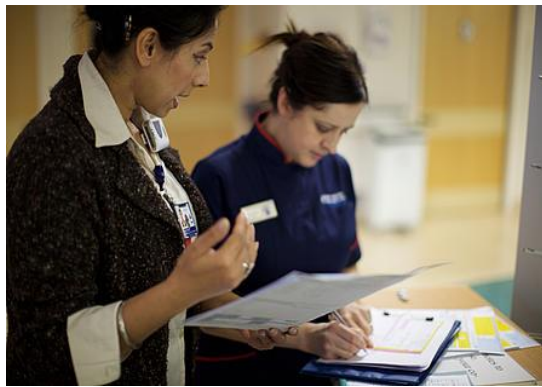


Educational Leadership Development Day

From Leaders to Leadership

Wednesday 1 February 2017



Leadership theory: a whistle-stop tour

- Leadership traits ('great man' theories)
- Leadership styles ('not what you do but the way that you do it')
- Context and contingency (situational leadership)
- Transformational Leadership
- Charismatic Leadership (Transformational + Trait)
- Distributed leadership

Distributed leadership

- Leadership as an emergent property of a group or network of interacting individuals
- Openness of boundaries of leadership
- Varieties of expertise are distributed across the many, not the few



Ref: Bennett et al (2003) Distributed Leadership: a review of literature.
<http://oro.open.ac.uk/8534/1/>

From leaders to leadership?

- Identify someone you know, either personally or through history, who you consider to be an authentic leader
- Describe them to others sitting around you – what characterises their leadership?

‘Chances are your respondents will mention integrity, reliability, moral excellence, a sense of purpose, firmness of conviction, steadiness, and unique qualities of style and substance that differentiate the leaders they choose from others. Key in this list of characteristics is (...) moral underpinnings. Authentic leaders anchor their practice in ideas, values, and commitments(...), and can be trusted to be morally diligent in advancing the enterprises they lead’.

Fullan

[<https://www.nationalcollege.org.uk/cm-mc-ssl-resource-moral-purpose.pdf>]

Leading with a Moral Purpose

- **Clare Morris** – Reader in Medical Education, Research and Development, Institute of Health Sciences Education, Barts and the London School of Medicine and Dentistry, QMUL
- **Rob Robson** – Director of RobsonKing, Former Executive Principal, Bedfordshire East Multi-Academy Trust

Leading with a moral purpose

Moral purpose cannot just be stated, it must be accompanied by strategies for realizing it, and those strategies are the leadership actions that energize people to pursue a desired goal.

Leadership, if it is to be effective has to;

- (1) Have an explicit “making-a-difference” sense of purpose,
- (2) Use strategies that mobilize many people to tackle tough problems,
- (3) Be held accountable by measured and debatable indicators of success, and
- (4) Be ultimately assessed by the extent to which it awakens people’s intrinsic commitment, which is none other than the mobilizing of everyone’s sense of moral purpose.

Fullan (ibid)

Leading with a moral purpose...

Rob Robson

- Director of Robson King, Educational Consultancy
- 15 years as Head Teacher
- Founder of Bedfordshire East Schools Trust
- Executive Principal of Multi-Academy Trust
 - *3,500 children*
 - *Six schools*
 - *3 nurseries*
 - *Age range 2 to 19*



Part one

Focus of discussion

- Big picture leadership – systems and structures

Questions to consider

- What parallels do you see with healthcare education and training currently
- What are the implications for you as an educational leader?

Part two

Focus of discussion

- Leading in a sea of change
- Leading when resources are lean

Questions to consider

- What kinds of leadership behaviours are emerging from the discussion
- What set of circumstances might lead you to consider one over another

Part three

Focus of discussion

- Leadership styles

Questions to consider

- What do these styles 'look, sound and feel like' in action?
- Which do you under /over utilise?

'Emotional' Leadership styles (Goleman et al)

- Visionary
- Coaching
- Affiliative
- Democratic
- Pace-setting
- Commanding