

ISCA Conference- May 2004

LEADERSHIP in a time of TRANSFORMATION

Capabilities and the Legacy of Leadership

Tricia Mason-Smith
masonstr@trinity.sa.edu.au

Aims

To explore:

- The Humanity vs Competency debate
- Timeless Leadership Qualities
- Leadership rests upon core personal, professional and relational capabilities

Key questions

- What are the features of truly sustainable leadership?
- How can leadership ride the storms of social and economic change and what type of leaders leave a memory or legacy long after they are gone?

Reflections on leadership

- What is the definition of a leader?
- Who are the 5 most effective leaders of the last century?
- Why did you select these people?

What is leadership?

The ability:

- To influence
- To fill the gaps between a subordinates desires and abilities and the organisations goals and needs
- To get others to behave as you intend
- To realize your intentions whilst meeting the needs of others
- To entice others to do what they don't want to do, and to like it.

Harry Truman's form Cohen, (1984)

Leadership is an art not a science

Leadership defies scientific analysis. It is about human interactions and the human heart and soul. It is about relationships and value judgments. (Duignan)

It has proved impossible to create a manual with all the answers as no two decisions in leadership will ever be the same.

Leadership Principles and Beliefs

- Leadership is about humanity not competency
- Leadership is timeless
- Leadership rests upon core capabilities

Leadership is about humanity

Leadership is about ethics and morality and with deciding what is significant, right and worthwhile.

Leaders have the capability, qualities, knowledge, skills, commitment and wisdom to tackle to demands and complexities of life.

Leadership is timeless

Authentic Leadership It is a rediscovery of the long understood fact that organisations thrive when they are human places and when they are led with integrity and humanity. (Duignan)

Leadership is about Capabilities

Capabilities are:

“ .. a paradoxical combination of personal humility and professional will” (Collins, 2001 p7)

Capability is beyond knowledge, skills and competence. Competency gives you only the skills to cope with familiar situations. Capability is an all round human quality that allows you to respond in an environment of new and changing experiences (Duignan.)

The Timeless Capabilities of Leadership

- Professional Capabilities

Contextual-Strategic-Visionary managers

- Personal Capabilities

*Self awareness -self management - intuition
emotional intelligence -wisdom –managers of
paradox*

- Relational Capabilities

*Social awareness-management of relationships-
respect-motivation-morality*

PROFESSIONAL CAPABILITIES

Leaders are:

- Contextually aware
- Visionary
- Strategic thinkers
- Builders of capital
 - Organisational
 - Social
 - Intellectual

Professional Capabilities: Contextually Aware

- Accept the importance of education in shaping the future
- Understand the forces that have shaped the past
- Recognise the unique features of each situation
- Know what the future will hold

The Australian Educational Context in 2004

- Schools will continue to reflect the needs of the time
- Schools are in crisis

The crisis a result of:

The rapid pace of social, political and economic change.
The imposition organisation of a scientific model on a human organisation.

The crisis is evident in:

Leadership
Staffing
Curriculum and Pedagogy
Structures
Isolation and Disassociation
Validity

- Schools will be transformed

Schools will be transformed

In schools treading water is no longer an option. School people must either propel themselves in some direction, be towed, or sink” Barth

The work of the OECD suggests that a dramatic transformation in the early part of the 21st century is not only highly desirable, but inevitable.

Transformation by definition means change that is significant, systemic and sustained.

Schools will be transformed.

- There can be no more piecemeal change in schools.
- We are so far behind that our current approach to change is no longer enough if we ever wish to catch up.
- We can no longer just keep adding things on top of existing practices
- We can't continue to react to the crisis or treat the symptoms, we must devise strategies to respond to the demands placed upon our schools and students and treat the causes of our concerns.

Professional Capabilities: Visionary leadership

- “Good schools face forwards as well as inwards, keeping an eye on the horizon as well as the bottom line”. Hargreaves
- Vision is seeing the potential purpose hidden in the chaos of the moment, but which could bring to birth new possibilities within the organisation, person or indeed within the nation.
- Vision is seeing what it could be like while dealing with life as it is.
- Vision deals with the deeper human intangibles that alone give ultimate purpose to life.
- In the end vision must always deal with life's qualities, not its quantities. (Van Dusen Wishard)

Professional Capabilities: Strategic Thinking

Strategic thinking involves:

- *Following the course of ideas*
- *Planning for failure and face despair*
- *Mastering change*
Coping
Diffusion
Goal Focused
- *Strategic Readiness*
- *Planning for succession*
- *An ability to abandon and transform*

Professional Capabilities: Transformational vs Transactional

TRANSFORMATIONAL

Need for meaning
Purpose, values, morals and ethics
Transcends daily affairs
Long-term goals
Human values and principles
Separates cause and symptoms and looks at prevention
Mission and strategies
Realises potential

TRANSACTIONAL

Need to get the job done
Power, position, politics and perks
Swamped with daily affairs
Short term goals
Hard data
Confuses cause and symptom and looks at treatment
Tactical issues
Oils the relationships

Professional Capabilities: Builds Capital

- **Organisational Capital.** The key plans policies practices and procedures of school life
- **Social Capital** Links to community and external partnerships and the reinforcement of collegiality amongst staff and students
- **Intellectual Capital.** An endless supply of focused intellectual curiosity with effective knowledge sharing

Organisational Capital and responsiveness

- Managing scarce and valuable resources effectively
- Facilitates innovative planning and initiatives
- Constructs the creative use of time space and technology
- Develops facilitative organizational structures and processes
- Manages competently (Duignan)
- Shapes visionary and strategic thinking
- Seeks and charts improvement
- Provides a safe and secure environment
- Meets and minimizes crisis

Social Capital

Social Capital is the investment in social networks. It is the external social fabric and the internal social fabric and how the two exist together.

Social capital is affected by:

- The artificial divide between school and community
- The changing nature of community
- A willingness to challenge expectations
- A localised and globalised perspective
- New partnerships

Intellectual Capital

An endless supply of focused intellectual curiosity with effective knowledge sharing.

Our new science must overtake the history of our practice.

Capabilities of Leaders

■ Professional Capabilities

Contextual-Strategic-Visionary managers

■ Personal Capabilities

*Self awareness -self management - intuition
emotional intelligence -wisdom –managers of
paradox*

■ Relational Capabilities

*Social awareness-management of relationships-
respect-motivation-morality*

Personal capabilities require:

- Core values and beliefs
- Acceptance of self
- A passionate conviction about ones capability to make a difference in the lives of all connected with them (Duignan, 2004)
- Wisdom
- Spirit
- The ability to manage paradox

Managing Paradox

Group	Individual
Compassion	Rule
Long term	Short term
Status Quo	Change
Small steps	Big steps

Relational Capabilities

- Professional Capabilities

Contextual-Strategic-Visionary managers

- Personal Capabilities

*Self awareness -self management - intuition
emotional intelligence -wisdom –managers of
paradox*

- Relational Capabilities

*Social awareness-management of relationships-
respect-motivation-morality*

Relational Capabilities

Authentic leaders develop relationships based on respect, care and compassion in order to create organizational work environments that encourage and sustain creativity and commitment and elevate human interactions to new and higher levels of motivation and morality. (Duignan)

“While we live, while we are among human beings, let us cultivate humanity” Seneca

What are Relational Capabilities?

- Meaningful relationships to generate and live a shared vision
- Trusting disposition
- Emotional maturity
- Respect for the integrity of the human spirit
- Collaborative commitment
- Team player
- Open to dialogue
- Positive politics
- Create energy

Leadership Relations

- | ■ <u>From</u> | <u>To</u> |
|-------------------------|-----------------------|
| ■ Charisma | Humility |
| ■ Authorative certainty | Confident uncertainty |
| ■ Consensus | Paradox |
| ■ Logic | Intuition |
| ■ Strategic planning | Living planning |
| ■ High reliability | Fallibility |
| ■ Heroic leadership | Shared leadership |

Relational Capabilities are all about:

- Service
- Influence
- Elevating the Human Spirit
- Collaboration

Influence comes through:

- Seeing other viewpoints
- Reflection and feedback
- Understanding perceptions
- Emotional Intelligence
- Questioning assumptions
- Giving value
- Small acts of kindness
- Dependability
- Honesty
- Recognition of courage

Features of a motivational leader

- Individualism
- Recognition
- Awareness
- Interest
- Direction (Evans, 1999)

Elevate the human spirit

*You raise me up so I can stand on mountains
You rise up to stand on stormy seas
I am strong when I am on your shoulders
You raise me up to be more than I can be.*

Distinctive features of educational leadership

- An Unfinished business
- A custodial Function
- An inclusive remit
- A multiplicity of accountabilities
- A moral purpose
- A subversive element

The Dilemmas of Educational Leadership

- Many paradoxes are wicked and incapable of resolution
- Education exists within a manufactured crisis
- Education exists under the improvement illusion
- Education exists under the Magnificent myth
- That education has lost trust