



LEE CROCKETT

LEADERSHIP ARCHETYPES

A diagnostic and alignment process for
school leadership under pressure.

Presented in partnership with



VICTORIAN
PRINCIPALS
ASSOCIATION



THE CONTEXT LEADERS LEAD IN

Pressure shapes leadership behaviour.

In complex, fast-moving schools, leadership is exercised continuously, and often without time to pause, reflect, or recalibrate.

School leaders operate in environments defined by urgency, competing priorities, and constant demand. Decisions are frequent. Interactions are rapid. Stakes are high.

In these conditions, leadership becomes *patterned*.

How leaders default under pressure matters. How those defaults combine across a team matters even more.



**Leadership is not just what leaders intend.
It is what their behaviour creates over time.**

LEADERSHIP DRIFT

Drift is what happens when behaviour goes unexamined.

Under sustained pressure, leadership patterns naturally shift—often subtly, and often unnoticed.

As pace increases, leaders rely more heavily on familiar ways of thinking, deciding, and acting.

Strengths narrow into habits. Coordination becomes implicit rather than intentional. Over time, leadership teams experience the effects as effort spreads unevenly, priorities feel less coherent, and momentum becomes harder to sustain.

Drift is not failure. It is a signal.

When leadership drifts, effort expands. When effort expands, impact weakens. And when impact weakens, leadership becomes unsustainable.

You can't align what you can't see.

Every leader has a characteristic way of leading. These patterns influence how leaders prioritise, communicate, decide, and respond. Under pressure, those patterns don't disappear — they intensify.

Leadership Archetypes provides a shared language for understanding leadership behaviour, both individually and collectively.

These archetypes are not labels or personality types. They describe how leadership shows up in practice when decisions matter and conditions are demanding.

On their own, archetypes are strengths. In combination, they shape how leadership is actually experienced across a school.

They determine how leadership effort combines. Where it reinforces itself, and where it unintentionally pulls in different directions.

When leadership behaviour remains implicit, teams compensate.

They interpret intent.
They work around gaps.
They absorb friction quietly.

By making leadership behaviour explicit, patterns can be named without judgement. Differences can be balanced deliberately. Coordination becomes possible rather than assumed.

**This is when alignment stops being accidental,
and leadership effort stops leaking away.**

THE PROCESS

Designing leadership that holds when pressure rises.

Leadership Archetypes is built around a deliberate rhythm: Insight, Application, and Recalibration—because leadership only changes when understanding is tested under pressure.

The program consists of three core leadership sessions, each supported by a facilitated Alignment Session.

The core sessions create clarity and direction.

The Alignment Sessions are where that clarity is stress-tested—so insight doesn't collapse when pace increases and pressure returns.

Insight is fragile. Alignment is what holds when conditions stop being ideal.

**Leadership should be both effective and sustainable,
and not one at the expense of the other.**

HOW THE PROGRAM WORKS

See yourself. See your team. Decide how you lead together.

Session 1

YOUR INDIVIDUAL LEADERSHIP ARCHETYPE

Understanding how you lead — and how pressure shapes it

Leaders identify their primary and secondary archetypes and explore how these patterns shape decision-making, communication, and influence. Predictable drift patterns are named, creating clarity without judgement.

ALIGNMENT SESSION 1

Staying aligned to your archetype

LEARNING OUTPUTS

- Leadership Archetype Profile
- Predictable Drift Profile
- Personal Leadership Protocol (initial)

Session 2

FROM INDIVIDUAL ARCHETYPES TO COLLECTIVE DRIFT

Understanding how leadership patterns interact across the team

Leaders see how their own archetype is experienced by others, and where strengths can unintentionally create friction or duplication. From this individual clarity, teams map how archetypes combine — and how collective drift takes shape under pressure.

ALIGNMENT SESSION 2

Staying aligned as a leadership team

LEARNING OUTPUTS

- Leadership Team Archetype Map
- Dyad Dynamics Insights
- Identified Friction & Duplication Points

Session 3

THE COLLECTIVE EFFICACY PROTOCOL

Designing a shared way of working that holds under pressure

Leaders refine how they personally lead, recalibrate, and contribute under pressure. From this, teams translate insight into explicit agreements about decision-making, communication, pace, and recalibration—creating a practical protocol for leading together.

ALIGNMENT SESSION 3

Sustaining collective efficacy

LEARNING OUTPUTS

- Personal Leadership Protocol (final)
- Collective Efficacy Protocol (team-owned)
- Agreed Recalibration Cues

Alumni retain access to the Excellence Network—a shared space for continued reflection, resources, and connection with other leaders.

Leadership becomes intentional, impactful, and sustainable.



Effort stops leaking away

Leadership no longer works in parallel.

Energy isn't duplicated, diluted, or absorbed by misalignment. Leaders can see where effort is reinforcing itself, and where it isn't.

What once required constant compensation begins to settle.

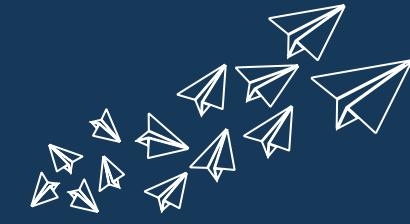


Impact starts to compound

Small leadership moves begin to matter.

Decisions hold. Priorities reinforce one another. Momentum builds because leadership behaviour is coordinated instead of being reactive.

The work doesn't increase—its effect does.



Sustainability becomes real

Leadership no longer relies on individual endurance alone.

Leaders recognise their patterns, notice drift early, and recalibrate together. Belief returns—not as optimism, but as lived experience.

This is collective efficacy in action.

This is how leadership becomes sustainable— by multiplying impact, not effort.

Collective efficacy is how leadership effort becomes sustainable.

The leadership dilemma most schools face

Leadership teams are under pressure. Pace accelerates. Expectations expand. Energy is finite.

The instinctive response is reduction — to cut, prune, or remove. But most schools are not overwhelmed by too much leadership. They are constrained by **misaligned leadership effort**.

The hidden cost of misalignment

When leadership behaviour is not aligned, effort doesn't disappear — it leaks.

Leaders compensate. Decisions lose traction. Responsibility concentrates. The cost is not time. It is the **erosion of belief** that leadership action makes a difference.

What collective efficacy really means here

Collective efficacy is not morale or optimism. It is lived experience.

It exists when leaders see that **acting together creates impact** — that decisions lead to action, and action to traction — again and again.

Why efficacy must come before reduction

When collective efficacy is strong, effort compounds and clarity returns.

Without it, reduction shifts pressure. With it, reduction becomes strategic. Leadership Archetypes **makes leadership effort work** — before anything is removed.

When leaders stop believing their actions matter, effort becomes survival rather than leadership.

WHAT THIS DELIVERS

Sustainable Leadership. Compounding Impact.

Leadership Archetypes supports individual leaders and leadership teams to understand how they lead, align their efforts, and build ways of working that remain effective under pressure.

Who This is For

Leadership Archetypes is for individual leaders and leadership teams who want to lead with greater intention, confidence, and consistency—especially as pressure increases. It resonates most strongly with leaders who recognise that:

- how they lead matters as much as what they lead
- sustained impact depends on coordinated leadership behaviour
- clarity, alignment, and shared understanding reduce unnecessary load
- leadership should be effective and sustainable—not one at the expense of the other

This work supports leaders who want to understand themselves clearly, work better with others, and lead in a way that can be maintained over time.

What Leaders Walk Away With

Leaders leave the program with practical outcomes that strengthen both impact and sustainability, including:

- clear insight into their leadership behaviour and predictable drift
- a shared language that improves leadership conversations and coordination
- practical agreements that guide decision-making, communication, and recalibration
- greater confidence that leadership effort, applied together, creates real impact

Everything is designed to be usable immediately—and to remain relevant as conditions change.

This is a process for making existing leadership behaviour visible, aligned, and sustainable under pressure.

NEXT STEPS

Let's explore what this could look like in your school.

Every leadership context is different, and the best way to determine fit is through conversation. If Leadership Archetypes feels relevant, we can talk through your context, your leadership structure, and what would make the work most useful for you—whether as an individual leader or as a leadership team.

There's no obligation. Just a chance to explore whether this is the right next step.



Visit leecrockett.net, email us at team@leecrockett.net or just scan the QR code to reach out directly. You'll hear back from me or a member of my team to help you get started.

[Start a Conversation](#)

[Register Now if you know this is right for you](#)



About Lee Crockett

Lee Crockett helps education leaders create lasting clarity, coherence, and wellbeing through evidence-informed leadership and a steady rhythm of improvement. He has worked with schools, systems, and governments in more than 20 countries, supporting leaders to build cultures where staff thrive, learners flourish, and improvement becomes sustainable.

He is the author of 11 books including *Culture of Excellence*, *Future-Focused Learning*, *Mindful Assessment*, and *Agents to Agency*. His work brings together leadership science, instructional clarity, wellbeing research, and practical structures schools can use immediately.