Vermont Leadership Development Initiative

Proposal for
Vermont Principals Association
The Center for Creative Leadership® (CCL) is pleased to offer the following proposal to the Vermont Principals Association to provide a nine-month and beyond leadership development series specifically designed for Vermont principals to further develop their leadership skills in support of school and school systems throughout the state to move forward in producing results that matter for students. It includes in-class programs, virtual sessions, a cohort-based community, and a key leadership challenge that participants select and work on throughout the leadership sessions and during feedback coaching. The design allows educators to practice powerful cycles of learning which they can continue to use beyond the initiative for continued impact. Funding support for costs associated with this initiative will come from the Margaret Waddington gift to the Center for Creative Leadership, earmarked specifically for the citizens of Vermont.

The recommendation is based upon conversations with Ken Page, Director Vermont Principals Association followed by further discussions with Rebecca Holcombe, Secretary Vermont Agency of Education, and Debora Price, Director of Education Quality Vermont Agency of Education, and Karen M. Dyer, Ed. D., Group Director Education and Nonprofit Sector.

LEADERSHIP DEVELOPMENT PHILOSOPHY

CCL is very proud to be a nonprofit, educational institution that turns ideas into action and action into ideas. We teach from our research and learn from our teaching. We act on what we learn by developing new views of leadership, new assessment techniques, and new programs and strategies that respond to the evolving challenges faced by leaders and their organizations.

We believe self-knowledge is the most important factor in the practice of leadership. We believe becoming more acutely aware of one's strengths and developmental needs is a type of "unfreezing" that leads to setting goals accurately and to taking action to improve. Rather than teaching how to manage, analyze, or strategize, we strive to help leaders "learn how to learn" from colleagues, their organization, and others. Most importantly, we help leaders learn from their own experience.

CCL uses our time-tested developmental model of Assessment, Challenge and Support™ to build innovative leadership solutions. Combining these three elements, CCL delivers results.
Assessment

We typically combine multi-rater feedback, individual assessment and personalized attention in a safe, confidential environment that encourages candor, honest self-examination and experimentation with new behaviors vital to leadership growth.

Challenge

Through a mixture of classroom encounters, virtual engagement, innovative simulations and follow-on learning, we challenge individuals and organizations to consider what they do well and what they could improve in their leadership styles. Participants experience real-world problems, gain insight into their own challenges, learn how to creatively find solutions and understand how to manage change.

Support

CCL provides and supports a safe learning environment for receiving and giving feedback. These instructional characteristics are also critical elements needed within organizations interested in creating a developmental climate conducive to learning and taking risks.

CCL’s proven designs have changed the landscape of how leaders are developed using an approach called Assessment for Development. This approach is based on the belief that you cannot change or advance without personal insight into the impact you are having on others and the organization. This is combined with a strictly confidential assessment process that enables honest feedback from raters and a guarantee that results will not be shared with anyone other than the participant.

OUR RECOMMENDATION

CCL recommends that the Vermont Principals’ Association identify 48 principals who will comprise two cohorts of 24 participants to participate in this nine month initiative. The proposed dates, topics and training location are as follows:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
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<tbody>
<tr>
<td>December 1, 2016</td>
<td>Introductory Program Webinar</td>
<td>Virtual</td>
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<td>(60 minutes)</td>
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<tr>
<td>February 28 – March 2, 2017</td>
<td>Education Leadership Development Program</td>
<td>CCL Greensboro</td>
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<tr>
<td>Summer 2017</td>
<td>Navigating Complex Change and Moving from Conflict to</td>
<td>Vermont</td>
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<tr>
<td>(2 days)</td>
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Each year thereafter, the Vermont Principals Association is encouraged to identify one – two more cohorts of principals or aspiring leaders to participate in this ongoing initiative.

**Prepare**

**Pre-program Webinar – 60 minutes**

Outcome: Provide principals with an introduction to their leadership journey and actions they will take before the first session to optimize the learning impact of the program.

CCL faculty will provide an initial orientation virtual session for participants and support them with the completion of all assessments. The virtual session will orient participants to the nine-month leadership development program, their virtual learning platform, and what they can expect during the Vermont Leadership Development Initiative. Participants will have a conversation with their boss about their development, complete self-assessments, identify raters for a 360° assessment, and begin to identify a key leadership challenge which they will use to apply to their learning throughout the journey.

**Engage**

**Educator’s Leadership Development Program (ELDP) – 3 days**

Outcome: Provide principals with knowledge, guided practice, and skill development around leading self, leading others, and leading their schools/districts.

Principals will be provided the opportunity to explore their individual strengths and developmental needs as leaders through the use of assessments including SKillscope, a 360° assessment and behavior assessments such as MBTI and FIRO-B. Participants are involved in experiential activities that allow them to practice new behaviors they will implement when they return to their school and districts. Principals will also experience one-on-one feedback coaching during the program. CCL coaches are highly skilled professionals with strong educational and professional backgrounds who can relate directly to participants. The curriculum is designed to assist each principal in evaluating and
understanding him/herself as a leader, assessing their leadership needs, and assembling a plan of action for achieving leadership excellence.

**Navigating Complex Change and Moving from Conflict to Collaboration - 2 days**

This 2 day session will include the online assessment *Change Style Indicator* and the *Thomas-Kilmann Indicator* and how to apply the results to leading self, leading others, and leading schools. Other content will be presented that is aligned with application to their Key Leadership Challenge.

**Effectively Using Power, Politics, and Influence – 2 days**

This 2 day session will include the online assessment *Influence Style Indicator* and how use these data to identify strategies for the effective use of power in a variety of settings, the importance of understanding and appropriately navigating the political context, and developing a deeper understanding of various styles of influencing people and outcomes.

**Stories of Participant Impact (60 minute virtual session)**

Participants will have had broad exposure to each other’s challenges and actively support each other through the intensive. This session will feature participants presenting to their colleagues the results they have had with their key leadership challenge and their learnings through the process about themselves as a leaders and the school.

**Apply**

Outcome: Providing opportunities for participants to use and continue to use new learning and behavior in their work contexts and beyond

**Two (one-hour) virtual coaching sessions**

In order to sustain the classroom learning and build support, one hour telephone coaching sessions following the principal’s feedback session in the ELPD. The coach will help the principal set goals and develop an action plan during their initial ELPD program session, and provide support and accountability in the follow-on virtual coaching sessions.

**Participant Sustainability**

In between the EDLI and the virtual sessions, participants will be applying what they have learned to their key leadership challenge, reflecting on the results of their action, and supporting colleagues in
their cohort. The peer support will include in-cohort accountability partners and opportunities to communicate with the entire cohort through the online learning platform.

**Polarity Management**

All too often, education initiatives collapse because leaders fail to manage strong concerns and disagreement of those charged with implementation. Polarity thinking is a powerful approach creating a common language and understanding in the midst of apparent differences which can help organizations turn conflict into clarity and collaboration. Gain new tools for education leadership that improve change processes and decrease resistance.

**Vermont Leadership Development Initiative Graduation**

Successfully completing all the program components, participants will be recognized and presented with graduation certificates.

**PROGRAM ELEMENTS (SELECTED)**

**Assessment**

- *Skillscope 360®* is a straightforward, effective, 360-degree feedback tool that assesses managerial strengths and development needs. It creates a channel through which the participants will get feedback from peers, direct reports, and their boss. Using this feedback, participants can compare and contrast co-workers’ views with their own assessment of 15 skills critical to effectiveness in their management role.

- *The Change Style Indicator®* instrument is designed to capture an individual’s preferences in approaching change and dealing with situations involving change. Results of this instrument place an individual on a continuum ranging from a conserver orientation to an originator orientation. A pragmatist orientation occupies the middle range of the continuum. Participants will learn their own preference for managing change and explore the ways they can better work with colleagues who have a different preference.

- *Fundamental Interpersonal Relations Orientation-Behavior™* (FIRO-B®) Instrument is a self-assessment of an individual’s interpersonal needs and the impact of that individual’s behavior in the workplace. FIRO-B reports enable participants to manage their behavior, recognize stagnation and conflict, find possible solutions, and increase productivity through awareness of interpersonal dynamics at work. *The FIRO-B® Instrument is a registered trademark owned by CPP, Inc. All rights reserved.*
The Myers-Briggs Type Indicator® (MBTI®) is a self-assessment of personality type preferences. Participants receive individual information on important aspects of leadership behavior, their leadership strengths and communication styles, and how to turn diversity in a group into an asset. The group also receives feedback on its dominant style and has an opportunity to look at how they work with others and what impact the dominant style might have on teamwork. Discussion of personality type and its relationship to leadership behavior, teamwork, conflict management and communications are facilitated in a small group discussion format.

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Influence Style Indicator® (ISI®) is an assessment instrument designed to increase understanding of an individual’s preferred style as they influence others (e.g. asserting; inspiring; bridging; negotiating; rationalizing) as they influence others in their network for the purpose of gaining alignment and commitment to organizational goals.

Challenge

Visual Explorer™ is an interactive resource used to facilitate dialogue and help groups reach a shared understanding about a specific challenge. It includes 224 high quality, diverse color images that invite examination, support constructive thinking, and insightful conversations to help participants identify areas for development and pathways for action.

Leadership Metaphor Explorer™ is a tool to support insightful conversations about leadership. LME is a deck of 80 cards, each showing a possible metaphor for leadership as a drawing and caption. The metaphors cover a range of dependent, independent, and interdependent forms of leadership culture. In using the tool participants may, for example, choose cards that show current and desired forms of leadership.

COLOURBLIND® is a problem solving exercise designed to illustrate how we typically make sense of current situations by drawing upon our individual frame of reference, previous experience, idiosyncratic belief systems, and hidden assumptions. As spoken language is the primary vehicle for communications, COLOURBLIND® emphasizes the critical importance of dialogue (high advocacy coupled with high inquiry) in breaking out of our individual positions and moving toward common meaning and shared understanding.
• **Key Leadership Challenge (KLC)** gives participants an opportunity to focus in greater depth on a specific significant leadership challenge or opportunity that they are currently facing and through reflection, analysis, and articulation among peers design strategies for effectively responding to and addressing the issue.

• **Experiential Learning** is a planned activity in which participants practice, predict, test, and reflect on presented information, assessments, and/or material.

**Support**

• **Assessment, Challenge, and Support** is CCL’s model for individual leadership development and for managing/leading others.

• **Direction, Alignment, Commitment Content and Survey** theory frames leadership as the pattern of beliefs and practices that produce direction, alignment, and commitment in a collective team or organization. DAC helps provide a way to conceptualize and understand leadership development as the development of a leadership culture, not just as the development of a leader.

• **SBI™** stands for “Situation, Behavior, Impact,” part of CCL’s effective feedback model that anchors the situation in a time and place; describes the behavior and then explains the impact to the observer.

• **Social identity** comprises the parts of a person’s identity that come from belonging to particular groups, including age, ethnicity, race, religion, gender, sexual orientation, nationality, and socioeconomic status. Social identity informs how we lead. The social identities of those around us affect how they view us as a leader and how they view, and thus work with, others. Participants will map their own social identity and engage in discussions with other participants that help open their eyes to the ways we naturally identify, categorize, and compare other people based on aspects of their social identity.

• **Boundary Spanning Leadership** is the capability to establish direction, alignment, and commitment across boundaries (vertical, horizontal, stakeholder, demographic, geographic) in service of a higher vision or goal. This capability resides within and across individuals, groups and teams, and larger
organizations and systems. Through CCL’s research and practical experience in fostering more interdependent forms of leadership, we’ve found that leaders, groups, and organizations that effectively span boundaries do so in three ways by: Managing Boundaries; Forging Common Ground; Discovering New Frontiers. Six practices - buffering, reflecting, connecting, mobilizing, weaving, transforming - are embedded within the three overarching strategies, and each offers numerous tactics for implementation. Participants will receive a toolkit of strategies to support them in applying these six practices to their leadership challenges.

- **Building Resiliency** is based upon CCL’s guidebook with the same title, Building Resiliency provides exercises to help participants become familiar with resiliency strategies and better develop it when back in the workplace. Some of these strategies are about enhancing interpersonal and technical skills or recasting talents in new ways. Resiliency also comes from reviewing how an individual relates to the outside world. Developing resiliency requires paying attention to the complexities of personal experiences, listening to emotions, and being open to learning from disappointment as well as success.

- **One-on-One Coaching** involves a 1.5 hour confidential session with a CCL feedback coach will be held during which assessment data are integrated in a coaching process for personal and professional development. The emphasis is on helping the participant increase personal and professional effectiveness in leading self and leading others. The session will end with some preliminary goal setting.

**CONTACT INFORMATION**

Questions or inquiries for additional information or clarification should be addressed to:

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