

LEADERSHIP BELIEFS

LB1 We believe all decisions should be consistent with our mission and goals, should be data based, should be anchored in sound theory and practice, and should be focused on what is best for the short and long-term interests of all students.

LB2 We believe all decisions should be made at the most appropriate level and should be as close to the point of implementation as possible. The competency and commitment levels of those involved will help determine the appropriate level.

LB3 We believe our behavior should promote and encourage empowerment throughout our organization. Empowerment should be highly individualized and be a function of their development on the dependent-independent-interdependent continuum within the context of Leadership Belief 1.

LB4 We believe we have an obligation to establish and maintain cohesive interdependent teams that have a high commitment to the organization's mission and goals.

LB5 We believe our behavior should promote and encourage professional autonomy and independence for individuals and teams throughout the school and within the parameters of Leadership Belief 1. We believe that autonomy should be highly individualized and should be a function of their maturity levels.

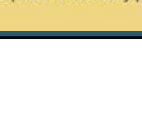
LB6 We believe that we have an obligation to build in quality control and quality assurance strategies throughout the organization. Building feedback loops into the system will assist leaders in aligning mission, structures, systems, and strategies to ensure quality control and assurance throughout the organization.

6

BUILDING CAPACITY

"Quality production requires continual development of human resources and the alignment of associated support systems."

LB6 Dimensions: All 10 (see legend)

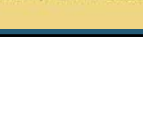
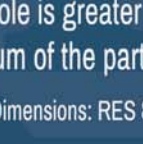


1

FINDING TRUE NORTH

"Mission and goals provide purpose and 'true north' direction."

LB1 Dimensions: GF & ADA

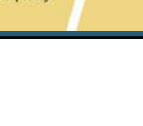


2

CHOOSING TO BE GREAT

"Choices not circumstances control outcomes."

LB2 Dimensions: COM & PSA



3

BEING TRUSTWORTHY, TRUSTING OTHERS

"Trust empowers others."

LB3 Dimensions: OPE & MOR

6 Principles of



Organizational Health

10 DIMENSIONS OF ORGANIZATIONAL HEALTH

GF * Goal Focus | COM * Communication Adequacy | OPE * Optimal Power Equalization | RES * Resource Utilization | COH * Cohesiveness | MOR * Morale | INN * Innovativeness | AUT * Autonomy | ADA * Adaptation | PSA * Problem-Solving Adequacy

THE BIG 3

Goal Focus
Cohesiveness
Adaptation

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1

FINDING TRUE NORTH

“Mission and goals provide purpose and ‘true north’ direction.”

LB1 Dimensions: GF & ADA

GF - Goal Focus



How do you determine what constitutes a quality decisions?

GOAL FOCUS

Goal Focus is the ability of persons, groups, or organizations to have clarity, acceptance, support, internalization, and advocacy of goals and objectives.

Establishes “True North”

LEADERSHIP BELIEF

We believe all decisions should be consistent with our mission and goals, should be data based, should be anchored in sound theory and practice, and should be focused on what is best for the short and long term interests of all students.



There needs to be a time and place for healthy debate regarding best practices, the data, what is best for all kids, etc.

Leader-Centered Model

The level of Our Goal Focus is the dominant filter through which we transmit our commitment to the goals of the district and unit.

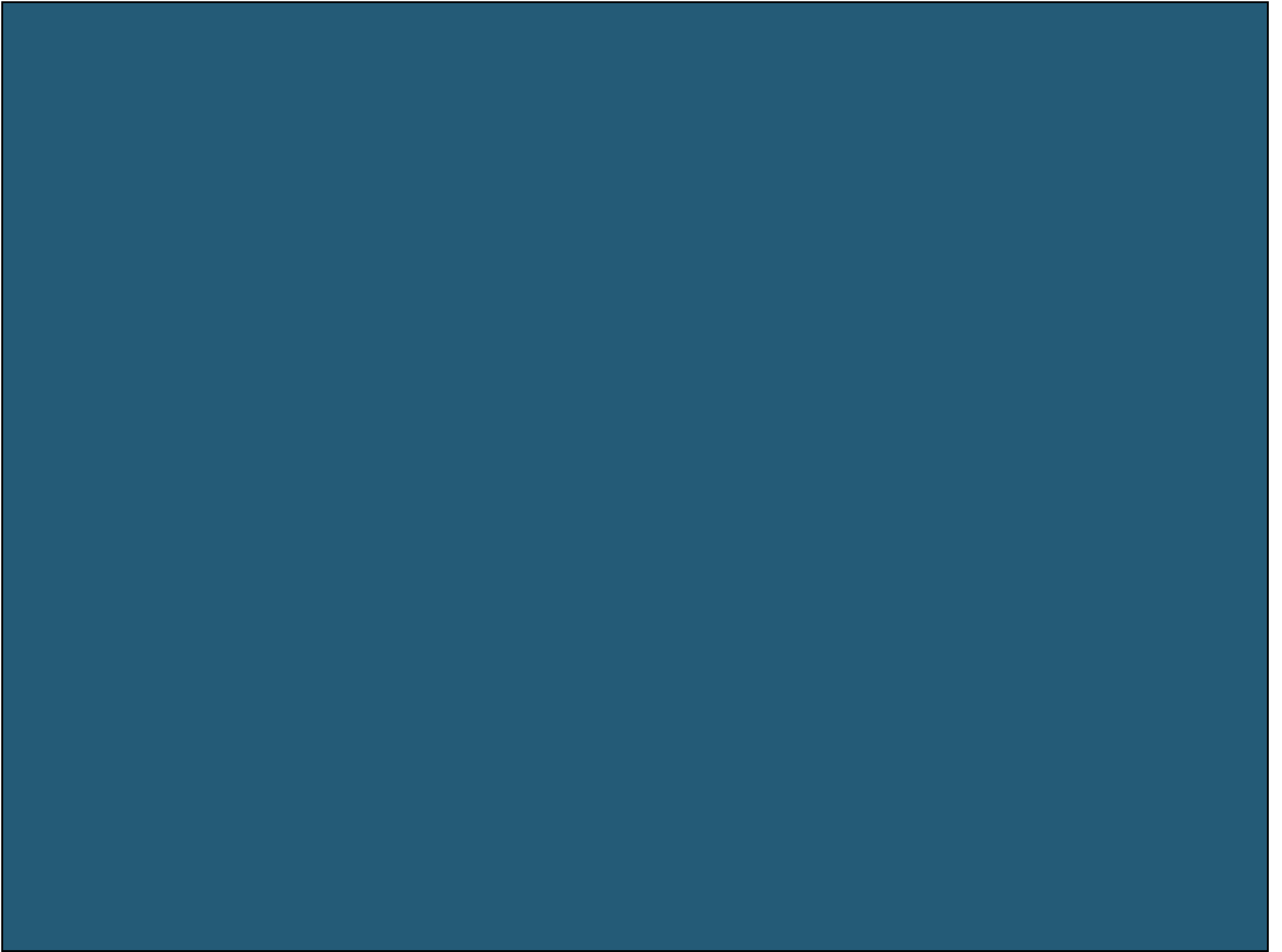
LEVELS OF GOAL FOCUS



Six Stages of Leader Goal Focus

What messages have I been sending about district-wide goals and new initiatives?
The “what”!



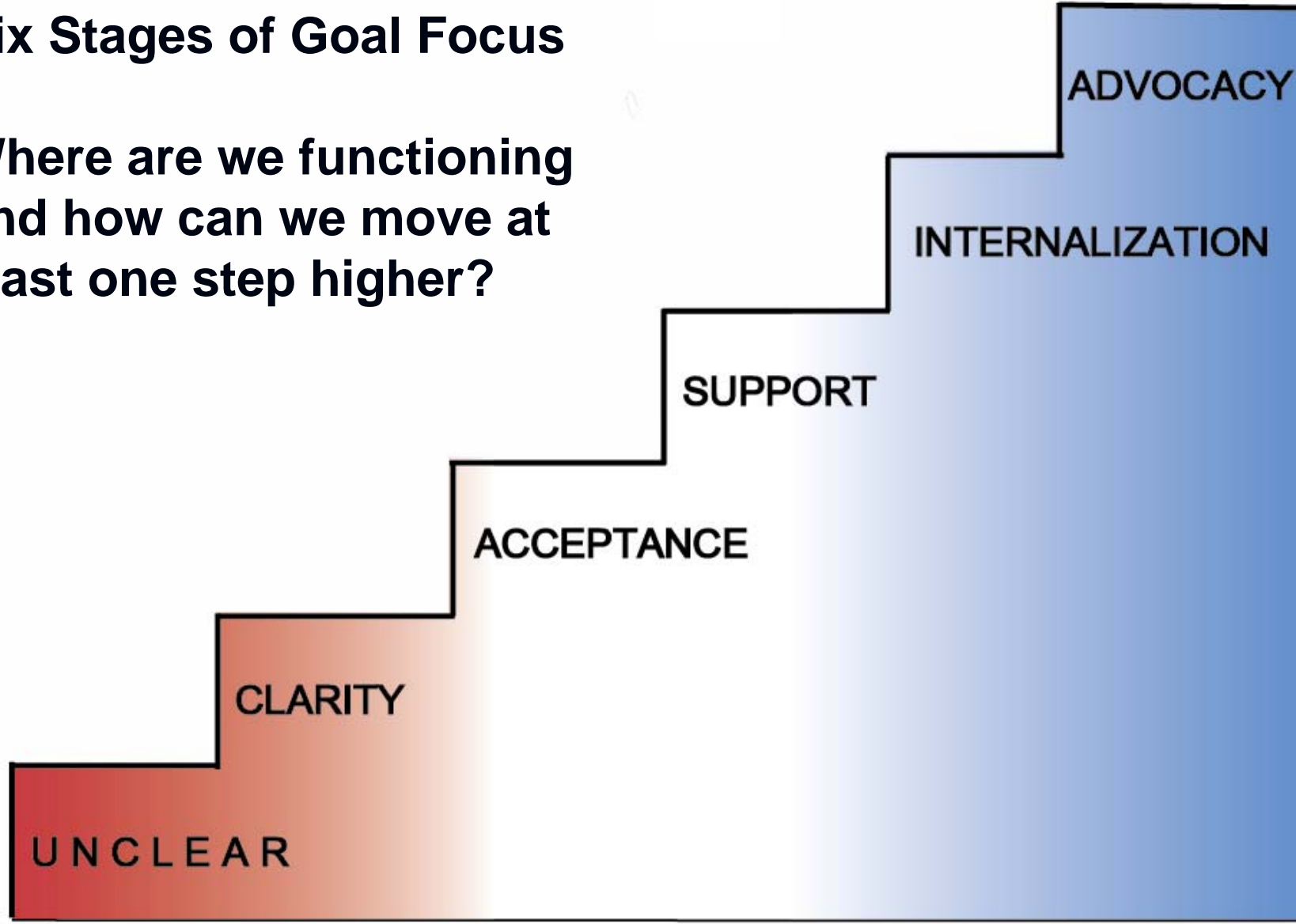


LEVELS OF GOAL FOCUS



Six Stages of Goal Focus

Where are we functioning and how can we move at least one step higher?



1

FINDING TRUE NORTH

“Mission and goals provide purpose and ‘true north’ direction.”

LB1 Dimensions: GF & ADA

ADA - Adaptation



On what basis do you say Yes or No to an individual or team that wants to deviate from a past practice?

ADAPTATION

Adaptation is that ability to tolerate stress and maintain stability while coping with demands of the environment.

Measures the degree to which we are competent and committed to adapt and change in order to meet the needs of our customers.

LEADERSHIP BELIEF

We believe all decisions should be consistent with our mission and goals, should be databased, should be anchored in sound theory and practice, and should be focused on what is best for the short and long term interests of all students.



As we **adapt and change**, we need to have a time and place for healthy debate regarding best practices, the data, what is best for our students, etc.

Leader-Centered Model

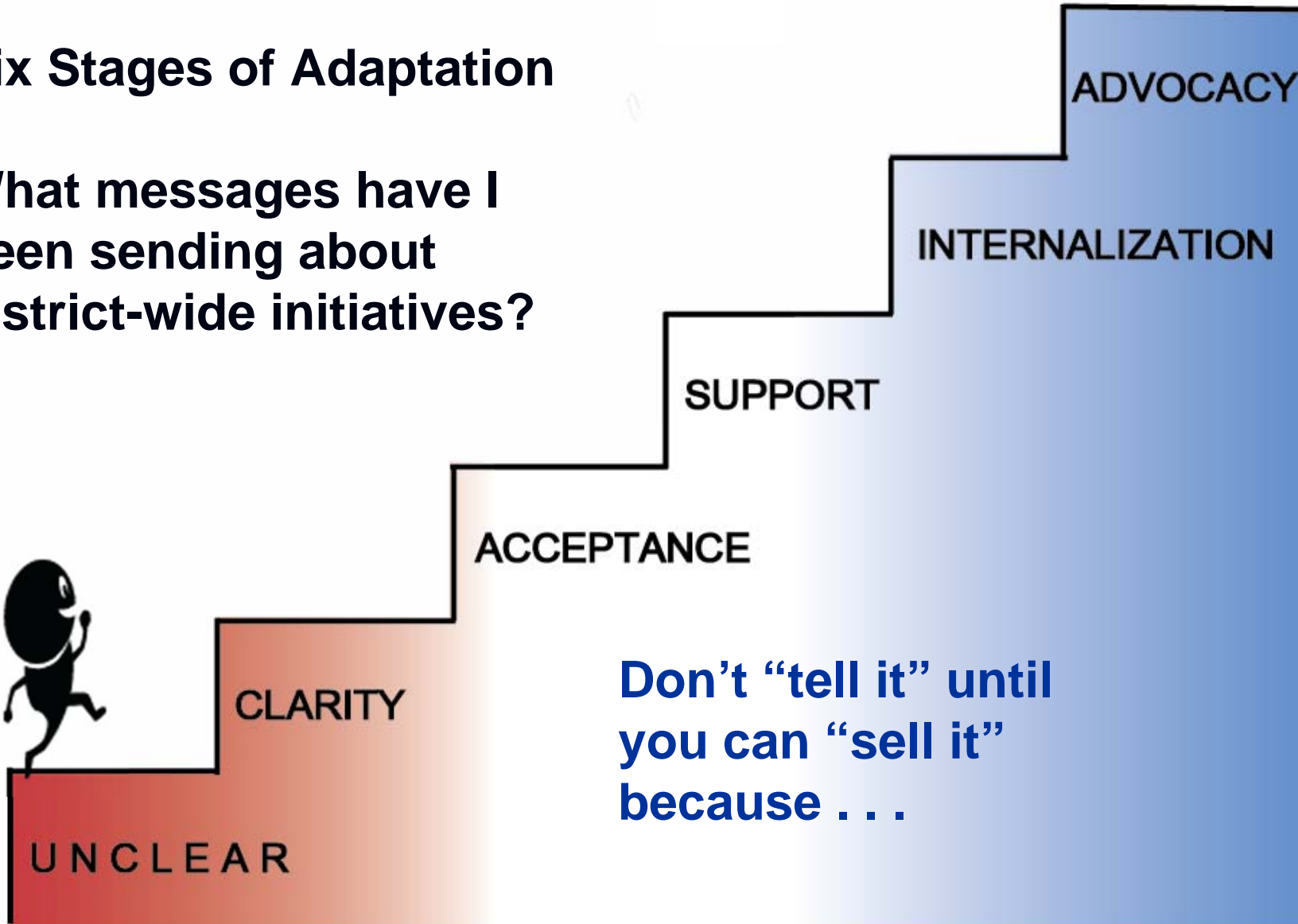
The level of Leader Adaptation is the dominant filter through which leaders transmit their commitment to changes initiated by those external to the school. (parents, the district, the state, or the federal government)

LEVELS OF ADAPTATION



Six Stages of Adaptation

What messages have I been sending about district-wide initiatives?



Don't "tell it" until you can "sell it" because . . .

LEVELS OF ADAPTATION



Six Stages of Adaptation

At what level are we functioning and what can we do to move at least one step higher?

