URLEADING MODULE 5

ADAPTIVE LEADERSHIP

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Leading Adaptively: Reflect, Integrate & Apply

- Integrate leadership theory, practices, and tools:
- Adaptive Leadership Framework in the context of your tough challenges
- Leave with practical strategies & tools to help you make progress on tough challenges and thrive
- Update your integrated personal leadership development plan going forward
- Continue to dialogue with peer leaders, develop support, step up and out in your leadership & thrive
- Celebration and the journey continues
Approach

- Short Presentations, Reflection & Dialogue
- Structured & Open/Emergent & Experiential
- Respect & Confidentiality
- Manual & Resources
Reflection & Checkin

Name

- What has shifted or transformed for you as a leader, since the beginning of the URLeading Program?

Consider, your emerging leadership theory of practice

- As you move forward on your leadership journey, what is one tough challenge you would like to make progress on is.............(write on large post it note, along with your name).
URLeading Principles

URLeading
"Together We Are Stronger"
We aspiре to principled leading that is anchored in ethics and reflexiveness

Relational
Leading is shared, distributed and collaborative
Built on trust
Modeled by honesty, respect, tolerance, openness and humility

Strategic
Leading requires an appreciation for complexity to foster and bind decision-making
Involves forward thinking and
Takes into account present needs, resources and trends

Adaptive
Leading is the ability to seek, anticipate and recognize opportunities
Willingness to experiment and
Courage to inspire change

Responsible
Leading involves the ability to recognize interdependence among our diverse stakeholders
Inclusion fosters better decision-making and
Is grounded in accountability, transparency and responsiveness

Inspiring
Leading empowers others and is marked by transparency and clearly communicated intentions
Builds legacy through inclusiveness and
Develops leadership capacities in all
The 5 Practices of Exemplary Leadership

1. MODEL the Way
2. INSPIRE a Shared Vision
3. CHALLENGE the Process
4. ENABLE Others
5. ENCOURAGE Heart

The Leadership Challenge – Research of Jim Kouzes & Barry Posner, 2017

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The EQ-i².0 Model

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Based on the original BarOn EQ-I authored by Reuven Bar-On, copyright 1997.
Reflective Practice

- **What** – Notice your experience
- **So What** – What does this mean to me?
- **Now What** – What do I want to do now?

Keep in mind the value of reflection and action and both personal and organizational development.

- Minimum 5 minutes daily! Track evidence of your development (plus/ delta technique)
Reflection & Communication Tool

Intend (Spirit)

Feel (Values)

Think (Beliefs)

Observe (Experience)

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Leader to Leader Partners

“Having just one supportive stable relationship is an important condition to transcending challenges/adversity”
Daniel Goleman, Social Intelligence: The New Science of Relationships

- Share Intentions, Leader Identity, Plans for Development
- Celebrate breakthroughs in how you are showing up differently as a leader
- Support for breakdowns, what is the adaptive learning?
- Meet monthly

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Write one sentence expressing your overriding sense of purpose. What is your unique reason for being? What brings you meaning?

What have you identified and become clear about as your top values?
“Leadership is mobilizing people (self and others) to make progress on tough challenges and thrive”

- Heifetz, Grashaw & Linsky (2009)
Adaptive Leadership Framework

1. Diagnose the System
2. Mobilize the System
3. Vision for the System
4. Diagnose the Self
5. Mobilize the Self
6. Vision for the Self

Adaptive Leadership is an Iterative Process
Adaptive Leadership Framework: Key Concepts

- The balcony (reflection) and practice field (action)
- Focus on self and others and department/university
- Diagnosis, Experimentation/Mobilization, Vision
- An iterative process
The Importance of Diagnosis

“To diagnose a system or yourself while in the midst of action requires the ability to achieve some distance from those on-the-ground events. We use the metaphor of “getting on the balcony” above the “dance floor” to depict what it means to gain the distanced perspective you need to see what is really happening.”

System Level Diagnosis Process

1. Reflection: leadership issues, strengths & areas to strengthen in leading change
2. Discussion: identify one common or important challenge to work with
3. Diagnose: is the challenge technical or adaptive
4. Reflect deeper: how adaptive am I? How adaptive is the university?
5. Discussion: how can we enhance how adaptive the organization is?
6. Reflection: Implications for you as a leader
7. Discussion: What leadership question could you ask to start a new conversation and move this forward?
8. Debrief: Application of this model and process
1. Individual Reflection

- What are the toughest leadership challenges for the University of Regina now?

- What are your strengths in leading through change and chaos? What is the University doing well?

- Is there something you could do to further address the current challenges?
2. In Your Group

- Talk about the tough leadership challenges you identified for your organization.

- As a group select one common and/or critical challenges, and put the challenge on flip chart paper.

- In light of this challenge, what is something the University is doing well? Write on flip chart paper.

**Note:** resources are always an issue, so for this activity focus on another issue.
### 3. Group: Technical or Adaptive?

<table>
<thead>
<tr>
<th>Technical Problems</th>
<th>Adaptive Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easy to identify</td>
<td>1. Difficult to identify</td>
</tr>
<tr>
<td>2. Routine solutions using skills and expertise readily available</td>
<td>2. Require changes in values, beliefs, roles, relationships and learning</td>
</tr>
<tr>
<td>3. Often solved by an expert</td>
<td>3. People with the problem solve it</td>
</tr>
<tr>
<td>4. Requires change in one or a few places</td>
<td>4. Requires change in numerous places usually across the organization</td>
</tr>
<tr>
<td>5. People are generally receptive to technical solutions</td>
<td>5. People try to avoid the work of “solving ‘adaptive challenges’”</td>
</tr>
<tr>
<td>6. Solutions can often be implemented quickly, even by edict</td>
<td>6. Solutions require experiments, more long term</td>
</tr>
</tbody>
</table>
4. Individual Reflection

How adaptive are you?

Complete the assessment how adaptive is the organization (University)?
5. Group Discussion

How adaptive is the University?

What are ways to contribute to a more adaptive culture at the University? Write one or two suggestions on your flip chart paper.
Given your group’s challenge and the adaptive leadership context, what are the implications for you as a leader?
7. In Your Group

Share your thoughts on the question: Given these challenges, and the adaptive leadership context, what are the implications for you as leaders? Put on flipchart

For your challenge:

What is the best leadership question you could ask now to start a new conversation…

Put your leadership question on the newsprint.
8. Group Debrief

- Why is diagnosis important?
- How might you use this model and or this process to make progress on tough system challenges?
Adaptive Leadership is an Iterative Process

- Diagnose the System
- Mobilize the System
- Vision for the System
- Diagnose the Self
- Mobilize the Self
- Vision for the Self
Reflection & Communication Tool

Intend (*Spirit*)

Feel (*Values*)

Think (*Beliefs*)

Observe (*Experience*)
Listening Continuum

5. Empathetic Listening

4. Attentive Listening

3. Selective Listening

2. Pretend Listening (Patronizing)

1. Ignoring

Source: Steven Covey
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<table>
<thead>
<tr>
<th>Assertiveness</th>
<th>Is and Is Not...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aggressive</strong></td>
<td>• Harsh  • Puts others down  • Attacks  • Doesn’t listen</td>
</tr>
<tr>
<td><strong>Assertive</strong></td>
<td>• Confident  • Expresses wants, needs  • Clear on wants, needs  • Results oriented</td>
</tr>
<tr>
<td><strong>Passive</strong></td>
<td>• Conveys respect  • Sensitive  • Hears wants, needs  • Empathetic</td>
</tr>
<tr>
<td></td>
<td>• Deferential  • Puts self down  • Doesn’t express own wants, needs  • Doesn’t speak up</td>
</tr>
</tbody>
</table>
New Conversations

Focus on Connection & Mutuality

- Connecting to our needs and the needs of others
- Keeping the foundation of empathy, inquiry, presence in mind.
WHAT COMES TO MIND WHEN YOU THINK OF CONFLICT?
Conflict Management Primer

- Primer on conflict theory, sources, skills required (interpersonal conflict)
- Aware of your preferred style of handling conflict and recognize styles of others, and expand your repertoire of styles (TKI)
- Review skills for handling conflict
- Shed light on a conflict you are involved in or typically are involved
What We Know...

- Conflict is natural and inevitable
- Managers spend at least $\frac{1}{4}$ of their time handling or resolving conflict
- YET, we tend to avoid conflict or believe we handle it poorly
Definition

- Difficult and important conversation:
  1. A discussion between two or more people
  2. Where stakes are high, opinions vary and needs/concerns/desires are differing
  3. Emotions run high
Conflict Can ...

- dramatically improve relationships, skills, confidence, increase energy
- change arguments to useful conversations
- help us move beyond the constraints of unresolved conflict to generative/creative ways forward
- positive impact on productivity, decision making and retention

Now, reflect and note an interpersonal conflict you are involved in or typically involved in.
A Framework for Dealing with Conflict

Theory and Research

Understanding & Awareness

Skills
Conflict Theory

- Cycles of Conflict – escalate or de-escalate

- Sources
  - values
  - power
  - methods
  - economics
  - goals
  - facts
  - communication
Why we get stuck in conflict

- Identity (need to be right, peacemaker at all costs..)

- Patterns, past conditioning, habits, reactionary (victim/blame)

- Culture of: Win – Lose or Win - Win, Avoid....

- Under stress SILENCE or VIOLENCE when it doesn’t feel safe
Understanding Conflict

- Understand the influence of your culture
- Know your set of beliefs, values, personality (for example MBTI: T & F)
- Be more aware of your typical approaches to conflict
- At the U of R, what are your tendencies in handling conflict?
Modes of Handling Conflict

- Competing
- Collaborating
- Compromising
- Avoiding
- Accommodating

Cooperative vs. Uncooperative

Assertiveness vs. Unassertiveness

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The Thomas Kilmann Instrument

- Learner Manual p 25
- What are your tendencies in handling conflict?
- Is there a style you would like to use/explore more?
Discuss and Teach

1) What are the conditions suited to your style/mode of conflict and what is the contribution of your style/mode of handling conflict?

2) What are the costs and signs of overuse of your preferred style?
Skills in Managing Conflict and Conversations

- Self-awareness (TKI, MBTI, EQI, LPI)
- Empathic listening
- Assertiveness communication
- Confrontation in a supportive way
- Generative problem solving approach
From the TKI assessment to effective behavior

☐ Learner manual p.26
Guidelines in Managing Conflict

**Preparation**

- **Atmosphere:** Create productive open climate, norms

- **Look:** Know your skills, feelings, usual approach & triggers

- **Assess:** Initial assessment of situation, sources, levels

- **Know:** What do you want, REALLY want for yourself, the other party and what do you NOT want to have happen (Intention)

- **Decision:** To proceed, withdraw, not go ahead
Guidelines...

- **Move to Action (Contracting)**
  - State difficulty perceived and desire to discuss it
  - Negotiate time and place

- **Decide on Approach (Problem Definition & Diagnosis)**
  - Build shared understanding of the conflict, describe it as a mutual problem, what are the needs, desires
  - Define desired and specific outcomes/goals
  - Identify barriers & facilitators to achieve goals

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Guidelines in Managing Conflict

- **Problem Solving**
  - Generate ways to achieve goals (brainstorm ideas, evaluate options, pick best solutions)
  - Make specific implementation/action plans (who, what, when)
  - Include plans to evaluate solution after trial/interim period – checkin
  - Appreciate one another, capture learnings, celebrate breakthroughs
Reflect on your Conflict(s)

- next steps ...

- Remember I am imperfect and learning. The other party is imperfect and learning. We are growing and learning together
Leader as Coach

- Leaders develop other leaders (Enabling)
- Learning leadership through relationship
- Coaching style of leadership
- Coaching – Mentoring continuum
- Value of peer coaching
- Getting feedback as a coach
- Tool and practice
Coaching & Mentoring

**Coach**
- Coach asks - inquiry
- Client experience is central
- Focus on growth and possibility
- Challenge traditional
- Coach is mirror
- Typically reflective

**Mentor**
- Mentor ‘tells’ – knows what works
- Mentor experience is central
- Focus on ‘what is’
- Typically traditional
- Mentor is teacher
- Typically directive
A version of this model was developed by the Boston Consulting Company in 1968. It is also used as a coaching tool. This model is from Gibb, A. (2010). *Being a coach*. Inspired Future Publishing.
Empowering Questions
The Architecture of Powerful Questions

More Powerful

- WHY? (carefully)
- HOW?
- WHAT?
- WHO, WHEN, WHERE?
- WHICH

Less Powerful

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In two sentences at the top of your page, write down your coaching issue, problem, challenge/opportunity.

In your small group, one person (client) states their issue, the others (coaches) listen & write a coaching question on a post-it note and each coach asks the question and gives the client the post-it note. When all have given their questions/post-its, the client thanks and you go on to the next client.

Resist the temptation to advise, further question, jump into problem solving.
Coaching/Mentoring Activity (Peer Coaching)

- Form Triads
- Conduct a Coaching/Mentoring session:
  - Client presents a real challenge
  - Coach engages and explores with a helpful intent
  - Observer monitors the engagement
  - Debriefing: Coach first; Client second. Observer
Debrief Guidelines

- What was your experience in each of the three roles: coach, being coached, observer?

- Be prepared to share a highlight of your debrief
Coaching activity guidelines

- Reminder – this is an opportunity to practice coaching & in particular “GROoW tool, get support on a real issue and give feedback all at once

- The focus on each coaching interaction is between the person coaching and the person being coached

- The observer remains in the observer role until it is time to debrief. Focus on the coaching, not the content. Positive points only.
“Pity the leader caught between unloving critics and critical lovers.” Gardner

- Asking for feedback
- What helps you receive feedback well?
- Intentions when giving feedback
- Value of 3:1 feedback
- Encourage the heart
- Practice today — positives only
Appreciative Conversation Guide

- **Intent:** Attend to and encourage what is important to another person
- **Involves:** Listening deeply to what the other person has to say and attempting to understand why something is important or stands out for them (minimal dialogue)
- **Involves:** Asking questions if necessary but not trying to interpret what they are saying
- **Keeping on the positive track**
The Appreciative University Leader

1. What sustains you, as a leader, when the going gets tough? What support and help do you need?

2. What is your greatest leadership strength during one of the darkest times of your leadership?

3. What was one of your greatest moments of awe as a leader?

4. How have you been positively transformed by being a leader in higher education?

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## Leadership That Gets Results

**Leadership Styles**
- Visionary
- Affiliative
- Pacesetting

**Climate Culture**
- Coaching
- Democratic
- Commanding

**Key Results**

*Emotional Intelligence*


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Discuss and Teach

1. Describe this style, appropriate use & impact on climate.
2. What is an example you have seen of this style in action, where it has been effective?
3. What are the EQi competencies underlying this style of leadership?

Record points on one page FC paper
What is your predominant style of leadership? Fallback style?

Given your current challenges, how do you want to influence your climate, impact your “sphere of influence”?
Leadership for LIFE Activity

L: Lessons: What lessons do you hope others will say you have passed on?

I: Ideals: What ideals, values, principles, ethical standards do you hope people will say you stood for?

F: Feelings: What feelings do you hope people will say they have/had when being with you?

E: Expressions: What lasting expressions or contributions – tangible and intangible – will people say that you left to them and to others yet to come?
Wrap up & Closing Round

- Given my tough challenge, what is my next step? How can we support each other and take next steps?
- Where and how, can I now give the gift of my leadership?
- Something to be celebrated about my URLeading experience is.........
Module 4 – LEADING ADAPTIVELY – REFLECT, INTEGRATE & APPLY

- Consider the adaptive leadership framework - how the adaptive approach and techniques can help you and others make progress on tough leadership challenges
- In consideration of your leadership identity /narrative /emerging leadership theory of practice, further integrate your learnings from the program and develop an integrated leadership development plan going forward
- Identify the range of strategies and tools to mobilize self and others from where you are to where you want to be
- Leave with plans about how this cohort can take steps to strengthen personal leadership and collective leadership and lead with influence
Next Steps

- Use your Development Planner (tab 3) to focus your developmental efforts
- Put the 5 practices to work
- Have coffee with your learning partner once in the next 3 weeks to share progress
- Have the conversation with observers who gave you feedback
- Prepare for LWI March 13 (complete EQi online assessment by March 13; sign up for your coaching session the last week of March, read HBR article Leadership That Gets Results – both will arrive by email on or around March 1)

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Every day leadership – moment to moment

http://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

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Characteristics of Adaptive Challenges

- Difficult to identify (easy to deny)
- Require change in values, roles, relationships and approaches to work
- People with the problem do the work of solving it
- Requires change in numerous places, often across organizational boundaries
- People often resist acknowledging adaptive challenges
- Solutions require experiments and learning
Reflection

- Given the tough challenges and the context of adaptive leadership, what are the implications for you as a leader?
- How might your experience in the program this year influence how you respond? Your approach?
- What is the best leadership question you could ask now?
Having conversations that matter

- Reflect and prepare
- What is my intention? ex “I know this is an opportunity to deepen/strengthen our relationship right now. I am really committed to that.”
- What do I observe and experience?
- What do I think?
- What do I feel? Needs, values met or not met
- Be Curious, interested, appreciative of others
- Generative Request...would it be possible...? would you be willing.....