



**Ontario Institute for Education Leadership  
L'Institut de leadership en éducation de l'Ontario**

*Ontario Leaders Collaborating for Student Achievement, Equity and Well-being  
La collaboration des leaders en Ontario assure la réussite, l'équité et le bien-être des élèves.*

**STRENGTHENING YOUR  
PERSONAL LEADERSHIP RESOURCES (PLRs)**  
**Reflective Manual for Self-Discovery**  
**For Catholic School Leaders**

**Module 4:  
Culminating Activity**

Psychological PLRs

Social PLRs

Cognitive PLRs

## Prayer for Success at Work

Glorious St. Joseph, model of all those who are devoted to labor, obtain for me the grace to work conscientiously, putting the call of duty above my many sins; to work with thankfulness and joy, considering it an honor to employ and develop, by means of labor, the gifts received from God; to work with order, peace, prudence and patience, never surrendering to weariness or difficulties; to work, above all, with purity of intention, and with detachment from self, having always death before my eyes and the account which I must render of time lost, of talents wasted, of good omitted, of vain complacency in success so fatal to the work of God. All for Jesus, all for Mary, all after thy example, O Patriarch Joseph. Such shall be my motto in life and death.

## HOW TO USE THIS RESOURCE

It is recommended that participant complete modules one, two and three prior to engaging in reflections suggested in module 4, the Culminating Activity.

1. [Psychological PLRs](#) – three sessions
2. [Cognitive PLRs](#) - four sessions
3. [Social PLRs](#) - three sessions

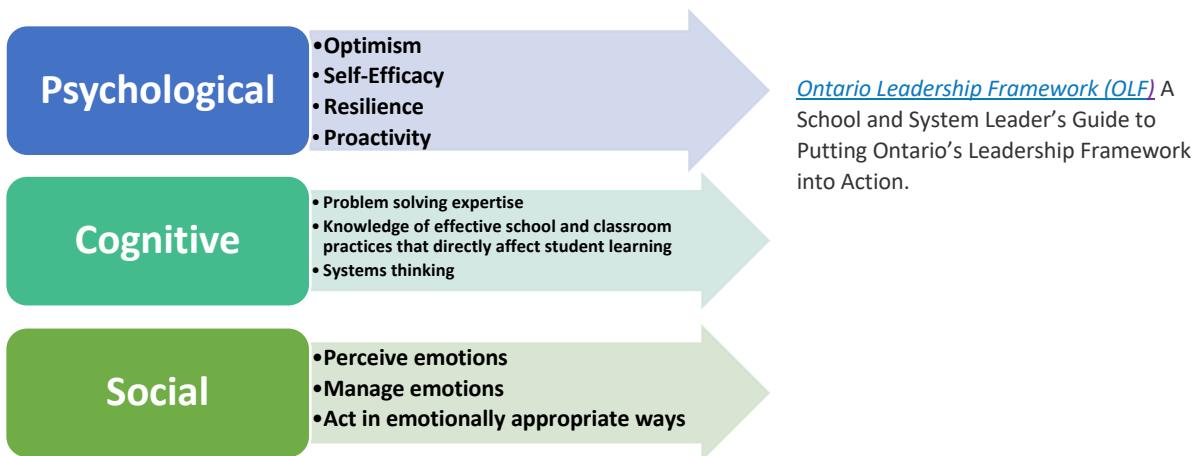
The Culminating Activity Reflective Manual is designed to be used with presentation 4.1, **Strengthening Your Personal Leadership Resources - For Catholic School Leaders, Culminating Activity.**

This is an open-ended professional learning resource that is enriched by what participants bring to the learning experience. With this in mind, participants are encouraged to draw on and apply their lived experiences and diverse backgrounds to help ensure that the learning is culturally relevant and responsive.

## PART A: REVIEW OF THE PERSONAL LEADERSHIP RESOURCES (PLRs)

The [Ontario Leadership Framework](#) (OLF) includes a small but critical number of Personal Leadership Resources (PLRs): psychological, social and cognitive which are the focus of modules one, two and three. Leaders draw on these PLRs to effectively enact the leadership practices of the OLF. While many traits or personal characteristics have been associated with leaders and leadership, the OLF includes only those for which there is compelling empirical evidence. Refer to [The Ontario Leadership Framework 2012 - with a Discussion of the Research Foundations](#) to learn more about the relationship between the PLRs and the practices of the OLF.

Within each category there are several PLRs, which leaders can strengthen through focused/targeted learning and development.



Although in some instances the modules explore the psychological, social and cognitive personal resources, it is important to keep in mind that in practice leaders draw on the PLRs as a whole, interactively.

Leaders are not systems thinkers one moment, resilient people the next and successful relationship builders in another. In fact, leaders are all of those things, all of the time and most situations require that leaders draw on all the PLRs concurrently.

Strengthening the PLRs is a continuous process that is influenced by the changes in one's professional role, context and life events.

Read through the PLRs chart below and pause to consider your growth each area.

[Ontario Leadership Framework \(OLF\)](#) A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action, page 22

Personal Leadership Resources		
Cognitive Resources	Social Resources	Psychological Resources
<ul style="list-style-type: none"> <li>▪ <b>Problem-solving expertise</b> <ul style="list-style-type: none"> <li>- <i>Understanding/interpreting problems</i></li> <li>- <i>Identifying goals</i></li> <li>- <i>Articulating principles and values</i></li> <li>- <i>Identifying constraints</i></li> <li>- <i>Developing solution processes</i></li> <li>- <i>Maintaining calm/confidence in the face of challenging problems</i></li> </ul> </li>   <li>▪ <b>Knowledge about school and classroom conditions with direct effects on student learning</b> <ul style="list-style-type: none"> <li>- <i>Technical/rational conditions</i></li> <li>- <i>Emotional conditions</i></li> <li>- <i>Organizational conditions</i></li> <li>- <i>Family conditions</i></li> </ul> </li>   <li>▪ <b>System Thinking</b> <ul style="list-style-type: none"> <li>- <i>Being able to understand the dense, complex, and reciprocal connections among different elements of the organization</i></li> <li>- <i>Having foresight to engage the organization in likely futures and consequences for action.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Perceive emotions</b> <ul style="list-style-type: none"> <li>- <i>Recognizing our own emotional responses</i></li> <li>- <i>Discerning emotional responses in others through verbal and non-verbal cues</i></li> </ul> </li>   <li>▪ <b>Manage emotions</b> <ul style="list-style-type: none"> <li>- <i>Reflecting on our own emotional responses and their potential consequences</i></li> <li>- <i>Persuading others to likewise reflect on their responses</i></li> </ul> </li>   <li>▪ <b>Act in emotionally appropriate ways</b> <ul style="list-style-type: none"> <li>- <i>Being able to exercise control over which emotions guide our actions</i></li> <li>- <i>Being able to help others act on emotions that serve their best interests</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Optimism</b> <ul style="list-style-type: none"> <li>- <i>Habitually expecting positive results from our efforts</i></li> <li>- <i>Recognizing where we have, and do not have, opportunities for direct influence and control</i></li> <li>- <i>Taking positive risks</i></li> </ul> </li>   <li>▪ <b>Self-efficacy</b> <ul style="list-style-type: none"> <li>- <i>Believing in our own ability to perform a task or achieve a goal</i></li> <li>- <i>As a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure</i></li> </ul> </li>   <li>▪ <b>Resilience</b> <ul style="list-style-type: none"> <li>- <i>Being able to recover from, or adjust easily to, change or misfortune</i></li> <li>- <i>Being able to thrive in challenging circumstances</i></li> </ul> </li>   <li>▪ <b>Proactivity</b> <ul style="list-style-type: none"> <li>- <i>Being able to stimulate and effectively manage change on a large scale under complex circumstances</i></li> <li>- <i>Showing initiative and perseverance in bringing about meaningful change</i></li> </ul> </li> </ul>

## PART B: REVISITING YOUR Personal Leadership Resources (PLRs) Self-assessment.

1. Log in to your completed self-assessment tool at [Self-Assessment Tools](#).
2. Read through your reflections.
3. Consider adding new information.
4. Record your thoughts below.

### Follow-Up Reflection

1. From the results of your assessment which PLR do you think is your strongest?

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2. How can you make positive use of this strength when dealing with challenging situations?

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3. Throughout your participation in the “Strengthening Your PLRs” modules, which PLR do you think you strengthened the most over the course of these modules? How do you know? What did you do to strengthen this particular PLR?

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4. From the results of your assessment, which PLR would you like to continue to strengthen? What can you do to strengthen this PLR and who can help? How will this help you on your leadership journey?

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## PART C: EXAMINING YOUR DAILY USE OF PLRs

The following is a list of possible occurrences in a school setting. Read through several and determine which PLR(s) you would enact and/or which could be helpful if someone else were in the situation. Discuss with a partner or in a small group.

1. You are dealing with a situation that involves a student bullying another student.
2. A parent calls for support for their child who is experiencing anxiety.
3. You were upset at a staff member. You argued with him in front of his colleagues.
4. One of your staff members just received an award. This has created a level of jealousy amongst staff.
5. The snow has arrived, the yard is not cleared, and you are concerned about an increase in injuries.
6. Racism is an issue in your school.
7. You've just been appointed to principal of a K - 12 rural school and you would like to make changes.
8. A staff member consistently comes to school late.
9. There is a parent meeting about graduation. There is no consensus and many disagreements.
10. You have been asked to join a system anti-racism committee.

### REFLECTIVE QUESTIONS:

Discuss the following reflection questions:

1. What are the PLRs you draw on the most in your leadership every day?

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2. Which are less evident?

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3. When you are in challenging situations, do you draw on at least one PLR from cognitive, social, and psychological PLRs or are they independent of one another?

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## PART D: CASE STUDY

Choose one of the case studies below. Work with a partner.

- Read the case study.
- Review the PLRs specific to the case study.
- Review the school-level leadership practices.
- Review the system-level leadership practices.
- Complete the reflective questions.
- Complete the PLRs questions.

1. [Educational Assistant in School](#)
2. [Leadership for School Improvement](#)
3. [An Accident Involving a Student](#)
4. [School Closure](#)

## PART E: CONCLUSION

1. Describe an event or issue you're facing right now? Why is it a problem?

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2. Who else is involved and how? What are their roles?

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3. What are the circumstances that led to the problem?

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4. Reflect on how the PLRs can contribute to a positive outcome and what you learned.

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