

# Eastern Ontario Staff Development Network

## Leadership Academy

### Personal Leadership Resources

(Adapted from the Ontario Leadership Framework)

In addition to recognizing and undertaking effective leadership practices, effective leaders also tend to possess and draw on a small but critical number of personal leadership resources when enacting the leadership practices. There is a compelling research base for including cognitive, social/cultural and psychological resources, as briefly highlighted below:

<i>Cognitive Resources</i>	<i>Social/Cultural Resources</i>	<i>Psychological Resources</i>
<p><b>Expertise in Problem-Analysis and Shared Solution Finding</b></p> <ul style="list-style-type: none"> <li>• understanding/interpreting issues and situations</li> <li>• identifying common and distinct goals</li> <li>• acting upon ethical principles and values</li> <li>• identifying constraints</li> <li>• developing solution processes</li> <li>• drawing on resources when faced with challenges</li> </ul> <p><b>Knowledge about school and classroom conditions with direct effects on student learning</b></p> <ul style="list-style-type: none"> <li>• identifying technical/rational conditions (i.e., government &amp; district policies and social trends)</li> <li>• recognizing emotional conditions (i.e., motivation, self-efficacy)</li> <li>• facilitating organizational conditions</li> <li>• understanding and mediating family conditions</li> <li>• developing a solution-focused approach to student and class profiles</li> </ul> <p><b>Systems Thinking</b></p> <ul style="list-style-type: none"> <li>• being able to understand the dense, complex and reciprocal connections among different elements of the organization</li> <li>• having foresight to engage the organization in likely futures and consequences for action</li> </ul>	<p><b>Perceive emotions</b></p> <ul style="list-style-type: none"> <li>• recognizing our own emotional responses</li> <li>• discerning emotional responses in others through verbal, non-verbal, and behavioral cues</li> </ul> <p><b>Manage Emotions</b></p> <ul style="list-style-type: none"> <li>• reflecting on our own emotional responses and their potential consequences</li> <li>• coaching others to reflect on their responses</li> </ul> <p><b>Act in emotionally appropriate ways</b></p> <ul style="list-style-type: none"> <li>• being able to determine which emotions best guide our actions in different circumstances</li> <li>• being able to help others act on emotions that best serve their best interests</li> <li>• being able to create a safe and supportive space for emotional responses</li> <li>• being able to maintain and restore the dignity of another</li> </ul> <p><b>Ethical Stance</b></p> <ul style="list-style-type: none"> <li>• accepting responsibility</li> <li>• acting with integrity</li> <li>• being accountable</li> </ul>	<p><b>Optimism</b></p> <ul style="list-style-type: none"> <li>• expecting positive results from our efforts</li> <li>• recognizing where we have, and do not have, opportunities for direct influence on learning of others</li> <li>• seeking and seeing the good in people and situations</li> </ul> <p><b>Self-Efficacy</b></p> <ul style="list-style-type: none"> <li>• believing in our own ability to perform a task or achieve a goal</li> <li>• taking responsible risks, expending substantial effort, and persevering in the face of challenges</li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>• being able to recover from, or adjust easily to change or misfortune</li> <li>• being able to see and act upon the potential within challenging situations</li> <li>• drawing on a network of support to sustain energy and focus</li> </ul> <p><b>Proactivity</b></p> <ul style="list-style-type: none"> <li>• being able to stimulate and effectively manage change on a large scale under complex circumstances</li> <li>• showing initiative and perseverance in bringing about meaningful change</li> </ul>