The lives and careers of Generation X in London, New York City and Toronto: Data gathering strategies and analysis

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With the transition of one generation to the next into top leadership positions, organisations will be influenced by the next generation's values.

Smola & Sutton (2002)

Young leaders of interest: GenerationX

Born between 1960-1980 (specific focus on those born after 1973). They are:

- globally-minded
- technoliterate
- informal
- pragmatic (Zemke et al, 2000)
- collaborative (Smola and Sutton, 2002)
- mobility-seeking (Duscher & Cowin, 2004)
- comfortable with diversity
- desire experimental organisational structures (Kunreuther, 2003).

GenXers may be different:

- Career trajectories (and aspirations)
- Approach to practice
- Motivations
- Work/life balance priorities
- Diversity (and acceptance)
- Global mindedness

GenXers may require different support mechanisms
- Training
- Development

Global City Leader Project by numbers

- 3 Cities (London, New York and Toronto)

- 12 team members

- 49 Advisory Group members

- 130 Young Leaders have participated in at least one element of the project

- 75 Young Leaders participated in annual interviews (120 interviews total)

Research strategies

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What strategies would you use to collect data for this study?

- Are there distinct patterns of experience of GenX leaders' career development?
- Are there patterns of how GenX leaders view their professional identity?
- Are there patterns in how GenX leadership approach leading their schools?
- Do intersections of age, gender and ethnicity influence conceptions of professional identity and individual/collective theories of leadership?
- How do GenX leaders conceptualise leading of school improvement and student achievement?

Pilot: Opportunities and challenges of being a young leader

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How would you gather data for the following questions?

- What are the opportunities and challenges of being a young leader?
  - 15 minutes
  - A large group of 30 GenX leaders
  - Two researchers

Step 1: Understand the city-based policy and practice context

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How would you gather data for the following questions?

- What is the policy and practice context that GenerationX leaders are working in?
  - How are school leaders certified?
  - How are school leaders hired?
  - What is the role of the school leader?

Our emerging global city context studies

Contextual factors
- jurisdictional boundaries
- basic demographic data
- policy landscape and trajectory
- accountability infrastructure (testing, public ranking, assessment)
- policy networks and organisations of influence

Leader qualifications, recruitment & retention
- accreditation and legal requirements
- identification and recruitment
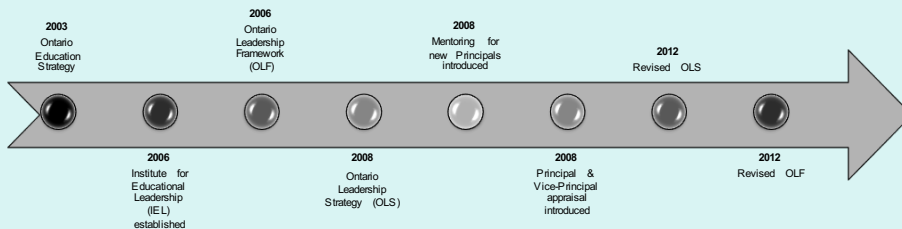- appointment and development

School-level responsibilities
- finance
- hiring-firing teachers
- statutory relationship with parents/communities
- accountability infrastructure

The global city studies: strategies

- Policy trajectories
- Policy document analysis
- Policy interviews

Leadership policy timeline: Toronto

2003
Ontario Education Strategy

2006
Ontario Leadership Framework (OLF)

2008
Mentoring for new Principals introduced

2012
Revised OLS

2006
Institute for Educational Leadership (IEL) established

2008
Ontario Leadership Strategy (OLS)

2008
Principal & Vice-Principal appraisal introduced

2012
Revised OLF

Accountability structures: New York City

Internal school stakeholders
- Individual, team and whole-school accountability for pupil learning outcomes
- Students and teachers also complete an annual survey on the school's performance (which contributes towards the school's final progress grade)

Local/Regional
- Parents (who also complete the annual survey) and parent coordinators (representatives employed at each school)
- Wider school community via District and Borough Family Advocates
- Superintendents who rate principal performance and approve school budgets

State
- DoE who administer the school's annual progress report and grading
- External consultants who conduct inspections in the school and assess its effectiveness in supporting student achievement
- Public via school performance data made available on annual basis

Recruitment of school leaders
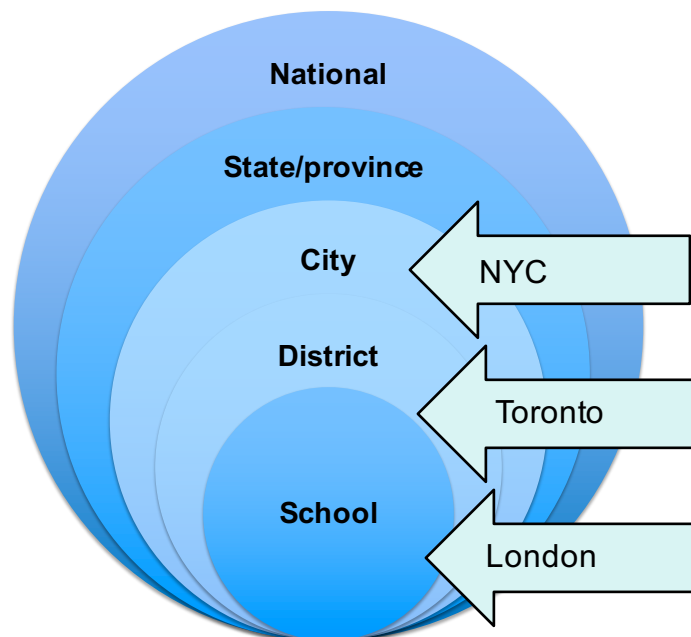
Step 2: Career trajectories

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How would you gather data about leaders' careers?

- What would you want to know?

Our career trajectory mapping strategy

Individually, leaders map out their leadership experiences (with ages)….

…….and specify the following for each job:

2. Internal/external appointment (ie. move schools)
3. Formal/informal position (ie. formal job description)
4. Invited/self-identified (ie. shoulder tapping)
5. Leadership training and development (ie. mandatory/voluntary)
6. Career break (ie. family/study/other)
7. Defining moment
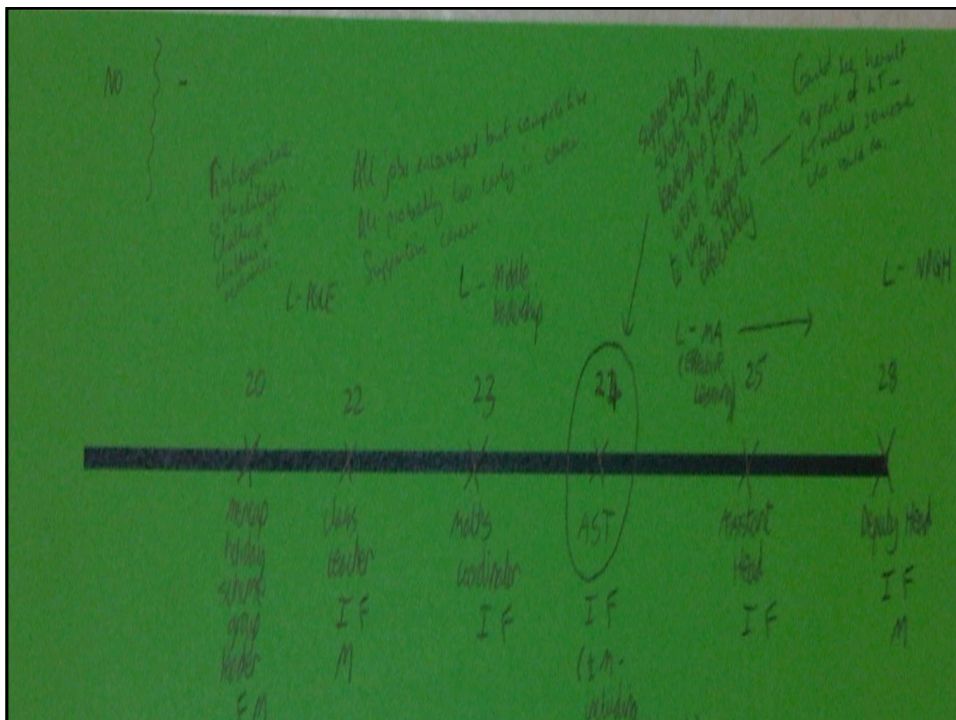
Step 3: Interviews

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Our interviews

Individually, leaders participate in 60 minute interviews exploring:

- Career trajectories
- Training and development
- Leadership practice
- Age and leadership
- Technology
- Work life balance
- Opportunities and challenges

Our overall strategy

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Our data collection process

- Policy/practice landscape profiles (within and between cities)
- Policy/practice leader interviews
- Policy/practice Advisory Groups
- City-based demographic profiles
- Young leader network events/focus groups (12 events)
- Young leader annual interviews (60 each year*2years)
- In-school qualitative school studies (9 school studies)