INTEGRATION IN BEHAVIOUR

A Presentation by John Bazalgette

for the

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The GRUBB INSTITUTE

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Behaviour

1. Participating in an organisation is about **behaving**. Everyone is behaving and everyone is affected by the behaviour of everyone else. How anyone behaves is an expression of how they have integrated in themselves all the evidence available to them (present and past) which stimulates them at conscious and unconscious levels. They bring it together in a way to make choices about how to behave. The key question for leaders is how far they have a way of disciplining their own behaviour, especially under demanding circumstances.

2. Most thinking about behaviour nowadays thinks in terms of the person. And that is one of several ways of seeing things. However, the perspective of person does not provide the only story. Behaviour can also be understood as **a function of the organisation**. This provides a further way to enable people to make sense of what is happening around them and to work out what their own responses to that can be; it also provides a basis for understanding other people's behaviour. This means that the working relations between people become intelligible in a different way. This is particularly relevant to leaders, consultants, mentors, coaches and managers.

Organisation-in-the-mind

3. The concept of **organisation-in-the-mind**[1] is a valuable tool for beginning to understand behaviour in organisations. This can be illustrated diagrammatically in this example of a discussion between two people, they might be two managers or a consultant and client - or even a teacher and a pupil.
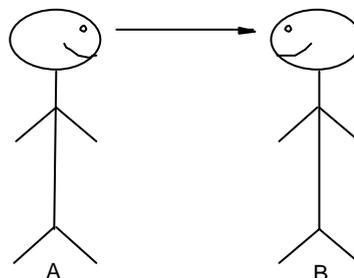

Slide 1: A and B Interacting

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1   Hutton JM. (2000), ***Working with the Concept of Organisation-in-the-Mind***, *The Grubb Institute, London.*

4. No doubt many of you will recognise this situation. But let's run the sequence on a bit further. Having agreed a form of action that B will take, he goes off and does something that was totally unexpected by A. Why would such a thing happen? We can give several different kinds of explanation, but from the point of view of a leader, manager or consultant the following interpretation is probably the most important to explore further.

5. As the two were talking, they were each working with a mental image of how what they were talking about fitted into their own picture of the organisation. They both had quite different pictures of the organisation in their minds: so, what was said by A was being spoken against one picture and what was heard by B was being understood against another one.
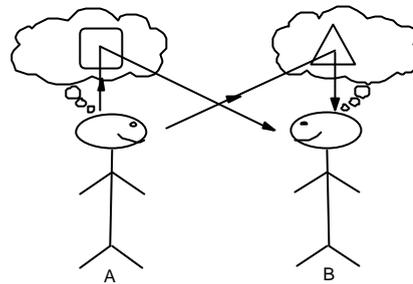
Slide 2: Different pictures in A's and B's minds

6. It can be seen therefore that those who work as consultants, mentors or coaches to leaders and managers in schools need a way of thinking about a school as an organisational **system** in its context[2]. The word 'system' is a problem in our current climate, implying lack of humanity and life. What I am suggesting is thinking of a system like a biological system (a nervous system, a digestive system and so on, including emotions). This is to think about the school as a **living organism** which is in a dynamic relationship with its context which influences how the organism survives, flourishes or dies. And living organisms are contained within some form of skin that holds the whole together.
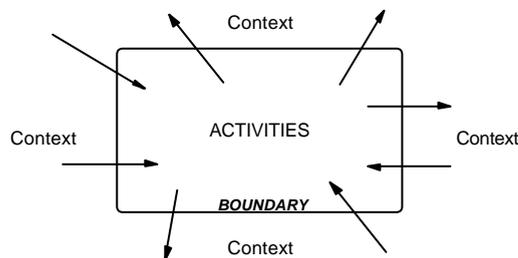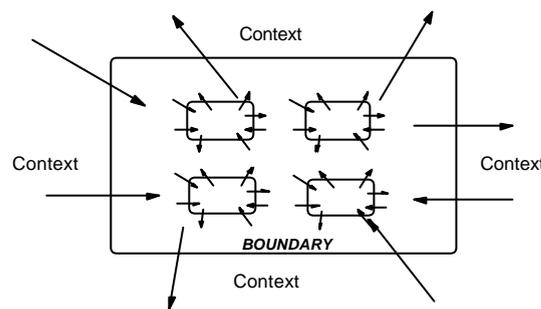

Slide 3: A System in Context, Interacting

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2   *For example see Von Bertalanffy, L. (1973),* **General System Theory** *- Harmondswoth, Penguin Senge, P.M. (1990).* **The fifth discipline: The art & practice of the learning organization,** *Doubleday, NY, or a more modern paper: Hall, L.M.(2002),* **Systemic "Causation",** *which can be accesssed at www.neuro-semantics.com/Articles/Systemic_Causation.htm*
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7. Working to take systems into account involves thinking about the **boundaries** of the system and sub-systems, and how those 'skins' or 'frontiers' are defined and transactions across them are thought about. Remember, boundaries are ideas in the mind, not physical things. We may mark them in different ways: for **boundaries of territory**, we have fences, walls and doors which mark physical boundaries, and of course national frontier posts; **task boundaries** are marked statements of purpose, mission, aim and so on which may be more or less clearly displayed; uniforms mark **membership boundaries** (police, nurses, judges, school uniform etc) which may be related to tasks as well; bells mark **time boundaries**. It is also important to remember that feelings are often associated with boundaries, especially when they get drawn in different places by people who work together. We take many boundaries into account subconsciously and, since boundaries are things that affect our behaviour, sometimes behaviour seems irrational. This is because we can't see the boundaries that are being taken into account, sometimes even by ourselves.

8. We can imagine an organisation as a system made up of many sub-systems, each with work to do for the benefit of the system as a whole.

**Slide 4: A System and Subsystems Interacting with Context**

9. This picture of the system sets out to locate the different **tasks** to be done, indicating how they are expected to interact with each other, and the **resources** available to carry out those tasks (human, financial, physical and so on). So a leader, manager or consultant, who has responsibility for prioritising tasks, allocating resources and evaluating the effectiveness of the system needs a way of visualising the system as a whole, with all its interacting parts.

10. Thinking about an organisation from the point of view of **leadership** means thinking about what is inside the system, what is outside it and how those relate to each other. Without working in their minds from the boundary of the system they are appointed to lead, the decisions that leaders make will run the risk of becoming arbitrary or simply based upon personal inclination. That is to say, leadership is about working with boundaries in one's mind as well as doing the best one can to clarify to others how the leader sees those boundaries, so that everyone can work for the benefit of the system.

Context

ACTIVITIES

Context   Context

Leadership Space

Context
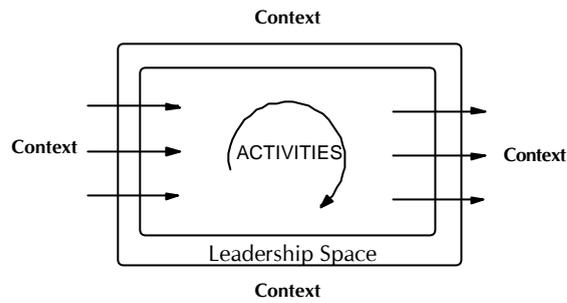
Slide 5: Leading a System

11. Just as we did for the simple organism in Slide 3, we can move to the more complex whole with its sub-systems that also need leading and managing, both in relation to the whole and to each other.
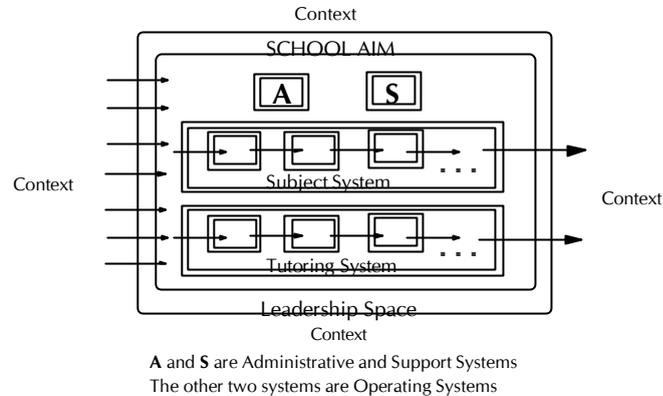
Context

Context   Context

Leadership Space

Context
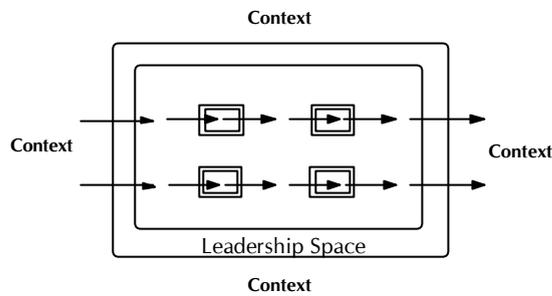
Slide 6: Leading a System and Subsystems

Reality and Aim

12. Critical in the leadership space is the purpose of the system: what is it for, why was it given resources and what enables it to continue in being? We can see the system as a functioning whole, responding to needs that come to it from the context, which it meets more or less effectively: we can think of a symbiotic relationship between system and context. If it meets them well, then the system will flourish, if it simply meets them adequately it will survive, and if it fails to meet them the system will die. This living interaction is **reality** and can be accessed by looking at evidence of what is happening, which one interprets. This interpretation is not a matter of opinion nor of responding to the lowest common expectation. It is about having a grip on what the system is for.

13. For this reason **aim statements** are critical, derived by analysis of the reality of the engagement between inside and outside, and constantly tested over time. The system's aim statement provides a reference point against which to make judgements about the evidence: how resources are being used, how anyone's behaviour expresses the aim (and that includes oneself), what decisions need to be made and how they will be implemented.

The school seen as a system

14. We can conceive of a school as a system. Slide 7 assumes a secondary school, but the principle is true in primary schools and colleges.


Context

SCHOOL AIM

A   S

Subject System

Context   Context

Tutoring System

Leadership Space

Context

A and **S** are Administrative and Support Systems
The other two systems are Operating Systems

Slide 7: Leading a School seen as a System

Thinking of the school as a system does not mean that you have to be physically inside the school, any more than a pupil doing a biology project and collecting data from the canal bank has to have the canal brought into the school!

Working as a consultant

15. Working as a consultant, mentor or coach means that you need to have an image of the client system in your mind which enables you to locate yourself in relation to the school. Sometimes you are working inside the system or subsystem. For example when you are facilitating an 'away day' for a Senior Team, the members of a subject team or Key Stage, the consultant/facilitator/mentor is working *inside* the system of the school.

CL

**Consultant
Leader**

CL

Leadership Space
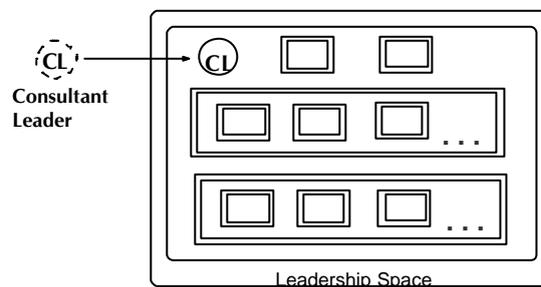
Slide 8: A Consultant Working inside the School System

16. To work within the system of the school is to work within *the aim of that school*. You are joining that school's system and becoming a resource to its aim.

17. Working as a consultant or mentor to a new headteacher raises this acutely. The organisation-in-the-mind (see above, para 3) which is to be worked with is that of the incumbent head, *not* the one in the memory of the schools the mentor[3] ran successfully.

18. However, if the consultant or trainer is running a course which is part of an external programme - say NPQH or LPSH - then the situation is different. The person from the school is taking a role in another system to work at a different aim. They may do that to further their own career and that may be primary for them, or they may do it to enable them to do a better job in their own school. Whichever is the case, that will influence how they approach taking part. What the consultant/trainer now needs to take into account is the aim of the external system within which they are working. Often insufficient time is given to clarifying this for all concerned and confusions (cf Slide 2) can result.
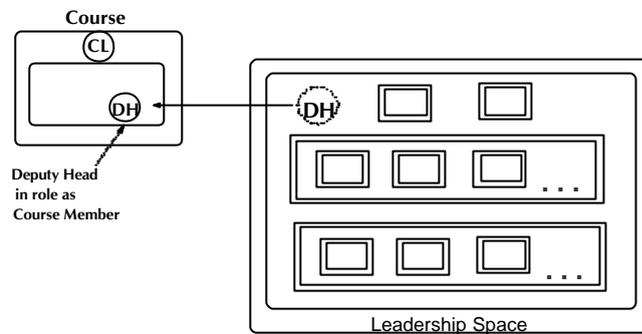
Slide 9: Consultant Leader running a programme outside the School System

Role: self-disciplined behaviour

19. How we behave at any point in time is in practice an expression of how we integrate a mass of data inside ourselves and respond to what we make of it. Our organisation-in-the-mind is what this is all about. If we have clarified the framework so as to help us think about our experience - or as much of it as possible - then we can behave with confidence. If we can't make sense of it we behave hesitantly, we express confusion and catch other people up in that confusion.

20. As you or I work with anyone else, we behave, and so do our clients. We have expectations of ourselves and how we can best serve the purpose we feel we are meant to fulfil; the people we work with have expectations about themselves; and each party has expectations about the other. These expectations shape how we influence each other and how we behave as we work together in a system. But those influences are subtle and complex.

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3   Quine, C. And Hutton, J.M. (1992), **Finding, Making and Taking the Role of Head: A Grubb Institute Perspective on Mentoring for Headteachers**, The Grubb Institute, London.

21. Thank goodness a school is not like a snooker table where the head sends the cue ball in a direction that then bumps other balls (of different value perhaps) in predictable ways around the table. Thank goodness, even though it makes life difficult, each 'ball' has energy of its own which causes the direction it takes to vary in ways that express its own hopes and fears. It has been said that leading and managing in a school is like herding cats. But that may be more about human beings not understanding cats than something inherently delinquent about cats!

22. This being the case, in order to think about developing predictable behaviour without compromising freedom, we needs words and the most useful word we at The Grubb Institute can find is **role**. Let's first be clear that you can't see 'role', you only see people behaving. There are all sorts of problems because the word is used in so many different ways by other people, but it is probably the most suitable word available - without having to invent something totally new. So let's define role for the purpose of thinking about being a Consultant Leader, mentor, coach or leadership trainer as:

> *The mental process by which your felt experience of working to a defined task can be expressed in behaviour and action which benefits the system you are working in.*

Slide 10: Definition of Role

23. The question this raises is how do you go about using this mental process consciously so as to avoid reacting to the last stimulus that you experienced. What must you do to engage with the powerful mix of expectations and introduce sufficient degree of predictability into how you behave yourself and how you 'read' other people's behaviour? This is where self-discipline comes in. You need a way of managing your own behaviour, of understanding your experience of what you are doing in role terms. Once you have this for yourself, you can behave in ways that enable other people you work with to develop their own self-discipline so that they can also behave in role.

24. To put the crunch on this: if the person appointed to the position of headteacher **behaves as headteacher**, then other appointed adults can work out how to **behave as teacher or support staff**, and children can behave as **pupils and learners**. So if a Consultant Leader behaves in role, a whole lot of exciting and valuable things follow from it. There is more to be said about this but that will come in paragraphs 28-31.

25. Managing yourself to work for the benefit of the system involves three steps which you can think about consciously:

Find the role - by **clarifying the purpose** and boundaries of the school seen as a whole, its aim, and your own discrete task

Make the role - by discerning the experiences and available resources to **hypothesise the meaning** of what you are doing in the light of what is happening, paying attention to the culture, values and the context, and then testing the validity of the hypothesis

Take the role - by **acting on the decisions** made, in order to further the well-being of the school as a whole

Slide 11: Find, Make and Take the Role

26. The process of finding, making and taking a role is not done once, it is an on-going cyclical process. Once the role has been found it can be made; once it's been made it can be taken. But the experience of taking the role raises new issues or realisations so it has to be found again; then it needs to be made again and so it can be taken again. Sometimes the cycle takes place almost in the twinkling of an eye, sometimes it is much slower. Sometimes the process is like double exposure of a film: the process in one system is related to other systems. That is the case with this Programme seen as a system.

27. Let's put all this in the context of what has been taking place behaviourally and conceptually in this Programme.[4]

28. **Finding the role** You came here on Sunday evening and what was described to you was the system you were joining. You began at that stage to find the role of member of this Programme: its purpose, what you can expect will happen during it and what you can expect to take from it, and how what you do here will contribute to what you came for. You heard about the planned content - the knowledge that is involved - but you will also have had in your mind the question of how to put that knowledge to work in the practice of training Consultant Leaders. Heads *and* hearts are involved. The way the Programme Leaders behaved conveyed key messages about their expectations of you. At the core of it is the intention to equip you to train Consultant Leaders. The expectation is that you in your turn will reproduce in your behaviour what is needed to enable selected people to know how to behave when they become Consultant Leaders.

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[4]   *A helpful illustration of what this means for a Facilitator can be found in Bruce Reed - **Transforming Experience into Action through Role** - The Grubb Institute 2002 (pages 3-8)*

29. **Making the role** As you worked in the next sessions you were hearing about factors that enabled you to get a grip of what it meant to take up the role of member of this Programme. You also began to understand the ingredients of behaving in the role of trainer of Consultant Leaders. The system of this and subsequent Programmes has a context. An influential part of the context is the national, political and professional one. Key resources available to the system are: the competencies which you studied[5], understanding about adult learning and emotional intelligence, and thinking about client-centred practice.[6] In your mind you probably began to imagine how you will behave when faced with a group of trainee Consultant Leaders.

30. **Taking the role** The sessions you have had practising the consulting skills have been about beginning to take the role. The role taken here is that of member of this week's programme, but - as with the analogy of the double exposure - it has also been a controlled experience which you will reproduce in the courses with Consultant Leaders. The plan is that the learning from those courses will be reproduced by Consultant Leaders with real clients elsewhere.

31. **Disciplining one's own behaviour** Learning to monitor your own experience and behaviour in these terms enables you to draw on the things you have learned which you carry inside you, while at the same time taking fully into account what other people are doing around you. It enables you to exercise self-discipline. This can **integrate** what you bring to the situation personally and what others, especially clients, bring. Self-discipline means that you can work with all the differences brought to the situation in a creative way, without coercion.[7] but with dignity. The difference between this cycle and the other two cycles you have heard about in NCSL is that this one is more like sailing a boat: at the helm you have to keep adjusting rudder, sails and weight in order to respond creatively to all the forces that enable the boat to move towards its goal. The cycle of finding, making and taking the role can sometimes be as instantaneous as the helmsman's in responding to even small changes in the conditions. So it is in the role process.

32. We can now relate this cyclical role process to the Consulting Cycles introduced earlier in this Programme. The NCSL consulting cycle reflects the cycle suggested by Cockman, Evans and Reynolds in the papers distributed. Slide 12 puts the two together and calls them Level 1. What happens at Level 1 springs logically from the Mutual Contracting Process in both those diagrams. Because as a leader, consultant or trainer you need to

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[5]   *NCSL (2002)* **Consultant Leaders Competencies** *- NCSL*

[6]   *NCSL (2002) A Client-Centred Consulting Process, and Cockman, Evans & Reynolds 'Consultants, Clients and the Consulting Process' in Bennett N, Glatter, R, Levacic (1994)* **Improving Education Management through Research and Consultancy** *- London Chapman*

[7]   *The Chief Rabbi, Jonathan Sacks, in his book The Dignity of Difference ( ) has said that true value lies in the engagement between difference. This is certainly true about the interaction between men. Women and children in roles as teacher and pupil, and teacher and teacher in schools.*

manage yourself, you will be attending to your own experience and behaviour so as to find, make and take the role. You take account of the Mutual Contracting Process and the Consulting Cycle and work out in your mind where you are and where you expect to go next. But as with all human experience what actually happens is not quite what was planned (See Slides 1 & 2). So there is another Level - the level of what might be called the here-and-now. This is below the surface and is called Level 2 in Slide 12. Slide 12 shows how thinking below the surface and relating your behaviour with your client to the relevant system in terms of role, can enable you to keep the aim of what you are doing in view. You are able to keep in role yourself behaving for the benefit of the system you created within which to work as a consultant. So we get down to Level 3 which is about the consulting system. Where the assignment is within the school system, then the consulting system is there to serve the system of the school so we have called this the Core. Both Level 3 and the Core are at the heart of the Mutual Contracting process. This framework offers you a way to think about your own behaviour and to develop a self-discipline that can enhance your self-management in any task you undertake.
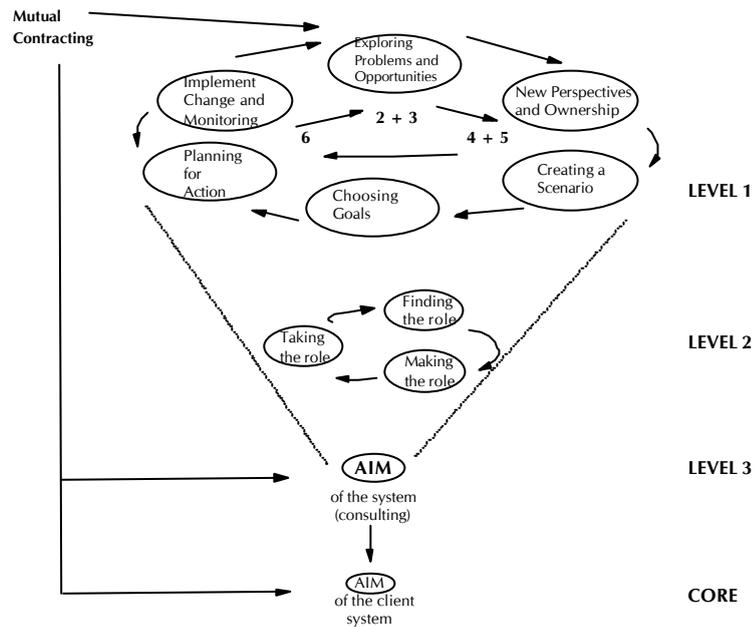
Slide 12: Working at different levels

Why this is important

33. Thinking about role as a form of self-discipline offers education today a way of addressing the troubling details of leading and managing schools, taking into full account what is happening in classrooms, staff rooms, and school assemblies. It means that the knowledge and experience that Consultant Leaders bring to their work can be integrated in their own behaviour in ways that have a knock-on effect with their clients, right through to the encounters between adults in role as teachers and children in role as learners.
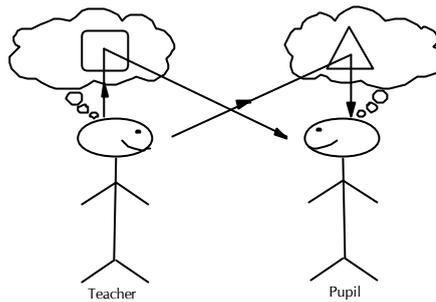
Teacher   Pupil

Slide 13: Organisation-in-the-Minds of Teacher and Pupil

34. It is a way of enabling every encounter potentially to be a mo ment of learning, which is after all what education is about.

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Reading List

The first list of papers are papers written by staff of The Grubb Institute. Papers 1 and 2 describe the concept of *organisation-in-the-mind* in general terms.

Paper 4 has been referred to in the text: it illustrates the cyclical process of finding, making and taking the role of Facilitator in relation to NPQH and LPSH programmes.

Paper 5 describes a project carried out for a consortium of local education authorities and was the most highly rated by heads in a DES evaluation of approaches to mentoring.

Paper 6 goes more widely into the cultural issues raised by the multi-task realities of schools making use of a new concept: the moment of learning. The paper explores what this implies for leading and managing in a school.

1   Hutton J.M. (2000), **Working with the Concept of Organisation-in-the-Mind**, The Grubb Institute, London.

2   Hutton J.M., Bazalgette J L & Reed B.D., *'Organisation-in-the-Mind: a tool for leadership and management of institutions'* in Neumann, J.E. et al (eds) (1997), **Developing Organisational Consultancy**, Routledge, London. This book is the report of an international masterclass held at the South Bank University.

3   Reed, B.D.,*'Organisational Transformation'* in Nelson, J. et al (1999), **Leading, Managing, Ministering - Challenging Questions for Church and Society**, Canterbury Press, Norwich.

4   Reed, B.D. (2002), **Transforming Experience into Action through Role**, The Grubb Institute, London.

5   Quine, C. & Hutton, J.M. (1992), **Finding, Making and Taking the Role of Head: A Grubb Institute Perspective on Mentoring for Headteachers**, The Grubb Institute, London.

6   Bazalgette J.L., *'Leading and Managing for Effective Learning'*; two articles entitled *'Three Learning Processes to be Managed'* and *'Managing for the Moment of Learning'* in **Managing Schools Today**, November 1998 and January 1999.

Other relevant papers from NCSL sources include:

7   NCSL (2002) **A Client-Centred Consulting Process** - NCSL.

8   Cockman, P., Evans B. & Reynolds P., 'Consultants, Clients and the Consulting Process' in Bennett N, Glatter, R, Levacic (1994) **Improving Education Management through Research and Consultancy,** Chapman, London.

9   NCSL (2002) - **Consultant Leader Competencies** - NCSL.