

**Ukrainian – Swiss Symposium 1, 23rd April 2009**

**Democratic leadership in the framework of education:  
Can leadership be learnt?**

Speaker

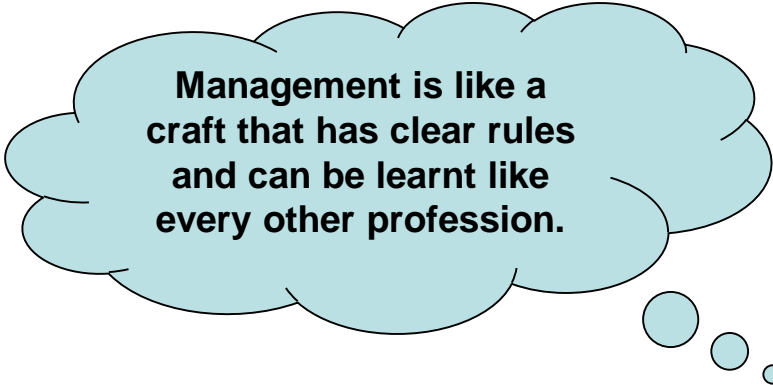
Dr. Cornelia Knoch

## Can Leadership be learnt?

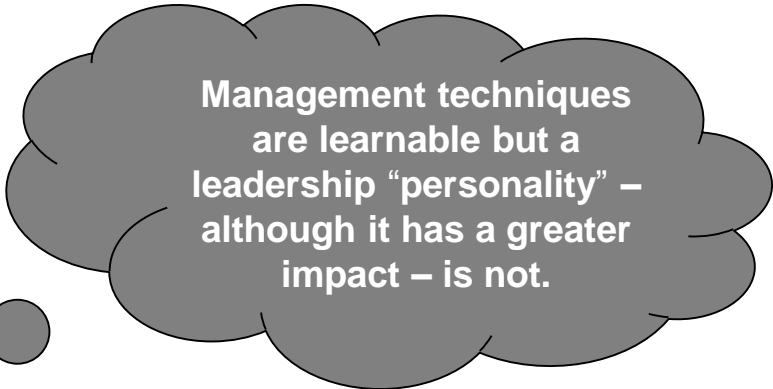
*“The question of whether one can be taught to be a great or effective leader is a deceptive one. It seems that a simple dichotomous, yes/no, type of answer should exist.”*

*Vecchio (2004)*

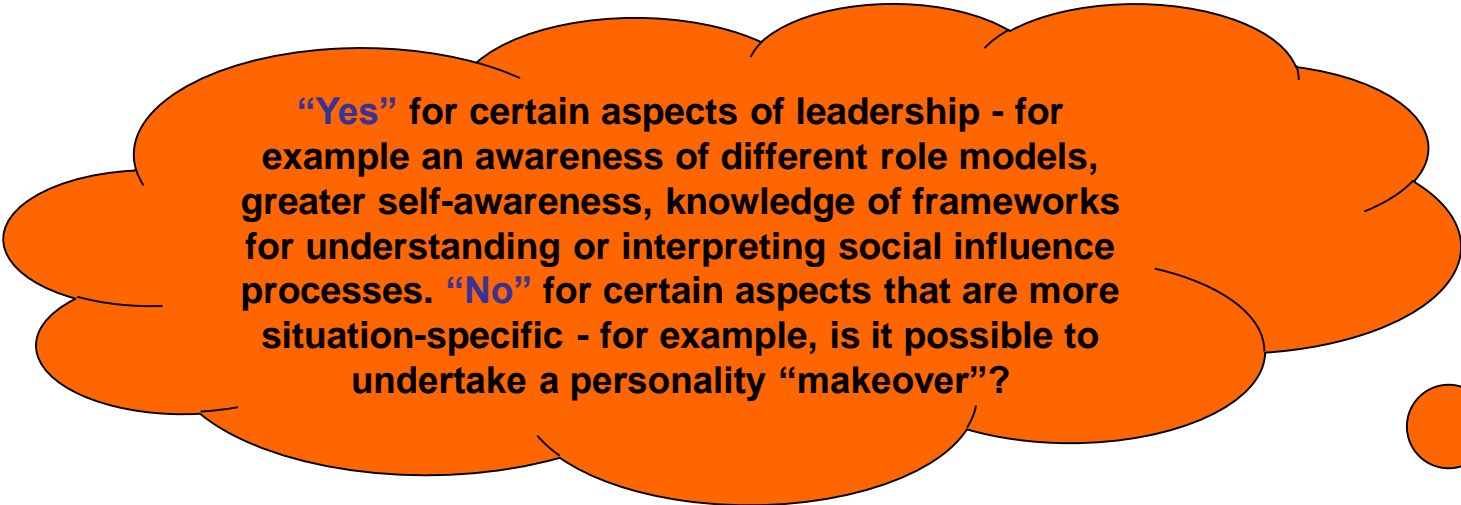
## Some opinions...



Management is like a craft that has clear rules and can be learnt like every other profession.



Management techniques are learnable but a leadership “personality” – although it has a greater impact – is not.



**“Yes”** for certain aspects of leadership - for example an awareness of different role models, greater self-awareness, knowledge of frameworks for understanding or interpreting social influence processes. **“No”** for certain aspects that are more situation-specific - for example, is it possible to undertake a personality “makeover”?

## What is “leading”?

Leading is **goal- and result oriented**; it is **activating** and **mutually** and **socially influencing**. Leading is all this in order to fulfil common tasks in a structured working situation.

According to Wunderer (2006)

# Differentiation Manager - Leader

## Manager

“Doing things right”

- analysing problems
- judging new situations
- making decisions
- giving orders
- providing resources
- coordinating work and processes
- controlling goal attainment
- evaluating results systematically

= Status quo oriented



## Leader

“Doing the right things”

- developing and implementing visions
- introducing change processes
- enabling employees to take responsibility
- directing employees to new goals
- caring for the well being of the employees
- acting as a role model
- conveying values
- creating trust
- encouraging relationships

= Change oriented



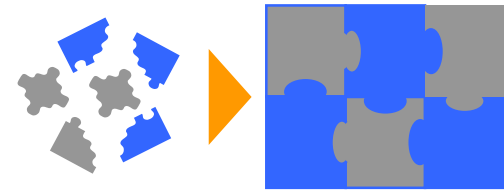
According to Steiger (2009)

## What is Leadership?

“There are almost as many definitions of leadership as there are persons who have attempted to define the concept. (...) The meaning of leadership may **depend on the kind of institution** in which it is found. (...) Leadership has been conceived as the focus of group processes, as **a matter of personality**, as **a matter of inducing compliance, the exercise of influence**, as **particular behaviours**, as a form of persuasion, as a power relation, as **an instrument to achieve goals**, as an effect of interaction, as **a differentiated role**, as initiation of structure and as many combinations of these definitions.”

Bass (2007)

# How could leadership be learnt?



## Step 1: Going through a Management Programme e. g. at the University

### Example “Master of Advanced Studies Education Management PHZH”

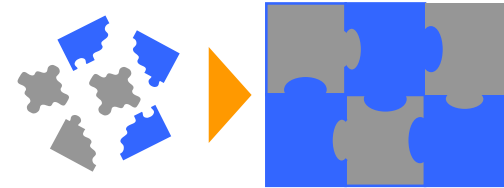
#### 1. Structure

- 2 **management** focused programmes, 1 **pedagogical** focused programme followed by 1 diploma programme which includes the writing of a **master thesis** in the area of **education management**.

#### 2. Quality Standards

- Enable participants to **make decisions** on the basis of reflected and profound **pedagogical**, **psychological** and **business management-knowledge**.
- **Integrate theoretical and practical knowledge** e. g., by studying current research in the area of leading and reflecting those results in comparison to personal practice.





## Step 2: Following a specific Leadership Learning Arrangement

### ■ Alternative 1: **Individualized assessment and learning**

Step 1: Identifying individual strength/weaknesses of a particular role model.

Step 2: Designing development experiences.

Step 3: Reappraisal and feedback.

### ■ Alternative 2: **Observational learning**

“Role Playing” or “Mimicry”. (Imitating role models.)

-> Educators broaden students’ exposure to the range of styles that exist, creating a sense of “I can do that” through structured simulations.

### ■ Alternative 3: **“Life-Long-Learning” – “Self-education”**

based on

a) an ability to self-manage

b) motivation

According to Vecchio (2004)

## Discussion:

1. Which aspects of leadership could be important for leading a school?
2. How could these aspects be learnt in your system?



Being a good leader means being prepared for everything.

## Backup: Overview structure “Master of Advanced Studies”

First Programme	6 Modules “required” 9 ECTS	3 Modules “of choice” 4.5 ECTS	Short Thesis 1.5 ECTS	15 ECTS
Second Programme	6 Modules “required” 9 ECTS	3 Modules “of choice” 4.5 ECTS	Short Thesis 1.5 ECTS	15 ECTS
Third Programme	6 Modules “required” 9 ECTS	2 Modules “of choice” 3 ECTS		12 ECTS
Diploma Programme	2 Diploma Modules			3 ECTS
	Master Thesis / Oral Exam			15 ECTS
<b>Master of Advanced Studies (MAS)</b>				<b>60 ECTS</b>

pädagogische hochschule zürich

**Thank you for your interest.**