

Drawing Upon the Four Sources of Efficacy to Foster School Leadership Efficacy

#1. Successful Leadership Experiences

When school leaders succeed at a difficult task it enhances leadership efficacy. Successful experiences are the largest source of efficacy information that school leaders draw upon because they are based on first-hand experiences.

Conditions Required

- In order for efficacy to be enhanced, people have to succeed at the very things they don't think they are capable of accomplishing.
- Success must be interpreted through a growth mindset (linking personal efforts and strategies with positive outcomes).

#2. Seeing Others Succeed

The vicarious experience of seeing other school leaders who are faced with similar challenges and opportunities succeed, enhances a principal's sense of efficacy.

Conditions Required

- The more similar the context, challenge, or task at hand to the observer's lived experiences, the more influential the vicarious experience will be in fostering a sense of efficacy in the Principal observer.
- The positive consequences must be evident.

#3. Verbal Persuasion

When a creditable and trustworthy other convinces a school leader that they are capable, it can enhance the Principal's self-efficacy. High expectations coupled by positive reassurance can be efficacy enhancing sources.

Conditions Required

- The more believable the source of the information, the more likely efficacy will be enhanced.
- The source must also be seen as credible in the eyes of the school leader.

#4. Positive Emotions

Physiological states impact efficacy as well. Feelings of excitement and satisfaction that accompany risk and success inform future judgements about what one is capable of accomplishing. At the team level, positive emotions enhance collective flow.

Conditions Required

- Negative affective states act as enemies of efficacy.
- Positive feelings and emotions help to boost efficacy.

Note: This is based on the work of Albert Bandura.