

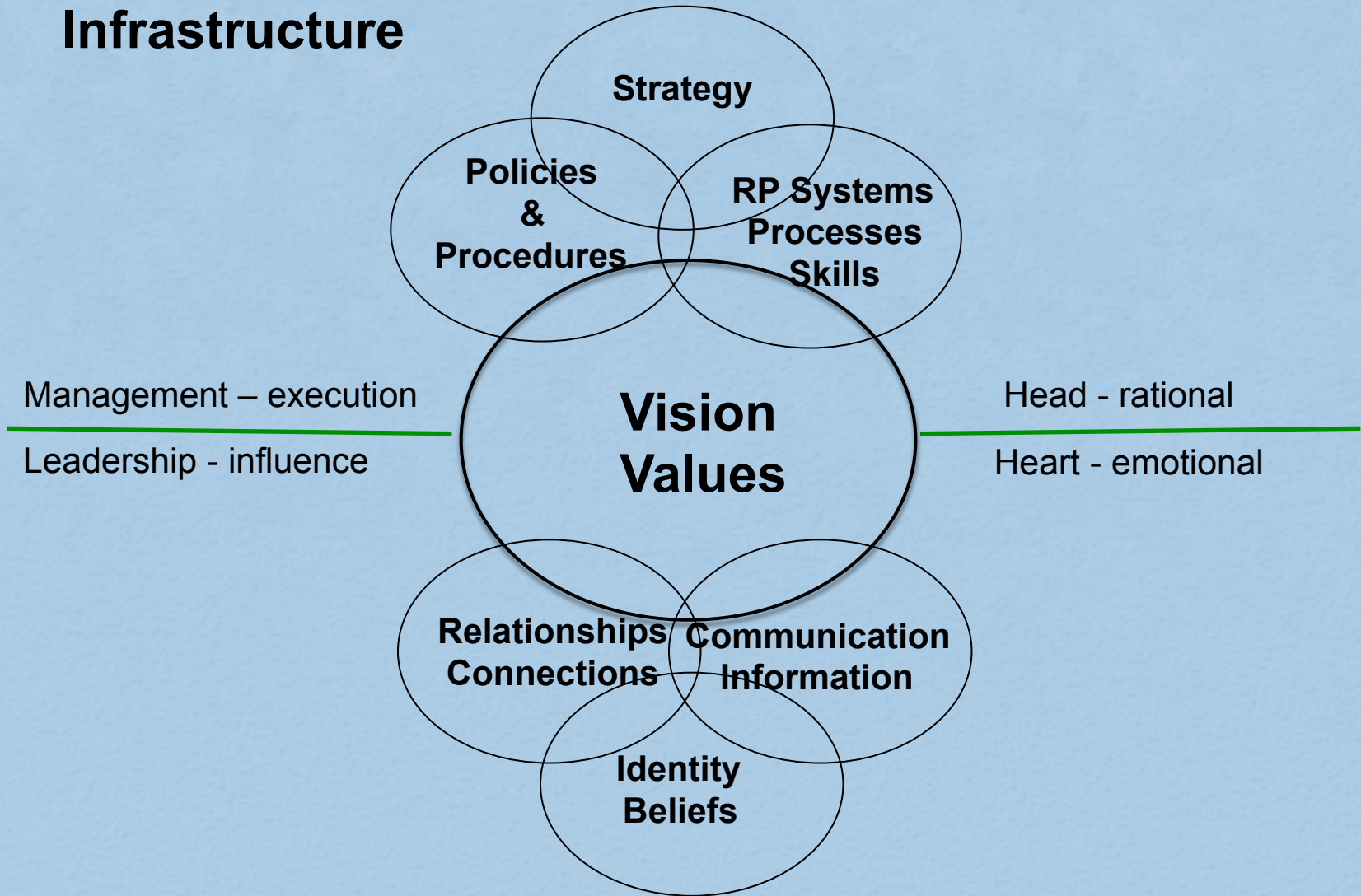
# Leading in a Restorative Community

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Margaret Thorsborne

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



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

| <b>Management</b>                                     | <b>Leadership</b>               |
|---|---------------------------------|
| <b>Planning &amp; budgeting</b>                       | <b>Establishing direction</b>   |
| <b>Organising and staffing</b>                        | <b>Aligning people</b>          |
| <b>Controlling and problem solving</b>                | <b>Motivating and inspiring</b> |
| <b>Producing a degree of predictability and order</b> | <b>Producing new directions</b> |

J.P. Kotter:

A Force for Change: How Leadership Differs From Management

# Communication and information

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

**“Information is like oxygen”**

# Relationships and Connections

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

# Identity and beliefs

- Our actions are driven by our values and beliefs about who we are
- The school/organisation has to decide who it wants to be, what it wants to be known for (*vision*)
- The school/organisation has to decide what is important to model and teach, what it stands for (*values*)

# Changing culture

## Primary factors

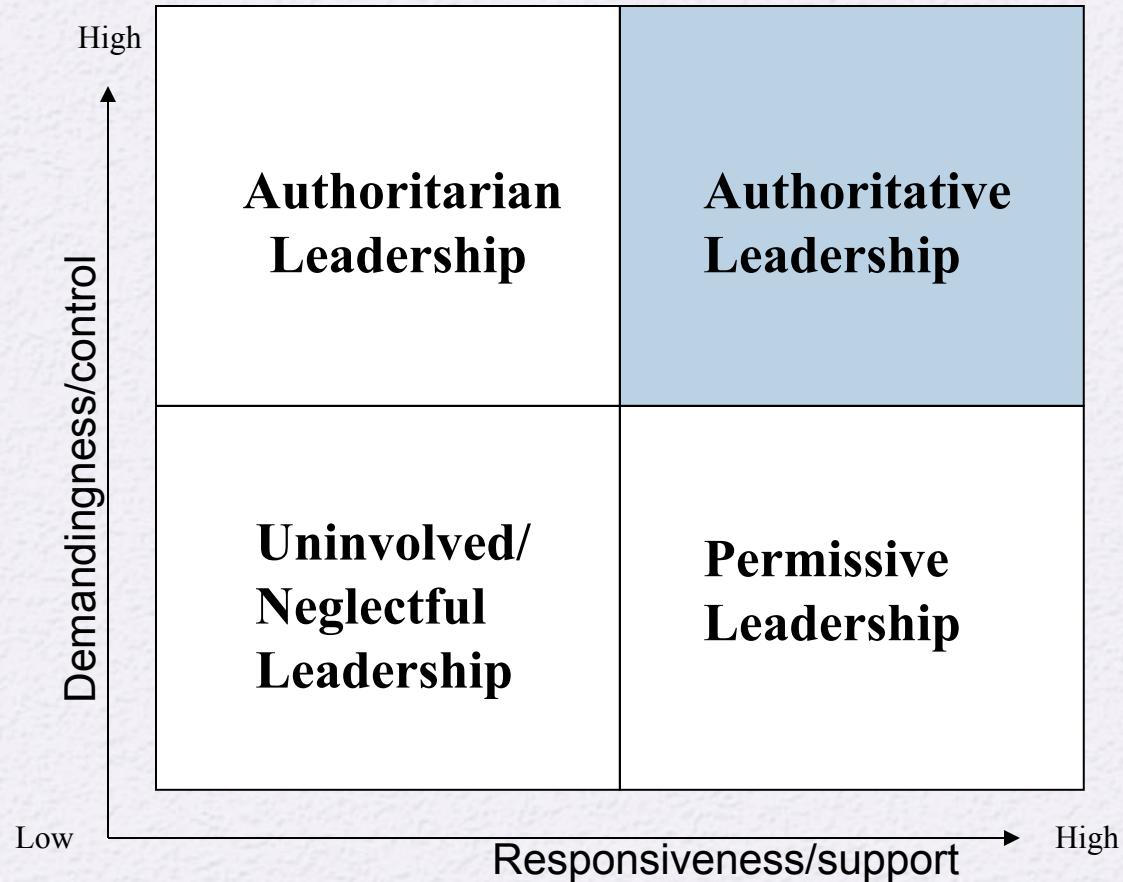
- What **leaders** pay attention to, measure and control on a regular basis
- How **leaders** react to critical incidents and org. crises
- **Observed** criteria by which **leaders** allocate scarce resources
- Deliberate role modeling, teaching and coaching by **leaders**
- **Observed** criteria by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

## Secondary factors

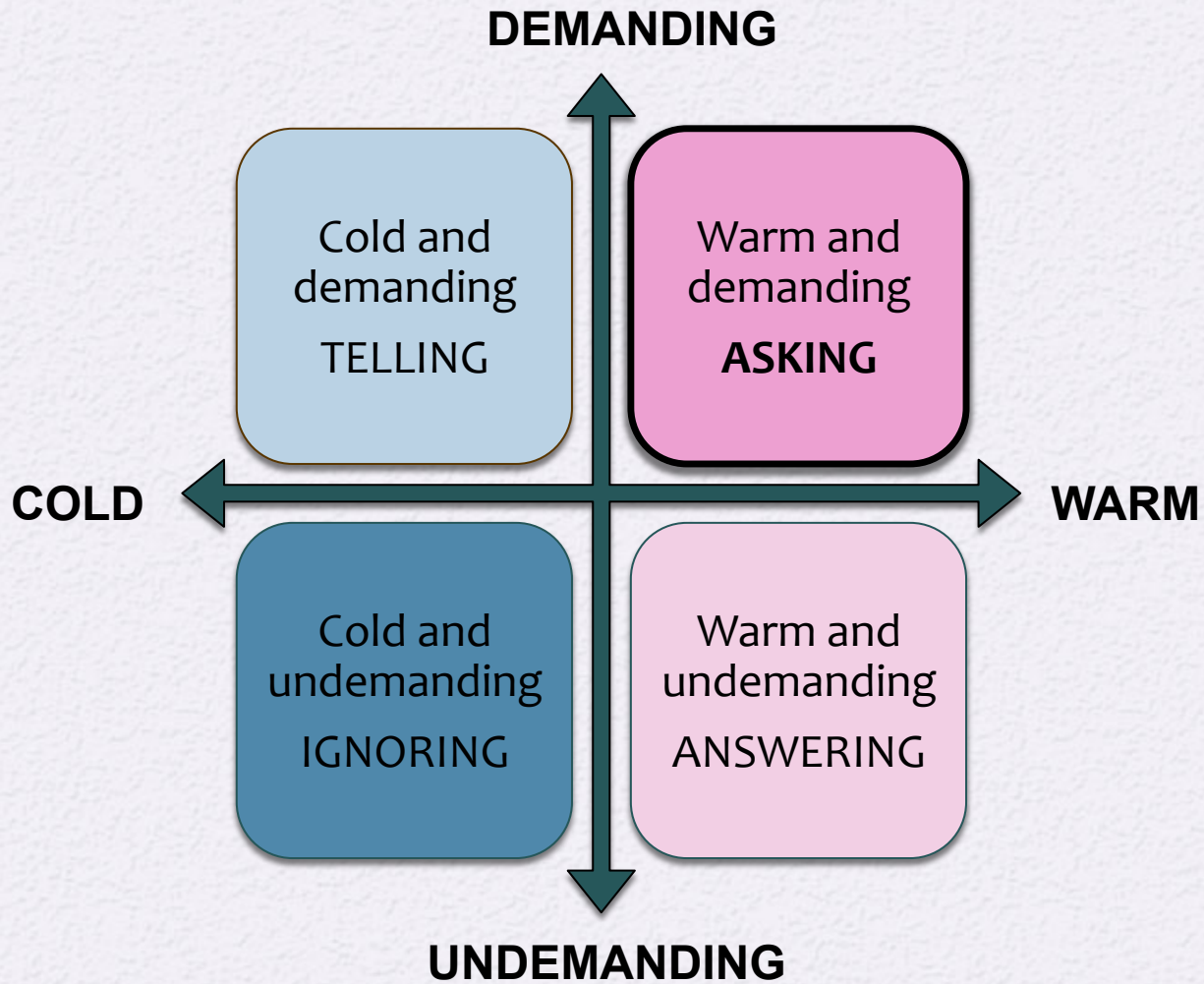
- Organisational design and structure
- Organisational rites and rituals
- Design of physical space, facades and buildings
- Stories, legends and myths about people and events
- Formal statements of organisational philosophy and values

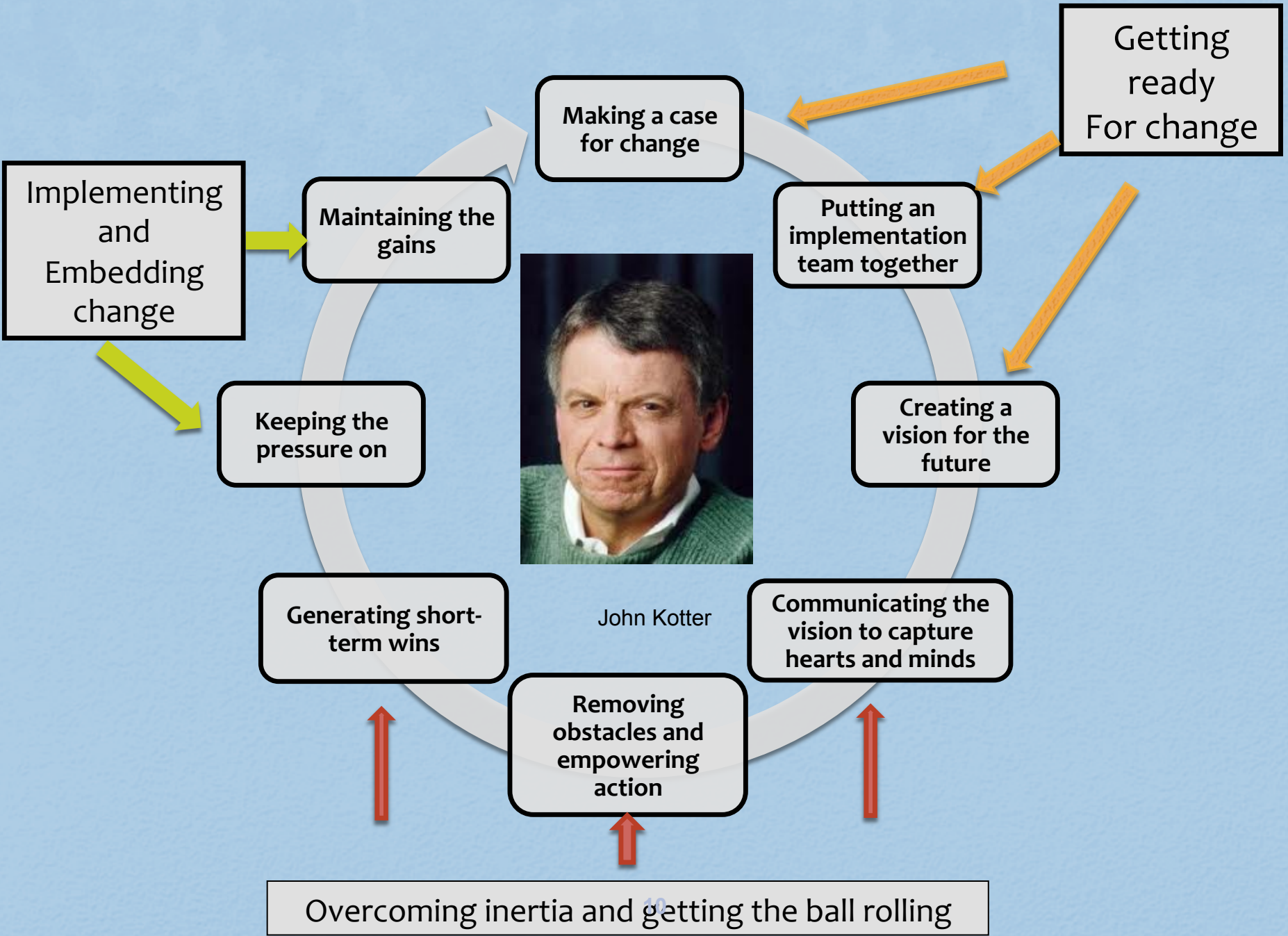
# Building Social Capital

Four Prototypes of Leadership  
(after Baumrind)









# *Practices of Exemplary Leaders*

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

Kouzes and Posner, 1985, 1995

# *Modeling the Way*

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

# *Inspiring a Shared Vision*

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

# Challenging the Process

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

# *Enabling Others to Act*

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

# *Encouraging the Heart*

**Occurs when leaders recognize contributions that individuals make and celebrate accomplishments.**



# Blueprint for productive workplace relationships

- Create a climate where open and honest dialogue is encouraged, engagement is valued and it's OK to talk about how you *feel*
- Acknowledge and validate negative feelings
- Discourage behaviours which damage individuals and relationships
- Create relationship-nurturing policies, practices and structures and design work so that people are engaged in mutually enjoyable and interesting work. Adopt “people and relationships” as a core value. Do more of first three.

Adapted from Vick Kelly, 2007

# *An emotionally healthy workplace*

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

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