


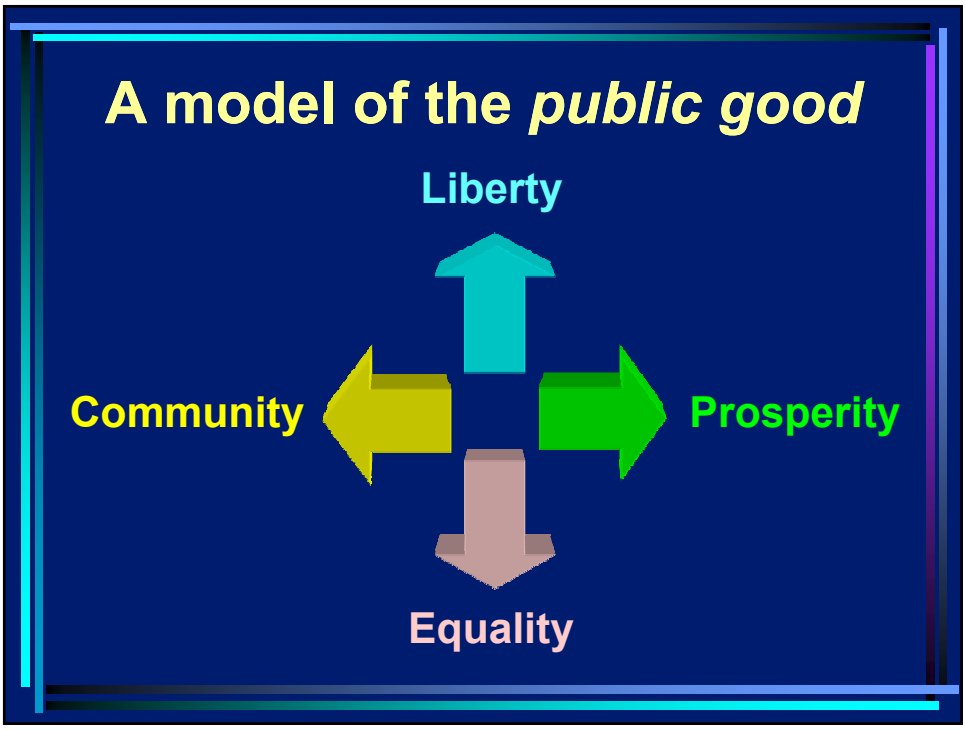
## Governing from Good to Great!

### Facilitative Leadership for Policy Problem Solving and Decision Making

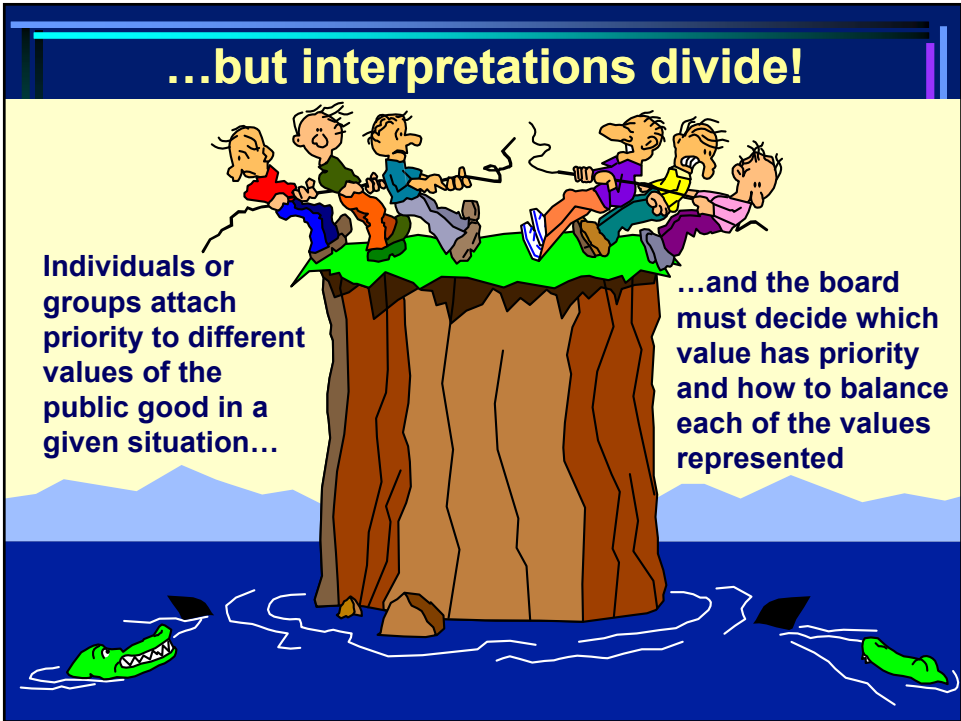


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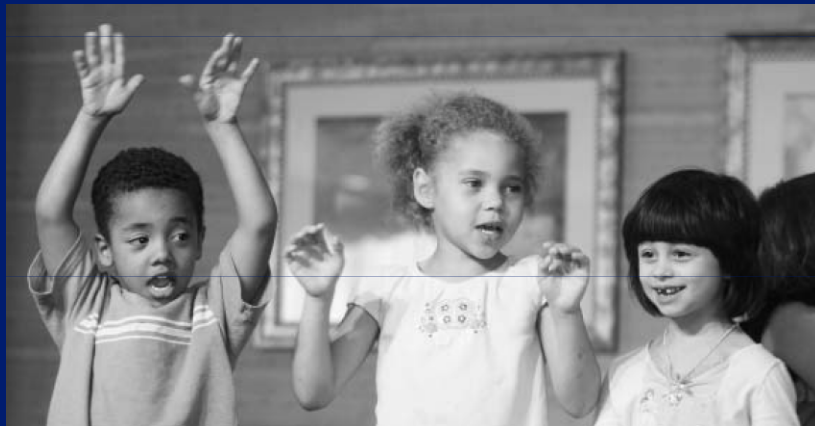
South Carolina  
School Boards  
Association 2010  
Annual  
Convention







## Example 1: Pre-K Education



- Standards should be voluntary
- Unfair competition and increase costs
- Could cost as much as \$4,500 per-student, 3x private programs
- Students are less likely to fall behind
- Should only serve students below 130% of federal poverty level
- Sound economic investment
- Gains fade-out later
- Intrusion into family and private business
- Step towards socialism
- Replaces parental responsibility with government
- Less likely to need special education or remedial services
- More likely to graduate from high school
- Helps eliminate achievement gaps
- Attendance should be voluntary

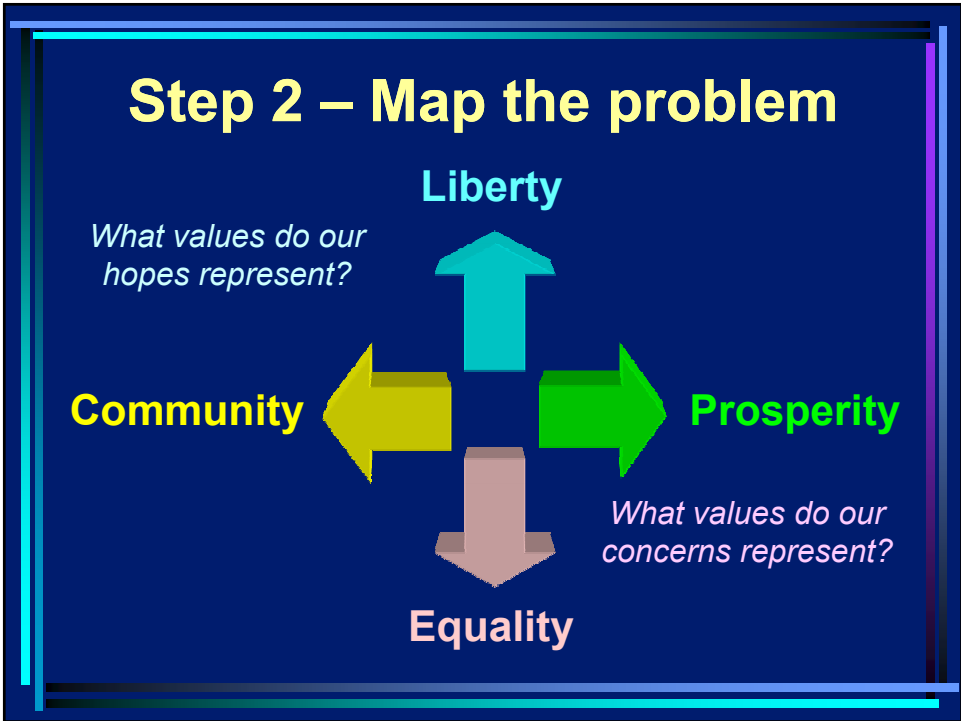
## Example 2: Board hears from parents and teachers about whether to increase homework time



## Step 1 – Peel the onion

- |  |   |
|--|---|
| 1. Why might we want this?                         | 1. Why might we not want this?                      |
| 2. What do we hope to accomplish?                  | 2. What might we harm or lose?                      |
| 3. What is the good we hope to achieve or enhance? | 3. What is the good we want to preserve or protect? |

- Evening and weekend hours will increase student knowledge/skills
- We can't allow children to fall behind
- There isn't enough time in the school day to teach everything we want students to learn
- We need to prepare children for the real world
- Several studies say homework burden is a myth
- Homework interferes with family and social time
- It's important to develop the whole child
- It's important to develop children as neighbors, citizens and friends, not just as learners
- Studies show that people in work organizations learn much about their jobs through informal, non-work related interaction



Today, homework is expected, even in early grades – evening and weekend hours will increase knowledge/skill – prepare children for the real world – what children know and can do matters most

**Community** ← → **Prosperity**

Homework interferes with family and social time – develop the whole child – non-academic learning is critical to becoming a successful person – who children are and become matters most

### Step 3 – Craft a solution



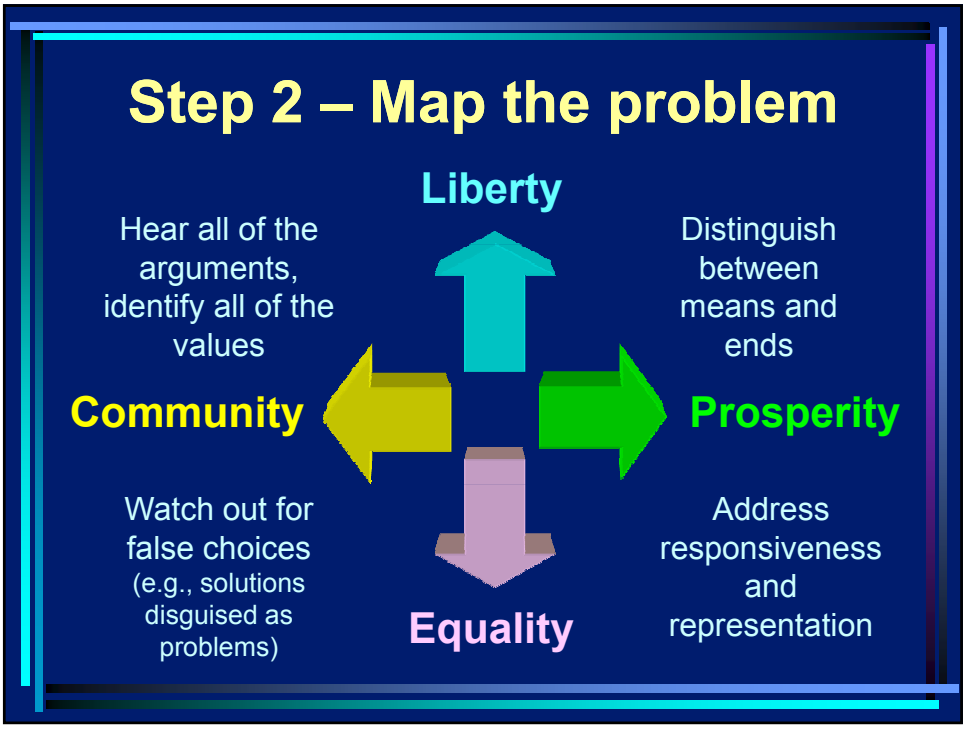
How might we design a solution that achieves the good we're after without harming the good we already have?

## Policy Problem: Reading Assignments



### Step 1 – Peel the onion

- |  |  |
|--|--|
| 1. What arguments can we make for letting schools determine reading assignments? | 1. What arguments can we make for letting parents and students have a voice in making reading assignments? |
| 2. Which values do these arguments represent?                                    | 2. Which values do these arguments represent?  |
| 3. What is the good we seek by having schools make reading assignments?          | 3. What is the good we seek by letting parents and students have a say in making reading assignments?      |



## Step 3 – Craft a solution

How might we design a solution that achieves the good we're after without harming the good we already have?

## Principles for “good” policy conversations



## We propose policy solutions in order to do good things

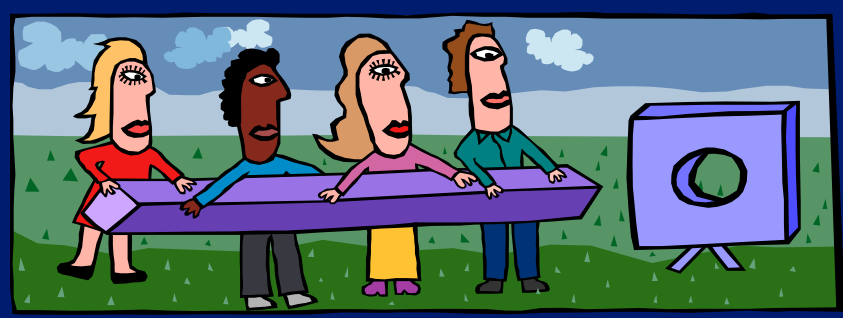


- In seeking to do a good thing, we may promote one value to the neglect, exclusion, or harm of another
- To govern from good to great, we must find a way to do a good thing without harming other good things

**We may prefer one value, but  
there's always more than one  
value involved**

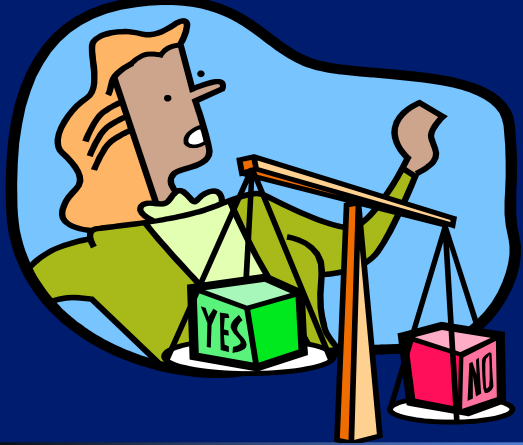


**You can't solve a 2-value  
problem using only 1 value**



*It's better to know all of the questions  
than some of the answers.*

## Before you decide, decide how you'll decide



*In a democratic society, how we decide matters as much as the decisions we make!*

## In making decisions about choices...



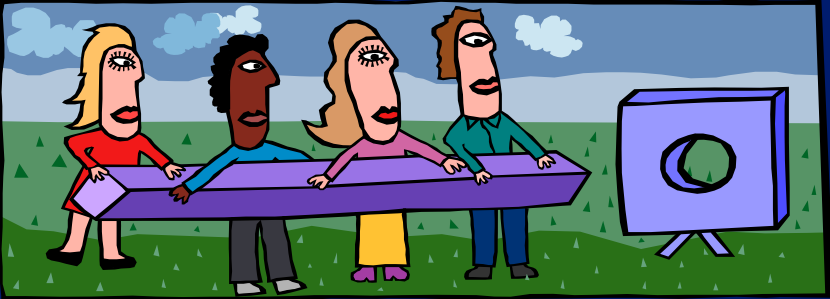
*...we have choices about how we make decisions*

## Choice 1 – Domination



*Leadership is based on inspiration, not domination; on cooperation, not intimidation.*

## If you want to solve a 2-value problem using only 1 value



*Your only choice is domination*

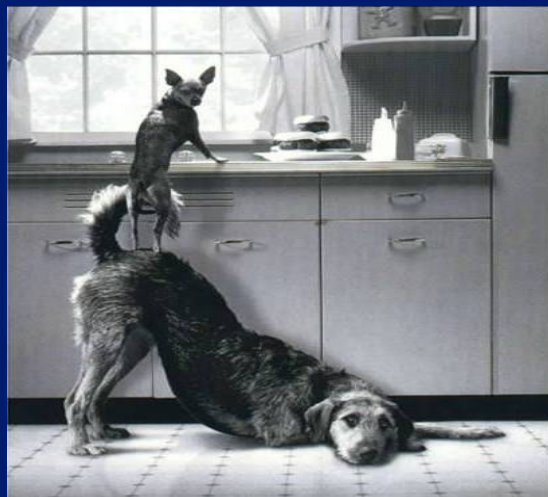
## Choice 2 – Compromise



*Compromise makes a good umbrella, but a poor roof.*

*Compromise is but the sacrifice of one right or good in the hope of retaining another - too often ending in the loss of both.*

## Choice 3 – Integration



### Step 3 – Crafting an integrative solution



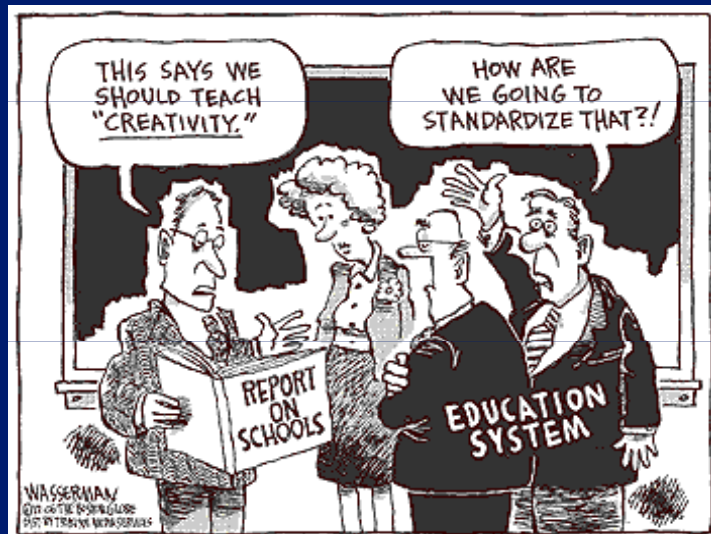
- How might we craft a policy solution that achieves the good we're after without harming the good we want to protect?
1. What goal or outcome do you want to achieve?
  2. How might you do this?
  3. Which way or ways best achieve your goal with the least harm?

### Separate the "what" from the "how"



*Once the "what" is decided, the "how" always follows. We must not make the "how" an excuse for not facing and accepting the "what."*

## For example...



## Policy leadership goals



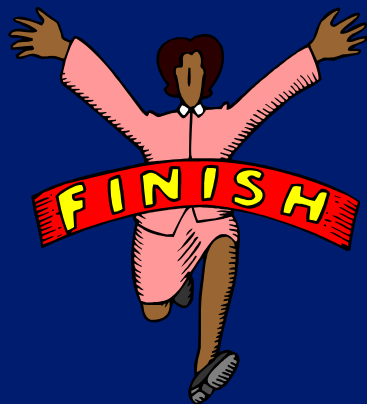
1. Identify the problem before arguing solutions and the values and choices before making a decision
2. Recognize value differences and make room for others
  - Appreciate that what we see as conflict is really the way the democratic process is designed to work
3. Seek integrative solutions that contribute to the greater good for everyone

## Policy leadership practices

*The art of framing and making choices about competing good things on behalf of the public*

1. Peel the policy onion to identify the values involved
2. Hear the values articulated and use them to identify the preferred policy direction
3. Frame solutions that satisfy the expressed priority value(s)
4. Frame competing value tensions and trade-offs as challenges to be addressed rather than as obstacles to the priority solution
5. Suggest solutions short of absolutes, e.g., zero tolerance

## Thank you, for what you do!



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