



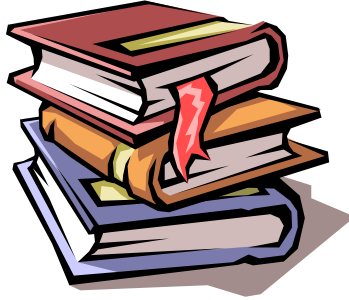
School Leadership Development Program

Year 2

Work Sessions 21 through 40

(1 session = _ day)

Participant Orientation Packet



**Year Two Candidate
School Leadership Development Program
Participant Orientation Packet Overview
Year One – Leadership Work Sessions 21
through 40**

Prior to Attending Work Session 1, please complete the following:

Read – Dear Leaders Welcome Letter

Complete – Participant Information Data Sheet (Turn in at Work Session #1)

Read – Session Dates/Times

Read – Portfolio Checklist

Read – “Net”working Know How

Read – Psychological Contracting

Read – Psychological Contract

Review – Identified Books List

Review – Book Reporting Format

Review – Assessment Instruments

Read – Leadership Program Exit Requirements

Review – Individual Reflection Activity

Review – Content Application Description Form

Review – Reflective Questions

Read – *Natural Forces* (Section 2-Chapters 31, 32, & 33)

Review and Respond – Think and Reflect Questions in *Natural Forces* for Chapters 31, 32, & 33 (Be prepared to identify the key ideas in Work Session #22.)

Read and be prepared to review the book, *The Democratic Corporation* by Russell Ackoff. Turn in your book review form during session #22.

Dear Leaders,

Welcome! Thank you for your willingness to participate. This school leadership development program is based on learning, active participation, and viewing leadership as a life-long journey. The Natural Forces School Leadership Development Program is designed with the intent that most of the significant learning will take place outside the formal sessions. The sessions will focus on the following:

1. Leveraging leadership;
2. Improving quality of work life;
3. Providing personal self-mastery opportunities;
4. Promoting democratic ideals in school governance; and
5. Significantly increasing student achievement and school performance.

The enclosed participant orientation packet is intended to support you in your personal journey toward leadership excellence. Please read and complete all the requested items *prior to attending Work Session #21*. This will facilitate our ability to most effectively use our time.

Sessions are three hours in length. In some situations, sessions may be presented solo. For example, one three-hour presentation may be presented in the evening. In other situations, include a meal break resulting in a full-day session.

Your organization has elected to have:

Solo sessions

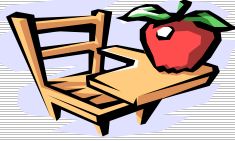
Full-day sessions

Please note when two sessions are combined, we require all cohort participants to share their lunch break together. Based on many years of experience, we recommend participants and facilitators eat at tables of four persons per table as opposed to one large table. This is for the purpose of better communication and networking opportunities. It is suggested during lunch breaks, persons purposefully sit with different cohort members each time.

Please wear comfortable clothes and shoes. Business attire is not recommended. Although you will not be participating in strenuous activities, you will be very active from time to time. If you have any questions, please feel free to ask your facilitator. We look forward to sharing this important growth with you focusing on leadership excellence. Again, welcome!

Natural Forces

SCHOOL LEADERSHIP DEVELOPMENT PROGRAM



PARTICIPANT INFORMATION SHEET

Please fill in all of the requested information listed below and turn in during Work Session #1. Please draw a map on the back of this form showing the location of your school.

PLEASE PRINT

SCHOOL YEAR

NAME OF ORGANIZATION

PARTICIPANT NAME

PARTICIPANT TITLE

SCHOOL NAME

SCHOOL ADDRESS

()

OFFICE PHONE

()

OFFICE FAX

OFFICE E-MAIL

HOME ADDRESS (OPTIONAL)

()

HOME PHONE (OPTIONAL)

()

HOME E-MAIL (OPTIONAL)

School Leadership Development Program
Session Dates/Times
Year Two
(Work Sessions 21-40)



Session #	Begin Date/Time	Meal Shared	End Date/Time
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Years 1 & 2
SCHOOL LEADERSHIP DEVELOPMENT PROGRAM

PORTFOLIO CHECKLIST

- PERSONAL LEADERSHIP DESCRIPTION
- PERSONAL PROFESSIONAL DEVELOPMENT PLAN
- PERSONAL PROFESSIONAL VALUES
- PERSONAL PROFESSIONAL PURPOSE STATEMENT
- PERSONAL VISION OF A WORLD-CLASS SCHOOL
- SCHOOL IMPROVEMENT PROJECT
- LEADERSHIP BOOK REVIEW FORMS
- PERSONAL TIME MANAGEMENT REVIEW
- REFLECTIONS/INSIGHTS JOURNAL
- PERSONAL BOOK OF HUMOR AND BEAUTY
- LEADERSHIP SELF-ASSESSMENTS
- SELF-MASTERY PROJECT
- PROFESSIONAL VITA TO INCLUDE COPY OF TEACHING CERTIFICATE
- LIST OF RESOURCES SHARED TO INCLUDE NETWORKING EFFORTS (INCLUDE CHART)
- PROGRAM CONTENT APPLICATION DESCRIPTIONS
- COMMENTS FROM SUPERVISING PRINCIPAL
- AWARDS, RECOGNITIONS, PROFESSIONAL AFFILIATIONS
- SUMMARY OF SHADOWING EXPERIENCE
- PLAN FOR ACHIEVING PERSONAL/PROFESSIONAL BALANCE
- PSYCHOLOGICAL CONTRACT
- CONTENT APPLICATION DESCRIPTION FORMS (ALL)



“Net”working Know How

To make the most of our opportunities and to meet the challenges that lie ahead, it is critical that we continue to enhance and fine-tune our networking skills. Sophisticated networkers may need to brush up on the tools that have become second nature to them, or may want to learn tips that will make them even better networkers. New networkers may need to seek the basics and the reassurance that their first forays will pay off. So, for all of you, a recap of the simple, effective methods of networking are included in this document.

UNDERSTAND HOW IT WORKS

The concept of networking is simple. It is planning, making contacts, and sharing information for professional and personal gain. The key words in the definition are *planning* and *personal*. Networking has to be planned: it does not just happen, and quality networking happens only when supportive or friendly relationships, as well as business contacts, are built.

Networking is a 24-hour process that is about *giving as well as getting*. You cannot expect to attend one network meeting every six months and get results. You must always be on the lookout for people you can include in your network and whose networks you can join. Understand that you may not benefit immediately, but somewhere down the pike. It may take years to see results, or it may bring a phone call overnight.

SET YOUR GOALS

Decide whom you want in your network and how you will contact them. Some people prefer making telephone calls to writing letters; others feel just the opposite. Try doing what you are most uncomfortable with. After all, networking is about pushing you forward and learning new skills. How will your networking take place – over coffee, at lunch, at someone’s place of business, at a meeting or conference, or over the telephone? Maybe you will concentrate on joining organizations and attending meetings.

PLAN YOUR STRATEGY

Make lists of names. Go through your address book or telephone list and identify the people with whom you have not talked with in the last six months. Perhaps you want to reconnect with people from more than a year ago; list them.

TAKE ACTION

Set a timetable to achieve your goals: perhaps you can aim for one call and one lunch every two weeks and one meeting or conference every month. Create a file or notebook to record whom you have called and met with and what the outcome or response was. Stick to your schedule, and to stay on track, read over your responses from time to time. You will be surprised and encouraged by how many contacts you are making.

It helps to set aside a special networking time. Quiet Sunday evenings at home can be good times for telephone networking, often the only way to make long-distance contacts. If you put yourself on a mental schedule, you are more likely to really make those contacts. When attending meetings, set goals to meet a certain number of people or leave with a certain number of business cards. **THEN, DO IT!**

PREPARE

If you find it difficult to attend a meeting without knowing anyone, here are some tips to make that first few dreaded minutes work for you by building your confidence, not eroding it. **PREPARE.** Before arriving at a meeting, find out as much as you can about the agenda and the group hosting the event. It is often a good idea to make contact with someone at group headquarters beforehand. Ask a question about the speaker or the length of the program, for example. This way, you will have forged a connection and will have a friendly face to look for when you arrive.

PSYCHE YOURSELF UP

Your attitude is your most important asset. Refocus your preoccupation with your own anxieties by thinking about the other attendees. Pretend you are about to host a party, and concentrate on helping others have a good time. Do not think of the people at the event as a mass entity, or you will be overwhelmed. Think of them as individuals whom you can meet one-on-one. Rehearse what you will say.

TALK SMALL

Have at least three “small talk” questions in mind that will serve as conversation openers. (What are you hoping to learn from the speaker’s talk?) Ask open-ended questions that draw people out, and then turn their answers into two-way conversations.

SEEK EVERY OPPORUTNITY TO MEET PEOPLE

Do not wait until you actually walk into the meeting room to begin networking. If you arrive at the meeting place by car and notice a group in the parking lot, take the opportunity to strike up a conversation. “Are you going to the national meeting?” “Did you run into that traffic on the freeway?” Whether you are in the elevator, the rest room, or waiting at the bar, start networking.

USE YOUR NAMETAG TO YOUR ADVANTAGE

Attach your nametag to your right lapel. This way, when you extend your hand to meet someone, the person’s eye moves easily to your nametag. Make sure the nametag is not only easy to read but stands out.

FIND KINDRED SPIRITS

Making eye contact is one of the most crucial tools for successful mingling. When you are seeking out people to talk with, scan the reception area for eye contact and friendly smiles. A person who averts his/her eyes and turns his/her head will not be easily approachable. Also, seek out people who are by themselves. Instead of going up to a group of five people gathered around the bar laughing, find someone on equal footing, standing alone, looking uncomfortable.

SEAT YOURSELF STRATEGICALLY

If seats are not assigned at the event you are attending, use this opportunity to meet new people. Do not approach a round table where eight people are seated with only one or two seats left. The group will already be engaged in conversation and may not notice your arrival. However, if you approach a table where few people are seated, you will find them eager and grateful to welcome you.

BE ORGANIZED

All your contacts will not do you any good unless you organize them. Think about how all this information will be most helpful to you. Many people use a multiple-address book system. The one on top of your desk is for current, frequently used contacts. A second business-card file is for the names of people you want to access, but know you will not be speaking with more often than once every month or so. An optional third file can be for the “old-timers,” people who you have not contacted in a year or more.

You can also organize your network on color-coded or alphabetized index cards, categorizing your contacts and keeping track of the calls you make to each. Give your network a checkup at least once a year. Weed out and reorganize your card files and address books. Keep your list of current and active contacts close at hand. Do not discard old contacts; you can always reconnect with them.

CARING FOR YOUR CONTACTS

Your contacts can open doors for you if you earn their respect by building mutually satisfying relationships. Remember that nobody likes a user or a loser. If you network while you are employed and are concerned about what you can give to, as well as get from, people, your colleagues will consider you a winner and lend a helping hand when you are down.

FOSTER A GIVING ATTITUDE

Call contacts every few weeks to say hello and to offer your help. For most people, a no-strings attached phone call from a colleague will be a pleasant surprise, and genuine concern and support will pay off when you do need help.

REMEMBER LITTLE THINGS

Send colleagues copies of newspaper and magazine articles that you think will interest them. Include a short, handwritten note that can be as simple as “FYI” or “Thought you would like to read this.” If the article relates to your mutual interests, this will raise your professional credibility because it shows that you keep abreast of industry happenings.

ENHANCE YOUR CONNECTIONS

Put your contacts on the mailing list of your school. You will cement your connections and may even provide useful information. This could lead to new opportunities for you or your school.

BROADEN YOUR SCOPE

Refer qualified people within your network if you are not interested in certain jobs that come open. Your contacts will appreciate and remember such generosity.

PRACTICE NETWORK ETIQUETTE

Possibly the most important tool for good networking is to make sure you observe network etiquette. Here are a few essentials to remember:

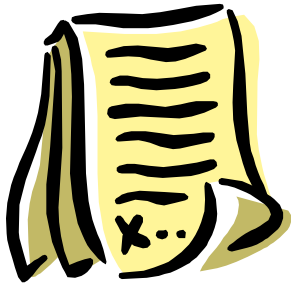
- ***Always respect your contact's name.*** Get an O.K. before you use a person's name as a referral to get to someone else.
- ***Keep an eye on the clock.*** Make sure you call people at appropriate times that are convenient for them.
- ***Follow through on your promises.*** If someone asks for a copy of an article you have mentioned, jot that request on the back of his/her business card, and send him/her the article within a week. If you offer to give someone a phone number, make sure to get it to the person. Even if you have not made specific commitments to your contacts, communicate to stay visible. Send them cards at holiday time, ask them to lunch "for no reason at all," clip articles you know they would appreciate and send them with your card. Think of creative ways to keep in touch.
- ***Thank everyone who helps you or provides you with leads.*** At any given meeting, you are bound to come away with at least three ideas or tips. Thank people who offered them, with a one-minute phone call or a brief handwritten note, to let them know what their help meant to you. It is wise to thank people for leads even if their suggestions do not pan out; your contacts will appreciate the follow-up.

REMEMBER THAT NETWORKING IS A CHALLENGE

Always push yourself. Approach new people at meetings and start a conversation, even if you are in a bad mood. Taking the initiative really does pay off. Whether you are a novice or an expert, you get only as much out of networking as you put into it!

KEEP YOUR CAN'T'S TO YOURSELF

If you are to be successful as a networker, keep all the things you can't do to yourself. ***Emphasize what you can do.*** In addition, keep your personal life and personal problems to yourself. Whiners and complainers are not successful networkers.



Psychological Contracting

Effective teamwork requires an up-front dialogue and negotiation of team member expectations for self and others. Too often, groups – both ongoing and ad hoc – are created to oversee organizational activities with little or no attention being given to what people expect of each other and are willing to contribute as they work together. The intent of psychological contracting is to allow participants to:

1. Reveal their personal needs and expectations regarding the behaviors of others in order to be able to perform effectively as a member of the group.
2. Clarify these needs and negotiate expectations to allow for individual autonomy and mutual support.
3. Document these descriptions of expectations and commitments for reference in resolving conflicts and responding to new information that always enters the picture as the group does its work.

Psychological contracting is a five-step process. It includes:

1. Individual articulation of needs and expectations of self and others,
2. Sharing of these needs and expectations among all group members,
3. Identification of consensual expectations within the group,
4. Negotiation of discrepant expectations, agreeing on non-negotiables, and
5. Commitment to working together in accordance with these expectations.

All participants, including group facilitators and other support persons who work with the team, contribute to and are responsible for the psychological contracting process. As a contract participant, each person must also be willing to work in accordance with the contract, to call attention to contract violations, to ask for and give forgiveness, and to re-negotiate the contract as appropriate. Most importantly, psychological contracting builds trust based on demonstrated trustworthiness.

PSYCHOLOGICAL CONTRACT

THE FACILITATOR(S) AGREE(S) TO:

- ◆ Focus on leadership
- ◆ Be well organized
- ◆ Be accepting/open
- ◆ Be honest
- ◆ Challenge current thinking
- ◆ Be punctual
- ◆ Maintain high standards
- ◆ Be willing to mix work, play, and learning
- ◆ Focus on performance

THE PARTICIPANTS AGREE TO:

- ◆ Mix work, play, and learning into their leadership experience
- ◆ Be responsible for self-mastery
- ◆ Attend all sessions, coaching opportunities, and complete all assignments – be on time
- ◆ Become a “networker”; share with others
- ◆ Master program content
- ◆ Create a professional portfolio
- ◆ Balance participation with listening
- ◆ Read and report on books provided
- ◆ Reflect and record insights
- ◆ Spend 2 hours on outside work for every session hour

THE SCHOOL DISTRICT AGREES TO:

- ◆ Provide an opportunity to learn the art of leadership
- ◆ Provide coaching opportunities
- ◆ Provide a basic leadership library of books
- ◆ Follow the district’s merit-based leadership program
- ◆ Schedule appropriate meeting space
- ◆ Provide a shadowing opportunity for future principals
- ◆ Provide needed resources
- ◆ Arrange to have furniture and AV equipment in place in a timely manner for sessions

Participant’s Signature

Facilitator’s Signature

District’s Signature



IDENTIFIED BOOKS LIST

Years 1 & 2

(6 BOOKS FOR YEAR 1 AND 6 FOR YEAR 2)

Year 1

1. Leadership and the New Science: Discovering Order in a Chaotic World
By: Margaret Wheatley – Barrett-Koehler Publishers
 2. Dr. Deming
By: Rafael Aquayo – Simon and Schuster
 3. The Fifth Discipline
By: Peter Senge – Doubleday
 4. Jesus CEO
By: Laurie Beth Jones – Hyperion
 5. The Democratic Corporation
By: Russell Ackoff – Oxford University Press
- Natural Forces: How to Significantly Increase Student Achievement in the Third Millennium
By: Ronny Green

Year 2

6. The Living Company
By: Arie De Geus – Harvard Press
7. Synchronicity
By: Joseph Jaworski – Barrett-Koehler
8. The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations
By: James Kouzes, Barry Posner – Jossey Bass
9. Emotional Intelligence
By: Daniel Goldman – Bantam

Other Books Highly Recommended (no book reports required for these readings)

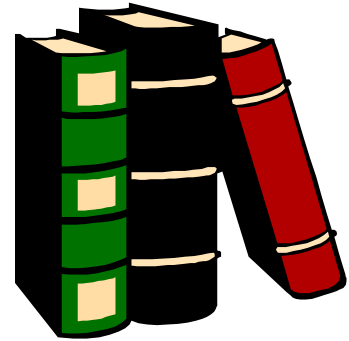
- The Four Fold Way
By: Angeles Arrien – Harper
- The Seven Spiritual Laws of Success
By: Dee Pak Chopra – Amber-Allen Publishing

Selections by Sponsoring Organization

1. _____
2. _____

Note: It is assumed all candidates have read The 7 Habits of Highly Effective People by Stephen Covey

BOOK REVIEW REPORTING
SCHEDULE
YEAR ONE



Book	Title	Due Work Session #
5.	The Democratic Corporation	22
6.	The Living Company	26
7.	Synchronicity	30
8.	The Leadership Challenge	34
9.	Emotional Intelligence	38

Assessment Instruments

SELF-ASSESSMENT

Competency-Based In-Basket
Gregorc Style Delineator
Hemispheric Mode Indicator
Myers-Briggs Self-Scoring Instrument
Personal Listening Profile
Conflict Mode Instrument
Power Base Inventory

ORGANIZATIONAL ASSESSMENTS

Quality School Assessment Instrument - QSAI
Restructuring Schools Survey Instrument - RSSI

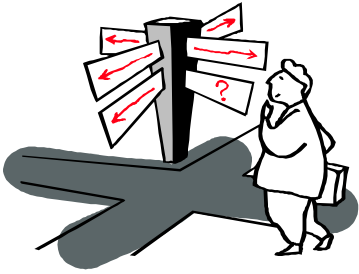
Carlson Learning Company (*Personal Listening Profile*)
Changing name to: Inscape Publishing
P.O. Box 59159
Minneapolis, MN 55459
800-777-9897
www.carlsonlearning.com or www.inscapepublishing.com

Consulting Psychologists Press, Inc. (*Myers-Briggs, Thomas-Kilmann Conflict Mode Instrument, and Power Base Inventory*)
3803 East Bayshore Road
Palo Alto, CA 94303
800-624-1765
www.cpp-db.com

Educational Services Corporation (*QSAI, RSSI, and Competency-Based In-Basket*)
Not-for-Profit Educational Foundation
P.O. Box 14776
Tallahassee, FL 32317-4776
850-386-3176

Excel, Inc. (*Hemispheric Mode Indicator*)
1251 N. Old Rand Road
Wauconda, IL 60084
800-822-4628
www.aboutlearning.com

Gregorc Associates, Inc. (*Gregorc Style Delineator*)
15 Doubleday Road, Box 351
Columbia, CT 06237-0351
860-228-0093
www.gregorc.com



Exit Requirements

School District-Based Program

Meeting minimum attendance, participation, and school leadership development content requirements is a prerequisite for participating in the following three-step exit process:

1. The candidate will self-approve her/his personal readiness to assume a significant school leadership position (principalship, etc.). This self-approval will be reflected in an updated portfolio reflecting the candidate's current school leadership development stage.
2. The leadership candidate will meet with their School Leadership Development Program Facilitator (other persons may include: district coordinator and other personnel). At this time, the candidate will present her/his portfolio using the portfolio checklist as a meeting agenda. During this review, the candidate may be asked questions reflecting the content presented in the School Leadership Development Program. The School Leadership Development Review Facilitator will:
 1. Recommend the candidate go to the next step (or)
 2. Recommend the candidate delay the next step until she/he participates in additional study and/or upgrades their portfolio
3. Based on a go-forward recommendation from the School Leadership Development Program Facilitator, the candidate will be referred to the superintendent and/or designee. The process will follow the same format as in Step 2.

THE SUPERINTENDENT WILL:

- A. Recommend the candidate be approved as a successful school leadership candidate (or)
- B. Recommend the candidate be delayed receiving approved status until the candidate has more time to study and/or upgrade their portfolio

***PLEASE NOTE LEADERSHIP PROGRAM CONTENT INCLUDES:**

1. All content shared in the sessions.
2. All books provided.
3. All responses to homework items – Natural Forces, etc.
4. Class participation, cohort development, and networking efforts.
5. Study guides, possible exam questions, etc.

Year 2 Candidates

Name

Date

Individual Reflection Activity – Low-Performing School Activity

You were appointed principal of a low-performing school today. Outline the steps you would take to significantly increase both organization and individual performance focusing on significance in increasing student achievement. You are the king/queen of the world. No restrictions. You can do anything you want to do.

Outline – What would you do?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Natural Forces

Form by
William Snyder

Content Application Description

PARTICIPANT'S NAME: _____ JOB TITLE: _____

DATE APPLICATION OCCURRED ___ / ___ / ___ LOCATION: _____

Content you applied from Session # _____

Natural Forces Section _____ Chapter(s) _____

Situation Description: (Tell whether you created the situation or if it occurred spontaneously. Provide sufficient clarity.)

Task You Addressed: (Briefly state the task you faced, not how you handled it. Identify your specific purpose: what you hoped to achieve.)

Action(s) You Took Personally: (Briefly describe the action(s) you took in handling the task and responding to the situation. Describe what you did using personal pronouns: I, my, mine, myself, etc.)

Result(s): (What you believe occurred because of your actions- whether or not you achieved your intent.)

Supervising Principal's Signature

REFLECTIVE QUESTIONS

BASED ON *NATURAL FORCES*

LEADERSHIP QUESTIONS FOCUSING ON ORGANIZATION PERFORMANCE

1. Tell me how different authors have described the power of vision – you may wish to include Peter Senge, Bill Snyder, Stephen Covey, W. Edwards Deming, and/or others.
2. What industrial model has been in use since the 1920's in education? Over time, what have been the consequences, both positive and negative, from the selection of this model?
3. What are the differences between self-image and self-esteem? Share with me the characteristics of each model.
4. Using skill and available tools, is it possible to identify and solve a significant number of problems at a school? Can the total number of problems, or the number of problems in any category at a school, be reduced to zero? Explain.
5. High performing leaders rely on which of the following – delegation of methods or delegation of results? Under what conditions could each response be correct?
6. If staff development improves employee capacity, how could this improvement be correlated with lower organization performance? What is the universal formula for creation, and how can we use this knowledge to improve organization performance?
7. What does energy flow have to do with organization performance? What is the universal formula for creation, and how can we use this knowledge to improve organization performance?
8. Define a democracy. An autocracy? What does each have to do with organization performance?
9. What characteristics are similar between a typical school district's governance structure and the governance of the old USSR?
10. If you could design two high performance organizations, one democratic and one autocratic, what employee characteristics would you look for to ensure high organization performance using each design?
11. Is the concept of instructional leadership flawed? What organizational model was instructional leadership designed to support? (Hint: analytical leadership model vs. systems leadership model)
12. What could someone possibly be thinking if they said, "What happens in the classroom is very important, but it is the last thing a school leader needs to pay attention to."
13. Have you ever observed the application of performance evaluation resulting in improved performance? Explain why you have observed what you observed.

14. Define a mental model. Can humans function without the use of mental models? Explain.
15. Is a school a mechanical, biological, or social system? How would you treat a school as a leader if you engaged any of the three models?
16. Contrast the actions of a leader using an analytic approach to leadership as opposed to a systems approach to leadership. Describe the differences and behaviors one would use day in and day out, week after week.
17. Which model is dominant in schools today, the scarcity or abundance mental model? Give specific examples/behaviors/tools that people use to support your answer.
18. What is a psychological contract? Can they be written, verbal, or implied? How do psychological contracts hinder/enhance school improvement? Give examples based on your personal observations.
19. If you intervene and try to improve a school, what are the likely results if you focus on changing behaviors/attitudes vs. mental models? What does the leadership literature say?
20. Why is self-mastery an important component in leadership? How do you define self-mastery? Authors you have read?
21. What is profound knowledge? Give me your thinking on this concept. Where does this fit in the levels often referred to as the content of the human mind? What are the levels of content?
22. What have you learned from assessing your own leadership characteristics?
23. How do you see school improvement differently using systems thinking as contrasted to the use of other mental models? What other model(s) have you personally employed?
24. What are the key concepts supporting Total Quality Management?
25. Describe the different levels of thinking (problem solving) typically employed when we approach improvement efforts. Start with strategies of less sophistication and move to strategies of higher sophistication.
26. What factor is most highly correlated with teacher satisfaction? How do you think you could best use this profound knowledge to facilitate school improvement?
27. Describe two types of benchmarking. Describe why one is much more useful for school improvement than the other. (Hint: Some approaches to benchmarking can be anti-systemic.)
28. Are schools systems? If schools are systems, is it essential that school leaders understand how systems work? When could this be true, and when could it be false? Describe the key components or features of a system.
29. How can test data be used to improve student achievement in a democratic governance structure without the use of coercive means?
30. Describe the concept of curriculum alignment and why it has tremendous potential to support increasing student achievement.

31. Stephen Covey developed the program “Seven Habits of Highly Effective People.” Describe the habits, and, more importantly, share with me how their employment could potentially promote organization health.
32. How do you view the role of relationships to organization health? What did W. Edwards Deming mean when he said it all comes down to relationships?
33. Control is a key feature in most organizations. Describe how a leader would go about establishing control using external or internal strategies. What are the implications for each approach on student discipline, employee motivation, school improvement, and quality of work life?
34. What did W. Edwards Deming mean by upper and lower control limits? What message was Deming trying to convey about the source of poor quality? What does this message have to do with school improvement?
35. Do you think more school leaders say to themselves, “If I could only get rid of these teachers or these students, the school would be so much better off?” If true, what mental model would be in control? Describe.
36. Share with me why it is almost impossible to get employees (teachers) to accept change when we as leaders “know” they need to change. If you are an employee, why would you not be willing to change? You are paid, and your boss is your boss!
37. What does study after study say is the most important factor in student achievement? Have you ever addressed this factor as a school leader? Share your understanding and experience.
38. Most leaders accept the need for a school vision. The leadership literature has clearly described key process steps that are essential if organizations are to reap the full synergistic potential of establishing a vision. Share with me the most common errors made in establishing a vision. Identify the key steps.
39. What has study after study demonstrated to be the single most important personal characteristic of a successful leader?
40. Tell me how the potential range of success varies from a team made up of like-minded persons with common views and a team of diverse persons with unlike views. What does the law of diversity predict?

