

# Quality Education News

Tel: 012-349-5006 ♦ Fax: 012-349-1232 ♦ www.saqi.co.za

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Dear Supporter of Quality Education

## Don't be shy ... apply!

Maybe you've met such a teacher. They're exceptional in the classroom and give selfless dedicated service to the school. You think that they would be excellent as a Head of Department or Principal. You ask yourself why they haven't applied or been appointed to a leadership post.

There's hidden gold in countless classrooms. That gold is the outstanding teacher who never applies for a promotion post. Yes, there are those teachers who don't want promotion; they are where they want to be and are doing great work with the learners.

However, there could be teachers who would like a promotion but are held back for personal or other reasons. Anne Morriss describes ways in which business people unwittingly sabotage their own rise to a leadership position. There are similarities in the education system. Five major barriers are:

### 1 Over-emphasising personal goals

True leadership is about giving oneself to others. Your presence makes life better for others when you're in the post and for others who follow in the future. It's accepted that a leader isn't entirely selfless. They have personal goals such as being financially secure during their working life, saving for retirement as well as the need for esteem and status.

Yet the decision to be a leader can mean moving away from one's personal goals. We're all risk-averse and it's important to look after our own welfare. However, by getting over our own interests, we can be richly fulfilled in service to others. In the process, we can still achieve many of our personal goals.

### 2 Protecting your public image

We all have a public image, the way we want to be seen by others. That image might, for example, be one of being seen as decisive – being able to make quick decisions and take immediate action. Yet being a leader might need a far more reflective and consensual way of thinking before leaping into action mode.

There's a danger in creating a public image and being determined not to move from it. As Morriss observes:

*The need to be seen as intelligent can inhibit learning and risk-taking for instance. The need to be seen as likeable can keep you from asking tough questions or challenging existing norms...At some point in their leadership trajectory, ambitious people must choose between image and impact, between looking powerful and empowering others.*

### 3 Turning competitors into enemies

It's not easy to always get along well with every staff member. There could be huge differences of opinion around issues; the other staff member could be seen as a competitor. A danger is to pigeonhole that person as an enemy. A neutral relationship can turn into a negative one. Such an attitude reduces your impact as an influential leader.

Communication lines are closed and the possibility of positive interaction are severed. A leader accepts that a colleague is also a human who deserves being listened to and who can make them an even better leader. The competitor can help make the promotion appointment more likely.

### 4 Going it alone

Leadership can be lonely. A leader stands a little apart from the crowd. Your comments and decisions can be subject to microscopic scrutiny. Critical discussion of your leadership is a reality. Why put yourself under such scrutiny when you can stay in your crowd comfort zone? Allow others to be leaders!

A leader needs to have a support base; a base that believes in the person. That base is usually family and friends. In the staffroom there could be colleagues who empathise with the challenges that confront the leader. Many a school leader has formal and informal support groups where during discussion – as the truism goes – a problem shared is a problem often halved.

### 5 Waiting for permission

The formal leadership in the Quality school is continually looking at developing and nurturing the potential of its staff. It encourages staff to take on leadership roles within the school but also elsewhere. Sadly there are also schools that feel threatened by those teachers who display such skills. No encouragement is given. The school might even try to retain the person on the staff for selfish interests. Why, for example, lose a brilliant Maths teacher who wants to be a Head of Department at a neighbouring and possibly competing school?!

If you would like to take on a leadership position, don't wait for permission from senior management. As the Nike advertisement states: 'Just do it!' Offer to do the extra tasks. Tell others that you're willing to take on leadership roles. Apply for promotion posts. You could be a gold nugget hidden in your own staffroom. How about being a golden leader impacting positively on so many more in a senior management position?!

Teachers can give up too quickly when applying for leadership posts. They could also be victims of 'jobs for pals', 'payments for posts' and teacher union interference in the staff selection processes. Very few potential leaders achieve leadership positions with their first attempt. Abraham Lincoln endured huge disappointments and setbacks over many years before he eventually lived in the White House. Fortune favours the brave ... and those who refuse to give up striving to be leaders!

(Acknowledgement: Morriss, A et al 2014. Stop holding yourself back. *Harvard Business Review OnPoint*. Fall 2014, pages 106-111.)

Sincerely

Richard Hayward



This newsletter is edited by SAQI and distributed to those schools benefiting from their participation in the MySchool programme. MySchool acts as a conduit which raises and delivers essential funding for education and social development on a sustainable basis. This enables members of the community to participate in the future development of our nation.



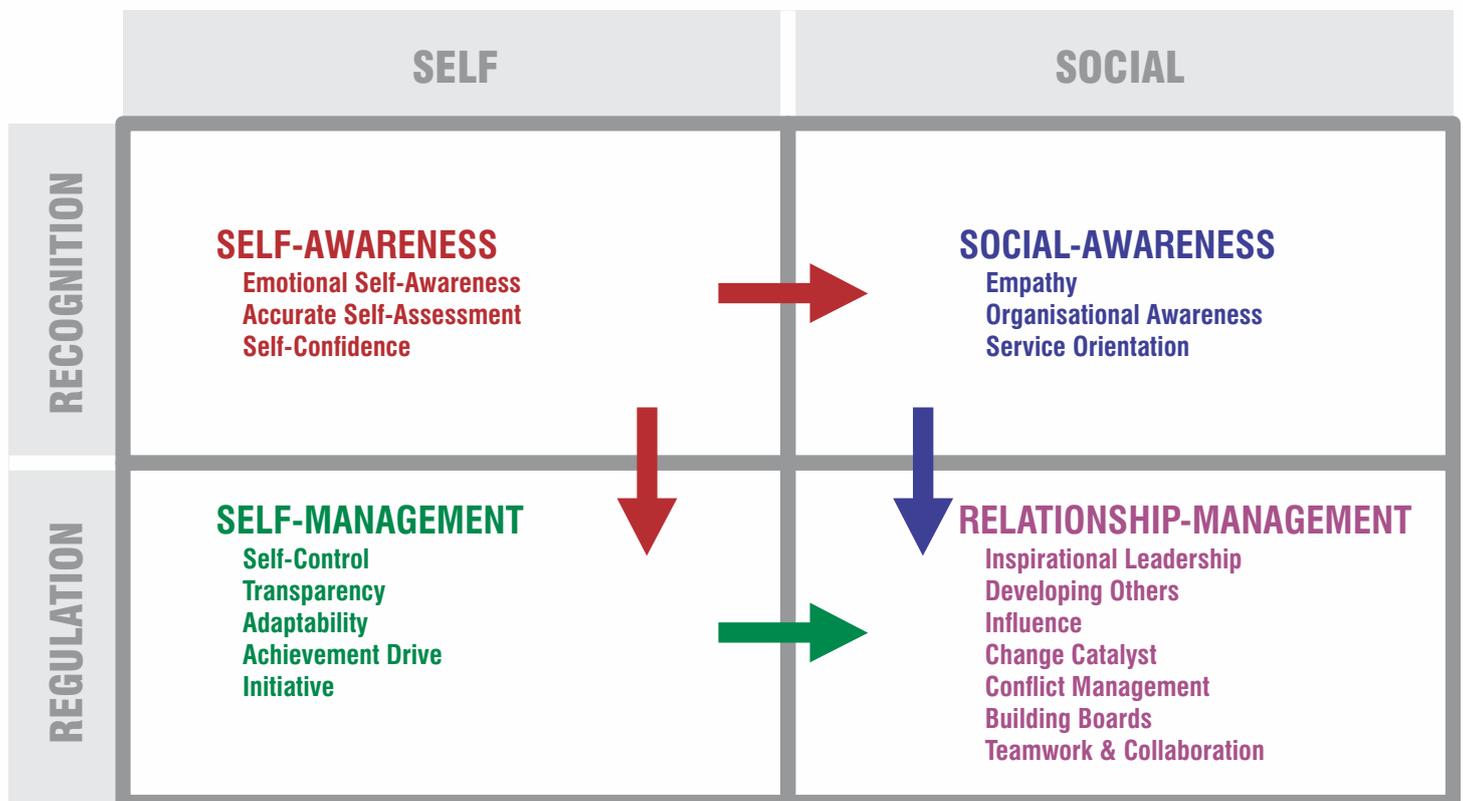
MySchool MyVillage MyPlanet  
EVERY SWIPE COUNTS

# A critical leadership factor: Emotional Intelligence

A string of academic and professional qualifications doesn't make for great leadership. Research has shown that emotional intelligence could be a better predictor of success than the more traditional measures of intelligence such as verbal and mathematical skills (Multi-Health Systems. Many teachers have personal experience of learners who are outstanding leaders but aren't necessarily the top academic achievers. Leaders – at every age – often display strong emotional intelligence in their leadership style.

Daniel Goleman defined emotional intelligence as:

*... the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.*



The above diagram indicates four major areas of the emotionally intelligent person. That person recognises who he is himself (intrapersonal) and also the social skills (interpersonal) needed with others. He is then able to regulate and guide his own emotions within himself but also in those relationships with others.

The school can be a sea of swirling emotions ranging from being becalmed to a raging storm. Very young children can be emotionally immature and prone to temper outbursts. Teenagers can have huge swings in emotional behaviour – one minute ecstatic and the next minute depressed. All the staff members might be adults but it doesn't follow that they're all emotionally mature and behave correctly. A 50 year-old teacher's explosive rant at a child could be similar in words to that of an emotionally out-of-control teenager.

As the school leader learns to manage and understand her emotions, so should everyone else. Everyone needs to know at an age-appropriate level, the basics of emotional intelligence. There's a need to understand how to express one's feeling in socially acceptable ways; to have self-control in conflictual situations and to show empathy towards others. The higher the level of emotional intelligence amongst children and staff, the undoubted happier working environment for everyone.

Goleman, D 1998. *Working with emotional intelligence*. London: Bloomsbury, page 317.  
Multi-Health Systems, Toronto. [www.mhs.co](http://www.mhs.co)

# What's your Emotional Quotient (EQ) score?

$$1+1 = 2$$



Outside the education profession, there are many organisations that formally assess a person's EQ. This assessment is done before a job offer is made. A person with a low EQ can cause havoc in the most efficient of companies.

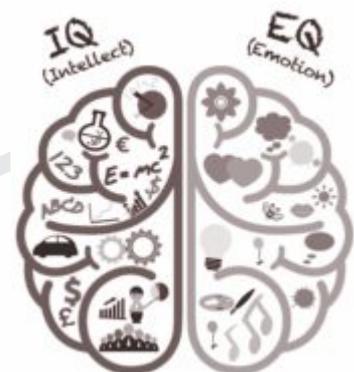
Here's a simplified EQ evaluation questionnaire. Give yourself a personal score ranging from POOR (1) to EXCELLENT (10) for each of the following questions. You might like to get someone else to score you on each question. There will be differences in the scores... guaranteed! The way we see ourselves is different to the ways that others see us. Getting an 'outside' assessment will help avoid self-reporting bias. Also, we might be evaluating ourselves too harshly or strictly.

Question	 <b>Poor</b>	<b>Score</b>	 <b>Excellent</b>							
1 How good are you at understanding others from their viewpoint?	1	2	3	4	5	6	7	8	9	10
2 How sensitive are you about the feelings of others?	1	2	3	4	5	6	7	8	9	10
3 Do you easily make friends?	1	2	3	4	5	6	7	8	9	10
4 Are you willing to express your emotions to others?	1	2	3	4	5	6	7	8	9	10
5 Are you good at solving conflicts?	1	2	3	4	5	6	7	8	9	10
6 Can you easily adapt your behaviour to changing circumstances?	1	2	3	4	5	6	7	8	9	10
7 Does your behaviour invite other people's expression of warmth towards you?	1	2	3	4	5	6	7	8	9	10
8 When you're confronted with a difficult situation, are you able to handle it?	1	2	3	4	5	6	7	8	9	10
9 Can you easily deal with people who ask you questions about your personal life?	1	2	3	4	5	6	7	8	9	10
10 Are you good at seeking out others to help you when the need arises?	1	2	3	4	5	6	7	8	9	10

Pay special attention to differences between your own scores and those given of you by others. If there's a great variance, you may be engaged in self-deception or confuse others in the way that you come across to them.

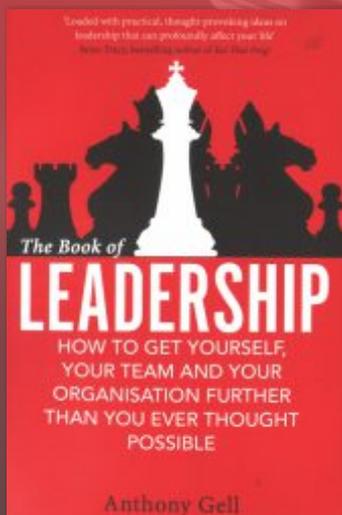
If you and others consistently rate you on the high end of this scale, very well done! It seems as if you have a high EQ. If not, areas for improvement have been identified. Fortunately, one's EQ can be an ever-improving intelligence. In fact, as one gets older there's the likelihood of one's EQ score going up as one learns to deal with the challenges of everyday life.

Acknowledgement: Kets de Vries, MFR 2001. *The leadership mystique*. London: Prentice Hall.



# Making good leadership moves

## BOOK REVIEW



Title: Book of leadership  
Author: Anthony Gell  
Publisher: Piattkus  
Price: R295  
ISBN 978-0-349-40340-3

When deciding whether or not to buy another (or first) leadership book, the crucial question could be: 'Is the book for me?' Anthony Gell asserts that his book is for those ambitious people who wish to make a difference in the world that we live in ... those who wish to inspire and help those around them.

Furthermore, he intends that the book be read by those seasoned experienced leaders who know that leadership excellence is a lifelong activity. He also addresses the book to newly appointed leaders who are keen to learn good leadership habits from the start. I would add a third type of reader. That reader would be anyone wanting to become a leader even if they haven't put their foot on the bottom rung of the promotion ladder.

Leadership has been described by Gell as a three-legged stool. He has divided his book into three parts:

- Self-leadership: knowing and managing oneself so as to achieve exceptional results and be able to coach others to do so too
- Team leadership: learning how to lead and build

teams that produce outstanding results time and time again

- Organisational leadership: Learning how to lead and build organisations (read 'schools') that become the Quality gold standard for the profession

Gell has been fortunate in having had exclusive interviews with hundreds of leaders worldwide. Although these leaders weren't in the education sector, the leadership and management issues discussed were similar to those encountered in the teaching profession. In the section dealing with self-leadership, he discusses topics that are pertinent not only to school senior management teams but to everyone from the first-year teacher onwards. There are chapters dealing with managing one's emotions, stress management and time mastery.

The one short-coming of the book is that there's no bibliography even though it's evident that Gell has consulted many sources. His writing style is chatty and is imbued with his own witty style of humour. The book is a sound reference book on leadership and management issues which successfully avoids dour academic jargon. It's a book for the libraries of the Quality-focussed school and teacher.



Towards Excellence in Education

## New SACE-endorsed courses



*"I'd like to mentor you. We can start by you getting me some coffee."*

SACE has endorsed an extra three courses presented under the aegis of the South African Quality Institute (SAQI). The courses are:

### 1 Stop teacher stress completely ... well almost completely!

Duration: 75 minutes Professional Development points: 5

Being a teacher is being part of the third most stressful profession in the world. Yet there are millions of teachers who survive a lifetime in the profession with a smile. Practical tips learnt from relatively stress-free teachers are shared in the workshop.

### 2 Is there a bully on your staff?

Duration: 75 minutes Professional Development points: 5

So much attention is rightly given to dealing with bullying amongst learners. However, what about the bullying that occurs amongst staff members? Just as there isn't a school at learner-level in the world that isn't entirely free of

bullying, the same applies to the staff too. The programme identifies research findings on various types of staff bullying and how to solve them.

### 3 Why change? Everything looks OK!

Duration: 75 minutes Professional Development points: 5

The one-liner states that there are two things that we can all be certain of ... taxation and death. Add a third. That's 'change'! The workshop discusses the main reasons why we are reluctant to change and how to shift such attitudes. There's also discussion on effective change management.

Dr Richard Hayward, the course presenter, has been in leadership positions for 34 years – 21 of them in principalship posts. The courses are done across South Africa. Poor schools are sponsored. If you would like more details of these and the seven other SACE-endorsed courses facilitated by SAQI, please contact him on either 011 888 3262 or rpdhayward@yahoo.com

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