

MAASE

Who, Why, What & How of Leadership

June 13, 2017

Today's Goals

Objectives

- Assess your leadership style and it's unique contribution to the team you lead
- Explore and clarify your leadership guiding values and vision
- Learn the latest research on instructional best practices and the dispositions needed to implement them

Our Assumptions

Assumption #1

- *The person doing the most talking is doing the most learning*



Our Assumptions



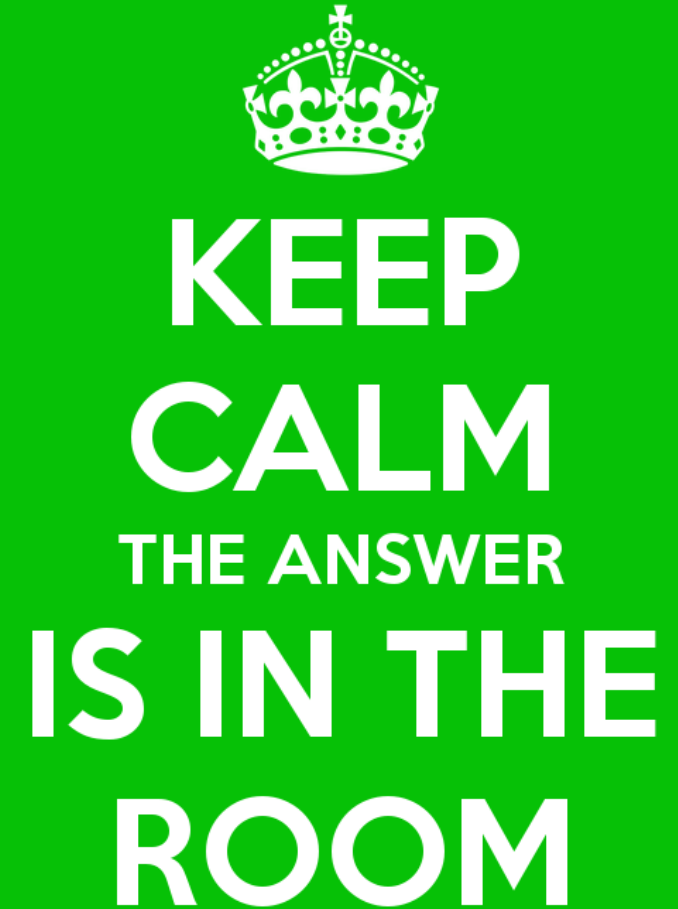
Assumption #2

- *Everyone here is a leader*
-

Our Assumptions

Assumption #3

- *The answer is in the room*



KEEP
CALM
THE ANSWER
IS IN THE
ROOM

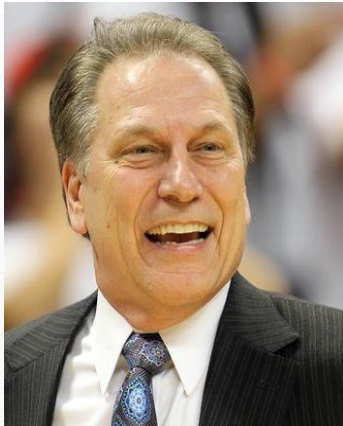
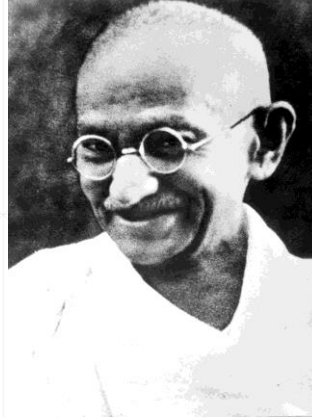
Count on Us

- To offer current and relevant information
- To be open to your questions
- To provide an interactive, engaging learning experience

Count on You

- Take responsibility for your own learning
 - Support the learning of your colleagues
 - If you need to take a call or have a side conversation, please step into the hall
 - If you have a question, ask.
-

When You Think About Leadership...



Looking at the pictures, which person represents the qualities of good leadership & why?

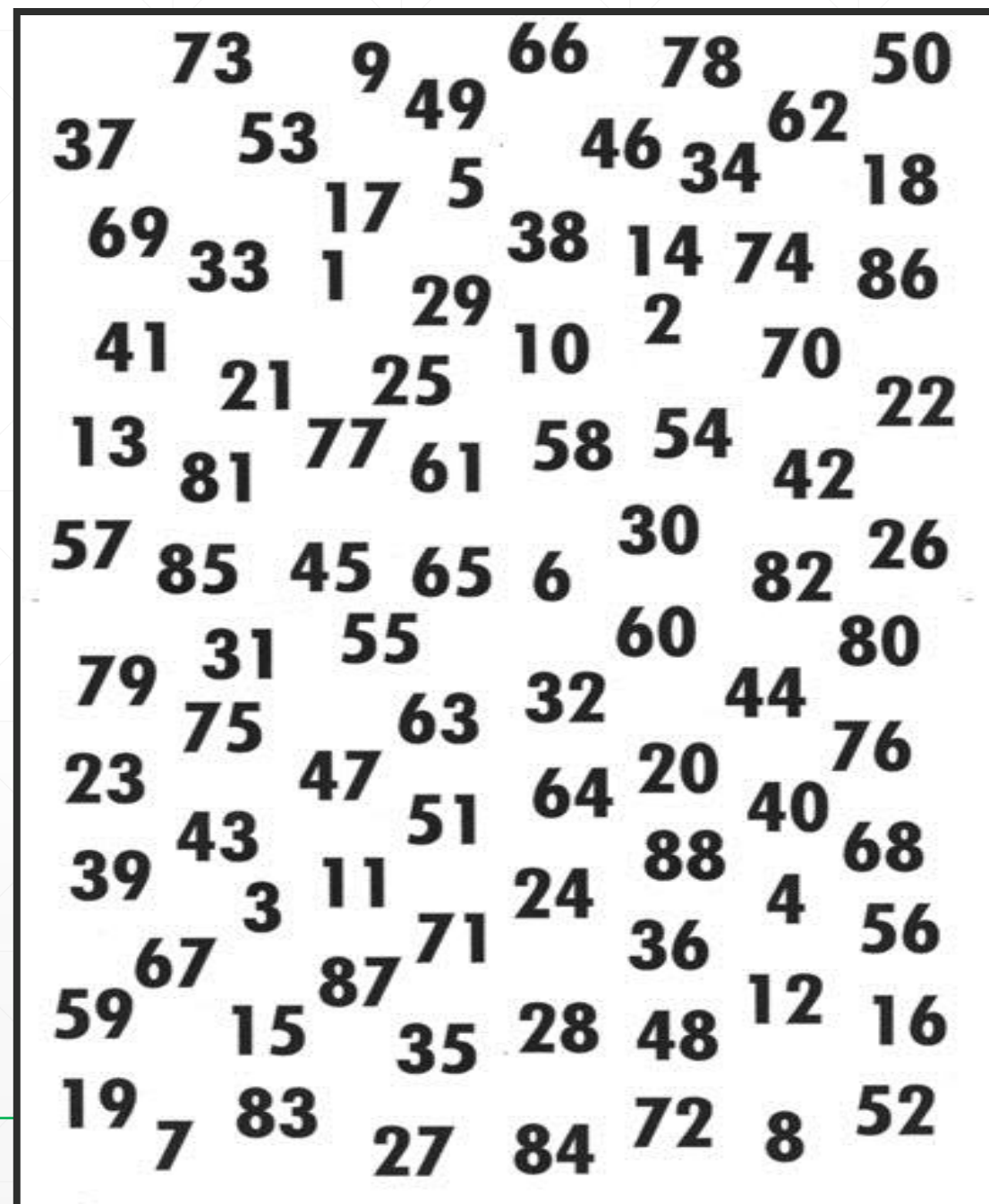
Who Am I As a Leader?

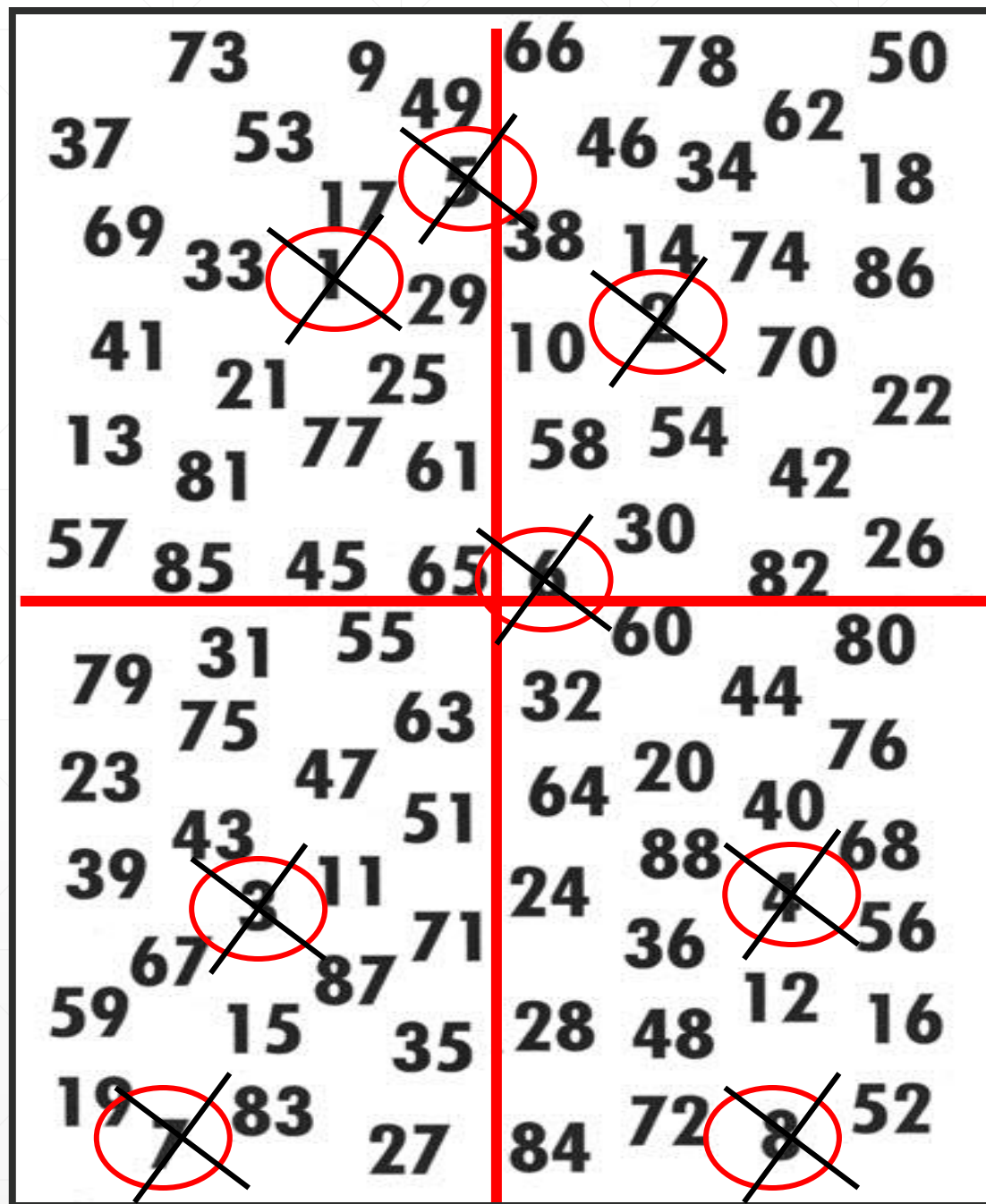
Based on

Team@Work: Unlocking Your Potential...For Better Relationships & Business

* Robert A. Rohm *

9:15 am





Why Learn this Stuff?

- Understand your behavioral tendencies and develop an understanding of how your behavior affects others.
- Understand, respect, appreciate, and value individual differences.
- Develop strategies for working together to increase productivity.
- Enhance your effectiveness in accomplishing tasks by improving your relationships with others.



Successful People



- Understand themselves and how their behavior affects others
 - Understand their reactions to other people
 - Know how to maximize on what they do well
 - Have a positive attitude about themselves
 - Know how to adapt their behavior
-

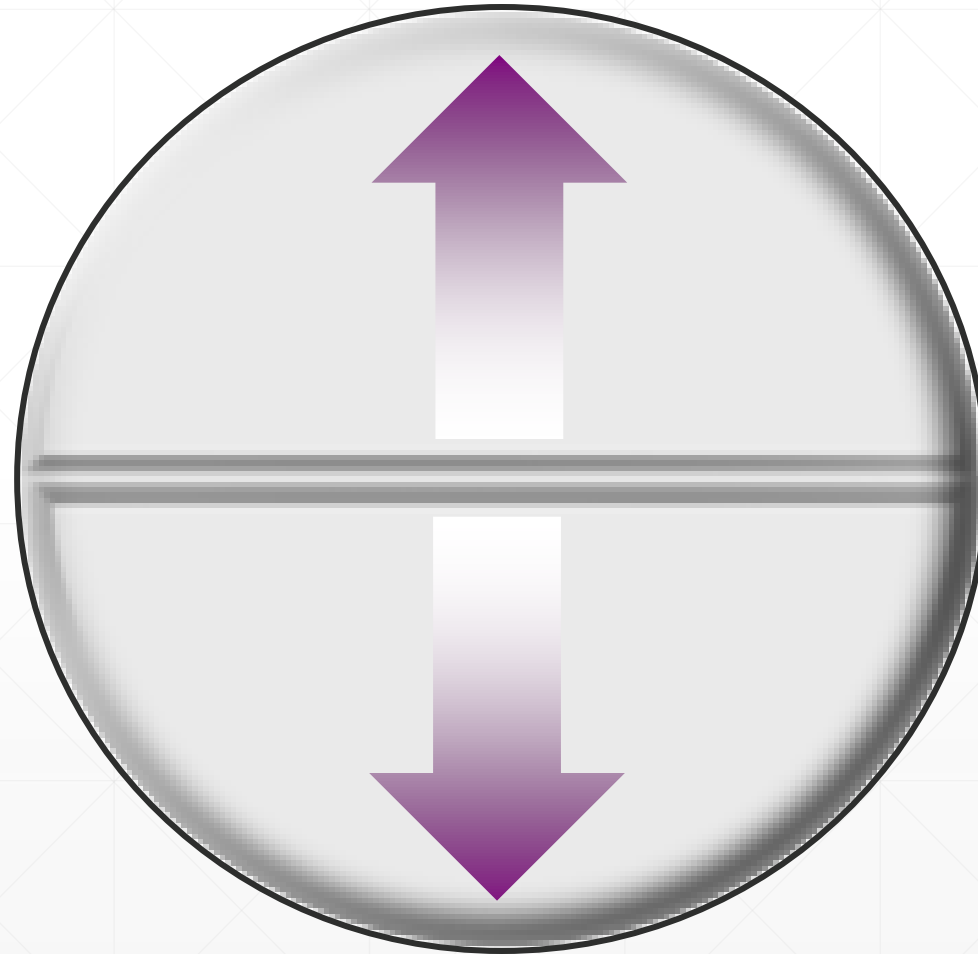
Pace - Outgoing or Reserved?

Outgoing

Outgoing/Active

- Fast-paced
- Involved
- Energetic
- Optimistic
- Positive
- Enthusiastic

Process and talk
quickly



Reserved/Passive

- Slower-paced
- Cautious
- Concerned
- Reluctant
- Critical thinking
- Discerning

Focus on thinking
things through

Reserved

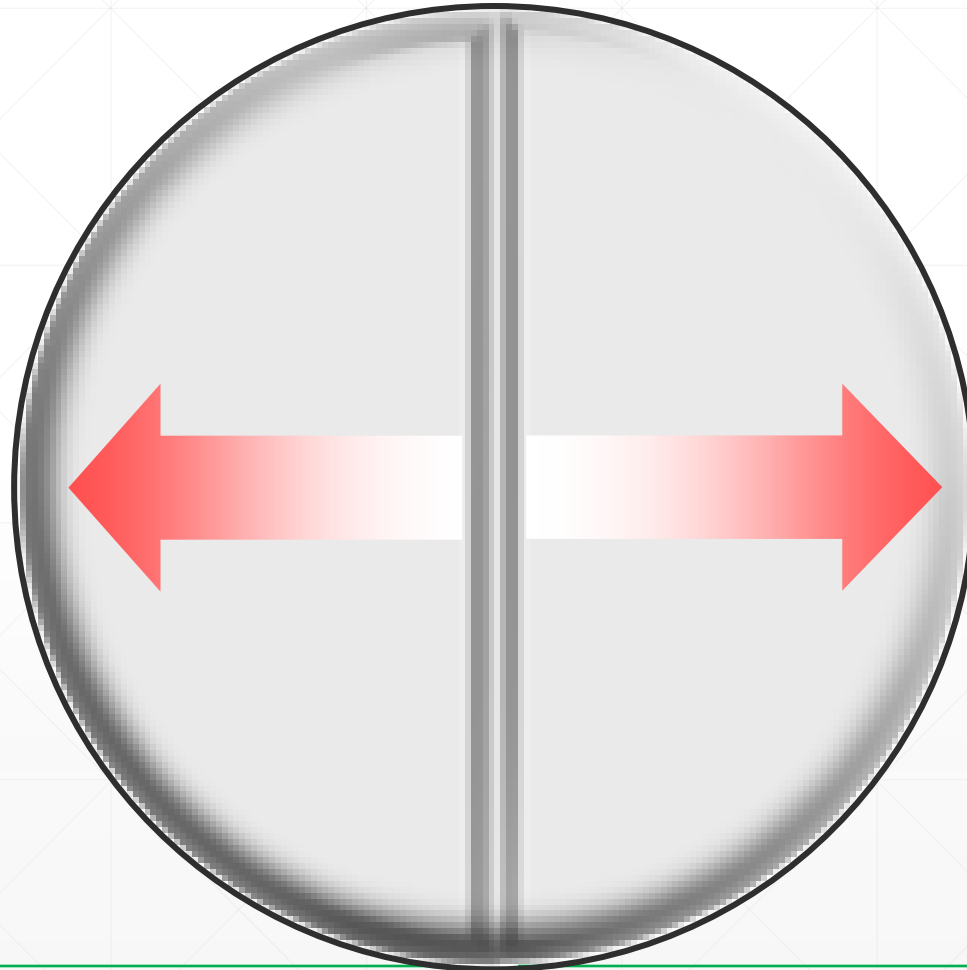
Task-Oriented or People-Oriented?

Task-Oriented

- Form
- Function
- Programs
- Plans
- Projects
- Process

T
A
S
K

Focus on getting
things done



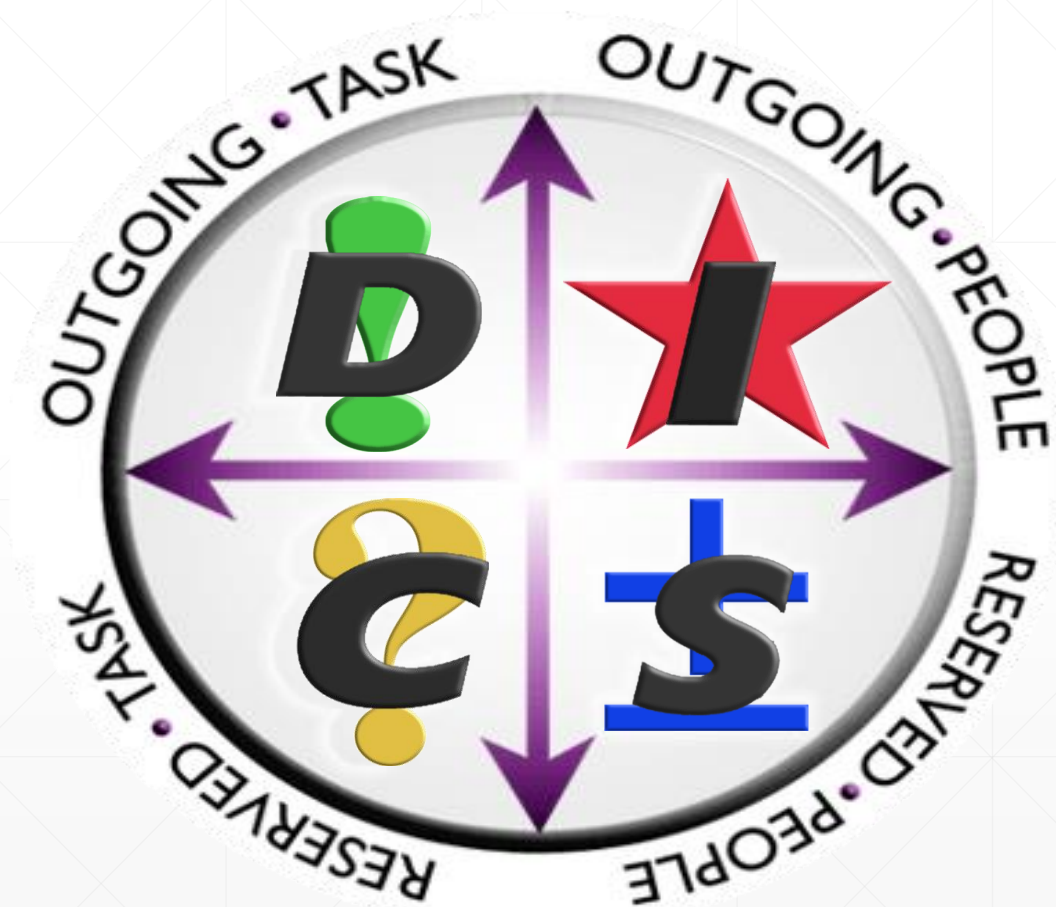
People-Oriented

- Relationships
- Caring
- Sharing
- Emotions
- Feelings
- Friendships

P
E
O
P
L
E

Focus on how
others feel and
other's opinions

DISC @ Work



Remember: Everyone is a unique blend of these four parts!

DISC History

- Dr. William Moulton Marston, a behavioral psychologist at Harvard and Cornell, first identified the concept of the modern DISC behavioral system. (*He was also the inventor of the polygraph and Wonder Woman.*)
- In 1928 he published "*The Emotions of Normal People*" in which he outlined the current language of DISC. He grouped people along two axis: either active or passive tendencies dependent upon their either antagonistic or favorable view of the environment.
- From this, the four styles were formed:

D (Dominance), I (Influence),

S (Steadiness), C (Compliance).

Modern DISC

- Since Marston, many individuals have contributed to the maturation of the DISC.
 - It became a common tool for the US military's recruiting process before the second World War.
 - Today, DISC is used in numerous ways, including counseling and relationship enhancement, employment assessment, conflict resolution, team building, personal development, career guidance, and as a communication insights tool.
-

DISC Profile

- 30 years of reliability
 - 80% accuracy
- 40+ million users
- Used world-wide



High D's @ Work

*The "D" type can be described
with words like:*

- ***Dominant***
- ***Direct***
- ***Demanding***
- ***Decisive***
- ***Determined and***
- ***Doer***
- ***Defiant***

10%

Do it ***NOW!***

Needs: Challenge, Choices, Control

High I's @ Work

*The "I" type can be described
with words like:*

- ***Inspiring***
- ***Influencing***
- ***Inducing***
- ***Interactive***
- ***Impressive and***
- ***Interested in People***
- ***Illogical***

25-30%

Do it ***FUN!***

Needs: Recognition, Approval, Popularity

High S's @ Work

*The "S" type can be described
with words like:*

- *Supportive*
- *Steady*
- *Stable*
- *Sweet*
- *Sensitive and*
- *Status Quo*
- ***Sucker***

30-35%

Do it ***NICE!***

Needs: Appreciation, Security, Affirmation

High C's @ Work

*The "C" type can be described
with words like:*

- ***Cautious***
- ***Calculating***
- ***Competent***
- ***Consistent***
- ***Contemplative and***
- ***Careful***
- ***Cold***

20-25%

Do it ***RIGHT!***

Needs: Quality Answers, Value, Excellence

DISC @ Work

Task-Oriented

35%



People-Oriented

65%

We need each other to be most effective!



Task-Oriented Teammates Mindset/Likes/Are...

DOMINANT

**Direct
Demanding**

Mindset

- Get It Done...
- Make It Happen...
- Play to Win

Likes

- | | |
|---|--|
| <ul style="list-style-type: none">■ Activities■ Competition■ Hard Work■ Doing Things | <ul style="list-style-type: none">■ Challenges■ Getting Results■ Being In Charge■ Accomplishing Tasks |
|---|--|

Are

- | | |
|---|--|
| <ul style="list-style-type: none">■ Goal-Oriented■ Hard to Please■ Self-Confident | <ul style="list-style-type: none">■ Firm■ Industrious■ Performance Conscious |
|---|--|



Task-Oriented Teammates Mindset/Likes/Are...

CAUTIOUS

**Calculating
Competent**

Mindset

- What Is the Plan?
- Have You Thought Things Through?
- What Is the Purpose Behind This?

Likes

- | | |
|--|---|
| <ul style="list-style-type: none">■ Consistency■ Excellent Work■ Being Accurate■ Information/Data | <ul style="list-style-type: none">■ Value/Quality■ Getting Things Right■ A Plan/Procedure■ Honesty |
|--|---|

Are

- | | |
|---|---|
| <ul style="list-style-type: none">■ Procedure-Oriented■ Dedicated to the Task■ Focused on Details | <ul style="list-style-type: none">■ Logical■ Accurate■ Respectful |
|---|---|



People-Oriented Teammates Mindset/Likes/Are...

INSPIRING

**INFLUENTIAL
INTERESTING**

Mindset

- The Star of the Show...
- Fun and Excitement

Likes

- | | |
|---|---|
| <ul style="list-style-type: none">■ Exposure to People■ Short-term Projects■ Making People Laugh■ Doing Things | <ul style="list-style-type: none">■ Lots of Activities■ To Be On the Go■ Talking with People■ Prestige/To be Important |
|---|---|

Are

- | | |
|---|---|
| <ul style="list-style-type: none">■ Talkative■ Great Starters■ Likeable | <ul style="list-style-type: none">■ Prone to Exaggerate■ Easily Excitable■ Fun to Watch |
|---|---|



People-Oriented Teammates Mindset/Likes/Are...

SUPPORTIVE

**Stable
Steady**

Mindset

- Neutral
- Let's Get Along with Others

Likes

- | | |
|----------------|-------------------|
| ■ Peace | ■ Friendly Groups |
| ■ An Even Pace | ■ Teamwork |
| ■ Harmony | ■ Helping Others |
| ■ Reassurance | ■ Cooperation |

Are

- | | |
|-----------------|------------------------------|
| ■ Team-Oriented | ■ Loyal Friends |
| ■ Friendly | ■ Sensitive to Other's Needs |
| ■ Cooperative | ■ Understanding/ Accepting |



Task-Oriented D's Working w/Others

- Allow others to have authority when needed
- Allow others time to process information and give them time to get back with you
- To get the best out of others, focus on their needs...listen to what they have to say even if you think it is not relevant to getting the task accomplished
- Remember over 65% of individuals are people-oriented. By being more relationship based, you will get greater productivity out of your team

Remember to **YIELD**



Task-Oriented C's Working w/Others

- Resist the tendency to give too much detail. This can confuse others or individuals may tune out what is important
- Focus on the objective or goal first, and then ask what details they want to understand in order to achieve the goal
- Adapt your expectations to each individual. Your expectation may be different than another team member, so communicate what the end results should look like clearly
- Remember over 65% of individuals are people-oriented. It is important to recognize other people's feelings versus strictly focusing on tasks. Implementing this principle will help the team to work more effectively with each other

Remember to be **FLEXIBLE**



People-Oriented I's Working w/Others

- Remember: be more businesslike and structured when communicating what needs to be done
- Resist feeling your way through projects. Provide some type of outline, so others know which direction you are heading
- Be accurate with your answers versus exaggerating. Others will admire you more when they see that you are being truthful and trustworthy
- Remember that 35% of the population is task-oriented. By being more task-oriented, you will get more done and have more time to enjoy your success

Remember to be **ACCURATE**



People-Oriented S's Working w/Others

- It is important to exercise authority. This gives direction to the team
- Make sure to set boundaries for yourself and others, so that the team works effectively, and so team members get along with each other effectively
- Resist the tendency to agree with each issue presented. By being honest and open, it helps others
- Remember that 35% of the population is task-oriented. By being more task-oriented at times, you will help team members finish projects and feel more at peace and work efficiently

Remember to ***EXPRESS YOURSELF***



Reminder for D's

*Successful people know
how to relax and take
time out to recharge.
Create balance in life.
Make your personal life a
high priority.*





Reminder for I's



Influential people know how to listen and pay attention to others without being the center of attention. If you want to be admired, let your actions speak louder than your words.



Reminder for S's

Nurturing people know how to let others take responsibility for their own actions. Think of what could go right versus problems in life.

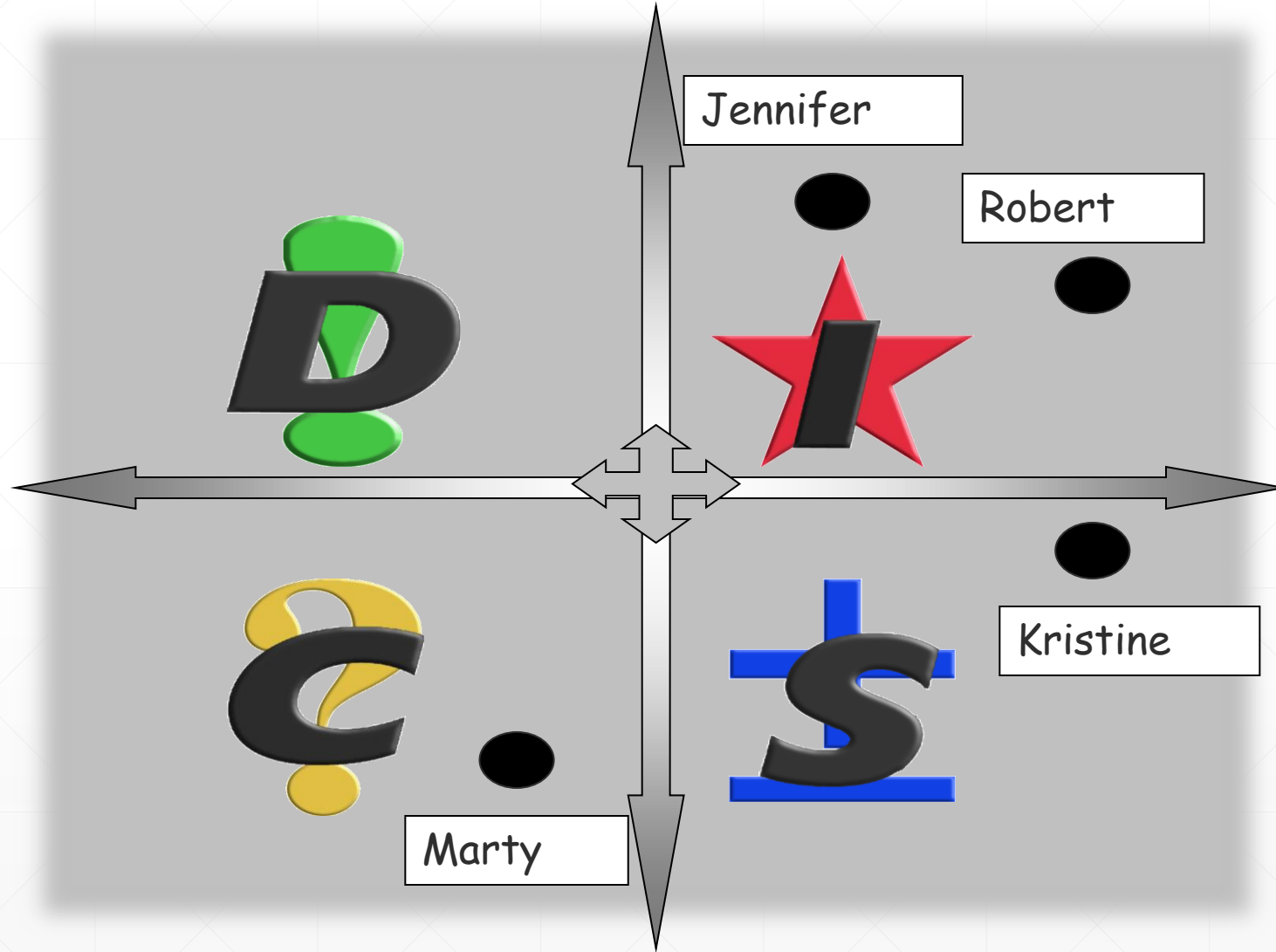




Reminder for C's







People focused on excellence know how to be flexible at the appropriate time. Conscientious people know how to use their intelligence to create solutions and encourage others.



Potential Danger Zones

"You cannot Beware of something that you are not first Aware of."

Anger			Talking too much
Skepticism			Boundaries

The Benefits Are...

To increase your bottom line
and to improve
performance
of your team



To win the approval
of others and inspire
others to be
their best



Improved effectiveness
of the team and
knowledge of how to
work efficiently



To truly
support others by
encouraging teamwork
and cooperation



MAASE

Who, Why, What & How of Leadership

June 13, 2017

BREAK 10:30 am/15 minutes

Who Am I As a Leader?

Based on

Platt, A.D.; Tripp, C.E.; Fraser, R.G.; Warnock, J.R. & Curtis, R.E. (2008).
The Skillful Leader II: Confronting Conditions that Undermine Learning, Ready About Press.

What Do You Think?



You are what you do.

– Eric Harvey & Steve Venture
(Walk the Talk, 2007)

Leaders Have Two Responsibilities

- Help individuals and teams expand their Convictions, Competence and Control
- Confront low-performing communities

What convinces is conviction. Believe in the argument you're advancing. If you don't, you're as good as dead. The other person will sense that something isn't there, and no chain of reasoning, no matter how logical or elegant or brilliant, will win your case for you.

- Lyndon Johnson

Four Levels of Values-Communication

Faculties may not always agree with a leader's convictions. However, they will most often respect individuals who are clear, consistent, and passionate about what they stand for and why.

- Platt, et.al.

Setting the stage for community development, then, begins with a self-assessment.

- Exploring your own mental models
 - Inquiring about and reflecting on the messages that people are getting from your deeds as well as your words.
-

Four Levels of Values-Communication

- **Level 1 – Non-negotiable:** Values or priorities that are not up for debate – clarification, but not debate
 - **Level 2 – Stand For:** Something you advocate, but would not force on anyone
 - **Level 3 – Invite:** Something interested in promoting as a thought to study and investigate. Need more data to “Stand For”
 - **Level 4 – Support:** Something you have not initiated but would support
-

Four Levels of Values-Communication

- Review The Value of Knowing Your Values worksheet. Identify your **MOST IMPORTANT** values; Put an “X” through those **LESS IMPORTANT** values. You can cross out as many as you want. Do this step within 1 minute keeping your work, home, recreational, spiritual lives in mind.

Values become real only when you demonstrate them in the way you act and the way you insist others behave. Goals are for the future; values are for now. Goals are set; values are lived. Goals change; values are the rocks you can count on.

- Ken Blanchard

Four Levels of Values-Communication

*Values are not just words,
values are what we live by.
They're about the causes that
we champion and the people
we fight for.*

- John Kerry

- Review your **Most Important** values. Identify and circle the top 6
-

Four Levels of Values-Communication

- Now, reduce your top 6 **Most Important** values down to your top 3 values. Denote them with by placing a Star next to them

The individual increasingly comes to know who he is through the stand he takes when he expresses his ideas, values, beliefs, and convictions and through the declaration and ownership of his feelings.

- Clark Moustakas

Four Levels of Values-Communication

*When your values are clear to you,
making decisions becomes easier.*

- Roy Disney

- Refine your top values into your non-negotiables
-

Four Levels of Values-Communication

The decisions you make are a choice of values that reflect your life in every way.

- Alice Waters

- Share – with your “elbow partner”
 - Your non-negotiables, OR
 - What you think about sharing your non-negotiables with your staff, OR
 - Both
-

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Who, Why, What & How of Leadership

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LUNCH Noon/60 minutes

Why Do I Lead?

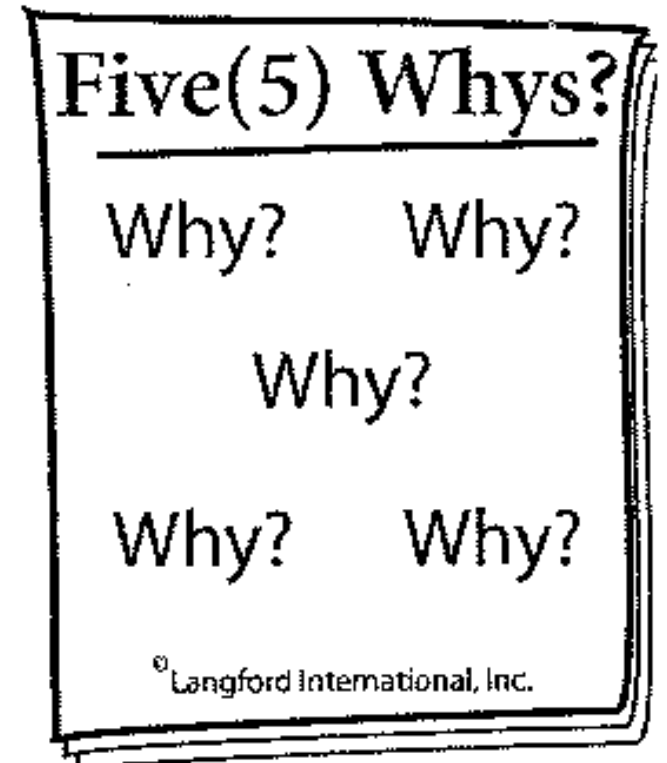
Based on

Criswell, C. & Cartwright, T. (2010). *Creating a Vision*, Center for Creative Leadership.

1:00 pm

Why? Why? Why? Why? Why?

- **Reflect** – individually on the following question
Why did you become a special education leader?
- **Write** – your response on the paper provided
- **Reflect** – on your answer and ask yourself “Why?”
- **Write** – your response on the paper provided
- **Repeat** – the process 5 times



What Do You Think?

- **Think** – individually about Professional Standards for Educational Leaders - Standard #1. Which words stand out to you? Grab your attention? Make you pause and think?
- **Share** – with your table group

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Why Have a Vision?

- *The ability to lead change*
- *Being dynamic*
- *Competence in strategic planning*
- *Being farsighted*
- *Inspiring commitment*
- *Being original*
- *Having a strong executive image*



Developing a Vision

A vision is a mind-picture of your hoped-for end results:...you'll refer to it time and again, explaining its benefits, and relevance to various audiences as you work to keep them on board.



Developing a Vision



*How will the world look different
as a result of my leadership?*

Developing a Vision

Five Building Blocks

- The Big Ideas
- The Values
- The Story
- The Growth Factor
- The Change Factor



Developing a Vision



*If you can't explain it
to a six year old,
you don't understand it yourself.*

- Albert Einstein

Developing a Vision



- *Simple and idealistic*
- *Challenging but realistic*
- *Focused*
- *Beneficial for the organization's stakeholders*
- *Easy to explain and understand*

Developing a Vision

My vision for the college, and our collective vision, is to play a part in making this world a bright future. And I say that because we take in society's most precious possessions and we try to maximize their potential and send them out in the world to make great decisions for the future of our planet.

– Anthony Vincent, Principal; Matthew Flinders Anglican College; Buderim, Queensland, Australia.

- *The Big Ideas*
- *The Values*
- *The Story*
- *The Growth Factor*
- *The Change Factor*

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■ *The Big Ideas*



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- *The Big Ideas*
- *The Values*



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- *The Big Ideas*
- *The Values*
- *The Story*

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- *Simple and idealistic*
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- *Beneficial for the organization's stakeholders*
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Communicating Your Vision



Find a partner

- Share - with your partner for 2.5 minutes your vision or the state of it right now
- Write - a summary of what you heard your partner's vision or thoughts and what images came to mind as they shared their vision
- Trade and repeat the previous steps

Communicating Your Vision



Square your pair

- Share - taking turns
 - Your vision
 - your partner summary & imagery from hearing your vision
- Write - any words, phrases or thoughts that you want to remember
- Edit - your vision based on what you said/heard

Marty's Vision Statement

The job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective results.

- Richard Elmore
Harvard University Graduate School of Education



MAASE

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BREAK 2:15 pm/15 minutes

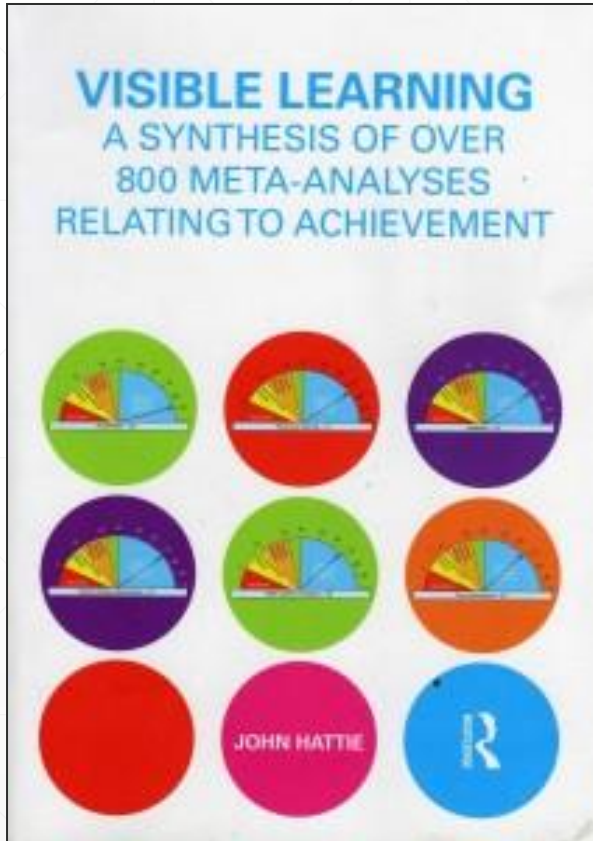
What & How Will I Lead?

Based on

Criswell, C. & Cartwright, T. (2010). *Creating a Vision*, Center for Creative Leadership.

2:30 pm

Visible Learning: an “Uber” Analysis



- 15 Years of Research
- 800+ Meta Analyses*
- 50,000 Studies
- 260+ Million Students

* Continued research includes over 1000 Meta Analyses

Findings

There are so many solutions and most have some form of evidence for their continuation. Teachers can thus find some support to justify almost all their actions.

- J.Hattie (2009) pg. 6



Findings



When teachers claim that they are having a positive effect on achievement...it is a trivial claim, because virtually everything works: the bar for deciding 'what works' in teaching and learning is so often, inappropriately, set at zero.

- J.Hattie (2012), pg. 2

Effect Size

- An effect size of 1.0 would improve the rate of learning by 50%
- Students receiving a strategy of 1.0 effect size would exceed 84% of students not receiving that strategy



Effect Size



- At least 50% of all students can and do achieve an effect size of 0.4 in a year (HINGE POINT)
 - Anything with an effect size of over 0.4 is likely to have a visible effect.
-

Rank These Influences

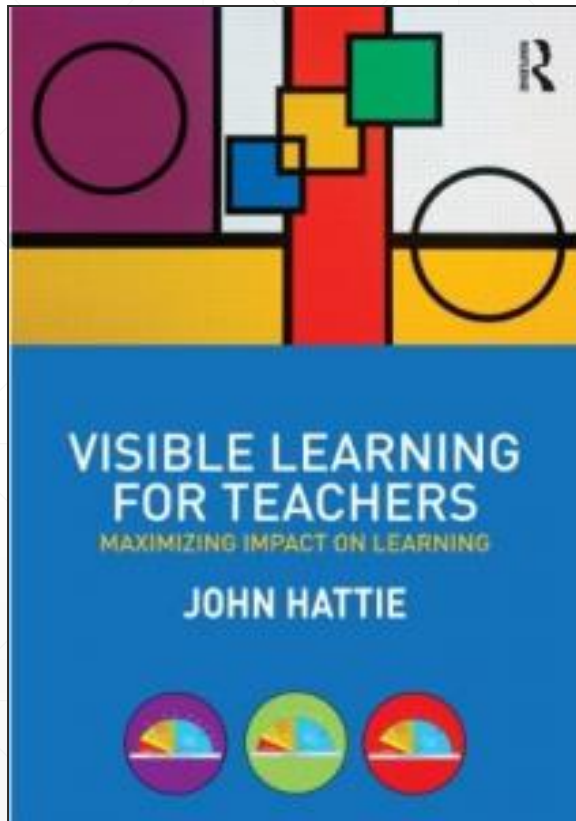
- Student expectations
- Classroom discussion
- Feedback
- Teaching study skills
- Reading Recovery
- Cooperative Learning
- Homework
- Individualized instruction
- Ability grouping
- Open v. Traditional classes
- Retention (hold back a year)
- Shifting Schools (mobility)
- *Think* – individually about these 12 Influences
- *Rank* – them individually using the handout provided.
 - 11 = highest effect size
 - 0 = lowest effect size

Rank These Influences

- Student expectations (1.44)
- Classroom discussion (.82)
- Feedback (.75)
- Teaching study skills (.63)
- Reading Recovery (.50)
- Cooperative Learning (.42)
- Homework (.29)
- Individualized instruction (.22)
- Ability grouping (.12)
- Open v. Traditional classes (.01)
- Retention (hold back a year) (-.13)
- Shifting Schools (mobility) (-.34)

- **Study** – individually your results and the actual findings
- **Share** – with your table group
 - How accurate were your predictions with the actual findings?
 - What are differences? similarities?
 - What does this mean to the practice of teaching?

Visible Learning for Teachers



Teachers and School Leaders:

1. believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
2. believe that success and failure in student learning are about what they, as teachers or leaders, did or did not do...We are change agents.
3. want to talk more about the learning than the teaching.
4. see assessment as feedback about their impact.
5. engage in dialogue not monologue.
6. enjoy the challenge and never retreat to "doing their best."
7. believe that it is their role to develop positive relationships in classroom/staffrooms
8. inform all about the language of learning.

Visible Learning for Teachers

Teachers and School Leaders:

- | | | |
|----|--|---|
| A{ | 1. believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement. (pg. 3) | ▪ Identify – in your table group persons A, B, C & D |
| | 2. believe that success and failure in student learning are about what they, as teachers or leaders, did or did not do...We are change agents. (pg. 6-7) | |
| B{ | 3. want to talk more about the learning than the teaching. (pg. 7-8) | |
| | 4. see assessment as feedback about their impact. (pg. 8-9) | |
| C{ | 5. engage in dialogue not monologue. (pg. 9-10) | ▪ Read – assigned sections & identify 4 key points |
| | 6. enjoy the challenge and never retreat to “doing their best.” (pg. 10-11) | |
| D{ | 7. believe that it is their role to develop positive relationships in classroom/staffrooms. (pg. 12) | |
| | 8. inform all about the language of learning. (pg. 12-13) | ▪ Discuss & Share – with your group the 4 key points for each mind frame |

Know Thy Impact: Teaching, Learning & Leading <http://www.eosdn.on.ca/docs/In%20Conversation%20With%20John%20Hattie.pdf>

Visible Learning for Teachers

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4. see assessment as feedback about their impact. (pg. 8-9)
5. engage in dialogue not monologue. (pg. 9-10)
6. enjoy the challenge and never retreat to “doing their best.” (pg. 10-11)
7. believe that it is their role to develop positive relationships in classroom/staffrooms. (pg. 12)
8. inform all about the language of learning. (pg. 12-13)

▪ **Self-Assess** – your capacity of each Mind Frame

MAASE

Who, Why, What & How of Leadership

June 13, 2017

Strategy Harvest

Welcome

- Objectives
- Assumptions & Norms
- Inclusion Activity – Four Square Synectic

Who Am I As a Leader?

- DISC Personality Profile
 - Inclusion Activity – Number Game
 - Split the Room
 - Lecture Burst
 - Guided Note Taking
 - Visual Team Composite
 - The Value of Knowing Your Values
 - Lecture Burst
 - Self-Assessment
-

Strategy Harvest

Why Do I Lead?

- Inclusion Activity – Five Whys
- Lecture Burst
- Metaphor: Vivid Images
- Guided Note Taking
- Pair - Square

What & How Will I Lead?

- Visible Learning – Influences
 - Lecture Burst
 - Ranking
- Visible Learning – Mind Frames
 - Focus Read/Expert Groups
 - Self-Assessment

Wrap Up

- Strategy Harvest
 - Review of Objectives
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Today's Goals

Objectives

- Assess your leadership style and it's unique contribution to the team you lead
 - Explore and clarify your leadership guiding values and vision
 - Learn the latest research on instructional best practices and the dispositions needed to implement them
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MAASE

Who, Why, What & How of Leadership

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