



## Reframing Process Education for Administrative Leadership

Jacqueline El-Sayed

### Abstract:

The Book, *Reframing Organizations* by Bolman and Deal has become a classic text with which to understand how different leaders analyze, lead and solve institutional challenges. In this session, the book's "Four Frameworks" will be presented and discussed in the context of higher education administration and Process Education. Attendees will participate in exercises to build an understanding of their personal leadership styles and collective viewpoints. A realistic case study will be shared and analyzed by the group to apply the knowledge gained. The newly-gained insights and knowledge will be used as a lens to understand and "reframe" the 10 Principles of Process Education for Administrative Leadership.

### Facilitation Plan:

1. Each participant will take the **Leadership Orientation Questionnaire** individually and score it individually.
2. The facilitator will divide the participants into 4 groups in each corner of the room, based upon their scores.
3. The facilitator will provide an overview of the definitions for each frame of **Bolman and Deal's Four Frameworks**.
4. Small group discussion to list the top five best practices for administration and the top five worst practices.
5. Each group will report out.
6. A case study will be given to each group to analyze and formulate an action plan.
7. Each group will report out their plan.
8. The facilitator will hold a large group discussion based upon the 4 frames to analyze the possible dynamics within the case study and potential solutions. This discussion should illustrate that there are more than one way to view any situation.
9. The **10 Principles of Process Education** will be provided.
10. Small group discussion to select which principles relate to administrators and how.
11. Report out from small groups.
12. Small group discussion to map the 10 PE principles to the 4 Frames of Leadership.
13. Report out from small groups.
14. Large group discussion to come to an understanding and write a brief synopsis as to how Process Education and the 4 Frames of Leadership mesh.
15. This synopsis will be provided to all participants electronically.

### Resources:

All available on the following pages:

- Leadership Orientation Questionnaire
- Bolman and Deal's Four Frameworks
- 10 Principles of Process Education

Name: \_\_\_\_\_

### LEADERSHIP ORIENTATIONS

This questionnaire asks you to describe yourself as a manager and leader. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

- \_\_\_\_\_ a. *Analytic skills*
- \_\_\_\_\_ b. *Interpersonal skills*
- \_\_\_\_\_ c. *Political skills*
- \_\_\_\_\_ d. *Flair for drama*

2. The best way to describe me is:

- \_\_\_\_\_ a. *Technical expert*
- \_\_\_\_\_ b. *Good listener*
- \_\_\_\_\_ c. *Skilled negotiator*
- \_\_\_\_\_ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- \_\_\_\_\_ a. *Make good decisions*
- \_\_\_\_\_ b. *Coach and develop people*
- \_\_\_\_\_ c. *Build strong alliances and a power base*
- \_\_\_\_\_ d. *Inspire and excite others*

4. What people are most likely to notice about me is my:

- \_\_\_\_\_ a. *Attention to detail*
- \_\_\_\_\_ b. *Concern for people*
- \_\_\_\_\_ c. *Ability to succeed, in the face of conflict and opposition*
- \_\_\_\_\_ d. *Charisma.*

5. My most important leadership trait is:

- \_\_\_\_\_ a. *Clear, logical thinking*
- \_\_\_\_\_ b. *Caring and support for others*
- \_\_\_\_\_ c. *Toughness and aggressiveness*
- \_\_\_\_\_ d. *Imagination and creativity*

6. I am best described as:

- \_\_\_\_\_ a. *An analyst*
- \_\_\_\_\_ b. *A humanist*
- \_\_\_\_\_ c. *A politician*
- \_\_\_\_\_ d. *A visionary*

\_\_\_\_\_ST      \_\_\_\_\_HR      \_\_\_\_\_PL      \_\_\_\_\_SY      \_\_\_\_\_Total

---

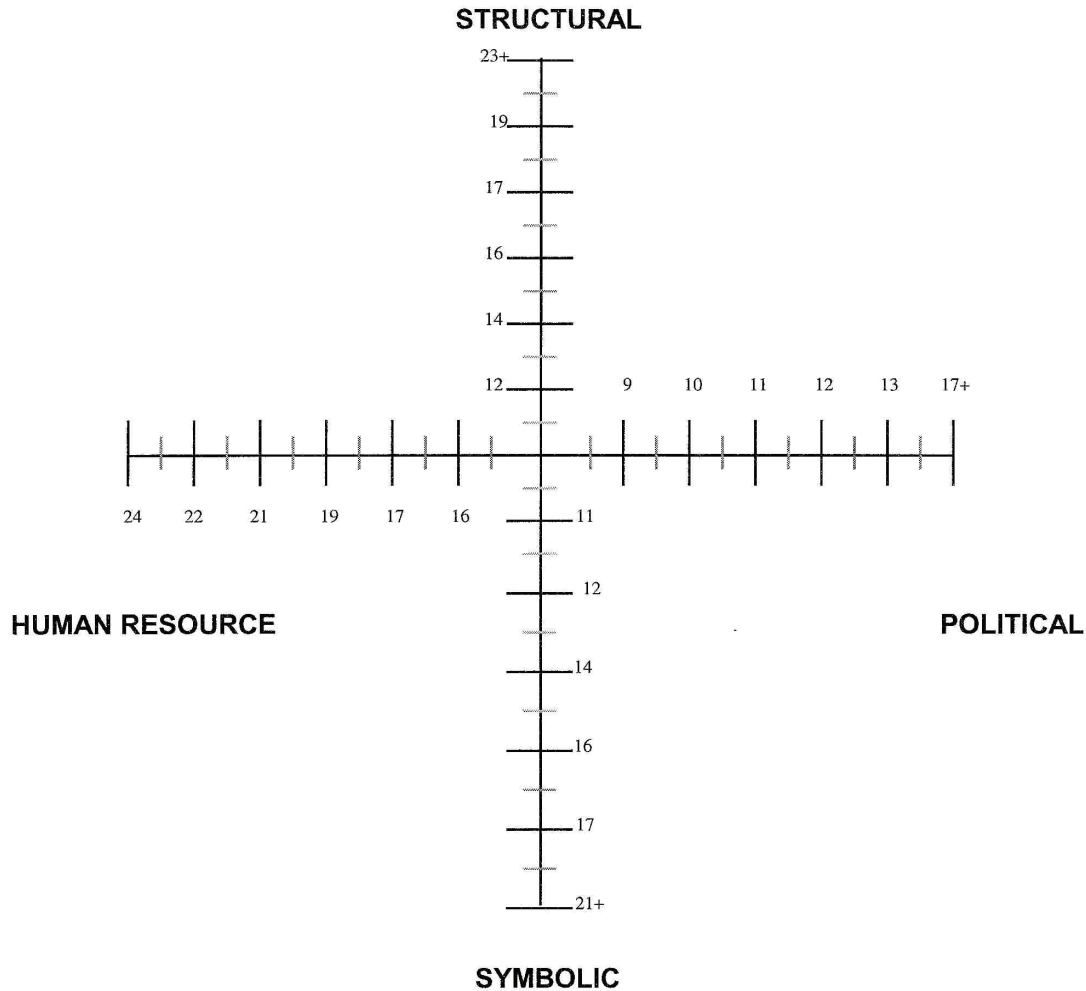
© 1988, Lee G. Bolman and Terrence E. Deal. All rights reserved. This survey is based on ideas in Bolman and Deal's *Reframing Organizations: Artistry, Choice and Leadership* (San Francisco: Jossey-Bass, 1991, 1997, 2003).

<http://www.leebolman.com/Leadership%20Orientations.pdf>

## LEADERSHIP ORIENTATIONS SCORING

The Leadership Orientations instrument is keyed to four different conceptions of organizations and of the task of organizational leadership.

Plot each of your scores on the appropriate axis of the chart below: ST for Structural, HR for Human Resource, PL for Political, and SY for Symbolic. Then read the brief description of each of these orientations toward leadership and organizations.



[Scales are adjusted to represent percentile scores. The lowest number for each frame represents the 25<sup>th</sup> percentile; the highest number represents the 90<sup>th</sup> percentile. The table below shows percentiles for each frame, based on a sample of more than 700 managers from business, education and government. For the structural frame, for example, 25% of managers rate themselves 12 or below, and only 10% rate themselves 23 or above. The percentiles for each frame are shown in the table below, based on a sample of more than 700 managers in business, education, and government.]

<b>In a sample of more than 700 managers:</b>	<b>Structural</b>	<b>Human Resource</b>	<b>Political</b>	<b>Symbolic</b>
10% rated themselves at or above:	22	24	17	21
25% rated themselves above:	19	22	13	17
50% rated themselves above:	16	19	11	14
75% rated themselves above:	12	16	9	11

### Interpreting Scores

1. **Structural** leaders emphasize rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. A good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done.

2. **Human resource** leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

3. **Political** leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political leaders emphasize the importance of building a power base: allies, networks, coalitions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

4. **Symbolic** leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

### Computing Scores:

Compute your scores as follows:

$$ST = 1a + 2a + 3a + 4a + 5a + 6a$$

$$HR = 1b + 2b + 3b + 4b + 5b + 6b$$

$$PL = 1c + 2c + 3c + 4c + 5c + 6c$$

$$SY = 1d + 2d + 3d + 4d + 5d + 6d$$

## **Bolman and Deal's Four Frameworks consists of:**

- **Structural Framework** - Social architect whose leadership style is analysis and design - focus on structure, strategy, environment, implementation, experimentation, and adaptation.
- **Human Resource Framework** - Catalyst and servant whose leadership style is support, advocate, and empowerment - visible and accessible; they empower, increase participation, support, share information, and move decision-making down into the organization.
- **Political Framework** - Advocate, whose leadership style is coalition and building - clarify what they want and what they can get; they assess the distribution of power and interests; they build linkages to other stakeholders; use persuasion first, then use negotiation and coercion only if necessary.
- **Symbolic Framework** - Prophet, whose leadership style is inspiration, view organizations as a stage or theater to play certain roles and give impressions; these leaders use symbols to capture attention; they try to frame experience by providing plausible interpretations of experiences; they discover and communicate a vision.

<http://www.nwlink.com/~donclark/leader/framwork.html>

## **10 Principles of Process Education**

1. Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability.
2. Although everyone requires help with learning at times, the goal is to become a capable, self-sufficient, lifelong learner.
3. An empowered learner is one who uses learning processes and self-assessment to improve future performance.
4. Educators should assess students regularly by measuring accomplishments, modeling assessment processes, providing timely feedback, and helping students improve their self-assessment skills.
5. Faculty must accept fully the responsibility for facilitating student success.
6. To develop expertise in a discipline, a learner must develop a specific knowledge base in that field, but also acquire generic, lifelong learning skills that relate to all disciplines.
7. In a quality learning environment, facilitators of learning (teachers) focus on improving specific learning skills through timely, appropriate, and constructive interventions.
8. Mentors use specific methodologies that model the steps or activities they expect students to use in achieving their own learning goals.
9. An educational institution can continually improve its effectiveness in producing stronger learning outcomes in several ways: (1) By aligning institutional, course, and program objectives; (2) By investing in faculty development, curricular innovation, and design of performance measures; (3) By embracing an assessment culture
10. A Process Educator can continuously improve the concepts, processes, and tools used by doing active observation and research in the classroom.

[http://www.processeducation.org/ijpe/2009/pe\\_hxh.pdf](http://www.processeducation.org/ijpe/2009/pe_hxh.pdf)