Superintendent Leadership Series

Leadership Associates
2019- 2020

Exceeding Expectations For District Leadership

Session 2

Nobody can go back and start a new beginning, but anyone can start today and make a new ending.
-Maria Robinson, Author
What questions are we trying to answer today?

In what ways do the expectations of the job challenge us as Superintendents?
How might we inform our thinking about our responses to those expectations?

Today we will:

Share experiences that build our Superintendents’ community.

Explore ways to think about expectations that impact Superintendent effectiveness.

Inform our thinking about our own effectiveness using current literature.

Increase our knowledge of leadership resources and tools.
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Agenda

• Welcome, Introductions, Outcomes, Essential Question, Agenda, Norms, Acknowledgement of Sponsors
• Community-Building: “What Color Is Your Crayon?”
• Circle-Back to Session 1
Guiding Questions for Discussion
• Focus I: Getting Smart About Expectations
  o Expectations Worksheet
• Focus II: Into the Book – The ONE Thing - Part 1- The Lies
  o Conversation Protocols
• Take-Away Studio- Self-Expectations & Evaluation
Building Our Leadership Community:  
**One Conversation at a Time**

- Bring your authentic work to the table.

- Start with the belief that there is another way.

- Give yourself permission to “Not Know Yet.”

- Respect the diversity of styles and points of view within the group.

- Be completely present without the temptation of devices and multi-tasking.

- Actively engage in making meaning.

- Have Fun!

- Be willing to amaze yourself!
Building Better Conversations

1. Make it about the other person.

2. Practice active listening.

3. Move the conversation to a deeper level.

4. Ask good questions.

5. Consider time and space.

Adapted from Fast Company 3.24.14 by Harvey Deutschendorf
What Color Is Your Crayon?

From the box of crayons on your table, please thoughtfully select one crayon.

• Why did you select that color?

• What might you associate with that color?

• What does that color bring up for you?

Please take this opportunity to check-in with your table group today by sharing your thoughts about the crayon that you chose.

NOTES:

Please keep the crayon as a touchstone for your leadership learning experience today.
Circle Back to Session I

How have the concepts of ‘Expectations’ and “High Demand Drivers” manifested themselves since we were together last time?

What might your “Domino” have reminded you of since we were together last time?

What additional thoughts have you had about your “One Thing”? 
Bringing The Work Into The Room

Please take this opportunity to view this video. As you watch reflect on the following Guiding Questions. Be prepared to share your thinking with the group.

One question to ask yourself: THE ONE THING

Gary Keller

- https://youtu.be/vbSZfuugv48

Guiding Questions:

1. How does the concept of the one thing inform or provoke your thinking about your own leadership practice?
2. What concepts will you take away?
3. How might this video and concepts be helpful to others in your district?

Notes:
Exceeding Expectations for District Leadership

Focus 1

Getting Smart About Expectations
How Do We Define Expectations?

According to Merriam-Webster . . .

What is the definition of “Expectation”?  
The art or state of expecting: Anticipation  
The state of being expected: Assurance

What is the Definition of a “Goal”?  
The end toward which effort is directed: Aim

What is the difference?  
The difference between a goal and an expectation is that a goal usually sets out the means of accomplishment. An expectation is expressing a want or a need without the means to accomplish it.

- Goals are often set by more than one person working collaboratively and detail the means necessary to accomplish them.
- Expectations are communicated or perceived directly or indirectly from one person to another without collaboration or agreed upon parameters.

Please take this opportunity to share your thinking about expectations and goals with the colleagues at your table.
Defining the Nature of Expectations

How might we make sense of this?

For Superintendents the Board’s expectations, whether they arise from reputation, election rhetoric or just conversation, imply the direction of the Superintendent’s work going forward.

As you reflect on working with the expectations, expressed or implied, by your Board consider the following categorizations.

Can you recall expectations where an expectation may have been:

- Rational or Irrational-
- Realistic or unrealistic-
- Agreed upon or imposed-
- Self-induced or other-induced-
- Consciously or unconsciously established-

Capture your thinking in a ‘Quick-Write’.

Compare your notes with an elbow partner.
Defining Expectations

Worksheet

In a ‘Quick-Write’ Describe One of Your Board’s Expectations of You:

(Is it rational/irrational, realistic/unrealistic, agreed upon/imposed, self-induced/other-induced, consciously/unconsciously established)

Continue your discussion with your elbow partner.

With colleagues at your table, discuss the Board expectation you described and how you respond.

• What are you coming to understand about the nature of expectations?
• How might that understanding inform your leadership?
Exceeding Expectations for District Leadership

Focus II
Into the Book
The One Thing
Focus 2
Into the Book

The One Thing
The Surprisingly Simple Truth Behind Extraordinary Results
By Gary Keller with Jay Papasan, April 1, 2013

Part 1 – The Lies - Chapters 4 & 5 - Everything Matters Equally & Multitasking

Please read:
“Everything Matters Equally” p. 32-33, 37-39 and
“Big Ideas” on page 41.

“Multitasking” p. 43-44, p. 45- top of 46, or ‘Juggling is an Illusion’- p.47-48 and
‘Big Ideas’ of p. 53

You will have about 10 minutes to read and reflect before sharing your thoughts about the following prompts in the Line-Up activity that follows.

- Reflect on how you think about prioritizing the multitude of expectations that are a part of your job as Superintendent.
- How do you determine what to focus on at any one time?
- Is multitasking contributing to your stress?

Notes:
Line Up

**Round 1**

Line up alphabetically according to your favorite food.

Have a stand-up conversation with the person next to you about your thoughts related to the “Everything Matters Equally.”

**Round 2**

Line up alphabetically according to the name of a favorite pet (past or present).

Have a stand-up conversation with the person next to you about “Multitasking.”
Chapters 6 & 7

**A Disciplined Life & Willpower is Always on Will-Call**

Please read:
“A Disciplined Life” p. 54-57 and “Big Ideas” p. 59-61.

“Willpower is Always on Will-Call”. p. 65 – 70 and “Big Ideas” p. 71

You will have about 10 minutes to read and reflect before sharing your thoughts about the following prompts in the Partner Walk that follows.
- What do you know about what you have to do well and what you don’t?
- What one habit might you choose to focus on going forward?
- How might the understandings about ‘willpower’ influence your thinking?

Notes:
Skills for Listening and Giving Feedback on your partner walk

1. **Make a conscious choice to listen**
   - Explicitly focus on your partner
   - Put yourself in the background
   - Be aware that the speed of your brain will want to go faster than your partner

2. **Engage in Active Listening**
   - Convey a language of acceptance
   - Explicitly encourage your partner to continue and to go deeper
   - Seek verification and clarification
   - Practice paraphrasing for meaning and feeling

3. **Listen for Ideas and Feelings**
   - Suspend judgment
   - Assume positive presumption

4. **Become Comfortable With Silence When It Is Appropriate**
   - Resist the temptation to fill the silence with small talk
Chapters 8 & 9

A Balanced Life & Big is Bad

Please read:
“A Balanced Life” p. 72 – 74, “Counterbalancing” p. 79-82 and “Big Ideas” p. 83

“Big is Bad” p. 91 – 94, and Big Ideas p. 93-94

You will have about 10 minutes to read and reflect before sharing your thoughts about the following prompts at your table.

• How might you reframe balancing your work and life as prioritizing your work and your life?
• In what ways does your mindset leverage or hamper your success?

Notes:
Expecting too much from yourself is damaging to your self-esteem and overall wellbeing. It's good to have high standards, but it's important to be reasonable with yourself. Expecting too much from yourself can be associated with disappointment, burnout, anxiety, and depression, as well as low self-esteem. It's therefore in your best interest to stop expecting too much from yourself.

**Signs That You're Expecting Too Much From Yourself**

- **Perfectionism** -- setting standards that are unrealistic or unattainable; feeling that you're never good enough.
- **Not allowing yourself to make mistakes** -- expecting to get it right the first time, or expecting to be good at everything you do.
- **Being overly critical of yourself** -- focusing too much on your imperfections and mistakes; being hard on yourself, putting yourself down or overlooking your positives.
- **Setting goals according to other people’s expectations** -- setting goals just because it's what's expected, without taking into account your own abilities, interests, and needs.
- **People pleasing** -- putting other people's needs before your own, or trying to be everything to everyone; expecting to be liked by everyone, or trying to please particular people.
- **Excessive comparison to other people** -- focusing too much on what others are doing and basing your worth in comparison to others.
- **Taking on too much** -- wanting to do everything and needing to be constantly busy; not allowing time for rest, relaxation and leisure. This carries a real risk of burnout.
- **A constant need for achievement** -- being dependent on achievements for a sense of worth.
- **Expecting to be 100% all the time** -- expecting that you'll always be at your best.
How to Stop Expecting Too Much From Yourself

• **Let go of the need to be perfect.** Set goals that are realistic and set a reasonable standard for "good enough." Allow yourself to make mistakes and realize that these are part of the learning process. Everyone makes mistakes. Know that you don’t have to be good at everything, and it does take time to become good at something new. Just like learning to walk.

• **Stop comparing yourself to other people.** Everyone has their own unique strengths, abilities, and journey in life. Stop basing your own worth in comparison to other people. Instead, embrace your individuality and be true to yourself.

• **Question your expectations.** Ask yourself whether your expectations are in line with your own values, needs and who you are as a person. Or are they simply to please others.

• **Realise that you’re not superhuman.** Trying to do everything for everyone is a recipe for disaster. Learn to prioritize, have appropriate boundaries and learn to say no. Do those things that are most important and give yourself time to rest and recuperate. Learn to delegate or drop those things that are a lesser priority and have more reasonable standards. It all comes back to letting go of perfection.

• **Understand that you're not the same all the time.** We all have good and bad days. When you're unwell or going through a rough time, you naturally won't at your best. Even when you are well, your energy levels will fluctuate. If you're unwell, focus on recovering.

• **Let go of the need for constant achievement.** Achievement can be a good thing; however, it’s important not to depend on it for your sense of self-worth. Look at how far you've come, rather than focusing too much on the destination. Enjoy the journey. Remember that self-worth is who you are inside regardless of externals such as achievements.

• **Challenge your inner critic.** Fight the negativity and instead, focus on the positives about yourself and your life.

• **Learn to love yourself for who you are as a person.** That’s what true self-worth is all about. Be kind to yourself because you are worth it.

Having reasonable and healthy expectations of yourself are important for a healthy self-esteem and fulfilling life. As always, there is help available and don't be afraid to get the help you need. You can learn to stop expecting too much from yourself, and build self-esteem.
One
Thing
Leadership
Next Steps

1. One Thing that I can do immediately:

2. One Question that I can ask:

3. One Thing that might be a resource:

4. One Thing that I want to learn next:

5. One Thing I could teach my team:
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<th>What portion of today’s content or activities was the most relevant to your work?</th>
<th>How might you be using today’s materials and activities in your district?</th>
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<th>What big ideas did today’s session challenge or affirm for you?</th>
<th>Please share any additional thoughts about how we might make our work together even more supportive of your success.</th>
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