ROUGHLY EDITED FILE

2018 EARLY HEARING DETECTION &

INTERVENTION MEETING

DENVER, COLORADO

TUESDAY, MARCH 18, 2018

AGATE A‑C

LEADERSHIP AND COLLABORATION FROM WHERE YOU ARE

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>>: We do have slides, and we do have a tech person who is going to help us get our slides up, but we also might be just going forward with the introductions so we don't lose out on time.

We can go ahead and start by introducing ourselves while we're getting our slides set up.

I'm Marilyn Sass‑Lehrer, and I am on former faculty member of Gallaudet University. I struggle how to introduce myself. I retired recently as a professor in the Department of Education and had been involved with the infants, toddlers, and their families program and Amy who is the lead presenter although second in the sequence is ‑‑ you've met her I know ‑‑ many of I hope were at her plenary. Wonderful, wonderful plenary session this morning. And Amy is ‑‑ works with Boston children's hospital. Her background is in psychology. She also works with the LEND program, and has appointment at Harvard Medical School. Enough said. So, you know, her.

Okay. This is who we are. You can now see who we are.

So our focus today is on leadership, and we want to talk about the importance of leadership for all of you who are out here. Every one of who is in the audience today is a leader in some sense. You may be developing your leadership skills. You may hold a leadership position. It doesn't really matter how long you've been in the field or what your title is. You all either have tremendous potential to be a leader in some way in the field of early intervention. And just by coming and attending the conference here, it shows your passion, your commitment to being a leader and really improving and changing policies, advocating for the best possible resources for families and their children. So you don't have to have the title of leadership. Leadership is ‑‑ comes in a variety of different shapes.

What we're ‑‑ what we have done as part of the IFT program is try to groom leaders, and we have ‑‑ there are lots of different leadership styles, but we're not interested in the kind of authoritarian leadership that tells people what to do. We're more focused on the type of leadership that involves collaboration, working with your team members, maybe working from behind, maybe you're not even recognized outwardly as a leader, but behind the scenes, you are doing the kinds of things that are going to make a difference and improve on quality of services and outcomes for children and families.

Amy wants me to show you this book which is really a reflection on what I believe and I know that Amy shares the beliefs in the importance of collaboration and leadership in early intervention. And they go hand‑in‑hand. So if your actions inspire others to dream more, learn more, do more, and become more, you are a leader. Collaborational leadership. They go hand‑in‑hand. You cannot be a leader if you are not committed to collaboration.

So we're ‑‑ what we want to do right now is ‑‑ and we're not going to take much time because we started out a little behind the eight‑ball here. But we want you to think about your individual strengths, the strength that you bring to your work in early intervention, and think about how these skills, knowledge and skills that you have, might be applied or you do apply them currently to leadership activities and behaviors that you have.

So think for a couple of seconds about your skills.

We want you to do this. We want you to bring to the forefront of your mind your strengths and because what we're going to talk about are eight different leadership styles, and we want to see have you ‑‑ have you think about which leadership style is best compatible with your individual strengths and abilities. Because we're all different. And there's not one leadership type or one leadership approach that is better than another. They're just different. And Amy is going to explain these different leadership styles to you now.

Oh, no, I want to say one more thing. Sorry. (chuckling).

The strength and importance of understanding what kind of leader you are brings you a sense of authenticity, and it conveys authenticity to others, that you know who you are, what your strengths are, also what your limitations are. But it puts you in a better position to be able to encourage, empower others. It encourages people to also become active and become leaders, and leads to positive outcomes for children and their families.

And so now Amy is going to talk about the different leadership styles.

>>: I just want to draw your attention to this slide. On the bottom is a quotation. So this word comes from the Harvard business review based on a study. There are lots of leadership modeled out there. As we were thinking about how to talk about leadership for people in vary stages in their career and various positions it was important to me that we recognize what those strengths are. Lots of leadership model look at like authoritarian, authoritative and there are some that are described in much less positive ways.

So I do want to say that this is a research based approach in looking at strengths that sort of are revealed. So this isn't something that we've made up. It is something we're drawing from the literature, and there are ‑‑ I'm just going to draw your attention to the slides and if you go on there, you can find more information about the types we'll be talking about today.

So we had you think about what are your strengths. For those of you who might be empathic and a team builder that is the conceptualization for collaborators. They're good at noticing talent and being coaching of people and sometimes that's exactly what a team needs is a good coach who can pass along those skills. But it might not be the person who takes charge. It might be the person who is leading from behind.

Marilyn is not likely to brag, but I will say that I find this to be really fabulous and this is as a result of her leadership effort in getting a lot of professionals together and collaborating on a project.

I will also say that in our team teaching, we even have the experience of ‑‑ we encounter fabulous students who are enrolled in these course and they're not yet in a place in the career where they were in "leadership" but we recognize their leadership abilities and that's important. How do we allow and foster that regardless of where you're at.

So the first one was the collaborator. So if you identified as these being your strengths, you perhaps might be a collaborator.

The second category is the Energizer. This is somebody who is charismatic, inspiring. Who connects emotionally with others. Who adds meaning to the work that is happening. This might be the person people turn to we're having a slump in the group and that person keeps the momentum going.

Another leadership style is the provider. A provider is somebody who is confident in their path and action oriented. Absolutely companies, organizations and groups we all need action oriented people. Providers are also driven to really help provide for other people so if they notice within their own team there is a lack of a certain skill set or something, they want to be there to sort of fill that in.

Don't think we did a good job in capturing that. We want you to associate not just with the words we're saying but with the picture to because we're hoping you can get a picture of that's what that might look like in action.

Harmonizers are reliable people. They are people who inspire loyalty because you can trust that they're going to be there for you. Thus, got your back. They tend to be quality driven and want to be sure we follow through on things. That's a really important job and is often not recognized within the leadership literature. The people who help to harmonize and make sure things are settled aren't necessarily perceived as leaders in the same way others might be.

Producers. Result oriented, focused on tasks we can linear thinkers, really good at thinking through a problem from A to B or C or D. Loyal to tradition. Those are people who are going to help get things done. That's an important job too.

The composer is a person who is independent and creative. They're strong problem solvers. They like to think outside the box. They can be really decisive. I have these great ideas. So what a great thing that can bring to the team.

The forecaster is a person who is sort of a visionary who can think long term and predict ways in which outcomes might happen because they have a lot of deep knowledge so they're knowledgeable about something. They really like learning. They're learning focused and they want to encourage people on the teams to be learners. They might be cautious about decision‑making before that. Maybe we need to get to the information before we arrive at a final determination.

And the pilot. Pilot is a person who is team oriented. Likes to have option. Thrives in complex situations. So you imagine the pilot when things get crazy, they take the wheel. They are the ones able to step in this situations where others might find it stressful or overwhelming. A pilot might be somebody who can thrive in that kind of a situation.

So we'd like you to draw upon your leadership style. So using the strengths that you just sort of thought about and identified we hope one of those eight style sort of matches you. Can you go, I think I'm most like that? Yeah. It is also okay to have two or three styles too and that is true of most people. In the literature they talk about a primary and secondary source because that's true for almost everyone. There's a way we tend to work and a backup way we tend to work in situations no, the norm for us. So might have someone style in a calm setting and in a crisis situation I might have a different style.

So here's the scenario, the family that you're worked with has encountered lots of road blocks. Three month old baby daughter, hearing levels have been identified in the severe range but they're not getting services. The services are not in place.

Drawing upon your leadership style that you've just sort of recognized, what do you think so ‑‑ how might you use those strengths and strategies based on those approaches to implement change or help to support in family?

Here's a recap of those styles.

And so based on those, we would like you to just chat with somebody next to you for a minute or two and think about, okay, if I'm a pilot in this situation, how might I draw on that. If I'm a collaborator what are my strengths that I can use to facilitate things for this family.

All right. So partner with somebody next to you. Yes.

>>: [away from mic]

>>: We're going to go back to the scenario one more time. Hold on just a second. Family mass a three years old daughter recently identified as having hear in the severe range. There's lots of roadblocks. They haven't been able to obtain any services yet. Okay.

So when you're in your pairing, you might identify with your partner what is your style and then how might that influence how you working with the family.

>>: Please raise your hand if you need an interpreter.

Interpreter needed.

>>: So it looked like you were having some really interesting conversations, and we'd like you to share some of your thoughts with us as you were going through the scenario and thinking about your individual strengths as leaders and how you might approach this particular family situation.

So Amy is going to go around and call on you ‑‑ no (laughter). If we have volunteers, that's the best way to do it. Who would like to start.

>>: So the thing that I thought was interesting about this is because I am an early intervention provider, then I'm like, well, that's what I would do. Talk to the families. And I would see ‑‑ but then I was like but then I would see how to get them connected to the right people. They needed to get things started in the process like who they need to be in contact with to make sure that we have the paperwork done or else none of this is actually official. So I'm thinking first I'm the provider and I will get this done but then I'm kind of a collaborator because I'm connecting them with other people.

>>: Great. Thank you.

>>: I use my network.

>>: So we came up with both of us being providers and also collaborators, but the first thing that I would do is I would try to get in contact either face‑to‑face or on the phone with that family and listen to where they're at, like what is their story right now. Because I might learn then why they are not connected and then take different steps based on that why. And I would ‑‑ after I did all that listening, if I thought it was appropriate, I would support them in a three‑way phone call to teach them. But I just would fill in the blanks with the language that they don't have for the IFSP team, but I would let them talk as much as possible but then be there to fill in the blanks, hoping next time they do it themselves.

>>: You might have a touch of forecaster in wanting to gain deeper knowledge and understand more in order to move forward with that plan.

Great. Others?

>>: I'm also a provider and a case manager. So it would be my responsibility to make sure that I am the one who contacts all of the people that needed to be involved and have them do their evaluation or their recommendation. So I would kind of have to be the pilot in that sense, but also just to find out as well find out the information from the family like what would happen, you know, where did we get lost, especially from California where we've the newborn hearing screening, we would be quite shocked to know that there's kids out there in this age that didn't get some kind of referral to find out what ‑‑ you know where we dropped the ball with the family. And then start services as soon as we could with a team. In Santa Clara County we have a team we work with. On‑site we have all the specialists including a social worker that we're lucky we can tap into on a daily basis and get that team going right away.

>>: I want to call your attention to this. It's really hard to separate your role and your job from your style. Because it really is easy to say my job is I'm supposed to provide information so I must be a provider. But I think it's interesting to reflect back and say in what ways do I do that and how does my own ‑‑ my natural leadership strategy lead to how I provide. Right. So you can you will be providers with good information and providers of service and not be a provider leadership style. Right. So I think there is that value in reflecting on ‑‑ what are my skills and strengths in whatever that role is that I have.

One more.

>>: So I think it was hard to pick one. I think I'm a forecaster most. In this situation I feel like I would start by just gathering information about resources that are in their community resources that are maybe outside of their community but perhaps within reach and just having that knowledge base ready before I even have the conversation with the family so that when I can talk to them and kind of figure out what are their strengths, what are they able to do, how do I tie that in with what I've already learned and provide them with information maybe this isn't right here but it's 30 minutes away but if transportation isn't an issue, we can provide you with that connection and starting to build that plan from the information that I first set up. I don't know. That makes me a forecaster, right?

>>: Good job and thank you for being willing to share those.

On the website that we pointed out the link, it's also possible to see some of the areas where people in these various leadership styles might get stuck because we don't want to focus on the negative here. We want you to feel encouraged and positive about whatever your natural leadership style is. For every one of those leadership steels, already ways in which ‑‑ sometimes there are ways in which it might be harder to be that leader. So take a look at it. We do like the idea of ambiguous from where ‑‑ empowering were wherever you are. Use your natural strengths and abilities to enhance the team that you are a part of.

That's.

>>: That's all folks. Anybody have questions or comments? I hope ‑‑ I do hope you all leave with a sense of empowerment in that recognizing that you are all leaders and all have potential to be ‑‑ to make change and to really influence and impact others, whether it's the families you're worked with, the other members of your team, whether you are advocating for better policy, more resources, programs, whatever. That you do have tremendous potential, but it's really important for you individually to get in touch with your own strength and to be aware of some of the areas that you might be blind‑sided by as you go about moving into your leadership roles.

Questions. Comments.

>>: I just thought it would be the right moment to give you your credit that's due. So my son is 11 years old and when he was 18 months old, I went to Gallaudet, and Marilyn welcomed me into her office and I really feel like you developed my leadership skills. So this is my sixth EHDI Meeting and I run a whole lot of programs and efforts in Pennsylvania, but I started out as a CPA and I didn't know anything about hearing and here I am today and I'm thanking you.

[Applause]

>>: Well, we'll end on that note (laughter).

>>: And Marilyn and I will be here if you have any questions. But we'll be kicked out of room soon.

This book is available and you should take a look at it. Marilyn is the editor. There are lots of really important chapters in there. It is really intended for EI providers and deaf and hard of hearing. It is published by Oxford University press. If you look them up which is OUP.com, and you type in Marilyn's last name it will take you right there. It is being used to help train EI providers and there's really good information there. So ...

You're welcome. Thank you for attending. Enjoy the rest of your day.

(End of session.)