WELCOME

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

Thank You For Coming
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.
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.
<table>
<thead>
<tr>
<th>Reactive</th>
<th>Responsive</th>
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<tbody>
<tr>
<td>Too much to do, always in a rush, juggling too many balls, no real time to think things through...</td>
<td>Despite constant busyness, make intentional decisions and have strategies in place to deal with difficult situations...</td>
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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.
Leadership

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
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
YOU influence CLIMATE
WORKPLACE CLIMATE

easy going

friendly
collaborative
cranky

.productive

resistance

Philosophical differences

complacency
tense
gossipy

high stress

burnout

shared vision

motivated

helpful

hostile
YOUR SHADOW
You Model

- Passion
- Authenticity
- Creativity
- Perseverance
- Patience
- Flexibility
- Pragmatism
- Respect
- High Energy
- Love of Learning
- Humor
- Willingness to take risks
seeing yourself as others see you
(insert emotion)

IS

CONTAGIOUS
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
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
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?
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?
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
Did you find this webinar important to your work?

1. Not very important
2. Somewhat important
3. Important
4. Extremely important
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.
THANK YOU
STAY IN TOUCH!

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RESOURCES

- Twelve characteristics of effective early childhood teachers. [https://www.naeyc.org/files/yc/file/200803/BTJ_Colker.pdf]