

Grit * Grow * Adapt

Lucas Shivers

Kansas Leadership Center Field Guide

bit.ly/1wsZnzF



Good vs. Great

- Read this [article](#) and build a 'T' chart of "Good vs. Great" educators.
- Add to the list with your personal experience.
- Compare and discuss in pairs.



Good vs. Great

What Makes Schools Great

Clear measurable mission that is student-centered.

Failure is accepted, celebrated and encouraged.

There is a premium on student voice.

Designed to meet the needs of the community it serves.

Agile and Organic: Adjusts to meet needs: methods meet the mission

Second order leadership, just in time leadership

Less time teaching, more time learning and collaborating for teachers

Multiple measures for evaluation

Feedback from alumni and alumni parents; current students/parents

School's role in community at large; school "of community", school build community

Students as teachers of each other, teachers, parents

Non silo-ed

Students feel happy, safe and cared for-- importance of social curriculum

Democratic process from students on throughout the system--meaningful role in decision making

Digital citizenship

Student ownership of learning

Teachers are viewed as an investment-organization willing to reinvest in teachers (and students); instead of being punitive

Coaching form of evaluation for meaningful feedback that includes teacher feedback

PD--Teachers teaching teachers

Teachers/Admin also feel sense of belonging, feel work is significant and that they are significant WITHIN that (Mindset)

If everyone is working in service of community, then everyone working in service of one another

Don't mandate outcomes -- instead protect & serve the mission

Involve students in process or in designing what is needing; involve students in interviewing other students for charter

Lucas Shivers



When you think about the future of your profession, what concerns you the most?

What makes progress difficult?

Personal Passions/Defining Themes

- Educational Leadership
- Sustainability/STEM Instruction
- Underdog Students

JOHN C. MAXWELL

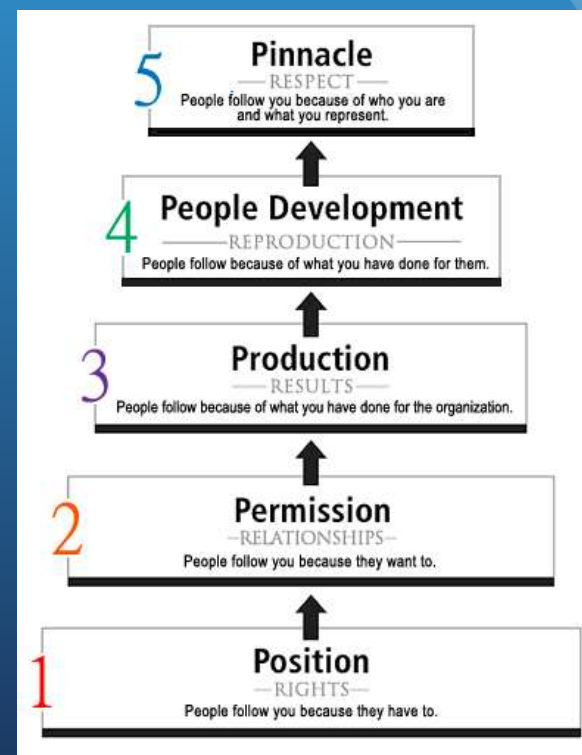
NEW YORK TIMES
BUSINESS BESTSELLER
WALL STREET JOURNAL
BESTSELLER
**OVER 1 MILLION
COPIES SOLD**
TEACHERS WEEK
BESTSELLER
FOR 23 MONTHS

THE 21 IRREFUTABLE
L A W S O F
LEADERSHIP

*Follow Them
and People Will
Follow You*

FOREWORD BY ZIG ZIGLAR

Leaders Who Develop Followers	Leaders Who Develop Leaders
Need to be needed	Want to be succeeded
Focus on weaknesses	Focus on strengths
Treat people the same	Treat people differently
Hoard power	Give power away
Spend time with others	Invest time in others
Grow by addition	Grow by multiplication
Affect only the people they touch personally	Affect people beyond their own reach
THE FIRST DUTY OF A LEADER IS TO BUILD MORE LEADERS	



#1 Bestselling Author of
The 7 Habits of Highly Effective People

Stephen R. Covey

15
 Inspirational
 Companion Films
 available online at
www.The8thHabit.com/offer

The 8th HABIT

From Effectiveness
 to Greatness

Whole Person	Four Needs	Four Capacities	Four Attributes	Voice
Body	To live	PQ	Discipline	Need
Mind	To learn	IQ	Vision	Talent
Heart	To love	EQ	Passion	Passion
Spirit	To live a legacy	SQ	Conscience	Conscience

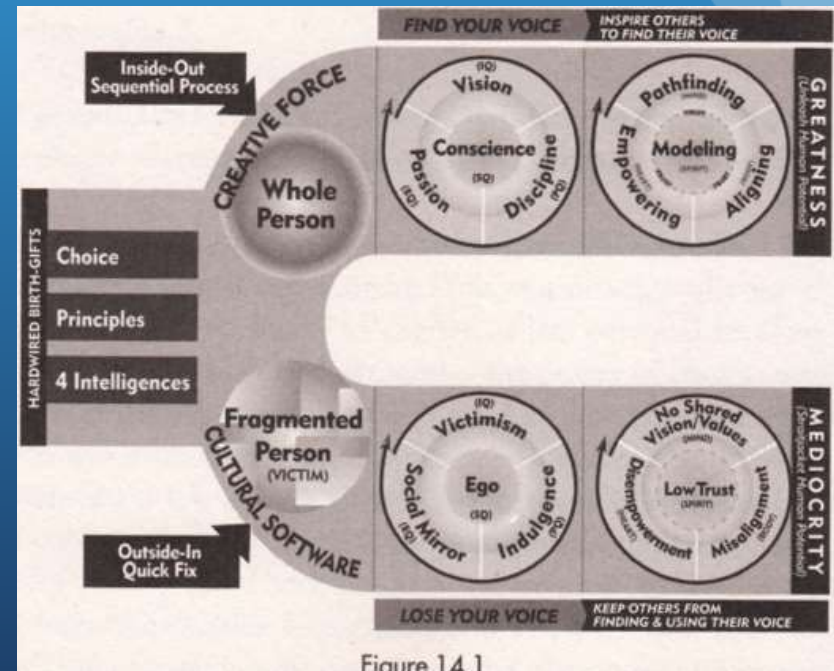
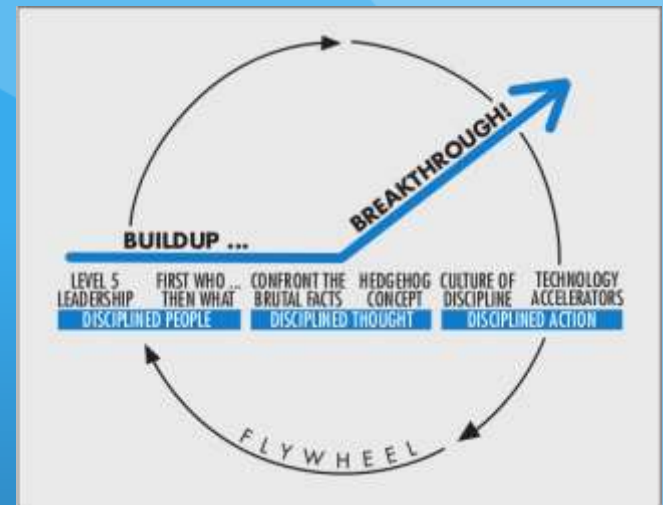
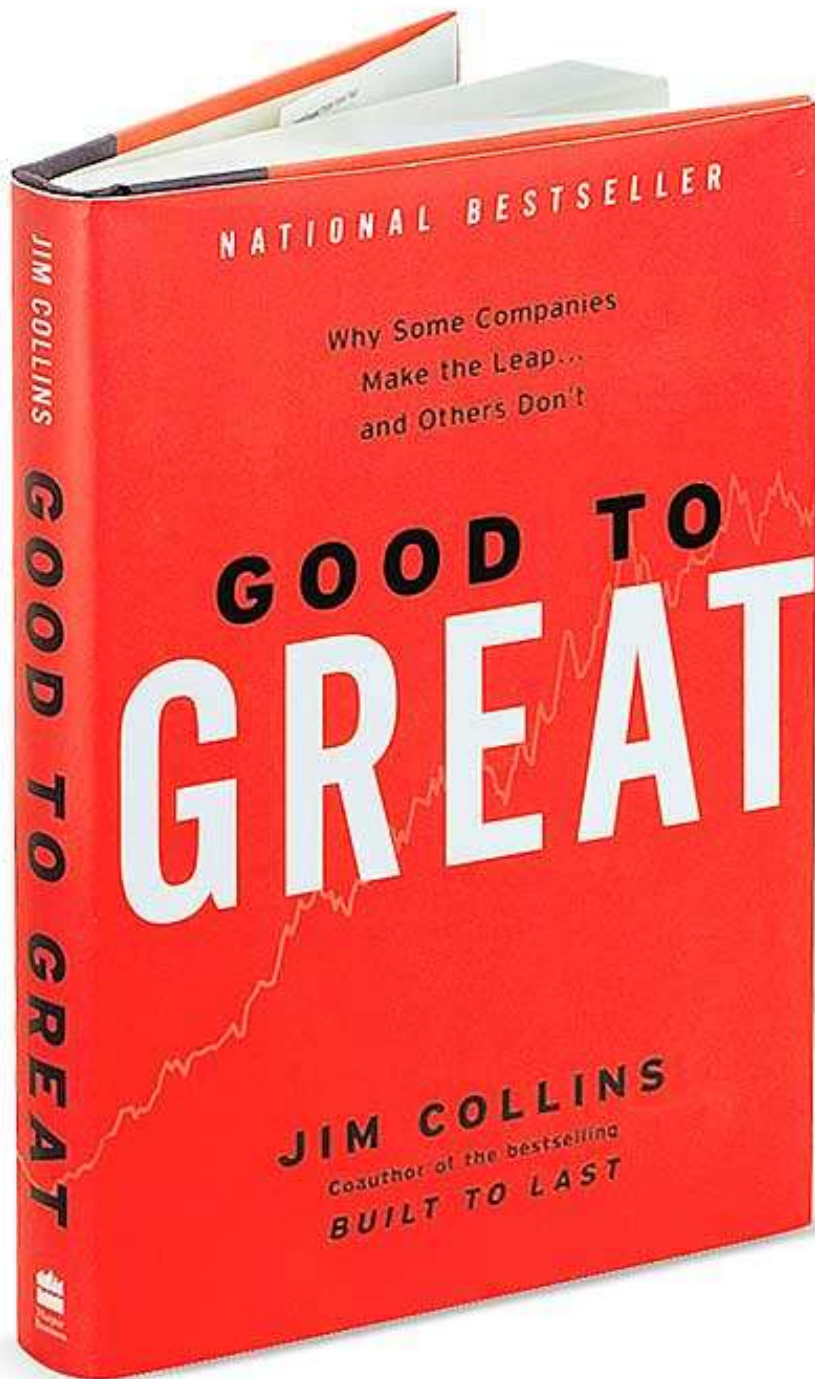


Figure 14.1



LEVEL 5

LEVEL 5 EXECUTIVE

Builds enduring greatness through a paradoxical blend of personal humility and professional will.

LEVEL 4

EFFECTIVE LEADER

Catalyzes commitment to and vigorous pursuit of clear and compelling vision, stimulating higher performance standards.

LEVEL 3

COMPETENT MANAGER

Organizes people and resources toward the effective and efficient pursuit of predetermined objectives.

LEVEL 2

CONTRIBUTING TEAM MEMBER

Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.

LEVEL 1

HIGHLY CAPABLE INDIVIDUAL

Makes productive contributions through talent, knowledge, skills, and good work habits.

FOR THE COMMON GOOD



*Redefining
Civic Leadership*

DAVID D. CHRISLIP
and
ED. O'MALLEY



THE 5 DISCIPLINES OF THE MULTIPLIERS

Diminisher

The Empire Builder	Hoards resources and underutilizes talent
The Tyrant	Creates a tense environment that suppresses people's thinking and capability
The Know-It-All	Gives directives that showcase how much they know
The Decision Maker	Makes centralized, abrupt decisions that confuse the organization
The Micro Manager	Drives results through their personal involvement

Multiplier

The Talent Magnet	Attracts talented people & uses them at their highest point of contribution
The Liberator	Creates an intense environment that requires people's best thinking & work
The Challenger	Defines an opportunity that causes people to stretch
The Debate Maker	Drives sound decisions through rigorous debate
The Investor	Gives other people the ownership for results & invests in their success

Copyrighted Material

multipliers

**HOW THE BEST LEADERS
MAKE EVERYONE SMARTER**



LIZ WISEMAN | WITH GREG MCKEOWN

FOREWORD BY STEPHEN R. COVEY
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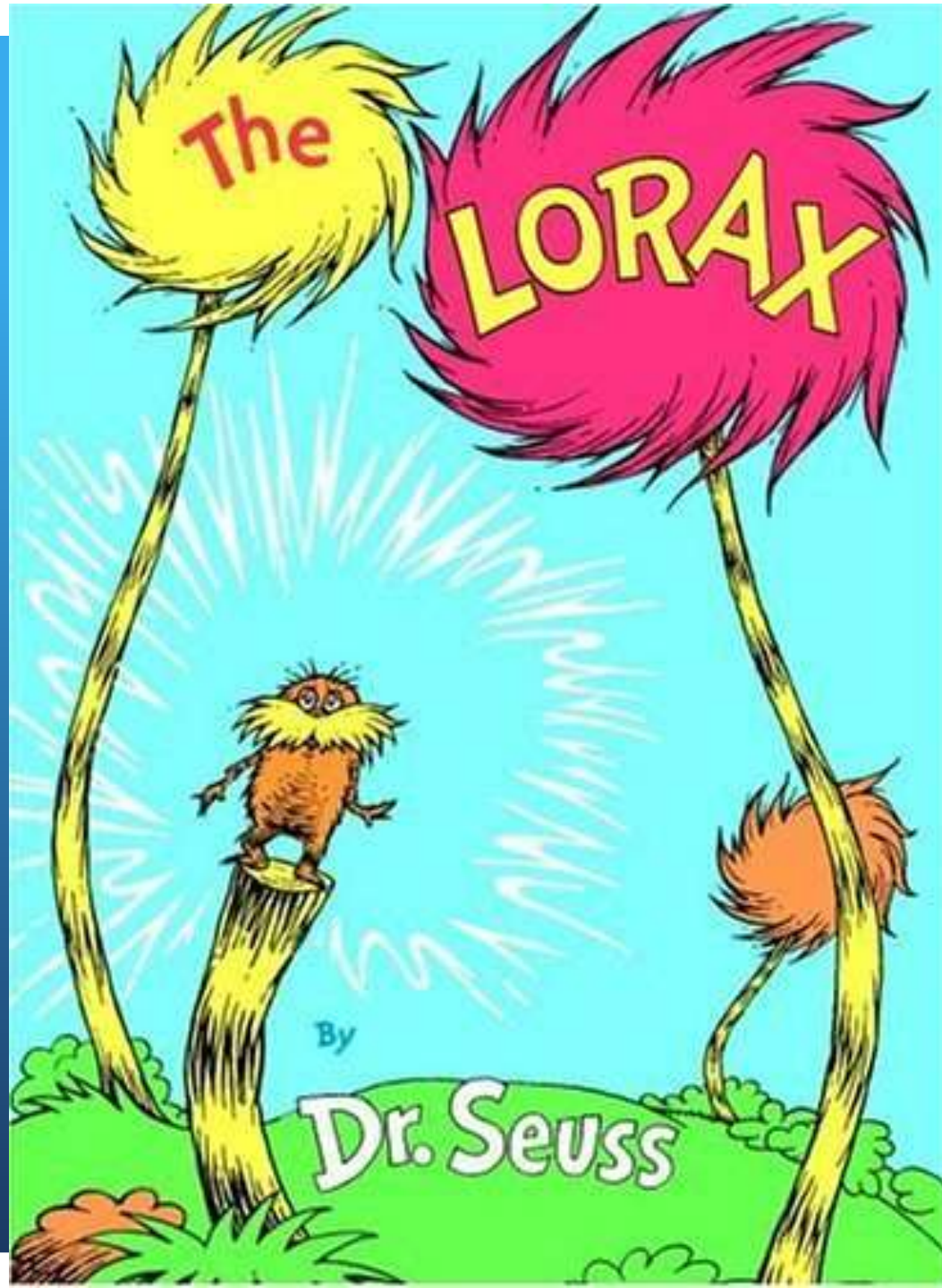
what's best next

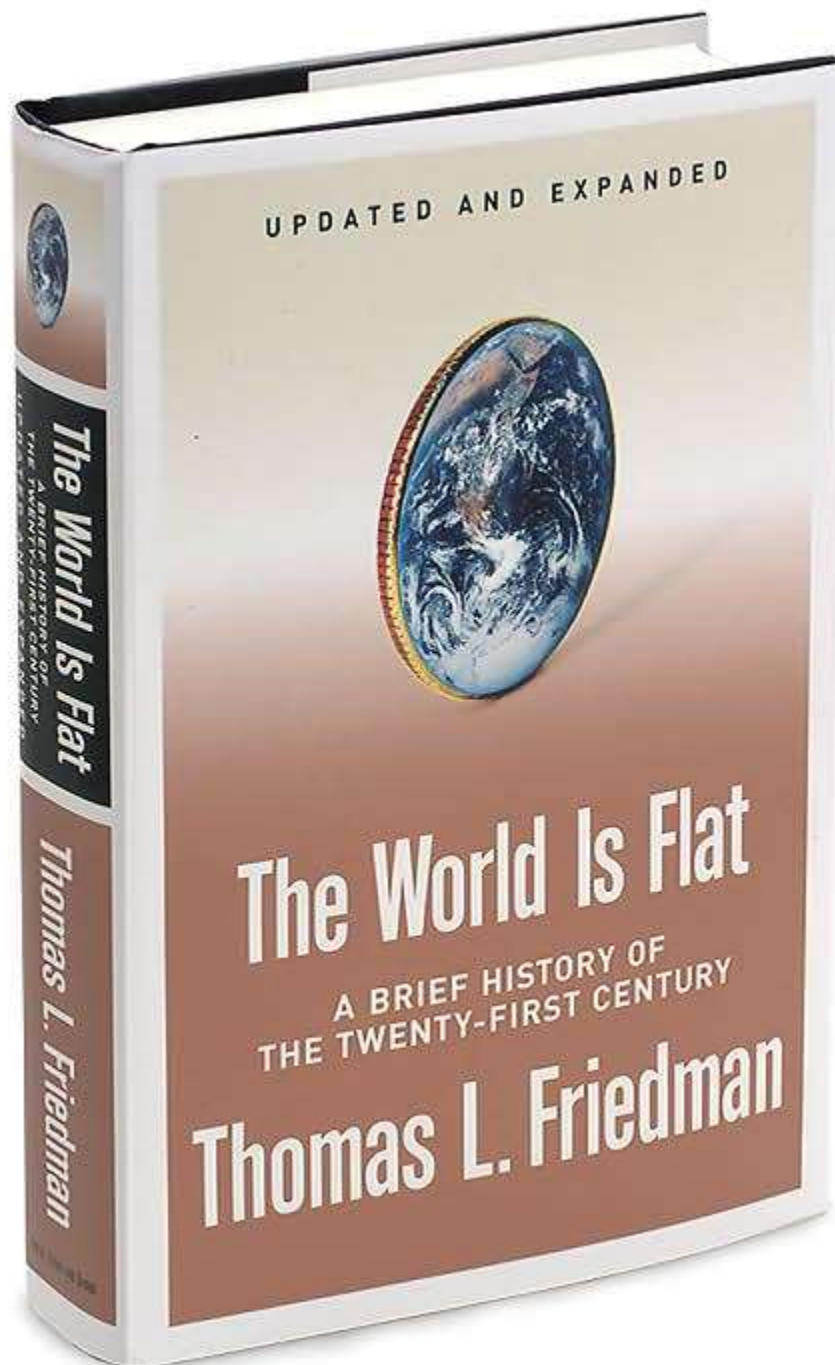
HOW THE GOSPEL TRANSFORMS THE
WAY YOU GET THINGS DONE



MATT PERMAN

FOREWORD BY JOHN FIFER





THOMAS L.
FRIEDMAN
*Hot, Flat,
and Crowded*

WHY WE NEED A GREEN REVOLUTION —
AND HOW IT CAN RENEW AMERICA



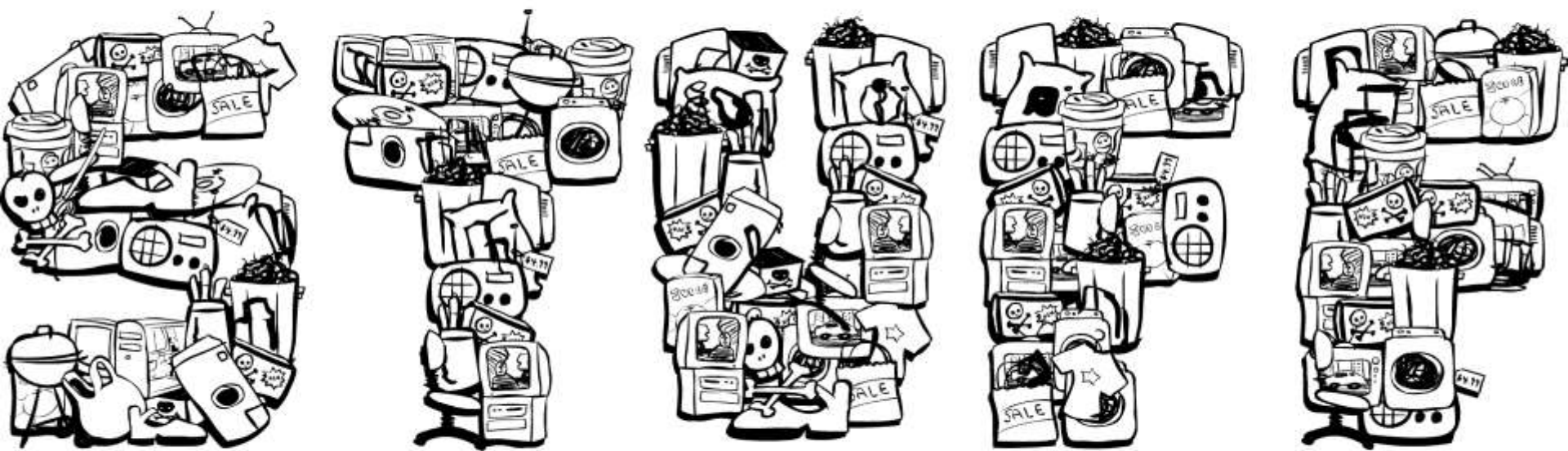
AUTHOR OF THE #1 BESTSELLER,
Emotional Intelligence

DANIEL GOLEMAN

HOW KNOWING THE HIDDEN
IMPACTS OF WHAT WE BUY
CAN CHANGE EVERYTHING

ECOLOGICAL INTELLIGENCE

THE STORY OF

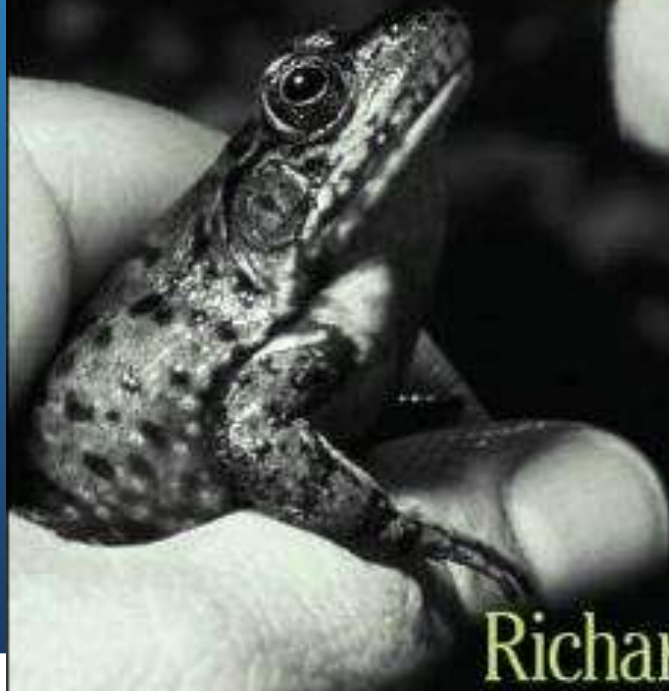


WITH ANNIE LEONARD

"This book is an absolute must-read for parents." —*The Boston Globe*

Last Child *in the* Woods

Saving Our Children
from Nature-Deficit
Disorder



Richard Louv

THE EXTRAORDINARY INSPIRATIONAL STORY

THE #1 NATIONAL AND INTERNATIONAL BESTSELLER
CELEBRATING MORE THAN 6 YEARS ON THE NEW YORK TIMES BESTSELLER LIST



A Child Called

“It”

One Child's
Courage to Survive

DAVE PELZER



NATIONAL BESTSELLER

ROOM

EMMA DONOGHUE

"Utterly gripping. . . . A heart-stopping novel. . . .

Room is a big wow."

—San Francisco Chronicle

"One of the best books of the year. . . . A riveting,
powerful novel. . . . Impossible to put down."

—Boston Globe

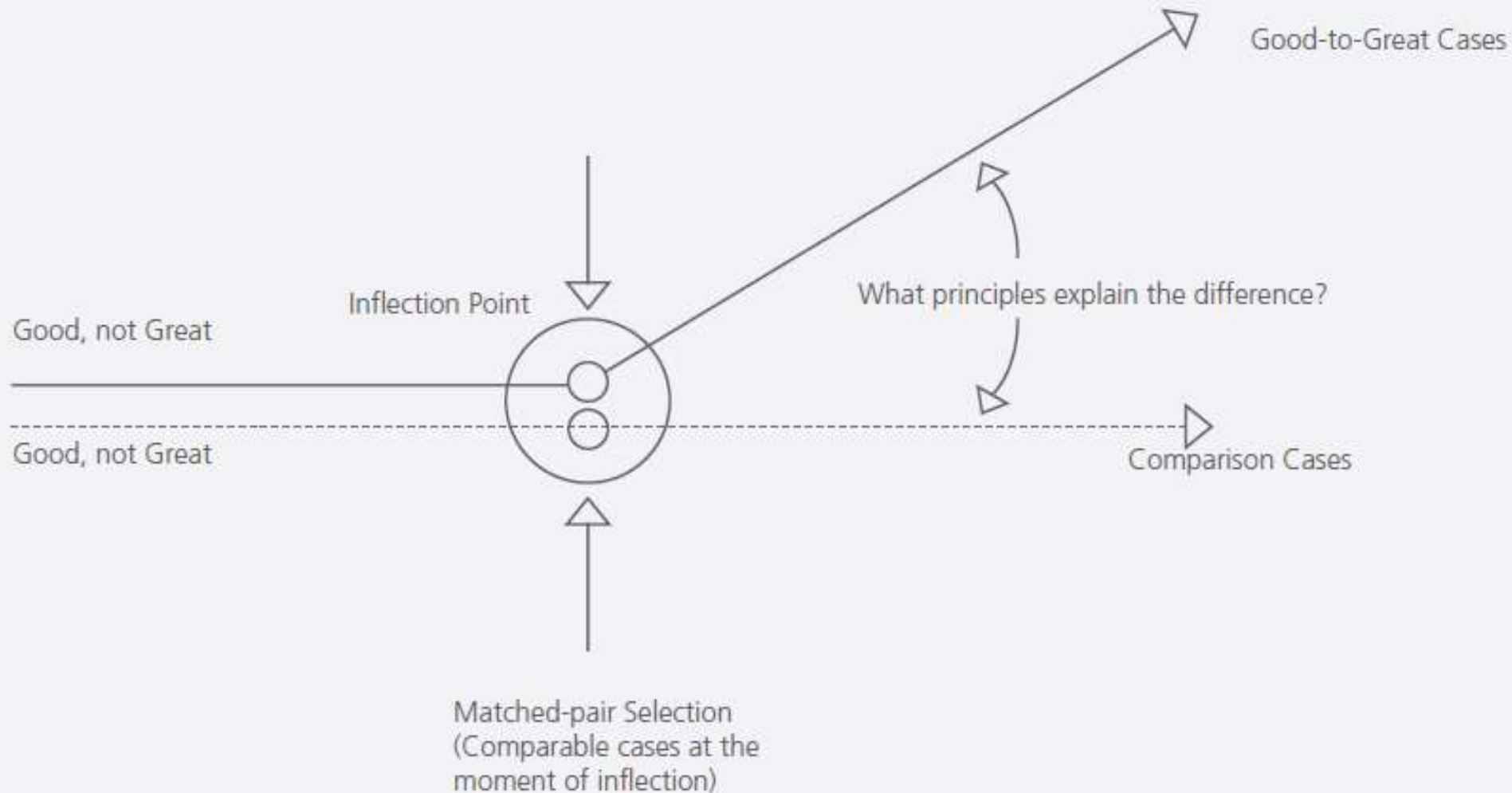


JODI PICOULT

NEW YORK TIMES BESTSELLING AUTHOR

NINETEEN MINUTES

The *Good-to-Great* Matched Pair Research Method



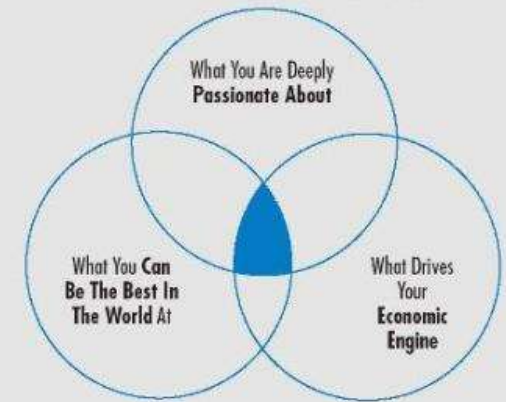


LABORATORY:

The Hedgehog Concept

A Hedgehog Concept is not a goal to be the best, a strategy to be the best, an intention to be the best, a plan to be the best. It is an *understanding* of what you can be the best at. The distinction is absolutely crucial.

Three Circles of the Hedgehog Concept



- http://www.jimcollins.com/media_topics/hedgehog-concept.html#audio=39 -
- <http://www.jimcollins.com/tools/diagnostic-tool.pdf> - pg 11
- Four years to get a HC, 7 years to build momentum to go from Good to Great - be ready for the long haul!

Grit

- *Tendency not to abandon tasks in the face of obstacles.* Perseverance, tenacity, doggedness. Not seeking something fresh because of novelty. Not “looking for a change.” Cox (1926)
- *Follow-through, “evidence of purposeful, continuous commitment to certain types of activities versus sporadic efforts in diverse areas”* Willingham (1985)

Grit Scale

- How do you rank on the scale?



TED Talk

Leaving a high-flying job in consulting, Angela Lee Duckworth took a job teaching math to seventh graders in a New York public school. She quickly realized that IQ wasn't the only thing separating the successful students from those who struggled. [Here](#), she explains her theory of “grit” as a predictor of success.



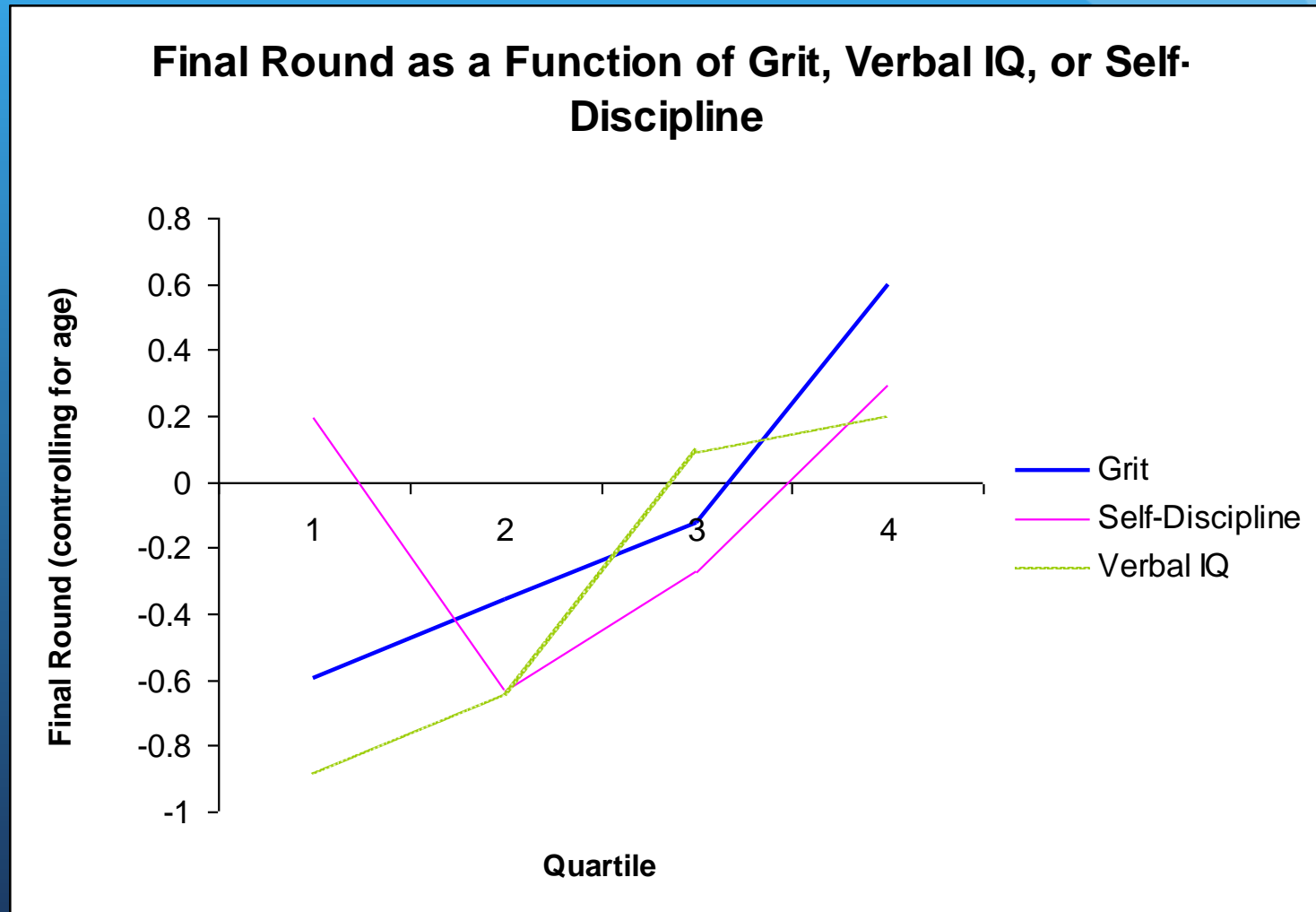
West Point Cadets National Spelling Bee



Grit

- Across nine different colleges, controlling for SAT scores and high school GPA, 'grit' was the best predictor of who would graduate with academic honors.
- Moreover, 'grit' was the single best predictor of whether a student would be elected or appointed to a leadership position in college or whether a student would make a significant accomplishment in science, art, sports, communications, organization, or some other endeavor

Grit predicted performance better than self-discipline

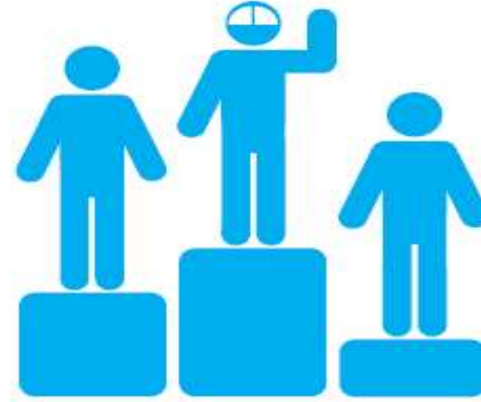


The Academic Mindsets



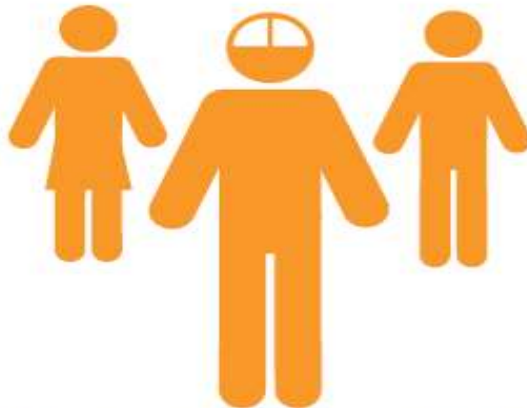
Mindset #1: Growth

- Effort Equals Increased Intelligence and Ability
- Persist Even with Setbacks
- Believe in Continued Growth



Mindset #2: Self-Efficacy

- Believe in Success
- Goals Are Attainable
- Must See a Clear Path to Reach Goal



Mindset #3: Sense of Belonging

- Feeling of Belonging to the Learning Community
- Connect Learning with Social Rewards
- Belonging Equals Engagement, Which Leads to Pushing Their Potential



Mindset #4: Relevance

- Work Has Value And Purpose
- Value the Skills and Knowledge They Are Attaining
- Find Work Relevant and Interesting

Fixed Mind-set
Intelligence is static



Leads to a desire
to **look smart**
and therefore a
tendency to...



Growth Mind-set
Intelligence can be developed

Leads to a desire
to learn and
therefore a
tendency to...

Growth Mindset

Intelligence can be developed

Leads to a desire to learn
and therefore a tendency to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

... **embrace challenges**

And how do you improve?
First you embrace challenges because you know you'll come out stronger on the other side.

... **persist in the face of setbacks**

Similarly, obstacles or external setbacks do not discourage you. Your self-image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so, whatever happens, you will win.

... **see effort as the path to mastery**

As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure is possible.

... **learn from criticism**

Criticism and negative feedback are sources of information. That doesn't mean that all criticism is worth integrating or that nothing is ever to be taken personally. As a Growth Mindset individual, you know that you can continue change and improve, so negative feedback is not perceived as being directly about you as a person but rather about the current state of your abilities.

... **find lessons and inspiration in the success of others**

You see the success of others as sources of inspiration, information opportunities to learn. Growth mindset individuals do not view success as a competitive, zero-sum game with others.

As a result, you reach ever-higher
levels of achievement.

All this gives you a greater sense of free will.

As a Growth Mindset individual, you note your improvements and this creates positive feedback loops that encourage you to continue learning and improving.

Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both.

The good news is that it is possible to change your worldview from Fixed Mindset to Growth Mindset.

Carol Dweck's research indicates that both children and adults can be taught to change their mindsets.

Fixed Mindset Intelligence is static

Leads to a desire to look smart
and therefore a tendency to ...

People who hold a Fixed Mindset believe that "we are the way we are", but that does not mean that they have less desire than anyone else for a positive self-image. So of course they want to perform well and appear to be smart.

... avoid challenges

A challenge, by definition, is hard and success is not assured. So rather than risk failing and negatively impacting their self-image, Fixed Mindset individuals will often avoid challenges and stick to what they already know they can do well.

... give up easily when faced with obstacles

This same thinking applies to obstacles. The difference is that challenges are things that they can decide whether to face while obstacles are external forces that get in their way.

... see effort as fruitless or worse

Fixed Mindset individuals ask themselves, "What's the point of working hard and making efforts if afterwards I might still be on square one?" Their worldview tells them that effort is an unpleasant thing that does not really pay dividends, and so the smart thing to do is for them to avoid it as much as possible.

... ignore criticism or useful negative feedback

The Fixed Mindset logically leads people to believe that any criticism of their capabilities is criticism of them as a person. Useful negative feedback is ignored, in the best of cases, and taken as an insult the rest of the time. This usually discourages people who are around a Fixed Mindset individual and, after a while, they stop giving any negative feedback. This further isolates that person from external influences that could generate some change.

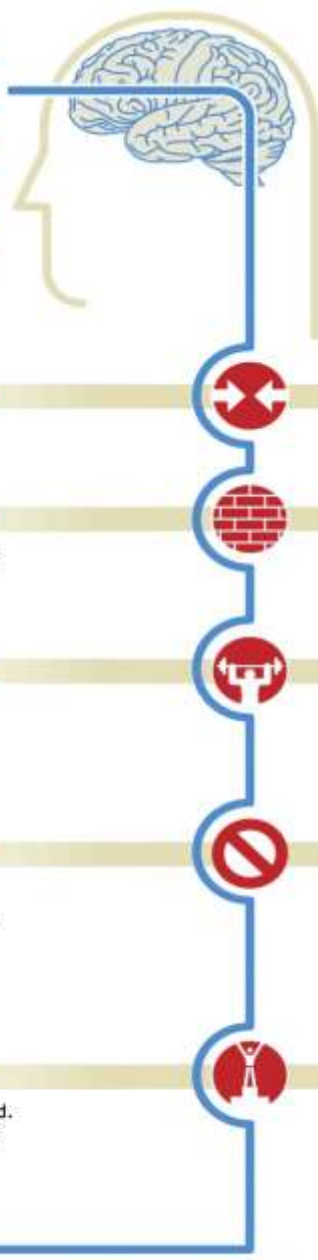
... feel threatened by the success of others

Fixed Mindset individuals see the success of others as benchmarks against which they will look bad. When others succeed, they will try to convince themselves, and the people around them, that the success was due to either luck (because almost everything is due to luck in the Fixed Mindset world), or to objectionable actions. They may try to tarnish the success of others by bringing up things completely unrelated, ("Yes, but did you know about her ...").

All this confirms a deterministic view of the world.

As a result, they may plateau early and
achieve less than their full potential.

Fixed mindset individuals do not reach their fullest potential and their beliefs feed on themselves, forming negative feedback loops. They don't change or improve much of the time, if ever, and so for them this confirms that "we are the way we are".



Fixed Mind-set

Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

CHALLENGES

...avoid
challenges

OBSTACLES

...give up
easily

EFFORT

...see effort as
fruitless or worse

CRITICISM

...ignore useful
negative feedback

SUCCESS OF OTHERS

...feel threatened
by the success
of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

Growth Mind-set

Intelligence can be developed



Leads to a desire
to learn and
therefore a
tendency to...

...embrace
challenges

...persist in the
face of setbacks

...see effort as
the path to mastery

...learn from
criticism

...find lessons and
inspiration in the
success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

	FIXED MINDSET THINKING	GROWTH MINDSET THINKING *
ACHIEVEMENT...	means proving you're smart.	means that you're learning and stretching.
BEING SMART...	means that you're making no mistakes.	means that you're confronting a challenge and making progress.
A SETBACK OR MISTAKE...	leads to loss of confidence.	indicates an area for growth.
FAILURE...	leads to humiliation.	means that you're not yet fulfilling potential.
EFFORT...	shouldn't be required if you're smart and takes away excuses for failure.	is the path to mastery that makes you smarter. You get out what you put in.
SUCCESS...	is defined as being the best and is based on talent.	is defined as working hard to become your best and is based on motivation.
A BAD GRADE...	means it's time to give up.	means it's time to work harder.
FEEDBACK...	is threatening, as it provides good or bad news about precious traits.	is welcomed, as it provides useful direction toward areas to work on.
THE NEED TO ASK FOR HELP...	indicates a weakness or deficiency which should not be admitted.	is a useful strategy for growth.
STEREOTYPE THREAT...	is high due to fears of confirming negative stereotype.	is low; a stereotype is simply someone else's inaccurate view of their abilities.
TALENTED PEERS...	become grounds for feeling threatened and jealous.	are a source of inspiration.

Want to develop a growth mindset?

1. Deconstruct: Break down large problems into smaller tasks.
2. Evolve: Learn from your mistakes.
3. Persevere: Persist in the face of setbacks.

KLC MISSION AND VISION

MISSION

To foster civic leadership for healthier
Kansas communities

VISION

To be the center of excellence
for civic leadership development

CORE OBJECTIVES OF KLC PROGRAMS

INSPIRE

We want to inspire participants to care more,
engage more and risk more on behalf of making
their communities healthier places.

EDUCATE

However, we want to educate them on how to engage
more effectively. We are not interested in creating martyrs,
but instead citizens skilled at exercising leadership.

CONNECT

And, we want to connect our participants together
to create strong networks oriented towards improving
the health of Kansas communities.

If you ever lose sight of our programmatic objectives,
just remember **INSPIRE, EDUCATE** and **CONNECT**.
It is really that simple.

KLC LEADERSHIP PRINCIPLES

PRINCIPLES




KLC CIVIC LEADERSHIP PRINCIPLES

- Leadership is an activity, not a position.
- Anyone can lead, anytime, anywhere.
- It starts with you and must engage others.
- Your purpose must be clear.
- It's risky.

Adaptive vs. Technical Challenges

- Adaptive

- Technical

Kind of Work	Problem & Solution Definition	Locus of Work	Type of Work
Technical	Clear	Authority	Optimize Execution
Technical & Adaptive			
Adaptive	Requires Learning	Stakeholders	Experiments & Smart Risks

KLC Competencies

- Diagnose Situation
- Manage Self
- Energize Others
- Intervene Skillfully

DIAGNOSE SITUATION

DIAGNOSE SITUATION

- Explore tough interpretations
- Distinguish technical and adaptive work
- Understand the process challenges
- Test multiple interpretations and points of view
- Take the temperature
- Identify who needs to do the work

A problem
well stated
is a problem
half solved.

CHARLES KETTERING



**MANAGE
SELF**

MANAGE SELF

- Know your strengths, vulnerabilities and triggers
- Know the story others tell about you
- Choose among competing values
- Get used to uncertainty and conflict
- Experiment beyond your comfort zone
- Take care of yourself

The first
and best
victory is to
conquer self.

PLATO

The image features a blue folder with a grey document insert. The text "ENERGIZE OTHERS" is written in white, bold, uppercase letters on the grey insert. The background consists of several overlapping blue shapes, creating a layered effect.

**ENERGIZE
OTHERS**

ENERGIZE OTHERS

- Engage unusual voices
- Work across factions
- Start where they are
- Speak to loss
- Inspire a collective purpose
- Create a trustworthy process

There are
two ways
of spreading
light: to be
the candle
or the mirror
that reflects it.

EDITH WHARTON

**INTERVENE
SKILLFULLY**

INTERVENE SKILLFULLY

- Make conscious choices
- Raise the heat
- Give the work back
- Hold to purpose
- Speak from the heart
- Act experimentally

To dare
is to lose
one's footing
momentarily.
Not to dare
is to lose
oneself.

SOREN KIERKEGAARD

DIAGNOSE SITUATION





**MANAGE
SELF**

ENERGIZE OTHERS



INTERVENE SKILLFULLY



Article

- Report

Thank you!

Lucas Shivers
lucass@usd383.org