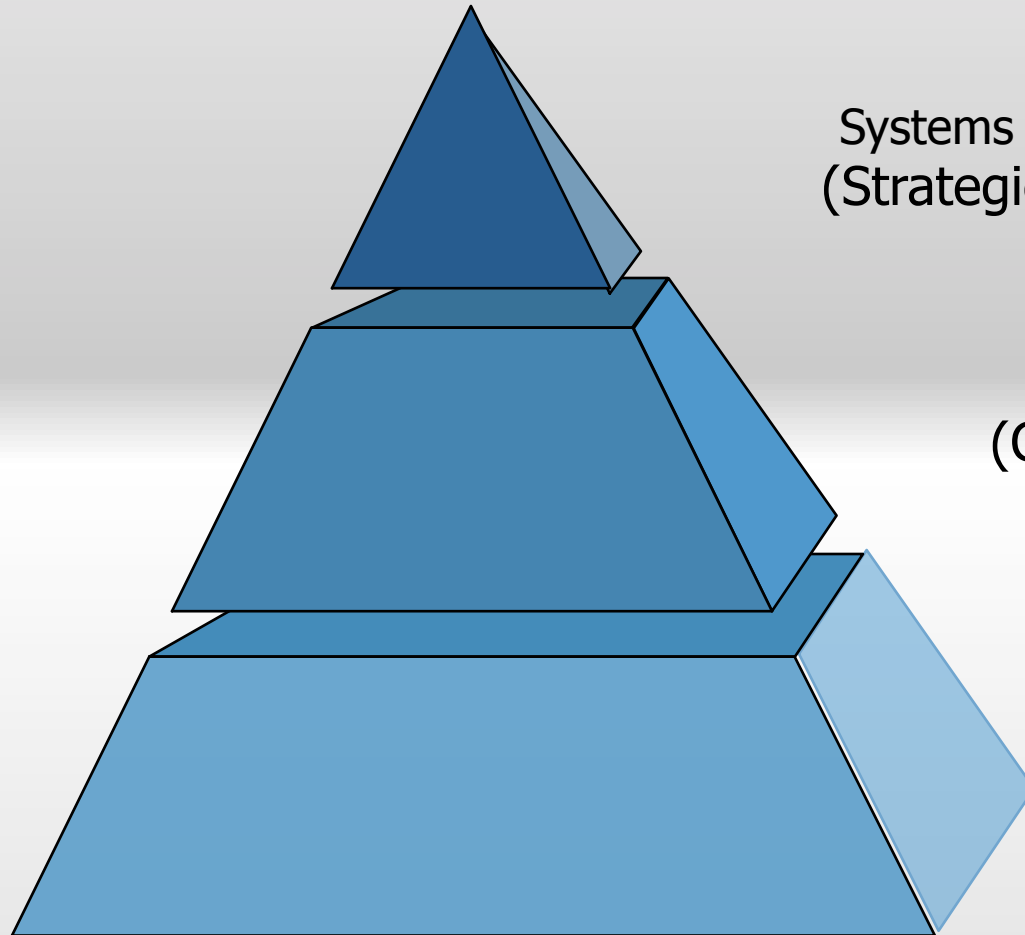




Learning from a Master: YOURSELF

Larry D. Coble & Ann W. Davis
School Leadership Services

Levels of Leadership



Systems Leaders
(Strategic Tasks)

Integrative Leaders
(Coordinative Tasks)

Direct Leaders
(Operational Tasks)



Leadership Development Requires



- ◆ Personal Mastery - Self-Understanding (assessment and feedback)
- ◆ Understanding the World of Your Organization
- ◆ Understanding the World Outside Your Organization
- ◆ Reflective Practice



Leadership Development Requires



- ◆ Bringing People Along
- ◆ Considerations About Culture and the Importance of Linking the Future to the Past
- ◆ Allowing People to Share in Their Own Good Outcomes



Learning From A Master:

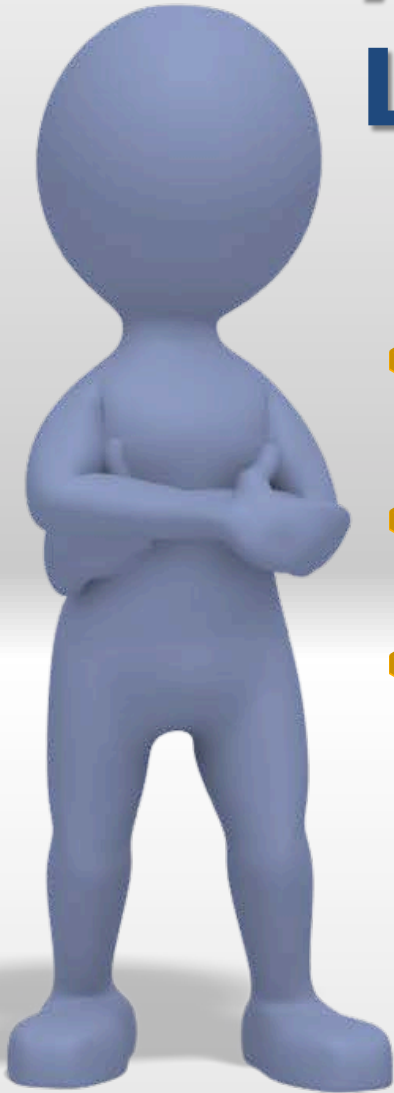
Purposes



- ◆ Facilitate lifelong development of work/nonwork experiences
- ◆ Understand concept of “Learning How to Learn” from reflective practice
- ◆ Review unique patterns of your own learning history and their implications
- ◆ Explore what it would look/feel like to stretch boundaries of how you learn



A “Master” Enhances Lifelong Development by...



- 🔑 The Variety of Leadership Challenges
- 🔑 Seeking and Responding to Feedback
- 🔑 Developing the Ability to Learn from Experiences



Learning From A Master

*Ability to capitalize on personal insight ...
a model of unfolding self-knowledge.*



CAUTION: Beware of the Dangers

- ◆ Personal Inertia
- ◆ Organizational Inertia



For a “Master” to Learn How to Learn

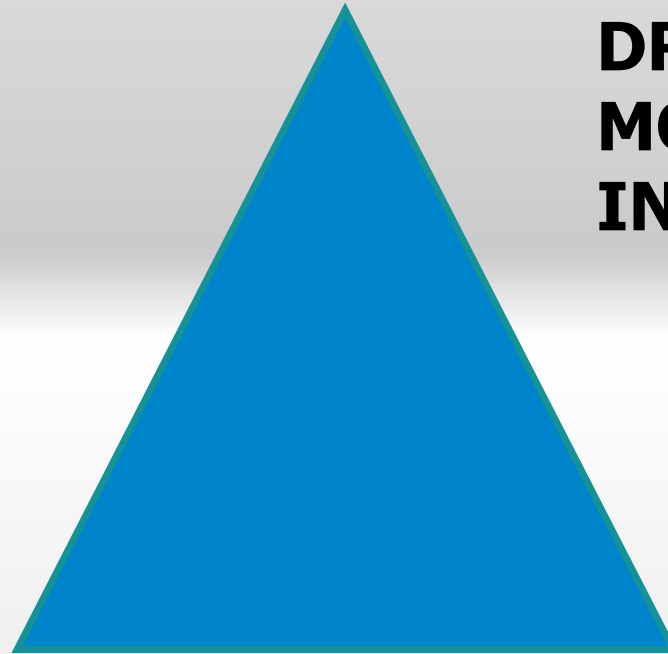


KEY: Learn about the “learning process.” Pay attention to “how” you learn.

Learn enough about patterns to build flexibility into *how* you go about learning.



How Is My “Learning Grain” Shaped?



**DRIVE OR
MOTIVATION
IN LIFE**



Activity:

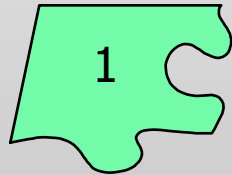
Debrief –

**Identifying and Understanding
your Basic Drives**

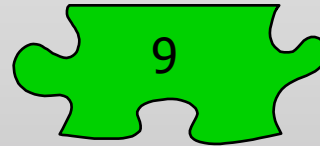


Drive Types

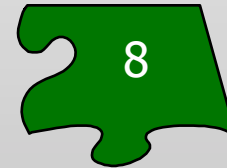
Perfectionist



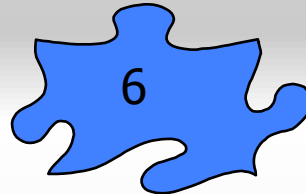
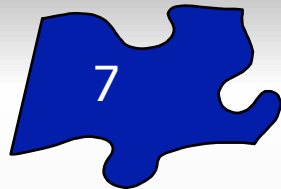
Harmonizer



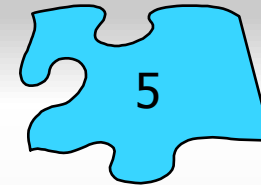
Transformer



Fun Lover

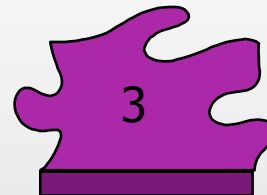
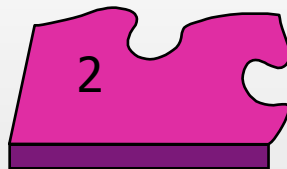


Loyalist

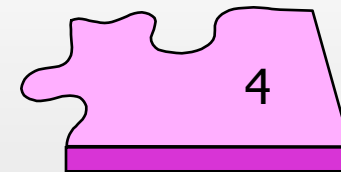


Theorist

Altruist



Achiever



Artist



Against the Grain: How We Learn from Experience

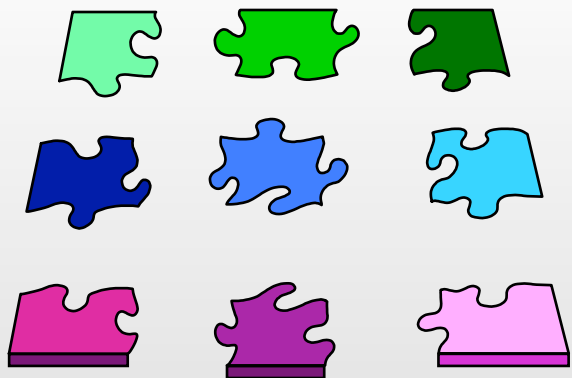
DRIVE is not a definition of self, but a clue to self.

*When push comes to shove,
what do you run toward and
what do you run away from?*



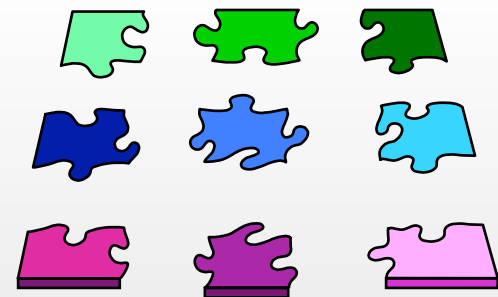
Factors/Principles to Consider in Understanding Drive Types

- Individuals are made up of all types. Some are more dominant in our personalities.
- Drive types are a combination of natural, innate forces and learned behavior.
- Each drive has both a positive and a negative side; a strength overused becomes a weakness.



Factors/Principles to Consider in Understanding Drive Types

- Each drive has an avoidance motive: *when we strive to be a Perfectionist, we are trying to avoid failure.*
- To break a drive compulsion, define and understand the negative. Balance an overused (and harmful) type with a type that has opposite characteristics: *the Fun Lover needs to incorporate the Perfectionist.*

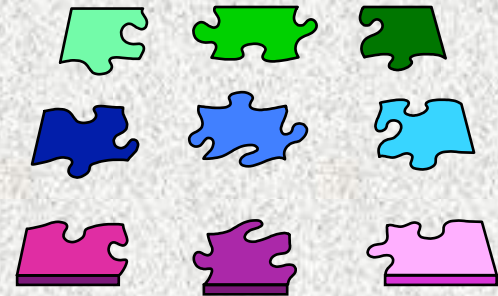


Since we succeed, fail, and contribute mainly through working with people, it is very important that we understand the types of drives that affect human relations.



Drive Types: Aggressive

- Transformer
- Individual Achiever
- Perfectionist



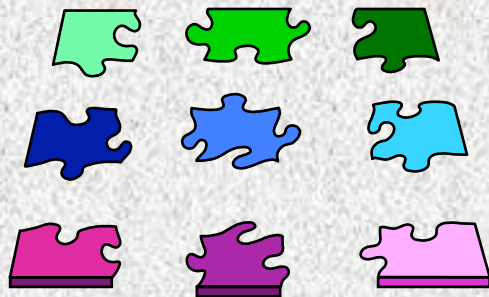
Individuals who overdo these drives focus exclusively on **results** to the detriment of **relationships**.



Drive Types: Dependent

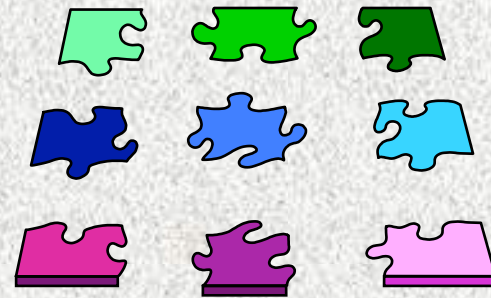
- Altruist
- Loyalist
- Fun Lover

Individuals with these drives prefer to move toward people and are more concerned with relationships than results. Goals may not be accomplished and objectives will go unmet if these drives are overdone.



Drive Types: Withdrawing

- Theorist
- Harmonizer
- Artist



Individuals with these drives prefer to move away from people to maintain personal worth. These types tend to prefer individual achievement to team work.



Drive Types Associated with Preference for Working with People

People Preference

Aggressive

Task orientation versus relationships

Dependent

Relationship orientation versus tasks

Withdrawing

Independent worker versus team orientation

Categories of Types

- Transformer
- Individual Achiever
- Perfectionist

- Altruist
- Loyalist
- Fun Lover

- Theorist
- Harmonizer
- Artist



Drive Focus and Avoidance

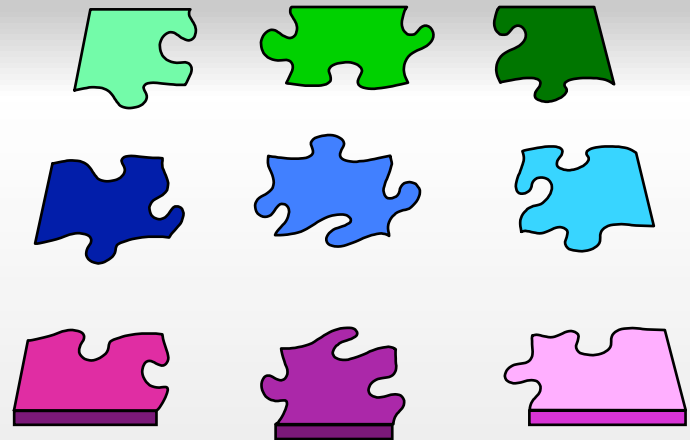
Perfectionist	Perfection ↔ Imperfection
Altruist	Helping Others ↔ Looking after Self
Individual Achiever	Achievement ↔ Failure
Artist	Refinement/Sensitivity ↔ Ordinariness
Theorist	Understanding/Knowledge ↔ Ignorance
Loyalist	Duty/Loyalty ↔ Rebellion
Fun Lover	Fun ↔ Pain
Transformer	Taking Charge ↔ Vulnerability/Weakness
Harmonizer	Peace ↔ Conflict



Activity: Drive Types



Please identify your major drive(s) and decide in what ways you may overuse this drive.



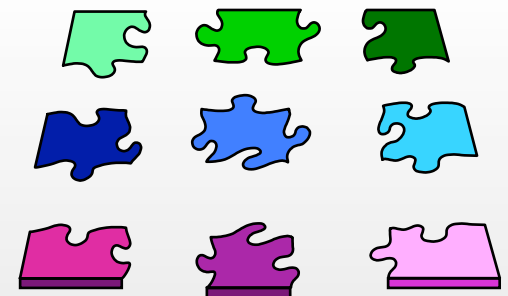


“Drive” helps determine preferences/avoided areas.

Which of the other types do you enjoy working with?

Which types drive you a little bit crazy?

What can you learn from each type?



How Is My “Learning Grain” Shaped?



DRIVE OR
MOTIVATION
IN LIFE

EARLY DEVELOPMENTAL EXPERIENCES
Early Commandments



Early Commandments

Concepts of life stages
(ages 7-14 /receptive phase)

"Make sure you have on clean underwear."

"Stand up straight"

"Clean your plate."

"Don't use alcohol."



Early Commandments



What are they?

Where did you learn them?

How do they play out today?

How do they help you?

How do they get in the way?

What are the lessons that you learned from them?

Early Commandments (Parental Quotes to Live By)



Work hard if you want to amount to something.

Anything worth doing is worth doing well.

You can learn more by listening.

You can do anything you set your mind to.

If you can't say something nice, don't say anything at all.

I suppose if she/he jumped off a bridge, you would too.

You reap what you sow.

Do unto others as you would have them do unto you.

It's not whether you win or lose, it's how you play the game.

Winning isn't the most important thing, it's the only thing.

Early Commandments (Parental Quotes to Live By)



Silence is golden.

Always be good.

You have to share.

I'll love you no matter what you do.

You need to be an example for your brother/
sister.

Make me proud of you.

You can do better than this.

This hurts me worse than it hurts you.

Make sure you have on clean underwear: you
never know when you'll be in an accident.

How Is My “Learning Grain” Shaped?



DRIVE OR
MOTIVATION
IN LIFE

EARLY DEVELOPMENTAL EXPERIENCES

Early Commandments

Powerful Learning Experiences



Reflect on a Powerful Learning Experience



What happened?

Describe how it unfolded.

What did you learn?

What did you do?

What role did others play?

What worked?

What failed?

*What does the learning experience **feel** like?*

Feelings Associated with Powerful Learning Experiences

STRESS

FRUSTRATION

PAIN

ANXIETY

DISCOMFORT

BEING OVERWHELMED

UNCERTAINTY

FEAR

TENSION

EXCITEMENT

CHALLENGE

GROWTH

ACCOMPLISHMENT

ABLE TO OVERCOME

PRIDE

REWARD

APPRECIATION

SUCCESS

Hardships

It is the “red” experiences in our early lives that have shaped us and it is the **hardships** that we experience as adults that serve as key events in our development.



Hardships



*The key point is that their **responses** to the experience were far more significant than the experience itself.*

Moving Beyond Hardships



Learning positive lessons is not automatic. It requires that people be willing to look inward and face whatever they find there. This kind of introspection goes against the grain for many people. Yet, without reflection and careful attention, it is easy to become cynical and feel victimized rather than to learn positive and enduring lessons.

Moving Beyond Hardships



People must also learn how to move beyond the hardship. One difference between leaders who are effective and those who are not is that effective leaders learn to face up to their hardships, acknowledge the effects, and then **let go**. They don't get stuck, bitter, or cynical or continue to berate themselves.



Our achievements speak for themselves. What we have to keep track of are our failures, discouragements, and doubts. We tend to forget the past difficulties, the many false starts, and the painful groping. We see our achievements as the end result of a clean forward thrust, and our difficulties as signs of decline and decay. -- *Eric Hoffer*

How Is My “Learning Grain” Shaped?

PERSONALITY

DRIVE OR
MOTIVATION IN
LIFE

EARLY DEVELOPMENTAL
EXPERIENCES



Learning Grain Defines Lifelong Rules

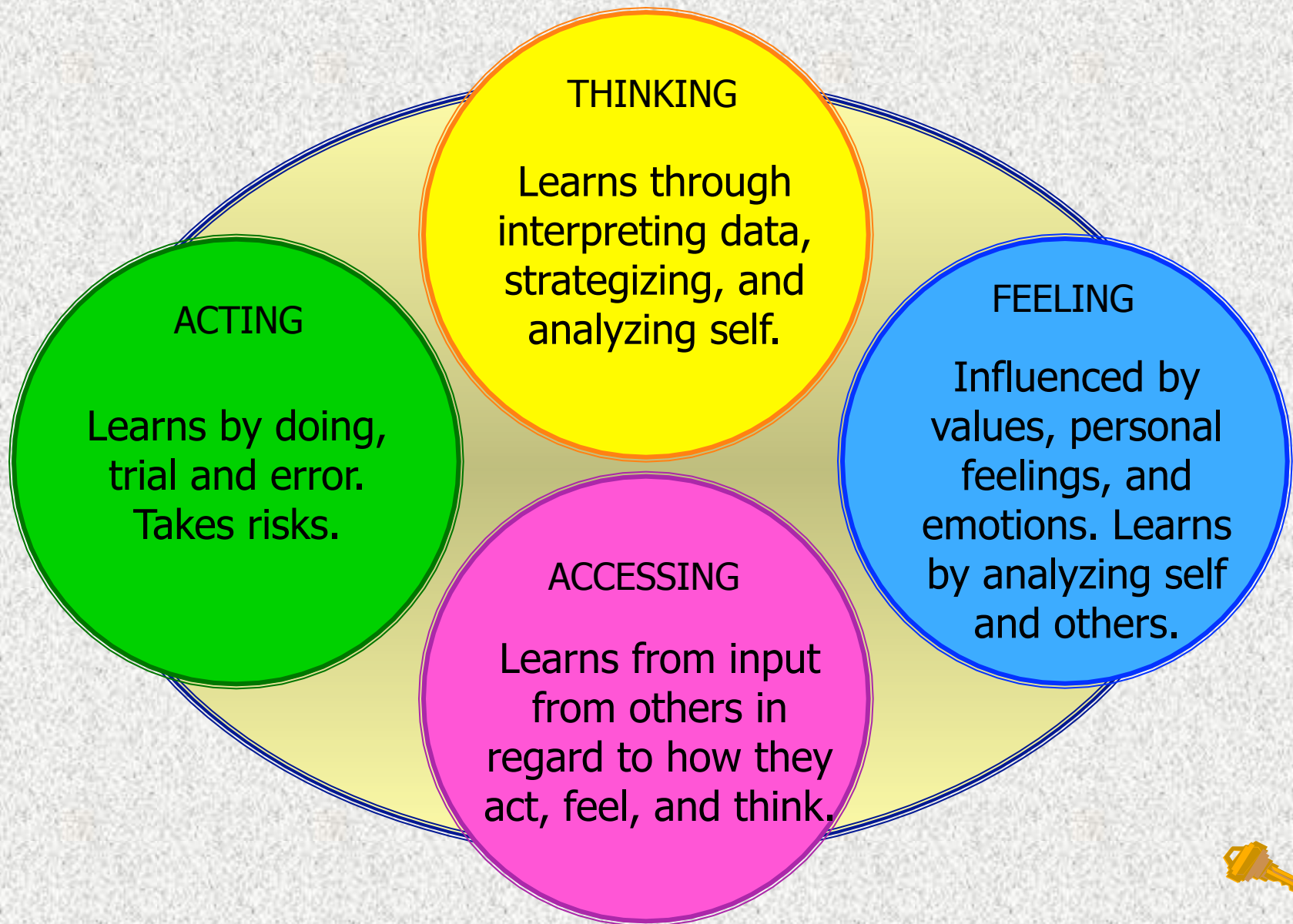


- Which problems we choose to tackle
- Living -- Impact on how we prefer to do things
- Strategies we develop for being successful
- Strategies that get in the way of our success



Learning Preferences

Thinking, Feeling, Accessing, Acting Circles



Going against the grain is literally confronting our personal demons.

"Let me get this straight. You want me to pick something I hate, attack it with tactics I don't understand, and get feedback on how lousy I'm doing. I can hardly wait."



How does the **PROCESS** of “Learning from a Master: Yourself” play out?

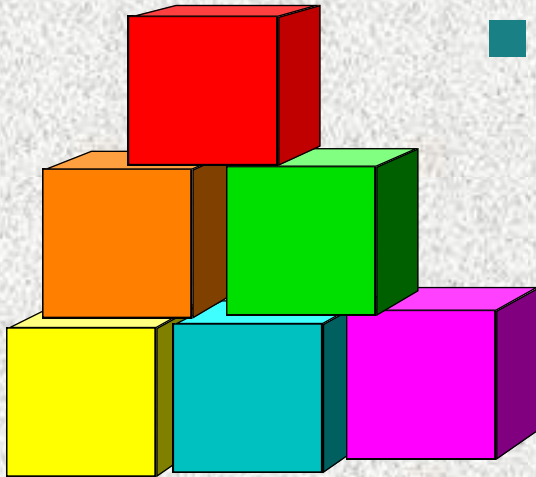


- Through a variety of tough challenges.
- By “going against the grain” of previously successful patterns and habits.
- By expanding the domain of one’s strengths -- learning new processes for doing things differently.

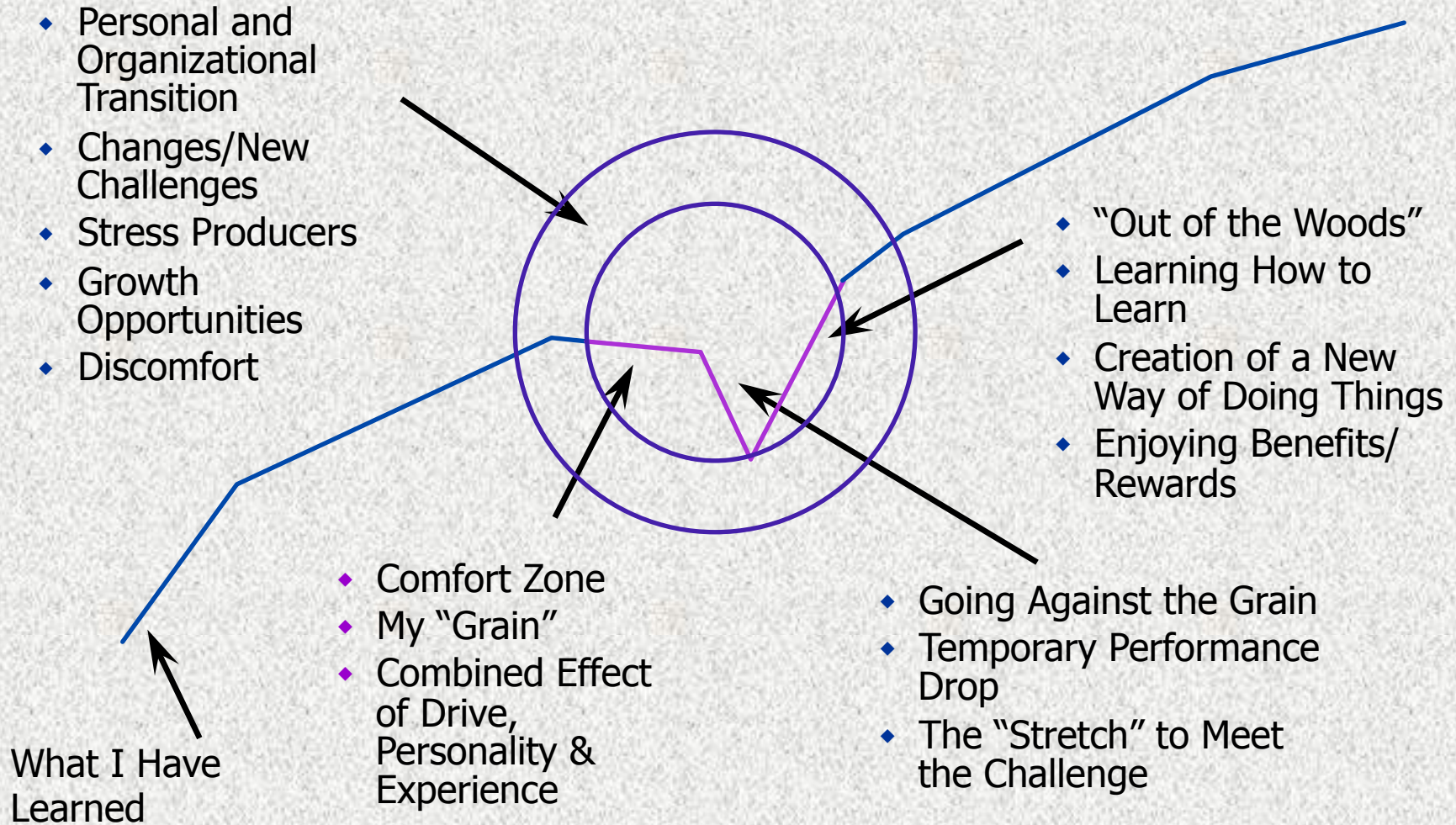


Recognize That...

- Comfort zones make learning difficult.
- Implementation dip is often used as justification for maintaining *status quo*.
- Benefits of learning/increased performance, in the long run, compensate for dip during the learning process.



Owning the Implementation Dip



Going Against the Grain

Operationally, going against the grain consists of these three components:

- **Self-awareness**
- **Willingness to tackle new and unpleasant experiences**
- **Flexibility in taking action**



Effectiveness in going against the grain is, to some extent, a learnable skill.

Effective learners differ in many ways from the less effective.



- Try more tactics.
- Analyze the successes of themselves and others to find relevant parallels and rules of thumb.
- Are relentless self-questioners.



Leader Success/Derailment

■ Variety of Experiences

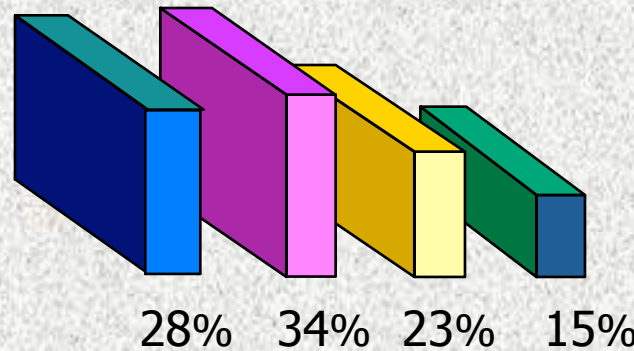


The Variety of Experiences

WOMEN

N = 78

Events = 268

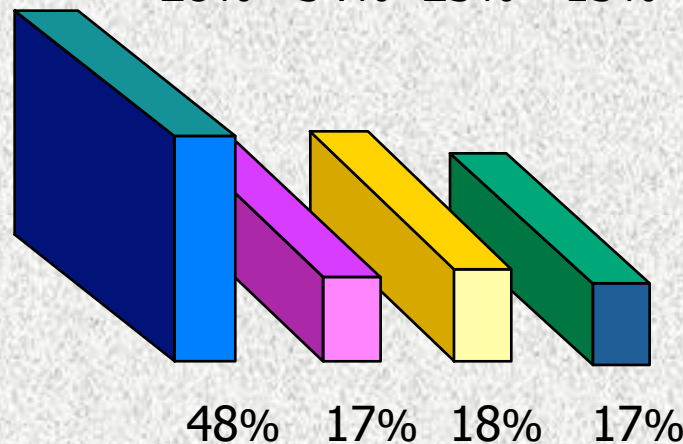


- Challenging Assignments
- Significant Other People
- Hardships
- Other Events

MEN

N = 189

Events = 607



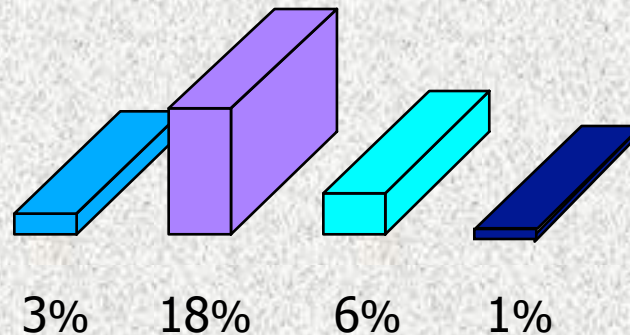
Challenging Assignments

WOMEN

N = 78

Events = 268

28%



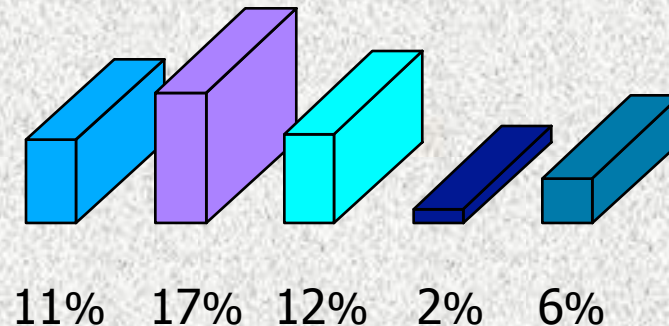
- Scratch
- Fix-It
- Scope
- Projects/Task Forces
- Line to Staff

MEN

N = 189

Events = 607

48%



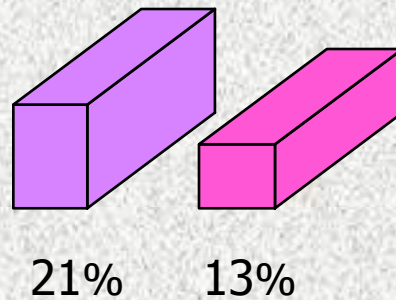
Other People

WOMEN

N = 78

Events = 268

34%



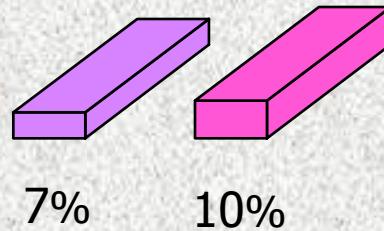
Role Models
Values Playing Out

MEN

N = 189

Events = 607

17%



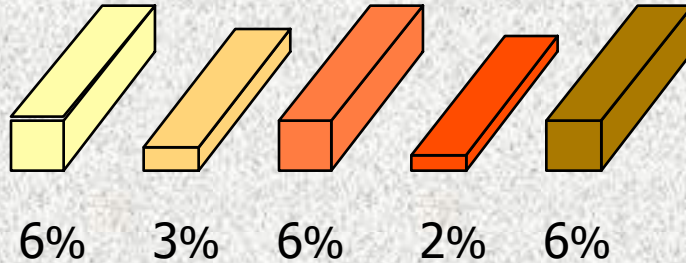
The Hardships

WOMEN

N = 78

Events = 268

23%



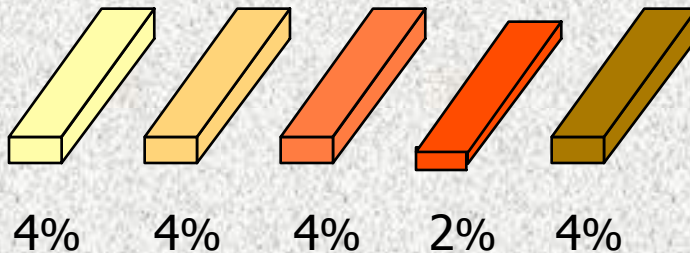
- Business Failures and Mistakes
- Demotions/Missed Promotions/Lousy Jobs
- Breaking a Rut
- Personal Trauma
- Employee Performance Problems

MEN

N = 189

Events = 607

18%



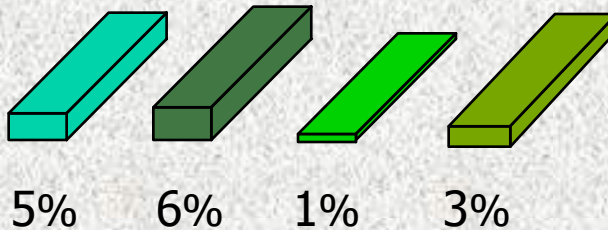
Other Events

WOMEN

N = 78

Events = 268

15%



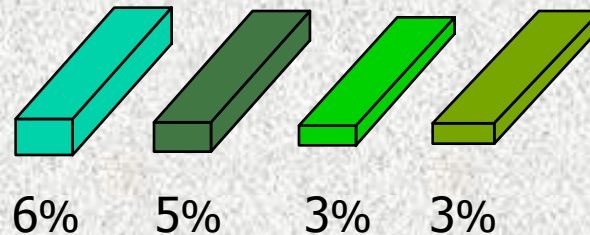
- Coursework
- First Supervisory Experience
- Early Work
- Purely Personal

MEN

N = 189

Events = 607

17%



Differences Between Successful & Derailed Leaders

Successful Leaders:

- Had a greater variety in background.
- Maintained composure under stress.
- Dealt with mistakes better.
- Possessed broader interpersonal skills.



Differences Between Successful & Derailed Leaders

Successful Leaders:

- Were more interested in problem-solving than blame-placing.
- Were receptive to useful feedback.
- Had varieties in leadership experience.
- Kept learning.



Peak Performers



- Transcend their previous levels of accomplishment.
- Avoid the so-called “comfort zone.”
- Do what they do for the art of it and are guided by compelling internal goals.
- Solve problems rather than place blame.
- Confidently take risks after laying out the worst consequences beforehand.
- Rehearse coming actions or events mentally.





The Glass Ceiling Study: Five Barriers

Respondents perceived that...

1. They received less prestigious or less visible assignments.
2. They failed to receive enough helpful feedback or communication.
3. They were victims of stereotyping.
4. There was adversity in the work environment - sexual/racial harassment, etc.
5. There was an absence of understanding of work and family policies.



How Organizations Hinder/Derail Leaders

Moving leaders through jobs too quickly.

Developing leaders in vertical stovepipe patterns (line positions).

Allowing strengths to turn into liabilities (overdo).

Protecting leaders from the risk of challenging assignments.

Overreacting to screw-up's/mistakes.



How Leaders Hinder/Derail Themselves

Over-relying on strengths or previously successful strategies. The style that gets you there may not keep you there.

Ignoring or being blind to a serious flaw.

Resisting untested areas - challenges avoided or not faced.

Leading with a narrow or single-minded perspective.

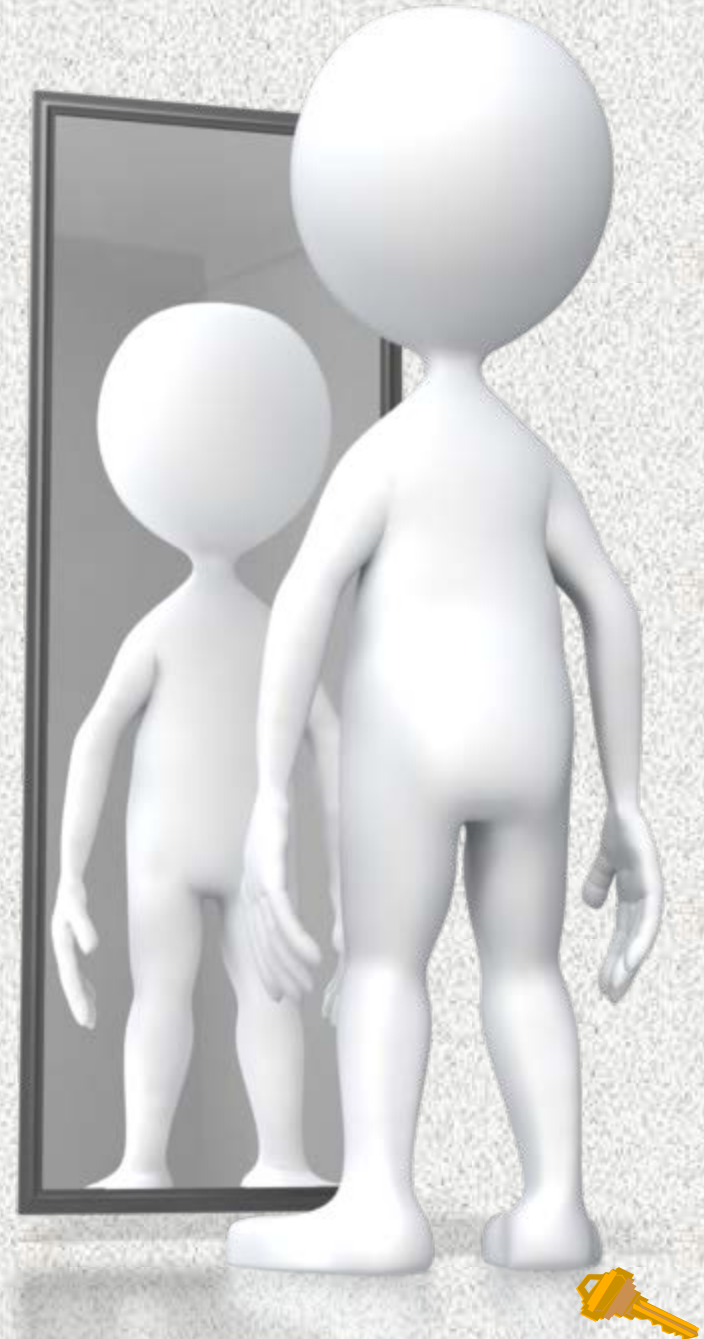
Avoiding ongoing learning. Being a lazy learner.



**Experience is not
the best teacher –**

**REFLECTION ON
THE EXPERIENCE**

**is when learning
takes place.**



Reflective Prompt

Learning from a Master: Yourself

You have completed the examination of your learning grain and the “shaping process” by developing greater self-awareness of your personality type, your basic drives, your early commandments, and your powerful learning experiences.

Blog about how you see how you have been shaped relating to the concept that “leaders lead as who they are.”





Questions? Comments

"Learning from the Master – Yourself"