ABSTRACT OF CAPSTONE

Melissa D. Hensley

The Graduate School

Morehead State University

February 9, 2021

LEAD 17: LEADERSHIP ENGINEERING AND DESIGN PROGRAM
A PROFESSIONAL DEVELOPMENT SERIES FOR ASSISTANT PRINCIPALS
ASPIRING TO THE PRINCIPALSHIP

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Abstract of Capstone

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A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

Melissa D. Hensley

Bridgewater, Virginia

Committee Chair: Dr. Shane Shope, Assistant Professor

Morehead, Kentucky

February 9, 2021

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LEAD 17: LEADERSHIP ENGINEERING AND DESIGN PROGRAM
A PROFESSIONAL DEVELOPMENT SERIES FOR ASSISTANT PRINCIPALS
ASPIRING TO THE PRINCIPALSHIP

Assistant principals require specialized training designed to meet their unique

professional development needs. The LEAD-17: Leadership Engineering and Design

Program offers an innovative approach to addressing assistant principals' professional

development needs as they build the skills necessary to be successful school

administrators. The LEAD-17 program guides the assistant principal as they

strategically and intentionally work to enhance the development of the leadership

skills required to serve as an effective principal capable of leading the operational

performance and complexities of the 21st -century school culture. From an

engineering perspective, the program examines the skills and tools necessary for

assistant principals to artfully design, build, create, and monitor innovative schools

focused on working collaboratively with stakeholders to advance student learning.

The LEAD-17 program serves as an action guide to help participants frame

their leadership beliefs and operational tactics to build a leadership legacy reflective

of Educational Leaders' Professional Standards (PSEL). Specifically, the program

focuses on (1) Building a leadership legacy through self-examination of personal and

professional leadership qualities, characteristics, and goals; (2) Engineering the

environment through a holistic approach to educational leadership; and (3)

Leadership by design, which focuses on intentionally developing the school's

infrastructure for sustainable leadership and continuous renewal. The LEAD-17

program guides assistant principals in framing a personal approach to school

leadership, permitting each participant to identify, mold, and plan to implement

school leadership practices to establish their unique leadership legacy.

KEYWORDS: Assistant Principals, Professional Development, Educational

Leadership, Administrators, Educational Approach to Systems Thinking

Implementation, Implementation Science

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By

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DEDICATION

This capstone publication is dedicated to Tammy Shawn Dishner, a twenty plus year survivor of stage 3B breast cancer, congestive heart failure, mental health complications, and diabetes. When given 18 months to live in 2002, you looked death in the face and said not today...I am not done walking my journey. Your relentless battle to continue to see the sunrise and set each day brings encouragement to others who have been diagnosed with life altering health conditions and serves as an inspiration to others. Your passion for gardening and love of animals reminds us all the value of finding peace in nature and cuddling a warm and fuzzy puppy. Keeping life simple, laugh at yourself, value others for who they are, and treasure the wonders of nature as each brings the peace and comfort necessary during the most challenging times.

While each day has brought new challenges, your battle and will to live reminds me to —Seize the Day---as we never know what tomorrow brings. Thank you for your encouragement and support in allowing us the opportunity to pursue our dream. While your health issues prevented you from pursuing a doctoral degree…this one is dedicated to you...and the doctors (Dr. Imad Tabara, Dr. Kyo Chu, Dr. Maria Kelly, Dr. Timothy Kane, Dr. Deborah Healey, Dr. Stephanie Pitsilos, Dr. Pamela K. Mason, and Dr. Jamie Kennedy) who have made the journey possible.

Finally, I dedicate this to your dad who passed away in March of 2020, Ryland Dishner, who always preached that "our degrees are only of value when coupled with common sense." Rest in peace Mr. Dishner your words of wisdom, support and love will always be treasured.

ACKNOWLEDGEMENTS

I also want to thank my grandfather, Howard "Pappy" Hensley, who played a significant role in my life's journey. All those hours spent gardening and working in the yard translated into the development of the grit and work ethic that has brought me much success throughout my career. Pap, you are one of a kind with your dance by the door, relentless love of family, trading cars and motorcycles, and country music. The fondest memories of growing up all surround the time I spent with you—you taught me a vast array of skills that allowed me to be independent while also building the confidence to be a strong female leader. Thank you for always believing in me and always reminding me to "just be you."

Lastly, a special thank you to the wonderful faculty and staff at Central High School in Woodstock, Virginia. I will always be grateful for your willingness to take risks in the learning process, desire to be innovative leaders in the field of education, and, most of all, for the relationships you take the time to nurture with students. You were a source of inspiration during my tenure with the school and in the pursuit of my doctoral degree.

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Executive Summary

Introduction to the Research

   The assistant principalship is considered a training ground for succession to the role of principal "however, this area of research is neglected and has received limited attention in the literature that focuses on school leadership development" (Khumalo & Van der Vyver, 2020, p. 1). A historical review of the literature dating back to 1930 refutes that the position provides the experience necessary for career advancement (Clayton & Bingham, 2018; Craft, Malveaux, Lopez, & Combs, 2016; Gurley, Anast-May & Lee, 2015; Oleszewski, Shoho, & Barnett, 2012; Wang et al., 2016).

   In 1970, the National Association of Secondary School Principals (NASSP) conducted a study regarding the role of the assistant principal (AP). The study assistant principals' job duties included day-to-day building operations, attendance, supervision, scheduling, and student discipline. The predominantly managerial job duties fail to expose the AP to instructional development, student achievement, systems thinking, and the development of an awareness of emotional intelligence; all key characteristics of successful principals (Barnett, Shoho & Oleszewski, 2012; Bayler, 2017; Clayton & Bingham, 2018; Gurley et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016; Mathew & Gupta, 2015; Meyers & Hitt, 2017; Olszewski, Shoho, & Barnett, 2015; Ugoani, Amy, & Kalu, 2015; Wang, Gurr, & Drysdale, 2015).

Between 1970 and 1979, the focus on the role of the AP faded, resulting in the job maintaining a status quo description and an expectation to protect the principal (Enomoto, 2012). From the 1980's to the 1990s despite the recognition for APs to serve as instructional leader's job responsibilities continued to trend towards managerial tasks with operational tasks dominating the day-to-day tasks of the AP (Enomoto, 2012). The continued focus on operational tasks is partially responsible for the increased dissatisfaction with the assistant principalship due to tbe continuously "charged with establishing and maintaining organizational stability" (Himmler, 1985, p. 82, as cited in Craft et al., 2016, p. 9). by attending to tasks such as monitoring student attendance, student discipline, assigning staff duties, planning assemblies and supervision of students.

According to Hausman et al. (2002, p. 152) APs duties as "crisis managers outranked attending to the proactive goal of curriculum planning, instructional supervision, resource allocation, and professional development" hindering their ability to develop the skills necessary for career advancement (as cited in Craft et al., 2016, p. 10).   In the 2000s, researchers called for the assistant principalship to be redesigned to include intentional training for APs in instructional leadership however over momentum dwindled and the initiative lost focus (Barnett et al., 2012; Leaf and Odhiambo, 2016). With the U.S. Department of Labor projecting an 8% growth in the need for PK-12 school administrators from 2016-2026 the decreased focus intentionally developing APs for the principalship became alarming (Gimbel & Kefor, 2018). According to Gurley et al. (2015), APs require specialized training to

meet their unique professional development needs. Yet, most school districts and

professional organizations are ill-prepared to provide systemic and on-going training.

The failure to develop a succession plan for the career advancement of APs

jeopardizes the success of schools that depend on effective leadership (Fusarelli,

Fusarelli, & Riddick, 2018; Gimbel & Kefor, 2018; Gurley et al., 2015). Therefore,

school districts often hire under qualified candidates resulting in school failure and

high levels of burnout (Craft et al., 2016; Clanton & Bingham, 2018). Also, APs are

often bypassed for career advancement opportunities creating an image of the

assistant principalship as a dead-end position (Enomoto, 2012). The managerial job

tasks assigned provide little exposure to the development of skills in instructional

leadership, student achievement, emotional intelligence, or strategic planning, all

skills highly prevalent in successful school principals (Leaf & Odhiambo, 2016;

McKinney, Labatt, & Labatt, 2015; Meyers & Hitt, 2017). Therefore, succession

training and job-embedded leadership experiences must be implemented

intentionally, strategically, and with fidelity to ensure current APs are equipped to

assume the role of the school principal.

Fusarelli, Fusarelli, and Riddick (2018) acknowledge succession planning as a

routine component of successful companies however, the practice is not intentionally

utilized in many school districts. Investing in human capital is crucial to the

educational organizations success yet only "our top international competitors

including Singapore, Hong Kong, Finland, and Japan have well-established systems

to identify leadership potential and then support intensive training for school leaders"

(Fusarelli et al., 2018, p. 287). Neglecting succession planning which is defined as "a

deliberate and systemic effort by an organization to ensure leadership continuity in

key positions, retain and develop intellectual and knowledge capital for the future and

encourage individual advancement" (Rothwell, 2001, p. 6) sets our schools up for a

continuous cycle of restarts as school programs and initiatives disappear when the

principal exits the school. Forward thinking superintendents have begun

implementing succession planning programs at the district level after recognizing

higher turnover rate of school principals and a graying workforce (Fusarelli et al.,

2018). A systemic succession program builds bench strength to create a candidate

pool with the right skills at the right time.

Core of the Capstone

Building school division leadership capacity is imperative to sustaining and

advancing school districts, improving student achievement levels, and building a

professional learning community. The Leadership Engineering and Design-17

(LEAD 17) capstone provides a series of training modules designed to address

succession planning and exclusive training for APs. Research indicates core deficit

areas of training requests from APs include systems thinking approaches,

instructional leadership, and emotional intelligence (Bayler, 2017; Craft et al., 2016;

Gurley et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016; Mathew &

Gupta, 2015; Meyers & Hitt, 2017; Olszewski, Shoho, & Barnett, 2015; Ugoani,

Amy, & Kalu, 2015; Wang, Gurr, & Drysdale, 2015).

Feedback gathered from session participants and will be used to strengthen the program by modifying components when applicable to meet the needs of APs. The need for this type of training is supported by research stating the building principal is second only to the quality of instruction in establishing high levels of student achievement (Moral, Martin-Romera, Martinez-Valdivia, & Olmo-Extremera, 2018). Research also highlights four factors of the principalship impacting student achievement: setting the direction of the institution, providing instructional leadership, building staff capacity, and shaping the culture (Clayton & Bingham, 2018; McKinney et al., 2015; Meyers & Hitt, 2017; Morgan, 2018). Each of these factors is addressed in the LEAD-17 Program for Assistant Principals, which focuses on the development of these components through a focus on instructional leadership, systems thinking, and emotional intelligence.

Access to the information contained in the one-day initial workshop is available on the LEAD-17 Project website to ensure on-going access and review by school administrators. While outside of the scope of this capstone, the LEAD-17 Project will be expanded to offer opportunities for assistant principals to attend additional workshops, request personalized training, and participate in professional learning networks exclusively for assistant principals. An overview of the training provided by the LEAD-17 Project will be provided during the one-day training session. The goal of the training program is to ensure the school district is adequately preparing assistant principals who have access to on-going high-quality professional development resources.

Why Professional Development Exclusively for Assistant Principals?

The Department of Labor and Statistics highlights a national shortage of highly qualified candidates for the PK-12 principalship will emerge between 2016-2026 due to fewer people entering the profession (Craft et al., 2016; Gimble & Kefor, 2018). Further compounding the issue is the failure of the locality and state to systematically prepare sitting assistant principals for the complexity of the role of the principalship. Also, national associations have a responsibility to lobby state educational and local educational associations to support policy changes to promote AP development.

The critical shortage of candidates for school leadership positions in Virginia resulted in the state offering alternative pathways to licensure requiring only 15 post-master university program credits. In comparison, the typical school leadership program consists of 36 credits. The alternative pathway has been successful in generating additional candidates for vacancies however many of the candidates lack significant coursework in instructional leadership, systematic approaches, and emotional regulation (Cosner, Tozer, Zavitkovsky, & Whalen, 2015; Enomoto, 2012; Searby, Browne-Ferrigno, & Wang, 2017). Subsequently, compromising the quality of the candidates by a lack of university training and further compounded by managerial work experiences that fail to fill skill gaps through intentionally planned leadership opportunities (Craft et al., 2016; Khumalo & Van der Vyver, 2020; Morgan, 2018). Therefore, preparing APs for the role of the principalship falls squarely on individual school divisions.

The preparation of aspiring principals for succession to the principalship is the responsibility of the school district due to the need for a multi-year ongoing program. According to Gail Connelly, Executive Director of the National Association of Elementary School Principals (NAESP) "assistant principals deserve to have training and development to lead to the principalship" (National Association of Elementary School Principals, n.d.) Most training programs for aspiring principals at the local, state, and national levels provide piecemeal programs with a duration of one-day to a one-year. For example, NAESP's National Aspiring Principals Academy is a year-long cohort model program designed to provide virtual and in-person training for aspiring principals.

The National Association of Secondary School Principals (NASSP) located at https://nassp.org offers online resources, occasional workshops, and social media opportunities to develop a professional learning network. Other noteworthy district level programs include Lead to Learn offered by the Denver Public School District, Gwinett County, Georgia's Aspiring Principals Program, and Hillsborough County, Florida's Preparing New Principals Program and Charlotte-Mecklenberg's on the job support for novice APs program (National Association of Elementary School Principals, 2016). Each of the programs is provided for targeted populations of identified elite APs, and the program duration is one year or less. These programs fail to meet the required standard of establishing a multi-year succession plan to the principalship.

Many states do not have a state organization dedicated specifically to the development of assistant principals, nor are there sustainable on-going succession programs devoted to preparing assistant principals for the principalship. Instead, there are principals' organizations, programs for newly appointed principals, and aspiring superintendents, none of which address the need to prepare the assistant principal for the role before entering the position. Research indicates effective succession training for assistant principals must be on-going, sustainable, and a multi-year if it is going to adequately prepare the assistant principal for career advancement (Bayler, 2017; Cieminski, 2018; Gurley et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016; Mathew & Gupta, 2015; Meyers & Hitt, 2017; Olszewski, Shoho, & Barnett, 2015).

What makes this program different?

The LEAD-17 Program for Assistant Principals will introduce a research-based approach for succession to the principalship. The division level professional development program will provide succession planning, training, and resources for the systematic development of assistant principals. The overarching goal will be to enhance the skill set of all assistant principals regardless of aspirations to advance to the principalship. In doing so, the school district will create an open platform for leadership advancement for all assistant principals, which will improve overall job performance. Research generally notes that only high achieving assistant principals are targeted for higher-level leadership training resulting in a process that fails to

build overall leadership capacity within the organization (Fusarelli et al., 2018;

Gurley et al., 2015; Searby et al., 2017).

Research regarding the role of the AP reveals the position provides

employees with extensive exposure to managerial tasks, yet limited exposure or

training in the essential skills necessary to serve as highly effective principals (Black

et al., 2017; Leaf & Odhiambo, 2016; Shore & Walshaw, 2016). Therefore, it is vital

to school divisions to establish a principal succession and training plan to create and

maintain a pipeline to the principalship. The LEAD-17 Program for Assistant

Principals enables APs to identify and refine a research-based leadership framework

for establishing and advancing an effective school culture with a hallmark of high

levels of student academic achievement. The program focuses on the development of

the skills outlined within the nationally recognized Professional Standards for

Educational Leaders (PSEL). The PSEL standards are student-centric leadership

principles proven to enhance student academic achievmenet and well-being (National

Policy Board for Educational Leaders, 2015).

The LEAD-17 Program for Assistant Principals builds upon the PSEL

standards by enhancing the skills and traits of assistant principals in instructional

leadership, systems thinking, and emotional intelligence. These broad categories are

selected based on current research highlighting these deficits areas among assistant

principals . Furthermore, these same categories represent qualities found in

successful principals Burrows-McCabe, 2013; Kempa et al., 2017; Khumalo & Van

der Vyver, 2020; Maponya, 2020; McKinney et al., 2015; Meyers & Hitt, 2017;

Ylimaki et al., 2007.

The Leadership Engineering, and Design Program (LEAD-17) for Assistant

Principals serves as a principal succession development program at the school district

level. Providing an opportunity on-going professional development for all assistant

principals with a focus on a leadership framework developed through a series of

workshops, on-site support, and job-embedded coaching. According to Farver and

Holt (2015), there is no evidence to support a school will be successful without an

effective leader; therefore, it is imperative to provide quality on-going professional

development for APs.

Job-embedded coaching is an evidence-based professional development

program through which principals are matched with an executive coach. The goal of

the LEAD-17 program is to utilize a job-embedded coaching model designed to

enhance overall leadership capacity by providing a "thinking-partner for goal

planning, action planning, or solution-focused planning" (Farver & Holt, 2015, p. 70).

Principals participating in several studies regarding the job-embedded coaching note

the coaching process increased their level of confidence in thinking, planning, and

problem-solving and improved their communication skills (Farver & Holt, 2015;

Rogers, Cal, & Skytt, 2018). Principals preferred job-embedded coaching because it

did not require additional work and aided in "applying research-based strategies to

job duties and daily tasks" (Farver & Holt, 2015).

In the future, the capstone program will provide succession planning and training dedicated to the development of school leaders. The program will strive to fill gaps in training highlighted in the literature. Specifically, the program will focus on the following developing APs capable of serving as emotionally intelligent instructional leaders who utilize the systems thinking approach to building cultures of excellence (Barnett, Shoho & Oleszewski, 2012; Bayler, 2017; Gurley et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016; Mathew & Gupta, 2015; Meyers & Hitt, 2017; Olszewski, Shoho, & Barnett, 2015; Ugoani, Amy, & Kalu, 2015; Wang, Gurr, & Drysdale, 2015). The LEAD-17 Program for Assistant Principals provides training to engage assistant principals in understanding the bias formed by their personality and leadership characteristics as they work to develop a leadership platform built upon their philosophical beliefs on education and leadership.

A School District Issue

School administration is a multifaceted, high paced, high burnout occupation requiring the skills necessary to develop and systematically maneuver a professional learning community to enhance student achievement (Craft et al., 2016; Clanton & Bingham, 2018). The development of an influential school culture resides in the leader's ability to serve as a systems thinker capable of performing as an instructional leader in a community built upon emotional intelligence (Doe, Ndinguri, & Phillips, 2015; Maamari & Majdalani, 2016; Segredo, Cistone, & Reio, 2017; Shaked & Schechter, 2018; Shaked & Schechter, 2019). Each of these traits is a crucial factor in the Virginia leadership evaluation criteria.

From an instructional standpoint, school administrators are expected to serve as instructional leaders capable of program development, providing instructional feedback, assessing program effectiveness, and articulating school data (Myers & Hitt, 2017; Robertson, 2016; Shaked & Schechter, 2018; Shaked & Schechter, 2019; VanTuyle, 2018). The focus of the LEAD-17 Program for Assistant Principals is on the development of the ability of the assistant principal to serve as an instructional leader. Research also highlights the importance of the AP developing the skills necessary to set the direction of the school, build institutional capacity, and shape the school's culture (Burrows-McCabe, 2013; Gurley et al., 2015; Meyers & Hitt, 2017; Moral et al., 2018; Robertson, 2016; Ylimaki, Jacobson & Drysdale, 2007). To set the direction of the building, the school administrator must possess the skills necessary to build consensus among stakeholders in the establishment of the organization's vision, mission, goals, and core values (Black et al., 2017; Leaf & Odhiambo, 2016; Kempa et al., 2017; Moral et al., 2018; Robertson, 2016; Searby et al., 2017; Shaked & Schechter, 2018). Developing a culture of high expectations is imperative as the building leadership team carries 20% of the responsibility for student achievement, however; research notes assistant principals rarely have experience with the strategic planning process and therefore lack the background knowledge to set and monitor the direction of the organization (Craft et al., 2016 Clanton & Bingham, 2018; Searby et al., 2013; Ylimaki, 2007).

To enhance the instructional leadership and program monitoring and process, school administrators require training to utilize the systems thinking approach to

improving the use of evidence-based instructional leadership implementation

practices in educational arenas (Shaked & Schechter, 2018; Shaked & Schechter,

2019). The systems thinking approach examines the organization from a holistic

perspective to gain an understanding of how the parts of the organization work

together; subsequently, creating a framework for depersonalized data-based decision

making and program development which are essential to the success of the school

(Kensler et al., 2011; Shaked & Schechter, 2018). For assistant principals to become

high performing principals, systems thinking training is essential.

Mathew and Gupata (2015), and Maamari and Majdalani (2016) research

highlights the importance of school leaders developing the ability to understand the

role emotions play in building school culture and specifically concerning serving as

an effective leader. Fortune 500 companies from across the country were

characterized by leaders with high levels of emotional intelligence. The leader's

emotions and the emotions of the educational community are paramount in the

development of a safe and orderly environment where relationships are valued and

nurtured. Effective leaders maintain a sense of emotional intelligence defined by

Kim and Kim (2017) and Mathew and Gupta (2015) as the ability to understand and

manage one's own emotions and those of the people around them through the

following techniques: self-awareness, self-regulation, motivation, empathy, and use

of practical social skills.

Teachers prefer to work in schools where the administrative team possesses

the knowledge and disposition to assist them in improving their teaching practice and

student achievement levels (Doe, 2015; Kim & Kim, 2017; McClesky, 2012; Moral et al., 2018; Ylimaki, 2007). Mathew and Gupata's (2015) study identified a connection between transformational leadership and emotional intelligence in forecasting effective business leaders. The research indicates 80-90% of the competencies distinguishing average from exemplary leaders is the ability to utilize emotional intelligence techniques to enhance their performance and the performance of their employees (Kim & Kim, 2017; Moral et al., 2018). Organizational leaders demonstrating high levels of emotional intelligence establish enhanced decision making and problem-solving skills and an ability to secure trust and cooperation of employees through the development of enhanced interpersonal relationships Kim & Kim, 2017; Mathew & Gupta, 2015). Consequently, creating a positive and more productive work environment as employees are motivated by the leader's sense of empathy and emotional vulnerability (Mathew & Gupta, 2015; Ugoani et al., 2015). Yet, training in the area of emotional intelligence is not a part of most educational leadership programs or professional development opportunities afforded to school administrators.

In the school setting, emotional intelligence promotes innovative and team-oriented organizations confirmed to improve student achievement, employee retention and job-satisfaction (Doe et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016, Mathew & Gupta, 2015; McCleskey, 2012; Ugoani et al., 2015). While some researchers challenge the impact of emotional intelligence on organizational relationships and job performance, emotional intelligence research

continues to flourish and gain recognition as an essential component of organizational

leadership (Maamari & Majdalani, 2016; Mathew & Gupta, 2015; McCleskey, 2012;

Ugoani et al., 2015). The establishment of the effect of emotional intelligence on the

success of organizational performance necessitates the need for assistant principals to

receive training in this domain.

Purpose

Succession planning and on-going professional development training

explicitly designed to meet the needs of assistant principals are scarce in

Virginia, resulting in school divisions having to develop homegrown training

opportunities. These programs are often limited in scope and breadth of target

and intentional training. According to Craft, Malveaux, Lopez, and Combs

(2016), the assistant principalship fails to prepare aspiring principals for career

advancement. The overwhelming nature of essential managerial tasks deters

from opportunities for the AP to engage in more meaningful leadership

enhancement roles such as instructional leadership and implementation of

systems thinking approach (Craft et al., 2016; Clanton & Bingham, 2018). For

school divisions to continue to develop piecemeal programs or to provide no

succession training at all is to negate their professional responsibility to develop

and prepare future leaders (Bayler, 2017; Burrows-McCabe, 2014; Craft et al.,

2016; Clanton et al., 2018).

Although research regarding the assistant principalship dates to 1930, the field is understudied. Additional research is needed to gain a deeper understanding of the succession to the principalship. Existing research continues to reveal the position provides employees with extensive exposure to managerial tasks resulting in job burnout and complacency. According to Craft et al. (2016), institutes need to provide adequate support for novice APs and those aspiring to the principalship. Furthermore, to ensure candidates are not entering the field blindly, school districts need to provide accurate job descriptions regarding work conditions and the role of the AP (Craft et al., 2016).

To expand a pipeline of candidates within educational leadership, school divisions must establish principal succession plans including professional development for all APs in the areas of instructional leadership, emotional intelligence, and systems thinking processes (Black et al., 2017; Cosner et al., 2015; Kwan, 2009; Leaf & Odhiambo, 2016; McKinney et al., 2015; Shore & Walshaw, 2016). The lack of research regarding the assistant principalship and relatively limited training opportunities designed explicitly for AP highlights the need for additional research to close the gap in the literature.

Guiding Question

The assistant principalship is viewed as a pathway to the principalship. School district leaders believe the assistant principalship provides the leadership experiences and socialization experiences to develop quality candidates to fill vacancies for the principalship. However, APs often fail to participate in leadership

tasks that extend beyond the day-to-day operations subsequently failing to provide

leadership experiences designed to prepare the AP for career advancement.

Therefore, it is imperative to ask, what are the professional learning needs of assistant

principals aspiring to the principalship?

Literature Review

Assistant principals predominately perform managerial job tasks unrelated to

instruction, student achievement or strategic planning, and for this reason, they are

referred to as the forgotten leader and "wasted educational resource" (Enomoto, 2012;

Gurley et al., 2015; Khumalo & Van der Vyver, 2020; Olszewski et al., 2012). The

succession of the assistant principal to the principalship is hindered by a lack of

leadership experience in three core areas: instructional leadership, systems thinking,

and emotional intelligence (Barnett et al., 2012; Doe et al., 2015; Gurley et al., 2015;

Kensler et al., 2011; Khumalo & Van der Vyver, 2020; Kim & Kim, 2017; Maamari

& Majdalani, 2016; Mathew & Gupta, 2015; Meyers & Hitt, 2017; McCleskey, 2012;

Olszewski et al., 2015; Shaked & Schechter, 2019; Ugoani et al., 2015; Wang, 2015).

Failure to provide individualized professional development opportunities and job-

embedded multi-year mentorships for assistant principals has resulted in a lack of

highly qualified candidates capable of serving as effective principals and assistant

principals (Enomoto, 2012; Gurley et al., 2015; Hilliard & Newsome, 2013; Khumalo

& Vander Vyver, 2020; Oleszewski et al., 2012).

The LEAD-17 Program examines the impact of the role of the assistant

principalship on the skill development necessary to improve student achievement and

in preparing assistant principals for succession to the principalship. Also examined

are the principal's leadership style and its impact on the growth of assistant principals

as instructional leaders and change agents. Furthermore, the study examines the core

components of effective schools, attributes of effective principals, and professional

learning opportunities designed explicitly for the assistant principal. An examination

of the historical development of the assistant principalship, leadership styles,

practices, and approaches will identify the core areas for professional learning

targeting the next generation of leaders.

        This review of the extant literature begins with a focus on the historical

development of the assistant principalship, followed by the identification of the core

components of professional learning. The identification of the attributes of effective

schools leads to a literature investigation of the leadership styles most conducive to

building leadership capacity and the characteristics of effective principals. Finally, an

examination of instructional leadership, systems thinking, and emotional intelligence

emerged from the literature as required components of individualized professional

development for building leadership capacity.

Historical Overview

        Historically, assistant principals emerged in professional literature in the

1930s. Nonetheless, this population is marginalized (Gurley et al., 2015; Oleszewski

et al., 2012; Wang et al., 2016). The first professional organization to undertake a

comprehensive examination of the assistant principalship was the National

Association of Secondary School Principals (NASSP) in 1970 (Gurley et al., 2015).

The NASSP study revealed assistant principals primarily dedicated time to managerial tasks such as student discipline, student attendance, and assignment of personnel to non-instructional supervisory duties (Enomoto, 2012; Hilliard & Newsome, 2013; Gurley et al., 2015). Furthermore, the research found the assistant principalship to be a shallow and unfulfilling position designed to protect the principal from time-consuming non-instructional tasks (Bayler, 2017; Gurley et al., 2015). Between 1970 and 1979, the focus on the assistant principal faded, once again marginalizing the importance of the role.

In the 1980s, research again identified managerial duties such as discipline, attendance, supervision, and operational responsibilities as the primary focus of assistant principals. However, emerging research suggested the reconceptualization of the position to include instructional leadership (Gurley et al., 2015; Hilliard & Newsom, 2013; Kwan, 2009; Searby et al., 2017). Instructional concentration promotes student learning through improved instructional design and delivery. According to Gurley et al., (2015), long term assistant principals internalize compliant support of the principal's operational framework and leadership style and upon advancement to the principalship are subsequently content to maintain the status quo versus serve as change agents (Bayler, 2017; Gurley et al., 2015).

Another reason the assistant principal fails to develop as a change agent is the limited access to intellectually challenging leadership roles that drown out the desire to stay abreast of current research regarding instructional leadership and effective leadership techniques (Black et al., 2017; Gurley et al., 2015; Lim 2019). As a result,

few assistant principals were prepared for succession to the principalship due to a lack of formal training and job-embedded or university-based instructional leadership practices (Enomoto, 2012; Gurley et al., 2015; Oleszewski et al., 2012; Shore & Walshaw, 2016).

In the 1990s, operational tasks continued to dominate the duty list of assistant principals, frequently resulting in dissatisfaction with the position due to burnout caused by the mundane nature of the job (Enomoto, 2012; Shore & Walshaw, 2016). Assistant principals identify the focus on day-to-day managerial tasks as unfulfilling; noting the inability to relate with adults about the performance of instructional leadership causes burnout in the profession (Enomoto, 2012; Gurley et al., 2015; Hartzel et al. 1995). According to Glantz (1994), assistant principals perceive the most crucial job tasks to be working with teachers to improve instructional practices. Yet, they spend most of their time managing student discipline, completing supervisory duties, and focusing on job duties viewed as least esteemed by the assistant principal, subsequently increasing the likelihood of burnout. However, Calabrese & Tucker-Ladd (1991) noted that while not universally practiced, the assistant principalship has expanded to include a variety of leadership roles that have increased job satisfaction. In most schools, assistant principals continued to be uninvolved in strategic planning, curriculum, instruction, and professional development, later making them unqualified for succession to the principalship (Enomoto, 2012; Gurley et al., 2015; Hilliard & Newsome, 2013; Leaf & Odhiambo, 2016).

Although years of research highlighted the need for assistant principals to

assume instructional leadership responsibilities, it was not until the 2000s when

researchers identified a correlation between career advancement and the assistant

principal's involvement with instructional leadership processes that a reconfiguration

of the position gained momentum (Craft et al., 2016; Barnett et al., 2012; Enomoto,

2012; Hilliard & Newsome, 2013; Leaf & Odhiambo, 2016; Olszewski et al., 2012).

However, the evidence suggesting assistant principals were ill-prepared to provide

effective instructional leadership due to a lack of university training and job-

embedded experiences slowed momentum (Enomoto, 2012; Leaf & Odhiambo, 2016;

Olszewski et al., 2012). The decreased momentum was concerning due to the U.S.

Department of Labor's projection anticipating an 8% growth in the need for

elementary, middle, and high school principals from 2016-2026 (Gimbel & Kefor,

2018). Job-embedded training is impacted by the assistant principals' lack of time for

instructional leadership due to the overwhelming nature of non-instructional job

responsibilities (Calabrese & Tucker-Ladd, 1991; Enomoto, 2012; Glantz, 1994;

Gurley, 2015; Olszewski et al., 2012). Research suggests involvement in

instructional leadership practices decreases student behavioral issues; therefore,

creating time for assistant principals to engage in instructional leadership practices

and strategic planning processes (Leaf & Odhiambo, 2016; Olszewski, 2012).

However, the noted underperformance related to the lack of exposure of assistant

principals as instructional leaders and strategists requires professional learning

designed to meet the unique needs of the associate principals (Gurley, 2015; Hilliard

& Newsome, 2013; Khumalo & Van der Vyver, 2020; Olszewski et al., 2012).

The historical analysis of the evolution of the assistant principalship supports

the need for professional development designed to meet the needs of the assistant

principal (Gurley 2015; Khumalo & Van der Vyver; 2020; McCleskey, 2012; Meyers

& Hitt, 2017; Olszewski et al., 2012; Shaked & Schechter, 2019; Want, 2015).

However, despite decades of research recommending goal-driven job-embedded

training for assistant principals' succession planning remains underutilized,

continuing to render them as the "wasted educational resource" and the forgotten

leader. To change this perception, researchers agree professional training must focus

on skill development applicable to the principalship including job-embedded

opportunities for implementation (Calabrese & Tucker-Ladd, 1991; Glantz, 1994;

Gurley, 2015; Olszewski et al., 2012). Within the context of this literature review,

consideration is given to the impact the following components have on determining

the professional development needs of assistant principals: roles of principals,

attributes of effective principals, transformational leadership style, core components

of effective schools, and perceived professional development needs of assistant

principals.

The Roles of the Principal

The principalship is a multifaceted occupation requiring principals to serve as

instructional leaders by providing professional development for teachers and

routinely visiting classrooms to observe lessons and provide constructive feedback

(Myers & Hitt, 2017; Robertson, 2016; Shaked & Schechter, 2018; VanTuyle, 2018).

Unfortunately, the principals' duties as an instructional leader are often interrupted by

the responsibility to attend to the school budget, building and grounds maintenance,

and student discipline (Lim, 2019). Researchers have identified the four primary job

responsibilities of principals as setting the direction of the school, building

institutional capacity, instructional leadership and shaping the school's culture

(Burrows-McCabe, 2013; Gurley et al., 2015; Meyers & Hitt, 2017; Moral et al.,

2018; Robertson, 2016; Ylimaki et al., 2007). Understanding the job responsibilities

of the principalship is imperative for gaining insight into the skills assistant principals

will need to develop to be a credible, highly qualified candidate for the principalship.

Setting Directions. The principal is a strategic planner capable of building

consensus for the organization's vision and guiding the establishment of shared goals

by maintaining a holistic view of the organization (Black et al., 2017; Kempa, Ulorlo

& Wenno, 2017; Leaf & Odhiambo, 2016; Moral et al., 2018; Searby et al., 2013;

Shaked & Schechter, 2018). Developing a culture of high expectations is imperative

as the principal's leadership is responsible for 20% of the school's impact on student

achievement (Burrows-McCabe, 2014; Searby et al., 2013; Ylimaki, 2007). Also, the

leader is responsible for strategically monitoring student and staff performance to

ensure student academic achievement meets established goals (Burrows-McCabe,

2013; Robertson, 2016; Searby et al., 2012; Ylimaki, 2007). Analyzing school data to

identify strengths and areas of growth is crucial to monitor the effectiveness of the

school. An in-depth analysis is conducted to determine the root cause of the decline.

A corrective action plan is developed, implemented, monitored, assessed, and revised

as necessary. School administrators must gather information regarding the current

state of the school and its vision to identify steps required to advance the school

forward (Myers & Hitt, 2017; Robertson, 2016; Ylimaki et al., 2007). Assistant

principals rarely have experience with the strategic planning process and, therefore,

lack the background knowledge to set the direction for an organization.

   To effectively guide the organization toward the attainment of the established

vision, the organizational leader must intentionally and strategically outline an

international well-orchestrated plan. Systems thinking tools provide a practical

approach to improving the use of evidence-based implementation practices in

educational arenas (Kensler et al., 2012; Shaked & Schechter, 2018; Shaked &

Schechter, 2019). Systems thinking is the process of using a holistic approach to

understand how parts of the organization work together. Systems thinking practices

create a framework for leading depersonalized school data analysis creating a safe

environment for instructional improvement (Kensler et al., 2011; Shaked &

Schechter, 2019). The depersonalized approach decreases the teacher's inclination to

become defensive of data analysis efforts, creating an environment valuing varied

perspectives for improving the teaching and learning process (Kensler, 2012).

   Building Institutional Capacity. Building leadership capacity promotes

buy-in to the school's vision and goals; therefore it is essential the principal plan

purposeful opportunities for continued leadership growth among teachers and

assistant principals (Black et al., 2017; Burrows-McCabe, 2013; Kempa et al., 2017;

Moral et al., 2017; Myers & Hitt, 2017; Robertson, 2016; Searby et al., 2012;

Ylimaki, 2007). Intellectual stimulation and individualized professional learning are

critical factors in providing professional development opportunities designed to build

instructional capacity (Moral et al., 2018; Robertson, 2016; Shaked & Schechter,

2018; Ylimaki, 2007). While providing meaningful professional development is

recognized as a strategy for improving building capacity, research indicates staff in

many schools are reluctant to be active participants in training sessions (Black et al.,

2017). Therefore, some principals now conduct faculty needs assessments to

determine professional development interests for professional learning embedded in

faculty meetings (Bryant et al., 2017).

     Shaping Culture. School culture plays an integral role in job satisfaction and

student achievement; therefore, it is imperative the climate is safe and focused on

teaching and learning (Black et al., 2017; Moral et al., 2018; Myers & Hitt, 2017).

Students and staff feel safe in an orderly environment where relationships are

intentionally built with teachers, staff, students, parents, and community members to

create a culture of trust and hope (Kempa et al., 2020; Morgan, 2018; Myers & Hitt,

2017). Also, teachers prefer to work in schools where principals have the knowledge

and disposition to assist them in improving the teaching practice (Doe, 2015; Kim,

2017; McCleskey, 2017; Moral et al., 2018; Ylimaki, 2007). Effective leaders

maintain a sense of emotional intelligence defined by McCleskey (2012) and Mathew

and Gupta (2015) as the ability to understand and manage one's own emotions and

those of the people around them through the following techniques: self-awareness, self-regulation, motivation, empathy, and use of effective social skills.

Mathew and Gupta's (2015) study identified a connection between transformational leadership and emotional intelligence in forecasting effective business leaders. The research indicates 80-90% of the competencies distinguishing average from exemplary leaders is the ability to utilize emotional intelligence techniques to enhance their performance and the performance of employees (Mathew & Gupta, 2015). Organizational leaders demonstrating a high level of emotional intelligence establish enhanced decision making and problem-solving skills, and an ability to secure the trust and cooperation of employees through the development of enhanced interpersonal relationships subsequently creating a positive and more productive work environment as employees are motivated by the leader's sense of empathy and emotional vulnerability (Mathew & Gupta, 2015; Ugoani et al., 2015).

Emotional intelligence and transformational leadership combine to promote innovative and team-oriented organizations confirmed to improve student achievement, employee retention, and job-satisfaction (Doe et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016; Mathew & Gupta, 2015; McCleskey, 2012; Ugoani et al., 2015). Researchers agree emotions play a central role in daily life and the leader's ability to use, interpret, and regulate emotions in the workplace varies per person yet has a substantial impact on work performance and organizational success.

Some researchers challenge the effects of emotional intelligence due to the inability to develop measurable outcome-based research tools and the lack of an

agreed-upon definition of the term (Maamari & Majdalani, 2016; McCleskey, 2012).

Nonetheless, emotional intelligence research continues to flourish and gain

momentum as a necessary component of organizational leadership (Maamari &

Majdalani, 2016; Mathew & Gupta, 2015; McCleskey, 2012; Ugoani et al., 2015).

    Instructional Leadership. The term instructional leadership first emerged in

educational leadership in the 1970s; however, a definition for the term has remained

elusive for decades (Searby et al., 2012). Despite the inability to clearly define the

term, instructional leadership is paramount to the success of P-12 schools and falls

overwhelmingly on the principal (Gurley et al., 2015; Kempa et al., 2017; Khumalo

& Vander Vyver, 2020; Moral et al. 2018; Searby et al., 2012; Shaked & Schechter,

2018; Ylimaki, 2017). While principals have traditionally carried this role, the

extensive nature of the task now requires the assistant principal to engage in the

process. Olszewski, Shoho, and Barnett (2012) identified the duties of instructional

leaders as:

> designing the vision, setting goals, coaching, and evaluating teachers, creating
>
> the master schedule, developing, and managing curriculum and instructional
>
> programs, communicating with stakeholders, evaluating teachers, using data
>
> to make decisions, and facilitating the professional development program for
>
> teachers and support personnel. (p. 277)

It is assumed principals and assistant principals have the skills to recognize

quality instruction and possess enough knowledge about the curriculum to provide

constructive feedback to teachers (Maponya, 2020; Moral et al., 2018; Searby et al.,

2012; Shaked & Schechter, 2018). While it is desirable for assistant principals to serve as instructional leaders, multiple studies show managerial duties and student discipline consume the assistant principals work time requiring a reconfiguration of the position and examination of productivity skills (Burrows-McCabe, 2014; Hillary & Newsome, 2013; Olszewski et al., 2012). As an instructional leader, the assistant principal must be visible in the classroom and provide constructive feedback while also maintaining a safe and orderly environment (Black et al., 2017; Hilliard & Newsome, 2013; Leaf & Odhiambo, 2016; Searby et al., 2012; Ylimaki, 2007).

Also, instructional leadership requires preserving student time on task and establishing positive home-school relationships (Ylimaki, 2007). Furthermore, the AP must encourage the faculty and staff to align instructional practices with the obtainment of the vision and goals (Searby et al., 2012; Ylimaki, 2007). While the assistant principal needs to enter the principalship with the ability to serve as an instructional leader, research indicates assistant principals need growth in this area to be effective (Gurley et al., 2015; Hilliard & Newsome, 2016; Searby et al., 2012).

Leadership Styles

The school principal's leadership style sets the tone of the organization. Smith et al. (2017) noted effective leaders recognize leadership implementation must be emergent and fluid verses a fixed process often referred to as a one size fits all model. The contingency leadership strategy is the most effective strategy for making decisions as it promotes the use of leadership tactics from a plethora of leadership styles to meet the needs of a specific snapshot in time (McKinney et al., 2015; Smith

et al., 2017). The belief is that the most effective leaders decipher specific situations

and determine the best leadership approach to manage this situation versus forcing the

use of a preferred method. The overarching notion being one size does not fit all but

rather effective leadership encompasses the ability to understand and incorporate a

vast array of leadership tactics to propel the organization (Steinbach, Holcomb,

Holmer, Devers, & Cannella, 2017). Characteristics of the contingency leadership

include "rewarding staff members for goals attained, facilitating and fostering student

achievement, active involvement in instructional supervision, clear expectations for

staff members, reduction of academic obstacles, and performance-based incentives

for teachers meeting and exceeding academic goals" (McKinney et al., 2015, p. 158).

Leadership styles encountered in 21st-century businesses and educational

institutes include authoritarian leadership, transformational leadership, transactional

leadership, distributive leadership, democratic leadership, and laissez-faire leadership.

Developing an awareness of the advantages and disadvantages of commonly used

leadership styles is essential for organizational success. The decision-making process

must reflect the application of the leadership techniques designed to achieve an

optimal outcome for stakeholders within the shortest amount of time (McKinney et

al., 2015).

Authoritarian Leadership. The authoritarian leadership model used in many

schools in America allows the leader to dictate work methods and processes in a

highly structured environment where rules restrict employee behaviors in hopes of

optimizing work production (McKinney et al., 2017; Smith et al., 2017). Problems

are identified and solved by the leader without employee involvement (Smith et al., 2017; Sternbuerg, 2013). Also, the authoritarian method ensures work is completed quickly and strictly in alignment with the original vision (Sternberg, 2013).

Drawbacks of the strict leadership model include low staff morale, high absenteeism, no plan to improve employee skill sets, punitive actions, less employee buy-in, and discouragement of the creative out-of-the-box thinking (Smith et al. 2017). Authoritarian leadership manifests itself in organizations requiring an urgent turnaround, emergencies, and when employees lack the knowledge-based and skill set to contribute to the decision-making process (Sternberg, 2013). The authoritarian model is not a useful leadership model for schools (McKinney et al., 2015).

Democratic Leadership. Democratic leaders prefer to work with staff to balance workload output with staff morale in the attainment of progress towards the organization's vision collaboratively. The democratic leader knows organizational members and frequently speaks with employees to encourage innovation and creative solutions to problems, subsequently involving all members of the organization in the decision-making process (McKinney et al., 2015). The democratic method promotes buy-in from employees through mutual trust, cooperative planning of the organization's future, and maintaining a dedicated effort to developing employee skills and leadership capabilities (Smith et al., 2017; Sternberg, 2013). Democratic leaders also strive to include students and community members in the decision-making process (McKinney et al., 2015).

Democratic leadership is time-consuming and requires a means for quality control due to its susceptibility to human error. Also, democratic leadership needs a skillful communicator capable or orchestrating the teamwork process across large organizations. Democratic leadership strategies appear in situations where input from organizational specialists are required to solve problems and create the future pathway of the association (Smith et al., 2017; Sternberg, 2013). Also, the process is used to build a consensus from constituents to ensure support for the organization's vision.

Laissez-Faire Leadership. The laissez-faire leadership model provides a bottom-up framework where employees have the freedom to make decisions without consulting the organizational leader or other employees (Sternberg, 2013). Corporate leaders operate in the background of the organization as employees are empowered to control the destiny of the organization. Sternberg (2013) identified several drawbacks to this model, including a viewpoint that the administrative leader is abrogating their role as a leader, simply leaving their duties to be carried out by other members of the organization. Another danger of the laissez-faire model involves employees placed in positions of higher power than they can reasonably assume. In the laissez-faire environment, the leader does not care to know what is happening; therefore, employees make decisions in their own best interests. The laissez-faire leadership model is most effective with independent employees and goal-oriented, thriving off of the sense of autonomy and independence. Externally motivated and skilled professionals flourish in this environment.

Transactional Leadership. Transactional leaders are passive and resistant to change. They are task-oriented, which aligns with their preferred management style and decision-making process. Transactional leaders develop organizational goals linking performance to rewards and consequences (Nazim & Mahmood, 2016; Shatzer et al., 2013). Employees receive awards and praise for desirable performance aligned to the organization's goals promoting a sense of shared values and empowered team members (Nazim & Mahmood, 2016).

The drawback to transactional leadership is negative consequences are administered for work not completed, and the lack of employee involvement in the decision-making process (Nazim & Mahmood, 2016). The transactional leadership model is in vetted companies that require employees to perform the same task in the same way over extended periods, subsequently requiring little to no on-going organizational change (Nazim & Mahmood, 2016).

Transformational Leadership. Transformational leaders lead by example and have the ability to motivate organizational members through the development of a corporate vision and goals designed to empower employees to take innovative risks (McKinney et al., 2015; Moral et al., 2018; Robertson, 2016). Transformational leaders encourage stakeholders to build on their passion for the organization's vision by empowering them to be creative and innovative in carrying out their job duties (McKinney et al., 2015, p.154). The establishment of common goals mobilizes employees to work together to perform the functions necessary to satisfy organizational aspirations (Moral et al., 2018). Leaders encourage followers through

established relationships and aligning performance tasks to the organization's goals (McKinney et al., 2015).

A drawback of transformational leadership is the lack of extrinsic rewards, subsequently requiring the hiring of intrinsically motivated employees (Lamm et al., 2016). While businesses have used transformational leadership for decades, it has just begun to emerge in educational institutes, and therefore few studies show its implementation by principals (Lamm, 2016; McKinney et al., 2015 Shatzer et al., 2013).

Transformational leaders are change agents who mold followers, values, and priorities to match those of the organization by capitalizing on the use of emotional intelligence strategies. Combining emotional intelligence techniques with transformational leadership is a powerful leadership style known for motivating employees to exceed their perceived capabilities for job performance (McKinney et al., 2015; Segredo et al., 2017). Moral et al. (2018) notes research fails to support the use of transformational leadership in schools due to the lack of evidence showing improved student achievement. However, transformational leadership is preferred in institutions requiring a cultural overhaul (Moral et al., 2018; Pang & Pisapin, 2012).

Distributive Leadership. Distributive leadership dispenses leadership amongst all members of the organization to gain buy-in and enhance work quality by capitalizing on employees strengths (Black et al., 2017; Meyers, 2017; Moral et al., 2018; Wang et al., 2015). The model promotes the collaborative work of the organization to plan, implement, assess, and replan the teaching and learning process.

Frequently, organizations use an executive committee to represent employees'

interests during proactive reflection meetings. A primary focus of distributive

leadership is to continuously build leadership capacity to avoid interruptions to the

organization when members leave.

A drawback to this model is the need for a visionary leader capable of

facilitating meetings to ensure consistent alignment with organizational goals (Leaf &

Odhiambo, 2016). Meyers (2017) notes distributive leadership increases

organizational productivity and employee commitment by stabilizing the environment

in the face of principal turnover. Effective schools, implementing the distributive

leadership model assistant principals work collegially with executive leadership

teams to enhance the effectiveness of the organization (Black et al., 2017; Hilliard &

Newsome, 2013; Leaf & Odhiambo, 2016; Searby et al., 2017).

Attributes of Effective Principals

Student achievement is impacted by two key factors: quality of instruction and

quality of the building principal. Research highlights four factors of the principalship

impacting student achievement: setting the direction of the institution, providing

instructional leadership, building staff capacity, and shaping the culture (Burrows-

McCabe, 2013; Kempa et al., 2017; Khumalo & Van der Vyver, 2020; Maponya,

2020; McKinney et al., 2015; Meyers & Hitt, 2017; Ylimaki et al., 2007). While

these factors are viewed as significant, the characteristics of the principal also impact

the well-being of the organization. Meyers & Hitt (2017) identified the following 12

attributes essential for principals to possess: "belief that positive change can and must

happen, strong moral mission, determination or courage, competitiveness, willingness

to disrupt complacency, responsiveness or urgency, systems thinker, hope and

enthusiasm, ethical guide, effective communicator, relationship builder, and

adaptability" (p. 52).

McKinney et al., (2015) identified 21 professional and personal qualities of

the principal believed to impact student achievement: "culture, discipline, order,

resources, curriculum knowledge, assessment, instruction, curriculum involvement,

vision, focus, contingency rewards, outreach, communication, affirmation, input,

positive staff relationships, role optimizer, change agent, morals and beliefs,

monitoring and evaluating, flexibility, situational awareness, and intellectual

enhancer" (p. 156). Likewise, Moral, Martin-Romera, Martinez-Valdivia, and Olmo-

Extremera (2018) believe principals must possess the following qualities "clarity of

vision, determination, responsiveness and courage of conviction, and their work is

informed and driven by strong, clearly articulated moral and ethical values" (p. 36).

Roles and Responsibilities of Assistant Principals

District level handbooks vaguely outline the roles and responsibilities of

assistant principals. Oleszewski, Shoho, and Barnett (2012) and Weller and Weller

(2002) noted there is no universal job description for assistant principals, and this lack

of clarity has negatively impacted job-performance and emotional wellness due to the

overwhelming nature of managerial job tasks coupled with the exhaustive list of

supervisory and organizational job duties. Several categories of job duties of the

assistant principals have emerged in research over the past decade. They include

student discipline, student management, personnel management, orientation

programs, master schedule development, supervisory tasks, and student attendance

(Clayton & Bingham, 2018; Cosner et al., 2015; Enomoto, 2012; Kwan, 2009; Leaf &

Odhiambo, 2016; Lim, 2019; VanTuyle, 2018).

Student management and student discipline still rank as the number one job

responsibility consuming the assistant principals' time with the least amount of time

dedicated to professional development (Kwan, 2009; Lim, 2019; Oleszewski et al.,

2012; Searby et al., 2017; VanTuyle, 2018). Instructional leadership did not appear

on the list until the 2000s as a top job priority, and many assistant principals feel

underprepared in this category (Glanz, 1994; Kwan 2009; Oleszewski et al., 2012).

Furthermore, Searby, Browne-Ferrigno, and Wang (2017) reported that even though

instructional leadership is a top priority, assistant principals dedicate most of their

time to school management functions.

Career Trajectory of Assistant Principals

Assistant principals enter the field of school administration with varying

degrees of expectations for advancement. Marshall and Mitchelle (1991) developed a

career adjustment model following their field study regarding the career trajectory of

assistant principals. An examination of data revealed five career types: upwardly

mobile, career, plateaued, shafted, and those considering leaving the profession

(Bayler, 2017; Bryant et al., 2017; Marshall & Mitchelle, 1991).

Upwardly mobile. Upwardly mobile assistant principals focus on

advancement to the principalship as such aspiring principals develop a robust

professional network throughout the school district and commonwealth. Members of

the professional network provide valuable assistance and insight regarding work

assignments and participate in professional learning opportunities together when

possible (Olszewski et al., 2012; Shore & Walshaw, 2016). The upwardly mobile

assistant principal volunteers to serve on district-level committees and is a member of

local, state, and national organizations (Olszewski et al., 2012). Furthermore, they

are willing to take calculated risks engaging only in tasks or activities seen as

advantageous to career advancement (d'Arbon et al., 2002; Olszewski et al., 2012;

Shore & Walshaw, 2016).

The upwardly mobile assistant principal strives to exceed the expectations of

their direct supervisor when assigned specific leadership tasks such as serving as the

chairperson of the school safety committee (Olszewski et al., 2012). Finally, the

individual coordinates their appearance and image with the expectations the school

district holds for its senior leadership team and building principals (d'Arbon et al.,

2002; Olszewski et al., 2012).

Career assistant principal. The career assistant principal has no aspiration

of moving into the principalship due to being highly satisfied with this position

(Olszewski et al., 2012; Shore & Walshaw, 2016). While these individuals have a

positive relationship with community members, teachers, students, and the building

principal, they value having time to devote to personal interests outside of the school

(d'Arbon et al., 2002; Olszewski et al., 2012). The career assistant principal is deeply

ingrained in the school's culture and as such an asset to the decision-making process

and is given a great deal of latitude and authority to make decisions regarding school programming and daily operations (d'Arbon et al., 2002; Olszewski et al., 2012). Due to the desire to spend time on personal interests, the individual rarely participates in professional development or joins local, state, or national organizations (Olszewski et al., 2012).

   Plateaued. The plateaued assistant principal has applied for principalship openings but been denied an interview or interviewed unsuccessfully. The individual has become disgruntled with the school divisions district-level administrators, feeling they are passed over despite feeling qualified for the position. These individuals do not have a mentor and have likely made severe mistakes or social errors that have pigeonholed them into the assistant principalship role due to a failure to meet the expectations of the profile of an administrator within the school district (d'Arbon et al., 2002; Olszewski et al., 2012). Furthermore, the plateaued assistant principal also demonstrates an inability to carry out primary duty assignments related to student discipline, teacher evaluations, student attendance, and does not respond well to critical feedback regarding job performance (Oleszewski et al., 2012). As a result of recognizing the district's position regarding career advancement, the plateaued assistant principal accepts their career trajectory and serves as a career assistant principal (Oleszewski et al., 2012).

   Shafted. The shafted assistant principal was on track for promotion; however, circumstances beyond their control likely prevented the opportunity for upward mobility. For example, the school division may have lacked vacancies for

each of the qualified candidates or may not have had an opening matching the

candidate's credentials. However, there are times when an assistant principal is

shafted because they openly defy the expectations of the school division or lack

executive skills in the areas such as communication, emotional intelligence, or

instructional leadership (d'Arbon et al., 2002; Oleszewski, 2012).

        Consider leaving the profession. Assistant principals leave the profession

for a variety of reasons. Marshall and Mitchelle (1991) and Bayler (2017) note one

primary reason is they feel overqualified for the position or undervalued for the

contribution provided to the organization. Others leave the profession due to the

massive workload that seems to be never-ending and the intrusion of the workload on

their personal life.

Leadership Preparation for Assistant Principals

        The review thus far has provided an overview of the core practices of

effective principals, and it is evident the skills needed to be an effective principal do

not overlap with the job responsibilities of assistant principals (Black et al., 2017;

Cosner et al., 2015; Kwan, 2009; Leaf & Odhiambo, 2016; McKinney et al., 2015;

Shore & Walshaw, 2016). Therefore, school divisions must develop principal

succession plans including professional training for top-caliber assistant principal

viewed as potential candidates for the principalship (Black et al., 2017; Enomoto,

2012; Fusarelli et al., 2018; Gimbel & Kefor, 2018; Kwan, 2009; Lee, 2014). The

development of the assistant principal's leadership capacity relies on the

intentionality of the school district's development of a formalized plan for managing

the career progression of aspiring principals.

Gurley et al., (2015) note while formalized planning and training are

necessary, only one in four school districts report providing professional learning

opportunities for assistant principals. However, of those reports, many school

districts noted the effort is geared towards recruitment of assistant principals more so

than actual skill development of current assistant principals (Enomoto, 2012; Gurley

et al., 2015; Peter-Hawkins et al., 2018). The lack of research regarding the assistant

principalship and relatively limited training opportunities places the burden of

developing assistant principals on individual school districts and professional

associations (Black et al., 2017; Cosner et al., 2015; Gimbel & Kefor; 2018;

McKinney et al., 2015; Oleszewski et al., 2012).

In nearly a quarter of all states, alternative assistant principal licensure

programs have been developed to address the critical shortage of school

administrators in the late 1990s and early 2000s (Education Commission of the

States, n.d.). School administrators participating in the alternative licensure programs

forego the rigor of the coursework implemented in traditional university programs.

For example, in Virginia the regular university program requires 36-39 credits, and

the alternative licensure program requires only 18 university credits in specified

courses.

Professional development for assistant principals is rare in most areas;

however, assistant principals identify the National Association of Secondary School

Principals (NASSP) and National Association of Elementary School Principals

(NAESP) as primary providers of professional development (Oleszewski et al., 2012).

Also, states such as North Carolina, Florida, New York, and Pennsylvania have

developed AP organizations; however, there are no national organizations dedicated

to the assistant principalship.

     As a result of limited professional development opportunities, many school

districts have developed training programs designed to improve the candidacy pool

for the principalship. Primarily these programs consist of mentor programs,

recruitment practices, internship programs, generalized skill development, and

socialization (Burrows-McCabe, 2014; Gimbel & Kefor, 2018; Gurley et al., 2015;

Hilliard & Newsome, 2013; Oleszewski et al., 2012). Gurley et al. (2015) also

recommended assistant principals routinely discuss curriculum and instruction with

teachers and department chairpersons to increase their instructional leadership

capacity. Cosner et al., (2015) notes professional development programming must

include an individualized professional learning plan and leadership coaching several

hours per week.

     Mentorship Programs. Gimbel and Kefor (2018) define the mentoring

process of paring a less experienced leader with a veteran mentor to share

professional knowledge and providing a support network for the new leader.

Oleszewski et al. (2012) state that mentorship is the single most significant

component of skill development and longevity in the profession. The principal

mentor is a critical factor in the growth of an aspiring principal (Cosner et al., 2015;

Enomoto, 2012; Gimbel & Kefor, 2018; Gurley et al., 2015; Khumalo & Van der

Vyver, 2020; Leaf & Odhiambo, 2016; Ylimaki et al., 2007). Fusarelli et al., (2018)

identified five core components of effective mentorship programs (a) the process is

viewed as a professional growth opportunity for the mentee and mentor; (b) mentors

receive compensation; (c) the mentor and mentee should have a similar demographic

background; (d) mentors are trained; and (e) formal criteria are established for the

selection of mentors.

       While some professional organizations such as the NAESP offer professional

mentors, who have met minimal competencies, this is often financially prohibitive to

many school districts. Therefore, the school district is responsible for developing a

training protocol for mentors (Gimbel & Kefor, 2018). School districts often

overlook the process of establishing criteria for mentors, and local training programs

for mentors are nearly nonexistent. Gimbel and Kefor (2018) suggest mentors

receive training in the following areas "mentor competencies, the norm of

collaboration, resources for mentors, entry planning, principal evaluation standards,

and receive articles supporting mentoring" (p. 28).

       Internship Programs. Internships in the field of school administration

prepare aspiring principals for leadership roles when skilled and experienced

principals provide hands-on leadership opportunities (Cosner et al., 2015; Enomoto,

2012; Gurley et al., 2015; Leaf & Odhiambo, 2016; Kearney & Herrington, 2013).

Also, aspiring principals benefit from internship experiences within their current

school division, more significant gains in knowledge and skill are experienced when

the candidate's internship experiences expand to other school divisions. Furthermore,

preparation programs for aspiring school administrators often do not require

internship placements despite research highlighting the positive impact of the

internship on the development of essential administrative skills. While internships

are generally considered a part of the university program Ylimaki (2007) notes that

the internship experience provides job-embedded contextually relevant professional

learning and would be beneficial for the aspiring principal.

  Skill Development. Assistant principals also request professional

development in the areas of content knowledge, school finance, teacher supervision,

technology, personnel matters, time management, and work-life balance, conflict

management, facilities management school law, creating a culture of collaboration,

and curriculum and instruction (Barnett et al., 2012; Khumalo et al., 2017; Kwan,

2009). Assistant principals also request training addressing special education, school

culture, staff evaluation, establishing good relations with school board office

personnel, and budgeting (Black, 2017; Burrows-McCabe, 2013; Cosner, 2015;

Gurley et al., 2015; Kwan, 2009; Khumalo et al., 2017). Moral et al. (2018)

recommended these types of training take place over a minimum of two years and

include job-embedded opportunities to practice newly learned skill sets.

  Socialization and succession. Career socialization for assistant principals

falls into two primary categories: socialization and succession process. Each process

involves the learning of cultural norms, values, and expectations of the position

through job-embedded experiences (Enomoto, 2012; Khumalo & Van der Vyver, 2020; Olszewski et al., 2012).

Rothwell (2001) defined "succession planning in the business world as, a deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retaining and developing intellectual and knowledge capital for the future, and encouraging individual advancement" (p. 6). Many international school districts such as Singapore, Hong Kong, Finland, and Japan recognize the benefits of implementing succession planning techniques and report high performing school districts as a result of intentionally preparing school leaders to take the helm when principals leave or retire (Fusarelli et al., 2018). Although little exists on the use of succession planning in education Hargreaves and Fink (2006) believe, "effective succession means having a plan and making plans to create the positive and coordinated flows of leadership across many years and numerous people, that will secure improvement over time" (p. 92). Fusarelli et al. (2018) stresses the importance of "systematically identifying and developing leadership talent for future endeavors" (p. 294), subsequently avoiding the haphazard nature of placing mediocre leaders in key leadership roles.

The assistant principal socialization process occurs through mentorship programs pairing the new administrator with a veteran principal capable of guiding the assistant principal through the formative years of their career (Fusarelli et al., 2018). The socialization process includes learning the norms and expectations of the

school district, enabling the new administrator to perform appropriately in social situations (Oleszewski et al., 2012).

Summary

The study examines the evolution of the assistant principalship and its connection to the need for professional development to support career advancement and career satisfaction. Researchers have determined alternative licensing programs, lackluster university training, and a lack of leadership opportunities embedded into the assistant principalship warrant training in three core areas: instructional leader, systems thinking, and emotional intelligence. Furthermore, it is imperative to differentiate instruction to accommodate the individualized needs of novice, emerging, and veteran leaders (Khumalo & Van der Vyver, 2020). Providing target professional learning opportunities will shift the assistant principal from the forgotten leader to a highly impactful leader capable of serving schools across the achievement spectrum.

Who is the capstone meant to impact?

The LEAD-17 Program for Assistant Principals is a training program designed to guide APs in building a signature leadership framework as they plan for career advancement. Furthermore, the program provides training for APs that establishes a succession planning process by providing on-going job-embedded training for APs at the school district level. School districts will benefit by having a reliable succession planning program to ensure APs are prepared to fill higher-level leadership positions.

Building leadership capacity within the school district ensures schools have access to effective leaders, which is paramount to the school's success.

Context of the Capstone

The literature review reveals a lack of research and training programs dedicated to the needs of assistant principals preparing for the role of the principalship. The research is designed to explore the professional learning needs of assistant principals and to develop a hands-on job-embedded district level training program targeting the development of the skills and traits required to develop the assistant principal's leadership capacity. The LEAD-17 Program for Assistant Principals will provide training in the areas of instructional leadership, emotional intelligence, and utilizing the systems thinking approach. The initial training will focus on providing an overview of the skills and traits required to serve as successful principals, followed by opportunities to focus more explicitly on one of the three focal areas.

Currently, school districts across the nation fail to attract highly qualified candidates to fill PK-12 principalship vacancies as assistant principals are ill-prepared to assume the role due to a lack of intentional training designed to prepare them for this role. Professional development training explicitly designed to meet the needs of assistant principals is scarce in most states, resulting in school divisions having to develop homegrown training opportunities, which are also limited in scope and breadth of target and intentional training. School divisions frequently lack the infrastructure necessary for development, implement, and sustain training for

assistant principals. Finally, many states do not have a professional organization

dedicated to the assistant principals; however, most have state affiliated organizations

for principals.

Instructional Design Methodology

The capstone project regarding succession planning and the development of

assistant principals was selected due to the limited research in the field and a limited

number of programs addressing these concerns. The recruitment, hiring, and

induction of APs combined with continued professional development in systems

thinking, instructional leadership, and emotional intelligence will increase both the

quality and quantity of the candidate pool for division leadership vacancies. However,

few training programs are encompassing all these components, subsequently

jeopardizing the future of schools.

The LEAD-17 program is built upon John Keller's Attention, Relevance,

Confidence and Satisfaction (ARCS) instruction model in the design of the learning

materials (Texas Tech University Worldwide eLearning, n.d.). Working with adult

learners requires the implementation of motivational techniques throughout all facets

of the program. "There are four components of the ARCS model and stands for

Attention, Relevance, Confidence, and Satisfaction" (Texas Tech University

Worldwide eLearning, n.d., p. 1). Each of the four core components also has

subcategories designed to provide additional guidance for the implementation of the

model.

Attention. The first component of the model is attention, which addresses the

need to secure the learner's interest in the content included in the presentation.

Keller's subcategories note three ways to gain and maintain the learner's attention:

perceptual arousal, inquiry arousal, and variability. Perceptual arousal reflects the use

of real-world examples and the inclusion of perspectives likely to differ from the

perspective of the traditional learner. The inquiry arousal ensures the use of hands-on

and inquiry-based activities requiring learners to think critically about newly learned

content (Texas Tech University Worldwide eLearning, n.d.).

Relevance. The second component of the ARCS model is relevance, which

guides how to structure the learning to draw immediate connections to experiences

APs and school districts are currently encountering. Maintaining learner motivation

requires goal setting, motive matching, and familiarity with the subject matter. In

setting the training goals, the presenter will need to explain how the information will

be of worth to the learner. Furthermore, the program will need to provide options for

learners regarding instructional methods that best suit their needs. Establishing

familiarity with the content ensures the presentation offers opportunities for learners

to draw connections between previous experiences and newly learned material (Texas

Tech University Worldwide eLearning, n.d.).

Confidence. The third component of ARCS is confidence. With this realm,

training participants, the presenter ensures learners understand the session objectives

and have mastered the prerequisites required for success with new material. By

providing multiple success opportunities, participants build their level of confidence

and readiness for receiving additional feedback regarding strengths and areas of

growth. It is also essential to provide learners with a sense of personal control over

their learning by providing opportunities to internalize the material by engaging in

design activities regarding implementation within their current job duties (Texas Tech

University Worldwide eLearning, n.d.).

Satisfaction. The final component of the ARCS instructional model is

satisfaction. Provide an equitable learning opportunity for all learners by outlining the

expectations for designing implementation plans for the workplace based on the

content that will be presented through the LEAD-17 Program for Assistant Principals.

According to Keller (n.d.), it is equally important to address intrinsic and extrinsic

motivational factors throughout the program (Texas Tech University Worldwide

eLearning, n.d.).

Why were this capstone and related strategies selected?

The LEAD-17 capstone project was selected to fill a gap in the research

regarding training for assistant principals aspiring to the principalship. Preexisting

research is used to identify the specific training needs of assistant principals, and this

information is used to design training to address the overall needs of the population.

The training session will be followed by the opportunity for participants to attend

additional training sessions, individualized virtual coaching, and participation in

professional learning networks explicitly designed for assistant principals. The

website for the program will provide links to professional information for assistant

principals enabling them to access information at their convenience. Providing

information via social media and through the website ensures ongoing access to

professional development, which is a key to developing aspiring principals who are

prepared to fill principalship vacancies.

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Appendices

Appendix A: Workshop Agenda and Outline

Time	Agenda	Materials	Handbook
8:00	Training Overview • Program Introduction • Career Overview • Training Objectives	Slides 1-4	Pgs. 1-3
Module 1: Leadership Legacy			
8:10-8:25	• Emotional Intelligence: Goleman's Framework	Slides 5-6	Pgs. 6
8:25-8:35	• Activity 1.1: My Leadership Legacy	Slide 7	Pgs. 7
8:35-8:45	• Activity 1.2: My Leadership Legacy Profile	Slide 8	Pgs. 8-9
8:45-9:00	• Activity 1.3: My Leadership Legacy	Slide 9	Pgs. 10-11
9:00-9:15	• EI and Attributes of Effective Principals • Activity 1.4 My Leadership Legacy	Slide 10	Pgs. 12
Professional Standards for Educational Leaders (2015)	• Standard 2: Ethical and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 5: Community of Care and Support for Students • Standard 6: Professional Capacity fo School Personnel • Standard 7: Professional Community for Teaches and Staff • Standard 8: Meaningful Engagement of Families and Community		
9:15-9:30	• Activity 1.5 My Leadership Legacy • Essential Roles of the Principal • Roles & Responsibilities of Assistant Principals • Skill Development of Assistant Principals • Career Trajectory • Activity 1.6 My Leadership Legacy	Slides 11-16	Pgs. 13-17

9:30-9:45	• Activity 1.7 Career Planning Matrix	Slide 17	Pgs. 19
Professional Standards for Educational Leaders (2015)	• Standard 1: Mission, Vision, and Core Values • Standard 6: Professional Capacity of School Personnel • Standard 7: Professional Community for Teachers and Staff • Standard 9: Operations and Management		
9:45-10:00	**BREAK**		

Module 2: Engineering the Environment

10:00-10:05	• Introduction: Engineering the Environment	Slides 18	Pgs. 20
10:05-10:12	• Activity 2.1 Engineering the Environment & Initiatives	Slide 19	Pgs. 21
10:12-10:20	• Holistic Leadership	Slides 20-21	Pgs. 22-23
10:20-10:30	• Leadership Engineering and its four key components	Slides 22-23	Pgs. 24
10:30-10:38	• Activity 2.2 Engineering the Environment Decision Tree Diagram	Slides 24-25	Pgs. 25-26
10:38-10:50	• Activity 2.3 Multidimensional Point of View	Slides 26-27	Pgs. 27-28
10:50-11:15	• Influencing Indirectly	Slides 28-35	Pgs. 29-32
11:15-11:30	• Evaluating Significance • Activity 2.4 Evaluationg Significance	Slides 36-38	Pgs. 33
Professional Standards for Educational Leaders (2015)	• Standard 1: Mission, Vision, and Core Values • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care and Support for Students • Standard 7: Professional Community for Teachers and Staff • Standard 9: Operations and Management		

	• Standard 10: School Improvement		
11:45-12:30	**LUNCH BREAK & NETWORKING**		

Module 3: Leadership by Design

12:30-12:45	• Leadership Framework • Activity 3.1 Leadership Design and Framework Development	Slides 39-40	Pgs. 35
12:45-1:00	Galbraith's STAR Model for Leadership Introduction	Slides 41-42	Pgs. 36
1:00-1:45	• STAR Model: Strategy & Direction • Activity 3.2 (10 Mins) • Activity 3.3 (10 Mins) • Activity 3.4 (10 mins)	Slides 43-47	Pgs. 37-40
1:45-1:55	• STAR Model: Structure & Power	Slides 48-49	Pg. 41
1:55-2:10	**BREAK**		
2:10-2:50	• STAR Model: Process & Information • Activity 3.5 (20 mins) • Activity 3.6 (10 mins.)	Slides 50-53	Pgs. 42-44
2:50-3:10	• STAR Model Motivation & Reward	Slides 54-57	Pgs. 45-46
3:10-3:25	• STAR Model People Skills & Mindsets	Slides 58-60	Pgs. 46-48
3:25-4:00	**Questions/Feedback/Networking/Next Steps** **"I Like, I learned, I wish, I wonder" Activity**		
Professional Standards for Educational Leaders (2015)	• Standard 1: Mission, Vision, and Core Values • Standard 3: Equity and Cultural Responsiveness		

	• Standard 4: Curriculum, Instruction, and Assessment
	• Standard 5: Community of Care and Support for Students
	• Standard 7: Professional Community for Teachers and Staff
	• Standard 9: Operations and Management
	• Standard 10: School Improvement

Appendix B: Professional Development Presentation and Trainer Notes

LEAD-17

A PROFESSIONAL DEVELOPMENT SERIES FOR ASSISTANT PRINCIPALS

LEAD 17

LEADERSHIP ENGINEERING AND DESIGN

By: Melissa D. Hensley

Training Goals:

The Leadership Engineering and Design-17 (LEAD-17) program strives to develop assistant principals capable of overseeing the operational performance and complexities of the 21st-century school culture. From an engineering perspective, we examine the skills and tools necessary for aspiring principals to artfully design, build, create, and monitor innovative schools focused on working collaboratively with stakeholders to advance student learning. The LEAD-17 program is intended to help participants frame their leadership beliefs and operational tactics to build a leadership legacy reflective of the Professional Standards for Educational Leaders (PSEL).

The training modules include:
- ➢ Building a leadership legacy: A self-examination of personal and professional leadership qualities, characteristics, and goals.
- ➢ Engineering the Environment: A holistic approach to educational leadership for 21st-century schools.
- ➢ Leadership by Design: Intentionally developing the school's infrastructure for sustainable leadership and continuous renewal.
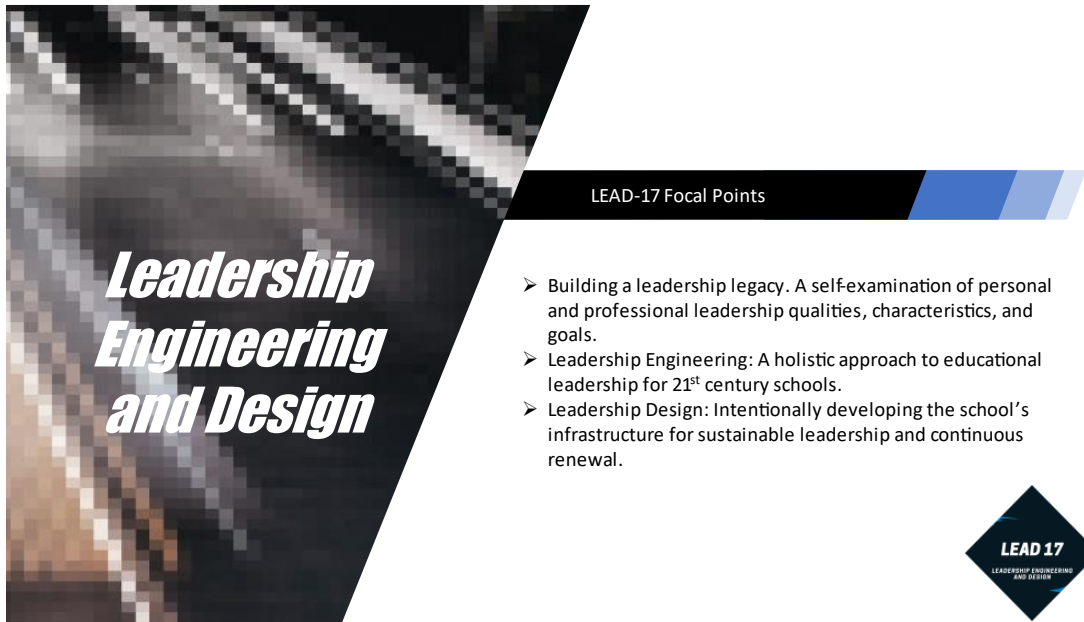
The training is designed as an eight-hour professional development day.

Additional support services and resources are located on the LEAD-17 website.
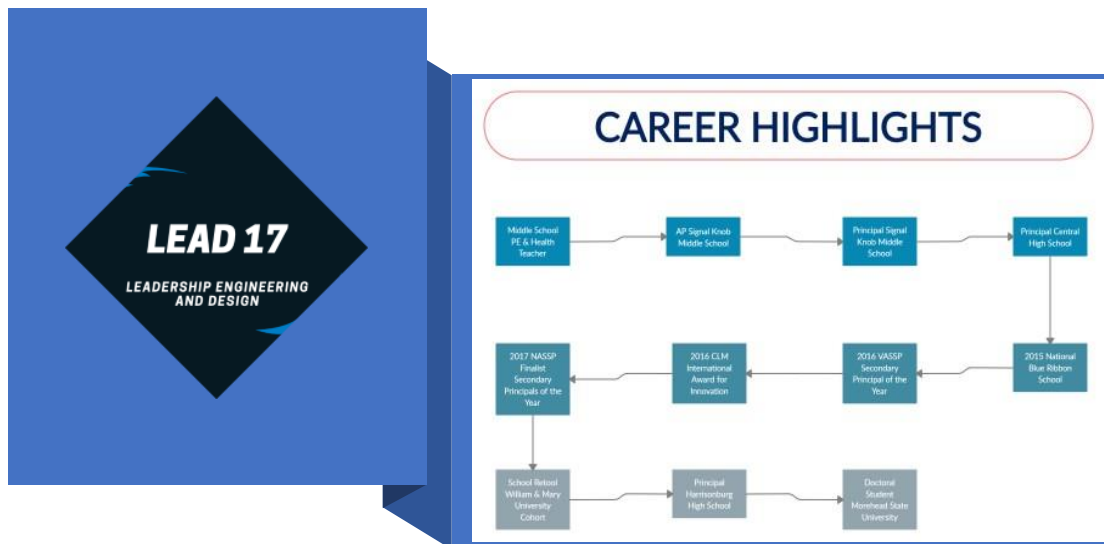
I began my career as a middle school health and physical education teacher, coach, school standardized state testing coordinator, and a plethora of other roles. At the urging of Joe Dudash, Principal of Elkton Middle School at the time, I completed the course work for my licensure in educational leadership. I served as an assistant principal and then principal at Signal Knob Middle School (SKMS) in Shenandoah County, Virginia. After spending seven years as an assistant principal and principal at SKMS, the superintendent tasked me with taking over the principalship at Central High School (CHS). During my tenure, CHS received the designation of a National Blue-Ribbon School for Exemplary Academic Performance in 2015, and in 2016 I was named the Virginia Secondary Principal of the Year by the Virginia Association of Secondary School Principals (VASSP). I was later named a 2017 National Finalist for the National Secondary Principal of the Year Distinction—one of three in the country---while I was not selected as the NASSP Principal of the year---it was an honor to receive such a high level of distinction. Other noteworthy experiences included the 2016 receipt of the International Award for Innovation from the Competent Learner Model Center of Excellence and receiving acceptance into the 2017 William & Mary University School Retool cohort. A firm believer in professional and personal growth in the Fall of 2018, I applied to and was accepted into the Doctor of Education program at Morehead State University. In July 2019, I applied for and accepted the principalship of Harrisonburg High School within the Harrisonburg City Public School district.

LEAD-17 Focal Points

➢ Building a leadership legacy. A self-examination of personal and professional leadership qualities, characteristics, and goals.
➢ Leadership Engineering: A holistic approach to educational leadership for 21st century schools.
➢ Leadership Design: Intentionally developing the school's infrastructure for sustainable leadership and continuous renewal.

Training begins at 8:00 a.m.

The Leadership Engineering and Design program is a comprehensive platform designed to provide on-going systemic professional development specifically designed to meet assistant principals' needs. Today's training targets the following focal points:

➢ Building your leadership legacy. An examination of self and research-based characteristics and traits.

➢ Leadership Engineering: A holistic approach to educational leadership for 21st-century schools.

➢ Leadership Design: Intentionally developing the school's infrastructure for sustainable leadership and continuous renewal.

Instructional Design Methodology

Instructional Design

John Keller's (2010) ARCS Instructional Model highlights the need for the use of motivational techniques throughout all facets of the training.

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

(Keller, *Google Image*)
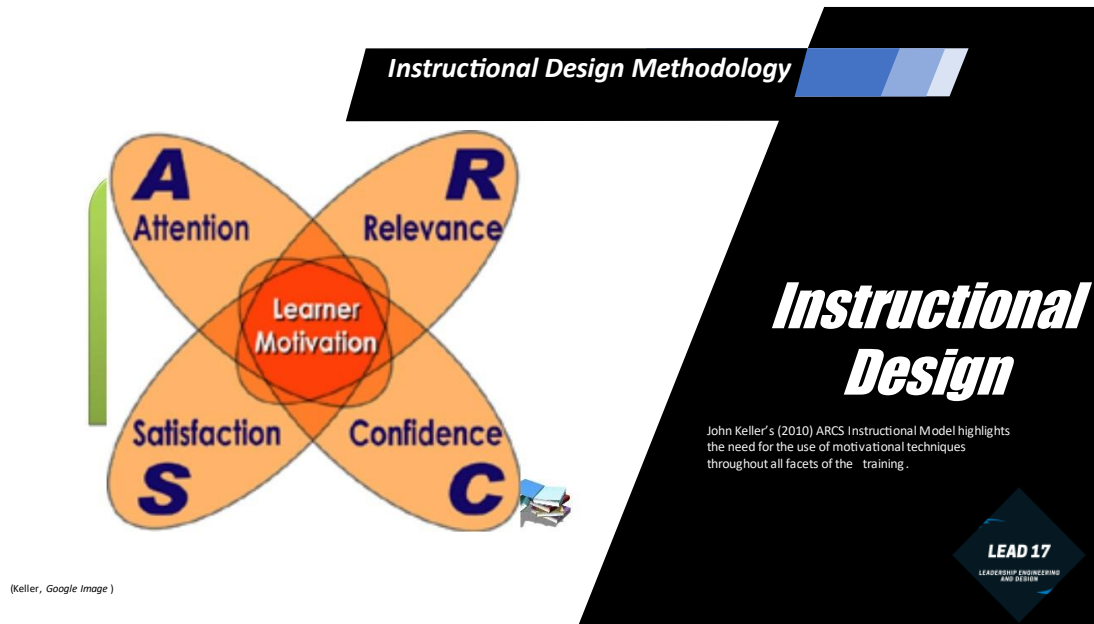
Perceptual arousal reflects real-world examples and the inclusion of perspectives likely to differ from the traditional learner's perspective. The inquiry arousal ensures the use of hands-on and inquiry-based activities requiring learners to think critically about the content (Keller, 2010).

Establishing relevance by structuring the learning to draw immediate connections to experiences assistant principals (AP) and school district leaders are currently encountering. Maintaining learner motivation requires goal setting, motive matching, and familiarity with the subject matter. In setting the training goals, the presenter will need to explain how it will be worthy to the learner. Furthermore, the program will need to provide options for learners regarding instructional methods that best suit their needs (Keller, 2010).

Confidence. Learners will demonstrate an understanding of the training objectives. By providing multiple success opportunities, participants build their confidence and readiness for receiving additional feedback regarding strengths and areas of growth. It is essential to provide learners with a sense of personal control over their learning by providing opportunities to internalize the material by engaging in design activities regarding implementation within their current job duties (Keller, 2010).

Satisfaction. Provide an equitable learning opportunity for all learners by outlining the expectations for designing implementation plans for the workplace based on the content presented through the LEAD-17 Program for Assistant Principals. According to Keller, it is equally important to address intrinsic and extrinsic motivational factors throughout the program (Keller, 2010).

Module- 1

"Today's world hungers for a whole new understanding of leadership" (Parks, 2014)

LEADERSHIP LEGACY

Sharon Parks (2014), the author of *Leadership, can be taught to* highlight the desire for leadership to be less top-down and more collaborative, and multi-directional. A leadership approach based on solving non-technical problems by using an emotionally intelligent system thinking approach to view the organization through a broader lens while empowering stakeholders to make decisions within an established organizational framework. Leaders demonstrating high levels of emotional intelligence are responsible for guiding elite organizations to achieve new success levels. While organizations lead by leaders lacking emotional intelligence fail to remove the barriers necessary to advance the organization to an advanced level. Elite leaders focus on solving non-technical issues by constantly reframing the organization through a bias for action. By becoming emotionally intelligent, we can build an exemplary leadership legacy through artful reflection of problem-solving versus creating temporary technical solutions that fail to advance the organization. The advancement of assistant principals in school leadership's artistry requires authentic learning experiences and thoughtful reflection of practice and self within an emotional intelligence framework.

Is EI Important in School Leadership?

SELF   **SOCIAL**

RECOGNITION

SELF-AWARENESS
Emotional Self-awareness
Accurate Self-Assessment
Self-Confidence

SOCIAL AWARENESS
Empathy
Organisational Awareness
Service Orientation

REGULATION

SELF-MANAGEMENT
Self-Control
Transparency
Adaptability
Achievement Drive
Initiative

RELATIONSHIP MANAGEMENT
Inspirational Leadership
Developing Others
Influence
Change Catalyst
Conflict Management
Building Bonds
Teamwork & Collaboration

Goleman's ET. 6.d

1
2
3
4
5

Emotional Intelligence

There is a link between who we are as a person and our leadership legacy.

To begin our journey, let us first consider our current leadership legacy through the framework of emotional intelligence (EI) versus our university coursework. EI examines the attributes, habits, and skills we develop through our daily interactions, experiences, and actions. "Research refers to EI as the capacity for recognizing our feelings and those of others, as well as the ability to effectively manage our feelings as we interact with others" (Doe et al., 2015, p. 105). EI is not a new phenomenon. It first appeared in the 1940s when David Wechsler and RW Leeper acknowledged the existence and relevance of affective intelligence, which is now traced to be the start of emotional intelligence. While many definitions of EI exist, most research agrees on four dimensions self-awareness, social awareness, self-management, and relationship management (Doe et al., 2015)

(Reference information located in the illustration on the slide)

Goleman (2006) notes there are three components of EI: 1) Awareness of our own emotions and the impact of our feelings on ourselves and others 2) Awareness of others emotional status and how it impacts their readiness and preparedness to work, and 3) The importance of our ability to use this emotional awareness of self and others to navigate our environments. Emotionally intelligent leaders "can identify, assess, and predict as well as take control of their own emotions as well as that of their team members" to advance organizational success by keeping the team focused on the school's purpose and goals (Doe et al., 2015, p. 105).

We no longer live in a society where cognitive intelligence alone will carry strong leaders; in fact, research shows the top corporate leaders demonstrate high levels of emotional intelligence. For example, supervisors and managers have lower EI levels than directors, and vice presidents and directors and vice presidents have lower EI levels than senior executives and CEOs. While many believe EI plays a crucial role in leadership success, it must be supported by knowledge, practice, and experience.
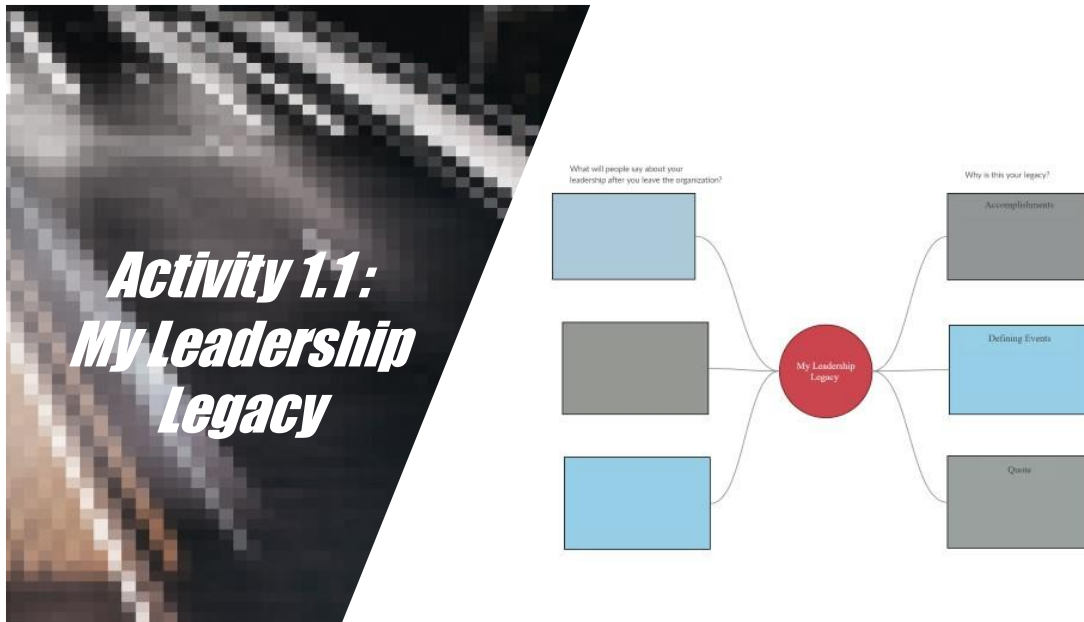
EI has been my most challenging leadership development area and has required the use of an executive coach, intentional reflection, and feedback to advance EI skills and emotional vulnerability. As my EI skills in this area improved, I found it easier to utilize a collaborative leadership approach to promote the organization and the people within the school.

In the school environment, EI is linked directly to building an influential culture where student achievement thrives. Effective school leaders demonstrate high levels of integrity and a desire for continuous learning. Furthermore, exemplary leaders acknowledge that they do not always have all the answers but are willing to find the answers. Strong leaders also demonstrate a substantial self-awareness level coupled with a willingness to step back or step up to make the right decisions. They are ultimately establishing themselves as having a strong presence within the organization and being someone, others look to for leadership. Your leadership qualities and EI skills define your leadership legacy.

Before today's workshop, you were asked to have your direct supervisor, likely your building principal, assess your current skill set based on the PSEL. The document provided the supervisor an opportunity to rank the overall standard and each indicator as proficient, emerging, not there yet, or no attempt to master standard yet. The completed document contains columns for ranking your current performance, mid-year performance, and end of year performance. Please reference the document throughout this segment of the workshop.

Activity 1.1: Let us look at your current leadership legacy. Looking at activity 1:1—in the left column, list three things others would say about your existing leadership legacy. In the right-hand column, identify the key factors that have led to this determination. Referring to Goleman's chart, highlight the leadership legacy traits according to the level of comfort (proficient: green; emerging, yellow; not there yet pink; and no attempt to master a skill, blue). To advance your leadership capacity, which areas do you need the most improvement? **Length of Activity:** 10-minute (7 minutes self-reflection and 3-minute discussion)
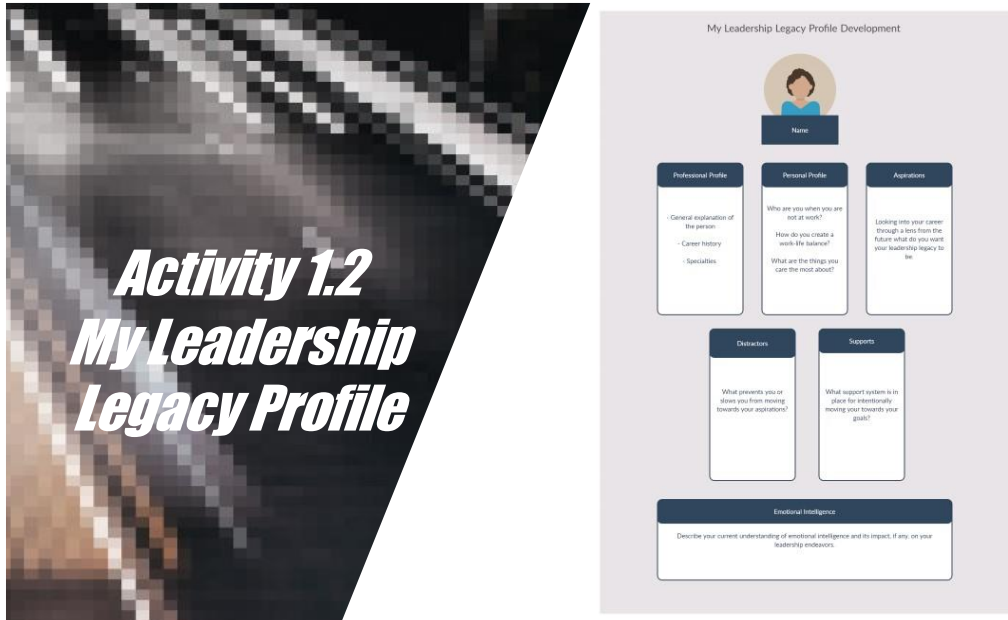
The development of EI begins with an analysis of understanding personal development. From Goleman's (2007) perspective, it includes understanding:

• Motivation: the drive to work and succeed
• Self-Awareness: understanding self, strengths and weaknesses and the impact that these have on others
• Self-Regulation: the ability to control emotions and think before acting
• Empathy: how well other people's viewpoints are understood and considered
• Relationship Management: communication and relating to others

According to Goleman (2007), people who feel balanced in their work and personal lives have a higher level of intuitiveness, enabling them to maintain a higher capacity to learn from experiences by examining the "personal motivations, choices, beliefs, and thought process that motivate others." Furthermore, EI lends to the development of people who can make effective decisions while leveraging their effectiveness. I have found this particularly true when working with the school's leadership team and guiding work sessions with the entire faculty.

Leadership style lends itself to a preference for, particularly, ways of doing things and actions to be taken in certain situations. At the same time, EI permits the leader to take the emotion out of situations and apply best practices in leadership competency by developing a climate of trust, risk-taking, continuous learning, and information sharing (Goleman, 2007). Highly emotionally intelligent leaders promote environments with high levels of energy, optimism, and transparency. In comparison, organizations dominated by low levels of EI are less healthy and ridden with anxiety and doubt. Creating an EI environment benefits the cultural development of the organization. While this is a necessary component, we must not lose sight of the importance of attending to the intentional design of operating a highly effective organization through systems thinking approach.

Activity 1.2: Invites us to examine our level of self-awareness by analyzing who we are through a professional and personal lens. We will also identify our aspirations and the distractors and support network that will enable you to move toward attaining your goals. Finally, look at the results of the EI indicator survey you were asked to complete before today's session, as well as the reflective evaluation provided by your direct supervisor, and reflect upon this information as you complete the activity. (Questionnaire EI link
https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf

Activity Length: 10 minutes (7 minutes activity with 3-minute discussion).

Before attending today's session, you were asked to complete the Myers Briggs Type Indicator (MBTI) short form. Katharine Briggs and Isabel Myers "suggests that if people differ in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills" (Hills, *Emotional Intelligence and the Myers Briggs Type Indicator*). The MBTI inventory focuses on identifying and describing 16 distinctive personality types from amongst the following.

• "Where a person prefers to get or focus their energy (Extraversion/Introversion)
• The kind of information that is gathered and trusted (Sensing/Intuition)
• Sensing (S) perception pays attention to details and current realities
• Intuition (N) perception pays attention to meanings, patterns, and future possibilities
• The process used in coming to decisions (Thinking/Feeling)
• Thinking (T) chooses decisions based on principles and logical consequences
• Feeling (F) chooses decisions based on values and consequences for people
• The preferred way to deal with the world (Judging/Perceiving)"

(Hills, *Emotional Intelligence and the Myers Briggs Type Indicator*)

Our MBTI specialist has created an individual profile for each participant, noting your MBIT type and characteristics. A copy of your MBTI analysis is enclosed in your portfolio for today's workshop. Why examine the MBTI? Because our personality type lends itself to behavioral preferences which manifest in our leadership styles and without self-reflection may prevent us from establishing the desired legacy.

Activity 1.3: Activity 1.3 is designed to guide you through a more in-depth analysis of your leadership style, attributes, tendencies, and biases. Included in your LEAD-17 Playbook for aspiring principals Translating research to practice are two charts illustrating MBTI and EI connections. To identify your

leadership style and characteristics, try using this leadership inventory
https://www.idealist.org/en/careers/quiz-leadership-style. Secondly, look at the MBTI and answer
the questions provided (Perrotta, 2019)

Activity Length: 15 minutes

Attributes of Effective Principals

Characteristics of Effective Principals

Belief positive change can happen
Strong moral mission
Determination and courage
Competitiveness
Willingness to disrupt complacency
Sense of urgency
Systems thinker
Hope
Enthusiasm
Ethical guide
Effective communicator
Relationship builder
Adaptability
Curriculum and Instruction knowledge

(McKinney et al., 2015; Myers & Hitt, 2017; Ylimaki et al., 2007)

	Self	Social
Recognition	Self-Awareness	Social-Awareness
Regulation	Self-Management	Relationship Management

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Let us look at the attributes of effective principals.

Place these into Goleman's (2007) framework and use a green highlighter to mark the areas you feel are supported as proficient skill sets for you at this time based on your leadership legacy work. Those areas not highlighted should be given high consideration for future development as we progress through the training modules.

Again, why is this so important? In theory, the assistant principalship is a training ground for the principalship. According to Bassem E. Maamari and Joelle F. Majdalani (2017), EI will play a key role in your leadership legacy in four keyways.

1) Higher EI levels among leaders result in lower turnover rates by creating more stable work environments characterized by higher performance levels and communication.
2) Higher levels of EI promote more effective norms within the work-setting resulting in higher levels of empathy.
3) Higher EI levels create environments characterized by a willingness of employees to accept responsibility for the organization's success, subsequently creating a culture perceived as warm and supportive. These characteristics promote better decision making, commitment, and efficiency.
4) Higher levels of EI promotes the use of out-of-the-box thinking to resolve challenges.

Activity Length: 5 minutes

AP and Principal Job Responsibilities

*Activity 1.5
My Leadership
Legacy*
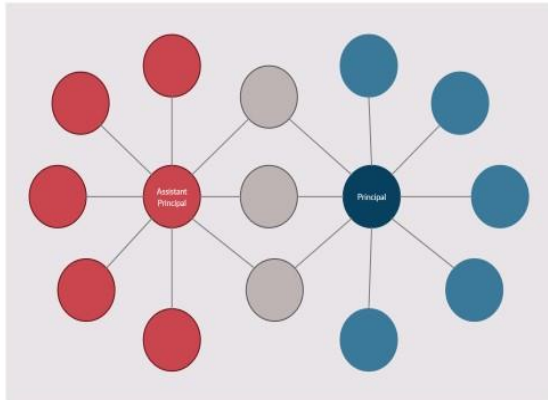
As we look to develop our leadership capacity, we also need to examine the role expectations for assistant principals and principals. Analyzing each position's core expectations will help guide your professional skills and plan for future growth by highlighting what you do now versus skills needed for career advancement.

Activity 1.5: While the assistant principalship is designed to prepare individuals to assume the principal's role, the roles are significantly different. Take five minutes to examine your primary job responsibilities as an AP and list these on the left side of diagram 1.5. Then list the top five perceived job duties of your building level principal. Use the center three circles to list three job duties required by both the AP and principal to carry
out these duties.

Activity length: 5-minutes

Role of the Principal
4 Primary Job Responsibilities

Setting the Direction   1
Building Institutional Capacity   2
Shaping the Culture   3
Instructional Leadership   4

Effective
Principals

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AND DESIGN

Black et al., 2017; Leaf & Odhiambo, 2016; Moral et al., 2018;   Searby et al., Black et al., 2017;
Leaf & Odhiambo, 2016; Moral et al., 2018; Searby   et al., 2013; Shaked & Schechter, 2018)
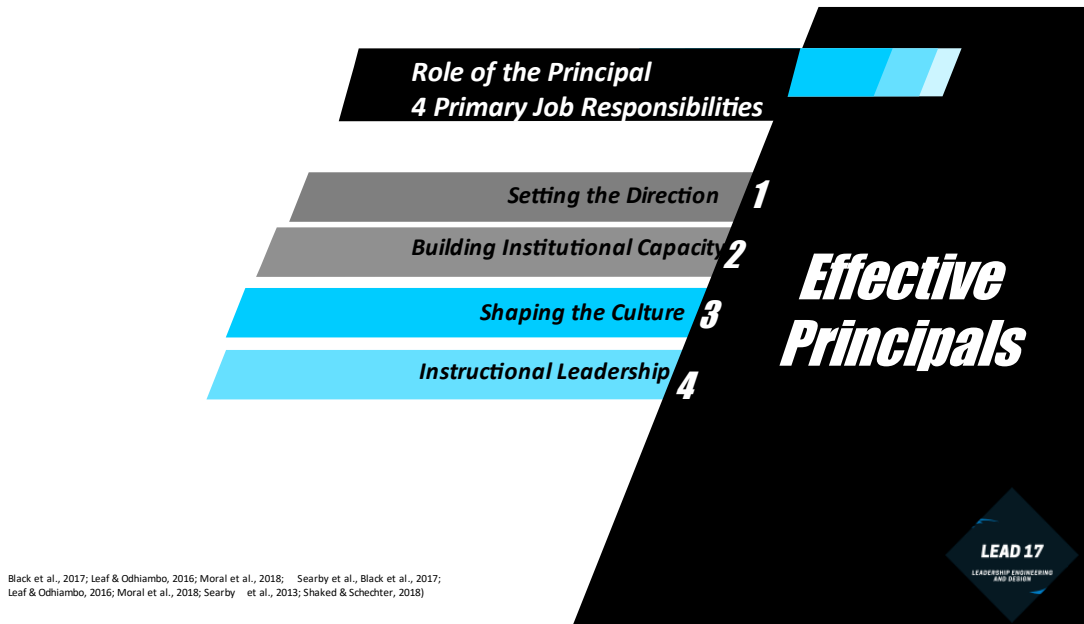
Setting the Direction

1. Building principals are effective strategic planners capable of building consensus for the organization's vision and goals by maintaining a holistic view of the organization (Black et al., 2017; Leaf & Odhiambo, 2016; Moral et al., 2018; Searby et al., 2013; Shaked & Schechter, 2018).
2. Building a Culture of High Expectations—20% increases student achievement (Burrows-McCabe, 2014; Searby et al., 2013; Ylimaki, 2007).
3. Program Analysis is a requirement for effective principals. Principals must be able to assess program data to set improvement goals.
4. Systems thinking tools provide a practical approach to improving the use of evidence-based implementation practices in educational arenas (Kensler et al., 2012; Shaked & Schechter, 2018)
5. The use of the systems thinking approach provides the opportunity to depersonalize data by examining it as a piece of the organization's greater whole.

Building Institutional Capacity

1. Building leadership capacity increases buy-in to the school's vision and goals (Black et al., 2017; Burrows-McCabe, 2013; Moral et al., 2017; Myers & Hitt, 2017; Searby et al., 2012; Ylimaki, 2007).
2. It is paramount to identify professional development needs through a need's assessment survey provided to the faculty and staff to garner higher levels of participation in the training (Bryant et al., 2017)

Shaping Culture

1. School culture plays an essential role in job satisfaction and student achievement; therefore, the climate must be safe and focused on student achievement and learning.
2. The intentional building of relationships to establish a culture of trust and hope (Myers & Hitt, 2017)
3. Teachers prefer to work for administrators who demonstrate a sense of emotional intelligence, as shown through self-awareness, self-regulation, motivation, empathy, and the use of practical social skills.

4. Research shows a connection between transformational leaders and emotional intelligence in forecasting influential business leaders and separating the average leader from the elite leader (Mathew & Gupta, 2015).

5. Leaders demonstrating the highest levels of emotional intelligence establish enhanced decision-making and problem-solving skills and develop enhanced levels of trust and cooperation of employees through enhanced interpersonal relationships (Mathew & Gupta, 2015; Ugoani et al., 2015).

6. While some researchers challenge the effectiveness of emotional leadership due to the inability to design measurable outcomes-based research tools and the lack of consensus for a definition of the term—research continues to highlight the connection between transformational leadership and the establishment of team-oriented organizations with increased job satisfaction (Doe et al., 2015; Kim & Kim, 2017; Maamari & Majdalani, 2016; Mathew & Gupta, 2015; McCleskey, 2012; Ugoani et al., 2015)

Instructional Leadership

1. Instructional leadership's overwhelming nature requires help from the assistant principal, yet most APs are underprepared to take on this task.

2. Instructional leaders "designing the vision, setting goals, coaching, and evaluating teachers, creating the master schedule, developing and managing curriculum and instructional programs, communicating with stakeholders, using data to make decisions, and facilitating the professional development program for teachers and support staff" (Olszewski, Shoho, and Barnett, 2012).

3. It is assumed principals and APs have the skills to recognize quality instruction and possess enough knowledge about the curriculum to provide constructive feedback to teachers (Moral et al., 2018; Searby et al., 2012; Shaked & Schechter, 2018).

4. APs should serve as instructional leaders; however, multiple studies highlight their involvement with day-to-day tasks consumes most of their time; therefore, to be an instructional leader, the job responsibilities must be reconfigured to create time for them to be in the classroom. Classroom visits must be coupled with constructive feedback to staff.

Assistant Principal
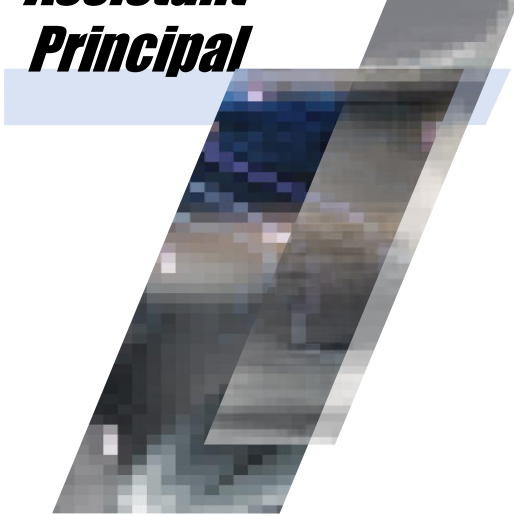
Roles and Responsibilities

Student discipline
Student management
Personnel management
Orientation programs
Master schedule development
Supervisory tasks
Student attendance
Instructional leadership, appeared in the 2000s

(Cosner et al., 2015, Enomoto, 2012; Kwan, 2009; Leaf & Odhiambo, 2016; Oleszewski et al., 2012)

There is no universally agreed upon definition of the duties of an AP however student management and student discipline are the two responsibilities consuming much of the APs time (Kwan, 2009; Oleszewski et al., 2012; Searby et al., 2017).

Skill Development
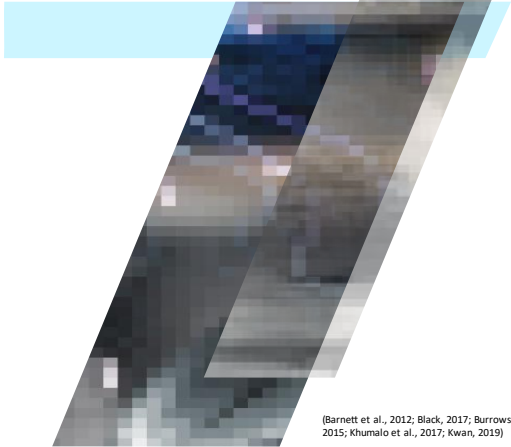
(Barnett et al., 2012; Black, 2017; Burrows -McCabe, 2013; Cosner , 2015; Khumalo et al., 2017; Kwan, 2019)

APs most requested professional development.

Content knowledge Facilities management

School finance School law

Teacher supervision Collaborative cultures

Technology Curriculum & Instruction

Personnel matters Special Education

Time-Management

Work-life balance

Conflict management

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LEADERSHIP ENGINEERING AND DESIGN

Moral et al. (2018) recommend these types of training take place over a minimum of two years and include job-embedded opportunities to practice newly learned skills.

Career Trajectory of APs

Upwardly Mobile — 1
Career — 2
Plateaued — 3
Shafted — 4
Exiting the Career — 5

Trajectory

Marshall and Mitchelle (1991) developed a career adjustment model following their field study regarding the career trajectory of assistant principals. An examination of data revealed five career types: upwardly mobile, career, plateaued, shafted, and those considering leaving the profession (Bayler, 2017; Bryant et al., 2017; Marshall & Mitchelle , 1991).

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Upwardly Mobile
1. Aspire to the role of the principalship
2. Develop professional learning networks
3. Volunteers to serve on district level committees
4. Member of local, state, and national organizations
5. Strives to exceed expectations of direct supervisor
6. Align appearance and behaviors with those of the senior leadership team

(Olszewski et al., 2012; Shore & Walshaw, 2016)

Career
1. Career AP has no aspiration to serve as a principal
2. Value time to devote to personal interest and therefore do not seek the principalship
3. Deeply engrained in the culture of the school and has the knowledge to make decisions regarding school programming. Typically given a great deal of autonomy to do so.
4. Rarely participate in PD opportunities due to desire to pursue personal interests.

(Olszewski et al., 2012; Shore & Walshaw, 2016)

Plateaued
1. The plateaued AP has an interest in career advancement but has been bypassed for positions to the point the AP is disgruntled with the school divisions district-level administration.
2. Feelings of being passed over despite being qualified.
3. Do not have a positive mentor and often have aligned themselves with the wrong social crowd.
4. Demonstrate an inability to perform basic job duties related to student discipline, teacher evaluations, student attendance, and does not receive critical feedback well.

(Olszewski et al., 2012; Shore & Walshaw, 2016)

Shafted
1. Was on track for promotion
2. Circumstances beyond their control prevent the opportunity for upward mobility.
3. Lack of vacancies within the division or the vacancies are just not the right fit for their skill set and interest
4. AP may have openly defied the expectations of the school division

(Olszewski et al., 2012; Shore & Walshaw, 2016)

Exiting the Career
1. APs may feel overqualified for the position or undervalued, and others leave because the massive workload is too intrusive on their personal life.

(Olszewski et al., 2012; Shore & Walshaw, 2016)
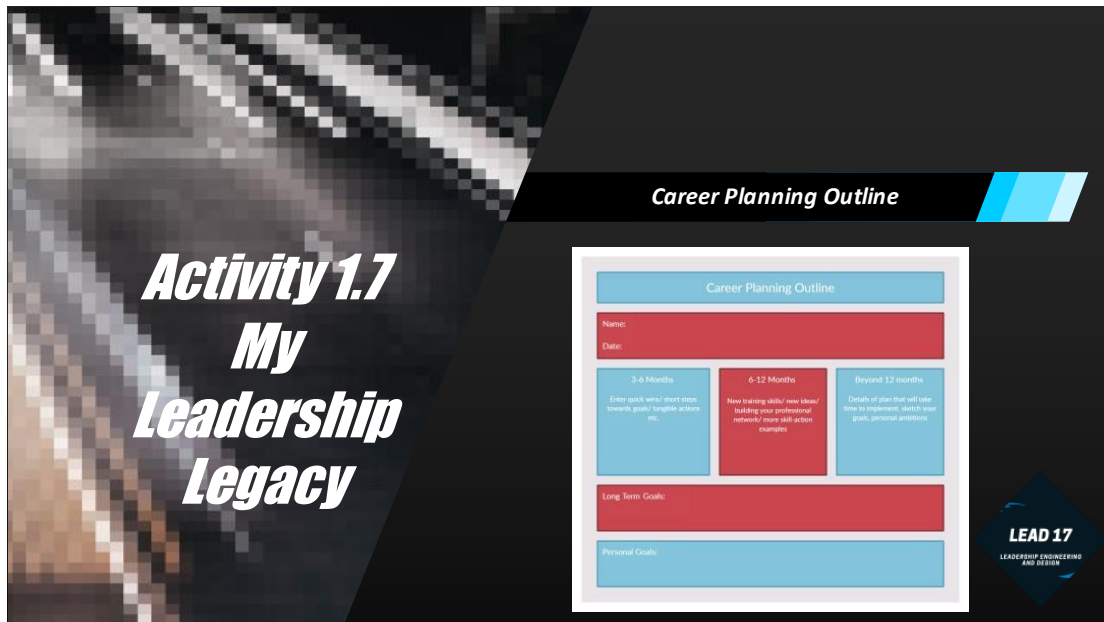
	Perceived Career Trajectory	Desired Career Trajectory	Skills Needed to Advance Career
Upwardly Mobile			
Career			
Plateaued			
Shafted			
Exiting Career			

Identify Your Current Career Trajectory.

Activity 1.6 My Leadership Legacy

From a leadership skill perspective identify where you feel you are on the career advancement pathway. Then note the EI and leadership skills needed to advance your career.

Research supports the notion that setting goals is imperative to self-development. Looking at the MBIT, EI Tool, and individual profile begin drafting goals for career advancement.

Is your principal aware of your career goals?

Is your school district aware of your career goals?

What can you do to help navigate the system to gain additional leadership experiences to bring your leadership skills to the forefront of the organization?

Module 2

Intentionally Building the Infrastructure

Engineering the Environment

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN
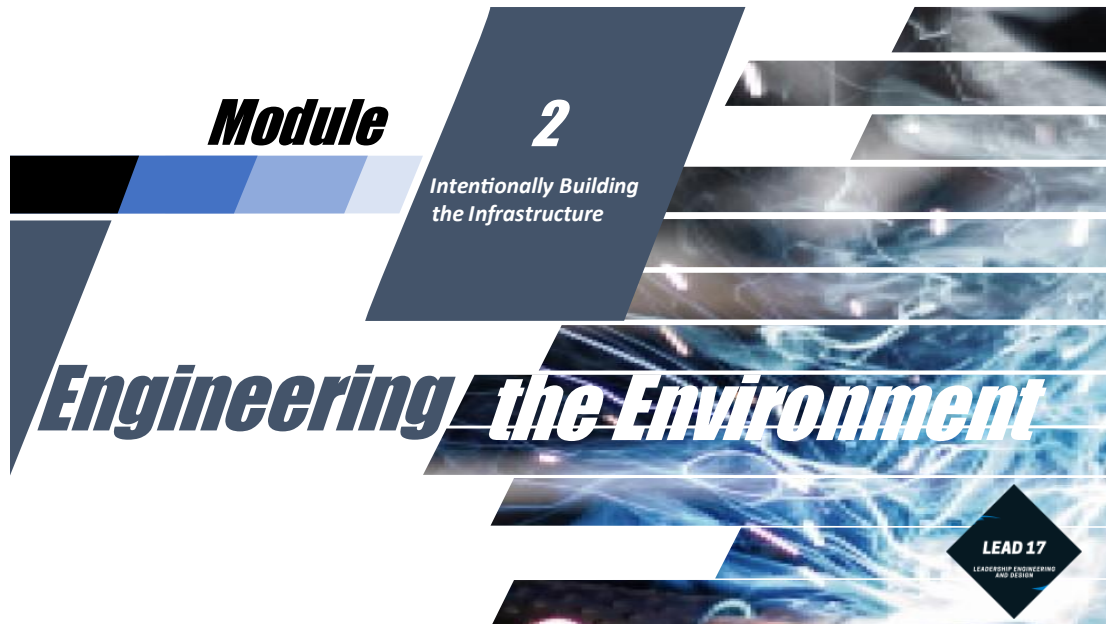
Leadership engineering encompasses the use of a holistic transformational leadership approach in the process of intentionally developing the infrastructure within which the school's mission, vision, values, and goals are developed and brought to life. While holistic leadership focuses on seeing the organization through a holistic lens, it does not negate the importance of keeping in mind Schmoker and Fullan's notion that less is more for engineering the learning environment and school culture. According to Schmoker (2019) narrowing school-level initiatives to one to two that are powerful enough to improve learning outcomes produces a higher level of results. It enables school principals to love their now manageable job. Fullan supports this idea when he notes, "the skinny is about finding the smallest number of high-leverage actions that unleash stunningly powerful consequences" (Fullan, 2009). Furthermore, Schmoker (2019) believes it is possible to create highly effective school cultures characterized by high levels of student achievement where the "leadership is marked by a surprising degree of ease, effortlessness, and even joy" (p. 24). He even claims it is possible without school administrators needing to work beyond the regular school day. However, this is only possible when we narrow school and district level initiatives to one or two and select and focus on implementing evidence-based instructional initiatives (Schmoker, 2019). Engineering the environments subsequently require a focus on instructional knowledge and the ability to capitalize on executive leadership expertise.

School and District Level Initiatives

	School and District Level Initiatives					
	School	District	Mission	Vision	Values	SI Goals
Initiative 1	✔		✔		✔	✔
Initiative 2	✔	✔	✔	✔	✔	✔
Initiative 3	✔		✔	✔		
Initiative 4	✔	✔			✔	
Initiative 5	✔				✔	✔

Activity 2.1: Identifying School and District Level Initiatives

In my experiences as a school administrator, I quickly recognized each superintendent would redesign the school district to align with their leadership philosophies, traits, characteristics, and biases. I have had the misfortune of working under one or more superintendents whose excessive initiatives were counterproductive to the school district's advancement. In each instance, the district also lacked a strategic leadership plan driven by district and school data points and buy-in from staff due to a lack of involvement in developing and implementing district and school-level initiatives. Activity 2.1 provides an opportunity to examine your and school district initiatives to align our identified purpose and actions. (7 minutes to complete the chart and discuss with a shoulder partner)

In activity 2.1, let us look at the initiatives currently underway at the school and district level where you work. On the left side of the chart, you will list each initiative and then check the boxes going across the page to indicate if the initiative meets the following criteria school or district level initiative and then if the initiative is aligned with the school's mission, vision, values, and school improvement plan.

Activity length: 8 minutes (5-minutes to work followed by a 3-minutes discussion).

Guiding Questions:

1. How many initiatives exist within your school district or school? I once worked for a superintendent who had school administrators working on 10-15 new initiatives at any given time. Was this effective? Did it improve student learning outcomes?
2.   Are all the initiatives aligned with the school's continuous improvement plan?

3. To align with Schmoker's (2019) philosophies, which initiatives would you eliminate and why?

4. Which initiatives would you dedicate more time to implementing with fidelity? (Highlight with a pink highlighter the ones you would remove and highlight with a green highlighter the ones you would focus on if you had more time.)

Holistic Leadership

**Engineering the Environment
Begins with how We think about
the "whole" and the "parts".**

Our educational and non-educational businesses operate in a world where change is considered the new norm. To maintain institutional standards in responding to the need for change, organizations must have a mission statement supported by clearly defined outcomes to measure organizational success and demand for future modifications and change. One goal of the LEAD-17 program is to develop leaders capable of serving as disruptive innovators. To be a disruptive innovative leader must consider events, people, and processes— in schools, the belief is that this enables principals to understand all aspects of the school community (Shaked & Schechter, 2019). Disruptive leaders are willing to challenge the status quo by seeking and implementing strategies and processes designed to expand our educational communities' scope and sequence. To do so, we begin by intentionally engineering our schools' infrastructure by leading from a holistic perspective, developing multi-dimensional views, influencing indirectly, and evaluating the significance of our work from a
the holistic lens of the organization.

If we look at the initiatives within our schools and school districts, would you consider your school or district to be a disruptive innovator or attempt to fill the leaks with quick fixes that fail to sustain over time, eventually returning us to address the same issues, time and time again.

The LEAD-17 program promotes examining your identified leadership qualities and how these skills and attributes support the notion of forward-thinking ---and serving as a disruptive innovator. Shaked and Schechter (2019) introduced holistic leadership as a term used to encapsulate the use of leading schools through a system thinking framework. This comprehensive approach considers how the parts interact with the whole organization versus having an organization where we only address the parts. Systems thinking does not apply to all schools' situations and is not considered a leadership style. However, Shaked and Schechter (2019) coined the term holistic leadership. It is four critical components to describe a leadership style embodying a system thinking approach applied to the day-to-day operations within schools.

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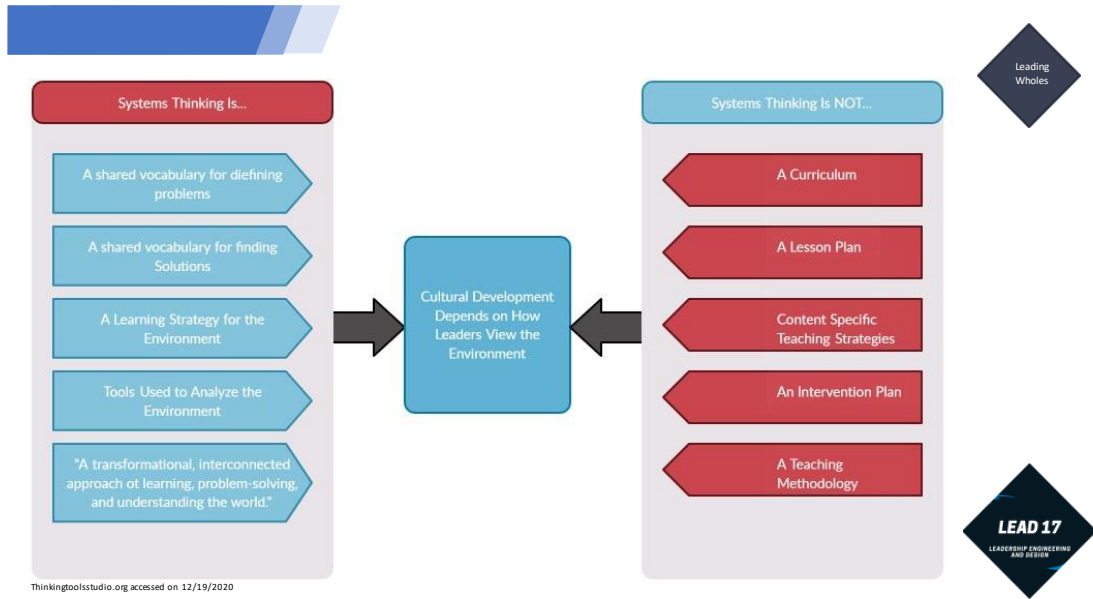
To understand the background of holistic leadership it is important to understand what systems thinking is and is not.

(Refer to the slide) Systems thinking is not a quick fix temporary environmental design but rather a systemic design that takes two to four years to develop and intentional monitoring and analyzing to ensure continued growth that allows us to minimize leadership legacy characterized by reacting versus planning.

Holistic Leadership

"When leaders narrow their focus to one or two powerful initiatives, they can get amazing results —and love their jobs" (Schmoker,2019, p. 24)
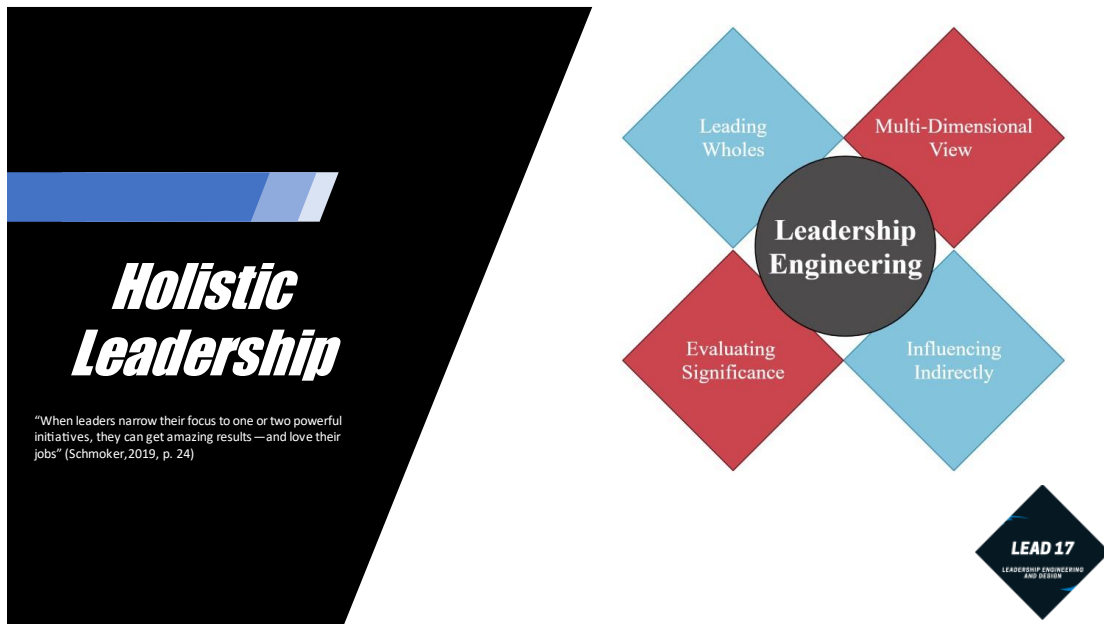
My first administrative position was as an assistant principal at Signal Knob Middle School within the Shenandoah County Public School Systems in Strasburg, Virginia. My first day on the job was November 29th---the school year was well underway, and the school had not had an assistant principal in over three weeks. A school of just under 600 students with one administrator is challenging to keep up with the day-to-day events, activities, meetings, and student matters. There were countless student matters to be attended to from incidents that occurred over the past few weeks making it easy to see the school from a narrow lens of discipline, IEP meetings, and supervision. Many of us have been and may well be in this position now –where we can see a microscopic view of our organization---where we are merely reacting to the events of the day versus creating a culture allowing us to prepare for the day.

I was merely reacting to the multitude of things occurring in the school versus leading due to the inability to get my head above water. I am sure many of you can identify with similar scenarios. Yet, research indicates school administrators should be able to operate in a manner that is less taxing by being hyper-focused on intentionally developing the school's infrastructure to work as a whole unit versus the silos that force administrators into a position where we are merely mitigating the day-to-day events. It soon became apparent the only way out of this cycle was to build an institutional framework where all intentionally stakeholders viewed the school from a holistic perspective understanding the activities in one silo impact those in other areas directly or indirectly.

Let us take a more in-depth look into leading from a holistic leadership perspective. As we examine each component of holistic leadership, think back to your self-profile completed at the workshop's onset and reflect on how your current personal profile embraces the viewpoints of holistic leadership or identifies an area for potential growth.
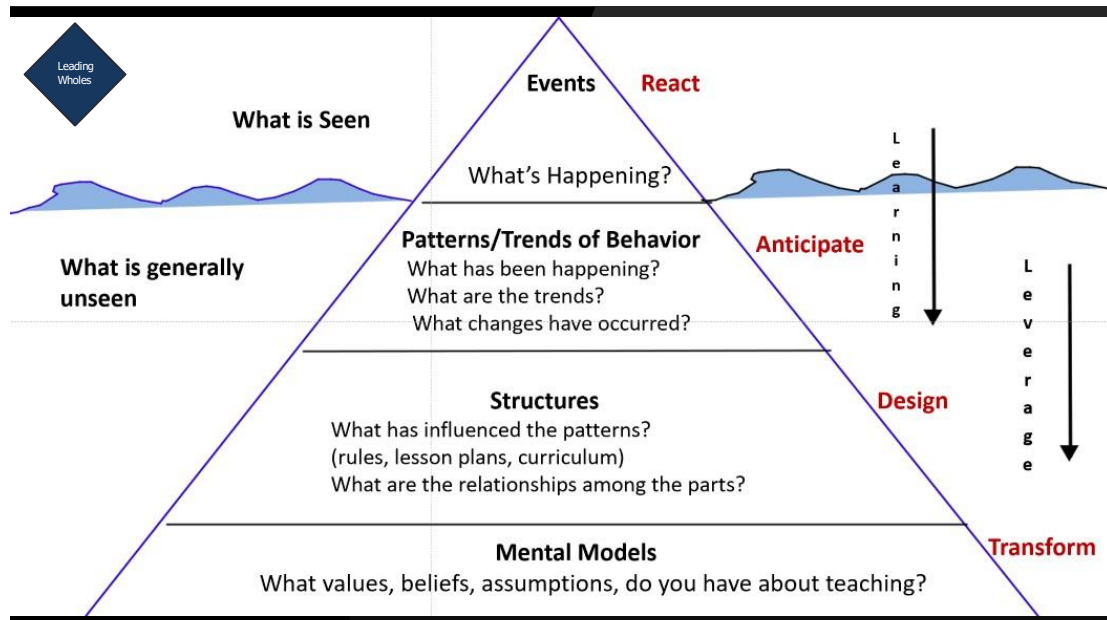
Google Image retrieved from google images access date 12/22/2020 (modified)
(Nishizuka, K., 2018, 1309)

Leading wholes involves looking at events, patterns, structures, and mental models. (Refer to the slide and review iceberg model)
When we focus purely on the current events of the day, we can merely react to what is happening in our environment. This reactionary model often results in constant repeats where little progress is made. Our days begin to reflect the movie Groundhog Day—and there is little wonder why---as we already know if we continue to do the same things over and over, we should not expect different results.

In my first administrative experience as an assistant principal, the overwhelming need to attend meetings and manage high levels of student discipline created an environment where school administrators and teachers were continually reacting to the school day's occurrences, which negated any opportunity to advance the school and student learning.

To break the occurring cycles, we need to examine trends and patterns in behavior and performance. What has been happening? What are the trends? What changes have occurred over time? Examining patterns allows us to anticipate issues that will arise and develop a plan for mitigating these occurrences. Intentionally developing the school's infrastructure and modifying things over time based on the school's values and data enables us to model continuous school improvement and avoid the ebbs and flow of many schools that often result in leadership changes.

(Refer to slide content regarding the structure and mental moods).
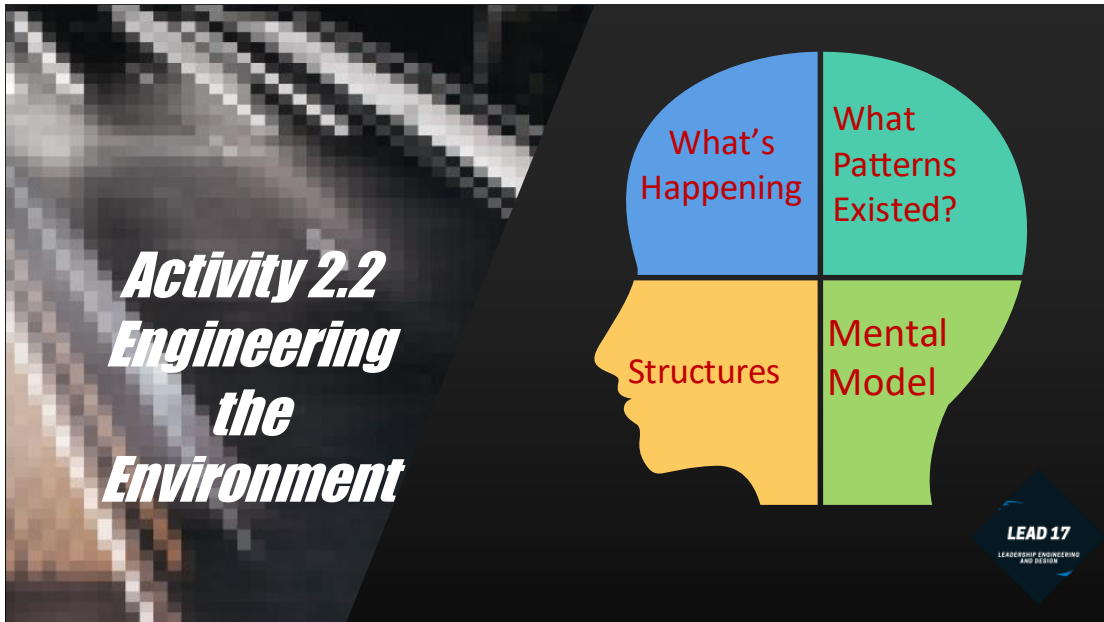
Activity 2.2: **Leading wholes**
In activity 2.1, you identified two or three school or district level initiatives you provide the most impact on student learning outcomes or school culture. Pick one initiative you feel most confident leading and think about the events that resulted in the initiative's implementation, what patterns existed, what structures played a role in the process, and what mental moods impact the implementation.

Another option here is to identify your initiative to resolve an issue that is plaguing the school. Some examples include advisory, project-based learning, student voice, grading, creating academic internships, creating interdisciplinary courses, creating opportunities for students to serve as consultants, capstone projects, peer coaching, student-led parent-teacher conferences, etc.

As you consider the initiative, focus on the things you can control within the school environment to bring the initiative to fruition to eliminate the discussion regarding the barriers to doing what is right for students. Some examples include space, events, schedule, communication patterns, finances, school level traditions, and incentives.

List your Initiative Here.

DECISION TREE DIAGRAM

Leading Wholes Iceberg Model Breakdown

25

Leading
Wholes

Event: What's Happening
(Reaction)

Patterns/Trends
(Anticipate)

Structure
(Design)

Structure
(Design)

Patterns/Trends
(Anticipate)

Structure
(Design)

Structure
(Design)

Patterns/Trends
(Anticipate)

Structure
(Design)

Structure
(Design)

LEAD 17
LEADERSHIP ENGINEERING
AND DESIGN

Mental Model Reflection

What Values, beliefs, assumptions, were made in addressing the issue? Could this be improved and how?

_____   _____

_____   _____

Activity 2.2: Engineering the Environment

Use the Decision Tree Diagram to examine the initiative from a holistic leadership perspective. Remember this can be a new initiative or one needing improved leadership to maximize its impact on the school culture and student learning outcomes.

Activity length: 7 minutes

Guiding Questions:

1. Share your initiative with a partner and discuss whether the initiative reflects a systems level approach?

2. Who and what will be impacted by the implementation of the initiative?

3. What is the outcome goal for the initiative?
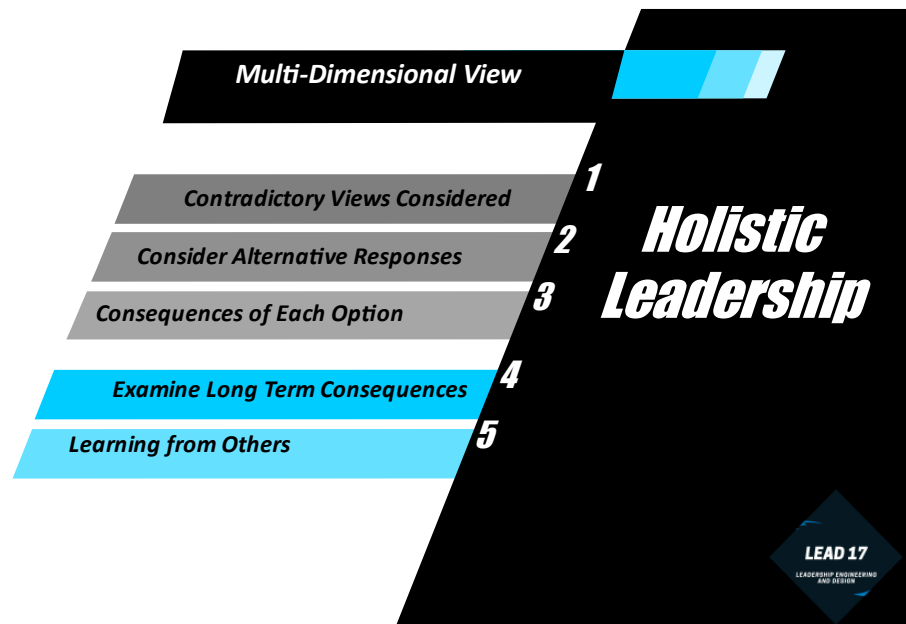
Examining the school culture through a holistic leadership approach also requires us to view our organizational culture from a multidimensional viewpoint. To do so we need to take into consideration the following.

1.   Did we consider contradictory viewpoints?
2.   What alternative responses were considered?
3.   What intentional and unintentional consequences could occur?
4.   What long term consequences are possible?
5.   What can we learn from others?

Multi-Dimensional Point of View
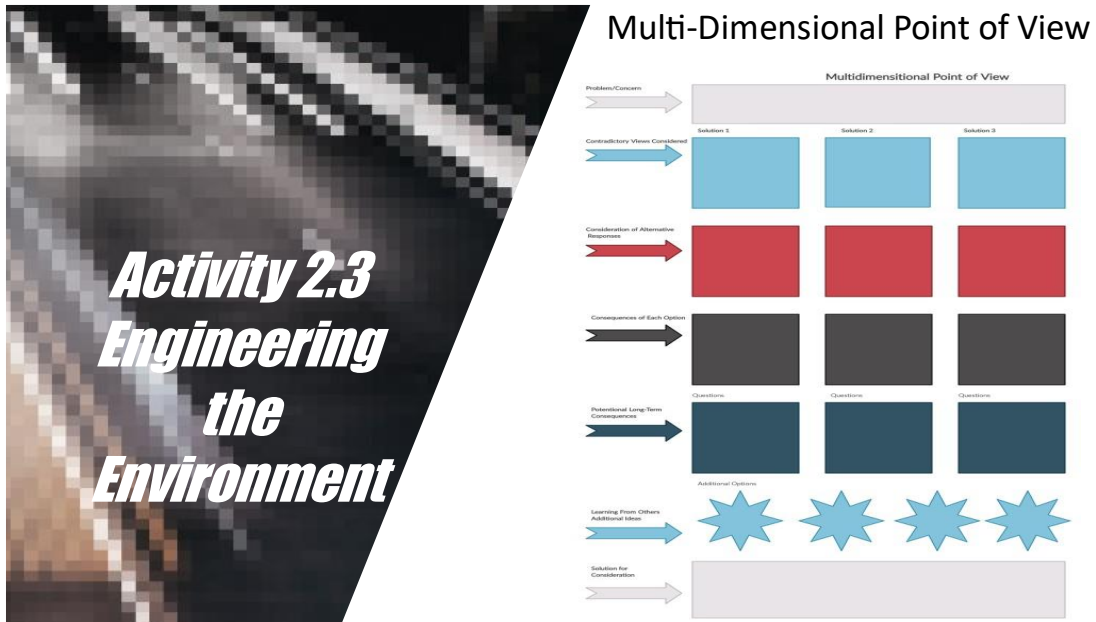
Activity 2.3: Engineering the Environment

Utilize the Multi-Dimensional Point of View chart to take a deeper look at your focus initiative. Place the name of the initiative in the top box, followed by contradictory views considered, consideration of alternative responses, and consequences of each option—short and long-term.

Activity length: 7 minutes

Work with a partner for 5 minutes to identify three additional ideas and then write your solution for moving forward.
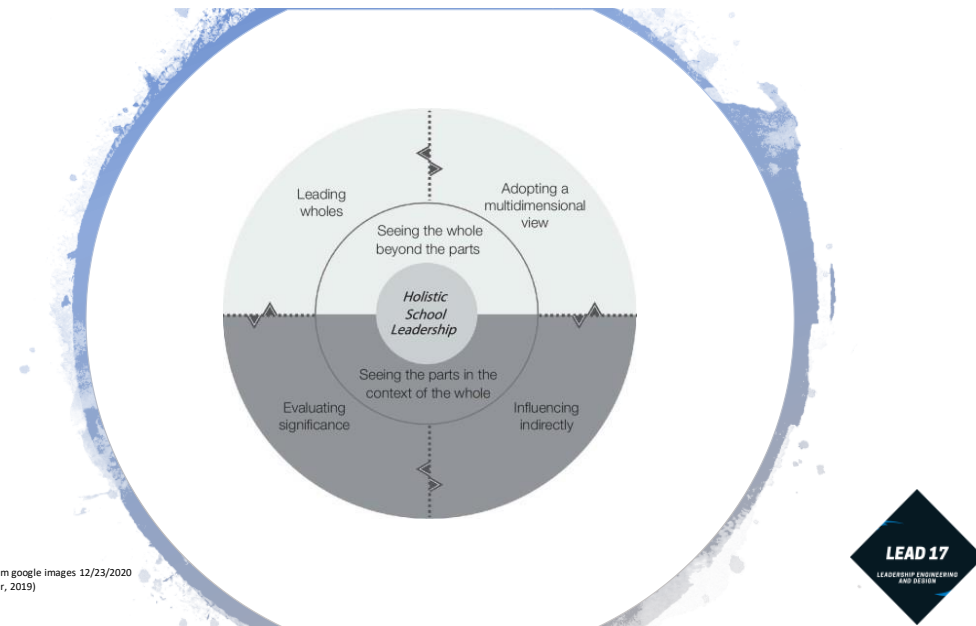
Leading wholes and adopting a multidimensional view focus on seeing the whole beyond the parts. The next two components of holistic leadership focus on seeing the parts in the context of the whole.

Influencing Indirectly

Identifying Leverage Points   1

MotivatingThrough Responsibility   2

Dealing Indirectly with Challenges 3

Looking for Indirect Effects   4

Seeing Parts in thecontext of the Whole 5

Holistic Leadership

LEAD 17
LEADERSHIP ENGINEERING
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(Shaked & Schechter, 2019)
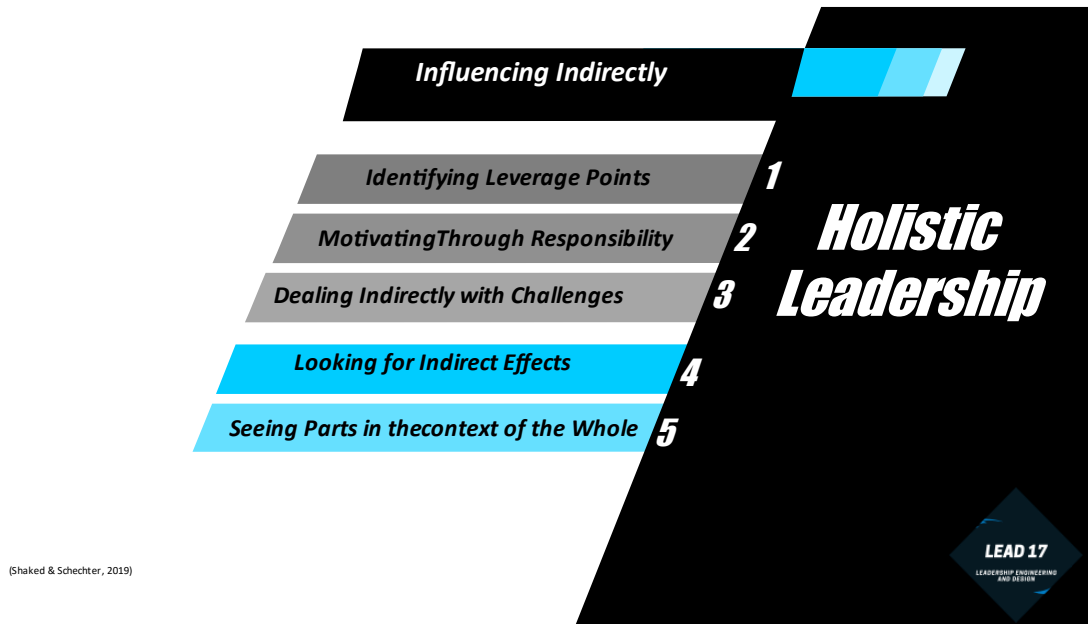
Holistic leadership looks at the big picture, and principals who utilize this type of leadership understand the school as a whole system. These principals understand how each subcomponent impacts the entire organization (Shaked & Schechter, 2019). Developing, designing, and implementing systems thinking approach allows the school to develop its initiatives that highlight a programmatic theme to meet all students' needs. We have examined your chosen initiative from the perspective of "seeing the whole beyond the parts," considering how the initiative impacts, supports, and fits into the schools' overall scheme. It is looking at how the initiative supports a need identified with the organization's objective and goals. It creates part of the pathway to the realization of the vision and mission of the school.

As we shift to looking at the parts in the whole context, we examine the indirect influence of the initiative and our leadership capabilities. If the initiative is successful, who is responsible for its implementation? If it fails, who is responsible? Is it the school administrator? The irresponsible, slacker of a teacher who did not put forth enough effort. The best school administrators avoid blaming teachers and staff for outcomes and instead look at themselves and how their actions directly or indirectly impacted the outcome.

Indirect actions are leverage points used to create change in an organization without directly addressing every conflict, issue, or concern. For example, some research indicates to stop violence in a school, we put clear expectations, rules, and policies in place and clearly explain these to parents and students. Other research indicates to stop violence in schools, and we create a more positive culture—we clean up the school. Change the atmosphere by improving the school's physical environment.

According to Shaked and Schechter (2019), we indirectly influence school culture by identifying leverage points, motivating through responsibility, dealing indirectly with challenges, looking for indirect effects, and seeing parts in the context of the whole.
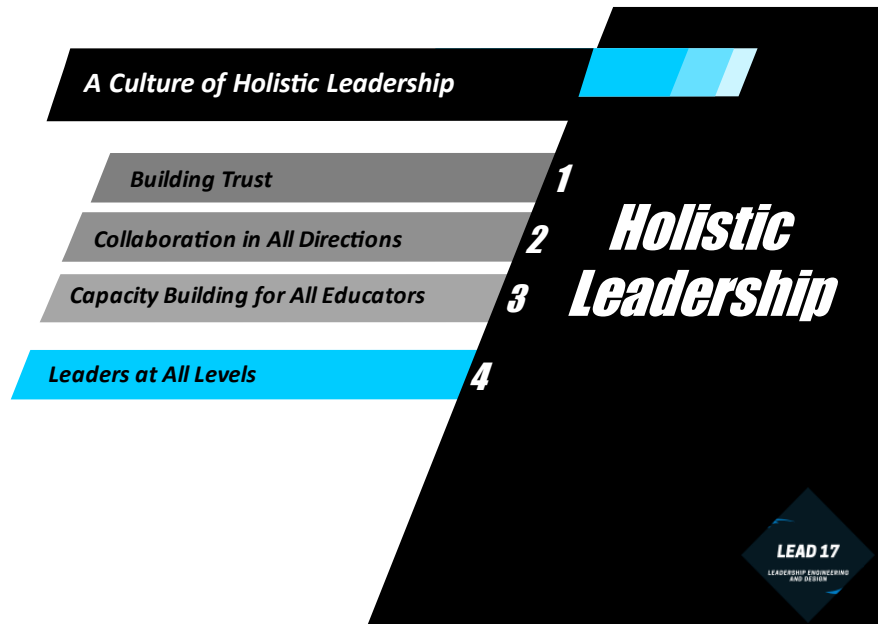
(Shaked & Schechter, 2019)

Influencing indirectly requires building-level leadership to have a holistic view of how the parts of the organization work together and how staff members are intertwined into the school's culture. As a public-school administrator, I have led schools primarily through the holistic leadership approach. Yes, I utilize the method of influencing indirectly by building trust in a culture characterized by high levels of collaboration amongst all school community members. Building capacity among educators enables school leaders to build leaders at every level of the school.

Leading indirectly is hard work—it is not letting others do the work for you but instead serving mainly in the shadows as you empower staff to operate within 17" home plate parameters in conducting their day-to-day duties. Providing staff with the autonomy to make decisions requires a leader capable of building a collaborative work environment. During an interview for a teaching position, a candidate asked the teachers on the panel if collaboration was a core component of the school culture. The teacher responded by stating, "It's simply not an option at this school. It begins day one." It is a part of every faculty meeting, leadership meeting, student leadership meeting, and it is embedded deeply into the culture. If you do not want to work in a genuinely collaborative school, this is not the place for you."

Let us take a closer look.

Trust

(Ash & D'Auria, 2013)

Relational trust means members of the organization depend on one another and on a sharedvision.

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Trust	
School is a learning Lab for Staff and Students	1
Positive School Morale Staff & Students	2
Decreased teacher turnover	3
School Attracts High Quality Teachers	4

Holistic Leadership

According to Tschannen-Moran trust defined as "one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent (2004, p. 17).

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LEADERSHIP ENGINEERING AND DESIGN

Ash & D'Auria, 2013

Ash & D'Auria (2013) note a statistical correlation between high school level trust and student achievement levels. While trust does not increase student achievement, it leads to developing four characteristics that create favorable learning environments for student and staff learning. School administrators must view the school as a learning lab where teachers and students are cared about by school administrators. Administrators who value personal and academic growth for teachers and students. According to Fredrick Herzberg, late sociologist, in an article that has repeatedly been published in the Harvard Business Review beginning in 1968, "most employees are motivated by intrinsic factors such as achievement, recognition of that achievement, the work itself, and personal growth, and are not motivated by extrinsic factors, such as a boss that will deliver a "kick in the pants" (Herzberg, 1987). School leaders build trust when they demonstrate "respect, competence, personal regard for others, and integrity (Ash & D'Auria, p. 61, 2013).

Second, leaders develop a trusting environment when they model vulnerability with employees by being involved in the learning process, taking risks alongside teachers, and being willing to fail forward without the risk of ridicule from staff or administrators. High-trust environments promote a culture where staff and school administrators willingly admit they do not know everything. Building a culture of trust among teachers enables them to carry this model into the classroom setting. They will develop trusting relationships with students who are willing to take a risk in their learning. Trusting classrooms produce higher levels of student learning (Ash & D'Auria, 2013).

Third, successful school leaders are willing to work through conflict to attain their goals (Ash & D'Auria, 2013). Ignoring conflict between teachers and administrators, students and teachers, students, and other students or constituents and the school harbors resentment and slowly deteriorates the culture. Effective school administrators develop the skills required to manage conflict to ensure the school culture is healthy and continuously improve the school's goals.

Finally, school administrators "must be willing to lose trust to gain trust" (Ash & D'Auria, 2013, p. 66). In my tenure, I have recommended the non-renewal of multiple teachers and a popular assistant principal. Making such courageous decisions sometimes results in a loss of trust from staff that will need to be regained.

Reducing Emotional Responses
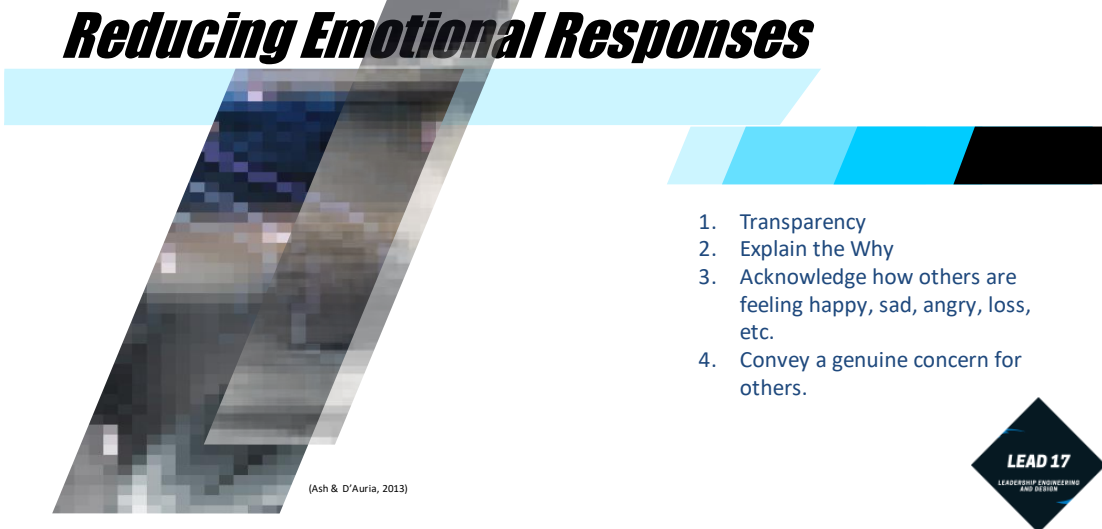
(Ash & D'Auria, 2013)

1. Transparency
2. Explain the Why
3. Acknowledge how others are feeling happy, sad, angry, loss, etc.
4. Convey a genuine concern for others.

To rebuild and nurture trust, school administrators must establish a culture characterized by ongoing communication that is as transparent as possible. Communication from the school leadership team needs to be consistent and continuous and convey genuine concern. Influential leaders demonstrate a sense of emotional intelligence and emotional vulnerability by acknowledging how others feel and trying to explain the why behind organizational decisions to help others see how the decisions made have direct links to creating a forward path towards attaining established goals.

Collaboration

What does collaboration look like in your current school and school district?

"Systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results"

(Ash & D'Auria, 2013, p. 75).

Professional Learning Communities (PLC) are represented in many schools across the country. A PLC is a group of teachers who work together as a team to improve each teacher's ability to improve student learning outcomes (Ash & D'Auria, 2013). While these groups work together as a team, this notion can be taken a step further by focusing on creating interdependent teams on one another as they seek to improve professional practice and individual and collective results.

Collaboration between teachers and school administrators improves student learning outcomes, thus indirectly influencing test scores, student growth measures, and school culture. Furthermore, teachers seek to work in collegial and collaborative environments, as evidenced by less turnover within schools considered highly collaborative. They are representing yet another indirect way of impact student achievement by decreasing teacher turnover rates.

According to Ash and D'Auria (2013, p. 76), other indirect benefits of collaboration include

1. "Improved quality of teaching
2. Increased organizational sustainability
3. Increased organizational adaptability and better solutions to complex educational problems
4. Increased organizational consistency and accountability
5. Increased collective capacity to educate all students".

Capacity Building

It is no longer sufficient to have one leader at the top. Successful organizations will have to tap into the enormous capacity of its staff by having leaders at all levels of the organization.

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN
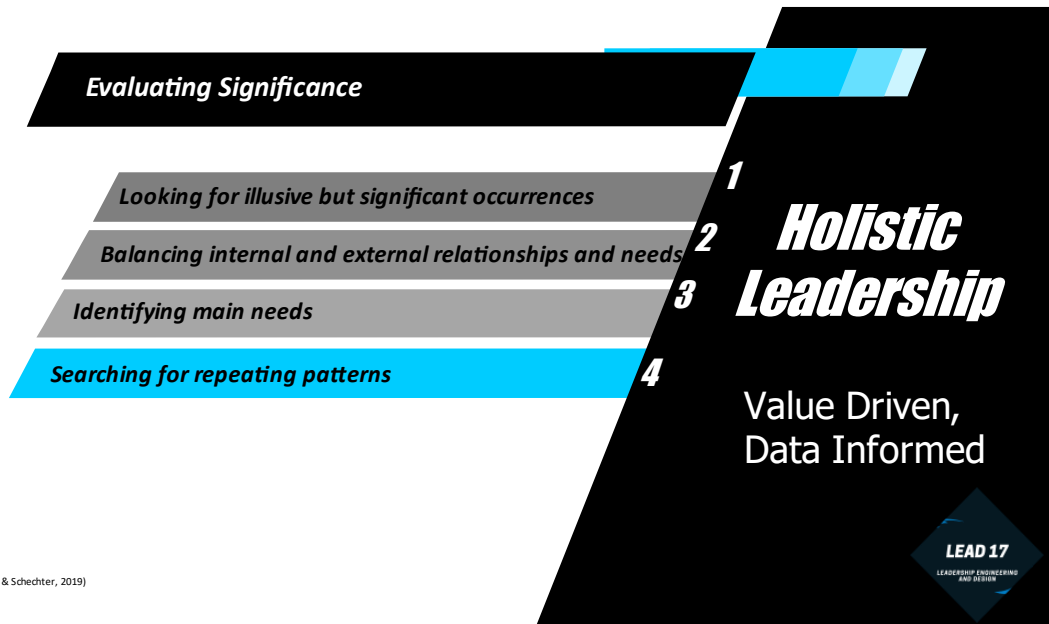
(Shaked & Schechter, 2019)

Evaluating the significance of the initiative and its impact on the school culture requires that we look for elusive but significant occurrences, balance internal and external relationships and needs, identify primary needs, and search for repeating patterns needing to be addressed. First, our stakeholders (students, teachers, administrators, central office staff, parents, community, and business partners) and how the school/initiative meets each of the people in these groups. What constituents is it essential to meet the needs of, and how does this link to its vision, mission, and goals? What strategies do you/your school/your district use to identify needs based on data patterns? How do we decide what to address first—generally, those things that have the most significant impact on our overall system.

Taking this into consideration requires a clear understanding of the values identified within the school's mission, vision, and goals for our organization and creating a school data profile to ensure we are data informed in our decision-making process. A sample data profile is provided in the handbook and a series of guiding questions to help determine our core focal areas.

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(Clark, 2012)
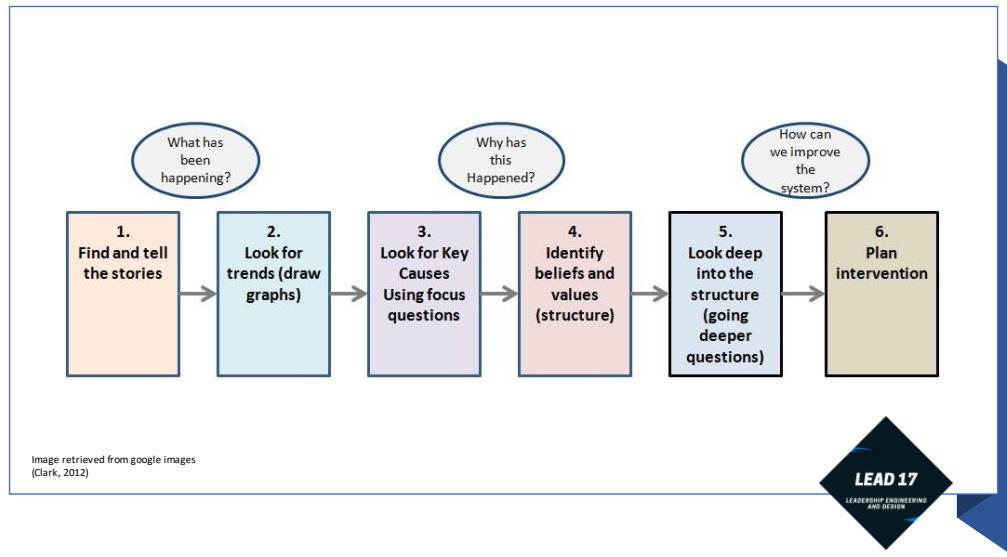
Engineering the infrastructure of the school requires an examination of occurrences from a lens that permits us to examine (1) what has been happening, (2) why this has happened, and (3) who we can improve the system. With these questions answered, we then turn to the implementation of the planned intervention, however, to ensure we stay true to our institutional beliefs ---otherwise referred to here as our 17" Plate. How does this intervention fit into the organization's beliefs and values? How does it support and grow the organizational structure? What processes are used to gather, analyze, and disseminate information? How does the plan forward motivate our educational community to strive for excellence? What skills and mindset are required of our stakeholders for successful implementation? Our consideration of these factors ensures we are intentionally developing the school's infrastructure through a common language, set of expectations, and the accountability process. Jay Galbraith's Star Model highlights how skills in these five areas are required of leaders capable of shaping organizational decisions and behaviors effectively.

Module 3 — Shift your mindset, vision, and actions

LEADERSHIP By DESIGN

LEAD 17 — LEADERSHIP ENGINEERING AND DESIGN

Leadership by Design is the process of intentionally utilizing your Leadership Legacy profile and knowledge of holistic leadership as intentional strategies for conditioning the environment. The design process begins as we develop and individualized a leadership portfolio reminiscent of a systemic approach to your unique leadership style. The goal is to reflect upon your strengths and areas of growth and the best practices of holistic leadership as you develop a 17" plate platform highlighting your leadership legacy development approach. While it is important to remember your 17" leadership platform is flexible and adaptable as your leadership career emerges your legacy will keep you focused with a forward-thinking mindset and bias for action that will continuously challenge the status quo and keep you abreast of current best practices in educational leadership.

The LEAD-17 program encompasses author Linda Booth Sweeney's notion of systems thinking when she highlighted the importance of the development of self, team, organization, and of nurturing the system (Sweeney, 2020). To create sustainable, lasting change in school's stakeholders must productively work together in an arena of not just shared decision making but shared leadership. A place where we learn from each other, admit we do not always know the answer, and seek out research to guide our efforts. To co-create the future, the school and community's conditions must build and design a holistically focused organization where stakeholders are collectively solving complex problems (Sweeney, 2020). Developing a framework of operations balanced on research-based principles enables the institution's values and beliefs to withstand the system's immune response to prefer the status quo, the way things have always been done to justify the rejection of innovations. As a leader, we also need to understand it can take months or even years of promoting our beliefs to embody them inside a school and its community due partially to the unconscious tendencies of individuals to revert to the safe zone of doing things the way they have always been done particularly when these techniques produced favorable test results. Intentionally designing, framing, reframing, and monitoring the school culture permits us to lead value-driven, data-informed institutes.

Hensley's Leadership Framework
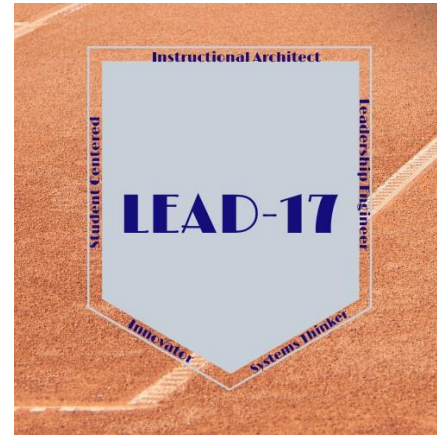
To develop your leadership framework, you will identify keywords that will guide you in your work. Under each term, you will subsequently create subcategories for bringing your leadership legacy into perspective for
implementation.

Activity 3.1: Utilize activity 3.1 form to list the five key terms defining your leadership legacy. Your framework represents the core components of your leadership beliefs or cultural non-negotiables. For example, the framework on the right of the screen illustrates my current 17" plate. Keep in mind these descriptors have evolved and changed over time and must remain flexible to promote continuous growth throughout your career. Think broad, think about big idea concepts as you keep in mind subcategories that will fall under each category. (5 minutes).

To further guide you in your work, I want to introduce you to the architectural model I have used over the years to ensure a robust infrastructure is in place at the onset of my tenure in any given school or school division. Jay Galbraith's Star Model for the intentional development of organizational structures has continued to be my go-to model throughout much of my career.

(Janse, 2019)

(Janse, 2019)

Jay Galbraith's Star Model highlights the core components nurtured by successful businesses. Again, while the model has been used in the business world, and it also dovetails with our educational environment's needs. While Galbraith utilized a star formation to represent the interconnection between and amongst the various components, I use the 17" plate model to introduce these concepts into schools.

Why do I use the 17" plate model? It sets a flexible and adaptable framework that promotes continuous growth by providing the faculty and staff with a framework within which we all agree to operate. The game of baseball evolved over the years. It became more complex new types of pitches developed and pitching morphed into intricate art requiring pitching coaches, specialized training, and performance analysis. While changes occur in the pitching styles, Homeplate continues to measure 17-inches. Controversies begin to arise when the umpire appears to widen the strike zone, subsequently creating an inconsistent target for the batter and pitcher. What happens in schools when the expectations are unclear? When are too many initiatives ill aligned with the school's purpose-developed? What happens when individual stakeholders lack a common language or set of behavioral expectations? Things begin to unravel as school morale and student learning data deteriorates. Ultimately, in many school districts, a new principal is hired, and the process will start anew. Too often, school success depends on the school leader, and these restarts can be costly, time-consuming, and elusive in the hands of novice school administrators attempting to find their leadership style in mid-flight.

While once simple organizations, schools have morphed into complex systems requiring educational leaders capable of defining and establishing cultures laden with high expectations for student learning and teaching. According to research, successful educational leaders utilize a holistic leadership approach characterized by the individual's ability to focus on self, team, and organization

through a systemic approach to educational leadership. Throughout today's training, we have examined the importance of utilizing systems thinking approach to instructional leadership and the impact of emotional intelligence on building a collaborative leadership platform. Now is the time to design your 17" leadership plate, so when your time comes to step up to the plate, you understand, can articulate, and bring to life your vision for teaching and learning.

(Reference information on slide 40).

Connectors to Skill Needs

Instructional Leadership
Setting the Direction
- Mission
- Vision
- Values
- Goals

Shaping the Culture
- Systems
- Systems Thinker
- Adaptability

Setting the Direction
Shaping the Culture
- Systems Thinker
- Effective Communicator
- Relationship Builder

Building Capacity
- Ethical Behaviors
- Shared Leadership

Shaping the Culture
- Determination & Courage
- Competitiveness
- Hope
- Enthusiasm

(Black et al., 2017; Kempa , Ulorlo & Wenno, 2017; Leaf & Odhiambo, 2016; Moral et al., 2018; Shaked & Schechter, 2018).

Organizational Framework
The Star Model

Strategy 1
Structure 2
Process 3
People 4
Rewards 5

Drawing Connections

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

Galbraith's (n.d.) Star Model has been my go-to because it enables me to draw direct correlations to the most effective principals' essential skills worldwide. The four key skill sets of effective principals are (1) instructional leadership, (2) setting the direction of the school, (3) shaping the school's culture, and (4) building capacity (Black et al., 2017; Kempa, Ulorlo & Wenno, 2017; Leaf & Odhiambo, 2016; Moral et al., 2018; Shaked & Schechter, 2018).

Reference Slide 42 to illustrate the connections and how the characteristics of effective principals align with each connector. As you examine your current workplace, you are the support system for bringing to fruition the vision, mission, and goals of the organization; as you prepare to transition into the principalship, you will want to use The LEAD-17 Playbook for Aspiring Principals Translating Research into Practice the things you have learned, your likes, the things you wonder about, and your next steps. As you work through your daily job duties, always measure your impact by asking, "How did my actions today contribute to the vision, mission, and goals of my organization?".

This process will help you prepare to interview for a principalship and, in the meantime, learn to examine your current work environment for "takeaways systematically." During most interviews, you will entertain questions about effective principals' four characteristics and how YOU will design and implement your vision into the school culture. A culture that is highly likely not holistically aligned with your beliefs, values, or vision of what school should look like and be.

Strategy/Direction

"Great schools "row as one"; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools …are tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff ---a clear sense of "we"." (Thomas Lickona and Matthew Davidson)

- • **Mission**
- • **Vision**
- • **Values**
- • **Goals**

Instructional leaders lead their schools to develop a mission, vision, values, and goals that create a living organism. When all stakeholders are rowing in the same direction, there is a sense of a common purpose pulling us all in the same direction as we nurtured and bring to life the institution's vision and mission. The school subsequently becomes a vibrant, positive, forward-thinking learning lab for students and staff and is most evident when visitors enter the school and walk the hallways. A hallmark of my leadership legacy is creating warm and welcoming environments. I have served central office staff in each school always note what a joy it is to walk the hallways because of the positive, upbeat presence. One central office staff member commented, "when I am just having one of those days, I visit this school because of the climate, and I always leave uplifted and with a smile."

Leaders must first understand—their leadership vision, mission, goals, and values and accept that every school or school division will not fit our leadership beliefs. When you interview for positions, you are not only being interviewed but should be prepared to analyze the questions being asked to determine the school and school district values and ask clarifying questions. Being actively present and engaged in the interview beyond answering the questions with textbook responses will provide you the opportunity to share your values and beliefs and determine if this position is right for you. If it is not, politely, and professionally, remove yourself from the candidate pool—being in the wrong position can be career-ending, while being in a like-minded school district can accelerate your professional growth and, subsequently, the school you serve.

Strategy/Direction

Four Pillars- Foundation of a PLC

MISSION	VISION	VALUES	GOALS
WHY? Why do we exist?	WHAT? What must our school become to accomplish our purpose?	HOW? How must we behave to achieve our vision?	HOW WILL WE MARK OUR PROGRESS?
FUNDAMENTAL PURPOSE	COMPELLING FUTURE	COLLECTIVE COMMITMENTS	TARGETS & TIMELINES
Clarifies Priorities and Sharpens Focus	Gives Directions	Guides Behavior	Establishes Priorities

(DuFour, Learning by Doing, 2010)

My Leadership Legacy

"You can leave a lasting legacy only if you can imagine a brighter future, and the capacity to imagine exciting future possibilities is the defining competency of leaders" (James Kouzes and Barry Posner)

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

Before we can lead others, we must first understand who we are as an educational leader. Leading an organization requires that you know your core principles. Refer to the information gathered in module one regarding the deep dive into your leadership legacy as we look to define your leadership beliefs in practice.

Quick review: We are all using the same operational definitions as we take a deep dive into our beliefs.

Mission:
• We are all familiar with the importance of a school having a mission statement in providing a focused and unified direction for the school.
• It is equally important to understand who you are as a leader. What is your mission as an educational leader? Why do you exist as a leader? What is your fundamental purpose? What are your priorities? It is not the generic response but the deep in your core reason you entered the field of school administration.
• The assistant principalship is expected to be a training ground for principals; however, we generally get distracted by the mundane day-to-day task
that must be done, by new ideas and new cutting-edge resources.
• To take advantage of the leadership opportunities around us, we must first understand our leadership vision to ensure we emerge as leaders who can articulate and guide coherent and holistic school leadership. Keeping the distractions in check allows us to focus on our primary goals and prevent them from being undermined by secondary interests (Alvy, 2017)

Vision:
• According to Alvy (2017), "the vision is how we visualize the mission in action" (p. 105). How will you bring your leadership vision to life? What action steps will be necessary? What must you and your organization become?

• The "vision provides a sense of direction and a basis for assessing both the current reality of the school and potential strategies, programs, and procedures to improve upon that reality" (DuFour et al., 2010, p. 31).
• While we are working to identify this for yourself—a collaborative process should be used with your school faculty, staff, students, and community stakeholders to build a collective mission and vision. Wordsmith this statement carefully as words matter –and this statement will keep the team focused on the organization's primary purposes and keep an eye on the prize.

Values:
• To bring the vision and mission to fruition, you (or your school) will need to develop a series of collective commitments which outline your leadership beliefs (or school beliefs).
• The focus here shifts from why and what to how we must behave to achieve our vision.
• DuFour et al. (2010) highlight a core belief of mine with their statement "when members of an organization understand the purpose of their organization, know where it is headed, and then pledge to act in certain ways to move it in the right direction, they don't need prescriptive rules and regulations to guide their daily work" (p. 33).
• Collective efficacy creates an autonomous environment. When people stray from our expectations, leaders can realign folks not by saying because it is policy, rules, or procedures but by referring to the collectively developed belief system and goals. In this way, the school administrator serves as the organization's purveyor by promoting and holding all stakeholders accountable for behaviors aligned with the core belief system.

Goals:
• As a leader, what are you seeking to achieve? When applied to your school, the stakeholders will identify what results we want to accomplish due to our action?
• Establishing and monitoring short-term goals is imperative to progress and successful attainment of the overall framework. When short-term goals are achieved, we build confidence levels and motivation for pressing forward towards achieving larger goals, individually and organizationally. Therefore, it is essential for us to individually and as an organization to celebrate these milestones. We will apply these concepts to identify your leadership mission, vision, values, and goals; however, this practice also applies to your organization.

Extending Your Leadership
Legacy into Practice
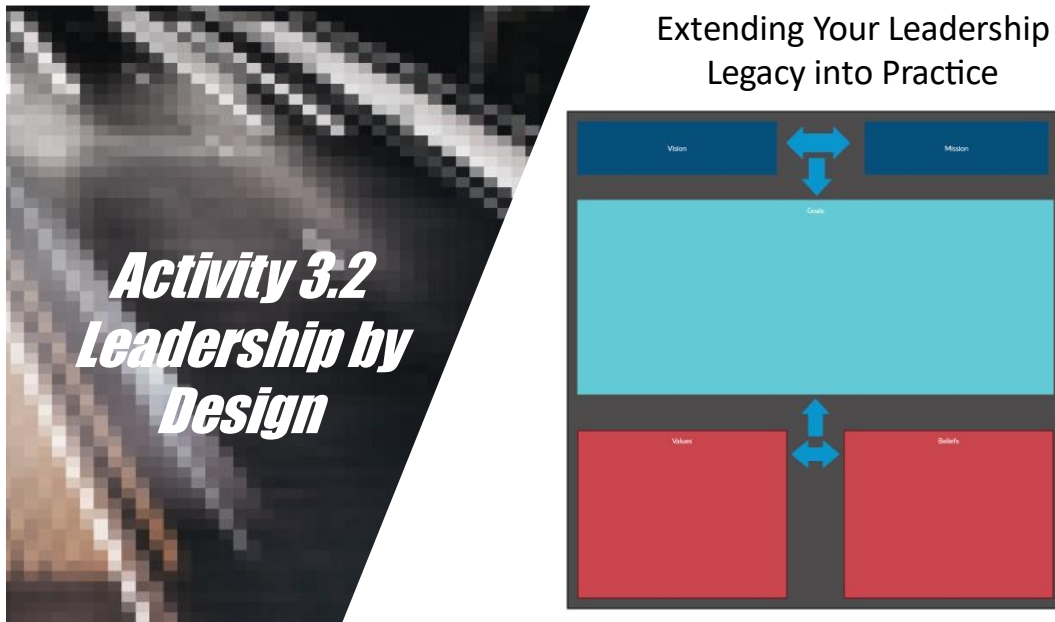
Activity 3.2: Extending Your Leadership Legacy into Practice
Just as the school you are in now and the one you will ultimately lead will need an updated mission, vision, values, and goals statements it is equally as imperative for you, as a school leader, to understand these things about yourself. Let us begin this exercise by taking a few minutes to brainstorm ideas regarding why education exists.

Think about the following questions provided by Alvy (2017, p. 105)
- "What outcomes do we desire for our students?
- How will our students be different because of their education?
- What are we doing to maintain program coherence?
- How are we closing the achievement and opportunity gaps among our students?
- Are we sufficiently serving our special education students and English language learners?
- What are we doing to ensure that each instructional resource, program, or service purchase will keep us on track guided by our mission"?

(3-minute self-activity followed by 7-minutes sharing and adjusting activity)

Next, let us fill in the framework for activity 3.1. Keep the results of your brainstorming activity nearby for reference as you first note your beliefs and values. Keep in mind also the 17" plate operational terms and your leadership profile characteristics. (7-minute activity)
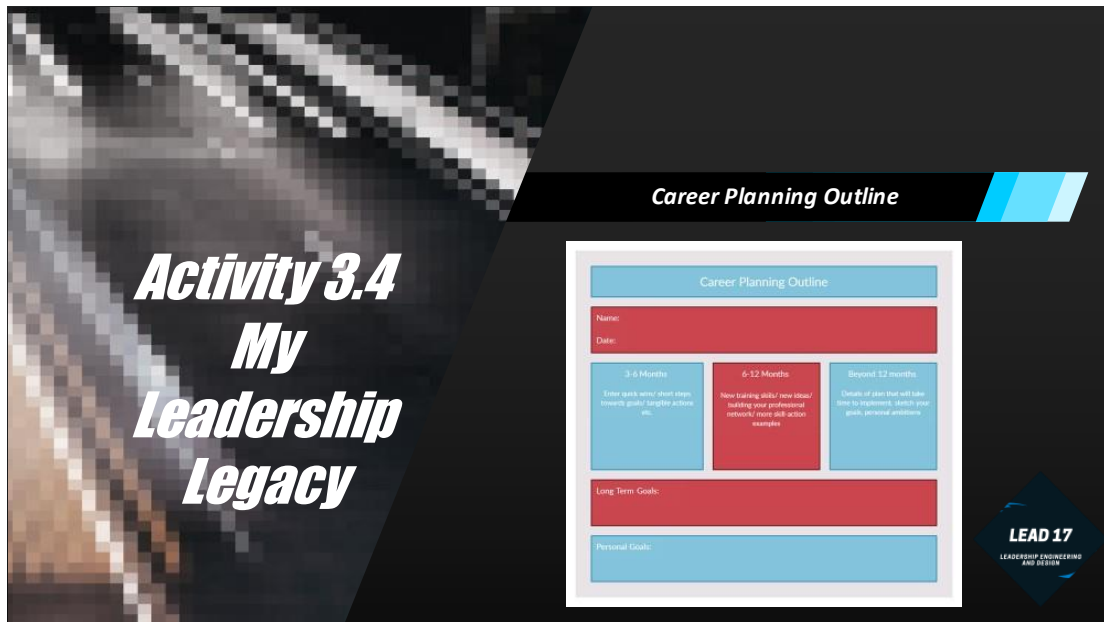
The best laid plans always have barriers that will need to be addressed for things to come to fruition. Using the root cause analysis diagram let us develop an awareness of those things that may prevent us and/or our organization from reaching the established goals. I use this activity with my staff each year to examine and reset our short-term goals. Opening each school year with an examination of the vision, mission, goals, and beliefs provides a reset each year to serve as a reminder for why we exist. Similar actions need to be done by administrators to ensure continued alignments of beliefs, forward thinking, and the maintenance and nurturing of a bias for action.

Let us take 10-minutes to work individually to complete the root-cause analysis activity. We will then work with a partner for reflection purposes. (7-minutes).

Utilize this information to write your goals, vision, and mission statement. (7-minutes)

Considering your identified vision, mission, values for your career, professional development or initiative let us revisit the goals you established in module one. Are your goals and timelines in alignment with your established vision, mission, and values? Does this document need to be modified? Share your plan with a shoulder partner for reflection and feedback. (10-minutes)

Structure/Power

"Only when we have many different perspectives do   we have enough information to make good decisions" (Margaret Wheatley).

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

(Alvy, 2017, p. 19)
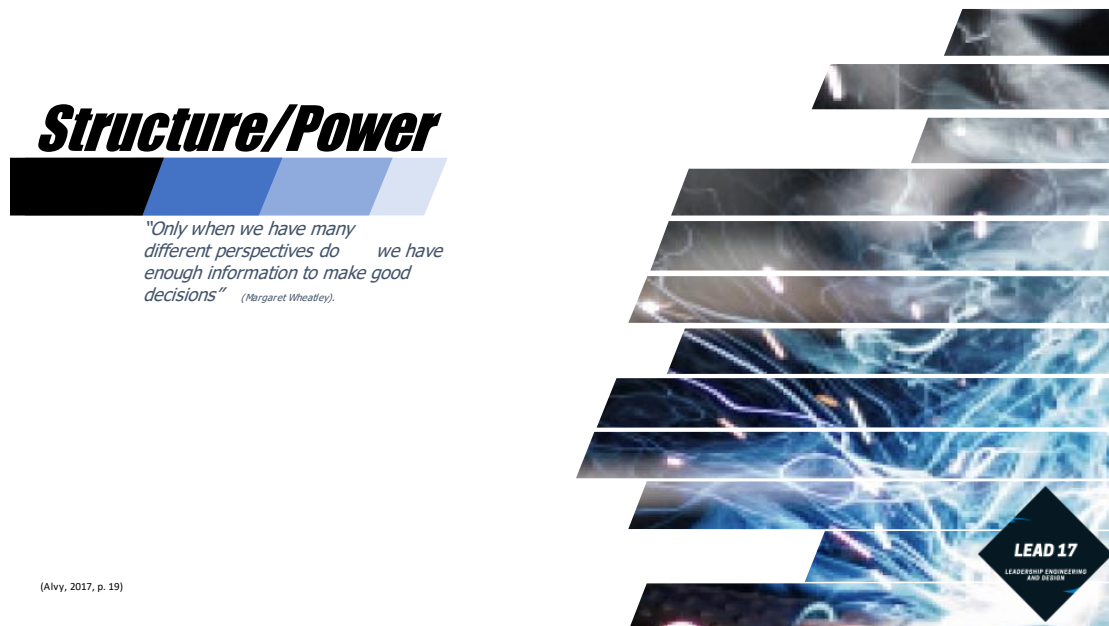
A key factor in fulfilling the established goals is to intentionally build the infrastructure and clearly outline at what levels decisions are made and within what parameters. Thinking back to your leadership profile and module two regarding holistic leadership---what are the factors playing a distinct role in your leadership style and thus the infrastructure established for making decisions? Responses may include but note be limited to (Alvy, 2017, p. 19)

- Early family home life
- School experiences
- Personal and professional characteristics
- Experiences and beliefs related to race, gender, religion, social justice, and political issues
- Income
- Teaching or administrative experiences
- Mentor/mentee experiences
- Personal and professional role models
- Supervisors
- Career ladder
- Friends
- Reading preferences
- Travel Opportunities

Does your school have a written "chain of command" or other document outlining where decisions are made?

How does this fit or not fit with your leadership philosophy? What would you change?

Galbraith's (n.d.)
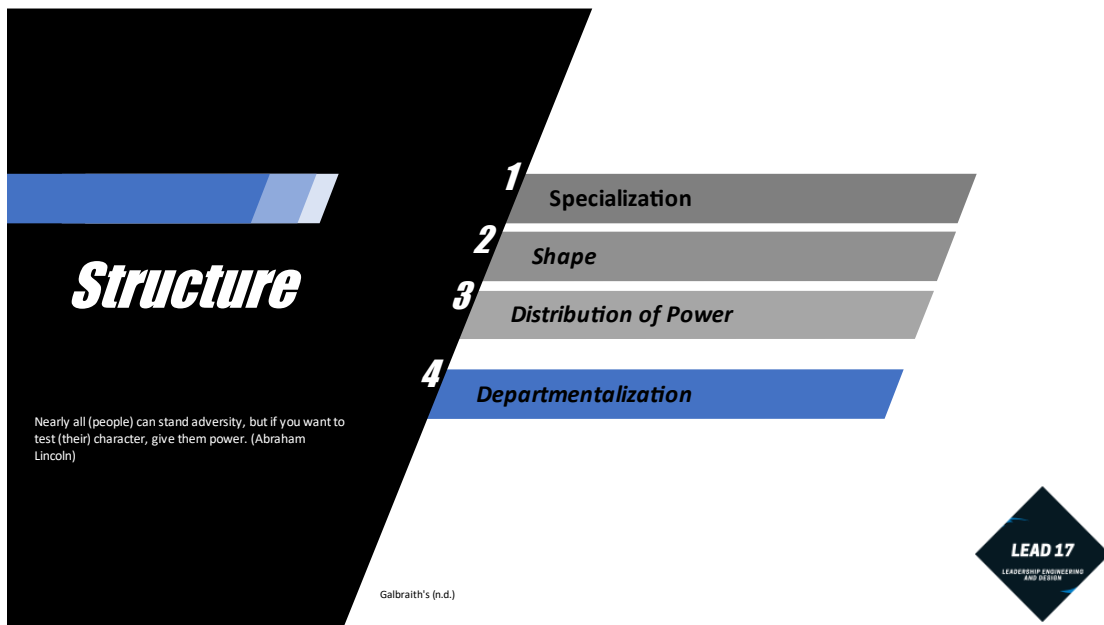
The school's structural narrative requires intentional design related to the specialization of skill sets of staff, shape, distribution of power, and departmentalization. What is the current specialization structure within your current school?

Shape: How many people are there in each group? If you use grade-level groups, are these then broken down further into subject level groups, and are subject level groups broken down into content groups? If your schools are divided into departments (science, math, social sciences, English, CTE, PE, etc.), are the departmental groups broken down into curriculum content areas? Are cross-pollinated interdisciplinary teams created? If so, who is on these teams? Were the teams within the school intentionally designed for a specific purpose? Such as the school leadership team, department chair committee, safe schools committee, threat assessment team, child study team?

Distribution of Power: Examining your current organization, is there a hierarchy of power established? Is there a centralized process of decision making? Meaning the closer one is to the top of the organization's office; the more perceived power exists? Power refers to an individual's ability to give orders to those below them within the organizational structure. Hierarchies establish a top-down model of communication and directives. The opposite of a so-called pyramid power structure is a decentralized or flattened line of power---the flatter the line, the more involved employees are in making decisions. Which model best represents your current organization? What would you change? Is the line of communication and decision-making clear for all parties? Galbraith's (n.d.) STAR Model represents an integrated power system where decisions are made at various organizational levels. How does this compare to your current environment? What changes, if any, would you make?

Another thing to keep in mind here is the need to identify informal organizational power structures that have been established over time. For example, a group of employees who are highly vetted by

other employees gives them an informal power to decide if the change will be embraced or met with resistance. When these people buy-in to what is being done, the organization moves forward. When they do not, the organization can stagnate due to resistance. How do you overcome this in your organization? I place the most prominent stakeholders within these groups on my school leadership team. This allows me to know their thought processes and plan accordingly. Keep in mind that power, the shape of the organization (organization structure), and the power are not the same. These informal groups play a significant role in the organization's life and cannot be ignored. Small, steady, intentional steps forward will ensure continuous forward progress.

Process/Information

The organizations structures represent the anatomy of the organization and the processes are the physiology of its functioning (Galbraith, n.d.) .

Information flows vertically and horizontally within every organization with each individual school having varied decentralized communication processes.

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

The STAR Model (Galbraith, n.d.) relies on information that moves across all groups within the organization in a decentralized format. Nevertheless, there are two ways in which information flows within the organization vertical and horizontal.

Vertical communication processes are more of a top-to-bottom communication line. Vertical communication processes apply within areas regarding the distribution of resources, including personnel and resources. Generally, this part of the organizational structure involves budget planning and processes (Galbraith, n.d.). When developing the school's budget and budget proposal, what things are considered involved in this process? Is the collection of information multi-dimensional in nature? Who makes the final school level decision for the budgetary needs of the school? Once the allocations are allotted to the school, which makes the decisions regarding the distribution of resources?

Lateral or horizontal communication processes are decentralized in the most influential businesses and schools. Allowing communication across lines and in various ways promotes autonomy in decision making when wrapped around the 17" Plate framework to ensure everyone and every decision keeps the organization focused on its core purpose. Communications may be voluntary, through professional learning community structures or other complex and intentionally designed permanent or dissolvable working groups (Galbraith, n.d.).

Activity 3.5: Let us identify the vertical and lateral communication processes within your current work environment.
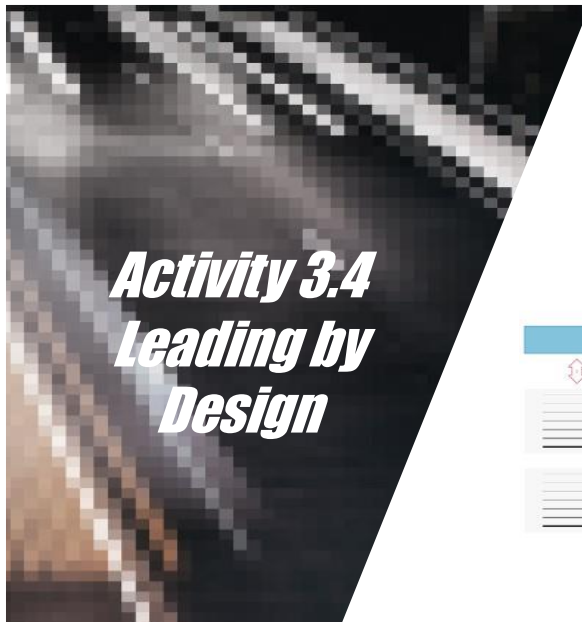
Structure to Process Design
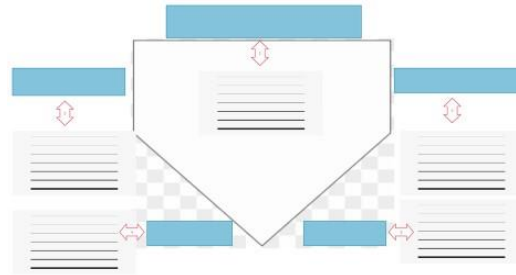
Activity 3.4: Leading by Design

Referring back to the 17" inch plate you designed earlier. Let us begin adding the processes under each part of the established framework. Be sure to label each process as part of the lateral or vertical communication process. (Work independently for 7-minutes. Reflect and gain insight from a partner 13 minutes).

Structure to Process Application
Vision:

Mission:

Process Planning Document
Name the Structure and Process

Objectives	Tasks	Success Criteria	Time Frame	Resources

Activity 3.5: Leading by Design

Pick one of the processes within your structure and outline an existing infrastructure highlighting the conditions under which its implementation is currently operating. Other options here are to create an initial design or redesign a current initiative that has stagnated. Remember to focus on creating the initiative utilizing the leverage points you and your organization can control, such as space, schedule, and finances. For example, if one of your processes is the implementation of an advisory program, what are the objectives for this implementation, what tasks/levers can be used to move it forward, what determines success (this may be one small hack), what is the time frame, and what resources will be needed, and who will you need to communicate with during this part of the process.

Communication: Keep it Simple

1. Simplicity: Eliminate Jargon
2. Storytelling
3. Multidimensional
4. Where Your Spend Your Time
5. Listen and Adjust

Process-Information

"Communication seems to work best when it is so direct and so simple that it has a sort of elegance" (Kotter, 1996, p. 89).

"The challenge of simple and direct communication is that it requires great clarity of thought plus more than a little courage" (Kotter, 1996, p. 90).

(Kotter, 1996)

From a leadership perspective, the best way to promote the organization's structure and the process is through effective communication. According to John P. Kotter (1996), communication of the vision and its continually shifting parts requires consistent use of the following techniques.

Simplicity: Eliminate the educational jargon, so the message is easily conveyed to all stakeholders using the same language (Kotter, 1996). Always keep in mind the audience you are speaking with when selecting terminology. People from within the organization or those working directly with a specific program will acknowledge the professional lingo; however, others will not therefore it is important to simplify the language will make it easier to get others on board as you work to accomplish your goals and objectives. However, being clear and concise is more challenging than writing a lengthy letter---yet, is a hallmark of the most effective and efficient principals (Kotter, 1996).

Storytelling: The most effective leaders recognize metaphors, analogies, and examples through storytelling, which is one of the most powerful ways to convey a message (Kotter, 1996). Why? Because people tune in and listen to stories---thus, the reason stories are told over and over throughout history. Carefully selected words placed in a simple and concise narrative to support the organization's direction are memorable (Kotter, 1996). Find imaginative ways to share your message—keep it simple—keep it focused on keywords that matter to your organization. This is a form of branding your organization and your leadership legacy.

Multidimensional: As a leader, your 17" plate provides simplistic processes for communicating what you will deliver as a principal. For your organization, it outlines the simplistic core of the organization. Regardless of where you are applying for the 17" plate, it is imperative to tell your story through a multitude of platforms using the same language, whether it is in a meeting, social media platform, local news coverage, one-on-one discussions, discussions with small groups, informal discussions, in-house communications, etc (Kotter, 1996). People will know what you and your organization stand

for when we brand our organization and partnering vision with this process. The key here is repeat-repeat-repeat. Take every opportunity to reinforce the valued characteristics of the organization and its members.

Where you spend your time: How you spend your time defines your dedication to actions you value and should consistently align with your 17" framework. People will notice where you spend your time and what you spend it doing. Choose carefully so that your actions reinforce your desired outcomes. "Nothing undermines the communication of a change vision more than behavior on the part of key players that seems inconsistent with the vision" (Kotter, 1996, p. 97).

Listen and Adjust: The best advice I received from a superintendent was "listen more than you talk" and "learn the story" before making substantial changes to an organization. Leaders new to a building often want to make changes to meet their own beliefs and comfort levels. However, to be successful and create lasting change, it is essential to address things in small chunks, recognize some of the institution's rituals are worth keeping, and blend the environment's current values with values designed to move it forward. Establishing this movement's need is best accomplished by using the root cause analysis exercise competed with the entire faculty and staff. Identify areas of desired change and build upon these quick wins to begin the more extensive change process.

Motivate/Reward

"we have three innate psychological needs —competence, autonomy, and relatedness. When those needs are satisfied, we're motivated, productive, and happy."
((Smith, 2011)

(Pink Drive: Thesurprisingtruth about what motivates us)

The 21st-century employee finds little motivation in rules-based and policy-driven environments where compliance is the expectation. Nor are these employees motivated by the need to work for survival. Furthermore, the 21st-century employee is not energized by external rewards or punishments. According to Daniel Pink (2009), author of the book Drive, the 21st-century employee is motivated by having a sense of autonomy, purpose, and mastery—that is, if they feel their salary is fair and equal to their peers. If not, they tend to be distracted by a sense of unfairness that subsequently overwhelms their emotional state and prevents the employee from reaching their highest level of performance.

When we think of our respective schools and school districts, how are employees afforded opportunities to find a sense of autonomy, purpose, and mastery? Why are employees less motivated by dangling rewards in front of them to garner desired work outputs?

There are seven deadly flaws found in the carrots and sticks methods (Smith, 2011).

1. It deteriorates intrinsic motivation.
2. Rewards become addictive, causing performance to fade as the rewards are diminished.
3. Results in diminished performance
4. Fosters short –term thinking
5. This detracts from encouraging employees to be creative and innovative thinkers as they tackle problems.
6. Promotes unethical behavior among employees in a "win at all cost" environment.
7. Crowds out desirable employee behaviors such as teamwork, collaboration, and think tanks designed to share ideas for the organization's betterment openly.

When have you seen the carrot and stick method work? Yes, there are times when short-term goals are appropriately rewarded, such as when working with rule and policy-driven routine tasks and when performing tasks requiring no creativity or intrinsic motivation (Pink, 2009). However, these tasks are not where organizations are redesigned for continuous improvement or advanced to the next level. According to Pink (2009) demonstrates more robust performance, more excellent health, and higher overall well-being when experiencing the activity's satisfaction. Today's leaders must shift their mindset from controlling people's behavior to sharing the leadership role and providing a flexible work environment. Are educators prepared to work in such environments after being conditioned to work in rule-driven environments?
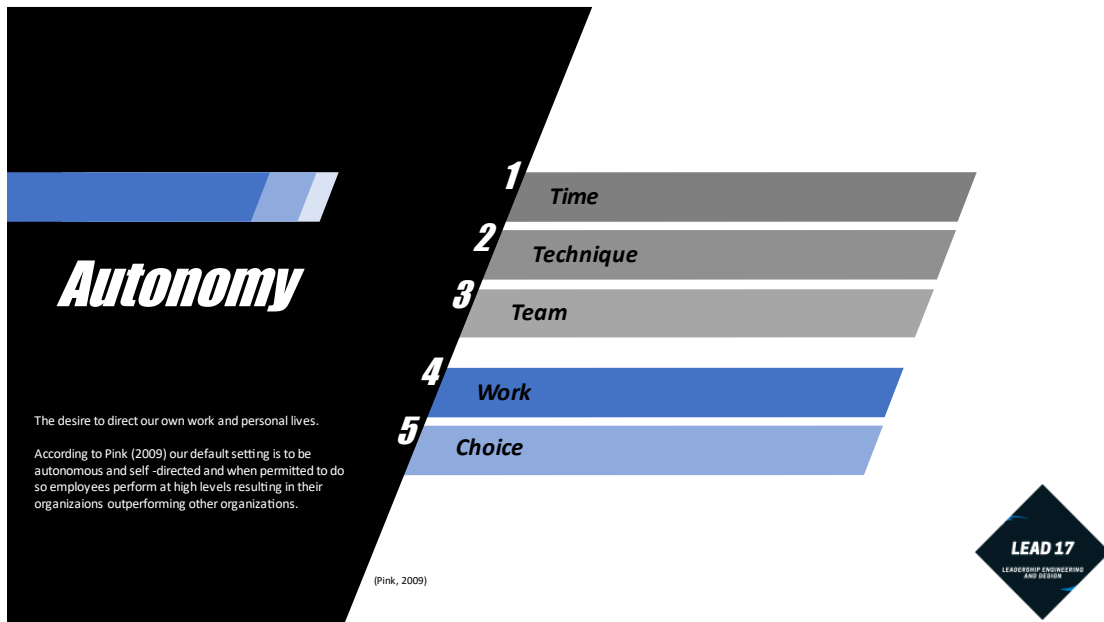
Results Only Work Environments (ROWE) (Smith, 2011) provide employees the autonomy to work from locations of their choice and wish to do the work if the work gets done. Work environments characterized by ROWE practices have proven to be more desirable work locations, thus attracting highly qualified and competent employees. Furthermore, studies illustrate employees working in ROWE have an improved work-life balance, healthier lifestyles, and higher energy levels (Smith, 2011).

Would we be overly ambitious to think schoolwork and learning environments would not garner the same benefits? When I visited High Tech High in California---this is the same environment found, and their students and staff noted many of the benefits highlighted by the research. High Tech High is anything but a "normal" high school but all accounts of our notion of what school should feel and look like. Before the day's session, you were asked to view two videos regarding High Tech High.
1. *Project-Based Learning at High Tech High* 2009 (https://youtu.be/6rv_rmJYorE)
2. *Innovative teaching and learning: Lessons from High Tech Highs founding principal* 2012 (https://youtu.be/spn1xGycar8)

Share with a shoulder partner your: (2 minutes per person)
I like
I learned
I wish
I wonder

Regarding the culture of the school and how this illustrates autonomy for teaching, learning, and leading. Now think about ways you currently promote an autonomous culture within your school. What would you change? Think about how you can manipulate time, techniques, teaming, work, and choice. Remember, we do not focus on the barriers we cannot control; we focus on manipulating things we have control over as we seek power with, not authority over our staff and students.

The importance of having a personal and organizational mission, vision, and goals is to create a sense of purpose. A connection to something larger than ourselves that drives us to reach for higher levels of performance and success and to set the next goal. The purpose drives what we do, how we think about what we do, and how we do what we do for the more significant benefit of the organization. All individual and department goals must align with the school vision, mission, and goals. Creating subgoals within the school should support the offering of strategies for solving problems and questioning the status quo to advance the organization towards the attainment of its purpose. The most effective leaders support this work by demonstrating creative and innovative leadership techniques and setting high and clearly defined expectations while also promoting the social and emotional well-being of the educational community.

As we look at purpose—do your vision and mission give you a sense of purpose? If not, take a few minutes to revise your vision and mission to reflect what you are most passionate about as a leader.

Mastery

"Goals that people set for themselves and that are devoted to attaining mastery are usually healthy. But goals imposed by others --sales targets, quarterly returns, standardized test scores, and so on --can sometimes have dangerous side effects" (Pink, 2009, p. 30)

1 Lead with Questions

2 Engage in Dialogue

3 Engage in Debate

4 Conduct Autopsies

5 Build Red-Flags

(Pink, 2009, p. 122 -123)

A growth mindset as a leader, employee, or stakeholder entails the recognition of our abilities never being finite but rather infinitely improvable (Pink, 2009). Continuous improvement of our leadership capacity and schools requires deliberate, intentional, and thoughtful effort to personal and professional improvement enabling us to pursue the organization's goals through performance and leadership techniques.

Refer to the screen for keys to a growth mindset as noted by author Jim Collins.

People Skills & Mindset

To be effective leaders we must simultaneously develop ourselves, our people, and subsequently the organizational capabilities and capacity.

Hiring and developing people who wan to be apart of the people within the organization is essential to securing the skills and mindset necessary to advance the organizations vision, mission, and goals.

LEAD 17
LEADERSHIP ENGINEERING
AND DESIGN
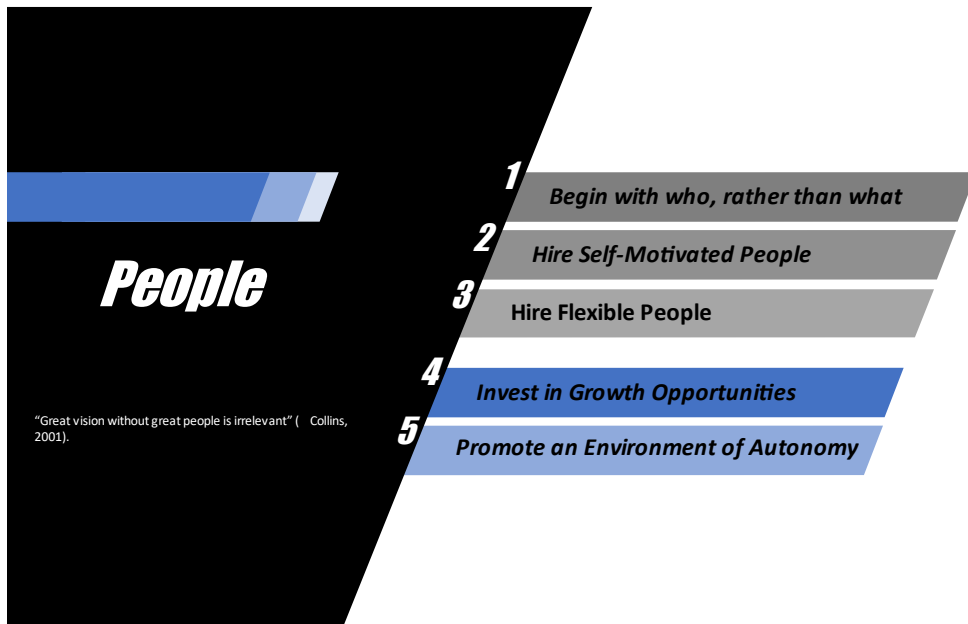
The Leadership Success Model

(Schneider, 2017)
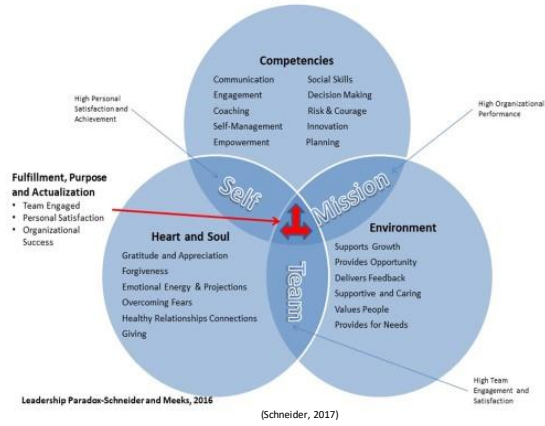
Summary

A plethora of organizational design models exist and continue to evolve —there is no one size fits all model. While all models have merit it is important to recognize not all models fit our particular situation and leadership capabilities.

LEAD -17

Leadership Engineering and Design -17

Intentionally developing the infrastructure for utilizing organizational leverage points to condition the environment for success in an infinite educational system of mastery.

Questions

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

Appendix C: Leadership Engineering and Design Handbook

Leadership Engineering and Design

LEAD-17 Playbook for Aspiring Principals
Translating Research into Practice

The LEAD-17 program is designed to promote on-going educational leadership enhancement of assistant principals. Each workshop participant receives the LEAD-17 Playbook for Aspiring Principals: Translating Research into Practice formatted in a three-inch binder to promote the continuous adding and archiving of documents as you work through evolving your leadership capacity and developing of your 17" leadership plate as you seek to advance your career.

The playbook is divided into the following sections

- ❖ Leadership Legacy
- ❖ Engineering the Environment
- ❖ Leadership by Design

Today's workshop provides the starting point for LEAD-17 participants. Additional information, resources and future workshops are available and announced on the LEAD-17 website. Please follow LEAD-17 on Twitter, Instagram, and Facebook.
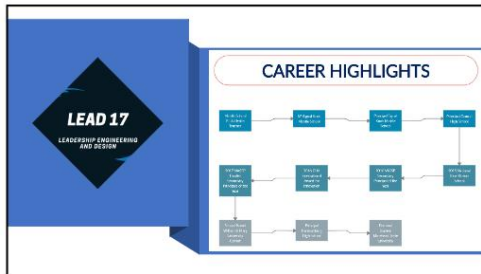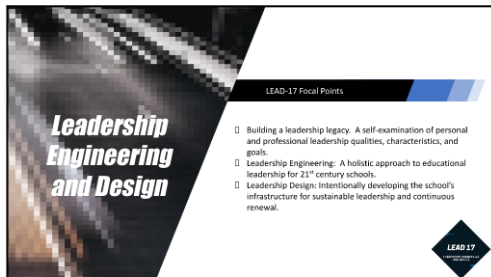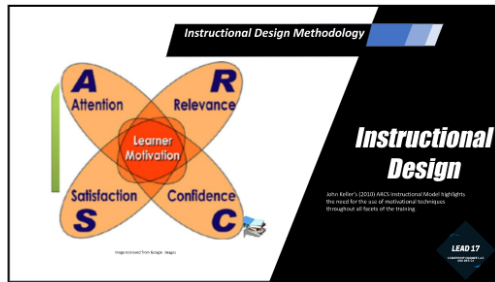
LEAD-17
Leadership Legacy

Module- 1

"Today's world hungers for a whole new understanding of leadership" (Sharon Parks)

LEADERSHIP LEGACY

LEAD 17
LEADERSHIP ENGINEERING AND DESIGN

Shift Your Mindset, Vision, and Actions
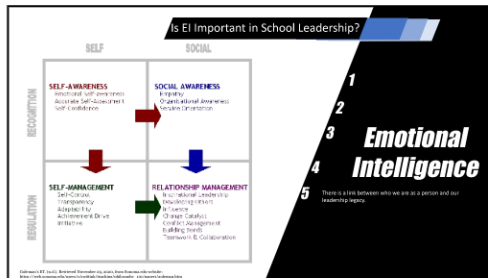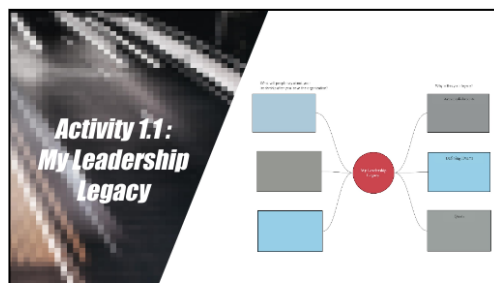
Activity 1:1   Leadership Legacy

What will people say about your
leadership after you leave the organization?

Why is this your legacy?

Accomplishments

My Leadership
Legacy

Defining Events

Quote
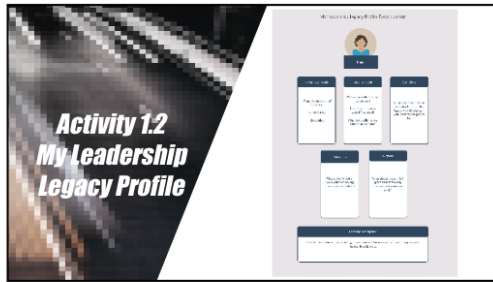
Activity 1:2 Leadership Legacy Guide Sheet

My Leadership Legacy Profile Development

Name

Professional Profile

- General explanation of the person

- Career history

- Specialties

Personal Profile

Who are you when you are not at work?

How do you create a work-life balance?

What are the things you care the most about?

Aspirations

Looking into your career through a lens from the future what do you want your leadership legacy to be.

Distractors

What prevents you or slows you from moving towards your aspirations?

Supports

What support system is in place for intentionally moving your towards your goals?

Emotional Intelligence

Describe your current understanding of emotional intelligence and its impact, if any, on your leadership endeavors.

My Leadership Legacy Profile Development

Professional Profile

Personal Profile

Aspirations

Distractors

Supports

Emotional Intelligence
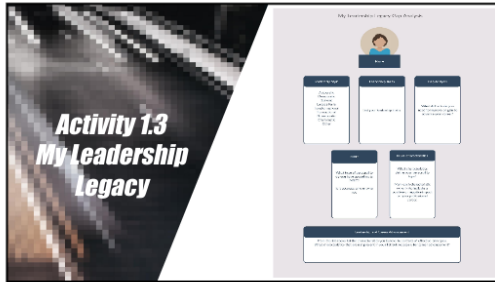
Activity 1.3 Leadership Legacy Guide Sheet

My Leadership Legacy Gap Analysis

Name

Leadership Style

Autocratic
Democratic
Servant
Laissez-Faire
Transformational
Transactional
Bureaucratic
Charismatic
Other

Leadership Traits

List your leadership traits.

Gap Analysis

What skill sets do you need to improve or gain to advance your career?

MBIT

What type of personality do you have according to MBIT?

Is it accurate why or who not.

MBIT Characteristics

What characteristics define your personality type?

Mark each characteristic (+) or (-) to indicate a positive or negative impact on your professional career.

Leadership and Career Advancement

From the list above list the characteristics you believe to be traits of effective principals. What characteristics that are not present in your list but necessary for career advancement?

My Leadership Legacy Gap Analysis

Leadership Style

Leadership Traits

Gap Analysis

MBIT

MBIT Characteristics

Leadership and Career Advancement

Activity 1.4 Leadership Legacy

	Self	Social
Recognition	**Self-Awareness**	**Social-Awareness**
Regulation	**Self-Management**	**Relationship Management**

Activity 1.5 Leadership Legacy

Activity 1.6 Leadership Legacy

	Perceived Career Trajectory	Desired Career Trajectory	Skills Needed to Advance Career
Upwardly Mobile			
Career			
Plateaued			
Shafted			
Exiting Career			

_____

_____

_____

_____

_____

_____

Activity 1.7   Leadership Legacy Guide Sheet

Career Planning Outline

Name:

Date:

3-6 Months	6-12 Months	Beyond 12 months
Enter quick wins/ short steps towards goals/ tangible actions etc.	New training skiils/ new ideas/ building your professional network/ more skill-action examples	Details of plan that will take time to implement. sketch your goals, personal ambitions

Long Term Goals:

Personal Goals:

Activity 1.7   Leadership Legacy Activity

Notes

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LEAD-17
Engineering the Environment
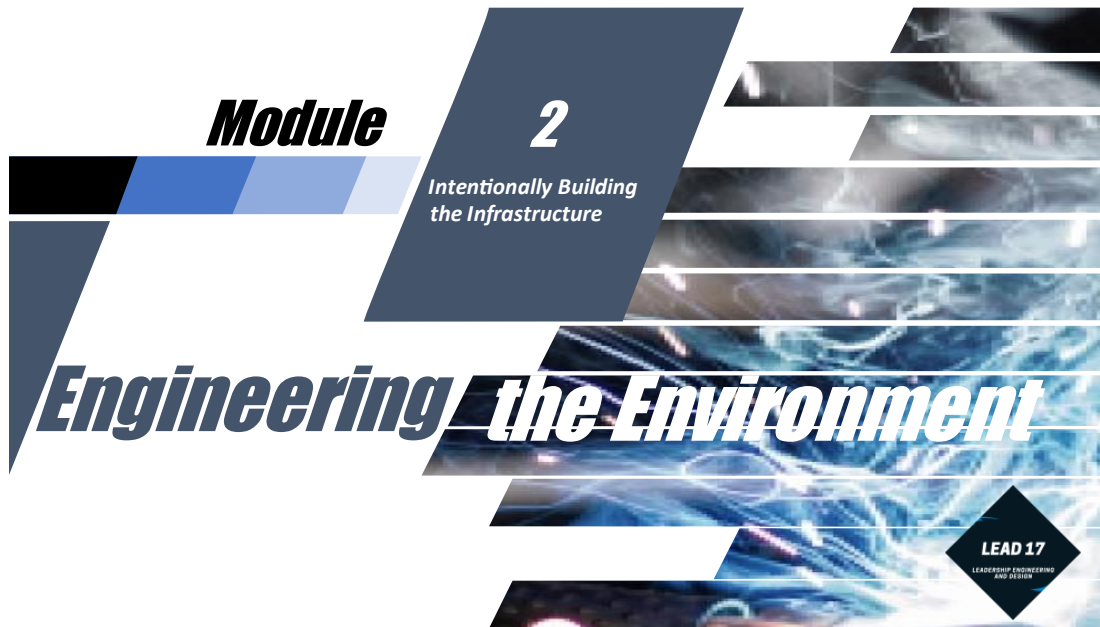
Intentionally Building the Infrastructure

Activity 2.1   Engineering the Environment

| Initiatives	School and District Level Initiatives					
	School	District	Mission	Vision	Values	SI Goals

Activity 2.2 Leadership Engineering

List your Initiative Here.

DECISION TREE DIAGRAM

Leading Wholes Iceberg Model Breakdown

26

Mental Model Reflection

What Values, beliefs, assumptions, were made in addressing the issue? Could this be improved and how?

_____

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Activity 2.3 Engineering the Environment
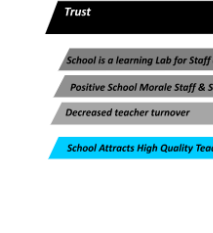
Multidimensitional Point of View

Problem/Concern

Contradictory Views Considered

Solution 1   Solution 2   Solution 3

Consideration of Alternative Responses

Consequences of Each Option

Questions   Questions   Questions

Potentional Long-Term Consequences

Additional Options

Learning From Others Additional Ideas

Solution for Consideration

Trust

Relational trust means members of the organization depend on one another and on a shared vision (Ash & D'Auria, 2013)

LEAD 17

Trust

School is a learning Lab for Staff and Students   1

Positive School Morale Staff & Students   2

Decreased teacher turnover   3

School Attracts High Quality Teachers   4

Holistic Leadership

LEAD 17

Reducing Emotional Responses

1. Transparency
2. Explain the Why
3. Acknowledge how others are feeling happy, sad, angry, loss, etc.
4. Convey a genuine concern for others.

(Ash & D'Auria, 2013)

LEAD 17

Collaboration

What does collaboration look like in your current school and school district?

"Systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results" (Ash & D'Auria, 2013, p. 75).

LEAD 17

Capacity Building

It is no longer sufficient to have one leader at the top. Successful organizations will have to tap into the enormous capacity of its staff by having leaders at all levels of the organization.

LEAD 17

Evaluating Significance

Looking for illusive but significant occurrences — 1

Balancing internal and external relationships and needs — 2

Identifying main needs — 3

Searching for repeating patterns — 4

Holistic Leadership

Value Driven, Data Informed
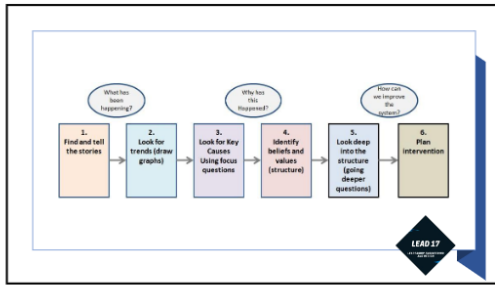
LEAD 17

LEAD-17
Leadership by Design

Module **3**

Shift your mindset, vision, and actions

LEADERSHIP By DESIGN

LEAD 17
LEADERSHIP ENGINEERING
AND DESIGN

Shift Your Mindset, Vision and Actions
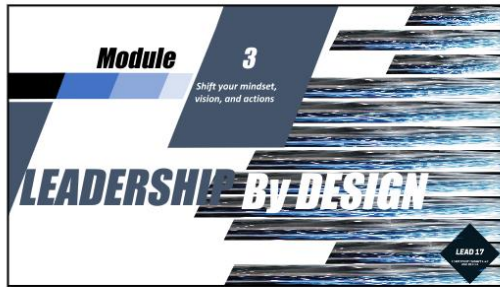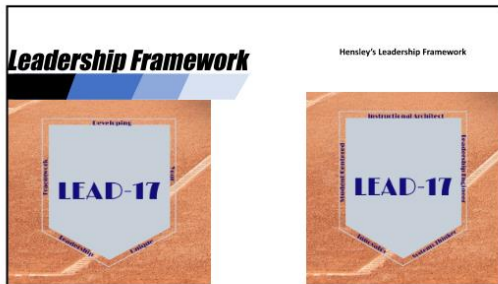
Activity 3.1 Leadership by Design
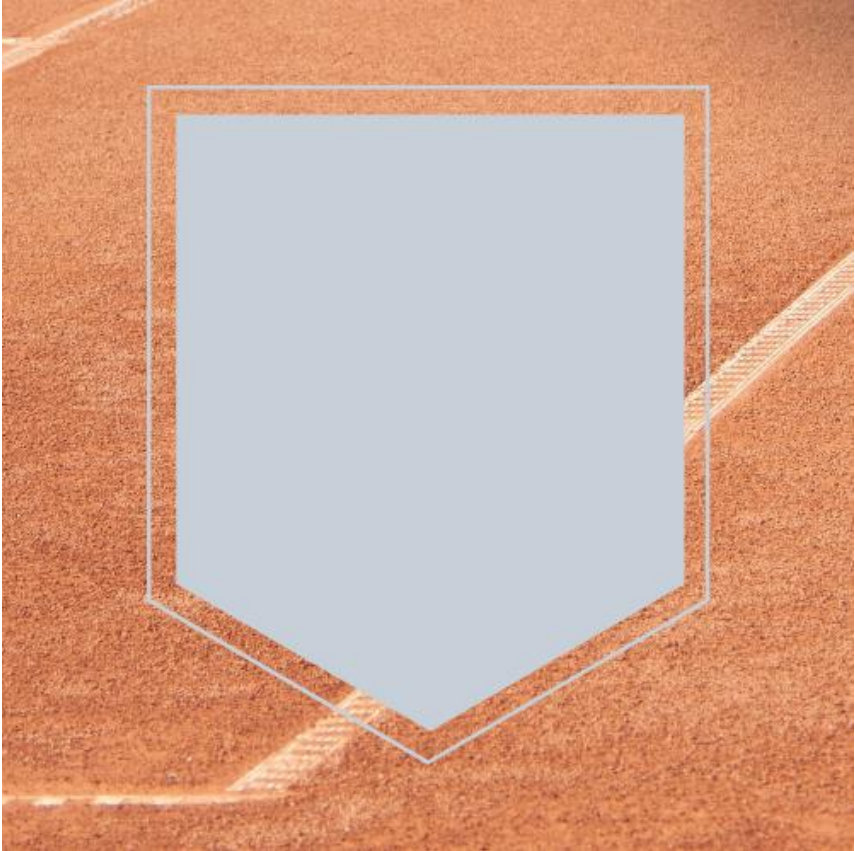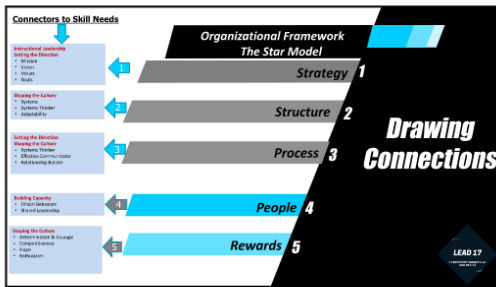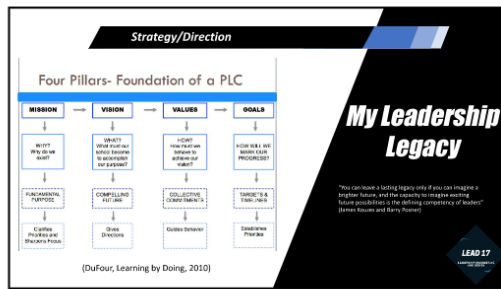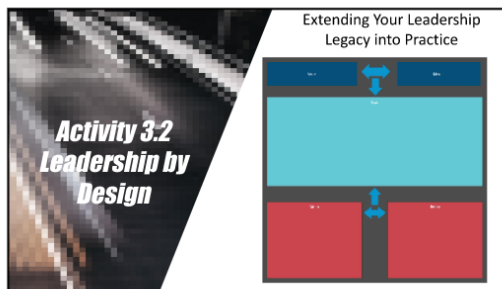
Activity 3.2 Leadership by Design

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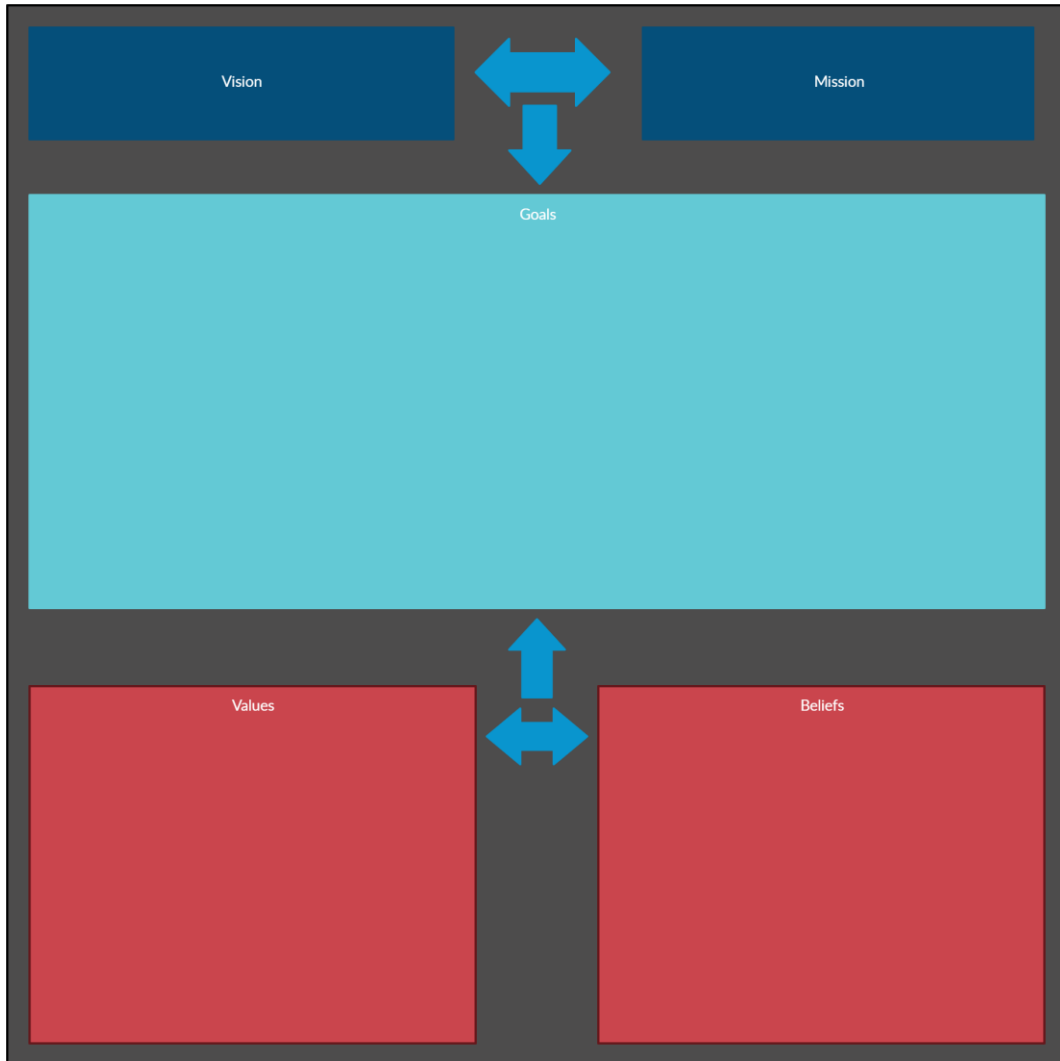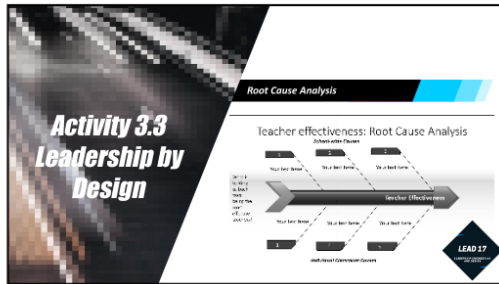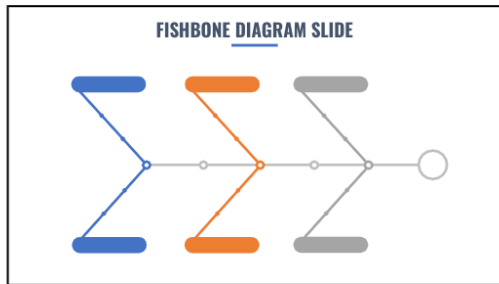
Activity 3.3 Leadership by Design

FISHBONE DIAGRAM SLIDE

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**Activity 3.4 Leadership by Design**

Activity 3.5 Leadership by Design

Structure to Process Application

Activity 3.6 Leadership by Design

Structure to Process Application

Mission:

Vision:

Process Planning Document

| Objectives	Tasks	Success Criteria	Time Frame	Resources

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2007-2012   Principal
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