

## Exercise 1: Armored Leadership versus Daring Leadership (continued)

Content covered on pages 76-114 of *Dare to Lead*.

	<b><i>Armored Leadership</i></b>	<b>Total: _____</b>	<b><i>Daring Leadership</i></b>
<b>01.</b>	Driving Perfectionism and Fostering Fear of Failure <i>Ex. Viewing feedback as a “gotcha” moment or as a fear based tool</i>	1 2 3 4 ←————→	Modeling and Encouraging Healthy Striving, Empathy, and Self-Compassion <i>Ex. Viewing feedback as an opportunity to grow</i>
<b>02.</b>	Working from Scarcity and Squandering Opportunities for Joy and Recognition <i>Ex. Overlooking wins due to never having enough time</i>	1 2 3 4 ←————→	Practicing Gratitude and Celebrating Milestones and Victories <i>Ex. Taking time to celebrate school-wide wins</i>
<b>03.</b>	Numbing <i>Ex. Hiding out and scrolling through social media to take the edge off</i>	1 2 3 4 ←————→	Setting Boundaries and Finding Real Comfort <i>Ex. Having a tough conversation with your colleague about your concerns</i>
<b>04.</b>	Propagating the False Dichotomy of Victim or Viking, Crush or Be Crushed <i>Ex. Exerting power over students to avoid feedback</i>	1 2 3 4 ←————→	Practicing Integration— Strong Back, Soft Front, Wild Heart <i>Ex. Keeping an open door policy while maintaining clear boundaries</i>
<b>05.</b>	Being a Knower and Being Right <i>Ex. Being the sage on the stage-- closed off from input from students</i>	1 2 3 4 ←————→	Being a Learner and Getting It Right <i>Ex. Learning alongside students</i>
<b>06.</b>	Hiding Behind Cynicism <i>Ex. Emailing entire staff about one person’s “transgression.”</i>	1 2 3 4 ←————→	Modeling Clarity, Kindness, and Hope <i>Ex. Speaking directly to the person in question</i>
<b>07.</b>	Using Criticism as Self- Protection <i>Ex. Shutting down new ideas immediately because of a fear of change</i>	1 2 3 4 ←————→	Making Contributions and Taking Risks <i>Ex. Speaking up at a staff meeting with a new idea</i>
<b>08.</b>	Using Power Over <i>Ex. Micromanaging students; no autonomy or choice “because I said so”</i>	1 2 3 4 ←————→	Using Power With, Power To, and Power Within <i>Ex. Collaborating with students, facilitating growth, offering choice</i>
<b>09.</b>	Hustling for Our Worth <i>Ex. Hustling for approval; fear of being irrelevant</i>	1 2 3 4 ←————→	Knowing Our Value <i>Ex. Knowing your strengths and gifts and operating from both</i>

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<b>10.</b>	Leading for Compliance and Control <i>Ex. Enforcing rules and consequences without rationale</i>	1 2 3 4 ←————→	Cultivating Commitment and Shared Purpose <i>Ex. Giving students agency to co-create a shared purpose with teacher</i>
<b>11.</b>	Weaponizing Fear and Uncertainty <i>Ex. Instilling fear about testing and test results</i>	1 2 3 4 ←————→	Acknowledging, Naming, and Normalizing Collective Fear and Uncertainty <i>Ex. Acknowledging testing anxiety that students are feeling</i>
<b>12.</b>	Rewarding Exhaustion as a Status Symbol and Attaching Productivity to Self-Worth <i>Ex. Incentivizing not taking any days off</i>	1 2 3 4 ←————→	Modeling and Supporting Rest, Play, and Recovery <i>Ex. Encouraging self-care</i>
<b>13.</b>	Tolerating Discrimination, Echo Chambers, and a “Fitting In” Culture <i>Ex. Ignoring culturally responsive teaching strategies</i>	1 2 3 4 ←————→	Cultivating a Culture of Belonging, Inclusivity, and Diverse Perspectives <i>Ex. Honoring and celebrating cultural differences through classroom instructions</i>
<b>14.</b>	Collecting Gold Stars <i>Ex. Taking credit for academic achievements of the class/school</i>	1 2 3 4 ←————→	Giving Gold Stars <i>Ex. Celebrating the hard work and effort of students and staff</i>
<b>15.</b>	Zigzagging and Avoiding <i>Ex. Talking about a colleague instead of to the colleague</i>	1 2 3 4 ←————→	Straight Talking and Taking Action <i>Ex. Meeting first with the colleague to rumble on a concern</i>
<b>16.</b>	Leading from Hurt <i>Ex. Leading from a constant state of defensiveness, comparison, and a need to be right</i>	1 2 3 4 ←————→	Leading from Heart <i>Ex. Leading from a place of compassion, empathy, and vulnerability</i>