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GENERAL

- **Kate Paterson**

Father Angus Paterson thanks family and friends for their continued prayers and support. Sadly, Kate's three small residual tumours have not responded adequately to chemotherapy, and although the tumours have not grown, the oncologist strongly recommends a second line chemotherapy regime.

Our thoughts are with the family at this challenging time. May the family be comforted in the knowledge that their many friends hold them in their prayers.

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ESSAYS AND ARTICLES OF INTEREST

- **Make Appointments with Yourself**

By Marsha Egan

In this fast paced world, we are continually challenged to fit more work into the same time frames that we all have. One of the most challenging parts of "fitting it all in" is deciding what is important and what is not.

Of all the dilemmas I've experienced in my coaching practice, just about every client has struggled with their time and life management. Their "to-do" lists have "to-do" lists. So how do we get it ALL done? My first question is why do we need to get it all done? Every one of us has the same 24 hours in each day yet some people are much more effective at achieving success than others. I believe that the successful people are the ones who focus on the "right" stuff. And yes, they don't get it all done. But they do get the "right stuff" done.

So, the first step in gaining more progress towards whatever goals you've set for yourself in this life is to give yourself permission to not get everything done. It is more important for you to focus on what is important to you and to make sure that you are incorporating into your monthly, weekly, and daily routines – time and focus to get those things accomplished.

The second step in working towards achieving any goal is to write it down. It is said that only 2% of the world have written goals ... And it has been proven time and again that when you write a goal, you are more likely to achieve it. So, deciding what you want to be, do, or have is a key element to your ability to find personal and career happiness in your life.

Once you have written down those goals, it actually becomes more simple. You can determine the action steps that it will take for you to get where you want to go. You can also more easily identify what might be blocking you. Again this gives you the opportunity to work toward your goal, by eliminating or minimizing those barriers.

The biggest challenge that most of my clients have is in getting to the items that are "important but not urgent." Because to attain many goals, there are things that you need to do that are developmental or build the infrastructure that will enable you to achieve your ultimate target. An example of this can be a situation where someone decides they want to run a marathon. Everyone knows you cannot just go out and run a marathon. You need to prepare and train for it. And you can't just train two days before. So, to

run in a marathon then, you need to make time for the training in a routine way, sometimes months in advance.

You can apply this analogy to achieving a certain career goal, a certain financial goal, or a community or interpersonal goal. You need to make time for the building blocks. You need to understand that life is a process, not a destination. This is where most people fall down. One of the solutions that I recommend is to make appointments with yourself to do the "important but not urgent" items – the building blocks that will get you to whatever life successes you want to achieve.

Think of it this way ... We have all been in meetings, called by someone else. When you go to a meeting, you can't answer your phone, you can't get any other work done, and you have essentially set aside that hour to focus on the meeting topic of the day.

I'd like to suggest that you apply this same concept to those important but not urgent items that you have in your life. Set an appointment with yourself. This means that you don't take phone calls, you focus only on the subject at hand, and you avoid all distractions. After all, isn't this what you do when you go to someone else's meeting?

The Note: A word of caution here ... If you start changing your behaviour and locking yourself behind the closed door without letting others know what you are doing, they will come to their own conclusions. It is best to let them know what you are doing, and why. Most likely, they will support you in your efforts to focus on those important but not urgent items.

• **What Do You Do When You Make a Mistake?**

by Dr. Peter Honey

Mistakes are inevitable but have the potential to be admirable learning opportunities. A mistake is likely to 'bounce' someone into learning mode in a bid to avoid repeating the same mistake in future.

However, learning is by no means inevitable. In the wake of a mistake people can react by:

- denying it happened
- concealing/covering up the mistake
- rationalizing/explaining the mistake away
- blaming factors outside their control
- attacking other people for their mistakes
- confessing/coming clean
- apologising
- learning

Alas, the first five are far more prevalent than the last three. The way to maximize learning and development from mistakes is to lean over backwards to be non accusational.

The easiest way to do this is to concentrate on the only two things that really matter:

- agreeing what action to take to alleviate the effects of the mistake
- agreeing what action to take to prevent the mistake happening again

This problem-solving, action-oriented approach is much too businesslike to indulge in unhelpful trivialities such as apportioning blame and finger pointing. Rebuking people when they make mistakes doesn't necessarily mean they will make fewer mistakes in future. More probably it will encourage them to conceal their mistakes in order to avoid being rebuked. As every school child quickly learns, "you don't get told off for making mistakes; only for being found out".

So, if mistakes, when they occur, are handled properly, development is the desirable outcome. This doesn't mean that mistakes are to be welcomed, or that efforts to prevent mistakes can be relaxed; merely that when they happen we might as well gain from them.

It is possible, indeed desirable, to learn from other people's mistakes rather than restricting it to the ones that happen in your sphere of influence. Analysing accident reports or newspaper or magazine articles about other organizations, products or personalities can often be a useful exercise.

Important and relevant lessons can be extracted from case-study material of this kind without the pain of having made the mistake yourself.

Whether it is your mistake, your subordinate's mistake or someone else's mistake, always remember "inside every mistake are lessons waiting to get out".

• The Heart of Good Leadership

Leaders are responsible for getting results through others. This involves moving beyond accepting responsibility for your own actions, to take responsibility for the behaviours and attitudes of your staff.

Leaders should be judged not by what they do, but rather by what those around them are doing and achieving. In fact a meta-review of leadership shows that the quality of leadership consistently accounted for between 20-45% of difference in organisational performance levels.

In this light it is very clear that leadership is people work, with a focus on achieving results. The Australian Leadership Development Centre defines leadership as the process of influencing the attitudes, beliefs and behaviours of others, to bring about desired ends.

This is consistent with early US research on leadership indicated that effective leaders balance their concern for the task at hand with a concern for the people responsible for achieving those results. More recently, Scandinavian researcher's added a third dimension, development of staff, to the role of leader.

So leaders:

1. Are clear about the results that matter within their organisation and what needs to be done in order to achieve those results.
2. Use an understanding of people and the value of relationships to better achieve those results.
3. Develop capacity in staff to enable them to be even more effective in the future.

These three dimensions continue to play a pivotal role in our contemporary understanding of what effective leaders do. Contemporary literature on leading change is really about leading people in times of change. As General Eric Shinseki said: "Institutions don't change, people do."

The Conference Board, best known for its Consumer Confidence Index, recently reported that relationship building, talent development and change management will be three of the four key roles leaders will need to play in the future. These notions are echoed in the global research project conducted by Andre Martin, which found that the importance of soft skills such as building relationships, collaboration and change management will be even more important in the future.

The common theme here is that leadership is people work. If you are achieve results through others you must understand and harness your knowledge of what makes people tick.

Accepting responsibility for the actions and attitudes of those you lead is a daunting yet critical step if you are to truly realise your leadership potential. It is the first step in actually knowing what to do as a

leader. You can use the following prompts to evaluate how you currently spend your time and identify areas where you may need to reprioritise your day as a leader:

- What are the results that truly matter in my organisation or section of the organisation?
 - With this in mind, what needs to be done at moment within my immediate work context to achieve these results?
 - Who are my followers who need to do this?
 - What do my followers need and want from me as a leader that will help them achieve these results?
- **Can the Right Kinds of Play Teach Self-Control?**

In this fascinating article we learn about a new program called *Tools of The Mind*. This program of structured play in elementary school, a demanding, extended program of role-playing, is meant to strengthen executive function in elementary school children.

The full article is available on the [New York Times](#) website.

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PROFESSIONAL DEVELOPMENT

- **Principals' Network**

The Faculty of Education and the Department of Education Management at the University of Johannesburg, in collaboration with the Harvard Graduate School of Education, proposes an innovative educational leadership initiative to raise professional standards for South African school principals, national and provincial education officials, and other education stakeholders.

The goal of the proposed partnership is to increase dramatically the capacity of South African school leaders to improve student achievement and opportunity.

A Principals' Network as a community of practice will be set up to facilitate discussion around issues that impact on the quality of teaching and learning in S.A. schools. Regular workshops will be held and a discussion forum will be set up on the internet.

The Principals' Network will be launched on 28 October 2009 at the UJ Campus with a public lecture by Dr Deborah Jewell-Sherman of the Harvard Graduate School of Education. The title of the lecture is *Closing the Achievement Gap: A Leadership Framework for Achieving Excellence and Equity for All*.

A [Overview of the Principals' Network](#) and an [Invitation to the Public Lecture](#) are available for download from the ISASA website.

- **Website to View**

So, "What Makes a Good Leader?" A good leader is someone who achieves results! You know that Jack Welch and Mother Theresa have different leadership styles. Yet it can be argued that both have achieved results in their own way.

There should be no mystery surrounding leadership. Great leaders are willing to learn and are passionate about being or becoming a great leader. If you share this passion for success then this site, highlighting trends and tips, is for you.

See <http://www.whatmakesagoodleader.com/index.html> for more information.

GENERAL

- **"Get It Right"**

We try to "get it right" and communicate information that you can trust.

If we have neglected to communicate any relevant details or if you would like to contribute to the SAHISA Weekly Bulletin, please contact Jenny Mundell.

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- **Quote of the Week**

The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done.

~ Peter Drucker