Leadership Development: How to Develop Family Leaders

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In dyads of two people who do not know each other well - Write down five words that describe how you see that persons state of being at the moment. Write five words to describe your state of being at the moment.

<table>
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<tr>
<th>How you see the other person's current state</th>
<th>How you would describe your current state</th>
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Leadership Today

Deeply held beliefs about leadership are challenged
Values that made us successful become less relevant
Skills that made us successful become less relevant or must be re-framed or re-tooled

Adapted from: Heifetz, R., Leadership without Easy Answers, 1996

Leadership and Change

“The changes required will be not only in our organizations but in ourselves as well.
...Only by changing how we think, can we change policies and practices.
...Only by changing how we interact can shared vision, shared understandings and new capacities for coordinated action be established.”

Senge, P. M. (1990) The Fifth Discipline

Leadership is a set of personal attributes, qualities, and skills either intuitive and/or acquired that rouses and motivates others. (Northouse, 2001).
Leadership is a Function

- Leadership can be seen as the process of envisioning and initiating change, by mobilizing others to alter the status quo, in response to an urgent challenge or a compelling opportunity.
- Leadership is a type of behavior that embraces relationships and has change as its essential goal.
- Whether or not to provide leadership is a matter of choice and is a function in "systems change".


LEADERSHIP

Leadership is a verb, not a noun. Leadership is action, not a position. Leadership is defined by what we do, not the role we are in.

Excerpted from Jim Clemmer's "Growing the Distance: Timeless Principles for Personal, Career, and Family Success".

Leadership and Advocacy

- Advocacy is the act of pleading or arguing in favor of something such as a cause. It is the pursuit of influencing by putting hard issues on the agenda.
- Leadership is the mobilization of resources to bring about the change.
- Both leadership and advocacy keep people focused on the issues...leadership galvanizes the people to change their ways.

Personal Resistance to Change

Altering “Your” Status Quo

3 Zones of Existence
- Comfort Zone
- Stress Zone
- Stretch Zone

To be most effective, what changes in yourself will you decide to make?

Three Zones of Existence

- **Comfort** - Realm of existing habit
- **Stress** - Occurs when a challenge is so far beyond current experience as to be overwhelming
- **Stretch** - Activities that feel a bit awkward and unfamiliar

It’s that Stretch Zone where True Change occurs

M.J. Ryan, 2006
My Vision, My Values My Culture

Iceberg as a Metaphor for Culture

Understanding Mental Models

Assertions and Assessments

Ladder of Inference

What did you notice?
Leadership Lives in Language

- How we speak
- What we say
- How we listen
- What we hear
- How we convene people
- What happens when we do

 Asking Powerful Questions

- Open-ended vs Closed-ended Questions
- Why questions
- How, What questions are powerful

Listening is 50% or More of the Conversation

Listening is at the heart of a great conversation

Mastering Listening transforms your leadership and your life

Managing Mental Models

- 1. High Advocacy-Low Inquiry
- 2. High Inquiry-Low Advocacy
- 3. Low Inquiry-Low Advocacy
- 4. High Advocacy-High Inquiry

Discussion vs. Dialogue

- Discussion - way that most people communicate
- Ideas presented and everyone analyzes and dissects them
- Purpose of discussion - to make sure you win
- Purpose - to support your idea and stress your points more strongly
- Assumes solution is defined and known

- Dialogue - an exploration of ideas. Presumes problem is not yet clearly understood
- Everyone works together contributing towards idea
- More is achieved as each person adds to the ideas
- No one tries to win. All are learning and creating
- Everyone suspends individual assumptions and explores ideas and issues

System Resistance to Change
**Technical Work**

- Perspectives are aligned
- Definition of the problem is clear
- Solution and implementation of the problem is clear
- Primary locus of responsibility for organizing the work is the formal leader


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**Adaptive Work**

- Legitimate, yet competing, perspectives emerge
- Definition of the problem is unclear
- Solution and implementation is unclear and requires learning
- Primary locus of responsibility is not the formal leader


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**Key Question**

To differentiate between Adaptive and Technical Work ask...

*Does making progress on this problem require changes in people’s values, attitudes and/or habits of behavior?*

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**Role of Leadership in Adaptive Work**

Create a context for learning and support so that the innovation or change or new effort can be generated, understood, absorbed and ultimately acted upon by all.

Source: Ellen B. Kagen, Georgetown University, 2010

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**RESET**

“Reset requires figuring out what, of all that you say you value, is really important and must be preserved….. and what, of all that you value, you must leave behind in order to adapt to a fundamental new reality.”


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**TRAINING & TECHNICAL ASSISTANCE**

- Would expert advice and technical adjustments within basic routines suffice, or would people throughout the system have to learn new ways of doing business, develop new competencies and begin to work collectively?
- How might T/TA be useful in order to help define the adaptive or technical challenge and facilitate adaptive and technical work?
Relationship between Technical and Adaptive Work

• Process flow between technical and adaptive work
• Using technical work strategically to gain short term wins and move a change process forward
• How does this framework impact the way you think about the implementation of contemporary practice in early intervention?
• Remember: Do not put a technical solution to an adaptive challenge!

Leadership Journey Question

• How does this conceptual framework of leadership make me think about my role as a leader now?

Emotional Intelligence

Personal Competence
- Self-Awareness
- Self-Management

Social Competence
- Social-Awareness
- Relationship Management

Language: Our Number One Tool for Providing Leadership in our Work

• Leadership lives in Language
• Language is not only descriptive. It is fundamentally creative and generative. Language is therefore action
• Stories- experiences become action
**What is the secret of the most admired and respected leaders?**

They are using **conversations** to enlist support and get the people around them involved in creating a fundamentally new future.

**Complaint Activity**

**Complaint - What is the assumed agreement that was broken?**

- “All they want is for us to do what they say and they never ask for our opinion about how to do it better”
- “No one gave me the information for this meeting”
- “All they care about is if I am on time, they never even notice how much I actually produce”

**Complaints (cont.)**

- Behind every complaint is a request that has never been made
- Willing to live with the complaint than the potential consequence of addressing the complaint and perhaps hearing a response that we don’t like.

**Discuss**

- Was there an agreement that was broken?
- What request is missing

**How to Make Proper Request**

A proper request includes four elements:

- **WHAT:** Saying exactly what you want
- **BY WHEN:** Saying exactly when you want it
- **FROM WHOM:** Saying exactly from whom you want it
- **CONDITIONS OF SATISFACTION:** Saying exactly how you want it, stating your conditions of satisfaction
Possible Replies to Requests

- Accept = Agreement
- Decline = No Agreement
- Renegotiate = Counter offer
- Commit to Commit = defer answer to a specific time in the future (on hold)

The Four Possible Replies to a Request

1. Accept means the individuals to whom you are making your request agree to take the action you have described in your request, on the terms you stated.
2. Decline means the person or persons to whom you made your request say no.
3. Renegotiate - A counteroffer is a reply in which some aspect or element of your request is changed or modified (May involve a brief negotiation process)
4. Commit to Commit - A promise to reply later effectively put the response on hold to give someone time to consider your request, and possibly time to gather more information in order to make a more informed decision.

Are these requests?

- I’d like you to work harder
- Can you help me with this project?
- Will you fax this mileage report to our branch office by 3pm today?
- I would like for you to schedule a 20 minute phone call with me at least a day in advance of a meeting to review the agenda and your expectations as to what role I will have in the meeting and for you to affirm that I have understood
- The last three meetings you led ran over their scheduled time.
- This conference room is a mess. We have a meeting here in 1 hour!
- Will you take notes on the action items we agree to in our meeting and email them to everyone by the end of business this Friday.

Identifying Typical Non-Responses

- If you are not careful, many replies you will get and accept are actually vague “non responses”
  - I’ll think about it
  - I’ll look into that
  - I’ll try
  - Great idea
  - Others…

Promises and Agreements

- Clear Agreements
  - Establish specific agreement to the elements of the request or
  - Renegotiate with a new request to gain agreement.
  - Make sure there is full clarity by both parties in what the expectation/agreement means
  - Activity – Making requests

Exercise

Requests:

#1 An appointment
#2 Joining a committee
#3 Getting budget information so you can plan an event
Exercise – Identify and make the request that could prevent your complaint

Making and Keeping Agreements

• Is the essence of
  • Accountability
  • Holding oneself and others accountable is at the core of trust building and great leadership
  • Trust is the foundation of any team
  • Requires discipline

Mutual Accountability

• No caveats
• No hedging
• No blaming
• No passing the buck
• NO EXCUSES
• Taking 100% responsibility for your perceptions, your emotions and your responses

What did you notice?

A Tool Kit for Leaders*

• Finding a Sanctuary
• Trusting Your Gut
• Distinguishing Self from Role
• Assuring a Deep Bench
• Having Partners
• Having Mentors
• Preserving a Sense of Purpose
A Tool Kit for Leaders

Finding a Sanctuary
• A place or way of taking care of oneself
• Restores spiritual resources
• Replenishes calm centeredness
• Refreshes sense of self

A Tool Kit for Leaders

Trusting Your Gut
• First know who you are and what you’re all about (vision and values)
• Must have internal trust
• Make sure your gut is nurtured

A Tool Kit for Leaders

Distinguishing Self from Role
• Self-assessment of the need for power, influence, and control
• Overwork and over-inflation of self represents blurring and loss of balance
• Transition rituals can assist

A Tool Kit for Leaders

Assuring A Deep Bench
• Identifying the future needs of your organization
• Identifying qualities of leaders who can lead the future
• Identifying your successor
• Being their mentor even as you are leading
• Federation of Families 2014

A Tool Kit for Leaders

Having Partners
Two types of partners with distinct roles and levels of trust in the relationship: Allies & Confidants

Allies
• Individuals who share a common interest and will work cooperatively toward that interest
• Have personal investment, interest in the daily work, or professional imperative that may influence their actions and limit cooperation and the trust relationship

Confidants
• Individuals with whom one can share their whole self, with trust and openness, without fear of exposure or personal risk
• Often do not share or have a personal or professional investment in the work
• Very few of these partners
A Tool Kit for Leaders

Having Mentors

• Strong leaders often have mentors
• Those with greater knowledge, skills and experience who can provide guidance, support, and wisdom critical to success
• Have a personal stake in our success and our best interests at heart
• Strong leaders often become mentors
• Connects history to future; creates continuity across time

A Tool Kit for Leaders

Preserving a Sense of Purpose

• The capacity to find the values that make risk-taking meaningful
• Internal inspiration to fuel energy for the work
• Helps put setbacks and failures in perspective

“*The measure of success is not that we have difficult problems to face, just that it's not the same problem we had last year.*”

John Foster Dulles