EDA 611: Leadership that Works Prompt 2

Kenneth M. Hill

EDA 611: Pro Development Seminar I

November 5, 2023

Professor Adam Bernstein

Clear Administrative Services Credential Program

National University

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**Assignment: Read Chapters 4-6 in School Leadership that Works. This assignment will require you to analyze the five steps of "A Plan for Effective School Leadership" outlined in Chapter 7. The plan essentially synthesizes points on effective school leadership the author has made throughout the book. Review the five steps and provide your thoughts on the individual steps in addition to your thoughts on the five step process as a whole. I'm particularly interested to know about experiences you have had throughout your careers in being a part of any of these five different steps and/or how leaders with whom you have worked have demonstrated awareness or competency in these areas.**

**Develop a Strong School Leadership Team:**

*School Leadership that Works* (Marzano, Waters, & McNulty, 2005) states the proverb, “A vision without a plan is just a dream. A plan without a vision is drudgery. But a vision with a plan can change the world.” At the School of Business and Tourism, this team that gives momentum to the vision is called the Instructional Leadership Team made up of each department lead, out-of-classroom personnel (i.e., PSW, PSA, COS, SCA, TSP), administration, and the SAA. We meet twice a month and each team member serves also on the SSC (i.e., School Site Council) and the SGB (School Governing Board). The frequency of our meetings provide a collaborative process and build coherency and continuity between disciplines; however, it is also tied to compensation for the extra hours which can be an issue that conflicts with the intrinsic value (i.e., drudgery) required in a leadership role. Despite the budget complications, these leadership councils allow for input and voting power that leads to expenditures for the whole school. These teams allow for input and a collaborative process to provide scrutiny, objectivity, and buy-in to the fiscal decisions often left to the administration.

**Distribute some Responsibilities throughout the Leadership Team:**

The school of Business and Tourism has only one principal and one vice principal with a small team of out-of-classrooms support. Balancing duties are necessary and inherent to promote the good will of the school while fostering the culture and community. Leveraging the cultural currency through distributing leadership responsibilities is paramount but will not work unless the culture and the administration that drives this culture is relational in an authentic sense. If it is fabricated, the result lacks a congruency and no real sense of reciprocity that allows people to build and practice the faith with their team that can lead to micro-management and an imbalance of responsibilities. This is detrimental to the value of the school’s effectiveness and very demoralizing amongst key stakeholders that see the mismanagement and the imbalance that overloads team members with expectations with often unrealistic timelines and inferior resources.

**Select the Right Work:**

This complements step 2 when you can designate responsibilities without feeling like they are being relegated. This is where the relational value of leadership has to be built initially and consistently applied so that the key leadership stakeholders are activated with specific duties relevant to their talents. This also allows for communication and the fidelity of resources given to the key leader that must rely on the other team members as support and guidance for objectivity. But as stated, the vision is best supported and attained when you build this inherent capacity with the joy of team collaboration toward an altruistic goal, promoting “collegiality and professionalism” (Marzano et al., 2005).

**Identify the order of magnitude implied by the selected work:**

Marzano et al. (2005) state, “One of the difficult aspects of identifying the magnitude of change for a given initiative is that one person’s first-order change might be another’s second-order change.” This is definitely true at my present location. There is a definite disconnect with the Principal’s vision and prioritized expectations that often come last second and then forced upon the rest of the team to alter schedules and prioritize from the often disconnected vision that “hiccups” any real cadence toward accomplishing expectations. This can be terribly frustrating where the team members often feel discounted and frustrated with the process that is exacerbated due to poor planning or an unsophisticated or unstrategic mission and vision. Trying to constantly negotiate this process knowing that priorities will become “secondaries” because the “boss” deems it so can be dismantling to the required unity and taxing on the other team members to practice this grace and patience collectively to still achieve duties within the encroached upon timeline.

**Match the Management Style to the Order of Magnitude of the Change Initiative**

Collectively, all 5 steps are reliant on the relational value required to activate, promote, and inspire a team to share leadership responsibilities. The management style, if not relational, can not be void of the relational value if there will be any real traction and transformation to achieve the vision of the school. People have to feel happy, safe, appreciated, and valued if they are going to want to come to work every day and to work hard for the administration. They need the be clear on the vision and to feel as if there is a strategic design that leverages the personnel with varying skills and competencies to achieve an overall consistency and unity. Marzano et al. (2005) indicate that their are 9 responsibilities that influence the efficacy of management styles and they all hint at the relational value of leadership: optimizer, affirmation, ideals/beliefs, situational awareness, visibility, relationships, communication, culture, and input. It is simple personally. If you are not talking to a listening collaborative of constituencies, you are really talking to yourself. I want to build capacity in others in a way that they naturally and sincerely desire to work tirelessly for a leader that promotes connection versus correction.

References

Marzano, R., Waters, T., & McNulty B. (2005). The 21 responsibilities of the school leader.

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