

LEAD: Leadership Exploration and Development

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What?

Why?

How?

do we mean by leadership?

is leadership development
important for people with IDD
and family members on staff?

do we do it?



VCU

VIRGINIA COMMONWEALTH UNIVERSITY



CENTER FOR
FAMILY INVOLVEMENT



Partnership for People
with Disabilities

Linking people. Changing lives.

How I Approached Leadership Development in my Personal Life...





What?

do we mean by leadership?

...it is a set of
behaviors that
inspires and
motivates those
around you to act

**LEADERSHIP IS
ACTION, NOT
POSITION.**



Leadership

VS

Management

Leadership vs Management: Is there a difference?

Management = the PRESENT

🌸 keep things stable, make decisions according to a plan, maintain status quo

Leadership = the FUTURE

🌸 create discomfort, action happens because of a vision



Why?

**is leadership development
important for people with IDD
and family members on staff?**

Why Building Leadership Behavior is Important

- It shows **you value** them, **respect** their **potential**, and think they would be good leaders, which can help them believe in their own possibilities
- It **models** the kind of **inclusive leadership** that good leaders practice.
- It's a **mark of respect and fairness** to include potential leaders in decisions that have a bearing on their work and perhaps on their lives.

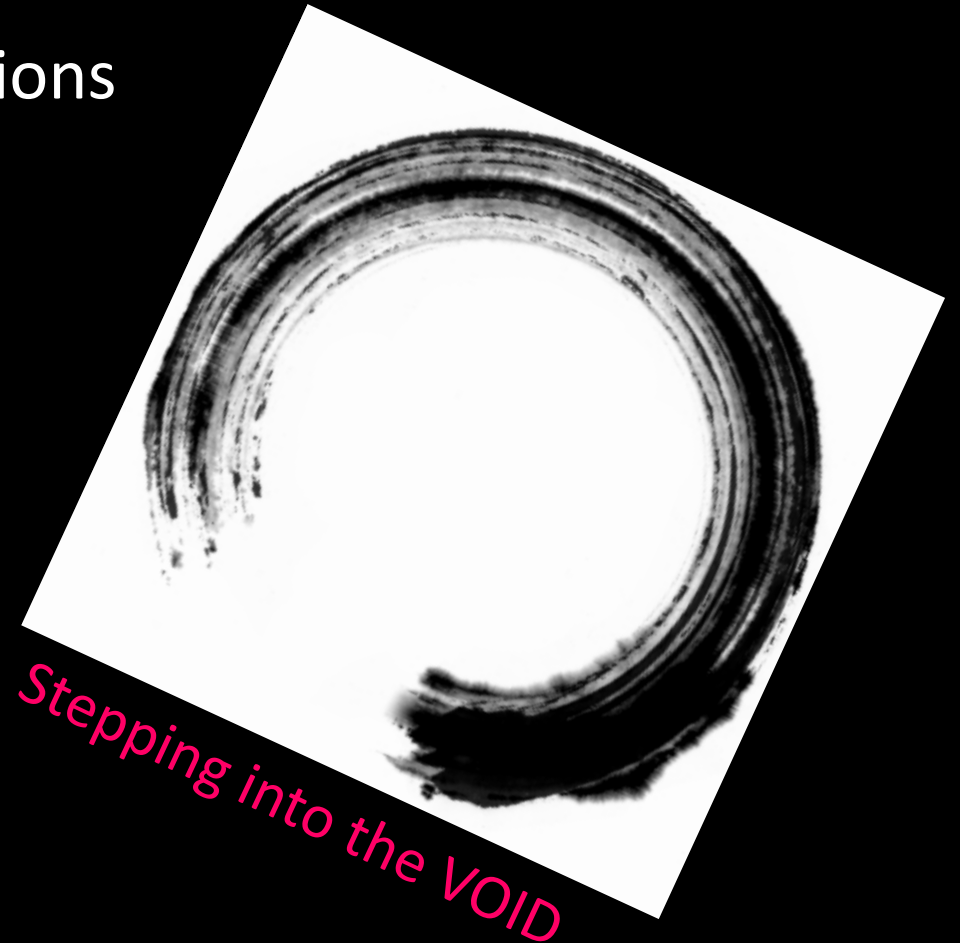


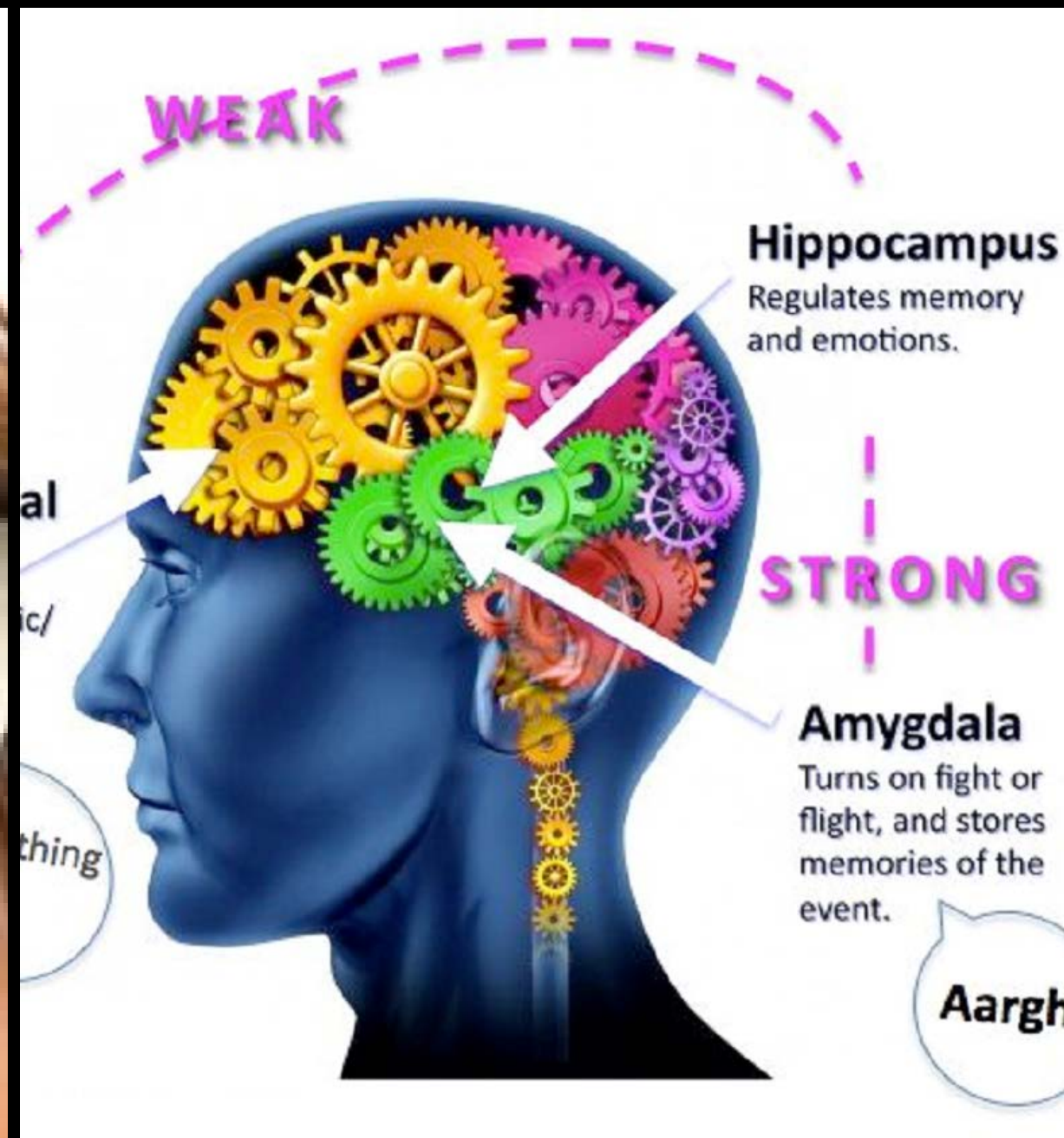
Moving Between the Balcony and the Dance Floor

Its About Being Brave and Having Difficult Conversations

Create a culture of safe climates for conversations

- B – boundaries
- R – reliability
- A – accountability
- V – vault
- I – integrity
- N – non-judgmental
- G - generosity







How?

do we do it?

How I
Approached
Leadership
Development
Where I Work...



CFI Staff Leadership Academy Activities

Self-Assessment Exercises

- 🌸 Innovation Styles
- 🌸 Strength Finders 2.0
- 🌸 Systems Mapping
- 🌸 Language of Appreciation
- 🌸 Emotional Intelligence
- 🌸 Learning Styles
- 🌸 Introversion/Extroversion

CFI Staff Leadership Academy Activities

- ❁ Supercapes/cloaks of humility (knowing what persona we are wearing, when and why...and not being afraid of being humble)
- ❁ Neuroleadership and brain science (knowing what's going on with the brain when we make decisions, collaborate, regulate emotions, and facilitate change; the biology of moving change forward - what drives behavior and motivation).

CFI Staff Leadership Academy Activities

- ❁ Mindfulness (cultivating and strengthening our mind's capacity - mind's propensity to narrow the focus when under stress; negative effects of information overload)
- ❁ Energy management (developing strategies to re-energize body, mind, spirit and emotions)
- ❁ Generational communication (being emotionally intelligent requires awareness of your audience – who you are speaking to as a group and individually)



Creating a Community of Innovation

Going row by row, of the 4 statements, put a 1 next to the statement that is least like you, a 4 next the statement that is most like you, and a 2 and 3 next to the others, depending on how most/least like you they are. Then, total each column

1	I “connect the dots”	I get things done	I like possibilities	I bring things “down to earth”
2	I need to understand	I make things work	Everything has a good and bad side	There has to be a right answer
3	Don’t tell me what to do	Give me the facts not theory	I create choices	I like to analyze data
4	A concept must be sound	I like “energy”	Don’t fuss with details	I like precision
5	I think things through	I take risks	I like to hear about problems	I focus
6	I like the big picture	I find a way that works	I want to own the problem	I am thorough
7	I like to define the problem	I push for acceptance	I find out the facts	I plan
	Total	Total	Total	Total

Source: Peter Merrill

CONNECTORS	DOERS	CREATORS	DEVELOPERS
Find solutions	Get the solution “out there” and being used	Find the opportunity (see the need/problem)	Make the solution work (user friendly)

- 🌸 Generating ideas
- 🌸 Linking those ideas together
- 🌸 Turning ideas into practical solution or
- 🌸 Implementing solutions + getting things done?

Leading with Strengths

Achiever	Empathy	Responsibility
Activator	Ideation	Woo (winning over others)
Adaptability	Deliberative	Positivity
Analytical	Maximizer	Strategic
Arranger	Harmony	Restorative
Command	Input	Relator
Developer	Discipline	Belief
Context	Self-Assurance	Includer
Communication	Intellect	Futuristic
Connectedness	Focus	Significance
Consistency	Individualization	Learner
Competition		

Leading with Strengths

Executing	Influencing	Relationship Building	Strategic Thinking
Achiever, Arranger, Belief, Consistency, Deliberative, Discipline, Focus, Responsibility, Restorative	Activator, Command, Communication, Competition, Maximizer, Self-Assurance, Significance, woo	Adaptability, Developer, Connectedness, Empathy, Harmony, Includer, Individualization, Positivity, Relator	Analytical Context, Futuristic, Ideation, Input, Intellection, Learner, Strategic

Languages of Appreciation

🌸 The single highest driver of engagement is whether or not a person feels their co-workers and supervisors are genuinely interested in their wellbeing.

🌸 A person identifies their individual preferred language of appreciation

☀ words

☀ physical touch

☀ acts of service

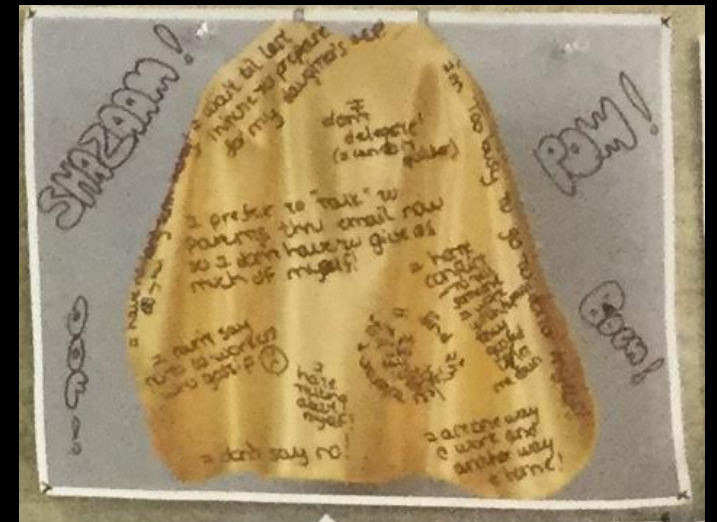
☀ quality time

☀ tokens

Wearing Supercapes



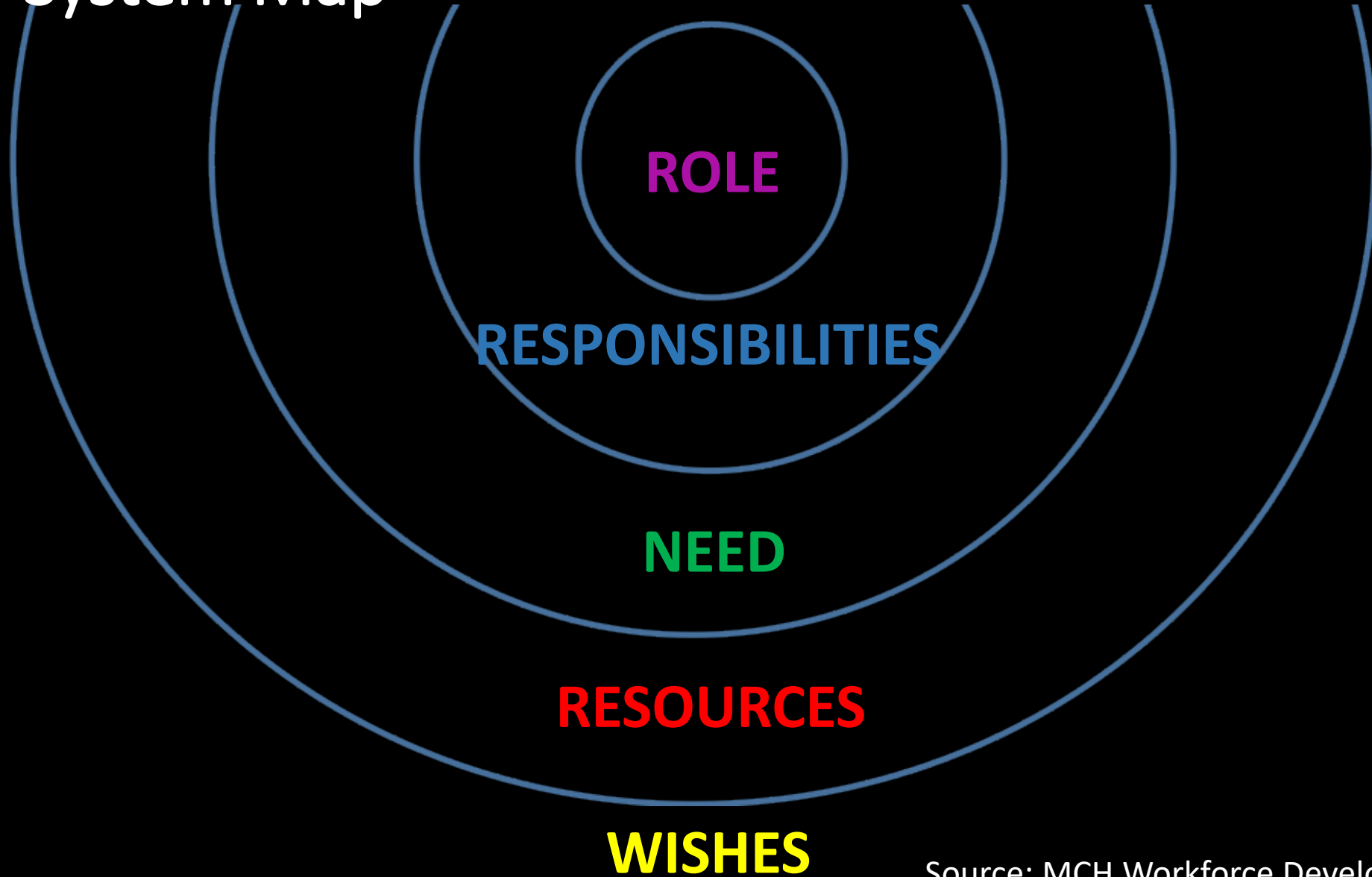
and Cloaks of Humility



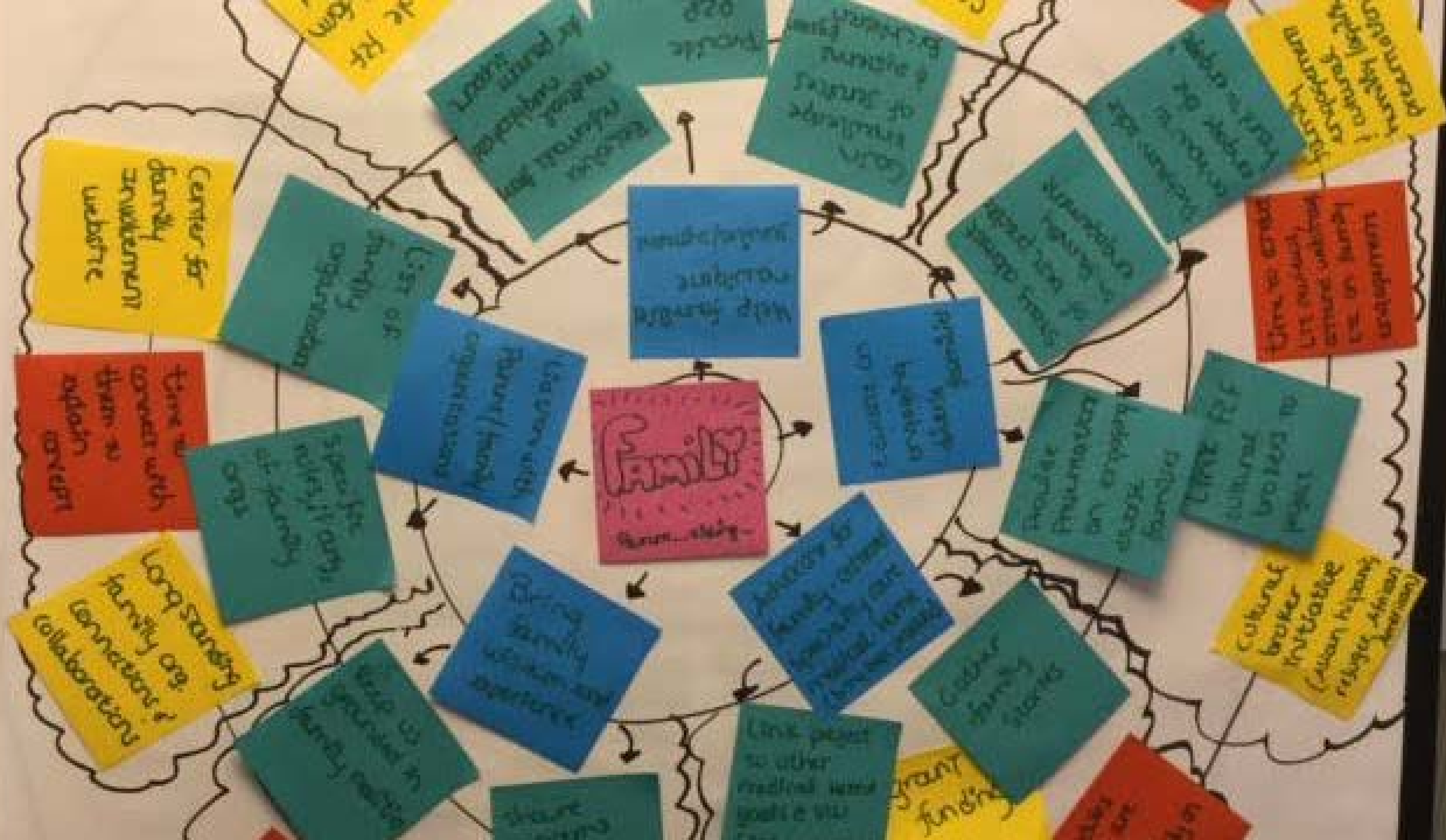
Cape Activity



System Map



Source: MCH Workforce Development Center



Emotional Intelligence

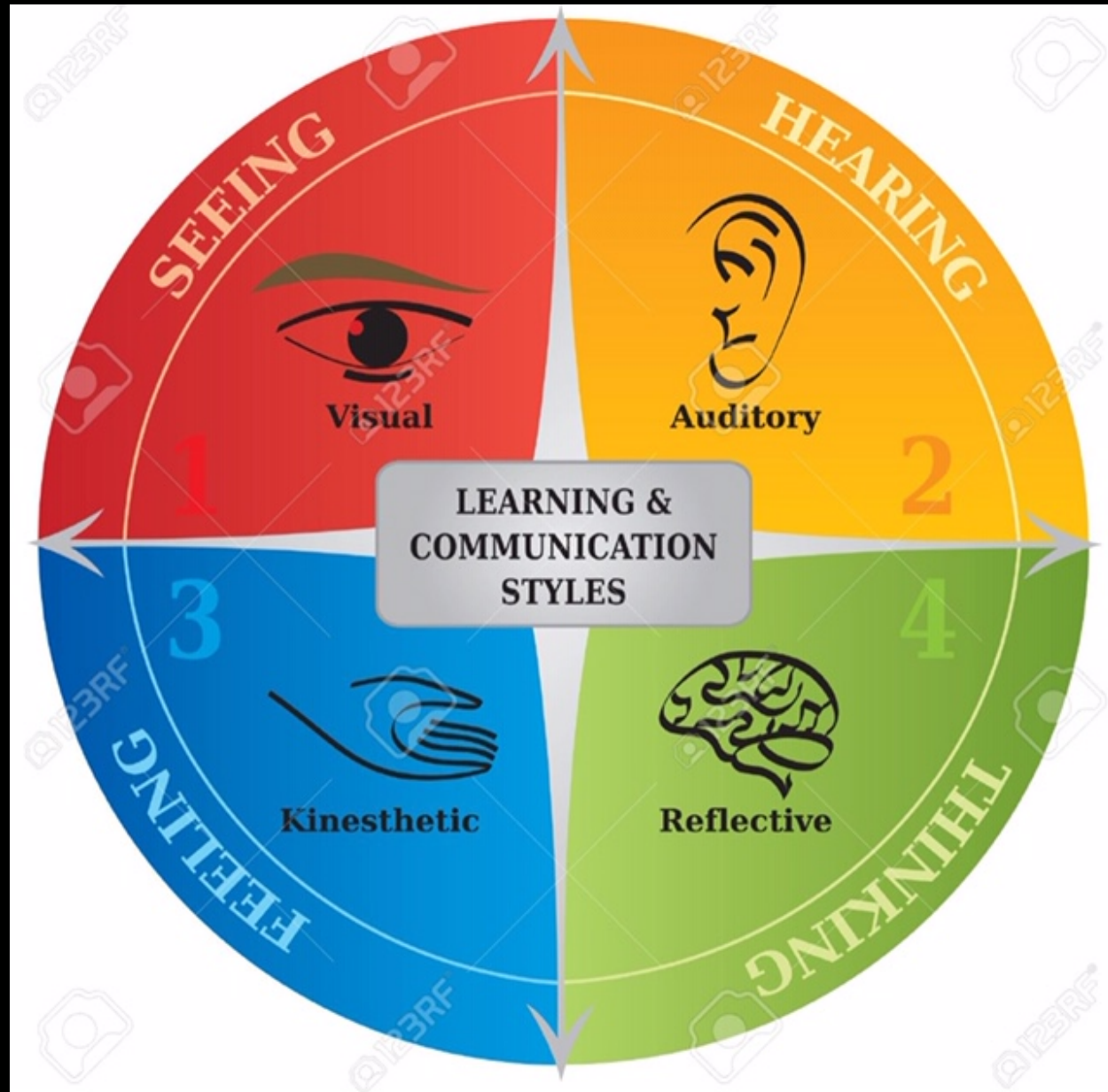


Emotional Intelligence Activity

0 = Never 1 = Almost Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

1.		I am usually awareness of my feelings and why I feel that way
2.		I am aware of my strengths and weaknesses
3.		I recognize how my feelings affect my performance
4.		I manage my negative emotions well (I recover quickly when upset/stressed)
5.		I can keep my focus on goals and know the steps it takes to get there
6.		I welcome candid and constructive feedback
7.		I can usually sense the feelings of people I interact with
8.		I use empathy to understand what others are saying and how they are saying it
9.		I pay attention to what others are saying and how they are saying it
10.		I can persuade people easily (use my influence effectively)
11.		I can guide a negotiation to a satisfactory agreement
12.		I can effectively foster teamwork and help settle conflicts

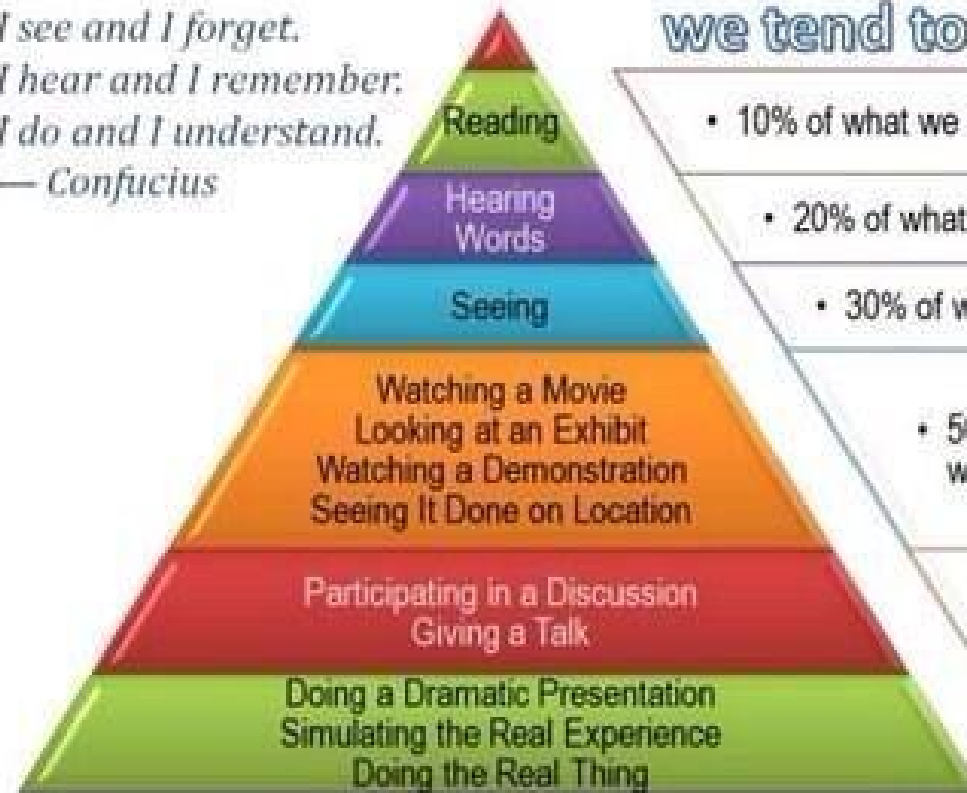
Learning Styles



The Cone of Learning

sparkinsight.com

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



After 2 weeks,
we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

P
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Source: Edgar Dale (1969)



\$86,400



Source: Harvard Business Review

BODY

- ☐ I don't regularly get at least 7 or 8 hours of sleep and I often wake up feeling tired
- ☐ I frequently skip breakfast or settle for something that is not nutritious
- ☐ I don't work out at least 3 times a week
- ☐ I don't take regular breaks during the day to renew and recharge...I often eat lunch at my desk if I eat at all.

MIND

- ☐ I have difficulty focusing on one thing at a time and am easily distracted during the day...especially by email
- ☐ I spend much of my day reacting to immediate crises and demands rather than focusing on activities with longer term value and high leverage
- ☐ I don't take enough time for reflection, strategizing and creative thinking
- ☐ I work in the evenings or on weekends and almost take an email free vacation

EXTROVERSION - AMBIVERSION - INTROVERSION



PREFERENCE
FOR **MORE**
STIMULATING
ENVIRONMENTS

PREFERENCE
FOR **LESS**
STIMULATING
ENVIRONMENT



Generational Communication

From Traditionalists to Linksters

Generations, Inc.

- Traditionalists (prior to 1945) (*World Wars*)
- Baby Boomers (1946-1964) (*Assassinations and Woodstock*)
- Generation X (1965-1979) (*Latchkey Kids and Dotcoms*)
- Generation Y (1980-1995) (*Entitled Ones and Terrorism*)
- Linked-In/Linksters (1996 -) (*Facebook Crowd*)

Generations, Inc.: From Boomers to Linksters – managing the friction between generations at work. Meagan Johnson and Larry Johnson, 2010.

Engaging with each Generation



**Which generation
do you admire?
Why?**



**What do you wish
other generations
most appreciated
about your
generation?**



**Which generation
is most dominate
internally in your
workplace?**



**Which generation
is most dominate
externally in who
you serve?**



**What are ways we
can bring them
together?**

