

ADEA Allied Dental Faculty Leadership Development Program

June 3 – 6, 2015

Hyatt Regency
Austin, Texas

PROGRAM

Wednesday, June 3

7:00 – 8:00 a.m.

Registration

7:00 – 8:00 a.m.

Breakfast

8:00 – 8:30 a.m.

Welcome

Meet peer groups and advisors; introduction and orientation to the program; and overview of roles of advisors, peers, coaches, and mentors. Also includes a brief discussion and sharing of leadership issues identified by participants.

Facilitator:

Tami J. Grzesikowski, RDH, M.Ed.
ADEA Senior Director for Allied Dental Education

Advisors:

Colleen M. Brickle, RDH, Ed.D.
Normandale Community College, MN

Susan H. Kass, RDH, Ed.D.
Miami Dade College, FL

Rebecca Stolberg, RDH, MSDH
Eastern Washington University

8:30 – 10:00 a.m.

Building a Strength-Based Environment

Colleen M. Brickle, RDH, Ed.D.

Through the use of a career visioning process and a *StrengthsQuest* Assessment, participants will have the opportunity to reflect on the past, consider the present and look to the future in personal and work choices.

CE Credits: 1.5

Learning Objectives

Upon completion of the program, participants will be able to:

- Outline your personal strengths based on *StengthsQuest* assessment.
- Describe how to apply your strengths in current professional role.
- Describe how identifying the strengths themes of colleagues will engage team building and collaboration.

10:00 – 10:15 a.m.

Break

10:15 – 11:30 a.m.

Leadership and Gender: Are There Differences? and Introduction to Assessment and Feedback

Judith L. Schechtman, M.S.W.
Senior Consultant, Triangle Associates

Do women lead differently than men? Are there challenges that are unique to gender? Participants will explore contemporary views on how gender affects leadership and leadership development. The discussion continues with participants considering the reasons for leadership assessment, types of assessments and how to get the most from feedback.

CE Credits: 1.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Discuss gender differences in leadership.
- Define the purpose and practical benefit of leadership assessment.

11:30 – 12:00 p.m.

The Myers-Briggs Type Indicator (MBTI)

Judith L. Schechtman, M.S.W.

Participants will explore and expand their understanding of the leadership styles they use and how others might perceive and react to them. Reports are based on the MBTI assessments completed prior to the program. Both assessments tap into key aspects of personality and behavior in areas such as communication, problem solving, decision-making and interpersonal relations. The assessments are also distinct, each providing a view

through a different window of the individual's leadership personality.

CE Credits: 1.5

Learning Objectives

Upon completion of the program, participants will be able to:

- Explain basic concepts of Jung's theory of psychological types.
- Identify how personal preferences contribute to and sometimes detract from one's leadership.

Noon – 1:00 p.m.

Lunch

1:00 - 2:00 p.m.

Continue the MBTI

2:00 – 4:30 p.m.

Leadership Practices Inventory (LPI)

Judith L. Schechtman, M.S.W.

This session will focus on a multi-rater (360 degree) assessment that can be used for evaluation, to institute change, and for professional development, peer coaching, and mentoring. Reports are based on LPI instruments completed prior to the program.

CE Credits: 2.5

Learning Objectives

Upon completion of the program, participants will be able to:

- Describe how the LPI can be used to enhance leadership skills.
- Develop a personal leadership development plan utilizing personal LPI scores.
- Discuss the application of leadership skills and LPI scores to case scenarios provided.
- Apply the information garnered from case study discussion to possible future leadership opportunities.

4:45 – 6:30 p.m.

Reflection and Coaching

Participants will be able to sign up for individual coaching sessions with Ms. Schechtman. Each individual session is scheduled for 20 minutes and will focus on feedback from the MBTI, and LPI. Sessions will also be available later in the evening and on Thursday morning.

6:30 – 8:00 p.m.

Networking Reception and Dinner

Thursday, June 4

7:00 – 7:45 a.m.

Breakfast

7:45 – 8:00 a.m.

Reflection and “aha” moments

8:00 – 8:30 a.m.

Team Building Activity

Tami J. Grzesikowski, RDH, M.Ed.

8:30 – 10:30 a.m.

The Emotionally Intelligent Leader

N. Karl Haden, Ph.D.
Founder and President, AAL

Leadership styles can differ greatly from one successful individual to another and we generally expect our leaders to be “intelligent.” Increasingly, however, we are coming to understand that the skills and attributes associated with emotional—rather than cognitive—intelligence are critical predictors of an individual’s ability to succeed in meeting the demands of leadership in complex organizations.

CE Credits: 1.5

Learning Objectives

Upon completion of the program, participants will be able to:

- Describe a model for understanding the theory and application of emotional intelligence (EQ).
- Self-assess one’s EQ.
- Explain how EQ is important to leadership.
- Implement specific strategies for developing EQ.

10:00 – 10:15 a.m.

Break

10:30 – 12:00 p.m.

Meaningful Work

N. Karl Haden, Ph.D.

What makes life successful? What is the relationship of happiness to work and other dimensions of human life? Since work occupies a significant amount of time each day and each week, this session builds on ideas from history’s greatest thinkers, examples from modern cinema, and a case study, participants consider various dimensions of life, individual purpose, values, and the importance of habits in meaningful work and in leading a good life.

CE Credits: 3.5

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Learning Objectives

Upon completion of the program, participants will be able to:

- Discuss the relationship between meaning in life and meaningful work.
- Articulate leading concepts of happiness.
- Discuss the role of work in a balanced life.
- Describe the role that habits play in well being.
- Implement action steps to improve one's fulfillment from work.

12:00 – 1:00 p.m.

Lunch

1:00 – 2:30 p.m.

**Continue Meaningful Work
Peer Group Discussion of Case Study**

2:30 – 2:45 p.m.

Break

2:45 – 4:30 p.m.

Mindmapping Goals and Vision

Susan H. Kass, RDH, Ed.D
Rebecca Stolberg, RDH, MSDH

During this session participants will begin drafting their mindmaps. Reflection on assessment outcomes of various tools discussed as well as mapping out future professional development plans will be discussed. Outcomes will include the clarification of a vision and a mission statement, the development of a plan including present and future directions and the development of strategies to close the gaps.

CE Credits 2.0

Learning Objectives:

Upon completion of the program, participants will be able to:

- Outline the place of personal values and vision in orienting one's work, responsibilities and activities.
- Define a personal set of values and develop a personal vision statement.
- Set three to five short-term goals for improving the quality of one's work and life as a whole.
- Develop a mindmap illustrating your life purpose, vision and goals.

Evening

Optional Event in Austin/Dinner on your own

Evening assignment: Participants should complete their "mindmaps" for presentation to their peer group on Friday.

Please complete the Negotiating Styles Inventory.

Friday, June 5

7:00 – 7:45 a.m.

Breakfast

7:45 – 8:00 a.m.

Reflection and “aha” moments

8:00 – 11:00 a.m.

Legal, Ethical and Educational Climate Issues in Dental Hygiene Education

Pamela Zarkowski, B.S.D.H., M.P.H., J.D.
University of Detroit Mercy, MI

Leaders in the academic setting must be aware of legal principles that guide interactions with faculty and students. This session will review common challenges related to both the academic employment and educational setting.

CE Credits: 5.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Discuss legal guidelines important to faculty recruitment, hiring, evaluation and termination.
- Review internal factors that influence the academic environment including the hidden curriculum and the workplace climate.
- Review guidelines for student protections in the academic setting including sexual and ethnic harassment, academic dismissal and students with disabilities.
- Outline best practices in faculty/student communication highlight the increasing use of social media.
- Articulate “best practices” in higher education to minimize or prevent legal problems.

11:00 – Noon

Getting What You Ask For!

Pamela Zarkowski, M.P.H., J.D.

Success in interpersonal and professional relationships relies on a core set of communication and negotiation skills. The ability to productively negotiate with colleagues, students and other stakeholders in an educational environment is an important leadership skill. Discover principles of effective negotiations and various models of negotiating styles. The concepts will be reinforced through case studies and discussion. Participants will

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also have the opportunity to complete a negotiating style profile for personal feedback.

Noon – 1:00 p.m.

Lunch

1:00 – 2:00 p.m.

Continuation of Negotiating Models and Peer Group Discussion of Case Study

Pamela Zarkowski, M.P.H., J.D.

2:30 – 4:30 p.m.

Presentation of “Mindmaps”

6:30 – 8:00 p.m.

Dinner and Presentation by Ann Battrell, M.S.D.H.

Executive Director for American Dental Hygienists’ Association

The presenter will discuss the roles leaders play in allied dental education and shaping the future of the allied professions.

Saturday, June 6

7:15 – 7:45 a.m.

Breakfast

7:45 – 8:00 a.m.

Reflection and “aha” moments

8:00 – 8:30 a.m.

Team Building Final Activity Follow-up

Tami J. Grzesikowski, RDH, Med.

8:30 – 10:30 a.m.

Stress and Life Balance

Susan H. Kass, RDH, Ed.D.

Finding work-life balance in today’s frenetically paced world is no simple task. When your work life and personal life feel out of balance, stress—along with its harmful effects—can result. This session will address ways to recognize and address stress and balance. Communication strategies will be explored.

CE Credits: 2.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Evaluate personal stressors in your work and personal life.
- Develop strategies to address stress and bring a better balance between work and other factors.
- Develop realistic expectations for career and personal life.
- Discuss communication strategies in both your personal and professional life

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10:30 – 10:45 p.m.	Break
10:45 – 11:00 a.m.	Graduation

NOTE: Within a week or two following the program, participants will receive an online program evaluation. This feedback will help planning staff to continue to improve the program. Your participation will be greatly appreciated.

The next ADEA Allied Dental Faculty Leadership Development Program will occur in June 2017 at a location to be determined. Encourage fellow colleagues to plan to participate.

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