



## Expectations

In this section the group explores each person's role in setting clear and realistic expectations that include the why, what, and how. The goal is for each person to understand that clarity can only be ensured through dialogue.

As a leader, you are called upon to define expectations and, without dialogue with those who are to carry out the expectation, you cannot know if what you have communicated is clear and attainable or what the team may need to support success. Of course, the team has expectations of you as the leader. These are often unstated unless you seek to understand what they are and can have open dialogue about whether they are clear and attainable for you.

Another way that expectations can present barriers to resilience is when we have too low expectations for the people we serve. When we work with a student within a limited timeframe, we may not experience the positive outcomes for which we have had partial influence. When leaders ensure that the stories of positive outcomes are regularly shared with their teams, they are supporting appropriate and aspirational expectations for all students.

Unrealistic self-expectations are typically the most burdensome to address. These are often long-held notions of who you expect yourself to be. Examples include not making a mistake, being liked by everyone, always being compassionate to those you serve, etc. In this section we learn about the use of affirmations to replace our unrealistic self-expectations. This is a great tool for leaders to use when coaching employees.