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.

DEFINING LEADERSHIP

Perspectives from the Georgetown University Leadership Academy
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 Unpublished manuscript.

THERE IS AN ARRAY OF LEADERSHIP MODELS & FRAMEWORKS

- Fusion Leadership
- Transformational Leadership
- Conscious Leadership
- Ethical Leadership
- Principled Leadership
- Servant Leadership
- Transactional Leadership

AND EVEN MORE!
LEADERSHIP IS INFLUENCED BY 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.

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.

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**Some think ...**

- **Leadership only comes from above.**
  They are mistaken.
- That leadership is the same as formal authority.
  They err. Leadership is possible without formal authority.
- Because of their position in an organization or in society that they cannot lead. They are wrong. You can lead from “wherever you be.”
- They do not have the power to lead.
  They are misguided. We all have power over, to, within, and with.
What is your view of leadership?

- Genetic or born leader view
  - [ ] Yes
  - [ ] No

- Learned leader view
  - [ ] Yes
  - [ ] No

- Hero leader view
  - [ ] Yes
  - [ ] No

- Boss as leader view
  - [ ] Yes
  - [ ] No

- Titled leader view
  - [ ] Yes
  - [ ] No

- “Called” to be a leader view
  - [ ] Yes
  - [ ] No
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.


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

Five Exemplary Leadership Practices

- Modeling the Way
- Inspiring a Shared Vision
- Challenging the Process
- Enabling Others to Act
- Encouraging the Heart


Now let’s hear from our panelists

- Angela Castillo-Epps
- Ian Watlington
- Dave Verban
- Dori Tempio
How Angela is Leading

How Dori is Leading
How Dave is Leading

How Ian is Leading
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
Inspiring a Shared Vision
Challenging the Process
Enabling Others to Act
Encouraging the Heart

☐ Most of the time  ☐ Some of the time  ☐ Seldom  ☐ Never
☐ Most of the time  ☐ Some of the time  ☐ Seldom  ☐ Never
☐ Most of the time  ☐ Some of the time  ☐ Seldom  ☐ Never
☐ Most of the time  ☐ Some of the time  ☐ Seldom  ☐ Never

Leadership Reflection

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

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.

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.
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.”

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 one’s culture on views of and approaches to leadership.
   □ Yes □ No
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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