

CHILD CARE

State Capacity Building Center

# The Neuroscience of Leadership

Practical Applications for Leading Change and Influencing Others to Build Early Childhood Systems

**QRIS National Meeting: July 16, 2018**

# Presenters

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# Session Objectives

- ◆ Gain awareness of the core science behind leadership practices that improve trust, teamwork, motivation, and performance
- ◆ Gain awareness of the competencies and habits of a systems leader that brings forth collective leadership
- ◆ Gain practical insight from three state leaders who are applying neuroscience to their leadership practices and systems thinking to their work.
- ◆ Reflect on this new science, and how you can apply it to your work

# Why are We Here?

- ◆ To engage in professional development, education and networking opportunities that help us *improve how we work with others to*:
  - Coordinate policies, programs and services;
  - Create and sustain infrastructure;
  - Improve integration; and
  - Achieve scale

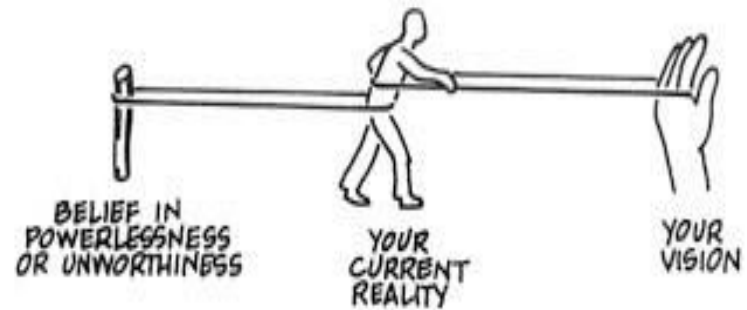
# How will Understanding the Adult Brain & Nervous System Help Us?

- Leverage interactions in new and effective ways
- Stay on the cutting edge of research and unlock insights from the field of neuroscience



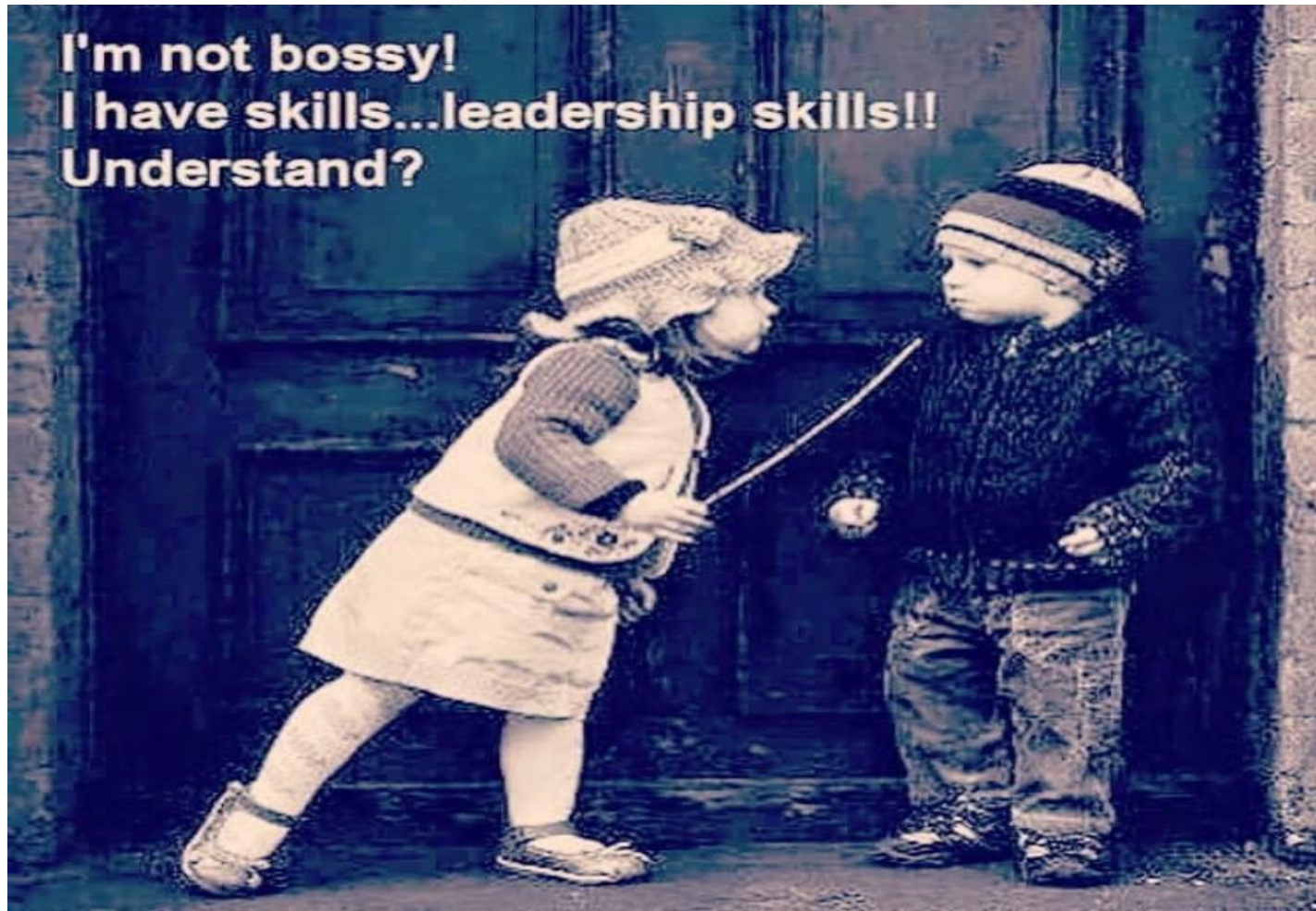
# Creative Tension

There's a tension between the reality that group work is often very frustrating and the truth that we can't accomplish really big things on our own.



Credit: Peter H. Senge, The Fifth Discipline pg 107

# What is Leadership in this Age of Interdependence?



# Activity One

Please pair-up with your neighbor and share your responses.

- Who are important leaders in your life?
- What characteristics do they embody?



# The Instrument of Leadership is the Self

*Because leadership is personal, it also means that leadership development is self-development. Engineers may have their computers, and painters may have their brushes and canvases, but leaders have only themselves. The instrument of leadership is the self, and the mastery of the art of leadership comes from the mastery of the self.*

*Paraphrased from J. Kouzes and B. Posner (2017). The Leadership Challenge: How to make extraordinary things happen in organizations. P. 305 – First Lead Yourself.*

# Do You Ever Feel Like This?

Sometimes, the amount of self-control it takes to not say what's on my mind is so immense I need a nap afterward.



somee cards  
user card

# How to Expand Our Ability (Self) to Produce the Results We Truly Want

- ◆ Continue to learn about our brains from neuroscience and neurotechnology
- ◆ Continue our personal growth through Systems Thinking

# Learning about the Brain Changes Everything

- ◆ It has a novelty effect
- ◆ It provides tangibles we can see
- ◆ It improves our theories

*Rock, D. (2008). SCARF: A brain-based model for collaborating with and influencing others. NeuroLeadership Journal, 1(1) 44–52.*

# 4 Big Surprises from Learning about our Brains

- ◆ How limited our attention is
- ◆ How wrong we get emotions
- ◆ How important the social brain is
- ◆ How attention changes the brain

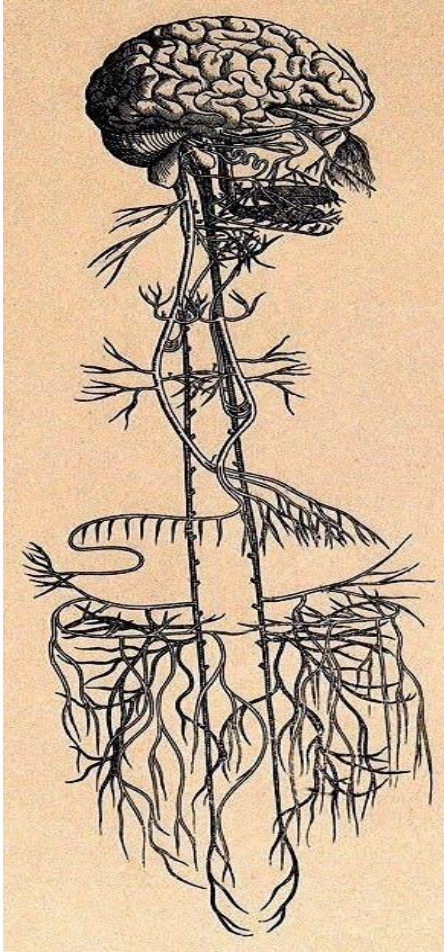
*Rock, D. (2008). SCARF: A brain-based model for collaborating with and influencing others. NeuroLeadership Journal, 1(1) 44–52.*

# Where's this Coming From?

- ◆ Neuroscience
- ◆ Advances in functional magnetic imaging (fMRI)
- ◆ BRAIN Mapping Initiative: Brain Research through Advancing Innovative Neurotechnology
- ◆ Google's Research on Teams: Project Aristotle

# What is Neuroscience?

- ◆ Neuroscience is the study of the brain and nervous system.
- ◆ It was originally classified as a sub-discipline of biology because of the strong interconnection between the brain-body.
- ◆ It is now considered an interdisciplinary science that works closely with other fields such as anatomy, physiology, psychology, mathematics, linguistics, engineering, computer science, philosophy, and medicine.



# The Vagus Nerve: A Physical Manifestation of Our Mind-Body Connection.



# Key Biological Foundations of the Way Humans Relate to Each Other and Themselves

- ◆ Social needs are treated in the brain in much of the same way as our need for food and water.
- ◆ Much of our motivation driving social behavior is governed by an overarching organizing principle of minimizing threat and maximizing reward

# Social and Physical Pain Produce Similar Responses in the Brain

## Exhibit 1: Social and Physical Pain Produce Similar Brain Responses

Brain scans captured through functional magnetic resonance imaging (fMRI) show the same areas associated with distress, whether caused by social rejection or physical pain. The dorsal anterior cingulate cortex (highlighted at left) is associated with the degree of distress; the right ventral prefrontal cortex (highlighted at right) is associated with regulating the distress.

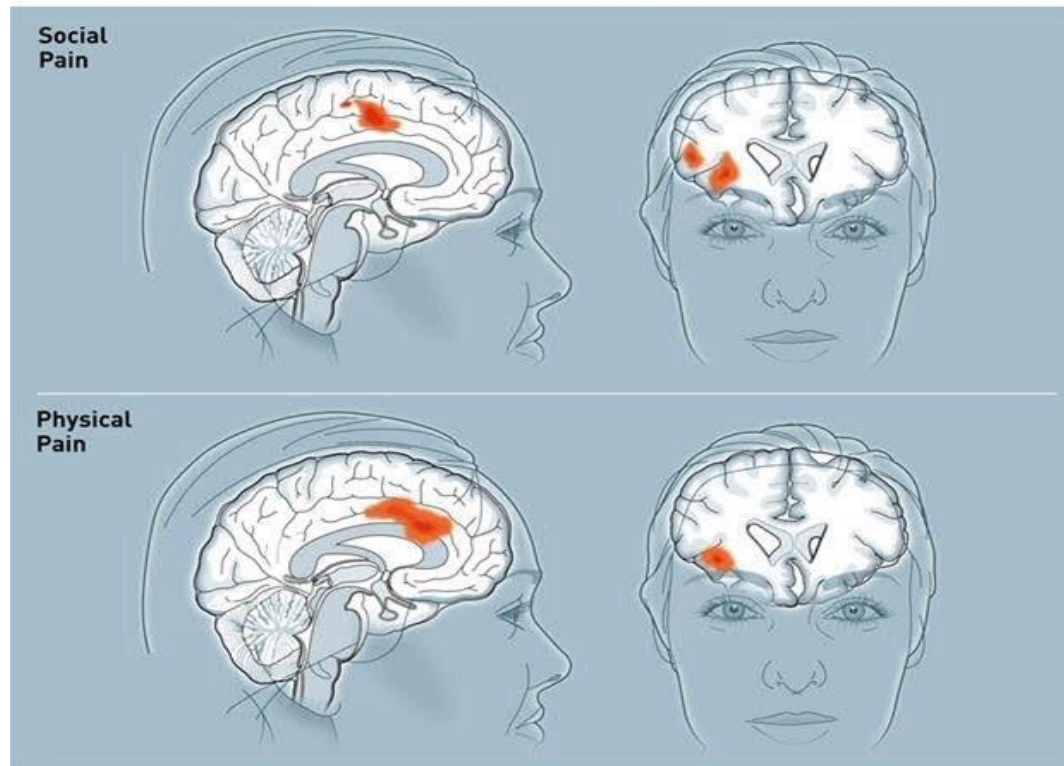


Illustration: Samuel Valasco

Source: Eisenberger, Lieberman, and Williams, *Science*, 2003 [social pain images]; Lieberman et al., "The Neural Correlates of Placebo Effects: A Disruption Account," *Neuroimage*, May 2004 [physical pain images]

# SCARF: A Brain-Based Model for Collaboration and Influencing Others

- ◆ The SCARF model summarizes these two biological foundations within a framework that captures the 5 common factors that can activate a reward or threat response in social situations.
  - Status
  - Certainty
  - Autonomy
  - Relatedness
  - Fairness

# SCARF Model

## Influencing Others



David Rock

# Panel Discussion

- ◆ **Context Setting:** Name, Role, State  
Context
  - ◆ **Scenario:** Share the specific initiative or dilemma you were solving
  - ◆ **Strategies:** In what way did the SCARF model help you? What specific strategies did you use?
-

# The Brain Experiences the Workplace First and Foremost as a Social System

- ◆ What are some techniques to maximize rewards and minimize threats?
  - ◆ Are there aspects of the SCARF model that are more effective for you as an individual leader?
-

# Self Assessment Quiz

- ◆ We invite you to now take this FREE Online Self Assessment that gives you insight into the five domains of SCARF:  
<http://resultscoaches.co.za/wp-content/uploads/2015/05/scarf-self-assessment.pdf>

# Reflect on Quiz Results

- ◆ How do your quiz results reflect and/or explain some of your life choices, such as your career, friends and family, hobbies?
  - ◆ How do your results explain your interactions with people around you?
  - ◆ In what ways might you organize your environment to experience more rewards and less threats in the SCARF domains where you scored highest?
-



# What is systems thinking?



# A “Quick Talk” on Systems Thinking

<http://www.solonline.org/?page=PeterSenge>

⋮



## Small Group Activity...

Please share in your small group an experience you've had where you instinctively practiced systems thinking—seeing the whole and seeing patterns—in your approach to something but didn't necessarily label it that.

# Core Capabilities of Systems Thinking Leaders

1. **See the whole** to build common understanding of complex issues so that you can jointly develop solutions;
2. **Reflect** so that we can be more intentional in thinking about our thinking (e.g. assumptions; perspectives; and worldviews/mental models)--what might be limiting us and hearing other perspectives—so that we can be more creative; and;
3. **Set new direction for the future collectively** by shifting the collective focus from reactive problem solving to co-creating the future.

Senge, P., Hamilton, H., & Kania, J. (2015). The dawn of system leadership. *Stanford Social Innovation Review*, winter, 27–33.

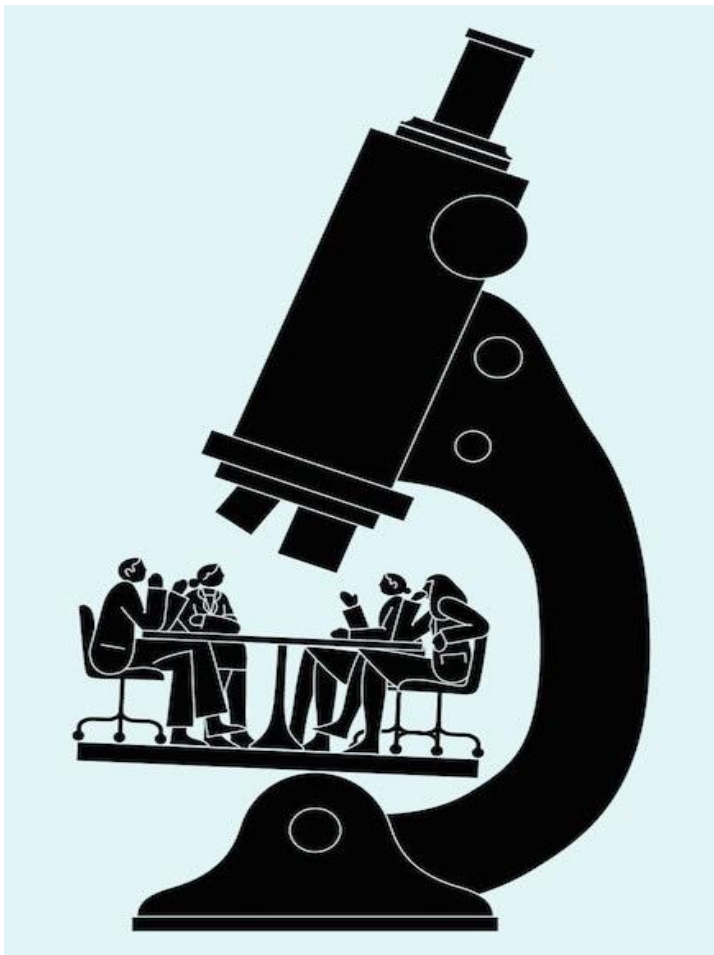
# Habits of a Systems Thinker



# Panel Discussion

- ◆ **Context Setting:** Name, Role, State  
Context
  - ◆ **Scenario:** Share the initiative you were growing or the dilemma you were solving
  - ◆ **Habits:** What systems thinking habits or capabilities helped you in your scenario?
-

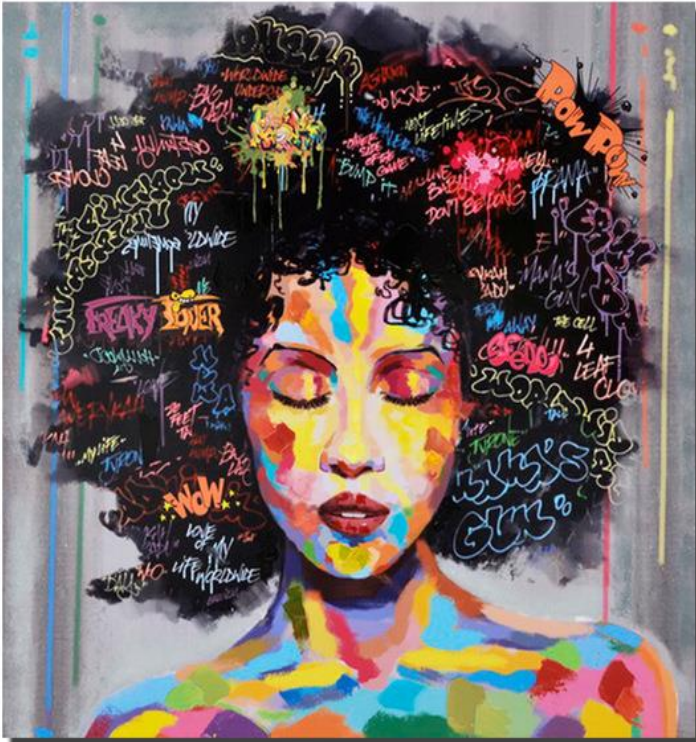
# Project Aristotle: Why do some teams stumble while others soar?



- ◆ Researched half a century of academic studies
- ◆ Researched hundreds of teams across the globe
- ◆ Vital to team success was “Psychological Safety”
- ◆ Personality types, skills and backgrounds – the “Who”—had no bearing on team success

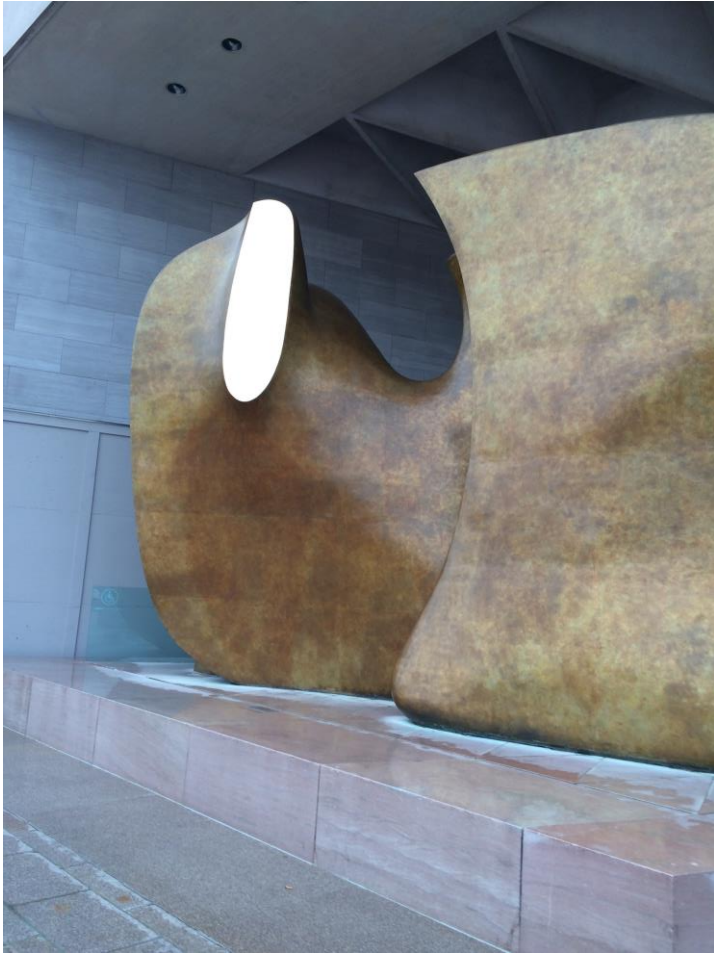
*Duhigg, Charles (2/25/16). New York Times Magazine. What Google Learned From Its Quest to Build the Perfect Team -- New research reveals surprising truths about why some work groups thrive and others falter. Illustration by James Graham*

# What's Emerging for You?



- What new connections are you making?
- What had real meaning for you from what you heard?
- What surprised you?
- What challenged you?
- What's been your top learning, insight or discovery so far?





**THANK YOU!**

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