URLeading
Module 5
Adaptive Leadership
April 16 & 17, 2019

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URLeading Module 5 Adaptive Leadership: Context and Outcomes

This 1.5-day workshop will help you reflect, integrate and apply your learnings from the UR Leading Program and refine your leadership development plan going forward from an adaptive leadership perspective. Based on complexity theory, Adaptive Leadership is a practical leadership framework that helps individuals and organizations reframe their thinking and behaviours to adapt to change.

- Consider the adaptive leadership framework and 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.
- Identify the range of strategies and tools to mobilize self and others from where you are to where you want to be.
- Leave with clarity and plans about how this cohort can take steps to strengthen personal leadership and collective leadership, lead with influence, and make progress on tough challenges.

Approach

- Highly interactive and emergent, combining the use of key questions, reflection, and peer support in an atmosphere of trust, respect, and confidentiality.
- Focus on real issues, meaningful conversations and working together.
- Bring all assessments LPI 360, EQi, to integrate in a leadership development plan going forward.
- Short presentations, up-to-date learner manual, personal leadership development plan.

Agenda & Dialogue Topics

**UR Leading Day 1  8:30 to 4:30 pm and Day 2, 8:30 am to 12:00 noon**

- Welcome /Overview/Guidelines and Check-in
- Reflection & Integration: Your Emerging Leadership Theory of Practice
- Adaptive Leadership Framework
- Diagnosis: Self, Others, System
- Vision: Self, Others, System
- Mobilizing: Self, Others, System – Tools and Strategies
- Interpersonal Conflict Management Primer – strategies
- Leader as Coach - a tool and strategy to grow self, others, teams
- Encouraging the Heart – self and others through recognition, celebration and appreciative conversations
- Six Leadership Styles to help you lead with influence
- Leader Wellbeing: Thrive
- Integrated Personal Leadership Development Plans
- Wrap up and Next Steps
Lillas Hatala brings over 30 years of experience designing and facilitating leadership development programs, specializing in leadership in higher education and women’s leadership development in North America, and abroad. Lillas is the co-creator of \textit{Women in Leadership for Life} (WILL), which supports women leaders, to live fully expressed and their personal leadership best. \url{www.womeninleadershipforlife.ca} She currently is subject matter specialist and an instructor for Mount Royal University’s Leadership Development Extension Certificate and the University of Winnipeg’s Emerging Leader Certificate Program.

Her commitment to strengthening her own leadership capacity and that of others has been demonstrated through former roles including the Director of Business and Leadership Programs at the University of Saskatchewan, a position she passionately served from 1992 to 2006. She is a recipient of the YWCA Woman of Distinction Award for Leadership and Lifelong Learning. She is the coauthor of \textit{Integrative Leadership} (2005), \textit{The Integrative Leadership Study Guide} (2008), \textit{The Business Case for Leadership Development} (2008), numerous published articles, and enjoys writing on the topic of leadership, leadership development and leader wellbeing.

Through her own consulting company, \textit{Integrative Leadership International Ltd}, Lillas challenges leaders to expand their awareness and bring greater levels of consciousness and significance to their lives, their teams and their organizations. Her interest in the “integrated” or “whole person” has led her to become a Registered Yoga Teacher and she has studied at the Chopra Centre for Wellbeing.

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Reflection and Integration
Your Emerging Leadership Theory of Practice – Reflection & Integration

Model the Way with the URLeading: Principles

**URLeading**

“Together We Are Stronger”

We aspire 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
  - Takes into account present needs, resources and trends

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

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

- **Inspiring**
  - Leading empowers others and is marked by transparency and clearly communicated intentions
  - Builds legacy through inclusiveness
  - Develops leadership capacities in all
### Leadership Challenge Model

<table>
<thead>
<tr>
<th>Five Practices</th>
<th>Ten Commitments</th>
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<tbody>
<tr>
<td>MODEL THE WAY</td>
<td>1. Clarify values by finding your voice and affirming shared values.</td>
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<td></td>
<td>2. Set the example by aligning actions with shared values.</td>
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<tr>
<td>INSPIRE A SHARED VISION</td>
<td>3. Envision the future by imagining exciting and ennobling possibilities.</td>
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<td></td>
<td>4. Enlist others in a common vision by appealing to shared aspirations.</td>
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<td>CHALLENGE THE PROCESS</td>
<td>5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.</td>
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<tr>
<td></td>
<td>6. Experiment and take risks by constantly generating small wins and learning from experience.</td>
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<tr>
<td>ENABLE OTHERS TO ACT</td>
<td>7. Foster collaboration by building trust and facilitating relationships.</td>
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<td></td>
<td>8. Strengthen others by increasing self-determination and developing competence.</td>
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<tr>
<td>ENCOURAGE THE HEART</td>
<td>9. Recognize contributions by showing appreciation for individual excellence.</td>
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<tr>
<td></td>
<td>10. Celebrate the values and victories by creating a spirit of community.</td>
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Based on the research of J. Kouzes and B. Posner
- Studied how ordinary people accomplished extraordinary things in organizations
- Found leadership is a pattern of behaviour that can be developed - learnable

**EQ-i 2.0 Model of Emotional Intelligence**

### SELF-PERCEPTION

- **Self-Regard** is respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.
- **Self-Actualization** is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.
- **Emotional Self-Awareness** includes recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's own thoughts and actions and those of others.

### STRESS MANAGEMENT

- **Flexibility** is adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.
- **Stress Tolerance** involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.
- **Optimism** is an indicator of one's positive attitude and outlook on life. It involves remaining hopeful and resilient, despite occasional setbacks.

### DECISION MAKING

- **Problem Solving** is the ability to find solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.
- **Reality Testing** is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.
- **Impulse Control** is the ability to resist or delay an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

### SELF-EXPRESSION

- **Emotional Expression** is openly expressing one's feelings verbally and non-verbally.
- **Assertiveness** involves communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.
- **Independence** is the ability to be self-directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.

### INTERPERSONAL

- **Interpersonal Relationships** refers to the skill of developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.
- **Empathy** is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate one's understanding of another's perspective and behaving in a way that respects others' feelings.
- **Social Responsibility** is willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.
Integrate Your Leader Identity: First Leader Story is who am I?

"People become leaders by internalizing a leadership identity and developing a sense of purpose. Internalizing a sense of oneself as a leader is an iterative process. A person asserts leadership by taking purposeful action."

- Ibarra, Ely & Kolb

**Strengths:**

**VISION**
What is your vision for the kind of leader you want to be? Your hopes for your leadership?

**PURPOSE**
What is one hope, wish, dream you have for your department (your sphere of influence)?

**VALUES**
In one word describe how you would like to be viewed by your colleagues? What are your top 3 personal values?

**Resource:**
Adaptive Leadership
Adaptive Leadership Framework

Adaptive Leadership is a practical leadership framework that helps individuals and organizations adapt and thrive in challenging environments. It is being able, both individually and collectively, to take on the gradual but meaningful process of change. It is about diagnosing the essential from the expendable and bringing about a real challenge to the status quo. (Cambridge-leadership.com)

Adaptive leadership …
- is for situations with no known solutions, you have to co-create them
- considers what is core, what is an obstacle, testing & experimenting, integrating next practice
- requires new capacities and culture change
- is the practice of mobilizing people to tackle tough challenges and thrive
- is iterative, you can start anywhere

### Diagnose the System
- Technical or Adaptive Challenge
- Political landscape
- How adaptive is your organization?
- Team Bldg Diagnostic tool

### Mobilize the System
- Experiment & design effective interventions
- Act politically
- Orchestrate conflict – work with differences effectively
- Build an adaptive culture
- Use GROow Strategies

### Vision for the System
- Bold aspirations
- Outcomes that make the effort worthwhile
- Vision for project, team/unit, dept./the university
- Collaborative, inclusive & adaptive culture

### Diagnose Yourself
- LPI 360 TKI, EQi
- Values Clarification
- How adaptive are you?
- Strengths and developmental areas

### Mobilize Yourself
- Articulate values/purpose and model the way
- Engage courageously
- Inspire and enable others (coach & mentor)
- Challenge, lead change & run experiments/pilots
- Encourage the heart
- Lead one conversation at a time
- Use the 6 leadership styles to lead with influence

### Vision for Yourself
- Commitment to a personal leadership vision, values & purpose (Leader Identity)
- Know what sustains you when going gets tough
- Self-care & resilience for leader wellbeing

**Key practice:** balcony & practice field – reflect, observe patterns and take action.

**Resources:**


Leadership development site: http://cambridge-leadership.com/adaptive-leadership/ Cambridge Associates
Today’s Leadership Challenges and a System Level Diagnosis Process

**Intention:** To apply a system level diagnosis process to real issues with a view to identifying next steps on leading system level changes.

**General Process:** A combination of reflection and group discussion. We will provide more details as we go along.

1. **Individual Reflection:** on leadership issues, strengths & areas to strengthen in leading and adapting to change.
2. **Group Discussion:** Identify one common or important system level challenge to work with. Write the challenge on a flip chart. In light of this challenge, what is one thing the University is doing well? Write this strength on the flip chart.
3. **Discussion:** Diagnose the challenge using the technical/adaptive framework.
4. **Individual Reflection:** How adaptive am I? How adaptive is the University?
5. **Discussion:** How can we enhance how adaptive the University is? How can we contribute to a more adaptive culture? Write one or two key suggestions on flip chart.
6. **Individual Reflection:** What are the implications for you as a leader?
7. **Group Discussion:** Given this challenge and the adaptive leadership context, what are the implications for you as leaders? Note on flip chart. What is the best leadership question you could ask to invite a new conversation? Put your best leadership question on flip chart.
8. **Application:** What aspects of these steps or this model, could you draw on to support next steps in the system level challenges?

**Outcomes Debrief Notes:**
1. Individual Reflection

Stand back and look at the system:

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

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

Is there something you could do to further address the current challenges? What could the University do?
2. Group Discussion

With the reflection questions as context:

Talk about the tough leadership challenges you identified for the University.

As a group select one common and/or critical change.

Put the challenge – in a few words – on flipchart.

As a group, and in light of this challenge, identify one thing the University is doing well? Write this strength on the flip chart.
3. Technical Problems vs Adaptive Challenges – group discussion

“The most common cause of failure in leadership is produced by treating adaptive challenges as if they were technical problems” – Heifetz, Grashow & Linsky (Adaptive Leadership, p 19)

<table>
<thead>
<tr>
<th>Technical Problems</th>
<th>Adaptive Challenges</th>
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<tbody>
<tr>
<td>1. Easy to identify</td>
<td>1. Difficult to identify (easy to deny)</td>
</tr>
<tr>
<td>2. Often lend themselves to routine solutions</td>
<td>2. Require changes in values, beliefs, roles, relationships and approaches to work/learning</td>
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<tr>
<td>Using skills and expertise readily available</td>
<td></td>
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<tr>
<td>3. Often solved by an expert</td>
<td>3. People with the problem do the work of solving it</td>
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<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</td>
<td>5. People try to avoid the work of “solving ‘adaptive challenges’”</td>
</tr>
<tr>
<td>solutions</td>
<td></td>
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<tr>
<td>6. Solutions can often be implemented quickly,</td>
<td>6. Solutions require experiments, more long term and not implemented by edict</td>
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<tr>
<td>even by edict</td>
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Most problems are mixed with the technical and adaptive elements intertwined.

Reflect on the following statements, noting where you agree or disagree and importantly what opens up for you.

1. I often encourage myself to move beyond the status quo or business as usual, take a calculated risk, with the intention to make life and work better.

2. I regularly take stock of all my responsibilities discerning which activities are critical and which ones are expendable, letting go those that no longer support a core function or purpose.

3. I understand the difference between management and leadership and value both sets in the workplace.

4. I am not afraid to speak up and share my ideas, opinions, challenge group think, and from time to time take unpopular positions in my workplace, all with the intention of making life and work better.

5. I periodically pull myself away from the everyday tasks and routines and gain perspective on what is really going on and what direction we are taking.

6. I have a regular reflective practice and am committed to my own learning and leadership development.

7. I identify and act to close the gap that exists between the way I am living my life now and what I want to be doing.

Adapted from the work of R. Heifetz, A. Grashow and M. Linsky. Prepared by Lillas Hatala. Take the survey at www.cambridge-leadership.com

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Rating (1 means ‘very low’; 10 means ‘very high’)</th>
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<tbody>
<tr>
<td>Elephants in the room</td>
<td>How long does it take for conversations to get from inside people's heads to the coffee machine and then to meeting rooms? How quickly are crises identified and bad news discussed? Are there structures, incentives, and support for speaking the unspeakable?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Shared responsibility</td>
<td>To what extent do people in your organization, especially those in senior management, act from the perspective of and for the betterment of the whole organization, as opposed to worrying about and protecting their individual groups or silos?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Independent judgment</td>
<td>To what extent are people in your organization valued for their own judgment rather than their capacity to divine the boss's preferences? And when someone takes a reasonable risk in service of the mission and it doesn't work out, to what extent is that seen as a learning opportunity rather than a personal failure?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Develop leadership capacity</td>
<td>To what extent do people know where they stand in the organization and their potential for growth and advancement? Do they have an agreed-upon plan for how they are going to reach their potential? And to what extent are senior managers expected to identify and mentor their successors?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Institutionalized reflection and continuous learning</td>
<td>Does the organization carve out time for individual and collective reflection and learning from experience? To what extent does the organization allocate time, space, and other resources to get diverse perspectives on how work could be done better?</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
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**Resource:**

5. Group Discussion

How can we enhance how adaptive the University is? How can we contribute to a more adaptive culture?

Write one or two suggestions that would contribute to a more adaptive culture, on the flip chart.

6. Quick Personal Reflection

What are the implications for you as a leader?
7. Group Discussion New Conversations: Powerful Questions

Given the challenge you identified and the adaptive leadership context, what are the implications for you as leaders?

What is the best leadership question you could ask to invite a new conversation? Put your best leadership question on flip chart.

8. Debrief re Application of this model & process

How can you make use of aspects of this model or some of the steps, given your current leadership situations?

**Powerful Questions Resource:**
### Strengthening Teams – a team building diagnostic tool

#### What to Look for in a Team

<table>
<thead>
<tr>
<th>Focus</th>
<th>What to Look for…</th>
</tr>
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</table>
| **Purpose & Goals**    | ▪ Clear 'Reason for Being', Purpose and Vision  
                         ▪ Clear, Realistic, and Attainable Goals  
                         ▪ Clear Priorities and a work plan  
                         ▪ Appropriate Alignment |
| **Roles & Responsibilities** | ▪ Well Defined Roles and Responsibilities  
                         ▪ Clear Interdependence Within and Between Teams/Groups  
                         ▪ Appropriate Alignment of Individual Goals to Team Goals |
| **Processes**          | ▪ Honest Communication and Empathic Listening  
                         ▪ Productive Conflict Management (constructively work with differences)  
                         ▪ Well Defined Decision Making & Problem Solving Processes  
                         ▪ Team Behaviors (attention to task and relationships, cooperative vs competitive behaviour)  
                         ▪ Awareness of Group Process –Group Dynamics -Stages  
                         ▪ Encouragement of Creativity and Innovation  
                         ▪ Cooperative rather than Competitive Approach  
                         ▪ Agreed upon Values (Ways of Working Together or Working Agreements) |
| **Relationships**      | ▪ Safety, Trust & Respect  
                         ▪ Intention to help one another be successful  
                         ▪ Processes for Providing Individual and Team Feedback (strengths and areas for growth) |
| **Outcomes**           | ▪ Clear Methods for Accountability (personal and mutual)  
                         ▪ Results Oriented/Measures  
                         ▪ Team Capabilities and relationships  
                         ▪ Individual Engagement |
Mobilizing Self & Others
Leading One Conversation at a Time
**Foundational Reflection & Communication Model**

![Diagram]

1. **Preparation**
   - Reflect on your audience, intent, message & experience
2. **Observe**
   - When I experienced or observed...
3. **Think**
   - I thought ...
4. **Feel**
   - I felt ...because I value, need, desire...
5. **Intend**
   - I intended...
6. **Generative Request**
   - Would you be willing to...? (do-able connection or action request)

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**Some Needs, Wants, or Desires (...I Value)**

- **Acceptance**: Appreciation, Consideration, Equality, Inclusion, Respect, Belonging, To be seen.
- **Authenticity**: Honesty, Integrity, Meaning, Purpose, Wholeness
- **Autonomy**: Freedom, Choice, Self-Expression
- **Celebration**: Creativity, Play
- **Clarity**: Awareness, Understanding
- **Cooperation**: Community, Support, Contribution
- **Connection**: Compassion, Empathy, Mutuality, Trust, Warmth, Community
- **Effectiveness**: Challenge, Discovery, Growth, Learning, Competence
- **Wellbeing**: Adaptability, Balance, Harmony
- **Peace**: Order, Satisfaction
- **Safety**: Security, Rest, Ease, Comfort, Trust

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**Leading ‘One Communication at a Time’ Process:**

- Share what you observed/experienced/achieved, what you thought, what you felt (need) and what you intended originally and what you wanted then and what you want now.
- Be curious with an appreciative intent and ask the other ‘What did you experience/observe, what did you think, what did you feel (need), and what did you want then and what do you want now?’

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Conflict Management
A Framework for Dealing with Conflict in Organizations

There are many theories about conflict and its resolution, and many misunderstandings. Conflict is not inherently bad or good – it simply is. Differences are a natural and inevitable part of human relations. The goal is to manage conflict constructively, to use it as a catalyst for change and to resolve the underlying issues to prevent future or recurring problems.

Definitions:

- a process that begins when one party perceives that the other has or is going to frustrate her/his needs or concerns or desires
- and the presence of a disturbing emotion (s)

The Influence of Our Culture: The Emphasis on Win-Lose, Cultures of Silence and Violence

Levels and Cycles: Conflict may be interpersonal, intergroup cultural and often becomes entrenched.

Leaders Time
Time spent on handling conflict –some research suggests 42% or more of a leader’s day
Source: Centre for Conflict Resolution International
Issues or Sources: It is easier to resolve some differences than others. This has to do with the source of the conflict and how much it is a rational issue (e.g., information based) or a matter of judgment (e.g., value based). Many conflicts arise from a mix of issues. The following sources of differences are listed in order of increasing complexity for resolution.

Some Sources

1. **Communication**: miscommunication or misinformation can create conflict even where no other differences exist
2. **Facts**: differences about how the problem is defined, what information is accepted as factual, different access to relevant information
3. **Goals**: differences about what the end result or accomplishment should be
4. **Economics**: competition between parties over scarce resources
5. **Methods**: differences about the strategies, procedures or methods
6. **Power**: differences that arise from a desire to maintain or increase the amount of influence exerted in a relationship or situation
7. **Values**: differences in beliefs, moral or ethical issues, incompatible beliefs about what is right or important

**Assessment of Situation**

Personal: My Intentions and Styles

Other Factors:
- **Level of stress in the situation** (overwhelming or stimulating)
- **Complexity of the conflict** (one dimensional or multidimensional – what are the sources, how long has it been going on)
- **Relative importance of the conflict to each person** (high/low, equal/different)
- **Available time to discuss the conflict** (very little, moderate, low)
- **The level of trust among the relevant persons** (high, medium or low)
- **The quality of speaking and listening** (supportive/active behavior versus behavior that produces defensiveness)
- **The group and or organizational culture** (protective and political versus open and honest)
- **The importance of the relationship** (high, medium, low) problem solving

**The Skills**

- Hear the Other’s Perspective: Empathy and Active Listening
- Make Your Perspective Know: Respectful Honest Expression
- Make Differences Explicit: Supportive Confrontation of the Issues/Needs
- Move Toward Agreement: Problem Solving and Strategies
Conflict and Conflict Management –
Thomas Kilmann Model (TKI)

Because no two individuals have exactly the same expectations and desires, conflict is a natural part of our interactions with others. The TKI is a self-scoring exercise that takes about fifteen minutes to complete. Interpretation and feedback materials help you learn about the most appropriate uses for each conflict-handling mode. It also gives suggestions for increasing your "comfort level" with your less used styles.

The TKI has been the leader in conflict resolution assessment for more than 30 years. This instrument requires no special qualifications for administration, and it is used by Human Resources (HR) and Organizational Development (OD) consultants as a catalyst to open discussions and facilitate learning about how conflict-handling styles affect personal and group dynamics.

This instrument is designed to measure a person's behavior in conflict situations. "Conflict situations" are those in which the concerns of two people appear to be incompatible. In such situations, we can describe an individual's behavior along two basic dimensions: (1) assertiveness, the extent to which the person attempts to satisfy his own concerns, and (2) cooperativeness, the extent to which the person attempts to satisfy the other person's concerns.

These two basic dimensions of behavior define five different modes for responding to conflict situations:

1. **Competing** is assertive and uncooperative—an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position—your ability to argue, your rank, or economic sanctions. Competing means "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

2. **Accommodating** is unassertive and cooperative—the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

3. **Avoiding** is unassertive and uncooperative—the person neither pursues his own concerns nor those of the other individual. Thus he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

4. **Collaborating** is both assertive and cooperative—the complete opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.
5. **Compromising** is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls intermediate between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. In some situations, compromising might mean splitting the difference between the two positions, exchanging concessions, or seeking a quick middle-ground solution.

Each of us is capable of using all five conflict-handling modes. None of us can be characterized as having a single style of dealing with conflict. But certain people use some modes better than others and, therefore, tend to rely on those modes more heavily than others—whether because of temperament or practice.

Your conflict behavior in the workplace is therefore a result of both your personal predispositions and the requirements of the situation in which you find yourself. The TKI is designed to measure this mix of conflict-handling modes.
Source: Ralph Kilmann
My Approach to Conflict

1. When someone disagrees with me about something important, I usually ....

2. I feel vulnerable during conflict when ....

3. When it comes to ‘controlling the temperature’ of conflict, I typically ....

4. My greatest strength in managing conflict is ....

5. The conflict style(s) I usually use is ....

6. A style I want to consider using more frequently is ....

7. To broaden my capacity in handling conflict, a skill (s) that I would like to develop is ....
Transitioning from TKI Assessment to Effective Behavior

1. Reflect:

In a sentence or two describe a conflict you are involved in or are typically involved in.

2. Assess your conflict situation:

   Level of stress in the situation (overwhelming or stimulating)

   Complexity of the conflict (one dimensional or multidimensional, sources)

   Relative importance of the conflict to each person (high/low, equal/different)

   Available time to discuss the conflict (very little, moderate, low)

   Level of trust among the relevant persons (high, medium or low)

   Quality of listening and expressing and other conflict skills for both parties (supportive/active behavior versus behavior that produces defensiveness)

   Group and or organizational culture (protective and political versus open and honest)

   Importance of the relationship (high, medium, low)

   Other considerations

3. What conflict mode would be most effective in this situation? How might this style be challenging for you? What are the considerations to mitigate costs of using this style?

4. Consult with a partner:
Resource: Steps to Managing Conflict

Preparation:

- **Create a Productive Climate:** It is important to view conflict as potentially constructive and to believe that we can talk openly with one another. We want to ensure that we don’t give mixed messages (for example that people are punished for speaking their minds).

- **Know Yourself & Plan:** Conflict requires assessment, skilled communication and planning. Be aware of your typical styles for approaching conflict, your feelings about the situation and how you will discuss the conflict in a mutually beneficial manner. Try to identify the sources and the level of the conflict (assess).

- **To Proceed or Not?** After the preliminary assessment, decide whether or not you want to manage the differences. Choose the appropriate conflict management style (mode). Weigh the costs and benefits, including implications for employees and the organization.

- **Agree:** If you decide to proceed, approach the other individual(s) to see if they are concerned about the situation. If they are willing to work on the conflict, select a time and place so that everyone has the energy, time and openness to discuss the problem.

Discussion:

- **Describe the Conflict as a Mutual Problem:** Express your views and invite others to express theirs. The desired process is to have those involved communicate experiences, thoughts, feelings and intentions, in a manner that clarifies the issues, needs and releases tension. The desired outcome here is to arrive at a mutually agreed upon summary of the problem.

- **Define the Goal and Keep in Mind Cooperative Goals:** Identify the desired and specific outcomes that each individual would like to see. Summarize this goal in as concise of a manner as possible. Don’t forget your common ground. Remember this is a mutual problem to solve, not a struggle to see who will win.

- **Identify Barriers and Facilitators:** Together, consider barriers or facilitators to achieving the goal.

- **Generate Ways to Achieve the Goal:** Given the desired outcome, and the barriers and facilitators to achieving the goals, brainstorm alternative solutions together. Evaluate the solutions, and decide on the best solutions.

After the Discussion:

- **Make Implementation Plans:** Be clear on what needs to be done and in what sequence (actions steps). You may want to include a trial period.

- **Reflect, Summarize and Appreciate:** Each person should summarize her/his understanding of the goal, the solutions and the ways to get there. Reflect on the discussion to identify areas to improve. Acknowledge the courage and skill needed to discuss and manage the conflict. This is a joint success.

Keep in Mind:

- When conflicts have escalated, people may feel wronged and their feeling of being right can be a barrier to communication. Self-righteousness and blaming will contribute to escalation of the conflict.

- If you can recognize how you contributed to the problem, each party taking 100% responsibility, and focus on working together to manage it, you have a much better chance of resolving it.

- Conflict is an opportunity to demonstrate to your colleagues that you are trying to understand them.

- Reaffirm the value of others and reduce their fears of rejection. Avoid comments that question competence or morality.
Coaching & Mentoring
A Coaching Process: The GROoW Model

Coaches GROOW...
themselves, others, possibilities

- A useful approach when you want structure and clarity
- The process is often not linear; you may find it helpful to return to the goal
- Relies on deep listening, empowering questions, curiosity and ‘pulling out’, empathy

Sample Questions:

GOAL: What do you want? What will that get you? What is the big picture?

REALITY: How are things right now? What is your biggest concern?

OPPORTUNITIES: What have you already done? Would you like to brainstorm options?

OBSTACLES: What is getting in the way?

WILL or Way Forward: What do you feel committed to taking on as a first step? What can you take responsibility for doing next?

A version of this model was developed by the Boston Consulting Company in 1968. It is also used as a coaching tool. The model is from Gibb, A. (2010). Being a coach. Inspired Future Publishing.
If people get stuck at the WILL stage, it may mean the need to reconnect to their goal, or create a more compelling goal.

**Good Questions: a Primer for Coaching Experience**
Coaching Experience

Time: 60 Minutes in Total

Discussion Process:

- Form Triads
- Conduct a Coaching/Mentoring session:
  - 20 minutes per session (15'discussion, 5' feedback)
  - Coachee presents a real situation/challenge
  - Coach engages and explores with a helpful intent
  - Observer monitors the engagement

Feedback Process:

- Coach first; Coachee second; Observer provides feedback on the process
- Coach - what would you do differently?
- Coachee - what was helpful?
- Observer - what worked? what skills were used?

Observer Notes

What is working? What knowledge, skills and attitudes do you see the mentor/coach using? Positive points only.

Watch for these coaching skills:
- Presence heart and mind
- Supportive Listening
- Empowering Questions
- Holding the GROoW model lightly

Important Guidelines
Remember – this is a peer coaching practice and the emphasis is on learning and practicing a coaching process and tool. Each person is to take a turn in each of the three roles (coach, coachee and observer). Do not get hung up on content!
Coaching Triad Debrief

After your coaching experience, in your coaching triad, take 10 minutes to debrief your Coaching Practice:

- What was your experience being the coach?
- What was your experience receiving coaching?
- What was your experience observing coaching?

Be prepared to share a “highlight” of your triad debrief with the large group.
Encourage the Heart: Leadership Feedback
Leadership Feedback – Asking, Receiving and Giving Feedback

Asking for Honest Leadership Feedback

Scholar and presidential advisor, John Gardner, once remarked ‘Pity the leader caught between unloving critics and uncritical lovers’. As Jim Kouzes & Barry Posner note in their article To Get Honest Feedback, Leaders Need to Ask (HBR, February 27, 2014), none of us likes the constant negative feedback and at the same time, we don’t benefit from or truly believe the sycophants who constantly flatter. To stay honest with ourselves we need caring critics. And we may need to ask for feedback.

Credibility (and the practices of modeling the way) are about doing what we say we will do. One way to lead with integrity, is to ask for feedback on our behavior and on how our behavior is affecting others. Regular feedback is one of the ways we can tell if we are having the influence and impact we wish to have. So in addition to a 360 assessment, finding ways to get meaningful feedback is invaluable.

Some ways to request feedback:

- At the end of a meeting “Is there anything I could have done to lead the meeting more effectively?”
- Ask a colleague over lunch what you are doing that is helpful and if there is anything you do that hinders the work.
- Identify a specific behavior you want to change or grow and ask several people to give you feedback about that.
- Identify a behavior you want to change and ask others what benefits this will provide. Marshall Goldsmith refers to this as ‘feeding forward’.

Receiving Leadership Feedback Well: What helps you?

Resources:

Leadership Feedback – Giving Feedback – Encourage the Heart

Giving Feedback: Encourage the Heart & High Performing Cultures

“Encouraging the Heart is about the basic human need to be appreciated for who we are and what we do” – Kouzes and Posner

The leadership competencies of encouraging the heart, as developed by Kouzes and Posner, include two commitments: recognizing contributions by showing appreciation for individual excellence and celebrating the values and victories by creating a spirit of community. Edgar Schein, with over 40 years of research on leadership and high performing cultures, states that leadership comes down to three things: 1) open, honest, transparent communication 2) that comes from trusting relationships and 3) and builds on a foundational culture where people help one another succeed. In high performing cultures, where this is the norm, people freely praise and encourage one another.

Kouzes and Posner suggest the ratio for giving feedback be three positives to one constructive critique. This is valuable whether the feedback is given colleague to colleague or manager to direct report.

Guidelines for Giving Feedback

*Catch people doing it right:* Watch for the positive things people are doing. At the end of the week, ask yourself if you gave praise to people in your department. It is ideal to convey the specifics, the impact on your team/organization/client and how it made you/others feel along with the needs and values that were met.

*Guidelines for Planned Feedback*

- Consider the 3 to 1 ratio (three positives to one constructive critique)
- Be present, in person and empathic;
- Be Specific, an event or incident that illustrates a behavior is most helpful
- Focus on observable behavior – what someone has done or can do and not on the individual (personality or character); descriptive rather than evaluative
- Requested by the other or You request their permission
- Just in time

Resources:


Edgar Schein on Corporate Culture: [http://www.youtube.com/watch?v=6ZB3jJIGWuk](http://www.youtube.com/watch?v=6ZB3jJIGWuk)
Leading Appreciatively: appreciative conversations

One of the best ways to understand and appreciate your employees is to conduct an appreciative interview. Taking this approach will help establish a relationship with that person and will provide you with information about what is he/she considers as important and of value. As a result of having this conversation, the employee is likely to have become clearer about what he/she values as well. You could also use this interview as an opportunity to gain a perspective on what is working in the organization. This is a tool for engagement.

What is an appreciative interview?

- Gathering information about what is important to another person
- Using the 'psychology' of a positive focus - understanding that we are engaged when focusing on the positive
- Finding out what is working now and how you can get more of what works
- Listening deeply to what the other person has to say and attempting to understand why something is important or stands out for them
- Involves asking questions but not trying to interpret what they are saying

More good questions (in addition to questions in Module 1 learner manual p. 15):

1. What sustains you, as a leader, when the going gets tough?

2. How do we help one another be successful and flourish?

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

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

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

6. What is the very best question a leader could ask?

7. What resources, articles, supports, books help you renew and thrive?
### BONUS: SOAR – building strength based strategy

<table>
<thead>
<tr>
<th>Strengths - what can we build upon?</th>
<th>Opportunities - what are our stakeholders asking for?</th>
<th>Where are the opportunities facing you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What advantages does your dept. /institution have?</td>
<td>What factors are helping you succeed?</td>
<td>What partnerships might you develop?</td>
</tr>
<tr>
<td>What do you do better than anyone else?</td>
<td>What makes us unique?</td>
<td>What new funding opportunities might you pursue?</td>
</tr>
<tr>
<td>What do people in your field see as your strengths?</td>
<td></td>
<td>What are the interesting trends you are aware of?</td>
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<tr>
<td>What do you do better than anyone else?</td>
<td></td>
<td>- Changes in technology</td>
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<tr>
<td>What do people in your field see as your strengths?</td>
<td></td>
<td>- Other trends such as Changes in government policy, related to your field,</td>
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<tr>
<td>What factors are helping you succeed?</td>
<td></td>
<td>What new skills do we need to move forward?</td>
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<tr>
<td>What makes us unique?</td>
<td></td>
<td>How do we reframe challenges to opportunities?</td>
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<tr>
<td>Questions</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Who are we and who are we becoming? Where are we going?</td>
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<tr>
<td>How will we build on and expand our strengths?</td>
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<tr>
<td>What will the dept. /university look like in 3-5 years?</td>
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<tr>
<td>What capacities will the dept. /university have?</td>
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<tr>
<td>How do you want others To perceive your dept. /university?</td>
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<tr>
<td>What strategic initiatives (i.e. projects, programs and processes) would support these aspirations?</td>
<td>Aspirations – What do we desire/hope to be? What do we care deeply about?</td>
<td></td>
</tr>
<tr>
<td>Results – How do we know we are succeeding?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considering strengths, opportunities and aspirations what meaningful measures would indicate that we are making progress?</td>
<td></td>
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<tr>
<td>What difference will be made by the department or university?</td>
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<tr>
<td>What does success look like?</td>
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<td>What measures/indicators of success will be most important?</td>
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Emotional Intelligence & Leadership

“Effective leaders are alike in one critical way: they all have a high degree of emotional intelligence.”

Daniel Goleman in Leadership That Gets Results
Goleman’s Leadership that Gets Results

Goleman’s research reported in *Harvard Business Review* investigated how each of six leadership styles affected six drivers of climate, or working atmosphere. The six styles were coercive, authoritative (later referred to as visionary), affiliative, democratic, pacesetting and coaching. The elements of a healthy climate were:

- Flexibility - employees feel free to innovate without red tape
- Responsibility - employees have a sense of responsibility for the organization
- Standards - employees are clear about expectations
- Commitment - employees are proud and committed to a common purpose
- Rewards - employees are recognized and rewarded fairly
- Clarity - employees know the organization’s mission and understand their roles.

The figures below show the correlation between each leadership style and each aspect of climate. According to the data, the authoritative (now reworded as visionary) leadership style has the most positive effect on climate, but three others – affiliative, democratic, and coaching – follow close behind. That said, the research indicates that no style should be relied on exclusively, and all have at least short-term uses.

<table>
<thead>
<tr>
<th></th>
<th>Coercive commanding</th>
<th>Authoritative (Visionary)</th>
<th>Affiliative</th>
<th>Democratic</th>
<th>Pacesetting</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flexibility</strong></td>
<td>-.28</td>
<td>.32</td>
<td>.27</td>
<td>.28</td>
<td>-.07</td>
<td>.17</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>-.37</td>
<td>.21</td>
<td>.16</td>
<td>.23</td>
<td>.04</td>
<td>.08</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>.02</td>
<td>.38</td>
<td>.31</td>
<td>.22</td>
<td>-.27</td>
<td>.39</td>
</tr>
<tr>
<td><strong>Rewards</strong></td>
<td>-.18</td>
<td>.54</td>
<td>.48</td>
<td>.42</td>
<td>-.29</td>
<td>.43</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>-.11</td>
<td>.44</td>
<td>.37</td>
<td>.35</td>
<td>-.28</td>
<td>.38</td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
<td>-.13</td>
<td>.35</td>
<td>.34</td>
<td>.26</td>
<td>-.20</td>
<td>.27</td>
</tr>
<tr>
<td><strong>Overall impact on climate</strong></td>
<td>-.26</td>
<td>.54</td>
<td>.46</td>
<td>.43</td>
<td>-.25</td>
<td>.42</td>
</tr>
</tbody>
</table>

Source:
## Leadership Styles

<table>
<thead>
<tr>
<th>LEADERSHIP STYLE</th>
<th>HOW IT BUILDS RESONANCE</th>
<th>IMPACT ON CLIMATE</th>
<th>WHEN APPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VISIONARY (OR AUTHORITATIVE)</strong></td>
<td>Moves people toward shared dreams</td>
<td>Most Strongly Positive</td>
<td>When changes requires a new vision or when a clear direction is needed</td>
</tr>
<tr>
<td><strong>COACHING</strong></td>
<td>Connects what a person wants with the team’s goals</td>
<td>Highly Positive</td>
<td>To help a person contribute more effectively to the team</td>
</tr>
<tr>
<td><strong>AFFILIATIVE</strong></td>
<td>Creates harmony by connecting people to each other</td>
<td>Positive</td>
<td>To heal rifts in a team, motivate during successful times, or strengthen connections</td>
</tr>
<tr>
<td><strong>DEMOCRATIC</strong></td>
<td>Values people’s input/gets commitment through participation</td>
<td>Positive</td>
<td>To build buy-in or consensus, or to get valuable input from team members</td>
</tr>
<tr>
<td><strong>PACESETTING</strong></td>
<td>Sets challenging and exciting goals</td>
<td>Often Highly Negative because Poorly Executed</td>
<td>To get high quality results from a motivated and competent team</td>
</tr>
<tr>
<td><strong>COMMANDING (OR COERCIVE)</strong></td>
<td>Soothes fears by giving clear direction in an emergency</td>
<td>Often Highly Negative because Misused</td>
<td>In crisis, to kick-start a turnaround</td>
</tr>
</tbody>
</table>

Leadership for LIFE Activity
(adapted by Lillas Hatala from Kouzes and Posner, Learning Leadership, 2016)

Imagine 10 years from now; you are honored as the Leader of the Year! This exercise is not about going on an ego trip; it’s about reflecting deeply on the legacy you want to leave.

**Lessons:** What vital lessons do you hope others will say you have passed on? For example “she taught me how to fail forward by learning and as I go and grow.”

**Ideals:** What ideals, values principles and ethical standards do you hope people will say you stood for? For example “he stood for compassion and service to all”

**Feelings:** What feelings do you hope people will say they have/had when being with you or thinking about you? For example, “she always made me feel I was capable of doing so much more than I originally thought, she brought forth my potential”

**Expressions:** What lasting expressions or contributions – tangible and intangible – will people say that you left to them and to others yet to come. For example, you can see his legacy in the thousands of leaders he taught who went onto achieve great things.”

**Where and how can you now give the gift of your leadership?**
Tough Leadership Challenge Next Step & Personal Leadership Development Plan
Remember the Power of Reflection & Continuous Learning

The power of reflection:

Perhaps the single most important thing we can do to increase our leadership capacity is to take 5 minutes at the beginning or end of a day to reflect...

A reflective practice can help us:

- Unhook from the busyness and distractions in our surroundings
- Back off from our reactive triggers and reflect on what is going on rather than be dominated by what is going on
- Notice and break habitual patterns that don’t serve us well
- See who we really are – all of us – including the discrepancies between who we are and who we aspire to be (Ideal/Leader Identity)
- Be more intentional in our leadership
- Grow our self-awareness and leadership wisdom
- Track our leadership development – breakthroughs and breakdowns and more learning (plus delta technique)

Creating Sanctuary

In their book *The Practice of Adaptive Leadership (2009)*, Ronald Heifetz and colleagues, ask: “...do you regularly cordon off some space and time to reflect on what has happened over the past few days and prepare yourself for what lies ahead.” They suggest leaders need to ‘create sanctuaries’ and sanctuaries, they suggest “…are spaces (physical or mental) where you can hear yourself think, recover yourself from your work, and feel the quieter inclinations of your spirit.” A reflective practice typically involves:

- stopping and noticing
- listening to ourselves in SILENCE
- practices such as journaling, mind mapping, various types of meditation
- often involves the discipline of journaling or writing

*What, So What, Now What Tool*: A leader’s quick check in, at the end of a day, a meeting, a challenging situation, use this simple tool:

- What – am I observing, thinking, feeling, wanting, noticing, surprised about...
- So What – are the implications of the ‘what’, or what does this mean to me?
- Now What – does this require action?
Readings and Resources

Buller, J. Positive academic leadership: how to stop putting out fires and start making a difference. San Francisco: Jossey Bass.


Stefani, L. Blessinger, P. Inclusive leadership in higher education: international Perspectives


**Useful websites with good resources to access and download:**

- [www.cnvc.org](http://www.cnvc.org)
- [www.authentichappiness.org](http://www.authentichappiness.org)
- [www.cambridge-leadership.com](http://www.cambridge-leadership.com)
- [www.leadershipchallenge.com](http://www.leadershipchallenge.com)
- [www.jimcollins.com](http://www.jimcollins.com)
- [www.psychometrics.com/docs/conflictwhitepaper_psychometrics.pdf](http://www.psychometrics.com/docs/conflictwhitepaper_psychometrics.pdf)
- [www.eiconsortium.org/](http://www.eiconsortium.org/)
- [www.danielgoleman.info/](http://www.danielgoleman.info/)
- [http://www.youtube.com/watch?v=6ZB3jJIGWuk](http://www.youtube.com/watch?v=6ZB3jJIGWuk)
- [https://hbr.org/2014/02/to-get-honest-feedback-leaders-need-to-ask/](https://hbr.org/2014/02/to-get-honest-feedback-leaders-need-to-ask/)
- [https://appreciativeinquiry.case.edu](https://appreciativeinquiry.case.edu)