

St Malachy's High School Senior Leadership Team

SESSION TWO - Welcome



Whole Brain Communications

A

25

Critical analysis
Facts – no fluff
Technical accuracy
Goals & objectives
Well articulated ideas
Data –fact based charts
Brief, clear, precise info

Minimal details

Freedom to explore

Metaphors – Visuals

Overview – Big picture

New, fun, imaginative

Conceptual framework

Aligns with I/term strategy

28

D

B

26

Detail time-action plan
Thorough w/references
Rules & procedures
Step by step – Concise
In writing in advance
Contingency plans
No digressing

Open, informal discussion

Expressive body & voice

Intros and conversation

Knows effect on others

Knows how people feel

Hear & understand all

No hidden agendas

41

C



“Leadership is not
about a title or a
designation...
It's about **impact,**
influence and
inspiration”



Robin S Sharma



**The only
thing worse
than being
blind is
having
sight but
no vision**

Helen Keller





UNDERSTANDING

Develop your emotional intelligence

Self smart and people smart



CLARITY

Clear and consistent in setting goals and priorities

Delegation - Responsibility, authority & accountability



AGILITY

Willingness to embrace change & disruption

Emotionally intelligent leaders don't panic, they 'roll' with the changes

Leadership Style

D. Goleman

Democratic
Positive....but

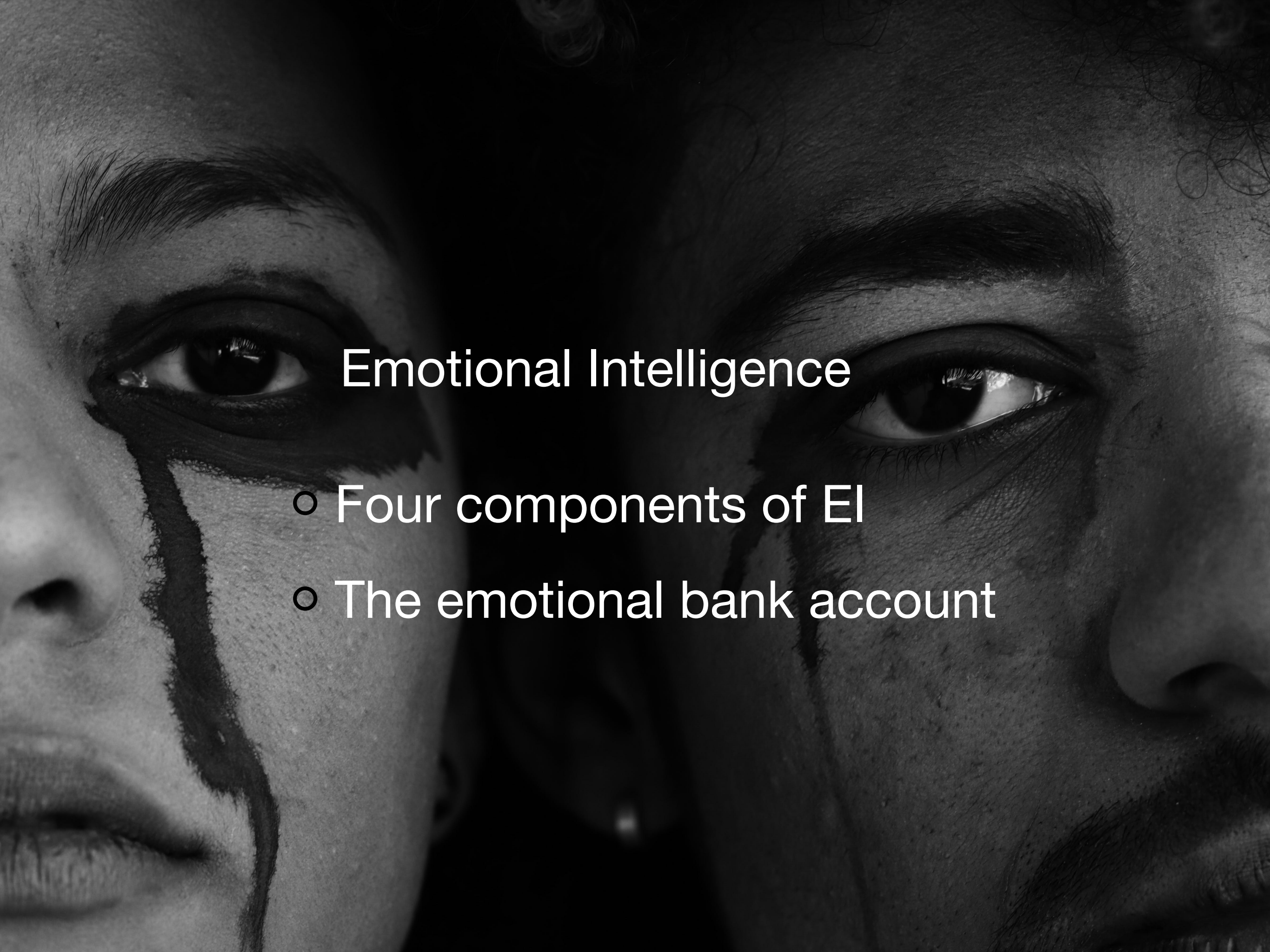
Pace-Setting
Negativebut

Authoritative
Positive....but

Affiliative
Positive....but

Coaching
Positive....but

Coercive
Negativebut



Emotional Intelligence

- Four components of EI
- The emotional bank account



IQ



vs



EQ







PRIMAL LEADERSHIP

Daniel Goleman

Great leaders move us.....

They inspire the best in us....

Great leadership works through the emotions....



For leadership positions, emotional intelligence competencies account for up to 85% of what sets outstanding leaders apart from the rest

Daniel Goleman

Four core elements of emotional intelligence



SELF AWARENESS

- Self confidence
- Awareness of own state
- Understanding impact on others
- Paying attention to how we are impacted by others

SELF MANAGEMENT

- Keeping impulses in check
- Being aligned with own values
- Handling change flexibly
- Pursuing goals & opportunities despite setbacks & obstacles

SOCIAL AWARENESS

- Picking up on 'mood in the room'
- Caring about other's condition
- Hearing what other people are *really saying*

RELATIONSHIP MANAGEMENT

- Getting along well with others
- Handling conflict effectively
- Clearly expressing ideas/info
- Using empathy to manage interactions successfully



The Emotional Bank Account (Stephen Covey)



Understand the individual

Attend to the small things

Keep your commitments

Clarify expectations

Show personal integrity

Apologise sincerely re withdrawals

St Malachy's High School Senior Leadership Team

SESSION THREE - Welcome



Intended outcomes from this project (3 sessions & 1:1s)

1. Strengthen individual leadership capacity within the SLT
2. Build cohesion and clarity within the SLT
3. Identify clear actions for ongoing progress and effectiveness



made with
Fearless Social
Videoshooter



SOURCE: TOM BILYEU

Do you love your wife?



VISION

Articulating a clear and compelling vision/purpose



Mr President, I'm putting a man on the moon!



**We believe
in every child**



St Malachy's?



School - vision/purpose? (Website)

Interesting feedback from MLs

Greater clarity - roles, goals & expectations

ML connection with SLT - avoiding duplication



A safe, inclusive and learning community
where every pupil reaches their potential

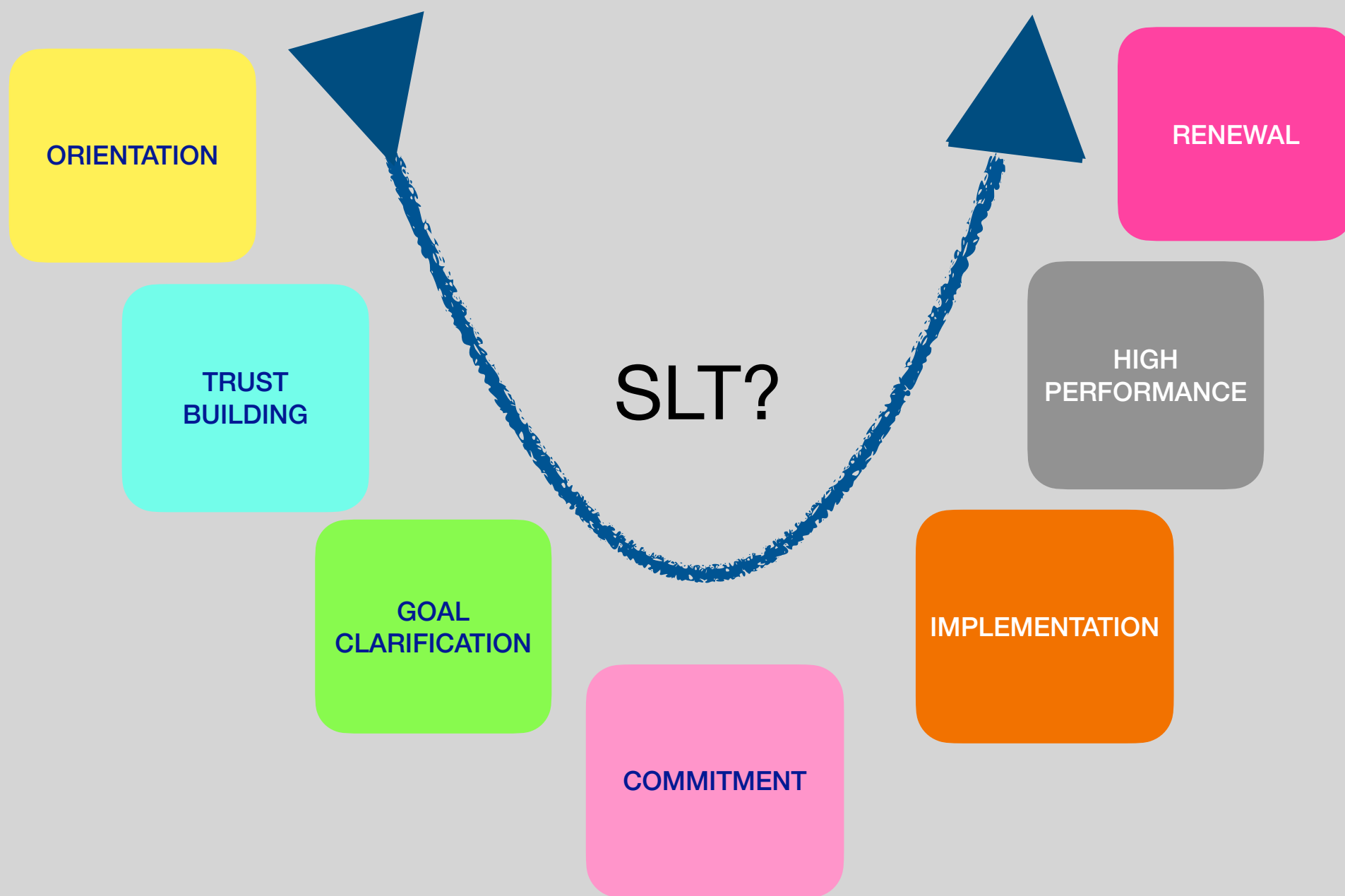
Nurturing faith, character, community and
achievement in every pupil



High Performing Teams



DREXLER SIBBET TEAM PERFORMANCE

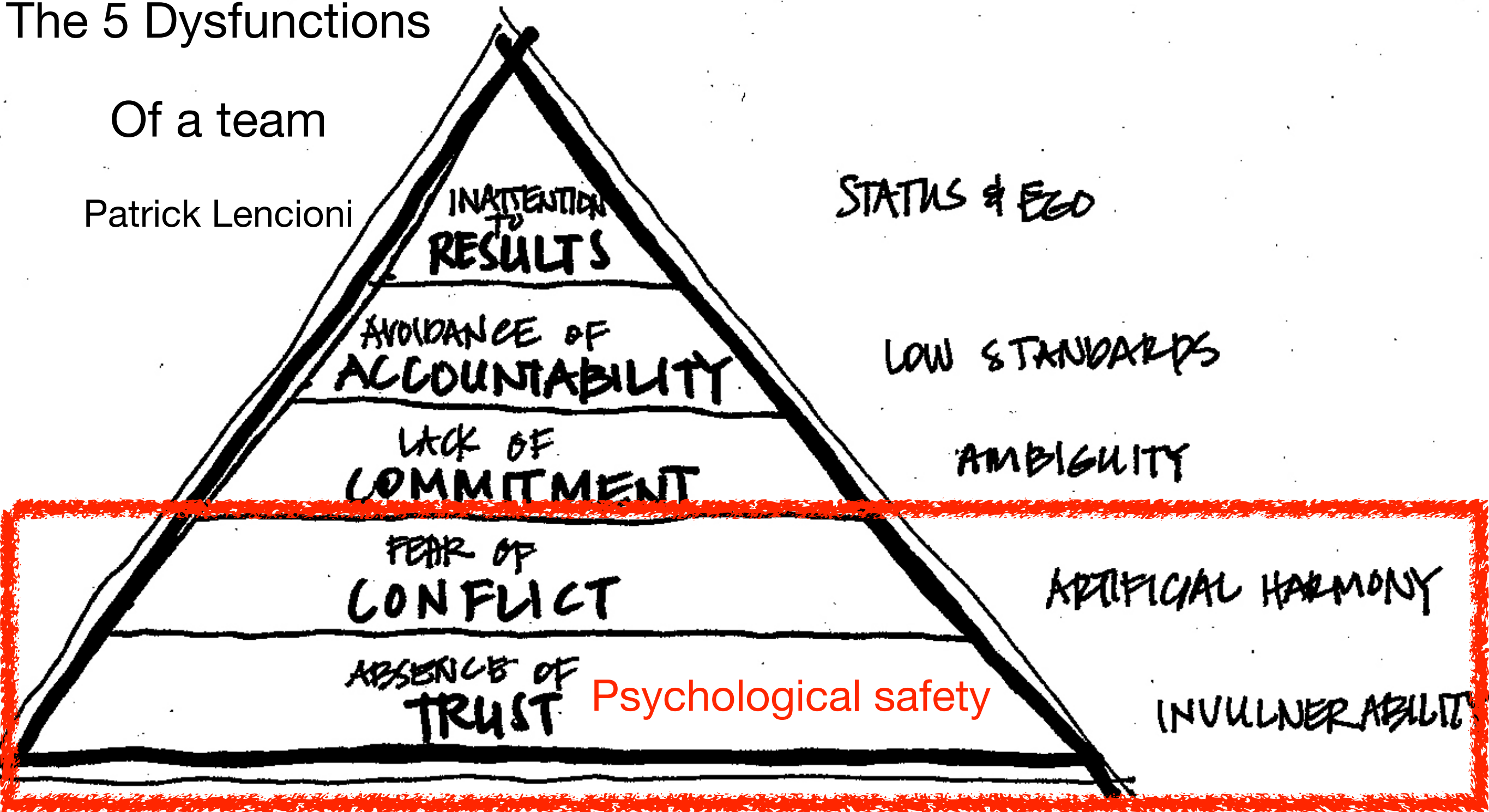




The 5 Dysfunctions

Of a team

Patrick Lencioni



From: Good To Great
(Jim Collins)

**Level 5
Executive**

Personal humility and
fierce professional will.
Long term success &
succession

LEVEL 5 LEADERSHIP

Level 4 Leader

Inspires & motivates others toward a
compelling vision. Drives higher
performance and commitment

Level 3 Manager

Organise people & resources
to achieve objectives through planning & structure

Level 2 : Contributing team member

Work productively with others
toward group goals

Level 1 : Highly capable individual

Contribute through talent, knowledge
and good work habits

Moving on up.....

By M People

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From level 4 - level 5

Leader to Level 5 Leader
Humility - conviction - purpose

From level 3 - level 4

Manager to leader
Shift from from managing tasks to inspiring people

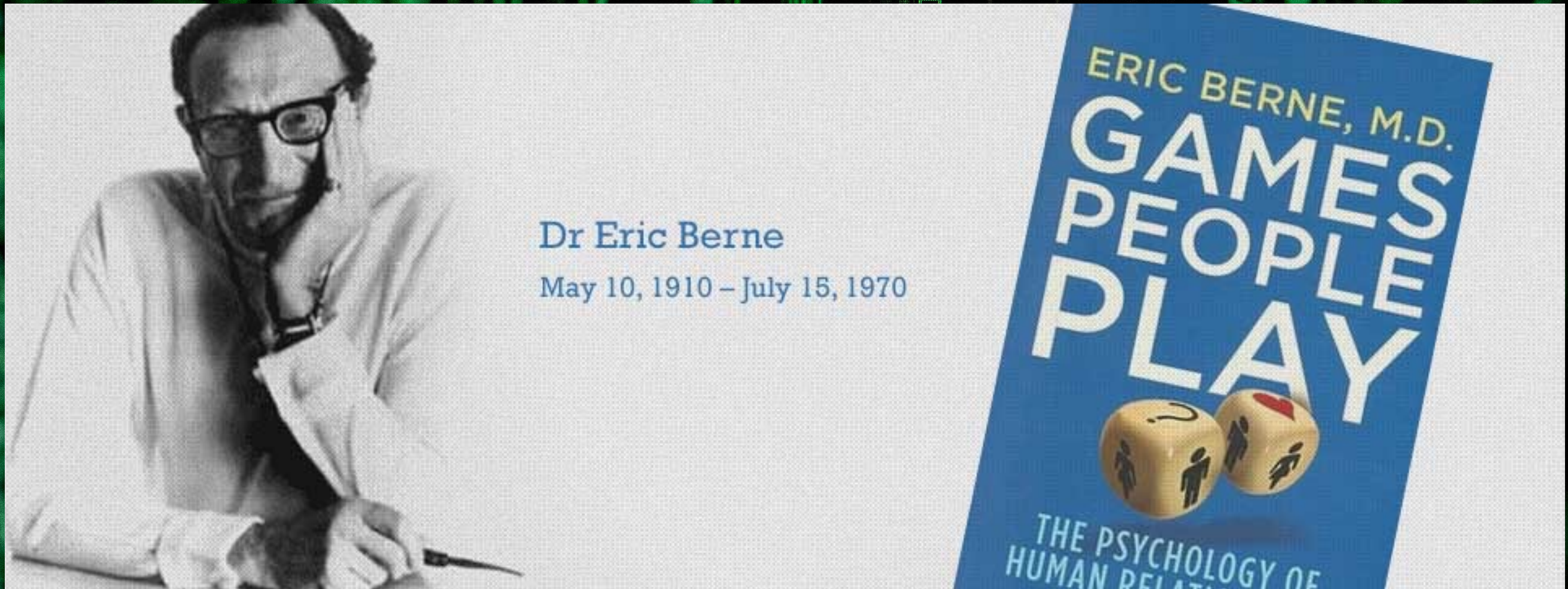
From level 2 - level 3

Team player to manager
Shift from contributing to organising & delivering
through others

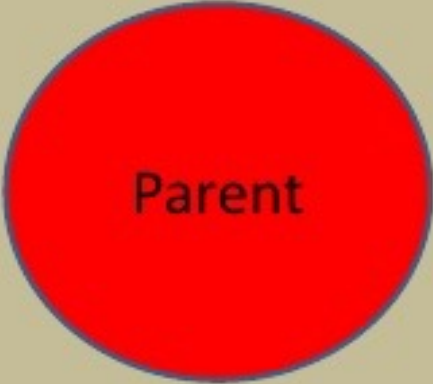
From level 1 - level 2

Individual to team player
Shift from 'my performance to 'our success'

Transactional Analysis



WWW.BRCPARTNERSHIP.COM



Parent

Parent Ego State

Behaviours, thoughts and feelings copied from parents and parent figures.



Adult

Adult Ego State

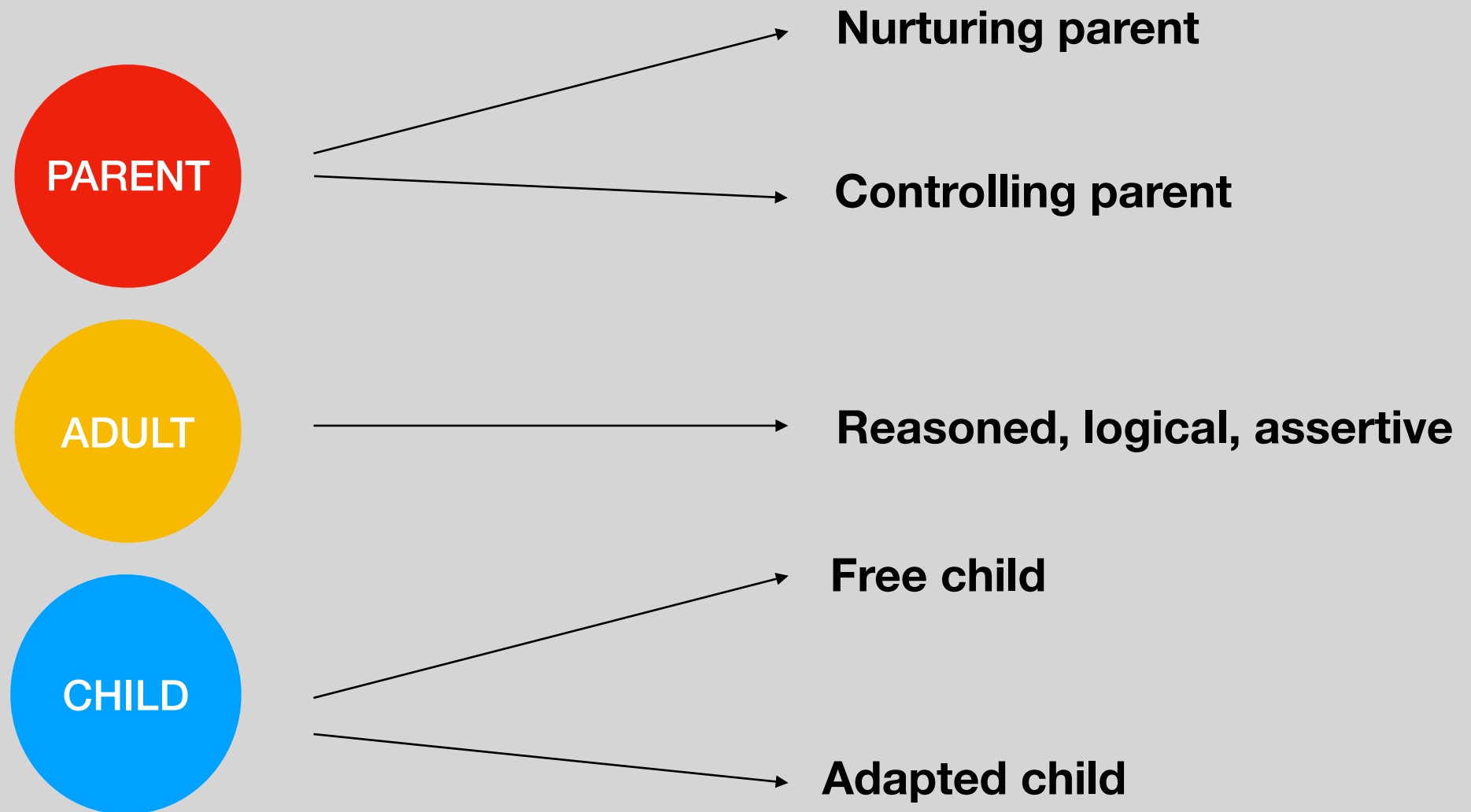
Behaviours, thoughts and feelings are direct responses to here and now.



Child

Child Ego State

Behaviours, thoughts and feelings are replayed from childhood.





Six key elements of performance





Leading organisations are scrapping the annual evaluation cycle and replacing it with ongoing feedback and coaching designed to promote continuous employee development.

Deloitte Human Capital Trends 2014



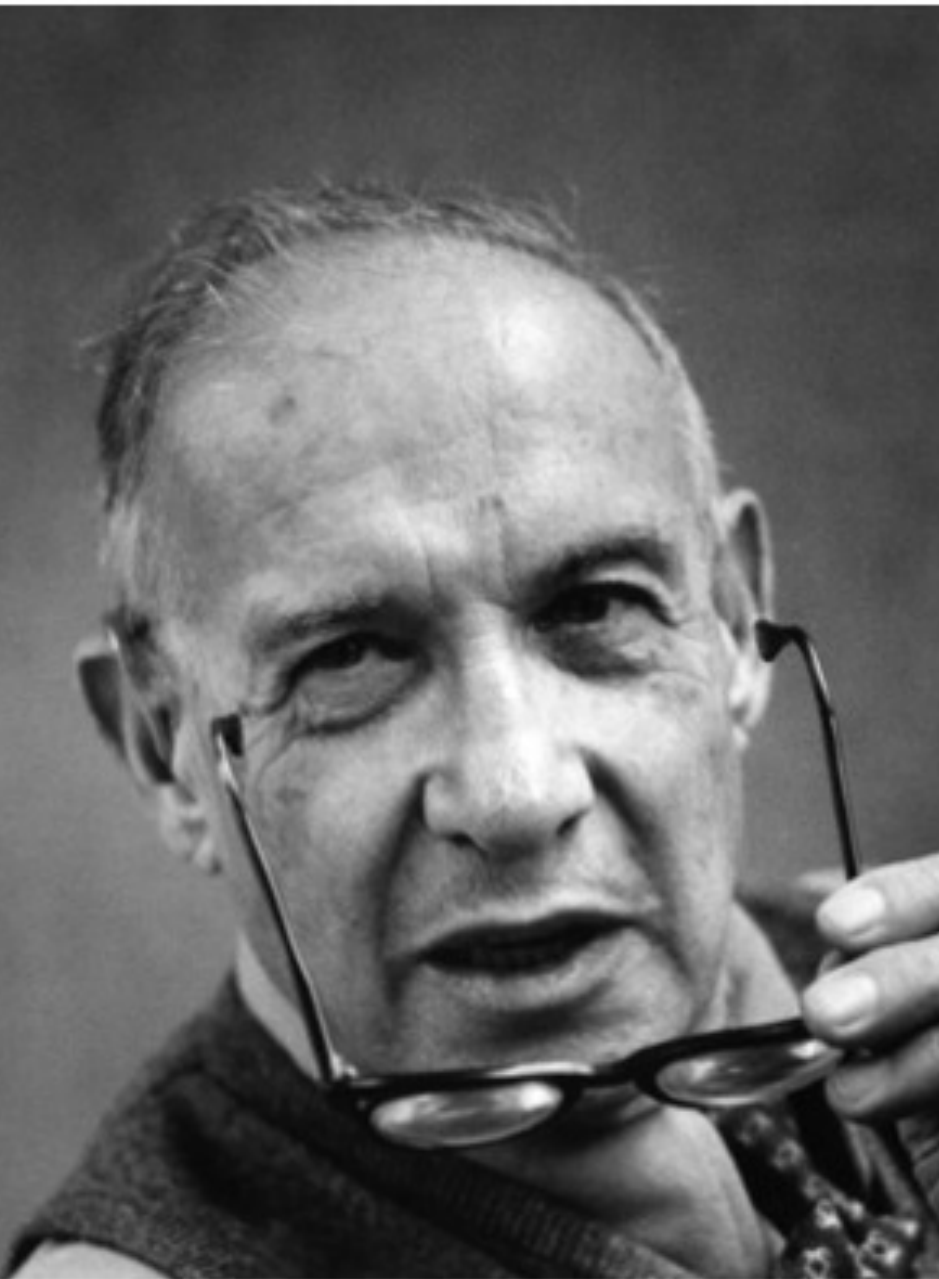


‘Ahead Of The Curve’

The future of performance management (May 2016)

McKinsey&Company

“Companies such as GE and Microsoft....are instead testing new ideas that give them (employees) continual feedback and coaching.”



You can't manage what you don't
measure.

— *Peter Drucker* —

AZ QUOTES



Setting Objectives

S

SPECIFIC

CLEAR &
UNAMBIGUOUS

M

MEASURABLE

CAN BE QUANTIFIED

A

ACHIEVEABLE

AGREED
(EVEN WITH A
STRETCH)

R

REALISTIC

RELEVANT
(EMPLOYEE BUY-IN)

T

TIMEBOUND

DEADLINE FOR
ACHIEVING



STRUCTURED
1:1s

REVIEW

HOW WOULD YOU SUMMARISE YOUR IMPACT LAST TERM?
HIGHLIGHT SUCCESSES/ACHIEVEMENTS THIS TERM - CELEBRATE SUCCESS?
MISSED OPPORTUNITIES, CHALLENGES FACED AND OVERCOME?
WHAT MISTAKES WERE MADE, ANYTHING OVERLOOKED, ANY GAPS?
WHAT ISSUES WERE SELF-INFLICTED OR AS A RESULT OF EXTERNAL FACTORS?

PREVIEW

WHAT ARE YOU LOOKING FORWARD TO NEXT TERM?
ARE THERE ANY POTENTIAL 'BLOCKERS' OR OBSTACLES ANTICIPATED?
WHAT NEEDS TO BE CARRIED FORWARD FROM LAST TERM?
WHAT NEEDS REINFORCED AND/OR NEEDS TO BE DONE DIFFERENTLY?
WHAT INITIATIVES CAN YOU TAKE, HOW MIGHT YOU BE MORE PROACTIVE?

ACTIONS/SUPPORT

WHAT ACTIONS/STEPS NEED TO BE TAKEN GOING FORWARD? (AGREE THEM)
WHAT CHANGES MIGHT BE NEEDED?
WHAT SUPPORT IS NEEDED IN ORDER TO BE SUCCESSFUL?
WHO DO YOU NEED FROM SUPPORT FROM?
WHO ELSE DO YOU NEED TO ENGAGE WITH?

GOAL TRACKING

PRSD

OBJECTIVE 1 Professional practice
OBJECTIVE 2 Pupil & curriculum development.
OBJECTIVE 3 Personal & professional development.

BEHIND

ON TRACK

AHEAD





'feedback is the breakfast of champions'

Dr K Blanchard