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The above responsibilities draw on the strengths of the Sensing function, including (Hirsh & Kise, 2000, 2001):

- Valuing accuracy and precision
- Taking a methodical, step-by-step approach
- Trusting experience more than inspiration
- Concentrating on practical applications and results
- Gauging success in concrete terms and by reaching measurable goals (test scores, budget targets, discipline statistics, etc.)
- Avoiding generalities in favor of specifics
- Adding standardization, replication, and efficiencies
- Applying what they have already learned

Yes, Intuitives can handle the Administrative Leader responsibilities. However, consider that while all types can set goals, *limiting* them and staying focused can be difficult for Intuitive leaders because they are naturally pulled toward new possibilities, even after their school improvement plan is finalized. Intuitive leaders also often struggle with being specific.

Intuitive Responsibilities: The Visionary Leader

To contrast the Administrative and Visionary Leader roles, let's look at the strengths of the Intuitive preference (Hirsh and Kise, 2000, 2001):

- Trusting hunches, intuitions, and connections
- Concentrating on the big picture of ideas and possibilities
- Taking creative, novel approaches
- Using imagination and inspiration as reliable guides
- Focusing on how things could change rather than on what is right with the status quo
- Learning new things rather than practicing skills
- Looking to the future
- Valuing insights and innovations

Specific responsibilities listed in the literature on educational leadership that correspond with the Visionary Leader include:

- **Setting school direction:** Communicating strong ideals and beliefs that lead to student achievement (Sparks, 2005; Marzano et al., 2005; Resnick, 2005; Whittaker, 2003; Danielson, 2002)
- **Acting as change agent and optimizer:** Challenging the status quo and inspiring others, leading them in new innovations (Marzano et al., 2005)
- **Influencing beliefs:** Transforming assumptions to change habits and affect practices (Sparks, 2005; Resnick, 1999)

The Visionary Leader role is mentioned in all of the leadership texts we reviewed. As the above factors show, there is natural synergy between the Visionary and Administrative Leader roles. However, the Administrative role

comes more naturally to the Sensing leader and the Visionary role to the Intuitive leader. Being aware of one's natural tendencies allows for developing ways to compensate—or to develop partnerships to cover each role in depth.

Thinking Responsibilities: The Systemic Instructional Leader

In examining Thinking and Feeling leadership roles, we're going to look at two forms of instructional leadership: Systemic and Community. The Thinking preference lends itself to some of the systematic, in-depth practices that add up to schoolwide accountability for curriculum and assessment. Resnick (2005) emphasized that principals are to function as instructional leaders; Whittaker (2003) defined instructional leadership as teaching teachers what you want them to do and know.

Specific responsibilities mentioned include:

- **Gaining extensive knowledge of curriculum, instruction, and assessment:** Studying and providing information to staff on cutting-edge theory and practice (Marzano et al., 2005)
- **Being involved in instructional decisions** (Marzano et al., 2005): Understanding and working with teachers on decisions about content and processes in the classrooms.
- **Aligning curriculum and standards:** Understanding and guiding teacher efforts to align what they teach with what students need to know. This responsibility was mentioned in all the leadership texts we reviewed. Working with standards draws on the Thinking ability to organize and systematize the outer world. Resnick (1999) described this in the "Clear Expectations" principle of learning: students need to be able to understand in their own terms the goal of each lesson.
- **Using data, assessment, and testing effectively** (Whittaker, 2003; Reeves, 2004): Thinking types are attracted to *data* while Feeling types prefer to deal with *people*. The Community Instructional Leader role (see below) incorporates qualitative data to present a comprehensive picture of what and how students are learning.

The Systemic Instructional Leader role often involves taking a tough stance against current teaching practices. For example, such leaders may require teachers to discard favorite units that don't tie to state standards. They may set strict accountability procedures for teachers and teams that relate directly to school goals, such as specifying goals and reporting requirements for team meetings. They might standardize curriculum maps or lesson-planning formats so that teachers can more easily share ideas and learn from collaboration. Actions like these may threaten harmony among teachers or between the leader and teachers, but they may also be necessary to move the staff toward a common vision. Reeves (2006) says: