The Intersection of Leadership
Formation and Skills for Catholic School Leaders

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“If you can become the leader you ought to be on the inside, you will be able to become the leader you want to be on the outside. People will want to follow you. And when that happens, you'll be able to tackle anything in this world.“

John C. Maxwell
Becoming an effective leader is a vibrant combination of spiritual/personal formation and leadership skills.
Skills alone ≠ Leadership

Formation alone ≠ Leadership

Skills + Formation = Leadership

for Successful Catholic Schools
In the Catholic school, we are talking about those who successfully exhibit 3 essential leadership dimensions:

- Spiritual Leadership
- Educational Leadership
- Organizational Leadership
Be the change you wish to see in the world

Gandhi
A quick look back...

Catholic schools founded on faith of men and women spiritually formed and living in religious community - vowed religious

Increasingly in the hands of lay persons who reflect a wide variety of backgrounds and experiences
• motivation
• satisfaction
• efficacy

Important that Catholic school leaders develop minds and hearts that reflect the ultimate purpose of Catholic schools
“Too much attention is paid to the skills of a teacher and not enough to forming the heart of the Christian school teacher.”

Blessed William Joseph Chaminade, 1824
“The preparation and ongoing formation of administrators and teachers is vital if our schools are to remain truly Catholic in all aspects of school life...the formation of personnel will allow the Gospel message and the living presence of Jesus to permeate the entire life of the school community.”

United States Conference of Catholic Bishops, 2005
Considerations for Adult Learning

- Voluntary
- Respect adult experiences
- Lifelong
- Personal
- Self-directed

Trotter, 2006
An Integrated Approach
Professional Development for Catholic School Leaders

• Strengthen knowledge and skills in spiritual, academic, and organizational leadership areas

• Engage in ongoing spiritual formation as part of a vibrant community

• Create an organic process that blends spiritual/personal formation with skills development
St. Remy Initiative

Professional Development for Catholic School Educators
At the heart…

- St. Remy, France, 1824
- First Marianist Normal School for Professional Development of Christian educators
- Forming the heart of the Catholic school teacher

“this undertaking is the one closest to my heart and generally interests me the most”

Chaminade, 1824
Guiding notions

• Ongoing personal, spiritual growth
• Ongoing professional growth
• Job-embeddedness
• Leadership training for all
• Practical
• Responsive to the needs of participants
• Flexible design
Themes: 2010-2013

2010-2011  Spiritual Leadership
           and Faith Formation

2011-2012  Instructional Leadership
           and Faith Formation

2012-2013  Organizational Leadership
           and Faith Formation
Initiative Design

- Team: principal, aspiring principal, teacher leader
- One year commitment
- Option to renew
Major Components

- Pilgrimage/Retreat – 2 ½ days
- Class/Cohort Days – 5 full days
- Faith Formation
- School Team Meetings – 1-2 per month
- School Project
- Mid-year Retreat - optional
Benefits

• Collaborating to be part of something greater
• 3 graduate credits or C.E.U.s
• Working in learning teams
• Skills and formation development
• Substitute teacher pay
Benefits

• Mini grants for school project
• Stipend, funds permitting
• Creation of a learning community
• Increased energy and enthusiasm
• School-wide project
• Students are the ultimate beneficiaries
The Intersection ...
Hersey, Blanchard, and Johnson (2008) suggest that leadership is something that occurs whenever one person attempts to influence the behavior of an individual or group, regardless of the reason.
Leadership Theories

- “Great Man” Theories
- Trait Theories
- Contingency Theories
- Situational Theories
Leadership Theories

• Behavioral Theories
• Participative Theories
• Management Theories
• Relationship Theories
Both climate and culture can be impacted by leadership.
Norms that Encourage School Improvement

- Collegiality
- Experimentation
- High Expectations
- Trust and Confidence
- Tangible Support
- Use of Existing Knowledge bases
- Appreciation and Recognition
- Caring, Celebration and Humor
- Involvement in Decision Making
- Protection of What is Important
- Traditions
- Communication

Saphier & King, 1985
One Approach to Change

• Initiation
• Implementation
• Institutionalization

Fullan & Stiegelbauer, 1991
Leadership in a changing environment:

- “Ready-Fire-Aim”
- Relationships
- Implementation Dip
- Keep Plans Simple
- Behavior Before Belief
Leadership in a changing environment:

- Communication
- Fragility of Early Excitement
- Take Risks
- Leadership Behavior

Peters & Wasserman, 1982
Things to Remember about Change

• Change causes people to feel incompetent and needy
• Change creates confusion
• Change creates conflict
• Change creates sense of loss

Bohlman & Deal, 1991
Final Thoughts

• Challenge the process
• Inspire a shared vision
• Enable others to act
• Model the way
• Encourage the heart

Kouzes & Posnar, 1987
Great leadership occurs at the intersection of formation and skills!