

Define leadership qualities and identify talent

Hampshire toolkit section 3

Aiming high; raising aspirations



Context

This section will help you to think about the existing leadership talent in your context and the implications for future leadership. Developing leadership potential over time requires individuals to be placed in a variety of roles, with an expanding range of responsibilities and accountabilities. This increases their confidence and capability.

Networking and partnerships offer new leadership opportunities and ways of working. It is critical to define what excellence looks like for each leadership role within the context.

Key questions

- What are the behaviours and attitudes you look for in effective leaders at each level?
- What are the leadership positions which exist in your context?
- How will they change over time?
- What are the knowledge and skills required to be effective at each level?
- Which behaviours do most effective senior leaders display?
- What must effective leaders be able to do now and in the future?
- What are the qualities that you are looking for in leaders for tomorrow?
- How are you developing attitudes and behaviours as well as knowledge and skills?

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Leadership talent – a diagnostic assessment chart.

3.1 Introduction to Hampshire's leadership qualities and behaviours

This lists the qualities and behaviours have been developed in Hampshire schools. The qualities and behaviours can be used to guide individual development. They are an attempt to define the benchmark so that schools can better recognise and celebrate their strengths and then find appropriate areas of focus for further professional development through the menu of local, regional and national opportunities.

Target audience

- Deputy headteachers, assistant headteachers, aspirant senior leaders.

It will help to

- identify areas to sustain and develop
- generate a discussion about specific leadership opportunities and activities which will grow potential
- focus discussion in performance management on the impact of behaviours and attitudes.

How to use the tool

Step by step instructions

Senior – Tool 3.1a

Middle – Tool 3.1b

Examples of the tools

See Tools 3.1a and 3.1b

3.2 Using leadership qualities and behaviours for impact assessment

This is an evidence and impact assessment tool for Hampshire's leadership qualities and behaviours.

Target audience

- Deputy headteachers, assistant headteachers, aspirant senior leaders.

It will help to

- identify areas to sustain and develop
- generate a discussion about specific leadership opportunities and activities which will grow potential
- focus discussion in performance management on the impact of behaviours and attitudes.

How to use the tool

Step by step instructions

- Step 1:** Choose one of the qualities and talk to a colleague about the single greatest contribution you have made in the school in the last term which showed at least one of the behaviours.
- Step 2:** Think about the following questions: *How do you know?* *What was the impact?* and write down your response.
- Step 3:** Write down what actions will you take to develop your behaviours. *Who will help?* *What will hinder?*

Examples of the tools

See Tool 3.2

3.3 Emotional intelligence self-analysis

Self-analysis of emotional intelligence – an assessment tool either completed by individuals or a colleague to give awareness of strengths/needs for development in personal and social competence.

Target audience

- Deputy headteachers, assistant headteachers, aspirant leaders.

It will help to

- raise awareness of strengths and areas for development
- generate discussion about behaviour and attitudes
- focus discussion in performance management on the impact of behaviours and attitudes.

How to use the tool

Step by step instructions

- Step 1:** Complete yourself or ask your line manager or colleague to complete the assessment.
- Step 2:** Discuss the outcomes.
- Step 3:** Identify three-five outcomes that you have scored relatively low on – how could you improve on these?
- Step 4:** Identify three-five outcomes that you have scored relatively high on – how could you sustain your strengths on these?

Examples of the tools

See Tool 3.3

Emotional intelligence self-analysis



Talk to your line manager or another colleague about your emotional intelligence in your current role.

- Which of the areas do you need to focus on?
- What can you do to increase your personal effectiveness?

3.4 Leadership characteristics for high potential

Important: Individual leaders cannot be good at everything. You may therefore wish to concentrate on differentiating characteristics depending on the stage of progression and the roles. Focusing on a few characteristics is better than trying to offer comprehensive development for a wide range of characteristics.

Helpful tip: Make explicit in job descriptions the characteristics required to carry out the responsibilities, ie the knowledge, skills, attitudes and behaviours, which will lead to high performance.

Target audience

- Deputy headteachers, assistant headteachers, aspirant senior leaders and teachers in the early stages of their career seeking leadership roles.

It will help to

- give individuals specific evidence about characteristics and impact to reflect and act
- give individuals an opportunity to reflect and act on the feedback from a range of colleagues
- differentiate characteristics required for different roles.

How to use the tool

Step by step instructions

- Step 1:** Complete, with a colleague, the chart highlighting your strengths/needs development and give evidence from yourself and from the colleague (as above you can insert your own list of characteristics).
- Step 2:** Mark your areas of strength, two areas that need development and create an action plan with a timescale.

Examples of the tools

See Tool 3.4

3.5 Measuring performance matrices

This tool consists of performance/potential matrices. There are three models. The tool is most effective when the discussion is followed by specific action points identified with a given timescale and reviewed regularly.

Model A is an example used by Senior Director of the HayGroup, Frank Hartle – the tool is assessing how well an individual is doing in a current job against future potential.

Model B is an adaptation by Professor John West-Burnham. He defines readiness as those colleagues who are keen, enthusiastic and willing to take on leadership. Capability is the skills, knowledge and competencies to be able to take on leadership. He says that we want to aim for *dolphins*, ie sleek, intelligent creatures, high in readiness and capability. What creatures would you use as titles for the other quadrants?

Model C is a different adaptation by Sir John Jones – the model he uses is similar to that adapted by John West-Burnham. He has suggested what needs to happen to colleagues in each quadrant. For example, a colleague who is low on will and high in skill needs to be sold the benefits of a particular role, he/she needs to understand more about what is expected.

Target audience

- Headteachers and leadership teams.

It will help to

- assess how well an individual is doing in a current job against future potential
- form discussion around specific actions for developing potential.

How to use the tool

Step by step instructions

- Step 1:** Plot yourself or other individuals onto one of the matrices and reflect on the question: What should I, or other members of staff, do to improve or sustain levels of performance?

Examples of the tools

See Tools 3.5a, 3.5b and 3.5c

Additional resource

Leadership talent – a diagnostic assessment chart

An assessment chart that lists four questions that come from Hay Group's research into effective companies. The questions are used to assess readiness to progress based on impact in the current job. They are designed to generate feedback from colleagues/stakeholders and to provide assessment not only of the scale of contribution, but the shape as well. This enables evidence-based choices about the timing and direction of the next steps, and a strong sense of accountability for delivery.

Target audience

- Deputy headteachers, assistant headteachers, aspirant senior leaders and teachers in the early stages of their career seeking leadership roles.

It will help to

- give individuals specific evidence about characteristics and impact to reflect and act
- give individuals an opportunity to reflect and act on the feedback from a range of colleagues
- differentiate characteristics required for different roles.

How to use the tool

Step by step instructions

Step 1: Ask a number of colleagues to complete the assessment board as honestly as possible.

Step 2: Discuss the outcomes with your line manager.

Examples of the tools

See Tool 3+