



**LEADERSHIP IN SCHOOLS –  
THE EXERCISE OF COURAGEOUS LEADERSHIP**

**MODULE 1 IN NECT LEADERSHIP AND MANAGEMENT  
SERIES**

**DETAILED MODULE OUTLINE**

**DECEMBER 2015**

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*An exercise to explore perceptions of leadership and self-perception of capacity to lead and manage. A basis for noting the importance of both good leadership and good management for schools to excel.*

#### **Activity 2: To Lead and To Manage** .....

*This is a further exercise to distinguish the difference between leadership and management, and to highlight the importance of both.*

#### **Activity 3: Leaders I Like** .....

*In this exercise participants will identify a leader that is admired and will make note of what factors and characteristics they believe are important in leadership. This will be a basis for noting the key features and components of leadership.*

#### **Activity 4: When I Have Led with Courage** .....

*In this exercise participants will recall incidents in their leadership experience which have made them proud. Again, here we will note factors which are critical in leadership in seeking to build a conceptual map of leadership characteristics.*

#### **Activity 5: Expressions of Leadership** .....

*This exercise seeks to map the key features, components and considerations in effective leadership. All of these will be explored; and participants will seek to understand and build core skills in each of these areas.*

#### **Activity 6: Who Am I to Lead?** .....

*This exercise encourages participants to examine the characteristics which are the basis of their behaviour as leaders. The iceberg thinning will be used to understand the values, beliefs and convictions which underlie the behaviour, choices and decision of leaders.*

#### **Activity 7: Leading with Courage – the Basis of Courage** .....

*Courage is one of the core and critical expressions of leadership which will be examined. In the first exercise participants will examine the factors which drive or inhibit courageous action in leading others. The exercise is intended to allow participants to understand the basis of courage in leadership, but more importantly, to examine themselves and to explore the challenges they may personally face in making courageous decisions.*

**Activity 8: Leading with Courage – Courageous Decisions .....**

*This exercise challenges participants with practical circumstances which are typically faced in school management and leadership, so that leaders can examine their capacity to exercise courage in these circumstances. The exercise forces participants to examine their decisions and the choices they make. Here too, leaders are given a framework and guide for making courageous decisions.*

**Activity 9 – Vision and Establishing a Sense of Purpose .....**

*This exercise looks at the importance of vision in leadership and the characteristics and value of visionary leadership. Participants will be given a questionnaire to assess the extent to which their leadership is visionary, and will be given an opportunity to identify the actions they should or could take to make their leadership more visionary.*

**Activity 10: Relationships – Managing Difficult Conversations .....**

*This exercise will note the importance of relationships and will explore one aspect of relationships in good leadership- managing difficult conversations. Participants will practice the management of difficult conversations.*

**Activity 11: Leading Change .....**

*Participants will, through a case study, explore the core and critical requirements for leading change. Participants will be given cases and a checklist to follow for leading change.*

**Activity 12: Instilling a Sense of Accountability .....**

*This exercise looks at leadership accountability, and collective accountability in the exercise of leadership. Through cases and vignettes, participants will derive the critical requirements for instilling, inspiring and managing self, individual and collective accountability.*

**CONCLUSION.....**

In conclusion, the trainer and facilitator will indicate that this leadership content will be reinforced in each of the 6 leadership and management modules to be delivered by the NECT. In this respect, leadership will be examined in terms of curriculum management, financial management, resource management and use of data in decision making among others.

# Introduction



The purpose of this module is to assist participants in developing an understanding of leadership and build leadership skills so that they can improve their capacity to lead and to explore and re-examine their own leadership values and experience, and to establish a platform upon which they can enhance their knowledge, skills and day to day practice in school leadership. The approach to the module is practical so that participants can build a conceptual understanding of leadership through and exploration of their own values, behaviours and experiences. Here, an emphasis will be placed on courageous leadership in order to build in leaders the capacity to exercise courage.

The module begins with exercises which participants will use to identify the components and characteristics of effective leadership – particularly courageous leadership. These characteristics will be used to identify expressions of effective leadership. This experience will reflect what effective leaders do in exercising good leadership. At first, there will be a general listing of these characteristics; but at the end of the exercise, a conceptual map will be formulated in order to graphically represent the core features of leadership to be addressed in the module.

The module will go on to examine in different exercises 6 features of leadership

- *Leadership and self*
- *Leadership and courage*
- *Leadership and vision*
- *Leadership and relationship management*
- *Leadership and change*
- *Leadership and accountability*

# Activity 1

## AM I A LEADER?



### **Purpose:**

The purpose of this activity is for participants to reflect on the characteristics of a leader and to examine, generally, their capacity to lead. The exercise is an introductory exercise that is intended to stimulate discussion and to identify and introduce a few key concepts which will be examined in more detail later in the workshop.

### **Objectives:**

1. To conduct a self-assessment of leadership capacity.
2. To identify and introduce a few key concepts for discussion e.g. meaning of leadership; differences between leadership and management; characteristic of good leadership; relationship between leadership and values or convictions.
3. To allow participants to note and discuss the differences in their perceptions and their approaches.

### **Approach:**

The approach to be used here is a self-assessment questionnaire which participants will use and score themselves. Participants will then discuss their scores and identify why scores are similar or different. From this participants will derive some of the key features of good leadership.

### **Conceptual Framework Structures for Participant Engagement:**

At the end of the exercise participants will map the features of leadership which relate to self; to others who are being led; to general context and circumstances; and to organizational features.

### **Outcomes**

At the end of this activity participants will have produced a list of characteristic features of leadership as derived from the exercise and will have assessed their leadership capacity and discussed their scores.

## ***Characteristic Features of Good Leadership***

<b>CATEGORY</b>	<b>FEATURES AND REQUIREMENTS OF GOOD LEADERSHIP</b>
<b>Self as Leader</b>	
<b>Organizational Members as Followers</b>	
<b>Organizational Characteristics and Features</b>	
<b>Organizational Context and Circumstances</b>	

# *Activity 2*

## TO LEAD AND TO MANAGE



### **Purpose:**

The purpose of this activity is for participants to identify the differences between leadership and management and to understand that both are important in making a school both functional and effective.

### **Objectives:**

1. To distinguish the requirements, features and characteristics of good leadership and good management.
2. To be able to state why both leadership and management are important.
3. To reflect on their own experience, characteristics and effectiveness as both leaders and managers.

### **Approach:**

Participants will be given a list of tasks and must be able to define whether each is a leadership or management task. On the basis of this exercise, participants will be able to make a statement to define or describe leadership as a concept and the key features of leadership.

### **Conceptual Framework Structures for Participant Engagement:**

Participants will be given a case of a disruptive organisational change situation and must be able to list both the management and the leadership interventions that are required to respond to the issues identified in the case.

### **Outcomes:**

Participants will have generated separate lists of the characteristics of good leadership and the characteristics of good management.

On the basis of the case reviewed, please note the leadership and management interventions required.

## ***Leadership and Management interventions***

<b>INTERVENTIONS REQUIRED</b>	<b>EFFECT OR IMPACT EXPECTED TO ADDRESS ISSUES IDENTIFIED</b>
<b>Leadership Interventions</b>	
<b>Management Interventions</b>	



# Activity 3

## LEADERS I LIKE



### **Purpose:**

The purpose of this exercise is to allow participants to identify the characteristics of good leadership by reflecting on leaders they admire. The exercise seeks to further reinforce the characteristics of effective leadership.

### **Objectives:**

1. To identify and reflect on the characteristics of good leadership.
2. To create a platform for participants to identify role models and to model effective leadership behaviours.
3. To create a platform for participants to note the similarities and differences between leaders, and to discuss the relationship of context and circumstances to leadership behaviours.

### **Approach:**

There are two stages to this activity. In the first stage each participant will identify one leader they admire and will note why they have this admiration for the leaders. In the second stage of the activity leadership stories will be presented of great leaders and participants will discuss what characteristics these leaders displayed with effect on their leadership effectiveness. The exercise will summarise characteristics of good leaders and the associated impact on followers.

### **Conceptual Framework Structures for Participant Engagement:**

Here again, the two key areas for engagement among participants are: the characteristics of good leadership and the effect of these characteristics on followers. Here, we are seeking to understand why people are mobilised to follow and contribute to a collective purpose when particular leadership characteristics are displayed.

### **Outcomes:**

Again, the key outcomes here are the characteristics of leadership which will be listed; and participants' reflection on why these characteristics would have had the observed effect and impact.

### ***Characteristics of Leaders I Admire***

<b>CHARACTERISTICS</b>	<b>EFFECT OR IMPACT OF THESE CHARACTERISTICS ON FOLLOWERS</b>

# *Activity 4*

## **WHEN I HAVE LED WITH COURAGE**



### **Purpose:**

The purpose of this activity is to introduce the concept of courageous leadership. The intent here is to identify the characteristics and requirements of courageous leadership as a basis for exploring the concept in more detail later in the workshop.

### **Objectives:**

1. To reinforce in participants the importance of and the challenges related to courage in leadership.
2. To highlight to participants that they would have all encountered situations in which they had to display courage.
3. To generate and note the features and requirements of courageous leadership.

### **Approach:**

Participants will be inspired by their own stories of courage. Each participant will identify an occasion where he/she had to display courageous leadership. Each participant will tell his/her story. As a group, participants will identify one story, and conduct an analysis of the leadership experience by interviewing the chosen candidate with the set of questions provided. Participants in the group will discuss the responses in relation to their experience in exercising courage.

### **Conceptual Framework Structures for Participant Engagement:**

The framework here is presented as a format for the interrogation of the courageous leadership experience of one of the participants in the group. While only one story will be interrogated, each participant will be examined and reflect on their own stories in relation to the questions posed.

### **Outcomes:**

The key outcomes here is the information which will be generated on the features, characteristics and requirements of courageous leadership.

## ***Analysis of an Incident where Courageous Leadership was Displayed***

<b>QUESTIONS TO ANSWER</b>	<b>ANSWERS PROVIDED</b>	<b>LESSONS LEARNT IN THE DISPLAY OF COURAGE</b>
What inspired confrontation instead of retreat?		
What steps were taken in confronting the situation?		
What risks were taken in confronting the situation?		
What values were predominant in being motivated to confront the situation?		
What values were predominant in the resistance of the opposing party?		
What interest was protected in confronting the situation?		
What interest was opposed in confronting the situation?		
What were the short and long term consequences in the display of courage?		

# Activity 5

## EXPRESSIONS OF LEADERSHIP



### **Purpose:**

The purpose of this activity is to consolidate all the ideas generated into a simple model of leadership which could be used as a basis for participants to focus their understanding and to develop targeted skills for the exercise on good leadership.

### **Objectives:**

1. To identify 5 of the most critical features or characteristics of good leadership for further exploration in the workshop.
2. To understand the display of leadership behaviours as a function of more indepth characteristics such as values and convictions, among others.
3. To cluster and categorise leadership characteristics.

### **Approach:**

A conceptual framework will be presented of 5 most critical leadership characteristics. Participants will group all the ideas they have presented into these five areas. This will be used as the basis for identifying important considerations to be entertained in exploring each area.

### **Conceptual Framework Structures for Participant Engagement:**

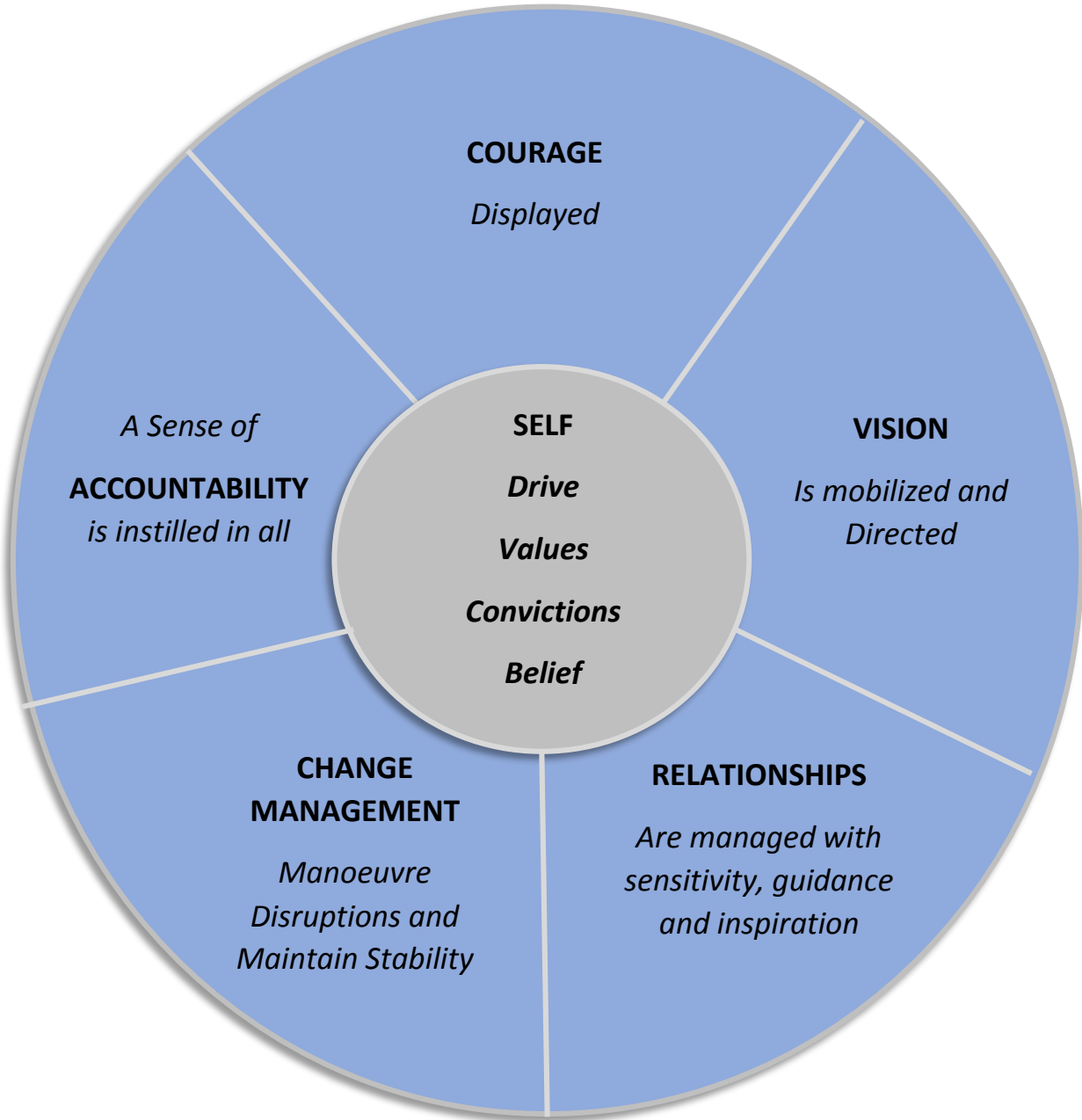
A conceptual framework is presented with 5 expressions of good leadership using “self” at the centre to represent self as the point from which leadership behaviours are expressed. In this respect, understanding self is fundamental to understanding and improving one’s behaviour as a leader.

### **Outcomes:**

Each group will present a clustering or categorisation of leadership characteristics and behaviours into 5 areas.

**Expressions of Leadership**

**Expressions of Self**



## Expressions of Leadership

CORE AREAS	CONSIDERATIONS
1. <b>Courage</b>	<ul style="list-style-type: none"> <li>• Say what needs to be said</li> <li>• Make difficult decisions</li> <li>• Confront reality without hesitation</li> <li>• Take swift action to maintain course</li> </ul>
2. <b>Vision</b>	<ul style="list-style-type: none"> <li>• Mobilizing sentiments toward a common vision</li> <li>• Instilling a sense of purpose</li> <li>• Keeping organization on course</li> </ul>
3. <b>Relationships</b>	<ul style="list-style-type: none"> <li>• Communication – openly, frequently</li> <li>• Managing difficult conversations</li> <li>• Building trust</li> <li>• Managing conflicts</li> <li>• Motivating and inspiring</li> </ul>
4. <b>Change Management</b>	<ul style="list-style-type: none"> <li>• Giving direction</li> <li>• Maintaining stability</li> </ul>
5. <b>Accountability</b>	<ul style="list-style-type: none"> <li>• Holding self-accountable</li> <li>• Making others accept accountability</li> <li>• Creating a sense of collective accountability</li> </ul>

# Activity 6

## WHO AM I TO LEAD?

### Purpose:

The purpose of this activity is for participants to take a closer look at self in examining the values, beliefs and convictions which represent the foundation of their leadership behaviours. The activity is intended as a self-reflective activity which seeks to make the point that the leadership behaviours that are expressed are deeply embedded in a wide range of personal characteristics.

### Objectives:

1. To enable participants to reflect on the personal characteristics which could affect their leadership behaviours.
2. To enable participants to get feedback from their colleagues about their personal characteristics.
3. To assist participants in seeing the relationship between their personal characteristics and the leadership behaviours to which they are inclined.

### Approach:

Here two methods will be used. First, the iceberg metaphor will be used to demonstrate that behaviours are founded on a wide range of personal characteristics. The exercise here is for participants to list the personal characteristics which underlie their leadership behaviour. In effect, to identify what lies “beneath the water’s surface” in the behaviours they express. The second part of the exercise is to use the Johari Window exercise to examine one’s personal characteristics.

### Conceptual Framework Structures for Participant Engagement:

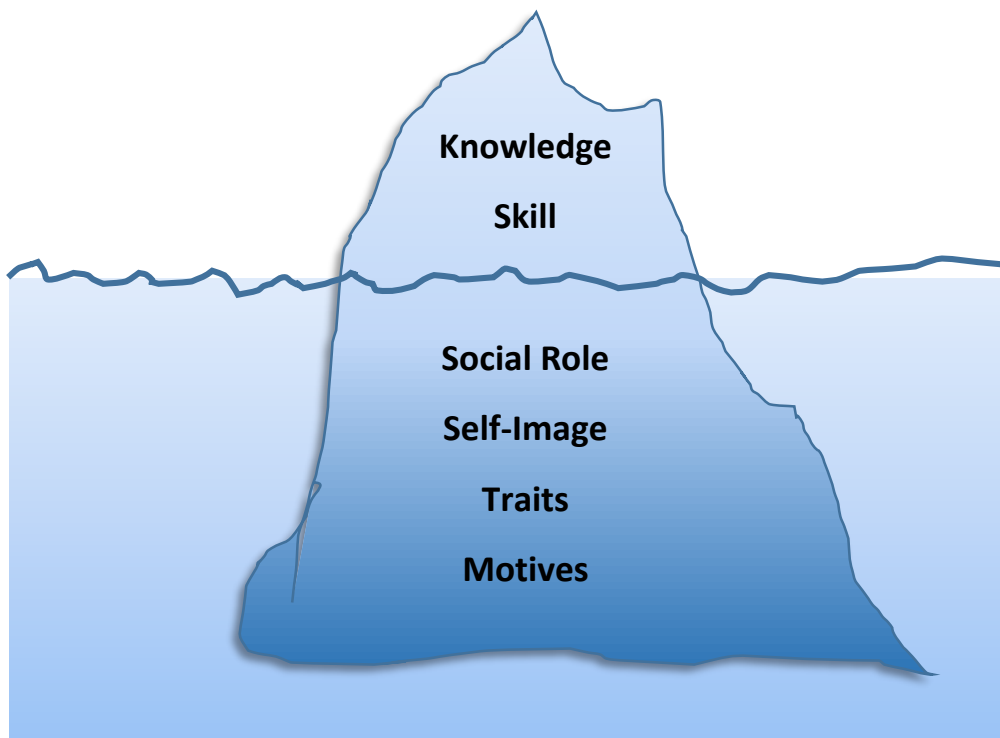
Three conceptual frameworks used are the Iceberg Model and the Johari Window structure for engagement. These are presented in the pages to follow.

### Outcomes:

Each participant will have a listing of their characteristics as self-generated, and as generated by their colleagues.



## The Iceberg Model



## My Johari's Window: Part One

*In the list of 55 attributes, choose 6 (six) that YOU think are YOUR strongest personal attributes. Put an X in the 6 boxes in column labelled me.*

	ME	1	2	3	4
Able					
Accepting					
Adaptable					
Bold					
Brave					
Clam					
Caring					
Cheerful					
Clever					
Complex					
Confident					
Dependable					
Dignified					
Energetic					
Extroverted					
Friendly					
Giving					
Happy					
Helpful					
Idealistic					
Independent					
Ingenious					
Intelligent					
Introverted					
Kind					
Knowledgeable					
Logical					
Loving					

	ME	1	2	3	4
Mature					
Modest					
Nervous					
Observant					
Organized					
Patient					
Powerful					
Proud					
Quiet					
Reflective					
Relaxed					
Religious					
Responsive					
Searching					
Self-assertive					
Self-conscious					
Sensible					
Sentimental					
Shy					
Silly					
Spontaneous					
Sympathetic					
Tense					
Trustworthy					
Warm					
Wise					
Witty (funny)					

## My Johari's Window: Part Two

*Write the name of one of your colleagues in the space provided.*

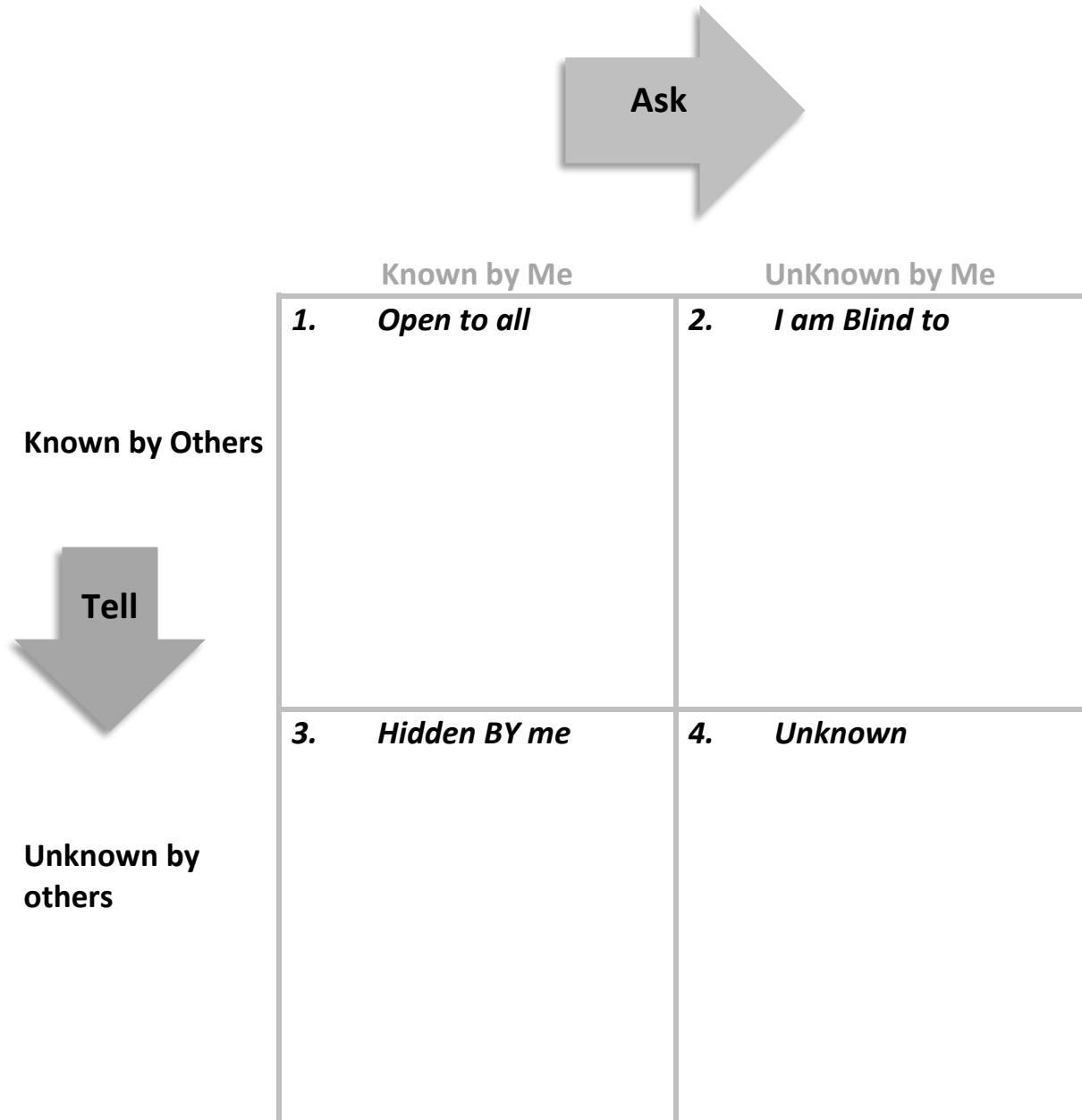
*In the list of 55 attributes, choose 6 (six) that YOU think are your COLLEAGUE'S strongest personal attributes.  
Put an X in the 6 boxes in column labelled COLLEAGUE.*

**Name:** .....

	COLLEAGUE
Able	
Accepting	
Adaptable	
Bold	
Brave	
Clam	
Caring	
Cheerful	
Clever	
Complex	
Confident	
Dependable	
Dignified	
Energetic	
Extroverted	
Friendly	
Giving	
Happy	
Helpful	
Idealistic	
Independent	
Ingenious	
Intelligent	
Introverted	
Kind	
Knowledgeable	
Logical	
Loving	


	COLLEAGUE
Mature	
Modest	
Nervous	
Observant	
Organized	
Patient	
Powerful	
Proud	
Quiet	
Reflective	
Relaxed	
Religious	
Responsive	
Searching	
Self-assertive	
Self-conscious	
Sensible	
Sentimental	
Shy	
Silly	
Spontaneous	
Sympathetic	
Tense	
Trustworthy	
Warm	
Wise	
Witty (funny)	

## My Johari's Window: Part Three



# *Activity 7*

## **LEADING WITH COURAGE – THE BASIS OF COURAGE**



### **Purpose:**

The purpose of this activity is to examine the features, characteristics and requirements for leading with courage. The activity seeks to explore the concept and dynamics of courageous leadership so that participants acquire a comprehensive understanding of courage in leadership. The activity also seeks to build skills in the practice of courageous leadership.

### **Objectives:**

1. To define courageous leadership.
2. To identify the requirements and features of courageous leadership.
3. To present and use a model and set of guidelines for making courageous decisions.
4. To enable participants to understand and manage the context and circumstances of courageous decisions.

### **Approach:**

On the basis of Activity 4, this exercise will outline a full set of considerations to be entertained in making courageous decisions. For each consideration, participants will identify and discuss examples, context and circumstances, and will note how each consideration and situation could be managed. Participants will be given a model and guidelines for making courageous decisions.

### **Conceptual Framework Structures for Participant Engagement:**

The conceptual framework notes considerations with appropriate examples and reflects on the manner in which the associated circumstances could be managed.

### **Outcomes:**

A comprehensive list of options for managing context and circumstances when making courageous decisions.


## Options For Managing Context And Circumstances When Making Courageous Decisions

CONSIDERATIONS IN THE DISPLAY OF COURAGEOUS LEADERSHIP	SITUATIONS WHICH COULD ARISE OR HAVE ARISEN IN THE PAST	HOW TO HANDLE OR MANAGE IN LEADERSHIP
<b>Overcoming fear</b>		
<b>Conflict of values</b>		
<b>Differences in commitment</b>		
<b>Difference in personal and organizational interests</b>		
<b>Mobilised resistance</b>		
<b>Undesirable consequences of correct decisions made</b>		

CONSIDERATIONS IN THE DISPLAY OF COURAGEOUS LEADERSHIP	SITUATIONS WHICH COULD ARISE OR HAVE ARISEN IN THE PAST	HOW TO HANDLE OR MANAGE IN LEADERSHIP
Little support for the correct decision		
Concern about public image being trained for the correct decision		
Opposed by someone in higher authority		
Lack of resources to support correct decision		
Correct decision will result in organizational turbulence		
Threat to personal welfare		

# Activity 8

## LEADING WITH COURAGE – COURAGEOUS DECISIONS



### **Purpose:**

The purpose of this activity is to provide participants with the opportunity to confront and manage the practical challenges of exercising courage in leadership by responding to cases, vignettes and critical incidents.

### **Objectives:**

1. To explore and decide on the manner in which a wide range of challenging situations will be handled.
2. To develop confidence in overcoming the challenges associated with making courageous decisions.
3. To identify decisions or situation in their respective practice as principals which will require courage to make or resolve.

### **Approach:**

Participants will be provided with cases and critical incidents that are typically confronted in schools. They will note the challenge which requires courage, and the manner in which the situation will be handled.

### **Conceptual Framework Structures for Participant Engagement:**

A table will be presented with critical incidents to which participants will respond with the action they will take in resolving the situation and managing the consequences of their decision.

### **Outcomes:**

1. Participants will have more confidence in exercising courageous decisions.
2. Participants would have generated and examined decisions related to the critical incidents provided for study, and would have noted their decisions and the considerations related to their decisions.
3. Each participant will identify a courageous decision they currently face in their practice as school principals.



## Courageous Decisions

CASE OR CRITICAL INCIDENT	RESPONSES
	<b>Aspect of courage or hurdle to be overcome:</b>
	<b>Considerations related to decision</b>
	<b>Action to be taken to resolve the situation:</b>
	<b>Anticipated consequences:</b>
	<b>Plans and anticipated responses to consequences of decision</b>

# Activity 9

## VISION AND ESTABLISHING A SENSE OF PURPOSE



### **Purpose:**

The purpose of this activity is to allow participants to embrace and appreciate the notion that leadership is easier to exercise when the school staff and community share the same visions and aspire toward a common purpose. The role of the leader here is to establish a common vision and to inspire a cohesive and powerful sense of purpose. The leaders will rely on vision and purpose as one means for inspiring members of the school and community to stay the course, shoulder their responsibility and overcome the challenges encountered.

### **Objectives:**

1. To enable school managers to understand the importance of school leadership.
2. To provide principals with the opportunity to reflect on the vision they hold for their school and the manner in which this vision is used to inspire.
3. To explore the use of a sense of vision and purpose in managing situations confronted in school leadership.

### **Approach:**

School managers will identify and reflect on the vision for their school and what this vision means in practice when undertaking a range of responsibilities that are fulfilled in the school. After, school managers will be provided with a wide range of critical incidents and will note the manner in which they will apply vision and a sense of purpose to manage the situation. Participants will reflect on the manner in which they will inspire and use vision and a sense of purpose to improve the performance of their school.

### **Conceptual Framework Structures for Participant Engagement:**

Participants will be given a list of 8 areas for which they will explore the manner in which they can apply the school's vision and the staff's sense of purpose to promote effective performance. Participants will be provided with critical incidents in 10 areas for which they will explore and use vision and a sense of purpose to assist in resolving the situation.

### **Outcomes:**

1. List of ideas for inspiring and using vision and a sense of purpose for improving the performance of schools.

**What is your vision for your school?**

**What does your vision imply in terms of:**

**1. Your relationship with staff**

**2. Your engagement with parents and the community**

**3. The capability and performance of your teachers**

**4. The management of the curriculum**

**5. The welfare and performance of learners**

**6. The management , use and care of school resources**

**7. Engagement with officials in the district office**

**8. Nurturing a vibrant and productive school culture**

## Applying Vision and a Sense of Purpose

Area	Case, Vignette or Critical Incident	The Application of Vision and a Sense of Purpose
1. Opening day of school for the term		
2. Conflict among staff and factions at school		
3. An angry parent		
4. Non supportive community		
5. Poor curriculum coverage among learners		
6. Lack of adequate staff to deliver the curriculum		
7. Lack of adequate resources at school		
8. Non-performing teachers		
9. School violence		
10. Uncooperative union reps at the school		

## Reflection

**The manner in which I will use vision and a sense of purpose to inspire staff and manage challenging situations at the school.**

# Activity 10

## RELATIONSHIPS – MANAGING DIFFICULT CONVERSATIONS



### Purpose:

The purpose of this activity is to enable participants to understand the importance of maintaining good relationships in the exercise of leadership, and to provide them with the skills necessary for managing difficult conversations.

### Objectives:

1. To understand the importance of effective inter-personal relationships in the exercise of school leadership.
2. To develop skills in managing difficult conversations at the school.
3. To reflect on and identify difficult conversations which must be undertaken in one's school.

### Approach:

The facilitator will present and discuss key considerations in managing effective inter-personal relations. Then the facilitator will introduce the concept of “difficult conversations” and present the steps required in managing difficult conversations, the process to be used and the considerations to be applied. A demonstration will be given on managing difficult conversations. Participants will be given cases to resolve and will be required to practice the management of difficult conversations. Participants will practice in their respective groups and will observe and critique each other's performance.

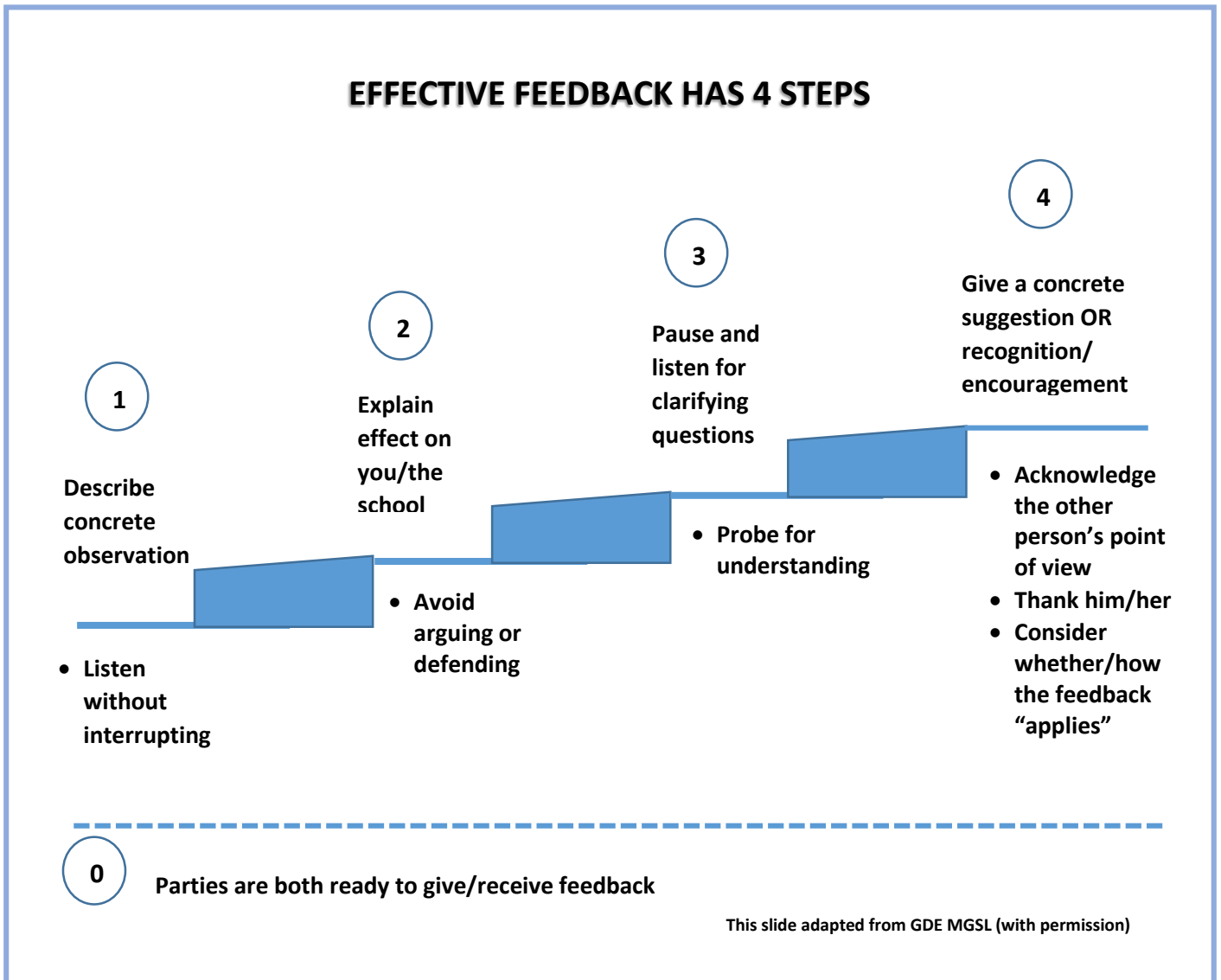
### Conceptual Framework Structures for Participant Engagement:

There are two aspects of the conceptual framework – ‘giving feedback’ and ‘having a difficult conversation’. Tips and a process for giving feedback and having difficult conversations are provided. Cases are provided for practice.

### Outcomes:

1. Participants write steps, observations and considerations for effective feedback.
2. Participants write steps, observations and considerations for managing difficult conversations.
3. Participants write a list of difficult conversations that are required in their schools.

## Steps on the Journey of Effective Feedback



Walk through the step. The bullet points are things to keep in mind as you walk through the steps.

## Tips for Giving Feedback

- Organize** your thoughts – what performance/behaviour do you want to redirect or reinforce?
- Choose an appropriate **time**; directly after the event is often best
- Always try to give feedback **one-on-one**
- Emotional or challenging moments may arise during the course of giving feedback. If the person is emotional, deal with the **emotions** first
- Pay attention to the individual's **non-verbal** cues
- Questions** are a powerful tool to understand where the individual is coming from and keep conversation on track
- Listening** is critical to building rapport, understanding the other person's position, and making the discussion meaningful
- Use **proactive** language

END WITH THANKS AND COLLABORATE ON NEXT STEPS

This slide adapted from GDE MGSL (with permission)

Give examples under a few of the points. Also be mindful of the language you use when giving feedback, which we will deal with next.



## Tips for **Receiving** Feedback

- Be receptive. Remember that feedback helps you see yourself as other see you**
- Keep in mind that the person giving the feedback is trying to be helpful**
- Listen carefully – and analytically**
- Control your responses (avoid arguing or defending). Do not rerun old tapes.**
- Probe for understanding**
- Ask for details – focus on what, where, and how**
- Acknowledge the other person’s point-of-view**

**END WITH THANKS AND COLLABORATE ON NEXT STEPS**

This slide adapted from GDE MGSL (with permission)

When someone speaks back to you in a professional conversation, you take on the role of receiving feedback. Active listening means that in your role as listener you must be on the lookout for both the verbal and non-verbal content of what is being said. Active listening looks for the meaning component as well as the feeling component in the message. The receiver must let the sender know that the message content as well as her feelings are recognised.

## What is a difficult Conversation?

It is a conversation that you are anxious, nervous, or even fearful about having.  
Why difficult?

- Painful feelings are involved – frustration, hurt, anger
- How we feel about ourselves is at stake – self-worth, competence
- Fears about the future comes up – what effect will this have on my relationship, my role, my career?
- Policies, procedures, are sometimes violated and may make the conversation more difficult

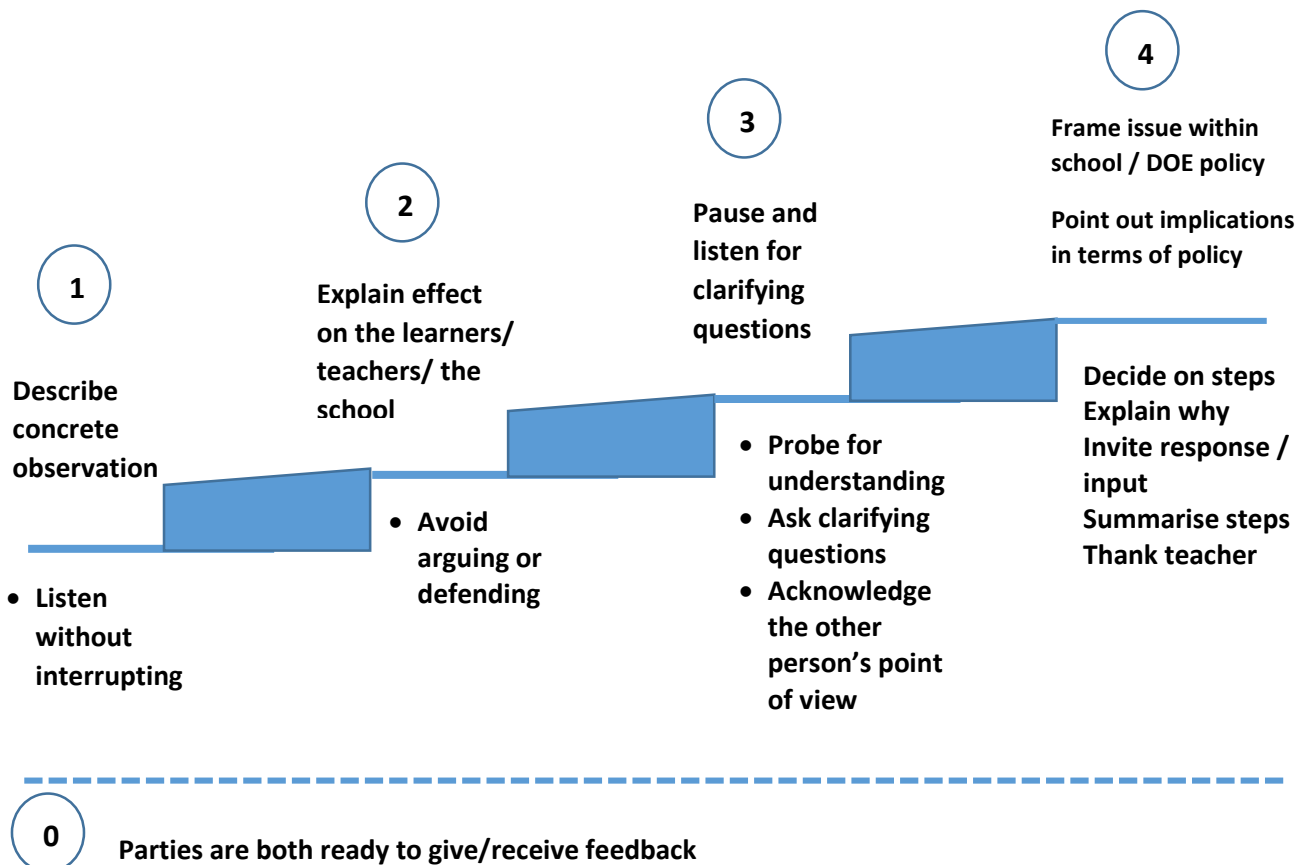
Point out that a difficult conversation is slightly different from feedback. In many cases, it may be about addressing colleagues around behaviours or actions within the context of school/DoE policies. The SACE Code of Conduct frames professional interactions. As HOD, you may want to workshop this with your teachers to remind everyone of their conduct as professionals.

As HOD, you must have a good knowledge of school and DOE policy, as well as your role as HOD within the context of supervision. This will help you define the areas (in terms of your supervisory role) in which you can respond to teacher actions or behaviours. If the actions fall outside of your jurisdiction as an HOD, then it should be referred to the principal.

Note that with these conversations, what may be difficult for one person may be easy for another, and vice-versa.

## Steps for the Management of Difficult Conversations

### THE DIFFICULT CONVERSATION - Asixoxe



This slide adapted from GDE MGSL (with permission)

The main difference in a difficult conversation happens in Step 4. Point this out to the group and go through step 4.

Area	Cases or Critical Incidents	Plans for Difficult Conversations

# Activity 11

## LEADING CHANGE?



### **Purpose:**

The purpose of this activity is to provide participants with the necessary information for them to effectively manage change in their schools, and to allow them to develop skills and practice the management of change.

### **Objectives:**

1. To outline and discuss a set of critical considerations in managing change.
2. To provide participants with an opportunity to plan a change process and reflect on the manner in which change can be managed.

### **Approach:**

The facilitator will discuss the meaning of change and will highlight a set of critical considerations in managing change. Cases on school change will be provided, and participants, in groups, will develop plans for the management of change. Groups will review and critique the change management plans of other groups.

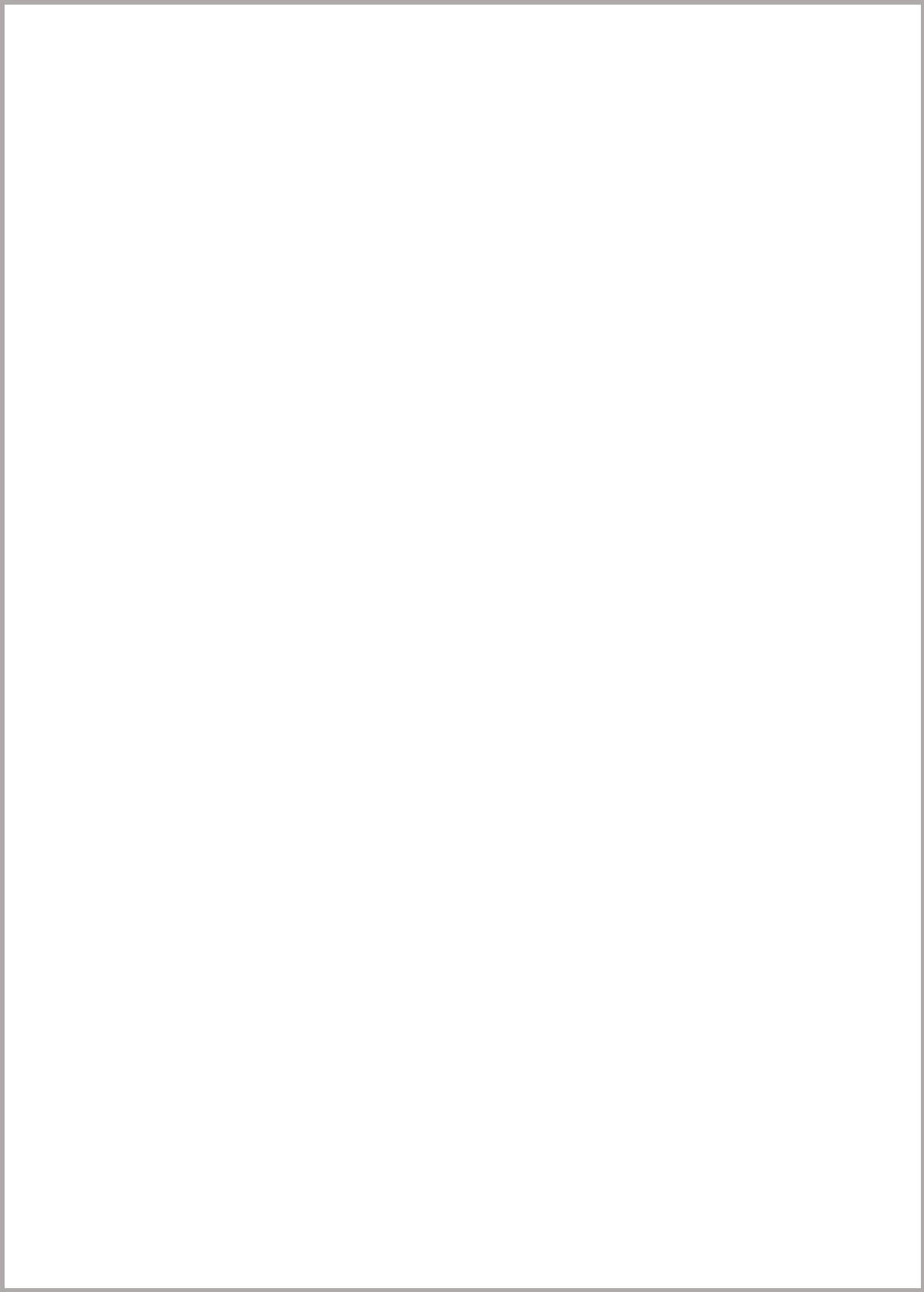
### **Conceptual Framework Structures for Participant Engagement:**

The critical considerations for the management of change will be outlined and discussed. Groups will be given cases to study and to develop change management plans. A framework for the analysis of plans will be provided.

### **Outcomes:**

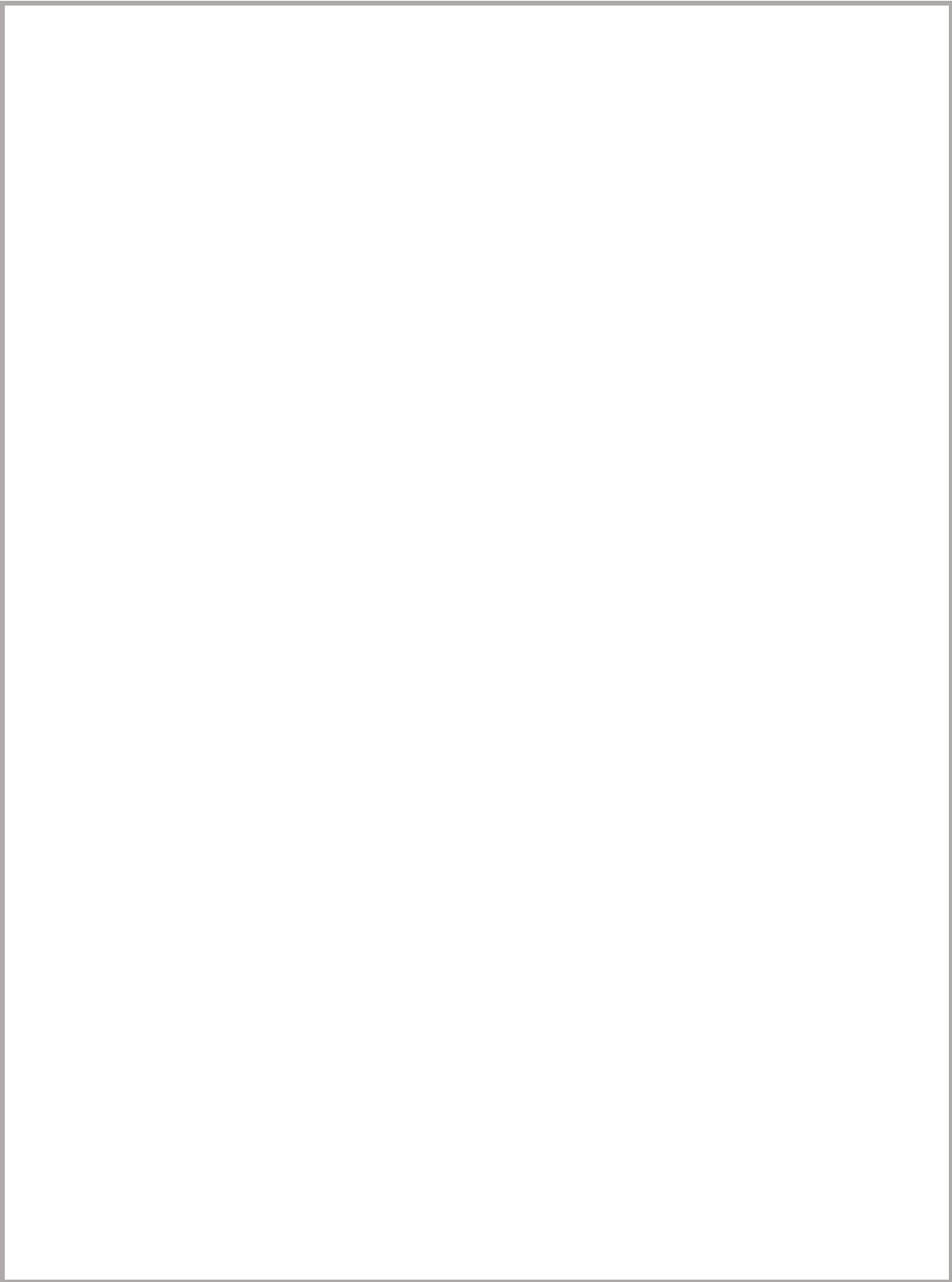
1. Change management plans related to the cases described.
2. Each group's critique of the change management plans of other groups.

# Defining Change

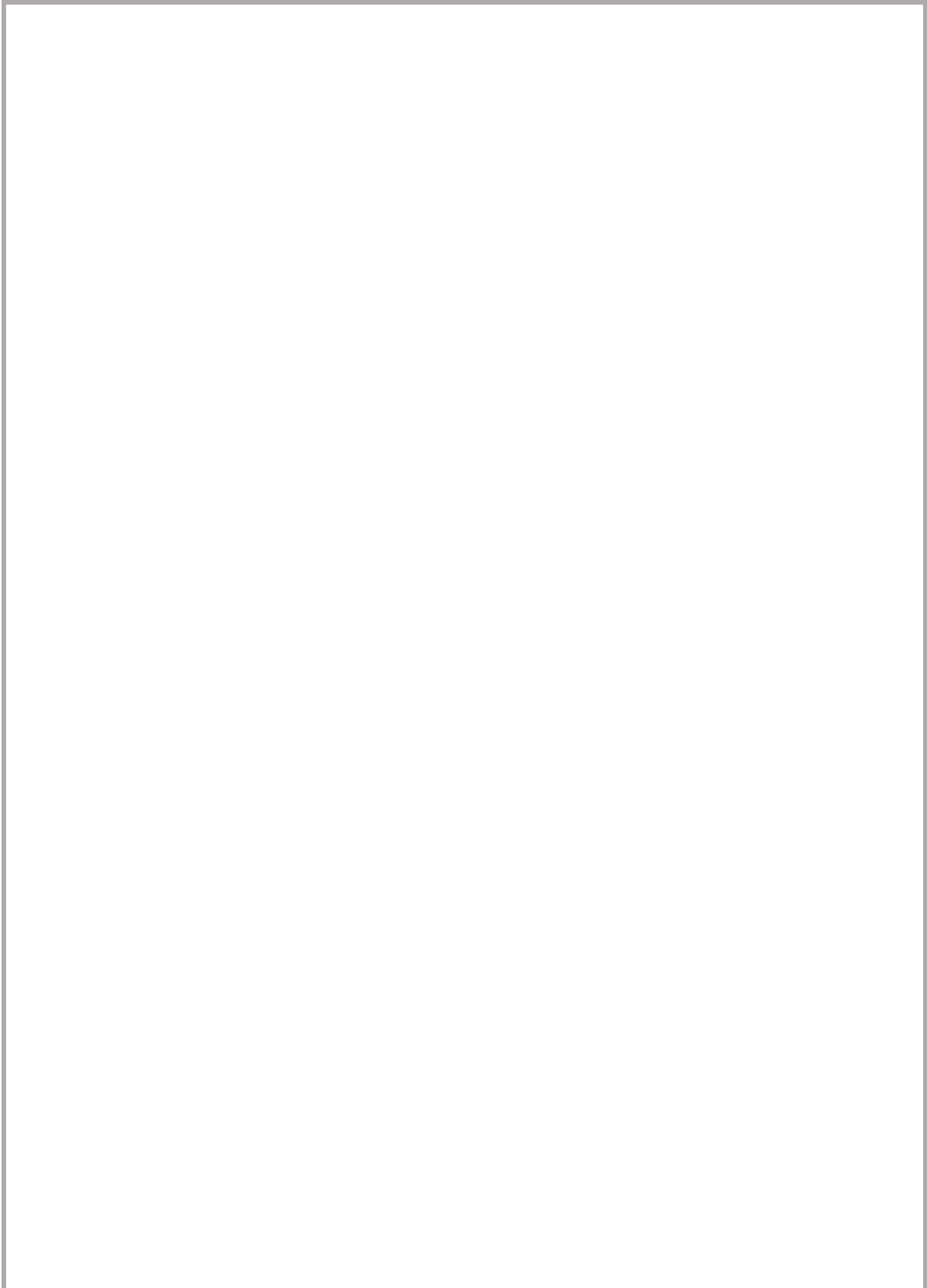


**Critical Considerations for the Management of Change**

**Examining the Change Process**



## Cases on School Change





## Plans for the Management of Change in Respect to Case # 1

Considerations in Managing Change	Plans to be effected in Managing the Change Process

## Critique of Plans Developed for Change Management

Considerations	Criteria to be applied	Evidence of Criteria		
		Yes	No	Incomplete
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

## Reflections

**What changes must I manage in my school?**

**What initiatives must I take in managing change at my school?**

# Activity 12

## INSTILLING A SENSE OF ACCOUNTABILITY



### **Purpose:**

The purpose of this activity is to enable participants to develop the understanding and skills for establishing proper structures for the promotion of accountability in their schools.

### **Objectives:**

1. To understand the structures which must be in place to promote accountability.
2. To understand the values which underlie a sense of accountability among staff.
3. To assess and reflect on the accountability structures and processes at one's school.

### **Approach:**

The approach is to discuss 12 critical considerations in promoting accountability and to apply these considerations in assessing a situation in which a sense of accountability is not displayed. The activity will be concluded when participants reflect on the accountability structures in their schools and plans for the improvement of these structures.

### **Conceptual Framework Structures for Participant Engagement:**

Twelve considerations will be noted with associated criteria and forms will be provided for the assessment and planning of accountability structures in schools.

### **Outcomes:**

1. An assessment of a situation where a sense of accountability is not displayed.
2. A plan is set up for the improvement of accountability structures.

## Considerations in Instilling a Sense of Accountability

Considerations	Criteria
1. Vision, values and a sense of purpose	
2. Job description and specification of responsibilities	
3. Key performance indicators (KPIs)	
4. Goal setting and performance agreement	
5. Business processes	
6. Integration of functions	
7. Resource support	
8. Timelines and milestones	
9. Capacity building	
10. Performance assessment	
11. Impact of purpose	
12. Reflection on performance	

## Considerations in Instilling a Sense of Accountability

Considerations	Assessment
1. Vision, values and a sense of purpose	
2. Job description and specification of responsibilities	
3. Key performance indicators (KPIs)	
4. Goal setting and performance agreement	
5. Business processes	
6. Integration of functions	
7. Resource support	
8. Timelines and milestones	
9. Capacity building	
10. Performance assessment	
11. Impact of purpose	
12. Reflection on performance	

## Initiatives to be undertaken in Enhancing a Sense of Accountability

Considerations	Initiatives to be undertaken at My School
1. Vision, values and a sense of purpose	
2. Job description and specification of responsibilities	
3. Key performance indicators (KPIs)	
4. Goal setting and performance agreement	
5. Business processes	
6. Integration of functions	
7. Resource support	
8. Timelines and milestones	
9. Capacity building	
10. Performance assessment	
11. Impact of purpose	
12. Reflection on performance	

# *Conclusion*

