LEAD THE CHARGE IN LEARNING

SCHLECHTY
Center

SUPERINTENDENTS
LEADERSHIP NETWORK

Superintendent as Moral and Intellectual Leader:
Developing a Sense of Urgency and a Shared
Understanding of the Need for Change

July 10–13, 2023

SUPERINTENDENTS LEADERSHIP NETWORK

Superintendent as Moral and Intellectual Leader:
Developing a Sense of Urgency and a Shared Understanding of the Need for Change

DESIRED RESULTS

- Recognize and understand the nature and trajectory of demographic shifts.

  Given increasing global demographic diversity and heightened concerns about systemic societal inequities, business leaders that successfully manage and develop strategic responses to these demographic gale force winds will generate reputational equity—and by extension, profitability for their enterprises.

  "Business Alert! Gale Force Demographic Wind Gusts Ahead"
  James H. Johnson, Jr., Ph.D. and Jeanne Milliken Bonds, MPA, and Allan M. Parnell, Ph.D.
  August 2021, p. 1

- Capitalize on opportunities that are presented by an ever-changing world.

  If the rate of change on the outside exceeds the rate of change on the inside, the end is near.

  Jack Welch

- Manage and build systems that are responsive to societal shifts.

  Bureaucratic cultures can smother those who want to respond to shifting conditions.

  Leading Change
  John P. Kotter, 2012, p. 30

- Develop leadership throughout the school district.

  Management makes a system work. It helps you do what you know how to do. Leadership builds systems or transforms old ones.

  Leading Change
  John P. Kotter, 2012, p. vi

- Communicate clearly with stakeholders about the need for change and the district's response to that need.

  We offer no cookie cutter pitches but rather unique strategies that translate confusing data and complicated issues into a story that connects and rallies your community.

  Allerton Hill Communications: Our Story

- Manage change.

  Change threatens interests just as the status quo serves interests.

  System Capacity Standard 1 Rationale

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SUPERINTENDENTS LEADERSHIP NETWORK (CONTINUED)

Superintendent as Moral and Intellectual Leader:
Developing a Sense of Urgency and a Shared Understanding of the Need for Change

MONDAY / 07.10.2023

3:30 p.m.	Registration	*Ponce de Leon Foyer*
4:00 p.m.	Welcome, Introductions, and Opening Remarks	*Ponce de Leon 4*
	Celebrations	
	Conference Preview	
	The Trailblazer Saga	
	Special Tribute to Dr. Roland Chevalier, Former Schlechty Center Senior Associate	
	Conference Experience: What You Need to Know	
6:00 p.m.	Adjourn	
6:30 p.m.	Reception	*The Circle*

TUESDAY / 07.11.2023

7:00 a.m.	Continental Breakfast	*Ponce de Leon 6*
7:30 a.m.	Opening Remarks	*Ponce de Leon 4*
	Session I: Education Alert: Gale Force Demographic Wind Gusts Ahead!	
	Session II: Impact Investing as a Strategic Imperative	
11:30 a.m.	Lunch	*Ponce de Leon 6*
12:30 p.m.	Session III: Strategic Thinking About Demographic Disruptors: Mobilizing for Impact Investments	
	Session IV: Strategic Thinking About Political Neutrality in the Culture Wars	
2:30 p.m.	Adjourn	

SUPERINTENDENTS LEADERSHIP NETWORK (CONTINUED)

Superintendent as Moral and Intellectual Leader:
Developing a Sense of Urgency and a Shared Understanding of the Need for Change

WEDNESDAY / 07.12.2023

7:00 a.m.	Continental Breakfast	*Ponce de Leon 6*
7:30 a.m.	Opening Remarks	

Creating a Future Orientation: Using Schlechty
Center Resources to Create a Common Understanding of
the Need for Change

Leading in an Era of Increasing Uncertainty and Complexity

"Is Your Organization Surviving Change—or Thriving in It?"
by John P. Kotter, Vanessa Akhtar, and Gaurav Gupta
Harvard Business Review
August 13, 2021

Implications
- What are the implications for organizations?
- What are the implications for superintendents and district-level leaders?
- What are the implications for current and future staff?

Survive or Thrive: An Activity and Discussion

11:30 a.m.	Lunch
12:30 p.m.	Focusing on the Future: Using Schlechty Center Resources to Develop Beliefs and Vision

Pillars of Superintendent as Moral and Intellectual Leader

2:30 p.m.	Adjourn

THURSDAY / 07.13.2023

7:00 a.m.	Continental Breakfast	*Ponce de Leon 6*
7:30 a.m.	Opening Remarks	

Clear and Compelling Communication: Allerton Hill
Communications
Q and A

Large-Group Activity: What Does It All Mean?

Feedback and Closing Remarks

11:30 a.m.	Adjourn

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SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

Date	Description	Location
July 95	Capacity, Technology, Change, Culture, Collaboration	Palm Beach, FL
July 96	Working on the Work, Direction, Community, Customer-Focused School System	Palm Beach, FL
July 97	Framing Problems, the Need for Change, Capacity, Coalitions, School Governance	Palm Beach, FL
October 97	Building a Foundation for SLN	Peachtree City, GA; BellSouth EdNet Center
January 98	State Work Groups	Orlando, FL
May 98	Working on the Work	Charlotte, NC
July 98	Value Orientations	Palm Beach, FL; Mark Gerzon, Author
October 98	Marketing and Technology	Peachtree City, GA
January 99	Building Community	Biloxi, MS; Ingalls Shipbuilding
May 99	Building Community	Louisville, KY
May 99	Orientation for New Members	Ft. Myers, FL
July 99	Creating and Sustaining Change-Adept School Districts	Palm Beach, FL; Patricia Hersch, Author
September 99	Orientation for New Members	Atlanta, GA
October 99	Initiating and Sustaining Innovation	Peachtree City, GA; Scientific Atlanta
January 00	Framing Accountability	New Orleans, LA; French Quarter Tour
April 00	Focusing on the Future	Birmingham, AL; UAB/Civil Rights Museum
July 00	New Dimensions in Leadership—Answering the Challenge of Disruptive Technologies with New Tools for Change Leaders	Palm Beach, FL
October 00	Branding: Working with the Media	Peachtree City, GA
January 01	Focusing on Your Core Business	Orlando, FL; Walt Disney World
April 01	Superintendents Leading Change	Charleston, SC
July 01	Developing Principals: The Superintendent's Role	Palm Beach, FL
September 01	Orientation for New Members	Atlanta, GA
October 01	Data-Driven Decision Making	Cary, NC; SAS
March 02	Orientation for New Members	Nashville, TN
April 02	Embedding the Core Business	Coconut Grove, FL; Little Havana/Little Haiti
July 02	Developing Community: The Superintendent's Role	Palm Beach, FL; Thomas Sander, Saguaro Seminar
October 02	Civic Capacity and Social Capital	Memphis, TN; MS Delta/Civil Rights Museum
January 03	Focused Time for Inquiry Work	Louisville, KY; Derby Museum
April 03	Strategic Alliances	Chattanooga, TN

For nearly three decades, Schlechty Center associates have been developing and testing frameworks for designing experiences that result in increased student and staff engagement and in increased levels of overall learning rather than simply in increased test scores.

www.schlechtycenter.org/about-the-center/what-we-offer

SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

Date	Description	Location
July 03	The Superintendent's Role in Promoting and Inspiring High School Reform	Palm Beach, FL; Michael Fullan, Author
October 03	Induction and Developing Quality Leadership	Amelia Island, FL
January 04	Perspective Member Meeting	Orlando, FL
February 04	AASA Meeting	San Francisco, CA
April 04	Technology	Memphis, TN; FedEx Institute of Technology
July 04	Creating a Learning Organization: Utilizing Power Systems and Boundary System	Palm Beach, FL; Adam Urbanski, Teacher Union Leader
October 04	The Courage to Lead	Charlotte, NC
April 05	High School Redesign	Nashville, TN; Ryman Auditorium
July 05	Community Institutions or Government Agencies: Are the Public Schools Being Transformed?	Palm Beach, FL; Larry Cuban, Author
October 05	Designing the High Schools Our Students Need	Orlando, FL; UCF Teaching and Learning
January 06	Developing a Future Orientation: Leading in a Flat World	Huntsville, AL
April 06	Organizational Transformation: In Pursuit of Greatness	New Orleans, LA
July 06	A Case for the Learning Organization: Education at the Intersection of Home, School, and Community	Palm Beach, FL; Marc Prensky, Author
October 06	Creating a Culture of Innovation	Lexington, KY; Toyota
January 07	Future of the Network	Atlanta, GA; Scientific Atlanta
April 07	Student and Staff Induction	South Bend, IN; University of Notre Dame
July 07	Superintendent's Role in Building Community	Palm Beach, FL; Ron Fournier, Speaker
October 07	Strategic vs. Tactical Thinking	Birmingham, AL; Brasfield and Gorrie
April 08	Business of Design	San Jose, CA; Cisco
July 08	School Success or Failure: How Do We Decide?	Palm Beach, FL; James Popham, Speaker
October 08	Future Frames	Dallas, TX; First Southwest Company
April 09	How Space and Place Matter	Chicago, IL; Brininstool and Lynch Architects
July 09	Making the Case	Palm Beach, FL; Linda Perlstein, Speaker
October 09	Staying on the Cutting Edge	Boston, MA; FableVision
April 10	Mega-Church as an Example of Customer Orientation	Dallas, TX; Leadership Network
July 10	Following Directives or Setting Direction?	Palm Beach, FL; Joe Villani, NSBA, Speaker
October 10	21st Century Students of Color	Atlanta, GA; Atlanta History Center
April 11	Keeping Patients First	Cleveland, OH; Clevland Clinic
July 11	American Education in the Age of Globalization	Palm Beach, FL; Yong Zhao, Speaker
October 11	The Changing Mission of NASA	Houston, Texas
April 12	Innovation at Work	Spartanburg, SC; Milliken University

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SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

Date	Description	Location
July 12	Leaders Thinking Strategically: Building Capacity	Palm Beach, FL; Jamie Vollmer, Speaker
October 12	Medical Education and Training Campus: Ft. Sam Houston	San Antonio, Texas
April 13	Truth-Telling: Leadership Lessons from Journalists	St. Petersburg, FL; Tampa Bay Times/PolitiFact
July 13	The Design of Public Education Today	Palm Beach, FL; Ruben Ocampo, Speaker
October 13	Why Is It Important to Remember?	Birmingham, AL
April 14	Developing and Sustaining a Culture of Excellence	Austin, TX; Four Seasons Austin
July 14	Leadership, Politics, and Education	Palm Beach, FL; Doug Christensen, Speaker
October 14	Corporate Commitment and Entrepreneurship	Baton Rouge, LA; Whole Foods Market
April 15	Learning from the Change Efforts of an Arts Organization	Louisville, KY; Louisville Orchestra
July 15	How Can Public Education Thrive Today?	Palm Beach, FL; David L. Kirp, Speaker
October 15	Building Bridges: Demographic Trends	Chapel Hill, NC; James Johnson, Speaker
April 16	Engagement, Diversity, and Change at Apple	Austin, TX; Apple
July 16	Frameworks for the Thoughtful Leader	Palm Beach, FL; Lee Bolman, Speaker
October 16	Commitment to Student Success	Atlanta, GA
April 17	Curating for Today's Audiences	Dallas, TX
July 17	Navigating the Changing Context of Assessment and Accountability	Palm Beach, FL: Chapman and Tanner, Speakers
October 17	Strategic Planning in a Learning Organization vs. Bureaucracy	Seattle, WA; Boeing
April 18	Creating Community Engagement Through Strategic Alliances	Indianapolis, IN; Indianapolis Motorspeedway
July 18	Transforming America's Schools: What Is the Superintendent's Critical Role in Engaging Staff and Students?	Palm Beach, FL: Atesh Chandra, Speaker
October 18	Customization in an Era of Standardization	San Antonio, TX; Morgan's Wonderland
April 19	Understanding Defining Moments in History	Montgomery, AL; Legacy Museum/National Memorial for Peace and Justice
July 19	The Role of Superintendents in Creating a Future Orientation	Palm Beach, FL: Joe Hirsch, Speaker
October 19	Costco's Approach to Customer Satisfaction	Seattle, WA
April 20	Leading in a Pandemic	Virtual
July 20	Superintendent as Moral and Intellecutal Leader	Virtual
September/ October 20	Superintendent as Moral and Intellecutal Leader	Virtual/Milliken & Company Staff as Speakers
May 21	Recruit, Induct, and Retain the Workforce Our Students Need and Deserve	Virtual/Ryan Saunders from the Learninig Policy Institute, Speaker

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SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

Date	Description	Location
June/July 21	Designing Systems to Support Engagement and Continuous Innovation *The Need for Customization and Flexibility in a Post-COVID World*	Palm Beach, FL: Marisa Sergnese, Steelcase Learning Mike Patrick and Dr. Robert MacMeccan, Milliken & Company Dr. Dalane Bouillion, Sloan Harris, Kenneth Hutchens, VLK Architects
October 21	Superintendent as Moral and Intellectual Leader: Making Sense Through Storytelling	Louisville, KY: David Hutchens, Author
April 22	Superintendent as Moral and Intellectual Leader: The Importance of Purposeful Connections	Raleigh, NC: James B. Hunt Jr. Library
June 22	Superintendent as Moral and Intellectual Leader: Making the Case for …	Palm Beach, FL: David Hutchens, Author
November 22	Superintendent as Moral and Intellectual Leader: The Relationship Between Teamwork and Innovaton	Dayton, OH: Wright-Patterson Air Force Base
April 2023	Building on Creativity and Design to Produce Positive Outcomes	Savannah, GA: Savannah Bananas
July 2023	Superintendent as Moral and Intellectual Leader: Developing a Sense of Urgency and a Shared Understanding of the Need for Change	Palm Beach, FL: Dr. Jim Johnson, UNC-Chapel Hill

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SUPERINTENDENTS LEADERSHIP NETWORK NORMS

Purpose and Focus

- Be willing to learn about change leadership.
- Welcome learning from colleagues, from speakers, and from other experiences.
- Seek to deepen an understanding of Schlechty Center frameworks.
- Value serious reading and disciplined conversation.

Building Trust and Cohesion

- Keep confidences.
- Remember there are no wrong answers.
- Be honest.
- Respect the right of an individual to disagree.
- Support each other and the network.
- Share successes and failures.
- Respect others' contributions.
- Seek permission to use others' work.
- Seek first to understand and then to be understood.

Providing for Productive Institutes

- Be on time.
- Avoid cell phone and e-mail interruptions.
- Participate fully—attend all sessions; stay for entire session.
- Come to meetings prepared.
- Refrain from quick judgments about people and ideas.
- Use humor that is not offensive.
- Dress comfortably; attire is business casual.

Communicating Between Institutes

- Respond to network contacts.
- Keep online communication simple; use plain language.

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THE TRAILBLAZER SAGA

Trailblazers

Paradigm-breaking journeys are not for the timid, and we [leaders] should not expect everyone, or even almost everyone, to willingly be among the first to undertake such a trip. Those who take the first steps in systemic change are **Trailblazers**: they are willing to go, ... where no person has gone before, without maps and without the benefit of empirically based models and with little to guide them except belief in themselves, a desire for novelty, the freedom to try, and the vision that motivates and guides them.

The most important requirement for trailblazers is a clear, guiding vision. Trailblazers want to know that they can go someplace that is different; they are motivated by novelty or excited by risks. ... Most of all, trailblazers want to be recognized for their unique brand of courage and to be celebrated, recognized, praised, and honored.

Trailblazers are not egomaniacs, but they are often monomaniacs with a mission. They know where they want to go, even if they are not quite sure how they are going to get there or what obstacles they will confront on the way.

Pioneers

Closely following the trailblazers are the **Pioneers**. Like the trailblazers, pioneers are an adventurous and hardy lot who are willing to take considerable risks. Pioneers have many of the same needs as trailblazers. Concept development lessons (the development of a vision that links a personal quest to a larger agenda) are the most important lessons leaders can offer pioneers, but pioneers also have a considerable need for assurance that the trip upon which they will embark is worthwhile. More than trailblazers, pioneers need demonstrations that help to assure them that the journey they are about to take can, in fact, be made. However, they understand that very few people can teach them how to do it, because no one other than the trailblazers have gone to the frontiers the pioneers are set to explore. Thus pioneers need concept development, value clarification, and demonstration lessons. They do not need skill development lessons, and staff developers would be ill advised to try to provide them.

I have found that Trailblazer teachers and administrators are invaluable as sources of inspiration and direction for pioneers and even for settlers (see below). ... Too often, in their quest for authenticity, change leaders, especially staff development specialists, remove trailblazers from their natural habitat on the frontier and move them into the central office or, worse, to the university campus, in the hope that the stories they will tell will reach a wider audience. Sometimes this works, but more frequently it is a bad experience both for the trailblazers and for those with whom they are to work. The teamwork that it takes to build community, which is what pioneers must do, requires a different style than does the early exploration of new frontiers.

THE TRAILBLAZER SAGA (CONTINUED)
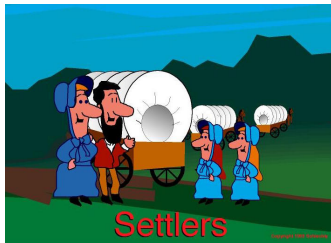
Settlers

After the trailblazers and the pioneers come the **Settlers**. Settlers need to know what they are expected to do and where they are going to go. They need much more detail and more carefully drawn maps than do those who have gone before them. Settlers are bold, but they are not adventurers. They need to be persuaded that the venture upon which they are being asked to embark is worthwhile. Consequently, leaders must give careful attention to developing good value clarification lessons that help the settlers understand why the change is needed. Settlers also want assurance that they are not set on a fool's mission and that what is being suggested can be done; thus, they have considerable need for demonstration lessons such as site visits where pioneering work is already under way, conversations with pioneers and trailblazers, testimonials from those who have tried, and books and articles that provide rich descriptions of what can be expected.

Much more than either pioneers or trailblazers, settlers want skill development lessons. They want to be sure that they know how to do what they are required to do. Indeed, many potential settlers will not move until they are assured that the requisite knowledge and support are available to them. Change leaders and staff developers who support them must therefore give attention to providing systematic training supported by coaching, opportunities for feedback and critique, and above all, protection from negative consequences for faulty tries and failed efforts.

Perhaps the most critical thing to remember about settlers is that they need strong, constant, and reassuring leadership that inspires them to keep going when they are tempted to turn back. Those who would work with settlers must understand that systemic change does not make things better or easier in the short run; instead, it is likely to create uncertainty, doubt, and confusion. The new practices called for are likely to be frightening and demanding, and the results may be no better—at least in the short run—than doing things the old way.
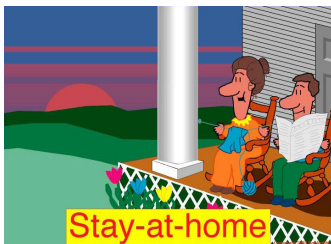
Stay-at-Homes

When implementing change, not everyone can be expected to embrace proposed changes. Many will be **Stay-at-Homes**. Stay-at-homes are not bad people, but in the long term of history, they are not likely to be viewed as remarkable or memorable. ... At the time a change is being contemplated, however, stay-at-homes receive a great deal of attention—I think too much. The reason they receive so much attention is that leaders of systemic change tend to be gregarious people who need approval from those they want to lead. People who do not respond enthusiastically, or at least compliantly, to the desires of change leaders are often viewed as problems and, unfortunately for the change process, such problems get attention.

Effective change leaders understand that early in the change process it is probably not wise to spend too much energy trying to convince the stay-at-homes that they, too, need to move to the frontier. These leaders accept the fact that some stay-at-homes will never come

along, that those who do change will only do so after the pioneers and settlers have done their work very well, and that some will only come to the new land for a visit.

One of the greatest dangers when dealing with stay-at-homes in the restructuring process is that the strategies used to entice them to change may backfire and convert these relatively benign actors into supporters of the saboteurs. ... The most likely sources of recruits for the change resisters and saboteurs are the stay-at-homes and the more timid settlers who feel pressured to move before they have the assurances they need and before they have identified leaders whom they trust.

Many stay-at-homes stay at home because they truly love the place. Of course, some people simply are too timid to go to unfamiliar places. Such people are not likely to be encouraged to move by direct assaults on what they currently value or threats to what little security they now enjoy.

Saboteurs

It is important to understand that **Saboteurs**, unlike garden-variety change resisters—that is, the stay-at-homes—are actively committed to stopping change. Not only do they refuse to take the trip; they do not want others to go either. ... I have also observed that some of the most effective saboteurs have many qualities and needs that are strikingly similar to those of the trailblazers: they are often "lone rangers" and they are not afraid of taking risks.

The difference is that whereas trailblazers will go where others fear to go, saboteurs are likely to stay when others are beginning to be afraid to stay. Loneliness does not have the same meaning to them as it has to the settlers, and isolation often inspires them to even greater effort. To be persecuted, it seems, is to be appreciated and, in a perverse way, to be isolated or excluded is to be honored.

It is certain that saboteurs can cause trouble no matter where they are, but I have found that the best place to have them is on the inside where they can be watched rather than on the outside where they can cause trouble without its being detected until the effects have been felt. Certainly, saboteurs can be disruptive, and some will not cooperate even enough to communicate their concerns. However, if change leaders continue to reach out to saboteurs and critics and try hard to hear what the saboteurs are saying, they sometimes will learn a great deal. Among the things to be learned is that some saboteurs were once trailblazers and pioneers, but the leaders whom they had the misfortune to follow did not give them the support they needed and abandoned them at the first sign of trouble.

Inventing Better Schools: An Action Plan for Educational Reform
Phillip C. Schlechty, 1997, pp. 210–219

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TRAILBLAZER SAGA DISCUSSION

At your table, share with colleagues examples of where you have observed these roles played out.

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SPEAKER BIOGRAPHIES

James H. Johnson Jr. is the William R. Kenan Jr. Distinguished Professor of strategy and entrepreneurship in the Kenan-Flagler Business School and director of the Urban Investment Strategies Center in the Frank Hawkins Kenan Institute of Private Enterprise at the University of North Carolina at Chapel Hill. His research interests include community and economic development, the effects of demographic changes on the U.S. workplace, interethnic minority conflict in advanced industrial societies, poverty and public policy in urban America, and workforce diversity issues. He has published more than 100 scholarly research articles and three research monographs and has co-edited four theme issues of scholarly journals on these and related topics. Currently he is researching strategies to combat hyper-segregation, persistent and concentrated poverty, and gentrification-induced residential and economic dislocations in U.S. cities. And he currently works with gentrifying cities to develop roadmaps for inclusive and equitable economic development that creates shared prosperity. Fast Company profiled him in "Hopes and Dreams." He received his PhD from Michigan State University, his MS from the University of Wisconsin at Madison and his BS from North Carolina Central University.

Jeanne Milliken Bonds is Professor of the Practice of Public Policy and of Impact Investment, and Sustainable Finance, UNC Kenan Flagler Business School. She is leading two new initiatives, "Invest to Sustain," to increase community and business capacity to enact social impact investing, and the whole community health initiative.

Jeanne has been a leader with the Federal Reserve, state government in North Carolina, and was a local, elected official for a decade. She is an active community volunteer serving on multiple boards and commissions, and presently chairs an affordable housing working group and a community development financial institution.
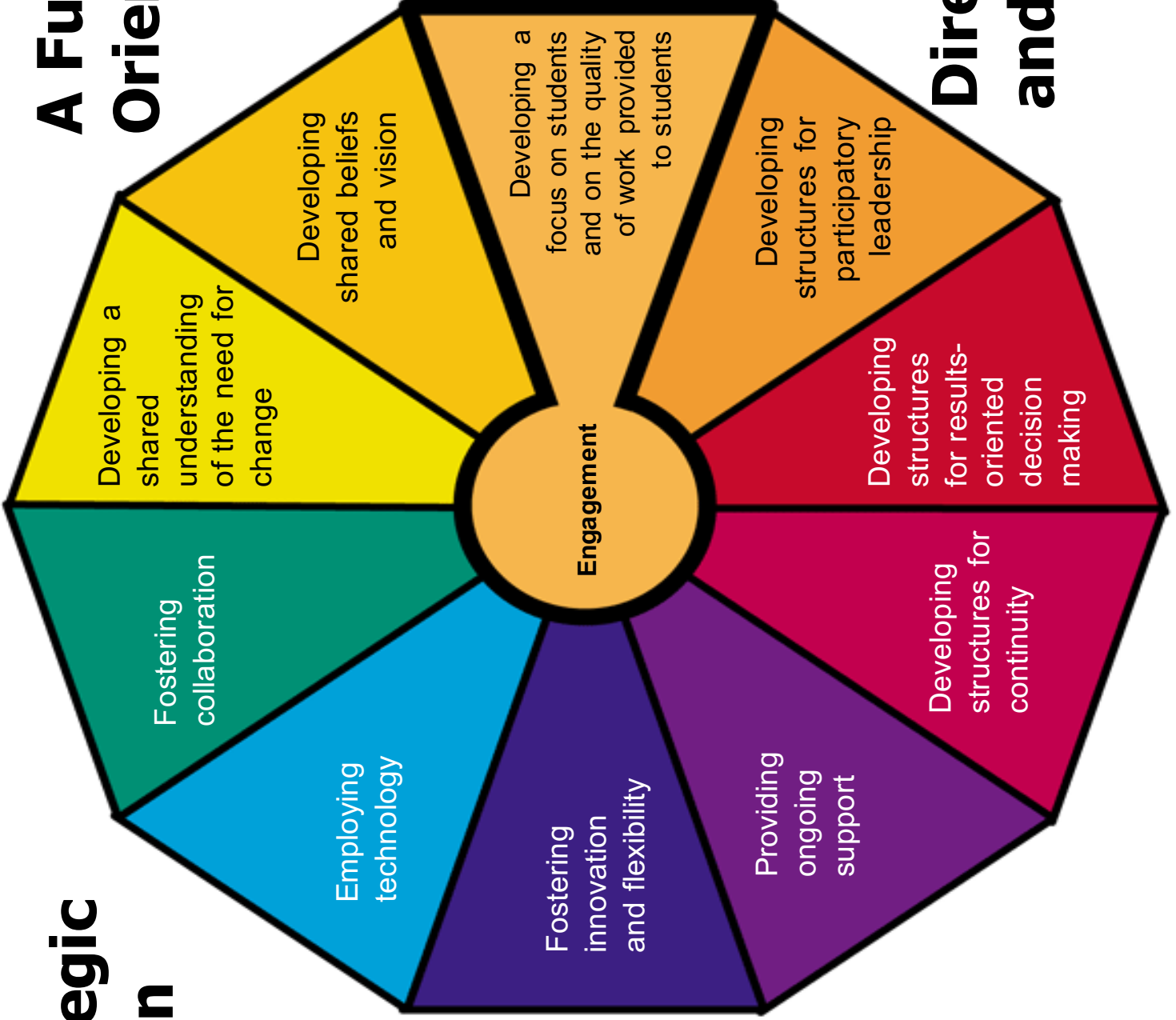
She has a B.A. in Economics and an M.P.A., concentration in public policy, from the University of NC at Chapel Hill. In 1997, she was North Carolina's recipient of the national Henry Toll Fellowship from the Council of State Governments. Jeanne is a former Mayor.
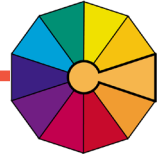
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A Future Orientation

Direction and Focus

Developing a focus on students and on the quality of work provided to students

Developing shared beliefs and vision

Developing structures for participatory leadership

Developing a shared understanding of the need for change

Developing structures for results-oriented decision making

Engagement

Fostering collaboration

Developing structures for continuity

Employing technology

Providing ongoing support

Fostering innovation and flexibility

Strategic Action

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ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 1

Standard 1

DEVELOPING A SHARED UNDERSTANDING OF THE NEED FOR CHANGE

The members of the board of education, the superintendent, central office staff, principals, teacher leaders, leaders of parent organizations, and key community leaders (e.g., civic leaders, business leaders) have a common understanding of the nature of the problems and opportunities that confront the school district and base their discussions of these issues on a common body of fact and information.

Change threatens interests just as the status quo serves interests. If change is to occur in schools, then those whose support is needed to bring about change must have a common understanding of the nature of the problems and opportunities that give rise to the need for change—and must share a common sense of the urgent need to address these problems.

To develop a common understanding of the need for change those in leadership roles—the superintendent, board of education members, teacher leaders, principals, and support staff leaders must be in a position to market the need for change with their respective constituencies and with the public generally. Such marketing begins by taking into account the needs and interests of the various segments and then frames the need for change in ways likely to compel the different segments to understand and embrace it.

Phil Schlechty used to say, "He who names it, frames it." We have learned that common understandings are easier to develop when challenges are framed as shifts reflected in patterns and trends that are likely to impact students as opposed to being framed as people problems. School district leaders must analyze information from a variety of sources—national, state, regional, and local—that foreshadow emerging demographic, social, and economic trends, and they must take responsibility for bringing such analysis to school district planning and decision-making processes.
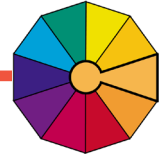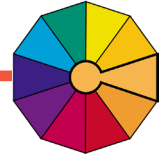
ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 1

What would success look like in a school district that meets this standard?

1. The school district has organized easily accessible factual information, including patterns and trends that impact education in the community, in ways that facilitate building a common understanding about the problems and opportunities that confront the school district.

2. Key audiences inside the school district share a common understanding of the problems and opportunities that confront the school district, and there exists a sense of urgency to address these challenges proactively.

3. Key audiences in the community share a common understanding of the problems and opportunities that confront the school district, and there exists a sense of urgency to address these challenges proactively.

4. The district develops and implements a marketing/public engagement strategy for all stakeholders to embrace change, securing "internal" commitment and support for long-term sustainability.

NOTES:

ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 1

AN ASSESSMENT OF SYSTEM CAPACITY STANDARD 1

1. The school district has organized easily accessible factual information, including patterns and trends that impact education in the community, in ways that facilitate building a common understanding about the problems and opportunities that confront the school district.

   a)   I am confident this is so and have data to support my view.
   b)   I am pretty certain this is so, but I have few data to support my view.
   c)   I am not sure about this matter.
   d)   I am pretty certain this is not the case, but I have few data to support my view.
   e)   I am confident this is not the case and have data to support my view.

2. Key audiences inside the school district share a common understanding of the problems and opportunities that confront the school district, and there exists a sense of urgency to address these challenges proactively.

   a)   I am confident this is so and have data to support my view.
   b)   I am pretty certain this is so, but I have few data to support my view.
   c)   I am not sure about this matter.
   d)   I am pretty certain this is not the case, but I have few data to support my view.
   e)   I am confident this is not the case and have data to support my view.

3. Key audiences in the community share a common understanding of the problems and opportunities that confront the school district, and there exists a sense of urgency to address these challenges proactively.

   a)   I am confident this is so and have data to support my view.
   b)   I am pretty certain this is so, but I have few data to support my view.
   c)   I am not sure about this matter.
   d)   I am pretty certain this is not the case, but I have few data to support my view.
   e)   I am confident this is not the case and have data to support my view.

4. The district develops and implements a marketing/public engagement strategy for all stakeholders to embrace change, securing "internal" commitment and support for long term sustainability.

   a)   I am confident this is so and have data to support my view.
   b)   I am pretty certain this is so, but I have few data to support my view.
   c)   I am not sure about this matter.
   d)   I am pretty certain this is not the case, but I have few data to support my view.
   e)   I am confident this is not the case and have data to support my view.

ASSESSING SYSTEM CAPACITY STANDARDS
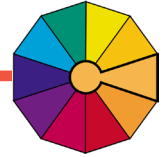
Schlechty Center System Capacity Standard 1

DEVELOPING A SHARED UNDERSTANDING OF THE NEED FOR CHANGE

The members of the board of education, the superintendent, central office staff, principals, teacher leaders, leaders of parent organizations, and key community leaders (e.g., civic leaders, business leaders) have a common understanding of the nature of the problems and opportunities that confront the school district and base their discussions of these issues on a common body of fact and information.

What factors SUPPORT our capacity to meet this standard?	What factors INHIBIT our capacity to meet this standard?

GROUP CONSENSUS AROUND STANDARD 1
Mark the appropriate box.

In Place

Not Understood	The result is in place but not yet fully understood.	The result is in place and well understood.	*Well Understood*
	The result is not yet understood and not yet in place.	The result is understood but not yet in place.	

Not In Place

19

SEISMIC SHIFTS

1. Every Child an Academic Success

From a society in which only the culturally elite and the intellectually gifted were expected to achieve high levels of academic competence to a society in which nearly all students are expected to perform at levels once assumed to be the purview of a few.

Evidence of Shift

- Assumed today that academic learning is for everyone.

- Courses once reserved for only those going to college are now required for everyone.

- An academic education is a driver of upward mobility.

2. The New Competitors

From a society in which schools had little competition for the hearts and minds of children to a society in which powerful commercial interests are seeking to attract students to their wares, even at the expense of distracting students from schoolwork.

Evidence of Shift

- Too often children are viewed as a market segment to be served, a set of customers to be attracted.

- Traditional adult authority is suspect and options abound.

- Traditional sources for the socialization of the young are increasingly impotent.

3. Mass Customization

From a society in which efficiency and standardization were greatly valued to a society in which quality, choice, and customization are core values.

Evidence of Shift

- Americans are more concerned with quality and uniqueness than with standardization.

- There is confusion in what should be standardized and what should be customized.

- Customization in schools is often confused with as personalization and or individualization.

4. A Tribe Apart

From a society in which adolescents were integrated into the life of the community to a society in which the young are increasingly segregated from the more vital aspects of adult community life and are led to establish a life almost totally lacking in meaningful interaction with adults.

Evidence of Shift

- Masters of media, mass entertainment, and mass communication compete for the attention of children and youth.

- Much of what the young know today came from forces and sources outside local family and community control.

- Young people are early adapters in using digital resources such as social media, yet move on to something else when adults start to use.

SEISMIC SHIFTS (CONTINUED)

5. The Loss of Community

From a society in which the place where one lived and one's sense of community were highly correlated to a society in which one's sense of community is determined more by the interest groups to which one belongs, the place one works, and one's racial and ethnic identity.

Evidence of Shift

- Influence of groups over community.
- Lack of clearly defined communities to serve.
- Proliferation of culture wars.

6. The Eclipse of the Traditional Family

From the two-parent family to the single-parent family and blended families.

Evidence of Shift

- Increase in single parent families.
- Increase in blended families.
- Increase in children being raised by grandparents.

7. Parents as Shrinking Minority

From a society in which parents were in the majority and the ethnic and racial composition of that majority was clear and understood to a society in which parents are in the minority and majority status is no longer so clear.

Evidence of Shift

- Widening gap in the age of parents sending their children to school.
- Children of the poor are more likely to come from families where there is just one parent.
- Many more Americans than in the past are choosing to have few children or no children at all.

8. Government Schools

From schools positioned as local institutions central to the life of the community to schools positioned as government agencies controlled and directed by state and national interests and forces.

Evidence of Shift

- Use of bureaucratic, jargon-laden language (LEA's) and euphemisms (at-risk).
- Loss of local control.
- Accountability to the state rather than to students and the local community.

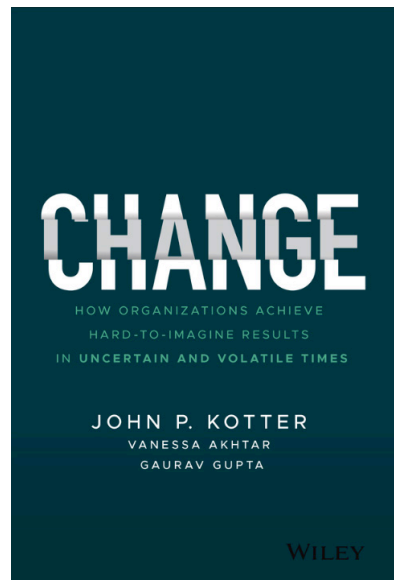**"IS YOUR ORGANIZATION SURVIVING CHANGE—OR THRIVING IN IT?"**

Implications

- What are the implications for organizations?

- What are the implications for superintendents and district-level leaders?

- What are the implications for current and future staff?

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JOHN KOTTER ON RECONSTRUCTING THE MODERN ORGANIZATION

Dual Operating Systems

The answer … is an organizational structure and operating system that is built upon both a robust hierarchy and a changing, evolving network.

<div align="right">

Change: How Organizations
Achieve Hard-to-Imagine Results in Uncertain and Volatile Times
John P. Kotter, Vanessa Akhtar, Gaurav Gupta, 2021, p. 203

</div>

Survive Channel vs. Thrive Channel
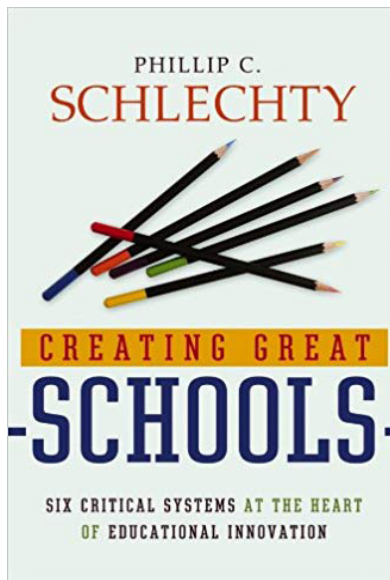
It's Not Either Or

… a <u>well-functioning</u> Survive greatly aides Thrive activation.

<div align="right">

p. 26

</div>

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PHILLIP SCHLECHTY ON INSTRUMENTAL AND EXPRESSIVE ORGANIZATIONS

I have found it useful to categorize organizations according to the values served and the type of functions fulfilled.

Expressive organizations are organizations in which the primary intent is to satisfy the needs of members.

Instrumental organizations are organizations in which the intent is to pursue some set of rationalized goals, produce products, or provide services valued by persons and groups external to the organization.

A Matter of Emphasis
All organizations, whether predominantly expressive or predominantly instrumental, must fulfill both expressive and instrumental functions, so there is in reality no pure "type."

Creating Great Schools: Six Critical Systems at the Heart of Educational Innovation
Phillip C. Schlechty, 2005, pp. 199–201

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WHERE ARE WE?

A Tool for Reflection and Conversation

Learning Organization ↕ Bureaucracy	Expressive Organization ↕ Instrumental Organization	Leadership from Everyone ↕ Hierarchy	Thrive Channel ↕ Survive Channel

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SURVIVE CHANNEL	THRIVE CHANNEL
School as Bureaucracy	School as Learning Organization
School Board as Board of Directors/Owners	School Board as Community Builders and Advocates
Superintendent as CEO/Plant Manager	Superintendent as Moral and Intellectual Leader
Central Office Staff as Technicians/Supervisors/Monitors	Central Office Staff as Capacity Builders
Principal as Chief of Staff/Shop Foreman	Principal as Leader of Leaders
Teacher as Performer and Clinician/Skilled Worker	Teacher as Leader, Designer, and Guide to Instruction
Student as Client/Raw Material and Product	Student as Volunteer and Knowledge Worker

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Thrive Channel

The Thrive Channel also has a radar system, but instead of looking for threats, it seeks opportunities. When Thrive spots possibilities, an internal mechanism is activated .... In the Thrive response, our energy goes up but does not spike. ... Our field of focus does not shrink; it often does the opposite, expanding as curiosity about the opportunity broadens one's field of vision.

Change: How Organizations Achieve Hard-to-Imagine Results in Uncertain and Volatile Times
John P. Kotter, Vanessa Akhtar, and Gaurav Gupta, p. 23, 2021

CHANGE

HOW ORGANIZATIONS ACHIEVE HARD-TO-IMAGINE RESULTS IN UNCERTAIN AND VOLATILE TIMES

JOHN P. KOTTER
VANESSA AKHTAR
GAURAV GUPTA

WILEY

Schlechty CENTER

Survive Channel

In particular, the vast majority of people tend to seriously underestimate the power of our built-in survival instinct and how it can inadvertently overwhelm our capacity to swiftly see opportunities, innovate, adapt, lead, and change for the better.

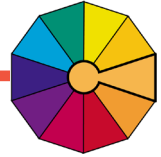**It has the biological equivalent of a radar system that is constantly on the lookout for threats.**

Change: How Organizations Achieve Hard-to-Imagine Results in Uncertain and Volatile Times
John P. Kotter, Vanessa Akhtar, and Gaurav Gupta, pp. 18–19, 2021

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ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 2

Standard 2

DEVELOPING SHARED BELIEFS AND VISION

The school district and its community develop within the local context a compelling vision of what schools can be and how schools should be related to the community—a vision capable of earning wide support in the school district and in the community and consistent with a set of well-articulated beliefs regarding the nature of schools and the schooling enterprise.

In schools the issue of clarity of vision is critical to developing commitment to a strategic direction. Schools should be bound together by moral sentiments rather than by political authority and calculation.

A clear vision that is shared creates a sense of community, and it makes possible the bonding and mutual obligation that the idea of community suggests. The absence of such a vision leads to fragmentation in curriculum, differentiation in the quality of services delivered to different types of students, and lack of coherent direction in schools.

Visions do not "just happen," however, nor do they appear out of thin air. Visions are based on beliefs—beliefs about the core purposes of the organization, about the core values and commitments upon which the organization is based, and about the kinds of rules, roles, and relationships that are best suited to realizing the intended purposes and values.

Indeed, in organizational terms, a vision is nothing more—nor less—than an expression of how things would look and feel if the organization were functioning in ways consistent with the expressed beliefs that guide the organization.

Thus, the first step in creating a shared vision is the quest for shared beliefs—beliefs about the purpose of education; beliefs about the rules, roles, and relationships that should direct behavior in the system; and beliefs about the values, commitments, and assumptions that should guide action. From these beliefs, visions—and versions of visions—can and will emerge.
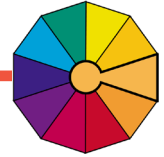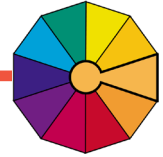
ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 2

What would success look like in a school district that meets this standard?

1. The district has explicit beliefs about the core purpose of the organization, and about the core values, and about rules, roles, and relationships.

2. The organization has established a compelling vision of what schools can be and how schools relate to the community.

3. The organization's vision is based on beliefs and has widespread support.

4. Belief statements and vision are incorporated into professional development opportunities, induction and incentive programs, board meetings, and celebrations to inspire commitment and communicate direction for the future.

5. Throughout the district, actions and decisions of staff are aligned with the beliefs and vision of the organization.
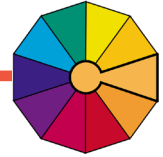
NOTES:

ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 2

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AN ASSESSMENT OF SYSTEM CAPACITY STANDARD 2

1. The district has explicit beliefs about the core purpose of the organization, and about the core values, and about rules, roles, and relationships.

   a)   I am confident this is so and have data to support my view.
   b)   I am pretty certain this is so, but I have few data to support my view.
   c)   I am not sure about this matter.
   d)   I am pretty certain this is not the case, but I have few data to support my view.
   e)   I am confident this is not the case and have data to support my view.

2. The organization has established a compelling vision of what schools can be and how schools relate to the community.

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5. Throughout the district, actions and decisions of staff are aligned with the beliefs and vision of the organization.

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ASSESSING SYSTEM CAPACITY STANDARDS

Schlechty Center System Capacity Standard 2

DEVELOPING SHARED BELIEFS AND VISION

The school district and its community develop within the local context a compelling vision of what schools can be and how schools should be related to the community—a vision capable of earning wide support in the school district and in the community and consistent with a set of well-articulated beliefs regarding the nature of schools and the schooling enterprise.

What factors SUPPORT
our capacity to meet this standard?

What factors INHIBIT
our capacity to meet this standard?

GROUP CONSENSUS AROUND STANDARD 2
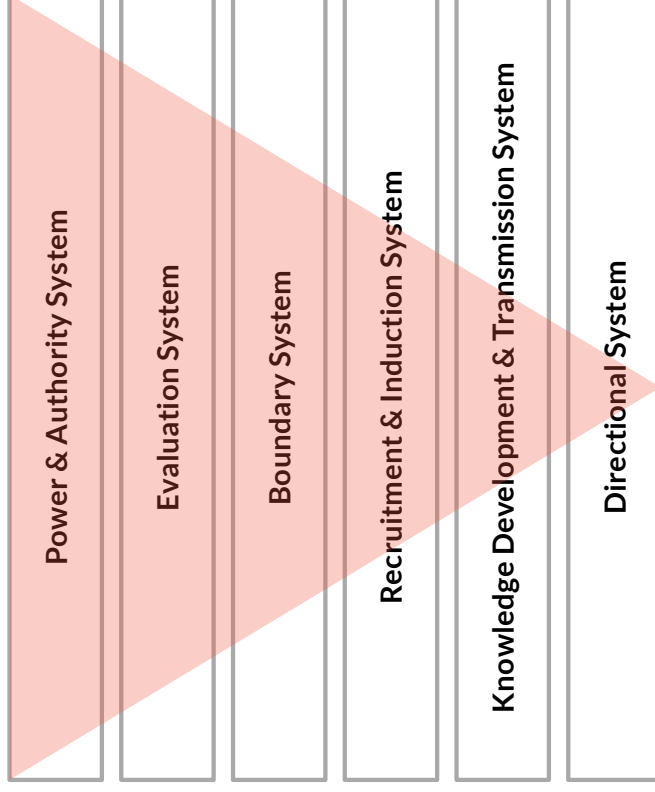### Mark the appropriate box.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*
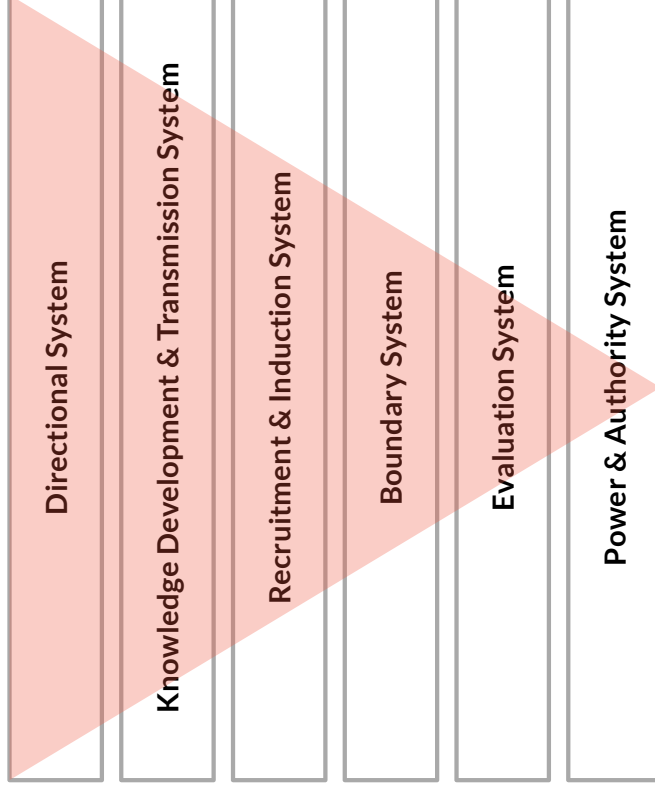
Not In Place

32

Relative Dominance of Systems

Bureaucracy

Power & Authority System

Evaluation System

Boundary System

Recruitment & Induction System

Knowledge Development & Transmission System

Directional System

Learning Organization

Directional System

Knowledge Development & Transmission System

Recruitment & Induction System

Boundary System

Evaluation System

Power & Authority System

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Phillip Schlechty, *Leading for Learning*, pg. 46

Schlechty

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"Beat It To Fit; Paint It To Match."
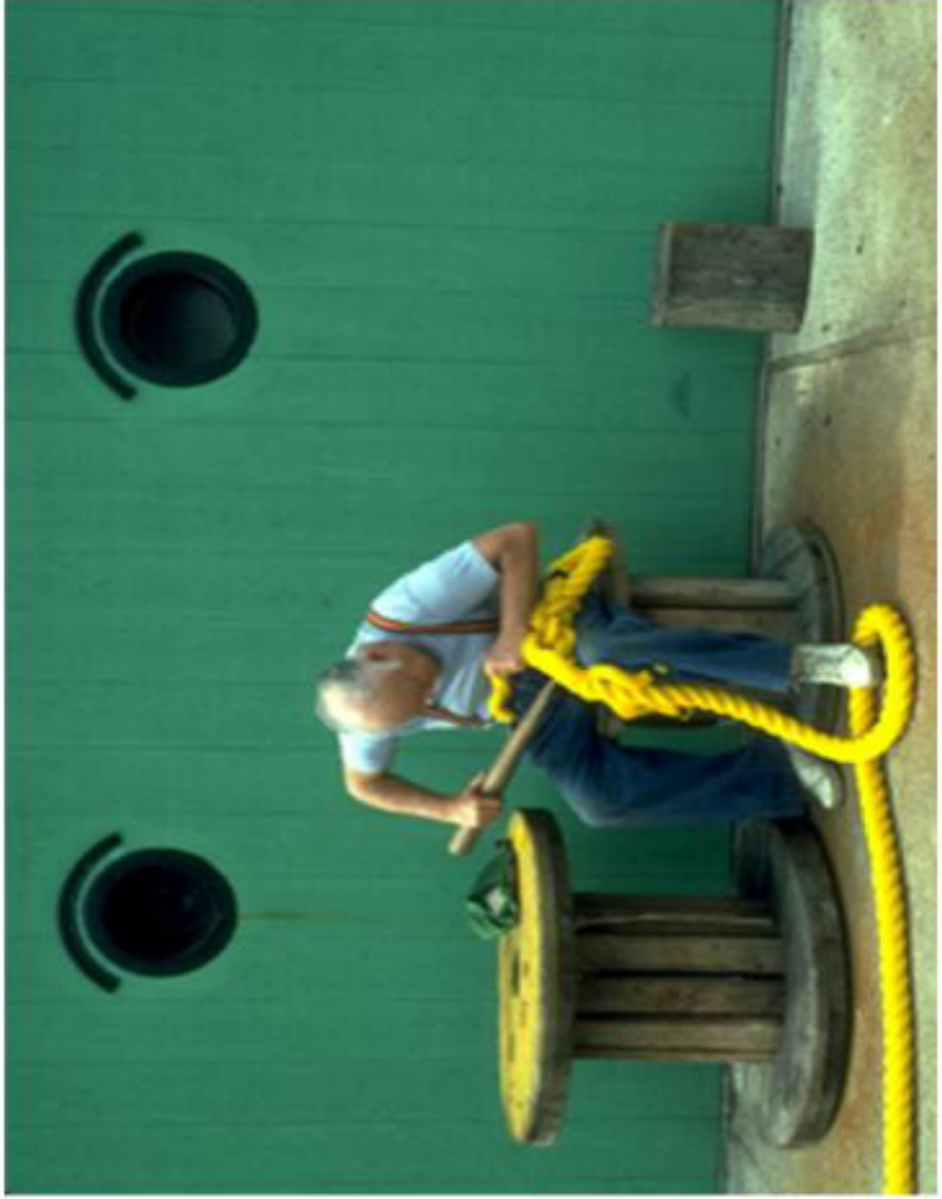
Worker,
Ingalls Shipbuilding
Pascagoula, MS

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Images of School

Guiding Metaphor	Level of Student Learning (Bloom's Taxonomy)	Likely Classroom Profiles	School Board as:	Supt. & CO as:	Principal as:	Teacher as:	Parent as:	Student as:	Core Business
Learning Organization	Create, Evaluate, Analyze, Apply, Understand, Remember	Highly Engaged	Community Builders & Advocates for Schools	Moral and Intellectual Leader & Capacity Builders	Leader of Leaders	Leader, Designer, & Guide to Instruction	Partner & Member of the School Community	Volunteer & Knowledge Worker	Designing Engaging Academic Work for Students & Leading Them to Success in That Work
Professional Service Delivery Organization	Analyze, Apply, Understand, & Sometimes Remember Long Term	Well Managed	Board of Directors	CEO & Technicians and Support Staff	Chief of Staff	Professional Performer & Presenter, or Clinician & Diagnostician	Guarantor & Questionable Ally	Client	Diagnosis, Prescription, & Treatment
Factory	Understand, but Unlikely to Remember Long Term	Passive Congenial	Owners & Advocates	Plant Manager & Inspectors and Supervisors	Shop Foreman	Skilled Worker	Supply Source & Determinant of Product Quality	Raw Material & Product	Testing, Remediation, & Reporting
Warehouse	Learn Little	Threatened	Safety Inspectors & Fire Marshals	Property Manager & Directors of Maintenance, Shipping, and Personnel	Midlevel Bureaucrat & Keeper of the Keys	Clerk & Keeper of Records	Primary Shipper & Receiver	Excess Inventory	Labeling, Categorizing, Placement, & Recording
Prison	Students Develop Negative Attitudes Toward Disciplined Learning	Conflict Habituated	Hearing Officers & Parole Board	Bureau Chief & Department Directors, Hearing Officers, and Parole Officers	Warden	Guard	Distrusted Visitor	Inmate	Containment, Monitoring, Corrective Action, & Punishment

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Learning Organization
The Focus for Leaders

Directional System

Knowledge Development and Transmission System

Recruitment and Induction System
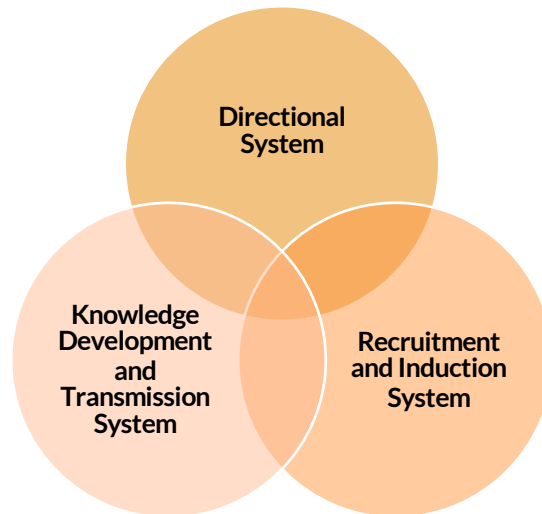
Schlechty

# Leaders in learning organizations are concerned with questions such as these:

- ■ What kind of organization are we, and what do we want to become?

- ■ What accomplishments will make us most proud?

- ■ What will it take to satisfy those we intend to serve?

- ■ What are the core values and beliefs we want to ensure that new members will embrace and uphold?

- ■ How do we identify, import, and develop the knowledge we need to engage in the kinds of continuous innovation required to survive and thrive in a constantly changing environment?

- ■ How will we know when we succeed, and how will we measure success?

Phillip Schlechty, *Leading for Learning*, pg. 47

Schlechty

Bureaucracy
The Focus for Leaders
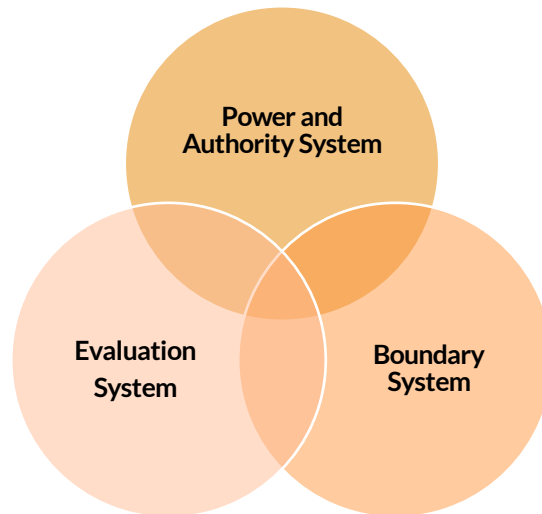
Bureaucratic leaders are concerned with questions such as these:

- 🟧 Who is in charge?

- 🟧 What are they in charge of?

- 🟧 Who decides and how are things decided?

- 🟧 What are the standards for performance?

- 🟧 Who judges this performance?

- 🟧 What are the metrics to be used in rendering these judgments?

Phillip Schlechty, *Leading for Learning*, pg. 47

Unlike leaders in learning organizations, bureaucrats are seldom visionaries; they are more often functionaries. Typically they have little concern about vision or direction, for the direction of bureaucracies is generally determined by agencies external to the bureaucracy itself, for example, by a state legislature. Leaders in learning organizations spend much of their time communicating clear visions to others and inspiring others to join them in the pursuit of those visions.

Leading for Learning: How to Transform Schools into Learning Organizations
Phillip C. Schlechty, 2009, p. 47

Questions asked by leaders in bureaucracies	Questions asked by leaders in learning organizations
Who is in charge?	What kind of organization are we and what do we want to become?
What is he or she in charge of?	What accomplishments will make us most proud?
Who decides and how are things decided?	What will it take to satisfy those we intend to serve?
What are the standards for performance?	What are the core values and beliefs we want to ensure that new members will embrace and uphold?
What are the metrics to be used in rendering these judgments?	How do we identify, import, and develop the knowledge we need in order to engage in the kinds of continuous innovation required to survive and thrive in a constantly changing environment?

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PILLARS OF SUPERINTENDENT AS MORAL AND INTELLECTUAL LEADER

- **Models and Develops Trust:** Gives priority to building personal trust and trust in the organization.

- **Clarifies the Vision:** Consistently and continuously communicates and clarifies a clear and compelling vision of the future.

- **Knows What He or She Believes:** Understands the need to be clear about what he or she believes and understands that shared beliefs are the foundation of the direction of the organization.

- **Enhances Capacity:** Attends to developing the capacity of the organization and the capacity of the people who are part of the organization to support continuous innovation.

- **Educates Community:** Educates the community, especially community leaders, and informs policymakers about the condition of education.

- **Thinks and Acts Strategically:** Employs systems thinking to understand how systems are linked to one another and how they interact.

- **Personalizes Relationships with Principals:** Develops personal relationships with all principals in the district.

- **Unifies Central Office Staff:** Educates central office staff so they understand and are committed to the direction in which they are being led.

- **Shares Authority:** Shares authority rather than delegates it. Views authority as affective and highly personalized.

- **Personalizes Relationship with the Board:** Strives to work as part of a team with the board in order to focus on the needs of children and the future of the community.

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SUPERINTENDENT PILLARS AND THE SIX CRITICAL SOCIAL SYSTEMS

Pillars of Superintendent as Moral and Intellectual Leader	Critical Social Systems
• Models and Develops Trust • Clarifies the Vision • Knows What He or She Believes	Directional
• Enhances Capacity • Educates Community • Thinks and Acts Strategically	Knowledge Development and Transmission
• Personalizes Relationships with Principals and with the Board • Unifies Central Office Staff • Shares Authority	Recruitment and Induction

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PILLARS OF SUPERINTENDENT AS MORAL AND INTELLECTUAL LEADER

Self-Assessment

Pillar 1—Models and Develops Trust: Gives priority to building personal trust and trust in the organization.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*

Not In Place

Pillar 2—Clarifies the Vision: Consistently and continuously communicates and clarifies a clear and compelling vision of the future.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*

Not In Place

Pillar 3—Knows What He or She Believes: Understands the need to be clear about what he or she believes and understands that shared beliefs are the foundation of the direction of the organization.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*

Not In Place

PILLARS OF SUPERINTENDENT AS MORAL AND INTELLECTUAL LEADER (CONTINUED)

Self-Assessment

Pillar 4—Enhances Capacity: Attends to developing the capacity of the organization and the capacity of the people who are part of the organization to support continuous innovation.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood ← → *Well Understood*

Not In Place

Pillar 5—Educates Community: Educates the community, especially community leaders, and informs policymakers about the condition of education.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood ← → *Well Understood*

Not In Place

Pillar 6—Thinks and Acts Strategically: Employs systems thinking to understand how systems are linked to one another and how they interact.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood ← → *Well Understood*

Not In Place

PILLARS OF SUPERINTENDENT AS MORAL AND INTELLECTUAL LEADER (CONTINUED)

Self-Assessment

Pillar 7—Personalizes Relationships with Principals: Develops personal relationships with all principals in the district.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*

Not In Place

Pillar 8—Unifies Central Office Staff: Educates central office staff so they understand and are committed to the direction in which they are being led.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*

Not In Place

Pillar 9—Shares Authority: Shares authority rather than delegates it. Views authority as affective and highly personalized.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood   *Well Understood*

Not In Place

PILLARS OF SUPERINTENDENT AS MORAL AND INTELLECTUAL LEADER (CONTINUED)

Self-Assessment

Pillar 10—Personalizes Relationship with the Board: Strives to work as part of a team with the board in order to focus on the needs of children and the future of the community.

In Place

The result is in place but not yet fully understood.	The result is in place and well understood.
The result is not yet understood and not yet in place.	The result is understood but not yet in place.

Not Understood

Well Understood

Not In Place

SUPERINTENDENT PILLARS AND TEXT FROM PHILLIP SCHLECHTY

Pillar 1–Models and Develops Trust: Gives priority to building personal trust and trust in the organization.

Trust is not a part of the bureaucratic ethos. In fact, it is lack of trust and trustworthiness that makes bureaucracy seem so necessary and so appealing to those concerned with the possibility of loss of control.

Learning organizations, in contrast, require trust, so their leaders necessarily attend to systems most likely to build trust: the directional system, the knowledge development and transmission system, and the recruitment and induction system.

Those who would transform schools into learning organizations, especially superintendents and their staffs, principals, union leaders, and boards of education, must be particularly attentive to building community trust and confidence.

Leading for Learning:
How to Transform Schools into Learning Organizations
Phillip C. Schlechty, 2009, pp. 201–202

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 2–Clarifies the Vision: Consistently and continuously communicates and clarifies a clear and compelling vision of the future.

Unlike leaders in learning organizations, bureaucrats are seldom visionaries; they are more often functionaries. Typically they have little concern about vision or direction, for the direction of bureaucracies is generally determined by agencies external to the bureaucracy itself, for example, by a state legislature. Leaders in learning organizations spend much of their time communicating clear visions to others and inspiring others to join them in the pursuit of those visions.

Leading for Learning
Phillip C. Schlechty, p. 47

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

SUPERINTENDENT PILLARS AND TEXT FROM PHILLIP SCHLECHTY (CONTINUED)

Pillar 3–Knows What He or She Believes: Understands the need to be clear about what he or she believes and understands that shared beliefs are the foundation of the direction of the organization.

Beliefs are important, but they are meaningless if they are nothing more than statements hung on a wall. … Until these beliefs, whatever they are, are viewed as "conditions of willingness to act as though …" and until this willingness is embedded bone deep in the culture of the schools … belief statements will make little difference.

Inventing Better Schools: An Action Plan for Educational Reform
Phillip C. Schlechty, 1997, p. 62

• How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 4–Enhances Capacity: Attends to developing the capacity of the organization and the capacity of the people who are part of the organization to support continuous innovation.

In the most general sense, the word capacity has to do with potentials and limitations: what a person, group, or organization is capable of doing if called on to act.

If the performance of America's schools is to improve, it is essential that the schools have the capacity to innovate on a continuous basis and in a disciplined way. Bureaucracies lack this capacity. Continuous innovation is the lifeblood of learning organizations.

Leading for Learning
Phillip C. Schlechty, p. 223

The effectiveness of any formal organization depends on the ability of leaders to maintain direction, mobilize efforts in pursuit of common goals, and coordinate those efforts in an effective and efficient manner. This means establishing social control: the means by which groups and organizations induce their members to engage in tasks, fulfill roles, and support norms that are important to the survival of the group or the achievement of organizational goals.

Bureaucracies are heavily dependent on formal control; learning organizations rely more on informal control and self-control.

Leading for Learning
Phillip C. Schlechty, pp. 50-51

• How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 5–Educates Community: Educates the community, especially community leaders, and informs policymakers about the condition of education.

If public schools are to be transformed and communities are to be revitalized, educational leaders need to learn to stand conventional thinking on its head. Rather than ask how schools can gain more support from the community and how school leaders can bring the community into the life of the schools, they need to ask how the schools can be more supportive of community life and how they can more effectively insert the schools into the life of the community.

Leading for Learning
Phillip C. Schlechty, p. 284

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 6–Thinks and Acts Strategically: Employs systems thinking to understand how systems are linked to one another and how they interact.

Strategic action, which focuses on the future, seeks to bring into existence some desired end state that has yet to be realized. It is not the intent of strategic action to solve immediate problems. Rather, the intent is to seize opportunities and invent new futures for the organization.

Leading for Learning
Phillip C. Schlechty, p. 235

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 7–Personalizes Relationships with Principals: Develops personal relationships with all principals in the district.

Discussions of the role of the superintendent seldom focus on the relationship between the superintendent and building principals. Yet my experience suggests that the relationship between the superintendent and building principals, more than any other factor, explains the ability of the school districts to ensure that building-level change efforts are sustained beyond the tenure of the initiating principal and that whatever positive effects there are become distributed throughout the system.

Engaging Students: The Next Level of Working on the Work
Phillip C. Schlechty, 2011, p. 152

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 8–Unifies Central Office Staff: Educates central office staff so they understand and are committed to the direction in which they are being led.

Building those capacities—to focus on the future, maintain direction, and act strategically—should become the primary focus of the central office staff in a learning organization.

In a learning organization, central office staff members come to understand that they gain influence by giving away power.

Leading for Learning
Phillip C. Schlechty, p. 131

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

SUPERINTENDENT PILLARS AND TEXT FROM PHILLIP SCHLECHTY (CONTINUED)

Pillar 9–Shares Authority: Shares authority rather than delegates it. Views authority as affective and highly personalized.

In organizations based on consensual authority, individual men and women have authority not because it is assigned to them by bureaucratic superiors, granted through traditional entitlement, or bestowed by some mystical or unique attribute. Rather, they have earned the right to act on behalf of others through their proven judgement, commitment, and fidelity to the values of the organization and to the welfare of those who are dependent on it.

Leading for Learning
Phillip C. Schlechty, pp. 56–57

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

Pillar 10–Personalizes Relationship with the Board: Strives to work as part of a team with the board in order to focus on the needs of children and the future of the community.

Indeed, if the board of education and the superintendent are not allied in the most fundamental ways, the disruption caused by transformation is likely to hasten the departure of a superintendent who is serious about transformation.

Therefore, the school board, more than any other element in the school district, is positioned to ensure that direction is maintained even in the face of the turbulence associated with true transformation.

In carrying out their function as community builders, one of the most important tasks of school boards in a learning organization is to find ways to involve the diverse constituencies in the community in continuous conversations and dialogue about the schools and the purposes schools should serve in the community, thereby continuously refining the vision that drives the schools.

Leading for Learning
Phillip C. Schlechty, pp. 133–134

- How does this passage illustrate this particular pillar of the superintendent as a moral and intellectual leader?

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