

# WELCOME

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



judyjablon

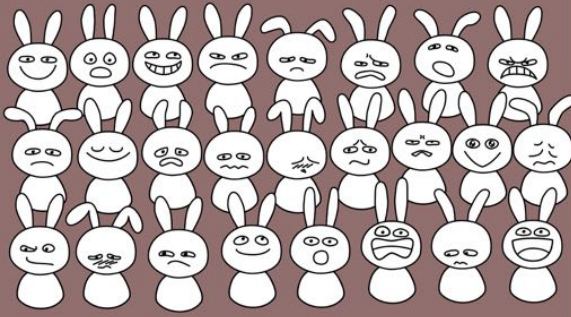
Thank You For Coming

## POLL

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?

## HOW DO YOU FEEL?



- 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.



**EFFECTIVE LEADERSHIP TAKES SELF-AWARENESS!**

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.

**SELF-AWARENESS AFFECTS DECISION-MAKING**

<p><b>Reactive</b></p> <p>Too much to do, always in a rush, juggling too many balls, no real time to think things through...</p>	<p><b>Responsive</b></p> <p>Despite constant busyness, make intentional decisions and have strategies in place to deal with difficult situations...</p>
--	---

**POLL**


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.

**L E A D E R S H I P**

It's not just about getting the job done...

It's about leading others to success.



**This requires self-awareness and intention.**

### POLL

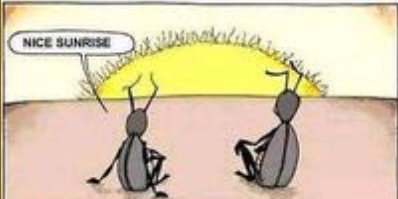
How's the pace of this webinar?

1. Much too slow
2. A bit too slow
3. About right
4. A bit too fast
5. Much too fast

### WHY ASK THIS QUESTION?

I can only judge things from my experience.

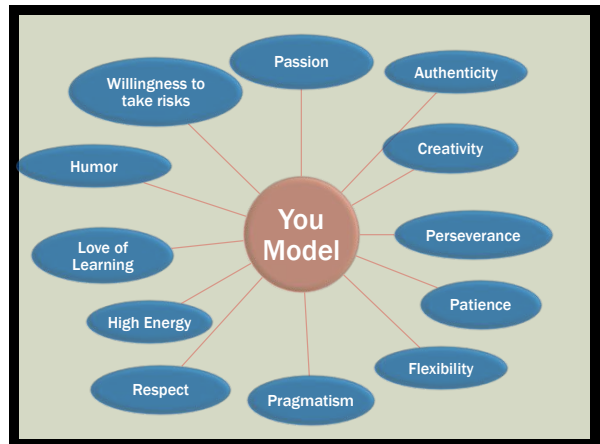
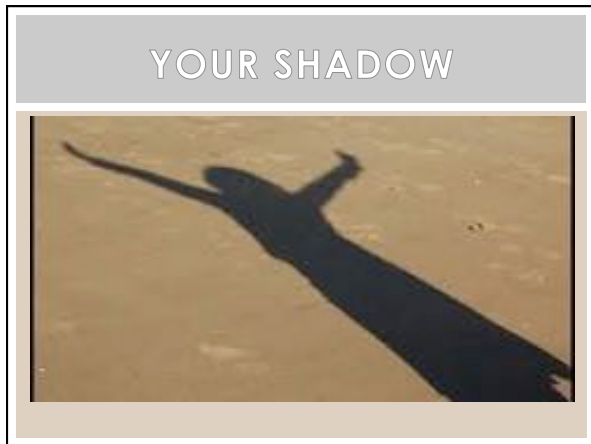
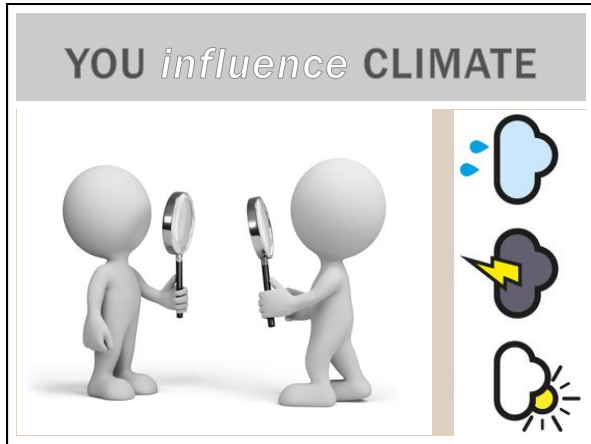
Questions help to increase my self-awareness.



Perspective  
Taking

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


**Self-awareness & Intention**






TIP: CHECK INS

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



### SELF-AWARENESS & INTENTION

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



### 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

### 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?

### TIME MANAGEMENT



### Finding The Right Balance

**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



### HOW DO YOU "TOUCH" STAFF DURING ARRIVAL TIME?

- What is your routine?
- How much time do you spend?
- What messages do you convey?
- Does everyone get equal time?

### HOW DO YOU HANDLE DROP INS?



### HOW DO YOU WRITE EMAILS AND TEXTS?

- 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?

### LET'S THINK ABOUT STAFF MEETINGS

- 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.

SELF-AWARENESS → QUALITY



**ARE YOU A MANAGER OR LEADER?**

- **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.

**THANK YOU  
STAY IN TOUCH!**

[judy@judyjablon.com](mailto:judy@judyjablon.com)  
[www.judyjablon.com](http://www.judyjablon.com)  
 Twitter: @judyjablon  
 Find me on Facebook!

[www.PowerfullInteractions.com](http://www.PowerfullInteractions.com)  
 Twitter: @p\_interactions




**RESOURCES**

- Time management for directors.  
[http://ccic.dcf.wi.gov/sites/default/files/pdf/newsart/64/Time\\_management\\_for\\_directors.pdf](http://ccic.dcf.wi.gov/sites/default/files/pdf/newsart/64/Time_management_for_directors.pdf)
- Twelve characteristics of effective early childhood teachers.  
[https://www.naeyc.org/files/yc/file/200803/BTJ\\_Colker.pdf](https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf)
- Effective leadership behaviors for child care administrators.  
<http://ndc.ndgrowingfutures.org/files/pdf/EffectiveLeadership.pdf>
- Principle-centered leadership in early childhood education.  
[http://southernearlychildhood.org/upload/pdf/Principle\\_Centered\\_Leadership\\_in\\_Early\\_Childhood\\_Education\\_Victoria\\_Car\\_Lawrence\\_J\\_Johnson\\_Connie\\_Corkwell\\_Vol\\_37\\_No\\_3\\_1.pdf](http://southernearlychildhood.org/upload/pdf/Principle_Centered_Leadership_in_Early_Childhood_Education_Victoria_Car_Lawrence_J_Johnson_Connie_Corkwell_Vol_37_No_3_1.pdf)
- Nicol J. & Sparrow, P.R. (2010). Powerful leadership: the importance of self-awareness in extending range. Lancaster University Management School Centre for Performance-led HR Thought Leadership Paper, Number 2010-01, available: <http://www.lums.lancs.ac.uk/cphr>