Who am I in the Work of Leadership

Ellen B. Kagen
Georgetown University
December 4, 2014
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
Altering Your Status Quo

- **Stress Zone**: Stressful – you are more likely to shut down than learn or grow.
- **Stretch Zone**: Stretching – you have an opportunity to learn and grow!
- **Comfort Zone**: Comfortable - little opportunity to grow or learn.
DEFINING LEADERSHIP
Leadership is a verb defined by what you do
Leadership is not a noun defined by your role

about action

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Leadership is

A Process of

- envisioning and initiating change by...
- mobilizing others to...
- alter the status quo...
- in response to an urgent challenge or exciting opportunity
Leadership is

A Process of

- envisioning and initiating change by...
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A Behavior that

- embraces relationships and
- has change as its essential goal
Leadership is

A **Process of**

- envisioning and initiating change by...
- mobilizing others to...
- alter the status quo...
- in response to an urgent challenge or exciting opportunity

A **Behavior** that

- embraces relationships and
- has change as its essential goal

An **Awareness** of your choice to

- strengthen relationships
- bring clarity
- ask a good question
- shut someone down
- show frustration
- blame
- not be engaged
Leadership

applies to every aspect of your life

is a personal journey

is a 24/7 experience and choice to make
Leadership is not

• Management
• Authority
• Advocacy
Management

- Maintains the status quo

Leadership

- Changes the status quo
<table>
<thead>
<tr>
<th>Formal Leaders</th>
<th>Informal Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have formal authority</td>
<td>• Have informal authority</td>
</tr>
<tr>
<td>• Are appointed, hired, or promoted</td>
<td>• Earn authority through clarity, contributions, and confidence</td>
</tr>
</tbody>
</table>
Leadership

• Provides focus and attention
• Brings people together
• Mobilizes resources
• Asks and reflects

Advocacy

• Provides focus and attention
• Tells
• Argues
• Persuades
MY VISION,
MY VALUES,
MY CULTURE
Vision
Purpose

Shared vision emerges from personal vision, we start with ourselves
Personal Values

- Are subjective reactions
- Guide our options & behavior
- Define right & wrong
- Are internal definitions
- Develop early & resist change
- Are shaped by important experiences
- Rise out of others’ behavior
Always more than one value system at work

- Community
- Administrative Staff
- Taxpayers
- Clinical Staff
- Clients
- Legislators
- Agency
Personal Values Clarity

“The very first step on the journey to credible leadership is clarifying your own values…”

CULTURE, VALUES, AND CULTURAL WORLDVIEW
Culture is an integrated pattern of human behavior

- courtesies
- roles
- values
- beliefs
- languages
- relationships
- expected behaviors
- rituals
- practices
- thought
- communication
- manners of interacting
- customs

... of a racial, ethnic, tribal, national, religious, social, or political group

Source: National Center for Cultural Competence, Georgetown University
Culture provides identity and internal guidance on how to behave

- Includes beliefs, customs, habits, lore, art, sciences
- Is shared
- Is socially transmitted
- Structures values and perceptions
- Makes us ‘humans’
- Is the way of life
Iceberg as a Metaphor for Culture

dress    age
race/ethnicity    language
food    music    gender    art

conscious
awareness

eye behavior    sense of “self”
notions of modesty    authority figures & roles
patterns of handling emotions    concept of justice
group decision-making patterns    levels of acculturation
patterns of superior/subordinate roles    sense of power
timey of disease    concept of cleanliness    risk interpretation
body language    problem-solving approaches    religion & spirituality
attitude toward the dependent    sense of competition/cooperation
social interaction rate    patterns of visual perception
facial expressions    definitions of religious
roles in relation to status by gender, age, sex, class

“out-of
awareness”

source: Sockalingam, S. - TeamWorks, 2003, adapted from source unknown
Our cultural values shape our behavior

<table>
<thead>
<tr>
<th>Value</th>
<th>Cultural Messages</th>
<th>Impact on Actions and Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>• Education is a way for people to become secure and successful</td>
<td>• I seek opportunities for learning</td>
</tr>
<tr>
<td></td>
<td>• You have to work hard for a good education</td>
<td>• I learn from my interactions with all people</td>
</tr>
<tr>
<td></td>
<td>• Education will allow you to have impact on the world</td>
<td>• I have a passion for new ideas and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I make higher education and learning as a life long endeavor a personal goal</td>
</tr>
</tbody>
</table>
## Our cultural values shape our behavior

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<th>Value</th>
<th>Cultural Messages</th>
<th>Impact on Actions and Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Adventure and Risk</td>
<td>• The world is a dangerous place</td>
<td>• When I was 13- Send me someplace – Miami</td>
</tr>
<tr>
<td></td>
<td>• Always be careful</td>
<td>• Desire of “out of tribe” experiences</td>
</tr>
<tr>
<td></td>
<td>• Better to be secure and play it safe</td>
<td>• South Africa</td>
</tr>
<tr>
<td></td>
<td>• Airplane travel</td>
<td>• Soviet Union</td>
</tr>
<tr>
<td></td>
<td>• Gilligan's Island</td>
<td>• Bahamian Mail Boat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Israeli-Palestinian Dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Liberty City/Afghanistan</td>
</tr>
</tbody>
</table>
UNDERSTANDING OUR MENTAL MODELS
Mental Models are our
• Habits of thought
• Ancestral voices
• Beliefs
• Assumptions
• Perceptions
Mental Models & Assumptions

We all have them
Rely on them every day
Conscious or unconscious
Easy to see in others
Affect perceptions & actions
Impede or enhance understanding
Not all are warranted
Need to be tested

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Mental Models

- Teenager
- Education
- Police
- Silence
- The government
- President
- Hospital
- Religious
Ladder of Inference

Source: Leadership Development for System Change, Georgetown University, 2008

- Take ACTIONS (based on beliefs)
- Adopt BELIEFS
- Draw CONCLUSIONS
- Make ASSUMPTIONS (based on meaning added)
- Add MEANING (cultural and personal)
- Select DATA

OBSERVABLE DATA and EXPERIENCE (the “video tape”)
** Assertions **

• Can be shown to be true or false

• “This room is 75 degrees”

• An odor is created by chemicals that can be identified in a laboratory

• The flavor of cilantro is based on the chemicals in the leaves

** Assessments **

• Cannot be shown to be true or false

• "This room is hot"

• An aroma is how we perceive the odor

• Whether someone likes cilantro depends on how they perceive it
Managing our mental models

Limiting assumptions

Testing them

Using advocacy and inquiry
High Advocacy-Low Inquiry | High Advocacy-High Inquiry
---|---
Telling | Generating
Low Inquiry-Low Advocacy | High Inquiry-Low Advocacy
Observing | Asking
听
耳
目
心
YOU
EYES
UNDIVIDED
ATTENTION
HEART
Reset means deciding

what to keep

what to leave behind
To reset, ask

**Which** values, beliefs, attitudes, or behaviors need to change?

**Whose** values, beliefs, attitudes, or behaviors must change?

**What** changes in priorities, resources and power are necessary?

**What** must be let go and **who** must let go?
Application of the Framework to the Work of Leading Transformation

**Reset**: What needs to shift for the change to happen?

<table>
<thead>
<tr>
<th></th>
<th>Me as a Leader</th>
<th>My Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values and Attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviors and Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(habits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paradigm Shift
THE ADAPTIVE CHALLENGE

Understanding the Role of Leadership in Times of Change & Transformation
System Resistance to Change
Face to Face With the Second Step.

STINE
Personal Resistance to Change
Leadership and Change

“The changes required will be not only in our organizations but in ourselves as well.

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We are resetting our mental models of leadership

<table>
<thead>
<tr>
<th>Who can lead</th>
<th>Traditional Model</th>
<th>New Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Those with advanced education and formal authority</td>
<td>Anyone who chooses to and practices leadership skills, habits, and behaviors</td>
</tr>
</tbody>
</table>
We are resetting our mental models of leadership

<table>
<thead>
<tr>
<th>Role of the Leader</th>
<th>Traditional Model</th>
<th>New Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect the organization from external threats and conflict</td>
<td>Put difficult issues “on the table”</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Required skills</th>
<th>Traditional Model</th>
<th>New Model</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Dictating</td>
<td>Collaborating</td>
</tr>
<tr>
<td></td>
<td>Telling</td>
<td>Gathering collective intelligence</td>
</tr>
<tr>
<td></td>
<td>Convincing</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing a shared truth</td>
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<thead>
<tr>
<th>Traditional Model</th>
<th>New Model</th>
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</thead>
<tbody>
<tr>
<td><strong>Who has the solutions</strong></td>
<td><strong>Leaders</strong></td>
</tr>
<tr>
<td>Technical Work</td>
<td>Adaptive Work</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>• Perspectives are aligned</td>
<td>• Competing, yet legitimate perspectives</td>
</tr>
<tr>
<td>• Problem clearly defined</td>
<td>• Problem not clearly defined</td>
</tr>
<tr>
<td>• Solution and how to implement are clear</td>
<td>• Solution and how to implement are not clear</td>
</tr>
<tr>
<td>• Formal leader has primary responsibility</td>
<td>• Formal leader doesn’t have primary responsibility</td>
</tr>
</tbody>
</table>
Collective Intelligence

It is in the collective intelligence of people at all levels, who need to use one another as resources, often across boundaries and learn their way to new solutions.

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?

× if no – it’s probably technical

√ if yes – it’s probably adaptive
Table Discussion

Now that you understand the difference between adaptive and technical work, please take some time to discuss when you have either experienced when technical solutions have been used to solve adaptive challenges or when you have put a technical solution to an adaptive challenge.
Leaders have two primary roles in adaptive work.

- **Reset**
- **Creating a context for learning and support**
Primary role of the leader

**Technical**
- Computer training
- Assessment forms
- A parent on a Council
- Memorandum of interagency agreement
- Translation services
- Parent and child care training

**Adaptive**
- Using computers in the workplace
- Strength based care
- Family involvement
- Interagency collaboration
- Cultural competence
- Relationships with families and child care providers

**RESET**
- Whose values, beliefs, attitudes or behaviors must change in order to move forward?
- What shifts in priorities, resources and power are necessary?
- What sacrifices would have to be made and by whom?
Primary role of the leader

Create a context for learning and support so that the innovation or change can be generated, understood, absorbed, and acted upon by all.
As a leader you will do **both** technical and adaptive work.

Most problems have adaptive **and** technical aspects.

Use technical work to gain short term wins and make forward progress.
Never apply a technical solution to an adaptive challenge!

Adaptive challenges are difficult because their solutions require people to change.

Often, you are the one who has to change.

“If your wife locks you out of the house, you don't have a problem with your door.”

— Anne Lamott, Bird by Bird: Some Instructions on Writing and Life
Reflection Question

How does this framework impact the way you think about the implementation of system of care values and principles, process and structure?
Leadership Journey Question

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

Developed by Ellen B. Kagen, M.S.W., Georgetown University

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