

Your sponsorship impact

Welcome

Welcome to the EREA Pathways to Leadership program – sponsors' stream. Over the next few months we're exploring ways you can effectively sponsor emerging talent, and help them reach their full leadership potential. In our three sessions together, we'll be using this workbook in conjunction with the following tools:

- [Gender equality leadership: Understanding barriers to gender equality at your school](#)
- [Sponsorship playbook: Unlock potential with effective sponsorship](#)
- [Immunity to Change X-ray template](#)
- [Drama cards](#)

These are all stored in your [learning hub](#) for easy access.

This workbook is split into three sections, which reflects the flow of the program and is captured by the model to the right. Like much of life's best growth experiences, the journey won't be linear. So expect to jump around as we discover new insights that drive your sponsorship impact.

This program is designed to be as much of a development experience for you as it is for the sponsees. Expect to be inspired, challenged and taken outside your comfort zone! Be sure to reach out to me at any point for support, coaching and guidance.



Yolanda
Director

Section 1: Self-awareness

Role of sponsors



All great leadership stories feature tales of mentors, advocates and supporters who provide access to game-changing career opportunities, words of wisdom and support in times of failure and challenge, and valuable feedback that helped them grow. In short, great leaders have powerful sponsors that enable their potential.

As distinct from mentoring, sponsorship is about *taking action* to enable talent, in addition to advice and support. Ultimately, that action involves publicly advocating for a protégé's (ie sponsee's) promotion. In that process, there are many actions sponsors can take to support their sponsee's promotion potential.

We're kicking off our first session of the EREA Pathways to Leadership program with a conversation about the various ways sponsors can enable talent, the opportunities that present themselves at your schools to practice sponsorship, and barriers to effective sponsorship.

Over the page we detail these talent enablement practices in more detail and pose questions for you to reflect on.

How do you sponsor?

Practice	Behaviours	Opportunities and barriers to demonstrate this practice at your school	How much do you demonstrate this practice? How confident are you with this practice?	How can you increase your confidence and commitment to this practice?
Advocates	- Identifies sponsee promotion potential - Is attune to promotion opportunities for sponsee - Uses reputational capital to effectively advocate for sponsees potential and promotion readiness			
Amplifiers	- Provides opportunities and platforms where talent can demonstrate their ability - Amplifies their impact by backing up their position or argument in public forums			
Enablers	- Understands and is attune to barriers that inhibit potential - Proactively tackles cultural and structural barriers - Provides insight and support to build capacity in sponsee to tackle individual barriers			

Mentors	• Provides advice and support on how to develop skills and gain experience to advance to the next level • Provides insight into the often unwritten rules of career advancement • Provides constructive feedback on development opportunities			
Managers	• Provides feedback on current job performance • Provides support to deliver current job requirements			

Personality and sponsorship

Personality preferences shape our perceptions and behaviours (what you say and do). Knowing yours and others preferences is incredibly helpful for understanding how you show up for others. This in turn revolutionises interpersonal relationships.

We'll be using the Clarity 4D personal profile to unlock these insights. Based on Jungian psychology, Clarity 4D generates personality insights based on our preferences for gathering information (sensing / intuition), making decisions (thinking / feeling) and responding to situations (introversion / extraversion). These preferences are then translated into four 'colour energies'.

Your personal profile will show a reading for all colour energies. That's because all of us can adapt our style to suit different circumstances. Most of us will have a strong preference for two colour energies, which reflects our default mode and where we feel most comfortable.

People who have the same colour energy preferences are likely to feel like familiar friends the moment they meet. That's because their automatic brain processes their common styles as safe and likeable (aka affinity bias). People with opposite colour energy preferences are more likely to be perceived as a threat or annoyance. Perception means there are generally two sides to any personality trait. Decisive / insensitive, factual / cold, animated / self-promoting, caring / submissive are all examples of how two different people can perceive the same personality.

In this section we're exploring how your personality strengths and strengths overplayed impact how you sponsor.

Explore your personality to improve your self-awareness

Read page 5 – 7 of your Clarity 4D profile and highlight anything that resonates as a strength that you appreciate about yourself. Share with a learning partner.

Reflecting on your personality, what aspects of sponsorship come naturally to you? What might not come as naturally to you?

Your personality impacts your behaviour



Now let's have some fun with the power of perception. The lists below capture the two sides of the four colour energy personality types. Take a moment to have a chuckle at your flip side traits (there will be some that really resonate) and then mark which ones most relate.

 Clarity4D clear colourful communication Factual Careful Quiet Conventional Organised Deep thinking Logical Self-disciplined Meticulous Reflective Analytical Conscientious © 2007 Clarity4D www.clarity4d.com	 Clarity4D clear colourful communication Preoccupied Remote Over-exacting Unenthusiastic Distant Rigid Conformist Sceptical Overcritical Cold Unbelieving Resistant © 2007 Clarity4D www.clarity4d.com	 Clarity4D clear colourful communication Decisive Proactive Passionate Focused Assured Direct Bold Achieving Brave Persistent Striving Forthright © 2007 Clarity4D www.clarity4d.com	 Clarity4D clear colourful communication Insensitive Arrogant Impatient Self-opinionated Controlling Domineering Aggressive Hot-tempered Relentless Inconsiderate Reckless Dismissive © 2007 Clarity4D www.clarity4d.com
 Clarity4D clear colourful communication Loyal Thoughtful Supportive Empathetic Attentive Tactful Steady Unassuming Committed Caring Appreciative Understanding © 2007 Clarity4D www.clarity4d.com	 Clarity4D clear colourful communication Obstinate Slow Undecided Stubborn Submissive Morose Disapproving Unforgiving Resentful Passive Hesitant Listless © 2007 Clarity4D www.clarity4d.com	 Clarity4D clear colourful communication Animated Lively Engaging Optimistic Entertaining Articulate Expressive Energetic Creative Persuasive Friendly Spirited © 2007 Clarity4D www.clarity4d.com	 Clarity4D clear colourful communication Exaggerating Chaotic Self-promoting Unrestrained Impulsive Selfish Shallow Frantic Showy Noisy Careless Tactless © 2007 Clarity4D www.clarity4d.com

How might these flip side traits impact your sponsorship effectiveness? What might you set as an adaptive challenge to improve your effectiveness?

Section 2: Other-awareness

Barriers to gender equality

The document titled [Gender equality leadership: Understanding barriers to gender equality at your school](#) outlines the barriers to gender equality identified in EREA's gender equality diagnostic and strategy, including:

- Gender stereotypes and the dominant archetype
- Lack of transparency around leadership opportunities
- Resistance to change
- Work intensification and the lack of flexible working options
- A culture of mismanaging under-performers
- Confidence and career preferences

Your pre-work was to hold some listen and learn conversations to explore the barriers that might exist at your school.

What did you hear in your listen and learn discussions?

What do you think are the major barriers to gender equality in your school?

What role can you play as sponsor and leader to address these barriers? How confident are you in addressing these barriers?

What might that mean for your adaptive challenge?

Requesting feedback

Receiving constructive feedback on how you currently enable talent is critical for understanding your strengths and where you can improve. Asking for it routinely and acting on what's shared, is one of the most powerful ways to build credibility and trust in your leadership.

If you're not a Principal or Deputy Principal, you'll be receiving feedback via email from anyone who you manage, mentor or support. Below is some draft copy you can adapt to suit your tone and style, and the audience.

Principals and Deputy Principals will be using the Leadership Shadow survey and requesting feedback from 5 – 10 people.

Hi X

I'm participating in the EREA Pathways to Leadership program where I'm learning ways to improve my ability to support and enable great teachers to step into leadership opportunities. Feedback is an important part of this process and I'd appreciate your perspective.

Specifically, I'd like to know:

- How have I supported your career development? What have you valued the most about the support I have provided, and why?
- What other support do you need that I haven't been able to provide?
- What's the one big thing I could work on changing or developing so that I can more effectively support others to step into leadership opportunities?
- What impact do you think that change would have on you and our school?

I'd be grateful for that feedback by XXX. Thanks for taking the time.

Regards

XY

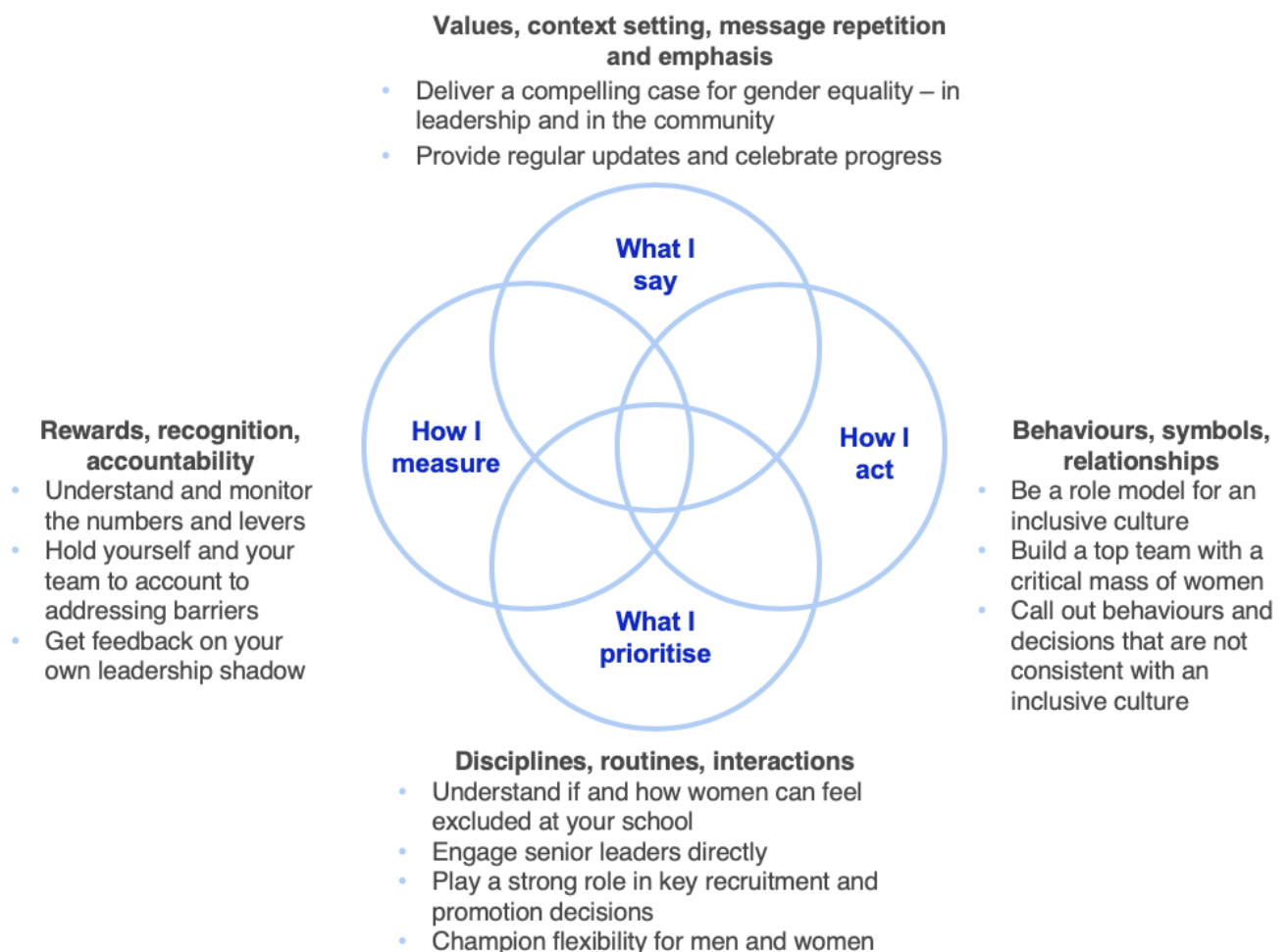
Your leadership shadow

Achieving gender equality across EREA schools depends on the actions of leaders, particularly Principals and Deputy Principals. Understanding your leadership impact and how it needs to shift is a critical step along this journey. To support this inquiry, we'll be using an adapted version of the Leadership Shadow tool developed by Chief Executive Women in partnership with the Male Champions of Change.

This tool invites you to reflect on what you say, how you act, what you prioritise and how you measure in the context of gender equality. Capturing feedback from others is essential for detecting any blind spots, and we'll be achieving that via a survey based on this model.

This is a comprehensive tool! Answering each of the questions with thoughtful, constructive actions and insights will be a process. Use this framework as a guide to inform your journey.

The leadership shadow tool applied to gender equality



What I say

Deliver a compelling case for gender equality – in leadership and in the community

How well could / do others articulate why gender equality matters to me?

How integrated are gender equality objectives with our strategy? With our organisational values?

How often and in which forums do I talk about gender equality as a priority?

How visibly do I advocate for gender equality externally? With parents?

Provide regular updates and celebrate progress

How well are gender equality objectives integrated into regular reporting and/or communications?

How do I talk about what we are learning, our initiatives, actions and outcomes?

How do I show an interest in the challenges people face in meeting our gender equality objectives?

How I act

Be a role model for an inclusive culture

Does my team value and include different people, styles and perspectives?

How do I recognise people with a track record of inclusive leadership?

How comfortable am I detecting and addressing my own biases?

Build a top team with a critical mass of women

What signal does the gender composition of my top team send to my organisation? If men with a sporting background, dominate my leadership team, what signal does it send?

If men dominate my team, how do I acknowledge the imbalance and take visible steps to redress it?

How do I create gender balance when selecting people to lead major initiatives?

Call out behaviours and decisions that are not consistent with an inclusive culture

Do I consistently work to understand and address processes that are getting in the way of meritocracy?

How clear are standards of acceptable and desired behaviours? How consistent are the consequences when standards are not met?

What I prioritise

Understand if and how women can feel excluded at your school

What have I done to understand the lived experience of women at my school?

How am I addressing the barriers to gender equality at my school?

Engage senior leaders directly

How would my team describe our gender equality expectations and level of priority?

How are senior leaders engaged in achieving our gender equality objectives?

Play a strong role in key recruitment and promotion decisions

How transparent am I about the selection criteria for senior roles?

Where needed, how effectively am I sponsoring women to ensure equal access to opportunities?

How much time do I spend with senior and emerging women leaders? How well do I understand their perspectives and priorities?

Champion flexibility for men and women

How do I ensure that our systems and processes enable flexibility?

How am I working to break down bias that may exist against flexible workers?

How transparent am I about my own practices to manage my own work/life balance and well-being? How do I manage the demands of the role?

How visibly and regularly do people on my leadership team work flexibly?

How I measure

Understand the numbers and levers

Does my gender reporting provide sufficiently granular insight?

Compared to other priorities, how robust is the progress review process?

Have I set measurable gender equality objectives for my school and team? What happens when objectives are achieved or exceeded? What happens when they are not?

Hold yourself and your team to account

How am I held to account for gender equality objectives?

How integrated are discussions about gender equality into the performance appraisals of my people?

Get feedback on your own leadership shadow

How much feedback do I get from colleagues and community about our progress?

How consistently am I working to improve my leadership on gender equality?

Section 3: Adapting

Adaptive challenges

Adaptive challenges are different to technical challenges because they require us to change. We can't just learn new skills or gain more knowledge to solve an adaptive challenge. Instead, we need to fundamentally change at the level of identity and mindset before we can change the behaviour.

Shifting at the level of identity requires us to first see and let go of the filters that currently shape our worldview. Because these filters are self-protection mechanisms, they provide a portal into our ego and therefore unlock the biggest barrier to personal growth and freedom.

This insight is the basis of Harvard developmental psychologists Kegan and Lahey's [Immunity to Change](#) model. By wrapping it up into a neat process, their tool provides a framework for leaders to do the transformational development work that improves leadership impact. The mental complexity of leaders also increases by training their truth-seeking and truth-telling capacity while nurturing their ability to handle contradictions and paradoxes.

We're using this framework to unlock how you can adapt and grow to improve your sponsorship effectiveness.

Reflecting on the feedback you've received, your personality profile and discussions about the role of sponsors, what's the one big thing you could commit to that would have the biggest impact on your sponsorship impact?

Overcoming insecurities to achieve adaptive challenges

In the context of the [Immunity to Change X-Ray](#), connecting with our ego or identity reveals:

- the behaviours that work against our goals
- our hidden commitments
- assumptions that drive our current behaviour
- our progress map - what we can do over time to achieve our adaptive challenge.

I use [The Line](#) as a playful and powerful tool to reveal how our ego works. Follow the steps below to see when your ego is triggered and you go below the line, and what you can do to get back above it.

The Line

Step 1

The first step of seeing how you go below the line is to pick any relationship issue or persistent complaint. Preferably it is one that you have struggled with for some time and has “juice” for you. Name the person and your core complaint about them, or the issue.

My biggest complaint is about _____ is _____.
(name)

Example: My biggest complaint about Sarah is that she doesn't listen to me
 My biggest complaint about the sales team is they don't value our work
 My biggest complaint about leadership is they don't respond to our feedback
 My biggest complaint about customers is they're rude and ungrateful

If you're having trouble finding a complaint about someone or something, refer to page 6 and the ways we go below the line. See what connects.

Step 2

As you think about this issue, “Where are you?” Above the line ____ or below the line ____?

Step 3

What do you do when you go below the line on this issue?

- ___ I gossip / vent with others
- ___ I withdraw and / or avoid the person or avoid confronting the issue
- ___ I blame this person / believe they are wrong and I am right
- ___ I become critical
- ___ I become angry / become aggressive / anxious

Other:

Step 4

Acknowledge the payoffs that you are getting from keeping this issue going below the line.

- ___ I get to avoid my core feelings, especially the feelings of (fear, sadness, anger)
- ___ I get to stay connected
- ___ I get enlivened by adrenaline
- ___ I get to stay in the familiar and avoid the unknown
- ___ It gives me something to do or a compelling story to tell
- ___ I get to avoid taking responsibility for my issues
- ___ I get to be right about the following:

Step 5

Can you accept yourself for being just where you are? Yes _____ No _____

Step 6

Are you willing to shift? Ask yourself these willingness questions to find out. Your learning moment comes from the questions you answer 'no' and the questions that are hard to answer 'yes'. These will reveal how you go below the line.

- | | | | | |
|--|-----|-------|----|-------|
| a) Are you willing to end all blame regarding this issue? | Yes | _____ | No | _____ |
| b) Are you willing to let go of being right? | Yes | _____ | No | _____ |
| c) Are you willing to feel your (sadness, anger, fear) related to this issue? | Yes | _____ | No | _____ |
| d) Are you willing to see that the opposite of your story is as true? | Yes | _____ | No | _____ |
| e) Are you willing to reveal anything you're withholding about this issue? | Yes | _____ | No | _____ |
| f) Are you willing to stop all gossip about this issue? | Yes | _____ | No | _____ |
| g) Are you willing to clean up all broken agreements related to this issue? | Yes | _____ | No | _____ |
| h) Are you willing to shift from entitlement to appreciation about this issue? | Yes | _____ | No | _____ |
| i) Are you willing to let go of taking this issue seriously? | Yes | _____ | No | _____ |

Based on your responses above, are you willing to shift? (any No above is a No)

Yes _____ No _____

If yes, move on to step 6 and 7. For most of us, getting above the line on relationship conflict takes further work. Head to the deep dive section to keep going, then revisit if you're willing to shift.

Step 6

Based on your current commitment in this moment regarding this issue, complete this sentence.

Today is _____ and I am committed to _____.

Step 7

If you are willing to shift, "How will you shift?" What is one action step you can take and by when will you take it?

My measurable action is: _____

I will do it by: _____ at _____

(Date)

(Time)

Letting go of blame and being right

This deep dive exercise helps us say 'yes' to a) and b) of the willingness questions while also revealing the behaviours that are working against our adaptive challenge goal.

Almost all interpersonal conflict arises out of drama where well-worn scripts of victims, villains and heroes drag us below the line. When we're stuck in drama, we're blaming others and committed to being right. Watch this [video](#) to learn more about the drama triangle.

Now I invite you to map out your drama triangle for this relationship issue / persistent complaint. Refer to your drama cards for inspiration. I encourage you to be as dramatic as you can be!

The victim in my drama is

The persona I'm / they're taking on is

I'm / they're commonly saying

I / they look out for

The villain in my drama is

The persona I'm / they're taking on is

I'm / they're commonly saying

I / they look out for

The hero in my drama is

The persona I'm / they're taking on is

I'm / they're commonly saying

I / they look out for

Persona interview

Chose a persona that you think is running the issue. Take on the posture, voice and attitude of this persona, and give it a name. Then answer the following:

[Persona name], What is the most important thing to you?

[Persona name], What are you most proud of in how you served (person's name) in his/her life?

[Persona name], When did you make your first appearance in (person's name)'s life?

[Persona name], who did you learn your style from?

[Persona name], what are you most afraid of?

[Persona name], in your heart of hearts, what do you MOST want?

[Persona name], What is your gift?

Teaching your drama class

In the exercise above, you've mapped out your drama triangle and you might have started to see your role in the relationship conflict you're experiencing. Now we're going to bring that to life with a fun exercise by pretending you have been hired by a university to teach a class on how to create the EXACT same issue that you are having in your life.

Your students need you to give them very specific instructions that they can follow to create the outcome you are currently experiencing. Using the questions below as prompts, define the five or so steps they would need to take to recreate your issue in their life.

Questions to answer to help you create your drama:

What actions do you take or not take?

What do you have to believe about yourself, others and the world?

What feelings do you repress/conceal?

What are you trying to control that is NOT in your control?

What do you have to be right about?

What do you withhold and from whom?

What do you not face?

How do you numb yourself from the discomfort?

What "shoulds" do you have to believe?

To what do you feel entitled?

What do you believe you do not have enough of?

What either/or story do you have to hold about this issue?

Who do you blame?

How do you fix it, but only temporarily?

Who do you have to be better/less than?

What agreements do you have to make and/or break with yourself or others?

What do you have to be afraid of?

Course title _____

Example: How to have a dissatisfying relationship with your boss 101

From drama to radical responsibility

Now let's gain some further insight into your dramas by exploring radical responsibility. Radical responsibility is where you take 100% responsibility for how this issue is occurring in your life. Taking responsibility is likely to be key to achieving your adaptive challenge.

Gain insight by completing these statements, repeating each of them several times, until you have what feels like a breakthrough:

From the past this reminds me of...

I keep this issue going by...

What I get from keeping this issue going is...

The lifelong pattern I'm noticing is...

I can demonstrate 100% responsibility concerning this issue by...

Seeing the opposite of your story

This deep dive exercise helps us say 'yes' to d) of the willingness questions and reveals the assumptions we are adopting to make our current behaviours make sense.

How we adopt beliefs and take actions based on our beliefs

Believing our stories are true is one of the most common ways we go below the line. Indeed, it's the source of most human suffering. That's a big call! Let me explain.

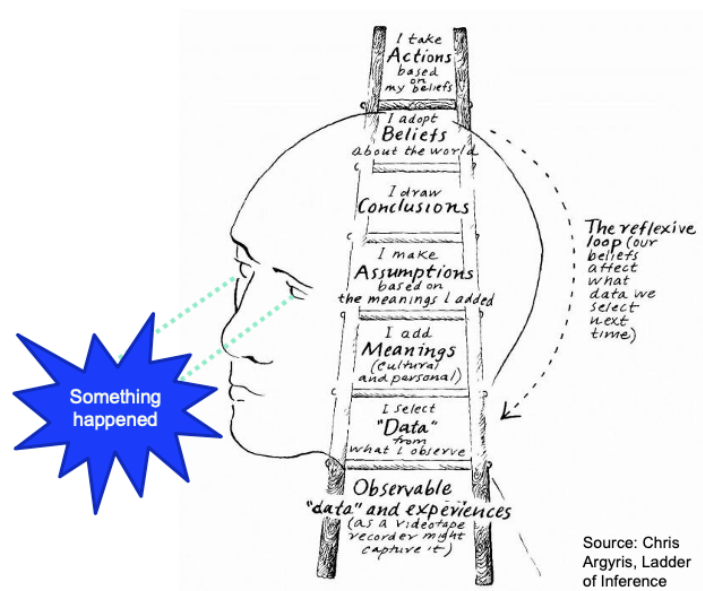
Neuroscientists and developmental psychologists have shown the human brain adopts beliefs or stories about the world by applying their personal and cultural meanings to the data they select from what's observed. We then take action and tend to collect more data that confirms our beliefs. This is how confirmation bias occurs.

Suffering and conflict occurs when the stories we tell ourselves are critical and negative – about ourselves, others or our environment. The tighter we hold onto those stories, the more suffering and conflict created.

You might be asking: What if those stories are objectively or morally true? Like people shouldn't be racist? Or bullying is bad? Or that manager really is incompetent (insert list of evidence)?

The problem arises when we tightly hold onto these beliefs and so engage with that person or issue from a place of being right, setting ourselves up for a war that no-one wins. In the process we shut down our ability to learn and be curious, and achieve a win for all outcomes. Our ability to influence is diminished.

If we have these conversations from above the line, we invite a shared understanding that is more likely to create outcomes where everyone learns and grows.



Fact vs story

Let's apply this concept now to the issue you're working with by following the steps below.

Step 1 Define a recurring issue that you are willing to shift

Step 2 Write down all the facts related to the issue. Facts are what a video camera would record (without music and interpretation of tone)

Step 3 Write down all the stories you have about the facts. These are what you make up about the facts. Look for 'shoulds', judgements, interpretations and emotions.

The issue is _____

Facts	Stories
What a video camera records	What you make up about the facts

The next step follows [The Work of Byron Katie](#). Katie (as she is known), encourages a meditative approach where we reflect on a limiting belief we're currently holding onto.

Pick one of the stories above that resonates the most and write it down here:

Close your eyes, take a few deep breaths and contemplate that statement. Then ask yourself four questions:

1. Is it true?

2. Can you absolutely know it's true?

3. How do you react, what happens when you believe that thought?

4. Who would you be if I could erase that thought from your mind?

Once you connect with how much being right is costing you, it becomes easier to see how a whole range of opposites might be equally as true, not necessarily more true, but equally as true. This is where the turnaround comes in. Here's how turnarounds work:

Current belief: Jill is unkind to me. Alternate stories: I am unkind to Jill. Jill is kind to me. I am unkind to me.

Write down all of the opposites of your story and any evidence you can find that supports these alternate views. There won't always be four opposites and sometimes there may be more than four.

Alternate stories	Evidence of alternate stories
1.	
2.	
3.	
4.	
5.	

This exercise helps us let go of limiting beliefs by constructing a range of new ones, which in turn dissolves our commitment to being right, helping us to shift above the line.

Mapping your progress to achieve your adaptive challenge

The next step to achieve your adaptive challenge is to map out what progress looks like. These should follow the good old SMART principle and be both practical actions as well as new longer-term habits that help you adapt at the level of mindset and identity.

For example, if you're working on having difficult conversations, practical steps might be:

- list the conversations you're avoiding
- lean into the fears you have about having them
- prepare some notes to have a feedback conversation, recognising the stories you're making up (I can give you a good structure for this)
- set up the feedback meetings
- have meetings

Because achieving adaptive challenges requires us to fundamentally change at the level of mindset and identity, you might also like to consider habits that improve self-awareness and nudge new behaviours. The willingness questions outlined earlier, also provide a range of ways you can make progress.

Here are some other thought starters for how progress happens. See what resonates and what you can commit to before completing your progress map.

Progress area	Inspiration
Accountability and feedback	In addition to your sponsor, who can you share your adaptive challenge and Immunity to Change X-Ray with? What feedback can you request? How can they hold you accountable to progress?
Conversations	The more you discuss and explore the topic, the more you internalise and adapt to this extraordinary way of living and leading. Who can you talk to about adaptive challenges, ego threats and drama triangles? Perhaps your intimate partner, children, a friend who's into personal and leadership development?
Self-reflection	Research shows leaders and teams who self-reflect are more productive. Yet most don't. The key is to identify a few important questions that stimulate higher order thinking and diarise the time either at the end of the day or week. Ten minutes is a good starting point, longer will take you deeper and yield more insight. Here are some good questions to get you started: When did I go below the line today? What pay-off did I get? Can I accept myself for going below the line? Am I willing to shift? What do I need to do to shift?

What am I avoiding / not facing? What's the hardest thing to accept? What do I really want? What do I choose now? What's an easy step I can take to start creating what I really want?

Reading

What can you read to immerse yourself in these ideas? Here are some pointers:

[Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization](#)

[The 15 commitments of conscious leadership](#)

[Chatter: The Voice in Our Head, Why It Matters, and How to Harness It](#)

[Transcend: The new science of self-actualisation](#)

Listening

Podcasts are an excellent way to absorb new ideas. Here are some of my favourite episodes on leadership and personal growth that you might find inspiring:

[Jim Dethmer: Leading from above the line](#)

[Jim Collins: Relationships v transactions](#)

[Kris Cordle: Releasing the ego](#)

[Caroline Webb: How to have a good day during a global pandemic](#)

Mindfulness

Everything we feel, think, say and do is a function of our mind. Everything we have discussed in this workbook requires us to be present to how we're thinking, feeling and behaving, before we can shift.

That's why observing and training your mind is arguably the most valuable gift you can give yourself and others. This is the art and science of mindfulness.

The [Waking Up](#) app by Sam Harris offers a range of great meditations and inspiring talks. He also puts lots of talks in front of his paywall. Here are some of my favourites:

[The science of meditation](#)

[Meditation in an emergency](#)

[The science of happiness](#)
