

13th Annual

Thinking & Learning Conference

DR JANE KISE

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Intentional School Leadership

Session 3

MELBOURNE

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Coaching Yourself for Intentional Leadership

1. Choose a specific leadership goal. Here are some general examples:
 - a. A specific priority for moving to a new leadership position, such as mastering new knowledge or building relationships
 - b. Leading a specific initiative or toward a specific goal—not just numerical goals—such as
 - i. Increase in student ability to express mathematical thinking
 - ii. Creating a community of readers
 - iii. Rebalancing administration/teacher/student/family roles in discipline
 - c. Improving a leadership skill (empathy, listening, influence, advocacy, etc.)
2. Sort the priority cards, choosing the 10 most important for reaching your goal.
3. Using Handout 2, analyze where these priorities fall in relationship to the 12 Lenses of Leadership. Questions to ask yourself include:
 - a. If I focus on the lenses indicated by my priorities, am I overlooking any lens that is vital to success?
 - b. How do these relate to my personality type? Will accomplishing this goal be natural for me? A stretch?
 - c. Do I need to focus on my strengths or in this case will overusing my strengths lead to vulnerability in a key blind spot?
 - d. Do I have a skill development need that has to become a priority focus?
4. Consider Handout 3, Emotional Intelligence. Are you over-using or under-using any of these four components for leaders? Should they be part of your goals?
5. Visit Handout 4 to examine the school leadership roles related to each lens. Are you overlooking any that are crucial to your goal? Does this affect your choice of lenses for focus?
6. Use your answers to the above questions to choose the 3 lenses most critical to this goal.
 - a. One way to think of these, whether they are easy or difficult for you, is “If I don’t focus on these three Leadership Lenses in this situation, I greatly increase the risk of somehow derailing.”
 - b. Sometimes leaders eliminate a lens that is so key to their leadership style that they believe they will follow through with it no matter what. Sometimes all three lenses match personality preferences. Sometimes all three are counter to preferences. Sometimes choosing both poles of a lens is key—and acknowledges the messy fact that leadership priorities can pull us in two directions at once!
7. Complete your Priority Checklist using Handout 5.
8. Read the chapters of Intentional Leadership to understand more about your chosen lens and to select and act on ways to make better use of the skills required by each lens.



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HANDOUT 1



The 12 Lenses of Leadership and Priorities

Type	EXTRAVERSION	INTROVERSION
Lens 1	Outer Focus ←————→	Inner Focus
	Balancing action and reflection and engagement and solitude	
Priorities	Networking, Relationships	Individuality, Personal Development
Lens 2	Breadth ←————→	Depth
	Staying current on opportunities and developing expertise for lasting impact	
Priorities	Variety, Influence	Depth, Legacy
Lens 3	Leadership ←————→	Listening
	Guiding and developing others and helping them learn to guide themselves	
Priorities	Mentoring, Promoting	Empowering, Connecting
Type	SENSING	INTUITION
Lens 4	Reality ←————→	Vision
	Knowing what is currently true and what might be possible in your situation	
Priorities	Loyalty, Accountability	Visioning, Optimism
Lens 5	The Known ←————→	The New
	Building on current successes and seeking new challenges	
Priorities	Experience, Creativity with the Known	Challenge, Creativity with the New
Lens 6	Clarity ←————→	Ambiguity
	Standardizing proven processes and remaining open to new processes and ideas	
Priorities	Efficiency, Dependability	Openness, Originality
Type	THINKING	FEELING
Lens 7	Logic ←————→	Values
	Determining universal principles and rules and accounting for individual needs and perspectives	
Priorities	Fair-Mindedness	Empathy
Lens 8	Outcomes ←————→	People
	Moving toward organizational success and building a dedicated, cohesive team	
Priorities	Results	Harmony
Lens 9	Individual Trust ←————→	Team Trust
	Honoring individual strengths and initiative and building atmosphere and trust for collaboration	
Priorities	Expertise, Autonomy	Appreciation, Collaboration
Type	JUDGING	PERCEIVING
Lens 10	Planning ←————→	Flexibility
	Setting benchmarks and plans and responding to ever-changing environments	
Priorities	Organization	Adaptability
Lens 11	Goal Orientation ←————→	Engagement
	Planning for the long haul and keeping joy in the moment	
Priorities	Achievement, Perseverance	Enjoyment, Fulfillment
Lens 12	Limits ←————→	Opportunities
	Creating an environment where people can negotiate among work demands and other aspects of life	
Priorities	Balance	Discovery



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HANDOUT 2

Developing Emotional Intelligence

Emotional Self-Awareness

Strength

I'm aware of my own emotional state and how it is affecting others

Strength

I can tell when emotions might be affecting my judgment or reactions

Struggle

Often, I'm surprised when others tell me I seem angry, frustrated or otherwise upset

Struggle

I'm often not aware of my own emotions

To Increase Skills with Emotional Self-Awareness

- Some people have a limited vocabulary of emotions. For example, they think they are angry when in fact they may be frustrated, hurt, shocked or disgusted. Each of these emotions requires a different response. Search online for an "Emotions Chart for Adults." Reflect after a meeting (or while watching a movie) on exactly which emotion you are feeling. And, what responses might different ones require?
- Ask someone you trust to inform you of the emotions they believe you expressed during a meeting or conversation. Often, people who struggle with this subscale think they are appearing calm when others read them as irritated, angry, or some other reaction. Ask them to specifically name the expressions or gestures or phrases you used that conveyed the emotion you named and how you might react differently.

To Pull Back from Overuse of Emotional Self-Awareness

- Paying too much attention to emotions during decision-making can result in undervaluing logic, the precedents being set, or important objective criteria. Consider a recent non-optimal decision where you relied on how your emotions were being affected. How might logic have helped?
- Does awareness of your own emotions ever hinder your ability to act or decide because of negative emotions such as fear, shame, or anxiety over relationships? If so, make a chart of 2-3 situations where this has happened, listing the negative effects of letting your emotions rule and how you might have acted differently.



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HANDOUT 3



Developing Emotional Intelligence

Assertiveness

Strength

I am clear about what I want or need and can articulate it to others

Strength

I find it easy to stand firm for what I believe

Struggle

I often have difficulty articulating what I want or need even if I feel strongly about it

Struggle

I often find myself backing down even when I know I'm right

To Increase Skills with Assertiveness

- The research compiled in Po Bronson's book *Top Dog* negates the notion of totally collaborative leadership. Someone truly needs to be the final authority, guiding toward results and taking responsibility. Overdone, though, assertiveness blocks the contributions of others. Ask a colleague you trust for feedback on where you fall with being assertive. When are more of your ideas or opinions needed? Less?
- If you need to develop more assertiveness, in advance of a meeting where a key decision will be made, make a list of your non-negotiables. What has to happen for the decision to be satisfactory to you? How will you communicate these points or refute others' attempts to negate them? Where can you bend? Being clear on when you need to be assertive can make it easier to act.

To Pull Back from Overuse of Assertiveness

- Paying too much attention to emotions during decision-making can result in undervaluing logic, the precedents being set, or important objective criteria. Consider a recent non-optimal decision where you relied on how your emotions were being affected. How might logic have helped?
- If you need to bring balance to the assertive-aggressive behavior spectrum, consider these questions. Am I prone to raising my voice at others? Does my body language suggest an aggressive posture? The term "in your face" refers to invading another's personal space for the purposes of creating dominance. A good review of the role of body language in communication will give an individual insight into what postures tend to be seen as aggressive.



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HANDOUT 3



Developing Emotional Intelligence

Empathy

Strength

I easily recognize others' emotions and what triggered them

Struggle

I strive to keep emotions separate from work

Strength

I care about others' feelings

Struggle

I often discover I've inadvertently hurt someone's feelings

To Increase Skills with Empathy

- Developing active listening skills is a key strategy for showing more empathy. Practice paraphrasing what someone says to you to check for understanding before you share an opinion or suggest a solution. Check the Wikipedia entry for active listening skills for great descriptions of other techniques and links to online resources.
- Read a book with literary merit or watch a character-driven movie—this is an effective, research-based strategy for improving empathy in leaders. Name the characters' motivations and why they do what they do. Check your understanding of the characters with someone else—with a friend, members of a book club, or through discussion groups at an online site such as www.goodreads.com. Empathy means understanding another's viewpoint even if you disagree with its merit.

To Pull Back from Overuse of Empathy

- Reflect on a decision or situation where in retrospect you believe you were too accommodating. Were there unintended consequences? What precedents might you have set? What other choices could have been made? Reconsider the decision, asking yourself, "What are the pros and cons of each choice? If I do _____, then _____ might happen. Is a precedent involved?" What can you learn? What questions can you ask yourself for future dilemmas to balance empathy, fairness, and your own needs?
- When does empathy get in your way at work? Too much time listening to others' problems? Stress from trying to meet competing needs? Worries over how to communicate tough messages? Make a list. Then, choose an area that would benefit from more objectivity and make a plan to find a better balance between objectivity and empathy.



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HANDOUT 3



Developing Emotional Intelligence

Impulse Control

Strength

I can easily recognize when I need to use self-control and I usually am able to do it

Strength

I find it easy to delay decisions to get more information, second opinions, or to let it “settle”

To Increase Skills with Impulse Control

- Many executives are hardwired to scan a situation, categorize what’s wrong, and decide what to do—all in a millisecond. Unfortunately, sometimes a second solution would be better than the first that comes to mind. Make a list of past quick decisions you’ve made, or judgments you’ve expressed on the spot in meetings. Which would have benefited from more thought? Try listening to several other ideas before expressing yours.
- Identify where instant reactions are causing difficulties. Relationships, eating habits, work flow, other? What are your triggers? Use the book *Switch* (Heath and Heath) to come up with a workable way to “change your path” so you can change the habit.

To Pull Back from Overuse of Impulse Control

- Impulse control, when overused, can result in rigidity or unwillingness to deviate from a routine or try new solutions. There’s a difference between being spontaneous and being impulsive. Spontaneity is agile, adaptable, and responsive to new information. Impulsivity is rash, erratic, and unpredictable. When being spontaneous, you appraise the current situation in a broad way and leave room for unseen opportunities, which often lead to creativity. Think of times when you the chance to participate in an activity at a moment’s notice but did not. Was it a networking opportunity missed? Time with friends and family that may have refreshed you?
- Identify a situation where you missed an opportunity to be spontaneous. What did you gain by not participating? What did you lose? How might you decide in a similar situation in the future?

Struggle

I often have difficulty with self-control and may not even know I need to use it

Struggle

I struggle with making on-the-spot decisions that would have benefited from more reflection



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HANDOUT 3



The 12 Lenses of Leadership, Priorities and School Leadership Roles

Type	EXTRAVERSION	INTROVERSION
Lens 1	Outer Focus	Inner Focus
	Balancing action and reflection and engagement and solitude	
Priorities	Networking, Relationships	Individuality, Personal Development
APSP	Engaging and working with the community	Developing self and others
DSL Roles	Being visible: making frequent visits to classrooms; being highly visible to teachers, students and parents	Providing time for reflection: guiding inquiry-based reflection on actions, interactions, goals and possibilities
	Being situationally aware: understanding student/staff dynamics; noting potential issues and solutions	
	Gathering input: seeking staff involvement in setting priorities, goals; gathering input on important decisions	
Lens 2	Breadth	Depth
	Guide and develop others while helping them learn to guide themselves	
Priorities	Variety, Influence	Depth, Legacy
APSP	Knowledge and understanding	Knowledge and understanding
DSL Roles	Learning from positive and negative results: encouraging reflective practices to look beyond obvious cause/effect	
Lens 3	Leadership	Listening
	Guiding and developing others and helping them learn to guide themselves	
Priorities	Mentoring, Promoting	Empowering, Connecting
APSP	Engaging and working with the community	Personal qualities, social and interpersonal skills
DSL Roles	Advocating for the school: reaching out to all stakeholders – staff, students, parents, community	Delaying decisions to allow for reflection: building in time to allow stakeholders to reflect before coming to closure
Type	SENSING	INTUITION
Lens 4	Reality	Vision
	Manage the tension between what is and what might be in your situation	
Priorities	Loyalty, Accountability	Visioning, Optimism
APSP	Leading improvement, innovation and change	Leading improvement, innovation and change Vision and values
DSL Roles	Maintaining school focus and evaluating strategy implementation: ensuring that resources are adequate to reach goals and chosen action steps are effective	Setting school direction: communicating strong ideals and beliefs that lead to student achievement
	Setting clear expectations and providing feedback: ensuring that staff understands their roles and responsibilities in implementing best practices	Influencing beliefs: transforming assumptions to change habits and affect practices
Lens 5	The Known	The New
	Manage the tension between building on current success and moving beyond it	
Priorities	Experience, Creativity with the Known	Challenge, Creativity with the New
APSP	Leading the management of the school	Leading improvement, innovation and change
DSL Roles	Managing school administrative processes: working with budgets, staffing, schedules, etc.	Acting as change agent and optimizer: challenging the status quo and inspiring others; leading new innovations
Lens 6	Clarity	Ambiguity
	Manage the tension between standardizing and remaining open to new processes and ideas	
Priorities	Efficiency, Dependability	Openness, Originality
APSP	Leading the management of the school	Leading teaching and learning
DSL Roles	Establishing standard operating procedures: identifying and embedding best practices in school culture	Being open: allowing diverse opinions and dissent and encouraging teachers to reach school goals in multiple ways



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HANDOUT 4



Type	THINKING	FEELING
Lens 7	Logic	Values
	Manage the tension between universal principles and individual truths	
Priorities	Fair-Mindedness	Empathy
APSP	Personal qualities, social and interpersonal skills	
DSL Roles	Incorporating qualitative data into decisions: using student and staff surveys, focus groups, parent input, etc.	
Lens 8	Outcomes	People
	Move toward organizational success while building a dedicated, cohesive team	
Priorities	Results	Harmony
APSP	Leading teaching and learning	Personal qualities, social and interpersonal skills
DSL Roles	Aligning curriculum and standards: guide teachers to align what is taught with what students need to know	Building relationships: understanding the personal needs of teachers and the significant events in their lives
	Using data, assessment and testing effectively: ensuring that assessment and other data is useful, timely and informs instruction	
Lens 9	Individual Trust	Team Trust
	Honoring individual strengths and initiative and building atmosphere and trust for collaboration	
Priorities	Expertise, Autonomy	Appreciation, Collaboration
APSP	Knowledge and understanding	Personal qualities, social and interpersonal skills
DSL Roles	Gaining extensive knowledge of curriculum, instruction and assessment: studying and providing information to staff on cutting-edge theory and practice	Teambuilding: leading for effective collaboration
	Being involved in instructional decisions: working with teachers on decisions about instruction, both content and processes	Showing appreciation, recognizing accomplishments: formalizing frequent, regular acknowledgement of successes
Type	JUDGING	PERCEIVING
Lens 10	Planning	Flexibility
	Setting benchmarks and plans and responding to ever-changing environments	
Priorities	Organization	Adaptability
APSP	Leading teaching and learning	
DSL Roles	Using "next action" thinking: identifying concrete steps to take once decisions are made	Being flexible: adapting one's leadership style to the needs of the situation
	Establishing goals and maintaining focus: consistently addressing the same goals throughout the school year	
Lens 11	Goal Orientation	Engagement
	Plan for the long haul while keeping joy in the moment	
Priorities	Achievement, Perseverance	Enjoyment, Fulfillment
APSP	Leading improvement, innovation and change	
DSL Roles	None	
Lens 12	Limits	Opportunities
	Creating an environment where people can negotiate among work demands and other aspects of life	
Priorities	Balance	Discovery
APSP	None	
DSL Roles	None	



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HANDOUT 4



Intentional Leadership Priority Focus Form

Name:	Date:	Personality Type:
Leadership goal: (5-7 words)		

Example

Lens Number and Name:	Lens 5: The Known and The New
Priority Focus:	Creativity with the Known
Focus Prompt: Personalize Why You Chose It	Where should I dig deeper with what I've already created?
Evidence: Prompt for Action or Reminder	How am I staying energized to develop, expand and promote the tools and ideas I believe can help others?

Note: Try to limit Focus Prompt to 10-15 words; Reminder Question 15-20 words

Lens Number and Name:	
Priority Focus:	
Focus Prompt:	
Reminder Question:	

Lens Number and Name:	
Priority Focus:	
Focus Prompt:	
Reminder Question:	

Lens Number and Name:	
Priority Focus:	
Focus Prompt:	
Reminder Question:	



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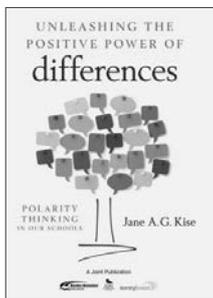
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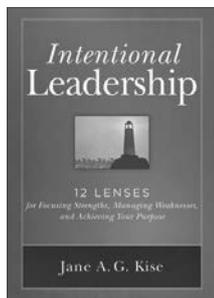
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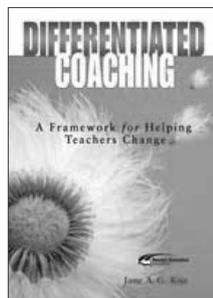
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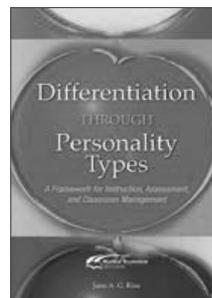
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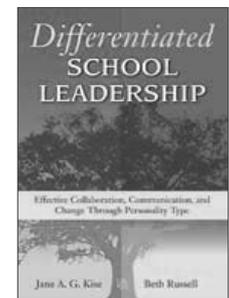
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