

WELCOME

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



judy jablon

Thank You For Coming

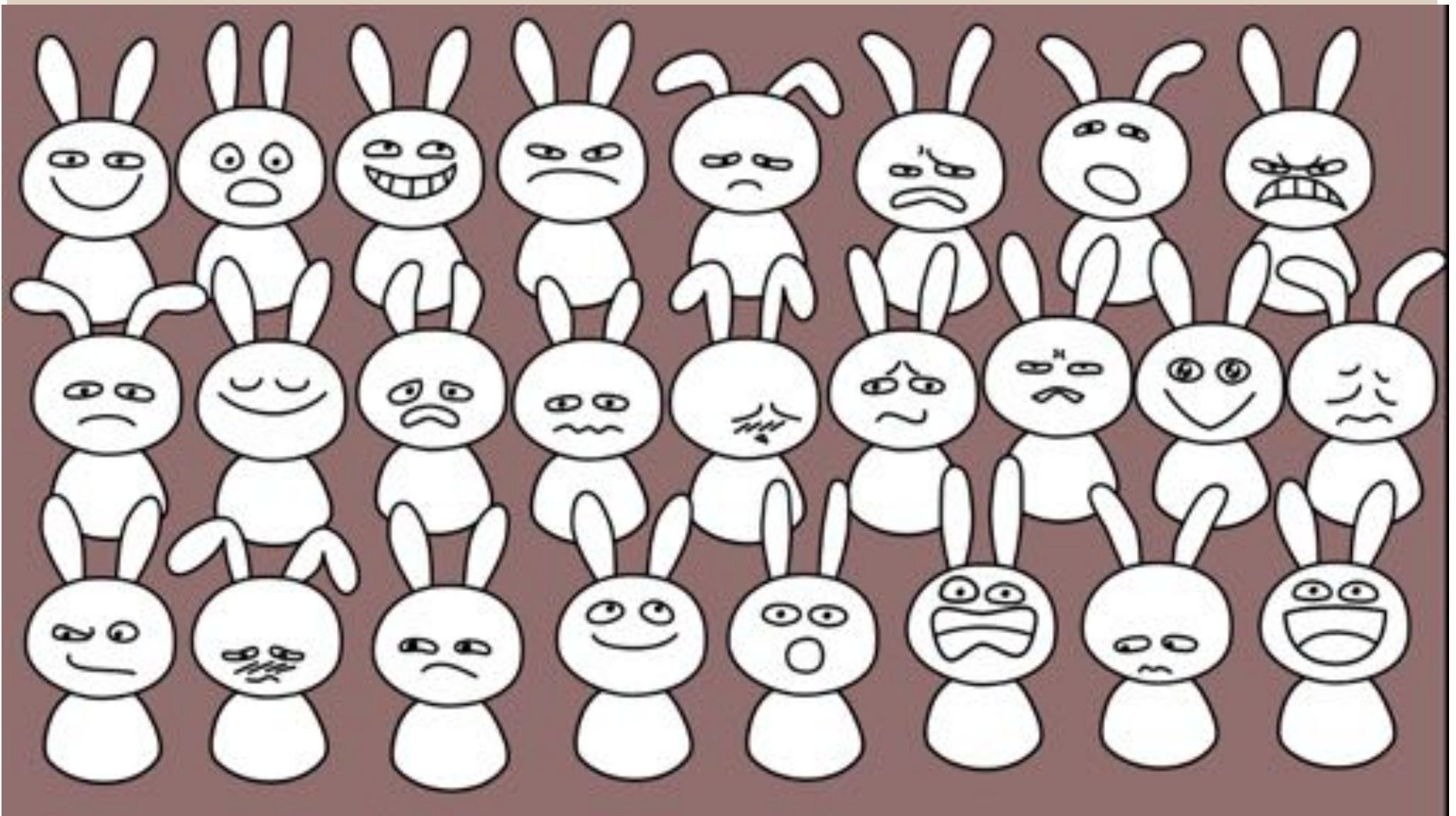
POLL

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

Reactive

Too much to do, always in a rush, juggling too many balls, no real time to think things through...

Responsive

Despite constant busyness, make intentional decisions and have strategies in place to deal with difficult situations...

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.

LEADERSHIP

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

It's about
leading others
to success.



This requires self-awareness and intention.

POLL

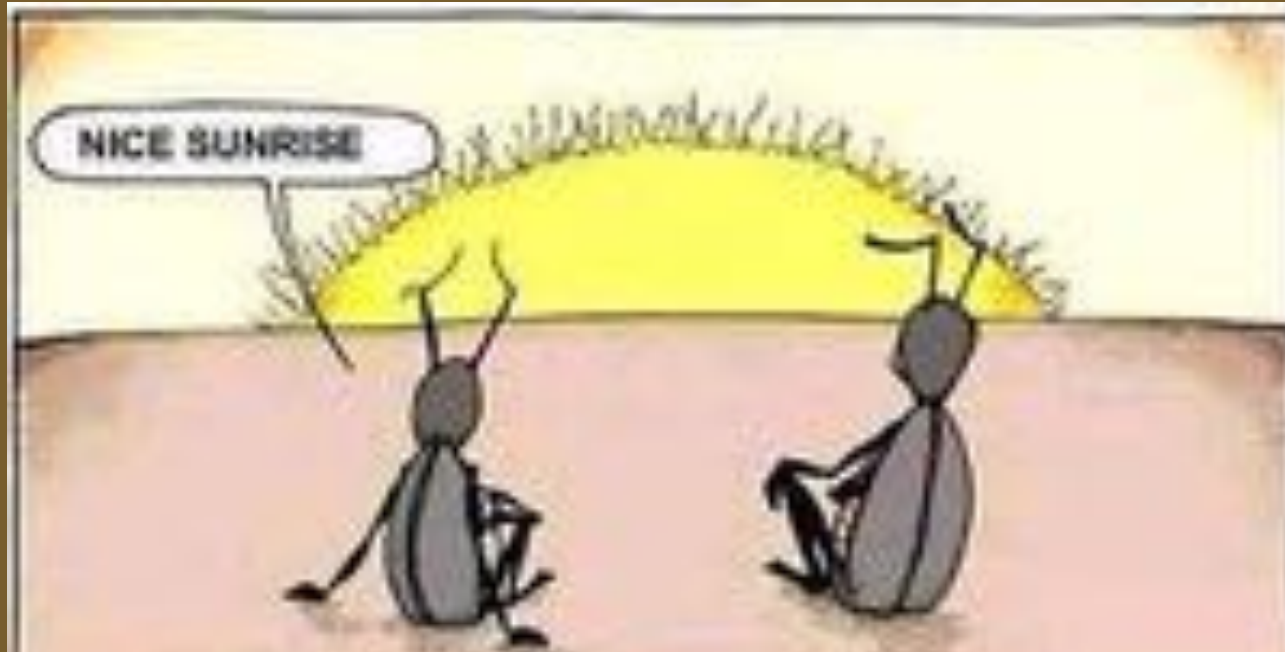
How's the pace of this webinar?

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

WHY ASK THIS QUESTION?

I can only judge things from my experience.

Questions help to increase my self-awareness.



Perspective Taking

Self-awareness & Intention

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

YOU *influence* CLIMATE



easy going

cranky

competitive

friendly

cliques

collaborative

Philosophical differences

resistance

productive

complacency

WORKPLACE CLIMATE

shared vision

tense

high stress

burnout

gossipy

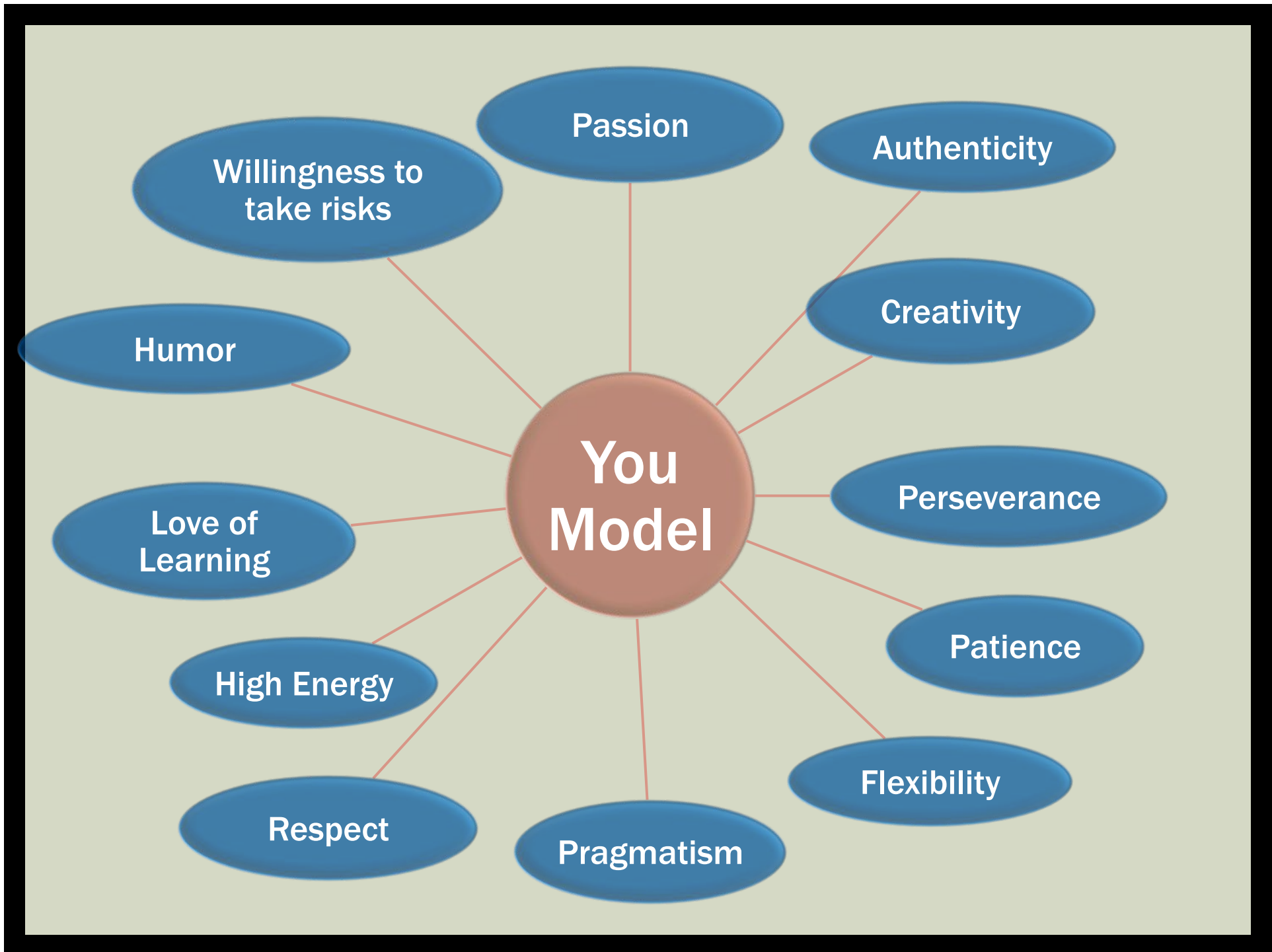
motivated

helpful

hostile

YOUR SHADOW





You Model

Passion

Authenticity

Willingness to take risks

Creativity

Humor

Perseverance

Love of Learning

Patience

High Energy

Flexibility

Respect

Pragmatism



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

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!**

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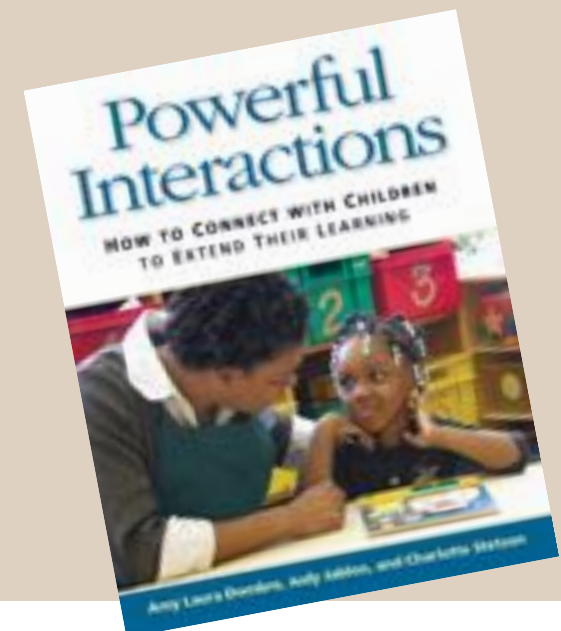
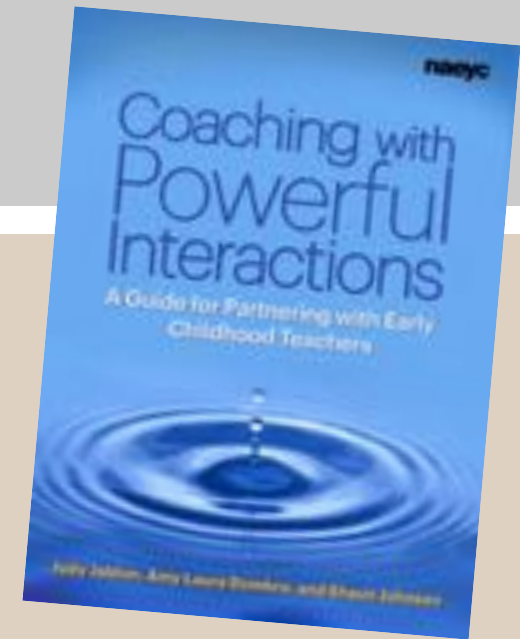
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RESOURCES

- Time management for directors.
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
- 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_r_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>