



Leading the Journey

An E-newsletter on EXCELLENCE in Leadership

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Welcome Back!

Welcome to the second volume of the Pacific Union Conference Leadership newsletter. It is our desire to provide you with some brief articles which will assist you with your leadership duties.

Over the past decades, the North American Division has published a Principals' Handbook designed to provide a more extensive resource to individuals in school leadership roles. That Handbook is in the final stages of revision and production and will likely be re-released within the next year. Meanwhile, we will be sharing a portion of the chapter on Leadership in each edition of this newsletter. Additional articles related to that topic will also be included in each edition. Stay tuned for this sneak preview of the NAD Principals' Handbook.

Principals' Handbook Chapter on Leadership

Overview. The principal serves as the leader for the school. With input from the stakeholder groups, the principal establishes the school program.

Leadership and management have very different definitions and roles. John Kotter (*What Leaders Really Do*) defines leadership as being involved with change and movement, while management addresses order and consistency. He further describes leadership activities as setting direction, aligning people, and motivating people. Management tasks include budgeting and planning, organizing and staffing, controlling, and problem solving.

(A separate chapter in the Handbook addresses management issues) ☩

Principal: Leader or Manager?

Berit von Pohle

Without question, the role of a school principal can seem overwhelming. The principal must meet the needs and expectations of all of the school's constituencies: students, parents, teachers, pastors, school board, alumni, and office of education. There is paperwork to complete, board meetings to prepare, toilets to unclog, parking lot supervision to cover, a copy machine to repair, and so much more. And then the principal should be the instructional leader, the spiritual leader, the establisher of school climate, and the overseer of school improvement. So is the role of a principal to be the leader? Or the manager? And the answer is YES!!

Many authors have addressed the difference between leaders and managers. John Kotter describes management as those tasks dealing with order and consistency while leadership addresses change and movement. Warren Bennis succinctly suggests that management is doing things right, while leadership is doing the right thing. And in his book, *The One Thing You Need to Know*, Marcus Buckingham defines management as discovering what is unique about each person and capitalizing on it and leadership as discovering what is universal and capitalizing on it.

Effective principals cannot be only leaders or only managers, but must find a balance of leadership and management. It is essential to provide an efficient structure for school operations in order for a positive learning environment for students to exist. But it is also vital to have a vision for the school and a strategic plan for reaching the vision.

Be sure that the management tasks (which will always seem more urgent) don't take over all of your time. Make time for reflection, for collaboration, and for setting direction. Perhaps this analogy will help – it's important for the trains to run on time, but it's also important to know where the trains are going and at which stations they're going to stop to meet the needs of your riders! ☩

Mission: Strengthening Adventist education one leader at a time

Teachers Know A Leader

Ed Boyatt

What do teachers look for in a principal?

Researchers have asked this question for over 30 years all over the world. What do employees expect of their leader? What kind of person do they wish to work with?

James Kouzes and Barry Posner (2010) have discovered four characteristics, which teachers want to see in their principal. Before teachers willingly follow and collaborate with you as their principal, they want to know if you are “honest, forward-looking, inspiring, and competent.”

Being **honest** means you live by ethical principles; you are a truth teller. Leaders demonstrate they can be trusted. Confident relationships are built on trust, and teachers want a principal who is trustworthy. Therefore, character is the first characteristic employees want in their leader.

Being **forward-looking** means you have a sense of direction. Teachers want their principal to be passionate about learning and excited about the future. Teachers know Adventist education can be better than it is. Teachers want a leader who understands excellence and who is willing to work together to accomplish a shared vision.

Being **inspiring** means your teachers expect you to be positive, upbeat and optimistic. Teachers know your energy and enthusiasm signals your personal commitment to learning and improvement. You cannot fake it. Teachers see right through a pretender.

Being **competent** refers to your ability to get things done. Teachers want to believe their principal knows what she is doing. Teachers must believe you are a learning specialist, who can help them become better. Teachers must believe you know what you are talking about. Competence inspires confidence you can guide the school.

Being honest, forward-looking, inspiring, and competent are the qualities, which teachers and constituents look for in school leaders. As Kouzes and Posner (2010) state, these qualities are the core expectations followers have of leaders. “They are the basic measures of whether others will consider you to be the leader they’d willingly follow.” ☪

Source of Courage

Gordon Day

The word courage comes from the Middle English *Corage* and the Latin *Cor*, which together means “more at heart.” Courage addresses the emotional or moral nature of a person that drives all personal and public decisions. The term “lacking courage” is defined as being fearful, afraid, anxious, or apprehensive, whereas the term “having courage” is often defined as the ability to do something that you know is right or good, even though it may not be popular or at the very least is very difficult. Being a courageous leader is not an easy job.

As a leader, courage may be the only thing that stands between making the right decision and being firm, or possibly compromising, vacillating or by making a wrong decision. Often, the right decision is not the easy decision, nor the popular decision. A leader whose primary purpose is to be liked or to always make popular decisions often lacks the mental or moral strength to be daring, to persevere, or to overcome fear or difficulty in their position.

In 1990, a study was completed in which corporate managers were asked if they voiced positions that (1) focused on the good of the company, rather than personal benefit; and (2) jeopardized their own careers. Emerging from this study were the four leader-types found in all organizations.

- Type #1—courageous. These people expressed ideas to help the company improve, in spite of personal risk or opposition.
- Type #2—confronting. These people spoke up, but only because of a personal vendetta against the company.
- Type #3—calloused. These people didn’t know, or care, whether they could do anything for the company; they felt helpless and hopeless, so they kept quiet.

- Type #4—conforming. These people also remained quiet, but only because they loathed confrontation and loved approval.

The researchers discovered that the courageous managers accomplished the most, reported the highest job satisfaction, and eventually were commended by superiors. Their commitment had certainly improved the quality of their lives. (Courage—You Can Stand Strong in the Face of Fear, Jon Johnston, 1990, SP Publications, pp. 138-139)

How can a leader develop the emotional or moral nature from which true courage comes? There is an old song from the church hymnal entitled, “We Have an Anchor”, and the refrain goes like this, “We have an anchor that keeps the soul steadfast and sure while the billows roll; Fastened to the Rock which cannot move, grounded firm and deep in the Savior’s love.” Sound familiar? As a Christian leader, when we prayerfully approach our work, our work becomes God’s work and our decisions become God’s decisions. The feelings of apprehension and fearfulness disappear and true courage takes its place. The stronger our connection becomes with our anchor, the more courageous we become and the better are our decisions.

One of my favorite quotes on courage comes from the book *Education*, by Mrs. Ellen White, page 57. My paraphrase of this famous quote would read as follows, “The greatest want of the world is **leaders** who will not be bought or sold, **leaders** who in their inmost souls are true and honest, **leaders** who do not fear to call sin by its right name, **leaders** whose conscience is as true to duty as the needle to the pole, **leaders** who will stand for the right though the heavens fall.” ☪

“For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind.”

2 Timothy 1:7