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School Library Administration

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Leadership Analysis

Part I: Tribute

Kate Mills is a genuine leader due to her kindness and supportive nature. When colleagues or students reach out for guidance, she makes time for them because she knows the struggles of being a teacher and a student. She may not solve their problems or fix their mistakes, but she makes absolutely sure that she is available and willing to support them.

In addition to her leadership through mentoring, Kate is also a leader among groups of colleagues. During presentations, her intention is to discuss and hone ideas with her instructional partners. She enables others to reflect on their own teaching because she is always willing to share successes and failures. She demonstrates confidence and a willingness to learn so as to inspire others to do the same. When collaborating, Kate’s priority is calmness and efficiency. Time in education is valuable, and Kate effectively manages the time of her colleagues by redirecting discussions and establishing shared goals.

Because she is self-reflective and constantly learning, Kate is frustrated with professionals who believe they are efficient and hard-working but demonstrate weak work-ethics and arrogant attitudes. Many people in education do not meet the needs of the students. Kate does. She models an enthusiastic attitude in order to encourage her students to stay focused on their education. Kate often says to her students, “I can’t make you learn to love literature and writing, but I can require you to be a good human being.” She applies this statement everyday in her classroom, and thus has a positive impact on students and colleagues.

Part II: Leadership Analysis

The results from the Leadership Practices Inventory (LPI) and the Collaborative Leadership Qualities Inventory (CLQ) reinforced knowledge I have of myself but also revealed some areas I need to improve.

 According to the LPI, I am strongest as an enabler of actions. I make every effort to create collaborative relationships and emphasize freedom of choice. I am the English chair, and each teacher in the department has a unique teaching style. As the department chair, I recognize that our group is one rich with personalities. I find it incredibly important to encourage them to make decisions about their instruction to reflect their teaching style. Each teacher has told me how cohesive our group is because of my confident macro management and encouragement of individuality. On the CLQ, I scored “good” in honestly “dealing with others” and encouraging our “commitment […] to a common goal.” I am successful in both of these areas because of my encouragement of our department’s stylistic differences.

 On the LPI, I scored the lowest on modeling the way. Initially, this disheartened me because I strive to be an effective teacher-leader. However, I realized the lower score does not mean that I set a poor example. Instead, it means that I do not always make “certain that the people I work with adhere to the principles and standards we have agreed on.” I am not comfortable with monitoring. I am younger than many teachers, and I worry that they may perceive my monitoring as meddling. I need to increase my self-confidence as a leader. This conclusion is supported by some items on the CLQ, including my lack of conflict management and my tendency to avoid tough issues. Conflict resolution is certainly an area of leadership where I need to improve. Improvement will come as I gain more self-confidence in my position through years of experience.