

**Bold Action for  
Challenging Times...**

**Intensify Your Leadership**

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**Here's  
Michael**

**Teaching  
began at 50!**



Thank You !

COVID-19

Graphic from The Savvy Principal, EducationWeek, July 2020

DESKS 6 FEET APART, BUT I HAVE TABLES, NOT DESKS...?

WHO IS PAYING FOR TEACHER AND STUDENT FACE MASKS?

WE NEED MORE STAFF, BUT HOW WHEN FACED WITH BUDGET CUTS AND LAYOFFS?

IF STUDENTS ARE ONE WEEK ON, ONE WEEK OFF, WHAT AM I SUPPOSED TO DO WITH MY KIDS?

STUDENTS CANNOT SHARE MATERIALS, SO WHO IS BUYING THE ADDITIONAL SUPPLIES?

WILL I HAVE TO CHOSE BETWEEN MY JOB AND MY FAMILY'S HEALTH?

IN A HYBRID MODEL, HOW CAN I BE IN TWO PLACES AT THE SAME TIME?

IS SOMEONE GOING TO INSTALL AC IN MY ROOM, OR AT LEAST FIX THE WINDOWS?

IF I AM REQUIRED TO QUARANTINE, WILL IT USE MY SICK DAYS?

HOW AM I SUPPOSED TO WRITE TWO WEEKS OF SUB PLANS AT A TIME?

WE HAVE A SUB SHORTAGE, SO WHERE ARE THEY COMING FROM?

IF WE GO REMOTE, HOW WILL WE ENSURE EQUITABLE STUDENT ACCESS?

IF FAMILIES GET A CHOICE OF REMOTE OR IN-TEACHERS?

WHAT IF MY STUDENTS CAN'T TIE THEIR SHOES OR BUTTON THEIR PANTS?

HOW AM I SUPPOSED TO WRITE TWO WEEKS OF SUB PLANS AT A TIME?

WE HAVE A SUB SHORTAGE, SO WHERE ARE THEY COMING FROM?

IF WE GO REMOTE, HOW WILL WE ENSURE EQUITABLE STUDENT ACCESS?

WHAT IF I HAVE TO CARE FOR A SICK FAMILY MEMBER? WILL I STILL GET PAID?

WHY WERE THE QUESTIONNAIRES SENT ONLY TO PARENTS?

WHY HAS NOBODY ASKED FOR TEACHER INPUT ON LITERALLY ANYTHING?

HOW DO I CONSOLE A CRYING CHILD FROM 6 FEET AWAY?

IF I AM RESPONSIBLE FOR DISINFECTING, AM I GETTING HAZARD PAY?

MANY STUDENTS ARE SENT TO SCHOOL WHEN THEY'RE SICK. WHO IS MONITORING THIS?

STUDENT ATTENDANCE WON'T BE PENALIZED, BUT WHAT ABOUT TEACHERS?

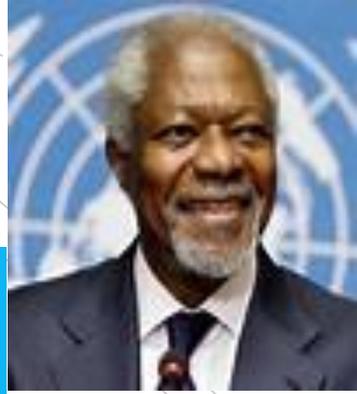
HAS ANYONE MAKING THESE DECISIONS EVER BEEN A TEACHER?

WHY ARE YOU MAKING ME FEEL GUILTY FOR EXPRESSING MY CONCERNS?

IF I AM RESPONSIBLE FOR DISINFECTING, AM I GETTING HAZARD PAY?

WHY IS THE SCHOOL BOARD MEETING VIRTUALLY TO DISCUSS OPENING IN PERSON?

@JILLIANSTARTEACHING

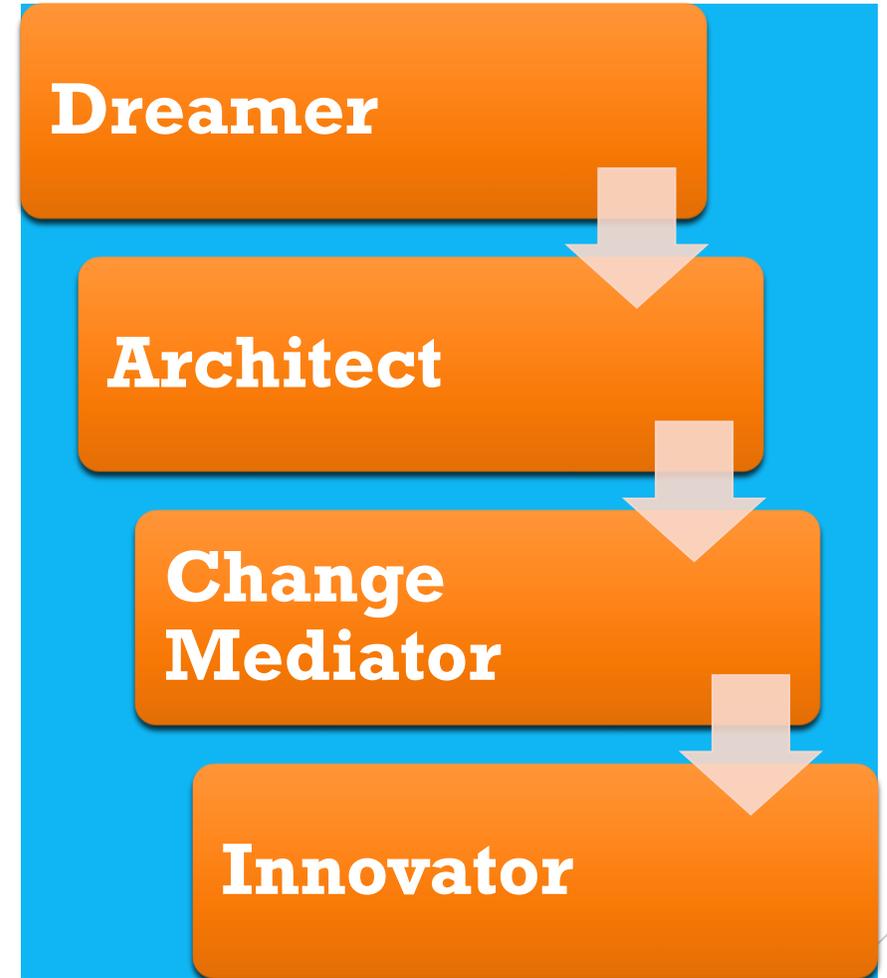
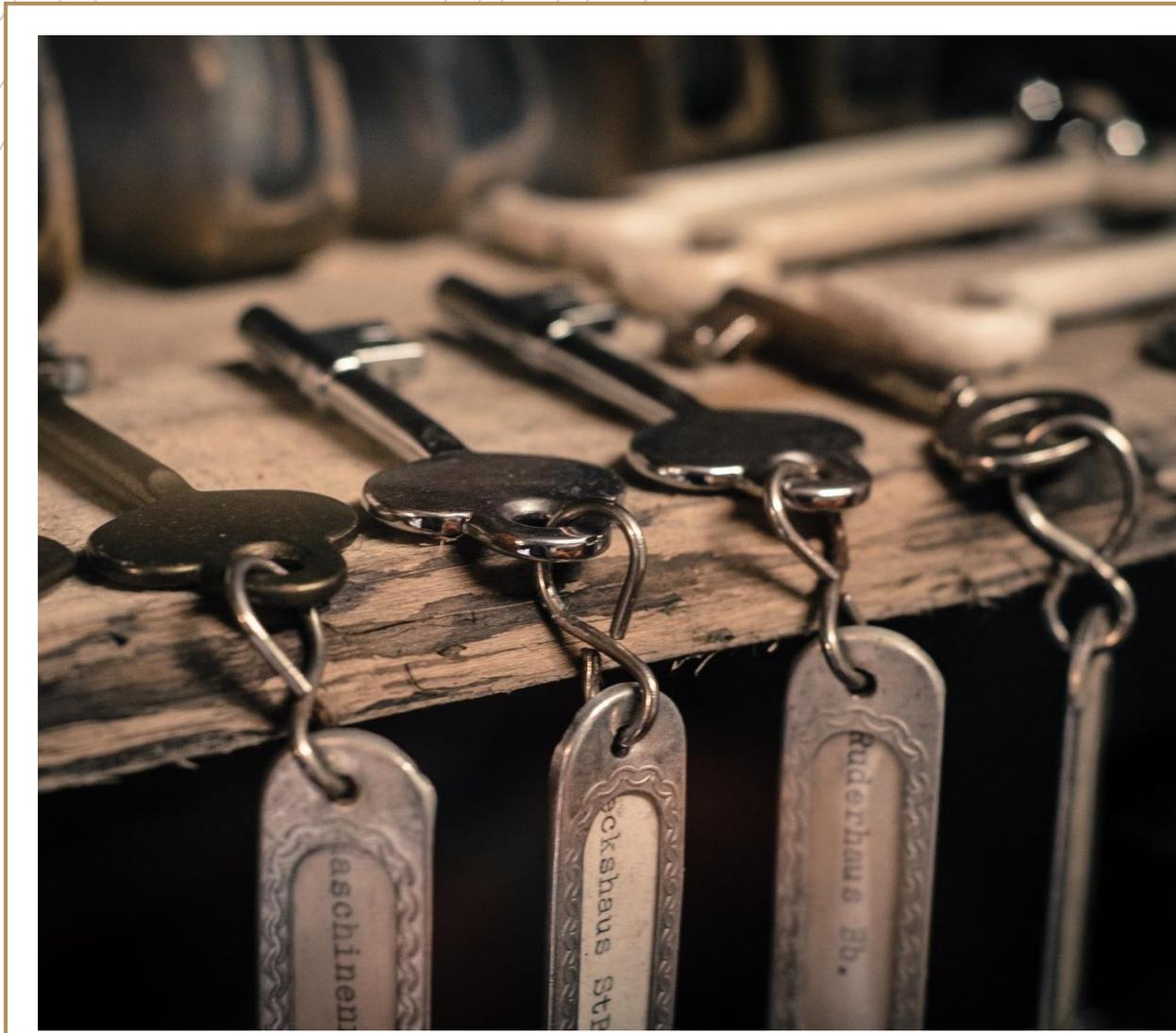


**To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go, and why you want to get there.**

Kofi Annan

**Recharge  
your  
batteries!**





# VUCA

- ✓ **As dreamer, how can you lead collectively with purpose and vision?**
- ✓ **As architect, how can you build highly effective teams by avoiding trust busters and implementing trust builders and boosters?**
- ✓ **As change mediator, how do you peel back the illusion that most teachers are resisting change?**
- ✓ **As innovator, how do you inspire others to ask what can be rather than accept what is?**

# Chatter Break

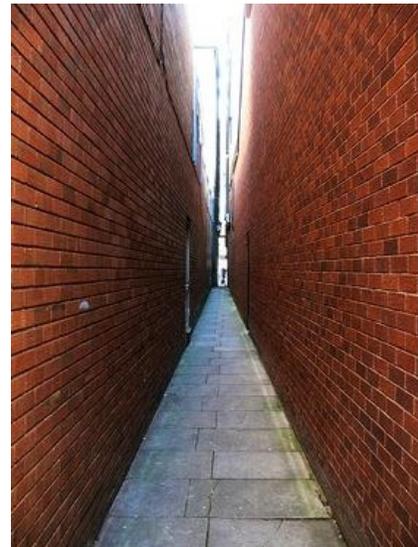
**What are you  
hoping to gain from  
this webinar?**



# Education Leaders

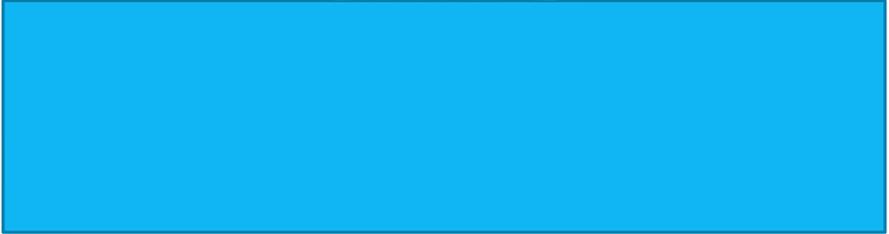
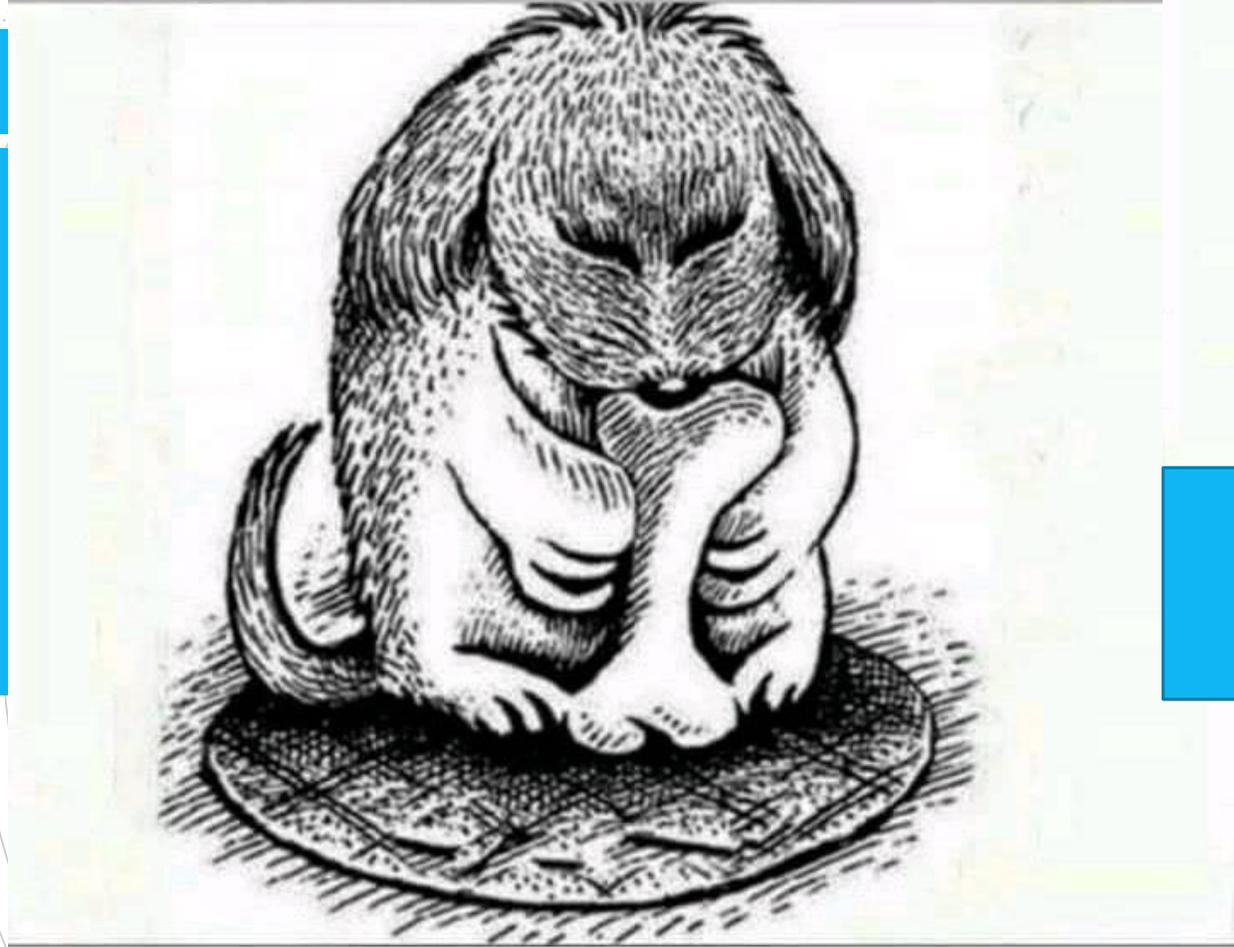
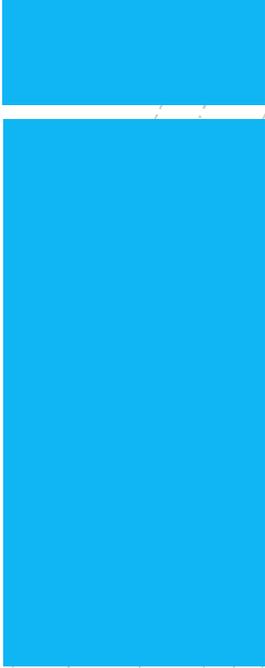
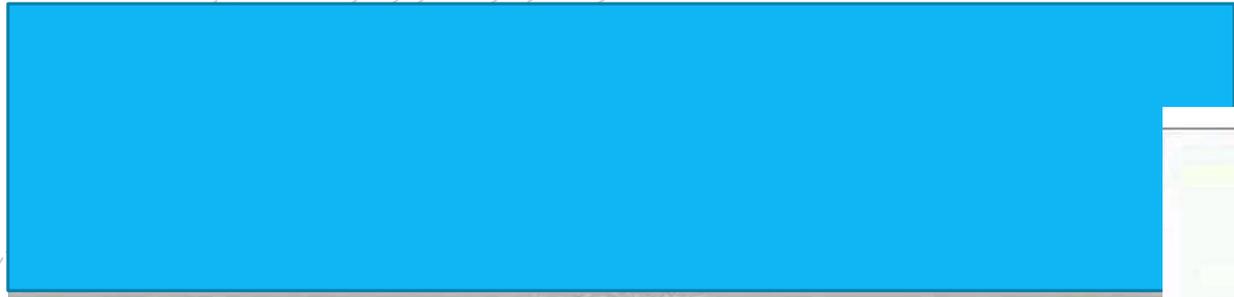
- **Principals are being led down the narrow path of instructional leadership that will ultimately prove futile...**

- **Michael Fullan, *The Principal***

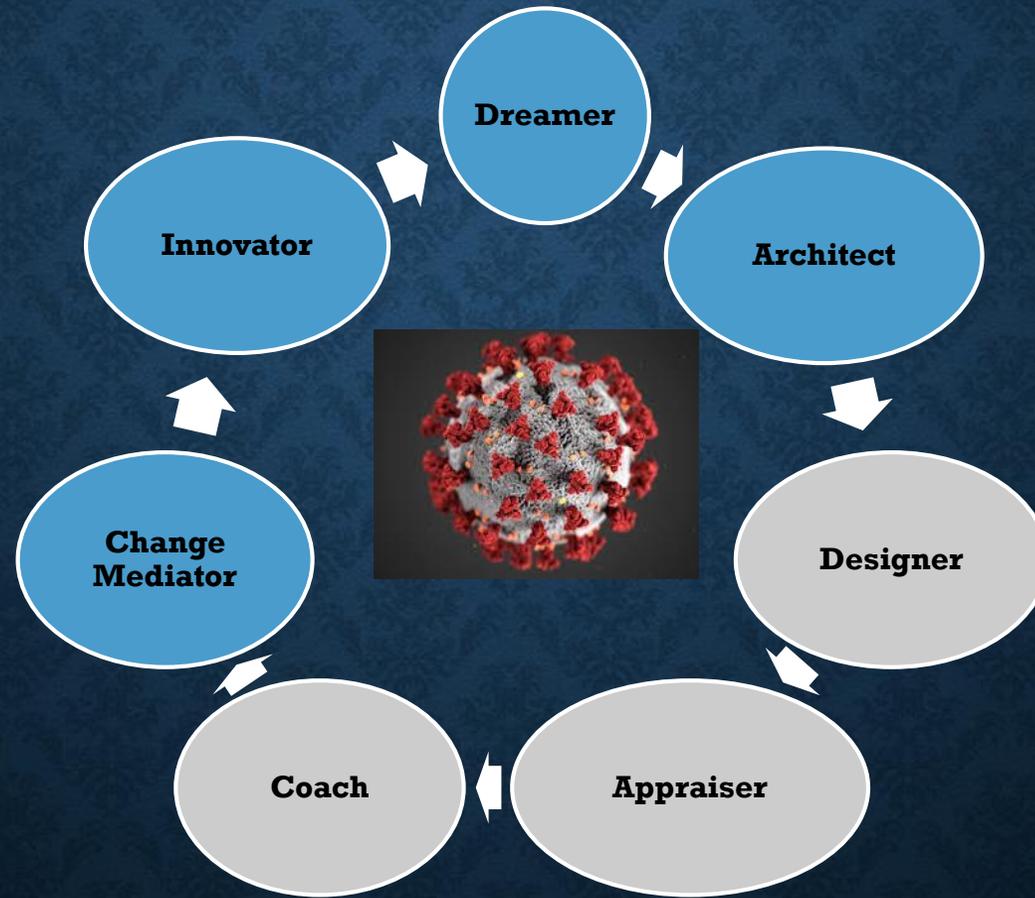




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# EDUCATION LEADER



# **Intensify**

**Your Leadership**

## **MAXIMIZE LEADERSHIP CAPACITY**

- **Dreamer**
- **Architect**

## **LEAD WITH COMPETENCE AND CONFIDENCE**

- **Change Mediator**
- **Innovator**



**Dreamer**

**Architect**

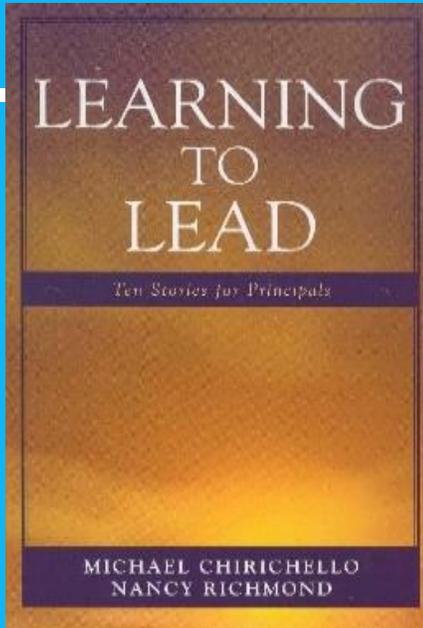
**Change  
Mediator**

**Innovator**

**VUCA**

- ✓ **As dreamer, how can you lead collectively with purpose and vision?**

# Why People Come to Me? Harry's Story



**Wise leaders know when to lead, when to manage, and when to get out of the way!**

# Collective Leadership

- **Collective leadership is a process that is valued more than the person who holds a position.**
- **Collective leadership is a social process aimed at accomplishing collective rather than individual goals and it requires collective and coordinated action. It's about sharing power...**
  - Salicru, [\*Collective Leadership\*](#), 2015
  - [Center for Creative Leadership, CCL](#)
- **The staff begins to learn from the collective experiences of each other.**
  - Drath, [\*The Deep Blue Sea\*](#), Jossey Bass, 2007



# Collective Leadership

**Referencing your strengths and challenges, how can you build a culture that supports leadership more as a collective process rather than residing in a person?**

**Post one big idea in the chat box upon return.**

**4 x 5**



# Where Is Your School?

## Collective Leadership: Leadership as Process

**Leadership is Position**

**Top Down**

**Focus on the Stars**

**Independent Decisions**

**Individual Competencies**

**Position Brings Power**

**Competitive Environment**

**What Is**

**Sell Opinions**

**Leadership is Process**

**Throughout the Organization**

**Focus on the Collective Success of All**

**Interdependent Decisions**

**Group and Networks- Teams**

**Knowledge/Respect Bring Referent Power**

**Collaborative/Collegial Environment**

**What Can Be**

**Influence and Buy-In**

*Sea Changes in Leadership* by Andre Martin and Allan Calarco in  
Leadership in Action, Jan/Feb 2006 (CCL).



**Dreamer**



**Architect**



**Change  
Mediator**

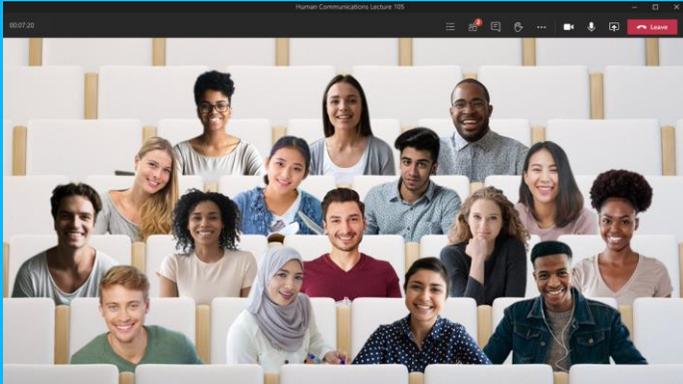


**Innovator**

**VUCA**

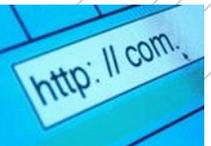
- ✓ **As architect, how can you build highly effective teams by avoiding trust busters and implementing trust builders and boosters?**

**Break out of the silos!**



- **In today's increasingly collaborative and interconnected world, building effective teams not surprisingly tops the list of critical responsibilities of school and district leaders.**

■ [The District Administrator, 2020](#)



# CHALLENGES FOR OUR TEAMS



## POLL

**Choose those that are most challenging for your school teams**

- 1. Our teams have a specific purpose for working collaboratively;**
- 2. The team members are diversified and interdependent — they need one another's experiences, abilities, and commitments in order to arrive at mutually agreed-upon goals;**
- 3. The team members are committed to the principle that working together as a team leads to more effective decisions than does working in isolation;**
- 4. Team members are held accountable individually and collectively for the outcome(s);**
- 5. Our teams are committed to a growth mindset; and**
- 6. Our teams establish and follow ground rules.**

RAMON J. ALDAG AND  
LOREN W. KUZUHARA



CREATING  
**HIGH PERFORMANCE**  
TEAMS  
APPLIED STRATEGIES AND TOOLS FOR  
MANAGERS AND TEAM MEMBERS

# **Creating a Culture that Values Collective Trust**

**Trust builds Teams  
Teams build Trust**

**Trust  
Busters,  
Builders,  
Boosters**



# Busters

## Chatter Break

**I give opportunities for others to make suggestions, but do not value them.**

**I address the team about problems even if they apply only to one or two members.**

**I am impatient with those who are unwilling to move forward.**

**My actions do not reflect my beliefs.**

**I sometimes make comments that may offend others.**

**When plans do not go well, I look to blame other members of the team.**

**I believe that my ideas are better than other's.**

**I change my mind a lot in the decision phase of our work.**

**I do not offer suggestions if I think they may cause conflict or disagreement.**

**I do not follow up on agreed to actions that others expected of me.**

# Builders

## Chatter Break

**I often paraphrase after listening to other team members.**

**I understand how others may react or feel, creating a safe environment.**

**I disagree without being disagreeable.**

**Other team members feel comfortable in my presence.**

**I thank others for their ideas.**

**I communicate effectively.**

**I value consensus building.**

**I encourage other team members to disagree.**

**My actions demonstrate mutual respect for other team members.**

**Other team members tell me I am respectful.**

# Boosters

## Chatter Break

**I give useful feedback to the other team members for our mutual improvement.**

**As a member of our team, I know when to lead, when to follow, and when to get out of the way.**

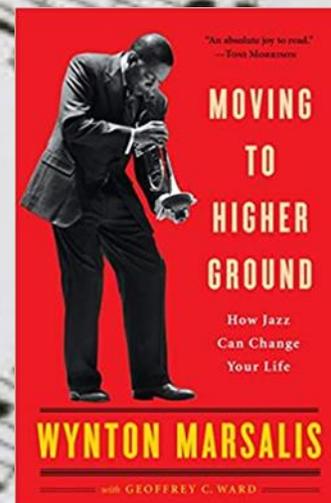
**I use failure as a learning tool.**

**I demonstrate my commitment to life-long learning by attending professional learning opportunities with our teams.**

**I continually seek to gain a deeper understanding about myself and other members of our team so we can work together collegially.**

# The Jazz Ensemble and High Performing Teams

## A Powerful Metaphor





**Dreamer**

**Architect**

**Change  
Mediator**

**Innovator**

**VUCA**

- ✓ **As change mediator, how do you peel back the illusion that most teachers are resisting change?**

# **Chatter Break**

## **Change Mediator**

**What are some of your  
assumptions (beliefs)  
about change?**



# Assumptions

Change  
is an  
event!

- **Change is all about process!**

Focus on  
the  
change!

- **Focus on the need for the transition- the why!**
- **Focus on building trusting relationships!**

Focus on the  
destination!

- **Focus on the journey- the how and what!**

Manage  
change!

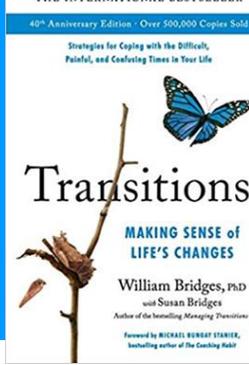
- **Lead **transitions**! Watch your language.**

70%

A 3D rendered graphic featuring the text '70%' in a bold, sans-serif font. The '7' and '0' are colored red, while the '%' symbol is grey. The characters are positioned on a white, reflective surface, creating soft shadows and reflections. A thick, dark grey arc curves from the bottom left towards the center of the text.

# Strategy:

## Focus on the Journey



### ■ Ending-Letting Go of the Old

- The pajama party



### ■ Neutral Zone

- Wandering in the Desert
- Transition Team



### ■ New Beginnings

- Embrace the change



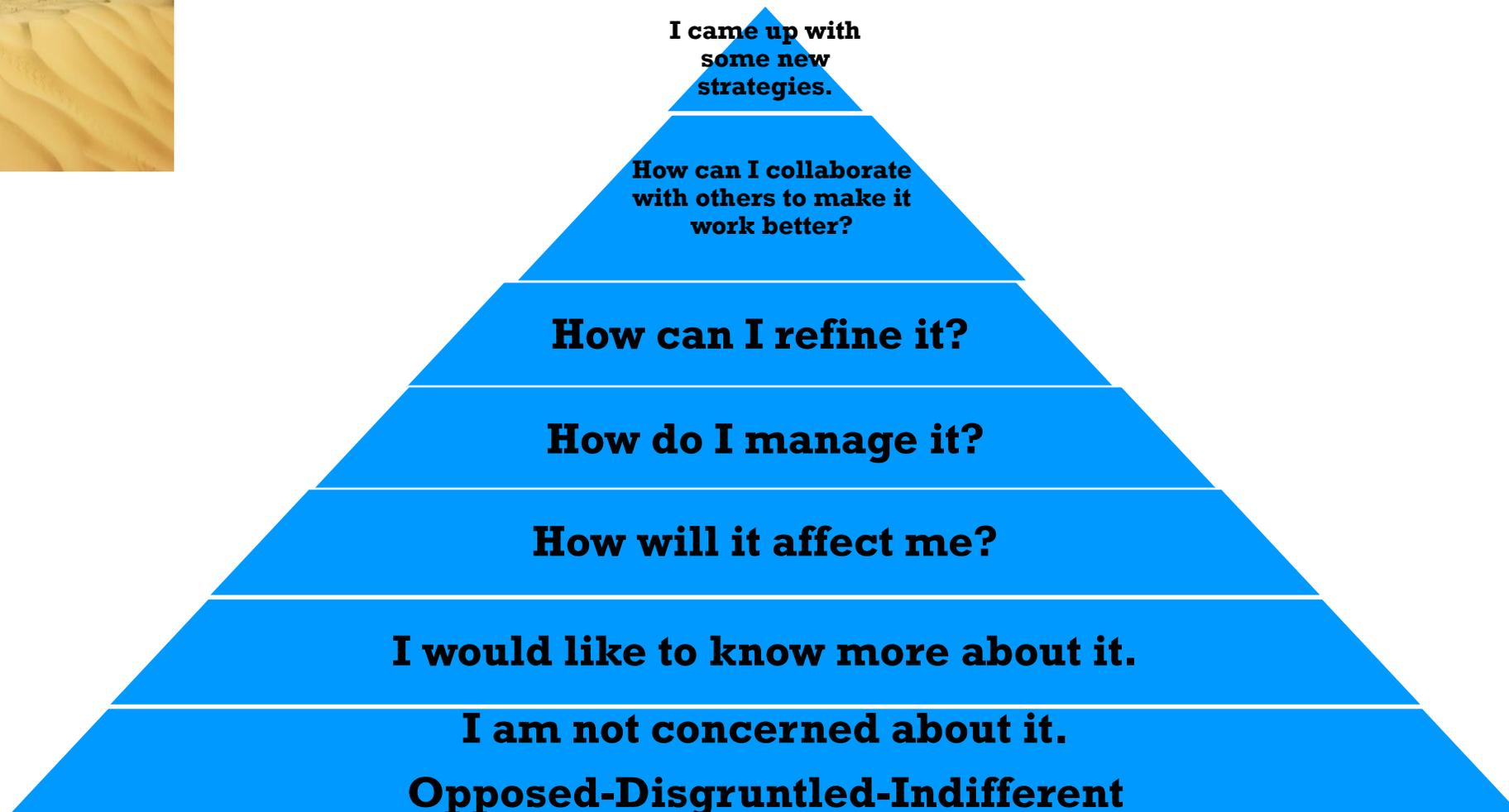
**RESISTANCE**  
makes perfect  
sense to the  
person who is  
resisting!





# Wandering in the Desert

## The Neutral Zone



•Hall & Hord, (2019). *Implementing Change: Patterns, Principles, and Potholes*. Allen & Bacon, 5th edition.

•Bridges, W. & Bridges, S. (2019). *Managing Transitions: Making the Most of Change*. Cambridge MA: DaCapo Press, Perseus Books.



**Dreamer**

**Architect**

**Change  
Mediator**

**Innovator**

**VUCA**

- ✓ **As innovator, how do you inspire others to ask what can be rather than accept what is?**

ALL RIGHT!  
BE CREATIVE!



- **Can you recall a creative moment you had?**
- **Why did it happen? Recall its context and process...**
  - **Post one reply- creativity happens for me when I...**



**4 x 5**



A photograph of a zebra and an elephant standing side-by-side on a white surface. The zebra is on the left, and the elephant is on the right. The zebra's body is covered in black and white stripes, while the elephant is a solid brown color. The image is partially obscured by a large, curved grey shape that frames the text on the right.

# Creative leadership

- **Creative leadership isn't about leaders simply becoming more creative. It's about individuals leading for creativity. That means you, as a leader, must unlock the creative potential of your organization, no matter the industry. It's your job to set the conditions for your organization to generate, embrace, and execute on new ideas.**
  - [Tim Brown](#), Design Thinking, IDEO

**Be Yourself...**

**Everyone  
Else  
Is Taken**

**Give yourself  
permission to  
be creative!**



<http://com>

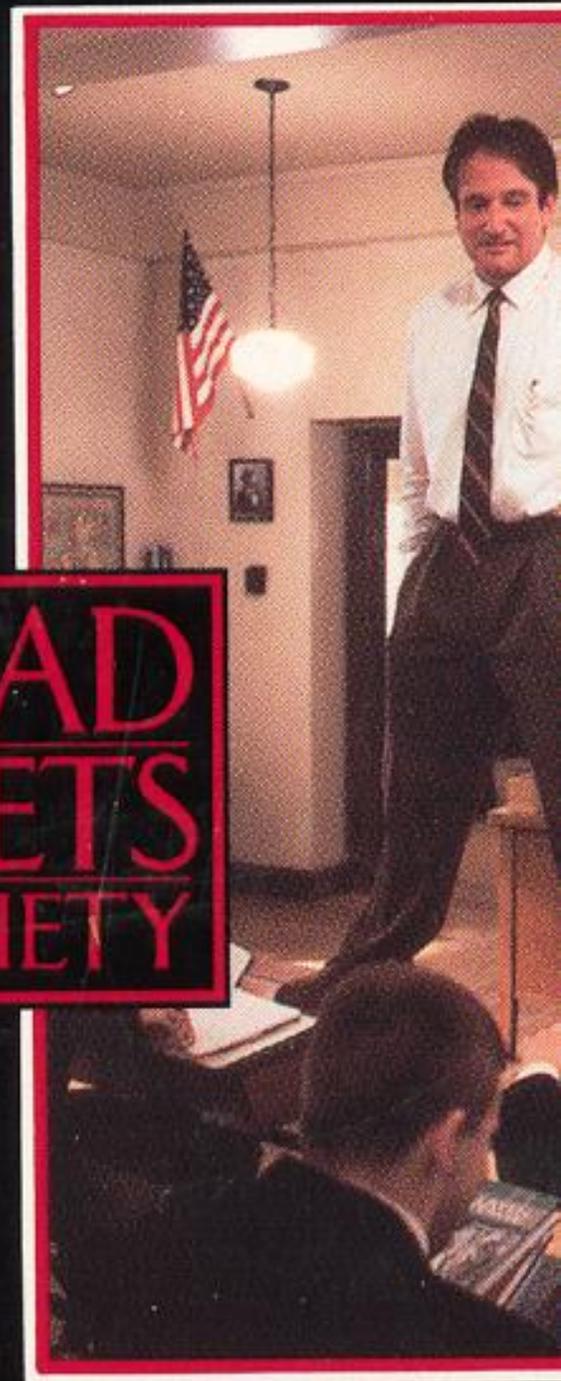
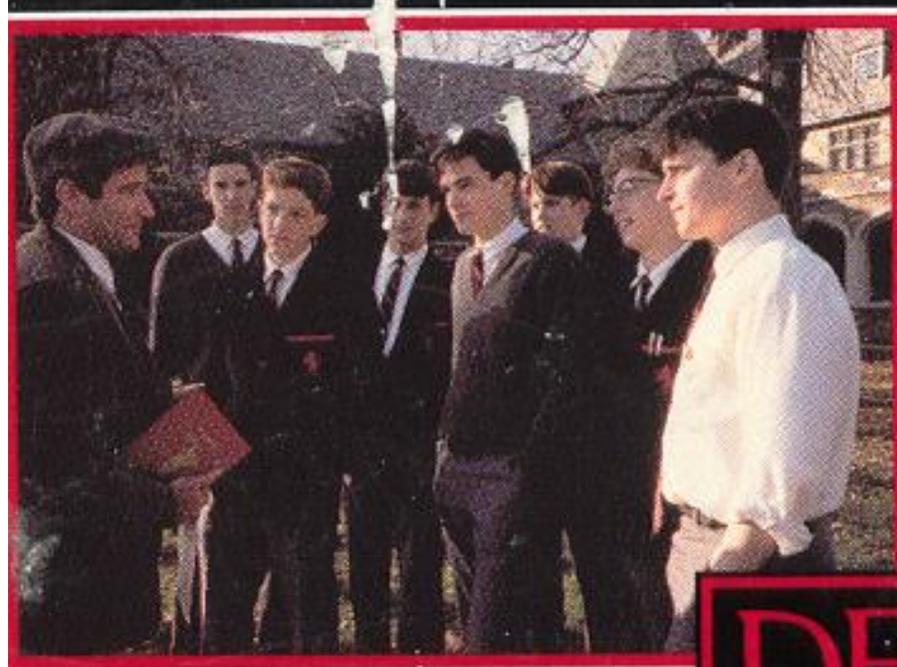
# Creative Leadership

- **Culture**

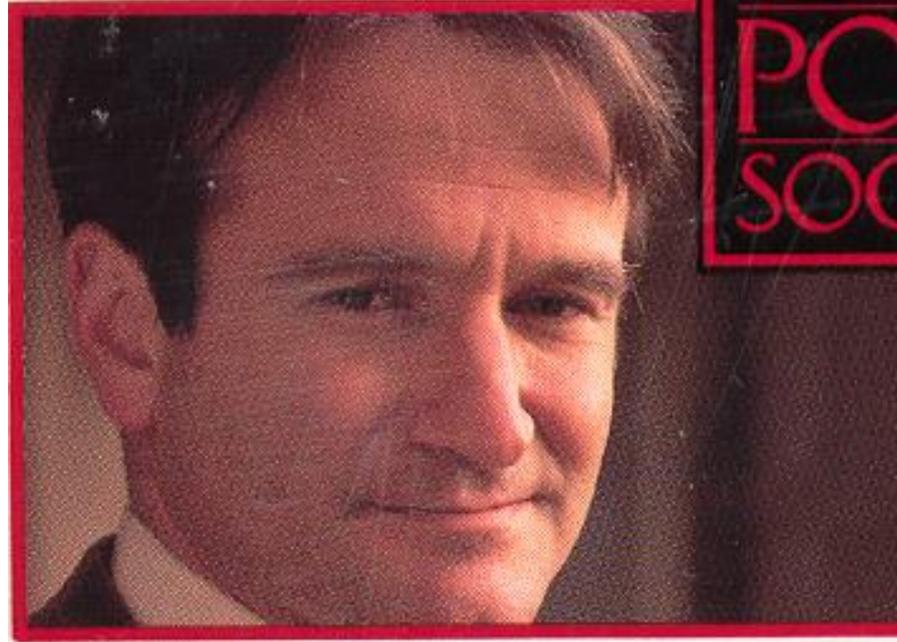
- **Collective leadership**
- **Highly effective teams**
- **Trusting relationships**

- **Strategies**

- **Negating assumptions**
- **How and why questions**



**DEAD  
POETS  
SOCIETY**



# Negating Assumptions

- **What if we did not group students into grades by age?**
- **What if we if we did not teach by isolated subjects?**
- [ASCD Education Update, August 2020, Lessons and Practices to Scrap.](#)
- [Fast Company, September 2020, The Most Creative People in Business.](#)



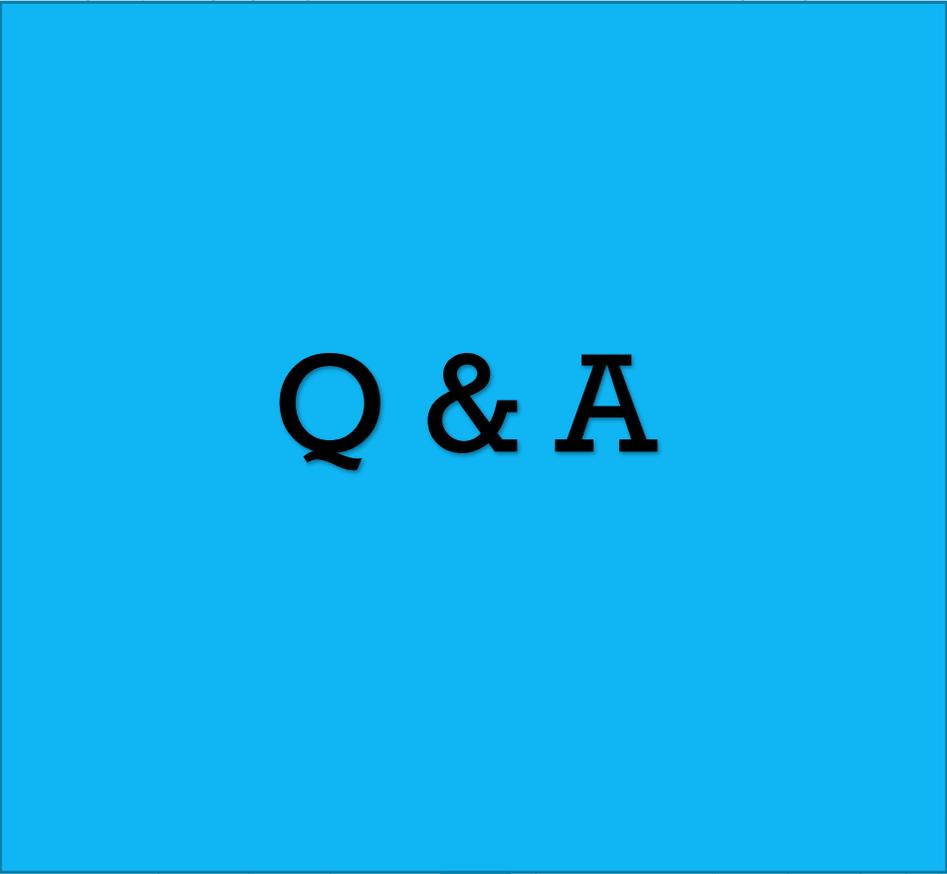
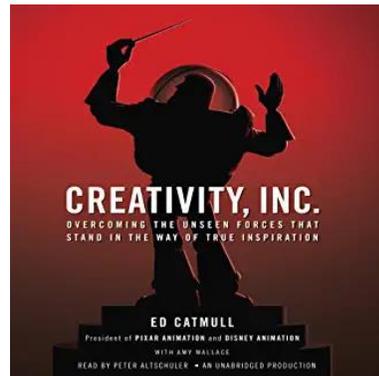
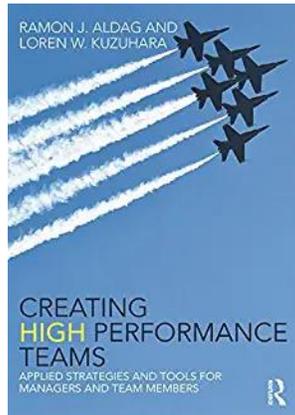
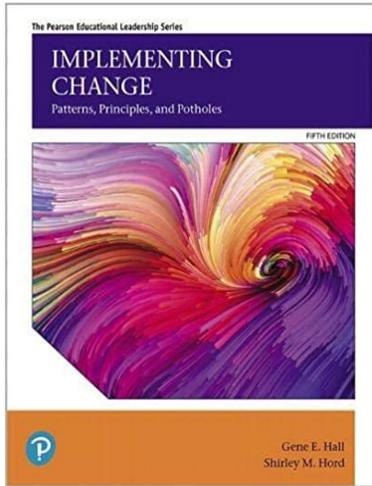
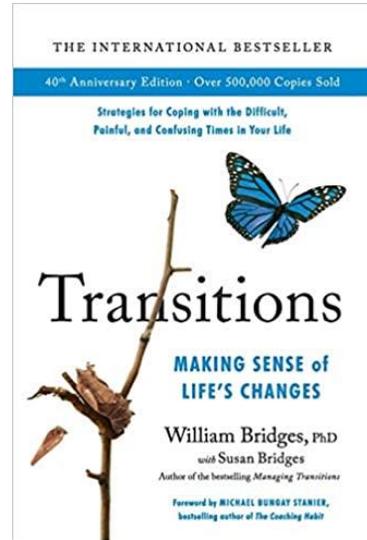
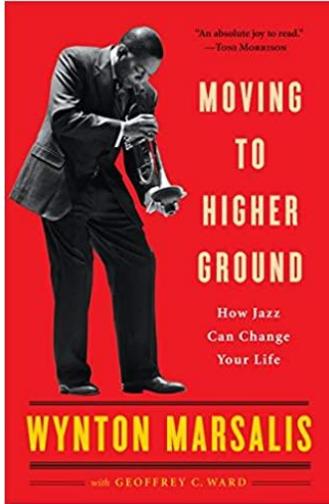
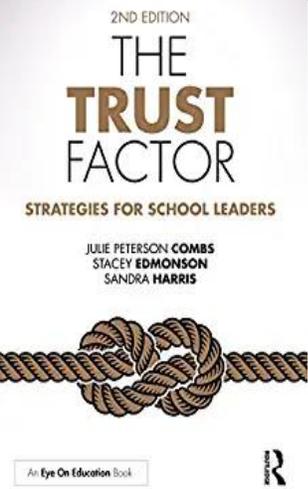
# Chatter Break



**Bold Action for Challenging Times**

**Leadership Development Works!**

**What is your actionable pathway  
from this webinar?**



**Bold Action for  
Challenging Times**

**Intensify Your Leadership**

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**Thank You !**