



How we are leading: Voices from Leadership Academy Alumni

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PRESENTERS

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OBJECTIVES

Participants will:

1. Define leadership and its role in advancing cultural and linguistic competence in programs, organizations, and networks concerned with intellectual and developmental disabilities.
2. Reflect on the influence of one's culture (including multiple cultural identities) on views of and approaches to leadership.
3. Engage in dialogue about shared leadership challenges, experiences, and successes.
4. Reflect on lessons learned as documented in Academy evaluation outcomes.

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DEFINING LEADERSHIP



Perspectives from the
Georgetown University Leadership Academy

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DEFINING LEADERSHIP

- Leadership has and continues to be the subject of much research.
- The literature across many fields is replete with theoretical frameworks and conceptual models of leadership.
- There is neither a single definition nor approach for leadership.

Source: Goode & Jackson Cultural and Linguistic Competence: A Primer for Children's Mental Health. Unpublished manuscript.

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THERE IS AN ARRAY OF LEADERSHIP MODELS & FRAMEWORKS



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CULTURE

LEADERSHIP IS INFLUENCED BY CULTURE

CULTURE

- The belief systems of what constitutes leadership are deeply rooted in culture.
- The function of leadership is always viewed within a cultural context.
- Who can assume leadership roles and positions is culturally-defined.

CULTURECULTURE

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Leadership is not



~~Management~~



~~Advocacy~~



~~Authority~~

Differentiating leadership from management, advocacy, & authority

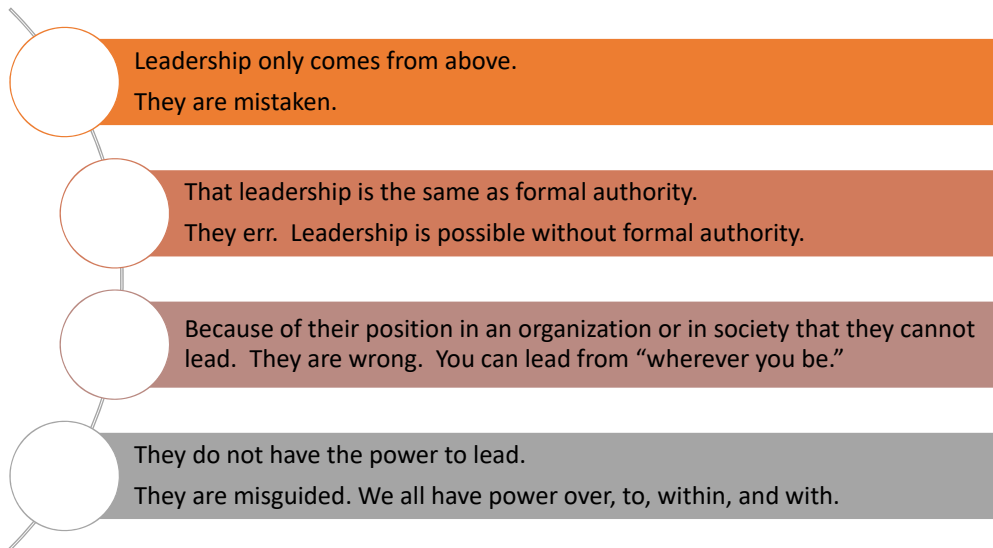
- **Management** maintains the status quo.
- **Leadership** changes the status quo.
- **Advocacy** provides focus, attention, tells, argues, and persuades.
- **Leadership** provides focus, attention, brings people together, mobilizes resources, asks, and reflects.

Formal **authority** is the power invested in a role to perform certain acts by a formally established procedure, such as a hiring, election, certification or licensure, or organizational hierarchy.

Leadership is a process that increases one's social influence and results in mobilizing others to learn together, create collective vision, and achieve a goal they share.

Copyright Ellen B. Kagen, MSW, Adaptive Leadership for Systems Change
Center for Child and Human Development, Georgetown University

Some think ...



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POLLING QUESTION 1

What is your view of leadership?

- | | | |
|------------------------------|------------------------------|-----------------------------|
| Genetic or born leader view | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Learned leader view | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Hero leader view | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Boss as leader view | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Titled leader view | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| “Called” to be a leader view | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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A COUPLE OF DEFINITIONS OF
LEADERSHIP AND A MODEL OF
LEADERSHIP PRACTICES TO THINK ABOUT



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Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization of which they are members.

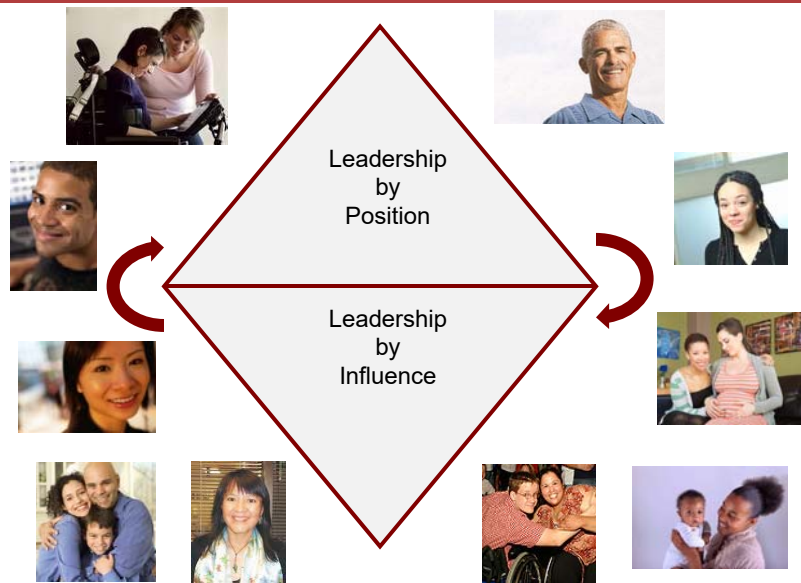


Source: House, R. J. (2004) *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*, Thousand Oaks, CA: SAGE Publications.

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Leadership is a set of personal attributes, qualities, and skills either intuitive and/or acquired that rouses and motivates others.

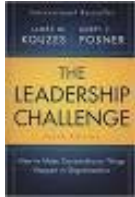


Source: Northouse P. (2001). *Leadership: Theory and practice. 2nd ed.*, Thousand Oaks, CA: Sage Publications, Inc.

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Five Exemplary Leadership Practices



Data Source: Kouzes & Posner (2007). The Leadership Challenge- 6th Edition. Hoboken, NJ: Wiley & Sons.

Modeling the Way

Inspiring a Shared Vision

Challenging the Process

Enabling Others to Act

Encouraging the Heart

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Now let's hear from our panelists



Angela Castillo- Epps



Ian Watlington



Dave Verban



Dori Tempio

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How Angela is Leading



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How Dori is Leading



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How Dave is Leading



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How Ian is Leading



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POLLING QUESTION 2

When leading cultural diversity and cultural and linguistic competence, which of the Five Practices of Exemplary Leadership do you engage in the most?

- | | | | | |
|---------------------------|---|---|---------------------------------|--------------------------------|
| Modeling the Way | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Some of the time | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| Inspiring a Shared Vision | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Some of the time | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| Challenging the Process | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Some of the time | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| Enabling Others to Act | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Some of the time | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |
| Encouraging the Heart | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Some of the time | <input type="checkbox"/> Seldom | <input type="checkbox"/> Never |

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Let's chat about your reflections on the Five Exemplary Leadership Practices and leading CLC .

Leadership Reflection

In your opinion, what makes “Challenging the Process” such a challenging process?

Leadership Academy Alumni Evaluation Results



Across all five cohorts Leadership Academy participants reported:

- That the experience led to significant gains in knowledge and skills, changes in attitudes and beliefs, and shifts in their views of themselves as leaders. These in turn manifest in changes in practice.
- Increased capacity to provide leadership in challenging times and see themselves as effective, collaborative, and confident leaders for cultural diversity and CLC in networks supporting individuals with IDD.
- That the Academy had a strong positive impact on participants' attitudes, beliefs, thoughts, and perceptions of their leadership abilities and behaviors.

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Leadership Academy Alumni Evaluation Results



- The majority of participants left the Academy with a better appreciation for the:
 - (a) importance of self-reflection and self-care,
 - (b) need for a clear personal vision and values,
 - (c) their informal authority and ability to lead from any role or level,
 - (d) the need to reframe mental models and let go of values that prevent forward movement, and
 - (e) the need to rethink current approaches to cultural diversity and CLC within their organizations.
- A majority of respondents also reported they were leaving with a new mental model of leadership. Others resonated with a shift in their understanding of leading from any chair.

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The Voices of Leadership Academy Alumni



"I definitely feel more comfortable and confident in creating trust and safety in my setting. Before the academy, I was using the skills but I was not able to articulate them, and now I feel I can articulate to others and talk about these issues in a more explicit way."



"I had been thinking that I needed to be in a formal position of authority, but 'leadership comes from any chair.' I was also doubting myself and my work quite a bit. After Leadership Academy, I realized I was already engaging in system change efforts, and I am now equipped to engage more effectively and strategically as a leader."



"The Leadership Academy created a safe space for me to explore my preparedness to take risks to increase cultural diversity and cultural and linguistic competence within the I/DD network. It allowed me the room to push through some of my fears and insecurities so that I could be ready to take the risks I needed to when I got back to my workplace. I feel confident and supported by others in my professional community now and know I can reach out to other professionals from the Leadership Academy if I need to."

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Real-time Evaluation Questions

1. I am able to define leadership and its role in advancing CLC in programs, organizations, and networks concerned with IDD.
 - Yes
 - No

2. I am able to describe the influence of ones' culture on views of and approaches to leadership.
 - Yes
 - No

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Real-time Evaluation Questions

3. How useful was the information shared during this Learning and Reflection Forum ?

- Not at all useful Somewhat useful Useful Very useful

4. How likely are you to use the information from this Learning and Reflection Forum to lead CLC in your setting?

- Not at all likely Somewhat likely Likely Very likely

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CONTACT US



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