

A Different Kind of Leadership

IMPACTING PERFORMANCE THROUGH MEANINGFUL CONVERSATIONS



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It starts with a choice.

Leadership isn't just a role or a title – it's a choice.

The best leaders choose to be better, they *choose to be different* – they choose to lead well.

Myatt, M. *Hacking Leadership*, 2014.



Session Goals

- Prioritize your thinking and actions around the importance of people development.
- Understand the foundational components of effective coaching conversations.
- Explore coaching tools designed to move individuals to action and reflection.
- Learn to effectively choose the appropriate leadership stance within the Conversation Continuum.



Rules of Play

- Engage as a leader.
 - Take risks.
 - Participate fully and actively.
- Be present.
 - Serve yourself to better serve others.
- Practice confidentiality.



Opening Reflection

What percentage of your work involves convincing or persuading people to give up something they value or feel comfortable with for something you have? (an idea, a strategy, an initiative, a resource, etc.)



Many of us are spending a decent amount of time trying to move others. For some of you, it's the mainstay of your job.

Most of us are "movers."
Some of us are "super-movers."

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.



Busyness

Busy leaders are a dime a dozen, highly productive leaders are not so common.

Myatt, M. *Hacking Leadership*, 2014.



A Different Look at Leading

- Management.

★ Transforming individual talent into performance

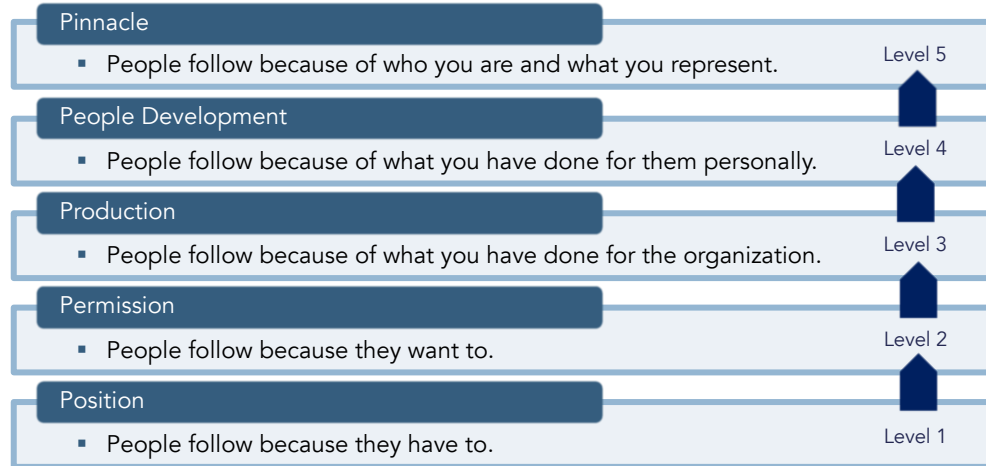
- Leadership.

Rallying people to a better future

Buckingham, M., *The Most Important Thing You Need to Know*, 2005.



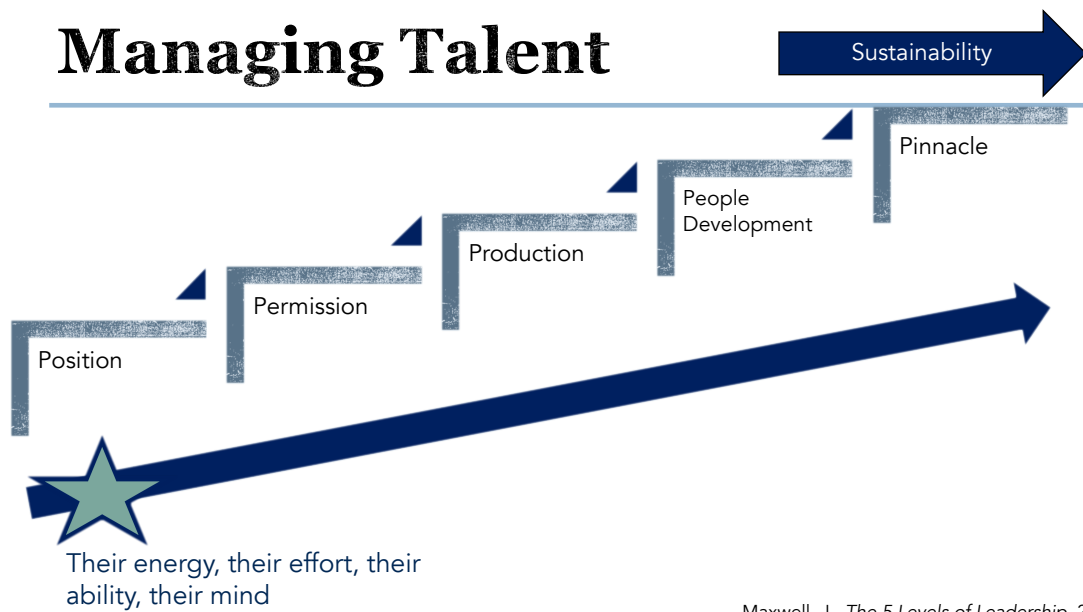
Managing Talent



Maxwell, J., *The 5 Levels of Leadership*, 2013.



Managing Talent



Maxwell, J., *The 5 Levels of Leadership*, 2013.



Leaders Beware

Remember, ignorant bliss
– *no matter how enjoyable* –
is still ignorant.

Myatt, M. *Hacking Leadership*, 2014.



Moving Others

The challenge is that to move people a large distance for the long term, we have to create the conditions where they can move themselves.

Ferlazzo, Larry.



Leadership is **influence** – nothing more, nothing less.

-John Maxwell



An Important Distinction

- **Manipulate** – to control a person or situation cleverly, unfairly, or unscrupulously
- **Influence** – the capacity to have an effect on the character, development, or behavior of someone or something.



-
- **Irritation** – challenging others to do something we want them to do.
 - ✓ ▪ **Agitation** is challenging others to do something that *they* want to do.

Ferlazzo, Larry.



Leadership Truths That Move People



Exercise: Uncommon Commonalities



Connectedness

- Being connected to your teachers moves them.
 - No significant learning occurs without a significant relationship.



Uncover the Genius

- Observe your teachers in their own environment.
- Engage them in conversation, ask a lot of questions, and spend a lot of time listening.
- Seek out, acknowledge and understand your teachers' innate strengths and talents. Know what makes them tick.



Exercise: Mirror, Mirror



Attunement

- Being attuned to your teachers moves them.
 - Bring your actions and outlook in harmony with your teachers and their situations or context.

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.



Attunement

- Increase your power by reducing it.
 - Power leads individuals to anchor too heavily on their own vantage point, insufficiently adjusting to others' perspective.
- Use your head as much as your heart.
 - Perspective-taking is a cognitive capacity; it's mostly about thinking. Empathy is an emotional response; it's mostly about feeling. Both are crucial, but your thinking is the most effective in moving others.

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.



Positivity

- Being positive with your teachers moves them.
 - Monitor your positivity ratio. It's the golden mean of well-being, the magic formula for flourishing, the secret code of the satisfied: 3 to 1.
 - www.positivityratio.com

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.
(Research from Fredrickson, B. *Positivity: Top-Notch Research Reveals the 3 to 1 Ratio That Will Change Your Life.*, 2009.)



Positive Emotions

- Joy
- Gratitude
- Serenity
- Interest
- Hope
- Pride
- Amusement
- Inspiration
- Awe
- Love



Clarity

- Being clear with your teachers moves them.
 - Help others clearly see their situations in fresh and more revealing ways and help them identify problems they didn't realize they had.
 - In these times, your teachers' success often hinges less on problem-solving and more on problem-finding.

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.



Leadership Truths That Move Others

- Be connected.
- Be attuned.
- Be positive.
- Be clear.



“You don’t lead by hitting people over the head—
that’s assault, not leadership.”

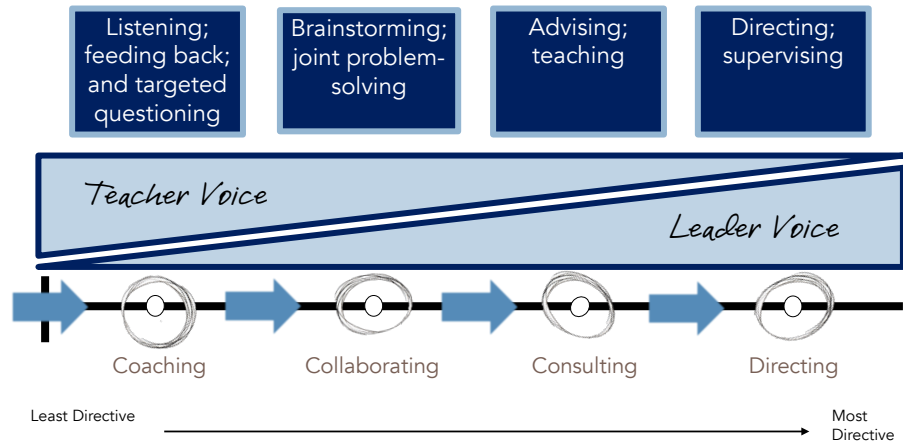
–Dwight Eisenhower



Change your conversation –
change your result.

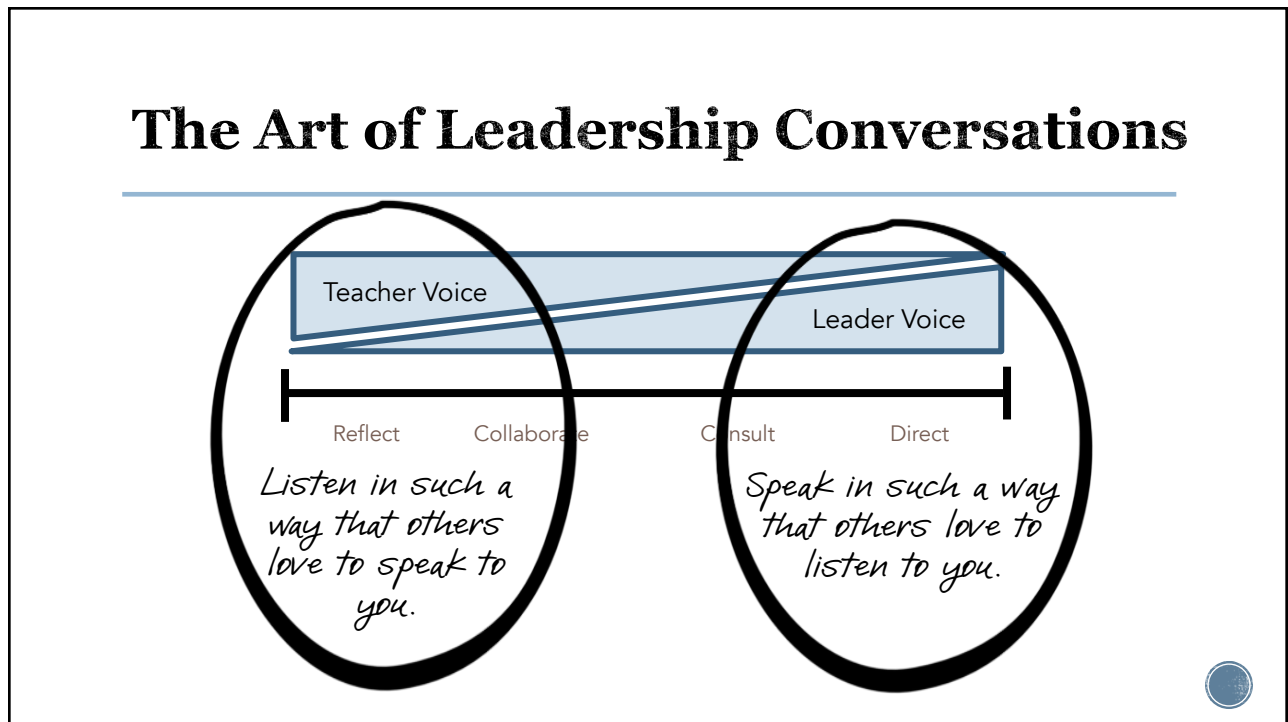
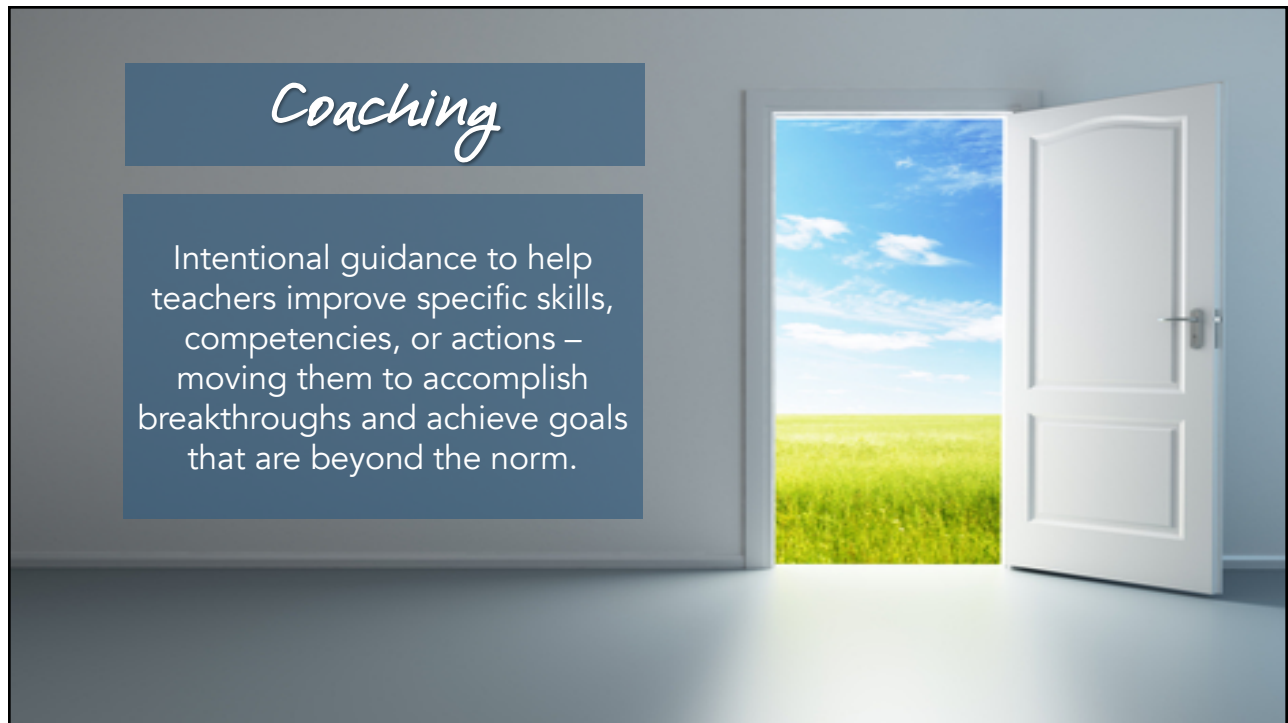


The Conversation Continuum



Lipton, L. & Wellman, B. *Mentoring Matters*, 2003.

A Coaching Approach to Leadership



Coaching is not hand-holding.

- It's not compassionate to create dependency.
- It's disrespectful to enable helplessness.
- It's ineffective to tolerate persistent failure.

Rockwell, Dan. *To Coach or Kick Butt*, 2016.



The Foundation of Excellent Coaching

- Listening
- Paraphrasing or Feeding Back
- Powerful Questioning



Exercise: Amazing Silence



We simply need to listen more.

You cannot truly listen to anyone and do anything else at the same time.

- M. Scott Peck



Three Types of Listening

Type	Description
Internal Listening	Listening is focused on your own thoughts, worries, and priorities, even as you pretend you're focusing on the other person.
Focused Listening	Listening is strongly focused on the other person, but you're still not fully connecting to them. You may be nodding in agreement, but you may not be picking up on the small nuances the person is sharing.
Expansive Listening (360 Listening)	Listening is not only focused on what the person is saying, but how they're saying it — and, even better, what they're not saying. For instance, you notice when they get energized about certain topics or when they pause or talk around other topics.

Adapted from the work of Kimsey-House, H., Kimsey-House, K., Sandahl, P., and Whitworth, L. *Co-Active Coaching: Changing Business, Changing Lives*, 2011.



Simply put – slow down.

- Are your conversation partners actually finishing their sentences?
- Are people getting their perspective fully on the table without your interrupting?
- Do they have time to take a breath before you start yapping?



Paraphrasing

A restatement of speech or writing that retains the basic meaning while changing the words. A paraphrase often clarifies the original statement by putting it into words that are more easily understood.



Three Ways to Feed Back

- **Acknowledge and clarify** – a brief statement in the listener’s own words

“So, you’re concerned about...”

- **Summarize and Organize** – a statement that offers themes or containers

“It seems you have two goals here...”

- **Shift Conceptual Focus** – a statement that focuses on a higher logical level; moves the conversation up

“So, it’s clear you value...”

Lipton, L. & Wellman, B. *Mentoring Matters*, 2003.



Things to Consider

- Capture what's being said, not what they aren't saying.
- Shorter is better.
- Use "you," not "I." The paraphrase is not as much for *your* thinking as it is to affirm the thinking of your coachee.
- Listen intently *first* to paraphrase successfully.



Rethinking Our Leadership

The leader of the past was a person who knew how to tell.

The leader of the future will be a person who knows how to ask.



Your ego limits you.

"A expert is someone who stops thinking because he knows."

-Frank Lloyd Wright



Why use questioning?

Questions outperform statements in moving others.

Questions require more intensive processing of message content. By making people work just a little harder, questions prompt people to come up with their own ideas, beliefs, and/or rationale for their thinking. Because of this, they become more likely to act on their thinking.

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.



Get comfortable with your ignorance.

Good questioners tend to be aware of, and quite comfortable their own ignorance. In fact, one of the keys to scientific discovery is the willingness of scientists to embrace ignorance – and to use questions as a means of navigating through it to new discoveries.

Firestein, S. *Ignorance: How It Drives Science*, 2012.



Support Through Questioning

A beautiful question is an ambitious yet actionable question that can begin to shift the way we perceive or think about something – and one that might serve as a catalyst to bring about change.

Berger, W. *A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas*, 2014.



Common Asking Mistakes

- CLOSED QUESTIONS - *Do you have any ideas?*
- SOLUTION-ORIENTED QUESTIONS - *Could you break your students into groups for the practice?*
- LEADING QUESTIONS - *Don't you want to assess your students more regularly so you have a good grasp on what they know?*
- NEGLECTING TO INTERRUPT
- INTERRUPTING/TALKING OVER
- "WHY" QUESTIONS - *Why did you decide to use these questions for the discussion?*



Coaching Tools



Results speak louder than words.

The key to long-term organizational and leadership success is moving employees to action.



The Action Protocol

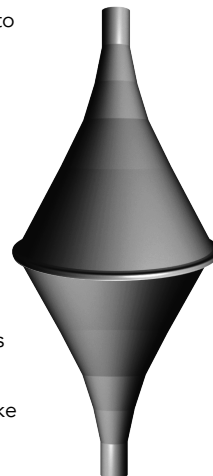
So given this situation, what do you hope to achieve?

Tell me more. What would that look like specifically?

What ideas do you have to move yourself closer to this goal? What else?

Of all the ideas you've generated, what stands out as most important? What seems to make the most sense?

What step(s) are you thinking you could take this week that would move you closer to what you want?



Goal

Exploration

Options

Decision

Action

Paraphrasing

Adapted from the work of Tony Stoltzfus, 2008.



The Action Protocol

When is it used?

When creating plans for a better future



Coaching Demonstration



Coaching Practice

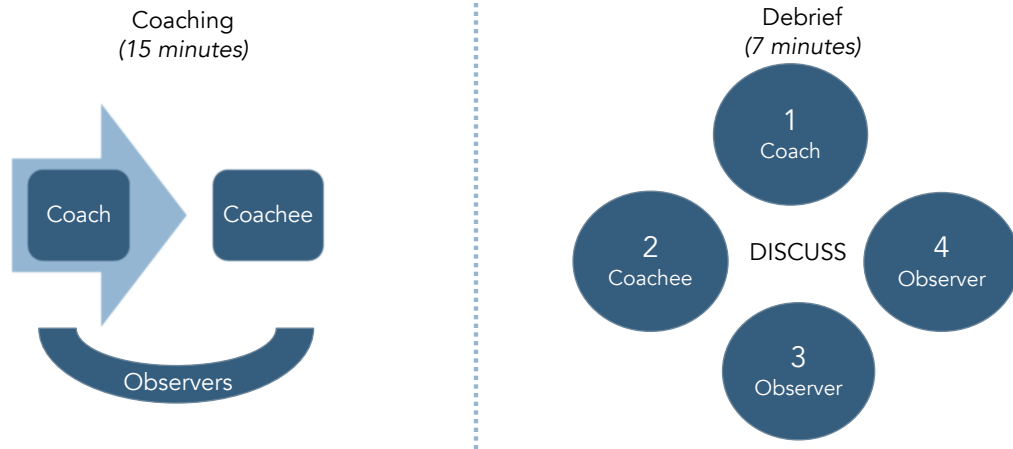


Prepare to Practice

- Organize yourselves into groups of six.
- Assign a role to each group member:
 - **Coach** – *You will need your Action Protocol tool.*
 - **Coachee** – *Think about a current challenge or energy drainer you have in your work right now.*
 - **Process Observers** – *Take notes on what you notice about the process. Pay attention to PPQ (Pausing, Paraphrasing, and Questioning).*



Practice: The Action Protocol



A Common Misunderstanding

- While coaches assist others to "forward the action," it is not simply about getting things done; it is just as importantly about continuing to learn. So we say the other half of the coach's job is to "deepen the learning."

The Importance of Reflection

Without reflection, our experiences are episodic.



The Reflection Protocol

Component	Prompt
Initial Impressions	What were your initial thoughts/feelings about....? (About an identified "look-for")
Supporting Data	What evidence led you to that conclusion?
Contributing Factors	What might be contributing to that outcome?
Self-Learning	What insights are starting to emerge for you? What are you teaching yourself about others or the situation? What are you teaching yourself about you?
Next Action	So, what do you want now? What's the next step? What would it specifically look like?
Timeline/Support/*Practice	When would you like to try this? What support do you need? *Practice the strategy if needed.
Commitment	Is there anything standing in the way? Is this something you can commit to?

Paraphrasing

Adapted from the work of McKanders, C.



The Reflection Protocol

When is it used?

When capturing learning from a past event



Coaching Demonstration



Coaching Practice



Situation: Checking for Clear Understanding

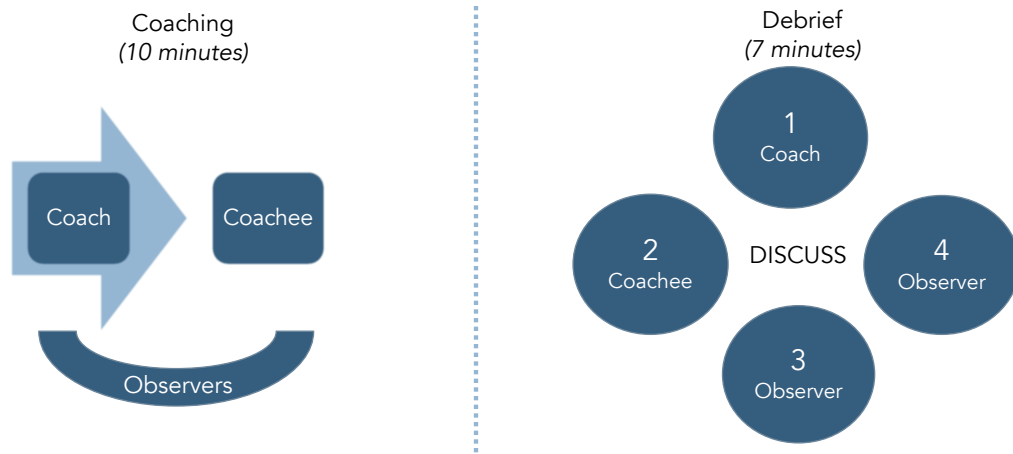
- You are working with a teacher whose identified “look-for” is making sure what is being taught is, in fact, being learned. This was decided between you and the teacher collectively when he expressed frustration over the performance of his students. He reported that he is consistently seeing low grades on assignments particularly when he is teaching a new lesson. Yesterday, you observed the teacher as he introduced a lesson on the multiplication of decimals. You observed that he spent 15 minutes teaching the concept. Twice he called on a student to complete a problem on the white board. He then distributed a worksheet and gave them 15 minutes to work on it. When a student approached his desk with a question, the teacher said, “Try to remember what we talked about earlier. He reminded the student of the process, and then asked her to take her seat.
- In the feedback (coaching) session today, you want to inquire about the success of the lesson and deepen your teacher’s thinking around how to effectively assess and create meaningful practice of the concepts being learned prior to distribution of independent practice.

Prepare to Practice

- Return to your earlier group of six.
- Assign a new role to each group member:
 - **Leader** – *You will need your Reflection Protocol tool.*
 - **Teacher** – *You are highly coachable; you have good ideas about why things went the way they did.*
 - **Process Observers (2)** – *Take notes on what you notice about the process. Pay attention to PPQ (Pausing, Paraphrasing, and Questioning).*



Practice: The Reflection Protocol

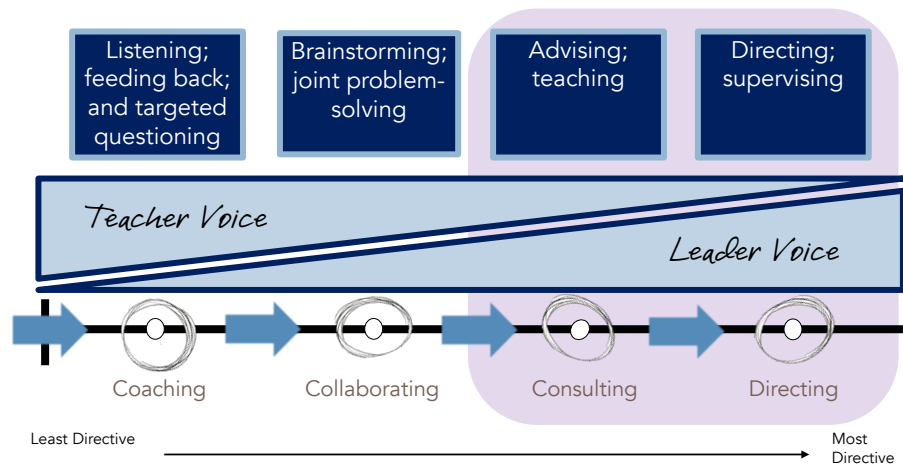


Allowing for Mistakes

The challenge for leaders is to avoid cutting back on empowerment when people make mistakes.



The Conversation Continuum



Lipton, L. & Wellman, B. *Mentoring Matters*, 2003.



What is the source of the struggle?

- Is there a lack clarity around expectations, standards, priorities, methods?
- Is there a lack of skill or confidence?
- Is there deficient desire?
- Is there limited opportunity?
- Is there insufficient instruction or training?
- Is there too much red tape?
- Are there inadequate resources?
- Is there poor time management?
- Is there an unrealistic workload?
- Is there interpersonal conflict?



The Importance of Expectations

Clarity is the pathway to solid results.

So, ask yourself:

- **(At the highest level)** *Do each of my teachers know and understand the strategic goals and mission of our campus?*
- **(At the individual level)** *Have I communicated performance objectives for each of my teachers that are clear, measurable, and mutually understood?*
- **(At an informal level)** *Do each of my teachers know the day-to-day expectations I hold around behavior, collaboration, and culture?*

Lipman, V. *The Best Managers Always Set Clear Expectations*, 2016.



Leader Voice: Consulting

- Taking this stance, you have become your teacher's teacher and advisor.
 - Add your voice by:
 - Continuing to lean on questioning when you can.
 - Example: *"What do you see as the difference between a student that is compliant and one that is engaged?"*
 - Asking permission to share your ideas.
 - Offering a variety of options/ideas and asking your principal to select might work in his/her situation.



Self-awareness

We have self-centered minds which get us into plenty of trouble. If we do not come to understand the error in the way we think, our self-awareness, which is our greatest blessing, is also our downfall.

-Joko Beck



Leader Voice: Directing

- Taking this stance, you have become your teacher's director/supervisor.
 - Add your voice by:
 - Clearly describing the performance gap
 - Identify the desired expectation and/or outcome in the addressed area (desired state).
 - Contrast the desired state with what you are currently observing in this area (current state).
 - Generating immediate next-step actions
 - Following up in a timely and consistent manner



Practice: Describing the Performance Gap

- A teacher is consistently late in submitting her lesson plans.
- After several mini-observations, you notice a teacher is still calling on the same small grouping of students during his lessons
- A teacher is routinely forgetting to identify the learning target during her lessons.
- A teacher is consistently raising his voice in a harsh manner in an effort to manage behavior.
- A teacher is routinely using low-level questioning during all observed lessons.



Teacher:

Date:

Topic:

Teacher Conference
Conversation Planning Notes

Reflect	Collaborate	Consult	Direct
<p>What questions can I ask to promote deep reflection and ownership of this goal and/or challenge?</p> <p><i>Note: Use of one or both of your coaching tools would be an appropriate place to start (Action Protocol or Reflection Protocol).</i></p>	<p>What are some ideas I can gently contribute to a brainstorming session if my teacher is feeling stuck in his/her thinking?</p>	<p>What teaching or advice is needed here?</p> <p><i>Note: Offer several ideas and empower the principal with choosing which idea(s) might work best for him/her.</i></p>	<p>Describing/addressing the performance gap:</p> <ul style="list-style-type: none"> - What is the desired performance level in this area (desired state)? - What is the observed performance level in this area (current state)? - What are the non-negotiable next steps?



It's all about balance.

- *Too tough-minded...*
 - The people on your team may hold on to the ball when they should be passing.
- *Too tender-hearted...*
 - The people on your team may become wonderfully inventive at passing the ball, but not one drives for the goal.

Conant, D. and Norgaard, M. *Touchpoints: Creating Powerful Connections in the Smallest of Moments*, 2011.



Why is leadership so difficult?

Because leading means people have to make changes, and by definition, change means:

"To give up something in exchange for something else."



Leadership exists to disrupt mediocrity.



Small Shifts in Our Language

Change your:

“Yes, but...”

to

“Yes, and...”



Knowledge is only a rumor until it lives in the muscle.

- Think about one specific way you can put what you've learned to work.
- What is the burning action you want to take?
- Share using the “Yes, and...” strategy.



Genuine Acts of “Movement”

At it's best, moving people can achieve something greater and more enduring than merely an exchange of resources. And that's more likely to happen if we follow two underlying principles:

Appeal to the person. Appeal to the purpose.

Pink, D. *To Sell is Human: The Surprising Truth About Moving Others*, 2012.

