DEEPENING LEADERSHIP IN SERVICE OF SHARED LEARNING
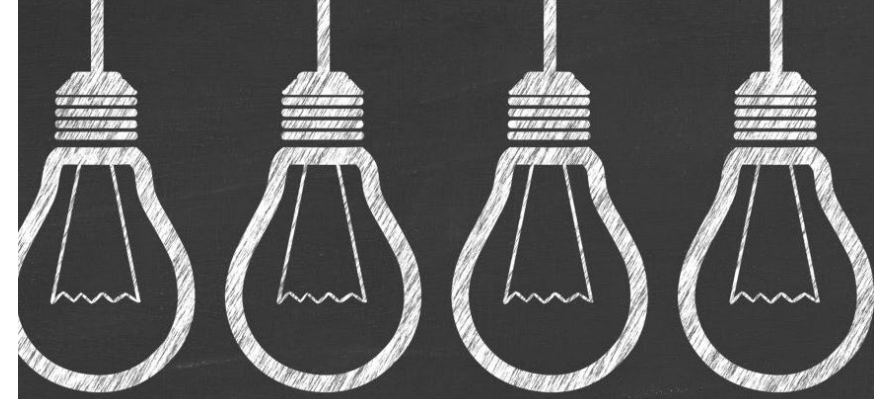
SOUND
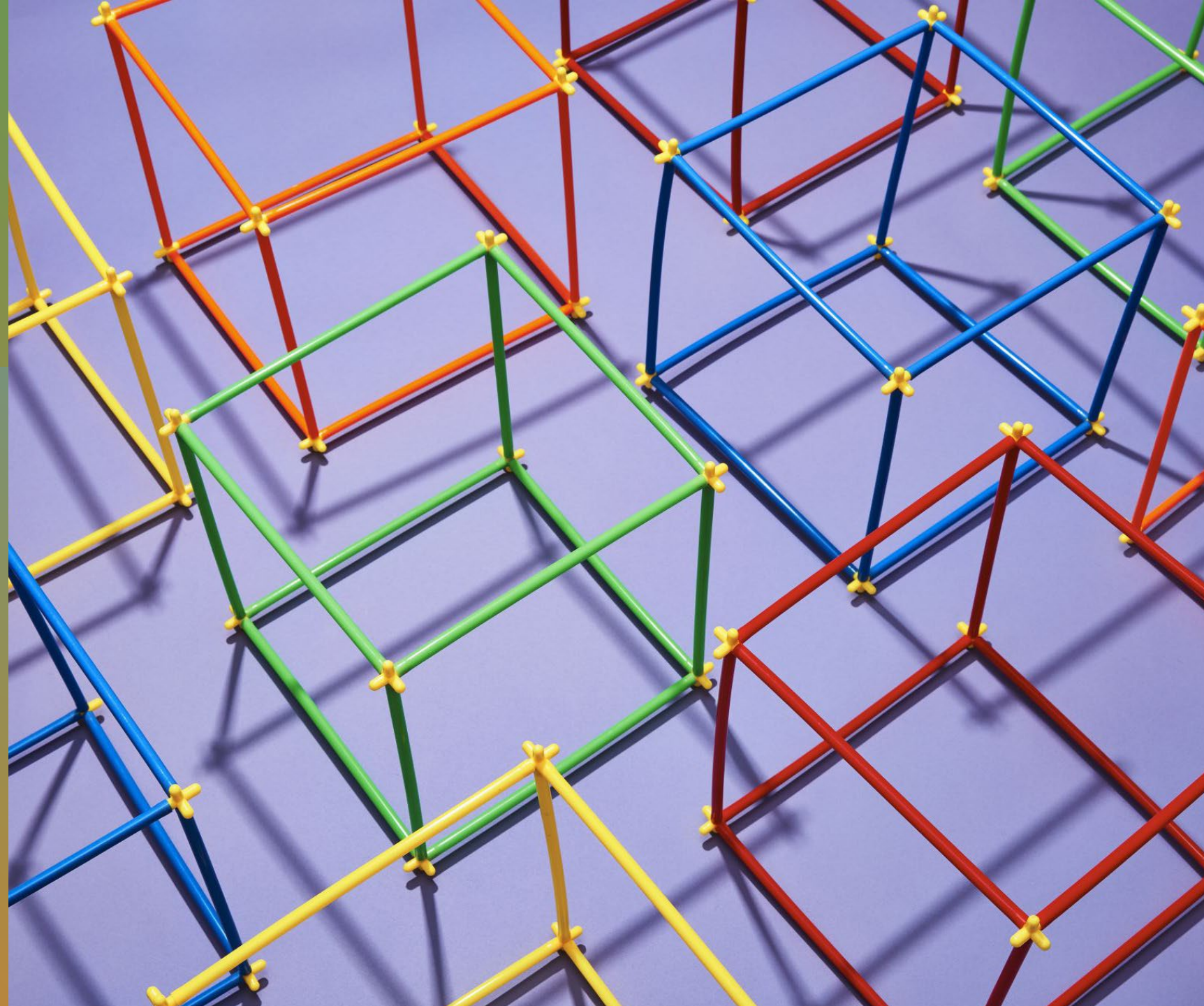OPTIONS
GROUP

GREG ABELL

GREGA@SOMTG.COM

OBJECTIVES

- What is leadership? What is my current relationship to this role?

- What are key challenges of leadership?

    - Increasing complexity

    - Change

    - Conflict

- Explore key contexts in which to focus your development as a leader.

    - Self

    - Team

    - System

A
FRAMEWORK

ENGAGING "AT INTEGRITY"

CHOOSING TO ALIGN ACTION WITH OUR COMMITMENTS

TWO GUIDING QUESTIONS

Being:

- What is this situation calling me to **Be** as I engage?
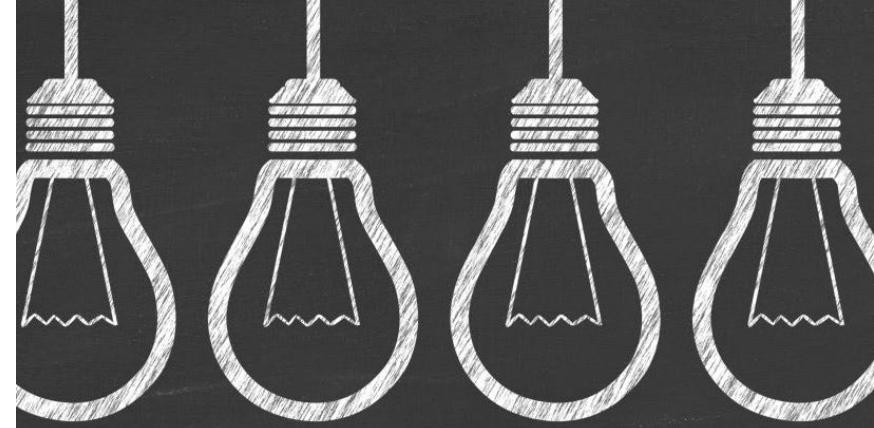 and
- Who am I committed to **Be** in this situation?

- What will I choose to **Do** in this situation that will keep me in alignment with my commitment(s)?

LEADERSHIP

In small groups:

- What is the role and function of leadership?
- Who or what informs your understanding of leadership?
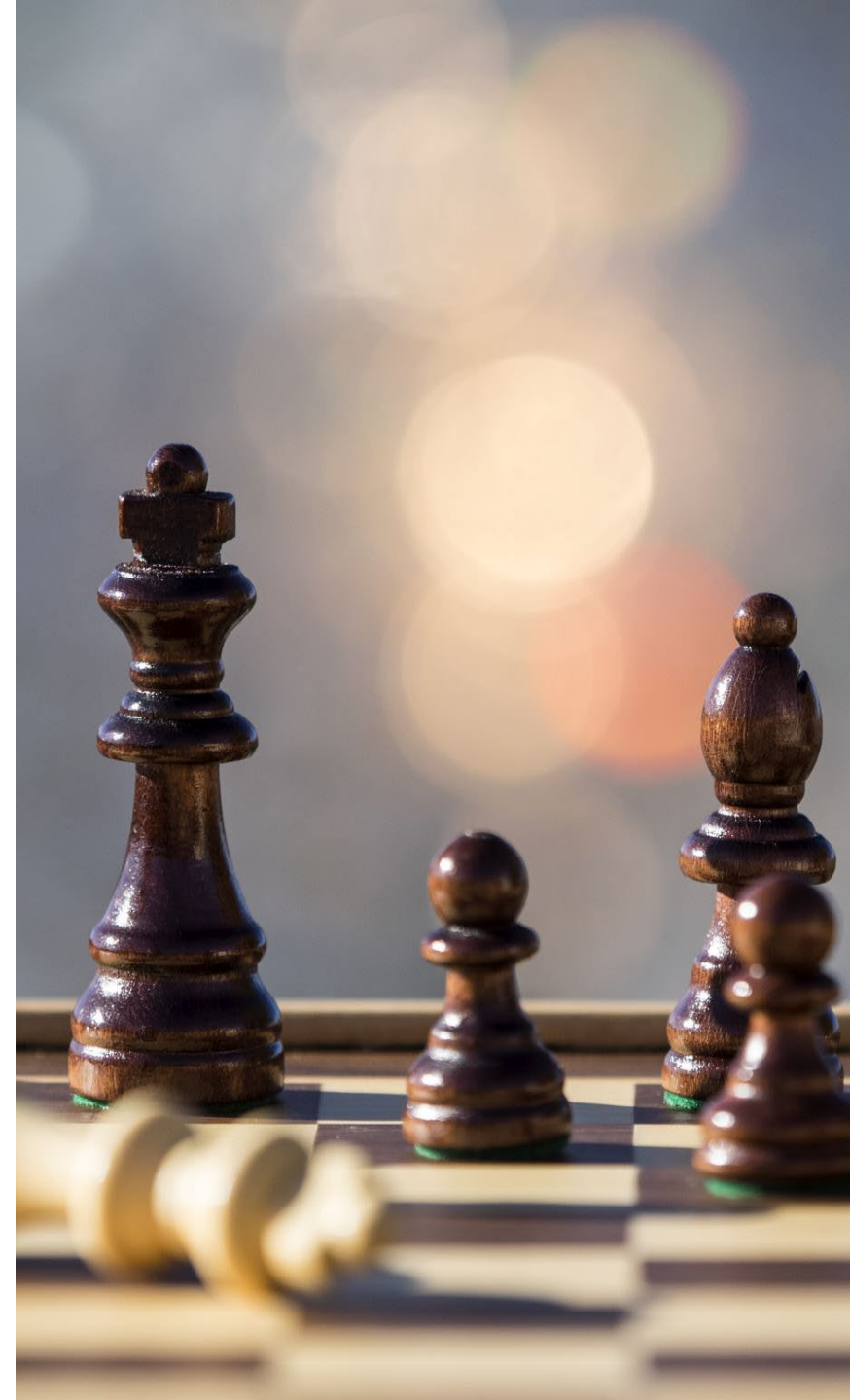
LEADERSHIP WITHOUT EASY ANSWERS

RONALD HEIFETZ

Authority and Leadership

- **Authority**

    "Conferred power to perform a service"

- **Leadership**

    "Mobilizing people to tackle tough problems"

# LEADERSHIP WITHOUT EASY ANSWERS

RONALD HEIFETZ

Technical & Adaptive Work

- **Technical work**

  "Technical problems are those that, in some sense, we already know how to respond to them."

- **Adaptive work**

  "The problem definition is not clear-cut, and technical fixes are not available. Learning is required to both define problems and implement solutions."

Leadership Without Easy Answers

Ronald Heifetz
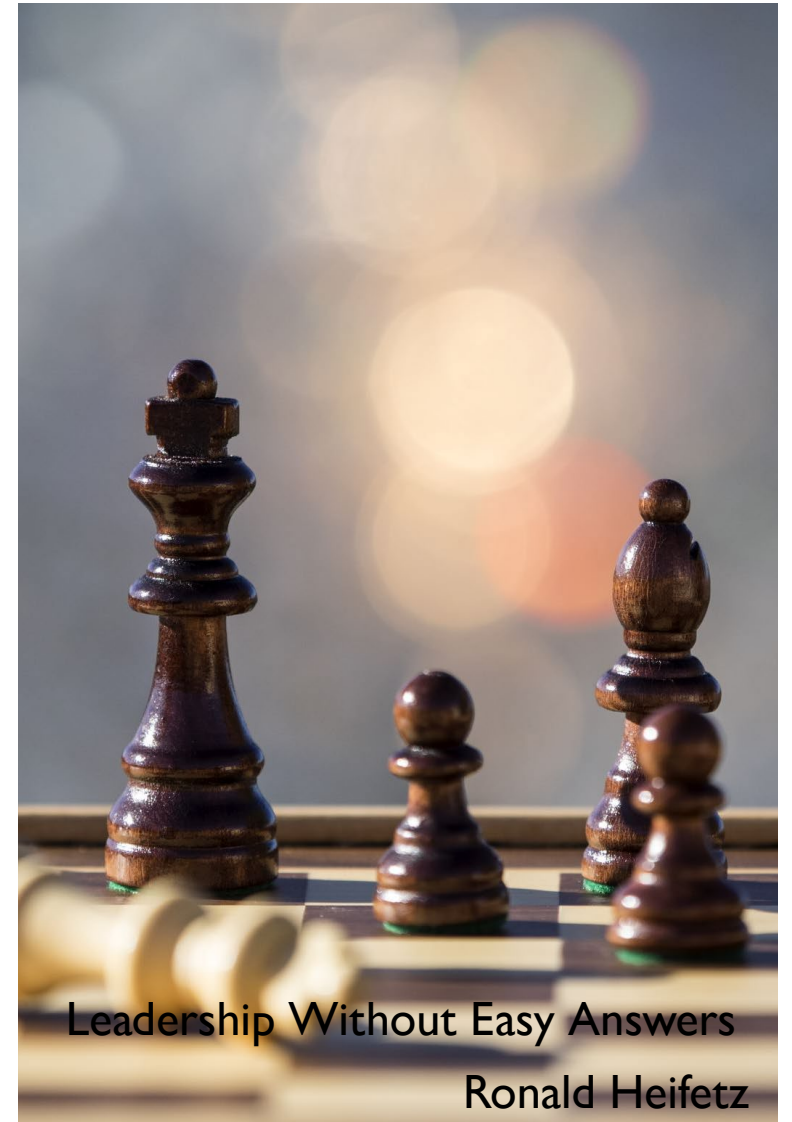
SITUATIONAL STYLES

Situation	Problem definition	Solution/ implementation	Primary responsibility	Type of work
Type I	Clear	Clear	Authority	Technical
Type II	Clear	Requires Learning	Authority & Team	Technical & Adaptive
Type III	Requires Learning	Requires Learning	Team & Leader	Adaptive

QUESTIONS – SMALL GROUPS

- When and where do you operate with "authority"?

- When and where do you operate with "leadership"?

- Leader as a facilitator of learning – How does this fit into your current understanding of leadership?

- Identify examples of Type 1, Type II, and Type III situations

MANAGING TRANSITIONS MAKING THE MOST OF CHANGE

WILLIAM AND SUSAN BRIDGES

DIFFERENTIATING CHANGE FROM TRANSITION

- *Change* is not the same as *Transition*

- *Change* is situational

- *Transition* is the psychological process people go through to come to terms with the new situation.

- *Change* is external, *Transition* is internal

- Unless *Transition* occurs, *Change* will not work

Managing Transitions: Making the Most of Change

William and Susan Bridges

When we tall about change, we naturally focus on the outcome the change will produce

Transition is different. The starting point for transition is not the outcome but the ending you will have to make to leave the old situation behind.
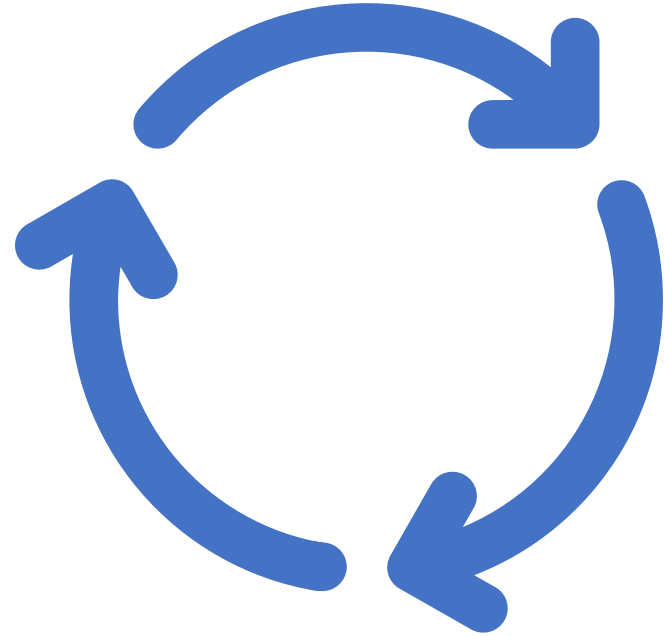
PHASES OF TRANSITION

- Ending or Letting Go

- The Neutral Zone

- New Beginnings

IMMUNITY TO CHANGE HOW TO OVERCOME IT AND UNLOCK THE POTENTIAL IN YOURSELF AND YOUR ORGANIZATION

ROBERT KEGAN

LISA LASKOW LAHEY

THE IMMUNITY X-RAY

Commitment (Improvement Goal)	Doing/Not Doing Instead	Hidden Competing Commitments	Big Assumptions
		Worry Box:	

THE IMMUNITY X-RAY

Commitment (Improvement Goal)			

First Column – Visible Commitment

- The person to whom you report

- Peers

- At least one direct report

Criteria:

- Is it important to me? Do I want to accomplish this? Is it urgent?

- Is it important to someone else?

- Does accomplishment of the goal primarily implicate me?

- Is it stated affirmatively? Reframe if necessary.

THE IMMUNITY X-RAY

Commitment (Improvement Goal)	Doing/Not Doing Instead		

Second Column: What am I doing or not doing instead?

- Describe specific behaviors – What do you do or fail to do?

- More items – greater diagnostic power

- Only list items that work against your column 1 goal

- Do not try to justify or rationalize

THE IMMUNITY X-RAY

Commitment (Improvement Goal)	Doing/Not Doing Instead	Hidden Competing Commitments	

Step 1: The "Worry Box" (biggest worry, discomfort, outright fear)

• If I imagine myself trying to do the *opposite* of this, what is the most uncomfortable, or worrisome, or outright scary feeling that comes up for me?

• Identify an actual "loathsome **feeling**s." You need to get to a place where you feel yourself at risk in some way; where you are unprotected from something that feels dangerous to you.

Step 2: Generating Possible Competing Commitments

• Is it a commitment to self-protection?

• Does the commitment make the behaviors in column 2 perfectly sensible?

• Can you see how changing the behavior in column 2 is insufficient?

• Can see how the tension in two directions keeps you stuck?

• Do you begin to see a coherent whole?

THE IMMUNITY X-RAY

Commitment (Improvement Goal)	Doing/Not Doing Instead	Hidden Competing Commitments	Big Assumptions

Fourth Column – Big Assumptions

- Some of the "Big Assumptions" you may regard as true.

- It shows how the assumption makes the third column commitment inevitable

ACTIVITY-IN SMALL GROUPS

- As you reflect on these two models, what stands out to you as most significant?

- Within your sphere of responsibility, when and how have you observed the elements of these processes?

- How will you become more intentional in addressing the experience of change and transition?
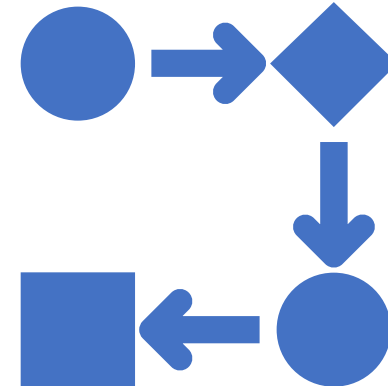
WHERE DID I LEARN ABOUT CONFLICT?

HOW DO THOSE LESSONS CONTINUE TO SHOW-UP FOR ME?

ACTIVITY

Identify 2-3 events in your life that you believe shaped the way in which you currently relate to conflict.

- Why were they significant?

- What did you learn about conflict? About yourself?

- How do these experiences inform how you show up in conflict today?

Share in small groups.

INGREDIENTS OF A CONFLICT
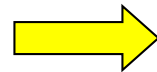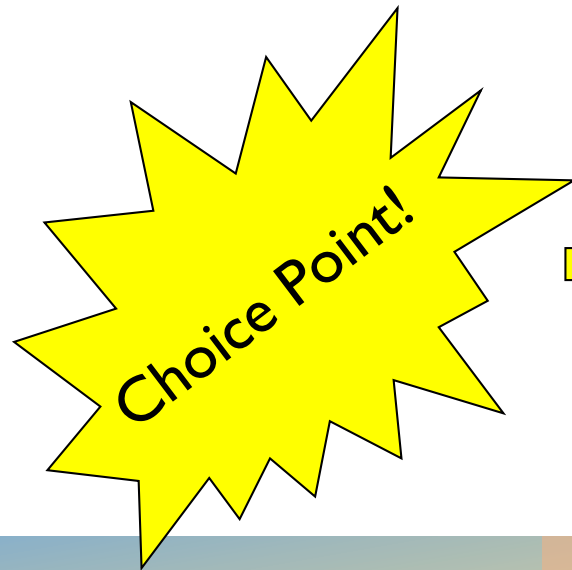
Two or more people

interact

and perceive

incompatible difference or threats
Resources
Needs
Values

Choice Point!

→ behave and respond

to escalate or deescalate the conflict

SIX FACES OF CONFLICT

STAYING WITH CONFLICT: A STRATEGIC APPROACH TO ONGOING DISPUTES

DR. BERNIE MAYER

Low-Impact Conflict

Transient Conflict

Latent Conflict

Representative Conflict

Stubborn Conflict

Enduring Conflict

DILEMMAS OF ENDURING CONFLICT

- No Comprehensive Solution Will Solve the Problem but the problem must be addressed

- Struggle over time of many people with different perspectives is necessary, cooperation is essential

- Decisions must be made in condition of profound uncertainty

- Need to live with ambiguity but find the energy that derives from clarity (move beyond despair, rage, false confidence, and bravado and develop a willingness and capacity to live over time with uncertainty)
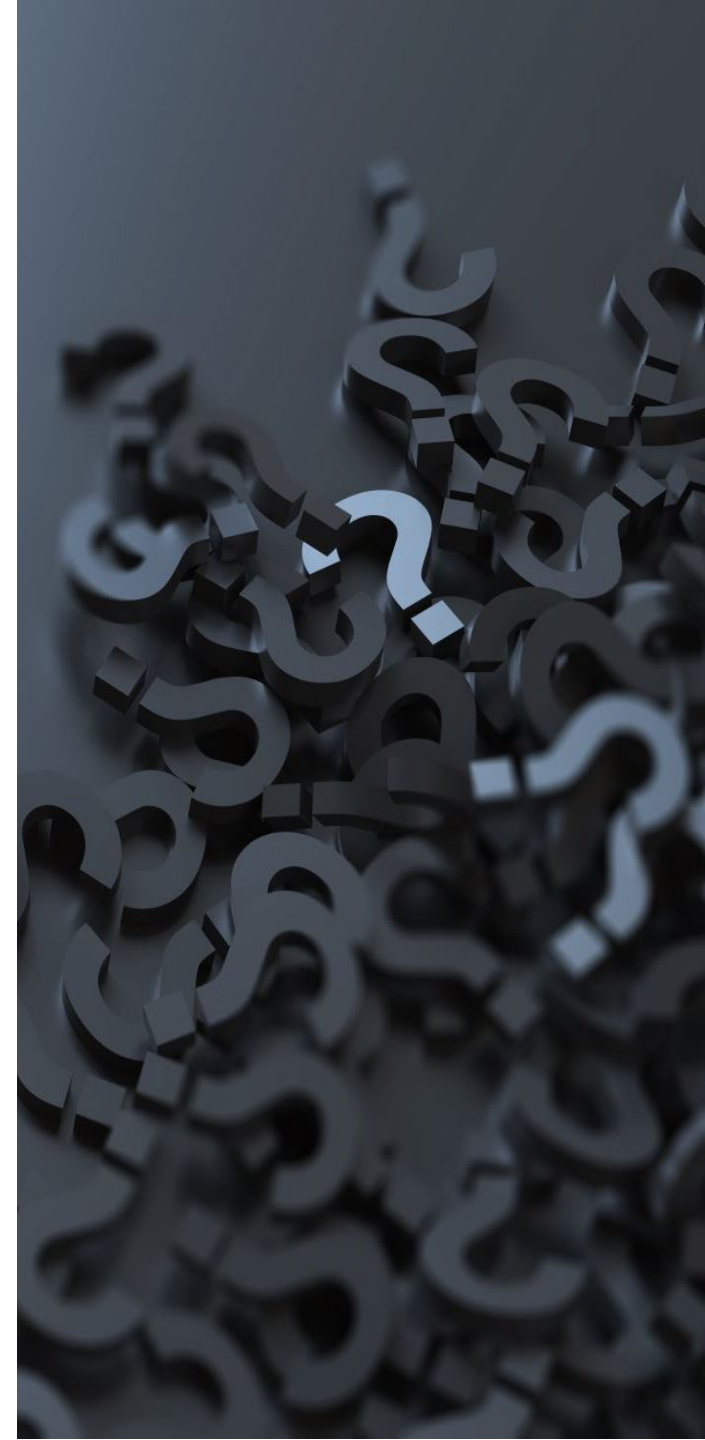
DEVELOP CAPACITY TO BE WITH:

Anxiety

Moral ambiguity

Emotional turmoil

Identity confusion

Cognitive dissonance

Intellectual uncertainty

On a scale of 1-5, how would you rank your capacity in each of these areas? Where might you choose to focus improvement?

SIX STEPS TO STAYING WITH CONFLICT

- Focus on Engagement/Confront Avoidance

- Frame for the long term

- Establish Durable Patterns of Communication

- Use Power with a Long-Term Focus

- Find Agreements where Appropriate but Keep them in Perspective

- Help Sustain People Through Conflict

FIVE CONFLICT-HANDLING STYLES
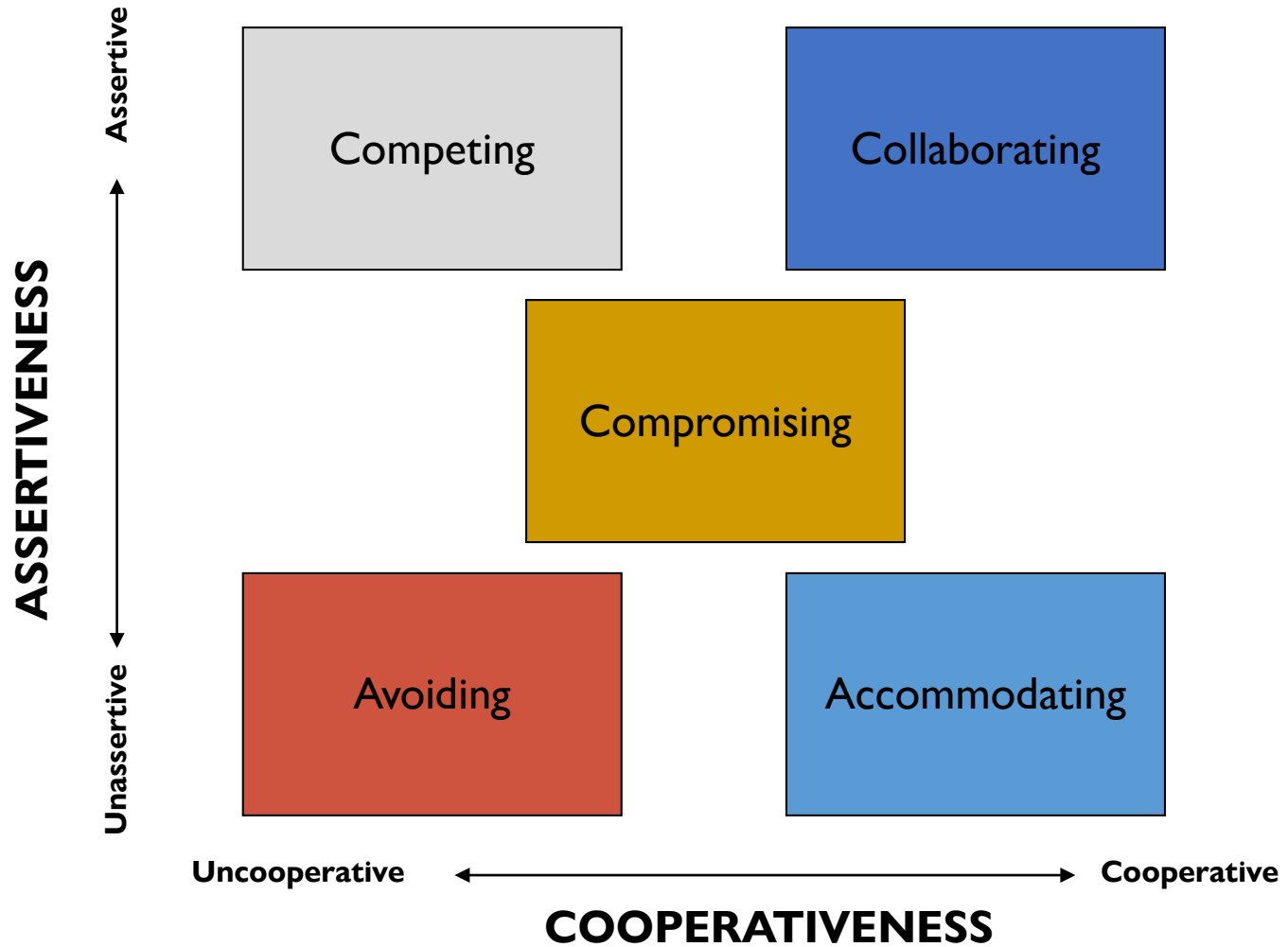
WHAT IS YOUR CURRENT STRATEGY FOR CONFLICT?

- What do you believe to be your preferred or dominant conflict style?

- What about a situation might have you shift away from your preferred style?

- When will you you choose to engage conflict? What about a situation or context might invite your participation? What does engagement look like?

- When will you choose to avoid conflict? What about a situation might inhibit your engagement? What does avoidance look like?

LEADERSHIP COMMITMENTS AND PRACTICES

THE LEADERSHIP CHALLENGE
KOUZES AND POSNER

- Model the Way
  - **Clarify values by finding your voice and affirming shared ideals**
  - **Set the example by aligning actions with shared values**

- Inspire a Shared Vision
  - **Envision the future by imagining exciting and ennobling possibilities**
  - **Enlist others in a common vision by appealing to shared aspirations**

- Challenge the Process
  - **Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve**
  - **Experiment and take risks by constantly generating small wins and learning from experience.**

THE LEADERSHIP CHALLENGE
KOUZES AND POSNER

- Enable Others to Act
  - **Foster collaboration by building trust and facilitating relationships**
  - **Strengthen others by increasing self-determination and developing competence**

- Encourage the Heart
  - **Recognize contributions by showing appreciation for individual excellence**
  - **Celebrate the values and victories by creating a spirit of community**

BUILDING COMMUNITIES THAT LEARN

SHARED PURPOSE

- WHY DO WE EXIST AS A TEAM?

- WHAT ARE THE EXPECTED OUTCOMES OF OUR TIME TOGETHER?

- WHAT DO WE NEED FROM THE ORGANIZATION TO EFFECTIVELY ENGAGE OUR TASK?

ROLES AND RESPONSIBILITIES

- WHY AM I A MEMBER OF THIS TEAM?
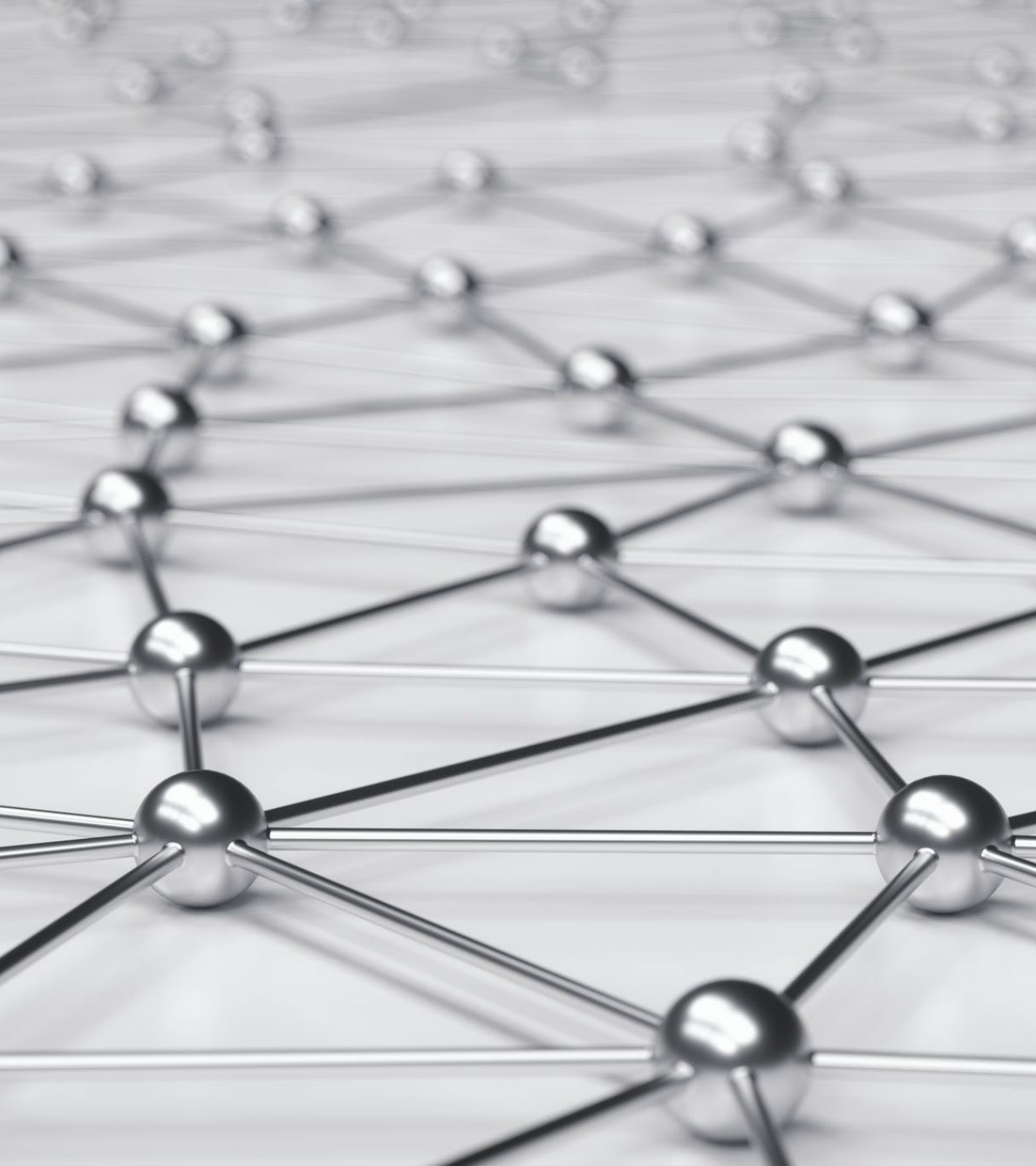
- WHY ARE YOU A MEMBER OF THIS TEAM?

- WHAT DO WE BRING TO THE TASK?

GROUP NORMS

WHAT DO WE EXPECT FROM EACH OTHER AS TEAM MEMBERS?

HOW WILL WE CLARIFY THESE EXPECTATIONS AND HOLD OURSELVES ACCOUNTABLE?

INTERNAL ORGANIZATION

HOW WILL WE ORGANIZE OURSELVES TO ACCOMPLISH OUR TASK?

HOW WILL WE COMMUNICATE AS A TEAM? WITH OUR COLLEAGUES?

HOW WILL WE MAKE DECISIONS AND IMPLEMENT THEM?

EXTERNAL CONNECTIONS

HOW DO WE GET FEEDBACK ON OUR WORK?

HOW ARE WE CONNECTED TO RELATED WORK BEING DONE IN THE COMMUNITY?

CORE VALUES

- Inclusion
- Family Driven
- Natural Environments
- Youth Guided
- Fiscally Responsible
- Respect for Diversity
- Trauma Informed
- Fair
- Equitable
- Culturally and Linguistically Responsive
- All children can learn
- Decisions made for students
- Lifelong learning

COMMON LANGUAGE

- What language is part of the culture in which you engage?

- Where have you experienced a lack of clarity on language to be problematic?

- How did you address these differences?

- What have you found to be useful when faced with this challenge?