

Building Leadership Capacity

Helping Leaders Learn
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- To long have we focused on individual at expense of potential that exists in organisation

- To few have disproportionate power leading to dependence, minimising individual effort and so on

Towards a Collective approach

- Lots of reason to change our historical and cultural perceptions of leadership (pp.2)

FROM LEADERS TO LEADERSHIP

Moving from a focus on leaders to a focus on leadership can be seen to have four main components

- Building Trust
- Redesigning Jobs
- Changing Organisational Structures
- Creating A Learning Culture

These changes assume a shared understanding of the

Leadership needed throughout the school in
classrooms, in offices ...

Leadership
doing the right things

path making
complexity

Management
doing things right

path following
clarity

Administration
doing things

path tidying
consistency

Building Trust

Trust is the SOCIAL GLUE of organisational life

Organisations that are high on trust tend to out perform those that are not

Trust is the basis of personal and organisational effectiveness

pp.3

Immature Personal Power Hierarchy Low trust Dependency				Mature Shared authority Teams High trust Interdependency
Control	Delegation	Empowerment	Subsidiarity	

REDESIGNING JOBS

- The move away from control has to be demonstrated through a significant rethinking of how jobs are designed and defined(pp.4)
- The crucial movement from admin to management to leadership is a direct reflection of the level of trust

- ## CHANGING ORGANISATIONAL STRUCTURES
- Teams are probably one of the most powerful ways of developing leadership potential and capacity

CREATING A LEARNING CULTURE

- Leadership cannot be taught; it has to be learned
- Organisational culture will enhance the capacity of others to lead
- Deep learning needed to develop - opportunities to reflect, - time and space to reflect, - individual and shared reflection
- Reflection is the means by which we make sense of the world
- Coaching is the essential learning relationship and at its best has the following characteristics

PARadox

- It might well take an individual leader to initiate this process
- inevitable feature of the transition process
- complex situation

Questions for discussion

What are the key arguments for building leadership capacity across the school?

What evidence would demonstrate that a school has developed leadership in depth?

What are the practical implications of building leadership capacity for a school's structural processes?

What are the barriers to the development of the model advocated in this paper? How can they be overcome?