Specific Leadership Skills to Grow a Positive Culture

Katie Dively, M.S., CHES.
Tara Kuipers, M.S.

June 22, 2018 | 9:10 AM – 11:15 AM
Startled driver rolls car to avoid 'kangaroo' in northern Montana

By ROB ROGERS rrogers@billingsgazette.com 3 hrs ago

Two people were hospitalized in Fort Belknap after rolling their car just west of Dodson on Highway 2 early Wednesday morning.

Montana Highway Patrol trooper Matt Finley, who investigated the 12:40 a.m. accident, caught up with the
What are the necessary leadership actions to grow a positive culture to improve health and safety?
Think of a leader who inspires you. What qualities or characteristics do you admire about this person?
What are the leadership ACTIONS you identified?
Your Leadership Hats
Situational Leadership
(Blanchard and Hersey, 1977)

• The same leadership style cannot effectively be practiced in all situations.

• There is a need for leaders to have ‘behavioral adaptability’ to be successful.

• Situational leadership is about the actions we take in direct response to the context and the people surrounding us.
Leadership is a collection of ACTIONS we take.

Improving health and safety is an ACT of LEADERSHIP.
Leadership is a collection of ACTIONS we take.

Improving health and safety is an ACT of LEADERSHIP.
Three Acts of Leadership
Three Acts of Leadership

1. Raising Concern and Hope
2. Leading Across the Social Ecology
3. Cultivating Transformation
Raising Concern and Hope
Why is this important?
Raising Concern

• Highlight facts and figures

• Gaps in actual and perceived norms

• Personal stories

• REMEMBER...this is different than fear!
Raising Hope

• Sharing positive facts about the culture

• Showing trends moving in the right direction

• Sharing strategies that work

• Building the power of collective efficacy
Dear Parents/Guardians of XX High School Students,

This is my 15th year as a Student Assistance Counselor, and my 5th year at XX High School. For those of you that are not familiar with the Student Assistance Program, my job here at the high school is prevention and intervention of teen alcohol and drug abuse.

I’m writing this letter today in hopes that you will all realize the seriousness of alcohol and other drug abuse. In my 14 years as a student assistance counselor, I have seen the negative impact of teen substance abuse too many times; students not being able to graduate, students getting arrested, violence, drinking and driving, and friendships ending. Students have been seriously injured and killed. Some students are struggling with serious mental health issues, brought on by alcohol, marijuana, pills or other substances.
This letter is an outreach to all parents/guardians in the our community. I need your help. I am asking you to realize and understand that most adolescents are making healthy choices (thank you, parents and guardians!). Remember that you are the number one deterrent in your teen’s life. Even if you think your teen is not listening to you, they are. They want and need you to set limits for them. Hold them responsible. Give them consequences. I know, because they tell me how important their parents are to them.

You can and you do make a difference to them. It is NOT the norm for teens to be smoking marijuana, drinking alcohol, taking pills or using other substances. We need to challenge the belief that all kids are doing it and that it is just part of growing up. That is not true. The majority of students are making healthy decisions and we should be proud of them.
Sample Statement: **Public Safety and Seat Belts**

To keep those we care about safe, one of the easiest steps we can take is to make sure they always wear a seat belt. Utah crash data show that unrestrained crash occupants were over 30 times more likely to be killed than restrained crash occupants.\(^1\) Even while driving close to home and at slow speeds, vehicles can roll over. Seat belts are critical protection during a roll over.

We are encouraged by the fact that most people in our county always wear a seat belt.\(^2\) However, we need to work together and make it sure it is everyone, all the time. Regretfully, our officers still respond to crashes in which people have been needlessly killed or seriously injured because they were not wearing a seat belt.

By working together on this issue, we can save lives, reduce our auto and health insurance rates, and protect those we care about. Speak up about seat belts. Make sure you and those you care about always wear a seat belt. And always ask others in the vehicle with you to buckle up.
Three Acts of Leadership

1. Raising Concern and Hope
2. Leading Across the Social Ecology
3. Cultivating Transformation
Social Ecology
Social Ecology

- Individual
- Family & Peer
- Schools & Workplace
- Community
Leading Across the Social Ecology

• Seeing the community as systems interacting

• Seeing that shared values, attitudes, and beliefs across the social ecology impact those engaging in the risky behavior
Why is this important?
Leading Across the Social Ecology

• Assessment of systems:
  – Strategy portfolio
  – Culture

• Augmenting our strategy portfolio across the ecology

• Expanding prevention to more than the focus audience
Transforming Our Approach

Before
“How do I get youth not to drink?”

Now
“What actions do I want to grow across the social ecology to reduce underage drinking?”
# Underage Drinking Across the Social Ecology

<table>
<thead>
<tr>
<th>Layers</th>
<th>Key Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>Education (ex: risks, consequences, refusal skills)</td>
</tr>
<tr>
<td>Families</td>
<td>Family rules about not using alcohol, curfew</td>
</tr>
</tbody>
</table>
| Schools / Workplaces | School policies (ex: activities participation policy)  
|                   | Work policies (ex: alcohol and corporate events)                           |
| Community         | Policy (ex: social host law, festivals) and consistent enforcement         |
Three Acts of Leadership

1. Raising Concern and Hope
2. Leading Across the Social Ecology
3. **Cultivating Transformation**
Cultivating Transformation
Cultivating Transformation

• Planting seeds in the minds of others

• Shifting mental models, including misperceptions

• Systems level change
Why is this important?
Cultivating Transformation

• Asking questions
• Quieting the voices
• Thinking long term
• Using a cultural approach
THE ART OF POWERFUL QUESTIONS

Catalyzing Insight, Innovation, and Action

by Eric E. Vogt, Juanita Brown, and David Isaacs
<table>
<thead>
<tr>
<th>Category</th>
<th>Specific Action (Beyond Tool Distribution)</th>
<th>Contact (Name/Agency)</th>
<th>When (Date and Quarter)</th>
<th>Tools</th>
<th>Completed (Y/N)</th>
<th>Outcome (Beyond Tool Distribution)</th>
<th>Follow Up Needed (By Whom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explore How Positive Culture Improves Health and Safety
Reflection

1. How could you strengthen your leadership, personally?
2. What’s a commitment you could make?
3. If you make this change, what is the impact you hope to see in 6 months?
Pair Share

1. Find your partner from the first activity!
2. Discuss your leadership actions moving forward.