

The William Allan Kritsonis Balanced Teeter-Totter Model: National Implications for Educational Leadership

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ABSTRACT

Having a model to follow in order to determine, and predict, an educator’s performance may seem unimaginable. Fortunately, there is a model for such a thing. Dr. William Allan Kritsonis developed the Kritsonis Balanced Teeter-Totter Model for evaluating and predicting an employee’s productivity. Determining the level of the three components of the model will gage and predict the individual’s competency. The model is an easy-to-use diagnostic tool that all educational leaders should be familiar with.

Introduction

Highly industrious educators work hard to enable students to be successful. The William Allan Kritsonis Balanced Teeter-Totter Model demonstrates that when educators are effective and productive their technical and human skills are in balance with conceptual skills as the foundation. Kritsonis (2002) posits that technical, human, and conceptual skills are developed and refined through experience.
Purpose of the Article

The purpose of this article is to explain the William Allan Kritsonis Balanced Teeter-Totter Model. Educators must have technical, human, and conceptual skills in harmony in order to perform at maximum ability. When these skills are out of balance, dysfunction arises and the students will be the first to suffer the consequences.

The William Allan Kritsonis Balanced Teeter-Totter Model

In respect to the Kritsonis model, the components are specific. Technical skills include: being detailed oriented, proficient with technology, capable at problem solving, highly organized, a good planner, and particularly efficient with specifics in regards to the job. Human skills include: the ability to relate well with others, a philanthropic nature, good communication skills, ability to manage people, trustworthy, handle conflict well, and value personal diversity. Conceptual skills include: ability to come up with new ideas, able to see the big picture of issues, capable problem-solver, and able to manipulate situations and people in order to implement new ideas. The ability to implement new ideas is what makes schools better and different; it goes to reason, that is why conceptual skills are the cornerstone of this model.

The best scenario is when an educator is in balance with his technical and human skills. With these two things in balance, conceptual skills are able to develop and become the foundation for peak performance. The balance of all three components cultivates productivity. When technical skills outweigh human skills, it alludes to the individual not being adept at working with people. Not having the skill in working with people is extremely important because education is a people business focusing on children and their families. When human skills outweigh technical skills, the individual is unable to handle the duties specific to the job. Being out of balance is a sign that the educator is substandard and dysfunctional. When the skills of the educator teeter-totter back and forth it causes low production, poor quality of work, and incompetence.
Concluding Remarks

In conclusion, the *William Allan Kritsonis Balanced Teeter-Totter Model* is a useful diagnostic tool. Personnel can utilize the Kritsonis model in making hiring decisions, as well as evaluating current employees. When one of the components is off kilter, this area can be specifically addressed. Working towards equilibrium is a goal for all educators. Being balanced will benefit students and the school as a whole.

Reference