## **Table of Contents**

Preface

### Part I—The Environmental and Empirical Backdrop to Developing an

### **Enhanced Systemic Leadership Approach**

- 1. The Need for *Holistic School Leadership* 
  - 1.1 Contemporary Challenges for School Leaders
  - 1.2 The Need for Holistic School Leadership Approach
- 2. Definitions and Development of Systems Thinking
  - 2.1 Definition of Systems Thinking
  - 2.2 Systems Thinking vs. Reductionism
    - 2.2.1 Reductionist Paradigm for Systems
    - 2.2.2 Holistic Paradigm for Systems
  - 2.3 Systems Thinking As a Method for Scientific Investigation
  - 2.4 Applied Systems Thinking
  - 2.5 Practical Uses of Systems Thinking
  - 2.6 Conclusion
- 3. Systems Thinking Methodologies
  - 3.1 System Dynamics
    - 3.1.1 System Dynamics in the Learning Organization
    - 3.1.2 Implications of System Dynamics for School Leadership
  - 3.2 Management Cybernetics
    - 3.2.1 Implications of Management Cybernetics for School Leadership
  - 3.3 Complexity Strategy
    - 3.3.1 Implications of Complexity Strategy for School Leadership

- 3.4 Soft Systems Methodology
  - 3.4.1 Implications of Soft Systems Methodology for School Leadership
- 3.5 Conclusion
- 4. Existing Research on Systems Thinking in School Leadership
  - 4.1 Studies on Implementing Systems Thinking in School Leadership
  - 4.2 Books about Implementing Systems Thinking in School Leadership
  - 4.3 Conclusion

# Part II—The Holistic School Leadership Approach and Guidelines for Its

### **Implementation**

- 5. Holistic School Leadership
  - 5.1 Our Proposed Holistic School Leadership Approach
  - 5.2 *Holistic School Leadership* and Prevalent Perception of Systems Thinking in School Leadership
  - 5.3 Conclusion
- 6. Characteristics of *Holistic School Leadership* 
  - 6.1 Existing Research on the Characteristics of Systems Thinking in General
  - 6.2 Our Proposed Four Core Characteristics of Holistic School Leadership
    - 6.2.1 Leading Wholes
    - 6.2.2 Adopting a Multidimensional View
    - 6.2.3 Influencing Indirectly
    - 6.2.4 Evaluating Significance
  - 6.3 Conclusion
- 7. Sources of *Holistic School Leadership* 
  - 7.1 Existing Research on the Sources of Systems Thinking in General

- 7.2 Our Proposed Four Sources of *Holistic School Leadership* 
  - 7.2.1 Managerial Experience
  - 7.2.2 Role Model
  - 7.2.3 Academic Study
  - 7.2.4 Natural Tendency
- 7.3 Conclusion
- 8. The Developmental Process of *Holistic School Leadership* 
  - 8.1 Existing Research on School Leaders' Professional Career Stages
  - 8.2 Our Proposed Five Career Stages of Holistic School Leadership

## Development

- 8.2.1 Stage 1: The Preservice Stage—Expansion of View
- 8.2.2 Stage 2: The Survival Stage—Slowdown
- 8.2.3 Stage 3: The Consolidation Stage—Gradual Development
- 8.2.4 Stage 4: Later Years—Role Maturity
- 8.2.5 Stage 5: Possible Decline
- 8.3 Conclusion
- 9. Holistic School Leadership as an Educational Leadership Framework
  - 9.1 Holistic School Leadership among Mid-Level School Leaders
  - 9.2 Holistic School Leadership in Principal Preparation Programs
  - 9.3 Holistic School Leadership in Selecting School Principals
  - 9.4 Holistic School Leadership among Beginning School Principals
  - 9.5 Holistic School Leadership as Lifelong Learning
  - 9.6 Ways to Develop *Holistic School Leadership*
  - 9.7 Conclusion
- 10. Holistic School Leadership in Action

- 10.1 Action Principles for Leading Wholes
- 10.2 Action Principles for Adopting a Multidimensional View
- 10.3 Action Principles for Influencing Indirectly
- 10.4 Action Principles for Evaluating Significance
- 10.5 Action Principles for Self-Development of *Holistic School Leadership* over the Principals' Career
- 10.6 Conclusion