Thank You For Coming

Leading for Program Quality: Using self-awareness and intention to effect positive change

Who has joined our conversation today?
In your primary role, do you:
1. lead adults in a program, school, or agency?
2. lead children in a classroom, center, or family child care setting?
3. support leaders and teachers?

The capacity to recognize your feelings, preferences, biases, emotions
To understand your cognitive, physical and emotional self
To understand how all of these aspects of self influence decisions and behaviors

Self-awareness is the cornerstone of emotional intelligence.
Research states that self-awareness is the most critical leadership skill and the strongest predictor of overall success. (Nicol & Sparrow 2010).

- Leaders AWARE of their weaknesses hire others who perform well in these areas.
- Leaders RECOGNIZE members of their team may have an idea that is even better than their own.

Which describes your typical day.

1. Mostly I’m reactive and have regrets about my actions.
2. I alternate between reactive and intentional.
3. To respond with intention, I build in reflection time.

This requires self-awareness and intention.
How's the pace of this webinar?
1. Much too slow
2. A bit too slow
3. About right
4. A bit too fast
5. Much too fast

I can only judge things from my experience.

Questions help to increase my self-awareness.

1. Program climate
2. Throughout the day
3. Touch points with staff

Perspective Taking
YOU influence CLIMATE

WORKPLACE CLIMATE

- easy going
- cranky
- collaborative
- productive
- complacency
- cliques
- resistance
- burnout
- tense
- gossip
- high stress
- motivational
- helpful

Philosophical differences

YOUR SHADOW

You Model

- Willingness to take risks
- Passion
- Authenticity
- Creativity
- Perseverance
- Patience
- Flexibility
- Pragmatism
- Humor
- Love of Learning
- High Energy
- Respect
Self-Awareness and Intention

With yourself
At different points in the day
Pause to see how you are
Use a journal
Ask a trusted colleague

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SELF-AWARENESS & INTENTION

• Before you get to work
• During arrival
• Mid morning
• Lunch
• Rest
• The afternoon
• At the end of the day
• At home

TIME MANAGEMENT

Finding The Right Balance

INTERNAL MANAGEMENT

What questions do you ask yourself?

• How do you organize your time?
• Do you plan for low stress and high stress times?
• Do you set realistic expectations?
• How do you establish and prioritize to do lists?

THE MOOD ELEVATOR

grateful
wise
creative
resourceful
hopeful
appreciative
patient
sense of humor
flexible
curious
impatient
irritated
worried
defensive
judgmental
self-righteous
stressed
angry
depressed
Self-Awareness and Intention

BUT WHAT IF I JUST DON'T HAVE ENOUGH TIME!

TIPS:
- Always plan for the unexpected.
- Make delegation a natural part of your style.
- Establish a committee or task force to help.
- Plan a time each day to refuel and encourage staff to do the same!

RELATIONSHIP BUILDING AND MANAGEMENT

TOUCH POINTS WITH STAFF

Communication
Verbal and Non-Verbal

EVERYTHING YOU DO AND SAY COMMUNICATES.
JIM SHAFFER
What is your routine?
How much time do you spend?
What messages do you convey?
Does everyone get equal time?

Do you “shoot” them all day long?
Are they coming at you all day long and as a result you are reacting and shooting them right back?

Do you plan them all?
Is there content or administrivia?
Does your staff know in advance what the agenda is?
How do you set up the room?
What messages do you want staff to experience when you are gathered as a group?
How does this affect the program climate?
Tip for Touch Points:

- **Commit to a conversation** about connecting with your staff and enhancing the climate of your program.

- Explore these ideas with a learning partner:
  - A friend
  - Another leader
  - A coach

Poll

Did you find this webinar important to your work?

1. Not very important
2. Somewhat important
3. Important
4. Extremely important

Poll

Would you like to explore this topic in more detail?

1. Definitely.
2. I’m unsure.
3. No thank you.
Managers administer for stability, have subordinates, adopt clear short-term objectives, focus on details, and are oriented towards completing tasks.

Leaders administer for change, have followers, focus on long-term vision, set direction, and are oriented towards inspiring people to achieve results.

RESOURCES

- Time management for directors. [Link]
- Twelve characteristics of effective early childhood teachers. [Link]
- Effective leadership behaviors for child care administrators. [Link]
- Principle-centered leadership in early childhood education. [Link]