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Holistic Leadership, Thriving Schools: Twelve Lenses to Balance Priorities and Serve the Whole Student

By Jane A. G. Kise

Study Guide

This study guide is a companion to the book *Holistic Leadership, Thriving Schools* by Jane A. G. Kise. *Holistic Leadership, Thriving Schools* explains how school leaders and administrators can use the Twelve Lenses of Leadership to develop their leadership skills and overcome challenges, all while meeting the needs of their students.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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Chapter 1

Developing Leadership for Whole-Child Schools

1. Please explain the whole-child approach to education. What is it and why do you think it would be an effective approach?
2. What are the five essential components for effective leadership development? Please list them, and explain each component.
3. Please review the *whole-child leadership development process* and walk through its six steps. What are they, and how would you progress through them?
4. What are your top ten leadership priorities? Which ten did you choose, and why did you choose them?

Chapter 2

Thinking in Terms of Both and And: A Core Leadership Competency

1. Please review the definition for *polarities* on page 24. What are some polarities that you encounter in your organizational work? What challenges do these polarities present to you?
2. What is *both-and* thinking, and how does it differ from *either-or* thinking? Provide an example of a time when *both-and* thinking is necessary.
3. What are some key factors that will assist you in identifying whether you are facing a polarity rather than a problem?
4. Please explain some methods and strategies that can be used to improve one's use of *both-and* thinking.

Chapter 3

Understanding Emotional Intelligence and Leading for the Whole Child

1. Please define *emotional intelligence quotient (EQ)*. What are some of the key truths about *EQ* and how it relates to education?
2. Please list some important educational skills that require a high EQ. Why does expertise in these skills require leaders to possess a high EQ?
3. Please list and describe each of the eight EQ skills. How are they organized, and what is the flow between them?
4. How should an educator decide which of the eight EQ skills needs to be prioritized?
Which of these skills do you believe that you need to prioritize and why?

Chapter 4

Leading Toward a Common Vision and Guiding Others in Leading Themselves

1. Please review page 49, and describe some of the qualities of the leadership and listening lens domain.
2. Review figure 4.1 on page 52. What does this figure tell you about leadership and listening? Describe the relationship between these two poles.
3. How can the listening and leadership lens be used to adjust norms and provide actionable insights?
4. Describe some ways in which you could increase your use of the leadership and listening poles. What benefits would you see from increasing your proficiency with these poles?

Chapter 5

Implementing Initiatives and Making Them Meaningful

1. What are the primary goals of the Breadth and Depth lens? How does achieving these goals affect implementation of initiatives?
2. What is initiative fatigue, and what are its causes and symptoms? How might a focus on breadth and depth provide a cure to initiative fatigue?
3. Review figure 5.1 on page 67 and describe the relationship between breadth and depth. What are the key interdependencies in this relationship?
4. What are the key EQ areas in the Breadth and Depth lens? Describe how these EQ skills are utilized within it.

Chapter 6

Building a Collaborative Learning Community and Ensuring That Individuals Have Autonomy

1. What are the primary qualities of the Community and Individual lens? Describe the primary goals of this lens and what challenges it hopes to resolve.
2. Please review and complete figure 6.1 on page 78. What does this exercise tell you about your relationship with community and individuality? Is your proficiency in one of these areas lacking?
3. Please explain the role that standardization and customization play in this lens. How are these two terms related to community and individuality? How should they be balanced?
4. Please describe some strategies which can be used to improve proficiency in the Community and Individuality lens. Which of these strategies would you use to improve your proficiencies?

Chapter 7

Taking Reality Into Account and Pursuing a Vision

1. Please describe the priorities of the Reality and Vision lens. What challenges are these priorities meant to address and resolve?
2. Please explain how reality and vision are interdependent. What are the four stages of this interdependency?
3. Please define both *incrementalism* and *urgency*. What are the primary qualities of both of these concepts, and what is their role in the Reality and Vision lens?
4. Describe how you would go about improving your proficiency in the Reality and Vision lens. What are your primary goals during this process, and why would you seek to improve your mastery of this lens?

Chapter 8

Building on Current Success and Changing to Meet the Future

1. Review table 8.1 on page 101. Please describe the priorities, common issues, and EQ components that constitute the Continuity and Change lens.
2. Please describe the interdependencies between continuity and change. Which side of the interdependency loop do you fall on? Why?
3. What are the interdependencies imbedded within the continuity and change polarity? Please describe these interdependencies and their role within the larger polarity.
4. In your opinion, what are the key EQ areas and skills that are connected to the Continuity and Change lens? What makes these EQ areas so important to this lens?

Chapter 9

Moving Ahead Quickly and Moving Ahead for the Long Haul

1. Please define *efficiency* and *adaptability*. What role do these two concepts play within the short-term and long-term lens?
2. In what kinds of situations should short-term planning be prioritized and why?
3. What are the key interdependencies that are inherent to the larger polarity of short term and long term? Please explain each and its role within the system.
4. What are the two strategies that can be used to improve proficiency in both short term and long term at the same time?

Chapter 10

Balancing Logical Objectivity and Valuable Subjectivity

1. Please define *fair-mindedness* and *empathy*. What role do these two concepts play within the Logic and Values lens?
2. What common decision-making criteria do you encounter in your school? Are these criteria subjective or objective in nature?
3. Please define *justice* and *mercy*, and explain the role these concepts have within the Logic and Values lens.
4. What is a decision matrix? Explain why and how you would use one.

Chapter11

Getting Results and Building Trust

1. What are the priorities of the Outcomes and People lens? Which of these priorities do you believe is most important at your school?
2. Please describe the ways in which this lens can fall out of balance. How can this be prevented?
3. Define *conditional respect* and *unconditional respect*. How are they similar, and how are they different? What role do they play in this chapter's lens?
4. Please describe which EQ areas are most important to this lens. How would you improve your proficiency in these skills?

Chapter 12

Effectively Using Positional Power and Sharing Power

1. Please define *positional power* (power to) and *sharing power* (power with). How are they similar and how are they different?
2. What are the unique pros and cons of power to (positional power) and power with (collaborative power)?
3. Please define *self-regard* and *humility*, and describe the role they play in the Power to and Power with lens. Which do you lean towards and why?
4. Which of the two types of power are you lacking proficiency in? Describe how you would improve your proficiency in that form of power. Which strategies would you use?

Chapter 13

Having Clarity on What and Why and Having Flexibility on How

1. Please describe *organization accountability* and *originality autonomy*. How do these concepts relate to the Clarity and Flexibility lens?
2. Describe the usage of a peer observation sheet. How and why would you use this tool in your school?
3. Describe the interdependency between clarity and flexibility. What are the benefits of focusing on clarity or flexibility? When does that focus go too far, and what are the consequences of doing so?
4. Compare and contrast *community goals* and *individual goals*. How do these types of goals relate to the Clarity and Flexibility lens?

Chapter 14

Planning for the Predictable and Embracing the Possible

1. Please define *dependability* and *complexity*. How do these concepts relate to the Predictability and Possibility lens?
2. What is the Baldrige Performance Excellence Program? Please describe its primary goals and how it is implemented.
3. Please describe how *internal controls* and *external forces* affect the planning process. How does the Predictability and Possibility lens change your understanding of these concepts?
4. What are some strategies that would be useful for improving proficiency in either long-term or short-term planning? Describe how you would use these strategies.

Chapter 15

Making Measurable Whole-Child Achievement Progress and Finding Purpose

1. Please define *achievement perseverance* and *enjoyment fulfillment*. How do these priorities guide the Goal Orientation and Engagement lens?
2. Review figure 15.1 on page 197. What are the negative consequences of focusing too much on either goal orientation or engagement? How does the interdependency prevent these negative consequences?
3. Please list and describe the six key considerations that must be well-handled to ensure their leadership success.
4. Describe how educators can improve their proficiency in the Goal Orientation and Engagement lens.

Chapter 16

Focusing on Your Priorities

1. What is a priority focus? How does the priority focus differ from a SMART goal?
2. Please explain the use of the Priority Focus card. What role do the five components of worthwhile leadership play in the creation of a Priority Focus card?
3. How does the larger priority focus template expand upon the Priority Focus card?
4. Please fill out your own Priority Focus card and template using what you have learned in this chapter. What has this process taught you about your leadership goals going forward? What challenges did you encounter during this process?