Donna Harper

3-2-1, Donna Harper, assignment 2

New Learning

* Peter Block argues that organizations too often overlook purpose in favor of immediate action. He says that the premature asking of the *how* question is a trap into which most of us falls. How questions can be roadblocks to action if posed too early in the problem-solving process. It’s not that such questions are bad; in fact, they are necessary, productive, and can lead to precipitous action—if asked at the appropriate juncture.
* Michael Fullan (2007) elaboration on contrasting problems found in school organizations and leadership: the “too-loose” problem and the “too-tight” solution. A school’s vision can be sound, but if few people in the district understand or own it, this is an example of a too-tight solution. On the other hand, if each school in a district creates its own pathway with different visions, and predictable, there is no coherence across the district, this is an example to a too-loose approach.
* Peter Sege and colleagues (1999) distinguish between compliance and commitment, as the two forces that work to mobilize individuals to action in organizations. They conclude that “deep changes—in how people think, what they believe, how they see the world—are difficult, if not impossible, through compliance”. Learning is always embedded in profound change, which “combines inner shifts in people’s values, aspiration and behaviors with outer shifts in process, strategies, practices and systems”.

Two Connections

* Individuals are motivated when they have the opportunity to develop a clear understanding of what they are being asked to do and when they find personal meaning in the course of developing this understanding.
* There are four critical elements that are related to quality question: (1) listening, (2) respecting, (3) suspending judgment and (4) voicing.

One question

* Is one’s intrinsic motivation and personal pedagogical knowledge the most important qualities when it comes to maximizing in leadership roles?