

# LEADERSHIP

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# You Tube Video on Leadership

Drew Dudley "Leading with Lollipops"

<https://youtu.be/hVCBrkrFrBE>

# Leadership, Coordination & Sustainability

Structures for ongoing support of all  
personnel development activities

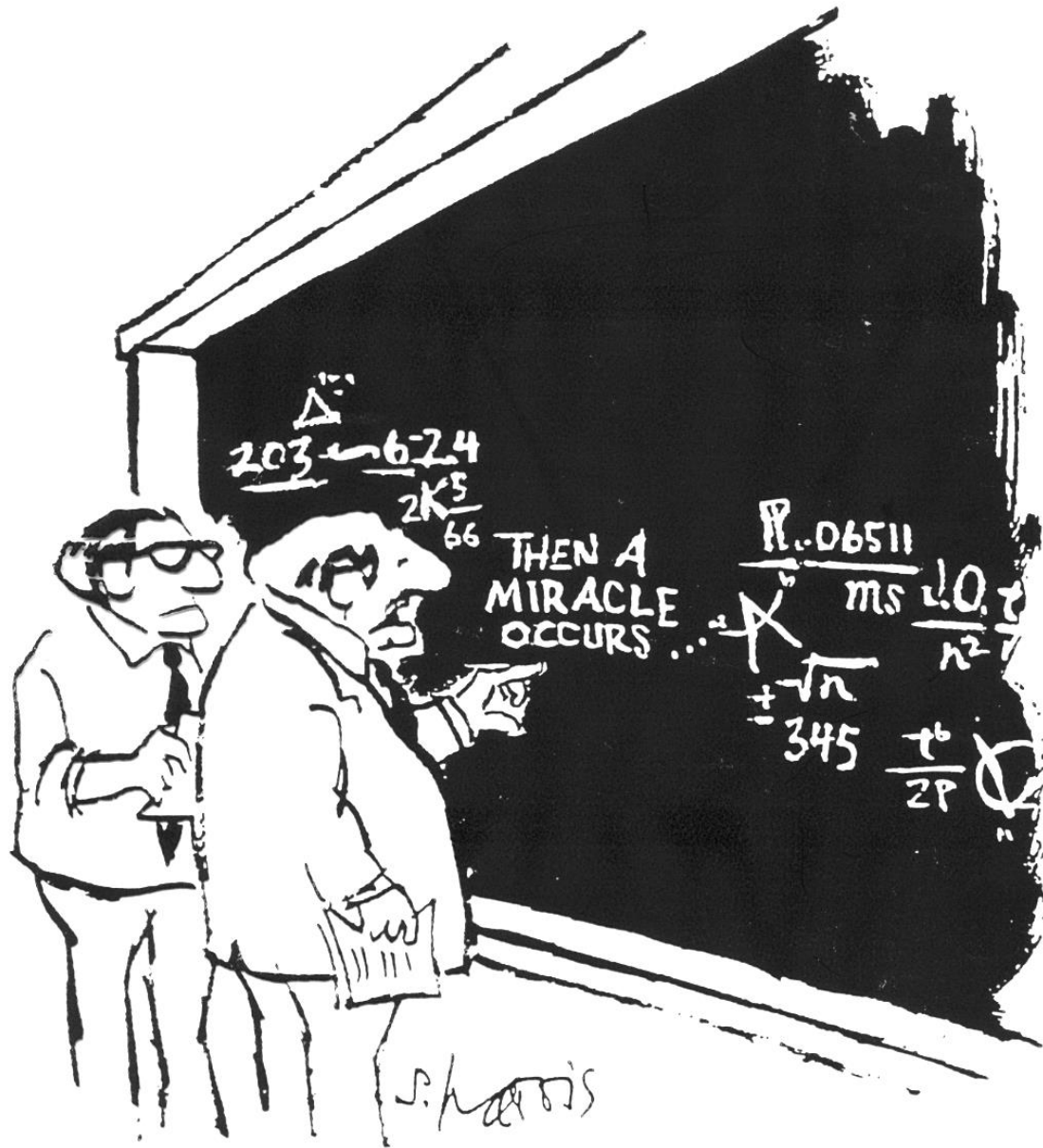
# Leadership, Coordination, & Sustainability

**Quality Indicator 1:** A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.

**Quality Indicator 2:** There is a written multi-year plan in place to address all sub-components of the CSPD.

# Leadership:

- Nature (Characteristic You Were Born With)
- Nurture (Behavior You Can Learn)



*"I think you should be more explicit here in step two."*

Differentiating **between leader development** and **leadership development**. ...

**Leader development** focuses on developing individual knowledge, skills, and abilities (human capital).

**Leadership development** focuses on building networked relationships (social capital) among individuals in an organization.

# The Top 10 Leadership Competencies, Grouped Into Five Themes

When 195 global leaders were asked to rate 74 qualities, these rose to the top.





# Fundamental Leadership Skills

Ashkenas & Manville, 2018. HBR

- Translate that vision into a clear strategy about what actions to take, and what not to do.
- Recruit, develop, and reward a team of great people to carry out the strategy.
- Focus on measurable results.
- Foster innovation and learning to sustain your team (or organization) and grow new leaders.
- Lead yourself — know yourself, improve yourself, and manage the appropriate balance in your own life.

# Leaders Must:

establish and maintain principles that become inherent in the organization they are leading:

rationale environments

clear values

openness to change and innovation

maturity

space for people to grow

momentum effectiveness

stewardship

Bloch, 1996; DuPree, 1992

# Knowledge

- child development,
- evidence-based practices,
- state laws and regulations,
- family-centered approaches,
- federal laws and regulations, and
- group processes.

Bruns et.al, 2017

# Competencies

- professional learning,
- effective relationships,
- shared responsibility,
- data use,
- and effective communication.

Bruns et.al, 2017

# Valued Leadership Competencies

Having a clear purpose

Able to navigating complex systems

Able to develop a shared vision for the service delivery system

Able to build trusting relationships,

Able to take risks,

Able to collaborate

**Leadership is a process of mutual influence and shared responsibility set in context.**



# Essential Characteristics of Leadership

- Contextually Bound
- Can Be Learned ( Using learning Theory)
- The Harder the Task, The More Complex the Process of Leadership



# ***Leadership defined:***

the proactive process of influencing others “to act for certain goals that represent the values and motivations—the wants and needs, aspirations and expectations—*of both leaders and followers*” (Burns, 1978, p. 19)

# DEC Leadership Position Paper

- *Leadership capital* is human capacities and organizational cultures that support “active engagement in leadership tasks”
- *Leadership capital* is dynamic and can be shaped, built, or drained and used effectively or ineffectively

Bruder et.al, 2015

# Leadership Position Statement

- DEC believes the EI/ECSE field should purposefully build and sustain leadership capital across all aspects of practice.
- DEC believes leadership in EI/ECSE is a process that involves mutual influence and shared responsibility
- DEC believes the EI/ECSE field should conduct research to collect evidence about the construct and demonstration of leadership skills across EI/ECSE service systems.



Leadership Beyond  
Role/Agency: EC Systems

Leadership within the  
Role/Agency: IDEA  
Programs

Coordinators Orientation  
and More



# Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks Part C/619 (3; N=38 participants)
  - a) Job descriptions/What you do/Need to know
  - b) Refine/reduce into critical knowledge and skills by level
  - c) Theme statements into categories
  - d) Translate into competency statements
4. Survey/Delphi for validation/consensus (N=70)
5. Refined competencies will be sequenced by level
6. Indicators will be developed for each competency
7. Curriculum will be developed with learning activities



# Leadership Practices Constituting the Focus of Investigation

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## ***Leader-Centered Practices***

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### ***Organizational Visioning***

### ***Motivational Communication***

Modeling Desired Behavior

## ***Capacity-Building Practices***

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Relationship-Building Practices

### ***Confidence-Building Practices***

### ***Coaching Practices***

## ***Shared Responsibility Practices***

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Encouraging Employee Input & Feedback

### ***Soliciting Creative Employee Solutions***

Shared Decision-Making

## ***Behavioral Practices***

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Performance Expectations

Performance Rewards

# States that participated in Think Tanks

- Arkansas
- Connecticut
- Idaho
- Indiana
- Iowa
- Kentucky
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Montana
- Nevada
- New Mexico
- North Carolina
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Texas
- Utah
- Vermont
- Washington
- Washington, D.C.
- West Virginia



# Administrative Leadership

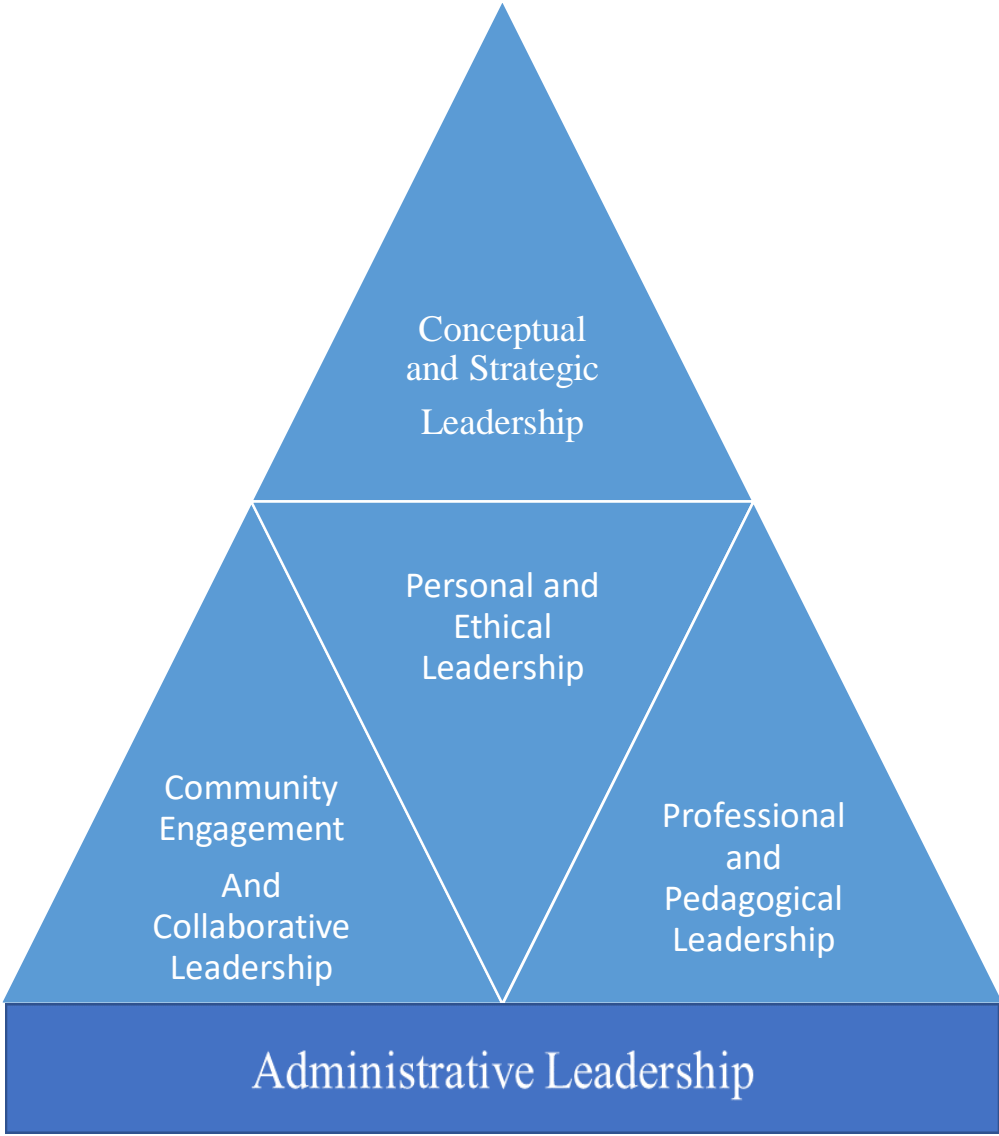
	Level 1	Level 2	Level 3
Implements and Complies with State and Federal Laws	<ul style="list-style-type: none"> <li>– Completes federal application</li> <li>– Implements corrective action as needed</li> <li>– Completes self-assessment of system</li> </ul>	–	–
Emerging Laws/Policies	<ul style="list-style-type: none"> <li>– Monitors &amp; provides input as needed</li> </ul>	<ul style="list-style-type: none"> <li>– Develops policies and procedures for emerging issues</li> </ul>	–
Develops & Monitors Program State Policies and Procedures	<ul style="list-style-type: none"> <li>– Implements data system</li> <li>– Provides fiscal oversight</li> </ul>	<ul style="list-style-type: none"> <li>– Develops a CSPD system</li> <li>– Integrates components of system</li> </ul>	<ul style="list-style-type: none"> <li>– Participates in state &amp; national early childhood initiatives</li> <li>– Integrates C/619 system into state and national early childhood initiatives</li> </ul>

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ECPC Metasynthesis of Leadership Studies	Kagan	ECPC/619 Coordinator Developed	CT PreK-3	Aspire	ECSEL	CEC/DEC Advanced Specialty Set	MCHB LEND	ASHA
		<b>Leading Self</b>		Leading Self	Personal Leadership		Self	Emotional Intelligence, Introduction to Leadership
Organizational Visioning, Coaching, Confidence Building Practices, Soliciting Creative Employee Solutions	Community	<b>Stakeholder Engagement</b>		Leading Others	Collaborative Leadership	Collaboration	Others	Coaching, Influencing Others, Conflict Management,
	Pedagogical		Curriculum and Instruction	Leading Learning	Leadership for Instruction Leadership for Student Services	Curricula Content Knowledge		
		<b>Federal and State Program Requirements</b>	Federal and State Program	Leading Implementation of Policies, Laws and Regulations	Institutional Leadership	Programs, Services and Outcomes		
	Administrative	<b>Federal and State Program Management</b>		Managing Operations and Resources	Organizational Leadership			Teams, Virtual Meetings,
	Conceptual	<b>Strategic Thinking</b>	Leading for Equity, Excellence and Early Success	Leading Results		Research and Inquiry	Wider Community	Leadership Styles, Generative Thinking, Change Leadership,SP
	Advocacy	<b>Professionalism</b>				Professional and Ethical Practice		





# Measures for Evaluation

- A measure of acquisition and generalization will be identified for each knowledge and skills statement
- Part C/619 coordinators will rate each for feasibility, validity and relevance
- Benchmarks will be developed and tested for each measure

# Definitions

Practice: the action of doing

Standard: What you must know and be able to do  
(knowledge and skills)

***Competency: an ability or skill to meet a standard***

Indicator: a rule for the measure of quality; a sign  
that shows the condition or existence of something