



National Technical  
Assistance Center for  
Children's Mental Health

GEORGETOWN UNIVERSITY CENTER FOR  
CHILD AND HUMAN DEVELOPMENT

# **Who am I in the Work of Leadership**

**Ellen B. Kagen**  
**Georgetown University**  
**December 4, 2014**

# Leadership and Change

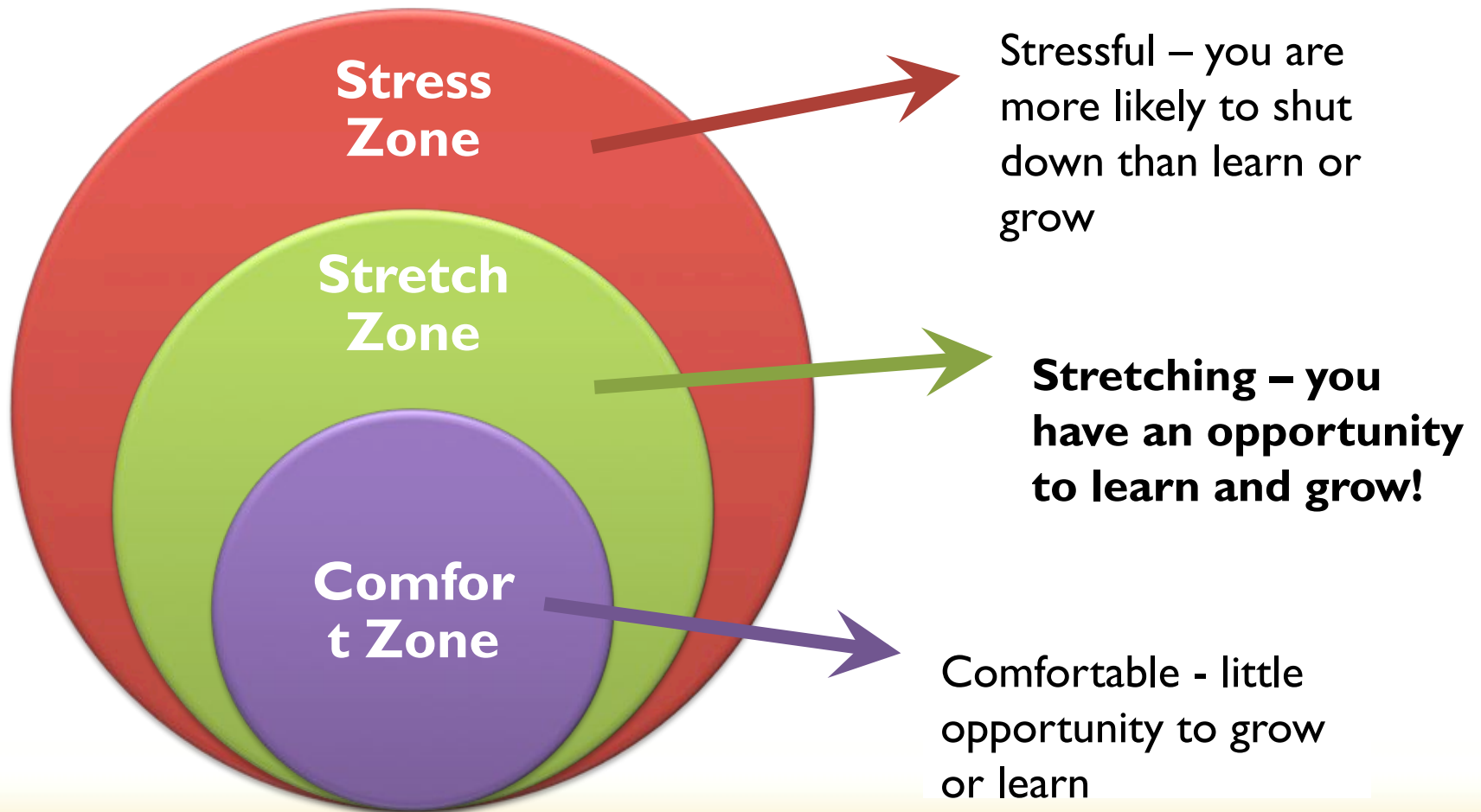
“The changes required will be not only in our organizations but in ourselves as well.

....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





# DEFINING LEADERSHIP

# Leadership

is

a verb

about action

defined by what you do



is not

a noun

about position

defined by your role



# 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...
- 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**

# 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
- OR**
- 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**



## **Formal Leaders**

- **Have formal authority**
- **Are appointed, hired, or promoted**

## **Informal Leaders**

- **Have informal authority**
- **Earn authority through clarity, contributions, and confidence**

# Advocacy

- **Provides focus and attention**
- **Tells**
- **Argues**
- **Persuades**

# Leadership

- **Provides focus and attention**
- **Brings people together**
- **Mobilizes resources**
- **Asks and reflects**

# **MY VISION, MY VALUES, MY CULTURE**



A close-up photograph of two hands, one from a lighter-skinned person and one from a darker-skinned person, shaking in a firm grip. The hands are positioned behind the central text, with the fingers interlaced and thumbs pointing towards the center. The background is a soft, out-of-focus white.

# **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**

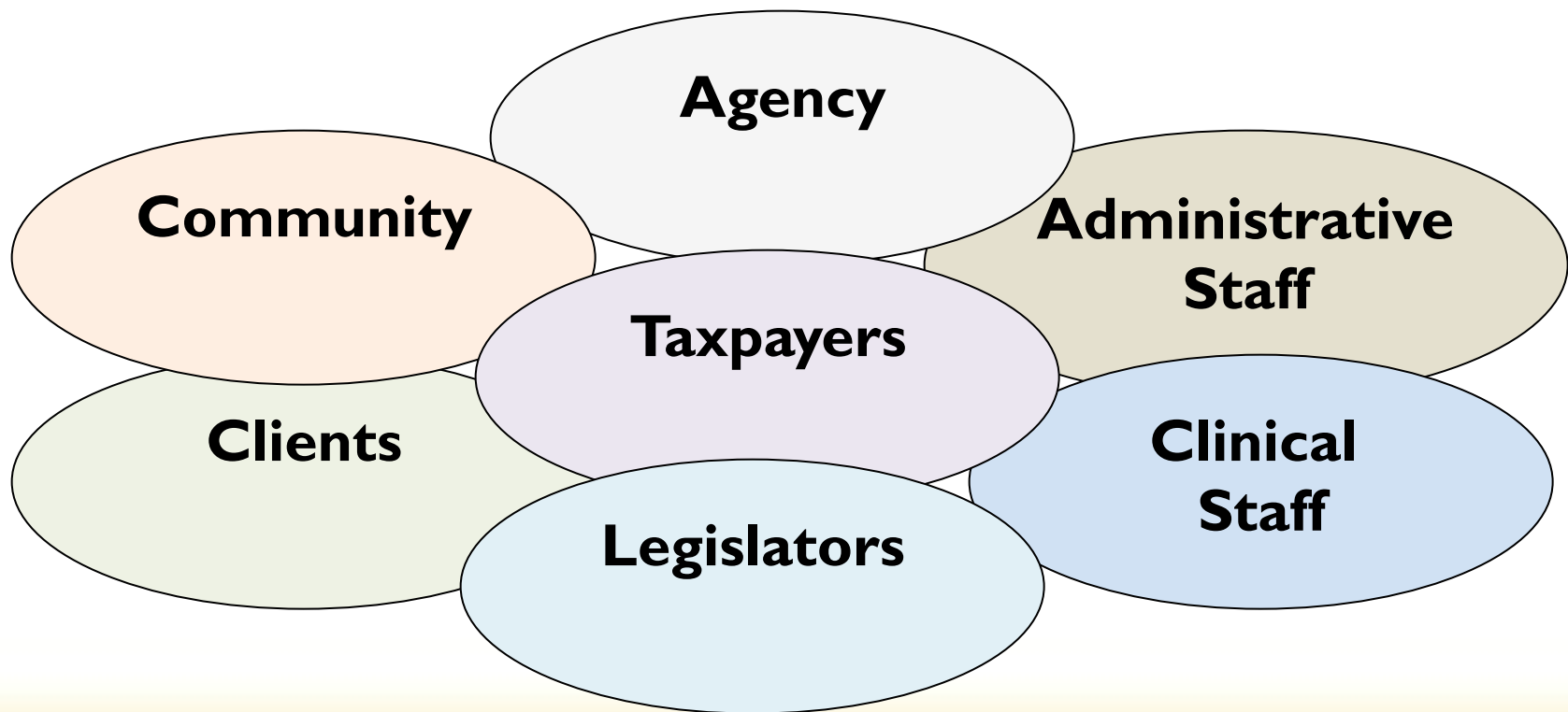
**Develop  
early & resist  
change**

**Are shaped  
by important  
experiences**

**Rise out of  
others'  
behavior**



# Always more than one value system at work



# Personal Values Clarity

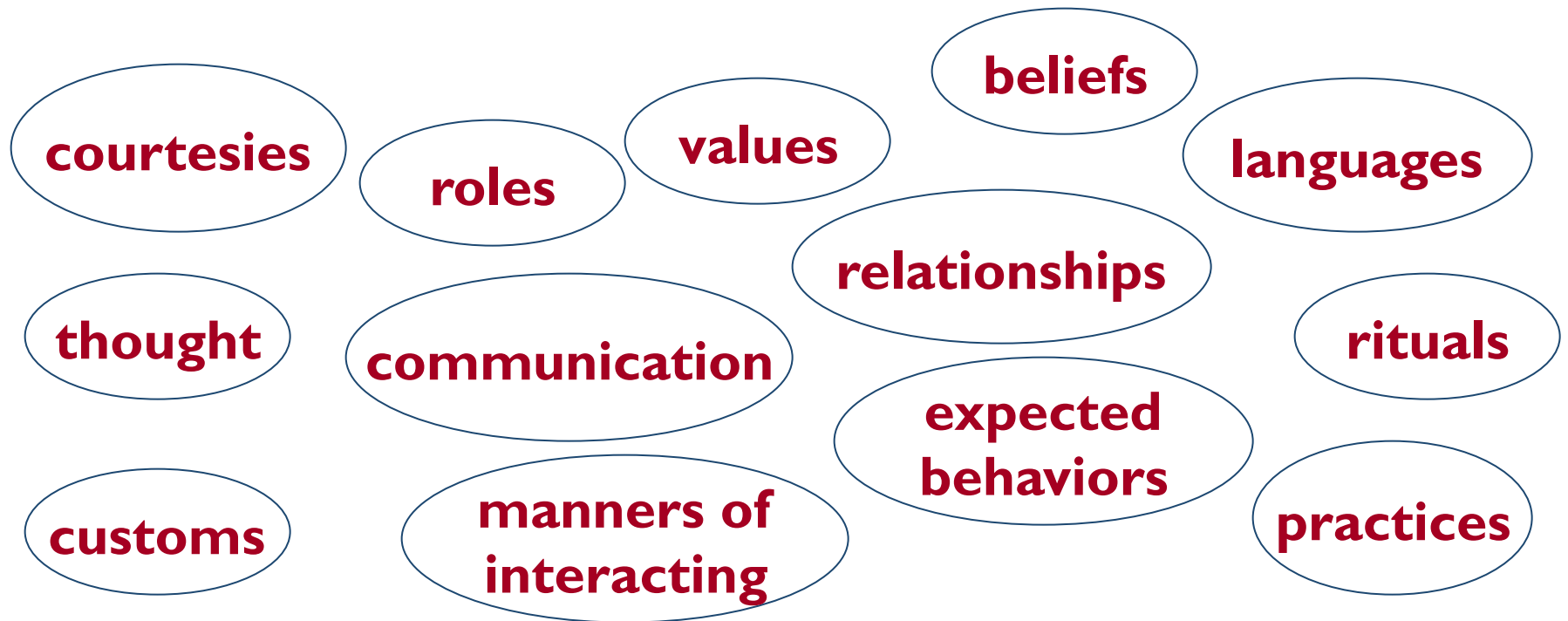
“The very first step on the journey to credible leadership is clarifying your own values...”

The Leadership Challenge, Kouzes & Posner, 4<sup>th</sup> edition, 2007

# CULTURE, VALUES, AND CULTURAL WORLDVIEW



# Culture is an integrated pattern of human behavior



... 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**

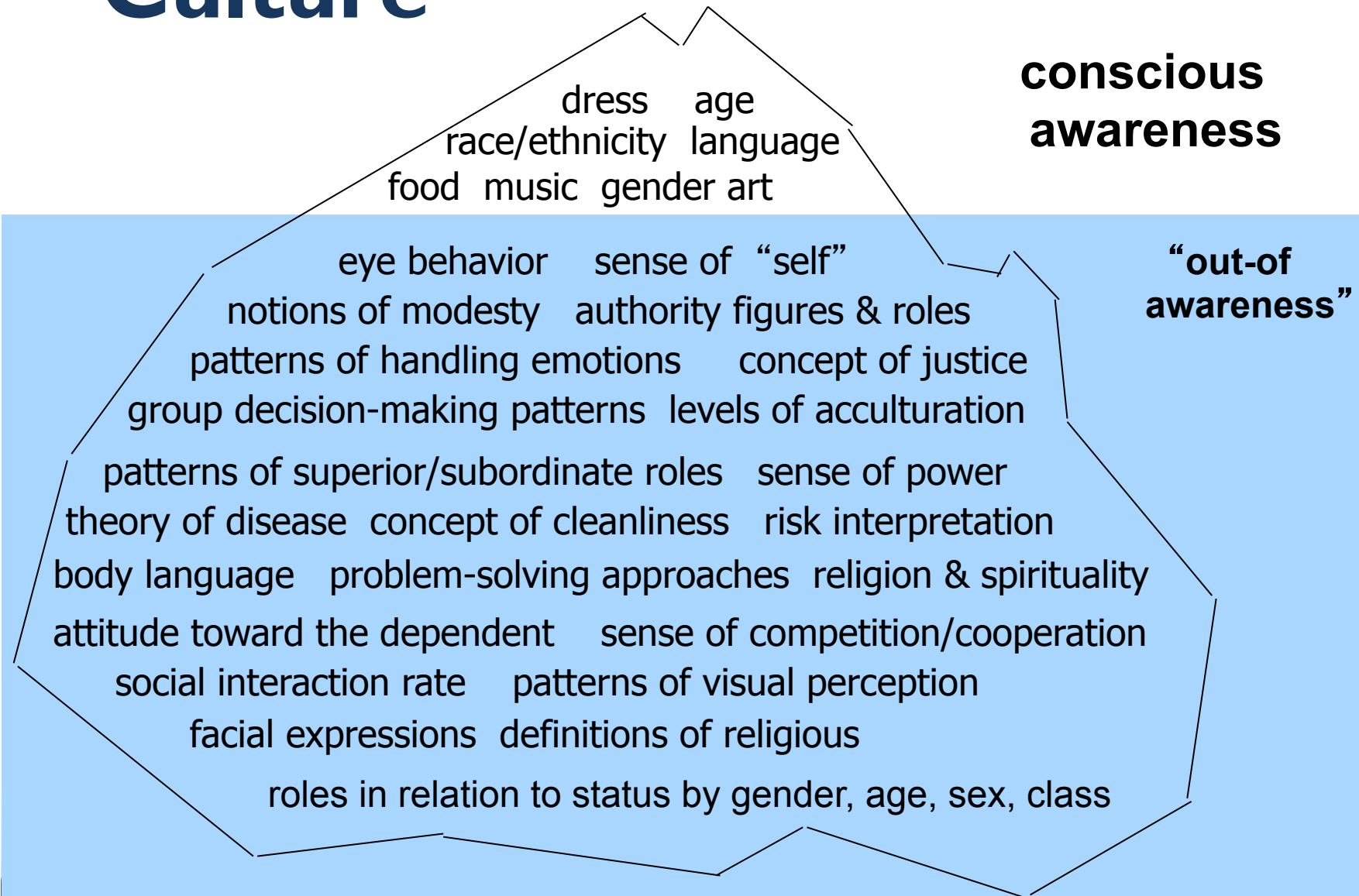
**Is socially transmitted**

**Structures values and perceptions**

**Makes us 'humans'**

**Is the way of life**

# Iceberg as a Metaphor for Culture



source: Sockalingam, S. - TeamWorks, 2003, adapted from source unknown

# Our cultural values shape our behavior

Value	Cultural Messages	Impact on Actions and Behaviors
Learning	<ul style="list-style-type: none"><li>• Education is a way for people to become secure and successful</li><li>• You have to work hard for a good education</li><li>• Education will allow you to have impact on the world</li></ul>	<ul style="list-style-type: none"><li>• I seek opportunities for learning</li><li>• I learn from my interactions with all people</li><li>• I have a passion for new ideas and reflection</li><li>• I make higher education and learning as a life long endeavor a personal goal</li></ul>

# Our cultural values shape our behavior

Value	Cultural Messages	Impact on Actions and Behaviors
Adventure and Risk	<ul style="list-style-type: none"><li>• The world is a dangerous place</li><li>• Always be careful</li><li>• Better to be secure and play it safe</li><li>• Airplane travel</li><li>• Gilligan's Island</li></ul>	<ul style="list-style-type: none"><li>• When I was 13- Send me someplace – Miami</li><li>• Desire of “out of tribe” experiences</li><li>• South Africa</li><li>• Soviet Union</li><li>• Bahamian Mail Boat</li><li>• Israeli-Palestinian Dialogue</li><li>• Liberty City/Afghanistan</li></ul>





# UNDERSTANDING OUR MENTAL MODELS

**Mental Models are our**

- Habits of thought
- Ancestral voices
- Beliefs
- Assumptions
- Perceptions

**Life  
Experiences**

**Culture**

**Personality**



# 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**

# Mental Models

- **Teenager**
- **Education**
- **Police**
- **Silence**
- **The government**
- **President**
- **Hospital**
- **Religious**











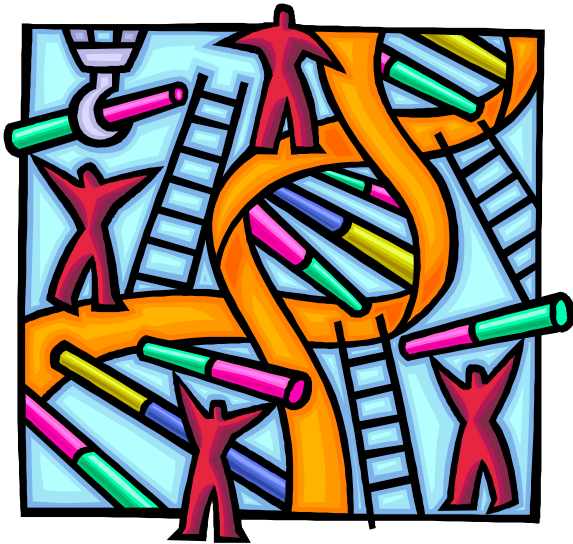




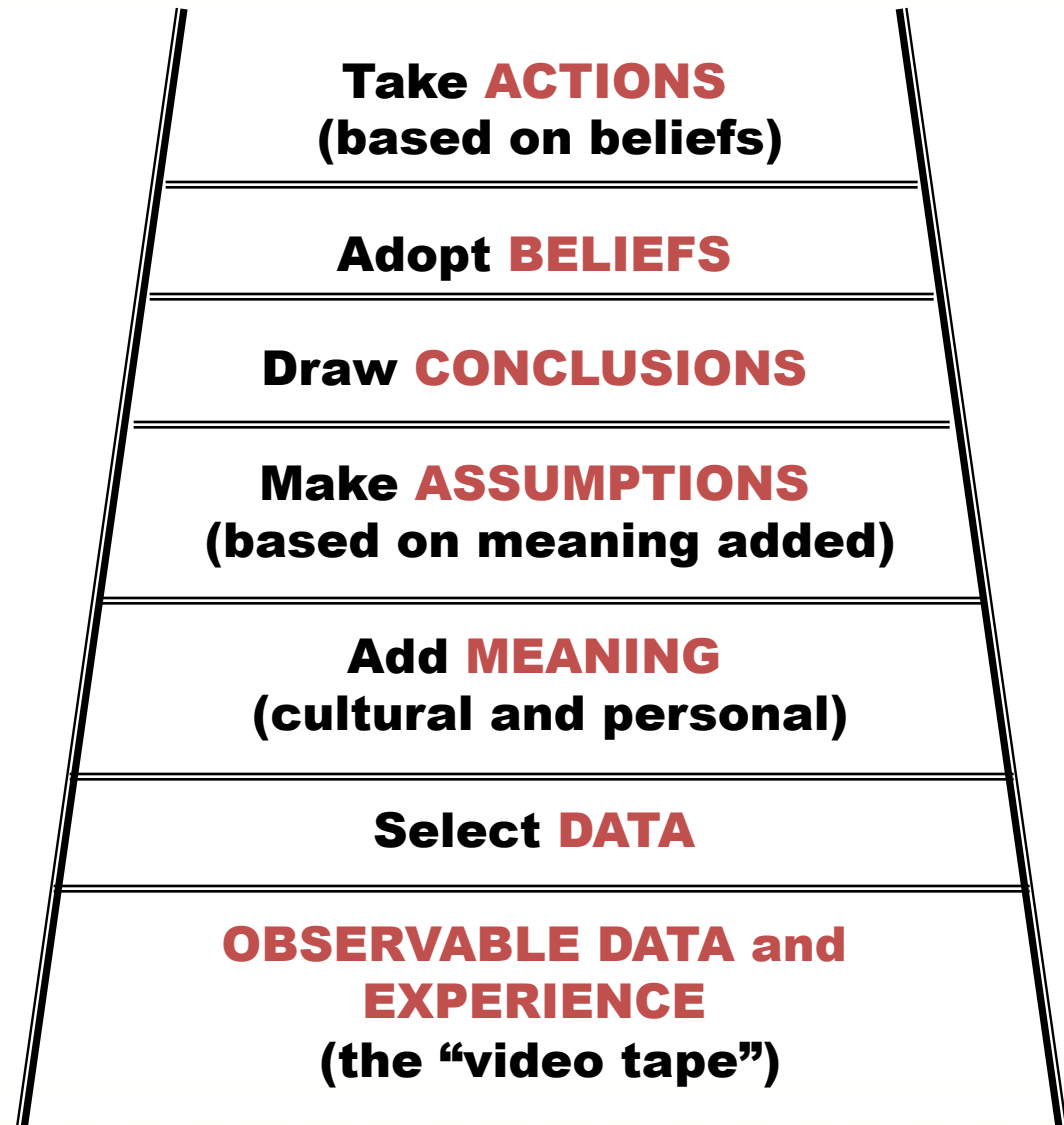




# Ladder of Inference



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



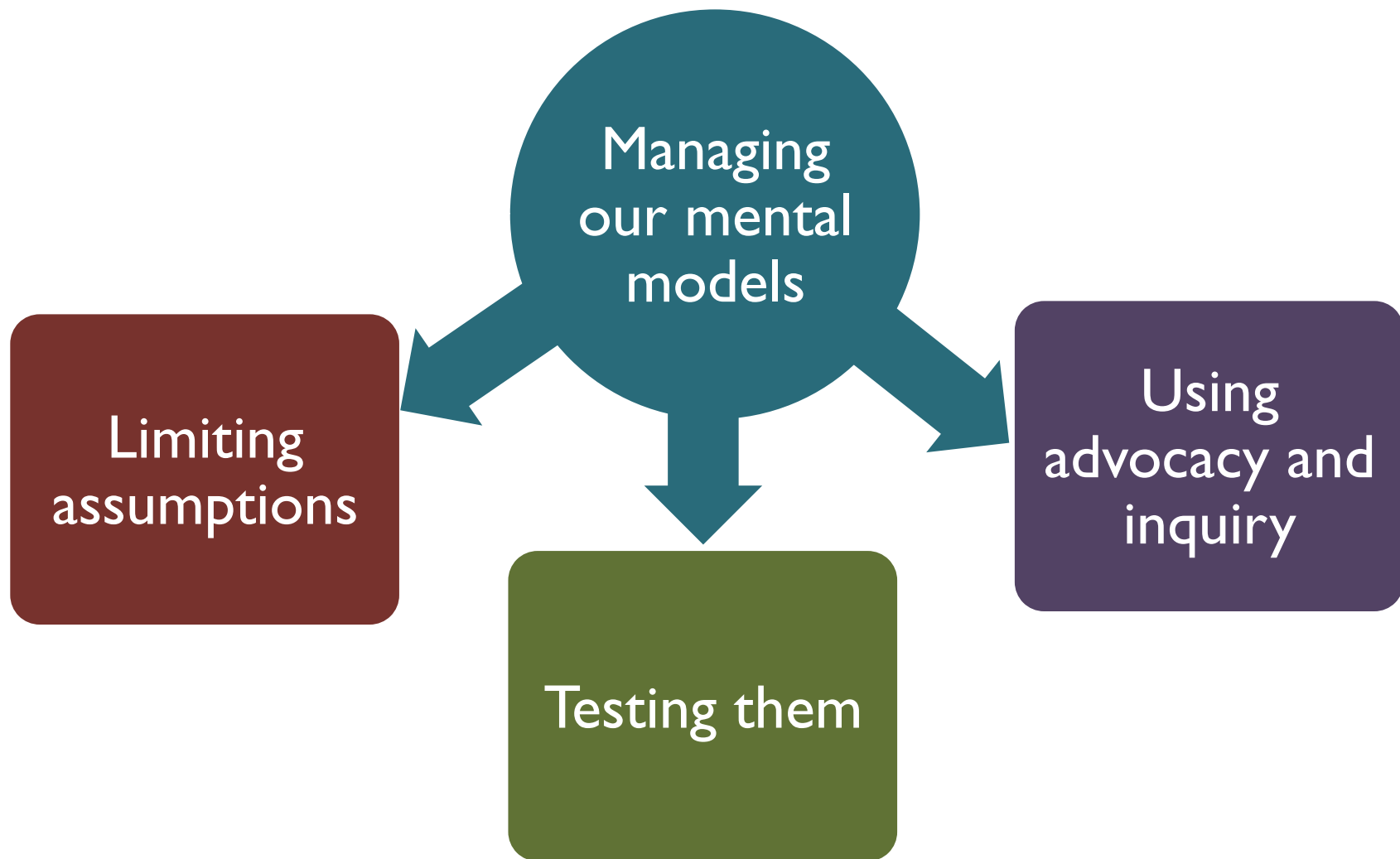


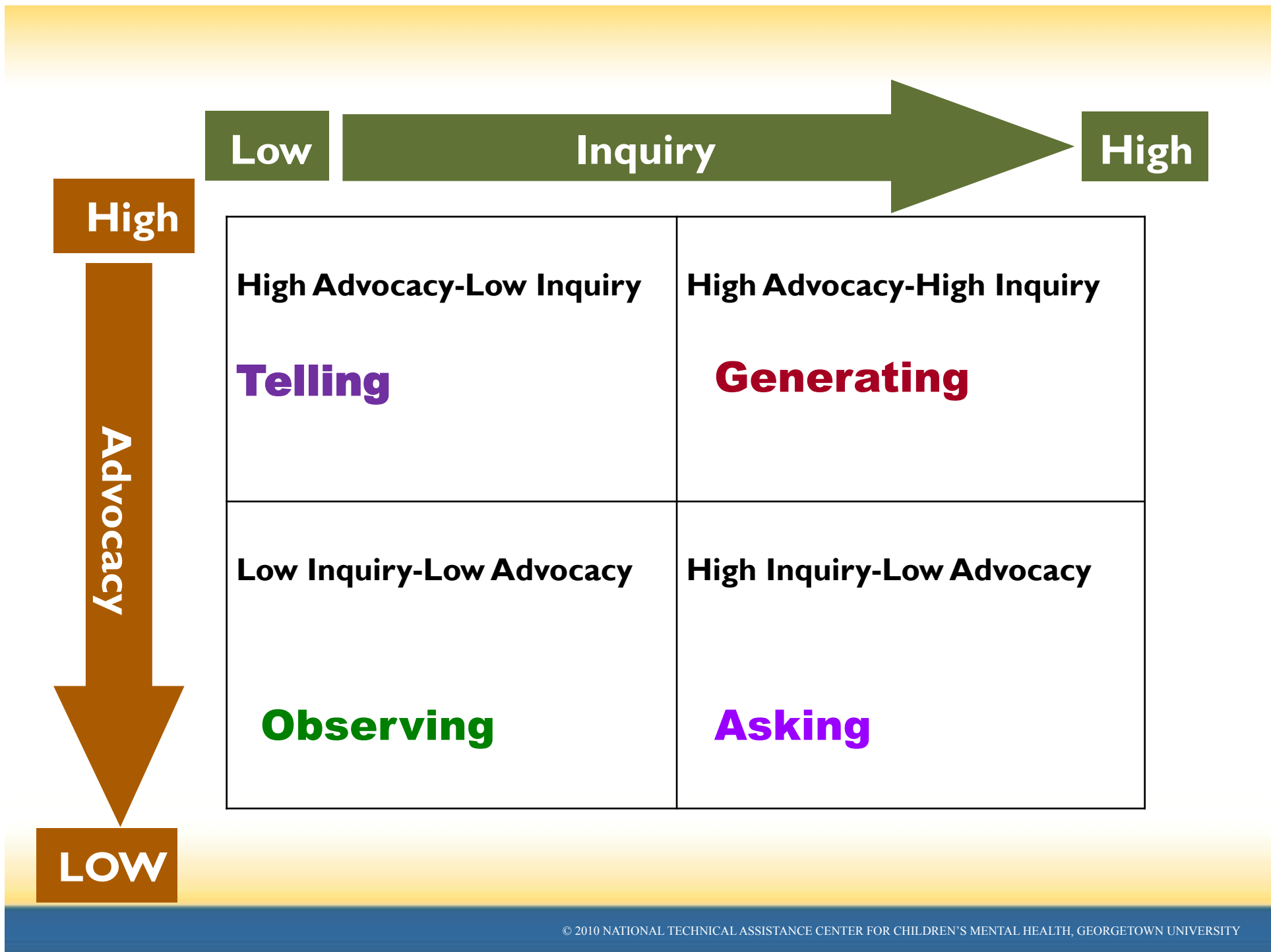
# Assertions

- 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







EAR

聽

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?

	Me as a Leader	My Organization
Values and Attitudes		
Relationships		
Behaviors and Practices (habits)		

# Paradigm Shift

# THE ADAPTIVE CHALLENGE

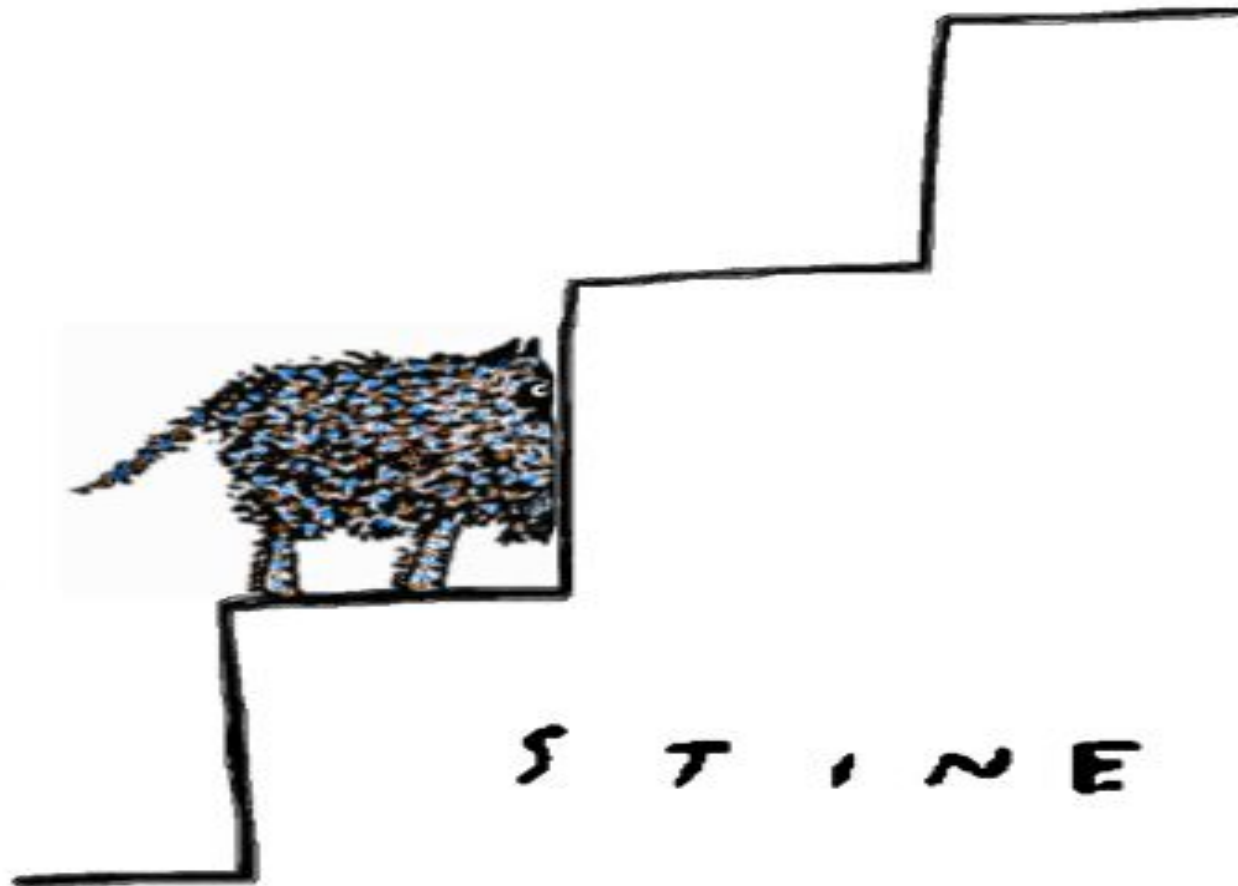
Understanding the  
Role of Leadership  
in Times of Change  
& Transformation



# System Resistance to Change



Face to Face With  
the second step.





# Personal Resistance to Change



# 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

# We are resetting our mental models of leadership

	<b>Traditional Model</b>	<b>New Model</b>
<b>Who can lead</b>	Those with advanced education and formal authority	Anyone who chooses to and practices leadership skills, habits, and behaviors

# We are resetting our mental models of leadership

	<b>Traditional Model</b>	<b>New Model</b>
<b>Role of the Leader</b>	Protect the organization from external threats and conflict	Put difficult issues “on the table”

# We are resetting our mental models of leadership

	<b>Traditional Model</b>	<b>New Model</b>
<b>Required skills</b>	Dictating Telling Convincing	Collaborating Gathering collective intelligence Listening Developing a shared truth

# We are resetting our mental models of leadership

	<b>Traditional Model</b>	<b>New Model</b>
<b>Who has the solutions</b>	Leaders	Everyone!

# Technical Work

- Perspectives are aligned
- Problem clearly defined
- Solution and how to implement are clear
- Formal leader has primary responsibility

# Adaptive Work

- Competing, yet legitimate perspectives
- Problem not clearly defined
- Solution and how to implement are not clear
- Formal leader doesn't have primary responsibility

# 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.**

Adapted from: R. Heifetz and D. Laurie: The Work of Leadership. Harvard Business Review, 1998.



# 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?

**X 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



## 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?

### 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

# 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

## Image Credits

- oly5 / I23RF Stock Photo</a>
- Galyna Andrushko/I23RF Stock Photo</a>
- Mauricio Jordan de Souza Coelho /I23RF Stock Photo</a>
- Elnur Amikishiyev /I23RF Stock Photo</a>