

# *Introduction*

**R**oberta Rodriguez, principal of Boynton High School in an affluent suburb of Chicago, is the keynote speaker at the Parent-Teacher Association's annual dinner. A dynamic, energetic visionary, Rodriguez challenges the audience to adopt her "vision for a bright new future for students at Boynton High" by voting for the new technology bond issue, which she has spearheaded. "Our children deserve the best," proclaims Rodriguez. "Our curricula must be and will be revised to accommodate the ever-increasing technological demands of our global economy. We can do no less." The audience breaks into a spontaneous, thunderous round of applause.

Orderly, autonomous, and highly principled, Roy Henderson, vice principal in Margate Central District in Florida, plans for the upcoming multicultural festival at Waynebrook Middle School. Henderson meticulously works out the logistics of the day's proceedings while sitting at his desk at 6:00 a.m. Making phone calls to local distributors, scheduling classes for the three assemblies, and organizing a calendar of the day's events are only a few of his chores on this bright Monday morning.

Georgina Urbay, 5th grade teacher in Union Township, New Jersey, always seems to find a different way of presenting information to her students. Asked by her supervisor to conduct a workshop on creative lesson planning to fellow teachers, Urbay accepts, albeit reluctantly. Teachers respect her ability to remain sensitive to the individual needs of students while at the same time developing "ingenious ways of taking a math or science idea, for example, and presenting the concept in five different ways."

## Focus Questions

1. Describe how these leaders differ.

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2. What do they have in common?

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Each of the three vignettes depicts an individual who contributes to the school in different ways. Each is talented in a different way. Each is a leader. Roberta Rodriguez is clearly a take-charge dynamic visionary who can marshal forces to effect needed school reform. Roy Henderson is a fastidious, diligent, and highly competent administrator capable of planning for every contingency. While Georgina Urbay has neither the natural charisma of Rodriguez nor the steadfastness to details of Henderson, her creativity commands the respect and admiration of her students and colleagues.

Which description best represents you? In other words, which style of leadership (embodied by Rodriguez, Henderson, or Urbay) best matches your style of leadership? Describe how your style is similar or different. If your style does not match one of these leadership styles,

identify someone who does closely match your style. Describe and explain.

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The fact that each of us has unique qualities and abilities is not new. As a professor who prepares future educational leaders, I always wonder if any teacher who enrolls in our supervisory certification program could become an effective educational leader. The question is, “Are leaders naturally gifted or can they be ‘made’?” Null’s Natural Life Energy theory is a groundbreaking tool for understanding our natural attributes. The implications for preparing and selecting future educational leaders are striking. To better direct Null’s thesis to the work we do in schools, I’ve applied his theory to what I call “Natural Leadership Qualities (N.L.Q.),” while maintaining the integrity of his theory’s major postulates.

Null defines seven distinct energies; I’ve adapted these energies to “qualities.” Everyone manifests a particular quality. We feel most comfortable when we use and live by that quality. Part One of this book addresses the types of people who exhibit these qualities.

- Dynamic Aggressives—visionaries; the smallest percentage of the population
  - Dynamic Assertives—the change agents, reformers, iconoclasts
  - Dynamic Supportives—the nurturing helpers
  - Adaptive Aggressives—individuals who aggressively pursue a goal
  - Adaptive Assertives—excellent organizers

- Adaptive Supportives—trustworthy, loyal, hard workers; most of the people you'll ever meet
- Creative Assertives—visionary and artistic individuals

In the first eight chapters, we examine each leadership quality by defining its essential characteristics and by providing school examples of how the quality manifests itself in different people. The examples are offered to help you envision how the qualities appear and are applied in real life situations.

## Natural Leadership Qualities

We have natural qualities and attributes that make us unique and that drive or motivate us. How we react in a particular situation or crisis is determined by these natural qualities. Although many of us possess a constellation of attributes in differing amounts, we fall back on that dominant attribute or personality trait that comes most naturally to us in times of crisis or need.

A district, beset by warring factions, may hire a superintendent to articulate a community vision in which all vested interests can reach consensus. Yet, although the superintendent is managerially competent, she may not have the natural dynamic and charismatic qualities to bridge disparate viewpoints and factions. We must, according to the N.L.Q. theory, consider the match between the natural leadership quality and the task that needs to be accomplished. Not everyone has the same potential to bring a divided community or district to consensus. The superintendent, while competent and able to do many important things, may not be a good match for the needs of this district at that time.

What can we say about these leadership attributes or qualities in general? On one end of the spectrum, an individual may demonstrate charisma that can naturally influence or attract other people. On the other end of the quality spectrum are people who have no need to stand out. Rather, their expertise is in their ability to adapt well to any situation and to work diligently to accomplish their objectives. Each quality has its own resonance, strengths, and weaknesses.

## Primary Quality Types

Three primary leadership types exist: the Dynamics, the Adaptives, and the Creatives (see Figure 1). Dynamic individuals possess a charismatic quality, a personal magnetism that enables them to inspire and lead others. Dynamics have an ability to see the larger picture, can articulate a vision for the future, and have a strong sense of ego (e.g., Margaret Thatcher, Bill Clinton, Nelson Mandela). Adaptives, in contrast, are not charismatic nor are they looking to change the broad scope of situations; their sense of ego is much less pronounced than the ego of a Dynamic. Creatives (e.g., William Shakespeare, John Lennon, and Maya Angelou) have a personal rhythm, awareness, and sensitivity that allow them to perceive the world differently and more imaginatively than Dynamics or Adaptives.

<b>Figure 1</b> <b>Primary Quality Types</b>
Dynamics are highly charismatic individuals.
Adaptives adapt well to varied situations, although they are neither charismatic nor creative.
Creatives are imaginative or have artistic ability.

These three main quality types are distinct from one another. If you've met Dynamics, you are not likely to forget them. These people take center stage and attract others to them and their ideas; these qualities occur naturally. An Adaptive or Creative may act or appear charismatic, but this characteristic doesn't come naturally. The characteristics of each quality type occur naturally and without contrivance.

## Secondary Quality Types

According to N.L.Q. theory, the primary quality types have three further divisions. Some people are characteristically aggressive, some assertive, and some supportive (see Figure 2).