



Renfrew County Catholic District School Board

**Aspiring Leaders Seminar Series**

**Session 2 - May 7<sup>th</sup>, 2008**



CULTIVATING  
THE  
RELATIONSHIPS  
THAT YIELD  
SUCCESS

# One Body, Many Parts



## **AGENDA**

<b>4:30 p.m. to 5:15 p.m.</b>	<b>Light Dinner</b>
<b>5:15 p.m. to 5:25 p.m.</b>	<b>Opening Liturgy</b>
<b>5:25 p.m. to 5:30 p.m.</b>	<b>Welcome and Agenda for the Evening</b>
<b>5:30 p.m. to 5:45 p.m.</b>	<b>Leadership Case Studies</b>
<b>5:45 p.m. to 5:50 p.m.</b>	<b>Relationship as Anchor for Catholic Leaders</b>
<b>5:50 p.m. to 6:10 p.m.</b>	<b>The Selection Process for Leaders</b>
<b>6:10 p.m. to 6:20 p.m.</b>	<b>Entry Planning and “Plan B”</b>
<b>6:20 p.m. to 6:35 p.m.</b>	<b>Interpersonal Skills</b>
<b>6:35 p.m. to 6:50 p.m.</b>	<b>School budget</b>
<b>6:50 p.m. to 7:05 p.m.</b>	<b>Resiliency and Wellness</b>
<b>7:05 p.m. to 7:25 p.m.</b>	<b>Testimonials to Catholic Leadership</b>
<b>7:25 p.m. to 7:30 p.m.</b>	<b>Aspiring Leader’s Q and A and Wrap Up</b>
<b>7:30 p.m.</b>	<b>Closing Prayer</b>

***This is what Yahweh asks of you: only this, to act  
justly, To love tenderly, and  
to walk humbly with your God.”  
(Micah 6:8)***

# Leadership Case Studies

- Develop an appropriate response to the Case Studies. In your response, employ professionalism, sensitivity, knowledge of Board Policy, Legislation, Collective Agreements and the precepts of Our Vision.

***Relationship, Relationship,  
Relationship!***

***With Whom? For What Purpose?***

## *RELATIONSHIP* for 3 REASONS:

1. We are created by God to be communal in nature. Relationship is healthy!
2. To be better in our roles: to move learning forward.
3. To assist us in solving problems and avoiding sticky wickets.

## **REASON 1: Session 1.**

From night one...everything informed by a relationship with Christ as experienced in the source and summit of the Eucharist in the context of a worshiping faith community (parish) and as lived witness to the Gospel...unity in community and union in communion!



## ***Relationships because:***

***They have their own intrinsic merits as we are called to “love unconditionally”***

## ***How:***

***-have fun***

***-move towards (especially towards those who we are not drawn to)***

***-listen and ask, don't tell talk and tell***

***-compliment freely but sincerely***

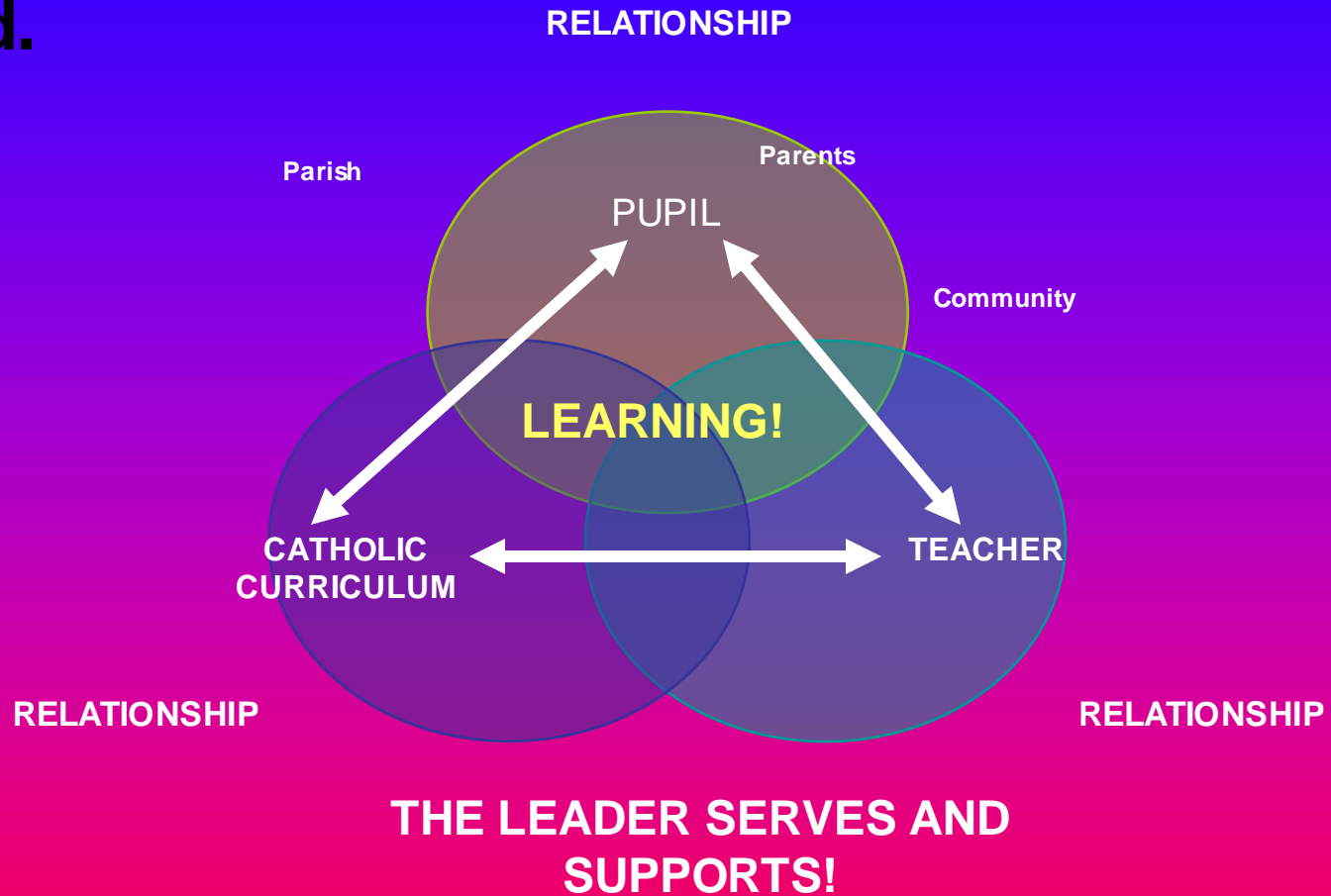
***-reward yes, but more important, thank***

***-be present***

***-steward!***

***-ask permission, especially in difficult situations***

# REASON 2: Relationship to move learning forward.



# ***The “Learning Agenda”***

What should we do to develop relationships in a professional learning context? Fullan quotes from a study by Kouzes and Posner, who talk about encouraging the heart and relating to the soul. They argue that there are seven essentials to developing relationships:

1. Setting clear standards;
  2. Expecting the best;
  3. Paying attention;
  4. Personalizing recognition;
  5. Telling the story;
  6. Celebrating together;
  7. Setting the example.
- 
- COMMUNICATION!!!**
- A diagram consisting of seven yellow arrows pointing from the list items to the word 'COMMUNICATION!!!'. The arrows originate from the right side of each list item and converge towards the word, which is positioned to the right of the list.

## **REASON 3: Relationships Gets Me out of Jams!**

***Believe it or not, the risk of being sued for malpractice has very little to do with how many mistakes a doctor makes. Analyses of malpractice lawsuits show that there are highly skilled doctors who get sued a lot and doctors who make lots of mistakes and never get sued. At the same time, the over-whelming number of people who suffer an injury due to the negligence of a doctor never file a malpractice suit at all. In other words, patients don't file lawsuits because they've been harmed by shoddy medical care....***

***Patients file lawsuits because they've been harmed by shoddy medical care and something else happens to them. What is that something else? It's how they were treated, on a personal level, by their doctor. What comes up again and again in malpractice cases is that patients say they were rushed or ignored or treated poorly.***

***(Malcolm Gladwell, Blink)***

**Segue to the Selection Process: How  
you document and tell  
others about the tasks you've  
accomplished and the relationships  
you've built!**

## **WANTED**

A miracle worker who can do more with less, pacify rival groups, endure second-guessing, tolerate low levels of support at times, process large volumes of paper and work double shifts. He or she will have carte blanche to innovate, but cannot spend much money, replace any personnel or upset a constituency.



# The Selection Process (Policy)

- The selection process shall include the following components: (Section 2.6 Policy 9.1)
  - application submission including current professional and pastoral references
  - academic qualifications and professional experience;
  - interview process;
  - participation in the succession planning process;
  - roles in board, school and provincial initiatives;
  - the established community school profile;



## **VICE-PRINCIPAL (1.0)**

*Be Assigned*

**0.5 @ John XXIII School, Arnprior**

*and*

**0.5 @ St. Thomas the Apostle School, Renfrew**

**This newly established position with an Equal Opportunity Employer offers a wide range of assignments in a smoke-free environment.**

**The successful applicant shall be a model of personal and professional commitment to Catholic elementary education; a skilled communicator; a caring, affirming servant-leader of those for whom they will exercise professional responsibility, and be committed to ongoing personal and professional development.**

**Qualifications and experience should be appropriate to the duties specified, and should include certification as an Elementary School Principal in Ontario. Consideration may be given to candidates who are not yet qualified in accordance with Regulation 298.**

**Applications, stating qualifications, experience, professional and pastoral references will be received until 3:00 p.m., Tuesday, December 4, 2007.**

# What Do You Need To Include When Applying to the Advertisement

- Include the items that are indicated on the job posting and meet the required deadline!
- Cover letter
- Resume
- Pastoral Letter of Reference
- Other Professional References

**SAMPLE COVER LETTER**

February 5, 2002

Mr. Erika Engquist  
Vice President  
Corporate Affairs  
11750 Magnolia Blvd.  
Beverly Hills, CA 90230

Re: JENNIFER H. KASSEL

Dear Mr. Engquist:

One day at a Neighborhood Chamber of Commerce meeting last week, I was very impressed with your presentation on the importance of the Chamber of Commerce in the business community. I am pleased to hear that you are currently looking for business leaders to join the Board of Directors. As I promised, I am sending you a copy of my resume.

I am currently a Vice President at the Chamber of Commerce with a Bachelor of Arts degree in Business Administration from the University of California, Los Angeles. I have been a member of the Chamber of Commerce since 1998 and have been actively involved in the Chamber's activities. I have also been a member of the Chamber's Board of Directors since 1998. I have been a member of the Chamber's Board of Directors since 1998. I have been a member of the Chamber's Board of Directors since 1998.

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I will send you my resume enclosed. I would very much like to arrange for an interview. I will call you again to schedule a time and date.

Sincerely,

Jill Johnson  
Jill Johnson  
11750 Magnolia Blvd.  
Beverly Hills, CA 90230  
818-777-7777  
818-777-7777 fax  
jilljohnson@chamber.com

- The 6 C's of writing a cover letter: clear, concise, coherent, correct, complete and courteous.
- It should have 3 main components:
  - Initial contact (overall appearance, personal salutations, state the reason for writing),
  - evidence (present facts that support your contention that you are the best person to do the job, ensure that your philosophy is consistent with the board's vision statement)
  - Action (use a closing statement that opens the door to the next step)

# The Resume

“The professional you....on paper.”

- A resume is a biographical summary of the qualifications that have prepared you for successful employment (i.e. education, experience, professional affiliations, references etc.)
- It should summarize your background in a concise, comprehensive manner and be presented in a visually attractive format.



# The Pastoral Letter of Reference

- This document is crucial to your application process.
- The letter should be current and must indicate to the panel that you share the Catholic gospel values of faith, hope and love and that your life is deeply rooted in the Catholic faith.
- Your parish priest should be able to give a solid recommendation of your participation in and belief in the Catholic church.

# Other Professional References

- Again, these references should be current and should speak to the leadership qualities you possess.





# Selection Process – After You Have Been Short Listed

With an increase in applicants for single positions, “short lists” are created from the initial information received from the potential candidates. Candidates on the “short list” will be asked to:

- Submit a portfolio
- Attend an interview

# The Portfolio

- A portfolio is a carefully organized collection of documents, artifacts and reflections which demonstrates your effectiveness as a Catholic leader and your professional expertise and growth.
- Key items to include in your portfolio would be: cover letter, resume, reference letters, artifacts demonstrating your leadership experience etc.)
- You must choose the format that you believe will best display your skills and attributes.



# The Interview – What to Expect

The interview format for principal/vice principal positions will consist of the following sections:

- Pre-interview assignment
  - Written response (1 or 2 activities)
  - Approximately 15-20 minutes in length
- The interview (A panel)
- NB – The interview process will be slightly different for Coordinator or SPAT positions.

# The Interview – How to Prepare

- Before the interview
  - Learn about the organization and the specific job to which you are applying
  - Plan to sell yourself
  - Prepare answers to questions that might be asked (Key areas: Catholicity, curriculum initiatives, discipline, scenarios, “hot topics” in the Board, student success initiatives etc.)
  - Prepare two or three relevant success stories that describe your faith values, experience and/or personal qualities
  - Chose attire that will present a professional image
  - Arrive a little bit early for the interview

# The Interview – How to Prepare Continued...



- During the interview
  - Dress professionally
  - Establish and maintain eye contact (body language silently speaks volumes)
  - Answer the questions honestly and to the best of your ability
  - Ask relevant, meaningful questions when you are given the opportunity
  - Conclude the interview by summarizing your strongest qualities
  - Thank the interviewing panel
  - Throughout the process, remember to “breathe”, “relax” and “stay calm”!

# The Interview – How to Prepare

## Continued...

- After the interview
  - Be prepared for a “follow-up” phone call seeking clarification
  - Be prepared to receive a phone call either indicating you have been successful or not successful
  - Follow up with a de-briefing session if possible

# Assessing the Complete Package

- How are all the components weighted in order to determine the successful candidate?
  - Portfolio – 20%
  - Pre-interview assignment – 20%
  - Interview – 50%
  - References – 10%

# Best Advice for Enduring the Selection Process

- Recognize that you must:
  - *Know yourself and be very comfortable with who you are and what you stand for.*
- Understand that:
  - *“What will be will be.”*
- Take time to ponder the following question:
  - *Where do you go from here regardless of the outcome?*

# Entrance Plans

# IF YOU DON'T HAVE A PLAN . . .





Your plan should be dependent upon the job you are competing for.

- School In Crisis VS High Flying School
- SPAT VS Department Head Position

# All Plans have some common key elements.

- 🔑 Build Relationships

- 🔑 Be Visible

- 🔑 Gather the Pulse

- 🔑 Administrative Duties

# Relationship = Trust

“For principals, leadership legitimacy begins with trust (Greenleaf 1977) and can be developed over time as relationships mature and individuals are able to gather and evaluate increasing amounts of trust relevant information (Lewicki et al., 1998)”

Stages of Trust	Description of the Level
Role Trust	Teachers and vice-principals trust the principal to function within the legal mandate of the position, that is, the principal will follow the laws, policies, and regulations that govern schools and the position.
Practice Trust	After observing the principal's practice, teachers and vice-principals can predict how a principal will respond in a given situation.
Integrative Trust	After observation of the principal in a multitude of situations, teachers' and vice-principals' trust is based on their identification of underlying principles/values on which the principal makes decisions.
Correlative Trust	Teachers' and vice-principals' trust is based on a deep understanding and sharing of the principal's beliefs and philosophy such that they are able to function as part of a mutually supportive team.

# Establish a Visible Presence

- We slow down when we drive by a police speed trap. This is why visible principals walk the halls.
- It allows you to build capital with kids.
- Key Meetings: Parish Priest, Council Chair, Members of the immediate team, transitioning with outgoing person, those you will be serving, custodial staff etc

# Gather the Pulse



3 stars and a wish!

# What If ...

You don't get the job.

Will this be you?



# Interpersonal Skills, Communication & Conflict Resolution





- The interactive communication process will enhance understanding, promote effective relations, build credibility and trust. Effective communication will also allow us to harness the ideas, energy, and talent of people in our community in order to continue to improve the quality of education offered at our school.



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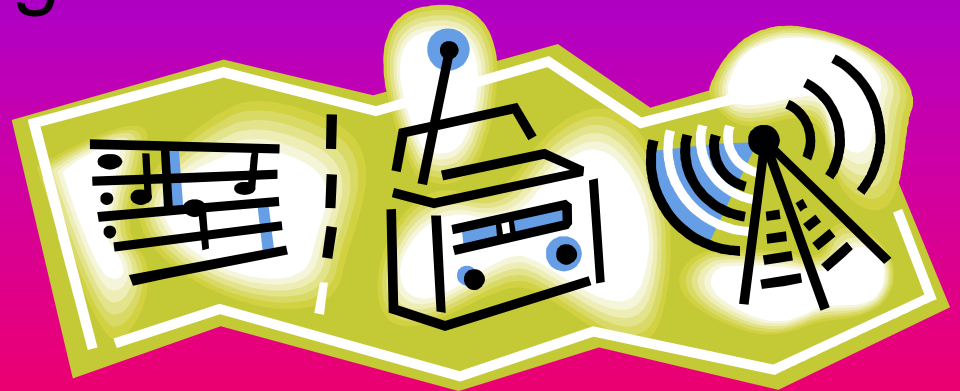


**"Beasley, you're a good communicator,  
look down the table and make eye contact for me!"**

# Purposes of Communication

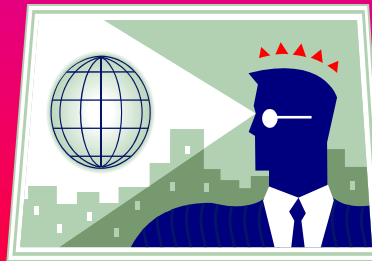
## 4 Purposes of Communication:

- Information exchange
- Accountability
- Recognition
- Collaboration



# Why Develop a Vision of Communication for your School?

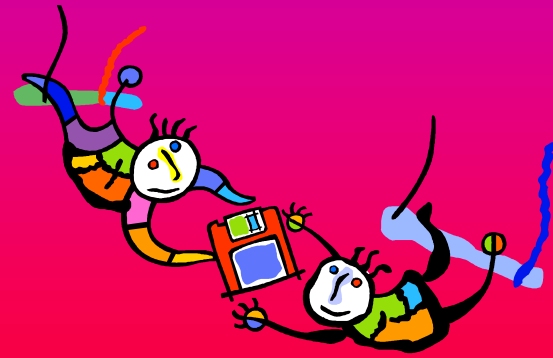
- To ensure all stakeholders understand and support school programs, policies and initiatives
- To encourage families and staff to work together for student success
- To include and respect the contribution of all stakeholders



# **Principles of Effective Communication**

## **Information Exchange**

- A school environment that fosters frequent and consistent communication with family, staff, parish and community members, and encourages their involvement in school decisions and activities.



# **Collect and Distribute Information Through**

- Publications such as the board and school newsletter
- Board and school web-sites
- Annual performance and assessment reports (EQAO)
- Report cards, agendas
- School council
- PowerPoint and Video Presentations-Faith Portfolio
- Press Release/Newspaper Articles



# ***Support School Based Programs & Activities Through:***

- School council
- Parent-teacher conferences
- School and classroom newsletters
- Report cards
- Curriculum nights/Information evenings
- Volunteer opportunities



# **Principles of Effective Communication**

## **Accountability**

- Well-informed professionals who support student success, understand and contribute to school/school board initiatives, and participate in meaningful professional development.





# *Use Formal and Informal Methods for Shared Decision Making*



- Grade level division and staff meetings
- Curriculum newsletters
- School board web-sites
- Timely information via e-mail, bulletin boards, weekly memos



# **Celebrate and Publicize** **Successes**

- Staff/student recognition and appreciation activities (staff social, positive postcard program, notes in mailbox, positive reinforcement)
- Community events articles in the local newspaper/community newsletter



# **Principles of Effective Communication**

## **Collaboration**

- Active collaboration with businesses, schools and community organizations to maximize community or public resources and support mutually beneficial resources and goals.

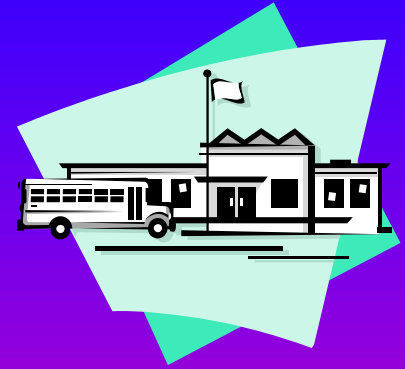


# Collaborate and Develop Partnerships



- Sustain school partnerships
- Explore and sustain community partnerships through various school-based programs
- Build and sustain links with community agencies
- Provide opportunities for community agencies to inform students, staff and parents of events, activities, and programs

# **Principles of Effective Communication**

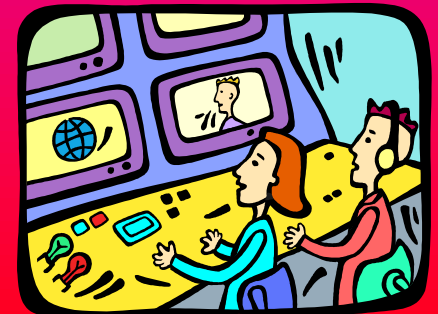


## **Recognition**

- A professional relationship with media to ensure timely, accurate and positive perceptions by people with children in school.
- To reach people who don't have children in school.

# MEDIA

- A positive school image through media coverage at school and community events.
- Encourage all school staff to seek media coverage for school and student activities, events and accomplishments.



# **Rating Methods of Communication in Schools**

- Research of effective communication in schools identifies trends in popular communication tools in elementary, secondary and among the parent population.
- Face to face interaction was the most valued tool for all groups.
- Newsletters was the second most valuable medium for elementary teachers and parents, while memos was the second most important communication tool for the secondary panel.
- Use of technology was generally the least popular forum.



# *Interpersonal Relationships* *Impact School Culture*

What is school culture?

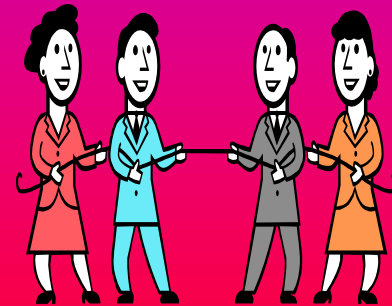


- “The way we do things and relate to each other around here”-Fullan and Hargreaves
- A positive school climate is based on and strengthened by effective communication.



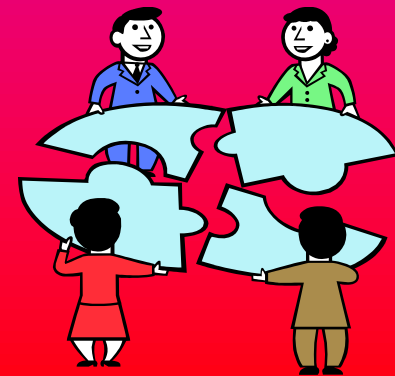
# **Preventing Conflicts in Schools**

- A positive school climate
- Effective communication as the key to building positive relationships-active listening strategies
- Constructive thinking-believe a solution can be found
- Problem-solving strategies
- Find common ground



# *Steps in Problem-Solving*

- Define the issue
- Share information and ideas
- Generate and explore possible solutions
- Predict consequences
- Choose a solution and develop a plan for action, including performance measures
- Do a follow-up evaluation



# *Tips for Reaching a “Shared Solution”*



- Listen actively and intently
- Acknowledge the other party's position
- Acknowledge the validity of the other party's feelings
- Apologize if it seems appropriate to do so.
- Use humour
- Change the time of the meeting or take a break
- Use “Yes...and” instead of “Yes...but”
- Ask questions that elicit a “yes” response
- Change language from “you” to “us”
- Agree on a shared, mutually acceptable solution

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**“I love you just the way you are  
when you’re not being just the way you are.”**

# Interpersonal Skills

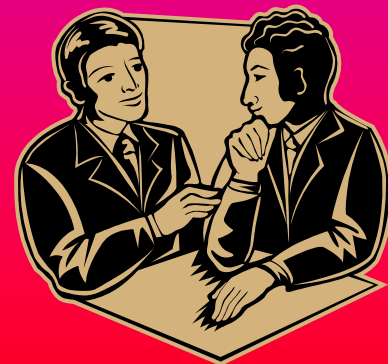


- If the leader is not active in shaping school culture, someone else will!
- The truly excellent organizations are not 1000% better than other organizations, they are 1% better in 1000 ways!
- Therefore the road to excellence is a series of small but critical steps in which we pay attention to each of the tiny and seemingly insignificant details of our workplace. As we improve these, we are on our way to a truly excellent organization. (Tom Peters)

# Interpersonal Skills/Communication

- “The true leader is a listener. The leader listens to the ideas, needs, aspirations and wishes of the followers and then-within the context of his or her own well-developed system of beliefs-responds to these in an appropriate fashion.”

Max DePree-Leadership Art



# *Active Listening*

- LISTEN WITH H-E-A-R-T!
- H-Hush
- E-Empathize before you evaluate
- A-Ask questions and attend
- R-Reflect and Paraphrase
- T-Tone



Bender, Tracz



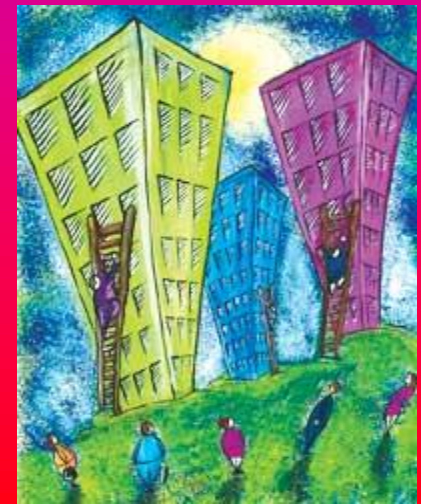


# *Aggressive Listening*

“Capture their hearts by deeply listening to them. Listening is a mark of respect. Listen with intent to understand.”

- “Two ears, one mouth-we should listen twice as much as we talk.”

Robin Sharma



# ***Model Hope***



- From the perspective of emotional intelligence, having hope means that one will not give in to overwhelming anxiety, a defeatist attitude, or depression in the face of difficult challenges or setbacks?  
(Goleman)
- What situations do you find most difficult to handle? What do you need to learn in order to deal with these situations more effectively?

# FUNDING

- Ministry Funding - GSN released  
spring Mar/Apr
- Board Budget - completed by  
June/July
- School Budget - allocated Sept–Aug

# SCHOOL BUDGETS

- Allocated based on estimated enrolment
- Adjusted based on actual enrolment count October 31
- Small school allocation – internal board adj.
- Surplus or <deficit> are carried forward to next school year

# SCHOOL BUDGETS cont...

- Principal has discretion to spend based on the needs of the school
- Principal is fiscally responsible
- Expectation of balanced budget
- Expectation of cost effectiveness

# SCHOOL BUDGETS cont...

- School year is Sept 1–Aug 31 (12 mths)
- Spending still happens during summer
- 20% rule
- We are here to support our schools and our Principals

# School Budget Funding

- Textbooks & Learning Supplies
  - Replacement of textbooks
  - Workbooks
  - Resource materials

# School Budget Funding cont...

- Classroom Supplies
  - Consumables – paper, pencils, notebooks, learning materials
  - Photocopying – per copy cost
  - Classroom furniture & eqpt.
  - Field trips



# School Budget Funding cont...

- School Office Supplies
  - Telephone – long distance charges
  - Office supplies – printer cartridges
- Classroom Computers
  - Hardware replacement
  - Smartboards and peripherals
- Board Adj. for Small School
  - Discretionary spending

# School Budgets Allocation

	Board Alloc.	
<u>Per Pupil:</u>	<u>Elem.</u>	<u>Sec.</u>
Textbooks & Learning Supplies	\$ 70	\$ 90
Classroom Supplies	25	50
School Office Supplies	5	5
Classroom Computers	<u>43</u>	<u>56</u>
	<u>\$ 143</u>	<u>\$ 201</u>
<u>Per School:</u>		
School Office Supplies	<u>\$1,000</u>	<u>\$2,000</u>
Small Schools	<u>5,000</u>	<u>5,000</u>

# School Budgets Allocation cont...

	Board Alloc.	
	<u>Elem.</u>	<u>Sec.</u>
<u><b>Example School</b></u>	<b>150 students</b>	<b>400 students</b>
Per Pupil	\$21,450	\$80,400
Per School	<u>6,000</u>	<u>7,000</u>
School Budget Allocation	<u><u>\$27,450</u></u>	<u><u>\$87,400</u></u>

# Professional Resilience Personal Balance

“Foster a worldview shaped by the  
Catholic conversation about life’s  
meaning and purpose.”

RCCDSB Vision

# Professional Resilience

## Personal Balance

### Resiliency:

“The ability to bounce back” using your energy productively to emerge from adversity stronger than ever.

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I TAUGHT JUNIOR HIGH FOR FIFTEEN YEARS

# Professional Resiliency

## Personal Balance

### Dimensions of Resilience:

- Personal Values---compassion, fairness, and balance in response.
- Personal Efficacy---capacity to deal with challenging circumstances.
- Personal Energy---spiritual, emotional, physical

# Professional Resilience

## Personal Balance

### The Resilience Cycle:

- Normal conditions
- Adversity Strikes
- Phase One: Deterioration
- Phase Two: Adapting (survival level)
- Phase Three: Recovering (status quo)
- Phase Four: Growing (strengthened resilience)
- (People that don't recover, become dysfunctional)



## Snapshots

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"Billy, I'm not going to argue the semantics of biting. Whether or not you penetrated skin, I'm calling your mother."

# Professional Resilience

## Personal Balance

### The Role of Optimism:

- Research is uniform in showing that optimism, however it is measured, is linked to desirable characteristics: happiness, perseverance, achievement and health.
- Principals and Vice-principals need to be 'optimistic realists' (having a positive outlook for staff in the face of diversity)

# Professional Resilience

## Personal Balance

### The Role of Values:

- The process of privately clarifying, publicly articulating and consciously acting on your personal values.
- This will be a source of strength to navigate through difficult times.
- I value, I say, I do...requires alignment
- Staff will know you have character, are authentic and reliable.

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**"I hope it's not too much of an inconvenience  
for you, but I'm desperate to hold on  
to our good teachers."**

# Professional Resilience

## Personal Balance

### The Role of Balance:

- Balance in your life will result in long term satisfaction as a Catholic school leader, productivity, physical health and mental wellness.
- There is a dynamic balance between the expenditure of energy (STRESS) and the renewal of energy (RECOVERY).

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"Principles of Time Management'  
was due back six months ago."

# Professional Resilience

## Personal Balance

### The Role of Balance:

- Technology 24/7 culture (cell phones, blackberries, internet).
- When the work/rest cycle is disrupted over a period of time, you cannot fully engage in the physical, spiritual, emotional, intellectual domains needed for you to be an effective Catholic leader.



# Professional Resiliency

## Personal Balance

### The Role of Balance:

- Research by Loehr and Schwartz found that ‘effective corporate athletes’ developed rituals at work for a quick recovery.
- Energy ebbs and flows in 90 to 120 minute cycles.
- Bottle of water, walk, go to a classroom for a visit, read to the kindergartens, call a colleague for a quick chat.



# Professional Resilience

## Personal Balance

### Six Strengths of Resilient Leaders:

1. They accurately assess past and current reality.
2. They are positive about future possibilities.
3. They remain true to personal values.
4. They maintain a strong sense of personal efficacy.
5. They invest personal energy wisely.
6. They act on the courage of personal convictions.

# Professional Resilience

## Personal Balance

### Your Homework:

- 1) Examine how you balance all the components of your life. Are you happy with the balance? Can you sustain your life as it is currently configured?
- 2) Read the “Six Strengths of Resilient Leaders” and monitor your current level of resilience. How are you doing? Are you resilient enough to lead?

# Professional Resilience

## Personal Balance

**“I have fought the good fight, I have  
finished the race. I have kept the faith.”  
(and I have energy to spare to enjoy the  
rest of my life)  
2 Timothy 4:7**

