We are struggling to develop clarity and acceptance of the new era that is emerging.

Our ideas have been so strongly shaped by the ‘mental models of the industrial era it is difficult to conceptualise the ways of being, working and valuing that are appropriate for the knowledge era.
Times of transition and transformation are difficult and laced with tensions - tension between the opportunities and possibilities of the emerging era while simultaneously being held by the conventions of the past.

The more explicitly we can describe the emerging world, the easier it is to understand it and to envisage the ways of working and ways of being.

What do we know about the characteristics of the knowledge era?

**INDUSTRIAL ERA**

**Professionals & Change**

Innovators ~ 2%

Early Adopters ~ 13%

Adaptors ~ 64%

Late Adopters ~ 10%

Resisters varies

Laggards varies
People and Change:

“The long parade or caving expedition”

The people at the front:
• have the light
• can see the emerging cave and are excited by it
• have the skills
• are prepared to put up with the muck and the mess
• can be so ‘gung ho’ they miss the cave paintings

The people at the back:
• don’t have the light
• can’t see the cave
• don’t have the skill nor the will
• are not prepared to put up with the muck and the mess
• just want to get out of the cave

Use the metaphor to decipher what can be done to improve your situation?

LEADERSHIP

TRANSACTIONAL
management
operational
functional

TRANSFORMATIONAL
‘life-world’
vitality
development

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Leading is defined as the process of influencing others to achieve mutually agreed upon purposes for the organisation. Jerry Paterson (1993:3)

Managing is the act of coordinating people and resources to efficiently produce goods or services in an organisation.

Managing is critical to the success of an organisation and is performed at all levels of the organisation.

Managing is even part of what leaders do.

But managing is not the same as leading.

Leading is defined as the process of influencing others to achieve mutually agreed upon purposes for the organisation. Jerry Paterson (1993:3) Leadership for Tomorrow’s Schools

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Managing is even part of what leaders do.

But managing is not the same as leading.
Creative leaders... 

• make a different set of assumptions (essentially positive) about human nature from controlling leaders (essentially negative).

• accept as a law of human nature that people feel a commitment to a decision in proportion to the extent that they feel they have participated in making it.

• believe in the power of self-fulfilling prophecy.

• highly value individuality.

• stimulate and reward creativity

• are committed to the process of continual change and are skilful in managing change

• emphasise internal motivators over external motivators

• encourage people to be self-directing

Models of Leadership

Hierarchical

Leader
Has answers
Power to protect
Issues command
Controls

Follow the leader
**hiero** - holy, sacred  \(--\rightarrow\)  **high priests**

**No antonym for hierarchy!**

Need a term for ‘interdependence’ as found in the nature of living systems!

**‘Heterarchy’**

Term used in relation to:
Networking, self organising, complex, adaptive systems

**Hetero** – different kinds of atoms

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**SHIFTS IN UNDERSTANDING - EVIDENCE OF PARADIGMATIC CHANGE**

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</tbody>
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Ogilve & Schwartz - Stanford Research Institute
Models of Leadership

Hierarchical

Leader

Follow the leader

Open, transparent decision making

Team

Journeying together

Shared wisdom
Collective understanding

Keep control!

Safety!

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Values & Beliefs underpinning collaborative / transformative leadership

- Leadership has multiple functions—the highest function of leadership is to release the creative energies of the people in the system and to manage the processes for giving that energy direction towards mutually beneficial goals. *Malcolm Knowles*

- People feel a commitment to a decision in proportion to the extent to which they feel they have participated in making it.

- Effective leadership values diverse perspectives and believes that the richest view is that which is built from the perspectives of all.

Models of Leadership

Hierarchical

Leader
- Has answers
- Power to protect
- Issues command
- Controls

Follow the leader

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MODELS OF LEADERSHIP

Hierarchical

Leader
Has answers
Power to protect
Issues command
Controls

Collaborative/Transformative

People
Values & Beliefs
Purposes

The centre determines the direction ... the anointed leader, e.g., Principal, has the ultimate accountability to ensure direction from the centre is enacted.

• framing and coordinating
• developing sense of partnership through shared vision, understanding
• engaging in co-creating
• inviting ideas & feedback from the field
• gaining & giving considered response
• keeping the vision - ensuring the values and beliefs are realised

Transmissive     vs   Transformative

Instructive    vs  Constructive
Instrumental
Training
Teaching
Communication of message
Behavioural change
One size fits all
Control from the centre
Product oriented
‘Problem-solving’
Rigid
Factual knowledge & skills

Imposed
Top down
Hierarchy
Expert-led
Pre-determined outcomes
Externally inspected & evaluated
Language - deficit, managerialism

Instrumental/intrinsic
Education
Learning
Construction of Meaning
Mutual transformation
Local - global 'Glocal'
Local ownership
Process & product oriented
‘Problem reframing’
Responsive and dynamic
Conceptual understanding
- capacity building

Participative
Bottom-up & top-down
Heterarchy
Everyone may be an expert
Open-ended enquiry
Internally evaluated plus external support
Language of appreciation & co-operation

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If you want to build a ship, don't drum up the people to gather wood, divide the work and give orders.

Instead, teach them to yearn for the vast and endless sea.

Antoine de Saint Exupery