

POSITIVE HUMAN DEVELOPMENT

LEADING FOR CHANGE

EVERY INTERACTION, EVERY TIME

PRACTICE GUIDE

FOR LEADERS AND MANAGERS



2016-2017

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POSITIVE HUMAN DEVELOPMENT: LEADING FOR CHANGE

The purpose of this guide is to encourage leaders in the Oregon Youth Authority (OYA) to facilitate change through action. The guide includes a refresher of each level of the Positive Human Development (PHD) Pyramid, core concepts relevant to leadership in a Positive Human Development culture, and strategies to begin practicing as leaders in our organization.

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There are features throughout this guide to support learning and practice.



Take Action Tip: Use these tips in your daily work to promote the PHD culture with youth and staff.



Definition: This signals definitions or descriptions of concepts.

Lead for Change Tip: Use these tips to practice leading change.



Key Points: This signals information about how the levels of the pyramid are interconnected.

Positive Human Development

THE BASICS



Positive Human Development is based on Positive Youth Development, and recognizes the importance of focusing on staff and youth and creating healthy learning and developmental environments for everyone within OYA. If we want to do great work with kids, we need to do great work with each other.

Positive

Healthy, optimal, growth-focused, and strengths-based
Human

All individuals with whom we come in contact (including ourselves)

Development

Changes in our behavior, skills, and abilities over time



Safety and Security

THE FOUNDATION

Safety and security are the foundation of the Positive Human Development pyramid. When people feel safe and secure, they are better able to engage in relationships, understand and achieve expectations, maintain accountability, meaningfully participate, and form connections to their communities. Without a strong sense of safety and security, relationship building and trust are difficult, if not impossible. OYA strives for an environment where all individuals feel physically, emotionally, and psychologically safe.

PHYSICAL SAFETY

- Environments promote a sense of safety, with clear lines of sight and clean and orderly spaces.
- Staff are competent, skilled, and confident in their ability to use tools and strategies to keep themselves and others safe.

EMOTIONAL AND PSYCHOLOGICAL SAFETY

- Communication is clear and consistent.
- People feel valued and heard.
- Expectations are clear and mutually understood.
- Learning from mistakes is a value.



Key point: Promoting a sense of safety and ensuring individuals feel safe can reduce problem behaviors. This includes physical safety and emotional and psychological safety.



Below are some "take action" strategies you can use to foster Safety and Security.



Create a community commitment to safety.

Start a conversation in a team meeting or unit community group about the importance of safety and identify behaviors to which everyone can commit. Start a safety challenge and celebrate success!



Be clear about the do's...and the don'ts.

Communicate clear expectations and identify the behaviors that are not tolerated. Be clear about desired outcomes and goals, and make sure people have the support they need to meet expectations.



Follow through with redirection.

People need to know there is a consequence for serious infractions. They need evidence to believe they are safe in an office or on a living unit.



Recognize and acknowledge staff experiences.

Individual experiences can impact our emotional safety, and everyone responds to things differently. Know what is happening in the lives of your staff and show compassion and encouragement.



Do what you say you will do.

Make commitments with intention and follow through.



Support staff confidence and competence.

Ensure staff are properly trained and confident in their abilities.

Caring and Supportive Relationships

BUILDING RELATIONSHIPS

Once agency employees, partners, and the youth in OYA's care feel safe, they can begin building relationships with peers, employees, partners, and the community. Given the right supports, every individual has the capacity to build upon existing strengths. Relationships must be individualized and responsive to meet cultural, gender, and developmental needs.

CARING

- Sense of being personally concerned or interested.
- Based on where the person is today, not the person they may become or the person you want them to be.

SUPPORTIVE

- Willingness to act as a resource.
- Requires a level of trust.

RELATIONSHIP

- An association with mutually understood boundaries that are clear and appropriate.








Key point: The levels of the pyramid are like a braided rope. Safety and Security supports Caring and Supportive Relationships, and those relationships reinforce Safety and Security.

BE THE CHANGE YOU WISH TO
SEE IN THE WORLD.

~GAHNDI



Helpful tips to support and foster development in others...

-  **Circulate and stay connected.**
Spend time in the spaces where the work happens. Pay attention, observe, ask questions, and offer support. Be willing to share what you are thinking when asked, and listen with the intent to learn.
-  **Admit when you do not know.**
Youth, staff, coworkers, partners, and stakeholders appreciate when we show our humanity. Be okay saying "I'm not really sure. But I will find out and let you know by (date)."
-  **Take every opportunity to model kindness.**
Others will follow.
-  **Don't underestimate your importance to your team.**
Approach your staff, youth, and work world in a way that leads to trust and respect. Practice checking in and remember you matter.
-  **Keep the vibes good.**
Others can sense when someone is unhappy or stressed. Individuals who have lacked caring relationships may be extra sensitive to that. Joy can be as contagious as misery!

High Expectations and Accountability

REASONABLE AND RISING

Accountability is the acknowledgement of responsibility or ownership of actions. A consequence is simply the result of an action and can be either positive or negative. In an environment where accountability is consistent, a new level of expectations can be set that recognizes the potential of each individual. These higher expectations allow people to grow and reach new goals based on their skill development. When we focus on skill building, we are promoting a higher level of accountability rather than only focusing on compliance. Skill building fosters internalization where individuals begin to hold themselves accountable rather than relying on external sources to hold them accountable.

EXPECTATIONS

- A belief that someone will or should achieve something.
- Reasonable and rising.

ACCOUNTABILITY





- A quality or state characterized by a willingness to accept responsibility for their actions.
- Influenced by interactions and environment.



Key point: We often use the phrase "hold others accountable for their behavior." Often, our strategies to hold someone accountable include consequences or sanctions. While these strategies may reduce the frequency of behavior, they may not support internalizing a sense of accountability. Skill building, attachment, and engagement can support internalizing accountability.



Below are some "take action" strategies you can use maintain High Expectations and Accountability.

-  **Post youth, staff, team, facility, and office success.**
Displays of accomplishments posted on windows, walls or websites promotes communal ownership. Teachers, instructors, supervisors, and unit staff can be asked to acknowledge success with youth as well as staff. Be sure to maintain a "level playing field" to accommodate all levels of skill. When youth and staff see recognition of their positive actions, they experience a greater sense of their value in a community.
-  **Give youth and staff a chance to problem solve on their own.**
It is so much better when solutions come from the person presenting a problem. This is a chance for us to ask: "What might be some things you (or we) can start doing in order to (address the problem)? How about we write them down as we talk about them?".
-  **Be an example of progress.**
Stay focused on positive outcomes and remind those you work with that the work they do will pay off.
-  **Address issues when they come up, and do not avoid them.**
When addressing issues, remember to confront the facts of the situation and avoid what may be perceived as a personal confrontation if possible.

Meaningful Participation

GETTING INVOLVED

Once an individual feels safe and secure, experiences caring and supportive relationships, and understands their role in meeting high expectations and demonstrating accountability, they are able to participate meaningfully. That means they are not only participating, but also believe they are taking an active role in a partnership or collaboration.



MEANINGFUL PARTICIPATION

Individuals meaningfully participate when:

- They are able to grow and develop by participating.
- They feel their perspective has been heard, even if it is not necessarily acted upon.
- They feel they have the skills, knowledge, and resources necessary to participate.



Key point: In order to support Meaningful Participation, we need to meet individuals where they are. This means gaining an understanding of their skills, capabilities, and interests.



Offer Options.

Whether it is completion of unit chores, homework, problem-solving, or mediation, giving youth and employees choices sends a message that we respect their decisions.



Provide opportunities for growth.

Encourage people to participate in training, education, or decision-making opportunities that increase their knowledge and skills to develop expertise.



Catch people promoting positive culture change and thank them.

Use their ideas and innovations to inspire others. Be mindful about making anyone a public example, even praise may be difficult or disruptive when expressed publicly.



Choose the perspective that interactions matter.

Treat every person, conversation, and interaction as something that matters. This adds value to everything we do and sends a clear message to others that we are meaningfully participating.



Be interested in people and their abilities.

Get to know your staff and youth and learn about hidden skills that can be used in creative ways.



Consider that communication is almost everything.

Encourage clear conversations where individuals understand what they can contribute to a situation. Make sure that there is opportunity to clarify expectations, goals, and activities through conversation.

Community Connection

BEING PART OF SOMETHING BIGGER

For someone to feel connected to a community, that person first has to identify the community. It could be individuals on their shift, individuals in a shared job classification, or the peers who live in the same living unit or the same residential program. Ideally, OYA provides a sense of community, but what is paramount is that OYA provides opportunities for members to connect to the communities with which they identify, whether those communities are within or outside OYA. Successful connection to community suggests that youth, employees, partners, and the agency can identify their communities and what role they play in those communities.

COMMUNITY CONNECTION

Connection to community, includes:

1. a sense of belonging.
2. a sense of connection.
3. common interests or a shared vision.
4. cohesiveness.



Key point: If individuals are connected to a community, they are more likely to internalize a sense of accountability and consider the impact of their actions and behaviors. Building a sense of community supports safety, promotes relationship building, and allows individuals to meaningfully participate. Communities are where development happens!



Below are some "take action" strategies you can use to increase opportunities for Community Connection.



Build community all year long.

Community forums within an office or facility allow youth and staff to express their thoughts and ideas, build relationships, and collaborate. This practice can grow and maintain a feeling of emotional safety within a unit or team.



Community laughter.

When appropriate, community laughter sends the message that growth doesn't have to always be so serious. Sometimes, tensions are high. When challenging things are happening in the world, our agency, our office, or on our campus, we need to be able to laugh together. It's okay.



Build a powerful team.

Create a compelling reason to work together. Provide opportunities to get to know one another. Ask the team "what do we want to be known for?" and work to achieve that. Take care of the team's reputation.



Take care of yourself.

Leaders have a great responsibility to ensure the health of their work community. Take time to manage your well-being. Learn how you handle stress and create an action plan. Have fun and model self-care for your team.

Putting it Together

LEADING FOR CHANGE

In the 2016-2017 Positive Human Development: Leading for Change training series we explored a number of concepts to help us understand ourselves and others, our interactions, and our roles as leaders in OYA. This increased understanding helps us get better at **how** we do what we do. In the next section of this guide, you will find a refresher on each of the concepts from the Leading for Change training series:

- Mindsets
- Victim, Villain, and Resource Lenses
- Influence and Leadership
- Trust Building and Mindful Leadership

In addition to the refresher, you will find tips and strategies for how to use this information in your every day work to effectively lead change.




Mindsets

LEADING FOR CHANGE

Mindsets are the beliefs we have about ourselves and our qualities. Decades of research have identified two primary mindsets: fixed and growth. A person's mindset develops over time and is the product of our personalities and our experiences. More importantly, mindsets can be changed.

In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They also believe that talent alone creates success—without effort.

In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.



What is
my mindset?

Want to know more?
Visit
<http://mindsetonline.com>

Did you know?
Research shows our
mindset, or what we
believe about ourselves
and our qualities, has a
significant impact on
success!

Mindsets

LEADING FOR CHANGE

Recognizing Mindsets in Staff

Consider how our mindset may impact an individual's comfort level and ideas about change. Operating from a **fixed mindset** is different than operating from a **growth mindset**.

FIXED MINDSET

- A **fixed mindset** suggests that our basic qualities are fixed.
- Individuals may tend to give up easily in the face of challenges.
- People may have a tendency to view effort as a sign of weakness.

GROWTH MINDSET

- A **growth mindset** suggests that our basic qualities can be developed through effort.
- Individuals are more likely to persist in the face of setbacks.
- People more often view effort as the path to mastering something.

Lead for change tip: Model a growth mindset. Consider asking staff "what's our mindset in this moment?" Encourage staff to be aware of when they may have a fixed mindset and encourage them to see themselves and others, including youth, through a growth mindset. Brainstorm with them about other ways to see a situation and strategies they could use.

Lenses

LEADING FOR CHANGE

Lenses refer to how we see things around us, and how we explain the behaviors of those with whom we interact.



Villain Lens

People behave negatively because of a lack self-control, impulsivity, or having never experienced punishment or consequences.

Victim Lens

People behave negatively because of an underlying emotional or psychological disturbance or issue.



Resource Lens

People behave negatively because of an unmet need and may lack necessary skills.

Lead for change tip: How's your vision today? Using a resource lens takes practice! Take the time to get perspective. Ask questions and seek to understand. Try asking "Can you tell me more about that?" and see what happens.

Adapted from: Butts, J.A., Bazemore, G., and Meroe, A.S. (2010) Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development. Coalition for Juvenile Justice.

Lenses

LEADING FOR CHANGE

The Slippery Slope of the Villain Lens

We work in a "people" business. Our work involves building relationships and working toward common goals. This work can be challenging at times. During those challenging times, our awareness of our lenses is most important.

It can be easy with all the pressures and demands of our work to slide down the slippery slope of the villain lens. We may stop thinking about those around us as a resource and lose our mindfulness about how we are showing up to our work lives. As leaders we set the tone, and this includes how we model the use of a resource lens.

The next time you find yourself experiencing negative emotions about a situation, consider stopping and asking yourself the following questions.

- Have I asked questions to get perspective?
- What other ways can I see this situation?
- What would this situation look like through a resource lens?

Lead for change tip: Get comfortable with acknowledging that you may not have been using a resource lens if a situation arises to do so. Modeling that awareness will normalize the concepts for your staff.

Influence

LEADING FOR CHANGE

Leading by Influence

There is a difference between leading from a place of "position" and leading from a place of "influence." Our goal in leading change is to do so from a place of "influence."

LEAD THROUGH INFLUENCE

- Seek to engage those we lead in sharing vision and goals.
- Earn respect of followers through focusing on success and leading with integrity.
- View people as resources to be developed.

LEAD THROUGH POSITION

- Expect staff to follow because of the title.
- Greater focus on authority over staff rather than engagement with staff.
- Less concern with growing the skills and abilities of those around them.

Lead for change tip: Consider this quote from Julie Diamond - "Just because you can force people to do what you want doesn't mean you should. Your authority alone is not leadership. People need a reason to follow you; they need to know the reason behind your agenda...Your behavior, not the position, gives you legitimacy, and behavior needs time to make an impact. There is no shortcut to influence. It happens through contact, relationship, and trust-building."

Influence

LEADING FOR CHANGE

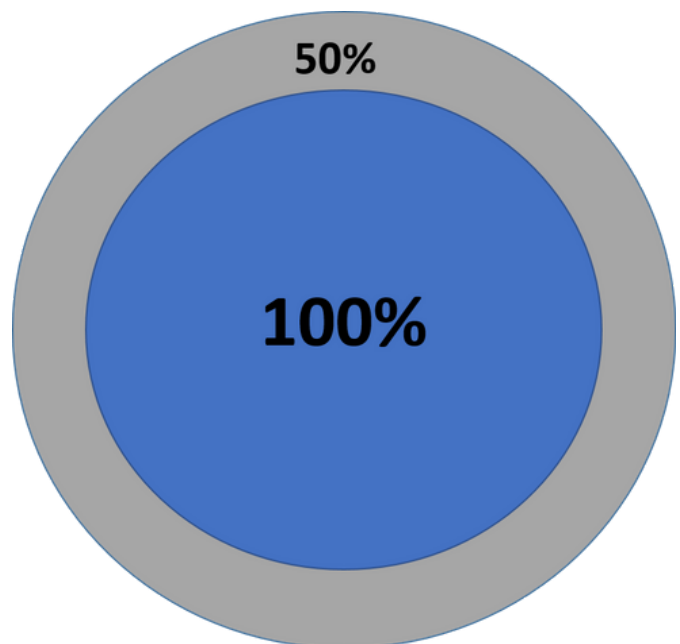
Using our Influence Wisely: The 150% Principle

Being a leader means you have influence. What you say, what you do, and how you lead has a lasting impact on those who follow you. This influence has an increased responsibility, and we can learn to use it wisely. Consider something called the 150% principle. Although the math does not add up, this principle suggests all individuals are 100% responsible for their role in a relationship. As a leader, we automatically carry additional power because of the influence we have over those we lead. We can think of this as adding an additional 50% responsibility to ourselves, because our teams are looking to us to lead.

Every individual is 100% responsible for what they bring to every interaction. That responsibility is shown in the blue circle.

As leaders, we set the tone, model, and have influence. That gives us **EVEN MORE** responsibility for what we bring to every interaction. That responsibility is shown in the grey circle.

How can you use your influence wisely?



Adapted from: Cedar Barstow, www.rightuseofpower.org. 2017.

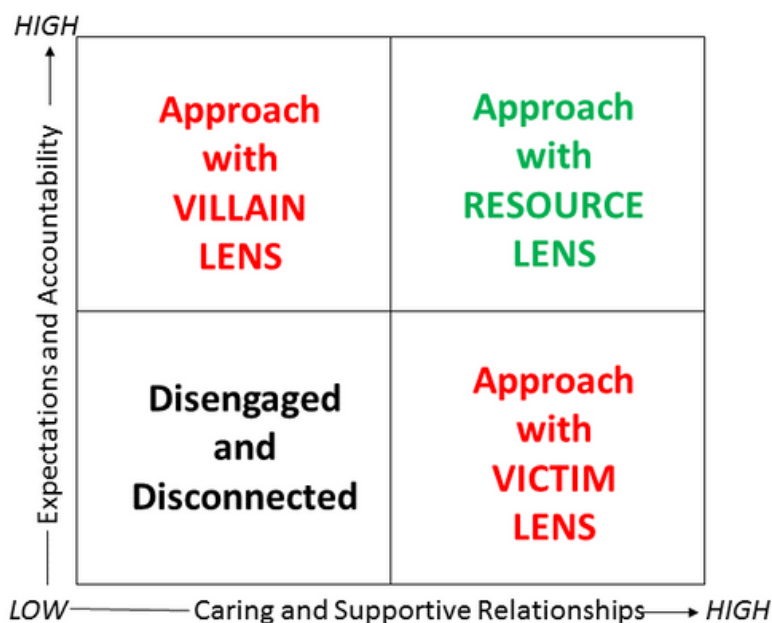
Influence

LEADING FOR CHANGE

Wise Influence Window

The "Wise Influence" window below has four basic ways to use our influence and considers both High Expectations and Accountability and Caring and Supportive Relationships. Quadrant 4 is the ideal way to use our leadership influence.

- **Quadrant 1:** Disengaged and Disconnected – this represents an approach where we are not leading effectively with low expectations, accountability, care, and support.
- **Quadrant 2:** Victim Lens – this represents a high degree of care and support, but a low degree of expectations and accountability.
- **Quadrant 3:** Villain Lens – this represents a low degree of care and support, but a high degree of expectations and accountability.
- **Quadrant 4:** Resource Lens – this represents a high degree of care and support and a high degree of expectations and accountability.



Adapted from: Cedar Barstow, www.rightuseofpower.org. 2017.

Quick tips for check-ins and meetings...

Trust Building Basics: Actions of Effective Leaders

As leaders, we can build trust through our actions. Having the trust of those we lead will help facilitate change.

Give Trust First



Be willing to extend trust and give people the opportunity to deliver.

Critical questions:

- Is what I trust this person to do within their capability?
- Do they have access to resources they may need to be successful?
- Are the expectations clear and understood?

Effectively Communicate



Adopt a belief that communication is NOT only what you say.

Critical strategies:

- Be the message, not the messenger.
- Align your actions with your words.
- Listen to learn.

Authentically Show Up



- Be keenly self-aware.
- Don't be perfect.
- Connect with others.
- Stay present.

Mindful Leadership Guide

LEADING FOR CHANGE

Practice Mindful Leadership

Use these questions to reflect on an interaction or experience that may not have gone as well as you had hoped. Practice asking these questions as often as you can to engage in a more mindful style of leadership.

Reflection Questions

- What is my mindset?
- What is my lens?
- What is my level of trust?
- What is my role?
- What is my connection to others?

Practice Mindful Leadership

- How did I show up?
- What went well?
- What didn't go well?
- Who can I ask for input?
- What can I commit to next time?

Lead for Change Tip: Every Interaction, Every Time. Remember...Relationships are the Engines of Change

References

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