



The Power of Balanced Leadership

Learning to lead and manage to maximize results



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Where were you one year ago today?

Where do you want to be a year from now?

Pop Quiz



What is *the most* important skill set do you need to be a successful principal in the world of public education today?

- A. Leadership
- B. Management
- C. Both
- D. It Really Depends...

The Correct Answer?



D. It Really Depends...

On What?

Context

Context is King



In order to understand your context, you must...

- Know Thyself
- Know Your People (staff & students)
- Know Your Systems
- Know Your Bosses
- Know Your Community (parents and peers)
- Know Vision, Mission, and Goals

Quick Write: Assess your context...

Are you more inclined to Lead or Manage?

Leader Skills



- Has a vision and can communicate it.

Manager Skills



- Gets things done

Principals, how effective are you?



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GROWPrincipals2019](https://www.surveymonkey.com/r/GROWPrincipals2019)

Management is the Foundation



Leadership is the House



**Though this is where we spend our time,
no one is happy when the wi-fi is down or
the power it out.**

What does the successful principal do?



Leadership

Instruction.

Culture.

PBIS. Safety. Recess.

Parent Pick-Up.

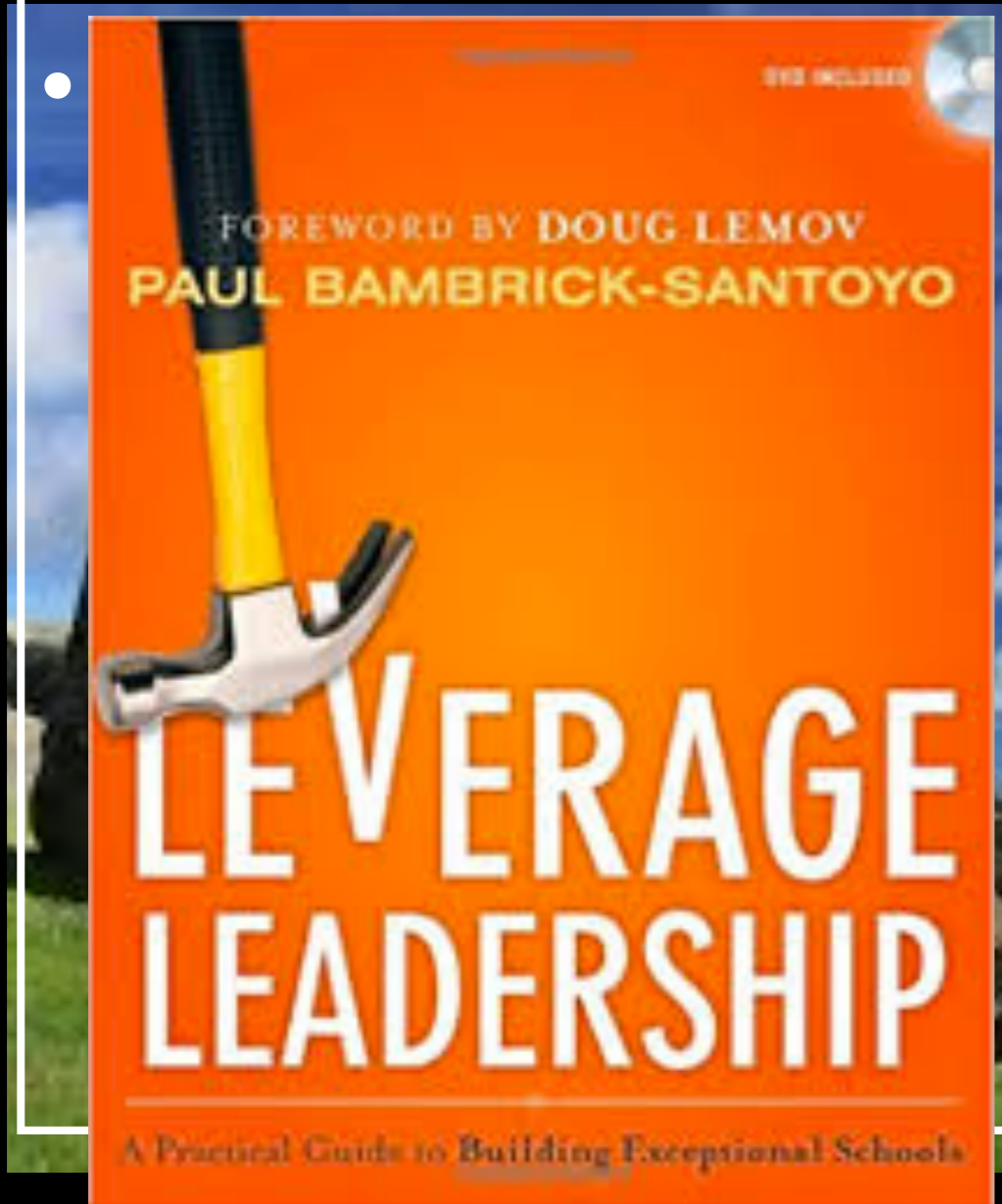
PD Plan.

Management

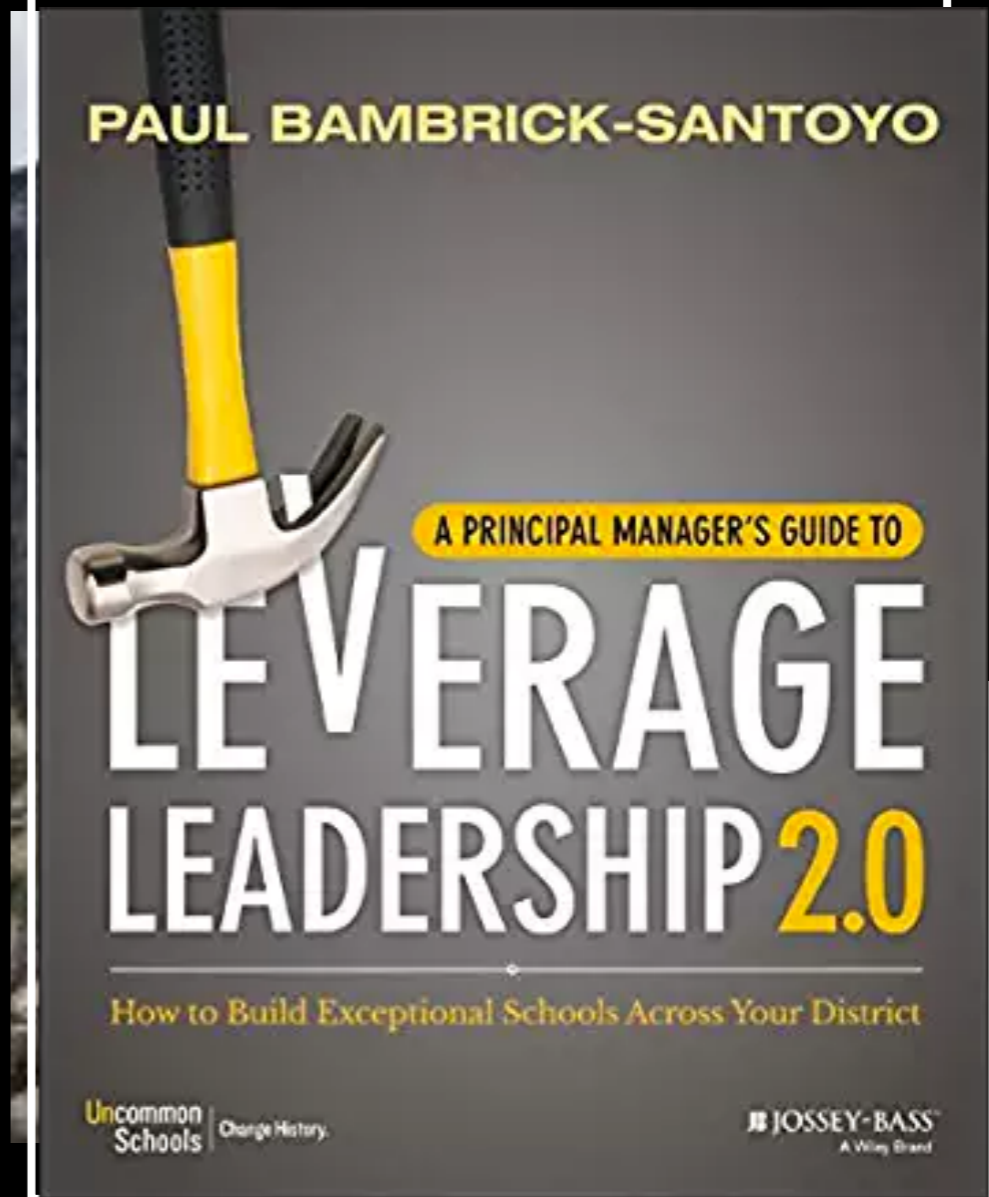
Uses systems thinking and applies leadership and management skills to get results that matter.

Great principals use both management and leadership skills to improve Instruction and Culture

Instruction



Culture



Google studies High Performing Teams and learns that there must be a balance between Culture and Results...



Performance Management

“Most leaders (bosses) die with their mouth open.” –Ronald Heifetz



What kind of boss will you be?

Who are the members of your Internal Board of Directors?



Turn and Talk:

- Do you have someone whose job is to develop (coach) your teachers, principals, and your superintendent? Or is the development of these people an “add on” to other things they are doing?
- Is a supervisor (boss) the most effective coach/mentor for your people? Why or why not? (What does Google say?)
- EQ: What is one thing you can do going forward to improve the quality of coaching and mentoring your key leaders receive?

Coaching conversation starters...*

- 1. What's on your mind?** (This question helps the employee state the issue at hand)
- 2. And What Else?** (The AWE question...helps get at the real issue?)
- 3. What's the real challenge, here, for you?** (Helps the employee focus on what they can control and impact)
- 4. What do you want?** (Always nice to know and say outloud)
- 5. How can I help?** (Puts you on the line for support —don't say it unless you mean it)

**from The Coaching Habit*

Management & Leadership (Formative Feedback) **Self**

Task

Process

P r o f i c i e n t

Regulatory

- Training
- Directions
- Instructions
- Yes/No
- Examples
- Surface Learning

- Mentoring
- Examples
- Questions
- Modeling
- Discussion
- Deep Learning

- Coaching
- Questions
- Discussion
- Teaching others

Where am I going?

How am I going?

Where am I going next?



Evaluation = Judgement



Building Instructional Accountability into your Feedback Model

- ❑ Know what your evaluation system requires and GET IT SCHEDULED.
- ❑ Walkthrough every classroom (5 min or less) at least once a week during the month of September.
- ❑ Informal drop-in observation (10-20 min) in every classroom at least once during the months of Sept-October.
- ❑ Complete all formal observation of all teachers before Winter break.

Quiz: Identify how leadership and management skills integrate with the above activities (essay question).

What does Brené Brown's work
have to do with me?



Courage and Leadership

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strived valiantly; who errs, who comes again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly.”

--1910

Being good at the beginning is another word for lucky. Someone needs to get lucky, and it might even be you, but luck is not a strategy. Becoming good in the long run, that's the result of effort and tenacity and smart practice. The people who are good in the long run fail a lot, especially at the beginning. So, when you fail early, it might be worth realizing that this is part of the deal, the price you pay for being good in the long run. Every rejection is a gift. A chance to learn and to do it better next time. An opportunity to figure out how to bounce, not break. Don't waste them. Sometimes, getting lucky at the start means that you fail to learn resilience and tenacity, and you lack the tools to get better. The long run is a lot longer than the start is.

--Seth Godin, 2014

Coaching Mindsets from Brené Brown, 2019

Armored Leadership

Daring (vulnerable) Leadership



Working from scarcity and squandering opportunities for joy and recognition

Versus

Practicing gratitude and celebrating milestones and victories

Leading for compliance and control

Versus

Cultivating commitment and shared purpose

Being a knower and being right

Versus

Being a learner and getting it right

Rewarding exhaustion as a status symbol and attaching productivity to self worth

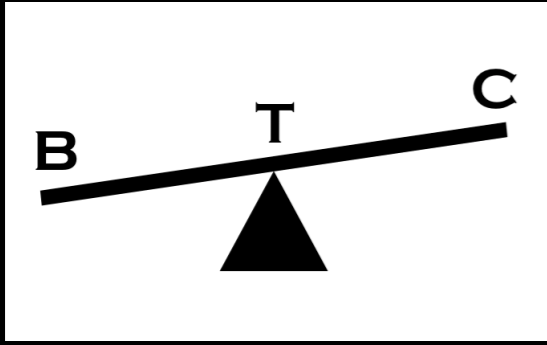
Versus

Modeling and supporting rest, play, and recovery

Bounce!

What's Next?





BTC Leadership Team Retreats

Next One: Oct. 22nd in Bend

- ✓ **Culture:** How does your building/staff/teams feel, get along, work together? (Think teacher efficacy)
- ✓ **Decisions:** What is the quality of your decisions?
How do you know you are making good ones?
- ✓ **Balance:** In what ways do you use leadership and management skills to achieve your goals and get results?

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BTC Action Planning:

Write it down, do it, study it, adjust it (PDSA)

Goal (Specific, Meaningful, and Measurable--your mission): What are you going to achieve?				
Strategy A: (strategies don't change)				
Actions/Tactics (Activities) These change based upon what is working and not working (How will you achieve it?)	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
1.				
2.				
3.				
Actions/Tactics (Activities) These change based upon what is working and not working	Evidence of Progress	Who	When	Performance Indicator (G, Y, R)
Strategy B:				
1.				
2.				
Strategy C:				
1.				
2.				

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