Leadership for Organizational Effectiveness
“Unity” without “Uniformity”

Our Emerging Leadership Stories
Telling, Thinking, Acting & Performing!

Presenters: Victoria Marsick & Terrence E. Maltbia
Topic Outline

- Sculpting the Story
- Mindsets and Leadership
  
  **Break**  
  10:30 - 10:45 AM

- NBI: Thinking Styles
  
  **Lunch**  
  12:15 - 1:15 PM

- NBI: Leadership Connections
  - Profiles
  - Derailers
  - Communication Style

  **Break**  
  3:15 - 3:30 PM

- Leadership Growing Edge
Leadership for Organizational Effectiveness

“Unity” without “Uniformity”

Sculpting The Story

Leadership from the Inside-out...
Section Outline

- Identifying “notable” leadership moments
- Dyads: *telling and listening to our stories* (3 rounds)
- Storying… based on work of Jo Tyler, Penn State University
Why Tell Stories?

“One of the things I think we sometimes forget is that the real benefit of telling you my story is not so much that you’ll know what’s going on with me. The real benefit is that it will stimulate you to tell me your story.”

Rick, Professional Storyteller
In Jo Tyler, 2004, p. 15
Power of Story Telling

“Stories, tellers and listeners combine to create an interactive dynamic of experience and imagination. When you add a dose of time and facilitation to the storytelling process, the result is actually not one story being told, but three:

- The one the *teller tells*;
- The one the *listener hears* through the lens of his or her own experience; and
- The one that *teller and listeners co-create* through reflection, dialogue and action.”

Tyler, 2004, p. 458
Our Leadership Stories

Think of “notable moments” you have had when you were leading - ones that you’re willing to share.

It might be a…

✓ great success
✓ big surprise
✓ significant challenge
✓ big risk
✓ difficult disappointment
Sculpting the Story
Now, tell your story to your partner.

At the sound of the chime, switch.
Some positive feedback:

What did each of you like most about your partner’s story?
More Telling and Listening

Integrate the feedback you received
- Your partner’s appreciation
- Your own sense of the story

Retell your story to your partner

Listeners, when you hear the chime, tell your partner the story you heard.
Switch Roles

- Second partner retells; first partner listens
- At the chime, listeners tell the story they heard
How was it to…

• Tell?
• Listen?
• Hear your story told by your partner?
• Tell your partner’s story?
Reversing the Point of View

Imagine your story from the perspective of one person in the situation in which you were leading.

Tell your partner the story that other person might tell, in that person’s voice.

Switch at the sound of the chime.
How was it to reverse the point of view?

What about your practice feels interesting, surprising, affirmed, or challenged? What matters now?
“In genuinely hearing the narrative of the Other and thereby affirming the Other, I am at the same time sanctioning his or her right to feel a life force, which in turn means that he or she can feel or sense something that together we experience and define as transcendent....”

—Thomas J. Cottle 2002, Qualitative Inquiry 8(5)
Cottle goes on to say...

“In the act of affirming the Self of the Other and, hence, our own selves, we now imagine that we can see the unseeable.”

—Thomas J. Cottle 2002, Qualitative Inquiry 8(5)
Insight into Ourselves as Leaders

- What do I now know how I want to grow myself as a leader?

- What do we, collectively, know about ourselves as school leaders?
Leadership for Organizational Effectiveness

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Leadership Mindsets…

Thinking, Feeling, Acting and Outcomes!
Opening Activity: Mindsets

Purpose

- **Actions** are responses to our questions (stated/unstated: M. C. Goldberg, 1998)

- Learn to be intentional in how we frame our experiences – connections to coaching and creating coaching cultures

Guidelines

As I read two sets of words…

- Be mindful of what you are thinking, feeling, and so on…
## Self Talk: Words, Stories, Emotions

### Judger Self…
- Problem focused
- Rational
- Inflexible
- Reactive
- Blame
- Judgment
- Defend
- Know it already
- Afraid of change
- Win-lose

### Learner Self…
- Solution seeking
- Possibilities
- Open
- Proactive
- Explore
- Acceptance
- Discover
- Inquiry
- Intentional change
- Win-win

Clear Points: Learner/Judger Mindset

Orientation/Nature of Internal Questions

Influence our…

- Thinking
- Feeling
- Behavior
- Relating
- Outcomes

Opening Activity: Mindsets

Purpose

- **Actions** are responses to our questions (stated/unstated: M. C. Goldberg, 1998)

- Learn to be intentional in how we frame our experiences – connections to coaching & creating coaching cultures

Guidelines

As I read two sets of words…

- **Be mindful** of what you are thinking, feeling, etc. as facilitator reads 2 sets of words

- **Discuss** how our “mindset” influences the way we show up in relation to others as a coach
Discussion

Which words did you notice?

What were you thinking, feeling, doing (round #1/round #2)?

Implications for our work together this week?
Mindset/Relationship (orientation/pattern)

- **Judger Mindset**
  - Judgmental (of self & others)
  - Reactive/automatic
  - Blame
  - Either/or thinking
  - Defends assumptions
  - Focus on statements/opinions
  - Possibilities seen as limited
  - Mood: Protective

- **Learner Mindset**
  - Accepting (of self & others)
  - Responsive and thoughtful
  - Responsibility
  - Both/and thinking
  - Questions assumptions
  - Question focused
  - Possibilities seen as unlimited
  - Mood: Curiosity

- **Judger Relationships**
  - Win-lose
  - Sense of being separate
  - Fear of differences
  - Debate
  - Listens for (right/wrong, agree/disagree)
  - Feedback perceived as rejection

- **Learner Relationships**
  - Win-win
  - Sense of being connected
  - Values differences
  - Dialogues
  - Listens for (facts, feelings, meaning, commonalities)
  - Feedback perceived as worthwhile

## Mindsets: Clear Points...

<table>
<thead>
<tr>
<th>Function</th>
<th><strong>Judger Self</strong></th>
<th><strong>Learner Self</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking</td>
<td>Sample Guiding Questions…</td>
<td>Sample Guiding Questions…</td>
</tr>
<tr>
<td></td>
<td>What is wrong with me (or the other person, or the situation)?</td>
<td>How can I best understand what’s going on here/now? What is possible?</td>
</tr>
<tr>
<td></td>
<td>How can I protect or defend myself?</td>
<td>What are my goals? What are my choices?</td>
</tr>
<tr>
<td>Feeling</td>
<td>How can I avoid, stop, or control this feeling? How could I get hurt?</td>
<td>What am I feeling? How can I accept &amp; embrace what I’m feeling?</td>
</tr>
<tr>
<td></td>
<td>What will people think if they see me feeling this way?</td>
<td>How can I calm myself? What’s one thing I can do now to help me feel better? Support?</td>
</tr>
<tr>
<td>Behaving</td>
<td>How can I prove I’m right?</td>
<td>What is the most appropriate way to do this?</td>
</tr>
<tr>
<td></td>
<td>How can I get them to do what I want?</td>
<td>How can I contribute to getting this done or moving this situation forward?</td>
</tr>
<tr>
<td>Relating</td>
<td>In what ways is he/she less (or more) important, worthy, or significant than I am?</td>
<td>In what ways are we alike? How could our differences be a contribution to each other given the situation?</td>
</tr>
<tr>
<td></td>
<td>How is his/her reaction connected with me?</td>
<td>Should I take this personally? Other explanations?</td>
</tr>
</tbody>
</table>

Leadership for Organizational Effectiveness
“Unity” without “Uniformity”

NBI Assessment Results
Thinking about our Thinking & Leadership…
Why thinking styles?

- Self-awareness enhances social-awareness
- Leadership is relational
- Improved team processes
- Intentional choice
- Informed action
- Personal and Professional fulfillment
Framing—Mental Models Matter

Source: Boud, Cohen & Walker (1993)
**Worldview...**

**Definition:** The collection of one’s personal philosophies, beliefs and perspectives that inform how one sees the world.

“We don’t see things as they are, we see things as we are.”  
- Anaïs Nin
What Does the NBI Measure…

The extent to which an individual prefers certain types of thinking / mental processes over other types of thinking / mental processes.

The tools do not measure skill or ability, although often we end up being more skilled at those things which we strongly prefer.
**Theory—Left Brain / Right Brain Model**

**Left side processes:**
- Speech
- Analysis
- Time
- Sequence

**Right side processes:**
- Creativity
- Patterns
- Spatial awareness
- Context

**It recognizes:**
- Letters
- Numbers
- Words

**It recognizes:**
- Faces
- Places
- Objects
Theory—The Human Brain (High & Low)

CEREbral Cortex

LOBES

Frontal Lobe: Motor Behavior (planning and regulation)
Parietal Lobe: Touch, pain, integration of sensory info
Temporal Lobe: Emotions, memory, recognizing speech
Occipital Lobe: Visual perception

DEEPER BRAIN STRUCTURES

Limbic System

Hippocampus: Learning and memory
Amygdala: Emotions, response to stress and threat
Basal Ganglia: Motor control, emotion, cognition
### Quadrants: Four Thinking Styles

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>L1</td>
<td>Realist</td>
<td>Organizer</td>
<td>Strategist</td>
<td>Empathizer</td>
</tr>
<tr>
<td>L2</td>
<td>Analyst</td>
<td>Preserver</td>
<td>Imaginator</td>
<td>Socializer</td>
</tr>
</tbody>
</table>

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Tool: STAR Factors (Gathering Critical Incident Examples)

**High Point/Low Point…**

- **Situation**—What was the situation? Trigger? Players? Role?
- **Task**—Intentions? Goal?
- **Action**—What did you do? Others? Approach?
- **Result**—What was the outcome? Compare to initial intent?
## Context

<table>
<thead>
<tr>
<th>Situation</th>
<th>Task</th>
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</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
</table>
WORDS USED TO DESCRIBE...

**L1 - REALIST & ANALYST**

- CLEAR
- RATIONAL
- LOGICAL
- OBJECTIVE
- CRITICAL
- REALISTIC
- CONCRETE
- FOCUSED
- SENSIBLE
- ACCURATE
- COHERENT
- CALCULATING
- GOALS
- PERFORMANCE
- BOTTOM-LINE
WORDS USED TO DESCRIBE...

R1 - STRATEGIST & IMAGINEER

CURIOUS  STRATEGIC  IMAGINATIVE

INTUITIVE  RISK-TAKING  VISIONARY

CREATIVE  SIMULTANEOUS  VISUAL THINKER

UNCONVENTIONAL  EXPERIMENTING  BIG-PICTURE

CHALLENGES STATUS / QUO  OPPORTUNITY-ORIENTED
WORDS USED TO DESCRIBE…

**R2 – EMPATHIZER & SOCIALIZER**

<table>
<thead>
<tr>
<th>Sociable</th>
<th>Approachable</th>
<th>Perceptive</th>
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</thead>
<tbody>
<tr>
<td>Empathetic</td>
<td>Understanding</td>
<td>Supportive</td>
</tr>
<tr>
<td>Harmony</td>
<td>Relationship-Oriented</td>
<td>Loyal</td>
</tr>
<tr>
<td>Tolerant</td>
<td>Sensitive</td>
<td>Affectionate</td>
</tr>
<tr>
<td>Feeling</td>
<td>Emotionally Expressive</td>
<td>Cohesion</td>
</tr>
</tbody>
</table>

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WORDS USED TO DESCRIBE...

L2 - ORGANIZER & PRESERVER

<table>
<thead>
<tr>
<th>ORDERLY</th>
<th>NEAT</th>
<th>STRUCTURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELIABLE</td>
<td>CONSISTENT</td>
<td>DILIGENT</td>
</tr>
<tr>
<td>METHODICAL</td>
<td>DETAIL-ORIENTED</td>
<td>PREPARED</td>
</tr>
<tr>
<td>SYSTEMATIC</td>
<td>HABITUAL</td>
<td>ROUTINE</td>
</tr>
<tr>
<td>PUNCTUAL</td>
<td>EFFICIENT</td>
<td>ORGANIZED</td>
</tr>
</tbody>
</table>
Prediction…

- Most Preferred Thinking Style
- Secondary Thinking Style
- Next
- Least Preferred Thinking Style
Levels of Analysis

Start...

- “Big-Picture” View – Four Quadrants (L1, R1, R2, L2)
Group Profile
Maltbia Results

Scale…
• 95+ Very High Preference
• 80-94 High Preference
• 65-79 Average Preference
• 50-64 Low Preference
• -50 Very Low Preference
Levels of Analysis

Start…

- “Big-Picture” View – Four Quadrants (L1, R1, R2, L2)

Continue…

- “High Road” & “Low Road” / LB & RB Mix
Maltbia Results

Scale...
- 95+ Very High Preference
- 80-94 High Preference
- 65-79 Average Preference
- 50-64 Low Preference
- -50 Very Low Preference
Levels of Analysis

Start…
- “Big-Picture” View – Four Quadrants (L1, R1, R2, L2)

Continue…
- “High Road” & “Low Road” / LB & RB Mix

Explore…
- 8 Dimensions within the Quadrants
A Closer Look…
Levels of Analysis

**Start…**
- “Big-Picture” View – Four Quadrants (L1, R1, R2, L2)

**Continue…**
- “High Road” & “Low Road” / LB & RB Mix

**Explore…**
- 8 Dimensions within the Quadrants

**Go Deeper…**
- Dimensions by Order of Preference
# Dimension Worksheet

<table>
<thead>
<tr>
<th>NBI Dimension</th>
<th>No.</th>
<th>%</th>
<th>Descriptors and Leadership Connections</th>
</tr>
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<tbody>
<tr>
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</table>
## Tool: Make Available

Insert your numbers below (decimals for B & C):

<table>
<thead>
<tr>
<th></th>
<th>Category</th>
<th>Percentage (%)</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>Realist</td>
<td>0.06</td>
<td>17.67</td>
</tr>
<tr>
<td>57</td>
<td>Analyst</td>
<td>0.13</td>
<td>39.33</td>
</tr>
<tr>
<td>L2</td>
<td>Preserver</td>
<td>0.08</td>
<td>24.2</td>
</tr>
<tr>
<td>55</td>
<td>Organizer</td>
<td>0.10</td>
<td>30.8</td>
</tr>
<tr>
<td>R1</td>
<td>Strategist</td>
<td>0.26</td>
<td>76.59</td>
</tr>
<tr>
<td>111</td>
<td>Imagineer</td>
<td>0.11</td>
<td>34.41</td>
</tr>
<tr>
<td>R2</td>
<td>Socializer</td>
<td>0.10</td>
<td>29.26</td>
</tr>
<tr>
<td>77</td>
<td>Empathizer</td>
<td>0.16</td>
<td>47.74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.00</td>
<td>300</td>
</tr>
</tbody>
</table>
Make Reveal Additional Insight?

R1 – 1st
R2 – 2nd
L1 – 3rd
R1 – 4th

Realist, Analyst, Preserver, Organizer, Strategist, Imagineer, Socializer, Empathizer

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### Maltbia Example

<table>
<thead>
<tr>
<th>NBI Dimension</th>
<th>No.</th>
<th>%</th>
<th>Descriptors and Leadership Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategist</strong> (R1)</td>
<td>77</td>
<td>25.67</td>
<td>I’m energized by “big picture” thinking; variety, and connecting the future with the past. Leverage influence &amp; self-presentation.</td>
</tr>
<tr>
<td><strong>Empathiser</strong> (R2)</td>
<td>48</td>
<td>16.00</td>
<td>When working with new ideas I’m committed to finding ways to enlist others in creating a “shared vision” – Concern/Engage</td>
</tr>
<tr>
<td><strong>Analyst</strong> (L1)</td>
<td>39</td>
<td>13.00</td>
<td>Once the idea begins to take shape, I like to drill down &amp; explore the possibilities looking for themes/patterns w/others – E/A &amp; S/C</td>
</tr>
<tr>
<td><strong>Imagineer</strong> (R2)</td>
<td>34</td>
<td>11.33</td>
<td>I’m inspired to create the new from the old, only when the foundation is in place – synchrony (way of making connections)</td>
</tr>
<tr>
<td><strong>Organiser</strong> (L2)</td>
<td>31</td>
<td>10.33</td>
<td>I’m less energized by this work, yet motivated to do so in specific context, situation &amp; conditions—otherwise it’s painful</td>
</tr>
<tr>
<td><strong>Socialiser</strong> (R2)</td>
<td>29</td>
<td>9.67</td>
<td>Very hard work for me to interact in large groups, need to have ways to be present for extended periods of time (Edge)</td>
</tr>
<tr>
<td><strong>Preserver</strong> (R2)</td>
<td>24</td>
<td>8.00</td>
<td>This is a space that is difficult for me as well, the risk is that I can unintentionally be disrespectful to tradition (cultural impact).</td>
</tr>
<tr>
<td><strong>Realist</strong> (L1)</td>
<td>18</td>
<td>6.00</td>
<td>When I’m passionate about an idea, I don’t always listen to, or want to listen to unintended consequences (managing risk).</td>
</tr>
</tbody>
</table>
Maltbia NBI Reflections…

As I review my NBI (thinking styles) results from various levels of analysis, a number of important, yet sometimes different, insights emerge for me. At the highest level, it’s interesting to note that I’m relatively more cerebral (i.e., high road, thinking oriented – 56%) compared to limbic (i.e., low road, auto-response – 44%). Specifically, when encountering new situations, I tend to observe first, look for patterns to understand what’s happening, the feeling and emotional responses tend to come into my awareness much later. The difference between low road and high road as less pronounced (12% gap) when compared to the difference between left brain and right brain (62.67% right/37.33% left), the messages are clear for me, I enter experiences for the perspective context, that is I enjoyed understanding the context, I’m wired to notice patterns (in behavior, speech acts, communication, etc.). In turns of context, I find it easier to focus on the faces, places and objects embedded in a situation, yet those that require attending to numbers and other concrete data are difficult for me and require more energy.

Looking at the strategic learning framework, I focus on the more “reflective” aspects of context, that is, the way that various aspects of one’s external environment is landing on them, how they feel about situations, other similar events, the images that come to mind, and so on, I focus less naturally on the more concrete, objective aspects of the situation, yet these are important aspects of context, so require my attention and focus early in engagements. Without doing so, my strengths around working with interpretative data might not be best realized.

Looking at the more detailed view on page 6, seeing the strategist, empathizer, and analyst focus in 3 of the 4 quadrants helped me better understand the dynamics of my thinking style. Looking at the dimensions at the more detailed level was most revealing in that it highlighted the strength of my strategist preference (25.67% - R1), followed by the empathizer (16% - R2), what was noteworthy that empathizer (13% - L1) was stronger than imagineer (11.55% - R1), what has become clear to me, is that I strongly prefer to think about situations as a strategist, then the three dimensions of empathiser, analyst and imagineer are more parallel vs. sequential (very close %) – this insight also gave clarity to a challenge I’ve had which relates to being expected by others to be an organiser (10.33%/my 5th) because given my corporate experience I’m often good at it compared to many for the strong “Rs” I find myself working with.
Maltbia NBI Reflections...

Using metaphor to process these thinking styles was useful for me to know that I start with the “sprit” embedded in experiences (from a cerebral point of view), then move to the heart, the head and later to the hand (doing, implementation). It is not that I can’t implement, yet I derive my greatest energy from strategic work, doing some with a small group of trusted partners, and having the chance to really drill deep to ensure that we build a strong foundation for success together. When these things are in place, I’m motivated to implement, yet when they are not and others expect me to focus on the details, it saps energy and I grow impatient, get frustrated and become difficult to be around.

These insights provide a clear picture for me to be more intentional about: (1) making clear to others where I derive energy and the roles that I tend to engage in with strong results; (2) surrounding myself with, and learning to better identify others with stronger preferences in the dimensions of organizer and realist, so that I don’t fall into a common pattern of being expected to play those roles on work teams; and (3) ensuring that I’m able to approach work with the sequence of strategist, empathiser, analyst, and imagineer prior to moving to implementation, and when the situation demands are not consistent with this ideal approach, make sure that others who are better suited, when possible, can take on the preserver, organizer and realist roles early in the team development and performance cycle.

It was also reinforcing to see that my NBI, thinking styles results were consistent with my learning styles inventory (LSI) that is the R1 (strategist) seem consist with my strong assimilating style (with a focus on observing situations and abstracting patterns and lessons learned).

Maltbia
Reviewing Your Results

- **General Profile** - Page 1
- **Instructions for Reviewing Results** – pp. 2/3
- **Interpretation** – pp. 4/5
- **8 Dimensions/Deeper Look** – pp. 6/7
- **Implications**: Self/Practice
Personal Reflections and Discussion

- List 2-3 insights that emerge for you as a result of completing the assessment?

- As you review your results, what are the implications of how your thinking preference might influence how you show up as a leader?

- What questions remain for you about the tool and its use?
## Quadrants: Leadership Profiles

<table>
<thead>
<tr>
<th>Quadrant</th>
<th>Profiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>Competitors, Decision makers, Goal-oriented, Sprinters, Political game masters, Deal makers</td>
</tr>
<tr>
<td>L2</td>
<td>Planners, Supervisors, Methodical problem solvers, Drivers, Implementers, Controllers</td>
</tr>
<tr>
<td>R1</td>
<td>Visionaries, Trendsetters, Creative/Creators, Big picture thinkers, Experimenters, Energizers</td>
</tr>
<tr>
<td>R2</td>
<td>Teachers, Communicators, Counselors, Listeners, Conflict resolvers, Collaborators</td>
</tr>
</tbody>
</table>

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**Quadrants: Potential Derailers**

- **L1 Goals/Competitors**
  - Overemphasis on competition
  - Short-term focused
  - Autocratic decision making

- **L2 Process/Planners**
  - Excessive deference to expertise
  - Value only scientific thinking
  - Right-way & wrong-way focused

- **R1 Big Picture/Visionaries**
  - Unrealistic vision
  - Poor methodology/execution
  - Lack of discipline

- **R2 Human Relations/Teachers**
  - Group think
  - Irrational enthusiasm
  - Isolation from external pressures

*Source: Maltbia's (2009) adaptation of concepts found in Degraff & Shawn (2007 p. 221)*
Your Growing Edge as a Leader

What’s coming up for you as you reflect on the day?
Your Growing Edge as a Leader

- What insights do I now have into my growing edge as a leader?
- How does today’s work build on the Cahn Framework and focus for this year?
Your Theory of Action, Part 3:
What leadership qualities help you do the things that influence the things that lead to student learning?
Leadership development

Leadership for school development

Mentoring

School development
Leadership for Student Learning

Unity without Uniformity

Inquiry Process Strands

Leadership Assessment and Development

Mentoring

School Development Projects

Supports

Adult Development (Self & Others)

Transformational Instructional Leadership (Systems)

Leading Indications (Stable Core & Flexible Ring)

Measurable Outcomes
Your Growing Edge as a Leader

How can I use these insights moving forward as a leader in light of:

– My leadership credo?
– My thinking and communicating styles?
– My support for development of teachers & others?
– Changes I am making at my school and/or in the “system”? 