

Characteristics of Admired Leaders

Ambitious	Determined	Inspiring
Broad-Minded	Fair-Minded	Loyal
Caring	Forward-Looking	Mature
Competent	Honest	Self-Controlled
Cooperative	Intelligent	Straightforward
Courageous	Imaginative	Supportive
Dependable	Independent	

The Five Practices of Exemplary Leadership

1. Model the Way

- Lead by example: "What He taught, He was." Ed78
- Character first; integrity, respect, , helpfulness, compassion and generosity
- Servant leadership of Jesus (Matt. 20:24-28), not rule but serve
- Leadership is relational; it is built on trust; trust and credibility are earned

2. Inspire a Shared Vision

- Leadership is visionary, it expresses initiative
- Lead by persuasion, not control
- Seek commitment, not compliance
- **Our** vision, not **my** vision

3. Challenge the Process

- Excellence is continual improvement
- Watchword of education is "something better." Ed296
- Business as usual and status quo not valued
- Leaders are experts in the "change process."

4. Enable Others to Act

- Everyone demonstrates leadership; everyone shares responsibility.
- Empowerment shares the power and influence.
- Leadership is shared, it is team work, and it is a collaborative adventure.
- "Function of leadership is to produce more leaders, not more followers."
Ralph Nader

5. Encourage the Heart

- Affirmation, appreciation and forgiveness generously modeled.
- Emotional intelligences are as important as cognitive intelligences.
- Relationship is the best one word description of leadership. It is built on trust.

James Kouzes and Barry Posner, *The Leadership Challenge* (Jossey-Bass, 2012).

James Kouzes and Barry Posner, *The Truth about Leadership* (Jossey-Bass, 2010).

Ellen White, *Education* (Pacific Press, 1903)

Managers

Focuses on systems and structure
Expert in dealing with complexity
Focuses on predictability and order
Realist
Plans and budgets
Relies on line authority
Demands compliance
Command and control
Boss and subordinates
Asks how and when
Efficiency
Short-range view
Eye on the bottom line
Does things right
Tells people what to do
Transaction and contract
Expense
Administrative efficiency
Techniques
How can I help the organization

Leaders

Focuses on future and innovation
Expert in the change process
Focuses on people and their placement
Optimist
Direction and strategies
Relies on persuasion and inspiration
Encourages commitment
Relationships and expertise
Everyone is a leader and follower
Asks what and why
Effectiveness
Long-range perspective
Eye on the horizon
Does the right thing
Demonstrates how it can be done
Relationship and trust
Investment
Customer service
Principles
How can I help my team be successful

Management and leadership are different but complementary. Managers promote stability while leaders press for change. Many organizations are over-managed and under-led. Successful organizations embrace both since they are essential for growth and vitality.

Ed Boyatt (2016) with assistance from

Warren Bennis, Stephen Covey, Max DePree, John Gardner, William Glasser, Daniel Goleman, Robert Greenleaf, Jesus of Nazareth, John Kotter, James Kouzes & Barry Posner, Lao-tzu, John Maxwell, Thomas Peters, Joseph Rost, and Peter Senge

Skills of the Principalship

- How to be an instructional and learning leader
- How to be seen as a well-prepared and trustworthy professional
- How to implement the process of developing a strategic plan for your school
- How to effectively implement change (6)
- How to develop a school climate that is safe
- How to lead the spiritual development of students and employees (3)
- How to live and communicate as a person of deep Christian commitment and Adventist fidelity
- How to implement the process of developing an operating budget
- How to read a financial statement
- How to explain the value of SDA education in a compelling manner
- How to demonstrate your institution's quality to potential clients
- How to lead board members in productive ways (10)
- How to build relationships with pastors for their support (7)
- How to assist teachers in their professional growth
- How to recruit students (1)
- How to conduct the process of hiring teachers and staff
- How to empower teachers to be leaders
- How to engage in difficult conversations with employees or clients (2)
- How to connect with and relate to your public school colleagues
- How to initiate the process of improving curriculum and instruction
- How to help improve education policy
- How to obtain assistance from WASC and AAA
- How to relate to students and parents who are not SDA or of no faith background
- How to ensure that your school has good "curb appeal"
- How to ensure facilities are properly maintained and updated while assessing which projects should be done by a school employee, volunteers or by insured contractor
- How to develop and implement a campus-wide emergency plan
- How to keep helpful and legal records about employees
- How to become a community resource to church and city (5)
- How to mentor effectively and efficiently
- How to collect past due tuition and church subsidies (8)
- How to show appreciation for employees and board members
- How to prioritize the duties of a principal while maintaining personal balance (4)
- How to remain responsive rather than reactive when your personal worth or sense of professional competence is threatened (9)
- How to practice initial counseling with at-risk students and know where to send them for professional assistance
- How to utilize the experience of your superintendent and board chair
- How to communicate school news to the constituency

Unity and Uniformity

Unity makes us one; uniformity makes us the same.

Unity combines and includes; uniformity confines and excludes.

Unity implies diversity and differences; uniformity attempts to eliminate both.

Unity respects individuality; uniformity attempts to eradicate it.

Unity excites and inspires; uniformity discourages and is dreary.

Unity springs from conviction; uniformity comes from compliance and force.

Unity seeks commitment; uniformity seeks compliance.

Leaders promote unity; many administrators impose uniformity.

by Robert MARZANO

FIGURE 4.1
The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement

Responsibility	The Extent to Which the Principal...	Average r	95% CI	No. of Studies	No. of Schools
1. Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.19	.08 to .29	6	332
2. Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	466
3. Contingent Rewards	Recognizes and rewards individual accomplishments	.24	.15 to .32	9	465
4. Communication	Establishes strong lines of communication with and among teachers and students	.23	.12 to .33	11	299
5. Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28	.16 to .39	6	277
8. Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	.24	.19 to .29	44	1,619
9. Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22	.14 to .30	7	513
10. Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669
11. Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.24	.13 to .34	4	302
12. Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	.20	.14 to .27	23	826

FIGURE 4.1 (continued)
The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement

Responsibility	The Extent to Which the Principal...	Average r	95% CI	No. of Studies	No. of Schools
13. Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	.25	.15 to .34	10	368
14. Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
15. Optimizer	Inspires and leads new and challenging innovations	.20	.13 to .27	17	724
16. Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456
17. Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27	.18 to .35	14	478
18. Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	.18	.09 to .26	11	505
19. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571
20. Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91
21. Visibility	Has quality contact and interactions with teachers and students	.20	.11 to .28	13	477

Note: 95% CI stands for the interval of correlations within which one can be 95% sure the true correlation falls (see Technical Note 9, p. 153). *No. of Studies* stands for the number of studies that addressed a responsibility. *No. of schools* stands for the number of schools involved in computing the average correlation.

of the leadership behaviors identified by Collins (2001) in his research on businesses that have gone from “good to great.”

At its core this responsibility involves a balanced and honest accounting of a school’s successes and failures. Cottrell (2002) explains that one of the biggest challenges facing school-level administrators is directly addressing performance

Behaviors of High-Trust People Behaviors that Increase Trust

1. Talk Straight

Tell the truth and leave the right impression. Call things what they are.
Based on the principles of integrity, honesty, and straightforwardness.

2. Demonstrate Respect

Each human being is part of the human family; people have intrinsic worth.
This behavior is the Golden Rule in action.
You can judge a person's character by the way he treats people who can't help him or hurt him.
Based on the principles of respect, fairness, kindness, love and civility.

3. Create Transparency

Tell the truth, be open, and be real and genuine.
Tell the truth in a way people can verify. Err on the side of disclosure.
Based on the principles of honesty, openness, integrity, and authenticity.

4. Right Wrongs

Make things right when you're wrong. Apologize quickly. Make restitution where possible.
Try to make it easier for others to right their wrongs.
The opposite is to deny or justify wrongs or fail to admit mistakes until you are forced to do so.
Based on the principles of humility, integrity, and restitution.

5. Show Loyalty

Give credit to others; acknowledge them for their part in bringing about results. You affirm their value of their contribution and create an environment in which people feel encouraged to be innovative and collaborative.
To show loyalty is to speak about others as if they were present. Represent others who aren't there to speak for themselves. Do not speak negatively of others behind their backs.
Based on the principles of integrity, loyalty, gratitude, and recognition.

6. Deliver Results

Establish a track record of results. Get the right things done. Make things happen.
Accomplish what you're hired to do. No excuses for not delivering. Be on time, under budget.
Based on the principles of responsibility, accountability, and performance.

7. Get Better

Develop feedback systems, both formal and informal. Act on the feedback you receive. Thank people for the feedback. Don't assume today's knowledge and skills will be sufficient for tomorrow's challenges. Based on principles of continuous improvement, learning and change.

8. Confront Reality

Do not shy away from the tough stuff. You directly address the difficult issues.
It is about sharing the bad news as well as the good. You discuss the “sacred cows.”
Don’t bury your head in the sand or skirt the real issues.
Based on the principles of courage, responsibility, awareness and respect.

9. Clarify Expectations

Create a shared vision and what is to be done up front.
Don’t assume that expectations are clear or shared.
You do not want people to guess, wonder or assume what expectations might be.
Based on the principles of clarity, responsibility, and accountability.

10. Practice Accountability

You first hold yourself accountable; the second is to hold others accountable. Leaders who do both generate trust. Take responsibility for results.
Don’t blame others or point fingers when things go wrong.
Based on the principles of accountability, responsibility, stewardship, and ownership.

11. Listen First

Listen first means to genuinely seek to understand another person’s thought, feelings, experience, and point of view first before you try to diagnose, influence, or prescribe.
Listen with your ears, your eyes and your heart. Find out what matters most to others.
Based on the principles of understanding, respect, and mutual benefit.

12. Keep Commitments

When you make a commitment, you build hope; when you keep it, you build trust.
Do what you say you’re going to do. Under-promise and over-deliver.
Based on the principles of integrity, performance, courage, and humility.

13. Extend Trust

When you trust others, they tend to trust you in return. It creates reciprocity.
Demonstrate a propensity to trust. Extending trust to others motivates and inspires performance and confidence in each other. Based on the principles of empowerment, reciprocity, and a belief that most people are capable of being trusted, want to be trusted, and will do well when trust is extended.