Male Leadership Development Toolkit

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Introduction: Why a Male Leadership Development Toolkit?

A literature review of leadership articles finds that many of them focus on leadership development for women and girls. Based on the scarcity of women in top leadership positions in the country (Pew Research Center, 2017), the need for such focus cannot be denied. However, the lack of leadership by other segments of society also must be addressed, including the low number of male grassroots community members who are, or who consider that they may be, leaders in their homes, communities and beyond.

The American Society of Association Executives (Center for Association Leadership) says that leadership is an acquired attribute that begins early in school and on the playground. But not all children have access to the same caliber of schools and playgrounds. Barling and Weatherhead (2016), conducting research on how poverty erodes leadership development, indicate that children who had grown up in poverty were less likely to be in leadership positions in their organizations than those who had grown up in higher socioeconomic status households.

For the past 13 years, REACHUP, Inc., a Tampa, FL-based community non-profit, and other local, regional and national community-based organizations have worked to assure that all segments of society are represented in leadership roles. This commitment includes affirming the leadership role that

fathers and father-figures play in their families, communities, and professions and ensuring that they are fully engaged in these arenas. With a strong belief, by many, that the role of father is to bring sizable financial resources to the family, many men unable to provide in this way find themselves on the outskirts of their families and communities. From this angle, higher income, professional, white-collar men are the best fathers and the real leaders, leaving other men with great passion, skill and potential on the sideline.

A male leadership focus group, designed specifically to assist in understanding men's perspective on leadership, reminds us that faith institutions have been among the only organizations to provide men from blue collar, lower socio-economic backgrounds, the opportunity to be leaders.

Currently, grassroots organizations such as community action agencies and neighborhood associations have committed themselves to utilizing the energy and ability of their participants, being more intentional about involving local residents, particularly low-income residents, in leadership development programs. Community Leadership Programs (CLPs) targeting low-income community residents tend to acknowledge the disenfranchisement of low-income community members and encourage them to gain leadership skills needed for them to fully participate in shaping their communities (Majee, Goodman, Adams & Keller, 2017).

Majee, Goodman, Adams & Keller's review of the effectiveness of CLPs found that many low-income graduates are left behind as opportunities for them to engage in community activities fail to materialize following completion of training. REACHUP, Inc. and its partners note that one of the arenas where this "hole can be plugged" is in leading fatherhood/male involvement programs, particularly peer support programs. The above mentioned focus group members indicated that they did not have a single clear definition of leadership really and voiced how little they know about self-leadership, even though they recognize that "stuff" from their past can keep them from being good leaders. The evaluation reports from the last seven years of Affirming Fatherhood Conferences, sponsored by REACHUP, Inc. with the assistance of other supporters, make it clear that men desire environments of support and safety where they can engage each other about issues of manhood, masculinity, fatherhood and the like. The 2017 Conference evaluation made it even clearer that men currently need environments where they can be transparent, vulnerable and authentic.

REACHUP, Inc., with funding from the FL Project LAUNCH, an initiative designed to prevent youth emotional and behavioral disorders by improving family function and the quality of the parent-child relationship in the Lealman Corridor, an area consisting of four zip codes in Pinellas County, is embarking on using its 13 years of experience with fatherhood/male involvement programs

to develop a male leadership development toolkit. In addition to issues related to leadership and vulnerability as indicated above, this toolkit will address:

- ➢ Why a Male Leadership Development Toolkit?
- ➢ What Is Leadership?
- ➢ Father Engagement
- ➢ Role of Fathers in the Community
- ➢ Coaching and Mentoring
- ➢ Group Facilitation
- ➢ Emotional Intelligence
- ➢ Vulnerability and Leadership
- ➢ Conflict Resolution
- ➢ Assessing Leadership Effectiveness
- ➢ A Different View of Assessing Leadership Effectiveness
- ➢ Development of Fatherhood/Male Involvement Programs
- ➢ Barriers
- ➢ Lessons Learned

The information in this Toolkit was obtained through literature searches, information from a male leadership focus group, comments from the evaluation report of the 2017 REACHUP, Inc. Affirming Fatherhood Conference, and lessons learned in the development and implementation of REACHUP, Inc.'s peer support/mentoring groups and 24/7 Dad® Program. References to the resources can be found at the end of each section as well as the end of the

Toolkit. REACHUP, Inc. and FL Project LAUNCH and their partners hope that this Toolkit will provide the means to help develop and enhance male leadership skills, leading to greater utilization of all our community's human resources.

Resources:

Julian Barling & Julie Weatherhead (2016). Persistent exposure to poverty during childhood limits later leader emergence. *Journal of Applied Psychology, 101*(9), 1305-1318.
 http://dx.doi.org/10.1037/apl0000129

Wilson Majee, Laurel Goodman, Johanna Reed Adams & Kimberly Keller (2017). The We-Lead Model for bridging the low-income community leadership skills-practice. *Journal of Community Practice, 25*(1), 126-137.
http://dx.doi.org/10.1080/10705422.2016.1269379

(2017). Women and Leadership: Public Says Women Are Equally Qualified, but Barriers Persist. Washington, DC: Pew Research Center.
http://www.pewsocialtrends.org/2017/03/17/the-data-on-women-leaders/

*Note: To best serve our community, REACHUP, Inc. follows guidelines from the American Foundation for the Blind for making print more legible for individuals with vision problems and for the general public as well. Thus, as much of this Toolkit as possible is a minimum 16 point, Sans Serif fonts and 1.5 line spacing.

The Affirming Fatherhood Conference

REACHUP, Inc.'s Affirming Fatherhood Conference (AFC) is designed to demonstrate the valuable role of fathers and fatherhood to our present and future generations. While fathers are often de-valued and portrayed in a negative light, numbers of men are fathering the right way. Regardless of the path some have taken to fatherhood, their roles as fathers are essential for healthy families, strong communities and a better world. Since 2011, the AFC has been affirming and encouraging men to continue in their willingness and commitment to make a difference in their child's life. It also has acknowledged the fathers who extend a hand to the man who has displaced his role as a father -- mentoring and strengthening him until he knows his value and becomes a good father.

Over the past six years, the uniqueness of the AFC and its focus on reversing the negative perspective of fatherhood has been applauded and celebrated by participants. Local, regional and national speakers present and facilitate accurate and insightful information on the importance of fathers and fathering. Those attending the

conference participate in engaging presentations, discussions, workshops and fun activities aimed at affirming and further equipping fathers, and those who do fatherhood work, with knowledge, skills, and resources to effectively engage fathers in their children's lives. Because sports are important to most men, the conference uses a sports theme as the backdrop with the attendees wearing their favorite sports attire.

Starting with the 2015 Conference, REACHUP, Inc. instituted the Affirming Fatherhood Hall of Fame. The Hall of Fame is designed to celebrate fathers who have demonstrated an outstanding commitment to raising their children; are examples of exemplary fathers and role models who, as fathers, have triumphed over adversity; are contributing to the well-being of children in the community and are providing significant leadership and inspiration for other fathers.

Comments about the 2017 Conference:

- I thought it went very well. It was well organized and a lot of people did a lot of work.
- Loved it! You all did a phenomenal job.
- Thank you for the hospitality
- really enjoyed the conference, plan on attending next year
- I am thankful for the invitation to present my story. I hope that i was able to reach someone who is in a similar situation as was my wife and I and I am

hopeful that I could have given them inspiration to know that if my family could navigate the obstacles, so can they.

- It was a great conference and very well put together.

- Must continue the conference for the future.

- Great work

- Great job/well done

- There was a different feel to the conference this year. While there has always been an emphasis on affirming fatherhood, this year's AFC affirmed fathers in their fathering. that was powerful and important for the service providers.

- Overall well organized; respectful to all attendees; and necessary to continue discussion

Video from the 2016 Conference can be found at

http://www.reachupincorporated.org/

Video from the 2014 and 2015 Conferences can be found at

http://www.reachupincorporated.org/news-events/affirming-fatherhood-conference-2015

What is Leadership?

Doing a search on the word leadership brings up thousands of definitions, with the focus of most definitions falling in two groups: the ability to motivate and inspire followers or the ability to get a job done. Then there are definitions that focus on leadership (inspiration) as differing from management (getting the job done) and usually see them as complementary skills. From this standpoint, leadership revolves around influence, motivation, drive, and other unquantifiable skills. Management is a hard skill that is often defined as the science of quantifying a project by evaluating the skills within an organization. Managers determine the tasks and subtasks required to meet a goal while it takes a leadership to influence and motivate followers to accomplish not only the set goals but to inspire creativity, ingenuity, and excellence.

One of the most concise definitions that combine these two ideas comes from the Search Inside Yourself Leadership Institute: "Leadership is the art of leading others to deliberately create a result that wouldn't have happened otherwise." The Center for Leadership Development describes the contrast this way: "The manager's job is to plan, organize and coordinate. The leader's job is to inspire and motivate." Noted management consultant and author Peter Drucker says, Management is doing things right; leadership is doing the right things."

From the perspective of leadership as influence, motivation, and drive, some of the traits many great leaders possess include:

Awareness: The ability to maintain an objective perspective

Decisiveness: Spot problems and make difficult decisions

Empathy: Express praise in public and address problems in private, with a true concern for the follower

Accountability: Take responsibility for everything in their organization, as well as everyone and every decision

Confidence: The confidence to follow their plans and get buy-in from others, but a willingness to revisit a decision if it is not successful

Optimism: Understand the power of positive behavior and influence their followers to be positive as well

Honesty: Moral, ethical, and believe in the Golden Rule

Focus: Focus on the end game and continuous improvement on the way there

Inspiration: Communicate clearly and effectively and find ways to motivate the members of their team or organization

MANAGEMENT IS DOING THINGS RIGHT; LEADERSHIP IS DOING THE RIGHT THINGS.
- PETER F. DRUCKER

Five basic tasks that managers perform as described by Drucker include:

Sets objectives: Define goals and lay out the work that needs to be done

Organizes: Divide tasks into manageable pieces and select the team to do the work.

Motivates and communicates: Make decisions about pay, placement, and promotion by communicating with the team

Measures: Define target goals, and analyze, interpret, and appraise performance

Develops people: Determines what knowledge and education each person needs to add to get the job done

These two lists make it clear that the complete division of leadership and management skills is impossible.

Spahr, Pamela. (December 4, 2015). Defining Leadership: Do You Manage … or Do You Lead? Leadership is Learned. https://online.stu.edu/what-is-leadership/

The Issue of Self-Leadership

Bill Hybels, senior pastor of Willow Creek Community Church, a church of more than 25,000 and one of the driving forces behind the annual Global Leadership Summit, says that leaders who remain unaware of issues in their past, will be ineffective in their current leadership. This means that anyone aspiring to or involved in leadership must take continual inventories of themselves; they must be involved in self-leadership development. What is self-leadership? "Self-leadership is the process by which you influence yourself to achieve your objectives" (Self Leadership International).   Therefore, self-leadership impacts

all aspect of your life, including your health, your career and your relationships. Self Leadership International says that self-leadership is 'Inside-Out' Leadership and that self-leaders are constantly developing self-awareness, self-confidence and self-efficacy (self-belief).

- **Self-awareness** is about knowing your intentions and values, as well as knowing what can 'push your buttons' and derail you.
- **Self-confidence** comes from knowing your strengths and abilities. As we take actions and develop skills, we become more confident.
- **Self-efficacy** is the belief that whatever comes our way, we can handle it. We can take the feedback, accept, adjust and advance. With self-efficacy we can be more creative and innovative.

The first part of developing self-leadership is to stop and step back from the things that trigger us to react; because when we react we are being controlled by the trigger. This may mean that we must take a good look at our past: the way we were reared and how we developed our view of the world. The second is to consider intention. Intention is what is important to us, our values and what we are trying to achieve. By being intentional we can start to live a life of choice.

Resources:

Spahr, Pamela. (December 4, 2015). Defining Leadership: Do You Manage … or Do You Lead? Leadership is Learned. https://online.stu.edu/what-is-leadership/

Self Leadership International
https://www.selfleadership.com/what-is-self-leadership/

25 TED Talks That Will Make You a Better Leader
https://www.inc.com/john-rampton/25-ted-talks-that-will-make-you-a-better-leader.html

Global Leadership Summit Resources
http://www.willowcreek.com/events/leadership/resources_summit.asp

Extensive Information on Leadership Development in the Business World
http://www.leadership-toolbox.com/leadership-styles.html http://www.leadership-toolbox.com/leadership-styles.html

Propel Conference. Full Gospel Baptist Church Fellowship International.
https://www.fullgospelconference.org/propel-2017-itinerary/#1463083242464-e404946a-6a5a

Leadership Blog. Leadership Freak: Empowering Leaders 300 words at a Time.
https://leadershipfreak.blog/

Fathers Engagement & Fatherlessness

Amber Katrina Photography

Why Do We Need Fathers:

Fathers play an important — and sometimes overlooked — role in the development of their children. From their role in prenatal care, to how they play, communicate and act as role-models for their kids, loving, engaged dads have been shown to have a tremendous impact on how a child grows up.

Even when fathers do not share a home with their children, their active involvement can have a lasting and positive impact.

We know that fathers play a critical role in the development of their children that differs from a mothers' role.

What is Father Engagement? It refers to a father who:

- Feels responsible for and behaves responsibly toward his child
- Is emotionally engaged
- Is physically accessible
- Provides material support to sustain the child's needs
- Is involved in child-care
- Has influence in child rearing decisions

FATHERS MAKING A DIFFERENCE INC.
A FATHER'S INFLUENCE WILL IMPACT A CHILD FOR LIFE.

Children with involved fathers are:

- 43% more likely to earn A's in school and 33% less likely to repeat a grade than those without engaged dads.
- Children with involved, loving fathers are significantly more likely to do well in school, have healthy self-esteem, show empathy and good social behavior.
- Better able to deal with frustration
- Less likely to act out in school or engage in risky behaviors in youthful years.
- More likely to mature into compassionate adults.
- More likely to have higher self-esteem and grade point averages
- More sociable

National Center for Fathering, Fathering in America, January 1999. http://www.fathers.com/

What are some things Dads can do to get closer to their children?

- Think about what message you want to send to your children by being in their lives.
- Show love; it's an important factor in the social, emotional, and mental development and functioning of your child.
- Know that being there can benefit your child and that they are watching everything you do!
- Take a day where you and your child can do something special together and keep it regular.
- Play and show affection with your child to help give them positive social and emotional skills with others.
- Help with their homework. Fathers involved with the child's education not only do better at school, they are also more likely to graduate and go onto college.
- Help out with the chores; show you have some household skills.
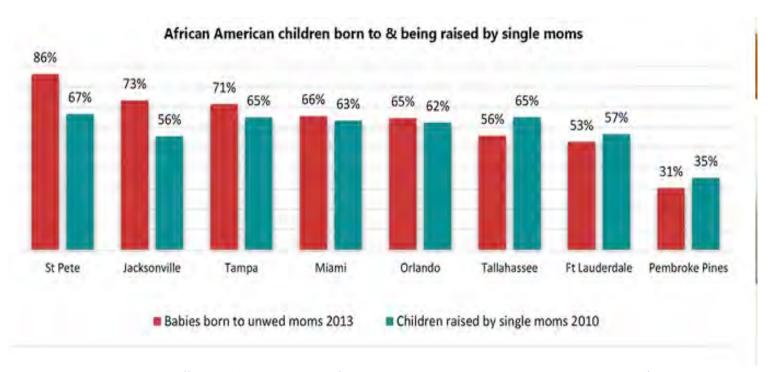
https://www.huffingtonpost.com/2015/07/29/why-dads-matter-state-of-fatherhood-report_n_7785938.html

Fatherlessness…The effect of not being around:

More than 20 million children live in a home without the physical presence of a father. Millions more have dads who are physically present, but emotionally absent. If it were classified as a disease, **fatherlessness** would be an epidemic worthy of attention as a national emergency.

African American children born to & being raised by single moms

	St Pete	Jacksonville	Tampa	Miami	Orlando	Tallahassee	Ft Lauderdale	Pembroke Pines
Babies born to unwed moms 2013	86%	73%	71%	66%	65%	56%	53%	31%
Children raised by single moms 2010	67%	56%	65%	63%	62%	65%	57%	35%

■ Babies born to unwed moms 2013   ■ Children raised by single moms 2010

http://theweeklychallenger.com/fatherlessness-black-fatherlessness-in-st-petersburg/

57.6% of black children, 31.2% of Hispanic children, and 20.7% of white children are living absent their biological fathers.

Source: *Family Structure and Children's Living Arrangements 2012.* Current Population Report. U.S.

http://www.sun-sentinel.com/local/broward/fl-fatherhood-training-20150626-story.htmlCensus Bureau July 1, 2012. https://www.census.gov/prod/2013pubs/p20-570.pdf

Children from fatherless homes are more likely to:

- Suffer from poverty
- Become involved in drug and alcohol abuse
- Drop out of school
- Suffer from health and emotional problems
- Boys are more likely to become involved in crime
- Girls are more likely to become pregnant as teens

- Does fatherlessness affect boys differently than girls?
    - Girls are twice as likely to suffer from obesity without the father present and they're four-times more likely to get pregnant as teenagers.
    - Boys are more likely to act out, which is why we're more aware [of how they're affected], but if a young girl is failing, we don' t see it right away.

Resources:
Michael E. Connor, Joseph White (Eds.). (2011). Black fathers: An invisible presence in America, 2nd ed. New York: Routledge/Taylor & Francis Group.

Current Population Report. U.S. Census Bureau July 2012.
https://www.census.gov/prod/2013pubs/p20-570.pdf

National Center for Fathering: The Consequences of Fatherlessness
http://www.fathers.com/statistics-and-research/the-consequences-of-fatherlessness/

Journal of Community Practive Volume 25, 2017: W-Lead Model for Bridging Low Income Community Leadership Skills-Practice Gap
http://www.tandfonline.com/doi/abs/10.1080/10705422.2016.1269379

Leadership Role of Fathers in the Community

What is a community leader? Are you one?

Community leaders take responsibility for the well-being and improvement of their communities. Are you a community leader? Are you interested in becoming one? Are you someone who:

> Wants to improve your community?

> Has something to contribute?

> Doesn't wait around for someone else to get the job done?

What are some qualities of successful community leaders?

You don't have to be a perfect human being to be a community leader, either. That's good, since none of us are. But it might be helpful for you to know a few of the traits that successful community leaders often have:

Integrity: To trust you, people have to know that you say what you believe and act accordingly. If people trust you, they may follow you to the ends of the earth.

Courage: It's okay to shake in your boots, but someone has to go slay that dragon, and it might as well be you. Leadership means that you show others the way through the dark, scary, forest. Go ahead and speak the truth--even when it's not popular.

Commitment: You have to stick with a task through the good times and the bad. Your commitment will serve as a model.

Ability to care about others: People will follow you if they know you care about them and about others. The greater your ability to care about all types of people, the more confidence they will have in you.

Creativity and flexibility: Every situation will call for a different response. Be ready to change and come up with new solutions.

How to identify leaders in your community?

Community leaders should spend a good chunk of their time recruiting, encouraging, training, mentoring, and supporting others to become leaders.

Keep in mind that many potential community leaders who live in underserved and underrepresented communities are often overlooked when it comes to the opportunity to lead because of physical and social isolation.

Here are things to consider when identifying a good community leader:

- Look for men beyond the normal social circles or business and churches.
- Don't go to the same well to recruit good men-try a new community outreach, look harder and in different places to find potential leaders- diamonds in the rough

- Find men who have leadership potential. There are men all around you who would love to be invited to lead something.
- Help men view themselves as leaders. You can do this by helping them notice the informal leadership they have already taken in their lives. Are they fathers? – that is certainly a leadership position.
- Help men identify the reasons they want to lead. Listen to men talk about what is important to them and what they wish they could change.
- Assist men to choose leadership goals that are attainable and that will help them build their confidence. Nothing succeeds like success.
- Support men while they work to reach their goals. Listen to them talk about their successes and their feelings of discouragement; appreciate them and encourage them to keep going.
- Support them when they make mistakes. Everybody needs help when they make mistakes. Help them get on the right track and encourage them to stick with it.
- Challenge men to take the next step.

"Do not go where the path may lead, go instead where there is no path and leave a trail." — Ralph Waldo Emerson

Although there is very little information on the leadership role of **fathers** in the community, Carey Casey, the Ambassador for Fathers with the National Center for Fathering, a nonprofit organization dedicated to changing the culture of fathering in America, believes that fathering is a leadership position in itself. Therefore, the most important role of a father is to be a leader and to build leaders in his family, community and any other place where he has influence.

Casey points to Wayne "Coach" Gordon, a father and pastor at the Lawndale Community Church in Chicago. What happened in that neighborhood under Gordon's leadership, Casey calls a miracle: a blighted community has been transformed into a place of progress, purpose and hope. This is what a father can do in his community.

Gordon's book Real Hope in Chicago talks about the leadership principles that helped to transform this community. With Casey's added emphasis on fatherhood, and REACHUP, Inc. and FL Project LAUNCH's emphasis on community, these are some leadership principles for fathers and father-figures in the community.

1. **See fifteen years into the future**. The little children you see today—or even the teenager—will grow and mature. Even if things seem difficult right now, don't give up! Your investments in your children's lives and the lives of children in the community, will make a difference, even if you can't see it for weeks, months, or even years.

2. **Make them feel important**. That's how gang leaders build closeness and loyalty. When your children, or any children for whom you are a role model or mentor, know that they are precious to you and has a contribution to make, they develop the confidence to develop into a leader.

3. **Don't go anywhere alone**. Future leaders need to get out in the world, experience life, and become familiar with its problems and mysteries. And they

need to see how Dad handles those issues. So, include a child when you go to the hardware store, to the weekend softball game, or the church service project, and sometimes, if you can, even the out-of-town business trip. That's how you share your life with children, strengthen your relationships, and give them a vision for the world.

4. **Be accessible.** Our children need to know that they are among our top priorities, and one way we communicate that is by being available—even when it's not convenient for us. When children know they can get your full attention in a time of need, suddenly they gain a confidence to reach beyond themselves.

5. **Expose them to other role models**. Give children opportunities to learn from gifted youth leaders, caring coaches and teachers, and other positive influencers. As we're sharing the best of ourselves, we, fathers and father-figures also need to share others with our children.

6. **Let them fail**. It's hard to stand by and watch children fall short of a goal. But that's often when the most growth occurs. At times, dads may need to take a few steps back to allow our children to move forward through the process of making mistakes and learning from them.

7. **Love, love, love.** Love is empowering for a child; it gives confidence and security, so she can try new things or recover when something has gone wrong. And I know you already know this, but dads, our love needs to be expressed in actions **and** in words.

Casey reminds dads that it is inevitable that our children, and the children we get the opportunity to coach, mentor and otherwise support, will grow up and eventually be out on their own. The leadership role of fathers in the community is to make sure they are equipping them to be responsible leaders who really make a difference.

http://www.fathers.com/s12-championship-fathering/coaching/how-to-build-leaders-its-a-dads-job/

Man Up: Integrating Fatherhood and Community Engagement

http://jces.ua.edu/man-up-integrating-fatherhood-and-community-engagement/

Resources:

https://goodmenproject.com/ethics-values/how-fatherhood-is-leadership-fiff/
This episode of The Good Dad Project Podcast, explores how fathers are leaders with TEDx Speaker Devon Bandison, offering other faith-based resources on sex and relationships; dads and families; sports; marriage, advice and confessions and ethics.

National Responsible Fatherhood Clearinghouse https://www.fatherhood.gov/

National Fatherhood Initiative   https://www.fatherhood.org/

Casey, Carey. How to Build Leaders (It's a Dad's Job).
http://www.fathers.com/s12-championship-fathering/coaching/how-to-build-leaders-its-a-dads-job/

Man Up: Integrating Fatherhood and Community Engagement.
http://jces.ua.edu/man-up-integrating-fatherhood-and-community-engagement/

Bandison, Devon. How Fatherhood is Leadership.
https://goodmenproject.com/ethics-values/how-fatherhood-is-leadership-fiff/
This episode of The Good Dad Project Podcast, explores how fathers are

leaders with TEDx Speaker Devon Bandison, offering other faith-based resources on sex and relationships; dads and families; sports; marriage, advice and confessions and ethics.

National Responsible Fatherhood Clearinghouse https://www.fatherhood.gov/

Gordon Wayne L. (1995). Real Hope in Chicago. Grand Rapids, MI: Zondervan.

Coaching and Mentoring

Coaching:

The words "coaching" and "mentoring" are often treated as if they're interchangeable, but they're not. Coaching is for the known and mentoring is for the unknown journey.

"A lot of people have gone further than they thought they could because someone else thought they could." - Zig Ziglar

Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future.

While there are many different models of coaching, here we are not considering the 'coach as expert' but, instead, the coach as a facilitator of learning.

There is a huge difference between teaching someone and helping them to learn. In coaching, fundamentally, the coach is helping the individual to improve their own performance, in other words, helping them to learn.
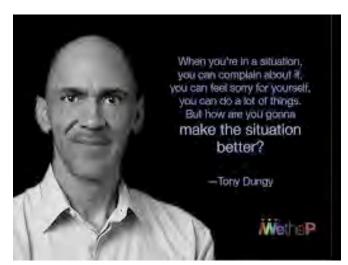
Good coaches believe that the individual always has the answer to their own problems but understands that they may need help to find the answer. The key skill of coaching is asking the right questions to help the individual work through their own issues.

http://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/

The most important attribute of any coach is that they want to help the person or people they are coaching to learn. A good coach doesn't see themselves as an expert able to fix all problems and having all the answers. Instead, they see themselves as supporting the process of learning.

Great coaches tend to have a number of key skills and attributes:

- Coaches generally have high emotional intelligence: they're good at understanding and relating to people, and they're interested in people. You have to really want to help others develop to become a really good coach. It's no good just paying lip service to the idea.
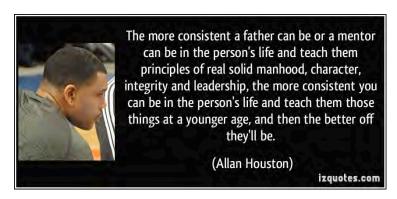- Coaches show empathy and are good at building relationships.
- Good coaches have strong communication skills.
- Coaches are good at gathering information and then clarifying it for the person being coached. They generally have listening skills including active listening.
- Coaches don't jump in straight away with the answer but rather make sure that they've fully understood the issue by reflecting and clarifying.
- Coaches have usually taken time to develop strong questioning skills. It's been said that coaches should never offer opinions, but instead only ask questions to guide the person being coached through the issue.
- Coaches and coaching leaders give space and time for people to try things out. They don't get over-excited or angry about mistakes.
- Coaches are skilled at providing feedback and using sensitivity and skill.

https://www.skillsyouneed.com/learn/coaching-skills.html

https://www.brainyquote.com/authors/tony_dungy

Mentoring

Mentors are people who share their hard-won wisdom to provide insight and guidance along life's journey. Mentors many times work in a reactive way, responding to issues or crisis

The more consistent a father can be or a mentor can be in the person's life and teach them principles of real solid manhood, character, integrity and leadership, the more consistent you can be in the person's life and teach them those things at a younger age, and then the better off they'll be.

(Allan Houston)

izquotes.com

that come up in life for their mentees. Mentors may not have the professional expertise and are most likely ordinary people, but they provide insight and their personal experiences and challenges.

"Show me a successful individual and I'll show you someone who had real positive influences in his or her life. I don't care what you do for a living—if you do it well I'm sure there was someone cheering you on or showing the way. A mentor." Denzel Washington

A Mentor Empowers to make Positive choices.

We all face decisions in life. Some decisions are easy, while others may take careful consideration. Mentors empower their mentees to consider outcomes and repercussions.

A Mentor Encourages to take ownership in their learning.

The best learning comes from doing, not through lectures. Mentors help their mentees seek challenging tasks and push themselves to develop new skills. The goal is for people to become their own best coach – whether on the court, at school, at home or in life.

https://thefirsttee.org/2016/11/22/5-traits-to-look-for-in-a-mentor/?gclid=EAIaIQobChMIyY3b9uqQ1wIVx0SGCh2o5gVuEAMYAyAAEgJlu_D_Bw

A MENTOR Helps people develop life skills.

Setting attainable goals, overcoming challenges, learning techniques to manage thoughts and emotions – these are skills needed to learn and apply to all aspects of life. A mentor provides the encouragement to help his/her mentee learn and practice these life skills.

A Mentor Helps people develop core values.

Mentors guide their mentees to understand and develop key values: honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy and judgment.

A Mentor Strengthens interpersonal skills and peer relationships.

Mentors model and encourage their mentees to appreciate diversity and show respect to themselves, family, friends, co-workers, partners and competitors.

http://www.mentoring.org/get-involved/community-engagement/

Resources:
Collaborative Mentoring Webinar Series. The National Mentoring Partnership.
http://www.mentoring.org/program-resources/collaborative-mentoring-webinar-series/
Pelan, Valerie. (February 2012). The Difference Between Mentoring and Coaching. Talent Management Magazine. www.talentmgt.com
Toolkit: National Mentoring Month.
https://www.nationalservice.gov/pdf/06_1220_nmm_toolkit.pdf

Group Facilitation

Group facilitation is a process in which a person whose selection is acceptable to all members of the **group**, who is substantively neutral, and who has no basic decision-making authority to figure out and assist to help the **group** improve how it identifies and solves problems and makes decisions, to increase buy-in and positive results.

A **facilitator** is someone who engages in the activity of **facilitation**. They help a **group** of people understand their common objectives and assist them to plan how to achieve these objectives. In doing so, the **facilitator** remains "neutral," meaning he/she **does** not take a particular position in the discussion.

One of the most important sets of **skills** for leaders and members are **facilitation skills**. These are the "process" **skills** we use to guide and direct key parts of our organizing work with groups of people such as meetings, planning sessions, and training of our members and leaders.

Key qualities of a facilitator are:

- Understanding/experience of various cultures and backgrounds
- Experience of and skill in participatory from participant to participant
- Openness
- Understanding of group dynamics
- Flexibility
- Love of the work
- Connection to the activist world
- Embrace challenges
- Encourage negative feedback too
- Here what is not being said when there is silence

Get Participation:

People who take a facilitative approach recognize that they can get better decisions and achieve higher levels of buy-in when those impacted by the decision are involved in creating it.

When you seek participation and not just input, you often come to better solutions with much stronger levels of commitment.

Ask and empower; don't tell and control

When you take the facilitative approach, you must understand and know how to empower others. Always include everyone in the discussion because they need to know they are a part of the results and outcomes. Also know you must provide house-rules to ensure solutions meet the need.

Connect first; correct second

Some people are expert at pointing out mistakes others make. They seem to enjoy pointing out or feeling a sense of superiority by identifying errors and then showing what others have done wrong.

Individuals who take a facilitative approach understand the importance of connecting with people first and helping them discover their own errors. They actively look for strengths to praise and then use questions to create an environment of self-correction rather than a culture of blame. They like guiding rather than being in the spotlight. You should always strive to lead with everyone feeling lifted up rather than put down.

Engage conflict

When you don't have the tools to effectively manage conflict and dysfunction, you tend to respond with either a "fight or flight" strategy when faced with a challenging situation.

Those who take the flight approach will avoid addressing the issue and will hope

it goes away on its own. Those employing the fight strategy tend to try to overpower the situation by forcing their will without listening to or considering other alternatives.

Individuals skilled in taking a facilitative approach view conflict as something deeper that need to be addressed. They view dysfunction as a sign that something important is not being addressed and understand that sometimes you have to listen to what is not being said.

Use process to guide, not to strangle

All organizations use processes in order to keep structure and the conversation flowing. But keep in mind that sometimes the processes can get in the way of creativity, flexibility and responsiveness.

5 Principles of taking a Facilitative Approach Michael is author of best-seller *The Secrets of Facilitation,The Secrets to Masterful Meetings,*

The Executive Guide to Facilitating Strategy

Resources:

Michael Wilkinson. (2012). The Secrets of Facilitation: The Smart Guide to Getting Results with Groups. 2nd Edition. The Jossey-Bass Business & Management Series.

Michael Wilkinson. (2011). The Executive Guide to Facilitating Strategy. Atlanta: Leadership Strategies Publishing.

Michael Wilkinson. (2005). The Secrets to Masterful Meetings: Ignite a Meetings Revolution. Atlanta: Leadership Strategies Publishing.

Emotional Intelligence

Truly great leaders identify, understand and not only manage their own emotions, but are able to do that with others in a very empowering way. This is referred to as having Emotional Intelligence (EI).

The concept of EI developed in the 1990s. There are a lot of arguments about the definition of EI, but many people who use EI in the leadership world focus on the EI model introduced by Daniel Goleman. He viewed EI as a wide array of competencies and skills that drive success and performance (Bradberry and Greaves, 2005).
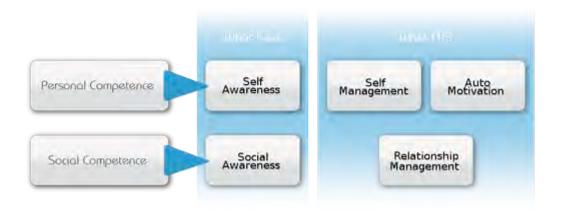
Goleman's model outlines four main EI components:

Self-Awareness: The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

Self-Management: Involves controlling one's emotions and impulses and adapting to changing circumstances.

Social Awareness: The ability to sense, understand, and react to other's emotions while comprehending social networks.

Relationship Management: The ability to inspire, influence, and develop others while managing conflicts.

Goleman notes that all successful leaders have a high degree of emotional intelligence. "Without EI, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader" (Goleman, 2004).

Here are eight recommended techniques to help take steps towards elevating your EI:

1. **Focus more on "we" and less on "me"**. Making a conscious effort to be humble and engage your group/team will empower them to take initiative.

2. **Use more personal forms of communication**. Seek genuine human contact instead of always using digital communication. The

36

human connection will always, always, always outrank the digital connection as a get-ahead skill."

3. **Ask questions about others & learn about their dreams and expectations.** Be obsessively interested in other people.

4. **Intensify your attention.** Practice active listening, and listen as if your life depended on it.

5. **Increase your empathy.** Practice putting yourself in other person's shoes and try to see the world from his/her point of view.

6. **Give generous amounts of recognition**. Everybody wants recognition, it's easy to give, and there is always something you can recognize.

7. **Be aware of the emotional atmosphere.** Great leaders are able to pick up the mood and feelings of environment. Turning your attention to the emotions of others and showing that you care about their situations will result in increased trust and loyalty and improved performance.

8. **Practice anticipating reactions and responding effectively.** Emotionally intelligent leaders are able to anticipate how their people will react to situations instead of waiting until after the damage has been done to respond.

https://www.geteverwise.com/leadership/how-to-use-emotional-intelligence-to-be-an-effective-leader/

Resources:

Bradberry, Travis., Patrick Lencioni, and Jean Greaves. 2009. Emotional Intelligence 2.0: The World's Most Popular Emotional Intelligence Test. San Diego, Calif.: TalentSmart.

Bradberry, Travis. 2005. The emotional intelligence quick book: Everything you need to know to put your EQ to work. New York: Simon & Schuster.Goleman, Daniel. January 2004. What Makes a Great Leader. Harvard Business Review. Reprinted https://hbr.org/2004/01/what-makes-a-leader

Goleman, Daniel. 1998. Working with emotional intelligence. New York: Bantam Books.

How to Use Emotional Intelligence to Become an Effective Leader. https://www.geteverwise.com/leadership/how-to-use-emotional-intelligence-to-be-an-effective-leader/

Bradberry, Travis., Patrick Lencioni, and Jean Greaves. 2009. Emotional Intelligence 2.0: The World's Most Popular Emotional Intelligence Test. San Diego, Calif.: TalentSmart.

Bradberry, Travis. 2005. The emotional intelligence quick book: Everything you need to know to put your EQ to work. New York: Simon & Schuster.

Goleman, Daniel. January 2004. What Makes a Great Leader. Harvard Business Review. Reprinted https://hbr.org/2004/01/what-makes-a-leader

Goleman, Daniel. 1998. Working with emotional intelligence. New York: Bantam Books.

Emotional Intelligence Resources from the Institute for Health and Human Potential.   http://www.ihhp.com/resource-center/

Yale Center for Emotional Intelligence. http://ei.yale.edu/what-we-do/teaching-emotional-intelligence/

Leadership and Vulnerability

Howard Shultz, Executive Chairman of Starbucks, once said, "The hardest thing about being a leader is demonstrating or showing vulnerability… When the leader demonstrates vulnerability and sensibility and brings people together, the team wins."

What is vulnerability? It's the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.

"I define vulnerability as uncertainty, risk and emotional exposure says"- Dr. Brene' Brown in her book, Daring Greatly.

Every man in a leadership position feels vulnerable at times. We all have weaknesses. Everyone is not perfect. But because we tend to hold leaders to a higher standard, they don't think it's "being a man" to show weakness.

There have been a number of leadership lessons you may have learned from men in your life, particularly professional athletes that so many men and boys admire. You won't find many books suggesting weakness as something to be

praised, but you will find plenty bragging about a leader's ability to project strength, confidence and skill.

Vulnerability is a Leadership Skill not a Weakness:
Being upfront and open with vulnerability is an important leadership trait.

Being able to admit and share times of weakness, even in a public, is a way for leaders to earn trust from those they lead.

Showing weakness and not hiding from being perfect lets others know that you as a leader are human and still a man.

Being able to show confidence is an important but easy leadership skill to show, but being able to be open and out there with your vulnerabilities and weaknesses as a leader is equally as valuable but more difficult to achieve.

Vulnerability is sharing yourself when:
- You feel weak or inadequate.
- You screwed up.
- You could be rejected.
- People think you know but you know you don't.

Almost everyone seems to think that being vulnerable is a bad thing – it implies that you're weak or defenseless. In fact, when someone is willing to admit

they're vulnerable, it demonstrates a level of trust and respect with the person or people you're opening up to. Great leaders recognize the importance of bringing vulnerability to work because it is the foundation for open and nonjudgmental communications. Vulnerability fuels the strongest relationships, and ultimately, helps bring even more success to your organization. The boldest act of a leader is to be publicly vulnerable.

While it may not come naturally to leaders or people – no one wants to open himself or herself up to being emotionally challenged – vulnerability can mean a complete transformation in relationships and performance.

> "Vulnerability is not weakness. And that myth is profoundly dangerous."
>
> – Brené Brown

1. **Change your view on vulnerability.** Leaders feel an almost constant pressure to perform at a higher level than others. They are the ones expected to paint a vision, develop the ideas to execute the vision, and answer the tough questions along that path. But sometimes the boldest thing a leader can do is to just sit and listen – rather than drive the conversation

2. **Accept vulnerability as a strength.** Being vulnerable isn't a bad thing and it doesn't make you weak; it makes you a better leader because you stop wasting energy protecting yourself from what you think other people shouldn't see. It allows you to start showing your authentic self. By accepting vulnerability as a strength, you stop worrying about having every answer and

realize that it's okay to be wrong. Regardless of what you don't know, or whatever skill you don't possess, your people are there to assist.

3. **Practice being a student of vulnerability.** Most of us need to practice being vulnerable because we're used to working to impress others through our actions and words. A vulnerable leader is an active listener who isn't worried about saying the "right" thing and can remain engaged and focused on the conversation. This results in being able to better motivate and encourage your people as *they* develop the next great idea and then work shoulder to shoulder to bring it to life. Vulnerability:

    - Draws like a magnet.

    - Enables growth.

    - Validates the struggles of others.

    - Gives permission to be human.

    - Creates "we".

    - Counters arrogance.

    - Teaches the most powerful lessons.

    - Enhances influence and impact.

    - Reveals confidence, strength, and wisdom.

    > Sometimes the bravest and most important thing you can do is just show up.
    > Brené Brown, *Daring Greatly*

4. **Understand that there are limits to vulnerability.** Being vulnerable isn't exposing everything. The guiding principle of leadership behavior is the good of the organization/team you lead – within the boundaries of ethical honesty. Everybody doesn't need to know everything. In particular, don't share things that make others look weak without their permission. AND vulnerability can

be dangerous. Some will abuse, reject, and manipulate what you share. Although this might happen, remember that being vulnerable is not just about you, but the good of the people around you.

Father Engagement and Father Involvement Toolkit: A Guide to Implementing, Monitoring, and Sustaining Innovative Practice / Introduction / Principles of Father Engagement

http://www.talenteconomy.io/2017/05/18/vulnerability-skill-not-weakness/

http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/become-community-leader/main

http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/become-community-leader/main

Resources:

Brown, Brené. (2013). Daring greatly: how the courage to be vulnerable transforms the way we live, love, parent and lead. New York, N.Y.: Gotham.

Brown, Brené. The Power of Vulnerability. TED Talk. https://www.ted.com/talks/brene_brown_on_vulnerability

Haudan, Jim and Lind, Katharine. Time to Get Vulnerable: Why the Best Leaders View Vulnerability as a Strength. http://watercoolernewsletter.com/time-to-get-vulnerable-why-the-best-leaders-view-vulnerability-as-a-strength/#.WfCqLtenG70

Rockwell, Dan. The Surprising Path to Authentic Impact. http://leadershipfreak.wordpress.com/2014/04/04/the-surprising-path-to-authentic-impact/

A Call to Commitment: Fathers' Involvement in Children's Learning. U.S. Department of Education. Updated February 19, 2010. http://www.education.com/reference/article/father-involvement-important-education/

Conflict Resolution

Conflict is an inevitable part of life. People with different goals and needs will clash, and if not handled properly, intense personal animosity can result.   However, the fact that conflict exists is not necessarily a bad thing. When conflict is resolved effectively, many of the hidden problems that it brought to the surface can be reduced or eliminated.

The primary guideline for conflict resolution is this: Resolve conflict effectively by treating everybody involved with respect. Many people use Roger Fisher and William Ury's IBR (Interest-Based Relational) approach published in their 1981 book, Getting to Yes." They show how you should resolve conflicts by separating people and their emotions from the problem. Their approach also focuses on building mutual respect and understanding, and encourages people to resolve conflict in a united, cooperative way.

The IBR Approach for Leaders

1.   **Make sure that good relationships are a priority.** Treat the other person with respect. Do your best to be courteous, and to discuss matters constructively. As a leader, your priority in any conflict situation is to take control early and maintain good relationships within your team. Make sure

that everyone understands how the conflict could be a mutual problem, and that it's important to resolve it through respectful discussion and negotiation, rather than aggression. Make it clear that it's essential for people to be able to work together happily, effectively and without resentment, so that the team and organization can function effectively.

2.   **Separate people from problems.** Recognize that, in many cases, the other person is not "being difficult" – real and valid differences can lie behind conflicting positions. By separating the problem from the person, you can discuss issues without damaging relationships. As leader, it's important to let team members know that conflict is rarely one-sided, and that it's best to resolve it collaboratively, by addressing the problem rather than attacking personalities involved.

3.   **Listen carefully to different interests.** You'll get a better grasp of why people have adopted their position if you try to understand their point of view. Encourage everyone to use active listening skills , such as looking directly at the speaker, focusing on what is being said, nodding, and allowing each person to finish before talking. By following these guidelines, everyone will be able to hear and understand one another's positions and perceptions. Focusing on listening will also help to prevent the conversation from becoming heated and getting out of hand. Once everyone knows that their views have been heard, they are more likely to be receptive to different perspectives.

4. **Listen first, talk second.** You should listen to what the other person is saying before defending your own position. They might say something that changes your mind. Encourage each team member to listen to other people's points of view, without defending their own position. Make sure that each person has finished talking before someone else speaks, emphasize that you want to resolve the situation through discussion and negotiation, and ensure that listeners understand the problem fully by asking questions for further clarification. Be sure to focus on the issues at hand, and leave personalities out of the discussion. You should also encourage everyone to:

   - Listen with empathy, and to see the conflict from each participant's point of view.
   - Explain issues clearly and concisely.
   - Encourage people to use "I" rather than "you" statements, so that no one feels attacked.
   - Be clear about their feelings.
   - Remain flexible and adaptable.

5. **Set out the "facts."** Decide on the observable facts that might impact your decision, together. This sounds like an obvious step, but different underlying needs, interests and goals can often cause people to perceive problems differently. You'll need to agree the problem that you are trying to solve before you can find a mutually acceptable solution, and you should agree the facts that are relevant to the situation. Sometimes, people will see different but interlocking problems. So, if you can't reach an agreement, you should aim to understand the other person's perception of the problem.

6. **Explore options together.** Be open to the idea that a third position may exist, and that you might reach it jointly. By this stage, you may have resolved the conflict. Each side will likely understand the other's position better, and the most appropriate solution might be obvious. However, you may also have uncovered some serious differences. This is where a technique like win-win negotiation can be useful, so that you can find a solution that satisfies everyone. The win-win negotiation is a way of finding a mutually acceptable compromise that gives both parties as much of what they want as possible. In an ideal situation, the other person wants what you are prepared to trade, and you are prepared to give what the other person wants. If this is not the case and one person must give way, then it is fair for this person to try to negotiate some form of compensation for doing so – the scale of this compensation will often depend on the many of the factors we discussed above. Ultimately, both sides should feel comfortable with the final solution if the agreement is to be considered win-win.

Fisher, Roger and Ury, William. (1983).   *Getting to Yes: Negotiating Agreement Without Giving In.* New York: Penguin Books.

https://www.mindtools.com/pages/article/newLDR_81.htm

https://www.mindtools.com/CommSkll/NegotiationSkills.htm

Resources:

Fisher, Roger and Ury, William. (1983). _Getting to Yes: Negotiating Agreement Without Giving In._ New York: Penguin Books.

Conflict Resolution Using the "Interest-Based Relational" Approach
https://www.mindtools.com/pages/article/newLDR_81.htm

Win-Win Negotiation
https://www.mindtools.com/CommSkll/NegotiationSkills.htm

Lytle, Tamara. (July 13, 2015). How to Resolve Workplace Conflicts.
https://www.shrm.org/hr-today/news/hr-magazine/pages/070815-conflict-management.aspx

Assessing Leadership Effectiveness: How Good Are Your Leadership Skills?

Who do you consider to be a good leader?

You can find people in leadership roles almost everywhere you look. However, simply having the responsibilities of a leader doesn't necessarily make a person an effective leader. This is a shame because, with a little study, humility and hard work, all of us can learn to lead effectively.

So, how can you do this? You can start by analyzing your performance in specific areas of leadership. One assessment can be found at https://www.mindtools.com/pages/article/newLDR_50.htm

The information below describes what the assessment reveals about your leadership skills.

I. PERSONAL CHARACTERISTICS

Successful leaders tend to have certain traits. Two keys areas of personal growth and development are fundamental to leadership success: self-confidence and a positive attitude.

Self-confident people are usually inspiring, and people like to be around individuals who believe in themselves and in what they're doing. Likewise, if you're a positive and optimistic person who tries to make the best of any situation, you'll find it much easier to motivate people to do their best.

Self-Confidence

Self-confidence is built by mastering significant skills and situations, and by knowing that you can add real value by the work you do. It also can be built by greater attention to Emotional Intelligence (EI). The concept of emotional intelligence (EI) is the ability to recognize feelings - your own and those of others - and manage those emotions to create strong relationships.

Positive Attitude and Outlook

A positive mindset is also associated with strong leadership. Positive people approach situations realistically, prepared to make the changes necessary to overcome a problem. Negative people, on the other hand, often give in to the stress and pressure of the situation. This can lead to fear, worry, distress, anger and failure.

Stress management techniques, including getting enough rest, relaxation and sleep as well as physical exercise, are great ways of getting rid of negative thoughts and feelings.

II. TRANSFORMATIONAL LEADERSHIP

Transformational leadership is a leadership style where leaders create an inspiring vision of the future, motivate their followers to achieve it, manage implementation successfully, and develop the members of their teams to be even more effective in the future. These dimensions are below.

Providing a Compelling Vision of the Future

This is your ability to create a robust and compelling vision of the future , and to present this vision in a way that inspires the people you lead.

Motivating People to Deliver the Vision

This is closely related to creating and selling a vision. You must be able to convince others to accept the objectives you've set. Emphasize teamwork, and recognize that when people work together, they can achieve great things.

Being a Good Role Model

Good leaders lead by example, They do what they say, and say what they do.

Managing Performance Effectively

Effective leaders manage performance by setting their expectations clearly and concisely. When everyone knows what's expected, it's much easier to get high performance.

Providing Support and Stimulation

To be highly motivated, people need more than a list of tasks to be completed each day. They need challenges and interesting work. They need to develop their skills, and to feel supported in their efforts to do a good job.

https://www.mindtools.com/pages/article/newLDR_50.htm

Resources:

How Do We Measure Good Leadership?
http://vault.theleadershiphub.com/blogs/how-do-we-measure-good-leadership

Measuring Leadership Effectiveness.
http://www.yourtrainingedge.com/measuring-leadership-effectiveness/

Free download of Gary Yukl's book **Leadership In Organizations!** "
http://www.amazon.com/Leadership-Organizations-Edition-Gary-Yukl/dp/0132771861

10 Leadership Assessment Questions. https://www.inc.com/james-kerr/top-10-leadership-assessment-questions.html

A Different View of Assessing Leadership Effectiveness

Over the last fifteen years a significant body of research has demonstrated that each of us is a disturbingly unreliable rater of other people's performance. The effect that ruins our ability to rate others has a name: the Idiosyncratic Rater Effect. It tells me that my rating of you on a quality such as "potential" is driven not by who you are, but instead by my own idiosyncrasies—how I define "potential," how much of it I think I have and how tough a rater I usually am. No amount of training seems able to lessen it. And it is large — on average, 61% of my rating of you is a reflection of me (Buckingham, 2015).
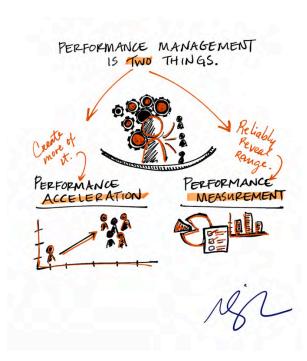
One of the persons at the forefront of determining how to really assess leadership effectiveness is Marcus Buckingham. Buckingham is a best-selling author and global researcher. He is widely recognized as the world's leading expert on talent. Buckingham writes, in the Harvard Business Review, "…when I rate you, on anything, my rating reveals to the world far more about me than it does about you." If this is the case, how can a leader be assessed and how can leaders assess others?

Only leaders themselves know what their strengths are and there are two areas leaders can review to assess their effectiveness.

The first is _focus_. You know what your strengths are, but do you know how often you're using them? Find a weekly ritual where you look at the week behind you and take inventory of how well you used your strengths that week. Where could you have done better? What did you hate doing, and could that have been avoided? Then look to the week ahead of you. How will you use your strengths in the future? Are there any areas of weakness that you can mitigate, or avoid altogether?

The second is collaboration. If you find yourself being sidetracked by people asking you to do things that aren't areas of strength for you, make them a part of the solution: offer up your strengths to them. So many people are looking for someone exactly like you, because your strengths are someone else's weaknesses. Volunteer your strengths to them, encourage them to use their strengths to help you, and the task is done.

In a leader's quest to manage and assess others, Buckingham says only leaders need to focus on performance acceleration and performance measurement.

PERFORMANCE MANAGEMENT IS TWO THINGS.

Create more of it.

Reliably Reveal Range.

PERFORMANCE ACCELERATION

PERFORMANCE MEASUREMENT

The first aspect, performance acceleration asks: how do I as group/team leader get more accomplished by my team members? The answer: the team leader talks to the team members about the near-term future things they want to accomplish for the group, their family, themselves, their professional organization.

The second is performance measurement: how do leaders reliably measure the different levels of accomplishment of every single group member within the organization? Ratings don't do this, because, as discussed previously, humans are unreliable raters of each other. Goals don't do this, either. Feedback also is not the solution – team members don't want feedback; they want attention. Team members want future-focused, individualized attention on how to get better: they want coaching. Thus, the leader's weekly questions are, "what are the team member's priorities this week and how can I help them?"

Every leader should be preoccupied with taking human potential and turning it into contribution. It's the challenge of taking one person's talents and deliberately and effectively turning them into accomplishments.

Marcus Buckingham. (February 9, 2015). Assessing performance: Most HR data is bad data   .
Harvard Business Review.

Resources:

Performance Management Is Two Things.
https://www.marcusbuckingham.com/rwtb/performance-management-is-two-things/

Marcus Buckingham. (February 9, 2015). Assessing performance: Most HR data is bad data. Harvard Business Review.
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How Good Are Your Leadership Skills?
https://www.mindtools.com/pages/article/newLDR_50.htm

How Do We Measure Good Leadership?
http://vault.theleadershiphub.com/blogs/how-do-we-measure-good-leadership

Measuring Leadership Effectiveness.
http://www.yourtrainingedge.com/measuring-leadership-effectiveness/
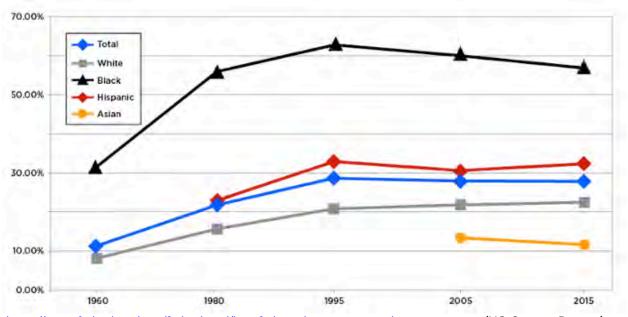
Free download of Gary Yukl's book Leadership In Organizations! "
http://www.amazon.com/Leadership-Organizations-Edition-Gary-Yukl/dp/0132771861

Ten Leadership Assessments
https://www.inc.com/james-kerr/top-10-leadership-assessment-questions.html

Developing Fatherhood/Male Involvement Programs

As the role of men has changed throughout history, more men currently want to be engaged with their children. They are showing an interest in their lives and being attentive to the little details of the family. At the same time, the proportion of children who grow up without a biological, step, or adoptive dad has remained stable at 27.5 percent for the past two decades.

https://www.fatherhood.org/fatherhood/has-father-absence-gotten-better-or-worse (US Census Bureau)

Many individuals, agencies and programs are working to decrease that rate because children who grow up with their dad reap numerous physical, emotional, and social benefits. By contrast, when children grow up without their dad, they suffer, on average, from a number of ills.

THE FATHER ABSENCE CRISIS IN AMERICA

There is a crisis in America. According to the U.S. Census Bureau, 24 million children in America—one out of three—live without their biological father in the home. Consequently, there is a "father factor" in nearly all of the societal ills facing America today. Research shows when a child is raised in a father-absent home, he or she is affected in the following ways...

POVERTY

4X GREATER
RISK OF
POVERTY

BEHAVIORAL PROBLEMS

MORE LIKELY
To Have
BEHAVIORAL
PROBLEMS

MOM-CHILD HEALTH

2X GREATER
RISK OF
INFANT
MORTALITY

INCARCERATION

MORE LIKELY
TO GO
TO PRISON

CRIME

MORE LIKELY
TO COMMIT
CRIME

TEEN PREGNANCY

7X MORE LIKELY
TO BECOME
PREGNANT
AS TEEN

CHILD ABUSE

MORE
LIKELY
TO FACE
ABUSE AND NEGLECT

SUBSTANCE ABUSE

MORE LIKELY
TO ABUSE
DRUGS
AND ALCOHOL

CHILD OBESITY

2X MORE LIKELY
TO SUFFER
OBESITY

EDUCATION

2X MORE LIKELY
TO DROP OUT OF
HIGH SCHOOL

https://www.fatherhood.org/father-absence-statistic

Whether currently involved, desiring to be more involved, or needing encouragement and assistance to be involved with their children, learning to be a father takes time and experience. Many men enter fatherhood without previous experience with pregnancy and children. They need opportunities to

bond with their children, develop new skills and build their confidence in nurturing their children. Thus, the need for effective Fatherhood/Male Involvement programs.

There are numerous programs already available for use by individuals, families and organizations that can assist you in working with fathers. Below we have summarized some of the most important factors you should consider in developing your own program.

Be Strategic.

1. Identify Goals
2. Talk with the Dads. Have focus groups where fathers and other parents can share their ideas about what a relevant program would look like for them.
3. Determine your population of interest. Which fathers do you want to reach?
4. Create an identity. A good catchy name becomes the identity of the program as people recognize it more and more.
5. Develop partnerships. Some partnerships that work well include:
    • Food banks for meals
    • Stores for gifts, incentives, and support for activities
    • Community centers and other agencies for use of space
    • Media outlets for help with promotion

BE METHODICAL

Get staff on board. The strength of any program is in the people who are making it happen. It helps if staff members are:

- Passionate about the role dads play
- Friendly and approachable by the men
- Aware of how they are engaging and welcoming fathers
- Willing to share observations and helpful insights about the families they work with

Focus on s**taff development.** There is value in getting father-friendliness training for all staff, including managers, board members, funders, and other decision makers. Training can also include certification on fathering curricula (like 24/7 Dad®), staying current with research, reading magazine articles, and staying in touch through the internet and social media options.

Special Issue: WOMEN WORKING WITH MEN

It is possible for women to work effectively in men's programs. Here are some suggestions from women who have done this work:

1. Hear men out. Find out their interests.

2. Do more facilitation of discussions than teaching of content.

3. Be prepared for some men to challenge your role in this work from time to time.

4. Ask, "What do you think?" instead of "How do you feel?"

5. Keep discussions solution-focused, rather than idea or sharing focused.

6. Promote the message that dads can and should go to parent meetings, field trips, and volunteer at schools.

7. Start with the assumption that dad is important to his family and really wants to be part of the group.

8. Have a sense of humor.

9. Try to make ice-breakers activity-based and relevant to the topic at hand.

10. When appropriate, assure that dad's wife/significant other knows that you are part of a program providing services that will enhance their family life.

11. Keep clear and consistent professional boundaries.

Some suggestions from fathers who have been in women-led groups include:

1. Do not openly challenge a man to respond in front of the groups.

2. Understand that there can be a danger in thinking too much about how men and women are different. This can lead to condescending behavior and change the focus of the group.

3. Men like to be direct and to the point.

4. Allow the men to be the experts of their lives and families.

5. Be patient and curious about what the men have to say.

6. Remember that some of your men know very little about interacting positively with an adult woman.

Choose the best format of service. Some of the options for services for that can assist fathers:

- Creating programs just for dads
- Integrating fathers into existing programs
- Focusing on Fathers <u>and</u> father-figures
- Focusing on men prior to their becoming fathers

Focus on activity-based programming. In general, fathers want to be taught in very active and concrete ways. Activities can be the doorway fathers use to enter a program.

Get fathers involved in school, community and other service-focused activities. Make special appeals. Saying that you want parents or family members may not provide the message that dad is wanted and needed since certain organizations/activities, like PTSA, have been the domain of mom.

BE MALE-FRIENDLY

It is so important that the environment dads walk into is appealing to them.

• Make the location as open and spacious as possible – if dads feel cramped and too close, it will be less attractive for them

• Use neutral colors on the walls. You may want to ask the advice of an interior decorator.

• Offer magazines that men will not feel embarrassed to pick up.

- Put posters and pictures on the walls that reflect fathers in positive relationships with their children
- Ensure a baby change area is easily accessible for the men, like in the men's washroom
- Display resources, booklets, and pamphlets that deal with issues dads may face

Ask a few dads to walk through the location with an eye to what may be attractive or unattractive to men. Use the suggestions that fit the overall purpose of the program. Additionally, organizations like the National Fatherhood Initiative https://www.fatherhood.org/ have a father-friendly check-up.

KEEP IN TOUCH

Personal contact is very important. Many programs indicate that the face-to-face invitation or conversation is necessary for a father's attendance. If a dad misses a scheduled event, a phone call, text or quick email can be sent. Other ways to keep in touch that show dads are welcome include:

- Sending regular updates of scheduled activities
- Calling fathers who have not been around for recent events
- Sending notes to fathers with their children
- Having specific questions for dads during pre/postnatal appointments, interviews and home visits
- Encouraging fathers to attend prenatal appointments and confirmation of the pregnancy

Another way to stay in touch is to offer classes and programs in places like libraries, schools, religious organizations, or even local restaurants. These may be more accessible to fathers who may be uncomfortable with going to an agency.

REDUCE BARRIERS

Forms. Staff need to be sensitive about the way information is asked for. For example, if information is not absolutely required by the program and/or funder, a "refused" or "unavailable" option can be made available.

Food. Providing a meal for dads is something that makes a huge difference. Use community partnerships with food banks, restaurants, religious institutions, and schools as possible sources of meals and the people to cook them.

Access. It may be difficult for men to access programs because of the location. Consider ways to help men get to programs. Urban areas may have access to public transit. Bus passes or whatever the currency of your transit system can be provided to men if they need it.

BE RELEVANT

The greatest pitfall in attempts to design fathering programs is not being relevant to the needs, interests, and requests of fathers. Fathers' needs and interests may differ somewhat from those of mothers:

Goal Oriented. Men tend to be goal oriented and focus on cause and effect. Therefore, when providing information to dads, it is important give them practical things to do.

Timely Information. Being relevant also means being timely and appropriate with information and resources. Transition points are excellent opportunities to share the message of involved fatherhood.

Teaching Their Children. Fathers are often focused on their children's ability (potential) to be ready for school. Engage fathers through literacy, numeracy, and science activities. These give dads hands-on opportunities to interact, guide, and learn with their children.

Resources:

Best Start Resource Centre. (2012). Step By Step: Engaging Fathers in Programs for Families. Toronto, Ontario, Canada.

National Congress of Parents and Teachers. (2007). A How-To Guide on Promoting Father Involvement. Alexandria, Va. https://s3.amazonaws.com/rdcms-pta/files/production/public/Father_Involvement_How_To_Guide.pdf

The National Fatherhood Initiative provides curricula and resources for various fatherhood programs, training to administer those programs, strategic planning tools, statistics, and free and at-cost resources. https://www.fatherhood.org/ Best Start Resource Centre. (2012). Step By Step: Engaging Fathers in Programs for Families. Toronto, Ontario, Canada.

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Barriers For Your Program: What may turn some men off?

Environment: What men see first when they walk into a room matters. What they experience when they enter a center or place will impact their choice to stay or leave.

Some things that may turn a man off from participating/volunteering:

- Spotlight welcome – Men don't want to be put under a spotlight or pointed out.
- Crowded space –Men are less attracted to a program if the space feels crowded, the chairs are too small and space too feminine.

Time: Offer times that are convenient for the men in your community.

- Standard working hours are off limits for many men but there are some exceptions and those exceptions need to be explored.
- Most men/dads are available in the evening after work and early Saturday mornings.

Represent: Not seeing someone who represents you leading a community program will become a barrier right off the bat. Most men from underserved and underrepresented communities prefer to see themselves in a leadership role

you're asking them to volunteer and serve. It's a really important step and a positive sign for many men that says, "I am included and belong."

Most men want to feel they're included and belong to a family and/or community and are looking for the following:

- Someone that looks like them leading the program from the community.
- Someone with similar cultural backgrounds they can relate to prior to signing up as volunteers.
- Someone who will not place judgment.

Negative perceptions: Men who want to volunteer their services face some personal fears and negative feedback from peers. Some of the common barriers to men volunteering on community projects are:

- Fear of opening up to strangers
- Fear of talking in front of people
- Fear what their family or friends may say
- Lack of time and commitment
- Lack of confidence in thought process
- Lack of inspiration
- Desire to make a difference
- Financial pressures
- Seen as a "women's thing"

Ways to help overcome fears:

- Positively welcome and promote male volunteers into these roles
- Provide support structures for male volunteers and workers to discuss these issues and concerns
- Tell them how much of a difference they will make being a part of the program
- Tell about the value a man experiences bring to the program

Father's/Men's Age: Fathers and men come in all different ages from a 18 year old, 24 year old, 34 year old to 50 year old dads. All of these men will have different attitudes, peer pressures, maturity levels, and life experiences with fatherhood and how their own fathers were in or not in their lives. These need to be taken into consideration when planning services, resources and programs.

Urban to Rural Areas: Urban and rural areas naturally present their own set of barriers to volunteers in a consistent manner from family commitments, lack of transportation, weather conditions, certain seasons, and out of town work which effect fathers on a daily basis.

Communications: Keeping communications confidential and limited to the dads' preferences - cell phone, text and emails - will be greatly appreciated among your participants.

https://brightonmanplan.wordpress.com/2012/03/06/top-10-volunteering-barriers-faced-by-men/

Lessons Learned

After working to develop effective fatherhood/male involvement programs since 2004, REACHUP, Inc. has had numerous successes and challenges. Below are some lessons learned, along with those from other fatherhood programs.

Take time to determine the type of program that best fits your community. This includes the curriculum that you decide to use. Although funders may require evidence-based curricula, contact the program researchers and/or organizational staff about your population and the flexibility you may have to make modifications that will not impact fidelity to the program. For example, REACHUP, Inc. worked with staff from the National Fatherhood Initiative about how to administer pre and post tests that are part of the 24/7 Dad® Program to men with low literacy levels.

Pay attention to consistency with logistics promotes retention and cohesion. It is very important to create and be consistent with the logistics of your program components, especially with dates, times, and location of group sessions. Meeting at the same time on the same day of the week and at the same location facilitates participant retention and enhances the level of cohesion.

Recruiting strategies should be based on strengths and resonate with the target population. In their marketing materials, the Man Up Program refers to

the parent education workshops as "Man Up Fatherhood Rap Sessions." This decision was meant to adopt language that resonates with potential participants and comes from a strengths perspective. The idea of not using the word workshop came from a program participant who discussed his initial reluctance to participate based on previous experiences with other programs' workshops that operated under the assumption that he needed instruction or remediation instead of recognizing his potential to contribute to the group.

Determine if your program needs to address the impact of motherlessness as well as fatherlessness on the parenting attitudes and styles of your dads. A significant number of men in the REACHUP, Inc. 24/7 Dad® Program indicated that they needed *the* strength & wisdom of a mother/grandmother to be a good parent, something they did not get growing up because of the various ways their mothers were absent. Based on requests from the dads, REACHUP, Inc. hired a well-known and respected senior female consultant to serve as one of the Program facilitators. This consultant and the Program Manager made a presentation at the 2016 American Public Health Association Meeting asking for more research on the impact of motherlessness in the lives of boys and men generally; the need for female mentors for boys and men and the inclusion of mothering dynamics in fatherhood programs.

Staff need to participate in trainings that examine their feelings as well as knowledge of fatherhood issues. For an organization like REACHUP, Inc.,

whose origins are in the maternal and child health arena, most of the staff expected to make referrals to the Fatherhood/Male Involvement Program are female. After a dismal first year of receiving referrals, REACHUP, Inc. was introduced to a consultant, Jason Perry, who advised that our staff training include this focus on feelings as well as knowledge.

Fatherhood programs need to address parenting capacity. Addressing fathers' parenting capacity involves assisting fathers in securing the social and financial resources necessary to fulfill their roles as parents. When dads do not have a means to secure basic necessities for themselves and their children, issues related to securing these necessities take precedence over enhancing their parenting skills.

REACHUP, Inc. has strong relationships with community partners that are better positioned to provide workforce development, job placement, educational, medical, and housing assistance services to meet dads' needs. However, we discovered a great need for workforce development programs offering stipends, on the job training, or other types of financial resources while the dad is being trained. In many cases, once dad becomes excited about his capacity to be a better father and desires to be immediately engaged with his child(ren), he wants to or is required to provide financially. Although it is not the best decision for long-term support, dad often leaves the workforce development program to attain financial resources quickly.

To the extent possible, fatherhood programs need to address men's health. REACHUP, Inc. discovered the parenting capacity of far too many men negatively impacted by health concerns such diabetes, cardiovascular disease, and mental health issues. Forging partnerships with area health organizations, who can address these concerns with sensitivity and understanding, will greatly help dads become and remain healthy enough to be engaged in their children's lives. Additionally, organizations such as the Men's Health Network http://www.menshealthnetwork.org/ can provide health awareness and disease prevention messages and tools, screening programs, educational materials, advocacy opportunities, and patient navigation.

More fatherhood programs should partner with organizations that provide services to mothers and children. Fatherhood programs should strive to help fathers positively contribute to their children's growth and development. This may mean partnering with agencies that provide services to mothers and children. These partnerships can facilitate programming aimed at addressing "gatekeeping" and other issues that may inhibit fathers' involvement.

Different fatherhood programs should see each other as partners rather than competitors. While turf battles and the competition for scarce resources may keep many fatherhood programs from working collaboratively, there are benefits to forming coalitions with other fatherhood programs. No one program

can provide all that a dad needs, so partnering with other programs allows your program to focus on your target populations while having places where your and other dads can be referred.

Keep abreast on how to use the most current resources to creatively market your fatherhood programs and disseminate important information. This can be accomplished through traditional media such as newspapers and broadcast media, which may be too expensive for the organization's budget. Social media such as Facebook, Twitter, LinkedIn, Instagram, YouTube and others should be used as cost-effective ways to get your messages out. Moreover, as people are shifting the ways that they seek and receive news and information, social media is becoming more and more important. Using multiple media streams is the best way to attract and educate the greatest number about the program.

http://jces.ua.edu/man-up-integrating-fatherhood-and-community-engagement/

Resources:

The Man Up Program: Integrating Fatherhood and Community Engagement. http://jces.ua.edu/man-up-integrating-fatherhood-and-community-engagement/

The National Fatherhood Initiative. https://www.fatherhood.org/

REACHUP, Inc. Male Involvement Program; 24/7 Dad Program http://www.reachupincorporated.org/

REACHUP, Inc. 24/7 Dad® Program

Research shows that a major barrier to father involvement is a lack of skills in dads, many of whom grew up without fathers in their lives. REACHUP, Inc., funded by the Children's Board of Hillsborough County, is honored to offer the 24/7 Dad® Program to help dads in our community (zip codes 33602, 33603, 33605, 33607 and 33610) develop the passion and skills to get and/or remain involved with their children in positive ways.

This National Fatherhood Initiative (NFI) Program, 24/7 Dad® is a comprehensive fatherhood program available with innovative tools, strategies, and exercises for fathers of all races, religions, cultures, and backgrounds!

Developed by fathering and parenting experts, the 24/7 Dad® Program focuses on the characteristics that men need to be involved fathers 24 hours a day, 7 days a week. This community-based program supports growth and development of fathers in the knowledge, skills, attitudes, values and practices of nurturing fathering and parenting and gives them desirable, functional and nurturing practices to replace any dysfunctional ones they may have.

REACHUP offers the 24/7 Dad® Program in English and Spanish in various formats:
- Group presentations (two, two-hour sessions per week for 6 weeks)
- Weekend retreats
- One-on-one

For more information, or to register for the Program, please contact Michael Thomas or Ricardo Busquets (bi-lingual), 24/7 Dad® Male Involvement Coordinators, at (813) 712-6300.

The Protective Factors

The Protective Factors are the strengths and resources that families draw on when life gets difficult. Building on these strengths is a proven way to keep your family strong and promote a successful future for your child. Here are some simple ways you can build these factors in your own family.

http://childwelfare.gov.topics/preventing/promoting/protectfactors/

SHOWING LOVE

- Take time at the end of each day to connect with your children with a hug, a smile, a song, or a few minutes of listening and talking.
- Find ways to engage your children while completing everyday tasks like shopping and cooking.
- Talk about what you are doing, ask them questions, or play simple games (such as "I spy").
- Read together and ask your child questions about what is in the books.
- Turn screen time into learning time by talking about what characters are doing and feeling.

YOUR CHILD'S AGES AND STAGES

- Explore parenting questions with your family doctor, your child's teacher, family, or friends.
- Subscribe to a magazine, website, app, or online newsletter about child development.
- Take a parenting class at a local community center or agency.
- Sit and observe what your child can and cannot do. Share what you learn with anyone who cares for your child.
- If you have any concerns, ask your child's doctor about early intervention or dial 2-1-1.

SELF CARE

- Take quiet time to re-energize: Take a bath, write, sing, laugh, play, drink a cup of tea.
- Do some physical exercise: Walk, stretch, do yoga, lift weights, dance.
- Share your feelings with someone you trust.
- Surround yourself with people who support you and who make you feel good about yourself.
- If you feel overwhelmed, ask for help.

SUPPORT FROM FRIENDS AND FAMILY

- Participate in neighborhood activities like potluck dinners, street fairs, picnics, or block parties.
- Join a playgroup or online support group of parents with children at similar ages.
- Find a church, temple, or mosque that welcomes and supports parents.
- Speak to friends and family regularly, and reach out to neighbors.
- Contact community organizations to find parent support groups near you.

SAFE SPACE FOR FEELINGS

- Provide regular routines, especially for young children.
- Make sure everyone who cares for your child is aware of your routines around mealtimes, naps, and bedtime.
- Talk with your child about how important feelings are.
- Teach and encourage your child to solve problems in age-appropriate ways.
- Learn to experience your own emotions in a safe way and show your child how to do the same.

COMMUNITY SUPPORT

- Visit your local library or contact your city or county government to find activities for families.
- Ask the director of your child's school to host a Community Resource Night, so you (and other parents) can see what help your community offers.
- Dial 2-1-1 to find out about organizations in your area that support families.
- Join the parent teacher organization at your child's school.
- Speak up! Advocate to your local government and community organizations about unmet needs.

Male Leadership Development Toolkit

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Committed to Research, Education and Advocacy for Healthy Living