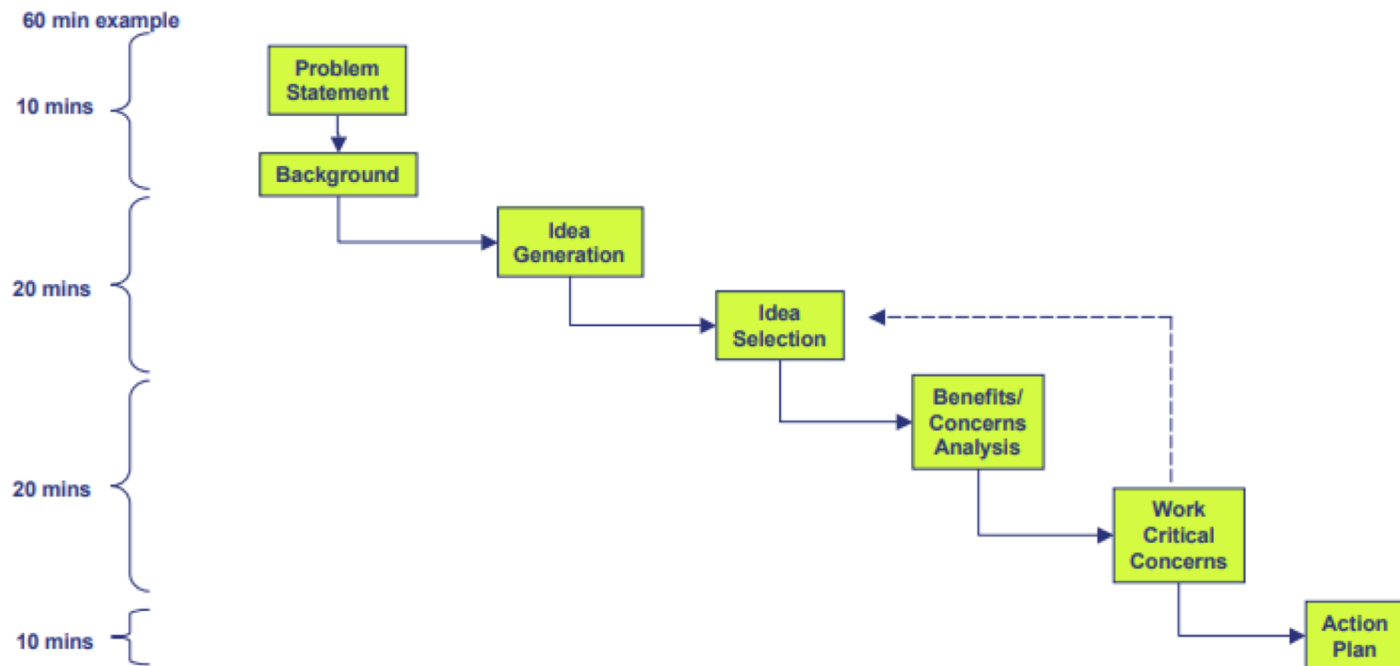
## **Are there any rules?**

- Not rules per se – just good team behaviour that needs to be emphasised
- Headlining ie keep the discussion at the right level
- No idea is a bad idea
- Be open-minded
- Listen as well as contribute
- One at a time
- Participate actively
- Don't kill the process
- Agree the time contract (eg 30, 45 or 60 mins)
- Remember who owns the problem
- Clear roles and responsibilities (see later)

# How is the tool used?

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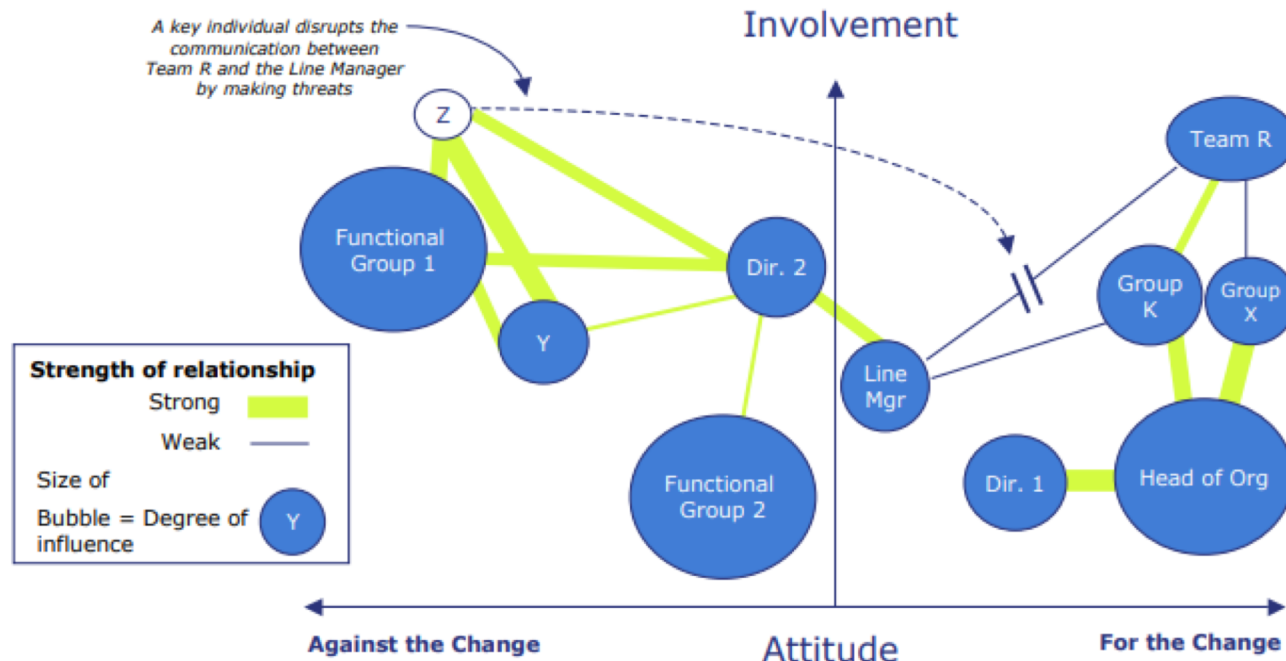
**The process has 7 steps for the team to work through**



# An example stakeholder map showing support for a planned organisational change

© 2004 Nta

Attitudes, influence, and levels of involvement in the project can be mapped



## What are the outputs?

- A map of the school's SWOTs usually in the form of a grid:

