LEAD: Leadership Exploration and Development

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do we mean by leadership?

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

do we do it?
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 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
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

Source: Brene Brown
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

 Vetero Supercapes/cloaks of humility (knowing what persona we are wearing, when and why...and not being afraid of being humble)

 Vetero 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.

<table>
<thead>
<tr>
<th></th>
<th>I “connect the dots”</th>
<th>I get things done</th>
<th>I like possibilities</th>
<th>I bring things “down to earth”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I need to understand</th>
<th>I make things work</th>
<th>Everything has a good and bad side</th>
<th>There has to be a right answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Don’t tell me what to do</th>
<th>Give me the facts not theory</th>
<th>I create choices</th>
<th>I like to analyze data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A concept must be sound</th>
<th>I like “energy”</th>
<th>Don’t fuss with details</th>
<th>I like precision</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I think things through</th>
<th>I take risks</th>
<th>I like to hear about problems</th>
<th>I focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I like the big picture</th>
<th>I find a way that works</th>
<th>I want to own the problem</th>
<th>I am thorough</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I like to define the problem</th>
<th>I push for acceptance</th>
<th>I find out the facts</th>
<th>I plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total | Total | Total | Total

Source: Peter Merrill
<table>
<thead>
<tr>
<th>CONNECTORS</th>
<th>DOERS</th>
<th>CREATORS</th>
<th>DEVELOPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find solutions</td>
<td>Get the solution “out there” and being used</td>
<td>Find the opportunity (see the need/problem)</td>
<td>Make the solution work (user friendly)</td>
</tr>
</tbody>
</table>

- Generating ideas
- Linking those ideas together
- Turning ideas into practical solution or
- Implementing solutions + getting things done?
## Leading with Strengths

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

Source: Tom Rath
## Leading with Strengths

<table>
<thead>
<tr>
<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
</tr>
</thead>
</table>
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

Source: Gary Chapman & Paul White
Wearing Supercapes and Cloaks of Humility
Cape Activity
System Map

ROLE

RESPONSIBILITIES

NEED

RESOURCES

WISHES

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

- Visual
- Auditory
- Kinesthetic
- Reflective
The Cone of Learning

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

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

Source: Edgar Dale (1969)
$86,400
Manage Energy
NOT TIME

Source: Harvard Business Review
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.

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*)
- Linked-In/Linksters (1996 - ) (*Facebook Crowd*)

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?