

School Leadership Services

MODULE DESCRIPTIONS

The following module descriptions represent program sessions/topics which are often requested by clients. School Leadership Services works with clients to plan programs which most appropriately address identified needs. SLS also has the ability to develop and customize new program materials.

LEARNING FROM A MASTER -- YOURSELF

This training session provides participants an opportunity to learn how they can take advantage of past experiences, a process that has been used by successful leaders. Participants will reflect on significant events in past personal and work lives to discuss how these experiences have changed and influenced their lives. Then they will explore how they can use past and future experiences, as well as other information from assessment feedback, to understand themselves and formulate appropriate learning strategies and tactics.

IDENTIFYING AND UNDERSTANDING YOUR BASIC DRIVES (*Assessment*)

This tool is designed to help learners understand who they are and what they do as leaders based, in part, on basic drive preferences. Drive preferences influence the goals one sets, the priorities one selects, methods of work, and the decisions one makes. The tool will help the learner identify positive and negative traits of drive preferences. Each drive type has its positive and negative traits. The positive traits usually contribute to success and wellbeing, whereas the negative traits can cause one's career to stall or derail. Nevertheless, the key to understanding and change is often more related to negative characteristics or things one tends to avoid than to strengths. Improvement and learning are enhanced when learners can “face up” to the dominant and other subtle traits that block them, as well as build on the strengths that are usually obvious to them and others.

MYERS-BRIGGS TYPE INDICATOR (MBTI) (*Assessment*)

The indicator is a measure of Jungian typology. It yields four scores indicating a person's preferences for the following personality dimensions: Extroversion/Introversion, Sensing/Intuition, Thinking/Feeling, and Judging/Perceiving. Participants receive *Introduction to Type*, in which Isabel Briggs Myers explains type theory and describes each of the possible 16 types. The MBTI can provide additional insights into the participant's personality and is an effective mechanism for summing up psychometric data. It can also be used in the decision-making component to illustrate how varying definitions of the same problem can be a function of differences in type preference.

STAYING ON TRACK: LEADERSHIP SKILLS FOR ENHANCING DATA-DRIVEN DECISION MAKING, IMPROVING STUDENT ACHIEVEMENT AND INCREASING TEST RESULTS

This session explores ten leadership skills which, based on expert opinion, are deemed to be most important for enhancing data-driven decision-making, improving student achievement, and increasing test results. Participants will explore what it means to be "skilled" in each of these leadership areas, as well as what it looks like when the leader is "unskilled." They will also explore strategies for developing their leadership abilities in these ten areas.

Further, participants will consider why many seemingly successful educational leaders find themselves in the position of being “derailed” at one time or another during their careers. The session will consider the correlation between "derailment factors" and the skills most important for enhancing data-driven decision

making, improving student achievement, and increasing test scores. It will provide participants with specific models and skills for staying on track that are based on the extensive research and years of experience, which went into the book, *STAYING ON TRACK*, by Dale L. Brubaker and Larry D. Coble.

DISCOVERY LEADERSHIP PROFILE FOR EDUCATORS (Assessment)

The Discovery Leadership Profile for Educators is research based and is designed exclusively for educational leaders. It provides feedback from boss(es), peers, direct reports, and self. The inventory consists of 62 items and assesses the following categories: *Direction and Strategy; Follow Through and Accountability; Conflict and Negotiation; Communication; Developing and Mentoring Others; Diversity; Instructional Leadership; Collaboration; Self-Management; Teams; Change; Innovation; Student/Stakeholder Service; Integrity and Trust; Decision Making and Problem Solving*. In addition to receiving individual and group feedback, learners will receive instruction during the debriefing on how to maximize their results for enhanced leadership development.

LEADING AND MANAGING CHANGE

This program module is designed to help participants understand how people, including themselves, react to change and how they may use this knowledge and other leadership skills to lead people to make appropriate change. It emphasizes that leaders must first understand and accept their own feelings about change before they can assist others in venturing into educational reform. Relevant exercises allow the participants to react to simulated change situations and discuss their reactions with colleagues.

CHANGE STYLE INDICATOR (CSI) (Assessment)

The results of the CSI allow participants to place themselves on a continuum from Conserver orientation to Originator orientation in their approach to responding to, leading, and managing change. Additionally, participants are able to determine their preference for leading and managing change and gain new insight of how to use their preferences in conjunction with the change style preferences of their co-workers in order to collaboratively lead effective change. Learners are provided the opportunity to work on "real-life change situations" which they face in their school districts.

STRENGTH DEPLOYMENT INVENTORY® (Assessment)

This instrument provides the learner with an understanding of how he/she deploys his/her strengths in relating to others. It is designed to help learners assess the strengths they use in relating to others under two kinds of conditions: (1) when everything is going well in the learner's relationships, and (2) when one is faced with conflict and opposition. Most individuals relate to others in one way at one time and in another way at another time depending on the circumstances. The learner will understand his/her strength deployment preferences and will be better able to take a position for effective action and to improve relationships with others.

READING AND SHAPING A HEALTHY SCHOOL CULTURE

The school environment exerts a significant influence on students and staff. To be effective in a leadership role, leaders must fully understand the impact that environment has on the classroom, the individual school, and the school system. Leaders must develop skills for coping with and taking advantage of environmental elements. In order to develop skills and strategies that will assist in building a healthy school culture, it is crucial to analyze, anticipate, and understand the nature of the school as an organization. Being able to predict, explain, and control organizational phenomena is crucial to leadership in managing change efforts, defining and inculcating more productive beliefs and values, and evoking more organizational effectiveness.

LEADERSHIP STYLE ORGANIZATIONAL STRUCTURAL MATCH (Assessment)

This tool is designed to help leaders determine the extent to which their leadership behavior and beliefs are consistent with the four organizational frames described by Bolman and Deal (1991). Each of the four frames -- Symbolic, Political, Human Resource, and Structural -- has its own vision of reality and it is only when leaders can look through all four are they likely to appreciate the depth and complexity of organizational life. This tool will assist leaders to become more successful as they “frame and reframe” using all four until they understand better the situation at hand.

DENISON ORGANIZATIONAL CULTURE SURVEY (Assessment)

The *Denison Organizational Culture Survey* is a 60-item instrument that is designed to give a simple, yet comprehensive analysis of the culture of an organization by evaluating the underlying cultural traits and practices that influence performance. The *Survey* assesses the culture along four axes -- internal focus, external focus, stability, and flexibility; and in relationship to four traits -- mission, consistency, involvement, and adaptability. The *Denison Organizational Culture Survey* facilitates the creation of cultural benchmarks, which facilitate understanding of the organization's culture and its impact on performance.

DEVELOPING HIGH PERFORMING LEADERSHIP TEAMS

This program module is designed to assist participants in developing and maintaining effective teams for their school organizations. The participants will be able to identify why teams fail or are ineffective. Participants will learn how to develop realistic team goals, define team responsibilities, choose competent team players, define the roles of team members, deal with reluctant team members, build esprit de corps, and monitor team progress. An opportunity will be provided for participants to work on assigned teams to produce a product under challenging conditions.

PARKER TEAM PLAYER SURVEY (Assessment)

The Parker Team Player Survey will aid participants in identifying their primary team-player styles (Contributor, Collaborator, Communicator, and Challenger), as well as the strengths and weaknesses of their styles. It is also helpful as participants begin to identify and understand the styles of their colleagues and how the presence of all styles on a team contribute to the high performance of the team, as well as its success.

BUILDING QUALITY ORGANIZATIONS: PAPER PLANES, INC.™ (Simulation)

A simulation, Paper Planes, Inc.™ (PPI), will be utilized in exploring concepts basic to building quality organizations. The simulation focuses on issues of quality, change, customer satisfaction, response time, and team effectiveness. Participants will better understand the dynamics of effective teamwork; experience the significance of information sharing and communication in successful change efforts; the impact of participatory decision making on commitment, "buy-in", and morale; and will explore systems from structural and cultural perspectives.

FUNDAMENTAL INTERPERSONAL RELATIONS**ORIENTATION-BEHAVIOR (FIRO-B) (Assessment)**

This assessment is a tool which measures each individual's behavior relative to three central elements of interpersonal relations: inclusion, control, and affection. Inclusion refers to the degree to which a person associates with others. It addresses the concept of moving towards or away from people and is similar to introversion and extraversion. Control is the extent to which a person is comfortable with responsibility/leadership; and affection is the degree to which a person becomes emotionally involved with others. Participants learn how these interpersonal behaviors impact the kind of climate they set in the organization.

LESSONS LEARNED FROM EXPERIENCE

During the five-year period between 1998 and 2002, 400 educational leaders, including superintendents, district-level leaders, principals, assistant principals, and teacher leaders, involved in our various leadership development projects were requested to record, in their own unique ways, leadership lessons that they had learned while carrying out their job responsibilities. As a result, hundreds of statements were analyzed to determine whether a few basic leadership lessons could be logically derived because of the frequency in which they were mentioned and/or the compelling manner in which they were presented. The total number of recordings was initially sorted on the basis of content into 21 different lesson categories. Following additional reviews and analysis, the categories were reduced to the 12 basic categories, along with the corollaries that are presented in this program session. This session will provide facilitated opportunities for participants to learn from their own experiences and from the experiences of others who face similar challenges.

LEADING VERSUS MANAGING

Good managers lead, and good leaders manage. However, there are fundamental differences between leadership and management. This program session will explore the ways in which work environments support the expression of leadership on an ongoing basis and the ways they discourage the development of new leadership. It will also explore behavioral characteristics of leading and managing.

AUTHENTIC LEADERSHIP

This session will encourage participants to closely examine both the cognitive processes of leadership and the often referred to idea of leadership being “an affair of the heart.” It will engage program participants in deep conversations about integrity and identity. Who they are is as important as what they know and how they engage. In the final analysis, we lead who we are. Because that is true, this program session will examine everything from core values to the connection of inner life and outer work.

LEADERSHIP AND CHAOS

For leaders in any educational setting, chaos is a way of life. Most days it seems impossible that order could possibly come out of the chaos. This workshop will explore Margaret Wheatley’s theory on chaos and how it applies to and impacts you as a leader. It will help participants explore the tremendous opportunities for improvement that exist when they look beyond the chaos and develop plans for putting those opportunities to work in their schools.

CONFLICT MANAGEMENT

The purpose of this session is to assist participants in handling the situations in which they face conflict and to be able to resolve that conflict successfully. This module will help participants gain knowledge and understanding of theories, principles, and procedures applicable to conflict management. Participants will be introduced to recommended conflict management styles and will be shown how one tends to use these in selected situations. Activities and exercises will help participants to develop skills in identifying the degree of compatibility that might exist between the school, principal, teacher, and students.

THOMAS-KILMANN CONFLICT MODE INSTRUMENT (*Assessment*)

The focus in many organizations today is on results: finding better solutions -- faster. To optimize performance, we must be able to effectively resolve issues, settle differences, and implement solutions on every level. The *Thomas-Kilmann Conflict Mode Instrument (TKI)* provides individuals with a means of discovering how their conflict styles affect performance.

ISSUES OF TRUST

It has been said that trust is the lubrication that makes it possible for organizations to work. Trust implies accountability, predictability, and reliability. Scholars have noted that trust is the glue that maintains organizational integrity. This session will allow participants to examine issues of personal and

organizational trust and the implications for team effectiveness. Through mini-lectures and experiential activities, participants will explore those characteristics most necessary for creating an environment of trust.

MICRO-POLITICS OF LOCAL SCHOOLS

There are political overtones in the relationships of the persons who make up all organizations. In local schools, teachers use political strategies in their relationships with principals; and principals devise politically based strategies in their working relationships with teachers and other staff members. This training session will examine research-based strategies of teachers and principals in coalitions and other relationships related to power distribution in the day-to-day work of a school. The review of research findings will be used to reflect on implications of political actions and strategies in relation to the ways in which school leaders -- both teachers and principals -- work together. Implications of political behaviors for student learning will also be examined.

LEADERSHIP, POLITICS, AND CHANGE

This program session explores the leader's role in leading change in a political environment. It examines the nature and pressures of the role, the political dimensions of educational leadership, important political assumptions for leaders, and the relationship between the leader's preference for change and his/her tendencies in political situations. It utilizes "real life" political situations to apply theory to practice.

THE EDUCATIONAL LEADER'S ROLE IN VISION, MISSION, AND CONTINUOUS IMPROVEMENT

With the "grading" of schools and the issuance of school report cards, there is increasing pressure for schools to move away from "flavor of the month" reform initiatives to processes for the continuous improvement of teaching and learning. The educational leader must bring vision, direction, and purpose to the process of continuous improvement. Further, he/she must eliminate barriers that have the potential to impede or block school reform efforts. This session will focus on the elements that are key to successfully leading continuous improvement initiatives. Further, the session will be tailored to the specific leadership imperatives for each job-alike group.

WHAT'S WORKING: PRACTICES THAT ENSURE SUCCESSFUL SCHOOLS

Educators have known for years that differences in student achievement are impacted by the kinds of experiences that students bring to the classroom, as well as other environmental factors. Recent research has shown that there is a great deal that we can do to improve student achievement in this complex, demanding world. By studying the work of Robert J. Marzano and the three inter-related realms of School-Level Factors, Teacher-Level Factors, and Student-Level Factors, administrators and teachers can align their total school program to promote high student achievement. This program session will provide learners the opportunity to explore these three factors and the most recent research supporting the use of these practices to produce effective schools where all students learn. Participants will be involved in assessing their own school culture within these three factors and creating interventions that can move their schools to the next level of performance. Participants will also have an opportunity to develop strategies to support and accelerate student achievement.

TAKING CHARGE OF YOUR OWN DEVELOPMENT

Leadership and leadership development are thoroughly personal. An executive's basic character powerfully affects the way he or she runs an organization. To comprehend leadership fully, we must not confine ourselves to observable behavior, but must delve beneath the surface and look at the profound effects of basic character on leadership. In this session, participants will begin the process of "delving beneath the surface." Additionally, in this program session, participants will explore the need for them to take charge of their own development. Research shows that, contrary to popular belief, that taking charge of one's development is the responsibility of the individual not the organization.

DECISION-MAKING

Participants will be provided the opportunity to review and discuss a theoretical model for decision-making. Following a thorough study of the model, related activities and vignettes will be analyzed. The participants will also be given an opportunity to discuss and reflect on their own preferences for gathering data, analyzing situations, and using strategies in their decision-making process. Case studies will be analyzed and discussed to determine which underlying operating principles and procedures might be applicable back in the local school systems.

LOCAL SCHOOL LEADERSHIP: MAKING ETHICAL DECISIONS

The most pervasive activity in the work lives of principals is making decisions, and the essence of decision-making is the choosing of actions and/or behaviors from among options. Choice from an array of options requires that a principal establish criteria by which options may be weighed. Such behavior must be based in clear understanding of one's values and ethics. This training session will explore the generic processes of decision-making and give participating principals opportunity to reflect on their own values and ethics. Such reflection can serve as a foundation for developing personal capacities for making better choices for students and all the persons who have stakes in schools and school operations. Brief vignettes and case descriptions will be used to illustrate moral reasoning processes and give program participants opportunities to examine their own ethical frameworks in relation to the situations described in the cases.

SYSTEMS LEADERSHIP

Just as events in nature are systems, human endeavors are also systems. When we consider change, we tend to focus on the isolated parts rather than the whole. Then, we are often left wondering why the change is not successful or why the problem driving the change is not solved. This program session will examine the conceptual framework, body of knowledge, and tools related to systems thinking and systems leadership. It will also consider systems leadership in the context of the roles of leaders and managers and in relationship to chaos theory. It will utilize "real life" situations to aid participants in the application of key learnings.