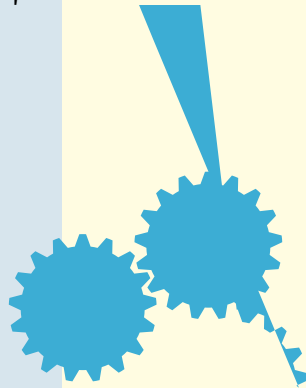


BULLETIN #4 • UPDATED

Idea In o Ac ion



Idea In o Ac ion



Exploring Five Core Leadership Capacities

Setting Goals: The Power of Purpose

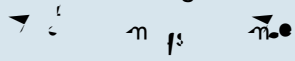


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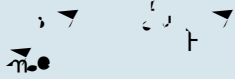


WHAT'S INSIDE

The Case for Setting Goals:



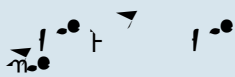
Getting Under the Hood:



Going with the Flow:



On the Ground:



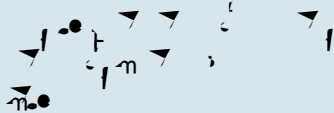
The District Context:



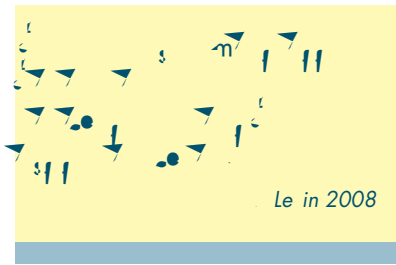
Making Connections:



The Ontario Context:



Walking the Talk:



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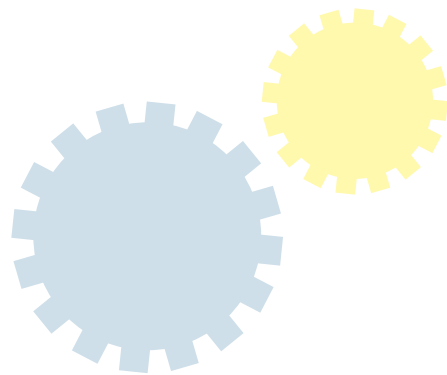
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GROUPS

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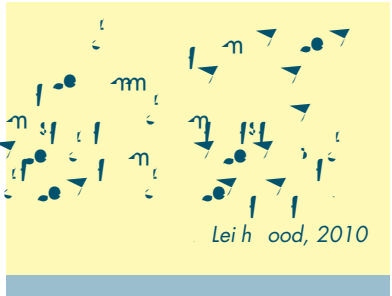
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... and some implications for leadership practice:

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Task complexity:

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... and some implications for leadership practice:

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- SW
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Goal commitment:

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... and some implications for leadership practice:

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High performance cycles:

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STRATEGIES FOR MINIMIZING OR ELIMINATING COMMON PITFALLS IN GOAL SETTING

- Provide opportunities for
- Examine the potential risks in
- Before assigning goals,
- Words and actions should clearly
- If a certain outcome or action is
- As Heath and Heath (2010)
- Set progressively higher goals to
- Engage in frank conversations to
- Help ensure that employees

What are some of the common pitfalls to avoid in setting goals?

The most common pitfalls in goal setting are:

CONTENT OF THE GOAL

• **Goals that are too difficult:** When goals are too difficult, they can lead to frustration and a lack of motivation.

• **Establishing an idealized goal:** A goal that is too idealized and unrealistic can lead to a sense of failure and demotivation.

• **Ignoring non-goal performance dimensions:** Focusing only on the goal itself and ignoring other important aspects of performance can lead to a narrow and unbalanced view of success.

GOAL SETTING PROCESSES

• **Conflict within a group:** A lack of agreement or conflict within a group can hinder the goal setting process and lead to a lack of commitment.

• **Punishment for failure to reach a goal:** Punishing individuals for failing to reach a goal can lead to a sense of helplessness and a lack of motivation.

IMPACT ON INDIVIDUALS

• **Negative perceptions:** A goal that is perceived as unrealistic or unattainable can lead to negative perceptions and a lack of motivation.

• **Success in goal attainment:** Achieving a goal can lead to a sense of accomplishment and increased motivation.

• **Rewards for success in goal attainment:** Providing rewards for successful goal attainment can lead to increased motivation and a sense of achievement.

• **Goal-related stress:** Setting goals that are too difficult or unrealistic can lead to increased stress and a sense of pressure.

s Reaching or exceeding challenging goals:

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1. Ensuring collaborative goal setting:

2. Establishing non-negotiable goals for achievement and instruction:

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3. Creating board alignment with and support of district goals:

1. The board should be aligned with the district's goals and objectives. This includes understanding the district's vision, mission, and strategic plan, and ensuring that the board's actions and decisions are consistent with these goals. The board should also be aware of the district's financial resources and constraints, and ensure that its actions are financially sound.

4. Monitoring achievement and instruction goals:

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling process and the statistical techniques employed to ensure the reliability of the results.

3. The third part of the document presents the findings of the study. It shows that there is a significant correlation between the variables being studied, and that the results are consistent across different groups and time periods.

4. The final part of the document discusses the implications of the findings and provides recommendations for future research. It suggests that further studies should be conducted to explore the underlying causes of the observed trends and to develop effective strategies to address them.

This table illustrates how “setting goals” is embedded
in the Ontario Leadership Framework 2012

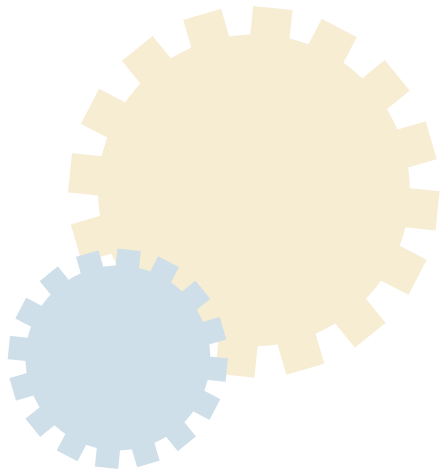
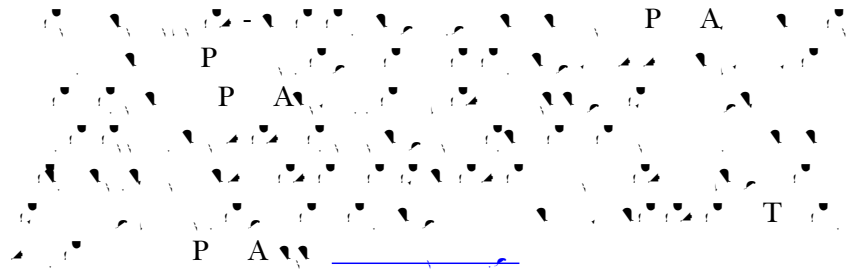
DOMAINS OF THE ONTARIO LEADERSHIP FRAMEWORK 2012	SELECTED SCHOOL-LEVEL LEADERSHIP PRACTICES & EXAMPLES OF WHAT THESE PRACTICES LOOK LIKE IN ACTION	PERSONAL LEADERSHIP RESOURCES: Leaders draw upon their personal leadership resources to effectively enact leadership practices
Setting Directions		
		<p>Cognitive Resources:</p> 

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities related to the business.

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Selected Resources and Publications Recommended by Ontario Leaders:

Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results, 2nd Edition (P) R



Building Shared Responsibility for Student Learning (P) R

Cognitive Coaching: A Foundation for Renaissance Schools, 2nd Edition (P) R

District Leadership that Works: Striking the Right Balance (P) R

Drive: The Surprising Truth about What Motivates Us (P) R



School Improvement for the Next Generation

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School Leadership that Works: From Research to Results

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School Leadership and Student Outcomes: Identifying What Works and Why – Best Evidence Synthesis Iteration [BESI]

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Strategy in Action: How School Systems Can Support Powerful Learning and Teaching

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Switch: How to Change Things When Change is Hard

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School Self-Assessment: The Road to School Effectiveness

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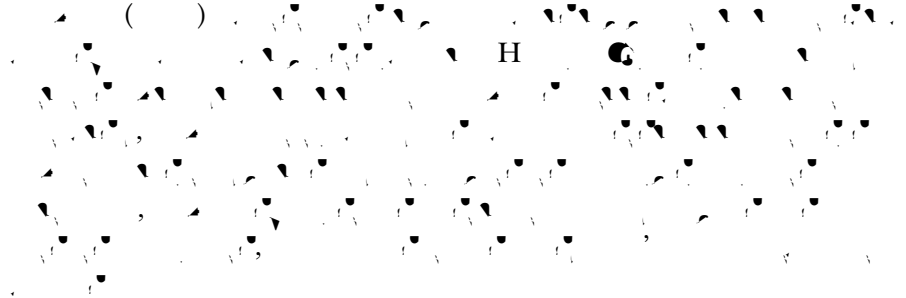
The Moral Imperative Realized

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The Path to Purpose: Helping Our Children Find Their Calling in Life

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The Power of SMART Goals: Using Goals to Improve Student Learning

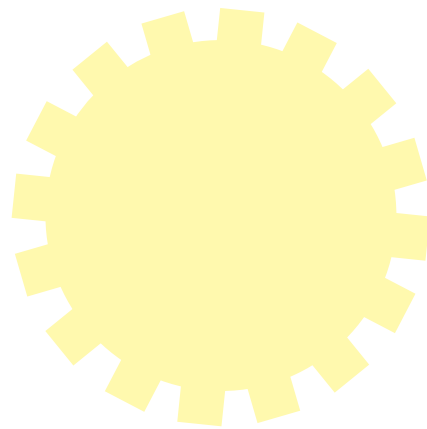
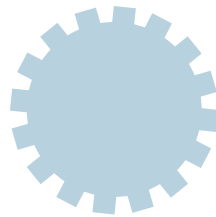
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From Mentor/Mentee Teams:

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