

# Leadership Development Series

Audience: Assistant Principals



Empowering **TEACHERS**, Engaging **STUDENTS**, Changing **LEARNING**

## Feedback Intensive Leadership Programs for Educational Leaders

### Executive Leadership Development

Leadership today continues to be more challenging and involving, and it requires preparation. New environmental challenges continue to emerge, and educational leaders must adapt to changing environments. Leadership calls for new ways of being in the world, not in oppositional isolation or confrontation, but in convivial cooperation which brings a world of new possibilities and opportunities. Educational leaders have multidisciplinary, interwoven roles.

Today's educational leaders must demonstrate energy and commitment. They need the ability to communicate effectively, generate human interaction and use information to transform their institutions into learning organizations. They have to inquire, evaluate information and allocate resources. They are compelled to be community sensitive and visionary requiring an understanding of the impact of technological advances, decision-making processes and methods of becoming agents of change for the new era.



Leadership development is a career long, if not a lifelong process. Leadership in Action requires knowledge of oneself through individualized and group assessments. The core of any executive leadership development program should be the use of assessments for development where a variety of assessment instruments are embedded in the programs.

## Executive Leadership Development Program Module Descriptions

### Sample Program Matrix – Assistant Principal

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Shaping Executive Leadership: Action-oriented and Taking Initiative</b></p> <ul style="list-style-type: none"> <li>Unskilled/Skilled Leaders</li> <li>The Map/Remedies for Success</li> <li>Early Commandments</li> <li>Powerful Learning Experiences</li> <li>Identifying and Understanding Your Basic Drives Assessment</li> <li>Fundamental Interpersonal Relations Orientation (FIRO-B) Assessment</li> </ul> <p><b>Personal Leadership Plan Development</b></p>	<p><b>Strategic Leadership: Deliberate Practice</b></p> <ul style="list-style-type: none"> <li>Unskilled/Skilled Leaders</li> <li>The Map/Remedies for Success</li> <li>Power of Vision</li> <li>Strategic Planning Module</li> <li>360 Assessment</li> </ul> <p><b>Personal Leadership Plan Development</b></p>	<p><b>Leading Employees: Employees Growth and Development</b></p> <ul style="list-style-type: none"> <li>Unskilled/Skilled Leaders</li> <li>The Map/Remedies for Success</li> <li>Leadership Development Formula</li> <li>Myers-Briggs Type Indicator Assessment</li> </ul> <p><b>Personal Leadership Plan Development</b></p>	<p><b>Conflict Management: Confronting Problem Employees</b></p> <ul style="list-style-type: none"> <li>Unskilled/Skilled Leaders</li> <li>The Map/Remedies for Success</li> <li>Conflict Management Module</li> <li>Thomas-Kilman Conflict Mode Assessment</li> </ul> <p><b>Personal Leadership Plan Development</b></p>	<p><b>Career Management: Planning, Goal Setting and Relationships</b></p> <ul style="list-style-type: none"> <li>Unskilled/Skilled Leaders</li> <li>The Map/Remedies for Success</li> <li>Leadership Style Organizational Structural Match Assessment</li> <li>360 Feedback</li> </ul> <p><b>Personal Leadership Plan Development</b></p>

### Assistant Principal Core Program Modules (Year One)

#### A. SHAPING EXECUTIVE LEADERSHIP: ACTION-ORIENTED AND TAKING INITIATIVE

Taking initiative is not about merely meeting your job requirements. Initiative is about taking responsibility for your part of the teamwork and making it your business to make it excellent. It's about going the extra mile. You show initiative when you act without being told what to do, persist in the face of inertia and difficulty, and see your idea through to a successful conclusion. It is an attitude that says, "How can I best help my coworkers, my supervisor, this school, and this district be the best it can be?" This module will guide participants through the four guiding principles of taking initiative: Self-starting and proactive, Persistent, Curious, and Imaginative. Assistant Principals will explore ways to take initiative to better themselves and their school leaving with an action-oriented plan for success.

#### Assessments:

- Identifying and Understanding Your Basic Drives
- Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)

#### B. STRATEGIC LEADERSHIP: DELIBERATE PRACTICE

A strategic perspective, formulated by strategic thinkers, puts information into its proper context so it resonates with insight that is relevant to the educational objectives. Because a school often has many competing goals and objectives, thinking from a strategic perspective takes all the goals into account, meaning the strategic thinker must consider multiple perspectives. He/she must juggle objectives of all sorts -- not just a single, overriding objective. Assistant Principals must be able to effectively analyze complex problems. The module allows participants to actively engage in a five-step deliberate leadership practice: goal-setting, analysis, strategy formulation, strategy implementation and strategy monitoring.

#### Assessments:

- 360 Assessment

#### C. LEADING EMPLOYEES: EMPLOYEES GROWTH AND DEVELOPMENT

Employee development focuses on employee growth and future performance, rather than an immediate job role. Developing employees increases job satisfaction and morale, motivation, efficiencies in processes, capacity to adopt new technologies



and methods, and cultivates innovation. Employee development also reduces employee turnover and enhances the school/district image. In this module, Assistant Principals will learn how to coach and maximize the potential of employees, team members, teams, and organizations within the school/district. Participants will build awareness around key skills needed to be an effective leaders coach – Listening, Asking Questions, Empathy, and Building Rapport & Trust.

#### **Assessments:**

- Myers-Briggs Type Indicator Assessment (MBTI)

#### **D. CONFLICT MANAGEMENT: CONFRONTING PROBLEM EMPLOYEES**

Employee morale, productivity and customer service levels are at their highest when employees work effectively as a team and practice basic tenets of civility and respect for each other. This, unfortunately, is not always the case when employees display inappropriate and disruptive behaviors. Behavior that is not consistent with basic collegial and professional expectations can result in significant negative consequences to the school, district and its people and can increase an organization's potential legal liability. This module

looks at some of the most common types of difficult and disruptive employee behaviors, identifies the potential risks if the behavior is not corrected, and offers suggestions for constructively managing the performance of individuals exhibiting these behaviors in the workplace. This module teaches Assistant Principals the skills they need to take control and defuse strained relationships and situations. It provides tools and engages participants in activities that help people in groups come to terms with how to effectively manage conflict situations.

#### **Assessments:**

- Thomas-Kilman Conflict Mode Assessment

#### **E. CAREER MANAGEMENT: PLANNING, GOAL SETTING AND RELATIONSHIPS**

Career management is a lifelong, self-monitored process of career planning that involves choosing and setting personal goals and formulating strategies for achieving them. Career management incorporates mentoring, professional relationships, and feedback channels. This module guides Assistant Principals through the process of career management – self-understanding, self-development research, and action planning, implementation, evaluation and correction in order to achieve future goals.

#### **Assessments:**

- Leadership Style Organizational Structural Match
- 360 Feedback



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**PLEASE CONTACT YOUR SALES  
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## **Program Module Offerings for Assistant Principals Based on Potential Areas of Need (Year Two)**

- AUTHENTIC LEADERSHIP
- CHANGE MANAGEMENT
- CULTURAL SENSITIVITY AND LEADERSHIP
- FEEDBACK MATTERS
- ISSUES OF TRUST
- LEADERSHIP, POLITICS AND CHANGE
- LEADING IN A DIVERSE AND INCLUSIVE CULTURE
- LEADERSHIP AND ETHICS
- LEADING THE TRANSFORMATION FROM CLASSROOMS TO LEARNING SPACES
- MICRO-POLITICS OF LOCAL SCHOOLS
- PERSONALIZED LEARNING – 21ST CENTURY TEACHING, LEARNING AND LEADING
- WHAT'S WORKING: PRACTICES THAT ENSURE SUCCESSFUL SCHOOLS

Executive leadership development benefits individuals and organizations desiring to build internal leadership capacity.

Designed specifically for Assistant Principals, our feedback intensive executive leadership development program will help build the competencies needed to deliver the results that matter to strengthen leadership as an organizational capability. The program embodies a vibrant learning environment where participants engage in a rigorous leadership development program that is relationally designed, growth opportunity rich and action-oriented. The direct classroom interaction will be innovatively delivered, personalized and of high quality.



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