

ment releases human potential and energy. Effective leadership develops this commitment and sustains school improvement.

Fullan (1991) states the developmental nature of vision building. He says, "In situations of dynamic complexity one needs a good deal of reflective effort before one can form a plausible vision. Vision always emerges later than it precedes, action. Even then it is always provisional. . . . Success, which is essential for success, must evolve through the dynamic interaction of organizational members and leaders" (p. 28). Near the end of the process the district prepares to recycle to Phase 1, the strategic direction is revisited to prepare for Phase 1. In returning to Phase 1, the school creates a new vision or recommits to the current one. In this way, the experience of reflecting and acting upon the district's vision, as described by Fullan, is built into the culture of a school system.

LEADERSHIP FOR EFFECTIVE KNOWLEDGE WORK SUPERVISION

Leadership for innovation is absolutely critical to the success. Below, we summarize some important leadership concepts and principles. Mastering these is important for sustaining school improvement.

Creating innovative ideas to redesign work processes, social architecture, and environmental relationships, then implementing and sustaining those ideas, is a tremendous task. This task cannot be undertaken without a clear understanding of the principles that guide the process.

Duffy, F. M., Rogerson, L. G., & Blick, C. (2000). Redesigning America's schools: A systems approach to school improvement. Norwood, MA: Christopher-Gordon Publishers, Inc.

tionship with its environment. This kind of leadership is called transformational leadership (Burns, 1978; Leithwood, 1992).

KWS requires transformational leaders to motivate followers to work for long-term goals instead of short-term self-interest, and to work toward achievement and self-actualization instead of emotional security (Avolio & Bass, 1988). Transformational leadership is inspirational because it redirects the energies and potential of people to achieve a vision. Transformational leadership taps into the emotional energy of people and provides them with meaning and a sense of personal value. People inspired by a transformational leader no longer "go to work"; instead, they work for a "cause." There is a sense of excitement, adventure, and enthusiasm that emerges as people realize they can do more than they ever thought possible.

Dimensions of Transformational Leadership

Transformational leadership factors emerged from Bass's (1985) research. He identified five factors that describe transformational leaders:

- Charisma—the ability to instill values, respect, and pride and to articulate a vision.
- Individual Attention—paying attention to followers' needs and assigning meaningful projects so followers grow personally.
- Intellectual Stimulation—helping followers to rethink rational ways to examine situations and encouraging followers to be creative.
- Contingent Reward—informing followers about what must be done to receive the rewards they prefer.
- Management by Exception—permitting followers to work on tasks without being interrupted by the leader unless goals are not being accomplished in a reasonable time and at a reasonable cost.

Avolio, Waldman, and Yammarino (1991) described the "Four I's of Transformational Leadership": (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individual consideration. Bass and Avolio (1993) add depth to these "Four I's." They explain that "[t]ransformational leaders integrate creative insight, persistence and energy, intuition and sensitivity to the needs of others to 'forge the strategy-culture alloy' for their organizations" (p. 113). Each of these "Four I's" is important for KWS.

An essential element of transformational leadership is its focus on vision. Making explicit the core values that support the vision, modeling behaviors and attitudes that reflect those core values, and coaching and facilitating the development of individuals in adopting these core values are important tasks of transformational leadership.

Another fundamental aspect of transformational leadership is an astute understanding of the interconnectedness of all aspects of a school system (as reflected in the "string" metaphor, above). This understanding is a hallmark of systems thinking. Systems thinking is also an essential aspect of organizational learning (Senge, 1990). Transformational leaders who want to change school systems into high-performing organizations of learners must be well versed in the subtleties of systems thinking. Systems thinking helps leaders to see the school system as a whole and to see interrelationships, interdependencies, patterns, and relationships. Leaders also use systems thinking to determine where small changes in the district might result in great improvements.

Transformational leaders also have an informal, personal style with people. They approach their tasks from a collaborative orientation reflected in statements such as "We are in this together, so let's see what we can do to be creative and solution oriented." Transformational leaders see their role as coaching and facilitating rather than as directing or commanding. Building relationships, inspiring creativity and humor, demonstrating optimism, finding solutions, and having dogged persistence are important characteristics of those who want to transform entire school systems into high performing organizations of learners.

Transformational leadership provides the contextual background for four other levels of leadership required for effective KWS. These are: strategic leadership, tactical leadership, team leadership, and self-leadership (see Figure 10-1).

Strategic Leadership

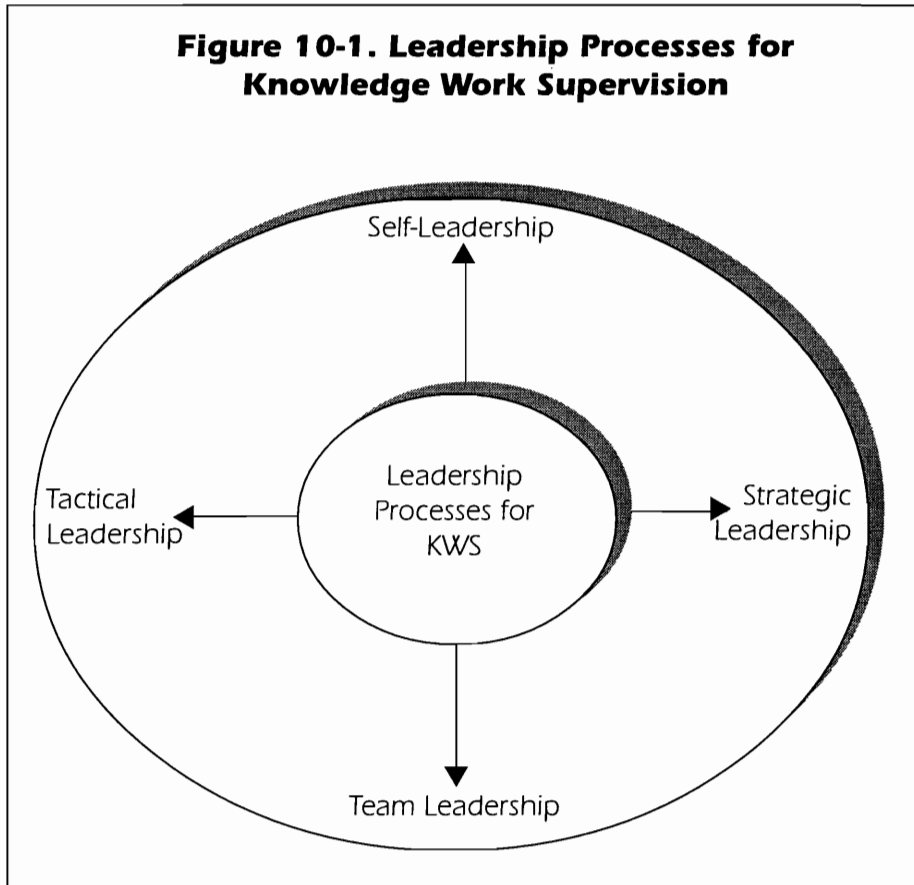
Strategic leadership focuses on the big picture, the vision, the core values, and the strategy for achieving the vision. In KWS, the SLT provides strategic leadership. The Strategic Leadership Team (SLT) does not replace the superintendent of schools as the CEO of the district but rather collaborates with the superintendent to provide strategic leadership for systemic school improvement.

The SLT is also the primary "vision keeper." In this role, members of the SLT ask questions such as "Who are we as a school district?" "Where are we going?" and "What do we need to do to get there?" This team frequently monitors the external environment, the school system's culture, and the morale of people in the school system to determine what needs to be done to achieve the district's vision more effectively.

Nicholls (1999) described two important tasks of strategic leadership: path finding and culture building. The vision is directly related to path finding. Culture building, which supports the vision, depends upon the quality and articulation of the core values. Leaders engage in these path-finding and culture-building tasks so their school system can move

toward higher levels of performance. When strategic leadership is functioning properly, "[t]here is a unity of purpose throughout the [school system] in accord with a clear and widely understood vision. This environment nurtures total commitment from all employees. Rewards go beyond benefits and salaries to the belief 'we are family' and 'we do excellent work'" (Scholtes, 1992, Section 1, p. 12).

Figure 10-1. Leadership Processes for Knowledge Work Supervision



The SLT also aligns school district policies, procedures, and reward systems with the newly created organizational culture of participation and collaboration. The SLT removes obstacles, creates metaphors to facilitate organizational learning, finds and distributes resources, and models appropriate behaviors to encourage others to do the same. They are practiced systems thinkers and diligently apply themselves to anticipate problems, challenge assumptions that could hinder progress, and explore the effects of policies and procedures.