

Introduction - The Six Areas to Deepen Reflection and Planning

1 Bravely Lead From Within

5 Brave Actions Leaders Take

1
defining
and protecting
values

2
confronting
reality by telling
and encouraging
the truth

3
exceptional
listening

4
being
reflective

5
getting comfortable
with leading
change and
getting messy

Courageous Leadership

requires
BOLD and
Resolute leaders

who
FIERCELY stand for
what is best for students

and UPHOLD this
stance no
matter what

Being **RESPECTED** over being **LIKED**.

telling the truth
saying no when needed
unwavering commitment
self-appraisal

RESPECTED

2 Leading With Coaching

provides an
opportunity to
be more in
tune with the
specific and
individual motivations
of your team

develops people
who can problem-
solve and think
through options,
weighing pros
and cons

coaching more
than telling
builds capacity
and potential

* there are times
to guide and direct

coaching stances
consulting
collaborating
reflective coaching

**PROBLEM-
SOLVERS**

3 Leading Through Conflict and Challenge

Leaders can exacerbate
challenging situations
and encourage harmful
or destructive behaviors
in those they lead by
simply not addressing
them.

Expectations in any
organization are often
more visible by what the
leader allows to happen
than the leader's
officially stated rights -
the leader's non-
negotiable expectations.

The change process
takes an intentional
focus to remove
obstacles and
resolve resistance.

failure to address
an issue is
permission for
it to continue

EXPECTATIONS

4

Leading Change With Accountability

The best laid plans are only worth the paper they are written on unless you model them through actions and expectations, and monitor these expectations for results.

- school improvement
- DIP, CIP
- strategic plan
- collaborative team unit plans

Leading from within requires a personal commitment to knowing the beginning, monitoring the signs along the way, and understanding the desired outcomes.

- culture focused on results
- building capacity of staff
- monitor/respond to data
- goal setting and progress monitoring

"There is no hiding from the story the data tell."

Leading change requires intentional, accountable actions.

INTENTIONAL ACTIONS

5

Going the Extra Mile (and Looking After Yourself)

Leaders who practice consistent actions that tightly align to their expectations create synergy, and others follow.

SYNERGY

Developing a thick skin means you deal with the situations at hand, but as leaders, we make it less about anger, pride, or hurt and more about what will move your school or district forward.

Self-reflection
balance
strength
focus

Leading from within requires intentionally acknowledging a personal commitment to accept the role and responsibility of leadership.

BALANCE

6

Learning Always and From Everywhere

Three Guiding Principles

pursue

information that is reliable, useful compelling, and resonates with you personally

personalize

the data by making meaning of them based on your experiences and context

practice

what you learn by using the information to enhance your work

LEARNER

Leadership lessons are all around you.

Surround yourself with others who want to lead and learn.

Constantly seek information that allows you to deepen your understanding of leadership.

Chapter 1: Bravely Leading From Within

"What, if anything, about the way people are leading today, needs to change in order for leaders to be successful in a complex, rapidly changing environment where we're faced with seemingly intractable challenges and an insatiable demand for innovation?"

Be brave.
Show courage.

bold, resolute leaders who fiercely stand up for what is best for kids = school staff are more likely to embrace change and innovation necessary to improve outcomes for students

inner strength +
resilience = builds confidence

Leadership requires
courage and honesty.

Brave Leadership and Courageous Cultures

- each moment matters
- brave unfolds one situation at a time
- staff take cues from you
- demonstrate brave behavior in your leadership
- build a courageous culture one conversation at a time

Mental
Strength

Stepping Up

Courageous
Personal resolve

Unwavering FOCUS

We need braver leaders
and more courageous cultures.
= Successful leadership

BRAVE

One with mental or
moral strength to face
danger, fear, or
difficulty.

Actions Toward Braver Leadership

1. define and protect values
2. confront reality, say the truth, and encourage the truth
3. be an exceptional listener
 - look people in the eye
 - create space in your day so you can give people your full attention
 - listen for what is not said
4. be reflective
5. get comfortable with leading change and getting messy
 1. What is the best decision for both sides?
 2. What are the long-term effects of the best decision
 3. How would I respond if I only knew the problem and not the people?
 4. What decision is consistent with what I believe?
 5. What will be the long-term effects of my decision?

Five Brave Actions

Brave Actions	Current Reality What are you currently doing that reflects this brave action?	Moving Forward What will you do differently to create brave leadership actions?
Brave action one: Define and protect values		
Brave action two: Confront reality, say the truth, and encourage the truth		
Brave action three: Be an exceptional listener		
Brave action four: Be reflective		
Brave action five: Get comfortable with leading change and getting messy		

FIGURE 1.6: Leader reflection—five brave actions.

Obstacles That Get in the Way of Being Brave

1. TIME
2. Wanting to be LIKED

LIKED

RESPECTED

Professionals and leaders who want (and often need) to feel liked tend to:	Professionals and leaders who recognize the importance of being respected—with or without being liked—are more inclined to:
<ul style="list-style-type: none"> • Seek positive attention and approval • Engage in gossip rather than giving direct feedback • Try to please everyone • Make promises they can't keep • Keep strong opinions to themselves • Flood people with credit, compliments, and praise • Play favorites (but pretend they don't) • Use information as leverage, withholding or giving it away • Give people tasks they enjoy rather than assignments that stretch and challenge them • Focus more on how people feel (in general, and about them personally) than about achieving outcomes 	<ul style="list-style-type: none"> • Tell the truth, even if it's unpopular • Explain their thinking behind the difficult decisions they make • Acknowledge "the elephant in the room," even if they can't fix it • Say "no" when they need to • Be open-minded and decisive • Give credit when it's due to others and also take it when it's due themselves • Tolerate feelings of disappointment, frustration, sadness, and anger in themselves and others • Hold people accountable for their results • Be consistent and fair in setting rules and expectations • Set and honor boundaries for themselves and others • Deliver negative feedback directly and promptly • Ask for feedback regularly and then act on it • Apologize when they make mistakes and then move on • Model the behavior they expect from others
	(Riegel, 2018)

Six-Sentence Summary

Where there are bold, resolute leaders who fiercely stand for what is best for students and uphold this stance no matter what, the school staff are more likely to embrace the change and innovation necessary to improve outcomes for students. Leaders demonstrate brave leadership in their everyday actions. Five brave actions leaders take include defining and protecting values, confronting reality by telling the truth and encouraging the truth, exceptional listening, being reflective, and getting comfortable with leading change and getting messy. Brave leadership is not easy, and it requires leaders overcome the often formidable obstacles that can get in the way, like overcoming the desire to be liked. Leaders who recognize the importance of being respected over being liked are more likely to engage in behaviors like telling the truth, even if it's unpopular, and saying "no" when they need to. Brave leadership requires unwavering commitment and self-appraisal.

Making an Impact in Six: Bravely Leading From Within

The following six ideas provide opportunities for further reflection and action. We provide three reflections on what great leaders do and avoid doing to gain focus, as well as three considerations for how to make an impact in six minutes, six weeks, and six months to guide your leadership planning and practice.

Thoughtful Leaders Do . . .	Thoughtful Leaders Avoid . . .
1. Recognize that clear, honest communication is critical and engage in brave conversations by professionally addressing actions not aligned with the organizational values.	Prioritizing keeping the peace and preserving relationships over ensuring that actions align with espoused organizational values
Current reality and next steps:	
2. Listen profoundly and thoroughly when in conversations with people throughout the day.	Allowing distractors to claim their focus while in conversations with people
Current reality and next steps:	
3. Reflect on interactions that occur throughout the day. Reflections focus on how interactions reflect brave, courageous leadership and areas for improvement.	Moving through each day on autopilot without taking the time to stop and reflect
Current reality and next steps:	

4. What will you do in six minutes to be a braver leader?

For example:

At the end of each day, take six minutes to write down all of the interactions you can recall. Consider how you demonstrated brave leadership and ways in which you could have been more courageous.

My ideas:

5. What will you do in six weeks to be a braver leader?

For example:

Once per week for six weeks, observe another leader in interactions with staff. Let this leader know you are observing to learn and improve. Focus on how the leader demonstrates courageous leadership.

My ideas:

6. What will you do in six months to be a braver leader?

For example:

Once per week for six months, interview a staff member, asking what he or she needs from you as a leader. Ask what the staff member appreciates about your leadership and how he or she thinks it could improve. Incorporate the feedback into your leadership actions moving forward.

My ideas:

Chapter 2: Leading with Coaching

Coaching - unlocking human potential, let out the power in individuals, providing direction, support, and coaching so great things can happen

We see every day as an opportunity to compete and be the best version of yourself. Being more present on a daily basis as you engage with whatever you do alongside society as a whole. Relentlessly competing to be your best self is an extremely rewarding process. (as cited in Schotter, 2013)

Three Leadership Stances

1. Consultant stance

- direct advice
- leader takes on a more significant part of thinking and contribution
- leader may offer knowledge or expertise
- could be due new to profession / position

2. collaborator stance

- partnership
- equal contribution to thinking and problem-solving
- equal sharing of ideas

3. reflective coaching stance

- staff member already has the answer within them
- asking the right questions can mediate thinking
- aids staff in considering options and trusting their instincts
- can result in self-efficacy and self-direction that empowers and unlocks potential

The Three Stances Together

Occasionally, it is appropriate to ask which stance they'd like you to take.

Do you want me to tell you how to handle the situation, collaborate with you to figure out the best option, or coach you through it?



Considerations	Stance			Notes and Reflections
	Consultant	Collaborator	Reflective Coach	
How do I know which stance to choose?	<ul style="list-style-type: none"> Need to build background knowledge (of new staff or a new position) or have limited knowledge about the topic. Have policy or procedure questions. Staff specifically ask for your advice. A quick decision is necessary. Need to communicate alignment with mission, vision, and values. 	<ul style="list-style-type: none"> Need to foster collaborative thinking as a way to consider options for problem solving. The person has sufficient background knowledge and understanding of the factors contributing to the problem or issue. Staff specifically ask you to help them think something through. 	<ul style="list-style-type: none"> Need to support the staff members' generation of ideas. Need to foster staff reflection on practice. Need to foster self-coaching and self-direction. Staff specifically ask you to coach them through how to handle an issue or problem. 	

What does the stance look and sound like?	<ul style="list-style-type: none"> Use a confident, credible voice. Sit up straight to deliver the advice. Use resources like policy manuals, and mission, vision, and values statements as tools to deliver the message. Use the pronoun I (for example, I think it is essential to keep our values in mind when making this decision). 	<ul style="list-style-type: none"> Use a confident, credible voice. Sit in a way that establishes a partnership (for example, side by side). Reference shared resources strategically placed between the leader and the staff member. Use the pronouns we and you and phrases like "Why don't we..." and "Let's think about..." 	<ul style="list-style-type: none"> Use an open, approachable voice. Pay full attention to the staff member, and make strong eye contact. Use the pronoun you, as in "So you are concerned about..." When responding, use a pattern of pausing, paraphrasing, and inquiring to open thinking, or probe for specificity to focus thinking. Frame invitational questions to support thinking, such as, "What might be some ways to...?" "What are some options you are considering?" and "What are some of the connections you are making?" 	
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Six-Sentence Summary

The coaching approach to leadership provides an opportunity to be more in tune with the specific and individual motivations of those you lead. As a leader, you want to develop people who can problem solve and think through options, weighing the pros and cons of each. As leadership coaches, we aspire to coach more than tell and do our best to build capacity and potential whenever possible. We also know that there are times when we must guide and direct those we lead. As a leader, listen attentively and consider what you know about the speaker, and begin to understand the direction you want to take. Reflect and learn whether the person could benefit most from consulting, collaborating, or reflective coaching.

Leaders develop people who can

Problem Solve!

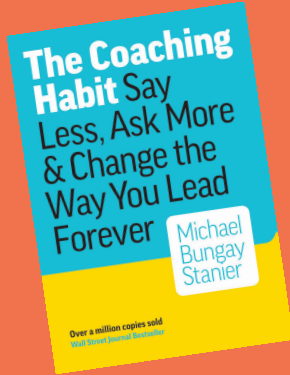


4 IMPACTFUL coaching skills

1. Pausing
2. Paraphrasing
3. positive presupposing
4. probing

Stanier's Seven Questions

Stanier's Seven Questions



Kick-Start Question

“What’s on your mind?”

This question gets you to what matters most quickly, so you can get to the real concern or issue.

AWE. Question

“And what else?”

This question allows you to probe deeper for more answers and more possibilities. It also slows down the advice monster. It keeps you curious longer.

Focus Question

“What’s the real challenge here for you?”

This question allows you to get to the heart of the matter. It focuses on directly on the person and how the issue directly affects them.

Foundation Question

“What do you want?”

This question is often easy for the person to answer, but it moves the conversation to a deeper level faster. It gets to the heart of what the person wants to happen even when emotions are involved.

Lazy Question

“How can I help?”
“What do you want from me?”

This question works in two ways. (1) It forces the person to make an explicit request- to clarify what the person wants or needs help with. (2) It is a self management tool to keep you curious longer and to prevent you from doing things you think the person wants you to do.

Strategic Question

“If you say ‘yes’ to this, what must you say ‘no’ to?”

This question helps the overwhelmed and overcommitted. It helps make the promise real.

Learning Question

“What was most useful or most valuable for you?”

This question helps finish the conversation with a sense of accomplishment and meaning for both parties. It’s an effortless way to reinforce learning and development. By asking people to identify and reflect on the process, this question helps create the space in which insightful moments of learning can occur.

Chapter 3: Leading Through Conflict and Challenge

Guiding Questions

- What leadership strategies do you use when faced with conflict in your organization?
- Do you confront the elephant in the room, or do you accept non-compliant behaviors because it makes you feel uncomfortable to deal with conflict?
- Are you looking at behaviors to understand what motivates those behaviors, or are the behaviors simply frustrating you?
- What are the hidden messages in your actions?
- How are you managing the change process?
- What can you do differently to ensure everyone in your system focuses on the right work even when they do not believe in the purpose or have the same sense of commitment to student growth as you?

The culture of any organization is shaped by the worst behavior the leader is willing to tolerate.

- Todd Whitaker, (2015)

Creating systems and processes is essential, but they do not replace the need to constantly build shared understanding and address staff members' challenges and conflicting behaviors and views.

Kotter's Eight-Step Process to Change

1. Establish a sense of urgency.
2. Create a guiding coalition.
3. Develop a vision and strategy.
4. Communicate the change vision.
5. Empower employees for broad-based action.
6. Generate short-term wins.
7. Consolidate gains and produce more change.
8. Anchor new approaches in the culture.