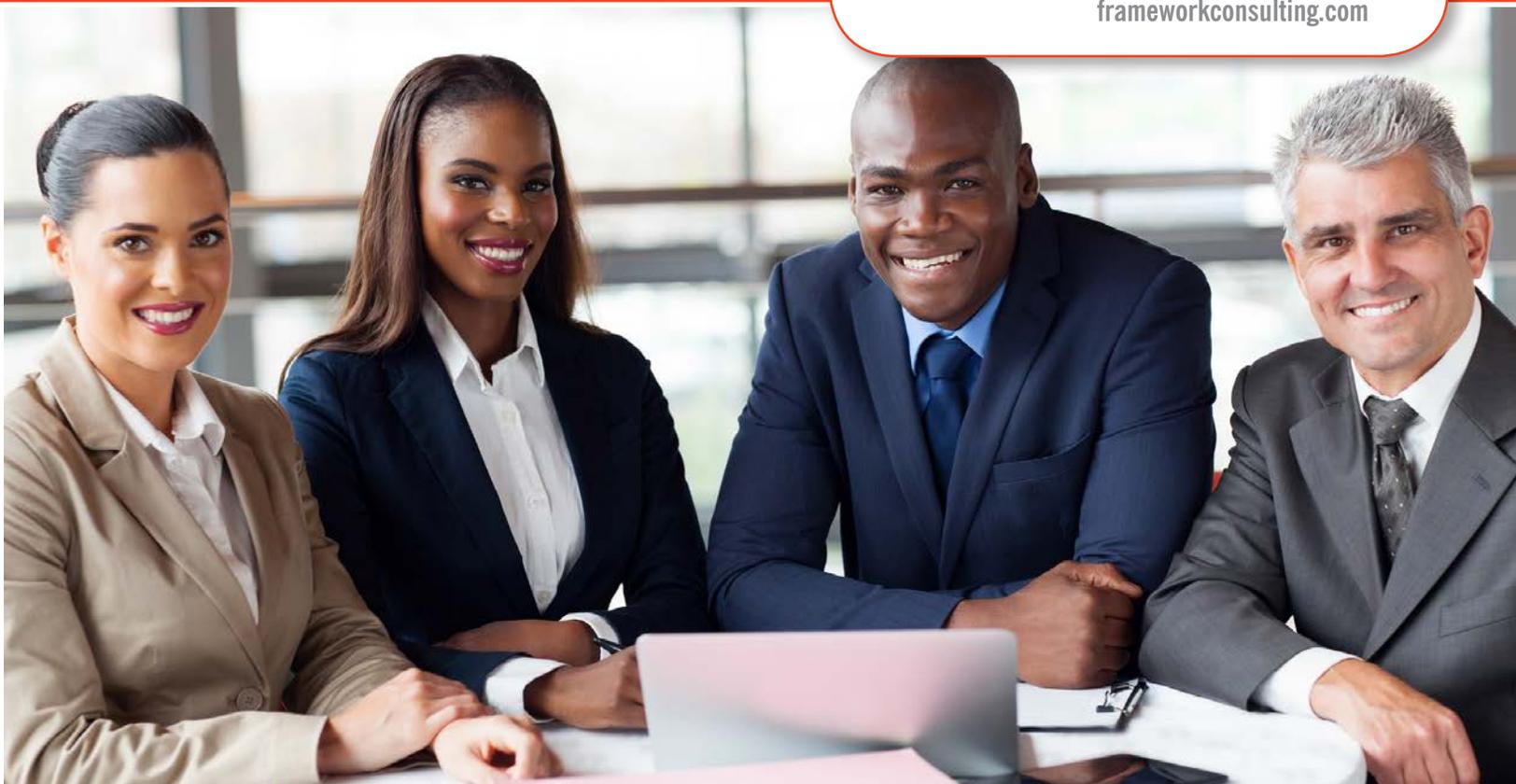


Leadership Development Series

Audience: Superintendents



frameworkconsulting.com



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

Feedback Intensive Leadership Programs for Superintendents

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 Superintendents' 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. Effective leadership 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.

Sample Program Matrix – Superintendent

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Shaping Executive Leadership</p> <ul style="list-style-type: none"> Identifying and Understanding Your Basic Drives Assessment Myers-Briggs Type Indicator Assessment Identifying and Understanding Your Basic Drives Assessment Type and Conflict (Conflict Management) <p>Personal Leadership Plan Development</p>	<p>Leading a High-Performing District Culture</p> <ul style="list-style-type: none"> Leadership Style Organizational Structural Match Assessment Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) Assessment Denison Organizational Culture Survey <p>Personal Leadership Plan Development</p>	<p>Leading and Developing High Performing Teams</p> <ul style="list-style-type: none"> District Transformational Leadership Inventory Assessment 360 Assessment <p>Personal Leadership Plan Development</p>	<p>Conflict Management</p> <ul style="list-style-type: none"> Change Perception Indicator (CPI) Parker Team Player Survey <p>Personal Leadership Plan Development</p>	<p>Reading and Shaping a Healthy School Culture</p> <ul style="list-style-type: none"> 360 Feedback <p>Personal Leadership Plan Development</p>

Superintendent Executive Leadership Development Program Module Descriptions

Framework’s Leadership Development Series is designed to aid the Superintendent in developing reflective capacities to lead more effectively and will provide a variety of conceptual and technical skills to facilitate the leading and managing of the changing roles, rules, and relationships in today’s complex school districts.

Core Program Modules (Year One)

Shaping Executive Leadership

This session provides superintendents an opportunity to examine what has gone on in their lives, both personally and professionally, that has “shaped” them into the leaders that they are today. Superintendents will examine the components of their “learning grain” and how the shaping process helps them lead effectively and how it sometimes causes them to be less effective than they could be. Superintendents will reflect on significant events in past personal and work lives to examine how these experiences have changed and influenced their lives. Then they will explore how they can use past and future experiences, as well as other information from assessment feedback, to enhance self-understanding and formulate appropriate learning strategies and tactics for future success.

Leading A High-Performing District Culture

Healthy high-performing school and district cultures impact positively on virtually everything that is measurable from teacher and student morale to test results. Reading the school district culture (“the way we do things around here”), assessing the district culture, reinforcing the positive aspects of the district culture, and eliminating the negative aspects of the district culture are primary responsibilities of the Superintendent and his/her staff. The district culture exerts a significant influence on students and staff. To be effective in a leadership role, Superintendents must fully understand the impact that culture has on the classrooms, the individual schools, and the school system. This session helps Superintendents analyze, anticipate, and understand the nature of the school district as an organization. Being able to predict, explain, and “control” organizational phenomena is crucial to successful leadership in managing change efforts, defining and inculcating more productive beliefs and values, and evoking more organizational effectiveness.



District Transformational Leadership

This program module will focus on the current research, which clearly states that central office transformation cannot be simply a restructuring strategy, but must be a new approach to central office work. Based on Honig's research, the interface between district and school is the crux of central office transformation. Every position at the district office needs to sit down and figure out how their job directly impacts student achievement. The catalyst for ensuring that schools do well becomes the sole purpose for central office existence. The new central office will become an implementation partner with schools. The central office's role will be to assist in collaborating with the schools to provide intensive support and ensure quality implementation. The Superintendents will consider how the process of continual assessment-and-response reflects the true work of principals, distinguishes between effective and ineffective leaders, and needs to be nurtured by central office mentors.

Leading Change in the 21st Century

This program module is designed to help Superintendents understand how people, including themselves, react to change and how they may use this knowledge and other leadership skills to lead people to make appropriate changes. It emphasizes that Superintendents must first understand and accept their own feelings about change before they can assist others in venturing into educational reform. Further, these modules include the "four problems" that all Superintendents face in leading change and how to improve the chances of successful change implementation through specific interventions to address these problems. Relevant exercises allow the

Superintendents to react to simulated change situations and discuss their reactions with colleagues.

Leadership and Ethics – Staying on Track and Avoiding Derailment

The most pervasive activity in the work lives of school Superintendents is making decisions, and the essence of decision-making is the choosing of actions and/or behaviors from among options. Choice from an array of options requires that a Superintendent establish criteria by which options may be weighed. Such behavior must be based in clear understanding of one's values and ethics. This session will explore the generic processes of decision-making and give participating Superintendents the opportunity to reflect on their own values and ethics. Such reflection can serve as a foundation for developing personal capacities for making better choices for students and all the persons who have stakes in schools and school operations. Brief vignettes and case descriptions will be used to illustrate moral reasoning processes and give program participants opportunities to examine their own ethical frameworks in relation to the situations described in the cases. Superintendents will consider why many seemingly successful school Superintendents find themselves in the position of having their careers "stall" or actually being "derailed" at one time or another during their careers. The session will consider the correlation between "derailment factors" and will provide Superintendents with specific models and skills for staying on track that are based on the extensive research.



PRICING

Contact us at
info@frameworkconsulting.com.

We offer a leadership series to
suit your budget and schedule.

Program Module Offerings for Superintendents Based on Potential Areas of Need (Year Two)

- EXECUTIVE LEADERSHIP AND THE INNER JOURNEY
- LEADERSHIP, POLITICS AND CHANGE
- LEADERSHIP AND CHAOS
- THE HIDDEN LEADER
- SYSTEMS LEADERSHIP
- LEADING IN A DIVERSE AND INCLUSIVE CULTURE
- BUILDING QUALITY ORGANIZATIONS: PAPER PLANES, INC.™ (Simulation)
- LESSONS LEARNED FROM EXPERIENCE
- TAKING CHARGE OF YOUR OWN DEVELOPMENT

Framework's Leadership Development Series for Superintendents is based on research, which pertains to the differences between highly effective leaders versus those leaders who have derailed.

Designed specifically for Superintendents, our feedback intensive development program will help grow 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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