

LEADING FOR RESULTS - BREAKOUT

BREAKOUT - Leading for Results – Moving from Intention to Action for Young Children

DESCRIPTION – In this breakout, we will share tools and resources participants can use to further their leadership toward action producing results. The session aims to help participants examine their behaviors, roles and relationships and develop new skills they need to lead organizations and systems toward lasting improvements in child outcomes. **The overarching focus of this session is to emphasize the power of self as an instrument of change.**

OBJECTIVES – As a result of the session participants will:

- be introduced/review the key components of results based leadership (RBL)
- be actively engaged and learn new leadership skills and exercises
- make action commitments using the concepts of the session

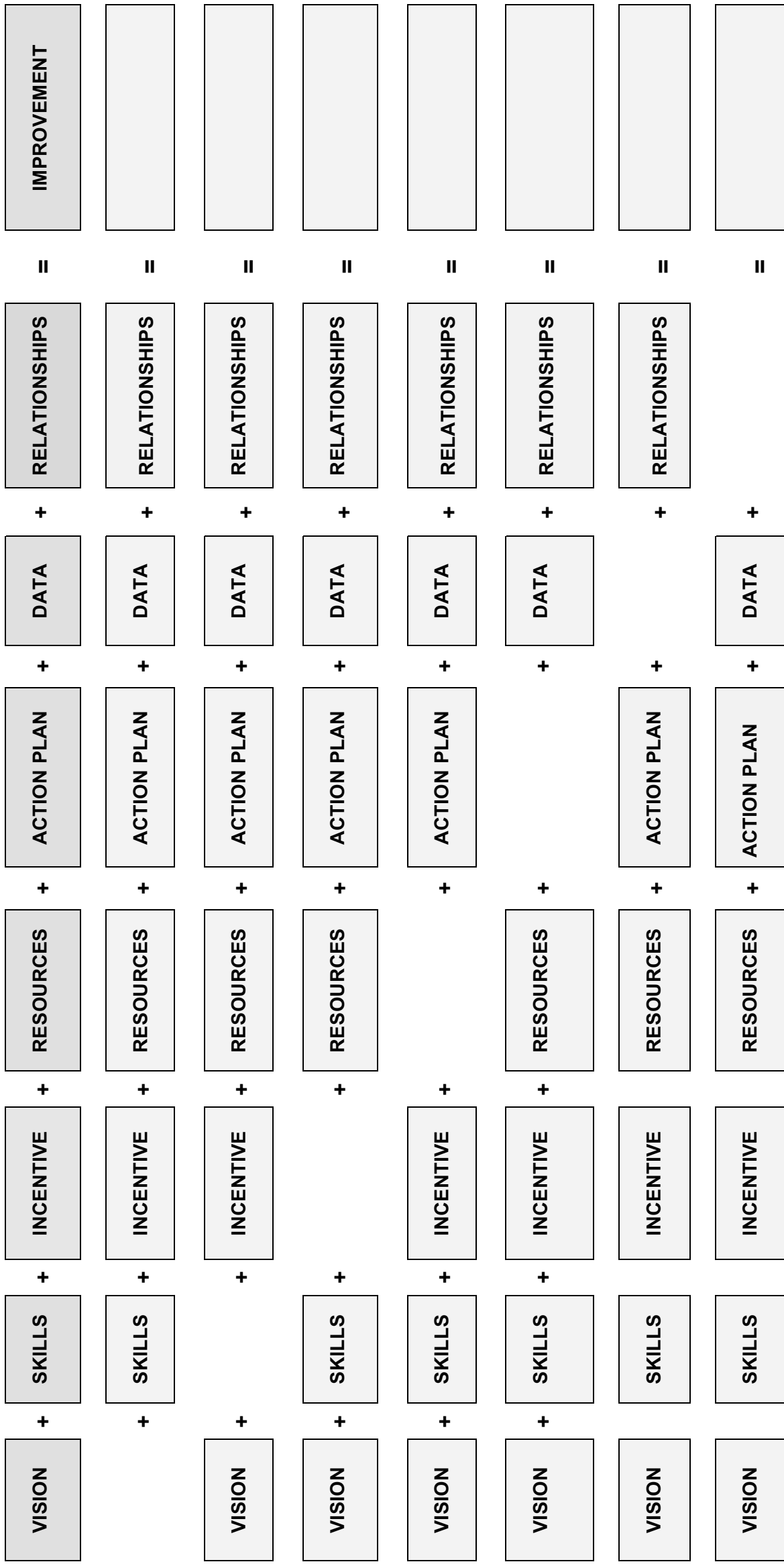
Core competencies of results based leadership

- 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

BRIEF AGENDA

- 15 mins – Overview and Definitions
- 25 mins – Diving into Data
- 25 mins – Self as Leader - Leadership in the Early Learning System
- 20 mins – Reflection and Discussion
- 5 mins – Action Commitments

INGREDIENTS FOR IMPROVEMENT



QUANTITY

QUALITY

How Much We Do

How Well We Do It

EFFORT

Is Anyone Better Off?

EFFECT

RESULT TO ACHIEVE:

What population are we concerned about?

What conditions do we want for this population?

How can we measure these conditions?

How are we doing on the most important of those measures

Who are the partners with a role to play in doing better?

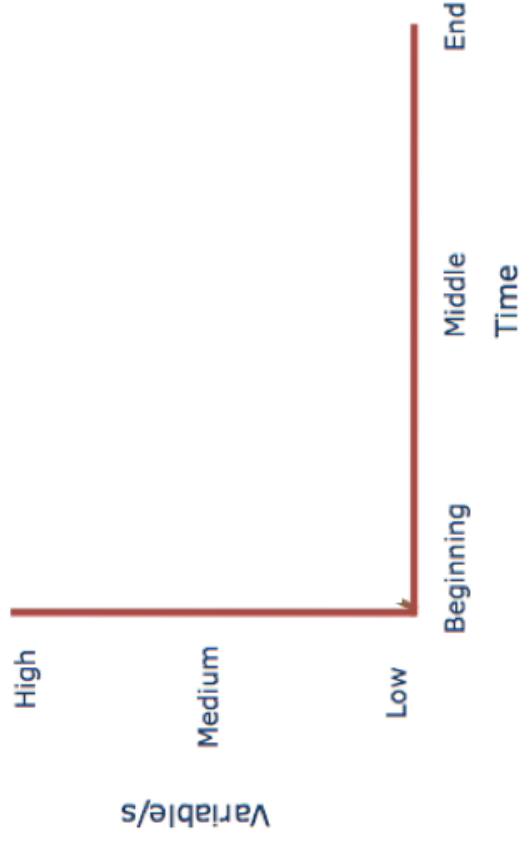
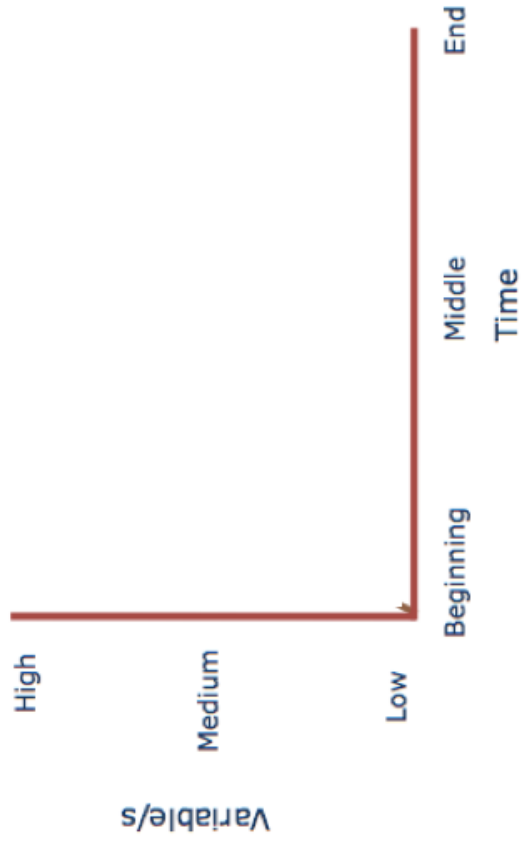
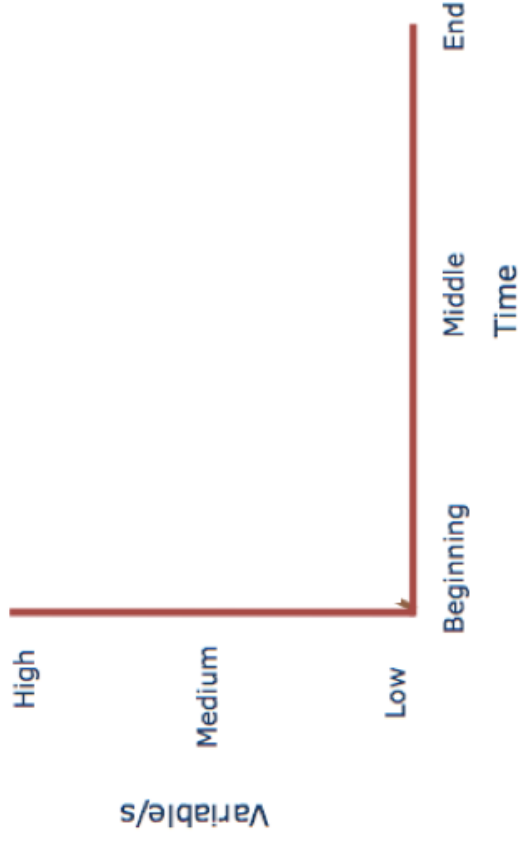
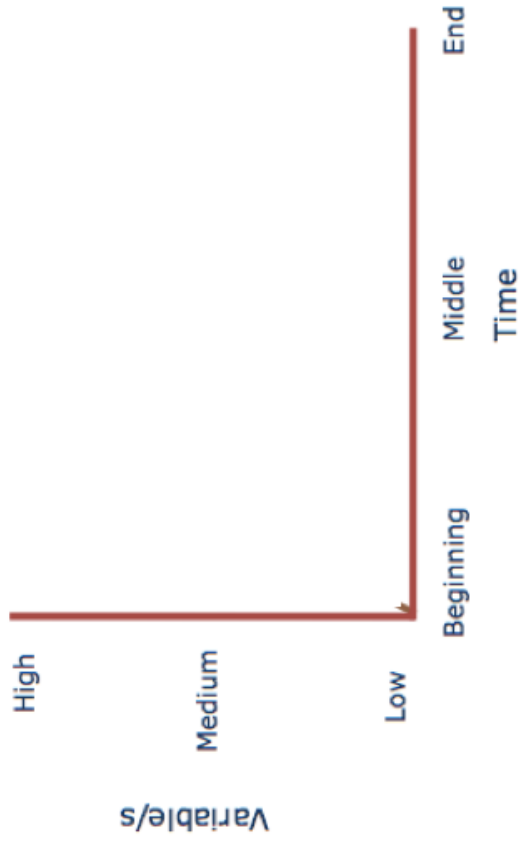
What works or what would it take to do better?

What do we propose to do?

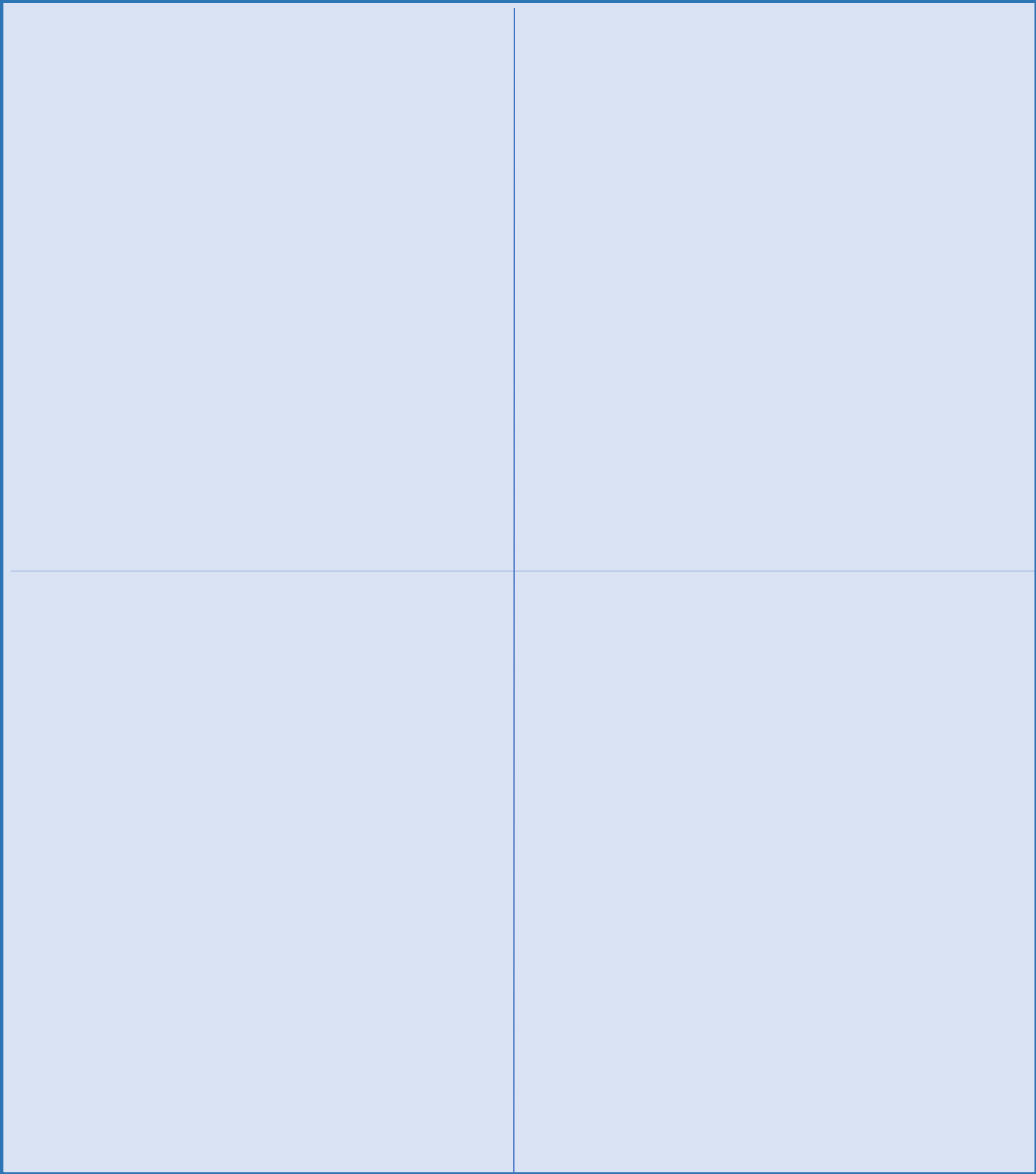
PRACTICE WITH PERFORMANCE MEASURES:

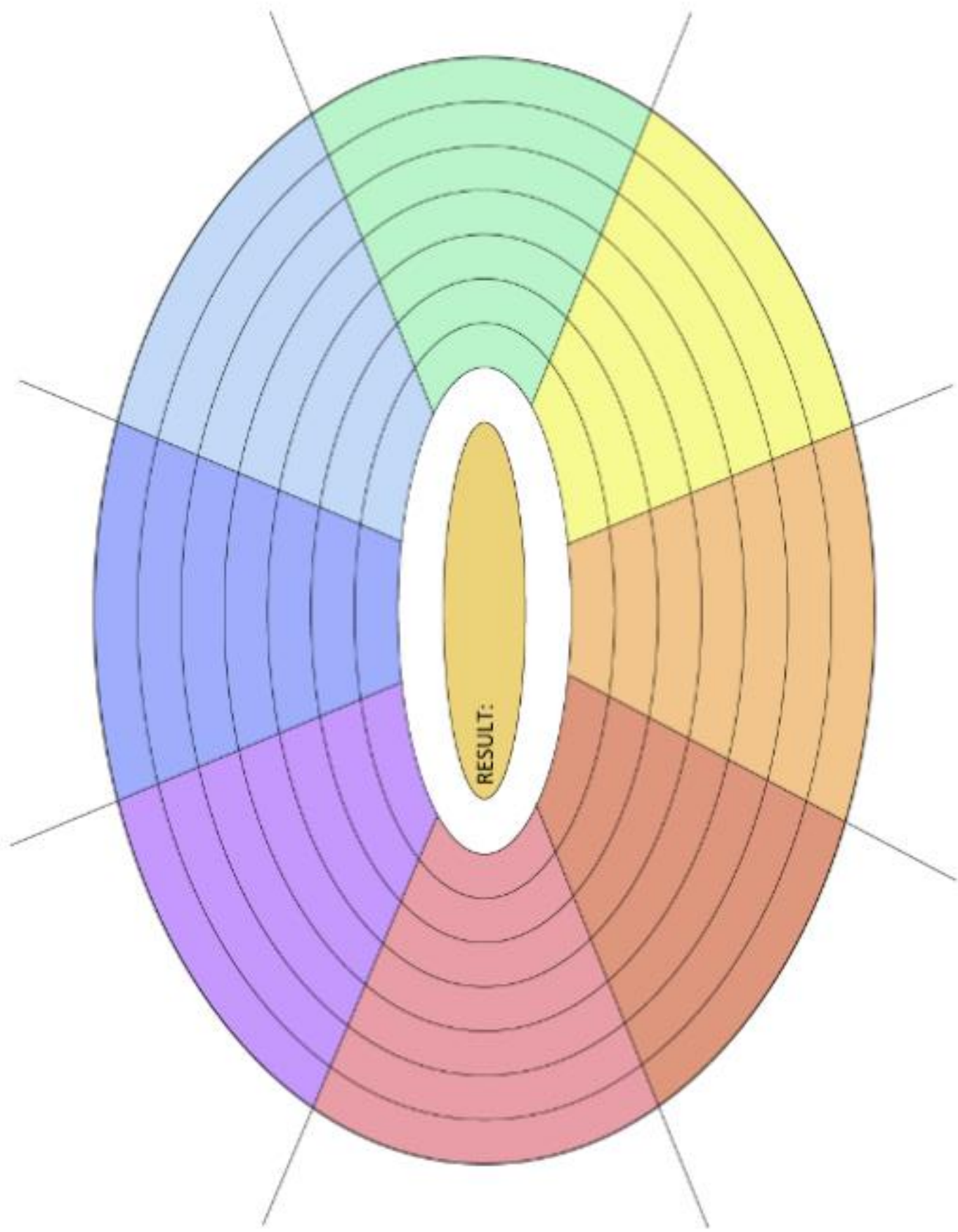
PRACTICE WITH POPULATION MEASURES:

SPEED DATA (ing)



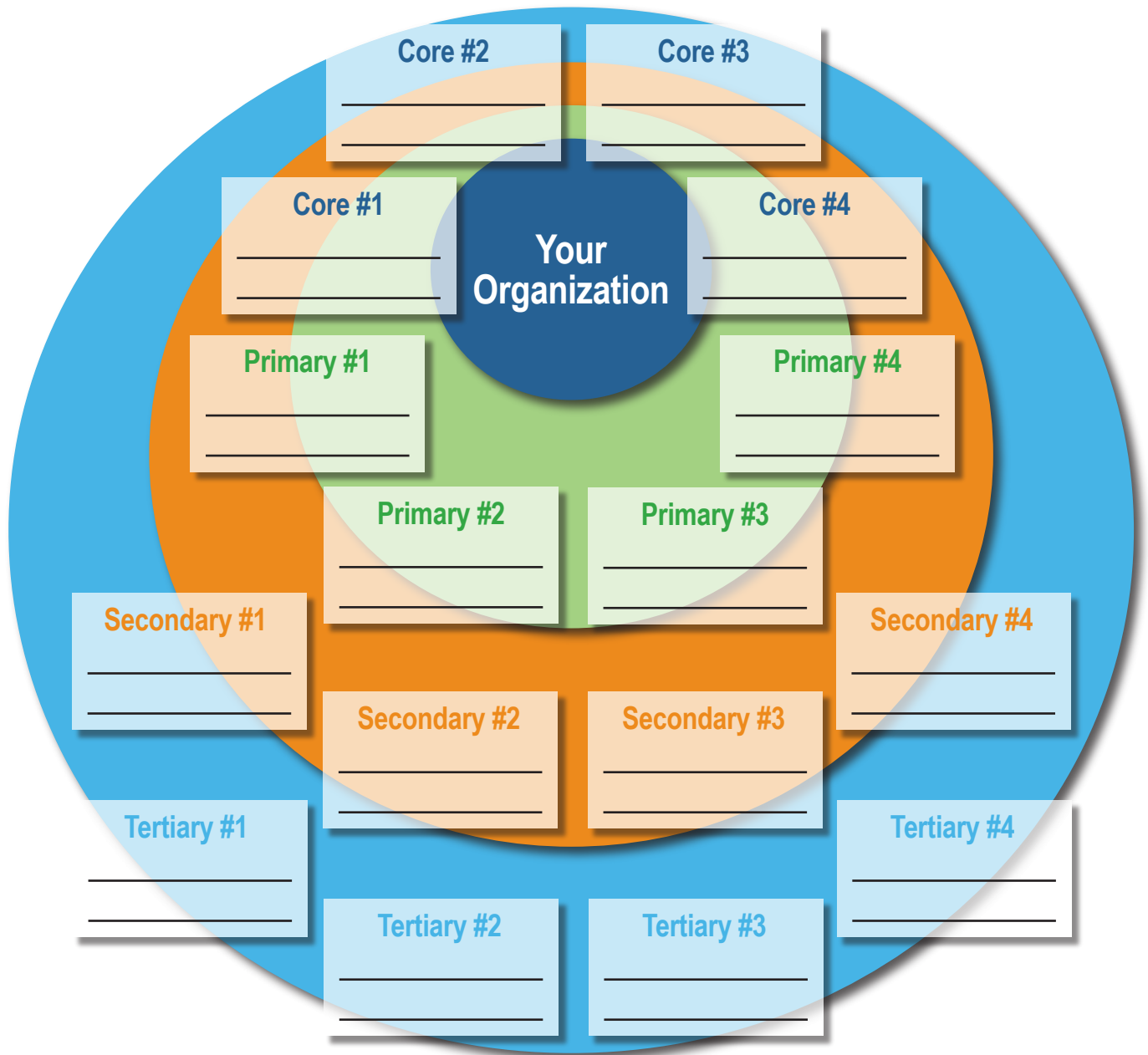
PRACTICE WITH THE JOHARI WINDOW





Theory of Aligned Contributions Result in the Center Chart

Network Relationship Diagram



The Four Quadrants of Aligned Action for Results

<p>High</p> <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>
<p>Low</p> <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>

Takes actions that contribute to results

Low

High

Works to be in alignment with others

The RBF Collaborative Work Cycle

Accountability in Action
Adapted by Victoria Goddard-Truitt

