

Be Excellent On Purpose

INTENTIONAL STRATEGIES FOR IMPACTFUL LEADERSHIP

Sanee Bell, Ed.D.



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SaneeBell

My
Story

“Who we are is how we lead.”

Brené Brown



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Own Your Excellence



Sanie Bell, Ed.D.

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**“Knowing where you want to go
and visualizing yourself there is a
critical step toward pursuing
excellence.”**

Janice Bell, Ed.D.



Create a Personal Vision



- Think about what you want to achieve.
- Identify the action steps you need to take.
- Develop a plan to eliminate barriers.
- Monitor your progress.



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**CORE
VALUES**

HONESTY

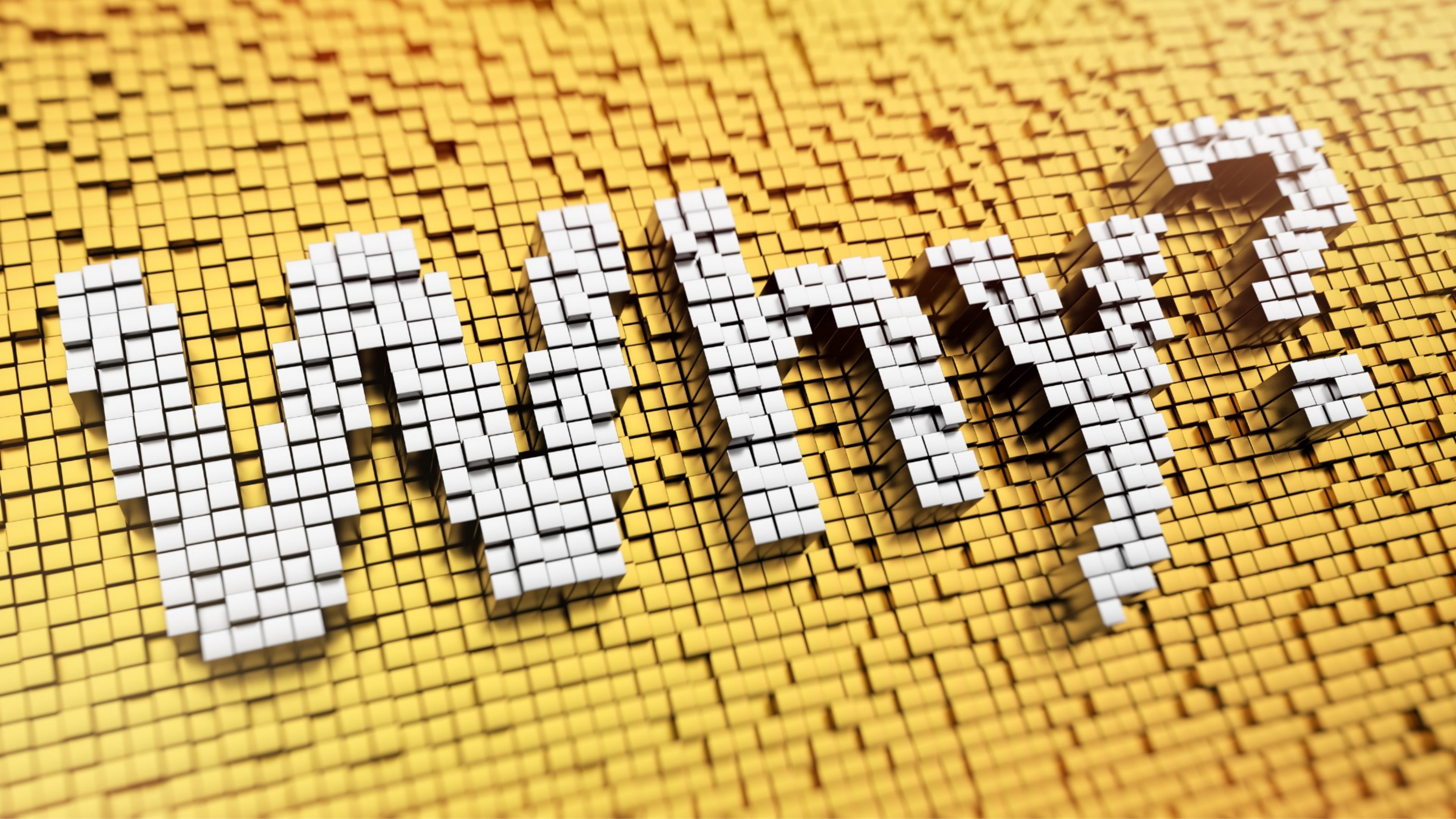
TRUST

ETHICS

RESPECT

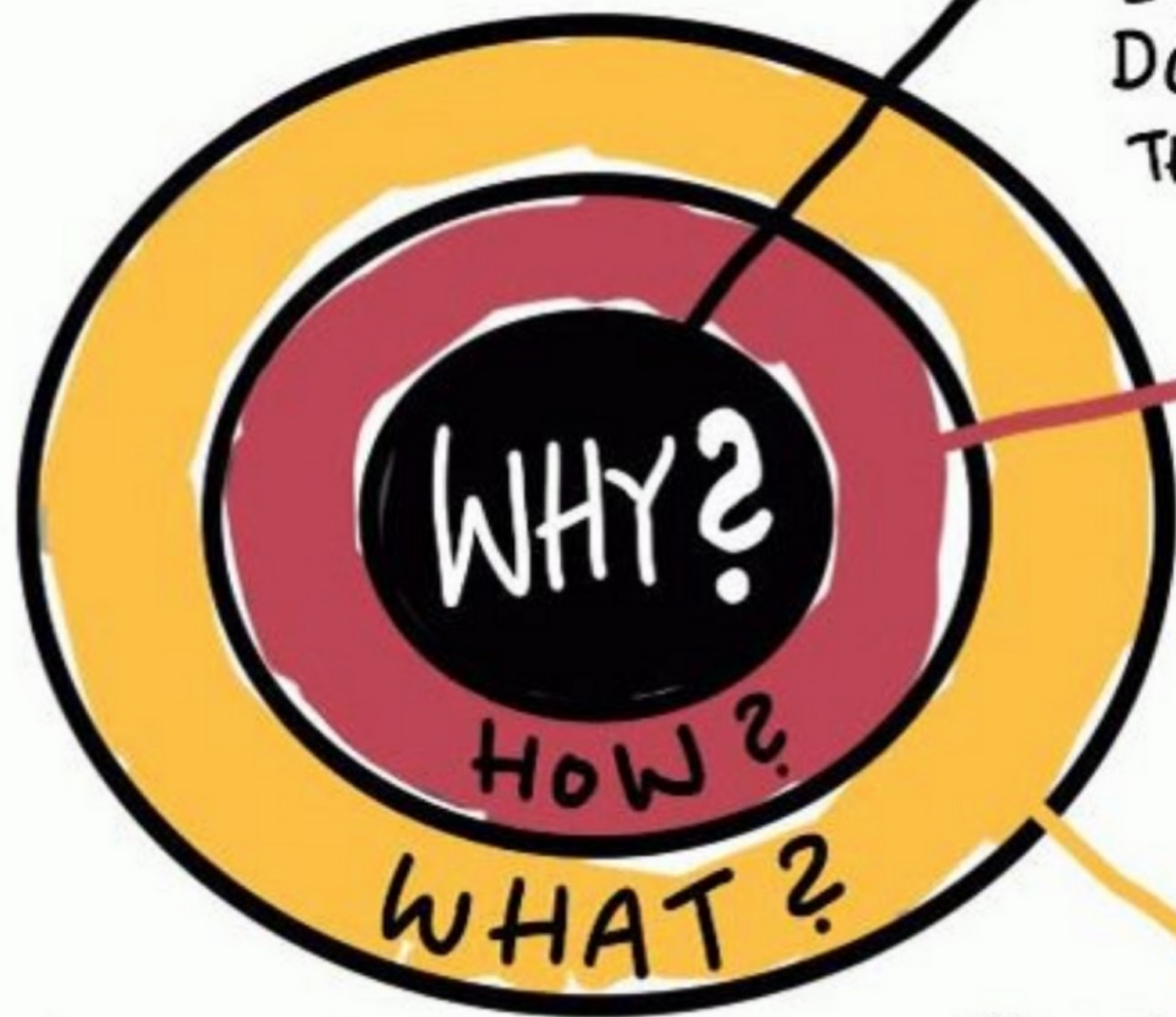
RESPONSIBILITY

INTEGRITY



MICHAEL  **JR.**

GOLDEN CIRCLE



WHY DO YOU
DO WHAT YOU
DO? WHAT IS
THE PURPOSE?

HOW
DO YOU
DO WHAT
YOU DO?

WHAT
DO YOU DO?

IDEA: SIMON SINEK



Why do you lead?



What is your purpose?

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I lead because I know there is **possibility** in every situation. I want to **excite** and **inspire** others to do more **collectively** than they are able to achieve individually.



Why





How do you lead?



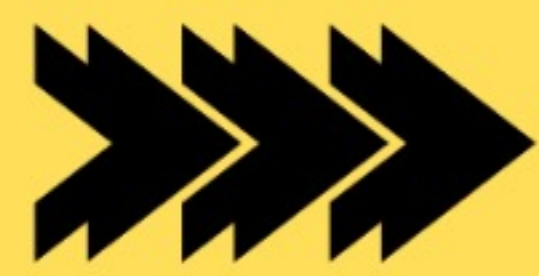
What is your signature
leadership move?

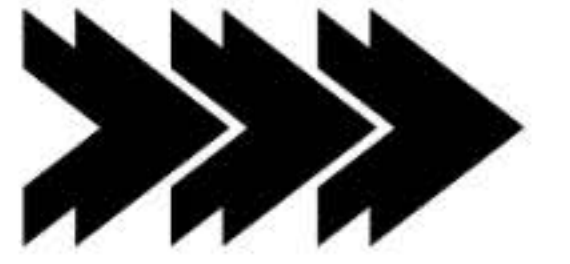
Sanee Bell, Ed.D.



I add **value** to the lives of individuals I encounter each day by **building authentic relationships** with them.

How





What are the results of
your leadership?



What evidence exists to
support your effectiveness?

Sanee Bell, Ed.D.



By using my **personal experiences** to **connect** with others, I am able to **interact** effectively with all stakeholders and lead impactful change in the community in which I **serve**.

What





- How are you living your excellence each day?
- What values contribute to living your excellence?

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When you evaluate your why,
you are able to elevate your
purpose.

~Janice Bell, Ed.D.

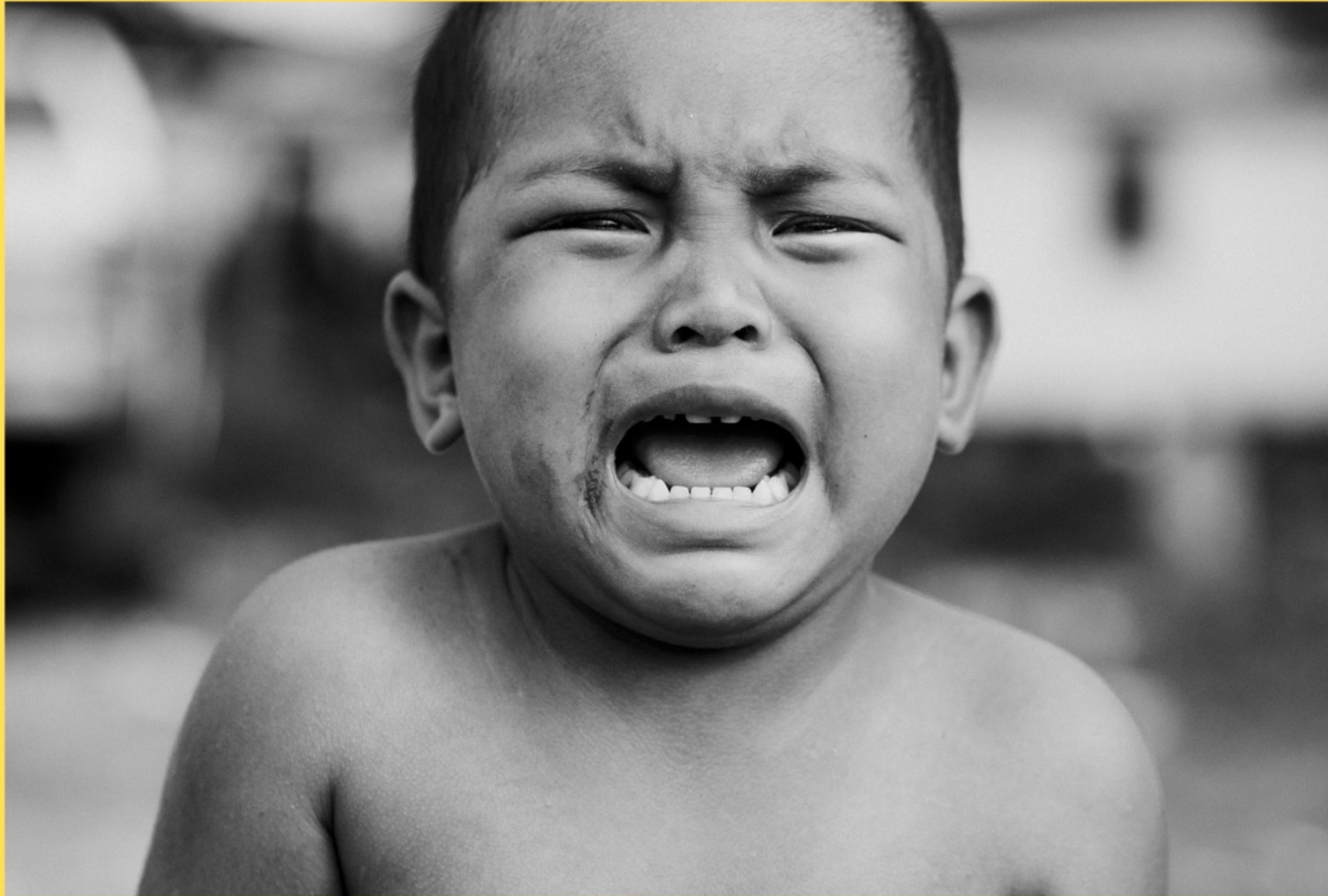


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Practice Self-Awareness



Sanie Bell, Ed.D.





I

E

Q



Leading with Emotional Intelligence





IQ

EQ



IQ

Expertise

Analysis

Critical Thinking

Problem Solving



EQ

Self Awareness

Emotional Management

Empathy

Relationships



AQ

**the ability to see
challenges and obstacles
as opportunities**

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IQ + EQ + AQ = SUCCESS



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Live in Constant Revision



- Learn from failure.
- Practice gratitude.
- Leave it better than you found it.



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- Do you know what keeps you going? What motivates you?
- Do you know and accept your limitations?
- How do you know when you are acting outside of your integrity?
- Do you know how you are perceived by others?
- Do you know how to bounce back from failure?

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"Self-Awareness is knowing who you are,
refining who you are, and becoming what you
are meant to be."

Angela Maiers



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Overcoming Barriers to Teamwork



Sanie Bell, Ed.D.

THE STORY





KNOW
YOURSELF

**"It's not about any one person.
You've got to get over yourself and
realize that it takes a group to get
this thing done."**

*Greg Popovich
NBA Coach & General Manager*



Build High Performing Teams



- Know who you are as a leader.
- Know the strengths of your team.
- Set the expectations for the team.
- You are responsible for how your team functions.



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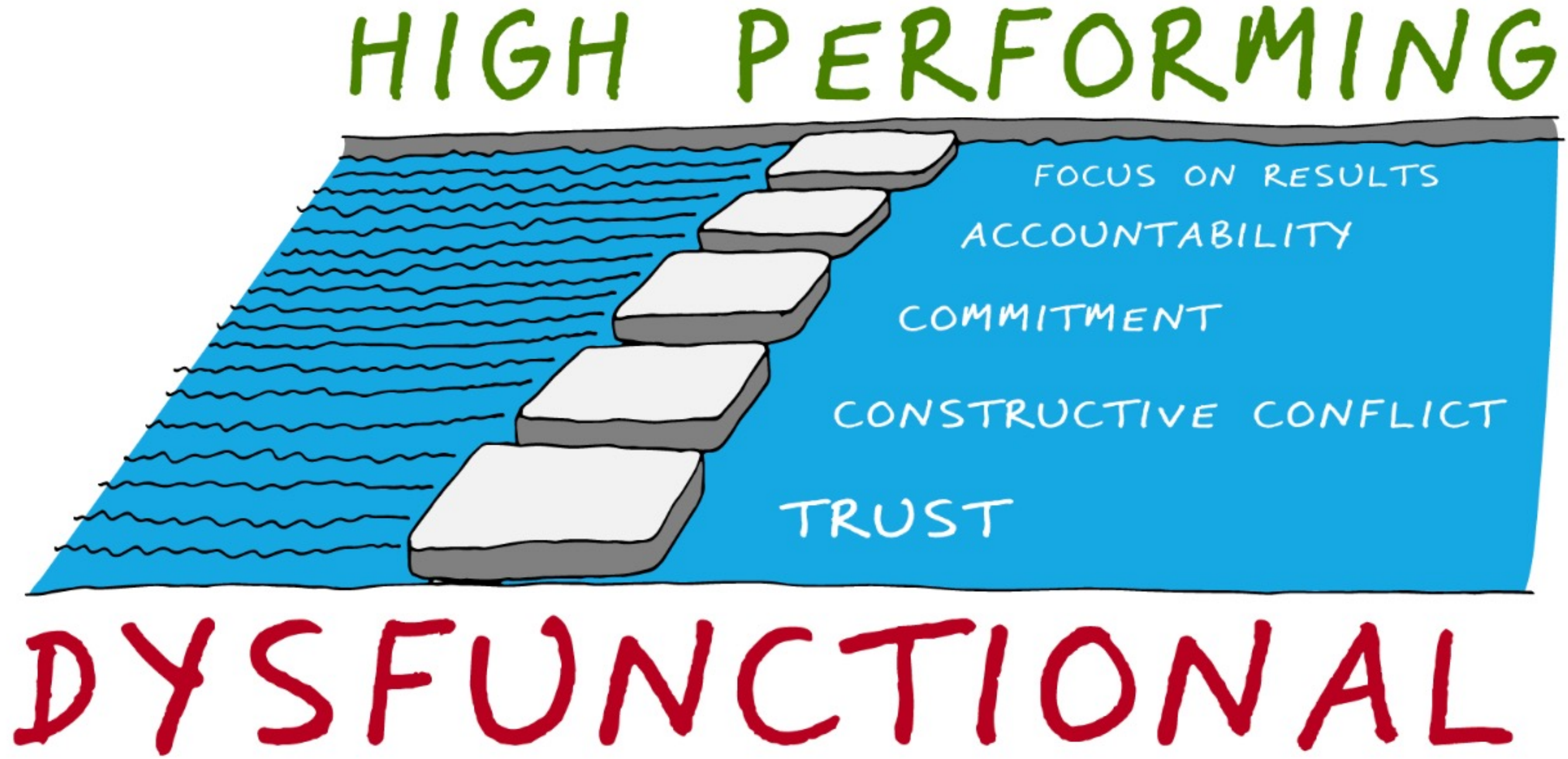
Bruce Tuckman's Model of Team Development

Stages	Characteristics	Leader's Role
Forming	Team meets; begins collective work	Outlines mission, looks for agreement on roles, sets guidelines for decision making
Storming	Team deals with confusion and conflict over goals; decision making roles and control	Facilitates discussion, ensures common understanding of agreements
Norming	Team accepts goals, roles, and rules; works positively	Encourages norming process, supports and coaches; celebrates success
Performing	Team focuses on achieving goals; personal growth for team members; conflict is handled positively	Encourages high performance; facilitates communication; celebrates success

5 DYSFUNCTIONS OF A TEAM

MODEL: PATRICK LENCIONI

LEAD
50 models for success



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Destructive Responses	Productive Responses
<p>Arguing Sarcasm Dominating the conversation Refusing to accept feedback Blaming Condescending Giving in Taking things personally Embellishing the situation Shutting down/Avoidance Passive Aggressive Behavior Gossiping or Complaining about Someone</p>	<p>Apologizing Being willing to compromise Acknowledging others' feelings Listening to others perspectives Being flexible Separating emotions from facts Giving people time and space Stepping back to reflect Communicating openly and honestly Accepting responsibility</p>

Adapted from Teaching Trust Leadership Teams Program


Engage in Productive Conflict



- Be self-aware.
- Create the environment for productive conflict.
- Be open to feedback.
- Practice active listening.
- Engage in courageous conversations.



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"In great teams, conflict becomes productive. The free flow of conflicting ideas is critical for creative thinking, for discovering new solutions no one individual would have come to on his own."

Peter Senge



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Lead Impactful Change



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DILEMMA

A photograph of a pair of red boxing gloves hanging on a wall. The gloves are made of leather and have white laces. The background is a plain, light-colored wall. The image is framed by a thick yellow border.

CHALLENGES

Technical versus Adaptive



ADAPTIVE CHALLENGE

- Harder to define
- Must be solved by people, not experts
- Has long term outcomes
- Requires changes in attitude, beliefs, behaviors
- Requires collaboration
- Requires transformative learning and shifts in perceptions
- Faces more resistance



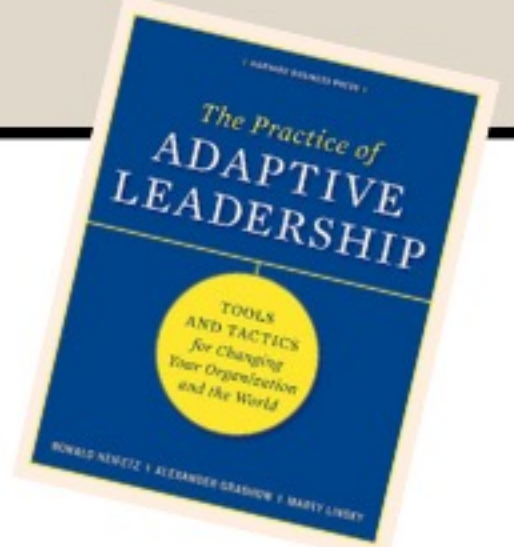
TECHNICAL CHALLENGE

- Clearly defined
- Can be solved by experts
- Can be resolved in short(er) time spans
- Can be issued by edict
- Is solved by authority/leadership or delegates
- Requires informative learning, but basic perceptions remain the same
- Faces less resistance

TYPES OF CHALLENGES

KIND OF CHALLENGE	PROBLEM DEFINITION	SOLUTION	LOCUS OF CONTROL
TECHNICAL	CLEAR	CLEAR	AUTHORITY
TECHNICAL & ADAPTIVE	CLEAR	REQUIRES NEW LEARNING	AUTHORITY & STAKEHOLDERS
ADAPTIVE	REQUIRES NEW LEARNING	REQUIRES NEW LEARNING	STAKEHOLDERS

from The Practice of Adaptive Leadership, Heifetz, Grashow, Linsky →



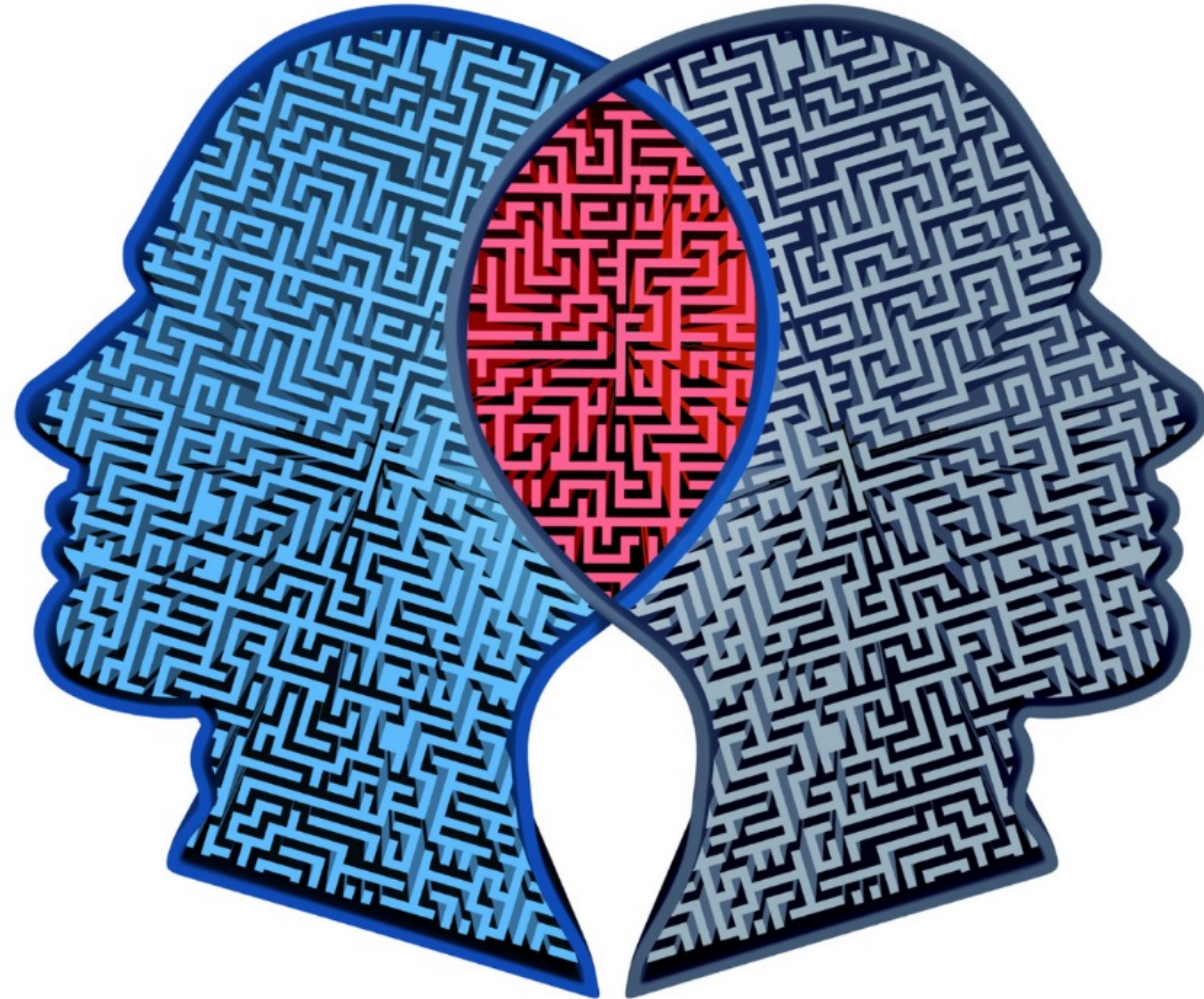
A 3D rendering of a complex, white maze. The maze is composed of numerous interconnected paths and dead ends, creating a dense and intricate structure. In the center of the maze, a small, black silhouette of a person stands, looking out towards the viewer. The word "Complicated" is written in a bold, black, sans-serif font across the center of the maze, positioned above the person's silhouette. The overall scene is brightly lit, with soft shadows cast by the maze walls, emphasizing its three-dimensional nature.

Complicated

Complex

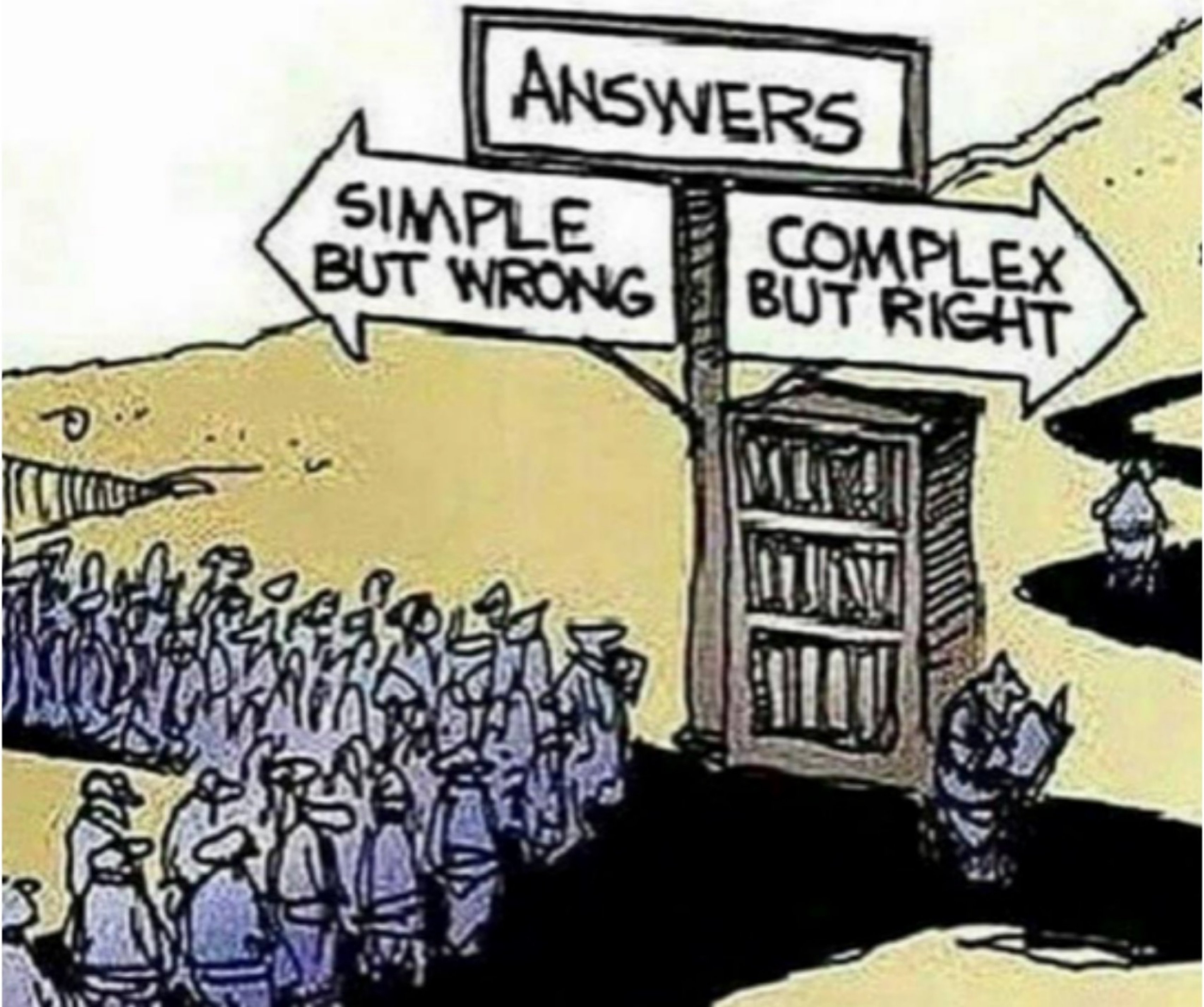


COMPLEX



COMPLICATED

COMPLICATED



COMPLEX

Managing Complex Change

VISION + SKILLS + INCENTIVES + RESOURCES + ACTION PLAN =



HOORAY!!!

✓	✓	✓	✓	✓	CHANGE
✗	✓	✓	✓	✓	CONFUSION
✓	✗	✓	✓	✓	ANXIETY
✓	✓	✗	✓	✓	RESISTANCE
✓	✓	✓	✗	✓	FRUSTRATION
✓	✓	✓	✓	✗	FALSE STARTS

Adapted from Knoster, Villa, & Thousand

@sylviaeductworth

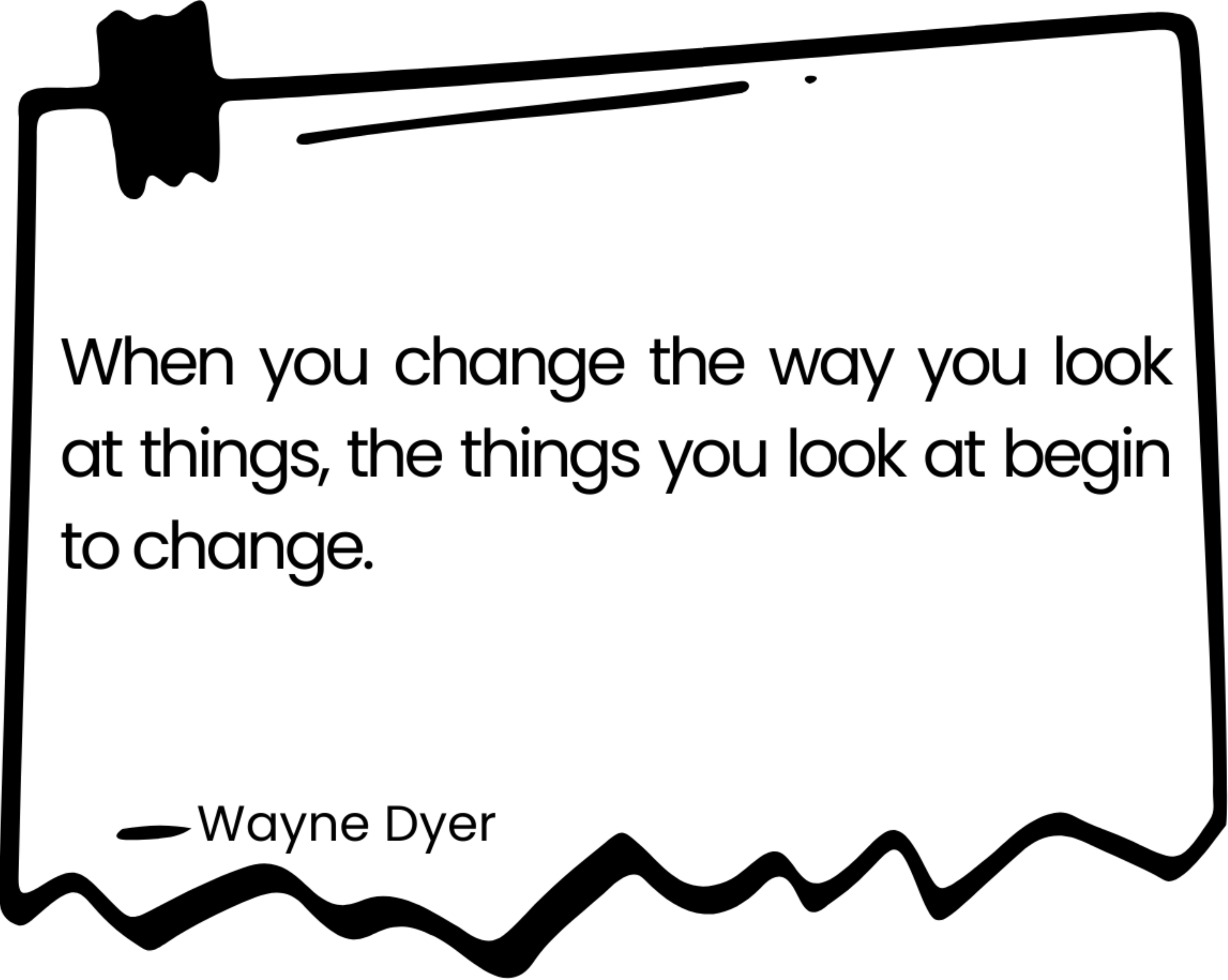
strengths

opportunities

SWOT analysis

weaknesses

threats



When you change the way you look
at things, the things you look at begin
to change.

— Wayne Dyer

Identify & Attack Challenges



- Always share the why.
- Communicate the non-negotiables.
- Go on a listening tour.
- Give time, support, and stay the
- course.



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Dare to Be Different



Sanie Bell, Ed.D.

PROJECT 01





**WE HAD A SYSTEM THAT DIDN'T WORK FOR ALL STUDENTS PRIOR TO THE PANDEMIC.
WHY WOULD WE GO BACK?**





**WE HAD A SYSTEM THAT DIDN'T WORK FOR ALL STUDENTS PRIOR TO THE PANDEMIC.
WHY WOULD WE GO BACK?**



**OUR CURRENT SITUATION IS A CATALYST TO BRING SCHOOLS TO THE 21ST CENTURY.
ARE WE THERE YET?**

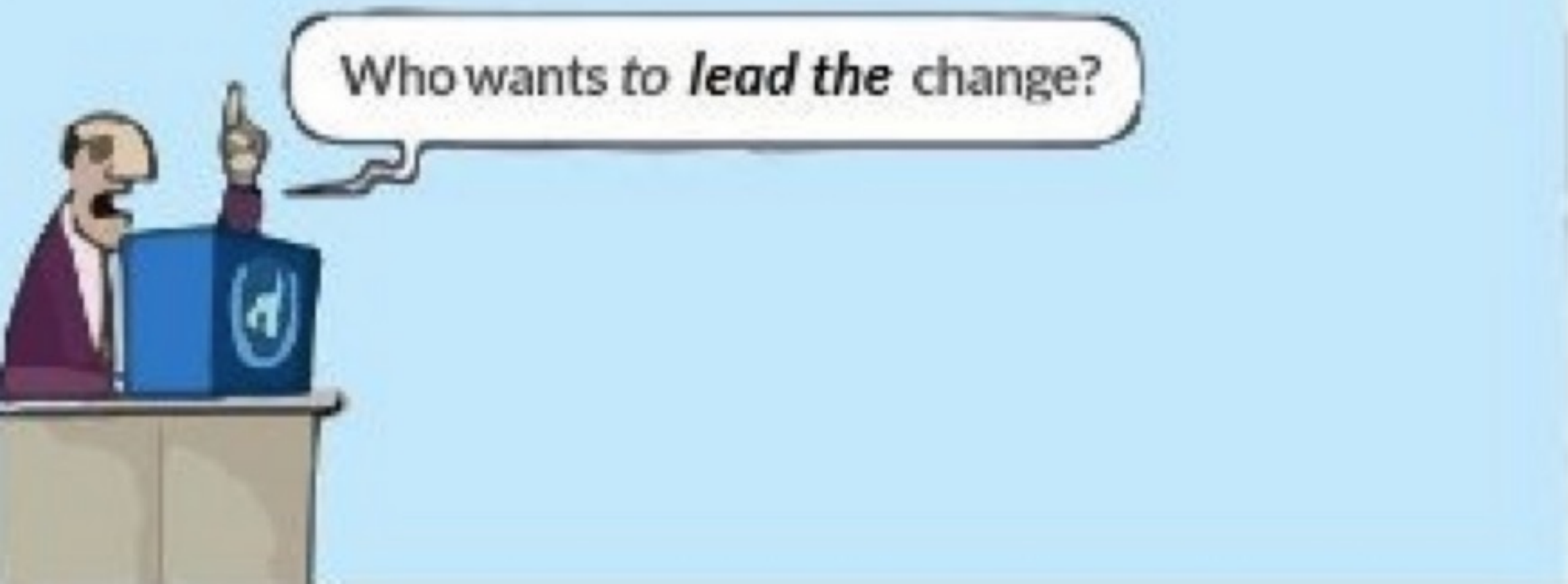




**WE HAD A SYSTEM THAT DIDN'T WORK FOR ALL STUDENTS PRIOR TO THE PANDEMIC.
WHY WOULD WE GO BACK?**



**OUR CURRENT SITUATION IS A CATALYST TO BRING SCHOOLS TO THE 21ST CENTURY.
ARE WE THERE YET?**



**EVERY SYSTEM IS DESIGNED TO GET THE RESULTS THAT IT IS GETTING.
ARE YOU PLEASED WITH THE OUTCOME?**

**“Your leadership defines the
organization.
Be sure that you are framing the
organization for
greatness.”**

Janice Bell, Ed.D.



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