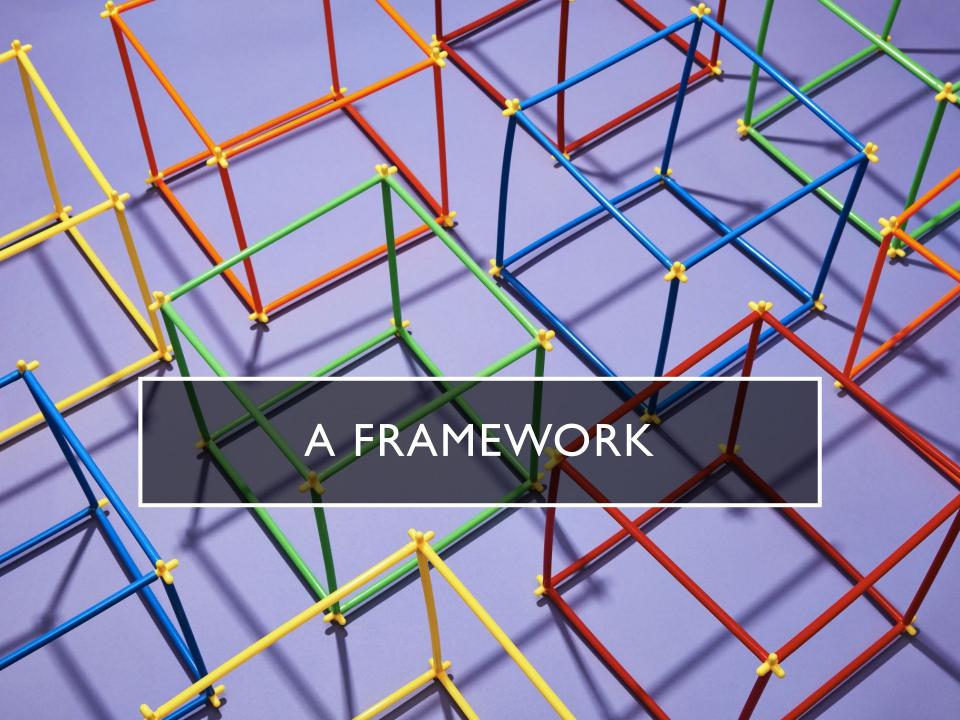




- What is the role of Leadership in navigating Change and Engaging Conflict?
- What do I need to understand about Change and Transition if I am to lead effectively?
- How do I do I mobilize people to engage challenging and difficult conversations?
- What is the situation calling me to be? What is the situation calling me to do?







### 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?

#### Doing:

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

#### **LEADERSHIP**

- Leadership is not a rank or position. It is a choice a choice to look after the person to the left of us and the person to the right of us. – Simon Sinek
- For people to follow someone willingly, the majority of constituents believe the leader must be "Honest, Forward Looking, Inspiring, Competent. - Kouzes and Posner
- "I define a leader as anyone who takes responsibility for finding the potential in people and processes and who has the courage to develop that potential."
   Brene Brown
- Becoming a leader is synonymous with being yourself. It is precisely that simple, and it's also that difficult... First and foremost, find out what it is you're about, and be that. - Warren Bennis
- Mobilizing people to tackle tough problems 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

WHO OR WHAT
HAS INFORMED
AND INFLUENCED
YOUR
UNDERSTANDING
OF LEADERSHIP?

HOW?

WHAT IS YOUR COMMITMENT TO LEADERSHIP?





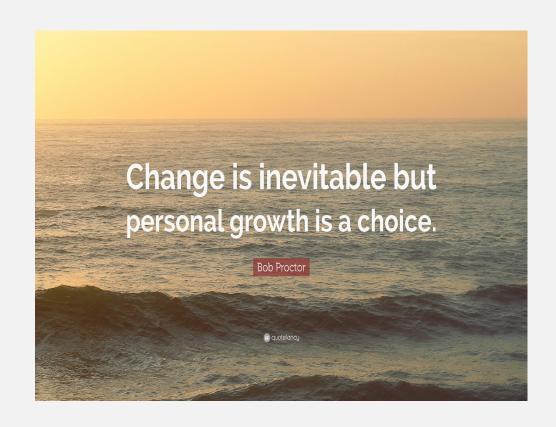
### MANAGING TRANSITIONS MAKING THE MOST OF CHANGE

#### 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 talk 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.





Ending / Letting Go - The Neutral Zone - New Beginnings

AS YOU REFLECT ON YOUR EXPERIENCE WITH CHANGE, WHAT FROM THIS MODEL OF CHANGE AND TRANSITION STANDS OUT TO YOU AS MOST SIGNIFICANT?

WITHIN YOUR
EXPERIENCE, WHEN
AND HOW HAVE YOU
OBSERVED THE
ELEMENTS OF THIS
PROCESS?

PERSONALLY?

PROFESSIONALLY?





Robert Kegan Lisa Laskow Lahey

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

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.

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 I goal
- Do not try to justify or rationalize

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

Step I: 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 **feelings**." 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?

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

AS YOU REFLECT ON YOUR EXPERIENCE WITH CHANGE, WHAT FROM THIS MODEL OF CHANGE AND TRANSITION STANDS OUT TO YOU AS MOST SIGNIFICANT?

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WHERE DID I LEARN ABOUT CONFLICT?



**ACTIVITY** 

Identify 1-2 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

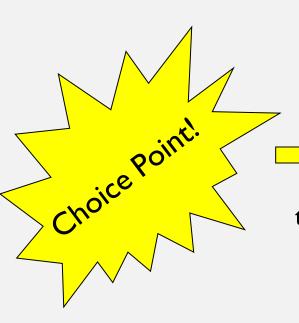
Resources

Needs

**Values** 

behave and respond

to escalate or deescalate the conflict

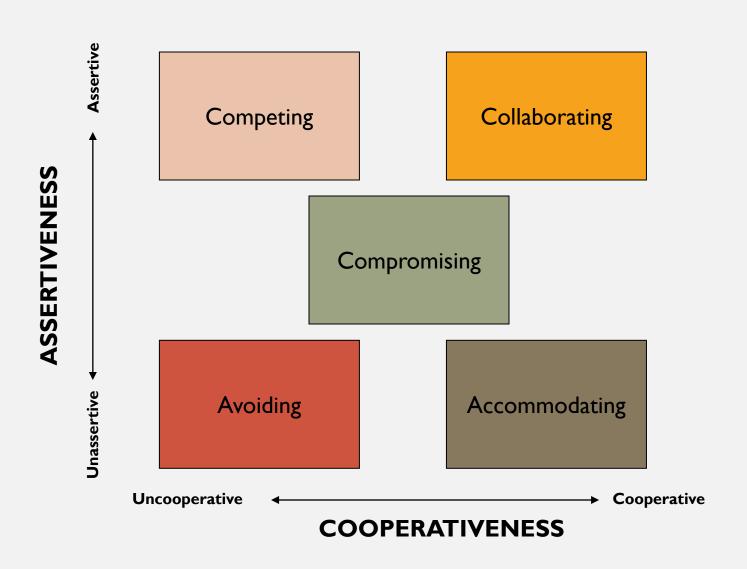


#### SIX FACES OF CONFLICT



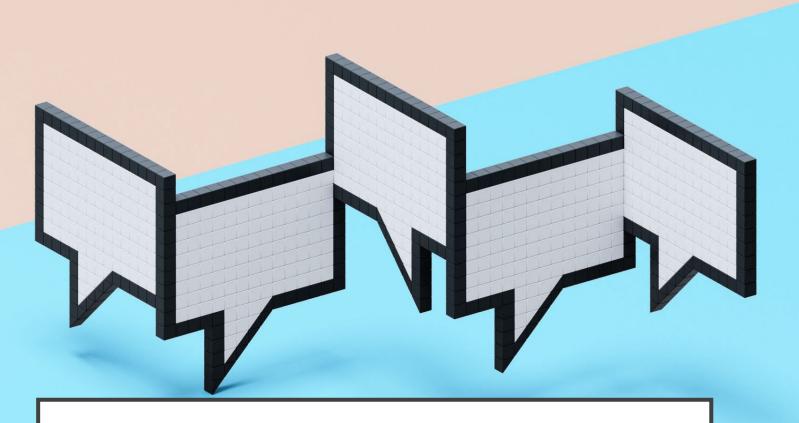
- Low-impact Conflict
- Latent Conflict
- Transient Conflict
- Representative Conflict
- Stubborn Conflict
- Enduring Conflict

#### 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?



## CONVERSATIONAL STRUCTURES

Changing the structure of the conversation can change the nature of the relationship.

#### CONVERSATIONAL STRUCTURE

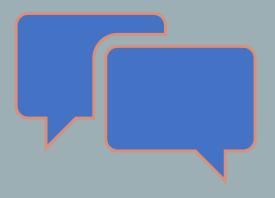
Every conversation has a structure that invites certain kinds of responses and inhibits other kinds of responses.

We approach most difficult situations prepared to tell the other person something that is important to us.

Our preparation involves how we can tell the other person in a way that will be effective.

Choose your conversation or it will choose you.

# WHAT MAKES SOME CONVERSATIONS MORE DIFFICULT?



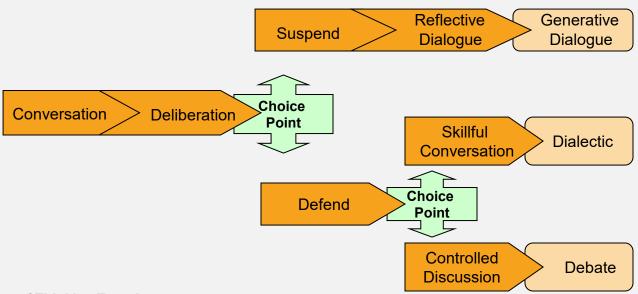
- Perception of difference or threat
- Involve issues of significance
- Strong emotions
- Pivotal to the relationship
- Characterized by "approach/avoidance"

### TWO TYPES OF STANCES

#### TELLING LEARNING

- JudgmentCuriosity
- HubrisHumble
- PretensePresence
- DismissAcknowledge

### CONVERSATION STRUCTURE & CHOICES



Dialogue and the Art of Thinking Together
William Issacs

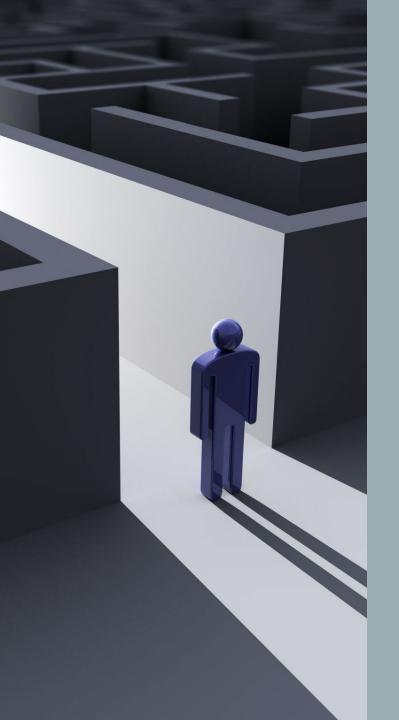
"Individually intelligent people can collectively make stupid decisions from shallow pools of understanding."

"One measure of a group's intelligence is the depth of its shared pool of understanding."

#### RELATIONSHIPS WITHIN THE SCHOOL HOUSE

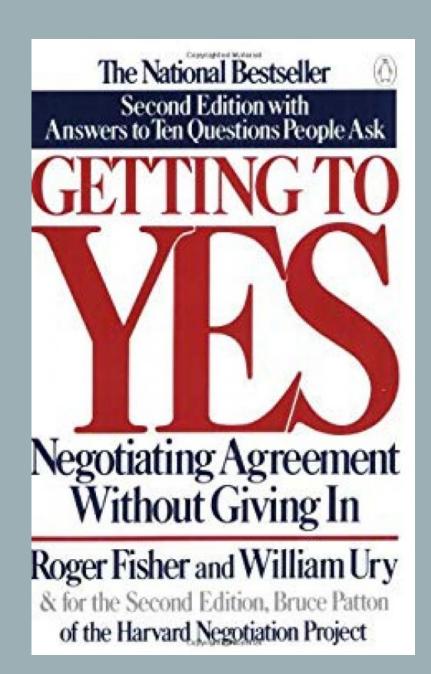
ROLAND S. BARTH

One incontrovertible finding emerges from my career spent working in and around schools: The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishments than anything else.

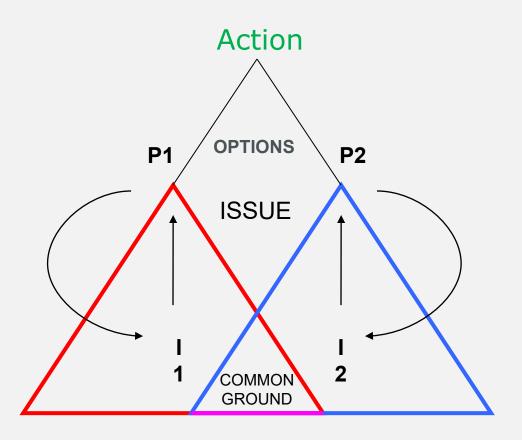


#### LEADING THROUGH CONFLICT

A Framework



SEEING THE ISSUES, POSITIONS, AND INTERESTS





Partner - Engaging in conflict as a participant

**Facilitator** - Serving others in the engagement of conflict

**Arbiter** - Imposing resolution to the conflict in service of shared purpose

Preparing to Engage

Convening the Conversation

Increasing Shared Understanding

Moving from Inquiry to Action



Partner Engaging conflict as a participant	Theme: Clarifying how we want things to be at the end of the conversation.  • What do I really want for myself and others in this conversation?  • How can the conversation positively affect relationships?  • How will I behave if I am committed to mutually acceptable solutions and better relationships?
Facilitator Serving others in the engagement of conflict	Theme: Preparing, to guide a team to effectively engage.  What is the context for this conflict?  Who needs to participate in the work?  How do I support the team substantively, procedurally, and emotionally?  What is my relationship to the conflict?
Arbiter Imposing resolution to the conflict in service of shared purpose	Theme: Preparing to impose resolution to a conflict when the team has been unable to engage effectively and agree upon action.  Why am I choosing this role?  What is my "authority"?  How do I choose and carry out this role

LEADER AS:

**Preparing** 

to Engage

Are we prepared to

effectively engage?

in a way that is consistent with my

commitments and those of the

· What is the potential impact of my

organization?

making the decision?

others? Theme: Organizing the team to effectively engage the conflict. What are the "readiness" conversations we need to have as a group as we engage this conflict?

alignment with our mutual commitment

to the work and to each other?

am I choosing to close the gap?

. What is the "gap" between where we

are and where we need to be and why

. What am I asking from the group at this

Convening the

Conversation

What is the

conversation about?

Theme: Engaging and acknowledging to.

. What should I listen for in the story of

understand all perspectives.

How will I tell my story?

conversation?

dialogue?

process

point?

conversation?

How do I invite others into this

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Theme: Enrolling the team in the decision as I have made it. · What interests /objectives am I

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be the consequences if we do not take

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**Increasing Shared** 

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· How do we suspend judgment and

· What do we all need to understand

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deeper, shared understanding of the

participants and beyond?

interests and/or objectives?

What external parameters exist?

What adaptive work is needed among

What are the individual and shared

about context and external forces?

outcomes.

challenge.

action?

this action?

to be aware of?

mutual statement of issues and desired

Theme: Implementing decisions, clarifying · How will we evaluate and adjust as we How do I communicate what I believe to

expectations, and holding group accountable. · How do I invite participation of others in designing implementation process? How do we clarify expectations and

align action as we implement the plan?

· How will we address those unwilling to

**From Inquiry** 

to Action

How will we move

forward together?

Theme: Finding mutually agreed upon

resolution, planning for action, and

committing to forward movement.

solutions?

our plan?

implementation.

innovation?

· How can dialogue lead to innovative

What are the details we need to work

· How can we support implementation of

Theme: Generating potential actions and

. How do we build on the conversation to

increase capacity for creativity and

· As agreement emerges, what are the

· How will the plan be implemented and

details that need definition?

what support is needed?

bringing specificity to a plan for

addressing by choosing this course of · How do I enroll the group in committing

go forward?

commit?



#### PHASE ONE: PREPARING TO ENGAGE

Are we prepared to effectively engage in this challenge?

## PHASE ONE OBJECTIVES

Become

P Become intentional as to your role in leading through conflict.

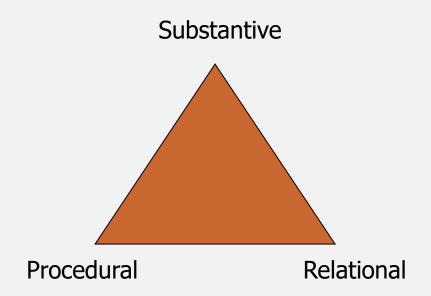
Identify

 Identify a strategic approach for preparing to effectively lead in the engagement of conflict.

Develop

 Develop strategies for preparing others to effectively engage in conflict.

#### **ELEMENTS OF SATISFACTION**



SPECIAL
CONSIDERATIONS
FOR ROLES
LEADERS FILL IN
CONFLICT

**Partner** – How do I structure a conversation among "equals" and address potential power imbalances?

Facilitator – How do I balance my role as facilitator with my role as participant when I have a stake in the outcome?

**Arbiter** – How do I prepare myself to lead courageously in service of mutual purpose?



#### PHASE TWO: CONVENING THE CONVERSATION

What is the conversation really about?

How can we successfully have this conversation?

Partner Engaging conflict as a participant	Theme: Clarifying how we want things to be at the end of the conversation.  What do I really want for myself and others in this conversation?  How can the conversation positively affect relationships?  How will I behave if I am committed to mutually acceptable solutions and better relationships?
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in a way that is consistent with my

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am I choosing to close the gap?

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Theme: Enrolling the team in the decision as I have made it. · What interests /objectives am I addressing by choosing this course of

How do I communicate what I believe to

be the consequences if we do not take

· What transition/change issues do I need

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· How do I enroll the group in committing

innovation? · As agreement emerges, what are the

increase capacity for creativity and

. How do we build on the conversation to

Theme: Generating potential actions and

committing to forward movement.

From Inquiry

to Action

How will we move

forward together?

Theme: Finding mutually agreed upon

resolution, planning for action, and

solutions?

 What are the details we need to work · How can we support implementation of our plan?

· How can dialogue lead to innovative

bringing specificity to a plan for implementation.

details that need definition? · How will the plan be implemented and what support is needed?

Theme: Implementing decisions, clarifying

expectations, and holding group accountable.

· How do I invite participation of others in designing implementation process? How do we clarify expectations and

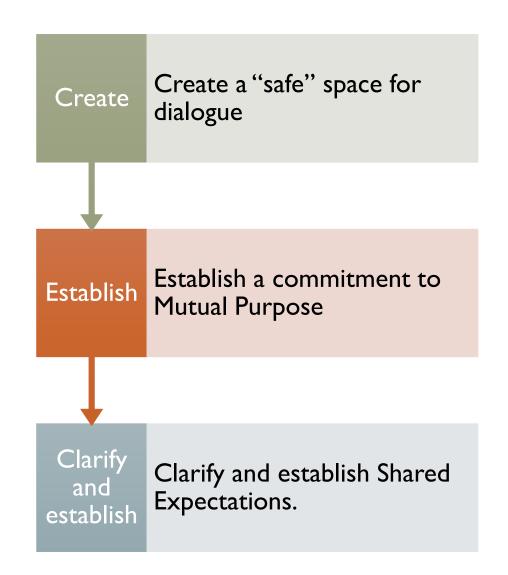
align action as we implement the plan? · How will we evaluate and adjust as we

go forward?

· How will we address those unwilling to

commit?

# PHASE TWO OBJECTIVES



# START WITH A DIALOGUE ABOUT THE CONVERSATION

- The leader must be completely transparent
- Others must feel they can contribute to build shared understanding
- The conversation about the issue(s) can start once the group reaches consensus on how to have the conversation
- Balancing Task with Maintennance





Clarity of Purpose

Understanding Roles and Responsibilities

Group Behavioral Norms

Internal Structures

**External Connections** 

Operationalization of Core Values

Common Language



#### PHASE THREE: INCREASING SHARED UNDERSTANDING

How do we create a "deeper, shared pool of understanding"?

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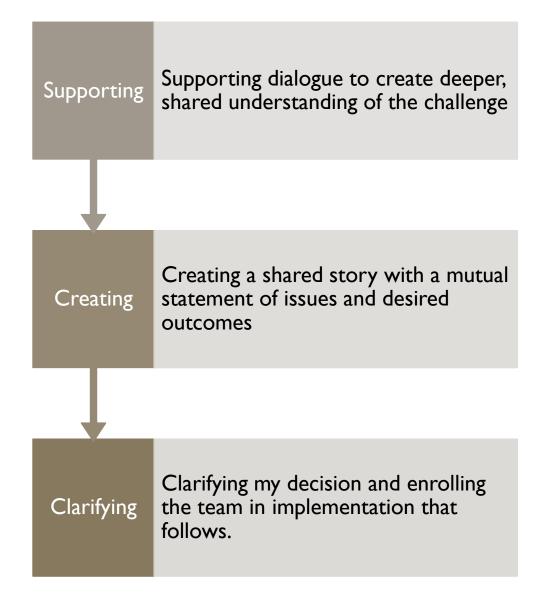
bringing specificity to a plan for

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#### PHASE THREE OBJECTIVES



#### THE POWER OF QUESTIONS

- What we ask, how we ask it, the spirit with which we ask, all invite certain responses and discourage others.
- The very act of asking questions influences people. Acts of asking and answering alter experiences and generate experiences.
- Questions have the power to shape meanings and restrict or expand possibilities for action.



### INTENTIONAL INQUIRY

Is intentional and purposeful

Is born of genuine curiosity.

Causes both the inquirer and the responder to "ponder."

Broadens the range and opportunity for response.

Creates openings rather than closings.

## CRAFTING INTENTIONAL QUESTIONS

- What work do I want this question to do?
  - Broadening Questions
  - Clarifying Questions
  - Explaining Question
  - Exploring Questions
  - Challenging Questions
  - Brainstorming Questions
  - Consequential Questions
- Is this question likely to stimulate fresh thinking?
- Do I have an answer in mind?
- Are my own assumptions imbedded in this question?

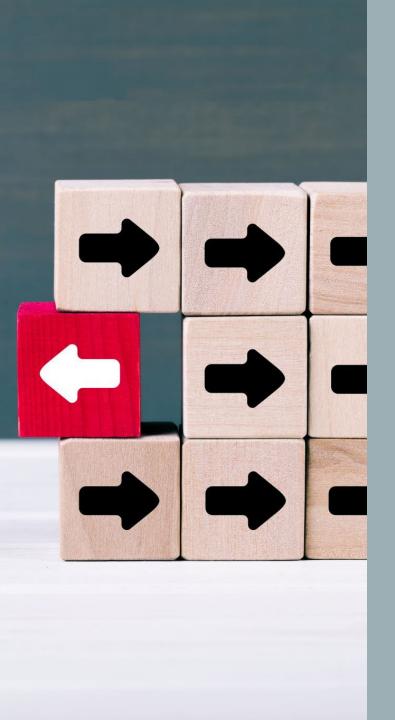


SPECIAL CONSIDERATION IN EACH ROLE

Partner – how do I effectively balance Advocacy with Inquiry?

**Facilitator** – how do I facilitate a conversation in service of adaptive work?

**Arbiter** – How open am I to input at this point in my decision-making process?



#### PHASE FOUR: MOVING FROM INQUIRY TO ACTION

How will we move forward together?

#### SKILLS AND STRATEGIES

- Synthesizing and giving back (a balcony view)
- Promoting creative options
- Dealing with competing values and making choices
- Reality testing
- Creating a detailed plan



SPECIAL CONSIDERATION IN EACH ROLE

**Partner** – how will forward movement continue in the work and in the relationships beyond the conversation?

**Facilitator** – how will the outcome of dialogue be communicated beyond the participants to increase engagement, creativity and innovation?

**Arbiter** – how will others be engaged in implementation and accountability?