Debbie felt her frustration rise as Norm voiced, for what seemed like the hundredth time, the reasons "we shouldn’t have to do all this alignment paperwork just because the legislature thinks they know more than we do."

As chair of the social studies department, Debbie was by now too familiar with living in the vise between top-down mandates and bottom-up resistance. Lately, meetings had become dumping sessions where the gripes of several vocal colleagues overwhelmed her efforts to improve practice and, in the process, meet new state requirements. The district’s strategic plan and her principal had made it clear: Each department had to have its curriculum aligned and new outcome-based assessment procedures in place by September. But how could she get her colleagues to take this work seriously?

Debbie was in a bind that tested her leadership abilities. Nothing in her teacher preparation helped her know how to lead her department through the jaws of the top-down vs. bottom-up vise. She was appointed department chair because she was a well-respected teacher and had collaborated well with colleagues. But these skills weren’t sufficient for the leadership challenges she now faced, challenges that called not only on her expertise in curriculum and assess-

**Maine program helps teachers learn from that voice**

BY SARAH V. MACKENZIE AND GEORGE F. MARNIK

School systems need ways to develop leaders and leadership. The need is especially critical as schools face increasing demands to change and be more effective with all students. Meanwhile, those willing to take on leadership roles are in short supply.

School districts have tried paying for individuals’ coursework in graduate programs to learn about educational leadership, but this approach has not been effective, mainly due to the lack of convenient access to such programs, the time they take outside the job, their disconnection from one’s school context, shrinking school budgets, and the emphasis on fulfilling accountability requirements. Campus-based

**The I-C-I leadership model provides the framework.**

**Maine: Continued on page 56**

**Inner voice tells teachers how to grow**

BY GORDON A. DONALDSON JR.
• I don’t understand any of this.
• I wonder why they wanted me at this meeting.
• I shouldn’t have to do this.

• How well do I understand these issues?
• What’s my relationship to the others and their relationships with each other?
• How are my feelings and beliefs influencing my part in this situation?

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Increasing numbers are opting out of leadership roles altogether, returning to the classroom or leaving education (National Commission for the Advancement of Educational Leadership Preparation, 2002). Up-and-coming teachers are not applying for administrative positions as they have in the past, seeing the jobs as both professionally unmanageable and personally draining (Educational Research Service, 1998).

A better option is to provide leaders with the support they need to sort out the challenges and choices they face.

**FRAMEWORK FOR LEARNING**

In Maine, both teachers and administrators are learning in a leadership development model that offers both a job-embedded experience and graduate credit through the University of Maine (see “Maine pro-

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### Landscape of school leadership development: PROGRAM DESIGN CONSIDERATIONS

<table>
<thead>
<tr>
<th>DIMENSIONS OF LEADERSHIP KNOWLEDGE</th>
<th>1. LEADER’S DEVELOPMENTAL NEEDS DERIVE FROM:</th>
<th>2. LEADERS SET LEARNING GOALS BY DIAGNOSING:</th>
<th>3. LEARNING MODE</th>
<th>4. TYPICAL LEARNING ACTIVITIES</th>
<th>5. PROGRAM ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrapersonal:</strong> Self-awareness for self-management</td>
<td><strong>Self-development</strong>&lt;br&gt;• Knowledge of my talents, skills, foibles&lt;br&gt;• Self-confidence and self-image&lt;br&gt;• Ability to “read myself” accurately&lt;br&gt;• Clarity of beliefs and values</td>
<td><strong>My inner self as I act as a leader and educator</strong>&lt;br&gt;• Emotional health&lt;br&gt;• Physical health&lt;br&gt;• Balance in my life&lt;br&gt;• Philosophical comfort/clarity</td>
<td><strong>Reflect and understand</strong>&lt;br&gt;<strong>For the heart</strong></td>
<td><strong>Reflection on feedback</strong>&lt;br&gt;<strong>Attuning to my feelings</strong>&lt;br&gt;<strong>Seeing talents and abilities clearly</strong>&lt;br&gt;<strong>Clarifying core beliefs and values</strong></td>
<td><strong>Feedback groups</strong>&lt;br&gt;<strong>Reflective reading</strong>&lt;br&gt;<strong>Self-assessment inventories</strong>&lt;br&gt;<strong>Journaling</strong>&lt;br&gt;<strong>Writing leadership platforms</strong>&lt;br&gt;<strong>Exercise/stress reduction</strong>&lt;br&gt;<strong>Developing support network</strong>&lt;br&gt;<strong>Mentoring/coaching</strong></td>
</tr>
<tr>
<td><strong>Cognitive:</strong> The “what” of schooling</td>
<td><strong>School improvement in:</strong>&lt;br&gt;• Curriculum&lt;br&gt;• Teaching methods&lt;br&gt;• Assessment of learning activities/outcomes&lt;br&gt;• Organizational change, restructuring, reculturing</td>
<td><strong>Knowledge of school performance</strong>&lt;br&gt;• Best practices&lt;br&gt;• Theories&lt;br&gt;• Programs&lt;br&gt;• Organizational models</td>
<td><strong>Tell and absorb</strong>&lt;br&gt;<strong>For the head</strong>&lt;br&gt;• Presentations&lt;br&gt;• Reading (books, articles, memos)&lt;br&gt;• Study groups&lt;br&gt;• Other “direct transmission” of intellectual content</td>
<td><strong>Listen</strong>&lt;br&gt;<strong>Read</strong>&lt;br&gt;<strong>See demonstrated</strong>&lt;br&gt;<strong>Analyze and discuss</strong>&lt;br&gt;<strong>Reflect and write</strong>&lt;br&gt;<strong>Plan</strong></td>
<td><strong>Speakers</strong>&lt;br&gt;<strong>Readings</strong>&lt;br&gt;<strong>Visit schools/share what works</strong>&lt;br&gt;<strong>Videos</strong>&lt;br&gt;<strong>Discussion/study groups</strong>&lt;br&gt;<strong>Analytical writing</strong></td>
</tr>
<tr>
<td><strong>Interpersonal:</strong> The “with whom”</td>
<td><strong>Relationship development among:</strong>&lt;br&gt;• Faculty&lt;br&gt;• Students&lt;br&gt;• Parents and public&lt;br&gt;• The school district</td>
<td><strong>Human growth needs</strong>&lt;br&gt;• Readiness to work together&lt;br&gt;• Relationships among others&lt;br&gt;• Relationships between me and you&lt;br&gt;• Climate/culture&lt;br&gt;• Skill levels at “interpersonal work”</td>
<td><strong>Show and do</strong>&lt;br&gt;<strong>For the hands</strong>&lt;br&gt;• Demonstration and practice&lt;br&gt;• Modeling&lt;br&gt;• Reflection on practice&lt;br&gt;• Mentoring/coaching</td>
<td><strong>Skill training (e.g. listening)</strong>&lt;br&gt;<strong>Group process training</strong>&lt;br&gt;<strong>Role plays</strong>&lt;br&gt;<strong>Team building</strong>&lt;br&gt;<strong>Feedback</strong>&lt;br&gt;<strong>Reflect cycle individually and in groups for practice</strong></td>
<td><strong>Theory and practice in relationship building</strong>&lt;br&gt;<strong>Simulations/role plays</strong>&lt;br&gt;<strong>Action focused learning in school (coaching/support)</strong>&lt;br&gt;<strong>Team effectiveness skills</strong>&lt;br&gt;<strong>Collaborative learning</strong>&lt;br&gt;<strong>Coaching in skills</strong>&lt;br&gt;<strong>Mentoring</strong></td>
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An individual using the framework begins by thinking about leaders’ learning through the five considerations that run vertically across the Landscape: developmental needs, learning goals that address these needs, learning modes appropriate to the knowledge needed, typical learning activities, and specific activities found to be successful. The design progresses from the learner’s needs (column 1) to goals (column 2) to designing learning activities (columns 4 and 5) sensitive to the learner’s learning mode (column 3).
gram helps teachers learn from that voice,” p. 50. Educators develop their effectiveness as leaders — defined as leadership that demonstrably promotes improvements in student learning. Participants create their own plans for professional learning and assess their progress as learning leaders according to a framework that takes into account their intrapersonal, cognitive, and interpersonal growth. This model, the I-C-I framework, was developed from program leaders’ experience, who found support for it, among other places, in Howard Gardner’s multiple intelligences theory (1993), in Daniel Goleman’s research on emotional intelligence (1995; 1998), in Tom Sergiovanni’s work (1992), and in work by Robert Sternberg and J.A. Horvath (1999).

The I-C-I model helps capture the complexity of leadership by acknowledging the importance of intrapersonal, cognitive, and interpersonal domains. It focuses users on three big questions:

- **Intrapersonal**: How did I feel, and how were my feelings and beliefs influencing my part in this situation?
- **Cognitive**: What was my level of understanding of the issues involved?
- **Interpersonal**: What was the underlying relationship between me and others, and among others?

The framework offers a way for leadership developers to understand the intersections between what leaders need to learn (the vertical dimension) and how they might best learn it (the horizontal dimension). (See chart on p. 52.)

What is most powerful for most participants isn’t the vertical columns, but the horizontal rows, which provide a language for understanding leadership.

Surrounded by people in her busy school, Debbie is constantly reading interpersonal cues (both verbal and nonverbal) and responding within her own repertoire of interpersonal skills and capabilities. At the same time, she draws on what she knows of the business of education: pedagogy, child development, and psychology as well as management methods and organizational concepts useful in running and improving schools. How she is interacting engages her constantly with her interpersonal knowledge. What she is interacting with others about engages her cognitively. The third dimension — the intrapersonal — addresses her knowledge of herself and the extent to which she is consciously choosing to behave in ways she believes constitute good leadership. For many, deepening this self-awareness feeds their ability to learn new leadership skills and to use them wisely in practice (Donaldson, 2001; Boyatzis, 2002).

**DEBBIE’S LEARNING: The framework in action**

How might Debbie — and those supporting her professional learning — assess her learning needs as a leader? How can she acquire the knowledge, skills, and sensibilities that will help her bring along Norm and others?

Using the model, Debbie begins with the first column in the chart: leader’s developmental needs. She examines her current leadership skills and knowledge (intrapersonal, cognitive, and interpersonal) and then sets goals to expand them.

Debbie’s leadership challenges are centered on aligning the social studies curriculum and assessment system with state standards. Using the I-C-I dimensions, she outlines her challenges. Cognitively, she faces the technical learning tasks of understanding curriculum, standards, assessment, and alignment. Interpersonally, she faces Norm and his colleagues and their resistance, as well as her superiors’ expectations that she will deliver her department’s product on time.

Intrapersonally, Debbie feels mounting frustration, worry about disappointing the administration, and even anger that her limited time and energies are being sapped by political wrangling. All three leadership dimensions are operating together to shape what Debbie will do next.

With staff and colleagues in the Maine School Leadership Network, Debbie used the framework to reflect. She saw that her cognitive learning needs were to gain background about curriculum alignment frameworks, particularly with social studies standards. This background would prepare her to know more about the substance of her leadership initiative. But she found, as many leaders do, that her worry about approaching Norm and two older department colleagues to get them on board was far more complex than this cognitive need. These interpersonal dynamics led to a nest of sticky issues: Should she simply confront Norm? Should she listen more to Norm and approach her principal with his concerns? Did she feel skilled enough at facilitating a potentially unruly department?

Debbie’s own feelings about her situation — from her anger over the top-down orders to her personal uncertainty over whether she could successfully lead her department — tapped into the intrapersonal dimension. What did she believe was right to do? How could she work around the feelings she had about her administrators, her colleagues, and her own frustration?

**FROM GOALS TO ACTIVITIES**

Debbie moved from reflecting on personal challenges to creating learning goals and then a plan for her lead-
Debbie’s greatest challenge was not learning about curriculum alignment, but developing facilitation and conflict management skills to help her deal productively with her departmental colleagues. The I-C-I model reinforced her goals in each of the three dimensions. The energy she invested in learning about using alternative assessments that align with the state’s social studies goals (her cognitive goal) promised to build her confidence as she contemplated facing her colleagues (one of her interpersonal goals).

Her interpersonal goal was twofold: to develop specific advocacy techniques to use in approaching her principal to diplomatically voice her department’s displeasure, and to develop an approach to her older colleagues that would engage them in taking up the challenge of curriculum-assessment articulation. Debbie understood that she had to get beyond her anger to interact productively with her principal. Similarly, she felt she needed to corral her anxiety about approaching the two senior teachers so that she could approach them with appropriate conviction and openness. For her, the learning goals had a cumulative effect on one another. Working in all three dimensions would prepare her to act more successfully as a leader.

Debbie found a small colleague-learning group that helped her integrate her new learning into actionable plans for her work with Norm and others. The opportunity for regular reflection and dialogue in these colleague-critic groups provided Debbie with a disciplined way to analyze experience and synthesize learning in the three dimensions. Colleagues helped her adapt activities in columns 4 and 5 to her own learning goals and assess her progress toward new leadership skills as she tried them in practice.

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The I-C-I aspects of a model for leadership growth

INTRAPERSONAL LEARNING

Develops largely from self-reflection. Journal writing has proven a powerful tool where leaders can describe important incidents in their leadership, draw out how they felt and what they were thinking in these situations, and ponder how their learning might enhance their leadership in similar situations in the future (Osterman & Kottkamp, 1993; Donaldson & Marnik, 1995).

Reading and discussing works by leaders and educators that reveal this inner voice have also helped school leaders to understand their own voices (Palmer, 1997; Thorpe, 1995; Ackerman & Maslin-Ostrowski, 2002).

COGNITIVE LEARNING activities are the most familiar and often used: listening to lectures, reading books, and seeing demonstrations followed by analyzing and transferring the new knowledge to the leader’s situation or problem. This transfer process often means developing a plan for how the theory or practice we have learned will be implemented in our department or school.

INTERPERSONAL LEARNING takes longer and is more idiosyncratic, largely because it is aimed at developing new skills and behaviors, not only new intellectual substance.

Skill demonstrations followed by practice, simulations and role plays, and coaching in practice help leaders expand their repertoires into leadership patterns that were previously uncomfortable for them.

Interpersonal learning often deepens through feedback skills and loops with colleagues at school, for the proof of a leader’s growth lies in colleagues’ and the community’s perception of his or her performance.

CONCLUSION

Leaders’ richest learning begins with the challenges they face in practice and honors the voices and feelings they bring to these challenges. A leadership development program that takes this idea as its core principle embarks on an exciting journey of learning with participants, not merely for participants. Leader learners benefit most by making choices about their own learning — being authors of their own learning.

If our goal is to “grow” school leaders who are mature learners — individuals who model learning and understand how to cultivate learning for teachers and students — the I-C-I framework offers a starting point.

REFERENCES


Positive resonance: Educational leadership through emotional intelligence.


