



LEADING FOR RESULTS

MOVING FROM INTENTION TO ACTION FOR YOUNG CHILDREN

[BREAKOUT](#) – 2017 ROUNDTABLE | SAN FRANCISCO | JUNE 7 - 9

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SESSION OBJECTIVES

As a result of the session participants will:

- Understand the key components of results-based leadership (RBL)
- Engage actively in learning and applying new leadership skills and exercises
- Make action commitments using the concepts of RBL




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BRIEF AGENDA

- 
- Welcome/Overview/Common Language
 - Systems: Problems and Solutions
 - Realizing Results/Diving into Data
 - Self as Leader
 - Collective Leadership in the Early Learning System
 - Reflection/Discussion/Resources
 - Taking Action



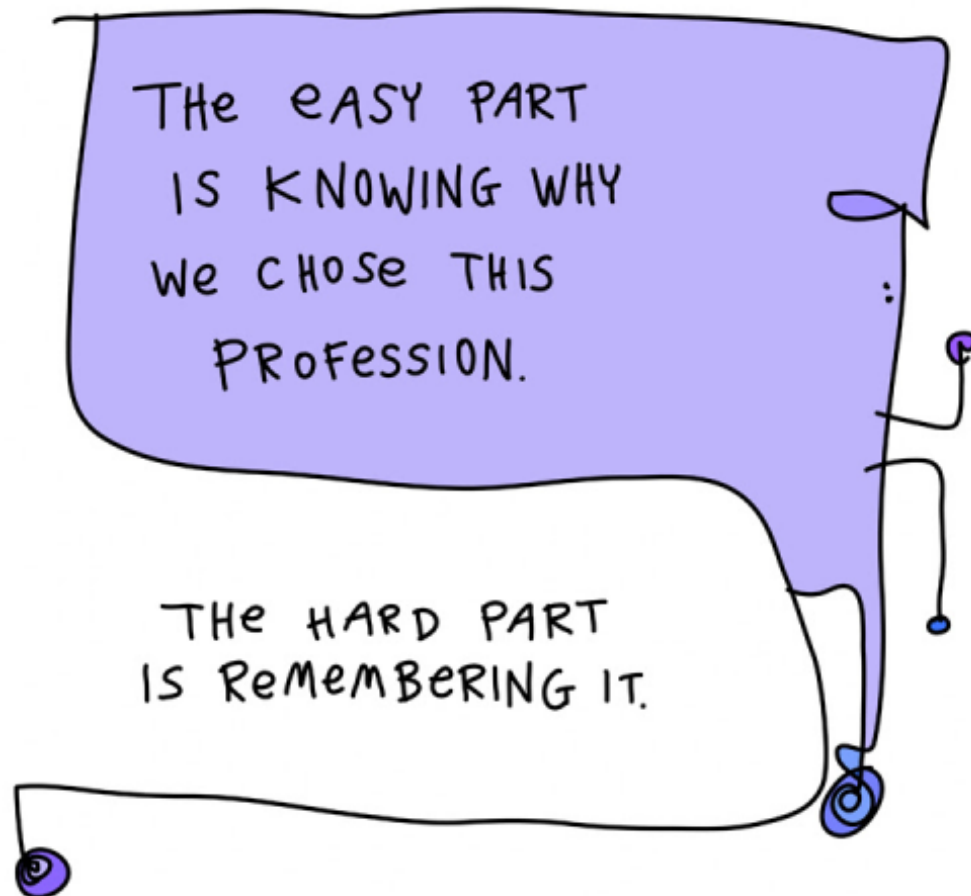
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OVERVIEW AND DEFINITIONS





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SHARING A COMMON LANGUAGE

Leadership

領導

Liderazgo

リーダーシップ

Lederskap

boeta-pele

Ledning

ความเป็นผู้นำ

leierskap

ղեկավարութիւն

নেতৃত্ব

kepimpinan

przywództwo

නායකත්වය

liderlik

rahbariyati

vedení lidí

Führung

guida

ārahitanga

chefia

hoggaanka

роҳбарият

lãnh đạo

pamumuno

ηγεσία

지도

नेतृत्व

руководство

uongozi

தலைமறை

פירעורשפא

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KEY CONCEPTS – CORE COMPETENCIES

- master the skills of “**adaptive leadership**”
- use the **self** as an instrument of change to produce intended results
- be **results-based** and **data-driven**
- **collaborate** with others
- bring attention to and **act on disparities** within the early education system





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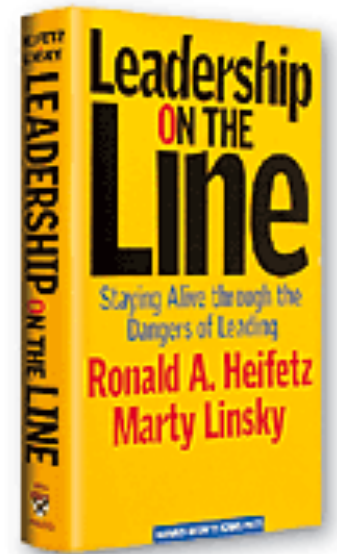
THE CHALLENGES WE FACE

Technical Challenges

- Know-how currently exists
- Requires authoritative expertise or standard operating procedures to solve

Adaptive Challenges

- Solution not currently available
- Requires innovation/experimentation, new discoveries, adjustments on multiple levels
- Risk and courage involved as uncertainty and resistance is encountered
- Solved by the people experiencing the problem





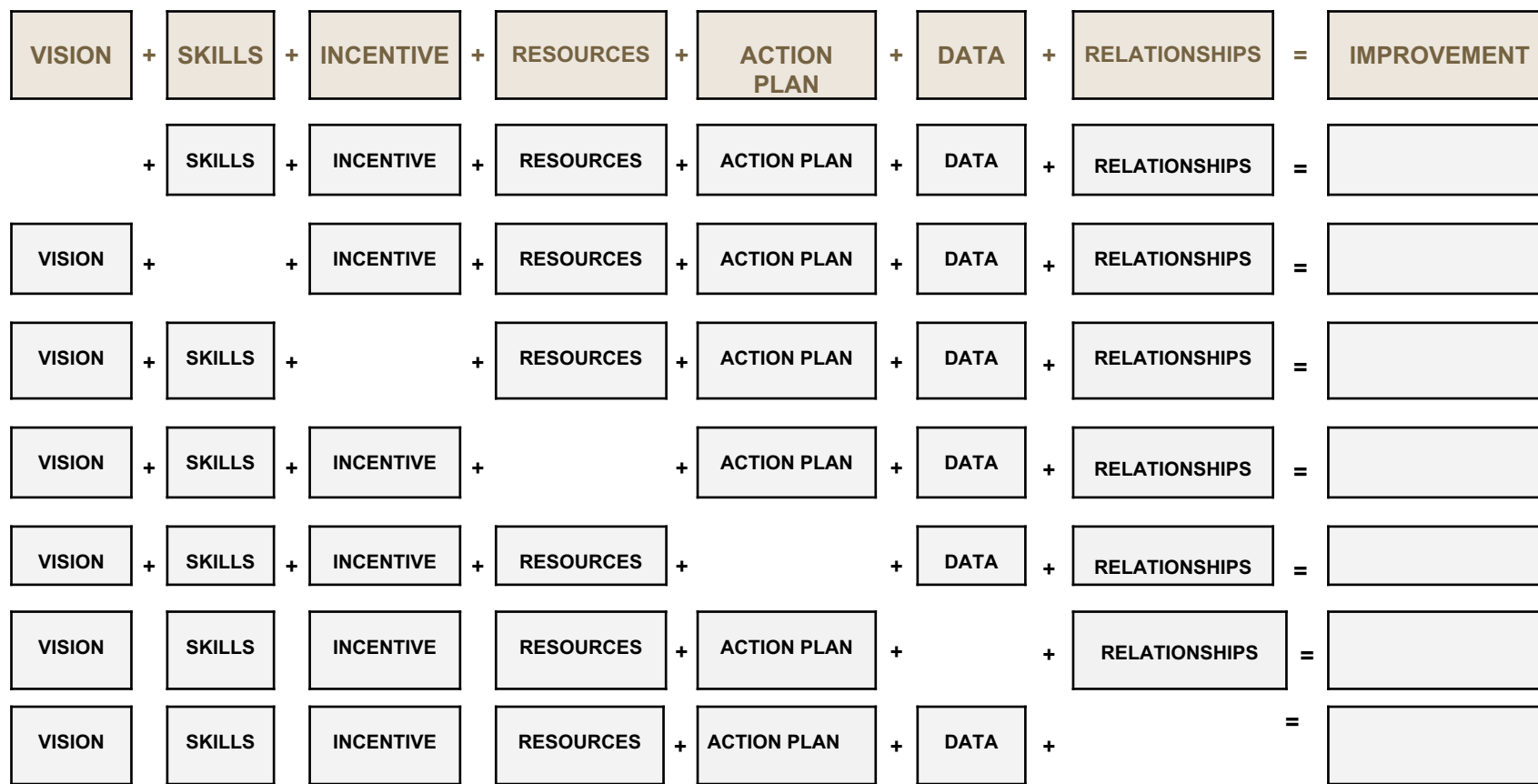
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INGREDIENTS FOR IMPROVEMENT



J. Squires (2017) adaptation from T. Knoster (1991)/ Enterprise Group Ltd.

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INGREDIENTS FOR IMPROVEMENT

VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	IMPROVEMENT	
		+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	CONFUSION
VISION	+			+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	ANXIETY
VISION	+	SKILLS	+			+	RESOURCES	+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	SLOW CHANGE
VISION	+	SKILLS	+	INCENTIVE	+			+	ACTION PLAN	+	DATA	+	RELATIONSHIPS	=	FRUSTRATION
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+			+	DATA	+	RELATIONSHIPS	=	FALSE STARTS/TREADMILL
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+			+	RELATIONSHIPS	=	UNCERTAINTY/ FALSE BELIEFS/ POOR DECISIONS
VISION	+	SKILLS	+	INCENTIVE	+	RESOURCES	+	ACTION PLAN	+	DATA	+			=	ISOLATION/ MORE WORK/ REJECTION/ LIMITED IMPACT

J. Squires (2017) adaptation from T. Knoster (1991)/
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DATA AS A SYSTEMS DRIVER





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RESULTS BASED ACCOUNTABILITY

		QUANTITY	QUALITY
EFFECT	EFFORT	How Much We Do How much service did we deliver? # Customers served # Services/Activities	How Well We Do It How well did we do it? % Services/activities performed well
	EFFECT	Is Anyone Better Off? What quantity/quality of change for the better did we produce? #/% with improvement in: Skills Attitudes Behavior Circumstances	

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POPULATION ACCOUNTABILITY

- 
- 1) **What population are we concerned about?** (e.g., at-risk 4-yr-olds)
 - 2) **What conditions do we want for this population?** (e.g., All 4-yr-olds transition successfully to kindergarten)
 - 3) **How can we measure these conditions?** (e.g., KEA, first grade promotion rates)
 - 4) **How are we doing on the most important of those measures?** (baseline history and trends over time)
 - 5) **Who are the partners with a role to play in doing better?** (e.g., parents, principals, EC program directors, pediatricians)
 - 6) **What works or what would it take to do better?** (e.g., HQ programs, licensed teachers, coordinated outreach, summer DLL transition programs)
 - 7) **What do we propose to do?** (e.g., establish policies for all lead teachers to have ECE license, embed curriculum coaching in programs)

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PERFORMANCE ACCOUNTABILITY

For Programs, Agencies and Service Systems

1. Who are our primary “customers?”
2. How can we measure if our “customers” are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of those measures?
5. Who are the partners with a role to play in doing better?
6. What works or could work to do better?
7. What do we propose to do?

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activity-trap (noun)

The risk of becoming so busy with the activity so as to forget and miss the aim of that activity.

William Lofquist, 1997

"The definition of insanity is doing the same thing over and over and expecting different results."

Albert Einstein? Rita Mae Brown?



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FOCUS

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	Urgent	Not Urgent								
Important	Quad I <table><tr><th><u>Activities</u></th><th><u>Results</u></th></tr><tr><td><ul style="list-style-type: none">• Crisis• Pressing Problems• Deadline Driven</td><td><ul style="list-style-type: none">• Stress• Burn-out• Crisis management• Always putting out fires</td></tr></table>	<u>Activities</u>	<u>Results</u>	<ul style="list-style-type: none">• Crisis• Pressing Problems• Deadline Driven	<ul style="list-style-type: none">• Stress• Burn-out• Crisis management• Always putting out fires	Quad II <table><tr><th><u>Activities</u></th><th><u>Results</u></th></tr><tr><td><ul style="list-style-type: none">• Prevention, capability improvement• Relationship building• Recognizing new opportunities• Planning, recreation</td><td><ul style="list-style-type: none">• Vision, perspective• Balance• Discipline• Control• Few crisis</td></tr></table>	<u>Activities</u>	<u>Results</u>	<ul style="list-style-type: none">• Prevention, capability improvement• Relationship building• Recognizing new opportunities• Planning, recreation	<ul style="list-style-type: none">• Vision, perspective• Balance• Discipline• Control• Few crisis
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Not Important	Quad III <table><tr><th><u>Activities</u></th><th><u>Results</u></th></tr><tr><td><ul style="list-style-type: none">• Interruptions, some callers• Some email, some reports• Some meetings• Proximate, pressing matters• Popular activities</td><td><ul style="list-style-type: none">• Short term focus• Crisis management• Reputation – chameleon character• See goals/ plans as worthless• Feel victimized, out of control• Shallow or broken relationships</td></tr></table>	<u>Activities</u>	<u>Results</u>	<ul style="list-style-type: none">• Interruptions, some callers• Some email, some reports• Some meetings• Proximate, pressing matters• Popular activities	<ul style="list-style-type: none">• Short term focus• Crisis management• Reputation – chameleon character• See goals/ plans as worthless• Feel victimized, out of control• Shallow or broken relationships	Quad IV <table><tr><th><u>Activities</u></th><th><u>Results</u></th></tr><tr><td><ul style="list-style-type: none">• Trivia, busy work• Some email• Personal social media• Some phone calls• Time wasters• Pleasant activities</td><td><ul style="list-style-type: none">• Total irresponsibility• Fired from jobs• Dependent on others or institutions for basics</td></tr></table>	<u>Activities</u>	<u>Results</u>	<ul style="list-style-type: none">• Trivia, busy work• Some email• Personal social media• Some phone calls• Time wasters• Pleasant activities	<ul style="list-style-type: none">• Total irresponsibility• Fired from jobs• Dependent on others or institutions for basics
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Covey, S. (1989). The Seven Habits of Highly Effective People.



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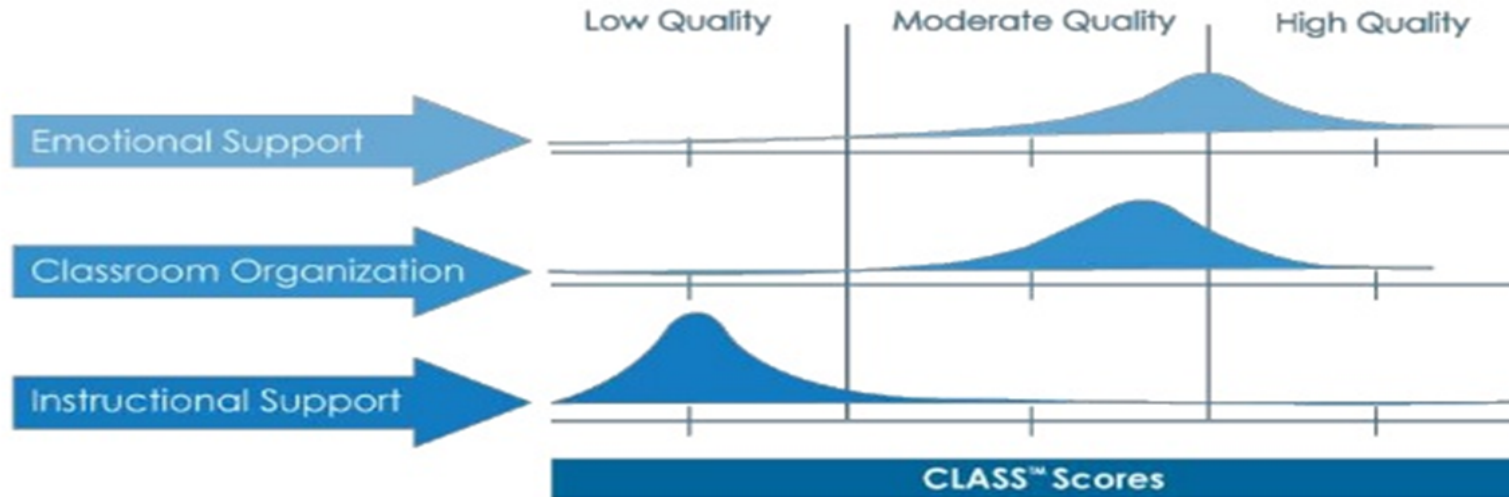
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SO WHAT?

CLASS Data by Domain

Average Ratings of Interactions in Pre-K—3rd Classrooms



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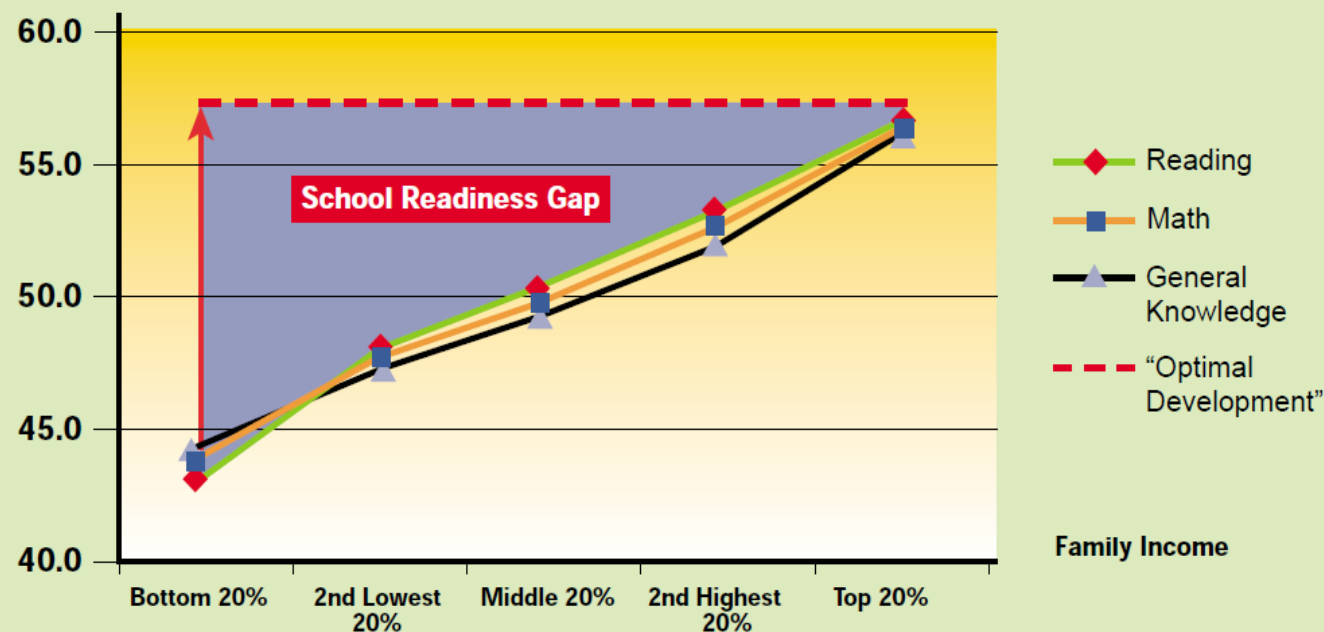
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DISTRESSING DATA

Figure 2. Academic Abilities of Entering Kindergarteners by Family Income

Academic Ability Scores



Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

Barnett et. al.(2004).The Universal vs. Targeted Debate.

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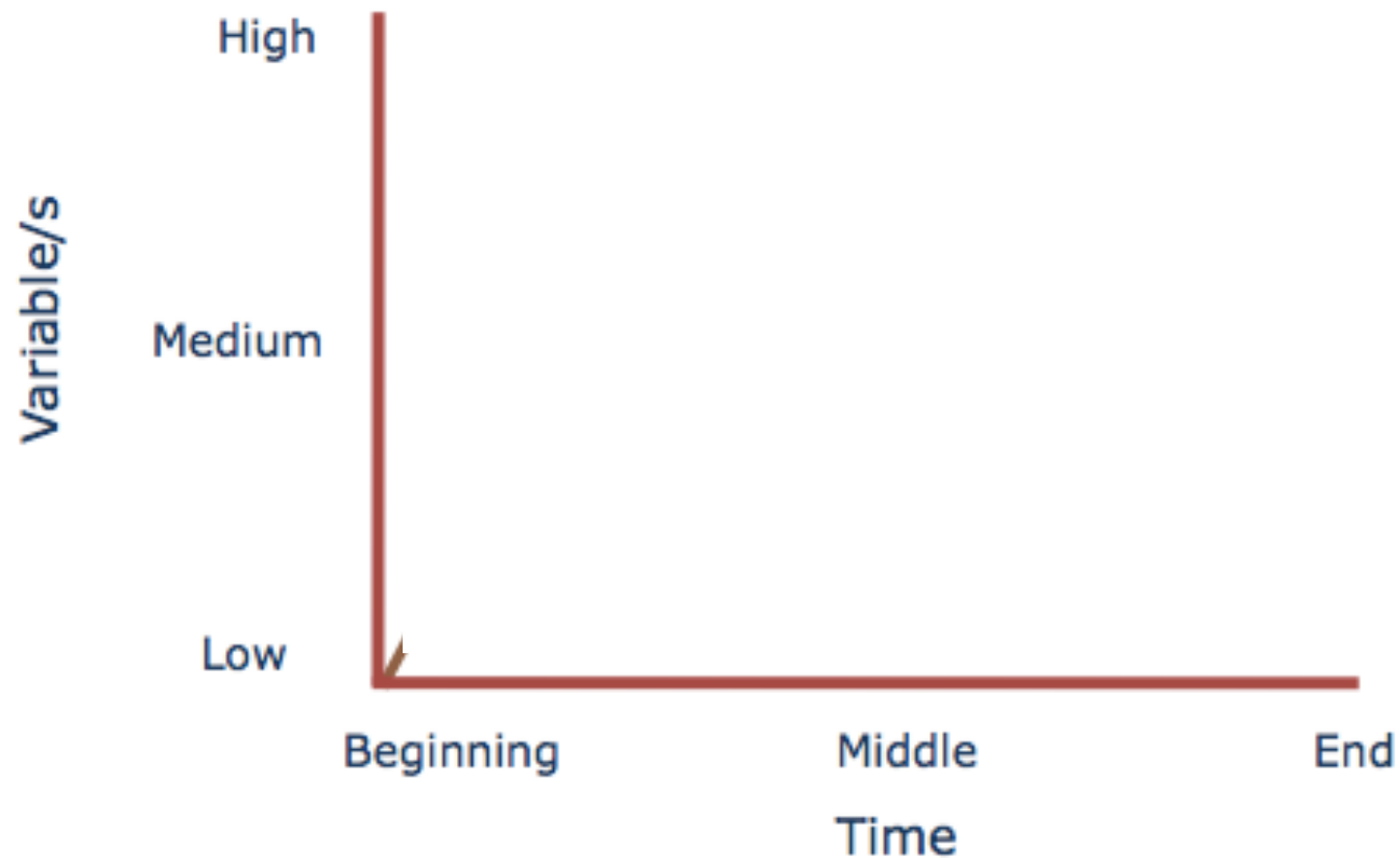
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SPEED DATA(ING)



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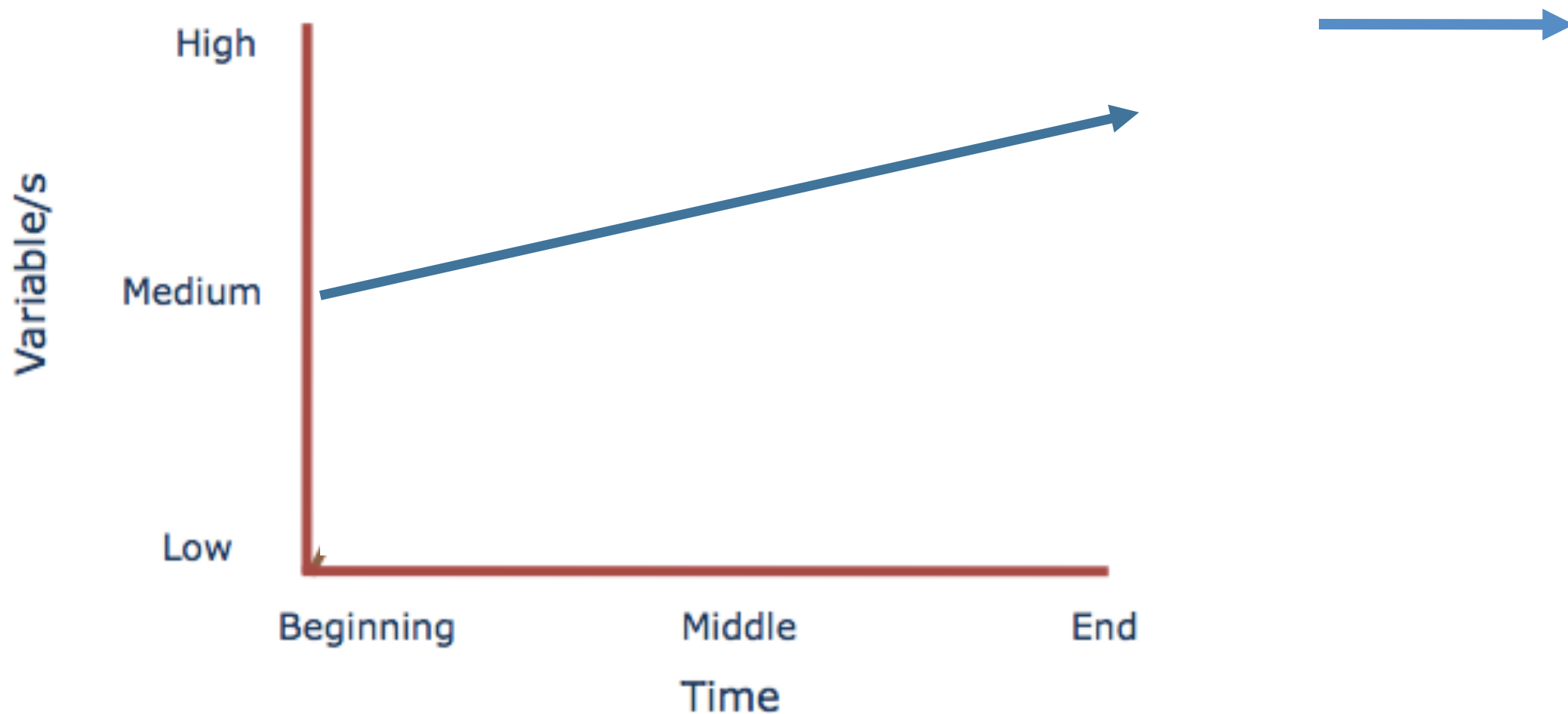
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PATTERNS OF BEHAVIOR





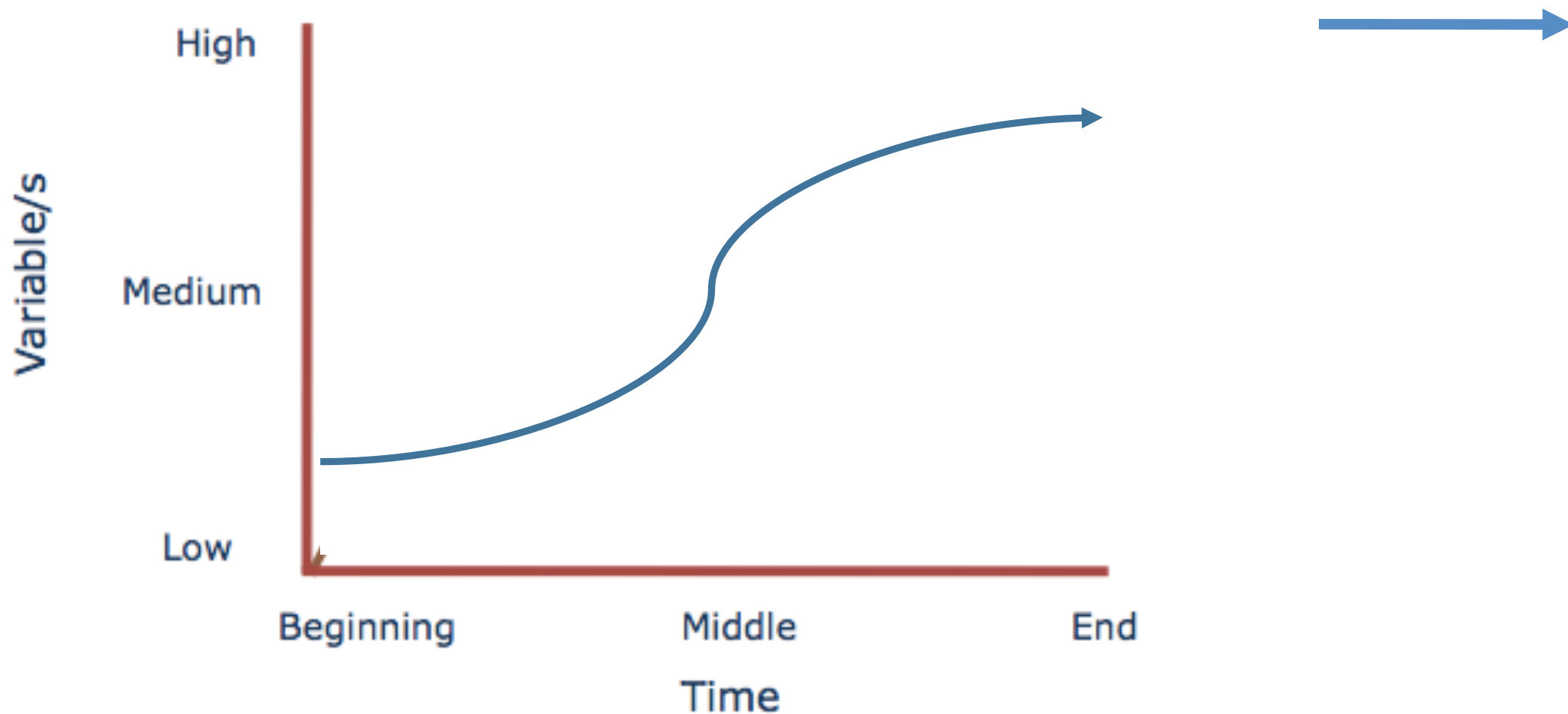
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PATTERNS OF BEHAVIOR





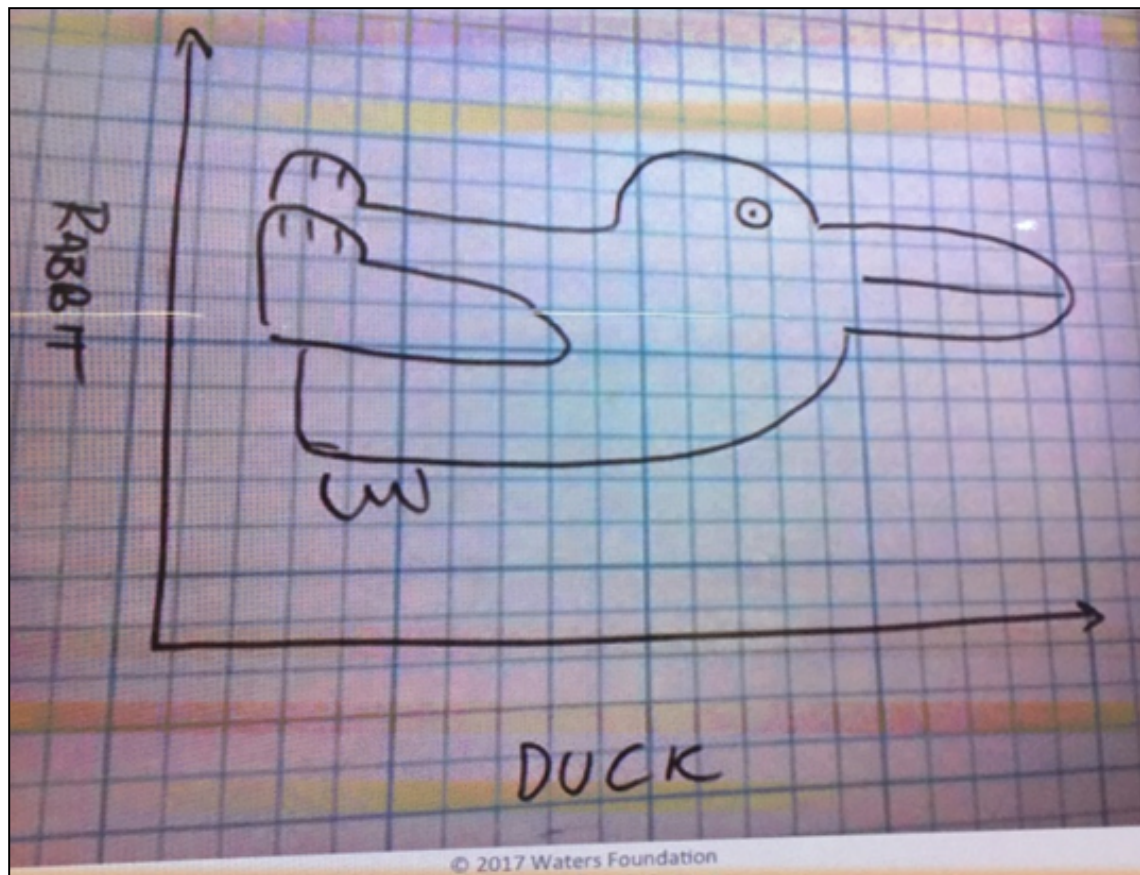
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KNOW DATA'S LIMITS



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SELF AS LEADER

MANAGERS	LEADERS
Administer	Innovate
Ask how and when	Ask what and why
Focus on systems	Focus on people
Do things right	Do the right things
Maintain	Develop
Rely on control	Inspire trust
Have short-term perspective	Have long-term perspective
Accept the status quo	Challenge the status quo
Eye the bottom line	Eye the horizon
Imitate	Originate
Emulate the classic good soldier	Are their own person
Copy	Show originality

Bennis, W. (1989). On becoming a leader. New York: Basic Books.

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THE MANAGER'S DILEMMA



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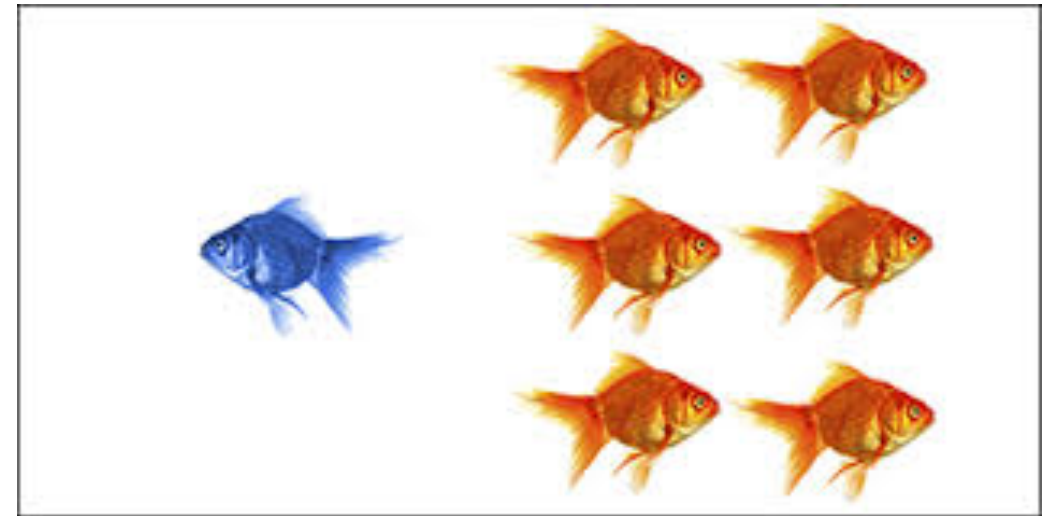
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RISKS OF LEADERSHIP

“The deeper the change and the greater the amount of new learning required, the more resistance there will be and, thus, the greater the danger to those who lead.”

Heifetz, R. & Linsky, M. (2002)





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B/ART

Inherent in every position are opportunities and limitations.

Boundaries exist in every leader's authority, roles/responsibilities, and tasks.





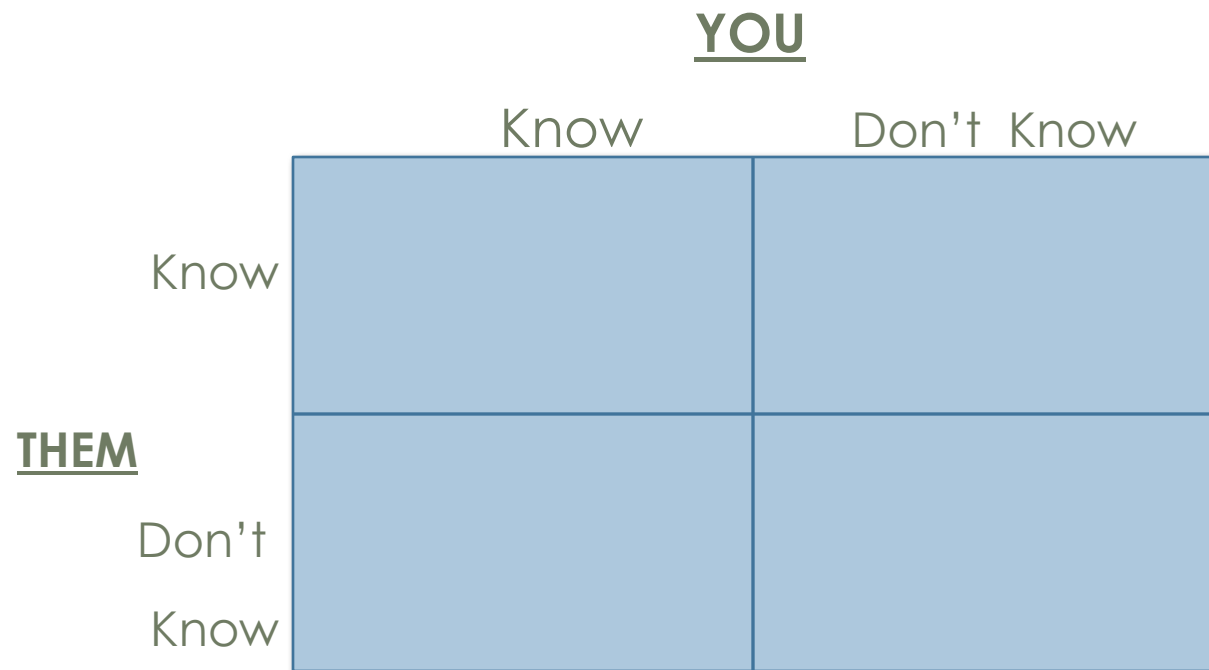
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JOHARI WINDOW



Joseph Luft & Harrington Ingham (1955)



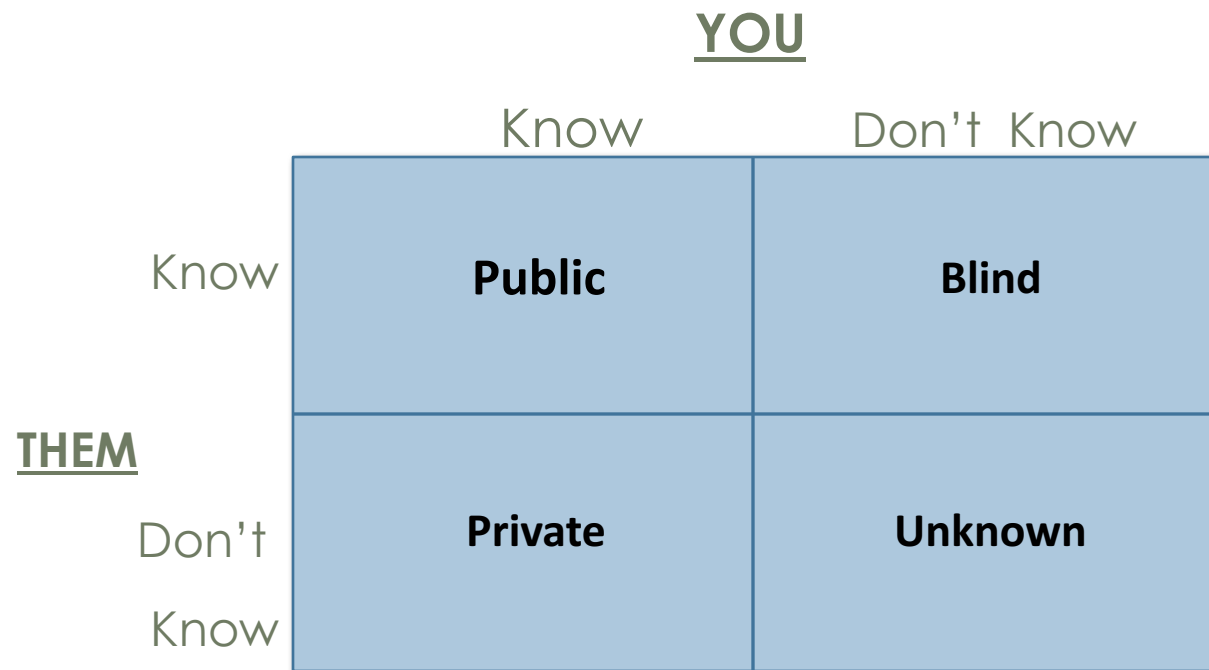
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COLLECTIVE LEADERSHIP





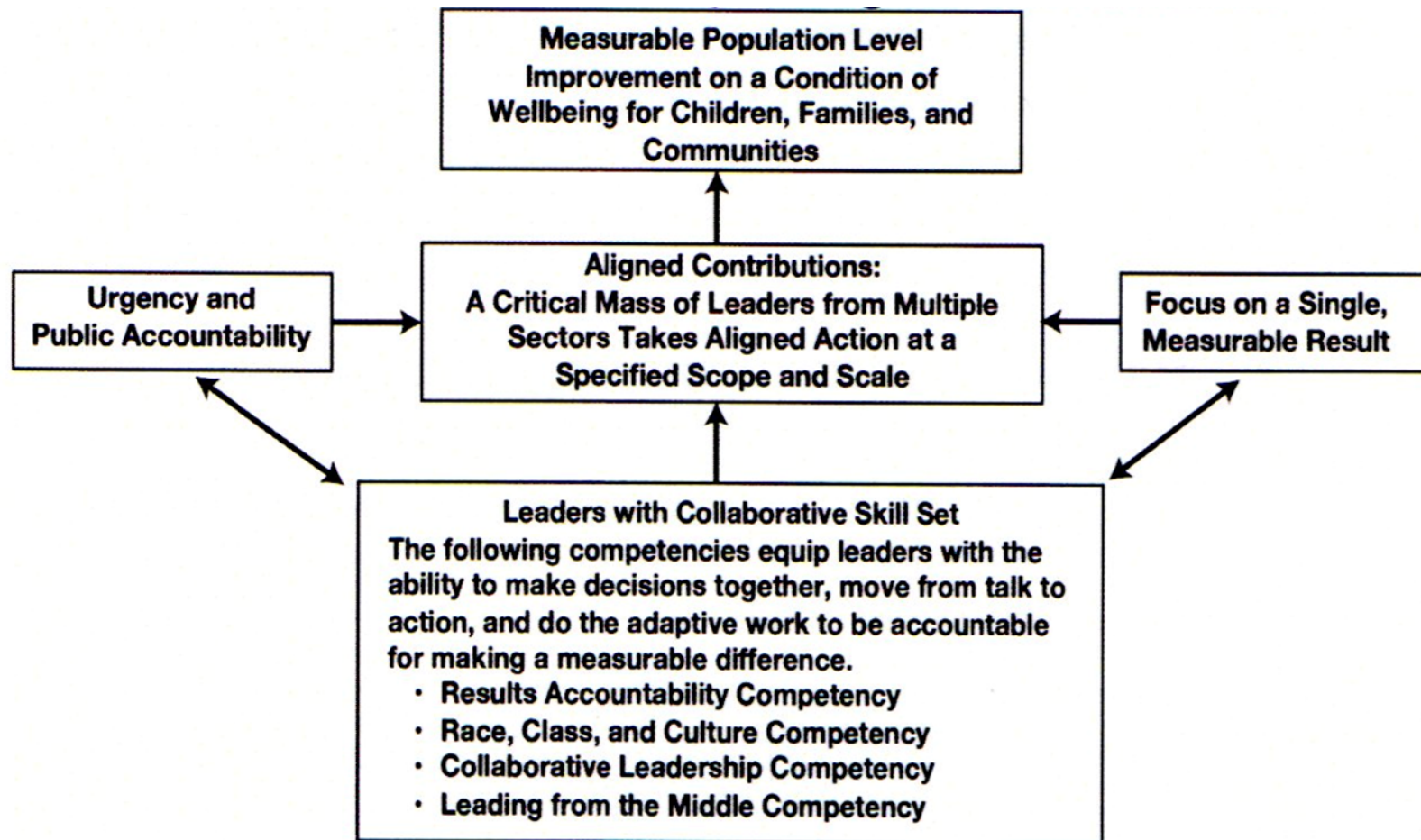
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THEORY OF ALIGNED CONTRIBUTION





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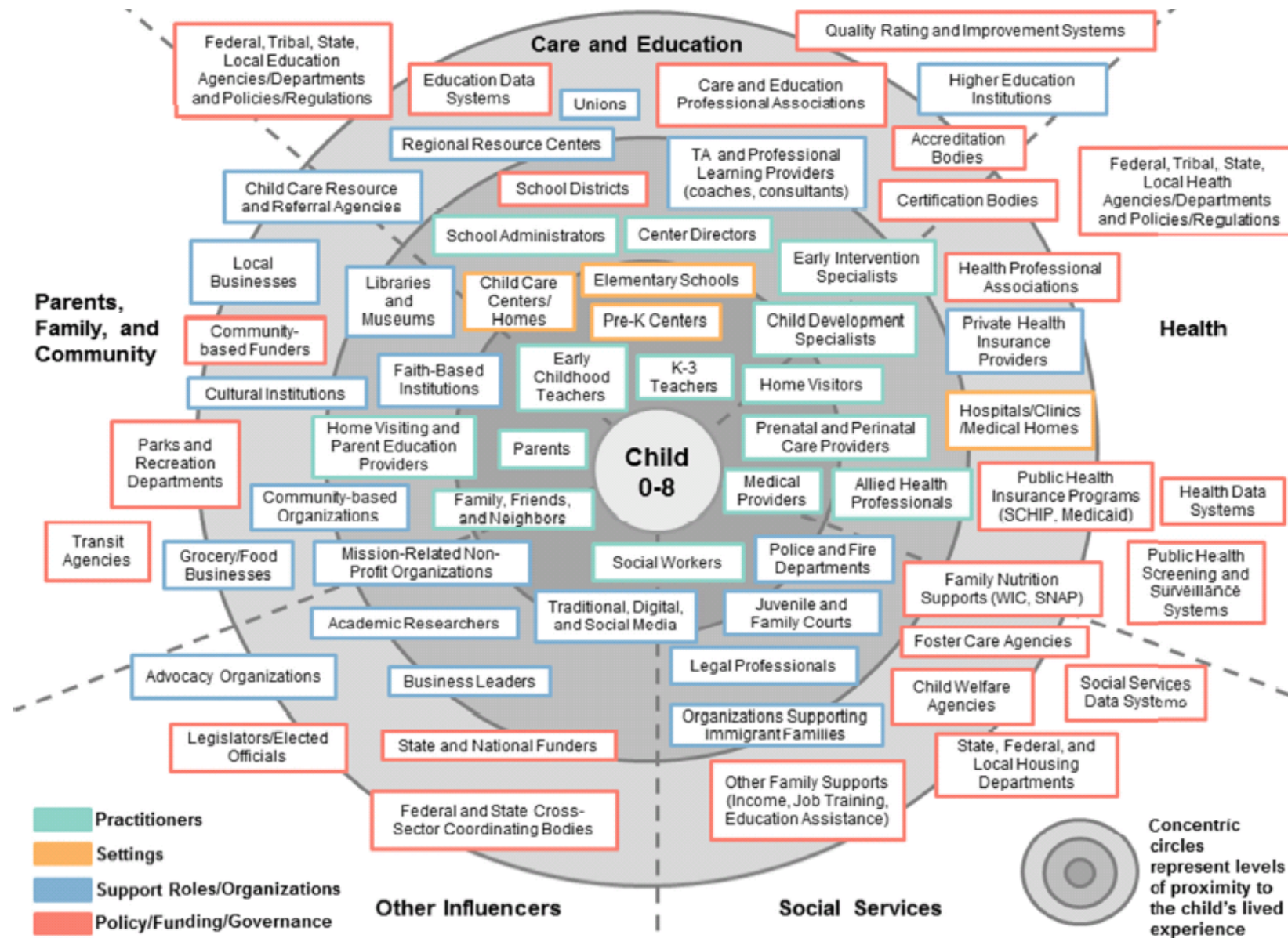


FIGURE 1-1 The complex landscape that affects children ages 0-8.

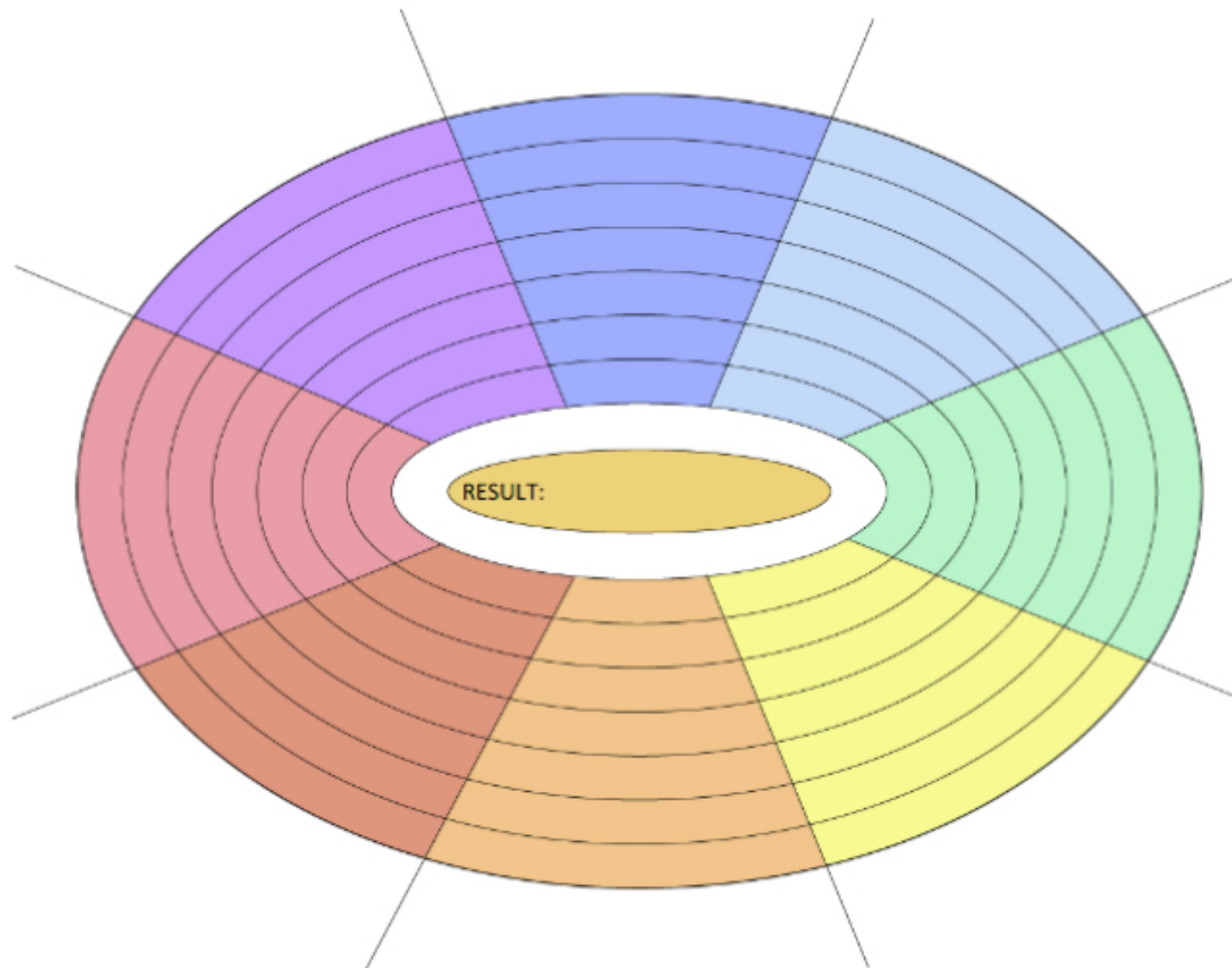


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Theory of Aligned Contributions Result in the Center
Chart

5

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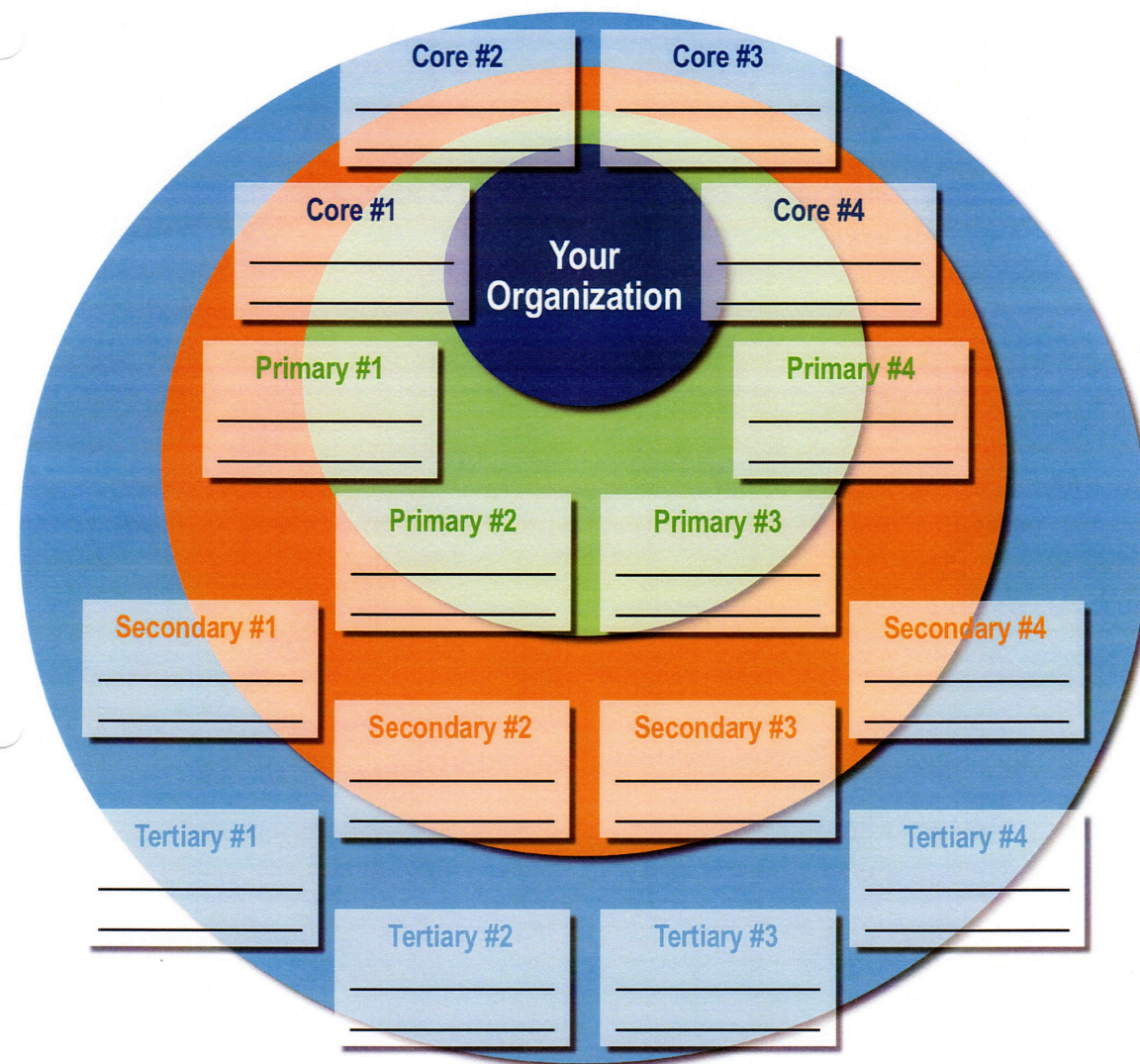
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Network Relationship Diagram

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THE HIGHS AND LOWS OF TOAC

The Four Quadrants of Aligned Action for Results

Takes actions that contribute to results	High	<ul style="list-style-type: none">• High level of action that contributes to improved results• Does not work to be in alignment with others <p>(High action, low alignment)</p>	<ul style="list-style-type: none">• High level of action that contributes to improved results• Works to be in alignment with others <p>(High action, high alignment)</p>
	Low	<ul style="list-style-type: none">• Low level of action that does not contribute to improved results• Does not work to be in alignment with others <p>(Low action, low alignment)</p>	<ul style="list-style-type: none">• Low level of action that does not contribute to improved results• Works to be in alignment with others <p>(Low action, high alignment)</p>
		Low	High
		Works to be in alignment with others	

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The RBF Collaborative Work

Cycle

Accountability in Action

Adapted by Victoria Goddard-Truitt

DECISION TO WORK TOGETHER FOR A
RESULT

People work with partners across
disciplines, sectors, or departments
in service of a specified population
or program-level result.

MEETINGS BEGIN WITH A PURPOSE

- Meetings of partners begin with results.
- The first meeting results include clarification of the collaborative result, population, and measures of success.

ACCOUNTABILITY: TRACKING COMMITMENTS
AND PROGRESS

- Partners hold themselves and others accountable for keeping commitments
- Partners track progress which is the subject of subsequent meetings

Population/
Program
Result

MEETINGS END WITH COMMITMENTS
TO ACT

- Partners work to
- Make decisions that stick
 - Develop strategies
 - Manage conflicts
 - Plan and align actions
 - Make commitments to act

COLLABORATIVE WORK: TAKING
ALIGNED ACTIONS BACK HOME

- Commitments made in meetings are executed in partner's home agencies and communities
- Actions need to be at a scope and scale to make a difference

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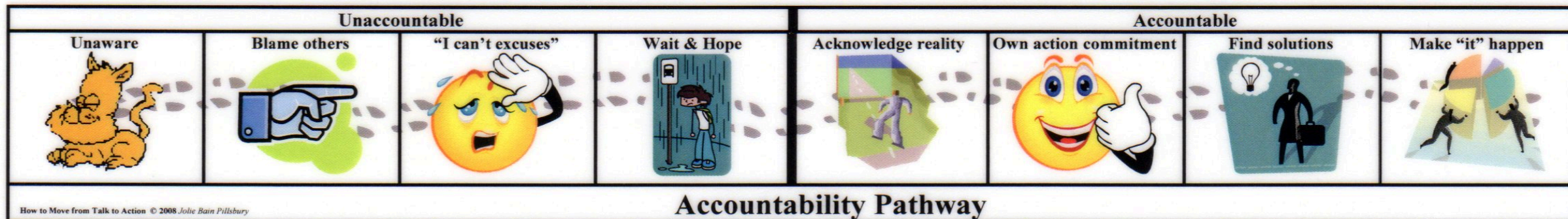
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ACCOUNTABILITY PATHWAY



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QUESTIONS, THOUGHTS BREAKTHROUGHS?



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RESOURCES

- <http://ceelo.org/2017roundtable/>
- <http://ceelo.org/2016-17-leadership-academy-cohort-3/> (MATERIALS AND RESOURCES TABS)
- <https://www.youtube.com/watch?v=KHpWzEiBJMI> (ADAPTIVE LEADERSHIP RAP)



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CONCLUDING THOUGHT

“Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too.

All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favour all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way.

Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.”

— Johann Wolfgang von Goethe

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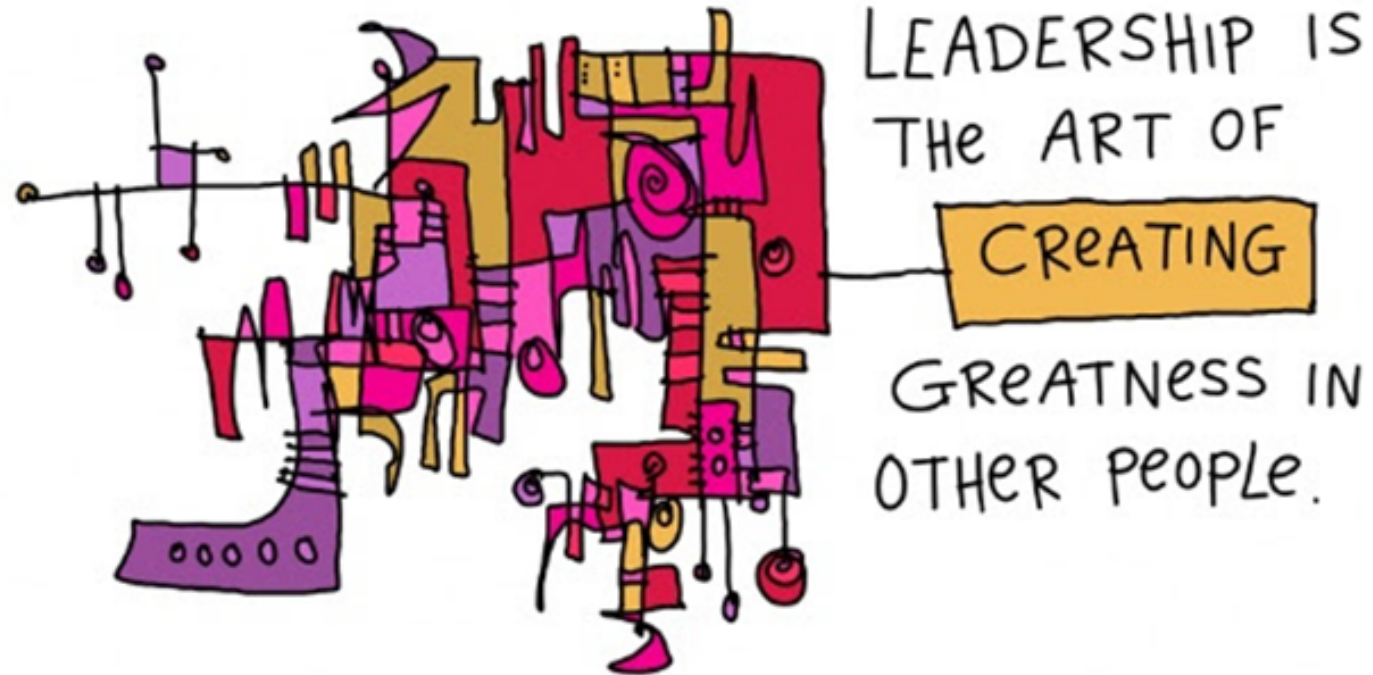


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