Research on Leadership Capabilities

• The need
• History of our research on vocational & professional capability
• The Method
• The Results
  • Analogies
  • Key trends in the quantitative results
• Using the Results
FRAMEWORK
PROFESSIONAL CAPABILITY

A
A1 Social
A2 Personal

B
B1 Contingent - “Read and Match”
B2 Ability to trace out consequences

C
Schemas generated from experience which enable the process of “reading and matching”

D
D1 Ability to self manage ongoing professional learning
D2 Interpersonal skills to run meetings, presentations, teach and work constructively with others
D3 CIT skills and knowledge

E
Up-to-date skills and understanding necessary to deliver solutions in a particular job - “technical excellence”

A
STANCE (EMOTIONAL INTELLIGENCE)

B
WAY OF THINKING

C
DIAGNOSTIC MAPS

D
GENERIC SKILLS AND KNOWLEDGE

E
PROFESSION SPECIFIC SKILLS AND KNOWLEDGE
Analogies

The role of principal is like being:

- The captain of a ship (or something similar);
- A juggler;
- A duck with alligators and other things beneath the surface of one’s pond;
- The head of a family (or a similar group).

Others include, being:

- A person trying to change the tyre on a car while it is still moving;
- In a continuously evolving film set;
- On a roller coaster (sometimes with the school);
- A whitewater rafter;
- A conductor/circus ringmaster/director;
- In a swamp;
- In the movie “Ground Hog Day”;
- A ‘Radio’ for a rock band;
- A bus driver;
- On a trek in Nepal, climbing Mount Everest;
Top ranking items on importance
(rank order)

*Principals*

4  Being able to remain calm under pressure or when things go wrong (A1) •
11  Having a sense of humour & being able to keep work in perspective (A1)
42  Having a clear & justified vision of where the school must head (E)
22  Being able to deal effectively with conflict situations (A2)
7  Wanting to achieve the best outcome possible (A1) •
12  Being able to bounce back from adversity (A1)
13  The ability to empathise with and work productively with people from a wide variety of backgrounds (A2)
Top ranking items on importance
Cont’d

9  An ability to make a hard decision (A1)
30 Being able to set and justify priorities (B) •
14 A willingness to listen to different points of view before coming to a decision (A2)
1  Being willing to face and learn from my errors & listen openly to feedback (A1) •
24 Being able to identify from a mass of information the core issue in any situation (B)
20 Being able to develop and contribute positively to team-based projects (A2) •
Engineering, I.T., Accounting Professionals

1. Being willing to face and learn from my errors & listen openly to feedback (A1)

20. Being able to develop and contribute positively to team-based projects (A2)

8. Being willing to take responsibility for projects, including how they turn out (A1)

30. Being able to set and justify priorities (B)

4. Being able to remain calm under pressure or when things go wrong (A1)

7. Wanting to produce as good a job as possible (A1)

25. The ability to use previous experience to figure out what is going on when a current situation takes an unexpected turn (C)
Using the Results

- Self-assess as a middle manager for specific level, location & demographic

- Focused mentoring – possibly using an effective principal who is recently retired

- Case-based learning – theory in practice

- Apply the RATED CLASS A adult learning framework to inservice courses

- Use effective principals & the results of the study as part of new principals’ orientation

- Focused shadowing, placements & feedback

- Informal support groups
Research on Leadership Capabilities

• Reference

• Available at: http://www.curriculumsupport.nsw.edu.au/leadership/docs/Learning_principalsnewb.pdf