



USING MENTAL TOUGHNESS
AND THE MTQ48 TO
DEVELOP MIDDLE LEVEL
MANAGERS IN SECONDARY
EDUCATION
-
2012 COHORT FINDINGS

Background

Teaching Leaders is an education charity whose aim is to develop outstanding middle leaders in schools working in challenging contexts. The organisation works on the belief that success at school is driven by the quality of education, not social background. It focuses on those who lead teaching and learning. It is contracted by the UK Department of Education to deliver Leadership Development for Middle Leaders in Secondary and Junior Schools in England. More than 500 prospective leaders now enter the programme each year.

Teaching Leaders has incorporated Mental Toughness and MTQ48 into their Fellows programme in light of its links with performance, wellbeing and positive behaviour. The 2012 programme ran for a total of two years. It combined Mental Toughness with their Leadership Competency Framework capturing data about the progression of Fellows from Term 1 to Term 3 via self-assessments and 360 assessments.

The programme was guided by a team of coaches, who supported Fellows' progression. All coaches were trained in developing Mental Toughness.

The programme offered to Fellows was multifaceted, and included:

- Tutorials and Classes
- Projects
- Conferences
- Residential Stays
- Events

The aim of the project was to improve the Leadership Competency of Fellows.

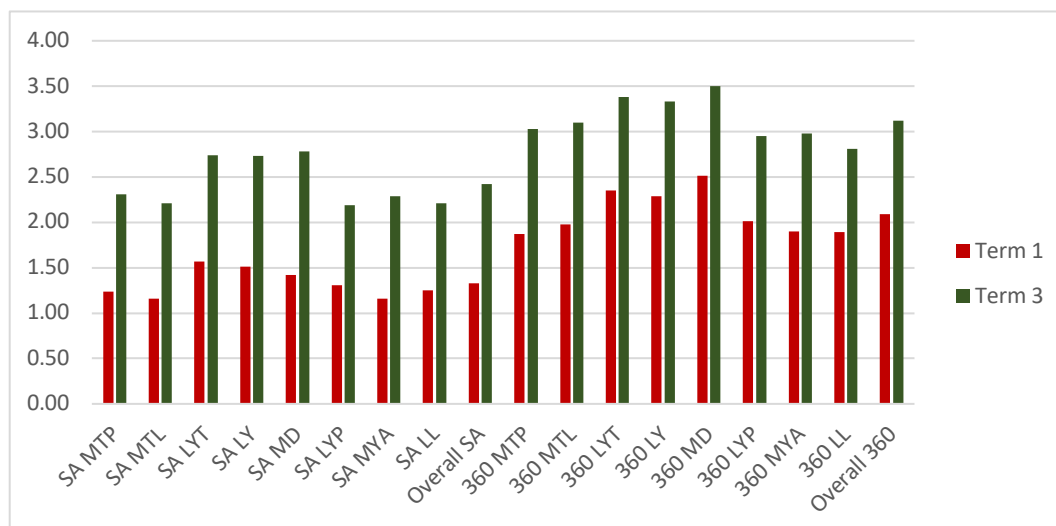
How did it Work?

In total, 198 Teaching Fellows aged between 21 and 60 were assessed on their leadership competency and Mental Toughness. The Fellows, from across England, came from a range of subject areas and levels of responsibility. Comparisons, based on the leadership competency framework, looked at changes between assessments in term 1 and term 3, and used MTQ48, self-assessments and 360 assessments.

The purpose of the initial assessments was to measure their leadership competency in relation to their mental toughness. In Term 3 their competency was re-assessed, the purpose now being to identify factors that had changed their leadership competency.

What Emerged?

The initial assessments showed differences between self-assessment and 360 assessments, with the 360 assessments showing significantly higher scores than the self-assessments. In Term 3 Fellows completed both assessments again. Both sets of results showed evidence of a significant increase in leadership competency.



Further correlational analysis was conducted on the relationship between Mental Toughness and the Leadership Competency Framework. There was a clear increase in all assessments. Mental toughness (MTQ48) was significantly positively associated with self-assessment competency scores, and a little less so with the 360 scores.

What Next?

Analysis was also undertaken to identify the amount of variability in leadership competency that could be associated with Mental Toughness. Analysis of the 360 Assessment provided evidence of a strong indication that the improvement recorded in 360 Assessments was linked to Mental Toughness, with all factors, especially emotional control, being significantly, positively associated.

These results indicated that Mental Toughness Scores were a stronger indicator of Leadership Competency scores than demographic variables. A qualitative study has been completed which will enable, with further data analysis, a deeper piece of research to emerge. Supervised by Professor Peter Clough of MMU this is to be presented for publication in late 2014.