



National College for
School Leadership

Inspiring leaders;
improving children's lives

A branch with several green leaves, some showing signs of aging or damage, is positioned in the upper left corner of the slide.

Future leadership, future leaders

Seizing Success

Annual Leadership Conference

Lessons in Leadership



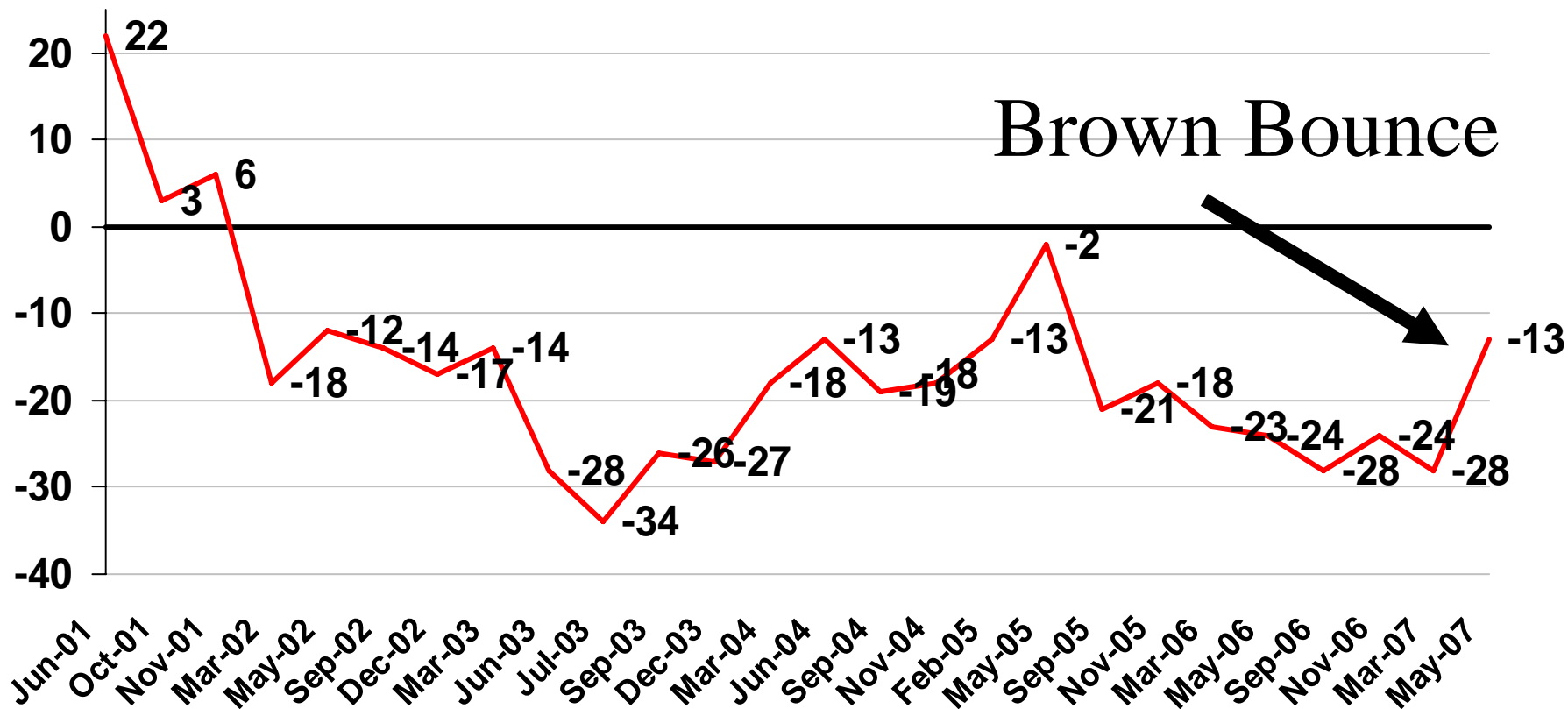
Ben Page
Chairman

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Pessimism about public services?

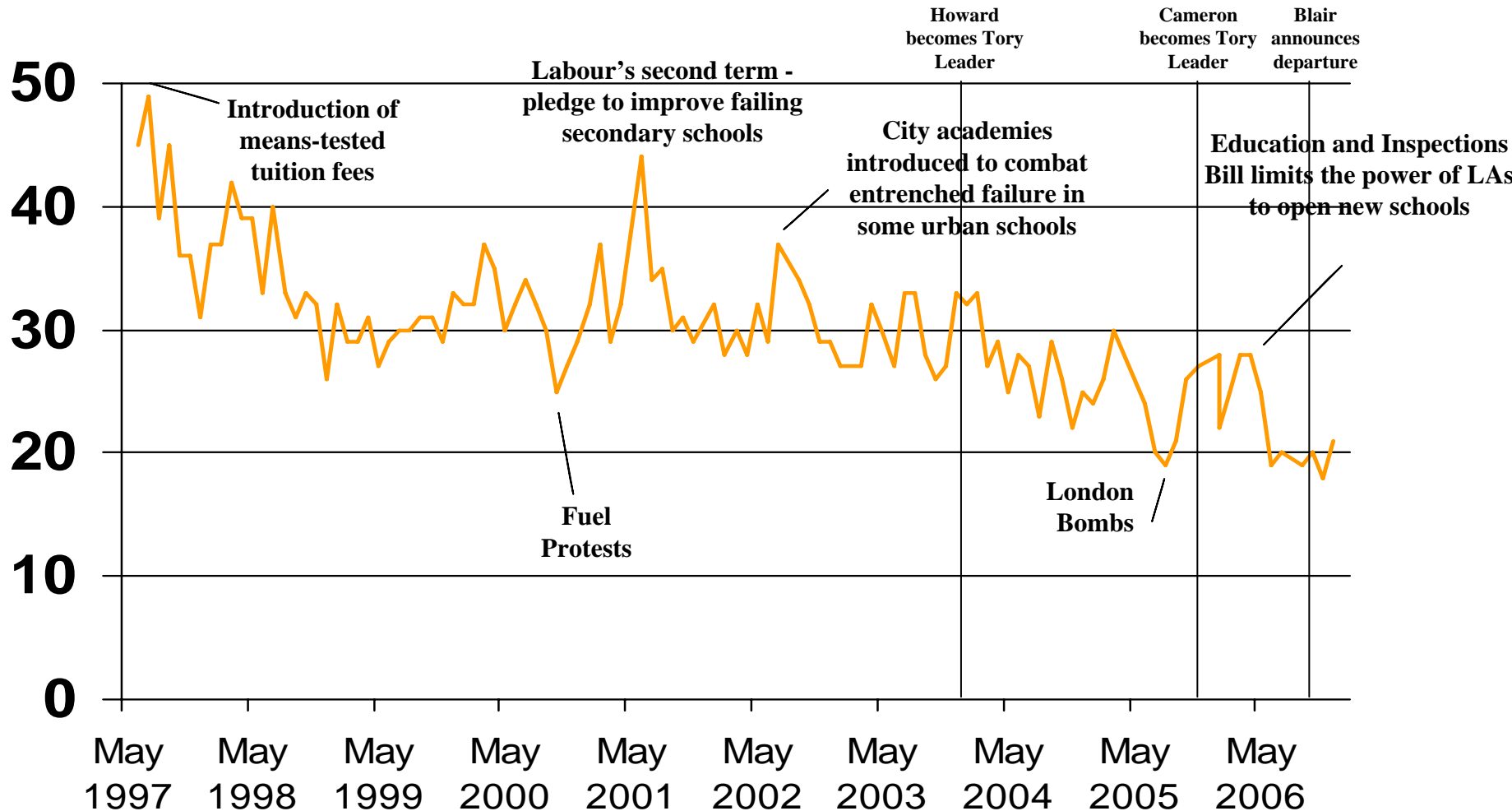
Q Do you agree or disagree... "In the long term, this government's policies will improve the state of Britain's Public Services"

% net agree



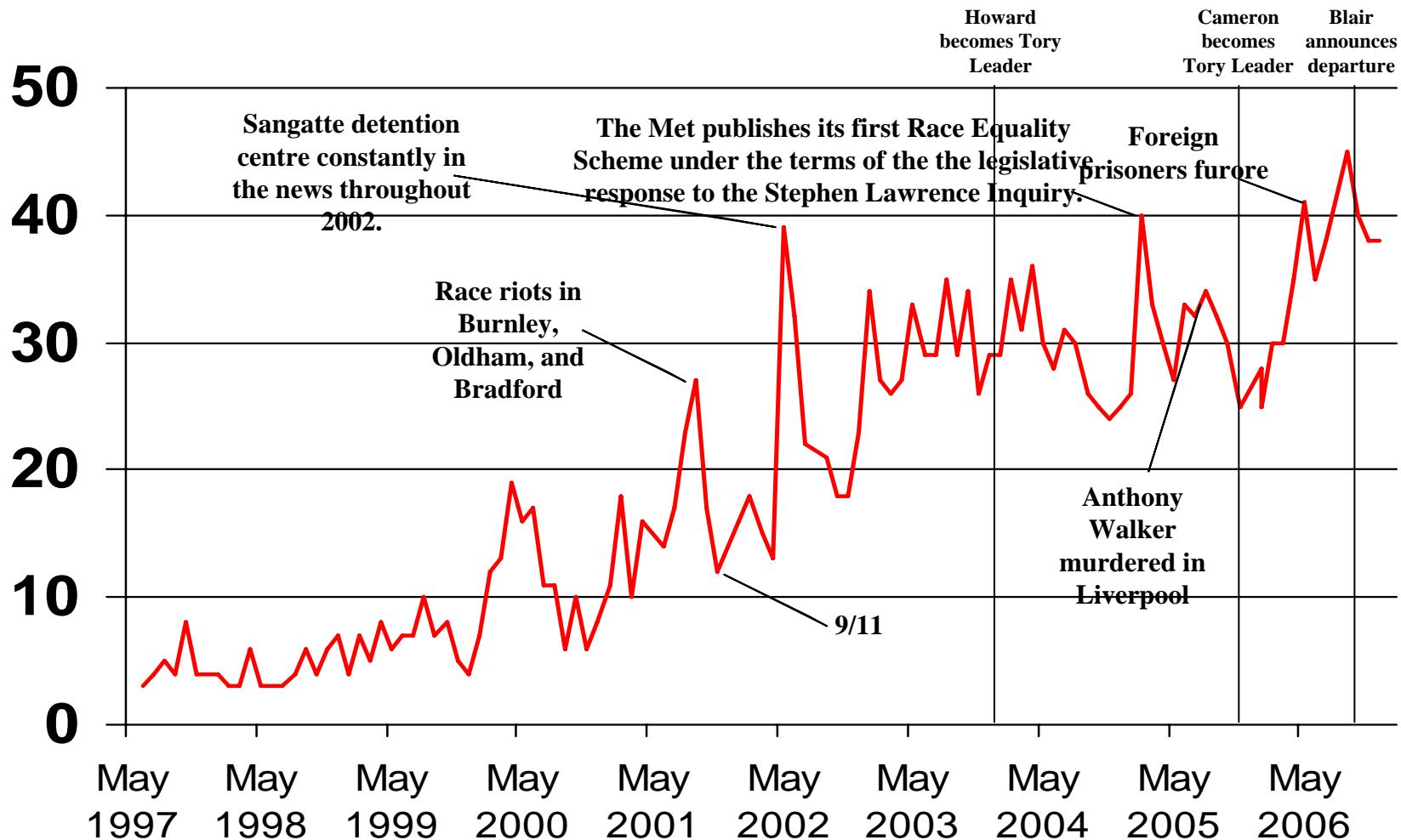
Concern about education has halved since 1997

Q *What do you see as the main/other important issues facing Britain today?*



And instead we worry about immigration and race

Q *What do you see as the main/other important issues facing Britain today?*



Some trends in society

- A polarised and more diverse society – less stable
- More feminised but also gender-blurred
- Celebrity culture and instant gratification
- A culture of fear – immigration, asylum, 9/11, moral panics over teenagers
- Ongoing march of technology – generation gaps
- Decline of deference
- Decline of the professions – rise of inspection and central measurement
- Live longer but iller and fatter – dependency squeeze
- The rise of turbo consumerism and polysensuality
- The end of rises in public sector spending – need for more individual responsibility
- Producing anxiety – a major challenge

**How much
are we
really
changing?**

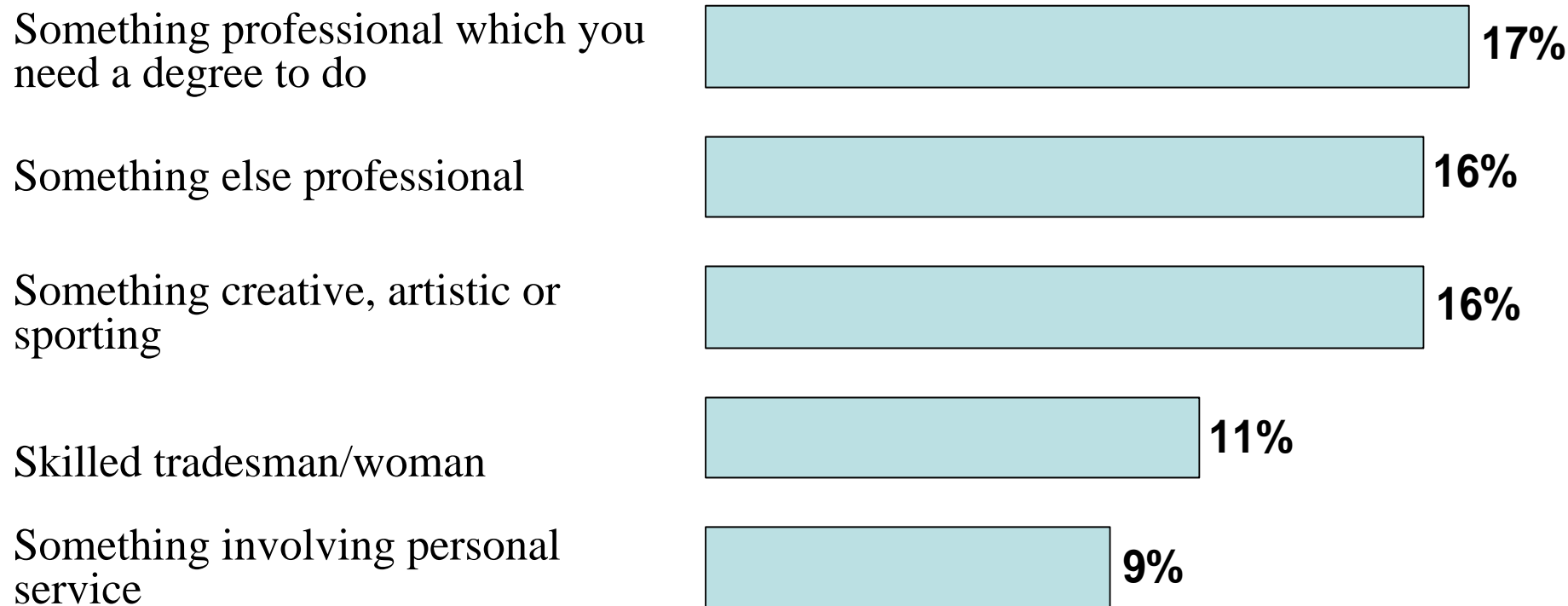




**When you were
at school, what
did you really
want or hope to
do?**

Ideal job or occupation

Q Thinking back to when you were at secondary school ... which of the following job or occupation categories most closely matches what you really wanted or hoped to do when you left school? [Top 5 selections]



Aspirations are highly class related

Something professional which you need a degree to do

Average

22%

ABs

41%

C1/C2s

16%

DEs

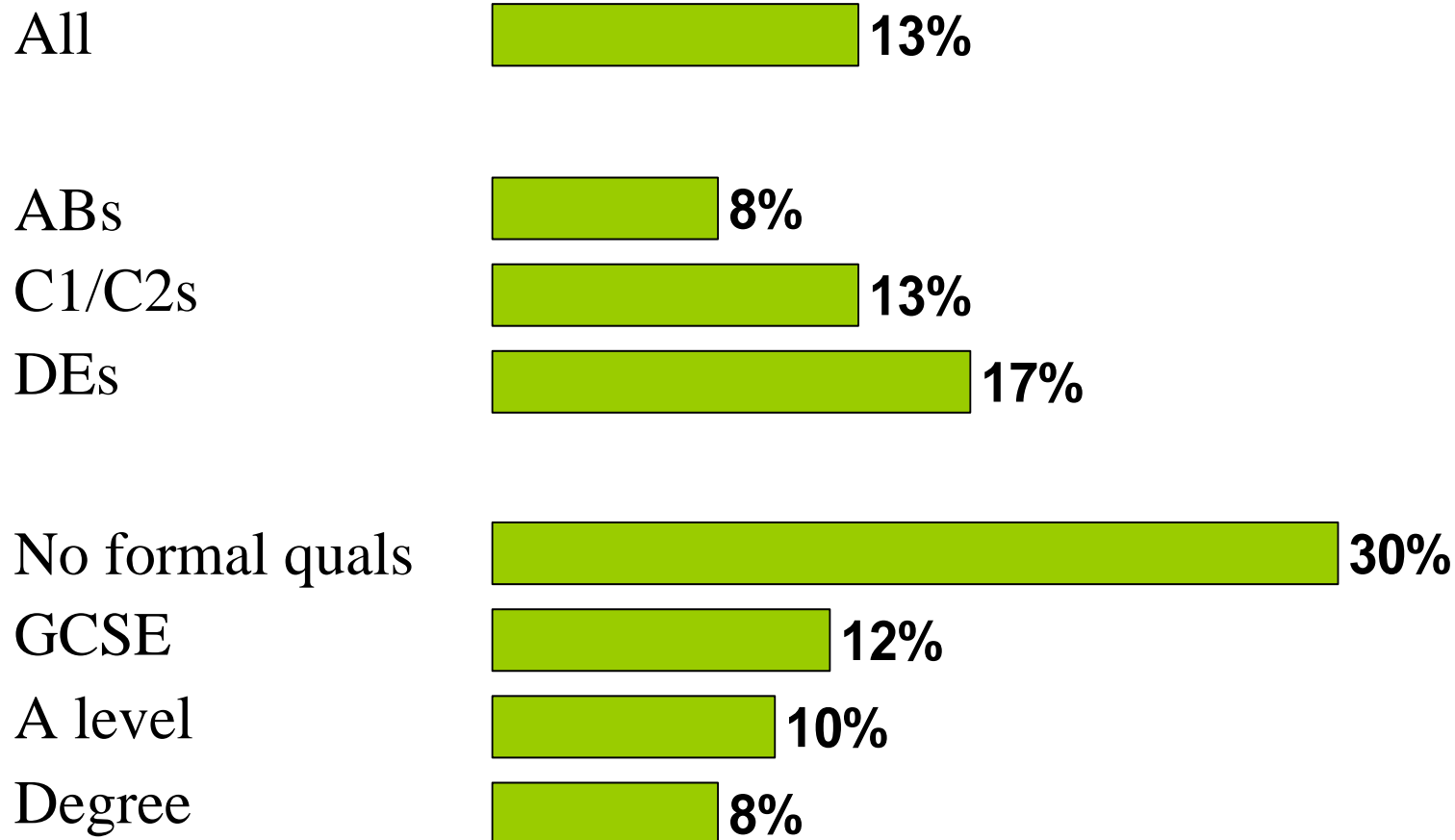
13%



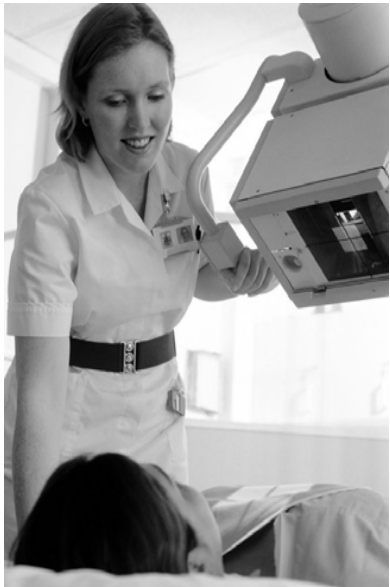
**One in seven
would describe
their time at school as
“a negative experience
overall”**

The poorer you are the less you enjoyed school

A negative experience overall

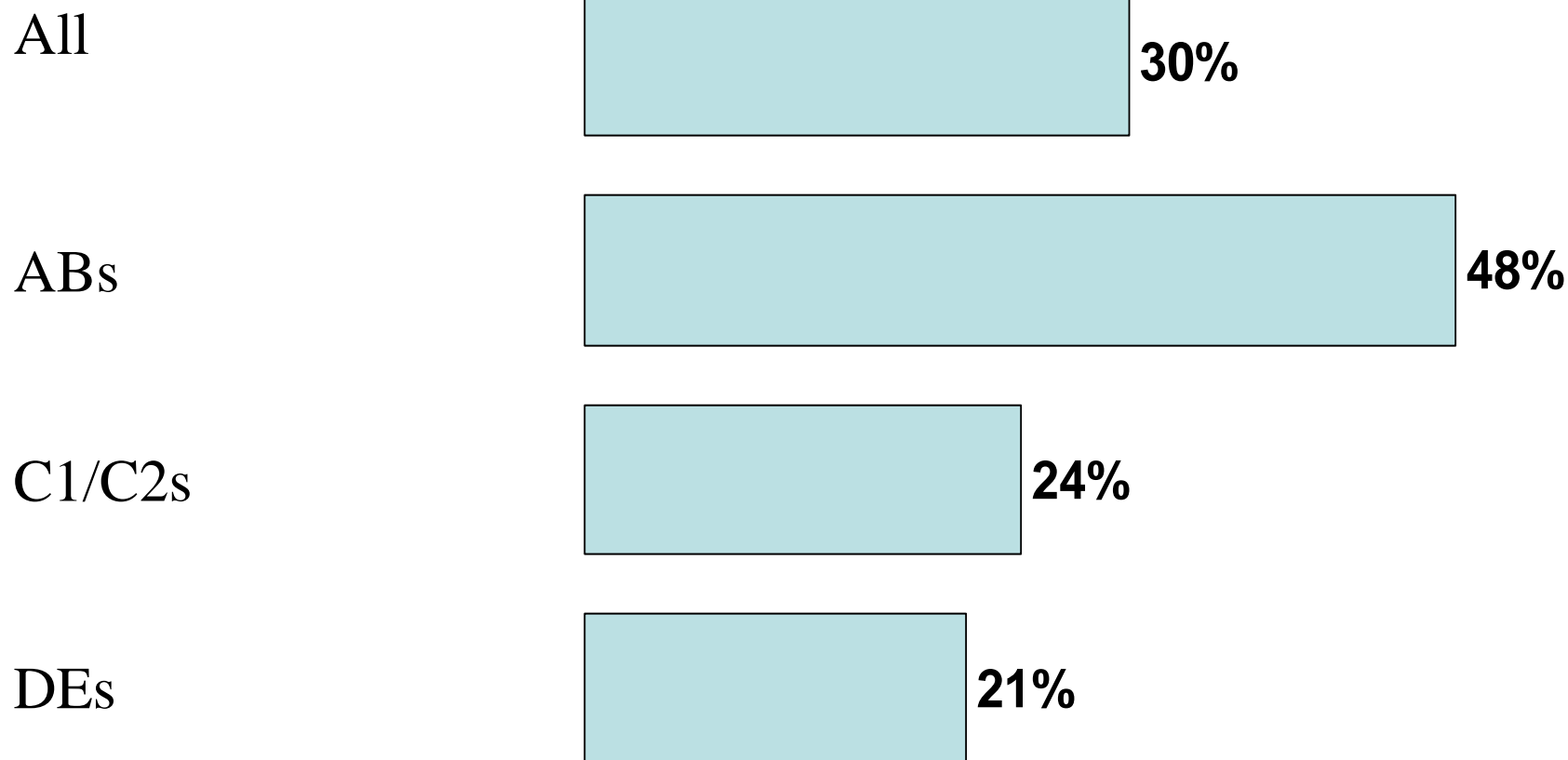


What do you think your child will end up doing?



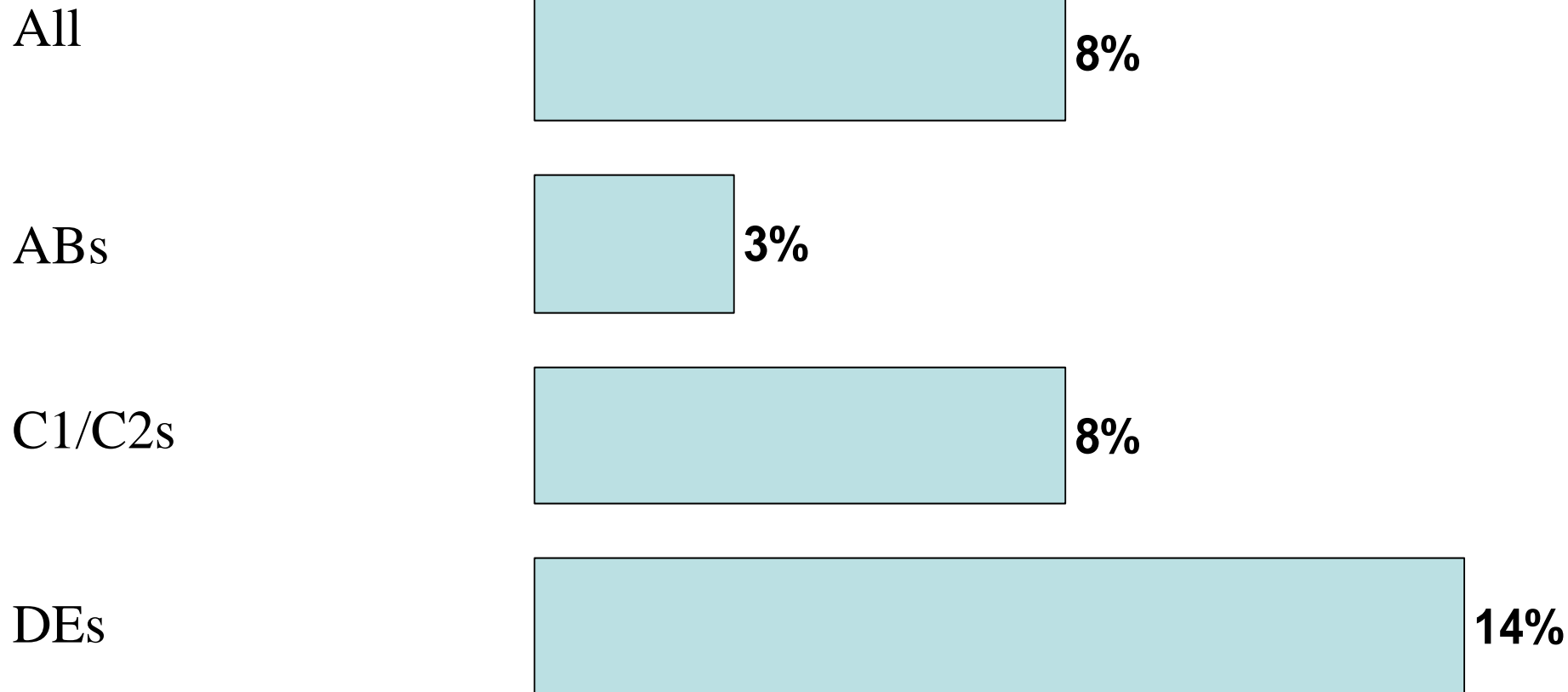
Expected job or occupation

Something professional which you need a degree to do



Expected job.....

Skilled tradesman/woman



Challenges remain
immense –
but some places will do
better than others

Excellent councils are the best places to work

Q I am now going to ask you to rate [Authority name] as a place to work compared with other organisations? Would you rate it as...?

■ % Above average ■ % Average ■ % Below average

Excellent



Good



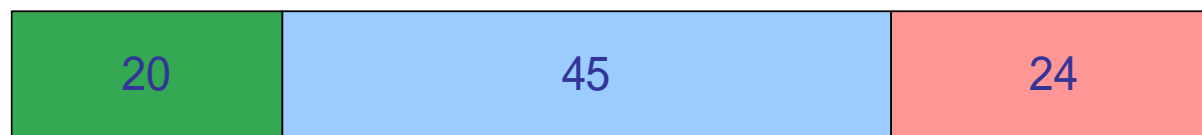
Fair



Weak

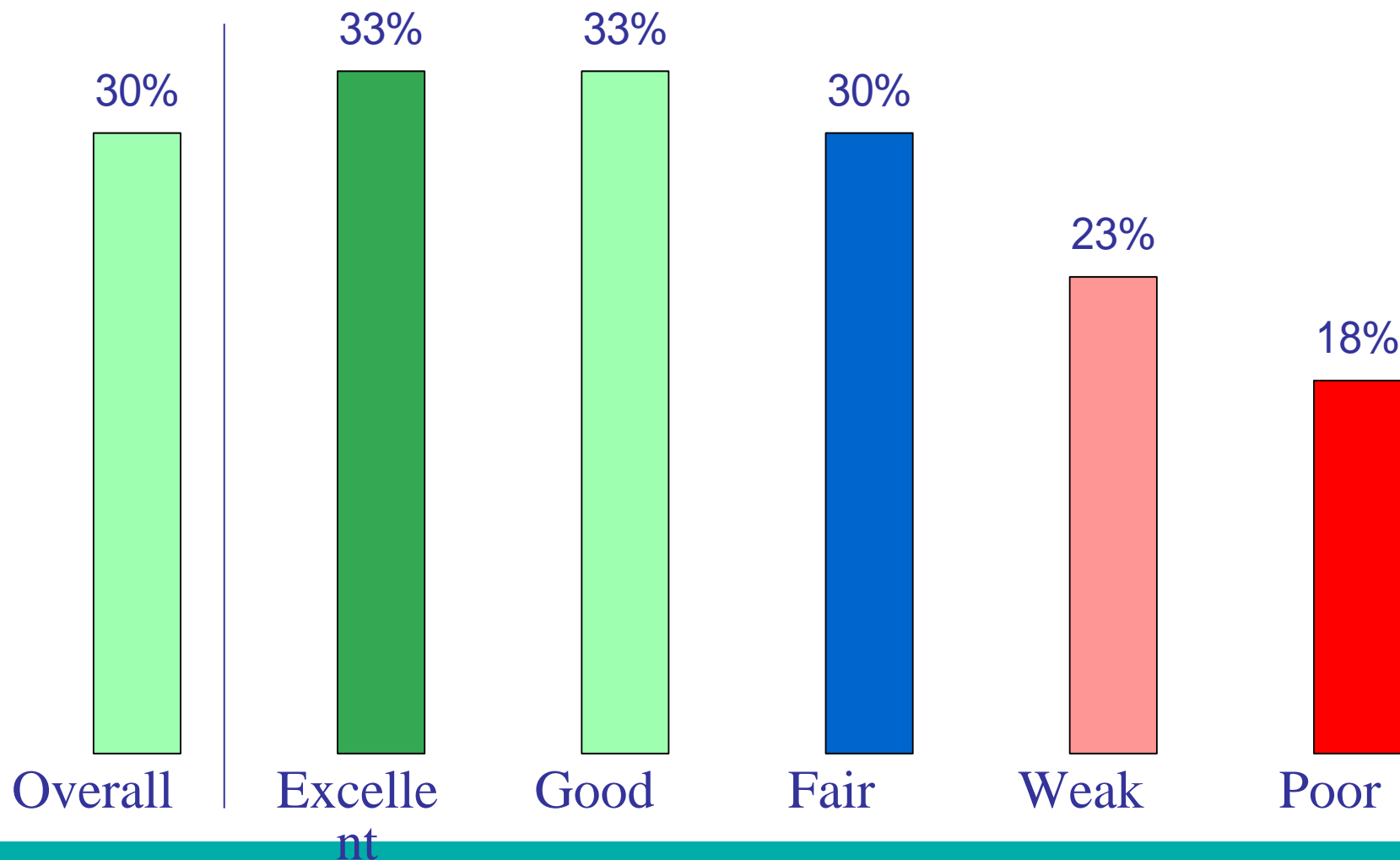


Poor



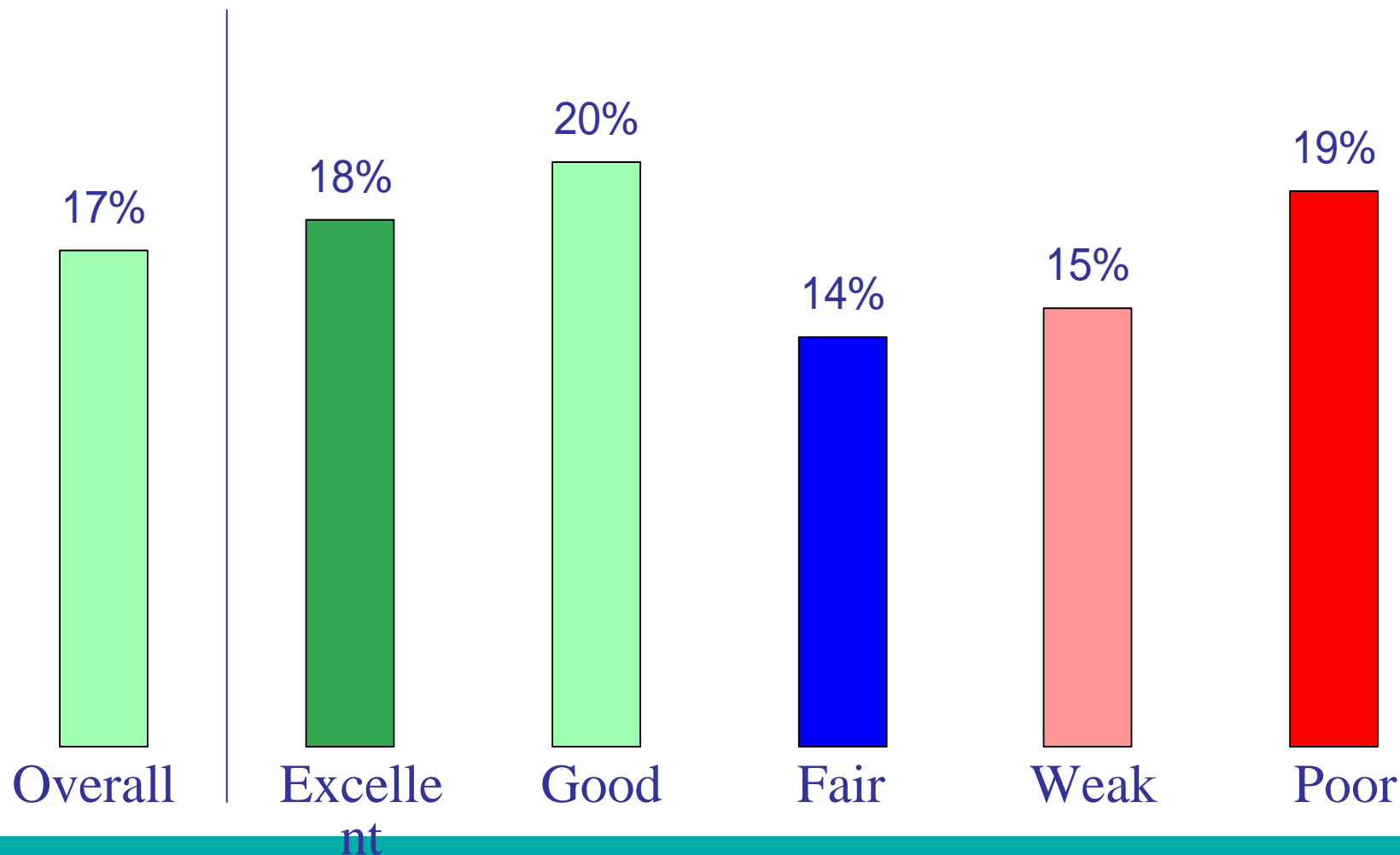
Job satisfaction is higher in better performers

% very satisfied with their present job



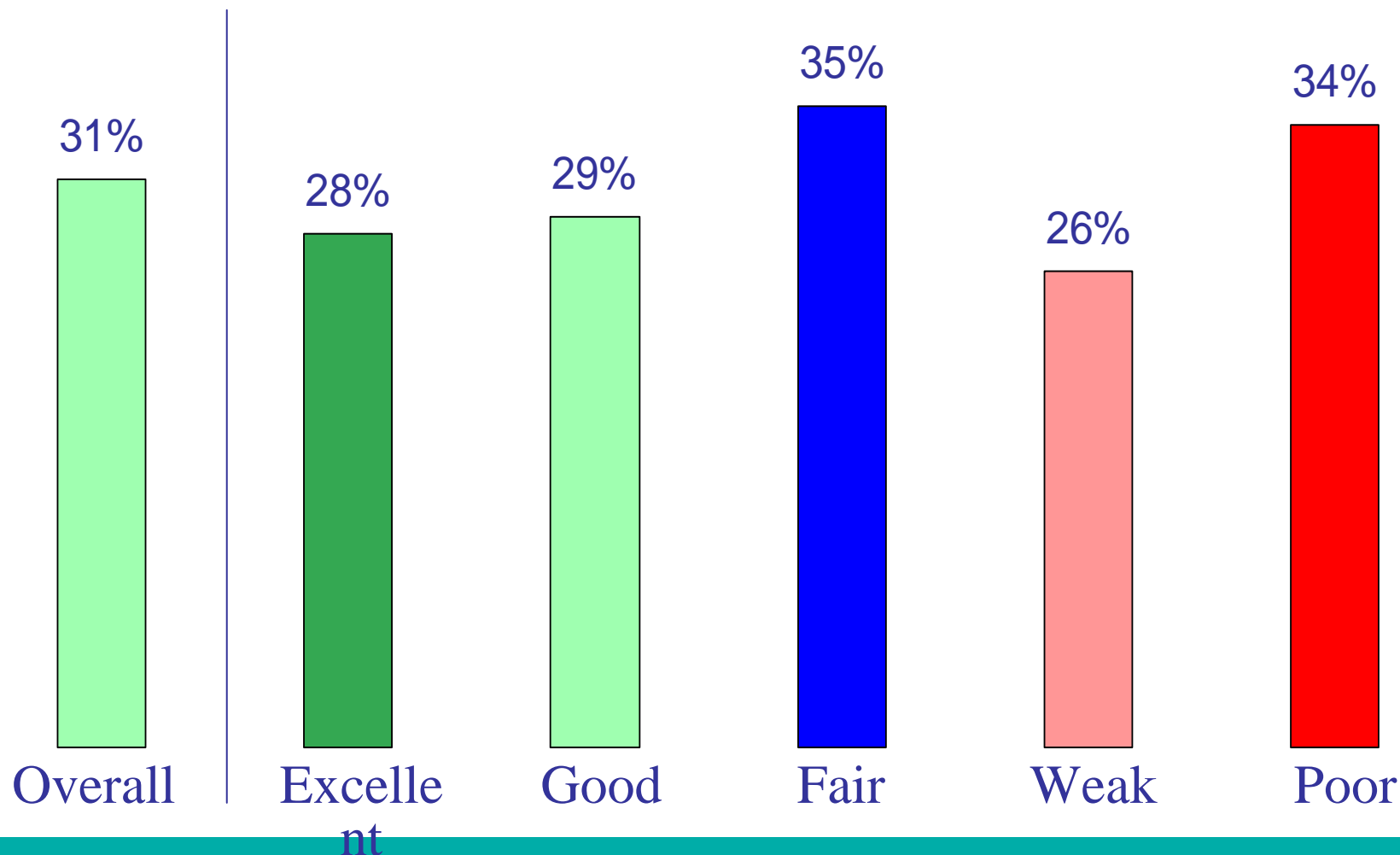
But views on pay are similar everywhere

% strongly agree that my pay is fair



Too much bureaucracy everywhere!

% strongly agree there is too much bureaucracy

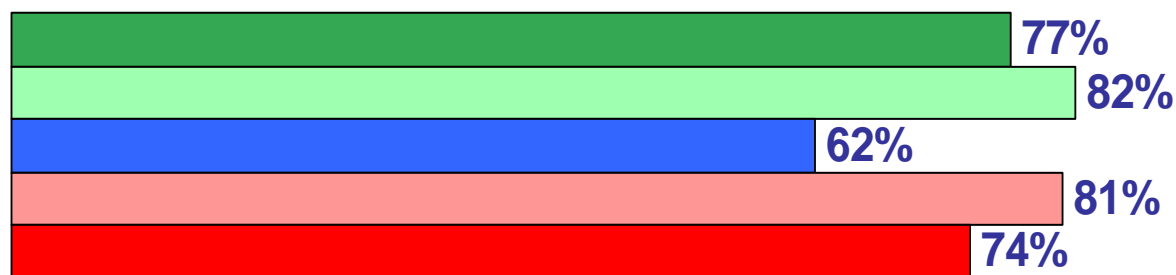


Nice people, interesting work - everywhere

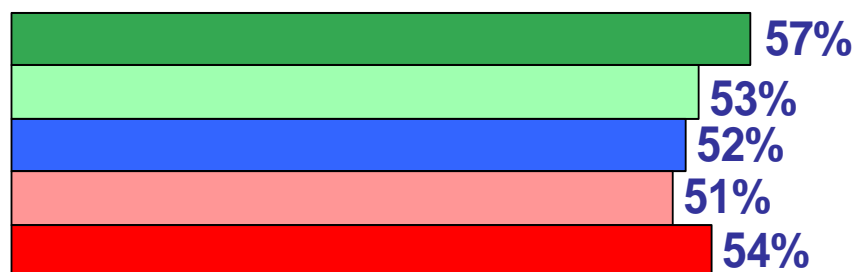
% *very* satisfied with job factors

Excellent Good Fair Weak Poor

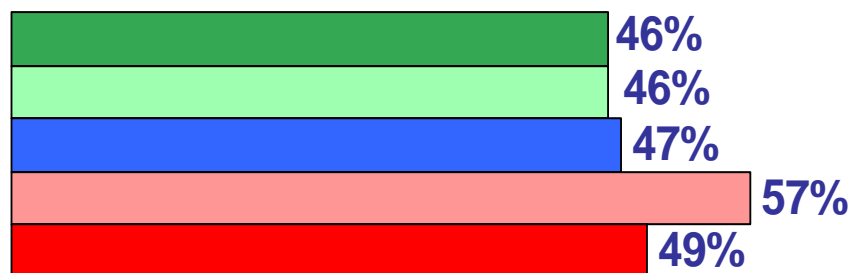
Friendliness of
colleagues



Interesting work



Working hours

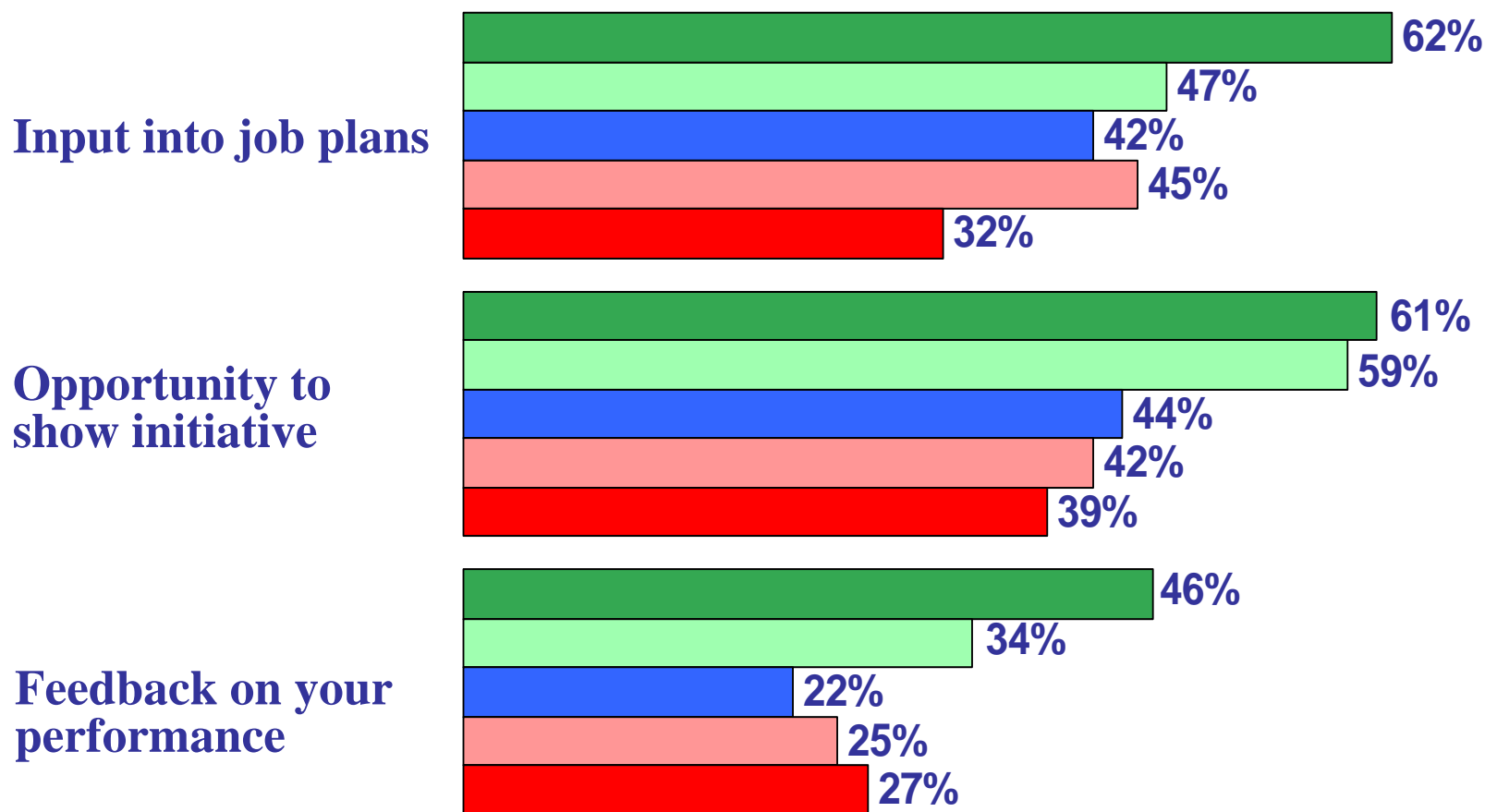


So what is
different in the
most
effective??

What seems to distinguish excellent performers is performance

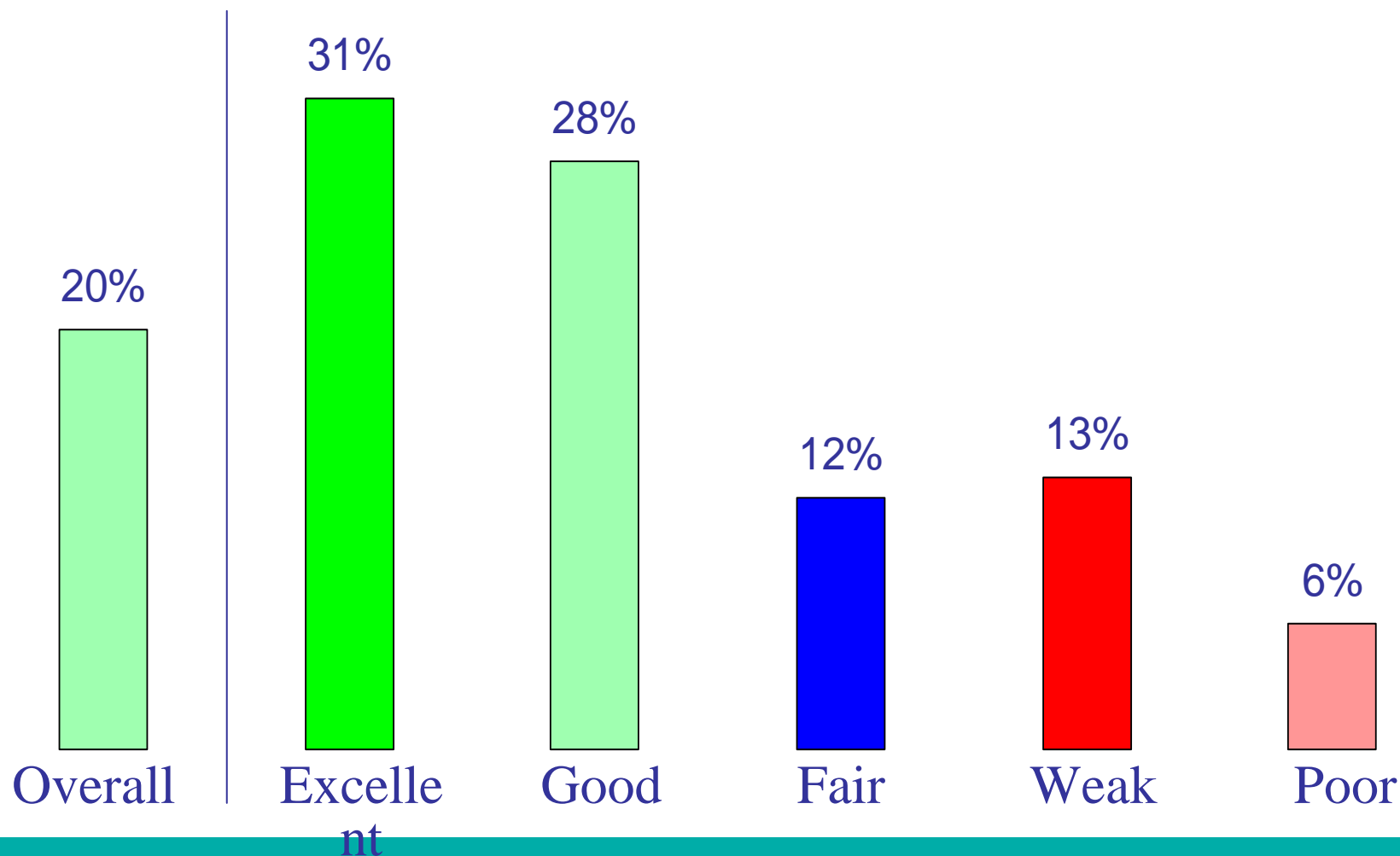
% very satisfied with job factors

■ Excellent ■ Good ■ Fair ■ Weak ■ Poor



Staff feel they are kept better informed in the best councils

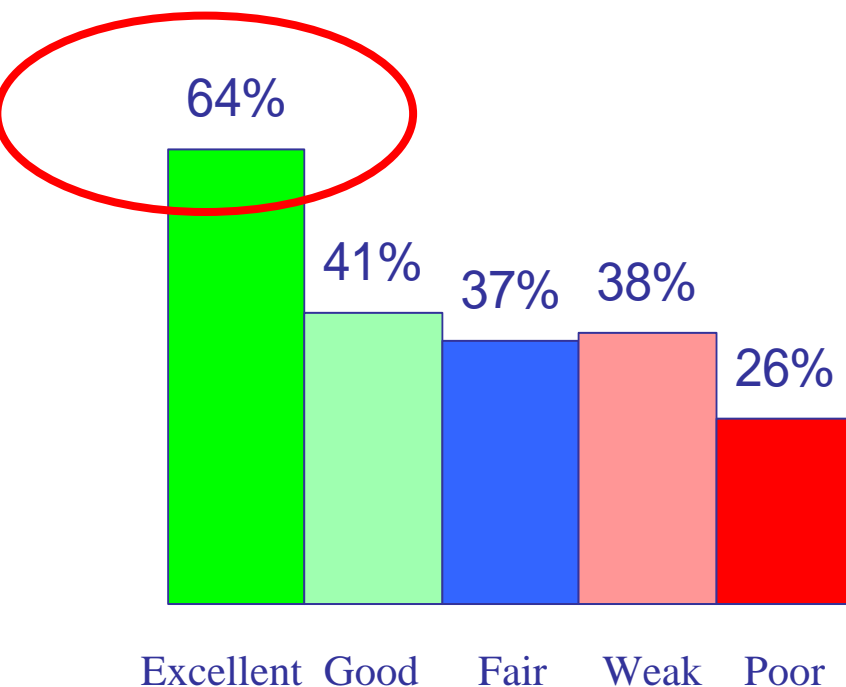
% strongly agree



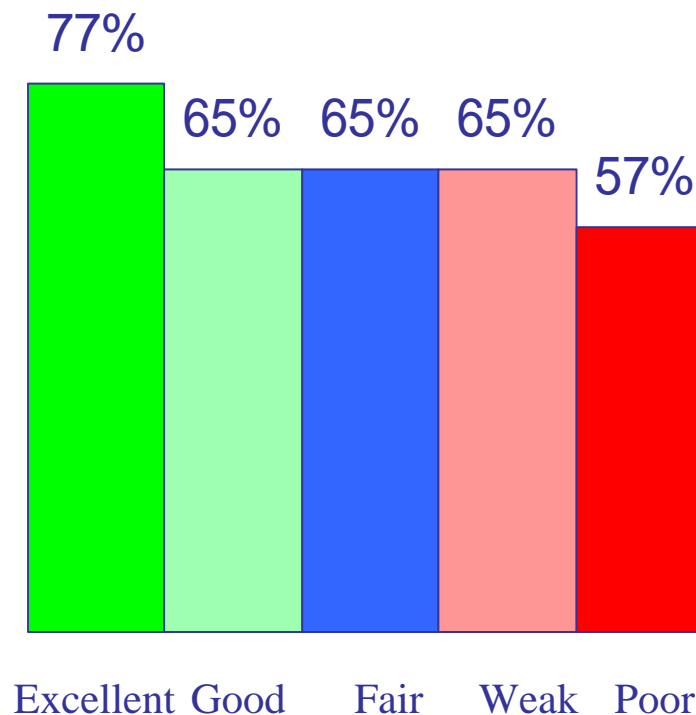
Best have more internal cohesion overall

% Strongly agree

I understand my organisation's overall objectives



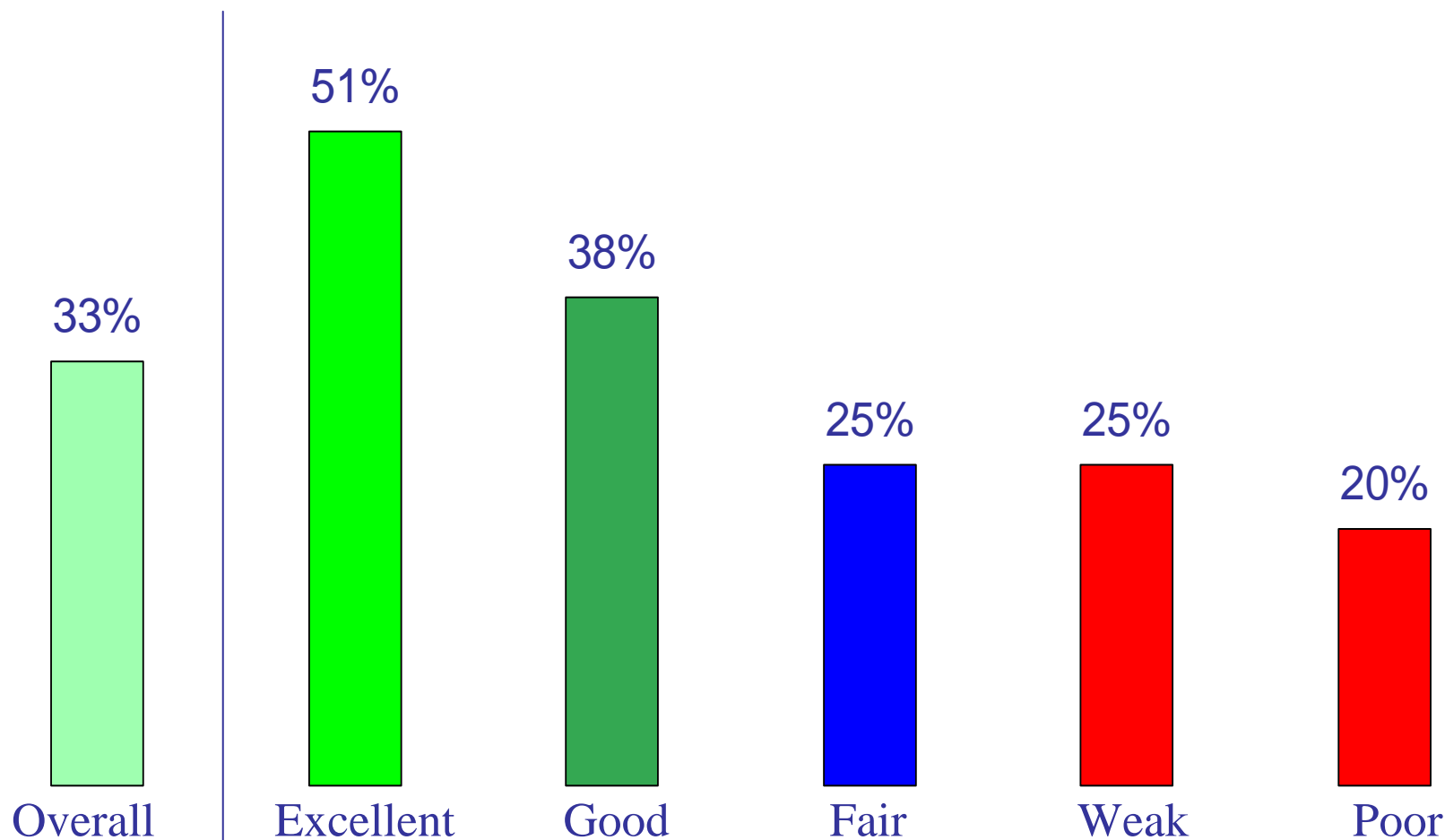
I understand my unit's overall objectives



***As a result
of all of
these
things....***

Best are most likely to tell people outside they are great!

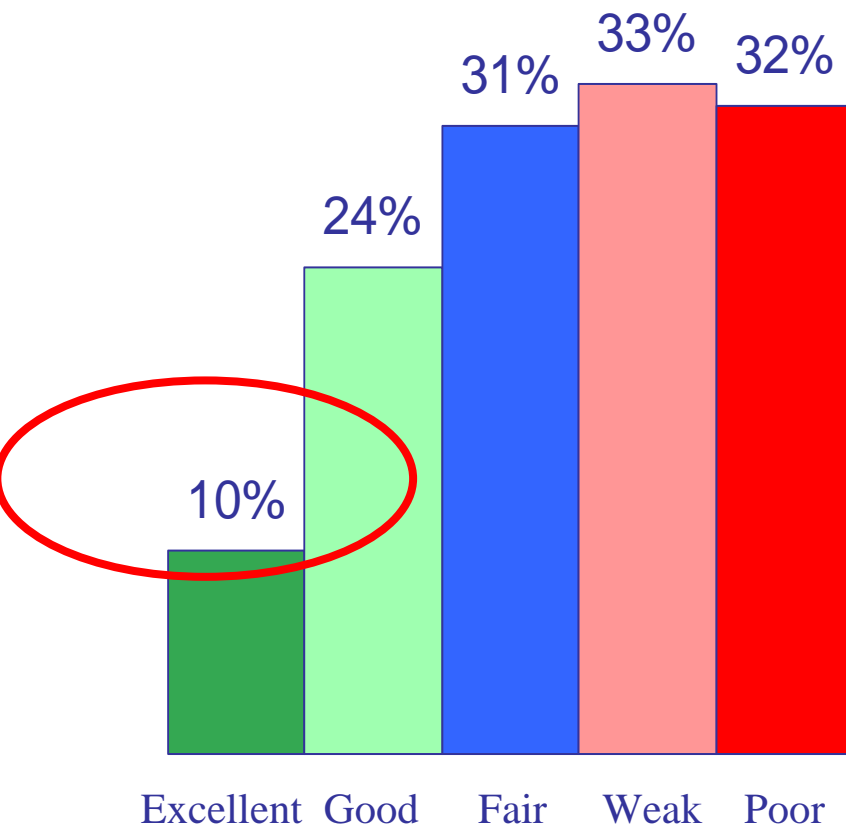
% Strongly agree that they would speak highly of the authority to others outside the organisation



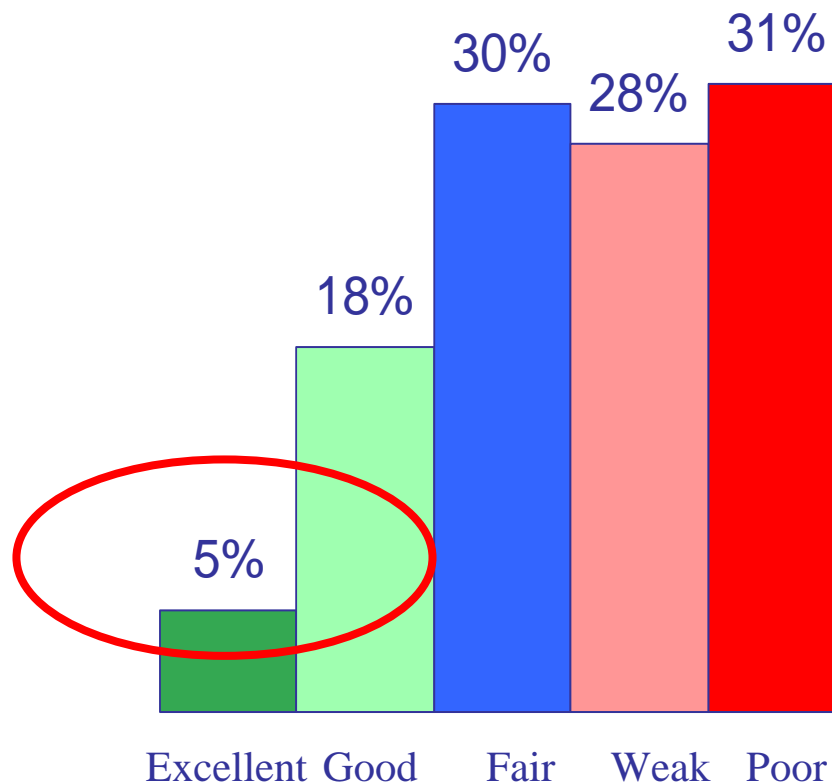
What about senior management?

% Disagree

I have confidence in the senior management team



Senior management have a clear vision of where the organisation is going



***An example to all others of
what can be done, even in
the most demanding
environment***

**OFSTED Report, 2002, on
Tim Brighouse in Birmingham**

Baldassarre Castiglione



CASTIGLIONI C.te
BALDASSARRE

And what do successful leaders tell us?

1. Communicate, Communicate, Communicate

- *Leadership comes through the ability to communicate and to have a vision and the ability to communicate the cunning plan*
- *Almost everyday wherever you are, whoever you are speaking to, you've got to be using words that provoke an intellectual response. To get people to be creative and full of ideas and join you in journeys about what the future could be like. It's amazingly important – and don't worry too much about joining all the dots in between.*

2. Let go

So how do I operate? Principle number one is high degree of delegation – decision making should happen at the lowest level so I let go.

I am aiming at a can-do culture where people don't ask permission to innovate

I'm happy to trust others and be available to them – I am not a control freak. I am not sending emails at two 'o' clock in the morning.

3. Communicate tone, not detail

Best are spending up to 30%-40% of time doing this

- *I spend a third of my time on partnership and relationships, a third on visibility, communicating the message, getting our stories across, what we stand for, who we are, how we want to do it, and what's our style. And I spend a third of my time on grot.*
- *15% time for communications business with chair, 20% directly managing staff, 10% meeting staff and allies, 55% problem solving and sorting out things*

Setting tone, culture, purpose, vision

- *I'm trying to personalise it, bring the thing to life*
- *Impersonal leadership doesn't work*

Many don't realise these things at first – but do with time...

“When I started this job, I had no idea that the main thing was going to be setting tone, getting it right, recognising and rewarding staff – now I know it's the most important thing I do”

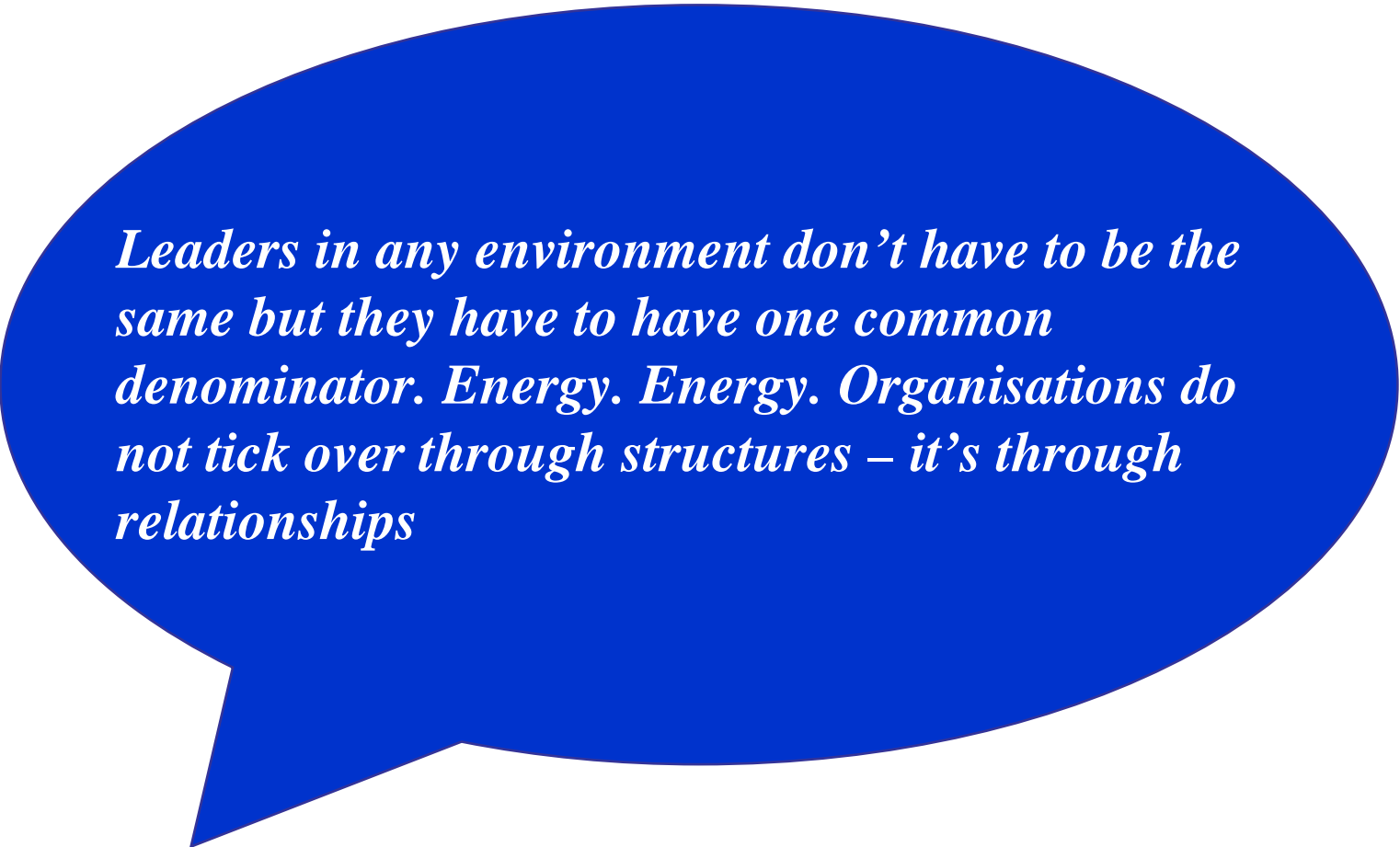
“If I have one regret its that I should have done the softer stuff earlier – brought in a range of talents earlier, rather than just the hard stuff of driving targets etc – but I had to be tough because of the place – but if I had my time again, I would have trusted people earlier”

4. Get the culture right.....

- *A can-do culture where people don't ask for permission to innovate.*
- *It's buzzy. We have got a buzz, that's what people say when they come here. My people, our team have got a buzz. We are generally up beat and positive.*
- *You have got to re-invent, re-energise and keep meeting and communicating... You have to keep coming back to the point which gives you an edge – innovation.*

- *We can do great things, interesting things with warmth and humility. We don't want to be the best in the world. We want to be the best we can for our community.*

5. Passion Matters



Leaders in any environment don't have to be the same but they have to have one common denominator. Energy. Energy. Organisations do not tick over through structures – it's through relationships

5. Passion Matters

I had a big picture of this really attractive woman bending over and looking out at sea with the Borough crest tattooed just over her bottom. I said I want people to feel so passionate about it that they want to tattoo the borough crest on themselves

6. Accept some risk

To truly empower, staff need to be allowed to cope and deal with failure: not succeeding is an inevitable consequence of trying to change and improve. Things don't always work!

*People need to feel empowered to make decisions – and get on with it. But you can only innovate if you are willing to cope with failure.
In a climate of innovation, the culture itself must be able to cope with failure. Some innovations do not work*

7. Charisma might matter a bit

- *You cant say whether you're charismatic – only other people can tell you that*
- Irrespective of personality takes form of getting out to staff at all levels
- Most do not see this as essential – but best often tend to exhibit more charismatic than transactional management styles

8. Focus on Delivery not process

- Least interested in being “good administrators”
- Want to challenge status quo – not necessarily be innovative, but shake things up
- Attention paid to big projects

9. Invest in your people

■ Immediate reports' attitudes strongly reflect performance




What I try to do is communicate with the third and fourth tier in particular, because they're the people that make a difference.

And don't be obsessed with chasing details

I believe in distributive leadership and whoever is best to lead on something, because I am absolutely bloody awful at a lot of things.

I also believe in a very visible leadership around a core set of values.

Encourage people to tell you the truth..



They [the managers] spend time telling me why they disagree with me and the trouble is they're often right. Acknowledging I don't know it all and giving others the opportunity to lead is important as it inspires them, motivates them and gives them more initiative

So.....

**Your behaviour really really
matters.....**

Staff as ambassadors for your organisation

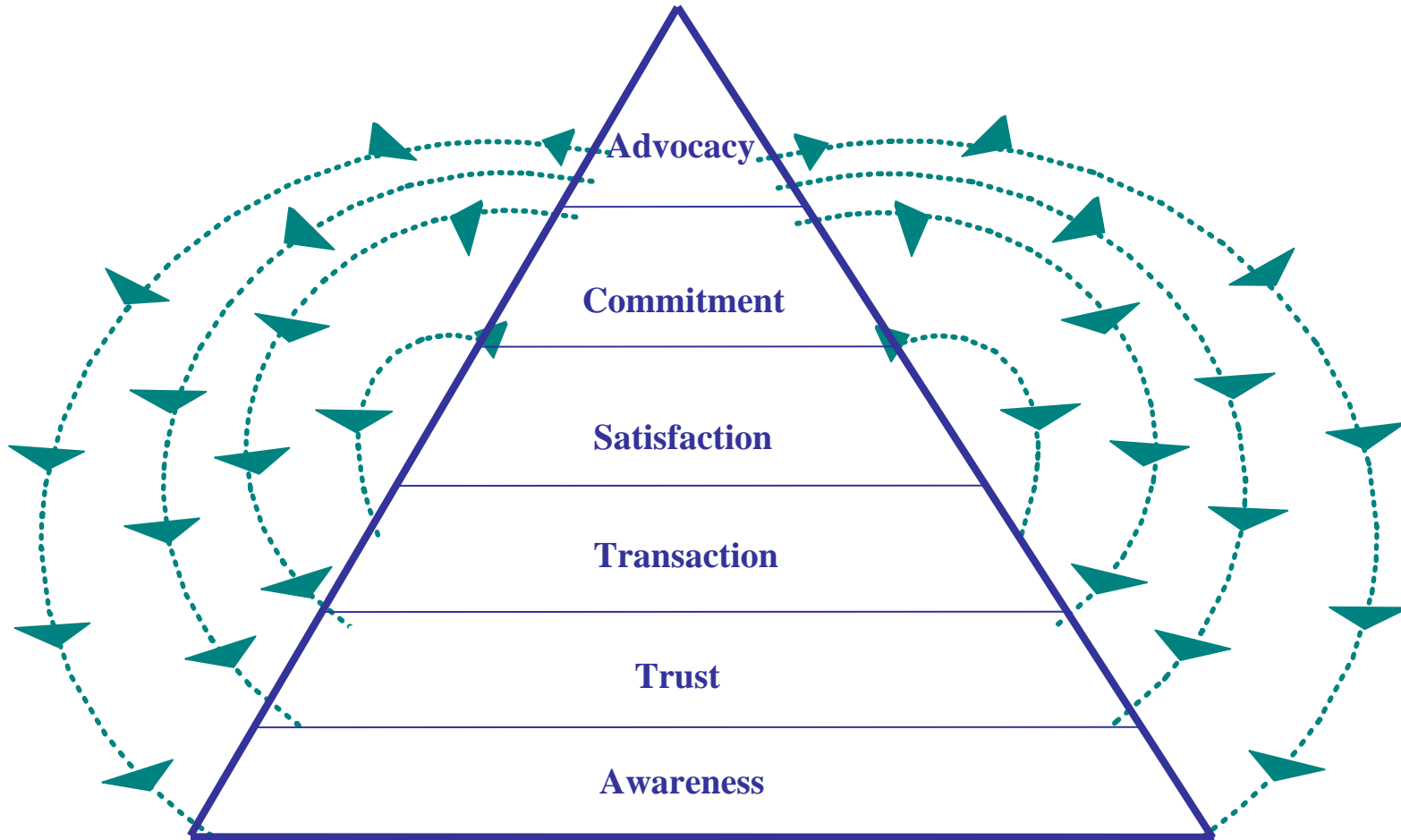
They're really serious about it

Lab Technician

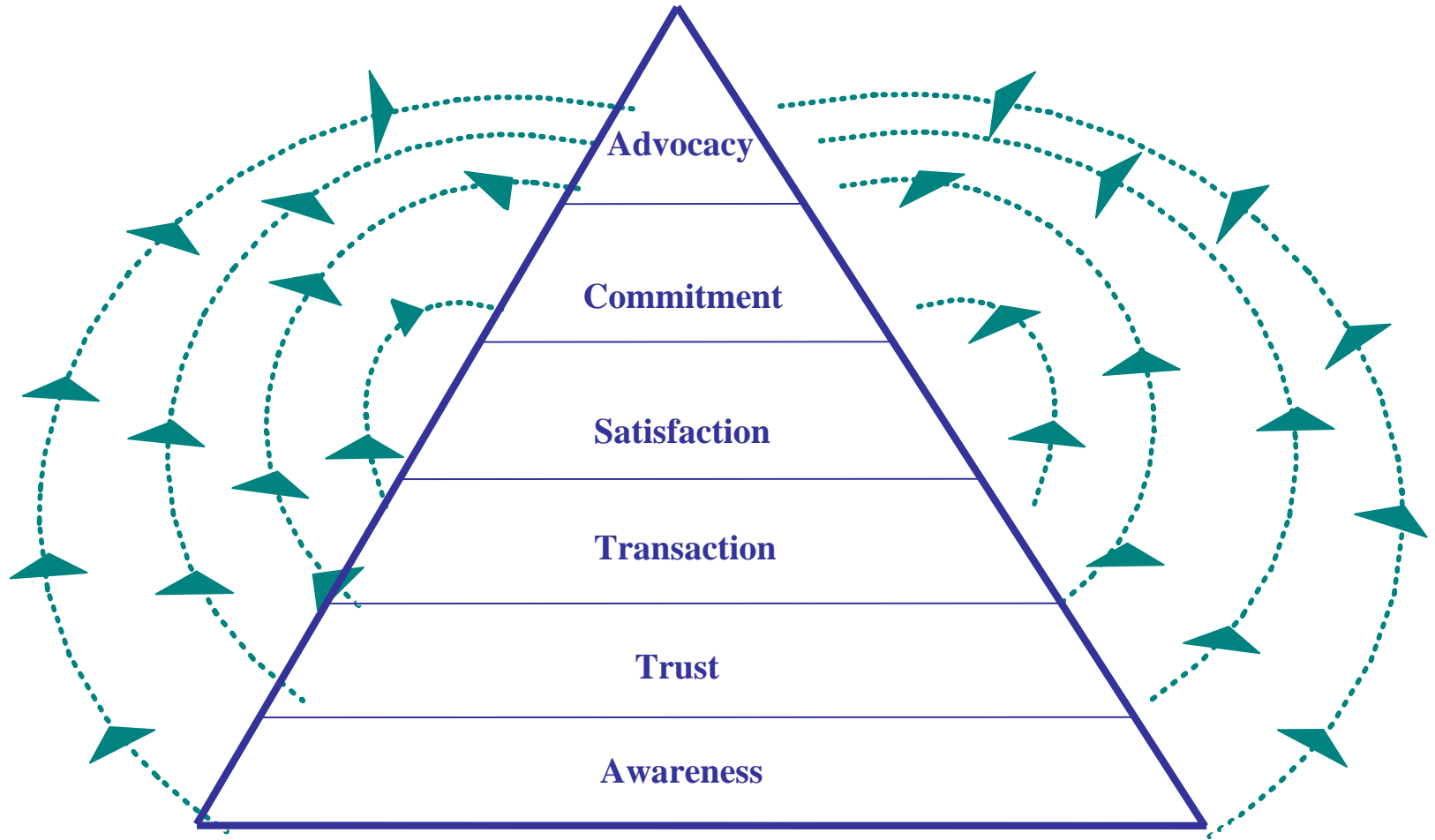
*Apologies for the delay. I wasn't told the train
on the other platform would be leaving first.
As usual with the people who run this railway,
customers are the last thing they think of*

Announcement by my train driver

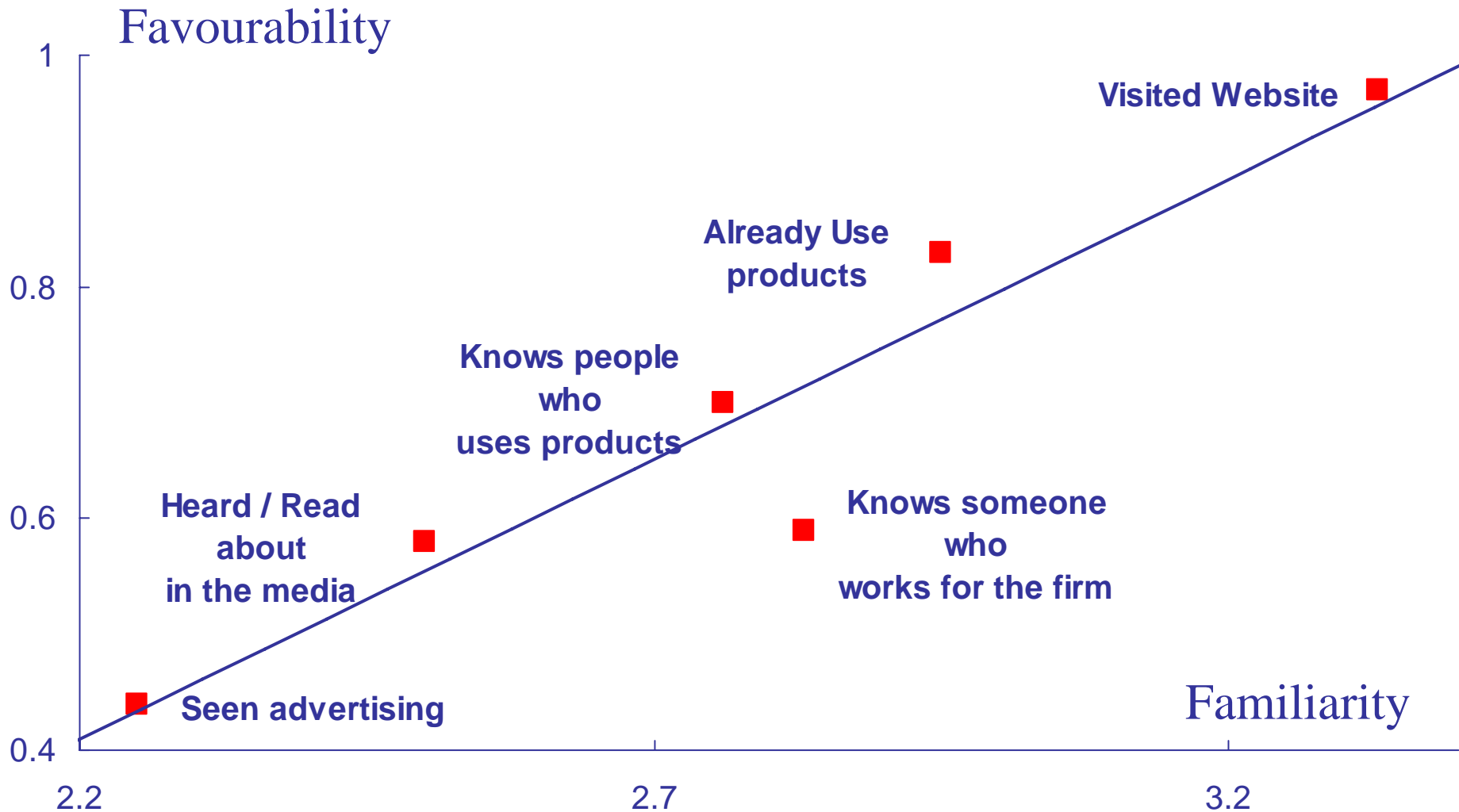
Cycle of Success



Cycle of Decline



Impact of different types of communication



Advocacy is not related to
pay - but to listening to
staff, and making them feel
part of things

You matter.....

Q To what extent do you agree or disagree with the following statements?

“A school is only as good as its headteacher”



“Headteachers today do a better job than when I was at school”

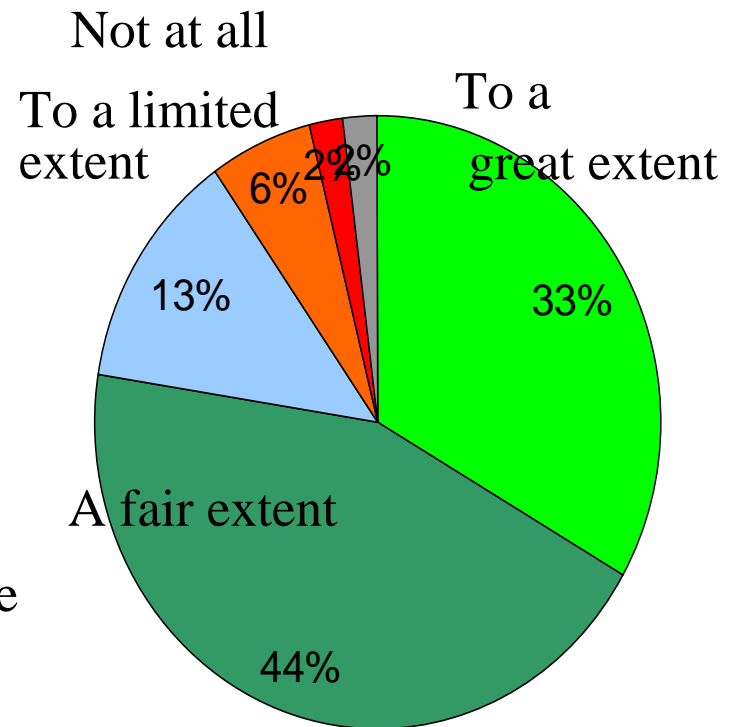
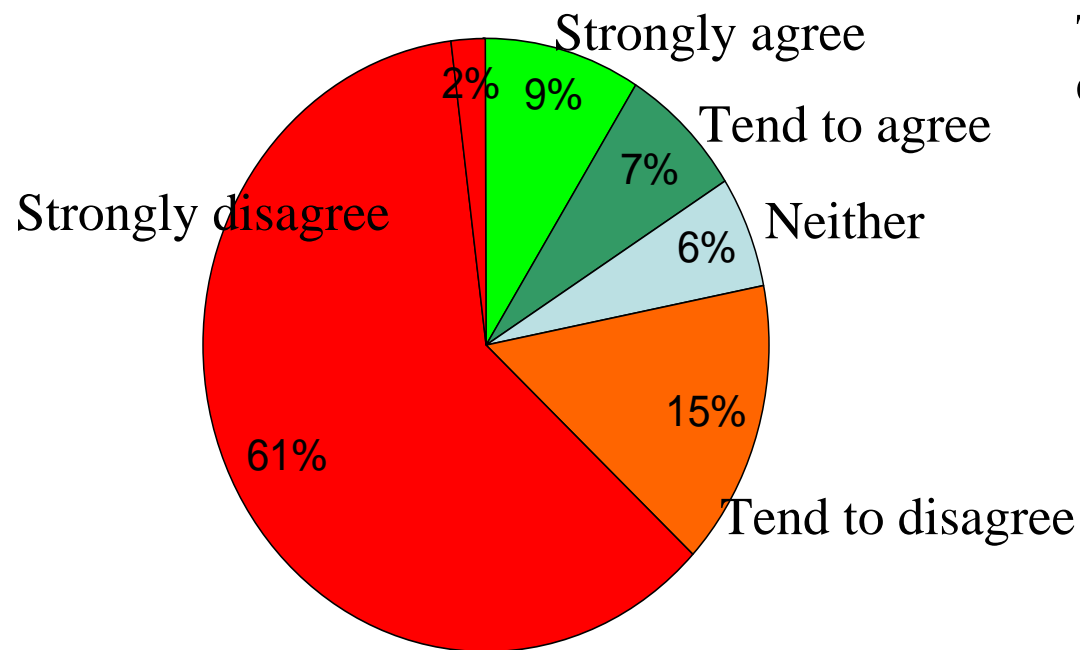


Keys to Advocacy - themes to focus on

- Being able to contribute; listening and feedback
- Faith in the leadership/direction - understanding the story
 - Believing changes will make a difference to learners and parents
- Organisational Pride – what are you all proud of?
- Communications
 - transparency
 - honesty
 - relevance

Tapping into talent?

To what extent do you agree or disagree with the statement “I personally want to become a headteacher in the future”?
To what extent do you believe that developing your leadership skills would make a difference to your school?



In conclusion.....

- Education remains one of the best regarded services in Britain
- You do get respect
- Changes mean the job is more demanding but also exciting than ever
- Do we need to prepare people better?
- And your priorities sometimes seem very different from parents'
- Over to you!

Thank you

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