



“TALKING LEADERSHIP”

WILLUNGA HIGH SCHOOL



PROGRAM

SESSION 1 Know Yourself – Lead Yourself

SESSION 2 Know the Work – Lead the Work

SESSION 3 Know the “Team” – Lead the “Team”

SESSION 4 Know the Story – Lead the Story

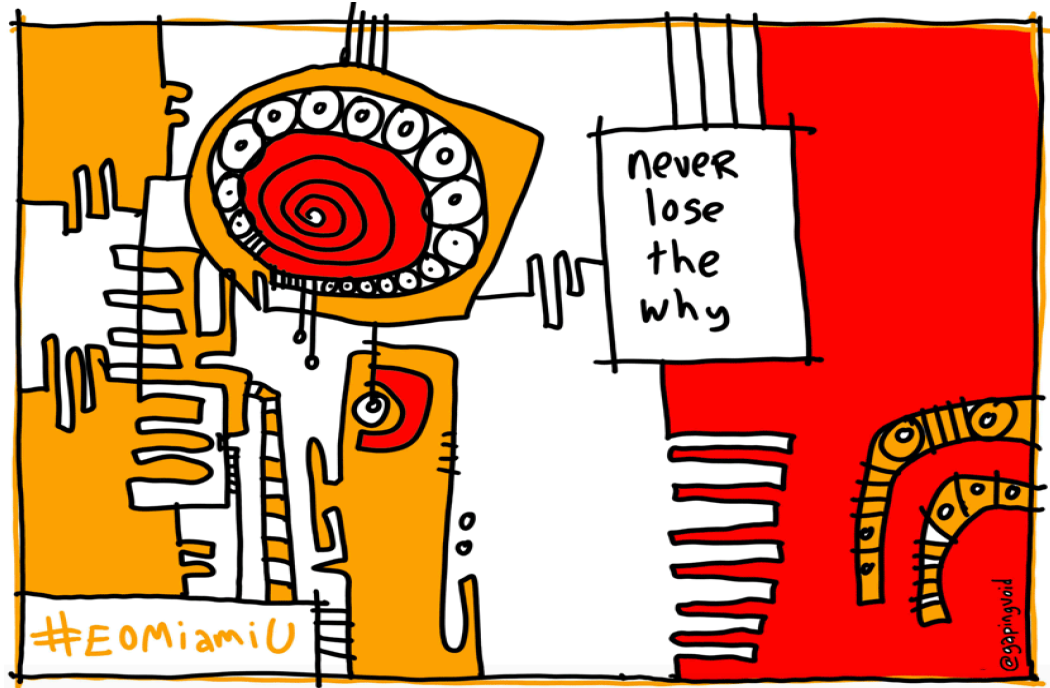




TELL THE STORY

TELL IT IN YOUR OWN VOICE

All voices are different





RECAP - SESSION 2



KNOW THE WORK

LEAD THE WORK



DO YOU KNOW THE BUSINESS?

- DO I HAVE A PERSONAL PHILOSOPHY ABOUT HOW CHILDREN/YOUNG PEOPLE LEARN BASED UPON MY OWN RESEARCH AND EXPERIENCE?
- DO I MODEL WHAT I EXPECT OF MY STUDENTS AND COLLEAGUES?
- DO I UNDERSTAND WHAT MY MAIN PRIORITIES AS A SCHOOL LEADER ARE ?
- DO I KNOW MY SITE'S STRATEGIC PLAN/ VISION STATEMENT?
- DO I ENGAGE MY COLLEAGUES WITH MY PROFESSIONAL LEARNING- SHARED READINGS, WORKSHOPS

Rate yourself for each of these on a 10 point scale – share via Table Talk



Getting Things Done - David Allen

GTD METHODOLOGY

The heartbeat of GTD is five simple steps that apply order to chaos and provide you the space and structure to be more creative, strategic, and focused.

01

CAPTURE | 

COLLECT WHAT HAS YOUR ATTENTION

Use an in-tray, notepad, digital list, or voice recorder to capture everything that has your attention. Little, big, personal and professional—all your to-do's, projects, things to handle or finish.

02

CLARIFY | 

PROCESS WHAT IT MEANS

Take everything that you capture and ask: Is it actionable? If no, then trash it, incubate it, or file it as reference. If yes, decide the very next action required. If it will take less than two minutes, do it now. If not, delegate it if you can; or put it on a list to do when you can.

03

ORGANIZE | 

PUT IT WHERE IT BELONGS

Put action reminders on the right lists. For example, create lists for the appropriate categories—calls to make, errands to run, emails to send, etc.

04

REFLECT | 

REVIEW FREQUENTLY

Look over your lists as often as necessary to trust your choices about what to do next. Do a weekly review to get clear, get current, and get creative.

05

ENGAGE | 

SIMPLY DO

Use your system to take appropriate actions with confidence.

<http://gettingthingsdone.com>



If pedagogy is the driver,
and technology is the
accelerator...then

relationships
are the runway.



#RenLead
@GustafsonBrad



“IT” WILL NOT ALWAYS WORK

- 80/20 Rules
- Constituencies
- Timing





What's in it for me?





Only matters
when it
matters?



What song are
we ALL
singing?





There is no simple or
single answer to
resistance



DIFFERENT CONSTITUENCIES

- Information and data
- Common alignment – tell / write the story
- Time – resourcing/reflection





Execution matters a lot, but timing might matter even more



Timing



Team



Ideas



Business Model



Funding

Top 5 Factors in Success Across More Than 200 Companies



Bill Gross
TED 2015



BETWEEN SESSION 2 AND 3

(Monday TBA , Term 4)

- Four readings
- Undertake SURVEY MONKEY - **email me with 5 respondents links**
- 1:1 meeting to debrief results and discuss in relation to self awareness work.

Optional

- Practice Reflective journaling process
- Collect your own readings - Facebook page or twitter or...
- Personal Goal Setting



KNOW THE (OTHERS)TEAM

LEAD THE (OTHERS)TEAM



I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou





WHAT IS NEEDED?

EMOTIONAL INTELLIGENCE



Emotional intelligence is the ability to recognise, understand and manage emotions in ourselves and others.

Emotional Intelligence is divided into the four clusters of Self-Awareness, Self-Management, Social Awareness and Relationship Management.

Often been referred to very broadly as “people skills”



Emotional Intelligence (EQ) Stats

Learn More About EQ



90%

*of top performers
have high EQ*



EQ is responsible for

58%

*of your job
performance*



\$29,000

*People with high EQ
make \$29,000 more
annually than their
low EQ counterparts*

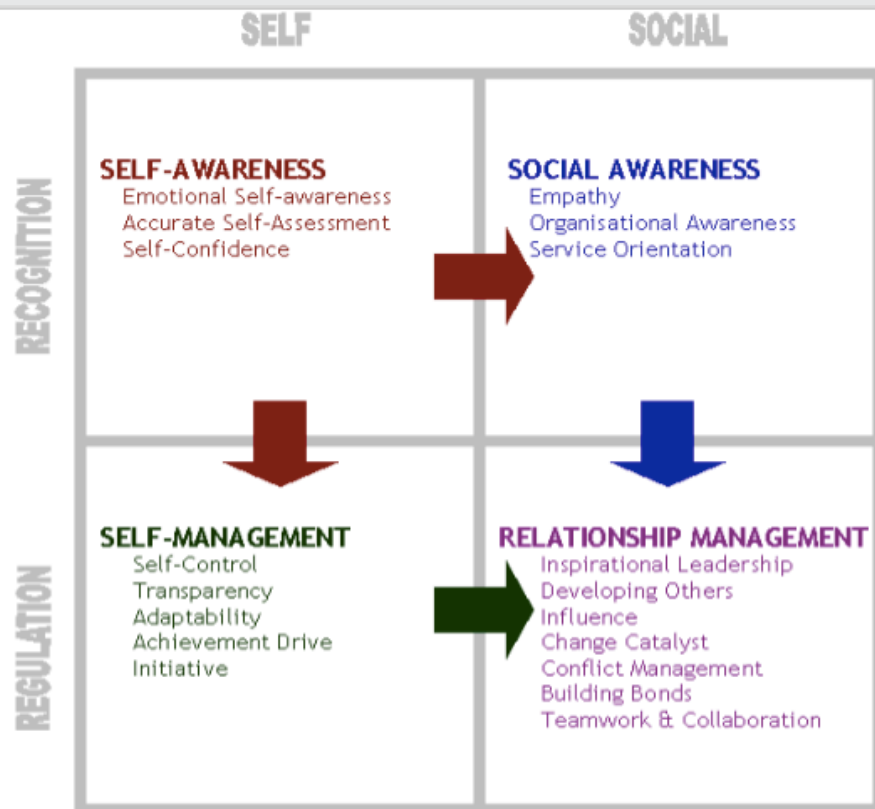


Figure 1. Goleman's Emotional Intelligence Model (2002)



Self - awareness

- Keep a journal
- Identify stress factors
- Slow down
- emotional self-awareness, where you are able to read and understand your emotions
- accurate self-assessment, where you understand strengths & weaknesses;
- self-confidence, where you have a positive and strong sense of one's self-worth.



Social Awareness

- Learn conflict resolution
- Improve your communication skills
- Learn how to praise others
- Empathy, which is understanding others and taking an active interest in their concerns;
- Organisational awareness, which is the ability to read the currents of organisational life, build decision networks and navigate politics;
- Service orientation, which is recognising and meeting student needs.



Self Management

- Question why are you doing your job
- Know where you stand
- Be optimistic
- Self-control, which is keeping disruptive emotions and impulses under control;
- Transparency, which is maintaining standards of honesty and integrity,
- Managing yourself & responsibilities;
- Adaptability, which is the flexibility in adapting to changing situations
- Achievement orientation, which is the guiding drive
- Initiative, which is the readiness to seize opportunities and act.

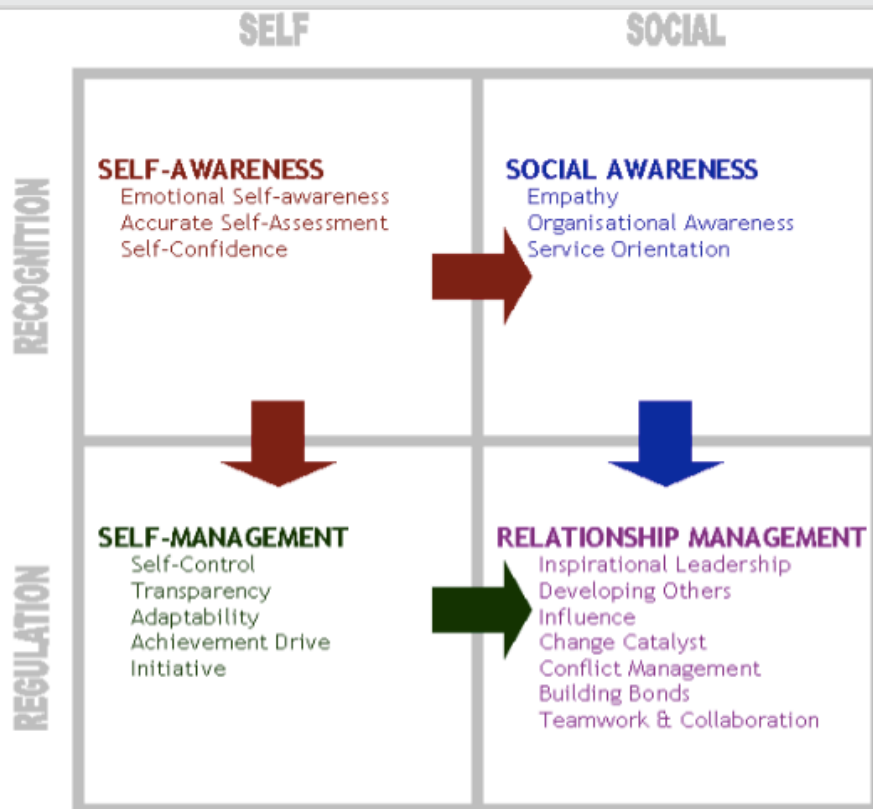


Figure 1. Goleman's Emotional Intelligence Model (2002)



EQ TESTS

The mætrix EI Test Results

(MEIT Version 1.0)

Questionnaire Date Fri Nov 4 09:08:36 2016

The following numerical scores are calculated from your answers to the EI questionnaire. If you have answered honestly and accurately, your scores, out of 10 for each quadrant, will reflect your capability level within each of the EI quadrants. (You might want to print out this result; if you do not, you will have to retake the test if you want these scores later since they are not saved anywhere.) To gain a picture of what each of the EI quadrants covers, read the short descriptions below, or on this website at www.maetrix.com.au/ei.asp.

You have answered 39 questions out of 40. For best results, you should answer all the questions that apply.

Self-Awareness	Self-Management	Social-Awareness	Relationship Management
9	9	7	8

For more information about interpreting your MEIT scores, click [here](#). For more information about Emotional Intelligence and how to use it for your personal growth, please contact, [Malcolm Lazenby](#)

Please remember that this Sampler is NOT scientifically validated. We cannot guarantee the accuracy of the results of this EI analysis.

EI Quadrant Descriptors

Self-Awareness.

Description. The core of Emotional Intelligence is self-awareness. Self-awareness is comprised of three competencies; emotional self-awareness, where you are able to read and understand your emotions as well as recognise their impact on work performance and relationships; accurate self-assessment, where you are able to give a realistic evaluation of your strengths and limitations; and self-confidence, where you have a positive and strong sense of one's self-worth. The starting point and key in these areas is the ability to be critically self-reflective.

Self-Management

Description. Self-management is comprised of five competencies; Self-control, which is keeping disruptive emotions and impulses under control; transparency, which is maintaining standards of honesty and integrity, managing yourself and responsibilities; and adaptability, which is the flexibility in adapting to changing situations and overcoming obstacles; achievement orientation, which is the guiding drive to meet an internal standard of excellence; and initiative, which is the readiness to seize opportunities and act.

Social Awareness

Description. Social Awareness is comprised of three competencies; empathy, which is understanding others and taking an active interest in their concerns; organisational awareness, which is the ability to read the currents of organisational life, build decision networks and navigate politics; and service orientation, which is recognising and meeting customers needs. The adaptable, success-oriented type.

Relationship Management

Description. The Social cluster of Relationship Management is comprised of seven competencies; visionary leadership, which is inspiring and guiding groups and individuals; developing others, which is the propensity to strengthen and support the abilities of others through feedback and guidance; influence, which is the ability to exercise a wide range of persuasive strategies with integrity, and also includes listening and sending clear, convincing and well-tuned messages; change catalyst, which is the proficiency in initiating new ideas and leading people in a new direction; conflict management, which is resolving disagreements and collaboratively developing resolutions; building bonds, which is building and maintaining relationships with others; and teamwork and collaboration, which is the promotion of cooperation and building of teams.

Handout –Emotional Intelligence



LEAD OTHERS LEAD TEAMS VIA FEEDBACK

The power of conversation
(RELATIONSHIP MANAGEMENT)



Rocket Science?

That's easy.

We deal with people!



@gapingveid



COMMUNICATION

Effective Listening

Active Listening Attitudes

- Being “present” mindset
- Avoid ‘me too’
- Remembering that you think faster than people can speak
- Listening for content and feelings

Active Listening Behaviours

- Eye contact
- Open Posture
- Minimal encouragers
- Probing/clarifying questions or responses



To effectively communicate,
we must realize that we are
all different in the way we
perceive the world and use this
understanding as a guide to our
communication with others.

- Tony Robbins

Handout –Communication - Exercise



MADE BETTER SERIES

Partner Sharing



TRUST

Handout - Psychological Trust



GROWTH
COACHING
INTERNATIONAL

Determinants of Relational Trust

Interpersonal respect	Personal regard for others	Role competence	Personal integrity
Civility, deep listening to others' concerns, inclusivity	Extent of caring about staff	Ability to do one's job well, including addressing incompetence	Puts students' interests above own personal and political interests, walks and talk, communicates accurately



Johari Window

Feedback

		Feedback	
		Known to me	Not known to me
Self-disclosure	Known to others	OPEN	BLIND
	Not known to others	CLOSED	HIDDEN



Process we use
to affirm or
modify our
thinking and
behaviour.



Source –
can be internal + external



Purpose of Feedback



Affirm

- My work is valued
- More of this please!



Modify

- Increasing self awareness & choice
- “This could/would be good to do differently!”



Feedback is most effective in motivating improved performance when it is used to set goals. Feedback alone is just information.”

Locke, E.A (1996) Motivation through conscious goal setting.
Journal of Applied and Preventive Psychology, (5) 117-124.

Handout –Feedback - Forbes



Losada: research on the nature of dialogue in high performing teams

	High performing teams	Low performing teams
Positive vs negative dialogue	+6:1 ratio of +ve to –ve dialogue (strengths & opportunities vs deficiencies)	1:3 +ve statements to –ve statements
Inquiry vs advocacy in dialogue	+2:1 inquiry vs advocacy	1:20 inquiry vs advocacy



FEEDBACK IS JUST INFORMATION

UNLESS

YOU DO SOMETHING “WITH” IT!



Receiving feedback - reflection

1. How do you like to receive feedback?
2. What is your bias?
3. What would you need to take into account when providing feedback



Handout –Sandberg - Feedback



MADE BETTER SERIES

Partner Sharing



How “brave” are you about having conversations when there are Johari Windows

Handout –Bad news - Feedback



THE POWER & IMPORTANCE OF CONVERSATION

(Susan Scott – Fierce Conversations)



FIERCE CONVERSATIONS

SUSAN SCOTT

<https://www.youtube.com/watch?v=oVKaXUB4EFg>



Principles to Speak by

The seven principles of conversation are:

1. Be courageous and check the facts.
2. Choose to be authentic.
3. Live in this moment, now, listening to and speaking to this person, now.
4. Face your problems today, solve them and move on.
5. Go with your gut instinct. Obey your intuition.
6. Conversations are relationships. Take responsibility. Nothing you say is trivial.
7. Shut up and let silence do its necessary work.

Source –Fierce Leadership – Susan Scott



Take-Aways

- Treat every conversation as if it's your most important conversation.
- Face facts.
- Ask questions.
- Deal with today's problems immediately – today.
- Obey your gut.
- Take responsibility for everything you say.
- Silence is part of a good conversation.
- Say “and” instead of “but.”
- Don't talk at people – talk with them.
- A conversation is a relationship.

Source –Fierce Leadership – Susan Scott



WHAT NOW

SESSION 3



BETWEEN SESSION 3 AND 4

(Monday Week 6, Term 4)

- Four very short readings
- Undertake EQ test – will email link of 2 “free ones”
- OPTIONAL 1:1 meeting to debrief EQ test – possible Johari Windows and work on a “proper career/work goal”



Goal....



- To establish a **clear, attractive end point** in relation to the **challenge, opportunity or performance issue.**



Reality....



- To establish a **starting point**
- To identify **resources** and build **confidence** about achieving the **goal**

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Options....



- To generate a **range** of possible ways to **achieve** the goal
- To go beyond any sense of being **'stuck'**
- To increase sense of **control**

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Will and Tactics....



- To begin the move towards **action**
- To **increase** the sense of **responsibility** and **ownership**

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Habits....



- To **build support** for sustained success
- To make **explicit potential barriers** so that **action** can be taken

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Develop an iSMART GOAL

- Earlier feedback
- Self (work) awareness
- Leadership Prompts
- GROWTH Model
- Not SLOTH
- “discuss in our 1:1”



- *By* _____
- *I am/have* _____
- *So that* _____





Where groups of individuals have low self-awareness, the overall teams' chance of success is halved



Lynne Symons

w: makelearningbetter.com

fb: Make Learning Better

m: 0419827143

t: @symolyn

e: lynne@makelearningbetter.com

